Contents

1. Overview

This option comprises a thematic study, Migrants in Britain c800–present, and a study of the historic environment, Notting Hill c1948–c1970.

Studying Migrants in Britain will give students an overview of how Britain has been shaped by its migrant communities over a long period of time. At its heart, the Migrants in Britain study is the story of changes in the nation's context that encouraged, enabled, necessitated or forced migration to and within Britain, and the experiences of migrant groups and the impact that they had on the country.

The study begins c800 AD, with the arrival of Viking settlements in England, and continues with a survey of key migrant groups in the medieval period and the way that these groups helped to shape social, religious and government structures that persisted for centuries. The study then follows the impact of the Reformation and expansion of trade in the early modern period, when changes in religion and global connections made migration to England desirable for different reasons. In the eighteenth and nineteenth centuries, the impact of Britain's industrialisation and its growing empire led to the arrival of migrants from its colonies, and elsewhere. This movement continued into the twentieth century and was encouraged by the creation of the Commonwealth, government legislation following the Second World War and global events in the late twentieth and early twenty-first centuries. Each of these significant migratory episodes had an impact in Britain and this will be considered alongside the experiences of migrant groups.

Key groups and places are studied as a way of examining change and continuity. Each time period has a case study focusing on a city, allowing comparisons to be made among the different types of migrants to each area and their local and national impact. Similarly, comparisons can be made between, for example, the experiences of Huguenot migrants in the early modern period and Jewish migrants in the nineteenth century.

In the linked historic environment, students learn about the locality of Notting Hill after the Second World War, showing how it became a centre for migration from the Caribbean, and about the influence of migrants in the development of the area, as well as the wider impact of events and activism that occurred in the region.

1.1 Assessment

Section A Historic environment

For the historic environment, students answer one question requiring them to describe features (AO1) and a two-part question targeting AO3 (analyse, evaluate and use sources). Question 2 uses two contemporary sources; one of them may be visual, but at least one will be written.

- Question 1: students describe features.
- Question 2 (a): students assess the usefulness of two sources for a specified enquiry, making use of their knowledge of the historical context.
- Question 2 (b): students suggest a follow-up area of investigation for the specified enquiry.

Section B Thematic study

Students answer three questions for the thematic study: Question 3, Question 4 and either Question 5 or Question 6.

- Question 3: this focuses on similarity or difference over time.

    Questions will cross sections and will normally span at least a century (and may span much longer periods).

1. Overview

- Question 4: this focuses on the process of change.

   Questions will normally span at least a century and may span much longer periods.

- Questions 5/6: requires a judgement and may focus any of the following: the *nature* or *extent* of change (similarity/difference or change/continuity); *patterns* of change (turning points, i.e. significance); the *process* of change (factors bringing it about, i.e. causation); or the *impact* of change (i.e. consequence).

   Questions will normally span at least two centuries and may span much longer periods.

Detailed information and guidance on assessment can be found in the separate Getting Started Guide.

2. Migrants in Britain, c800–present

2.1 Introduction

There are two main strands to the migration thematic study:

1) the context for migration

2) the experience and impact of migrants.

To encourage students to see broad trends over time, the timescale of c800–present has been divided into four sections: c800–c1500, c1500–c1700, c1700–c1900 and c1900–present day. Students should be familiar with these periods but also with the labels used such as 'medieval' or 'modern'.

Students should understand that the term 'migrant' can encompass those affected by both voluntary and forced migration, temporary migrants, migrants from abroad and internal migrants within Britain.

Students should develop an understanding of the nature and process of change. This will involve understanding patterns of change, trends and turning points, and the influence of factors inhibiting or encouraging change within periods and across the theme. The key factors here are: institutions (government and Church); religion; economic influences; and attitudes in society.

The case studies in each time period allow students the opportunity to understand how factors worked together to bring about particular developments at particular times and make detailed comparisons over time. These case studies include significant episodes of migration, such as Asian migrants to Leicester after 1945, and key regions affected by migration, such as nineteenth-century Liverpool. However, not every case study is capable of illustrating all of the key factors or elements of the content strands, and so the relevant aspects of the case study should be explored as appropriate.

2.2 Content guidance

Please see Appendix 3 in the Specification document for details on how to interpret the use of semi colons, colons and the word 'including' within the specification content.

As the Paper 1 unit forms part of the requirement that the GCSE focuses on a minimum of 40% British content, the focus of the thematic study should be on Britain as a destination for migrants (pull factors) rather than the reasons for migrants leaving their countries of origin (push factors).

The first strand in each time period of the specification asks students to consider reasons for migration to, and patterns of settlement in, Britain. In this strand on the context for migration, questions set will focus on patterns and trends. The sheer number of migrant groups makes it impossible to name them all in a specification document and it is not intended that students feel overwhelmed by having to learn about large numbers of migrant groups in each period. Although some indication is given of geographical locations where migrants settled, schools are encouraged to use this as a chance to develop a local example, where relevant to them. The balance between breadth and depth is achieved through coverage of migration through time and a focus on individual groups of migrants named in the specification. Therefore, it is important to note Pearson welcomes bespoke approaches that make this study more relevant to schools' individual contexts and that any valid examples will be accepted. Case studies, research and lessons produced by individual schools could be shared and would provide a welcome opportunity for collaboration, and Pearson intends to facilitate this through our History subject advisor, Mark Battye, who can be contacted here.

It is important that students have an understanding of the general context and society during each time period and how these influenced migration and affected the experience of migrants. Contextual knowledge of the influence of the Reformation, the origins, growth and decline of the British Empire, and the Industrial Revolution and growth of cities will be particularly relevant as these represent broader factors that led to migration. However, candidates would only be expected to be able to explain how these factors influenced migration. For example, they should be able to explain that the Reformation in England made England attractive to French Huguenots but they would not need to provide a detailed answer about the religious changes in England.

The second strand in the specification focuses on the experiences of migrants in Britain and their impact on British society. This can include both positive and negative experiences, the relationship between migrants, authorities and local communities, migrant contributions to the economy, and changes in culture such as an impact on language, food, religious festivals etc.

Although the role of individuals is not a stated factor in the process of change in this Unit, the experiences of individual migrants may be used to exemplify the strands and can be used to expand the diversity of the topic, as in the exemplification in the table given below (p.10ff)

It would be useful to draw out key terms associated with each time period, for example, medieval, Middle Ages, Reformation, Industrial Revolution and 'modern period'. Students also need to be able to associate these labels with chronological periods, so they need to understand that the British Empire broadly coincides with the eighteenth and nineteenth centuries and that the term 'nineteenth century' applies to the 1800s.

c800–c1500: Migration in medieval England

Students should consider the context of England in the period c800–c1500 and why it proved a desirable location for migrants during this period. This is a long period of time and it will be important for teachers to make it clear that there are similarities and differences in the reasons why different groups of migrants chose England as their destination. These factors ranged from the availability of lands and resources to the sponsorship and protection of monarchs, employers and existing communities, such as the encouragement of Jewish migration by Norman monarchs following the conquest of 1066.

Migrants in this period had a profound effect on England, shaping place names, language, the built environment, the Church and trade routes, among other things. The importance of migration in the context of invasion is a key aspect of the first half of this time period and students should understand this in order to enable comparisons with migrant groups that came to Britain as settlers, rather than conquerors.

York is provided as a case study of a city that was moulded by the Vikings and can be used to exemplify both the factors that attracted them to the area and the impact that they had. In addition to the York case study, migrant communities in other medieval towns could also be studied, for example, the Jewish communities in Lincoln, Norwich or Exeter, or Hanseatic merchants and Lombardy bankers in London.

