HODDER GCSE (9–1) HISTORY FOR PEARSON EDEXCEL

MIGRANTS IN BRITAIN
c.800–present
NOTTING HILL
c.1948–c.1970

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(Justice to History)

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CONTENTS

1 The big story of migration, c.800–present

Why study the history of migrants in Britain, c.800–present day?

In the last thirty years concerns about immigration have reached extraordinary levels in Britain. National newspapers report on the topic almost daily, politicians from the two major parties ensure their positions on immigration are a key part of their platforms and the biggest political decision taken by the British public in the twenty-first century, the vote to leave the European Union was, in part, fuelled by the debate around immigration.

The issue of immigration is not one that we can avoid. As historians we strive to understand how societies develop, what their values are and what key moments initiate changes in how people think. How Britain came to be the country that it is today is, to a large extent, down to migration. People from all four corners of the Earth have come to Britain and in small and great ways have had an impact on the direction of the country. In an age where the debate around migration is poisoned with hate and misinformation, it is important for us to see how our society has been shaped by those people who fled persecution or saw an opportunity for themselves and their families and chose to make Britain their home.

A contemporary migration debate

In the summer of 2021 there was a media focus on the relatively small number of refugees making the dangerous crossing from France to Britain, across the Channel. The Royal National Lifeboat Institution (RNLI), which helps endangered people at sea, was targeted by some critics for rescuing refugees who could not complete their journeys. As these critics tried to turn the public against the RNLI, the opposite effect was achieved, and this charity received more in donations from the public than at any other time in its history.

The story of migration to Britain shows up many **xenophobic** people, but it is also full of people who in some small way have helped migrants and refugees find a home in Britain; this textbook tells the stories of both. But above all, this book reveals the resilience and determination of those men and women who often took great personal risks to start new lives in Britain throughout the centuries.

What do you know about the current debates around immigration?

1. Draw a mind map with the word 'immigration' in the centre. Then write any words you associate with immigration around it. Try to put your words into context through explanation.
2. Why do you think immigration has been seen, and continues to be seen, as a controversial issue? Try to develop your answer with examples.

▲ **Source 1** A group of people thought to be migrants are brought into Dover, Kent, by the RNLI following a small boat incident in the Channel, September 2020

What words do we need to know to study migrants in Britain, c.800–present day?

There are always key words associated with particular historical topics and you will find a glossary at the back of the book to help you with terms that might be unfamiliar to you. Migration can be a controversial issue in Britain, as we have seen, and it is important to take care with the language that we use.

Aliens
This was a Medieval term for someone who had migrated to England and was a citizen of another land. The legal term 'alien' was still in use in the UK in the early twentieth century, and it is still used in the USA.

Migration terms

There are two basic terms to describe people who move themselves, and often their families, from one country, or place, to another. There is a very important distinction between the two:

A **migrant** is a person who moves from one place to another, usually to find work and/or better living conditions, or to study. Migrants make the choice to move.

A **refugee** is someone who is forced to leave their country to find safety from persecution and/or conflict. Refugees have no choice but to move to a safer country.

Migrants

Migrants can be:

Economic migrants who want to move to another country for new job opportunities and/or to escape poverty and hardship in their homeland. Economic migrants do not necessarily want to settle in the new country. They usually have the option of returning home.

Immigrants who migrate and do want to settle in a new country. Immigrants would become citizens of the new country and take up the rights of the existing population. They could eventually choose to return to their first homeland if they wanted to.

Refugees

Refugees have to ask to be accepted into a country they wish to flee to, and while they are waiting for a decision on their right to remain they are called **asylum seekers**. The process of recognition as a refugee can be very lengthy and challenging.

Although the Pearson course and this book include only the term 'migrants' in the title, refugees are considered to be a key part of its overall story of people who move to Britain. In the different sections of the course there will be information and discussion about groups of refugees alongside the accounts of migrants at the time. Be sure to make a note of any person or group who you would consider to be refugees.

Offensive terms

In the past, names have sometimes been used that are seen as abusive and disrespectful to certain groups of migrants and refugees. These terms do appear in some written sources from the past. The people who wrote the sources didn't necessarily understand that the terms were offensive, sometimes because their use was so widespread at the time. Where these words appear in sources in this book they have usually been printed as they were used. Your teacher will talk to you about the use of those words. Three common examples are terms that relate to:

- people of African descent, who were called 'negroes' until quite recently. You will see this word in some sources (pages 54, 67 and 83). This is not a word that we consider appropriate to use nowadays. There is also a highly offensive word that we have chosen not to print in full; where it is used in a source you will see it printed as 'n_____'. There is no need for us to use the full word today, when it is necessary we use the phrase 'the n-word' instead.
- travellers whose heritage is from the Romani nomadic people, who have been referred to as 'Gypsies' since the sixteenth century. The word was used because they were mistaken for people of Egypt because their skin was darker. The term 'Gypsy' on its own is now considered to be offensive, but people do use the terms 'Romani Gypsy' and 'Traveller'.
- people who were not white Europeans. The term 'coloured' was used up to the later twentieth century to refer to people who were not white Europeans. This is now considered disrespectful and offensive, but it appears in this book in some sources and in the title of some groups, as on pages 83 and 122.

Negative attitude terms

Two key words describe the negative attitude that some people have towards immigrants:

- **Xenophobia** refers to hostility and prejudice towards people from other countries. There are records of xenophobic people in England from the Middle Ages, and they have been responsible for serious anti-immigrant disturbances and violence.
- **Racism** is a different and much more recent term based on the idea that people in the world are separated into different racial groups and that some are inferior to others. These ideas of race developed through the eighteenth and nineteenth centuries and are still very influential in some people's thinking today.

How can we think historically about migrants in Britain, c.800–present day?

This GCSE unit examines more than a thousand years of history and a lot can change in a thousand years! There will be some aspects of migration that feature across the centuries; these will be referred to as 'continuity' in contrast to 'change'. General historical ideas like these are referred to as 'historical concepts'. You will use other concepts alongside **change** and **continuity** throughout the course:

- **Causation** will help you to understand *why* things happened and changed in the way they did. There will be different *causal* factors at work, such as government, religion, economics and business.
- **Significance** will help you to appreciate the impact and influence that particular people or events have had on Britain's past.
- **Similarity** and **difference** can help you to see how diverse groups and individuals experience things at the same stage in the past.

Migration is, in itself, a process of change, both for people who move and for those they settle alongside. You will spend a lot of time in this unit thinking about change.

Historical enquiries

Historians have to ask important questions about the past to learn more about how the world has developed over time. The specification for this examination course is presented in four time periods. For each period there are two strands of ideas connected to migration:

- **The context of migration:** This strand examines the attraction of Britain for migrants and the pattern of their settlement.
- **The experience and impact of migrants:** This strand examines how migrants settled into British society and how far they were made to feel welcome. It also examines how new settlers prompted aspects of society to change, particularly in terms of culture and the economy.

Each chapter of the book covers a specific time period, and within each time period we explore two enquiry questions linked to the strands from the specification:

- What was the attraction of Britain to migrants in the period studied?
- What was the experience and impact of migrants in Britain in the period studied?

