



# Teacher Fellowship Programme

## Local history: untold stories of the people of Britain

To what extent did life in Hackney meet the expectations of  
Caribbean migrants?

Thomas Rous

## **Enquiry question: To what extent did life in Hackney meet the expectations of Caribbean migrants?**

### **The enquiry**

This unit of work is aimed at upper Key Stage 2, Years 5 and 6. It focuses on the experiences of Caribbean migrants who moved to Hackney between the initial landing of the HMT *Empire Windrush* in 1948 and the 1970s. The intention of the six lessons is to build on prior knowledge that pupils have about the Windrush Generation. Over the course of the unit, pupils will contrast the expectations of migrants with their experiences of life in Hackney, gaining an insight into life in post-war London and the ways in which Hackney has changed over time. Oral history forms a key component of this unit, and pupils will have the opportunity to gather their own oral testimony while developing an understanding of the importance of using more than one type of source and looking at differing interpretations. At the end of the unit, pupils should be able to effectively communicate their knowledge and understanding of the experiences of Caribbean migrants in Hackney, underpinning their conclusions with reference to a variety of sources.

### **National Curriculum links**

This unit can be used to fulfil the local history unit requirement within the Key Stage 2 history curriculum. It studies migration, which is a locally significant theme in our school's (and many other schools') locality. It also assists in developing 'chronologically secure knowledge and understanding of British, local and world history', while allowing pupils to build historical skills through source analysis, 'noting connections, contrasts and trends over time and developing the appropriate use of historical terms'.

### **Rationale**

#### **How did this enquiry come about?**

Hackney is one of London's most densely populated boroughs, located just to the north-east of the City of London. It is a multicultural area, characterised by its racial, religious, linguistic and economic diversity. The catchment area of our school ensures that our pupil intake is a rich mix of nationalities and backgrounds. In response to this, as a school we have created our own annual week of community celebration: Hackney History Week. Each year group learns about the migration stories of one part of our community. For example, in Year 1, pupils learn about our diverse African community, and in Year 6, pupils cover the Charedi migration to Hackney in the 1920s and '30s. The intention of this week is to unlock cultural capital for our pupils; by learning about the migration stories of different parts of our community, our pupils are able to appreciate their local area and its history, allowing them to develop a sense of civic pride and inclusion.

The week is deliberately named Hackney History Week: local history is to the fore. However, some of our units have occasionally been too general, focusing on the experiences and stories of migrants to other parts of London or the UK in general. For example, one year group may look at the stories of Vietnamese migrants to the UK as a whole, rather than focusing on Hackney specifically. Although it is likely that Vietnamese migrants in Hackney will have much in common with migrants in other

parts of London or the UK, this generalised approach can dilute the distinct characteristics of migrants in our borough. As such, I aimed to bring local history back to the centre of one of our studies – a Year 5 unit on the Windrush Generation. The unit is particularly important and relevant to our locality; our school has a large Caribbean intake, and the neighbourhood immediately north of the school, Dalston, has a thriving Caribbean community.

Though much of this enquiry was taught over the two years for which the unit was originally intended, the plans outlined here were also disrupted by the COVID-19 pandemic; they should now have taken place in full during the school year 2022–23.

### **Learning aims**

The enquiry aims to provide pupils with evidence to enable them to respond to the enquiry question: ‘To what extent did life in Hackney meet the expectations of Caribbean migrants?’ As a first step, pupils are equipped with the reasons as to why Caribbean people came to Hackney post-war, looking at both ‘push’ and ‘pull’ factors. They then use these to discover Caribbean migrants’ expectations of life in the UK, prior to arriving in Hackney. Migrant expectations are then contrasted with the ‘lived’ experiences of Caribbean migrants, showcased through a range of sources. Oral history sheds further light on the positives and negatives of life in Hackney in the 1950s to 1970s. Through exploration of these different sources, pupils note changes over time, contrasting the experience of migrants within the 20-year period and reasoning why migrant experiences were so varied.

Pupils completing this unit should begin to feel a sense of connection to the stories of migrants, through the power of oral history. Pupils are encouraged to work as historians, ask questions, gather source materials and start drawing conclusions. Therefore, I felt that it was important not to predetermine the exact knowledge that pupils will come away with, particularly in relation to migrants’ experiences. Migration stories are not uniform, and there is a wide range of experiences, both positive and negative. Pupils will contrast oral history with other historical sources, noting the contrasts and similarities in order to establish a wider narrative about Caribbean migrant experiences in Hackney.

