

Hi. Welcome, everybody. My name's Aaron Wilkes. I over 25 years' experience, worked in schools as a teacher, department, faculty leader. I'm the PGCE lead at the University of Warwick. I'm an author for OUP. I've series edited each of our new key stage three depth studies book British Empire, African Kingdoms Fight for Rights and the one we're going to talk about today, Migration Nation.

I'm joined with Shalina, Shalina Patel getting on towards 15 years in the classroom. Shalina, is that right? That is absolutely correct. Where has that time gone? Former head of history, currently head of teaching and learning and leader of ITT. Lots of award. Silver Pearson teaching Award for Outstanding Teacher of the Year in 2018. Lots of work for The Guardian in the Times of BBC Radio.

I'm going to get down with the kids now and say the word Insta. Your Insta is that @thehistorycorridor? Is that right? That is correct, yes. And first book, The History Lessons published Soon. Isn't that. Yes, we're early next year. Yeah, I thought so. Yeah. And I'm also with Liberty Melly, senior learning manager at the Migration Museum, and Tia Shaw, also from the Migration Museum.

Just open very briefly, I sort of introduced Shalina in a bit of depth, but people who are not familiar with the migration and Museum, we can go to back and chat a bit more about this later. Could you just perhaps let us know Liberty what the Migration Museum like a minute pen portrait for me. Of course, very happy to say so.

And we are working towards establishing Britain's first National Migration Museum and we're currently based in a home in Lewisham Shopping Centre where we've been since early 2020. And our goal is really simple. We're working towards establishing space where people can come and learn about migration in much more sensible way. We do that through exhibitions, events and a very active learning program, which is part of the reason that we're here today.

Thank you. Thank you. Thanks very much. We we'll dig back into that a little bit more later on. I hope to I'm going to sort of open up the topic and if I could perhaps direct this to you, Shalina that the new key stage three books. Like I said, there are four in total British Empire African Kingdoms, Fight for Rights and Migration Nation

We've seen loads and loads of interest around these depth study books. So why, why in general do you think that's been so much buzz about, about these new books? Yeah, I think these four titles are just so brilliant and I think, you know, all of us listening are all obviously really familiar with teaching in, in secondary schools, and we know that rightly so.

There's been a over the last years been such an increase kind of focus on diversity and inclusion and really thinking about widening curriculums, decolonizing curriculums, and really sort of reflecting on, you know, what are we, what do we teach, why do we teach this actually, what story are our students leading us particularly, I think, are thinking about what do students, what historical

knowledge of students needs when if they don't do GCSE history sample, you know, so and then really thinking about, you know, what can we, what can we what can we provide at key stage three level.

That means if a child does not choose to do history at GCSE and actually what are they walking away with? I think there's also a brilliant link. I think we've we've been so lucky, haven't we in the last few years. That the the rich historical scholarship that we've got is just incredible isn't it. And I think what I've seen, which I've not, not really seen in my first two years of teaching, certainly is I've seen such a connection between between historical scholarship and schools in terms of I feel like there's there's such conversations now that happened between those who are sort of researching all these marginalized voices and sort of understanding that actually we can translate that for the classroom as well. And that is so exciting. And yeah, I think it's all of those things combined really. I think, you know, I think everyone's also I think the pandemic gave us pause, didn't it, in lots of ways to really think about to think about key stage three. And I think that's why these publications have been so popular, because we know what do teachers, always ask for? They ask for time because we don't necessarily have a huge amount of time to, you know, to read, to do to do the amount of research that is needed to provide this.

The widening of all history curriculums at key stage three That's why these books are so brilliant, because I think whenever I speak to teachers about how do you how do you know all this stuff have to teach your classes, you know? And the biggest thing, I think the biggest kind of problem, I suppose, has always been textbooks is always have always told such a traditional narrative.

And these books are just changing the game. You know, I walked out of school today with this with the Migration Nation book under my arm, and I had a couple of people actually ask me, you know, 'oh, that book's really cool, what is that?' you know, And I think it's so exciting that, you know, that this is providing the really it's it's a really good resource to help teachers because teachers we know are desperate for this subject knowledge to be able to enrich their curriculums.

