

KS3 Learning Framework

6. The Right to Migration and Asylum

KS3 Art, English, History, PSHE, Geography, Maths, RE/Ethics

Art

Research *Guernica* by Picasso. Respond to the painting by creating your own comic. Perhaps you could show before, during and after the bombing. You could concentrate on the aftermath of the bombing. You could focus on the point of view of a child in *Guernica*. You could draw in the style of Picasso, Ragavee Balendran, or both.

English/History

Read an extract from *Homage to Catalonia* by George Orwell or *For Whom the Bell Tolls* by Ernest Hemmingway [in the resources pack](#). Create a comic based on the extract and your own research.

English

Choose one child in this comic. Write a diary from their point of view.

Maths/Geography

Find contemporary statistics on child migration. Present them visually as infographics, graphs or comics.

RE/Ethics

Are there any parallels between this story and religious teaching, such as the Good Samaritan? Identify how they are similar and different. What would a Christian/Jewish/Muslim/Buddhist response to refugees be?

Art/PSHE/Geography

Research the Syrian Civil War and its effect on children. Respond to your research by creating a short comic.

You could create a character who leaves the country, you could illustrate a true account or you could present facts, stories, quotes and information visually.

Summary of comic: Overview of the 1937 humanitarian effort to house child refugees from the Basque Country in Spain: some 4000 children came to the UK, 400 to the North East (Hexham and Tynemouth). Despite political and religious differences among its members, the Basque Children's Committee succeeded in supporting child refugees. A scene in a Tynemouth back garden shows both generosity and opposition from local people.

Comic artist/writer: Ragavee Balendran

Academic researcher: Matt Perry, Newcastle University

Read online: <http://research.ncl.ac.uk/fccomics/chapters/therighttomigrationandasylum.html>

