

TOPIC	NATIONAL CURRICULUM	KEY VOCABULARY	POSSIBLE TRIP or EXPERIENCE
THE WINDRUSH	- Chronological Understanding: To develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study. - Historical Investigations: Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. - Knowledge and Understanding: Note connections, contrasts and trends over time and develop the appropriate use of historical terms. - Local History: An aspect of history that is significant in the locality.	TIER 2 (High Frequency/Instructional): Account, continuity, cultural, social, technological, political, religious, journey, settle, migrate, citizen, discrimination, generation, legacy, impact, resilience TIER 3 (Subject Specific): HMT Empire Windrush, World War II, Allied forces, British Empire, material culture, Caribbean, RAF, Notting Hill Carnival, National Health Service (NHS), historiography	- The Imperial War Museum - National Maritime Museum - Tour of Brixton - Black Cultural Archives - Visit to the National Windrush Monument at Waterloo Station
PRIOR LEARNING	- Children are secure in the 5 key historical concepts: Chronology, Archaeology, Historiography, Significance, and Change . - Understanding of early British migration (Anglo-Saxons/Vikings). - Chronology of the start of WWII, the Blitz, rationing, evacuation, and D-Day .		

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
ENQUIRY QUESTION	How did the Caribbean participate in the WWII effort?	Why was the Windrush journey significant?	What was life like in Britain for the Windrush generation?	How did the Windrush generation change British culture?	How did the Windrush generation impact our locality?	How should the history of the Windrush generation be remembered?
LEARNING OBJECTIVES AND CONCEPT	To explore the Caribbean participation in the war effort using historical sources. ARCHAEOLOGY	To understand the significance of the Windrush journey and reasons for migration. SIGNIFICANCE	To identify the changes and challenges experienced by the Windrush arrivals. CHANGE	To explore the cultural and social legacy of the Windrush generation. CHANGE & HISTORIOGRAPHY	To investigate the local history and legacy of the Windrush generation. CHANGE	To discern how interpretations of the Windrush generation have been constructed. HISTORIOGRAPHY
ACTIVITY	Analyse photographs and material culture of Caribbean RAF volunteers and soldiers.	Role-play/hot-seating passengers boarding the HMT Empire Windrush; examine ticket stubs and ship manifests.	Compare expectations of the "Mother Country" vs. reality (housing, jobs) by analysing primary source diary entries.	Examine the origins of the Notting Hill Carnival and the introduction of new music/food to Britain.	Investigate local figures or local transport/NHS workers from the Windrush generation using census/local archives	Design a memorial plaque, justifying the symbols used based on historical evidence gathered over the unit.

ASSESSMENT	Can pupils identify contributions to the war effort from visual sources? Can pupils articulate at least two push/pull factors for the Windrush journey? Can pupils categorize experiences into positive and negative changes? Can pupils provide examples of cultural changes brought by the Windrush generation? Can pupils link national history to local geographical impact? Can pupils rigorously use evidence to support their historical claims and interpretations?					
HIGHER ORDER QUESTIONS	What do these artifacts tell us about the relationship between Britain and the Caribbean during WWII?	If you were invited to help rebuild a country, what would your expectations be?	How did the reality of arriving in Britain contrast with the expectations of the migrants?	In what ways can culture act as a form of resilience against discrimination?	Why is local history crucial to understanding a national event like the Windrush migration?	Why do historical interpretations of events change over time?
INCLUSION & ADAPTATION	• Provide scaffolded source analysis sheets with explicit visual cues. • Provide structured role-play scripts and visual prompt cards. • Use word banks for diary entries and a visual sorting activity for experiences. • Utilize sensory engagement (listening to music, looking at vibrant Carnival images). • Use clear, localized maps with image overlays to reduce cognitive load. • Provide design templates and pre-selected symbols for the memorial activity.					
GREATER DEPTH ACTIVITIES	Compare WWII recruitment posters across different colonies for bias.	Analyse the long-term significance vs. the immediate impact of the 1948 arrival.	Evaluate the reliability of different primary accounts of early settlement.	Debate how cultural integration affects and reshapes national identity.	Synthesise local and national data to present a coherent historical narrative.	Critique existing monuments and their effectiveness in telling the historical truth.