



Pearson  
Edexcel

# GCSE (9–1) History

## Getting ready to teach

Paper 1 Option 13 Migrants in Britain, c800–present  
and Notting Hill, c1948–c1970 (Historic Environment)

“We are very excited about teaching the new Migration unit with our GCSE students as it is a great opportunity to develop their pride in the rich diversity of Britain.”

– Sam Slater,  
History Subject Lead



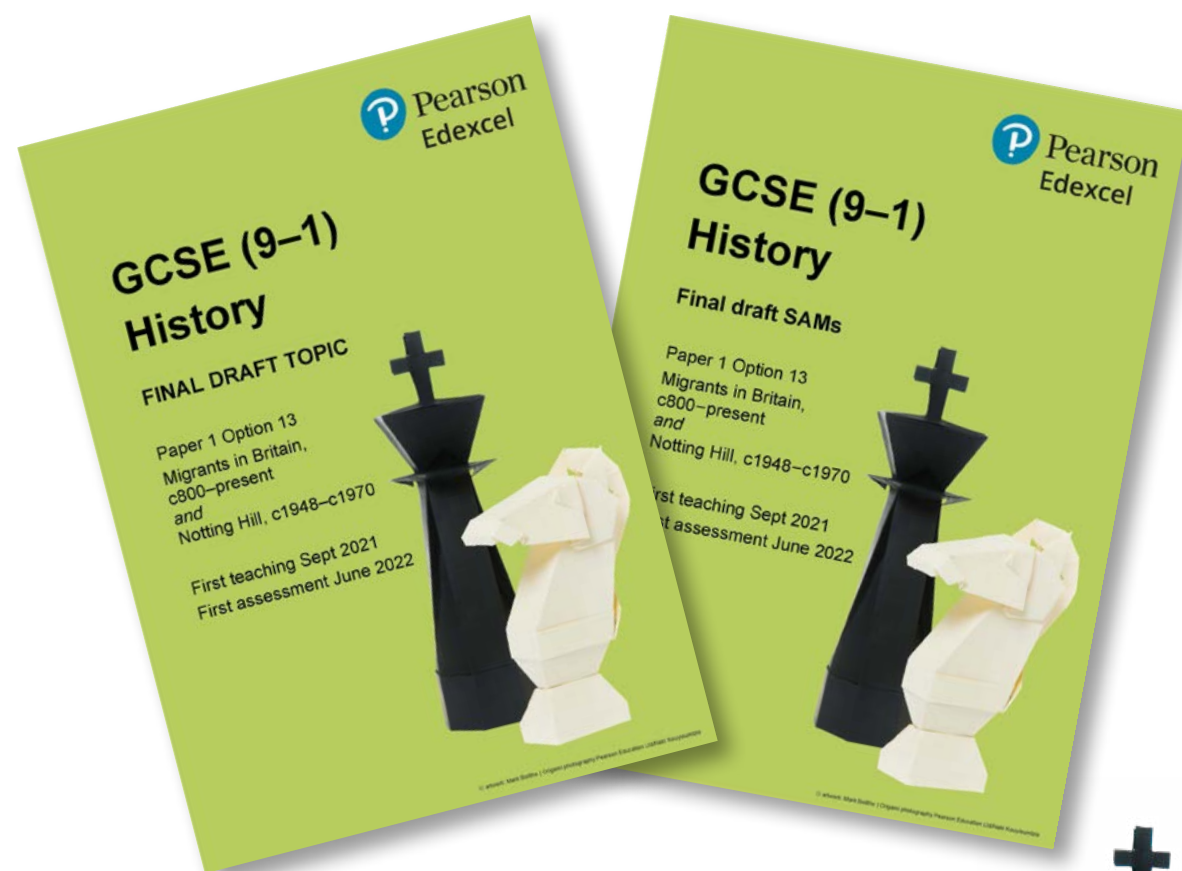
# About the new topic

We are aware of the importance of offering History curricula that appeal to and represent all the students they serve, and of the value to all students of curricula that reflect more fully the ways that Britain has been shaped by its interactions with the wider world.

As part of our commitment to building a more representative and inclusive History curriculum, we have added a new Migration topic, Migrants in Britain, c800–present and Notting Hill, c1948–c1970, to our current Pearson Edexcel GCSE (9–1) History specification.

