

Intent: Topic at New Horizons Academy

At New Horizons Academy, the intent of our 'Topic' curriculum is to equip learners with a broad understanding of their world, integrating essential knowledge with key skills that enable them to thrive. Carefully selected units allow for a variety of cross-curricular learning, where meaningful links can be made with other subjects to help support learner engagement, secure prior learning or develop learning further.

We aim to:

- **Promote Cultural Understanding and Curiosity:** Develop learners' appreciation of diverse cultures and histories, fostering respect and empathy for different backgrounds and viewpoints.
- **Encourage Lifelong Learning:** Instil a passion for learning by connecting topics to learners' personal experiences and future aspirations, enabling them to see the relevance of their studies to real-world applications.
- **Re-engage Learners in Their Education:** Utilise the careful selection of topics, some of which incorporate learners' input, to reignite their enthusiasm for learning and encourage ownership of their educational journey.
- **Develop Critical Thinking:** Encourage analytical skills through open-ended questions and discussions, enabling learners to formulate their own opinions based on evidence.
- **Support Emotional Wellbeing:** Acknowledge the social and emotional needs of learners, it is crucial for them to engage with topics that are relevant to their lives and promote resilience and self-expression.
- **Prepare for Future Settings:** Equip students with skills and knowledge to support them in their transition to future educational settings which they may transfer to.

Our ultimate aim is to create an inclusive environment where every learner feels valued and empowered to achieve their full potential and to help our learners engage positively with their learning and develop the skills, knowledge and confidence to be successful in their future endeavours.

Implementation - Topic at New Horizons Academy

Our Topic curriculum has been designed specifically for our learners; we have moved away from "off-the-shelf" schemes to create a bespoke curriculum that prioritises core National Curriculum skills while maximizing student engagement.

A Bespoke and Flexible Framework

- **Core Skill Mapping:** Each unit is mapped against core skills taken from the relevant National Curriculum documents to ensure academic rigor, while the content remains flexible enough to pivot, based on student interest and current world events whilst opportunities for oracy and critical thinking are given to support the pupils' development in these areas.
- **Broadening Horizons:** Topics are carefully selected to ensure that pupils have opportunities to learn about different people, places and events that they may not have studied due to their previous educational experiences. By focusing on areas of pupil interest, areas linked to the National curriculum and units which support SEMH and cultural capital development, pupils are given varied opportunities to engage positively with their learning.

High-Engagement Delivery

- **Hands-On Learning:** To re-engage learners who may have had negative experiences with formal education, our topic units use various strategies to "hook" our pupils and provide learning experiences which not only provide them with core skills and knowledge but foster a love of learning. Alongside the use of interactive resources, trips and or visitors, our learners are immersed in their topic.
- **Learner Voice:** In line with our intent to encourage ownership, students are given a say in the direction of their projects and topic units. This "co-construction" of the curriculum ensures that the learning feels relevant to their lives and aspirations.

Meaningful Cross-Curricular Links

- **Holistic Integration:** Throughout the Topic planning, we make cross-curricular links where applicable. This reinforcement helps secure prior learning and reduces the cognitive load for our students. British Values are linked across each unit and lesson supporting the teaching and understanding of these.
- **Adaptive Instruction:** Planning is adapted for every lesson to account for the emotional temperature of the classroom. We use appropriate resources such as: visual scaffolds, word banks, and multisensory resources to ensure that personal circumstances or learning barriers do not

prevent access to complex historical or geographical concepts.

Impact - Topic at New Horizons Academy

The impact of our Topic curriculum is seen in students who are more connected to the world around them and more confident in their ability to navigate it.

Re-engagement and Academic Agency

The primary impact is a measurable increase in learner engagement. Students move from a state of educational passivity to becoming active "researchers" and "explorers." This is evidenced through pupil voices, pupil engagement in topic learning and a visible pride in the work produced for their project outcomes.

Broadened Horizons and Cultural Capital

Our learners develop a genuine appreciation for diversity and global history. By exploring cultures and viewpoints different from their own, they develop the empathy and respect necessary for a positive, inclusive society. They leave us with a sense of "Cultural Capital" that bridges the gap between their personal experiences and the wider world.

Critical Thinking and Resilience

Through open-ended discussions and supported inquiry, students develop the ability to think critically. They learn that history and geography are not just about "facts" but about interpretation. This promotes resilience, as students become more comfortable with the idea that there isn't always one "right" answer, fostering a safer environment for self-expression.

