



Year group	<p align="center"><b>Discover</b></p> <p align="center">Historical Enquiry</p> <p align="center">Autumn term – history focus</p>	<p align="center"><b>Explore</b></p> <p align="center">Environment and sustainability</p> <p align="center">Spring term – geography focus</p>	<p align="center"><b>Belong</b></p> <p align="center">Global citizenship</p> <p align="center">Summer term – RE/Citizenship focus</p>
R	<p align="center"><b>Our Nottingham</b></p> <p align="center">Where do I live and how has it changed?</p> <p>Children will learn about what makes Nottingham special and how it has changed in recent times. They will find out about local stories, including reading about Robin Hood and exploring the impact this has had on Nottingham’s reputation. They will consider how lives, homes, clothing etc have all changed over time</p>	<p align="center"><b>Growing</b></p> <p align="center">How does our garden grow?</p> <p>Learning about plants and/or animals will be the focus for this theme. Children will learn about how plants and/or animals grow; how to care for them and how important they are as part of our world.</p>	<p align="center"><b>Differences and Respect</b></p> <p align="center">Is it ok to be different?</p> <p>Children will learn about how to get along with each other and treat each other fairly and with respect. They will celebrate the differences that make us special and unique.</p>
	<p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>• immediate and local environment</li> </ul>	<p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>• living things and their needs</li> <li>• how to take care of immediate environment</li> <li>• possibility of change in the future</li> <li>• how own actions have consequences</li> <li>• basic needs for human life</li> </ul>	<p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>• what is fair and unfair</li> <li>• importance of caring and sharing</li> <li>• uniqueness and value of every person</li> <li>• similarities and differences between self and others</li> <li>• simple links with other places (e.g. through food)</li> <li>• some basic ways to avoid, manage and resolve conflict</li> <li>• how own actions have consequences</li> <li>• rules in class and school</li> <li>• how rules can help us</li> </ul>
Generic Skills, Values	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• ask questions</li> <li>• listen to others</li> <li>• take turns to express a view</li> <li>• participate in group activities</li> </ul>		<p><b>Values and Attitudes</b></p> <ul style="list-style-type: none"> <li>• awareness of self and own uniqueness</li> <li>• sense of self-worth and worth of others</li> <li>• sense of fair play</li> <li>• willingness to take turns and share</li> </ul>

<b>and Attitudes</b>	<ul style="list-style-type: none"> <li>• take turns and share</li> <li>• ask for help if unsure what to do</li> <li>• support others in group or class</li> <li>• wonder about ideas</li> <li>• recognise, name and deal with feelings in a positive way</li> <li>• suggest a way to solve a problem</li> <li>• show sensitivity to people’s feelings and needs</li> <li>• notice some effects of own actions on others</li> <li>• identify how people are feeling (e.g. happy, sad, worried)</li> <li>• manage disputes peacefully</li> </ul>	<ul style="list-style-type: none"> <li>• positive attitude towards difference and diversity</li> <li>• willingness to listen to the ideas of others</li> <li>• starting to think of others</li> <li>• appreciation of, and care for, living things and own environment</li> <li>• sense of wonder and curiosity about the world</li> <li>• starting to value resources</li> <li>• willingness to play fairly and inclusively with others</li> <li>• belief that everyone can do things to improve surroundings and support others</li> </ul>	
<b>1</b>	<p style="text-align: center;"><b>Castles</b></p> <p><b>What impact have castles had throughout history?</b></p> <p>The children will look at castles throughout history and how they have developed over the years. They will also find out about the functions and features of castles and the lives of the people who lived there, with a focus on the role of women. Explore how we can find out about the past and what we can learn about life in the time of castles from stories and fairy tales, including the legend of Robin Hood.</p> <p>Look at Castles from France- how can we tell that the Normans came to England? Learn about the Battle of Hastings and the impact that this had on life in England.</p>	<p style="text-align: center;"><b>Human Impact on our Local Environment</b></p> <p><b>How can we make a difference to our local community?