# Topic Exploration Pack

# British Identity

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## Instructions for teachers

These instructions cover the student activity section which can be found on [page 12](#_Student_activity_section_1). This Topic Exploration Pack supports OCR GCSE (9‒1) Citizenship Studies.

**When distributing the activity section to the students either as a printed copy or as a Word file you will need to remove the teacher instructions section.**

### Learning outcome

This topic is part of the theme ‘the UK and the wider world’ but also builds on the theme ‘rights, the law and the legal system in England and Wales’.

By studying this topic, students will develop their knowledge and understanding of:

* The nature of ‘Britishness’.
* The impact of migration on families and culture.
* The complexity of collective identity in the UK.
* Ways to promote community cohesion.

Students can apply their knowledge and understanding from different parts of the specification to the following citizenship questions and issues:

* What does it mean to be British?
* What do people from other countries think of the British?
* To what extent do immigrants to the UK feel British?
* How far is migration a common experience for families based in the UK?
* Why is a person’s collective identity becoming ever more complex?
* How can we help promote a greater sense of belonging in our schools and communities?

Students have the opportunity to develop the following skills linked the specification’s assessment objectives:

* Applying knowledge and understanding to different contexts (AO2).
* Analysing information to help develop an understanding of citizenship issues and debates (AO3).
* Advocating a viewpoint using evidence (AO3).
* Evaluating a viewpoint to reach a reasoned conclusion (AO3).

### Introduction

The Topic Exploration Pack (TEP) helps students to explore UK citizens’ sense of identity within the context of tolerance and respect for diversity.

It is important to distinguish between the use of the term ‘identity’ in a psychological sense, where identity is created through taking a part of everyone with whom we bond and adding it to our own ‘sense of self’, and the more sociological approach to identity with its focus on collective identity. Collective identity is about developing a ‘sense of self’ by being part of one or more social groups. Such group membership also affects our sense of [**community**](https://en.wikipedia.org/wiki/Community)and belonging.

Collective identity has become a central issue at a time of rapid cultural change in many economically developed nations. Each of us draws on a unique mix of contexts and experiences to develop this sense of identity. Our identities evolve as we become older when, for many, the influence of family and background become less powerful. Collective identity is a much more complex issue than in the past when family, community, workplace and religion were relatively fixed, and carried definite expectations of how people should live their lives, what they should think and who they should associate with. Then, as now, such expectations were often centred on gender and other life-defining characteristics such as age and disability.

Modern society challenges the old certainties connected with family, gender, social class, community and religion. These challenges are particularly evident in Western Europe, North America and Australasia, and nowhere more so than in the UK.

The UK is one of the most multicultural nations in the world. The country’s trading heritage, imperial history, current economic prosperity and the primacy of English as an international language, have all been factors in persuading people to live in the UK. Three hundred different languages are regularly spoken in London and Britain’s capital is widely recognised as the world’s leading city. The UK, like its capital city is becoming increasingly culturally diverse. Many people who make their home in London, later move on to live outside the capital. Immigrants have settled widely across the UK in cities such as Edinburgh, Glasgow, Cardiff, Leeds, Manchester, Hull, Bristol, Birmingham and Southampton. More recently, agricultural workers from Eastern Europe have moved into the UK’s rural areas such as East Anglia, Lincolnshire and the south-west. Attracted by the ready availability of employment in agriculture, construction and health care, people have used their rights to free movement within the European Union to settle in the UK. All of this has implications for community cohesion – something explored in Activity 4.

