



Carnival – Term 4

Southville Primary School

Year 5

Local Anchor Point	Visit/ Visitor	Key Person (s)	Key Outcome
Southville's link to Windrush legacy and Bristol St Pauls Carnival	Mshed - free -visit and walk (link with Bristol's history - Windrush and the bus boycott)	Floella Benjamin, Winston & Gloria, Roy Hackett, Paul Stephenson, Carmen Beckford Owen Henry, Martin Luther King Jr., Nelson Mandela	History: Explain how the Windrush generation shaped Bristol's social and cultural identity Art: Create and evaluate a Caribbean-inspired headdress expressing cultural symbolism
Diversity, Equity and Inclusion	Linked Learning		
Explores racial discrimination, cultural contributions, and identity through Windrush stories and Caribbean heritage	Geography: Mapping Caribbean–UK migration Music: Calypso rhythms and community expression Literacy: Poetry and storytelling based on migrant experience DT: Headdress design and construction		
Driver 1: History	Driver 2: Art		
<i>What social, cultural, and economic changes did the Windrush generation bring to Bristol, and how did these shape the city's identity?</i>	<i>What story will your carnival headdress tell?</i>		
Driver 1 Objectives	Driver 2 Objectives		
<p>A local history study: a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</p> <ul style="list-style-type: none"> Southville's link to Windrush legacy and Bristol St Pauls Carnival <p>Substantive Historical Concept: Children learn about important substantive concepts through repeated encounters in different, specific and meaningful contexts as they move through the school. This helps children to understand new material by linking, connecting, and building on prior knowledge. We have grouped them to make it easier for teachers to identify and make links between units of work:</p> <ul style="list-style-type: none"> Community and culture Conflict and disaster Exploration and invention Hierarchy and power 	<p>Theoretical Knowledge: Carnival Identity Through Art</p> <ul style="list-style-type: none"> Key Artist / Movement: Caribbean Carnival Arts Themes / Genre: Celebration, identity, symbolism Context and Significance: Examines cultural expression through costume and design in carnivals like St Paul's <p>Practical Knowledge: Designing and Making Headdresses</p> <ul style="list-style-type: none"> Area of Making: Collage, Drawing, Mixed Media Sculpture Media: Pencil, oil pastel, coloured card, magazine cuttings, metallic pens Methods and Techniques: Sketching, blending, layering, cutting, assembling, embellishing <p>Other objectives:</p> <ul style="list-style-type: none"> Develop and imaginatively extend ideas from starting points Use the qualities of materials to enhance ideas. Mix textures (rough and smooth, plain and patterned). Give details (including own sketches) about the style of notable artists & designers. Show how their work was influential in both society and to other artists. Create original pieces that show a range of influences and styles. 		

Driver 1 Disciplinary Knowledge and Skills

This is knowing how historians investigate the past, and how they construct historical claims, arguments and accounts. Pupils build up this knowledge progressively as they move through the school.

- **Chronology** – having a secure overview of major developments and periods to contextualize new knowledge, as well as making connections within and throughout periods of time studied
- **Sources and Evidence** – how we know about the past: a source may present a viewpoint, position or bias from the time as well as the attitudes, beliefs and culture. It is important to evaluate their usefulness and reliability
- **Cause and Consequence** – the reason and result of the things that happened in history
- **Change and Continuity** – how key people, places and events changed or stayed the same over time
- **Similarity and Difference** – compare similarities and differences: what stayed the same and what was different between people, places and points of view? Why?
- **Historical significance** – why people, events and ideas are important in our studies

Driver 1 Key Vocabulary

- **Tier 2:** migration, discrimination, challenge, identity, opportunity, impact, generation, contribution
- **Tier 3:** Windrush, Empire Windrush, Bristol Bus Boycott, Caribbean, Commonwealth, prejudice, boycott, St. Paul's Carnival

Driver 2 Disciplinary Knowledge and Skills

- **Shape** is a flat (2D) area surrounded by an outline or edge: How are shapes used or combined? How does the combination of shapes make things look 3D?
- **Lines** are used to show movement and mood. Is the use of line static or dynamic? How do they determine motion and direction in a piece?
- **Colour** is used to convey atmosphere and mood. How has colour been combined and varied to create mood and reaction in the viewer?
- **Value** is the intensity of colour and depends on the amount of white added.
- **Form** – artists use form when they create sculptures or the effect of flat objects being 3D. How has the artist made flat parts of an image appear 3D e.g. shading?
- **Texture** is the look and feel of a surface. How is the feel of a piece related to the materials it is made from?
- **Space** in artwork makes a flat image look like it has form. How has the empty area around shapes been used?

Driver 2 Key Vocabulary

- **Tier 2:** contrast, blend, design, decorate, technique, evaluate, mood, inspiration
- **Tier 3:** headdress, symmetry, pattern, shape, layering, structure, embellish, assemble, vibrant, texture, sequins, feather, collage, complementary colours, sketch

Driver 1 Sequence

1. **WALT:** understand who the Windrush generation were and why they came to Britain.
2. **WALT:** explore the journey from the Caribbean to the UK.
3. **WALT:** understand the challenges and opportunities faced by Windrush migrants.
4. **WALT:** explore how Caribbean music helped to shape Bristol's identity.
5. **WALT:** understand how Caribbean cuisine and traditions have influenced Bristol.
6. **WALT:** explore the origins and significance of St. Paul's Carnival.
7. **WALT:** understand the impact of the Bristol Bus Boycott.
8. **WALT:** explore the role of community in shaping identity.
9. **WALT:** discover how stories preserve history and culture.
10. **WALT:** recognise significant individuals' lasting impact on Bristol.
11. **WALT:** celebrate learning and share reflections on the Windrush generation's impact.
(Pupils curate a mini museum or classroom exhibition using writing, art and artefacts they've created.)
12. **WALT:** celebrate learning and share reflections on the Windrush generation's impact.
(Pupils lead a showcase assembly or presentation to another class/year group or parents.)

Driver 2 Sequence

1. **WALT:** explore the cultural significance of carnival masks and headdresses, describing their mood, colour, pattern, and shape.
2. **WALT:** create a carnival-inspired collage, exploring colour, pattern, and texture.
3. **WALT:** use different pencil techniques to sketch details and extend drawings with focus on accuracy and texture.
4. **WALT:** experiment with pastels and explore complementary colours and blending techniques.
5. **WALT:** use sketching and colouring techniques to design a Caribbean-inspired headdress.
6. **WALT:** create a Caribbean-inspired headdress.
7. **WALT:** evaluate the process and final outcome of our Caribbean-inspired headdress.