



Departures



400 Years of Emigration from Britain

Teaching resource

Understanding emigration

Accompanying the Migration Museum's exhibition *Departures*



MIGRATION
MUSEUM

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Introduction

This teaching resource is based on the Migration Museum's exhibition, *Departures*. *Departures* explores 400 years of emigration from Britain from the time of the *Mayflower* to the present day.

British emigration has been one of the largest movements of people in modern history. Tens of millions of people have left the British Isles over the past 400 years. Today, some 75 million people across the world self-identify as having British ancestry.

But while immigration dominates debates, Britain's emigration story is often overlooked. Why is this? Who are the many millions who have departed these shores, and why did they go? What impact has this mass movement had on the world – and on Britain?

Welcome to *Departures*.
Your journey begins here.



Understanding emigration

Understanding emigration puts British emigration centre stage. We feature lots of stories spanning four centuries – from *Mayflower* Pilgrims to Welsh emigrants, the Child Migration Scheme to the Windrush scandal.

We hope that these resources will be helpful to any student studying the impact of emigration from Britain. However, they are designed specifically for KS4 students studying GCSE History. The themes explored in *Departures* and these resources connect squarely with the AQA ‘Migration, Empires and the Peoples’ unit.

As with all sources you use, you will need to think carefully about context with your students. Sources about emigration reflect the knowledge and the attitudes of their time and do not reflect the attitude of the Migration Museum today. Any questions on this, please do get in touch: Liberty@migrationmuseum.org

A key part of our work on the *Departures* exhibition and its national reach is the accompanying podcast, whose episodes explore some of the themes with input from academics, museum staff, family historians and others. Teachers report that the podcast really enhances their subject knowledge and confidence to teach this unit. You might also want to set an episode and some questions as homework, or listen to extracts in class. Have a browse: <https://www.migrationmuseum.org/departurespodcast/>



Children bound for Western Australia under the Child Migration Scheme aboard the RMS Ormonde at Tilbury docks 1948. © Alamy

AQA's *Migration, Empires and the People* unit

The *Migration, Empires and the People* unit can seem daunting. It covers a huge period of time, and substantial subject content needs to be delivered before some questions can be attempted – let alone practised – enough to give the students confidence in their approach. This is where this resource will help. Whether you visit the exhibition or not, the information in this resource will broaden your students' historical knowledge and understanding, which will help them contextualise the work they do in class.

The information and activities in this pack are designed to let your students practice the key skills they need, while looking at manageable sections of the subject content. They will also be given some extra information that will help your students with the 16-mark essay question.

The structure of this resource booklet has been closely modelled on the AQA assessment objectives for GCSE, which are:

- **AO1:** demonstrate knowledge and understanding of the key features and characteristics of the period studied
- **AO2:** explain and analyse historical events and periods studied using second-order historical concepts that include continuity, change, cause, consequence, significance, similarity and difference
- **AO3:** analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied
- **AO4:** analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied



19th century Welsh settlers in Patagonia, South America. © National Archives

Using this resource

Emigration timeline – slides 8-12

This gives students the opportunity to practise the skills in AO2 and AO4 by exploring reasons for emigration. The timeline uses the key factors expressed in the specification: war, religion, government, economic resources, science and technology, and ideas such as imperialism, social Darwinism and civilisation and the role of individuals.

The Departures lounge – slide 14

Using AO4, this gives an excellent opportunity for your students to practise their chronological skills as well as exploring the key message of each source. Encourage your students to use the key factors they used in the timeline activity to dig beneath the headline message of the sources. Use them to explore the types of societies being established and examine the social and economic classes of the people these posters are aimed at. Each of these destinations have significant indigenous populations; how is the source addressing these and if not, why not? Delving deeper gives the opportunity to explore the controversy surrounding the short-term actions and long-term consequences of Cecil Rhodes, a key individual in the specification.

The sources – slide 15 onwards

These are split into two sections. The core pieces directly link to the AQA specification and include the Mayflower and the Pilgrim fathers, convict transportation system, Highland Clearances, and Sierra Leone. Extension pieces include the Australian Gold Rush, the Welsh in Patagonia, the Child Emigration Scheme and the Windrush scandal. Using a specific source and explaining its usefulness uses the skills needed for AO3. The writing frame we have provided will help your students structure their thoughts and increase their marks. Each page finishes with an exam-style question about that source.

