Lumen Christi: St Thomas More Geography Curriculum 22/23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rec		**Ernest Shackleton** **Coldest Places on Earth**		**Habitats- Geographical Features**	**Sustainability**	
Y1	**Builds on:** **REC Farms, Taking care of the Earth, plants** **The Globe: Continents** 1.Our Home earth 2. Earth Inside out 3. Europe 4. Antarctica 5. Africa 6. Asia 7.North and South America 8. Australia **Key Concepts:** Earth in space, globe, forces, land, sea Skills: **GE -** Answer some questions using different resources, such as books, the internet and atlases Think of a few good questions to ask about a locality Answer questions about the weather **PG** - Explain the main features of a hot and cold place Describe a locality using words and pictures **HG -** **NC links: KS1 –** knowledge about the world, subject specific vocab, name and locate 7 continents **BV:** Tolerance/respect **CL**: Common Home/ Laudato Si Next Steps: UK Y1, Europe Y2		**Builds on:** **British Geography** **The United Kingdom** 1.The UK 2.Scotland 3.Wales 4.Northern Ireland 5. England 6. Assessment **Key Concepts:** Unity, difference nationalism, location, distance Skills: **GE –** Answer some questions using different resources, such as books, the internet and atlases Think of a few good questions to ask about a locality **PG** – Describe a locality using words and pictures Name key features associated with a town or village, eg, church, farm, shop, house ** Name key features associated with a town or village, eg, factory, detached house, semidetached house, terrace house* HG – Talk about the people who live in hot and cold places ** Name different jobs that people living in their area might do*		**Builds on: REC** **Spatial Sense** 1.Aerial view 2.What makes a map 3.Location words 4.Compass points NSEW 5.Features of a map 6.Draw maps **Key Concepts**: Spatial awareness, perspective, distance, location Skills: **GE** – Say what they like about their locality Sort things they like and don't like Answer some questions using different resources, such as books, the internet and atlases Think of a few good questions to ask about a locality Answer questions about the weather **PG –**Tell someone their address Describe a locality using words and pictures **Name key features associated with a town or village, eg, factory, detached house, semidetached house, terrace house* **HG –** ** name different jobs that people living in their area might do* **NC links:KS1 –** knowledge about the UK and their locality, subject specific vocab, human and	

			NC links:KS1 – knowledge about the UK and their locality, subject specific vocab, name, locate and identify characteristics of 4 countries and capital cities in UK **BV**: Tolerance mutual respect, liberty **CL:** Sisters and brothers/ likeness in God Next Steps: Further study of Northern Ireland Y2		physical, first hand observations, similarities and differences of small UK area, NESW, draw simple map **BV:** **CL**: Laudato Si- care for our environment Next Steps: Spatial sense Y2Maps of the locality, Using maps, world maps and globe, the equator	
Y2	**Builds on: Y1 Spatial Sense aerial view and map features** **Spatial Sense** 1. My School Site 2. Drawing a map of my school 3. Maps of the local area 4. Using maps to plan a route 5. Identifying locations on a globe or world map. 6. The Equator **Key Concepts:** Spatial awareness, globe, locations Skills: **GE –** Label a diagram or photograph using some geographical words Find out about a locality by using different sources of evidence Find out about a locality by asking some good questions to someone else Say what they like and don't like about their locality and another locality like the seaside ** Make plausible predictions about what the weather may be like in different parts of the world* **PG** – Describe some physical features of own locality Describe some places which are not near the school	**Builds on: Our home Earth Y1 United Kingdom Y1** **British Isles & Northern Ireland** 1. British Isles 2. England 3. Scotland 4. Wales 5. Ireland & Northern Ireland **Key Concepts:** physical /human geography, (Shorter topic as 3 religions planned for this term) Skills: **GE** – Pupils find out about a locality by using different sources of evidence e.g photographs etc **PG** – Describe some features associated with an island. Describe key features of a locality e.g beach, mountain, coast, forest, hill, valley **HG** – Explain some of the jobs people do in different parts of the world. **NC links: KS1 –** knowledge about the UK, subject specific vocab, human and physical features **BV:** democracy, individual liberty, mutual respect, tolerance of others				**Builds on: United Kingdom Y1 and Northern Ireland Y2** **Northern Europe** 1. Countries of Northern Europe. 2.Physical and human features of Northern Europe 3.Climate 4. Animals and Migration 5. Great explorers- Roald Amundsen **Key Concepts:** human and physical features, migration, climate, location Skills: **GE –** Find out about a locality by using different sources of evidence. Use Geographical language to label a picture/diagram **Make plausible predictions about what the weather may be like in different parts of the world* **PG** –Describe key features of a place using words like beach, coast, forest, hill, mountain, ocean, valley. Explain what makes a locality special **HG** – Explore how people might spoil an area / make an area better

