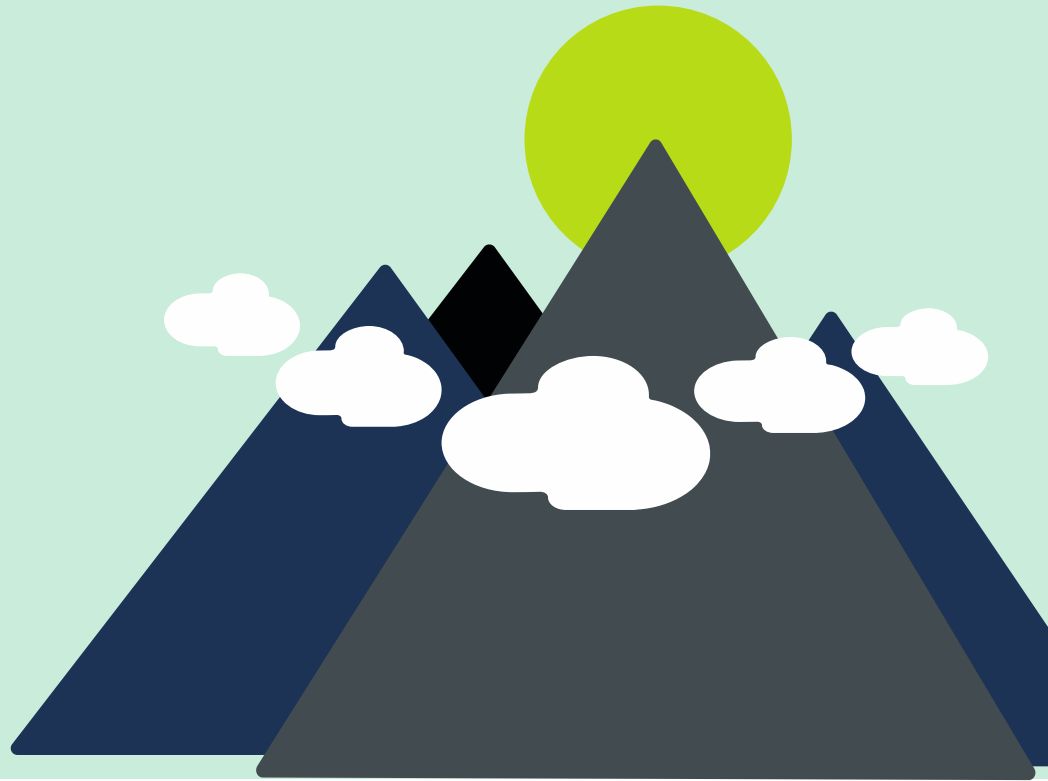


GCSE History

Migrants in Britain

Getting ready to teach event

First teaching in 2021
First assessment 2022



Introduction

Welcome!

Please put a brief summary of what you are hoping to get out of today in the chat box and complete the following poll.

