

## Topic: Immigration in the UK

<b>Lesson 3: Immigration in the UK</b>	<b>KS or Year Group: KS 3</b>
<b>Resources:</b> <ol style="list-style-type: none"><li>1. Resource 6 – Some key ‘waves’ of immigration</li><li>2. Resource 7 – World map</li><li>3. Resource 8 – Comic strip template</li></ol>	<b>Outcomes:</b> <ul style="list-style-type: none"><li>• Students learn that immigration is not just a modern phenomenon.</li><li>• Students find out more about the demographics of immigration in modern Britain.</li><li>• Students are able to relate more sensitively to the immigrant experience.</li></ul>

### National Curriculum

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Key Concepts: 1.1c, 1.3a, 1.3b, 1.3d

Key Processes: 2.1a, 2.2b

Range and Content: 3i

### Lesson 3

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This is the third lesson in a three-part series that looks at immigration in the UK. The overall aim of this series is to look at multicultural Britain today and show how immigration is not just a modern phenomenon but rather something that has been occurring here for over two thousand years.

After looking at modern multicultural Britain in the previous lesson, this lesson will focus on some major historical ‘waves’ of immigration into the UK.

### Starter

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- What did the class learn about immigration in the previous lesson? Prompt them with questions such as ‘what percentage of the UK population is from an ethnic minority?’ or ‘was integrating into a new community an easy or difficult process for immigrants?’
- Introduce the idea that there might be any number of motivations for a person or group of people wanting to relocate to the UK. Put a few concepts on the board and ask students to illustrate with examples from real life:

## Immigration in the UK

- *Invasion* – A full-scale conquest of the native population (emphasise that this is somewhat unlikely to occur in modern-day Britain!).
- *Escape from persecution* – A group of people united by a religious or ethnic identity might wish to come to the UK to escape the threat.
- *Escape from disaster* – Individuals might wish to emigrate to the UK to escape a natural or social disaster, like disease or famine.
- *Economic migrancy* - People moving to another country in search of better pay or career prospects. Economic migrants often return to their native country after a few years.
- *A better life* – People might be seeking a better life in a wider sense. They might wish to live in the UK because of its perceived tolerance, cultural diversity, opportunities in education, etc.

## Main Activity

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### Activity 1

- Divide the class into small groups. Allocate one 'wave' of immigration from **Resource 6 – Some key 'waves' of immigration** to each group. Allow students time to ask any questions they need to clarify their understanding of the historical context for their wave.
- Project/distribute **Resource 7 – World map**. Can students roughly identify where their wave of immigration came from on the map?
- Remind the students about what they learnt in the previous lesson about refugees' subjective experience of moving to a new country, e.g. that it can be a painful and difficult experience.
- Using the list above, ask each group to identify one or more reasons why their own particular wave of immigration occurred. Ask students to have a group brainstorm of what it might have felt like to be part of that group coming to the UK.
- Distribute a copy of **Resource 8 – Comic strip template**. Explain that each of the groups will be required to briefly tell the story of their wave of immigration in comic strip format. Although it is their decision, tell them that it might be best to focus their story through an individual, family or small group of characters. Once the arc of the story has been decided, each member of the group should be given one or two boxes to illustrate themselves.
- It will probably be easiest to cut out each box from the comic strip and give one to each member of the group, then reassemble the strip in the right order on a fresh piece of paper when they are finished.
- If you have access to the internet in class, perhaps allow the students to do some guided research on their own particular wave of immigration.
- Each group should present their comic strip to the class (in the right chronological order). How effectively did the information given in Resource 6 come across? Allow students to vote on the best comic strip.

## **Plenary**

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Ask students to look critically at their own comic strip. What could they have done better? What did they think they did well? If they were given more spaces in which to tell the story, how would it be different? Perhaps they could they could try to draw this expanded version at home.

### **Aim high**

Ask the students to browse the internet at home and identify any other key waves of immigration into the UK. They could prepare a short summary of this wave, following the summaries in Resource 6. Why was this wave important too? How might this population shift have changed the character of British society and culture?

### **Summary of key learning**

- Students are introduced to key statistics and demographics relating to immigration in the UK.
- Students are able to relate more sensitively to the immigrant experience.

