

# Rebuilding Lives: 50 years of Ugandan Asians in Leicester

## Key Stage 2 Scheme of Work Local History Study

### Context

In 2022, to mark the 50<sup>th</sup> anniversary of arrival of Ugandan Asians in Leicester following their expulsion by Idi Amin, Navrang Arts curated an award winning\* exhibition at Leicester Museum & Art Gallery to explore the causes of the expulsion, the experiences of those who lived through it, and its impact on the city and beyond. As part of the project, Navrang created a new website where images of the objects displayed in the exhibition, the family photos donated and the oral histories collected could be stored and shared with the public as a legacy to the exhibition.

\* **Winner:** 2023 Temporary Exhibition of the Year, Museum + Heritage Awards, **Winner:** 2023 Community Exhibition of the Year, Association of Heritage Interpretation

This Teachers Pack contains suggested activities for 6 lessons and links to relevant resources targeted at the Key Stage 2 History Local History Study for use with upper-primary aged pupils (Years 5 and 6). The activities are a guide only and we recommend that you adapt them where appropriate to the requirements and abilities of your pupils.

### LESSON 1: Expulsion!

#### Learning Objectives:

- 1) To introduce pupils to the expulsion of Asians from Uganda in 1972 and the arrival of many to Leicester.
- 2) To introduce key vocabulary linked to the events of the expulsion and resettlement.
- 3) To secure an understanding of the chronology of the key events.

#### Introduction

In 1972, the leader of the African country, Uganda, decided to expel all of the Indian people (Ugandan Asians) from his country. Over 60,000 people were given only 90 days to leave their homes, their jobs, their possessions and their friends and families behind. Looking for anywhere in the world to go, 27,000 Ugandan Asians were able to come to Britain and over 10,000 of them settled in Leicester, where there was already a growing Indian community.

#### Activity 1. Introductory Film

Watch this BBC News article about the 50<sup>th</sup> anniversary of the expulsion:

[Why former Uganda dictator Idi Amin expelled thousands of Ugandan Asians - BBC News \(youtube.com\)](#) 4:22 mins

#### Discussion about the film:

What did they understand?  
How did it make them feel?

**Activity 2. Build a glossary of key words and discuss them:**

<b>Expulsion</b>	Forcing someone to leave a place
<b>Dictator</b>	A ruler with total power over a country, usually gained by force
<b>Passport</b>	Official travel document issued by a government enabling them to leave the country
<b>Asian</b>	A native of the continent of Asia or a person whose parents, grandparents etc... came from Asia. (India is one of many countries that are part of Asia)
<b>Deprive</b>	Prevent a person from having or using something
<b>Concentration Camp</b>	A place where people are detained or confined, usually under harsh conditions
<b>Community</b>	A group of people living in the same place or having particular characteristics, attitudes and interests in common
<b>Racist</b>	Showing prejudice or discriminating (treating differently unfairly) against a person or people on the basis of their racial or ethnic group
<b>Prejudice</b>	Opinion that is not based on reason or actual experience
<b>Rejuvenate</b>	Give new energy to
<b>Transcript</b>	The written or printed version of somebody's spoken words
<b>Ethnic/ Ethnicity</b>	Belonging to a group of people who share a common cultural background or descent.

**Activity 3. Comprehension Timeline**

On the accompanying Lesson 1 worksheet (downloadable [here](#)), pupils read the paragraph and use the information in it to complete the timeline. Check answers together.

**Plenary**

Review understanding of the Ugandan Asian exodus and arrival events and timeline.

## LESSON 2. Leaving Home

### Learning Objectives:

- 1) To consolidate the key vocabulary and chronology of the Ugandan Asian Expulsion
- 2) To understand the lifestyle of Asians in Uganda in the lead-up to the Expulsion
- 3) To explore the choices Uganda Asians had to make and their impacts

### Introduction

For a quick starter, ask pupils to outline key dates and events related to the Ugandan Asian expulsion and check definitions of key words from lesson 1.

### Activity 1. Before the Storm

On a map of the world, identify Africa, and then Uganda. Discuss what we might expect Uganda to be like compared to the UK (climate, weather, wildlife etc...) – write words and phrases on the board.

As a class, go through the ‘Life in Uganda’ Powerpoint presentation (downloadable [here](#)) Having seen the film and listened to the descriptions, were the class predictions accurate? Would you like to live there? Why?

