

Llangyfelach Primary School



Humanities Progression Model

Humanities @LPS

The Humanities Area of Learning and Experience seeks to awaken a sense of wonder, fire the imagination and inspire learners to grow in knowledge, understanding and wisdom. This Area encourages learners to engage with the most important issues facing humanity, including sustainability and social change, and help to develop the skills necessary to interpret and articulate the past and the present.

The Area encompasses geography; history; religion, values and ethics; business studies and social studies. These disciplines share many common themes, concepts and transferable skills, while having their own discrete body of knowledge and skills. Learners may also be introduced to other complementary disciplines, such as classics, economics, law, philosophy, politics, psychology and sociology, if and where appropriate.

Humanities is central to learners becoming ethical, informed citizens of Wales and the world. In contemporary and historical contexts, investigation and exploration of the human experience in their own localities and elsewhere in Wales, as well as in the wider world, can help learners discover their heritage and develop a sense of place and cynefin. It can also promote an understanding of how the people of Wales, its communities, history, culture, natural environment and landscape, resources and industries, interrelate with the rest of the world. Contemplating different perspectives will in turn help promote an understanding of the ethnic and cultural diversity within Wales and as part of Wales' national histories. Taken together, these experiences will help learners appreciate the extent to which they are part of a wider international community, fostering a sense of belonging that can encourage them to contribute positively to their communities.

It is important that learners reflect upon the impact of their actions and those of others, and how such actions are influenced by interpretations of human rights, values, ethics, philosophies, religious and non-religious views. Through being encouraged to engage with, respect and challenge a variety of worldviews, as well as to understand how to exercise their democratic rights, learners can imagine possible futures and take social action. Such critical engagement with local, national and global challenges and opportunities past and present will help learners become enterprising, creative contributors, ready to play a full part in life and work.

As they explore their locality and Wales, as well as the wider world, learners can establish a solid base of knowledge and understanding of geographical, historical, religious, non-religious, business and social studies concepts. This exploration will encourage learners to participate in different methods of enquiry, evaluate the evidence that they find, and apply and communicate their findings effectively. These experiences, in and outside the classroom, will help them become ambitious, capable learners, ready to learn throughout their lives.

It is important that learners have opportunities to discuss and explore their personal perspectives on religious and non-religious worldviews, ethical challenges and social inclusion issues. Likewise, opportunities to explore the natural world, locally, within and beyond Wales, will help foster in them a sense of place and of well-being. These experiences will help develop learners' resilience, build independence, and increase self-confidence and self-esteem. This will support the development of healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

Historical Periods Concepts and Vocabulary	
Nursery	<p>Welcome to LPS</p> <ul style="list-style-type: none"> • Begin to explore and discover changes to their own lives, family and the way of life of others around them. • Begin to identify important events that have happened to themselves in the past. • Begin to understand that personal actions have cause and effect, reflecting on the LPS Code.
Reception	<p>Play Learn & Grow:</p> <ul style="list-style-type: none"> • Develop a clear understanding of changes to their own lives, family and the way of life of others around them. • Develop an understanding of the way of life of people in the past, who lived in Llangyfelach and Wales, using primary sources. • Communicate curiosity about Llangyfelach, Swansea, Wales and the Wider World using a range of stimuli to fire imagination. <p>Prehistoric:</p> <ul style="list-style-type: none"> • Learn about the different periods during this era of history. • Learn about the animals that lived during this period and explore what happened to them overtime. • Learn about the environments in which they lived, their diet and their habitats.
Year 1	<p>Development of Skills and Knowledge Across Learning Project:</p> <ul style="list-style-type: none"> • Understand the lives of significant people of Llangyfelach, Swansea, Wales and the Wider World. • Understand how their achievements, lives and actions have shaped the world around us. • Investigate and understand how an aspect in Llangyfelach/Swansea has changed over a long period of time and how the locality was affected by a significant event or by significant individuals. • Understand how and why past events from the history of Llangyfelach, Swansea, Wales and the Wider World are remembered and commemorated. • Identify aspects of life in Llangyfelach, Wales and the Wider World, that have changed over time. • Visit and investigate local landmarks, places of significance and historical heritage to gain a sense of cynefin. • Learn about specific key vocabulary: Industrial Revolution, monarchs, saints, artists, engineers, explorers, inventors, pioneers, rulers, scientists, leaders, classes, poverty, wealth, government, medicine, technology, war, remembrance.
Year 2	<p>Prehistory – Preparation for Celts & Romans</p> <ul style="list-style-type: none"> • Learn about what life was like during the Stone Age period and the advances made by humans across the three stages of this era. • Learn how early humans hunted, gathered, dressed, settled, and adapted to the environment to survive. • Learn how natural resources available to humans during this period contributed to their daily lives and society: weapons, tools, clothing, homes, musical instruments, farming, Megaliths, cave paintings, cooking, pottery, fishing, transport. • Learn about the animals that lived during this period and explore what happened to them over time. • Learn about their communities, trade, religious beliefs, sites and ceremonies. • Learn about specific key vocabulary: BC, AD, The Palaeolithic Period (Old Stone Age), Mesolithic Period (Middle Stone Age), Neolithic Period (New Stone Age), Ice Age. <p>Celts & Romans</p> <ul style="list-style-type: none"> • Learn about the invasion and settlement of the Roman empire in Wales during the Celtic period. • Learn what life was like in Wales for a Celtic child and Roman child. • Compare and contrast the different Celtic tribes that existed during this era. • Understand the Celtic and Roman way of life and how this has shaped society today (Religion, Mythology, Language, Transport, Engineering, Education, Politics, Industry, Retail, Economy, Leisure) • Develop an understanding of how Welsh society was shaped by the movement and settlement of different peoples and how our society was affected by Roman settlement. • Identify aspects of life in Llangyfelach, Wales and the Wider World, that have changed over time, due to this period in history. • Learn about specific key vocabulary: BC, AD, Iron Age, Celt, Roman, Empire, Invasion, Settlement, Tribe, Hillforts, Roundhouses, Warriors, Barbarian, Plebeian, Druids, Centurion, Emperor, Dynasty, Legion, Gladiator, Dictator, Coliseum, Pantheon, Roman Forum

