

 <p>Freedom &amp; Equality</p> 	<b>Year</b>	<b>3</b>	<b>Topic</b>	Are We Nearly There Yet?
	<b>Focus</b>	Refugees & Migrants in the UK		
	<b>Big Question</b>	What would I say to help another person understand why we should welcome migrants and refugees into our community?		
<p>This unit will build upon the children's learning from Year 1 by exploring the theme of refugees and migrants in the UK in greater depth and complexity. They will revisit the UN Sustainable Development Goals, looking at those that are relevant. These will have been introduced in Year 2 and revisited again during their 'Incredible Me' topic in Autumn 1. They will learn the difference between the terms 'migrant' and 'asylum seeker' and examine the reasons why somebody might seek asylum in the UK. They will look at an example of the journey undertaken by a person seeking asylum, from a faraway country to the UK. Children will explore some examples of countries from which people have moved to the UK - taking examples from conflict zones, places in which natural disasters have occurred and places that suffer from poor economic conditions. Children will examine the morality behind why people in host countries should feel an obligation to support people who seek refuge and help them to feel safe, welcome and valued. They will be introduced to the work of UNICEF as an example of an organisation who helps people around the world.</p>				

Prior Learning	Future Learning
<p>Children will have learned that all people in the UK have an equal right to job opportunities; safety for themselves and their families; safe and clean housing and food (<b>Bangladeshi Bear, Y1</b>).</p> <p>Children will have explored the Lawn Value of 'empathy', looking at equality and fairness through the eyes of a child starting school in a new place, amongst people with a different language and culture. (<b>Bangladeshi Bear, Y1</b>).</p> <p>Children will have been introduced to the term 'rights respecting' and the UN Sustainable Development goals 4, 5 and 10. They will have examined some of the rights to which people in the UK are entitled (<b>Fighting for Equality, Y2</b>).</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>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>Through their learning about the Suffragettes and the Stonewall riots, children will have been introduced to the concept of 'direct action' and how the actions of a few can impact the actions and thinking of a society. <b>(Fighting for Equality, Y2)</b>.</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>
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National Curriculum Links	Global Citizenship Themes	
<p><b>PSHE</b></p> <p>Be able to identify emotions that they or someone else might feel in a new situation, and will know ways to help someone who is new <b>(Beginning &amp; Belonging)</b></p> <p>Recognise similarities and differences between themselves and others <b>(Diversity &amp; Communities)</b></p> <p>Recognise difference and respect diversity, including the importance of challenging stereotypes <b>(Diversity &amp; Communities)</b></p> <p>Be able to recognise and describe feelings in others, and show care towards them <b>(My Emotions)</b></p>	<p><b>Social Justice &amp; Equity</b></p> <p><b>Human Rights</b></p>	
	Knowledge & Understanding	Skills
	<p>How fairness may not always mean equal treatment</p> <p>Examples of how people who are migrants or refugees might suffer from prejudice</p> <p>Basic human rights both nationally and globally &amp; how some people have these denied</p> <p>Examples of people who are migrants or refugees might have their human rights denied</p>	<p>Consider different approaches to solve problems</p> <p>Begin to identify bias &amp; opinion</p> <p>Use strategies to cope with challenging times</p> <p>Recognise when there may be no single right or wrong answer</p>

Key Vocabulary
<p>conflict, stereotype, diversity, society, culture, oppression, ethnicity, refugee, migrant, asylum seeker, natural disaster, poverty, employment, country, Afghanistan, Syria, Ukraine, Europe, Poland, Romania, sacrifice, hardship, data, responsibility, respect, initiative, empathy, integrity, teamwork, UNICEF</p>

## Recommended Texts & Web Links

'When Stars Are Scattered' by Victoria Jamieson, Omar Mohamed and Iman Geddy, 'A Child's Garden: A Story of Hope' by Michael Foreman, 'The Colour of Home' by Mary Hoffman and Karin Littlewood, 'My Name Was Hussein' by Hristo Kyuchukov, 'I Have The Right To Be A Child' by Aurelia Fronty, 'Malala Yousafzai - Little People, Big Dreams' by Maria Isabel Sanchez Vegara, 'Mo Farah - Inspirational Lives' by Simon Hart, 'Mo Farah (EDGE: Dream to Win)' by Roy Apps, 'Abdi's Day' by Verna Wilkins, 'Who Are Refugees and Migrants? What Makes People Leave Their Homes? And Other Big Questions' by Michael Rosen.

<https://www.unicef.org.uk/rights-respecting-schools/wp-content/uploads/sites/4/2016/04/in-search-of-safety-complete-teaching-pack.pdf> (unicef.org.uk)

<https://unicef.org.uk/fundraise/fundraise-in-your-community/at-school/>

[Seeking refuge - THE LITERACY SHED](#)

[Seeking Refuge Julianne's Story - YouTube](#)

[BBC Two - Seeking Refuge, Ali's journey from Afghanistan \(animation\)](#)

[World Refugee Day 2019: What is a refugee? - CBBC Newsround](#)

[What life is like for Syrian refugee children - CBBC Newsround](#) - What is life like for a Syrian refugee?

