

**UNIT OVERVIEW: Identity and Diversity**  
**ENQUIRY: Does my identity promote diversity or division?**

<b>Unit intention:</b> Through class discussions, exploration of case studies and self-reflection students explore whether their identities and the communities they belong to either coexist together peacefully promoting diversity or lead to divisions through prejudice and discrimination. Students should recognise the benefits of diversity and how to promote it.		
<b>Success criteria</b>	✓	X
1) I can <b>identify</b> and <b>explain</b> the different ways that define people's identities. I can <b>explain</b> and provide <b>examples</b> of multiple identities. I can <b>evaluate</b> whether identities can clash and conflict with one another.  2) I can <b>explain</b> what a community is and the range of communities that exist in Britain. I can <b>evaluate</b> the benefits and challenges of diversity.  3) I can <b>distinguish</b> between prejudice and discrimination. I can <b>explain</b> why people may have prejudicial thoughts and discriminate as well as the effects of inequality.  4) I <b>understand</b> the reasons behind the Black Lives Matter movement, <b>explain</b> why they are protesting about systematic racism and <b>identify</b> ways to tackle it.  1) I can <b>identify</b> and <b>explain</b> potential ways to tackle discrimination and promote diversity and community cohesion. I can <b>identify</b> and <b>explain</b> how the law deals with discrimination.		
<b>Unit summative and formative assessment details:</b> Recall quiz Extended writing End of unit test		
<b>Home Learning (What and how often):</b> Homework once a week Revisit class content Research activities		
<b>Topic Sequence</b>  1) What is identity? Can identities clash? 2) Do communities get along? 3) Prejudice, Stereotypes, Discrimination ( <b>midpoint feedback lesson</b> ) 4) Discrimination: Racism (George Floyd) 5) How can we tackle discrimination and promote diversity? 6) Assessment and assessment feedback	<b>Recommended reading:</b> <b>Must watch/read the news</b> daily and apply citizenship knowledge and skills.  <b>Cultural Identity:</b> (Office for National Statistics) <a href="https://www.ons.gov.uk/peoplepopulationandcommunity/culturalidentity">https://www.ons.gov.uk/peoplepopulationandcommunity/culturalidentity</a>  <b>Places to visit:</b>  <b>Migration Museum</b> <a href="https://www.migrationmuseum.org">https://www.migrationmuseum.org</a>	

**End of Unit EVALUATION**

<b>Success criteria</b> – Have you met them? Show your <u>evidence</u> in the boxes below.
1.
2.
3.
4.
5.
6.
How will you improve your work?