



Portfields Primary School Medium Term Plan



Year Group – 5

Subject - **History**

Topic – **Journeys**

Term – **Summer 1**

Rising Stars POS Statements	Key Questions		Substantive Knowledge	Key Vocabulary	Real-Life Links
2.5.2 Understand how and why different interpretations of the past have been constructed.	<ul style="list-style-type: none">What makes people go on a journey?How did Walter Raleigh's relationship with royalty influence his decisions?Why did the Irish 3rd class passengers on the <i>Titanic</i> make the journey to America?How did Vera Schaufeld become a refugee?Why did people sail on the <i>Empire Windrush</i>?What makes refugees go on a difficult journey today?		Explain why each journey took place and the role of important characters who undertook it.	Journey Refugee Invader Settler Explorer Voyage Status Symbol Adventurer Charter Voyage Sentimental Class Refugee Discrimination Settle Asylum seeker Economic migrant Illegal immigrant Migration/migrate/migrant Emigration/emigrate Immigration/immigrate Impact Indigenous Fact Opinion Persecution Prejudice Interpretation,	Have the following books available for the children to read: Windrush Child by Benjamin Zephaniah Coming to England – An inspiring true story celebrating the Windrush generation Stories of World War 2 – Kindertransport. Titanic – 58 Fascinating facts for Kids Titanic – DK Eyewitness Stars of the Night – The Courageous Children of the Czech Kindertransport Sir Nicholas Winton https://www.hmd.org.uk/resources/sir-nicholas-winton/ Windrush https://www.rmg.co.uk/stories/windrush-histories/story-of-windrush-ship
	Technical Questions		Explain the significance of each journey and why it is historically important.		
	Are all journeys equally important or significant? <i>Journeys are made for many reasons, as this topic will show. Raleigh was well educated and an explorer and a sailor and lived during a period when exploring new lands brought riches, fame and influence at the highest level – the crown. The kindertransport was about saving children from one of the darkest times in modern history. The Windrush journey was about new beginnings and making a new life that would bring success and stability. The Titanic is a journey of power, success, adventure and dreams that ended in tragedy.</i>	Will different people/groups of people have differing ideas on whether something like a journey has a positive or a negative outcome? <i>To go on a journey is something that is surrounded by personal reasons, ideas and motives. Although Raleigh returned to Britain with riches and new lands, the indigenous population would probably have a more negative viewpoint of the invasion of their lands. Some people, particularly those on the Kindertransport, do not get to choose whether to go on a journey, and they might not want to, even though they have to. The same could apply to those in 3rd class on the Titanic who were fleeing poverty and hoping for a better life in America. The Windrush journey however was only the beginning for the Jamaican passengers. Many immigrants were not welcome by everyone in Great Britain and promises of a new life took a lot time to be fulfilled. There were people in the UK who resented anyone entering the country, especially anyone considered to be different, in regard to race or religion.</i>	Evaluate the outcomes of each journey and consider the personal impact upon the participants.		
	How much does status influence a journey? <i>Raleigh sponsored his first journey to America himself and as he gained more status, he attracted the attention and support of Queen Elizabeth. This led to more voyages for Raleigh and he acquired new lands and wealth for his Queen which gave him adventure, fame and wealth for himself.</i> <i>The Titanic was a ship of luxury and of the people who sailed on her maiden, 62% were first class. But, it was 76% of Third Class passengers who perished compared with 39% of First Class passengers because of social inequalities, and a lack of life boats.</i> <i>The majority of children who travelled on the Kindertransport had 'guarantors' who would cover the £50.00 re-emigration costs, the equivalent of £2000 today. Financing the 'unguaranteed' children, those who did not have a previously arranged place of stay, became the responsibility of the Refugee Children's Movement. The R.C.M. relied on charitable donations as it had been previously agreed with the Home Secretary that no refugee child would become a burden on state finances.</i> <i>The Windrush journey is a key symbolic moment in British history which can be seen as the beginning of the modern multi-ethnic society in Britain today which in itself has brought wealth, in its many different guises, to the country.</i>		Disciplinary Knowledge I can explain why each journey took place and describe why it was so significant at the time. I can understand and explain the significance and historical importance of each journey. I can evaluate each journey and give an opinion of the personal impact upon the participants.	Technical Vocabulary British Empire Edwardian Pogrom Kindertransport Calypso Colour-bar Tudor Portrait Anti-Semitism Great Depression	Key figures / significant events Sir Walter Raleigh, Titanic, 15 th April 1912 Nazi Germany, Czechoslovakia, Sir Nicholas Winton, Windrush Empire, 1948 British Nationality Act
Lesson Breakdown					
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	