Using this resource – continued

Similarities

These questions are in the style of Question 3 and allow your students to use AO1 and AO2. These can be difficult questions to cover in the classroom as the events are often chronologically distant and can have months of teaching time between them. This section offers the opportunity to teach the necessary skills in one place. These activities can be done as individual work with a student finding out about both events or as part of group work with students finding out about an individual event then comparing their event with their others to find the similarities and differences.

Factors for emigrating – slide 16

This lets your students assess what the key factors are for emigrating using the examples in this resource. It is a useful activity in its own right, or it can easily be turned into a practice question in the style of Question 4. Question 4 is hard to practise until you have finished the entire specification, so practicing the skills using limited content will help as each of the factors listed in the specification are present in our examples. It could look like this: *To what extent was economic hardship the main reason for emigration in the examples given here?* Economic hardship could be replaced with any of the specification's factors.

A note about extension pieces

The pieces featured here are not mentioned directly in the specification, but we would recommend you look through them with your students. Even a passing knowledge of these events will improve and broaden your students' historical knowledge and understanding. They can then apply that knowledge to what they've been doing in class and in the exam.

Emigration timeline

For each point on the timeline

- 1) What were the factors which played a role in this migration?
- 2) What other events were happening at that time?
- 3) What was the significance of this emigration?



Jamestown © PICRYL

1607

English colonisers arrive in Jamestown, Virginia and create the first permanent British settlement in North America



East India Company coat of arms © Wikimedia Commons

1608

First East India Company ship docks in Surat, India
Sets into motion an upheaval of empire that sends millions of Britons and others across the world



Map of Ulster County © PICRYL

1611

Colonisation of Ulster province in Ireland
80,000 English and Scots settle in the north of Ireland by 1641.



Factors for emigration: War; religion; government action; economic reasons, positive and negative; science and technology; ideas such as imperialism, social Darwinism and civilisation; the role of a key individual (name the individual)

Emigration timeline

For each point on the timeline

- 1) What were the factors which played a role in this migration?
- 2) What other events were happening and what was the wider context?
- 3) What was the significance of this emigration?



© Bridgeman

1638-1660
English Civil War



Jamaica map © PICRYL

1666
Great Fire of London



© Bridgeman

1770
Captain Cook claims the east coast of Australia for England

1620
The Mayflower ship sets sail for America carrying Pilgrims escaping religious persecution and seeking a better life in the New World. 380,000 English emigrants make the same journey in the 17th Century.

1655
England invades Jamaica, seizing control from Spain. 18,000 British arrive over the next century as planters, profiteers, indentured labourers and convicts. 300,000 African people are enslaved and taken against their will.

1750s
Highland Clearances begin. 70,000 people driven off their lands emigrate – by choice or force – over the next century to Canada, America, Australia and New Zealand.

1760-1840
Industrial revolution

Emigration timeline

For each point on the timeline

- 1) What were the factors which played a role in this migration?
- 2) What other events were happening at that time?
- 3) What was the significance of this emigration?



Australia in 1794 © Wikimedia Commons



© Bridgeman



National Famine Memorial © Geograph.ie

1777-1783
American War of Independence

1789
French Revolution

1788
First convict ship lands in Botany Bay, Australia.
Over the next 80 years 160,000 people were transported to Australia. Before this 50,000 convicts had been deported to North America.

1833
Slavery Abolition Act

1815-1930
'Age of Emigration'
More than 17 million people leave the British Isles to escape hunger and poverty and to seek better opportunities abroad.

1845
Potato blight devastates Ireland and parts of Scotland and Wales.
During the Great Hunger 1 million Irish people died, and 1.5 million Irish and 65,000 Scots emigrated.



Factors for emigration: War; religion; government action; economic reasons, positive and negative; science and technology; ideas such as imperialism, social Darwinism and civilisation; the role of a key individual (name the individual)

Emigration timeline

For each point on the timeline

- 1) What were the factors which played a role in this migration?
- 2) What other events were happening at that time?
- 3) What was the significance of this emigration?



© Australia National Archives



© Pixabay

1939-1945
WWII

1960s
Independence movements

1962
Cuban missile crisis

1989
Fall of the Berlin Wall

1922
Empire Settlement Act.
Britain wanted to encourage white British people to migrate to its colonies. 400,000 British farmers, domestic servants and child migrants emigrated.

1952
First Transatlantic commercial flight

1945 - 1980s
Two million Britons emigrate after the Second World War.
People moved all over the globe, over one million people took advantage of Australia's £10 passage scheme.

