

Refugees - Stranger to Citizen: Lesson Plan

Class	Key Stage	Time	Curriculum Areas
Year 5 & 6 (could be adapted for year 4)	2	90 minutes	History (local / topic after 1066) Geography (Where is the UK / mapping) Citizenship – British Values Relationships & empathy (soft skills)

Sensitivity: Stories of persecution and refugees, there may be members of the class who have fled war torn countries or persecution. The role play, for example, may actually be lived experience for some students. This is a live current topic and may raise difficult memories and emotions. It is, however, useful for embedding soft skills around discussion and empathy.

A book that would be useful to read alongside this lesson would be Onjali K. Rauf *The Boy At the Back of the Class* (2018).

Learning Outcomes

- To explore the differences between 'Strangers' and Citizens and the value of both.
- To understand that some people leave their countries of birth.
- To understand why people leave their countries of birth.
- To explore life in a different country as a refugee and/or migrant
- To discuss values and share information and opinions in a respectful manner
- To learn about the story of the Huguenots, the first refugees.
- To learn about waves of migration to Spitalfields in East London

Teacher / student activities	Timings	Resources	Notes (√done)
1. Introduction (slide 2 – 3) Activity and/or Discussion Definitions – What is a citizen? What is a stranger? What are the differences between a stranger and a citizen? What are the similarities? What links us all together? Similarities and differences – we are all human – common denominator, what links us all. Pupils to write around the human templates on the Stranger/Citizen worksheets.	0.00 - 0.10	Stranger/Citizen worksheets (print slide 3) Pens/pencils	

2. Why might people leave their country of birth? (Slide 4) Discussion Ask students to come up with ideas. Once they've exhausted their own ideas, give them words cards with other reasons for them to discuss in pairs – feedback to group.	0.10 - 0.20	Word card – reasons for leaving country of birth
Persecution – faith / nationality/ race or ethnic identity/ gender / sexuality (years 5/6); environmental disaster; poor economics of home country; oppression (regime / government); free will.		
Encourage the pupils to think of a variety of reasons e.g. war or new job, persecution or climate.		
3. What is a refugee/economic migrant/migrant?	0.20 - 0.25	Slide 5 - 6
Teaching and discussion Have you heard of these words before? Where have you heard them? What do they mean? Explain meaning and differences. Explain refugee as word of French origin and that the Huguenots were the first refugees.		
4. Issues refugees face	0.25 - 0.35	Slides 7 - 8
Group activity discussion (Pairs or table groups) Students pretend they have just arrived here and are trying to start a new life – look at specific topic/prop and think about problems (and opportunities) that might arise – i.e. no language, no written skills, no friends or family. Props – money, book/sign in different language, food, wood for fire, contract for housing / work Feedback to group		Word cards and related props – money (fake coins/notes), book / signage in different language / contract in different language / school book / medicine instructions

5. Huguenots	0.35 - 0.40	Slide 9
Recap if Children have already learnt about the Huguenots: Ask them to tell you the story inc. religious persecution in France; escape to Europe and beyond; link to UK – arrival in port towns and settlement in Spitalfields. If students haven't learnt about the Huguenots, Discuss how Huguenots were received and the problems they might have faced.		
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. 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. Why do you think community cohesion is important?		Slide 10
Huguenots in Spitalfield, east London – mainly weavers, new skills, settled near each other		Slide 11
6. Waves of refugees.	0.40 - 0.50	Slides 12 - 13
Teaching Subsequent waves of migration to the area. Why do you think the Huguenots tried to settle near other Huguenots? Can you think of any other examples? You might move to live near your family or friends or people who are like you as they will help you and be of support. Explain example of Huguenot chapel – synagogue – mosque in Spitalfields.		
mosque in spitametas.		
7. What would you take activity? Slide 12 Activity What would you miss if you had to flee from London? I have a small suitcase/bag here and a selection of items — you need to decide in small groups what you will take. You cannot take everything, think carefully about what items you would prioritise. Ask students to feedback on their choices — if time and you have the props, each group could physically put items into case and then explain why.	0.50 - 1.00	Slide 14 Could use props like a small suitcase/bag and a few examples of items such as — clothing / food that will perish and food that will keep / photo album / money /

		teddy bear /
		heavy book
DEBATE	1.00 - 1.15	Slides 16 - 18
8. Were the Huguenots good citizens? (slide 15-16) Discussion activity 1) What makes a good citizen? What are the qualities you think make up a British Citizen? And what don't? 2) Does the past matter? Should we spend money on repairing old buildings? What can old buildings tell us about our area? What do you think people thought of the Huguenots skills/craftsmanship? Do you think this helped them settle into life in UK? Draw out of your discussion the values the Huguenots displayed of honesty, loyalty, trustworthiness, committed to their faith, hardworking, tolerance, adaptability. Do you think the Huguenots were good citizens? What		
makes a good citizen?		
Do you think you are a good citizen?		
11. Summary What have the students learnt? (Use aims from the top of the page to find out what the children remember.)	1.15 - 1.20	