

Unit 3: Balance

'Things are more stable when different elements are in the correct or best possible proportions.'

Unit Overview, What am I learning? You will learn about the features of and the consequences of migration to Britain since 500Ad. You will be able to explain these features, in particular the causes of migration and the PSE consequence of migration. You will develop expertise in one migration group in particular but you will have the opportunity to learn from others about the groups they have been investigating.

How will I learn? Through a mixture of Master Classes and Forum discussions you will work with both your Learning Set and others from different Learning Sets to become experts in a particular migrant group. You will develop literacy skills through writing about this migration story. This will also enhance your Geography skills. Skills Master Classes will teach you about why different historical interpretations exist. This will help you to complete a formal test at the end of the unit.

Why am I learning this? Migration, emigration and immigration are discussed more than ever in the press. Often it is the negatives of migration that are known, but what have been the positive outcomes for Britain of its migration history? Migrants have always come to Britain, with the first significant group being the Romans. With the arrival of each new group Britain has changed in some way. As a active and informed citizen it is important that you recognise that migration is not something new and that migration has significantly shaped the community and world you live in today. **How will I be assessed?** Your knowledge and understanding of migration will be assessed through the historical migration story that you will produce by week 5. The particular skill being assessed is **Historical Interpretation** and this will be assessed through a formal test in your last, week 5, lesson.

Communicating the Past: Cause-Consequence

Describing

I can describe 3 or more causes for and consequences of the actions of people, the application of ideas and of events that have happened in the past. These are supported with a range of factual examples.

I can write a PE essay.

I can describe how causal factors (PIE-PSE) and consequences are connected to one another.

I can describe the historical significance of causes, consequences, individuals, ideas, events and changes, in terms of their significance.

I can communicate in a structured and well organized manner, a description of a historical topic or factor.

I can describe the relationship between the past and the present.

Applying

I can explain 3 or more causes for and consequences of the actions of people, the application of ideas and of events that have happened in the past. These are supported with a wide range of factual examples.

I can write a PEE essay.

I can explain how causal factors (PIE-PSE) and consequences are connected to one another.

I can explain the historical significance of causes, consequences, individuals, ideas, events and changes, in terms of their significance.

I can communicate in a structured and well organized manner, an explanation of a historical topic or factor.

I can explain the relationship between the past and the present, explaining the connections clearly.

Analysing

I can analyse 3 or more causes for and consequences of the actions of people, the application of ideas and of events that have happened in the past. These are supported with a wide range of factual examples.

I can write a PEAR essay.

I can analyze how causal factors (PIE-PSE) and consequences are connected to one another.

I can analyse the historical significance of causes, consequences, individuals, ideas, events and changes, in terms of their significance.

I can communicate in a structured and well organized manner, an analysis of a historical topic or factor.

I can analyse the relationship between the past and the present, explaining the connections clearly.

Self-regulation Targets

By week 2: *I have completed research about the who, where, when, what, why of the migration story for your group. I have also found 1-2 accounts about how the immigrant group were treated.*

By week 3: *I have identified the positive and negative impact of this migration to Britain on a range of people. I have categorised the impact of this migration (PSE).*

By week 4: *I have written, in my book, the first completed draft of my historical migration story meeting the expectations outlined on the criteria.*

By week 5: *I have written up in my book, displaying high levels of excellence, and submitted my historical migration story meeting all expectations outlined on the criteria.*

Unit Vocabulary:

refugee,
asylum seeker,
immigrant,
emigrant,
economic migrant,
emigration,
immigration,
push and pull factors,
political,
social,
economic,
environmental,
interpretation.

Overall Attainment:

S: _____ K: _____ %U: _____ C: __/10

