

Year 6

Historical Association's
Scheme of Work for Primary History
Journeys: the story of migration to Britain



Historical Association
The voice for history

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 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	SUGGESTED RESOURCES	ASSESSMENT
<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.</p> <p>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>https://www.youtube.com/watch?v=54xM8VlgP7s This is a good video on push and pull factors – some of the language might need to be explained but the visuals are helpful.</p>	<p>Students can produce a short assembly / presentation / film which shows the migration patterns from their own class.</p> <p>Why did people migrate to Britain?</p> <p>What are some of the key moments in British migration history?</p> <p>What factors affected migration to Britain?</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.</p> <p>Persecution: Huguenots / Palatines / Jewish migrants in the 19th century and Nazi Germany Famine: Irish migrants in the 19th century 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>You can find some very good overviews about different migrant groups here: https://www.bbc.co.uk/bitesize/guides/zt8tyrd/revision/1</p> <p>You can find lots of excellent materials about Irish migration in this article for <i>Primary History</i> magazine https://www.history.org.uk/publications/resource/9818/migration-to-britain-through-time</p> <p>You can find information about the following migrant groups in ‘Journeys’: Huguenots / Palatines p14-17 Jews 19c p 30-31 and p41 Irish p26-29 Syrian / Afghan p48-49</p> <p>There are also lots of case studies on the Our Migration Story website https://www.ourmigrationstory.org.uk/oms/by-era/1900%E2%80%932000</p> <p>Pupils can use this proforma to help collate their evidence https://docs.google.com/document/d/1xwue9nNkUIYUC_nsfPMa_cx7GbtZ-udK5E9P4QH_VtWk/edit?usp=sharing</p>	<p>Can students extract evidence from a range of sources?</p> <p>Can students make inferences from a range of sources?</p> <p>Can students draw out similarities and/or differences between the experiences of different migrant groups?</p>
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<p>Children should learn:</p> <p>A range of examples that show how Britain has provided different opportunities for migrants which 'pulled' them to move here.</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 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.</p> <p>Job opportunities: Flemish weavers / Italian bankers / Caribbean / Asian migrants post war</p> <p>EU expansion: E Europeans after 2004</p> <p>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>This website (for GCSE students) provides a useful overview of the diversity of migration in the Middle Ages: https://www.bbc.co.uk/bitesize/guides/zyrymnb/revision/1</p> <p>There is an interesting case study of a Flemish Weaver here: https://www.englishimmigrants.com/page/individual-studies/john-kempe-and-friends</p> <p>You can find information about the reasons why people migrated to Britain in the 20th century here: https://www.bbc.co.uk/bitesize/guides/z3q682p/revision/1</p> <p>You can find information in <i>Journeys: the Story of Migration:</i> Flemish / Italian p.8-9 Caribbean / Asian p.42-47</p> <p>You can adapt the activity on this worksheet showing how pupils can identify different push and pull factors: https://docs.google.com/document/d/1ax_k_64YSoeVKA08c15A6uVMi_0A15L1GGemujAEjg/edit?usp=sharing</p>	<p>Can students extract evidence from a range of sources?</p> <p>Can students make inferences from a range of sources?</p> <p>Can students draw out similarities and/or differences between the experiences of different migrant groups?</p>
<p>Children should learn:</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</p>	<p>There are suggestions for activities on the Roman (https://www.history.org.uk/pri/mary/resource/9227) and</p>	<p>Can students recall knowledge from prior learning?</p>

	<p>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.</p> <p>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>Saxons/Vikings https://www.history.org.uk/pri mary/categories/177/resource/6919) Schemes of Work on the HA website.</p>	<p>Can students use criteria to rank the importance of an event / factor?</p>
<p>Children should learn:</p> <p>How to sequence key events on a timeline.</p> <p>How to show differences between migrant groups over time.</p>	<p>Final activity</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>		<p>Can students sequence events correctly?</p> <p>Can students identify different reasons for migration?</p>

How will this enquiry help children to make progress in history?