</b></p> <p>The children will think about pollution/litter etc. and how this destroys our environment. They will think about their own environment and what they can do to help.</p> <p>Children will interview local residents and find out about the roles that people have in Sneinton. They will link up with local organisations/councillors to share their thoughts about the locality and plan ways to improve the local area.</p>	<p style="text-align: center;"><b>Celebrations Around the World</b></p> <p><b>Why do people celebrate what is important to them?</b></p> <p>Children will learn about the similarities and differences in the way different people celebrate festivals around the world. They will learn about which festivals are important to particular religions and the customs linked to these. Look at the festival of Midsummer in Sweden and compare it to traditional May Day celebrations which used to take place across the UK but now primarily down in the South West</p>
<p style="text-align: center;"><b>Country Study- France</b></p>		<p style="text-align: center;"><b>Country study- the UK/ local area</b></p>	
<p><b><u>Knowledge and Understanding</u></b></p> <ul style="list-style-type: none"> <li>• what fairness means</li> <li>• examples of what it can mean to be rich or poor in local and other contexts</li> <li>• the need to respect the rights of others</li> <li>• basic human rights and how some people have these denied</li> </ul>		<p><b><u>Knowledge and Understanding</u></b></p> <ul style="list-style-type: none"> <li>• similarities and differences between peoples in local setting and also in wider contexts</li> <li>• links between local community and wider world</li> <li>• positive and negative impacts of people’s actions (including own personal choices) on others and the environment</li> <li>• how people can damage or improve the environment</li> </ul>	

		<ul style="list-style-type: none"> <li>causes of disagreement and conflict at personal, classroom and household levels</li> <li>rights in class and school</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<b>Generic skills, values and attitudes</b>	<u>Skills</u> <ul style="list-style-type: none"> <li>ask relevant questions</li> <li>show awareness of, and concern for, people's feelings</li> <li>show interest in, and concern for, others outside immediate circle and in contexts different to own</li> <li>listen carefully to others</li> <li>play and work cooperatively</li> <li>help to ensure that everyone in own group is included</li> <li>describe feelings about changes in own life and locality</li> <li>contribute actively and constructively to the life of own class and school</li> <li>take action when something is unfair</li> </ul>	<u>Values and Attitudes</u> <ul style="list-style-type: none"> <li>sense of belonging and valuing of relationships with others</li> <li>respect for other people's feelings and ideas</li> <li>respect for the rights of others</li> <li>willingness to learn from the experiences of others</li> <li>concern about the local environment and willingness to care for it</li> <li>taking care of resources and not wasting them</li> <li>willingness to participate in activities both inside and outside of the classroom</li> <li>belief that that everyone should be included and able to participate</li> </ul>	
<b>2</b>	<p><b>London throughout the ages</b></p> <p><b>How has life in London shaped our country's history?</b></p> <p>Children will develop an awareness of the past, exploring events beyond their living memory. Children will study events that took place in London such as the Great Fire of London and/or the Gunpowder plot. They will explore what can be learnt from such events and why they are significant. They learn about important individuals who have contributed to national life,</p>	<p><b>Journey:</b></p> <p><b>How does one person's journey impact on everyone?</b></p> <p>Children will look at journeys of explorers from the past to significant places such as Scott. They will contrast this by exploring the journeys of Greta Thunberg and her climate change cause. They explore ways they can have a positive impact through their journey of life and the journeys they make such as their journey to school with a particular look at Ruby Bridges</p>	<p><b>Animal Welfare (endangered animals)</b></p> <p><b>Are humans more important than animals?</b></p> <p>Children will study the impact of humans on our global wildlife population. They will learn about the declining numbers of specific species and how organisations are working in this field to have a positive impact. This will be balanced by studying how families are driven to use hunting and poaching to survive. Consider the impact of conservation on the native tribes who live in areas affected- Masai. Children will find out about animal welfare in this country with a visit from the RSPCA. How is their approach different to the rangers in Africa?</p>
