

**GCSE (9–1)**

*Teachers' Guide*

# **HISTORY B** **(SCHOOLS HISTORY PROJECT)**

J411

For first teaching in 2016

## **Migrants to Britain, c.1250 to present**

Version 1



## Teachers' Guide – Migrants to Britain, c.1250 to present

Teachers may use this guide as an example of one possible way of approaching the teaching content for GCSE History B and NOT a prescriptive plan for how your teaching should be structured.

Within the GCSE History B specification there is flexibility that allows you as a teacher to devise your own programmes of study and to choose your own examples to exemplify content or issues. These can – and should! – pick up on your own areas of interest and expertise, and possibly too on history that is particularly relevant to your own local area. This level of freedom can sometimes be worrying as much as welcome and with a more rigid specification you may feel more instantly certain of what you have to teach. But with a more flexible approach to teaching you are given the freedom to construct a course that is interesting and meaningful for you and your students.

What this guide is intended to do, therefore, is to show you what a term's teaching outline might look like in practice. It should then help you to build your own scheme of work, confident that you've covered all the required content in sufficient depth.

Your starting point for each of the topics you choose to teach in History B should be the *Guide to course planning and Options Booklet*, available from the [OCR website](#). These Teachers Guides build on the information and approaches contained within those documents.

This guide is divided into four sections:

- A brief **overview** of the topic including some common misconceptions and things to watch for.
- **Termly planning document:** how you might structure your term's teaching of this topic.
- **Some lesson elements/ideas.** The termly planning document doesn't include suggested activities, partly because the idea is that you exploit the flexibility of the specification to cover your own chosen content or enquiries, but we've put in a couple of suggested lessons in this section as they've been highly recommended by teachers.
- **Candidate style answers.** In time these will of course be replaced by actual exam answers, but until first assessment you may find these useful as indications of what examiners are expecting to look for in answers.

## Introduction and rationale

Migrants to Britain, c.1250 to present is a brand new thematic study for the GCSE (9–1) History B specification which explores the fascinating history of migration to Britain over the centuries. The study contrasts the motives, experiences and impact of diverse groups of migrants, from the numerous foreigners who settled in England during the late middle ages to recent economic migrants, refugees and asylum seekers.

The theme of migration to Britain is an excellent lens through which students can develop their knowledge of the wider changes in Britain and the world. As a thematic study, it is guaranteed to create curiosity about people's experiences and attitudes in the past and to deepen students' understanding the long history of Britain as a diverse society. For some of your students, Migrants to Britain, c.1250 to present will provide a perfect opportunity to connect history to their own lives and experiences. The study will help all students to develop the knowledge they need to engage with contemporary debates about immigration in Britain.

To ensure clarity and coherence, the study has been organised around three issues:

1. The reasons why people migrated to Britain.
2. The experiences of migrants in Britain.
3. The impact of migrants on Britain.

In each period, the first bullet point of the specification content focuses on the wider society; and the second, third and fourth bullet points focus on case studies of migrant communities through which the three issues can be explored. This clarity will help your planning and will provide a clear focus for students' learning. It is important to focus on the wider changes as you begin teaching a new period. You should then devote equal teaching time to each of the three case studies.

## Common misconceptions:

Although a fascinating and interesting topic, migration as a theme does present some challenges that teachers should think about in their preparation and planning of the course. Students may come to lessons with already pre-conceived ideas about migration and migrants from their knowledge of current affairs. Care must be taken to ensure that in their lively and interesting discussions students do not make sweeping generalisations or perpetuate stereotypes, but rather, as historians, use evidence to construct sound arguments about what happened in the past. In the later topics on this unit, students will come across terms such as asylum seekers, refugees, economic migrants, and again care must be taken to avoid conflating these terms. It should also be pointed out to students that this course does not lead to them thinking in only one particular way about migration, and nor should the teaching or resources present a one-sided view of the past, but rather a broad overview which allows students to reach their own evidence-based conclusions. Students should be able to understand, when reading primary source material, the motivations and aims of the writers, and place them in their proper historical context, rather than applying 21st century value judgements to people in the past.

