

Footsteps to Norfolk

Learning Resource



This resource has been created through a collaboration between the Diocese of Norwich, Norfolk County Council, and partner organisations across Norfolk to support schools and communities to explore the theme **Community: Living Well Together**.

The project shares the stories of people who live together in community: those whose families have lived in Norfolk for generations and those whose journeys have brought them here from other parts of the world. By listening to and learning from these different experiences, pupils are invited to reflect on how communities are shaped over time and how many different stories contribute to the life of a place.

Through storytelling, discussion, and creative response, this work encourages children and young people to develop a deeper understanding of belonging, migration, and community. Pupils will have opportunities to hear directly from members of their community and from international students studying in Norfolk, helping them to see how both long-standing roots and new journeys are part of the shared story of modern Norfolk.

This resource is intended as a starting point for learning and reflection. Teachers may wish to enrich the activities further through discussion, images, interviews, and creative responses that support pupils to think about identity, place, and community in thoughtful and meaningful ways.

We would like to thank the schools, educators, pupils, international students, and community partners who have contributed their time, stories, and expertise to the development of this resource. Their collaboration reflects a shared commitment to helping schools and communities flourish together.

Introduction: Collective Worship Biblical stories Jesus the Traveller	KS2 Learning Overview					
1. The Good Samaritan (Luke 10:25-37) 2. The Road to Emmaus (Luke 24:13-35) 3. Jesus Visits Zacchaeus (Luke 19:1-10)	3	Communities Living Well Together: Kind and Helpful	3	Cultural Appreciation: Britain and Nigeria	3	Adire: Nigerian tie-dye
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Belonging Framework

Angela Browne's Belonging framework is a relational approach that replaces tokenistic "diversity days" with reflective practices aimed at honouring complexity, consent, and a shared community story. This project was planned using Gather, Weave and Plant:

- Gather: We gathered by quietly inviting stories and perspectives, using positionality mapping to guide us, ensuring no one is compelled to share and nothing is shown without consent.
- Weave: We weaved by asking who is imagined at the centre of our school story, who feels like a guest, and which voices or narratives are still missing.
- Plant: We planted by making small curriculum shifts, shaping rituals and routines, strengthening welcome practices, and nurturing pupil-led initiatives that help new stories take root.

It will be delivered and reflected on using Tend and Renew:

Tend: We must tend by building in regular check-ins, inviting anonymous feedback, adjusting when needed, and protecting everyone's safety and dignity as the community grows.

Renew: We must renew by asking what grew, what changed, and what needs to evolve as we move into the year ahead.

Using the Belonging Framework can help build a school culture where every child feels safe, valued and genuinely part of the community. By embedding these practices, you create deeper connection, reduce the risk of stereotype-reinforcing activities, and give pupils a voice that truly shapes their environment.

Norfolk's Migration Story

Norfolk has a long, rich, and diverse history of migration. Since prehistoric times, it has been a place of movement and settlement. Footprints discovered on the beach at **Happisburgh** show that humans were present around **850,000 years ago**, the oldest known evidence of people in the UK and northern Europe. Since then, Norfolk has continued to be shaped by people arriving, settling, and building new lives.

Across the centuries, different communities have made Norfolk their home, each contributing to the county's culture, economy, and identity. In the **11th century**, the Normans arrived from France and built **Norwich Castle**.

In the **1500s**, Protestant refugees from mainland Europe settled in Norwich. Known locally as **The Strangers**, they brought skills and trade that helped the city become second only to London in wealth.

Over the last **150 years**, migration to Norfolk has continued. During and after the Second World War, **Polish and American communities** established themselves in the county. From the late 20th century, **Portuguese migrants** formed well established communities in towns such as **Thetford and Great Yarmouth**. More recently, **Lithuanian families** have settled particularly in **King's Lynn**. Norfolk has also welcomed refugees from **Congo, Rwanda, Syria, Afghanistan, Ukraine**, and many other countries.

These movements show that Norfolk's history has always been shaped by migration and continues to be so today.

A range of supporting resources can be found here:

https://drive.google.com/drive/folders/IjuFnWgtH33CYLDOcwIYRjstwtDL20iQ4?usp=drive_link

Child-friendly version for teachers

People have been coming to Norfolk for a very long time. Footprints found on the beach at **Happisburgh** show that humans were here around **850,000 years ago**. Since then, people have continued to move here, settle, and make Norfolk their home.

Over thousands of years, many different groups of people have arrived. Each group brought new ideas, skills, and traditions, helping to shape Norfolk into the place it is today. Norfolk has a long history of being welcoming.

We can see this in history. In the **11th century**, the Normans came from France and built **Norwich Castle**. In the **1500s**, a group called **The Strangers** came from Europe and helped Norwich grow and become wealthy.

In the last **150 years**, people from many countries have settled in Norfolk. After the Second World War, people from **Poland and America** stayed here. Later, people from **Portugal** built strong communities in places like **Thetford and Great Yarmouth**. More recently, **Lithuanian families** have made homes in areas such as **King's Lynn**.

Norfolk has also welcomed people who had to leave their countries because it was unsafe, including families from **Congo, Rwanda, Syria, Afghanistan, and Ukraine**.

This shows that Norfolk has always been, and still is, shaped by people coming from around the world.

Watch this animation to bring the history to life:

https://drive.google.com/file/d/IYkCDhY_KGym9UHm5YWY2cM5Ik4mSr4FV/view?usp=drive_link

The bible tells us that Jesus' life involved journeys, movement, and meeting many different people. The Gospels show Jesus travelling widely during his life:

- Jesus was born in Bethlehem, away from his family's home.
- As a baby, Jesus and his family travelled to Egypt to stay safe.
- As an adult, Jesus walked between towns and villages across Galilee, Samaria, and Judea.
- He met people from different backgrounds, cultures, and communities.
- Jesus often depended on the hospitality of others, staying in homes and sharing meals.

Key ideas to explore

- Journeys can be part of everyday life, but they can also be challenging.
- Jesus experienced being away from home and meeting new people.
- Jesus treated everyone with respect, kindness, and fairness, especially those who were ignored or excluded.
- Respect includes listening, welcoming others, and caring for people who are new or unfamiliar.

Child-friendly version: Jesus the Traveller

Jesus travelled to many places during his life.

He was born away from home, and when he was very young, his family travelled to keep him safe. When Jesus grew up, he walked from town to town, meeting lots of different people.

Jesus met people who were rich and poor, happy and sad, and people who were sometimes left out. Wherever he went, Jesus showed kindness and respect. He listened to people, shared food with them, and cared about their lives.

Sometimes Jesus stayed in other people's homes. They welcomed him, helped him, and shared what they had. Jesus knew what it felt like to be a visitor.

