

	Remembrance	Post 1066 unit Did evacuation have a more significant impact on some British children than others? If so, why?	Post 1066 unit Migration (cross-curricular unit with Geography) Who makes up the UK, our city and our school?
	Autumn 2	Autumn 2	Spring 2 / Summer 1
Key Vocabulary	Commemorate Significant Remembrance Commonwealth	Refugee Invasion Evacuation Kindertransport Operation Pied Piper Blitzkrieg Persecution	Migration Persecution Famine War Mother country Push factor / Pull factor Economic migrant Asylum seeker Refugee Windrush generation
Previous Knowledge	<b>Nursery</b> – understand that we celebrate some events annually. <b>Reception</b> - understanding that poppies are used to remember people who died in the war. <b>KS1</b> – understand the story of the poppy and how it came to be a symbol of remembrance. Understand the difference between celebrate and commemorate	<b>Nursery</b> – n/a <b>Reception</b> – children have been introduced to World War 1 and 2 through their work on Remembrance. <b>KS1</b> - children have been introduced to World War 1 and 2 through their work on Remembrance. They understand the term invasion through their study of Castles in Year 1. <b>KS2</b> – children have studied aspects of World War II during Remembrance.	<b>Nursery</b> – n/a <b>Reception</b> - Pupils may have family experiences of moving to the UK. <b>KS1</b> - They understand the terms invasion through their study of Castles in Year 1. By studying Explorers in Year 1, children begin to understand how people moved around the globe using different modes of transport, even in the 1300s (Ibn Battuta). They have learnt about the development of railways and flight in Year 2 and how this enabled movement across the country and the globe  <b>KS2</b> – Pupils have already studied: The Roman Empire and its impact on Britain ▪ Britain’s settlement by Anglo-Saxons and Scots ▪ The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Pupils have also looked at migration via Kindertransport during World War II.

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NC Objectives	Lesson sequence	NC - know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world	NC – Thematic study - Teaching British History that extends chronological knowledge beyond 1066.
		A study over time tracing how <b>several aspects of national history are reflected in the locality</b> (this can go beyond 1066) <b>(War Memorial)</b>	<p>NC – Significant historical events, people and places within their own locality</p> <ul style="list-style-type: none"><li>• EQ1 – Why do we remember the wars?</li><li>• EQ2 - Why did the British Government make big evacuation plans in case war broke out?</li><li>• EQ3 - How did evacuation change during World War 2?</li><li>• (Lotherton Hall trip)</li><li>• EQ4 - How was Leeds impacted by evacuation?</li><li>• EQ5 - What evidence is most useful for telling us what evacuation was really like for children in the war?</li><li>• EQ6 - Did evacuation have a more significant impact on some British children than others? If so, why?</li></ul>
			<p>NC – Thematic study - Teaching British History that extends chronological knowledge beyond 1066.</p> <p>NC – Significant historical events, people and places within their own locality</p> <ul style="list-style-type: none"><li>• EQ1 - Why did Migrants come to Britain?<ul style="list-style-type: none"><li>- What is migration?</li><li>- How long have people been coming to Britain?</li><li>- What are the different types of migration?</li><li>- What has ‘pushed’ migrants to Britain?</li><li>- What has ‘pulled’ migrants to Britain?</li><li>- Who were the Windrush generation?</li></ul></li><li>• EQ2 - What were the experiences of migrants coming to Britain?<ul style="list-style-type: none"><li>- What can we learn from the individual stories of different migrants? Past and present (2 wks)</li></ul></li><li>• EQ3 - What was the impact of migration to Britain?<ul style="list-style-type: none"><li>- How has migration influenced the way we eat and listen to music?</li><li>- How has migration influenced our streets?</li><li>- How has migration influenced our city? (2 weeks)</li><li>- What is our class story?</li></ul></li></ul> <p>BELONG – Summer term – How has migration shaped our school? Pull together migration stories from our own families. Invite families in to talk about their experiences of migration (national/international). Heritage celebration – food/music/stories/art/culture/</p>

