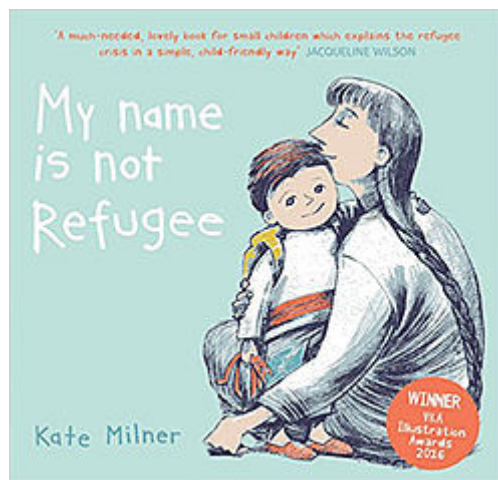


My Name is Not Refugee



Term	Topic Name	Key Text / supporting texts	Key Focus / Key Question	Key emotional, physical and social intent
Spring 1	My Name is Not Refugee	<p>My Name is Not Refugee</p> <p>The Boy at the Back of the Class - <i>class reader</i></p> <p>Welcome to Nowhere</p> <p>Boy 87</p> <p>The Day War Came</p> <p>The Abominables</p>	<p>PSHE</p> <p><i>What is more important: our similarities or our differences?</i></p>	<p>Empathy.</p> <p>Tolerance.</p> <p>Diversity.</p>

PSHE objectives coverage

Key Question	Ancillary Questions and content focus	PSHE Objectives	Learning outcome, taken from skills progression document
What is more important: our similarities or our differences?	<p>1) What is a refugee? Where do they come from?</p> <p>2) Why do people become refugees? What events led to this?</p> <p>3) What would it feel like to be a refugee? How does our lives compare with the life of a refugee?</p> <p>4) What would a refugee need to know in order to be able to settle in the UK?</p> <p>5) How suitable / welcoming is the UK for a refugee to settle in? Why do you think refugees are not always welcomed?</p> <p>6) What more could we do to support and help refugees?</p>	<p>To describe the social, ethnic, cultural or religious diversity of past society.</p> <p>To describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>To suggest causes and consequences of some of the main events and changes in history.</p>	<p>1. To identify and plot onto a map key areas from around the world where conflict creates refugee situations</p> <p>2. To explain causes for how conflicts have created refugee situations.</p> <p>3. To write diary entries to compare and contrast our lives with the life of a refugee.</p> <p>4. To produce a leaflet which demonstrates an understanding of the needs of others.</p> <p>5. To summarise points of view through debating opinions on whether refugees should settle in the UK.</p> <p>6. To synthesise our ideas and opinions to identify what we could do to help refugees.</p>

History and Geography objectives coverage (No objectives - this is a PSHE led theme)

Geography Objectives	Learning Opportunities	History Objectives	Learning Opportunities
N/A	N/A	N/A	N/A

English coverage

<u>Text types</u>	<u>Outcome</u>
Poetry - Free Verse Poems	To create own free verse poem linked to refugees, or muscles and bones.
Non-Fiction - Explanation	To create an explanation text to answer one of the following questions: <ul style="list-style-type: none"> - Why do people need to leave their homes? - How do muscles work? - Why do we need to eat healthily?

Science coverage

<u>Topic</u>	<u>Key Question</u>	<u>Ancillary Questions</u>	<u>Objectives</u>
Working Scientifically			<ul style="list-style-type: none"> - To be able to record using drawings. - To be able to report on findings from enquiries. - To be able to use evidence to answer questions. - To be able to set up a comparative test. - To be able to record data in a table. - To be able to identify the correct type of enquiry to answer a question. - To be able to record data in a scatter graph (non-statutory).
Animals, including humans	How can we look after our bodies?	<ul style="list-style-type: none"> - How do living things get their food? - Do animals all eat the same types of food? - What types and amounts of food do humans need? - What is the function of the skeleton? - What are the functions of different types of skeletons? - What is the function of muscles? - Do people with the longest legs jump the furthest? 	<p>NC: Pupils should be taught to:</p> <ul style="list-style-type: none"> - identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. - identify that humans and some other animals have skeletons and muscles for support, protection and movement. <p>To demonstrate an understanding of how plants and animals differ in the ways they get their food.</p> <p>To identify the amounts and types of foods that different animals need.</p> <p>To summarise the types and amounts of food that humans require.</p> <p>To explain the function of the skeleton, and how the structure differs amongst animals.</p> <p>To explain the function of the muscles.</p> <p>To devise and conduct an investigation into the function of the muscles and to summarise findings.</p>

