

Objectives

LO 1 To find out about how the UK is changing in terms of ethnicity.

LO 2 To find out about sources of immigration since 1945.

Class:	Date:	Last lesson:	
G & T pupils:	SEN pupils:	M:	F:

Connect

Students discuss the following questions:

- *What made you see things differently in the lesson about the community? What about another student?*
- *Do some UK citizens expect the right to live abroad without wanting foreign citizens to have the right to live here?*

Activate

Worksheet 1.2a: Ethnic groups

Students look at the table on page 11 of the textbook and the paragraphs below it. They then answer questions from Worksheet 1.2a: Ethnic groups, in small groups or from the board.

Demonstrate

Worksheet 1.2b: Immigration facts

- Using general knowledge and educated guesses, students put the ten immigration facts in the right order, using the table. After giving students answers, ask them to reflect on whether immigration to the UK is a new phenomenon. (Answer: F, J, A, G, H, C, E, B, D, I)
- **Extra support:** certain students only put four immigration facts into the right order.
- Ask students to underline any countries mentioned in the events whose settlers they have met in this country.

Consolidate

Discussion

- **Small-group activity:** students discuss the following questions:
 - *What does 'being British' mean in this decade?*
 - *If someone lived in a country where rights, education, safety and/or wages were not as good as here, why might it make sense to move to the UK?*
- **Class feedback:** a spokesperson from each group summarises the benefits of diversity in the UK.

Extra challenge

Ask more able students: *Why do people get angry when the media use terms usually used for non-humans (e.g. 'swarm') to describe immigrants?*

Recommended websites

www.makinghistories.org.uk

www.neighbourhood.statistics.gov.uk/HTMLDocs/dvc215/index.html

Homework

Find out how far back your family has been traced. What is the most distant city/country on your family tree?