## Notes on the termly planning guide

It is important to note that, as well as being divided into four chronological periods (**column 1 in the planner below**), the study is organised around three issues: the reasons why people migrated to Britain, the experiences of migrants in Britain, and the impact of migrants on Britain. These issues are the direct focus of bullet points 2-4 in the specification content and in the planner below. The first bullet point is an *overview* of the chronological period. It is not necessary to spend more than an hour on that, with the rest of the teaching time divided approximately equally between the three issues (**column 2 in the planner below**).

We recommend that you structure the course around historical enquiries, in order to provide a clear focus for the students' learning. In the example below (**column 3 in the planner**), four such enquiries are suggested, one for each chronological period. However, you could plan shorter enquiries around individual bullet points.

The specification content is sufficiently broad that you can approach your enquiries in such a way as to emphasize aspects, or use case studies, that you find particularly interesting, and that will help bring the content to life for your learners. Some brief suggestions are made in **column 4 in the planner below**, but this is very much an area where you can exercise your professional judgement. Exam questions will reinforce this by rewarding any relevant and valid knowledge.

GCSE History Specification B (SHP) has the development of deep and wide knowledge and understanding at its heart. **Column 5 in the planner below** should not be seen as a checklist, but does exemplify the knowledge and understanding that can reasonably be expected to be gained as a result of the enquiry your students undertake against each specification point. It has been drafted to be consistent with the forthcoming Migrants to Britain textbook (Martin Spafford and Dan Lyndon, *Migrants to Britain, c1250 to present* (Hodder Education, 2016)). The bullet points in this column can usefully be considered in the light of the **five factors influencing changes and continuities** listed in the specification: belief, attitudes and values; wealth and poverty; urbanisation; government; technology.

Remember, the thematic study has a particular emphasis on developing students' understanding of change and continuity. Change and continuity should be considered within the four chronological periods, as well as across the whole time span.

Sections and Issues	Enquiry	Content	Possible examples - this is not an exhaustive list but rather some possibilities of content to explore	Suggested timing (hours)
<b>Medieval Britain</b> c. 1250–c.1500	<b>Aliens</b> <i>how can we uncover the lives of England's medieval migrants?</i>	The characteristic features of medieval Britain: an overview	<ul style="list-style-type: none"> <li>• Religion and belief</li> <li>• Land, food and famine</li> <li>• War, rebellion and technology</li> <li>• Homes, life and leisure</li> <li>• The feudal system</li> </ul>	1
		Jewish communities and their expulsion from England in 1290	<ul style="list-style-type: none"> <li>• Size and characteristics of Jewish community in Britain</li> <li>• Their economic, social and political position</li> <li>• Reasons for tensions between Jews and non-Jews</li> <li>• Reasons for expulsion in 1290</li> </ul>	1.5
		The diversity of migrant communities, including Dutch, Flemish and other European migrants	<ul style="list-style-type: none"> <li>• Different groups of migrants, their reasons for coming to Britain, and their experiences</li> <li>• Their economic, social and political position</li> <li>• Examples of migrant lives in this period e.g. foreign bankers</li> </ul>	1.5
		Attitudes to migrants: official and unofficial responses	<ul style="list-style-type: none"> <li>• Official responses e.g. Stephen and Edward I's hostility to Jews</li> <li>• Taxation and official prejudice</li> <li>• Unofficial responses e.g. prejudice, violence</li> </ul>	1.5

Sections and Issues	Enquiry	Content	Possible examples - this is not an exhaustive list but rather some possibilities of content to explore	Suggested timing (hours)
<b>Early Modern Britain</b> c.1500-c.1750	<b>Migrants to Britain 1500-1750</b> <i>What changed and what didn't?</i>	The European Reformation and the growth in world trade: an overview	<ul style="list-style-type: none"> <li>• Reasons why religious tensions increased in Europe.</li> <li>• Increased trade between nations.</li> <li>• Growth of ports and port communities</li> </ul>	1
		The Huguenots and other Protestant refugees including Walloons and Palatines	<ul style="list-style-type: none"> <li>• Why refugees came to Britain.</li> <li>• Attitudes towards refugees.</li> <li>• Reasons for and impact of Foreign Protestant Naturalisation Act 1709</li> </ul>	1.5
		The diversity of other European migrants including Jews, Gypsies and Hanseatic merchants	<ul style="list-style-type: none"> <li>• Why they came to Britain</li> <li>• Their experiences</li> <li>• Official and unofficial responses e.g. laws, prejudice</li> <li>• Re-admittance of Jews in 1656 and subsequent experiences</li> </ul>	1.5
		Early African and Indian migrants to Britain including free Africans, ayahs and child servants	<ul style="list-style-type: none"> <li>• Reason for migration to Britain</li> <li>• Experiences in Britain e.g. as servants</li> <li>• Contemporary attitudes e.g. Hogarth</li> </ul>	1.5