<p style="text-align: center;">Year 3</p>	<p>Invasion & Conquest</p> <ul style="list-style-type: none"> • Understanding how Welsh and British society was shaped by the movement and settlement of Anglo-Saxons, Vikings and Norman Conquests. • Understanding their motivation for emigration and compare with modern society. • Understand, compare and contrast Invaders and Settlers' ways of life and make connections regarding; gods, religion, politics, law, kings, mythology, arts, culture, trade, clothing, food and feasts. • Understanding why some were more successful than others relating to the selection of routes, buildings, defence and settlements. • Understand how these peoples effected our society today regarding education, religion, languages, law, etc • Learn about significant events and people during the Invaders and Settlers period that have shaped Wales, Britain and the Wider World today; Battle of Buttington, Battle of Hastings, William the Conqueror, Alfred the Great, King Harold, etc. • Learn about how the Norman conquest shaped the future of Great Britain. • Understand how we know about these times and the sources of information: Archaeological sites, Tapestries, Writings, Heroic Poetry, Crafts, Architecture and Artifacts. • Learn about specific key vocabulary: BC, AD, Anglo-Saxon, Viking, Norman, Conquerors, Warrior, Barbarian, Plebeian, Heroic, Gods, Norseman, Norse, Angles, Jutes, Mead, Rune, Wattle-And-Daub, Thatch, Farmer-Warrior, Sutton Hoo, Lindisfarne, Hengest And Horsa, Monk, Illumination, Manuscript, Weregeld, Athelstan, Christianity, Augustine, Alfred The Great, Aethelred The Unready, Longboat, Longhouse, Chieftain, Berserker, Danegeld, Thing, Feast, Raid, Trade, Yggdrasil, Runes, Farmer-Warrior, Pagan, Danelaw, Asgard, Jarl, Karl, Figurehead, Chainmail, Valhalla, Battle Of Hastings, Archers, Retreat, Cavalry, Battle of Buttington, Powys, Monarch, Monarchy.
<p style="text-align: center;">Year 4</p>	<p>Tudors & Stuarts</p> <ul style="list-style-type: none"> • Investigate significant events and key figures in the lead up to Tudor & Stuart times from the Norman Conquest: Prince Llewelyn, Edward I, Magna Carta, Black Death, Battle of Oerwin Bridge, Dissolution of Welsh Autonomy. • Learn about significant events and individuals, including Tudor & Stuart monarchs, who shaped this period and the everyday lives of men, women and children from different sections of society. • Understand how the monarchy changed throughout these periods of history and the cause and effect of battles, events, religious views and politics. • Understand how different classes lived, including their pastimes, roles in society, fashion, food, homes, transportation, villages and towns. • Understand the contributions Tudors and Stuarts made towards literature, poetry, theatre, music, art, fashion, sport, games and architecture. • Learn about significant events and key people that have shaped politics, law and health in Wales and Great Britain during this period, making comparisons with events today: War of Roses, Scotland & England Merging, Union Jack, Civil War, Downfall and Uprising of the Monarchy, the Great Plague and the Fire of London. • Understanding the positive and negative effect these time periods had on the wider world as they explored, traded and invaded lands across the seas. • Learn about specific key vocabulary: BC, AD, Tudor, Stuart, Lord, Mansions, Jousting, Dwelling, Punishments, Poverty, Throne, Reign, Parliament, Government, Trial, Commonwealth, Bubonic Plague, Religion, Treason, Protestant, Catholic, Civil War, Monarchy, Republic, Spanish Armada, Portuguese, Slavery, Atlantic, Colony, Colonial.

Victorians:

- Learn about the impact of significant individuals, events, locations and changes in work, education, industry, class, health & safety, sanitation, technology and transport during the Victorian Era within Llangyfelach, Swansea and Wales.
- Learn about the impact that local industry and key entrepreneurs had on the Swansea, Wales and Wider World: Lewis Llewelyn Dillwyn, David Thomas, Mansel-Talbot Family and the Vivian Family.
- Understand the different layers of society during this era and how life compared between the classes.
- Evaluate the positive and negative effects of the Industrial Revolution had on Llangyfelach, Swansea, Wales and our planet.
- Discuss changes to industry, economy and land use in our locality after the Industrial Revolution.
- Learn why Welsh settlers migrated to North and South America and the challenges they faced to maintain their identity ([Patagonia](#)).
- Learn about Queen Victoria's monarchy and key events throughout her reign that shaped society, politics, technology, industry, civil rights, Literature, Holidays & Leisure, Education, Electricity, Inventions, Corporal Punishment, Slavery & Medicine Advances: Examples:
 - Queen Victoria, Prince Albert and the Great Exhibition;
 - Lord Shaftesbury and the welfare of children;
 - Robert Owen, Elizabeth Fry and improving the lives of ordinary people;
 - Florence Nightingale, Mary Seacole and the Crimean War;
 - Robert Stephenson, Isambard Kingdom Brunel and their impact on travel in Britain and to the wider world;
 - David Livingstone, Mary Kingsley and world exploration;
 - Alexander Graham Bell and the telephone;
 - Thomas Crapper and the Ballcock.
- **Learn specific key vocabulary: Reign, Monarch, Coronation, Jubilee, Century, Empire, Colonial, Exploration, Commonwealth, Industrial Revolution, Rich, Poverty, Poor, Middle Class, Sanitation, Health & Safety, Medicine, Culture, Religion, Labour, Welfare, Workhouse, Great Exhibition, Crimean War, Inventors, Education Act, Civil Rights, Reformers, Dr Barnardo, Census, Migration, Immigration.**

Egypt:

- Learn about the origins, development, success and demise of the Ancient Egyptian civilization.
- Understand why the first Egyptian peoples chose their settlements. (River Nile banks, Basin, Inundation, Fertile Soil, Delta)
- Understand the way of life and belief systems of the people who lived in Ancient Egypt, and how this influenced their architecture, festivals, rituals and ceremonies.
- Learn about the technological achievements and advances in engineering, farming, architecture and hygiene, and how this has influenced the world today.
- Learn about the social structure of Ancient Egypt, comparing and contrasting lives across the class systems.
- Understand how our modern world has gained so much knowledge about Ancient Egypt compared to many other ancient civilisations, and the role scripture, art, architecture and forms of communication play in this.
- Understand the role that the Persian Empire played in the decline of Ancient Egypt and the route to invasion by Greece and Alexander the Great.
- **Learn specific key vocabulary: BC, AD, Pharaoh, Soldiers, Government Officials, Scribe, Merchants, Craftsmen, Peasants, Slaves, Scarab, Papyrus, , Amulet, Canopic Jar, Sarcophagus, Tomb, Afterlife, Hieroglyphics, Mummification, Irrigation, Shaduf, Sphinx, Oasis, Egyptologist, Ankh, Pyramid, Barter, Rosetta Stone, Embalm, Bedouin, Civilisation, River Nile banks, Basin, Inundation, Fertile Soil, Delta, Inscription, Valley of The Kings, Old Kingdom, New Kingdom, Middle Kingdom, Conquer, Amenhotep, Tutankhamen, Rameses, Cleopatra, Giza, Persians, Dynasty, Mythology, Pantheon, Afterlife, Howard Carter, Archaeologist, Swansea Museum, Swansea Egypt Centre, Lord Francis Grenville, Egyptology.**

WW2:

- Learn about the events and key figures in the lead up to WW2: Outcome of WW1, German Recession, Hitler as Chancellor, Poland, Phoney War)
- Understand the importance of Swansea's involvement in WW2: The geography, land use, air raids, Blitz targets and Blitz avoided targets.
- Understand how life changed during WW2 and the impact on the lives of people in Swansea and Wales & the Wider World, focusing on events such as: Blitz, evacuation, rationing, land army, home guard, new technologies.
- Explore how local events, developments and individuals influenced major change, such as: Edward George Bowen (Code Breaking and Radar), Luftwaffe Pilot – Armin Faber (First FW190 captured and tested for weakness).
- Learn how key figures captured the emotions, mood, events and motivation during these times: Will Evans,
- Understand how the people of Swansea coped during WW2, how the war ended and what was needed to rebuild and repair Swansea, Wales and the World.
- Learn about the atrocities, the sacrifices people made and the displays of moral courage throughout this period, and how the world remembers never forgets: Nuremberg Law, Warsaw Ghetto, Holocaust, Auschwitz, Mengele, Schindler, Anne Frank, Will Evans.
- Understand how organisations and treaties were set up to bring countries together and attempt to prevent these atrocities or further conflict ever happening again.
- [WW2 First Hand Accounts](#)
- **Learn specific key vocabulary: Air Raid, Drill, Shelter, Allies, Axis Powers, Allotment, Atomic Bomb, Blackout, Blitz, British Empire, Censorship, Civilians, Civil Defence, Commonwealth, Concentration Camp, Conscription, Coupons, D-Day, Doodlebug, Enigma Evacuee, Extermination, Factories, Forces, Anne Frank (1929-1945), Gas Mask, General Election, Germany, Gramophone, Adolf Hitler (1929-1945), Holocaust, Host Family, Invaded, Jews, Liberate, Military, Morse Code, Naval, Nazi, Occupied, Phoney War, Prime Minister, Prisoners Of War, Propaganda, Radar, Rationing, Refugee, Register, Resistance, Segregation, Siren, Slogan, Soviet Union, Steam Train, Stirrup Pump, Telegram, Underground, United Nations, War Crime.**

