



MOVING STORIES

***MIGRATION MUSEUM PROJECT AND
OCR EXHIBITION COMPETITION***

COMPETITION BRIEFING PACK - TEACHERS



Photo credit: Kajal Nisha Patel

Would you like your students' knowledge, creativity and talent in History to be recognised in an exciting new national competition?

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Migration is the story of all of us. This brilliant competition gives you the chance to tell an aspect of that story in a fun and creative way. Will you choose a local story, family histories, a controversial issue, the experience of one community or a person, place, period or event that features in the course? As you find a good way to show and explain with clarity something important in our migration history, you will develop deeper knowledge, understanding, analysis and communication skills - exactly what the exam requires. And knowing about the lives of those who came before us will help equip you to respond to the arguments and challenges of our own time. //

Martin Spafford, joint author of the official OCR textbooks on Migration

INTRODUCTION

The Migration Museum Project and OCR are offering students taking the new 'Migration to Britain' History GCSE (9-1) units the chance to enter a unique competition. Teams of students will focus on one or more aspects of the migration topic, and enter exhibition plans for how this could be displayed in a national migration museum.

Would you like your students' knowledge, creativity and talent in History to be recognised in an exciting new national competition, with a fantastic prize?

If the answer is yes, then this briefing pack should give you everything you need to know to enter a team for this competition.

As well as developing a deep understanding of Britain's migration history, this competition will challenge students to interpret and communicate this history to others. It will provide an opportunity to think through the decision-making that goes into the creation of public history. Museum displays and exhibitions are important channels of public history, with the power to affect our interpretations of events or ideas of significance.

Who can enter?

Students eligible to participate are those studying the new GCSE (9-1) 'Migration to Britain' units:

History A (Explaining the Modern World)
Component group 2: Migration to Britain c.1000 to c.2010

History B (Schools History Project)
Component group 1: Migrants to Britain c.1250 to present

We invite submissions from teams of up to 4 students.

Each school can only submit one competition entry. We encourage schools to have an internal competition to decide which team's work to submit. We can provide advice about this and may be able to help connect you with an external judge from our networks.

Judges will choose the most inspiring and creative entry and announce the winners and the prize at a final event in London in spring 2018.

The Migration Museum Project are establishing a major museum of migration for the UK. Whilst we work towards this ambitious goal we have exhibitions, events and a full education programme taking our work into schools and universities.

The Migration Museum Project are open to the possibility of working up the winning exhibition plan in conjunction with the team to go into an exhibition, depending on our circumstances in spring 2018.

Education has been at the heart of what we do from the outset. We are determined that young people have a say in how the museum is established ensuring that our work is relevant and engaging for a key target audience.

// This is a tremendously prestigious and exciting partnership for the Migration Museum Project. We really want to know what young people think and how we might best create truly challenging and entertaining experiences for them in a museum setting. Working with OCR - one of Britain's foremost examination boards, operating at the very cutting edge of student education and interaction, in relation to their brand new migration-focused GCSE - we cannot think of a better way of finding out how young people would actually like to learn about the important topic of migration in refreshing new ways. //

Migration Museum Project Director, Sophie Henderson

What is the structure of the competition?



Competition timeline

June 2016 onwards

- All schools taking these units are invited to enter and teaching staff and students will be provided with briefing packs.
- All participating schools need to register their interest with the competition coordinator Emily Miller so she can provide support and communicate important information and deadlines. Emily@migrationmuseum.org

September 2016 – March 2018

Teachers and students decide when to work on the competition (see advice on pages 7-9). Internal school heats are carried out within this time for each school to decide which one team's work they wish to submit.

March 2018

Submission deadline. Exact date to be confirmed.

March 2018 – April 2018

Judges shortlist

April 2018

Shortlist announced, finalist teams invited to final event and conference in London to pitch their ideas to judges and an invited audience. Winners and prize announced. Exact date to be confirmed.

// A competition with an exam focus that keeps SLT happy and develops students analytical writing is a winner for me! It has the potential to develop students' public speaking skills. It is also a fantastic opportunity for the students to develop their independent research skills, whilst engaging with their own past and placing it in the grand narrative of British History.

