**Lesson Plan**

Title: Migration to, from and within Britain 1500-1750

Lesson objectives:

* To establish a chronology of events in British and European history during the period 1500-1750
* To identify some patterns of migration in Britain during the period 1500-1750
* To begin to assess the extent of change and continuity in migration pre- and post-1500

Activities (note: resources can be found on corresponding PowerPoint):

**Starter – slides 2 & 3**

Pupils complete the table recalling what they have learnt about migration in the medieval period. This will be used later in the lesson to compare migration pre- and post-1500 in order to begin to assess change and continuity.

**Task 1 – slides 4 & 5**

Pupils use the events provided to construct a timeline across 4 different themes for the period 1500-1750. This will enable them to understand events relating to migration in the wider contexts of British and European history and the nascent development of the British colonial empire.

Differentiation:

* This task can be lengthened or shortened by adding/taking away events and/or jumbling them up chronologically. The timeline can also be kept and added to as pupils work their way through the period – the migration events provided are the ones specifically mentioned in the 1500-1750 section of the website and are by no means exhaustive.
* Pupils can be tasked with identifying or speculating on/trying to work out links between events in migration and those in British, European and imperial history.

**Task 2 – slides 6, 7 & 8**

Pupil watch the clip of Robert Tombs discussing migration in the period 1500-1750 (<http://www.ourmigrationstory.org.uk/oms/by-era/1500–1750>) and use it to complete the table (same as the starter table). Teacher may need to stop the video clip and prompt pupils. This table will then be used to begin to assess change and continuity in migration pre- and post-1500 in task 3.

Differentiation:

* The labels on slide 7 can be given to pupils to help them to complete the table. They can choose from the labels for each box.
* The questions on slide 8 can be used to extend pupils’ thinking about the clip.

**Task 3 – slides 9 & 10**

Pupils now use their two completed tables to begin to identify and assess changes and continuities in migration in Britain between the pre- and post-1500 periods.