	<b>Country Study- the UK, London</b>	<b>Country Study- Polar Regions, the Arctic and Antarctica</b>	<b>Country Study- Kenya</b>
	<u>Knowledge and Understanding</u> <ul style="list-style-type: none"> <li>examples of what it can mean to be rich or poor in local and other contexts</li> <li>similarities and differences between peoples in local setting and also in wider contexts</li> </ul>	<u>Knowledge and Understanding</u> <ul style="list-style-type: none"> <li>the need to respect the rights of others</li> <li>basic human rights and how some people have these denied</li> </ul>	<u>Knowledge and Understanding</u> <ul style="list-style-type: none"> <li>some ways of avoiding, managing and resolving conflict</li> <li>the need to respect the rights of others</li> <li>what fairness means</li> </ul>

	<ul style="list-style-type: none"> <li>• what contributes to self-identity and belonging</li> <li>• uneven sharing of power and how some people are excluded from decision-making</li> <li>• begin to show tact and diplomacy</li> </ul>	<ul style="list-style-type: none"> <li>• similarities and differences between peoples in local setting and also in wider contexts</li> <li>• positive and negative impacts of people's actions (including own personal choices) on others and the environment</li> </ul>	<ul style="list-style-type: none"> <li>• examples of what it can mean to be rich or poor in local and other contexts</li> <li>• similarities and differences between peoples in local setting and also in wider contexts</li> <li>• links between local community and wider world</li> </ul>
Generic skills, values and attitudes	<u>Skills</u> <ul style="list-style-type: none"> <li>• consider merits of different viewpoints</li> <li>• use different approaches to solve problems</li> <li>• recognise effects of own behaviour on others and use this to help make choices</li> <li>• identify matters that are important to self and others</li> <li>• learn from mistakes and use feedback</li> <li>• participate in discussions about issues that affect self, others and the wider world</li> <li>• state opinions and start to give reasons for these</li> </ul>	<u>Values and Attitudes</u> <ul style="list-style-type: none"> <li>• awareness of, and pride in, own individuality</li> <li>• willingness to stand up and speak up for others</li> </ul> fairness in dealings with others <ul style="list-style-type: none"> <li>• belief that everyone has equal rights</li> <li>• valuing others as equal and different</li> <li>• willingness to listen respectfully to the ideas and views of others even when one disagrees</li> <li>• belief that people can make a difference, both on their own and when they work together</li> </ul>	
3	<p align="center"><b>Settlements</b></p> <p><b>Why have people chosen to settle in Nottingham?</b> Children will discover why people choose specific places to settle and how this has changed through history from the early settlers (Stone Age to Anglo Saxons) in England to the <b>modern day</b> etc. Through local study, children will learn about the unique history of Nottingham and the City of Caves.</p>	<p align="center"><b>Oceans and Plastics</b></p> <p><b>How do our actions impact on others around the world?</b> Children will explore endangered animals that live in the ocean and the issues that affect them. They will look at the global issue of plastic pollution in oceans and link this to their own communities with a particular focus on the Maldives. They will use this as a case study to look at the impact of luxury holidays on native people. Children will investigate the current waste practices at school and home, and consider ways in which they can help to bring about change.</p>	<p align="center"><b>Food and Culture</b></p> <p><b>To what extent does culture differ across the African continent?</b> Children will look at foods from different countries (<b>Africa</b>) and how they are intertwined with their culture. Children will learn about how cultural identity is shown through food and dress, and how a sense of belonging to and being part of something is special. Explore the impact of fair trade on farmers in Africa and consider how we can raise the profile of this.</p>
	<b>Country Study- the UK, Nottingham, Europe</b>	<b>Country Study- India, Sri Lanka and the Maldives</b>	<b>Country Study- South Africa and Ethiopia</b>
