

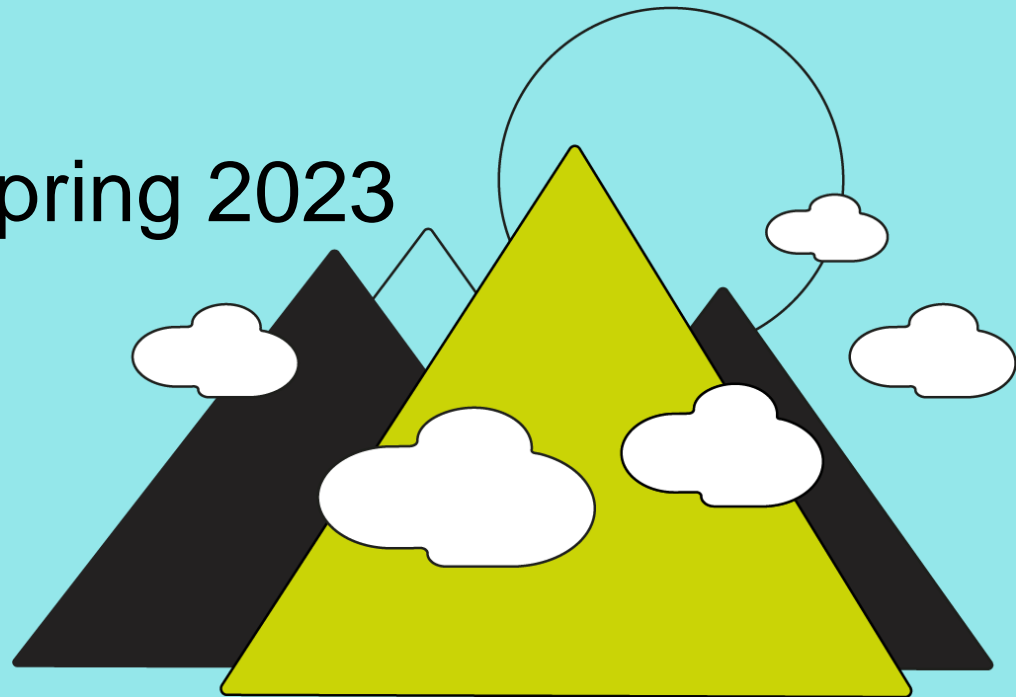
# GCSE History

## Migrants in Britain

### Getting ready to teach

Updated version, spring 2023

Katie Hall,  
History subject specialist



A large, solid yellow circle is centered on a white background. Inside the circle, there is black text. The text is arranged in two lines: the first line says "Welcome!" and the second line says "What are you hoping to get out of today's session?".

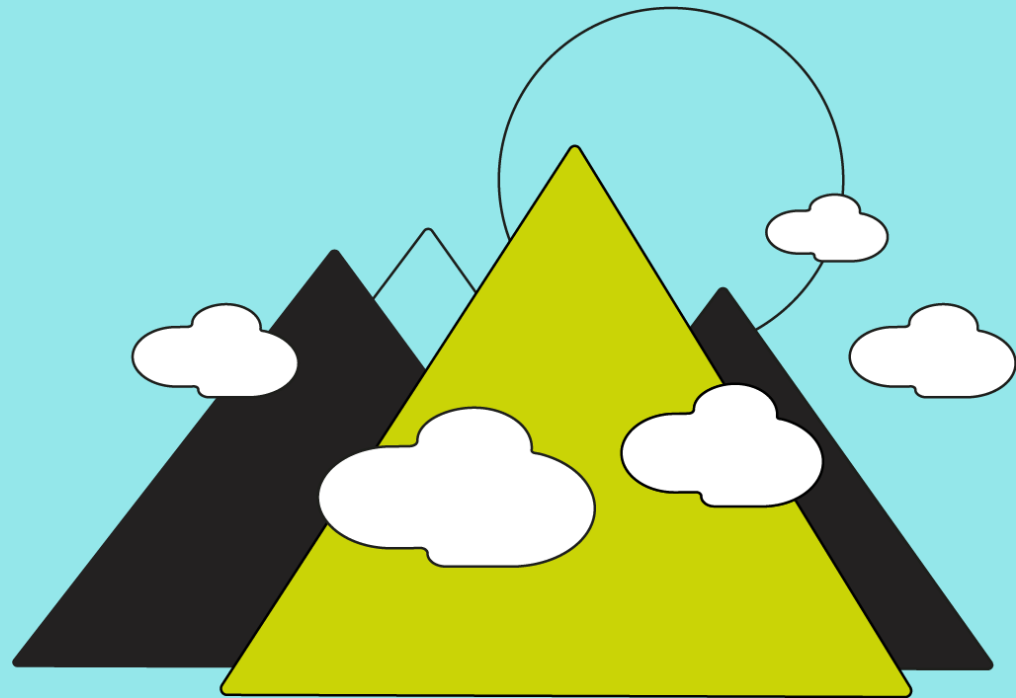
**Welcome!**

**What are you  
hoping to get out of  
today's session?**

# Agenda

- Consider the benefits and opportunities of choosing this Paper 1 option
- Learn about the structure and content of the Migrants in Britain thematic study and Notting Hill historic environment
- Think about how to plan for teaching the option
- Look at exemplar student answers from the June 2022 series
- 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.

