

Arrivals Project

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<http://www.decsy.org.uk>

OR

<http://www.jeremyabrahams.co.uk/arrivals>

Why is British society so diverse?

Age group: KS3-4 (Yr 9-10)

Main curriculum / subject area: History

Other curriculum links: Geography, Citizenship, Religious Education, PSHE

Link to Fundamental British Values: Mutual respect and tolerance of others

Objectives:

To explore the post-war history of migration to the UK using the case study of Sheffield
To consider the contribution these migrants have made to British society

Starter:

Show the world map on the slide, with the Commonwealth countries highlighted and ask 'What unites all these countries?' Take answers from the class after either individual thinking time or time in pairs or groups.

Answer: they were all part of the British Empire and now form the Commonwealth.

Animate the circle around India, Pakistan and Bangladesh. Ask what countries these are and what students know about their history with Britain.

Animate the circle around the Caribbean. Ask students to identify Jamaica. Explain that these countries were part of a group called the West Indies when they were a part of Britain's empire. You could explore why they were called the West Indies (explorers originally thought they had reached all the way around the world to the Western side of India).

Activity one:

Use the slide to introduce the Arrivals exhibition and explain what the focus of the lesson will be. explain that the story of sheffield was simliar to that of many British citiies. For the first activity you will need to print and cut out at least two sets of the Arrivals stories post-WWII. The activity can be done as individuals, pairs or groups. The students need to use the information on the profiles to complete the worksheet, adding more detail as they see more profiles.

When some finish, 'Consider how you think migration has changed between 1972 and

today?' can be used as an extension task. Generally speaking it has become harder for people to migrate from the Commonwealth, more migration has come from within the EU. People who do come from the rest of world come as asylum seekers, highly skilled migrants or to join a partner who already lives here (see the 'Migrants, refugees and asylum seekers' lesson for more information on this). Net immigration rates have also increased and are currently higher than they were at this time with a lot of migration from the EU.

You may wish to show your class some of the photos

<http://www.jeremyabrahams.co.uk/arrivals>

Activity one feedback:

Take task feedback by going through the questions. Ideas for suitable answers are in the notes on the slides. There is also a slide on the Indian contribution to the allied forces in WWII which can be added to.

'The problems that arose' slide allows students briefly to reflect on migration from the Commonwealth and how the problems which developed relate to events happening today. Then the class can also consider the benefits that the migrants have brought to this country.

Activity two:

Students could work in pairs or larger groups for this activity. A role-play setting should allow a neutral ground for this discussion, however this task may well need to be modified in different settings. They should use at least four of the prompts on the slides or their own ideas to develop a dialogue between someone who is opposed to migration and someone challenging their view based on what they have learnt.

Plenary/Activity two feedback: The students can perform their role-plays to the class.

Resources:

- The PowerPoint presentation 'Why is Sheffield such a diverse city?'
- The post-war arrivals profiles
- The 'Who was migrating to Sheffield from 1955 to 1970?' worksheet

Learning Outcomes:

- The students will be able to explain why British cities have large populations of people of Pakistani and Caribbean descent
- The students will be able to discuss the benefit these migrants have brought to the UK

Assessment:

Assess the learning through the two feedback opportunities and the completed work in books.

Post-war Arrivals Profiles

1955: Thomas Hezekiah Goode

I was born in the village of St. Catherine's in Jamaica in 1932. I was one of the early wave of West Indian immigrants chasing the dream of a better life. In the former colonies the British government were advertising heavily to attract migrants to work in the nationalised industries. I worked in the steel industry for many years. We were made welcome by some people but life could be difficult in those early years. There was plenty of work but quality accommodation was difficult to find. There were still signs in the windows of rented properties reading 'No dogs, Irish or Niggers'. British women who fell for our exotic charms faced as much prejudice as we did. My wife was spat on in the street for her acquaintance with me.

Over the years as populations have integrated life has become easier. My child has gone from being described as a mongrel to being just one in a rapidly expanding group of coffee coloured people with interesting hair.

