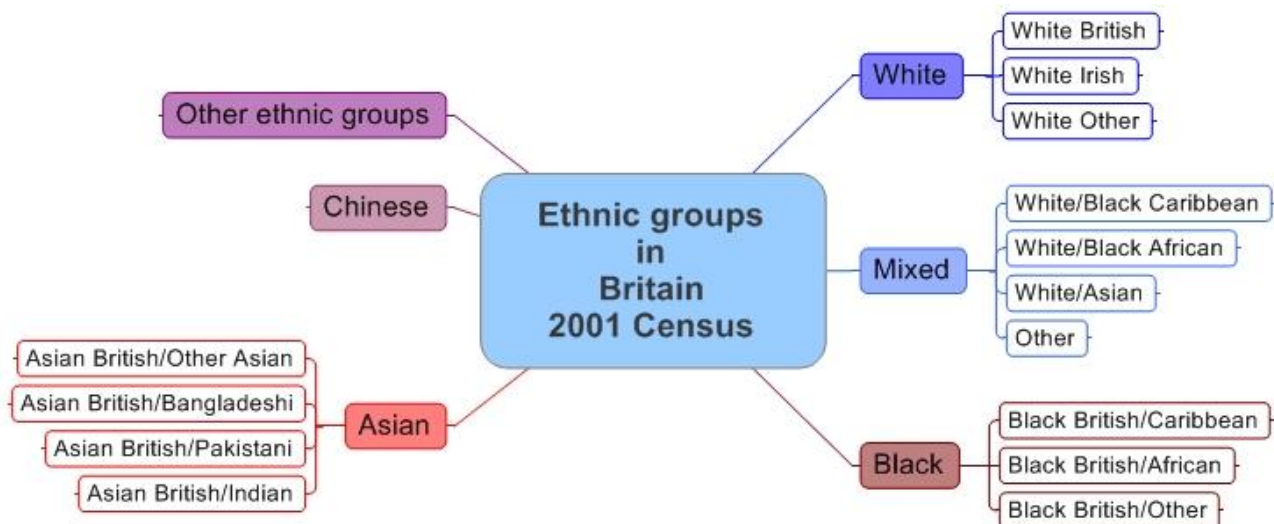


Who has come to Britain, and when?

Developing questioning through timeline maps

An overview of migration to Britain in one lesson



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http://iisresource.org/Documents/Who_Has_Come_Britain_03.pdf

http://iisresource.org/Documents/Who_has_come_Britain_03.ppt

About this lesson

<p>This lesson is intended to give an overview of the movement to, and settlement in, Britain by people from various parts of the world since the Romans.</p> <p>The key question asks who has come to Britain, and when?</p> <p>The lesson</p> <ol style="list-style-type: none"> enables students to begin to question some generally accepted views about migration, provides an introduction to depth studies of immigration and settlement, such as ‘What was it like to be an Irish immigrant in Britain in the 19th century?’ by Ireland in Schools at http://iisresource.org/migration.aspx encourages students to <ul style="list-style-type: none"> use the language of movement and settlement use geographical and historical questioning explore personal, family and community identity. understand that people have come to Britain over a long period place these people in time and space use conventional language on the passage of time challenge populist perceptions & stereotypes recognise similarities & differences in human activity and motivation over time understand the diverse experiences of men, women & children in past societies. <p>The lesson also offers scope for work in Geography and PSHE/Citizenship.</p>	<p>Prior knowledge</p> <p>Children could know something about one or more groups of people who have moved to and settled in Britain.</p> <p>Alternatively, it is possible to use this exercise as an introduction where pupils have limited knowledge of any migrant groups as a lead into a depth study of one or two groups.</p>
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Links to Key Stage 3 Programme of Study for History

<p>1 Key concepts</p> <p>1.1 Chronological understanding</p> <ol style="list-style-type: none"> Understanding and using appropriately dates, vocabulary and conventions that describe historical periods and the passing of time. Developing a sense of period through describing and analysing the relationships between the characteristic features of periods and societies. Building a chronological framework of periods and using this to place new knowledge in its historical context. <p>1.2 Cultural, ethnic and religious diversity</p> <ol style="list-style-type: none"> Understanding the diverse experiences and ideas, beliefs and attitudes of men, women and children in past societies and how these have shaped the world. <p>1.3 Change and continuity</p> <ol style="list-style-type: none"> Identifying and explaining change and continuity within and across periods of history. <p>1.4 Cause and consequence</p> <ol style="list-style-type: none"> Analysing and explaining the reasons for, and results of, historical events, situations and changes. <p>1.6 Interpretation</p> <ol style="list-style-type: none"> Understanding how historians and others form interpretations. Evaluating a range of interpretations of the past to assess their validity. 	<p>2.2 Using evidence</p> <ol style="list-style-type: none"> identify, select and use a range of historical sources, including textual, visual and oral sources, artefacts and the historic environment <p>2.3 Communicating about the past</p> <ol style="list-style-type: none"> present and organise accounts and explanations about the past that are coherent, structured and substantiated, using chronological conventions and historical vocabulary communicate their knowledge and understanding of history in a variety of ways, using chronological conventions and historical vocabulary. <p>Range & content</p> <p>3 Range and content</p> <ol style="list-style-type: none"> the different histories and changing relationships through time of the peoples of England, Ireland, Scotland and Wales the impact through time of the movement and settlement of diverse peoples to, from and within the British Isles. <p>4 Curriculum opportunities</p> <ol style="list-style-type: none"> explore the ways in which the past has helped shape identities, shared cultures, values and attitudes today investigate aspects of personal, family or local history and how they relate to a broader historical context make links between history and other subjects and areas of the curriculum, including citizenship.
<p>Key processes</p> <p>2.1 Historical enquiry</p> <ol style="list-style-type: none"> identify and investigate, individually and as part of a team, specific historical questions or issues, making and testing hypotheses reflect critically on historical questions or issues. 	

