



## Wider Curriculum Unit Plan for Home learning

**Subject:** History,  
Geography, Citizenship

**Unit:** Migration

**Year:** 6

Session

Session 1

### **The Migration Museum**

**We are delighted to have a presentation by Liberty from the Migration Museum in Lewisham as this term we would usually be going to the Migration Museum or the Black Cultural Archives as part of this unit of work.**

- Explore the online exhibitions at the Migration Museum [here](#) before or after the session.
- You will be sent the zoom link from school to join this meeting.
- Please make sure your mute and camera is off unless told otherwise.
- The time of this session may not be on the day you usually have this subject.
- If you have any particular questions you would like to ask Liberty, please let your teacher know in advance.
- If you have a migration story from your family that you would like to share with your class, please contact your teacher. The museum may also be interested!

Session 2

### **Who are the Windrush generation?**

- The ship – the Empire Windrush - arrived in Tilbury Docks, Essex in June 1948 bringing people from the Caribbean to Britain. These people are known as the Windrush generation. Watch this [video](#) about their experience.
- Look at the quotes from people who came to Britain from the Caribbean ([see Resources](#)). What were the different reasons people decided to come?
- Imagine you are on the Empire Windrush heading for Britain. Write a short letter to someone back at home explaining why you decided to come and what you think it will be like.

Session 3

### **Who are the Windrush generation? Case study of Sam King.**

- Read the information about the life of Sam King ([see Resources](#)) and/or watch him talking about his life [here](#). What link did he already have to Britain before he came?
- Look at the pictures of Clapham South Deep-Level Shelter where the men were housed when they first arrived [here](#).
- Describe in your own words the main challenges faced by migrants such as Sam King when they arrived in England.
- Sam King achieved many things in his life; people voted for him to have a blue plaque which is in Soutwark. Read more [here](#).
- Create a blue plaque for Sam that has at least 3 more things he achieved that have had an influence on others or should be celebrated.

Session 4	<p><b>Who are the Windrush generation? Case study of Floella Benjamin.</b></p> <ul style="list-style-type: none"> <li>• Read the information about Floella Benjamin (see Resources)</li> <li>• Floella came to England from Trinidad in 1960 when she was 11 years old. Find Trinidad using an atlas or this <a href="#">map</a>.</li> <li>• Listen to Chapter 10 of '<a href="#">Coming to Britain</a>' – a book Floella wrote about her experience of moving to England. In your own words, explain what her impression was of England when she first arrived.</li> <li>• Describe three ways in which she found England different to Trinidad.</li> <li>• Floella and Sam are examples of the importance of why this generation of migrants are remembered and celebrated. Watch Floella talk about the introduction of <a href="#">Windrush Day</a> in 2019.</li> <li>• Make a suggestion of how and why this should be celebrated in your school this year and share with your teacher or headteacher.</li> </ul> <p>Challenge: Find out more about Floella Benjamin's achievements using this <a href="#">website</a></p>
Special Visit	<p><b>Refugee Visitor – Welcome to Eiad</b></p> <ul style="list-style-type: none"> <li>• We are delighted that we will have a presentation from Eiad, who is a refugee from Syria, to talk to us about his experience coming to the UK.</li> <li>• You will be sent the zoom link from the school to join this meeting. Please make sure your mute and camera is off unless told otherwise.</li> <li>• The time of this session may not be on the day you usually have this subject.</li> <li>• If you have any particular questions you would like to ask Eiad, please let your teacher know in advance.</li> </ul>
Session 5	<p><b>What is a refugee?</b></p> <ul style="list-style-type: none"> <li>• Watch the <a href="#">video</a> explaining what it means to be a refugee then write a definition of a refugee in your own words.</li> <li>• Rouaa is a refugee who came to the UK from Syria. Watch the <a href="#">video</a> of her story and think about the challenges she has faced as a refugee moving to a new country.</li> <li>• Imagine Rouaa is about to start at your school. How would she be feeling? Write her a letter to welcome her and offer her support. Think about the letter you might like to receive if you were newly arrived in a country.</li> </ul>
Session 6	<p><b>Review: Who are the British? What is migration?</b></p> <ul style="list-style-type: none"> <li>• Look back at what you thought in lesson 1 in January.</li> <li>• Re-read Benjamin Zephaniah's poem The British <a href="#">here</a>.</li> <li>• How will you now answer: <b>Who are the British? What is migration?</b></li> <li>• You can choose how you would like to share your learning. Possible ways to share your learning could be: <ul style="list-style-type: none"> <li>i) write a non-chronological report,</li> <li>ii) create and record a Newsround style video or TED talk</li> <li>iii) present using powerpoint, book creator or other digital presentation tool</li> <li>iv) create a piece of artwork that represents the title of the unit,</li> <li>v) share an interview with a member or members of your family/community</li> </ul> </li> </ul>

