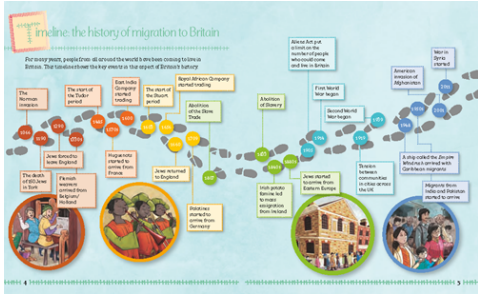


Medium Term Plan History








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| Year Group: 6 | Term: Spring #1 2022 | Teacher: Dionne Sanati & Sarah Wearing | Subject lead: Dionne Sanati | Overview: Migration: A study of an aspect of British history from the Anglo-Saxons to the present day. This is a double unit and will continue in the Summer Term. | Key End Points: By the end of this unit children will be able to: Explain what were some of the key events in British migration history, the significance some of these events and of the causes and consequences of them. They will understand that the experiences of migrants were varied and included both positive and negative outcomes, which changed over time. |
| Links to other learning: PSHE – empathy Geography – Migration, Physical Geography Maths – scaling | Relevant Prior Learning: Chn will have learnt about migration to Britain over time through some of their previous units Romans (Yr3) and Anglo-Saxons & Vikings (Yr4). | Relevant Future Learning: This unit will continue into the next term. | High Quality Text: Journeys: The Story of Migration to Britain written by Dan Lydon-Cohen. | Risk Assessment: | Teacher CPD: Historical Association (HA) Article - Migration to Britain through Time Paul Bracey and Darius A. Jackson HA - Migration to Britain through time poster Historical Association Login amyharris@mendell.wirral.sch.uk mendellhistory1 |

| | <u>Learning Intention</u> | <u>Lesson Outline (Key Questions in colour)</u> | <u>Resources</u> | <u>Vocabulary</u> | <u>Lowest 20% Adaptations</u> |
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| 1 | I can construct timelines that sequence and make links between key events in migration to Britain over time | <p>Word of the week: migration, immigration & emigration Migration - to move from one region or habitat to another (usually according to the seasons). Immigration - the action of coming to live permanently in a foreign country. Emigration - the act of leaving one's own country to settle permanently in another; moving abroad.</p> <p>Do you have any experiences of migration? Do any of your family come from different parts of the UK or world? Remember migrants are not just people arriving from outside the UK.</p> <p>Introduce overarching enquiry questions for the unit of work: How has migration to Britain over time shaped our country?</p> <p>Enquiry 1 - Why did migrants come to Britain? Enquiry 2 - What were the experiences of migrants in Britain? Enquiry 3 - What was the impact of migration to Britain?</p> <p>Group rotational activity: Complete mind maps where they draw on their prior knowledge to answer each question. The key questions can be written on separate sheets of paper, with a stimulus image to support, and pupils can draw on any prior knowledge they have to annotate their answers. Their responses can be shared across the class. Display on WW.</p> <p>Today we are going to begin develop our chronological understanding of migration to Britain overtime. We will sequence and make links between some of the key events in migration to Britain over time. We will also begin to look at reasons why people have migrated to Britain. Our Enquiry question: What is migration?</p> | <p>Lesson 1 ppt.</p> <p>Key events British migration cards</p> <p>WW scaled timeline</p> <p>Large pull out scaled timeline templates</p>  <p>https://www.bbc.co.uk/bitesize/guides/z8x6wxs/revision/2</p> | <p>migration immigration emigration</p> <p>migrant economic cultural political environmental</p> <p>push and pull factors</p> | |

