**British Values across the Curriculum**

* Democracy; The rule of law; Individual liberty; Mutual respect; Tolerance of those of different faiths and beliefs

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|  | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Art** |  |  |  | Studying a range of representative artists from different cultures e.g. Yayoi Kusama. |  | British collage artistChila Kumari Singh Burman – champion of respect and toleranceProcess of making art expression of individual libertyShow respect and tolerance when we do our critiques of artists | Henry Moore – war artist - Documenting hardship |
| **Music** |  |  |  | Music from different religions and their significance in religious ceremonies |  | Turn taking in making music |  |
| **Geography** | Local environment: begin to recognise ‘community’ and rights and responsibilities; inspire love of nature, (*How does your garden grow?)*and respect for environment, (*What happens to plastic*?) | Study of local environment and transport: develop understanding of concept of ‘community’, interdependence on local level | How are we connected to the world?Impact of flight: advantages and disadvantages; individual liberty to travel vs responsibility/respect for others/ planet:climate crisis;aware of interdependence on global level | Geography of ancient civilisations and the reasons they are geographically distinct from today (e.g. for political and social reasons as well as environmental) | Tectonic Plates: How do communities work together when disaster strikes?Settlements: migration: advantages and disadvantages on local/global level vs rights and responsibilitiesCentral America: interdependence | Rule of law relating to protecting oceans and the impact of our individual liberty on the global systems | Coasts – British seaside holidays of past and presentDevelopment of the bank holiday and workers’ rights |
| **History** | Looking at inspirational people linked to our topic, influences from the past and present day.Commenting on similarities and differences. |  | Great Fire of London: taking responsibility; teamwork as viewed through the causes and consequencesPolar Explorers. Why are we driven to feats of endurance?Why have some explorers been remembered more than others?Pioneers of Flight: What personal characteristics enabled achievement?  | Justice systems of ancient civilisations and burgeoning democracy.  |  | Anglo-Saxons emigration and immigrationRule of law – showing respect and tolerance in the context of ‘What makes a good monarch’ in Tudor topic | WW2HomefrontMoraleDoing your partVolunteeringFollowing rulesTeamwork for the good of everyoneArgue and defend points of view |
| **Science** |  |  | HabitatsInterdependence of all living things; preservation of eco-systems and biodiversity crucial to a healthy planet and inhabitants. Botanic Gardens, nature reserves, school groundsMaterials: fit for purpose? Full circle Journey of a material, recycling, landfill investigationsRespect for planet and all life upon it is a thread. | Establishing the principles of what is fair. Studying key scientists who are female (.e.g Mary Anning) and the issues they may have faced with achieving recognition in their lifetimes. |  |  | Mary AnningDevelopment of science in UKLegacy of DarwinSedgewick – lack of tolerance |
| **DT** |  |  |  | Study of a variety of engineers and their contextual background. The building/engineering of the pyramids.  |  |  | Study of designers – including Norman Foster |
| **Maths** |  |  |  | Ancient Sumerian coding and hieroglyphs. Active Maths- team games (Spirit of the Games) |  |  | Code crackingTuring in the war and what happened after the war |
| **Computing** |  |  |  | E-stories (wide-ranging) E-safety, the laws around computer and internet use and data protection. |  |  | Early computer development – Babbage and Ada Lovelace |
| **PSHE** | Citizenship- Identities and diversity unitCitizenship- Me, my world unit. |  |  | Key individual study- Floella Benjamin. The Windrush Generation |  | Citizenship ‘I have a Dream’ speech Martin Luther King – how can ideas be put forward in Britian too?New Beginnings – Making people feel welcome ‘Coming to England’Introduction to local government | Citizenship ‘I have a Dream’ speech Martin Luther King – how can ideas be put forward in Britian too?New Beginnings – Making people feel welcome ‘Coming to England’ |
| **PE** | Developing understanding of working as a team. Celebrating each others skills. |  |  | Importance of working as a team, celebrating each other’s skills. Modelling a range of aspirational athletes e.g. when studying Olympians. |  | Spirit of the Games Values – teamwork, passion, self-belief, honesty, determination, respect | Spirit of the Games Values – teamwork, passion, self-belief, honesty, determination, respectYoung leaders – voice, choice, agencyHealth and fitnessEvents for SEND – less able/engagedGrowth mindset by sports visitors |
| **RE** | Know some similarities and difference religious and cultural communities in this country. Drawing on own experiences and what has been read to them. |  | Understanding the beliefs of others and beginning to develop empathy: *Can I understand why this is important to others?*Rule of Law individual rights during the life of JesusFocus on Islam and Christianity | Understanding the beliefs of others, particular focus on Islam and Christianity.  |  | Philosophy for Children | Judaism – toleranceHolocaust as a result of intolerance and lack of understanding and empathy |
| **MFL**  | Celebrating the diversity of languages spoken at home. |  |  | Community languages, celebrating diversity of languages spoken at home. Presentation afternoon where children teach others their home language. |  | Community languages, celebrating diversity of languages spoken at home.Instructions in French | Community languages |
| **English** | Exposure to a wide range authors and characters representative of different backgrounds.Listening attentively and responding to what they hear with relevant questions, comments and actions.-small group or whole class discussions, |  | High quality literature to develop empathy for others, including other backgrounds/ cultures/beliefs/ experiences. (e.g. refugees: *Lubna and Pebble, The Invisible*).Ongoing focus on developing respect for the planet and understanding of our rights vs responsibilities, (texts: *The Journey Home, The Secret Sky Garden*)Classic British authors, (e.g. Edward Lear) and tales from other cultures, (e.g. fables and fairy tales) | Tales from other Cultures. Exposure to a wide range of authors and characters representative of different backgrounds. Debating- listening respectfully to others views and sharing own thoughts.Biographies of a range of figures from history |  | Exposure to a wide range authors and characters representative of different backgrounds.Balanced argument writing and presentationsRespectful listeningClassic British authors – Dickens, Christina Rosetti, Anne Fine | Pantomime – a British traditionArgue and defend points of viewClassic British authors – Dickens, Conan-Doyle, Ballantyne,Ted Hughes, Blake |