Lesson plan on following page.

Lesson plan

Key questions	Activity	PoS links
<p>1. Starter Where are you from? 10 mins</p>	<p>Using 3 maps, one of the local area, one of the UK (p.16) and one of the world (p. 7),¹ in pairs discuss and mark on each of the maps the different places you, your parents and grandparents have lived. (Optional homework. Bring in pictures of family history for a wall display to go beside the timeline map used in activities 2 & 3 for Question 2.)</p>	<p>1.2a 2.2a, 2.3b 3f 4a, b, e</p>
<p>2. Who has come to Britain, and when? 20 mins</p>	<p>1. As a class, match the descriptions of the settlers (cards 2.1-2.15 - p.5) with the images (cards 2.A-2.O - pp 6-8). 2. Divide into four groups, with five of six cards (from across the timeline. Put the cards in chronological order. 3. Class activity. Using timeline map (p. 4), preferably on a wall, place the cards on the appropriate place on the timeline and identify the place they came from on the map. (This timeline map will be used again in Questions 3.) 4. Record in AfL diary² a. what they have learned b. what more they want to find out.</p>	<p>1.1a, b, c 2.1a, 2.3b 3e, f 4a</p>
<p>3. How accurate are the statements about when people came to Britain? 30 mins</p>	<p>Class activity 1. Did the Irish come only at the time of the Famine? Students use the statistics and other evidence to answer the question above: a. i. what evidence is there to suggest that this is not true? Use the Irish timeline map provided (p.10). ii. place the Irish cards on the timeline map used for Question 2. b. what pieces of evidence make people think that they only came at the time of the Famine? 2. Why did they come? <i>Were they pushed by adverse conditions in Ireland?</i> <i>Were they pulled by the attractions of Britain?</i> <i>Are there any other reasons why they might have come to Britain?</i> Using the evidence so far, and armed with two different coloured pencils, students highlight the push and pull factors for specific group of migrants, such as monks, Tudor people, etc. (Optional extension. Use the pull-push grid (p. 4) to identify the Irish motives of migration. Justify your choices on the evidence you looked at.³) 3. As whole class share findings and put their conclusions on the main timeline from Question 2 (p. 3). 4. Review. Class considers the implications for the other groups on the timeline. Complete AfL diary.</p>	<p>1.1b, a 1.2a 1.3a 1.4a 1.6a, c 2.1a, b 2.3a, b 3f, e 4a, e</p>

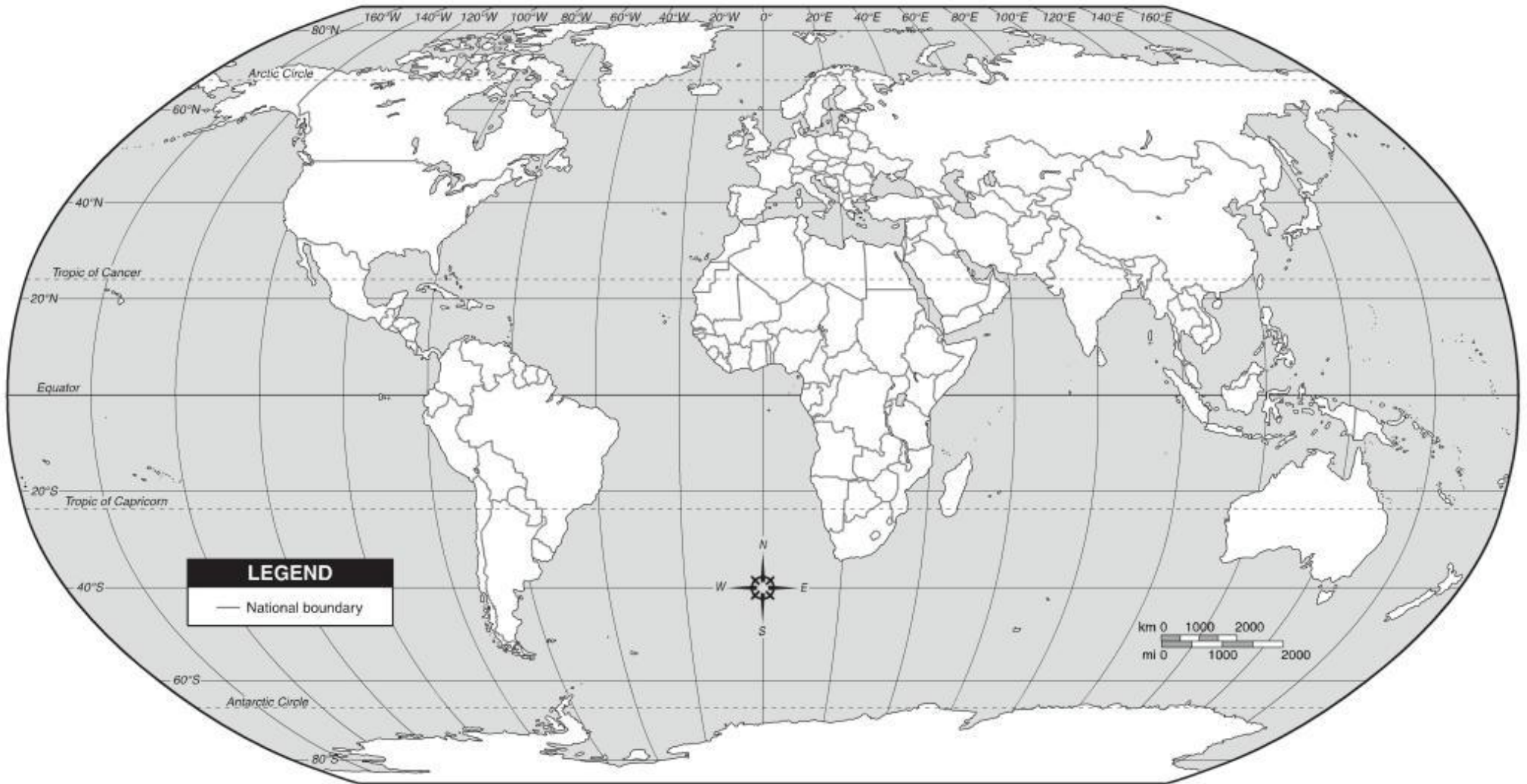
1 Or use three concentric circles (p. 18).