Visualising change and continuity

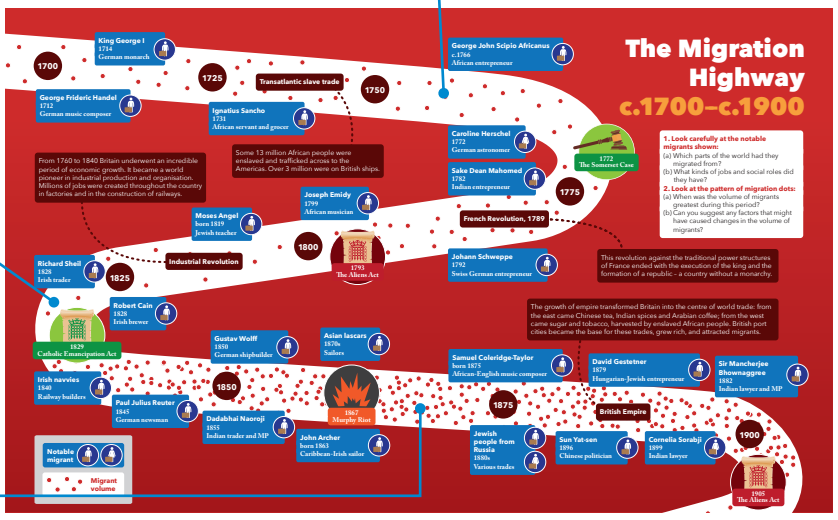
When we are thinking about a complex idea like change, it can be helpful to visualise it in a simple way with a familiar image.

In this book we have chosen to use the image of a road or 'highway' to show change and continuity in migration (there are highway images at the start of each major section of the book, on pages 10–11, 32–3, 52–3, 78–9 and 80–1. Travelling is an essential part of migration, and we use the highway to mark the timescale of the centuries. There are aspects of change that are suggested on the highways (see below). The migrants featured in the highways, as well as many more, are highlighted in bold the first time they appear in the text.

The *direction* of change: there are particular events that have a major impact on the pattern of migration to Britain. These are often legal decisions that make it harder or easier for people to settle in the country. Historians talk about 'turning points' in the past, after which aspects of life are very different from how they were before. Turning points can be seen on the migration highways as sharp turns in the road: changes that assist migration are shown in green and those that deter migrants are in red.

The *extent* of change: there have always been migrants in Britain, but there are some periods when the volume of arrivals is much greater than others. On the highway, this idea is shown by the dots on the road surface. Periods of large-scale migration will appear as dense patches of dots.

The *pace* of change: this is harder to show on the highway, but you can get a sense of how quickly things were changing by looking at the patterns of dots in relation to the timescale of the highway.



What are the key aspects of the attraction of Britain for migrants, c.800–present day?

There are two places involved in the movement of migrants and refugees: the place they are moving to and the place they are coming from. The motivation for their journey could be connected with one of these places, or both. We talk about 'pull factors' that attract people to the new place, and 'push factors' that force them to move from their homeland.

1 Remind yourself of the definitions of 'migrants' and 'refugees'. Which group is more likely to be driven by 'push factors'?

In this unit we will mainly focus on pull factors, because this is one of the British history modules of this GCSE course. However, you will want to acknowledge different push factors that affected particular groups. The first enquiry in each section of the course will focus on the attraction of Britain for migrants and refugees. This involves looking at the broad history of England as a nation up to 1707 and then of Great Britain when England, Wales and Scotland were officially united under one ruler from the eighteenth century onwards.

The economy, society and political nation of England, and then Britain, have changed immensely over the period of this course. However, there have also been significant continuities: from the time of the Anglo-Saxons, trading with England was seen as valuable and well-organised, and economic opportunities were generally protected by stable governments through the centuries. The four boxes below explain vital elements in the context of Britain that drew in migrants.

FACTORS INHIBITING OR ENCOURAGING CHANGE

There are four key aspects of British life and society that this course highlights as factors affecting change:

- institutions (Government and church)
- religion
- economic influences
- attitudes in society

The first three help to shape the context for migration (see this page). The fourth one is a very important part of the experiences of migrants (see pages 9 and 10). Attitudes in British society towards migrants can be positive or negative (see pages 2-3). Always note the impact of these factors throughout your studies in this course.

Economic influences: trade and jobs

Economic migrants could be wealthy merchants who came to England to organise their own city's participation in a particular trade, either in English exports, particularly wool throughout the Middle Ages, or imports, including wine and silks. They could also be ordinary workers finding jobs in activities that were short of labour, like the Irish men taking jobs in railway building in the mid-nineteenth century and the Irish women registering as nurses in the mid-twentieth century.

Religion: mission and sanctuary

There are two main ways in which religion can be the main factor in the movement of people. Some devout believers can decide to migrate to another country to spread their religion; these people are often called **missionaries**. In the twelfth century there were a number of European monks who came to England to reform the English Church. Religion can also be the factor behind the movement of refugees who face persecution for their beliefs in their homeland. Thousands of French and Flemish religious refugees came to England in the period c.1500–c.1700.

Institutions: Government

Throughout the centuries, monarchs and governments have on occasion introduced policies and laws that aimed to attract particular types of migrants to Britain. This was almost always to meet a specific economic need. Furthermore, immigrants who settle in a new country would want to be treated fairly and justly. Therefore the legal frameworks and the political authorities play an important part in the attraction of Britain. In the earlier centuries discussed in this course it was the monarch who had the most power to decide on the rights of English citizens. But in the seventeenth century Parliament became the principal political power in the country. It was King William I who first invited Jewish people to England in the 1070s, and King Edward I who expelled them in 1290. It was Parliament that decided to invite Jewish people back in 1655 and who passed the Act of 1858 that gave them the right to become MPs.

Education and culture

English universities always attracted some migrant scholars, including famous German Protestants in the sixteenth century. Well-known people from India, including Mohandas Gandhi and Cornelia Sorabji, came to study law in England in the nineteenth century. England has been home to many migrants who bring new cultural talents, including the German Renaissance painter Holbein in the sixteenth century, and the Trinidadian author Sam Selvon in the twentieth century.

How did Britain change its connections with the world from c.800?

THE WIDER WORLD

The British Isles were connected to the wider world during the years of the Roman Empire's occupation between 43 and 410CE. Peoples of different heritages from Europe and Africa were certainly present in England at that time. From c.800, there were changes in these global connections and five broad periods are described across these pages. The map shows the most common areas from which external migrants have travelled to Britain.

