

**PARTITION** I came from a family of immigrants. I was born in a country that was once a colony. I have a unique perspective on the world. I am proud of my heritage and the resilience of my people. I have learned to embrace my roots and the challenges of a new life. I am grateful for the opportunities I have been given and the support of my community. I will continue to strive for excellence and make a positive impact on the world.

**ARRIVALS** I arrived in a new country with nothing but hope and determination. I faced many hardships and setbacks, but I never gave up. I worked hard and learned the language and customs of my new home. I found a sense of belonging and a new family. I am proud of the progress I have made and the life I have built. I will continue to work hard and make a positive impact on the world.

**DEPARTURES** I left my home and family behind, knowing that I would never see them again. I was scared and lonely, but I knew that I had to do this for a better future. I faced many challenges and setbacks, but I never gave up. I worked hard and learned the language and customs of my new home. I found a sense of belonging and a new family. I am proud of the progress I have made and the life I have built. I will continue to work hard and make a positive impact on the world.

**UNSETTLING** I have lived in many different countries and cultures. I have learned to embrace my roots and the challenges of a new life. I am grateful for the opportunities I have been given and the support of my community. I will continue to strive for excellence and make a positive impact on the world.

**WHO DO WE THINK WE ARE?** I am a person of many cultures and backgrounds. I am proud of my heritage and the resilience of my people. I have learned to embrace my roots and the challenges of a new life. I am grateful for the opportunities I have been given and the support of my community. I will continue to strive for excellence and make a positive impact on the world.

**WHERE WILL WE GO?** I have traveled to many different countries and cultures. I have learned to embrace my roots and the challenges of a new life. I am grateful for the opportunities I have been given and the support of my community. I will continue to strive for excellence and make a positive impact on the world.

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**REBUILD HOME** I have lived in many different countries and cultures. I have learned to embrace my roots and the challenges of a new life. I am grateful for the opportunities I have been given and the support of my community. I will continue to strive for excellence and make a positive impact on the world.

**SETTLING** I have lived in many different countries and cultures. I have learned to embrace my roots and the challenges of a new life. I am grateful for the opportunities I have been given and the support of my community. I will continue to strive for excellence and make a positive impact on the world.

**WHY ARE WE HERE?** I am a person of many cultures and backgrounds. I am proud of my heritage and the resilience of my people. I have learned to embrace my roots and the challenges of a new life. I am grateful for the opportunities I have been given and the support of my community. I will continue to strive for excellence and make a positive impact on the world.

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**NEW LIFE** I have lived in many different countries and cultures. I have learned to embrace my roots and the challenges of a new life. I am grateful for the opportunities I have been given and the support of my community. I will continue to strive for excellence and make a positive impact on the world.

# MIGRATION AND THE MAKING OF BRITAIN

## Primary School Guide

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# Introduction

All Our Stories: Migration And the Making of Britain explores the reasons why people migrate, experiences of arriving and settling and questions of identity and belonging.

The exhibition moves through the themed areas of: 'Why are we here?', 'Departures/Arrivals', 'Settling', 'Unsettling', 'Who do we think we are?', and 'Where will we go?'

This guide has been designed by our Learning Team to help your school explore this exhibition. This guide includes activities to do in the galleries and explainers to provide extra context for some of the more challenging topics you might come across.

Classes should be broken into small groups with an adult and each group should start at a different activity. All activities are designed to be done as a group and to promote discussion; adults are expected to lead these activities. We recommend spending about 10 minutes on each activity.

If you have any questions, please ask a member of our learning team or front of house staff.



# 'Why are we here?' activity

## 100 Images of Migration

To start this activity find the framed photographs near the colourful disc wall

These photographs are part of an exhibition we had called *100 images of migration*, where the public submitted their photos of migration to and from the UK.



### Activity

Can you find a picture of:

*A wedding*

*A family*

*People leaving the UK*

*A different country*

*A long time ago*

*Refugees*

Group discussion:

1. What do these photographs tell us about migration?
2. If you wanted to photograph something that represents migration, what would you choose?

# 'Why are we here?' activity

Sharing our stories of migration

To start this activity find the colourful wall of discs



## Activity

1. Get each student to find a story disc that gives a reason why someone migrated to the UK.
2. Read out these story discs to each other - how many reasons did you come up with?



# 'Departures / Arrivals' activity

## Refugees

To start this activity find the refugee tent

*Please note some children may find the stories in this section upsetting. Please feel free to miss this activity if needed.*



## Activity

1. Ask your group if they know the definition of a refugee and of an asylum seeker

**Refugee:** Refugees are people who have fled their countries to escape conflict, violence, or persecution and have sought safety in another country.

**Asylum Seeker:** Asylum seekers are people who have fled their countries to escape conflict, violence, or persecution, but have not yet been legally recognized as a refugee.

2. Everyone look inside the tent. What can you see in there?
3. What reasons might you have for leaving your home and coming to a refugee camp?
4. What feelings might you have if you had to stay in a refugee camp?

# 'Departures / Arrivals' activity

## Keepsakes

To start this activity find the suitcases on the floor

This activity explores what objects are important to us when we migrate.



## Activity

1. Sit on the floor and get each student to pick out an object and answer the question on it.

Group discussion questions:

- What would you miss most about home if you moved?
  - What makes you think of home?
2. Find the glass case with objects in it - **be careful not to lean on this case**. These are all objects people have chosen to take with them when they have migrated, so are very special to the people who own them. Look at the objects inside the glass case and watch the videos of their owners talking about them.



# 'Settling' activity

## Food & migration

To start this activity find the kitchen



### Activity

This **immersive** kitchen shows how food and migration are connected. Many of the foods we love to eat have been brought to this country by migration, and sharing food can be a powerful way of bringing people together and sharing different cultures.