	Describe some of the features associated with an island * *Find the longest and shortest route using a map* **HG –** Describe some human features of own locality, such as the jobs people do Consider if people ever spoil the area and suggest how Consider whether people make the area better and suggest how Explain what facilities a town or village might need **NC links: KS1 –** knowledge about the UK and their locality, subject specific vocabulary, human and physical features, draw simple map and key, NESW, place knowledge – equator, poles **BV**: individual liberty- right to work/school/education link to jobs? **CL:** Community, parish Next Steps: Spatial Sense Y3 Countries in Northern and Western Europe Y3	**CL:** Treating everyone with love and respect Next Steps: Y2 Northern Europe & History Anglo Saxon and Viking invasion, Y4 North/South England, Y3 Western Europe				**Can pupils explain how weather affects different people* **NC links: KS1 –** knowledge about Europe, subject specific vocab, physical and human features, similarities and differences, climate **BV**: tolerance of other cultures/religions **CL:** Next Steps: Western Europe Y3 Anglo Saxons and Vikings History Y2
Y3	**Builds on: Spatial Sense Y2 local area/ drawing maps/ identifying features on maps. Northern Europe human and physical features** **Spatial Sense and Local Geography** 1. Maps, compasses and symbols 2. Four and Six Figure Grid References 3. Fieldwork- The Local Area 4. A contrasting locality (Human Geography) 5. A contrasting locality (Physical Geography) 6. Assessment Key Concepts: grid reference, location human and physical geography Skills: **GE** – Use correct geographical words to describe a place and the things that happen there	**Builds on: British Geography** **Western Europe** 1.Countries and Settlements in Western Europe 2. Climate in Western Europe 3. Trade in Western Europe 4. France 5. A comparison of London and Paris 6.Assessment Key Concepts: location, climate, trade, export, import, human geography Skills: GE – Use correct geographical words to describe a place and the things that happen there Identify key features of a locality by using a map Accurately plot NSEW on a map	**Builds on:** **World Geography** **Rivers** **Include settlements** 1.What is a river? 2. Physical features of a river source 3. Physical Features of a river 4.River Nile 5. The Yangtze River 6. The Murray River 7. The Mississippi River 8. The Amazon River 9. Iguacu River 10. The Rhine 11.The Danube Key Concepts: source, stream, tributaries, estuary, mouth, river basin, drainage, watershed, waterway Skills: **GE** – Use correct geographical words to describe a place and the things that happen there Identify key features of a locality by using a map Begin to use a 4 figure grid references	**Builds on: Y1 The Globe, Y2 Spatial Sense** **China, Japan and India** 1. To be able to locate countries in Asia. 2. To identify the physical geography of India. 3. To know about the Himalayan mountain range. 4. To explain who founded Hinduism and where 5. To know China's physical features. 6. To identify the human geography of China. 7. Great Wall of China 8. To identify the physical geography of Japan. 9. Mount Fuji 10. To identify the human geography of Japan. 11. To know about trade in Asia 12. Assessment lesson Key Concepts: Religion, civilisation, trade, human geography, physical geography, effects of humans on the earth Skills: **GE** – Use correct geographical words to describe a place and the things that happen there Identify key features of a locality by using a map	

