

Black History Month

Lesson/Assembly Resource



This resource has been created by the Diocese of Norwich to support all schools to 'Flourish Together' during Black History Month. The Diocese of Norwich recognise that Black History Month is a starting point, and these resources are intended as a supplement to, not a replacement for, other continued work on meaningful representation within the school curriculum.

This resource is a starting point for learning during Black History Month and has been developed so that pupils develop a deeper understanding of some of the momentous events in the British civil rights movement that helped shape life in modern Britain. Teachers may choose to further enrich with images, interviews, film clips and other helpful resources.

This resource is supported by the Diocese of Norwich's Black History Month British Icon resource.

Thank you to all the school representatives who worked in collaboration to create this resource on behalf of the Diocese of Norwich:

Sarah Claflin - St.Michael's V.A. Junior School

Corri Laniado - St.Michael's V.A. Junior School

Sarah Barber - Cringleford Primary CE VA Primary School

Lucy Baldwin - St. Nicholas Priory CE VA Primary School

Gemma Pryke - Blundeston CE VA Primary School

Jo Dixon - Hopton CE Primary Academy

Additional Guidance: Using This Resource for the First Time

Through the use of this resources, it is intended that each Black History Month children will learn about the Caribbean, events since WWII, Windrush, the Bristol bus boycotts and the Notting Hill Carnival. Each theme will be studied each academic year, with knowledge and understanding building each year as children study events at an increasingly deeper level. All numbers in this resource represent a year group.

Children who are not in year one or year three will not have experienced any of the prior learning for the themes set out on page two. Therefore, when using this resource for the first time, it is recommended that all KS1 children access the year one learning resource and all children in KS2 access the year three learning resource. By studying the earlier content, children will be equipped with the underpinning knowledge required to explore events more deeply in the future. Schools are also free choose to cover the year three content alongside the content set out in other year groups.

For example, in the first year, a year four child may follow this programme of study:

Timeline of key events since beginning of WWII onwards	3	Caribbean Culture I	3	The story of the Bristol Bus Boycotts	3	The Notting Hill Carnival today
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Or, in the first year, a year four child may follow this programme of study:

Timeline of key events since beginning of WWII onwards	3	Caribbean Culture I	3	The story of the Bristol Bus Boycotts	3	The Notting Hill Carnival today
	4	Caribbean Culture II	4	Finding Allies for change	4	Claudia Jones and the first carnival

Local Experiences and Opportunities

Schools might like to enrich children's experience of Black History Month, through a variety of performances and workshops. The individuals and groups below offer experiences for schools and are all local to Norfolk.

- <https://africanchoirofnorfolk.org/>
"Our aim is to sing songs from all 54 nations of Africa by 2025. Through recording and performing, we aim to give our audiences a truly unique experience of the great continent through the power of song."
- <https://www.sefokanuteh.com/>
"Sefo Kanuteh is a virtuosic, soulful and authentic Kora and Balafon player from The Gambia. Having worked closely on major projects with artists such as Baba Maal and The BKO Quintet, his drive to recreate the warmth of his home community in the UK ... teaching the importance of Gambian culture."
- <https://www.steeldrumband.co.uk/norwich/>
"As well as playing at all kinds of events, the band also provide school and other educational workshops from early years, through KS1-4" and "Many of the steel band musicians are from the Caribbean and have moved over to Norwich to learn, teach and play for fun and entertainment."
- www.afroluso.co.uk
"Afroluso is a young fresh African (hip hop) dance group located in UK (Great Yarmouth -Norfolk). Their main style of dance originates from Africa with influences ranging from Afrohouse, Funana to hip hop."
- <https://www.pauldicksonstours.co.uk/norwich-a-black-history/>
"His two hour guided walking tour celebrates the diverse contribution of black people to the history of Norwich and Norfolk."
- www.facebook.com/dumisaniafricandrumming/

Black History Month KS1 Learning Overview

Week One: Whole School Assembly Celebrating Africa	Week Two: Class/Year Group African Folk Tales	Week Three: Class/Year Group African Art	Week Four: Class/Year Group African Music			
Where is Africa and what is it like there?	1	Bringing the Rain to Kapiti Plain	1	Masks from Africa	1	Che Che Kule
	2	African Folktales	2	Kente Cloths from Ghana	2	Toom Bah Ee Lero

Black History Month KS2 Learning Overview

Week One: Whole School Assembly Our British History	Week Two: Class/Year Group Windrush Generation	Week Three: Class/Year Group Bristol Bus Boycotts	Week Four: Class/Year Group Notting Hill Carnival			
Timeline of key events since beginning of WWII onwards	3	Caribbean Culture I	3	The story of the Bristol Bus Boycotts	3	The Notting Hill Carnival today
	4	Caribbean Culture II	4	Finding Allies for change	4	Claudia Jones and the first carnival
	5	Why people from the Caribbean came to Britain	5	Legacy - How the bus boycotts shaped Britain	5	Rhaune Laslett O'Brien: The woman behind the Carnival
	6	Celebrating the Contributions of Windrush Generation	6	Lessons about peaceful protest	6	Modern Allyship

Celebrating Africa

1

2

Vocabulary

- **communities** – a group of people living in the same place or a group of people who share things in common.
- **continent** – a large continuous expanse of land.
- **countries** – a land which is controlled by a government e.g. England.
- **culture** – the way that people live, the food eaten, the clothes worn, the language spoken etc.
- **diversity** – this means difference e.g. age, language, race, religion etc.
- **Great Britain** – made up of the countries England, Scotland and Wales.

Explain that this month is Black History Month – in fact every October, once a year, Black History Month is celebrated where we live. Explain that the school will be celebrating diversity which is another word for difference. Explain that some people of colour, and white people, are born in Great Britain; explain that some people of colour, and some white people, are born in other countries and moved to where we live.