1992
Treaty of Maastricht.
Established free movement within the European Union. Over one million British nationals lived in the EU by 2020.



Factors for emigration: War; religion; government action; economic reasons, positive and negative; science and technology; ideas such as imperialism, social Darwinism and civilisation; the role of a key individual (name the individual)

The future

2021 and beyond

Britain has left the EU and the world has been drastically changed by the global pandemic.

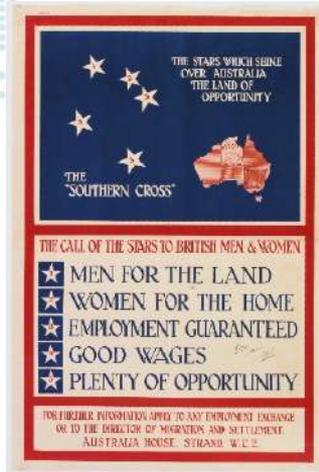
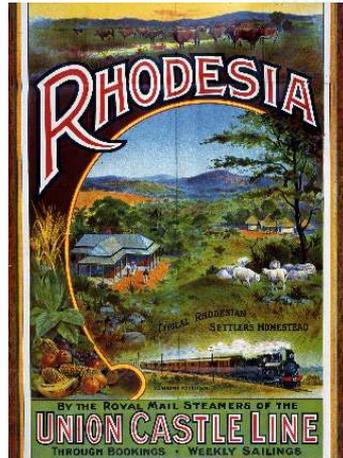
What will this mean for the future of British emigration?

Make some notes here:



The Departures lounge

Sort these emigration posters into date order from the early 17th century to the early 20th century. What do they tell us about how, and why, people were encouraged to emigrate? What language and imagery are used? What is missing from these posters?



1. © National Archives
2. © National Archives
3. Australia National Archives
4. © Australia National Archives
5. © Bridgeman



Departures lounge

1.

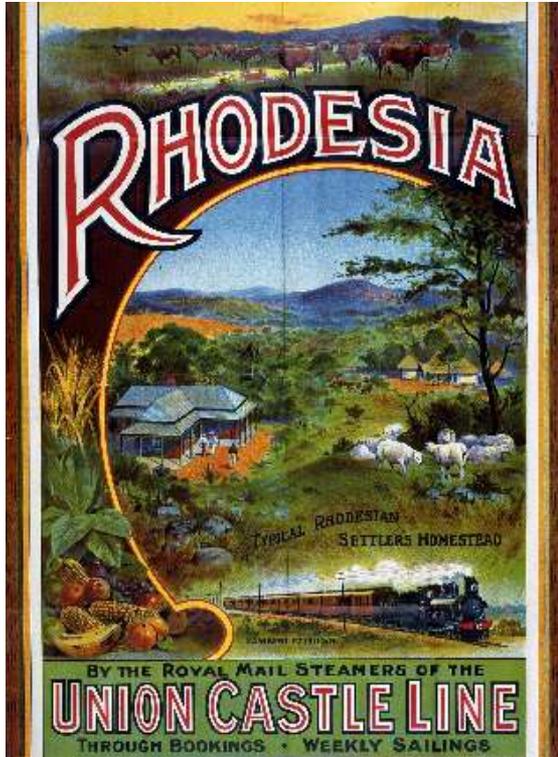
2.

3.

4.

5.

Delving deeper



This poster is from 1908. It was designed by the Union Castle Line, a British shipping company that operated passenger liners and cargo ships between Europe and Africa from 1900 to 1977. Rhodesia was the colonial name for Zimbabwe (named after Cecil Rhodes). The poster claims to show the 'typical Rhodesian settler's homestead' and shows a lush bountiful landscape with fruit and farm animals.

Who was Cecil Rhodes?

