



MAKING A DIFFERENCE?

Identity & Diversity
Peace & Conflict



Click below to find out how each year group will deliver 'Making a Difference'

FS1 & FS2



KS1



Y3&4

Y5&6

KS2

'Making a Difference' in the Foundation Stage

We live in world with lots of different types of people. Children need to become aware and adept at understanding the uniqueness and value of every person. Children need to understand how to solve 'conflict' that arises day-to-day and aim to find 'peace' in their little world.

In the Foundation Stage, we encourage the children to look closely at the similarities and differences between themselves and others. We explore and partake in the different customs, routines and festivals which are important to different cultures. Through the sharing of stories and experiences, we begin to understand the need for 'respect' and the idea that it is okay for people to hold different viewpoints or beliefs. We look at the life of **Jesus (a global hero)** and the challenges that he faced. We lay the foundations in learning how to negotiate and solve problems without aggression, and to find a compromise, in everyday situations. We continue to build on exploring how our own actions have consequences and how they can affect others in both a positive and negative way, and try to find a way to appropriately manage our feelings.

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FS1 & FS2

Click for Knowledge
Organiser



ATTENBOROUGH CURRICULUM FOR GLOBAL CITIZENSHIP: KNOWLEDGE AND UNDERSTANDING

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Learning Opportunities

- | | |
|---|--|
| 1 | Entry Point: Read Giraffes Can't Dance
Discuss what the different animals were good at and why? Why wasn't the Giraffe good at dancing? Are there things the other animals wouldn't be able to do? |
| 2 | Knowledge Harvest: How are we the same/ different?
What am I good at? What is the best thing about me? |
| 3 | Culture wheels. Children to each take a culture wheel home to fill in about their family, culture, hobbies etc. |
| 4 | Knowledge and Understanding—People and Communities. Children learn about other cultures through the wide variety of festivals and celebrations as listed below, through stories, videos and active participation in the celebrations in school. Learning about Nativity and Jesus stories. |
| 5 | Day-to-day 'real' situations—encouraging children to use basic ways to avoid, manage and resolve conflicts, finding ways to appropriately manage our feelings eg use 'Me' time skills taught and discussion opportunities. |
| 6 | Exit Point : Celebrating the differences in our families and cultures through the sharing of our culture wheels. |

Festivals, traditions and celebrations

- | | |
|---|--------------------------------------|
| 1 | Bonfire Night - 5th November |
| 2 | Remembrance Day 11th November |
| 3 | St Martins Tag 11th November |
| 4 | Children in Need 13th november |
| 4 | Diwali - 14th November |
| 5 | Christmas 25th December |
| 6 | Celebration assemblies/ merit awards |
| 7 | Culture wheels |

Global Heroes

Jesus

Related books/ stories

- | | |
|----|--|
| 1. | Sparks in the sky - ebook |
| 2 | Lots of lights - Diwali |
| 3 | The Diwali Gift |
| 4 | Deal's Diwali—ebook |
| 5 | Rama and Sita |
| 6 | Giraffes Can't Dance |
| 7 | The Story of Sankt Martin |
| 8 | CBeebies - Poppy animation |
| 9 | The Nativity Story / Jesus bible stories |
| 10 | Babushka |
| 11 | But Martin |
| 12 | Beegu |

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FS1 & FS2

Vocabulary

- | | |
|---|------------------------------|
| 1 | Same/ similar |
| 2 | Different/ difference/unique |
| 3 | Problem/ solution |
| 4 | peace |
| 5 | conflict |
| 6 | culture |
| 7 | respect |
| 8 | feelings |

Parental involvement

- | | |
|---|---|
| 1 | Children to complete a culture wheel at home to share in school |
| 2 | |





'Making a Difference' in KS1

As adults, we see young children fall into conflicts on a regular basis. Whether this be with our parents, siblings or friends it may seem that conflicts are a common experience for children in KS1. What are the causes of these conflicts within our lives? Do conflicts occur among other people, countries or communities within the world and most importantly, why is it importance to resolve these conflicts?