Explain that this Black History Month, we will learn about some music, stories and art from Africa and celebrate famous black people. Explain they will find out about lots of new they will enjoy.

On a map show where Great Britain is and the region the school is in. After this, show children where the continent of Africa is. Explain that we live in Europe (point out Europe) and where Africa is in relation to Europe. Explain that Europe has 44 countries but Africa has 10 more!

Watch film clip from National Geographic showing the diversity of Africa.

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

[may choose to mute the narration and play a chosen piece of music]



What did the children notice?

Animals ... *where they similar or different to animals where we live?*

Nature ... *did they see the dry desert, the lush, green rainforest?*

Where people live ... *were all the houses the same? Did they see the villages, towns and cities?*

People ... *did they notice how people were dressed?*

Optional Activities:

After assembly, in classes, play some traditional games that are played by children in Africa.

Ampe – Ghana

1. Choose a leader and other players stand in a semi-circle facing the leader.
2. The leader and the first player (player at end of semi-circle) face each other. They clap their hands and jump, land, then jump again putting one foot forward.
3. If they both have the same foot forward, then leader is out. The player takes the leaders place and the play continues.
4. The game continues with the same leader, or new leader, repeating point 2 with the next opponent.

Mbube Mbube – South Africa

Mbube Mbube is pronounced 'Mboo-bay Mboo-bay' and is the Zulu word for lion.

1. Make a large circle.
2. Two players are chosen: one to be the lion, one to be the impala. They are blindfolded and spun around.
3. The lion is in the circle trying to find the impala who is also inside the circle. The impala can move too.
4. The children in the circle help the lion by saying 'Mbube, mbube' and speed this up and get louder, when they are close. They get quieter and

slower when the lion is further away.

5. A new lion is chosen if they do not catch the impala within 1-2 minutes.
6. If the impala is caught, someone else becomes the impala.

Mamba – played throughout the continent of Africa

1. Choose an area of play the children must stay within (mark out).
2. One player is the mamba and runs around trying to catch people.
3. When someone is caught, they become part of the snake's body and hold onto the other person's shoulders or waist.
4. Only the person at the front can catch people, but others in the body can block people (as players cannot pass through the body).
5. The last player left wins the game.

Collective Worship Ideas & Collective Worship Context:

Key Concept – Creation

Christians believe God created the world and Genesis the first book of the Bible teaches us he created this in 6 days and rested on the 7th day. When he had finished creating the earth, he looked down upon it and all the things in it that he had created and said, 'and it was good'. By God saying this he believed everything on earth is of equal value and everything should be seen as equal – we should marvel and celebrate all he created.

Biblical Reference: Genesis 1 v1-31

www.biblegateway.com/passage/?search=Genesis%201&version=GNT

African Folktales

1

Bringing the Rain to Kapiti Plain

Vocabulary

- **communities** – a group of people living in the same place or a group of people who share things in common.
- **continent** – a large continuous expanse of land.
- **countries** – a land which is controlled by a government e.g. England.
- **culture** – the way that people live, the food eaten, the clothes worn, the language spoken etc.
- **diversity** – this means difference e.g. age, language, race, religion etc.
- **folktales** – Folktales are a type of story that gets passed from person to person over time. Many folktales are very old. They may change a little as people retell them.
- **Great Britain** – made up of the countries England, Scotland and Wales.
- **Kenya** – a country in East Africa.

Explain that they are going to watch a reading of a traditional folktale from Africa called 'Bringing the Rain to Kapiti Plain'. Explain that this story originated from Kenya [show pictures and on map].

Watch: <https://www.youtube.com/watch?v=0QN9npF9A3M>



Ask the children whether they think they can remember the story? Teachers may like to display large stills (from the video) or other images to help prompt children. Retell the story together with children calling out the gaps in unison.

- This is the cloud all heavy with [rain] that shadowed the ground on [Kapiti Plain].
- This is the grass all brown and [dead] that needed the rain from the cloud [overhead].
- The big, black cloud, all heavy with [rain], that shadowed the ground on [Kapiti Plain].
- These are the cows all hungry and dry, who mooed for the rain to fall from the [sky].
- To green up the grass, all brown and [dead] that needed the rain from the cloud [overhead].
- The big, black cloud, all heavy with [rain], that shadowed the ground on [Kapiti Plain].
- This is Kipat who watched his heard, as he stood on one leg, like the big stalk [bird].
- Kipat whose cows were so hungry and dry, who mooed for the rain to fall from the [sky].
- To green up the grass, all brown and [dead] that needed the rain from the cloud [overhead].
- The big, black cloud, all heavy with [rain], that shadowed the ground on [Kapiti Plain].
- This is the eagle who dropped a [feather], a feather that helped to change the [weather]



Congratulate the children for remembering the story. Ask whether anyone can explain what happens next? What does Kipat do with the feather? In the story it says it helped change the weather.

Optional Activity:

Create coat hanger bow arrows or make rain sticks.

The following website lists a variety of DIY examples [look at numbers 8 and 20]

<https://www.guidpatterns.com/how-to-make-a-bow-and-arrow-diys.php>

Collective Worship Ideas & Collective Worship Context:

Key Concept – Gospel (Good News)

The Gospels were written in the second half of the Bible known as the New Testament. This part of the Bible is what modern-day Christians look to for guidance in life as it follows the life and teachings of Jesus. The Gospels tell his good news – good in the sense he is sent to earth (God in human form) to help the people of God find the right way

in life, but also good because of the miracles Jesus performed. These miracles often were about changing things from dark to light, bad to good, damaged to fixed.

The healing of the official's son is one of the 7 known miracles Jesus performed, other include the feeding of the 5000. The healing story focuses on believing and trusting in God. Sometimes we have to believe and act on this to see change happen. We do not always know where it may lead but we know it will be good.