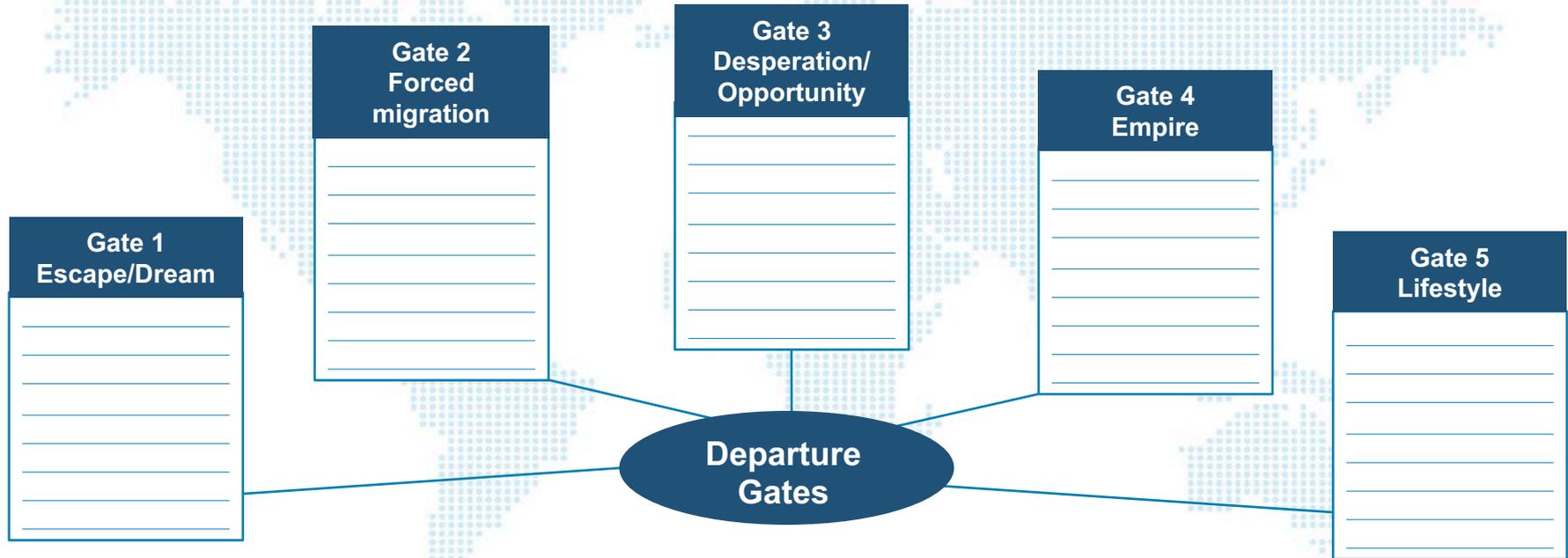
Why does this poster present a problematic view of life in 'Rhodesia'?

What do you think is missing from the impression given by this poster?

Factors for emigrating

What makes someone leave home? Better job opportunities overseas? Not being able to practise their faith or express their viewpoints? Falling in love? Perhaps they had no choice? Usually, it is a combination of some or all of these, and there are other factors too.

Each 'Departure gate' in this exhibition explores different reasons why people have left Britain – many are the same reasons why people have immigrated here. Sort the following emigration histories into the gates below and give reasons for your answers: Mayflower and the Pilgrim fathers, Convict transportation system, Highland Clearances, Sierra Leone, Australian Gold Rush, the Welsh in Patagonia, the Child Emigration Scheme and the Windrush scandal.



Mayflower and the Pilgrim Fathers – core

Part 2 Looking West 2) Colonisation in North America

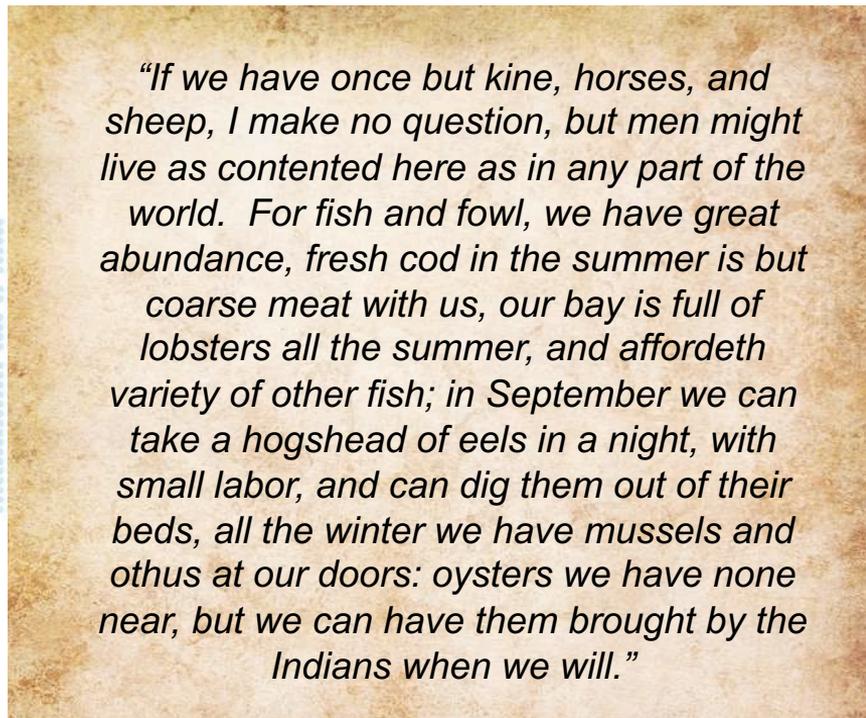
Edward Winslow (1595-1655) was a Mayflower passenger and leader of the Plymouth Colony. He wrote several books about the colony, acted as a governor and an ambassador to the Wampanoag people.

