

Prisms, equipment, MWBs...

- 1) Which time period took place 1250 - 1500?**
- 2) Name the main migrant groups from this time period.**
- 3) Which time period took place 1500 – 1750?**
- 4) Name the main migrant groups from this time period.**
- 5) Which time period took place 1750 – 1900?**
- 6) Name the main migrant groups from this time period.**
- 7) Which time period took place 1900 – Present?**
- 8) Name the main migrant groups from this time period.**



Answers...



- 1) Which time period took place 1250 - 1500?
Medieval England
- 2) Name the main migrant groups from this time period.
Jews, Italian Bankers, Flemish Weavers
- 3) Which time period took place 1500 – 1750?
Early Modern England
- 4) Name the main migrant groups from this time period.
Hansa Merchants, Huguenots, Gypsies, Jews, Africans, Indians
- 5) Which time period took place 1750 – 1900?
Industrial & Imperial Britain
- 6) Name the main migrant groups from this time period.
Irish, Jews, Italians, Germans, Africans, Asians
- 7) Which time period took place 1900 – Present?
Modern Britain / 20th century Britain / 21st century Britain
- 8) Name the main migrant groups from this time period.
Belgians, Lascars, Germans, Jews, Commonwealth migrants (Kenyan Asians, West Indians, Indians, Pakistanis, Bangladeshis), Eastern Europeans

Exam Structure

Two Mock 1 examinations for GCSE History:

Tuesday 11th November 2025

- ~~History Around Us – Fountains Abbey (1 hour)~~

Tuesday 18th November 2025

- British History – Migrants & Normans (1 hour 45 mins)



Exam Structure

Two Mock 1 examinations for GCSE History:

Tuesday 11th November 2025

- ~~History Around Us – Fountains Abbey (1 hour)~~

Tuesday 18th November 2025

- British History – Migrants & Normans (1 hour 45 mins)



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

Migrants = 20% of GCSE, 2 full grades

- and -

Normans = 20% of GCSE, 2 full grades



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**.' [18]
- How far do you agree?
- Give reasons for your answer.



THE NORMAN CONQUEST


MAKE SURE TO
WRITE
SOMETHING FOR
EVERY SINGLE
QUESTION

BUT REMEMBER:
ONLY ANSWER
ONE ESSAY
QUESTION PER
UNIT!

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 the following, choose to investigate?
Explain how this would help us to analyse and understand the period between 1066 and 1087.

© OCR 2023 JAT1117 Jan23

4
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 of Rome. The leading men and families of England lost their lands and a secondary position under foreign intruders. For a while it appeared that the Conquest 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 and places.
Today we mark the 950th anniversary of the Battle of Hastings – a very important date in English history. The Norman Conquest brought about radical changes ever seen in English society, land ownership and the way we live. The 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 of the spectacular castles and great abbeys the Normans built across the country.
Architecture means the design of buildings.

© OCR 2023 JAT1117 Jan23

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

© OCR 2023 JAT1117 Jan23



Answer Booklet

- You will answer in a separate answer booklet
- Please ensure your name and details are written on accurate 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



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



How to answer a...?

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



FIRST THING YOU MUST DO?

**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



Medieval England (1250-1500)

- 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



Early Modern Britain (1500-1750)

- 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.

Industrial & Imperial Britain (1750-1900)

- 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

Modern Britain (1900-Present)

- 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?

How to answer a...?

THE NORMAN CONQUEST 1065 - 1087	<i>6a) 3 marker</i>	3 sentences. What does the artist do? How have they done it? Why have they done it?
	<i>6b) 5 marker</i>	Use 2nd order concepts to pose a question and suggest why important based on O.K.
	<i>7) 12 marker</i>	1 PEEHEE on HOW Ints B+C differ. 1 PEEHEE on WHY Ints B+C differ.
	<i>8 or 9) 20 marker</i>	4x detailed, developed paragraphs (2:2 or 3:1) + conclusion. Must mention historian!



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, your job will be to evaluate the **usefulness of sources**



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 real 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**



Were motte-and-bailey castles used to inspire fear in the Anglo-Saxons?

- 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 still described as *wasta* (wasteland)
- Findings collated for William in ***the Book of Winchester***

DO NOT REFER TO IT AS 'THE DOMESDAY BOOK'

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

Migrants = 20% of GCSE, 2 full grades

- and -

Normans = 20% of GCSE, 2 full grades



How to answer a...?

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



How to answer a...?

THE NORMAN CONQUEST 1065 - 1087	<i>6a) 3 marker</i>	3 sentences. What does the artist do? How have they done it? Why have they done it?
	<i>6b) 5 marker</i>	Use 2nd order concepts to pose a question and suggest why important based on O.K.
	<i>7) 12 marker</i>	1 PEEHEE on HOW Ints B+C differ. 1 PEEHEE on WHY Ints B+C differ.
	<i>8 or 9) 20 marker</i>	4x detailed, developed paragraphs (2:2 or 3:1) + conclusion. Must mention historian!



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?

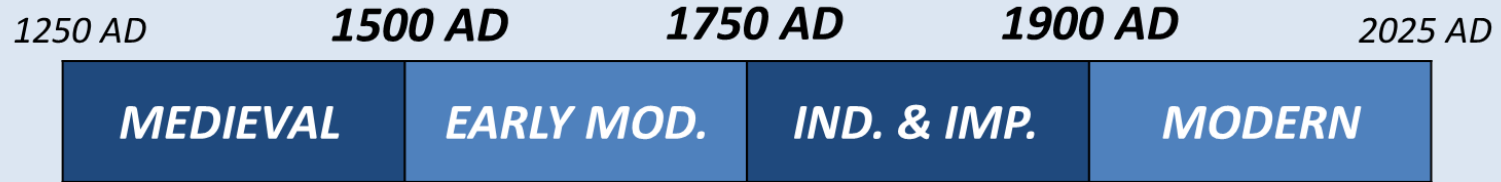
How is that thing **similar or**
different than others?

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

What **caused** that thing?

What were the
consequences of that
thing?

Key advice and good luck!



- **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!