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| | | <p>Read pages 2-3 of Journeys book.</p> <p>Group activity: Provide pupils with some key events in British migration history. Ask them to chronologically sequence the events. Add events to timeline on WW. <i>Which events do you know from your previous learning?</i> <i>Which other events have you heard of?</i> <i>Do you notice any patterns in migration?</i> <i>Which events do you think are significant in British history? Why?</i> <i>Can you remember why these groups migrated to Britain?</i> <i>How do you think this migration event ____ impacted on Britain?</i></p> <p>Activity 2: Chn to add key events to large pull out scaled timeline in their books. This timeline will be added to throughout the unit.</p> <p>Further discussion: Push and Pull factors that have led to migration. https://www.youtube.com/watch?v=54xM8VlgP7s</p> <p>Teacher assessment of retention of prior learning in preparation for lesson 3... <i>Can you remember why some different groups migrated to Britain in the past?</i> <i>Can you remember what some of the impacts of their migration were?</i> <i>The reasons people migrate are usually economic, political, cultural, or environmental e.g.</i> <i>Economic - need for resources (Vikings)</i> <i>Political - expanding territory and power (Romans) Economic - trade and exploration (Vikings)</i> <i>Cultural/political - persecution (Jews migrating after WW2)</i> <i>Political - war (Afghanistan)</i> <i>Environmental/ economic – famine (From 1815 to 1845, 500,000 more Irish Protestant immigrants came from Ireland to the United States due to the Irish Potato Famine)</i></p> <p>Activity 3: Chn to complete their own mind maps in books to answer these questions. <i>What is migration, immigration and emigration? Can you include any examples of each that you know already?</i> <i>Why have people migrated to Britain over time?</i> <i>Challenge - What were/are some of the impacts of migration to Britain over time?</i></p> | | | |
| 2 | <p>I can extract and interpret evidence from a range of sources to draw out similarities and/or differences between the experiences of different migrant groups</p> | <p>Word of the week: refuge/ refugee Refuge - the state of being safe or sheltered from pursuit, danger, or difficulty. Refugee - a person who has been forced to leave their country in order to escape war, persecution, or natural disaster.</p> <p>Today in History, we are going to investigate a range of sources to extract evidence that will tell us why different groups migrated to take refuge in Britain over time ‘pushed’. From the sources you will make inferences using the evidence to back them up. You will also begin draw out similarities and/or differences between the experiences of the different migrant groups. Our enquiry question for today is... What has ‘pushed’ migrants to come to Britain?</p> <p>Explain what a ‘push’ factor is in migration. <i>Why do you people may have been forced to migrate and take refuge in Britain over time? Draw out suggestions like persecution, famine and war. Encourage chn to relate this to their prior learning e.g. Year 6 will have learnt about the persecution of the Jews during WW2 through their previous History and English units. They may be aware of refugees migrating to Britain from Afghanistan and Syrian due to current news.</i></p> <p>Activity 1: Pupils could work in a carousel working around the room collecting evidence from the different push factors in a table format</p> | <p>WW timeline Chn’s timelines in books from lesson 1</p> <p>Pupils can use this proforma to help collate their evidence https://docs.google.com/document/d/1xwue9nNkUIYUC_nsfPMacx7Gbtz-udK5E9P4QH_VtWk/edit?usp=sharing</p> <p>Information copied about the following migrant groups in ‘Journeys’: Huguenots / Palatines p14-17 Jews 19c p 30-31 and p41 Irish p26-29 Syrian / Afghan p48-49</p> <p>ipads for research</p> <p>More challenging sources for research:</p> | <p>Refugee</p> <p>Push and pull factors</p> <p>migrant economic cultural political environmental</p> <p>famine persecution refugees war</p> | |

