



YEAR 9, 2021-2022 Summer TERM

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic:

Windrush Generation

Swinging Sixties



Curriculum Intent	Pupils will be taught, following National Curriculum guidelines, the following this term:
Skills/National Curriculum Links	<p><u>Topic 1: How much did life for migrants change over the later 20th century?</u></p> <p>Pupils will examine the story of race relations by looking at legislation that was passed by the government, civil rights protests and the murder of Stephen Lawrence.</p> <p><u>Topic 2: The Swinging Sixties</u></p> <p>Pupils will uncover what life was like in the 60s and whether it lives up to the interpretation of the 'swinging' sixties. They will look at topics such as the mods and rockers, counter-culture, radio Caroline, women's rights and the 'permissive society'.</p>
Spiritual, moral, social, and cultural development	Pupils will develop an understanding of the experiences of different racial groups and how they had to fight for their rights. They will understand the power and limits of government legislation to end prejudice. Pupils will also understand how the British multicultural society was shaped.
Numeracy	Chronological order of key events.
Literacy	<p>Vocabulary Tier 2: race riots, legislation, prejudice, policy enquiry, discrimination, mods, rockers, counter culture, pirate radio, permissive, Cold War</p> <p>Vocabulary Tier 3: Cause, consequence, change, continuity, interpretation, primary source, secondary source.</p> <p>Reading: Students will be provided with reading opportunities every lesson and will start to engage with historical sources both primary and secondary.</p> <p>Writing: Students will complete writing tasks in every lesson which will include tasks such as summarizing knowledge, answering comprehension questions and evaluating factors and sources.</p> <p>Oracy: Students will be encouraged to feedback on their ideas and their opinions, Class reading is also a feature of many lessons.</p>
Becoming future ready	Careers/Employability: A study of history lends itself to careers such as Archaeologist, Librarian, Reporter, Political analyst, Heritage manager, Business consultant, Historian or a career in law.
Adaptation	Throughout this topic, quality first teaching will provide differentiation:
QFT/SEND Provision	<p>By product: Students will all need to produce the same outcome, but lower sets will be provided with extra scaffolding such as sentence starters, writing frames, key word lists and more extensive modelling.</p> <p>By resource: Historical sources and reading materials will be adapted for the bottom sets.</p> <p>By Intervention: by providing different levels of supervision and support</p> <p>By Progressive Questioning: exploring pupils' understanding through interactive dialogue.</p> <p>By Grouping: according to prior attainment, gender, social preference, preferred learning style.</p> <p>By Task: Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p>By Offering Optional Activities: In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>
Implementation Curriculum Delivery	To be able to: <u>Windrush Generation</u> <u>Substantive knowledge:</u>
Learning Outcomes (Powerful Knowledge)	<p>Students should understand the concept of the Windrush Generation, referring to the individuals who migrated to the UK from Caribbean countries between 1948 and 1971. Through a case study of Floella Benjamin, a prominent advocate and member of the Windrush Generation, students can explore the personal experiences of individuals who faced challenges and discrimination upon arrival in the UK, as well as their contributions to British society.</p> <p>1960s - Students should examine the experience of racial discrimination and the fight for racial equality during the 1960s. This includes the Bristol Bus Boycott, a protest against racial segregation in the public transportation system. Students should also learn about the Race Relations Acts that aimed to address racial discrimination, as well as the controversial "Rivers of Blood" speech by Enoch Powell, which stoked racial tensions.</p>

	<p>1970s - Students should explore the rise of the National Front, a far-right political group, during the 1970s. They should learn about anti-racist movements such as Rock against Racism, which used music as a platform to combat racism and promote multiculturalism. Students should understand the activism and cultural movements that emerged during this time period.</p> <p>1980s-90s - Students should examine significant events in race relations during the 1980s and 1990s, including the Brixton Uprising, which erupted in response to systemic racism and police brutality. They should also learn about the murder of Stephen Lawrence, a racially motivated crime that exposed institutional racism within the British justice system. These events highlight ongoing challenges and struggles for racial equality in the UK.</p> <p><u>Disciplinary knowledge:</u></p> <p>Students should evaluate the progress and changes in race relations and racial equality over time. They should critically analyse the impact of legislation, social movements, and personal stories in shaping attitudes and policies related to race. They should consider the continued challenges and the work that still needs to be done to achieve true racial equality and inclusivity in society.</p> <p><u>Swinging Sixties</u></p> <p><u>Substantive knowledge</u></p> <p>Context of Post-War Britain: Students should understand the socio-economic and political context of post-war Britain. They should be aware of the impact of World War II on British society, including the process of rebuilding and the emergence of a welfare state. This sets the stage for exploring cultural changes in the 1960s.</p> <p>Rise of Teenagers, Mods, and Rockers: Students should learn about the emergence of the teenager as a distinct social group during the 1960s. They should explore subcultures such as mods, characterised by their fashion, music, and lifestyle choices, as well as the rivalry between mods and rockers. This rivalry, often portrayed in the media, highlighted generational tensions and cultural shifts.</p> <p>Music and Counterculture, including Radio Caroline: Students should examine the significant role of music in the cultural changes of the 1960s. They should learn about the rise of British bands, such as The Beatles and The Who. They should also explore the impact of pirate radio stations like Radio Caroline, which challenged mainstream broadcasting and introduced new musical styles and genres.</p> <p>Permissive Society: Students should explore the concept of the permissive society, characterised by a more liberal attitude towards social norms and behaviours. They should investigate changing attitudes towards sexuality, fashion, and individual freedom, including the decriminalisation of homosexuality, the use of birth control, and the impact of the sexual revolution.</p> <p>Second-Wave Feminism: Students should examine the emergence of second-wave feminism in the 1960s, which sought to challenge gender inequalities and fight for women's rights. They should explore key events such as the Ford Machinists Strike and Miss World Protests and their impact on challenging societal norms and advocating for gender equality.</p> <p><u>Disciplinary knowledge:</u></p> <p>By investigating these aspects, students can critically analyse whether Britain experienced a 'cultural revolution' in the swinging sixties. They will develop an understanding of the broader social, cultural, and political changes of the time, and evaluate the extent to which these changes represented a significant departure from the previous era.</p> <p>These link to PLC statements that pupils have in their books.</p>
Current learning to be developed in the future within:	Students will consider social movements and how they shape societal change which will be developed in their study of Paper 1 A Level. They will consider how cultural norms and values influenced experiences of people at the time, which will link to studies of Elizabethan England and Nazi Germany at GCSE.
Assessment	See feedback policy.
Impact	Attainment and Progress – Refer to assessment results / data review documentation.