History Skills

	P1.1	P1.2	P2.1	P2.2	P2.3	P3.1	P3.2	P3.3
Historical Skills	<p>A. Begin to sequence pictures from different periods.</p> <p>B. Listen to stories and significant events in their history.</p> <p>C. Talk, write or draw about things from the past.</p>	<p>A. Begin to sequence pictures, artefacts and events that are close together in time, to learn more about the past.</p> <p>B. Develop an understanding that events are linked to past, present and future.</p> <p>C. Begin to recognise similarities and differences between people's lives, both in the past and present.</p> <p>D. Develop historical enquiry and curiosity to generate questions about the past.</p>	<p>A. Begin to sequence events and understand that the past can be divided into periods of time.</p> <p>B. Develop the ability to recognise similarities and differences between people's lives, both in the past and present.</p> <p>C. Develop ability to observe or handle evidence and artefacts to ask and answer simple questions about the past.</p> <p>D. Understand that there are reasons why people in the past acted as they did.</p> <p>E. Develop historical curiosity to generate questions and participate in enquiries, both collaboratively and with growing independence.</p>	<p>A. Develop chronological awareness and an understanding of when different periods took place by sorting, ordering and constructing timelines.</p> <p>B. Choose and select evidence to make conclusions while investigating similarities and differences between people's lives, both in the past and present.</p> <p>C. Use different types of evidence and sources that can be used to help represent the past.</p> <p>D. Begin to recognise other people's feelings and viewpoints, comparing two versions of a past event.</p> <p>E. Begin to recognise that opinions may change over time, based on new discoveries and information.</p>	<p>A. Apply chronological skills to recognise, compare and contrast key historical events and periods.</p> <p>B. Understanding that personal and collective actions have causes, effects and consequences that lead to change.</p> <p>C. Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</p> <p>D. Generate and respond to questions to research and further develop an understanding about the past.</p> <p>E. Explain how key people and significant events, during these times, have influenced life today.</p> <p>F. Learn how communities and societies have changed, within and across periods of time, in my locality and in Wales.</p>	<p>A. Further develop an understanding of chronology while exploring and comparing various periods, over a larger timeframe.</p> <p>B. Use primary and secondary sources of evidence to help represent the past and recognise the difference between facts and beliefs.</p> <p>C. Understand that interpretations are influenced by identity, viewpoints, experiences, and beliefs.</p> <p>D. Understand the causes and effects of key people/ events and the impact they had on Swansea, Wales and the Wider World.</p> <p>E. Explore how Wales has been ruled and governed overtime, investigating impact and change on society.</p> <p>F. Draw conclusions about how key people and significant events, have influenced life today.</p>	<p>A. Apply chronological awareness to accurately use dates and terms to describe historical events.</p> <p>B. Understand and describe the main changes to an aspect in a period of history.</p> <p>C. Begin to understand the difference between primary and secondary evidence and the impact of this on reliability.</p> <p>D. Understand the difference between facts, opinions and beliefs, considering how this may affect the importance and usefulness of evidence.</p> <p>E. Consider different ways of checking the accuracy of interpretations of the past.</p> <p>F. Devise historically valid questions and reflect on the strengths and weaknesses on approaches to lines of enquiry.</p> <p>G. Identify and explain the main causes and effects of events in a range of contexts and recognise how these impact communities and societies in Wales, UK and the World.</p>	<p>A. Develop chronological security by ordering an increasing number of significant events, movements, and dates on a timeline.</p> <p>B. Learn about the role and importance technology plays in preserving primary sources of evidence.</p> <p>C. Understand that people in the past represent events or ideas in a way that may be to persuade others.</p> <p>D. Analyse a wide range of evidence about the past to offer some clear reasons for different interpretations of events.</p> <p>E. Learn how to select relevant sections of information to address historically valid questions and construct thoughtful and informed responses.</p> <p>F. Understand how some historical events/periods occurred concurrently in different locations.</p> <p>G. Explore the different ways that countries and societies, including Wales, have been governed in the past and present.</p> <p>H. Examine and evaluate key events that form trends in human history.</p>

Geographical Concepts and Vocabulary		
Nursery	<p>Learn about Llangyfelach and Swansea:</p> <ul style="list-style-type: none"> • Key features of the community. • Seasons 	<p>Learn about physical features such as: Woodland, beach, fields, hills, mountains, rivers, sea, soil.</p> <p>Learn about human features such as: House, homes, roads, school, shops, church, farm, village.</p>
Reception	<p>Learn about Swansea, Wales, and UK relation to Wales and the world:</p> <ul style="list-style-type: none"> • Location and features • Weather • Seas & Oceans 	<p>Learn about physical features such as: Woodland, beach, fields, hills, mountains, rivers, sea, oceans, waves, weather, iceberg, island, sand, soil.</p> <p>Learn about human features such as: House, homes, roads, school, shops, church, farm, post office, police station, village, museum, bridges</p>
Year 1	<p>Learn about Swansea, Wales, UK and Brazil in relation to the world:</p> <ul style="list-style-type: none"> • Location • Countries • Cities • Landmarks • Places of Significance • Climate • Seas & Ocean 	<p>Learn about physical features such as: Seasons, weather, water cycle, rivers, valley, mountains, woodland, coasts, beach, bay, sea, ocean, rainforest, rugged hills, coastal plains, wetlands, dry grasslands.</p> <p>Learn about human features such as: School, shops, homes, community, roads, town, countryside, costal village, church, port, farming, industry, police station, post office, fire station, coast guard centre, landmarks.</p>
Year 2	<p>Learn about Swansea, Wales, UK and Italy and surrounding countries within Europe:</p> <ul style="list-style-type: none"> • Location • Countries • Capital Cities • Landmarks • Places of Significance • Climate • Mountains • Surrounding Seas or Oceans. 	<p>Learn about physical features such as: Seasons, weather, lakes, rivers, sea, beach, volcano, mountains, coasts, ocean, bay, erosion, rockpools, cliffs, dunes, cave, islands, rugged hills The Alps, valleys.</p> <p>Learn about human features such as: School, shops, homes, community, roads, town, countryside, costal village, church, port, farming, industry, factory, pier, harbour, castle, fort, lighthouse, promenade, coliseum, cathedrals, fountains, pantheon, settlement, settler, site, shelter, food, lifeboat station and landmarks.</p>
Year 3	<p>Learn about Wales, UK, Europe and the Rainforest Belt in relation to the world:</p> <ul style="list-style-type: none"> • Location • Countries • Capital Cities • Flags • Landmarks • Places of Significance • Population • Climate • Rivers • Mountains • Surrounding Seas or Oceans. 	<p>Learn about physical features such as: Tropics, deforestation, evaporation, water cycle, evaporation, condensation, conservation precipitation, cooling, filter, pollution, canopy, emergent, understory, floor.</p> <p>Learn about human features such as: Urban, suburban, rural, dispersed and compact settlements, trade, industry (Mines), harbour, agriculture, damns, tourism, leisure (Opera House), Beaches, and other landmarks.</p>

