

# European Refugees

## National Curriculum Objectives:

Reading: English Year 5 & Year 6: Understand what they read by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. [More resources with this objective.](#)

SPAG: English Year 5 & Year 6: Terminology for pupils - relative pronoun. [More resources with this objective.](#)

## Level of this Pack:

Age: 10-11

England: Year 6 Mastery

Scotland: Primary 7

Wales: Year 6 Mastery

Australia: Year 5/Grade 5

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# European Refugees



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European Refugees – Year 6 Mastery – Image

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1. What does the flag represent? Why is it torn? (P5/2d)

2. Who might be travelling in the boat? Why do you think this? (P5/2d)

3. Where has the boat come from? Where is it going? (P5/2d)

4. From the image, you cannot tell which part of the world the map is showing. Where do you think the map is of and what significance does it have on the meaning behind the image? (L6/2f)

5. The image has a very strong message and mood within it. There are subtle hints to portray a mood to the reader.

a) What mood does the picture create? (T4)

b) How does the weather in the picture support this? (P5/2d)

c) What weather would be used to create an opposing mood? (T4)

6. The boat symbolises refugees in Europe. How might the image be used to persuade people to help? (P5/2d)

7. The sea in the image is calm. Why might you change this if you want to persuade your readers, and what effect may it have on them? (P5/2d)

8. If the image was used to promote a political party, what might their message be to the voters? (C7)

9. Why is the boat in the centre of the image? Give two reasons. (C7)

10. What might you ask someone who is travelling in the boat? (P4)

11. The boat is made from paper and is sailing on the sea. What implicit meaning does this have? (L5/2g)

12. Why has the illustrator chosen to use paper rather than wood or plastic for the boat? (L5/2g)

13. What one word summarises your feelings about the image? Explain why you chose this word. (S2/2c)

14. Think of another story of a dangerous journey. What message do these stories give? (T4)

## European Refugees – Vocab 1

Write the definitions for each of these words.

asylum	
displacement	
destitute	
sanitation	
deterioration	
humanitarian	
regional	
abate	
remittance	
xenophobia	
trafficking	
persecution	
exile	
resettlement	

## European Refugees – Vocab 2

Use the clues in the table below to complete the crossword.

1. Hostility and ill-treatment because of race, political views or religion.	4. Conditions linked to public health such as sewage disposal and clean drinking water.	7. To be barred from your own country usually because of political views.
2. To become progressively worse.	5. To reduce (numbers of) or remove.	8. Concerned with one area or region.
3. Dislike and prejudice against those from other countries.	6. Concerned with human welfare. Compassionate and humane.	9. Extremely poor and lacking any means to provide for yourself.

The crossword puzzle grid is as follows:

- 1**: Down, 10 letters.
- 2**: Across, 13 letters.
- 3**: Across, 10 letters.
- 4**: Down, 10 letters.
- 5**: Down, 4 letters.
- 6**: Across, 11 letters.
- 7**: Down, 3 letters.
- 8**: Across, 8 letters.
- 9**: Across, 9 letters.

## European Refugees – SPAG

Put a tick in each row to show the type of pronoun underlined in each sentence.

	personal pronoun	relative pronoun	possessive pronoun
The coats was <u>hers</u> , she was not leaving her home without it.			
Saleed was the one <u>who</u> suggested leaving home.			
She suggested to them that <u>they</u> get in the boat and leave for England.			
Rita was adamant. It was too dangerous for <u>them</u> to stay there any longer.			

