



Knowledge and Skills Check List (For students to R.A.G. rate)

Red - emerging= I know some factual details about this topic, but without my book, this would be very challenging to recall and apply in my assessment.

Amber – developing = I am quite confident that I know about some of the factual details, but I would still need to use my book to double check statistics and wider knowledge to apply in my assessment.

Green – secure = I am confident and secure about this. I don't need to refer to any notes. The grasp of the knowledge is excellent as I can refer to factual details with ease and apply these in my assessment.

Topic / Enquiry	Key knowledge and factual details about:	Key historical skills	R.A.G Rating	
			R	A
How far have stories of migration been the same from the medieval period to the present?	1. What does it mean to be British?	<ul style="list-style-type: none"> • Good if you can identify three key features that make this country 'British'. • Great if you can investigate Historical sources and describe what each one can tell us about immigration in our history. • Excellent if you can evaluate why defining what is 'British' is so difficult. 		
	2. How has arriving in Britain changed?	<ul style="list-style-type: none"> • Good to identify key periods in Britain's immigration history. • Great if you can explain what it would have been like to arrive in Britain in specific historical periods. • Excellent if you can evaluate how the early experiences of immigrants arriving in Britain might have changed throughout history. 		
	3. Did every migrant have the same experience?	<ul style="list-style-type: none"> • Good to identify and define key concepts linked to the experiences of different migrants. • Great if you identify and explain what factors had an impact on the experience of migrants to Britain. • Excellent if you can evaluate what factor had the biggest impact on the experiences of different groups of migrants. 		
	4. Why did migrants choose Britain?	<ul style="list-style-type: none"> • Good to identify what economic migrants and refugees are using a case study. • Great if you can use this knowledge to categorise different groups as economic migrants or refugees and explain your reasoning. • Excellent if you can explain why the labels 'economic migrants' and 'refugees' are not useful when discussing migration history. 		
	5. Has Britain always welcomed migrants?	<ul style="list-style-type: none"> • Good if you can describe what migrants hoped for when they came to Britain. • Great if you can explain how Britain has and has not been a good host nation throughout its history. • Excellent if you can evaluate whether Britain was a good host nation. 		
	6. How far were the experience of Jewish and Irish migrants to Britain during Industry and Empire the same?	<ul style="list-style-type: none"> • Good when you use inferences from a primary source to identify facts about Irish migration into Britain. • Great when you use sources to identify how different migrant groups' experiences varied. • Excellent if you can describe and explain similarities and differences between different migrant groups' experiences of living in Britain. 		
	7. Has Britain always welcomed migrants?	<ul style="list-style-type: none"> • Good if you can describe what migrants hoped for when they came to Britain. • Great if you can explain how Britain has and has not been a good host nation to West Indian Migrants. • Excellent if you can evaluate whether Britain was a good host nation. 		



	8 Essay Writing Skills: Migration Stories	<ul style="list-style-type: none"> 	
	<p>Self-improvement knowledge target:</p> <p>Highlight two of the key knowledge and factual details in the above column that you seek to improve your understanding and application of.</p> <p>Choose one method from below to help you improve your grasp of the knowledge and factual details:</p> <p>A. Create flash cards with support of your parent(s) or carer(s).</p> <p>B. Watch an audio-visual resource that your teacher has recommended for revision and make detailed notes.</p> <p>C. Discuss this with your teacher during a lesson and ask for clarification.</p> <p>Please showcase this work in your exercise books before your assessment.</p>	<p>Self-improvement historical skills target:</p> <p>Highlight two of the key historical skills in the above column that you seek to improve ready for your assessment.</p> <p>Choose one method from below to help you improve your grasp and application of the key historical skills identified:</p> <p>A. Complete a practice assessment question.</p> <p>B. Go back and review the skills from the relevant lesson and complete the task again to show progress.</p> <p>C. Discuss this with your teacher during a lesson and ask for clarification.</p> <p>Please showcase this work in your exercise books before your assessment.</p>	