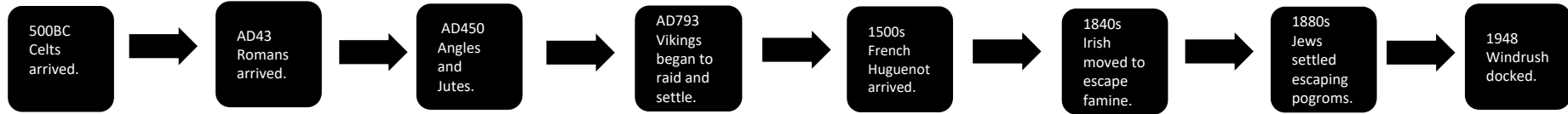


Why have people migrated to Britain?



	Key Word	Definition
	Discrimination	Treat people differently based on skin colour, religion or nationality.
	Economy	Production of goods and the supply of money.
	Empire	A group of states ruled over by another country.
	Famine	Severe shortages of food which results in deaths.
	Huguenots	French Protestants who came to England to avoid persecution.
	Independence	Not controlled by any another country.
	Jews	Followers of the Jewish faith of the Old Testament.
	Migrant	Someone who moves to another country.
	Migration	The process of moving to another country.
	Persecution	Subject someone to hostility and criticism because of skin colour, religion or nationality.
	Settler	Someone who moves, with others, to another area or country.
	Windrush	The name of the ship which first arrived from the West Indies in 1948.



The Battersea Shield was found by the River Thames in 1857. It was probably made by the Celts between 350BC to 50BC

“Nevertheless, every Nazi has Jewish ancestors. Every white supremacist has Middle Eastern ancestors. Every racist has African, Indian, Chinese, Native American, aboriginal Australian ancestors, as well as everyone else, and not just in the sense that humankind is an African species in deep prehistory, but at a minimum from classical times, and probably much more recently. Racial purity is a pure fantasy. For humans, there are no purebloods, only mongrels enriched by the blood of multitudes.” *Adam Rutherford*



	Knowledge Milestones	Extra Knowledge	Expert Knowledge
	Britain and its culture has been shaped by many different groups of people.	The skull of the Beachy head lady shows that black people were living in Britain during the Roman times.	The skeleton of Cheddar Man is 10,000 years old & shows British people were not always white.
	People have different reasons for migrating to Britain.	These are known as push and pull factors.	These can be to escape persecution or to access better job and educational opportunities.
	Early migrants were trying to build empires.	In 500BC the Celts arrived, followed by the Romans.	From AD450 tribes from Northern Europe invaded England.
	Huguenots and Jews were trying to escape religion persecution.	French Protestants (Huguenots) were attacked. In 1572 up to 70,000 were killed	Between 1881-1884 there were attacks on Jews across Russia. (Pogroms)
	The Potato Famine led many Irish workers to migrate to Britain.	In 1845, the potato crop in Ireland was infected by blight.	It is estimated that 1 million died and 1 million emigrated.
	Britain invited members of the British Empire to help fill jobs after WW2.	The Nationality Act of 1948 allowed people living in the Empire to move to Britain.	In June 1948 the Windrush docked, bringing 1,027 people from the West Indies.

If you want to find out more check out the following links or scan the QR codes on your phone or tablet.

READ
<https://www.historyextra.com/period/the-great-famine-irelands-agonny-1845-1852/>

WATCH
<https://www.youtube.com/watch?v=gflvXYfxeZl>

LISTEN
<https://play.acast.com/s/historyextra/thewindrushgeneration>

Writing good History: Key skills

Chronology
The order in which events happen. The big "story".

Change/ Continuity
Whether things have changed or remained the same over time.

Similarity/Difference
What events or situations have in common, and how they are different.






Cause
The reasons that something happens- long term or trigger cause.






Consequence
Things that happen as a result of an event. Can be good or bad.

Significance
Whether an event is important or not. The impact it has had on people. How it has changed the world.

Sources
Information that comes from the time studied, or that was produced by someone who was there at the time.






Interpretations
The views of people who were not there at the time but have researched the event.

EXTENDED WRITING: What do I need to know?	
	Make sure you include more than once cause when asked to explain WHY something happened.
	If asked if you AGREE you need to include arguments for why you do agree (SUPPORT the statement) and arguments for why you disagree (CHALLENGE the statement). This called having a BALANCED ARGUMENT.
	Try to use the PEE structure- make a POINT that answers the question, add DETAILED EVIDENCE (examples) to support your point, and then EXPLAIN how these are linked.
	Include ANALYSIS that measures the importance of each reason- are they long/short term? Which impacts more people? Are the reasons/points connected?
	Say which reason is most important, or whether you agree or disagree with the statement. This can be done as a conclusion.

USING SOURCES: What do I need to know?	
	Inferences- to make an inference you need to state what you can learn, or work out from a source. Make sure you take note of the focus of the question!
	Utility- when looking at how USEFUL a source is, you first must state what information the source gives you about the topic in the question. This is the CONTENT of the source. Does the source SUPPORT or CHALLENGE your own knowledge?
	Utility- You next need to look at the PROVENANCE of the source. This means looking at who wrote the source, when it was written, what type of source it is and why it might have been produced. Do these things make the source RELIABLE?
	If answering a "how useful" question you need to make a judgement- How useful is it? Extremely? Quite? Not very? Not at all? You can do this in a CONCLUSION
	Whenever you use written sources you must QUOTE from the source, if using a picture source you must mention something you can SEE in the picture.

Suggested Vocabulary: What do I need to know?		
To show importance	To agree/disagree	Linking points
The primary reason...	The evidence supports the view that...	This meant that...
The most significant cause...	This view is convincing because...	The impact of this was...
A crucial role was played by...	One reason to agree is...	In addition to this...
Of lesser importance was...	An alternative view is...	This acted as a catalyst for...
A key factor was...	A less supported view is...	This led to...
The fundamental cause...	A less convincing argument is...	An immediate consequence was...
A less significant reason...	It is clear that...	Long term this was significant because...



USING INTERPRETATIONS: What do I need to know?	
	When looking at the similarities or differences between interpretations make sure you mention the point of view given in BOTH interpretations.
	If you are asked to suggest reasons WHY the interpretations have different views think about whether they FOCUS on different things, or whether one is POSITIVE and the other NEGATIVE, might the authors have done different RESEARCH?
	To decide how far you AGREE with an interpretation, use your own knowledge- does this SUPPORT or CHALLENGE the view given in the interpretation?
	You can also use sources to help you decide whether an interpretation is VALID- do the sources support or challenge the view in the interpretation? Are the sources RELIABLE?
	Remember to always include QUOTES from the interpretations, and include a JUDGEMENT in the conclusion- do you agree?