### Activity 2. The Coming Storm

As a class, watch this ITV news article on 3 families who were forced to flee Uganda: <https://www.youtube.com/watch?v=dm9ZancC05Y> 5:46 mins

Discuss what the pupils understand from the video? Do they think it was fair/right to expel the Ugandan Asians? How does it make them feel?

### Activity 3. Leaving Home

People expelled from Uganda were only allowed to take one suitcase each, containing any clothes, jewellery, practical, personal or precious items they wished to take (they couldn’t take any money except for £50 for the whole family). Everything else they owned they had to leave behind. Adults and children all had to decide which items they would pack for their new lives in an unknown country. If you had to leave your country in a hurry, what would you pack in your suitcase?

In pairs, decide what items you would pack (into a space approximately 50cm x 60cm, or 4 x A4 paper) and write your list down.

Extension: On the road to Uganda’s only airport at Entebbe, armed soldiers stopped as many people as they could and searched for any valuable items that they could keep for themselves. Teacher, at random, ask pupils to read out their lists. They must cross-out any items that you deem valuable. What, if anything, do they have left for their new lives? How does that make them feel?

### Plenary

Discuss what children ‘packed’ and why. List of most popular items to take.

## LESSON 3. Arrival

### Learning Objectives:

- 1) To consolidate knowledge of life in Uganda before the expulsion and some of the impacts of being forced to leave.
- 2) To explore some of the attitudes of British people to the arrival of the Ugandan Asian refugees.
- 3) To understand the practical challenges faced by Ugandan Asians arriving in the UK

### Introduction: Resettlement Camps

Recap what life had been like in Uganda for the Asian community and some of the challenges they faced when leaving. Discuss what pupils think the main differences the Ugandan Asians will notice when they arrive in the UK. Make lists on the board of pupils' predictions.

If Ugandan Asians had no family or friends already in the UK who could help or house them when they arrived, they were sent to a resettlement camp. There were 16 camps around the country, often in very rural areas. Much of the food, clothing and advice about jobs and housing was provided by local volunteers.

### Activity 1. Welcome to Leicester

Watch the film below about attitudes to the arrival of Ugandan Asians in Britain in 1972. Ask pupils to note positive and negative experiences. When the film has finished, compile a class list of positive and negative aspects of life in the UK in 1972 for Ugandan Asians.

Welcome to Leicester: <https://www.youtube.com/watch?v=Pf58G7Hgbvw> (ITV News) 5:59 mins

### Activity 3. Finding Homes and Finding Work

We're going to discover some of the challenges that Ugandan Asians faced when arriving in the UK. As a class, listen to Fazila Zannar's oral history clip (0:41 Mins) about the cold (available [here](#)). Discuss why Fazila felt the cold so badly when she arrived.

Split the class into groups and distribute 3 or 4 oral history transcripts (downloadable [here](#)) (Refer back to Glossary from lesson 1) to each group (it doesn't matter that groups have duplicates of the same transcript). Ask the pupils to read through the transcripts write down any challenges or problems that Ugandan Asian People experienced when arriving in the UK. Use a table similar to below to record answers. When the children have finished, discuss the challenges they discovered.

Name of author	Finding a home	Finding a job	Going to school	Other challenges

### Plenary

Discuss how it must have felt for the Ugandan Asian people coming to the UK. Do the pupils think people enjoyed life in the UK when they arrived? Discuss. Have a vote.

## LESSON 4. Source Detectives

### Learning Objectives:

- 4) To consolidate knowledge of the events and attitudes to the arrival of Ugandan Asians to the UK and the challenges they faced
- 5) To identify and categorise a variety of sources of information about the topic
- 6) To evaluate the reliability and usefulness of sources in relation to the topic

### Introduction

On the white board draw 2 columns, labelled 'Positive' and 'Negative'. Ask pupils to recall some of the experiences encountered by Ugandan Asians arriving in the UK and discuss whether these were positive or negative – write them in the corresponding column.

Ask the pupils how they know these things actually happened if they weren't there. Introduce the idea of 'sources' (Link to previous lesson of listening to Oral History and reading the transcripts).

### Activity 1. Exploring Historical Sources

As a class, go through the 'Exploring Historical Sources' Powerpoint (downloadable [here](#)).

