

LIVING IN A DIVERSE WORLD

A SCHEME OF WORK
SUPPORTING CITIZENSHIP
IN KEY STAGE 2



Brent Museum



Roe Green Junior School

Living in a Diverse World



This unit of work has been developed for Key Stage One and Two pupils in the London Borough of Brent in order to encourage pupils to explore diversity in their local community. It has been produced as a result of a partnership between Brent Archive, Brent Museum and Roe Green Junior School.

As in the QCA scheme of work 'Living in a Diverse World', this unit enables children to learn about their identities and the identity of their community. Although the resources available are specific to the London Borough of Brent, elements of the unit can be extracted and adjusted for use in any school. Through a range of activities, pupils explore similarities and differences between themselves, within their community and the world in general, resulting in a clearer sense and appreciation of the diversity of their community and how this defines it.

The activities are designed to be cross-curricular and encompass a broad range of subjects from Literacy and Maths, Geography and History, to Art and Design Technology. There are also opportunities for children to talk about issues through pair and group work, circle time and class discussion.

The accompanying resources, which are an integral part of the unit, are available both online at www.brent.gov.uk/archive and from Brent Heritage Services (for contact details see below).

The resources are in visual, written and audio formats, in order to encourage children's speaking, listening, reading and information selection skills. These formats also assist access to learning for those children with special educational needs (SEN) or English as an additional language (EAL).

All photographs and character histories for the unit have been provided courtesy of Brent Archive and Brent Museum.

The unit culminates in a display of the work carried out throughout the unit. Designed to be manageable, this takes the form of a giant board game that leads participants around the various work and leisure activities enjoyed by the community of Brent.

The unit can also be supported by a final museum based session, which explores and celebrates diversity in the community at Brent Museum. For further details or to book a session please contact the Museum Learning Officer.

Contact details

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Key stage 2 – Year 3



Citizenship Unit - Living in a diverse world.

Expected outcome

A giant board game that leads participants around Brent.

Made from a patchwork display of the work created over the unit, surrounded by instructional squares leading to a variety of places of work and leisure in Brent.

Visit to Brent Museum exploring characters further using artefacts and museum exhibitions as resources.

Useful Contacts & Acknowledgements



www.standards.dfes.gov.uk/schemes2

www.oxfam.org.uk

www.britkid.org

<http://museum.man.ac.uk/learning/pdfs/section5.pdf>

www.crimestoppers-uk.org/Assets/documents/1000023CCS_MMi_INTRO.pdf

www.movinghere.org.uk/help/teachers.htm

www.traidcraftinteractive.co.uk/docs/20.pdf

www.cre.gov.uk/duty/grr/schools_casestudies.html

Key stage 2 – Year 3 Citizenship Unit - Living in a diverse world.

Expected outcome: A giant board game that leads participants around Brent. Made from a patchwork display of the work created over the unit, surrounded by instructional squares leading to a variety of places of work and leisure in Brent. Visit to Brent Museum exploring characters further using artefacts and museum exhibitions as resources.