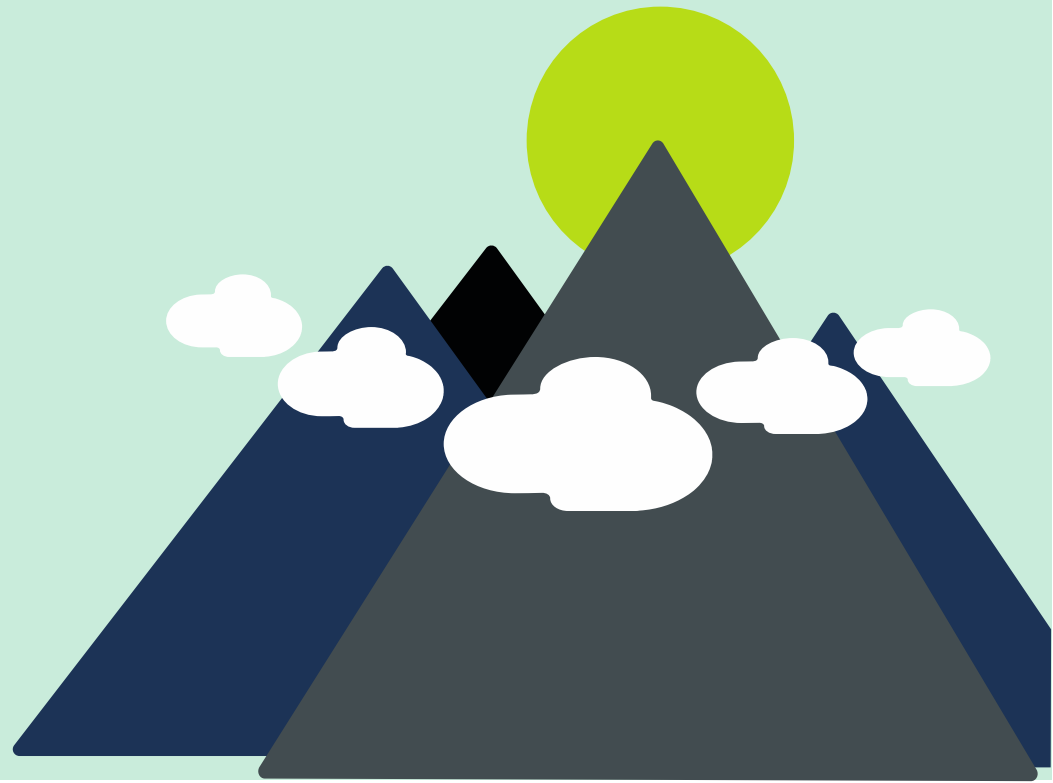
Poll: Which Paper 1 option do you teach currently?

- Medicine
- Crime and Punishment
- Warfare
- New to Edexcel (please expand in the chat)

Aims

- 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.

Introduction – a new thematic option



The role of Paper 1

In the Edexcel specification, Paper 1 covers the thematic study and the historic environment.

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 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.

Thematic study options

The thematic study is worth 20% of the specification.

- 10 – Crime and punishment in Britain, c1000–present
- 11 – Medicine in Britain, c1250–present
- 12 – Warfare and British society, c1250–present
- **13 – Migrants in Britain, c800–present**

Opportunities and challenges

What are your main reasons for changing to this option?

Please comment in the chat box.

Poll: In which exam series are you planning for your students to first sit the Migrants in Britain Paper 1?

- 2022
- 2023
- Not sure/another time

Structuring your specification

Have you thought about how you will fit this new Paper 1 topic into the rest of your specification?

Poll: Are you planning to change any other GCSE units?

- Yes
- No
- Not decided yet

Please put reasons for your choice in the chat box.

Ideas for 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
Period/geographical links: British early modern history		Thematic links: political power and factionalism	Thematic/geographical links: the impact of communism in the 20 th 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
Period/geographical links: British medieval history		Thematic links: invasion, conquest and enslavement	Thematic/period links: 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
Period/geographical links: British early modern history		Thematic links: imperialism and decolonisation	Thematic/period links: the experiences of minorities

Teaching the thematic study



Planning the thematic study

- Long sweep of time
- ‘Process of change’ introduction indicates focus for learning and assessment
 - context linkage
 - patterns of change
 - influence of factors within periods, across the theme and at particular times
- Designed in two strands plus case studies
- Case studies exemplify aspects of the strands in period and allow comparisons over time.

The Migrants in Britain thematic study

Look at the specification for the Migrants in Britain thematic study – delegate booklet pp.3–4.

The two main themes are:

- The context for migration
- The experience and impact of migrants.

Each period then lists appropriate case studies for the period.

The Migrants in Britain thematic study: points to consider

- **Process of change** – this box gives important context for what students are expected to and understand, e.g. in the second paragraph factors inhibiting or encouraging change are shown.
- **Pull factors** – this is a thematic study based on Britain, so pull factors should be the focus of studies. Clearly students will need to have some context of ‘push’ factors, but they would not be expected to have detailed knowledge of, for example, persecution faced by French Huguenots.
- **Local case studies** – there is an opportunity (although not compulsory) to study local migration case studies alongside those named in the specification.

