

Institution: University of York		
Unit of Assessment: 28 - History		
Title of case study: England's Immigrants, 1330-1550: Enhancing the Teaching of Migration through History Resources for Schools and Teachers		
Period when the underpinning research was undertaken: 2012-2019		
Details of staff conducting the underpinning research from the submitting unit:		
Name(s):	Role(s) (e.g. job title):	Period(s) employed by submitting HEI:
Professor Mark Ormrod	Professor of History	01/10/1990 - 31/08/2017
Professor Sarah Rees Jones	Professor of History	01/10/1984 - present
Dr Jonathan Mackman	Research Fellow	01/02/2012 - 28/02/2015
Dr Bart Lambert	Research Assistant	01/02/2012 - 31/08/2014; and 01/09/2016 - 30/09/2018
Period when the claimed impact occurred: August 2014-December 2020		
Is this case study continued from a case study submitted in 2014? N		
<p>1. Summary of the impact (indicative maximum 100 words)</p> <p>Research by the England's Immigrants project revealing the extent and nature of the resident 'alien' population of late Medieval England has made previously inaccessible archival material freely available in a new, online database of known migrants, to new audiences, so contributing to public debate about the long history of immigration into England. It influenced the design and content of school curricula and the delivery of primary and secondary school education on the history of migration. It achieved this impact through working in partnership with The National Archives, the national Schools History Project and the national Historical Association, whose policies and practices in the dissemination of medieval history and the training of teachers were changed as a result.</p>		
<p>2. Underpinning research (indicative maximum 500 words)</p> <p>The AHRC-funded <i>England's Immigrants</i> project (GBP784,545, 2012-15) was undertaken by PI Prof W. Mark Ormrod and a project team at the University of York in partnership with The National Archives (TNA) and the Humanities Research Institute (HRI), University of Sheffield. The project demonstrated that far from the history of England being that of an isolated 'island' with a history of immigration shaped only by infrequent large-scale events (such as the Norman Conquest), by contrast, permanent long-term, small-scale connections and migrations between Europe, the wider World, and England were commonplace. Research by Professor Ormrod and the project team provided major evidence for the first time of this small-scale but significant migration to England between 1330-1550 by creating a fully searchable database [3.1] that contains the names and details of over 64,000 people who settled in England in the late middle ages (The England's Immigrants Database, EIDB). (IT support for the development of the database and dissemination of the research online was provided by the HRI at the University of Sheffield). This database comprises translated, edited and transcribed archival material, principally from the 'Alien Subsidies' (from series E179 at TNA), as well as early Tudor subsidies and letters of Denization and Protection, which record the names, origins, places of residence, occupations and households of the resident 'alien' population. Prior research on late medieval immigration was largely restricted to major cities, such as London, Bristol, or York, and high-status immigrant groups, making use of the extensive archival material only sporadically. The database allows the user to focus on places and individuals neglected in earlier scholarship; for the first time, these records have been used to create as comprehensive a picture as possible of migration to medieval England [3.2].</p> <p>The database has provided a much needed contextual basis for further research re-examining all aspects of immigration in the late medieval period [3.2]. This included new studies of previously omitted immigrant groups or migrant destinations [3.3], and a re-examination of political, economic, social and cultural contexts of migration [3.4]. It has shown medieval English society's preoccupations about foreigners and supported new research which examines this small-scale immigration in light of issues relating to questions about assimilation and multiculturalism in 'English' society, during a period of civil and international political turmoil in the fourteenth and fifteenth centuries [3.5, 3.6]. Notable discoveries included: the scale and impact of economic migration, the wide distribution of immigrants across England, the large numbers of low status and otherwise often-unrecorded individuals (including women), the presence and economic</p>		

contribution of political refugees from Europe, the first records of named individuals immigrating from beyond Europe.

The research therefore revealed and highlighted the diversity and full extent of the medieval immigrant experience, and in so doing contributed an important historical dimension to current debates about immigration to Britain from Europe and the wider world.

An AHRC Follow on Fund for Impact and Engagement (GBP69,165, 2016, PI W. Mark Ormrod) developed new teaching materials from the original project's research in partnership with TNA and the Historical Association (HA).

