

Past Paper 1-markers

Write your responses in the 'My answer' boxes

- 1) Identify one impact of migrants on Medieval Britain.**
- 2) Give one reason for African migration to Britain between 1500 – 1750.**
- 3) Name one migrant group who came to Britain after 1945.**
- 4) Give one example of British government action that led to migration to Britain between 1750 and 1900.**
- 5) Name one migrant group that came to Britain between 1500 and 1750.**



Review Now...

- 1) Identify one impact of migrants on Medieval Britain.

LIKELY VALID RESPONSES INCLUDE:

Development of the cloth trade; financing building of castles and cathedrals; development of English placenames and language; introduction English people drinking beer not mead.



Review Now...

2) Give one reason for African migration to Britain between 1500 – 1750.

LIKELY VALID RESPONSES INCLUDE: Trade and connections with North Africa; forced migrants as servants as part of the slave trade; Black soldiers who had fought with Britain during the American War of Independence or the Napoleonic Wars



Review Now...

3) Name one migrant group who came to Britain after 1945.

LIKELY VALID RESPONSES INCLUDE: Jewish Holocaust survivors; West Indians; Asian migrants from India, Pakistan or Bangladesh; Ugandan and Kenyan Asians; migrants from the Commonwealth Dominions (Canada, Australia, New Zealand, South Africa) European Union migrants; refugees and asylum seekers in the late 20th and early 21st centuries



Review Now...

- 4) Give one example of British government action that led to migration to Britain between 1750 and 1900.

LIKELY VALID RESPONSES INCLUDE: Free trade policies; Canal and Railway Acts; expansion of trade and the Empire; policies in response to the Irish Great Famine; Opium Wars; American War of Independence; Napoleonic Wars; taking control of India from the East India Company



Review Now...

5) Name one migrant group that came to Britain between 1500 and 1750.

LIKELY VALID RESPONSES INCLUDE: Hansa Merchants; Gypsies; Jews; Protestants; Huguenots; Palatines



**FIRST THING YOU MUST DO
WHEN THE EXAM BEGINS?**

**WRITE DOWN THE
MIGRANTS TIMELINE!**



Migrants Timeline

1250 AD

1500 AD

1750 AD

1900 AD

2025 AD

MEDIEVAL

EARLY MOD.

IND. & IMP.

MODERN

Jews
Italian Bankers
Flemish Weavers

Hansa Merchants
Africans
Lascars
Ayahs
Huguenots
Palatines
'Gypsies'
West. Euro. Jews

Africans
Irish
Italians
Germans
Chinese
Eminent Indians
Indian Servants
West. Euro. Jews
East. Euro. Jews

Belgians
German Jews
Poles
Commonwealth
(West Indians)
(Indians)
(Pakistanis)
(Bangladeshis)
Kenyan Indians
Ugandan Indians
EU migrants
Recent Refugees



Purpose of today

- We only have just over an hour
- We will create an overview of the knowledge and skills you need in the booklet you have
- BUT, you will need to use this as an index to work out what you know, what you need to know, and ensure you prioritise the right things for revision tonight
- Anything we don't do, or don't get to by the end, you should complete a priority when you start your revision tonight, before then zooming into the key areas you need to work on



RAG rate each section based on what you know now and what you need to look at for tomorrow

Page 2: Medieval

- **Government:** Monarch
- **Religion:** Catholicism
- **Britain's relationship:** Good, bad with France
- **Key themes / events / ideas:**
 - Wool trade
 - Anti-Semitism
 - Wars with France
 - Swapping between strong and weak kings



Medieval England

RAG rate each section based on what you know now and what you need to look at for tomorrow

- Medieval **Jews** invited in before 1250 – successful in society in many jobs, mainly moneylending. Faced taxes (1250), Anti-Semitic libels (1260s), Statute of Jewry (1275), Expulsion by King Edward I (1290)
- Edward I was fighting wars in France, Wales, Scotland ('Longshanks') – needs cash! Turns to **Italian Bankers** – accepted due to being Catholic, introduce new words into English e.g. *bank, debit, credit*
- King Edward III in 1300s realises more money to be made from woven cloth. Listens to wife Philippa of Hainault and invites **Flemish Weavers** to work in new towns such as Manchester

Page 3: Early Modern

RAG rate each section based on what you know now and what you need to look at for tomorrow

- **Government:** Monarch, sometimes Parliament
- **Religion:** Catholicism, then Protestantism
- **Britain's relationship:** Good, then very bad relations with Catholic Europe and empires
- **Key themes / events / ideas:**
 - Reformation
 - Trade with the East (1500s) changes to...
 - Trade with the Americas & India (1600s onwards)