	Identify key features of a locality by using a map Begin to use a 4 figure grid references Accurately plot NSEW on a map Use some basic OS map symbols Make accurate measurement of distances within 100Km **PG** – Use maps and atlases appropriately by using contents and indexes Explain why a place is like it is **Explain why a locality has certain physical features* **HG** – Confidently describe human features in a locality Explain why a locality has certain human features Explain why a place is like it is ** Explain how people's lives vary due to weather?* **NC links:KS2 –** knowledge about the UK and their locality, subject specific vocab, 8 point compass, grid references, maps and keys, human and physical features, similarities and differences, compare Australia and UK **BV**: mutual respect (contrasting locality customs/traditions etc) **CL**: Laudato Si balance between human and physical geography Next Steps: Settlements and trade in Western europe	**PG** – Use maps and atlases appropriately by using contents and indexes Confidently describe physical features in a locality ** Explain why a locality has certain physical features* HG – Confidently describe human features in a locality Explain why a locality has certain human features Explain why a place is like it is ** Explain how people's lives vary due to weather?* **NC links: KS2 –** knowledge about Europe, subject specific vocab, locate countries, cities, similarities and differences in human and physical features, climate, trade **BV**: tolerance of others/mutual respect **CL:** Next Steps:	Accurately plot NSEW on a map **PG** – Use maps and atlases appropriately by using contents and indexes Explain why a place is like it is Recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE) **Explain why a locality has certain physical features* **HG** – Confidently describe human features in a locality Explain why a locality has certain human features Explain why a place is like it is ** Explain how people's lives vary due to weather?* **NC links: KS2 –** knowledge about rivers, subject specific vocab, similarities and differences, trade links **BV:** mutual respect/tolerance of others **CL**: Jesus as a fisherman, miracles of walking on water – the importance of rivers and water in the Bible. Next Steps: Ganges and Yangtze River in Summer term.		Begin to use a 4 figure grid references Accurately plot NSEW on a map **PG** – Use maps and atlases appropriately by using contents and indexes Explain why a place is like it is Describe how volcanoes are created Describe how earthquakes are created Recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE) **Explain why a locality has certain physical features* **HG** – Describe how volcanoes have an impact on people's life Confidently describe human features in a locality Explain why a locality has certain human features Explain why a place is like it is ** Explain how people's lives vary due to weather?* **NC links: KS1 –** knowledge about world countries, subject specific vocab, human and physical features, trade links **BV** Respect, tolerance, **CL:** Mother Theresa, Worship Next Steps: World Geography Y6 – Stewardship of the Earth. KS3 'understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia'
Y4	**Builds on: Spatial Sense Y3 local area/ drawing maps/ identifying features on maps. Western Europe human and physical features** **Spatial Sense** 1. Globes and the Tropics 2. Scale 3. Grid References 4. Our Local Area 5. Our Local Area- Changes over Time 6. Assessment	**Builds on: The Battle of Hastings in Yr 2 and the study of Northern Ireland in Year 3.** **North and South England** 1. London 2. South coast. 3. Midlands- East Anglia 4. Northwest (national parks) 5. North East and West 6. Lake District Key Concepts: Physical and human geography of the areas of the British Isles.	**Builds on: Rivers: Volga and the Danube in Yr 3.** **Eastern Europe** 1. To Locate Eastern Europe 2. Name and describe seas 3. Physical features 4. Major Russian cities 5. Compare England and Russia 6. Assessment Key Concepts: Cultural, physical and religious ideas of this region.	**Builds on: Western Europe Yr 3 and Eastern and Western Europe Yr 4** **Mediterranean** GEOGRAPHY OF MEDITERRANEAN EUROPE (SOUTHERN FRANCE, PORTUGAL, SPAIN, ITALY, GREECE, MALTA, CYPRUS) 1.Key Places 2.Climate 3.Food and Farming 4.Landscape 5.Settlements 6.Assessments	**Builds on: Yr 1 The Globe, Yr 2 Spatial Sense, Yr 3 World Geography** **Africa** 1.Africa is a continent 2.Rivers and Mountains 3. Climate 4. Contrasting localities 5. Economy of Kenya 6. South Africa 7. Animals 8+ 9 Tourism 10 Compare African and English child 11 Graph Work 12 Assessment

	Key Concepts: grid reference, location human and physical geography **Skills:** **GE –** Find the same place on a globe and in an atlas Label the same features on an aerial photograph as on a map **PG** – Describe the main features of a well-known city Describe the main features of a village Use appropriate symbols to represent different physical features on a map **Explain how a locality has changed over time with reference to physical features* **HG** – Explain why people are attracted to live in cities Explain how a locality has changed over time with reference to human features Suggest different ways that a locality could be changed and improved **NC links:KS2 –** knowledge about the UK and their locality, subject specific vocab, 8 point compass, grid references, maps and keys, human and physical features, similarities and differences **BV:** mutual respect respect/tolerance/individual liberty **CL:** Children to locate their own parish church Next Steps: Hemispheres, scales and contours.	