Biblical Reference: John 4 v 46-54

www.biblegateway.com/passage/?search=John+4%3A+46-54&version=GNT

African Folktales

2

The Brave Little Girl and the Lion

Vocabulary

- **communities** – a group of people living in the same place or a group of people who share things in common.
- **continent** – a large continuous expanse of land.
- **countries** – a land which is controlled by a government e.g. England.
- **culture** – the way that people live, the food eaten, the clothes worn, the language spoken etc.
- **diversity** – this means difference e.g. age, language, race, religion etc.
- **folktales** – Folktales are a type of story that gets passed from person to person over time. Many folktales are very old. They may change a little as people retell them.
- **Great Britain** – made up of the countries England, Scotland and Wales.
- **Republic of Mali** – a country in Africa.



Ask the children to put their hands up if they like listening to stories.



Explain that in countries in Africa there are stories which are passed on from old to young over time. These stories are very important and are called folktales. They are often told through music and they will really enjoy hearing them. Explain that African folktales help teach children important lessons that help children when they are both young and old.

Explain to the children that you are going to tell them a story called ‘

The Brave Little Girl and the Lion by Baba Wague Diakite. Explain that this story comes from the Republic of Mali, in Africa [Show them on a map]. If you do not have the story there are also lots of retellings available on Youtube.



Can the children answer any of these questions? Who is the main character in the story? [the hatseller]

- What is the main character trying to do as the story begins? [to sell his hats at Timbuktu]
- What problem is the hatseller faced with? [monkeys steal the hats]
- How did the hatseller get the hats back? [by taking his hat off and the monkeys threw the hats down]



What lessons does the story teach us? May choose to ask the children to show hands if they agree. [keep a calm and think things through, learn from your mistakes, if someone copies you, it is a compliment etc...]

Optional Activity:

Create hats inspired by the traditional style of hats from the Republic of Mali and depicted in the book.

Story book artwork pages available from:

https://arthive.com/artists/10512~Lagji_Diakite/works/289271~The_hat_seller_and_the_monkeys_05

Here is an template guide on creating one of the traditional hats depicted in the story. Teachers may choose to use different medium and resources:

[https://www.ucandostuff.com/Guide-1511-](https://www.ucandostuff.com/Guide-1511-How%20to%20make%20an%20African%20hat%20from%20paper.aspx)

[How%20to%20make%20an%20African%20hat%20from%20paper.aspx](https://www.ucandostuff.com/Guide-1511-How%20to%20make%20an%20African%20hat%20from%20paper.aspx)

Collective Worship Ideas & Collective Worship Context:

Key Concept – People of God

The People of God is a time in the Bible linked to the Old Testament, when people tried to gain God’s favour after Adam and Eve were tempted in the Garden of Eden and were cast out of God’s grace. It is believed by Christians that the first five books of the Bible were written by Moses and were set in Africa where he lived in the wilderness.

One of the core stories of the Old Testament is David and Goliath – it is a story of success against all the odds. It is a story of perseverance, courage, and determination. It is a story about learning from yourself, having faith in what you believe and not running away from tricky situations.

Biblical Reference: Samuel I 17

African Art

1

African Masks

Vocabulary

- **communities** – a group of people living in the same place or a group of people who share things in common.
- **culture** – the way that people live, the food eaten, the clothes worn, the language spoken etc.
- **diversity** – this means difference e.g. age, language, race, religion etc.
- **folktales** – Folktales are a type of story that gets passed from person to person over time.
- **Great Britain** – made up of the countries England, Scotland and Wales.
- **Nigeria** – a country on the west coast of Africa.
- **tribe** – a group of people, including many families.

Tell children that you are going to read a folktale called 'Why the Sun and Moon Live in the Sky' by Elphinestone Dayrell. Explain that the folktale originally comes from Nigeria [show on a map with pictures]. There are also lots of retellings online. Here is one example: https://www.youtube.com/watch?v=2kRPltyud_c

Show pictures of different groups of people living in Africa in both traditional tribes, through to metropolitan cities. Explain that masks are an important part of traditional culture in many of the countries in Africa and explain that masks can be made from different materials, such as bronze, pottery and textiles, but are often made from carved wood. Mask wearing can form an important part of celebrations, ceremonies and traditional rituals e.g. for harvest.

Show images of the many different types of masks in Africa and explain that the shapes, colors, and sizes of African masks have special meanings. African masks are shown in museums and galleries all over the world. Explain there are some where we live in the Sainsbury's Centre, Norwich, Norfolk.

Optional Activity:

Children make their own version of a African mask to represent the sun.

One idea is to use pre-cut paper plates (wholes for eyes & mouth removed), children decorate with sugar paper shapes. Hole punch several holes in the bottom of the mask and children choose what coloured wool to be tied on.

Collective Worship Ideas & Collective Worship Context:

Key Concept – People of God

The People of God is a time in the Bible linked to the Old Testament, when people tried to gain God's favour after Adam and Eve were tempted in the Garden of Eden and were cast out of God's grace. It is believed by Christians that the first five books of the Bible were written by Moses and were set in Africa where he lived in the wilderness.

Just like the folktale explored p people in the Bible lived in tribes. There were 12 tribes of people in the Bible. They were Asher, Dan, Ephraim, Gad, Issachar, Manasseh, Naphtali, Reuben, Simeon, Zebulun, Judah and Benjamin. God made a promis to Abraham's grandson Jacob – who gave the broth to the 12 sons who formed the Tribes of Israel.

Biblical Reference: Numbers 33

www.biblegateway.com/passage/?search=Numbers+33&version=GNT

African Art

2

Kente Cloths from Ghana

Vocabulary

- **communities** – a group of people living in the same place or a group of people who share things in common.
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- **culture** – the way that people live, the food eaten, the clothes worn, the language spoken etc.
- **diversity** – this means difference e.g. age, language, race, religion etc.
- **folktales** – Folktales are a type of story that gets passed from person to person over time. Many folktales are very old. They may change a little as people retell them.
- **Ghana** – a country on the coast of West Africa.
- **Great Britain** – made up of the countries England, Scotland and Wales.

