



British History: Colonisation, Slavery and Windrush Journeys (Page 1)

1. Can I explain how the causes and consequences of colonisation, slavery, and Windrush are connected?

- **Vocab:** colonisation, slavery, inequality, Windrush, cause, consequence,
- **Prior learning:** The causes (technological geographical, economic, social), and consequences (positive and unintended/negative) of the Industrial Revolution.
- Know that as historians, it is important we learn the causes and consequences of historical events. We know they can often be connected.
- Know that **colonisation** is when one country takes control of another, often settling and using its resources.
 - In 17th Century, Britain colonised parts of Africa, the Caribbean, and India.
 - Colonisation often meant taking land and wealth from local people.
 - The people living there often had to follow the laws of the country that controlled them.
 - In the Caribbean, colonies were used to grow crops like sugar, tobacco, and cotton.
 - Europeans forced enslaved Africans to work on these plantations because they wanted cheap labour.
 - It created systems of power and wealth for Britain, but caused harm and loss for the colonised countries.
- Know that **slavery** is where people are treated as property and forced to work without freedom or pay.
 - Millions of Africans were taken by force to work on plantations in the Americas and the Caribbean.
 - Slavery happened because colonisation created a demand for cheap labour.
 - It caused suffering and long-lasting inequalities that still affect societies today.
 - Slavery was abolished in the British Empire by the Slavery Abolition Act 1833, which took effect on 1st August, 1834.
- Know that **Windrush** refers to the arrival of Caribbean migrants to Britain on the ship *Empire Windrush* in 1948.
 - After World War II, Britain needed workers to help rebuild the country.
 - The British Nationality Act of 1948 meant Commonwealth citizens were able to live and work in Britain, with advertisements encouraging migration to fill critical jobs (e.g. NHS and transport)
 - Limited opportunities in the Caribbean also acted as a "push" factor, making the UK seem a land of opportunity.
 - Many people who came were descendants of enslaved Africans.
 - The Windrush generation helped Britain but faced racism and discrimination despite their contribution.
- Know that these are important events in Britain's history because they show how one cause leads to another consequence, creating a chain of connected events that still affects life today:

Colonisation → Slavery

- **Cause:** Britain colonised parts of Africa, the Caribbean, and India to gain land and wealth.
- **Consequence:** Plantations were set up in the Caribbean to grow crops like sugar and tobacco.
- **Next Cause:** These plantations needed cheap workers (labour).
- **Next Consequence:** Millions of Africans were enslaved and forced to work.

Slavery → Windrush Migration

- **Cause:** Slavery created large African-descended communities in the Caribbean.
- **Consequence:** After World War II, Britain needed workers to rebuild.
- **Next Cause:** People from the Caribbean (many descendants of enslaved Africans) were invited to Britain.
- **Next Consequence:** The Windrush generation arrived in 1948 and helped Britain's recovery.

Windrush → Modern Britain

- **Cause:** The Windrush generation contributed to Britain's economy and culture.
- **Consequence:** They faced racism and discrimination, showing how inequalities from colonisation and slavery continued.
- **Next Consequence:** These events shaped modern Britain and still influence society today.

• **Cause and Consequence:** Understand causes and consequences are connected (chains)

2. Can I use scales and intervals on a timeline when sequencing key events linked to colonisation, slavery and Windrush?

- **Vocab:** timeline, sequence, chronological order, place,
- **Prior learning:** use intervals and scales on a timeline of Victorian events.
- Know that as historians, we know that timelines are an effective way of showing when and in what order events in history took place, and how close together they were.
- Know the key dates in history linked to colonisation, slavery and Windrush:
 - 1492** – Christopher Columbus reaches the Caribbean, starting European exploration and colonisation. (link back to Year 1: Summer Term)
 - 1562** – Britain's first involvement in the transatlantic slave trade (John Hawkins' voyage was first English slave-trading voyage to Africa and the Caribbean.
 - 1500s and 1600s** – Europeans send ships and people to the Caribbean and took control, establishing colonies. The Transatlantic slave trade begins.
 - 1655** – Britain captures Jamaica from Spain and expands its empire.
 - 1722** – It becomes illegal for free Black Africans living in England to be captured and taken back to the Caribbean.
 - 1807** – Britain makes it illegal to buy and sell slaves.
 - 1833** – Britain abolishes slavery— enslaved people are freed by law
 - 1939–1945** – Men and women from Britain's colonies, including Caribbean troops, fought and contributed significantly during WW2
 - 1948** – Windrush: The ship 'Empire Windrush' brings Caribbean migrants to help rebuild Britain after the war.
 - 1960s** – Caribbean countries gain independence from Britain.
 - 2018** – Windrush scandal: the UK government introduced stricter immigration rules. Some people from the 'Windrush Generation' (Caribbean migrants who came to Britain between 1948 and 1971) were wrongly told they could not stay because they did not have official papers. Many had lived in Britain for decades, worked, and paid taxes. Some lost jobs, homes, or were sent away. The government later admitted it was wrong, apologised, and set up a compensation scheme.

