



Year: 5 and 6

Term: Spring 1 Cycle A

Why do people migrate?

Essential Prior Knowledge

All pupils will have studied the **Stone Age to Iron Age** topic (LKS2 – Cycle A – Autumn) and diet, clothes, art and homes of Stone Age people; the **Vikings** topic (LKS2 – Cycle B – Spring) explaining the 'push' and 'pull' factors for their migration and how their longships were suited for long journeys; they will have just studied the **Victorian Britain** topic (UKS2 – Cycle A – Autumn) show they know about migration from countryside to towns and cities throughout the Victorian period.

Year 6 pupils will have studied the **History of Wolverhampton** topic (UKS2 – Cycle B – Summer) a lesson of which focused on Button Gwinnett's involvement in the slave trade; and **Second World War – The Home Front** topic (UKS2 – Cycle B – Spring) so will know the effects of the war on London's cities; the topic of **Crime and Punishment** (UKS2 – Cycle B – Autumn) revisits the Viking and Victorian periods.

Enquiry Outcomes (ten lessons)

KQ1: When did people first start migrating from place to place? (one lesson)

Pupils annotate a map of the world with arrows of migration and dates showing the accepted dates for early human migration around the world.

KQ2: Just how far did the Vikings migrate? (one lesson)

Pupils describe the encounter between Vikings and North American Indians emphasising the confusion that can arise from ignorance when different groups of people meet.

KQ3: Why are there so many people in America with Irish heritage? (one lesson)

Pupils will create a timeline of events concerning the Irish Famine from the spread of the blight and its effect on the population through to emigration; pupils to accompany each date with a population figure for Ireland showing the causal link.

KQ4: Do people always migrate through their own choice? (two lessons)

Pupils create a persuasive abolitionist poster containing information about the slaves' capture, journey across the Atlantic and life in the United States.

KQ5: Why have so many people migrated to Britain since the Second World War? (three lessons)

Pupils explore contrasting accounts of the reasons for and impacts of post-war migration to Britain in the 1960s and 1970s

KQ6: Application question - Why do people migrate? (two lessons)

Reflecting back on their knowledge and skills, the pupils create a Keynote presentation answering the KQ in as much detail and with as much evidence (images/artefacts/maps) as possible

Home Research Task

Throughout the course of the topic, pupils will prepare for and undertake an interview with a member of their family who has undertaken a migration in their lifetime. If completed, the pupils will add this information to their KQ6 presentation.

Key Knowledge for unit

When?

- The most significant migration of humans (Homo Sapiens) from Africa occurred around 70,000 years ago;
- Humans (Home Sapiens) arrived in Britain about 40,000 years ago;**
- Vikings began their exploration around 800AD (Viking period), or 'Over 1,000 years ago';**
- The Irish Famine started in 1845 (The Victorian period), or 'About 150 years ago';**
- The Atlantic Slave Trade occurred during the Tudor (started 1485), or 'About 500 years ago' to the Victorian period (started 1837) and ended in 1867, or 'About 150 years ago';
- The Partition of India occurred in 1947, or 'About 70 years ago', the Empire Windrush ship arrived in Britain in 1948, or 'About 70 years ago';

Facts migration of humans through history:

- That there were other human species (*Homo Erectus* and *Nanderthals*) before modern humans (Homo Sapiens) that developed at different times and in different places; that human species interacted with one another; **that 2-3% of our DNA (the ingredients that make us unique) is Neanderthal;**
- Know that **modern humans developed in Africa** around 300,000 years ago (**Stone Age**) and began to migrate shortly afterwards;
- That the major migration from Africa of modern humans (Home Sapiens) occurred in waves around 70,000 years ago; **that modern humans migrated mainly in search of food and to find a climate that suited them** as there were periods of extreme wet and extreme dry climates during this time; that it took tens of thousands of years for them to move around the world; **There is evidence of humans living in Britain 40,000 years ago; changing sea levels and temperatures caused humans to migrate to and away from Britain;** Humans in this time still migrated for reasons of food and climate change;
- That Vikings from Scandinavia (Denmark, Norway and Sweden)** travelled to places such as France, **England, Ireland, Iceland, Greenland, North-West Russia, the American continent** (where they encountered Native Americans and traded with them but then there was hostility between them), Baghdad and Constantinople; that this **migration was for exploration, wealth, slaves, trading, better climates** and the desire for less competition for food in their Scandinavian homelands; that they left a legacy in each of the places where they settled; know that the Normans' name was derived from 'Norsemen' or 'North-men' because they were descended from Vikings who had settled there 100 years before;
- That in the 1800s (Georgian and Victorian periods) the potato provided the basis of the diet in Ireland;** in the Early Victorian period, potatoes across Europe were affected by a fungus (known as '**The Blight**') which meant the **potatoes could not be eaten; this caused the biggest famine (The Irish Famine)** in European history; the landscape and population of Ireland was affected badly; **people starved to death; around 1 million people died (from a population of 8 million); 1 million people left the country to find a better life elsewhere;** most Irish people emigrated to **England, Scotland, South Wales, North America** and Australia; most Irish people lived in cities when they arrived in America; **1 in 10 Americans claim to have Irish heritage;** President Joe Biden has Irish heritage; **the population in Ireland is less even now than it was before the Great Famine;**
- Atlantic Slave Trade From the Tudor Period to the middle of the Victorian Period (1485 to 1867), around 12 million slaves were shipped from Africa to the Americas;** over a million people died during the journey because of the terrible conditions on board the 'slave ships'; slaves most commonly worked on **plantations in the production of crops such as tobacco or cotton** and were the property of their slave owners; family members were split up; **they lived in poor quality housing and had few freedoms;** they could not leave the plantation; **they were harshly punished** for disobedience or 'laziness'; **Britain was involved in the slave trade; British people owned slaves and plantations; slave-produced goods such as sugar, cotton and tobacco were imported and bought by British people; that Slavery was abolished in the USA in 1867 (Victorian period);**
- That **India** was part of the British Empire until 1947; that British India was partitioned into Pakistan and India in 1947 creating two independent countries; that this caused a migration of millions of people from either direction across the border due to religious reasons; that there was violence resulting in hundreds of thousands of deaths during migration; that people from the Commonwealth could move to Britain; **that people from India, Pakistan and the West Indies migrated to Britain to work to help rebuild the country after the damage caused by the Second World War and the need to build new houses and factories; that racism was experienced by many immigrants and their descendants still experience racism to this day;**
- That migration has ALWAYS been a key feature in the history of humanity; that migration spreads ideas, customs, creativity, skills, art, music, science, etc across the planet and that Britain is now a multi-racial, multi-faith society, a fact that cements the British Values of democracy, individual liberty, tolerance and respect for others;**

Progression in History using sources

Know how to compare two different accounts of the impacts of immigration in Britain during the 1960s and 1970s and how bias might impact on how they differ; pupils plan for an interview with a family member about their own memories or experiences related to immigration and its impacts, or those of an ancestor who passed on that information to them; pupils record, collate and then present that information to the class (preferable using Powerpoint);

Progression in History other than using sources Pupils can draw a timeline showing the history of human life in prehistoric Britain; pupils can place features of historical events and people from past societies and periods in a chronological framework; they can compare two or more historical periods; explaining things which changed and things which stayed the same. they can describe how life would have been different today if migration in the past had not taken place; they can