All these things together make this competition enticing and manageable. I can't wait to hear what my students' discover... //

Clare Broomfield, Head of History, Villiers High School, Southall

ADVICE FROM OCR

OCR is very pleased to be offering this exciting competition in conjunction with the Migration Museum Project. We believe the size and scope of the competition, because it is closely linked to the specification content and requirements will be of benefit to all students. It will allow them to be creative, thoughtful and engaged, whilst at the same time contributing to their knowledge and understanding of the topics for their exams. Below, we outline some ways in which teachers might like to structure and plan the competition, as well as some general advice about the skills and outcomes students should develop during the running of the competition.

Mike Goddard, History subject lead at OCR

How and when should I work on this competition with my students?

Here we outline four possible ways in which you might structure the running of the competition in your school with your students. They are by no means the only ways of doing it and we welcome your input about your chosen approach

1) All students work on the competition during lesson time:

- Teach the thematic unit on migration.
- When you reach the part of the specification for the competition, teach the unit through the competition.
- Use the competition guidelines and questions – such as ‘what makes a good exhibition’ and apply them to the specification content.
- Teams of up to 4 students produce their exhibition plans.
- An internal competition is held at school to determine the overall winners.
- Submit the winning group’s entry.

2) As a revision exercise at the end of the unit - all students use the competition as a way of revising key areas of the migration to Britain topic

- Teach the thematic unit on migration.
- When you reach the end of the unit, introduce the idea of the competition and discuss possible approaches.
- Teams of up to 4 students produce their exhibition plans.
- An internal competition is held at school to determine the overall winners.
- Submit the winning group’s entry.

3) As an extra-curricular competition:

- Offer the competition as an additional activity for students, especially those who want extra advice and support with the migration unit.
- Teach the thematic unit on migration.
- Run the extra-curricular sessions alongside the teaching, either at lunchtime or after school. You could even ask older students to participate as mentors, or this could be a project for a PGCE student on placements.
- Hold an internal competition if required – if more than one team participating.
- Submit the winning group’s entry.

4) Combine some or all of the above. Only offer the competition to some students or classes, depending on teacher and student interest and availability.

Assessment advice from OCR

Whether you are studying Explaining the Modern World or Schools History Project, the migration thematic papers cover the same assessment objectives:

AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

AO2: Explain and analyse historical events and periods studied using second order historical concepts.

What do teams produce?

- We are open to different styles of competition entry in order to encourage creativity.
- We want to see evidence of students' planning – initial ideas, a mind map, a mood board.
- Teams might submit a PowerPoint or Prezi presentation to show the judges the planning, content and design of their exhibition.
- They might submit a document laying out how the exhibition will look, with one or two 'panels' or themes given in full detail.
- Teams may create a mock-up of their exhibition within school and submit a video entry taking judges on a tour of their exhibition, and explaining their planning, content and design choices.
- We recommend that teams follow the judging criteria (see page 10) carefully and get in touch with the competition coordinator if they are unsure of how to approach their submission. Contact details are on page 13.
- The Historical Association and Egham Museum have created an excellent bank of 4 short videos for students entering exhibition competitions. The videos look at: 1) Know your story 2) Know your audience 3) Know your space 4) Know your design: <http://www.history.org.uk/secondary/module/8642/animated-guide-become-a-museum-curator>
- Encourage teams to uncover hidden histories and make personal links (where possible).
- Encourage teams to cover a long period of time as this will help them practice for the exam questions.

With this in mind, concentrating on the following will be beneficial both for the competition and for developing the necessary skills for the examination.

Communicate information and sources clearly:

You might use terms and language in your exhibition that people are unfamiliar with – how could you make this clearer?

How could you set out your exhibition so it is clear, concise and easy to understand?

How are you going to emphasise the key information and dates?

How can you engage and involve your audience and test their knowledge?

Explain and analyse historical events:

Many people looking at your exhibition will not be familiar with the specific content:

What message are you trying to get across?

Why is your content significant or interesting?

How does your entry deal with concepts such as change, continuity, cause, consequence, similarity or difference?

Be convincing

In this competition, you will be up against other teams that have worked hard to produce interesting ideas and material for their exhibition:

What makes a good exhibition in your opinion?

What makes your entry stand out?

What might an effective competition entry look like?

