



ROYAL
MUSEUMS
GREENWICH



Journeys

Migration and Belonging

Key Stage 2

Teachers Resource



Historic England

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1. Introduction

Use this resource along with the [Teacher PowerPoint](#) and [Picture Glossary](#) with your students to talk about themes of migration and belonging taking inspiration from artworks in the National Maritime Museum collection. These resources will help build your confidence and understanding around the language used to talk about migration and reflect on your own personal journey.

Follow our creative activities in order to learn how artists use art to express migration stories and with your class reflect on your own. The symbols, colours, patterns and words generated can be put together to create a flag, which will be a meaningful marker of each participant's journey and identity.

2. 'Migration', 'Belonging' and 'Heritage' – the words we use

There are multiple terms used when people talk about migration. Although breaking down terms might not seem important, it is increasingly recognised that language shapes our perception of reality. The words we use to talk about migration have a very real effect on how we think and act about migration.

'Because migration is a politically loaded topic, the words used to speak about it are also loaded.'

The Migration Collective

Below are some key words you may use when talking about people who have migrated. Please note we have only provided brief descriptions in this resource, we strongly recommend visiting our website to fully understand language used when talking about people who have migrated:

rmg.co.uk/discover/behind-the-scenes/blog/terminology-of-migration

In any discussions involving people who have migrated be specific about their situation and experiences and avoid putting them in a 'group' based on assumptions. As this is a very important subject relevant for so many people across the world, we urge you to think carefully about the impact of the words you use.

- **Migration** People moving from one place to another
- **Immigration** The act of someone coming to live in a different country
- **Emigration** The act of someone leaving to go and live in a different country
- **Migrant** Someone who moves from one place to another in order to live in another country for more than a year. (The International Organisation for Migration estimates that 232 million people a year become international migrants and another 740 million move within their own countries)
- **Refugee** A person who has fled their country due to well-founded fear of persecution for political, religious or ethnic reasons, or because of war
- **Asylum Seeker** Someone who has left their own country, often for political reasons or because of war, and who has travelled to another country hoping that the government will protect them and allow them to live there
- **Economic Migrant** A person who leaves their country and moves to another in search of better economic opportunities

3. The words we use activity

To help communicate the meaning of these words to your students use [Picture Glossary PowerPoint resource](#) created with children supported by Nova charity.

- Ask your students to draw an important journey in their life e.g. moving house, school or visiting a family member
- Ask your students if in the future they would like to live somewhere else (migrate), possibly to work, live, be with family, study or learn new things?
- Encourage your students to identify and talk about a small and big journey they have made in their lives.

4. Making a identity flag with your class

To carry out the following activities you will need to use the [Teacher PowerPoint resource](#)

What you need

- Ask your students to choose an object from their home that is special to them
- Ask your students to choose a pattern or colour from their home that they like or that reveals something about them
- Plain paper (1 per child)
- Pencil (1 per child)
- Coloured paper/coloured pencils/paint
- Scissors (1 per child)
- Glue (1 per child)
- [Teacher PowerPoint resource](#)

Before carrying out each activity have these materials available and ready for the children to use.

Did you know?

This kite was made in *The Jungle* in Calais in March 2016 as part of a session facilitated by Art Refugee UK, an art and art therapy organisation. When the southern part of the camp was destroyed in March 2016, the kites took on a symbolic meaning. When people's movements across borders is prevented, kites can become a symbol of hope – one can still go up, if not across. Made from traditional symbols of borders the kites also act as a symbol of resistance to contemporary border regimes.



Activity 1

Creating a symbol to express your identity (20 min)

Use this artwork to create a symbol for your flag and marker of your identity.

About the artwork

Typically the art collections within many national museums and heritage organisations include artworks and sculptures that primarily depict white, upper-class men. The people whose image and voices dominate history are not at all representative of the diverse peoples and communities that make up British society.



Sea Deity, bust created by Eve Sheperd

Artist Eve Sheperd worked with the National Maritime Museum and Action for Refugees in Lewisham (AFRIL) to create this bust. It depicts not just one person, but a portrayal of an entire community who have experienced displacement.

