

Oak

Scheme of Work: Migrants to Britain



About this unit:

This unit is designed as a thematic course looking at the big picture of migration to Britain over time. There are many ways that the course can be adapted to include different content which may be more relevant for the local community around your school. Most of the content described in the Scheme of Work can be found in the book that was written for primary schools called *Journeys: The Story of Migration to Britain* written by Dan Lyndon-Cohen.

Some of the earlier activities may need to be handled sensitively particularly if some pupils have come from countries affected by wars, natural disasters etc. so teachers need to be aware of the specific context of their class to ensure this is done effectively and create the right learning environment that is secure and welcoming.

Unit Structure

This unit is structured around the following historical enquiries?

This unit is structured around 3 sequential history enquiries:

1. Why did migrants come to Britain?
2. What were the experiences of migrants in Britain?
3. What was the impact of migration to Britain?

How this unit links to the new national curriculum for primary history

Significant historical events, people and places in their own locality

▪ A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

There are also some references to:

- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Enquiry 1: Why did migrants come to Britain?

LEARNING OBJECTIVES	KEY CONTENT AND SUGGESTED LESSON IDEAS
<p>Children should learn:</p> <p>An overview of the course that they will be studying</p> <p>Some key vocabulary around the topic.</p> <p>About some of the broader reasons why people have migrated.</p>	<p>What is migration?</p> <p>A good starting point is to discuss the experience of your own class related to migration. Pupils can identify on a world map where they / their parents /grandparents came from. This should also include movement within the UK or even from different parts of the same country to show that migrants are not just people arriving from outside the UK. Pupils could be introduced to key vocabulary such as migrant, immigration and emigration. This can be used to gather data such as the countries where most / least migrant families have come from.</p> <p>It would be helpful to provide pupils with a timeline showing the key events in British migration history over the last 1000 years. Pupils may have already studied some aspects of this history in KS2 in their local studies or when they looked at Roman, Saxon and Viking migrations to Britain so can make reference to these events before 1066 too.</p> <p>Pupils can then be introduced to the three key enquiry questions and can complete a brainstorming session in small groups where they draw on their own knowledge to answer each question. The key questions can be written on separate sheets of paper, with a stimulus image to support, and pupils can draw on any prior knowledge they have to annotate their answers. Their responses can be shared across the class. This can be followed up with a discussion about Push and Pull factors that have led to migration. Pupils can work in pairs to identify examples of each e.g. war, famine, unemployment (Push) or education, healthcare, wages (Pull).</p>
<p>Children should learn:</p> <p>A range of examples that show how Britain has always been a refuge for people escaping persecution, war and famine.</p>	<p>What has 'pushed' migrants to come to Britain?</p> <p>This lesson looks at a series of case studies showing how different migrant groups have looked at Britain as a refuge over time. Pupils could work in a carousel working around the room collecting evidence from the different push factors e.g. Persecution: Huguenots / Palatines / Jewish migrants in the 19th century and Nazi Germany</p> <p>Famine: Irish migrants in the 19th century</p> <p>War: Afghan/Syrian refugees</p> <p>After they have found examples, they could discuss any similarities or differences between the different communities. For example, they might identify some overlap in the reasons why communities that escaped from persecution came to Britain, but there may be different experiences on arrival. There is a proforma in the resource section that can be used to support this activity.</p> <p>Pupils could also start to build up a timeline in their books showing when these different migrant groups came to Britain or highlight them on the timeline from 'Journeys'.</p>
<p>Children should learn:</p> <p>A range of examples that show how</p>	<p>What has 'pulled' migrants to come to Britain?</p> <p>You can do a different type of carousel activity on this lesson by creating 'Expert' and 'Home groups'. You will need to create resource sheets for the students that cover some of the different themes using the resources</p>

<p>Britain has provided different opportunities for migrants which 'pulled' them to move here.</p>	<p>indicated here.</p> <p>Once each group has immersed themselves in the content, they need to send out their 'experts' to teach others about what they have learned to pool their knowledge about the different factors that pulled migrants to Britain e.g. Job opportunities: Flemish weavers / Italian bankers / Caribbean / Asian migrants post war</p> <p>EU expansion: E Europeans after 2004. Mother country: Commonwealth post WW2</p> <p>Again, pupils can discuss similarities and differences between the experiences of the different communities.</p> <p>Pupils can also start to build up a timeline in their books showing when these different migrant groups came to Britain. This can be incorporated into the timeline that they have already started to develop.</p> <p>Pupils can also complete a sorting activity to consolidate their understanding of the push / pull factors using a range of images and to add in some challenge they can match selected quotes to the images.</p>
<p>About the different reasons why England was invaded before 1066.</p>	<p>Why did the Romans, Saxons and Vikings invade England?</p> <p>Pupils now have the opportunity to reflect on some of the work that they have already done in KS2 looking at the impact of different invasions on Britain. They can look back at their work on the Romans / Saxons / Vikings and see if they can identify the reasons why each group wanted to invade England. They could come up with a list which can be ranked in order of importance based on a class vote based on criteria that they have come up with. They can then see if any of the reasons match the push/pull factors that they discussed in previous lessons. Some teachers may prefer to start with this lesson and use it as a way of recapping pupils' prior learning on the topic.</p>
<p>How to sequence key events on a timeline. How to show differences between migrant groups over time.</p>	<p>Pupils can work together to produce a wall display timeline showing the different waves of migration / migration groups that have come to Britain over the last 1000 years. They can also identify on the timeline (above the line) the push factors and (below the line) the pull factors. They will be able to add to their display after completing work on the second and third enquiry question. If pupils want to complete some extended writing on this topic, they could answer the key enquiry question or a question such as 'Most migrants came to Britain for work': How far do you agree with this statement?</p>

