

My steps through learning:

What I will know and understand

How I will show that I know it

Steps through Learning History: The Windrush Generation

Lesson 5

To explore how Windrush is celebrated.

I can discuss reasons why the Windrush generation should be celebrated.

I can discuss ways the Windrush generation could be celebrated.



Lesson 4

To explore the impact that the Windrush generation has had on Britain.

I can describe what an expectation is.
I can name a way in which the Windrush generation impacted Britain.



Lesson 3

To explore where the Windrush generation are today.

I can name someone from the Windrush generation.

I can describe what happened during the Windrush scandal.



Lesson 2

To understand who the Windrush generation are.

I can describe what is meant by the 'Windrush generation'.

I can say why people came to Britain between 1948-1971.



Lesson 1

To explore the history of Windrush.

I can describe what Windrush is.
I can give a reason why someone may have immigrated to the UK during Windrush.



What should I already know

National Curriculum:

KS2: Pupils should develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

KS2: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066