

 <p>We are all Unique</p> 	<b>Year</b> 4	<b>Topic</b> Not disabled, differently abled
		<b>Focus</b> Exploring physical & hidden differences in others
		<b>Big Question</b> How can society help people with physical and hidden disabilities feel positive, included and supported?
<p>In this unit, children will explore the theme of identity and diversity in the context of physical and hidden disabilities. It promotes the notion that when barriers are removed, people are no longer disabled but simply differently abled. The topic will examine a range of physical and hidden disabilities in the context of sport and entertainment. Children will learn about the Paralympics and how events have been adapted to remove barriers to people with disabilities being able to compete at international level. They will learn about how society is evolving to be more inclusive of people with disabilities, with better representation in the media; technologies such as hearing aids; hearing loop systems; wheel chair access; braille and sign language all being contributory factors. They will explore hidden disabilities, such as ADHD and Autism, and look at ways in which they can help them feel positive, included and supported. Most children will be able to discuss this confidently by the end of the unit.</p>		

Prior Learning	Future Learning
<p>-Children will know what the word 'diversity' means in the context of 'similarities' and 'differences', exploring factors such as, physical characteristics, hobbies, personality, religion, place they were born <b>(Y2, Don't judge a book by its cover)</b>.</p> <p>-Children will know what the word 'diversity' means in the context of cultures, religions and languages in school and those in the locality <b>(Y3, Incredible Me)</b>.</p> <p>Children will have been introduced to SD Goals: Good health &amp; well-being, quality education, gender equality, reduced inequalities <b>(Y3, Incredible Me)</b>.</p> <p>Children will know the meaning of the words 'include' and 'exclude'. They will have learned some words for emotions a person might feel when excluded, e.g. <i>unhappy, sorrowful, depressed, confused, miserable, rejected, dejected, downhearted</i>. <b>(Y2, Don't judge a book by its cover)</b>.</p>	<p>-Children will gain an understanding and appreciation of diversity through the context of gender and sexuality.</p> <p>-Children will gain knowledge of the negative impact of prejudice and stereotyping in the contexts of gender, sexuality and race.</p>

Curriculum Links	Global Citizenship Themes	
<p><b>Citizenship Curriculum: Diversity and Communities:</b></p> <p>-Be able to describe aspects of their identity, and to recognise similarities and differences between themselves and others.</p> <p>-Recognise difference and respect diversity, including the importance of challenging stereotypes.</p> <p>Know about groups and communities that exist locally, and the roles some people play in the community.</p>	Identity & Diversity	
	Knowledge & Understanding	Skills
	<p>Similarities &amp; differences between peoples in local setting &amp; also in wider contexts</p> <p>Ways in which society can help people feel positive, included &amp; supported</p>	<p>Show interest in, &amp; concern for others outside of immediate circle in the context of physical and hidden disabilities</p>

Key Vocabulary
<p>empathy, disability, hidden disability, autism, ability, equality, comparison, accessibility, inclusivity, change, accommodate, barrier, tolerance, prejudice, empathy</p>

Recommended Texts & Web Links
<p>Wonder by R.J Palacio, Noah Scape, Can't Stop Repeating Himself by Guy Bass, Can You See Me Now by Libby Scott, Runaway Robot by Frank Cottrell-Boyce, Double Felix by Sally Harris, Cyborg Cat: Rise of the Parsons Road Gang by Ade Adepitan, Rescue and Jessica: A Life Changing Friendship by Jessica Kensky</p>

What pupils need to know or do to be secure	
Key Learning	Activities / Application of knowledge / Possible Evidence
<p><b>SD Goals:</b> Good health &amp; well-being, quality education, gender equality, reduced inequalities</p>	

### **What does it feel like to be physically different from others?**

- Children will learn the difference between the phrases 'hidden disability' and 'physical disability'.
- Children will understand that people are often born with physical disabilities as well as them being caused by accidents.
- Children will learn about a variety of physical disabilities, e.g. growth conditions, brain injuries, missing limbs, facial disfigurements, hearing and visual impairments. They will examine some of these in the context of the Paralympic games.
- Children will recap the Law of 'empathy' and consider this in context.
- Children will be introduced to a selection of inspiring people who had physical disabilities, e.g. Beethoven, Stephen Hawking, Warwick Davies, Paralympic athletes.

### **Should the Paralympics be given the same media coverage as the Olympic Games?**

- Children will be introduced to article 23 of the UN Rights of a Child which links with all of the SD goals for this topic: *Children with disabilities - Every child with a disability should enjoy the best possible life. If we choose to take part in sport, then we should be able to, whether we have a disability or not.*
- Children will learn that the Paralympics started with a small number of WWII veterans in 1948 and is now a Global event with over 100 countries competing.
- Children will understand that the purpose of the Paralympics is for people with disabilities to compete on an international scale against people who share similar barriers. This makes the competition fair and equal.
- Children will learn about some of the events in the Paralympics and how these are adapted and accessed by athletes with physical disabilities.
- Children discuss the issue of 'media coverage' and have a balanced discussion as to whether or not it should be afforded the same coverage as the Olympic Games.

### **How can we make those with physical disabilities feel included in society?**

- Children will be introduced to the terms 'inclusivity', 'accessibility' and 'barrier'.
- Children will reflect on some of the ways in which society has been adapted to be more inclusive for people with physical disabilities, e.g. given more representation in the media; technologies such as hearing aids; hearing loop systems; wheel chair access; braille; sign language.
- Children learn some basic conversational words and phrases in sign language.

### **What does it feel like to live with Autism?**

Children can complete a series of role-play activities in which certain abilities are removed to aid them in empathising with people with physical disabilities.

Voice or video recordings of children discussing the issue of media coverage of the Paralympics.

Create braille imprints of personal information, e.g. name, address.

Learn some basic conversational words and phrases in sign language.

Produce digital presentations exploring the issue of how society can be more inclusive towards people with physical and hidden disabilities.

- Children will recap the definition of the term 'hidden disability' as somebody with a learning difficulty or somebody with a cognitive difficulty who finds it difficult to process information.
- Children will learn that Autism is a condition that a person is born with.
- Children will learn that people with Autism may have difficulties with some life skills, e.g. communicating, processing information, following instructions, understanding emotions, recognising social cues, coping with change, and being around loud noises or bright lights. ***This can also be explored through a text, e.g. Can You See Me Now by Libby Scott.***
- Children will learn about a selection of inspiring people who were born with Autism, e.g. Albert Einstein, Tim Burton, Lewis Carroll.

**How can we make those with a hidden disability feel included in society?**

- Building on their learning about Autism, children will learn that other 'hidden disabilities' can include ADHD, Epilepsy, Dyslexia and other learning difficulties in which people find certain aspects of learning hard.
- Children will research these conditions and understand how they affect people.
- Children will reflect on some of the things we can do in society to make people with 'hidden disabilities' feel positive, included and supported.

**How can society help people with physical and hidden disabilities feel positive, included and supported?**

- Children to produce a digital, written or verbal presentation demonstrating that they can apply their knowledge and think critically about this 'big question'.