The new topic will be assessed for the first time in summer 2022. We look forward to it becoming an established and popular option.

Migrants in Britain, c800–present and Notting Hill, c1948–c1970 sits alongside Crime and punishment, Medicine and Warfare as a fourth thematic study and accompanying historic environment (Paper 1).



# Why choose Migration?

Introducing a new topic is an important decision, however we are certain that you and your students will enjoy Migrants in Britain, c800–present and Notting Hill, c1948–c1970. Here's why you should choose this new topic:

- To reflect today's diverse student population in your school's history curriculum
- To encourage all your students to study history for longer by engaging them with more inclusive history that represents everyone
- To help students understand that history has always been diverse but certain groups have been underrepresented
- To help students understand and critically evaluate current and past events in Britain
- To help students understand that BAME history is British history.

“Feeling included in what you learn helps you connect with the content, making it easier to learn for exams. If the subject is completely unrelatable then it makes it harder to find the motivation to learn and limits your accessibility to the higher grades.” – Samantha, age 15

“I think first and foremost you want your history curriculum to represent the experiences of the people inside the classroom or the people inside Britain. I always like to start in my classroom first. What does my classroom look like? I want my students to be able to connect with those stories. To see where they fit in.”

– Joshua Garry, Deputy Head of History

Find out more at: [quals.pearson.com/gcse-migration](https://quals.pearson.com/gcse-migration)



# Updated Assessment at a Glance

Paper 1 – British Thematic Study with Historic Environment. 52 marks 30% weighting 1 hour 15 minutes. Choose one of the combinations below.	
Thematic Study (20%)	Historic Environment (10%)
Crime and punishment in Britain, c1000–present	Whitechapel, c1870–c1900: crime, policing and the inner city
Medicine in Britain, c1250–present	The British sector of the Western Front, 1914–18: injuries, treatment and the trenches
Warfare and British society, c1250–present	London and the Second World War, 1939–45
NEW Migrants in Britain, c800–present	NEW Notting Hill, c1948–c1970
Paper 2 covers both British depth studies and period studies to act as a chronological and geographical ‘bridge’ between Paper 1 and Paper 3.	
Paper 2 – Period Study and British Depth Study. 64 marks 40% weighting 1 hour 45 minutes. Choose one Period Study and one British Depth Study. All topic combinations are allowed.	
Period Study (20%)	British Depth Study (20%)
Spain and the ‘New World’, c1490–c1555	Anglo-Saxon and Norman England, c1060–88
British America 1713–83: empire and revolution	The reigns of King Richard I and King John, 1189–1216
The American West, c1835–c1895	Henry VIII and his ministers, 1509–40
Superpower relations and the Cold War, 1941–91	Early Elizabethan England, 1558–88
Conflict in the Middle East, 1945–95	
Having Paper 3 solely on the non-British modern depth study enables students to focus on one era and explore how and why the historical interpretations of it differ.	
Paper 3 – Modern Depth Study. 52 marks 30% weighting 1 hour 20 minutes. Choose one of the topics below.	
Russia and the Soviet Union, 1917–41	Mao’s China, 1945–76
Weimar and Nazi Germany, 1918–39	The USA, 1954–75: conflict at home and abroad



# Getting ready to teach the new topic

We know that getting up and running with teaching a new topic takes time and lots of preparation. We’re here to support you with:

## Training

A recorded session of our Getting Ready to Teach Migration online event will help to get you up and running with the new topic.

The training will:

- Cover the benefits and opportunities of choosing this new Paper 1 option
- Explain the structure and content of the new Migrants in Britain thematic study and Notting Hill historic environment
- Show how to plan for teaching the new option
- Explore possible teaching and delivery strategies.

## Planning materials

Feel fully supported with materials to help with your planning, delivery and assessment including:

- Migrants in Britain scheme of work
- Migrants in Britain topic booklet
- Case study with a centre teaching Migration from September 2021
- Notting Hill Teaching Guide
- Embedding Black British History - mindsets and methods Teaching Guide
- Our Migration Story mapping
- Exemplar student-style answers.

## Updated materials including:

- Getting started guide
- Paper 1 guide
- Mapping documents (for any centres who are switching to Edexcel).





