

**GCSE (9–1)**

*Delivery Guide*

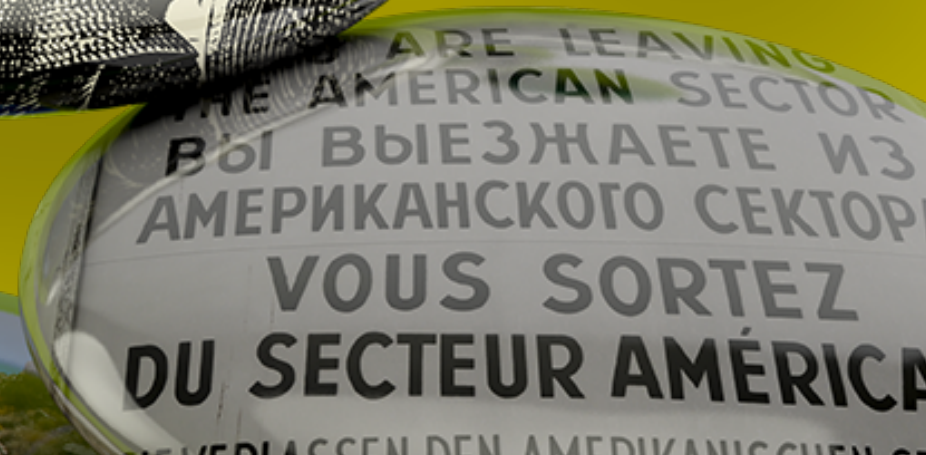
# **HISTORY A** **(EXPLAINING THE MODERN WORLD)**

J410

For first teaching in 2016

## **Migration to Britain** **c.1000 to c.2010**

Version 1



**GCSE (9–1)****EXPLAINING THE MODERN WORLD**

Delivery guides are designed to represent a body of knowledge about teaching a particular topic and contain:

- Content: A clear outline of the content covered by the delivery guide;
- Thinking Conceptually: Expert guidance on the key concepts involved, common difficulties students may have, approaches to teaching that can help students understand these concepts and how this topic links conceptually to other areas of the subject;
- Thinking Contextually: A range of suggested teaching activities using a variety of themes so that different activities can be selected which best suit particular classes, learning styles or teaching approaches.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email [resources.feedback@ocr.org.uk](mailto:resources.feedback@ocr.org.uk)

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This thematic study focuses on patterns of change and continuity in Migration to Britain over a long period of history, c.1000–c.2010.

This includes a broad sweep of time in which British social, cultural, economic and political life has been shaped by continually changing patterns of migration.

This thematic study focuses on patterns of continuity and change over time although issues of cause, consequence and historical significance are also important elements of the study.

Covering over 1000 years, the thematic study is a different type of historical practice from the depth studies and even the period study. The broad sweep of time covered by the unit precludes the listing of specific events in the manner of other parts of the specification.

Therefore, the study is divided into three eras and these eras are divided into broad sections. The eras and sections have been chosen as vehicles through which learners can investigate a number of key themes.

Learners should consider the following concepts when studying this unit: society, culture, economy, politics, migration, empire, identity, racism and resistance.

Key Topics	Content Learners should have studied the following:
c.1000 – c.1500 Themes: <ul style="list-style-type: none"> <li>• Reasons for immigration</li> <li>• The experience and actions of immigrants</li> <li>• Responses to immigration</li> <li>• Impact of immigration</li> <li>• The impact on immigration of England's relationship with wider world</li> </ul>	Population diversity in England before 1066; the impact of the Norman Conquest; resistance to the Normans in William's reign. Jews in England: their first arrival in 1066 and their treatment and experiences until their expulsion in 1290. Immigrants in England during the Middle Ages: the lives and impact of resident 'aliens'; their treatment by the authorities and the population generally; the extent to which they integrated.

c.1500-1900

Themes:

- Reasons for immigration
- The experience and actions of immigrants
- Responses to immigration
- Impact of immigration
- The impact on immigration of England's relationship with wider world

Africans in sixteenth century England: reasons for their arrival; their experiences.

The foundation of the East India Company and the arrivals from the Indian subcontinent - lascars and other Asian merchant seamen, child servants and ayahs, including how they arrived and their lives in England.

The growth of African communities in Britain: reasons including the Royal African Company and the trade in enslaved Africans, loss of the American colonies and the expansion of the British Empire.