### **Enquiry structure and final outcome**

In our school, Windrush Day is celebrated annually in June. As a result, the first lesson recaps previous knowledge, framed via the question: ‘Why did people from the Caribbean move to Britain after the Second World War?’ From this point onwards, pupils will be exposed to a range of source material that will gradually build their understanding of the experiences of Caribbean migrants in Hackney, with oral history supporting throughout. The fieldwork exploration of the local area, through a learning walk, will cement a real sense of connection for our pupils and support them in understanding what life in Hackney was like for Caribbean migrants.

Towards the end of the unit, pupils will work as oral historians, conducting interviews with members of our community who migrated to Hackney from the Caribbean. In the final lesson of the unit, pupils respond to the enquiry question, using the range of evidence that they have encountered previously, demonstrating their rich understanding of the experiences of Caribbean migrants in Hackney. However, the learning should not end here, and the final outcome can be ongoing: pupils

can continue to build the oral history sound archive that they have established through their interviews.

The enquiry question, sequencing and approaches of this unit can serve as a basis for other schools to engage with their local migrant communities, building intercultural understanding through oral history and storytelling. This unit will support schools in a range of settings to create local history units looking at the migration stories that reflect the changing nature of their local area over the last century.

## **Reflections**

### **What makes this enquiry powerful?**

Engagement with local history can be a powerful tool with which to forge personal connections between the past and present, making history relevant. This unit seeks to make history tangible: local, recent and conveyed through the stories of living people. I have found that pupils love being involved in the process of history, and this unit provides opportunity to do so through recording oral history interviews and establishing a school-wide oral history sound archive. This can become an ongoing project that brings your community together and gives pupils a sense of pride in preserving history for future year groups to learn from.

The exploration of migration will also help pupils to feel a sense of belonging and boost their pride in their locality. Through teaching this unit, schools can forge links with their local museum, archive and the families of Caribbean children in their school. Hopefully, these are links that can be maintained over many years to come.

### **Transferring the underlying principles to your context**

This unit can be adapted to fit the needs of your local area. Your unit of work should reflect the community of your school – what migration groups or trends are present in your community? You may find evidence in your area of internal migration, where groups of people have moved into your area from rural communities. Alternatively, there may have been movement out of your area into a more rural environment or to other urban areas. This movement is usually prompted by the opportunity for employment and improved social conditions. It is important that pupils are able to interact with a range of voices and gain multiple perspectives, so as to develop a rich understanding of life during the period in which the migration stories took place. However, it should also be recent enough that oral history is a viable option for studying the migration group; in reality, this means that migration that took place during and after the Second World War is as far back as is possible.

Once your migration theme has been identified, it is important to consider the reasons why your local area attracted members of that community. It is easier to plan, resource and teach lessons that reflect wider factors and experiences of migration. For example, when planning this unit, I encountered many sources about Windrush experiences generally, rather than experiences specifically rooted in Hackney. It can be challenging to identify the specific reasons for your local area being a destination for migrants, so collaboration with members of that community and the groups that represent them, as well as your local museum or archive, is really important to find key answers.

The unit depends on pupils being able to explore their locality and interact with history first hand, through a local history walk and by conducting oral history interviews. Early and open communication with your key stakeholders – potential interviewees: individuals and community groups – is crucial in organising this. Once the rationale for the unit has been explained, you will likely find that most people are eager to support you.

Finally, as a teacher of non-Caribbean descent and not from the local area, I was conscious to not predetermine the conclusions that pupils might make when presented with the experiences of migrants. I feel that your migrant community should be able to present their history on their terms, and the implication of this is that pupils may draw unexpected conclusions. Be open to this, while also ready to support in explaining challenging histories (for example, stories featuring racism) and supplementing children's understanding through supporting sources.

### **Advice on planning your own oral history project**

Planning your oral history project may take longer than you expect. I suggest having a clear 'elevator pitch' to give potential interviewees. Why do you want your pupils to meet them? How are they helping the school? Being clear in your explanation of the project will help you to move towards the organisation of scheduling and booking dates in the diary for interviewees to visit the school or for you to visit community groups.

You may also find it difficult to identify interviewees. Connecting to elderly community members can be tricky. I would recommend using your school newsletter and assemblies as your first point of call. Pupils' families (often grandparents and great-grandparents) may be an ideal way in which to get started. Beyond this, community groups and organisations, your local museum or archive, religious organisations or local businesses may be able to help you.

