



Year 4

## People of London



## History Unit Overview



### National Curriculum History Objectives

- Ask historically valid questions about change, cause, similarity and difference, and significance.
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- Understand how our knowledge of the past is constructed from a range of sources.
- Learn about an aspect of local history
- Learn about an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – migration to the UK



### In History we will be learning about:

- Give an overview of the history of migration to the UK
- Explain the historical importance of migration and its impact on London including significant historical events/ periods – Windrush migration, WWII.
- Understand some of the historical reasons for the migration of people to the UK
- Understand the history of Refugee communities in London
- About the history of migration of one community – Bangladeshi community
- Know about some key historical figures who evidence historical migration to the UK.

## Disciplinary Knowledge, Concepts and Skills



### Chronology

- Talk about three or more periods of time e.g. when discussing different periods of immigration to the UK



### Characteristic Features

- Know that not everyone in the past lived in the same way e.g. know that black people were treated less well than white people, Jewish people were persecuted during World War II



### Similarity and Differences

- Describe social, cultural, religious and ethnic diversity in Britain & the wider world



### Historical Interpretation

- Understand that people create different versions of the past for different audiences and therefore might give a different emphasis e.g. novel about immigration or a song about London was written with a different purpose and audience in mind.



### Change and Continuity

- Describe / make links between main events, situations and changes within and across different periods/societies



### Cause and Consequence

- Move from two causes to realising that you need to give several causes to explain some events; Move away from simply listing to trying to give a little detail about each cause.
- Realise that events usually happen for a combination of reasons.



### Historical Significance

- Identify historically significant people and events in situations



- Start combining information from more than one source e.g. a web site, compared with video, oral evidence, newspaper article
- Start cross-referencing information to see if other sources agree, rather than taking everything on face value

## Historical Themes



**People and Places**



**Migration**



**Settlement**

## Geography Unit Overview



### National Curriculum Geography Objectives

- Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities (LK)
- Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America (PK)
- Describe and understand key aspects of:
  - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
  - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (HPG)
- Be able to use maps at a variety of scales to locate the position and geographical features of particular localities (GSK)
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. (GSK)



### In Geography we will be learning about:

- What population means
- What a settlement is
- The migration of people and the reasons behind it

## Disciplinary Knowledge, Concepts and Skills



### Locational Knowledge

- Locate key countries where people migrate to the UK from on a world map



### Place Knowledge

- Understand the interconnectedness of different places through the movement of people.



### Physical and Human Geography

- Explain what population is and identify reasons for changes in population in a locality.
- Understand the migration of people and the reasons behind it including push and pull factors



### Environmental Sustainability

- Understand some of the environmental factors that influence the movement of people e.g. drought, flooding,



### Field Work

- Interview different members of the community and family members about how they came to the UK.
- Field work in Brick Lane – Bangladeshi stories walk. Identify and collect information on land use in Brick Lane. Make comparisons to historical land use in this area.
- Interpret population data including interactive maps, graphs, tables and charts
- Identify different sources of data and compare. Give reasons why data might be different.



### Map Skills

- Analyse population maps
- Look at the interactive maps demonstrating refugee movement to Europe.
- Identify and record on a World Map countries where refugees living in the UK come from.
- Investigate data showing destination countries of refugees and understand the majority of refugees do not settle in Europe.
- Use maps to understand the journeys refugees make to come to London- 2 Billion Miles interactive resource

- Use google maps, atlases and globes to plan a route from Syria to London

### Geography Skills:

#### Contextual World Knowledge

- Develop locational knowledge of the world including some significant physical and human features.

#### Understanding

- Investigate a country that has migration links with the UK including its human and physical features and compare to London.
- Understand links between people and their environment when learning about the push and pull factors for migration.
- Understand how physical events e.g. drought, earthquakes and human factors e.g. war can affect migration.

#### Geographical Enquiry

- Express their opinions about migration and recognise others may feel differently.
- Investigate places through asking and answering questions and using maps, atlases, aerial photos, satellite images.
- Use maps to plan a route from one country to another taking account of the physical terrain and other features.
