To understand the experiences of forced migration, the National Maritime Museum and Eve Sheperd worked closely with children aged 6–9 and their families alongside the organisation Action for Refugees in Lewisham (AFRIL). This group was made up of refugees from all around the globe. To read more about the creation of this bust on Eve Sheperd's blog, visit rmg.co.uk/discover/behind-the-scenes/blog/making-of-the-sea-deity

Use the [Teacher PowerPoint](#) to look at the Sea Deity with your class

What objects can you see?

- Each object included in this bust has been chosen by members of the AFRIL community to symbolise something important to them and the journey they have made.
- To find out the meaning behind each object, visit: rmg.co.uk/discover/behind-the-scenes/blog/making-of-the-sea-deity

Find your favourite object in your home and think about the following points:

- The objects in our lives carry traces of our own personal stories and individual identity
- Why is this object important to you?
- How does this object show your story and identity?

Creatively respond:

Look at the examples of line drawing

Paul Klee | *Drawing is taking a line for a walk*

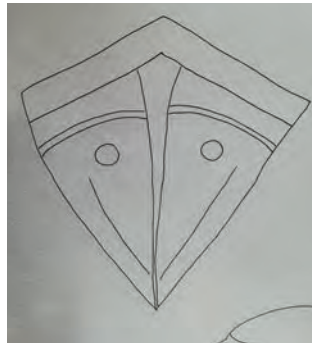
paulklee.net/cat-and-bird.jsp#prettyPhoto

Pablo Picasso

artrepublic.com/blogs/news/281-the-line-drawings-of-pablo-picasso-html

- Draw your favourite object without taking your pen off the page.
- Now draw your favourite object again, but this time reduce it to a simple shape. You can now take your pen off the paper but keep the shape simple (see the examples below).
- This line drawing will become the symbol for your flag. A symbol will add a deeper meaning or narrative to your flag (see the examples below).

An object from a special occasion like this mask

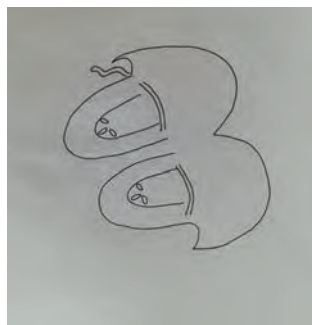


Find out more about this mask from the Pacific Islands at the National Maritime Museum or Britannica:

collections.rmg.co.uk/collections/objects/2959.html

[britannica.com/place/Melanesia](https://www.britannica.com/place/Melanesia)

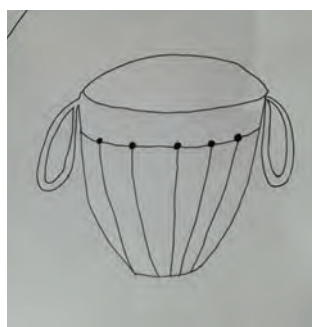
A special piece of clothing like your favourite shoes



Find out more about these shoes from Northern Canada:

collections.rmg.co.uk/collections/objects/2626.html

An object showing your hobbies like an instrument



Find out more about this drum from the continent of Africa:

collections.rmg.co.uk/collections/objects/6280.html

Activity 2

Finding your pattern (20 min)

We will use this artwork to inspire the background for your flag.

About the artwork

Nelson's Ship in a Bottle is a scaled-down replica of Nelson's flagship HMS Victory, on which Nelson died during the Battle of Trafalgar on 21 October 1805. It has 80 cannons and 37 sails set as on the day of battle.

Nelson's Ship in a Bottle considers the complexity of British expansion in trade and empire made possible through Nelson's victories at sea.



Nelson's Ship in a Bottle by Yinka Shonibare MBE (2010)

Shonibare's trademark material is the brightly coloured African batik fabric, used on the richly patterned sails. This type of fabric was inspired by Indonesian design, mass-produced by the Dutch and eventually sold to the colonies in West Africa. In the 1960s the material became a new sign of African identity and independence. These have special significance to Shonibare, who is of Nigerian and British heritage. To find out more visit:

rmg.co.uk/explore/artist-profile-yinka-shonibare-mbe

Mapping our journeys

- Show the map of the world on the [Teacher PowerPoint resource](#) and ask your students to list all the places in the world they have a connection to.
- This could be where they were born, somewhere they visited, or have friends and family. This will serve to demonstrate that everyone has very different and diverse experiences of the world.