<p>Flashback Four</p> <p>Last Lesson: Can the negative opinion of the Vikings be justified? <i>The Vikings were raiders and battle hardened but, although there are no written records, there is evidence that the Vikings were also skilled craftsmen in textiles, wood and metal.</i></p> <p>Last Topic: What happened on the island of Lindisfarne and to whom? <i>The Saxon monks who were living on Lindisfarne, had great wealth that could easily be looted and they were raided by the Vikings in 793 AD.</i></p> <p>Last Year: Why did the Romans want to invade Britain? <i>Fertile land, resources like gold, silver, iron, source of slaves</i></p> <p>Last Key Stage: The term “holiday”. What do we mean by it? Give examples and explanations. <i>Answers may vary - religious festivals Christmas, Easter, Diwali, school holidays, going abroad, visiting places in Britain</i></p>	<p>Flashback Four</p> <p>Last Lesson: Are all journeys important or significant? <i>Journeys are undertaken for a variety of reasons with some being more significant than others for historical reasons as well as being memorable and emotional for those involved.</i></p> <p>Last Topic: Give reasons why Viking ships were successful at crossing the sea from Scandinavia to Europe. <i>The ships had sails and oars, so they were not solely reliant on the wind. They had shallow, narrow hulls that meant they could navigate rivers. They could be sailed either way around and the ships were light so they could easily be hauled onto land</i></p> <p>Last Year: Why were the Romans able to defeat the Celts? <i>They had superior weapons, were better organised and also had better discipline and tactics.</i></p> <p>Last Key Stage: If you want to find out about the recent past, what types of evidence could you use? <i>Photographs, internet (reliable sources), objects, letters, talking to someone who experienced it.</i></p>	<p>Flashback Four</p> <p>Last Lesson: Why did Sir Walter Raleigh undertake his explorations? <i>He may have wanted to support Queen Elizabeth I and the country in acquiring new lands and wealth, or he may have wanted adventure, to be famous and gain status for himself.</i></p> <p>Last Topic: What was the area of England called that was ruled by the Vikings in Anglo Saxon times? <i>Danelaw</i></p> <p>Last Year: Why did the Romans not go further north than Hadrian's Wall? <i>Although there were rich, natural resources in Scotland, the Romans would face fierce warriors and a wild land</i></p> <p>Last Key Stage: Is there anything we cannot find out about the past, from looking at photographs? <i>How the people feel, what the setting smelled like, the sounds, etc</i></p>	<p>Flashback Four</p> <p>Last Lesson: Why did the majority of Irish 3rd class passengers want to make the journey aboard the Titanic to New York? <i>Most of the 3rd class Irish passengers on the Titanic were travelling in search of a better life in the USA or Canada.</i></p> <p>Last Topic: The story of Alfred and the cakes is a famous tale. What could be the moral reasons behind the story? <i>It is a moral tale to remind people not to let your problems get in the way, or disaster may occur.</i></p> <p>Last Year: Why did the Romans need an efficient transport system? <i>To reach parts of the country quickly in case of unrest, for trade, communication.</i></p> <p>Last Key Stage: Why do we buy souvenirs when on holiday? What importance can they hold to a historian? <i>They create memories for us of an experience lived. For a historian they are evidence of a period in time - the colour, what they are made of, what they may represent, how popular an object/experience may have been.</i></p>	<p>Flashback Four</p> <p>Last Lesson: What would have happened to the children if the Kindertransport had not occurred? <i>They would have been killed, along with the rest of their families, by the Nazis.</i></p> <p>Last Topic: Alfred was known as “The Great”. What qualities in a king would have been important at that time? Are these qualities the same today - give an opinion. <i>A king needed to be a good soldier to win battles, to know about the country so he could rule it fairly, be able to keep his followers under control.</i></p> <p>Last Year: Would you consider Roman rule to have a positive or negative impact on Britain? <i>Give an opinion with thoughtful justification.</i></p> <p>Last Key Stage: How have holidays changed in the last 50 years? Responses may include: <i>people now go abroad more often but also go on more holidays/short-breaks that can include Britain and going abroad. People like to be independent - not stay in hotels all the time.</i></p>