### Inspirational Geographers











Camilla Hawthorne  
Human Geographer



## Sequence of Learning

	Focus Learning	Planned Experiences	Assessment	Key Vocabulary
<p><b>Week 1</b></p>     	<p><b><u>Geography</u></b> <b>Population</b></p> <p><i>Who lives in London?</i> <i>How do we know?</i></p> <p>Recap and Recall: The meaning of the term population. The population of the UK and its constituent countries. World population distribution</p> <p>Explain population density and distribution</p> <p>Look at population statistics for the UK and London. Understand how the Census gives us information on population.</p> <p>Interpret data and graphs linked to population</p> <p>Explore London's diversity – in what ways is London diverse?</p> <p>What do the graphs about birth place of people living in London tell us about London's diversity?</p>			<p><u>Tier 2:</u> population, density, distribution, sparsely populated, densely populated</p>
<p><b>Planning Links</b></p>	<p><a href="https://haringeyeducationpartnership.co.uk/download/population/">https://haringeyeducationpartnership.co.uk/download/population/</a> (Lesson 1,2,3)</p>			
<p><b>Week 2</b></p>  	<p><b><u>Geography</u></b></p> <p><b><i>What is Migration?</i></b></p> <p>Define and explain migration</p> <p>Push and Pull Factors <i>Child Migrant Stories</i></p>	<p><u>Educational Visit:</u> Migration Museum Workshop -</p> <p><u>Field Work:</u> Interview different</p>	<p>Explain different terms related to migration.</p>	<p><u>Tier 2:</u> community, destination, settle, movement</p> <p><u>Tier 3:</u> Migrant, economic migrant, refugee, commonwealth,</p>

 	<p><i>Voices Past and Present Lesson</i></p> <p>Contextualising migration within the larger picture, including activities for children to start thinking about their own connections to migration. Look at real stories of people who have moved to and from Britain.</p>	<p>members of the community and family members about how they came to the UK.</p>		<p>Empire, push and pull factors, EU, expansion, labour market</p>
<p><b>Planning Links</b> <a href="https://www.migrationmuseum.org/">https://www.migrationmuseum.org/</a></p>				
<p><b>Week 3</b></p>       	<p><b>History</b></p> <p>Understand the history of immigration in the UK from Roman times . Look again at push and pull factors for migration. Create a timeline of the main waves of immigration.</p> <p>Identify the evidence for pre- Windrush immigration of black people to the UK from e.g. Ivory Bangle Lady, John Blanke</p>		<p>Make a timeline of immigration to the UK – indicate whether this immigration was a result of positive or negative forces.</p>	<p><u>Tier 2</u> invader, enslaved, persecution, shortage, flee, diverse, , conflict, positive, negative, evidence, source,</p> <p><u>Tier 3:</u> refugee, migrant, asylum, Commonwealth, civil war</p>
<p><b>Planning Links</b> <a href="https://www.indy100.com/news/history-of-migration-every-country">https://www.indy100.com/news/history-of-migration-every-country</a>  <a href="http://www.oum.ox.ac.uk/settlers/">http://www.oum.ox.ac.uk/settlers/</a>  <a href="https://www.bbc.co.uk/programmes/b082x0h6">https://www.bbc.co.uk/programmes/b082x0h6</a>  <a href="#">Resources   Black History For Schools (blackhistory4schools.com)</a>  <a href="#">John+Blanke+KS2.pdf (squarespace.com)</a>  <a href="#">Black presence in Tudors times   Black History for Schools (blackhistory4schools.com)</a>  <a href="#">The National Archives   Exhibitions &amp; Learning online   Black presence</a></p>				
<p><b>Week 4</b></p>	<p><b>History</b> <b>Push and Pull Factors</b> <b>WWII</b></p>	<p><u>Educational</u> <u>Visit:</u> Visit to London</p>	<p>Identify the pull and push factors of London during WW2.</p>	<p><u>Tier 3:</u> Kindertransport, World War II, Blitz, evacuee,</p>

       	<p><b>Why did people come to London and leave London during WWII?</b></p> <p>Explore push and pull factors for migration in relation to WWII. Find out why children came to London and left London in WW2- Refugees and evacuees.</p> <p>Show children a picture of the statue outside Liverpool Street Station. Ask them why they think it is there? Why do we have statues?</p> <p>Find out about the Kinder Transport using different sources – oral history, objects, documents</p>	<p>Metropolitan Archives – Children of the Blitz.</p>		
<p><b>Planning Links</b></p>	<p><a href="https://www.iwm.org.uk/history/growing-up-in-the-second-world-war">https://www.iwm.org.uk/history/growing-up-in-the-second-world-war</a>  <a href="https://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage-2/life-in-britain-1930-1945/why-was-it-necessary-for-children-to-be-evacuated-introductory-task-kq2/">https://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage-2/life-in-britain-1930-1945/why-was-it-necessary-for-children-to-be-evacuated-introductory-task-kq2/</a>  <a href="https://www.hmd.org.uk/resource/hmd-2016-vera-schaufeld/">https://www.hmd.org.uk/resource/hmd-2016-vera-schaufeld/</a>  <a href="https://www.bbc.co.uk/newsround/46877532">https://www.bbc.co.uk/newsround/46877532</a>  <a href="https://www.iwm.org.uk/history/6-stories-of-the-kindertransport">https://www.iwm.org.uk/history/6-stories-of-the-kindertransport</a>  <a href="https://www.het.org.uk/ks4/kindertransport">https://www.het.org.uk/ks4/kindertransport</a></p>			
<p><b>Week 5 History</b></p>  	<p><b>History and Geography</b></p> <p>The history of one ethnic group in London – the Bengali community. Find out about the history of immigration from Bangladesh to the UK. Read the children a couple of interviews from Bangla Stories. Discuss</p>	<p><u>Field work</u> :</p> <p>Visit Brick Lane Bengali Heritage Walk . Photograph locations on the walk to create a visual map of the walk and annotate.</p>	<p>When did people first migrate from India to the UK?  Why did people come to the UK from Bangladesh?</p>	<p><u>Tier 2</u>  motive, experience, settle</p> <p><u>Tier 3:</u>  Bangladesh, push and pull factors, immigration, twice migrant, economic migrant</p>





### Geography



Where the person was born.