Jesus' journeys remind us that:

- everyone deserves respect
- being welcoming helps people feel safe
- kindness can be shown anywhere

We wonder...

- How did people show respect to Jesus when he visited them?
- How can we show respect to people who are new?
- What helps us feel welcome at school?

Bible stories which schools may choose to explore in collective worship, alongside this work:

I. The Good Samaritan (Luke 10:25-37)

- About helping others, inclusion, and welcoming strangers.
- Focus: Discuss what it means to be a good neighbour, helping people who are different from you.
- Theme: Travel, community, compassion.

2. The Road to Emmaus (Luke 24:13-35)

- Shows journeying, listening, and discovering new perspectives.
- Focus: Reflect on meeting new people, understanding others' stories.
- Theme: Travel, shared experience, belonging.

3. Jesus Visits Zacchaeus (Luke 19:1-10)

- Jesus seeks out someone who feels excluded; very relatable for discussions about inclusion.
- Focus: Who might feel "outside" in our communities, how can we welcome them?
- Theme: Hospitality, meeting people where they are.

4. The Calling of the Disciples (Matthew 4:18-22 / Mark 1:16-20)

- Shows Jesus moving along the shore and inviting ordinary people to join his journey.
- Focus: Working together, following a shared purpose, inclusion in community activities.
- Theme: Travel, invitation, belonging, movement, hospitality, community care.

5. The Ten Lepers (Luke 17:11-19)

- Story of inclusion and gratitude, but slightly more abstract for younger KS2 children.
- Focus: Recognising those often overlooked, saying thank you, welcoming everyone.
- Theme: Travel, compassion, inclusion.

Curriculum Links

- ☐ RE: Jesus' life and teachings
- ☐ British Values: mutual respect and tolerance
- ☐ PSHE: relationships, empathy, belonging
- ☐ History and Geography: journeys, place, movement
- ☐ Wider theme: migration and welcome

Activity One

Communities Living Well Together: Kind and Helpful

To help pupils understand that communities are made stronger when people are kind and helpful, and that communities are shaped by people with both long roots and new journeys.

Vocabulary

- **Community** – a group of people who live, learn, or work together and care about one another
- **Kindness** – being friendly, caring, and thoughtful towards others
- **Helpful** – giving support or assistance to make things easier for someone else
- **Belonging** – feeling accepted, safe, and part of a group or place

1. What is a community?

Teacher prompt: “Today we’re thinking about **communities living well together**. What do you think a community is?”

- people who live, learn, or work together
- places like school, neighbourhoods, towns

“What helps a community feel like a good place to be?”

- Introduce the idea that **kindness and helpfulness** help communities work well.

2. People and journeys

Explain “Some people in our community have lived here for a very long time. Others have come from different places, sometimes by choice and sometimes because they had to.”

- People with long family roots in Norfolk
- People whose journeys brought them here from other countries

Teacher prompt: “How might someone feel when they arrive somewhere new?”

Key message: “When people are new, kindness and help really matter.”

3. Kind and helpful actions

On the board or verbally, ask:

“What does being *kind and helpful* look like in a community?”

- showing someone where things are
- listening
- sharing
- including others in games
- helping without being asked

“How do we do this in our classroom or playground?”

Reinforce: “Small actions can make a big difference.”

Activity Two

Cultural Celebration: Britain and Nigeria

Vocabulary

- **Nigeria** – a country in West Africa with many cultures and languages
 - **Culture** – the traditions, art, food, music, and ways of life of a group of people
 - **Community** – people who live, learn, or work together
 - **Migration** – when people move from one country or place to another
 - **Heritage** – traditions and culture passed down through families
 - **Adire** – traditional Nigerian patterned cloth made using tie-dye techniques

Watch introduction to Nigeria film [Let's explore Nigeria in Africa - BBC Bitesize](#)

Summary of learning:

- Britain and Nigeria have shared history through trade, movement of people, education, family connections and the Commonwealth.
- Nigerian heritage can be preserved through stories, clothing, language, food, celebrations, music and art.
- Adire is a traditional Nigerian textile made using resist-dye techniques to create patterns on cloth.
- Patterns in adire often have meaning and may use repeated shapes, lines and symbols.

Teaching points:

1. Britain and Nigeria shared history and connections.
 - Show a simple map of the world and locate Britain and Nigeria. Explain that countries can be linked through history, travel and people's lives.
 - Keep the explanation short and concrete, using familiar comparisons such as family connections and journeys.
2. How communities are shaped and what heritage is.
 - Introduce the idea of heritage as “the things people pass on from their families and communities”.
 - Give examples such as songs (nursery rhymes, national anthems), foods (family recipes), special clothes (religious), stories (fables) and celebrations (Eid, Christmas, New Year, Shabbat).
 - Show examples of nursery rhymes on Youtube to strengthen this understanding (these were passed down when the children were very young and they “may already know them”).
 - Ask pupils to repeat the word and use it in a sentence to strengthen vocabulary and retrieval.
3. How is heritage preserved in Nigeria?
 - Traditional storytelling in Nigeria often takes place around a communal fire or in village squares, where elders share tales of ancestral heroes, myths, and moral lessons with younger community members.
 - Mention that families also tell stories, use traditional clothing, make special foods, celebrate festivals and keep making traditional art.
 - Emphasise that heritage is living and it can continue in new places as well as in Nigeria. This helps pupils understand continuity and change over time.

4. The Nigerian textile tradition of adire.

- Adire is a traditional textile art from Nigeria, made using pattern and dye.
- Explain that “adire” means “tie and dye” and that fabric is prepared so some parts resist dye and become patterns.
- Watch part of this video:
<https://www.youtube.com/watch?v=r5HyU584fGw> for examples of adire being created and worn.

Activity: Adire Detective: Compare Britain and Nigeria – Paired task (20 min)

Resources: Images of Nigerian adire, Scottish tartan, and a simple British school tie or scarf.

Setup: Display tartan and adire side by side and ask, “How can two cloths from different places both tell a story?”

Activity: In pairs, pupils compare the fabrics by looking at colour, repetition and purpose. Prompt for vocal understanding of the main differences and similarities, model using the words: “both, same, pattern, different, colour and use.

Examples could be: “Both can be worn for special occasions” and “Adire uses resist dyeing”. Finally, pupils create a comparison statement explaining one similarity and one difference orally with their partner.

Plenary: Each pair shares one comparison that used evidence from the fabrics.

Additional questions:

- What do you already know about Nigeria?
- What does the word “heritage” mean?
- Can you think of any ways people keep their family or cultural traditions alive?
- Have you seen patterned fabric before? What did it look like?
- What do you know about how different countries are linked to Britain?