	<u>Knowledge and Understanding</u> <ul style="list-style-type: none"> <li>• contributions of different cultures to our lives</li> <li>• how local actions affect the wider world</li> <li>• some causes and effects of conflict at all levels from personal to global</li> </ul>	<u>Knowledge and Understanding</u> <ul style="list-style-type: none"> <li>• some causes and effects of poverty and inequality (including gender inequalities) at local, national and global levels</li> <li>• how local actions affect the wider world</li> </ul>	<u>Knowledge and Understanding</u> <ul style="list-style-type: none"> <li>• diversity of cultures and societies within and beyond own experience</li> <li>• contributions of different cultures to our lives</li> </ul>

	<ul style="list-style-type: none"> <li>basics of how own country and region is governed</li> </ul>	<ul style="list-style-type: none"> <li>people’s dependencies on the environment</li> <li>basics of climate change (causes and effects)</li> <li>environmentally responsible living and global inequalities in ecological footprints</li> </ul>	<ul style="list-style-type: none"> <li>global connections between peoples and countries (e.g. through trade and communications)</li> <li>reasons why some people have their rights denied</li> <li></li> </ul>
<b>Generic skills, values and attitudes</b>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>use strategies to manage anger, frustration and aggressive feelings</li> <li>imagine alternative possibilities and suggest new ideas to solve problems</li> <li>express own views and ideas on issues clearly, using a range of appropriate methods</li> <li>give evidence for an argument, assess different viewpoints and present counter-arguments</li> <li>imagine alternative possibilities and suggest new ideas to solve problems</li> <li>express own views and ideas on issues clearly, using a range of appropriate methods</li> <li>describe feelings about changes and events in own setting and the wider world</li> <li>contribute to the well-being of the wider community</li> <li>adapt behaviour to take into account feelings of others</li> <li>listen attentively, question and respond to others</li> </ul>	<p><b>Values and Attitudes</b></p> <ul style="list-style-type: none"> <li>positivity about the ways in which one is both similar to others and uniquely different</li> <li>value what contributes to own identity</li> <li>offence at unfair treatment of others locally and globally</li> <li>growing interest in world events and global issues</li> <li>readiness to think through consequences of words, actions and choices on others</li> <li>valuing difference</li> <li>sense of responsibility for the environment and the use of resources</li> <li>commitment to taking action to protect and improve the environment and quality of life for people locally and globally</li> <li>belief that individuals and groups can improve situations</li> <li>willingness to cooperate with others to change things for the better</li> </ul>	
4	<p style="text-align: center;"><b>Ancient Egypt</b></p> <p><b>What is the legacy of the Ancient Egyptians?</b></p> <p>Children will learn about life in Ancient Egypt. The children will discover facts about Egyptian gods and learn about their beliefs in the afterlife. The children will learn about the different pharaohs and the building of the pyramids. We will look at the accomplishments of this civilization (construction techniques, irrigation systems, medicines and agricultural productions) and link to modern way of life.</p> <p>They will explore the gender roles in Ancient Egypt and ask the question- why did female pharaohs have to wear beards?</p>	<p style="text-align: center;"><b>Natural Disasters</b></p> <p><b>Do natural disasters affect rich and poor equally?</b></p> <p>Children will learn about the destructive force of nature by looking at volcanoes, earthquakes, tsunamis and tornadoes. They will learn about how each of these are formed. They will learn about the layers of the earth, tectonic plates and fault lines. The children will look at famous natural disasters – Mount Vesuvius and the destruction of Pompeii and human stories of survival. They will explore the economic and social impact of disasters and how countries have adapted to cope- study of North America (San Andreas fault line) and the Phillipines – both on the Ring of Fire</p>	<p style="text-align: center;"><b>Fighting for Equality</b></p> <p><b>Are all people born equal?</b></p> <p>The children will learn about basic human rights and how some people have these denied (with a specific focus on race). Children will experience what it is like to have some rights taken from them during a separation activity in class. They will then start exploring the word ‘freedom’ and what it means to different people, places and things. They will learn about key figures from the past and how they fought to bring about change, including the Victorians and the impact of local people on justice and slavery.</p> <p>Carry out a study of people sent to Australia in the 1800s.</p>

