

 <p>Freedom & Equality</p> 	Year	4	Topic	Wanted: A Diverse Society
			Focus	The Windrush Generation
			Big Question	Why should people in our country show the greatest of respect for anyone from the Windrush Generation?
<p>Building on their learning about refugees and migrants from Years 1 and 3, children will complete a study on a specific group of people who migrated to the UK to work and help support our economy. They will examine the reasons why people from the Windrush Generation migrated to the UK. They will be introduced to the term 'prejudice' and how migrants from other countries, including the Windrush Generation, suffer this at the hands of people who believe that they are negatively impacting the countries in which they settle. This is explored from both perspectives, with social and economic factors considered. Children will also be introduced to the concept of the Commonwealth in the context of the Windrush Generation and how the impact of prejudice was more poignant given that they had arrived in the UK believing themselves to be valued members of a country who would welcome them with open arms. The children will complete the unit with a study on the legacy of Windrush - a celebration of the colourful Caribbean culture which has contributed to the diversity and richness of our culture here in the UK.</p>				

Prior Learning	Future Learning
<p>Children will have learned that all people in the UK have an equal right to job opportunities; safety for themselves and their families; safe and clean housing and food (Bangladeshi Bear, Y1).</p> <p>Children will have explored the Lawn Value of 'empathy', looking at equality and fairness through the eyes of a child starting school in a new place, amongst people with a different language and culture. (Bangladeshi Bear, Y1).</p> <p>Children will have been introduced to the term 'rights respecting' and the UN Sustainable Development goals 4, 5 and 10. They will have examined some of the rights to which people in the UK are entitled (Fighting for Equality, Y2).</p>	<p>Children will learn about social justice and equity and human rights in the context of children's rights, from the Victorian era to the present day.</p> <p>Children will learn about some of the groups of people that arrived in the UK from India why they settled in certain areas of the country.</p>

<p>Children will have learned about the UNCRC (United Nations Convention on the Rights of the Child) and that this was a treaty signed by a group of countries to protect children. Children will have been introduced to the work of UNICEF (Are we nearly there yet?, Y3).</p> <p>Children will have been introduced to Sustainable Development Goals 1, 2, 3, 4, 5 and 10 (Are we nearly there yet?, Y3).</p> <p>Through their learning about the Suffragettes and the Stonewall riots, children will have been introduced to the concept of 'direct action' and how the actions of a few can impact the actions and thinking of a society (Fighting for Equality, Y2).</p> <p>Children will know the difference between a migrant, a refugee and an asylum seeker (Are we nearly there yet?, Y3).</p> <p>Children will have learned about some other countries from which people have migrated to escape conflict (Afghanistan, Syria, Ukraine) or to attain better economic conditions (Poland, Romania), (Are we nearly there yet?, Y3).</p>	<p>Children will examine the issue of prejudice and discrimination from the perspective of different groups within society, empathise and show an understanding of why certain groups might form negative opinions of others.</p>
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National Curriculum	Global Citizenship Themes	
<p>PSHE</p> <p>Recognise similarities and differences between themselves and others (Diversity & Communities)</p> <p>Recognise difference and respect diversity, including the importance of challenging stereotypes (Diversity & Communities)</p> <p>Be able to recognise and describe feelings in others, and show care towards them (My Emotions)</p>	<p>Social Justice & Equity</p> <p>Human Rights</p>	
	<i>Knowledge & Understanding</i>	<i>Skills</i>
	<p>How fairness may not always mean equal treatment</p> <p>Examples of how people from a specific migrant group have suffered prejudice and a lack of equity within society in a local and national context</p> <p>Examples of how this migrant group has contributed to society</p>	<p>Confidently identify the difference between bias & opinion</p> <p>Describe feelings about changes & events in the wider world & how these can affect the country and locality</p>

	<p>Basic human rights both nationally and globally & how some people have these denied</p> <p>Examples of people from a specific migrant group in the UK have had their human rights denied</p>	
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Key Vocabulary

prejudice, heritage, economy, government, persecution, dominant culture, refugee, migrant, migration, employment, conflict, environment, education, health care, reunite, diverse, culture, labour, advantages, disadvantages, infrastructure, NHS, Caribbean Commonwealth, British Empire, Windrush, Jamaica, persecute, discriminate, racial, segregation, slum, media

Recommended Texts & Web Links

'Windrush Child' by Benjamin Zephaniah, 'Coming to England: An Inspiring True Story Celebrating The Windrush Generation' by Baroness Floella Benjamin, 'Who Are Refugees and Migrants? What Makes People Leave Their Homes? And Other Big Questions' by Michael Rosen, 'On The Move: Poems About Migration' by Michael Rosen, 'What is Race? Who are Racists? Why Does Skin Colour Matter? And Other Big Questions' by Nikesh Shukla.

