

Study Unit: Migration Year/Set: Year 9 or 10

Overarching Key Enquiry: **Migration to Tameside: What did it mean to migrants and the host community?**

How does this link to prior learning?	How does this link to future learning?
---------------------------------------	--

Time	Key Question./Key words and concepts	Intended Learning Outcomes	Possible Teaching and Learning activities	Assessment strategies	Links to cross-curricular themes	Resources
Lesson 1	Key Question: Telling the story: Migration around the world.	1. Pupils will be able to investigate trends of migration from the subcontinent to Tameside by researching individual case studies. 2. They will appreciate and recognise how Tameside has become more diverse by identifying changes in the local community. 3. They will develop collaborative learning skills by working in a group to assess changes in the local community.	1. Teacher introduction by reading an individual case study from 'Here to Stay' 2. Carousel activity to collate information on immigrants in respect to: who they are; where they are from; when they came to the UK 3. Teacher led historical background on the subcontinent (especially decolonisation, 1947 etc...) 4. Feedback, whole class mapping 5. Individual mapping by pupils in books 6. Group based picture reading activity looking at how Tameside has been changed by sub-continental immigration	Verbal assessment of group work Written work identifying changes Map work	Geography Citizenship RE Numeracy	Oral History Project (OHP) 'Here to stay' interview transcriptions Powerpoint Pupil worksheet ; from where and when Pictures from Tameside photo archive www.tameside.gov.uk/archive Copyrighted Images available for purchase at nominal fee Large scale and small scale subcontinent maps, world map
2	Key Question: How useful and reliable is oral history for telling us about migration?	1. Students will be able to identify the strengths and weaknesses of oral histories as source material 2. They will	1. Starter asking pupils to devise 10 questions they would like to ask a new arrival to this	Interview creation	Literacy Oracy	OHP Interview transcriptions Powerpoint on theory of oral history as a source OHP Interview transcriptions Powerpoint on theory of oral history as a source

		<p>evaluate these Strengths and weaknesses within our source material</p> <p>3. Students will design an oral history interview strategy</p>	<p>country</p> <p>2. teacher led overview of oral history (including questioning)</p> <p>3. In groups students look at case studies, do a cost benefit analysis of oral history as source material</p> <p>4. Teacher plenary on pros and cons of Oral history as a source</p> <p>5. Students devise their own OHP (or ICT-based) interview structure</p>			
3	<p>Key Question: Why emigrate to the UK in the 1960s?</p>	<p>Intended Learning Outcomes:</p> <p>1. Evaluate reasons for migration by analysing our sources</p> <p>2. Develop an empathetic understanding of an individual case scenario (guest speaker)</p> <p>3. Develop interview skills and techniques</p>	<p>Possible teaching and learning activities</p> <p>1. Guest speaker from Tameside Asian community to share experiences – starting with why they left homeland and why came to UK.</p> <p>2. Pupils to work on grid identifying reasons why case studies left homelands (categorised: economic, socio-political, familial, cultural) but also why they chose the UK?</p> <p>3. Return to speaker: what were their perceptions of the UK before they came, and how was it different to these</p>	<p>Assessment strategies</p> <p>Answering self-generated questions</p>		<p>Resources</p> <p>Guest speaker from local Asian community – through either personal contacts or approaching local community organisations</p> <p>Push-pull factors worksheet</p> <p>OHP interview transcriptions and 'Here to stay' OHP excerpts booklet</p>