Enquiry 2: What were the experiences of migrants to Britain?

LEARNING OBJECTIVES	KEY CONTENT AND SUGGESTED LESSON IDEAS
	<p>The purpose of this enquiry is to give a broad overview of some of the key events in British migration history. It allows students to understand that the experiences of migrants were varied and included both positive and negative outcomes which changed over time.</p>
<p>Children should learn:</p> <p>How archaeology helps us to gain an insight into the past</p>	<p>What does the Ivory Bangle Lady tell us about the experience of Africans in Roman Britain?</p> <p>This is an opportunity to get the pupils working as 'History detectives' to see if they can piece together a picture of what life may have been like for Africans living in Roman Britain. They should choose the case study of Julia Tertia, an African woman living in York in the Roman period. They can either use the narrative to help them to understand what her life would have been like OR can use the archaeological evidence to work out what they can tell us about her life. Pupils could then produce a piece of writing to share what they have learned about Julia's life.</p>
<p>Children should learn: About the changing experience of the Jews in England</p>	<p>How did the lives of Jewish people change in England in the Middle Ages? This topic shows the changing experience of a migrant group over a roughly 200-year period. Pupils should start by looking at the positive early experiences of the Jewish community that arrived with the Normans in 1066.</p> <p>They can design shop signs that show the different jobs that Jews had ranging from doctor, fishmonger, arrow maker and money lender. They can then look at the ways that the experience of the Jews got steadily worse. For example, by looking at the Massacre of the Jews of York in 1190 (there is a worksheet in the resources that can be used about this event). Or there is an investigation into an anti-Semitic mediaeval cartoon which can be looked at with some guided support. The pupils can finish by looking at extracts from Meir-ben-Elijah's poem which reflects the increasingly painful treatment of the Jews leading up to their expulsion from England in 1290.</p> <p>If pupils want to complete some extended writing on this topic they could work on this scenario: A few years ago, York City Council decided to grant permission for a supermarket to be built next to Clifford's Tower where 150 Jews died in 1190. Write a letter to the council explaining why you feel this decision is insensitive and inappropriate.</p>
<p>Children should learn: About the diverse experiences of Africans</p>	<p>Who were the Black Tudors?</p> <p>Miranda Kaufmann's book Black Tudors has some fantastic stories which can shed light on the diversity of the African community that was living in England in Tudor times. This work formed the basis of several lessons that were produced for the Colonial Countryside Project that uncovered the colonial legacy of National Trust houses around the UK. Pupils can work through the activities on John Blanke, the Tudor trumpeter at the court of Henry VII and Henry VIII; Diego, a former enslaved African who helped Francis Drake circumnavigate the globe; Jacques Francis, a free diver who helped recover equipment from the Mary Rose after it sank in 1545.</p>

living in England in Tudor times.	
Children should learn: Some of the features of the Huguenot and Palatine experience.	<p>Why did the Huguenots prosper but the Palatines failed?</p> <p>This topic is an interesting opportunity to compare the experience of two migrant groups (French Huguenots and German Palatines). Pupils could split into 2 groups, one group focusing on the largely positive experience of the Huguenots and the other focusing on the largely negative experience of the Palatines. Each group needs to work together to produce a poster with lots of pictures / images but only a maximum of 15 words to teach the other pupils in the class about their chosen group. Once they have each shared their posters they can have a class discussion to identify why the Huguenot's were able to have a much more positive experience than the Palatines.</p>
Children should learn: About the experiences of the different communities that lived in Brick Lane About the nature, pace and extent of change in Brick Lane.	<p>How has Brick Lane changed?The building on the corner of Fournier Street and Brick Lane in Whitechapel provides a fascinating insight into changes brought about by different waves of migration. It started life as a Protestant(Huguenot) church, then became a synagogue and is now a mosque. Using the resources provided, pupils can look at the information that shows how the area has changed over the last 500 years. They can they work out the different types of change that this represents by thinking about the nature, pace and extent of change. If this is too challenging for some pupils, they could focus instead on identifying the key changes that have taken place.</p>
Children should learn: About the diverse experiences of individuals across many different historical periods	<p>What can we learn from the individual stories of different migrants?There are countless examples of people who have migrated to Britain with a fascinating story to tell. Pupils could use the imagined interviews with some of the individuals in the book Journeys such as John Blanke, Olaudah Equiano, Walter Tull and Claudia Jones or the case studies of Dr Barnado and Jayaben Desai to understand more about their experiences and produce mini-biographies of each of them. Or they could conduct some local research and carry out interviews with family members or members of their local communities to find out about their experiences.</p>
How the events and individuals that they have studied fit into the bigger picture of migration across time.	<p>Pupils could make further additions to the wall display that was completed at the end of the first enquiry. This time they can add both key events and individuals that they have studied. They can also place events above the line if they are negative experiences or below the line if they are positive experiences. If students want to complete some extended writing on this topic, they could write an answer to this question: 'The experience of most migrants to Britain was positive': How far do you agree with the statement? Concentrate here on the Windrush generation. Create a piece of writing based on what this was and whether their experience was positive or not</p>