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Knowledge sentences		<p>I know that at the end of World War 1, Germany had to sign the Treaty of Versailles.</p> <p>I know that the harshness of the Treaty contributed to the start of World War 2.</p> <p>The British Government adopted a policy of Appeasement to try to prevent another war but Adolf Hitler wanted to reclaim territory for Germany.</p> <p>I know that Germany invaded Poland in September 1939.</p> <p>I know that Britain declared war on Germany on 3<sup>rd</sup> September 1939.</p> <p>I know that The Allies consisted of UK, USA, France, Soviet Union and the Axis powers were Germany, Italy and Japan.</p> <p>I know that between 1938 and 1939, 10k Jewish children came to Britain via Kindertransport.</p> <p>I know that there was a government evacuation plan was called Operation Pied Piper.</p> <p>I know that 1.5 million British children left their city homes for a new life in the country where they were safe from bombing.</p> <p>I know that The Phoney War lasted from September 1939 to May 1940 and there was only one military operation during that time.</p> <p>At the end of the Phoney War, many children returned home.</p> <p>I know that evacuation occurred in three waves – the outbreak of war, during the Blitz and due to the threat of V1 flying bombs and V2 ballistic missiles.</p> <p>I know that on the 1<sup>st</sup> September 1939, 18250 children from Leeds were evacuated to the countryside with their teachers and volunteers and that many returned home by Christmas.</p> <p>I know that 1.5 million British children left their city homes for a new life in the country where they were safe from bombing.</p>	<p>I know that migration is the movement of people from one place to another, sometimes permanently, sometimes not.</p> <p>I know that early humans migrated to Europe approximately 120,000 years ago and that the history of migration to Britain stretches back thousands of years to the Romans, Anglo-Saxons, Vikings and Normans.</p> <p>I know that migration continues to happen to this present day.</p> <p>I understand that there are lots of similarities in the reasons why migrants wanted to come to Britain which allows me to look at common causes of migration.</p> <p>I know that some migration is voluntary (pull factors), and some migration is forced (push factors).</p> <p>I know that some migrants are seeking asylum and if given official asylum by a host country they are classed as refugees.</p> <p>I know that there are many positive benefits of migration to communities including: skilled workers, cultural diversity and new ideas.</p> <p>I know that the impact of migration is very wide ranging and covers almost every aspect of daily life in Britain such as the food we eat and the music we listen to.</p> <p>I know that 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>I know that unconscious bias (without realising it we hold stereotypes about groups of people) and prejudice (making a negative judgement about someone without thought or knowledge) is in all of us.</p> <p>I know that by recognising our unconscious bias and preventing prejudice we can help battle racism.</p>

