

Diversity, equality and Black history map: Eltham CofE 2021 22					
Year group	Literacy, language and communication	Creative Curriculum/Adult targeted Curriculum opportunities	SRE (Relationships, Rights and Responsibilities and Valuing Difference)	PE	RE
Nursery	<b>Hair Love</b> Matthew A Cherry  <b>The Runaway Chapati</b> Susan Price  <b>The story of Rama and Sita</b>	<b>Ourselves topic</b> Children will look at similarities and differences between characters in stories, learning to apply and relate these to themselves and people in their lives. This will develop their Understanding the World knowledge, particularly with a focus on importance of individuality as well as acceptance of differences.  <b>Traditional tales</b> Alongside the key text 'The Runaway Chapati', the children will compare and contrast cultures, similarities and differences in food and /animals across the world. The children will be read various traditional tales from across the world.  <b>People Who Help Us</b> When looking at various key jobs and roles in society, gender equality will be addressed through challenging who can do what jobs with children dressing up for a day as doctors, nurses, police officers, fire officers, etc.	Who Am I? All About Me My Feelings What makes me special? I'm Special, You're Special Same and Different Families		Exploration of the school values, British values and teachings of the Bible alongside fables as stimuli for discussing inclusion and kindness, demonstrated through role play scenarios.
	<b>Reception</b>	<b>Leopard's Drum</b> An Ashanti Tale from West Africa  <b>Handa's Surprise</b> by Eileen Brown		<b>Ourselves topic</b> The children will be reintroduced to themes discussed in Nursery, diving deeper into individuality and acceptance - what makes us, us? They will discuss why being yourself is important, which they will be able to interlink to the stories from the Bible	

		<p>taught in RE sessions.</p> <p><b>Art and Expressive Design</b> Children will paint self portraits using a mirror to decide which colour they think best matches their skin, discussing their facial features and depicting these in their artwork.</p>			
Year 1	<p><b>The Princess and the Pea</b> by Rachel Isadora</p> <p><b>Astro Girl</b> by Ken Wilson-Max</p> <p><b>The Proudest Blue</b> by Ibtihaj Muhammad and S K Ali</p>	<p><b>Can you create a range of skin colours using watercolor?</b> Children will be able to describe different coloured skin tones using a range of language (dark, light, brown, honey etc). They will learn the word 'tone' refers to the relative darkness or lightness or a colour.</p> <p><b>Can you compare London in the 17th Century to London today?</b> Amongst other things, children will be able to describe what types of people lived in London 300 years ago. One element is the ethnicity of the population. Most migrants came from nearby countries in Europe but there were a number of migrants who worked on board ships who settled in London from Asia and Africa.</p>	<p>My Family Special people and feelings Relationships and feelings Our feelings Pass on the praise Why do we have rules? Classroom rules Taking Care of something Valuing difference Good friends? Same or different?</p>	<p>Athletics - <b>Dina Asher-Smith</b>,</p> <p>Basketball - <b>LeBron James</b></p> <p>Athletics - <b>Dame Tanni-Grey Thompson</b></p>	<p>What responsibility has God given people for taking care of Creation?</p> <p>What does it mean to be a good steward towards other human beings and animals?</p> <p>How do we show respect for others?</p> <p>What is Buddhism?</p>
Year 2	<p><b>Tiger Skin Rug</b> by Joan Haig</p> <p><b>Lila and the Secret of Rain</b> by David Conway</p> <p><b>African Tails</b> by Lyn Coatzee</p> <p><b>We're going on a Lion Hunt</b> by David Axtell</p> <p><b>Meerkat Mail</b> by Emuily Gravett</p>	<p><b>Can you compare life in Eltham and life in an Indian village?.</b> Children will compare human features in India vs in Eltham. Differences in daily life in an Indian village vs in Eltham, comparisons - no electricity in homes so there are no TVs, phones, internet, washing machines or ovens.</p> <p><b>What is the continent of Africa like?</b> Recognising Africa is a continent made up of 54 countries all with distinct cultures and histories. Picture investigation addressing misconceptions around the</p>	<p>How are you feeling? Special people and being a good friend Maintaining friendships Conflict resolution Restorative approaches Relationships and feelings Don't do that! Should I tell? Bullying or teasing?</p>	<p>Dance - <b>Ashley Banjo</b></p> <p>Gymnastics - <b>Simone Biles</b></p> <p>Football - <b>Cristiano Ronaldo</b></p>	<p>What is Diwali?</p> <p>What is it like to live as a Jew?</p> <p>What are God's rules for living?</p> <p>Why are saints important to Christianity?</p>