The readmission of Jews in 1656 and their experiences; religious refugees - the arrival of Protestant refugees from the 1670s including the Huguenots and the Palatines: their reasons for emigrating, their reception, their impact, and the extent of their assimilation.

Impact of the Industrial Revolution on migration: Irish and Scottish internal migrants to England; the impact of migrants on political movements including the Abolition movement and the Chartists; Eastern European Jewish immigrants, their experiences and impact.

The process of naturalisation and denization: government legislation on immigration and nationality, including the Naturalisation Act of 1870.

c.1900-c.2010

Themes:

- Reasons for immigration
- The experience and actions of immigrants
- Responses to immigration
- Impact of immigration
- The impact on immigration of England's relationship with wider world

The continued growth of diverse port communities in the early twentieth century.

Government legislation in the first half of the twentieth century; the reasons for, and the impact of, the Aliens Act 1905, the Status of Aliens Act 1914 and the British Nationality Act 1948.

The arrival of Jewish refugees in the 1930s; different attitudes towards Jews in Britain in the 1930s; the experiences of migrants and their descendants during the two world wars; the experience of Poles who settled in Britain after the Second World War.

Commonwealth migration after the Second World War: the varied reasons for this immigration; the impact of immigrants; the experiences of immigrants; the resulting debate over immigration - political racism and antiracism; the impact of race relations legislation and immigration controls including the 1962 Commonwealth Immigrants Act and the 1981 British Nationality Act.

Immigration as a political c.1900 - c.2010: the debate over a 'multi-cultural society'; attitudes towards, and treatment of, political refugees and asylum seekers; the issues raised by EU 'open borders'.

Centres that choose the thematic study 'Migration to Britain c.1000 to c.2010' (J410/08) must also study the British depth study 'The Impact of Empire on Britain 1688-c.1730' and the study of the historic environment 'Urban Environments: Patterns of Migration' (J410/11).

Centres are free to make their own decisions as to the order in which they tackle these units, but it is worth stressing that they do not need to be taught separately. There is a logic to pausing the thematic study at the arrival of Huguenots and Palatines and moving on to the depth study which will cover themes that underpin later periods in the thematic unit. Centres may also wish either to integrate the study of the historic environment into their programme or to teach it separately at the end.

This resource has been developed by



At first glance teachers may feel that this unit covers ground unfamiliar to them and is therefore challenging. In fact, however, there are many points of entry for students.

As a study of the impact on people of major events and changes in our history, the course revisits social and political developments that will be familiar to them from Key Stage 3 and will help embed core knowledge and understanding by connecting everyday lives to these big stories. As a history of the lives of 'ordinary' people it invites learners to engage with stories they can relate to from direct experience. Wherever they live in the country and whatever their 'ethnicity', it is a story in which they can place their own family histories.

For those who may move on to History A Level and even a university degree, the focus on 'histories from below' reflects directions in which much academic history has been moving for several decades. The course will offer teachers and students a fresh view of Britain's history based on the very latest research by genetic biologists, archaeologists, archivists and historians.

Although much of the content will be new and refreshing, the underlying issues and key concepts throughout the periods of study have such deep resonance in current debates about immigration, nationality and ethnicity that students should find these concepts easy to grasp because they have some familiarity.

This thematic unit on Migration covers a large sweep of history divided by era and organised around six key themes:

- Reasons for immigration such as the search for employment and a better life; invitation by governments and legislation on population movement; environmental factors; the impact of colonialism; escape from conflict and violence.
- The experiences and actions of immigrants: their lives and livelihoods in Britain and the extent to which they have settled, adapted, organised and, when threatened, resisted.
- Responses to immigration both from the authorities through legislation and from the wider receiving population.
- The impact of immigration on this country's economic, social, cultural and political life.
- Ideas of national 'identity' at different times in history; how the state has defined who does or does not 'belong'; and the extent to which ideas of 'Englishness' or 'Britishness' have been inclusive or exclusive of immigrant communities.
- The impact on immigration of England's relationship with the wider world - how migration to Britain has reflected turning points and key developments in our history.

Students will be required to identify and explain patterns of change and continuity, similarity or difference within and across periods and within the above themes.

This unit is primarily about the lives of 'ordinary' people, those who seldom recorded their stories and were absent from most histories: the people who have arrived here over the last thousand years, as well as those already here amongst whom they settled. Although some were rich and powerful and a few became famous, most were in the poorer sectors of society.

