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FOREWORD:

THE HISTORY LESSONS PROJECT

The History Lessons project is the second phase of a school-based initiative called Making Histories, a joint initiative by Runnymede, the London School of Economics and the University of Cambridge, to bring the findings of an original academic research project into classrooms across the UK. Phase 1, The Bengal Diaspora, a research project conducted by Claire Alexander and Joya Chatterji, explored the migration and settlement processes of individuals of Bengali descent and collected the life-histories of over 180 people in Bangladesh, India and the UK. The project explored the history of migration from the Indian state of Bengal after Partition in 1947. It looked at the experiences of the ordinary people who were forced to leave their homes, and did this in order to show how these lives shaped history.

The findings of this project have been developed into an online educational resource called Bangla Stories. The project team wanted to show children, young people and teachers how these processes of migration have shaped what we know about multicultural Britain. We also wanted to help young learners discover how the everyday, personal stories of millions of people can shine a light on what we know about significant historical periods, i.e. Partition in India/Pakistan, as well as the impact these migration experiences have had on our understanding of British history.

Making Histories is the umbrella initiative that has allowed us to bring this work directly to students and teachers, showing young people how the migration stories of ordinary individuals, regardless of ethnic background, can enhance our knowledge of historical events. We have done this through creating what we have called a generation of young historians – 210 young people from Cardiff to Tower Hamlets – who have worked with us across two phases of this project.

History Lessons, a collaboration between Runnymede, University of Manchester and University of Cambridge, is the second phase of our attempt to provide teachers with the support, skill and content knowledge needed not just to navigate parts of the new history curriculum, but also to teach diversity at a time when there are continuous demands on the time of classroom teachers. Through using the local history element of the history curriculum, schools have enormous scope to support their pupils in uncovering the wealth of historical information on their own doorsteps. But of even more relevance are those possibilities that can be explored by using the resources of your local area. Focusing on a particular aspect of your local area – a street, a park, a place of worship or even a school – and speaking to residents, shopkeepers and members of your own family, can reveal how waves of migration into and out of an area will have contributed to its historical identity.

This Guide demonstrates how drawing on local resources will not only support the work of teachers in creating interesting and innovative history lessons, but can also encourage the teaching and learning of diversity and engender a love of history in even the most reticent of pupils.
INTRODUCTION

What this Guide sets out to do
The purpose of this Guide is to assist history teachers in developing materials to supplement their teaching of the subject to pupils in ways that will allow them to illustrate the impact that migration and ethnicity have had on how different histories develop; the effect of these themes on the historical story of Britain, as well as providing routes towards looking at the global histories that both influence and are influenced by histories of migration.

The Guide focuses specifically on local and oral histories, which have formed the basis of both phases of the Making Histories project and the Bangla Stories educational website which preceded it. The Making Histories project drew on the expertise of historians, archivists, sociologists and film-makers, bringing them into classrooms to spend time with pupils as well as taking pupils out to explore the history on their doorsteps; this Guide too includes lesson plans, guidance and tips developed by experts. Some of these lesson-plan materials, kindly made available by archives and museums, are ‘extracts’ from more extensive educational guides already in existence. We would suggest consulting these full-length guides as well, in order to extend the scope of your discussions and activities. Other materials have been developed specifically for this Guide, and they have been brought together in this publication to support teaching, discussion and independent research, both inside and outside the classroom, on the issues of migration, historical change, the significance of place, and the multi-ethnic presence.

Using the Guide
The material is presented in three main sections:
• Local history
• Oral history
• Reading historical sources

In places, the Guide draws on some of the regions covered in Phase 1 of the Making Histories project. For example, our section on historical sources references parts of London in or near to the boroughs in which our participating schools are located (Tower Hamlets and Greenwich). Our section on local history also makes reference to these areas, as well as to Moss Side in Manchester. Our oral history section includes some references to Yemeni oral history in Cardiff and testimonies from older Asian people in Leicester.

It is important to bear in mind, however, that the general guides to conducting historical research can be applied to any geographical location, or to researching oral history with people of all age groups and ethnic backgrounds.

We would also recommend using these lesson plans and guides in conjunction with the material provided on the Making Histories website. Although this makes reference to specific geographical regions and the migration stories of particular communities, it is neither exhaustive nor exclusive, and we believe that the information can be used not just for the sake of its content but equally for its capacity to inspire. Do, therefore, make use of the lesson plans presented here in conjunction with the website’s content, in particular:

• the local migration stories from Sheffield, Leicester and Cardiff [http://www.makinghistories.org.uk/for-teachers/community-stories.html]
• the films, podcasts, audio slide-shows and digital presentations based on independent research conducted by the pupils we have worked with [http://www.makinghistories.org.uk/find-a-story.html].

The website has its own useful ‘How to’ guide, which illustrates how students might go about compiling a digital historical research project similar to those created by our participating pupils.

Curriculum links
This Guide is aimed principally at teachers of Key Stage 3 history; but many of the guidelines and suggestions can be used by those teachers of Key Stage 2 primary history who are interested in developing activities to meet the requirements of the local history element of the curriculum. The subject matter included within some elements of the Historical Sources section can also provide cross-curricular discussion material for KS3 Citizenship and PSHE; and the newspaper sources from 19th century Woolwich can be useful for English studies too.
Primary Key Stage 2 History
Particular aspects of this resource can be used to guide the local-history study element of the KS2 curriculum, which can include:

- 'a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066);
- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.'

Secondary Key Stage 3 History
Many of the lesson plans included within the resource can be used to meet the requirements of the KS3 history programmes of study as indicated below.

- **Ideas, political power, industry and empire: Britain, 1745–1901**
  Selected (non-statutory) examples:
  - Britain’s transatlantic slave trade: its effects and its eventual abolition
  - the Seven Years War and The American War of Independence
  - Britain as the first industrial nation – the impact on society
  - party politics, extension of the franchise and social reform
  - the development of the British Empire with a depth study (e.g. India)
  - Ireland and Home Rule
  - Darwin’s ‘On the Origin of Species’

  Corresponding aspects of the Making History Lessons resource:
  - Historical presence of Migrants in South East London
  - The East India Company
  - Impact on London of the growth of the British Empire

- **Challenges for Britain, Europe and the wider world: 1901 to the present day**
  In addition to studying the Holocaust, this could include Examples (non-statutory)
  - women’s suffrage
  - the First World War and the Peace Settlement
  - the inter-war years: the Great Depression and the rise of dictators
  - the Second World War and the wartime leadership of Winston Churchill
  - the creation of the Welfare State
  - Indian independence and end of Empire
  - social, cultural and technological change in post-war British society
  - Britain’s place in the world since 1945

  Corresponding aspects of the Making History Lessons resource:
  - Black Edwardians
  - World War II and Caribbean migration
  - Anti-racist protest in the 1970s

- **A local history study**
  a depth study linked to one of the British areas of study listed above
  - a study over time, testing how far sites in their locality reflect aspects of national history (some sites may predate 1066)

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Corresponding aspects of the Making History Lessons resource:

- Sections on local history research
- Sections on oral history research
- Short films and digital presentations by students from Tower Hamlets, Moss Side and Greenwich on the Making Histories website
  
  http://www.makinghistories.org.uk/find-a-story.html#Tower-Hamlets
  http://www.makinghistories.org.uk/find-a-story.html#Manchester
  http://www.makinghistories.org.uk/find-a-story.html#Greenwich

**Resources you will need**

Each lesson plan is generally self-contained but there are clear links between the three resources provided by the Maritime Museum, the Museum of London and the Greenwich Heritage Centre (see Reading Historical Sources below). Each lesson plan therefore includes information about printouts you may need or online sources to consult.

For some lesson plans you may like to develop PowerPoint slides from the contextual information provided (e.g. the What is Oral History? guide from the Cardiff Story), or pull together an information sheet (from the Black Edwardians lesson plan, for example). Photographs from the Reading Historical Sources section can be printed out and copied for students to look at, particularly for those lessons in which the discussion and/or activity centres around the photograph itself.

Ultimately, of course, it would be useful to have access to computers/laptops and an internet connection, either for viewing clips as directed in a specific lesson plan (e.g. The East India Company) or for viewing the oral history and local history projects conducted by the Making History project schools.
DOING LOCAL HISTORY:  
HOW TO CONDUCT LOCAL HISTORY RESEARCH

Laurence Brown  
Director of the Ahmed Iqbal Ullah Race Relations Resource Centre in Manchester

Doing research
Three ways of doing historical research using local libraries or museums is to focus on people, places or events. Many libraries have a local history section that can contain collections of images, newspaper clippings or personal archives from your local area. Equally, most museums keep records on where the objects in their collections came from and their historical context.

People
The Oxford Companion to Black British History (2007) provides a wide-ranging collection of biographies that could be a starting-point for online research projects.

Many local libraries have outstanding oral history collections on ethnic minority communities such as the Ahmed Iqbal Ullah Race Relations Resource Centre in Manchester, the Museum of London, the Black Cultural Archives and the British Library in London, and the Butetown History and Arts Centre in Cardiff.

Some of these projects are available online at:  
http://www.banglastories.org/  
http://www.bbohp.org.uk/  
http://www.hidden-histories.org.uk/  
http://www.migrationstories.co.uk/

Place
Local history sections within libraries often have catalogues and resources such as newspaper clippings or historical photographs that are arranged by geography. An example of this in Birmingham is:  
http://www.digitalhandsworth.org.uk/

Focusing on a particular street or small area also opens up the possibility of using business directories to explore leisure and consumption at a particular time. For an example of how these can be plotted on Google Maps see:  
http://goo.gl/maps/P5EzC

Events
Searching local newspaper collections focused on a specific date can be particularly valuable, as these will often provide more detailed descriptions of an event than what is available online. If a local event has had national significance, it may be mentioned in parliamentary debates (http://hansard.millbanksystems.com/) or by media outlets such as the BBC or the Guardian newspaper.