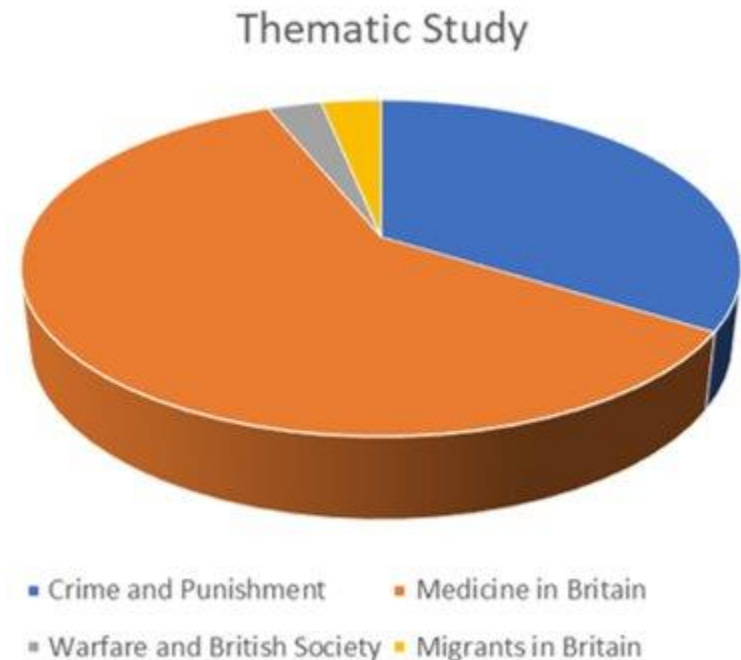
10 – Crime and punishment in Britain, c1000–present

11 – Medicine in Britain, c1250–present

12 – Warfare and British society, c1250–present

**13 – Migrants in Britain, c800–present**

Provisional entries for 2023 in the pie chart on the right: more than 5000 students are entering for Migrants in Britain this summer.



# Opportunities and challenges

**Discussion:** what are your main reasons for changing to this option?

**Launch event panel discussion (part 2):**

<https://www.youtube.com/watch?v=iaSOYKqllss&list=PLJl5rFr3KefBILQbXGdzXoAtVW0wpiytF&t=1s>

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

- 2024
- 2025
- 2026
- At next reform
- Not sure/another time

# Structuring your specification

**Discussion:** 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 sure/undecided



# Ideas for teaching combinations

GCSE History specification  
Issue 3, p.66.

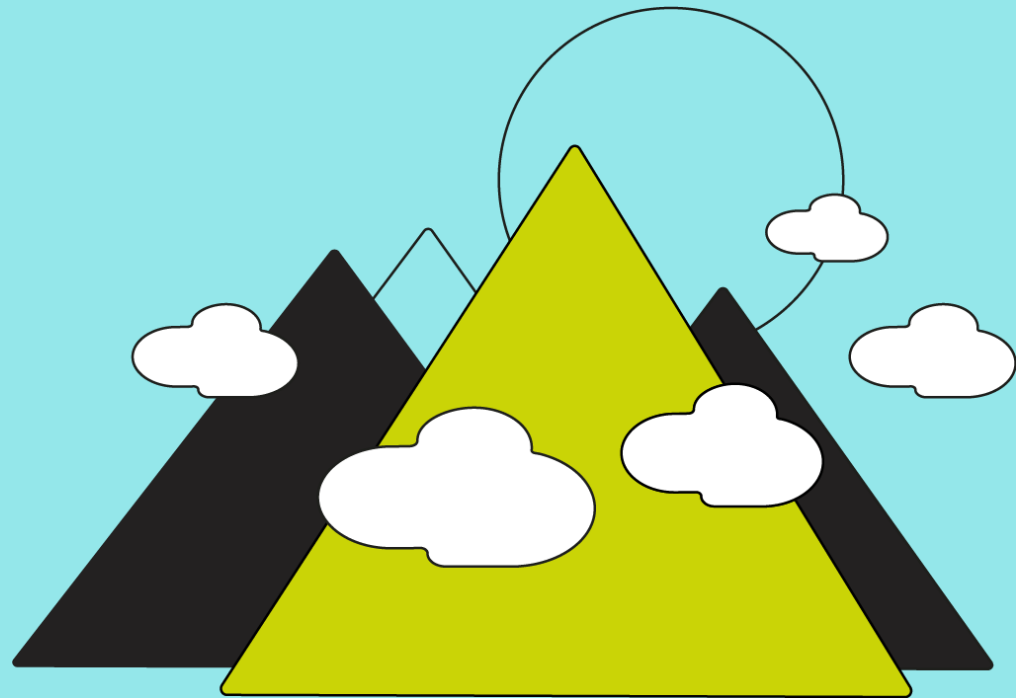
From Appendix 2:  
Creating a broad and  
coherent course of study

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 twentieth 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

# 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 content 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 – **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:
  - exemplify and illustrate aspects of strands 1 and 2;
  - exemplify the operation of factors in change;
  - allow comparisons to be made over time.

# Assessment of the thematic study

Qu.	Question description	Example question stem	AO / marks
3	Comparison of similarity or difference over time	Explain one way in which xxx was similar/different to yyy.	AO1 + AO2 4 marks
4	Explanation of the process of change (at least 100 years)	Explain why... <i>+ 2 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 200 years)	'Statement.' How far do you agree? Explain your answer. <i>+ 2 stimulus points</i>	AO1 + AO2 16 marks