Lesson No.	Learning Objective	Cross Curricular Links	Main Activity	Differentiation	Display	Resources
1	To understand that people all share similarities and they can be grouped by them.	Art Literacy Maths Science	Create collages of groups of people who share similarities.	Mixed attainment groups.	Collages used within patchwork.	A5 coloured paper, Magazines, Scissors, Glue. Music relating to theme. Brent archive photos on 'One World' (inside flipbook)*
2	To realise that our differences make us special.	Geography Technology Art	Create a flag that represents own individuality.	By outcome.	Flags used within patchwork.	Flag poster Flag templates on A5 paper
3	To find a country on a map and research information about that country.	Geography Literacy	Colour in a country on a map and identify its continent. Research that country.	Mixed attainment groups.	Use maps as 'START' boxes for board game.	Oral history CD, Flip book* Map on A5 paper outlining continents/countries Info on each country
4	To understand that each culture has its own special food, often due to the geology and climate of its country.	Religious Education Geography Art Literacy	Print making using fruit/vegetables.	By outcome.	Prints used within patchwork.	4 x feely bags with iceberg lettuce, red cabbage, banana, red pepper inside, Poster paints mixed with PVA glue, Sugar paper, A5 paper, Flip book*, Oral history CD
5	To look at the variety of work and leisure activities that are undertaken/enjoyed by members of the community of Brent.	Literacy Art	Create a square for the board game that shows a picture of a work/leisure activity in Brent with a game instruction.	Instructions provided.	Use around edge of patchwork to form game.	Board game i.e. Monopoly, A5 paper, Felt tips/crayons, Flip book*, Oral histories CD
6	To realise that a place is defined by the people that live there.	Literacy Maths	To write a 'Recipe for Brent' poem.	Writing frame provided with list of words.	To complete patchwork display.	Cooking pot, Slips of paper Writing frame entitled 'Recipe for Brent', A5 display paper
7 Museum Session	To explore diversity in Brent and realise that we have similar needs and are all part of one community.	History Literacy Geography Art	Make team wristbands. Explore evidence in suitcases to build up a character profile. Collect further ideas from museum displays to contribute to profile. Reflect on differences and similarities between the characters.	Mixed attainment groups and pairs.	To build a giant jigsaw reflecting the community.	Wristband materials, 4 'character' suitcases, Artefacts, Big paper and pens, Museum displays Luggage labels, Jigsaw.

Lesson 1 – Sharing our similarities



Learning objective

To understand that people all share similarities and they can be grouped by them.

Cross curricular links

Art – collage, Literacy/Maths/Science – concept of sorting/grouping.

Introduction

Children join hands in a circle. Move around clockwise as some music plays. The teacher stops the music and says 'join hands in the middle of the circle if you play football'. Those children move to the middle of the circle and move around as music begins again. Children in outer circle continue as before. Continue in this way with different groupings such as '...if you were born in London', 'if you have long hair'. Move onto similarities in feelings e.g. 'join hands if you feel hurt when someone makes fun of you', 'join hands if you would pick someone up when they had fallen over'.

At end of activity invite class to think of statements that they all have in common e.g. 'We all live in London', or 'we all care for each other'.

Main

In groups the children decide on a grouping statement such as 'All these people have brown eyes.' They write the statement at the top of an A5 sheet of paper and cut out pictures of people from magazines who fit the statement.

Plenary

Each group presents their sheet to the rest of the class.

Pin the pictures up and invite children to think of statements that the people in all the pictures have in common e.g. 'They all live on the same planet', 'they all work', or 'they all need food and water'.

Give out Brent Archive pictures re: 'One World' – ask children what message these images give. Conclude with realisation that although we can be grouped by similarities we share, each and every one of us shares common needs e.g. to be treated kindly, to eat and drink, shelter etc.

Display

Use finished collages to begin a patchwork display of work created throughout the unit.

Resources

A5 coloured paper

Magazines

scissors

glue

Music relating to theme

Brent archive photos

Lesson 2



Learning objective

To realise that our differences make us special.

Cross curricular links

Geography – flags, Design and Technology, Art.

Introduction

Recap last lesson by looking again at the collages created. What was the same about the people in each group? Ask children to look again at two of the groups and compare them. Children to spend a minute with their talk partner discussing possible differences between the two groups.

Talk partners feed back their answers.

Sitting in a circle, ask the children to talk to the person next to them. Ask each other about their hobbies/interests/languages/religion/family/pets etc. Decide on one thing that makes the two of you different, i.e. I am different from xxx because I can speak French.

Go around the circle sharing differences.

Introduce main task by first looking at a poster showing the flags of the world.

Ask the children if there are any flags that are the same.

Conclude that this also reflects the differences between the countries, as no two countries are the same. Just like people they have similarities but also many differences.

Main

Give each child a template of A5 paper divided into four. Ask the children to draw one thing in each section that represents them. This may be their interests/personality/country etc.

At the end of the session collect all the flags into a bag.

Plenary

The children take turns picking a flag from the bag and try to work out whom the flag belongs to from the representational pictures drawn.

