

# 3 lesson enquiry



## Enquiry question:

What can we learn about identity and belonging in Britain in the 1970s from Ugandan Asian experiences of migration?

### Lesson 1

Why did the Asian community settle in Uganda, and then leave in the 1970s?

**Objective:**

To understand the history of the Asian community in Uganda and the circumstances that led to their expulsion.

### Lesson 2

What was life like for Ugandan Asians arriving in 1970s Britain?

**Objective:**

To understand the challenges faced by the Ugandan Asian community when they arrived in Britain and how they adapted to their new environment.

### Lesson 3

How did the Ugandan Asians find 'home' in Britain?

**Objective:**

To understand how the Ugandan Asian community established a sense of belonging and found a new home in Britain.

**These lessons are suitable for KS3 (preferably year 8 – 9)**

There is a substantial amount of text in the lessons – predominantly source extracts – which could be reduced for lessons of under an hour. Each lesson is designed for an hour long lesson with mixed ability classes.

Note that the sources are all taken from oral history interviews which can equally be listened to online, and you are encouraged, if you have facilities in class to do so – many also include videos.

Interviews – Ugandan Asians

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**Lessons can be mapped to the national curriculum:**

- To know and understand significant aspects of the history of the wider world: the expansion and dissolution of empires
- To understand historical concepts of cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- To gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, political, and social history; and between short - and long-term timescales.