# 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 does 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?

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



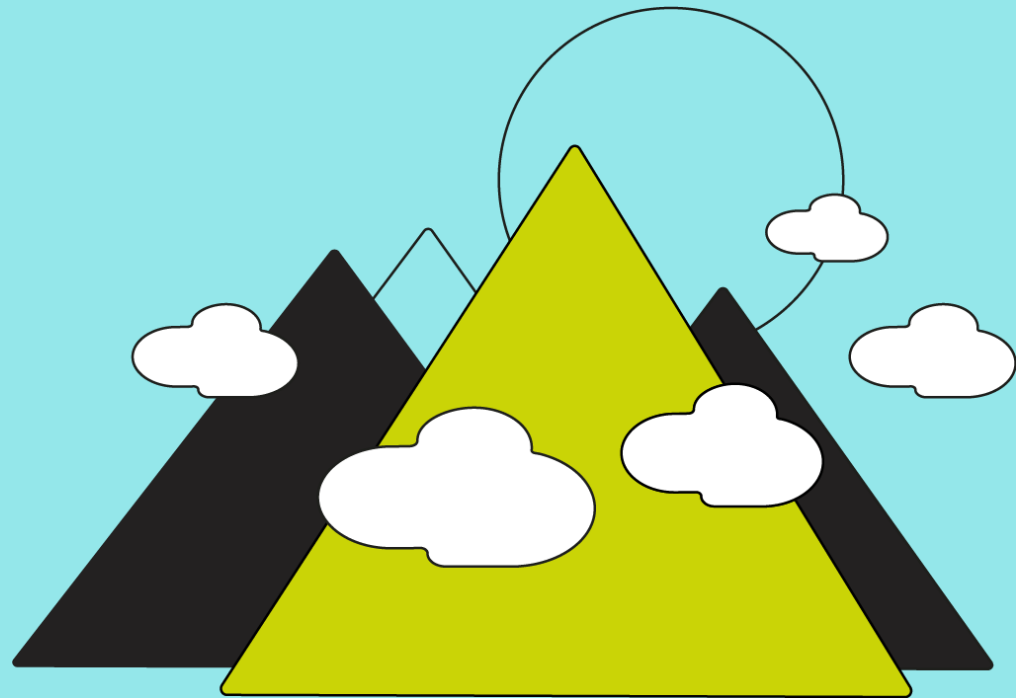
# Ideas for teaching the thematic study

What ideas do you have about:

- How you will cover the themes?
- How you will teach the case studies?
- Possible local examples?

NB There are lists of resources for teachers and students in the 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)
- The British Sector of the Western Front, 1914–18: injuries, treatment and the trenches (Medicine)
- London and the Second World War, 1939–45 (Warfare)
- **Notting Hill, c1948–c1970 (Migration)**

*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

**Discussion:** what ideas or questions do you have about structuring this section?

# Assessment of the historic environment

Qu.	Question description	Example question stem	AO / 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

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

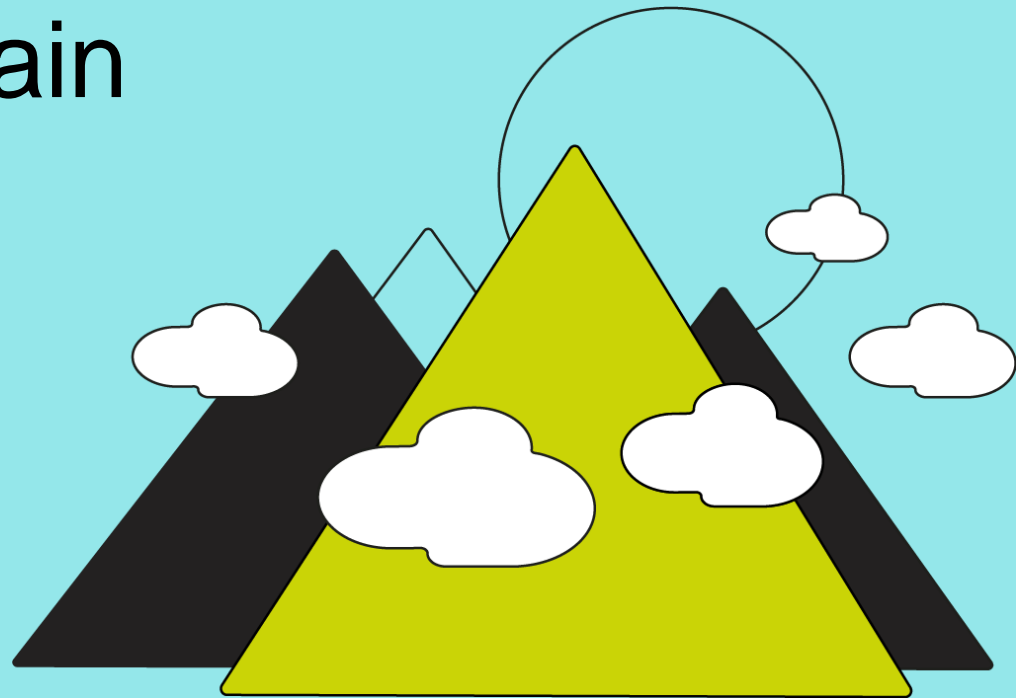
NB Generic mark schemes for all these questions are the same as current options.

# 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 topic booklet.

# Preparing to teach Migrants in Britain





# Subject knowledge

Building up subject knowledge on a new area of history can be daunting.

Ideas for subject knowledge:

- Resource list in topic booklet: books, websites, museums
- Endorsed resources
- Other teachers
- Ongoing CPD.

What other ideas could you pursue?

