

WHAT'S FAIR?

Equality for All?



Click below to find out how
each year group will deliver
'What's Fair'

KS1

KS2

FS1 & FS2

Y1

Y2

Y3&4

Y5&6

'What's Fair' in the Foundation Stage

The very youngest of our learners often find it difficult to understand the idea of fairness since they are still quite egocentric, tending to look at things from their own point of view - a natural developmental stage. Something as simple as taking turns can be tricky but once mastered it forms part of the process of developing an 'equal respect' for another person. We begin by introducing scenarios and situations through stories and discussions, and posing the questions 'What is fair/unfair?' 'Why do you think it is fair/unfair?' 'How do you know its fair/unfair?'. This will naturally lead to discussions about feelings and how to best deal with the distressing ones, equipping children with an essential life skill. As real life problems naturally arise, the children will begin to use their increasing verbal abilities to resolve situations fairly and be able to apply the concepts to solving other problems in other areas of learning, e.g. mathematical problems. Proceeding through into FS2, children will be discussing the need for equality and 'fairness', introducing the need for rules and beginning to understand the sense of justice.

WHAT'S FAIR?
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FS1 & FS2

Click for Knowledge
Organiser



ATTENBOROUGH CURRICULUM FOR GLOBAL CITIZENSHIP: **KNOWLEDGE AND UNDERSTANDING**

THEME OF GLOBAL CITIZENSHIP	EYFS (Ages 3-5)	KS1 (Ages 5-7)	KS2 (Ages 7-11)
Social justice and equity	<ul style="list-style-type: none"> ⇒ what is fair and unfair ⇒ importance of caring and sharing 	<ul style="list-style-type: none"> ⇒ what fairness means. ⇒ examples of what it can mean to be rich or poor in local and other contexts. 	<ul style="list-style-type: none"> ⇒ how fairness may not always mean equal treatment ⇒ some causes and effects of poverty and inequality (including gender inequalities) at local, national and global levels



Learning Opportunities

1	Entry point: Read the story of Goldilocks and the 3 bears—What do the children think about Goldilocks behaviour? Were her actions fair?
2	Knowledge harvest: What is fair and unfair? What does it mean to care and share?
3	Maths activities— problem solving e.g. sharing a number of objects to make it fair
4	Science activities—introducing the concept of fair testing, challenges and explaining what happened verbally.
5	PSED - sharing, teaching the children the importance and benefits of sharing and taking turns in adult led and child initiated play, and dealing with feelings that arise.
6	Literacy/ Communication and Language– talk for writing and Oracy opportunities about caring and sharing.
7	Exit point: speaking and listening opportunities to celebrate the learning that has taken place and apply what they have learnt to real life problems

Ideas for Home

1	Sharing stories and discussing the morals
2	Encouraging talk in full sentences using the words why and because
3	Play a variety of board games where children learn that losing is ok eg. Snakes and ladders.

Out and About

1	Visit RMP police station
2	Community library
3	Local walks around camp

Related books

1	Goldilocks and the 3 Bears
2	Aesop's fables
3	I did it I'm sorry
4	Little Red Riding Hood
5	Bible stories
6	Sharing a shell
7	The elephant learns to share
8	The Rainbow Fish

Festivals, traditions and celebrations

1	Shrove Tuesday— pancake day
2	Karneval
3	Mothers Day
4	Easter

Stay and play

1	Mothers Day pamper 19th March
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FS1 & FS2

Vocabulary

1	Fair/ unfair
2	Right/ wrong
3	Sharing
4	Equal
5	What/ why/ because
6	Explain



'What's Fair' in KS1

Learners will often let you know if something 'is not fair'... but what is fairness? How do you know if something is unfair? A child's immediate world can often seem unfair to them. In school if a situation on the playground doesn't go our way to a falling out with a sibling at home. It may seem to us that something is '**unfair**' but we live in a society built upon rights, responsibilities, fairness and equality. There are parts of the world where inequalities are prevalent and children, like us, face tough lifestyles, **unfair** lifestyles.

During this unit of work the children in KS1 will deepen their understanding of equality and the concept of fairness. They will build upon their awareness that fairness can mean 'the same' and how the impact of unfair treatment could leave a person feeling upset. Through discussion and research, they will explore the rights that we as children have and how these rights have changed throughout time. In Year 1, the children will explore how schooling has changed over time. How children weren't treated equally at school, with boys and girls being educated separately and the harsh punishments that were used as part of everyday school routine. They will build upon this in Year 2 with the children exploring how their right to a childhood and an education didn't always exist, meaning school-aged children often had to work in dangerous conditions.

The concept of equality is introduced in Year 1 through the Paralympics and other inclusive sporting events. The children will begin to explore the idea that fairness doesn't always mean the same (*which will be built upon in KS2*). This theme of equality will continue into Year 2, where the children will compare the lives of children in 'rich' societies compared to 'poorer' societies.