1955: Jean Bentley

I was born in Jamaica in the parish of St Mary, the sixth of eleven children. Dad had a smallholding that produced all the fruits and foods grown on the island, plus animals. I went to school until the age of 17, to O level grade.

I came to England in January 1955 to my aunt in Keighley. I applied to the local hospital and was accepted for nurse training in the February. I completed SRN in three years and did Midwifery Parts 1&2. I returned to work at the hospital in Keighley and stayed for eight years, after which I left to train as a health visitor. I met and married a Yorkshire man in 1970 and we had a son in 1973. We came to Sheffield in 1976 and my husband worked at the Polytechnic.

1956: Josylin Allen

I arrived in Sheffield in September 1956 and was directed to Fitzalan Square. A gentleman asked my friend and I if we were looking for work and sent us on a tramcar to Brightside where we were asked to start working that same day. We explained that we wanted to work but had no accommodation in Sheffield; he told us there were few places to find lodgings. We tried Page Hall and Burngreave to no avail and were about to return to Birmingham when we finally found lodgings in Crookesmoor. I then secured employment with the Transport Department as a conductor. At first I knew no-one but I settled in Sheffield and became the co-founder of the West Indian Association. This was the start of what has now become SADACCA, the Sheffield and District Afro-Caribbean Association.

1958: Mohammed Younis

My grandfather came before World War Two, my father came in 1952 and I arrived from Pakistan as an 11 year old in 1958. I only attended Owler Lane Secondary school (now Fir Vale) for three and a half years, then trained as a skilled machinist in the engineering industry. In 1967 I joined the council's Youth Service and in time completed my education, attending the Universities of Durham, Manchester and Bradford, achieving an MA in International Politics and Security Studies at the latter.

In the late 1980s I took a large group of people from the Pakistani Community to Unstone Grange residential centre to spend the weekend discussing the development of a community centre, which in due course became the Pakistan Muslim Centre.

1961: Ghulam Nabi

In the years following the partition of Pakistan from India there was little industry and employment in Azad Kashmir. At that time the UK needed labour from Commonwealth countries so I came to Sheffield to find work and a better life. Many people, like myself, came from Azad Kashmir, which is still disputed by Pakistan and India. Kashmir is 90% Muslim and so as families arrived a thriving Kashmiri Muslim community was established in Sheffield.

Many people lived in poor quality housing in Darnall and so in 1986 I was involved in starting Darnall Housing Co-operative. We eventually received a grant from the then Housing Corporation of £2.2 million and with the support of Sheffield City Council and South Yorkshire Housing Association forty families were able to move into high quality housing in Kashmir Gardens in 1990. At first the majority were from Azad Kashmir, but now it is a mixed community of families of Kashmiri, English, Bengali and Somali origin, all living together in a safe and peaceful environment.

1962: Clinton McKoy

I came to Sheffield in 1962 to join my father who lived on Chesterfield Road. I went to Meersbrook Bank Primary School and then on to Newfield Secondary School for boys. I attended church and joined the Boy Scouts. Maybe due to my size I was bullied and faced racism. I did not recognise it as racism at the time; I just knew that I felt uncomfortable in the environment.

The first youth club for Caribbean young people was set up near Oxford Street in Crookesmoor. Faced with racism and a culture that did not understand me, Crookesmoor was a place of comfort and safety, where I could meet friends, socialise and be myself. The youth club provided me with a range of experiences; visits to other cities to help with school work and sporting activities where I could have fun. The youth club co-existed with the West Indian Association that occupied the hut next door.

1963: Naveed Khan

Before the partition of India and Pakistan my father served as a driving instructor in the British Army, a career which ended when a learner driver caused an accident in which his leg was crushed. He then set up a business selling animal feed to farmers but decided to take up his right of residency in the UK and came to Sheffield in 1959, first working in the Edgar Allen steel foundry. In 1963 he decided to bring his family to England. Well, most of it. At the age of 13 I was sent to a boarding school for army officers' sons but I ran away to join my mother and two brothers in Rawalpindi, enabling us all to come to Sheffield together! At the age of 15 I proudly took up my first job in the UK making bricks at Allen St Brickyard for the grand sum of £12 per week!