High rates of immigration over the last seventy years, Britons’ overseas travel and access to a wider range of information from the media and online, have also contributed to the increasing cultural diversity in the UK. While this process of change has been life-enhancing and exciting for many, there has been a backlash from large numbers of white heritage British citizens who feel that British culture and values, and their sense of collective identity, are being challenged. This helps to explain support for the UK Independence Party (UKIP) especially in the south-east, East Anglia and Lincolnshire where immigration is seen as a particular issue. The BBC have produced a concise and accessible account of UKIP’s increased popularity: <http://www.bbc.co.uk/news/uk-politics-21614073>

Another consequence of increased cultural diversity and rapid social change is that people are more likely to develop complex identities. Some accommodate this by developing multiple identities through which they adapt their behaviour to fit the expectations of their different identity groups. So the profile a person adopts with family elders or at worship may be very different to the one he or she exhibits at work or with culturally mixed groups of friends.

Students may themselves be struggling with issues of personal and collective identity. Teachers can help students understand their own circumstances in a wider context by creating a safe environment to explore these potentially delicate issues.

Students may have a false impression of the proportion of the UK population with from a black or multi-ethnic (BME) background. According to the census, this was 14% in 2011: <http://www.ons.gov.uk/peoplepopulationandcommunity/culturalidentity/ethnicity/articles/ethnicityandnationalidentityinenglandandwales/2012-12-11> . There are forecasts that the proportion could increase to 30% or more by 2050. See *A Portrait of Modern Britain* (a Policy Exchange paper) at <https://www.rt.com/uk/157012-britain-ethnic-minorities/> None of these figures include the proportion of the UK population with origins in the European Union.

Many students will have a less positive view of the UK than people overseas. Activity 1 below should help such students appreciate the richness and variety of British culture, media and sport.

###

### Section 1: The nature of ‘Britishness’

### Teacher introduction

Artist Grayson Perry created his tapestry *Comfort Blanket* in 2014 to illustrate British values and British people’s characteristics. This huge tapestry with the Queen as centrepiece, weaves together national treasures - including curry, fish and chips, the Magna Carta, suffragettes, an eclectic assortment of famous people and a list of British values - in a stimulating array of colourful patterns. Grayson’s very personal interpretation of Britishness offers a useful and stimulating starting point for a discussion.

Students might ask why the tapestry is called *Comfort Blanket* andconsider what they might include in their own interpretation of Britishness. Zoom in on the image from <http://www.theguardian.com/artanddesign/2014/oct/21/grayson-perry-tapestry-portrait-gallery>

Perry includes British habits and traditions in his work. We often take such traditions for granted but then miss them if we go to live overseas. Examples include: school uniform; Remembrance Sunday; Bonfire Night; Mothers’ Day; the English pub; and, of course, a good cup of tea. In common with other nation’s traditions, the UK’s cultural habits often have their roots in religion or national history.

Britain ‘punches above its weight’ in a range of sports and is seen as ‘the home’ of soccer, rugby, tennis, cricket, horse racing and range of other sports. The UK is also well known for the quality of its education, music, theatre, film and television.

Over the last fifty years, groups of people from all over the world have come to settle in the UK bringing their cultural traditions with them. Some of these traditions have proved popular and have been widely embraced to help make the UK a relatively stable multicultural society. Examples of such popular ‘imports’ include the tradition of street carnival from the Caribbean and food from the Indian subcontinent and east Asia.

It is understandable that British people, and especially young people, are often the last to recognise the variety and quality of their country’s arts, media and sport. Students might find it interesting to view websites promoting Britain as a place to study, work and live such as <https://www.kic.org.uk/pathways/blog/10-reasons-why-people-love-living-in-the-uk/> or the rather more serious Guardian article <http://www.theguardian.com/news/datablog/2013/nov/05/what-makes-uk-such-a-good-place-to-live-oecd> which mentions the UK’s prime position in the Organisation for Economic Cooperation and Development’s (OECD’s) *Better Life Index* <http://www.oecdbetterlifeindex.org/countries/united-kingdom/>

Grayson Perry’s tapestry features the so-called British values of tolerance, liberty, the rule of law and egalitarianism. While not uniquely British values, these principles do firmly underpin the rules that govern public bodies connected with the law, justice, communication and education, and are reinforced in law.