Show images of Kente Cloths and people wearing them.



What do children notice? Here are some prompts:

Men/women ... *Do they both wear them? Do they wear them in the same way or differently? Colours ... Can they describe the colours? The patterns?*

Explain that these textiles originate from Ghana [show on a map] but people all over the world will wear this Kente Cloth today. Explain that they used to only be worn by royalty but now ordinary people wear them for special times of celebration such as weddings.

Tell children that you are going to read them the legend of the Kente Cloth. Teachers could also show 'The Spider Weaver: A Legend of the Kente Cloth by Magaret Musgrove. There are many resources online. Here is one example:

<https://www.youtube.com/watch?v=hdEVBZGdUe0>



Can children answer any of these questions?



- What creature gave the two brothers their ideas for the Kente Cloth? [a spider]
- Why did the spider's web break when Yaw tried to take it? [it was delicate]
- What was so special about the spider's web? [it's design, pattern, beauty]
- What did Yaw and Kofi learn in this story [small creatures can do some wonderful things, a problem can be a blessing, how to weave a new cloth]
- Next time you see a spider web, what will you think or do?

Finally, watch a traditional weaver making a Kente Cloth:

<https://www.youtube.com/watch?v=Rle3ZmvOxGI>



Ask children what they thought about the weaving that the men were doing.

Optional Activity:

Children make their own section of a Kente Cloths (also explore meanings of colours). A Guide for paper Kente Cloth making can be found here:

https://www.youtube.com/watch?v=jX_CQO-i7cA

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

Collective Worship Ideas & Collective Worship Context:

Key Concept – Salvation

Salvation is the concept in the Bible of being saved. This refers to the death of Jesus, the foundation of the Christian belief – he was sent to help us, God in human form, to live with us, show us the way, then as a part of that, die for us to get things ready in heaven to receive us.

The story of Peter's denial of knowing Jesus is an important part of the Easter Story. It is a good example of when facing adversity, you cannot deny your own fears, but if you are truthful and honest to yourself and God then you will be fine. Peter's denial of knowing Jesus shows us his fear of the Roman soldiers. He then repents his denial and Jesus forgives him.

Biblical Reference: Mark 14 v 27-31 & 66-72

www.biblegateway.com/passage/?search=Mark+14&version=GNT

African Music

There are lots of local and national groups, who offer a variety of music classes, that will enrich the children's experience during Black History Month. If you are unable to book these during the month, you may wish to consider whether they can be organised at a later date through your music curriculum.

1

Toom Bah Ee Lero

Vocabulary

- **beat** – the steady pulse in music.
- **body percussion** – using parts of one's body to make sounds.
- **diversity** – this means difference e.g. age, language, race, religion etc.
- **rhythm** – a pattern of sounds.
- **traditional** – something that has been passed down through generations from old to young.

Watch the animated folktale called 'The First Music'

<https://www.youtube.com/watch?v=EqGli-UrHPw>

Explain that music is an important part of African culture and they are going to learn a traditional call and response song called toom bah ee lero. Explain that call and response is similar to 'Simon Says', instead you copy with your voice.

<https://www.youtube.com/watch?v=d2X2nZzSQJl> or

<https://www.youtube.com/watch?v=G9SpK6MxhnY>

Body percussion <https://www.youtube.com/watch?v=Bj9JlNeD9qw>

Optional Activity:

Children practice so they can perform to other children during an assembly.

You may choose to split the class into two groups, one the call group and one the response group.

You may wish for another group to become the body percussion.

Collective Worship Ideas & Collective Worship Context:

Key Concept – Salvation

As with other cultures and beliefs, Christianity also uses music and poetic rhythm to enable deeper connection and meaning. The psalms are a good example of this – designed to be sung and make the Bible scripture a spiritual experience.

The sounds of Psalm 23 is somewhere between poetry and prose – it's a lot like Hip-Hop lyrics, actually. When translated into English, Psalm 23 has that same half-spoken, half-sung quality as rap music. Like a lot of rap songs, Psalm 23 uses simple sentence structure that can be repeated over and over to build a sense of rhythm. "He maketh," "He leadeth," "He restoreth," "I shall not want," "I will fear no evil," "My cup runneth over." The psalm is made of phrases that pair up very well with one another because they have a similar sound.

Biblical Reference: Psalm 23

www.biblegateway.com/passage/?search=psalm+23&version=GNT

African Music

There are lots of local and national groups, who offer a variety of music classes, that will enrich the children's experience during Black History Month. If you are unable to book these during the month, you may wish to consider whether they can be organised at a later date through your music curriculum.

2

Che Che Kule

Vocabulary

- **beat** – the steady pulse in music.
- **diversity** – this means difference e.g. age, language, race, religion etc.
- **folktales** – Folktales are a type of story that gets passed from person to person over time. Many folktales are very old. They may change a little as people retell them.
- **Ghana** – a country on the coast of West Africa.
- **Great Britain** – made up of the countries England, Scotland and Wales.
- **rhythm** – a pattern of sounds.
- **traditional** – something that has been passed down through generations from old to young.

Explain to the class they are going to learn a traditional song from Ghana [show on a map with images]. Share that the song they will learn is a traditional Ghanaian call and response song called Che Che Kule [there is no direct translation]. Share that there is a dance to the song that is very similar to a song/dance they know ... *heads, shoulders, knees and toes* [sing/dance this through].

Next, follow the video and take part at own pace, stopping, pausing and replaying as required.

<https://www.youtube.com/watch?v=UIGMYsWs6jc>

When taking part in the dance, the following actions relate to the calls indicated:

Che Che Kule [*Hands on your head*]
Che Che Kofi sa [*Hands on your shoulders*]
Kofi sa Langa [*Hands on your waist*]
Kaka shi langa [*Hands on your knees*]
Kum Aden Nde [*Hands on your ankles*]

Optional Activity:

Children practice so they can perform to other children during an assembly.

