

Enquiry question 1	<b>Who has called Brick Lane home?</b>
Rationale	The story of migration is central to Britain's story. This enquiry uses a single street (and the surrounding area) to highlight the waves of migration that Britain has experienced, from European (Huguenot) to Irish and Commonwealth (Bengali). It touches on why people migrated, why they were drawn to Brick Lane and what their experiences were (and are). There is primarily a focus on the experiences of migrants and on change and continuity, but also, to some extent, on the similarities and differences between groups.
Second order focus	Change and continuity, similarity and difference
Builds on knowledge of ...	British Empire (especially Ireland and India) Industrial Revolution Jewish history (especially pre-twentieth-century anti-Semitism in Europe)
Would support future learning of ...	GCSE Migration Units Twentieth and twenty-first-century British history GCSE site studies/historic environment
<p>Points to emphasise</p> <ul style="list-style-type: none"> <li>- Why people migrated to Brick Lane</li> <li>- The welcome they received</li> <li>- Employment</li> <li>- Interaction between communities</li> </ul>	<p><b>Lesson 1:</b> The clothing industry is central to Brick Lane's story from the seventeenth to the twentieth century. It will be relevant to both Lesson 2 and Lesson 3. Migrants often move to areas where there is either an existing community of people from where they are migrating from, or where there is employment; again we see this in Lesson 2 and 3. There is also interaction between the Huguenots and the Irish: sometimes this can be supportive but it can also be confrontational.</p> <p><b>Lesson 2:</b> Jewish migration has a long history in Britain. While this lesson focuses on nineteenth-century migration and twentieth-century experiences, it is important to note that these migrants were joining others. If time allows, looking at the interaction between Jewish and Irish communities also adds nuance to the story.</p> <p><b>Lessons 3 and 4:</b> Bangladeshi immigration is primarily from a particular region – Sylhet – and this is heavily linked to British imperialism. At first, most migrants were seafarers who settled near London's docks. Some of these men then found work as cooks in Brick Lane's earliest curry cafes. Migration grew in the 1950s and 1960s and many of these migrants worked in the clothing industry, which had been dominated by the Jewish community. Over time, the restaurant trade became more significant in Brick Lane. Racism and anti-racist struggles are a very important part of the Bengali experience of Brick Lane.</p> <p><b>Lesson 5:</b> Brick Lane is changing, largely due to gentrification. Feelings about these changes are not uniform.</p>
Things to avoid	<ul style="list-style-type: none"> <li>- Presenting migration as a problem or some migrant groups as being better than others</li> <li>- Giving the impression that Brick Lane is a place that individuals or groups inevitably 'move on from' once they have become more 'successful'</li> <li>- Suggesting that there is a uniform experience of Brick Lane, even within a community</li> <li>- Suggesting that the Bengali community are solely victims of gentrification when the picture is more complex; while many people do feel this way, others are pleased to see the area changing and are benefiting from it</li> </ul>

<p>Suggested number of lessons</p>	<p>4–6</p> <p>Could be compressed, with the Bengali experience covered in a single lesson and the outcome task put at the end of the gentrification lesson</p>
<p>Lesson suggestions with links to supporting website resources</p>	<p>All lessons in this enquiry draw heavily on the following page:  <a href="#">Making Home: The World in Brick Lane</a></p> <p><b>Lesson 1: Huguenots and Irish community</b></p> <p>Ask students to consider where Brick Lane is and why it might be an area migrants would settle in:</p> <ul style="list-style-type: none"> <li>• The <a href="#">map</a> in the Street section of the website.</li> <li>• The <a href="#">City</a> page may also be useful here for broader context.</li> <li>• You could supplement with this <a href="#">map of 1745</a>: this could be useful to give students a sense of what London was like in the mid-eighteenth century.</li> </ul> <p>Students could explore Huguenot migration:</p> <ul style="list-style-type: none"> <li>• Our Migration Story provides information and source material for the Huguenot experience, firstly about <a href="#">why the Huguenots moved to Britain</a> and then a <a href="#">case study</a> about Spitalfields itself.</li> <li>• The OCR Spitalfields study (<a href="#">Chapter 2</a>) contains valuable information and sources.</li> </ul> <p>Students could explore Irish migration:</p> <ul style="list-style-type: none"> <li>• The story of Irish migration to the East End of London is slightly different to the traditional narrative as it is pre-industrial. Migration does then increase after the Famine, as discussed in <a href="#">Making Home: The World in Brick Lane</a>.</li> </ul> <p>Looking at the <a href="#">Spitalfields riots</a> could be a way for students to investigate the experiences of Huguenot and Irish communities. This is also covered in the OCR booklet (<a href="#">Chapter 3</a>)</p> <p><b>Lesson 2: Jewish and Irish community</b></p> <p>Providing context:</p> <ul style="list-style-type: none"> <li>• <a href="#">Making Home: The World in Brick Lane</a> is the first place to look, including the images used, which show Jewish shops and individuals. These could be used as a starter or initial stimulus material.</li> <li>• If students have knowledge of Jewish involvement in the clothing industry/garment trade (in Paris or New York, for example) this could be used to make a link between the area's history of weaving and the clothing trade.</li> <li>• This <a href="#">article</a> provides further context for the Making Home webpage about why Jewish migrants chose to leave Eastern Europe and settle in Spitalfields.</li> </ul> <p>Giving a sense of experience:</p> <ul style="list-style-type: none"> <li>• The above <a href="#">article</a> also provides information about the Jewish experience of Brick Lane and its changing nature.</li> <li>• The OCR Spitalfields booklet provides a wealth of information (<a href="#">Chapters 5–7</a>)</li> <li>• Dr Nadia Valman's app <a href="#">Zangwill's Spitalfields</a> is a combination of podcast, images from the time and a tour of the streets.</li> <li>• The <a href="#">Booth Poverty Map</a> (the words 'Brick Lane' are slightly obscured by a parish boundary) could give students a sense of experiences in the area at the end of the nineteenth century. Although they are difficult to read, the <a href="#">notebooks</a> that the map is based on are a possible primary source.</li> <li>• The <a href="#">1905 Alien Act</a> and the Battle of Cable Street could also be points to consider if focusing on how migrants were treated.</li> <li>• Interaction between the Jewish and Irish communities is explored in this <a href="#">article</a> and could provide a way to consider similarities and differences in the experiences of these two groups. Irish migration continued and increased before the Jewish migration of the late nineteenth century.</li> </ul>

