

**Scheme of Work: History**

**Key Stage 3**

**Year 8: Unit 6 Period Study: Understanding Industry and Empire, 1750-1900 Migration and Empire II.**

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| **About the unit:**  In the final unit of the period study students build on their understanding of the features of the Industrial Revolution to study the experiences of migrant communities from across Europe and beyond. Students gain an insight into some of the background to Britain’s troubled relationship with Ireland by studying the impact of the potato blight and how this led to many Irish communities being forced to emigrate. By studying the experiences of Irish, Italian, German and Jewish migrants students gain a greater insight into local history, some of the physical evidence still remaining. Students also recognise that persecution of Jewish communities, as they will already be aware, was not unique to the 20th Century. Students complete this unit by investigating the experiences of migrants from across the wider world, namely African, Indian and Chinese communities. As with all their studies thus far, students will see that experiences were not uniform and instead often quite complex. |
| **Learning Outcomes**  This thematic study will help students to develop:   * An understanding of the positive and negative impacts of industrialisation in Britain. * An understanding of the complexity of migrant experiences. * Literacy skills- extended writing.   At the end students will know about:   * The reasons for migration to Britain and the differing experiences enjoyed or endured.   Students will be able to:   * Explain that the Industrial Revolution had both positive and negative impacts on people’s lives. * Explain that the Industrial Revolution brought dramatic change. * Explain how and why the experiences of migrants from Europe and across the wider world differed. |
| **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:** Multicultural, migration, migrants, potato blight, dock-labourers, quarry-men, lodging houses, prejudice, violence, slum dwellings, racism, navvies, persecution, massacres, pogroms, Yiddish, Africans, enslaved, volunteers, Napoleonic Wars, abolitionists, Lascars, China, Chinese. |
| **Links to 2014 National Curriculum**  Content knowledge:   * Britain as the first industrial nation- the impact on society. * 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:**   * Links with earlier study of migration and prepares for future study in Year 9. * Link with events studied, e.g. features of Industrialisation, Britain’s Empire, transatlantic slavery. |
| **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. * 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 events that have affected the experiences of migrants in the period 1750-1900.  **Key Terms:**  Multicultural, migration, migrants. | Students analyse a painting of London by Cruikshank and a poem about London by Wordsworth. It is evident that by the 19th Century London was a multi-cultural society. Students consider why this was the case, based on their earlier enquiries. | Using their A3 table which includes various events studied so far, students assess how these events may have impacted migration and migrants themselves.  Students then investigate changes that occurred across the world and how far these would have impacted migration and migrants themselves. | Name 3 new facts learnt this lesson. | Power-point, A3 sheets, information cards. | Teacher questioning/ class discussion. Completed A3 sheet. Completed notes on impact of world events. | Metacognition- deeper thinking, link with earlier enquiry. Literacy- reading, note-making. Interpretation and analysis.  Geography- wider world. | Citizenship- impact of and experience of migration. |
| **Lesson 2 WALT:**  Be able to explain the reasons for Irish migration, the challenges Irish migrants faced and the reasons for prejudice towards them.  **Key Terms:**  Potato blight, dock-labourers, quarry-men, lodging houses, prejudice, violence, slum dwellings, racism, navvies. | Draw/ Describe- Jim Blake landing in Liverpool. Students analyse the image, and this should prompt a class discussion. | Students will investigate and produce an account of the experiences of Irish migrants arriving in Britain. They will be offered guidance in organising their notes. | Link with local history- red plaque in Manchester showing the site of Little Ireland. What does the plaque suggest about the experience of Irish migrants on arriving in industrial towns like Manchester? | Power-point, information cards. | Teacher questioning/ class discussion. Completed accounts of the experience of Irish migrants. | Literacy- reading, note-making. Interpretation and analysis. Link with A-Level Challenge and Transformation. | Citizenship- impact of and experience of migration. Link with troubles in Ireland, causes of Irish resentment. |
| **Lesson 3 WALT:**  be able to explain the experiences and impact of migration from across Europe in the period 1750-1900.  **Key Terms:**  Persecution, massacres, pogroms, Yiddish. | Teacher introduces the next stage of the enquiry into migration in this period and shows students an image of an Italian ice-cream cart. Italian communities established themselves in industrial towns including Manchester. | Similar to their study of Irish migrants in previous lesson, students will now investigate the experiences of three further groups: Italian, German and Jewish migrants. | Based on their enquiry students are asked to assess whether some migrant groups had a better experience than others. | Power-point, information cards. | Completed enquiry, teacher questioning. | Literacy- reading, note-making. Interpretation/ analysis. | Citizenship- impact of and experience of migration. Consideration of why some groups are more persecuted than others. |
| **Lesson 4 WALT:**  Be able to explain the experience of migrants arriving to Britain from beyond Europe.  **Key Terms:**  Africans, enslaved, volunteers, Napoleonic Wars, abolitionists, Lascars, China, Chinese. |  | Students complete their investigation of migration in this period by studying the experiences of migrants from beyond Europe- migrants from Africa and Asia. |  |  |  |  |  |