



## WINDRUSH STORIES FOR SCHOOLS

'The Windrush Generation' is a term used to describe people who moved from the Caribbean to Britain between 1948 to 1971.

*Windrush Stories* is a podcast series that celebrates the contributions made to British life and culture by the Windrush Generation and their descendants.

*Windrush Stories for Schools* consists of selected audio excerpts from the series, focusing on Life in the Caribbean, First Impressions, Communities, Black History and Prejudice.

The following information sheets and worksheets are suitable for Key Stage 1, 2 and 3, providing suggestions for activities for assemblies, events celebrating Black History Month or Windrush Day, and in English, Geography, History and Citizenship lessons.

These resources were produced by the Prison Radio Association, a charity that uses audio to change lives. The project was funded through a Windrush Day Grant from the Ministry of Housing, Communities and Local Government.

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# RESOURCES

Windrush resources referred to in the worksheets include:

## **Audio Clips**

The *Windrush Stories for Schools* worksheets are designed to be used with audio clips from the [Windrush Stories](#) podcast series. They have been organised into the following themes:

- Life in the Caribbean
- First Impressions
- Communities
- Black History
- Prejudice

The clips can be streamed or downloaded from [www.windrushstories.com](http://www.windrushstories.com)

To listen to the full podcasts, search for *Windrush Stories* wherever you get your podcasts, including Apple Podcasts, Spotify or Google Podcasts.

## **Video Footage**

Arrival of the Empire Windrush: <https://youtu.be/QDH4IBeZF-M>

Windrush Generation explained in 90 seconds:

<https://www.youtube.com/watch?v=6LBuMKx5s0o>

## **Printable**

Maps of the Caribbean, for example:

[https://commons.wikimedia.org/wiki/File:Map\\_of\\_the\\_Caribbean.svg](https://commons.wikimedia.org/wiki/File:Map_of_the_Caribbean.svg)

[https://commons.wikimedia.org/wiki/File:Caribbean\\_location\\_map.svg](https://commons.wikimedia.org/wiki/File:Caribbean_location_map.svg)

## **Online**

Clickable maps of the world such as:

[www.geology.com/world/world-map.shtml](http://www.geology.com/world/world-map.shtml)

## **Organisations**

<https://windrushfoundation.com/>

## **Published resources**

- *Windrush Child* by John Agard
- *Coming to Britain* by Floella Benjamin
- *Windrush Child* by Benjamin Zephaniah

*Please check copyright status before using any materials with your class or school.*

# Empire Windrush

Empire Windrush was a large ship that sailed across the Atlantic in 1948.

It was carrying many people from the Caribbean to England.

There were 1,027 passengers who had paid a fare of £28.10 shillings to be on board. One passenger had to sell three cows to be able to afford the ticket.

A number of stowaways were also found to be on board.

802 of the passengers were from the Caribbean:

539 were from Jamaica, 139 from Bermuda, 73 from Trinidad,  
44 from British Guiana and 7 were from other Caribbean countries.

The other passengers included 66 Polish refugees travelling from Mexico, 119 people returning home to England and 40 other non-Caribbean passengers.

The youngest person on board was Vincent Reid, aged 13 years-old.

Most were responding to advertisements placed in local newspapers inviting people to come to help rebuild Britain after the damage it had suffered during World War II.

Anyone who came from a Caribbean island that was part of the British Empire, which included Jamaica, Bermuda and Trinidad as well as many others, could come to live in Britain because they had British passports and British Citizenship.

Many of the people on board had fought for Britain in the RAF during World War II.

Since the war had ended in 1945, about 4,000 Caribbean servicemen and women had settled in the UK. Some had returned in 1947 on HMS Ormonde, which had landed in Liverpool, and some had travelled on HMS Almazora to Southampton.

The advertisements had promised a warm welcome and plenty of job opportunities. Passengers on board the Windrush had a wide variety of skills, including painters, carpenters, boxers, farmers, singers and musicians.

Having left Kingston, Jamaica on 24 May 1948, the Empire Windrush docked in Tilbury Docks, Essex on the morning of 22 June 1948. It had taken 30 days to sail from Jamaica to England.

The journey had been enjoyed by most of the passengers.