When conducting your interviews, you may find that pupils either ask too many questions or ask very leading questions, which can result in less authentic testimony being given. Coach your pupils with open questioning and following up on interesting things spontaneously – this is the art of a good interview, but one that is hard for some children to achieve. As well as the supporting slides in the PowerPoint, there are good online resources identified in the lesson sequence for you to refer to.

Finally, ensure that you reach out to your local archive or museum. The Hackney Museum was able to provide pre-existing models for oral interviews, showcase artefacts in their collection and facilitate links to community members for interviews. The Hackney Archive has a wealth of historic photographs and other sources, several of which are reproduced in the accompanying PowerPoint.

### **Recommended resources**

- Your local museum. Hackney Museum (<https://hackney-museum.hackney.gov.uk>) is an incredible local museum with a dedicated education team who plan workshops for schools and exhibitions for the public. They have worked very hard to accommodate our school and provide resources and ideas for our units of work.

- Your local archive. Hackney Archives (<https://hackney.soutron.net/Portal/Default/en-GB/Search/SimpleSearch>) proved invaluable in finding photographs, sources and data about the local Caribbean community.
- The Oral History Society ([www.ohs.org.uk/teaching-resources](http://www.ohs.org.uk/teaching-resources)) has numerous online resources and planning tools for oral history projects. Sharing their questioning tips with my pupils allowed for pupils to record really successful interviews with our community group members.
- Claire, H. (2004) 'Oral history: a powerful tool or a double-edged sword' in *Primary History*, 38, pp. 20–23. Before reading this article, I hadn't felt sure how much weight we should give to oral history in the classroom, but Claire's thoughts on and critics of it as a source enthused me as to its potential. After all, what better way in which to learn about migration than through individuals' stories?
- Burn, K. and Todd, J. (2018) 'Right up my street: the knowledge needed to plan a local history enquiry' in *Teaching History*, 170, *Historians Edition*, pp. 50–60. I love the way in which the local high street was explored as a physical resource for pupils in this article.

## Sequence of lessons

LEARNING OBJECTIVES	KEY CONTENT AND SUGGESTED LESSON PLAN	SUGGESTED RESOURCES	ASSESSMENT
<p><b>Children should learn:</b></p> <p>The context for migration at the end of the Second World War</p> <p>An overview of the links between Britain and some Caribbean countries</p> <p>To categorise the push and pull factors that led to Caribbean migration</p>	<p><b>Why did people from the Caribbean move to Britain after the Second World War?</b></p> <p>As a starting point, discuss with your class what they already know about the <i>Empire Windrush</i>. In our school, pupils have touched on the topic previously through the annual commemoration of Windrush Day. You may find that pupils in your class already have valuable knowledge, and through discussion, all pupils can develop baseline knowledge and be 'on the same page'.</p> <p>Pupils need to understand that much of the Caribbean was part of the Commonwealth and Empire and, as such, Caribbean people had a right to migrate to Britain. Explain this concept and briefly investigate whether there are any other Commonwealth links in your classroom. The next few slides set the scene for pupils by explaining the context of Britain at the end of the Second World War.</p> <p>Hand out the sorting cards for Activity 1; these detail the different push and pull factors for Caribbean migration to the UK. Working in pairs, pupils should read the reasons and categorise them into push and pull reasons for migration. A table with answers can be found on Slide 9. Ask pupils to think about which factors may have been the most significant. Ask them to justify these with their own thoughts.</p>	<p>You could use the song '<a href="#">London is the Place for Me</a>' <a href="#">by Lord Kitchener</a> (<a href="http://www.youtube.com/watch?v=dGt21q1AJul">www.youtube.com/watch?v=dGt21q1AJul</a>), himself a Trinidadian migrant. Explain that the song was written prior to the artist's arrival in England, then display the lyrics of the song to prompt discussion about Caribbean migrants' expectations of life in the UK.</p> <p>Goldsmiths University has beautifully recreated the landing cards for passengers who arrived aboard the Empire Windrush in 1948. <a href="#">Take a look at the overall passenger list here</a> (<a href="http://www.gold.ac.uk/windrush/passenger-list">www.gold.ac.uk/windrush/passenger-list</a>) and see whether there are any migrants who are listed anywhere in your locality as their 'proposed address'. You may also want to take a look at the occupations, ages and marital statuses listed, as these can lead to valuable discussion about the types of people who migrated to the UK.</p>	<p>Can pupils briefly summarise what the Commonwealth was and why the Caribbean had links to Britain?</p> <p>Can pupils explain the state of Britain at the end of the Second World War?</p> <p>Have pupils been able to successfully categorise push and pull factors?</p> <p>Can pupils</p>