Dr Laurence Brown, the Academic Director at the Centre, ran local history workshops with students from Manchester Academy in Moss Side, in which the Moss Side Then and Now photos featured.
Any local history lesson is likely to be part of a medium-term plan (mtp). This mtp might be fully dedicated to local history. Alternatively, local history might be being used as the starting-point for examining a broader aspect of national history, or to illustrate a feature of a national history study already under way.

Preparation
A fruitful starting-point would be to use the following questions to explore what the students themselves bring to the learning:

- What do I know specifically about my class, groups of students and individuals?
- What are their interests? These do not have to be history-related or locally specific at this stage but will serve as a good place to start.
- Where do the students live/come from? What is their locality?
- Do they have specific connections with the area where the school is located, i.e. are their family originally from the locality, or do they work within it?
- Are there connections with other possible ‘locales’?
- What is the current learning level of the students? This information is not always accessible so plan an ‘assess and review’ lesson to find out.

You might also want to consider the history of the local area through an audit.

Teacher audit of the local area – What local history do we have?
1. Consider evidence of the past that is:
   - visible in the local environment;
   - apparent in resources from a local history library or the internet, including that offered by maps;
   - information gleaned from the students and other members of the local community.

2. What is rich in evidence for the particular aspect of history you are focusing on?
   - a particular time period?
   - significant people who are linked to the area?
   - significant events that occurred locally?

3. What particular clues are there to the diversity of your area, and its history of global links?
   These might have presented themselves in a range of ways (see Table A).
Table A.
Identifying aspects of diversity, migration and global links

A1. Aspects of place – look for evidence of other cultures in:
(a) architectural style of buildings
(b) memorials to individuals or to groups of people
(c) evidence of:
- economic activity (factories making goods linked to international trade, transport, docks, warehouses, mills and refineries processing goods such as grain, sugar, tea)
- commercial activity (coffee- and teashops)
- private and public wealth (country estates, grand mansions, ostentatious public buildings such as town halls)
- ‘exotic’ plants that may have been collected and brought here from abroad
- institutions supporting people from abroad or travelling for their livelihood, such as seamen’s hospitals (or missions).

Examples of the types of evidence to be obtained from an exploration of your local area can be seen in a trail of Maritime Greenwich ‘Walk the ends of the Earth’ available at: [http://www.walktheworld.org.uk/walk/regions/greater-london/londongreenwich.html](http://www.walktheworld.org.uk/walk/regions/greater-london/londongreenwich.html)

A2. People including personal and family history:
(a) memories and testimonies of the students and their family members
(b) descriptions by community members of their journeys from other places, or of growing up elsewhere
(c) stories of people who have emigrated

As well as talking to people in the school community, there may be transcripts of oral history accounts available in small local publications, or online. (In Greenwich and Lewisham such publications exist for instance for the Ferrier Estate and the Downham Estate.) Contact your local history library for information or search online at the website of the Oral History Society ([http://www.ohs.org.uk/resources.php](http://www.ohs.org.uk/resources.php)) – this also has links to local projects/publications. In Greenwich it is worth contacting Age Exchange which is a reminiscence organization with a national reputation. It has a range of publications and expertise in the field of oral history ([http://www.age-exchange.org.uk](http://www.age-exchange.org.uk)).

A3. Have there been local events with a global dimension?
(a) International exhibitions such as the Great Exhibition
(b) Sporting events such as the Olympics
(c) National/international events such as the World Wars
A4. Search for evidence in:

- Documents such as the national census, which reveals birthplaces abroad; parish records can refer to black servants, and so on
- Photographs which include people of different ethnicities
- Artefacts that can reveal their owners’ personal and family stories
- Published material on the history of different communities in your local area

Contact your local history library, perhaps via your local authority website. Greenwich, for example, has its own website [http://www.royalgreenwich.gov.uk/heritagecentre/site/index.php], which is linked to that of the Royal Borough of Greenwich. There may also be local history societies that can provide resources or information. The British Association for Local History lists some [http://www.balh.org.uk/useful-links/local-societies], localhistoryonline has an extensive list [http://www.local-history.co.uk/Groups/index.html], or try an internet search. Increasingly, local history material is made available online, especially photos and maps.

A5. Local histories:

In the form of publications and online material local histories can provide you with an overview of a local area you may not be familiar with. For south-east London, the Ideal Homes website is particularly useful for articles about local places, and for photos [http://www.ideal-homes.org.uk/]. Some areas have their own black history publication; for instance Greenwich has Sugar, Spices and Human Cargo: An Early Black History of Greenwich by Joan Anim-Addo.

When you have become familiar with some of the evidence:

(a) Decide on the type(s) of material you want to use in the lesson:

- Pictures/photographs of the physical/built environment
- Maps
- Notes taken from observations
- Sketches
- Notes from conversations
- Oral testimony
- Documentary evidence (census, trade directories, newspapers, etc.).

(b) Can you make any immediate links between the evidence? What is the evidence telling you about the history of the area? For instance, what does the census tell you about a particular building or house that has caught your attention?

- Make a list of questions that could be asked about the sources.
- Begin to think about what’s the best place to provide you with further insights into some of the topics chosen.

You will need to decide what evidence can be used for the lesson bearing in mind the practicalities of your time to organise this, the abilities and interests of your students, and also that less (evidence) is sometimes more (learning).
Planning

Refer to medium-term planning for any learning outcomes that should be prioritised.

(a) Decide on an inspiring or challenging starting-point:
- A story
- An extract from an oral history account
- A sequence of photos
- A challenging question (‘How has our area been linked to the wider world?’)

(b) Develop the enquiry process:

Enquiry can provide a core part of the lesson and can involve students in looking at a range of carefully selected evidence. Questioning is at the heart of all historical enquiry, and asking questions on local history, and more importantly students themselves asking questions, is essential. The local provides an excellent context in which we can begin to ask enquiry questions. Depending on the experience of the students, different frameworks might be offered to help them analyse the evidence. Two frequently used examples are:

Example 1. Generic interrogatives to help students working with most forms of documentary evidence. For example, focusing on a person highlighted on a census return might generate the following questions:

- How did he travel to work?
- What was his house like?
- When was he born?
- Where was he born?
- Who is in his family?
- Why did he move here?

Example 2. Another approach would be to use the trio of questions that encourages careful observation, deduction and inference:

- What can I tell for certain?
- What can I make reasonable guesses about?
- What further things would I like to find out?

These questions can work with most forms of evidence, and together with teacher prompts – ‘How do you know that?’ ‘What makes you think that?’ – will encourage careful exploration of the evidence.

If the main form of evidence to be used is the students’ own personal testimonies, then part of the lesson can be spent generating questions which explore the agreed focus and testing whether these questions produce the required type of information.

Differentiation can be organized by means of: the amount and range of evidence provided; the grouping of the students; the structure offered to the students as they use the evidence; or the prompt questions provided by the teacher.

End points: the plenary

The plenary can take the form of students reporting back their findings to their colleagues; or generating questions for further research; or discussing ideas for further research on their existing questions. If possible, opportunities can be taken to put their findings into a chronological and national context.
DOING LOCAL HISTORY: A LOCAL HISTORY WALK AROUND LONDON’S EAST INDIA DOCKS

Georgie Wemyss
Centre for Research, Migration and Belonging, University of East London

Objective
The aim is to develop a critical awareness of the histories of local structures, street names and monuments and, through this, to be able to make links with the histories of diverse local communities. This session focuses on links with Bangladesh; however, it can be adapted to relate to the Chinese, Somali, African and other populations of the diverse local communities.

Brief
It is often suggested that the migration of individuals from what is present-day Bangladesh to the UK largely occurred during the 1950s and 1960s. However, people from South Asia have been resident in the UK for four centuries, the most numerous being the men who worked on British ships that docked in East London. Seafarers, known as lascars, many of whom were from present-day Bangladesh, needed to stay in London between voyages, and unknown numbers settled in the dockside communities. There are no official monuments to these thousands of lascars, but by taking a guided walk around the area students can be encouraged to ask questions about the local environment, about what is remembered and what is forgotten and to do further archive and oral history research into the shared histories of the Indian subcontinent and East London.

The local history element of this activity is ideal for London schools located in the areas close to the East India Docks or for schools able to make a school trip to the area. The classroom-based discussion and writing activities can however be conducted by any school as a way of discussing historical migration.

What you will need for the walk
• Maps of the local area (large-scale, both current and historical)
• Printed photographs of local sites for students to find and identify (see Port Cities website below)
• Printed discussion worksheets with questions relating to the walk (see the example below)
• Cameras or students’ own camera-phones

What you will need for the follow-up classroom session
• Projector to show images and maps from the previous week’s walk
• Images of lascars (see useful sites below)
• Either printouts from, or access to, the Asians in Britain pages from the British Library website http://www.bl.uk/learning/histcitizen/asians/intro/introduction.html
• Worksheets from the previous week
Activities to undertake during the walk

• First set the students up with maps, pictures of sites and cameras.

• Walk around the East India Docks area, stopping at previously identified sites of interest, i.e. the remaining import dock wall fortifications, the filled-in export dock, the entrance lock. Note the names of the roads inside the import dock walls, the 1806 plaque that commemorates those who paid for and engineered it, the name of the East India Dock Road itself.

• At each site ask students: Have you noticed this site before? What do you know about it already? What is visible and what is invisible now?