As children grow older, they are beginning to develop their sense of identity and belonging. Sometimes a difference in personality can cause conflicts but it is important to recognise and celebrate our differences and the unique and diverse community that we are part of.

During this global theme, the children in KS1 will be addressing some of the questions posed above. We will be learning to identify what makes us unique. From learning about families, cultural traditions from within our school and children's experiences across the world to the challenges people living with the effects of conflicts. The children will learn to identify what a conflict is, making links to the previous topic 'Leading the Way', and begin to understand why conflicts need to be resolved.

Our global heroes for this unit of learning are **Martin Luther King Jnr**, and **Tanoa Visawaqa**. Both these individuals helped make a difference by resolving a conflict or making a significant difference. Throughout this unit, we will explore **who** these individuals were, **what** actions they took and **why** this was significant. The children will begin to develop a sense of 'chronology' as we place these individuals on a time line relative to our previous global heroes.

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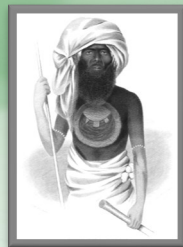
Learning Opportunities

1	How are we different? - Entry Point Exploring how each one of us are different. Beginning to explore the traditions each child has within their family, how that difference from our friends and how that makes us unique.
2	Introducing our global heroes for 'Making a Difference'
3	How did our global heroes make a difference? - Learning about the actions of Martin Luther King Jr in the attempt to achieve equality during the American Civil Rights movement of the 1950s and 1960s. He was unique in his approach towards challenging conflict in the way he advocated the use of non-violent methods.
4	What is conflict and how can we resolve this? - PSHE - We will identify the cause of conflict within our own lives both in school and at home among siblings or with our parents.
5	How does conflict affect people? - Through the use of children's literature, we will explore the effects that global conflicts have had on children. We will learn what the term refugee means and the experiences of these children as they move to new countries.
6	How do expressionist artists show their identity? We will explore the genre of art 'expressionism' through the work of famous artists such as 'Picasso' and 'Matisse'.
7	How do artists work in an expressionist style? - Through the use of sketch books, we will begin to examine how artists work in an expressionist style, using different colour and painting techniques to display mood. We will work towards a final piece, a picture based on the theme of 'conflict'.

Global Heroes

Martin Luther King Jr.

Tanoa Visawaqa



Geography

1	Use maps and atlases to locate countries on a map - We will be locating countries where conflicts have arisen and the journeys children take to reach a safer life.
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English

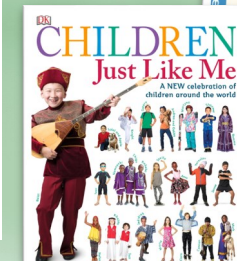
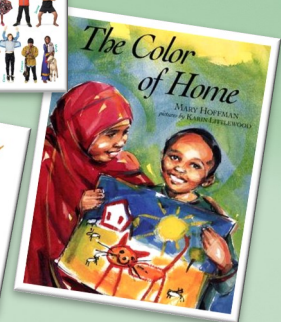
Reading Focus:	
1	Y1 <i>The Journey</i> - Francesca Sanna Y2 <i>The Day War Came</i> —Nicola Davies
2	Recounts - The experience of leaving your home because of conflict.

Art and Design

1	To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. - We will be creating a piece of artwork based on the theme of conflict. The children will be asked to reflect on this theme and express themselves through the expressionist style.
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Vocabulary

1	Refugee
2	Expressionism
3	Conflict
4	War
5	Diversity
6	Culture
7	Traditions



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KS1 (Y1 & Y2)

Related Books

1	<i>The Journey</i> - Francesca Sanna
2	<i>The Day War Came</i> - Nicola Davies
3	<i>Children Just Like Me</i> - Barnabas & Anabel Kindersley
4	<i>The Colour of Home</i> - Mara Hoffman
5	<i>King of the Sky</i> - Nicola Davies



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KS2

'Making a Difference?' 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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'Making a Difference?' in Y3 & 4

Our decisions help to shape our future.