	<p>Now equipped with an understanding of the reasons why Caribbean migration occurred, pupils are ready to complete Activity 2. Hand out a copy of the image on Slide 10 to each child. Explain that the men and women in the photograph are newly arrived Caribbean migrants in England. Model completing the thought bubbles, using the sorting cards from Activity 1 as a prompt.</p> <p>As a plenary, begin to consider the expectations that Caribbean migrants may have had before arriving in Britain. You may wish to listen to the song 'London is the Place for Me' by Lord Kitchener.</p>		<p>discuss the reasons for migration to Britain, and explain which of these factors they feel is most significant?</p>
<p><b>Children should learn:</b></p> <p>The reasons why Hackney was a popular destination for migrants during the</p>	<p><b>Why did Caribbean people choose to settle in Hackney?</b></p> <p>Begin the session by recapping the learning from the previous lesson; can pupils remind each other in pairs of the key pieces of information about Windrush? You may wish to make this a competition: have pairs record their ideas on mini-whiteboards and see which pair remembers the most.</p> <p>In the last lesson, pupils learnt broad reasons for Caribbean migration to the UK as a whole. In this lesson, the focus becomes</p>	<p><a href="#">BombSight</a> is a website that features a map of the bombs dropped in London between 7 October 1940 and 6 June 1941. This is a great way in which to zoom into your local area and think about the condition that your local area may have been in following the Blitz.</p>	<p>Are pupils able to summarise the main reasons for the local area becoming a hub for migration?</p> <p>Can pupils</p>



<p>1950s to 1970s</p> <p>To debate the significance of different factors in migration, giving their own evidence-based opinion</p>	<p>local – why was Hackney an important destination? Adapt the ideas here for your own local area. As a class, take a look at the map in the slides and note the title ‘Bombs dropped on Hackney’. Explain that each red dot represents a bomb dropped during the London Blitz and point out the boundary of Hackney. In my class, we looked at the area directly around where our school site is located now – you may be able to do something similar for your own locality. If your class has previously learnt about the Second World War, they may have many of their own ideas to bring to a class discussion on this topic.</p> <p>Pupils should then be introduced to the reasons why Hackney became a hub for Caribbean migration through an inference activity. Display five photographs, each one a clue to why Caribbean people migrated to Hackney. You may wish to print these for pupils to look at carefully and infer what they represent. Share ideas from around the class and see whether you can come to a consensus on what each photograph might mean. Answers are available on the next slide. Read these out and see whether, as a class, you have managed to identify the correct meaning for each. You may wish to discuss this more broadly – do any of these things surprise the class? Are there any parallels with modern life? Which reasons do you think would have been most significant to Caribbean people’s migration to Hackney?</p> <p>As the main activity for the lesson, pupils should summarise and communicate the reasons for Hackney becoming a hub for Caribbean migration. You may wish for your pupils to simply write a short explanation. Alternatively, as part of a cross-</p>		<p>represent these reasons either in writing or in a creative way?</p> <p>Are pupils able to debate the most significant reasons for migration to the local area?</p>
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	<p>curricular approach with art and design, you may want pupils to create 1950s-style posters that advertise Hackney as a destination. This will take time, however, and pupils will need instruction on poster design.</p>		
<p><b>Children should learn:</b></p> <p>To make observations about their local environment and discuss what these show us about local migration history</p> <p>To identify changes in their local area over time, inferring what these tell us about migrant</p>	<p><b>How has life in Hackney changed as a result of Caribbean migration?</b></p> <p>This session is a local area walk and should be organised well in advance, to ensure that your route and arrangements to speak to different local people (as well as usual trip procedures, such as risk assessments and volunteers) are arranged to deliver one cohesive lesson.</p> <p>In order to answer our overarching enquiry question, ‘To what extent did life in Hackney meet the expectations of Caribbean migrants?’, pupils need to understand that Caribbean migration changed Hackney in several ways. This should prompt them to consider how although Caribbean migrants’ expectations of life in the UK were not always met, Caribbean migrants worked to shape Hackney as their new community and improve it for the better.</p> <p>We are lucky that the built environment of our local area reflects different stages of migrant experience, from shops catering for migrants who have more recently arrived to public artworks celebrating key events. The walk planned for my school took place in:</p> <ul style="list-style-type: none"> <li>• Ridley Road, a commercial area of significance to Hackney’s Caribbean community but under threat of</li> </ul>	<p>Prepare for usual trip procedures, such as risk assessments, etc.</p> <p>Local people/community groups are your core resource for planning – find out whether you’re able to meet with them or visit them while on your walk. Plan in advance how this will help your class to answer the enquiry question.</p> <p>Your local museum may be able to help to guide your trip or arrange for you to visit as a part of your walk. They may have artefacts that support the enquiry.</p> <p>Local archives may have photographs or other sources demonstrating change, which can be shown to further support understanding during the walk.</p>	<p>Can pupils explain how their local area has changed as a result of migration?</p> <p>Can pupils give examples of what life was like in the local area for migrants?</p> <p>Can pupils identify how migrant experiences in the local area may have evolved due to the local area changing?</p>