Using the Specification and the topic booklet

- Look at the extracts from the Exemplification tables in the delegate booklet pp.5–8.
- Using the exemplification section (column two in the tables), suggest ways you could complete column three. Insert possible exemplification of factors for the period 1500–1700.
- Give examples of ways in which the case studies could:
 - (i) exemplify and illustrate aspects of strands 1 and 2;
 - (ii) exemplify the operation of factors in change;
 - (iii) allow comparisons to be made over time.

Assessment of 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

Migration thematic study SAMs

Look at the questions for the thematic study in the sample assessment materials (Section B of the paper).

- How can these questions help with thinking about teaching the themes and case studies?
- How do the sample indicative content help to show how knowledge can be used from the specification?
- What types of second-tier language might need teaching as part of this specification?

N.B. Generic mark schemes for all these questions are the same as for the current options.

Ideas for teaching the thematic study

- What ideas do you have about:
 - How you will cover the themes?
 - How you will teach the case studies?
 - Possible local examples?
- Please share in the chat box.

N.B. There are lists of resources for teachers and students in the draft topic booklet.

Historic Environment: Notting Hill, c1948– c1970



Historic environment options

The historic environment is worth 10% of the specification.

- Whitechapel, c1870–c1900: crime, policing and punishment (Crime and punishment – option 10)
- The British Sector of the Western Front, 1914–18: injuries, treatment and the trenches (Medicine – option 11)
- London and the Second World War, 1939–45 (Warfare – option 12)
- **Notting Hill, c1948–c1970 (Migration – option 13)**

(There is no requirement to visit the site.)

The Notting Hill historic environment

Look at the specification for the Notting Hill historic environment – delegate booklet p.10.

- Section 1: Substantive content and themes
- Section 2: Knowledge selection and use of sources

Please use the chat box to share ideas or questions about structuring this section.

Assessment of the historic environment

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

Notting Hill historic environment SAMs

Look at the questions for the historic environment in the sample assessment materials (Section A of the paper).

Activity

1. Using the Sample Assessment Materials, devise another follow-up enquiry question based on Source A or Source B.
2. Suggest one teaching approach to help students develop a concept of a follow-up enquiry.

N.B. Generic mark schemes for all these questions are the same as current options.

Ideas for teaching the historic environment

Things to think about:

- this isn't just about race relations in London/UK in the 1950s and 60s, but specifically about the environment of Notting Hill
- specific people/events chosen, e.g. Frank Crichlow and the Mangrove, Claudia Jones and the Carnival, Notting Hill as a place
- think about the ideas of sources to use in the specification
- there is a specific resource list for the historic environment in the draft topic booklet.

Preparing to teach Migrants in Britain



Subject knowledge

Poll: How confident do you feel about your subject knowledge for this option?

- Very confident, this is a specialism of mine
 - Quite confident, I know something and I'm keen to do more
 - Not very confident, know main ideas but want to know more
 - Panicking, I don't know anything!
-
- Other ideas for subject knowledge:
 - Resource list in topic booklet
 - Endorsed resources
 - Ongoing CPD