2 It is appreciated that some schools use AfL to measure what students have achieved against NC levels. The unit uses AfL to encourage students to reflect on their own learning without reference to levels.

3 This grid can be used with any migrant group and for comparisons between groups, eg, the Irish & the African Caribbeans.

Q1. Timeline map of movement to, & settlement in, Britain

Please reproduce on A3 for students' use



AD

0	100	200	300	400	500	600	700	800	900	1000	1100	1200	1300	1400	1500	1600	1700	1800	1900	2000
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Who has come to Britain, & when?, 4

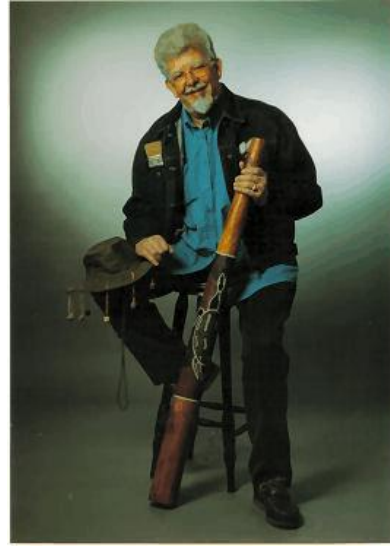
Q2. Who came to Britain & when: Cards 1-16

<p>2.14. Romans We came from all over the Roman Empire and invaded Britain in 43 AD</p>	<p>2.7. Chinese We first came from Chinese ports in the early 19th century.</p>
<p>2.8. Saxons We came from Northern Europe and became rulers of much of England.</p>	<p>2.1. Irish It is often said that we came to Britain at the time of the Irish Famine in the middle of the 19th century .</p>
<p>2.2. Vikings We came from Scandinavia and settled in Britain and Ireland.</p>	<p>2.3. African Caribbean It is often said that we came to Britain after the Second World War.</p>
<p>2.11. Normans We came from Normandy in France in 1066 and our leader became King William of England</p>	<p>2.12. South Asians It is often said that we came from the Indian sub-continent and Ceylon from the 1940s onwards.</p>
<p>2.4. Jews We first came with the Normans.</p>	<p>2.5. East African Asians We came from Kenya in 1968 and Uganda between 18 September and 7 November 1972.</p>
<p>2.13. Flemish weavers We came from Flanders (modern Belgium) between 1200 and 1400.</p>	<p>2.6. Eastern Europeans We have been coming to Britain since the start of World War Two.</p>
<p>2.15. Africans We first came with the Romans but more of us came from the 16th century onwards.</p>	<p>2.10. Other commonwealth migrants Today there are many of us living in Britain, including some 400,000 Australians.</p>
<p>2.9. Huguenots Most of came from France, Holland and Belgium from the sixteenth century but especially after 1685.</p>	<p>2.16. Other group(s) you know about</p>

Q2. Who came to Britain & when: Picture cards A-P



2.A. Massacre of St Bartholomew, 24 Aug.-17 Sept. 1572, when Catholics killed thousands of Huguenots in Paris.



2.B. Rolf Harris, the Australian entertainer and artist, with his didgeridoo.



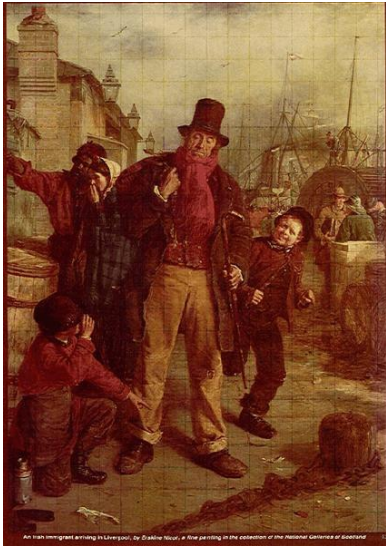
2.C. Bayeux Tapestry, showing the end of the battle of Hastings.



