

Overall outcome:
Perform Windrush Child (John Agard) and choose whether to go back to Jamaica or stay in Britain

Texts

J is for Jamaica	The Empire Windrush	Coming to England
Benjamin Zephaniah: My Story	When I grow up (poetry)	We sang across the Sea
Ian Takes Flight	Anansi stories	Windrush Child

Key subjects
History, Geography, English, Art, Music, PSHE, Science

Narrative hook

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?

Vocabulary
Diversity, tolerance, discrimination, race, racism, multicultural, migration, disembark, similar, different, Caribbean, Commonwealth, citizen, reggae, climate, harbour, ocean, mischievous, cunning, trickster

Transformative and/or diverse individuals
Benjamin Zephaniah
Mary Seacole
Bob Marley
Allan Johnson, Deloris Anglin
Floella Benjamin

Class 2 : Term 1 2022-2023
Year focus: Why do humans seek challenge and change?
 Term focus: Why do people travel across the sea?

Content: What will we learn?

Creativity: How will we show we understand in multiple ways?

Coherence: How does this link to other year groups and subjects?

Compassion: What opportunities are there to show compassion for the environment and each other?

Community: Where are the links to local expertise and resources? Visits and visitors

- The voyage of the Empire Windrush and its impact on Britain
- Physical and human geography of Jamaica, including climate, identifying Atlantic Ocean, Jamaica, London on map
- Comparison between Jamaica and Ramsbury
- Life in Jamaica for the Windrush passengers, life in Britain for the Windrush passengers and the children of the Windrush generation
- The life and rhymes of Benjamin Zephaniah
- Diversity of multicultural Britain
- Tolerance and respect for differences
- Animals of Jamaica (land and sea) and how they are adapted to their habitat
- Listen and respond to reggae music

- Drama—role play as Windrush passengers
- Poetry—read aloud Zephaniah poems
- Art—use style of Allan Johnson, Deloris Anglin
- Music—use reggae style music
- Debate—would you stay in Britain or return to Jamaica?

Year 1—London
 Year 2—Ellen MacArthur’s voyage around the world, women who changed the world
 Year 3—World War 2
 Year 4—rainforests
 Y5 Coherence Humanity question - the notion of exploration and discovery
 Year 6—migration and discrimination

English—writing to inform, reading and writing poetry, reading non-fiction texts
 Maths—collecting information about places
 Science—animals and their habitats, materials used for housing

- Understand that everyone is unique and different and we need to show respect for those differences
- Understand that not everyone is treated equally and why that is unfair
- Develop tolerance for people with different backgrounds

Compare the village of Ramsbury with Jamaica