



Freedom & Equality



Year

1

Topic

Around the World in 30 Days

Focus

Exploring cultures from different countries

Big Question

How can I respect the rights of other cultures?

In this topic, the children travel around the world and learn about the cultures and traditions from a selection of countries on different continents which are culturally unique. They will start to examine the themes of human rights and social justice and equity through the lens of a child who moves from each of these countries to settle and live in the UK. When travelling the world, the children will be comparing their lives in the UK to the life of a child living in each country. They will be thinking of similarities and differences in various aspects of the countries culture; including their food, music and traditions. After travelling the globe, the children will start to think about 'equal rights' and 'fairness'. They will examine some of the barriers that a child might face when moving to a new school from another country. The children will be reflecting on our Lawn Values and consider ways in which they can might make a child who is new to our school feel safe and welcome.

Prior Learning (EYFS)	Future Learning
<p>Communication & Language Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate; express their ideas and feelings about their experiences using full sentences, including past, present and future tenses and making use of conjunctions, with modelling and support.</p> <p>Personal, social & emotional development Show sensitivity to their own and to others needs.</p> <p>Understanding the world Talk about the lives of the people around them and their roles in society; describe their immediate environment using knowledge from observation,</p>	<p>Children will learn about social justice and equity and human rights in the context of women's rights, from the Victorian era to the present day.</p> <p>Children will learn that people from other countries often migrate to the UK to seek refuge from conflict or escape economic problems to seek better employment opportunities.</p> <p>Children will learn that refugees and migrants often suffer prejudice from people who believe that they are negatively impacting the countries in which they settle.</p> <p>Children will learn about the positive impact that the assimilation of different cultures can have on a society.</p>
<p>discussion, stories, non-fiction texts and maps; explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.</p>	<p>Children will learn about social justice and equity and human rights in the context of children's rights, from the Victorian era to the present day.</p> <p>Children will learn about some of the groups of people that arrived in the UK from India why they settled in certain areas of the country.</p> <p>Children will examine the issue of prejudice and discrimination from the perspective of different groups within society, empathise and show an understanding of why certain groups might form negative opinions of others.</p>

National Curriculum Links	Global Citizenship Themes	
<p><u>PSHE</u></p> <p>Be able to describe some emotions that someone new to the school might feel, and have some ideas of ways to help someone new to feel welcome (Beginning & Belonging)</p> <p>Recognise some similarities and differences between themselves and others (Diversity & Communities)</p> <p>Be able to recognise feelings in others (My Emotions)</p>	Social Justice & Equity Human Rights	
	<i>Knowledge & Understanding</i>	<i>Skills</i>
	<p>What fairness means</p> <p>Examples of what it can mean to be rich or poor in local & other contexts</p> <p>Rights in class & school</p> <p>The need to respect the rights of others</p>	<p>Ask relevant questions</p> <p>Consider merits of different viewpoints</p> <p>Describe feelings about changes in own life & locality</p>

Key Vocabulary
<p>refugee, war, rich, poor, fair and unfair, equality, freedom, safe, responsibility, respect, empathy, teamwork, similarities, differences, country, natural disaster, employment, environment, language, rights, respect, responsibility, initiative, empathy, integrity, teamwork.</p>

What pupils need to know or do to be secure

Key Learning

Activities / Application of knowledge / Possible Evidence

Hook: This topic will be taught through the children travelling around the world in 30 days, visiting each country and learning about their cultures including food, music, and traditions.

What is food like in Italy?

(Note: children are given this as an example but are not required to learn about the geography or politics of Italy.)

- Children will learn that Italy is a country on the continent of Europe.
- Children will learn about elements of the culture of Italy that make it unique, with a particular focus on food:
 - Know that pizza originated from Italy and is a flatbread with a topping.
 - Learn that 'pizza Margherita' is garnished with tomatoes, mozzarella and basil to represent the national colours of Italy.
 - Learn that 'antipasti' is a dish intended to be eaten as a first course and can consist of cured meats, olives and cheeses.
 - Children have a tasting session in which they sample some traditional pizza and antipasti.

How is life in Italy different from life in the UK?

- Children will recap on prior learning - that the Italian diet is culturally different from the UK as it is traditionally rich in fresh fruits, vegetables, olive oil, beans and healthy meats.
- Children will learn some factors which would make life living in the UK a challenge for someone moving here from Italy:
 - Know that Italy is warmer all year round and has less rainfall.
 - Know that Italian people live life at a slower pace (many businesses close on Wednesdays and don't open at the weekends, some schools run 6 days per week but only 8:30-13:00)

DISCO: Imagine - If you moved from Italy to the UK, describe the one thing you find the most difficult?

What type of music and celebrations do they have in Brazil?

(Note: children are given this as an example but are not required to learn about the geography or politics of Brazil.)

- Children will learn that Brazil is a country on the continent of South America.
- Children will learn about elements of the culture of Brazil that make it unique, with a particular focus on music and celebrations:
 - Know that Samba is the most popular music genre in Brazil, and it is often associated with carnival celebrations. It is characterized by a fast-paced rhythm and lively dance moves.
 - Know that one of the world's biggest carnivals is held in the city of Rio de Janeiro each year. Millions of people take part in dancing and parades. They wear brightly coloured costumes and carnival outfits.

Start each session at the airport. Children to have boarding passes and passports to enable them to travel.

Each child will have a box to sit in or a mat which is their seat on the plane.

Play video of plane taking off and follow its journey.

Each table will have an activity relating to the culture of that country.

Table 1 - Music to listen to on their iPad with headphones

Videos to watch on iPad (with QR code)

Table 2 - Language

Table 3 - Artefacts to explore

Table 4 - Traditions

Table 5 - Research and writing activity

How is life in Brazil different from life in the UK?

- Children will recap on prior learning - that Samba music and Carnival celebrations are culturally different from the UK.
- Children will learn some factors which would might make life living in the UK a challenge for someone moving here from Brazil:
 - Know that Most of Brazil has a tropical climate - which means that the weather is often hot and wet.
 - Know that Brazil has the world's largest rainforest - the Amazon rainforest covers almost half of Brazil.
 - Know that tribes of people still live in the Amazon rainforest.

What is it like to be a child living in China?

(Note: children are given this as an example but are not required to learn about the geography or politics of China.)

- Children will learn that China is a country on the continent of Asia.
- Children will learn about elements of the culture of China that make it unique, with a particular focus on what daily life is like for a child in China:
 - Know that children are expected to study hard and have a lot of homework in China, as parents want the children to have a good education to enable them to have a good future and career.
 - Know that school starts early but it lasts much longer, with kids studying late into the night at school.
 - While Chinese in Mainland China is written primarily from left to right (like English), some texts are still written from top to bottom (vertically).

How is life in China for a child different from life in the UK?

- Children will recap on prior learning on the life of a child in China - for example, that children in China have longer school days and are expected to study at home too.
- Children will learn some factors which would might make life living in the UK a challenge for someone moving here from China:
 - Know that China has a much larger population than that of the UK.
 - China is the largest country in Asia.
 - Know that some parts of China are prone to having monsoon seasons.
 - Know that chopsticks are used in the kitchen and as eating utensils.

DISCO: Oppose - Some children in China have longer school days with more homework, while children in the UK might have shorter school days with less homework. Which sounds more fun to you, and why?

Selection of pictures / objects that represent life in the UK which might attract a person from the another country to come and live here

Reflection:

Use words and pictures to represent reasons why a child may find their first day at Lawn school challenging. This can also be explored through role-play and recorded digitally.

Represent the Lawn values using role-play scenarios or freeze frames which can be photographed.

DISCO