And, you know, OUP are you doing a brilliant job of doing that? Yeah, I think I think you're absolutely right that a of diverse curriculum is really easy to say, isn't it? Really? So pay lip service to it. But we know really it's just about giving that fuller picture and highlighting the often ignored contributions of often marginalized people.

And you mentioned it just then. It's just nice to be able to sort of work beyond the tramlines that we've always worked. And certainly I have for the first few years of teaching. So this is an opportunity for us to do that. Yeah, there's definitely an appetite and I mean you work in ITT and I do as well at the University of Warwick and there's definitely an appetite which is really heartening from young trainees coming into the game who do want to join in with this as well.

They're really, they're really keen. We offer several assignment choices for PGCE training, and there's one about literacy and one about teaching sensitive issues, and the third one's about exploring the extent history curriculum offers or reflects diversity and inclusivity. And it's a choice. And hands down, this is always the most popular assignment by a mile. Definitely. Yeah. And I definitely see that we're working with working with trainee teachers as well.

I think, you know, they've they and I think, you know, I think part of that as well is that they've sort of haven't necessarily left school that long ago, but have potentially had a bit of a taste of this when they were at school or are reflecting on the fact that they want to do things differently. You know, and I think, again, I think it's so it's it's really exciting that, you know, they are they come with so many you know, so many brilliant ideas relating to this and that.

And I think the fact that it's driving their practice rather than it being an adult and in addition is actually something that going into the classroom really conscious about how to do this properly. And it goes back to what you said about lip service. And I think, you know, I think with as always, I feel like previously there's always been a bit of a tick box sort of, you know, add-on sort of thing.

You know, I'd like to add these stories and bolt them on at the end or kind of do a do a token lesson on, you know, Indian soldiers or do a token lesson on on Windrush, and that the story starts them with the Windrush and that's it. Right. And I think there's there's such a appetite for really sort of taking to tearing curriculums apart in lots of ways and thinking actually how do we tell these stories in a really authentic way, in a way that is not othering, you know, those, those voices and those contributions, but also in a way that it can fit in to to all those sort of traditional arcs that we do know are incredibly important to anchor students, you know? So, yeah, I think it's all of these things that it gives us gives us all hope for the future. Definitely. Thank you, Shalina.

So, I'm going to I'm going to bring in Liberty and Tia. Welcome. On the book, which is out today is the New Migration Nation book. So just to break it down simply for people listening, the new book has five case studies, and each of those case studies focuses on a migration story.

We have Jewish migration, Irish migration, Caribbean, South Asian and Eastern European. But we also have some big questions that kind of wrap around those case studies, and they support those case studies. So when we talk about big questions, the big questions we often ask in our classroom, you know, we want pupils to think about what is migration, why should we study it?

Why do migrants come to Britain? How has migrant migration shaped Britain? How is migration been portrayed in the media, and why is migration a controversial topic? So there the the big things we study. So I'm going to pick on one of those big questions in the direct it to Liberty and Tia if we could. So why do you think we could study migration?

What do students gain? Why should schools make space for it? Aaron, thank you very much. And it's a good question. Very simply for me, I think it starts with the fact that studying migration is this

really rich and fascinating. It's a really interesting thing to study with your students and you'll see them coming to life with it. And it's also it's incredibly important subject.

So beyond the national conversation, political debates and headlines in newspapers is actually a really long and rich story of comings and goings to and from these shores over thousands of years that have shaped and defined who we are. It's about where we've come from. It's about where we're going. Whether you are a first generation immigrant or somebody whose family tree has to be traced back generations to peel back those layers and find these migration stories.

But it's something that's relevant to all of us. It's fundamental to our history. So quite simply, you can't understand the history of Britain and society today without understanding the history of migration. We also see that migration often presented as this really problematic contemporary issue. However, it's so much more complex and interesting and nuanced than that. It's a fundamental part of who we are as individuals and communities and nations.

So we also we know that it's a great way of understanding our place in the world. So thinking beyond the borders of Britain and thinking about our connections with the wider world, and that is a great thing to kind of impart upon any student. And it connects our own personal stories as well to those local histories, to our nation and to that wider world as well.

Now, I'm just I'm going to hand over to Tia, actually, and talk about what students gain from studying migration. Thanks, Liberty. I think students can gain so much from studying migration. It's really a topic that they can see their stories represented. I think it can help them feel more valued and respected in the classroom and really gives teachers an opportunity to create an inclusive learning environment.