You may choose to split the class into children who maintain the beat (clapping/instrument), those calling, those responding and dancers.

Collective Worship Ideas & Collective Worship Context:

Key Concept – Kingdom of God

As with other cultures and beliefs Christianity also uses music and poetic rhythm to enable deeper connection and meaning. The psalms are a good example of this – designed to be sung and make the Bible scripture a spiritual experience.

The sounds of Psalm 100 helps us to remember we can sing and praise God for His goodness, faithfulness and protection.

The story of Peter's denial of knowing Jesus is an important part of the Easter Story. It is a good example of when facing adversity, you cannot deny your own fears, but if you are truthful and honest to yourself and God then you will be fine. Peter's denial of knowing Jesus shows us his fear of the Roman soldiers. He then repents his denial and Jesus forgives him.

Biblical Reference: Psalm 100

Our British History

3

4

5

6

Vocabulary

- **Ally** - A friend who is willing to stand up for you.
- **Discrimination** - Treating a person or group of people unfairly.
- **Diverse** - Being different. It can be in many ways, including race, age, disabilities, language, culture, appearance, or religion.
- **Equality** - Treating others and responding to their needs fairly.
- **Migration** - the movement of people from one place to another with intentions of settling, permanently or temporarily, at a new location.
- **Prejudice** - Making a judgement about someone or something before learning anything about them.
- **Peaceful Protest** - People coming together without aggression to show others that they are strongly against an idea or event.
- **Solidarity** - Being together as a group – feeling welcomed, valued and supported within in a group.

[This assembly is also on the attached Powerpoint, with photos. Share the dates and explain what key events were happening. Discuss the questions to promote the key themes of peaceful protest, activism and equality.]

Explain that this month is Black History Month – in fact every October, once a year, Black History Month is celebrated where we live. Explain that the school will be celebrating diversity which is another word for difference. Explain that some people of colour, and white people, are born in Great Britain; explain that some people of colour, and some white people, are born in other countries and moved to where we live.



What do we mean by Our British Black History?

AD 200 Black people have lived in Britain since Roman times when the Roman Emperor Septimus Severus ruled here. Fast forward to the last 100 hundred years, how have people from Africa, India and other cultures helped to shape British History? We are going to find out!



Timeline since WW2

WW2 – 1939 – 1945 Many people came from West Africa and the Caribbean to help as wartime workers and join the British Army, Navy and Airforce.



Why did we need extra workers during wartime?
What do we call it when people move from one country to another?

1950's - 1960's People from the Caribbean and India came to Britain to help with a shortage of workers after WWII. They helped in hospitals and on our railway networks. Even though they were to help us, they often had to deal with racial prejudice.



Why do you think these people came to Britain?
What is prejudice?

1962 Many people felt the prejudice shown to black people was not fair. Some people decided to stand up and support the rights of these people. In 1962, there was a huge protest called the Bristol Bus Boycott. The Bristol bus company would not employ people if they were black so people stopped using their service until they changed this rule.



People held a peaceful protest. What is this?
What were they trying to do?
How do you think people felt about the bus company's rule?

1965 The government introduced something called the Race Relations Act. They made it illegal to discriminate against people because of their background / race IN PUBLIC. Many additional changes to the law have been made since.



Do you think this stopped the discrimination?

1966 A lady, Rhaune Laslett, who had lived in London for many years decided to hold a festival for local children to celebrate all the diverse cultures and backgrounds they shared. (She was hoping to bring people together.) It was a great success and with the help of Claudia Jones, they created the Notting Hill Carnival which still takes place today.



What was Rhaune hoping to achieve?
What do you think people thought about this idea?

Fast forward to today where people still face discrimination because of the colour of their skin or where their family comes from. In **2014**, Marcus Rashford led the way for many well-known people campaigning for equality and using their positions to help make changes. This is called Allyship.



What is an ally?
What might allyship mean? What is equality?

2021 More recently, there have been continued campaigns against racism including the Black Live Matter movement. *Show children the photos of famous sports stars taking the knee.*



Do you recognize these people?
What are they doing? Why?

Many sports men and women have shown their support by kneeling at sporting events, for example before a football match. "Taking the knee" has been a symbol or gesture of solidarity with others for a long time but it has become more widely used and is a really powerful way for a group of people to show their support for others.

Over the next few weeks in assemblies and in class, we will be learning more about these events as well as some key people who have made great achievements and had an impact on our country and the way we live our lives today.



Reflection

We are really lucky to live in communities with people from a range of cultures and backgrounds. How can you show solidarity and friendship to each other today?

Windrush Generation

3

Caribbean Culture I

Vocabulary

- **Caribbean**– the Caribbean islands off the coast of North and Central America.
- **immigration** - the process of moving to a new country, with plans to live there permanently.
- **Trinidad** - the largest island in the nation of Trinidad and Tobago, off Venezuela's coast in the southern Caribbean.
- **Windrush generation** - relating to the people who emigrated from the Caribbean to Britain on the British ship the *Empire Windrush* in 1948.

“*Coming to England*” by Floella Benjamin is a picture book story about the triumph of hope, love, and determination. Explain that “*Coming to England*” is the inspiring true story of Baroness Floella Benjamin: from Trinidad, to London as part of the Windrush generation, to the House of Lords.

https://www.youtube.com/watch?v=BFuFc_xuOUU

Floella came to Britain on the *Windrush* in 1960 and has lived here ever since.

Look at the Caribbean and located Trinidad. Explore together the similarities between Floella’s Trinidad and where we live using images and film clips.



Ask the children to share what they notice. What is different, what is the same? Can we buy the same fruits? What fruits can we recognise?



Ask the children to reflect on how London compared to Floella’s home in Trinidad? Do they remember how they felt on their first day at School?