*"We had a happy time. The (Calyptonians) Lord Kitchener and Lord Beginner were on board and everything that happened, they sang about it."* Alford Gardner.

# Life in Britain after Windrush

For some of the passengers on board the Windrush, the reality of life in Britain was very different from their expectations and hopes.

The weather was cold, much colder than the weather in the Caribbean.

The food was rationed and was very different from the food they were used to.

There was a shortage of places to live. This was partly because a lot of buildings had been destroyed by bombs during the war, but was also due to prejudice with some landlords refusing to rent them rooms.

Although they had been invited to Britain to help with the shortage of labour resulting from the Second World War, some white people viewed the black immigrants with suspicion and prejudice, leading to problems finding jobs, getting promotion and equal pay, finding accommodation and even being served in shops.

In 1958, racial intolerance led to the Notting Hill Riots. In the late 1950s, Notting Hill was a poor area of London with high levels of crime and a shortage of housing. A period of racially motivated rioting started between groups of white working class 'Teddy Boys' and the new African Caribbean communities in areas of London and Nottingham. This wave of unrest led to a week of violent rioting in Notting Hill in London.

The Notting Hill Carnival, an annual celebration led by the area's Caribbean population, was started as a direct response to the riots.

Another ten years on and Enoch Powell made his 'Rivers of Blood' speech against immigration and the proposed Race Relations bill. Despite this, the bill was passed, making it illegal to refuse housing, public services, or employment on the grounds of ethnicity.

In 1962 and 1971, two Immigration Acts were passed, restricting migration from Commonwealth countries.

The Race Relations Act 1976 strengthened laws against discrimination and established the Commission for Racial Equality.

In 1987 Black History Month was made a fixture in the UK for the first time.

Despite the difficulties caused by prejudice and discrimination, the majority of the people who emigrated from the Caribbean remained in the UK, raising their families and making a significant contribution to the social, economic and cultural life of Britain.

# Windrush Scandal

The 'Windrush Generation' refers to people from the Caribbean who have settled in the UK from 1945 to 1971.

The term 'Windrush Generation' came from the name of the ship that many of them travelled on in 1948 – HMT Empire Windrush.

As many Caribbean nations were at that time a part of the British Commonwealth, citizens of those countries were British subjects, with British passports, and entitled to live and work in the UK.

Thousands did so, often bringing their children with them, who were able to travel on their parents' passports.

In most cases, people who had come to the UK as children did not apply to have their own British passport, unless they needed one to travel abroad.

The lack of a passport was not a problem until 2012, when the government launched a policy which meant employers, banks, landlords and the NHS had to ask for proof of residency.

This meant that many people who had come to the UK as children on a parent's passport could not prove their legal right to be in the UK.

As a result, they began to find it difficult to access housing, bank accounts and healthcare.

Some lost their jobs as a result of being considered 'illegal immigrants' or 'undocumented migrants'.

By 2017 hundreds of Commonwealth citizens had been wrongly detained in Immigration Removal Centres, denied their legal rights and threatened with deportation. For some this resulted in being deported to a country they had not lived in or even visited since they were a child. For some it meant separation from their children who had been born in this country.

In response to this, the Windrush Scheme was set up by the government to help Commonwealth citizens and their children to obtain the documentation they need to confirm their status.

The Windrush Compensation Scheme was also introduced. Under this scheme, anyone who has suffered as a result of this policy can claim compensation for any loss they have experienced – for example, losses relating to not being able to get employment or housing, losing their job, not being able to access health care, being detained or deported.

# Windrush Stories: Contributors

The voices heard in the *Windrush Stories for Schools* belong to:

## **Diane Abbott MP**

Diane Abbott was born in London to Jamaican parents.

In 1987 she made history by becoming the first Black woman to be elected to parliament in Britain.

She served as Shadow Home Secretary and is the longest-serving Black MP in House of Commons history.

## **Brendon Batson OBE**

Brendon Batson OBE was born in St George's, Grenada.

He moved to Tilbury in England in 1962.

Playing football for Arsenal, Cambridge United and West Bromwich Albion, he was part of the pioneering trio nicknamed Three Degrees alongside Cyrille Regis and Laurie Cunningham.

Brendon Batson is a trustee of the Professional Footballers Association.

