

## Peace & Conflict, Justice & Equity

Phase	Driver Values	Becoming a Historian		Curriculum Drivers	Possible Delivery Theme(s)
Early Years	<ul style="list-style-type: none"> <li>• To develop the skills of cooperation and conflict avoidance or resolution</li> <li>• To develop a sense of fairness and an appreciation of justice</li> <li>• To understand that important lessons can be learnt from History</li> <li>• To develop a love of Historical enquiry and thinking</li> </ul>	<p>Understanding the world - People and communities: children 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.</p>		<ul style="list-style-type: none"> <li>• To know how own actions have consequences</li> <li>• Understand and use some basic ways to avoid, manage and resolve conflict</li> <li>• To be able to reflect on what is fair and what is not fair</li> <li>• To understand the importance of caring and sharing</li> </ul>	<ul style="list-style-type: none"> <li>• My Family</li> <li>• Where Do We Come From?</li> <li>• Children around the World</li> </ul>
KS1		Develop an awareness of the past, using the language related to time/ passing of time		<ul style="list-style-type: none"> <li>• To know and understand the causes of disagreement and conflict at a personal level, classroom and family level.</li> <li>• To understand and use some ways to avoid, manage and resolve conflict.</li> <li>• To begin to show understanding of some causes of conflict on a wider level.</li> <li>• To understand what fairness is and what it can mean to be rich or poor locally and on a wider level.</li> <li>• To begin to understand how people have campaigned for fairness.</li> </ul>	<ul style="list-style-type: none"> <li>• Rosa Parks &amp; segregation</li> <li>• Rich and poor in History (Victorians?)</li> <li>• William Booth (local and rich/poor campaigner)</li> <li>• Rich and poor locally (Narrow Marsh is a good study!)</li> </ul>
		Identify different and similar ways of life in different periods			
		Understand some of the ways we learn about the past			
		Learn to ask and answer questions to show they know and understand key features of events			
		Learn about changes within living memory			
		Learn about events beyond living memory			
		Learn about the lives of significant individuals			
		Learn about significant events, people and places locally			
Continue to develop chronologically secure understanding of British, local and world history					

KS2		Note connections, contrasts and trends over time	Y3/4	<ul style="list-style-type: none"> <li>To know and understand some causes and effects of conflict at all levels from personal to global</li> <li>To be aware of examples of past conflicts in society and the impact of these.</li> <li>To develop understanding of strategies for the avoidance or management of conflicts on a personal and wider level.</li> <li>To understand some causes and effects of inequality (including gender) at local, national &amp; global levels</li> <li>To recognise that fairness may not always mean equal treatment</li> </ul>	<ul style="list-style-type: none"> <li>Suffragettes</li> <li>Ghandi &amp; India</li> <li>Slavery – maybe include Romans in this?</li> <li></li> </ul>
		Ask and devise questions about change, cause, similarity and difference			
		Select and organise historical information			
		Understand that knowledge of the past is assimilated from a variety of sources			
		Understand that movement of people is associated with historical change – invasions, migration	Y5/6	<ul style="list-style-type: none"> <li>To understand the wider causes and effects of conflict at all levels</li> <li>To have an understanding of non violent protest in political and social change</li> <li>To understand the reasons for and impact of movement of people</li> <li>To understand the importance of resolving conflict fairly</li> <li>To be aware of inequality within and between societies</li> <li>To understand the wider causes and effects of poverty /exclusion</li> </ul>	<ul style="list-style-type: none"> <li>World Wars</li> <li>Homelessness</li> <li>Invaders &amp; Settlers</li> <li>The Cold War –Fall of the Berlin Wall?</li> <li>Industry/mining in Nottingham –where did all the jobs go?</li> <li>Refugees and new arrivals – why people come to live in Britain? Windrush? Pakistan/India?</li> </ul>
		Conduct a local history study			
		Study of an aspect that extends chronological understanding and links between events			
		Use fieldwork to observe, measure & record with a range of technologies			