Activity: Story Cloth Circle: How Heritage Is Passed On – Group task (20 min)

Resources: a picture/example of adire cloth, a photo of a Nigerian family celebration and cards showing “story”, “music”, “cloth”, “food” and “dance”.

Setup: Sit pupils in a circle with each talking object and ask: “If a grandmother teaches a child to make adire, what is being passed on?”

Activity: Pupils pass the talking object and each child chooses one card to explain how heritage can be preserved, using examples such as a festival, a song, a recipe or a textile. The teacher models how adire is part of a living tradition because it is made, worn and valued by families and communities. Pupils then build a class “heritage chain” by linking their ideas with paper strips labelled with words like tradition, identity and family.

Debrief: The class agrees that heritage is not just old things; it is something people continue to live today.

Activity Three

Art Activity: Tie Die Inspired by Adire – Nigeria

Learning Objectives

By the end of the lesson, pupils will:

- Understand that Adire is a traditional textile art from Nigeria
- Learn how resist techniques create patterns
- Explore pattern and repetition
- Create an Adire-inspired design using fabric and paint

Outcome

Pupils will create an Adire-inspired fabric design using **elastic bands and liquid fabric paint** on:

- Old white T-shirts
- Pillowcases
- Small pieces of cotton (cut from old sheets)

This adapts traditional Adire into a **safe, manageable classroom process**.

Teacher Subject Knowledge & Links

- V&A Adire overview:
<https://www.vam.ac.uk/articles/adire-tied-and-dyed-indigo-textiles>
- Tie-dye techniques:
<https://www.tiedyoursummer.com/Technique/how-to-tie-dye>
- Classroom example:
<https://www.facebook.com/learningfieldschool/posts/diy-session-with-js-1-students-tie-dyetic-and-dye-called-adire-in-yoruba-languag/603988185075675/>

Resources (Essential):

- Old white T-shirts OR pillowcases OR cotton sheet squares
- Liquid fabric paint (2–3 colours only)
- Elastic bands
- Plastic table covers
- Gloves or aprons

Resources Optional:

- Droppers, brushes, or sponges

- Washing line or drying rack
- Pre-cut cotton squares (for easier management)

Important Teacher Preparation

- Ask pupils to bring **old white T-shirts or pillowcases from home**
- Have **spare materials available** (cut-up old sheets)
- Cover tables fully before starting
- Prepare drying space in advance

Classroom Management and Safety

- Cover all surfaces
- Use aprons
- Limit colour choices
- Demonstrate clear routines
- Supervise use of materials carefully
- Wash hands after activity



Vocabulary

- **Adire**
A way of making patterns on fabric by tying or covering parts before adding colour
- **Resist**
When something stops the colour from going in certain places
- **Pattern**
A design that repeats
- **Dye**
A colour used to stain fabric

1. Introduction

- Show examples of real Adire patterns. Explain that many traditional designs use **blue and white** and patterns can include circles, lines, and repeating shapes. You could choose these visual references for your lesson:
 - <https://kenyalogue.com/wp-content/uploads/2025/05/adire-2-1.jpg> [kenyalogue.com]
 - <https://kohantextilejournal.com/wp-content/uploads/2025/04/traditional-pattern.webp> [kohantexti...ournal.com]
 - <https://images.squarespace-cdn.com/content/v1/57d1a39be4fcb506ac65d026/1584030122816-12S9S5XYLVTGM6B5YXO5/Adire.png?format=1000w> [daymylane.com]
- Cultural context:
 - Adire comes from the Yoruba people of southwest Nigeria

- The closest English translation means “to tie and dye”
- It is traditionally made by women using resist techniques such as tying or applying paste
- Patterns are created by **stopping dye from reaching parts of the fabric**
- Locate Nigeria on a map (Abeokuta region).
- Discuss:
 - What shapes and patterns can you see?
 - How do you think the patterns are made?

2. Skill Practice

Techniques and Teacher Modelling

Model clearly:

1. Scrunching fabric
2. Adding elastic bands
3. Applying paint
4. What it will look like when opened

Resist Technique (Simplified Adire Oniko)

- Scrunch or fold fabric
- Tie tightly with elastic bands
- Covered areas will stay lighter

Using Fabric Paint

- Paint soaks into fabric (unlike poster paint)
- Apply carefully using:
 - Droppers
 - Brushes
 - Sponges
- Use limited colours to avoid muddy results

Composition Tips

- Simple patterns work best
- Spread colour evenly
- Leave some white space

Select one or two children to have a go in front of the class.

Reflection

Sentence starters:

“I liked...”

“I found... challenging...”

“Next time I will...”

Optional discussion questions:

What happened when you removed the bands?

Which patterns worked best?

What did you do to stop the paint reaching some areas?

How did your pattern change when opened?

3. Main Activity - Create a Chinese-inspired paper-cut design

Task: Create an Adire-inspired fabric design.

Possible options:

- T-shirts: wearable outcomes (high engagement)
- Pillowcases: practical finished product
- Sheet squares: easier classroom management
- Cut large sheets into smaller pieces for whole class use

Steps:

1. Scrunch or twist fabric
2. Secure with elastic bands
3. Apply fabric paint carefully
4. Ensure paint soaks into different areas
5. Leave to dry
6. (Later) Remove elastic bands to reveal pattern

4. Differentiation and Adaptation

Support/Beginner:

- Pre-scrunch fabric for pupils
- Use fewer colours
- Adult support for applying paint

Core:

- Create their own tied patterns
- Apply paint independently

Challenge:

- Experiment with multiple ties
- Create repeating or balanced designs
- Control colour placement carefully

Optional Extension Activities

1. Create a class display of fabric designs
2. Add designs onto clothing (glue or stitch)
3. Compare with other textile traditions
4. Write a short explanation of their design

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Activity One

Communities Living Well Together: Roles and Responsibilities

<u>Vocabulary</u> • Community - a group of people connected by shared geography, interests, values, or identity. • Belonging - the deep human need to feel accepted, valued, and connected to a group, place, or community • Responsibility - the duty of having authority or control over something or someone • Experiences - anything you see, do, or feel in life	1. What is a community? Teacher prompt: “Today we’re thinking about communities living well together. What do you think a community is?” • A group of people who work, live, learn and grow together. • An area where people have settled, like a town, village or city. • Smaller communities exist in people’s workplaces, schools and family-groups. “What do we need to do to help everyone feel they belong?” • Introduce the idea that everyone in a community has a role and a responsibility to help their communities work well. 2. Communities grow when people take part. Explain: “Every person has something to give. A community is stronger when people bring their own stories, skills, and experiences.” • That might be a grandparent who has lived in Norfolk all their life. • It might be a family who arrived more recently. • It might be a child who speaks more than one language. • It might be someone who helps at the library, the shop, the mosque, church, temple or village hall. Explain: “In England, we live in many different kinds of communities, but one thing stays the same: we all have responsibilities as well as rights. Our responsibility is to make sure other people are treated fairly and feel welcome.” Teacher prompt: “What helps someone feel welcome in a new place? What can we do to help?” Key message: Everyone belongs. Everyone matters. Everyone can help. 3. Being an active role model in your community. Explain: “Our role in the school community is to make sure everyone feels welcome and safe, that is our main responsibility.” “Show me with your hands how we can help our community.” (Demonstrate each action for the children to mimic). • Kindness - show a thumbs up • Listening - put a hand to your ear • Helping - show helping hands • Welcoming someone new - open your hands wide • Looking after shared spaces - pretend to tidy or pick something up “Which of these is easiest for you?” “Which one might need more practice?” Turn to the person next to you and share one way you can help someone feel included this week. Reinforce: “Everyone belongs. Everyone matters. Everyone can help.”
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Activity Two

