

Unit	<b><u>Paper 1: Migrants in Britain, c800–present and Notting Hill, c1948–c1970</u></b>
Lesson outline/sow	<a href="https://babbey.sharepoint.com/:w:/r/sites/BAS-Subjects/Hi/Staff%20Resources/02-LESSONS%20%26%20RESOURCES/02-KEY%20STAGE%204/03-MIGRATION/SOW-MIGRARTION%20.docx?d=wee9032f9f2124dce8627626a1d87c8e3&amp;csf=1&amp;web=1&amp;e=smkkYk">https://babbey.sharepoint.com/:w:/r/sites/BAS-Subjects/Hi/Staff%20Resources/02-LESSONS%20%26%20RESOURCES/02-KEY%20STAGE%204/03-MIGRATION/SOW-MIGRARTION%20.docx?d=wee9032f9f2124dce8627626a1d87c8e3&amp;csf=1&amp;web=1&amp;e=smkkYk</a>
Base Lessons	<a href="https://babbey.sharepoint.com/:f:/r/sites/BAS-Subjects/Hi/Staff%20Resources/02-LESSONS%20%26%20RESOURCES/02-KEY%20STAGE%204/03-MIGRATION?csf=1&amp;web=1&amp;e=TSVrHr">https://babbey.sharepoint.com/:f:/r/sites/BAS-Subjects/Hi/Staff%20Resources/02-LESSONS%20%26%20RESOURCES/02-KEY%20STAGE%204/03-MIGRATION?csf=1&amp;web=1&amp;e=TSVrHr</a>
What topics are covered?	<ol style="list-style-type: none"> <li>1. c800–c1500: Migration in medieval England</li> <li>2. c1500–c1700: Migration in early modern England</li> <li>3. c1700–c1900: Migration in eighteenth- and nineteenth-century Britain</li> <li>4. c1900–present: Migration in modern Britain</li> <li>5. The historic environment: Notting Hill, c1948–c1970</li> </ol>
What skills are assessed?	<p><b>AO1</b> Demonstrate <b>Knowledge and understanding</b> of the key features and characteristics of the periods studied.</p> <p><b>AO2</b> <b>Explain and analyse</b> historical events and periods studied using second order historical concepts</p> <p><b>AO3</b> Analyse evaluate and use <b>sources</b> contemporary to the period to make substantiated judgements in the context of the events studied</p>
Question Stems	<p><b>Section A: Historic Environment</b></p> <ul style="list-style-type: none"> <li>• Describe two features of..... (4) <b>AO1</b></li> <li>• How useful are sources A and B for an enquiry into...? (8) <b>AO3</b></li> <li>• How could you follow up Source X to find out more about....? (4) <b>AO3</b></li> </ul> <p><b>Section B: Thematic Study</b></p> <ul style="list-style-type: none"> <li>• Explain one way in which X was (similar/different) to Y (4) <b>AO1/2</b></li> <li>• Explain why.... (12) <b>AO1/2</b></li> <li>• (Statement) How far do you agree? Explain your answer (16+4 SPAG) <b>AO1/2</b></li> </ul> <p><a href="https://babbey.sharepoint.com/p:/r/sites/BAS-Subjects/Hi/Staff%20Resources/02-LESSONS%20%26%20RESOURCES/02-KEY%20STAGE%204/03-MIGRATION/How%20do%20I%20answer%20questions%20for%20MIGRATION.pptx?d=wcbad9c0beec4449a968862c6e7ddda10&amp;csf=1&amp;web=1&amp;e=0nKai8">https://babbey.sharepoint.com/p:/r/sites/BAS-Subjects/Hi/Staff%20Resources/02-LESSONS%20%26%20RESOURCES/02-KEY%20STAGE%204/03-MIGRATION/How%20do%20I%20answer%20questions%20for%20MIGRATION.pptx?d=wcbad9c0beec4449a968862c6e7ddda10&amp;csf=1&amp;web=1&amp;e=0nKai8</a></p>
Exam details	<p>Paper 1</p> <p>1 hour 15 mins</p> <p>30 %</p>
How does it build from KS3?	<p><b>Concepts-</b> Causation</p> <p><b>Knowledge-</b> civil rights, holocaust, WW1/2, Industrial Revolution, Slavery, Tudors</p>
How does this prepare for KS5?	<p><b>Concepts-</b>causation i (ao1/2)</p> <p><b>Knowledge</b> – Civil rights in America &amp; Tudors as students will be aware of the African presence/diversity within Tudor period/society before they start the A level unit</p>

<p><b>How does it prepare/link to Higher Education?</b></p>	<p><b>Apprenticeships-</b> Law, Admin, Accounting &amp; finance apprenticeships</p> <p><b>University-</b> History, Politics, International Relations, Law</p>
<p><b>Social moral, spiritual and cultural development</b></p>	<ul style="list-style-type: none"> <li>• Recognise the difference between right and wrong</li> <li>• Knowledge of, and respect for, different people’s faiths, feelings and values</li> <li>• understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others</li> <li>• acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.</li> </ul>
<p><b>How does this unit develop character through the BEST HABITS?</b></p>	<ul style="list-style-type: none"> <li>• HUMILITY</li> <li>• UNDERSTANDING</li> <li>• REFLECTIVENESS</li> <li>• JUSTICE</li> <li>• DEMOCRACY</li> <li>• RESPECT</li> </ul>
<p><b>How does this unit develop employability skills?</b></p>	<ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Aiming High (being proactive)</li> <li>• Adaptability</li> <li>• Creativity</li> <li>• Leadership</li> <li>• Presenting/Communicating</li> <li>• Staying positive/Resilience</li> </ul>
<p><b>Links to careers</b></p>	<p>The study of History leads to a respected qualification and is of value for many careers, for example: Law, Journalism, Tourism, Police, Teaching, Research, social work</p>
<p><b>Trips/cultural capital opportunities</b></p>	<p>Migration Museum- <a href="https://www.migrationmuseum.org/">https://www.migrationmuseum.org/</a> Podcasts- <a href="https://rss.com/podcasts/thehistoryhotline/">https://rss.com/podcasts/thehistoryhotline/</a></p>
<p><b>Course Specification</b></p>	<p>Edexcel GCSE History (9-1) <a href="http://www.edexcel.com/gcsehistory16">www.edexcel.com/gcsehistory16</a></p> <p><a href="https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/Pearson-Edexcel-GCSE-History-Migration-topic-final-draft.pdf">https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/Pearson-Edexcel-GCSE-History-Migration-topic-final-draft.pdf</a></p> <p><a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016/teaching-support/new-migration-thematic-study.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016/teaching-support/new-migration-thematic-study.html</a></p> <p><a href="https://www.ourmigrationstory.org.uk/">https://www.ourmigrationstory.org.uk/</a></p>