This source tells me that _____

This is useful because _____

Exam Practice Q1

How useful is this source to a historian studying the Mayflower and the Pilgrim Fathers?



“If we have once but kine, horses, and sheep, I make no question, but men might live as contented here as in any part of the world. For fish and fowl, we have great abundance, fresh cod in the summer is but coarse meat with us, our bay is full of lobsters all the summer, and affordeth variety of other fish; in September we can take a hogshead of eels in a night, with small labor, and can dig them out of their beds, all the winter we have mussels and othus at our doors: oysters we have none near, but we can have them brought by the Indians when we will.”

Extract from Edward Winslow's letter to London, written 11th December 1621

Convict transportation system – core

Part 3 Expansion and empire 3) Migrants to, from and within Britain

In 1788 England began transporting convicts to Australia. Over the next 80 years over 160,000 people were transported, around 15% of those transported were women. The majority of female convicts transported to Australia were guilty of committing small crimes, often stealing less than £5 in today’s money. This quilt is the only surviving one of its kind. It was made by women aboard a convict ship called *The Rajah* which landed in Tasmania in 1840.

What does the Rajah Quilt tell you about the skills of the women aboard the convict ship? _____

Why did the government transport convicts to Australia? _____

Exam Practice Q1

How useful is this source to a historian studying forced migration in the 18th and 19th centuries?



Rajah Quilt © Bridgeman Images National Gallery of Australia

Black Loyalists and Sierra Leone – core

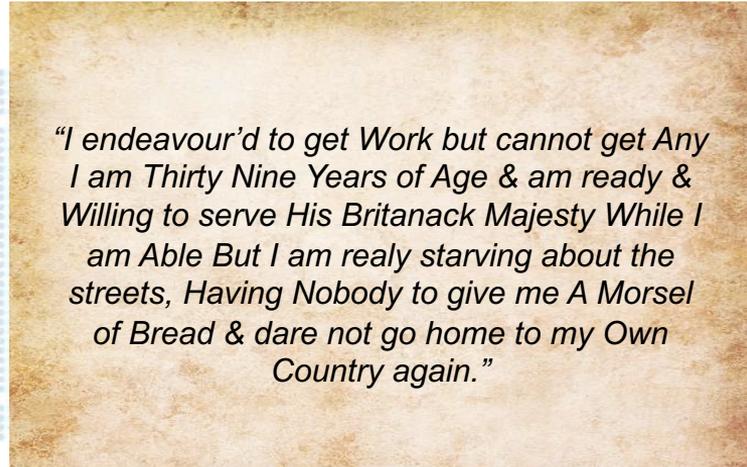
Part 2 Looking West 2) Colonisation in North America

In the 1780s London became home to a number of Black people who had fought with the British against the Patriots in the American War of Independence. In return for their efforts, they were granted freedom and passage to Nova Scotia in Canada and then to London. However, by the mid 1780s London's new Black community were destitute and seen by some as a 'burden'. In 1786, a man named Henry Smeathman proposed a plan to transport them to a new colony in Sierra Leone. By doing so, he would 'remove the burden of the Blacks from the public forever' while at the same time offering an opportunity for poor Black Londoners to forge a new life in a new world. Black people were reluctant to settle in Sierra Leone.

