

	Term 1	Term 2	Term 3
Unit of work	WWII (Local Study)	The Story of Migration to Britain	Protests
Link to Programme of study	A local History study – a study of an aspect of history dating from a period beyond 1066 that is significant in the locality	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – Changes in social history  Significant people in their own locality (Tottenham MPs: Bernie Grant 1980- 2000 and David Lammy 2000-now)	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - Significant turning points in British history + Changes in social history
Composite knowledge	<p><b>How was Enfield affected by WW2? (Cause and Consequence)</b>            When did WW2 start?            Why did it start?            Who were the key players?            What was the impact on society at the time?            What was the legacy? (collapse of the British Empire gradually gave way to the commonwealth)  <b>Focus on WW2 (local study)</b>            -Enfield's factories switched to producing military equipment and supplies for the British war effort.            -During the Battle of Britain in 1940, two German planes were shot down in Enfield            -The Blitz began, where major British towns and cities such as Enfield were targeted            -Italian prison of war camp at Bullsmoor Lane.            -German prisoner of war camp at Trent Park - The Secret Listeners learnt of an attack planned in Somerset and they were able to stop it.            -German submarines and aircraft targeting the supply ships - the Government had to</p>	<p><b>What impact has migration had on Britain over time? (Continuity and Change)</b>            -What is migration? What is immigration            -Why did migrants come to Britain?            How does migration affect people?            How does migration affect a place or a country?            How have patterns of migration in the United Kingdom changed over time?</p> <p>The history of migration to England / Britain stretches back thousands of years. This history is also very relevant to students today.</p> <p>There are lots of similarities in the reasons why migrants wanted to come to Britain. There are also differences which help students to understand that this is a multi-causal.</p> <p>The experiences of migrants changed over time however there was also some aspects of continuity.</p> <p>The impact of migration is very wide ranging and covers almost every aspect of daily life in Britain.</p>	<p><b>How have protests from British history impacted modern day Britain? (Cause and Consequence)</b>             1215 King John and Magna Carta             1381 The Peasants' Revolt             1700s – 1807 - The abolition of the slave trade in Britain             1800-1928 Women's struggle for the right to vote            The Bristol Boycott             -Afghanistan War/Iraq March 2003</p> <p><b>Substantive Concepts:</b>            Civilisation (12) Ruler (15) Empire (10) Invasion and Conquest (10) Achievements (19) Cultural change (18)</p>

	<p>cut down the amount of food it brought in from abroad. Residents of Enfield were issued with an identity card and ration book</p> <ul style="list-style-type: none"> <li>-Many children of Edmonton were evacuated and sent to the countryside</li> <li>-The building of bomb shelters in Enfield, such as Anderson shelters and Morrison shelters (two large public bomb shelters still exist today in Enfield: one in the grounds of Millfield House)</li> </ul> <p>In Enfield, women:</p> <ul style="list-style-type: none"> <li>-worked in all the local factories</li> <li>-took over postal deliveries</li> <li>-replaced male staff in local libraries</li> <li>-helped run the British Restaurants and information centres</li> <li>-drove ambulances</li> <li>-undertook Air Raid Precaution (ARP) duties and joined searchlights.</li> </ul> <p>Most men in Enfield became soldiers (some men were kept at home so they could continue working in key roles)</p> <p>Propaganda posters and Public Service Announcements</p> <p><b>Substantive Concepts:</b>  Civilisation (11) Ruler (14) Empire (9) Invasion and Conquest (9) Achievements (18) Cultural change (17)</p>	<p>An understanding of the reasons for migration, experiences of migrants and the impact of migration can play an important role in challenging racism and discrimination.</p> <p><b>Substantive Concepts:</b>  Civilisation (11) Ruler (14) Empire (9) Invasion and Conquest (9) Achievements (18) Cultural change (17)</p>	
