2 Week Independent Learning plan **Week 11 and 12**

**Support contact details:**

Email general queries to: [nbaker@waseleyhills.worcs.sch.uk](mailto:nbaker@waseleyhills.worcs.sch.uk)

**Teachers email addresses in this subject area:**

Subject Leader (Mrs Dumycz) email: sdumycz@waseleyhills.worcs.sch.uk

Subject teacher emails:

Mr Flaxman email: aflaxman@waseleyhills.worcs.sch.uk

Mrs Bradley email: kbradley@waseleyhills.worcs.sch.uk

Monday June 22nd to Friday July 4th

Subject: History

Year: 10

Topic/theme: Empire and Immigration



Three stages to online learning

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| --- | --- | --- |
| **Stage One – Reading Task** | **Stage Two – Completing Tasks** | **Stage Three – Assessing your learning and feedback** |
| Read the lessons in the table below. Think about what you need to learn from the task. It may help to look at the other lessons too as this will show you where your learning is heading. | Find the resources you need. In some instances you may need to log into HomeAccess+ and find the file on the coursework drive (S). Login with your normal school username and password. Use the resource as described to complete the suggested task. Reflect on the teacher’s question.  [Click here for HomeAccess+ drive](https://facility.waseley.networcs.net/HAP/login.aspx?ReturnUrl=%2Fhap)  [Click here for help with accessing HomeAccess+](https://www.waseleyhills.worcs.sch.uk/coronavirus-independent-learning/help-for-parents-and-pupils) | At the end of the two weeks you will be set a task by your teacher on Show My Homework. This is submitted in SMHWK. This task will assess your learning and allow us to give you feedback.  These assessment tasks are optional but submitting them is very helpful for you and your teacher to understand what you have learnt. |



We are here to help you within school opening hours:

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| **Email your teacher** | **Join your teacher for a support chat session** | **Ring school reception** |
| You can now email your teacher using your Office 365 email address. You can also email Mr Baker or the Subject Leader using the contact info above (top right). | You will also receive an invite during the two week period to join an online support chat with your teacher. | Call 0121 4535211 within school hours. They will email your teacher and ask them to contact you. |

Learning tasks for this fortnight:

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| **Lesson** | **Aim:**  What you need to take from this lesson | **Resource(s) to use:**  Hyperlinks to videos etc  HomeAccess+ file location | **Suggested task:** |
| 1 | In this lesson you will learn how the British Empire affects our lives today | Description of resource: BBC News clip  Location: see below  File Name: see below  Watch this brief newsclip (<https://www.bbc.co.uk/news/uk-england-bristol-52965803> | Watch the newsclip and answer these questions in writing : -   1. What’s happening here? 2. Why is it being pulled down? 3. Why do some people think it should be left up? 4. What does this tell us about the impact of the British Empire today?   A question your teacher would have asked you at the end of this lesson is:  What do you think should happen to it? |
| 2 | In this lesson you will learn how immigration to this country after World War II has left a controversial legacy | Description of resource: 3 clips  Location:  <https://www.bbc.co.uk/news/uk-43782241>  <https://www.dailymotion.com/video/x2ta0vc>  <https://www.msn.com/en-gb/entertainment/story/kemi-badenoch-the-uk-is-one-of-the-best-countries-in-the-world-to-be-a-black-person/vi-BB151Mlx> | Watch the first two clips and read the BBC article under the first clip   1. Who were the Windrush Generation? 2. What problems did the Windrush Generation face in Britain and what did the 1971 Immigration Act say? 3. Why has it become a controversy in recent years? 4. Watch the final clip of the government’s Equalities Minister speaking earlier this month. Why do you think she says “Britain is one of the best countries in the world to be a black person?”   A question your teacher would have asked you at the end of this lesson is:  Based on this lesson, what impact has the Empire had on Britain? |
| 3 | In this lesson you will consider how we should remember the British Empire | Description of resource: Previous week’s resources  Location: HomeAccess+/Coursework drive S/History/Coronavirus Work/Y10  File Name:  Impact of India | In weeks 9 and 10 you drew up a poster for an exhibition about the British Raj. You have now been asked to design a statue to stand outside the museum that has a connection to the British Empire. What person or image are you going to use? What inscription (words) will you put on it?  Draw your statue and explain why you have chosen your person or image.  A question your teacher would have asked you at the end of this lesson is:  Why did you choose that person or image? |
| 4 | In this lesson you will build on previous learning to think about Britain’s relationship with the EU | Description of resource: BBC news article  Location: see below  <https://www.bbc.co.uk/news/uk-politics-53012383>  Graph in this website  <https://fullfact.org/immigration/eu-migration-and-uk/> | Read the article and answer: -   1. Who is Boris Johnson due to meet on June 22nd and why? 2. What happened in 2016 that led to this? 3. Look at the 2 tables of statistics: 4. What has happened to immigration to GB from the EU between 2015 and 2019? 5. Why do you think this has happened?   A question your teacher would have asked you at the end of this lesson is:  What do you think will happen to levels of immigration from the EU in the next few years? Will it go up or down? |
| 5 | In this lesson you will compare different waves of migration to GB | Description of resource: Previous week’s resources  Location: HomeAccess+/Coursework drive S/History/Coronavirus Work/Y10  File Name:  Impact of India | Draw a table using 3 different immigrant groups we have studied: - Jews, Vikings, Normans, Huguenots, Caribbean, EU, Irish.  With each one note the following: -   1. Reasons for migration 2. Reactions of the British 3. What the immigrants did when they arrived (jobs etc) 4. What their effect on GB has been   A question your teacher would have asked you at the end of this lesson is:  Name 2 similarities between these groups |
| **How will we assess you learning?**  Years 7 and 8: Pupils will be set an interactive quiz using this information on Show My Homework or asked to submit a piece of work such as a photograph of art work.  Year 9 to 11: Pupils may be set an interactive quiz or a written task via Show My Homework. | | | |



**Need help?**

HomeAccess+ <https://facility.waseley.networcs.net/HAP/login.aspx?ReturnUrl=%2fhap> (use your normal school username and password).

Pupil and parent help page: <https://www.waseleyhills.worcs.sch.uk/coronavirus-independent-learning/help-for-parents-and-pupils>



**Fancy showing your best work off?**

You can email a photo of you doing something great, or an example of your best piece of work to your Head of Year for our celebrations assemblies when we return.

Yr 7 please email Mrs Williams at jewilliams@waseleyhills.worcs.sch.uk

Yr 8 please email Mrs Bridgeman at jbridgeman@waseleyhills.worcs.sch.uk

Yr 9 please email Mrs Bradley at kjbradley@waseleyhills.worcs.sch.uk

Yr 10 please email Mr Jones at djones@waseleyhills.worcs.sch.uk

Please keep your work organised in subjects as we are excited to see what you have achieved and reward you for it when we return.