Optional Activities:

1. Open to pages 8-12 and read again with your class (https://www.youtube.com/watch?v=BFuFc_xuOUU). What would they have brought with them, if they had to move to another country across the world?
2. Google ‘Windrush advert Daily Gleaner’ to find the short advert for passenger fares. Ask pupils to decipher what the advert reveals, who do they think it might be aimed for? What type of transport is it offering? What is the ship called? Where is “*Empire Windrush*” going? Which deck of the ship would they like to travel on if they were part of the Windrush generation?
3. Discuss what the two girls may have felt as they travelled alone on a ship for 2 weeks. Add your thoughts and feelings from this story to a *Windrush* ship printout (available online).

Collective Worship Ideas & Collective Worship Context:

Key Concept – People of God

The Bible is full of stories about people moving or being displaced – the nativity story is such an example. However, there are stories about moving or starting again / new beginning for other reasons – such as the story of Naomi and Ruth. Sometimes a new beginning is about returning to a familiar place – a place that is part of your past of your roots in life. What makes it different though, is who you take in the journey and what they bring to the experience with you. Just as Naomi did with Ruth when Ruth followed her on return to Judah, Naomi’s childhood home.

Biblical Reference: Ruth I

www.biblegateway.com/passage/?search=ruth+1&version=GNT

Windrush Generation

4

Caribbean Culture II

Vocabulary

- **Calypso** – a type of music from Trinidad that has African rhythms, typically with words improvised.
- **Caribbean**– the Caribbean islands off the coast of North and Central America.
- **immigration** - the process of moving to a new country, with plans to live there permanently.
- **Trinidad** - the largest island in the nation of Trinidad and Tobago, off Venezuela's coast in the southern Caribbean.
- **Windrush generation** - relating to the people who emigrated from the Caribbean to Britain on the British ship the *Empire Windrush* in 1948.

A song-based assembly.

<https://www.youtube.com/watch?v=VOcsc0WpV4>

This song was originally written by a man called Lord Kitchener. He was one of the most famous *calypsonians* on board the *Empire Windrush*.

Calypso is a popular musical form from Trinidad (just as reggae is from Jamaica).

The journey across to England took many weeks, the people on board had to find activities to keep them entertained - singing was a very popular choice and everyone could join in!

Encourage the children to sing along with the song.



Do they recognise it from Paddington? People all around the world, sing about things that are important to them, just like we also do in school. How many times do you sing a day? What do you sing about?

Optional Activities:

1. Discuss that calypso wasn't the only music style brought over to the UK from the Caribbean; Ska, Soca and Reggae were introduced as well around the 1960's and massively impacted the UK's music industry. Sample the sounds and children share thoughts.
Play clips from Prince Buster's *Enjoy Yourself* (https://www.youtube.com/watch?v=iibpewIA_ik) and compare it to clips from The Special's cover (<https://www.youtube.com/watch?v=rA2-6ZIOXeg>).
Do the children know any reggae/ska/soca/calypso songs?

2. Read John Agard's unpublished poem:

I have a little Mango seed
Never would it grow,
Never would it bear
And the reason is you see

My grandma
In the West Indies
Sent it for me
All the way from over there

I know
If I plant it in the snow
Never would it grow

Never would it bear

And so I put it under my pillow
Because my grandma
In the West Indies
She sent it specifically for me
That little Mango seed

Use prompts to discuss the meaning of the poem such as why won't the seed grow in Britain? Why does he still keep it? And why under his pillow? Why do they think the mango seed was important to the child in the poem? Ask the class to make a list of items from home they would bring with them to a new place.

3. Learn to sing the song "London is the Place For Me" by Lord Kitchener (<https://www.youtube.com/watch?v=dGt2lqIAjul>).

Collective Worship Ideas & Collective Worship Context:

Key Concept – People of God

The Bible is full of stories about people moving or being displaced – the nativity story is such an example. However, there are stories about travelling as well. Sometimes we forget that we need to draw on faith to get to continue to take steps forward. Psalm 121 is all about going on a journey, whether physical or metaphorical. It seeks us to draw from God's strength to help us along our

journeys in life.

Biblical Reference: Psalm 121

www.biblegateway.com/passage/?search=psalm+121&version=GNT

Windrush Generation

5

Why people from the Caribbean came to Britain

Vocabulary

- **Caribbean**– the Caribbean islands off the coast of North and Central America.
- **immigration** - the process of moving to a new country, with plans to live there permanently.
- **Trinidad** - the largest island in the nation of Trinidad and Tobago, off Venezuela's coast in the southern Caribbean.
- **Windrush generation** - relating to the people who emigrated from the Caribbean to Britain on the British ship the *Empire Windrush* in 1948.

BBC Newsround Introduction on Windrush (First Video)

<https://www.bbc.co.uk/newsround/43793769>

Baroness Floella Benjamin tells the story of the Windrush Generation.

A lot of Windrush authors and poets mention the change in weather from the Caribbean to England because it is so different! Explain that the Caribbean has a tropical climate, so it is hot and sunny all year round! England is much colder. Discuss with the class how damaged England was after the end of WW2.

Buildings were destroyed, schools and houses all needed to be rebuilt. There weren't enough people to fix everything that needed fixing and to keep the country running after such a hard war. Invitations were given to any, and all people on Caribbean Islands to move to the UK, to help rebuild the country and to create new lives for themselves and their families.

Show the class the two comparison pictures of Dentons in Jamaica and Essex (where the *Empire Windrush* landed).



Ask the children what they notice. What is different between the two places? What is similar?



Many Windrush poets write about how cold and wet they found England when they landed here in the 1940s. Do you think they would still think that after the summer 2022 heat wave?



Ask the children whether they would you find it strange moving to somewhere with a completely different climate? Perhaps some children have done this and would like to share their experience (open invitation, question not directed to individuals).

Optional Activities:

Remind children that they are looking at the arrival of the *Empire Windrush* this week, and the first thoughts of the people on board the ship.

