

Decent Work and Economic Growth: History: How does work affect the landscape?

Prior Learning (What we already know?):

- how to sequence artefacts (or photos of artefacts) closer together in time
- how to sequence photographs etc. from different periods of their life
- describe memories of key events in lives
- compare pictures or photographs of people or events in the past
- discuss reliability of photos/ accounts/stories
- use a source – observe or handle sources to answer questions about the past on the basis of simple observations.

Key Questions:

- Why did people come from the Caribbean to the UK?
- Can you find reports from this time that?
- Are these sources reliable?
- Can you find data to confirm or deny these sources?
- How have actions in 1948 affected people's lives today?

Key Facts:

It is more than 70 years since the Empire Windrush sailed to Britain from the Caribbean. An estimated 500,000 people now living in the UK who arrived between 1948 and 1971 from Caribbean countries have been called the Windrush generation.

What happened when they arrived? When the passengers landed they didn't always get the friendly welcome they had hoped for. Many of them experienced racism and discrimination and often found it hard to get proper home to live in and to make friends with British people. It wasn't always easy for the new arrivals to get jobs. Some companies said they didn't want black people to work for them. Later, many of their children were bullied at school because of the colour of their skins. Some of them suffered racial attacks and in later years there were riots in cities across Britain. But, some of the people who arrived in the UK as children with their parents were later told - wrongly - that they live here illegally.

New Learning:

- To continue to develop a chronologically secure knowledge and understanding of British history
- To continue to develop and establish clear narratives within and across the periods they study.
- To continue to develop and devise historically valid questions about change, cause, similarity and difference, and significance
- To develop more detailed connections, contrasts and trends over time that involve thoughtful selection and organisation of relevant historical information.
- To continue to develop an understanding about how our knowledge of the past is constructed from a range of sources.
- To begin to understand about a significant turning point in British history.



Key Resources:

<https://www.bbc.co.uk/newsround/43793769>

https://kids.kiddle.co/HMT_Empire_Windrush

Can I do this?

Put Windrush in a timeline with other major events (WWII, end of rationing)

Explain why Windrush happened and describe consequences of the war for the UK

Justify why sources are reliable or not.

New History Skills:

- Place events from the period studied on a timeline
- Use terms related to the period and begin to date events
- Use evidence to reconstruct life in time studied
- Look at the evidence available
- Begin to evaluate the usefulness of different sources
- Use text books and historical knowledge
- Use evidence to build up a picture of a past event
- Ask a variety of questions

Vocabulary:

Post-war, emigration, immigration, immigrant, discrimination, racism.