# Reflection and personal action plan

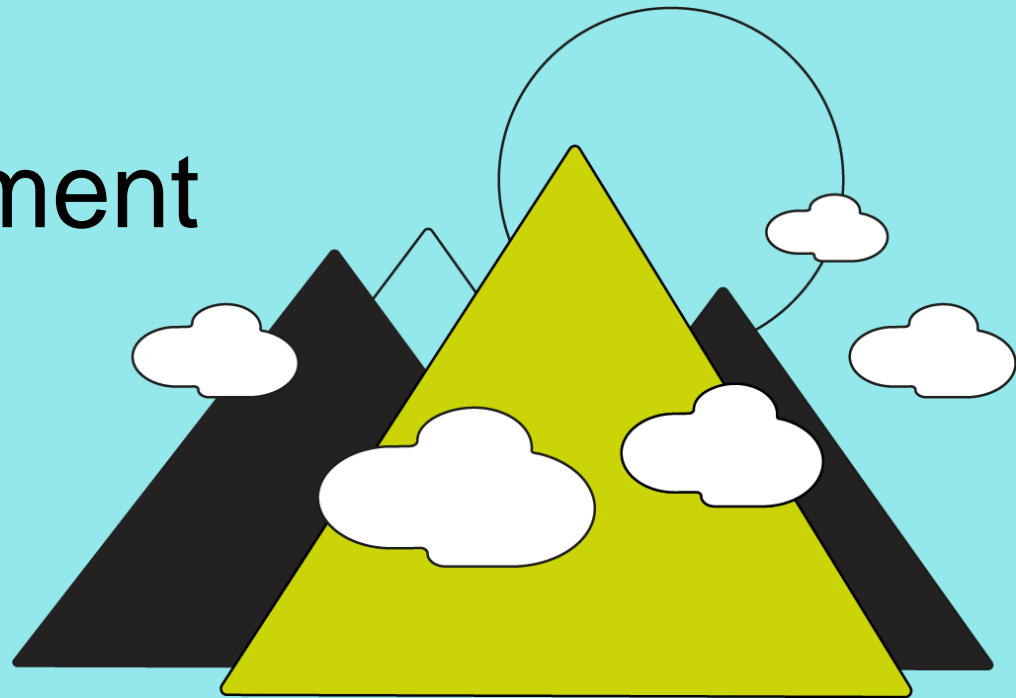
Thinking about what we have covered today:

- 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.

# Exemplar student answers (June 2022)

## Section A Historic Environment



# Describe two features...

Read the mark scheme and the two responses to the 'Describe two features...' question – **delegate booklet, pp.14–15.**

What mark would you give for each response?

Discuss how we can help students to think about what a 'feature' is in these answers.

# Describe two features...

## Response 1:

### 2 marks

Feature 1 did not receive any marks for the comment that Notting Hill was a wealthy area of London and thus was considered attractive; in the period of study, Notting Hill was not a wealthy area and generally it was not considered to be an attractive address.

Feature 2 was awarded 2 marks because the given feature is relevant and specific to the Notting Hill area: the availability of suitable housing.

The naming of HMOs in the supporting information is valid additional detail (although the answer does not mention that this was done in order to maximise profit from an individual house); thus this answer received 2 of the 4 available marks.

## Response 2:

### 4 marks

This answer gives two features of Notting Hill that encouraged migrants to settle in the area.

The first feature given outlines the attraction of an established community whilst the second highlights the issue of finding landlords who would be willing to rent to Black tenants.

The features have been developed with supporting information, so the answer was awarded the full 4 marks.

**NB Other examples in the PE report.**

# AO3 Source Questions – How useful...

Read the sources, mark scheme and two responses to the 'How useful...' question – **delegate booklet, pp.16–21**.

**Response 3** was awarded Level 2 – 4 marks

**Response 4** was awarded Level 3 – 6 marks

Highlight and discuss the differences in how each answer deals with content, provenance and own knowledge in relation to the sources.

NB A response which gained full marks is available in the PE report.

# AO3 Source Questions – How useful...

## Response 3:

In this answer, the student discusses both sources, showing that their content can be used to make inferences about Caribbean culture.

Some own knowledge is also briefly included for Source B in the reference to the Mangrove restaurant.

The student does not, however, link these comments to usefulness for the enquiry and also does not consider the provenance of either source.

The answer was therefore awarded mid-Level 2 – 4 marks.

# AO3 Source Questions – How useful...

## Response 4:

This answer begins by looking at the utility of Source A. The student briefly considers the provenance asserting that the source is useful because it is a first-hand account which reveals the experiences of migrants in Notting Hill.

The content of the source is then addressed, with information included about Caribbean culture. The section also includes a small amount of own knowledge, with reference to the '*police brutality*' of the period.

The second section of the answer follows the format of the first, with the provenance of the source being briefly discussed at the start. The student asserts the source is useful as it is a first-hand account.

The fact shebeens are mentioned in the source is used to discuss the content of the source, and the paragraph concludes with a small amount of own knowledge.

This answer discusses the utility of each source in relation to content and provenance, albeit briefly and using some generic assertions, with some contextual knowledge being used in support. In both cases, the evaluation of the source is low Level 3, meaning the final mark is also low Level 3 – 6 marks.



# AO3 Source Questions – Follow-up enquiry

Read the mark scheme and two responses to the Follow-up enquiry question – **delegate booklet, pp.21–22.**

**Response 5** was awarded 1 mark

**Response 6** was awarded 4 marks

Discuss how we can help students to pose credible questions in the follow-up enquiry.

# AO3 Source Questions – Follow-up enquiry

## Response 5:

### 1 mark

The detail provided by the student, the culture of Caribbean communities, is valid as it is paraphrasing the information provided in the source.

The question, however, is not valid as it re-words the question given, rather than developing one independently.

The selected source and the explanation of how it could have been helpful cannot be rewarded as they are not linked to a valid proposed question in part 2.

