

Windows to the World

How are we the same and how are we different?

What are communities like?

What are our British Values?

Children learn about their identities and communities and about different places in the world. Through a range of activities, they explore sameness, difference and diversity. They learn that, as humans, we are all equal, have basic needs and rights, and belong to a range of groups and communities, including school and family. Children learn about the importance of respecting each other, and that it is wrong to abuse people for any reason, including their race. Children have the opportunity to reflect on what they have learnt and to share their ideas with others in the school community.

Each block of work is based upon 8 weeks of approximately 40-minute sessions.

Portland

Personal, Social and emotional Development		
Making Relationships	Self-confidence and self-awareness	Managing feelings and behaviour
Provide role-play area resources with materials reflecting children's family lives and communities. Consider including resources reflecting lives that are unfamiliar, to broaden children's knowledge and reflect an inclusive ethos.	Encourage children to explore and talk about what they are learning, valuing their ideas and ways of doing things. Provide opportunities for children to reflect on successes, achievements and their own gifts and talents.	Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them Talk about fair and unfair situations, children's feelings about fairness and how we can make things fair. Affirm and praise positive behaviour explaining that it makes children and their adults feel happier. Encourage children to think about issue from the viewpoint of others. Make time to listen to children respectfully and kindly and explain to all the children why that is important. Children will then know that they will be listened to when they raise injustices. Provide activities that require give and take or sharing for things to be fair. Use persona Dolls Support children in considering fair ways to share and get on with each other. Provide books with stories about characters that follow or break rules, and the effects of their behaviour on others

Self-Confidence and Self-Esteem	Making Relationships	Behaviour and Self-Control	Sense of Community	PLACE	COMMUNITIES
PSSED18 Respond to significant experiences, showing a range of experiences when appropriate (FSP-ED4) PSSED19 Develop awareness of their own needs, views and feelings (FSP-ED3) (FSP-ED5) PSSED20 Be sensitive to the needs, views and feelings of others (FSP-SD7, ED5) PSSED21 Develop respect for their own cultures and beliefs and those of others (FSP-SD7, ED6)	PSSED28 Form good relationships with adults and peers (FSP-SD5)		PSSED36 Understand that people have different needs, views, cultures and beliefs, that need to be treated with respect (FSP-SD7) PSSED37 Understand that they can expect others to treat their needs, views, cultures and beliefs with respect (FSP-SD8)	KUW32 Find out about their environment	KUW40 Feel a sense of belonging to own community and place KUW41 Gain an awareness of their own culture, beliefs and those of others (FSP6) KUW42 Show respect for the different needs, views, cultures and beliefs of others

Understanding the World		
People and Communities	The World	Technology
Shows interest in the lives of people who are familiar to them Shows interest in different occupations and ways of life Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends and family. <i>Talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others and among families, communities and traditions</i> Encourage children to share their own feelings and talk about why they respond to experiences in particular ways. <i>Provide activities and opportunities for children to share experiences and knowledge from different parts of their lives with each other.</i> <i>Provide ways of preserving memories of special events such as making books, collecting photographs, tape recording, drawing or writing.</i> <i>Help children to learn positive attitude and challenge negative attitudes and stereotypes such as using puppets and persona dolls, stories and books showing black heroes or disabled kings or queens or families of the same sex parents, having a visit from a male midwife or female fire-fighter</i> <i>Visit different parts of the local community, including areas where some children may be very knowledgeable e.g. Chinese, supermarket, local church or café</i> <i>Provide role play areas with a variety of resources that reflect diversity</i> <i>Make a display with the children, showing all the people who make up the community of the setting.</i>	Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world Show care and concern for living things and the environment Look closely at similarities, differences patterns and change <i>Talk about the features of their own immediate environment and how environments might vary from one another.</i>	Knows that information can be retrieved from computers Uses ICT hardware to interact with age- appropriate computer software <i>Recognise that a range of technology is used in places such as homes and schools. Select and use technology for a particular purpose</i> <i>Encourage children to speculate on the reasons why things happen or how things work</i> <i>Teach and encourage children to click on different icons to cause things to happen on a computer program</i> <i>Provide a range of programmable toys as well as equipment involving ICT such as computers.</i>

RECEPTION	YEAR ONE
RE1 Ask and answer questions about religion and culture RE2 Visit places of worship and learn related vocabulary RE3 Handle artefacts with curiosity and respect RE4 Use artefacts, stories and music to learn about important religious celebrations RE5 Reflect on their own feelings and experiences using religious stories RE6 Reflect on the words and actions of characters using religious stories RE7 Learn about stories and meanings through activity and play RE8 Using role play as a stimulus, describe ways that people show love and care for each other RE9 Discuss issues of right and wrong RE10 Respond imaginatively to memorable experiences RE11 Talk about special events associated with celebrations RE12 Share own experiences and feelings	RE13 Explore a range of religious stories RE14 Explore a range of sacred writings RE15 Name and explore a range of celebrations RE16 Name and explore a range of worship styles RE17 Identify the importance, for some people, of belonging to a religion RE18 Identify religious symbols RE19 Begin to use a range of religious words RE20 Reflect on and consider religious and spiritual feelings, experiences and concepts RE21 Identify what matters to them, including those with religious commitments and communicate their responses RE22 Identify what matters to others, including those with religious commitments and communicate their responses

Skills	Objectives
PSED21 Develop respect for their own cultures and beliefs and those of others (FSP-SD7, ED6) PSED36 Understand that people have different needs, views, cultures and beliefs, that need to be treated with respect (FSP-SD7) PSED37 Understand that they can expect others to treat their needs, views, cultures and beliefs with respect (FSP-SD8) KUW40 Feel a sense of belonging to own community and place KUW41 Gain an awareness of their own culture, beliefs and those of others (FSP6) KUW42 Show respect for the different needs, views, cultures and beliefs of others	PSHE <i>2 e.to realise that people and other living things have needs, and that they have responsibilities to meet them</i> <i>4b)to listen to other people, and play and work cooperatively</i> <i>c)to identify and respect the differences and similarities between people</i> <i>d)that family and friends should care for each other</i> RE Themes j belonging: where and how people belong and why belonging is important k myself: who I am and my uniqueness as a person in a family and community Experiences and opportunities l visiting places of worship and focusing on symbols and feelings p sharing their own beliefs, ideas and values and talking about their feelings and experiences

Week	Lesson Outline
1 Ourselves	Look at ourselves and compare ourselves to others. Think about eye colour, hair colour, height, skin colour etc. draw a picture of ourselves, display and compare and discuss differences and similarities.
2-3 Cultural differences and similarities	Explore how there are different cultures and experiences through role play. Dress up as each other, or people from different cultures. Look at Neena and the way she dresses. Use cultural play food (pizza, croissant etc) taste test of real food items. Do we all like the same foods or not and is that ok?
4-5 Religious differences and similarities	Visit our local church. Explain that we are a church of England school. What does this mean? Are all school C of E? What is Church of England? What is the core belief? What are the religions of children in our class and in our school? how and where do people worship?
6-7 Disabilities	Use Neena to help children understand that sometimes people have disabilities. Introduce a disability she may have. How does this affect her? What will she have trouble doing? How could we help her? Children explore what it would be like to live with a disability through role play.
8 Evaluate	What have we found out about ourselves and others? Record in any format.

