

## Topic: National, regional, ethnic and religious cultures

<b>Lesson 1: British diversity – a history</b>	<b>KS or Year Group: KS 3</b>
<b>Resources:</b> <ol style="list-style-type: none"><li>1. Resource 1 - Starter cards 1 - 4</li><li>2. Resource 2 - Card sort (influences on the population of the UK)</li><li>3. Interactive immigration history of British Isles – BBC.co.uk (requires web access)</li></ol>	<b>Outcomes:</b> <ul style="list-style-type: none"><li>• All students will understand the definition of the terms 'diversity' and 'multiculturalism'.</li><li>• Most students will be able to recognise the different events and cultures that have made Britain diverse.</li><li>• Some students will be able to identify the benefits of a diverse society.</li></ul>

### National Curriculum

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

Key Processes: 2.1a

Range and Content: 3l

Curriculum Opportunities: 4a

### Lesson 1

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The lesson will focus on identifying how diverse the United Kingdom is and the reasons for this diversity. Students will gain an understanding that the United Kingdom has been composed of multiple cultures for decades and that immigration is not just a modern phenomenon. Students will also explore the benefits of multiculturalism.

### Starter

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- Introduce the title and lesson objectives.

## British diversity – a history

- Split the class into four (or eight depending on size) and give each group one starter card each.
- Each group to use their starter card to develop a definition of ‘multiculturalism’ according to the person on their card.
- Each group share their definitions with the rest of the class.

## Main activity

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### Activity 1: UK population changes card sort

- Students receive envelopes containing the cards from **Resource 2 - Card sort (influences on the population of the UK)**. Ensure cards are kept in the pairs as in the original.
- In pairs, students have to pair up the ‘time’ and ‘event’ cards with as many ‘origin’ and ‘reason’ cards as possible using their previous knowledge, common sense and a process of elimination. This can also be done as an ICT matching activity.
- The class review their answers using the BBC website below. The teacher should guide the class through the historical milestones interactively:

<http://www.bbc.co.uk/history/interactive/animations/population/index.shtml>

### Activity 2: What has multiculturalism ever done for us?

- Individually, students list as many good things as possible that multiculturalism has brought to the UK.
- Students then pair up and share their ideas with each other before classifying the benefits into group headings (e.g. food, music, transport, jobs etc).
- Class discuss the benefits that multiculturalism brings to the country.

## Plenary

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Students play British History Bingo:

- Choose 9 groups of people/events from the following list and place them into a 3 x 3 grid:
  - Invasion of Celts
  - Invasion of Romans
  - Invasion of Anglo Saxons
  - Invasion of Vikings
  - Invasion of Normans
  - The Black Death
  - Age of Labour
  - Civil wars

## British diversity – a history

- Growth of cities
  - Emigration
  - World War I and II
  - Post-war immigration
- Teacher reads out the information from the cards in Activity 1 and if it applies to one of the items in their grid, the student should cross it off.
  - The first students to have a line of 3 or all 4 corners wins.

### **Aim high**

Aim Higher Students to use Starter Card 4 (more writing and complexity of language). Place Aim Higher students in pairs for activity 1 and 2 to avoid an imbalance of contribution. Aim Higher students rank their items generated in Activity 2 into order of importance.

### **Assessment**

Students assess their own progress in Activity 1 by using the interactive timeline. Teacher assesses the items listed in Activity 2 through class discussion.

### **Check the web**

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<http://news.bbc.co.uk/1/hi/uk/3600791.stm>

<http://www.bbc.co.uk/history/interactive/animations/population/index.shtml>

<http://curriculum.qca.org.uk/cross-curriculum-dimensions/culturaldiversityidentity/>

### **Summary of learning**

- Students gain understanding of the terms 'diversity' and 'multiculturalism'.
- Students identify the key events in the history of Britain that have shaped its population and made it diverse.
- Students can appreciate the advantages that a diverse society brings to a country.

Resource 1 – Starter cards 1 – 4

**LORD PAREKH**

Professor of Political Philosophy and Chair of the 2000 report, 'The Future of Multi-Ethnic Britain'



**Multiculturalism is sometimes taken to mean that different cultural communities should live their own ways of life in a self-contained manner.**

This is not its only meaning and in fact it has long been obsolete.

Multiculturalism basically means that no culture is perfect or represents the best life and that it can therefore benefit from a critical dialogue with other cultures.

In this sense, multiculturalism requires that all cultures should be open, self-critical, and interactive in their relations with other each other.

This was the basic message of my report on multi-ethnic Britain ('The Future of Multi-Ethnic Britain', Runnymede Trust 2000). As we argued in the report, Britain is and should remain a vibrant and democratic multicultural society that must combine respect for diversity with shared common values.