Although Roman and Saxon migration are not included on the specification and will therefore not be assessed, a brief overview of the period to c800 may provide helpful context for students; illustrating the way that Britain already included different ethnic groups.

c1500–c1700: Migration in early modern England

The changing religious and economic contexts during the period c1500–c1700 created key 'pull' factors. Students should understand for this period how the changing nature of religion in England made the country attractive to religious migrants from Europe, seeking a place where they could build their communities and follow the Protestant religion with little state interference. The importance of the Reformation is therefore to be highlighted, along with the changes in society that followed. The thriving cloth industry continued to attract migrants from the Low Countries who brought their weaving skills to communities in towns such as Sandwich and Canterbury, which provide one of the case studies for this time period. In addition, as England began to look for trade outside of Europe, its nascent Empire in the Americas and the beginning of the slave trade encouraged migration from other continents.

Students should consider the nature, scale and scope of the contribution of migrants to the communities where they settled. Migrants increased and adjusted England's trade, made significant contributions to agriculture through drainage projects in the east of the country and even, in the case of Polydore Vergil, wrote England's history. Churches were set up by specific migrant communities, providing meeting hubs and support networks for newcomers.

One case study in this time period looks at Flemish and Walloon migration to Kent, as previously mentioned. The other deals specifically with the Huguenots, who migrated to England to escape religious persecution in France and whose impact and experiences form part of students' study of this time period.

c1700–c1900: Migration in eighteenth- and nineteenth-century Britain

The third time period represents a significant episode of change: in these two centuries, the unprecedented growth of industrialisation in Britain, an increase in overseas trade and transport, together with the expansion of the British Empire, brought many migrants to Britain. Students should understand the growth of the British Empire during this time period, in order to provide context for groups migrating to Britain in this time period. The proliferation of industry in Britain, and the growth of urban centres as a result of the Industrial Revolution, provided jobs which acted as an economic and social 'pull factor' for migrants from abroad and from within the United Kingdom. Consideration should also be given to the actions of the British within the Empire that affected migration to Britain, for example, the transatlantic slave trade and the Great Famine but also the growth of democracy, which allowed increased political expression, and new legislation that increased the civil rights and liberties of minorities.

Students should be taught about the impact of migrant groups in Britain during this period, on a local and national scale. This can reflect a range of migrant roles in Britain, from domestic labour to contributions to the economic landscape of the country through, for example, banking. The diverse experiences of various migrant groups also form a core focus of this time period. As popular media became more prevalent, attitudes towards migrants and their experiences were influenced by the press and this also forms part of the content for this time period.

The case studies in this time period draw together two locations that were important centres for migrants in nineteenth-century Britain and considers the reasons why they drew migrants as well as the impact of migrant groups on the area. A major port city for shipping within the British Empire, Liverpool was settled by migrants from Ireland, in particular, and also from China, India and Africa while the East End of London became a focus for Jewish migrants from Europe, especially from Russia. The experiences and impact of these communities should be the focus of these case studies.

c1900–present: Migration in modern Britain

Students should consider how, from 1900 onwards, Britain continued to attract large numbers of migrants. As the British Empire peaked and began to decline, transforming into the Commonwealth, large numbers of migrants from former colonies were attracted to 'the motherland' in search of economic opportunities they were not able to access at home. After the Second World War, British institutions such as the NHS and London Transport actively recruited people from the Caribbean to move to work in Britain. The involvement of countries within the British Empire in two world wars further contributed to movement into the country, as did the decolonisation of countries Britain had formerly controlled and, latterly, its 47-year period of EU membership. In more recent times, the factors encouraging the aim of refugees and asylum seekers to reach Britain should also be understood. Legislation has, at various points since c1900, both encouraged and discouraged migration, and acts such as the British Nationality Acts should form part of students' studies of this time period.

Legislation has been passed in the last century to promote equality of experience and opportunity for migrant communities, and students should consider the extent to which this shaped migrant experiences in Britain. An added dimension that developed in the later twentieth century is the focus on race relations. The integration of migrants into local communities and the agitation for such legislation, such as through the Bristol Bus Boycott, are useful examples of the way migrants have shaped their own experiences and contributed to developments in British society. Students should also study other aspects of migrant impact in Britain, for example, the contributions of migrants from the Windrush Generation to rebuilding Britain after the Second World War and to public services. Yet, arguably, the twentieth century provides some of the best evidence historians have of tension between migrants and the existing population and the study should include examples of anti-immigration movements.

The case studies for this section provide contrasting pictures of migrants in two British cities. The reasons why Asian migrants settled in Leicester after 1945, the impact of these communities and the experiences of the migrants should be studied, along with the reasons why Bristol became a key destination for twentieth-century migration and the experiences and impact of migrant groups in the city.

2. Migrants in Britain, c800–present

Key terms

Students should understand chronological terms, such as medieval, Middle Ages, Reformation, modern, and that, for example, 'the 1500s' is the sixteenth century and that 'c1900' means 'around 1900'.

In each time period, students are asked to consider the impact of migrants on **culture**. This is a broad term that can encompass a variety of specific impacts, including language, food, entertainment, the arts and social customs. These can vary for each group and time period and it is the role of schools to decide on those they feel most appropriate in the examples they choose to study. Examination questions will not be set on a single aspect of culture. Where the word 'culture' is included in questions, students are able to select appropriate examples from what they have been taught.

Students should be familiar with the terminology found in the specification content. It may also be useful to provide students at the start of the course with a list of key terms and concepts that they will encounter.

NB: The list of terms below is not intended to be a comprehensive checklist, rather simply a useful starting point for teachers to produce their own list of terms that their students may not fully understand or have difficulty spelling.

Other key vocabulary for this option includes:

- alien
- asylum seeker
- Christendom
- civil liberties
- colony
- colour bar
- Commonwealth
- conquest
- context
- Danelaw
- decolonisation
- denizen; letters of denization
- discrimination
- empire
- enslaved
- entrepreneur
- foreigner
- Huguenot
- immigration

- industrialisation
- integration
- internal migration
- invasion
- migration: economic, forced, temporary, voluntary
- monarchy
- pogroms
- prejudice
- privateering
- Protestant
- racism
- refugee
- settlement
- stereotype
- Stranger
- urbanisation

2.3 Content exemplification

This section provides additional guidance on the specification content. It should be remembered that the official specification is the only authoritative source of information and should always be referred to for definitive guidance. Any examples provided here do not constitute additional specification content, but are offered to illustrate points that could be covered. The nature of the topic makes it impossible to provide an exhaustive list and other relevant material illustrating aspects of change within periods can be used.

The focus is on migration to Britain and experiences in Britain, therefore emigration from Britain is not relevant.

c800–c1500: Migration in medieval England	Exemplification	Exemplification of the role of factors in change
1 The context for migration • Reasons for migration and patterns of settlement, including Vikings, Normans, Jews and other European traders and craftsmen. • The context of English society: landownership and the growth of towns; the role of the wool industry; opportunities for migrants, including the need for royal finance; England as a part of Christendom.	• The nature of England in the ninth century and the factors that made it an inviting prospect for raiding and settlement. • The causes of Viking raiding and eventual settlement in England. • The reasons encouraging and enabling Norman migration to and settlement in England and the shift of power to the south of the country. • The growth of England as a Christian nation led to the foundation of monastic orders with a European motherhouse. • Other migrant groups during this period included Jews and Italians, who came as moneylenders and were sometimes repaid with land.	• The role of economic conditions in England attracting both raids and settlement by various groups, for example fertile land, mineral deposits, existing trade, and the development of towns. • The absence of a strong, centralised authority, which allowed Viking coastal raids and then settlement to be successful. • The role of the Church: the reasons why raiders targeted churches and monastic institutions. • Government: the use of land as a reward for William's supporters encouraged migration from Normandy. • Government: the centralisation of authority in the south of England. • The concept of Christendom encouraged the international movement of craftsmen, clergy, scholars, traders etc.