GLOBAL CONNECTIONS c.800–c.1150

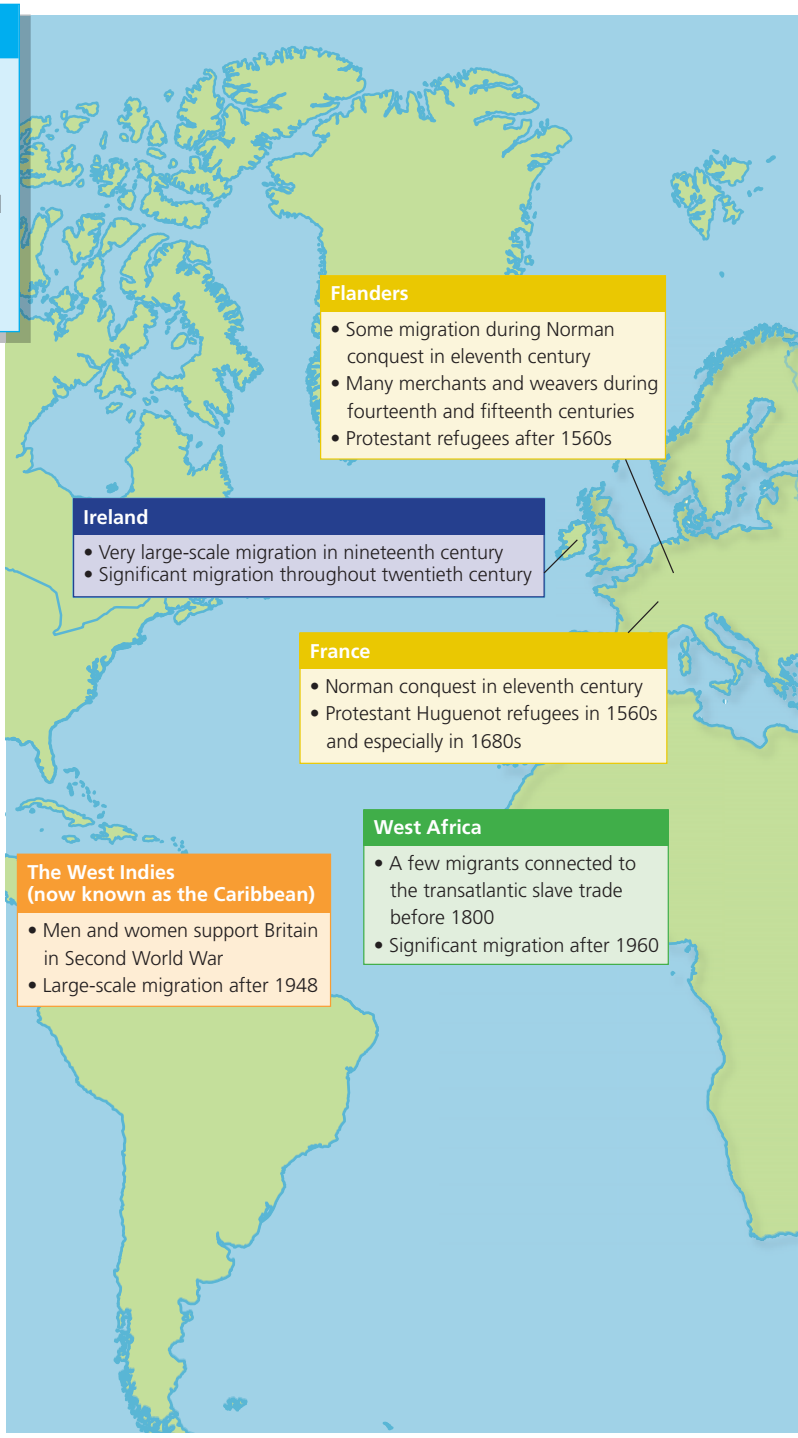
This period saw England become united as a kingdom, under Kings Alfred and Athelstan, but it later became a part of the overseas empires of peoples of Scandinavian heritage. In the eleventh century, England was ruled by Danish kings between 1016 and 1042 and then was conquered by Normans in 1066. These foreign rulers brought migrants with them in the fields of trade and religion, and also as new landowners. Significant groups of Flemish, Jewish, and Norman French migrants arrived.

GLOBAL CONNECTIONS c.1150–c.1500

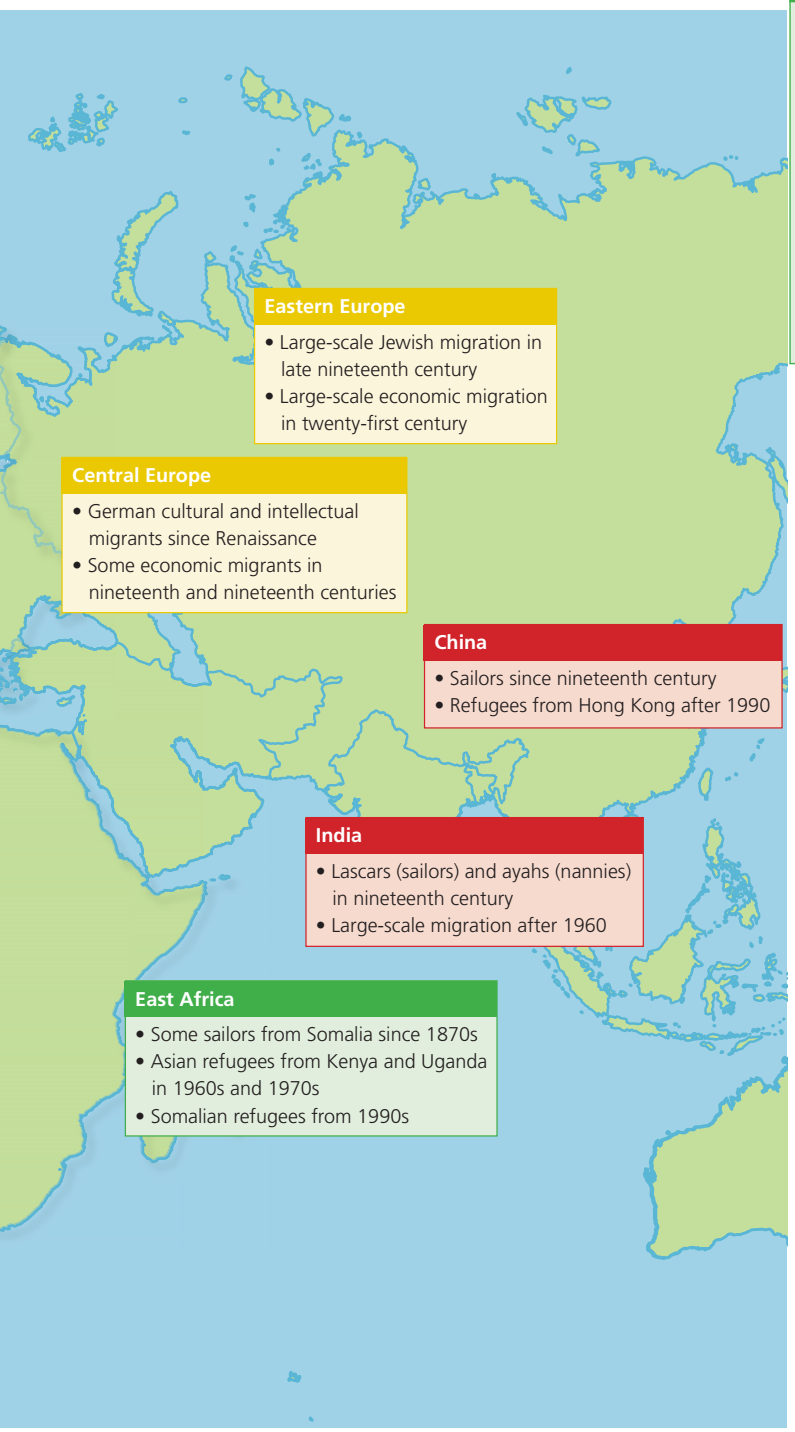
England was the centre of a small empire in these centuries, beginning with the lands of the Angevin kings covering half of France. In the thirteenth, fourteenth and early fifteenth centuries, the English kings fought to maintain power in France, with varying degrees of success. Migrants continued to come to England, mainly for economic purposes, including Flemish weavers and Italian bankers and merchants. This was also the period in which English control of Wales was firmly established. In 1485 the new English king was an Anglo-Welsh lord: Henry Tudor.

GLOBAL CONNECTIONS c.1500–c.1850

In these centuries the British became connected with more distant parts of the world, and this started to have a small impact on migration. The establishment of Caribbean and North American colonies was connected with Britain's leading role in enslaving African people and transporting them across the Atlantic. Other trades connected Britain to Asia, particularly the Indian subcontinent. Links with Europe continued, and the religious Reformation of the sixteenth century brought thousands of refugees to England, escaping Catholic domination. Significant groups of Flemish and French migrants arrived, and in 1655 Jewish people were allowed back after more than 300 years of exile.



1 Choose key words that sum up the state of Britain's global connections in each of the five phases described here.
2 If you were printing a world map to help people at the time of each phase make sense of what was happening in England/Britain at the time, what would your map show? Explain the changes across the five phases.



▲ **Source 2** Map of Britain's global connections and major sources of migration, c.850–c.2020

3 The popular television programme *Who Do You Think You Are?* investigates the ancestry of British celebrities. They are often surprised to find out how far their global connections reach. If you were the producer of the programme, what would you advise the celebrities to expect, using the information here?