**Skills:** **GE** – Find the same place on a globe and in an atlas **PG** – Describe the main features of a well-known city **HG** – Explain why people are attracted to live in cities Explain how a locality has changed over time with reference to human features Find different views about an environmental issue and articulate own view **NC links:KS2 –** knowledge about the UK regions, , subject specific vocab, physical and human features **BV:** mutual respect **CL:** Next Steps: Physical and human features of the areas of the mountains/volcanoes of the World.	**Skills:** **GE –** Find the same place on a globe and in an atlas **PG** – Describe the main features of a well-known city **Explain how a locality has changed over time with reference to physical features* **HG –** **NC links:KS2 –** knowledge about Europe, subject specific vocab, human and physical, land use, economic activity **BV:** **CL:** Next Steps: Mountains in Yr 5	Key Concepts: Cultural, physical and religious ideas of this region **Skills:** **GE –** Find the same place on a globe and in an atlas Label the same features on an aerial photograph as on a map **PG** – Describe the main features of a well-known city Use appropriate symbols to represent different physical features on a map **Explain how a locality has changed over time with reference to physical features* **HG** – Explain why people are attracted to live in cities Explain how a locality has changed over time with reference to human features NC links:KS2 – knowledge about the world, subject specific vocab, physical and human, climate, land use, food trade **BV:** **CL:** Next Steps: Climate conditions in relation to mountain areas around the World.	Key Concepts: Religion, civilisation, trade, human geography, physical geography. **Skills:** **GE** – carry out a survey to discover features of cities and villages **PG –** Describe the main features of a well-known city Use appropriate symbols to represent different physical features on a map **Explain how a locality has changed over time with reference to physical features* **HG** – Explain why people are attracted to live in cities Explain how a locality has changed over time with reference to human features **NC links: KS2 –** knowledge about the World, subject specific vocab, trade links, human geography land use **BV:** **CL:** Next Steps: Mountains - Mount Kilimanjaro
Y5	**Builds on:** **Spatial Sense** 1. Maps: dividing the world into sections. 2. Eastern and Western hemispheres 3. Maps: using co-ordinates to locate places.	**Builds on: Yr 4 Roman History General Hannibal marched across the Alps to invade Italy.** **Mountains of the World** 1. The Alps 2. The Himalayas 3. The Andes 4. The Appalachian Mountains	**Builds on: Yr 4 Royal society encouraged scientists to share and discuss their discoveries.** **Australia/New Zealand** 1. Australia- location and physical geography 2. The history of Australia 3. Settlements 4. Climate 5. Biodiversity		**Builds on:** Reception Around my School, Y1 Spatial Sense **Birmingham/ Sheldon** Local study 1.The UK 2.Where is Sheldon? 3+4 The Formation & History of Birmingham

	4. Maps: drawn to different scales. 5. Relief maps 6. Contours Key Concepts: **Skills:** **GE –** Collect information about a place and use it in a report Map land use Find possible answers to their own geographical questions Make detailed sketches and plans; improving their accuracy later **PG** – Explain how a location fits into its wider geographical location; with reference to physical feature **HG** – Explain what a place might be like in the future, taking account of issues impacting on human features NC links: KS2 – knowledge about the World and their locality, subject specific vocab, coordinates hemispheres, equator, **BV:** **CL:** Next Steps:	5. The Rocky Mountains 6. African Mountains: The Atlas Mountains- Mount Kilimanjaro Key Concepts: **Skills:** **GE –** Collect information about a place and use it in a report Find possible answers to their own geographical questions **PG** –Explain how a location fits into its wider geographical location; with reference to physical feature * *Explain what a place (open to environmental and physical change) might be like in the future taking account of physical feature* **HG –** Explain how a location fits into its wider geographical location; with reference to human and economical features Explain what a place might be like in the future, taking account of issues impacting on human features ** Report on ways in which humans have both improved and damaged the environment* NC links: KS2 – knowledge about the world, subject specific vocab, physical geography **BV:** **CL:** Next Steps:	6. Assessment 1. Location and physical geography – Biomes, Volcanoes and Geysers 2. Maori People and Culture 3. Animals