Conclude that even though there were many similar ideas, there were also many differences and no two flags were the same, just as no two people are the same and this is what makes each individual special.

Display

Use finished flags to add to patchwork display of collages already created.

Leave room in patchwork for prints to be created in lesson 5 and recipe poems to be created in lesson 6.

Resources

Flag poster

Flag templates on A5

Lesson 3



Learning objective

To find a country on the map and research information about that country.

Cross-curricular links

Geography, Literacy – non-fiction texts.

Introduction

Explain to the children that over the next few weeks they will be studying in detail the life of a real person who lives in Borough of Brent, London. Just like the people looked at in lesson 1, and just like themselves, these people will have many similarities and many differences. Each person comes from a different continent in the world and they will be finding out what makes their country special.

Ask the children to name the continents. Clarify difference between countries and continents. Listen to oral history CD, where characters introduce themselves and the countries that they are from.

Main

Divide the children into four groups, explaining that these groups will remain the same for the rest of the unit. Give the children the map template. Ask the children to look at the information provided to them in the introduction of their flip book.

Decide which country their character comes from and colour it in on their map. Decide on the continent it is in and write it below. Then write down all the information they can find about that country from the introduction section only of their flipbook.

Also look at the other books and information provided on their table, and write down other details about the country.

Plenary

Teacher to act as quiz master asking each team questions about their character's country. Team who gets most of their answers correct wins.

Display

Use maps as 'Start' boxes that will represent each character for board game. These will be placed along the outside of the patchwork.

Resources

Oral history CD

Flip book

Map on A5 paper outlining continents as well as countries

Further information on each country

Lesson 4 – Food from different cultures

Learning objective

To understand that each culture has its own special food, often due to the geology and climate of its country.

Cross-curricular links

Religious Education – special times, Geography – land and climate, Art – printmaking, Literacy – adjectives.

Introduction

Discuss special meals and the occasions on which families will have a special meal.

In circle children take turns to talk about a special meal they have had. List on the board.

Begin to relate the countries the children are from to the special meals they have had and discuss why they think this is. Bring out the climate and geology of different areas of the world and how this affects the food that can be grown there.

Give each group a feely bag with the fruit/vegetable that represents their character.

Take turns to feel the fruit/vegetable and guess what it is.

Hear suggestions from each group.

Listen to oral histories food section. Look at section on food in their flipbook, as well as pictures displayed on their table. What food did each character mention/can they see? Can they now identify their fruit/vegetable? Reveal contents of each bag.

Main

Cut each vegetable into segments and give to every member of each group i.e. Group studying Irish character to each have section of Iceberg lettuce (as this is mentioned by him). Group studying Jamaica to have a slice of banana with skin left on.

Give each group palette of 2 colours suitable for their fruit/vegetable.

Teacher models how to use the fruit/vegetable to print onto A5 paper. First dip the section into a colour and print onto sugar paper to get a feel for how much paint is needed and which side of the section makes the most interesting patterns etc. When ready print onto the A5 paper.

Plenary

Look at each group's prints. What colours can they see? Do these colours bring a certain taste to mind?

Extension Each group taste their fruit/vegetable.

Display

Use finished prints to add to patchwork display of collages and flags already created. Leave room in patchwork for recipe poems to be created in lesson 6.

Resources

4 x feely bags with iceberg lettuce (Ireland)
Red cabbage (Poland)
Banana (Jamaica) or ginger (India) inside

Poster paints mixed with pva glue
Sugar paper
A5 paper
Flip book & Oral history CD



Ingredients

100g of

350g of

1Kg of

500ml of

1 teaspoon of

1 tablespoon of

A pinch of

Method

1. Place all the ingredients together and

2. When all the ingredients are.....add some
and

3. Look after Brent by.....and.....

4. Treat it.....

5. Decorate it with.....

6. Admire it and enjoy!

Lesson 5 – Leisure in Brent



Learning objective

To look at the variety of work and leisure activities that are undertaken/enjoyed by members of the community of Brent.

Cross-curricular links

Literacy – instructions, Art.

Introduction

What leisure activities do the children partake in during their free time? List on board. What jobs do their parents do? List on board.