**Educational Visits, Visitors and Experiences across the Curriculum**

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|  | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Art** |  |  |  | River Cam walk- sketching real life scene. |  | Fitzwilliam PortraitsKettle’s Yard contemporary art |  |
| **Music** |  |  |  | Specialist teacher |  | Specialist teacher |  |
| **Geography** | Polar regions topic- Parent coming into talk about own research of Arctic and current research on Antarctica.(potential)Looking at our local area. | Exploration of local area focusing on transport, (e.g. river transport etc) | Polar regions: Scot Polar Museum visit, (potential)Exploration of school grounds and local areaVisit to Stansted Airport, (*How are we connected to the world?)* | River walk to study the River Cam’s featuresWandlebury (orienteering and map reading) |  | Map reading linked to trips Tudor walk around CambridgeVictorian buildings and areas of development | Hunstanton – coastal erosion and depositionMap reading |
| **History** | Visits within school from people working in different occupations.-Small circle time talks with classes. |  | Polar Explorers: Scott Polar InstituteStansted Airport, (*Pioneers of Flight)*Great Fire of London: visit to Pepys Library, (Magdalene College) | Ancient Sumerian workshop in partnership with the University of Cambridge (6 weeks)The Fitzwilliam museum (studying Egyptian artefacts) |  | Tudor walk around CambridgeVictorian buildings and areas of development | DuxfordHomefront – experience of evacuees |
| **Science** |  |  | Botanic Gardens, Wandlebury (potential) | Sedgwick museum (studying Geology and fossils)Botanic Gardens (studying plants and their environments) |  | Visitors – from parent community Earth and SpaceGardening  | Sedgwick – Darwin, Mary Anning and evolution |
| **DT** |  |  |  | Forest School (outdoor crafting) |  | Forest School (outdoor crafting) |  |
| **Maths** |  |  |  |  |  | Maths challenges | Maths challenges |
| **Computing** |  |  |  |  |  |  |  |
| **PSHE****School Council/Eco-Parliament?** |  |  |  | Cinema trip- Early Man (fairness and teamwork) |  | Buddying systems, friendship benchesSchool ValuesClass ChartersPedagogical techniques – teamwork, forming groups in different ways, circle time, votingVisiting Guildhall | PGL |
| **PE** |  |  | Multi-Skills Festival at Chesterton  | SwimmingCricket sessionsTag Rugby coaching |  | SwimmingReal Tennis Trip TudorsIce SkatingSpecialist teacher | PGL Mike Mullen – sport visitorIntra and inter school competitionsCatch up swimmingBikeabilitySports days |
| **RE** |  |  | Visit to Cambridge Central Mosque | Visitor to talk about the beliefs of Ancient civilisations |  | Buddhist CentreGurdwara |  |
| **MFL**  |  |  |  | Joyeux Noelle (online video-sharing of Christmas in different countries and cultures) |  |  |  |
| **English** | Visit to the Library on Milton Road |  | Visiting Drama WorkshopSamuel Pepys Library at Magdalene College | Cinema trip- subsequent writing of review. Migration specialists visiting to share expertise |  | St. John’s College library | Pantomime |