THE BRITISH ISLES

People of the territories of England, Wales, Scotland and Ireland have been connected for centuries. As immediate neighbours, some of them travelled to and from their homelands for various social and economic purposes, and they continue to do that. This would be considered *internal* migration when the territories were under the same government, as was the case for all these lands in the nineteenth century. Nowadays, migration from the Irish Republic is considered *external*, but not from Northern Ireland because it is still part of the United Kingdom.

GLOBAL CONNECTIONS c.1850–c.1950

This was the century of British imperial dominance in the world. There were British colonies on all the continents and this was the basis of Britain's status as a world power in international affairs. There were more arrivals from Asia and Africa than before, but not many settled as immigrants. The World Wars of the twentieth century saw significant numbers of African, Caribbean and Asian people in Britain, and this was sometimes met with intolerance from British citizens. Europe continued to contribute a large share of total migration, particularly Jewish refugees from persecution in Eastern Europe and then Germany. There were also large flows of Irish migrants. During this period there were also high levels of emigration *from* Britain, particularly to parts of the empire.

GLOBAL CONNECTIONS c.1950–c.2020

Britain's status as a world power was fatally weakened by the Second World War. The decades afterwards saw a process of **decolonisation** of territories across the world. At the same time, there were shortages of workers in many industries and public services in Britain and migrants from many of the imperial colonies decided to come and fill them; as the Caribbean writer and scholar Stuart Hall declared:

> We are here because you were there!

Britain was transformed into a more multicultural society and this brought new challenges for British people to work through. Europe was briefly the major focus of Britain's global connections again, after some 500 years, when it became a member of the growing European Union (1973–2020). The whole world developed far more complex global connections by the twenty-first century, and this 'globalisation' is likely to continue to have major consequences for migration.

a) Study Sources 3 and 4 carefully. We can assume that there are Somalis in the picture of the mosque in Source 3, since they are a Muslim people and the dress is consistent with what you would expect of them.

Make a table to record aspects of each source that show assimilation and autonomy. Research aspects of the background to Somalis who were living in Cardiff around 1950, and look at other pictures of people in Britain living in 1950 to help you assess the usual social appearance and activity at the time.

b) How far do Bert Hardy's pictures of Cardiff in 1950 suggest that Somali immigrants were integrating into British society?

c) What further questions would you need to ask to confirm your answer to Question b?

What has been the experience and the impact of migrants to Britain since c.800?

The second enquiry of each section focuses on the experiences and impact of migrants in Britain. Your enquiries will reveal that this varies from group to group. All immigrants will want to have a positive experience in their new home country and they will want to enjoy the attractions of Britain that encouraged them to migrate in the first place.

With time, most immigrants have wanted to see themselves as British, especially those who are the second and third generations of immigrant families. In identifying as British, they do not necessarily want to lose their connections with their birthplace. Many immigrants choose to have a sense of 'dual identity' and refer to themselves as 'British Irish' or 'British Asian', etc. There are two key terms that help us to discuss the experiences of immigrants and the ideas of identity:

- **Assimilation** refers to how far individuals or groups of immigrants adopt the culture, customs and values of the majority of people living in their new home country. This is often done to settle into a country more easily in order to be accepted.
- **Autonomy** refers to how far individuals or groups of immigrants hold onto the culture, customs and values of their homeland. Immigrants who maintain a high degree of autonomy have often been regarded with suspicion by the British majority.

In the last fifty years, as immigration has become a topic of national debate and research, people have moved away from assuming that immigrants should strive to thoroughly assimilate into British society. The idea of **integration** was conceived as a new vision of how Britain would be transformed through diverse immigration. The idea is of a new **multicultural** society built in Britain through immigrants sharing aspects of their home cultures, while maintaining aspects of their own identities.

Assimilation and autonomy – migrants in Cardiff in 1950

There were a number of immigrants in Cardiff in the mid-twentieth century, concentrated in a district near the docks called Tiger Bay, Butetown. The majority were sailors who had come from the edge of the Indian Ocean bordering on Africa, mainly from Somalia and Yemen, and also from parts of West Africa. A photographer called Bert Hardy visited Tiger Bay in 1950 and took a number of pictures of the immigrants living there. We have chosen two of them to illustrate these ideas of assimilation and autonomy.

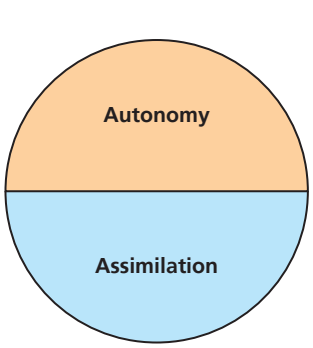
▲ **Source 3** Muslims at an Islamic prayer meeting at a mosque in Tiger Bay, Cardiff, April 1950

▲ **Source 4** A group of Somalis meet in Tiger Bay, Cardiff, April 1950

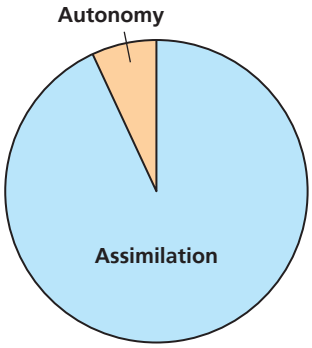
Assimilation and autonomy diagrams

Assimilation/autonomy circles can be used to reflect the extent of assimilation and autonomy in the lives and experiences of different immigrants. These circles are a simple version of a pie chart with only two segments in the circle. One segment represents assimilation and the other is autonomy. You should consider all you know about an immigrant or group of immigrants to decide on the appropriate share of the circle for each. You should then annotate your diagram to include key ideas that have shaped the decision that you made.

Here are two possible diagrams:



Immigrant one



Immigrant two

1 How would you describe the possible experiences and identity of these two imaginary immigrants?

2 Can you think of characteristics and circumstances that may have led to these two very different profiles? You might consider these key factors when suggesting answers: religion, language, culture, employment, appearance and neighbours.

Making notes on the enquiry questions

To help organise your thoughts as you work through the two enquiry questions in each chapter, you can create two tables like the ones below. Make notes in your tables as you work through the information and sources.

For each enquiry there are different features of the period that are listed on the first page of the chapter. You can use these features to complete the first column of your table.

Enquiry question 1: What attracted migrants to Britain?

Feature of the context of England/ Britain, *e.g. The wool industry*	Description of what was happening	How that attracted migrants	Examples of migrants and their destinations

Enquiry question 2: What were the experiences and impact of migrants?

Group of migrants, *e.g. Flemish people*	Relations with the authorities/ institutions	Relations with ordinary people	Migrants' impact on public life

At the end of each enquiry there will be a page called 'Communicating Your Answer' where you will be guided to complete a written task that is connected to the enquiry question and also to the kind of questions you will be required to answer in the examination.

Notable migrants

As you work through the book you will meet different people who arrived in Britain as migrants. You can read about their migration stories in the 'Notable migrant' boxes. These are colour-coded to show in which country each migrant was born:

Europe Ireland Asia
Africa UK (internal
Caribbean migration)
Canada

The Migration Highway c.800–c.1500

The Kingdoms of the British Isles

England, Ireland, Scotland and Wales were entirely separate kingdoms during most of this period. English kings did attempt to have authority over the other kingdoms, but this was not always successful. Only Wales was united with England, under Edward I in the late thirteenth century.

Emma of Normandy
1002
Norman princess

1000

1016
Cnut's invasion

1050

Christendom

Most of Europe followed the Christian religion throughout the medieval era. Christendom meant the power of the religion over all aspects of people's cultural and social lives at the time. Christians were part of a single universal (Catholic) Church organisation that was led by the Pope in Rome. Some Christians devoted themselves to a religious life and became monks or nuns, living in monasteries.