Intentional knowledge they need to understand (Component knowledge)	<p><b>Understanding Chronology:</b>  Prior to 1939: Why Hitler gained support and situation in Germany  1939: Germany invaded Poland/Britain and France declared war on Germany  1940: Dunkirk (Linked to Now or Never text)  1941: The USA entered the war  1942: Mass killings began at Auschwitz</p>	<ul style="list-style-type: none"> <li>- The different reasons why England was invaded before 1066 (farmland etc)</li> <li>-What were the experiences of migrants in Britain?</li> <li>-What was the impact of migration to Britain?</li> </ul> <p><b>Understanding Chronology:</b>  Events placed on a timeline showing the key events in British migration history over the last 1000 years.</p>	<p><b>Understanding Chronology:</b>  Events taught placed on a timeline  1066 – Present</p> <p><b>Interpreting History through Sources/Artefacts:</b>  <b>Similarity, difference and significance:</b>  - How have protests changed through the ages?</p>

	<p>1944: D-Day: allied invasion of France  1945: Germany surrendered  1945: Japan surrendered after the USA dropped two atomic bombs</p> <p><b>Similarity, difference and significance:</b>  Hitler, Churchill, Anne Frank, Indian muleteers</p> <p><b>Interpreting History through Sources/Artefacts:</b>  Photos (weaponry, battleships, sig. people...)  Videos (campaigns, propaganda, rallies...)  Posters  Ration books  Museum tours (imperial war museums...)  Maps  Evacuee suitcase and gas mask</p> <p><b>Cause and Consequence:</b></p> <ul style="list-style-type: none"> <li>- What was the link from WWI to WWII</li> <li>- Countries involved</li> <li>- Impact of the war: evacuation/holocaust/atomic bomb/number killed/rationing</li> </ul> <p><b>Continuity and Change:</b>  Migration  Evacuation  Concentration camps</p>	<p>Include Roman, Anglo-Saxon, Viking and Norman migration</p> <p><b>Similarity, difference and significance:</b></p> <ul style="list-style-type: none"> <li>- How Has migration changed through the ages?</li> <li>-compare causes of migration over time allowing them to find areas of similarity and difference.</li> <li>-discuss similarities and differences between the experiences of the different communities.</li> </ul> <p>Significant people - Tottenham MPs:</p> <ul style="list-style-type: none"> <li>- Bernie Grant 1980- 2000</li> <li>- David Lammy 2000-now</li> </ul> <p><b>Interpreting History through Sources/Artefacts:</b>  <a href="#">Migration - BBC Teach</a> video (introduction to the topic, and to raise some issues that might require pupils to think critically, helping to ensure appropriate understanding of the different reasons for migration and immigration)</p> <ul style="list-style-type: none"> <li>- What evidence do we have of migration to Britain from the past? E.g. Who were the black Tudors - diverse experiences of Africans living in England in Tudor times. Virtual workshop</li> <li>-Pupils will be able to draw inferences from a wide range of source materials</li> <li>- British Museum virtual tour?</li> </ul> <p><b>Cause and Consequence:</b></p> <ul style="list-style-type: none"> <li>-identify some of the key causes of migration to Britain</li> <li>- What has 'pushed' migrants to come to Britain? A range of examples that show how Britain has always been a refuge for people escaping persecution, war and famine: <ul style="list-style-type: none"> <li>• Persecution: Huguenots / Palatines / Jewish migrants in the 19th century and Nazi Germany</li> <li>• Famine: Irish migrants in the 19th century</li> <li>• War: Afghan/Syrian refugees</li> </ul> </li> </ul>	<p><b>Cause and Consequence:</b>  Cause and consequence of each protest</p> <p><b>Continuity and Change:</b>  What kind of historical development are you focusing on (e.g. social, religious, political, economic, cultural, etc.)?  What was the situation like before this occurred?  What was clearly different after this occurred?  What were the direct causes of the changes?  What were the reasons that some things remained the same?</p> <p>1215 King John and Magna Carta</p> <ul style="list-style-type: none"> <li>• King John ruled England at a difficult time. He faced wars with France, a shortage of money and clashes with powerful English barons.</li> <li>• The barons became increasingly angry with John and eventually forced him to agree to changes in how England worked, written down in the Magna Carta.</li> <li>• The Magna Carta is seen as the basis of many English laws and helped to influence the US constitution, which was written over 500 years later.</li> </ul> <p>1381 The Peasants' Revolt</p> <ul style="list-style-type: none"> <li>• In 1381, peasants rebelled against King Richard II.</li> <li>• The peasants were angry about a range of issues, such as low pay and the introduction of a poll tax. They demanded changes were made.</li> <li>• The revolt did not achieve all of the peasants' aims and the leader, Wat Tyler, was killed. In the longer term, there were</li> </ul>
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			finally achieved the same voting rights as men.