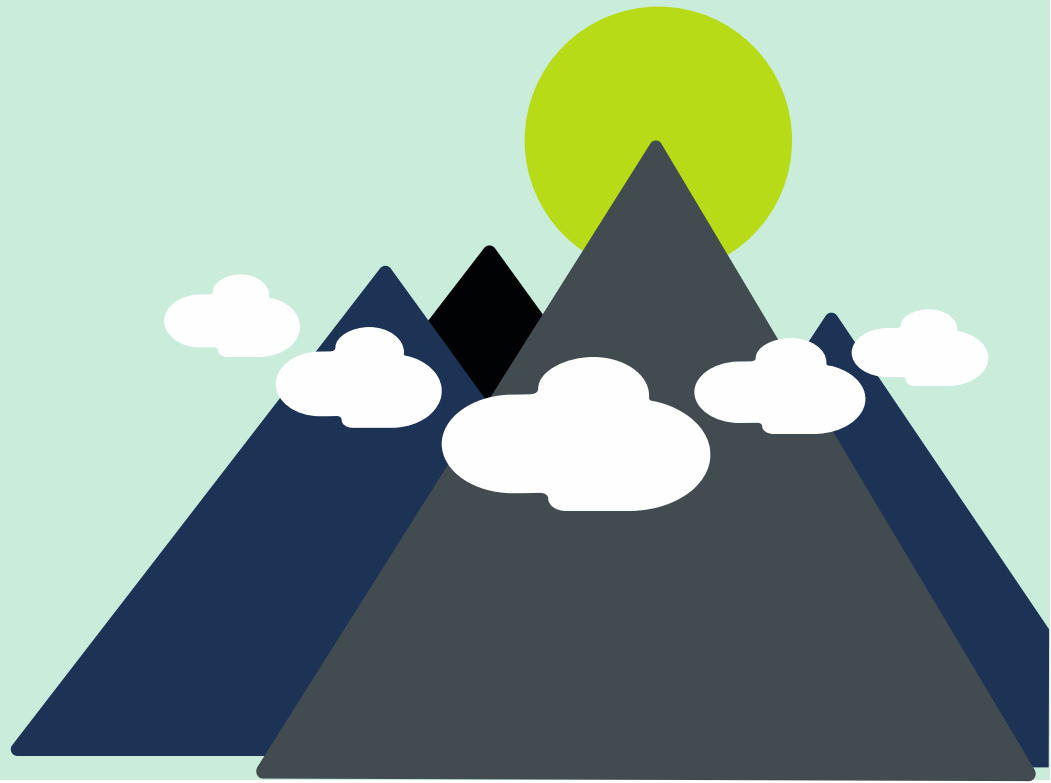
Reflection and personal action plan

Thinking about what we have covered today:

- What **3** aspects of subject knowledge do you want to investigate first?
- What **2** ideas can you take back to your department about teaching this unit?
- What **1** resource do you want to investigate in preparation for teaching?

Please record these in your delegate booklet and share ideas in the chat box.

Support from Pearson



Free support materials

- [Teaching and learning materials](#)
- New support for Migrants in Britain
 - [Topic booklet](#)
 - [Scheme of work](#)
 - [Case study](#) with subject lead teaching Migrants in Britain from September
 - More support and CPD on the way – watch this space...
- Updated support materials
 - [Getting started guide](#)
 - [Paper 1 guide](#)
 - [Mapping documents](#) (to be updated Summer 2021)
 - Plus other updated materials for [Issue 3 of the specification](#), including Mark Battye's [news item summary](#) and [what the amendments mean](#).

Past training content

- A reminder of the relevant [past training content](#) available on the website, including
 - Series of events looking at different question types, e.g. source utility, explain why, judgement essays (November 2020)
 - Paper 1 thematic study and historic environment (spring 2020)
 - Sources and interpretations (spring 2019, updated spring 2020)
 - Supporting lower-attaining students – ideas for extended writing

Diversity and inclusion in History

- Visit the webpage [here](#)
- History topic of the month – aimed at KS3 students, running since October 2020, we're open to suggestions for future topics
- Case studies and blog posts – interviews with teachers about encouraging greater diversity and inclusion at their schools
- Links to other subjects, including English and Science

Diversity and inclusion in History

We believe that the History curriculum should be representative and inclusive of all learners, and reflect the ways that Britain has been shaped by its interactions with the wider world.

Recent and current events have highlighted that we need, and want, to do more to ensure our History curriculum fully reflects today's students, and is free from bias. While the journey to making this a reality may be complex and far reaching, a key step to realising this is working together with key stakeholders, schools, and young people to drive this change.