- Pupils will be able to identify some of the key causes of migration to Britain and will be able to compare these causes over time allowing them to find areas of similarity and difference.
- Pupils will be able to identify some of the key events in British migration history and place them in chronological order.
- Pupils will be able to draw inferences from a wide range of source materials
- Pupils will be introduced to specific subject vocabulary around migration.

How might this enquiry be adapted for children of different ages and abilities?

There are certain key ideas it is important that children of all ages and abilities acquire, namely:

- The history of migration to England / Britain stretches back thousands of years. This history is also very relevant to students today.
- There are lots of similarities in the reasons why migrants wanted to come to Britain which allows students to look at common causes of migration.
- There are also differences which help students to understand that this is a multi-causal complex web of reasons for migration.

Younger and/or less able children could demonstrate an understanding of the causes of migration by:

- Reducing the number of case studies that they look at.
- Using a wider range of visual sources rather than focusing only on text.
- Being guided / scaffolded on some of the inferences that can be drawn about similarity and difference.

Enquiry 2: What were the experiences of migrants in Britain?			
LEARNING OBJECTIVES	KEY CONTENT AND SUGGESTED LESSON IDEAS	SUGGESTED RESOURCES	ASSESSMENT
	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. This suggested content for this enquiry question can be easily adapted to make it more relevant to your school's local community.	For a fuller overview of Black British History you can use the Guardian's Timelines here: https://www.theguardian.com/world/ng-interactive/2020/jul/11/black-history-timeline	
<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>http://www.romansrevealed.com/uploads/Runnymede%20Romans%20Revealed%20A4%2056pp%20LoRes%20v6.pdf</p> <p>http://romansrevealed.com/index.html</p>	Can you infer what life was like for an African woman in Roman Britain?
<p>Children should learn:</p> <p>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?</p> <p>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. 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 medieval cartoon which can be looked at with some guided support. The pupils can finish by looking at extracts from</p>	<p>Information about the massacre in York https://www.english-heritage.org.uk/visit/places/cliffords-tower-york/history-and-stories/massacre-of-the-jews</p> <p>This worksheet about the York Massacre could be adapted https://docs.google.com/document/d/1-</p>	<p>What was the experience of the Jews like shortly after they arrived in England?</p> <p>How did the experience of the Jews change?</p> <p>What can you infer from the poem about the</p>

	<p>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>Vqg22lhx3BdZIMxbrjCIDN7nt690lf5WFkm0hGgHLY/edit?usp=sharing</p> <p>This is the mystery cartoon resource https://www.nationalarchives.gov.uk/education/resources/medieval-mystery/</p> <p>You can find out more about the Jewish experience from the Our Migration Story website including the poem https://www.ourmigrationstory.org.uk/oms/put-a-curse-on-my-enemies-meir-ben-elijah-and-the-jews-of-early-norwich</p> <p>You can also read p.6 in <i>Journeys</i>.</p>	<p>experiences of the Jews in England?</p>
<p>Children should learn:</p> <p>About the diverse experiences of Africans living in England in Tudor times.</p>	<p>Who were the Black Tudors?</p> <p>Miranda Kaufmann's book <i>Black Tudors</i> 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>	<p>There are some fantastic resources on Black Tudors which were produced for the Colonial Countryside project. You can find details here: https://www2.le.ac.uk/departments/english/creativewriting/centre/colonial-countryside-project/black-history-resources-for-home-schooling</p> <p>You can find out more about John Blanke here: https://www.johnblanke.com/</p>	<p>Can students identify the differences in experiences that Black Tudors had?</p> <p>What can we infer from the different experiences of Black Tudors about their treatment in England?</p>
<p>Children should learn:</p> <p>Some of the features of the Huguenot and Palatine experience.</p>	<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</p>	<p>You can find information about the Huguenots and Palatines in <i>Journeys</i> p.14-17.</p> <p>You can also find out information on Our Migration Story here:</p>	<p>What was the experience of the Huguenots?</p> <p>What was the experience of the Palatines?</p>

