

## **Sea and Learn – Lesson Plan: A Fleet of Nations - 1**

**Key Stage:** Two

**National Curriculum Links:** 1a; 2c, 2e, 2i; 4a, 4b, 4d, 4f, 5b, 5g

**Main Subject Focus:** Citizenship

### **Learning Outcomes:**

Children will:

- Recognise and show respect for people's similarities and differences.
- Know that different things contribute to our identity.
- Be able to use their imagination to consider other people's experiences.
- Recognise that British society consists of many different ethnic groups and that they are all equal.

### **Resources Required:**

- 'Who are the British?' worksheet
- 'Who are the British?' answer sheet

### **Lesson Outline:**

1. Begin by sitting altogether in a circle and remind children of rules when participating in a circle time session. Then ask them to identify things that they have in common with people in their class e.g. all wearing the same uniform, and then to identify their differences e.g. someone wearing glasses etc. Reflect on characteristics that all humans share e.g. basic need for food, shelter, emotional support etc.
2. Ask children to share something about them that make them uniquely different then draw conclusions together about different factors making up their individual identities.
3. After a short circle time game, bring children back together to make 'silent statements' saying 'Cross the circle if you...are wearing short socks; have a pet; feel hurt if someone makes fun of you or your family' etc. Discuss how they can deal with people who make them feel unhappy with their unkind words or actions.
4. Finally, ask them to work in pairs to make a list of things that make them feel sad at school, e.g. being teased, bullied etc. Then identify together those actions that are morally wrong and why they are wrong e.g. it is wrong to tease someone because of their race or if they have a disability. Reflect on how British society is intolerant of this kind of behaviour and start to ask questions as to why this is.
5. Now ask children to look at the worksheet regarding the make up of British society (Worksheet 1). Ask them to work in pairs or small groups to discuss 'Who are the British?'
6. Once they have finished their discussion and have completed their worksheet, go through each ethnic group listed and reveal how they are all part of the make-up of British society (Worksheet 2).

7. Finally, encourage children to reflect upon the lesson and to recognise that all the ethnic groups making up British society, should be treated as equals.

**Extension Ideas:**

- Ask children to work in small groups to produce a piece of drama to show how exclusion of an individual because of their ethnicity or because they are perceived to be different in some way, can be hurtful. Ask them to show how we can deal with situations like these. Make sure you have a discussion after each group's performance to look at all aspects of the situation.

## **Sea and Learn – Teacher’s Notes (1)**

### **QCA Links – Citizenship**

This lesson has used elements from the QCA module Unit 5 'Living in a Diverse World'. You may wish to look at this unit in further detail and expand this lesson so that it is taught over 3 or 4 sessions instead.

### **Useful Websites:**

[www.bl.uk/services/learning.html](http://www.bl.uk/services/learning.html) and follow links to '21<sup>st</sup> Century Citizen' for more information about modern British Citizens.

**Sea and Learn – Worksheet (1)**



# **Who are the British?**

Look at the following ethnic groups and decide in your group whether they are British:

- Welsh      French      German      Pakistani      Indian      Irish      Scots
- Chinese      Danish      West Indian      Polish      Ukrainian      Hungarian
- Afghan      Somalian      Iraqi      West African      Norwegian      Bangladeshi

As you discuss this in your groups, put them into the correct box below with a brief explanation if you can:

|   |                    |
|---|--------------------|
| <p><b>British</b></p>      | <p><b>Why?</b></p> |
| <p><b>NOT British</b></p>  | <p><b>Why?</b></p> |