<https://www.thepfa.com/news/2018/9/11/life-of-brendon-batson>

## **Lloyd Bradley**

Lloyd Bradley was born in London, England to St Kittitian academic parents.

He is a journalist and writer, and one of the UK's foremost experts on Black music and culture.

He authored best-selling books *Bass Culture: When Reggae was King*; *Sounds Like London: 100 Years of Black Music in the Capital*; *Ian Wright: A Life in Football*; *Marcia Barrett's Forward* and many other titles.

<https://www.lloydbradley.net>

## **Dr Vanley Burke**

Dr Vanley Burke was born near St Thomas in Jamaica.

He joined his parents in Birmingham, England, aged 14.

He began documenting local Caribbean communities through his photography, producing iconic and thought-provoking images over the last four decades.

He has built up a vast collection, with a substantial archive housed at the Library of Birmingham.

<http://www.vanley.co.uk>

## **Blacker Dread**

Blacker Dread was born in Jamaica, moving to Britain with his family when he was nine.

He was a member of the legendary Coxsone sound system, as well as being a music producer, record shop owner and co-founder of Splash.

### **Marjorie H Morgan**

Marjorie H Morgan was born in Wiltshire, England to Jamaican parents.

She is a writer, playwright and journalist with a special interest in cultural and social politics. She is currently based in Liverpool, England, where she is Artist in Residence at Metal Culture Liverpool.

<https://www.marjoriemorgan.com>

### **Matthew Phillip**

Matthew Phillip from London, England is of Trinidadian-Irish heritage.

Matthew is the Executive Director of the Notting Hill Carnival.

He's had a life-long involvement with Carnival, from attending as a child to playing in steel bands, and working on various Notting Hill Carnival boards and projects.

### **Sister Ina Spence**

Sister Ina Spence was born in Trelawny, Jamaica, moving to Manchester, England in her late teens.

She worked as a nurse and senior midwife for over 40 years, delivering hundreds of babies during her career.

### **Nadine White**

Nadine White is a third-generation Windrush descendant from London, England.

A journalist and news reporter, she is currently Race Correspondent for the Independent newspaper, having previously published via HuffPost UK and The Voice newspaper, with a focus on current affairs, race and social justice.

<https://www.independent.co.uk/author/nadine-white>

### **Cecil Wright**

Cecil Wright was born in 1933 in St Elizabeth, Jamaica.

He moved to the UK in 1959. He was a fast bowling cricketer who played for the national team, as well as for clubs across the Lancashire leagues, starting with Crompton.

He retired in 2019 aged 85, after 60 years of playing.

<https://www.wisden.com/stories/your-game/club-cricket/cecil-wright-jamaica>

### **Professor Benjamin Zephaniah**

Professor Benjamin Zephaniah was born and raised in Birmingham, England, the son of a Jamaican nurse and Bajan postal worker.

He is a poet, novelist, lecturer, activist, musician, TV and radio presenter.

His novel *Windrush Child* provides a moving insight into the experiences of a young child moving to England from Jamaica in the 1950s, his life in Britain and the impact of the Windrush Scandal.

<https://benjaminzephaniah.com>



## Key Stage 1 Worksheet: Geography

### Background Information/Stimulus

*Suggested starting points include:*

- Listen to the *Windrush Stories* audio clips ***Life in the Caribbean and First Impressions***, which can be streamed or downloaded from [www.windrushstories.com](http://www.windrushstories.com)
- Read the information sheet ***Empire Windrush***.
- Read a story describing the Caribbean, such as *Coming to England* by Floella Benjamin.
- Look at a map of the Caribbean and explain how the Caribbean is made up of different countries. Highlight the countries mentioned in the resources.
- Link to clickable maps of the world such as Google maps or [www.geology.com/world/world-map.shtml](http://www.geology.com/world/world-map.shtml)
- Invite someone in to the school who can talk about the Caribbean.

### Questions

- What do you think life would be like in the Caribbean?  
Think about the weather, the landscape, the people, the food, the houses, the schools.
- What do you think would be similar to Britain? What would be different?
- Think about journeys you have taken: Where did you leave from, where did you go to? How did you travel? How long did it take? Who did you go with? What did you take? How does this compare with the journey described in the audio clips/poem/book?