Preparedness for Transition

The impact is seen in the "transferable skills" our students acquire. By mastering core skills they are better equipped for their next educational setting. They leave New Horizons Academy not just with knowledge, but with an improved confidence to communicate their ideas clearly in any future classroom environment.

Topic- Supporting Resources

National Curriculum Programmes of Study Aims Key Stages 1&2

History- National Curriculum - History key stages 1 to 2

The national curriculum for history aims to ensure that all pupils:

- 1) Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- 2) Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- 3) Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- 4) Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- 5) Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed History – key stages 1 and 2
- 6) Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

Geography- National Curriculum - Geography key stages 1 to 2

The national curriculum for geography aims to ensure that all pupils:

- 1) Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- 2) Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- 3) Are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- 4) Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

Art- National Curriculum - Art key stages 1 to 2

The national curriculum for art and design aims to ensure that all pupils:

- 1) Produce creative work, exploring their ideas and recording their experiences
- 2) Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- 3) Evaluate and analyse creative works using the language of art, craft and design
- 4) Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Design and Technology- National Curriculum - D.T. key stages 1 to 2

The national curriculum for design and technology aims to ensure that all pupils:

- 1) Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- 2) Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- 3) Critique, evaluate and test their ideas and products and the work of others
- 4) Understand and apply the principles of nutrition and learn how to cook.

Science- National Curriculum Key Stages 1 to 2

The national curriculum for science aims to ensure that all pupils:

- 1) Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- 2) Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- 3) Are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

R.E.

Northamptonshire Agreed Syllabus for RE (Religion and Worldviews)

The aims of the syllabus are for pupils:

- 1) to develop religious literacy;
- 2) to acquire and develop knowledge and understanding of Christianity and the other principal religions and world views represented in the United Kingdom;
- 3) to develop an understanding of the influence of the beliefs, values and traditions on individuals, communities, societies and cultures;
- 4) to develop attitudes of respect towards other people who hold views and beliefs different from their own;
- 5) to develop the ability to make reasoned and informed judgements about religious issues, with reference to the principal religions and world views represented locally and in the United Kingdom.

British Values

- 1) **Democracy** – Vote on your class’s favourite wonder and justify choices.
- 2) **Rule of Law** – Explore rules people follow in sacred or protected natural places.
- 3) **Individual Liberty** – Encourage freedom to express personal opinions about favourite wonders or beliefs.
- 4) **Mutual Respect** – Discuss why it’s important to respect places, people, cultures, and beliefs around the world.
- 5) **Tolerance of Faiths and Beliefs** – Learn how different cultures value and care for their natural and man-made heritage

Usage of NC Objectives Tracked (‘Should be taught about’ statements)

	<u>Geog</u>	<u>History</u>	<u>Art</u>	<u>DT</u>	<u>Science (Specific NC Aims & Objectives not included in NHA Science)</u>
KS1	Locational knowledge 1.name and locate the world’s seven continents and five oceans 2. name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Place knowledge 3. understand geographical similarities and differences through studying the human	1. changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life 2. events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or	1. to use a range of materials creatively to design and make products 2. to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 3. to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Design 1. design purposeful, functional, appealing products for themselves and other users based on design criteria 2. generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and,	Plants Y1 1.name a variety of common wild and garden plants, including deciduous and evergreen trees 2.identify and describe the basic structure of a variety of common flowering plants, including trees. Plants Y2 1.observe and describe how seeds and bulbs grow into mature plants 2.find out and describe how plants need water, light and a suitable temperature to

Usage of NC Objectives Tracked (‘Should be taught about’ statements)

and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Human and physical geography 4. identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles 5. use basic geographical vocabulary to refer to: 5a. key physical features, including: beach, cliff, coast,	anniversaries] 3. the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]	4. about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	where appropriate, information and communication technology Make 1. select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] 2. select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according	grow and stay healthy.
---	---	---	--	-------------------------------

Usage of NC Objectives Tracked
('Should be taught about' statements)

forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

5b. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

6. use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

7. use simple compass directions (North, South, East and West)

4.significant historical events, people and places in their own locality.

to their characteristics

Evaluate

1. explore and evaluate a range of existing products

2. evaluate their ideas and products against design criteria

Technical knowledge

1. build structures, exploring how they can be made stronger, stiffer and more stable

2. explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Usage of NC Objectives Tracked
('Should be taught about' statements)

and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map

8.use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

9. use simple fieldwork and observational skills to study the geography of their school and its grounds and

Cooking and nutrition

1.use the basic principles of a healthy and varied diet to prepare dishes

2.understand where food comes from.