1. A lot of Windrush authors and poets mention the change in weather from the Caribbean to England because it is so different! The Caribbean has a tropical climate, so it is hot and sunny all year round! England is much colder.

Read an extract from *Surprising Joy* by Valerie Bloom (I was a little cold in the airport ... to ... I never knew that there was such a thing as cold sunshine). What do you think Joy is experiencing in this passage? What do you think she means by "cold sunshine"? What kind of day do you think Joy is describing here?

2. Look at an image of families disembarking from the *HMS Empire Windrush*. What can you see? Do they look happy to be somewhere new? Does this match with other accounts you have heard/read from people arriving in England on the *Empire Windrush*?

3. Read John Agard's *Untitled Poem*, this poem was found in his notebook and was never published. Discuss the poem using the discussion prompts:

What do you think this poem tells us about why people moved to the UK?

What did people look forward to seeing/doing in the UK?

What do you think the closing lines mean about Anansi's stay in Britain?

Collective Worship Ideas & Collective Worship Context:

Key Concept – Gospels

The Bible is a place to seek guidance and find stories that inspire or guide us in how we might live our own life, whether we are a Christian believer or not. The story of the Good Samaritan is a classic one used to demonstrate that we can help others, often who are travelling the same pathway we are – humankind. We can help those who are less fortunate – but do so in a way that does not judge or discriminate. This parable is in Luke 10:25-37, and it talks about helping your fellow man even if that fellow man is supposed to be your enemy.

Biblical Reference: Luke 10 v 25-37

www.biblegateway.com/passage/?search=Luke%2010%3A25-37&version=GNT

Windrush Generation

6

Celebrating the Contributions of the Windrush Generation

Vocabulary

- **Caribbean**– the Caribbean islands off the coast of North and Central America.
- **immigration** - the process of moving to a new country, with plans to live there permanently.
- **Trinidad** - the largest island in the nation of Trinidad and Tobago, off Venezuela's coast in the southern Caribbean.
- **Windrush generation** - relating to the people who emigrated from the Caribbean to Britain on the British ship the *Empire Windrush* in 1948.

Discuss with your class what they remember from the assemblies throughout October about the Windrush Generation.



What have they taken away from this month? What do they now know about the Windrush Generation?

Explain to the children that the UK remembers the impact and contributions that the Windrush Generation have made in this country every year on the 22nd June.

Discuss what the Windrush Generation has brought to the UK:

- Different music styles
- Different fruits/vegetables
- A new language
- Poetry/stories/folktales
- Helped rebuild the UK after WW2

The next Windrush Day will be especially important, as it will mark 75 years since the arrival of the *Empire Windrush*, and lots of schools around the country will be celebrating it.



Shall we celebrate? What do you think we should do to celebrate this day?

Optional Activities:

Children work together as a planning committee to discuss and plan what activities and events should take place in school to mark 75 years since the *Empire Windrush* arrived in the UK.

Bristol Bus Boycotts

3

The story of the Bristol Bus Boycotts

Vocabulary

- **boycott** – to refuse to buy, use, or go to, in order to make a protest or bring about a change.
- **campaign** – organised action with a goal in mind.
- **Caribbean origin** – people who were born in the Caribbean islands off the coast of North and Central America.
- **discrimination** – the unjust or prejudicial treatment of a person or a group of people.
- **legal** – allowed by the law.
- **protest march** – people joining together in a group, often walking, to share their desired message of change.
- **segregation** – the act of separating people.
- **West Indies** – the Caribbean is also known as The West Indies.



Can children locate the Caribbean and Great Britain on a world map?
Can children recall why some people who lived in the Caribbean chose to move to Great Britain?

Explain that in the we are going to learn about The Bristol Bus Boycotts that were organised in 1963 to stop the racist discrimination which prevented Black and Asian people from working on the buses in Bristol [show Bristol and Norwich on a map].

One day in early 1963, Roy Hackett was walking in Bristol and saw a man crying and distressed outside the Bristol Omnibus Company. Feeling concern for the man, Roy Hackett stopped, and he found out that the man was crying because the company had told him he could not get an interview for a job solely because he was black.



What emotions do you think Roy Hackett was feeling on seeing this young man upset and discriminated against?

Roy Hackett was marched straight into the bus company to demand answers. He saw it as his duty to challenge racism. He found that although the bus company needed more people to work on the buses, black people applying for work were being refused work on the buses and were only being employed in lower paid positions in bus workshops and canteens.

Four young men of Caribbean origin called Roy Hackett, Owen Henry, Audley Evans and Prince Brown, formed an action group called the West Indian Development Council to campaign for change. With support from Paul Stephenson, who spoke on behalf of the group, they managed to persuade many people to stop using the buses and join protest marches to spread their message of change. So many people joined in, that the company was losing a lot of money.

After months of protest and boycotts, The Bristol Omnibus Company changed and began to employ people from Black and Asian backgrounds on the buses. Raghbir Singh was the first employee of colour hired by the company.



Can children recall who inspired the idea for the Bristol Bus Boycotts?

Teachers may choose to also show this animation about Rosa Parks.
<https://www.bbc.co.uk/bitesize/topics/zjkj382/articles/zkhknrd>



Why didn't Roy Hackett walk away from the man who was crying? Can you think of ways in which you could live by the same values?

Optional Activity:

Children order the events retelling the Bristol bus boycotts, including the events before and after. Children could create their own storyboard or movie on an application such as Movie Maker.

Collective Worship Ideas & Collective Worship Context:

Key Concept – Gospels

Jesus was a role model for including all people, no matter their background, belief, gender or needs. There are many stories in the Gospels that illustrate how he championed people often left on the fringes of society. The story of Jesus speaking with the Samaritan woman at the well, and asking her for a drink, illustrates how he addressed and tackled prejudice, sexism and racism prevalent in his time. So much so that his own disciples saw him and marvelled. (They were shocked).

