

# Edexcel GCSE History

## Migrants in Britain

### Getting ready to teach

  

## Online Delegate Pack

### May 2021

This pack is for delegates attending the GCSE History Getting Ready to Teach event for Migrants in Britain. This pack contains the exemplar material that you will need during the meeting, as well as a space to type any notes or comments.

This GCSE History event will allow delegates to:

- Consider the benefits and opportunities of choosing this new Paper 1 option.
- Learn about the structure and content of the new Migrants in Britain thematic study and Notting Hill historic environment.
- Think about how to plan for teaching the new option.
- Explore possible teaching and delivery strategies.
- Find out more about the free and paid-for support available.

## The role of Paper 1

### The Thematic Study

Thematic studies should require students to understand change and continuity across a long sweep of history, including the most significant characteristics of different ages. They should reveal wider changes in aspects of society over the centuries and allow comparisons to be made between different periods of history.

### The Historic Environment

The study of the historic environment should focus on one particular site in its historical context. The study should examine the relationship between a place and historical events and developments. The focus of study may range in scale from, for example, a particular building or part of a building to a city or rural landscape/setting. There is no requirement that students visit the site.

Notes of the role of Paper 1 and teaching combinations:

### Possible teaching combinations:

Thematic study	British depth study	Period study	Modern depth study
Migrants to Britain, c800-present	Henry VIII and his ministers, 1509-40	Superpower relations and the Cold War, 1941-91	Russia and the Soviet Union, 1917-41
<b>Period/geographical links:</b> British early modern history		<b>Thematic links:</b> political power and factionalism	<b>Thematic/geographical links:</b> the impact of communism in the 20 <sup>th</sup> century

Thematic study	British depth study	Period study	Modern depth study
Migrants to Britain, c800-present	Norman and Anglo-Saxon England, c1060-1088	Spain and the 'New World', c1490-1555	Weimar and Nazi Germany, 1918-39
<b>Period/geographical links:</b> British medieval history		<b>Thematic links:</b> invasion, conquest and enslavement	<b>Thematic/period links:</b> the treatment of minorities

Thematic study	British depth study	Period study	Modern depth study
Migrants to Britain, c800-present	Early Elizabethan England, 1558-88	British America, 1713-83: empire and revolution	The USA, 1954-75: conflict at home and abroad
<b>Period/geographical links:</b> British early modern history		<b>Thematic links:</b> imperialism and decolonisation	<b>Thematic/period links:</b> the experiences of minorities

## Option 13: Migrants in Britain, c800–present and Notting Hill c1948–c1970

### Migrants in Britain, c800–present

#### The process of change

- In studying the content defined below in strands 1 and 2, students should understand how key features in the migration to and within Britain were linked with the key features of society in Britain in the periods studied which drew migrants to Britain. It will be important for students to understand that 'migrant' can encompass both voluntary and forced migration, temporary migrants and internal migrants. In covering reasons for migration, the primary focus of teaching should be on what drew migrants to Britain ('pull' factors), although students should have some awareness of why migrants left their countries of origin ('push' factors).
- They should develop an understanding of the nature and process of change. This will involve understanding patterns of change, trends and turning points, and the influence of factors inhibiting or encouraging change within periods and across the theme. The key factors are: institutions (government and Church); religion; economic influences; and attitudes in society.
- They should also understand how factors worked together to bring about particular developments at particular times.
- The selected case studies in strand 3 of each period exemplify, in context, the elements defined in strands 1 and 2. They provide opportunities to explore the operation of the key factors and to make detailed comparisons over time.

#### c800–c1500: Migration in medieval England

<b>1 The context for migration</b>	<ul style="list-style-type: none"> <li>• Reasons for migration and patterns of settlement, including Vikings, Normans, Jews and other European traders and craftsmen.</li> <li>• The context of English society: landownership and the growth of towns; the role of the wool industry; opportunities for migrants; the role the monarchy, including the need for royal finance; England as a part of Christendom.</li> </ul>
<b>2 The experience and impact of migrants</b>	<ul style="list-style-type: none"> <li>• The experience of migrants in England: their relations with the authorities and the existing population, including the legal status of 'alien' and the impact of the Black Death.</li> <li>• The impact of migrants in England, including the Danelaw, culture, trade and the built environment.</li> </ul>
<b>3 Case study</b>	<ul style="list-style-type: none"> <li>• The city of York under the Vikings.</li> </ul>

