

Year 11

Timing	Unit Title	Key Question	Knowledge	Assessing Understanding
Autumn	Migration to Britain c1000-c2010	Why did people migrate and emigrate to and from Britain c1500-c1900?	<ul style="list-style-type: none"> • Africans in sixteenth century England: reasons for their arrival; their experiences. • The foundation of the East India Company and arrivals from the Indian subcontinent – <i>lascar</i> and other Asian merchant seamen, child servants and <i>ayahs</i>, including how they arrived and their lives in England. • The growth of African communities in Britain: reasons including the Royal African Company and the trade in enslaved Africans, loss of the American colonies and the expansion of the British Empire. • The readmission of Jews in 1656 and their experiences; religious refugees – the arrival of Protestant refugees from the 1670s including the Huguenots and the Palatines: their reasons for emigrating, their reception, their impact, and the extent of their assimilation. • Impact of the Industrial Revolution on migration: Irish and Scottish internal migrants to England; the impact of migrants on political movements including the Abolition movement and the Chartists; • Eastern European Jewish immigrants, their experiences and impact. • The process of naturalisation and denization: government legislation on immigration and nationality, including the Naturalisation Act of 1870. 	<p>How understanding is assessed: Pupils will be able to explain:</p> <ul style="list-style-type: none"> • Reasons for immigration • The experiences and actions of immigrants • Responses to immigration • Impact of immigration • Ideas of national ‘identity’ • The impact on immigration of Britain’s relationship with the wider world
Spring		What were the main	<ul style="list-style-type: none"> • The continued growth of diverse port communities in the early twentieth century. 	<p>How understanding is assessed: Pupils will be able to explain:</p>

	<p>The Impact of Empire on Britain 1688–c.1730</p>	<p>issues relating to migration in the Twentieth Century?</p> <p>What was the significance of English and British expansion in this period?</p>	<ul style="list-style-type: none"> ● Government legislation in the first half of the twentieth century: the reasons for, and impact of, the Aliens Act 1905, the Status of Aliens Act 1914 and the British Nationality Act 1948. ● The arrival of Jewish refugees in the 1930s; different attitudes towards Jews in Britain in the 1930s; the experiences of migrants and their descendants during the two world wars; the experience of Poles who settled in Britain after the Second World War. ● Commonwealth migration after the Second World War: the varied reasons for this immigration; the impact of immigrants; the experiences of immigrants; the resulting debate over immigration –political racism and antiracism; the impact of race relations legislation and immigration controls including the 1962 Commonwealth ● Immigrants Act and the 1981 British Nationality Act. ● Immigration as a political issue c.1990–c.2010: the debate over a ‘multi-cultural society’; attitudes towards, and treatment of, political refugees and asylum seekers; the issues raised by EU ‘open borders’. ● Significance of the Glorious Revolution and the Hanoverian succession on England’s position within the British Isles including: military campaigns in Ireland 1688–1691 and the settlement which followed; relationship between England and Scotland after 1688 including Jacobite opposition and the Massacre of Glencoe 1692; Darien Scheme and the Act of Union 1707; Jacobite Rebellion 1715; 	<ul style="list-style-type: none"> ● Reasons for immigration ● The experiences and actions of immigrants ● Responses to immigration ● Impact of immigration ● Ideas of national ‘identity’ ● The impact on immigration of Britain’s relationship with the wider world <p>How understanding is assessed:</p> <ul style="list-style-type: none"> ● Pupils will be able to explain English expansion and its impact on the British Isles c.1688–c.1730 ● Pupils will be able to explain Economic impact of empire on Britain 1688–c.1730 ● Pupils will be able to explain Political and social
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	<p>Urban Environments: Patterns of Migration- Spitalfields</p>	<p>What was the impact of immigration on the case study's historic environment?</p>	<p>Emigration (including forced emigration) from the British Isles to the Americas.</p> <ul style="list-style-type: none"> • Economic impact of war and imperial expansion: changes to the British economy; establishment of the Bank of England (1694); growing trade with India and China and the establishment in Kolkata and role of the East India Company; political and economic impact of the lifting of the Royal African Company monopoly 1698; Treaty of Utrecht 1713; the South Sea Bubble 1719; economic importance of colonies in North America and Caribbean; origins and development of the slave based economy. • The emergence of consumerism and its wider political and economic impacts; involvement of the British population in the slave trade including: the development of 'slave ports' – Bristol, Liverpool, London – and involvement of smaller ports; growth of ideas of a racial hierarchy and impact of these ideas on settled minority communities; opposition to slavery and the slave trade (including slave resistance); developing political activism including the role of coffee houses. <ul style="list-style-type: none"> • When immigrant groups arrived, why and from where • How immigrants were received by settled populations • The experiences of immigrants, including daily • Lives and occupations • Key events in local migration history 	<ul style="list-style-type: none"> • impact of empire on Britain 1688–c.1730 <p>Skills:</p> <p>AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2: Explain and analyse historical events and periods studied using second-order historical concepts.</p> <p>AO3: Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p> <p>AO4: Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</p> <p>Assessment point information:</p> <p>5, 10, 20 and 25 mark questions.</p> <p>How understanding is assessed:</p> <p>Pupils will be able to demonstrate knowledge of aspects of the site's history of migration and analyse and evaluate different types of source material (both physical and documentary) as evidence about the migration history of the area.</p>
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