

How has immigration changed Britain? – Year 6



Britain post 1946.

Prior Knowledge:

- Battle of Britain – a turning point in WWII
- Geographical knowledge of continents, physical features, climate, land use, latitude, longitude, etc.
- Romans in Britain, Anglo Saxons and Vikings – settlers/invaders, (Roman) empire

<u>Key question and NC objective</u>		<u>Knowledge to be taught</u>
L1a	<p>Short background lesson</p> <p><u>LO: explain what British colonialism looked like in the 19th Century.</u></p> <p>What did the British colonialism look like in the nineteenth century?</p> <p>Why were the islands colonised?</p> <p>Identify colonies in the British Empire</p>	<p>Retrieval - What is Longitude and latitude?</p> <p>What is the invisible line around the Earth called (0° latitude)?</p> <p>Oak Academy colonisation in the nineteenth century lesson – The British Empire (1776-1900)</p> <p>Knowledge:</p> <ul style="list-style-type: none">• Understand the terms 'empire' and 'colonialism' and 'commonwealth'.• Identify countries that were part of the British Empire then part of the Commonwealth. <ul style="list-style-type: none">• Draw conclusions: reasons for colonisation.• Chronology: changes to the empire over time.• identify the countries of the British Empire on a map.

<p>L1b</p>	<p><u>LO: locate the Caribbean Islands and use sources to identify key information about them.</u></p> <p>Where are the Caribbean islands located and which have a connection to the UK?</p> <p>Geography focus: use atlas/maps to locate Caribbean islands.</p> <p>Identify how some Caribbean islands are connected to UK.</p> <p>(Presenting, Organising and Communicating)</p> <p>a know and show a good understanding of historical vocabulary – empire, commonwealth, etc.</p>	<p>Consider land use/economy of a location.</p> <p>Understand location of population origins.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> the location and names of some of the Caribbean islands the physical geography of the region knowledge of the connection of the Caribbean islands to the UK and how this has changed over time. <ul style="list-style-type: none"> Use atlas/maps/globes to identify the position of the Caribbean islands. Interpreting sources of evidence (Windrush Pack) Drawing conclusions
<p>L2</p>	<p><u>LO: identify the reasons for the movement of people from one place to another.</u></p> <p>What are the reasons for the movement of people from one place to another?</p> <p>understand historical concepts such as continuity and change, cause and consequence, similarity, difference; how Britain has been influenced by the wider world.</p> <p>(Presenting, Organising and Communicating)</p> <p>b know and show a good understanding of historical vocabulary</p> <p>(Chronological Understanding)</p> <p>a order an increasing number of significant events, movements and dates on a timeline using dates accurately;</p>	<p>Retrieval - Understand reasons for immigration/settling: traders, warriors, explorers, and introduce reasons: refugees (links to PSHE), ECONOMIC MIGRANTS</p> <p>Correct use of terminology connected to the subject: empire, colony, ethnic cleansing, refugee.</p> <p>Sort reasons into choice or forced movement in a table.</p>
<p>L3</p>	<p><u>LO: understand the significance of the Windrush's arrival in England.</u></p> <p>What was the significance of SS Empire Windrush?</p> <p>understand historical concepts such as cause and consequence, similarity, difference; how Britain has been influenced by the wider world; regularly address</p>	<p>Retrieval - link to prior learning on WWII.</p> <p>Understand what Britain was like in 1948 and why.</p> <p>Understand why people chose to come on the Windrush and why they were needed.</p>

	<p>and sometimes devise historically valid questions about change; ask questions about the reliability or sources material or bias within source material. (Historical Investigation)</p> <p>a recognise when they are using primary and secondary sources of information to investigate the past; (Historical Interpretation)</p> <p>f know that people in the past represent events or ideas in a way that may be to persuade others;</p> <p>(Presenting, Organising and Communicating)</p> <p>b present, communicate and organise ideas about from the past using different genres of writing</p>	<p>Write a persuasive advert or a passenger profile - organise information to demonstrate learning.</p>
<p>L4</p>	<p><u>LO: use a variety of sources to learn about the experiences of the Windrush passengers once they arrived in England.</u></p> <p><u>Were the new arrivals welcomed in Britain?</u></p> <p>how Britain has been influenced by the wider world; understand the methods of historical enquiry; address and devise historically valid questions about change, cause, similarity and difference, and significance. (Historical Interpretation)</p> <p>a find and analyse a wide range of evidence about the past;</p> <p>b use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past;</p> <p>d start to understand the difference between primary and secondary evidence and the impact of this on reliability;</p> <p>e show an awareness of the concept of propaganda;</p>	<p>Understand the different types of source material available to us. Use source material to learn about the past. Use source material to address questions and to form opinions. Write a letter/postcard/ mind map of thoughts demonstrating an understanding of someone else's experience. Understand that viewpoints have changed over time. Discuss racism.</p>
<p>L5</p>	<p><u>LO: identify how events of one time period affect another.</u></p> <p><u>What is the legacy of the Windrush generation?</u></p> <p>know and understand the history of Britain as a coherent, chronological narrative; understand historical concepts such as continuity and change, cause and consequence, similarity, difference; note connections, contrasts and trends over time and develop the appropriate use of historical terms; construct informed responses that involve thoughtful selection and organisation of relevant historical information;</p>	<p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Express their own opinions and organise learning to demonstrate this. Make connections between past events and now.</p>

	<p>understand how our knowledge of the past is constructed from a range of sources. (Historical Investigation)</p> <p>c select relevant sections of information to address historically valid questions and construct detailed, informed responses;</p> <p>(Knowledge and Understanding)</p> <ul style="list-style-type: none"> c examine causes and results of great events and the impact these had on people; d describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. e gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. 	
<p>L6</p>	<p><u>LO: Use Census information to find out about how immigration has contributed to the population of the local area.</u></p> <p><u>How has immigration to the UK changed where we live?</u></p> <p>understand historical concepts such as continuity and change, cause and consequence, similarity, difference; Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>(Knowledge and Understanding)</p> <ul style="list-style-type: none"> a identify and note connections, contrasts and trends over time in the everyday lives of people; <p>(Historical Interpretation)</p> <p>b use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past;</p> <p>(Chronological understanding)</p> <p>d understand and describe in some detail the main changes to an aspect in a period</p>	<p>Retrieval -Where did the majority of the passengers on Windrush come from? When and where did Windrush dock? Can you recall any countries that were in the British Empire?</p> <p>Use data to draw conclusions – use as up-to-date data as possible.</p> <p>Read graphs and be able to ask questions about them.</p> <p>Understand what a census is and why it is important.</p> <p>Make links between learning and locality that they live in.</p>

	<p>in history;</p> <p>(Knowledge and Understanding)</p> <p>f examine causes and results of great events and the impact these had on people;</p> <p>g describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p> <p>h gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p>	
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Assessment – end of unit quiz and assessment grid

Vocabulary

Tier 1	origin, population, data
Tier 2	colonies, conquer, opportunity, evidence, source, racism, Caribbean, multicultural, prejudice
Tier 3	British Empire, Commonwealth, immigration, emigrate, historians, ethnicity, census, ethnic group, slave trade, Windrush, ethnic cleansing, refugee, colonialism, empire