Finding out about their lives is not always easy for historians: even when a picture emerges the story of women's lives is even harder to reach. Nevertheless, the fact that there is a strong element of 'history from below' should enable students to connect more easily with these lives in the past than they might with monarchs and generals.

Moreover, as so many of the issues people were tackling in the past have strong contemporary resonance; many of the underlying concepts may be familiar to them: bringing current issues into the classroom for comparative study may help them connect more easily with a distant past.

When in the Middle Ages, City of London aldermen argued that foreign merchants were pushing up property prices, or Dutch builders were seen as better skilled than English ones, or racial tension grew at times of economic stagnation, comparison with our own times may enable learners to have easier conceptual grasp and appreciate that they are looking at the lives of real people not so different from them. For this reason among others, it may be useful to begin the course by looking at current issues and students' own experiences of migration.

While offering access to people's lives at a micro level, the course also strengthens students' knowledge and understanding of major events and turning points in British, European and world history and how these affected people's lives in this country. These include the Norman Conquest, the Industrial Revolution and the 20th century world wars; the rise of Britain as a world power through enslavement and empire; and major European developments such as the Hundred Years War, the Reformation, the Cold War and the European Union.

This body of knowledge will also be of value for a deeper understanding of the context to the International Relations non-British period study: Britain's world power status at the start of the 20th century and the ensuing changes in its global role.

There are times, too, when aspects of the course will enable a more contextual understanding of other units. An example of this is the story of Jews in medieval England, enabling students to be aware of the long history of European anti-Semitism.

Be aware:

There are two difficulties with naming that may confuse students. The first is the changing name given to the nation. Although not entirely accurate a useful convention may be to refer to the country as England until the Act of Union in 1707 and to Britain thereafter, with the option of the United Kingdom after 1800. Secondly, the accepted definition of what is meant by 'foreign', 'alien', 'stranger' or 'immigrant' has changed considerably over time. These changes will need to be explained to students.

## Approaches to teaching content

While lower mark questions in the examination will ask candidates to outline events or describe features, the higher mark questions will challenge students to evaluate the significance of particular events or developments; or to consider the extent of change over several centuries linked to one of the key themes.

In order to develop this conceptual thinking in learners, teachers will need not only to cover the content but also to enable candidates to consider and discuss these big questions. This can be done in various ways, including:

- ‘Big picture’ enquiries that require comparison between periods such as whether immigrants were more accepted in one period than in another; or whether one century saw greater changes than another; or whether the cultural impact of immigration is greater now than in the past.
- More focused investigations that tease out key aspects within a shorter time period, e.g. the reasons for the ‘lascar’ seamen’s settlements of Yemenis, Bengalis, Chinese and Somalis in port cities at the end of the 19th century, the experiences of West Indians arriving in Britain in the 1950s or the economic impact of Flemish weavers in the late Middle Ages.
- Focusing on content both in its contemporary context to find out what it can tell us about the key themes, and also looking situating content on a continuum that tells us how the key theme has developed over time.
- Reviews at the end of a unit that ask learners to identify examples of change or continuity they have come across in any of the key themes.
- Activities such as human timelines that reinforce chronology and a sense of period while also mapping out change and continuity over time.
- Study of contemporary sources both for what they tell us about a topic and a period and to consider how representative they are of attitudes and experiences, always bearing in mind the difficulties of accessing directly the lives of ordinary people. Teachers should note, however, that source analysis as such is not tested in the examination for this unit although a powerful primary source can be an effective device for introducing a topic or for providing a greater depth of contextual understanding for a topic.
- Conflicting interpretations, for example the re-evaluation of ‘conquests’ in the early medieval period based on DNA and archaeological evidence; or controversy over the part played by Africans in the abolition of the slave trade.
- Making a strong link to the Urban Environments: Patterns of Migration, using the study of the specified urban environment to reinforce understanding when studying the periods reflected in the local area. Buildings and linked documents can be used to illustrate the key themes.
- As students encounter debates about immigration, nationality and identity in different periods, encourage them to make comparisons with current debate, looking for similarity and difference.

## Activities

### Resource 1 - establishing students' own migration stories

This activity introduces the unit by establishing students' own place in the story of migration to and within Britain; and engaging with current issues that resonate with those they will encounter in the past.

### Resource 2 - using a database to track patterns of immigration

This activity enables students to have direct access to a powerful medieval document and to understand what it can tell them about patterns of migration in their own locality in the medieval period. The England's Immigrants project led by York University has produced a searchable database taken from the 15th century alien registers and letters of denization. Students can choose any area of England and call up maps, graphs and transcriptions from the documents to show patterns of migration in that region down to the smallest villages <http://www.englishimmigrants.com/>.

