# **Disposition: Remembering Roots**

## **Lesson:** One

### Question/LO: Why do some people commemorate some people/place events?

| **Dimension of learning** | **Activities** | **Resources** |
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| Learning from experienceExplore the value of collective remembering | Ask the pupils to bring in family memorabilia and tell each other the stories associated with them. How, do people remember personal and family history? Discuss days that are marled in UK society with a commemoration, eg, 11th November, Bonfire night, Martin Luther King Day, Black History month etc. What happens to mark these events? what stories are retold? Is it important for people to remember them?What happens to mark those events? What stories are retold? Is it important for people to remember them?Visit one or more Birmingham monuments either physically or using virtual technology.Watch the video. Christian David McLoughlin joins a group of Year 6 pupils at St Peter’s Catholic Primary School to explore their roots. Between them, they can trace back too many parts of the world. Why might people want to remember parts of the world where their family have roots? Might some people not want to remember their roots?Discuss how remembering the past may encourage us to go forward e.g. encouraged by past triumphs; taught by past mistakes; warned by past experiences. | Teacher can bring in a memento of their own family history - with a story. NB if there is a good reason why in a class of pupils this activity would not be appropriate. Please omit it. The website for Birmingham’s Hall of Memory links to the theme:http://hallofmemory.co.uk/A video ‘Remembering Roots’ will have downloaded into the same folder as this lesson plan.KS2\_Y6\_Unit\_05\_Sp\_Wk\_01\_of\_03\_R13\_Video\_Remebering\_Roots\_v1Do note David Mcloughlin asks pupils where they are “from”. He is interested in their roots rather whether or not they belong. Later he says this his students are all brummies and that everyone belongs.Ask pupils what they think of his questioning? |
| Learning about religious traditions and non-religious world-views | n/a | n/a |
| Learning from faith and non-religious world-views | n/a | n/a |
| Learning to discern | n/a | n/a |