We've also seen time and time again how studying migration really brings history to life because it's personal and it's relevant and it really can bring this enthusiasm from history that doesn't just stay in key stage three. This can go up to GCSE and A-level as well. And in terms of skills, it really can equip students with the tools to engage in the often divisive and political debate surrounding migration.

And it can help build more empathy and understanding of others experiences. And so it really they can gain so much from studying migration. I was just going to add on in terms of why schools really, you know, should be making a space for and need to be making a space for, I think as well understanding that through studying migration we can also better explore other intersecting themes around race, ethnicity, identity.

Belonging. It's a way of our schools becoming actively engaged in anti-racist work, which is increasingly important. And you know, we do. We, the NSPCC, has reported an increase in and

bullying in schools that related to race and faith. And therefore we need to be equipping our teachers and our students to to kind of yeah, to to deal with those things.

And I think as well just students want this we're seeing it teachers and we're really we are seeing students really wanting it and demanding it. And yeah, we're seeing those increased calls kind of the getting louder and louder, which is fantastic, as I think you can agree. Yeah, I mean, the the modern classroom is just a really diverse place to be, isn't it?

So I mean, society in general is a diverse place and the curriculum should reflect that wanted as well. Just to say that, I think as well, perhaps we're doing a disservice to migrant groups if we don't see their stories and their achievements and their contributions. And there's so many wonderful hidden histories in there too. I just know that I just have never been to the showcase before.

To give you an example, I think I think the stories of Polish pilots in the RAF, a fairly well known, but Polish battleship, join Britain's Navy and Polish soldiers served as part of the ground forces, and hundreds of Czech and Slovak women served in the women's version of the Royal Air Force WAF. They were in offices in the hospital, the departments for mapping and weather analysis and codebreaking and those just haven't really been shared before.

And then and then we begin we begin a the Britain begins a European voluntary work scheme. And when I was researching for the book, this was just fascinating. So we know we invited people from the Caribbean to work here. You know, that's quite well known, but we do the same in Eastern Europe. There is a kind of Eastern European version of a Windrush thing going on and 90,000 Eastern Europeans arrive in the first couple of years after the war, and they're housed in in these old P.O.W. camps.

But they show this enormous resilience and create their own churches and schools and leisure facilities in these camps, and they form choirs and bands and sports teams. And there's some stunning photos in the book of this proud Czech family. You know, Dad's in a suit, Mum's in a best frock with the children in front of their Nissen hut. You know, those prefabricated half, half sort of cylindrical huts that they turn into a home and they've done it with flower boxes and new windows and, and they're in Melton Mowbray and they're living in an old P.O.W. camp in 1968.

And then, of course, they move into local towns and cities. But we get large Eastern European community builds building up around Britain. So when the EU expanded in 2004, many Eastern Europeans have that knowledge of and in some cases a link to certain places. They were historic links. They didn't just randomly go to a place. There's a reason behind it, and I think these stories could be shared.

You know, the idea, the idea that the Windrush there's a Windrush myth that Caribbean migration started after the war, that's not the case at all. And there's a myth that Eastern European migration started in 2004. It's just not the case. So it's lovely to give voice to that story. I definitely agree. And that's such a fascinating story as you've just proven as well.

And so just taking it slightly, slightly leftfield, perhaps if I, Shalina, Well, actually it's fair play. In fairness, an open floor with this one. So there might be some teachers listening in who are concerned about teaching on sensitive or potentially contentious topics, such as the story of migration. You know, migration can be a story of racism and persecution.

So. So what advice would you give to a teacher who's a little concerned about teaching this sort of topic in a classroom? I can I can start off I think I think what's brilliant about this, about the textbook is that for, as you said, Aaron, there's there's five case studies about different communities who've migrated here. But before that there's some pages in the book that covers these really big questions that I think are really reassuring.

I think for the teachers to to delve into. So the first one is what is migration? Why should we study migration? Who were the earliest migrants to Britain? I like that's a really great gateway into the topic. And also I think I think it's worth saying as well that within those pages particularly what is migration, What I think is so brilliant at the beginning of the book is that there's basically a whole double spread that it breaks down for students.

