



Scheme of work

Britain: migration, empires and people (2C)

This resource provides ideas and activities to help you teach the 'Britain: migration, empires and people' thematic study topic from our new GCSE History. It's intended as a guide rather than a prescriptive approach.

This thematic study topic gives students an understanding of how the identity of the British people has been shaped by their interaction with the wider world. It considers invasions and conquests and the country's relationship with Europe and the wider world. It will also consider the ebb and flow of peoples in and out of Britain. It will evaluate their motives and achievements, along with the causes, impact and legacy of Empire upon the ruled and the ruling, in the context of Britain's acquisition and retreat from Empire.

Students will study the importance of the following factors in influencing Britain's dealings with the wider world: war, religion, government, the role of individuals and science and technology.

Assumed coverage

This teaching and learning plan is intended for 30 one-hour classroom lessons. It doesn't include homework learning time, but covers three revision and assessment lessons.

Assessment

Assessment points in the learning activity column indicate possible assessment opportunities. These could be short tests of about ten minutes (exam-style questions, short factual tests, source evaluation) or longer assessments (exam-style questions).

Resources

Research exercises assume students have access to a textbook(s) and/or the internet. You can supplement textbook(s) with other sources.

Part one: conquered and conquerors

Lesson number	Specification content	Guidance	Learning activity	Resources
1	Course overview	<p>Students will learn all the main features of the course in a single lesson overview. The aim of this lesson should be to compose a visual display of all the important features of the rest of the course. This activity allows students to look through the textbook and research the whole course, to engage their interest.</p> <p>The complete timeline serves as a reference point and revision aid as the course progresses. It will attract the interest of future students as well.</p>	<p>Consider the meaning of the terms 'migration' and 'empire'.</p> <p>Produce a classroom timeline.</p> <p>Individual or pairs of students are given an image of a suitable size for later display, with each image depicting a key event or individual from the specification content. Students should use the textbook or internet to locate the subject of the image they have been given and write a brief (50–75 word) explanation of its importance to either migration of people and/or the development of the Empire.</p> <p>Students can be involved in a summary exercise where they explain what their image is and why it's important, to the rest of the class.</p>	<p>About 30 images or short text contemporary sources selected from the main textbook(s) or internet .</p> <p>Wall space, marked out with a timeline over 1,000 years, divided into four parts – medieval (conquered and conquerors), early modern (looking west), 19th century (expansion and empire) and modern (Britain in the 20th century).</p> <p>Some extra, possibly more complex, sources are needed, depending on the mix of abilities in the class and the speed with which they work. It is good to have some images that are not from the textbook that require internet research.</p>

Lesson number	Specification content	Guidance	Learning activity	Resources
2	<p>Invasion:</p> <ul style="list-style-type: none"> • Vikings and Anglo-Saxons • reasons for Viking invasion 	<p>The focus for the lesson should be on the reasons for the Viking invasion. Students will need to know who the Vikings were.</p> <p>It's useful for the teacher to bear in mind that after three lessons the students will be focusing on the impact of the Vikings, so in the class discussion, observations and questions may be directed at this later.</p>	<p>Enquiry question: why did the Vikings invade Britain in the 9th century?</p> <p>Show an artist's impression of the Viking raid on Lindisfarne in 793, with most of the picture covered up. Slowly reveal the image, asking students to infer the following from the image:</p> <ul style="list-style-type: none"> • what's happening here? • who is being depicted? • when did this event take place? <p>Explain that the attackers are Vikings and the people being attacked are Anglo-Saxons. Students will gain an understanding of the initial methods of the Vikings.</p> <p>Split the class in two. Half will research Anglo-Saxons, half will research Vikings. They will fill in a fact-file based on the following:</p> <ul style="list-style-type: none"> • where did they come from? • what were their key beliefs? • strengths • weaknesses • one interesting fact. <p>Class discussion: why did the Vikings invade Britain? Why was Britain a tempting target for the Vikings to invade in the 8th century?</p> <p>Arrange students in pairs: one makes notes on Vikings, one makes notes on Anglo-Saxons. One will teach the other about the society that they have researched and vice versa. Bullet point reasons that answer the question 'why did the Vikings invade Britain in the 9th century?' (eg competition for scant resources, population growth, seeks portable wealth, tribute, ransom, land, producing a pattern of trade and raid).</p>	<p>Google 'artist's impression of invasion of Lindisfarne'</p> <p>Textbook(s)</p> <p>Web links:</p> <p>Loot: Why the Vikings Came to Britain</p> <p>The Anglo-Saxons</p> <p>Making peace: Scandinavian migrants and King Alfred's 'fyrd'</p>

