



Mendell Primary School

Aspire Challenge Achieve

Medium Term Plan History



Year Group: 6	Term: Summer #1 2022	Teacher: Dionne Sanati & Sarah Wearing	Subject lead: Dionne Sanati	Overview: Migration: A study of an aspect of British history from the Anglo-Saxons to the present day. This is a double unit and will continue in the Summer Term.	Key End Points: By the end of this unit children will be able to: Explain what were some of the key events in British migration history, the significance some of these events and of the causes and consequences of them. They will understand that the experiences of migrants were varied and included both positive and negative outcomes, which changed over time.	
Links to other learning: PSHE - empathy Geography - Migration, Physical Geography, Urban changes	Relevant Prior Learning: Chn will have learnt about migration to Britain over time through some of their previous units Romans (Yr3) and Anglo-Saxons & Vikings (Yr4). They started this unit in the previous term learning about some aspects of migration to Britain. Their knowledge will be extended and deepened in this term.	Relevant Future Learning:	High Quality Text: Journeys: The Story of Migration to Britain written by Dan Lyndon-Cohen. Black and British by David Olusoga	Risk Assessment:	Teacher CPD: Historical Association (HA) Article - Migration to Britain through Time Paul Bracey and Darius A. Jackson HA - Migration to Britain through time poster Historical Association Login amyharris@mendell.wirral.sch.uk mendellhistory1	
<u>Learning Intention</u>	<u>Lesson Outline (Key Questions in colour)</u>			<u>Resources</u>	<u>Vocabulary</u>	<u>Lowest 20% Adaptations</u>
1 I can use primary and secondary sources to find out about the diverse experiences of individuals across many different historical periods I can explore bias and understand that there are different interpretat	Word of the week: reliability - <i>Reliability of sources evaluates whether they are trustworthy. It is important that the sources you use are reliable so that you know they are as historically accurate as possible. However, we must remember that in history, it is rare that we are completely sure that sources are 100% reliable!</i> Recap - What is a primary source? Can you give me an example of one that we have used this year or that you know of? What is a secondary source? Can you give me an example of one that we have used this year or that you know of? Explain to the chn that to produce sound historical research, we need reliable sources. Explain that primary sources, records created at the same time as an event, or as close as possible to it, usually have a greater chance of being accurate than records created years later, especially by someone without firsthand knowledge of the event (secondary source). However, it is vital to remember that <u>all sources</u> are useful in helping us build a picture of the past.			Lesson 1 ppt Reliability criteria: Time - When was the source written? Relevance - How relevant is the information to what you want to find out? Author - Where did the information come from? Accuracy - How truthful and correct is the information? Purpose - Why does the information exist? Ipads for independent research John Blanke sources sheets and page 13 Black and British Olaudah Equiano sources sheets and page 36-37 Black and British. Twinkl ppt printed.	Reliability Primary source Secondary source Migrants Abolitionist Slavery Refugee	