<p style="text-align: center;">Year 4</p>	<p>Learn about Wales, UK, Europe and the Americas in relation to the world:</p> <ul style="list-style-type: none"> • Location • Countries • States • Capital Cities • Flags • Landmarks • Places of Significance • Population • Climate • Rivers & Lakes • Mountains • Surrounding Seas or Oceans. 	<p>Learn about physical features such as: Valleys, mountains, river stages, sea, ocean, rock-types, volcanoes, mantle, magma, active, dormant, extinct, epicentre, shock wave, island, magnitude, tsunami, tornado, tectonic plates, fault lines, Richter Scale, geology, earthquake, soil, permeability, farming, climate, great plains, basin, plateaus, dessert, glaciers, national parks, everglades, swamps, canyons, caves, climate zones, biomes, vegetation belts, erosion, deposition,</p> <p>Learn about human features such as: Urban, skylines, cities, ports, airports harbours, factories, trade, stock exchange, industry, agriculture, parks, roads, interstates, highways, dams, tourism, leisure, malls, religious land use, sport land use and other landmarks.</p>
<p style="text-align: center;">Year 5</p>	<p>Learn about Wales, UK, Europe and Africa in relation to the world:</p> <ul style="list-style-type: none"> • Location • Countries • Capital Cities • Flags • Landmarks • Places of Significance • Population • Climate • Rivers & Lakes • Mountains • Surrounding Seas or Oceans. • Relevant key information from country profiles (e.g., Language, Politics, etc) 	<p>Learn about physical features such as: (8 Africa Physical Regions) Savanna, Sahara, Sahel, Ethiopian Highlands, Swahili Coast, Rainforest, African Great Lakes, Table Mountain, national parks and reserves, oceans, seas, beach, dunes, mountains, desert, springs, river stages & features, erosion & deposition, waterfalls, gorges, vegetation, tundra grasslands, climate zones, biomes and vegetation belts.</p> <p>Learn about human features such as: Urban, cities, ports, airports, harbours, factories, trade, farming, industry, agriculture, parks, roads, dams, tourism, leisure, malls, religion, leisure, pyramids, castles, villages, salt mines and other landmarks.</p>
<p style="text-align: center;">Year 6</p>	<p>Learn about Wales and all continents in relation to the world:</p> <ul style="list-style-type: none"> • Location • Key countries • Capital Cities • Flags • Landmarks • Places of Significance • Population • Climate • Rivers & Lakes • Mountains • Surrounding Seas or Oceans. • Arctic & Antarctica • Relevant key information from country profiles (e.g., Language, Politics, etc) 	<p>Exploring how human and physical features are interrelated:</p> <ul style="list-style-type: none"> • Development and globalisation • Tourism • Urbanisation • Population and migration • Environment, resources and conflict • Weather and climate • Rivers & Coasts • Global biomes • Hazards • Glaciation

Geography Skills

	P1.1	P1.2	P2.1	P2.2	P2.3	P3.1	P3.2	P3.3
Geography Skills	<p>A. Locate Wales on UK Map</p> <p>B. Use a range of positional language</p> <p>C. Begin to draw or make simple maps.</p>	<p>A. Use a map of the UK and Wales to locate Swansea.</p> <p>B. Know your home address.</p> <p>C. Use directional language to plan and navigate a route.</p> <p>D. Draw picture maps.</p> <p>E. Create symbols for maps.</p> <p>F. Use a simple picture map to move around the school.</p>	<p>A. Use maps, atlases and globes to learn about:</p> <ul style="list-style-type: none"> • Wales • UK Countries <p>B. Introduce the map of the world</p> <p>C. Use 4 points of the compass and directional language to plan and navigate a local route.</p> <p>D. Draw a map of a real or imaginary place.</p> <p>E. Begin to understand the need for a key.</p> <p>F. Use class agreed symbols to make a simple key.</p> <p>G. Follow a route on a map.</p> <p>H. Introduce and use plan views and aerial photographs</p>	<p>A. Use maps, atlases and globes to learn about:</p> <ul style="list-style-type: none"> • Wales • UK Countries • Europe <p>B. Develop understanding of the World map</p> <p>C. Use 4 points of the compass and directional language to describe the location of features and routes on a map.</p> <p>D. Learn about and use aerial photographs to help devise a simple map or route, including standard symbols in a key.</p> <p>E. Use letter/no. co-ordinates to locate features on a map confidently.</p>	<p>A. Use physical and digital maps, atlases and globes to locate and learn about:</p> <ul style="list-style-type: none"> • Wales & Counties • Europe • Continents <p>B. Use 4 or 8 points of a compass, 2 figure grid reference, map symbols and keys.</p> <p>C. Begin to draw maps and plans, considering scale, using standard symbols and keys.</p> <p>D. Use large scale OS maps</p> <p>E. Begin to use 4 figure grid references to locate features on a map.</p> <p>F. Introduce the Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn, in relation to the Rainforest Belt.</p>	<p>A. Use physical and digital maps, atlases and globes to locate and learn about:</p> <ul style="list-style-type: none"> • Wales & Counties • Europe • North & South America • Continents <p>B. Use 8 points of a compass, four-figure grid references effectively</p> <p>C. Use and draw simple maps and plans to scale, using standard symbols and keys.</p> <p>D. Use large and medium scale OS maps, beginning to recognise symbols.</p> <p>E. Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</p>	<p>A. Use physical and digital maps, atlases and globes to locate and learn about:</p> <ul style="list-style-type: none"> • Wales & Counties • Europe • Africa • Continents <p>B. Use 8 points of a compass, four-figure grid references, symbols and keys (including OS maps) to build their knowledge of the Wales and UK in the past and present.</p> <p>C. Begin to draw a variety of thematic maps based on their own data, using symbols and a key.</p> <p>D. Begin to use a variety of scales to calculate distances and plot routes.</p> <p>E. Identify the position and significance of latitude/longitude and the Greenwich Meridian.</p>	<p>A. Use physical and digital maps, atlases and globes to locate and learn about:</p> <ul style="list-style-type: none"> • Wales & Counties • Europe • World • Continents <p>B. Extend to 16 points of a compass and to 6 figure grid references, with teaching of latitude and longitude.</p> <p>C. Use OS maps to identify, topographical features, understanding how these features have changed over time.</p> <p>D. Use and draw a variety of detailed maps and plans, use their own data, standard symbols and keys.</p> <p>E. Use a variety of maps and digital resources to calculate distances and global routes.</p>
Human & Physical Skills	<p>A. Begin to describe what places are like in the local community:</p> <ul style="list-style-type: none"> • LPS Grounds • Village Green <p>B. Begin to compare different places:</p> <ul style="list-style-type: none"> • Llangyfelach • Swansea Bay 	<p>A. Describe what places are like in the local and wider community:</p> <ul style="list-style-type: none"> • Llangyfelach • Swansea <p>B. Compare and contrast hot and cold places:</p> <ul style="list-style-type: none"> • Australia • Antarctica 	<p>A. Describe what places are like in the local and wider community:</p> <ul style="list-style-type: none"> • Llangyfelach • Swansea • Wales • Brazil <p>B. Compare and contrast 2 countries.</p> <ul style="list-style-type: none"> • Wales/UK • Brazil 	<p>A. Describe significant human and physical features of:</p> <ul style="list-style-type: none"> • Llangyfelach • Swansea • Wales • Italy <p>B. Compare different locations and investigate the variety of human and physical features.</p> <p>C. Learn how human land use and settlements are connected to physical changes.</p>	<p>A. Describe significant human and physical features of:</p> <ul style="list-style-type: none"> • Llangyfelach • Swansea • Wales • Rainforest Belt <p>B. Learn how physical features have formed, why they are significant and how they can change, including the effects of extreme weather.</p> <p>C. Learn how human land use and settlements have developed, change over time and their connection to physical changes.</p>	<p>A. Describe significant human and physical features of:</p> <ul style="list-style-type: none"> • Llangyfelach • Swansea • Wales • Nort, South and Central America <p>B. Learn about the effects of extreme weather patterns and systems, the processes involved and the relationship to location in the world.</p> <p>C. Understand why settlements differ and change, including why they differ in size and character overtime.</p>	<p>A. Describe significant human and physical features of:</p> <ul style="list-style-type: none"> • Llangyfelach • Swansea • Wales • Africa <p>B. Learn about the interaction between physical and human processes, and of the formation and use of landscapes and environments.</p> <p>C. Learn how physical and human features are interdependent and how they bring about spatial variation and change over time.</p>	<p>A. Describe significant human and physical features of:</p> <ul style="list-style-type: none"> • Llangyfelach • Swansea • Wales • Europe & the World <p>B. Deepen understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments through self-directed learning within projects.</p> <p>C. Focus on a variety of geographical concepts and how these physical and human features have shaped our world today.</p>