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3	Invasion: <ul style="list-style-type: none"> • creation of the Danelaw • Alfred and Wessex. 	This is a good opportunity to consider the significance of King Alfred and the extent to which he was significant in the development of English identity. Events during his reign eg Danelaw and his successors contribute to an understanding of the impact of the Vikings.	Enquiry question: was Alfred Great? Recap: show students a portrait of Alfred the Great. Students study the portrait closely and discuss: <ul style="list-style-type: none"> • who is this? • what was his job? • is this a positive or negative depiction? • when was he alive? • when was it drawn? Textbook research and answer questions around Viking settlement in Britain, Danelaw, Alfred's actions and his achievements. Class discussion about the 'greatness' of King Alfred.	Google 'portrait of Alfred the Great' by John Faber Sr (1712). Textbook

4	<p>Invasion:</p> <p>King Cnut, Emma of Normandy and the North Sea Empire.</p>	<p>It's important for students to understand that during the reign of Cnut, England was a part of a greater empire.</p> <p>In studying the impact of the Vikings on Britain, students are bound to mention aspects such as the death and destruction, language, trade, settlement, urban development, political change, Viking settlement and industry (pottery, metals) and religion as well as the impact on the English identity and defence. The process of aggression, settlement, adaptation, and integration is implied in the structure of the essay.</p>	<p>Enquiry question: what impact did the Viking invasions have upon Britain?</p> <p>In the first part of this lesson, students piece together and relate evidence on cards to compose an answer to the puzzle/question, 'how did Cnut gain a North Sea Empire?' In this they are guided by a family tree/diagram sheet/timeline.</p> <p>Reflecting on Cnut's reign and the broader knowledge and understanding gained from the previous two lessons, students tackle the main enquiry question about the impact of the Viking invasions upon Britain.</p> <p>Students should plan and write a short essay in order to answer the question. Paragraph one will be about the physical effects of Viking raids and settlement. Paragraph two will be about their cultural impacts.</p>	<p>Textbook</p> <p>Royal family tree/diagram sheet</p> <p>Timeline</p> <p>24-card sort 'jigsaw of evidence', extracts relating to Emma of Normandy, Aethelred, Maldon and St Brice's Day</p> <p>Weblink: Viking invaders and settlers</p>
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5	<p>A Norman kingdom and 'Angevin' Empire:</p> <ul style="list-style-type: none"> relationship between England and France Henry II. 	<p>Students will need a brief explanation about how, after the Norman conquest, Henry II came to power and will build upon work that should have been done at Key Stage 3.</p> <p>Focus on: (i) how the Empire came into being – through inheritance and conquest (ii) relations with France.</p>	<p>Enquiry question will be, 'why was there an Angevin Empire?'</p> <p>Students complete a worksheet to establish the reasons for Henry II's 'empire' and the reasons he was able to maintain it.</p> <p>Students should discuss the concept of 'empire' at this time. How has their understanding of empire changed since the first lesson? Is 'empire' a useful construct?</p>	<p>Textbook</p> <p>Worksheet</p> <p>Map of Angevin Empire under Henry II</p>

Lesson number	Specification content	Guidance	Learning activity	Resources
6	<p>A Norman kingdom and 'Angevin' Empire:</p> <ul style="list-style-type: none"> • invasion of Ireland • losses under King John. 	<p>The main focus of this lesson should be about the reasons – short and long term (eg murder of Arthur or Henry II's decision to divide his possessions) – for the loss of Empire under King John.</p>	<p>The enquiry question here is, 'why did the Angevin empire collapse?'</p> <p>Students complete a spray diagram that focuses on the enquiry question. This should consider the interaction and influence of family, the nobility and government, France and Ireland in bringing about the collapse of the Angevin Empire.</p> <p>Discussion: what were the similarities and differences between the Empire of Cnut and the Angevin Empire?</p>	<p>Textbook</p> <p>Large A3 diagram sheet</p> <p>Web links: Background to King John: Bad King John, the King of England (part 1)</p> <p>Bad King John, the King of England (part 2)</p> <p>Further background to King John's reign: How was Henry II able to hold the Angevin territories, and King John not? Dr. Emma Cavell</p>