[Newsround's special programme all about Malala - CBBC Newsround](#) - The remarkable story of Malala Yousafzai.

<https://worldslargestlesson.globalgoals.org/resource/the-world-is-not-equal-is-that-fair/>

<https://worldslargestlesson.globalgoals.org/resource/why-are-so-many-children-still-not-in-school/>

<https://worldslargestlesson.globalgoals.org/resource/holiday-bag-or-get-away-bag/>

[BooksforTopics: Refugees & Immigration](#)

<https://www.youtube.com/watch?v=CRk8eaW3X1Y> - what is a refugee animation

## What pupils need to know or do to be secure

### Key Learning

### Activities / Application of knowledge / Possible Evidence

#### **What are the UN sustainable development goals and which are relevant to issues faced by refugees?**

- Children will recap the meaning of the word 'refugee' from Year 1.
- Children will be reminded of the UN sustainable development goals from their 'Incredible Me' topic (Aut 1) and now look specifically at 1, 2, 3, 4, 5 and 10 why they are relevant to *this* topic.

Create posters representing the SDGs that are relevant to the topic.

#### **What is the difference between a migrant, a refugee and an asylum seeker?**

- Children will be introduced to the new vocabulary of 'migrant' and 'asylum seeker'. Migrant = a person who moves from one place to another, especially in order to find work or better living conditions. Asylum seeker = a person who has left their home country as a political refugee and is seeking asylum in another.

Film digital presentations explaining the meaning of the terms 'migrant', 'refugee' and 'asylum seeker'.

- Children will be taught explicitly that migrants are different to refugees or asylum seekers in that they are not always escaping conflict or natural disaster. They may be escaping poverty, poor living conditions, looking for better paid jobs and following family (refer to real-life examples such as Sir Mo Farrah)

**Where do refugees, asylum seekers and migrants in the UK come from? Is the UK the only country that refugees go to?**

- Children will locate the countries of Afghanistan, Syria and Ukraine as examples of conflict zones in which refugees / asylum seekers might come from.
- Children will locate countries of Eastern Europe, such as Poland and Romania as examples of countries from which migrants move for better working conditions.
- Children will create a story map to help them learn about the journey taken by a refugee from a distant part of the world to the UK - taking into account the sacrifice and hardships they face. (see useful links to animations and real-life journeys.)
- Children will learn that some refugees choose other countries in which to settle, examining some specific data.
- Children will learn that asylum seekers and migrants often choose the UK due to the universal language of English.

**I'm not a refugee so why do I need to know about this subject? Why might it make me feel sad?**

- Using real life examples, children will learn that not all children are born into situations in which they are safe.
- Children will learn some examples of how people in the UK can help refugees and migrants to feel safe, welcome and valued. (Enrichment - fundraiser for a charity that supports refugees such as UNICEF).
- Children will relate these discussions to our Lawn values.

**The UNCRRC (United Nations Convention on the Rights of the Child) started in 1989 - that's more than thirty years ago. Why are there still refugees?**

- Children will learn that the UNCRRC is a treaty written in collaboration between a group of countries to protect the rights of children. A treaty is an agreement between a group of countries.
- Children will learn that there are around 11-12 million refugees around the world today. This is a very high number, but has decreased since 1992 when there were 18 million refugees (due to the Balkan conflict).
- Children will learn that the refugee crisis is a serious problem but there aren't enough resources around the world to help them all at once. Look at what we mean by 'resources' e.g. funds, housing, charities, etc. They will be taught that many 'host' countries (the countries who welcome refugees to live there) have problems themselves e.g. for the UK = lack of housing, full to capacity NHS, etc) but that there are good people who do as much as they can to care for refugees.

**Do children only have rights once they're in a safe country like the UK?**

- Children will learn Article 22 of the UNCRRC relating to 'refugee children'.
- Children will learn about the work of UNICEF and how their work is based upon the UNCRRC articles.

Write a short biography about an inspiring person who arrived in the UK as a migrant.

Create a written or digital story map detailing the journey taken by a person travelling to the UK from a distant country.

Analyse data of migrant populations living in different countries and represent this using charts and graphs.

Create a digital presentation explaining why people in the UK should help refugees and migrants to feel safe, valued and welcome.

Through role-play, explore how our Lawn Values link to ways in which we can help refugees and migrants feel safe, valued and welcome.

Use iPads to research UNICEF and some of the countries in which it operates.

Design a real fundraising event to raise money for UNICEF or another relevant organisation.

**What would I say to help another person understand why we should welcome migrants and refugees into our community?**

- Children will apply their knowledge from this topic by preparing either a written or digital presentation demonstrating their understanding by answering this 'big question'.