Other people can sometimes judge our values and behaviour more accurately than we do. The British Council’s survey, *As Others See Us*, asked 5000 foreigners what they thought of the UK and the British. Best characteristics included: polite and well mannered; educated and skilled; friendly, respect for the rule of law and sense of humour. Less attractive characteristics included: drinking too much; poor eating habits; excessive nationalism; insularity; and intolerance of people from other countries. Culture and history were seen to be the UK’s most attractive features - weather and food its least. Shakespeare, the Queen and David Beckham were regarded as Britain’s biggest cultural icons.

<https://www.britishcouncil.org/sites/default/files/as-others-see-us-report.pdf>

### Activities

1. Ask students to study a document or video promoting life in Britain such as Kaplan International Colleges’ *10 reasons why people like living in the UK*. Ask them to list the points made in the video or text and to discuss areas of agreement and disagreement with other students. Ask students to list their own ten reasons why they like living in the UK (or why they don’t). Students could use *Resource* ***1: Ten reasons*** for this activity.
2. Ask students to study Grayson Perry’s *Comfort Blanket* and the British Council survey *As Others See Us* before constructing their own representation of Britishness in text, video, music or art. (This has the potential to be a major activity forming part of a collaborative project with other curriculum areas and involving parents.) Students could use ***Resource 2: Britishness***  to organise their ideas.
3. Ask students to study their school prospectus, the College of Policing’s code of ethics <http://www.college.police.uk/What-we-do/Ethics/Documents/Code_of_Ethics.pdf> , the BBC’s Charter <http://www.bbc.co.uk/bbctrust/governance/regulatory_framework/charter_agreement.html> or similar public document. Ask them to highlight the points at which the document reflects the British values of: equal opportunity; personal freedom; tolerance and respect for diversity; and the rule of law. Do some values seem to be missing from the document? Which ones are they? How could the document be amended to include the missing values?

### Section 2: The impact of migration on families and culture

### Teacher introduction

Students should understand that migration is normal and that UK’s history helps explain our country’s unique cultural diversity and, for many, their own family’s story too.

For a detailed but accessible historical summary of immigration to the UK up to 1970 (excluding immigration from Ireland) try <http://www.sovereignty.org.uk/features/articles/immig.html#.Vy7Nfo-cHNM> or the BBC’s more comprehensive coverage at <http://news.bbc.co.uk/hi/english/static/in_depth/uk/2002/race/short_history_of_immigration.stm>

The UK has been a great trading nation for many hundreds of years. During the 18th and early 19th centuries, much of this trade involved slaves. Ships from Bristol and Liverpool carried cargoes of people from Africa to the Caribbean and USA. One result of this trade was the growth of small black communities in Bristol, Cardiff and Liverpool over 200 years ago. <https://historicengland.org.uk/research/inclusive-heritage/the-slave-trade-and-abolition/sites-of-memory/black-lives-in-england/>

At the same time, refugees from Europe had come from the UK to settle in cities such as London, Hull and Norwich. For a history of people seeking refuge in the UK try <http://www.refugeeweek.org.uk/Resources/RefugeeWeek2012/Documents%20old%20site/HistoryofContributions.pdf>

Throughout this period, the UK was colonising land across the world. This brought great wealth and influence to the UK. The Indian subcontinent, large parts of Africa, most of the Caribbean and even parts of Asia were under British control by the end of the 19th century. People across this British Empire were encouraged to think of Queen Victoria as their monarch, to learn English and to see the world from a British point of view. Many British Empire residents were given rights to a British passport and to live in the UK if they wanted to. Many people of Asian heritage left Africa to seek refuge in Britain during the 1960s and 1970s to build successful businesses in English cities such as Leicester. For an introduction to the effect of Empire on international migration see the short video at <http://www.bbc.co.uk/education/clips/zfdy4wx>