The language around migration know things are so brilliant. You know, this all deals with voluntary migration, forced migration, immigrants, emigrants, refugees, etc. and asylum seekers. And I think I think that's really you know, this is there as a as a tool for teachers because inevitably all of these different terms are going to come up in the classroom. And I think that sometimes that that in itself could make teachers feel a bit nervous that, you know, am I going to be able to how am I going to use the right word?

Am I going to be able to explain it's might to my students, etc.? And I also think that I'm saying it's totally grounded in what you just said, actually, which is that I think for anyone that is worried about this, I think what's so clear on every single page of the textbook is that there are such interesting sources, and interesting personal stories.

So I think we might start to think that migration is this can be can feel sometimes like mistakes or scary topic, but actually everything is grounded in these brilliant images, like you said, these really personal stories. I know that when I was sort of doing the review process, is this one of my favorite stories of all time that's in here is sort of Jeb and I, you know, this stark really sorry, who means a huge amount to me because the two aunties that works in the in the in the factory as well.

So you know to see her story that is just incredible. And I think yeah, I think to anyone that is sort of worried, you know the book sort of is a read is really supportive. There's so many, you know, sort of little boxes and questions that sort of really will will engage the students in this in this really rich topic as as Tia I said earlier.

And yeah, I think those beginning big questions are really, really, really helpful. I think in language and language is really important and we know that it can be a rather powerful, contentious way of dealing with things. You know, So the fact that we start very clearly with the way that we should speak about things because we know how inflammatory certain words can be and what I mean, you know, if you read the news, if you watch the news recently, we know that a certain conference has taken place where certain words will be used that are incredibly inflammatory.

So we've worked hard. And that was something Liberty and Tia, that you were particularly keen on to get the language right? Yeah, definitely. And I think, you know, we're so aware that being aware of the sensitivity is around teaching and studying migration is so important. And but yeah, I think the fact that the textbook lays out these big clear questions and it's got language and understanding and definitions, I think starting with that and then I think our kind of biggest advice to teachers is, is actually just approaching the subject with empathy, is approaching it with a bit of understanding and a bit of forgiveness.

It's okay not to have all the answers, but to see it as a bit of an opportunity to learn alongside your students. And actually some of your students might have more lived experience than you, and that's absolutely fine. And giving space to that and seeing it as an exchange of knowledge can be part of the joy of teaching the subject.

Yeah, and I just also wanted to add that I think migration isn't a topic that you can avoid or that your students can avoid. It's something, as you just mentioned, is in the news on a daily basis. And actually the classroom is is a safe environment where you can approach this topic like Liberty said with that empathy and understanding and really allow them to explore this and understand the topic in in a way that is much better and really helps build their skills for when they might encounter histories of migration or conversations about migration outside of the classroom.

And I think also just to remember that all history teachers already explore many sensitive topics, and that's something that you will all be very used to. And you will have also approached lots of migration topics before as well as, say, things like the Romans or the Vikings, kings and Queens, all of these things are connected to migration histories, so it's not kind of starting from scratch.

There's lots of skills that you already have to be able to teach migration. And just finally, although the histories of migration can have a lot to do with racism and persecution, that's only one aspect of the migration story. You'll also find a lot of joy and a lot of fun. And just like you both said, a lot of wonderful stories in teaching migration.

So just to remember that as well. Thank you. Just keeping with you Tia and Liberty, can you just talk to us a little bit more? There might be people listening to this. That's just that. The idea that there's a migration museum is a pretty new thing that might be brand new information. So could you just talk to us a little bit more, if you would, about sort of I know you've briefly given an outline, perhaps a little more.

Yes, definitely. We absolutely love finding people who don't know about us so that we can welcome them to the Migration Museum. So as I said at the beginning of today, at today's session, we are a team building, Britain's first National Migration Museum. I think, you know, when you look at the UK having over 2000 museums and a kind of oversaturated cultural heritage market, there's a conspicuous gap where we actually we need a space to explore this really important subject.

So our mission is to create a moving and inspiring institution that really reflects the central role migration has always played in our national story. We want to contribute to a society that owns and feels really connected to this story and sees it as an essential part of British history and an essential part of their histories as well. We want to provide a space where people can come together to learn about migration, reflect on what it means to us as well, and engage in a meaningful conversation.