National Curriculum KS2 (skills)	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>➤ Continue to develop a chronologically secure knowledge &amp; understanding of British, local &amp; world history</li> <li>➤ Address and sometimes devise historically valid questions about change, cause, similarity &amp; difference, and significance</li> <li>➤ Develop the appropriate use of historical terms Note connections, contrasts and trends over time</li> <li>➤ Establish clear narratives within and across periods studied</li> <li>➤ Construct informed responses by selecting and organising relevant historical information</li> <li>➤ Understand how knowledge of the past is constructed from a range of sources</li> </ul> <p>Understand that different versions of the past may exist giving some reasons for this</p>		
vocabulary	official announcement, displace, dispute, rationing, resources, evacuation, propaganda, migration	Empire Hierarchy Rise and Fall Continuity Migration, push factor, pull factor, population, multicultural society, immigrants, settlers, asylum seeker, refugee, protest	
Links to prior knowledge	Place war on timeline in relation to their other historical knowledge. Make connections to previously learnt conflict such as Romans and Vikings (invasions, weaponry, warfare tactics and impact on society) <i>(What other conflicts have you learnt about?)</i>	References to: Y3 - Changes in Britain from the Stone Age to the Iron Age Y4 -The Roman Empire and its impact on Britain Y4 -End of Anglo-Saxon and Vikings with Norman invasion – migration of people Y5 -Britain's settlement by Anglo-Saxons and Scots Year 5 The Viking migration to Britain	Place protests on timeline in relation to their other historical knowledge.
Key knowledge for assessment	<ul style="list-style-type: none"> <li>- What are the key events of WW2?</li> <li>- Why did the conflicts begin?</li> <li>- Who were the allies?</li> <li>- Who were the axis?</li> </ul> -How was Enfield affected by WW2? (Cause and Consequence)	<ul style="list-style-type: none"> <li>- What were the experiences of migrants in Britain?</li> <li>- What was the impact of migration to Britain?</li> <li>- What were the consequences of war in Afghanistan and Syria?</li> <li>- What changes were made to society when the migrants left persecution and immigrated?</li> </ul> - The impact of war and Afghan/Syrian refugees fleeing their countries	How have protests from British history impacted modern day Britain? (Cause and Consequence) 1215 King John and Magna Carta 1381 The Peasants' Revolt 1700s – 1807 - The abolition of the slave trade in Britain 1800-1928 Women's struggle for the right to vote The Bristol Boycott -Afghanistan War/Iraq March 2003

		- Jewish migrants / Palatines) in the 19th century and Nazi Germany (leaving persecution)	
Cross-curricular links	Literacy- Core books: Good night Mr Tom, Once and Then Geography- Understanding of the world/maps/maps of local area Art- propaganda photos/posters/videos D&T – Anderson shelters	Literacy books: -Black and British by David Olusoga -Windrush Child Geography – Migration unit and push and pull factors + case studies	Geography – Where protests took place
Oracy & Outdoor Learning Links	<ul style="list-style-type: none"> <li>- Outdoor fact runs and timeline</li> <li>- Oracy discussion: How was Enfield affected by WW2?</li> <li>- Talking in trios/ group work collaboration</li> </ul>	<ul style="list-style-type: none"> <li>- Outdoor fact runs and timeline</li> <li>- Oracy discussion: What impact has migration had on Britain over time?</li> <li>- Talking in trios/ group work collaboration</li> </ul>	<ul style="list-style-type: none"> <li>- Outdoor fact runs and timeline</li> <li>- Oracy discussion: How have protests from British history impacted modern day Britain?</li> <li>- Talking in trios/ group work collaboration</li> </ul>