

# Topic Overview

## The Arrival

Major Book

<b>Vision Concept</b>	Christian Values	How should we treat our neighbours?
<b>Narrative</b>	In this unit, pupils will learn about immigration and reasons why people may choose to leave their country of birth in terms of “push” and “pull factors”. Children will then learn about the main waves of immigration into Great Britain and when these happened in history. Children will develop their knowledge of the British Empire, linking this knowledge to post war Britain and how British colonies were invited to our country to help meet the labour demands to rebuild the post-war nation. The children will then learn about the experiences of The Windrush Generation, and how we can use this information to consider how we treat people who are new to our country.	
	<b>History</b>	<b>Geography</b>
<b>Subject Concepts</b>	<ul style="list-style-type: none"> <li>Reasons and Results</li> <li>Continuity and Change</li> <li>Evidence</li> <li>Perspective and Interpretation</li> <li>Significance</li> <li>Similarity and Difference</li> </ul>	
<b>Knowledge ‘I know’</b>	<ul style="list-style-type: none"> <li>What does the term “immigration” mean?</li> <li>What is Britain like now and what was it like in the past?</li> <li>Why might people choose to leave their homes and move to another country?</li> <li>What do pull factors and push factors mean?</li> <li>What are the different waves of immigration into the UK and when did they happen?</li> <li>What is an Empire?</li> <li>What happened to the British Empire?</li> <li>Who were The Windrush generation and why did they come to Britain?</li> <li>How did the Windrush generation have a significant impact on British life and culture?</li> <li>How should we treat people who come to live in our country?</li> </ul>	
<b>Knowledge ‘I can’</b>	<p><u><b>Working Historically</b></u></p> <ul style="list-style-type: none"> <li>I can describe why the Windrush generation moved to Britain and explain what happened as a result</li> <li>I can describe the social, cultural and religious diversity of past society and compare it to live today</li> <li>I can use sources of evidence to deduce information about the past</li> <li>I can describe the characteristic features of the past including ideas, beliefs, attitudes and experiences of men, women and children</li> <li>I can evaluate the significance of a major period of British history</li> </ul>	

English		
<b>Writing</b>	<b><u>Purposes for writing</u></b> <b>Entertain:</b> Narrative Writing Based on Chapter I of The Arrival Setting Description Informal Letter Writing Narrative Writing based on Chapter III of The Arrival	<b>Discussion:</b> Discussion text based on The Island by Armin Greder Discussion text about repatriation based on Stolen History by Sathnam Sungera
<b>Key Texts</b>	<b>Whole Class Texts:</b> Tyger by SF Said Stolen History by Sathnam Sungera The Arrival by Shaun Tan The Island by Armin Greeder	<b>Guided Reading Texts:</b> On the Move by Michael Rosen Stolen History by Sathnam Sungera