I think we're so used to hearing kind of divisive language, polarizing debates and arguments, and actually there's a space to have a much saner and more sensible conversation, a safe space that steps back from those headlines and the noise and the debate. So for the last ten years, we've been working towards this goal. We have been staging, you know, really ambitious exhibitions that are very immersive and story led.

We have been co-ordinating a range of events which as always say migration is such a joy to plan events with because we can do everything we've done football tournament and cooking lessons and singing workshops and dancing, you name it. We were able to do it under the theme of migration. We also want to provide a space for our local community and provide a backdrop, a relevant backdrop for people's events as well.

I mentioned earlier our Active Schools program, which both Tia and I are an active part of. To date, we've engaged over 27,000 students through museum visits and school sessions, online workshops, walking tours. But we also want to support teachers in different ways through CPD and ITT opportunities for new teachers. But also supporting with curriculum development and resource creation because we know just you know, we know how limited time is and if we can get out of our way to to find resources and create resources, we want to do that.

And we also coordinate a migration network across the UK which brings together work and best practice up and down the country. So we're currently based in Lewisham Shopping Center, where

we're going to remain for the next three years, but we're very excited as well to announce that earlier this year we secured a permanent home in the city of London.

Yes, very, very exciting development. It's set to open in 2026. And we also hope to establish a network of kind of high street hubs. Is are is the current term that we're using for it, which would be a series of venues around the UK really connecting local areas with migration stories as well, not just those here in London.

So how can people contact, you know, you said where you will sort of take the time being, but are you going to try to Twitter or whatever they call it this week? We are. We are indeed. So a Twitter handle is at Migration UK and we very much welcome people to follow us and follow us along on that and our other social media is that if you'd like to find out more and to get in touch, I think the best thing to do is to contact, is to contact info at Migration Museum to org.

And you know, we'd love to hear from you in any in any way. It's really a thank you. That's that's a that's a full answer. Now, there's no excuse not getting. We'll see you all at the museum soon. Not all at the same time. So, thank you. I think we can round off our little chat here are there some questions or did any bits and bobs.

come in? We do have one. Which historians or historical scholarship about migration would do you most recommend? Can I jump in there? Because I have two that are my favorites, and we're very lucky at the Migration Museum and that they are both involved with us. So there is a fantastic book by a man called Robert Winder called Bloody Foreigners.

And for anybody wanting to kind of really get a kind of overview and an introduction to this subject, I think it's such a great way to start. And he has been a kind of trustee with us for for the long haul since the beginning. And we're also very, very lucky to be affiliated and have David Olusoga as a trustee with us, and he has his Black and British series.

And again, I think they're just fantastic ways of really introducing the subject to you and, and getting stuck in and yeah, they'll make that both both people will make anybody enthusiastic about history and migration history. Thank you. You know I think you can just say I thoroughly enjoyed and it's really helped in the creation of this book. I've enjoyed Homecoming, which is from Colin Grant. Voices of the Windrush Generation, which I thought was absolutely magnificent.

And it's basically just lots and lots of first hand accounts. So whilst whilst it's, you know, rather than we talked about historical scholarship, these are just, these are just sort of lived experiences and, and voices of the Windrush generation, which I found absolutely mesmerizing, is a Book of Homecoming by Colin. Colin Grant Sorry. Colin Grant I think I said Hart, Sorry Shalinia, did I cut you off?

You know, I was going to say that there's a, there's a book that came out last month actually, so people might not be aware of it, but it's a brilliant book called *The Shoulders We Stand* on how Black and Brown people fought for change in the UK. So I feel like this book really supports the kind of the end of the of the some of the chapters, particularly sort of focusing on postwar side migration.

That's why a lady called Priti Dylan and it's a really it's really, really brilliant. And then similarly, there's another book that I, I read very recently which is called *What's in a Name: Friendship, Identity in History in Modern Multicultural Britain* by Sheila Banerjee. And again, would really help anyone particularly interested in Chapter four South Asian migration. It's a really, really brilliant book.

So these are really new. They've only been out in the last couple of months, but really recommend them, particularly for the kind of at the kind of impacts that, you know, that migration has had on sort of modern Britain particularly. Thank you. Thank you both. Thank you for your time. Shalina and Liberty and Tia and yes, hope to see you again soon.

When we talk about Fight for Rights, that's important. Thank you ever so much. Thank you. Thank.