Creatively respond:

- Find a pattern or colour in your home that reveals something about you.
- What is the story behind this pattern/colour?
- Why is it important that you tell this story?

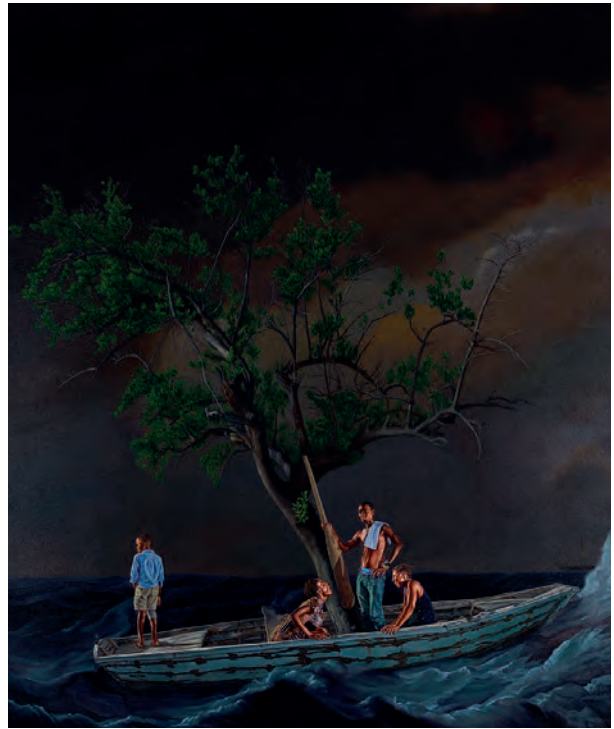
Activity 3

Imagine your future journey (20 min)

We will use this artwork to choose a powerful word for the future we hope for.

About the artwork

Ship of Fools is a large oil painting that depicts a group of four people making a journey in a rickety boat with a tree trunk growing where the mast would be. Like many of the artist's other works, *Ship of Fools* challenges legacies of empire by responding to old master paintings, in this case, Hieronymus Bosch's panel of the same name in the collection of the Louvre. *Ship of Fools* makes visible not only the problems that confront contemporary migrants, but also the invisible legacies that informed maritime history and indeed the genre of marine painting.



Ship of Fools by Kehinde Wiley (2017)

To find out more visit:

rmg.co.uk/see-do/we-recommend/attractions/kehinde-wiley-ship-fools

'Ship of Fools is a response to the history of maritime painting, and in a very strong way is about trying to come to terms with the project I have had over the past ten to twelve years, which is to delve into the history of painting: Gainsborough, Turner, Bosch, to delve into those people whose shoulders I try to stand on to justifiably create a space for myself.'

Kehinde Wiley

We are all on journeys, to different places and at different times. Journeys can be much harder for some people than others. Journeys contribute to our identities and our sense of belonging and become a part of who we are. They help us to imagine futures and the journey we might take there.

Creatively respond:

- Look at the painting *Ship of Fools* with your class
- Where is the ship going? Who are these people?
- Think about the future journey you want to take in life. In one word tell us what you hope for the people on this journey. Make a note of this word on a piece of paper.

Here are some examples:				
Happiness	Survival	Harmony	Success	Strength
Relationships	Education	Friendship	Freedom	Safety

Note: It is important to highlight many people across the world have no space in which they feel safe. Safety is something that should not be taken for granted and should be cherished

