

**Scheme of Work: History**

**Key Stage 3**

**Year 9: Unit 4 Period Study Understanding the Modern World, 1900 to the Present: Migration and Modern Britain**

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| **About the unit:**  In this unit students will have an opportunity to investigate different groups of migrants to Britain since 1900 and to evaluate the differing experiences they faced. This will lead on to enquiries into recent events regarding race relations and the preconceptions and misconceptions that have surrounded migrants, including refugees and asylum seekers. Students will study how Brexit was linked to fears surrounding migration. This unit moves toward the culmination of the Key Stage 3 course. By this point students should be actively engaging in thoughtful conversations based on their learning across the three years. |
| **Learning Outcomes**  This thematic study will help students to develop:   * An understanding of key moments, events and people. * An understanding of events surrounding migration to Britain since 1900.   At the end students will know about:   * The reasons why different groups of migrants chose to travel to and settle in Britain. * The varying experiences faced by differing groups of migrants and the politics behind this. * Events that raised concerns about race realtions in Britain. * How Brexit was linked to concerns relating to migration.   Students will be able to:   * Explain why different groups chose to travel and settle in Britain since 1900, whether temporarily or permanently. * Explain the level of welcome differing groups of migrants have faced since 1900, including refugees and asylum seekers and why that is the case. * Understand how political decisions and economic circumstances have impacted the welcome migrants have received. * Explain the link between Brexit and immigration. |
| **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:**  migration, immigration, refugee, asylum seeker, diversity, discrimination, prejudice, ‘aliens’, European, persecution, racism, Commonwealth, ethnicity, integration.  Students will complete an assessment covering their understanding gained in their study of this unit. This will demonstrate:   * Students recall of knowledge. * Students’ literacy skills. * Students’ writing independence * Reveal their awareness of key features of each period * 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:  Social and Cultural Change since 1900.  Disciplinary knowledge:   * Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses. * Know and understand the history of these islands as a coherent, chronological narrative; how people’s lives have shaped this nation and how Britain and been influenced by the wider world. * Pursue historically valid enquiries.   **Links to previous learning at KS3:**   * Links to study of migration and empire in Years 7 and 8. |
| **Links to future learning at GCSE:**  This unit offers a helpful learning foundation for those students choosing to study History at GCSE:   * 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** | **Developmental Activities** | **Plenary** | **Resources** | **Assessment Opportunities** | **Key Skills/ Cross-curricular Links** | **Cultural Capital/ Careers** |
| **Lesson 1 WALT:**  Be able to explain how events impacted the experiences of migrants.  **Key Terms:**  Migrants, immigration, cultural diversity, refugees, asylum seekers, ‘enemy aliens’, Commonwealth. | Students are shown a range of images that may be seen as ‘typically British’ and yet are a result of the impact of migration over time. This is reinforced by the success of ‘British’ Olympians at the 2012 Olympics. | Students investigate a range of factors/ events/ developments that have impacted migration over time. They complete a table in their exercise books. | Students assess which factors/ events have acted as ‘push’ or ‘pull’ on migration to Britain. | Power point, factors cards. | Completed research, class discussion, teacher questioning. | Empathy, causation, change, literacy.  Link with Geography, Sociology, Citizenship. | Understanding of why and how migration takes many forms and is a complex issue. |
| **Lesson 2 WALT:**  Understand the extent to which migrants were made welcome during the era of the two World Wars.  **Key Terms:**  Migration, ‘enemy aliens’. | Students examine a front page of a newspaper showing scenes from anti-German riots in 1915. Students should be able to link the image to their knowledge of WWI. | Students investigate the experiences of various groups of migrants during World War I and World War II. They should assess the reasons behind the decision to migrate and the welcome they received. Students should gain a greater insight into the complex nature of migration and why, depending on circumstances it can provoke different responses. | Students are shown the clip on the Kindertransport. | Power point, information cards- enemy aliens. | Completed tables, class discussion, teacher questioning. | Empathy, causation, change, literacy.  Link with Geography, Sociology, Citizenship. | Understanding of why and how migration takes many forms and is a complex issue. |
| **Lesson 3 WALT:**  Understand the experiences of the Windrush generation.  **Key Terms:**  Commonwealth, Windrush, Caribbean, anticipation, prejudice, opportunity, citizenship, discrimination, deportation. | Students are shown the depiction of the Windrush as used as part of the opening ceremony for the 2012 Olympic Games- discussion relating to why this was included. What did it illustrate about Britain? A pivotal point in modern British history.  Students watch the BBC clip and note down findings about Windrush. | Using the BBC Teach clip students answer a series of questions relating to migration to Britain after World War II.  Reading: Commonwealth Migrants since WWII.  Link made with map of Commonwealth countries.  Students study Floella Benjamin’s story- they should gain a picture of the experiences Floella and her family had - text is broken down by answering questions in the margin.  Teacher addresses the Windrush scandal.  Students create a diary entry by imagining themselves in the shoes of a Windrush migrant- students should be encouraged to develop their use of emotive/ descriptive vocabulary. | Using an image of a Windrush migrant on arrival in Britain students should fill in a thought bubble highlighting his hopes, aspirations, possible concerns. | Power point  Floella Benjamin narrative, Commonwealth migrants since WWII reading. | Class discussion, teacher questioning, completed diary entries. | Empathy, causation, change, literacy.  Link with Geography, Sociology, Citizenship. | Understanding of the background to the recent Windrush scandal. |