One of the largest 19th and early 20th century migrations to the UK was from Ireland as people escaped from widespread famine and unemployment. Irish immigrants helped to build the UK’s canals, railways, docks and roads, as well as the homes an expanding population required. This massive wave of Irish migration is often overlooked as it was, at the time, a matter of internal migration within the United Kingdom of Britain and Ireland. For an accessible summary of Irish immigration to England try <http://www.irish-genealogy-toolkit.com/Irish-immigration-to-England.html>

Persecution of minority groups throughout Europe, especially during the 19th century, resulted in refugees seeking a new home in the UK. Jewish people, in particular, found refuge in the UK from discrimination, violence and death in Russia, Eastern Europe, Germany and France. In 2016 French Jews were leaving France to in order to escape threats of violence from extremist groups. For more on the migrations of Jewish people to the UK, see <http://www.jewishvirtuallibrary.org/jsource/vjw/England.html> . The Jewish Museum in London <http://www.jewishmuseum.org.uk/> is worth contacting for further information or a visit.

During the 20th century, most British colonies gained their independence and joined the Commonwealth. When additional workers were needed in the UK after the Second World War in 1945, it made sense to recruit labour from these former British territories. People were keen to start a new life in what many regarded as their ‘mother country’. Large numbers of immigrants arrived from British Commonwealth countries from 1948 through to 1990. See <http://www.bl.uk/learning/timeline/item107829.html> showing the warm welcome given to the first immigrants from Jamaica.

Since 2003, there has been extensive immigration from European Union countries, especially at times of economic prosperity in the UK. For statistics on this see: <http://www.migrationobservatory.ox.ac.uk/briefings/migration-flows-a8-and-other-eu-migrants-and-uk>

In 2015 and 2016, there was widespread concern about migration flows to Europe from the Middle East, particularly Syria, Pakistan, Afghanistan and Africa. The UK Government promised to accept over 20,000 refugees from the Syrian war. It was planned that they would come to the UK in the five year period from 2015 to 2020. Other countries had received more refugees but the UK Government argued that the country’s schools and hospitals were already ‘under pressure’ as a result of immigration from the EU. See <http://www.telegraph.co.uk/news/2016/05/07/migration-pressure-on-schools-revealed/>

### Activities

1. Ask students to study the history of migration in their own family or a family they know. They could use family interviews and / or records to research one person’s story and present it using a variety of media. Alternatively, students could design a three generational family tree to describe and explain one family’s personal experiences. *Resource* ***3: Migration story*** can be used to support the family tree activity.
2. Ask students to complete a timeline of the major waves of immigration to the UK since the 19th century. They should use *Resource* ***4 : Timeline*** and the BBC’s short history of immigration to help them. <http://news.bbc.co.uk/hi/english/static/in_depth/uk/2002/race/short_history_of_immigration.stm>
3. Ask students to research the experiences of one group of UK immigrants. Resouces mentioned in the Teacher Introduction could be used as a starting point. Students should organise their findings to include:
4. Reasons for migration (push and pull factors – see *Resource* ***3***)
5. Experiences on arrival in the UK – employment and location
6. Contribution to the UK’s economy and culture
7. Cultural and / or religious traditions the group has maintained
8. Examples of people from immigrant heritage and now prominent in leadership (business, politics, etc.), sport, culture or the media
9. Ask students to study different perspectives global migration. As a starting point students might compare the Green Party’s position <https://policy.greenparty.org.uk/mg.html> with that of the UK Independence Party <http://www.ukip.org/ukip_launches_immigration_policy>

###

### Section 3: The complexity of collective identity in the UK

### Teacher introduction

“We all have multiple identities. I’m a Londoner. I’m British. I’m English. I’m Pakistani heritage. I’m a dad. I’m a husband. I’m a long-suffering Liverpool fan. I’m Labour. I’m a Fabian and I’m a Muslim.” So said Sadiq Khan who was elected first Muslim Mayor of London in May 2016 and is a ‘second generation’ immigrant. For more on Sadiq Khan and his policies for London see <http://www.sadiq.london/>

Students of black or minority ethnic (BME) heritage often need to balance the values, culture and traditions of their ethnic group against the expectations people have of all young people in the UK. This is not usually a problem. People of BME heritage can still celebrate their Britishness. There can be difficulties, however, if ethnic group traditions are seen to be out of step with mainstream UK culture. For example, Muslim girls sometimes have serious disputes with their parents about what counts as ‘appropriate sexual behaviour’. Although such issues need careful handling in class, school provides a potentially safe and necesaary environment for exploration and discussion.