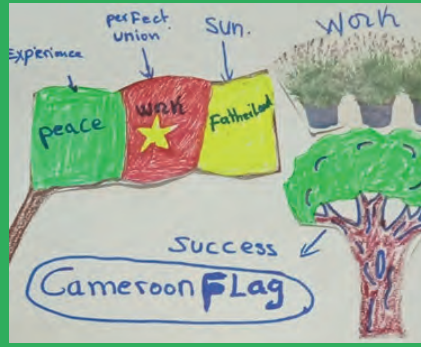
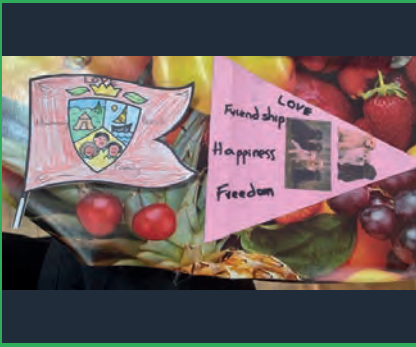
5. Community flag gallery

We have created a gallery of the identity flags made in the run up to Refugee Week with local community Action for Refugees in Lewisham, Barnet Refugee Service and The Baytree Centre.

We recommend photocopying these pages in colour for your students to look at, at their table, while you carry out the following discussion.

Look at the flags that represent the participants and their hopes for the future to get inspiration for your own flags. With your class think about the points below:

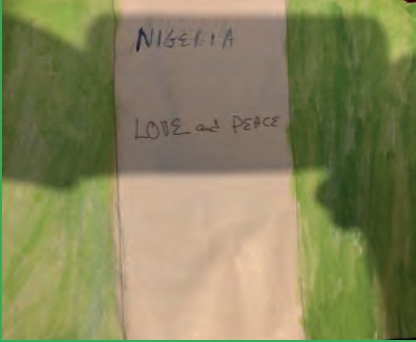
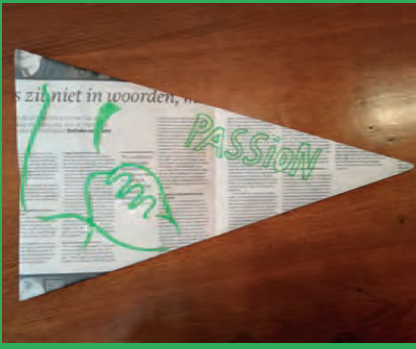
- What is important to you? What is important to each person who has created the Flag? Are any of these things different or similar?
- What do you hope for your future? What does each person who has created the Flag hope for theirs? Are any of these things different or similar?
- How will you make your flag?



'The white dove is a symbol of peace'

'The 5 pointed star symbolises the 5 Pillars of Islam'

'Make an empty building into a safe and special home'



'Rose and butterfly for nature'

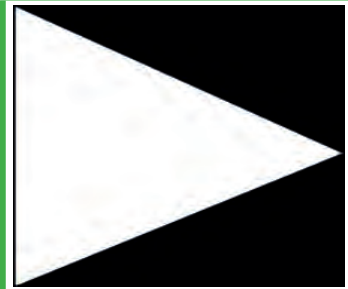
'Family and friends as they make life more beautiful'

'A future with freedom'

6. Instructions for making your identity flag

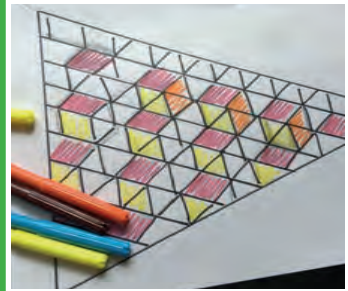
1

Draw a triangle onto a white or coloured piece of paper, or fabric. This will be your flag.



2

Draw your chosen pattern onto your flag or keep it plain if you prefer.



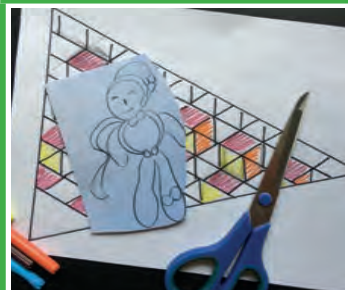
3

Then cut out your flag.



4

Cut out your symbol or draw your symbol directly onto your flag.



5

Write on the flag or cut out letters that spell your chosen word.



6

Use glue to attach your symbol and chosen word if needed. With your colour/pattern, symbol and chosen word your flag is finished!