<p>experiences</p>	<p>redevelopment</p> <ul style="list-style-type: none"><li>• Hackney Central, which is the site of a public artwork celebrating the arrival of Caribbean people to Hackney</li><li>• Hackney Museum, which has a range of exhibits on Hackney's Windrush history</li></ul> <p>When planning your local history walk, you will need to consider how the built environment reflects the history of the community that you are studying. Are there community centres, places of worship, schools, restaurants, businesses or public artworks that paint a picture of how your area has changed as a result of migration? By identifying these places, you can then contact people who may be able to assist you in enriching the experience and provide supplementary activities with a local connection.</p> <p>Our Year 5 classes met with a local campaigner who is seeking to protect the heritage of Ridley Road, which gave them an insight into the street's deep importance to Caribbean people. They also met with the son of a shopkeeper who moved to Britain from Trinidad in the 1960s and who shared memories of his parents' arrival to Hackney and the difficulties that they initially faced. Finally, they were able to visit our local museum, which had organised for them to interact with a variety of artefacts and photographs.</p> <p>You may also wish to use historic photographs and other stimuli during your trip, to help to demonstrate change in your locality. Our classes were shown images of Ridley Road at different points in time, which they could compare to modern day.</p> <p>At the end of the trip, you need to pull together the rich learning</p>		
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	<p>experiences that your pupils will have had – how have these activities and experiences helped them in answering the enquiry question? You may want pupils to record simple responses in their history books, or alternatively they could prepare a short piece of writing or perhaps a presentation/assembly directed to other classes or parents, explaining how Hackney changed as a result of migration and what this tells us about the experiences of migrants in Hackney.</p>		
<p><b>Children should learn:</b></p> <p>To interpret and analyse sources, inferring what they show us about the migrant experiences in our area</p> <p>To establish narratives relating to migrant experience using</p>	<p><b>What was life like for Caribbean people in Hackney?</b></p> <p>In this lesson, pupils are going to move around a carousel of sources, each of them providing an insight into the experiences of Caribbean migrants in Hackney at different points in time. When planning your carousel, you will need to work with your local archives, museum or what you can find with online searches to build a well-rounded picture of migrant experiences, so as to avoid pupils interpreting the experiences of the migrant group that you are studying as being identical. The sources used here span a range of 20 years and take different forms: photographs of household objects, newspaper articles, poetry, an extract from a book about life in Britain and an extract from an oral history interview.</p> <p>Display the source analysis questions and model how you wish for pupils to interact with each source. In small mixed-attainment groups (this will help pupils who may struggle to read all the information in each source), pupils should work together to read/look carefully at each source and then discuss what it is that it shows about migrant experiences. This can be done</p>	<p>Local archives will have many historical photographs and other records to support; some of these may be digitalised</p> <p><a href="https://hackney.soutron.net/Portal/Default/en-GB/Search/SimpleSearch">https://hackney.soutron.net/Portal/Default/en-GB/Search/SimpleSearch</a></p> <p>Your local museum may be able to help you with artefacts/recordings of oral histories <a href="https://hackney-museum.hackney.gov.uk">https://hackney-museum.hackney.gov.uk</a></p>	<p>In groups and as individuals, can pupils answer questions about sources?</p> <p>In groups, can pupils discuss what sources tell us about migrant experiences?</p> <p>Can pupils compare and contrast sources, discussing how they each show</p>