# Case studies from around Britain

The Migration option includes a wide variety of case studies from around Britain so you can engage your students with content that they feel more connected to:

- The city of York under the Vikings
- Sandwich and Canterbury in the sixteenth century: the experiences of Flemish and Walloon migrants and their role in the local economy
- The experience of Huguenots in seventeenth century England
- Liverpool in the nineteenth century: its role in migration and the experiences of migrants, including Irish migrants
- The experience of Jewish migrants in the East End of London in late nineteenth century
- Bristol in the mid-twentieth century: the experiences of migrants and their impact on society
- The experience of Asian migrants in Leicester from 1945.

## Historic Environment

- Notting Hill, c1948–c1970

The first Caribbean carnival, a forerunner to the Notting Hill carnival, was organised by Claudia Jones, a migrant from Trinidad and Tobago who also launched a newspaper called *The West Indian Gazette*. The carnival was a response to recent racially motivated violence.



Contributor: Trinity Mirror / Mirrorpix / Alamy Stock PhotoImage:123rf

## Spotlight on British case study locations

A variety of case studies from around the country give a true reflection of diversity across the United Kingdom. Schools are encouraged to develop relevant local examples that will engage their students.



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# Teaching and Learning resources

Pearson, Hodder Education and Oxford University Press have all produced endorsed teaching and learning resources to support the new topic.

## Pearson free Teacher resources

### ActiveLearn

To help you plan, teach and track this important topic with confidence, we are offering the Migrants in Britain teaching resources for FREE until 9/9/2022 (worth £115 + VAT for

a year's subscription). The teaching resources will be available digitally via ActiveLearn Secondary and include:

- Student worksheets, extensive lesson plans and teacher notes and presentations to get the most out of our Thinking Historically and Writing Historically pedagogies.
- Also contains Preparing for the exam support, including mock-style exam questions and sample answer PowerPoint activities and worksheets.

## Core textbooks



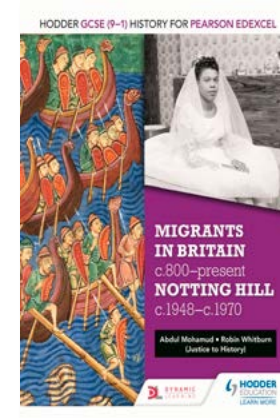
**Pearson Edexcel GCSE (9-1) History Migrants in Britain, c800–present.** Series Editor: Angela Leonard Authors: Rosemary Rees, Tony Warner and Joshua Garry

This Student Book covers the key knowledge for Pearson Edexcel GCSE (9-1) History Option 13 Migrants in Britain, c800-present and Notting Hill c.1948-1970. Written by an experienced author team (Rosemary Rees, Tony Warner, Joshua Garry and series editor Angela Leonard), with a wealth of experience and knowledge, together, they bring this fascinating journey through British history to life.

Key features for students include:

- clear and accessible language to appeal to students of all abilities
- a wealth of contemporary images and sources
- differentiated activities and checkpoint activities
- recap pages to help with consolidating and retaining knowledge
- a Preparing for the exam section, with exam advice and annotated sample answers.

Visit: [pearsonschools.co.uk/edexcel-gcse-history](https://www.pearsonschools.co.uk/edexcel-gcse-history)



**Hodder GCSE (-1) History for Pearson Edexcel Migrants in Britain, c800-present Notting Hill c1948–c1970.**

Authors: Abdul Mohamud and Robin Whitburn (Justice to History)

Let 'Justice to History' – one of the most respected organisations in the teaching community – guide you through the themes, events and stories within this hugely important topic.

Every page of this book is informed by meticulous research, motivated by a deep commitment to representative history and inspired by years of transformative work with students and teachers.

Visit: [www.hoddereducation.co.uk/edexcel-gcse-migration-launch](https://www.hoddereducation.co.uk/edexcel-gcse-migration-launch)



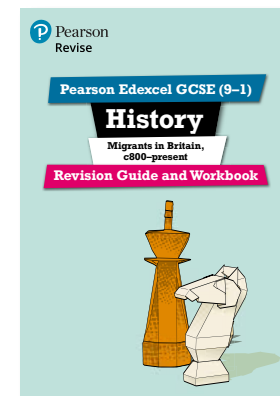
**OUP Edexcel GCSE History (9-1) Migrants in Britain c800-present and Notting Hill c1948-1970**

Authors: Lindsay Bruce and Aaron Wilkes and Series Editor: Aaron Wilkes

Migrants in Britain c800-Present and Notting Hill c1948-c1970 Student Book is part of Oxford's brand new Edexcel GCSE History series. This textbook series provides the most up-to-date exam practice and a tried-and-trusted accessible approach to help students get the best grades they are capable of, and enjoy their history lessons.