• Encourage students to take their own photographs and to ask questions about how these docks were linked to South Asia, focusing on the goods that were transported and the lives of the people who worked on the ships.

• Draw out of the Q&As the historical significance of the area and how its history links with the lives of contemporary communities.

• At the end of the walk remind students to ask their own or their friends’ older family members to share any memories they may have about the docks or of working on the ships that docked in the East End.
Local History Walk Route around the East India Docks

- Meet at the East India DLR station.
- Walk south down Newport Avenue towards the River Thames.
- Walk on the paved area, stepping over the mosaic that marks the line of the Greenwich Meridian, towards the Thames riverside.
- When you reach the Thames you will see the Millennium Dome across the river.
- You have been walking through and are now standing in the area that was once the Export Dock of the East India Docks.
- Walk eastwards (left if you are facing the river) along the Thames.
- On your left you will pass the Virginia Monument which was built to remember the 1606 departure from this country of the English colonisers of Virginia.
- Carry on eastwards until you go through a metal gate into the old East India Dock Basin, which is now a bird sanctuary.
- Straight ahead you will see the lock which was the entrance to the East India Dock Basin. Ships would then progress to the Import Dock.
- You can cross over to the lock gate, on the other side of the lock, where there is an information board about the docks.
- Cross back from where you came and walk west and north around the edge of the East India Dock Basin until you reach the exit gate on Leamouth Road.
- Cross Leamouth Road and then the A1261 Aspen Way and walk towards Saffron Avenue. You are now in the area that was once the Import Dock of the East India Docks. If you look north-east you can see some of the remaining dock walls.
- Walk down Saffron Way, westwards, past a small lake to what would have been the middle of the Import Dock.
- You will see another section of the original walls, or fortifications, on your left near the entrance to the East India DLR.
- Walk to the outside of the wall and follow it all the way around until it curves around to the right. Keep walking until you reach the junction of the A13 East India Docks Road and the A102 Blackwall Tunnel Approach.
- On your right you will see a large plaque which was part of the original entrance to the Import Dock. The East India Dock Road was built to take the goods from the docks to the warehouses and auction houses in the City of London.
Activities for a follow-up class

- Using the projector show the maps and pictures used and produced the previous week. Supplement these with information about the goods that were imported and the people who produced and transported them, as well as those who built the docks.

- Focus on what is visible and what is invisible (i.e. how invisible are the lives of the lascars nowadays?).

- Ask the students to provide feedback on any oral histories they may have heard since last week.

- Invite students to read from the page ‘Ayahs, Lascars and Princes’ on the Bangla Stories website

- Visit the Global Trade and Empire and Making Home in Britain pages from the ‘Asians in Britain’ section on the British Library website http://www.bl.uk/learning/histcitizen/asians/intro/introduction.html

- Ask students to imagine and to write, from a lascar perspective, about the experience of coming ashore at the docks in London.
Discussion points (see also the worksheet questions)
Why does so little remain of the East India Docks?
Why are the past lives of the lascars so invisible in the present day?
What was everyday life like on the ships?
How might lascars have felt arriving in Poplar in the 1800s/1900s or during the Second World War?

Follow-up tasks
• Students should be asked to work in groups to produce a slideshow of the walk they took. Encourage them to caption their maps and pictures of the sites with information they have uncovered about the docks, the local Bangladeshi community histories, and past and present links with South Asia.
• Get the students to imagine they are a lascar who has decided to ‘jump ship’ in East London during the Second World War. Ask them to write a series of letters to be sent home to their parents in a village in East Bengal (present-day Bangladesh): the first should describe life on board, and explain why they have decided to leave the ship; and the second, three months later, should describe life in East London during the war.

Differentiation/Extension activities
Invite students to adapt their letters into a series of monologues exchanged between a worried parent in East Bengal and a son who had recently migrated to the UK (see above). Ask students to create a drama piece based on this scenario.

Useful sites for researching material
Port Cities: http://www.portcities.org.uk/london/server/show/nav-11.html
Bangla Stories: http://www.banglastories.org/for-teachers.html
British Library: http://www.bl.uk/learning/histcitizen/asians/asiansinbritain.html

Useful books for further research
Asians in Britain: 400 Years of History by Rozina Visram, 2002, published by Pluto Press
Sample discussion points for a local history walk around the East India Docks and the follow-up class

**East India Docks Walk**

1. On the map of the local area, colour in the location of the East India Docks.
2. What can you see of these docks now?
3. Why are these docks called the ‘East India Docks’?
4. When and why were the East India Docks built?
5. Why was the East India Dock Road built?
6. Robert Wigram, John Woolmore, Joseph Cotton: What did these men do? Who were they? How are they remembered?
7. Who worked on the ships? How are they remembered?

**Follow-up class (discussion questions structured around slideshow)**

8. Who was John Mummud? What did he do? How is he remembered?
   [Show an image of St Anne’s Church. John Mummud was a [lascar whose death was recorded in 1730 in the Parish register of that church in Limehouse]

9. Who were Mrs Mohammed, Mrs Janoo, Calcutta Louise?
   [Show a map of Poplar. These women were the white partners of South Asian men who ran boarding houses for [lascars]]

10. What and where was the ‘Oriental Quarter’ in the mid-1800s?
    [Show the same map as above]

11. What was the Strangers’ Home? Where was it?
    [Show an image of a building on West India Dock Road, now demolished. It was built as a hostel for [lascars] and African seafarers]
Extract from learning resources kindly donated by the Cardiff Story Museum

These pages can act as an introduction to Oral History. We would recommend that you take a look at these in conjunction with the information sheets provided by the East Midlands Oral History Archive.

Each box can be incorporated into a digital (Powerpoint, Prezi) presentation.

Learning objectives

By the end of the session students should be able to...

• **State** why Oral History is important
• **Prepare** for an Oral History interview
• **Arrange** an Oral History interview
• **Begin** an Oral History interview
• **Ask** appropriate questions

You will need:

• Computer or laptop with a large whiteboard or screen for projecting
• Flipchart paper and pens
• A number of small digital recording devices for interviews (optional)

Oral History is ...

The recording, preservation & interpretation of historical information, based on the personal experiences and opinions of the speaker. It involves:

**Interviewing** someone to record their memories & opinions about a particular subject.

(a) This is what it is ...

• recording people’s memories & stories
• a personal perspective on history
• about everyday life
• about important events
• an oral record for future generations
• something you need to ask permission to do

(b) And this is what it is not...

• a group of people sitting together talking about their lives
• interviewing older people only about their memories

Quick history of oral history

• It was the only form of ‘history’ in pre-literate societies.
• Oral history in the **modern form of audio-recordings** had its origins in North America at the end of the 1940s.
• The pioneer of oral history in England, **George Ewart Evans**, collected memories of life and work in Suffolk villages, where ‘the old survivors were walking books’.
The value oral history offers is that it:

- offers a range of different, new & unique perspectives.
- gives voices to hidden histories, e.g. Women’s histories.
- is a personal history - it can convey feelings and emotions.

Things to be aware of are that:

- Oral history is based on MEMORY, and therefore may not always be factually reliable.
- It is highly SUBJECTIVE, i.e. Oral history offers an individual’s personal perspective on history, which may not be shared by others.

However, these are NOT drawbacks – they are things to be aware of, and their disadvantages are something the interviewer can help to overcome.

**Oral History is like baking a cake**

You need to:
1. Prepare/Get your ingredients together
2. Interview/Bake
3. Summarise & digitise/Clear up afterwards

**To make your preparations you need to:**

1. Establish the purpose of the oral history project
2. Consider the questions you are going to ask
3. Decide who you are going to interview
4. Contact the interviewee to ask permission and set up the interview

**To set up the interview you need to**

- Introduce yourself
- Introduce the project
- Explain to your chosen subjects why you would like to interview them
- Describe how the interview will be used in the future!
- Clarify the interview process.

**Conducting the interview**

(a) Use open questions:
- Can you tell me about ...?
- What was it like to ...?
- How did you feel when ...?
- What did you think ...?
- Tell me more about ...?

(b) Remember how to structure your questions – 4Ws and 1H:
- What?
- When?
- Where?
- Who?
- How?
Activity 1 – Idea for a project

As a group:
(a) Select the topic you would like to research & establish why you have chosen it
(b) Decide on who you think would be the best person(s) to speak to about it
(c) Agree on FIVE key OPEN QUESTIONS for your topic

Write the five questions on the flipchart
Report back to the classroom group

Activity 2 – Mock interview

In groups nominate some to be interviewers and others to be interviewees who will take it in turns to ask and answer questions:
- Introduce yourself to your audience
- Introduce the person you are going to interview
- State where the interview is taking place
- State what the date is
- And also give the time of the interview

FOR TEACHERS TO NOTE

Copyright stipulation: When interviewing someone the interviewer MUST take along a declaration form, which the interviewee must be asked to sign. This form is the document that gives permission for people to access this oral history in the future.

Transcriptions/Summaries: If children are able to use digital recorders during the lesson, give them the opportunity to play around with transcribing and summarising (as below).

Summaries are brief lists of the topics discussed and stories told, listed in interview order. To prepare one:

- Note down the key themes, stories and key questions asked.
- Write these down in order and make a note of the time a statement is made, e.g.:

  5:27 – discusses growing up in the docks
  6:30 – talks about father Ali coming from the Yemen
  7:27 – talks about parents owning the Cairo Café on Bute Street.
Oral history is an exciting resource that can be used with different age groups to support learning across the curriculum. Taking part in an oral history project enables children and older students to develop a wide range of knowledge, skills and understanding and offers schools the opportunity to develop links with the wider community.