2.D. Tea being unloaded at the London Docks in 1877.



2.E. A Polish couple in London in the 1960s(?).



2.F. *Irish Emigrant Arriving in Liverpool*, painting by Erskine Nicol, 1871.



2.G. Fresco commemorating the establishment of Flemish weavers in Manchester in 1363 by Ford Maddox Brown, 1892, Manchester Town Hall.



2.H. Artist's impression of the Romans landing in Britain in 43AD.



2.I. Young Bangladeshi girls dancing.



2.J. Carving of Saxon warriors from the 8th century AD.



2.K. John Blanke, early Tudor trumpeter.



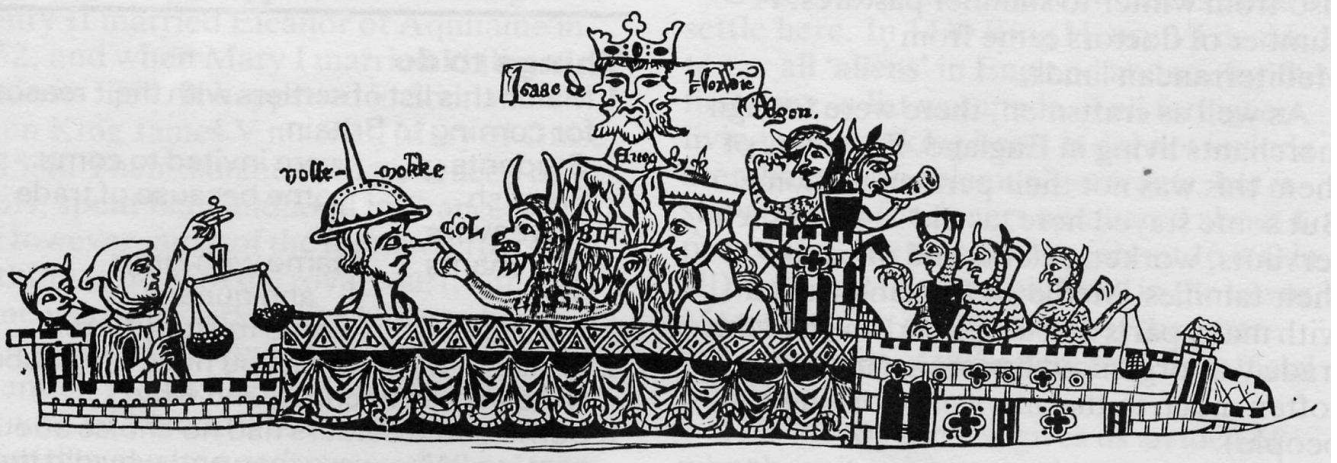
2.L. The SS Empire Windrush arriving in Britain in June 1948 with a group of 492 Jamaicans.



2.M. A Viking warrior as reconstructed by the Viking Centre, York.



2.N. Collage of Idi Amin and expelled Ugandan Asians arriving at Stansted airport in 1972.



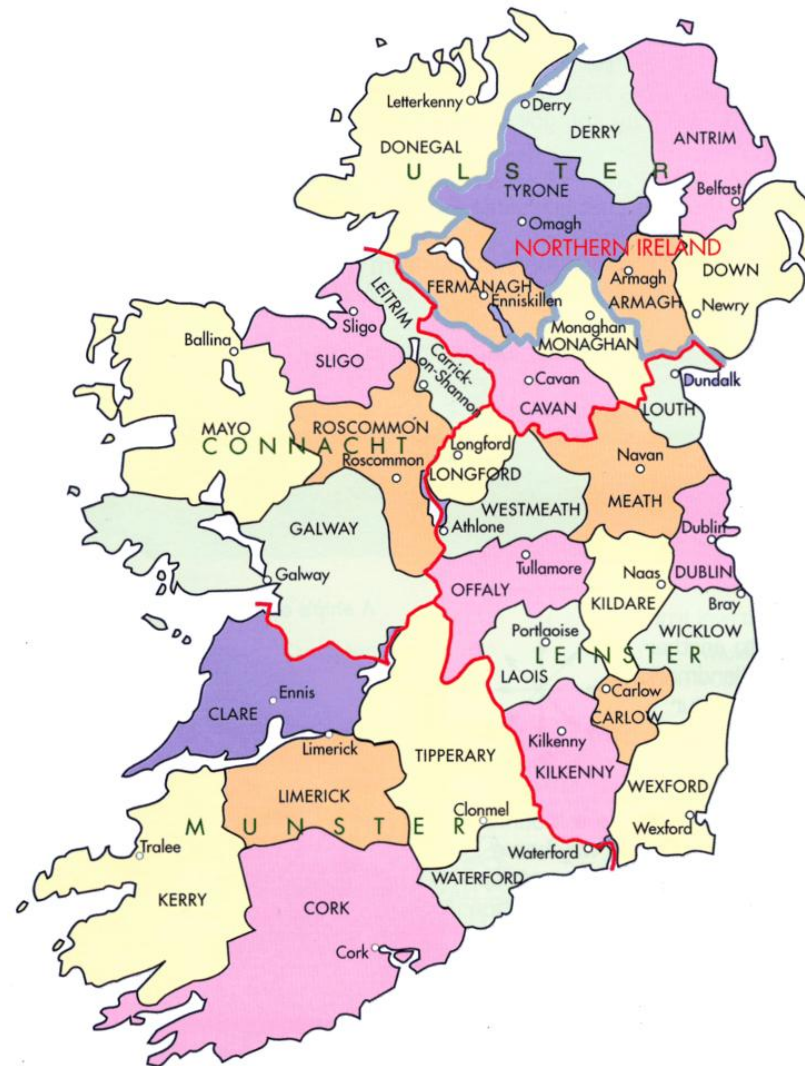
2.O. A cartoon on the Jews of Norwich drawn in 1290 during the persecution of the Jews in the reign of Edward I.