Geography Skills

	P1.1	P1.2	P2.1	P2.2	P2.3	P3.1	P3.2	P3.3
Citizenship Skills	<p>A. Learn about the key people who are important to me and how they help me.</p> <p>B. Beginning to understand that we need to respect others, by using our LPS Code.</p> <p>C. Learn about how the actions of myself and others can affect the school and its environment and provide ideas to improve.</p> <p>D. Learn about local businesses and markets and how their produce helps the community.</p>	<p>A. Learn about the leaders who help improve our school and how we can help them make decisions:</p> <ul style="list-style-type: none"> • School Leaders • PVG <p>B. While reflecting on the LPS Code, understand that decisions and actions have consequences.</p> <p>C. Learn how the school locality and its environment can be improved and sustained.</p> <p>D. Learn from local people who have different types of businesses and how they help shape and develop our community.</p>	<p>A. Learn how to contribute actively and constructively within my school and community:</p> <ul style="list-style-type: none"> • School Leaders • PVG • Community Council <p>B. While reflecting on the LPS Code and PLJ, learn the importance of fairness and respect for others.</p> <p>C. Learn how the actions of others can harm living things and damage the environment.</p> <p>D. Learn how to contribute within a business, enterprise or charity and how this can impact positively on communities, considering:</p> <ul style="list-style-type: none"> • Jobs • Prosperity • Economy • Fair trade • Environment • Community 	<p>A. Provide good ideas for solutions regarding school, local and national issues:</p> <ul style="list-style-type: none"> • School Leaders • PVG • Community Council • Local Authority • Welsh Government <p>B. Understand our cultural heritage, community and diverse society, respecting the rights of everyone within it</p> <p>C. Learn how the actions of others can change the environment over time and how this can be repaired or managed sustainably.</p> <p>D. Learn how businesses can impact positively and negatively on communities, considering:</p> <ul style="list-style-type: none"> • Jobs • Prosperity • Economy • Fair Trade • Tourism • Industry • Transport • Environment • Community 	<p>A. Understand the importance of taking part in democratic processes within my school and how this relates to systems of government in Wales.</p> <p>B. Reflect on the developments of our cultural heritage and diverse society to understand the equal rights of everyone within it.</p> <p>C. Recognise how people can improve, or damage, the environment, and how decisions can affect the future quality of people's lives in Wales and the wider World.</p> <p>D. Learn how the economy of Wales has been shaped, and continues to change, in relation to the economy of the wide world:</p> <ul style="list-style-type: none"> • Jobs • Prosperity • Economy • Fair Trade • International Trade • Tourism • Industry • Transport • Environment 	<p>A. Learn how systems of government in Wales compare with other systems in the wider world and over time.</p> <p>B. Through our Learning Projects, understand that not everyone is treated fairly and those who are responsible for ensuring the rights of others are upheld.</p> <p>C. Learn how and why people may seek to manage environments sustainably, and to identify opportunities for their own involvement.</p> <p>D. Learn about concepts of finance, ethics and sustainability in business and industry within Wales and the wider world that shape the prosperity and prospects of communities:</p> <ul style="list-style-type: none"> • Economy • Fair Trade • International Trade • Tourism • Industry • Transport • Environment • Profit/Loss • Budget • Deficit 	<p>A. Learn about the reasons for changes to systems of governments in Wales and the wider world.</p> <p>B. Through our learning projects, recognise that there are factors which influence human behaviours, actions and decisions, and that ethical and moral viewpoints influence change.</p> <p>C. Through our Learning Projects explore the development of economy, business and industry in Wales and its impact on:</p> <ul style="list-style-type: none"> • Consumption • Production • Rights • Welfare • Employment Law • Education • Environment • Sustainability • Natural Resources • Renewable Energy 	<p>A. Consider the effectiveness of changes to systems of governments in Wales and the wider world over time.</p> <p>B. Understand that there are a range of factors that influence human behaviour, actions and decisions, their consequences over time, and how these affect local, national and global issues:</p> <ul style="list-style-type: none"> • Governance • Rights • Equality • Inequality • Ethnicity • Gender • Poverty <p>C. Through our Learning Projects explore the Welsh and global economy and the impact of innovation and technology on businesses, communities and the environment.</p>

Religion, Values & Ethics @LPS (Using Welsh Government Guidance & Swansea LA Agreed Syllabus)

Religion, Values and Ethics (RVE) is a statutory requirement of the Curriculum for Wales and is mandatory for all learners from ages 3 to 16. RVE forms part of the Humanities Area of Learning and Experience (AoLE). The Area encompasses Business Studies, Geography, History, Religion, Values and Ethics and Social Studies. These disciplines share many common themes, concepts and transferable skills whilst having their own discrete body of knowledge and skills.

RVE within the Curriculum for Wales can offer a distinctive contribution to the realisation of the four purposes for all learners. As such, this syllabus supports schools and settings in developing provision for RVE that prepares learners in Wales for life and work in a fast-changing and diverse world, as responsible and informed citizens. RVE guidance is located within the Humanities Area and incorporates a range of disciplinary approaches that can be used by learners to engage critically with a broad range of religious and non-religious concepts. For example, disciplinary approaches relevant to RVE may include religious studies, philosophy, theology, sociology, psychology, and anthropology. There are also strong relationships between RVE and the other disciplines within Humanities as well as with other Areas.

Concepts are important in RVE because they are central ideas that help learners to make sense of and interpret human experience, the natural world and their own place within it. Learners will have opportunities to explore RVE concepts through a variety of sub lenses which make up the RVE disciplinary lens. These concepts and sub lenses are set out in this RVE guidance.

In the Curriculum for Wales, RVE is objective, critical and pluralistic, both in content and pedagogy; it is not about making learners 'religious' or 'non-religious'. The expression 'objective, critical and pluralistic' comes from European Convention on Human Rights case law. The Curriculum and Assessment (Wales) Act 2021 ensures that all learners must be offered opportunities through RVE to engage with different religions and non-religious philosophical convictions in their own locality and in Wales, as well as in the wider world.