<p>ions which present different viewpoints</p>	<p>Whole class/ group activity: Show reliability criteria and play 'primary or secondary source' showing various sources from the main activity for chn to identify and begin to discuss reliability.</p> <p>Last lesson, we explored sources to find out about the lives of Africans living in Roman Britain. Today we are going to build on our learning from last lesson to find out about the diverse experiences of migrants to Britain across many different historical periods. We are going to investigate primary and secondary sources to help us infer what life was like for those migrants. During your investigations, you must consider the usefulness and reliability of the sources you are looking at. Our enquiry question for today is... What can we learn from the individual stories of different migrants?</p> <p>Teacher to model using some of the primary and secondary sources (see ppt) to find out about the life of John Blanke, the Tudor trumpeter at the court of Henry VII and Henry VIII or another from the list. Chn to continue to research the sources. Chn to then question teacher in role: What is your name? When/where were you born? If you weren't born in Britain when did you move here? What reason(s) did you or your family have for moving to Britain? Have you lived in different parts of Britain? If so why did you move? Describe your experiences (positive and negative) when you or your family arrived in Britain. Why do you think it is important to understand why people have moved to Britain in the past?</p> <p>Model writing a short biography to summarise findings. What can we infer from his/her experiences from the sources? What can we infer about the treatment of Black Tudors in England? Are there any similarities and differences between his/her experiences and other individuals/groups we have studied?</p> <p>Activity 1: Independent/ Partner Task: Pupils use the imagined interviews with some of the individuals in the book Journeys and other primary and secondary research sources (see prepared research sheets) to find out about the experiences one of the following migrants: John Blanke, Olaudah Equiano, Walter Tull, and Judith Kerr. Chn to make notes about their person to answer modelled questions above. Reminder - during your research consider what type of source you are using and how reliable it is. Mid plenary - What types of sources have you used to find information? How reliable would you say they are?</p> <p>Activity 2: Hot seat - chn to question each other in role to find out more about their person's experiences and produce mini-biographies for one or more of them in their books. This could be done whole class or as a rotating activity.</p> <p>Activity 3: Chn to summarise their findings about each individual and add them to the timeline started in lesson 1.</p> <p>Plenary/ Reflection (written in books if time allows):</p>	<p>Walter Tull sources sheets and page 58-59 Black and British.</p> <p>More challenging - Judith Kerr sources sheets and Twinkl ppt printed.</p> <p><i>From the sources we looked at about John Blanke (the Tudor trumpeter at the court of Henry VII and Henry VIII) I infer that his life was...My evidence for this is... The source about...also tells me...</i></p>		
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		<p>Why is it useful to study the experiences of individuals? Are there any problems with just looking at individuals' stories?</p> <p>It is useful studying the experiences of individuals as they are based on primary sources/ first-hand experiences of the events at the time and give us a personal insight into history. However, to build a deeper understanding of the past we must look at a wider range of historical evidence.</p>			
2 - 3	<p>I can compose my own line of historical enquiry</p> <p>I can evaluate the usefulness of different primary and secondary sources considering : reliability , bias and making comparisons between sources</p>	<p>Recap: Word of the Week - bias Bias in historical sources is when the creator's perspective is so strongly for or against something that the information in the source is clearly unbalanced or prejudiced. Bias in information can cause wrong conclusions so we must consider it carefully when analysing sources.</p> <p>Show chn a few example sources that they might find when researching in this lesson. What type of source is it - primary or secondary? Why do you think that? Do you think these sources contain bias? What types of bias can you identify? E.g. cultural, racial, political, religious. Do you think bias affects the reliability of a source?</p> <p>In today's History lesson you will research your own line of historical enquiry linked to this main question..How has migration influenced the culture of Britain? Your line of enquiry will explore either food, music or art. To answer your enquiry question you will need to research using a wide range of sources. During your research, you must evaluate the usefulness of different primary and secondary sources considering: reliability, bias and making comparisons between sources. You will present your information using either ppt or imovie.</p> <p>Partner work (mixed ability): Ask chn to randomly choose their enquiry question from a hat... How has migration influenced the way we eat? How has migration influenced the way we listen to music? How has migration influenced art?</p> <p>They should then work in mixed ability partners to research information linked to their chosen question. Suggested links opposite to be given as a starting point for research. Chn should make notes in their books during this process and they should save any images etc... that they may want to use in their final presentation.</p> <p>----- Mix, pair, share - give chn another person's book who has researched the same area as them. Ask them to 'maggie' on a post it or in your book any key information that they feel they missed during their research.</p> <p>Prepare presentations - in their mixed ability pairs, chn should prepare a presentation for that class that answers their enquiry question using either ppt or imovie.</p> <p>Present presentations as a means of 'Each one, teach one'. Remind chn to listen carefully and make notes if they wish as they will</p>	<p>Ipads for research</p> <p>Laptops/ ipads for ppt/ imovie.</p> <p>Food http://news.bbc.co.uk/1/hi/england/london/4290124.stm https://londonist.com/london/history/t-he-history-of-ice-cream-in-london https://www.theguardian.com/global/2015/may/24/lets-eat-together-cookingimmigration-britain-food</p> <p>Music https://onebighistorydepartment.com/2020/07/07/using-popular-music-forlearning-and-teaching-about-blacklives-in-modern-britain/ https://www.bbc.co.uk/programmes/articles/2TYtDCqKdDWHsTys048gcCl/thehistory-of-the-british-asian-soundmusic</p> <p>Art http://peterbrathwaitebaritone.com/re-discoveringblackportraiture https://www.theguardian.com/artanddesign/2014/may/27/dido-belle-enigmatic-painting-that-inspired-a-movie</p>	<p>Bias</p> <p>Primary source Secondary source</p> <p>Reliability Cultural Racial Political Religious</p>	<p>Mixed ability pairings to support.</p>