		<p>characteristics of African countries.</p> <p><b>What's the geography of the African continent like?</b> Regions, landscapes and physical features/landmarks explored.</p> <p><b>What were the early Kingdoms of Africa?</b> Exploring the meaning of 'Kingdom'. Investigate in groups of different Kingdoms, share characteristics, build a timeline. Class focus on Mansa Musa and the Kingdom of Mali (NW Africa). Exploring what made him a good leader.</p> <p><b>What were the late African Kingdoms?</b> Comparing the Zulu (S Africa) and Benin (W Africa) kingdoms.</p> <p><b>In what ways are the cultures of African countries different?</b> Exploring what culture is with a focus on food, music, idance and traditions. Establishing that culture is distinct to a country; we can't generalise. Class focus on Maasai of Kenya (E Africa)</p> <p><b>Can traditional art inspire my own?</b> Using Tinga Tinga artwork as a stimulus to create their own multimedia artwork. Examine the history of patterns in African countries, symbolism, colour pallet and to create their own using tonal skills.</p> <p><b>How does life in Eltham compare to an Indian village in the country?</b> Exploring differences in rural and urban living from the perspective of how a child experiences their life e.g. school, leisure, food etc</p>			
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Year 3	<p><b>The Great Kapok Tree</b> by Lynne Cherry</p> <p><b>Carpet of Dreams</b> from Tales Told in Tents by Sally Anne Clayton</p> <p><b>Cinderella of the Nile</b> by Beverley Naidoo</p> <p><b>Benjamin Zephaniah</b> by Verna Wilkins</p> <p><b>Talking Turkeys and Funky Chickens</b> by Benjamin Zephaniah</p>	<p><b>What are ancient civilisations?</b> Exploring many different Ancient Civilisations: Ancient Rome, Ancient Greece, Ancient Egypt, Shang Dynasty, Indus Valley, Ancient Sumer, Olmecs, Phoenicians, and Minoans.</p> <p><b>What is it to be open-minded?</b> Exploration of terms 'discrimination' and 'stereotyping', Children will be given the opportunity to examine a story where discrimination and stereotyping exists in a range of different contexts and asked to identify different examples of each.</p> <p><b>What is immigration? Why have there always been refugees?</b> Exploring why people immigrate, why there are refugees and the great hardships some face on their journey to safety.</p> <p><b>Why celebrate diversity?</b> It is not enough to merely accept or tolerate those who are different to us, we must celebrate what makes us different, and find joy in our uniqueness. Celebrating diversity helps overcome stereotyping, builds cultural awareness, discourages racism and encourages unity.</p> <p><b>Why is the UK ethnically diverse?</b> The British Empire, colonisation, the slave trade (particularly</p>	<p>Teamwork and looking after our special people Relationship tree Maintaining friendships How do we solve this problem? Friends are special Restorative approaches Relationship and feelings Body space secrets and surprises As a rule Our neighbours Who said what? Family and friends Respect and challenge</p>	<p>Golf - <b>Tiger Woods</b></p> <p>Gymnastics - <b>Louis Smith</b></p> <p>Tennis - <b>Alfie Hewett</b></p>	<p>How do the religious practices observed by the Ancient Egyptians compare with Christianity?</p> <p>Who is the most significant person in the Easter Story? Considering different viewpoints?</p>

		<p>African/Caribbean people, then the Indian and Asian communities due to expanding trading relationships), the influx of refugees to the UK after the second world war and as appropriate, the Windrush generation may be introduced to allow children to be able to set this recent event in context with more modern history.</p> <p><b>Who has campaigned for equality and celebrate diversity?</b> Recall their prior learning around Nelson Mandela and Desmond Tutu (Y2). Understanding of campaigners for equality now broadening beyond discrimination based on race but include the work of Malala Yousafzai (girls rights to education), Gandhi (for the civil rights of Indians against Empire rule) and possibly Oskar Schindler (for the Jewish against the Nazis) and influential organisations such as Amnesty. Consider reference to the Black Lives Matter campaign following the death of George Floyd.</p>			
<p><b>Year 4</b></p>	<p><b>Escape to Pompeii</b> by Christina Ballitt</p> <p><b>The Boy at the Back of the Class</b> by Onjali Q Rauf</p> <p><b>The Frost, the Sun and the Wind: a Russian Folk tale</b></p> <p><b>Hidden Figures</b> by Margot Lee Shetterley</p>	<p><b>Who were the Romans and why did they come to Britain?</b> Exploring the multicultural makeup of the Ancient Roman invading armies and the reasons for the same</p> <p><b>What did the Romans give us?</b> Exploring the technical, social and cultural legacies that the Romans left in Britain.</p> <p><b>Who were the Anglo Saxons and what challenges did they face settling in Britain?</b> Explore the ethnic diversity of these invading armies and their legacy.</p> <p><b>How did Christianity come to Britain?</b></p>	<p>My family and marriage Ok or not OK? Together (families and marriage, civil and religious) Relationships and feelings When feelings change Under pressure Making a difference media It's a right What makes me ME? Friend or acquaintance? What would I do?</p>	<p>Tennis - <b>Andy Murray</b></p> <p>Basketball - <b>Luol Deng</b></p> <p>Cycling/ Swimming - <b>Sarah Storey</b></p>	<p>Is peace the most important message of Christmas?</p> <p>What do Sikhs believe?</p> <p>What does it mean to be a Sikh?</p>