**vi)** write a new poem ( use the structure of 'Who are the British' or not!)

- Your work needs to summarise the key learning for you in this unit of work and be of high quality showing range of ideas, thought, understanding and creativity.
- **We look forward to seeing, hearing and sharing your end of unit work.**

## **Session 2 resources**

Each morning, before schoolwork we would have to sing 'God Save the Queen', 'Rule Britannia' and 'Land of Hope and Glory'. We were encouraged to feel proud that we were British, and even celebrated British memorial days like Remembrance Sunday.

There was always talk of someone who had left the island, who had gone to England to be met with open arms. Fantastic stories of how life was wonderful and how much money could be made; of how the islanders were wanted and needed to help Britain build herself up again in the years after the war, and how people could better themselves overnight. The streets were said to be paved with gold.

**Floella Benjamin, 'Coming to England'**

Word went round that this boat was taking passengers for a cheap fare £28.10 shillings to go to Britain. It was common knowledge that there was work in Britain, just after the war. The war ended 3 years earlier. So there was a lot of scope. It took me a week to wind things up to travel.

I had no ties I wasn't married or anything like that I come from Montego Bay, Jamaica. I knew no one in England, I had travelled before to America and Panama. I had no idea what I was coming to.

**Mr Oswald 'Columbus' Denniston** [https://www.bbc.co.uk/history/british/modern/arrival\\_01.shtml#five](https://www.bbc.co.uk/history/british/modern/arrival_01.shtml#five)

[My Mum] and her sister were looking at a poster where it said, "Come to the Motherland....help build the Mother Country" – that was Britain – and Mum said to her sister, "Fancy going?" and her sister said, "I've heard it's really cold," and Mum said, "Give it a try!"..... When I go to Jamaica I see how different people live. Their lives are hard. ...so I'm aware that if my Mum hadn't decided to come to England on that day in 1957, I too would have had a difficult life.

**Benjamin Zephaniah in Who are Refugees & Migrants? By Michael Rosen & Annemarie Young**

I came to England first in 1944 in the Airforce. I returned back to Jamaica in 1946 after spending two years there....The Windrush came in 1948, I returned to England, you know your parents are strict for one, now you have more freedom. After you reach a certain time in life you think you want to get away from the control of your parents.

As a matter of fact I had a reasonably good job in Jamaica and things were looking up. It just a matter of the Island is too small. You don't realise how small until after you've travelled.

**Arthur Curling** ([https://www.bbc.co.uk/history/british/modern/arrival\\_01.shtml#six](https://www.bbc.co.uk/history/british/modern/arrival_01.shtml#six) )

I first came to England during the war, in the RAF. When I went back home there was no work so I decided to come back. There was a boat coming back, by the name of Windrush and it was only £28, so I paid my fare and come back. I was in the war for 3 years came back in 1948 on the Windrush as the opportunity for jobs in this country was better than back home in Jamaica. After the end of the war, I got demobbed, I had to go back home. Coming back to England was quite pleasant, after I'd been before.