## Response 6:

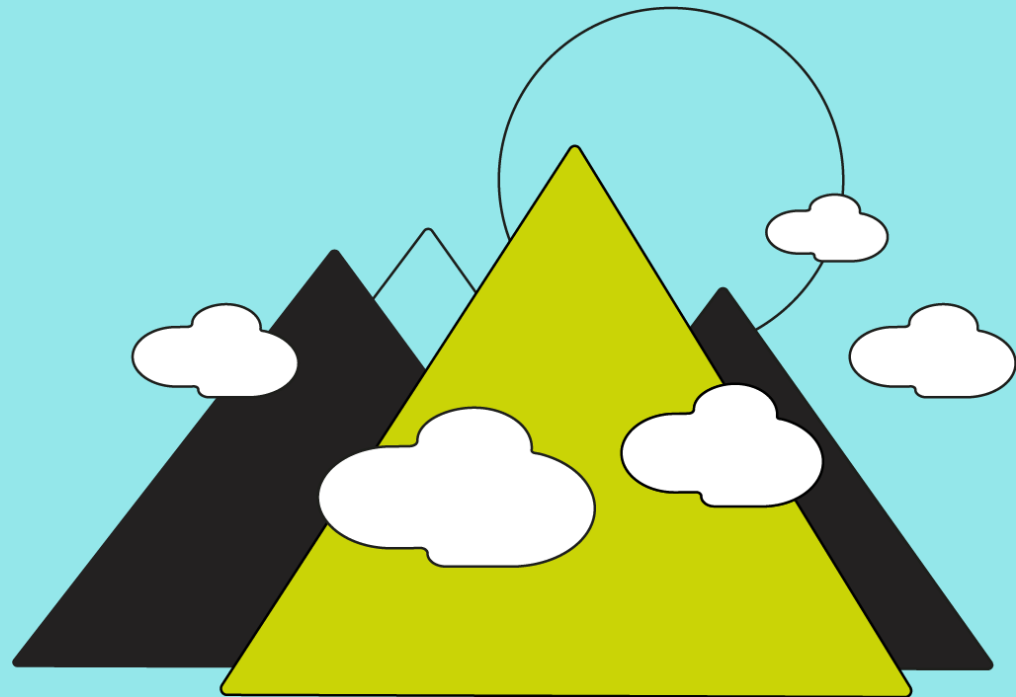
### 4 marks

The question is linked to a detail in Source A and is also relevant to the broader enquiry question.

A specific contemporary source is suggested, with a clear explanation of what information would be provided by that source that could be used to answer the enquiry.

# Exemplar student answers (June 2022)

## Section B Thematic Study



# Similarity/Difference

Read the mark scheme and two responses to the Similarity/Difference question – **delegate booklet, pp.23–24.**

Use the mark scheme to decide on a mark for each response.

How can we prepare students for similarity as well as difference questions?

# Similarity/Difference

## Response 7:

### 3 marks

The opening sentence of the answer makes a valid point, that in both periods, migrants were not popular, but does not develop this.

Relevant points are made about migrants from the Commonwealth in the modern period being seen as stealing jobs, Lascars working for cheaper wages and Irish migrants being blamed for cholera in the nineteenth century, but the similarity in attitudes is not made clear.

The AO2 in this answer is Level 1 and AO1 is Level 2, making the overall answer low Level 2.

## Response 8:

### 4 marks

This answer provides, in the first line, an example of a similarity in the attitudes towards migrants (AO2), that people believed they took jobs from British people.

It also provides details about these attitudes in both the given time periods, firstly using Irish migrants in Liverpool for the 1800s and secondly using the example of Brexit to show attitudes in the 21st century (AO1).

Thus, the answer was awarded a mark at the top of Level 2.

# Explain why...

Read the mark scheme and two responses to the Explain why... question – **delegate booklet, pp.25–28**.

**Response 9** was awarded Level 2 – 6 marks

**Response 10** was awarded Level 4 – 10 marks

What differences are there in:

- The conceptual focus on the question
- The use of knowledge to support analysis
- Breadth of knowledge used.

**NB A full-mark response is available in the PE report.**

# Explain why...

## Response 9:

### 6 marks

This answer is a typical Level 2 answer in that it is only implicitly focused on the conceptual demands of the question, why Viking migration brought change. The answer focuses more on what the Vikings brought to England rather than the process of change. AO2 is therefore Level 2.

The first paragraph uses the first stimulus point and considers law and order whilst the second paragraph uses the second stimulus point and discusses Viking York. The third and fourth paragraphs, which talk about language and architecture respectively, are viewed as additional aspects of content.

Each of the four paragraphs includes a limited amount of rather generalised accurate and relevant information and thus AO1 is Level 2. The answer therefore fulfils the requirements for Level 2 for both AO1 and AO2 and was awarded a mark at the top of Level 2.

# Explain why...

## Response 10:

### 10 marks

In this answer, several different causal reasons have been explained, which demonstrates a structured line of reasoning that is coherent and sustained. The analytical explanation is directed fully at the conceptual focus of the question: changes brought about by Viking migration. This can be seen most clearly in the opening line of each of the three paragraphs, highlighting the impact of the Vikings on architecture, laws and the city of York. Thus, the AO2 is Level 4.

Some accurate and relevant information has been selected in support of the answer. The first paragraph uses an additional aspect of content, the change to architecture brought about by Viking migration. Paragraphs 2 and 3 use the stimulus points with law and order and York being discussed.

Whilst this knowledge is relevant and specific it is fairly limited and so the AO1 is Level 3. Using the best fit approach this answer was awarded a mark in low Level 4.



# Judgement question – 16 marks

Read the mark scheme and two responses to the Judgement question – **delegate booklet, pp.29–33**.

**Response 11** answers Q5 and was awarded Level 3 – 12 marks

**Response 12** answers Q6 and was awarded Level 2 – 8 marks

Read **one** of the responses. Then discuss with the person next to you how you could help this student improve their answer and reach the next level.

NB Level 4 responses are available in the PE report and Migration Exemplar pack.

# Judgement question – Question 5

## Response 11:

In terms of AO2, this answer shows some analysis and is focused on the conceptual focus on the question: the experience of migrants. There is not, however, a coherent line of reasoning running throughout – each paragraph simply makes references to the experiences of migrants. For example, in the penultimate paragraph, Flemish migrants were *‘initially greeted and welcomed...’*, followed by the comment that attitudes later became hostile. This means the answer reaches Level 3 for AO2, but not Level 4.

