

The Story of the *Windrush*

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Lesson Plans



 SCHOLASTIC

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'The Story of the Windrush' Lesson Plan 1 LKS2

Objectives

- To explore and understand different parts of the history of the people of the Windrush generation
- To make links between different events and changes that occurred during groups of people's lives
- To explore feelings and emotions

Outcomes

- Children will explore the significant events of one person's life. They will look at how this person felt at different points of their life.
- Children will focus on the HMT Empire Windrush's journey from Caribbean countries such as Jamaica and Trinidad and Tobago to England and explore how some of the passengers might have felt during this time.

Lead in

As a whole class, read the prologue, 'A Man Called Sam'. Explore who Sam was according to this short extract. Explore what a 'colony' is and what was meant by 'The British Empire'. (If the children have studied the Victorians prior to this then links can be made between this and how Queen Victoria ruled over the British Empire.) It is important not to fall into the trap of describing colonised countries as 'weaker' or 'less developed'. Consent may be a useful way of looking at this process, i.e. did colonisers ask for consent when taking land, imposing their own religions and occupying areas with settlers? What is consent? Why is it important? Colonisation should also not be framed as a singular historical event but an ongoing process that began a few hundred years ago.

Encourage the children to create their own glossary of interesting words that they come across in the story to help them with the activities. (Resource Sheet 1, 'Sam's significant events', has a section to help create such a glossary.)

Tasks

Task 1

Read different chapters that explore different aspects of Sam's life. Explore Sam as a young adult to him settling back in England after World War Two. Make a list of the most significant events in Sam's life at these points. Resource Sheet 1, 'Sam's significant events', may help with this.

- Chapter 1 - 'The Second World War' explores how Sam joined the RAF during World War Two
- Chapter 2 - 'A New Opportunity' explores how Sam returned to England and some of the reasons why
- Chapter 3 - 'The Voyage' describes the journey that Sam and others undertook
- Chapters 4 and 5 - 'Starting a New Life' and 'Settling Down' explore how Sam, and others like him, tried to find a job and home

Task 2

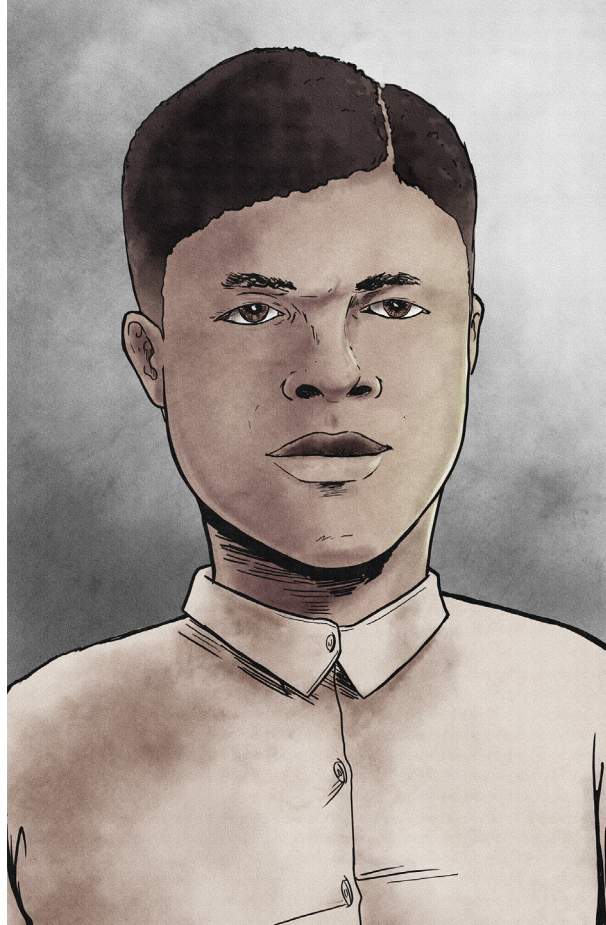
Using the significant events from these chapters and from Resource Sheet 1, create a timeline of the main events in Sam's life. Resource Sheet 2, 'Sam's timeline', will help to produce a structure for this and may help children order their timeline, as well as place Sam's life events in the context of wider historical events. As a whole class, discuss how Sam might have felt at different points on the timeline. For example, how might he have felt when he joined the RAF? How might he have felt knowing that he had to return to his home and was not allowed to stay in England? How might he have felt on returning to England? How might Sam have felt when trying to find a home to live in? Refer back to Chapters 4 and 5 to explore the reactions of some of the 'locals' when they tried to 'let' a home to live in. Why did people not want to let their homes to the people of the Windrush generation?