You, Me, PSHE coverage

<u>Topic</u>	<u>Objectives</u>
Identity, society and equality - Celebrating Difference	To identify pros and cons of being part of a group To recognise what we have in common with others To demonstrate understanding of communities and the benefits they can provide To suggest strategies for overcoming differences within groups To recognise different types of groups and ways of resolving conflict within them

Other subject coverage

<u>Subject</u>	<u>Objectives</u>	<u>Learning opportunities</u>
DT	Food: To explore and evaluate existing pizza	To design and make healthy meals based upon Science learning.

	<p>products.</p> <p>To design ideas for own pizza, based upon given brief and design criteria.</p> <p>To experiment with different food cutting techniques</p> <p>To develop and refine skills for making dough.</p> <p>To apply skills acquired to create final design for own pizza.</p> <p>To make own pizza that fits the design brief, and applies skills acquired.</p> <p>To evaluate final product against design criteria.</p>	
RE	<p>To demonstrate understanding of key values.</p> <p>To reason and speculate whether Jesus really performed miracles.</p> <p>To explain Christians' viewpoints towards Jesus' 'miracles'.</p> <p>To summarise own responses to Jesus' 'miracles'.</p> <p>To represent responses and understanding to key value.</p>	<p>Christianity: Jesus' miracles - Key Question: Could Jesus heal people?</p> <p>Were these miracles or is there some other explanation?</p>
Computing	<p>To identify, review and summarise video techniques used by experts.</p> <p>To develop and refine skills in shooting live video.</p> <p>To develop and refine skills for editing and improving videos.</p> <p>To demonstrate understanding of the effectiveness of different video techniques.</p> <p>To recognise and explain whether a website is trustworthy.</p>	<p>We are Presenters - Videoing performance</p> <p>To make a video demonstrating physical activities to help improve health and well-being.</p> <p>To make a video celebrating difference.</p> <p>Responsible internet use - We are internet detectives: Assessing the trustworthiness of websites.</p>
PE	<p>To work cooperatively to complete a simple challenge.</p> <p>To allocate responsibilities within a group.</p> <p>To estimate time it will take to complete a challenge.</p> <p>To guide a partner.</p> <p>To follow simple instructions, signals, etc.</p> <p>To transport equipment at speed.</p>	<p>Teambuilding:</p> <p>To work in small groups to create a paper mountain.</p> <p>Blindfold Trust activities.</p> <p>Transporting challenge - Load Up.</p>
Music	<p>To create new musical ideas within a song.</p> <p>To make musical choices for a purpose.</p> <p>To represent musical ideas visually.</p>	<p>Songwriting – creating music and lyrics to celebrate difference</p>

Enrichment

Stunning Start - Role Play - Children to enter the classroom. Split them into groups based upon their likes, appearance, age, etc. Treat the groups differently - some are treated extremely nicely and receive lots of benefits, whilst other groups are ostracised and given menial tasks to complete. Discuss how the children felt and why. Lead into *My Name is Not Refugee*.

Cultural Day - Expose children to a range of activities that demonstrate and celebrate other cultures that exist in our country. What makes our country the amazing cultural melting pot that it is? Invite visitors, make and try food, musical/dance workshops, storytelling, etc.

Visitor - Speaker from Unicef to talk about the work that they do with refugee children across the world.

Endpoint - Repeat the Stunning Start activity with the children's families. How did they feel? Child-led: How can we celebrate and acknowledge diversity? Parade/Party?