In the 15th century (1400s) this is what people thought the World looked like



People in Europe wanted to continue to trade with India and China

Britain

Chinese
Empire

Mughal
Empire



Hansa Merchants took British trading goods across Scandinavia

Britain



Hanseatic League

Chinese Empire

Mughal Empire



Then down the old Viking trading routes to Constantinople and Baghdad

Britain

Hanseatic League

Russian River Routes

Chinese Empire

Mughal Empire



These goods would then travel along the Silk Road to China and India

Britain

Hanseatic League

Russian River Routes

Silk Road

Mughal Empire

Chinese Empire



The Ottomans conquered the Byzantine Empire in 1453; this trade route was now off-limit

Britain

Hanseatic League

Russian River Routes

Ottoman Empire

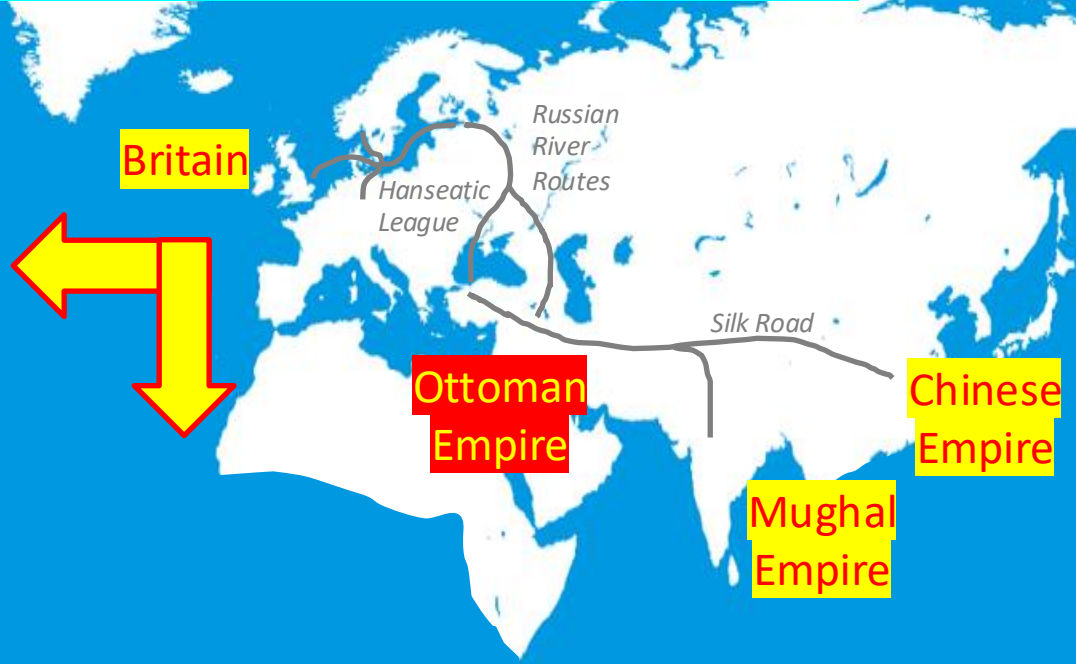
Silk Road

Mughal Empire

Chinese Empire



Europeans started to look west and south across the North Atlantic Ocean



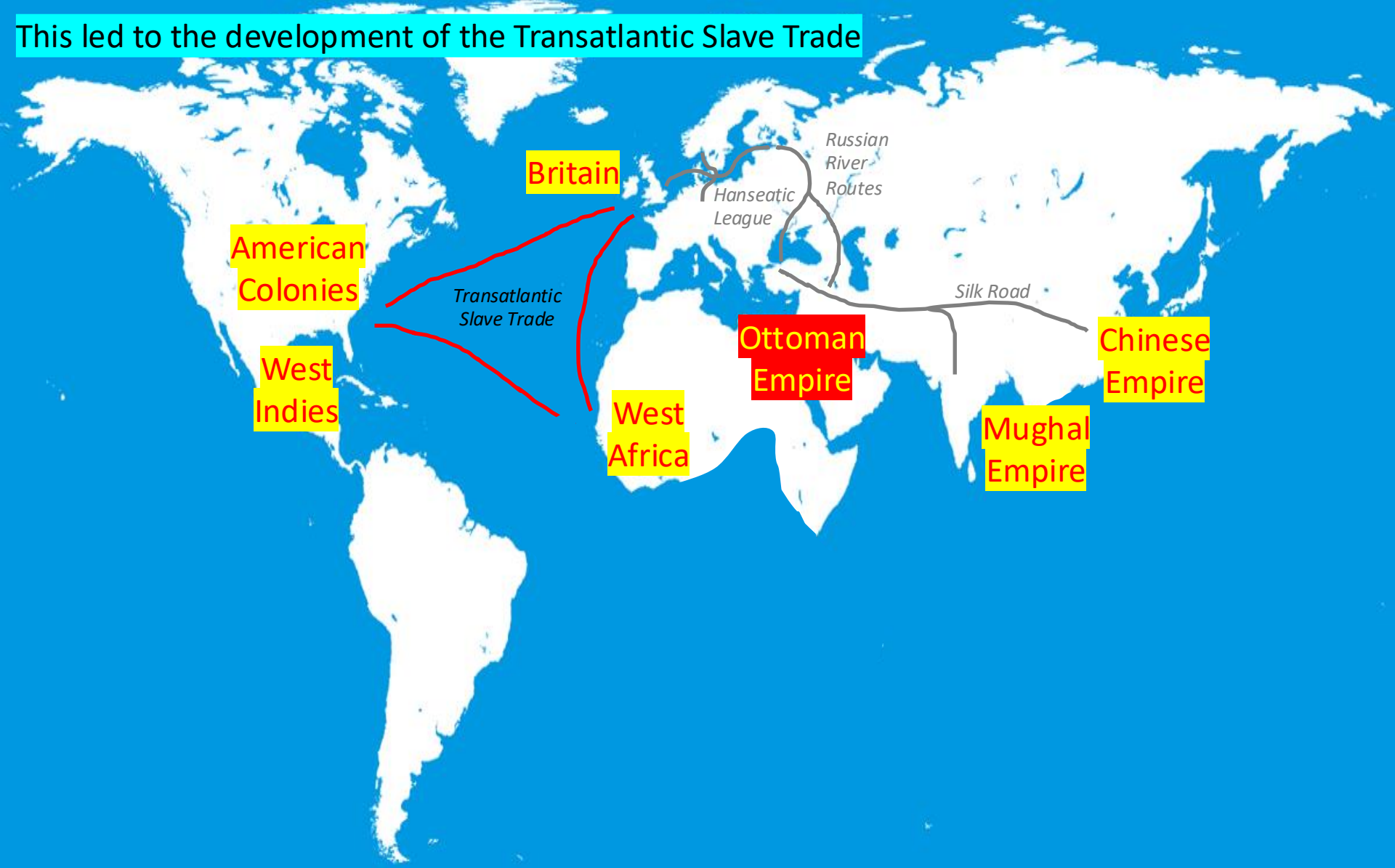
The Spanish, English and French discovered and colonised North America and the West Indies