When wanting to find out more about events, people and places beyond our own experience, we look for pieces of information that can help us to build a better understanding. These pieces of information are called **sources**. Our knowledge of the past is constructed from a range of sources. The 4 main types of sources of information are:

<b>Visual</b>	A photograph or image or piece of film footage can give us information
<b>Auditory</b>	Oral Histories from somebody who witnessed the events, music from the time or an audio recording can help to tell us more
<b>Written</b>	Letter, diaries, official documents, newspapers from the time can be very useful
<b>Physical</b>	Objects, tools and decorations can tell us how people lived and what they valued

### Activity 2. Reliable and Unreliable Sources

Not all sources are **reliable**. They may have been especially created to give the viewer/listener/reader a certain impression about the time, event or person. For these reasons, you must always ask yourself the following questions:

- 1) What can I see/hear?
- 2) What does it tell me?
- 3) When was it created? (The closer to the time, place and people it is about, the more reliable it may be)
- 4) Who wrote/created/said it and why? (Were they trying to create a favourable/unfavourable impression?)



Using the examples in the powerpoint and model the *Source Detective* worksheet (downloadable [here](#)) on the whiteboard.

Print out all the different sources (downloadable [here](#)). (NB – Oral Histories have been transcribed, but they can still be counted as auditory sources for the purpose of this activity) and distribute by source type across 4 tables (i.e. 1 table for Oral History Transcripts, 1 table for Photographs etc...). Split class into 4 groups and carousel around the tables. Pupils complete a Source Detective worksheet for each source they examine.

### Plenary

Discuss as class some of the sources and the pupils' answers. Did they think the sources were reliable? Why?

## LESSON 5. Impacts and Emotions

### Learning Objectives:

- 1) To consolidate knowledge and understanding of key events around the Ugandan Asian expulsion and arrival in the UK.
- 2) To consolidate knowledge and understanding of sources of evidence and how to evaluate them.
- 3) To demonstrate knowledge, understanding and empathy of those who experienced the Ugandan Asian expulsion and resettlement.

### Introduction: Nisha's Story

Recap the 4 types of sources and how they can be evaluated. Click the Link below and Listen to Nisha Popat's story about leaving Uganda and arriving in Leicester. Discuss how these events made her feel.

Forced to Flee Uganda: <https://www.youtube.com/watch?v=o6W2a4CQW4M> BBC World Service (2:52 Mins)

### Activity 1. Impacts of Expulsion

On the *Impacts of Expulsion* worksheet (download [here](#)), pupils work in pairs to explore how different people may have felt leaving Ugandan and then arriving in the UK. Look at some of the sources from Lesson 4 to help if needed.

### Activity 2. Dear Diary...

Explain that the pupils are going to write a diary entry from the perspective of a Ugandan Asian person either on the day they have to leave Uganda or the day they arrive in the UK/Leicester. Before they start, display and go through the 'Features of a Diary Entry' checklist:

#### Features of a Diary Entry

Feature	Have I included?
Uses the past tense	
Uses first person pronouns (I, we, my, etc.)	
Describes the author's points of view, thoughts and feelings	
Includes opinions as well as facts	
Written in an informal style, as though speaking to someone	
Uses ambitious words to describe people and places	
Uses inverted commas to show direct speech	
Organises events into paragraphs	
Uses time conjunctions to link events	

### Plenary

Have the pupils read some of their diary entries to the rest of the class and discuss.



## LESSON 6. Rebuilding Lives

### Learning Objectives:

- 1) To consolidate knowledge and understanding of key events around the Ugandan Asian expulsion and arrival in the UK.
- 2) To consolidate knowledge and understanding of sources of evidence and how to evaluate them.
- 3) To recognise and understand some of the physical and cultural impacts the arrival of Ugandan Asians has had on Leicester.

### Introduction

In 1972 the authorities in Leicester were telling Ugandan Asians not to come to the city, saying there were no jobs, houses or schools for them. 50 Years later, Leicester is so multi-cultural that it was the first city in Europe to have an **ethnic majority** (no single ethnicity made-up more than 50% of the population), it hosts the largest Diwali (Hindu festival of light) celebrations outside of India and is recognised as a “City of Sanctuary” for refugees from around the world. In this lesson we are going to explore some of the physical and cultural changes to the city over that time.

### Activity 1.

Watch the Rebuilding Lives film (7:03 mins) (available [here](#)) charting some of the changes in Leicester since the Ugandan Asians arrived. Afterwards, discuss what the pupils think about modern Leicester. Is it better than it was?

### Activity 2.

Thinking about all the challenges that the Ugandan Asians faced when they arrived and thinking about all of the things in modern Leicester/Britain that you are proud of, design a poster that would make people from around the world feel welcome in your town/city/country.

### Plenary

Share some of the posters and discuss aspects of them that would make people feel welcome. Discuss is there's anything we could all do to make our town/city/country even more welcoming?