3. References to the research (indicative maximum of six references)

3.1 W. M. Ormrod, J. Mackman, B. Lambert, www.englishimmigrants.com (EIDB), 2015. ^

3.2 W. M. Ormrod, B. Lambert and J. Mackman, *Immigrant England: Resident Aliens in the Later Middle Ages*, Manchester University Press: December, 2018. *^

3.3 S. Rees Jones, 'Scots in the North of England, the first alien subsidy: 1440-1443', in W. M. Ormrod, N. McDonald and C. Taylor (eds), *Resident Aliens in Later Medieval England*, Brepols: January 2017, pp. 51-75. *+^

3.4 S. Rees Jones, 'English Towns in the Later Middle Ages: the Rules and Realities of Population Mobility', in W. M. Ormrod, E. Tyler and J. Story (eds), *Migrants in Medieval England, c. 500-c. 1500*, Oxford University Press: 2020 (Proceedings of the British Academy), pp. 265-296. *^

3.5 B. Lambert and W. M. Ormrod, 'Friendly foreigners: International warfare, resident aliens and the early history of denization in England, c. 1250-c. 1400'. *English Historical Review*, 130 (2015): 1-24. DOI *+^

3.6 B. Lambert and W. M. Ormrod, 'A matter of trust: The royal regulation of England's French residents during wartime, 1294-1377'. *Historical Research*, 89 (2016): 208-226. DOI *+^

*=peer-reviewed publication; +=returned to REF2021; ^=produced with peer-reviewed funding

4. Details of the impact (indicative maximum 750 words)

The *England's Immigrants* project has contributed to public debate about the history of immigration by providing access to previously inaccessible medieval archives documenting aliens born overseas but living within the later medieval kingdom of England. Its research contributed to changes in the primary and secondary schools' curriculum for History through providing a new focus on a neglected period of migration history. Finally, it contributed to changes in teaching practice through the development of specialised continuing professional development (CPD) in the use of medieval resources and content for teachers nationally.

1. Informing public debate by making archival material newly accessible

The online resources of the *England's Immigrants* project and database (EIDB) [3.1] have provided, for the first time, public access to unpublished and difficult-to-understand medieval archives and enhanced them with user-friendly research tools, consistent with The National Archives' aims to increase public engagement with their harder-to-reach holdings.

Engagement with the website has been impressive and we have analytics that show evidence of wide and sustained reach. For example, since its launch in February 2015 the database on the project website has been visited 173,506 times and has received 1,242,572 page views. On average each user viewed 7 pages per visit. 22.3% of visits were 'return visits' by frequent users, whilst 77.7% of visits were 'first time' visits by new users. 61,456 visits were in response to a Google search, 59,169 visits were direct (the user typing in the URL), 29,954 visits were referrals from other websites (mainly TNA and Google Classroom), and 21,192 visits were via social media links (mainly Facebook and Twitter) [as of 30 November 2020]. A survey carried out between Autumn 2017 and Spring 2018 showed that 67.5% used the site for academic research, 17.5% for local or family history, 22.5% for teaching and 15% for general interest (users could tick more than one box). 84.8% of users' perceptions of the breadth and diversity of the immigrant population of medieval England were changed [5.1, pp. 42-5].

The website, including team blog posts, has been cited in media outlets including *BBC News*, *Indy100*, *The Guardian* and *BBC History Extra*; in total these articles have been viewed an estimated 1,070,000 times and shared 4,690 times on social media [5.2]. Google analytics show

that the coverage on *Indy100* led to nearly 500 readers visiting the England's Immigrants website, suggesting that media coverage sparked onwards interest from readers [5.1 p. 42]. The research also featured in magazine articles for the *BBC History Magazine* and 15 radio interviews for local BBC radio, as well as a series of press articles, often linked to current debate on immigration particularly in relation to Britain's membership of the EU.

The project has substantially enhanced public use of medieval records at The National Archives. The Head of Medieval Records at TNA comments that 'The project web page is now linked prominently as part of TNA's general guidance on immigrants across all time periods', it 'is a core part of TNA's specialist training for staff deployment at the on-site and remote enquiry service points' and 'TNA's medieval and early modern teams use and cite the website in remote correspondence, live online chat, and face-to face interaction with researchers in the document reading rooms' [5.3a]. In the period between January 2018 and July 2020 a total of 1,195 users clicked through from the main TNA Discovery website to the project website (a mean average per month of 3.33% TNA total online users) [5.1 App. H]. It has also informed the development of the National Archives' *Traces through Time* project by providing, as the Head of Medieval Records notes, 'a range of excellent technical points of reference' and making discussion about the project 'more productive than it would otherwise have been' - all part of what he describes as *England's Immigrants'* approach to records management 'inspiring specialists to continue broader conversations about the digital re-use of entire digitised texts or extracted key data' at TNA [5.3a].