<b>c1500–c1700: Migration in early modern England</b>	
<b>1 The context for migration</b>	<ul style="list-style-type: none"> <li>• Change and continuity in reasons for migration and patterns of settlement, including migrants from Europe and Africa.</li> <li>• The changing context of English society: changing social structures; economic growth, including the cloth industry and global trading companies; privateering and trade; the emergence of England as a predominantly Protestant nation.</li> </ul>
<b>2 The experience and impact of migrants</b>	<ul style="list-style-type: none"> <li>• The experience of migrants in England: their relations with the authorities and the existing population.</li> <li>• The impact of migrants in England, including culture, trade, industry and agriculture.</li> </ul>
<b>3 Case studies</b>	<ul style="list-style-type: none"> <li>• Sandwich and Canterbury in the sixteenth century: the experiences of Flemish and Walloon migrants and their role in the local economy.</li> <li>• The experience of Huguenots in seventeenth century England.</li> </ul>

<b>c1700–c1900: Migration in eighteenth- and nineteenth-century Britain</b>	
<b>1 The context for migration</b>	<ul style="list-style-type: none"> <li>• Change and continuity in reasons for migration and patterns of settlement, including migrants from Ireland, Europe and the Empire.</li> <li>• The changing context of British society: changing social structures; the Industrial Revolution; urbanisation; Transatlantic Slavery; the growth of the British Empire; civil liberties.</li> </ul>
<b>2 The experience and impact of migrants</b>	<ul style="list-style-type: none"> <li>• The experience of migrants in Britain: their relations with the authorities and the existing population. The role of the media.</li> <li>• The impact of migrants in Britain, including culture, trade and industry, politics and the urban environment.</li> </ul>
<b>3 Case studies</b>	<ul style="list-style-type: none"> <li>• Liverpool in the nineteenth century: its role in migration and the experiences of migrants, including Irish migrants.</li> <li>• The experience of Jewish migrants in the East End of London in late nineteenth century.</li> </ul>

<b>c1900–present: Migration in modern Britain</b>	
<b>1 The context for migration</b>	<ul style="list-style-type: none"> <li>• Change and continuity in reasons for migration and patterns of settlement, including migrants from Ireland, Europe, the British Empire and the Commonwealth; refugees and asylum seekers.</li> <li>• The changing context of British society: the World Wars; the end of the British Empire, decolonisation and the development of the Commonwealth; EU membership; legislation on immigration and nationality, including the Aliens Act (1905) and British Nationality Acts.</li> </ul>
<b>2 The experience and impact of migrants</b>	<ul style="list-style-type: none"> <li>• The experience of migrants in Britain: their relations with the authorities and the existing population, including anti-immigration and equal rights movements. The Race Relations Act (1965). The role of the media.</li> <li>• The impact of migrants in Britain, including culture, politics, the urban environment, public services and the economy.</li> </ul>
<b>3 Case studies</b>	<ul style="list-style-type: none"> <li>• Bristol in the mid-twentieth century: the experiences of migrants and their impact on society.</li> <li>• The experience of Asian migrants in Leicester from 1945.</li> </ul>

<b>c800–c1500: Migration in medieval England</b>	<b>Exemplification</b>	<b>Exemplification of the role of factors in change</b>
<p>1 The context for migration</p> <ul style="list-style-type: none"> <li>• Reasons for migration and patterns of settlement, including Vikings, Normans, Jews and other European traders and craftsmen.</li> <li>• The context of English society: landownership and the growth of towns; the role of the wool industry; opportunities for migrants, including the need for royal finance; England as a part of Christendom.</li> </ul>	<ul style="list-style-type: none"> <li>• The nature of England in the ninth century and the factors that made it an inviting prospect for raiding and settlement.</li> <li>• The causes of Viking raiding and eventual settlement in England.</li> <li>• The reasons encouraging and enabling Norman migration to and settlement in England and the shift of power to the south of the country.</li> <li>• The growth of England as a Christian nation led to the foundation of monastic orders with a European motherhouse.</li> <li>• Other migrant groups during this period included Jews and Italians, who came as moneylenders and were sometimes repaid with land.</li> </ul>	<ul style="list-style-type: none"> <li>• The role of economic conditions in England attracting both raids and settlement by various groups, for example fertile land, mineral deposits, existing trade, and the development of towns.</li> <li>• The absence of a strong, centralised authority, which allowed Viking coastal raids and then settlement to be successful.</li> <li>• Government: establishment of the Danelaw and its impact on local communities and culture in England.</li> <li>• The role of the Church: the reasons why raiders targeted churches and monastic institutions.</li> <li>• Government: the use of land as a reward for William's supporters encouraged migration from Normandy.</li> <li>• Government: the centralisation of authority in the south of England.</li> <li>• The concept of Christendom encouraged the international movement of craftsmen, clergy, scholars, traders etc.</li> </ul>
<p>2 The experience and impact of migrants</p> <ul style="list-style-type: none"> <li>• The experience of migrants in England: their relations with the authorities and the existing population, including the legal</li> </ul>	<ul style="list-style-type: none"> <li>• The impact on England of Viking raids and settlements, including developments in law and order, and trading networks.</li> <li>• The Norman impact on language, buildings, settlement, religion and trade.</li> </ul>	<ul style="list-style-type: none"> <li>• The role of government: the creation of Danelaw.</li> <li>• The role of government: Normans as conquerors and the impact of castles on local society.</li> </ul>