Cultural Celebration: Multicultural Britain

Vocabulary

- Multicultural– A place where people from different cultures live together.
- Immigration– When people move to live in a different country.
- Needlework– Sewing, embroidery, or stitching done by hand.
- Tradition– Something people do over a long time and pass on.

Summary of learning:

- Britain has always been shaped by movement of people.
- Immigration has influenced Britain's culture, language, food, work, and traditions.
- Needlework in Britain has been used for practical purposes, learning, storytelling, and decoration.
- Textile traditions in other countries can share similar purposes, while also being distinct.
- Similar creative practices exist across the world, showing shared human ideas and local identity.

Teaching points:

1. Introduce the big idea of change over time.

- Explain that communities are not fixed; they change as people move, settle, and share experiences.
- Draw a simple timeline on the board with the class. Use paired talk and pupil response to add a few examples of different periods in British history and the civilisations that the children have covered in KS2 to date, such as Picts and Celts, Roman Britain, Anglo Saxons, Vikings and more recent migration today.
- Keep the language clear and age-appropriate, stressing that people have moved to Britain for a very long time and that this has shaped the country we know today.

2. Define immigration carefully and positively.

- The children may have heard this word at home or in the media they consume, we need to encourage a positive response to this word.
- Tell pupils that immigration means moving to a country to live there. Emphasise that people may move for work, safety, family, or new opportunities.
- Avoid assumptions by explaining that each person's story is different and important. This supports respect and helps pupils see migration as part of human history rather than something unusual.

3. Show how immigration has shaped Britain.

- Share a small number of concrete examples, such as foods, celebrations, languages, jobs (NHS – Windrush), or ideas that have come from people who moved to Britain. Keep the focus on visible, understandable changes that Year 4 pupils can relate to.
- Ask pupils to think about how life in their own community may include ideas from many different places.

4. Introduce British needlework as a historical source.

- Explain that needlework includes sewing, embroidery, stitching, quilting, and decorating fabric. Show examples of how people have used it in Britain for clothing, household items, samplers for learning letters and decorative objects.
- Explain that needlework can help historians learn about daily life, because it can show skills, beliefs and patterns that were valued.

5. Connect British needlework with global textile traditions.

- Display examples of stitched or embroidered textiles from different parts

of the world. Help pupils compare colour, stitch style, pattern, and purpose.

- Make clear that many cultures use thread and fabric to tell stories, show identity, or decorate items, and that this is something people share across the world.
- Model how to compare one British example with one example from another country. Use a sentence frame such as “Both ... and ... use...” or “This one is different because...”

Activity (20 min) Stitch Detective Museum Tables

Resources: Printed images of a Tudor embroidered coif, a Victorian sampler, a Sikh phulkari scarf and a Jamaican-style decorative textile, magnifying glasses (if available, they're mainly for show), sticky notes.

Setup: Place the above resources on different tables for children to rotate between, every table should have a stack of sticky notes and pencils.

Present the question: Show a mystery box containing thread, a thimble and a small piece of linen, then ask, “What can cloth and stitches tell us about people?” (eg. How they mend things, what is important to them, what fabric is used the most, what patterns are popular etc)

Activity: In small groups, children rotate between the artefact tables and note what they can see (such as colour, stitch type, pattern and purpose). Model how to use sentence stems like “I notice...”, “I think...”, and “I wonder...” to ask verbal questions about how people from different places brought ideas into Britain and shaped needlework.

Pause the activity and prompt each group to share one artefact clue that suggests migration, trade or cultural exchange with the artefact they are closest to.

Plenary: Pupils write out an “I wonder...” question about one of the textile sources on a sticky note. They then place their question on a class “museum wall” and tell a partner one new fact about British needlework or migration.

Additional questions:

1. What does the word *immigration* mean?
2. Can you think of any ways people from different countries have helped shape life in Britain?
3. What do you already know about sewing, embroidery, or needlework?
4. Have you seen any textiles, clothes, or patterns from other countries?
5. Why might people make patterns or stitch designs into fabric?

Optional Activities:

Global Motif Weavers – independent activity

Resources: Motif cards showing a Scottish thistle, a Welsh daffodil, Indian paisley, West African Adinkra symbols and Chinese cloud patterns.

Setup: Distribute the different motif cards on tables and refer to these on the board for the enquiry.

Present the enquiry: Invite pupils to guess what each motif might mean before revealing the short, child-friendly explanations.

Activity: Partners choose one British motif and one from another culture, then create a small design on card using coloured felt pens (in a needle type pattern) that combines both ideas respectfully, such as a thistle border with paisley curls or daffodil petals with cloud shapes.

They annotate their design with two labels explaining the meaning of each motif and how people moving to Britain may have shared decorative ideas.

Plenary: Pairs present their design and say why symbols matter in needlework.

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Activity Three

Art Activity: Needlework – Britain

Learning Objectives

By the end of the lesson, pupils will:

- Understand that appliqué is a traditional form of British needlework
- Develop basic sewing skills, including threading a needle and simple stitches
- Design and create a fabric piece inspired by their local community
- Use colour, shape and texture to communicate ideas

Optional Resources:

[British Needlework lesson resource](#)

Outcome

Each pupil produces a **finished appliqué fabric square** inspired by their local area, demonstrating basic sewing skills, creativity, and an understanding of traditional British needlework.