Whilst the Portuguese, English and Dutch looked south toward West Africa



This led to the development of the Transatlantic Slave Trade



American Colonies

West Indies

Britain

West Africa

Ottoman Empire

Mughal Empire

Chinese Empire

Transatlantic Slave Trade

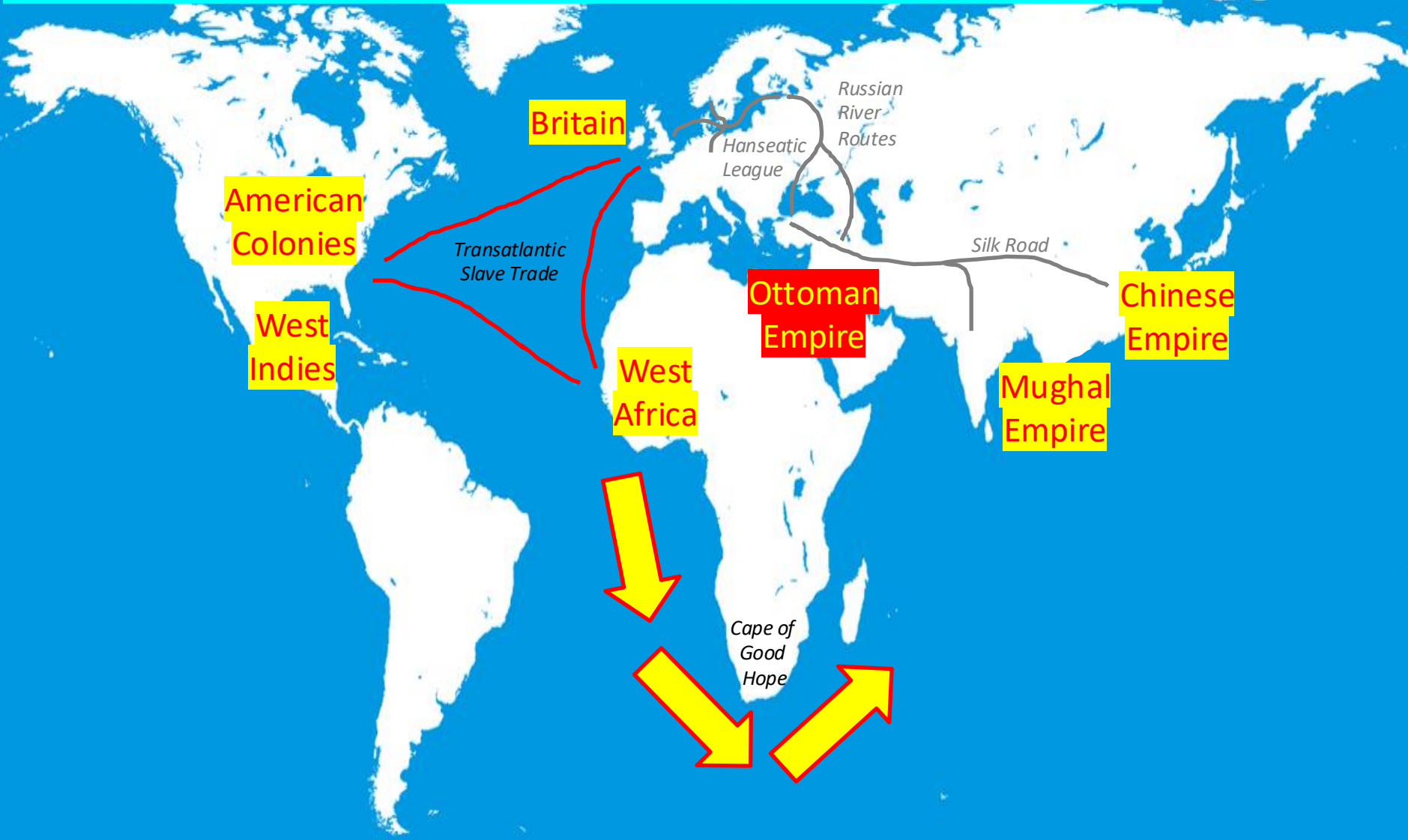
Hanseatic League

Russian River Routes

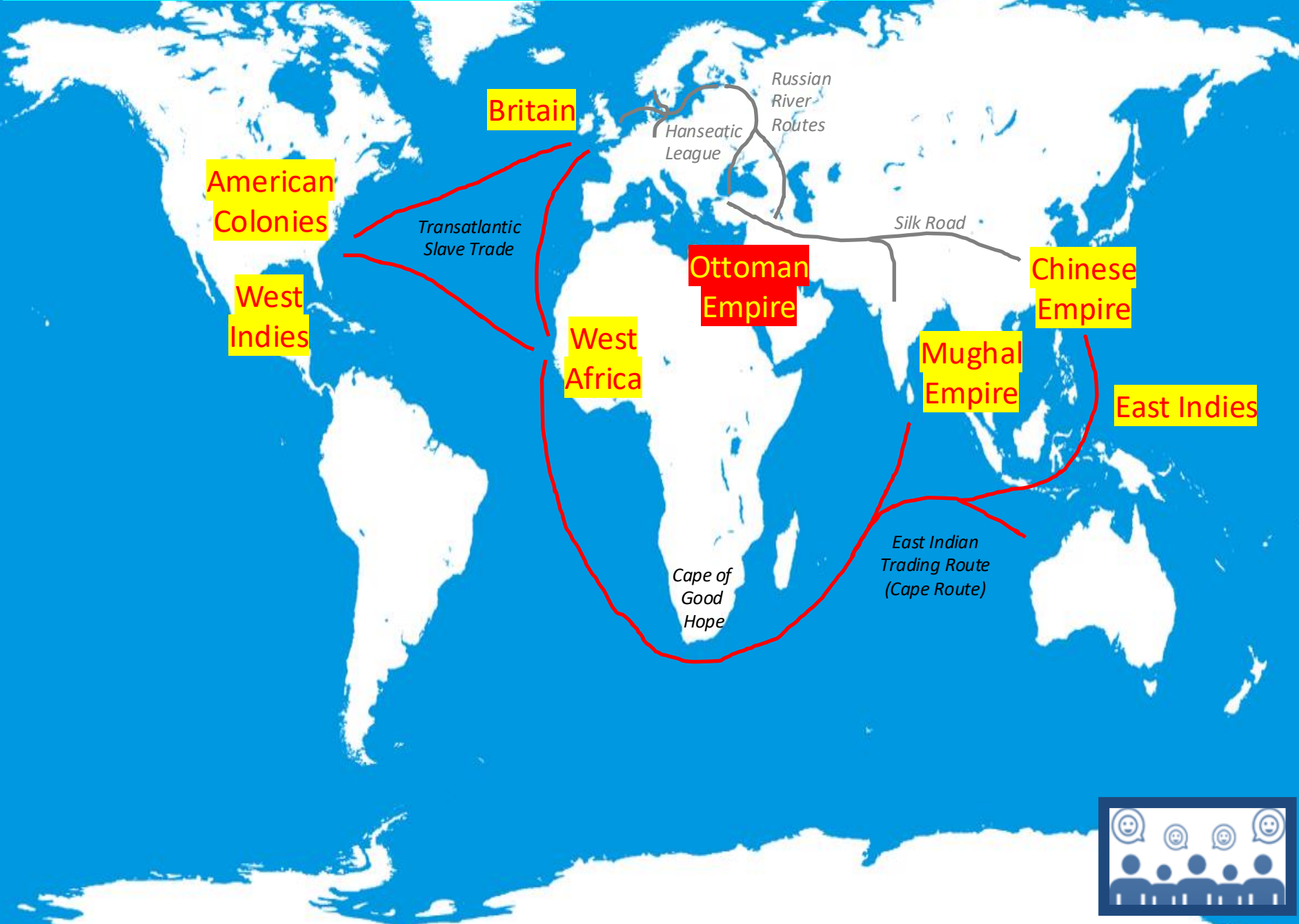
Silk Road



Eventually explorers reached the Cape of Good Hope and into the Indian Ocean



This opened up a new trade route by sea to India, China and beyond



Early Modern Britain

RAG rate each section based on what you know now and what you need to look at for tomorrow

- Successful wool industry relies on the **Hansa Merchants** based in Steelyard, London. Very successful individuals. Expelled by Elizabeth I in 1600.
- Growing trade with Americas (slave trade) leads to **Africans** arriving as servants; and India (East India Company), **Lascars** as sailors, **Ayahs** as nannies
- Other Protestants arrive to seek refuge: **Huguenots** arrive from France after St Bartholomew's Day Massacre (1572) – very successful; **Palatines** arrive from Germany as poor farmers, May-Nov 1709
- '**Gypsies**' migrated across Europe. Arrive in England in 1500s. Tudor Anti-Gypsy laws due to nomadic lifestyle, lack of paying tax, ignorance of their religion
- **Western European Jews** invited back in the 1650s after English Civil War to fuel England's economy. Assimilation.

Page 4: Industrial & Imperial

RAG rate each section based on what you know now and what you need to look at for tomorrow

- **Government:** Monarch, mostly Parliament
- **Religion:** Protestantism, more Catholics
- **Britain's relationship:** Britain most powerful empire in history; 'Pax Britannica'
- **Key themes / events / ideas:**
 - Industrial Revolution
 - American War of Independence
 - Napoleonic Wars
 - Development of British Empire
 - Catholic Emancipation



Industrial & Imperial Britain

RAG rate each section based on what you know now and what you need to look at for tomorrow