1066
The Norman invasion

Lanfranc
1070
Italian archbishop

Cluniac monks
1089
from France

Flemings in Pembrokeshire, Wales
1108

1100

1150

1190
The York Massacre

1200

The Crusades

These were expeditions that armed themselves to fight against people who did not follow the ways of European Christendom. Crusades could be against heretic (non-Catholic) Europeans, or followers of Islam in the Middle East and in Spain. Most of the medieval Crusades were focused on securing possession of Jerusalem for Christians.

Aaron of Lincoln
born c1125
Jewish financier

Cistercian monks
1128
from France

Licoricia of Winchester
born c1210
Jewish financier

Notable migrant

Migrant volume

800

850

Viking settlers

865
The Great Heathen Army

900

950

1. Look carefully at the notable migrants shown:
(a) Which parts of the world had they migrated from?
(b) What kinds of jobs and social roles did they have?

2. Look at the pattern of migration dots:
(a) When was the volume of migrants greatest during this period?
(b) Can you suggest any factors that might have caused changes in the volume of migrants?

In the middle of the fourteenth century a terrible plague swept across the world, and it had a devastating impact on England. In some places as much as half the population was wiped out. This loss impacted on economic and social activity, and there was a general shortage of workers.

Peter Bonyn
c1271
Flemish wool merchant

Eleanor of Provence
1236
French queen

1300

1350

1250

Flemish weavers
1350s

The Black Death

Boniface of Savoy
1249
French archbishop

1378
Denization acts

England fought for over a century to try to secure control over French lands that were held by the English monarch, from Normandy to Gascony. Marriages with French princesses presented English kings with claims to the French throne, but they were never able to keep hold of the kingdom. By 1453 the English had to retreat from France.

The Hundred Years' War

1400

Carlo Gigli
c1461
Italian silk merchant

1450

Gabriel Corbet
c1427
Italian sailor

1500

Giovanni Gigli
1476
Italian priest

2 Migration in medieval England, c.800–c.1500

2.1 What was the impact of invaders on England c.800–c.1100?

This first enquiry in the book is different from all the others because the first major groups of people who we know came to England from overseas and made a new home here were invaders rather than immigrants. They are still part of the story of migration in England, but their motivation and use of military force in taking control sets them apart from the immigrants in later centuries.

The first groups of people who invaded England were the Romans and Anglo-Saxons. Here you are going to study the invaders who arrived between the ninth and eleventh centuries – the Vikings and the Normans.

Invaders are likely to have more of an impact than migrants on the existing society that they conquer. As you study the sections of this enquiry, you should gather information and ideas about the impact of the Vikings and the Normans on:

i) government
ii) religion
iii) culture
iv) trade
v) the built environment.

The Vikings settle in the British Isles

The Vikings were from Scandinavia. In the eighth century, they began to explore far from their homelands in search of people to trade with, land to settle in and territories to raid. The Vikings were expert ship builders, and their long ships could sail in the open sea and up rivers. England was an especially easy and attractive target for the Vikings because of its long coastline, many rivers, wealthy monasteries and large settlements. In 793, a band of Norwegian Vikings launched a devastating attack on a monastery off the coast of Northumbria on the island of Lindisfarne. The raid shocked people around Europe because of the ferocity of the attack; many holy items were taken, monks were killed and a vast number of treasures were taken away to Norway. The attacks increased in number and it seemed that nowhere in northern Europe was free from the threat of a Viking raid.

From raiders to settlers

The ambition of the Viking raiders grew throughout the ninth century until, in 865, a substantial army led by the brothers Halfdan and Ivar 'the Boneless' landed in the Saxon kingdom of Northumbria and attacked the city of York. Before this attack, invading Viking armies had been happy to raid and take their loot back to their Scandinavian homes. This time, however, the invaders rampaged throughout England and settled in the kingdoms of East Anglia, Northumbria and Mercia (see Source 1). Only the kingdom of Wessex was able to hold out. The Great Heathen Army, as the Saxons called this force of Vikings, became the rulers of a large part of England. The **Danelaw**, as the area was known, was where Scandinavian migrants to England chose to settle in the years that followed. The area was governed according to the laws and traditions of the mostly Danish Scandinavian settlers. However, they did not impose any change of religion on the English Christians in their territories.

Christian conversion

The Vikings conquered the kingdom of Mercia in 874, and then Guthrum, a leader of the Great Heathen Army, led Viking forces to attack Wessex. Guthrum's hope of conquering all of southern England ended when King Alfred of Wessex defeated him in 878 at the Battle of Edington. Alfred's peace treaty insisted Guthrum convert to Christianity in exchange for being allowed to rule as a king within the Danelaw. Many of the Danes then became Christian and there are a number of traces in stone relics of the integration of ancient Danish myths and their new religion.

The Vikings' conversion to Christianity is an example of assimilation (see page 9) because the invaders adopted the religion of the natives in the land where they chose to settle. However, many of them would have kept connections with their traditional Scandinavian gods alongside their new religion (see Source 2). There were traces of these gods in Anglo-Saxon culture, and they have remained with us to this day: some of the days of the week are named after them, such as Wednesday, named for Woden, god of war, magic and poetry, and Thursday, named for Thor, god of thunder and sky.

▲ **Source 1** A map showing the Danelaw after the Treaty of Alfred and Guthrum in 879

St. Brice's Day, 1002

England renewed its struggle with Denmark in the tenth century, and by 954 the Danish forces had left England. However, Viking raids began again around 980, and ten years later years later the English king, Aethelred II, was paying large sums of gold and silver to the people of Denmark to get them to return home.

In 1002, Aethelred decided to strike a blow against Danish people who had settled and assimilated in the English kingdom over the years. On 13 November 1002, which was St Brice's Day, Aethelred ordered the massacre of all Danish people living in English territory. Two of the victims are believed to have been the sister of the Danish king, and her husband, a Danish noble in Aethelred's service. This this provoked renewed, fierce Viking attacks.

1 What might have driven Aethelred to order the St Brice's Day Massacre?

2 Compare the way that King Alfred and King Aethelred II handled the Viking challenges.

Culture

In the area of the Danelaw, there are still signs of the Vikings in place names and other aspects of language:

- Many towns and villages have names that end with letters that have Scandinavian meanings: -by means 'village', as in Grimsby; -thorpe means 'new village', as in Scunthorpe; -beck means 'stream' as in Holbeck.
- Dialects in northern England still use particular Scandinavian words, such as dale (for valley) and fell (for hill).
- There are common words in the English language that originate from Scandinavia, such as club, ransack, muck, snub, dollop and glove.

3 How was the Great Heathen Army different from the previous groups of Vikings who had come to England?

4 Explain the impact of the Danelaw on English culture.

a) Describe the aspects of the Middleton Cross that show
1) Christianity and
2) Viking culture.

▲ **Source 2** The Middleton Cross from St Andrew's Church, north Yorkshire; probably made in the early tenth century

Case study: The Viking city of Jorvik

There had been a significant settlement on the site of York since the Roman occupation of England. The Romans used it as an army base, and the Anglo-Saxons established a Christian site there and made it the capital of the northern kingdom of Northumbria. The site was an internal port town on the River Ouse, which was deep enough for sea-going ships to sail right up to it, even though York was over 50 miles from the Humber estuary coastline. It was therefore an ideal centre for the Viking invaders and their long-ships. They took control of the city in 866 and changed its name to Jorvik. Beginning with Halfdan, Danish leaders kept control in Jorvik for most of the next 100 years.