<p><u>Learning Objective</u></p> <ul style="list-style-type: none"> LO: To know and understand why people undertake journeys. <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> I can explain a range of reasons why people undertake journeys now, and why they did in the past. I understand that journeys can be both a positive and negative experience for the traveler. I understand that journeys can have an impact on a range of people. <p><u>Star Knowledge</u></p> <p>Journeys are undertaken for a variety of reasons with some being more significant than others for historical reasons as well as being memorable and emotional for those involved.</p>	<p><u>Learning Objective</u></p> <ul style="list-style-type: none"> LO: To know and understand why Walter Raleigh and others made voyages of exploration in Tudor times. <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> I can explain a range of reasons why Walter Raleigh explored other lands. I understand that Raleigh’s voyages had both a positive and negative impact on people. I can find out information about Walter Raleigh and Tudor exploration from a range of sources. <p><u>Star Knowledge</u></p> <p>Tudor sailors, including Raleigh, undertook voyages to find new lands for trade and wealth and for religious reasons. Reasons for their journeys - adventure, greed, for the benefit of the Queen and country- are open to interpretation in a variety of ways.</p>	<p><u>Learning Objective</u></p> <ul style="list-style-type: none"> LO: To know and understand why the Irish 3rd class passengers travelled on the <i>Titanic</i> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> I can explain a range of reasons why the Irish 3rd class passengers travelled on the <i>Titanic</i>. I can find out information about the journey of the <i>Titanic</i> from a variety of sources. I understand the difference between a fact and an opinion. <p><u>Star Knowledge</u></p> <p>Most of the 3rd class Irish passengers on the Titanic were travelling in search of a better life in the USA or Canada; some had already settled there and had just returned to Ireland to see relatives, or to collect other members of the family to live with them in America.</p>	<p><u>Learning Objective</u></p> <ul style="list-style-type: none"> LO: To know and understand why the Kindertransport took place. <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> I can explain why the Kindertransport took place. I can use a range of sources to find out what life was like for Vera and other children on the Kindertransport. I understand both the positive and negative aspects of the Kindertransport. <p><u>Star Knowledge</u></p> <p>The Kindertransport was a rescue operation to save Jewish children from the Nazis by bringing them to the UK.</p>	<p><u>Learning Objective</u></p> <ul style="list-style-type: none"> LO: To know and understand why people travelled on the <i>Empire Windrush</i>. <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> Success Criteria I can explain why people travelled on the <i>Empire Windrush</i>. I can use a range of sources to find out what life was like for the passengers on the <i>Empire Windrush</i>. I understand that there may be differing interpretations of the same event. <p><u>Star Knowledge</u></p> <p>People from the West Indies who arrived on The Windrush were seeking new opportunities to settle in the UK. However when they arrived, the majority could not find homes or jobs, and were even discriminated against socially, and when they wanted to worship. This may have been because of fear, ignorance, prejudice at the time in Britain.</p>
<p><u>Optional opportunity for an assembly: (Refer to Lesson 6)</u></p>				
		<p>Give groups of children the task of planning an assembly.</p> <p>Children may wish to challenge people’s assumptions about refugees. Groups could each focus on a particular group of migrants - the Kindertransport; the <i>Windrush</i> generation, or well-known refugees like Mo Farah, to illustrate positive aspects and also the history of migration.</p> <p>They could choose differing approaches to communicating their message - role play, a presentation or creative work like poetry. You could contact local groups or national charities, or use their published materials for ideas (see resources).</p>		

If, after completing the orange paper assessment, you find a large amount of your pupils lack understanding of one particular star knowledge, you should adapt the flashback four questions for "Last Topic" in the next topic, in order to give you time to re-visit this. Please speak to the subject lead to discuss how to do this before editing the questions.