### Activity Ideas

- Divide a piece of paper in two. Draw a picture of what you think the Caribbean looks like on one side, and a picture of where you live in the UK on the other side.
- Colour in a map of the Caribbean.
- Using a map of the world or a globe, trace the journey made by HMT Empire Windrush. Talk about how long the journey took and what the passengers would have seen on the way.
- Listen to ***Life in the Caribbean***. What places are mentioned? What can you find out about them?
- If you were interviewing someone from the Caribbean or who knows the Caribbean what questions would you ask them? What would you like to find out about the Caribbean?
- Colour in and cut out flags from different Caribbean countries. Write the name of the country on the back. String the flags together to make a banner or a display.
- Listen to ***First Impressions***. Think about what people saw and felt when they first arrived in Britain. How would you describe Britain and/or the place you live to someone who has never been here?

### Curriculum Links

Pupils should develop knowledge about the world, the UK and their locality.

- Should be taught to locate the world's 7 continents and 5 oceans
- Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country.

## Key Stage 1 Worksheet: English

### Background Information/Stimulus

*Suggested starting points include:*

- Listen to the *Windrush Stories* audio clips ***Life in the Caribbean*** and ***First Impressions***, which can be streamed or downloaded from [www.windrushstories.com](http://www.windrushstories.com)
- Read or play a recording of the *Windrush Child* poem by John Agard.
- Read the information sheet *Empire Windrush* to the class.
- Read a story describing the Caribbean such as *Coming to England* by Floella Benjamin or excerpts from books such as *Windrush Child* by Benjamin Zephaniah

### Questions

- What do you think the *Windrush Child* poem is about? How does it make you feel? What does it make you think about?
- If you left home, what would be behind you, above you? Who would you want to be beside you?
- After hearing about *Empire Windrush* can you answer these questions:  
Why were people travelling on the Windrush? Where were they coming from?  
Where were they going? How much did a ticket cost?  
How long did the journey take?

### Activity Ideas

- Learn the *Windrush Child* poem as a class, with each child learning one line or verse.
- Make a drawing explaining Windrush Day (What happened? When? Why is it important?)
- There were no computers or mobile phones so letters were very important. Talk about what you would put in a letter if you were writing to someone who was in a different country.
- Imagine you were a passenger on the Empire Windrush. What words do you think you would use to describe the journey. Think about what you would see, hear, smell, taste or feel. Put yourself in different people's places – a child, a parent, someone leaving or returning home.
- Listen to ***Life in the Caribbean*** and ***First Impressions***.  
What words would you use to describe where you live?  
What words would you use to compare it to somewhere you have visited?

### Curriculum Links

Pupils should be taught to:

- develop pleasure in reading, motivation to read vocabulary and understanding by
  - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.
  - being encouraged to link what they read and hear to their own experiences.
  - learning to appreciate rhymes and poems and to recite some by heart.
- participate in discussion about what is read to them, taking turns and listening to what others say.
- explain clearly their understanding of what is read to them.

## Key Stage 1 Worksheet: Citizenship

### Background Information/Stimulus

*Suggested starting points include:*

- Listen to the *Windrush Stories* audio clips **Prejudice** and **Communities** which can be streamed or downloaded from [www.windrushstories.com](http://www.windrushstories.com)
- Read the Information Sheet *Empire Windrush* to the class.
- Invite someone into school who is of the Windrush Generation or who is able to talk about their experiences through being a descendent or related in some other way.
- Read a story such as *Coming to England* to the class.

### Questions

- What do you remember from the audio clips about prejudice?
- How did it make you feel? Was there anything you thought was fair or unfair?
- What do you think you would have done if you had been there?
- Have you suffered from prejudice? How did it make you feel? What would you do if you saw someone being teased or bullied?

### Activity Ideas

- Listen to the audio clips **Prejudice**. Think about what you have heard. Make a poster about what you think is fair or unfair, right and wrong, or different types of bullying.
- Listen to the audio clips **Communities**. Talk about why some people like things to stay the same, and why changes can be good. How we can work together to make things better?
- Produce family trees (either as individuals, from the recordings, or from a story such as *Coming to England*).
- Make a poster *Who I Am*. Add pictures drawn by the class that describe who they are.
- Use it to stimulate discussions about similarities and differences (genders, ages, birthdays, names, hair, eyes, siblings, where they are from, where they live, the languages they speak etc).