2. Supporting the revised OCR History GCSE syllabus

The project has contributed to the new national curriculum for History. In summer 2014 the three main examination boards (AQA, Edexcel and OCR) revised their GCSE and A level History syllabuses. The OCR chose to include two modules on the history of migration including an emphasis on pre-modern periods. In September 2014 OCR contacted the *England's Immigrants* project to request support for the new modules, in particular on the medieval period and migration. The project team worked with one of the co-authors of the new textbook supporting the revised OCR curriculum to write the textbook's medieval section. The database features prominently in the textbook, including excerpts and screenshots of database material and explanations of how to use it [5.4a]. Before the availability of the database, suitably accessible research to support curriculum content on medieval migration was lacking. As the textbook co-author writes: 'Had there not been the work of the project and the online database in such accessible form, the quality of our resources for schools would have been greatly diminished and the story we told severely limited' [5.4b].

The OCR also worked with The Runnymede Trust to produce a major online resource for schools to support the new modules. In March 2016 the *England's Immigrants* project was also invited to become part of The Runnymede Trust's 'Our Migration Story'. The website was launched in October 2016 and includes materials drawing on the project's research written by project members Ormrod, Lutkin and Payne [5.5a]. The publication of these materials attracted a great deal of public comment [5.5b]. In September 2017 the website won the Community Integration Awards Research Champion award. The citation states, 'this disrupts and unsettles unhelpful, binary narratives around "Them and Us"' and 'enriches the curriculum, makes research relevant and focuses on influencing future generations' [5.5c]. In January 2018 the website won the Royal Historical Society's Public History Online Resource award. In April 2019 it won The Guardian University Award 2019 for Research Impact. It was also cited by Helen Hayes, MP, and the Minister for School Standards, Nick Gibb, during a parliamentary debate about the teaching of migration in the history curriculum, as an example of best practice in this area [5.6].

3. Enhancing the Professional and Personal Development of Teachers

The project has developed the skills, understanding and career development of school teachers. Following the curriculum changes in 2016 the project team worked with TNA through their Teacher Scholar Programme (TSP) led by TNA's Head of Education and Outreach, the Historical Association (HA), and an education consultant (Chief Examiner, OCR) to train teachers to teach the long history of migration and to prepare teaching resources for all key stages of the curriculum from ages 5 to 18 [5.3b, 5.7, 5.8]. This involved intensive and prolonged knowledge exchange

between teachers, academics and teacher educators in targeted workshops over 14 weeks. From these initial engagements seven primary and secondary school history teachers from around the UK were selected to create new teaching resources, including lesson plans, activity sheets and contextual essays for teachers and are hosted on TNA's Education website (more details below, sub-section 4.5).

At the time (2015-16), this was TNA's fifth TSP with University Partners. TNA's Head of Education and Outreach noted that the participation rate had been higher than in previous TNA TSPs, 'with more contributions of a higher quality from participants in both online discussions and in the post-programme dissemination work' (including TSP participants contributing to training sessions run with the HA and the Schools History Project) [5.3b]. An independent evaluation conducted with the teacher participants revealed that the programme had increased the depth and breadth of their knowledge of the medieval period, deepened their understanding of how historians work (one participant, for example, noted the programme was a reminder of how history works 'as a living process and not a formulaic exercise'), had produced resources they had used in their own teaching practice and which had been taken up by colleagues, and inspired and empowered them in their roles as teachers [5.1, pp. 26-30]. The results of the TSP were then disseminated at three national teacher conferences from 2015 to 2017 and a further workshop at the Museum of London in 2018. 81% of the 11 teachers who returned feedback forms from one workshop indicated that learning about EIDB changed their perception of history based on previous very low levels of knowledge concerning the medieval period [5.1 App. P]. One Head of Department reported: 'At the moment we don't teach immigration at all [but we are now] planning to create a few lessons for Year 7 to cover medieval migration on both a national and local level' [5.1]. One teacher was inspired to change her career path as a result of engagement with the TSP. She writes: 'Ultimately the whole experience is what led me to shift career paths. I had come to a point in my teaching career where I [wanted to spend more time] engaging with historical research, creative development of learning resources and the joy of learning both for my students and myself' [5.3c]. Other teachers gained promotions at their respective schools in part as a result of their involvement. For the project's education consultant, this was part of, and a result of, the 'transformative experience' of the programme for the teachers [5.8].

4. Informing the development of Teacher Scholar Programmes at The National Archives and the Historical Association

TNA have improved elements of their provision for teachers as a result of the success of the *England's Immigrants* TSP. The Head of Education and Outreach at TNA wrote that 'The partnership [with EIDB] has been our most successful collaboration to date in developing a teacher scholar programme which both develops teacher knowledge and produces high quality classroom resources.... The embedding of new academic research within both the development of these teaching resources and the resources themselves has been a significant part of their appeal and success' [5.3b]. This success has had a further sustained impact on TNA's operation of similar programmes in conjunction with other partner universities and schools. The Head of Education and Outreach writes that the partnership allowed them to 'develop the TSP programme format and ensure the outputs are even stronger': 'Our planning and processes for ensuring really effective teacher outputs have improved as a result of the success of the Medieval Immigrants programme, and we are carrying this forward into our next TSP [...]. We have developed clearer guidance for the teachers in how to author materials effectively for others to use in the classroom. We have also developed a much more effective activity programme for the field study element which has allowed the teacher participants to work collaboratively much earlier in the programme. This has had benefits both for their own subject knowledge and for the quality of their outputs by providing more time for classroom testing and feedback' [5.3b].