- Abolition of slave trade leads to further **Africans**; Catholic emancipation leads to **Irish** and **Italians**
- Industrial Revolution leads to many groups coming to seek opportunity, e.g. the **Germans** and **Chinese**
- Industrial Revolution fuels the growth of the British Empire; Britain seen as 'mother' – more arrivals from Asia (**Eminent Indians**, **Indian Servants**)
- **Western European Jews** continue to assimilate and be successful – Benjamin Disraeli as 1st Jewish PM
- Britain shows itself as 'asylum of the nations'. **Eastern European Jews** arrive after Russian pogroms but leads to anti-Semitism due to lack of wealth/integration

RAG rate each section
based on what you know
now and what you need
to look at for tomorrow

Page 5: Modern Britain

- **Government:** Parliament
- **Religion:** Christianity, but more diversity by 2026
- **Britain's relationship:** largest empire in history at the start; decolonised former empire at the end
- **Key themes / events / ideas:**
 - World War I
 - Fascism and anti-Semitism
 - World War II
 - Decolonisation
 - Africanisation
 - Anti-EU movement



Modern Britain

RAG rate each section based on what you know now and what you need to look at for tomorrow

- Restrictions introduced with **Aliens Act 1905** to stop waves of poor migrants. End of 'Asylum of Nations'
- War refugees - **Belgians**, **German Jews** and **Poles** allowed into Britain as a result of WWI, Nazi Germany, WWII
- Decolonisation leads to **Commonwealth migrants (West Indians, Indians, Pakistanis, Bangladeshis)**. Issues with discrimination e.g. the Colour Bar, 'Rivers of Blood' speech
- Africanisation leads to **Indians from Kenya and Uganda** seeking refuge in Britain as 'the mother country'
- Attempts through **laws** to restrict migration but reduce racism
- Cold War & EU leads to **migrants from Europe** – EU freedom of movement ends with Brexit (2017)
- Recent conflicts leads to **refugees coming aided by gangs and organised gangs** (e.g. Iraq/Afghanistan, Syria, Ukraine) – media debates: economic migrant/refugee/asylum seeker?