Add a prefix or suffix to each word below to make the word that matches the meaning.

meaning	word
among many countries	_____national
having characteristics of a region	region_____
in a state of getting worse	deterior_____
to admit again	_____mittance
a person that seeks to promote the welfare of others	philanthrop_____

For each pair of words tick the one that has the correct spelling.

existence	<input type="checkbox"/>
existance	<input type="checkbox"/>

seperate	<input type="checkbox"/>
separate	<input type="checkbox"/>

existence	<input type="checkbox"/>
existance	<input type="checkbox"/>

accommodation	<input type="checkbox"/>
acomodation	<input type="checkbox"/>

1. What does the flag represent? Why is it torn? (P5/2d) **The European Union. A torn flag as the UK are leaving the union or because European countries are not helping as much as they should for refugees.**
2. Who might be travelling in the boat? Why do you think this? (P5/2d) **Refugees, people in desperate need of help.**
3. Where has the boat come from? Where is it going? (P5/2d) **It is travelling across the sea in Europe. Personal responses to where it may be going. Pupils may suggest Great Britain.**
4. From the image, you cannot tell which part of the world the map is showing. Where do you think the map is of and what significance does it have on the meaning behind the image? (L6/2f) **Europe because it has an EU flag. It may represent that people are trying to get help from the EU, or that the EU is now fragile as it is a paper boat sailing on water.**
5. The image has a very strong message and mood within it. There are subtle hints to portray a mood to the reader.
  - a) What mood does the picture create? (T4) **Sadness, distress, uncertainty, frailness**
  - b) How does the weather in the picture support this? (P5/2d) **The weather is gloomy – there are dark clouds and rain above the boat.**
  - c) What weather would be used to create an opposing mood? (T4) **Sunny, clear skies, soft looking clouds, a rainbow to represent hope.**
6. The boat symbolises refugees in Europe. How might the image be used to persuade people to help? (P5/2d) **It encourages people to think about the EU and the journey refugees may take to find safety. The boat is fragile and dangerous; it is a paper boat floating on water and may sink at any time, especially with the rain falling above.**
7. The sea in the image is calm. Why might you change this if you want to persuade your readers, and what effect may it have on them? (P5/2d) **A calm sea may represent a calm experience. If you wanted to persuade people to help, you may need to change the sea to be choppy and add more danger to the picture. It would shock the readers more and encourage them to think about how they can help.**
8. If the image was used to promote a political party, what might their message be to the voters? (C7) **That Britain needs to remain in the EU, that the EU citizens need help and support, and that we need to help those refugees on their journey to a safer life.**
9. Why is the boat in the centre of the image? Give two reasons. (C7) **It is the focus of the image, and to give the biggest impact on the reader.**
10. What might you ask someone who is travelling in the boat? (P4) **Personal response. Pupils may want to ask where the refugees are from and where they are going. They may want to know why they are travelling and what they are trying to escape.**
11. The boat is made from paper and is sailing on the sea. What implicit meaning does this have? (L5/2g) **It implies it is dangerous and fragile. Paper boats don't last too long before they get too wet and sink. The reader will be thinking this when looking at the image.**
12. Why has the illustrator chosen to use paper rather than wood or plastic for the boat? (L5/2g) **To portray it is dangerous and fragile.**
13. What one word summarises your feelings about the image? Explain why you chose this word. (S2/2c) **Various responses that are sensitive and appropriate to the image.**
14. Think of another story of a dangerous journey. What message do these stories give? (T4) **Accept any appropriate responses.**

## European Refugees – Vocab 1

Write the definitions for each of these words.

asylum	the protection granted by a state to someone that has left their home as a refugee
displacement	enforced departure of people from their homes
destitute	extremely poor and not having the means to provide for yourself
sanitation	human welfare that includes clean drinking water and sewage disposal
deterioration	to progressively get worse over time
humanitarian	concerned with human welfare
regional	related to a region or area of land
abate	reduce or remove something
remittance	sending funds that you earn back to your home country
xenophobia	dislike of or prejudice against people from other countries
trafficking	deal or trade in something illegal, often in relation to people
persecution	hostility and ill-treatment, especially because of race or political or religious beliefs
exile	being barred from your native county often because of political views
resettlement	the settlement of people in a different place



## European Refugees – SPAG

Put a tick in each row to show the type of pronoun underlined in each sentence.

	personal pronoun	relative pronoun	possessive pronoun
The coats was <u>hers</u> , she was not leaving her home without it.			✓
Saleed was the one <u>who</u> suggested leaving home.		✓	
She suggested to them that <u>they</u> get in the boat and leave for England.	✓		
Rita was adamant. It was too dangerous for <u>them</u> to stay there any longer.	✓		