1964: Haji Nazir

I was born in 1931 into a middle class military family in what was to become Pakistan. My father was a British Indian officer who fought for Britain in both world wars.

I trained as a teacher and was a Deputy Head until I migrated to the UK. As part of the first influx to Sheffield from Pakistan, I was one of the few who spoke Punjabi, Urdu and English, so whilst working for Sheffield Transport Department I spent many hours voluntarily interpreting at schools, hospitals and other agencies to enable people to play a full part in British society. This led on to a lifetime of service to the community as an advice worker, a Sheffield City Councillor and a member of many forums such as Sheffield Campaign Against Racism.

1966: Lynn Bent

I came to England in 1966 at the age of 15 years from Jamaica, with my mother, brother and sister to join my father who had been living in Sheffield since 1962. A week after arriving in Sheffield I started my first job with a cutlery firm and worked with them for three years whilst studying English and Maths at evening classes. I then started working as an Auxiliary Nurse at Nether Edge Hospital, moving to Weston Park Hospital and apart from taking a five year break to have my children I remained there until I retired.

I became involved in the West Indian Association on Oxford Street and later on West Don Street, after joining the youth club at age 17. I became a councillor on the committee, helping to organise the running of the Association and an active member of the women's group.

1967: Claudette McKoy

I arrived in Sheffield in 1967 on a misty, grey, damp September day. It was a very scary time for me leaving the only family I had ever known to join parents I had no memory of and siblings I had never met. My father had left me at two years old to find employment in the UK and at three years of age my mother left me with my grandmother to join my father.

Nether Edge holds special memories for me. It was the first area I lived in Sheffield and where I spent my early years. Coming from bright sunny Jamaica I thought Sheffield was ugly but I have learnt to appreciate its beauty since then.

1969: Mohammed Nasir Ahmed

My father fought for the British Army in the First World War, when he was injured and treated in London, and in Italy and Burma during the Second World War. He came to England by invitation in the early 1960s and I joined him later with my mother, brother and sister. When we landed at Heathrow the fog, snow and extreme cold were beyond my experience.

I started school but I couldn't speak any English. My dad was friendly with the local priest and I used to visit his house where his wife would teach me English. Later I went to King Ecgbert school and encountered mixed classes - another shock for me! I was good at many sports and represented Sheffield in cross-country. I left school with Allah's blessings with 12 'O' levels and progressed to University College London to become a telecoms engineer. Employed by BT, my life had come full circle as I worked in Sheffield, Saudi Arabia and Pakistan. Now I am retired and voluntarily help out at my local mosque.

1970: Rukhsar Khan

When I was seven we came to England from a small village in Pakistan to join my father who was working in Sheffield's steel works.

Firth Hall holds a special significance as a reference point in my life. As a teenager studying for my A-Levels, I attended a conference there chaired by the then very left wing David Blunkett. One of the topics of discussion was "Under the new Electoral Boundary changes, would a Labour Government ever come to power again". I remember standing up and asserting that "unless the Labour Party were to adjust their policies towards the centre right they would be unelectable". Of course, I was vindicated subsequently when Tony Blair did exactly that and the Labour Party was re-elected again for the first time in 1997.

I subsequently went on to read Law at the London School of Economics, and I have spent a lifetime of travelling, learning, questioning and challenging the status quo through my chosen path of being my own man.

Who was migrating to Sheffield from 1955 to 1970?

Which two parts of the world did many of the migrants come from?

Many migrants came from P_____ in Asia. Others came from J_____ and other islands in the C_____.

Why did these people come to Sheffield?

What difficulties did they face?

What positive things do they talk about?