Teacher Subject Knowledge & Links

- Appliqué overview:
<https://www.bbc.co.uk/bitesize/topics/zd4skhv/articles/zsdcjfr#zf94239>
- Stitch guide:
<https://www.bbc.co.uk/bitesize/articles/zt43khv#z2gf9ty>

Resources (Essential):

- Fabric squares for backing
- Small pieces of coloured fabric (for appliqué shapes)
- Needles (age-appropriate)
- Thread (variety of colours)
- Fabric scissors
- Pencils or fabric pens
- Pins

Resources Optional:

- Embroidery hoops
- Pre-cut templates
- Felt (easier for beginners)
- Thimbles

Classroom Management and Safety

- Demonstrate safe handling of needles and scissors
- Store needles safely when not in use
- Use pins carefully and supervise closely
- Encourage slow, careful working to avoid injury
- Provide clear routines for distributing and collecting equipment

Vocabulary

- **Appliqué**
Decorating fabric by sewing smaller pieces of fabric onto a larger background to make a picture or pattern
- **Stitch**
A loop of thread made with a needle to join fabric together
- **Thread**
A thin strand used for sewing
- **Fabric**
Cloth that can be cut and sewn

1. Introduction

As a celebration of British needlework, this task allows pupils to create an appliqué fabric square representing their local community.

Appliqué is a way of decorating fabric by cutting shapes from one piece of cloth and sewing them onto another piece. It is similar to making a collage, but using fabric instead of paper.

- Introduce British needlework and appliqué
- Show examples of textile art
- Discuss:
 - What could represent our local area?
 - What colours and shapes might we use?

Optional prompt: landmarks, coast, countryside, wildlife, people

2. Design Phase

Pupils:

- Generate an idea based on “My Norfolk in a Stitch”
- Sketch a simple design
- Choose colours and materials

Composition Tips:

- Keep designs bold and clear
- Use contrasting colours to make shapes stand out
- Avoid very small or intricate details

3. Skill Practice

Techniques and Teacher Modelling

- Model and demonstrate stitching:
 - How to safely hold and use a needle
 - Threading a needle and tying a knot
- Use Simple stitches:
 - Running stitch
 - Back stitch
- Cutting Fabric
 - Use fabric scissors only
 - Cut slowly and accurately
 - Keep shapes simple for ease of stitching

4. Main Activity - Create a Chinese-inspired paper-cut design

Task: Create an appliqué fabric square inspired by the local community

Steps:

1. Think of an idea (e.g. tree, sea, landmark, person, or symbol)
2. Sketch a simple design
3. Choose fabrics and threads
4. Lightly draw the design onto fabric
5. Cut out fabric shapes carefully
6. Pin shapes onto backing fabric
7. Thread needle and tie a knot
8. Stitch shapes in place using simple stitches
9. Work slowly and carefully, correcting mistakes
10. Tie a knot at the back to secure thread
11. Trim loose threads
12. Add final details if desired
13. Prepare work for display with a title and description

Reflection

Sentence starters:

"I liked..."

"I found... challenging..."

"Next time I will..."

Optional discussion questions:

What does your design represent about your local area?

Which materials and colours did you choose and why?

How did you ensure your design was symmetrical

How did you choose your design?

How could you improve your work next time?

5. Differentiation and Adaptation

Support / Beginner:

- Use felt (does not fray)
- Provide pre-cut shapes
- Focus on basic running stitch
- Adult support for threading needles

Core:

- Design and cut their own shapes
- Use running stitch independently

Challenge / Greater Depth:

- Use more detailed designs
- Combine multiple stitch types
- Add layered appliqué elements
- Include symbolic meaning in design choices

Optional Extension Activities

1. Create a class textile display or patchwork quilt
2. Link to local history or geography
3. Write a short explanation of their design inspiration
4. Compare with textile traditions from other cultures

Activity One

Communities Living Well Together: Respecting Differences and Resolving Conflict

Vocabulary

- Inclusion - the practice of ensuring that individuals from diverse backgrounds and abilities are actively integrated and valued within various social contexts
- Unique - being the only one of its kind or having nothing else exactly like it
- Conflict - serious disagreement and argument about something important
- Community - a group of people connected by shared geography, interests, values, or identity.

1. What makes a community feel safe and inclusive?

Teacher prompt: "What makes a place feel like home?"

- Is it the buildings around you?
- The streets you walk down?
- The school you go to?
- The park you play in?
- The people you meet?
- The food you eat?
- The sounds you hear?
- The language that surrounds you?

"Why is it important to respect each other's unique differences?"

- Some people in Norfolk have family stories that go back many generations.
- Some people have arrived more recently from other parts of the UK, from Europe, or from countries around the world.
- Some people were born here.
- Some chose to come here for work, study, safety, or new opportunities.

Key message: "Everyone's stories matter and everyone should feel included."

2. Resolving conflict within our own communities..

Explain: "A community is not just a place on a map. It is the people in it. A community grows when people:

- listen to one another
- welcome newcomers
- respect differences
- solve disagreements fairly
- help each other feel they belong

	Explain: “That means we do not all need to be the same to get along well.” In fact, different stories, different languages, different traditions, and different experiences can make a community stronger. When we learn from each other, we understand each other better. When we understand each other better, there is less room for misunderstanding, teasing, and conflict. Sometimes people disagree. That happens in classrooms, on the playground, in group work, and at home too. The important thing is not pretending disagreements never happen. The important thing is learning how to sort them out kindly. Teacher prompt: “What can we do to help someone who has been in a disagreement?” • listen first • use calm words • ask questions • try to be fair • apologise if needed • find a solution together Key message: Listen first, speak calmly, try to understand the other person’s view. 3. Respecting differences within our communities - final discussion. Ask: “What is one thing that makes a place feel like home?” Follow-up: “Is it different for different people?” Ask: “Why do you think listening to someone’s story can help us understand them better?” Follow-up: “Can two people have different experiences of the same place?” Ask: “What can happen when people notice differences in a respectful way?” Follow-up: How can differences make a community stronger? Reinforce: “Everyone’s stories matter and everyone should feel included.”
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5 Activity Two	
Cultural Celebration: Britain and Europe	
Vocabulary • Trade– Buying and selling goods and services between places or countries. • Migration– When people move from one place or country to live in another. • Connection– A link or relationship between people, places or countries. • Exchange– Swapping one thing for another of equal value.	Summary of learning: • Britain has had long-standing links with Europe through trade, ideas, conflict, alliance and travel. • Goods, people and ideas have been exchanged across borders for centuries. • Migration has helped shape communities in Britain. • Modern Britain and Europe remain connected through transport, trade, tourism, work, study and communication. Teaching points: 1. Introduce the big idea of connection. – Display a simple map to show nearby countries and sea routes.

- **Import**– To bring goods into a country from another country.
- **Export**– To send goods from one country to another country to sell.

- Explain that Britain is not separate from Europe in terms of history and human movement; it has always been **connected** through people, goods and ideas.

Activity (5-10 mins) Map and match

Resources: map of Europe and Britain, picture cards of travel and trade goods (scissors, glue and pencils)

In pairs, pupils are given a simplified map of Britain and Europe alongside a set of picture cards showing traded goods, travel images, and people moving between countries. Pupils place each card on or near the map where they think it best fits and draw arrows or lines to show movement or connection. They then orally explain one sentence for each match, such as “This shows trade because goods move from one country to another.”