Historically, many decisions regarding peace and conflict have had drastic consequences. Events from the past have brought us together in our own unique environment. Decisions and actions that were out of our control are reflected in the lives we now lead here in Germany.

During this unit of work, the children in Year 3 and 4 will explore compare and contrast historical events linked to peace and conflict; focusing particularly on children during World War II.

The children will begin by exploring the key events and dates that led to our lives today. They will begin to understand the importance of chronology by researching the timeline of WWII. They will identify the impact this decision had on children and discuss the consequences of such actions and events. Year 3/4 will also begin to compare the lives of evacuees to refugee children that are still fleeing war-torn countries today.

Our learning journey will allow our global citizens to briefly step into the lives of evacuees and draw conclusion of what life was like for children during this time.

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Year 3&4

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Learning Opportunities— History, Religious Education and Geography

1	What is peace and conflict?
2	Why do we live in Germany?
3	How were children affected during World War II?
4	What were the consequences of evacuation?
5	Are there similarities and differences between evacuees and refugees?
6	What do different people and religions believe about God?
7	Why are festivals and celebrations important to different religious communities?

Big discussions...Oracy

1	What are the main causes and consequences of war?
2	Why is identify and diversity important to different cultures?

Global Heroes

Anne Frank

Winston Churchill

English

1	Recount - Biography and Diary Entry
2	Narrative - Evacuee Story
3	Poetry - War poems

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Year 3&4

Vocabulary

Peace

Conflict

Diversity

Evacuee

Refugee

Festivals

Chronological



'Making a Difference?' in UKS2

In the past, there have been specific events that have contributed to our present. Today, we live our lives here in Germany but what are the reasons for that? Furthermore, the consequences of past conflicts have paved the way for our children to be learning here in Attenborough School, but what are the reasons for this? What do our learners know about the reasons behind their lives here in Germany?

During this global theme, the children will explore questions that are the make up of our presence in Germany today. They will learn about how global conflicts affected people personally and how decisions that were made in the past have contributed to their lives, and freedom. The children will explore the difference between peace and conflict and how the consequences of history, with particular reference to World War 2 have on their lives today.

Our global heroes for this unit are Anne Frank and Winston Churchill; both of these individuals were inspirational in their beliefs and attitudes. We will explore who they are, what was significant about them and how they have contributed to the lives we lead today.

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Year 5&6

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Learning Opportunities

Knowledge Harvest– What do we already know about peace and conflict? What do we know about World War 2?

Entry point- How did World War 2 affect our locality here in Germany?

Identify the chronology of World War 2 as a key

How did geography affect the course of World War 2? What were the reasons for World War 2? What impact did that have on countries across the World?

Introduce Anne Frank and Winston Churchill. Evaluate the beliefs and behaviours of Anne Frank and Winston Churchill.

What was the cause and effect of conflict in Germany?

What were the beliefs and behaviours of Anne Frank and Winston Churchill? Were there any similarities and differences?

How have past events impacted on life today? What evidence can you find to support your understanding?



Global Heroes

Anne Frank

Winston Churchill

English

Remembrance-Write a letter from the trenches.

Remembrance poetry.

Reading focus– The Boy in the Striped Pyjamas, Anne Frank, Carrie's War, Winston Churchill.

Recount-Life as a prisoner of war.

Newspaper Report-Britain declares war on Germany.

Diary entry - in the style of Anne Frank.

Vocabulary

Allies

Holocaust

Concentration Camp

Prisoner of War

Nazis

Jews

Swastika

Liberation

Prejudice



Geography

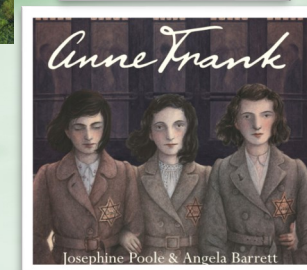
Locate the world's countries, using maps to focus on Europe .

RE

To explore beliefs and practices of Judaism and what it means to be a Humanist Jew.

Art

To learn about great artists, architects and designers in history.



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Year 5/6