<p>How to compare and contrast these experiences.</p>	<p>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>	<p>https://www.ourmigrationstory.org.uk/oms/by-era/1500%E2%80%931750</p> <p>There is also a video about the Palatines with David Olusoga here - but may need to be made more accessible with teacher support: https://www.bbc.co.uk/teach/class-clips-video/history-ks3--gcse-the-story-of-the-palatines-who-migrated-to-britain-in-the-1700s/zh9hwtv</p>	<p>Why were their experiences so different?</p>
<p>Children should learn:</p> <p>About the experiences of the different communities that lived in Brick Lane</p> <p>About the nature, pace and extent of change in Brick Lane</p>	<p>How has Brick Lane changed?</p> <p>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 then 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>	<p>You can find the resource for the activities here: https://drive.google.com/file/d/1KhUuc1yp3c6QHy1r6qh2LPFKWXhiv4Nm/view?usp=sharing</p>	<p>What changes have taken place in Brick Lane over the last 500 years?</p> <p>What has been the nature, pace and extent of change during this time?</p>
<p>Children should learn:</p> <p>About the diverse experiences of individuals across many different historical periods</p>	<p>What can we learn from the individual stories of different migrants?</p> <p>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 <i>Journeys</i> 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>	<p>You can find the interviews and case studies in <i>Journeys</i>: John Blanke p.11 or here: https://www.oxforddnb.com/view/10.1093/ref:odnb/9780198614128.001.0001/odnb-9780198614128-e-107145 Olaudah Equiano p.24-25 or here: https://brycchancarey.com/equiano/ Dr Barnado p.27 or here: https://www.barnardos.org.uk/who-we-are/our-history</p>	<p>What are the similarities and differences between the experiences of the individuals that you have studied?</p> <p>Why is it useful to study the experiences of individuals? Are there any problems with just looking at individuals' stories?</p>

		<p>Walter Tull p.34-35 or here: https://www.history.org.uk/primary/categories/207/resource/9081</p> <p>Claudia Jones p.44-45 or here: https://www.vogue.co.uk/arts-and-lifestyle/article/claudia-jones-notting-hill-carnival</p> <p>Jayaben Desai p.47 or here: https://www.ourmigrationstory.org.uk/oms/from-east-africa-to-grunwick-jayaben-desai</p> <p>You can use this proforma with some suggested interview questions: https://docs.google.com/document/d/1QbPm4qVMvRnd8GXJc9r-k_LGwL6Zegml7meMnZxFVxU/edit?usp=sharing</p>	
<p>Children should learn:</p> <p>How the events and individuals that they have studied fit into the bigger picture of migration across time.</p>	<p>Final activity</p> <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?</p>		<p>Where do the events / individuals fit on the timeline?</p> <p>What were the positive / negative experiences that migrants faced?</p>

How will this enquiry help children to make progress in history?

- Pupils will be able to understand the experiences of migrants over an extended period of time
- Pupils will be able to identify areas of similarity and difference, change and continuity
- Pupils will be able to draw inferences from a wide range of source materials
- Pupils will be introduced to specific subject vocabulary around migration.

How might this enquiry be adapted for children of different ages and abilities?

There are certain key ideas it is important that children of all ages and abilities acquire, namely:

- There are lots of similarities in the experiences that migrants faced which allows students to look at common experiences
- There are also differences which help students to understand that the experience of migrants is not a universal picture.
- The experiences of migrants changed over time however there was also some aspects of continuity.