Portland

What are communities like?

Skills	Objectives
PSED36 Understand that people have different needs, views, cultures and beliefs, that need to be treated with respect (FSP-SD7) PSED37 Understand that they can expect others to treat their needs, views, cultures and beliefs with respect (FSP-SD8) KUW40 Feel a sense of belonging to own community and place KUW41 Gain an awareness of their own culture, beliefs and those of others (FSP6) KUW42 Show respect for the different needs, views, cultures and beliefs of others PSED28 Form good relationships with adults and peers (FSP-SD5) KUW32 Find out about their environment	Geography use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage PSHE <i>1. Pupils should be taught:</i> <i>a. to recognise what they like and dislike, what is fair and unfair, and what is right and wrong</i> <i>b. to share their opinions on things that matter to them and explain their views</i> <i>c. to recognise, name and deal with their feelings in a positive way</i> <i>d. to think about themselves, learn from their experiences and recognise what they are good at.</i> <i>2. Pupils should be taught:</i> <i>a. to take part in discussions with one other person and the whole class</i> <i>d. to agree and follow rules for their group and classroom, and understand how rules help them</i> <i>f. that they belong to various groups and communities, such as family and school</i> <i>h. to contribute to the life of the class and school</i>

Week	Lesson Outline
1 School communities	Consider the groups that we belong to. Our class is one community, we are a team and work together and do things together. Year groups in school are another team / community. Within that we have friendship groups. Children think about their friendship groups and draw pictures. Consider and record why the people depicted are friends. Is it because they like the same things?
2 - 3 Local communities	All classes to look at the groups children in their classes belong to (church, cubs, beavers, scouts, dancing, sports, friendships out of school etc). What do children enjoy about those groups, how are they different from the groups belonged to within school? How does being in a group make them feel? Why is it special?
4 Schools and children we don't know	All classes to think about meeting and greeting children from other schools. What is the best way to make a new friend? Learn some social skills. Prepare children for events such as Teddy Bears picnic, Beaumanor, multi skills events, PGL etc.
5 The wider community	Ask children about friends and family that live away from them. You would need to ask parents to prepare children for this lesson. Where does grandma live? Plot children's connections with the wider community on a simple map to display.
6-7 Britain	Understand that England is part of Great Britain. Identify England, Scotland, Wales, Northern Ireland. Discuss the fact that it is the United Kingdom of Great Britain and Northern Ireland. Identify the parts on a simple map.
8 The wider world	Where do we go on holiday? Find the UK on a world map. Find destinations on the map. Talk about why we go there? What is the same and what is different in our holiday destinations?

What are our British Values? Portland

Week	Lesson Outline
1	Who am I? what is important to me? Draw a picture of themselves, surrounded by things that matter to them. (family, pets, friends, things they like to do etc)
2	Democracy Learn about the importance of taking turns, negotiating. Give pupils the opportunity to make decisions about what to do and how to use resources. Work in small groups, explore what happens when we do what the leader wants and then if everyone has a say about what to do.
3	Follow on from last time: when the buzzer sounds, it is time for a new leader and the group play their game. In this way, pupils learn to take turns. Have circle time and take turns to listen to one another.
4	Law Talk about right and wrong behaviour and choices. Read a story about someone who breaks the rules. Pupils draw a picture and summarise the importance of doing the right thing.
5	Follow on from last time: our school rules. What would happen if we did not have rules? What do pupils think is the most important rule to have and stick to? Create a class poster of rules.
6	Individual liberty We are all different and enjoy different things. Play a game where pupils say what they enjoy and find partners who enjoy the same thing that they do. Then find people who like something different. Draw a picture on one side of their book of them enjoying an activity and on the other a friend who likes something different.
7	Mutual respect and tolerance Similar to last week. But this time find out same different ways children act and behave with families, eg going to church, or not, bedtime prayers or not, eating all together, vegetarianism, etc.
8	Words we use at school and at home. Ask children about the types of words they use as 'pet' words. Eg nicknames, special words for parents, grand parents, objects. Does everyone say the same? Make lists of special words.

What are different places like? Optional Unit

<i>Skills</i>	<i>Objectives</i>
PS<i>ED18</i> Respond to significant experiences, showing a range of experiences when appropriate (FSP-ED4) PS<i>ED19</i> Develop awareness of their own needs, views and feelings (FSP-ED3) (FSP-ED5) PS<i>ED20</i> Be sensitive to the needs, views and feelings of others (FSP-SD7, ED5) KUW41 Gain an awareness of their own culture, beliefs and those of others (FSP6) KUW42 Show respect for the different needs, views, cultures and beliefs of others	Geography use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a contrasting non-European country History simple vocabulary relating to the passing of time such as 'before', 'after', 'past', 'present', 'then' and 'now' the concept of nation and of a nation's history significant historical events, people and places in their own locality.

<i>Week</i>	<i>Lesson Outline</i>
1-2 <i>Atherstone</i>	Look at the types of jobs there used to be in Atherstone. Focus on the hat industry. Look at a selection of hats, try them on, design and make hats. Sell them in a shop.
3-4 <i>Atherstone</i>	Consider the types of jobs there are in Atherstone today. Focus on the sandwich factory. What sort of sandwiches do children like? Can they make their own? Set up a role play sandwich shop.
5-6 <i>Coventry and the wider world</i>	Words we use at school and at home. Ask children about the types of words they use as 'pet' words. Eg nicknames, special words for parents, grand parents, objects. Does everyone say the same? Make lists of special words. Do children in other places talk in the same way we do? Listen to a message sent from the Frederick Bird School in Coventry. What do children notice about how they speak?
7-8 <i>Link School in The Gambia</i>	Look at photos of children at the Needy Student Nursery. Compare themselves to those children. Look at skin colour, hair, clothes, toys. Create a display to show how Sheepy children are the same and different.