Students from a white heritage background may also experience a complex sense of identity. Many will have Welsh, Scottish, Irish or English regional affiliations that override any sense of Britishness. UK citizens of white heritage can embrace the cultural traditions of other heritage groups and significant numbers have converted to Islam. Grayson Perry illustrates this in his screen-print *The Ashford Hijab* which depicts Muslim convert Kayleigh Khosravi and her children as they move away from what he describes as the "temple of consumerism" of the Ashford Designer Outlet Centre to the focal point of the Muslim faith in Mecca. See Perry’s interview with Khosravi and his conclusions about identity at <http://www.bing.com/videos/search?q=grayson+perry+hijab&view=detail&mid=2214E8A04D4359A29C9E2214E8A04D4359A29C9E&FORM=VIRE>

So how ‘British’ do we all feel? The Institute for Social and Economic Research’s *Understanding Society* survey in 2012 contradicted suggestions that ethnic groups are unwilling or unable to integrate into British society. People of Pakistani origin showed the strongest identification with being ‘British’ followed by Bangladeshi and Indian groups. The white population scored the lowest because they identified more closely with being English, Welsh, Scottish or Irish. The study also found that identification with Britishness was higher among the children and grandchildren of migrants. Further details at <http://www.theguardian.com/uk/2012/jun/30/ethnic-minorities-uk-british-research>

### Activities

1. Ask students to use Sadiq Khan’s quote on multiple identity and the information in ***Resource 5: My identity***  to write a short commentary on their own identity. Students should support their commentary with photographs or other evidence. Students could compare their feelings with those of their parents or those of other students in the group, and identify similarities and differences.
2. Ask students to study the Guardian’s summary of the *Understanding Society* research.
3. Did they expect the study to come to these conclusions?
4. What are the implications of these findings for the future of British society?

###

### Section 4: Ways to promote community cohesion

### Teacher introduction

Community cohesion is strongest when people feel that they are ‘included’. Being part of an in-group rather than an out-group can lead to subtle but significant effects on people's feelings of self-worth and their evaluations of others. See <http://www.simplypsychology.org/social-identity-theory.html> for a little more detail on this social identity theory.

The Labour governments (1997-2010) and the Conservative / Liberal coalition government (2010-2015) promoted community cohesion as a way of helping people develop higher levels of commitment to their community and nation. Promoting community cohesion was also central to the Local Government Act (2000) <https://www.jrf.org.uk/report/local-agenda-21-community-planning-and-neighbourhood-renewal> and Labour’s Every Child Matters initiative (2003) <https://www.education.gov.uk/consultations/downloadableDocs/EveryChildMattersSummary.pdf> . The Conservatives believe that community cohesion ccan be encouraged more successfully and cost-effectively by devolving power, control of budget and responsibility for services to local levels as part of what Prime Minister, David Cameron, has called the ‘Big Society’. Many of Cameron’s ideas came from Steve Hilton, a policy adviser. Hilton’s ideas are developed in his book *More Human*. For more details go to <http://www.policyexchange.org.uk/modevents/item/steve-hilton-discusses-his-new-book-more-human-in-conversation-with-charles-moore>

Educators have sought to design and run schools on a more human and less ‘industrial’ scale. Some have focused on size and design while others have given priority to policy, curriculum and organisation. For an example, see Human Scale Education at <http://www.hse.org.uk/about_hse.html>