In the kitchen we recommend exploring the different sections of the kitchen in smaller groups and then coming back together for the discussion questions:

1. Sit at the kitchen table and watch the animations
2. Discover the stories behind ingredients on the shelves
3. Find the stories behind everyday cooking objects on the wall

Group discussion questions:

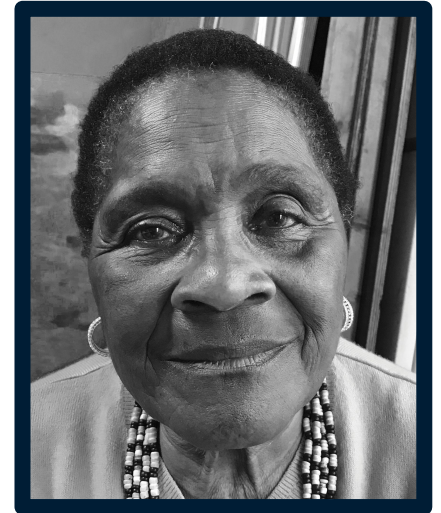
- Were there any objects you haven't seen before? What was their story?
- If you were to migrate what food would you miss the most?
- What English foods do you think would be hardest to eat for someone new here? Why?

# 'Who do we think we are?' activity

## The Windrush Generation

To start this activity find these portraits in the long corridor behind the kitchen

These portraits are of three people from the Windrush Generation.



### Activity

Discussion questions:

1. Who are the Windrush Generation?
2. Why were these people photographed?
3. Can you think of a group of people who migrated before the Windrush Generation?
4. Turn around and go to the screen with the world map on it. The photographs you looked at showed three people who were born in Jamaica and Trinidad. Many of the Windrush Generation travelled from countries near these to work in the NHS. Find Jamaica and Trinidad on the map and see how many people moved from these countries to work in the NHS (the figures are from 2020).

*Teacher prompt: The Windrush Generation refers to people who moved from Commonwealth countries (mostly from the Caribbean) to the UK between 1948-1973.*

# Explainer: Chart of Shame

*This explainer is for the big newspaper wall near the refugee tent*

The creator of this piece, Liz Gerard, is a journalist who had a long career working for newspapers. She started collecting images of front pages in 2012, looking at the common themes and language used by different papers. Liz noticed that immigration was commonly reported on.

The *Chart of Shame* is a bar chart made from newspaper front pages that mention immigration in their headline. 2016 saw a huge increase in the number of headlines talking about immigration, especially in the lead up to the EU Referendum (23rd June), as concern around immigration was one of the main reasons people voted to leave the EU.

Newspapers and the media have the power to influence how we think about different topics. Newspaper headlines in particular are made to grab your attention, but may not always tell the full story.

## **Activity**

1. Are the newspapers talking about immigration positively or negatively?
2. Do you think seeing lots of positive or negatively headlines about a topic would change what you think about that topic?

## **Definition**

Immigration: When a person moves into a new country to live

# Explainer: Windrush Scandal

*This explainer relates to the 'Unsettling' section of the exhibition. There you will find a textile piece called 'The Disowned Briton' about the Windrush Scandal written by Rachelle Romeo.*

The Windrush Generation describes people who moved from **Commonwealth** countries, including many from the Caribbean, to the UK, between 1948 and 1973. They are called the Windrush Generation because of the arrival of HMT Windrush in 1948. People who made this journey arrived in Britain as **citizens** because they were from Commonwealth nations. This meant they were free to live and work in the UK and given the same legal rights as British-born people. Windrush Generation migrants chose to move to the UK for a variety of reasons and went on to make a significant impact on their new home nation.

In 2018, it was uncovered that the Windrush Generation were having their rights taken away and some were faced with **deportation**. This was carried out by the Home Office as part of the government's immigration policies, which were designed to create a hostile environment in Britain. Despite the fact that people from the Windrush Generation had their rights to live as British citizens confirmed again in 1971, under the Hostile Environment Policy they were required to give documents relating to their arrival in the UK. The government had also destroyed many of these documents meaning it was impossible for some of the Windrush Generation to provide the evidence they needed.

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# Explainer: Windrush Scandal

Although investigations found that the deportations and removals of rights had been done wrongly, most of those affected have not received financial support and the policies creating a hostile environment are still in place.

## Definitions:

**Citizen** - a citizen is someone who is given permanent rights by a government of the country. These rights could include education, the ability to own property, healthcare and social security.

**Commonwealth** - the Commonwealth is a collection of nations which used to make up the British Empire.

**Deportation** - deportation is when a government removes a resident of their country and sends them either to a country they have previously lived in or to a different host country

# Explainer: Humanae

*This is the big wall of portraits of different people in the 'Who do we think are we?' section*

Humanae is an ongoing project by artist Angélica Dass documenting every human skin tone through portrait photographs, so far she has taken almost 4000 photos!

The background of each person's portrait is coloured with the exact colour tone of their nose. This is matched with a specific colour called a pantone colour, which you see listed below their portrait.

The project illustrates that skin colour and race are far more complex than the labels and categories that we are so often forced to fit ourselves into. This piece invites us to reflect on and rethink our identities and what we have in common.

Discussion questions:

- Can you find two people with the same Pantone colour? Would you describe them in the same way?
- Do you think skin colour can tell us anything about who someone is?
- We often use the colours 'red', 'yellow', 'white' and 'black' to describe skin colours, but these aren't the actual colour of people's skin. How would you describe the unique colour of your skin?

Scan the QR code to listen to the Humanae Ted Talk or visit [www.angelicadass.com](http://www.angelicadass.com) to learn more about Humanae