## **Resource 6 – Some key ‘waves’ of immigration**

### **NORMANS 1066 -1348**

The Normans were the people who gave their names to Normandy, a region in northern France. The Normans, under William the Conqueror, steadily took control of England following their victory at the Battle of Hastings in 1066. Their goals were to increase their power and wealth through the establishment of a foreign empire.

After the invasion, they subdued local populations through military might and systematic destruction of rebellious groups. The invading Normans and their descendants aggressively replaced the Anglo-Saxons as the ruling class of England. French becomes the official language, and cultural and economic links with France and the rest of Europe are re-established. The Norman conquest was the last successful conquest of England, but eventually, the Normans merged with the natives, combining languages and traditions.

### **IRISH 1840s onwards**

In 1845, Ireland's potato crop was ravaged by a serious blight. As at least four million people in Ireland were dependent on potatoes as their chief source of food, this caused a devastating famine. Nearly a million people eventually died of hunger and diseases like typhus that spread more easily through a weakened population. The British administration was blamed for this catastrophe.

The dependent population faced a choice: starve or emigrate. A million people emigrated to either mainland Britain or the United States. Those who chose England flocked to the burgeoning industrial centres, such as Liverpool, London and Wolverhampton, in search of employment. As frequently affects many immigrant populations, the Irish workers were commonly subject to large amounts of prejudice. This discrimination however was based largely on their religion. Anti-Catholic feeling became particularly rife in later years when the economy fluctuated and competition for work became more severe.

### **EUROPEAN JEWS 1880s/1930s**

There were two major bursts of Jewish immigration to Britain: from Russia and mainland Europe in the 1880s and from Germany and eastern Europe in the 1930s. In both circumstances, Jewish communities were seeking refuge from state-sponsored antisemitism (prejudice against people of Jewish origin).

In 1881, Tsar Alexander II of Russia was assassinated. A young Jewish woman was identified as one of the suspects, allowing many people to blame “the Jews”. Repeated waves of pogroms (large-scale, targeted and repeated antisemitic rioting) swept Russia. This prompted widespread persecution of Jews in Europe and, during the next three decades, nearly a million European Jews arrived in Britain.

As the Nazi party consolidated its hold over the hearts and minds of the German people in the 1930s, it passed antisemitic laws that steadily restricted the legal, economic and social rights of Jewish people. Hitler, the Nazi leader, justified his hatred of Jews by blaming them for the serious political and economic crises facing Germany. Thousands of Jews fled to Britain to escape this oppression. Nearly 3,000 refugees had arrived in Britain by 1939.

Despite the sorry plight of the Jewish refugees, many were placed in internment camps alongside enemy aliens.

### **WEST INDIANS** Late 1940s onwards

The British workforce was much depleted in the years following WWII. The government relaxed immigration laws, which enabled significant numbers of immigrants from former colonies to come to the UK in search of a better life.

In 1948, the merchant vessel *Empire Windrush* arrived at Tilbury Docks carrying 492 workers from the Caribbean. Receiving an official welcome from the government, the Jamaicans had come to Britain to assist with post-war reconstruction. This marked the beginning of a sustained period of migration from the Caribbean to Britain over the next fifteen years. Between 1955 and 1962, a total of over 250,000 people arrived in the country.