LPS Big Questions Map							
Nursery	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
What is the nativity story about?	How was the world created?	Why is light an important symbol?	How do creation narratives shape what it means to be human?	How do people make moral decisions? What is philosophy?	How do beliefs shape identity?	How do we make sense of the world?	How and why does religion bring peace and conflict?
How do different faiths celebrate Spring festivals?	What role does food, symbolism and stories play in the spring festivals?	What do my senses tell me about the world of religion and belief?	How do people demonstrate belonging to their faith?	How do Jewish people celebrate Passover (Pesach)?	How do people express commitment to a religion/worldview in different ways?	What can we learn about the world/knowledge/meaning of life from the great philosophers?	What does it mean to be human? Is being happy the greatest purpose in life?
How do different faiths look after the creatures of our World?	Why do different faiths look after the world we live in?	How does a celebration bring a community together?	What does it mean to live 'a good life'?	Where do religious beliefs come from?	Do natural disasters challenge faith?	Is believing in God reasonable? How did the universe come to be?	Creation or science: conflicting or complementary?
Christianity Hinduism	Christianity Judaism	Christianity Hinduism Islam	Christianity Buddhism Sikhism	Christianity Non-Religious Judaism	Christianity Non-Religious Islam	Christianity Non-Religious Hinduism	Christianity Non-Religious Judaism

RVE Skills

	P1.1	P1.2	P2.1	P2.2	P2.3	P3.1	P3.2	P3.3
Religious Belief & Reflection	A. Learn about different ways of living, including festivals and celebrations.	A. Explore different beliefs through religious stories, festivals and celebrations.	A. Explore meaning and beliefs through religious stories, festivals and celebrations	A. Reflect on various beliefs and practice, such as festivals, worship and rituals, explaining meanings behind them.	A. Retell and suggest meanings to some religious and moral stories; think, talk and ask questions about sacred writings and sources of wisdom and the traditions from which they come.	A. Respond to religious beliefs, worship, sacred writings, rituals, ways of life and moral stories, raising questions and explain meanings behind them.	A. Describe, make connections and reflect on some religious and non-religious beliefs and practices studied, including how celebrations mark key points in life's journey including pilgrimage.	A. Describe, make connections and reflect on some religious and non-religious worldviews studied, using specific religious vocabulary about how celebrations and key moments in life are marked by different communities.
	B. Learn about people, places and religious symbols and artefacts, within our community.	B. Communicate about people, places and religious symbols and artefacts, within our community and religions studied.	B. Explore religious places, symbols, prayer and artefacts and explain how and why they are used.	B. Compare similarities and differences of symbols, places, worship, prayer and actions within religions studied, explaining how and why they express religious meaning.	B. Describe and compare how religious beliefs, places, worship, prayer, symbolic expression and actions can communicate meaning to individual followers.	B. Reflect on a range of religious beliefs, symbolic expression and actions, and how this can impact faith communities.	B. Identify similarities and differences between and within communities, describing religious beliefs, places, symbolism, expression and actions.	B. Through enquiry and experience, demonstrate worshippers' connection to prayer, faith and sacred spaces.
	C. Identify feelings of love and wonder about themselves and the world around them.	C. Experience periods of stillness and reflection on themselves and the world around them.	C. Respond to periods of stillness and reflect on feelings of love, wonder and forgiveness.	C. Respond in periods of stillness and reflect on feelings of love, wonder, sorrow and forgiveness.	C. Participate in periods of stillness and quiet thought and where appropriate express personal reflections.	C. Identify personal preferences to partake in periods of stillness, quiet thought and being present in the moment.	C. Actively engage in periods of stillness; describe their reflective experiences and show an awareness of the world around them and their place within it.	C. Experience the richness of the stimuli around them through the use of their senses and express personal reflection.

RVE Skills

	P1.1	P1.2	P2.1	P2.2	P2.3	P3.1	P3.2	P3.3
Curiosity and Enquiry	A. Use imagination and curiosity to develop their wonder of the world and ask questions about it.	A. Demonstrate their curiosity about the wonder of the world, asking and respond to a range of questions about it.	A. Ask and answer a range of 'how' and 'why' questions about belonging, meaning and truth expressing their own ideas and opinions.	A. Express an understanding of a range of ultimate questions, reflecting on those that are difficult to answer.	A. Respond to a range of challenging 'if' and 'why' questions about making sense of the world, expressing personal reflections.	A. Raise challenging questions and suggest answers, including a range of perspectives from different faiths and belief groups.	A. Present a range of views and answers to challenging questions about belonging, meaning and truth.	A. Analyse the impact of world views in relation to ultimate questions in religion and belief.
	B. Form and express simple opinions about likes and dislikes.	B. Begin to form and express opinions about something that is important.	B. Form and express opinions about something that is important to them, considering their own ideas, feelings and those of others.	B. Recognise and value other people's feelings and viewpoints about human events or experiences.	B. Express and discuss opinions on a range of issues, while considering the views of others.	B. Discuss opinions on a range of issues, while considering differing views, recognising that opinions may change over time.	B. Consider information and evidence from a variety of sources when justifying beliefs and viewpoints.	B. Explain the difference between facts, opinions and beliefs, and consider how this may affect the usefulness of evidence, within enquiry
	C. Recognise the wonder of the natural world and living things through the world around them and different stories	C. Recognise the wonder of the natural world and living things through the world around them and different stories.	C. Describe the wonder felt in response to the natural world and living things, while reflecting on stories and asking questions.	C. Show care and respect for the natural world and living things around them, while considering meaning within stories.	C. Recognise actions that people take to care for the world and living things, while considering stories and religious motives.	C. Describe actions that people take to care for the world and living things, comparing religious and non-religious motives.	C. Identify how and why themselves and others show care, concern and respect, considering religious and non-religious perspectives.	C. Describe and explain the increasing complexity of life and interconnectedness and develop a sense of active responsibility (ethical and or theological).

RVE Skills

	P1.1	P1.2	P2.1	P2.2	P2.3	P3.1	P3.2	P3.3
Identity & Diversity	A. Identify places, people and things that are special to them.	A. Identify and explain why places, people and things are important to themselves and others.	A. Identify people, places and things that matter to them and how people belong to groups including faith groups.	A. Explore how groups express who they are and how individuals belong to communities including faith groups.	A. Explain how individuals show that they belong to a faith community and how they are guided by their leaders.	A. Explore some of the support and challenges faith offers individuals, and how religious leaders help guide them.	A. Raise questions on how faith today is shaped by identity, religious guidance and leadership in their own and others' lives.	A. Explain why some people are committed to following a religious or philosophical paths and evaluate the controversies of commitment.
	B. Show an awareness of who I am and what makes me special.	B. Develop awareness of similarities and differences between myself and others.	B. Explore sense of place and cynefin through the use of stories and experiences.	B. Explore and understand diversity in communities, while reflecting on self and belonging.	B. Explore personal identity and compare it with those of others, recognising that society is made up of diverse groups, beliefs and viewpoints.	B. Understand similarities and differences between others, and that not everyone shares the same experiences, beliefs and viewpoints.	B. Identify and explain the main causes and effects of events in a range of contexts, and I can recognise how these impact communities and societies.	B. Explore a range of ways in which identity is formed and the influences that impact upon diversity in society.
	C. Explore how people show concern for each other and the world around them	C. Respond to stories and examples of showing care and concern for humanity and the world	C. Tell stories and share real life examples of how people show care and concern for humanity and the world.	C. Discuss how others care and support people and the world around them and give examples to demonstrate why this is important.	C. Recognise the importance of showing care and responsibility for the world, identifying the shared values within and across communities	C. Illustrate how diverse communities can live together respectfully sharing the same important values and sense of responsibility	C. Describe the diversity of local and national communities. Identify some shared communal values and responsibilities	C. Explain how diverse communities can live together identifying common values, justice, respect and shared human responsibility.

