

## Year 7 Enquire: Brilliant Birmingham

Autumn Term: Sequences One and Two	Spring Term: Sequence Three	Summer Term: Sequence Four
<p><b>Key knowledge:</b></p> <p><b>Sequence One- Historic Migration</b></p> <ul style="list-style-type: none"> <li>• The definition of migration</li> <li>• The role of push and pull factors in migration</li> <li>• The groups who historically migrated to the UK</li> </ul> <p><b>Sequence Two - Rural to Urban Migration</b></p> <ul style="list-style-type: none"> <li>• The factors influencing rural to urban migration</li> <li>• The impact of urban migration on population density and the growth of towns</li> <li>• The living conditions created as a result of mass migration</li> <li>• Source and data interpretation skills</li> </ul>	<p><b>Key knowledge:</b></p> <p><b>Irish Migration</b></p> <ul style="list-style-type: none"> <li>• Key events in Anglo-Irish relations</li> <li>• Religion as motivator for migration</li> <li>• The Famine as a motivator for migration</li> <li>• The Industrial Revolution as a motivator for migration</li> <li>• Irish migration to Birmingham in the 1800s</li> <li>• The Park Street Riot 1867</li> <li>• Post-war Irish migration to Birmingham</li> <li>• Individual experiences of Irish migration to Birmingham</li> </ul>	<p><b>Key Knowledge:</b></p> <p><b>New Commonwealth Migration</b></p> <ul style="list-style-type: none"> <li>• To know those countries who were subject to British rule pre and post-World War Two</li> <li>• The factors influencing decolonisation</li> <li>• The British Nationality Act 1948</li> <li>• The Empire Windrush</li> <li>• Caribbean Migration - Sam King interview</li> <li>• Caribbean Migration to Birmingham- individual experiences</li> <li>• Sources detailing different experiences of Caribbean migrants to Birmingham</li> <li>• Indian and Pakistani Migration to Britain</li> <li>• Push and pull factors which influenced migration to the Britain</li> <li>• Sources detailing the experiences of Indian and Pakistani migration to Britain</li> <li>• East African Asian migration to the West Midlands</li> <li>• The factors which led to East African Asian migration to the West Midlands</li> <li>• Individual experiences are explored.</li> </ul>

<p><b>Pupils will be able to:</b></p> <p><b>Sequence One</b> Identify which groups migrated due to push factors and which groups migrated due to pull factors</p> <p><b>Sequence Two</b> Interpret and draw conclusions about data taken from graphs and maps Utilise skills associated with source interpretation</p>	<p><b>Key Vocabulary:</b></p> <p>migration push and pull factors immigration emigration cholera back to back terrace population density</p>	<p><b>Pupils will be able to:</b></p> <p>Identify the push and pull factors which led to Irish migration to Britain</p> <p>Interpret and describe data</p> <p>Utilise skills associated with source interpretation</p>	<p><b>Key Vocabulary:</b></p> <p>famine industrial Revolution migration emigration push and pull factors labourer</p>	<p><b>Pupils will be able to:</b></p> <p>Identify countries which were subject to British rule</p> <p>Select which factor for decolonisation was the most important</p> <p>Utilise skills associated with source interpretation</p>	<p><b>Key Vocabulary:</b></p> <p>decolonisation empire colony dominion status British Nationality Act 1948 Commonwealth</p>
<p><b>Assessment:</b></p> <p><b>Sequence One:</b> Checkpoint- multiple choice and single word answers activity. Task will be peer assessed.</p> <p><b>Sequence Two :</b> TLA: an extended piece of writing which class teacher will mark and provide feedback.</p>		<p><b>Assessment: Checkpoint</b> - multiple choice and single word answers activity. Task will be peer assessed.</p>		<p><b>Assessment:</b></p> <p>TLA: an extended piece of writing which class teacher will mark and provide feedback.</p>	
<p><b>Enrichment Opportunities:</b></p>		<p><b>Enrichment Opportunities:</b></p>		<p><b>Enrichment Opportunities:</b></p>	