In terms of AO1, the answer goes beyond the stimulus points by referring to Flemish weavers in paragraph 1 and 3 (to illustrate both positive and negative experience), and the Huguenots in paragraph 2. As expected, considering the stimulus points of Walloon migrants and Evil May Day, there is a good use of the case studies from the specification in the answer but limited knowledge about the Huguenots and no explanation of why attitudes changed in Sandwich. The knowledge used is accurate and relevant and thus Level 3 is awarded for AO1, it is not precise enough for Level 4.

In the final paragraph a conclusion is given which makes a judgement, with some justification, for the second aspect of AO2. Overall, this answer exhibited Level 3 for all aspects and so was placed at the top of the level.

# Judgement question – Question 6

## Response 12:

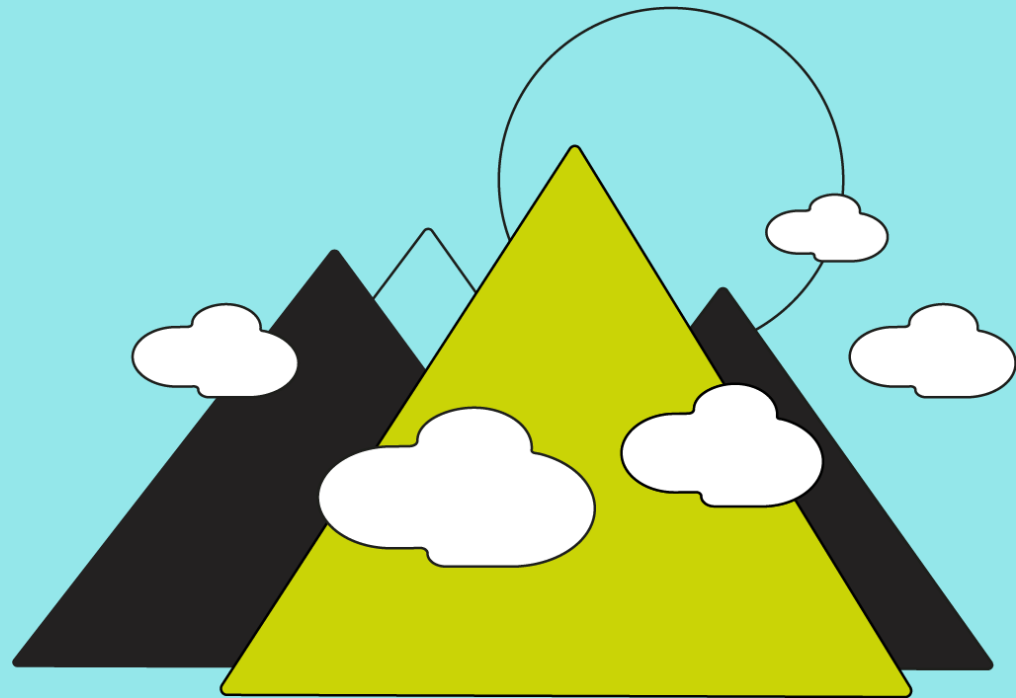
The answer opens with intent to meet the conceptual demands of the question, '*strongly agree*'; however, throughout the answer, limited analysis is used. There is, however, an implicit focus on the question, with reasons for migration being presented that are linked to trade and the British Empire. The AO2 analysis strand is thus Level 2.

No explicit judgement is given, although it is implicit throughout. Thus, AO2 judgement strand is Level 2.

In terms of AO1, three aspects of content are included: employment opportunities, transport and, in the penultimate sentence, civil rights. This content is accurate and relevant and does show the student has some knowledge and understanding of the period. The comments about tea, approximately halfway through the answer, should be disregarded. Rather than being developed, the knowledge is list-like, lacking in detail, and so the AO1 is Level 2.

This answer is Level 2 in all strands and this was awarded the top mark in the level.

# Support



# Free support materials

[Specification](#)[Course materials](#)[Published resources](#)[Teaching support](#) ▼[Switch to Pearson](#)

[Home](#) > [Our qualifications](#) > [GCSEs](#) > [History \(9–1\) from 2016](#) > [Teaching support](#) > [New Migration thematic study](#)

Pearson Edexcel GCSEs

## New Migration thematic study

### [New Migration thematic study webpage](#)

- Recording of this event (June 2021)
- Recording of panel discussion from launch event at Migration Museum
- Topic booklet
- Scheme of work
- June 2022 exemplars
- SAMs exemplars
- Using Our Migration Story website
- Notting Hill teaching guide
- The Black Curriculum: embedding Black British history
- Licoricia of Winchester case study

### Elsewhere...

- [June 2022 past paper, mark scheme and examiner report](#)
- [Issue 3 of the Specification and SAMs](#)
- [Teaching and learning materials](#) tab for general free support, including:
  - Getting started guide
  - Paper 1 guide
  - Case studies
  - History topic of the month.

# Past training content

A reminder of the relevant [past training content](#) available on the website, including:

- Network events, including on change and continuity (November 2021)
- 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. We're open to proposals for future topics
- Case studies and blog posts – interviews with teachers about encouraging greater diversity and inclusion at their schools
- Links to other subjects, incl. 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 >](#)