Page 6 – key laws (1250-1500)

- **Statute of Jewry (1275)** – Jews banned from moneylending; debts cancelled
- **Edict of Expulsion (1290)** – Jews expelled
- **Aliens Subsidy (1440)** – migrant taxes
- **Hansa Merchants Act (1503)** – HMs get special rights
- **Act of Supremacy (1534)** – England breaks with Roman Catholic Church and the Pope's leadership
- **Anti-Gypsy Laws (1530s)** – Gypsies must leave
- **Anti-Gypsy Laws (1560s)** – Gypsies can become English subjects but must give up nomadic lifestyle
- **Hansa Expulsion (1598)** – HMs expelled
- **Catholic Emancipation Act (1829)** – Catholics officially gain full equal rights with Protestants again



Page 6 – key laws (1900-Present)

- **Aliens Act (1905)** – no entry unless you have a job or can pay your way
- **Polish Resettlement Act (1947)** – Poles can stay in Britain if they fear Communism back in Poland
- **British Nationality Act (1948)** – all citizens of the Commonwealth now entitled to British citizenship
- **UN Convention on Refugees (1951)** – Britain must allow migrants in if they claim asylum as refugees
- **Commonwealth Immigrants Act (1962)** – British Commonwealth passport no longer a guarantee you can come live in Britain
- **Race Relations Act (1965)** – illegal to refuse to serve people in a shop on the grounds of race
- **Race Relations Act (1968)** – officially stops all 'colour bar' discrimination
- **Commonwealth Immigrants Act (1968)** – cannot enter Britain unless you had a father or grandfather born in Britain
- **Immigration Act (1971)** – work permits now required to live in Britain
- **Britain joins the EU (1973)** – freedom of movement in Europe
- **Equality Act (2010)** – race, religion now protected characteristics
- **Britain exits the EU (2020)** – freedom of movement ended



Home revision task

- Take the different laws
- Plot them on the graph against the level of welcome from the government they could show
- Draw a line of best fit
- What does it tell you about 'change over time'?



THE NORMAN CONQUEST

We will look now
at an OVERVIEW
of key knowledge

You should use
your notes today
as a guide to
then consider –
what do I really
need to zoom in
on tonight

3

Section B

The Norman Conquest, 1065–1087


Answer Questions 6 (a–b) and 7.

6 (a) In Interpretation A, the image gives the impression that early Norman castles were threatening and intimidating.

Identify and explain one way in which it does this. [3]

Interpretation A

An image from a virtual reconstruction of a motte and bailey castle on a history website.



(b) If you were asked to do further research on one of these, which would you choose to investigate?

Explain how this would help us to analyse and compare the impact of the Norman Conquest between 1066 and 1087.

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4

7 Interpretations B and C both focus on the impact of the Norman Conquest on England.

How far do they differ and what might explain any differences? [12]

Interpretation B

An extract from a book called 'The History of the Norman Conquest of England' by Edward Freeman. It was written in the 1860s and 1870s. Freeman was a historian who believed in the superiority of Anglo-Saxon culture and society.

In this book, we have gone on a journey through our national history. We have tracked the story of Harold Godwinson and the other heroes of our own blood. And now we must trace the results of the Norman Conquest.

The Conquest is the greatest turning point in the history of our nation. It has changed our language, our laws, our arts. Our Church lost its independence and became a part of Rome. The leading men and families of England lost their lands and became a secondary position under foreign intruders. For a while it appeared that the Anglo-Saxons existed only as the slaves of foreign rulers.

Interpretation C

An extract from an article written in 2016 and published by English Heritage. English Heritage is an organisation which protects historic buildings in England.

Today we mark the 950th anniversary of the Battle of Hastings – perhaps the most important date in English history. The Norman Conquest brought about radical changes ever seen in English society. Land ownership and the Norman Conquest's greatest legacy is what we can still see and touch today. The Normans thought big and built big, and this website will tell you about the spectacular castles and great abbeys the Normans built across the country.

Architecture means the design of buildings.

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5

Answer Question 8 or Question 9.

8* In his 2012 article 'The dark side of the Anglo-Saxons', historian Ryan Lavelle argues that late Anglo-Saxon society was 'certainly not free, equal or democratic'.

How far do you agree with this view? [20]

9* The history website BBC Bitesize argues that 'William's victory at Hastings in 1066 owed much to his planning and experience'.

How far do you agree with this view? [20]

END OF QUESTION PAPER

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Was the late Anglo-Saxon period a 'golden age' in England's history?

- **Arguments for**: The **king** had strong control. Effective **tax system** meant England very wealthy. Lots of trade in towns (**burhs**). Women had **legal rights**. The English Church was focused and had some effective leaders (e.g. **Dunstan**). Art (**Alfred Jewel**), buildings (**Westminster Abbey**) and literature (e.g. **Beowulf**)
- **Arguments against**: **civil wars** between earls. Existence of slavery (**thralls**). Only **wealthy women** could use their legal rights. Some church leaders were **corrupt** (e.g. **Stigand**), church buildings were **small and primitive** compared to the Normans in Europe



Who were the contenders for the English throne in 1066? Why were they contenders?