This source tells me that _____

What does this tell you about the treatment of the Black Loyalists, who had fought for Britain in the American War of Independence? _____

What does this reveal about the way emigration was viewed by governments and other organisations? _____



Quote from Peter Anderson, Black Loyalist soldier in London



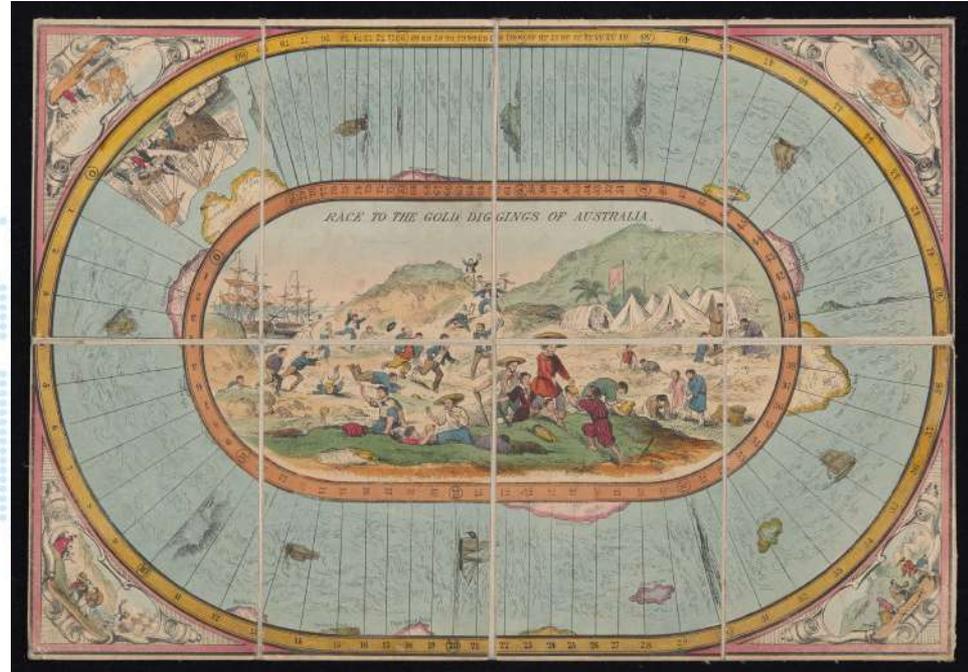
Australian Gold Rush – extension piece

In 1851 Gold was discovered in Australia, provoking the Australian Gold Rush. Nearly half a million people from Britain and Ireland sought their fortunes in the Australian colonies. Over the next 20 years Australia's population quadrupled, reaching 1.7 million in 1871.

This source tells me that _____

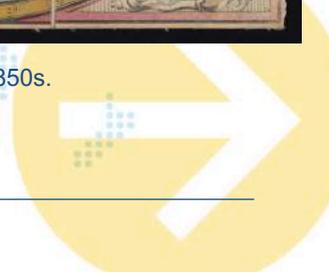
This is useful because _____

How useful is this source to a historian studying colonisation in the 19th century?

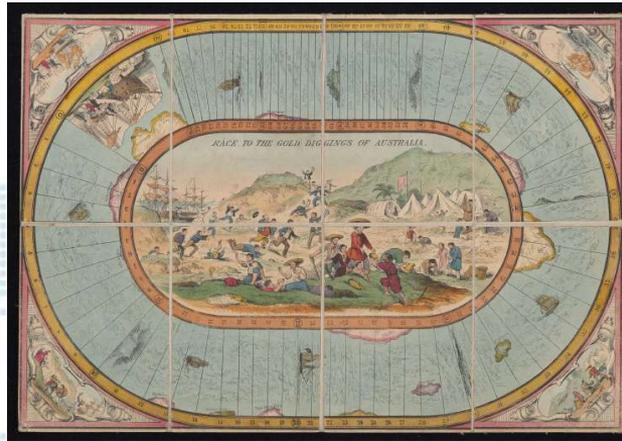


Board game called *Race to the Gold diggings of Australia* c.1850s.

© National Museum of Australia



Australian Goldrush extension piece



Board game called *Race to the Gold diggings of Australia* c.1850s.

© National Museum of Australia

Additional question

What does this game tell you about prevailing attitudes towards colonisation in the UK during the 19th century?



Notes:

Welsh in Patagonia – extension piece

Facing threats to the Welsh language and culture at home, congregationalist minister Michael D Jones sought to create a ‘New Wales’ across the seas. More than 150 men, women and children heeded his call and set sail from Liverpool on an old tea clipper called *The Mimosa* in 1865, having been promised fertile lands and prosperity in the Chubut Valley, in South America.

This source tells me that _____

This is useful because _____

How useful is this source to a historian studying colonisation in the 19th century?


