

Links to British Values in History

British Values	EYFS	KS1	KS2
Democracy	Pupils learn about people in our community who help us now and in the past (fire fighters and nurses).	<p>Pupils are encouraged to learn from the past about how best to be an active citizen in the Britain of today.</p> <p>Pupils may use vocabulary such as 'fair' 'unfair' 'better' 'worse' etc to describe their feelings about historical periods and events. Discussions may include:</p> <ul style="list-style-type: none"> - Child labour (Victorian Cononley) - Being an active citizen (such as Mary Seacole) - Childhood in the past (toys, holidays, Victorian Cononley) - Wars and battles (Skipton Castle) - Rich and poor (Victorian Cononley) 	<p>Our History Curriculum gives children many opportunities to explore the themes of DEMOCRACY through a historical context, enabling children to compare both good and bad practices and drawing their own conclusions.</p> <p>Some content areas (although by no means all) by which children can develop their understanding of what a DEMOCRACY is (or isn't!) are:</p> <ul style="list-style-type: none"> - Anglo-Saxons and Vikings - Ancient Greece - The Earliest Civilisations and Ancient Egypt - The Ancient Maya Civilisation - The Roman Empire
Rule of Law	Pupils learn the importance of taking turns. They know that they must follow rules to stay safe when on visits out of the classroom, for example, during a visit to Ilkley Toy Museum or during a walk to look at homes in the past.	<p>Pupils explore the RULE OF LAW through cause and effect. For example, children are able to learn about laws that were created as a result of a historical event</p> <ul style="list-style-type: none"> - Florence Nightingale, Mary Seacole and Edith Cavell (changes in medical practise) - The Great Fire of London (changes in construction of houses) - What was it like to live in Cononley in the past? (changes in child labour laws which meant that children had to attend school) 	<p>Learning and discussing the different LAWS of civilizations and periods of history.</p> <p>Pupils learn about the RULE OF LAW through historical example of how laws have brought about positive change or be used as a tool of repression, such as:</p> <ul style="list-style-type: none"> - The Roman Empire - Ancient Greece - The Industrial Revolution in Skipton <p>They also learn about the impact of breaking the law and war can have on individuals and a wider society/civilization:</p> <ul style="list-style-type: none"> - The Roman Empire - Anglo-Saxons and Vikings
Individual Liberty	Pupils can make choices about revisiting history resources in provision.	<p>Pupils are provided with historical role models whom made a difference by standing up for their beliefs or breaking down barriers such as:</p> <ul style="list-style-type: none"> - Florence Nightingale, Mary Seacole and Edith Cavell 	<p>Pupils are provided with historical role models whom made a difference by standing up for their beliefs or breaking down barriers such as:</p> <ul style="list-style-type: none"> - The Roman Empire – Boudicca and The Iceni - The Industrial Revolution – Titus Salt
Mutual Respect for and tolerance of those with	Pupils learn to listen to others when they are talking about pictures and artefacts.	Pupils are encouraged to look at history through different perspectives, such as eye-witnesses (Samuel Pepys) or secondary accounts and learn that opinions and memories can differ for a variety of reasons.	Pupils are able to use different sources and can reflect upon why accounts may differ (eye-witness, historical accounts, modern day reflections) and are able to see the value in each account.

<p>different faiths and beliefs</p>		<p>Pupils learn about racial prejudice in the past and its impact on the life of Mary Seacole. They compare the experience of Mary Seacole with that of Florence Nightingale, using language such as different and equal.</p>	<p>Pupils are encouraged to explore the different views through narrative, debate and discussion.</p> <p>Pupils are encouraged to explore the views of opposing sides (such as the Roman Empire versus The Iceni; the Spanish Conquistadores versus the Maya).</p>
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