Vikings and economic activity in Jorvik

Evidence of the impact of the Vikings on York has come from archaeological digs, particularly one in the area of Coppergate in 1976–81. Excavations revealed the careful layout of Jorvik's streets and the trades of its residents. The archaeologists found wooden bowls and cups, and items made from metals and animal bones. These materials would have been traded from other parts of the British Isles and from Europe: tin from Cornwall, gold and silver from Europe and Ireland, and amber, a semi-precious stone for making jewellery, from Scandinavia. They also found objects including combs, rings and pins that were carved from reindeer antlers which must have come from the Arctic (see Source 3) and silk, which must have come from somewhere in Asia.

a) What evidence is there that the Viking migrant-invaders had connected Jorvik in England with the wider world?

▲ **Source 3** A comb made from a reindeer antler found in Coppergate

Vikings and Anglo-Saxons in Jorvik

Although the Danish Vikings had come as invaders to York, it does not seem that they drove the Anglo-Saxons away. Jorvik was not an exclusively Viking city. There is also evidence that the Vikings accepted the Christian religion of the local people, which shows they did assimilate into the society in some ways (see Source 4).

a) Describe two symbols on the coin that suggest the Vikings supported Christianity.

b) How far does Olaf's silver penny coin suggest that Jorvik was an **integrated** city?

▲ **Source 4** A coin made in Jorvik for the Danish ruler Olaf Guthfrithsson, c.940. The name on the coin reads Anlaf Cununc. Anlaf is the Saxon version of Olaf and Cununc is the Norse word for king. The bird on one side of the coin is a raven, which is associated with both the Viking god Odin, and the Christian Saint Oswald

Place names

The city of York still has place names that are connected to the Viking town, for example, Coppergate. 'Gate' was the Norse (Vikings' language) name for a street and it remains in many parts of York, and 'copper' came from 'cupmaker', which was the job of many people on that street.

Emma of Normandy and Cnut the Dane: immigrant rulers

Emma of Normandy and Cnut the Dane both migrated separately to England early in the eleventh century. Between them, they ruled in England for 33 years, during which time the country was peaceful and prosperous.

Emma, the Peaceweaver of Normandy: Queen in England, 1002–35

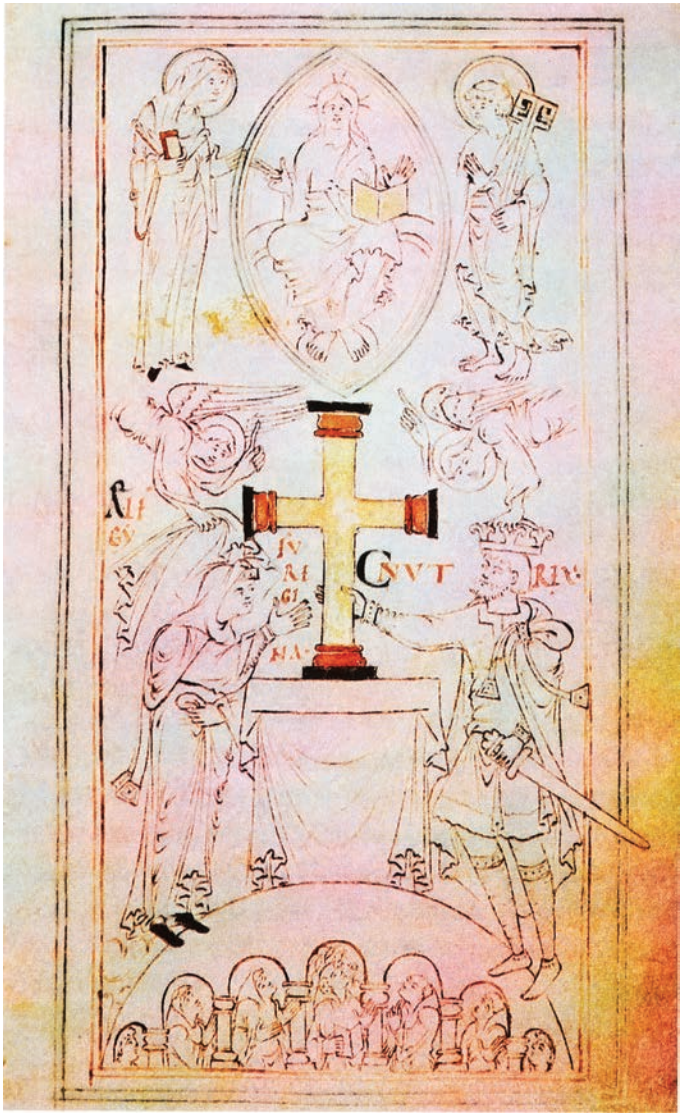
It is difficult to tell whether the teenage Emma, sister of the Duke of Normandy, was a willing migrant when she came to England in 1002. Her mission was to have an arranged marriage with the Saxon King of England, Aethelred II, who was more than twice her age. The Normans had migrated to northern France as Viking raiders, but settled down to create a strong French **duchy** in the tenth century. The Normans had been helping the Viking invaders of England with supplies, and Aethelred wanted that to stop. His marriage to Emma was designed to help, so she was called a 'peaceweaver'. Unfortunately, her husband was no more successful in handling the Vikings after their marriage than before, and they invaded again in 1013.

Cnut, the Viking from Denmark: King of England, 1016–35

Cnut was also a teenager when he first migrated to England with his father, Sweyn Forkbeard, in 1013. His father's victory over Aethelred led to Sweyn briefly becoming King of England, but he died before he was crowned. Cnut headed back to Denmark, but in 1016 he returned with a new invasion force and beat the Saxons to become King of England himself. At his coronation in 1017, he married Emma, then Aethelred's widow. Cnut ruled England for nineteen years and his reign was generally a time of peace and prosperity. With Cnut as King of England, the Viking pillaging of the country stopped, and most of Cnut's Danish warriors were sent back to Denmark by 1020. He organised the English kingdom very well, putting reliable Saxons in control of new, large earldoms to run the country.

Both Emma and Cnut were Christian monarchs and gave a lot of support to the English Church. Emma had connections to leading priests, such as Aelfsige, who was Bishop of Winchester, and Stigand, who went on to be Archbishop of Canterbury under her son, Edward the Confessor. Cnut also maintained good relations with the Saxon Archbishop of York, Wulfstan, who helped the King draw up new **codes of laws** for England based on the Saxon laws of King Edgar.

Cnut also became both King of Denmark in 1018 and then Norway in 1028. With little fighting, Cnut had established an empire across the North Sea, with England at its centre. When Cnut visited the Pope and other rulers in Rome in 1027, he negotiated reduced payments for English travellers to the holy city.



▲ **Source 5** An eleventh-century picture of Cnut and Emma presenting a gold cross to the new church at Winchester

a) What does this picture suggest about Cnut and Emma as **1)** a couple and **2)** rulers of their new homeland?

1 Explain the similarities and differences in the migrant stories of Emma and Cnut.

2 Discuss how the ideas of assimilation and autonomy can be seen in the lives of Emma and Cnut. You could create diagrams to show your ideas like the ones on page 9.

The Normans and the transformation of England

William of Normandy, the descendent of Viking raiders who settled in northern France, and great-nephew of Queen Emma, invaded England in September 1066. He became King of England after the Battle of Hastings in October, when he defeated Harold II, who had taken the throne on the death of Emma's son, Edward the Confessor, at the end of 1065. William's victory over the Anglo-Saxon army paved the way for the Norman Conquest.

Changes to England's governance

The number of Normans who settled in England in the years following 1066 was relatively small, almost certainly fewer than 10,000, almost all of whom were men. The most noticeable change, therefore, was the widespread replacement of Saxon landowners with Norman ones. Land that had been owned by 4000 Saxons was seized by William and given to only 200 Norman nobles, bishops and monasteries. In order to manage his newly acquired territory, William introduced the **feudal system** to England. All of the land in England technically belonged to King William and he gave out parts of it to nobles who swore to supply him with a certain number of knights, depending on the size of their estate. This system gave William far more control over England than previous Saxon kings had had and allowed him to introduce even more changes.