Visit: [www.oxfordsecondary.com/edexcelhistory](https://www.oxfordsecondary.com/edexcelhistory)

## Revision



**Pearson Edexcel GCSE (9-1) History Migrants in Britain c800-present Revision Guide and Workbook**

Pearson is also developing a new revision guide and workbook which will be an addition to the existing Pearson Revise GCSE series:

- matched to the Pearson Edexcel specification
- unbeatable exam practice with guided exam-style questions and unguided exam-style questions
- one topic-per-page format provides hassle-free revision for students, with no lengthy set-up time and no complex revision concept.

Visit: [pearsonschools.co.uk/edexcel-gcse-history](https://www.pearsonschools.co.uk/edexcel-gcse-history)

\* You do not have to purchase any resources, including those from Pearson, to deliver our qualifications.

\* Only available to those purchasing on a UK educational establishment account and cannot be combined with other subjects or other offers.

# Partnerships to support Migration

## The Black Curriculum

Pearson and The Black Curriculum  
in partnership



As part of our shared commitment to ending racial inequality in the classroom, Pearson and education social enterprise The Black Curriculum are working together to help increase Black British history being taught in schools.

The partnership draws on The Black Curriculum's extensive expertise in supporting schools to deliver accessible Black British history curricula. It involves the creation of guidance, resources and training to empower teachers to teach new and existing topics confidently and effectively, as well as a review of Pearson's current history qualifications and materials.

More culturally-diverse history is more accurate history and together we will be striving to make sure teachers have the support and the materials they need to bring overlooked British people and moments in history to life in classrooms across the country. We are excited to continue this journey and work with more teachers, learners and experts on steps to help build a more racially and culturally inclusive school system."

**To find out more about The Black Curriculum visit: [www.theblackcurriculum.com](http://www.theblackcurriculum.com)**

## Anglia Tours



Immerse yourself in the history of Migration with tours offered around the country. Anglia Tours, who already offer a range of fully-guided History tours which enhance both teaching and learning for the related Pearson qualification, will be offering a bespoke fully-guided walking tour of London's East End designed to support this module. The tour will look in detail at the various factors which encouraged, enabled, necessitated or forced migration into the area and how East London has been shaped and changed by its migrant communities over a long period of time. This tour will be available to support those schools who begin teaching the module from September 2021.

## WST Travel



for the next generation

Part of the Next Generation Travel Group, WST offers a tour which focusses on Migration & Bristol from 11th Century to present day. The tour includes a fully-guided walking tour of the city covering a range of key themes including; the impact of the Industrial Revolution on Bristol; the Trans-Atlantic Slave Trade; the experiences and impact that migrant groups had on Bristol in the mid-twentieth century.

**Find out more: [quals.pearson.com/gcse-history-resources](http://quals.pearson.com/gcse-history-resources)**



# What next?

If your school is thinking about or has decided to include Migration as part of your school's history curriculum please let us know so that we can ensure you have access to all of our support and teacher training.

**Visit: [quals.pearson.com/migration-signup](https://quals.pearson.com/migration-signup)**

## Your Subject Advisor

As always your History subject advisor, Mark Battye, is on hand to answer any questions you may have about the new topic so please do not hesitate to contact him.

**[teachinghistory@pearson.com](mailto:teachinghistory@pearson.com)**

## Contact Mark

Email: [teachinghistory@pearson.com](mailto:teachinghistory@pearson.com)

Twitter @PearsonHistory

Sign up for subject advisor updates:

**[quals.pearson.com/history-update](https://quals.pearson.com/history-update)**



## Our ongoing commitment to diversity and inclusion

The journey to broadening the curriculum may be complex and far reaching and we are proud of the steps we're taking with teachers and the history community to help drive change. Though we do not have all the answers yet, we are committed to listening, learning and working together with all of you along the way. To join the conversation and share your feedback, please get in touch at **[diversityinhistory@pearson.com](mailto:diversityinhistory@pearson.com)** or visit:

**[go.pearson.com/diversity-history](https://go.pearson.com/diversity-history)**

