



# Migration: Journeys through Black British History

by Millie Mensah

## KS2 Lesson Activities Guide

These activities are designed for 9–11-year-olds but can easily be adapted for 7–9-year-olds.

These lesson activities can be used as part of History, English and PSHE lessons.

Use alongside *The Black Curriculum: Migration Vocabulary Resources* which you can find in the download section of the DK Learning site.

### Overview

This book focuses on the various routes in which Black people have taken to make their way to the UK; the book explores their experience in Britain by highlighting multiple time periods and examining significant events and characters. These include the trans-Atlantic slave trade, the Ipswich man and many more. See the table below for the areas of the National Curriculum covered by using the book and the lesson activities in this guide.

#### National Curriculum areas

##### History

- Explore similarity, difference, and significance.
- Know and understand significant aspects of history from the wider world.

##### English objectives

- Participate in discussions, presentations, performances, role play/improvisations and debates.
- Retrieve and record information, make inferences and summarise key events.

##### Relationships Education (PSHE)

Pupils should know:

- the importance of respecting others, even when they are very different from them (e.g. physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- and understand what it means to challenge stereotypes.

## Key vocabulary

Teachers can address these words as they read the book and many of these words are within the glossary or *The Black Curriculum: Migration Vocabulary Resources* which you can find in the download section of the DK Learning site:

*indigenous, migration, isotope analysis, race*

## Lesson Activities

Book page	Activities
<b>Front cover</b>	<p>Tell pupils that you are going to be exploring Black British History, with a focus on migration. Before reading the book, ask the pupils if they have heard of the term migration and what it means (<b>Answer:</b> <i>the movement of people from one area to another</i>). Read the blurb at the back of the book and discuss what the pupils think the book is going to be about. Ask: <i>Have you read a book like this before? What was it about?</i></p> <p>If appropriate, ask the class if any of their relatives migrated from one country to another (or from one area of the country to another). Give your own example, if possible, to make the class feel comfortable (e.g. my mother migrated to the UK from Ireland in the 1960s).</p>
<b>Pages 14–19</b>	<p>If you have studied Roman Britain in class before, you may wish to elicit from the class what they remember about their studies, eg. key people and places.</p> <p>Explain to the class that they are going to be looking for primary evidence that Africans were around during Roman times.</p> <p>Read <b>pages 14–19</b> to the pupils and/or call on students to read sections aloud. Pupils would benefit from the adult modelling some fluency strategies, such as <a href="#">echo reading</a> for some parts of the book. Children echo back the section read by the adult, emulating their intonation, tone, speed, volume, expression, movement, use of punctuation.</p> <p>To make sure pupils understood what they heard/read you may wish to ask some concept checking questions, such as <i>Did the text say some people made the journey to Roman Britain from South Africa?</i> (No, North Africa); <i>Does Isotope analysis help scientists identify what type of clothes people wore?</i> (No, the type of food and drink they consumed); <i>What are two pieces of evidence that tell us Africans lived in Roman Britain?</i> (An inscribed altar stone and a document with details of Roman military and civilians.)</p>
<b>Pages 20–21</b>	<p>Tell the class that today they are going to be historians gathering evidence. Read <b>pages 20–21</b> as a class. Ask: <i>How do we know the Ivory Bangle Woman was rich? Give two pieces of evidence that suggest this.</i> Allow pupils to work in pairs for a couple of minutes to note any primary sources (evidence from the actual time) mentioned in the text (<b>Answers:</b> <i>She was buried with luxury goods (bangles etc), which suggests that she had money. You would not have luxury goods if you were poor. The two bangles also suggest she is from a high status.</i>)</p>

Cont. overleaf

## Pages 20–25

These activities practise **skimming** (reading a text quickly to get the general idea) and **scanning** (reading a text quickly in order to find specific information).

Project or print out **Worksheet: Looking for evidence** on the next page of this guide. Ask pupils to scan **pages 20–25** to find and write down the answers. Set a time limit of at least 15 minutes and allow pupils to check their answers together. You may wish to go through the following tips for scanning before your pupils attempt the task:

- ✓ Read the question.
- ✓ Scan the page from left to right.
- ✓ Have an idea of what you are looking for, e.g. objects and artefacts, numbers, dates and adjectives, etc.
- ✓ Read the sentences before and after.
- ✓ Check that answers make sense.

**(Worksheet Answers: 1. 1901; 2. damaged bangle, blue glass beaded bangle, black jetstone bangle; 3. sub-Saharan Africa; 4. Isotope investigations indicate that she wouldn't have been from a low social position due to her rich diet and she had lived a similar life to the Ivory Bangle Lady, and she was rich; 5. It's interesting because the Roman Empire didn't extend to the sub-Saharan region of Africa, so we don't know why they made Britain their home; 6. Scientists say that The Ipswich Man was buried between 1258 and 1300; 7. He was brought back from the Crusades by Robert Tiptoft and Richard De Clare).**

**For stronger classes or fast finishers use the following stretch and challenge ideas:**

- Create two of your own questions for someone else in the class to answer.
- Create a fact file with information about either the Ivory Bangle lady, the Beachy Head lady or the Ipswich man. Remember to include all the key dates and sources of evidence. Remember to include all the key dates and sources of evidence.

All of these lesson activity ideas and tips can be adapted for other chapters of the book.

## Further reading

### More information on reading fluency:

[EEF blog: Shining a spotlight on reading fluency.](#)

[EEF Reading fluency in practice.](#)

### More information on the topics:

[Further information and biography of James Samuel Risien Russell](#)

**Lesson activities guide by** Shareen Wilkinson. Shareen is an education adviser and a primary director for a multi-academy trust.

**Other books in the series:** *The Black Curriculum Legacies: Black British Pioneers* and *The Black Curriculum Migration: Journeys through Black British History*.

**Website:** <https://learning.dk.com/uk>



# Worksheet: Looking for evidence

Look at pages 20–21

1. When was the Ivory Bangle Lady discovered?

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2. Name three more types of bangles mentioned in the text. One has been done for you.

White ivory bangle

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Look at pages 22–23

3. Where in Africa was the Beachy Head Lady From?

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4. How do we know that the Beachy Head Lady was rich? Give two pieces of evidence from the text that suggest this.

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5. Why is it interesting that the Beachy Head Lady and her family ended up in Britain?

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Look at pages 24–25

6. When did scientists say that the Ipswich man was buried?

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7. How did the Ipswich man arrive in Britain?

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