



Year 6 History Term 6

Why does Windrush still matter?

National Curriculum

- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance
- Understand the methods of historical enquiry
- Gain historical perspective
- Local history study

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Key Vocabulary

Using phrases and words to describe the passing of time and context of civilisations - e.g. 'duration' 'period' 'era' 'concurrent' 'chronology' 'context' 'the duration of...' 'continuing on from...'

Using words and phrases to describe events and people from the past – e.g. social class, religion, arts, trade, legacy, political, social, cultural, causation, continuity, change, hypothesis

Prior learning

Prior Learning

KS1

Are all islands the same?

UKS2

Local history – WW1 and WW2, Reading in the 19th century

Learning Sequence

How and why did Europeans settle in the Caribbean?

Substantive & Procedural Knowledge Core Components

Caribbean history

In 1492, Christopher Columbus was the first European to set foot in the Caribbean when he landed in the Bahamas and established a European settlement.

European explorers in the 15th century recognised the riches of the natural resources and the native population, claiming the lands as their own and enslaving the native people.

Spain, France, England and the Netherlands all claimed lands in the Caribbean as their own.

The Europeans battled for control of the islands and lands frequently changed hands.

The fighting between the European powers allowed some Caribbean countries to claim their independence, the first was Haiti in 1804.

Disciplinary Knowledge/Skills

Significance and interpretation



Discuss the significance of Columbus' arrival from different perspectives.

How and why has Caribbean culture been influenced by Europe and Africa?

Substantive & Procedural Knowledge Core Components

Disciplinary Knowledge/Skills

Some countries still have close ties with the European countries they were colonised by. Modern Caribbean culture has been heavily influenced by the culture and traditions of Europe, along with hints of African culture and others that have come to the islands through immigrant populations. Know the territories which were originally part of the British Caribbean and the dates they gained independence	<u>Cause and consequence</u> ➡/📄📄📄 Identify aspects of Caribbean culture which have been influenced by settlers from other countries.
What were the lives of Caribbean people, living in Europe, like prior to 1940s?	
Substantive & Procedural Knowledge Core Components	Disciplinary Knowledge/Skills
The Caribbean was also known as the West Indies Know that there were people of African and Caribbean descent living in Britain long before the 1940s from a variety of different social statuses, for example: Mary Prince, Mary Seacole, Oludah Equiano, Ignatius Sancho, John Blank, Septimus Severus, the page of Princess Henrietta of Lorraine, Dido Elizabeth Belle, Sarah Forbes Bonetta. Name and talk about their achievements and experiences prior to 1948.	<u>Sources of Evidence</u> 📄🔍 Use primary sources such as photos, autobiographies, and paintings to identify people of African descent that were living in Britain prior to 1948 and infer their social status.
How did WW1 and WW2 impact the lives of Caribbean people?	
Substantive & Procedural Knowledge Core Components	Disciplinary Knowledge/Skills
Know that up to 10,000 Caribbean men and women served in WW1 and WW2 in all branches of the military – air force, Navy and army. Know that there were different reasons they chose to serve: • After centuries of slavery, people in the British Caribbean were relishing their freedom, and didn't want to see slavery happen again • They took pride in their loyalty to the 'Mother Country'. • Playing an active role in the fighting was seen as an opportunity to advance claims for representative government within the islands. When World War One began, West Indians donated large sums of money to aid the war effort, and many men and women made their way across the Atlantic at their own expense to enlist.	<u>Historical Enquiry</u> 🧠? Use videos and autobiographies to help pose and answer questions about the experiences of people from the Caribbean during and following WW2.
What is Windrush?	
Substantive & Procedural Knowledge Core Components	Disciplinary Knowledge/Skills
In 1948, over 1000 people from Caribbean islands travelled to Britain on the Empress Windrush to work. Many of the people on board the ship were former RAF servicemen who returned to rebuild Britain after the war. Others later took on different public service roles such as joining the NHS. The Windrush generation refers to British citizens from the Caribbean who arrived in Britain before 1973.	<u>Significance and interpretation</u> ⚠️ Understand and explain the long-lasting impact of the Windrush generation on the UK. Identify the legacies of the Windrush generation.
Final Assessment Piece Answering Enquiry Question	
Final piece hexagon task to answer the question: Who were The Windrush Generation? How were they treated and what was their impact on post-war Britain?	