Younger and/or less able children could demonstrate an understanding of the causes of migration by:

- Reducing the number of case studies that they look at
- Using a wider range of visual sources rather than focusing only on text
- Being guided / scaffolded on some of the inferences that can be drawn about similarity and difference, change and continuity

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

LEARNING OBJECTIVES	KEY CONTENT AND SUGGESTED LESSON IDEAS	SUGGESTED RESOURCES	ASSESSMENT
<p>Children should learn:</p> <p>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?</p> <p>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>This is about the first Indian restaurant in Britain opened in 1810: http://news.bbc.co.uk/1/hi/england/london/4290124.stm</p> <p>https://londonist.com/london/history/the-history-of-ice-cream-in-london</p> <p>https://www.theguardian.com/global/2015/may/24/lets-eat-together-cooking-immigration-britain-food</p>	<p>What can you infer about the way that migration has changed the food that is eaten in Britain?</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. 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>https://onebighistorydepartment.com/2020/07/07/using-popular-music-for-learning-and-teaching-about-black-lives-in-modern-britain/</p> <p>https://www.bbc.co.uk/programmes/articles/2TYtDCqKdDWHsTys048gcCl/the-history-of-the-british-asian-sound-music</p>	<p>What can you learn from a wide range of sources about the influence of migration on music in Britain?</p>
<p>Children should learn:</p> <p>About the ways in which migrants have been portrayed in art</p>	<p>How has migration influenced art?</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,</p>	<p>http://peterbrathwaitebaritone.com/re-discoveringblackportraiture</p>	<p>What can you identify from the portrait?</p> <p>What can you infer about the way in which the</p>

<p>About the ways in which interpretations of migrants in art can be challenged</p>	<p>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>https://www.theguardian.com/artanddesign/2014/may/27/dido-belle-enigmatic-painting-that-inspired-a-movie</p>	<p>portrait is painted about the power relationships shown?</p>
<p>Children should learn:</p> <p>The impact of migration on the local community</p> <p>Similarity and difference, change and continuity in the local environment</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:</p> <p>Restaurants / Take-aways showing food from around the world Supermarkets / 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</p> <p>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 <i>Turn back time</i> booklet (see link). They can then compare the changes and look at the impact of migration on their local area.</p>	<p>http://downloads.bbc.co.uk/history/handsonhistory/turn_back_time_booklet.pdf</p>	<p>How have our high streets changed as a result of migration?</p> <p>What similarities and differences are there between the high streets in 1900 and today?</p>
<p>Children should learn:</p> <p>The role of individuals and events in tackling racism and discrimination</p>	<p>How has migration helped us to understand about fighting racism and discrimination?</p> <p>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.</p>	<p>Find information about the Battle of Cable Street in <i>Journeys</i> p.38-39 or here: https://www.historic-uk.com/HistoryUK/HistoryofBritain/Battle-Of-Cable-Street/</p> <p>Find information about the Notting Hill Carnival in <i>Journeys</i> p.44-45 or here: https://nhcarnival.org/nhcs-story</p> <p>You can find information about Jayaben Desai in <i>Journeys</i> on p.47 or here: https://www.ourmigrationstory.org.uk/oms/from-east-africa-to-grunwick-jayaben-desai</p>	<p>What can you learn from the events or individuals about fighting racism and discrimination?</p> <p>Are there any similarities between events?</p>

		jayaben-desai	
<p>Children should learn:</p> <p>How to ask valid historical questions about the impact of migration</p>	<p>Final activity</p> <p>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.</p>		<p>What is the big picture of the impact of migration on Britain?</p> <p>How does learning about migration help tackle issues such as racism and discrimination?</p>

How will this enquiry help children to make progress in history?

- Students will be able to use material culture to help understand the impact of migration.
- Students will be able to draw inferences from a wide range of source materials
- Students will be able to ask valid historical questions to investigate the impact of migration.
- Students will be introduced to specific subject vocabulary around migration.

How might this enquiry be adapted for children of different ages and abilities?

There are certain key ideas it is important that children of all ages and abilities acquire, namely:

- The impact of migration is very wide ranging and covers almost every aspect of daily life in Britain.
- That an understanding of the reasons for migration, experiences of migrants and the impact of migration can play an important role in challenging racism and discrimination.

Younger and/or less able children could demonstrate an understanding of the causes of migration by:

- Reducing the number of case studies that they look at.
- Using a wider range of visual sources rather than focusing only on text.
- Being guided / scaffolded on some of the inferences that can be drawn about similarity and difference, change and continuity.