7. Developing the resource with communities impacted by displacement

In the run up to Refugee Week 2020 the National Maritime Museum (NMM) wanted to connect with local community groups to explore the ideas of migration, belonging and imagined futures. The Learning Team ran virtual creative workshops with communities impacted by displacement. The workshops were inspired by the following artworks in the NMM collection: *Sea Deity*, *Nelson's Ship in a Bottle* by Yinka Shonibare and *Ship of Fools* by Kehinde Wiley.

During the workshop participants made their own flags which represented themselves and their hopes for the future. Groups the NMM worked with included Action for Refugees in Lewisham, Barnet Refugee Service and the Baytree Centre (please see below for more information on these organisations). The workshops were adapted according to each group and the experience and conversations which took place were used to create this school resource. The flag images included in this resource were created by participants and draw on real experiences of migration.

Action for Refugees in Lewisham (AFRIL)



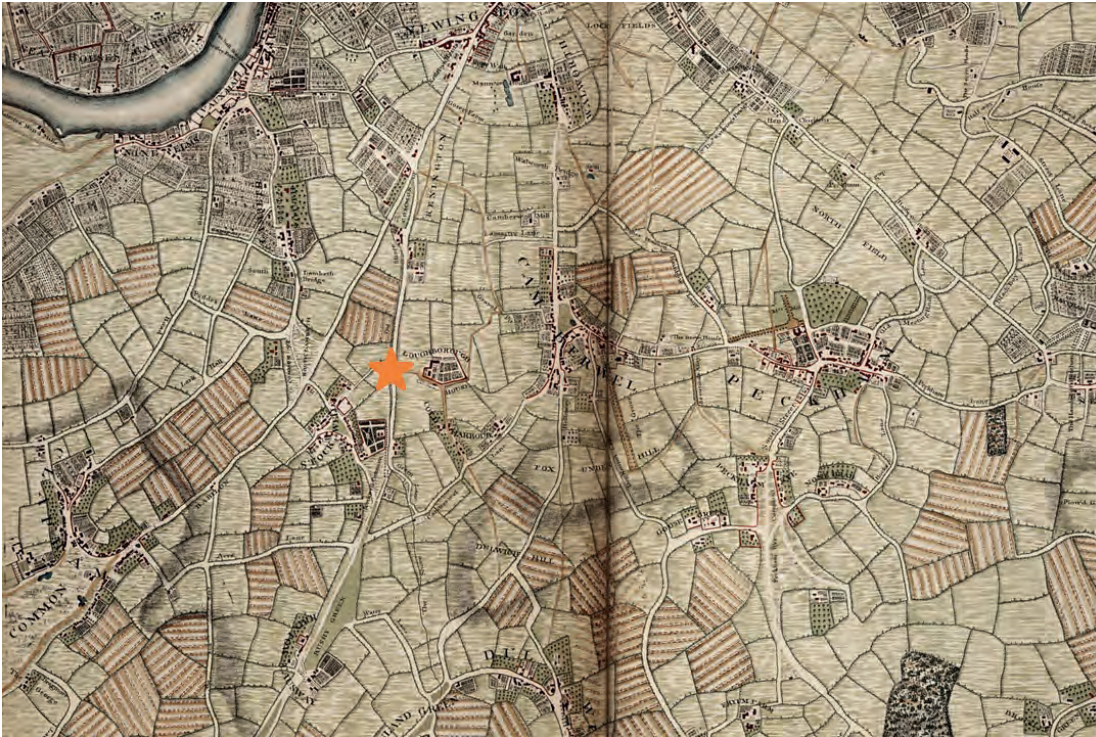
Extract of map by Jean Rocque, 1745, showing Greenwich park and surrounding area

AFRIL is committed to supporting refugees and asylum seekers based in the borough of Lewisham (see their location on Jean Rocque historical map). They aim to provide comprehensive support for families and individuals through the following core services: advice and advocacy, food bank and additional educational support for children aged 4–11.

Barnet Refugee Service

Barnet Refugee Service works to improve the quality of life and promote the physical, social and mental well-being of refugees and asylum seekers. They work with communities to reduce health inequalities, social exclusion and poverty and enabling integration. Barnet Refugee Service support over 1,200 refugees and asylum seekers each year.