Cotswold Historical, Geographical and Social Understanding

PSHE - Confidence	PSHE- Active Citizens	PSHE - Relationships	HISTORY	GEOGRAPHY
Pc1 Take and share responsibility, for example, for their own behaviour (2e, 4a) Pc2 Recognise what they like and dislike, what is fair and unfair (1a) Pc3 Understand the difference between impulse and thinking behaviour (4a) Pc4 Share their opinions on things that matter to them (1b) Pc5 Recognise what they are good at (1d) Pc6 Recognise, name and deal with their feelings in a positive way (1c) Pc7 Reflect on their own experiences to set simple goals (1d,e)	Pa1 Continue to develop empathy for others (2f,4b,c) Pa2 Recognise what is right and wrong (1a) Pa3 Agree and follow rules for their group and classroom (2d,h) Pa4 Know how to apologise and make amends (1d) Pa5 Realise that people and other living things have needs (2e) Pa6 Develop understanding of groups they belong to (2f) Pa7 Contribute to the life of the class and the school (2h) Pa8 Listen and respond in group discussions (2a) Pa9 Express own views with increasing confidence (1b) Pa10 Participate in a simple debate about school issues (2b) Pa11 Recognise and explain how rules help them (2d) Pa12 Recognise choices they can make in the context of right and wrong (1a,2c)	Pr1 Listen to other people, and play and work co-operatively (4b) Pr2 Develop a caring attitude towards family, friends and each other (4d) Pr3 Greet and talk with adults Pr4 Develop positive relationships through work and play Pr5 Be able to ask for help from an appropriate adult Pr6 Recognise how their behaviour affects other people (4a) Pr7 Identify and respect the differences and similarities between people (4c) Pr8 Make real-life choices (food, television, games, money) (3a) Pr9 Understand there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying (4e) Pr10 Consider social and moral dilemmas that they come across in everyday life (3a)	Hi1 Place events and objects in chronological order (1a) Hi2 Use common words and phrases related to the passing of time (1b) Hi3 Know episodes from stories about the past and use stories to encourage children to distinguish between fact and fiction (4a) Hi4 Use sources of information to find out about the past (5) Hi5 Recount episodes from stories about the past (4a) Hi6 Place events and objects in chronological order (1a) Hi7 Use common words and phrases related to the passing of time (1b) Hi8 Recognise why people did things and why events happened (2a) Hi9 Identify differences between past and present and ways of life at different times (2b) Hi10 Identify different ways in which the past is represented (3) Hi11 Observe and handle a range of sources of information to find out about the past (4a) Hi12 Ask and answer questions about the past (4b) Hi13 Select from their knowledge of history and communicate it in a variety of ways (5)	Ge1 Ask geographical questions (1a) Ge2 Recognise and observe human and physical features (1b) Ge3 Express their own views about features of the environment (1c) Ge4 Communicate in different ways using simple geographical information and vocabulary (1d) Ge5 Use field work skills (2b) Ge6 Use globes, maps and plans (2c) Ge7 Use secondary sources of information (2d) Ge8 Make plans and maps (2e) Ge9 Ask and respond to geographical questions (1a) Ge10 Recognise, observe, describe and record physical and human features (1b) Ge11 Make simple comparisons between features of different places (1c) Ge12 Express their own views about people, places and their effect on environments (1c) Ge13 Communicate in different ways using appropriate geographical vocabulary (1d) Ge14 Use field work skills to carry out simple tasks (2b) Ge15 Use globes, maps and plans (2c) Ge16 Use secondary sources of information (2d) Ge17 Identify what they could have done differently or how they would improve their work in the future

RE13 Explore a range of religious stories and talk about their meanings RE14 Explore a range of sacred writings and talk about their meanings RE15 Name and explore a range of celebrations RE16 Name and explore a range of worship styles RE17 Identify the importance, for some people, of belonging to a religion RE18 Identify religious symbols RE19 Begin to use a range of religious words RE20 Reflect on and consider religious and spiritual feelings, experiences and concepts RE21 Identify what matters to them, including those with religious commitments and communicate their responses RE22 Identify what matters to others, including those with religious commitments and communicate their responses	RE23 Reflect on how spiritual values relate to their own behaviour RE24 Reflect on how moral values relate to their own behaviour RE25 Recognise that religious teachings and ideas make a difference to individuals RE26 Recognise that religious teachings and ideas make a difference to families RE27 Recognise that religious teachings and ideas make a difference to local community RE28 Explore how religious ideas and beliefs can be expressed through the arts RE29 Communicate their responses to religious idea and beliefs expressed through the arts
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Skills	Objectives
Pa1 Continue to develop empathy for others (2f,4b,c) Pa5 Realise that people and other living things have needs (2e) Pr2 Develop a caring attitude towards family, friends and each other (4d) Pr7 Identify and respect the differences and similarities between people (4c)	PSHE <i>2 e.to realise that people and other living things have needs, and that they have responsibilities to meet them</i> <i>4. Pupils should be taught:b)to listen to other people, and play and work cooperatively</i> <i>c)to identify and respect the differences and similarities between people</i> <i>d)that family and friends should care for each other</i> RE Themes j belonging: where and how people belong and why belonging is important k myself: who I am and my uniqueness as a person in a family and community Experiences and opportunities l visiting places of worship and focusing on symbols and feelings p sharing their own beliefs, ideas and values and talking about their feelings and experiences

Week	Lesson Outline
1 Ourselves	Look at ourselves and compare ourselves to others. Think about eye colour, hair colour, height, skin colour etc. draw a picture of ourselves, display and compare and discuss differences and similarities.
2-3 Cultural differences and similarities	Explore family life in our class. What happens at home that is the same? What do people do that is different from each other? Compare our lives at home with the lifestyle of a person from a different culture for example Chinese or Thai. Explore in terms of times of worship, meals, education.
4-5 Religious differences and similarities	Explore the different religions in our school. Be able to list and name the different religions we have and be able to write a statement about each one. Match each with a picture of an appropriate place of worship.
6-7 Disabilities	Visual impairment - trust activity in the trim trail. Work with a partner to be led safely around. How did it feel to rely on someone to see for you? How would we get dressed in the mornings? Think about the implications. Hearing impaired - signing and lip reading activity, learn to sign name and consider what life would be like if you could not hear. Play a game where someone does not know what is being said. How does that make them feel? How could they ensure a child with hearing loss was included at their school?
8 Evaluate	What have we found out about ourselves and others? Record in any format.

Skills	Objectives
Pa3 Agree and follow rules for their group and classroom (2d,h) Pa4 Know how to apologise and make amends (1d) Pa6 Develop understanding of groups they belong to (2f) Pa7 Contribute to the life of the class and the school (2h) Pa8 Listen and respond in group discussions (2a) Pa9 Express own views with increasing confidence (1b) Pr1 Listen to other people, and play and work co-operatively (4b) Pr2 Develop a caring attitude towards family, friends and each other (4d) Pr3 Greet and talk with adults Pr4 Develop positive relationships through work and play Pr6 Recognise how their behaviour affects other people (4a) Pr7 Identify and respect the differences and similarities between people (4c)	Geography use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage PSHE <i>1. Pupils should be taught:</i> <i>a.to recognise what they like and dislike, what is fair and unfair, and what is right and wrong</i> <i>b.to share their opinions on things that matter to them and explain their views</i> <i>c.to recognise, name and deal with their feelings in a positive way</i> <i>d.to think about themselves, learn from their experiences and recognise what they are good at.</i> <i>2. Pupils should be taught:</i> <i>a.to take part in discussions with one other person and the whole class</i> <i>d.to agree and follow rules for their group and classroom, and understand how rules help them</i> <i>f.that they belong to various groups and communities, such as family and school</i> <i>h.to contribute to the life of the class and school</i>

