

 <p>Freedom &amp; Equality</p> 	<b>Year</b>	<b>6</b>	<b>Topic</b>	A Place to Call Home
	<b>Focus</b>		Indian migration to the UK	
	<b>Big Question</b>		What does a refugee or migrant-friendly society look and sound like?	
<p>Building on their learning about refugees and migrants from Years 1, 3 and 4, children will complete a study on a specific group of people who migrated to the UK to seek refuge from a conflict, but also work and help support our economy. They will focus on the Indian migration to the UK following the conflicts that arose after British rule ended - recapping learning from Year 4 on the Commonwealth and British Empire. This will be an early introduction to how British colonialism has contributed to a conflict that still exists in parts of the region today. Children will build upon knowledge gained from topics from with our 'We are all unique' theme and our R.E curriculum by examining some of the varied cultures and religions which originate from this part of the world and look at the human geography of people from this region within the UK. They will examine some of the industries which attracted people to certain areas of the country. Children will recap their learning from Year 4 about the advantages and disadvantages of migration, but expand upon this by looking at it from the perspectives of different groups within society, e.g. farmers, business owners, unskilled workers etc. They will then apply their learning from this and other 'Freedom and equality' topics throughout school to their 'big question'.</p>				

<b>Prior Learning</b>
<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>

Children will have learned about the UNCRC (United Nations Convention on the Rights of the Child) and that this was a treaty signed by a group of countries to protect children. Children will have been introduced to the work of UNICEF (**Are we nearly there yet?, Y3**).

Children will have been introduced to Sustainable Development Goals 1, 2, 3, 4, 5 and 10 (**All 'Freedom and Equality' topics from Y3 - Y5**)

Children will know the meaning of the term 'migrant' in the context of people moving to the UK from different countries (**Are we nearly there yet?, Y3 and Wanted: A diverse society, Y4**).

Children will know the meaning of the term 'migrant' in the context of people moving from rural areas to urban areas within their own country (**Children of the Revolution, Y5**).

Children will have learned the terms 'prejudice' and 'discrimination' through the context of the Windrush Generation, e.g. racial segregation due to skin colour, housing discrimination, negative signs on buildings and persecution from local people. (**Wanted: A diverse society, Y4**).

Children will know about the Commonwealth: that it is made up of different countries around the world, which includes parts of the Caribbean that speak English. (**Wanted: A diverse society, Y4**).

Through their work on the Windrush Generation, children will have examined the positive impact that the assimilation of different cultures can have on a society (**Wanted: A diverse society, Y4**).

National Curriculum Links	Global Citizenship Themes	
<p><b>PSHE</b></p> <p>Be able to describe the key characteristics and forms of bullying (<b>Anti-bullying</b>).</p> <p>Be able to talk about personal reasons why someone may engage in bullying (<b>Anti-bullying</b>).</p> <p>Be beginning to identify and describe specific types of prejudice driven bullying (<b>Anti-bullying</b>).</p> <p>Be able to express their views on a moral or social question and listen to the views of others. (<b>Rights, Rules &amp; Responsibilities</b>).</p>	<p>Social Justice &amp; Equity</p> <p>Human Rights</p>	
	<p>Knowledge &amp; Understanding</p>	<p>Skills</p>
	<p>Some causes and effects of prejudice &amp; inequality (including those pertaining to race &amp; nationality) at local, national &amp; global levels.</p> <p>Reasons why some people have their rights denied</p> <p>Importance of respecting multiple perspectives when examining the root</p>	<p>Imagine alternative possibilities &amp; suggest new ideas to solve problems</p> <p>Adapt to new situations &amp; explore new ways of seeing local &amp; global issues</p> <p>Explore multiple perspectives &amp; alternative visions of the future</p>

causes of prejudice so that effective solutions can be sought

### Key Vocabulary

Xenophobic, racist, Commonwealth, British Empire, India, Pakistan, Kashmir, monarch, British Raj, Islam, Hindu, Sikh, colonise, state, Partition, religious tension, consequence, cause, conflict, refugee, dispute, industry, Derbyshire, Manchester, Birmingham, West Midlands, Leicester, Bradford, engineering, labour, NHS, healthcare, advantages, disadvantages, diversity, prejudice, sacrifice, persecution, persecute, discriminate

### Recommended Texts & Web Links

'Wheel of Surya' by Jamila Gavin, 'No Ballet Shoes in Syria' by Catherine Bruton, 'The Arrival' by Shaun Tan, 'You Rule: Create Your Own Country' by Lonely Planet Kids, 'Who Was Gandhi' by Meachen, 'Who Are Refugees and Migrants? What Makes People Leave Their Homes? And Other Big Questions' by Michael Rosen. 'On The Move: Poems About Migration' by Michael Rosen, 'What is Race? Who are Racists? Why Does Skin Colour Matter? And Other Big Questions' by Nikesh Shukla, 'The Silence Seeker' by Ben Morley, 'Illegal' by Eoin Colfer, 'New Kid' by Jenny Craft, 'The Boy at the Back of the Class' by Onjali O. Rauf, 'Welcome to Nowhere' by Elizabeth Laird, 'Boy 87' by Ele Fountain, 'You Rule: Create Your Own Country' by Lonely Planet Kids.