*Idea adapted from: Nigel Varley: Teacher Resource Exchange*

## **Sea and Learn – Worksheet (2) - Answers**

1. The **Welsh** are the original British. They were the Celts who were driven out of England in the 5<sup>th</sup> Century. Wales was conquered by England in the 13<sup>th</sup> Century and was joined to England in 1534.
2. Some of the English aristocracy are of **French** origin – the ones who came over with William the Conqueror in 1066. Thousands of French Protestants – called Huguenots – came to live in Britain as asylum seekers – escaping from persecution at first from the Russian Tsar and later from the Nazis.
3. The English are of **German** origin – Anglo Saxon invaders who came over in the 5<sup>th</sup> Century. The British Royal Family is of German ancestry.
4. The **Scots** have been living in the British Isles before recorded history. They were not conquered by the Romans or any other foreign invader. In 1603, Scotland and England had the same King and the Act of Union of 1707 joined them together to form the United Kingdom.
5. **Pakistan** was part of the British Empire until 1947. In the 1950s, Pakistanis were encouraged by the British Government to come to Britain to work as there was a shortage of workers. There have been Pakistani communities in Britain for 50 years and most people of Pakistani origin in the UK are British citizens.
6. **India** was part of the British Empire until 1947. In the 1950s, Indians were encouraged by the British Government to come to Britain to work as there was a shortage of workers. There have been Indian communities in Britain for 50 years and most people of Indian origin in the UK are British citizens.
7. The kings of England have claimed to rule **Ireland** since the 12<sup>th</sup> Century. Ireland was fully conquered by the English and Scots in the 16<sup>th</sup> and 17<sup>th</sup> centuries. Many Protestants from England and Scotland went to live in Northern Ireland. After a long struggle, the south of Ireland won independence from Britain in 1921.
8. Northern Ireland is still part of the United Kingdom, although many Catholics living there want to join the Republic while the Protestants stay strongly loyal. Citizens of the Irish Republic are free to live and work in Britain and many have settled here.
9. There has been a **Chinese** community in Britain since the 19<sup>th</sup> century. Many Chinese from Hong Kong, which was a British colony until 1998, have come to live in Britain and are British citizens.
10. The **Danes** invaded and conquered large parts of England in the 8<sup>th</sup> Century. Many British people living in the North, East and Midlands are of Danish origin.

## Sea and Learn – Worksheet (2) - Answers

11. The **West Indies** was part of the British Empire until the 1960s. In the 1950s, West Indians were encouraged by the British Government to come to Britain to work as there was a shortage of workers. There have been West Indian communities in Britain for 50 years and most people of West Indian origin in the UK are British citizens.
12. Some towns have a community of **Polish** people who are now British citizens. They are descendants of members of the Polish armed forces who escaped German occupation to Britain in World War 2 and stayed on after the war.
13. There are small communities of people of **Ukrainian** origin in Britain. Many are descendants of prisoners of war in World War 2 who stayed in Britain after the war rather than face possible imprisonment and possible death in the Soviet Union.
14. In 1956 there was a rebellion in **Hungary** against the communist government which was controlled by the Soviet Union. The Soviet army invaded Hungary and thousands of Hungarians fled as asylum seekers to western European countries including Britain.
15. In the past few years, and at this present time, many **Afghans** are seeking to live and work in Britain. Some were escaping persecution by the Taliban regime; others are seeking to escape the poverty and conflict that still exists in Afghanistan.
16. **Somalis**, along with people from other African countries, have come to live and work in Britain in recent years. They are refugees from poverty and civil war.
17. Many **Iraqis** have come to live and work in Britain in recent years. They escaped persecution by the regime of Saddam Hussein and the poverty and uncertainty in Iraq caused by sanctions. They are called asylum seekers.
18. There were many people of **West African** descent whose families have lived here since the 17<sup>th</sup> and 18<sup>th</sup> Century. They were brought here as slaves, freed in the 19<sup>th</sup> century and stayed. They are the oldest of the black communities in Britain.
19. **Norwegians**, along with the Danes, invaded and conquered parts of Britain in the 8<sup>th</sup> century. They were the Vikings and many British people are of Viking descent.
20. **Bangladesh** was part of the British Empire until 1947 and then part of Pakistan until 1971. In the 1950s, Bangladeshis were encouraged by the British Government to come to Britain to work as there was a shortage of workers. There have been Bangladeshi communities in Britain for 50 years and most people of Bangladeshi origin in the UK are British citizens.