Sections and Issues	Enquiry	Content	Possible examples - this is not an exhaustive list but rather some possibilities of content to explore	Suggested timing (hours)
<b>Industrial Britain</b> c.1750-c.1900	<b>Migrants to Britain 1750-1900</b> <i>Why so much change?</i>	An overview focusing on Industrialisation and the growth of empire	<ul style="list-style-type: none"> <li>• Changes in Europe and the wider world in this period</li> <li>• Changes in Britain e.g. growing cities, new technologies, living conditions</li> </ul>	1
		Large-scale migration from Ireland and the growth of Irish communities	<ul style="list-style-type: none"> <li>• History of Anglo-Irish relations and its impact on migration</li> <li>• The famine and its impact</li> <li>• Irish experiences in Britain</li> <li>• Prejudice and violence</li> <li>• Impact of Irish migrants on Britain e.g. Catholic Church, individuals such as Oscar Wilde, Thomas Barnardo</li> </ul>	2
		The diversity of European migrants including Italians and Eastern European Jews	<ul style="list-style-type: none"> <li>• Reasons for migrating to Britain</li> <li>• Jobs and experiences in Britain</li> <li>• How they were treated</li> <li>• Impact on e.g. British cuisine and culture</li> </ul>	1.5
		Lascars and the growth of Indian, Chinese and African communities	<ul style="list-style-type: none"> <li>• Reasons for migrating to Britain</li> <li>• Different experiences of various groups</li> <li>• How these experiences were different to European migrants</li> <li>• 'Eminent Indians' e.g. Dadabhai Naoroji MP</li> </ul>	1.5

Sections and Issues	Enquiry	Content	Possible examples - this is not an exhaustive list but rather some possibilities of content to explore	Suggested timing (hours)
Britain since c.1900	<b>Moving here</b> <i>Has Britain welcomed migrants since 1900?</i>	An overview focusing on the World Wars, the end of empire and Britain's changing	<ul style="list-style-type: none"> <li>How Britain's empire changed in the twentieth century</li> <li>How the World Wars changed Britain's relationship with the empire</li> <li>How Britain joining the EEC (later EU) changed Britain's relationship with the world</li> </ul>	1.5
		'Aliens' and refugees during the First and Second World Wars including attacks on 'enemy aliens', internment camps and the Kindertransport	<ul style="list-style-type: none"> <li>The experience of Belgian refugees</li> <li>Enemy aliens in both world wars: who were they, how were they treated?</li> <li>Lascars during and after the First World War</li> <li>Reasons for the Kindertransport</li> <li>The experience of Poles in Britain during and after the war</li> <li>Reasons for migration to Britain</li> <li>Experiences of the first arrivals in the late 1940s and 1950s</li> <li>Late 1950s troubles e.g. Notting Hill race riots</li> <li>Growing numbers and tightened controls in the 1960s</li> <li>Role of Enoch Powell and growth of groups e.g. National Front and Anti-Nazi League in the 1970s</li> <li>Government legislation in the 1960s and 1970s</li> </ul>	2
		Commonwealth migrants since the Second World War, including migration legislation, racist and anti-racist movements  Economic migrants, refugees and asylum seekers since the 1980s	<ul style="list-style-type: none"> <li>Race riots, violence and integration from the 1980s</li> <li>Growing membership of the EU, freedom of movement and its impact on Britain</li> <li>Asylum seekers: reasons for seeking asylum, experiences in Britain, reactions to asylum seekers</li> <li>Contemporary challenges and opportunities</li> </ul>	2



## Assessment strategies

Teachers may use these exemplar answers as an example of one possible way of achieving the marks given and NOT an exact approach for how an answer should be structured.

Learners will be credited wherever and however they demonstrate the knowledge, skills and understanding needed for a particular level.