Leicester City’s historic and largely unexpected Premiership triumph in 2016 is an excellent example of how a diverse community can be brought together through a shared event. Community cohesion in one of the UK’s most culturally diverse cities was enhanced by their football team’s success as well as by several other notable achievements for the city in the 2016 and 2015. See <http://www.lbc.co.uk/leicester-coming-together-with-teams-success-129228>

### Activities

Learners could:

1. Ask students to discuss ways of promoting further community cohesion in their school or college prior to producing a set of proposals for school leaders. *Resource* ***6: Promoting community cohension*** could be used to organise ideas.
2. Ask students to research ways that businesses and local authorities could promote community cohesion. They might support their research by using case studies such as:
* Kingston Communications in Hull <http://www.kcomhome.com/community/articles/kc-celebrates-community-cohesion-with-hull-pride/>
* Hastings Borough Council in Sussex <http://www.hastings.gov.uk/decisions_democracy/our_partners/community_partnerships/>

Students could follow this up by identifying priorities for their own community and possible partners to support appropriate projects and programmes. Students could discuss their ideas with local councillors. *Resource* ***7: Cohesion and my community*** has been designed to help students succeed in these activities.

### Resource 4: Timeline

|  |
| --- |
| **Main waves of immigration to the UK** |
| **Dates** | **Immigrant groups** | **Reasons for migration to the UK** |
| 1830-1850 | Irish | Poverty at home |
| 1945-47 | Poles and Italians | Filling employment vacancies after World War 2 |
| 1948-1960 | People from the Caribbean, India and Pakistan | Filling employment vacancies after World War 2 |
| 1970s | Asians from Kenya and Uganda | Discrimination in central Africa |
| 1998 -present | Refugees from Asia, the middle East, and northern and central Africa | War, homelessness, discrimination and poverty |
| 2000 - present | Eastern Europeans from European Union member states | To fill job vacancies largely in the building trade, agriculture and health care |

# Topic Exploration Pack

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# British Identity

## Student activity section

### Resource 1: Ten reasons

Study Kaplan International Colleges’ *10 reasons why people like living in the UK:* <https://www.kic.org.uk/pathways/blog/10-reasons-why-people-love-living-in-the-uk/>

1. Sort the reasons to show how far you agree or disagree with the points made by Kaplan International. (Top of your list will be the point you agree with most. Bottom of your list will be the point you disagree with most strongly.)
2. Compare and discuss your opinions, and reasons for them, with other students. Amend your list accordingly.
3. Work with other students to devise a list of the top five reasons why you like living in the UK and the main five reasons why you dislike living here.

|  |  |  |
| --- | --- | --- |
| **Kaplan’s ten reasons why people like living in the UK.****(List the reasons according to how far you agree or disagree with them.)** | **Ranking** | **Level of agreement or disagreement****(You may change these labels to match your opinions)** |
|  | 1 | Strongly agree |
|  | 2 |
|  | 3 | Agree |
|  | 4 |
|  | 5 | Neither agree nor disagree |
|  | 6 |
|  | 7 | Disagree |
|  | 8 |
|  | 9 | Strongly disagree |
|  | 10 |

### Resource 1 continued

|  |
| --- |
| **What does it mean to be British?** |
|  | **What we like about living in the UK** | **What we dislike about living in the UK** |
| **1** |  |  |
| **2** |  |  |
| **3** |  |  |
| **4** |  |  |
| **5** |  |  |

### Resource 2: Britishness

Study Grayson Perry’s tapestry, *Comfort Blanket*, and the British Council survey *As Others See Us*.

1. List the main characteristics of ‘Britishness’ shown by the tapestry and the survey. Use the table below to help you collect and organise your findings.
2. Ask your parents and friends for their opinions about what ‘Britishness’ means.
3. Make your own representation of Britishness in text, video, music or art.
4. Share your work with other students. Identify and record common themes and differences.
5. Ask your teacher to arrange a display or presentation of your work, perhaps using the school’s website.

|  |
| --- |
| **What does it mean to be British?** |
| **Main themes shown in *Comfort Blanket*** | **Main findings from *How others see us*** |
|  |  |
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### Resource 3: Migration story

Study the history of migration in your own family, a family you know or one you can find out about.

