

YEAR 5 UNIT 3 – JOURNEYS:

What makes people go on a journey?

Related units: *Year 1 Unit 2: The Greatest Explorers*, *Year 4 Unit 2: Roman Britain*, *Year 5 Unit 1: The Anglo-Saxons* and *Year 5 Unit 2: The Vikings*

Unit overview

In this unit, the children will explore the question of why people go on a journey, and look at five very different types of journey in depth. The journeys selected span from the Tudor period to those undertaken today by refugees. The children begin by studying the voyages of Walter Raleigh, then the voyage of the Irish 3rd class passengers on the Titanic, before learning about the Kindertransport in World War Two and the voyage of the *Empire Windrush*. Finally, they will examine why refugees make dangerous journeys today. This approach supports the children in developing their chronological understanding, and helps them gain a greater sense of period. The children will make links to the journeys made by those peoples already studied in earlier Key Stage 2 units, such as those covered in *Year 4 Unit 2: Roman Britain*, *Year 5 Unit 1: The Anglo-Saxons* and *Year 5 Unit 2: The Vikings*. They will also be prompted to remember the journeys made by the explorers studied in *Year 1 Unit 2: The Greatest Explorers*. The journeys here represent those made both to and from the United Kingdom. They differ between journeys made by choice and journeys necessary for survival.

The Big Finish in week 6 provides an opportunity for the children to share what they have learned about migrants and refugees in a class assembly.

Key vocabulary

Journey, migration, emigration, immigration, migrant, refugee, invader, settler, explorer, impact, voyage, status, Tudor, indigenous, portrait, symbol, adventurer, charter, Edwardian, sentimental, class, fact, opinion, persecution, anti-Semitism, pogrom, Kindertransport, Great Depression, prejudice, discrimination, settle, interpretation, British Empire, calypso, colour-bar, asylum seeker, economic migrant, illegal immigrant.

Knowledge, skills and concepts

In this unit, the children will:

- develop a chronologically secure knowledge and understanding of British and world history
- establish clear narratives
- address and devise historically valid questions about significance and cause and change
- understand how our knowledge of the past is constructed from a range of sources
- note connections, contrasts and trends over time.

Cross-curricular links

- **DT:** design and build an Elizabethan ship
- **English:** write a poem about one of the journeys studied
- **Geography:** map work, comparing countries around the world to identify similarity and difference related to push and pull factors
- **PSCHE:** to have a better understanding of the nature of migration, collaboration, kindness, discrimination, fairness in the modern world

Related books for wider reading

- *Titanic* by Anna Claybourne and Katie Daynes
- *Polar the Titanic Bear* by Daisy Corning Stone Speddon
- *The Story of Titanic for Children* by Joe Fullman
- *Titanic (I Was There)* by Margi McAllister
- *Kaspar: Prince of Cats* by Michael Morpurgo
- *You Wouldn't Want to Sail on the Titanic* by David Stewart
- *Journeys: The Story of Migration to Britain* by Dan Lyndon-Cohen (*Rising Stars Reading*)

Places to visit

- National Maritime Museum
- Merseyside Maritime Museum, Liverpool
- SeaCity Museum, Southampton
- Titanic Museum, Belfast
- Royal Museums, Greenwich
- Museum of London (offers lived stream sessions into schools)
- National Holocaust Centre, Nottinghamshire (Our Lonely Journey outreach programme)

Subject knowledge and teaching guidance

The journeys chosen for the unit are well known, and have popular appeal. You may wish to substitute one or more with a similar journey that has a link to your school community or locality. For example, rather than study Raleigh, there may be an explorer with more of a link to your locality. The unit looks at the experiences of the Kindertransport as a group fleeing persecution, however you may decide to study the experiences of a group (for example, the Vietnamese 'Boat People') that links with your school community. Alternatively, there are opportunities to link to your locality within the topics. For example, rather than studying Vera Schaufeld's Kindertransport story, you could contact your local Jewish survivors' groups, or one of the national charities or associations, and ask them for a story or a survivor from your locality. Perhaps the Irish passengers on board the Titanic may lead to a link to Irish immigration in your area in the past – were any local people on board?

While we recommend personalising the teaching, you need to be aware that these can be hugely emotive topics, and we advise seeking support from local or national groups before embarking on such a project. Handled well, this approach will provide you with meaningful and valuable opportunities to engage with your local community and establish strong links.

There are very strong links to citizenship throughout the unit and it is hoped that, by studying this diverse range of journeys, the children will begin to get a more informed viewpoint of what it means to be a migrant or refugee. The final week looks at journeys undertaken today by those people seeking to find a new life in the United Kingdom for a variety of reasons. You may feel that the nature of your class makes this (or earlier lessons) too sensitive to explore. If this is the case, you could spend more time looking at journeys undertaken in the more distant past, which should be less sensitive.

Assessment

Opportunities for assessment for learning are built in throughout the unit through questioning and activities. The children can both self and peer assess as appropriate using approaches familiar to them. The quiz is intended to be used during week 6, and will review knowledge, skills and concepts acquired during the unit. The Rising Stars Progression Framework assessment focuses on: *significance and interpretations; understand how our knowledge of the past is constructed from a range of sources*. **The assessment should be taken either at the end of week 5 or the beginning of week 6. Detailed information on the task can be found on the key assessment opportunity sheet.**