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Learning Opportunities	
1	Entry Point - explore the concept of 'fairness' through a selection of PE activities and challenges. Children to be in two teams and will compete against each other.
2	Knowledge Harvest - explore the meaning of fairness and discuss what is in place to ensure everyone has equal opportunities.
3	Through PSHE, the children will experience unfairness first hand through a selection of activities/challenges: discuss their emotions felt and the impact these may have on a person.
4	Looking more closely at fairness to others. How can we ensure we are treating everyone fairly?
5	Within History, we will be comparing lifestyles and the rights experienced by children in Victorian Era and now.
6	We will explore Equality VS Equity - is it fair to give everyone the same, even if they are not starting at the same level as us?
7	Case Study on Paralympians - how they came to have their own sporting event and the impact this has had over the years (including Invictus Games).
8	Is it fair that people have to endure life in a certain way? What can we do to improve their way of life - link with charity work.
9	In conclusion, the children will draw comparisons between those who are 'rich' and those who are 'poor' across the world. What implications do they each face? How do they differ?

History	
1	Looking at school systems during Victorian times. How are they different to modern times?
2	Paralympics - what is it? When was it created? Who was allowed to compete?
3	Paralympics - look closely at a famous Paralympian. What challenges did they overcome to achieve?

Geography	
1	Rich VS Poor economy around the world. How are the rich viewed in society?
2	Rich VS Poor economy around the world. What can be done to support those who are poor?

PSHE	
1	How can our actions towards others affect them?
2	Should we treat people in a kind manner even if we do not like them or view them as 'bad'?
3	Human Rights and how we implement these in our school life.
4	How do charities help those who are poor / in need?



Vocabulary	
1	Fairness / Fair / Unfair
2	Discrimination
3	Equality / Inequality
4	Equity
5	Rights

Related Books	
1	Wolf Won't Bite
2	Fair is Fair
3	The Squirrels who Squabbled
4	We're All Equal
5	Last Stop on Market Street



Learning Opportunities

- 1 **Knowledge Harvest** - Exploring the idea of 'Fairness'. What fairness means and what is in place to ensure that everyone has the opportunity to experience things fairly.
- 2 **How can unfairness affect people?** - Exploring how unfair treatment makes people feel. How we should be treated equally and fairly by everyone in our lives.
- 3 **How do the rights we have establish fairness and equality?** - The basic introduction to human rights through the book: 'We are all Born Free'. Exploring the concept of being 'poor' and where 'poverty' exists in some parts of the world.
- 4 **Is it fair that some people are rich and others are poor?** - In RE, exploring the story of 'The Rich Farmer'. Identify the message in the story and explore ways in which we can support people who are less fortunate through the charities we raise money for.
- 5 **Has fairness always existed in our society?** - Learning about conditions of Victorian children in the past. How rights for children were different compared with today and the role of Dr Thomas Barnardo in changing this.
- 6 **How have people in history overcome unfair treatment?** - Revisiting the concept of fairness and equality. Explore the activism of Rosa Parks and her fight for equality between white and black Americans.
- 7 **Why does inequality exist?** - Exploring the inequalities in our world and how some societies don't have the fairness that we have in our country/society.

PSHE

- 1 Learning about what fairness means and how we can ensure that we are being fair to one another.
- 2 Discovering how unfair treatment can make people feel. Why it is important to be kind towards others.

Ideas for Home

- 1 Week 2 - Think about how your parents make sure things within your house are 'fair'. What rights do you have at home? Do you have to earn rewards? Has there ever been a time when a sibling has received something that you haven't? Bring some examples into school to share.
- 2 Week 3 - Can you research a charity that helps tackle inequalities and unfairness in our world. It could be a charity helping people in the UK or overseas.
- 3 Week 4 onwards - Research what life was like for a Victorian child. Can you find any examples of the jobs they had to do? What were their living conditions like? Can you imagine if this happened today?

Related books

- 1 *Amazing Grace* by Mary Hoffman and Caroline Binch
- 2 *The Lion Inside* by Rachel Bright and Jim Field
- 3 *We are all Born Free: The Universal Declaration of Human Rights in Pictures*
- 4 *I Like, I Don't Like* by Anna Baccelliere

History

- 1 Victorian Era - How childhood in the past was different to modern times. The conditions children lived in and their expectation to work.
- 2 The significance in the actions Rosa Parks took to demonstrate her right for a seat on a bus and the message she taught us about equality.

Geography

- 1 In parts of the world, people are less fortunate than us and live poorer lifestyles. We will explore whether this is fair and how charities are supported which can help tackle these inequalities.

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Year 2



Vocabulary

- 1 Fair / Fairness
- 2 Equality / Inequality
- 3 Poverty
- 4 Rights
- 5 Racism
- 6 Discriminate / Discrimination



WHAT'S FAIR?