Lesson number	Specification content	Guidance	Learning activity	Resources
7 and 8	<p>The birth of English identity: the Hundred Years War and its impact on England's further development.</p>	<p>It can be helpful to view or review a series of maps showing how the Angevin empire changed over time: from Henry II's time, King John's time (1214), the beginning of the Hundred Years War (1360) and end of the Hundred Years War (1453).</p> <p>The 13th century may be seen as a time in which an English identity emerged. Students need to understand why England and France were at war and the results of the conflict. Students will realise that there were various phases to the war: 1333–60, 1369–89 and 1399–1453.</p>	<p>Students will analyse a student sample answer about the causes of the war to construct a diagram to identify and explain the causes of the Hundred Years war. Factors will be identified as political and economic.</p> <p>Enquiry question: how successful were the English in the Hundred Years War?</p> <p>In pairs, students will complete:</p> <p>(i) a fact file from their research about a battle of their choice from either the battle of Agincourt, Crecy, or Poitiers</p> <p>(ii) a timeline of key events from their research.</p> <p>Students use the textbook to explain the short term and long term impacts of the Hundred Years War. Students can then discuss and answer the enquiry question.</p>	<p>Textbook</p> <p>Internet research</p> <p>Timeline</p> <p>Map sequence across time</p> <p>Sample answer</p> <p>Web links: Account of Agincourt: 10 Henry V Battle of Agincourt 1 (1415 AD)</p> <p>The Battle of Agincourt The Bloodiest Battle of the Medieval Age Full Documentary</p>
9	Assessment		<p>This may be an opportunity for students to consider the role of the individual as a factor in creating and maintaining medieval empires.</p>	

Part two: looking west

Lesson number	Specification content	Guidance	Learning activity	Resources
10	<p>Colonisation in North America:</p> <ul style="list-style-type: none"> causes and consequence of British colonisation Sir Walter Raleigh. 	<p>Students will need to know the reasons for the voyages of exploration and discovery in Tudor and Stuart times. It's important to understand the mixture of motivations.</p> <p>There may be opportunities to consider British colonisation in America and relate this to the role of the individual which was considered in the assessment at the end of part one.</p>	<p>Enquiry question: was profit the only motive for the voyages of discovery?</p> <p>Students will complete a biography of John Hawkins or Sir Walter Raleigh. Consideration should be given to their motives (political, economic, cultural, personal) and the consequences of their actions.</p> <p>Students can debate the contribution and impact that the two men made. Which man was the greater hero? Who best represented the spirit of the age? Discussion in groups of four about the contribution and impact of each man.</p>	<p>World Map of voyages with dates</p> <p>Textbook</p> <p>Collection of contemporary sources explaining motives.</p> <p>The story of black migrants in England in Tudor times</p>

Lesson number	Specification content	Guidance	Learning activity	Resources
11 and 12	<p>Sugar and the Caribbean:</p> <ul style="list-style-type: none"> • piracy and plunder • the development of the slave trade, including John Hawkins • the economic and social impact of the slave trade on Britain. 	<p>The previous lesson will lead into a more detailed examination of sugar and slavery. It is important to emphasise the role of Spanish and English piracy. Plantations proved to be more profitable than piracy. It is important to understand how the slave trade worked and its economic and cultural impact.</p>	<p>Enquiry question: what were the results of the slave trade?</p> <p>In pairs, students will choose six pictures from a larger collection of images about the slave trade.</p> <p>They should use the images, internet resources and their textbooks to create a narrative PowerPoint to illustrate the development of the slave trade and its consequences.</p>	<p>Textbook</p> <p>Map of slave triangular trade</p> <p>Illustrations of slave trade</p> <p>Carefully selected video extracts</p> <p>Web links: Black people in Britain during the Atlantic slave trade era Slavery and the African diaspora: legacies of British slave-ownership</p>