**What is oral history?**

Oral history is spoken history. It gives children an opportunity to learn about the past through the first-hand accounts of the people who actually experienced it. Oral accounts of the past can take different forms, from stories, songs and edited recordings, to interviewing people directly about their experiences of a particular time or event.

**Things to consider**

- **Find an appropriate starting point:** this could arise from your History Scheme of Work, or relate to an anniversary or festival connected with your school.
- **Discuss the value of oral history with the children/students:** setting oral history in the context of other sources of historical evidence, such as photographs, books and artefacts will enable children to discover its unique characteristics.
- **Identify who you will interview:** a starting point may be to contact people who already have connections with the school, such as friends or relatives. If you are seeking to establish links with the wider community, you could start with your local newspaper, radio station or library. It is also worth contacting local organisations that represent particular cultural, ethnic or religious groups.
- **Prepare questions with the children/students carefully:** encourage questions that are open-ended. Remind the children that their questions are a framework to guide their interviews and need not be stuck to too rigidly.
- **Using the tape recorder and carrying out the interview:** check that the equipment works. It is useful if the children/students can practise interviewing in pairs or small groups beforehand to ensure that they are confident about asking questions and taping interviews. Find somewhere as quiet as possible in your school for the interviews to take place. It is useful if the children/students tick off replies to their questions, as it will help keep their interviews on track.
- **After the interview:** recordings could be used alongside other sources of historical evidence to support a range of activities. For younger children these might include group or whole class discussions, sequencing activities, role-play or drawing. For older children and students, extracts of the recordings could be transcribed and analysed, used to support presentations and displays, or used as a stimulus for work in drama, art or literacy. Depending on the amount of time you have available, the recordings could also be used to develop a school archive or booklet. You could even consider depositing copies of any interviews you make with the East Midlands Oral History Archive for future generations to enjoy!
Oral history and learning

There are many benefits of using oral accounts to support classroom learning:

History: speaking about their own past and listening to others’ memories actively involves younger children in developing their understanding of the passing of time and its associated language. Sometimes it is the way that something is said, rather than what is said, that is important. Oral accounts can be used with older children and students to compare different points of view, to evaluate different sources of evidence, and to investigate events from different times in the past.

Literacy: oral history provides opportunities for children to develop their speaking and listening skills. Oral accounts can be used to investigate the differences between written and spoken language and are a valuable resource for exploring different accents and dialects. Carrying out their own interviews provides opportunities for children to devise and ask questions, and to listen and respond to what they have heard. Oral history can also be used as a stimulus for work in drama.

Geography: oral evidence can be used in conjunction with maps and other documents to support the study of settlements, the local area and the impact of changes in the environment on ‘ordinary’ people.

Religious Education: oral recordings of people from the different faith communities provide many opportunities for children and young people to develop an understanding of the customs, practices and stories associated with them.

PSHE and Citizenship: oral accounts can be used to enhance children’s and older students’ understanding of a wide range of issues, from the importance of respecting the differences between people, to understanding what a democracy is and the role of the government. Oral history can also be used to enhance a sense of identity and belonging, and to promote communication skills.

ICT: children and young people can develop a range of skills in ICT through oral history projects, from research using CD ROMs or the Internet, to taping and editing their own recordings. Organising and presenting their work can also involve children and older students in developing other skills in ICT, for example, learning how to combine sound, images and text using a multimedia software package. There are further opportunities to extend learning in ICT through developing oral history projects with family and other community groups to produce a booklet, newsletter, or even a school website.

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Oral history extracts

‘We used to save the cigarette cards and have games with them – you’d set one card up against a wall and the others you’d use to skim & hit it down.’

‘I used to go two days a week to the woodwork school...I drew my first wages before I was thirteen.’

‘I was born in 1905... there was ten cottages. They were small, run right up. No taps inside, no toilet out the back you’d just got a kind of a sink and a bowl.’
Can I use oral history to support family learning?

What is oral history?
Oral history is spoken history. It enables us to learn about the past through the firsthand accounts of the people who actually experienced it. Oral accounts can take different forms, from stories, songs, and edited recordings, to interviewing people directly to find out about their experiences of a particular time or event.

Can we use it to support family learning?
The memories of older people are an ideal way of involving different generations of the family in learning together. Here are a few examples from our recordings:

Houses
'I was born in 1905... there was ten cottages. They were small... No taps inside, no toilet, out the back yard you'd just got a kind of a sink and a bowl'.
'Toilets were outside, no inside toilets. You had to go up to the yard & sit in the toilet there & all share...'.
'It was a biggish house and it still wasn't big enough for a family of eight. We had to sleep top to toe, the four lads did'.

Games
'Games them days were hopscotch, shuttlecock & battledore... snobs, whip & top, bowling along with a hoop'.
'You'd play in the streets. You see the streets weren't very wide. You'd get an old shoe polish tin & you'd get a bit of lead and put it in & hammer it - called tin-high hockey'.
'In those days in India the games weren't as now. We would improvise and make games, or people would come round and sell games that they themselves had made. For example, balls made from mud' (Asian Elders project, University of Leicester http://www.le.ac.uk/so/ethnic/research/elderasi ans/)

School
'This was before the days of school milk, and all the mothers used to come down to the school at playtime with a cup of cocoa and shove it through the school gate because the gates were locked'.
'The nit nurse they called her... Some kids or mothers would not believe they had lice. The nurse would comb a child's hair onto a paper, then put paper and moving contents into an envelope, seal it, then write "For the attention of Mrs...". The child would then take it home to Mum'.
Some ideas for family learning

The memories and experiences of older people are a wonderful resource for learning about history – but by using these as a starting point, children can also be encouraged to develop knowledge and skills in other areas such as:

- Information Technology
- Literacy
- Communication skills such as speaking and listening
- Citizenship

Children – and other members of the family – may simply enjoy hearing the ‘stories’ of older people, but you can also encourage them to:

- think of more questions to ask, and help them to write these down
- make comparisons with their own experiences, or with other periods of time, or different social groups or cultures
- record an interview onto tape, if you have access to an audio cassette recorder or similar equipment. You could get different generations of the family to interview each other.
- make a family album or scrapbook which includes photographs, drawings, family memories, and perhaps a family ‘tree’
- explore other sources of information on subjects that interest them, like toys and games, schooldays, what their village or neighbourhood was like in the past, and what else was happening in the world at a particular time. You could do this by:
  - using the internet with them (or let them teach you how to use it)
  - going to the library with them and helping them to choose some relevant books
  - reading together
  - using old photographs as a starting point for telling or writing stories
  - visiting a museum together to look at old toys, household implements, clothes, vehicles...

These are just a few suggestions. You can probably think of many others...

Can I find out more about oral history?

email emoha@le.ac.uk, or visit our website at http://www.le.ac.uk/emoha. Our free Information Sheets can also be downloaded from the website.

Pictures provided by http://www.usda.gov/oc/photo/opchomea.htm

Kindly donated by the East Midlands Oral History Archive

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READING HISTORICAL SOURCES
1700s to 1900
THE EAST INDIA COMPANY

Extract from learning resources kindly donated by the National Maritime Museum

Summary
Based on two items selected from the National Maritime Museum, students adopt the role of historical detectives as they examine historical sources, use their questioning skills and investigate the question:

• What was the business of the East India Company?

Model the process of analysing a historical source
Present the sources to your students as a collection of ‘mystery objects’ that provide clues that can help answer the key question: What was the business of the East India Company?

Model the process of asking questions
This will help them to collect information about the nature of the East India Company’s activities, eg:

• What type of source is it?
• Who do we think created it?
• When and where was it created?
• Why might it have been created? (what for)
  • The message (what it says, shows)
  • The purpose (why it was created)
• How useful is this source in answering our question?
• Is the information we’ve taken reliable? Is there any reason we should not trust what it tells us?

Encourage the theorising of answers
Have students ‘theorise’ about each object and what it might say about the East India Company’s activities. ‘Best guesses’, or hypotheses, aren’t wrong as long as the theory fits with the evidence.

Draw a conclusion
Have students write a paragraph giving their provisional answer to the key question using the Point Evidence Explanation (P.E.E.) structure.

Students can record their ideas and evidence on the Point/ Evidence/Explanation framework (see below).

More information on the history of the East India Company:
• HV Bowen, John McAleer and Robert J Blyth, Monsoon Traders: The Maritime World of the East India Company, 2011
• The East India Company, PortCities London website © NMM http://www.portcities.org.uk/london/server/show/ConNarrative.136/chapterId/2764/The-East-India-Company.html
You will need to:

- Watch the video clip of Steve Martin, from the Maritime Museum, talking about the picture ‘East India Company ships at Deptford’ and John McAleer, talking about the HMS Seringapatam figurehead. 
http://www.rmg.co.uk/schools/national-maritime-museum/resources/secondary/empire/films-objects
- Print out a copy of the pictures for students to look at
- Download and give students a copy of the Student Evidence Framework and Point Evidence Explanation sheets to complete (see page 28 and also available from available from http://www.rmg.co.uk/file/14895)

These activities can also be used in conjunction with those included in the activity sheets and guides from the Museum of London: ‘What was the Impact on London of the growth of the British Empire’.

Object 1 - East India Company ships at Deptford

Source information
Title: East India Company ships at Deptford
Artist/maker: 17th century, English School
Date made: around 1660
Description: oil on canvas

Possible enquiry questions
- Why are these ships being built?
- Who do you think is building these ships?
- Why might these ships be armed?
- Do you think these ships are carrying anything? If so, what?

Examining the painting
This painting shows East India Company’s yard and buildings near Deptford Creek. Several ships are on the stocks. Their striped ensigns identify them as ‘East Indiamen’, the name given to ships built for the Company.