**RUTH LEA**

Director of the Centre for Policy Studies



**There are two ways in which people interpret multiculturalism.**

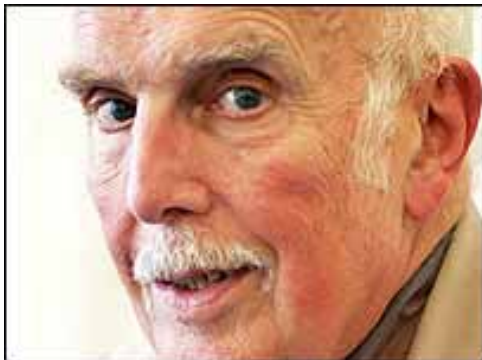
The first one is the more common way and that is every culture has the right to exist and there is no over-arching thread that holds them together.

That is the multiculturalism we think is so destructive because there's no thread to hold society together. It is that multiculturalism that Trevor Phillips has condemned and, of course, we are totally supportive.

There is another way to define multiculturalism which I would call diversity where people have their own cultural beliefs and they happily coexist - but there is a common thread of Britishness or whatever you want to call it to hold society together.

And that is clearly what I would support because you do accept that people have different cultures and you accept them.

It is a positive acceptance not a negative tolerance.



**PROFESSOR SIR BERNARD CRICK**

Chair of the 'Life in the UK' report which led to the new citizenship tests

**I see no incompatibility between multiculturalism and Britishness. Britishness must be part of multiculturalism.**

In the report I chaired advocating language and citizenship education for immigrants, *The New and the Old* (2003), we said:

"Who are we British? For a long time the UK has been a multicultural state composed of England, Northern Ireland, Scotland and Wales, and also a multicultural society... made up of a diverse range of cultures and identities, and one that emphasises the need for a continuous process of mutual engagement and learning about each other with respect, understanding and tolerance."

In other words, dual identities have been common, even before large scale immigration.

We further wrote: "To be British means that we respect the laws, the parliamentary and democratic political structures, traditional values of mutual tolerance, respect for equal rights..."

But Britishness does not mean a single culture. Integration is the co-existence of communities and unimpeded movement between them, it is not assimilation.

Britishness is a strong concept but not all embracing.



## KAREN CHOUHAN

Chief Executive of The 1990 Trust, a black-led human rights organisation

**Multiculturalism is not dead, in fact it has been reasserted by government policy in the form of 'valuing diversity'.**

Neither is it incompatible with an appreciation or knowledge of British cultures. To suggest otherwise is to turn back the clock on race debates thirty years.

To understand multiculturalism is to appreciate that it means many different things.

To some it is merely sampling different cultures, such as a carnival or a mela [South Asian festival]. To others, it is the road to challenging structural inequalities.

One of Britain's strengths is its diversity. Our political system is founded on different values. White British culture itself is incredibly diverse. But we cannot have cultural diversity without tackling inequalities.

We need to do is move forward with a serious debate about how far we have to go in tackling race discrimination in every corner of society, not move it back by forcing everyone to be more (white) British.

Most minority ethnic communities have made substantial contributions to the making of Britain and have made huge efforts to learn British history and language, and engage in civic society despite encountering social exclusion and racism in practically every area of public policy and practice.

Let's not lose sight of this, or how far we have to go. Tackling racial disadvantage is the best way to engender a sense of belonging, being valued is a two-way street.

**Resource 2 - Card Sort (influences on the population of the UK)**

<b>Time</b>	<b>Event</b>
0 – 43 AD	<b>Invasion of Celts</b>
43 – 410 AD	<b>Invasion of Romans</b>
450 – 865 AD	<b>Invasion of Anglo Saxons</b>
865 – 1000 AD	<b>Invasion of Vikings</b>
1348 - 1350 AD	<b>The Black Death</b>
1350 – 1642 AD	<b>Age of Labour</b>



British diversity – a history

From 1600 AD	<b>Civil wars</b>
1700 - 1850 AD	<b>Growth of cities</b>
1800 – 1910 AD	<b>Emigration</b>
1914 - 1945 AD	<b>World War I and II</b>
1945 – 1999 AD	<b>Post-war immigration</b>

<b>Origin</b>	<b>Reason</b>
France & Belgium	<b>Invaded</b> because land was short in their country
Italy	<b>Invaded</b> to increase the size of their Empire
Germany	<b>Invaded</b> because land was short in their country
Norway/Denmark	<b>Invaded</b> because land was short in their country.
France	Their leader William claimed the English throne and told them to <b>invade</b>
Europe	Carried by rats

N/A	To give population <b>better working conditions and pay</b>
N/A	<b>Rivalries</b> between the king and his opponents
N/A	<b>Jobs</b> generated by the Industrial Revolution attracted people to the cities
<b>TO</b> Canada and USA	Promises of a <b>new life</b>
N/A	<b>Conflict</b> between countries
Europe, Asia, Caribbean & Africa.	In search of <b>work, safety and a better life</b>