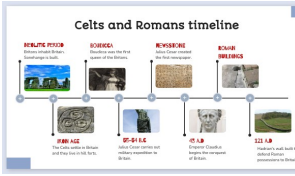


Peace and Conflict	Conflict is a natural part of life, but how we respond to it shapes ourselves, our relationships and the world.				
Context Title:	Should all conflicts be solved straight away? Should we always try to keep the peace, even if something is unfair? Should people be blamed when conflict happens? Should we stay out of conflict if it doesn't involve us?				
H&WB 	LLC 	Humanities 	M&N 	Science and Tech 	Expressive Arts 
Why am I learning this?					
To help me to: Reflect on my actions after a situation recognise my role in how conflict develops Begin to understand conflict does not always have to be resolved instantly. Understand that emotions can be managed over time. Realise that responses have consequences.	To help me to: Use talk to reason, challenge and respond. Explore situations where characters disagree and consider multiple responses. Engage in guided discussion. Listen, respond and build on ideas Begin to justify opinions using reasons, not just feelings. Express, explain and defend viewpoints.	To help me to: Explore responsibility and blame, fairness and injustice. Understand different perspectives within conflict. Begin to develop early ethical judgement and a sense of responsibility	To help me to: explore fairness, justice and comparison Justify decisions Explain reasoning Consider multiple solutions Understand fairness is complex Decisions involve judgement	To help me to: Develop a clearer understanding of cause, consequence and systems of human behaviour. Understand that conflict is shaped by choices and circumstances	To help me to: Explore scenarios where blame is unclear Use drama to step into different roles and viewpoints experiment with different responses develop empathy understand that situations can be interpreted in different ways.

My learning experiences					
Should conflict always be solved immediately The Day the Crayons Quit Question: Who is responsible when people disagree? Children act as mediators. The Invisible Boy – Question: Should we stay out of conflict if it doesn't involve us? Explore how staying with a problem can lead to better solutions Does someone always have to be blamed when conflict happens? Is it ever okay to fight back? Can conflict be avoided? Peace Negotiators Groups become: Roman leaders, Celtic tribes Must agree to rules for living together. Create a celtic tribe code for the classroom.	Debate: Present a scenario where the Romans want to build a road through Celtic land. Work in role as: Roman leaders, Celtic chiefs, Farmers, Traders Skills Oracy Turn-taking Building on others' ideas Giving reasons Provide two short texts: A Roman account of an event and A Celtic account of the same event Identify: Similarities, Differences, Bias, Skills Retrieval Comparing texts Understanding different viewpoints. Should arguments always be stopped quickly? Should someone speak up if something is unfair? Should arguments always be solved immediately? Persuasive writing: write a letter to a Roman governor explaining: Why treatment of the Celts is unfair, What changes should be made and How peace could be maintained Write diary entries from: Roman soldier Iceni child Boudicca	Boudicca – Was she right to fight back? Children learn: Explore key events leading to rebellion. Key question: Should people always keep the peace if something is unfair? Conscience alley for Boudicca. Freeze-frame key moments. The Romans and Celts Question: Could the conflict have been avoided? Create a Cause-and-effect chain Children create: Roman invasion → Resistance → Fighting → Roman rule What could have changed? Where could peace have happened? Castles and Conquest Question: Why did people build castles? Owain Glyndŵr Why did he rebel? Did people think he was a hero or troublemaker? Sort evidence. Opinion line. Design a "Peace Castle"	Explore key dates: Julius Caesar's invasions Roman conquest of Wales Boudicca's revolt Calculate how many years passed between events. Create a bar chart showing the length of different conflicts. Build a peaceful settlement. Explore perimeter and area: Design a Celtic or Roman settlement on squared paper. How can we make it fair? Create a "Roman road" around the playground. Estimate distances. Measure accurately. Calculate total route length. Explore money through a Roman-Celt trading market. Trade resources. Record transactions. Compare profits when trading peacefully rather than competing.	Test materials to create model Roman and Celtic shields. Investigate: Cardboard Corrugated card Fabric Foil Forces Structures Construct Celtic hillforts from natural materials. Test: Wind resistance (fan) StabilityStrength Investigate how sound travels. Build simple message systems. Test drums, horns or string telephones. Challenge: Send warning messages across the playground.	Hot-Seating Historical Characters. Take on the role of: Boudicca A Roman soldier A Celtic child Ask questions about their decisions, feelings, Responsibilities Were they the cause of the conflict, or were there other factors involved? Peace Mosaic Project Inspired by Roman mosaics, create a large class mosaic with symbols of peace: Doves, Trees, Joining hands, Welsh landscapes Visit peace gardens in Cardiff to see peace mosaic project. Soundscapes of Peace and Conflict Create two contrasting soundscapes. Compose a simple class song about: Cooperation Respect Listening Fairness
Suggested stories/novels: The Tunnel The Day the Crayons Quit Voices in the Park The Invisible Boy The Iron Man		Launch Event: The Peace and Conflict Museum Landing: Trips - Peace garden- Cardiff			