

<p>Overall outcome</p> <p>Perform Windrush Child (John Agard) and choose whether to go back to Jamaica or stay in Britain</p>	<p>Texts</p> <p>J is for Jamaica Benjamin Zephaniah: My Story When I grow up (poetry)</p> <p>The Empire Windrush The story of the Windrush Ian Takes Flight</p> <p>Coming to England Caribbean Dream Anansi</p>			<p>Core subjects</p> <p>History (Empire Windrush), Geography (human and physical geography of Jamaica), English (poetry), Art (Jamaican and Windrush art), Music (Bob Marley), PSHE (respect, diversity), Science (animals and their habitats)</p>
<p>Narrative hook</p> <p>People: child on Empire Windrush Place: getting ready to leave Jamaica Problem: what should you take with you? Possibilities: look at examples of suitcases, what you are leaving behind, what you are heading towards, will you share items to be able to take more?</p>	<p>Tier 2 vocabulary</p> <p>Diversity, tolerance, discrimination, race, racism, multicultural, migration, disembark, similar, different, Caribbean, Commonwealth, citizen, reggae, climate, harbour, ocean, mischievous, cunning, trickster</p>			<p>Transformative diverse individuals</p> <p>Benjamin Zephaniah Mary Seacole Sam King Bob Marley Allan Johnson, Deloris Anglin Jessica Ennis-Hill, Floella Benjamin</p>
<p>Year 2 Term 1</p> <p>Why do people travel across the sea?</p>				

<p>Content: What will we learn?</p>	<p>Creativity: How will we show we understand in multiple ways?</p>	<p>Coherence: How does this link to other year groups and core subjects?</p>	<p>Compassion: What opportunities are there to show compassion for the environment and each other?</p>	<p>Community: Where are the links to local expertise and resources? Visits and visitors</p>
<p>The voyage of the Empire Windrush and its impact on Britain</p> <p>Physical and human geography of Jamaica, including climate, identifying Atlantic Ocean, Jamaica, London on map</p> <p>Comparison between Jamaica and Ramsbury</p> <p>Life in Jamaica for the Windrush passengers, life in Britain for the Windrush passengers and the children of the Windrush generation</p> <p>The life and rhymes of Benjamin Zephaniah</p> <p>Diversity of multicultural Britain</p> <p>Tolerance and respect for differences</p> <p>Animals of Jamaica (land and sea) and how they are adapted to their habitat</p> <p>Listen and respond to reggae music</p>	<p>Drama—role play as Windrush passengers</p> <p>Poetry—read aloud Zephaniah poems, Windrush poems, create Windrush poems</p> <p>Art—use style of Allan Johnson, Deloris Anglin</p> <p>Music—use reggae style music to accompany Windrush poems</p> <p>Debate—would you stay in Britain or return to Jamaica?</p>	<p>Year 1—London</p> <p>Year 2—Ellen MacArthur’s voyage around the world, women who changed the world</p> <p>Year 3—World War 2</p> <p>Year 4—rainforests</p> <p>Year 6—migration and discrimination</p> <p>English—writing to inform, reading and writing poetry, reading non-fiction texts</p> <p>Maths—collecting information about places</p> <p>Science—animals and their habitats, materials used for housing</p>	<p>Understand that everyone is unique and different and we need to show respect for those differences</p> <p>Understand that not everyone is treated equally and why that is unfair</p> <p>Develop tolerance for people with different backgrounds</p> <p>Develop a class charter for what we should do if we see people being treated unfairly</p>	<p>Village walk to compare Ramsbury with Jamaica</p>