RVE Skills								
	P1.1	P1.2	P2.1	P2.2	P2.3	P3.1	P3.2	P3.3
Values & Ethics	A. Show care and respect for others and living things.	A. Understand the need to respect the views and opinions of others.	A. Explain the importance of demonstrating respect for others and their views.	A. Understand the that not everyone is treated fairly and its impact.	A. Understand that we need to respect the rights and beliefs of others.	A. Explore human rights and why they are important, recognising the difference between wants, needs and rights.	A. Explain who is responsible for upholding rights and understand that some people around the world, are denied their rights.	A. Understanding that injustice and inequality exist in societies, considering the impact this has on the world.
	B. Understand that actions have consequences.	B. Understand that actions have causes and effects.	B. Demonstrate awareness of what is right and wrong and that actions should reflect that.	B. Begin to understand that actions can be affected and influenced by choices.	B. Explore how various beliefs, texts and stories provide direction and guidance for some people's actions.	B. Understand the consequences of actions, and how these affect local, national and global issues.	B. Understand that there are a range of factors that influence people's behaviour, actions and decisions.	B. Understand that there are a range of factors that influence behaviours, actions and decisions, and that these include ethical and moral judgements and viewpoints.
	C. Identify important and supportive people in their lives and community.	C. Recognise how important people affect how they feel, think and behave.	C. Identify sources of authority and how they influence people's lives, similar or different from their own.	C. Recognise the importance of the different rules, roles and responsibilities within the various communities.	C. Explore the concept of authority within the community and wider and how this may influence people's lives in a variety of ways (e.g. leaders, relationships, texts, codes of behaviour and traditions).	C. Identify and explore different sources of authority within religious and non-religious contexts and how this guides important decisions within their lives.	C. Explore how sources of authority are interpreted in different ways by various people and groups, within religious and non-religious contexts.	C. Recognise influences on interpretations and that some sources of authority carry more weight than others for different people, groups and societies.

Swansea LA RVE Syllabus: Recommendations for Knowledge, Skills and Experiences

These recommendations are intended as an aid to designing an RVE curriculum through which learners acquire increasingly sophisticated knowledge and understanding of religious and non-religious beliefs, practices and values. They are not intended to be prescriptive or exhaustive, nor should they be used, in and of themselves, as a scheme of learning. Those charged with planning the RVE curriculum may use these recommendations flexibly or design a progression model which is at least equivalent terms of academic challenge and rigour.

The recommendations allow exploration of the 7 RVE sub lenses. Designers of RVE provision may wish to be mindful of the sub lenses as set out in the Welsh Government Guidance on RVE.

Abrahamic Religions	Recommended knowledge, skills and experiences		
	Progression step 1	Progression step 2	Progression step 3
Christianity	<ul style="list-style-type: none"> • What is meant by the term 'Christian' • One God – all-knowing, all-loving, all-powerful • God as Creator • Jesus as Son of God (incarnation) • Advent and Christmas • Churches in the local community (possible links with Social Studies) 	<ul style="list-style-type: none"> • Church – importance as a place of worship, gathering and community - key features, e.g. altar, font – different types of churches • Basic idea of Trinity • Bible • Rites of passage - Baptism/christening, Eucharist • key gospel teachings, e.g. parables and miracles of Jesus • Agape (unconditional love as taught by Jesus) • Christian worship and prayer • Simple background to Christianity in Wales (strongly links with History in Humanities AoLE), for example, St David's, The Welsh Revival (Loughor) 	<ul style="list-style-type: none"> • Creation and Fall in Genesis 1 and interpretations • Holy Week including Last Supper, crucifixion, resurrection • Lent and Easter • Pentecost and the role of the Holy Spirit • Church as the Body of Christ – a worldwide community of Christians • Examples of Christian teachings and values in action • Understanding that there are lots of different ways to be Christian (denominations)

Islam	<ul style="list-style-type: none"> • What is meant by the term 'Muslim' • One God as indescribable – Allah • Muhammad as the final and greatest (of 25) prophet • Eid ul Fitr and Eid ul Adha • The moon and star and its symbolism for Muslims • The mosque in the local community 	<ul style="list-style-type: none"> • The Mosque as an important focus for worship, key features, e.g., the Qibla wall, the Minaret • The Quran, its revelation to the Prophet Muhammad and its importance for Muslims • The life and teachings of Muhammad • Simple background to Islam in Wales (link with History in Humanities AoLE) • Rites of passage – Aqiqah, Bismillah 	<ul style="list-style-type: none"> • The prophets of Islam, including Adam, Abraham, Jesus and Muhammad • The role and the importance of the ummah • The five pillars of Islam and their centrality to the life of Muslims • The greater and lesser jihad • Different groups of Muslims - Sunni, Shi'a and Sufi Islam
Judaism	<ul style="list-style-type: none"> • What is meant by the term 'Jew' • God as creator • Abraham and Sarah – the covenant with God • The Star of David and Jewish identity • Channukah 	<ul style="list-style-type: none"> • The Synagogue – different purposes for the community, and key features, e.g., Ark, Bimah • Moses, the exile and the ten commandments • The Torah – God as lawgiver • Joseph and the tribes of Israel • Passover/ Pesach • Jewish prayer – the shema/ tefillin/ tallith • Rites of passage – brit milah, bar and bat mitzvah • Simple background to Judaism in Wales (links with History and Geography) 	<ul style="list-style-type: none"> • Key Jewish stories and prophets – Jacob, King David, Isaiah and Daniel • Purim and the bravery of Ruth • Shabbat (traditions, rituals and meaning) - Havdalah • Prejudice, discrimination and anti-Semitism (links with History) • Remembrance and Beth Shalom • Understanding that there are different ways to be Jewish (liberal/ reform/ orthodox/ Chasidic/secular)
Suggested RVE units/ sample enquiries	<p>Year 1: Using Christian stories to develop understanding of key values. How do Christians learn from Jesus about care, forgiveness, community, following God?</p> <p>Year 2: Celebrations/Festivals (Hindus, Christians, Muslims)</p> <p>Year 3: Symbols of faith and signs of belonging: Why are they important? (Belonging for Hindus, Christians, Muslims) Year 5: Values: what matters most to Humanists and Christians?</p>		
End point – religious literacy	<p>The expectation within this syllabus is that by the end of primary schools, learners will have studied a range of religious belief and traditions which include Abrahamic faiths, Dharmic traditions, non-religious philosophical convictions, as well as philosophical convictions. The curriculum and choices made should reflect the traditions of the school, the local community and Wales.</p>		

Dharmic Traditions	Recommended knowledge, skills and experiences		
	Progression step 1	Progression step 2	Progression step 3
Buddhism	<ul style="list-style-type: none"> • What is meant by the term 'Buddhist' • The life of the Buddha (Gautama Siddhartha) and the Four Sights • Temple/ Meditations centres/ vihara in Wales and elsewhere – local example if possible – introduction to some key features and symbols as well as what happens there 	<ul style="list-style-type: none"> • Importance of Dharma/dhamma – teachings of the Buddha, showing how our minds create our experience and our world • Wesak – the festival remembering the Buddha's life, his enlightenment and death • The three marks of existence: <ul style="list-style-type: none"> - dukkha (unsatisfactoriness/renunciation) - anicca (impermanence - everything changes) - anatta (no permanent self) • Buddha as doctor/physician diagnosing the cause of suffering – tanha (craving/desire) and offering treatments – e.g. recognising impermanence, non-attachment, metta (developing and sustaining loving kindness) and appreciating that all things are interconnected of all beings • 4 Noble Truths 	<ul style="list-style-type: none"> • Buddhist sangha – ordained and lay people in Wales and elsewhere • The Eightfold Path • Diversity in Buddhism – main denominations, Theravada and Mahayana • Meditation • Bodhisatva – training in the six perfections • Samsara and karma – cycle of rebirth
Hinduism	<ul style="list-style-type: none"> • What is meant by the term 'Hindu' • Temple/mandir in Wales and elsewhere – local example if possible – introduction to some key features and symbols as well as what happens there 	<ul style="list-style-type: none"> • Sanatan Dharma, the 'Eternal Way', dharma as duty or way of life – Hinduism as a way of life • Trimurti <ul style="list-style-type: none"> - Brahma (Creator) - Vishnu (Preserver) 	<ul style="list-style-type: none"> • Reincarnation – samsara, karma, moksha • The concept of atma • Worship at home and in the mandir • Shrines and murtis