### Lessons 3 and 4: Bengali community

Showing students Brick Lane as it now is:

- The [Street section](#) shows all the businesses on the street. (You could highlight that there only a couple of Jewish businesses left on Brick Lane.)
- The [video](#) (0–0.20) could be useful here as an introduction.

Why Bengalis initially moved to Brick Lane:

- See the [Empire, Trade, Seafarers and Spice](#) section. [Our Migration Story](#) provides information on the experiences of lascars.
- [Independence, Partition and Post-1947 Migrations](#).
- The [video](#) (0.40–2.12) focuses on reasons why Bengalis moved to the area.

The restaurant trade:

- [Video](#) (3.37–4.21 and 5.57–6.19).
- [Working Lives: From Clothing to Catering](#).
- [Cookbooks, Cafes and Curry Restaurants](#).
- [The Rise of Banglatown](#).
- [City Spice](#) and [Monsoon](#) are good case studies.

Experiences of racism and the anti-racist struggle:

- [Politics, Racism and Resistance](#).
- [Video](#) (2.12 to 3.36).
- The restaurants [Café Grill](#), [Amar Gaon](#), [Jasmine](#) and [Aladin](#) were all meeting places for activists.
- This [BBC article](#) also provides valuable context and details.

### Lesson 5: Gentrification

Students can reflect on how Brick Lane is changing and ‘gentrifying’. As well as considering how the composition of businesses and their customers is changing, students could consider how different people feel about the change.

- [City Data](#) could provide a way into this lesson, looking at how demographics have changed over time.
- [The Decline of Banglatown](#).
- [The Future of Bengali Brick Lane](#).
- Video (from 5.22 to the end).
- Interviewees in the video:
  - Sean Carey preferring the old ‘Banglatown’
  - Sheikh Aliur Rahman not seeing gentrification as a problem
  - Ansar Ahmed Ullah liking today’s diverse Brick Lane
  - Abdul ‘Jamal’ Quayum lamenting the loss of community.

It is possibly worth noting that the Cereal Killer Café has [announced](#) that it has permanently closed due to COVID-19. This could lead to a discussion of what impact COVID-19 might have on ‘Banglatown’ and Brick Lane’s gentrification.

### Lesson 6: Outcome task

Please see below for suggestions for possible outcome tasks.

<p>Possible outcome tasks</p>	<p><b>Timeline</b> Students could create an A4 or A3 poster charting the different groups who have called Brick Lane home. This timeline could be illustrated and have details such as the reasons different groups migrated to Brick Lane, what jobs they did and how they were received/treated.</p> <p><b>Character cards or poster</b> Students could focus on an individual from one of the communities who have called Brick Lane home and make a poster outlining their experience. Another possibility is that they could create characters based on individuals from several of the communities who have called Brick Lane home or (to show diversity of experience) look at a range of individuals who now work on Brick Lane.</p> <p><b>Essay</b> Students could answer the enquiry question looking at the four groups explored (Huguenot, Jewish, Irish, Bengali) with a focus on why those groups moved to Brick Lane and then on both change and continuity and similarity and difference.</p>
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