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| <b>Knowledge Organiser</b> | <b>Subject: History</b> | <b>Topic: The Windrush Generation Summer Two</b> | <b>Year: 4</b> |
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### Key Knowledge

After WW2, Britain needed more men and women to work in industry because of a shortage of workers that died during the war. Empire Windrush brought the first large group of post-war West Indian immigrants to the United Kingdom, carrying 492 passengers from Jamaica to London in 1948. People travelled thousands of miles across the Atlantic from the Caribbean to Britain. People were told that they would find a better way of life. "The streets were paved with gold". When they arrived, many people were not given equal rights or opportunities. Many of them experienced racism and discrimination and often found it hard to get proper homes to live in and to make friends with British people. Some of the people who arrived in the UK as children with their parents have been wrongly told that they live here illegally. In 2012 there was a change to immigration law and people were told they needed official documents to prove they could get things like free hospital treatment or benefits in this country. This led to some being sent to immigration detention centres and facing deportation.

<https://www.bbc.co.uk/newsround/43793769> -The Windrush Generation.

<https://www.rmg.co.uk/stories/ocean/history-empire-windrush>

Understanding of some vocabulary will need to be discussed -link to PSHE.

### Being an Historian/Key Skills Developed

- use a range of evidence to interpret events, linking this to factual understanding about the past;
- evaluate the usefulness and reliability of primary and secondary sources;
- pose and address questions about change, cause, similarity and difference, and significance;
- develop a chronologically secure knowledge and understanding of British, local and world history;
- identify connections, contrasts and trends over time.

### Multi-Disciplinary Skills

The pupils develop a sense of chronology through the use of timelines; children need to have an understanding of number in relation to dates, and its place in time.

The pupils need to have an understanding of locational knowledge and be able to identify Europe and key cities in the UK. They will use their knowledge of physical and human features when identifying how Britain was rebuilt after World War II. The pupils will use the skill of cause and consequences, used within Science investigations, to explain the impact of World War II on people and communities.

### Key Concepts

#### Time,Change.Chronology:

to create a sense of period and time, the sequence of when things happened; what changed and what continued; what we might see as progress.

#### Reasons and Results:

how can we explain why things happened in history, how did people make a difference to what happened? What followed as a result of these events?

#### Historical Evidence:

what do we use to find out about the past? How can we use this material safely to produce the best history we can? What are the problems when using historical sources?

## The Big Question



**What is the story of the Windrush?**

| Key Vocabulary                    |                                                                                                                                 |
|-----------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| The British Nationality Act 1948. | Gave everyone who lived in any of the British colonies around the world the same rights to live and work in the United Kingdom. |
| Migration                         | The movement of a person or people from one country, locality, place of residence to settle in another.                         |
| Immigrate                         | To move into a foreign country permanently.                                                                                     |
| Emigrate                          | To leave your own country to live permanently in another country                                                                |
| Cause and effect                  | The direct relationship between an action or event and its consequences or result.                                              |
| Discrimination                    | Unjust treatment of others because of age, gender, beliefs or race.                                                             |
| Racism                            | Showing hostility or dislike to someone due to the colour of their skin.                                                        |
| Prejudice                         | An unfavourable opinion or thought not based on facts or reason.                                                                |



### Linking Thinking Across Our Learning Journey

| Early Years                                                                 | Year One                                                                       | Year Two                                                              | Year Three                                                                                                | Year Four                                                                                      | Year Five                                                                                           | Year Six                                                                                                              |
|-----------------------------------------------------------------------------|--------------------------------------------------------------------------------|-----------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| <b>All About Me –</b><br>To begin to identify similarities and differences. | <b>Homes in the past –</b><br>Comparing homes in our local area, then and now. | <b>The Great Fire of London –</b><br>Rebuilding of London after 1666. | <b>Invaders and Settlers: Romans –</b><br>The impact on Britain from 43AD to the 5 <sup>th</sup> Century. | <b>The Windrush Generation –</b><br><b>The impact on Britain from 1948 to the present day.</b> | <b>Rebuilding Britain After World War II.</b> To recognise the many ways Britain changed after WW2. | <b>The Changing Role of Women –</b><br>To evaluate the roles and rights of women from ancient civilisations to today. |