Add a prefix or suffix to each word below to make the word that matches the meaning.

meaning	word
among many countries	<b>international</b>
having characteristics of a region	<b>regional</b>
in a state of getting worse	<b>deterioration</b>
to admit again	<b>remittance</b>
a person that seeks to promote the welfare of others	<b>philanthropist</b>

For each pair of words tick the one that has the correct spelling.

existence	✓
existance	

seperate	
separate	✓

existence	✓
existance	

accommodation	✓
acomodation	

Comprehension

- Year 1/2 C1/1a Discussing word meanings, linking new meanings to known vocabulary  
C2 Answer simple, information retrieval questions about texts\*  
C3 Drawing on what they already know from background information and vocabulary provided by the teacher  
C4 Discussing and expressing views about a wide range of texts  
C5/1c Discussing the sequence of events in texts and how items of information are related
- Year 3/4 C1/2a Explaining the meaning of words in context  
C4 Discussing and expressing views about a wide range of texts  
C6/2b Retrieve and record information from fiction and non-fiction  
C7 Identifying how language, structure and presentation contribute to meaning
- Year 5/6 C1/2a Exploring the meaning of words in context  
C4 Discussing and expressing views about a wide range of texts  
C6/2b Retrieve, record and present information from fiction and non-fiction  
C7 Identifying how language, structure and presentation contribute to meaning  
C8/2h Making comparisons within and across texts  
C9 Distinguish between statements of fact and opinion

Predictions and Making Inferences

- Year 1/2 P1 Link the text to their own experiences  
P2/1e Predicting what might happen on the basis of what has been read so far  
P3/1d Making inferences on the basis of what is being said and done  
P4 Answering and asking questions
- Year 3/4 P2/2e Predicting what might happen from details stated and implied  
P4 Asking questions to improve their understanding  
P5/2d Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Year 5/6 P2/2e Predicting what might happen from details stated and implied  
P4 Asking questions to improve their understanding  
P5/2d Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Language for Effect

- Year 1/2 L1 Recognising and joining in with predictable phrases  
L2 Learning to appreciate rhymes and poems, and to recite some by heart with appropriate intonation to make the meaning clear
- Year 3/4 L3 Using dictionaries to check the meaning of words they have read  
L4 Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- Year 5/6 L2 Learning a wider range of poetry by heart  
L4 Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience  
L5/2g Discuss and evaluate the authors' use of language, including figurative language, including the impact on the reader and how meaning is enhanced through the author's choice of words and phrases  
L6/2f Identify and explain how content is related and contributes to meaning as a whole

\*not currently a curriculum objective

## Summarising

Year 1/2	S1	Discussing the significance of the title and events
Year 3/4	S2/2c	Identifying main ideas drawn from more than one paragraph and summarising these
Year 5/6	S2/2c	Summarising from more than one paragraph, identifying key details which support the main ideas

## Themes and Conventions

Year 1/2	T1/1b	Becoming very familiar with non-fiction and fiction, such as key stories, fairy stories and traditional tales, and retelling them
	T2/1b	Considering the particular characteristics of the above texts
Year 3/4	T3	Reading texts that are structured in different ways and reading for a range of purposes
	T4	Identifying themes and conventions in a wide range of texts
	T5	Recognising some different forms of poetry
Year 5/6	T2	Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and texts from other cultures and traditions
	T4	Identifying and discussing themes and conventions in and across a wide range of writing

## Reading for Pleasure

Year 1/2	R1	Listening to and discussing a wide range of fiction and non-fiction texts
	R2	Participate in discussion about texts, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
	R3	Discussing their favourite words and phrases
Year 3/4	R1	Listening to and discussing a wide range of fiction and non-fiction texts
	R2	Participate in discussion about both texts that are read to them and those they can read for themselves, taking turns and listening to what others say
	R3	Discussing words and phrases that capture the reader's interest and imagination
Year 5/6	R2	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
	R3	Discussing words and phrases that capture the reader's interest and imagination
	R4	Recommending texts that they have read to their peers, giving reasons for their choices