Week	Lesson Outline
1 School communities	List the groups and communities in school. What do individual children belong to? Friendship groups, eco committee, school council, after school clubbers etc. do some groups overlap? Why are the children in different groups? What is the function of each group? How do they feel about being part of a group / team?
2 - 3 Local communities	All classes to look at the groups children in their classes belong to (church, cubs, beavers, scouts, dancing, sports, friendships out of school etc). What do children enjoy about those groups, how are they different from the groups belonged to within school? How does being in a group make them feel? Why is it special?
4 Schools and children we don't know	All classes to think about meeting and greeting children from other schools. What is the best way to make a new friend? Learn some social skills. Prepare children for events such as Teddy Bears picnic, Beaumanor, multi skills events, PGL etc.
5 The wider community	Think about the groups within the country that we belong to. For example children may support a football team. How does it make them feel to be part of a crowd?
6-7 Britain	Find out about the differences and similarities between the parts of GB. Explore languages, accents, traditional dress, and food. Consider our own identity and background and think about our family connections.
8 The wider world	Look at Europe and the countries of Europe. Where do we go on holiday? Why? What languages are spoken there? Look where France is and create a gift to send to our link school.

Week	Lesson Outline
1	Establish that there are British Values. Learn what they are by talking about each one and what each word means. Make a title page in their books to introduce the topic. Talk about the colours of the British Flag and where these have come from. Show pupils a map so they understand what Britain looks like, its countries and where it is in the world.
2	Respecting our environment: Revise our Eco code and explore what this means. Ask the eco committee (or one of their adults) to come and talk to the class about what they do and why they do it. Then think what the class can do to help. Make a list of suggestions. Go and walk around the school grounds and pick up litter, clothing, belongings, neaten the library and the Den etc.
	Showing respect for all adults in school: Do we know the names of all the adults (even the lunchtime supervisors and the premises officer)? Think about how we can show respect for others? What does this mean? Read our respect code. Make a conscious effort to show respect over the coming week (and beyond) See if any staff compliment the class on their behaviour.
3	Tolerance: We are all different and we enjoy different things and that is ok. Ask pupils what games they like to play in the playground. Give pupils the chance to express their views and say they do not like to play.... because.... Ask the class to be tolerant and listen - they do not have to agree. In their books they can record: my friend likes this.... Because.... I disagree because.... It is ok to disagree with my friend.
4	Democracy: Learn about the school council. Ask the school council to come and talk to the class. Find out what they do and what they have achieved and raised money for. Use the opportunity to talk to the school council and tell them what Cotswold would like to improve or change about the school.
5	Democracy: Pupils suggest ideas for the class. Teacher says we can only do one of these suggestions. Pupils take turns to say why their idea is a good one and how achievable it is. Then the class hold a secret ballot, the votes get counted and the teacher agrees a timescale for when the suggestion will happen.
6	Law: Learn about the school rules, what are they and why do we follow them? Sing the school rule song. Write our class rules in books in best handwriting. Decorate the border in British colours.
7	Individual liberty: Tell the pupils this means free to be whoever they want to be. Sing the song, good to be me. Ask the pupils to think about what makes me me? Create a list of all their own qualities with the heading 'Good to be me'.
8	In this final lesson, summarise what they have learnt over the past half term. Can they now say what our British Values are? Ask pupils to make a simple page to explain what it means to them: divide the page into quarters first.

<i>Skills</i>	<i>Objectives</i>
<i>Hi1 Place events and objects in chronological order (1a)</i> <i>Hi2 Use common words and phrases related to the passing of time (1b)</i> <i>Hi3 Know episodes from stories about the past and use stories to encourage children to distinguish between fact and fiction (4a)</i> <i>Hi4 Use sources of information to find out about the past (5)</i> <i>Hi5 Recount episodes from stories about the past (4a)</i> <i>Ge6 Use globes, maps and plans (2c)</i> <i>Ge7 Use secondary sources of information (2d)</i> <i>Ge8 Make plans and maps (2e)</i>	<i>Geography</i> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a contrasting non-European country <i>History</i> simple vocabulary relating to the passing of time such as 'before', 'after', 'past', 'present', 'then' and 'now' the concept of nation and of a nation's history significant historical events, people and places in their own locality.

<i>Week</i>	<i>Lesson Outline</i>
1-2 Atherstone	Look at the industrial history of Atherstone, focus on the hat industry and the use of the canal. Perhaps go and see the canal. Find out how the two things are connected. Draw and write about what they discover to show an understanding of the history of Atherstone.
3-4 Coventry	Look at images of both the old and new Coventry cathedrals. Find out what happened to the old one and who designed the new one. What are the differences? Compare these to Sheepy church. Which is the oldest building? Ask children to design a modern church for Sheepy, make sure they include the correct features of a CE church.
5-6 Coming to Britain	Find out about the types of jobs that immigrant workers came to Britain in the 1950s to do. Where in the world did they come from? Was it men and women or both? What happened to the families that were left behind? Where in Britain did they initially come to and did they settle there long term?
7-8 Link School in The Gambia	Compare school life Sheepy and the Needy Student Nursery. Look at pictures of their school building and their classes and uniforms. Find out about the types of lessons they do compared to Sheepy children. Find out about the language spoken. Role play a lesson in The Gambia.

KEY STAGE TWO

RE30 Describe the key people in religions
RE31 Describe the key stories in religions
RE32 Describe the key traditions in religions
RE33 Learn how these influence the beliefs and values of others
RE34 Describe the variety of practices and ways of life in religions
RE35 Identify and describe the similarities in religions
RE 36 Identify and describe differences between religion
RE37 Investigate the importance of religion in the local community
RE38 Investigate the importance of religion nationally
RE 39 Investigate the importance of religion globally
RE40 Consider the meaning of a range of forms of religious expression
RE41 Develop a greater vocabulary to communicate their knowledge and understanding

RE42 Use and interpret information about religions from a range of sources
RE43 Reflect on what it means to belong to a faith community
RE44 Reflect on what it means to belong to a faith community and develop ways of communicating their own responses
RE45 Reflect on what it means to belong to a faith community and develop ways of communicating others responses
RE46 Understand how commitment to a religion is shown in a variety of ways
RE47 Discuss and express their own and others views of religious truth and beliefs
RE48 Reflect on ideas of right and wrong
RE49 Reflect on sources of inspiration in their own lives and in others lives
RE50 Use specialist vocabulary to communicate their knowledge and understanding
RE51 Describe the variety of practices and ways of life in religions and understand how these stem from/ beliefs and teachings