Usage of NC Objectives Tracked (‘Should be taught about’ statements)

the key human and physical features of its surrounding environment.

KS2

Locational knowledge

1. locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

1. changes in Britain from the Stone Age to the Iron Age ([Examples](#))
2. the Roman Empire and its impact on Britain ([Examples](#))
3. the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor ([Examples](#))
4. a local history study

1. to create sketch books to record their observations and use them to review and revisit ideas
2. to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

Design

1. use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
2. generate, develop, model and communicate their ideas through discussion, annotated

Plants Y3

1. identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
2. explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
3. investigate the way in which water is transported within plants
4. explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and

Usage of NC Objectives Tracked (‘Should be taught about’ statements)

2. name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

3. identify the position and significance of latitude, longitude, Equator, Northern Hemisphere,

5. a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 ([Examples](#))

6. the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient

3. about great artists, architects and designers in history.

sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

1. select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately

2. select from and use a wider range of materials and components, including construction materials, textiles and

seed dispersal.

Earth and Space Y5

1. describe the movement of the Earth, and other planets, relative to the Sun in the solar system

2. describe the movement of the Moon relative to the Earth

3. describe the Sun, Earth and Moon as approximately spherical bodies

4. use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky.

Forces Y5

Usage of NC Objectives Tracked (‘Should be taught about’ statements)

	Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Place knowledge 4. understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America	China 7. Ancient Greece – a study of Greek life and achievements and their influence on the western world 8. a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.		ingredients, according to their functional properties and aesthetic qualities Evaluate 1. investigate and analyse a range of existing products 2. evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 3. understand how key events and individuals in design and technology have	1. explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object 2. identify the effects of air resistance, water resistance and friction, that act between moving surfaces
--	---	--	--	--	---

Usage of NC Objectives Tracked
(‘Should be taught about’ statements)

Human and physical geography

5. describe and understand key aspects of:

5a. physical

geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

5b. human

geography, including: types of settlement and land use, economic activity

helped shape the world

Technical knowledge

1. apply their

understanding of how to strengthen, stiffen and reinforce more complex structures

2. understand and use

mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]

3. understand and use

electrical systems in their products [for example, series

Usage of NC Objectives Tracked
('Should be taught about' statements)

including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- 6.** use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- 7.** use the eight points of a compass, four and six-figure grid

circuits incorporating switches, bulbs, buzzers and motors]

- 4.** apply their understanding of computing to program, monitor and control their products.

Cooking and nutrition

1. understand and apply the principles of a healthy and varied diet
2. prepare and cook a variety of predominantly savoury dishes using a range of

Usage of NC Objectives Tracked
(‘Should be taught about’ statements)

	references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 8. use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.			cooking techniques 3. understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	
--	--	--	--	--	--

<u>Foundations</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Topic Unit</u>	All About Me	Light and Dark	Growing and Changing	Minibeasts	All About Animals: Under the Sea	The World Beyond Northampton
<u>Planning</u>	<u>Unit Plan</u>	<u>Unit Plan</u>	<u>Unit Plan</u>	<u>Unit Plan</u>	<u>Unit Plan</u>	<u>Unit Plan</u>
<u>British Value Links</u>	Mutual Respect Individual Liberty Rule of Law Democracy	Individual Liberty Mutual Respect Tolerance Rule of Law	Individual Liberty Mutual Respect Rule of Law Democracy	Mutual Respect Individual Liberty Democracy Rule of Law	Mutual Respect Individual Liberty Democracy Rule of Law	Mutual Respect Individual Liberty Tolerance Democracy Rule of Law
<u>Additional Learning Opportunities e.g. trips, visitors etc</u>						

KS1 Cycle A	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Topic Unit</u>	All about Animals: Land Animals	Festivals and celebrations	Dinosaurs and Fossils	Roald Dahl: The Enormous Crocodile	Terrific Toys!	Fairy Tales: Traditional Stories from around the world
<u>Planning</u>	Unit Plan	Unit Plan	Unit Plan	Unit Plan	Unit Plan	Unit Plan
<u>British Value Links</u>						
<u>Additional Learning Opportunities e.g. trips, visitors etc</u>		Visits to Local Place of Worship/ Visitors to School		Roald Dahl Museum Trip or Virtual Visit	Interactive Toy session through Northampton Museum	

