

**Scheme of Work: History**

**Key Stage 3**

**Year 8: Unit 3b Period Study Understanding the Changing World, 1450-1750 Migration and Empire.**

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| **About the unit:**  This period study builds further on students understanding of society & culture and power & people as studied in Units 1 and 2. Students will investigate the experiences of migrants arriving or resident in Britain throughout the period, based on the evidence we have available. Students will study the evidence we have available relating to John Blanke, a black trumpeter seen in the Westminster Tournament Roll from Henry VIII’s court. They should be able to draw links with their undersatnding of migration gained during Year 7. Students will go on to analyse the experiences of migrants both from Europe and the wider world. In doing so they will see that some groups had a more positive experience than others and in progressing from their studies in Year 7 they will gain an increasing awareness that Britain is very much a multi-cultural society. This understanding will prove beneficial to students during discussions in PSHE, Citizenship. |
| **Learning Outcomes**  This thematic study will help students to develop:   * An understanding that migration is not a new phenomenan and has roots that span across several centuries. * An understanding that not all migrants have the same experiences and the reasons for this.   At the end students will know about:   * The character known as Jon Blanke, as depicted in the Westminster Tournament Roll, based on the evidence we have available. * The experiences of migrants from Europe- Hansa merchants, Gypsies, Jews and Hugeunots. * The experiences of migrants from the wider world- Africans, Indians.   Students will be able to:   * Analyse the differing experiences of various migrant communities during this period and be able to explain why some had a more positive experience than others. * Begin to understand that much of what makes Britain what it is today, is very much based on the experiences and contributions of migrant communities. |
| **Key terms and vocabulary:**  Through the activities in this unit students will be able to understand, use and spell correctly the following words:   * **Key terms:**  Migrants, Early Modern, Westminster, procession, trumpeters, tournament, courtiers, Christopher Columbus, West Indies, Aztecs, Incas, indigenous, Hansa merchants, Steelyard, Gypsies, Egypt, nomadic tribes, vagrancy, persecuted, Jews, Jewish, Rabbi, Huguenots, refugees, empire, transatlantic slave trade, enslaved, East India Company, Mughal Emperor, Lascars, ayahs.   **Assessment Opportunities**  Each individual enquiry will result in the creation of an ‘acceptance card’. This will demonstrate:   * Students’ literacy skills. * Students’ writing independence * Reveal their awareness of key features of each period * Reveal their understanding of change over time. * Reveal their understanding of causes. * Empathy.   Every lesson offers oppprtunity for formative assessment, for example, spelling checks, quick quizzes, source analysis. |
| **Links to 2014 National Curriculum**  Content knowledge:   * Society, economy and culture across the period. * A study of an aspect of social history, such as the impact through time of the migration of people to, from and within the British Isles.   Disciplinary knowledge:   * Extend and develop chronologically secure knowledge and understanding of world history to provide a well-informed context for wider learning. * Identify significant events, make connections, draw contrasts and analsye trends within periods and over long arcs of time. * Use historical terms and concepts (for example trade or slavery) in increasingly sophisticated ways. * Pursue historically valid enquiries. * Create relevant, structured and evidentially supported accounts. * Combine overview and depth studies to help understand both the long arc of development and the complexity of specific aspects of the content.   **Links to future learning at KS3:**   * Builds on understanding of migrant communities gained in Year 7. * Builds on the exploration of political and societal aspects of the period. * Background knowledge to Part II Migration studied at the end of Year 8. |
| **Links to future learning at GCSE:**  This unit offers a helpful learning foundation for those students choosing to study History at GCSE:   * AQA GCSE History- Migration, empires and the people: c790 to the present day. * Examination skills- Comparison, Handling Evidence, Understanding of Change and Continuity, Literacy Skills, Empathy, Chronological understanding, Asking historically valid questions. |



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| **Lesson and WALT** | **Starter** | **Development Activities** | **Plenary** | **Resources** | **Assessment Opportunities** | **Key Skills/ Cross-curricular Links** | **Cultural Capital/ Careers** |
| **Lesson 1 WALT:**  Be able to explain how events in Europe and across the world may have affected migrants in the period 1500-1750.  **Key Terms:**  Migrants, Early Modern, Westminster, procession, trumpeters, tournament, courtiers, Christopher Columbus, West Indies, Aztecs, Incas, indigenous. | What can students see in the excerpt from the Westminster Tournament Roll?  Teacher explanation- detail shows a black trumpeter who historians later found to be a man named John Blanke- one of the earliest black men in Britain for whom we have a name. Link back to Year 7 and Water and Sanitation- Roman Britain (we know black migrants moved with the Roman Empire but no specific names). | Teacher explains the overall enquiry- Students will produce a series of ‘Acceptance Cards’ as they investigate different groups of migrants during this period.  First, they are reminded of various events taking place during this period- for each event on their table, students should attempt to explain how migrants might be impacted.  Students then record details from slides 9-14 on their own A3 map of the world. | Students are asked to think of two quiz questions based on their learning today. | Power-point, table of changes, A3 world map. | Teacher questioning, class discussion, completed tables and A3 maps. Quiz questions. | Enquiry-asking historical questions, empathy-considering the impact of events on migrants. Citizenship, Geography. | Understanding why people choose to migrate. Britain’s involvement in the transatlantic slave trade. |
| **Lesson 2 WALT:**  Be able to explain migration to Britain from across Europe.  **Key Terms:**  Hansa merchants, Steelyard, Gypsies, Egypt, nomadic tribes, vagrancy, persecuted, Jews, Jewish, Rabbi, Huguenots, refugees. | Using a double page of their exercise books, students are asked to create 4 acceptance cards for four different groups of migrants. | Students investigate four groups of migrants who travelled to Britain between the 15th and 18th Centuries. Based on the information studied, students determine how far these groups were accepted. Teacher may need to support some students as some vocabulary is challenging.  Class discussion of findings- to what extent were each group accepted? | Name two new words you have learnt this lesson! Can anyone help to define? | Power-point, information cards. | Teacher questioning, class discussion, completed acceptance cards. | Empathy- considering the impact of events. Analysis of events. Literacy- reading, making notes. Revision skills- summarising information. | Understanding the extent to which migrants were accepted. |
| **Lesson 3 WALT:**  be able to explain migration to Britain from beyond Europe.  **Key terms:**  Empire, transatlantic slave trade, enslaved, East India Company, Mughal Emperor, Lascars, ayahs. | Quick Quiz- recap last lesson. | Students produce two further acceptance cards. This time students will focus on the experiences of migrants from Africa and India.  Students look back over their acceptance cards from Lessons 2 and 3 and complete the review activities from slide 7. | Students share the findings they have made in their review activities with a peer. | Power-point, information cards. | Teacher questioning, class discussion, completed acceptance cards, completed review tasks. | Empathy- considering the impact of events. Analysis of events. Literacy- reading, making notes. Revision skills- summarising information. | Understanding the extent to which migrants were accepted. |