2. Migrants in Britain, c800–present

2 The experience and impact of migrants ● The experience of migrants in England: their relations with the authorities and the existing population, including the legal status of 'alien' and the impact of the Black Death. ● The impact of migrants in England, including the Danelaw, culture, trade and the built environment.	● The impact on England of Viking raids and settlements, including developments in law and order, and trading networks. ● The Norman impact on language, buildings, settlement, religion and trade. ● Norman religious influences: the building of cathedrals and monasteries; the increased prominence of sheep farming for wool production. ● The position of Jewish migrants in England as the 'property of the king'; their contribution to the English economy and their eventual expulsion. ● Individuals such as Licoricia of Winchester, who helped to fund building projects such as Westminster Abbey.	● The role of government: establishment of the Danelaw and its impact on local communities and culture in England. ● The role of government: Normans as conquerors and the impact of castles on local society. ● The role of government: changes made to law and order by the Normans, including the reduction in slavery. ● The role of government: changes in the legal status of migrants, including 'resident aliens' and letters of denization. ● The role of the Church and the building of cathedrals and monasteries. ● Attitudes in society: the gradual integration of Anglo-Saxons and Normans; the impact on language and culture. ● Economic influences: the provision of special conditions to encourage Jewish migrants and of trading links to Europe; regulations to protect English trade.
3 Case study ● The city of York under the Vikings.	● Reasons why the Vikings created a settlement at York. ● Their impact on the city and relations with the Church and surrounding population. ● The development of York as a trading port under the Vikings.	● Economic influences: existing history of raids in the area and the prosperity of York; York's development as a trading port. ● The role of government: agreement with Anglo-Saxon rulers; minting of coins at York. ● The role of the Church: the significance of the Archbishop and York minster.

2. Migrants in Britain, c800–present

c1500–c1700: Migration in early modern England	Exemplification	Exemplification of the role of factors in change
1 The context for migration ● Change and continuity in reasons for migration and patterns of settlement, including migrants from Europe and Africa. ● The changing context of English society: changing social structures; economic growth, including the cloth industry and global trading companies; privateering and trade; the emergence of England as a predominantly Protestant nation.	● The changing nature of commerce in England: the rise of the cloth trade, the development of trading companies and the early slave trade. ● The development of the Church of England and the subsequent migration of Protestants in pursuit of religious freedom. ● The status of migrants within England's developing legal system. ● The development of shifting communities in ports as the Atlantic trade grew and increased migration as trade routes and employment opportunities opened up. ● The formal readmission of Jewish migrants to Britain in 1656 and subsequent settlements. ● Other migrant groups recorded in this time period, including Germans, Dutch, Romani Gypsies, Native Americans and Africans.	● The role of economic influences: existing trade links with Europe; the development of trade links with the Americas and contacts with Africa; the creation of trading companies and the beginnings of the slave trade. ● The role of religion: the conversion of England to Protestantism; the establishment of Huguenot communities; the readmission of Jews. ● The role of government: stimulating trade and encouraging settlement through the provision of enclaves for foreign merchants, e.g. Hansa merchants; the readmission of Jews. The same factors may be exemplified through details of other migrant groups.
2 The experience and impact of migrants ● The experience of migrants in England: their relations with the authorities and the existing population. ● The impact of migrants in England, including culture, trade, industry and agriculture.	● The shifting communities in ports and the effects on housing, employment and culture. ● Social attitudes and the integration of immigrants; also resentment of 'special treatment' and riots such as 'evil Mayday'. ● The negative experiences of groups, such as the Romani Gypsies. ● Impact on agriculture: Vermuyden's drainage project in the Fens. ● The impact of ongoing Protestant migration into England, including the	● The role of the Church: foreign language Protestant services brought migrant communities together and created focal points for new migrants. ● The role of economic issues: trade links with Europe, especially the wool trade, creating links between Europe and communities in the south and east of England. ● The role of government: changes in laws affecting migrants, for example the Royal Proclamation, 1554.

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	impact of foreign-owned presses in distributing literature.	● Attitudes in society: the impact of Protestant employers and the development of the 'Protestant work ethic'. ● Attitudes in society: a range of factors affected the reception of migrants, e.g. the migrant group in question, local economy, religion etc.
3 Case studies ● Sandwich and Canterbury in the sixteenth century: the experiences of Flemish and Walloon migrants and their role in the local economy. ● The experience of Huguenots in seventeenth century England.	● In the sixteenth century, Flemish migrants were invited to Sandwich to set up weaving looms and this was so successful that Canterbury similarly revitalised its cloth trade through Walloon migrants. ● The success of the migrant communities in these areas and their impact. ● Huguenot migration in the seventeenth century.	● The role of economic issues: the cloth trade; Huguenot involvement in the manufacture of paper and lace. ● The role of religion: the impact of Huguenot settlements, for example the development of Huguenot churches and the attempts to retain aspects of Huguenot culture.

c1700–c1900: Migration in eighteenth- and nineteenth-century Britain	Exemplification	Exemplification of the role of factors in change
1 The context for migration ● Change and continuity in reasons for migration and patterns of settlement, including migrants from Ireland, Europe and the Empire. ● The changing context of British society: changing social structures; the Industrial Revolution; urbanisation; Transatlantic Slavery; the growth of the British Empire; civil liberties.	● The context of Britain and its empire: movement to Britain as the 'mother country' but also British action compelling migration, for example through transatlantic slavery. ● Internal migration from Ireland, Scotland and rural areas to new industrial centres as a result of the increased opportunities for economic migrants resulting from the Industrial Revolution and urbanisation. ● Britain's sea-faring industry and its role in enabling migration. The use of migrant sailors, e.g. the Lascars.	● The role of economic issues: trading companies: the East India Company and the Royal Africa Company. The trend among company officials to bring servants with them when they returned to Britain. ● Social attitudes: forced migration as a result of the desire of successful administrators and businessmen in the Empire to retain a lifestyle based on servants. ● The role of economic conditions: the employment of Irish navvies in the

2. Migrants in Britain, c800–present

	• Freedom of speech laws and legislation such as the Catholic emancipation act, creating a welcoming environment for political thinkers. • The role of existing migrant communities in encouraging further migration.	construction of roads, canals and railways; desire of Irish migrants to gain employment in Britain; movement from rural areas and the Scottish Highlands. • Social attitudes: the attraction of intellectual freedom, religious emancipation, anti-slavery campaigns.
2 The experience and impact of migrants • The experience of migrants in Britain: their relations with the authorities and the existing population. The role of the media. • The impact of migrants in Britain, including culture, trade and industry, politics and the urban environment.	• The development of migrant communities in urban areas, e.g. textile towns and ports. The actions of settled migrant communities, providing support for newly arrived immigrants, e.g. Huguenots in Rochester and London; Jews in the East End of London. • The varied experiences of individual migrants such as Mary Seacole and Sarah Forbes Bonetta. • The impact of individual migrants leading to change in Britain, e.g. Olaudah Equiano and his campaign for the abolition of slavery; Ignatius Sancho; the impact of Marx and Engels on political thought and Cuffay in the Chartist movement. • The development of migrant-owned banks and businesses, such as Burton and Marks and Spencer, and their impact on the economy. • The contribution of migrant labour to Britain's infrastructure, for example the construction of railways and canals.	• Economic conditions: the development of migrant communities in the textile towns of the north of England and in the ports. • Social attitudes: the contrast between the treatment of Huguenot migrants, often seen as hardworking and professional, who faced little hostility, while Irish navvies were often seen as drunken and disruptive. The negative experience of the Palatines. • Attitudes in society: the role of the media in influencing the way people felt about migrants, e.g. the legal status of enslaved Black people in Britain, the collection for Mary Seacole. • The role of government: changes in laws which affected migrants, e.g. Catholic emancipation. • Social attitudes: the assimilation of aspects of migrant culture, e.g. establishment of restaurants, impact on diet, celebrations of Chinese New Year; the musician Samuel Coleridge-Taylor; the building of synagogues, mosques and Catholic churches.