	<ul style="list-style-type: none"> • Brahman the one God/Supreme Being/Ultimate Reality • Divali 	<ul style="list-style-type: none"> - Shiva (Destroyer) • Gods and goddesses as expressions of Brahman • Ahimsa – the principle of non-harm to all beings • Key texts as sources of wisdom, e.g. Vedas, Bhagavad Gita 	<ul style="list-style-type: none"> • Rites of passage, e.g. sacred thread ceremonies • Sacred places and pilgrimage, for e.g., Skanda Vale
Sikhism	<ul style="list-style-type: none"> • What is meant by the term 'Sikh' • Belief in One God (Ik Onkar) who Sikhs call Waheguru • The life of Guru Nanak • Gurdwara in the local community 	<ul style="list-style-type: none"> • The three pillars Sikhism: <ul style="list-style-type: none"> -Kirat Karni (honest living) -Vand Chakna (sharing with others) -Naam Japna (focus on God). • 10 human Gurus and the Guru Granth Sahib • Gurdwara in Wales and elsewhere – local example if possible – introduction to some key features and symbols as well as what happens there • Sewa – selfless service to others • Langar 	<ul style="list-style-type: none"> • Sikh sangat in Wales and elsewhere • Mool Mantar • Worship in the gurdwara and in the home • Welcoming a new baby • Taking amrit, being amritdhari • The establishing of the Khalsa in 1699 by Guru Gobind Rai (who became Guru Gobind Singh) • The 5 K's and their symbolism as an expression of Sikh identity, for eg, Sarika Singh • Vaisakhi celebrations
Suggested units/ sample enquiries	<p>Year 2: Celebrations/Festivals (Hindus, Christians, Muslims)</p> <p>Year 3: Symbols of faith and signs of belonging: Why are they important? (Belonging for Hindus, Christians, Muslims)</p>		
End point – religious literacy	<p>The expectation within this syllabus is that by the end of primary schools, learners will have studied a range of religious belief and traditions which include Abrahamic faiths, Dharmic traditions, non-religious philosophical convictions, as well as philosophical convictions. The curriculum and choices made should reflect the traditions of the school, the local community and Wales.</p>		

Non-Religious Worldviews	Recommended knowledge, skills and experiences		
	Progression step 1	Progression step 2	Progression step 3
<p>These recommendations are based on Humanism. Curriculum designers should be aware that non-religious worldviews are diverse and should consider teaching of a range of non-religious worldviews/philosophical convictions as set out in the Welsh Government legislative summary. The guidance also refers to atheism, agnosticism and scepticism, but this is not an exhaustive list.</p>	<p>Humanism</p> <ul style="list-style-type: none"> • What is a Humanist? • Humanist beliefs of kindness and helping each other. • Exploring how our actions can make others feel. • The ultimate goal of happiness. • Beliefs of equality and diversity. • Beginning to explore our natural world and our responsibilities to look after it. 	<ul style="list-style-type: none"> • Human rights for all • The Humanist focus on personal responsibility. • Social justice for all people. • Diversity and tolerance in our contemporary society/ world. • Autonomy, morality & self-respect. • Deciding what is right or wrong – the Golden Rule 	<ul style="list-style-type: none"> • Humanist beliefs about origins • Personal responsibility of stewardship and caring for the natural world. • Humanist beliefs of empathy, sympathy and freedom of choice and the impact on life choices (applying reason and logic rather than teachings and doctrines) • The importance of being curious, the enquiring mind and education for all • Individual happiness, celebration & reward. • Atheism & Humanism. The recognition of the Happy Humanist sign
Suggested units/ sample enquiries	Year 5: Values: what matters most to Humanists and Christians?		
End point – religious literacy	The expectation within this syllabus is that by the end of primary schools, learners will have studied a range of religious belief and traditions which includes Abrahamic faiths, Dharmic traditions, non-religious philosophical convictions, as well as philosophical convictions. The curriculum and choices made should reflect the traditions of the school, the local community and Wales.		

Philosophical Convictions These recommendations are based on Ethical Veganism. Curriculum designers should be aware that philosophical convictions are diverse and should consider teaching of a range of philosophical convictions as set out in the Welsh Government legislative summary . The guidance also refers to pacifism and principled objection to military service but this is not an exhaustive list.	Recommended knowledge, skills and experiences		
	Progression step 1	Progression step 2	Progression step 3
	Ethical Veganism <ul style="list-style-type: none"> • What is a vegan? • Veganism as a practice based belief • Beliefs around not harming animals • Beginning to explore our responsibilities to living things • The practice of Ethical Veganism by those with faith 	<ul style="list-style-type: none"> • What is meant by ethical veganism? • What differs veganism from ethical veganism? • The choices made by ethical vegans. • Ethical veganism as a lifestyle choice. • Deciding what is right or wrong – the Golden Rule. Does it apply to humans and animals? • Stewardship, dominion and the relationship of humans to animals 	<ul style="list-style-type: none"> • Reasons for veganism – scientific/ religious/ ethical. • The growth of ethical veganism and consideration of reasons for the growth. • The accuracy of the portrayal of ethical veganism. • Ethical veganism belief that the golden rule is applicable to all living things. • Ethical veganism as a worldview.
Suggested units/ sample enquiries	To follow		
End point – religious literacy	The expectation within this syllabus is that by the end of primary schools, learners will have studied a range of religious belief and traditions which include Abrahamic faiths, Dharmic traditions, non-religious philosophical convictions, as well as philosophical convictions. The curriculum and choices made should reflect the traditions of the school, the local community and Wales.		

Values and Ethics	Progression step 1	Progression step 2	Progression step 3	Progression step 4	Progression step 5
<p>Underpinning all of the key ideas and knowledge identified as recommendations are values and ethics. This summary is not intended to be used as a separate unit of work, merely a reference point for RVE curriculum designers to refer to as ways that learners would make progress in values and ethics.</p>	<p>What do pupils have in their lives that are important?</p> <p>What kind of things might they do to show that they are important?</p>	<p>Are pupils able to articulate their values?</p> <p>Can pupils recognise and reflect on the values of others?</p>	<p>History of values</p> <p>Can pupils identify that school values are the result of Christian values?</p> <p>How might these differ to Muslim/ Hindu/ Humanist values?</p> <p>Can pupils read and reflect on values and know what has influenced these values?</p> <p>Can pupils identify that Christianity has shaped the values of Wales today?</p>	<p>Case study issues to explore values and ethics, for example ecological/ veganism/ free speech/ identity/ gender/ feminism. compulsory RVE in school.</p> <p>Can pupils reflect on ethical issues from a different religion/ non-religious background?</p> <p>Can pupils argue an ethical case?</p>	<p>Philosophical questions</p> <p>Are ethics always subjective?</p> <p>Is it possible to have objective ethics?</p> <p>What are ethics?</p> <p>Do you need a God to be ethical?</p> <p>Moral relativism and moral absolutism</p>
<p>Experiences Learning journey Sub lens</p>	<p>Values and ethics should be incorporated into the RVE learning journeys (see guidance) and/ or the suggested units/ sample enquiries (see annex)</p>				
<p>End point – religious literacy</p>	<p>Learners should have opportunities to develop their knowledge and understanding of religions, and philosophical convictions and be able to hold balanced and well-informed conversations and discussions. Religiously literate learners will be enabled to confidently take their place within our diverse multi religious and multi secular society, they will be able to think independently, be reflective and able to evaluate fairly and critically.</p>				