2. Show a short historical timeline of links.

- Present a few carefully selected examples of **exchange** links between Britain and Europe, such as tin **trade** in the Bronze Ages, Roman roads, medieval trade, **migration** of workers and modern travel.
- Emphasise that these links have changed over time but have never disappeared.

3. Focus on **trade** links.

- Show examples of goods that Britain has **imported** and **exported** (such as food, clothes, machinery and raw materials).
- Explain that **trade** means buying and selling between countries and that this has happened for a very long time.
- Ask pupils to spot where goods might come from on a map, linking geography with history to deepen understanding.

<https://www.bbc.co.uk/bitesize/articles/zk4rmfr#zrsr96f> Explore trade

4. Focus on **migration** and movement of people.

- Explain that people move across borders for many reasons (including work, safety, family, study and new opportunities).
- Refer carefully and positively to the project’s emphasis on community stories, making clear that people’s journeys help shape places.

5. Link to the present day.

- Discuss how Britain and Europe are **connected** now through travel, tourism, schools, business, food and digital communication.
- Highlight that modern **connections** are often quick and frequent, but still part of a much older pattern of **exchange**, **migration** and **trade**.
- Invite pupils to compare past and present links using a simple “then and now” structure.

Activity (10-15mins) Then and now comparison grid

Resources: paper/exercise books, rulers and pencils

Pupils complete a simple comparison grid with two columns: *Britain and Europe in the past* and *Britain and Europe today*. They can add short notes under headings such as **trade**, **travel**, **people** and **communication**. Sentence stems can be provided on the board, for example, “In the past, people travelled by...” and “Today, people can connect by...”

Pupils should include at least one historical example and one modern example in

each column.

Optional Activities:

Trade Route Traders: From Wool to Halloumi – Paired activity

Resources: Item cards, large Europe map, coloured pens, whiteboard pens

Setup: On tables, draw out labelled circles for “Britain”, “France”, “Cyprus” and “Europe”. Cut out the item cards (wool, tin, olive oil, cheddar cheese, silk, spices and halloumi.)

Present the question: “Why did people in England export wool to Europe in the past and why do shops in Britain sell olive oil and halloumi today?”

Activity: Pairs sort the goods into what Britain might export, import or exchange with Europe in different time periods. Then map one trade route by drawing on the map of Europe. They then create a short spoken explanation comparing a medieval wool trade link with a modern food trade link, using the words “trade”, “resource” and “connection”.

Plenary: Pairs swap maps and identify one reason trade matters for daily life and wealth.

5

Activity Three

Art Activity:

Terracotta Figurines - Cyprus

Learning Objectives

By the end of the lesson, pupils will:

- Understand that terracotta figurines were made in Ancient Cyprus
- Learn basic clay techniques such as pinching, coiling, and joining
- Design and create a simple clay animal figurine
- Use shape, pattern, and texture to communicate ideas
- Explore how materials and techniques were used in the past

By the end of the lesson, pupils will:

Produce a small terracotta-style animal figurine inspired by Ancient Cyprus, demonstrating basic clay skills, creativity, and an understanding of historical art traditions

Teacher Subject Knowledge & Links

- BBC: A History of the World (Cypriot Rattle) – a story explaining the use of a pig-shaped rattle
- Museum examples: British Museum – pig-shaped rattle; Ashmolean Museum – terracotta chariot with figures; Allard Pierson Museum – painted rider figurine

Resources (Essential):

- Air-dry clay or terracotta clay
- Clay tools (wooden sticks, plastic knives, loop tools)
- Water pots and sponges
- Rolling pins or bottles
- Clay boards or mats

Optional Power Point
Resource:

- Slip (clay + water mixture)
- Aprons and table covers

Resources (Optional):

- Acrylic paints for decoration
- Printed visual examples (boar, bull, ram, pig rattle, wheeled toy)

Classroom Management and Safety

- Demonstrate safe and careful use of clay tools
- Remind pupils to keep tools away from faces
- Ensure clay is used only on designated surfaces
- Encourage handwashing after handling clay
- Keep floors clean to avoid slipping



Boar



Bull



Ram



Pig



Wheeled toy

Vocabulary

• **Terracotta**

Clay that has been shaped and baked to become hard

I. Introduction

This lesson explores Ancient Cypriot terracotta figurines, including toys and animals made thousands of years ago.

- Introduce Ancient Cyprus and its location (Mediterranean, near Greece and the Middle East)

- **Clay**

A soft natural material that can be shaped when wet

- **Pinch**

A technique using fingers to shape clay

- **Score and slip**

Scratching clay and adding wet clay to join pieces

- **Pattern**

A repeated decorative design

Map / Location Context:

- Cyprus is an island in the Mediterranean Sea
- Close to Greece, Turkey, and the Middle East
- Known for ancient trade and rich cultural history



- Show examples of figurines (animals, rattles, wheeled toys)

Early figures often rely on simple, bulky forms such as cylindrical or tubular bodies

Most animal figurines were handmade, giving them a rustic and "eclectic" quality

Many figures from the Archaic period feature vibrant red and black paint. These decorations often include linear motifs, zig-zags, and parallel lines applied over a light-coloured slip

They were typically made from carbonaceous clay (silty marl) found locally on the island, which fired to buff, reddish, or brownish colours

- Discuss:

- Why might people have made these objects?
- What animals or shapes do we notice?
- What patterns can we see?

Key facts to share:

- “Terracotta” means “baked earth”
- Some figures are over 4,000 years old
- Many were handmade and simple in shape

2. Skill Practice

- Generate an idea for an animal figurine inspired by Ancient Cyprus
- Sketch a simple design
- Decide on shape and features

Composition Tips:

- Keep shapes simple (cylinders, balls)
- Avoid small, fragile details
- Think about balance so the figure can stand

Techniques and Teacher Modelling

- Demonstrate:

- Pinching clay
- Rolling coils and shapes

- Scoring and slipping to join pieces
- Emphasise:
 - Keeping joins secure
 - Using water carefully
 - Building stable forms

3. Main Activity - Create a small clay animal inspired by Ancient Cypriot figurines

1. **Make the body (“snowman” technique)**
 - Roll a thick cylinder for the body
 - Roll a smaller ball for the head
 - Join using scoring, slipping, and pressing together
2. **Add legs**
 - Roll four small cones
 - Attach to the base
3. **Optional: create a wheeled toy**
 - Carefully poke holes through legs for axles
4. **Optional: make a rattle**
 - Create two pinch pots
 - Add dried beans inside
 - Join and smooth the seam
5. **Add details**
 - Ears, tail, eyes using small clay pieces
6. **Decorate**
 - Scratch patterns (zig-zags, lines, dots)
 - Leave to dry
7. **Finish (optional)**
 - Paint using red and black patterns
8. **Prepare for display**
 - Add a title and short description

Top Tip:

Ancient figurines were often simple and a little uneven—this makes them unique. Your work doesn’t need to be perfect to be successful!