<p>status of 'alien' and the impact of the Black Death.</p> <ul style="list-style-type: none"> <li>• The impact of migrants in England, including the Danelaw, culture, trade and the built environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Norman religious influences: the building of cathedrals and monasteries; the increased prominence of sheep farming for wool production.</li> <li>• The position of Jewish migrants in England as the 'property of the king'; their contribution to the English economy and their eventual expulsion.</li> <li>• Individuals such as Licoricia of Winchester, who helped to fund building projects such as Westminster Abbey.</li> </ul>	<ul style="list-style-type: none"> <li>• The role of government: changes made to law and order by the Normans, including the reduction in slavery.</li> <li>• The role of government: changes in the legal status of migrants, including 'resident aliens' and Letters of Denization.</li> <li>• The role of the Church and the building of cathedrals and monasteries.</li> <li>• Attitudes in society: the gradual integration of Anglo-Saxons and Normans; the impact on language and culture.</li> <li>• Economic influences: the provision of special conditions to encourage Jewish migrants and of trading links to Europe; regulations to protect English trade.</li> </ul>
<p>3 Case study</p> <ul style="list-style-type: none"> <li>• The city of York under the Vikings.</li> </ul>	<ul style="list-style-type: none"> <li>• Reasons why the Vikings created a settlement at York.</li> <li>• Their impact on the city and relations with the Church and surrounding population.</li> <li>• The development of York as a trading port under the Vikings.</li> </ul>	<ul style="list-style-type: none"> <li>• Economic influences: existing history of raids in the area and the prosperity of York; York's development as a trading port.</li> <li>• The role of government: agreement with Anglo-Saxon rulers; minting of coins at York.</li> <li>• The role of the Church: the significance of the Archbishop and York minster.</li> </ul>

<b>c1500–c1700: Migration in early modern England</b>	<b>Exemplification</b>	<b>Exemplification of the role of factors in change</b>
<p>1 The context for migration</p> <ul style="list-style-type: none"> <li>• Change and continuity in reasons for migration and patterns of settlement, including migrants from Europe and Africa.</li> <li>• The changing context of English society: changing social structures; economic growth, including the cloth industry and global trading companies; privateering and trade; the emergence of England as a predominantly Protestant nation.</li> </ul>	<ul style="list-style-type: none"> <li>• The changing nature of commerce in England: the rise of the cloth trade, the development of trading companies and the early slave trade.</li> <li>• The development of the Church of England and the subsequent migration of Protestants in pursuit of religious freedom.</li> <li>• The status of migrants within England's developing legal system.</li> <li>• The development of shifting communities in ports as the Atlantic trade grew and increased migration as trade routes and employment opportunities opened up.</li> <li>• The formal readmission of Jewish migrants to Britain in 1656 and subsequent settlements.</li> <li>• Other migrant groups recorded in this time period, including Germans, Dutch, Romani Gypsies, Native Americans and Africans.</li> </ul>	
<p>2 The experience and impact of migrants</p> <ul style="list-style-type: none"> <li>• The experience of migrants in England: their relations with the authorities and the existing population.</li> </ul>	<ul style="list-style-type: none"> <li>• The shifting communities in ports and the effects on housing, employment and culture.</li> <li>• Social attitudes and the integration of immigrants; also resentment of 'special treatment' and riots such as 'evil Mayday'.</li> <li>• The negative experiences of groups such as the Palatines and the Romani Gypsies.</li> </ul>	