In 1660 the East India Company yard consisted of a dock and two slipways on the site at Deptford Creek, all clearly visible in this painting. On the river are several Indiamen at anchor as well as a range of various small craft.

Shipbuilding and the rise of the East India Company
Initially ships used by the Company were purchased privately. However, losses from wear, tear and wreck took their toll and large ships suitable for the Eastern trade were soon at a premium.

In 1607 the Company decided to build its own ships and they leased a yard in Deptford. The ships built here were the ‘East Indiamen’ and for over 200 years they were the most superior vessel making the journey to the East Indies. They were built of wood, highly decorated, and the interiors were finished to a high standard as much for the comfort of the passengers as for the cargo-carrying capacity.

They needed to be fit for trade, but also war. Travelling to Asia was dangerous and so the ships were armed for engaging in conflict and defending trade. Pirates were a threat, as were European trading rivals such as the Dutch and Portuguese. The company’s ships were so well armed they were often mistaken for men-of-war.

At first the Company’s decision to build its own ships was justified, but the shipbuilding and maintenance of these yards at Deptford soon proved highly expensive to run.

Later in the 17th century, the Company reverted to the practice of hiring vessels, many of which were built in the private yards at Deptford and Blackwall.
Object 2 - Figurehead from HMS Seringapatam

Source information
Title: HMS Seringapatam [Tipu Sultan?]
Artist/maker: unknown
Date made: 1819
Place made: Bombay, India
Description: copper; iron; lead paint; pine

Possible enquiry questions
• What kind of ship was this sculpture on?
• Who do you think the man on the bird might be?
• Why do you think the East India Company had an army?

Examining the object
This carved wooden sculpture is thought to be a figurehead of HMS Seringapatam, a 46-gun frigate built for the Royal Navy at the Bombay Dockyard in India in 1819.

The seated turbanned figure probably represents Tipu Sultan, ruler of Mysore. He is riding on a roc – a mythical bird of great strength – and holding an umbrella, both symbols of this character’s regal status.

Who was Tipu Sultan?
Tipu Sultan of Mysore ruled an extensive empire in southern India. He and his father before him resisted the advance of British power in India, and had a long and bloody antagonism to the extension of East India Company rule.

While some local Asian rulers cooperated and collaborated with the East India Company, some – like Tipu Sultan – stubbornly resisted the Company’s advance. They resented the presence of foreign powers.
<table>
<thead>
<tr>
<th>My idea is...</th>
<th>The East India Company was in the business of...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence</td>
<td>Evidence to support this is... (may have several)</td>
</tr>
<tr>
<td>Explanation</td>
<td>The evidence supports my point because...</td>
</tr>
</tbody>
</table>
THE IMPACT ON LONDON OF THE GROWTH OF THE BRITISH EMPIRE

Adapted from an extract taken from the London Curriculum, History Key Stage 3 World City and reproduced with kind permission from the Museum of London and Mayor of London.

Learning Objectives

All students will increase their knowledge of how world trade and migration have been central to London’s history. Most students will investigate the impact on London of the growth of the British Empire through interpreting primary pictorial evidence. They will make connections between the growth of empire and social and economic change in the industrial era. Some students will make connections between the growth of London’s wealth and the exploitation of some groups of people.

These activities can also be used in conjunction with the National Maritime Museum’s ‘Examining Historical Sources’ guide & activities.

You will need to provide

• Engraving of Wentworth Street by Gustave Doré (1872)

• A picture of Dido Elizabeth Belle and Lady Elizabeth Murray by Johan Zoffany (1779)

Useful Information

Setting the scene

By the 1700s London had overtaken Paris as Europe’s largest city. Over the next two centuries it became the capital not only of a ‘united kingdom’ but also of an expanding global empire. The city became one of the world’s richest, its wealth largely created through overseas trade. The taste for exotic luxuries like silks, Indian cottons, spices, tea and sugar ensured that there was a constant market for the goods brought back. With these goods came people from all over the world, as crew on ships or as servants.

The demand for sugar

The trade in enslaved Africans continued to be driven by the European demand for sugar, which grew still greater when tea drinking became fashionable from the 1740s. The trade contributed greatly to London’s wealth. By 1750, London handled 75% of the sugar imported to Britain. By the 1780s, around 90% of the sugar available in continental Europe had been imported from Britain. Between the late 1700s and the 1850s there were hundreds of sugar refineries in the East End and between Lambeth and Rotherhithe in the south.

The changing face of east London

The sugar trade physically transformed London. In the 1790s, London’s West India merchants, frustrated by the inefficiency of the port, lobbied the government to be allowed to build their own private docks. The West India Docks opened on the Isle of Dogs in 1802, with enormous dock basins and warehouses able to hold 100,000 large casks of sugar and rum. Other new docks soon followed, including the London Docks, the East India Docks, Surrey Docks and St Katharine Docks. By 1828, the appearance of east and south-east London had changed dramatically.

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1. To read this unit in full please visit https://www.london.gov.uk/priorities/schools-and-education/for-teachers/london-curriculum
The abolition campaign

The slave trade peaked in the 1780s. More and more people were beginning to challenge the morality of slavery. Africans in London such as Olaudah Equiano and Ottobah Cugoano wrote of the inhumanity of enslavement which helped to change public opinion. The abolition campaign focused on Parliament and the financial institutions of the City. The trade was finally abolished in 1807 although plantation slavery continued. Laws were passed preventing the possession of enslaved people within the British Empire and by British subjects in 1833, and emancipation finally happened in 1838. Planters were compensated for the loss of their ‘property’, and many ex-slaves were tied to the plantations in an ‘apprentice’ scheme for a fixed period. None of the freed slaves were compensated.

The growing power of the East India Company

The East India Company played a key role in the expansion of the British Empire and the growth of London’s wealth. During the 1700s the Company built up economic and military power in India. In Bengal, its monopoly over textile production forced textile workers into debt and then virtual slavery. Vast new warehouses were built in London to house their imports. These included the Bengal Warehouse in Bishopsgate, now part of the Cutler Street Warehouses that still stand today.

The Company began importing tea and porcelain from China in the 1720s. As tea-drinking became increasingly fashionable, company profits grew further. Trade with China was not easy, however, as there was very little the Chinese wanted from the West. This forced the Company to buy goods with silver until they found a commodity that was sought after – opium, a highly addictive drug. Despite prohibitions and protests by the Chinese government, the Company illegally imported opium grown in Bengal. By 1830 the opium trade was more profitable for the Company than the tea trade.

An expanding city

By 1800 London’s population stood at around 1,000,000. The British Empire was expanding and the Industrial Revolution was about to cause a surge in manufacturing, engineering and building. Over the next 100 years the population of London would increase to 6.7 million, mainly due to migration. Many of these new Londoners came from overseas, as well as from other parts of the British Isles.

Students and professionals arrived from Africa, the Caribbean and India. Chinese sailors settled in the docks area leading to the development of Limehouse as the first Chinatown. The docks also saw the arrival of Indian sailors, called lascars, including Sylhetis from Bengal. In the mid-1800s thousands of Irish immigrants arrived, escaping from the potato famine in Ireland. Many found work as dockers or labourers. Jewish people from Western Europe had been returning to London since 1656, when they were officially allowed to. These were mostly wealthy financiers, merchants and businessmen who played an important role in the economic growth of the city.

In the 1880s, Jewish refugees escaping religious persecution in Eastern Europe brought their tailoring and woodworking skills to London. These poorer migrants settled in the East End where they established synagogues, kosher butchers and bathhouses.

Trade and industry

The Great Exhibition of 1851, staged in the Crystal Palace in Hyde Park, showcased Britain’s place as the leading industrial nation of the world. Whilst it was a platform for ‘the works of industry of all nations’; in reality it was intended to show that Britain was leading the way.

London was not only the political and financial capital of a vast empire, but also its largest manufacturing centre. Raw materials from the colonies fuelled London’s industries, from engine works and shipbuilding, to sugar refineries and soap factories, to small family businesses making doormats and brushes. New technology was used on enormous building projects, including the railway network, the dock systems, pumping stations and the sewer network.

Merchants, investors, financiers and factory owners grew rich on the profits of empire. However, those who worked at the docks and markets, on construction sites and in the factories, often barely earned a subsistence wage. London was one of the wealthiest cities in the world, but over one-third of Londoners lived in poverty.
Activity 1. General discussion
- What drove continued trade expansion and the growth of the Empire?
- Which trade enabled some merchants and investors to become immensely wealthy?
- How did this benefit London, as the capital of the Empire?
- Do you think this was morally right?

Activity 2. A diverse city
Explain to the students that they are going to start by looking at images of two Londoners from this period to find out what they can learn from them about London at this time. Show students the portrait of Dido Elizabeth Belle and the engraving of Wentworth Street. (You may also like to give out hard copies.) Ask students to focus on the young woman on the left (i.e. Dido) in the portrait, and the young man (possibly a lascar) who seems to be wiping a plate, in the centre of the engraving.

Do not give the students any additional information at this point but ask them, with a partner, to compare and contrast these young people. You may like to give them a few focus questions. For example:
- What are the economic circumstances of the young people? How can you tell?
- What do you think the relationship is between them and the other people in the picture?
- Do you think they were born in London? If not, which countries might they have come from?

You might ask students to give a written response, comparing and contrasting the two young people.

Activity 3. Reporting back
Ask students to report back on their ideas, then tell them that the young woman was called Dido Elizabeth Belle (1761–1804). She was the illegitimate daughter of a naval captain and a mixed-race woman, probably enslaved, called Maria Belle. Dido was sent back to Kenwood House in West London – a very wealthy area – to live with her great-uncle, the Earl of Mansfield, who was already raising his granddaughter Elizabeth (the other woman in painting) after the death of her parents. Although they were cousins they were treated differently. Dido did not eat with the family if they had guests, but would join the ladies after the meal, for example. Her status was probably that of a personal companion to her cousin, and she also helped her great-uncle with correspondence.