4. Differentiation and Adaptation

Support / Beginner:

- Use larger clay pieces
- Provide simple templates or base shapes
- Focus on one main shape
- Adult guidance when joining pieces

Core:

- Design and build own figurine
- Use scoring and slipping independently
- Add simple patterns

Challenge / Greater Depth:

- Add moving elements (e.g. wheels)
- Create more detailed forms
- Use layered or complex patterns
- Include symbolic meaning

Reflection

- How did the clay feel to use?
- Why did you choose your animal?
- What do your patterns remind you of?
- How is your figurine similar or different to ancient ones?

Optional Extension Activities

1. Create a class "museum display" with labels
2. Link to history or geography (Ancient Cyprus)
3. Write a short explanation of their figurine
4. Compare with toys and artefacts from other cultures

To add a fun, high-energy layer to your exhibition, try a "Potter's Mark" Identification Challenge. This activity turns visitors into "Forensic Archaeologists" and helps them connect personally with the student artists.

The Activity: The Fingerprint Mystery

In ancient Cyprus, many terracotta figures were so small that the potters accidentally left their fingerprints or palm prints in the wet clay before it was baked. Archaeologists today use these prints to figure out if the same person made a whole group of toys!

The Setup: Ask each student to intentionally press one clear fingerprint into a hidden spot on their animal (like under the belly or behind an ear) before the clay dries.

The Challenge: Create a "Master Fingerprint Sheet" with a stamped ink print from 5–10 students, each labelled with a Code Number (not their name).

The Visitor Task: Give families a magnifying glass and the Master Sheet. They have to inspect the terracotta animals in the "museum" to find a matching print and identify which "Ancient Potter" (student) made which piece.

Activity One

Communities Living Well Together: Active Citizenship and Improving Communities

Vocabulary

- Active citizen - an individual who engages with their community and society to bring about positive change
- Tolerance - the willingness to accept or endure behaviours, beliefs, or conditions that are different from your own
- Democracy - a system of government where power belongs to the people
- Individual liberty - having the freedom to safely make their own choices, express their unique personalities, and share their opinions

1. How can we live well together in our communities?

Teacher prompt: "I want you to think about the word community. What does it mean?"

- your school
- your street
- your village
- your town
- a group of people who look after each other and share life together

Say: "Now here is an important idea: **communities are not fixed**. They change over time. People move in, people move on, children grow up, families stay for generations, and new stories become part of the place too."

Today we are thinking about **living well together**. That means learning how we can all belong, help, listen, and include others.

"In Norfolk, some families have been here for a very long time. Other families have arrived from different parts of the UK or from countries all around the world. All of those stories matter. All of them help shape the place we live in."
Key message: What kind of person helps make a community better?

2. Being an active member of a community.

Explain: "Being part of a community is not just about where you were born. It is also about what you do.

A good community is built by people who:

- welcome others
- listen carefully
- show respect
- share responsibility
- help when something needs improving
- speak up kindly when something is not fair

This is called **active citizenship**. That means being an active part of the place you live in, not just sitting back and waiting for other people to make things better.

Ask: "How can we be active members of our school community?"

- help a new child feel included
- tidy up your classroom
- join in with a team
- look after shared spaces
- use kind words
- notice when someone is left out

"In England, we value **respect, tolerance, democracy, individual liberty, and the rule of law**. Those values help people live together well."

Key message: A strong community does not ask, "Who is the most local?" It asks, "How can we all belong here and make this place better together?"

3. Respecting differences within our communities - final discussion.

	Ask: "How do communities change over time?" Follow-up: "What might stay the same and what might change?" Ask: "What does it mean to belong?" Follow-up: "Is belonging only about where you were born, or can it grow through friendship, respect and contribution?" Ask: "How can you help someone feel included this week? At playtime? In class? On the way to school?" Reinforce: "What kind of person helps make a community better?"
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Activity Two

Cultural Celebration: Britain and China

Vocabulary

- **Migration** – When people move from one place or country to another to live, either for a short time or permanently.
- **Trade** – The exchange of goods and services between countries, such as buying and selling products like tea, silk or electronics.
- **Connection** – A link or relationship between people, places or ideas, such as the historical links between Britain and China.
- **Culture** – The way of life of a group of people, including their traditions, language, food, and art.
- **Identity** – How a person sees themselves and what makes them who they are, including their culture, experiences, and background.
- **Symmetry** – When one side of a shape or design mirrors the other side, often seen in Chinese paper cutting (jianzhi).

<https://www.bbc.co.uk/teach/class-clips-video/articles/znrbr2p> (migration story)

[Quick guide to China for Kids - fun and facts about China - YouTube](#)

Background information on China:

- China is a vast, ancient East Asian country with over 1.4 billion people and a rich history of dynasties (The Shang Dynasty is a potential KS2 History topic on the NC).
- It shares a land border with 14+ countries including: Russia, India and Afghanistan.
- It is known for inventing paper, silk and building the Great Wall.
- One of the world's oldest countries with written records dating back over 3,500 years.
- Britain's relationship with China didn't begin until 400+ years ago under the reign of Elizabeth I when trade between the two countries began.
- In the years following, Britain and China have had mixed interactions and conflicts, culminating in China sending 20 000+ sailors to Liverpool to help with the war effort in WW2.
- Across this time, people have immigrated and settled freely between the two nations.

Summary of learning:

- Britain and China have a long shared history.
- Historical links include trade, travel, and exchange of ideas.
- Modern links include trade, education, migration, and culture.
- Jianzhi is a traditional Chinese art of papercutting, often using folded paper to create symmetrical designs.
- Art can tell us about culture, identity, and belonging.

Intro:

- Begin with a short image prompt on the board: a Chinese paper cut, a map showing Britain and China, and a photo of modern links such as a

Chinese student in a British school or a product label showing manufacture in China.

- Ask pupils to silently look for 30 seconds, then turn and talk about what they notice. This activates prior knowledge and encourages careful observation before discussion.
- Keep the focus on curiosity: “What do these images tell us about how people and ideas move between places?”

Questioning:

- What do these images have in common?
- What do they suggest about links between Britain and China?
- What do you notice about the paper cut design?

Teaching points:

1. Connections and trade routes between countries.

- Begin by introducing the idea that countries are connected over time through people, goods, and ideas.
- Load a world map to show Britain and China as distant places that have nevertheless had contact – the contact can be drawn onto a simple timeline on the board using the teacher notes.