Edward the Confessor dies heirless in Jan 1066:

- **Edgar the Ætheling:** last of the royal family (the *Cerdicingas*). Young, inexperienced, little support.
- **Harald Hardrada:** experienced warrior, strict King of Norway, former Captain of the Varangian Guard in Constantinople. Viking, no connection to England.
- **Harold Godwinson:** experienced warrior, ruled on Edward's behalf, married into royal family, brothers all earls supporting him in the Witan, Anglo-Saxon. Not of royal blood, only related to royals by marriage.
- **William of Normandy:** experienced warrior, effective at controlling Normandy through castles and *chevaliers*, cousin of Edward. Norman, Viking ancestry, French.

How and why did William win at the Battle of Hastings in October 1066?

- **Battle of Fulford**: Hardrada vs Edwin & Morcar. **Hardrada victorious**. Captures Northern England.
- **Battle of Stamford Bridge**: Hardrada vs Godwinson. **Godwinson victorious** BUT army now up North and has lost 5,000 soldiers. Survivors = exhausted.
- **Battle of Hastings**: William vs Godwinson. Senlac Hill. Feigned retreat by William breaks Godwinson's shield wall. Godwinson killed (arrow in eye?). **William victorious**. Depicted in the Bayeux Tapestry.



How did William respond to rebellions against his rule between 1066-71?

- **Exeter Rebellion, 1067**: led by Godwinson's mother, Gyrtha. William demands surrender in return for safety of rebels. **Shows mercy**. Gyrtha sent to be a nun.
- **Northern Rebellion, 1069-70**: led by Edwin & Morcar in Durham and York. **William responds with the Harrying of the North** (suggestion of 'genocide')
- **Ely Rebellion, 1070-71**: led by Anglo-Saxon leader Hereward the Wake. Retreats to Ely monastery. William attacks and **kills only the rebels**



Why did the Normans build castles?

- Built quickly and out of **wood** – similar to Roman forts
- Large man-made hill (**motte**) with a keep on top to survey the lands around it
- Fortified enclosure below (**bailey**) where the garrison of soldiers would stay and protect the castle
- Built in **strategic locations** to control trade routes
- Built in the **centre of towns and villages**
- Built using **Anglo-Saxon forced labour**
 - 1066-1071 (time of rebellions): **only 35 built**
 - 1071-1067 (no rebellions): **500 built**
- Could motte-and-bailey castles also be a way of keeping his **Norman barons on side**? *'Run this area for me and in return you can live like a king...'*



How and why did William use the Domesday Survey to control England?

- 1086 – **William on the throne for 20 years** – spends some time in England but most of his time in Normandy
- Entrusts his **barons to run England for him**
- Survey asks everyone in every city, town, village, castle – **how much tax should you be paying me?**
- Reminds EVERYONE (**Anglo-Saxons AND Normans**) of William's supreme power as King
- Demonstrates **Northern England has not yet recovered** from the Harrying of the North 20 years ago, e.g. Bradford described as *wasta* (wasteland)
- Findings collated for William in ***the Book of Winchester***

DO NOT REFER TO IT AS 'THE DOMESDAY BOOK'

Question Structures



Paper 1 = 40% of GCSE, 4 full grades!

Migrants = 20% of GCSE, 2 full grades

- and -

Normans = 20% of GCSE, 2 full grades



All written answers ≈ a grade 9



3x 1 mark knowledge	1x 9 mark CaOS	1x 10 mark explanation	1x 18 mark essay	1x 3+5 mark Int. evaluation	1x 12 mark Int. comparison	1x 20 mark essay	1x 20 mark essay + SPaG	1x 20 mark essay + SPaG	3x 1 mark knowledge	1x 9 mark CaOS	1x 10 mark explanation	1x 18 mark essay	1x 7 mark source evaluation	1x 15 mark usefulness	1x 18 mark essay	Total	Percentage
3	9	10	18	8	12	20	25	25	3	9	10	18	7	15	18	210	100%
			18			20	25	25				18			18	124	59%
	9	10	18		12	20	25	25		9	10	18		15	18	189	90%

Paper 1 = 40% of GCSE, 4 full grades!

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- and -

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MIGRANTS TO BRITAIN

MAKE SURE TO
WRITE
SOMETHING FOR
EVERY SINGLE
QUESTION

BUT REMEMBER:
ONLY ANSWER
ONE ESSAY
QUESTION PER
UNIT!

2

Section A

Migrants to Britain, c.1250 to present

Answer Questions 1 (a–c), 2 and 3.

