



Scheme of Learning	Topic: Britain after 1945.
Learning outcomes	• By the end of the unit are aim is to bring together many of the threads that we have been discussing throughout KS3. • Students should understand about the passage of the British Nationalities Act of 1948 that allowed all Commonwealth citizens to live and work in Britain. They should then understand how the arrival of the Windrush in June 1948 was the first occasion by which a significant number of West Indian immigrants came to Britain. Later in the unit we want students to see the impact that larger scale immigration to Britain had, including the racial tension and riots of 1958, government decisions to limit the number of immigrants and withdraw the rights of commonwealth citizens to live and work in Britain. At the end of the unit we will look at Enoch Powell's Rivers of Blood speech. It is intended that students use the knowledge they have built up over the entirety of KS3 to dispel Powell's suggestions that immigration to Britain was new and that the British empire had little impact on the country and its culture. • Students will also bring together threads on Empire and understand how and why the process of decolonisation occurred after 1945. We want students to understand why Indian independence also meant partition and the ramifications of this. Students should also be aware of the manner in which decolonisation was conducting, including how and why this differed. For example, students will be expected to explain how Indian independence was hurried because of the already growing demands for it, the more organised withdrawal from places such as Ghana compared to Kenya and the reasons for this. • The first lesson within the unit focuses on the social changes enacted by the British government following the war, namely the measures within the Beveridge Report, particularly the creation of the NHS in 1948. It is expected that students can articulate the changes brought about by the NHS, namely that all citizens regardless of wealth have access to free healthcare and the impact that this had. • Students should also be able to understand that the loss of empire was a considerable loss of identify for Britain and that she felt compelled to look for a new role in the world order after 1945, making decisions about whether to pivot towards the commonwealth, Europe or America.
Key Question	• How did Britain change after 1945? • What was the impact of the NHS on health in Britain? • How did immigration from the Commonwealth have an impact on Britain? • How welcome were immigrants to Britain after 1945 made to feel? • How different was the immigration of people from the Commonwealth after 1945 to immigration that had taken place in the centuries previously? • Why did Britain take the decision to decolonise after 1945? • How successfully did the process of decolonisation take place? • Why was India partitioned in 1947? • Why did the process of decolonisation differ across nations?
Knowledge	• Students will cover the changes to the lives of people after 1945, particularly a focus on changes in access to healthcare and treatment.

NHSG Key Stage 3 Unit Overview for Y9 History



	- Students will cover the process of decolonisation, what is meant by decolonisation and how successfully it was carried out with a particular focus on India, Ghana and Kenya. - Students will cover race relations in 1950s and 1960s Britain and how the government reacted to growing racial tension.
Ongoing Assessment	Teachers will assess student's knowledge and understanding via in class questioning. Each lesson contains a number of opportunities to track and respond to student understanding.
Key Assessment	Students will complete the 'pulling the threads' together section at the end of the unit to check their understanding of the key points that need to be learnt.
Clear sequencing of content	- The unit is found right at the end of KS3 for chronological reasons. It also allows us to consider threads around immigration and empire in their historical context. - Students need to know that Britain had long been home to immigrant communities, from Ivory Bangle Lady, to John Blanke, Samuel Mudian and Ita Ekpenyon to dispel the claims made by Enoch Powell that the migration of non white people to Britain was a new phenomenon. - Students will also have built up an understanding of the British colonisation of India and the Scramble for Africa and be able to apply this to questions about decolonisation. - The unit will also provide a helpful insight into the history GCSE course. The unit touches upon healthcare changes in the 20th century which is helpful for the Medicine Through Time Course. As part of the Cold War course, students understanding of Britain's retreat from empire will help to provide the contextual knowledge that they require.
Links to Careers	The unit provides students with analytical skills which will be useful for all careers. Moreover, it enables them to synthesise large volumes of evidence and form opinions and judgements. This is useful for an array of careers, such as: law, journalism, marketing etc
Diversity and Inclusion	Diversity lines at the heart of this unit and we place an emphasis on the experiences of West Indian and African immigrants to Britain after 1945. Students will come to be aware of why many Commonwealth citizens made the decision to come to Britain and the challenges that they faced when they had arrived, particularly the colour bar and violence.
Additional Support	The booklets contain knowledge organisers and can act as a helpful revision guide for students. All resources are uploaded to the Sharepoint page for students to access. Tasks are scaffolded and modelled to support student learning.
Challenge	The unit contains links to Black and British by David Olusoga which we will read alongside students to deepen their understanding. There is also a link to an episode of the Rest is History on the decolonisation of Africa.