 Notes:

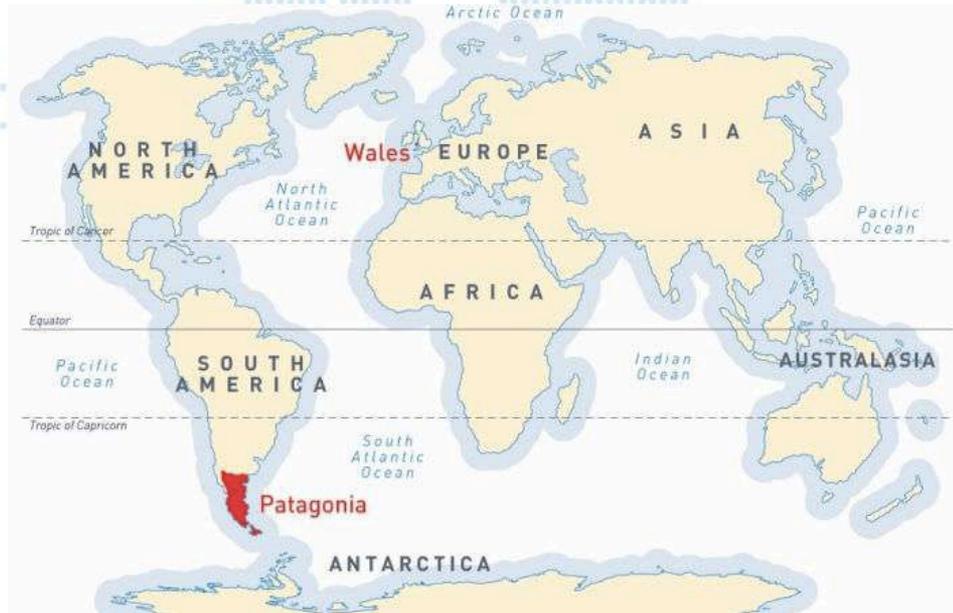
*‘I know as a fact that you are **peopling the Chupat** [Patagonia] with a people from the other side of the sea.... I am the Cacique to whom belong the plains of the Chupat.... We hunt between Patagones and the Chupat.... I know very well that you have negotiated with the Government to colonize the Chupat but you **ought also to negotiate with us who are the owners of these lands**.... I and my people are contented to see you colonize on the Chupat, for we shall have a **nearer place to go to in order to trade**.... We sell ostrich feathers [and] guanaco skins.... Enquire as to the prices of those articles in order that you may **pay us properly**.... Tell me in your letter what kind of money you are using.... Try to get an interpreter.... I wish you much happiness and **salute you** with my best estimation.’*

Cacique Antonio Letter

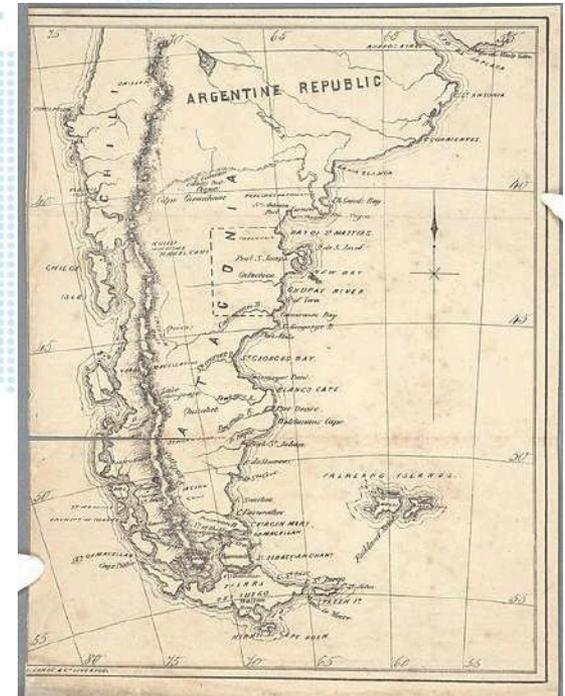
Extract from a letter written by indigenous leader Cacique Antonio to the Welsh settlers in 1866.

Welsh in Patagonia – extension piece

Patagonia is a region in South America that lies mainly in modern-day Argentina with its western part in Chile. Here are two maps to help you locate it geographically.



©150 Patagonia Plus



Child migration scheme – extension piece

In 1869 Britain began the 'child migration scheme', transporting poor or orphaned children to its colonies in Canada, New Zealand, Australia, South Africa and Zimbabwe (then Rhodesia). Over the next 100 years more than 100,000 children emigrated under this scheme.