		<p>be summarising what they have heard to answer the other enquiry question.</p> <p>Reflection: Chn summarise what they have learnt to answer the main enquiry question.</p>																												
4	<p>I can explain the impact of migration on our locality</p>	<p>Words of the week: national migration & international migration, -national migration is based around any movement of people within a country. -international migration is focused around any movement of people between countries.</p> <p>Today we will be investigating sources to find out who some of the groups were that have migrated to Liverpool (national and international migration), when they migrated, why they migrated and the impact that their migration had on the city. Our enquiry question for today is... What has been the impact of migration on the character of Liverpool?</p> <p>Show a UK maps. Can you identify the national location of Liverpool? Northwest of England. Can you identify the regional location of Liverpool? Northwest. What other geographical aspects are located near Liverpool? On the banks of the River Mersey and on the coast of the Irish sea. Near to the border of Wales. How might its geographical location affect migration to the city? Liverpool is on the banks of the River Mersey and on the coast of the Irish sea so is easily accessible by boat. Why would people choose to migrate to Liverpool? It is easily accessible. It is the fifth largest urban area in the UK and the second largest within the Northwest region. It is also located near Manchester, which is the largest urban area in the North West. Therefore job opportunities would be greater. Based on the city's location, where might people migrate from? Ireland. But they could also migrate from the USA across the Atlantic. What transport would they have used to get to the city in the past? Boat as it was of national importance one of the main ports in the UK for many years. What transport do you think they would probably use today? Plane as there is Liverpool John Lennon Airport.</p> <p>You be investigating sources about Welsh, Irish, African and Chinese migration to Liverpool. Which were national and which were international migrations? Independent/ partner activity: Ask chn to draw a table in their books (see opposite example) to collect the key information. Give them sources to investigate to gather the information.</p> <p>Plenary: Chn to complete the true or false quiz and fill in the gaps sentences to consolidate knowledge. True or false? Welsh migrants arrived in the 1500s and 1600s to work on the canals and railways. A famine pushed Irish migrants to Liverpool in the 1840s and 1850s. Around 82% of Liverpoolians have some Irish ancestry.</p>	<p>https://teachers.thenational.academy/lessons/location-and-importance-of-liverpool-6wwk8t</p> <p>https://teachers.thenational.academy/lessons/impacts-of-migration-on-liverpool-cmrk2e</p> <table border="1" data-bbox="1182 403 1662 1035"> <thead> <tr> <th></th> <th>Welsh</th> <th>Irish</th> <th>African</th> <th>Chinese</th> </tr> </thead> <tbody> <tr> <td>When did they migrate to Liverpool?</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Why did they migrate to Liverpool?</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>What was the impact / influence of their migration on the city?</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Other key facts</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Welsh	Irish	African	Chinese	When did they migrate to Liverpool?					Why did they migrate to Liverpool?					What was the impact / influence of their migration on the city?					Other key facts					<p>National migration</p> <p>International migration</p> <p>Impact Influence Legacy</p>	<p>Give chn table predrawn so they commence research task quicker.</p> <p>Group research activity on A3 paper teacher led or chn to independently use key information</p>
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		<p>By 1813, 10% of the population in Liverpool were Welsh.</p> <p>Fill the gap Liverpool is home to Europe's oldest_____. The UK's oldest _____ community is found in Liverpool, with roots dating back to 1730. 1 in ____ people are from ethnically diverse backgrounds. Liverpool's port has been attracting ships since it was built in _____.</p> <p>If there is time chn can add the events onto their timeline from lesson 1.</p>			slides on ppt.
5	I can explore the moral legacy of migration	<p>Words of the week: moral legacy, racism & discrimination <i>moral - concerned with the principles of right and wrong behaviour.</i> <i>legacy - something that is handed down from one period of time to another period of time. Often it means something handed down from an ancestor or predecessor.</i></p> <p><i>racism - where someone treats another person differently because their skin colour is not the same as theirs, they speak a different language or have different religious beliefs, for example.</i> <i>discrimination - when a person is treated differently (not in a good way) because of some aspect of their identity. It is against the law. It can include things like: race, religion, sexuality, gender.</i></p> <p>Today you are going to look at a series of case studies that give us information about how communities across Britain have come together to tackle issues around racism and discrimination. Our enquiry question for today is..How has migration helped us to understand about fighting racism and discrimination?</p> <p>Whole class: Study the Battle of Cable Street in 1936 to show how the Jewish and Irish communities came together to fight against the British Union of Fascists. Read information from Journeys about the Battle of Cable Street, look at sources of information from website opposite and watch newsreel and interview clips - information on lesson 5 ppt. Which sources contain bias? What sort of bias? Racial and religious bias What we learn from the events or individuals in the past to learn about fighting racism and discrimination? Are there any similarities between events or individuals experiences? Take photos of ppt as evidence of research process for chn's books.</p> <p>Activity 1 - independent: Chn to continue to look at a series of case studies (lesson 5 sources sheets) that have shown how communities across Britain have come together to tackle issues around racism and discrimination. Look at the setting up of the Notting Hill Carnival in 1958 as a response to the attacks on the Black communities in West London. Also look at the Grunwick strike 1976-78 led by Jayaben Desai to get better treatment for Asian</p>	<p>Lesson 5 ppt</p> <p>Lesson 5 sources sheets</p> <p>Sources to cut and stick for reflection are one slide 11 of the ppt</p>	<p>Moral Legacy Racism Discrimination</p> <p>Bias</p> <p>Fascists/ fascism Anti-Semitic</p>	<p>Chn can read the pages from Journeys independently/ with a partner and then conduct further research</p>

	<p>workers. Take photos of research process as evidence for chn's books.</p> <p>Reflection whole class discussion: What we learn from the events or individuals in the past to learn about fighting racism and discrimination? Are there any similarities between events or individuals experiences?</p> <p>Chn to write a few sentences to answer the enquiry question and reflect their own thoughts from the lesson. They could also include some photographs of the sources they have used.</p> <p>Plenary - If there is time show newsarticle about the Windrush Scandal 2018 https://www.bbc.co.uk/news/uk-43782241 Was this treatment of migrants unfair? Why? Have we actually learnt about racism and discrimination from the events of the past?</p>			<p>with a partner or teacher led using websites given on sources sheet.</p>
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