### Curriculum Links

Pupils should be taught:

- to recognise what they like and dislike, what is fair and unfair, and what is right and wrong;
- to take part in discussions with one other person and the whole class;
- to take part in a simple debate about topical issues;
- to recognise choices they can make, and recognise the difference between right and wrong;
- to recognise how their behaviour affects other people;
- to listen to other people, and play and work cooperatively;
- to identify and respect the differences and similarities between people;
- that there are different types of teasing and bullying, that bullying is wrong.

# Key Stage 1 Worksheet: History

## Background Information/Stimulus

*Suggested starting points include:*

- Listen to the *Windrush Stories* audio clips **First Impressions**, **Black History** and **Prejudice**, which can be streamed or downloaded from [www.windrushstories.com](http://www.windrushstories.com)
- Invite someone into school who is of the Windrush Generation or who is able to talk about their experiences through being a descendent or related in some other way.
- Read the Information Sheet *Empire Windrush* to the class.

## Questions

- What is different about the lives of the people you have heard talking about coming to Britain from our lives today?
- What do you think the first impressions of someone arriving in Britain/where you live would be today? What do you think might be different?

## Activity Ideas

- Make a poster called *First Impressions Then and Now*.
- Talk about famous people in British history, such as Mary Seacole and Florence Nightingale. Look at similarities and differences in their lives and work. How would their lives compare with people like Sister Ina Spence or Benjamin Zephaniah's mother who came to Britain to work for the NHS which had only just been set up in 1948?
- Read the Information Sheet *Empire Windrush*, and the descriptions of the contributors.
- Listen to audio clips from **Communities** to introduce the topic of the Windrush Generation.
- Talk about the contribution made to Britain by the people you have heard – members of the Windrush Generation and their descendants.
- Read the information sheet *Empire Windrush* and excerpts from *Life after Windrush* and listen to the audio clips **Prejudice** to help explain some of the changes to society and culture that have happened in Britain since the 1940s.

## Curriculum Links

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- events beyond living memory that are significant nationally or globally.
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.
- significant historical events, people and places in their own locality.

## Key Stage 2 Worksheet: Geography

### Background Information/Stimulus

*Suggested starting points include:*

- Listen to the *Windrush Stories* audio clips **Life in the Caribbean**, which can be streamed or downloaded from [www.windrushstories.com](http://www.windrushstories.com)
- Link to clickable map of the world.
- Show the children a map of the Caribbean.
- Cut out cards of each flag and each country in the Caribbean.

### Questions

- Can you find the Caribbean on a globe or the map of the world?
- How many countries are there in the Caribbean?
- How many countries in the Caribbean can you name?
- What do you know about the Caribbean?
- What is meant by colonisation? What did it mean for the countries involved?

### Activity Ideas

- Look at a map of the Caribbean. Identify the different countries in the Caribbean.
- Colour in a map of the Caribbean. Label the countries mentioned in the audio clips on the map.
- What is the relationship between the Caribbean and North and South America? What other countries have links with the Caribbean?
- Describe the journey taken by the Empire Windrush – the oceans it sailed over, the countries it passed.
- Choose a country. What can you find out about that country (e.g. where it is, capital city, flag, language, size, size of population, climate, main trade, land use)?
- Present the information for display.
- Explore the impact of colonisation on Europe and the Caribbean. Which countries has this affected? What has it meant for the countries involved?

### Curriculum Links

Pupils should be taught to:

- locate the world's countries, using maps to focus on Europe ... and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- describe and understand key aspects of 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.

## Key Stage 2 Worksheet: English

### Background Information/Stimulus

*Suggested starting points include:*

- Read the *Windrush Child* poem (or play a recital of the poem by John Agard).
- Listen to the *Windrush Stories* audio clips **Prejudice** and **First Impressions**, which can be streamed or downloaded from [www.windrushstories.com](http://www.windrushstories.com)
- Read the information sheet *Empire Windrush*
- Read books such as *Coming to England* by Floella Benjamin and *Windrush Child* by Benjamin Zephaniah

### Questions

- What do you think the *Windrush Child* poem is about?  
Describe the person you think has written it.  
What sort of place are they leaving? Who or what are they leaving behind?  
Did you enjoy the poem? Explain why/why not.
- If you went on a long journey what would be behind, above, around or beside you?