Lesson number	Specification content	Guidance	Learning activity	Resources
13 and 14	<p>Colonisation in North America:</p> <ul style="list-style-type: none"> • Jamestown • contact and relations with indigenous peoples • the Pilgrim Fathers • indentured servants • the war of independence; loss of American colonies. 	<p>The main focus for the first lesson should be on the impact of the colonists on the indigenous peoples.</p> <p>In the second lesson, focus on the reasons for the war of independence and the consequences for both Britain and America.</p>	<p>Enquiry question: 'was the colonisation of North America by the British a success or a failure?'</p> <p>It can be useful to focus on a particular episode or event to use as a case study. The Mayflower and the colony set up by the Pilgrim fathers is a good example.</p> <p>Students may produce a spider diagram to show all of the results of the interaction between the colonists and Native Americans.</p> <p>The consequences/impact of losing the colonies can be investigated using a diamond nine/triangle nine template for students to prioritise, according to success or failure, the colonisation of North America by the British.</p>	<p>Textbook</p> <p>The story of British indentured workers emigrating to America</p>

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15	<p>Migrants to and from Britain:</p> <ul style="list-style-type: none"> • Huguenot migrants • Highland migrants • Ulster planters. 	<p>Students can be given a different topic to research and then brought together to compare motivations and results.</p> <p>Students need to understand who the group were and why they migrated. The consequences should be outlined eg the Highland migrants led to the Scottish diaspora, and death.</p>	<p>Enquiry question: to what extent did ideas and beliefs cause the movement of people in the 17th century and 18th century?</p> <p>Each group ie Huguenot, Highland, Ulster should have a timeline. A simple worksheet needs to be completed which focuses on motives, events and consequences.</p> <p>Students engage in a market place activity to exchange information about migrations they have studied.</p> <p>Students will evaluate a source for utility based upon their understanding of the selected event.</p>	<p>Textbook(s)</p> <p>Internet research</p> <p>Three question worksheets (each sheet has a different usefulness visual source)</p>
16	Assessment		<p>This may be an opportunity for students to consider the similarities between different migrant groups. For example, the Huguenots and the Pilgrim fathers.</p>	

Part three: expansion and empire

Lesson number	Specification content	Guidance	Learning activity	Resources
17	<p>Expansion in India:</p> <ul style="list-style-type: none"> • causes and impact of British control • East India Company • Robert Clive • Warren Hastings. 	<p>It's important to establish the early motives for expansion in India ie rivalry with the Dutch and the search for profit.</p> <p>British involvement in India can be examined through the work of the East India company, Robert Clive and Warren Hastings. Each of these can be evaluated for their contribution.</p>	<p>Key enquiry question: "how did India come to be the 'jewel in the crown' of the British Empire?"</p> <p>Internet research exercise: students fill in a chart about how Britain gained and controlled India (focusing on military, economic, political, cultural power and the role of individuals such as Robert Clive and Warren Hastings).</p> <p>Students debate which was more important in the light of the enquiry question: Robert Clive, Warren Hastings or the East India Company.</p>	<p>Textbook</p> <p>Map of India</p> <p>Timeline</p> <p>Structured work sheet for essay preparation</p> <p>Web links</p> <p>The British Empire and India</p> <p>How did the British gain control of India?</p> <p>How British migrants made fortunes working for the East India Company</p> <p>India before the Europeans</p> <p>India and the British</p> <p>Great Salopians</p> <p>The East India Company</p> <p>Image: Shah 'Alam conveying the grant of the Diwani to Lord Clive</p> <p>Background: Diwani Rights</p>

Lesson number	Specification content	Guidance	Learning activity	Resources
18 and 19	<p>Expansion in India:</p> <ul style="list-style-type: none"> • Indian Rebellion • the social, political and cultural impact of empire on Britain and India. 	<p>This first lesson is an opportunity to consider significance.</p> <p>In the second lesson, students need to consider a number of outcomes.</p> <p>The impact of Empire on Britain and India, mentioning trade and industry, a clash of cultures, social, political, cultural and economic impact in Britain and India.</p>	<p>Students research and answer questions on the causes of the Indian Rebellion of 1857.</p> <p>Students will compare different accounts of the Indian rebellion and comment on the language and the significance of the event in each account.</p> <p>Enquiry question: why was India important to the British empire?</p> <p>Student pairs work with a collection of images to create a poster that illustrates and details the various consequences of British involvement in India.</p>	<p>Textbook</p> <p>Timeline</p> <p>Interpretations of the Indian Rebellion 1857</p> <p>Blank chart sheet</p> <p>Collection of images</p> <p>Adaptation to Empire Rulers and ruled in the British Empire History - Empire</p>