Once the children have created a timeline, they can use Resource Sheet 3, 'Sam's emotions', to create an emotions and feelings graph, showing how Sam felt during significant life events.

Extension

As a whole class, re-read Chapters 2 and 3, 'A New Opportunity' and 'The Voyage', and also look at the illustration on page 18 (this shows two men on the boat who are feeling unwell). Display Resource Sheet 4, 'The journey', on a whiteboard. What might these two men be talking about? Ask the children to explore how these two men might be feeling by using drama and narrative voices. For example, two children could create a freeze frame of the scene and the other children could make suggestions about what the men might be saying.

Additional activities could include the children writing their own poetry or creating dance to express the feelings and experiences of the people of the Windrush generation at different points.



The Story of the Windrush' Lesson Plan 2 UKS2

Objectives

- To explore and understand different parts of Black history
- To compare and contrast different places in the world (Caribbean countries and the UK)
- To explore feelings and emotions during significant events

Outcomes

- Children will explore significant events in the lives of the people of the Windrush generation. They will explore why these people left their homes to move to a new place. They will look at the journey these people undertook and how they felt about this.
- Children will compare and contrast the lives of the people of the Windrush generation in the Caribbean to their new lives in the UK. This will help the children to understand why people move from place to place, as well as help them to explore the treatment that some receive as a result.

Lead in

Explore who the children think the people of the Windrush generation are. Why do the children think that these people left their homes and moved to the UK? Would the children want to do that? Ask children to think about what their desires and aspirations might have been. Many young people would have been keen to travel to the 'mother country' and wanted to experience something new, while others may have been drawn by economic prospects.

As a whole class, explore the journey that the people of the Windrush generation undertook. Read Chapters 2 and 3, 'A New Opportunity' and 'The Voyage', which explore this journey. Ask children to think about how people might have felt as they undertook this journey.

Make a list of all the places that the HMT Empire Windrush called at to pick people up from the ports. You may want to explore these places in more detail. What were they like? How did people live? This may help explain the reason so many made the decision to get on board.

Tasks

Task 1

Look at Resource Sheet 1, 'A blank world map', and ask the children to find and label the different countries that the passengers on the HMT Empire Windrush came from. Using the newly labelled map, can the children plot the journey from the Caribbean to the UK? It is important to note that those on board moved to cities across the UK, e.g. Manchester, Glasgow, etc.

Task 2

As a whole class, explore Chapters 4 and 5, 'Starting a New Life' and 'Settling Down'. How did the people of the Windrush generation feel about coming to the UK? How might they have felt about the weather differences (perhaps comparing the weather in Jamaica/Trinidad to the UK), etc?

Look at some of the images of the destruction and rebuilding that had to take place after the war to help the children consider what it would have been like for Caribbean migrants to arrive into a country looking like this (you can find photos of post-war Britain on websites such as The Imperial War Museum website: www.iwm.org.uk). Emphasise that many were recruited to take essential jobs in construction, transport and the newly formed NHS. Why did people mostly move to major cities? Why did they arrive at this time in particular? This can relate to industrialisation and modernising of industries in economic centres from a geographical perspective.

Using Resource Sheet 2, 'Compare and contrast', encourage the children to compare and contrast parts of the Caribbean and the UK, using different ideas such as those listed below. The children could work in pairs or small groups to research one aspect, using Resource Sheet 2 to help gather ideas. They could then put together a whole class factfile that shows the differences and similarities between the places the people

of the Windrush generation came from compared to the UK. You could also ask children to add information about how the people of the Windrush generation were treated by the 'locals', as well as how they might have felt.

- Climate
- Houses/Homes
- Schooling
- Transport
- Jobs
- Music
- Clothing

It is important to use content/trigger warnings if you are going to share any information that might spark an emotional reaction, e.g. racist signs/slurs. Encourage the children to use warnings too and explain why they are important (it gives everyone a heads up before you show/say something upsetting and helps establish a culture of consent when talking about sensitive material). Modelling this responsibly in class allows the ground rules for such discussions to be clearly established. This could lead to a deeper discussion about the times when Sam faced discrimination; was this fair? Why wasn't it challenged? What can we all do to make sure that we challenge discrimination today?

Extension

As a whole class, refer back to Chapter 5, 'Settling Down'. Explore how the people of the Windrush generation felt about finding a place to live. What were their difficulties?

Look at Resource Sheet 3, 'To Let', which show pictures from pages 31 and 39 (these show a woman leaning over a wall and two men looking at 'To Let' accommodation notices). What are the children's first impression of these pictures? How did the woman feel and why? The children could create an 'emotions wall' to present their impressions. To create an emotions wall, ask children to write down on pieces of blank card any emotive words they think of when they look at the pictures. Collect the

pieces of card and put them on display in form of a brick wall.

How does this impact who we think of as British? There should be an understanding that people who migrated as part of the Windrush generation came as British citizens with British passports and would have been raised under a colonial education system, themselves identifying as British.

Ask children to pretend to be someone from the Windrush generation who is writing a letter to family members or friends that they left behind in the Caribbean. Encourage the children to write about how they feel about their treatment in the UK. Children can use Resource Sheet 4, 'A letter home', to help them with their ideas.

Allow children to discuss what coping mechanisms people use when facing injustice. For example, music, art, friendships, community groups.



Curriculum Links for 'The Story of the Windrush'

LKS2 English

Reading – Comprehension

Pupils should be taught to:

- 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
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- discussing words and phrases that capture the reader's interest and imagination
- 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

Pupils should be taught to:

- plan their writing
- draft and write
- evaluate and edit
- proofread for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Writing – Vocabulary, grammar and punctuation

Pupils should be taught to:

- develop understanding of the concepts
- indicate grammatical and other features
- use and understand grammatical terminology

UKS2 English

Reading – Comprehension

Pupils should be taught to:

- maintain positive attitudes to reading and understanding of what they read
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and fiction
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- provide reasoned justifications for their views

Writing – Composition

Pupils should be taught to:

- plan their writing
- draft and write
- evaluate and edit
- proofread
- perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear

Writing – Vocabulary, grammar and punctuation

Pupils should be taught to:

- develop understanding of the concepts
- indicate grammatical and other features
- use and understand grammatical terminology

KS2 Geography

Location Knowledge

Pupils should be taught to:

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

Place knowledge

Pupils should be taught to:

- understand geographical similarities and differences through the study of human and physical geography

Human and physical geography

Pupils should be taught to:

- describe and understand key aspects of:
- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

KS2 History

Pupils should be taught about:

- a local history study
- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality

KS2 PSHE (from the PSHE Association Programme of Study)

CORE THEME 1: HEALTH AND WELLBEING

KS2 Learning opportunities in Health and Wellbeing

Mental health

Pupils learn...

- 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
- H24. problem-solving strategies for dealing with emotions, challenges and change

Ourselves, growing and changing

Pupils learn...

- H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)

- H35. about the new opportunities and responsibilities that increasing independence may bring

CORE THEME 2: RELATIONSHIPS

KS2 Learning opportunities in Relationships

Families and close positive relationships

Pupils learn...

- R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)

Managing hurtful behaviour and bullying

Pupils learn...

- R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support
- R21. about discrimination: what it means and how to challenge it

Respecting self and others

Pupils learn...

- R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships
- R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. 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

KS2 Learning opportunities in Living in the Wider World

Shared responsibilities

Pupils learn...

- L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws
- L2. to recognise there are human rights, that are there to protect everyone
- L3. about the relationship between rights and responsibilities
- L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others

Communities

Pupils learn...

- 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
- L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes
- L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced

The Story of Windrush Lesson Plan 1 Resource Sheet 2 'Sam's timeline'

Using the events that you have added on Resource Sheet 1, 'Sam's significant events', complete the timeline of Sam's life below, starting with the earliest events first.

Place Sam's events above the timeline and any world events you can find out/know about underneath.

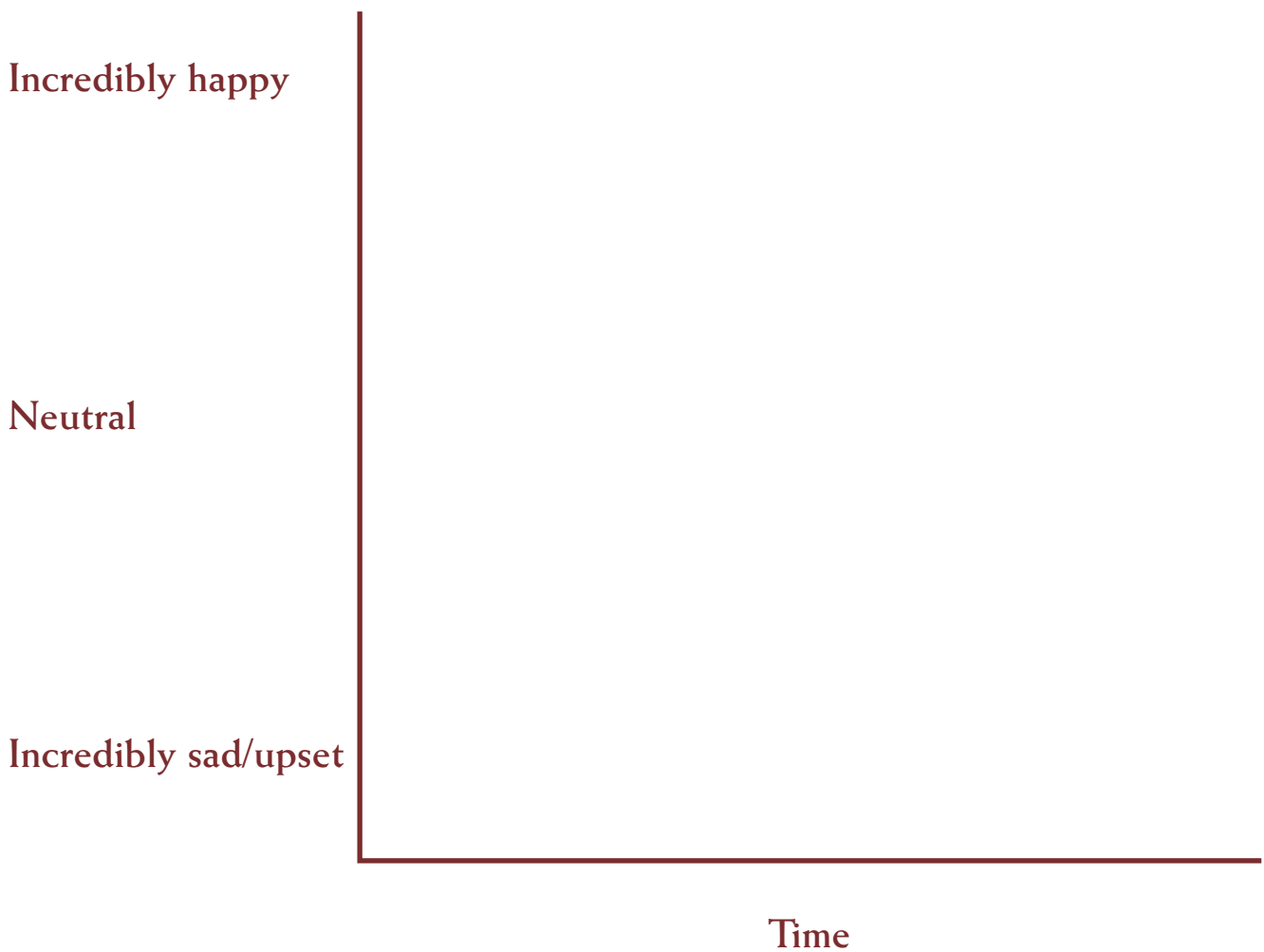
A vertical timeline grid consisting of a central vertical line and 15 horizontal lines intersecting it, creating 15 empty rectangular boxes for writing events. The boxes are arranged vertically, with the top box being the earliest event and the bottom box being the latest event.

The Story of Windrush Lesson Plan 1 Resource

Sheet 3 'Sam's emotions'

Draw an 'emotions and feelings graph' of the significant events in Sam's life. The scale on the Y axis is based on Sam's emotions. The X axis is time.

On the graph, identify and label the key moments when Sam's feelings changed. Once complete, you should be able to describe the graph alongside the story to a friend.



The Story of Windrush Lesson Plan 1 Resource
Sheet 4 'The journey'



The Story of Windrush Lesson Plan 2 Resource Sheet 1 'A blank world map'

Label the different countries that the passengers on the HMT Empire Windrush were picked up from and then plot the route the ship took to the UK.



The Story of Windrush Lesson Plan 2 Resource

Sheet 2 'Compare and contrast'

Working in pairs or small groups, research one thing from the list below, comparing what is the same and what is different between parts of the Caribbean and the UK.

Climate, Houses/Homes, Schooling, Transport, Jobs, Music, Clothing

Same

Different

Comparing between parts of the
Caribbean and the UK

The Story of Windrush Lesson Plan 2 Resource Sheet 3 'To Let'



The Story of Windrush Lesson Plan 2 Resource

Sheet 4 'A letter home'

Imagine you are one of the people from the Windrush generation writing a letter to a family member or friend who lives in the Caribbean. Tell them what life is like in the UK and how you feel about it.

In your letter think about:

Your journey to the UK

Things that you are enjoying or are good about your new life

Things that you are not enjoying or are bad about your new life

How you feel about these things

What you are hoping will happen in the future

Sentence starters:

Firstly...

Secondly...

I was hoping/surprised/amazed...

As well as...

Furthermore...

In addition...

I was dismayed...

Key events in Black British History

Also see the **Black British History Timeline Poster**. You can find a print version at www.shop.scholastic.co.uk/products/135855 and a digital version at www.resource-bank.scholastic.co.uk/resources/445858

Period/Date	Event
The Roman Empire 43CE – 410CE	
	As the Roman Empire grows into North Africa, anyone born under Roman rule as a free person becomes a Roman citizen with the same rights whatever race they are.
	Septimus Severus becomes Emperor. He was born in Leptis Magna, which is in modern-day Libya.
	Roman soldiers joining the army in North Africa could get sent anywhere in the Roman Empire – including Britannia.
Anglo-Saxon Britain 410CE–1066CE	
862CE	The Annals of Ireland record Black people captured by the Vikings who were returning from raids on Spain and North Africa. These people are called 'blue men' in both Irish and Norse records.
	In 2013 the skull of a Black woman from the Anglo Saxon period was found in Norfolk.
Medieval Britain 1066CE –1485CE	
	The earliest known image of a Black British person is in an abbreviated version of the Domesday Book.
Tudors and Stuarts	
1485CE –1714CE	
1562CE	The first recorded English voyage to West Africa to take slaves.