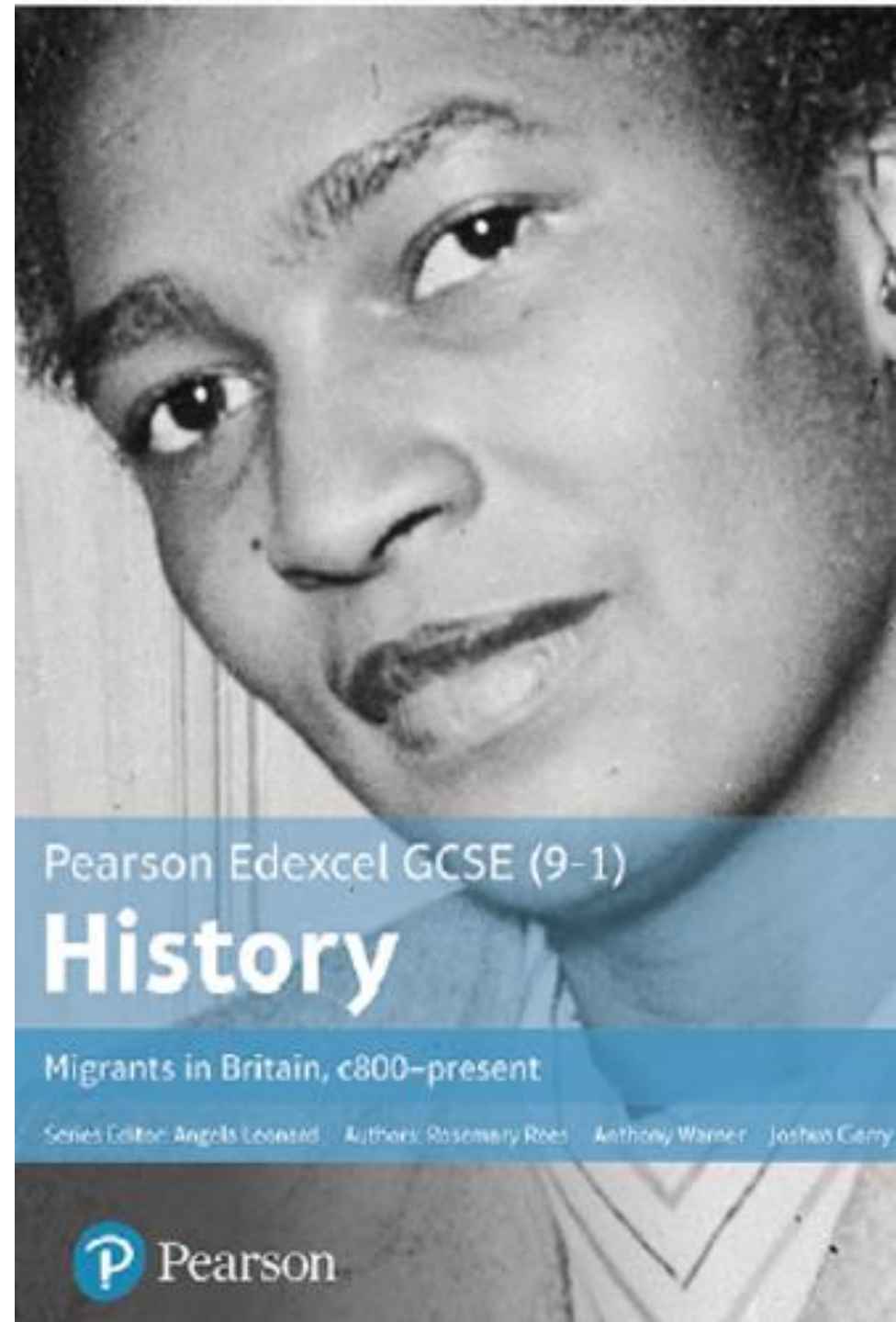
# Teaching and learning resources

- Pearson, Hodder Education and Oxford University Press have developed 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

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



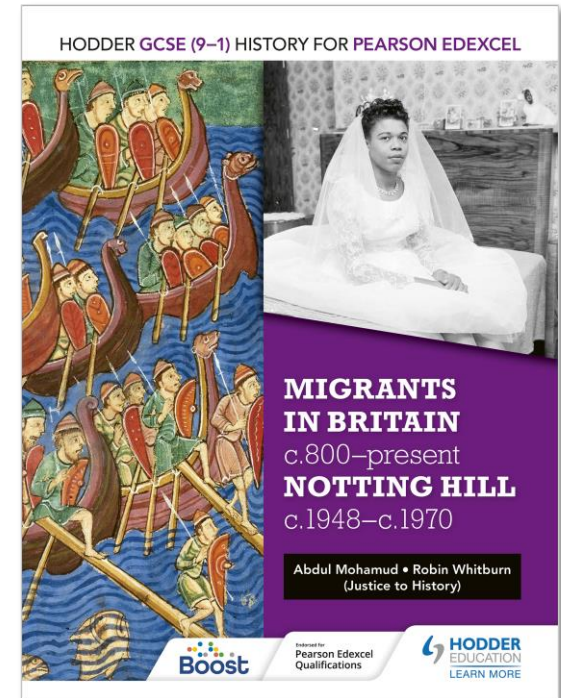


# Teaching and learning resources

## Hodder Education: Textbook

- 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.
- **Out now** in paperback and eBook formats.
- Save 25% with code WM0007321 (offer ends Friday 30th June 2023). Find out more / order at [hoddereducation.co.uk/pearson-gcse-migration](https://hoddereducation.co.uk/pearson-gcse-migration)

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

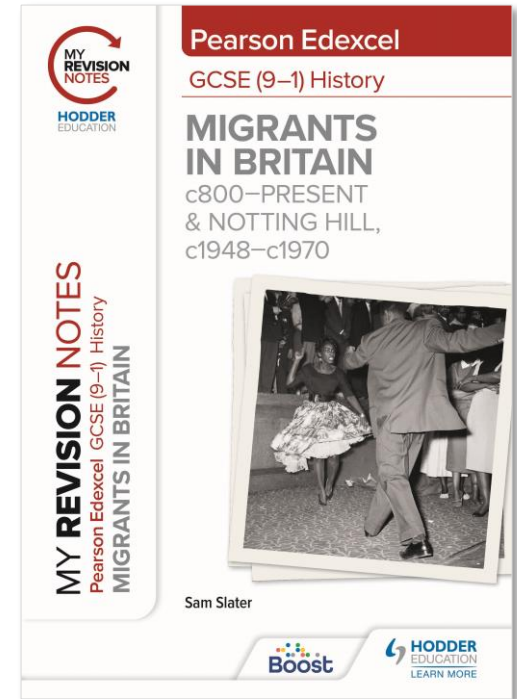


# Teaching and learning resources

## Hodder Education: My Revision Notes

- Author: Sam Slater
- Target success with this proven formula for effective, structured revision.
- Contains a revision planner, key content summaries, revision tasks, exam-style questions and practical tips.
- **Out now** in paperback and eBook formats.
- Save 25% on with code WM0007321 (offer ends Friday 30th June 2023). Find out more / order at [hoddereducation.co.uk/pearson-gcse-migration](https://hoddereducation.co.uk/pearson-gcse-migration)

