The future’s bright (key stage 2)

What the photo says
This picture, of home team supporters at an American football game in Knoxville, Tennessee, provides a starting point for thinking about the interconnecting ideas of identity, community and belonging. This will help children recognise that we belong to different and diverse types of communities.

Thinking geographically in a way that is relevant to young children can start by exploring themes that they can identify with and will offer opportunities for them to achieve deeper and more challenging ways of making sense of the world around them.

Lesson idea
Context: Belonging (identity and community).

Other resources
- media for group presentations, e.g. paper, video, PowerPoint
- for more ideas about a sense of belonging see http://www.geography.org.uk/projects/primaryhandbook/mapsandstories/6-9

Suggested activities
Invite comments about the image and establish that it is a view of a crowd of supporters at a football match. Some key questions might include:
- Why are so many of the crowd wearing the same colour shirt?
- What does this mean?
- Where do you think this is? Why?
- Do any of you support a football club/belong to a local club? Why?
- Is this something that other people do around the world? How do you know?

Discuss other communities that pupils might belong to that have a distinctive type of clothing or badge, e.g. the school, Brownies, other sports or fan clubs. Identify other signs or symbols that show belonging – this could be a faith item for example. Pupils join a group to produce a short presentation prompted by questions such as:
- What do you wear/do when you are with your community? (uniform? badge? activities?)
- Who can join your community and why would they want to?
What do you do, and why?
How does this community link with the wider world? E.g. are there similar groups in other places? And/or do members belong from other places?
What do you think ‘outsiders’ think about your community?

Outcomes could include: sharing different points of view, displays of different groups, identifying different ways of belonging, e.g. family and friendship groups, own interests and faiths, identifying similar communities in other parts of the world.

**Curriculum opportunities**

**Global dimension**: awareness of links to the wider world – e.g. why there might be Manchester United fans in Iraq?; similarities and differences between similar communities (e.g. schools) across the globe.

**Sustainable development**: interdependence – recognising how we are connected.

**Diversity**: understanding the importance and value of diversity in our lives.

**Citizenship**: understanding the choices and responsibilities associated with different types of community.

**Community cohesion**: sharing similarities and differences and learning from each other.

**Personal, learning and thinking skills**: drawing on own interests and working collaboratively.

**Cross-curricular thinking**: drawing on aspects of citizenship, RE and subject areas relevant to communication e.g. literacy/ICT/art.

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