		but impacted differently due to their economic status	
	<b>Country Study- Egypt</b>	<b>Country Study- North America (California) and the Philippines</b>	<b>Country study- Australia</b>
	<b>Knowledge and Understanding</b> <ul style="list-style-type: none"> <li>diversity of cultures and societies within and beyond own experience</li> <li>examples of conflicts past and present in own society and others</li> </ul>	<b>Knowledge and Understanding</b> <ul style="list-style-type: none"> <li>some causes and effects of poverty and inequality (including gender inequalities) at local, national and global levels</li> <li>people’s dependencies on the environment</li> <li>basics of climate change (causes and effects)</li> <li>environmentally responsible living and global inequalities in ecological footprints</li> <li></li> </ul>	<b>Knowledge and Understanding</b> <ul style="list-style-type: none"> <li>how fairness may not always mean equal treatment</li> <li>some causes and effects of poverty and inequality (including gender inequalities) at local, national and global levels</li> <li>contributions of different cultures to our lives</li> <li>nature of prejudice, racism and sexism and ways to combat these</li> <li>some causes and effects of conflict at all levels from personal to global</li> <li>UN Convention on the Rights of the Child</li> <li>reasons why some people have their rights denied</li> <li>the need for rules in own school and wider society and how people can take part in making and changing them</li> <li></li> </ul>
<b>Generic skills, values and attitudes</b>	<b>Skills</b> <ul style="list-style-type: none"> <li>use strategies to manage anger, frustration and aggressive feelings</li> <li>listen attentively, question and respond to others</li> <li>describe feelings about changes and events in own setting and the wider world</li> <li>adapt behaviour to take into account feelings of others</li> <li>understand impacts of prejudice and discrimination</li> <li>explore reasons for negative feelings towards others and in new or difficult situations</li> <li>express own views and ideas on issues clearly, using a range of appropriate methods</li> <li>recognise when there may be no single right or wrong</li> <li>imagine alternative possibilities and suggest new ideas to solve problems</li> <li>work cooperatively to solve problems or achieve goals</li> </ul>		<b>Values and Attitudes</b> <ul style="list-style-type: none"> <li>positivity about the ways in which one is both similar to others and uniquely different</li> <li>value what contributes to own identity</li> <li>offence at unfair treatment of others locally and globally</li> <li>sense of justice</li> <li>growing interest in world events and global issues</li> <li>readiness to think through consequences of words, actions and choices on others</li> <li>sense of responsibility for the environment and the use of resources</li> <li>commitment to taking action to protect and improve the environment and quality of life for people locally and globally</li> <li>proactive inclusion of other people, especially those who may face barriers to participating fully</li> </ul>

	<ul style="list-style-type: none"> <li>describe feelings about changes and events in own setting and the wider world</li> </ul>	<ul style="list-style-type: none"> <li>willingness to cooperate with others to change things for the better</li> </ul>	
5	<p><b>WWII (include focus on the impact of war on Nottingham)</b></p> <p>Can conflict ever be fair for all?</p> <p>Children will learn about life during WW2 with a clear focus on the people of Sneinton and Nottingham. They will analyse the fairness of this conflict and how different groups of people were affected and discuss how we can use our learning of the past to help guide decisions we make as 21<sup>st</sup> century citizens.</p>	<p><b>Deforestation and the Rainforests</b></p> <p>Is it justified to prioritise consumerism over the environment?</p> <p>A study of the effects of deforestation on the animal population, as well as the human race, will take place during this theme. An understanding of deforestation and the environmental consequences will lead to a debate about the ethics of deforestation and the impact for future generations. As part of the theme, children will consider how they can make choices towards living more sustainably.</p> <p>Study of indigenous tribes in the Amazon Rainforest and the impact on them.</p>	<p><b>William Booth and the Salvation Army</b></p> <p>Who should take responsibility to tackle homelessness?</p> <p>Children will study the causes and effects of homelessness in the local area and the wider community through the story of human journeys. They will explore the concept of shelter and the inequality that may exist. They will learn how Government try to tackle homelessness. Children will analyse the assumptions and prejudices that exist about homelessness, the risk factors and how local communities including charities tackle vulnerable groups in crisis – including learning about William Booth and his endeavours to help the homeless.</p> <p>Study Finland with low levels of homelessness – what can we learn from them?</p>