[The Partition of India: What happened? - CBBC Newsround](#)

<https://worldslargestlesson.globalgoals.org/resource/children-on-the-move/>

[BooksforTopics: Refugees & Immigration](#)

### 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 & migrants?

- Children will be reminded of the UN sustainable development goals from their 'Children of the Revolution' topic in Year 5, looking specifically at 1, 2, 3, 4, 5 and 10 why they are relevant to *this* topic.

Create posters and short digital presentations about the SDGs that are relevant to the topic.

#### Why does the UK have a large Indian population?

Create story maps or cause and effect diagrams representing

- Children will recap learning about the 'Commonwealth of Nations' from Year 4 and the fact that this used to be called the 'British Empire'.
- Children will learn that between the years of 1858 and 1947, India was ruled by Britain and shared our Monarch. This was called British 'Raj' (Indian word for 'rule').
- Children will learn that the dominant religions in India at that time were Islam, Hindu, Sikh (make links with knowledge of these religions obtained from the R.E curriculum).
- Children will learn that the Indian people were not happy about being ruled by Britain and by 1947, Britain decided it no longer wished to rule India.
- Children will learn that Britain divided the country of India into two states - India and Pakistan. India was declared Hindu whilst Pakistan was declared Muslim. The majority of Sikh people remained in the Hindu part of the country.
- Children will learn that his partition (divide) forced millions to leave their homes due to religious tensions. Fighting between Muslims and Hindus caused many deaths.
- Children will learn that the consequence of this conflict caused many Indian people to seek refuge in the UK.
- Children will learn that these conflicts still exist today, e.g. the dispute over Kashmir.

#### **Why do some areas of the UK have greater communities of Asian people than other areas?**

- Children will learn some specific examples of industries in certain areas of the UK that attracted Indian migrants and locate these areas on a map. For example, Derbyshire, Manchester and Bradford textile industries, car and engineering factories in Birmingham and the West Midlands.
- Children will learn that in 1936 the city of Leicester was the second wealthiest city in the UK and attracted newly arrived Indian people because of the shortage of labour in the flourishing factories.
- Children will make links to their learning in Year 4 about the creation of the NHS and how this provided opportunities for qualified healthcare professionals.

#### **Why do some people think that the UK shouldn't accept any refugees or migrants?**

Children recap their learning from Year 4 about the advantages and disadvantages of migration:

- *Children will examine this from the perspective of a host country. Advantages would be having a rich diverse culture, reduce labour shortages and have people who are more prepared to work in low-paid jobs. Disadvantages would be the increasing cost of services such as health care and education.*
- *Children will also examine this from the perspective of migrants. Advantages would be all factors discussed previously (see first statement). Disadvantages would be adapting to cultural changes, suffering prejudice, poor living and working conditions and leaving family behind.*
- Children will expand on this, looking at the issue from the perspective of people in specific roles within society. For example, a farmer, qualified doctor of medicine, business owner and unskilled workers.

#### **What does a refugee or migrant-friendly society look and sound like?**

factors that led up to the conflict in India and events / consequences that followed. This could also be presented using an 'issue tree'.

Use Google Earth to locate cities in the UK in which high percentages of Indian migrants settled.

Use iPads to research some of the key industries which attracted people to certain cities in the UK.

Write balanced arguments about the advantages and disadvantages of migration - looking at this from both the perspectives of migrants and the perspectives of other groups of people already living in the UK. These could be recorded using audio recordings, videos or through debate.

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| <ul style="list-style-type: none"><li>• Children will reflect on how the UK can be anti-racist and anti-xenophobic whilst still feeling able to celebrate 'Britishness'.</li><li>• Children will reflect on how they, as children at school, can be a refugee and/or migrant-friendly school, class or person.</li><li>• Included in this reflection from their own perspectives will be recognising if someone <i>isn't</i> being friendly and welcoming towards a refugee or migrant to our school.</li><li>• If we adopted a motto of 'No Outsiders', what does that mean? Children will examine the point that it certainly doesn't mean that we are not welcoming outsiders, but that we view everyone as an 'insider'.</li><li>• Children will apply they learning from this topic by creating a written or digital presentation, discussing their perspective on this 'big question'. Children will also apply knowledge gained from other topics throughout the 'Freedom and Equality' theme demonstrating depth of understanding.</li></ul> |  |
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