



# CULTURES & CIVILISATIONS

**End point** - When children finish their curriculum at Moorthorpe Primary School, we intend for them all to:

- Compare and contrast civilisations from history and explain how they have influenced modern day life
- Compare and contrast modern day civilisations by recognising similarities and celebrating differences

## EYFS

We aim to introduce children to different cultures and civilizations through classroom displays, books, and stories. We celebrate and acknowledge **different cultural and religious festivals, traditions, and practices** that the children may have, and encourage them to share their own experiences and beliefs. We broaden this beyond our own cohort's context with focused work on worldly traditions like Chinese New Year. This helps us to begin thinking about **different ways of living and cultural customs**.

Where possible, we try to introduce children to different cultures and civilizations through food and recipes as well as exploring a range of traditional clothing from around the world.

We read stories and folktales from different cultures and civilizations to the children. These can include stories from around the world, as well as stories from different time periods in history. Some books we do try to use are *Maps* by Aleksandra Mizielinska and Daniel Mizielinski, *The Ugly Duckling* and *Handa's Surprise*. In EYFS we also try to make use of content from CBeebies at suitable times in the day to supplement this understanding.

We encourage children to create art and crafts that explore different cultures and civilizations. This could include creating traditional art and crafts from different cultures, or creating artwork inspired by famous artists from different time periods in history. One style of art we do focus on is Rangoli art.

By incorporating these activities into the EYFS curriculum, we aim to help children begin developing an understanding and appreciation of different cultures and civilizations. This can promote acceptance, respect, and empathy for others, as well as providing children with a broader understanding of the world around them.

## KSI

In Key Stage One, children begin exploring the culture of another country in more depth. In this case that is Australia, where children are able to explore and explain the **similarities and differences** between the culture of the UK and that of its southern hemisphere counterpart. When studying Monarchy, children relate this learning by considering how expectations of our **leaders have changed and evolved over time**.



## THEMES OF LEARNING



### LKS2

In Lower Key Stage Two, children learn about the **daily life and practices** of people across the Stone Age to Iron Age. They recognise, for example, that a hunter-gathering existence is wildly different to a 21<sup>st</sup> century lifestyle, but they also begin to identify the **turning points** for a move towards a settlement-based lifestyle.

When studying Ancient Egypt children have the opportunity to evaluate ancient civilisations for **enduring ways of living** whilst also **fascinating about customs** which are much more unusual to modern-day people. The Roman Empire then provides scope to see how a 'foreign' collective of people chose to directly spread their norms and **social values** on our nation, and again to identify the elements which have led to **lasting change**.

Around the World in 80 Days is a more geography-based unit which allows pupils to directly compare and **contrast lifestyles and cultural customs** in the present day across diverse areas of the globe. The Best of British topic is an opportunity to develop a firm grasp of **what British society and culture represents**.

### UKS2

In Upper Key Stage Two, Brazil is a unit where children can use their developing geographical research skills to deepen their understanding of **cultures and norms** in a country in South America. This learning can be compared with that in the Africa Study where the impact of colonialism is explored to explain countries with a cultural blend of native **practices** and Western-influenced ways.

When studying the Anglo-Saxons children build upon the current understanding to form a more rounded, deeper understanding how modern-day **British culture has been influenced** by invading cultures from abroad, resulting in **long-lasting change**.

### Enrichment

The theme Cultures and Civilisations is brought to life and made real to the children through a variety of experiences, including:

- Utilising our 'Let's say...' story approach to connecting children with the 'where' and 'when' of the contexts
- Themed days
- Visitors