3 Case studies	• Liverpool's growth in status as a busy port town and the impact this had on migration to the city.	• The importance of the Atlantic trade and the cotton industry as a reason why migrants arrived in Liverpool.
• Liverpool in the nineteenth century: its role in migration and the experiences of migrants, including Irish migrants.	• Irish migration to Liverpool accelerated as a result of the Potato Famine. The experiences of these migrants and impact they had on the city.	• The importance of Liverpool as a base for Irish navvies and as a stage in Irish emigration to the USA.
• The experience of Jewish migrants in the East End of London in the late nineteenth century.	• The arrival of other migrants in Liverpool, such as sailors and domestic servants who arrived from Africa and the Indian subcontinent.	• The development of migrant communities of Lascars and also Indian servants brought as ayahs but then dismissed.
	• The growth of the East End of London as a centre for Jewish migrants following the pogroms in Europe.	• The creation of Jewish committees to aid the settlement of Jewish refugees in the East End of London and the use of migrants in sweated workshops.
	• The experiences of Jewish people in the East End and impact they had.	• Racial tension in the East End of London, e.g. the suggestion that Jack the Ripper was Jewish or Polish.

c1900–present: Migration in modern Britain	Exemplification	Exemplification of the role of factors in change
1 The context for migration	• The First and Second World Wars: the migration of groups such as Belgians during the First World War; the settlement of groups such as Polish and Italian airmen after the Second World War.	• The role of government: encouraging Commonwealth soldiers to join the Allied forces in the First and Second World Wars; encouraging the recruitment of workers to rebuild Britain's economy after 1945; accepting Commonwealth migrants and also refugees, e.g. Ugandan Asians; refugees and asylum seekers, e.g. from Vietnam, Syria, Somalia etc.
• Change and continuity in reasons for migration and patterns of settlement, including migrants from Ireland, Europe, the British Empire and the Commonwealth; refugees and asylum seekers.	• Jewish migration to escape persecution, including the Kindertransport.	
• The changing context of British society: the World Wars; the end of the British Empire, decolonisation and the development of the Commonwealth; EU membership; legislation on immigration and	• Empire representation in the British armed forces and their subsequent settlement in Britain.	• Economic influences: migrants from Ireland and Europe coming to work in Britain under EU membership; recruitment by institutions; migrants
	• Decolonisation – mass movement of groups displaced by the removal of British rule, e.g. Ugandan Asians.	

nationality, including the Aliens Act (1905) and British Nationality Acts.	• Active recruitment of workers after 1945, especially from the Caribbean, to help rebuild Britain's economy. • Migration from Commonwealth countries. • The effects of EU free movement. • Refugee groups and asylum seekers.	finding their qualifications were not recognised and being restricted to low pay jobs. • Economic influences: the development of Asian communities in the textile towns of the north and cities such as Leicester. • The role of government and social attitudes affecting the legal status of migrants.
2 The experience and impact of migrants • The experience of migrants in Britain: their relations with the authorities and the existing population, including anti-immigration and equal rights movements. The Race Relations Act (1965). The role of the media. • The impact of migrants in Britain, including culture, politics, the urban environment, public services and the economy.	• Hostility before and internment during wartime. • Unrest in port cities following the First World War; reactions to migrant seamen. • The role of Asian and Black seamen in merchant shipping during the world wars. • Political changes: the creation of the BUF and the BNP; laws to restrict immigration; laws to establish equality for migrants. • The role of the media in influencing people's attitudes towards different migrant groups, and the varied experiences of these migrant as a result. • Migrant workers in transport and public services, e.g. the NHS. • Political campaigns among migrant communities, e.g. Dr Harold Moody; campaigning for decolonisation between the world wars. • Campaigns for equality in employment, representation and treatment by the	• Social attitudes: hostility and suspicion of 'enemy aliens' but also support for Polish airmen and the Kindertransport. • Social attitudes: the hostility of far-right groups; Enoch Powell's 'rivers of blood' speech; attacks on Jews, e.g. Battle of Cable Street, 1936, race riots in 1981 and in Burnley, 2001. • The role of government: the fight against discrimination, e.g. legislation of the 1960s and 70s. • The impact of migrants on culture: restaurants, food and diet; shops; language; clothes; celebrations such as Chinese New Year and Diwali. • The development of communities such as 'Little China' in London, African and Pakistani clusters in Manchester and the growth of shops and religious buildings to cater for such groups.

	authorities, e.g. strike action, Amar Singh, Doreen Lawrence, 'Black Lives Matter'. • The ongoing experiences of the Windrush generation.	
3 Case studies • Bristol in the mid-twentieth century: the experiences of migrants and their impact on society. • The experience of Asian migrants in Leicester from 1945.	• The reasons for migration to Bristol and the experiences of migrants to the city. • Migrant protests against discrimination and their impact, e.g. the Bristol Bus Boycott. • The impact of migrants to Bristol on the city, e.g. the St Paul's Carnival. • The experiences and impact of individual migrants e.g. Roy Hackett, Princess Campbell. • Asian migration to Leicester following the partition of India and, later, the 'Africanisation' policy in Uganda. • The impact of Asian migrants in shaping the city of Leicester, its economy and its culture.	• Attitudes in society: unwillingness to rent to or employ Black migrants forced them to move into unpopular, bomb-damaged areas of the city. • Attitudes in society: the creation of self-help organisations in Bristol, such as the West Indian Parents and Friends Association. • The role of government: official discouragement of Asian migration to Leicester in the 1970s. • Economic influences: the impact of Asian migrants on Leicester's industries. • Attitudes in society: negative reaction towards migrant communities and the ongoing racism they experienced. • The impact of Asian migrants on Leicester: Asian entrepreneurs and business regeneration in Leicester; the role of the local press; 'The Golden Mile' of shops and restaurants, the celebration of festivals.

3. Notting Hill, c1948–c1970

3.1 Introduction

The historic environment study examines the area of Notting Hill in London, both the physical environment of housing, restaurant and shops, and the social context of communities in the locality.

Notting Hill was an unpopular and war-damaged area of London following the Second World War. The availability of cheap housing and connections to existing migrants led to increased movement to the area during the Windrush migration. This led to tension due to racism but also because some of the existing residents felt their jobs and the available housing would be threatened by additional residents. Racially-motivated riots in the late 1950s drew the attention of national anti-immigration campaigners such as Oswald Mosley but also galvanised the migrant community to promote positive relationships through events such as the Notting Hill Carnival.

The historic environment is 'nested' within the thematic study and provides an opportunity for students to apply their knowledge of the themes of migration to a specific locality – what drew migrants to this area, what was the context in which they arrived, what was their experience in this area and what impact they had.

The content is assessed through a question on features of the period and also through an historical enquiry.

For the historical enquiry, students will need to develop the skills necessary to analyse, evaluate and use contemporary sources to make substantiated judgements, in the context of the historical events studied. To aid teaching, the content is divided into two sections: the first covers the site in its historical context; the second covers knowledge, selection and use of sources relevant to this historic environment for enquiries.

There is a wide range of contemporary source material that can be used to investigate this environment: local newspapers, publications written for the Caribbean community, local council and police records, housing and employment records, oral and written memoirs of local residents and photographs.