KS1 Cycle B	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Topic Unit</u>	Seas, Rivers and Oceans	Real Life Superheroes	Transport through the ages	Roald Dahl: Charlie and the Chocolate Factory	The Great Fires of London and Northampton	Sun, Sea and Sand
<u>Planning</u>	Unit Plan	Unit Plan	Unit Plan	Unit Plan	Unit Plan	Unit Plan
<u>British Value Links</u>	Mutual Respect Individual Liberty Tolerance The Rule of Law	Mutual Respect Tolerance The Rule of Law Individual Liberty Democracy	The Rule of Law Individual Liberty Mutual Respect Democracy Tolerance	Mutual Respect Individual Liberty Tolerance Rule of Law	Rule of Law Individual Liberty Mutual Respect Tolerance Democracy	Mutual Respect Rule of Law Individual Liberty

<u>Additional Learning Opportunities e.g. trips, visitors etc</u>		Visit to Northampton Fire Station	Rushden Transport Museum	Roald Dahl Museum Trip or Virtual Visit Cadbury World	Northampton Museum	
---	--	---	--	--	------------------------------------	--

LKS2 Cycle A	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Topic Unit</u>	Fabulous Food- Dishes from around the world	Endangered animals	Technology: how has it changed and how does it help us today?	Roald Dahl:The BFG	Ancient History and Civilisations:Ancient Greece	Achievers, Explorers and Inventors
<u>Planning</u>	Unit Plan	Unit Plan	Unit Plan	Unit Plan	Unit Plan	Unit Plan
<u>British Value Links</u>		Individual Liberty Mutual Respect The Rule of Law Democracy				
<u>Additional Learning Opportunities e.g. trips, visitors etc</u>			The National Museum of Computing	Roald Dahl Museum Trip or Virtual Visit		

LKS2 Cycle B	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Topic Unit</u>	Man-made and Natural Wonders of the World	Bletchley Code Breakers!	Plants and Growing	Roald Dahl: James and the Giant Peach	Ancient History and Civilisations: The Roman Empire	Mythological and Legendary Creatures
<u>Planning</u>	Unit Plan	Unit Plan	Unit Plan	Unit Plan	Unit Plan	Unit Plan
<u>British Value Links</u>	Mutual Respect Tolerance Individual Liberty Democracy The Rule of Law	Rule of Law Individual Liberty Mutual Respect Democracy	Mutual Respect Tolerance Individual Liberty Rule of Law Democracy	Individual Liberty Mutual Respect Rule of Law Tolerance	Mutual Respect Rule of Law Individual Liberty Democracy Tolerance	Individual Liberty Democracy Tolerance Mutual Respect Rule of Law
<u>Potential Additional</u>		Bletchley Park Visit		Roald Dahl Museum Trip		

<u>Learning Opportunities</u> e.g. trips, visitors etc				or Virtual Visit		
---	--	--	--	----------------------------------	--	--

UKS2 Cycle A	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Topic Unit</u>	Famous Artists and Designers who left their mark on the world!	Championess, Championess, Ole, Ole, Ole! Who is the GOAT?	Space, the final frontier!	Roald Dahl: Danny Champion of the World	History of Gaming	A United Kingdom! All about the countries of the UK
<u>Planning</u>	Unit Plan	Unit Plan	Unit Plan	Unit Plan	Unit Plan	Unit Plan
<u>British Value Links</u>						
<u>Potential Additional Learning Opportunities</u> e.g. trips, visitors etc			National Space Centre	Roald Dahl Museum Trip or Virtual Visit	Pixel Bunker	Renley McIntosh- study (Northampton local trip 78 Derngate)

UKS2 Cycle B	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Topic Unit</u>	Local History: Cobblers! Northampton and the shoe industry	All about the Olympics	Extreme Earth: Natural Hazards	Roald Dahl: The Twits	Mesmerised by Mayans	Magnificent Musicians from around the world
<u>Planning</u>	Unit Plan	Unit Plan	Unit Plan	Unit Plan	Unit Plan	Unit Plan
<u>British Value Links</u>	Mutual Respect Individual Liberty The Rule of Law Tolerance Democracy	Tolerance Mutual Respect Individual Liberty Rule of Law Democracy	Tolerance Mutual Respect Individual Liberty Rule of Law Democracy	Rule of Law Mutual Respect Individual Liberty	Mutual Respect Individual Liberty The Rule of Law Tolerance	Mutual Respect The Rule of Law Individual Liberty Tolerance
<u>Potential Additional Learning Opportunities</u>	Northampton and Abington Park Museums		British Science Museum	Roald Dahl Museum Trip or Virtual Visit		

<u>e.g. trips, visitors etc</u>	Chester House					
---------------------------------	-------------------------------	--	--	--	--	--