		<p><b>St Hadrian The African</b> link to Augustin's build of Canterbury Cathedral.</p>			
<p><b>Year 5</b></p>	<p><b>Kensuke's Kingdom</b> by Michael Morpurgo</p> <p><b>Ada's Violin</b> by Susan Hood</p> <p><b>Wonder</b> by RJ Palacio</p>	<p><b>Where is Japan?</b>  <b>How would you describe the human geography of Japan?</b>          Children will consider how the geographical location and features of Japan have influenced its human geography. The economic situation historically and in the present day will be explored together with the reasons for the same.</p> <p><b>Contradictions and extremes</b>  <b>What do I know about North America?</b>  <b>What is governance? Why is it important?</b>          Children will explore the diversity within the continent of North America both in terms of physical geography, governance and culture. Children will give time to how the differences in governance reflect the culture and history of North America and the UK.</p> <p><b>Is Trump's wall a good idea?</b>          Exploration into the challenge of uncontrolled/illegal immigration.</p> <p><b>Garbage to Gold:</b>  <b>With a focus on South America</b>  <b>How can we raise awareness of children's working conditions?</b>          Children will explore the working lives of children in South America (where 1 in 5 children are employed once they reach 10 years old). They will consider the impact of employment on the child, their family and their future life chances.</p> <p><b>A city of two halves - what does this mean?</b></p>	<p>How good a friend are you?          Taking notice of our feelings          Relationship and feelings          Collaboration          Start Stereotypes          Maintaining friendships          Restorative approaches          Conflict and resilience          Local politics          Local Council          Fact or opinion?          Valuing difference          Qualities of friendships          Kind conversations          Happy being me</p> <p><b>Every two years</b>          Who was Stephen Lawrence?          What was the global impact of Stephen Lawrence's death?</p> <p>'Remember, you do matter, you are valued and you are loved'          The legacy of Jimmy Mizzen</p>	<p>Football - <b>Marcus Rashford</b></p> <p>Tennis - <b>Serena Williams</b></p> <p>Cricket - <b>Heather Knight</b></p>	<p>What does it mean to be a Muslim?</p> <p>What do the miracles of Jesus teach?</p>

		<p>Exploring the term 'poverty line' and the contrasts between rich and poor which exist in urban cities like Brazil.</p> <p><b>Urbanization - a great tug of war?</b>          Children will be able to discuss the reasons for migration into urban areas and consider if the same thing happens in the UK.</p>			
<b>Year 6</b>	<p><b>Rose Blanche</b> by Christophe Gallaz and Roberto Innocenti</p> <p><b>Suffragette: The Battle for Equality</b> by David Roberts</p>	<p><b>Can you recognise continuities and changes in a historical context (the social history of women since 1850)</b>          Exploring how different historical sources can be grouped according to a certain criteria. Identifying continuities over time and changes and suggesting a reason for the same.</p> <p><b>How has our local area changed over time?</b>          Children will make connections with prior learning (Romans, Anglo Saxons, Vikings, port cities) to consider the history of migration in the local area, migration being one aspect considered in context with many others.</p> <p><b>France: Friend of Foe?</b>          Children will be able to explain how France's location in Europe has affected its history. They will be able to comment on cultural similarities and differences and consider what impact these have today.</p>	<p>Relationships and feelings          Solving problems          Working together          Let's negotiate          Democracy elections and law          Fakebook          Two sides to every story  <b>Every two years</b>          Who was Stephen Lawrence?          What was the global impact of Stephen Lawrence's death?</p> <p>'Remember, you do matter, you are valued and you are loved'          The legacy of Jimmy Mizzzen</p>	<p><b>Athletics - Hannah Cockcroft</b></p> <p><b>Cricket - Sir Alistair Cook</b></p> <p><b>Rugby - Jonah Lomu</b></p>	<p>Who decides roles and responsibilities?</p> <p>What can we learn from wisdom, peace, conflict and harmony?</p>
<b>Whole School and National Events</b>	<p>Black History Month, October          World Mental Health Day, October          Contemporary Children's Fiction Week, October          Remembrance Day, November          Anti Bullying Week, November          National Storytelling Week, January/February          Children's Mental Health Day, February          Safer Internet Day, February          World Book Day, March</p>				