3.2 Content guidance

Students need knowledge of Notting Hill and the situation in the area c1948–c1970 – the local context, the influence of Caribbean culture on the area, racism and policing, and Black activism in the area. Question 1 asks students to identify two key features of one aspect of the content with some related supporting evidence. Developed explanation of the key feature is not required. Question 2(a) requires students to use only sufficient knowledge to support their criteria for judgement, e.g. using contextual knowledge to validate the accuracy or typicality of the source content. Question 2(b) requires knowledge of the potential sources available. The Historic environment (Section A) does not require candidates to write extended amounts of contextual knowledge but to select and apply knowledge appropriate to the question asked.

Migration from the Caribbean increased in response to the demand for labour in Britain after the Second World War. The *Empire Windrush* arrived in 1948 and was among the first of many ships. The migrant community in Notting Hill swelled as a result of the large houses in the neighbourhood; often derelict or bomb-damaged, these were purchased cheaply and turned into Houses of Multiple Occupation, providing cheap accommodation in often squalid conditions. Overcrowding was common and high rents were charged by landlords such as Peter Rachman. Later, efforts were made to improve the housing situation in the area by individuals, such as Bruce Kenrick, who set up the Notting Hill Housing Trust.

3. Notting Hill, c1948–c1970

Migrants to the area brought their culture with them. Groups from different Caribbean islands were often keen to maintain their island heritage, rather than just being seen as part of a generic 'Caribbean' group, and this, in part, led to the proliferation of a wide variety of locations to provide meeting places for a population confined to tiny bedsits in houses with no communal space. Shops, markets, cafes, restaurants, nightclubs, shebeens and entertainment venues became common in the area, attracting visitors from outside the area as well as catering to the new local community. Clubs such as the Q club and DJs such as Count Suckle were particularly popular, promoting ska and reggae music in the area. The community also developed mutual self-help organisations, such as 'pardner' schemes which allowed Caribbean people to access credit by all paying into a communal pot, to fill the gap created by similar organisations that did not cater to the migrant population.

However, the arrival of this migrant community caused tension with the existing population and this was exacerbated by the growing gang culture in London at the time, centred around the teddy boy movement. Policing was not sympathetic towards the migrant community, resulting in discrimination, which created an atmosphere of mistrust. By the end of the period, the local police were nicknamed the 'Heavy Mob' due to their reputation for racist policing. Significant violent events occurred, such as the racially-motivated violence of 1958 and the murder of Kelso Cochrane a year later. The area became a focus for anti-immigrant groups; Oswald Mosley targeted the North Kensington seat in the 1959 general election and his Union movement leased offices in the area, where they held regular meetings.

This hostility led to significant Black activism in the Notting Hill area. Claudia Jones, a migrant from Trinidad and Tobago, launched a newspaper called the *West Indian Gazette* and was instrumental in setting up and running the first Caribbean carnival in 1959, which was a forerunner to the Notting Hill carnival. Frank Crichlow's Mangrove restaurant became a centre for Black activism. Groups such as the British Black Panthers grew in popularity and their activism in pursuit of equality gained national attention and support. Key activists included Altheia Jones-LeCointe, who was the leading figure in the Black Panther movement at the end of the 1960s, as well as being one of the leaders of the Mangrove Nine. The Black Power movement was promoted by a broad range of other activists and groups, such as Darcus Howe and the Black Eagles.

The post-war period in Britain provided a unique environment for these events to play out. There were significant disparities that led to increased tension. Large areas of the country were heavily war-damaged and required rebuilding; this, combined with government initiatives such as the NHS, hugely increased the demand for labour, whilst at the same time a colour bar was in operation and many migrants found themselves excluded from skilled employment or unable to use their qualifications. The vestiges of Britain's empire were gaining independence and the Commonwealth was created, introducing a new dynamic to the relationship between Britain and the countries it had formerly colonised that did not reflect the prevailing view of racial superiority that many British people had grown up with as citizens of the 'Mother Country'. The more permissive aspects of society during the 'Swinging Sixties' often jarred with the treatment of minorities, such as tougher policing and negative social attitudes towards Black people. These conditions, combined with the tenacity and determination of the migrant community to be successful in their chosen home, make for an exciting and engaging historic environment study.

Sources

Students should be aware of the range of types of local contemporary sources available to the historian, the sort of information they can yield, and their strengths and weaknesses.

3. Notting Hill, c1948–c1970

A benefit of studying events from the latter half of the twentieth century is the potential availability of oral or video accounts from people who lived in the area at the time. These, together with memoirs and first-hand accounts of the events detailed in the specification, provide a rich source of contemporary sources and are ideal for using with students in the classroom, both to provide additional layers of knowledge and for students to interrogate, using their prior learning.

Newspaper reports from the time also provide evidence that is useful to students studying this period and teachers are encouraged to consider a wide range of newspapers, looking at both national and local publications, including those published with a migrant audience in mind, such as the *West Indian Gazette.*

As Notting Hill became more popular as part of the 'swinging London' scene, it was widely photographed and surviving photographs are useful for investigating the built environment, including the housing and the cafes and restaurants that were opened by migrants, as well as events such as the Notting Hill Riots. Photographs might prove particularly useful in helping students consider further lines of enquiry, as they often provide a very singular point of view with little further explanation.

For more information on sources, please refer to the Guidance on sources and interpretations and Paper 1 guide, which look at question types, common problems, and teaching approaches and ideas.

4. Student timeline

The timeline below could be given to students, and could be further edited and added to by them. This timeline is more detailed than the ones provided for other Paper 1 options since this is a new option and there is currently less support material available. However, it is intended to provide a framework for the topic rather than to suggest that students should know all these details. Inclusion of dates and events in this timeline should not be taken as an indication that these are prescribed: the official specification and associated assessment guidance materials are the only authoritative source of information and should always be referred to for definitive guidance.

c800	Viking raids on the north coast of England
866	York captured by Vikings
878	Peace was agreed between the Saxons and Vikings, leading to the establishment of the Danelaw
1066	Norman Conquest put the Normans in control of England
1070	William I invited Jewish merchants from Rouen to settle in England
1100–35	Henry I issued a Charter of Liberties, defining the privileges of Jews and their legal status as the property of the king
1190, 1244, 1255	Massacres of Jews in York, London and Lincoln
1266	Henry III granted a charter to German Hansa merchants, giving them a lot of control over the English wool trade
1290	Edward I issued an edict expelling Jews and encouraged Italian bankers to come to Britain
1348	The Black Death reached England, creating a shortage of workers and artisans, which created encouraging conditions for European migrants
1370	Letters of denization gave foreign workers the same rights and protection as English citizens
1511	An illustration shows John Blanke, a trumpeter, providing evidence of Black migrants as independent workers in England
1517	'Evil May Day' riots in London
1530, 1554, 1562	Royal proclamations issued about the status of Gypsies
1560s	Walloon migrants (from modern Belgium)
1560s and 1570s	John Hawkins led several voyages transporting Africans to the Americas; Britain's growing involvement in the slave

4. Student timeline

	trade resulted in some enslaved Africans being brought to Britain
1600	East India Company founded
1620–1650s	Cornelius Vermuyden carried out major projects to drain and reclaim land in England
1656	Oliver Cromwell re-admitted Jews to Britain
1660	Royal Africa Company founded
1685	French Protestants, called Huguenots, had settled in England after the St Bartholomew Day's Massacre in 1572 but the number of migrants increased after 1685, when Protestantism was banned in France
1709	German Palatine migrants settled temporarily near London
1789	Olaudah Equiano published his autobiography
1807, 1833	Legislation: abolition of slave trade (1807); abolition of slavery (1833)
1829	Catholic Emancipation Act
1840s	Railway mania involving extensive construction of railway lines
1840s	Famine in Ireland
1880s	Many Jews settled in the East End of London, often seeking refuge in response to pogroms in Russia
1905	Aliens Act
1914–18	First World War
1931	Dr Harold Moody established the League of Coloured Peoples
1936	Battle of Cable Street, London
1939–45	Second World War
1948	British Nationality Act; migrants from the Caribbean arrived in Britain on the *Empire Windrush*
1958	Notting Hill riots
1959	Murder of Kelso Cochrane Oswald Mosley's election campaign Caribbean Carnival

4. Student timeline

1963	Bristol Bus Boycott Notting Hill Housing Trust formed
1965	Race Relations Act
1970	Trial of the Mangrove Nine
1972	Ugandan Asians arrived in Britain
1973	Britain joined the European Economic Community
1981	Race riots in several British cities British Nationality Act
1992	The Maastricht Treaty established the principle of freedom of movement within the European Union
1997	Transfer of sovereignty over Hong Kong from Britain to China
2005	'Life in the UK' test introduced for citizenship
2020	A new immigration policy was established to apply to migrants and asylum seekers as a result of Brexit (2016)

5. Resources

The sections below list a range of resources that could be used by students and teachers for this topic.