			<p>preconceptions when they arrived?</p> <p>Teacher cherry picks several students' questions from last week's OHP interview creation, pupils to ask guest speaker (who has some prior knowledge of the themes).</p> <p>Pupils to try to begin to answer the questions they generated last week</p>			
4	<p>Key Question:</p> <p>What issues did migrants face when arriving in a new community like Tameside?</p>	<p>Students will:</p> <p>1.Consider some of the issues a new member to a group might face through dramatic improvisation 2.Analyse the sources by hotseating the characters created by their peers 3.Empathise with issues faced by sub-continental immigrants arriving in the UK</p>	<p>1.Drama warm-up in groups of four :- to dramatise 'the arrival of a new member to a group' (eg: new pupil in school, new job etc) 2.Handout archive samples to some students who are then hotseated; peers to interview using questions developed in second lesson. Pupils take notes. 3.Extended writing task : a report on opportunities and challenges faced by subcontinental immigrants to Tameside [with writing frame]</p>	Written task	Drama	Excerpts from OHP interview transcriptions
			Possible			

5	<p>Key Question: What happened to Vinod Chauhan?</p>	<p>Students will: 1. Use a range of sources in order to build up a picture of an individual migrant 2. Suggest how and why questions of identity were used to argue Vinod's case 3. Begin to assess why Vinod was deported</p>	<p>teaching and learning activities Starter : Teacher narrative ' Vinod came to GB in 1978 to marry a British woman..... .what happened next? 1. History Mystery. Students to analyse sources and build up a picture of what happened to Vinod. Writing frame/worksheet ; when/why did he come to the UK? Why was he faced with deportation? How did the local community react? What happened to Vinod? 2. Whole class Plenary 'what happened?' 3. Homework: Ask friends and family if anyone remembers Vinod or Vinod's story?</p>	Writing frame	RE Citizenship	Press cuttings about Vinod's case and press releases from the local campaign opposing his deportation 'which is which' blood samples
6	<p>Key Question: What can we learn from Vinod's story?</p>	<p>Students will: 1. Analyse perspectives on why Vinod Chauhan was deported 2. Compare a contemporary case to Vinod's and assess if attitudes to the challenges of diversity (and</p>	<p>Teaching and learning activities Whole class discussion around the campaign to let Vinod stay centring on the 'which is which?' blood comparison (CAT No. 1) and 'defend Vinod ' poster (CAT No.</p>	Citizenship		Arnel Cabrera campaign website – under construction – google in future, possibly see UNISON website

		<p>the law) have changed over time</p> <p>3. Identify and contribute to a living campaign students may empathise with.</p>	<p>2) and the campaign led by a member of the Welbeck St Baptist church. Students to answer the question 'what point is being made here?' which should lead us into a discussion of perspectives on underlying reasons for Vinod's deportation beyond the official home office regulations – ie implications of racism</p> <p>2. Introduce case of Filipino Arnel Cabrera , who was resident in the UK by virtue of being married to a key worker. She was killed by a medical mishap in the UK and Arnel now faces deportation.</p> <p>3. Students draft letter to Home secretary/ draw poster (differentiate by task), drawing upon what they have learnt by studying Vinod's case.</p> <p>Plenary Activity:</p>			
--	--	--	--	--	--	--

Commentary

This set of lessons draws upon two sets of interesting records held by the Tameside archive service – a printed and unpublished oral history recollections of Bangladeshi migrant arrivals in Tameside from the 1960s and 1970s and what became a local 'cause celebre' – a campaign to prevent to deportation of a local man, Vinod Chauhan. The lessons might serve as part of a key stage 4 Citizenship unit of work around identity and diversity or take a

Twentieth Century Year 9 unit of work around the effects of de-colonialisation and the partition of India in 1947 as its point of departure. There are also useful opportunities to explore the advantages and limitations of oral history.

The beginning teachers were really drawn into Vinod Chauhan's deportation campaign and story – to the point of following up campaigners to try to establish what happened to Vinod when he returned home. Clearly the whole issue of Citizenship status and the law around the permission for different groups of people to stay and work in the UK remains both topical and controversial. Local campaigners, from different sections of the community, lobbied hard to help Vinod remain in the UK. One of the trainees successfully tracked down one of Vinod Chauhan's leading supporters from the time – Reverend Paul Weller – and the additional information (and potential source material) that he was able to provide was highly illuminating. Students are likely to have strong opinions around these issues and will be interested to find out how far things have changed by the early Twenty First Century.