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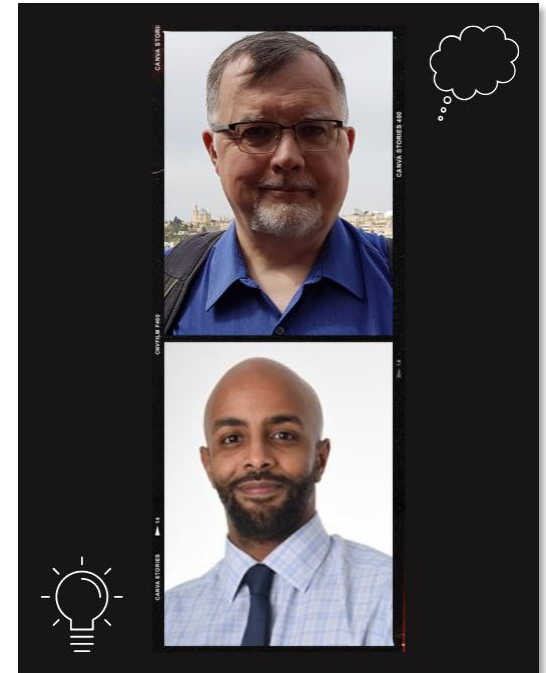


# Teaching and learning resources

## Hodder Education: PD webinars

- Presenters: Abdul Mohamud and Robin Whitburn
- **How to teach the new Migrants in Britain thematic study**
  - Online: Wednesday 7<sup>th</sup> June, 3.30–5.00pm
- **Notting Hill: Historic environment**
  - Online: Wednesday 28th June, 3.30–5.00pm
- Book one webinar and get the second half price with discount code W10009040. Find out more / book at [hoddereducation.co.uk/pearson-gcse-migration](https://hoddereducation.co.uk/pearson-gcse-migration)

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



# Teaching and learning resources

## Hodder Education: PD workshop

- Presenter: Sam Slater
- **A practical guide to planning, teaching and assessing the new Migrants in Britain unit**
  - London: Thursday 22<sup>nd</sup> June, 10.00am–3.20pm
- Find out more / book at [hoddereducation.co.uk/pearson-gcse-migration](https://hoddereducation.co.uk/pearson-gcse-migration)

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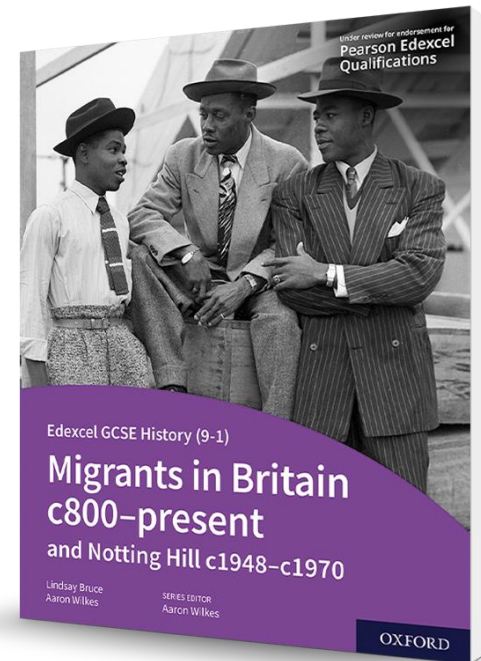
# Teaching and learning resources



- Student Book **endorsed** by Pearson Edexcel
- Accessible, engaging and concise support for **all** students
- Up-to-date **exam advice**, so students are ready to approach exams with confidence
- Written by trusted author **Aaron Wilkes** and a team of subject experts and reviewers

**“They are visually stunning, containing challenging activities, clear diagrams to support concepts and are focused on exam practice. A winning combination!”** Matt Warne, Ivybridge Community College on Oxford’s Edexcel GCSE History (9-1) series

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



# Teaching and learning resources



- Kerboodle Online Learning **brings history to life** with exciting and engaging resources
- Packed with quizzes, exam practice and **film clips** – including a tour of the Notting Hill historic environment



Find out more at [www.oxfordsecondary.com/edexcelhistory](http://www.oxfordsecondary.com/edexcelhistory)

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



# 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.

# Migration Museum

- See [www.migrationmuseum.org](http://www.migrationmuseum.org) and [@MigrationUK](https://twitter.com/MigrationUK) on Twitter
- Establishing a Migration Museum for the UK.
- Current temporary home in the heart of Lewisham Shopping Centre, South East London.
- Worked with 24,000 students to date – hosting workshops in the museum, walking tours, online sessions and outreach into schools across the UK.
- Teacher training: ITT and CPD; practical, activity-rich support and advice available both online and in-person.
- Online Education Resource Bank updated with wide range of activities: <https://www.migrationmuseum.org/resource-bank/>.
- A fully digital exhibition *Heart of the Nation: Migration and the Making of the NHS* – complements Medicine in Britain.



# Migration Museum



# Migration Museum – current exhibition



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MIGRANT ENTREPRENEURS  
AND THE MAKING OF BRITAIN

# History subject advisor

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