The first section lists information on free support materials available on the Edexcel website. On the GCSE History (9–1) from 2016 page:

- select the Teaching support tab, where resources are separated out by Plan, Teach, and Track and Assess;
- or select the Course materials tab, and then select the appropriate tab for Specification and sample assessments, Exam materials, or Teaching and learning materials.

The second section lists publishers who have been endorsed for GCSE (9–1) History. Endorsement means that a resource has been through our quality assurance process to confirm that it meets the teaching and learning requirements a specification is aimed at. Endorsement of a resource doesn't mean it's the only suitable material available, or that it is required to achieve the qualification.

The remaining sections list both endorsed resources and those that have not been endorsed. While these resources – and others – may be used to support teaching and learning, the official specification and associated assessment guidance materials are the only authoritative source of information and should always be referred to for definitive guidance.

Links to third-party websites are controlled by others and are subject to change. There are plenty of useful videos for History students on online sharing platforms, and any links below have been checked, but please exercise care before sharing social media links with students.

5.1 Free support materials

Resource	Details
Specification, sample assessment materials and specimen papers	The starting point for information on content and assessment in GCSE (9–1) History.
Past papers, mark schemes and examiner reports	An Edexcel Online login is required to access files with a silver padlock – check with your exams officer if you can't open them.
Getting Started Guide	An overview of the specification, to help you get to grips with the content and assessment requirements of the specification.
Guidance on sources and interpretations	Guidance on AO3 sources and AO4 interpretations, looking at question types, common problems, and teaching approaches and ideas.
Paper 1 Guide	Teaching approaches and ideas for the thematic study and historic environment, with case studies from practising teachers.
Schemes of work	Sample outline schemes of work for each topic in the specification, in editable Word files. A digital interactive scheme of work is also available for both KS3 and GCSE.

Resource	Details
Mapping documents	Mapping documents to help support teachers in moving to Edexcel GCSE History.
Exemplar student answers	Exemplar student answers, including from the summer 2018 and summer 2019 series, with examiner commentaries and mark schemes.
Pre-recorded feedback events	Pre-recorded feedback by senior examiners on every option from the summer 2018 and summer 2019 series, including exemplar student answers.
Past training content	Packs from past training events, such as getting ready to teach, mocks marking, and network meetings.
KS3 and KS4 baseline tests	Editable baseline tests to assess students at the start of each key stage and track progress from KS3 to KS4; developed as part of the Pearson Progression Service.

5.2 Endorsed resources*

Pearson – Designed to help develop confident, articulate and successful historians.

Hodder Education – The Hodder GCSE History for Edexcel students' book helps students achieve their full potential while ensuring pace, enjoyment and motivation.

Zigzag Education – Photocopiable resources for learning, revision and exam practice.

Anglia Tours – A range of fully-guided History tours which enhance both teaching and learning for the related Pearson qualification.

Oxford University Press – Oxford's Edexcel GCSE History student books help to develop young historians who have the confidence to succeed, with the most up-to-date exam practice and a tried-and-trusted, accessible approach.

Resources from publishers for the new Migration option are going through the endorsement process.

* You don't have to purchase any resources, including those from Pearson, to deliver our qualifications.

5.3 Resources for students

Resource	Details
Edexcel GCSE History (9–1) Migrants in Britain, c800-present (Pearson, 2021)	Simple, inclusive and inspiring student book covering the key knowledge for this Edexcel topic, plus exam advice and sample answers.
Revise Edexcel GCSE (9–1) History: Migrants in Britain Revision Guide and Workbook (Pearson, 2022)	A combined revision guide and workbook, this resource covers the key topic information needed for revision, delivered in short, memorable chunks of content, as well as worked examples of how to tackle the exam questions, and further questions for students' independent practice.

5. Resources

Hodder GCSE History for Edexcel: Migrants in Britain, c800–present and Notting Hill, c1948–c1970 (Hodder, 2021)	Student book written for this new option in the GCSE specification.
Migrants in Britain, c800–present and Notting Hill, c1948–c1970 (Oxford University Press, 2022)	Student book and Kerboodle digital resources written for this Edexcel GCSE option.
David Olusoga, *Black and British: A short, essential history* (Macmillan Children's Books, 2020)	Student-friendly version of the book listed for teachers below, aimed at reading age of 12+.

5.4 Resources for teachers

Books (general then broadly chronological)

Resource	Details
Robert Winder, *Bloody Foreigners* (Abacus, 2013)	Accessible overview. Useful to read when preparing to teach the topic.
Peter Fryer, *Staying Power: The History of Black People in Britain* (Pluto, 1984)	The classic, panoramic history of black people in Britain, from the Roman conquest to the present day.
David Olusoga, *Black and British: A Forgotten History* (Macmillan, 2016)	An exploration of the long relationship between the British Isles and the people of Africa. The book accompanying the television series.
Hakim Adi (ed.), *Black British History: new perspectives* (Zed Books, 2019)	A study of the depth and diversity of the black British experience, from African soldiers on Hadrian's Wall to the black British intellectuals of twentieth-century London.
Miranda Kaufmann, *Black Tudors: The Untold Story* (Oneworld, 2017)	The stories of ten Africans in the Tudor and Stuart eras, the details of their daily lives and how they were treated.
Robin Gwynn, *Huguenot Heritage: The History and Contribution of the Huguenots in Britain* (Sussex Academic Press, 2nd edn, 2000)	Accessible academic study of the Huguenots in Britain.
Tony Kushner, *The Battle of Britishness: Migrant Journeys 1685 to the present* (Manchester University Press, 2012)	An academic study of migrant journeys to Britain, from Huguenots to the present-day, from why people came to Britain to how migrants are viewed by state and society.
Rozina Visram, *Asians in Britain: 400 Years of History* (Pluto, 2002)	A comprehensive history of Asians from the Indian subcontinent in Britain, from 1700 to the present day.
Colin Holmes, *John Bull's Island: Immigration and British society, 1871–1971* (Macmillan, 1988)	An academic study of migration to Britain, looking at newcomers and why they came, their economic and social lives, and how British society responded to their presence.

