

Summer 2: How do we share the planet?

Driver: History

Outcome: How has the cultural aspects of our local area evolved since HMT Windrush arrived?

Core Text: Coming to England: An Inspiring True Story
Celebrating the Windrush Generation



Writing Genres: Narrative: re-telling, Persuasive leaflet (coming to England), Informative leaflet (Windrush)

Key vocabulary

Wind rush, pioneers, voyage, migration, immigration, empire, discrimination, commonwealth, food sources, Money, saving

Subjects:	Learning Objectives:	Activities
History: 	-Provide an account of a historical event based on more than one source -Give some reasons for some important historical events -Use evidence to support arguments -Begin to address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance -Evaluate the usefulness of a variety of sources with increasing independence -Local history study- migration based	Explore why HMT Windrush occurred and the journey to England; focussing on historical skills
Geography: 	Use maps, charts etc. to support decision making about the location of places e.g. new bypass Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies Make more detailed fieldwork sketches/diagrams Plan the steps and strategies for an enquiry Communicate findings in ways appropriate to the task or for the audience Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build his/her knowledge of the United Kingdom and the wider world	Why did the Windrush generation choose to settle in Brixton?- Look at maps to help answer this (population, area development etc.) Visit Brixton and look at digimaps on where it is. Look at OS maps and compare these. Mapping Brixton using a compass. Do we need to cross roads, turn which directions etc. Create a map of a walk around Brixton e.g. from Windrush museum to Brixton market
DT 	Understand the main food groups and the different nutrients that are important for health Understand how a variety of ingredients are grown, reared, caught and processed to make them safe and palatable / tasty to eat Select appropriate ingredients and use a wide range of techniques to combine them	Look at healthy foods Design a budget friendly menu for a restaurant in Brixton using foods sources at Brixton market-
PSHE 	Diversity- race Money and saving, setting personal goals	Race and equality How has the Windrush impacted Brixton and our community? How different was it? (history links) Shop in Brixton market to buy fresh foods to prepare for a budget friendly menu Share menu with Chef to be prepared for a Windrush day organised by year 5

Exhibition: Create a menu with Caribbean inspired foods to be served for lunch on whole school Windrush day

Trip ideas: Windrush museum, mapping walk around Brixton, Brixton market food shopping

To be taught in a block and evidenced through floor books



RE Islam and Social Action: How do Muslims respond to Climate Change?



Computing: Programming B- Selection in quizzes



PSHE: money and saving, setting personal goals