- 1 (a) Identify **one** positive impact of migrants between 1500 and 1750. [1]
- (b) Identify **one** contribution Italian migrants made to Britain in the late 1800s. [1]
- (c) Identify the migrant group that the Kindertransport was set up to help. [1]
- 2 Write a clear and organised summary that analyses Jewish communities in medieval Britain between c.1250 and 1290. [9]
- Support your summary with examples.
- 3 Why did Commonwealth migrants come to Britain after the Second World War? [10]
- Explain your answer.

Answer Question 4 or Question 5.

- 4* 'Migrants came to Britain in the period 1750 to 1900 because they were driven from their homes.' [18]
- How far do you agree?
- Give reasons for your answer.
- 5* 'Migrants to Britain were more welcome in the period 1500–1750 than they were in the period 1300–1500.'
- How far do you agree?
- Give reasons for your answer.



THE NORMAN CONQUEST


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Answer Questions 6 (a–b) and 7.

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Interpretation A
An image from a virtual reconstruction of a motte and bailey castle on a history website.



(b) If you were asked to do further research on one of the following, choose to investigate?
Explain how this would help us to analyse and understand the period between 1066 and 1087.

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The Conquest is the greatest turning point in the history of our nation. It is a time when we began to exaggerate its importance. There was widespread foreign influence in our language, our laws, our arts. Our Church lost its independence and its identity. The leading men and families of England lost their lands and their power. A secondary position under foreign intruders. For a while it appeared that the Anglo-Saxons existed only as the slaves of foreign rulers.

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Architecture means the design of buildings.

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5
Answer Question 8 or Question 9.

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How far do you agree with this view? [20]

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How far do you agree with this view? [20]

END OF QUESTION PAPER

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Answer Booklet

- Just like in the mock exams, you will answer in a separate answer booklet
- Please ensure your name and details are written on accurately for **every booklet you use**
- Please ensure you listen to whoever starts the exam around the **instructions** for how you need to write in the answer booklet



Migrants Question Structures

MIGRANTS TO BRITAIN c.1250 - PRESENT	<i>1a-c) 1 marker</i>	1 word or phrase. They will <u>only</u> accept your first answer so don't write more than one!
	<i>2) 9 marker</i>	2x detailed, developed explained examples organised around a 2nd order concept
	<i>3) 10 marker</i>	2x detailed, developed explained examples which give two reasons about the qu focus
	<i>4 or 5) 18 marker</i>	4x detailed, developed explained example paragraphs (2:2 or 3:1) + conclusion



Migrants Question Structures

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2nd Order Historical Concepts

What **caused** that thing?

What were the **consequences** of that thing?

How is that thing **similar or different** to other things?

How did that thing **change over time**?

How **significant** (important) was that thing?

A thing – person, event, theme, idea, place



Interpretations vs Sources

- **Sources** are produced at the time of the thing
- **Interpretations** are how the thing is presented after

- Your job during the Norman Conquest section is to evaluate the **effectiveness of interpretations**, whereas in next week's Nazis section of Paper 3, your job will be to evaluate the **usefulness of sources and interpretations**



Unit	Type of question	Marks
Migrants to Britain c.1250 - Present	3x short-answer questions	3
	Clear and organised summary	9
	Explanation question	10
	Judgement-focused essay	18
TIME TO MOVE ON: 50 mins		
Norman Conquest 1065 - 1087	Identify and explain...	3
	If you were asked to do further research...	5
	How do these two interpretations differ...	12
	Judgement-focussed essay	20

9 mark Clear & Organised:

Spend the right time on
two well-developed
paragraphs

Lots of **historical thinking**:
similarity and difference?

10 mark Explanation:

Focus on **reasons why**
something happened - try
to find two major reasons
and explain each with a
paragraph

Drills and Skills

Judgement essays

- ✓ **Plan** your answer **quickly**
- ✓ First para on issue in Q
- ✓ Other paragraphs need to explore & **emphasise/ downplay** other issues
- ✓ **Fully explained conclusion** to finish making sure it makes sense with the rest of your essay (2:2) / (3:1)
- ✓ Keep question-focused!

Interpretations

Consider your second order
historical concepts:

What is **significant** about
that thing?

How is that thing **similar or
different** than others?

How did that thing **change
over time**?

What **caused** that thing?

What were the
consequences of that
thing?

Key advice and good luck!

1250 AD

1500 AD

1750 AD

1900 AD

2025 AD

MEDIEVAL

EARLY MOD.

IND. & IMP.

MODERN

- **Write down the Migrants to Britain timeline first** – then you have it to refer to, and don't have to keep remembering it! – if time: add the key migrant groups!
- **Don't stop writing!** The examiner can only mark what is on the page, not what is in your head.
- **Essay planning is key** – but only needs to be 4 bullet points – agree/disagree, key evidence – then start!
- **Answer every question** – every mark counts – every 21 marks you gain is effectively a grade added!