- Is there anything about Dido’s story that surprises the students?
- What does it show about the position of black people in London at the time?

Explain that we do not know anything about the young man in the other image except that he was living in a street in Whitechapel, in east London – a very impoverished area – when he was sketched by a French artist called Gustave Doré in the early 1870s. He may have been an Asian sailor, perhaps from Bengal, employed on one of the East India Company’s ships. Sailors from overseas would find cheap lodgings, near the river and docks, when in London.

- How are both these young Londoners connected to trade and the British Empire?
- What do their stories show about the diversity of Londoners’ experiences?

Draw out points about social, economic and cultural, as well as ethnic, diversity. Point out the seated Jewish man in the bottom right-hand corner of the Doré image. Do the students know of any other groups of migrants who settled in London during this period (for example, Irish people escaping the potato famine in the 1840s and 1850s)?

Activity 4. Plenary
Report back on the different images and the conclusions students drew from them.

- How did the British Empire impact on London?

Draw out points related to the different themes.

- How was this impact connected to social and economic change during the industrial era?

Draw out points related to London’s development as a large manufacturing centre, and the migration of people to the city in search of work.

- Which groups of Londoners benefited most from its position as the capital of the British Empire? Which groups benefited least?
HISTORY LESSONS: MAKING BRITISH HISTORIES

THE IMPACT ON LONDON OF THE GROWTH OF THE BRITISH EMPIRE

Wentworth Street, Whitechapel, 1872, Gustave Doré

Dido Elizabeth Belle and Lady Elizabeth Murray by Johann Zoffany circa 1779

© Museum of London

© Earl of Mansfield, Scone Palace
THE HISTORICAL PRESENCE OF MIGRANTS IN SOUTH EAST LONDON

Sources collected by Frances Ward and donated by the Greenwich Heritage Centre

WOOLWICH POLICE COURT
WEDNESDAY
A Hindoo, cook of an Indianman, was charged with being drunk and incapable. The prisoner who was attired in the garb of his country, was unable to understand a word of "English," an individual was present who accompanied the prisoner from Calcutta, to whose care the prisoner was committed, the magistrate observing that as "spirits" did not suit the prisoner he had much better confine himself to water.

"Kentish Independent" 26 April 1851

WOOLWICH POLICE COURT
WEDNESDAY
A Lascar, with an unpronounceable name was committed for 10 days for stealing a sheet, the property of Mrs. Edwards, a lodging-house keeper.

"Kentish Independent" 31 March 1855

WOOLWICH POLICE COURT
SATURDAY
George Nevis, a man of colour, was charged with violently assaulting a lad named John Sullivan, by throwing a chisel at him.

The prisoner was remanded until Wednesday.

George Nevis, a man of colour, remanded on a charge of assaulting a boy named Sullivan, with a chisel, was again placed at the bar.

The complaint did not appear, and the prisoner's foreman attended, and stated that the prisoner had received much provocation from the complainant, whose father did not wish to press the charge.

Mr. Trail said he must take care that the prisoner was not allowed to exhibit his temper in this manner, even under provocation. He should order the prisoner to find two sureties in £20 each.

"Kentish Independent" 24 November 1855

WOOLWICH
Quite a crowd of people got into the Royal Arsenal on Wednesday to see Cetewayo, the Zulu King, and he appears to have left a good impression upon the opinions of the spectators. Some of the most startling surprises which await visitors to the Royal Arsenal were opened upon him one after the other, and although he was astonished and so expressed himself, he did not lose any of his kingly dignity, and certainly did not imitate His Imperial Majesty the Shah of Persia, who was only saved from swooning before the big hammer by a gulp of water from a dirty pewter pot. A report of Cetewayo's visit will be found elsewhere, together with a report of his speech and the Commandant's. The King's sentiments are pretty , and creditable to the King if he spoke them, which we believe he did not. But Zulu being a neglected language, we are unable to furnish proofs of our suspicions, and we are at the mercy of the interpreters and reporters.

"Kentish Independent" 26 August 1882
You will need

- Cuttings of articles from local or national newspapers (see below).
- Photocopies of single articles from the Kentish Independent and the Pioneer so that each group of students has one article each.
- Copies of the London Migration Timeline (see Appendix) for context.

Activity

Provide students with copies of newspaper articles from a local paper where possible in which people from different migrant or ethnic backgrounds are being described.

Encourage students to think about what impact the time difference may have had (the Kentish Independent articles were written in the mid- to late-1880s and the Pioneer in the 1920s); also get them to consider the absence of a mention of ethnic background in the latter, more positive, article, compared with the clear reference to the ethnicity of the individuals in the less positive pieces.

Split students into groups to discuss the following questions in relation to their articles, then ask groups to swap articles and restart the discussions. Have their answers changed?

- What do these historical articles tell us about the presence of migrants in Woolwich at the time?
- What differences can students see between the articles reported in the Kentish Independent and the Pioneer?
- What clear differences can you spot between the language used in these articles and the way a current newspaper might describe: (a) an altercation between individuals of different ethnic backgrounds with a potential racist element, or (b) the visit to the UK of an official, diplomat or politician from a different country?
- What opinion of migrants might readers of the Kentish Independent have formed during the mid- to late-1800s? What can this tell us about the use of historical sources and the meaning of the word ‘evidence’?
READING HISTORICAL SOURCES
1900 TO THE PRESENT DAY

BLACK EDWARDIANS
This extract is adapted from a learning resource kindly donated by the Black Cultural Archives

What was Britain like one hundred years ago? Was there a Black community in England? How did they live? This activity will introduce learners to the topic of Black Edwardians through examining the history and photograph of one member of the Barbour-James family, held in the collections at the Black Cultural Archives and seek to answer the questions below.

You will need:
• Copies of the photograph of Joseph Barbour-James family (included)
• Photographs of football teams playing in UK leagues (students to bring in)
• Background information (included below) about the Barbour-James family

Context for the Teacher

The Edwardian era
The Edwardian period takes its name from the reign of King Edward VII (1901–1910), and lasted until the start of the First World War in 1914. The Edwardian era was marked by significant shifts in the political landscape of the time, and ushered in a move away from the highly structured and moralising Victorian era, towards a more progressive and modern world. It saw the birth of the suffragette movement, the expansion of women’s rights, the development of socialism, and the loosening of class structures through the rise of the industrial revolution and its related workers’ rights movement.

A history uncovered — the Barbour-James Family
The Barbour-James family material at the BCA comprises a proportion of the research material of historian Jeffrey Green. He collected the Barbour-James photographs, letters, pamphlets, and documents as part of research for his book *Black Edwardians* (1998).

Green’s book focuses on the lives of a number of prominent Black people who lived in Britain during this period, including the Barbour-James family. John Alexander Barbour-James (1867–1954) worked for the British Guiana (now Guyana) Civil Service as a post office clerk in 1902 and during that year he was transferred to the post office of the Gold Coast (present-day Ghana) to be a postal inspector. He was the epitome of the Edwardian gentleman: conservative, Anglican, and proud of the Empire. However, Barbour-James used his social standing to promote knowledge of Africa and to counteract its negative stereotypes. After retiring from the Civil Service in 1917, he became a member of a number of groups, including the African Progress Union and the African League of Coloured Peoples, which fought to improve the material conditions of the thousands of Black people living in Britain, many often living in great poverty in London and other port cities.
Joseph Barbour-James
Joseph Barbour-James, was one of John’s eight children. He and four siblings were born in British Guiana, settling in Acton in West London with his parents in 1905 after which John and his wife Caroline had another three children. Joseph was a bit of a sportsman: according to the Acton Gazette of August 2nd 1907 he had come third in the senior egg-and-spoon race at Springfield College’s sports day, and he played for the Springfield College football team (see image). Joseph died in 1938 as a result of a fire whilst working as an actor on the set of Old Bones of the River.

Points for plenary
Engaging with this material helps to challenge stereotypes around Black achievement, highlighting that many Black people were able to attain middle-class status, ensuring that their children became well educated and active members of the community.

Activities/Discussion
Invite students to lay out their pictures of other football teams next to the picture of Joseph. Give students cut-out copies of the text above. Throughout the exercise make sure students think about what evidence they have at their disposal to help them to answer the questions.

Discuss the following:

• What might the photographer have been thinking when taking the photograph of Joseph and the rest of the team? How might Joseph have felt standing in that team photograph?

• Encourage students to conduct some internet research about Black footballers during the early 1900s. Joseph was playing football at a time when a small number of Black footballers were playing in Britain: Andrew Watson (1856–1921) with a similar heritage to Joseph’s father (born in British Guiana, now Guyana) played initially in Scotland and then Liverpool; and Arthur Wharton (1865–1930) born in the Gold Coast (now Accra in Ghana) was the first black professional footballer, playing for teams in the north of England including Darlington, Preston and Sheffield.

• Compare modern school football teams with the Springfield College team – is the fact that there is only one minority ethnic footballer on this team a problem or not important?

• How does migration feature in the modern football game?

