



Identity: Lesson Plan

Class	Key Stage	Time	Curriculum Areas
Year 5 & 6	2	80 minutes	History / Geography – understanding where we are in the world / time. Citizenship – British Values of individual liberty and tolerance for those of different faiths and beliefs. PSHE – relationships, identity and feelings.

Sensitivity: Stories of persecution and refugees, there may be members of the class who have fled war torn countries or persecution. This may raise difficult memories and emotions. It is, however, useful for embedding soft skills around discussion and empathy. Issues of identity and family – missing family members for example.

Learning Outcomes

- To understand the terms race, culture and nationality.
- To identify their own race, culture and nationality
- To recognise some of the differences and similarities between races, cultures and nationalities
- To recognise that our race, culture and nationality are part of our identity.
- To discuss values and share information and opinions in a respectful manner
- To learn about the story of the Huguenots, the first refugees.
- To think about places and meanings
- Understanding personal identity and how to describe individuals

Teacher / student activities	Timings	Resources	Notes (✓ done)
<p><i>1. Introduction – Huguenot Identity</i></p> <p>This session is a good follow on from Meet the Huguenots so you could adapt this intro if needed.</p> <p>If students haven't learnt about the Huguenots, Discuss how Huguenots were the first refugees to the UK 400 - 500 years ago and the problems they might have faced.</p> <p>As foreigners they were not allowed in the city of London so traded outside the city walls hence settlement in Spitalfields which was relatively rural at the time.</p>	0.00 – 0.10	Large sheet of paper / white board	

<p>Fine weaving was welcomed by those that could afford it Didn't speak the language so had to learn quickly Starting from scratch as fled in persecution, might have had some money but little in the way of belongings.</p> <p>Huguenots in Spitalfields, east London – mainly weavers, new skills, settled near each other. The Huguenots found life in the UK hard as they were different to the majority of the population.</p> <p>Make a list of how they were different to other people. Ate French food, dressed differently, different customs etc</p> <p>Make a list of how they may have been the same. Had families, hard-working, wanted to live free from persecution etc . . .</p> <p>We are going to spend the rest of the session thinking about our identity.</p>			
<p><i>2. What is identity?</i></p> <p>Activity:</p> <ul style="list-style-type: none"> • Give each student 1 piece of A4 paper • Ask them to write their name in the middle • Write three words to describe themselves on theirs and then swap paper with their partner and write three kind words to describe their partner. (Let them know they'll be sharing this and model it for the students). <p>In this session we are talking about identity. Share the dictionary definition of identity and explain it:</p> <p>'a set of characteristics or a description that distinguishes a person or thing from others.'</p> <p>Explain that what we think about ourselves may be different to what others think of us.</p> <p>Ask children to share what they wrote with their neighbour – what is the same and what is different?</p>	0.10 - 0.20	A4 paper – 1 per child. Pencils. Large sheet of paper / white board.	
<p><i>3. Understanding the terms Race, Culture and Nationality</i></p> <p><i>Teaching and discussion</i></p> <p>Have you heard of these words before? Where have you heard them? What do they mean?</p>	0.20 – 0.30	Presentation with dictionary definitions for race, Culture and Nationality	

<p>Explain that our race is determined by our biological parents / family – it is what we look like and doesn't change.</p> <p>Our culture is the traditions and values we live by and can change depending on where we live and who we live with during our life. (Shae some examples). People can have a mixture of cultures.</p> <p>Our nationality is usually the country where we are born and can change if we choose to become a citizen of a different nationality. Some people have more than 1 nationality.</p>			
<p><i>4. Who am I?</i></p> <p>Have the children define their race, culture and nationality – write them down on their sheet.</p>	0.30 – 0.35		
<p><i>5. Ancestry</i></p> <p>What does ancestry mean? What are ancestors? Let's look at an example of ancestry – the royal family tree. Who are your ancestors?</p> <p>Are you named after anyone in your family? Do you know your mother's maiden name? Or do you know of other familial names? Where were your parents and grandparents born? Do you have family in other countries? If so which ones?</p> <p>Homework prior to the session could be interviewing grandparents or older members of the child's family / community.</p>	0.35 – 0.45	<p>Use the Royal Family Tree (House of Windsor as an example)</p> <p>Can use a family tree template like this.</p>	
<p><i>6. What do I like? What do you like?</i></p> <p>We only show the world a little bit of ourselves. You might look at me and think you know me but do you know what I like, what my hobbies are, who I live with?</p> <p>Add things to your sheet that you like, even things that people don't know about you. All these make up your identity too.</p>	0.45 – 0.50		
<p><i>7. Guess Who?</i></p> <p>Collect all the sheets in and read aloud from some of them – not the name. Ask the class to guess who it is.</p>	0.50 – 1.00		

Recognise that some people have different and similar identities. Intersections.			
<p>8. Things you have in common or don't have in common</p> <p>In pairs find one or two things you don't have in common (e.g. don't like Brussel sprouts or cauliflower / do like them). Share this with the rest of the class.</p> <p>Repeat but find things that you do have in common (e.g. both like Minecraft). Share some of these.</p> <p>Introduce that Identity is about individual character and having qualities as well as race, culture and nation.</p>	1.00 – 1.10		
<p>11. Plenary</p> <p>What have the students learnt? (Use aims from the top of the page to find out what the children remember.)</p>	1.15 - 1.20		