

# Arrivals Project

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For further information see:  
<http://www.decsy.org.uk>  
OR  
<http://www.jeremyabrahams.co.uk/arrivals>

## ‘How does this all fit together?’

**Age group:** KS2

**Main curriculum / subject area:** History

**21st Century Skills:**

Collaboration and critical thinking skills to unpick past events and identify patterns.

**Cross Curricular links:**

Literacy:

Students will express themselves in different ways and present their ideas using a variety of methods. They will use questions to speculate and form opinions as well as reading material to find evidence to support their thoughts.

**Students will:**

Become more aware of events that took place around the world at different times  
Begin to see how some events that happen overseas have a direct and indirect impact on our own communities  
Learn about specific events that took place which caused the movement of certain people in the local area

### Session Outline

**Step 1:** Review and recap what the students can remember from looking at the exhibition.

Can they tell you the names of anyone that has ‘arrived’ to Sheffield? The places they came from or why they left their home country?

Record their answers on the board and check them.

**Step 2:** Ask the class to tell you what history means – use ‘Think, Pair, Share’ or equivalent – elicit the ‘study of past events’ and that it refers to the world – we often focus on local or national events but there are events happening all over the world at all times.

Explain that they are going to be researchers and find out about some of the different events that took place in different countries in the past.

**Step 3:** Using the carousel method, set up several different activities that students can move between either during this session or throughout several sessions.

**Activity 1:** Students choose a member of the exhibition and research what was happening in their country at the time and why that might have caused them to leave.

\* This can then form a presentation in class or be part of a visual display.

**Activity 2:** Webquest - using the internet and biographies, find the answers to the questions (see Resources).

**Activity 3:** Make a timeline to show the key events that were happening when people from the exhibition arrived in Sheffield. This can either be done on paper or string could be strung across the classroom with events pegged on.

## Resources

### Webquest

Answer these questions.

1. Why did Dipti Aistrop and Aroose Uppal leave their home country?
2. Which country did they leave?
3. Where is Pedro Fuentes from? Why did he leave?
4. Abdi-Azziz is from Somalia but left because of the Civil War. How long did the war last for and who was it between?
5. Which conflicts had Marina Lewycka's mother lived through before they came to the UK?
6. What are three other reasons why people left their homes to move to Sheffield?
7. Why did people from the West Indies come to the UK in general? What about our combined history made this most likely?
8. What was happening around the world the year you were born? Choose one or two countries and try to find out. Focus on politics, people, science.....

## Answers

1. Because Idi Amin came to power and gave Ugandans of Asian backgrounds three months to leave the country.
2. Uganda.
3. Chile. The leader of the country, Pinochet (came to power through a coup – 1973-1990), murdered and tortured many people. Fuentes was imprisoned for his political beliefs and left to save his life.
4. Somalia has been beset by civil war for many years. The war started in 1991 and finished in 2008 although there are still many problems and the country remains unstable.
5. World War 1, the Russian Revolution, the Civil War, two famines, her father being killed, World War 2 and deportation to a labour camp.
6. To study, to join family, to get a job, to have a better life.
7. West Indians came to Britain for many different reasons. As Commonwealth Countries they had the right to live and work in the UK and the British Government actively encouraged migration to fill the gaps in the labour market after the war.