PSHE - Confidence	PSHE- Active Citizens	PSHE - Relationships	HISTORY	GEOGRAPHY
Pc8 Be able to talk about their views on issues that affect themselves and their class (1a) Pc9 Begin to recognise their worth as individuals by identifying positive things about themselves and their achievements (1b) Pc10 Be able to face new challenges positively and know when to seek help (1c) Pc11 Be able to identify the range of jobs carried out by the people they know (1e)	Pa13 Value contribution of others in discussion Pa14 Begin to develop negotiating strategies Pa15 Be able to compromise (2f) Pa16 Participate in making and changing rules (2b) Pa17 Foresee consequences when rules are broken (2b)	Pr11 Understand their actions affect themselves and other (4a) Pr12 Be able to empathise with another viewpoint (4a,b) Pr13 Consolidate understanding of differences and similarities between people (4f)	Hi14 Identify different ways in which the past is represented (3) Hi15 Use dates and vocabulary relating to the passing of time and sequence events (1b) Hi16 Sequence several events or artefacts (1a) Hi17 Begin to give reasons for and results of the main events and changes (2c) Hi18 Recognise similarities and differences between periods of time (2d) Hi19 Use sources of information including ICT to find out about events, people and changes (4a) Hi20 Communicate knowledge and understanding in a variety of ways (5c)	Ge18 Have an awareness of similarities and differences (1d) Ge19 Ask and respond to questions about places and the environment (1a) Ge20 Collect and record evidence and begin to offer explanations (1c,d) Ge21 Use appropriate geographical vocabulary to communicate their findings (2a) Ge22 Use a wider range of field work techniques and instruments (2b) Ge23 Use atlases, globes, maps and plans at a range of scales and draw simple maps and plans (2c) Ge24 Use secondary sources of information (2d) Ge25 Use ICT to help in geographical investigations (2f)

Historical, Geographical and Social Understanding - Year Four

PSHE - Confidence	PSHE- Active Citizens	PSHE - Relationships	HISTORY	GEOGRAPHY
Pc12 Able to explain their views on issues that affect the school environment (2a) Pc13 Able to reflect on their mistakes and make amends (1b) Pc14 Begin to make responsible choices and consider consequences (2c) Pc15 Identify the range of skills needed in different jobs (1e)	Pa18 Research, develop and discuss topical issues, problems and events (2a) Pa19 Continue to value contributions of others in discussions (4a) Pa20 Continue to develop negotiating strategies Pa21 Know when to compromise (2f) Pa22 Recognise why rules are needed (2b) Pa23 Distinguish between accidental and deliberate actions Pa24 Recognise that there are responsibilities as well as rights (2d)	Pr14 Empathise with the lives of people living in other places and times, and people with different values and customs (4b) Pr15 Realise the nature and consequences of negative behaviours such as bullying, aggressiveness (4d) Pr16 Be able to identify strategies to respond to negative behaviour constructively and ask for help (4g)	Hi21 Place events, people and changes into correct periods of time on a timeline (1a) Hi22 Develop their understanding that the past can be divided into different periods of time (1b,5b) Hi23 Use dates and vocabulary relating to the passing of time, including AD/BC (1b) Hi24 Identify and describe reasons for and results of historical events, situations and changes in the period studied (2c) Hi25 Identify different ways in which the past is represented and interpreted (3) Hi26 Use and evaluate sources of information including ICT to find out about events, people and changes (4a) Hi28 Ask and answer a variety of questions (4b) Hi29 Communicate knowledge and understanding in a variety of ways (5c)	Ge26 Ask and respond to questions and offer their own ideas (1a,c) Ge27 Describe, compare and offer reasons for their views (1d) Ge28 Use appropriate geographical vocabulary in communicating findings (2a) Ge29 Employ a wider range of field work techniques and instruments (2b) Ge30 Use atlases, globes, maps and plans at a range of scales (2c) Ge31 Use secondary sources of information to draw plans and maps (2e) Ge32 Use ICT to help in geographical investigations (2f) Ge33 Investigate places and themes at more than one scale (3f)

Skills	Objectives
Pc8 Be able to talk about their views on issues that affect themselves and their class (1a) Pc9 Begin to recognise their worth as individuals by identifying positive things about themselves and their achievements (1b) Pc12 Able to explain their views on issues that affect the school environment (2a) Pc14 Begin to make responsible choices and consider consequences (2c) Pa13 Value contribution of others in discussion Pa18 Research, develop and discuss topical issues, problems and events (2a) Pa22 Recognise why rules are needed (2b) Pr11 Understand their actions affect themselves and other (4a) Pr12 Be able to empathise with another viewpoint (4a,b) Pr13 Consolidate understanding of differences and similarities between people (4f) Pr14 Empathise with the lives of people living in other places and times, and people with different values and customs (4b)	PSHE <i>1 b.to recognise their worth as individuals by identifying positive things about themselves and their achievements</i> <i>2. Pupils should be taught:</i> <i>a. to research, discuss and debate topical issues, problems and events</i> <i>e. to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences</i> <i>i. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</i> <i>4. Pupils should be taught:</i> <i>a. that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view</i> <i>b. to think about the lives of people living in other places and times, and people with different values and customs that differences and similarities between people arise from</i> <i>f. a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability</i> RE 1 c identify and begin to describe the similarities and differences within and between religions

Week	Lesson Outline
1 Ourselves	Understand themselves as individuals; think about their own character traits. What do they like? What things don't they like? Find a person who does like the same thing as you. Find a person who likes something different. Record: I'm the same as ... because... I'm different from ... because. How does it make them feel to be same/ different? Does it matter?
2-3 Cultural differences and similarities	What do we understand by the word culture? What is British culture? Work in teams to mind map what British is? Consider clothes, food, activities, sport, and music. Find out about a British culture other than their own. Use the internet to research. Compare to own life and feed back findings to the class.
4-5 Religious differences and similarities	Through email and letters find out about the religion of children at Fredrick Bird School in Coventry. What religions are represented? How do they celebrate their religion, compare to how our children celebrate / worship. How does it affect their everyday lives? How many religions are at their school? compare to ours.
6-7 Disabilities	Use resources from http://www.worldofinclusion.com/qcda.htm and http://www.bbc.co.uk/learningzone/clips/SameButDifferent to learn about differences and consider how it could affect someone. How would life be the same / different? How could we help others?
8 Evaluate	What have we found out about ourselves and others? Record in any format.

Skills	Objectives
Pc8 Be able to talk about their views on issues that affect themselves and their class (1a) Pc9 Begin to recognise their worth as individuals by identifying positive things about themselves and their achievements (1b) Pc12 Able to explain their views on issues that affect the school environment (2a) Pa13 Value contribution of others in discussion Pa19 Continue to value contributions of others in discussions (4a) Pa24 Recognise that there are responsibilities as well as rights (2d) Pr13 Consolidate understanding of differences and similarities between people (4f) Pr14 Empathise with the lives of people living in other places and times, and people with different values and customs (4b) Ge18 Have an awareness of similarities and differences (1d) Ge19 Ask and respond to questions about places and the environment (1a) Ge20 Collect and record evidence and begin to offer explanations (1c,d) Ge21 Use appropriate geographical vocabulary to communicate their findings (2a) Ge23 Use atlases, globes, maps and plans at a range of scales and draw simple maps and plans (2c) Ge26 Ask and respond to questions and offer their own ideas (1a,c) Ge27 Describe, compare and offer reasons for their views (1d) Ge30 Use atlases, globes, maps and plans at a range of scales (2c) Ge33 Investigate places and themes at more than one scale (3f)	Geography name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time History relations between England, Wales <i>PSHE</i> <i>1. Pupils should be taught:</i> <i>a. to talk and write about their opinions, and explain their views, on issues that affect themselves and society</i> <i>2. Pupils should be taught:</i> <i>d. that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other</i> <i>e. to recognise the role of voluntary, community and pressure groups</i> <i>h. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</i> <i>4. Pupils should be taught:</i> <i>b. to think about the lives of people living in other places and times, and people with different values and customs</i> <i>c. to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships</i>

