

## Links to British Values in Geography

British Values	EYFS and KS1	KS2
<b>Democracy</b>	<p>Our EYFS Curriculum (Understanding the World) and KS1 geography units encourage pupils to think about their place in the world, how they can become the best possible citizens of tomorrow and create change for the better.</p> <p>Units include:            EYFS - All About Me            KS1 - Where I live (changes in the local area)</p> <ul style="list-style-type: none"> <li>- Kampong Ayer (protecting the Rainforests, climate change)</li> <li>- Why don't penguins need to fly? (climate change, adaptation)</li> <li>- Why do we like to be beside the seaside? (caring for seaside environment, pollution)</li> </ul>	<p>Our KS2 geography units have a focus on how pupils can be active citizens and implement current and future change. Physical geography encourages children to think what impact their actions on the environment and human geography promote moral discussions about economy, poverty and human impact on the world</p> <p>Pupils look at different perspectives and respect the views of others. They think about local, national and global issues.</p> <p>Units include:</p> <ul style="list-style-type: none"> <li>- Megacities (trade, migration, economy, employment, homelessness, congestion)</li> <li>- What is it like to live in a national park? (caring for our area, cultural heritage)</li> <li>- Sustainability (living sustainably, renewable and non-renewable resources, global perspective, green procurement, carbon footprint, habitats, pollution etc)</li> <li>- Beyond the magic kingdom (endangered species)</li> <li>- How is climate change effecting the world?</li> </ul>
<b>Rule of Law</b>	<p>Our pupils think about moral law and the consequences of their actions on future generations. We discuss why rules and laws are put into place and what impact they may have.</p> <p>EYFS – All About Me</p> <p>KS1 areas of discussion may include:</p> <ul style="list-style-type: none"> <li>- Where does our food come from? (laws to protect animals, trade, standards)</li> <li>- Kampong Ayer, Why don't penguins need to fly? Why do we like to be beside the seaside? (laws to protect the environment and animals)</li> <li>- How does the weather affect our lives? (present and future laws to prevent climate change)</li> </ul> <p>KS2 areas of discussion may include:</p> <ul style="list-style-type: none"> <li>- Megacities (crime)</li> <li>- Sustainability, How is climate change effecting the world? (present and future laws to prevent climate change)</li> <li>- Beyond the magic kingdom, Jungles and deserts, What is it like to live in a national park? (laws to protect the environment and animals)</li> </ul>	
<b>Individual Liberty</b>	<p>Pupils think about how their actions can impact their own community. Moving beyond the classroom, several of our geography units require pupils to think about how they can live responsibly. Through debate and discussion pupils learn how to voice their opinion in a safe and supportive environment.</p> <p>EYFS – In The Garden, Creatures of the Sea</p> <p>KS1 Units include:</p> <ul style="list-style-type: none"> <li>- Where I live (changes in the local area)</li> <li>- Kampong Ayer (protecting the Rainforests, climate change)</li> <li>- Why don't penguins need to fly? (climate change, adaptation)</li> <li>- Why do we like to be beside the seaside? (caring for seaside environment, pollution)</li> </ul> <p>KS2 Units include:</p> <ul style="list-style-type: none"> <li>- Megacities (trade, migration, economy, employment, homelessness, congestion)</li> <li>- What is it like to live in a national park? (caring for our area, cultural heritage)</li> <li>- Sustainability (living sustainably, renewable and non-renewable resources, global perspective, green procurement, carbon footprint, habitats,</li> </ul>	

	<p>pollution etc)</p> <ul style="list-style-type: none"> <li>- Beyond the magic kingdom (endangered species)</li> <li>- How is climate change effecting the world?</li> </ul>	
<p><b>Mutual Respect for and tolerance of those with different faiths and beliefs</b></p>	<p>Pupils compare similarities and differences between their lives and those of others around the world. We aim to disband stereotypes and foster a common respect for different countries and cultures by learning about them.</p> <p>EYFS: All About Me, Journeys and Transport</p> <p>KS1:</p> <ul style="list-style-type: none"> <li>- Kampong Ayer</li> <li>- Why don't penguins need to fly?</li> <li>- How does the weather effect our lives?</li> </ul>	<p>Pupils compare similarities and differences between their lives and those of others around the world. We aim to disband stereotypes and foster a common respect for different countries and cultures by learning about them.</p> <ul style="list-style-type: none"> <li>- Megacities (Baghdad, Brasilia)Sustainability (Kenya)</li> <li>- Rivers and mountains (Bangladesh, London)</li> <li>- Climate Change (The Gambia, Australia, Greenland)</li> </ul> <p>Pupils are able to use different sources and can reflect upon why accounts may differ (eye-witness, newspaper reports etc) and are able to see the value in each account and are encouraged to explore the views of opposing sides</p> <p>Pupils are encouraged to explore the different views through narrative, debate and discussion. They begin to think about why people make life choices (where to live, how to support themselves). The feel empathy for others.</p>