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20 and 21	<p>Expansion in Africa:</p> <ul style="list-style-type: none"> causes and impact of British involvement trade and missionary activity South Africa Egypt the Scramble for Africa Cecil Rhodes. 	<p>The motives for the scramble for Africa are the subject of this lesson. Students should understand the economic, political, strategic and religious motives involved.</p>	<p>Enquiry question: 'why did the British Scramble for Africa in the 19th century?'</p> <p>Students read sources provided and construct a diagram with examples to explain the motives for the scramble for Africa.</p> <p>Students can choose to study either South Africa or Egypt as a case study of British expansion. They should produce a 10 point report that shows how either South Africa or Egypt exemplifies the motives for Britain's scramble for Africa.</p> <p>Group essay, where pairs of students contribute aspects to a collective answer to the enquiry question.</p>	<p>Blank map</p> <p>Interactive map of Africa</p> <p>Textbook Sources / Cartoon collection</p> <p>Web links: European imperialism in Africa</p> <p>Slavery and the scramble for Africa</p> <p>How the Europeans divided Africa</p> <p>Africa: states of independence – the scramble for Africa</p>
22	<p>Expansion in Africa:</p> <ul style="list-style-type: none"> the Boer War (1899-1902) imperial propaganda. 		<p>Enquiry question: 'what did Britain learn from the Boer War?'</p> <p>Students complete a simple worksheet to answer the question.</p> <p>Class display: students select one example of evidence from 1850 to 1940 that illustrates the power of the imperial idea. Students write an explanation of what it suggests or demonstrates.</p>	<p>Textbook</p> <p>Worksheet</p> <p>Account of war (Part 1)</p> <p>Web links: The Boer War 1899 – 1902: Part 1 of 4</p> <p>Military lessons of the Boer war</p>

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23	<p>Migrants to, from and within Britain:</p> <ul style="list-style-type: none"> • Irish migration to Britain • Jewish migration to Britain • transportation • migration to and within the Empire, including migrations of Asians to Africa • migration from rural to urban settings. 		<p>Enquiry question: 'to what extent was 19th-century migration influenced by industry?'</p> <p>Students use textbook and/or internet resources to add to a table looking at each migrant group in turn under the following headings:</p> <ul style="list-style-type: none"> • date • name • motives • experiences • impact on Britain and Empire. <p>Students will return to this table in later lessons, adding evidence about later migrant groups.</p>	<p>Textbook</p> <p>Table</p> <p>Web links:</p> <p>Migration within the British Empire (see lesson 28):</p> <p>Scottish migration in 19th century eg Carnegie to America 1848</p> <p>Australia's gold rush</p>

Part four: Britain in the 20th century

Lesson number	Specification content	Guidance	Learning activity	Resources
24 and 25	<p>The end of empire:</p> <ul style="list-style-type: none"> the impact of the First and Second World Wars the impact of Suez nationalism and independence in India and Africa; including the role of Gandhi, Nkrumah and Kenyatta. 	<p>The focus is on: why did Britain lose an empire and with what effects?</p> <p>The emphasis is on encouraging students to consider the interrelationship between factors which contributed to Britain's retreat from Empire.</p> <p>Students should have an opportunity to examine the relative importance of key individuals, as well as the significance of events which redefined Britain's role in the world ie the Suez Crisis.</p>	<p>Enquiry question: why did Britain lose its Empire?</p> <p>Students complete a card based on the impact of the First and Second World Wars on Britain.</p> <p>Having considered a narrative of the Suez Crisis, students should look at a range of sources relating to its impact in Britain, France and across the world. Students compare the sources for their utility based on content, purpose and knowledge.</p> <p>In groups, students should research the roles of the following key individuals: Gandhi, Nkrumah and Kenyatta. A simple worksheet needs to be completed which focuses on their aims, actions and impact.</p> <p>Students engage in a market place activity to exchange information about these key individuals and plan a piece of extended writing which analyses similarities and differences between them.</p>	<p>Web links:</p> <p>British occupation of India in colour</p> <p>Gandhi (contains moderate violence – we recommend you preview this BBC Bitesize clip before showing your class)</p> <p>Card sort</p> <p>Suez Crisis sources to illustrate a range of attitudes</p> <p>Worksheets</p> <p>Collections of images relating to Nationalism in Africa and India</p>