- What the person did before migrating.
- Why the person decided to leave the country; did they have a choice?
- Did the person have hopes and dreams about coming to Britain/Bangladesh?

### Planning Links

[http://www.banglastories.org/uploads/Theme\\_5.pdf](http://www.banglastories.org/uploads/Theme_5.pdf)  
<http://www.banglastories.org/about-the-project/the-interviews.html>  
<https://www.discoveringbritain.org/activities/greater-london/walks/bengali-east-end.html>

### Week 6



**Geography**  
***Who are refugees and where do they come from?***  
 Find out about the different countries Refugees come from to the UK. Look at the interactive maps demonstrating refugee movement to Europe. Identify and record on a World Map countries where refugees living in the UK come from. Investigate data showing destination countries of refugees and understand the majority of refugees do not settle in Europe. Understand the reasons

Link to P4C/ Global Citizenship: Run for Your Life Activities  
  
Map Skills: See activity

Who are refugees?  
 Why do refugees come to the UK?  
 Where do refugees come from and where do they settle?

Tier 2: flee, conflict, route, war zone, transport, movement, data, settle, displacement  
  
Tier 3: refugee

	refugees leave their country.			
<b>Planning Links</b>	<a href="https://refugeemovements.com/">https://refugeemovements.com/</a> (interactive map) <a href="https://20180926_Forced-to-flee_final3-1.pdf">20180926 Forced-to-flee_final3-1.pdf</a> (unicef.org.uk) <a href="https://www.unicef.org/uk/refugee-crisis-school-resource">Refugee crisis school resource - UNICEF UK</a> <a href="http://www.takepart.com/article/2015/10/28/map-that-shows-how-huge-europes-refugee-crisis-really-is">http://www.takepart.com/article/2015/10/28/map-that-shows-how-huge-europes-refugee-crisis-really-is</a> <a href="https://www.bbc.com/bitesize/clips/zbrd2hv">https://www.bbc.com/bitesize/clips/zbrd2hv</a> <a href="https://www.actionaid.org.uk/school-resources/resource/ks1-and-ks2-refugee-crisis-resources">https://www.actionaid.org.uk/school-resources/resource/ks1-and-ks2-refugee-crisis-resources</a> <a href="https://www.geographyinthenews.org.uk/issues/issue-29/asylum-seekers-and-refugees/ks2/">https://www.geographyinthenews.org.uk/issues/issue-29/asylum-seekers-and-refugees/ks2/</a> <a href="http://twobillionmiles.com/">http://twobillionmiles.com/</a>			
<b>Week 7</b>	<p><b><u>Geography</u></b></p> <p><b><i>How do refugees travel to the UK?</i></b></p> <p>Understand the journeys refugees make to come to London.</p> <p>Read extracts from “Boy Everywhere” to highlight the difficulties of the journey from Syria to London for a refugee.</p> <p>Using the BBC link explore the possible journeys of a refugee from Syria.</p> <p>Using the interactive BBC resource and google earth plan a route</p> <p>The interactive works as a “choose your own adventure” allowing students to make decisions faced by refugees and seeing the consequences.</p> <p>Students may go on more than one journey in order to</p>	<p><b><u>Map Skills:</u></b></p> <p>See activity</p>	<p>Use maps to identify countries and geographical features.</p>	<p><b><u>Tier 2 :</u></b></p> <p>Refugee, transport, journey, decisions, consequences, distance, direct route, terrain</p> <p><b><u>Tier 3 :</u></b></p> <p>Syria, war zone</p>



experiment with different choices.

Then:

Use maps and globes to plan a route from Syria to London.

Ask – what methods of transport might you need to take?

Create list on whiteboard.

Introduce concept – that children are going to work in pairs/3's to plan a journey from Syria to the UK. Model how the children can use google maps to work out walking distances. Think about

- Places which look safe
- Areas we know are 'war zones'
- How to find shipping routes
- Why google may stop us taking a direct route on foot
- How many hours per day you could walk

As a class, model one route from Syria to the next country and show how to plan on the map.

#### Planning Links

<https://www.bbc.co.uk/news/world-middle-east-32057601>