**EITHER** Use written and oral accounts, interviews and other sources of information to research one person’s story. Find out as much as you about the themes listed on the table below. Present your findings using a variety of media.

**OR** Design a three generational family tree showing family members’ migration and their reasons for moving. Use the list of push / pull factors as a reminder about the reasons for migration and the simple family tree diagram as an example of how your own work might look.

|  |
| --- |
| One person’s migration story (Name …………………………………….) |
| Place of birth |  |
| Early experience in first home town / country |  |
| Reasons for leaving |  |
| Reasons for choosing the new country / town |  |
| First impressions of your new home |  |
| Feelings about the move now. (How has it turned out? Are there any regrets?) |  |

### Resource 3 continued – Migration: push and pull factors

|  |  |
| --- | --- |
| **PUSH FACTORS****(reasons why people might leave their home – emigration)*** Fear for their lives (war or terrorism)
* Fear for their lives (natural disasters)
* Discrimination
* No work or poorly paid work
* Famine
* Disease or pollution
* Lack of educational opportunities
* High cost of living
 | **PULL FACTORS****(reasons why other places might attract people)*** Peaceful place
* Good record of human rights
* Employment available
* High standard of living
* Other members of your family or ethnic group live there
* Good health care and education
 |

**Intergenerational family tree**

(Use a diagram with three generational layers similar to the one below to show one family’s migration story. For each person, show their name, place of birth, place of their main life-time residence and their main reason for moving (if any).

**Grandparents**

**Rose:** Met David in Spain where she was working for a travel company. Now works in a bank in Hastings. She has a sister who emigrated to Canada with her family.

**Stuart:** Born in Aberdeen, Scotland. Met Mary on holiday in Wales. Moved to Hull to be close to Mary’s family. Now retired to Swansea.

**Mary:** Born in Hull. Lived there all her life but now retired to Swansea with Stuart.

**Alicia:** Born in Germany where her father was in the British army. Spent time working in the Canada where she met Bob and then got a promotion to Birmingham.

**Bob:** Born in Jamaica but moved to Florida to get a better job. Met Alicia in Canada, moved to Birmingham with her and became a British citizen.

### Resource 3 continued

**David:** Born in Swansea but moved to Birmingham to go to college. Now a self-employed plumber in Hastings where the family moved because housing was cheaper than London.

**Emma:** At college in Swansea where she lives with her grandparents to keep costs down.

**Jo:** On a gap year in Germany. Now has a boyfriend over there and may decide to stay.

**Ed:** Went to university in Glasgow. Now works in Brazil teaching English.

Complete a table, similar to the one below, to show why each person has moved. (You may need to give more than one reason for some members of the family.)

|  |  |
| --- | --- |
| Mary | Mainly remained in the same place as her birth family. |

|  |  |
| --- | --- |
| Stuart and Jo | To live with his / her partner and their family. |

|  |  |
| --- | --- |
| Emma | Educational opportunities and cheaper housing. |

|  |  |
| --- | --- |
| David | Educational opportunities and then cheaper housing. |

|  |  |
| --- | --- |
| Alicia, Bob, Rose and Ed | Employment.Bob and Rose also had family reasons for moving.Ed also had educational reasons for moving. |

### Resource 4: Timeline

Complete a timeline to show the major waves of UK immigration since the 19th century. Use the BBC’s short history of immigration to help you. <http://news.bbc.co.uk/hi/english/static/in_depth/uk/2002/race/short_history_of_immigration.stm>

1. Immigrant groups and the main reasons for their migration have been mixed up in the Information Box below. Match each group of immigrants with the correct reason for their migration to the UK.
2. Place these correct pairings in an appropriate place on the timeline.