Week	Lesson Outline
1 School communities	Reflect on what makes a good friend. Think about how we treat people who are not in the same school groups as ourselves. Even though we belong to different groups, we have things in common and so should be treated the same. Create a list of qualities good friends have and of how to treat one another so everyone feels accepted.
2 - 3 Local communities	All classes to look at the groups children in their classes belong to (church, cubs, beavers, scouts, dancing, sports, friendships out of school etc). What do children enjoy about those groups, how are they different from the groups belonged to within school? How does being in a group make them feel? Why is it special?
4 Schools and children we don't know	All classes to think about meeting and greeting children from other schools. What is the best way to make a new friend? Learn some social skills. Prepare children for events such as Teddy Bears picnic, Beaumanor, multi skills events, PGL etc.
5 The wider community	How are we linked with children across England? (support the same football / rugby teams, watch the same TV, music and education). Write to Frederick Bird School in Coventry to develop link further. Find out if they are taught the same sort of topics.
6-7 Britain	Find out why and when the countries and borders of GB occurred. Find out about the languages and why they declined. How were the different counties ruled / governed? How are they now? How did people feel about being split up? How do people who live along the borders feel, which nationality do they consider themselves to be? The class could also explore how the different counties came about.
8 The wider world	Find out about languages around the world. Identify countries that speak languages other than their native tongue. (French, Portuguese for eg) find out why this has happened. Find out what language they speak in The Gambia.

Week	Lesson Outline
1	Revise the fundamental British Values. Create a page in their book that looks attractive but explains the meaning of each Value.
2-3	Democracy Remind pupils what this is and that we vote for our school council: this is a democracy. Hold a mock election for either an imaginary purpose or for pupils to receive some class responsibility. Ask pupils to come up with reasons why their classmates should vote for them. Go on the campaign trail. Create posters and manifestos. In week two, create a polling station, count the votes and announce winners.
4-5	Rule of law Compare our laws to the ten commandments. Why is it important to have laws? Do a sorting exercise, pupils work in pairs or groups to rank the importance of different British laws. Then groups feedback with reasons. Ask pupils to explore what the country would be like without laws. If they were in charge, what laws would they create and why? Pupils should outline their own list of laws in their books.
6 Respect and tolerance Individual liberty	Coming to Britain. Find out about immigration to Britain in the 1950s. Who, why, where from, where to? How have these people changed Britain? Find out how they were treated when they came and how is this group treated now?
7 Respect and tolerance	What aspects of other cultures have we adopted as our own? Eg some aspects of language (umbrella, pyjamas), some food (chicken tikka - created especially for the British).
8 Respect and tolerance	Find out about the Polish / Romanian workers in Atherstone. When did they arrive? Where did they come from - one particular area or from all over their country? Find out why they came to Atherstone rather than any other place in GB. What sort of jobs they do and whether they will stay and settle here or do they intend to remain?

<i>Skills</i>	<i>Objectives</i>
<i>Hi14 Identify different ways in which the past is represented (3)</i> <i>Hi15 Use dates and vocabulary relating to the passing of time and sequence events (1b)</i> <i>Hi16 Sequence several events or artefacts (1a)</i> <i>Hi17 Begin to give reasons for and results of the main events and changes (2c)</i> <i>Hi18 Recognise similarities and differences between periods of time (2d)</i> <i>Hi19 Use sources of information including ICT to find out about events, people and changes (4a)</i> <i>Hi20 Communicate knowledge and understanding in a variety of ways (5c)</i> <i>Ge18 Have an awareness of similarities and differences (1d)</i> <i>Ge19 Ask and respond to questions about places and the environment (1a)</i> <i>Ge20 Collect and record evidence and begin to offer explanations (1c,d)</i> <i>Ge23 Use atlases, globes, maps and plans at a range of scales and draw simple maps and plans (2c)</i> <i>Ge24 Use secondary sources of information (2d)</i>	<i>Geography</i> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <i>PSHE</i> 4. to think about the lives of people living in other places and times, and people with different values and customs that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability 5. meet and talk with people [for example, people who contribute to society through environmental pressure groups or international aid organisations; people who work in the school and the neighbourhood, such as religious leaders, community police officers] develop relationships through work and play [for example, taking part in activities with groups that have particular needs, such as children with special needs and the elderly; communicating with children in other countries by satellite, email or letters] consider social and moral dilemmas that they come across in life [for example, encouraging respect and understanding between different races and dealing with harassment] <i>RE</i> 1 Pupils should be taught to: a describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others b describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings

<i>Week</i>	<i>Lesson Outline</i>
1-2 <i>Atherstone</i>	<i>Find out about the Polish workers in Atherstone. When they arrived, where from in Poland, was it one area or widespread? Find out why they came to Atherstone rather than any other place in GB. What sort of jobs they do and whether they will stay and settle here or go back to Poland.</i>
3-4 <i>Coventry</i>	<i>Find out about the bombing of Coventry and its cathedral and also of Dusseldorf. Explore the links the two cities now have. Why were these two cities targeted in the war? What was the result and impact of the bombings in the 1940s and in more modern times? Find out about how children of Coventry feel about the bombings and their cathedral.</i>
5-6 <i>Coming to Britain</i>	<i>Find out about immigration to Britain in the 1950s. Who, why, where from, where to? How have these people changed Britain? Find out how they were treated when they came and how is this group treated now?</i>
7-8 <i>Link School in The Gambia</i>	<i>Compare Sheepy children to Gambia children. Focus on geographical differences and similarities in terms of towns, villages, infrastructure, weather, resources.</i>

