

Diversity & Inclusion *in History*

Case Study

2020

1948

1066

1215

Our students will be able to use the knowledge gained in this unit to view the world around them in a more inclusive and open-minded way.



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Amy Bennett, Director of Learning for Humanities and Civilisations at Harris Academy Sutton – Teaching Migrants in Britain Part 2.

Planning for Migrants in Britain

The planning for Migrants in Britain has been really exciting so far. I started by using the Resources section of the [topic booklet](#) provided by Pearson. This entire booklet has actually been a great starting point; I haven't used them before for the other topics I've taught in the past, but will be doing so in the future.

Whilst many of the endorsed resources are yet to be published (but have been pre-ordered) I began with the books. The most insightful bit of reading was the 'Introduction' of Robert Winder's *Bloody Foreigners*; it put the whole unit into context for me and reinvigorated all my passion that drove me to choose this thematic study. As we will be beginning with the Medieval era, I also began by widening my subject knowledge here, through reading *The Norman Conquest* by Marc Morris and *River Kings* by Cat Jarman. Much of my subject knowledge of more modern migration is in a more robust place, so the earlier time periods were the ones giving me cause for concern.

As soon as I began to look for them, I realised there were migration stories. Reading Marc Morris made me realise that Emma of Normandy was an excellent link between Normans, Anglo-Saxons and Vikings, and the impact these migrants had, so she will be featuring in the first weeks of the course.

Getting ready to teach Migration

I also attended Pearson's '[Getting ready to teach](#)' event, and two sessions run by Hodder Education in collaboration with Abdul Mohamud and Robin Whitburn of [Justice to History](#). These sessions have been fundamental in helping me get to grips with what and how we will teach on this thematic study, from giving us ideas of sources and case studies to reminding me of the key themes we need to focus on in the teaching of the unit. I am in particular looking forward to researching more of the migrant stories that are connected with our local area of Sutton, and will be visiting the local archives over the summer to get some help researching this.

Developing a focus for enquiry questions

With help from my Federation Consultants, we have begun to think about how we will sequence and plan this topic. We want to be driven by enquiry questions, but focus these enquiries on the three key themes of context of migration, the experience of migrants and their impact on Britain. We will be teaching our course with five hours each fortnight, so curriculum time may be a little tight, but we're excited to use websites such as [Our Migration Story](#) to enable us to set homework that provides clear overviews of the key time periods, and this will allow us to focus on specific examples of migrant stories in lessons. We're lucky enough to have some INSET time in September that will be finessing these, but as a department our initial conversations have been really exciting. Once we have taught the thematic study, we will then be moving on to the Notting Hill historic environment. The opportunity for students to consolidate some of their knowledge of twentieth-century migration using an environment not very far away from their school is going to be brilliant: we have a walking tour of the area, as a cross-curricular trip with Geography, booked in for the autumn term, and can't wait to get planning that.

Resources to support the topic

The plethora of resources that have particularly come about in recent years on the experiences of Black Britons, and migrants from Africa and the Caribbean, is so amazing to see. As a department we have been spoilt for choice with the range of books, articles, websites and documentaries to enhance our knowledge here. Our next steps are to start looking into the other stories, of Jewish, Asian and European migrants. Each step we take brings a thousand more questions, though, and speaking personally is making me fall in love with teaching all over again.

Looking ahead, I have a trip planned to the [Migration Museum](#) in London, and many BBC documentaries to watch. I am actually looking forward to having the time to sit and delve even deeper into the reading and research I have started, and make some of our plans more secure.

Take a look at [Pearson's Diversity and Inclusion in History](#) webpages for more great content.