Q2. Key for matching statements & pictures

- 2.1 & F. Irish** *Irish Emigrant Arriving* in Liverpool, painting by Erskine Nicol, 1871.
- 2.2 & M. Vikings** A Viking warrior as reconstructed by the Viking Centre, York.
- 2.3 & L. African Caribbean** The *SS Empire Windrush* arriving in Britain in June 1948 with a group of 492 Jamaicans.
- 2.4 & 15. Jews** A cartoon on the Jews of Norwich drawn in 1290 during the persecution of the Jews in the reign of Edward I.
- 2.5 & N. East African Asians** Collage of Idi Amin and some of the Ugandan Asians he expelled from Uganda arriving at Stansted airport in 1972.
- 2.6 & E. Eastern Europeans** A Polish couple in London in the 1960s(?).
- 2.7 & D. Chinese** Tea being unloaded by Chinese labourers at the London Docks in 1877.
- 2.8 & J. Saxons** Carving of Saxon warriors from the 8th century AD.
- 2.9 & A. Huguenots** Eye witness account of the Massacre of St Bartholomew, 24 August-17 September 1572, when Catholics killed thousands of Huguenots in Paris. *Huguenots were members of the Protestant Reformed Church of France, historically known as the French Calvinists.*
- 2.10 & B. Other commonwealth migrants**
Rolf Harris, the Australian entertainer and artist, with his didgeridoo. *The didgeridoo (or didjeridu) is a wind instrument of the Indigenous Australians of northern Australia.*
- 2.11 & C. Normans** Bayeux Tapestry, showing the end of the battle of Hastings.
- 2.12. & I South Asians** Young Bangladeshi girls dancing.
- 2.13 & G. Flemish weavers** Fresco commemorating the establishment of Flemish weavers in Manchester in 1363 by Ford Maddox Brown, 1892, Manchester Town Hall.
- 2.14 & H. Romans** Artist's impressions of the Romans landing in Britain in 43AD.
- 2.15 & K. Africans** John Blanke, early Tudor trumpeter. *Regular musician at court of Henry VII and Henry VIII and took part in several tournaments and celebrations.*

Q2. Timeline map of Irish movement to, & settlement in, Britain

Please reproduce on A3 for students' use



AD

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Who has come to Britain, & when?, 10

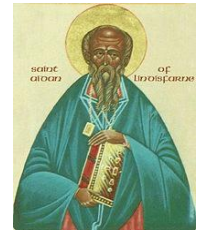
Q3. Evidence about the Irish presence in Britain

3.1. 563

In 563 Saint Columba, also known as Colm Cille, was born in Donegal and exiled from his native Ireland as a result of his involvement in a battle against an Irish king. He founded a monastery on Iona, a small island in the Inner Hebrides of Scotland, with 12 companions to bring Christianity of pagan Britain.

3.2. 635

The monastery of Lindisfarne, a tidal island off the north-east, was founded by Saint Aidan, born probably in Connacht. He had been sent from Iona off to Northumbria at the request of King Oswald around AD 635. It became the base for Christian evangelising in the North of England.



3.3. 1566

There is above hundred Irish men and women that wander about [on the roads of England] to beg for a living that hath come over within these two years. They say they have been burned and spoiled by the Earl of Desmond [in Munster].’



Thomas Harman, *A caveat or Warening for Commen Cursetor* 1567 - writing in 1566

3.4. 1572

In 1572 ‘certain Irishmen, students of the law’ were imprisoned on the orders of the Bishop of London for attending Mass at the house of the Portuguese ambassador.

Acts of the Privy Council, 1571-1575, 1894

3.5. 1795 & beyond

A writer of 1795 noted ‘the great influx [into Liverpool] of Irish and Welsh’. Irish immigration became still more vigorous after the rising of 1798. Though the town was expanding geographically with great rapidity, building did not go on fast enough to accommodate the numerous immigrants. They were crowded together in the most horrible way in the older part of the town; in 1790 it was calculated that over one-ninth of the population lived in cellars, at the rate of four persons to each cellar. In the new quarters built for the reception of these immigrants the building was so shoddy that a storm in 1823 blew many of the houses down ...