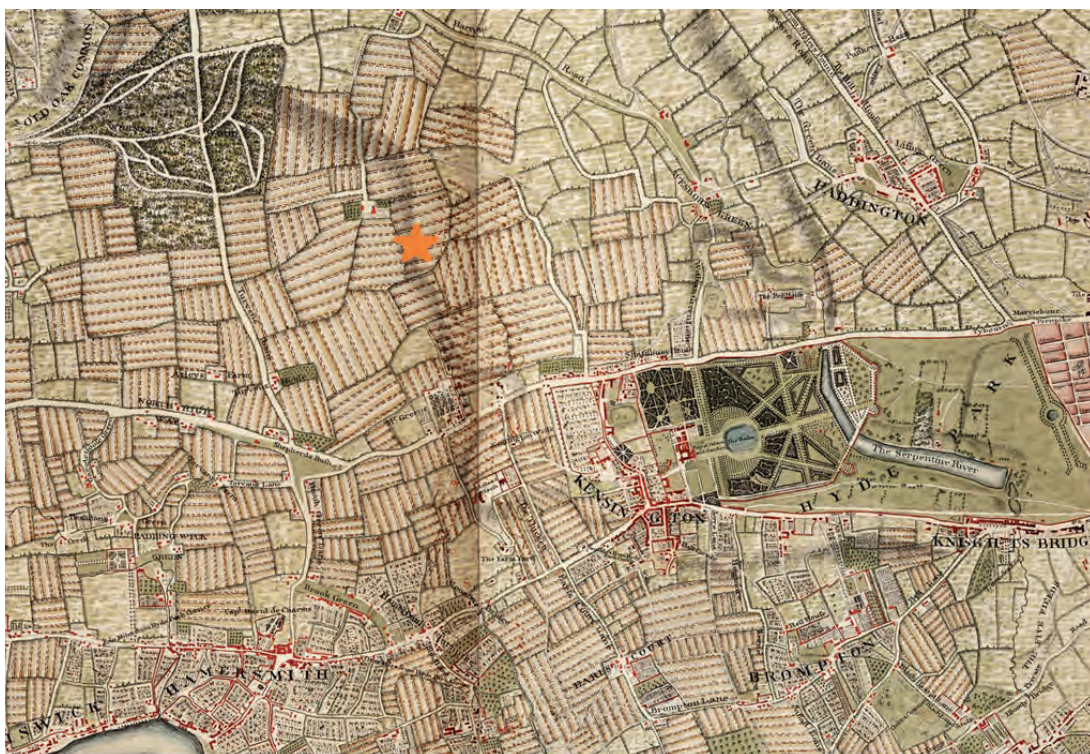
The Baytree Centre



Extract of map by Jean Rocque, 1745, showing the Borough of Southwark and surrounding area

The Baytree Centre support migrant women and girls who face multiple barriers to inclusion, including a lack of English language skills, lack of opportunities to learn in culturally appropriate settings, inability to access employment opportunities, poverty, poor housing, isolation, depression, racism and discrimination (including religious discrimination), abusive homes, family breakdown and a lack of family support and structure. The Baytree Centre focus on education, training, employment, health and social support measures in order to enhance confidence and self-esteem and to promote aspirations, community cohesion and cultural harmony (see their location on Jean Rocque historical map).

Nova



Extract of map by Jean Rocque, 1745, showing Kensington and the surrounding area

Nova is a community organisation that's been embedded in North Kensington (see their location on Jean Rocque historical map) for almost 40 years supporting people to make a better go of their lives. They believe social cohesion is the glue of society, creating safe and secure communities for all by connecting diverse groups and providing them access to fully participate and contribute to the life of the country and the economy. Nova achieves their work through 5 interconnected programmes Adult Education; Information Advice and Guidance; Social Change Initiatives; Volunteering and our Family Programme.

Did you know?

The maps above were created by Jean Rocque who arrived in London as a young child in 1709. His parents had left France as Huguenot (French Protestant) refugees, going first to Switzerland, where Jean was born, and then to England. A talented draftsman and mathematician, he carried out an accomplished survey of London, published in 1745. The maps you can see above were the most extensive survey of London made to that date.