**Personal Development across the Curriculum**

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| **PE, Sport, Daily Activity****Nutrition**  | **Fundamental British Values** | **Equality, Diversity Inclusion & Protected Characteristics** | **Cultural Capital and Enrichment**  | **Citizenship, Careers, Economic Education & Transition**  | **Resilience and Mental Health**  | **Welfare and****E-Safety** | **Arts Education** | **Social and Moral Development**  | **Relationships and Sex Education** | **Religious Education and Spiritual Development**  |

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|  | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Art** |  |  |  | Participation in a variety of group projects e.g. ‘Draw More’ |  | Visiting artist as part of ‘Draw More’ |  |
| **Music** |  |  |  | Explore personal meaning and identity |  |  |  |
| **Geography** | *Thread: Empathy\_to social action:*Plastic wasteWhat can we do to help?Whose job is it to reduce, reuse and recycle?Introduce positive ‘can do’ approach to tackling environmental problems | *Thread: Empathy\_to social action:*Local EnvironmentWhose responsibility is it? Specific roles and everyone’s rolesHow can we look after it? Improve it?Develop positive ‘can do’ approach to improving environmental problems | *Thread: Empathy\_to social action:*Polar regionsTaking responsibility: e.g. future of Antarctica and by extension, the Earth and all who live upon it, is the responsibility of all of us. What can we do to help ensure most positive outcomes for all?Develop positive ‘can do’ approach to improving environmental problems | *Thread: Empathy\_to social action:**Where Does our food come from?* Eating sustainably as well as for health, (recognition of issue of food security for all)Group outing/walk along the river | *Thread: Empathy\_to social action:*Caring for the environment and social justice, (e.g. Fairtrade in and with Central America) | *Thread: Empathy\_to social action:*Impact of tourism on local/global level and the personal choices we make | *Thread: Empathy\_to social action:*Caring for the environment – South America and Coasts |
| **History** |  |  |  | Visiting museums |  | Kentwell Hall,Mill Road Cemetery | Analysis of sourcesPropaganda – underlying truth  |
| **Science** |  |  |  | Investigations and working in groups exploring ideas that interest them/own theories. Creation of wormeries. |  |  |  |
| **DT** |  |  |  | Problem-solving and building resilience and personal skills |  |  |  |
| **Maths** |  |  | Problem solving and resilience, trial and error, perseverance, | Applying creative approaches and solutions. |  |  | Maths challengesTT rockstarsCentury |
| **Computing** |  |  |  | Given individual learning pathways as part of our blended learning curriculum (personalised to own strengths and areas of development) |  |  |  |
| **PSHE** |  |  |  | Financial responsibilityRecognising own worth and the worth of othersBuilding team skillsCelebrating differences |  |  |  |
| **PE** |  |  |  | Tasters in a variety of sports and activities for children to find their skills/talents. |  | Real Tennis Trip TudorsIce Skating | Young Leaders – developing leadershipHealth and fitnessSpirit of the gamesPersonal challenge |
| **RE** |  |  |  | Celebrating differences. Asking questions and exploring personal beliefs. |  | Buddhist CentreGurdwara |  |
| **MFL**  |  |  |  | Celebrating their own languages and cultures and opportunities to share with others.Learning a new language |  | Galette des rois as New Year celebrations |  |
| **English** |  |  | Developing empathy;Identifying characteristics/behaviours and their outcomes in literature  | Stamina for writing tasksVisiting authorsIdentifying relatable characters in literature. Exposure to a wide range of texts and authors.  |  | Visiting authorsExposure to a wide range of texts and authors. | Developing an extended piece of writing – editingCare for the environment through study of Dystopian novel/ film |

