

Big Question: Why was the Empire Windrush important?

Year: 6		Term: Summer 1
<p>Introduction to the topic: During the pre-learning challenge, introduce the children to the topic title for this half term: 'Why was the Empire Windrush important?' and explain how it fits in with the whole school topic of 'Travelling and Explorers'. Show the children a clip from the arrival of the Windrush where the song 'London is the place for me' can be heard playing. Explain why people moved from the Caribbean to England. Talk about some of the issues faced by the Windrush passengers when they got to England. Ask the children to discuss what it must be like to move to a completely new place. Explore some of the ideas the children have and then ask the question: What was the Empire Windrush and why is it an important part of British history? Model an idea on the board before the children complete their pre-learning challenge. See: http://www.bbc.co.uk/history/british/modern/windrush_01.shtml</p>		
English	Maths	History and Geography
Travellers and Explorers Writing narratives inspired by Coming to England by Floella Benjamin	End of Primary Curriculum revision. Developing life skills, improving problem solving and reasoning within maths. Discussions, debates and developments	The Empire Windrush – what happened before and after its arrival? How did it impact life in Britain? How hard was life for people that settled in the UK? Comparison of the Caribbean and the UK
Art and Design	Design and Technology	PSHE and Citizenship
Kapow Scheme of Work	Kapow Scheme of Work	Jigsaw Scheme of Work
Sculpture and 3D Making Memories	Digital World Navigating the World	Relationships
Science	RE	Computing
Light	2022 Newham Agreed Syllabus <i>How important are the similarities and differences between and within religions?</i> What do people believe about life after death?	NCCE Scheme of Work <i>Creating Media</i> 3D modelling
PE	Music	Spanish
Complete PE Scheme of Work	Ludwig Van Beethoven Composing music based on his 5th Symphony	The Simple Past <i>Recounting a holiday.</i> Story: <i>Un elefante va a la ciudad</i> , Amit Garg
<p>Links to the National Curriculum (what must be covered) and assessment descriptors:</p>		
<p>English Pupils should be taught to:</p> <ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet: • Words with the /i:/ sound spelt ei after c • Words containing the letter-string ough • Endings which sound like /ʃəs/ spelt –cious or –tious 		

- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
 - Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
 - Identifying and discussing themes and conventions in and across a wide range of writing
 - Maintain positive attitudes to reading and understanding of what they read by: making comparisons within and across books
- Distinguish between statements of fact and opinion
- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
 - Plan their writing by: in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
 - Draft and write by: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
 - Plan their writing by: noting and developing initial ideas, drawing on reading and research where necessary
 - Draft and write by: using a wide range of devices to build cohesion within and across paragraphs
 - Devices to build cohesion, including adverbials of time, place and number
 - Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun (App2)
 - Verb prefixes: e.g. dis-, de-, mis-, over-, re-

Maths
SATs revision

Geography and History

Pupils should be taught about:

- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – a significant turning point in British history. (***Immigration starting with the arrival of the Windrush***)

Geography

Locational knowledge

- Locate the world's countries, using maps.

Place knowledge

- Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region within North or South America.

Human and physical geography

- Describe and understand key aspects of physical geography (climate zones etc.) and human geography (types of settlement and land use, economic activity etc.).

Working towards	Expected	Greater depth
I can explain in basic detail what the Empire Windrush was and discuss its impact on people and places.	I can examine and analyse artefacts and sources of information and explain what they show about the Empire Windrush and its impact on British and local history.	I can examine and analyse artefacts and sources of information and explain what they show about the Empire Windrush. I can make links between this event and life in Britain today.

Art and Design

This unit teaches pupils to create expressive sculptures and reflect on artistic decisions. Children learn to represent memories through art, using various materials and techniques, and develop skills in planning, creating, and evaluating 3D sculptures.

Working towards	Expected	Greater depth
I can explore different ways to express myself through art.	I can explain the difference between literal and abstract sculpture. I can draw a plan of my art piece and use a	I can explain how my artwork demonstrates an aspect of myself and suggest ways that art can be used to evoke memories.