### Activity Ideas

- Listen to the *Windrush Stories* audio clips **Prejudice**. Write down the questions you would ask if you were the interviewer.
- Take it in turns to be the person asking the questions and the person answering.
- Write a play/story/poem about one of the situations described: a nurse having her face slapped after saving someone's life, a cricketer or footballer being called names, a young girl being bullied at school.
- Listen to **First Impressions**. Can you remember the first time you went somewhere? A place, a building, a school? Write about your first impressions, describing what you saw, heard, smelled, touched, tasted.
- Read the information sheet *Empire Windrush*. Watch the Pathé news coverage of the arrival in the UK.
- Imagine you are a news reporter sent to cover the departure or arrival of Empire Windrush. What questions do you think would be most important to ask people as they were preparing to leave their country or the people who have just arrived in Britain?
- Read the *Windrush Child*, by John Agard. Learn the poem off by heart.
- Write your own poem or story about leaving home to go on a long journey
- Many of the people who came to England in the 1940s and 1950s were responding to advertisements. Design a radio advertisement or poster designed to encourage people to leave their homes in the Caribbean to come to Britain.

### Curriculum Links

Pupils should be taught to:

- develop an appreciation and love of reading, and read increasingly challenging material independently
- understand increasingly challenging texts
- write accurately, fluently, effectively and at length and for pleasure and information
- speak confidently and effectively.

## Key Stage 2 Worksheet: Citizenship

### Background Information/Stimulus

*Suggested starting points include:*

- Listen to the *Windrush Stories* audio clips **Prejudice** and **Communities**, which can be streamed or downloaded from [www.windrushstories.com](http://www.windrushstories.com)
- Read the information sheets *Empire Windrush*, *Life in Britain after Windrush*, and *Windrush Scandal*.
- Invite someone into school who is of the Windrush Generation or who is able to talk about their experiences through being a descendent or related in some way.

### Questions

- When you heard the people speaking about prejudice, how did it make you feel?
- Was there anything that you thought was fair or unfair?
- What do you think you would have done if you had been there?

### Activity Ideas

- If you were interviewing someone from the Windrush Generation, what questions would you ask? Why did you leave your home? What was the best or worst thing about moving here? Was there anything the same? What was different? Who or What do/did you miss the most?
- Listen to the audio clips **Prejudice** and **First Impressions** and read *Life in Britain after Windrush*. What does it tell you about life in Britain since the 1940s. How has it changed?
- Read *Windrush Scandal*. Discuss how it makes you feel. Do you think what has happened is fair? What would you do if it happened to you?
- Think about the experiences you have heard about. What rules do you think should be in place to stop this behaviour happening.

### Curriculum Links

Pupils should be taught:

- why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
- to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities
- to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences
- to appreciate the range of national, regional, religious and ethnic identities in the UK
- that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view
- to think about the lives of people living in other places and times, and people with different values and customs
- that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability;
- consider social and moral dilemmas that they come across in life (for example, encouraging respect and understanding between different races and dealing with harassment).



## Key Stage 2 Worksheet: History

### Background Information/Stimulus

*Suggested starting points include:*

- Listen to the *Windrush Stories* audio clips ***Life in the Caribbean***, ***First Impressions*** and ***Black History***, which can be streamed or downloaded from [www.windrushstories.com](http://www.windrushstories.com)
- Read the information sheets *Empire Windrush*, *Life in Britain after Windrush*, *Windrush Scandal*
- Invite someone into school who is of the Windrush Generation or who is able to talk about their experiences through being a descendent or related in some way.

### Questions

- Think about what you have been told about the Windrush Generation and their lives when they arrived in Britain. What do you think has changed?
- What countries have been ruled by Britain. Which of these are in the Caribbean? Where else are they? Which ones have gained independence and when?