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| | | <p>e.g. Persecution: Huguenots / Palatines / Jewish migrants in the 19th century and Nazi Germany Famine: Irish migrants in the 19th century War: Afghan/Syrian refugees</p> <p>Mid plenary: Compare and contrast After they have found examples, they could discuss any similarities or differences between the different communities. <i>For example, they might identify some overlap in the reasons why communities that escaped from persecution came to Britain, but there may be different experiences on arrival.</i></p> <p>Activity 2: Pupils add to their timeline from lesson 1 with when the different migrant groups came to Britain and brief reasons why they came 'push'. Teacher/ chn to also add events to WW timeline.</p> | <p>You can find some very good overviews about different migrant groups here: https://www.bbc.co.uk/bitesize/guides/zt8tyrd/revisio n/1</p> <p>You can find lots of excellent materials about Irish migration in this article for Primary History magazine https://www.history.org.uk/publications/resource/9818/migration-to-britain-through-time</p> <p>There are also lots of case studies on the Our Migration Story website https://www.ourmigrationstory.org.uk/oms/by-era/1900%E2%80%932000</p> | | |
| 3 | <p>I can extract and interpret evidence from a range of sources to draw out similarities and/or differences between the experiences of different migrant groups</p> | <p>Today in History, we are going to continue investigate a range of sources to extract evidence that will tell us why different groups migrated by choice to Britain over time 'pulled'. From the sources you will make inferences using the evidence to back them up. You will also begin draw out similarities and/or differences between the experiences of the different migrant groups. Our enquiry question for today is... What has 'pulled' migrants to come to Britain?</p> <p>Activity 1: Different type of carousel activity in this lesson by creating 'Ask the Experts'. Once each group has immersed themselves in the content, they need to send out their 'experts' to teach others about what they have learned to pool their knowledge about the different factors that pulled migrants to Britain e.g. Job opportunities: Flemish weavers / Italian bankers / Caribbean / Asian migrants post war EU expansion: E Europeans after 2004 Mother country: Commonwealth post WW2</p> <p>Mid plenary: Again, pupils can discuss similarities and differences between the experiences of the different communities.</p> <p>Activity 2: Pupils add to their timeline from lesson 1 with when the different migrant groups came to Britain and brief reasons why they came 'pulled'. Teacher/ chn to also add events to WW timeline.</p> <p>Debate the statement...'Most migrants came to Britain for work': How far do you agree with this statement?</p> | <p>Ipads for research</p> <p>You can adapt the activity on this worksheet showing how pupils can identify different push and pull factors: https://docs.google.com/document/d/1ax_k_64YSoeV_kA08c15sA6uVMi_0AI5L1GGemujAEjg/edit?usp=sharing</p> <p>You can find information in Journeys: the Story of Migration: Flemish / Italian p.8-9 Caribbean / Asian p.42-47</p> <p>More challenging sources for research: This website (for GCSE students) provides a useful overview of the diversity of migration in the Middle Ages: https://www.bbc.co.uk/bitesize/guides/zyrymnb/revisio n/1</p> <p>There is an interesting case study of a Flemish Weaver here: https://www.englishimmigrants.com/page/individual-studies/john-kempe-and-friends</p> <p>You can find information about the reasons why people migrated to Britain in the 20th century here: https://www.bbc.co.uk/bitesize/guides/z3q682p/revisio n/1</p> | <p>Refugee Refugee</p> <p>Push and pull factors</p> <p>migrant economic cultural political environmental</p> <p>famine persecution refugees war</p> | |
| 4 | <p>I can compose my own line of historical enquiry with questions:</p> | <p>Recap previous learning Words of the Week – primary & secondary sources What is a primary source? What is a secondary source?</p> | <p>Saxons/Vikings (https://www.history.org.uk/primary/categories/177/resource/6919) Schemes of Work on the HA website.</p> | <p>Primary and secondary sources</p> <p>Significant</p> | |