|  |
| --- |
| **Information Box**(Match each immigrant group with the correct main reason for their migration to the UK) |
| **Immigrant groups** | **Reasons for migration to the UK** |
| Eastern Europeans from European Union member states | War, homelessness, discrimination and poverty |
| Asians from Kenya and Uganda | Poverty at home |
| People from the Caribbean, India and Pakistan | Filling employment vacancies after World War 2 |
| Refugees from Asia, the middle East, and northern and central Africa | To fill job vacancies largely in the building trade, agriculture and health care |
| Poles and Italians | Discrimination |
| Irish | Filling employment vacancies after World War 2 |

**Timeline**

|  |
| --- |
| **Main waves of immigration to the UK** |
| Dates | Immigrant groups | Reasons for migration to the UK |
| 1830-1850 |  |  |
| 1945-47 |  |  |
| 1948-1960 |  |  |
| 1970s |  |  |
| 1998 -present |  |  |
| 2000 - present |  |  |

### Resource 5: My identity

Read the quote below from Sadiq Khan, Mayor of London, on multiple facets of identity and study the diagram showing sources of identity.

Write a short commentary describing your own sources of identity. Support your commentary with photographs or other evidence.

Compare your feelings of identity with those of your parents or those of other students. Identify similarities and differences.

Sadiq Khan on multiple identities:

‘We all have multiple identities. I’m a Londoner. I’m British. I’m English. I’m Pakistani heritage. I’m a dad. I’m a husband. I’m a long-suffering Liverpool fan. I’m Labour. I’m a Fabian and I’m a Muslim.’

‘



The media

Cultural or ethnic group

**Sense of identity**

Work colleagues

Religion

Family traditions

School

British values

Friends

### Resource 6: Promoting community cohesion

* Study the information box below to identify the ten indicators of strong community cohesion for a school or college.
* Discuss ways of promoting further community cohesion in your school or college using the chart below to help organise your ideas.
* Convert these ideas into a set of proposals for your school’s leaders.

**Information box**

**Community cohesion indicators**

**In a school or college with high levels of community cohesion, you might find:**

1. A full mixture of students using public areas without fear and with consideration for each other.
2. Tidy classrooms, public areas and playgrounds.
3. Quiet conversations without shouting or abusive language.
4. School equipment up to date and well cared for.
5. Students and staff mixing in corridors, playgrounds and dining areas.
6. Students and staff dressing and behaving professionally and with a pride in their school or college.
7. A welcoming approach to parents and visitors.
8. An up to date website and / or social media page celebrating students’ achievements and those of staff
9. Many students in school teams, clubs, and after school activities.
10. Low levels of bullying, discrimination and racism.

### Resource 6 continued

|  |
| --- |
| **Ideas for improving community cohesion in my school or college** |
| **Community cohesion indicators** | **Assessment (How does my school measures up?)** | **Proposals for improvement** |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |
| 5 |  |  |
| 6 |  |  |
| 7 |  |  |
| 8 |  |  |
| 9 |  |  |
| 10 |  |  |

### Resource 7: Cohesion and my community

Research the ways that community cohesion can be promoted by businesses and community groups, and local authorities. Use the following websites to start your search for ideas and information. Record your findings on the chart below.

* Kingston Communications (Hull) <http://www.kcomhome.com/community/articles/kc-celebrates-community-cohesion-with-hull-pride/>
* Hastings Borough Council (Sussex) <http://www.hastings.gov.uk/decisions_democracy/our_partners/community_partnerships/>

|  |
| --- |
| **Community cohesion – research findings** |
| **Possible actions by local businesses and community groups** | **Possible actions by local authorities** |
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|  |  |
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|  |  |
|  |  |

Follow up your research by identifying five priorities for your own community. Also list individuals, groups, organisations or businesses who might be able to support appropriate projects and programmes.

Ask your teacher for permission to invite your local councillor to discuss your ideas.

|  |
| --- |
| **Five top priorities for my own community** |
| **Five top priorities for my own community** | **Five top priorities for my own community** |
|  |  |
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|  |  |