[Join the conversation >](#)



Teaching and learning resources

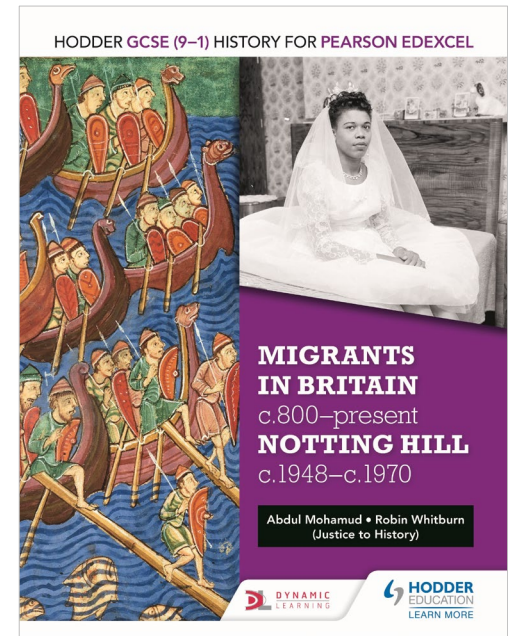
- Pearson, Hodder Education and Oxford University Press are developing new teaching and learning materials to support the new topic.
- **Pearson**
 - Core textbook – series editor Angela Leonard, authors Rosemary Rees, Tony Warner and Joshua Garry
 - Written by an experienced author team, with a wealth of experience and knowledge, together they bring this fascinating journey through British history to life. Find out more [here](#).
 - Revision guide and workbook
 - Free teacher resources until April 2022, available digitally via ActiveLearn Secondary



NB You don't have to purchase any resources, including those from Pearson, to deliver our qualifications.

Teaching and learning resources

- Pearson, Hodder Education and Oxford University Press are developing new teaching and learning materials to support the new topic.
- **Hodder Education**
 - Authors: Abdul Mohamud and Robin Whitburn
 - Let Justice to History – one of the most respected organisations in the teaching community – guide you through the themes, events and stories within this hugely important topic.
 - Every page of this book is informed by meticulous research, motivated by a deep commitment to representative history and inspired by years of transformative work with students and teachers.
 - Publishing in paperback and eTextbook formats.
 - Save 25% with code WF0002545. Find out more / order at bit.ly/3gPuMKW



NB You don't have to purchase any resources, including those from Pearson, to deliver our qualifications.

Teaching and learning resources

- Pearson, Hodder Education and Oxford University Press are developing new teaching and learning materials to support the new topic.
- **Oxford University Press**
 - Authors Lindsay Bruce and Aaron Wilkes
 - Student book and Kerboodle digital resources written for this Edexcel GCSE option.
 - Oxford's Edexcel GCSE History student books help to develop young historians who have the confidence to succeed, with the most up-to-date exam practice and a tried-and-trusted, accessible approach.
 - More information from Oxford coming soon, or follow [@OxfordEdHistory](#)

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Teaching and learning resources

- **Anglia Tours**



- Immerse yourself in the history of Migration with tours offered round the country. Anglia Tours will be offering a fully guided walking tour of London's East End to support this option. The tour will look at the various factors which encouraged, enabled, necessitated or forced migration into the area and how it has been shaped and changed by its migrant communities over a long period of time.

- **WST Travel**



- WST offers a tour which focuses on Migration and Bristol from the 11th century to the present day. The tour includes a fully guided walking tour of the city, covering key themes, including: the impact of the Industrial Revolution on Bristol; the transatlantic slave trade; the experiences and impact that migrant groups had on Bristol in the mid-twentieth century.