### Resource 3 - using a range of evidence to carry out an investigation

This activity presents students with a four different sources: a contemporary woodcut, an archaeological site, a building and a modern illustration. Each is accompanied by an explanatory text. Students compare the way these sources represent the life of Jews in early medieval England and their value for an investigation into how Jews were seen and treated in 12th and 13th century England.

### Resource 4 - tracing continuity and change through the history of a place

This series of tasks traces the different waves of immigration as reflected in a place and compares the lives and experiences of three immigrant communities over several centuries. It focuses on the nature, pace and extent of change in Brick Lane, East London. The students start with a visual – the Soup Kitchen for the Jewish Poor, which has now been converted in expensive flats. Students could complete an inference circle type activity in which they initially identify aspects of the image and then draw some inferences. The main point to extract from this task is to identify the changes that have taken place and suggest reasons for these changes (the Jewish community has moved away from the area so there is no longer a need for the Soup Kitchen).

The next task is about building up some understanding of the different communities that lived in Brick Lane over the last 300 years. Students need to highlight aspects of the text which refer to Huguenot, Jewish and Bangladeshi communities and then complete the table identifying aspects of their experiences ranging from housing to food. The students should then start to focus on the changes and continuities that have taken place in Brick Lane by completing a verbal rehearsal thinking about the nature, pace and extent of change, before writing an explanation.

### Resource 5 - comparing how contemporary sources represented migrant groups

These three contemporary sources cover a period (1690s to 1750s) when the slave trade was at its height and there were enslaved Africans, runaways and free Black communities living in Britain. The status of Black people in Britain was complex and conflicted and had to be continually fought over. All three sources are representations of Black servants in the dominant media that can be studied and compared for what they reveal about Black lives and white attitudes and the extent to which Black people enjoyed freedom. All three have more than one level that can be unpicked: the journalist's comment on the exclusion of white people from a Black party, the extent to which Hogarth is satirising the treatment of Black child servants as fashionable playthings, or the extent to which Katherine Auker was free (she won her case to seek work freely, but only until her employer returned).

These sources are taken from the National Archives site <http://www.nationalarchives.gov.uk/pathways/blackhistory/index.htm> where many other contemporary sources - with transcripts and explanations easily accessible to students - can be found.



**Resource 6 - exploring cultural impact of migration through a story of change**

This activity takes a major contemporary cultural event and traces its history and what it tells us about the impact of migration. The focus of the task is to create a commemorative brochure to reflect on the historical roots of the Notting Hill Carnival. The students should read through the extracts and then could do a mind-mapping activity to help them process the key aspects of their brochure. Once the students are clear about what information to include, they can use a range of ICT formats to produce their brochure or even create a promotional film for the Carnival using software such as Moviemaker.

The second part of the task is to consider what the story of the Notting Hill Carnival can tell us about most of the key themes running through the unit of study. It could lead to discussion of other aspects of our culture that have been shaped by immigration such as food, fashion and festivals.

**Resource 7 - using timelines to track change and continuity, establish turning points and reinforce chronological understanding**

This activity can be a start-of-unit big picture overview or a revision exercise that encourages a sense of the whole period of study. This can be used at the start of the unit to provide the big picture overview and /or at the end of the unit as a great revision exercise. The preparation for the lesson involves creating a series of tabards which the students will wear. The initial task is a matching and chronology exercise.

Once the students are secure with the chronology you can start to probe them with a range of questions.

For examples of using tabards in a living timeline, see Ian Dawson's video at <https://www.youtube.com/watch?v=zP3vB8KA0J8>.

# Establishing students' own migration stories

This activity seeks to establish a connection between this thematic study and students' own lives and experience: it would most usefully come at the very start of the course.

- (a) Personal and family histories.
- Ask students to stand up (or step forward from a line) as follows:
  - All those who were born outside the UK plus
  - All those who have at least one parent born outside the UK plus
  - All those who have at least one grandparent born outside the UK plus
  - All those who know their more distant family originates from outside the UK plus
  - All those who were born in another part of the UK plus
  - All those who have a parent or grandparent born in another part of the UK plus
  - All those who know their more distant family originates from elsewhere in the UK plus
  - All those who know someone who has left the school's area to live somewhere else and so on...