### Activity Ideas

- Draw a timeline of key dates in black British history.
- Imagine you are making a podcast about the impact of the Windrush Generation. Prepare to interview older people (in school, at home, in your community). Ask them questions about their memories about significant changes that they have seen in their lifetime.
- Listen to the audio clips in ***Black History***. Who is Mary Seacole? Find out about who she was and what she achieved. How does her life compare to Florence Nightingale? How do their lives and achievements compare to those of Sister Ina Spence and Benjamin Zephaniah's mother who worked for the NHS just after it had been set up in 1948?
- Listen to the audio clips in ***First Impressions***. What would be the first impressions of someone arriving in Britain/where you live today? How does this compare to the first impressions that you heard being described?
- Listen to the audio clips in ***Black History*** and ***Communities***. Make a list of things that have changed and things that have stayed the same. Talk to older people, at home, at school or in the community, and add to the list important things that you think have changed (either locally, nationally or internationally).

### Curriculum Links

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- events beyond living memory that are significant nationally or globally.
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.
- significant historical events, people and places in their own locality.



## Key Stage 3 Worksheet: Geography

### Background Information/Stimulus

*Suggested starting points include:*

- Listen to the *Windrush Stories* audio clips **Life in the Caribbean** and **Communities**, which can be streamed or downloaded from [www.windrushstories.com](http://www.windrushstories.com)
- Read the list of contributors and their brief history.
- Read the information sheet *Empire Windrush*.
- Look at a globe or link to clickable map of the world

### Questions

- Where is the Caribbean?
- How many countries make up the Caribbean?
- How many countries from the Caribbean can you name? What do you know about them?
- What is the Commonwealth?
- Which countries are members of the Commonwealth?

### Activity Ideas

- Which parts of the Caribbean were under British rule? Which other countries ruled over Caribbean nations? When did they gain independence? How did this affect the development of the country?
- Trace the journey taken by the Empire Windrush. Identify the countries the ship visited and passed on the way to the UK.
- What is the Commonwealth? Which countries are members? What does it mean to a country and its people to be part of the Commonwealth? Which of these countries can you find on a map? What can you find out about these countries (e.g. capital city, flag, climate, population, economy)?
- People who came to Britain from the Caribbean on the Windrush came by choice. The transatlantic slave trading that took place from the 1500s onwards forced thousands of people to leave their homes in Africa against their will. Trace the route taken by the ships. Research the part Britain played in the 'Triangular Slave Trade' and the impact on the countries and people involved.

### Curriculum Links

Pupils should be taught to:

- extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world ... to focus on Africa, Russia, Asia, and the Middle East, focusing on ... key physical and human characteristics, countries and major cities.
- understand ... the key processes in human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources.

## Key Stage 3 Worksheet: English

### Background Information/Stimulus

Suggested starting points include:

- Listen to the *Windrush Stories* audio clips ***Black History, Prejudice, First Impressions, Life in the Caribbean and Communities***, which can be streamed or downloaded from [www.windrushstories.com](http://www.windrushstories.com)
- Read the Information Sheets *Empire Windrush, Life in Britain after Windrush, Windrush Scandal*.
- Read poems such as the *Windrush Child* by John Agard.
- Read *Windrush Child* by Benjamin Zephaniah or other similar stories.

### Questions

- What do you think the poem *Windrush Child* is about?
- When you leave home what would be behind you, above you? Who would you want to be beside you?

### Activity Ideas

- Many people travelling on the Empire Windrush were responding to an advertisement. Produce a newspaper advertisement persuading people to come to Britain.
- Use a range of information to prepare a presentation for your class/parents/younger children about the contribution of the 'Windrush Generation' to British culture.
- Read the *Windrush Child* – the book by Benjamin Zephaniah and the poem of the same name by John Agard. Discuss why each author might have chosen a different genre. Talk about the subject of each, how it makes the reader feel etc. Produce your own version of *Windrush Child*.
- Listen to the audio clips. Choose a topic. Imagine you are the interviewer. Write a series of questions that you would like to ask the contributor.
- Produce a pamphlet that you would give to help someone preparing to travel from the Caribbean to Britain. What sort of advice would you give them?
- Imagine you were Vincent Reid, a 13 year-old travelling from the Caribbean to Britain. Write a letter to the family or friends you have left behind. Describe the journey, your arrival, your experiences starting a new school, or any other experiences you think he would have written about.

### Curriculum Links

Pupils should be taught about:

- reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors.
- making inferences and referring to evidence in the text.
- studying setting, plot, and characterisation, and the effects of these.
- writing for a wide range of purposes and audiences
- summarising and organising material, and supporting ideas and arguments with any necessary factual detail.