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5. Resources

Stephen Bourne, *Black Poppies: Britain's Black Community and the Great War* (The History Press, 2019)	An acclaimed study of the black presence in Britain during the First World War, with stories of the military and civilian wartime experiences of black men and women.
Stephen Bourne, *The Life of Dr Harold Moody*	Celebrating one of history's forgotten heroes, regarded by some as the UK's equivalent to Dr Martin Luther King Jr. Booklet available for free on Pearson website here (aimed at KS2 and KS3 students).
Paul Gilroy, *Black Britain: A Photographic History* (SAQI Books, 2007)	A visual history of the social and cultural dimensions of black people in the modern British Isles.
Sathnam Sanghera, *Empireland: How Imperialism has shaped Modern Britain* (Viking, 2021)	An investigation of how Britain's imperial past has shaped much of modern Britain, and the reluctance even among those who celebrate it to look too closely at the history of the British Empire.
Priyamvada Gopal, *Insurgent Empire: Anticolonial Resistance and British dissent* (Verso, 2019)	An examination of radical opposition to British imperialism from the Indian 'Mutiny' to Mau Mau, including anti-colonial campaigners based in London.
Marc Matera, *Black London: The Imperial Metropolis and Decolonization in the Twentieth Century* (University of California Press, 2015)	A study of London as a centre of black internationalism and anti-colonialism, showing the contributions of people of African descent to London's social and cultural history.
Jordanna Bailkin, *Unsettled: Refugee Camps and the Making of Multicultural Britain* (OUP, 2018)	Academic study of twentieth-century refugee camps in Britain.
Paul Field *et al.* (eds.), *Here to Stay, Here to Burn: A Race Today Anthology* (Pluto Books, 2019)	An Anthology of *Race Today* articles, the publication of the Race Today Collective that ran from 1973 to 1988.
Colin Grant, *Homecoming: Voices of the Windrush Generation* (Vintage, 2020)	An oral history of post-war black British life, drawing on interviews, archives and memoirs by the women and men who came to Britain from the West Indies.
David Matthews (ed.), *Voices of the Windrush Generation* (Bonnier Books, 2020)	A collection of stories from the men, women and children of the Windrush generation.
Charlie Brinkhurst-Cuff (ed.), *Mother Country: Real Stories of the Windrush Children* (Headline, 2019)	Exploring the experiences of the Windrush generation, their children and grandchildren, though 22 real-life stories.
Paul Arnott, *Windrush: A Ship Through Time* (The History Press, 2019)	The history of the ship.
Z. Nia Reynolds, *When I Came to England: An Oral History of Life in 1950s and 1960s Britain* (New Beacon Books, 2001)	An anthology of voices of the Windrush generation, telling their stories and sharing their experiences in their own words.

Websites (general then broadly chronological)

Resource	Details
The Black Curriculum https://theblackcurriculum.com/	A social enterprise that aims to deliver black British history across the UK, including programmes and resources for schools and students.
Justice to History https://justice2history.org/	An educational consultancy that works with others to develop curriculum, pedagogy and assessment that will promote history education that can make a difference to the diverse multicultural societies that we live in.
Runnymede Trust, Our Migration Story https://www.ourmigrationstory.org.uk/	Designed with teachers in mind to support opportunities for teaching students to understand and appreciate the range of peoples, from all places, who have journeyed to and helped to shape the British Isles. It is a free, online resource, created and curated by academics to share source evidence of real individuals and their experiences of migration.
BBC Teach: Migration https://www.bbc.co.uk/teach/class-clips-video/history-ks3--gcse-migration/zkn8vk7	KS3 and GCSE resources. David Olusoga investigates the lives and experiences of migrants to and from Britain throughout history.
Institute of Historical Research https://www.history.ac.uk/library/collections/teaching-british-histories-race-migration-and-empire https://blog.history.ac.uk/2020/08/teaching-british-histories-of-race-migration-and-empire-a-resource-for-teachers-and-learners/	IHR project in collaboration with the Runnymede Trust, bringing together crowdsourced resources on teaching race, migration and empire.
The Black and Asian Studies Association (BASA) http://www.blackandasianstudies.org/	An association to foster research and dissemination information on the history of black peoples in Britain.
British Library, Black Briton and Asian Briton https://www.bl.uk/subjects/black-britain-and-asian-britain	Historical and contemporary resources on the experience of people of African, Asian and Caribbean heritage in Britain.
Black Cultural Archives https://blackculturalarchives.org/	An archive museum that collects, preserves and celebrates the histories of people of African and Caribbean descent in the UK.
Black History Month https://www.blackhistorymonth.org.uk/	The focal point for Black History Month activities each October and throughout the year.

5. Resources

100 Great Black Britons https://www.100greatblackbritons.co.uk/	A celebration of the lives, stories and contribution of black British people, including resources and lessons to help teachers and parents. Accompanying book published in 2020 (Robinson).
The Black Presence https://blackpresence.co.uk/	Information and articles on black British history across the centuries.
Office for National Statistics https://www.ons.gov.uk	Could be a useful teaching tool for looking at migration in your area based on postcode.
Minority Rights Group International https://minorityrights.org/	Bank of maps, stories, current articles.
The Story of Leicester https://www.storyofleicester.info/city-stories/a-city-of-diversity/	Explore the history of a diverse city.
The Viking Age c790–1066 https://www.asncvikingage.com/	Website developed as an initiative of the Dept of Anglo-Saxon, Norse and Celtic, University of Cambridge, intended for all who study or teach the Viking Age up to undergraduate level.
BBC History, The Clifford's Tower massacre and medieval anti-Semitism https://www.historyextra.com/period/medieval/cliffords-tower-massacre-medieval-anti-semitism-dean-irwin-podcast/	Podcast about the 1190 massacre in York and how it fits into the wider story of medieval England's Jewish population.
England's Immigrants, 1330–1550 https://www.englandsimmigrants.com/page	A database that reveals evidence about the names, origins, occupations and households of foreigners who chose to live and work in England in the era of the Hundred Years War, the Black Death and the Wars of the Roses.
The National Archives https://www.nationalarchives.gov.uk/education/resources/englands-immigrants-1330-1550/	Teaching resources developed by the University of York and the National Archives to support the teaching of migration to Britain in the middle ages and early Tudor period (connected to the row above).
The National Archives, Black Presence: Asian and Black History in Britain, 1500–1850 https://www.nationalarchives.gov.uk/pathways/blackhistory/	Links to sources exploring Asian and Black History in Britain. Created in partnership with BASA.
Beyond the Spectacle https://research.kent.ac.uk/beyondthespectacle/	University Kent project on the Native North American presence in Britain.

5. Resources

Historical Association https://www.history.org.uk/podcasts/categories/433/podcast/55/south-asian-british-history-1600-1800 https://www.history.org.uk/podcasts/podcast/122/south-asian-british-history-1800-1900 https://www.history.org.uk/podcasts/categories/434/podcast/123/south-asian-british-history-1900-1947	Series of podcasts by Dr Sumita Mukherjee on South Asian British history, looking at the impact and experience of South Asians on British social and political history, the two world wars and the Indian nationalist movement.
Historic England, Another England: Mapping 100 Years of Black and Asian history https://historicengland.org.uk/research/inclusive-heritage/another-england/	An accessible public record of the stories of people of colour in Britain and the places that are important to them.
The National Archives, Bound for Britain https://www.nationalarchives.gov.uk/education/resources/bound-for-britain/	Sources looking at the experiences of the half a million people who moved from the West Indies to live in Britain between 1948 and 1970.
Windrush Foundation https://windrushfoundation.com/	A registered charity that designs and delivers heritage projects, programmes and initiatives which highlight African and Caribbean peoples' contributions to UK public services, the arts, commerce and other areas of socio-economic and cultural life in Britain and the Commonwealth.
Windrush Generation Experiences Online https://www.youtube.com/channel/UCAXj55vedwJms5cp5OnXSSA	Interviews carried out in 1999 with 104 interviewees who settled in Wolverhampton in the mid-twentieth century.
Layers of London https://www.layersoflondon.org/	Has map layers of destination of Windrush passengers.
Goldsmiths University of London https://www.gold.ac.uk/windrush/ https://www.gold.ac.uk/history/research/battle-of-lewisham/what-was-the-battle-of-lewisham/	Project centred on the landing cards representing each passenger who arrived on the Empire Windrush on 22 June 1948. Project on the 'Battle of Lewisham' following a National Front march in August 1977.
The George Padmore Institute https://www.georgepadmoreinstitute.org/	The Institute is an archive, educational research and information centre housing materials and documents relating mainly to black communities of Caribbean, African and Asian descent in post-war Britain and continental Europe.
Runnymede Trust, Beyond Banglatown https://beyondbanglatown.org.uk/teaching-resources/ https://www.runnymedetrust.org/blog/beyond-banglatown-the-rich-history-of-brick-lanes-curry-restaurants	Runnymede Trust project on Banglatown and the rich history of Brick Lane's curry restaurants. Next to the teaching resources tab is a useful list of further resources to explore.