Because King William believed he was the rightful successor to Edward the Confessor, his first written statements and proclamations were made in English, as had those of the kings before him. But, after a period of rebellion between 1068 and 1070, William began to rely less on the English for support and more on his close Norman advisers. It was only after 1070 that Norman culture dominated English society.

Most of the information historians have about England during this time teaches us about what life was like for the wealthy and educated. In these sources, it is clear that Norman French was becoming the main language used at court and in government. Justice, prison, constable, agreement, fine, court, debt and evidence are all words that were introduced into the English legal system by the Normans.

1 Why did William introduce the feudal system to England?

2 Explain why William waited to impose Norman French on the English legal system.

Changes to the built environment of England

The Normans were great builders who changed the physical landscape of England through the construction of castles and churches.

Castles

▲ **Source 6** A reconstruction of a Norman motte and bailey castle at Totnes in Devon

a) Make a list of the features of the motte and bailey castle in Totnes that helped the Normans control the Anglo-Saxon population.

Motte and bailey castles

The Anglo-Saxons built walls around towns and cities to defend them from possible invaders. When the Normans arrived, one of the first things they did was to build castles. They built 65 major motte and bailey castles between 1066 and 1100. The Normans used them to frighten the local population and to remind them of Norman power and authority.

Stone castles

Over time, the motte and bailey castles were replaced with stone castles, which were even more resistant to attack. Castles were powerful defensive structures but they also became the place that ordinary people associated with authority. They were important centres of administration and local government. Tax collectors, officers of the court and market traders could also be found within the walls of a castle. Because they were home to large garrisons of soldiers, castles eventually became the centre of local activity and their presence also created a sense of security for the town or village.

Churches

Anglo-Saxon churches were usually small wooden buildings in the villages of England. Even in towns, like Norwich, there were lots of small churches for small district communities, rather than large structures. The Normans wanted to show that they had authority in religion to match their military authority. They built larger stone churches, and constructed **basilicas** in major towns, like London, Durham and York, which could hold hundreds of people worshipping at one time. One of the key interior features of these large Norman basilicas was the rounded arches. The Norman churches were painted inside with religious art, like the church in Copford Green, Essex (see Source 7). This gave a clear message about the power of the Church in people's lives, and the leaders of the Church were usually Norman. (For more about William I's approach to the Church in England see page 22–23.)

▲ **Source 7** The painted interior of the Norman church at Copford Green, Essex, built c.1130 for the Bishop of London

Cultural changes

Norman French became the language of government as a result of the Norman Conquest. The Normans formed the new aristocracy of England and the words they introduced reflected the new power structure. Many French words relating to government entered the English language, such as crown, authority, minister and even the word government. The Normans also brought new words for everyday things, such as food, and these eventually became part of the English language. Many cooked meats came to be known by Norman French names, such as beef, mutton, veal and venison, although the animal names remained Anglo-Saxon, such as cow, sheep, calf and deer. For 200 years after the Norman Conquest, French remained the language of ordinary conversation among the upper classes in England. The language of the ordinary working people remained English.

Commercial changes

The Normans brought new people into the trade and finance of England. Breton and Norman merchants set up businesses in English towns, particularly places where they paid less tax, such as London, Southampton and Nottingham. New trade across the English Channel included English wool exported to Flanders and wine imported from France.

Another group who came to England from Normandy after 1066 were Jewish people. These were the first Jewish people recorded in England, and they first settled in London and Oxford in the 1070s. William particularly wanted these people to provide him with financial services, as they did in his Norman capital, Rouen. They helped the King with loans and currency deals for international trade. During the reign of William's son, Henry I (1100–35), the Jewish people in London were granted freedoms by a royal charter, including permission to travel around England and carry on their business.

3 How far did the Normans change the built environment of England after their conquest?

4 Compare the impact of the Norman invaders on the former elites of Anglo-Saxon England and the ordinary working people. How far did their lives change?

5 How did the Norman kings encourage immigration in England?

FLEMINGS IN WALES

Flanders had long been politically and economically close to the English Crown. After 1066 those ties grew even closer as William I was married to the daughter of the Count of Flanders and the invading Norman force included many Flemings. Those Flemings could be found throughout much of England and some acquired great wealth. In an attempt to limit their growing influence, William's son, Henry I, moved the Flemings to live in South Wales. The region of Flanders was devastated by floods during this time and the refugees who escaped to England were also sent to live in Pembrokeshire, South Wales. So many Flemings settled there that the Welsh language, for a time, disappeared in the area in place of **Flemish** and Norman French and later, English.

Communicating your answer

Now it's time to write your answer to the Enquiry Question and ...

STOP! We have forgotten something very important.

Good historians usually start answering a question by suggesting an initial hypothesis – a first draft answer. A hypothesis helps you to stay on track as you continue working but remember that you can change it or add to it as you learn more.

1 Based on what you have found out using pages 12–17, what was the impact of migrant invaders on England between c.800 and c.1100?

The next step is to collect evidence that helps you to answer the Enquiry Question. We are going to use a Knowledge Organiser. This is to help you avoid the common mistake of making notes so detailed that you cannot see the main points you need.

2 Make a larger copy of the table below. Add detail to it from the information you have been given so far in this chapter for the years c.800–c.1100.

Government, including Danelaw, and Governance	
Religion	
Culture	
Trade	
Castles	

3 Compare the information in your Knowledge Organiser with your partner's. Make any necessary additions.

Now it's time to write your answer!

Now you're ready write an answer to our question.

What was the impact of migrant invaders on England between c.800 and c.1100?

Use the following plan to help you structure your answer:

Paragraph 1: Describe the Danelaw and Norman governance and explain how this changed people's lives in England.

Paragraph 2: As above but consider religion.

Paragraph 3: As above but consider culture.

Paragraph 4: As above but consider trade.

Paragraph 5: As above but consider castles.

Word Wall

A Word Wall identifies words that are useful for writing an answer. They also help you to think and talk about your answer. Add to your Word Wall each time you finish studying a new time period. This helps you to:

- understand the meaning of technical words and phrases
- communicate clearly and precisely when you describe or explain historical events – this definitely helps you do well in your exams
- spell these important words correctly (good spelling is rewarded).

Here are some words and phrases to help you think about the Enquiry Question and England between c.800 and c.1100. Make your own copy on a large sheet of paper and leave plenty of space so you can add to it.

Red – words related to the history of migration.

Blue – historical periods.

Black – words that make your arguments and ideas clear to the reader.

Golden – words that help you to use evidence, explain and link your answer to the question being asked.

2.2 Why were migrants attracted to medieval England c.1100–c.1500?

The last successful foreign invasion of England came in 1066. After that, all those who came to settle in England were considered immigrants.

Our second enquiry question, for the second part of this chapter, is shown above. As you work through this part of the chapter, it will be helpful to gather important information in the form of notes, possibly in a table like the one on page 9. Remember the key questions for the 'attraction of England':

- **What was happening in England?**
- **How did that attract migrants?**
- **Who came and where did they go?**

There are four key features of this period: a) royal authority, b) trade, c) wool and d) the Church.

Medieval English monarchs and foreigners

The monarch had ultimate authority, but increasingly needed to consult with the most powerful nobles and clergy in the land. The first Parliaments were formed in the thirteenth century, and the monarch had to seek their support for raising taxes and funding wars. Peace and stability made England an attractive destination for immigrants wanting to do business, and possibly settle.