Position a large map of the world in a prominent place on the classroom wall and place pegs - all the same colour - to represent the migration origins of students in the class. As you work through the unit add pegs to the map, with a different colour for each era so that students see their own migrations in comparison with those in the past.

Share ideas and experiences around the key themes that will come up in the course. Why did their families migrate? What have been their experiences? How were they received? What impact has migration had on the local community and environment?

- (b) Current debate.
- Immigration to this country is hotly debated today. It was a major issue in the 2015 general election. Discuss with students what the main controversies are about and look at current issues and how they are reported. Ask students to look out for similarity with or difference from the past as they work through the course: from time to time you can consider with them whether immigration issues in the early 21st century represent continuity with the past or significant change.

# Using a database to track patterns of immigration

In March 2015 a five-year project run by the University of York in collaboration with other universities culminated with the launch of a searchable database using all the material in the late medieval **alien registers** - taxes on male foreign-born residents - and **letters of denization** allowing foreigners to have most of the rights of subjects and be exempt from the tax.

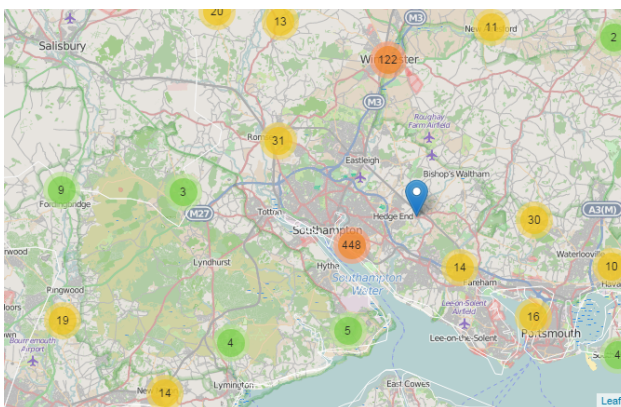
These records offer a fascinating insight into the extent of immigration into medieval England. The site is at <http://www.englishimmigrants.com/>. Teachers who become familiar with the database can show students how to generate graphs and maps about their own local areas: instructions on use of the database are at <http://www.englishimmigrants.com/help>.

York University and the National Archives will run a scheme with history teachers to create easily accessible projects and investigations specifically geared to the requirements of this course and these should be ready by the time of first teaching in 2016, or soon after. The database also has some fascinating individual migration stories.

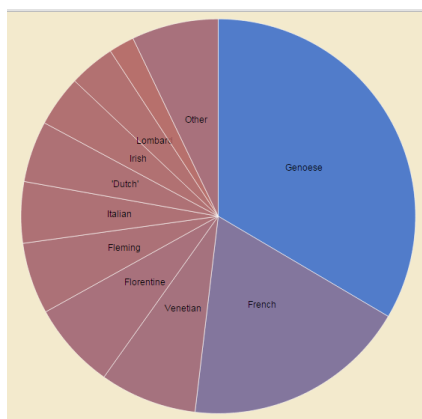
Here are examples of information the database can generate, using Southampton as a case study:

Foreign-born 'resident aliens' in the Southampton area 1440-1540.

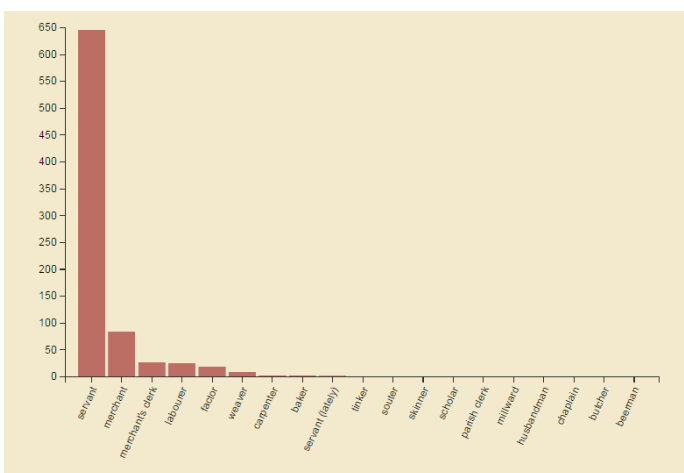
1. Distribution (using a modern map)



2. Origins.



3. Occupations.



## Using a range of evidence to carry out an investigation

This task is about using a range of evidence to carry out an investigation. You should use sources A-D and the accompanying information to answer the following question:

‘How accepted were Jews in 12th and 13th century England?’