2. Historical links between China and Britain.

- Explain one or two historical links between Britain and China, such as trade in tea and silk, and later the movement of people and ideas.
- Keep the explanation focused and age-appropriate, avoiding too many facts at once.
- Emphasise that these links shaped daily life, fashion, food, and how people understood one another.

3. Modern day links between China and Britain.

- Move to the present day and compare with modern links such as Chinese students studying in Britain, British schools learning about Chinese culture, and trade between the two countries.
- Use examples relevant to Year 6, such as toys, electronics, food, or cultural festivals.
- Make clear that communities are shaped over time by both long-standing roots and new journeys

4. What is jianzhi and what does it represent?

- Introduce jianzhi as a traditional Chinese art form. Show an example and explain that it often uses folded paper, symmetry, and carefully cut shapes.
- Point out that the design can include animals, flowers, and symbols linked to good fortune or celebration.

Optional Activities:

Britain and China Newsroom – Paired activity (30mins)

Resources: Toy microphone/prop, a map and cue cards containing words such as trade, imports, exports, past, and present.

Setup: Tell pupils that they are journalists reporting on “Breaking News: Britain and China Are Connected”.

Activity: In pairs, one pupil acts as presenter and the other as expert guest. They rehearse and perform a 30-second news report using one historical example, such as tea or porcelain and one modern example, such as university links or technology trade.

The pair switches roles and improves the report after feedback from another pair.

Plenary: The class discusses which words helped make the report clear and factual.

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Activity Three

Art Activity: Jianzhi - Chinese papercutting

Learning Objectives

By the end of the lesson, pupils will:

- Understand that *Jianzhi* is a traditional Chinese art form with cultural significance
- Develop skills in folding, cutting, and creating symmetrical designs
- Explore pattern, shape, and negative space
- Create a finished paper-cut design inspired by Chinese traditions

Optional Power Point
Resource:

[Jianzhi Chinese Paper
Cutting Powerpoint
Resource.pptx](#)

Teacher Subject Knowledge & Links

- BBC Bitesize overview:
<https://www.bbc.co.uk/bitesize/articles/zhqvwx#zwgy3j6>
- Cultural background:
<https://www.culturally.co/blog/a-look-into-the-history-of-chinese-paper-cutting>
- Cultural significance (video):
<https://asia-archive.si.edu/learn/for-educators/teaching-china-with-the-smithsonian/videos/paper-cutting/>

Design inspiration and tutorials:

- Step-by-step (flower):
<https://etspeaksfromhome.co.uk/2023/01/chinese-new-year-flower-paper-cutting.html>
- Video tutorials:
<https://www.youtube.com/watch?v=rNqNcMsvUTs>
<https://www.youtube.com/watch?v=TFcevyBqwcU>
- Simple children's designs:
<https://craftiments.com/chinese-new-year-paper-cutting-for-kids/>

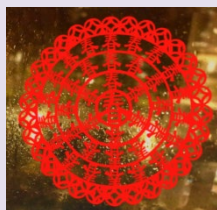
Resources (Essential):

- Squares of coloured or plain paper (preferably red and thin)
- Scissors
- Presentation slides (PowerPoint)

Resources (Optional):

- Craft knives (teacher use only / supervised / Own School Risk Assessment Required)

- Cutting mats (teacher use only / supervised / Own School Risk Assessment Required)
- Glue sticks
- Contrasting backing paper
- String (for hanging or display)



Vocabulary

- **Repeating pattern**
A pattern that repeats over and over
- **Symmetry**
A shape where one side is the same as the other, or is repeated around an axis
- **Fold**
When you bend paper over so one side touches the other to make a crease.
- **Silhouette**
The outline or shape of something, usually shown as a solid shape (often black) without details inside.
- **Negative space**
The empty spaces around and inside shapes in a picture or design. In paper cutting, it is the parts you cut away.

Be aware of links to origami, which is associated with Japan.

1. Introduction

- Show examples of traditional paper cuts
- Cultural context:
 - *Jianzhi* (paper cutting) originated in China over 1,500 years ago
 - Traditionally used for decorations, especially during festivals such as Chinese New Year
 - Designs often symbolise luck, happiness, prosperity, animals, flowers, and stories
- Discuss:
 - What shapes and patterns can you see?
 - Why might symmetry be important?
- Locate China on a map and share key facts

2. Skill Practice

- Techniques and Teacher Modelling. Folding (Essential for Symmetry)
 - Half fold: simple mirrored designs
 - Quarter fold: more intricate, repeating patterns

Emphasise:

- Lining up edges accurately
 - Pressing strong creases
 - Cut slowly and carefully
 - Turn the paper rather than the scissors
 - Avoid cutting all edges so the piece remains connected
- Pupils practise:
 - Begin with simple shapes before attempting complex designs
 - Folding paper accurately
 - Cutting simple shapes (triangles, curves, lines)

- Pupils unfold to observe symmetrical outcomes
- Pupils practise again:
 - Plan cuts before starting
 - Balance positive and negative space

3. Main Activity - Create a Chinese-inspired paper-cut design

Children will need to practise the key skills of folding, holding, drawing and cutting before their final design. They will need to remember that their design will be symmetrical, depending on how they fold their paper.

If needed, templates of a design could be printed on to the paper/card for children to cut out. Or, children can create their own designs based on shapes and patterns.

Steps:

- Fold paper (half or quarter)
- Draw a design on the folded section or use a template
- Carefully cut shapes
- Slowly unfold to reveal the full symmetrical pattern
- Flatten and mount onto backing paper if desired

Encourage themes such as:

- Animals (e.g. zodiac)
- Flowers
- Geometric patterns
- Personal symbols or meaningful shapes

Reflection

Sentence starters:

"I liked..."

"I found... challenging..."

"Next time I will..."

Optional discussion questions:

What does your design represent?

How did folding affect your pattern?

4. Differentiation and Adaptation

Support / Beginner:

- Provide pre-drawn templates
- Use fewer folds
- Squared paper to pre-draw
- Focus on cutting along lines
- Model correct scissor use

Challenge / Greater Depth:

- Use quarter folds for more complex designs
- Include detailed internal cuts
- Explore symbolism and cultural meaning
- Encourage pupils to plan before cutting

- Provide spare paper or templates as needed

Optional Extension Activities

1. Children can experiment with their own designs to extend the activity.
2. Children can stick their design on to a contrasting paper/layer it to change the look of it.
3. Turn it into a hanging decoration with string or stick it on a window.
4. Children to choose a typical and relevant school value to illustrate their design with and write in Chinese writing, such as Happiness 快乐 Health 健康 Respect 尊重
5. Create a class display or hanging installation
6. Explore digital symmetry tools
7. Writing link: describe the meaning behind the design