	<b>Country Study- The UK, Nottingham, global</b>	<b>Country Study- South America- Brazil</b>	<b>Country Study- Finland</b>
	<p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>nature of prejudice, racism and sexism and ways to combat these</li> <li>some causes and effects of conflict at all levels from personal to global</li> <li>examples of conflicts past and present in own society and others</li> <li>basics of how own country and region is governed</li> </ul>	<p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>diversity of cultures and societies within and beyond own experience</li> <li>contributions of different cultures to our lives</li> <li>global connections between peoples and countries (e.g. through trade and communications)</li> <li>how local actions affect the wider world</li> <li>people’s dependencies on the environment</li> <li>basics of climate change (causes and effects)</li> <li></li> </ul>	<p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>how fairness may not always mean equal treatment</li> <li>some causes and effects of poverty and inequality (including gender inequalities) at local, national and global levels</li> <li>reasons why some people have their rights denied</li> <li>those responsible for rights being met (e.g. teachers, local and national government)</li> <li></li> </ul>
Generic skills,	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>imagine alternative possibilities and suggest new ideas to solve problems</li> </ul>	<p><b>Values and Attitudes</b></p> <ul style="list-style-type: none"> <li>offence at unfair treatment of others locally and globally</li> <li>sense of justice</li> </ul>	

<b>values and attitudes</b>	<ul style="list-style-type: none"> <li>describe feelings about changes and events in own setting and the wider world</li> <li>begin to identify bias and opinion</li> <li>give evidence for an argument, assess different viewpoints and present counter-arguments</li> <li>empathise with people in local and more distant contexts</li> <li>identify connections between personal decisions and issues affecting people locally and globally</li> <li>give reasons, evidence and examples in support of an opinion</li> <li>use knowledge of others' viewpoints to resolve problems and compromise</li> <li>give evidence for an argument, assess different viewpoints and present counter-arguments</li> <li>imagine alternative possibilities and suggest new ideas to solve problems</li> <li>understand impacts of prejudice and discrimination</li> <li>explore reasons for negative feelings towards others and in new or difficult situations</li> </ul>		<ul style="list-style-type: none"> <li>readiness to think through consequences of words, actions and choices on others</li> <li>belief that it is everyone's responsibility to challenge prejudice and discrimination</li> <li>valuing difference</li> <li>recognising the benefits of listening to a range of different perspectives and viewpoints</li> <li>sense of responsibility for the environment and the use of resources</li> <li>commitment to taking action to protect and improve the environment and quality of life for people locally and globally</li> <li>belief that individuals and groups can improve situations</li> <li>willingness to cooperate with others to change things for the better</li> </ul>
<b>6</b>	<p align="center"><b>Crime and Punishment</b></p> <p><b>Does punishing people for crimes always make the world a better place?</b></p> <p>Children will learn about crime and punishment by looking at the legacy of the Roman justice system before focusing on the Anglo-Saxon, Tudor and Victorian periods. They will learn about how crime and punishment has changed throughout the ages and how different groups have been treated. Present day issues will be explored and how these link in with historical events, as well as looking at groups and organisations that are currently fighting for human rights. Explore the work of Amnesty International and study the story of women's rights activist Loujain al-Hathloul who was jailed in Saudi Arabia</p>	<p align="center"><b>The Journey of Food</b></p> <p><b>How sustainable are our food sources?