The *England's Immigrants* TSP also influenced the HA's Teacher Fellowship Programme. As the Chief Executive Officer of the HA writes: 'Working with TNA and York on the development of the Teacher Scholar Programme had a significant impact on how the HA shaped their Fellowship programme [...]. A major learning outcome for both TNA and the HA from the *England's Immigrants* TSP was in how to build greater capacity in the teaching workforce to develop resources that could be used beyond their own schools. Coupled with that was to encourage teachers to present their

learning at CPD events. Several have now presented at HA events including the HA's national conference and the Schools History Project conference: both are large national events' [5.7].

5. Enhancing the Knowledge of School Students

As a result of all these initiatives the project has enriched the learning of school students by both illustrating the relevance of medieval history to current debates and providing rich resources for project work relating to migration history. The new teaching resources produced by teachers in the *England's Immigrants* follow-on project have increased teachers' and students' exposure to new academic research, helping to deliver better quality classroom teaching on medieval England in key stages 2-5. Since August 2016 they have been hosted free online on TNA's Education website [5.9]. Since June 2017 TNA reports a total of 1,576 lesson downloads, with usage increasing year on year (534 downloads in the first half of 2020 alone) [5.1, pp. 31-2]. In August 2020 TNA's Head of Medieval Records reported that the resources are being included in TNA's upcoming BAME histories teaching resources and being redesigned to encourage new discovery [5.1, App. H].

Both the OCR examination board and the Schools History Project have utilised the material to run resource development projects in schools around the country, such as that held at the Plume Academy in 2017 [5.10]. The Principal and Subject Leader for History reported that '*England's Immigrants* has proved an outstanding resource for both teacher and student alike. The quality and depth of material made available has greatly enriched our knowledge of both migration and medieval history' [5.10]. Nick Gibb, The Minister for School Standards, noted the inclusion of migration in OCR's GCSE History syllabus in a 2019 parliamentary debate, and gives figures for uptake of the migration module: 'In 2018, 25% of schools chose to offer OCR's GCSE History A, and nearly 1,500 students took migration as an optional topic with OCR on GCSE History B' [5.6]. OCR confirm that numbers have stayed the same over the two years the course has run so far, and that, taken together, students choosing the migration option in History A and History B represent nearly 20% of the overall OCR History GCSE cohort [5.1 App. N]. The co-author of the textbook which supports this curriculum gives a sense of the diversity of this uptake: 'Schools studying the course and using the [England's Immigrants] database range from a private school in North London to a comprehensive in inner Bradford, from a rural academy in Gloucestershire to community schools in West London, from central Norwich to the country's second biggest secondary school in Milton Keynes' [5.4b].

5. Sources to corroborate the impact (indicative maximum of 10 references)

5.1 'England's Immigrants 1330-1550, Impact Report', J. Lutkin, J. Hanley, K. Burn and A. Stead, University of York, 2020: a summary report collating independent evaluation and download statistics (all original data available on request).

5.2 England's Immigrants CoverageBook report, generated 4 November 2020.

5.3 The National Archives testimonials: **a)** Head of Medieval Records; **b)** Head of Education and Outreach; **c)** Education Officer.

5.4 a) M. Spafford and D. Lyndon, *OCR GCSE History SHP: Migrants to Britain c.1250 to present* (Hodder, 2016). EIDB described on pp. 18-19, excerpts and screenshots pp. 28-9; **b)** Testimonial, Co-author of official OCR textbook for the migration module.

5.5 a) <https://www.ourmigrationstory.org.uk/oms/becoming-english-letters-of-denization>; **b)** O. Khan, '[We damage Britain by denying its migrant past](#)', *The Guardian*, 27.10.2016 (and 871 comments); **c)** Community Integration Awards citation: <https://www.integrationawards.uk/winners-2017/>

5.6 House of Commons Debates 18 June 2019, vol 662, col 59-74.

5.7 Testimonial, Chief Executive Officer, The Historical Association.

5.8 Testimonial, Education Consultant.

5.9 <http://www.nationalarchives.gov.uk/education/resources/englands-immigrants-1330-1550>

5.10 Testimonial, Principal, and Subject Leader History, Plume Academy, Maldon.