Scale: Recap (from Year 5 Autumn Term) that scale on a timeline means equal steps represent equal amounts of time. In this example, we want to show events from the 1400s to the 2100s, which is 7 centuries. Therefore each century is 4 cm, so timeline will be 28 cm long.

Interval: Recap (from Year 5 Autumn Term) that interval is the gap between two events. It shows how much time passed from one event to the next.

- **Columbus arrives (1492) → John Hawkins' voyage (1562)** Interval: **70 years.** *This shows that after Columbus, it took many years before England joined slave trade.*
- **Abolition of slave trade (1807) → Abolition of slavery (1833)** Interval: **26 years.** *Even after stopping the trade, it took decades to free enslaved people.*
- **Windrush arrives (1948) → Caribbean independence (1960s)** Interval: **12–15 years** *This shows how quickly independence followed migration.*
- **Windrush arrives (1948) → Windrush scandal (2018)** Interval: **70 years** *This shows the long-lasting impact of migration and how issues can appear many years later.*

• **(Suggested task:** create accurate timeline using scale and interval)

• **Chronology:** Use timelines to show scale and intervals; compare different periods and cultures across time.



Knowledge and Skills Mind Map (History) - Year 6 Spring Term

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3. Can I explain why there were similarities and differences in the lives, cultures, and societies of people in Britain, Africa, and the Caribbean during colonisation and slavery?

- **Vocab:**
 - **Colonisation** – when one country takes control of another, often settling and using its resources.
 - **Slavery** – a system where people are treated as property and forced to work without freedom or pay.
 - **Plantation** – a large farm where crops like sugar and tobacco were grown.
 - **Culture** – the beliefs, traditions, and ways of life of a group of people.
 - **Society** – how people are organised and live together in a community.
 - **Hierarchy** – a system where some people have more power or status than others
- **Prior learning:** used evidence to explain why Victorian /modern Britain are similar/different
- Know that as historians, it is important we study similarities and differences in cultures and societies in history as it helps understand the impact on our world today

Britain:

- Britain was becoming very rich and powerful because of trade and industry.
- People had rights and freedom, and most were not enslaved.
- Society had a clear hierarchy: wealthy landowners and merchants at the top, working-class people at the bottom.
- Culture: Christianity was the main religion; reading and writing were becoming more common.
- Britain's wealth grew because of goods from colonies and profits from slavery.

Africa:

- Africa had many kingdoms and communities with their own leaders, languages, and traditions.
- People farmed, traded, and had strong family and cultural ties.
- Some African leaders traded enslaved people with Europeans for goods like guns and cloth.
- Slavery caused huge disruption: families were torn apart, and millions of people were taken away.

Caribbean:

- Controlled by European countries like Britain.
- Economy based on plantations growing sugar, tobacco, and cotton.
- Most workers were enslaved Africans with no freedom and harsh punishments.
- Culture: African traditions (music, food, stories) mixed with European customs, creating new Caribbean cultures.

Similarities:

- All three regions were connected by trade and slavery.
- Cultural mixing happened because Africans brought traditions to the Caribbean.
- Each society was affected by colonisation and slavery, but in different ways.

Differences:

- Britain gained wealth and power; people had rights and freedoms.
- Africa lost people and power; societies were damaged by the slave trade.
- Caribbean had plantations and harsh conditions for enslaved people; most had no rights.

Why are they similar or different?

- **Similarities** happened because colonisation and slavery linked these places through trade and movement of people.
- **Differences** existed because Britain controlled trade and laws, while Africa and the Caribbean were exploited and had less power.
- **Similarities and Differences:** Compare cultures and societies globally.

Disciplinary Concept:

4. Can I...

- explain what **changed (social, political, cultural)** for people in Britain and the Caribbean during Colonisation, Slavery, and Windrush
- understand if these **changes had a major or minor impact on people's lives?**

- **Vocab:** change, continuity, social, political, cultural, migrant
- **Prior learning:** minor/major impact of changes in Victorian times on people's lives
- Know that as historians, it's important we know how countries change over time, what changes matter most, and how those changes affect people's lives.