</b></p> <p>Children will learn about economic inequality between countries, socioeconomic differences between people and their causes. They will learn how over farming is having a negative impact of the environment, people and their communities and research about ethical consumerism and Fair Trade. Look at countries from Central America, India and Papa New Guinea and identify the similarities between each (economic, geographical etc) Would we ever need to consider Fair Trade policy in the UK?</p>	<p align="center"><b>The Morality of the Space Race</b></p> <p><b>Is it morally right for humans to explore space?</b></p> <p>Children will learn about the moon landing as an important event of the past as well as other key moments in the exploration of space. They will learn about the morality of the space race and the sacrifices that have been made to achieve these goals in the past. They will look to the future and the Mars missions, focusing on the ethics of colonising other planets. Look at how the USA and Russia and more recently China have spent trillions on exploring space- what issues do they have on Planet Earth?</p> <p>Inequalities will be touched upon linked to the historical period being studied</p>
	<p align="center"><b>Country Study- the UK/ Saudi Arabia</b></p>	<p align="center"><b>Country Study- Central America</b></p>	<p align="center"><b>Country Study- Russia</b></p>
	<p><b>Knowledge and Understanding</b></p>	<p><b>Knowledge and Understanding</b></p>	<p><b>Knowledge and Understanding</b></p>

	<ul style="list-style-type: none"> <li>• diversity of cultures and societies within and beyond own experience</li> <li>• nature of prejudice, racism and sexism and ways to combat these</li> <li>• some causes and effects of conflict at all levels from personal to global</li> <li>• UN Convention on the Rights of the Child</li> <li>• reasons why some people have their rights denied</li> <li>• those responsible for rights being met (e.g. teachers, local and national government)</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• some causes and effects of poverty and inequality (including gender inequalities) at local, national and global levels</li> <li>• contributions of different cultures to our lives</li> <li>• global connections between peoples and countries (e.g. through trade and communications)</li> <li>• people's dependencies on the environment</li> <li>• environmentally responsible living and global inequalities in ecological footprints</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• basics of climate change (causes and effects)</li> <li>• strategies for managing, resolving and preventing conflict, including 'win-win' solutions</li> <li>• basics of how own country and region is governed</li> </ul>
<b>Generic skills, values and attitudes</b>	<u><b>Skills</b></u> <ul style="list-style-type: none"> <li>• participate in decision making in school</li> <li>• give evidence for an argument, assess different viewpoints and present counter-arguments</li> <li>• understand impacts of prejudice and discrimination</li> <li>• recognise when there may be no single right or wrong</li> <li>• share opinions and evidence on issues with others including decision-makers and elected representatives</li> <li>• empathise with people in local and more distant contexts</li> <li>• identify connections between personal decisions and issues affecting people locally and globally</li> <li>• contribute to the well-being of the wider community</li> <li>• begin to identify bias and opinion</li> <li>• give reasons, evidence and examples in support of an opinion</li> <li>• work cooperatively to solve problems or achieve goals</li> <li>• describe feelings about changes and events in own setting and the wider world</li> </ul>	<u><b>Values and Attitudes</b></u> <ul style="list-style-type: none"> <li>• offence at unfair treatment of others locally and globally</li> <li>• sense of justice</li> <li>• growing interest in world events and global issues</li> <li>• belief that it is everyone's responsibility to challenge prejudice and discrimination</li> <li>• valuing difference</li> <li>• recognising the benefits of listening to a range of different perspectives and viewpoints</li> <li>• commitment to taking action to protect and improve the environment and quality of life for people locally and globally</li> <li>• active participation in school-based decision making</li> <li>• proactive inclusion of other people, especially those who may face barriers to participating fully</li> <li>• belief that individuals and groups can improve situations</li> <li>• willingness to cooperate with others to change things for the better</li> </ul>	

**BELIEVE to Achieve**