<p>evidence, noting contrasts, similarities and trends over time</p>	<p>through working through the source analysis questions. Individually, pupils can then make brief bullet-point notes about each source, either directly in their history books or on a worksheet (as displayed on Slide 24).</p> <p>The first source that I chose to use here is a newspaper article published in the <i>Hackney Gazette</i>, which reports on a silent march urging the government to make racial hatred a crime. Interpreting it requires a lot of reading, and I was aware that it would be the most difficult source for my pupils to analyse. With this in mind, I attached myself to this stage in the carousel, which allowed for a guided analysis, prompted through my questioning. I suggest doing similar if you have a particularly difficult source as part of your carousel. Should you have additional adults in your classroom, you may want them to oversee the other sources, answering questions and remodelling the task should any groups need this.</p> <p>Once your groups have examined each of the sources, feed back as a class to discuss what you have found out. Do all groups agree with each other's interpretations? Continue by asking what might make each source reliable or unreliable. Ask your class who created the source and for what reason.</p> <p>Finish your lesson with a timeline activity. Place the sources examined in chronological order. Those used in this lesson span 20 years. Does a changing narrative of migrant experience emerge as a result? Or is it a fairly scattergun, 'snapshots in time' picture with no clear arc that emerges? What do your class think?</p>		<p>different viewpoints?</p> <p>Can pupils begin to explain what life was like in Hackney for Caribbean migrants?</p>
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<p><b>Children should learn:</b></p> <p>What oral history is and why it is a powerful source for historians</p> <p>How best to interview by prompting answers and following up on interesting information</p> <p>To identify common features and contrasts between stories and use these to support wider narratives about migrant</p>	<p><b>What was life like for Caribbean people in Hackney?</b></p> <p>This lesson uses oral history to build on all previous learning, and provides a memorable learning experience for pupils by stepping into an historian’s shoes and interviewing members of our Caribbean community. Pre-planning is essential, as it can take time to identify the people whom you wish for pupils to meet and then arrange a suitable time and place for it to happen. You may also wish for this to take place over the course of a few lessons/a few days so that every child really feels that they have been a part of recording history.</p> <p>Prior to pupils getting embedded into their oral history interviews, you need to give them some input into how a successful interview may work. Some slides are provided for guidance on this, although they are largely inspired by the Oral History Society’s resources for schools, which are excellent. There is also a full lesson plan on preparing for an oral history interview, which is worthwhile if you feel that your class would benefit from detailed support.</p> <p>Firstly, discuss with your class what oral history actually is. Explain that oral testimony is simply people’s firsthand experiences – their stories. Recordings of oral testimony can be a powerful way in which to preserve stories for future generations, and so making recordings is an essential way in which to document the past. You may also wish to discuss some of the limitations of relying too heavily on this type of source.</p> <p>Next, I would listen to some examples of oral history. The Oral History Society provides a few examples on their website, or</p>	<p>Oral History Society teaching resources <a href="http://www.ohs.org.uk/teaching-resources">www.ohs.org.uk/teaching-resources</a></p> <p>BBC Teach clip aimed at Key Stage 2: ‘History KS2: How to interview people’ <a href="http://www.bbc.co.uk/teach/class-clips-video/how-to-interview-people/zrhgwtv">www.bbc.co.uk/teach/class-clips-video/how-to-interview-people/zrhgwtv</a></p> <p>Oral History Society lesson plan on ‘Preparing for an oral history interview with a whole class or group’ <a href="https://dev.ohs.org.uk/wp-content/uploads/2020/09/Oral_History_Lesson_plan-v.4.pptx">https://dev.ohs.org.uk/wp-content/uploads/2020/09/Oral_History_Lesson_plan-v.4.pptx</a></p> <p>Oral History Society audio clips of oral history examples <a href="http://www.ohs.org.uk/for-schools-audio-examples">www.ohs.org.uk/for-schools-audio-examples</a></p> <p>If you intend for your pupils to be involved in the process of finding an interview (possibly as a follow-up to this lesson, as you continue to build your sound archive), you could use this clip: BBC Teach ‘Finding the right interviewee’ <a href="http://www.bbc.co.uk/teach/class-clips-video/media-studies-ks2-finding-the-right-interviewee/zb9fbdm">www.bbc.co.uk/teach/class-clips-video/media-studies-ks2-finding-the-right-interviewee/zb9fbdm</a></p>	<p>Can pupils explain what oral history is?</p> <p>Can pupils explain why oral history is a powerful tool for historians?</p> <p>Have pupils been able to identify key topics for their interview?</p> <p>Do pupils demonstrate an understanding of how to interview effectively?</p> <p>Do pupils identify similarities and contrasts between interviewee experiences?</p>