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Key knowledge to aid with planning.		<p>Edwardian Britain was undergoing a lot of change. HG Wells predicted airships but they weren't efficient – they did invoke a sense of terror however. During the First World War, Britain accepted 25k Belgian refugees. Stories of poison gas in the media fuelled fear. The 1930s saw the rise of the Nazi party and Hitler's promise to rebuild the Luftwaffe. The Spanish Civil War began in 1937 – warfare was used as a proxy to try out new military strategies (and what might happen to British cities) - aerial bombing / gas attacks. Some Spanish children found refuge in Britain. In 1938/39 - 10k Jewish children came to Britain via Kindertransport. Evacuation didn't just include people – it also included valuables. Operation Pied Piper was a government plan which was in place before war broke out.</p> <p>On the 1<sup>st</sup> September – 1.5 million children were evacuated. Teachers went with their classes, local authority staff went, railway and tram staff, 17k women from the Women's Voluntary Service all accompanied the children. There was a big push in the reception area to encourage families to take in children. The reality could be rather different. September 1939 – May 1940 was named the Phoney War and many children returned home.</p> <p>Blitzkrieg (Lightning War) begins with the German invasion of Denmark and Norway and then France, Netherlands, Belgium. Within a few weeks they had forced the French to surrender. Britain itself faced invasion. The Germans needed to destroy the RAF. In the latter part of 1940 there were attempts by the Luftwaffe to totally destroy the RAF. There was a threat of invasion of Britain and concern about whether Britain would be prepared enough and this had an impact on evacuation. The South of England become evacuation areas. Through the winter of 1940, bombings switched to the cities from the airfields. There was no attempt to use gas as a weapon. By Feb 1941, the Germans scale back on their attacks and Hitler has given up on the ideas of a successful German invasion. Meanwhile, the Germans are carrying out The Final Solution which they are desperate to keep secret – attempt to wipe out the Jews of Europe.</p> <p>The D-Day landings looked as if it was the beginning of the end. But for the British civilian population there was a nasty shock. The Germans had a last ace up their sleeve – the V1s. On the 13<sup>th</sup> June 1944, Kent got hit and there were many deaths.</p>	<p><b>See Journeys by Dan Cohen.</b></p> <p>Migration is the movement of people from one place to another, sometimes permanently, sometimes not. Humans began to migrate out of Africa 1.9 million years ago, reaching Europe an approximately 200,000 years ago. Throughout history, Britain's population has changed due to its long history of migration. People have migrated to Britain for lots of varied reasons and continue to do so. Some of those reasons are the same as in the past and some are different. Today, migration is a very controversial political topic and is the news almost daily.</p> <p>In AD43, The Romans invaded Britain and remained here for 400 years. In the 5<sup>th</sup> Century, the Anglo-Saxons arrived and eventually settled due to the good quality farmland and more favourable climate. In the 8<sup>th</sup> century, the Vikings invaded and then settled in Britain. In 1066, the Normans invaded and conquered Britain bringing the end of the Anglo-Saxon and Viking rule. In the 17<sup>th</sup> century, as Britain expanded its reach into India and the Caribbean, the trading of enslaved Africans increased and as a result more Africans and Indians arrived in the country to work. The Industrial Revolution of the 18<sup>th</sup> century (growth of the factories) led to mass migration of people seeking work, from Ireland, Scotland and Italy. Early 20<sup>th</sup> century, immigration controls were tightened during the world wars. Despite this, Britain accepted refugees – large numbers of Belgians during World War Once and Jews from Europe escaping Nazi persecution in the 1930s. After WW2, larger-scale migration began from Britain's former colonies in Africa, Asia and the Caribeean (Windrush Generation). Towards the end of the century, there was a high level of migration of workers from the European Union and people seeking refuge from foreign wars (Iraq, Afghanistan, Syria). In 2023, Britain began accepting people seeking safety from the war in Ukraine.</p> <p>Everyd day, people around the world make the difficult decision to leave their countries in search of safety and better lives. Currently, there are 82 milion men, women and children escaping war, persecution and political turbulence. There are refugees and asylum seekers. There are others who are looking for jobs or an education – they are usually called migrants. A refugee is someone who has been forced to flee his or her home because of war, violence or persecution, often without warning. They are unable to return home unless conditions in their native lands are safe for them again.</p>
Skills and Disciplinary concepts.	Key threads	<p><b>CHRONOLOGICAL UNDERSTANDING</b></p> <p><b>Chronology –sequencing, scaling, concurrence</b></p> <p><b>EQ2 Source work (cause and consequence)</b></p> <p><b>EQ3 Source work (change and continuity)</b></p> <p><b>EQ5 Source work (historical interpretations)</b></p> <p><b>EQ6 Source work (historical significance, similarity and difference, cause and consequence).</b></p> <p><b>Empire, invasion, power and democracy</b></p>	<p><b>Chronology –sequencing, scaling, concurrence</b></p> <p><b>Source work (Similarity and difference)</b></p> <p><b>Source work (Change and continuity)</b></p>
Diversity	Role of the Commonwealth Role of women in the war Different coloured poppies.	Jewish experiences of Kindertransport.	Ivory Bangle Lady Black Tudors Experience of Jewish migrants Windrush generation

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Local		Local war memorial	Leeds evacuation stories (including letter from a child who was evacuated to Bramhope)	Leeds migration School population – who makes up our school?
Misconceptions			Original sources of evidence (primary sources) are always more reliable than historical interpretations (secondary sources).	
What does this look like at Bramhope?	Resources		Historical Association scheme of work	Historical Association scheme of work Leeds curriculum Leodis.net <a href="https://leedsdec.org.uk/workshops/local-people-global-stories/">https://leedsdec.org.uk/workshops/local-people-global-stories/</a>
	Activities	Make a poppy of different colours and be able to explain the meaning.  Create a memorial to a fallen soldier on the Bramhope Memorial.		Pull together case studies and create a display in school. Roll out to whole school?  Organise a shared heritage morning – Year 5/6.  Organise for Year 5/6 children from Bradford All Saints to visit our exhibition. They could bring their own school story with them to compare. Countries of origin, languages and teach each other.
	Enrichment		Lotherton Hall evacuee experience	
	Cross Curricular links/Texts	Where the Poppies Now Grow		
Outdoor or Learning				
Assessments			Can the children identify similarities and differences between different children's experiences of war? Can the children understand the causes of the Kindertransport?	