### Question 2–9 marks

**Write a clear and organised summary of the reasons why people migrated to Britain in the period 1500–1750. Support your summary with examples.**

#### Levels

**AO1** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **Maximum 6 marks**

**AO2** Explain and analyse historical events and periods studied using second order historical concepts. **Maximum 3 marks**

Answers could consider the reasons for migration from Europe (including seeking work or economic advancement, fleeing religious persecution); the reasons for migration from the wider world (including service and slavery). Answers could include the underlying causes of migration (i.e. the impact of the European reformation, developing economies in Europe and the growth of world trade).

Explanations are most likely to show understanding of the second order concept of causation but reward appropriate understanding of any other second order concept.

Answers which simply describe groups of migrants and their place of origin cannot reach beyond Level 1.

#### Level 3 (7–9 marks)

Demonstrates a well-selected range of valid knowledge of characteristic features that are fully relevant to the question, in ways that show secure understanding of them (AO1).

The way the summary is organised shows sustained logical coherence, demonstrating a clear understanding of at least one second order concept (AO2).

#### Level 2 (4–6 marks)

Demonstrates a range of knowledge of characteristic features that are relevant to the question, in ways that show understanding of them (AO1).

The way the summary is organised shows some logical coherence, demonstrating understanding of at least one second order concept (AO2).

#### Level 1 (1–3 marks)

Demonstrates some knowledge of characteristic features with some relevance to the question, in ways that show some limited understanding of them (AO1).

The summary shows a very basic logical coherence, demonstrating limited understanding of at least one second order concept (AO2).

#### 0 marks

No response or no response worthy of credit.

## High-level answer

### Level 3 (7–9 marks)

Demonstrates a well-selected range of valid knowledge of characteristic features that are fully relevant to the question, in ways that show secure understanding of them (AO1).

The way the summary is organised shows sustained logical coherence, demonstrating a clear understanding of at least one second order concept (AO2).

One reason why people migrated to Britain in this period was in order to flee religious persecution. Groups such as the Huguenots, who were Protestants living in largely Catholic France, were driven out of their homes by rioting and the threat of violence in the 1670s. Britain, with its Protestant monarchs and government offered a safe place for them to live and practice their religion, so they chose to come to Britain in this period. King Charles II offered Huguenots denizen status and funds were raised to support the refugees. The European reformation challenged a lot of different religious groups in Europe in this period.

Another reason people migrated to Britain was to seek work and economic advantages. At that time, Britain was developing its trading routes across the Atlantic to the Americas, and also was dominating trade with the east Indies, leading to economic growth and lots of opportunities for merchants, traders and investors. Groups such as the Hansa merchants therefore migrated to England to work on the docks and in port cities. Flemish, Italian and German merchants came over to work in port cities such as Bristol and London, trading with the British and also its colonies.

Finally, other people had no choice in the matter and were taken to Britain as slaves or servants. Increasing numbers of wealthy people employed servants in their households, and so recruited black Africans to work for them. For example, almost all black people brought to England from 1650 were brought by their masters to work in their houses, and to be sold in coffee shops and auction houses. It became fashionable for the upper classes to have black servants in their households, and people such as the Duchess of Portsmouth wanted to be painted with her black servants, so this was another reason why they were brought over to Britain in this period.

## Commentary

- This answer demonstrates much valid and accurate knowledge fully relevant to the question
- It is logically structured and coherent
- It shows very secure understanding of the reasons why people migrated to Britain in the period 1500-1750

## Medium-level answer

### Level 2 (4–6 marks)

Demonstrates a range of knowledge of characteristic features that are relevant to the question, in ways that show understanding of them (AO1).

The way the summary is organised shows some logical coherence, demonstrating understanding of at least one second order concept (AO2).

The Huguenots were a group of Protestants who did not like the fact that France was largely Catholic. Originally, they lived in France but in 1572 there was a large massacre of Huguenots by a violent mob, which meant that they had to leave their own country if they wanted to practice their religion. As a result they went to live in Britain. Another group of people were black Africans.

Many of them came over on boats because they had to work as slaves or servants for people living in Britain. People wanted to show off the fact that they were rich enough to have black servants. Finally, cities such as London became very rich in this period and the ports became important, so people came to work in the ports, such as Flemish and Italian people.

## Commentary

- A range of reasons why people migrated to Britain are presented in this answer
- There is some logical coherence in the structure
- It needs to develop the knowledge to show a more secure understanding of the reasons in order to move to a level 3.



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