3.6. Irish occupations in Liverpool, 1834

Mechanics of various sorts	780
Brickmakers	270
Sugar-boilers	200
Masons’ labourers	50
Bricklayers’ labourers	850
Chemical works and soaperies &c.	600
Sawyers	80
Labourers employed in smithies, lime-kilns, plasterers’ yards and by paviers	340
Lumpers about on the docks who discharge vessels and re-load them	1700
Porters employed in warehousing &c.	1900
Coal-heavers, and sundry other employment	430
TOTAL	7500

3.7. 1835

NOTICE is given that all the IRISH MEN on the line of railway in Fife Shire MUST be off the ground and out of the County on MONDAY THE 11TH of this month or else we must by the strength of our arms and a good pick shaft put them off. You humbel servants SHOTS MEN.

3.8. Irish-born living in Britain, 1841-51

Year	Britain	Liverpool	London	Nottingham
1841	416,000	49,639	73,133	781
Great Famine, 1845-9				
1851	727,000	83,813	108,548	1,686

3.9. Funeral at Skibbereen, Co. Cork, one of the worst hit areas during the Famine, 1847

Illustrated
London News,
30 January 1847

'The body of a young man is laid on a cart; a second man whips the horse into action; a third stands by with a spade; onlookers gossip and argue: this well-observed scene shows us death stripped of all dignity.'



THE FAMINE IN IRELAND.—FUNERAL AT SKIBBEREEN.—FROM A SKETCH BY MR. H. SMITH, CORK.

3.10. Conditions in Ireland during the Famine

When people had no money they searched the fields for food. They dug in the ground for ferns and dandelions. They then boiled, roasted or crushed them with meal to make bread. Children searched the woods for nuts and berries. They ate the fruit of trees - holly, beech, crab-apple and laurel. They also ate the leaves and barks of trees.

3.11. 1847

Ireland is pouring into the cities, and even the villages of this island, a disgusting mass of famine, nakedness and dirt and fever. Liverpool, whose closeness to Ireland has already made it the most unhealthy town in this island, seems destined to become one mass of disease.

The Times, 2 April 1847, The newspaper was no great friend of Ireland.

3.12. Irish-born living in Britain, 1901-2001

1901	632,000
1911	550,000
1921	524,000
1931	505,000
1951	716,000
1961	951,000
1971	957,000
1981	850,000
1991	837,000
2001	690,000

3.12. Joan, born 1931, a nurse in Leeds moved from County Tipperary to England after the Second World War*

My mother used to call it the 'herring pond that's taken all my children from me.' At that time, going over to England was like going to Australia. You know, the big cattle boats and people being sick everywhere. It wasn't fit for animals. My mother said I cried all night. My father used to cry, and you never saw him crying. That time it was so hard leaving Ireland.

It was terrible at that time in Ireland. The poverty was terrible. The poverty was absolutely shocking. We walked four and a half miles to school, and four and a half back. Can you imagine nine miles a day? To go to a convent school. They were very good but they were cruel as well. They were very, very cruel when I look back.

3.13.

Patrick, born in County Down in 1918, emigrated in 1939, working around Scotland and the north of England before settling permanently in Leeds*

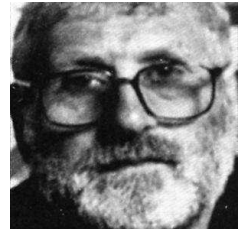
The reason why I left home was because there was no life there. There was no opportunity for people there if you were a Catholic, because they done their best to get rid of all the Catholics to reduce the population there. That was my honest opinion.

They were domineered by the Unionists, I don't like to use the word Protestant. They were Unionists and they had the monopoly of the country. They had the monopoly of everything. You got what was left.

3.14.

William moved from Waterford to Nottingham in the 1940s**

My family had a pig farm and I had to work hard from early in life so work was never a problem for me. The Christian Brothers I went to had very fixed ideas. You weren't allowed to play any foreign games in school. There was one teacher I liked. He was willing to talk about things and give you both sides of the story. The brothers advised us never to go to a pagan country - which made me curious about England. I knew nobody in London but it was an exciting place to be.



3.15.

Deirdre moved from Dublin to Nottingham in the 1950s(?)**

I worked in Dublin. I had a good job, I was twenty and enjoying myself. I had a friend who wanted to come to England because she was pregnant and she didn't want her family to know. I had a sister in Nottingham so my friend and I came over - just on the spur of the moment.



3.16.

Peggy moved from Dublin to Nottingham in 1958**

There was no work in Ireland for a long time and this is the bitterness I have inside me, De Valera had a sort of thing against England didn't he? I mean he wanted the women at the sink and the men in the fields.



* Corinne Silva, Róisín Bán. The Irish Diaspora in Leeds, Leeds Irish Health & Homes, 0-9552529-0-3

** Making it Home. Experiences of being Irish, Nottingham Irish Studies Group, 0-9540068-0-1

Q3. Some reasons for emigrating

Add your own in the black boxes, if you wish

'Push' factors	'Pull' factors
Persecution/oppression	Jobs
Starvation	Better life style
Poverty	
	Religious freedom
Fear	Political & military weakness
Traditions	Adventure/bright lights
Avoid war at home	Advertisements
	Join war
Boredom	
Relationship	Relationships (eg join relatives)
Missionary/religious belief	
	Land/space
	Enslavement
Natural disasters	
Financial	Financial