**Cultural Capital across the Curriculum**

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|  | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Art** |  |  |  | **Exploring modern and ancient art in a variety of contexts and expressing themselves in a variety of different mediums.** |  | **Chila Kumari Singh Burman –Pop art, Tudor Portraits,** | **Mola art from South America****Development under pressure from colonists – adaptation****War artists** |
| **Music** |  |  |  | Specialist teacher tuition |  | Genre of the month, Seasonal songs from our heritage |  |
| **Geography** | Fieldwork: Exploration of school grounds; recording what is there and ‘our places’ | Fieldwork: Mapping the school grounds; recording human and physical features Local Traffic survey, collecting data | Fieldwork: exploration of Milton Road area; recording human and physical features; mapping journey from school to a local destinationScott Polar Institute | Fieldwork: Local landscapes and river visit | Fieldwork: | Fieldwork: Local landscapes; Midsummer Common and architecture | Fieldwork: Hunstanton studyEnvironmental issuesImpact on people of erosionStudy of favelas – how others live in difficult situations – positive and negative |
| **History** |  |  | Great Fire of London: Pepys and Cambridge connectionPolar Explorers: Robert Falcon Scott, Frank Debenham and the Institute of Polar Exploration | Trips around local area e.g. to museums and country parks. Stone Age DayAncient Egyptian DayAncient Sumerian workshops |  | Local architecture; Kings College Chapel,Kentwell Hall,Mill Road Cemetery | Empathy for those on the HomefrontUse of first and second hand evidence |
| **Science** |  |  | Science Festival | Creation of wormeries, exploring light through shadow puppet theatre shows. Trip to local Botanic Garden.  |  | Dorothy Johnson Vaughan mathematician who helped launch humans into space | Make a hypothesis, design a test, Fair testing, accurate measurement, record in graphs, tables, conclusion |
| **DT** |  |  |  | Chance to grow, harvest and cook own food. |  |  | Design process – market research,analyse, disassemble, plan, create evaluateSpecific skills |
| **Maths** |  |  |  | Active Maths- chance to learn in a physical, memorable manner. Use of outdoor spaces/natureRhubarb Day (measurement, calculations, problem solving) |  | Dorothy Johnson Vaughan mathematician who helped launch humans into space | Active mathsPractical – real life problems MoneyMeasureTime etc |
| **Computing** |  |  |  | Range of educational platforms bespoke to children’s individual targets and areas to develop. |  |  | Systematic, problem solving, resilience |
| **PSHE** |  |  |  | Dream jarsDeveloping skills to work togetherThe Big Think |  |  |  |
| **PE** |  |  |  | Chance to learn swimming and life saving skills. Learning about athletes, the challenges they faced and how they overcame them.  |  | Inspiring athletes, teams, competitors | Spirit of the Games Values – teamwork, passion, self-belief, honesty, determination, respectYoung leaders – voice, choice, agencyHealth and fitnessEvents for SEND – less able/engagedGrowth mindset by sports visitors |
| **RE** | Providing opportunities to learn about and celebrate the beliefs of others within our community. |  | Cambridge Central Mosque and understanding how it seeks to promote community connections for all regardless of faith. | Opportunities to learn about and celebrate the beliefs of others. |  |  |  |
| **MFL**  |  |  |  | Community Languages Week |  |  |  |
| **English** | Encourage reading for pleasure. (Libaryvisit to stimulate this)Adults sharing a variety of literature both modern and classics (traditional tales).Wide variety of texts used at story time and to support topics. |  | Promoting Reading for Pleasure, (Library time and sharing time with Year 5 buddies)Visiting Drama workshopSamuel Pepys Library at Magdalene College | Encouraging reading for pleasure. Access to high quality literature. Rich storytime in the classroom. |  |  | Real booksClassic and modernActive SPAG |