Lesson number	Specification content	Guidance	Learning activity	Resources
26 and 27	<p>The legacy of empire:</p> <ul style="list-style-type: none"> • Windrush and the Caribbean migrants • the work of Claudia Jones in the UK • migration from Asia and Africa, including the role of Amin in Uganda. 	<p>The focus is on explaining the motivations for migration and the experiences of migrants coming to Britain from the Caribbean, Asia and Africa.</p> <p>Students should gain an understanding of the impact migrants had on Britain and the difficulties Britain faced when trying to deal with the legacy of Empire. Some consideration might be given to other examples of migration previously studied, with reference to similarities and differences.</p>	<p>Enquiry question: what were the motives for migration and what impact did migrants have on Britain?</p> <p>Students investigate 'Windrush' in the 1950s and the different experiences of Caribbean migrants on arrival. Students should return to the table started during lesson 23 and include information about Black immigrants from the Caribbean.</p> <p>Having studied the life and work of Claudia Jones, students write her profile from the perspective of the West Indian community in 2014.</p> <p>Students should study texts and write a fact file about the motives behind and consequences of the dictatorship of Idi Amin in Uganda.</p> <p>Students research Asian and African migration in the 1970s and 1980s; add the information to the migration table started in lesson 23.</p> <p>Peer assessment of a piece of extended writing, analysing the impact of migration on Britain after the loss of the empire.</p>	<p>Textbook(s)</p> <p>Internet searches:</p> <ul style="list-style-type: none"> • Claudia Jones • Idi Amin • white British people's reaction to migrants in the 1950s • reaction to the Enoch Powell speech, 1968. <p>Sources relating to Caribbean and Ugandan Asian migrants.</p> <p>Texts about Idi Amin.</p>

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28 and 29	<p>The legacy of empire:</p> <ul style="list-style-type: none"> the Commonwealth the Falklands War. <p>Britain's relationship with Europe and its impact:</p> <ul style="list-style-type: none"> the impact of the Second World War economic, social and cultural interaction the end of the Cold War and membership of the European Union European and non-European migration. 	<p>The focus is on explaining Britain's changing role in the world during the 20th century, how it dealt with the legacy of empire and looked forward to a new position and identity within the international community.</p> <p>The emphasis is on encouraging students to consider the interrelationship between the causal factors set out in the specification.</p> <p>In explaining the significance of key events in the development of Britain's role in the world, thought might be given to other examples previously studied on this course.</p>	<p>Enquiry question: what difficulties did Britain face in seeking a new role and position in the world?</p> <p>Students should construct a fact file about the foundation of the Commonwealth, making reference to its strengths, the problems it has encountered and attitudes towards it.</p> <p>Students prepare a timeline to narrate the key events of the Falklands War and apply what they know to a group of sources which explore the importance of the war in redefining Britain's relationship and role with the wider world.</p> <p>Card Sort: students categorise the reasons for and against Britain's membership of the European Union. Amongst other factors they should also consider the impact of the Second World War, the end of the Cold War, and the impact of European migration.</p> <p>Complete the migration table about recent EU migrants to Britain started previously (in lesson 23 and continued subsequently).</p> <p>Plan an essay based on one hypothesis to explain the effects the loss of an empire had on Britain.</p>	<p>Web links:</p> <p>Black labour in transport in 1950s Britain</p> <p>Everyday discrimination in 1960s Britain:</p> <p>Uganda Asians in Britain</p> <p>White attitudes to immigration 1960s:</p> <p>Brief History of the Falklands War</p> <p>Research and internet searches:</p> <ul style="list-style-type: none"> the Commonwealth the Falklands War. <p>A range of sources relating to the Falklands War and its impact.</p> <p>Range of sources related to the experiences of EU migrants.</p> <p>Card sort.</p>

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30	Assessment		<p>Students complete a similarities question, comparing two episodes relating to migration studied during the course. This might include the motives for, or the impact of, migration.</p> <p>Students attempt a 'factors' question which draws on explanations of why Britain lost its Empire.</p>	