Broader activity
• Ask students to work in groups to discuss what might be some of the main themes that can be drawn from looking at these photographs (i.e. migration, family, childhood)

Additional work for another lesson or an extension activity
Encourage students to conduct more background research on Edwardian London to provide a context to what they have begun to look at in class. This activity has touched on issues of migration, but also ethnicity and class. Ask students to collect this information so that they can write a short essay about what life could possibly have been like for a teenage boy like Joseph in the early 1900s. How might coming from different class backgrounds affect the life of a young Edwardian? While Joseph was from a middle-class black family, what would life had been like had he been poorer?
Useful resources

Websites
Phil Vasili’s History of Black Footballers in Britain [http://www.vasili.co.uk/]
Black Footballers – Spartacus Educational [http://spartacus-educational.com/Fblack.htm]
Website of Historian Jeffrey Green [http://www.jeffreygreen.co.uk/john-barbour-
 james-1867-1954]

Books

Places to visit
Black Cultural Archives [http://bcaheritage.org.uk/]
To view the original archive material at Black Cultural Archives or book a school workshop
related to the Barbour-James family and other periods of Black British history, please visit
[http://bcaheritage.org.uk/]
THE SECOND WORLD WAR AND CARIBBEAN MIGRANTS

Lesson/Workshop objective
To develop critical thinking about a key historical period through exploring the oral testimonies (both real and fictional) of individuals who lived through it.

Brief
It is generally believed that the migration of individuals from the Caribbean to the UK largely occurred after the docking of the iconic MV Empire Windrush in 1948. However, Caribbean migrants have been coming to, and living in, Britain for centuries. Taking a key historical period, such as the Second World War, is an ideal way to introduce students to the subject of migration, as it can explore how individuals from across the Commonwealth served as army personnel throughout that tumultuous period.

You will need
- Printed copies of an extract from Small Island by Andrea Levy
- Access to the testimony of Linette Barbra Phillips found on the Making Histories website titled ‘Migration from the Caribbean’ http://www.makinghistories.org.uk/find-a-story.html#Manchester
- Access to the film trailer on the Divided by Race website http://www.dividedbyrace.the-latest.com/#prettyVideo/0/
- Images of service men and women from the Second World War from the Caribbean and UK (i.e. Caribbean RAF officers http://www.caribbeanaircrew-ww2.com/wp-content/uploads/2008/12/wigroupcross.jpg (see also useful sites below)
‘You see, most of the boys were looking upwards. Their feet might have been stepping on London soil for the first time – their shaking sea legs wobbling them on the steadfast land – but it was wonder that lifted their eyes. They finally arrive in London Town. And let me tell you, the Mother Country – this thought-I-knew-you place – was bewildering these Jamaican boys. See them pointing at a train that rumbles across a bridge. They looked shocked when billowing black smoke puffed its way round the white washing hung on drying lines – the sheets, the pants, the babies’ bonnets. Come they had never seen houses so tall, all the same. And what is that? A chimney? They have fire in their house in England? ... But this old RAF volunteer had seen it all before, during the war. So I was looking down, unlike them big-eyed newcomer boys ...

But still breezy from the sailing on the Windrush these were the first weeks for we Jamaicans. And every one of us was fat as a Bible with the faith that we would get a nice place to live in England – a bath, a kitchen, a little patch of garden. These two damp cramped rooms that the friend of Winston’s brother had let us use were temporary. One night, maybe two. More private than the shelter. Better than the hostel. Two months I was there! Two months and this intimate hospitality had begun to violate my hope. I needed somewhere so I could start to live.

So how many gates I swing open? How many houses I knock on? Let me count the doors that opened slow and shut quick without even me breath managing to get inside. Man these English landlords and ladies could come up with excuses. If I had been in uniform – still a Brylcreem boy in blue – would they have seen me different? Would they have thanked me for the sweet victory, shaken my hand and invited me in for tea? Or would I still see that look of quiet horror pass across their smiling face like a cloud before the sun, while polite as nobility they inform me the room has gone? Or listen as they let me know, so gently spoken, ‘Well, I would give it to you only I have lots of lodgers and they wouldn’t like it if I let it to a coloured.’ Making sure I understand, ‘It’s not me – if it was just me I’d let you’, before besmirching the character of some other person who, I was assured, could not bear the sight of me....”.

Extract from Small Island by Andrea Levy

Activities

• Show students images of Black service men and women and compare these to general images of service personnel during the Second World War. Then show them a set of images of minority ethnic service men and women.

• Play the video clips from the Making Histories and Divided by Race websites so that pupils can listen to the testimonies

• Read aloud a selected passage from Small Island in which Gilbert Joseph, who fought for Britain in the RAF during the Second World War, has returned to the UK as a civilian and receives a very harsh welcome.

Discussion points

For example:

• Why do students think we might make the assumption that WW2 service personnel were British born and usually White?

• How might Jamaican ex-service men and women travelling on the Windrush have felt about returning to Britain in peacetime?

• Gilbert mentions the effect that searching for housing in his RAF uniform as a ‘Brylcreem boy in blue’ might have had. Do you think he might have been more successful in finding accommodation dressed as an ex-RAF pilot?

• Gilbert is not surprised by the existence of chimneys or trains in England but is still surprised at the welcome he is receiving. Discuss why this might be.
Follow-up tasks
The journey to Britain on board the Windrush was a long one. Ask students to imagine they are one of the passengers returning to the UK as a young civilian. Ask students to write a series of letters to be sent to their parents who have been left behind in Jamaica: the first composed while they are on board the ship; the second a month after they have arrived in the UK and have been seeking work or accommodation.

Differentiation/Extension activities
Invite students to adapt their letters into a series of monologues between a disbelieving parent in Jamaica and an unhappy recent migrant son/daughter to the UK. Ask students to create a drama piece based on this.

Useful sites for research material
Memorial Gates Trust: a site dedicated to highlighting the contribution made to both World Wars by service men and women from Africa, the Caribbean and India http://www.mgtrust.org/index.htm


World War One Photos – Photographs of the many soldiers who served during World War I http://worldwaronecolorphotos.com/project/soldiers/

ANTI-RACIST PROTEST IN THE 1970s

This activity is adapted from a set of teaching resources kindly donated by Autograph AP. Permission to reproduce the main photograph has kindly been given by the photographer Paul Trevor.

You will need
- Photocopies of the photograph ‘Anti-Racism Sit-Down Protest’
Contextual information

Paul Trevor has been photographing life in the East End of London for over 35 years. This photograph was taken at an anti-racism demonstration outside the police station in Bethnal Green Road on 17 July 1978, which followed the murder of a young Bengali clothing worker Altab Ali. At the time Paul Trevor was a member of the Exit Photography Group, which spent several years documenting Britain’s inner cities in the 1970s as part of their Survival Programmes Project. The photograph appeared in issue 13 of Camerawork magazine, in a story entitled ‘Brick Lane 1978’. In the original caption Paul had used the phrase ‘institutional racism’ to comment on what had prompted this demonstration by the young Bengalis, who had come to protest against racism by the police and who clearly saw this as more pervasive than the racism endured by so many at the hands of the then very active National Front. It was not until the Macpherson Inquiry, some 20 years later, into how the police handled the investigation into the murder of the Black teenager Stephen Lawrence in Eltham, that the term ‘institutional racism’ entered public discourse.

During the mid-1970s, many British Asians experienced racism, social deprivation and high levels of unemployment. This, coupled with the rise in support for the National Front in local elections in the East End of London, exacerbated racial tensions. Paul Trevor’s image reflects the growing political awareness of young Bangladeshis at the time, which is in marked contrast to that of their older Bangladeshi migrant counterparts.

Suggested introductory questions for Key Stage 3

• What is taking place in this photograph?
• How does the photographer show you what is important to him through this image?
• What do you think the young man with his fist raised is protesting about?

Interviewing the image

This research activity has been devised to enable students to develop their visual literacy and critical thinking skills by exploring photographs in detail. By formulating questions for a subject in a photograph, students will understand how to read an image.

In groups, students will devise a series of questions for a number of the subjects in the photograph. Ask students to choose from the following:

• the demonstrator with his hand raised in the centre of the picture
• one of the onlookers standing at the side
• one of the police officers watching the demonstration
• one of the demonstrators looking directly into the camera

Ask students to pay close attention to the elements in the image that provide clues to the narrative.

Students will then swap their image and questions with pupils from a different group and write short answers to the questions, bearing in mind the story they think the photographer wants to tell.

As a class the students will compare their questions with the factual text included in the ‘Contextual information’ above.
Extension activities or questions for Key Stage 4 and 5

Use the questions below as prompts for an extension activity or for older students in Key Stages 4 and 5. Give the students copies of pages 15–17 from Bengalis in Britain: Teacher Notes at http://www.swadhinata.org.uk/document/bengali-teach4a.pdf. Ask them to produce an essay using the question prompts below to help answer the following overarching question.

*How has protest been used historically to address racism?*

- What is the central focus of this photograph?
- How would you caption this image?
- In what ways do you think this image alludes to the photographer’s political concerns?
- Why did younger Bangladeshis respond to the issue of racism differently from the older members of their communities?
- What does the photograph tell us about race relations during the 1970s?
These resources have been compiled with the kind permission of a number of archives, museums, individual researchers, photographers and academics and we are immensely grateful to them for their contribution. However, this collection of lesson plans and teaching suggestions has simply scratched the surface of what is a vast array of existing resources and schemes of work, developed by those keen to support and enhance the work of teachers to nurture culturally inclusive classrooms. Teachers have told us that not only do they require interesting and engaging lesson plans to assist with the teaching of diverse histories, they also need to have such material readily available and easily accessible. What we have begun with this resource is a collation of expertise, but we know that even more resources exist, resources of high quality, covering interesting historical subjects, using an array of media. If you have enjoyed using this teaching resource, please do contact us at Runnymede to let us know about your experiences. If you are producing resources of your own, we would also be very keen to hear from you.