A team takes as its theme 'Our High Street: 1880, 1950, 2010'.

The team conducts some research on their local area and looks at the changing reasons why people migrated to the area, the different experiences of different migrants, and the impact and significance of migration on their high street.

They incorporate some of their own research into their museum exhibition, and back it up with some wider references to what was going on locally, and nationally.

They explain the significance of migration as an issue in their area. They also explain change and continuity over time on their high street. Their exhibition is themed around three key turning points in their High Street's migration history, and explains the importance of these points.

The team comes up with an interesting way of explaining why they think their High Street makes an interesting study, and the possible reactions people viewing the exhibition might have.

They design a poll that asks people questions about the exhibition and what they have learnt.

Commentary:

- This competition entry looks at some key second-order concepts such as change, continuity and significance.
- It is closely related to the skills needed for the OCR exams.
- It takes a part of history, and a locality, not usually studied by people and uses material that students have found or created themselves.
- It provides an interesting and useful museum experience for people.

What might a less effective competition entry look like?

A team takes as its theme 'Migration in the 1960s'.

The team produces a PowerPoint presentation with slides on who came to Britain, what their lives were like, and how they were received.

They get quite a lot of information from the internet, some pictures of different people. They watch some videos and incorporate some information about Britain in the 1960s.

In the museum design, they suggest people could look at the pictures, and they write some captions to go with the pictures.

They record some sound files telling people what life was like in Britain in the 1960s and the responses to migrants, and the experiences migrants themselves had.

They design a quiz that tests people's knowledge of Britain and migration in the 1960s.

Commentary:

- This competition entry looks at a broad, general period of British history. Much of the material is taken directly from other sources freely available.
- It is not particularly related to the skills needed for the OCR exams, but focuses mainly on general content.
- It takes a part of history much studied and debated already and says nothing new.
- The team might have worked very hard on it, but it doesn't really meet the requirements of the competition.



Photo credit: Kajal Nisha Patel.

ENTRY CRITERIA/JUDGING CRITERIA FOR TEAMS

This criteria draws on advice from the Museum of London.

How will the competition be judged?

A panel of eminent judges will be selected by OCR and the Migration Museum Project from within their networks. We will prioritise working with at least one judge that the students will be familiar with.

Judges will shortlist the entries and then judge the 'shortlisted teams' pitch at the final event and conference in London.

Judges will be provided with judging criteria matching the performance criteria provided in this briefing pack.

All shortlisted entries will be acknowledged alongside your school name and logo on both the Migration Museum Project and OCR's websites and promoted on social media.

Requirement	Y/N	Score 1-5 (1=low,5=high)
Have you included your mood board/evidence of early planning and decision making?		
Have you justified <i>why</i> you have chosen the period/theme or event you've opted for as a team?		
Have you made it clear <i>what</i> you are going to include in the exhibition? What sources have you selected and why?		
Have you been ambitious to cover a long period of time considering change and continuity (as the exam questions demand)?		
Are your ideas clear and concise? Can you boil them down to 5 key messages?		
Have you made use of audio and visual elements?		
Have you considered <i>who</i> your priority audience is and how you are going to make it engaging for them? You can assume that they are intelligent but uninformed about the topic of your exhibition		
Have you included an interactive element (getting the audience to do something/add something/answer something (vote) and explained it?		
Have you shown evidence of using all of your team mates' skills in some way?		

// This is a pretty challenging competition, but that is what makes it so exciting. Migration and diversity are hot topics in museums today, but there is no one accepted 'best-practice' way of 'doing' migration. Everyone is approaching the subject differently, with their own local communities and local situations in mind: in other words, it all depends on what you want to say, to whom and how. I can't wait to see what the teams come up with. //

Cathy Ross, Honorary Research Fellow, Museum of London

What is the prize?

Negotiation for a prize is currently underway – it is likely to be in the form of a trip. We are hard at work ensuring that the prize will be worth winning and a motivation for the team. We will communicate this to participating schools as soon as we can

In addition to receiving a prize, winners of the competition will be publicly announced and will bring recognition to the school.

The Migration Museum Project are open to the possibility of working up the winning exhibition plan in conjunction with the team to go into an exhibition, depending on their circumstances in spring 2018.