This source tells me that _____

This is useful because I know this _____

How useful is this source to a historian studying forced migration in the 19th century?

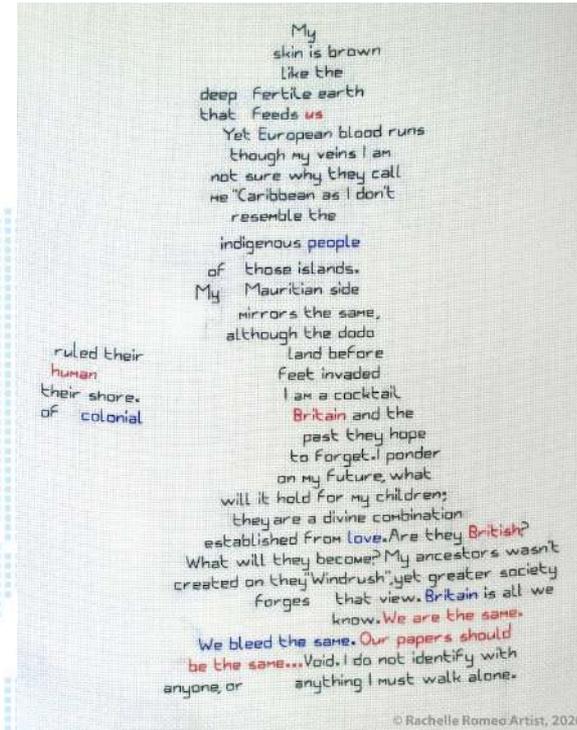


Windrush scandal – extension piece

Almost half a million people from the Caribbean moved to Britain after the Second World War as citizens of the former British Empire. Seventy years later many are being forced to prove their right to stay in Britain, and some have been unjustly detained and deported. Many had their rights to work or social care revoked, and their lives upended.

This piece is called *The Disowned Briton*. Here the artist, Rachelle Romeo, describes how she came to make it:

“My father was one of the first people to be thrown into the media as part of the Windrush scandal, after fighting to prove his British nationality for 12 years. I myself had to fight to prove his status and in doing so faced much adversity. I was very angry and the only way I could process my anger was through art. This tapestry expresses how I feel two years on: the turmoil, the anxiety and the distrust I have in my ‘so-called’ country.”



The Disowned Briton.

Text and tapestry by Rachelle Romeo 2020 © Rachelle Romeo

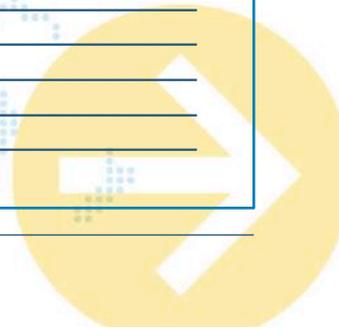


Windrush scandal – extension piece

The Empire has affected who is considered an immigrant or emigrant. What does the Windrush scandal tell you about this?

Why do so many people consider the Windrush scandal a betrayal? In your answer think about the context of the history of the British Empire.

How has the government's 'Hostile Environment Policy' contributed to this scandal?



Similarities

Compare the Welsh in Patagonia with the Highland Clearances



Minister Michael D Jones © National Library of Wales



© Bridgeman

Exam practice

Explain two ways in which the Highland clearances and Welsh emigration to Patagonia were similar.

Similarity 1:

Similarity 2:



Notes:

Similarities

The Child migration scheme and the convict transportation scheme



This is a photograph of children disembarking in Canada from the UK.

© Library and Archives Canada



This quilt was woven by women aboard a convict ship travelling to Australia from England.

Rajah Quilt © Bridgeman Images National Gallery of Australia

Exam practice

Explain two ways in which the convict transportation scheme and the child migration scheme were similar.

Similarity 1

Similarity 2



Conclusion

We hope you have found this resource pack helpful for learning about these important topics. If you can, please come and visit the Migration Museum: you will be guaranteed a warm welcome! Also keep an eye on our website for announcements about *Departures* Digital with other museums and heritage sites across the UK:

www.migrationmuseum.org

Thank you to the AQA teachers, and many others, who provided advice in the development of these resources. If you have any questions or feedback, please contact Liberty@migrationmuseum.org

Answer the following questions in a sentence or two

1. What have you learnt about the history of emigration?
2. What was most the memorable migration moment for you, or the story that surprised you most?

