

Living Together

These ideas can be used for

- Cross-curricular topic work involving children's different languages
- Language classes in the community
- MFL classes

See also resources on powerpoint and lesson plans ([links](#))

When preparing to teach the topic 'Living Together' in partnership with primary teachers, a Bengali community teacher explained his vision of 'community as a tree'. He drew a picture of a tree, with roots, branches and fruit. The tree could represent a society, with roots in different countries, or a school, with the branches as pupils from different backgrounds, or a child with roots in different countries and languages. The Bengali MFL teacher at primary school took up this concept for cross-curricular work. Children drew a tree representing their class, with leaves showing terms in Bengali and English such as *shanti*/peace, *shikka*/education and *khela*/play. The Bengali community teacher also wrote poems in Bengali about 'My Village' and 'The City'. He taught a lesson in primary school with the poems as a springboard for children to share experiences of visiting rural areas or cities in the UK and other countries.

This holistic approach gave Year 4 children access to complex learning targets such as 'how independence and interdependence are important when people live together as communities'.

Resources

- Drawing or photo of tree with roots, branches, leaves and fruit
- Photos of village life and city life in different countries
- Poems about village and city life in Bengali, English and other languages

Lesson structure

- Discuss with children why trees are important to life and how we can look after them
- How is a tree similar to a community and how can we look after our school community?
- Draw trees for self or class, with roots in different languages/countries and important values on branches
- Use photos of village and city life to discuss how family members live and work together
- Listen to and recite poetry that conjures up images of rural and urban settings
- Share own experiences of visits to villages/cities and interview parents/grandparents

Aspects of learning

- Understand how people from different backgrounds can live together as a community
- Identify differences and similarities between rural and urban life
- Find out what changes when people migrate from countryside to city

Home-school links

- Explore own multilingual/multicultural roots and reflect on visits to home countries
- Draw on parents'/grandparents' experience of different community settings and of migration