## Key Stage 3 Worksheet: Citizenship

### Background Information/Stimulus

*Suggested starting points include:*

- Listen to the *Windrush Stories* audio clips ***Life in the Caribbean, First Impressions, Prejudice, Communities*** and ***Black History***, which can be streamed or downloaded from [www.windrushstories.com](http://www.windrushstories.com)
- Read the information sheets *Empire Windrush, Life in Britain after Windrush, Windrush Scandal*.
- Read the list of contributors and the summary of their achievements.

### Questions

- What types of prejudice, bullying, racism can you name? Give examples for each.
- Why do we need rules? What do you think would happen if we didn't have any rules or laws?
- What do you think should happen to the people who break rules or laws? Do you think they should be punished? Or helped? Both? Or something else?

### Activity Ideas

- Choose one person from the audio clips.
- Identify some of the challenges they have encountered. How did it make you feel when you heard them describing things that happened to them? How do you think it made them feel? What do you think you would have done if this happened to you?
- Now identify some of their achievements. How did it make you feel to hear about their successes?
- Imagine that you are going to interview someone who came to Britain on the Windrush. Write down the questions you would like to ask about their lives and experiences.
- Role play – work in pairs. Take it in turns to be the person asking the questions and the person answering the questions.
- Listen to the audio clips in ***Black History*** and ***Prejudice*** and read the information sheet *Life in Britain after Windrush*. Find out more about what is meant by racial prejudice, how it affected the people interviewed and others, and the laws passed since 1940 to deal with race relations and immigration.
- Listen to ***Black History*** and ***Communities***. List examples of how people who have moved to this country have improved British life. Think about the culture, economy and social changes.
- Listen to the ***Communities***. Think about your community – your local community, your family community, your school community. What can you do as a community to improve lives of others? Produce a pamphlet explaining the injustice you want to overcome and how you could work together to achieve this.

### Curriculum Links

Pupils should be taught about:

- the precious liberties enjoyed by the citizens of the United Kingdom.
- the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities.

## Key Stage 3 Worksheet: History

### Background Information/Stimulus

*Suggested starting points include:*

- Listen to the *Windrush Stories* audio clips ***Life in the Caribbean, First Impressions, Prejudice, Black History***, and ***Communities***, which can be streamed or downloaded from [www.windrushstories.com](http://www.windrushstories.com)
- Read the information sheets *Empire Windrush*, *Life in Britain after Windrush*, and *Windrush Scandal*
- Invite someone into school who is of the Windrush Generation or who is able to talk about their experiences through being a descendent or related in some way.
- Watch the Pathé newsreel of the arrival of the Empire Windrush in Tilbury in 1948.

### Questions

- Many of the people who travelled on the Windrush described England as the 'Mother Country'. Why is this and what did it mean for people living in the Caribbean?
- What do you know about the British Empire?
- Many people on board Windrush had fought for Britain in the Second World War. Why do you think they were coming to Britain?

### Activity Ideas

- Listen to the audio clips in ***Black History***, read the information sheets *Windrush Scandal* and *Life in Britain after Windrush*. Develop a timeline of this period of Black British history.
- Select one of the events mentioned in ***Black History***. What was its impact on life in Britain.
- Listen to ***Communities*** and read the information sheets *Empire Windrush* and *Life in Britain after Windrush*. Research the contribution of the Windrush Generation and their descendants to the cultural, social and economic life of Britain.
- Research the Commonwealth. When did it start? What does it mean for its members? How does it link Britain with the Caribbean?
- Research the British Empire. How does this link Britain with the Caribbean? What did it mean for people from the Caribbean to be part of the British Empire? How did it affect their lives?
- People who came to Britain from the Caribbean on the Windrush came by choice. The transatlantic slave trading that took place from the 1500s onwards forced thousands of people to leave their home against their will. Research the part Britain played in the 'Triangular Slave Trade' and the impact on Britain and the people involved.

### Curriculum Links

Pupils should be taught about:

- Ideas, political power, industry and empire: Britain 1745 – 1901.
- Challenges for Britain, Europe and the wider world 1901 to the present day.