<ul style="list-style-type: none"> <li>• The impact of migrants in England, including culture, trade, industry and agriculture.</li> </ul>	<ul style="list-style-type: none"> <li>• Impact on agriculture: Vermuyden's drainage project in the Fens.</li> <li>• The impact of ongoing Protestant migration into England, including the impact of foreign-owned presses in distributing literature.</li> </ul>	
<p>3 Case studies</p> <ul style="list-style-type: none"> <li>• Sandwich and Canterbury in the sixteenth century: the experiences of Flemish and Walloon migrants and their role in the local economy.</li> <li>• The experience of Huguenots in seventeenth century England.</li> </ul>	<ul style="list-style-type: none"> <li>• In the sixteenth century, Flemish migrants were invited to Sandwich to set up weaving looms and this was so successful that Canterbury similarly revitalised its cloth trade through Walloon migrants.</li> <li>• The success of the migrant communities in these areas and their impact.</li> <li>• Huguenot migration in the seventeenth century.</li> </ul>	

Notes on using the specification and the topic booklet:



## Sample Assessment Materials

Question paper – pp.41–51

Mark scheme – pp.47–59

### Assessment in the Thematic Study

	Question description	Example question stem	AO and marks
3	Comparison of similarity <i>or</i> difference (over time)	Explain one way in which xxxx was similar to yyyy.	AO1 + AO2 4 marks
4	Explanation of the process of change (at least 100 years)	Explain why ... + <i>two stimulus points</i>	AO1 + AO2 12 marks
5/6	Judgement relating to one of the following: the extent of change; patterns of change; process of change; impact of change (at least two centuries)	'[Statement.]' How far do you agree? Explain your answer. + <i>two stimulus points</i>	AO1 + AO2 16 marks + 4 SPaG

Notes on Thematic Study Assessment and use of the SAMS:

## The Historic Environment: Notting Hill, c1948–c1970

The historic environment	
<b>1 Notting Hill, c1948–c1970</b>	<ul style="list-style-type: none"> <li>The local context of Notting Hill. The reasons for Caribbean migration to the area. The problems of housing: houses of multiple occupation (HMOs), overcrowding and slum landlords, e.g. Peter Rachman. Bruce Kenrick and the Notting Hill Housing Trust. The development of Portobello Road market.</li> <li>The influence of Caribbean cultures on the area, in particular the development of shops, markets, cafes and restaurants, shebeens, nightclubs and entertainment which featured Caribbean food and music. The development of All Saints Road. Mutual self-help organisations, e.g. 'pardner' schemes.</li> <li>Racism and policing. The Notting Hill Riots (1958). The murder of Kelso Cochrane and the reaction of the local community. The impact of anti-immigrant groups, including Oswald Mosley's Union Movement and his 1959 election campaign.</li> <li>Black activism in the Notting Hill area. Claudia Jones and the <i>West Indian Gazette</i>. The 1959 Caribbean Carnival and the later development of the Notting Hill Carnival. Frank Crichlow and the Mangrove Restaurant. The British Black Panthers. The 'Mangrove Nine'.</li> <li>The national and regional context: Britain after the Second World War, reconstruction and demand for labour; the connection to the British Empire and Commonwealth. The 'Swinging Sixties'. Poverty in London. Policing in London.</li> </ul>
<b>2 Knowledge, selection and use of sources for historical enquiries</b>	<ul style="list-style-type: none"> <li>Knowledge of local sources relevant to the period and issue, e.g. local newspapers, publications written for the Caribbean community, local council and police records, housing and employment records, oral and written memoirs of local residents, photographs.</li> <li>Knowledge of national sources relevant to the period and issue, e.g. national newspapers, photographs, government records, census data, opinion polls, television reports, memoirs.</li> <li>Recognition of the strengths and weaknesses of different types of source for specific enquiries.</li> <li>Framing of questions relevant to the pursuit of a specific enquiry.</li> <li>Selection of appropriate sources for specific investigations.</li> </ul>

Notes on Historic Environment specification:

## Assessment of the Historic Environment

	Question description	Example question stem	AO and marks
<b>1</b>	Description of features	Describe two features of ...	AO1 4 marks
<b>2a</b>	Analysis and evaluation of source utility	How useful are Sources A and B for an enquiry into ...?	AO3 8 marks
<b>2b</b>	Framing historical questions	How could you follow up Source [A/B] to find out more about ...?	AO3 4 marks

Notes on activity using Historic Environment SAMs:

## Reflection and Personal Action Plan

Ideas for your next steps when planning to teach Migrants in Britain:

Notes on resources and support available from Edexcel and other sources: