

BLACK AND BRITISH BY DAVID OLUSOGA

KS2 LESSON PLANS, RESOURCES AND ACTIVITIES

TEACHING NOTES AND SUGGESTIONS

These lessons and activities are intended to give you inspiration for how you might incorporate content from David Olusoga's books, *Black and British: An Illustrated History* and *Black and British: A Short, Essential History*, into your history lessons. They are not a complete unit of work. Each of the three lessons could slot into thematic plans for the rise and fall of the British Empire, rebuilding of Britain after 1945 or journeys: the history of migration to Britain. Alternatively, you could incorporate them into a unit of work focused on the contributions of the Windrush generation, making sure you include Black-Britons pre- and post-1948.

The lessons are pitched at Year 4 upwards, and you should select and adapt material to suit your KS2 class as appropriate. They could be broken down into several sessions and, although there is a history focus, many of the tasks could be spread across the subject areas listed in 'Cross-curricular links'.

Lessons 1 and 2 concentrate on developing historical enquiry and Lesson 3 focuses on chronology skills with an exploration of the 1948 Windrush event incorporated within this.

The three standalone activities, Tudors: Who was John Blanke?, Tudors: Would I lie to you? and Drama: Victorians in role could slot into thematic planning for the role of monarchs from Tudor times to the present, voyages of exploration, and changes in leisure and entertainment from 1837 to the present.

It would be useful for children to have experience of working with historical sources plus a good knowledge of chronology. They may also have some knowledge of the World Wars and the Victorian era.

Although not directly addressed, be prepared that discussions may touch on race and racism. Ensure that children know beforehand that their classroom is a safe space for discussions where everyone can ask questions about topics they are unsure of and can speak and listen respectfully when talking about ethnicities and cultures that are different from their own. Be mindful of singling out Black children for their individual responses to questions or potentially insensitive remarks made by their peers.

* 'Time lord' is an accepted gender-neutral term but if you prefer you could use 'time traveller' or 'time folk'.

ESSENTIAL TEACHER BACKGROUND READING

'The Twentieth Century' pages 172–204 from *Black and British: A Short, Essential History* by David Olusoga (Macmillan 2020)

'Victorians' pages 108–147 from *Black and British: A Short, Essential History* by David Olusoga (Macmillan 2020)

'Tudors' pages 21–34 from *Black and British: A Short, Essential History* by David Olusoga (Macmillan 2020)

Musical Truth by Jeffrey Boakye, illustrated by Ngadi Smart (Faber 2021)

WEBSITES AND ADDITIONAL TEXTS

The Black Curriculum <https://theblackcurriculum.com/>

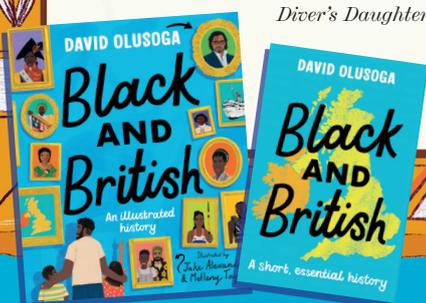
The Black Cultural Archives <https://blackculturalarchives.org/>

Coming to England by Floella Benjamin, illustrated by Joelle Avelino, 25th anniversary ed. (Macmillan 2021)

Dicer's Daughter: A Tudor Story by Patrice Lawrence (Scholastic 2019)

Son of the Circus: A Victorian Story by EL Norry (Scholastic 2019)

The Story of the Windrush by KN Chimbiri (Scholastic 2020)



KS2 NC LINKS

HISTORY

Pupils should be taught about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.



ENGLISH

SPOKEN LANGUAGE (Y1-6)

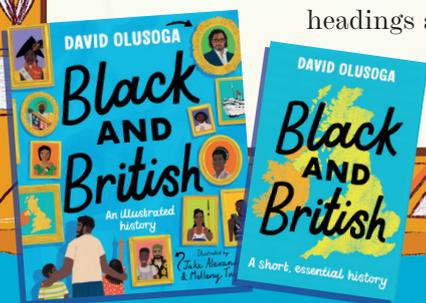
- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play/improvisations and debates

READING COMPREHENSION (Y3/4)

- develop positive attitudes to reading, and, understanding of what they read by:
 - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - reading books that are structured in different ways and reading for a range of purposes
 - using dictionaries to check the meaning of words that they have read
 - discussing words and phrases that capture the reader's interest and imagination
- understand what they read, in books they can read independently, by:
 - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
 - asking questions to improve their understanding of a text
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - retrieve and record information from non-fiction
 - participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

WRITING: COMPOSITION (Y3/4)

- plan their writing by:
 - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
 - discussing and recording ideas
- draft and write by:
 - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2
 - organising paragraphs around a theme
 - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- evaluate and edit by:
 - proofread for spelling and punctuation errors



WRITING: VOCABULARY, GRAMMAR AND PUNCTUATION

- develop their understanding of the concepts set out in English appendix 2 by:
 - extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although
 - using conjunctions, adverbs and prepositions to express time and cause
 - using fronted adverbials
- indicate grammatical and other features by:
 - using commas after fronted adverbials

WRITING: TRANSCRIPTION

- spell words that are often misspelt – see English appendix 1



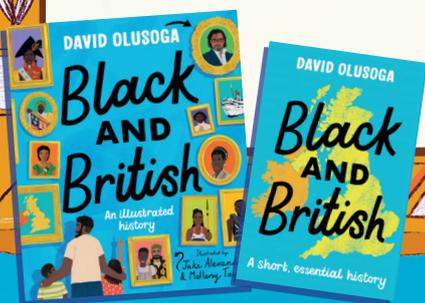
MATHS (Y4)

NUMBER: NUMBER AND PLACE VALUE

- order and compare numbers beyond 1,000
- solve number and practical problems that involve all of the above and with increasingly large positive numbers

NUMBER: ADDITION AND SUBTRACTION

- add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
- Computing
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
Music- listen with attention to detail and recall sounds with increasing aural memory
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians



PHSE (TAKEN FROM THE PHSE ASSOCIATION'S PROGRAMME OF STUDY FOR PSHE EDUCATION)

CORE THEME 1: HEALTH AND WELLBEING

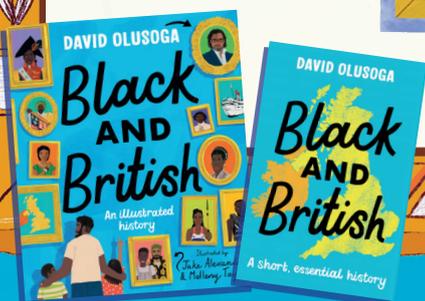
- H17. to recognise that feelings can change over time and range in intensity
- H18. about everyday things that affect feelings and the importance of expressing feelings
- H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways
- H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations

CORE THEME 2: RELATIONSHIPS

- R32. about respecting the differences and similarities between people and recognising what they have in common with others, eg, physically, in personality or background
- R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own
- R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with

CORE THEME 3: LIVING IN THE WIDER WORLD

- L6. about the different groups that make up their community; what living in a community means
- L7. to value the different contributions that people and groups make to the community
- L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities
- L11. recognise ways in which the internet and social media can be used both positively and negatively
- L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results



LESSON 1 - WHAT'S IN A PHOTO?

OBJECTIVES

To know that historical sources give us information about past events.

OUTCOMES

To make inferences about people's feelings and actions.

To form conclusions about past events using evidence to back up ideas.

To ask questions about the past.

VOCABULARY: *Empire Windrush*, empire, British Empire, historical source

CROSS-CURRICULAR LINKS: English (spoken language, reading comprehension (inference and deduction)); music

RESOURCES: **Source A** – a photograph of the arrival of *HMT Empire Windrush* in London at Tilbury Docks Essex, in 1948 plus extra photocopies for the extension; a copy of *Black and British: An Illustrated History*.

Source B – a YouTube audio track of *London Is the Place for Me* by Lord Kitchener (choose a track without identifying information about Lord Kitchener); paper and pastels

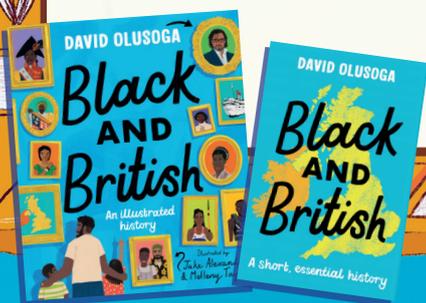
BEFORE THE LESSON: Display **Source A** on an interactive whiteboard or use a visualiser but hide the top half of the image so only the words 'EMPIRE WINDRUSH LONDON' and the bow of the boat are visible. Also, have the glossary from pages 76–77 *Black and British: An Illustrated History* by David Olusoga ready for onscreen display. Display the same book, a world map and other appropriate topics books (see Websites and additional texts) in a display area. The children's work, new vocabulary, the historical sources and the working timeline from **Lesson 3** can all be added to this display as you progress through the lessons.

INTRODUCTION

Ask the class what 'historical sources' are and discuss why we use them. Tell them they are going to be detectives and use three historical sources to find out about an event that took place some time ago.

Show the whole class the partially obscured photograph (**Source A**). *What can you see?* (Write 'what?' to the side of the image and annotate with some responses.) They should notice the ship's features, the dock, the water, possibly the cloudy skyline and the words printed on the ship's bow. *Have you heard the words 'Empire Windrush' before?* (Write and save the words 'empire' and 'Windrush' in your notes.) *Why do you think London is mentioned? What could this mean?* (Write 'where?' on the photograph and annotate with responses.) Establish that it is a photograph of a ship called *Empire Windrush*, and the passengers on board might be travelling to London.

Revisit the word 'empire' from your notes. Show the glossary. Select children to find and read the definition and repeat for 'British Empire'. *At the time the photograph was taken, Britain ruled other countries in the world. The people who lived in countries of the British Empire were British citizens, just like most people who live here. People who lived in the British Empire often thought of Britain as their 'mother country'. Any ideas why they might have thought this? What does a mother do? Where do you think the Empire Windrush might have been travelling from? Where might some of the passengers be from?*



Return to **Source A**, reveal the whole image and focus on the passengers, zooming in when necessary. *Do you notice anything interesting about the passengers?* They might say they are mostly men. (Write 'when?' on the photograph.) *When was this photograph taken? Why do you think that?* They may notice the photograph is in black and white, the boat looks older in style than modern-day boats and there are men wearing older-style military uniforms and a few wearing suits. (You could bring up a photograph of modern uniforms to compare.) *Many passengers we can see are wearing soldiers' uniforms. What might this mean? They might say they are dressed as soldiers so it could be a military ship. What do the passengers' facial expressions and actions tell us about how they might be feeling? What might they be thinking? Why might that be?* They should notice that many of the passengers are smiling and waving, suggesting they are happy about arriving at their destination. They might also spot that a few people are not smiling, for example, the Black soldier on the top deck – front right. Give them time to discuss their conclusions with a partner. Visit each pair to check their responses.

TASK 1

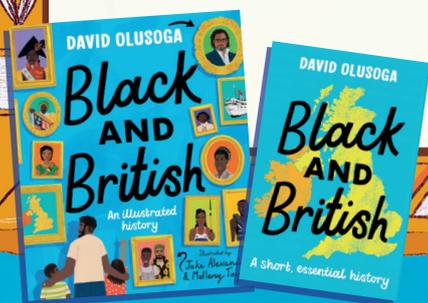
In a hall or gym, clearly define two areas: one for drawing and one for movement. Display a printout of **Source A**. Tell the class you are going to give them another source that was made around the same time as the photograph. Before playing the track say: **Source B** is a song performed by a famous singer. *The singer was a passenger on the Empire Windrush on the same day photograph Source A was taken – but I'm not going to tell you his name; you can solve that mystery for yourselves in the next lesson.*

Play **Source B: London is the Place for Me** twice. While listening to the song, the children can draw mood drawings and/or write down feeling words that spring to mind. Some children may prefer to move to the music and then talk rather than write or draw. Bring the class back together to share responses. *How did the song make you feel? What pictures did you draw or see in your mind? What sounds did you hear? What lyrics did you hear? Does this song support your thoughts about where the passengers were travelling to? How? Does this song give us any ideas about how the passengers felt about coming to London/Britain? They might suggest they were excited/happy. Does this one song mean everybody on the ship felt the same way?*

SUMMARY

Recap on information learned from Source A and Source B. *What have we learned so far about the event in the photograph? What would you still like to find out? Make a note of the children's questions and add them to your display area.*

EXTENSION: Children could annotate copies of the **Source A** photograph with speech bubbles for two passengers: the cheerful Black man in the dark suit (top left) and the more pensive, less expressive Black soldier (top right). They could try to imagine what the two men are thinking and write dialogue expressing their thoughts about coming to London.



LESSON 2: BEING HISTORIANS

OBJECTIVES

- To know that there are different types of historical sources.
- To read an historical account.
- To understand the meaning of the word 'certain'.

OUTCOMES

- To retrieve key information from a non-fiction text.
- To explain the meaning of the word 'certain'.
- To form at least one conclusion about the Windrush event.
- To ask one question about the Windrush event.

VOCABULARY: disembarked, imperial mother country, West Indies, certain, certainty

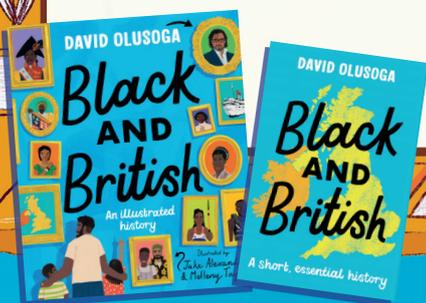
CROSS-CURRICULAR LINKS: English (spoken language, reading comprehension (inference, deduction and literal retrieval), writing composition)

RESOURCES: a copy the book of *Black and British: A Short, Essential History* by David Olusoga; **Source C**; copies of **Activity 1** plus highlighters for each pair; copies of **Activity 2** plus an appropriate internet search engine, eg, Kiddle for each pair; a copy of **Source A** on display; mini whiteboards and markers; as an extension, provide each child with a copy of **Activity 3**

BEFORE THE LESSON: Display the front cover of *Black and British: A Short Essential History* using an interactive whiteboard or visualiser. Have **Source C** ready for display too.

INTRODUCTION

Show the book's front cover on screen and the physical copy of the book. *I'm currently reading this book called Black and British: A Short, Essential History. What type of book do you think this is? Fiction or non-fiction? How can you tell? Who is the author? David Olusoga is a famous British historian. Historians study and write about what happened in the past just like we're doing now. I'm going to read an extract from the book. It is from an account written by David about the Empire Windrush event (point to Source A). Read the account on page 175 but stop after 'mother country'. Were there any words or phrases in the text that you didn't understand or found surprising? Open your saved notes from Lesson 1, add 'disembarked' and 'imperial mother country' and recap on learning about the British Empire. Did you notice the name 'West Indies'? (Add this to the list too.) Does anyone know where the West Indies are? Explain that this name was used in the past to describe the islands of the Caribbean, and although a few people still call it this, nowadays we use the correct geographical name the 'Caribbean'. Which Caribbean island is mentioned in the text? Can you name any other Caribbean islands? I am going to read the account again but, this time, listen carefully for key words that give more information about what happened in the Source A photograph, when it happened and where it happened. Also, listen out for where some passengers were from and why they came to London. Let's call this account Source C. Show Source C and read it aloud. Read the whole account for yourselves now. See if you can also find out who the mystery singer was from our last lesson?*



TASK 1

Give each pair a copy of **Activity 1** and tell them to read the Source C text and highlight key words or phrases that give them more information about the Windrush event in 1948.

TASK 2

Give each child a copy of **Activity 2**. They should carry out in pairs an internet search for bio facts and then complete the fact file for the famous calypso singer Aldwyn Roberts.

TASK 3

Share the children's findings from **Activities 1** and **2**. *Who was our mystery singer? Why was he famous?* Then ask the class what conclusions they can make about the Windrush event after studying Sources A, B and C. Draw out the following statements:

- *The photograph was taken a long time ago in 1948.*
- *The ship in the photograph was called the Empire Windrush.*
- *The passengers on board the ship were travelling to London.*
- *All the passengers were happy about coming to London.*
- *Some passengers were British citizens from the Caribbean.*
- *There were passengers from Jamaican and Trinidad on board.*
- *The Caribbean passengers came to work and live in Britain.*

Check the children's understanding of the word 'certain'. *Being certain is how we feel when we are totally sure something is true. Show Source A. After looking at Sources A, B and C, how certain are you that the Empire Windrush event happened a long time ago in 1948? They can respond with thumbs up or down. How certain are you that the passengers on board the ship were travelling to London?*

Draw a 'line of certainty' continuum on the board:

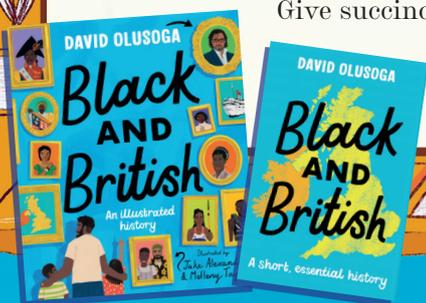
not certain

certain

Reinforce spelling of the common exception word 'certain' as you write the labels above the continuum. Model using the 'line of certainty', writing example statements on the board, underlining the key points and justifying your conclusions as follows:

1. *The ship in the photograph was called the Empire Windrush. I am certain this is true because the ship's name, Empire Windrush, is written on the front of the boat.*
2. *All the passengers were happy about coming to London. I am not as certain about this because in Source A, lots of passengers are waving and smiling which tells me they felt happy. But I cannot see all the passengers who were on board the ship in the photograph, and there are a few people who are not smiling or waving. This means I can't be completely sure that everyone/all were happy. The singer in Source B was a passenger too and he makes me think all the passengers were happy about coming to London. But Source C doesn't mention anything about passengers being happy so I am not certain.*

Give succinct reasons for your conclusions. Mark two crosses on the 'line of certainty' to indicate how you feel for each statement.



LESSON 3: TIMELINE CHALLENGE

OBJECTIVES

- To understand the meaning of the word chronology.
- To know that historical events and peoples' actions can cause changes in the future.
- To know some reasons why more Caribbean people chose to travel to Britain in 1948.

OUTCOMES

- To explain what 'chronology' means.
- To correctly sequence events on a timeline.
- To give at least one reason why more Caribbeans chose to come to Britain in 1948.

VOCABULARY: chronology, boycott, Windrush generation, time period, event, century

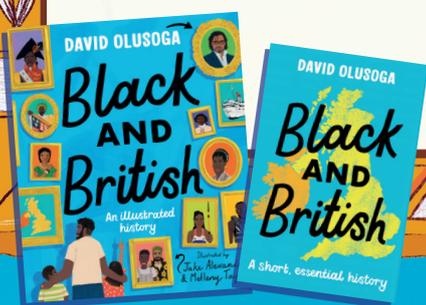
CROSS-CURRICULAR LINKS: maths

RESOURCES: a hall and three large PE mats spaced out in a row with corresponding time labels on a wall behind each mat in order: 'last year', 'yesterday' and 'today'; a stopwatch; a suitable, large class timeline – ensure it has the following periods/events marked: 'Victorian era 1837–1901', 'The First World War 1914–1918', 'The Second World War 1939–1945', '20th Century 1901–2000', '21st Century 2001...' and 'Today'; your baby photo and one line of your family members going back to Victorian times if possible; one set of photocards, for each group, made using images of these Black-British figures: Benjamin Zephaniah, Lenny Henry, Lewis Hamilton, Claudia Jones, Floella Benjamin, Malorie Blackman and Stormzy, all from pages 68–71 of *Black and British: An Illustrated History* by David Olusoga. Leave space on each card so children can insert names and dates of birth; child-friendly search engine, such as Kiddle; Blu Tack® and marker pens; dictionaries; prepare the **Resource: Timeline challenge cards (1 and 2)** in preparation for **Task 3** and the **Summary** (note: you will need one extra Windrush event card for **Task 2**)

BEFORE THE LESSON: Have *Black and British: An Illustrated History* open on pages 68–69 and 70–71 in the display area for the groups to refer to. If you have several copies of the book, each group could have their own copy instead.

INTRODUCTION

Ask the class what the word 'chronology' means. Check they know that 'chronology' is when events are put in time order according to when they happened: 'chronological order'. *You are going to be *Time Lords and visit these times: 'today', 'yesterday', and 'last year'. Can you think of one event that has taken place during one of these times? It could be a news event, your birthday, a school event, a holiday or an achievement like getting a certificate.* Give the class one minute to think of an answer in their heads. Then, on the command 'time travel!', they must move quickly and safely to the correct time mat. Ask for examples to check their understanding. Play two or three rounds of this game as a warm-up. (You could extend the game by switching the time labels with specific historical periods the children have studied if appropriate.) The children must think of an event for a different period, each round.



TASK 1

Show the class timeline. Demonstrate where to mark the current year on the timeline, and then do the same for your birth date, emphasising the year, eg, 1974. *My mum was born in 1953. Should I put her before or after me on the timeline? My gran was born in 1921 so where shall I put her? My great-gran was born in 1890? Can you place her on the timeline for me? If you look at the timeline you will see the day I was born happened during the 20th Century. The 20th Century starts long before my birthday and goes on after that. Can you think of another event that has happened during the 20th Century? What about my great-gran? Which time period was she born in? When did the Victorian period start and end? How long did the Victorian period last? Can you think of any people who lived in Victorian times? What major world event happened before my grandma was born? How many years before she was born did it happen? Hands up, who was born in 'x' year and who was born in 'x' year? Where would we mark the class birth years on the timeline? Which time period were you all born in?*

TASK 2

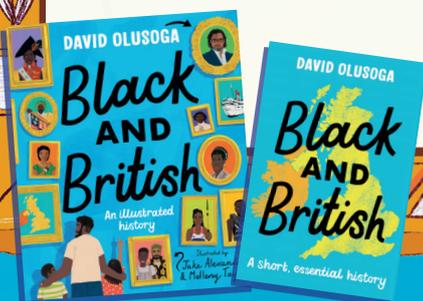
Tell the children they are going to carry out some research to find out when some famous Black-British people were born (focus on years).

Give each group a set of photocards. Suggest they divvy up specific tasks between them, eg, team leader, reader, scribe, internet researcher, timeline builder, etc. They should read the information from pages 68–71 to find out about each famous person's achievements and their name if they don't already know it. Then, they should use an internet search to retrieve their dates of birth and record them on each card. They can sequence the cards on their table according to the birth years. If any of the birthdays occur during the same year, they could just stack the cards vertically on the timeline.

As a whole class, check if the groups have sequenced the birth years correctly by asking each team leader to feed back what they learned after their whole group has formed a human timeline. The group could then choose one card to stick on the class timeline in the correct year (ensure each group selects a different person). Then ask various questions to check the children's chronological understanding. *Who is older: Stormzy or Benjamin Zephaniah? What do you notice about the time period that most of our famous people were born? They should notice most of them were born after the Second World War. Who was born during a wartime? Can you think of an event you have been learning about that happened just after the Second World War? Can you remember which year historian David Olusoga said the Windrush event took place? Choose a child to place the Windrush event from **Resource: Timeline challenge cards (1)** correctly on the timeline.*

TASK 3

Move on to this activity if the class is ready for an extra challenge. In a large space, such as a hall or playground, split the class into two teams and give each team the whole set of shuffled event cards from **Resource: Timeline challenge cards (1 and 2)**, one card for each team member. Tell them that each card describes an event that happened before, at the same time, or after the passengers arrived on the *Empire Windrush* in 1948. Ask them to read the date and details of their event carefully and see if they can work together to put the events in chronological order. If there are not enough cards for the whole class, the children without cards can be timeline builders, helping to read the cards and instructing the other children where they should stand. If any events occur during the same year, for example 1948, the children should stand behind each other.

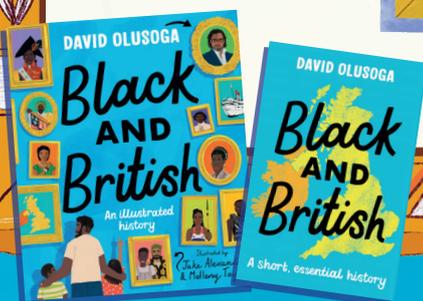


SUMMARY

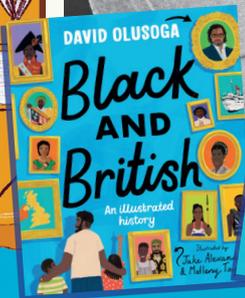
After the challenge, each team member should read out their timeline cards in order, so you and the other team can check the chronology. *Which team are the winners?* (Whoever gets closest to the correct sequence wins.) Bring the class back together and ask for volunteers to add events cards to the class timeline following each of these questions (adapt as appropriate). Read the Windrush event card. *We learned in our last lesson that some of the passengers on board the Empire Windrush in 1948 were from the Caribbean islands of Jamaica and Trinidad. What else does this card tell us about these passengers? Think about which cards should go before the Windrush event on our timeline. Who was Queen in 1837? What was Britain like during her reign? Was 1948 the first time Caribbean people came to Britain to live and work? How do you know? What was Britain like after the Second World War in 1945? Which two British organisations started to hire workers from the Caribbean a few years after the Second World War ended? Why do you think they needed to do that? Why do you think more Caribbean people chose to come to Britain from 1948 onwards? How many reasons can you think of? What events happened after the Windrush event in 1948? Do you think life was easy for all the Caribbean people when they left their homes to live and work in the mother country? What happened during the Bristol Bus Boycott? What's a boycott? (The children can use dictionaries or the glossary from *Black and British: An Illustrated History* to find out.) How do you think the Black and Asian workers felt about this? You could then purposely move cards into the wrong position and pose further questions, eg, *Can we move the first Notting Hill carnival before the birth of Claudia Jones? Why not?* Explain that the Caribbean people, including Aldwyn Roberts, who arrived on the *Empire Windrush* in 1948 are now called the 'Windrush generation'. *They and the family members who came after them, like some of the famous people we learned about earlier, have made huge contributions to British culture and society. We celebrate their contributions every year on 22 June which is now called Windrush Day. Why do you think we celebrate on this date?* (You might want to remind the class of Source C account which explained that although *HMT Empire Windrush* docked on the 21st, the passengers didn't disembark until the 22nd.)*

Ask the class to share what they have learned about the achievements of the famous figures in **Task 2**, referring to pages 68–71 of *Black and British: An Illustrated History* to fill any gaps.

EXTENSION: Children can work out the current ages of the Black-British figures (except for Claudia Jones who died in 1964) using any mental or written method they choose. *Who is the eldest and the youngest?*



SOURCE A



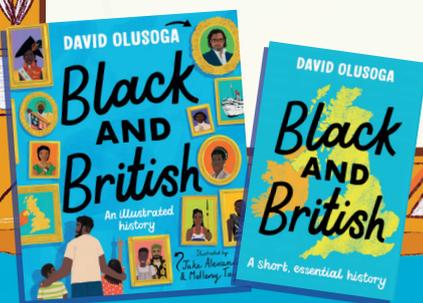
SOURCE C

WINDRUSH

On 21 June 1948 a ship called the *Empire Windrush* arrived at Tilbury docks in London. It had travelled from Jamaica and on board were 492 Black people from across the islands of the West Indies. On the morning of 22 June the men and one woman on board disembarked and headed off to start their new lives in Britain. Many planned to stay in Britain for just a few years, to make some money and then go back to the West Indies. One of the newspapers, the *London Evening Standard*, celebrated their arrival in the imperial 'mother country'. The headline read 'Welcome home'. One of the men on board was Aldwyn Roberts, a famous singer from Trinidad whose stage name was Lord Kitchener. Before he left the *Empire Windrush* he sang his new song 'London is the place for me' which was filmed by a camera crew from Pathé News.

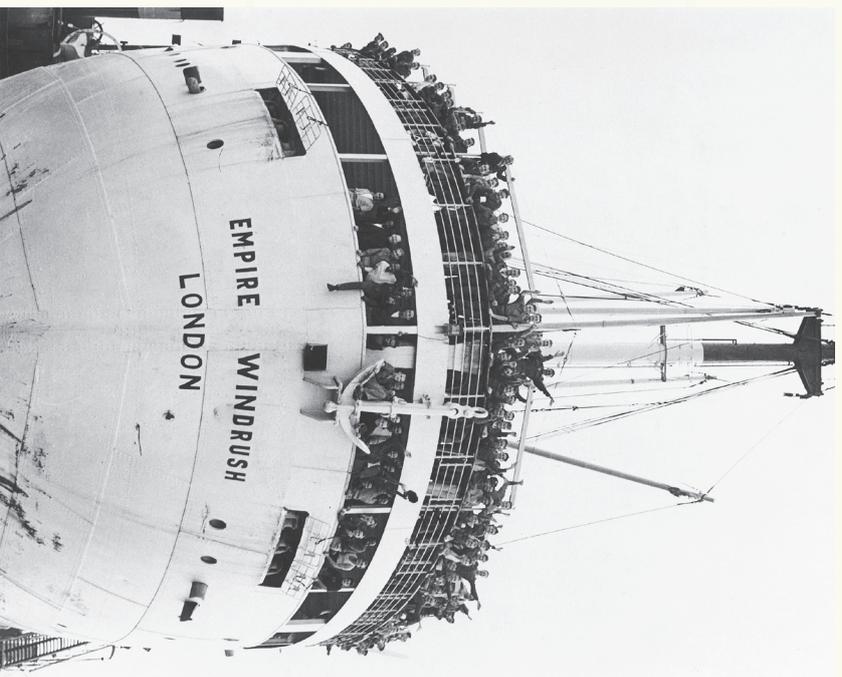


DAVID OLUSOGA



ACTIVITY 1

Read David Olusoga's account below. Highlight words and phrases in the text that tell you when and where this photograph was taken. What place had some of the passengers travelled from? Highlight one reason some Caribbean passengers decided to come to Britain on the *Empire Windrush*?



SOURCE C

WINDRUSH

On 21 June 1948 a ship called the *Empire Windrush* arrived at Tilbury docks in London. It had travelled from Jamaica and on board were 492 Black people from across the islands of the West Indies. On the morning of 22 June the men and one woman on board disembarked and headed off to start their new lives in Britain. Many planned to stay in Britain for just a few years, to make some money and then go back to the West Indies. One of the newspapers, the *London Evening Standard*, celebrated their arrival in the imperial 'mother country'. The headline read 'Welcome home'. One of the men on board was Aldwyn Roberts, a famous singer from Trinidad whose stage name was Lord Kitchener. Before he left the *Empire Windrush* he sang his new song 'London is the place for me' which was filmed by a camera crew from Pathé News.



ACTIVITY 2

THE MYSTERY SINGER

Who is the mystery singer? Read David Olusoga's account to find out his name. Type his name into Kiddle to learn more facts about him. Fill out his fact file below and add a photograph to complete it.

REAL NAME:

STAGE NAME:

COUNTRY OF BIRTH:

BORN (DATE):

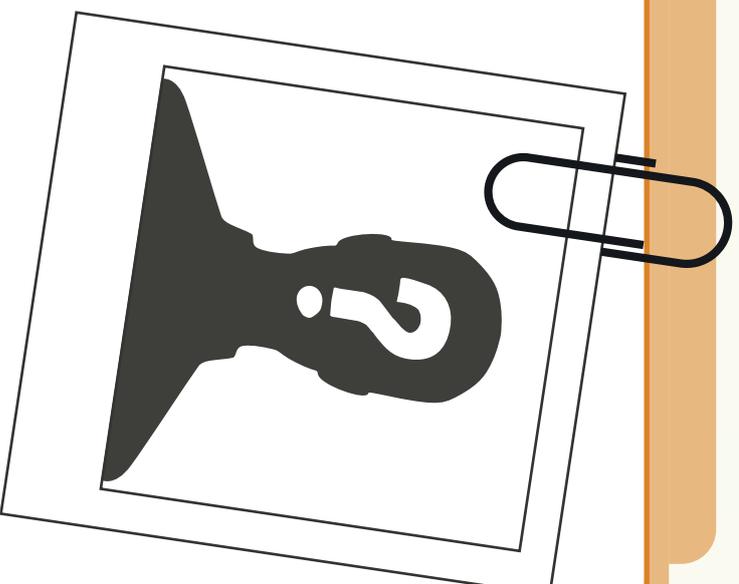
DIED (DATE):

HIT-SONG TITLE:

STYLE OF MUSIC:

WHY IS HE FAMOUS?

WHY DO YOU THINK HE CAME TO LONDON?



ACTIVITY 3

Describe what happened the day the *Empire Windrush* arrived in London, in 1948. Plan three paragraphs of a recount using **Sources A, B** and **C** to help you. Write sentences next to each source. Think about **when?**, **what?**, **where?**, **who?** and **why?**

TITLE: _____

SOURCE C



SOURCE A



SOURCE B



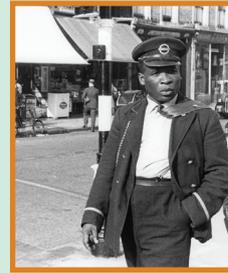


RESOURCE: TIMELINE CHALLENGE CARDS (1)



1948

The *Empire Windrush* arrived in London in June 1948. Some passengers on board were from Jamaica and Trinidad. Jamaica and Trinidad were part of the British Empire so these passengers were also British citizens. Many of them wanted to come and help Britain because it was their mother country.



1956

London Transport started to hire many people from the Caribbean. They asked them to come and work in Britain.



1963

The Bristol Bus Boycott started in 1963. It started because the Bristol Omnibus Company refused to give jobs to Black and Asian workers.



1945

The Second World War ended in 1945. Many of Britain's cities had been destroyed by bombing. Britain needed help to rebuild the country.



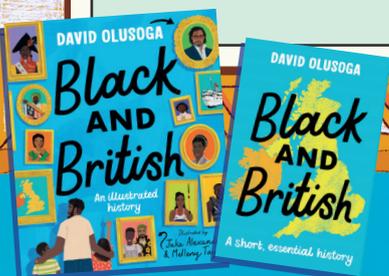
1948

The National Health Service (NHS) was created. The NHS started to ask thousands of nurses from the Caribbean to come and work in Britain.



1948

A new law was passed. The law made sure that citizens of the British Empire had the right to come and live in Britain.



RESOURCE: TIMELINE CHALLENGE CARDS (2)



1959

Claudia Jones arranged the first Notting Hill carnival. The carnival celebrated the Caribbean community.



1948

Famous Trinidadian singer Aldwyn Roberts sang his calypso song *London Is the Place for Me* when he arrived on the *Empire Windrush*.



1837

Victoria became Queen. She ruled over the British Empire. Britain was powerful and rich during her reign.



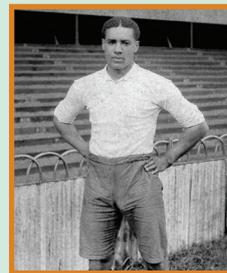
1914

The First World War started. During this war, Caribbean soldiers joined The British West Indies Regiment. They fought in Egypt and the Middle East. They were also sent to France to dig trenches and move supplies.



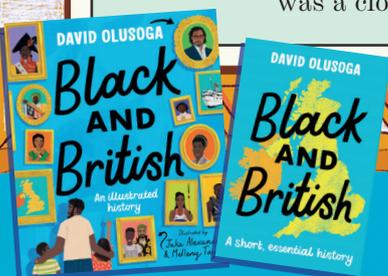
1850

Sarah Forbes Bonetta came to Britain when she was about seven years old. Sarah was a gift to Queen Victoria from the rich West African King Ghezo. Sarah became famous and was a close friend of the Queen.



1914

Walter Tull, a famous Black soldier from Kent, joined the British Army. He was sent to fight in France. Walter's father was from the island of Barbados in the Caribbean



TUDORS: WHO WAS JOHN BLANKE?

John Blanke was a Black man who worked in England in Tudor times. Read this text about John Blanke. Highlight words and phrases that describe his job.



JOHN BLANKE

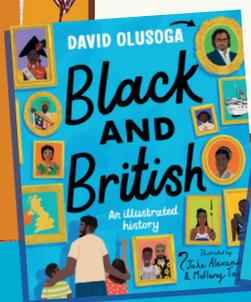
John Blanke is the earliest Black person in Britain whose name and face we know. He was a trumpeter in the Tudor Royal Court.

John was right at the centre of historic Tudor events. He played at King Henry VII's funeral, and at his son King Henry VIII's coronation. John also played at a two-day celebration in 1511 called the Westminster Tournament. The King held the tournament to celebrate the birth of his son (sadly, the baby prince would only live for a few weeks). In the pictures painted to record the celebration, you can see the face of John Blanke among the trumpet players.

As a musician, John Blanke had a skilled job and he knew his own worth. He wrote to Henry VIII to ask for a pay rise, so that he would be on the same level as the other trumpeters. When John got married, the King sent him a new outfit as a wedding present.

We don't know where John Blanke grew up but many of the Black people in Britain came from countries in southern Europe with more contact and trade with Africa, like Spain, Portugal, or Italy.

The picture of John Blanke, above, is from this larger Tudor painting. What does this painting tell you about him?



TUDORS: WHO WAS JOHN BLANKE? (CONTD)

WRITING TASK:

Imagine you are John Blanke. How did you feel when you learned that King Henry VIII's other trumpeters were being paid more money than you? Did you think that was fair?



On a separate page, write to King Henry VIII asking for a pay rise. Here are some ideas to help you plan your letter.

- Introduce yourself
- Tell King Henry VIII what your job is at his Royal Court
- Explain what you want and why you deserve it
- Remind him of how good you are at your job
- Remind him of all the jobs you have done for him in the past. How will you persuade him to do the right thing and treat you fairly?

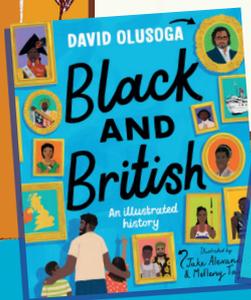
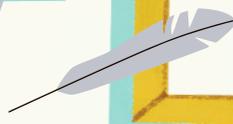
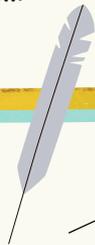


SENTENCE STARTERS:

I am writing...
I feel that...
I think that...
For these reasons...

OTHER WORDS YOU COULD USE:

trumpeter
Royal Court
musician
skilled
pay rise
fair
appreciate
events
coronation
funeral
job
deserve
please
Yours sincerely



TUDORS: WOULD I LIE TO YOU?

Why did the Tudors need help from West African divers? Read these statements from King Henry VIII's Royal Court staff and diver Jacques Francis. Is each statement true or false? You could read pages 14 and 15 of *Black and British: An Illustrated History* to help you.

The *Mary Rose* has sunk off the coast of Portsmouth with valuable weapons on board!

TRUE FALSE



We need strong, brave divers to salvage gold and pearls from the sunken ship.

TRUE FALSE

We need expert divers from West Africa to help us as English divers are too expensive!

TRUE FALSE



I am Jacques Francis. I am an expert diver. I learned to swim and dive back in my island home off the coast of West Africa. My team and I can do this job – no problem!

TRUE FALSE

The *Mary Rose* has sunk off the coast of Southampton with valuable weapons on board!

TRUE FALSE



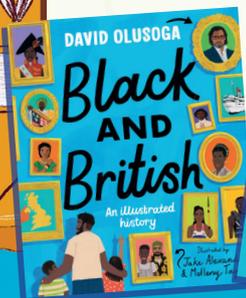
We need expert divers from West Africa to help us because we can't find anyone in England who is good enough at swimming.

TRUE FALSE



My Italian boss pays me for my diving work. I am not enslaved. I am a free man.

TRUE FALSE



DRAMA: VICTORIANS IN ROLE

RESOURCES: a small handbell; a set of six prepared cards for each group from Resource: Victorians in role (cards)

TEACHING NOTES

This drama activity will get children practising their speaking and listening skills while simultaneously learning about notable Black Victorians who lived in Britain and the empire. To make it extra fun, you could provide them with a selection of Victorian headwear, circus memorabilia, handheld cleaning equipment, etc – any small objects from the period that will act as prompts relating to the individuals being portrayed.

Organise the children in groups of six and let each child choose a role-playing card. They should spend 10 minutes reading their person's bio to learn key facts about them. Feel free to give them more time if needed. They can come and ask you for help if they do not understand any of the text, but they should not show their card to the rest of their group.

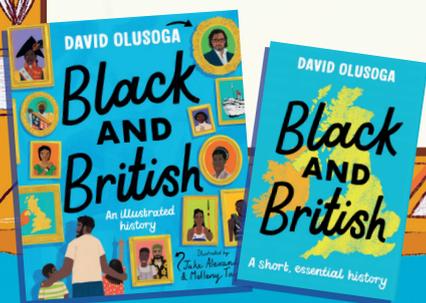
Model being in role yourself with a partner first, using the conversation prompts below:

- What's your name?
- And you?
- Where do you live?
- What job do you do?
- Tell me one amazing thing that you've done in your life.
- Where are you travelling to?

Display these conversation prompts during the drama activity so the children can refer to them if needed. And explain how you will use the bell during the role-play. Then, start the activity by reading this scene-setting script aloud:

It's a frosty February evening in Victorian England, and you are travelling by carriage from London to Norwich, but you are not alone. Five mysterious strangers have joined you on the journey.

It's a long way to Norwich so you will need to get chatting to pass the time and help keep yourself warm. Find out as much as you can about your travelling companions, one at a time. One of them is the key to your final destination, but the others will also give you hints. Can you work out where you are all going? You will need to listen well and ask questions to solve the mystery. What questions will you ask?



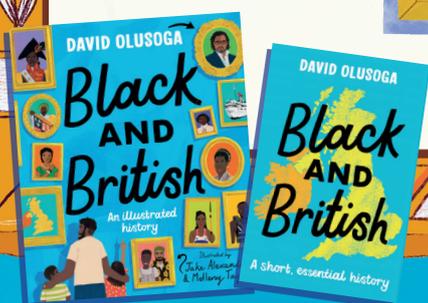
Sound the long bell which is the signal for all the children to get into role. They should talk to one other traveller in the 'carriage', taking turns to ask and answer questions (they can sneak a peek at the role-playing cards if needed). Note: a little dramatic licence is required as although the travellers were all Victorians, they did not all live in the same place at the same time. For example, Jimmy Durham was not born when most of the other guests were alive. Don't focus on specific dates for this activity – just allow the children to use their imaginations and have some fun mingling and interacting. They may want to set up pretend carriages using chairs and they could take notes if they want to.

Sound the short bell after two minutes or so, as a signal for the children to move on to the next passenger (they can switch seats.) They should speak to someone new in the 'carriage' each time they hear the short bell sound. Use a long bell to draw the role play to a close.

SUMMARY

Did you work out what event you were all travelling to? They should hopefully work out the answer is Pablo Fanque's circus show. Ask the children to present what they found out about Pablo Fanque and their other companions, in particular their different jobs and achievements.

You could finish by reading about Pablo Fanque from page 57 of *Black and British: An Illustrated History*. You could also read about Sarah Forbes Bonetta on page 45.



DRAMA: VICTORIANS IN ROLE (CARDS)

FANNY EATON

I was born in Jamaica. My father was white and my mother was enslaved. I came to England with my mother.



I work as a cleaner, housekeeper and cook. I am also an artists' model.

Everyone says I have beautiful dark skin. I am famous for my good looks.

I am going to Norwich for a surprise show. I'm not sure what it is.

JIMMY DURHAM

Jimmy Durham is not my real name. When I was a child, in Sudan, I was adopted by soldiers in the Durham Light Regiment. They gave me a new name and brought me to England.



I work as a soldier in the British Army, but I am moving to North-East England with my family soon. I'm going there now.

I am stopping off at a show on my way up North. A friend said I must see this amazing horse rider.

ALICE KINLOCH

I was born in Cape Town. I moved to Britain as an adult.



I fight for the rights of Black people in South Africa who are suffering under colonial rule.

I have also helped to set up a group called the African Association. This group will give Black people in Britain and other places a chance to be heard.

I am going to see a show in Norwich. I think it's a circus show. I can't remember.

MARY SEAGOLE

I was born in Jamaica. I like to call myself 'Creole' because I am mixed race.



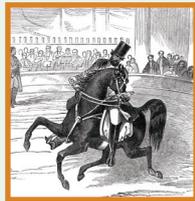
Growing up, I lived with my mother in a boarding house for army officers. My mother taught me how to make medicines from plants.

I run the British Hotel for officers and soldiers in the Crimean war. I give them food and drink and care for them when they become sick or wounded.

I am going to see a famous trapeze artist tonight. His initials are PF of WD. That's all I know.

PABLO FANQUE

Pablo Fanque is my stage name. I chose it because it sounded exotic.



My real name is William Darby. My father is from Africa. I am from Norwich.

I run my own circus. We tour all over the place but we are in Norwich tonight. Are you coming to the show tonight?

I'll be riding horses and doing my trapeze act. My shows are legendary! I am on my way there now.

SARAH FORBES BONETTA

I am from the Kingdom of Dahomey in West Africa. King Ghezo sent me to England with Captain Frederick Forbes as a gift for Queen Victoria.



I was only around seven years old.

Queen Victoria saw quickly how clever I was. She paid for me to go to school in Sierra Leone.

I just got married. My husband is rich and his name is James. We had our wedding in Brighton. It was in all the newspapers. We had a celebrity photographer.

I named my daughter Victoria, after the Queen.