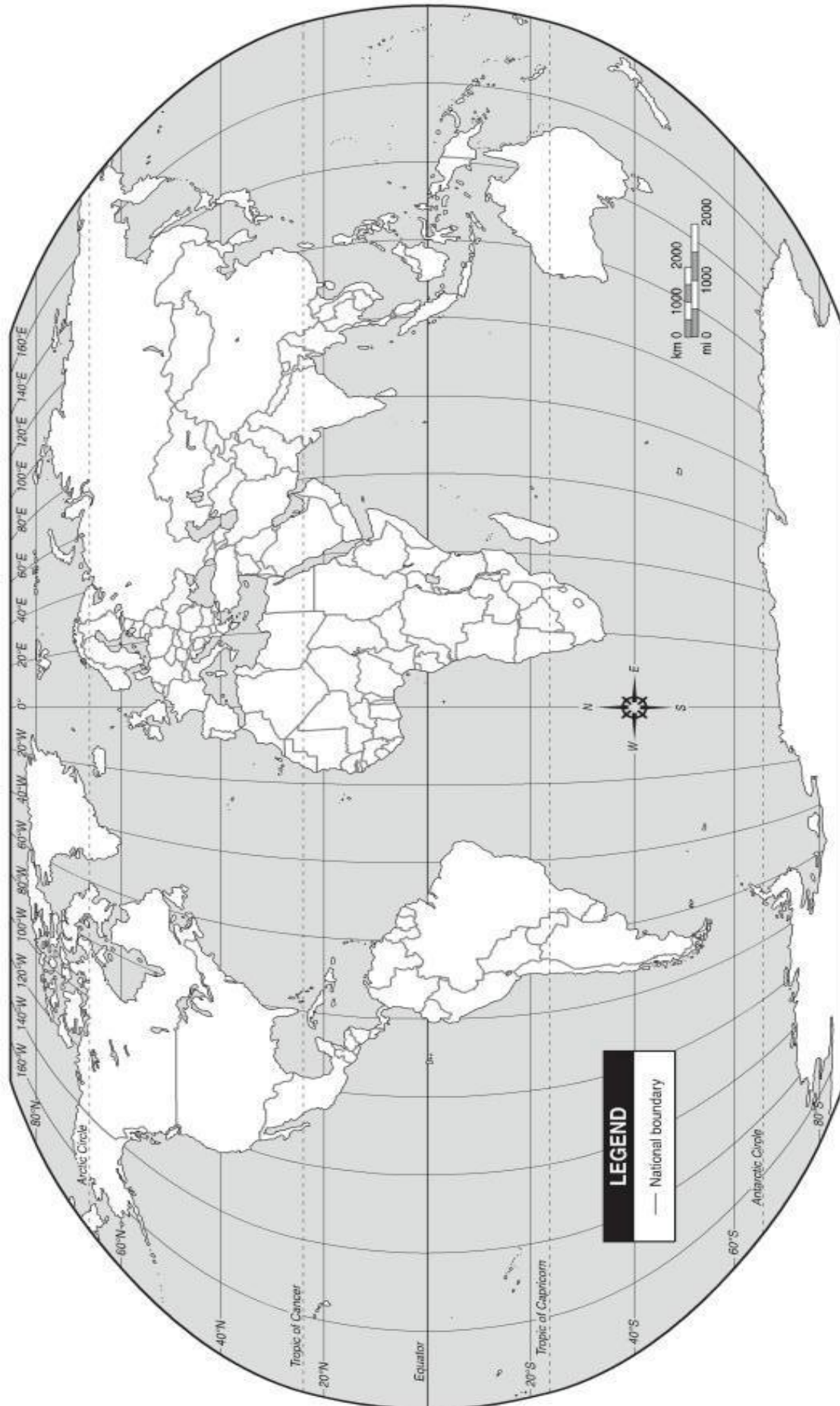
Q2/3. AfL diary

Key question	What have I learned?	What more do I want to know?
Who has come to Britain, and when?		
How accurate are the statements about when people came to Britain?		
Depth study, eg. 'What was it like to be an Irish immigrant in Britain in the 19th century?' by Ireland in Schools at http://iisresource.org/migration.aspx		