I can discuss the styles of a variety of artists and express an opinion.	variety of sculpting skills to translate it into a 3D object.	
Design and Technology In this unit, pupils will design and program a navigation tool to produce a multifunctional device for trekkers using CAD 3D modelling software. They will pitch and explain the product to a guest panel.		
Working towards I can develop a product idea through annotated sketches and explain how it meets a client's design brief.	Expected I can place and manoeuvre 3D objects, using CAD.	Greater depth I can explain material choices and say why they were chosen as part of a product concept.
PSHE and Citizenship and Emotional Literacy/Social Skills <ul style="list-style-type: none"> I can identify the most significant people to be in my life so far. I understand how it feels to have people in my life that are special to me. I know some of the feelings we can have when someone dies or leaves. I can use some strategies to manage feelings associated with loss and can help other people to do so. I understand that there are different stages of grief and that there are different types of loss that cause people to grieve. I can recognise when I am feeling those emotions and have strategies to manage them. I can recognise when people are trying to gain power or control. I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control. I understand how technology can be used to try to gain power or control and I can use strategies to prevent this from happening. I can take responsibility for my own safety and well-being. I can use technology positively and safely to communicate with my friends and family. I can take responsibility for my own safety and well-being. 		
Working Towards I can give an example of a situation where someone tries to 'boss' or control other people. I can suggest a good way of standing up to someone who behaves like that.	Expected I can recognise when people are trying to gain power or control. I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control.	Greater Depth I can analyse and explain some of the methods people can use to try to gain power and control over others, in both obvious and hidden ways. I can consider ways of standing up for myself and my friends in such situations, and judge between those likely to be effective and those that may aggravate the problem.
Science I can recognise that light appears to travel in straight lines. I can use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. I can explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. I can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.		
Working Towards I can recognise that when light is blocked, a shadow is formed. I can describe that reflections can be seen in shiny surfaces.	Expected I can recognise that light travels from a source, and that when it is blocked, a shadow is formed. I can describe how light is reflected and refracted. I can explain using ray diagrams how light enables us to see objects.	Greater Depth I can explain how light is reflected and refracted, and the application of this in everyday objects and instances. I can make careful measurements of shadows and describe a pattern in shadow size and distance to source.
RE Pupils should learn about, and learn from, different religions and world views by investigating what they believe about the purpose, and end, of life.		
Working towards I can explain and link ideas from different religions on life and death and give reasons for my own views.	Expected I can ask questions about life and death that are important to me and explain how different people's answers from a range of religious and world views have influenced my own answers to these questions.	Greater depth I can appreciate and evaluate different views on life and death and justify my own views.
Computing		

Pupils will develop their knowledge and understanding of using a computer to produce 3D models. They will initially familiarise themselves with working in a 3D space, moving, resizing, and duplicating objects. They will then create hollow objects using placeholders and combine multiple objects to create a model of a desk tidy. Finally, pupils will examine the benefits of grouping and ungrouping 3D objects, then go on to plan, develop, and evaluate their own 3D model of a building.

Working towards	Expected	Greater depth
<p>I can explain that 3D models can be created using a computer.</p> <p>I can recognise that 3D objects can be viewed from different perspective and I can resize objects in three dimensions using handles</p> <p>I can identify which elements of the task have been achieved.</p>	<p>I can create a 3D model of a building and I can explain how changing perspective does not change the position of objects.</p> <p>I can evaluate how successful I was in meeting the task requirements.</p>	<p>I can list the steps needed to complete the task of creating a 3D model of a building and I can choose 3D shapes that can be combined to create more complex shapes</p> <p>I can identify how and why my project could be improved.</p>

PE – Sports Day & Capture the Flag

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Working towards	Expected	Greater depth
<p>I can participate in different events.</p>	<p>I can participate in different events and recognise how to improve my performance.</p>	<p>I can participate in different events, recognise how to improve my own performance and take leadership in a team situation.</p>

Music

Learning about different composers, including Beethoven.

Working towards	Expected	Greater depth
<p>I can describe a composer's tempo choices.</p>	<p>I can compose melodic and rhythmic phrases.</p>	<p>I can improvise and compose music for a range of purposes using the inter-related dimensions of music.</p>

Spanish

Children will learn a variety of verbs in the simple past and adverbs to be able to talk about the past.