1588CE	The Spanish Armada is defeated under Elizabeth's I reign. It has been suggested Elizabeth tried to remove Africans from England during this time.
1604CE	Shakespeare's play Othello, where the leading character is often portrayed as a Black man, is first performed in this year.
1619CE	20 Africans are kidnapped and taken to the English colony of Virginia in America and enslaved.
1672CE	The Royal African Company is created with the sole purpose of managing the entire transatlantic slave trade.
Georgian Britain 1714CE –1830CE	
	The transatlantic slave trade grows over this period. Thousands of Africans are transported to America and the Caribbean to forcefully work in the fields and be servants. During this period, cities including Bristol, Liverpool, Glasgow and London grow as a result of their connections.
1783CE	Britain accepts the loss of its thirteen colonies in North America, these colonies had previously declared themselves independent (as the United States of America). Many Black men who fought on the British side of the war for American independence end up penniless on the streets of London, having not received any support following the war.
1807CE	Abolition: The British Parliament votes to abolish the slave trade only (i.e. kidnapping Africans and transporting them), however those already enslaved are not freed.
1833CE	Emancipation: Parliament now votes to emancipate (or free) enslaved people.

1835CE	British slave owners and investors are given the equivalent of millions of pounds in compensation (compared with the value of money today). Now freed, previously enslaved people are not given anything.
Victorian Britain 1837CE –1901CE	
1838CE	The coronation of Queen Victoria I takes place. Over the next 60 years, Britain colonises around one-third of the world, including India, Canada, and parts of Africa.
1885CE	The 'Scramble for Africa' begins. European countries, including Britain, invade, occupy and colonise different regions in Africa. Britain has almost a complete route of colonised countries from Egypt to South Africa by the end of the 19th century.
20th Century	
1919CE	Lots of people who had fought for Britain in the war from British colonies settle in Britain, particularly in port towns. The lack of available jobs in these areas creates tensions and racist attacks that leads to race riots and protests in cities like Liverpool, London, Glasgow and Cardiff, which results in arrests and deaths.

1939CE – 1945CE	World War Two begins in 1939. The British forces are taken from all over the British Empire. Many soldiers on the front lines are from Caribbean countries, African countries and India. Around 600,000 Black people fight in the war on behalf of the British Army. There are also at least three known Black spitfire pilots in the RAF. Others serve in the RAF as engineers or navigators like Sam King (from Jamaica), Ulric Cross (from Trinidad), Cy Grant (from British Guiana), Errol Barrow (from Barbados) and John 'Johnny' Smythe (from Sierra Leone).
1948CE	The National Health Service starts in 1948. Lots of the nurses are brought over from Caribbean countries.
1948CE	Britain needs rebuilding after the war. Lots of repairs are needed and there are not enough people to do all the jobs. The British Government seek people from the colonies to again return to Britain to work. The ship HMT Empire Windrush arrives with thousands of Black Caribbean people.
1958CE	Tensions between Black and White communities in London rise. This ends in rival groups rioting in Notting Hill and Nottingham. These events affect the whole country and bring race relations to the forefront of people's minds.

1959CE	Trinidadian journalist Claudia Jones organizes the first indoor Caribbean carnival in a peaceful response to the race riots.
1963CE	The Bristol Bus Boycott is launched and gains wide attention.
1965CE	Race Relations Act is passed to address racial discrimination for the first time.
1976CE	The Race Relations Act is strengthened to give Black people even more rights under law. The Commission for Racial Equality also forms.
1981CE	Following more race riots in cities like London, Birmingham, Liverpool and Leeds, a report suggests more equal treatment of Black communities.
21st Century	
2006CE	The Racial and Religious Hatred Act passes in Parliament, making it illegal to encourage others to show hate towards people because of their religion or race.
2011CE	3% of the population of the UK identify themselves as Black, African, Caribbean or Black British in the census.
2018CE	The first annual Windrush Day is held, a national day to celebrate the Windrush generation and their descendants.
2020CE	Anti-racism protests occur in Britain following the killing of George Floyd by police in the USA.