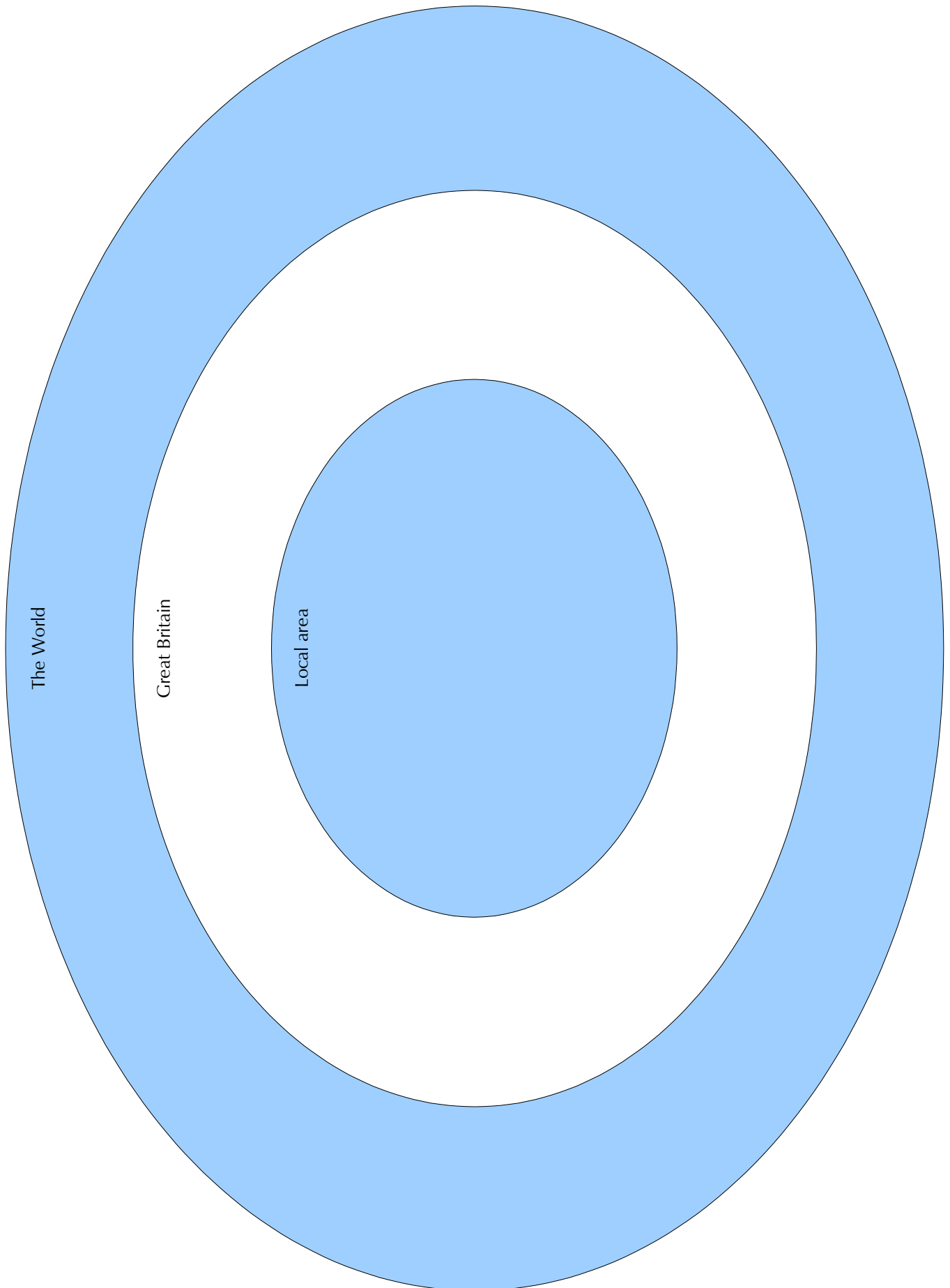
Q1. Outline map of Britain



Q1. Outline map of the world



Q1. Concentric 'circles'



The populations of England, Scotland, Wales & Great Britain, by ethnic group, 2001

	England		Wales		Scotland		Great Britain		% non-White ethnic minorities
	Number (000s)	%	Number (000s)	%	Number (000s)	%	Number (000s)	%	
All ethnic groups	49,139	100.0	2,903	100.0	5,062	100.0	57,104	100.0	-
White	44,679	90.9	2,842	97.9	4,960	98.0	52,481	91.9	-
British	42,747	87.0	2,787	96.0	*	*	50,366	88.2	-
Scottish	*	*	*	*	4,459	88.1	-	-	-
Irish	624	1.3	18	0.6	49	1.0	691	1.2	-
Other British	*	*	*	*	374	7.4	-	-	-
Other White	1,308	2.7	37	1.3	78	1.5	1,423	2.5	-
Mixed	643	1.3	18	0.6	13	0.3	674	1.2	14.6
White and Black Caribbean	231	0.5	6	0.2	*	*	-	-	-
White and Black African	76	0.2	2	0.1	*	*	-	-	-
White and Asian	184	0.4	5	0.2	*	*	-	-	-
Other Mixed	151	0.3	4	0.1	*	*	-	-	-
Asian, Asian British/Scottish	2,248	4.6	25	0.9	55	1.1	2,329	4.1	50.4
Indian	1,029	2.1	8	0.3	15	0.3	1,052	1.8	22.8
Pakistani	707	1.4	8	0.3	32	0.6	747	1.3	16.2
Bangladeshi	275	0.6	5	0.2	2	<0.1	283	0.5	6.1
Other Asian	238	0.5	3	0.1	6	0.1	247	0.4	5.4
Black, Black British/Scottish	1,133	2.3	7	0.2	8	0.2	1,148	2.0	24.8
Black Caribbean	561	1.1	3	0.1	2	<0.1	566	1.0	12.2
Black African	476	1.0	4	0.1	5	0.1	485	0.8	10.5
Other Black	95	0.2	1	<0.1	1	<0.1	97	0.2	2.1
Chinese, other ethnic group	435	0.9	11	0.4	26	0.5	472	0.8	10.2
Chinese	221	0.4	6	0.2	16	0.3	243	0.4	5.3
Any other ethnic group	215	0.4	5	0.2	10	0.2	229	0.4	5.0
All non-White groups	4,459	9.1	62	2.1	102	2.0	4,623	8.1	100.0

* Answer category not provided as a tick-box option in this country.
- signifies not applicable

Ireland in Schools
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