Colonisation (1600s onwards)

- **Britain:**
 - **Social:** People enjoyed new goods like sugar, tea, and cotton. These came from colonies.
 - **Political:** Britain became very powerful and ruled many countries. The British Empire was one of the largest in history.
 - **Cultural:** British language and customs spread overseas.
- **Caribbean:**
 - **Social:** Local people lost land and freedom. Many were forced to work on plantations.
 - **Political:** British laws controlled their lives; decisions were made in Britain, not locally.
 - **Cultural:** Traditional customs were replaced by British culture and Christianity.
 - **Impact:** Major for Caribbean people (loss of independence); big for Britain (wealth and power).

Slavery (1600s–1833)

- **Britain:**
 - **Social:** Some cities grew rich from the slave trade. Liverpool, Bristol, and Glasgow became wealthy from ships carrying enslaved people and goods.
 - **Political:** Laws allowed slavery until 1833 when it was abolished in the British Empire.
 - **Cultural:** Wealth from slavery funded buildings, art, and universities in Britain.
- **Caribbean:**
 - **Social:** Enslaved Africans had no freedom and harsh lives. Families were separated.
 - **Political:** No rights; controlled by plantation owners and British laws.
 - **Cultural:** African traditions were suppressed, but music, dance, and storytelling survived and influenced Caribbean culture.

- **Impact:** Huge, life-changing for enslaved people; major economic impact for Britain.

Windrush Generation (1948 onwards)

- **Britain:**
 - **Social:** More diversity; Caribbean people faced **racism and discrimination**, such as being refused housing or jobs.
 - **Political:** Immigration laws changed over time, sometimes making life harder for migrants.
 - **Cultural:** Britain gained new music like reggae and ska, food like jerk chicken and plantain, and events like Notting Hill Carnival.
- **Caribbean migrants:**
 - **Social:** New jobs and opportunities in transport, hospitals, and factories, but faced prejudice and unfair treatment.
 - **Political:** Had to fight for fair treatment and rights (e.g., the Windrush scandal much later).
 - **Cultural:** Brought Caribbean traditions, music, and food to Britain, creating a lasting impact.
- **Impact:** Major cultural change for Britain; big social change for migrants.
- **Continuity and Change:** Explain the nature of change (social, political, cultural); Explain whether changes were major or minor, and their impact on people's lives.



Knowledge and Skills Mind Map (History) - Year 6 Spring Term

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5. Can I...

- question the reliability, purpose and perspective of sources about the Windrush Generation
- use evidence to build my own argument about what life was like for the Windrush Generation?

- Vocab:** primary source, reliability, purpose, perspective, evidence, telegram
- Prior learning:** constructed own argument (based on evidence from sources) about life in a Victorian workhouse
- Know 'The Windrush Generation' refers to people who migrated to the UK from Caribbean countries between 1948 and 1973, named after the ship *HMT Empire Windrush* that brought the first large group in 1948
- Know key information about sources linked to Windrush: (<https://www.youtube.com/watch?v=GoxfWYuQ4QE>)

Source 1: A telegram to Mr Cummings, Colonial Office in London, from Mr Smythe about passengers on the Windrush, 6 June 1948.
(<https://www.nationalarchives.gov.uk/education/resources/the-empire-windrush/empire-windrush-caribbean-migration/source-1-telegram-to-mr-cummings/>)

Purpose

- The telegram was written to inform and update the Colonial Office about the arrival of Caribbean passengers on the Windrush and the housing/work arrangements being made for them. It aims to reassure government officials that steps are being taken to manage accom-

Reliability

- Strengths:**
 - It is an official government communication, so it is likely accurate about the arrangements being made at that time.
 - It gives a snapshot of government planning for the Windrush passengers.
- Limitations:**
 - It does not show the experiences or feelings of the passengers themselves.
 - It may present the situation in a positive light to satisfy the Colonial Office, so it could downplay problems like lack of housing or discrimination.

Perspective

- The perspective is from a British government official, not from the Caribbean migrants. It reflects the official attitude: practical and administrative, focusing on logistics rather than the human impact. It does not mention challenges like racism or prejudice, which were real issues for the Windrush generation.