| **Lesson 4 WALT:**  Be able to explain attempts to tighten controls on immigration.  Understand increased prejudice against migrant communities  **Key Terms:**  Immigration Acts, racism, prejudice, resistance, boycott, harassment, Civil Rights movement. | If not completed in previous lesson, students should complete the thought bubble- see plenary L3.  Teacher broadens the discussion of post-war migration to countries beyond the Commonwealth. Areas of settlement and contribution to the British economy is discussed. However, in a political sense it was the immigration of non-Whites that started to cause concern in some quarters. | Students read the information on the Immigration Acts. Are there any unintended consequences? Any elements that could be deemed racist?  Link between areas facing economic hardship and growing concerns about immigration is made- led to the formation of the National Front.  Students examine an excerpt from Enoch Powell’s speech- they assess the impact this may have had. Reaction is shared with students.  Students investigate resistance to discrimination in the form of the Bristol Bus Boycott: link with the inspiration- Civil Rights movement in the USA. | Teacher explanation: 1970s and economic hardship led to growing resentment and discrimination- 2 sides started to emerge. | Power point, Bristol Bus Boycott BBC article. | Teacher questioning; focus should be on developing class discussion- students should be fully engaged. | Empathy, causation, change, literacy.  Link with Geography, Sociology, Citizenship. | Background to understanding of Black Lives Matter movement. |
| **Lesson 5 WALT:**  Be able to explain continued racial tension and attempts to bridge the divide within communities.  **Key Terms:**  Racial tension, equality, racial injustice, equal opportunity, BAME (Black and minority ethnic groups).  **WARNING: PLEASE CHECK CONTENT BEFORE TEACHING** | Reminder: how did the Civil Rights movement in the USA inspire similar efforts against discrimination in Britain?  Link with plenary in last lesson several opposing groups are identified. | Students complete an A3 worksheet following an investigation into attempts to bridge divides within communities, the Brixton Riots and the Stephen Lawrence murder (please check content of clip prior to teaching- may not be appropriate for all students). There is a follow-up clip which covers the later aftermath of the Stephen Lawrence murder and the eventual prosecution. | Data used to support a discussion of the situation today in terms of race relations. Following this study some misconceptions should have been addressed. Students should be able to have a frank discussion. | Power point, Stephen Lawrence report (BBC), A3 worksheets. | Class discussion- checking misconceptions.  Completed A3 sheet. | Empathy, causation, change, literacy.  Link with Geography, Sociology, Citizenship. | Background to understanding of Black Lives Matter movement.  Community relations. |
| **Lesson 6 WALT:**  Be able to explain how the experiences of migrants, refugees and asylum seekers has changed since 1980.  **Key Terms:**  Refugee, asylum seeker, European Economic Community, European Union, human rights. | Students complete their own copy of the development of the EU. Teacher explanation of the development of the EU, the benefits to Britain and the development of UKIP. | Common misconceptions are addressed: pupils answer questions linked to the clip.  Popular concerns about migration are discussed. Students are shown an image of the ‘Calais Jungle’ and this is linked to growing fears of an influx of asylum seekers and refugees.  Quick quiz again to address misconceptions and should provoke discussion.  Students investigate the experience of seeking asylum from the perspective of asylum seekers themselves. | Students complete the continuum line explaining the extent to which Britain has made asylum seekers welcome.  A discussion about how better relations and understanding within communities should be encouraged. | Power point | Class discussion, teacher questioning- checking misconceptions. | Empathy, causation, change, literacy.  Link with Geography, Sociology, Citizenship. | Challenging common misconceptions: the Brexit debate and attitudes toward asylum seekers. |
| **FINAL UNIT: SEEKING EQUALITY** | | | | | | | |
| **Lesson and WALT** | **Starter** | **Developmental Activities** | **Plenary** | **Resources** | **Assessment Opportunities** | **Key Skills/ Cross Curricular Links** | **Cultural Capital/ Careers** |
| **Lesson 1 WALT:**  be able to identify the factors and influences that have encouraged the struggle for equal rights in Britain after 1960.  **Key Terms:**  Civil Rights, United Nations Declaration of Human Rights, diversity. | Discussion of causation. Teacher explanation that events rarely have a singular cause. Students should be asked to reflect back on significant events they have studied across their Key Stage 3 course. Can they give any examples? | Students research a variety of factors/ events/ developments that have influenced various civil rights campaigns. They should note details and the influence these events had. | Students should be able to link some of these factors back to topics covered particularly during Year 9. | Power point. | Class discussion, teacher questioning, completed tables. | Metacognition- linking studies to earlier learning, students should be able to explain the bigger picture. Links with Sociology, Citizenship. | Identifying multi-causal events, understanding the bigger picture. Understanding the origins and reasons for popular protests. Links to Black Lives Matter, Me Too campaigns for example. |
| **Lesson 2 WALT:**  Explain the movements to gain equality in Britain.  **Key Terms:**  Equality, homosexual, disability, campaign. | Students are shown an image of a policeman proposing to his boyfriend in public in 2016. Teacher explains that earlier in the 20th Century, this would have been unthinkable. This is exemplified through the treatment of Alan Turing. | Students first investigate the situation so far- how things have changed for:  Women, Gay People, BAME groups and people with disabilities.  Then students go on to find out how this happened by looking at the campaigns behind these changes. | Students should link the changes they have studied back to the factors from last lesson. | Power point, information- changes. | Class discussion completed notes. | Metacognition- linking studies to earlier learning, students should be able to explain the bigger picture. Links with Sociology, Citizenship. | Identifying multi-causal events, understanding the bigger picture. Understanding the origins and reasons for popular protests. Links to Black Lives Matter, Me Too campaigns for example. |