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| <p>'how', 'why' and 'to what extent'</p> <p>I can select and evaluate the usefulness of different primary and secondary sources in my research</p> | <p>Primary sources provide a first-hand account of an event or time period taken or written during that exact time or afterwards by someone who experienced it. They represent original thinking, report on discoveries or events, or share information. A secondary source of information is one that was created later by someone who did not experience first-hand or participate in the events or conditions you're researching.</p> <p>Recap from previous learning Words of the week: significant/ significance A person or event can be significant for good or bad reasons. It is someone that did something important that changed people's lives at the time or after. It is an event that led to important changes in an aspect of life either at the time or in the future. Show Ian Dawson's criteria for significance Do you know any significant people or events in History? Can you explain why they/ it was significant using Ian Dawson's criteria?</p> <p>New - Words of the week: cause and effect It is the focus on the causes of events that happen and then the consequences of them. There can be any number of causes and effects or consequences around a single event that relate to the short or long-term historical period in question. Effects can be positive or negative. From our previous unit, can you remember any of the causes of WW2? Can you remember any of the positive effects or the negative consequences? These could be locally that affected Liverpool, nationally that affected Britain or globally that affected the world?</p> <p>Today you are going to come up with your own line of historical enquiry to help you reflect on some of the work you have already done in KS2 looking at the impact of different invasions on Britain. With your talk partner or table, think about some possible historical enquiries we could investigate today about the Roman, Viking or Anglo-Saxon migration to Britain? Why... How... What...</p> <p>Suggested lines of enquiry... Why did the Romans, Anglo-Saxons and/or Vikings migrate to Britain? How significant was the Roman, Anglo-Saxons and/or Viking migration to Britain? What were some of the causes and consequences of the Roman, Anglo-Saxons and/or Viking migration to Britain?</p> <p>Remind chn that during research they must evaluate the usefulness of different primary and secondary sources considering: reliability, bias and making comparisons between sources. What is bias within a source? prejudice for or against one person or group, especially in a way considered to be unfair. hat different types of bias might be within a source? political cultural or racial.</p> <p>Model: Show chn various primary and secondary sources about Viking migration to Britain. Model how to evaluate the usefulness of them considering reliability, bias and making comparisons.</p> <p>Partner activity: Research to gather evidence to answer their line of enquiry.</p> <p>Independent/partner conclusion: Written response to answer their historical enquiry question.</p> <p>Plenary: Do any of the reasons for the migration of the Romans, Anglo-Saxons or Vikings match the push/pull factors we have discussed in previous lessons?</p> | <p>Ian Dawson's criteria for significance: -Changed people's lives (this can be for the better or worse). -Changed events at the time they lived. -Had a lasting impact on their country or the world. -Had been a really good/bad example to people of how to live and/or behave.</p> <p>Teacher to make initial research packs of suggested resources written and visual primary and secondary sources about Roman, Anglo-Saxon and Viking migration.</p> <p>Ipads can then be used by chn to extend their research.</p> | <p>Significance Cause and effect</p> <p>Continuity and change</p> | <p>Mixed ability partners for main task to support reading/writing skills</p> |
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| 5 | <p>I can use and evaluate the usefulness of different primary and secondary sources</p> | <p>Word of the week: multi-culturalism & diversity <i>-the presence of several distinct cultural or ethnic groups within a society.</i> <i>- involving people from a range of different social and ethnic backgrounds and of different genders, sexual orientations, etc.</i></p> <p>Show the map of the Roman Empire and modern map opposite as prompts for initial thoughts. Do you think that the Romans that migrated to Britain from the Roman Empire were all from Rome (Italy)? Do you think they were all white?</p> <p>Show plaque opposite and explain.... Today we are going to be working as 'History detectives' to see if we can piece together a picture of what life may have been like for Africans living in Roman Britain. We are going to investigate primary and secondary sources to infer what life was like for Africans living in Roman Britain. During our investigations, we will continue to consider the usefulness and reliability of the sources we are looking at. Our enquiry question for today is... What does the evidence tell us about the multi-culturalism of Roman Britain?</p> <p>Introduce Julia Tertia famously known as 'Ivory Bangle Lady' using an image initially to begin inferences – <i>Where do you think she or her ancestors originated from in the world?</i> Explain the significance of her discovery further – watch news report https://www.itv.com/news/calendar/2020-10-28/black-voices-in-conversation-discovery-of-ivory-bangle-lady-challenges-assumptions-about-diversity-in-ancient-york Explore further a range of sources about her on http://romansrevealed.com/index.html <i>What type of source are we looking at? How reliable is it?</i></p> <p>Main activity: Chn to use site given with stories and archaeological dig sites find out about different individuals who lived during the Roman period in Britain. They should produce factfiles in their books about each person using the questions below to guide their research. Begin with factfile about Julia Tertia. Challenge for HA after they have completed two factfiles from above website – Give them additional sources opposite to investigate <i>Who does the evidence tell you about? Where did they live in Britain?</i> <i>Where did they migrate from or where did their ancestors come from?</i> <i>What place in society do you think they held?</i> <i>Why do you think this?</i></p> <p>Plenary reflection: <i>What are some of the similarities and differences that exist between contemporary and Roman Britain with regard to diversity?</i></p> |     <p>http://www.romansrevealed.com/uploads/Runnymede%20Romans%20Revealed%20A4%2056pp%20LoRes%20v6.pdf</p> <p>http://romansrevealed.com/index.html</p>  <p>ipads needed for research</p> <p>Challenge - Additional sources of evidence to investigate African Roman Emperor, Septimius Severus</p> | <p>multi-culturalism & diversity</p> <p>cultural ethnic society</p> | |
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<https://www.bbc.co.uk/programmes/p0113mp1>
<http://newhistories.group.shef.ac.uk/thousands-of-years-before-windrush-the-significance-of-black-romans-in-ancient-britain/>

African Soldiers at Hadrian's Wall.

<https://www.blackpast.org/global-african-history/africans-hadrians-wall/>
<http://newhistories.group.shef.ac.uk/thousands-of-years-before-windrush-the-significance-of-black-romans-in-ancient-britain/>

