



## **KS2 History - Britain Since 1948**

### **Understanding the contribution of immigrant women to the nursing profession after 1948**

This lesson will highlight to children the contribution that immigrant women made to the NHS after 1948. They will learn the reasons why immigrant women were encouraged to move to Britain to work as nurses after World War II. The children will read and listen to the oral histories of some of these women. They will appreciate their good and bad experiences of moving to the UK. They will also be asked to consider how to conduct a successful oral history interview.

#### **Lesson Objectives:**

- To know about changes in one aspect of Britain since 1948.
- To understand the contribution immigrant women made to nursing after 1948.
- To know how oral history contributes to the understanding of past events.

#### **Success Criteria:**

- Children should be able to:
  - Describe how women from the colonies were encouraged to come to Britain.
  - Analyse evidence obtained from oral history accounts.
  - Know how to ask questions in an oral history interview.

#### **KS2 Curriculum Links:**

**History** – 1a: place events, people and changes into correct periods of time, 2b: about the social, cultural, religious and ethnic diversity of the societies studied, in Britain and the wider world, 4a: how to find out about the events, people and changes studied from an appropriate range of sources of information, including ICT-based sources, 5a: recall, select and organise historical information, 11b: examine the impact of the Second World War or social and technological changes that have taken place since 1930, on the lives of men, women and children from different sections of society.

**Citizenship** – 2i: to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.

**Literacy** – 2a: identify the gist of an account or key points in a discussion and evaluate what they hear.

## **Resources:**

### **Teaching Activity / Introduction**

Explain to the children that immigrants came to Britain after 1948 because of jobs being offered to them by the British government. Show the children a list of the sort of jobs immigrants were offered (nurses, factory workers, builders, bus drivers, cleaners, caterers). Ask the children to guess which jobs were typically offered to men and those to women.

Explain to the children the reasons why immigrant women were encouraged to come to Britain to train as nurses using the Powerpoint display. Ask the children if they have any questions.

Clarify with the children that many women, immigrant or not, made significant contributions to the nursing profession since 1948. Explain to them that it is important to appreciate immigrant women's contributions to Britain's history because they experienced extra hardships like language differences and homesickness.

Ask the children if they can think of any more hardships immigrant women might have had to experience (e.g. racism, cultural differences, low pay, unfair treatment, bland food, differences in weather etc).

## **Development:**

### ***Paired/Group Activity***

Ask the children to look at three different pictures of immigrant women- at work, at home and in the street. In pairs, ask the children to add thought bubbles to the pictures of the women. Ask them to include positive and negative thoughts. For example, they might write on the pictures; 'I miss my family so much' or 'it's exciting meeting new people.' Ask the class to share their ideas with each other.

Then ask the children to listen, or read, some real women's memories of moving to Britain. Use websites such as:

[www.timeandplaceproject.org.uk](http://www.timeandplaceproject.org.uk)

[www.movinghere.org.uk/schools/Britain/britain\\_since\\_1948](http://www.movinghere.org.uk/schools/Britain/britain_since_1948)

[www.manyriverstocross.co.uk](http://www.manyriverstocross.co.uk)

Ask the pupils to add more thought bubbles to their pictures, using the extra information they have just acquired.

### ***Independent Activity:***

Ask the children to sort real statements made by nurses about their experiences of moving to Britain to train as nurses. Advise the children to read them one at a time and then decide where to place them on a grid with the headings; 'Personal Background', 'Training and Working' and 'Everyday and Social Life'.

### Differentiation

G&T – Ask the children to reflect on the aspects of life immigrant women found most difficult to adapt to and why.

SEN – Ask the children to sort fewer statements.

### Plenary

Ask the children to sort the statements as a whole class using a grid at the front of the class. Ask them if there were any personal statements that surprised them.

Ask the children to tell their partners two or three things they have learned about immigrant nurses in the 50 and 60s. Then ask them to think about immigrants moving to the UK today. Do they understand why life might be difficult for them?

Also, explain to the children that there are some disadvantages of using oral histories to find out about the past. For example, sometimes opinion gets presented as fact in an interview or people experience memory loss.

End by briefly explaining to the children how Dame Karlene Davis is an inspiration to people today. Ask the children to think of questions they would ask her if they interviewed her. Compare questions they think would get a yes, or no, answer, to questions that would allow Davis to talk in more detail. Finish the lesson by discussing the features of a good interview question.

### Extension/Homework

Ask the children to design and create interview questions to ask their parents and grandparents. The children conduct their interviews and record the information they gain.

### Possible Follow-Up Lesson

Ask the children to investigate what life was like for immigrant men moving to Britain. Can they find an oral account of what life was like for a bus driver post World War II?