**Clinton Edwards** [https://www.bbc.co.uk/history/british/modern/arrival\\_01.shtml#five](https://www.bbc.co.uk/history/british/modern/arrival_01.shtml#five)

## Session 3 resources

### **SAM KING MBE**

Born in Jamaica in 1926, Samuel King worked with his father on the family farm with every intention of eventually taking over after his dad retired.

When war was declared, he was a schoolboy interested in everything that was going on in Britain and Europe.

In 1944, he responded to a Royal Air Force advertisement in *The Gleaner* newspaper for volunteers. Having passed a series of tests soon afterwards, he and other volunteers received intensive training in Kingston before travelling to England. Sailing along the American coastline, past Newfoundland and then cutting across to the British Isles, they evaded German submarines and experienced a cold that few of them had ever felt, and would never forget.

After three months of training at Filey, Yorkshire, the men were split up into categories for ground crew training – Sam was posted to the fighter station RAF Hawkinge, near Folkestone, and served as an engineer. He had heard from good sources that if Germany won the war, Hitler would re-introduce slavery in West Indian colonies.

After the war ended, Sam was demobbed and returned to Jamaica. But, he was not happy with life there, and so he took the opportunity of travelling back to England on the Empire Windrush. He rejoined the RAF, and later worked for the Royal Mail.

In 1983/84 he was elected Mayor of the London Borough of Southwark. In 1995, Sam King and Arthur Torrington established Windrush Foundation, the first charitable organisation whose objectives are to keep alive the memories of the young men and women who were among the largest wave of post war settlers in Britain. In 1998, Sam published his autobiography, *Climbing up the Rough Side of the Mountain*.

(WW2, WINDRUSH, WEST INDIAN GAZETTE, CARNIVAL, CLAUDIA JONES, POLITICS, AUTHOR, COMMUNITY, FAITH)



Clapham South Deep-Level shelter



## **Session 4 Resources**

### **Floella Benjamin**

One of six children, Floella Benjamin was born in Trinidad, but came to England in 1960 to join her parents.

She started her career in the theatre, but is best known as the presenter of the BBC children's programmes, 'Playschool' and 'Playaway', through which she became a household name. She went on to work on many TV and radio programmes, including cookery programmes about Caribbean cuisine.



Floella has written over 30 children's books including, 'Skip Across the Ocean' and 'My Two Grannies'. Her best-selling book, 'Coming to England', published in hardback in October 1995, recounts how she and her family moved to England from their home in Trinidad.

Throughout her life, Floella has campaigned on behalf of children and supports the work of many charities including Barnados and the Sickle Cell Society. She has also held many official roles such as Chancellor of the University of Exeter.

In 2010, Floella was appointed as Baroness Benjamin of Beckenham and she sits in the House of Lords.

You can find out more information at <http://www.floellabenzamin.com/about-me/>

## Session 6

### The British by Benjamin Zephaniah

Take some Picts, Celts and Silures  
And let them settle,  
Then overrun them with Roman conquerors.

Remove the Romans after approximately 400 years  
Add lots of Norman French to some  
Angles, Saxons, Jutes and Vikings, then stir vigorously.

Mix some hot Chileans, cool Jamaicans, Dominicans,  
Trinidadians and Bajans with some Ethiopians, Chinese,  
Vietnamese and Sudanese.

Then take a blend of Somalians, Sri Lankans, Nigerians  
And Pakistanis,  
Combine with some Guyanese  
And turn up the heat.

Sprinkle some fresh Indians, Malaysians, Bosnians,  
Iraqis and Bangladeshis together with some  
Afghans, Spanish, Turkish, Kurdish, Japanese  
And Palestinians  
Then add to the melting pot.

Leave the ingredients to simmer.

As they mix and blend allow their languages to flourish  
Binding them together with English.

Allow time to be cool.

Add some unity, understanding, and respect for the future,  
Serve with justice  
And enjoy.

Note: All the ingredients are equally important. Treating one ingredient better than another will leave a bitter unpleasant taste.

Warning: An unequal spread of justice will damage the people and cause pain. Give justice and equality to all.