Diversity

**Diversity**is a foundation of our history curriculum; the children are given the opportunity to make connections between local, regional, national and international history.

We aim to:

Provide positive role models that every child can relate to , allow children see their history and heritage represented, ensure diversity is embedded in a meaningful way and to reflect history honestly.

The substantive key concept of equality runs throughout the curriculum

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|  | Whole school  Assemblies | EYFS | 1 | 2 | 3 | 4 | 5 | 6 |
| BAME | Armistice signed to end World War 1  After the war, many came from the empire to help rebuild Britain and settled here. Some came from the Caribbean, India, Pakistan and all made their lives here today. |  | Mary Seacole  Significant person and the impact | Rosa Parks  Significant person and the impact. |  |  | A non-European society that provides contrasts with British history  Benin  The Slave trade | The Holocaust |
| LGBTQ | Alan Turing\*\* Developed the idea of the modern computer and AI. | My family  Although the emphasis is on LGBT families, this can be used to explore other family structures such as adoption or fostering. |  |  |  |  |  |  |
| Role of women | 2nd July 1928—women and men were granted equal voting rights in the UK.  Did you know that in the past it wasn’t fair and equal? How does that make you feel? |  | Mary Seacole  [Nursing diversity | Royal College of Nursing (rcn.org.uk)](https://www.rcn.org.uk/library-exhibitions/diversity-exhibition) | Rosa Parks | Ancient Greece  This varied greatly from state to state. In Athens, women were forbidden to own property but there are instances in other city-states where women owned property.  Women unable to vote. | Roman women had a limited public role; they couldn’t vote or hold political office. When married, they were their husband’s property. Some were influential but this was much less common. • This contrasted with the powerful queens of Iron Age Britain such as Boudicca or Cartimandua. |  | The suffragettes  The changing role of women in WW2 |
| social and cultural Change |  |  |  |  | Societies in prehistory grew in size, especially after more permanent settlements grew in size and scale. The huntergatherer lifestyle meant people interacted with others in their own group.Aan increase in societal roles through the period. | Comparison of Romans, Anglo Saxon and Viking societies and migration of people. | Local area  Industrial Revolution emphasize social and cultural history as specified in the National Curriculum Aims in a way the children can relate to if it makes use of the community around them. | Local area  WW2  emphasize social and cultural history as specified in the National Curriculum Aims in a way the children can relate to if it makes use of the community around them. |
| Disabilities |  |  |  |  |  | Anglo Saxons  Alfred the Great– potentially had Crohn’s disease. |  |  |