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| **History Year 6 Medium Term Planning – Windrush Generation** | | | | | | |
| **National Curriculum**   * KS2 - a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066: a significant turning point in British history, for example, the first railways or the Battle of Britain, The Caribbean, the part Caribbean men and women played in WW2, the Windrush pioneers, their struggles and successes. * Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. * They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. * They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. * They should understand how our knowledge of the past is constructed from a range of sources.   Catholic Social Teaching Principles   * Human Dignity * Participation * Promoting Peace * The Common Good * Solidarity | | | | | | |
|  | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 |
| **Learning intention** | Where are the Caribbean islands? What’s their history? | How did the people of the Caribbean help Britain in the war against Nazi Germany and Hitler? | Why did people migrate from the Caribbean to England in 1948? | What was life in London like for the Windrush pioneers? | Who was Sam King and what did he do?  Who was Norma Best and what did she do? | How did the Windrush migration change Britain for the better? |
| **Recall and retrieval** |  | Where are the Caribbean islands? | How did the people in the Caribbean help Britain in the war? | Why did people migrate from the Caribbean to Britain? | What was life like in London for the Windrush Pioneers? | Who was Sam King and Norma Best and what did they do? |
| **Sequence of knowledge throughout the lesson** | **Key knowledge**  Discuss the Caribbeans place in the northern hemisphere.  Discuss the independent countries and dependent territories giving examples of each.  Discuss Jamaica being the 3rd largest Island and that it was under British rule.  Discuss its timeline to independence. | **Key knowledge**  Discuss the Caribbean islands that were under British rule prior to WW2.  Who was the British monarch during WW2?  Discuss that the Caribbean people believed Hitler would reinstate slavery.  Discuss why they joined the British war efforts.  Discuss how the Caribbean people were treated as part of the British colony.  Discuss how WW2 was won by the allies and Hitler was defeated in 1945 | **Key knowledge**  Discuss how the Caribbean people served all over the world and that many wanted to start new lives in Britain as they believed London held many possibilities.  Discuss the issues Britain was facing after WW2 and that despite this the Caribbean people were invited to come and live and work there.  Discuss Wednesday 22nd June 1948 where 1000 Caribbean-British settlers arrived and disembarked the ship. | **Key knowledge**  Discuss the types of settlers that came and the skills that they had and what jobs this could lead them into.  Discuss what they found when they arrived and the treatment they experienced.  Discuss the murder of Kelso Cochrane  Discuss the riots and protests that were occurring and where.  Discuss the carnival that was set up by Claudia Jones and how the Notting Hill carnival still occurs today. | **Key knowledge**  Discuss who Sam King was.  Discuss him being demobilised and returned to the Caribbean after the war.  Discuss what his life was like when he finally emigrated to Britain.  Discuss his MBE  Discuss who Norma Best was.  Discuss her life and the direction it took having been sent back to Belize and then eventually emigrating to Britain. | **Key knowledge**  Discuss who the migrants were.  Discuss what the people did to help the war efforts.  Discuss what the people did to help Britain recover after the end of WW2.  Discuss how they enriched British culture and give examples.  discuss how people's attitudes changed.  Discuss what happened in 2018 when the British Government were made to apologise to the Caribbean people. |
| **Scaffolding** | word mat  sentence starters  pre written sentences with selection of words to be chosen from to complete sentence | word mat  sentence starters  pre written sentences with selection of words to be chosen from to complete sentence | word mat  sentence starters  pre written sentences with selection of words to be chosen from to complete sentence | word mat  sentence starters  pre written sentences with selection of words to be chosen from to complete sentence | word mat  sentence starters  pre written sentences with selection of words to be chosen from to complete sentence | word mat  sentence starters  pre written sentences with selection of words to be chosen from to complete sentence |
| **Challenge** | Challenge question from the selection that requires an explanation.  Giving reasons for their answer.  Giving examples. | Challenge question from the selection that requires an explanation.  Giving reasons for their answer.  Giving examples. | Challenge question from the selection that requires an explanation.  Giving reasons for their answer.  Giving examples. | Challenge question from the selection that requires an explanation.  Giving reasons for their answer.  Giving examples. | Challenge question from the selection that requires an explanation.  Giving reasons for their answer.  Giving examples. | Challenge question from the selection that requires an explanation.  Giving reasons for their answer.  Giving examples. |
| **Key Vocabulary**  **Tier 2** |  | colony  prejudice | immigrate | prejudice  discrimination  intolerance | emigrate |  |
| **Key Vocabulary**  **Tier 3** | iniquitous | racism  segregation | disembarked | diversity | demobilised |  |