
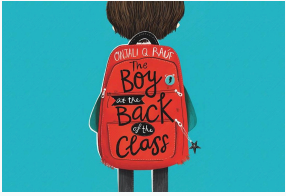






Context: suggested titles Behind the Backpack Crossing Borders, Building Bridges A Place to Call Home			Essential Questions What challenges do refugees face when they arrive in a new country? What organisations are in place to support refugees? How can we make our school and community more welcoming? What makes my story special, and how is it part of a bigger picture?" How do our stories connect us, even if we come from different places?		
H&WB 	LLC 	Humanities 	M&N 	Sci&Tech 	Expressive Arts 
Why am I learning this?					
<p>To develop strategies to self-regulate my emotions</p> <p>To help me understand how and why experiences affect me and others and to build empathy.</p> <p>To explore how my values, attitudes and identity are shaped.</p> <p>To help me to communicate my needs and feelings, and respond to those of others.</p>	<p>To explore connections between language, culture and identity.</p> <p>To help me listen and read empathetically to different people's viewpoints.</p> <p>To develop my responses to others' points of view.</p> <p>To help me structure arguments.</p> <p>To experiment with language to create my own literature.</p> <p>To respect the views of others.</p>	<p>To use methods to gather information related to my enquiries and to interpret the information obtained.</p> <p>To infer and compare people's opinions, viewpoints from sources of evidence</p> <p>To explore spatial patterns of places.</p> <p>To help me to explain causes and effects of events and the impact on communities and societies.</p> <p>To help me understand that some people are denied their rights.</p>	<p>To apply my understanding of equivalence of simple fractions, decimals and percentages.</p> <p>To further develop my understanding of income and expenditure.</p> <p>To apply my estimating and measuring skills in different contexts.</p> <p>To further develop my interpretation and presentation of a variety of data.</p>	<p>To suggest conclusions as a result of carrying out inquiries.</p> <p>To use my design proposals to solve problems</p> <p>To develop my use of conditional statements to add control and decision-making to algorithms.</p> <p>To help me to identify the threats to the development and health of organisms and recognise some natural defences, preventions and treatments.</p>	<p>To explore the effects that a range of materials, processes and tools have on my own and others' creative work.</p> <p>To develop my constructive feedback and reflective skills</p> <p>To reflect upon how artists have achieved effects and communicated, emotions in their work</p>

My learning experiences

Develop a Ton yr Ywen charter for welcoming new pupils to our school
 Create a “Resilience Toolkit” with strategies for when things feel difficult.
 Introduce calming techniques (e.g., breathing exercises).
 Self-Identity - Bring in a bag with 3 objects/items that represent them.
 Who helps Refugees?
 Explore **Angela Kwok’s** story
 Explore Cardiff as a City of Sanctuary
 Could Ton yr Ywen become an accredited School of Sanctuary?.

Write diary entries and letters from Ahmet’s perspective.
 Write a new chapter for the book.
 Newspaper reports on the refugee crisis.
 Persuasive Letters to significant people urging more to be done to help refugee children like Ahmet..
 Debate: Should All Schools Welcome Refugee Children?
 Create a fact file or blogs sharing personal identity stories and cultural traditions.

Map refugee journeys and migration routes.
 Use digital tools like Google Earth to trace common migration routes and discuss geography, climate, and challenges.
 Explore how Britain welcomed child refugees fleeing Nazi persecution
 Investigate historical and current refugee crises.
 Examine personal accounts and consider what it would have been like to travel alone to a new country
 Explore our own personal histories - where has your family come from?
RVE: global citizenship-. the role we have as global citizens to protect others’ human rights. Consider the role of religion in persecution and offering sanctuary

Make a class display: “The World in Numbers – Our Stories, Our Maths”
 Explore global refugee statistics (e.g., UNHCR data) Compare populations of countries hosting refugees
 Plan a weekly budget for a refugee family settling in Cardiff
 Compare costs of housing, food, transport
 Calculate percentages of refugees by continent
 Convert between fractions, decimals, and percentages
 Use real data to create infographics

Water Purification Challenge – Explore how refugees access clean water by testing simple filtration methods with sand, charcoal, and cloth.
Body defences - Investigation Stem Learning. The importance of hygiene and vaccinations.
 Create a simple Scratch program that translates key phrases to support refugees learning a new language.

Sewing identity bags that represent individuals
 “My Journey, My Voice” Pupils create short monologues or role-plays based on their own family stories of movement, change, or belonging.
 “Movement Maps” Pupils choreograph a short dance that represents a personal or imagined journey—moving from one place to another, facing challenges, and finding belonging.
Music
Make you feel my love ‘Charanga’ PPA

Famous refugees who settled in Wales:
Karel Lek:
<https://www.bbc.co.uk/news/uk-wales-51759031>

Joseph Herman
Rita Ora

Class Novel: Boy at the back of the class

Possible Launch If you had to leave the country in a hurry - what 3 things would you pack in a rucksack and why? What would these things reveal about you/your identity?

Possible Landing. School of Sanctuary Status.

Theatre production: The Boy at the Back of the class New Theatre, Cardiff (11 to 16 May)