Listen to oral histories work and leisure section. Each group look through their flipbook and list firstly the jobs undertaken by their character and then the leisure activities enjoyed by their character. Listen to children report back and list their findings on the board.

Main

Explain to the children that as a display they will be creating a giant board game.

Show a board game such as Monopoly. Ask children to pick out the different instructions and places they can see on the board game.

Look at the list of work activities in Brent that they discovered from their flipbook.

How could they draw these?

Look at the list of leisure activities in Brent that they discovered from their flipbook.

How could they draw these?

List instructions they would like to include on their board game next to each activity.

Allocate a square for the board game to individuals/mixed pairs – either a picture of a work/leisure activity, name of activity and instruction.

Provide them with a sheet of A5 paper each on which they draw their activity and write their instruction.

Plenary

Did any of our characters like going to similar places?

Display

Use maps created in lesson 3 as the starting places on the board – mark each one START.

Instruction/activity boxes to surround patchwork already created.

Resources

Board game i.e. Monopoly

5 paper in variety of colours

Felt tips/crayons

Flip book & Oral histories CD

Lesson 6



Learning objective

To realise that a place is defined by the people that live there.

Cross-curricular links

Literacy – poetry, Maths – weights and measures.

Introduction

Show the children a cooking pot. Explain that the cooking pot symbolises Brent.

Give each child a slip of paper to write down one thing they have learnt about their character during the unit. When they have done this, place their slip in the pot.

Discuss cooking and elicit the concept of recipes and their ingredients/method.

Suggest that if Brent were a giant cake, everything they have learnt about their character is like an ingredient that makes up that cake.

Explain the main task, showing the writing frame. Show how we could fill in the ingredients section writing frame by just adding the information from selected slips of paper.

Ask how they could make it sound more interesting – elicit the idea of adjectives that describe the different senses.

Pull out each slip of paper and stick to the board.

Discuss good adjectives that could be used for each ingredient and list these separately.

Main

Children fill in the ingredients section of Recipe for Brent writing frame, using the information on the board as their inspiration.

Plenary

Discuss the method section of the writing frame and words that could be used to fill in the blanks.

Write these up on the board. Children select appropriate words and fill in blanks on their writing frames.

Copy completed poems onto A5 display paper.

Display

Complete patchwork display with finished poems.

Resources

Cooking pot

Slips of paper

Writing frame entitled Recipe for Brent

A5 display paper

Lesson 7 Museum Session: Different Cultures, One Community

Learning objective

To explore diversity in Brent and realise that we have similar needs and are all part of one community.

Cross-curricular links

History, Literacy, Geography, Art.

Introduction

Introduce children to the museum and recap on the work they have done so far on their characters.

Explain that they are going to use the museum and be detectives, enabling them to find out more about the people they have been learning about. Brainstorm ways you can find things out in a museum.

Each team given materials (limited by colour) and create wristbands in teams to underline they are part of a group and talk about working together. Brainstorm why it is good to work in a team.

Explain the main task and that the children are going to be detectives. Show the suitcases.

Give examples of the sorts of things you might find out from an object. Explain there are some things that you will be able to know, and there are some things that you can guess from the evidence, but that this is okay.

Main

Children work in groups to explore one of 4 suitcases and then feedback to class what they have discovered.

Children then use the museum exhibition to explore further aspects of their character with a challenge card - E.g. What they like to do to relax, where they might like to visit, what they might buy.

Teams divide up into pairs/threes and children record their ideas on a luggage label in drawing and writing.

Plenary

Children come back together and share the different information they recorded on their luggage label.

Discussion about how although there are lots of differences between the characters, they also have some of the same things they like, and are all part of the same community.

Complete a jigsaw of community image, read the words 'No matter who you are, where you're from, how you speak, you'll always belong'. Discuss the idea of community and what it feels like to be a part of one in Brent.

Display

Giant jigsaw of community completed as a whole class.

Resources

Wristband materials

4 'character' suitcases and artefacts

Large paper and pens for recording ideas, Museum displays, Luggage labels, Jigsaw