and Plants - Biodiversity 4. South Pacific Islands – James Cook 5. The South Pacific Islands – Melanesia, Micronesia and Polynesia 6. Assessment Key Concepts: **Skills:** **GE –** Collect information about a place and use it in a report Map land use Find possible answers to their own geographical questions **PG –** Explain how a location fits into its wider geographical location; with reference to physical feature * *Explain what a place (open to environmental and physical change) might be like in the future taking account of physical feature* **HG –** Explain how a location fits into its wider geographical location; with reference to human and economical features Explain what a place might be like in the future, taking account of issues impacting on human features ** Report on ways in which humans have both improved and damaged the environment* NC links: KS2 – knowledge about the world, subject specific vocab, similarities and differences human and physical **BV:** Mutual Respect and Tolerance of Those With Different Faiths or Beliefs **CL:** Next Steps:	5. Our local area of Sheldon 6. The human Geography of Birmingham 7. Study OS maps of Sheldon 8 + 9. Local area exploration 10 + 11. Present data findings 12. Present findings about our local area (assessment) Key Concepts: **Skills: Try to plan for the following skills to ensure coverage, you may plan for more than those listed below.** **GE –** make detailed sketches and plans; improving their accuracy later Plan a journey to a place, taking account of distance and time **PG –**Explain why many cities of the world are situated by rivers Explain why water is such a valuable commodity **Explain what a place (open to environmental and physical change) might be like in the future taking account of physical features* **HG** – Explain why people are attracted to live by rivers **Report on ways in which humans have both improved and damaged the environment* **NC Links- KS2** 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, graphs and digital technologies **BV:** Mutual Respect and Tolerance of Those With Different Faiths or Beliefs **CL:**		
Y6	**Builds on: Y5 Spatial Sense** **Spatial Sense** **World Geography** 1 Time zones 2 Prime Meridian (O degrees) - Greenwich, England and 180° Line (International Date Line) 3 From a round globe to a flat map - Mercator projection, Gall-Peters projection, conic and plane projections Key Concepts: Climate change, map and globe skills, physical geography	**Builds on: Rivers Y3, Spatial Sense Y5, Mountains of the world Y5** **South American Geography** 1. An introduction to South America 2. Past civilisations and empires 3. The Andes Mountains and the Atacama Desert 4. Brazil (Agriculture and Industry) 5. The Amazon Rainforest 6. Assessment Key Concepts: Climate, human environment and interaction	**Builds on: Rivers Y3, Spatial Sense Y5, Mountains of the world Y5** **North American Geography** 1. The Countries of North America 2. Environmental Regions of North America 3. Rivers in North America 4. Cities in North America 5. Comparison of The UK and a region of North America 6. Assessment Key Concepts: Climate, human environment and interaction **Skills:**	**Builds on:** **Middle East** 1.Features 2.Climate 3.Population and Development 4.Yemen 5.UK ME links 6.Oil and Tourism Key Concepts: Tourism, population density, climate, human environment and interaction **Skills**	**Builds on: Rivers Y3, Spatial Sense Y5, Mountains of the world Y5** **Antarctica** 1. Arctic Circle landscape 2. Indigenous people in the Arctic (Inuit). 3. Landscape of Antarctica. 4. Glacier Formation 5. Race to the South Pole 6. Shackleton's Endurance Expedition. 7. Impacts of climate change on the Polar Regions. Key Concepts:	**Builds on:** **Globalisation** 1.What is globalisation? 2.Economic globalisation 3.Political globalisation 4.Social globalisation 5.Globalisation: a global force for good? Key Concepts: human environment and interaction **Skills:**

	Skills: **GE** – Confidently explain scale and use maps with a range of scales Use maps, aerial photos, plans and web resources to describe what a locality might be like **PG** –Give extended description of the physical features of different places around the world Describe how some places are similar and others are different in relation to their human features Accurately use a 4 figure grid reference Create sketch maps when carrying out a field study **Plan a journey to another part of the world which takes account of time zone* **HG –** Describe how some places are similar and others are different in relation to their physical features? **Explain how human activity has caused an environment to change* **NC links: KS2 –** knowledge about the world, subject specific vocab, equator, hemisphere, tropics, time zones, longitude and latitude, climate change **BV**: Respect **CL**: Respect for our common