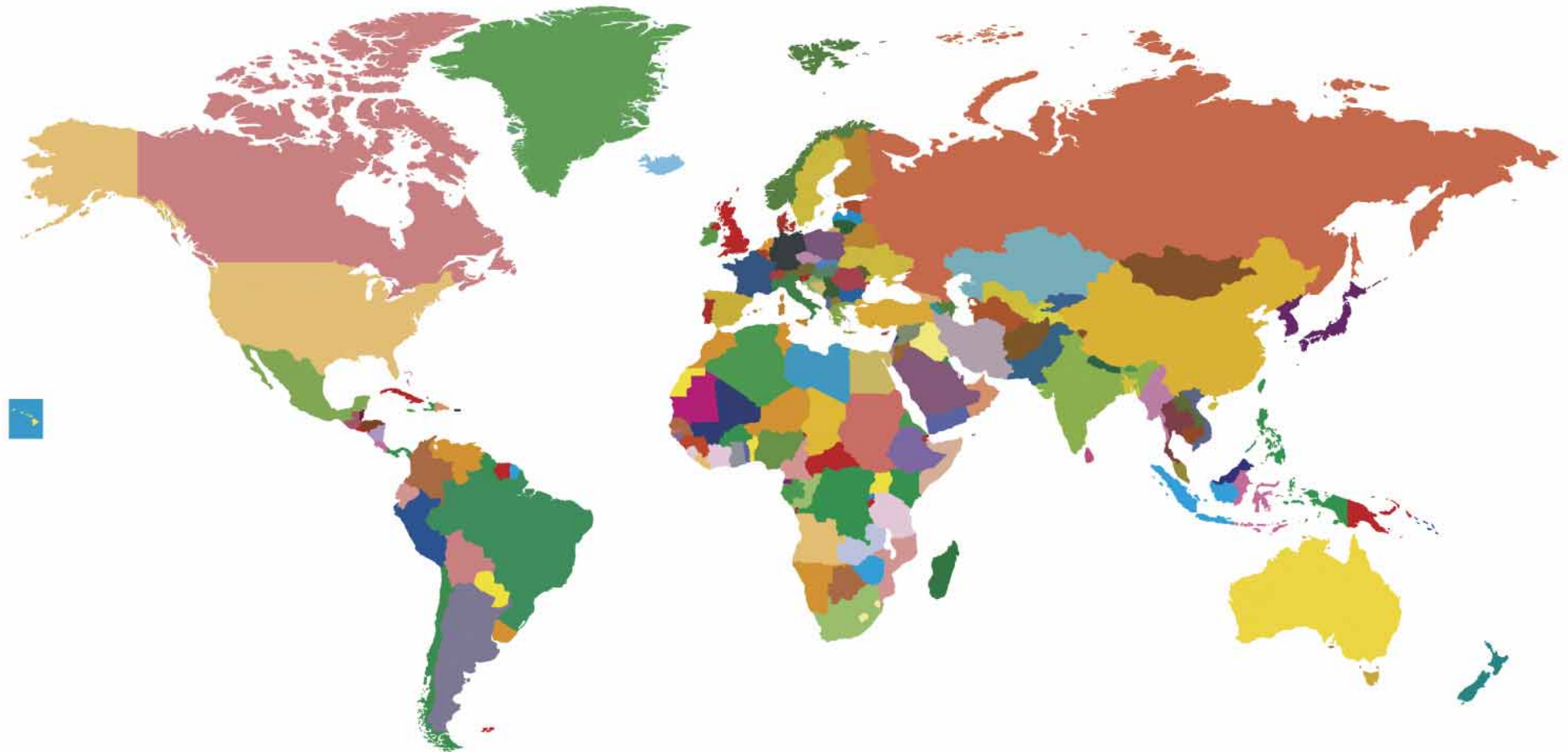
Though Afro-Caribbeans were encouraged to journey to Britain via campaigns created by successive British governments, many new arrivals were to endure intolerance and extreme racism from certain sectors of indigenous British society. In 1962, the first immigration laws effectively stemmed immigration from the Caribbean.

### **POLISH** 2000s onwards


Since the expansion of the EU in 2004, the UK has granted free movement to workers from the new member states. Workers from countries like Poland were suddenly free to come to the UK to work, although there are restrictions on the unemployment benefits they can claim. By June 2007, there were 430,395 Polish nationals legally working in the UK.

Many of these Polish workers are skilled and find work in construction, agriculture, catering, retail and healthcare. This influx is one of the clearest and most dramatic cases of economic migrancy in UK history. Most have stayed in the south of England, primarily in London and East Anglia. There are now distinct and identifiable Polish communities in many major towns and cities across the UK. However, their arrival has been controversial in certain, mainly right-wing sections of the British media who complain that Polish labour has kept down wages and increased competition for British people seeking work.

**Resource 7 – World map**



**Resource 8 – Comic strip template**

 <p>Write speech in bubbles.</p>		
<p><b>Example: write text of story here...</b></p>		