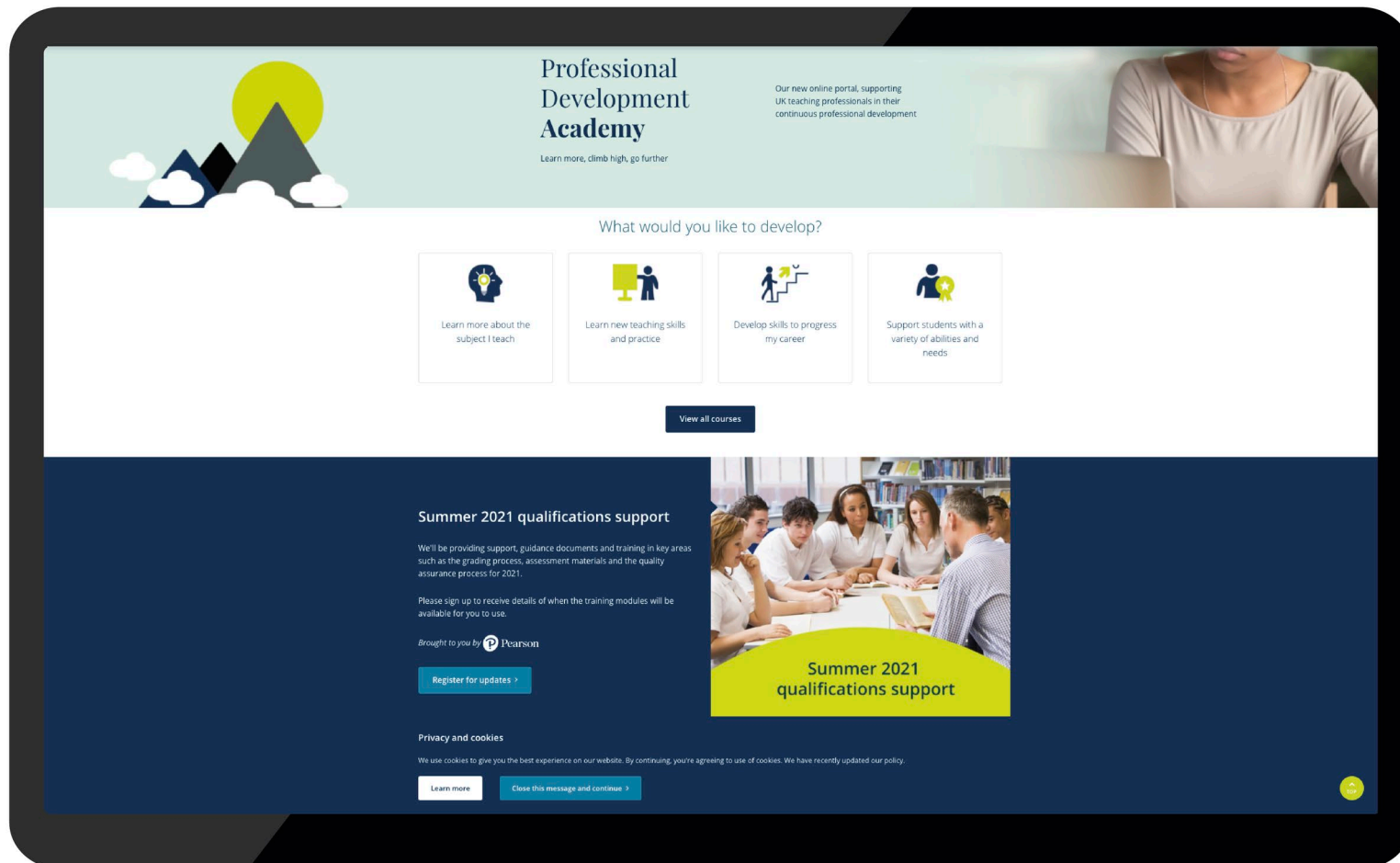
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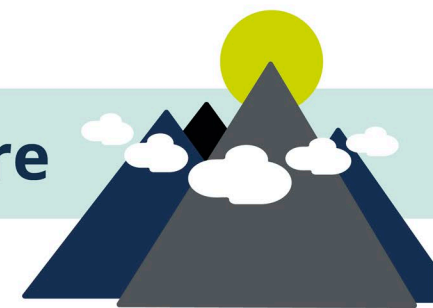
Professional Development Academy