DIGEST TO SHARE WITH YOUR SCHOOL LEADERSHIP TEAM

We _____ (names of teachers) are planning on working with year _____ to enter a competition coordinated by the Migration Museum Project and OCR. In _____ (months chosen) teams of 4 will be transforming the migration history themes we are studying in GCSE lessons, linked to the exam questions, into creative exhibition plans that could be displayed in a national migration museum. The competition submission deadline is March 2018.

This gives an opportunity for all our students to engage more deeply with their course content, and express their knowledge and skills in a more creative way.

Participating in the competition helps promote the SMSC curriculum in school, encouraging students to reflect on various British Values and for some teams will involve them consulting with the community and local heritage organisations for their planning.

The shortlisted entries will also help inform the planning of the Migration Museum Project as they establish a national migration museum.

If you have any questions about this competition please contact the competition coordinator who welcomes your queries:

Emily Miller, Migration Museum Project Education Manager – Emily@migrationmuseum.org

Why should I bother running this competition with my students?

The skills your students will develop in planning a museum exhibition for the competition will mean they think very carefully about the kinds of issues and debates that will come up on the exam, as well as allowing them to do something creative and even fun!

It encourages your students' independent enquiry and project based learning skills.

It is different to some more traditional school History competitions that require students to submit essays: Ours allows students a chance to express their knowledge in more creative ways.

How else can this benefit the school?

This competition provides a chance for the teams and school to be recognised in local and possibly national press.

Lots of migration themes allow students to explore aspects of the Social, Moral, Spiritual and Cultural (SMSC) curriculum that schools are obliged to deliver.

Where students consider the impact of migration and responses from the British population they will be engaging with the theme of tolerance (or lack thereof) which is a core aspect of the British Values agenda that schools are obliged to deliver.

Ofsted are always keen to see evidence of where schools have engaged actively with the local community. Through this competition we encourage teams to bring in aspects of local history and learn from local museums, libraries and archives about their exhibitions and outreach programmes.

Entering this competition connects your students with the Migration Museum Project: an exciting and growing national project putting migration heritage at the heart of the UK cultural landscape

NEXT STEPS

How can we submit our entry?

The competition deadline will only be communicated to those that have registered their school's participation – so make sure that is the first thing you do.

Details of how to submit your chosen school entry electronically will be provided closer to the time. If you prefer to submit by post this will also be possible and details will be provided.

There will be a submission cover sheet so we know that we have received everything that you have sent.

Entries might include photos, video content, PowerPoint or Prezi presentations.

Please keep a copy of the entry for your records.

The first step is registering your interest in participating in the competition via the email address below. This way we can be on hand to offer assistance and ideas for local links etc. We will need you to be registered so that we can communicate dates such as submission deadline, final event and prize development.

Please write to register your interest to Emily@migrationmuseum.org

Share your schools creative process on social media

We would love to see your submissions and internal judging competitions in the making, please share these to twitter with the handle @OCR_History or if you don't have access to a twitter account please email them to history@ocr.org.uk and we can post them for you.



Where can I find help?

Keep an eye on the OCR website and the competition section of the Migration Museum Project website.

Get in touch with your local museum/library/archive for advice about exhibition content and design – we can help facilitate an introduction should you need it.

For any questions or issues with the competition contact the competition coordinator, Migration Museum Project Education Manager Emily Miller: Emily@migrationmuseum.org. Emily will respond to your queries with as much detail as she can.

We look forward to working with you and receiving your entries in due course

Good Luck!

Download high-quality, exciting and innovative GCSE (9-1) History resources from ocr.org.uk/gcsehistory

Resources and support for our GCSE (9-1) History qualifications, developed through collaboration between our History Subject Specialists, teachers and other subject experts, are available from our website. You can also contact our History Subject Specialists who can give you specialist advice, guidance and support.

Meet the team at ocr.org.uk/historyteam and contact them at:

01223 553998

history@ocr.org.uk

@OCR_History

To stay up to date with all the relevant news about our qualifications, register for email updates at ocr.org.uk/updates

History Community

The social network is a free platform where teachers can engage with each other – and with us – to find and offer guidance, discover and share ideas, best practice and a range of History support materials

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