Working towards	Expected	Greater depth
<p>To listen, understand, say and write a more complex sentence with support if necessary</p> <p>To ask and answer several questions with support</p> <p>To follow and read aloud text of familiar songs, stories and rhymes</p> <p>Read aloud familiar words in sentences</p>	<p>To understand and say a complex sentence to present own ideas</p> <p>To engage in a short conversation/exchange using familiar language</p> <p>To follow and understand a song or story with more complex language</p> <p>To pronounce some unfamiliar words using phonic knowledge</p> <p>To read and write sentences demonstrating a good grasp of grammatical concepts encountered</p> <p>To write some complex sentences from memory with understandable accuracy</p>	<p>To engage in a short conversation or present information without support</p> <p>To understand the gist of a simple unfamiliar text using reference materials</p> <p>To read aloud confidently unfamiliar words with a high degree of accuracy</p> <p>To apply an excellent understanding of key grammar concepts encountered in speaking and writing maybe from memory</p>

Educational Visits and Visitors

- Imperial War Museum – recapping the learning from WW2 in the context of the Empire Windrush
- Royal Museum Greenwich – National Maritime Museum – learning about travel by sea

Sequence of Key skills/objectives/context (Key teaching points)

- Know key facts about why Britain invited people from the Caribbean to England after WW2.
- Know where the Caribbean is.
- Recount the timeline.
- Case study of a person who came to Britain.
- Describe impact of the immigration.
- Understand the difficulties faced (in the past and ongoing).
- Link the learning with RRS – how do we work to ensure that there is no discrimination happening in our school and in our local area?

Key Vocabulary

History			
Caribbean Citizen Commonwealth Discrimination Docked Empire	Immigration Nation Opportunities Passengers Pioneers Racial	Racist Recruited Relations Residence Voyage	
Additional Information			
Evidence in the books and on display			
<ul style="list-style-type: none"> • Display key vocabulary: immigration, Caribbean, empire, passengers, voyage, opportunities, recruited, discrimination, racial, racist, citizen, residence, docked, nation, pioneers, Commonwealth, threat, relations, population etc. • Display maps, pictures or photographs of the event. • Display artefacts and souvenirs from this period of time. • Display a chronological order time line. • On a world map, the children will have located and labelled: Caribbean and London. • On a map of the Caribbean, the children will have located and labelled: Trinidad, Kingston, Jamaica, Tampico, Havana, Cuba and Bermuda. • On a map of the UK, the children will have located and labelled: Tilbury. • The children will have discussed and written out the reasons for and against moving to the UK. • The children will have written from the point of view of someone on the Windrush. 			
Outcomes			
<ul style="list-style-type: none"> • The children will be able to use words connected with the passing of time • They will have seen/handled and drawn objects from past times, and asked and answered questions about them to find out about the past. • The children will develop an understanding of chronology and an ability to ask and answer questions about different sources of information. • The children will be able to compare attitudes and opinions and make inferences from sources of information. • They will be able to order objects correctly in chronological sequence; recognise some similarities and differences between now and in the past; collect information about the past by asking questions of people who were alive before they were born, and from objects and pictures. • They will be able to use geographical words and will have practised their location and mapping skills. 			
Helpful Websites			
https://www.iwm.org.uk/collections/item/object/205120767 https://www.bbc.co.uk/newsround/43793769			
Strategies for EAL learners and SEN:			
Useful links:			
<ul style="list-style-type: none"> • https://ealresources.bell-foundation.org.uk/teachers/great-ideas-pages • https://bingobaker.com/ • https://quizlet.com/en-gb • https://www.macmillandictionary.com/ 			
SMSC			
Spiritual	Moral	Social	Cultural
-Awe and wonder at the diversity of the world and the people in it.	-What responsibility does a country have to people who have been invited to live in the country to help make it prosper?	-How do people from different backgrounds socialise?	-How do people from different cultures learn about and learn from each other? -What similarities and differences are there between Caribbean and British culture?

FUNDAMENTAL BRITISH VALUES			
Democracy	Individual Liberty	Tolerance and Mutual Respect	Rule of Law
-How does a democracy help to shape a country?	-Look for examples in the story of the Windrush of people exercising their individual liberty. -Explore the stories where others tried to take away people's liberty.	-How does learning about the Windrush give us a better understanding of the importance of tolerance and mutual respect?	-What is similar or different about the rule of law in the Caribbean and in Britain?
Links to Rights Respecting Schools			
Article 2 – No discrimination.			
Article 12 – Every child has the right to express their views, feelings and wishes in all matters.			
Article 29 – Education must develop every child's talents, abilities and personality.			
Links to Safeguarding			
<ul style="list-style-type: none"> • Safety when travelling to a new place. • How to welcome people who are new. • Celebrating differences and standing up for people when there is an injustice. 			
Celebrating Heritage			
<ul style="list-style-type: none"> • Children to learn about the history of the Windrush and how the culture of the UK includes ideas from all over the world. 			