- Easy and flexible access to a wide variety of courses designed to meet every teacher's individual career aspirations.
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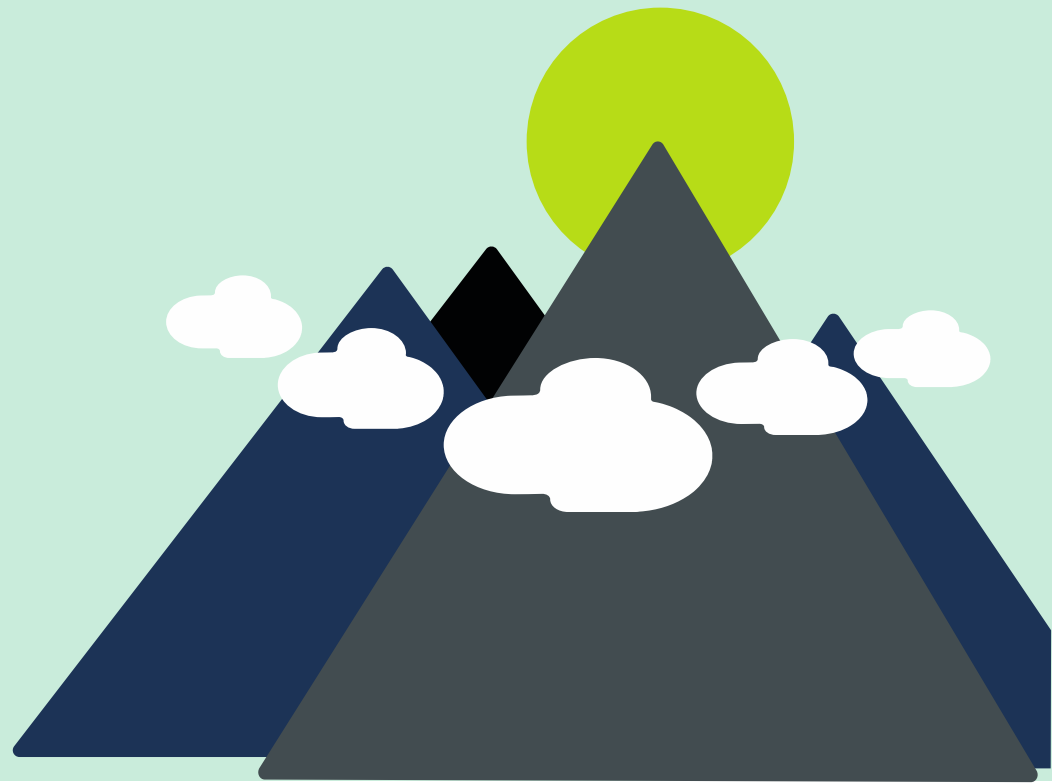
Click here to find out more



Migration teaching support group

- A teaching support group is being set up by experienced Edexcel teachers to prepare for teaching the new option from this September.
- First virtual meeting at 3.30pm on Thursday 13 May:
 - <https://us04web.zoom.us/j/71074637624?pwd=NTIQL2tOYzN5aHBVdWxUdVNzNWlidz09>
 - Meeting ID: 710 7463 7624
 - Passcode: 67P6pw
- For more information, please contact Sam Slater [@history_sam](#)

Introducing the Migration Museum



The journey so far



Our education programme



Principal Examiner / AA recruitment

- We are recruiting a Principal Examiner for the new Migration thematic study.
- We are keen to recruit someone with strong subject knowledge in this area to lead on creating assessments and to build on the strong knowledge and experience of our existing team.
- To find out more, please visit <https://qualifications.pearson.com/en/support/support-for-you/assessment-associates.html>
- More generally, we have opportunities to become an examiner for GCSE History and get a closer understanding of the qualification you are teaching.

History Subject Advisor

- Mark Battye
 - 0333 016 4084
 - qualifications.pearson.com/contactus
 - Live chat via contact us page
 - [@PearsonHistory](https://twitter.com/PearsonHistory)
 - [Sign up](#) to regular subject advisor updates
 - qualifications.pearson.com/history



Questions?