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<p>experiences</p>	<p>alternatively look to see whether there is a recording online of someone relaying their migration experiences that would directly correspond to pupil learning. Ask pupils to discuss what they noticed about the role of the interviewer in the clip listened to. Did the interviewer ask many questions? Were the questions predetermining the answers? Were they very specific? Your class should notice how little the interviewer needs to speak – interviewing is mostly about listening. Explain to your pupils how to ask general questions, such as ‘What was it like starting school in London?’, rather than overly specific questions such as ‘Did you hate the food served at school?’. You will also need to show pupils how they can follow up on interesting things that they have heard. Ensure that they understand that they can ditch the question they’ve written down, in favour of asking their interviewee to speak in more detail about something interesting that they’ve mentioned. Finally, give pupils the opportunity to practise the skills learned here in small groups, where they can ‘fake interview’ each other.</p> <p>The greatest challenge here will likely be finding the people that your class will interview and then briefing them as to what to expect. It is likely that elements of their experience will be challenging to use in a Key Stage 2 context, such as those experiences relating to racism or other forms of hatred. You will need to discuss this with interviewees prior to them taking part, so that they are aware not to omit these parts of their experiences, but to talk about them in a sensitive manner.</p> <p>We were lucky to be able to find six people through our school community, mainly family members of pupils at the school, who</p>		<p>Can pupils build a wider narrative about migrant experiences using oral histories?</p>
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	<p>will partake in the oral interview and recording process. Organising a date that worked for all involved has proved overly challenging, so we have split the interviews into two separate days. They will take place in our school hall, which has enough space for pupils to split into groups for their interviews. Pupils should listen to all the interviews, but only actively participate as an interviewer in one of them. Depending on numbers of interviewees, you may need to think about how best to structure the interviews to make sure that all pupils feel fully involved in the process.</p> <p>Ensure that you film each of the interviews, and the recordings can then be kept as the basis for an oral history sound archive, which your school can build over time. However, you do need to gain the consent of your interviewees for this, especially if you want to share this with a wider audience outside of your school.</p>		
<p><b>Children should learn:</b></p> <p>To summarise key points and formulate responses to the enquiry question</p> <p>To compare</p>	<p><b>How did the reality of living in Hackney differ from the expectations of Caribbean migrants?</b></p> <p>In this final lesson of the learning sequence, pupils bring together all that they have learned through different sources and the experiences of the local walk and meeting migrants to create a well-rounded answer to the enquiry question. Learning need not end here, though, and the final outcome should include the ongoing building of the oral history bank.</p> <p>Making sure that pupils have access to all sources from previous lessons, ask your class to work in pairs, ordering each source that portrays the experiences of Caribbean migrants from the most</p>	<p>Collate together the sources used over previous lessons, including recorded oral history testimonies and photographs from your local area walk.</p>	<p>Can pupils explain how some migrant experiences differed from their expectations?</p> <p>Do pupils reference sources of evidence in</p>



<p>similarities and differences between information relating to migration experience within sources of evidence</p> <p>To reference sources of evidence to support their own conclusions relating to migrant experience</p>	<p>positive to the least positive. Once they are confident in their order, they should work with another pair, who can scrutinise their choices, which may prompt them to change their minds. Feed back and discuss this as a whole class.</p> <p>Point out that the sources we have looked at come from a range of time periods. Order the sources chronologically – does a clear picture of migration experience emerge? Is there a correlation between dates and experiences being more negative or positive? Discuss this as a class.</p> <p>Having dealt with the specifics, now ask your class to generalise. What are the key points that made Hackney a positive place for Caribbean migrants? What made experiences in Hackney negative? In small groups, pupils should work to mind-map these two areas.</p> <p>Finally, ask pupils to write a short explanation answering the enquiry question. They should have access to sources studied so that they are able to use and reference these in their answers.</p>		<p>their answer to the enquiry question?</p> <p>Can pupils summarise ideas to succinctly explain their own points of view?</p>
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