

<b>Unit Title</b>	<b>How did people's experience of decolonisation differ?</b>				
<b>Subject group and discipline</b>	<b>History</b>	<b>MYP year</b>	<b>3</b>	<b>Unit duration (hrs)</b>	<b>19</b>

### Inquiry: Establishing the purpose of the unit

<b>Key concept</b>	<b>Related concept(s)</b>	<b>Global contexts</b> <i>choose 1 and then drill down to exactly which aspect of these the unit will focus on</i>
Change	Identity	Fairness and development: inequality, difference and inclusion
<b>Statement of inquiry</b>		
During different times, places and spaces people's identity changed showing the inequality between people.		
<b>Objectives</b>	<b>Summative assessment</b> <i>This does not always have to be a GRASPS task, but it does need to involve students demonstrating progress by transferring the skills and knowledge they have learnt to a real-life context. An analytical essay or practice exam questions (not quizzes) counts as real life context. Students need to construct a response using the knowledge and skills they practised in the unit.</i>	
<b>A – Knowledge and Understanding</b>  <b>D – Critical Thinking</b>	GRASP Task: Write a letter to the Kettles Yard (local Cambridge museum). They are making an exhibition of people's experience. Write a letter explaining why this should include migrants experiences.  Goal: To write a letter to Kettle's Yard Role: Student (themselves) Audience: Kettle's Yard Situation: Advice on a new exhibition Purpose: To persuade exhibition	By the end of the Unit the students need to have an understanding of the reasons why people migrate to Britain, their experiences and their impacts. They need to support their claims with evidence and examples throughout.  This will run as a unit which mirrors our empire unit – students will develop their understanding of the fall and experience of empire after 1945 compared to first unit of year 8 where they looked at the experience prior to the second world war.

**Inquiry questions**

**Factual:**  
**What are the reasons why migrants moved to Britain?**  
**What are different factors we could use to explain trends in migration?**  
**Why did Empire decline?**  
**What is decolonisation?**

**Conceptual:**  
**How do you explain identity?**  
**What is a British identity and when was it formed?**

**Debatable:**  
**To what extent did attitudes to migrants differ due to the reason why they came?**  
**To what extent was acceptance due to economic success?**  
**To what extent was religious persecution the main reason for migration?**  
**Can we really measure impact of migrants?**  
**To what extent was the British Empire the sole reason for migration?**  
**To what extent can people from below campaign for change?**

**Approaches to learning (ATL) *These can be listed or you could offer some explanation of how they will be developed***

Skill category	Skill cluster	Skill indicator and description
Research	Information Literacy	In order to make connections between various sources of information students need to compare chronologically as well as across different factors  Students need to begin to look at different factors and experiences – drawing parallels and comparisons  Explicitly taught through repeated use of factors and scaffolding
Self Management	Reflection skills	In order to identify new strengths and weaknesses of personal learning strategies students need to learn the different skills required for a GCSE exam paper