You may want to fill in the table below first, as this will help you to organise your thoughts before a class discussion about the question.

Source	Impression given by the source.	How useful is the source for the investigation, and why?	Examples in the text of Jews being positively accepted.	Examples in the text of Jews being negatively received.
A – Mikveh  London, 13th century				
B – ‘The Jew’s House’ in Lincoln 12th century building				
C – ‘The Martyrdom of St William of Norwich’ 12th century woodcut				
D – York Massacre 1190 21st century illustration				

**Source A**

This is a photograph of a Mikveh (a Jewish ritual bath) which was found in London and dates from the middle of the 13th Century. This Mikveh was built in the home of a Jewish family and would have been used by men before the Sabbath and religious festivals, and by women after they had their period and had children.

Mikvehs were so important to the Jewish community that they had to be built even before a synagogue.

**Source B**

This is a photograph of 'The Jew's House' in Lincoln which was built in the middle of the 12th century. There was an important and wealthy Jewish community in Lincoln where one of the richest men in England, Aaron of Lincoln, lived. Jews were largely restricted to jobs such as money lending but there is evidence of Jewish crossbowmen, fishmongers, cheese makers and artists.

**Source C**

This is a woodcut called The Martyrdom of Saint William of Norwich, showing an event which was claimed to have taken place in 1144.

The image shows the ritual sacrifice of a young boy (William) by some Jews who were taking his blood to make matzah (which Jews eat during the Passover festival).

There were many attacks on the Jews as a result of these 'blood libels'.

**Source D**

This illustration shows the tragic events that took place in York in 1190. There was an increase in anti-semitism at the time, connected with the Jews' position as money lenders. In York, the entire Jewish community were forced to take refuge in Clifford's Tower after mobs attacked their homes. As a result the Jews decided that they should take their own lives rather than being killed by the mob.

## Tracing continuity and change through the history of a place

1. Study this image of the Soup Kitchen for the Jewish Poor, which has now been converted into expensive flats.

Identify the changes that have taken place and suggest reasons for these changes.



Soup Kitchen for the Jewish Poor, Butler Street, Spitalfields, London.

2. The next task is about building up some understanding of the different communities that lived in Brick Lane over the last 300 years. You should to highlight aspects of the texts below which refer to Huguenot, Jewish and Bangladeshi communities and then complete the table identifying aspects of their experiences ranging from housing to food.

Highlight in the following colours for each community:

**HUGUENOT**

**JEWISH**

**BANGLADESHI**

**Sometimes you will need to use more than one colour per box.**

At 17-19 Butler Street, there is an old building which has the writing "Soup Kitchen for the Jewish Poor - 1902". This building has been turned into expensive flats.

Fournier Street still has many fine buildings which were built by successful Huguenot weavers. You can tell they have been built for weavers because they have large windows to let in the light.

The only remaining Jewish bagel shops are at 155 and 159 Brick Lane.

In 1886, Jewish actors opened the first Yiddish theatre which was called the Hebrew Dramatic Club, at number 6 Princelet Street.

At 59 Brick Lane the Huguenots had opened a church in 1743. This was changed into the Spitalfields Great Synagogue in 1898. In 1976, it changed again to become the Jamme Masjid Mosque.

17 Huguenot churches were built around Brick Lane between 1685 and 1700.

Today there are at least 30 curry Restaurants on Brick Lane run by Bangladeshi cooks.

The office of an old Jewish newspaper is now a men's clothing shop run by Bangladeshi owners.

Of the 150 synagogues which once stood in East End, only four survive today. One of them is the Congregation of Jacob Synagogue on 351-353 Commercial Street, founded in 1903.

There has been a market at the site of Spitalfields Market for over 200 years. From 1686, the area attracted Huguenot silk weavers as a place they could live and set up their stalls. The market was rebuilt between 1883 and 1900 and many Jewish workers found jobs there. Spitalfields Market still exists.

The streets around Brick Lane were nicknamed 'Banglatown', since about 50 000 Bangladeshis moved into the area in the 1980s. They lived in the same houses and flats as the Jews and the Huguenots before them.

3. Finally, you should answer the following question:

'Explain the nature, pace or extent of change in Brick Lane using evidence from the Huguenot, Jewish and Bangladeshi communities that live there.'