ENGLAND AND THE BRITISH ISLES

Most of the medieval migrants to England came from the neighbouring kingdoms of Wales, Scotland and Ireland. Those nations' rulers all battled against English attempts at supremacy; but they never conquered the English kingdom. Henry II (1154–89) firmly established Anglo-Norman forces in the east of Ireland in a region known as 'the Pale'. Edward I (1272–1307) put an end to any threats from the Welsh by conquering them in 1277–83, but ultimately failed to do the same with Scotland. The borderlands between these kingdoms would see the most mingling of peoples, but some Welsh and Scots migrated as far as London.

ENGLAND AND FOREIGN ROYALS

Royal marriages were an important way of creating and maintaining good relations with European nations. For 400 years following the Norman Conquest, almost all England's **queen consorts** were from France or Spain. These brides often brought large numbers of immigrant courtiers with them. When **Eleanor of Provence** married Henry III in 1236 she brought a lot of family with her. These powerful immigrants became integrated into the English establishment, and one uncle, **Boniface**, became Archbishop of Canterbury (1249–70). But they upset many English nobles, especially in London.

ENGLAND AND THE CRUSADES

The Crusades were military expeditions sent by the Catholic Church to defeat non-Christian Muslims and Christian **heretics**, especially in the Holy Land of Palestine. As Christian warriors, English kings were keen to join in. Richard I (1189–99) went on the Third Crusade against Saladin. His great-nephew, Edward, went on Crusade from 1270 to 1274. As king, Edward I spent his whole reign planning to return to the Holy Land, but never managed to do so. Funding the Crusades meant higher taxes on trade and immigrants. In the climate of the Crusades there was also open hostility in England towards non-Christian immigrants, particularly Jewish people (see page 26–27).

ENGLAND AND EUROPE

Medieval English kings had lands in France that they saw as highly important for their authority and prosperity. English power in France was at its height in the period 1154–1204 when the Angevin kings of England ruled over the western half of the kingdom of France. In 1204 King John (1199–1216) lost Normandy, but his successors clung on to Gascony in the south-west. His great-great-grandson, Edward III (1327–77) staked a claim for the French throne itself in 1340 and started the Hundred Years' War to secure it. England's continental connections opened up opportunities for alliances and migrations. However, wars could make life difficult at times, especially for French immigrants in England (see page 25 and 28).

1. What seem to have been the top priorities for England's medieval kings from c.1100 to c.1500?
2. How might immigrants be connected to each of the kings' concerns?

MATTHEW PARIS

Matthew Paris (c.1200–59) was a scholarly monk based at the Abbey of St Albans who specialised in writing histories. He also drew pictures to include in his manuscripts. He drew a full-page map of Britain in one work, which is shown in Source 1; it is not geographically accurate, but it does show the relative position of the main parts of the island. Paris used his map to show what he thought was most important in the thirteenth century.

a) Which two features of England did Matthew Paris emphasise most on his map of England? How would these features be connected to the economic life of English people?

b) How did Paris show Wales and Scotland in relation to England on his map?

c) What details on the map show that England was a good place for traders to come to?

Medieval England and European traders

▲ **Source 1** A medieval map of Britain drawn by the monk Matthew Paris, c.1250

English fairs

England had been a prosperous trading centre for many centuries, and foreign merchants were a regular feature in the country. Some of those foreigners would go straight back to their homeland when trading was finished, but others decided to settle down and make England their base for trade with Europe. From the twelfth century, England's rulers decided to encourage trade by issuing charters to towns that allowed them to hold an annual fair, or open market. Between 1200 and 1270, over 2200 such charters were issued. Some fairs became internationally famous, lasted several weeks and were organised to take place in sequence across the country:

- Stamford Fair (Lincolnshire), held at Lent
- St Ives (Cambridgeshire) at Easter
- Boston (Lincolnshire) in July
- Northampton (Northamptonshire) in November.

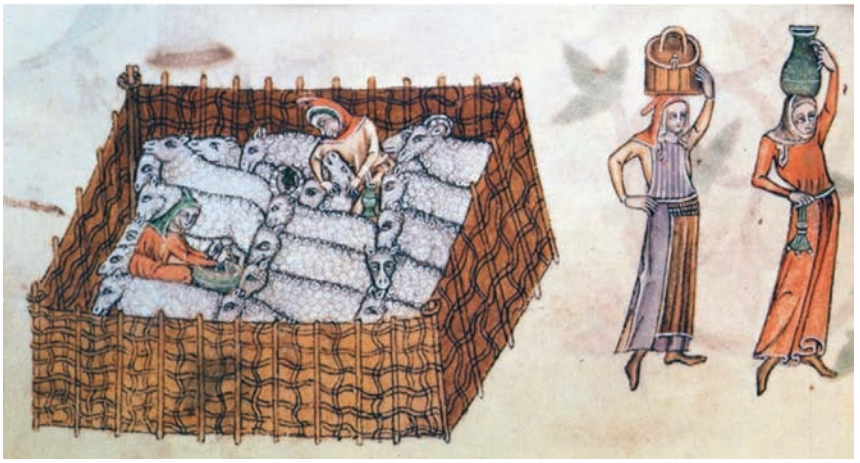
This plan meant that foreign merchants could visit all the fairs in turn.

English wool was the most important commodity that the immigrant traders wanted to buy.

1 Explain the part that the fairs played in migration to England in the thirteenth century and later.

England's wool trade

Sheep farming was the most profitable activity for the majority of medieval English people. English sheep were kept mainly for wool, rather than meat. The cloth makers of Flanders (modern-day Belgium) and Italy thought very highly of English wool, and exports increased dramatically in the late thirteenth century. One group of immigrants became directly involved in sheep farming and wool production: monks, especially the **Cistercians** from France (see page 23). There were also opportunities for migrants from Wales and Scotland to work as labourers on English sheep farms, or to spin wool. The names of these workers were not usually recorded, unless they paid tax, like Alice Spynner, an Irish woman spinning wool in Leicestershire in 1440.



▲ **Source 2** A medieval illustration of English men and women sheep farming

a) What jobs can you see the people doing in the picture?

b) How does the picture show the importance of sheep to England's economy?

English monarchs used taxes on wool as a major source of revenue, and it was often foreign merchants who were taxed most heavily.

The height of the wool trade was in 1250–1350: in 1280, c.25,000 sacks of wool were exported from England; trade peaked at c.45,000 sacks in around 1305. Cloth manufacturing also brought some immigrants, and the skills of **Flemish weavers** in particular were a great boost to the growth of the English industry. Then, in 1351, the ruler of Flanders ordered the expulsion of hundreds of citizens of the major Flemish towns of Ghent and Bruges, because they had sided with England in the war with France (see page 29). King Edward III (1327–77) immediately offered protection for any of the **exiles** who wanted to immigrate to England, and many of them were weavers. (See page 29 for more about the impact of Flemish weavers on Colchester in Essex.)

London guilds

The capital of England was the largest and most commercially active of England's medieval towns. From the twelfth century, London's many trades and craft industries became organised into **guilds**. Guilds supervised the quality of goods traded or manufactured, and also strictly controlled membership of trades, operating apprenticeships and collecting fees from all members. The most prestigious guilds, including the grocers, fishmongers and goldsmiths, became known as 'livery companies'.

This prosperous economic environment attracted merchants and craftsmen from other countries. When the population of England was drastically reduced during the Black Death, in the mid-fourteenth century, this immigration was welcome; skilled labour was in high demand. But by the fifteenth century, population numbers were recovering, and there were frequent complaints from guilds about the '**aliens**' who were competing for jobs in London's trades. Nonetheless, some guilds recognised the value of immigrants who brought skills to the crafts. The Goldsmiths' Guild regularly admitted alien craftsmen, although one regulation said that newly registered alien goldsmiths had to take on English-born apprentices.

2 Make a list of the ways that England's wool industry attracted immigrants in the Middle Ages.

3 How far did the guilds of London help make England an attractive place for immigrants?

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