Historical, Geographical and Social Understanding - Year Five

PSHE - Confidence	PSHE- Active Citizens	PSHE - Relationships	HISTORY	GEOGRAPHY
Pc16 Talk, write and explain their views on issues that affect the wider environment (1a) Pc17 Begin to set personal goals (1b) Pc18 Reflect on and evaluate their own experiences (1b) Pc19 Take action based on responsible choices (3a,4a) Pc20 Identify the skills they need to develop to make their own contribution in the working world in the future (1e)	Pa25 Be able to lead discussions and debates about wider issues with an awareness of different roles, rights and responsibilities (2a) Pa26 Understand why and how laws are made and enforced (2b,c) Pa27 Resolve differences by looking at alternatives, making decisions and explaining choices (2f) Pa28 Participate in school's decision making process (2g) Pa29 Identify the bias in media reporting (2k) Pa30 Develop skills to inform choices which have an effect on the sustainability of the environment (2j)	Pr17 Be aware of different types of relationships (4c) Pr18 Recognise and challenge stereotypes (4e)	Hi30 Place events, people and changes into correct periods of time (1a) Hi31 Use dates and vocabulary relating to the passing of time, including ancient, modern, BC., AD., century and decade (1b) Hi32 Describe characteristic features of past societies and periods, including; ideas, beliefs, attitudes and experiences of men, women and children; social, cultural and ethnic diversity (2a) Hi33 Identify and describe reasons for and results of historical events, situations and changes (2c) Hi34 Identify changes within and across different periods (2d) Hi35 Give reasons for and results of the main changes and events (2d) Hi36 Recognise that the past can be represented in different ways (3) Hi37 Show some understanding that aspects of the past have been represented and interpreted in different ways (3) Hi38 Begin to select and combine information from different sources (5a) Hi39 Begin to produce structured work, making appropriate use of dates and terms (5b) Hi40 Communicate their knowledge and understanding of history in a variety of ways (5c)	Ge34 Ask suitable geographical questions leading to investigation (1a) Ge35 Collect and record evidence (1b) Ge36 Analyse evidence and draw conclusions (1c) Ge37 Recognise and describe physical and human processes Ge38 Identify and explain different views that people, including themselves, hold about topical geographical issues (4b) Ge39 Use appropriate geographical vocabulary to communicate in appropriate ways (1d) Ge40 Use appropriate field work techniques and instruments (1b) Ge41 Use atlases, globes, maps and plans at a range of scales (1c) Ge42 Investigate and use an increasing range of primary and secondary sources of information (1d) Ge43 Draw plans and maps at a range of scales (1e) Ge44 Use ICT to help in geographical investigations (1f) Ge45 Develop decision-making skills (1g)

Historical, Geographical and Social Understanding - Year Six

PSHE - Confidence	PSHE- Active Citizens	PSHE - Relationships	HISTORY	GEOGRAPHY
Pc16 Talk, write and explain their views on issues that affect the wider environment (1a) Pc17 Begin to set personal goals (1b) Pc18 Reflect on and evaluate their own experiences (1b) Pc19 Take action based on responsible choices (3a,4a) Pc20 Identify the skills they need to develop to make their own contribution in the working world in the future (1e)	Pa25 Be able to lead discussions and debates about wider issues with an awareness of different roles, rights and responsibilities (2a) Pa26 Understand why and how laws are made and enforced (2b,c) Pa27 Resolve differences by looking at alternatives, making decisions and explaining choices (2f) Pa28 Participate in school's decision making process (2g) Pa29 Identify the bias in media reporting (2k) Pa30 Develop skills to inform choices which have an effect on the sustainability of the environment (2j)	Pr17 Be aware of different types of relationships (4c) Pr18 Recognise and challenge stereotypes (4e)	Hi41 Use an increasing depth of factual knowledge to describe past societies and periods and begin to make links between them (2d) Hi42 Recognise features of periods and societies studied (2a) Hi43 Recognise social, cultural, religious and ethnic diversity of societies (2b) Hi44 Identify and describe reasons for and results of, historical events, situations and changes in the periods and societies studied (2c) Hi45 Recognise that the past is represented and interpreted in different ways, and give reasons for this (2c) Hi46 Use, evaluate and link sources and work out how conclusions were arrived at (2d) Hi47 Recognise primary and secondary sources (4a) Hi48 Suggest possible omissions and the means of finding out (3) Hi49 Record information relevant to the focus of the enquiry (4b) Hi50 Recall, select and organise and communicate historical information in a variety of ways (5a,c)	Ge46 Ask questions, describe and explain geographical patterns, similarities, differences and physical and human processes (1a,d) Ge47 Collect and record evidence unaided (1b) Ge48 Analyse evidence and draw conclusions, looking at data evidence and analysing patterns (1c) Ge49 Identify and explain different views (1d) Ge50 Communicate in appropriate ways and explain their own views (1e) Ge51 Use appropriate geographical vocabulary (2a) Ge52 Use appropriate field work techniques and instruments (2b) Ge53 Use atlases and globes and maps and plans at a range of scales (2c) Ge54 Use and select primary and secondary sources of information and evidence, suggest conclusions and present findings in a variety of ways (2d) Ge55 Draw plans and maps at a variety of scales (2e) Ge56 Use and select ICT to help in geographical investigations (2f) Ge57 Develop decision-making skills (2g) Ge58 Show a better developed understanding of the links between cause and effect (3e)

Woodlands

How are we the same and how are we different?

Skills	Objectives
Pc18 Reflect on and evaluate their own experiences (1b) Pc19 Take action based on responsible choices (3a,4a) Pa25 Be able to lead discussions and debates about wider issues with an awareness of different roles, rights and responsibilities (2a) Pa26 Understand why and how laws are made and enforced (2b,c) Pa27 Resolve differences by looking at alternatives, making decisions and explaining choices (2f) Pa28 Participate in school's decision making process (2g) Hi43 Recognise social, cultural, religious and ethnic diversity of societies (2b) Hi44 Identify and describe reasons for and results of, historical events, situations and changes in the periods and societies studied (2c)	<i>PSHE</i> <i>1 b. to recognise their worth as individuals by identifying positive things about themselves and their achievements</i> <i>2. Pupils should be taught:</i> <i>a. to research, discuss and debate topical issues, problems and events</i> <i>e. to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences</i> <i>i. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</i> <i>4. Pupils should be taught:</i> <i>a. that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view</i> <i>b. to think about the lives of people living in other places and times, and people with different values and customs</i> <i>that differences and similarities between people arise from f.a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability</i> RE 1 c identify and begin to describe the similarities and differences within and between religions

Week	Lesson Outline
1 Ourselves	Understand themselves as individuals; think about their own character traits. What do they like? What things don't they like? Find a person who does like the same thing as you. Find a person who likes something different. Record: I'm the same as ... because... I'm different from ... because. How does it make them feel to be same/ different? Does it matter?
2-3 Cultural differences and similarities	Find out through discussion with teacher or an older member of the community how British culture has changed over the past 20 - 30 years. How do the children live their lives in comparison to how their parents grew up? Is the modern way better / worse? Why? Why have the changes come about? Where are the modern influences coming from?
4-5 Religious differences and similarities	Research the main faiths of GB. How many of each religion are roughly represented in GB is this proportion reflected in our school community? Graph it to compare. Find out a similarity and difference for each religion in comparison to ourselves.
6-7 Disabilities	Use resources from http://www.worldofinclusion.com/qcda.htm to learn about a teacher in a wheelchair and the issues he has accessing his school. Look at our school with a critical eye. Write a school access report thinking about how we welcome someone with impairment. What can be done to improve our school in this way? Make suggestions to governors. Look at in terms of a variety of impairments.
8 Evaluate	What have we found out about ourselves and others? Record in any format.