5. Resources

The Africa Centre https://www.africacentre.org.uk/	Supporting African enterprise, culture and education in the UK since 1964.
BBC, Playing the Race Card (1999)	BBC2 documentary series (episodes can be found on YouTube).
Two Billion Miles http://twobillionmiles.com/	Interactive story of the journey of migrants applying for asylum since 2015 with news footage.

Museums

Resource	Details
Migration Museum https://www.migrationmuseum.org/ Plus resource bank: https://www.migrationmuseum.org/resource-bank/?mc_cid=f3361a5a90&mc_eid=7c2d9ec16a	The Migration Museum is shining a light on the many ways that the movement of people to and from Britain across the ages has shaped who we are – as individuals, as communities, and as a nation. They are working towards a permanent London home but are currently based in the heart Lewisham Shopping Centre with exhibitions, events and a far-reaching education programme including workshops specifically for those studying the migration units at GCSE.
Migration Museum, Heart of the Nation online exhibition https://heartofthenation.migrationmuseum.org/	This is a digital exhibition from the Migration Museum that puts the story of how the NHS has been shaped by migration at centre stage. Through oral histories and archival materials, as well as art, animations and data visualisations you can explore this vital story with your students.
The Migration Museum Departures podcast episode 5 https://www.migrationmuseum.org/departurespodcast/	The Migration Museum have a podcast to accompany their emigration exhibition Departures, and episode 5 looks at the development of Liverpool and its port.
National Trust, Colonial Countryside Project https://www.nationaltrust.org.uk/features/colonial-countryside-project	Colonial Countryside is a child-led writing and history project exploring the African, Caribbean and Indian connections at 11 National Trust properties. The project is led by Dr Corinne Fowler, who has written *Green Unpleasant Land: Creative Responses to Rural England's Colonial Connections* (Peepal Tree Press, 2020).
Museum of London Docklands https://www.museumoflondon.org.uk/museum-london-docklands https://www.museumoflondon.org.uk/museum-london-docklands/windrush-stories	Permanent galleries on the history of the port of London, revealed through stories of trade, migration and commerce. The Museum of London also offers an online interactive session, Generation Windrush.

5. Resources

Jewish Museum, Jews, Money, Myth exhibition https://jewishmuseum.org.uk/exhibitions/jews-money-myth/	A 2019 exhibition on the role of money in Jewish life, using art, film, literature and cultural ephemera to follow the real and imagined stories of Jews up to the present day.
Jorvik Viking Centre, York https://www.jorvikvikingcentre.co.uk/	The famous Jorvik Viking Centre, built where excavations revealed the houses, workshops and backyards of the tenth-century city of Jorvik. A companion guide to the centre is available.
Huguenots of Spitalfields http://www.huguenotsofspitalfields.org/	A registered charity promoting public understanding of the Huguenot heritage and culture in Spitalfields, the City of London and beyond.
Huguenot Museum, Rochester, Kent https://huguenotmuseum.org/	The first and only museum of Huguenot history in Britain.
Strangers' Hall, Norwich https://www.museums.norfolk.gov.uk/strangers-hall	A museum on domestic life, the hall so named following the large influx of Huguenots to Norwich in the sixteenth century.
National Museums Liverpool https://www.liverpoolmuseums.org.uk/	For the nineteenth-century Liverpool case study.
Royal Museums Greenwich, The story of the Windrush https://www.rmg.co.uk/stories/topics/history-empire-windrush	A brief history of the *Empire Windrush*, including a link to the Pathe news footage of the landing on 22 June 1948.
Bristol museums https://www.bristolmuseums.org.uk/	For the twentieth-century Bristol case study.
Leicester museums https://www.leicestermuseums.org/	For the twentieth-century Leicester case study.
Manchester Jewish Museum https://www.manchesterjewishmuseum.com/	Documenting the journeys, communities and identities of Jewish people in Manchester. Housed in a Grade II listed former synagogue in Cheetham Hill.
Cardiff Story Museum https://cardiffmuseum.com/whatson/the-1919-riots-one-hundred-years-on/	The Cardiff Story Museum ran a project on the centenary of the 1919 'race riots' in Cardiff.
Museumand, the National Caribbean Heritage Museum https://www.museumand.org/	A creative organisation dedicated to commemorating and celebrating the Caribbean contribution to life in Nottingham and the UK.

5.5 Resources for the historic environment
(see section above as well)

Resource	Details
Edexcel GCSE History (9–1) Migrants in Britain, c800-present (Pearson, 2021)	Student book written for this option in the new GCSE specification.
Hodder GCSE History for Edexcel: Migrants in Britain, c800–present and Notting Hill, c1948–c1970 (Hodder, 2021)	Student book written for this option in the new GCSE specification.
Robin Bunce and Paul Field, *Darcus Howe: A Political Biography* (Bloomsbury 2020)	Examining the struggle for racial justice in Britain, through the lens of one of Britain's most prominent and controversial black journalists and campaigners.
Steve McQueen, *Small Axe* https://www.bbc.co.uk/programmes/p08vxt33	First episode of series, 'Mangrove'.
Black Power, Rogan Productions, BBC2 March 2021 https://www.bbc.co.uk/programmes/m000tj50	This 90-minute documentary covers the rise, campaigns and legacy of the Black Power Movement in Britain. It contains interviews with black activists who were active in Notting Hill in the 1960s and 1970s, and archival footage of figures such as Olive Morris, Altheia Jones-LeCointe, and Darcus Howe.
Andrew Marr, *New Elizabethans* https://www.bbc.co.uk/programmes/p07xsjrz	Episode 1 includes section on the Mangrove restaurant, Darcus Howe and Frank Crichlow.
New Beacon Books and the George Padmore Institute, *Mangrove Nine* DVD	Documentary on the Mangrove affair.
The National Archives, Rights, Resistance and racism: The story of the Mangrove Nine https://blog.nationalarchives.gov.uk/rights-resistance-racism-story-mangrove-nine/	The story of the Mangrove Nine, with documents and photographs from The National Archives.
'The politics of partying', *The Guardian*, 17 August 2002 https://www.theguardian.com/culture/2002/aug/17/nottinghillcarnival2002.nottinghillcarnival	Article by journalist Gary Younge on the history of the Notting Hill carnival.
Notting Hill: The Culture of Carnival https://artsandculture.google.com/project/notting-hill-carnival	Stories and images from the Notting Hill Carnival.

5.6 Walking tours

Resource	Details
Anglia Tours	Anglia Tours will be offering a bespoke fully-guided walking tour of London's East End designed to support this option from September 2021. The tour will look in detail at the various factors which encouraged, enabled, necessitated or forced migration into the area and how East London has been shaped and changed by its migrant communities over a long period of time.
WST Travel	WST Travel offers a tour which focuses on migration and Bristol from the eleventh century to the present day. The tour includes a fully-guided walking tour of the city covering a range of key themes including; the impact of the Industrial Revolution on Bristol; the Trans-Atlantic Slave Trade; the experiences and impact that migrant groups had on Bristol in the mid-twentieth century.
Black History Walks https://blackhistorywalks.co.uk/	Offering walking tours, educational talks and films in London.