- This source helps historians understand how the British government viewed and managed Caribbean migration in 1948

Source 2: A Report by Commonwealth Immigrants Council (1963) which looked into housing for people coming to live in Britain

Purpose

- The purpose of this report was to advise the British government about problems faced by Commonwealth immigrants, especially housing and discrimination. It aimed to highlight these issues and suggest solutions to prevent social tensions.
- Evidence:** "Landlords refuse to accept coloured tenants." "High proportion of their wages go on rent and yet accommodation is often unsatisfactory." "Quick and easy solution to housing problem is needed."

Reliability

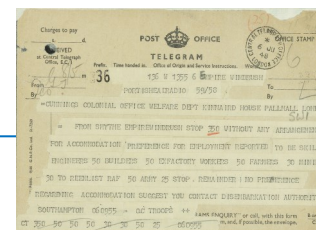
- Strengths:**
 - It is an official government report, so it is likely based on investigations and evidence.
 - It gives specific examples of prejudice and poor housing, which historians know were real problems.
- Limitations:**
 - It reflects the government's view, not the personal voices of immigrants.
 - It might understate the emotional impact or seriousness of racism because it uses formal language.

Perspective:

- The perspective is from the British government, trying to manage immigration issues and reduce tensions.
- It recognises problems like racism and poor housing, but speaks in a formal, problem-solving way.
- It does not show the feelings or experiences of immigrants themselves.

- Important for historians because it helps understand how the government saw and responded to immigration challenges,

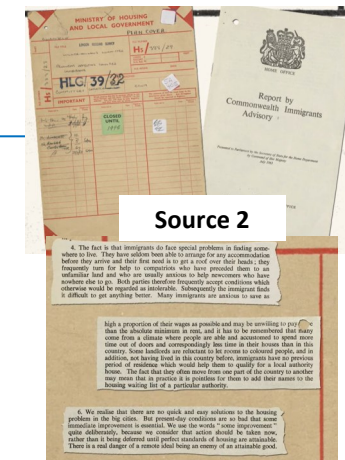
Historical Enquiry: Use a range of sources and consider their reliability, purpose, and perspective. Begin to construct arguments based on evidence.



Source 1



Source 3



Source 2

modation and employment

Source 3: A first hand account of a person who migrated from Trinidad and Tobago to Britain in 1962 (<https://www.youtube.com/watch?v=e9fnFi5JE5>)

Purpose :

- Share a personal experience of migration and discrimination during the Windrush era. It aims to show the challenges immigrants faced and how laws helped improve equality over time.
- Evidence:** "Ads in the shop windows still said 'No Irish, No Blacks, No Dogs.'" "Landlords refuse to accept coloured tenants." "Legislation changed things positively for the better."

Reliability:

- Strengths:**
 - It is a first-hand account, so it gives real experiences and feelings of an immigrant. It includes specific details (ship name, year, examples of discrimination).
- Limitations:**
 - It is one person's experience, so it may not represent everyone's experience. Memories can be influenced by time, so some details might be less precise.

Perspective:

- The perspective is from an immigrant who lived through the Windrush era.
- It shows the personal impact of racism and housing discrimination, and how laws helped but didn't immediately change attitudes.
- This is very different from government sources because it focuses on feelings and lived experience, not official plans.
- It helps historians understand what life was really like for immigrants, including emotional and social challenges, which official reports often leave out.



6. Can I explain different perspectives of the significance of the Windrush Scandal (2018)?

Vocab:

- **Scandal** – Something shocking that causes public anger.
- **Deportation** – Forcing someone to leave a country.
- **Compensation** – Money paid to someone who has been treated unfairly.
- **Perspective** – A point of view.

- **Prior learning:** historical significance of Charles Dickens in Victorian Times

Know key facts about Windrush Scandal (2018):

- In 2018, it was discovered that many of The Windrush Generation were wrongly told they were in the UK illegally.
- This happened because the government had no official records of their legal status and introduced strict immigration rules under the “Hostile Environment” policy.
- Some were denied healthcare, lost jobs, lost homes, and were even deported.
- The scandal caused public anger, led to a government apology, and resulted in the resignation of the Home Secretary.