Debbie Weekes-Bernard, Runnymede
APPENDIX: FURTHER USEFUL RESOURCES

1. A LONDON MIGRATION TIMELINE

Based on an extract from the London Curriculum, History Key Stage 3 World City this London Migration Timeline is reproduced with kind permission from the Museum of London and Mayor of London.

This timeline is by no means exhaustive but is intended to cover major events that have affected migration to London. You may wish to add other key events to this timeline – focus on events in your own area as part of the scope of your study, or include world events that are relevant to your students, for example, the Turkish invasion of Cyprus or the volcanic eruption in Montserrat.

AD to the present day

- Romans founded London
- Romans founded London
- Withdrawal of Romans and beginning of settlement by Angles, Saxons, Jutes and Frisians
- Vikings overwinter in London. Territories established in the east of England led to attacks on London
- Cnut accepted as king of England
- Norman invasion
- First recorded mention of ‘Street of Jews’ in London. Numerous ‘alien’ merchants also lived and worked in the city
- ‘Men of Cologne’ allowed to reside in London
- Hanseatic League established
- Irish tailor murdered in Fleet Street
- Jews expelled from England
- Flemish weavers invited to settle in London
- Tax levied on all ‘aliens’. Figures show that the ‘aliens’ were mainly from the Low Countries and Germany
- Black trumpeter recorded at the court of Henry VII
- Evil May Day – attacks against ‘aliens’ in the city
- First known Polish resident – John à Lasco
- John Lok brings ‘certaine black slaves’ from Africa – marks the beginning of continuous Black presence in London
- Edict of Nantes passed in France, establishing Catholicism as the national religion. Persecution of the Huguenots (French Protestants) brought around 20,000 réfugiés to London, where many established themselves in the Spitalfields area as silk weavers. The word ‘refugee’ enters the English language
- East India Company granted charter to trade with the East Indies
- Start of South Asian presence in London (brought to the city as servants)
- Jews readmitted to London by Oliver Cromwell
1662 Samuel Pepys recorded in his diary that the Earl of Sandwich returned from abroad with ‘a little Turke and a negro’ for his daughters and ‘many birds and other pretty noveltys’

1700s Significant presence of Black and South Asian slave/servants and seamen

1743 Huguenot church built in Spitalfields

1780s First records of Chinese sailors in the docks area

1783 British withdrawal from America brought thousands of ‘Empire loyalist’ troops to London, including many Black soldiers

1819 The Huguenot church in Spitalfields becomes a Methodist chapel

1845–1850 Climax of Irish migration due to the Great Famine

1850s London was home to Black, Jewish, Chinese, German, Greek, Spanish, Irish, South Asian, Turkish, Italian, French and North American communities

1880s Small Chinese community in Limehouse, as well as a small Somali community around the docks

1881–1914 Pogroms in Eastern Europe drive thousands of Ashkenazi Jews westwards. Many arrive in London and settle in the Whitechapel area which becomes known as ‘Little Jerusalem’. By 1900 there are 120,000 Jewish people in London. They work in ‘sweated’ trades like tailoring and shoemaking, for minimal wages and in poor conditions. Today about half of Britain’s Jewish population (around 350,000 people) lives in London

1887 Lascar mission established at St Luke’s Church with a Bengali chaplain

1892 First British Indian MP, Dadabhai Naoroji, elected to Parliament for the Liberal Party in Finsbury Central

1897 The Ayah’s Home opens for South Asian women awaiting passage back to India. These women accompanied English families returning from India. Some waited years for a return passage. The Home opened in Aldgate and moved to Hackney

1898 The Methodist chapel at the corner of Fournier Street and Brick Lane, formerly the Huguenot church, becomes the Great Synagogue

1905–1919 Aliens Acts placed restrictions on immigration for the first time

1920s Greek Cypriot presence; Punjabi settlement

1938 Around 40,000, mainly Jewish, refugees began to arrive in Britain, escaping from the Nazi persecution. Almost 10,000 were children who arrived via the Kindertransport without their parents

1945 End of the Second World War. Many exiles, especially Polish people, decided to stay in London rather than return to a Communist country

1947 Partition of India drove many people to London, where the post-war boom provides a new start

1948 British Nationality Act confirmed people of the Commonwealth as British citizens. Empire Windrush arrived with the first post-war Caribbean settlers. Large-scale island unemployment and restrictions on immigration to the USA had made London an attractive alternative destination. Between 1948 and 1961, 177,000 people from the Caribbean arrived in Britain and about 100,000 settled in London

1950 The first group of South Asians arrived in Southall, reputedly recruited to work in a local factory owned by a former British Indian Army officer. This South Asian population grew, due to the proximity of expanding employment opportunities, e.g. at London’s Heathrow Airport. Today over 55% of Southall’s 70,000 residents are South Asian, and there are 10 Sikh Gurdwaras, two Hindu temples and three mosques as well as more than 10 Christian places of worship

1950s Rebuilding of London continued. Settlers encouraged from Ireland, the Caribbean, South Asia, Italy and Cyprus. The Chinese community began to establish itself in Soho

1956 Hungarian refugees arrived in London following what started out as a student revolution in Hungary in protest at Soviet occupation

1958 Race riots in Notting Hill

1959 Claudia Jones organised a ‘Caribbean Carnival’ at St Pancras Town Hall, the first of two events which would grow into the Notting Hill Carnival
APPENDIX: 1. A LONDON MIGRATION TIMELINE

1962 Commonwealth Immigrants Act reduced immigration from the ‘New Commonwealth’

1968 Commonwealth Immigrants Act limited immigration as a response to an expected mass influx from East Africa

1971 Climax of Bengali migration due to the Bangladeshi War of Independence

1971 Immigration Act restricted entry to those with ‘patriality’ – people with a parent or grandparent born, adopted or naturalised within the UK – overriding the traditional rights of unconditional citizenship previously held by Commonwealth residents

1975 The Great Synagogue, bought by the Bengali community, became the Jamme Masjid – the East London Mosque

1976 Sikh teenager Gurdeep Singh Chaggar killed in a racist attack in Southall

1978 Murder of Altab Ali sparked protest marches in Brick Lane against the National Front

1979 Blair Peach, teacher and anti-racist activist, died after being knocked unconscious by police during demonstrations against the National Front

1979 Chinese-Vietnamese refugees began to arrive. Compulsory dispersal programmes scattered them across the UK, but secondary migration brought them back to London. Around half of the UK’s Vietnamese population is now in London, mainly in Hackney, Tower Hamlets, Greenwich, Lambeth, Lewisham and Southwark

1987 Diane Abbott, Paul Boateng and Bernie Grant become the first black MPs to be elected to Parliament

1991 Ethnicity recorded in the United Kingdom national Census for the first time

1993 Single European market created and border restrictions lifted for European Union residents

2001 According to the UK national Census of 2001, 72% of Londoners considered themselves to be ‘White British’

2004 Eight Eastern European countries joined the European Union (Czech Republic, Estonia, Hungary, Latvia, Lithuania, Poland, Slovakia and Slovenia), increasing inflows of European migrants

2006 London became officially a ‘super-diverse’ city

2010 Rushanara Ali, MP for Bethnal Green and Bow, is the first MP of Bangladeshi origin to have been elected to Parliament

2011 The UK national Census of 2011 revealed that less than half of London’s residents identify themselves as ‘White British’

2012 Mo Farah, a Somali-born athlete, won two gold medals for Britain at the Olympic Games in London

2014 Sajid Javid, MP for Bromsgrove, became the first British Pakistani MP to be made a member of the Cabinet
East India Company ships at Deptford
HMS Seringsapatum [Tipu Sultan]
Dido Elizabeth Belle and Lady Elizabeth Murray by Johann Zoffany circa 1779

© Earl of Mansfield, Scone Palace
HISTORY LESSONS: MAKING BRITISH HISTORIES

APPENDIX: IMAGE HANDOUTS

Wentworth Street, Whitechapel, 1872, Gustave Doré

© Museum of London
APPENDIX: 2. IMAGE HANDBOOTS
APPENDIX: FURTHER USEFUL RESOURCES

3. ADDITIONAL RESOURCES

Selected Websites

Ahmed Iqbal Ullah Race Relations Resource Centre http://www.racearchive.manchester.ac.uk/
Black Cultural Archives http://bcaheritage.org.uk/
British Association for Local History http://www.bahl.org.uk
Campaign for Abolition http://www.bl.uk/learning/histcitizen/campaignforabolition/abolition.html
Voices from the Holocaust http://www.bl.uk/learning/histcitizen/voices/hoocaust.html
Bute Town History & Arts Centre http://bhac.org.c31.sitepreviewer.com/
Divided by Race: United in War and Peace http://www.dividedbyrace.the-latest.com/
East Midlands Oral History Archive http://www.le.ac.uk/emo/ha/
Greenwich Heritage Centre http://www.royalgreenwich.gov.uk/heritagecentre/site/index.php
Making Histories http://www.makinghistories.org.uk/
Memorial Gates Trust http://www.mgtrust.org/index.htm
Poems by John Agard http://www.rmg.co.uk/whats-on/exhibitions/atlantic-worlds/other-views
Oral History Society http://www.ohs.org.uk
Scone Palace. Dido Elizabeth Belle - her story http://scone-palace.co.uk/dido-elizabeth-belle-her-story-1761-1804
World War One Photos http://worldwaronecolorphotos.com/project/soldiers/
20th-Century London. Includes a wealth of interesting pages including among others:
Communities http://www.20thcenturylondon.org.uk/theme/communities
Migration and Citizenship http://www.20thcenturylondon.org.uk/theme/migration-citizenship
Power and Politics http://www.20thcenturylondon.org.uk/theme/power-politics
Selected Books and Articles