- The nature of change means what has changed:  
The soup kitchen for the Jewish poor is now a block of flats
- The pace of change means how slowly or quickly things have changed  
There was a quick change in building churches at the time of the Huguenots (17 were built in 15 years)
- The extent of change means how far things have changed  
There has always been a religious building on Brick Lane (although it changed from a church to a synagogue to a mosque) Has it changed A LOT or A LITTLE?

Start exploring this question by working in threes:

1. Partner A needs to describe an example of the nature of change. Partner B will feed back.
2. Partner B needs to describe an example of the pace of change. Partner C will feed back.
3. Partner C needs to describe an example of the extent of change. Partner A will feed back.

Now write out your explanation.



# Comparing how contemporary sources represented migrant groups

Pass out these sources to students and ask them to think about how sources represented migrant groups, and why.

## Source A

'No less than fifty-seven Blacks or Negro servants..., men and women...entertained themselves with dancing and music consisting of violins, French horns and other instruments...till four in the morning.'The claim that Whites were excluded is particularly interesting.

*London Chronicle*, 16-18 February 1764

## Source B



## Source C

Order upon the petition of Katherine Auker, a black. Shows she was servant to one Robert Rich, a planter in Barbados, and that about six years since she came to England with her master and mistress she was baptized ... after which her said master and mistress tortured and turned her out. Her said master refusing to give her a discharge, she could not be "entertained in service elsewhere." The said Rich caused her to be arrested and imprisoned.

Prays to be discharged from her said master, he being in Barbados.

Ordered that the said Katherine shall be at liberty to serve any person until such time as the said Rich shall return from Barbados. From Middlesex County Records sessions book, February 1690.

# Exploring cultural impact of migration through a story of change

A. You have been chosen by the organisers of the Notting Hill Carnival to produce a special anniversary brochure to celebrate the roots and history of Carnival. You will need to use as much evidence as you can, from the sources below and your own research, to help you design your brochure. You may want to use some of these headings to help your layout:

**Windrush**

**Notting Hill Race Riots**

**Kelso Cochrane**

**Claudia Jones**

**Music**

**Source A**



**Source B**

On June 22nd 1948 the SS Empire Windrush docked at Tilbury, East London. On board were 492 migrants from Jamaica and Trinidad, including the musician Lord Kitchener. Britain was slowly recovering from the Second World War and needed migrants to help. The 'Windrush Generation' arrived in England looking for work for employers such as the London Underground and the National Health Service. Although most of them were able to find work, it was very difficult for them to find decent accommodation as many landlords were reluctant to rent to them. Signs saying 'No Blacks, No Irish, No dogs' were often posted up. As a result many of the West Indians saved money and clubbed together to buy property in places like Brixton and Notting Hill.

**Source C**



**Source D**

*Diane Abbott MP, writing on the Operation Black Vote website, 2011:*

Kelso Cochrane is an iconic figure in British race relations. Over fifty years ago the young Antiguan was killed by a gang of white youths in Notting Hill, west London. No-one was ever convicted. He was the Stephen Lawrence of his day; a symbol of racial injustice.

**Source E**

*From an interview with Colin Prescod, a sociologist who lived in Notting Hill at the time of the race riots in 1958, published in The Independent Newspaper, 2008:*

"We lifted after the storm from victimhood to resistance. What happened was that a humiliated community became more militant and said, 'We're here, and we're here in a big way.'" Organisations such as the Coloured People's Progressive Association and the Racial Action Adjustment Society were founded in wake of the riots, and ... played a significant part in black British history in the 20th century.

**Source F**

*From blackhistorymonth.org.uk*

In 1958, Claudia Jones founded the West Indian Gazette, the first newspaper printed in London for the Black community. It provided a forum for discussion of civil rights as well as reporting news that was overlooked by the mainstream media. Claudia worked as editor on the paper until her death, encouraging the most talented Black writers of the time to contribute to it.

One of Jones' best-known legacies is the annual Notting Hill Carnival. She helped launch the event as a response to the 1958 riots, when tensions had turned violent as racist mobs attacked local Black residents. Using the West Indian tradition of carnival, the event was intended to create closer relations between all local communities. The first carnival was held in January 1959 in a local hall.