[Celebrating the Windrush Generation's immense contribution to our NHS - 73 years on | Latest news | University Hospitals of Derby and Burton NHS \(uhdb.nhs.uk\)](https://www.uhdb.nhs.uk) - Derby's links to the Windrush.

[Teaching Resource- Final complete-compressed.pdf \(readingmuseum.org.uk\)](https://www.readingmuseum.org.uk) The arrival of the Empire Windrush.

[What is the Windrush Generation? - CBBC Newsround](https://www.cbbc.com)

[Windrush - Finding My Family: A Newsround Special - CBBC Newsround](https://www.cbbc.com)

[Windrush: Kids sit down with their grandparents to talk about the Windrush Generation - CBBC Newsround](https://www.cbbc.com)

BooksforTopics: Refugees & Immigration

What pupils need to know or do to be secure

Key Learning

Activities / Application of knowledge / Possible Evidence

What are the UN sustainable development goals and which are relevant to issues faced by refugees & migrants?

- Children will recap the meaning of the words 'refugee and migrant' from Year 1 and Year 3.
- Children will be reminded of the UN sustainable development goals from their 'Are we nearly there yet?' topic in Year 3, looking specifically at 1, 2, 3, 4, 5 and 10 why they are relevant to *this* topic.

Why does migration happen?

- Children will recap some of the causes of migration from Year 1 and Year 3: employment opportunities, to escape violent conflicts, environmental factors, educational purposes, access to better healthcare or to reunite with family.

What are some of the advantages and disadvantages of migration?

- Children will examine this from the perspective of a host country. Advantages would be having a rich diverse culture, reduce labour shortages and have people who are more prepared to work in low-paid jobs. Disadvantages would be the increasing cost of services such as health care and education.
- Children will also examine this from the perspective of migrants. Advantages would be all factors discussed previously (see first statement). Disadvantages would be adapting to cultural changes, suffering prejudice, poor living and working conditions and leaving family behind.

What is the Windrush generation?

- Children will learn some of the ways in which the UK was damaged by World War II. People were killed, the infrastructure was damaged and the NHS came into being on the 5th July 1948, requiring more qualified healthcare professionals.
- Children will locate the Caribbean on a map and learn that it is part of the Commonwealth of Nations which is a group of countries that used to form part of the British Empire.
- Children will learn that in 1948, the ship 'The Empire Windrush' transported migrants from the Caribbean countries of Jamaica in order to help fill post-war UK labour shortages.

How and why were they treated badly and what hardships did they face?

- Children will learn some examples of how people were persecuted. There was racial segregation based on the colour of their skin, there was housing discrimination, there were signs on buildings telling them they were not welcome. They were housed in poor areas that had been damaged in the war which resembled slums.
- Children will learn that people in the Caribbean viewed England as 'the mother country' and had expected a warm welcome.
- Children will learn that British people at the time were not educated to have an appreciation and understanding of people from faraway countries that were part of their own Commonwealth. They could examine the differences

Create posters representing the SDGs that are relevant to this topic.

Present balanced arguments, either written or digital, about the advantages and disadvantages of migrating to another country. This could be recorded and uploaded to a digital noticeboard, e.g. Padlet.

Use iPads to conduct research about the Windrush Generation - where they came from and why they migrated to the UK.

Write a short biography or create a fact-file about an inspiring person from the Windrush Generation who has impacted popular culture.

Create an 'issue tree' for the word 'prejudice' in the context of the Windrush Generation with causes at the roots, issues at the trunk and solutions in the leaves and branches.

Conduct research and create written or digital presentations

between media technologies then and now and how lack of exposure and access to information was largely responsible for lack of experience.

How has the Windrush generation impacted the UK?

- Children will learn some examples of how Caribbean culture has become fused with our culture here in the UK. They will conduct a study of food, music, art and dance. Children could have opportunities to sample food, learn a traditional dance and listen to traditional music.
- Children will conduct a study on the Notting Hill carnival, focussing on its origins and growth since it was started in 1966.

Why should people in our country show the greatest of respect for anyone from the Windrush Generation?

- Children will create a written or digital presentation, applying their learning from this topic to their 'big question'.

about Caribbean culture and its impact on the UK.

Have a 'Caribbean culture' enrichment day in school, completing activities pertaining to food, music, art and dance.