Know different Perspectives on the Significance of the Windrush Scandal:

- **Government Perspective**
 - Saw the scandal as a serious mistake that damaged trust in immigration policy.
 - Focused on fixing the problem quickly:
 - Issued a formal apology.
 - Created the Windrush Compensation Scheme.
 - Promised to review immigration policies.
 - Example: Amber Rudd resigned as Home Secretary, and the Prime Minister said, “We are sorry.”
 - Significance for government: A major political crisis that forced policy changes and highlighted flaws in the immigration system.
- **Windrush Generation Perspective**
 - Felt betrayed and let down after decades of contributing to Britain.
 - Many had worked in essential jobs like the NHS, transport, and factories since 1948.
 - The scandal caused stress, financial hardship, and loss of trust in the government.
 - Significance for them: A deeply personal injustice that turned their story from one of contribution to one of discrimination.
- **Public and Media Perspective**
 - Viewed as a national scandal showing unfair treatment and racism in everyday life.
 - Newspapers and TV highlighted personal stories of deportation and suffering, sparking protests and campaigns for justice.
 - Significance for the public: A shocking reminder of inequality and the need for fair treatment of immigrants.
- **Historians’ Perspective**
 - See it as a turning point in British immigration history.
 - Shows how past events (1948 migration) gained new meaning in modern debates about race and citizenship.
 - Significance for historians: Demonstrates how historical significance changes over time and depends on context and interpretation.

• **Historical Significance:** Evaluate different perspectives on significance.

7. Can I explore why interpretations of Britain’s role in slavery differ, and explain how and why these interpretations have changed over time?

- **Vocab:** interpretations, abolish, abolitionist, wealth, inequality, evidence, purpose, bias
- **Prior learning:** different interpretations of the role of women during Victorian Britain
- Know that as historians, interpreting the past means how people describe history in different ways based on evidence they have at the time and their own viewpoint/opinion
- Recap Britain’s role in slavery:
 - From the 1600s to 1833, Britain was deeply involved in the transatlantic slave trade.
 - British ships transported millions of enslaved Africans to the Caribbean and Americas.
 - Slavery made Britain wealthy: cities (Liverpool, Bristol, and Glasgow) grew rich from the trade.
 - Profits funded factories, railways, and universities.
 - Slavery was abolished in the British Empire in 1833, but only after years of campaigning.

Different Historical Interpretations of Britain’s role in slavery:

• **Plantation Owners, Slave Traders, and Politicians (18th Century)**

- **Bias:** They benefited from slavery, so they defended it to protect their own (and Britain’s) wealth/power.
- **Purpose:** To justify slavery as legal and necessary for Britain’s wealth
- **Evidence:** Claimed profits from sugar, cotton, and tobacco were essential for trade and growth of cities like Liverpool and Bristol.

• **Abolitionists (Late 18th–Early 19th Century)**

- **Bias:** Strong moral and religious beliefs against slavery; wanted equality and justice.
- **Purpose:** To persuade Parliament to abolish slavery by showing it was cruel and against Christian values.
- **Evidence:** Used diagrams of overcrowded slave ships, personal stories like Olaudah Equiano’s autobiography, and speeches/books describing harsh conditions.

• **Victorian Historians and Early 20th Century**

- **Bias:** Wanted Britain to look good and avoid shame about its role in the slave trade.
- **Purpose:** To celebrate Britain as the “nation that ended slavery” and present abolition as a moral victory.
- **Evidence:** Focused on the 1833 Abolition Act and figures like William Wilberforce, while ignoring Britain’s huge profits and compensation paid to slave owners (£20 million).

• **Modern Historians (Today)**

- **Bias:** Aim for honesty and inclusion of voices previously ignored; influenced by modern values of equality and justice.
- **Purpose:** To show the full impact of slavery on Britain’s wealth and racial inequality.
- **Evidence:** Use archives, plantation records, letters, and oral histories from descendants of enslaved people; highlight how slavery shaped British cities and institutions.

- In the 18th century, plantation owners and traders said slavery was needed for Britain’s wealth because it paid for goods and built rich cities like Liverpool and Bristol. *Evidence:* Profits from sugar, cotton, and tobacco funded factories, railways, and even universities.
- Abolitionists later said slavery was cruel and wrong, using stories and evidence to show the suffering of enslaved people. *Evidence:* Olaudah Equiano wrote about being kidnapped and sold; campaigners showed diagrams of overcrowded slave ships.
- Victorian writers focused on Britain ending slavery to make the country look good, but they ignored the huge profits from the trade. *Evidence:* School textbooks praised William Wilberforce and the 1833 Abolition Act but rarely mentioned that Britain paid £20 million to slave owners as compensation.
- Today, historians use new evidence and voices of enslaved people to give a more honest view, showing slavery’s impact on racism and inequality. *Evidence:* Museums and archives reveal letters, plantation records, and oral histories that show how slavery shaped Britain’s wealth and society.

• **Interpretation of the Past:** Explore why interpretations differ (e.g., evidence available, purpose, bias). Recognise that interpretations change over time