**Source G**

When Claudia Jones set up the first indoor Carnival in Kings Cross in 1959 she was very keen to use music and dance to celebrate West Indian culture. There were Calypso singers and steel drum bands as well as a beauty contest. As the Carnival moved outdoors in the 1960s into Notting Hill it grew in size and new traditions were started. These included the Carnival parades where thousands of people dressed up and performed on the streets of Notting Hill. The growth of the sound systems also emerged with DJs blasting out the latest music from the Caribbean and the UK. By the turn of the 21st century Carnival had become an enormous British cultural tradition with over a million people coming to Notting Hill over the August bank holiday weekend to dance in the streets. Its cultural reach is now far wider than the Caribbean, reaching out from Trinidadian 'Mas' costume parades to the many diasporas within the UK, from Brazilian samba and Colombian cumbia to fashions of the Philippines and cuisine from West Africa.

**Source H**

- B. What does the story of the Notting Hill Carnival tell us about these key themes in our unit of study:
- reasons for immigration?
  - the experiences and actions of immigrants?
  - responses to immigration?
  - the impact of immigration?
  - ideas of national 'identity'?

# Using timelines to track change and continuity, establish turning points and reinforce chronological understanding

## TEACHER INSTRUCTIONS:

Create tabards with the following labels:

Expulsion of the Jews; Alien Subsidies; Blackamoore proclamation; East India Company; Cromwell and the Jews; Somerset Case; Sake Dean Mahomed; Aliens Act; British Nationality Act (x2); Empire Windrush; Schengen Agreement.

Create a second set of tabards with the following dates on:

1290, 1440, 1596, 1600, 1656, 1772, 1810, 1905, 1948 (x2), 1981, 1990

Give each student a tabard (either an event or a date) and ask them to arrange themselves in chronological order. The students simply have to find their appropriate partner and then form a timeline, which will look something like this (though in the photo the topic is medicine rather than migration):



Students can then be given the timeline overleaf and asked questions similar to those that follow.

1290	Expulsion of the Jews from England by Edward I
1440	Alien Subsidies introduced, the first tax specifically targeted at immigrants
1596	Elizabethan proclamation authorising Casper van Senden to “take up...Blackamoorees here in this Realm and to transport them into Spain and Portugal” with their masters consent
1600	East India Company formed
1656	Cromwell allowed Jews to return to England
1772	Somerset Case ruled that former enslaved Africans could not be removed from Britain
1810	Sake Dean Mahomed opened the first Indian restaurant in Britain
1905	Aliens Act was introduced to deal with a large influx of Eastern European Jews and was the first attempt to establish a system of immigration control at the ports of entry
1948	British Nationality Act granted citizenship for people born in the UK and her colonies
1948SS	Empire Windrush docked in Tilbury bringing 492 migrants from Jamaica and Trinidad
1981	British Nationality Act restricted citizenship to those born in the UK with at least one parent who was also born or settled in the UK
1990	Schengen Agreement abolished border controls and established a common visa policy within the EU, Britain opted out

1. What were the 3 most important turning points in treatment of immigrants to Britain? In this case a turning point would be when there is a shift in attitudes, which can be either positive or negative.
2. What factors affected the patterns of immigration to Britain? For each factor give an example of its impact
3. What were the most significant changes in immigration to Britain? Why were they important?

## Suggested Reading List

### Books:

Bloody Foreigners: the Story of Immigration to Britain, Robert Winder, 2004, Abacus ISBN 978-0-349-13880-0

The Tribes of Britain: Who are we? And where do we come from? David Miles, 2005, Phoenix, ISBN 0-7538-1799-3

Staying Power: The History of Black People in Britain, Peter Fryer, 1984, Pluto, ISBN 0-86104-749-4

Asians in Britain: 400 Years of History, Rozina Visram, 2002, Pluto, ISBN 0-7453-1373-6

Jews in Britain, M Leventhal and R Goldstein 2013, Shire, ISBN 978-0-74781-230-2

### Websites:

England's Immigrants 1330-1550 :

<http://www.englishimmigrants.com/>

National Archives : Black Presence - Asian and Black History in Britain 1500-1850 :

<http://www.nationalarchives.gov.uk/pathways/blackhistory/>

National Archives: Moving Here (archived) :

<http://webarchive.nationalarchives.gov.uk/+http://www.movinghere.org.uk/>

The Migration Museum:

<http://migrationmuseum.org/>

Jewish Britain: A History in 50 objects:

<http://www.jewishmuseum.org.uk/jewish-britain-home>

Bangla Stories:

<http://www.banglastories.org/>

The Black Cultural Archives – collections:

<http://bcaheritage.org.uk/collections/search/discover/>

The Huguenot Museum:

<http://www.huguenotmuseum.org/>



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