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KS2

What's Fair in KS2 is divided into Lower KS2 (LSK2 - Years 3 & 4) and Upper KS2 (USK2 - Years 5 & 6)

Click the Area you Wish to visit

**Lower KS2
Y3&4**

**Upper KS2
Y5&6**

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'What's Fair?' in LKS2

Learners will often let you know if something is 'not fair'... but what is fairness? How do you know if something is unfair? A child's immediate world can often seem unfair to them. In school, if a situation on the playground doesn't go our way or a falling out with a sibling at home often ends with 'it's not fair'. It may seem to us that something is '**unfair**' but we live in a society build upon rights, responsibilities, fairness and equality. There are parts of the world where inequalities are prevalent and children, like us, face tough, **unfair** lifestyles.

We live in a society that is equal. Or do we? There are different sides to the same story and this is what the children in Year 3 and 4 will be investigating this half term. Through 'What's Fair?' we will look into our community and society to ask what inequality exists there and what we can do about it. We will also look into history at change-makers who have stood up against inequality. What about the inequality that exists today that we don't see? - we will be investigating more. We will learn more about the issues that children face just because of where they were born in the world.

Wouldn't it be fantastic if the future was full of people who didn't judge other humans based on their gender, race or class? Wouldn't it be fantastic if our children could recognise inequality and act against it?

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Year 3&4

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English	
1	We will do an in depth reading of 'Separation is Never Equal' which looks into race inequality in education.
2	Creative writing based on our reading of 'Separation is Never Equal'.
3	We will read from 'Shaking Things Up: 14 Poems About Young Women Who Have Changed the World' and imitate one of the poems.
4	From our work supporting a local organisation we will write persuasive letters asking more people to help out.
5	To end our learning children will summarise their learning and their feelings about Equality for all in a 'double page spread' which will be a page from a non fiction text titled 'What's Fair?'

History/Geography/RE Learning	
1	Inequality through different civilisations
2	The fight for gender equality— The Suffragettes
3	Supporting the fight against local inequality
4	Look into the different lives children have over the world.
5	Racial inequality and its impact— religious groups that have chased out of their homes.

Oracy – Discussions we'll have	
1	What does 'fair doesn't always mean equal' actually mean?
2	What does global inequality look like?
3	What is gender inequality?
4	Is there inequality in our society?
5	How did Nelson Mandela stand up against inequality?
6	How can we stand up against inequality?



Vocabulary	
1	Equality
2	Neutral
3	Inequality
4	Human Rights
5	Unfair



'What's Fair' in UKS2

Learners will often let you know if something 'is not fair'... but what is fairness? How do you know if something is unfair? A child's immediate world can often seem unfair to them. In school, if a situation on the playground doesn't go our way or a falling out with a sibling at home. It may seem to us that something is '**unfair**' but we live in a society build upon rights, responsibilities, fairness and equality. There are parts of the world where inequalities are prevalent and children, like us, face tough, **unfair** lifestyles.

During this unit of work, the children in Year 5 and 6 will explore the world of equality; focussing particularly on the history of **inequality** between men and women.

The children will begin by exploring the timeline of equality and identifying key events in British history that highlight gender equality/inequality. Through oracy and research, we will explore human rights and why it matters for men and women to be treated equally. Year 5/6 will begin to identify specific areas in which gender equality has not been transparent, and compare them on a local, national and global level. The children will discuss topics such as jobs, pay, recognition of success and sports.

Our learning journey for this unit, will conclude with the children reflecting on the history of gender equality and looking towards the future of equal rights between men and women.

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Year 5&6

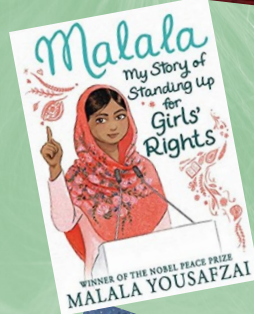
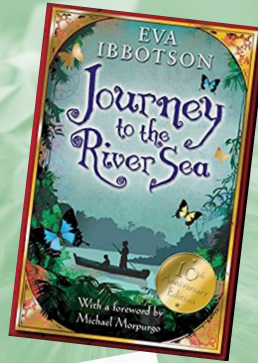
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English

1	Conversational poetry focusing on the setting of the book.
2	Book analysis of 'Journey to the River Sea' and focus on prediction reading skills. Read text and focus on the six key areas of reading skills: summarising, prediction, inference, questioning, clarifying and activating prior knowledge.
3	Biography-Our learners will focus on a key figure in British history and create their own biographies.
4	Narrative –Our learners will build upon our core text and create a narrative piece focusing on the main character, Maia.
5	To make a speech about the future of gender equality.



Learning Opportunities

1	Knowledge Harvest - Does fairness always mean equal treatment?
2	What is the history of equality between men and women?
3	Why does gender equality matter?
4	Do we live in a gender neutral world? (Locally vs Nationally)
5	Do we live in a gender neutral world? (Locally vs Globally)
6	What will equality look like for our future?

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Year 5&6

Vocabulary

1	Equality
2	Neutral
3	Inequality
4	Human Rights
5	Unfair
6	Gender

PSHE

1	Discussion into fairness and equality.
2	What are human rights?
3	Is life fair for everyone?

History

1	History of equality - chronological knowledge
2	Gender equality—history of human rights
3	Gender equality—sports and working world

