**Lesson Plan**

Title: Migration to Britain since 400AD

Lesson objectives:

* To identify points of origin and time of arrival of the different immigrant groups who have come to Britain since the Romans left in the 5th Century.
* To identify changes and continuities in patterns and reasons for migration to Britain across different time periods.

Activities (note: resources can be found on corresponding PowerPoint and handout):

**Starter – slide 2**

Pupils read the migration story about the Iron Bangle Lady in Roman Britain (<http://www.ourmigrationstory.org.uk/oms/roman-britain-the-ivory-bangle-lady>) and find out:

* When the Romans first conquered Britain
* Where historians think the Iron Bangle Lady came from
* The name of the Roman Emperor of African descent who came to Britain

**Task 1 – slides 3-6 – objective 1**

Pupils share their current knowledge of migration to Britain. They then use the links on slide 5 to map the major migrations during four different periods of British history:

* 400-1500
* 1500-1750
* 1750-1900
* 1900-2010

By finding out the following information about each group:

* From where in the world they came to Britain
* When they came
* Why they came to Britain

They use the information gathered on each group to annotate their series of maps showing:

* Where in the world groups of migrants came from
* Their reasons for moving to Britain

They also need to label the line for each group.

It is recommended that the maps are printed out on A3 paper, back to back, with two maps per page.

**Task 2 – slide 7 – objective 2**

Pupils complete the questions based on the maps they have constructed, describing patterns, changes and continuities in migration, as well as being invited to consider any surprises in what they have learned.

**Note** - Pupils can and should be pushed with this final activity to consider larger global changes that have changed migration flow to Britain and elsewhere. This is a good opportunity for them to connect migration patterns to their wider historical knowledge.