

## Professionalism. Inclusion. Pedagogy. Curriculum.

Be professional. Be inclusive. Be a learner. Be knowledgeable.

**UNIT OVERVIEW:** Theme A: Communities

**ENQUIRY:** What are the origins and impact of our diverse community and how do we promote mutual respect and understanding?

**Unit intention:** This unit will focus on communities within the UK. It will explore how the population changes overtime, including the impact of migration. It will also cover how different identities encourages diversity. It will subsequently explore how diversity can be promoted to encourage mutual understanding and respect.

| Success criteria  |  |  | $\checkmark$  | Х      |
|---|--|--|---------------|--------|
|   |  |  | -             | ~      |
| 1.  | I can <b>define</b> and <b>explain</b> the purpose of a censu<br>the impact of a changing composition of the UK p  |  |               |        |
| 2.  | I can <b>identify</b> the types of migrants and can explain the push and pull factors of migration. I can further <b>explain</b> and <b>evaluate</b> the arguments for and against immigration to the UK.  |  |               |        |
| 3.  | I can <b>explain</b> the sources of migration to the UK and <b>apply</b> my knowledge to exam style questions.   |  |               |        |
| 4.  | I can <b>identify</b> and <b>explain</b> the different ways that define people's identities. I can provide <b>examples</b> of multiple identities and <b>explain</b> the impact it can have.   |  |               |        |
| 5.  | 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. I can also <b>identify</b> and <b>explain</b> how the law deals with discrimination. |  |               |        |
| 6.  | I can <b>explain</b> the four fundamental British Values and <b>how</b> it is promoted to encourage mutual understanding and respect.  |  |               |        |
| 7.  | 7. I can <b>explain</b> what community cohesion is and give <b>ways</b> in which it can be   |  |               |        |
|   | promoted.  |  |               |        |
|   | F  |  |               |        |
| Unit summative and formative assessment details:<br>Recall quiz<br>Extended writing<br>End of unit test |  |  |               |        |
|   |  |  |               |        |
| Home Learning (What and how often):   |  |  |               |        |
| Homework once a week  |  |  |               | 5986 - |
| Flip Learning – Scan the QR code!   |  |  | <u> </u>      |        |
| Revisit class content   |  |  |               |        |
| <ul> <li>UK Population: How are communities changing?</li> </ul>  |  | Recommended reading:<br>Must watch/read the news daily and | d apply citiz | enship |
| •   | Migration: What is the impact?   | knowledge and skills.                                      |               |        |
| • Whole Class Feedback: What is identity? Impact of   |  | BBC Bitesize<br>https://www.bbc.co.uk/bitesize/sub         | iects/z3cki   | (S     |
|   | Identity debates of the UK Discrimination and the law Places to visit:   |  | , <u> </u>    |        |
| •   |  |  |               |        |
| •   | British Values: Mutual Respect and Understanding   |  |               |        |
| •   | Whole Class Feedback: Community Cohesion and<br>Mutual Understanding   |  |               |        |
| •   | Unit Overview Evaluation and Assessment  |  |               |        |



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End of Unit EVALUATION

| Success criteria – 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?   |