home Next Steps: KS3 'physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts'	**Skills:** **GE –** Confidently explain scale and use maps with a range of scales Choose the best way to collect information needed and decide the most appropriate units of measure Use maps, aerial photos, plans and web resources to describe what a locality might be like **Define geographical questions to guide their research* **Use a range of self-selected resources to answer question* **PG –**Give extended description of the physical features of different places around the world Describe how some places are similar and others are different in relation to their human features Accurately use a 4 figure grid reference **HG** – Give an extended description of the human features of different places around the world Map land use with their own criteria Describe how some places are similar and others are different in relation to their physical features? **Explain how human activity has caused an environment to change* **NC links: KS2 –** knowledge about the World, subject specific vocab, similarities and differences, human and physical **BV**: Democracy, Rule of Law **CL:** Awe and wonder, creation Next Steps: KS3 'human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources'	**GE –** Confidently explain scale and use maps with a range of scales Choose the best way to collect information needed and decide the most appropriate units of measure Use maps, aerial photos, plans and web resources to describe what a locality might be like **Define geographical questions to guide their research* **Use a range of self-selected resources to answer question* **PG –**Give extended description of the physical features of different places around the world Describe how some places are similar and others are different in relation to their human features Accurately use a 4 figure grid reference **HG** – Give an extended description of the human features of different places around the world Map land use with their own criteria Describe how some places are similar and others are different in relation to their physical features? **Explain how human activity has caused an environment to change* **NC links: KS2** – knowledge about the World, subject specific vocab, similarities and differences, human and physical **BV**: Democracy, Rule of Law **CL:** Awe and wonder, creation Next Steps: KS3 'human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources'	**GE-** Analyse and Evaluate information from geographical sources (maps, databases, diagrams e.g. climograph, cartogram, population pyramid) to compare and contrast different places and to understand how some aspects have changed over time **PG –**Give extended description of the physical features of different places around the world Describe how some places are similar and others are different in relation to their human features Accurately use a 4 figure grid reference **HG** – Give an extended description of the human features of different places around the world Interpret graphs to understand the changes in human geography and the factors that influence them Describe how some places are similar and others are different in relation to their physical features? **Explain how human activity has caused an environment to change* **NC links: KS2** – knowledge about the World, subject specific vocab, similarities and differences, human and physical **BV**: Democracy, Rule of Law **CL:** Awe and wonder, creation Next Steps: KS3 'human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources'	**Skills:** **GE-** Analyse and Evaluate information from geographical sources (maps, databases, diagrams e.g. climograph, cartogram, population pyramid) to compare and contrast different places and to understand how some aspects have changed over time **PG-** Know the placement of the Arctic Circle and understand the **NC links: KS2- .** identify the position and significance of Arctic and Antarctic Circle; human geography, including types of settlement and land use, economic activity; use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied. **BV-** Democracy; Mutual respect and tolerance of those with different beliefs and for those without faith and Individual liberty	**GE**- Analyse and Evaluate information from geographical sources **PG-** Identify countries that the UK trades with **HG**- To know the features of globalisation, and be able to express the benefits and negatives of the new international relationships, i.e. the ecological, cultural and economic impacts **NC Links: KS2-** Understand the processes that give rise to key physical and human geographical features of the world, how those are interdependent and how they bring about spatial variation and change over time **BV-** Democracy; Mutual respect and tolerance of those with different beliefs and for those without faith and Individual liberty