Enquiry 3: What was the impact of Migration on Britain?

<p>Children should learn: About the impact of migration on food.</p> <p>How to ask valid historical questions.</p>	<p>How has migration influenced the way we eat? This is a lovely opportunity to get the students tasting food from around the globe that has become part of the British diet. You could choose different dishes to cook with the students that have strong connections to migration e.g. fish and chips (Jewish migrants in the 19th century), curry (South Asian), Chinese, Thai, Caribbean food etc. If you want to focus on the history of food, you can ask your students to research the Hindoostanee Coffee House or Gatti's ice cream stall (see links in suggested resources) and produce flyers to advertise them. If you want to get students to make connections with food today the article in the guardian (see link) has interviews with 5 chefs from different backgrounds explaining how their heritage helped them to learn about food. Students could also carry out their own interviews with local restaurants and ask the same questions or come up with their own.</p>
<p>Children should learn:</p> <p>How different migrants have influenced British music</p>	<p>How has migration influenced the way we listen to music?</p> <p>This is another fantastic opportunity to expose students to a wide range of different ways in which music has been heavily influenced by migration.</p> <p>Students can work in small groups and research music from different migrant groups e.g. Calypso, Ska, Reggae, Two-Tone, Jungle, Grime, Irish folk, British Asian etc. They can choose their favourites songs and share them with the class explaining the roots of their chosen genre, artists associated with it and why they like it. Alternatively, students can focus on individual musicians that have had an impact such as Samuel Coleridge Taylor, Adelaide Hall, Lord Kitchener, MIA.</p>
<p>Children should learn:</p> <p>About the ways in which migrants have been portrayed in art</p> <p>About the ways in which interpretations of migrants in art can be challenged</p>	<p>One way that students can investigate this topic is through a case study on the work created by Peter Brathwaite (see link) who has reconstructed over 70 portraits that include Black sitters. The students can compare the original painting with Brathwaite's interpretation and identify the similarities and differences e.g. by looking at his work on the Paston Treasure from c.1665 students could be able to explore the influence of Brathwaite's background, musical career and family history and how they helped him to reconstruct the painting. Another activity that the students could do would be to look at the painting of Dido Belle and Elizabeth Murray. They can use props to reconstruct the image in the classroom but can also think about repositioning themselves to change the power dynamic represented in the original painting.</p>
<p>Children should learn: The impact of migration on the local community</p>	<p>How has migration influenced our streets?</p> <p>Students can investigate their local community and identify the ways in which migration has had an impact on their streets. They can complete a survey identifying some or all of the following: Restaurants / Take-aways showing food from around the world Supermarkets</p>

Similarity and difference, change and continuity in the local environment	/ shops selling food and other items from around the world Street names that identify different cultural backgrounds. Statues / Memorials that commemorate different individuals or events connected with migration. Once they have gathered the data students can try and find out more about the history of the local streets using the guidance in the Turn back time booklet (see link). They can then compare the changes and look at the impact of migration on their local area.
Children should learn: The role of individuals and events in tackling racism and discrimination	How has migration helped us to understand about fighting racism and discrimination? Students can look at a series of case studies that have shown how communities across Britain have come together to tackle issues around racism and discrimination. They can study the Battle of Cable Street in 1936 to show how the Jewish and Irish communities came together to fight against the British Union of Fascists. They can also look at the setting up of the Notting Hill Carnival in 1958 as a response to the attacks on the Black communities in West London. They can also look at the Grunwick strike 1976-78 led by Jayaben Desai to get better treatment for Asian workers.
Children should learn: How to ask valid historical questions about the impact of migration.	Students can produce a booklet showing the different ways that migration has had an impact on Britain or more specifically on their local community. They can focus on food, music, art, and the local community. They can carry out interviews with family members or friends from different cultural backgrounds, local shop owners and other people in the community. The booklet can conclude with a section explaining how learning about migration can help to tackle racism and discrimination towards migrants.