Skills	Objectives
Pc16 Talk, write and explain their views on issues that affect the wider environment (1a) Pc18 Reflect on and evaluate their own experiences (1b) Pa25 Be able to lead discussions and debates about wider issues with an awareness of different roles, rights and responsibilities (2a) Pa26 Understand why and how laws are made and enforced (2b,c) Pa28 Participate in school's decision making process (2g) Pr17 Be aware of different types of relationships (4c) Hi30 Place events, people and changes into correct periods of time (1a) Hi31 Use dates and vocabulary relating to the passing of time, including ancient, modern, BC., AD., century and decade (1b) Hi32 Describe characteristic features of past societies and periods, including: ideas, beliefs, attitudes and experiences of men, women and children; social, cultural and ethnic diversity (2a) Hi33 Identify and describe reasons for and results of historical events, situations and changes (2c) Hi34 Identify changes within and across different periods (2d) Hi35 Give reasons for and results of the main changes and events (2d) Hi43 Recognise social, cultural, religious and ethnic diversity of societies (2b)	Geography use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <i>PSHE</i> <i>1. Pupils should be taught:</i> <i>a. to talk and write about their opinions, and explain their views, on issues that affect themselves and society</i> <i>2. Pupils should be taught:</i> <i>b. why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</i> <i>d. that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other</i> <i>e. to recognise the role of voluntary, community and pressure groups</i> <i>g. what democracy is, and about the basic institutions that support it locally and nationally</i> <i>h. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</i> <i>4. Pupils should be taught:</i> <i>b. to think about the lives of people living in other places and times, and people with different values and customs</i> <i>c. to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships</i>

Week	Lesson Outline
1 School communities	Consider the different communities we have in school. Look at the impact these groups have on our school. Are they effective? What more could each group do to improve their impact or raise their profile? Make some suggestions to the groups in order to make a change for the better.
2 - 3 Local communities	All classes to look at the groups children in their classes belong to (church, cubs, beavers, scouts, dancing, sports, friendships out of school etc). What do children enjoy about those groups, how are they different from the groups belonged to within school? How does being in a group make them feel? Why is it special?
4 Schools and children we don't know	All classes to think about meeting and greeting children from other schools. What is the best way to make a new friend? Learn some social skills. Prepare children for events such as Teddy Bears picnic, Beaumanor, multi skills events, PGL etc.
5 The wider community	Education across Britain. Look at whether all children receive the same education in our country. Consider whether it is right that they should get the same education. Think about who should decide these things, should it be at a local or government level? If they were in charge how would they create a fair for all system? What would they want all children in England to know about?
6-7 Britain	Explore how communities and countries of Britain have been separated by choice or not. Look at historical issues between Wales and Scotland; the Scottish fight for independence (and if this succeeds, how will that affect GB and England?) troubles in N Ireland; why Ireland is split in two.
8 The wider world	Consider England within the European community. Find out why we do not have the Euro but have stuck with our pounds and pence. Hold a class debate to decide whether we should have had the Euro or not.

Week	Lesson Outline
1	Revise the fundamental British Values. Create a page in their book that looks attractive but explains the meaning of each Value.
2-3	Democracy Learn about how parliament and our government work. Understand how decisions are made in politics. Hold a debate about an important issue currently affecting our school. pupils split into teams and prepare their arguments.
4-5	Learn how democracy and the rule of law is different in other countries to our own. Each week contrast another country with Britain. In the first week, explore the differences in democracy, what is a dictatorship? Why doesn't our monarch make all the rules? In week two, think about the laws we have and the purpose of them. Contrast these with a different country that have very different laws - or very similar.
6	The Diversity of Britain. Find out about groups of immigrants to this country over the past 500 years. Think about the perception of adults about the different groups of people and the proportion of these groups in this country. Find out real statistics and whether actually Sheepy is a more real reflection of the whole nation than Leicester for example.
7	Explore why people come to our country. Is it because of our British Values that allows for individual liberty? What would it be like to live in a country where we do not have this freedom?
8	Think about other reasons for our diverse society such as seasonal workers, the gap in our skill set as a nation etc. Learn about respect and tolerance in action. What can we do to promote this value in our lives and community?

<i>Skills</i>	<i>Objectives</i>
<i>Pc16</i> Talk, write and explain their views on issues that affect the wider environment (1a) <i>Pc18</i> Reflect on and evaluate their own experiences (1b) <i>Pa25</i> Be able to lead discussions and debates about wider issues with an awareness of different roles, rights and responsibilities (2a) <i>Pa26</i> Understand why and how laws are made and enforced (2b,c) <i>Pa28</i> Participate in school's decision making process (2g) <i>Pr17</i> Be aware of different types of relationships (4c) <i>Hi30</i> Place events, people and changes into correct periods of time (1a) <i>Hi31</i> Use dates and vocabulary relating to the passing of time, including ancient, modern, BC., AD., century and decade (1b) <i>Hi32</i> Describe characteristic features of past societies and periods, including: ideas, beliefs, attitudes and experiences of men, women and children; social, cultural and ethnic diversity (2a) <i>Hi33</i> Identify and describe reasons for and results of historical events, situations and changes (2c) <i>Hi34</i> Identify changes within and across different periods (2d) <i>Hi35</i> Give reasons for and results of the main changes and events (2d) <i>Hi43</i> Recognise social, cultural, religious and ethnic diversity of societies (2b)	<i>Geography</i> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <i>PSHE</i> 1. Pupils should be taught: a. to talk and write about their opinions, and explain their views, on issues that affect themselves and society 2. Pupils should be taught: b. why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules d. that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other e. to recognise the role of voluntary, community and pressure groups g. what democracy is, and about the basic institutions that support it locally and nationally h. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom 4. Pupils should be taught: b. to think about the lives of people living in other places and times, and people with different values and customs

<i>Week</i>	<i>Lesson Outline</i>
1-2 <i>Atherstone</i>	<i>Focus on a different group of Atherstone workers each week. Begin with the Polish community. Identify the sorts of housing they live in, how does that compare to where they have come from? When did they begin to arrive? How or who invited them here?</i> <i>In the second week look at the Asians who work in the sandwich factory. Find out why they come from Leicester or Birmingham rather than using the people of the town.</i>
3-4 <i>Coventry</i>	<i>Look at the ethnic communities in Coventry. Particularly focus on Asian people. Find out where they came from? What led them to Britain? Explore reasons why immigrants live in clusters together rather than dotted amongst established communities. Look at racism and why this happens.</i>
5-6 <i>Coming to Britain</i>	<i>The Diversity of Britain. Find out about other groups of immigrants to this country over the past 500 years. Think about the perception of adults about the different groups of people and the proportion of these groups in this country. Find out real statistics and whether actually Sheepy is a more real reflection of the whole nation than Leicester for example.</i>
5-6 <i>Link School in The Gambia</i>	<i>Find out about this area of the world and why there is a need for the type of school we are linked with. What is the social and economic state of that area? Also look at the positives of living in The Gambia and about what we could learn from them and their lifestyles. Think of something beneficial the class could do for the link school.</i>