Biblical Reference: John 4 v 8-26

www.biblegateway.com/passage/?search=John+4%3A8-26&version=GNT

Bristol Bus Boycotts

4

Finding Allies for change

Vocabulary

- **allyship** – working or supporting another group who are being unfairly treated for no personal gain.
- **boycott** – To refuse to buy, use, or go to, in order to make a protest or bring about a change.
- **colour bar** – A system that does not allow black or Asian people to do the same things as white people.
- **civil rights** – The rights of citizens to equality.
- **discrimination** – The unjust or prejudicial treatment of a person or a group of people.
- **immigration** – The process of moving to a new country, with plans to live there permanently.
- **racism** - The belief that people of different races or ethnic groups have different value in society, and using this against them.



Can the children recall what the Bristol Bus Boycotts were? Who were the people leading the way and what change were they campaigning for?

Remind children that Roy Hackett saw a young man crying. He was crying because he was refused a job on the Bristol buses because of the colour of his skin. Roy Hackett was determined to end this discrimination but he knew he couldn't do it alone so ...

1. He found allies for change in Owen Henry, Audley Evans and Prince Brown who was also passionate people who wanted to stamp out racism.
2. He set up the West Indian Development Council to campaign for change.
3. Together they found another ally in Paul Stephenson who became the official spokesperson for the group.

Consider watching this film clip from the BBC **[WARNING – Pause film at 2.09 and restart at 2.32 due to interview with racist terms]:**

<https://www.bbc.co.uk/news/av/uk-england-21525110>



Which other allies for change did Roy Hackett, Owen Henry, Audley Evans, Prince Brown and Paul Stephenson gain support from?
[Bristol University, Guy Bailey, the West Indian Community, the wider Bristolian community]



Do children think that allies are important? If so, why?
Does it take great skill and ability to be an ally?



Think of all the ways as people that we are all stronger together.

Optional Activity:

Play the human knot game which teaches problem solving and teamwork which Roy Hackett, Paul Stephenson, Guy Bailey ... all had to show.

Children stand in a closed circle, facing inward, and place their hands in the centre of the circle. Children hold onto the wrist of another child, randomly choosing. The group is challenged to untangle themselves. You could choose to have different groups competing and for additional challenge play in silence.

Collective Worship Ideas & Collective Worship Context:

Key Concept – Gospels

The disciples and their relationships with Jesus hold many examples and stories about working together to bring about bigger change – many Christians would argue transformational change. In Mark we hear of what Jesus asked of his

disciples, what he instructed them to go and do and what the impact of their collective work was.

Biblical Reference: Mark 6 v 7-13

www.biblegateway.com/passage/?search=Mark+6%3A7-13&version=GNT

Bristol Bus Boycotts

5

Legacy - How the bus boycotts shaped Britain

Vocabulary

- **activist** - someone who does something to make a change, or stop a change, in society.
- **boycott** - to refuse to buy, use, or go to, in order to make a protest or bring about a change.
- **colour bar** - a system that does not allow black or Asian people to do the same things as white people.
- **civil rights** - the rights of citizens to equality.
- **discrimination** – the unjust or prejudicial treatment of a person or a group of people.
- **diversity** - differences in racial and ethnic, socioeconomic, geographic, and academic backgrounds.
- **equality** - equality - treating others and responding to their needs fairly.
- **immigrant** - a person who comes to a country to take up permanent residence.
- **immigration** - the process of moving to a new country, with plans to live there permanently.
- **prejudice** – a preconceived opinion that is not based on reason or actual experience.

Display these events. You may choose to ask pupils to place these in time order themselves:

- Many West Indian people moved to England in 1960s due to offers of jobs from British companies who were looking for people from the Caribbean to do jobs that they couldn't find people to do.
- The Bristol Omnibus Company had the colour bar in place which meant only white employees could work in higher paid positions. Roy Hackett wanted to stop this discriminatory practice.
- Roy Hackett and four other young Jamaican men (Henry Owens, Roy Hackett, Audley Evans, and Prince Brown) formed the West Indian Development Council. A man named Paul Stephenson was appointed as a spokesperson for the group.
- Paul Stephenson and Guy Bailey (a student of Paul Stephenson's) tricked the Bristol Omnibus Company into giving Guy Bailey a job interview. However, they cancelled his job interview once they found out he was black. They had their proof of discrimination by the bus company.
- Rosa Park's action in the US inspired Paul Stephenson to organise a bus boycott to protest.
- On the first day of the protest, around 7000 West Indian people living in Bristol stopped using the buses. This cost the bus company lots of money, especially when students from Bristol University students, and some white British people living in Bristol, joined in and took part in marches.
- Newspapers began to write about what was happening and the company tried to justify their discrimination by saying it was for economic reasons. The general manager of the company used racist language in an interview, and this made more people join the action.
- After four months of the bus boycott, on 28 August 1963, the company agreed to overturn the colour bar.
- In the September, a Sikh man named Raghbir Singh was employed as a conductor. He became the first non-white conductor and over time many more black and Asian people were hired as bus drivers and conductors.

Explain that the Bristol bus boycotts had a long-lasting impact on Britain and racial equality. It shone a light on the racial discrimination in Britain and influenced the passing of the Race Relations Act 1965. This made racial discrimination in public places against the law. A few years later, the Race Relations Act 1968 came into force and provided further protection ensuring that discrimination in employment and housing was illegal. Share that, in 2009, Paul Stephenson was awarded the OBE for his part in organising the bus boycott. Guy Bailey and Roy Hackett were also awarded OBEs.

- **protest** – a statement of action expressing disapproval of object to something.
- **racism** - the belief that people of different races or ethnic groups have different value in society, and using this against them.



Why do you think that Paul Stephenson, Guy Bailey and Roy Hackett were awarded OBEs?



Can children think of any other ways that the Bristol bus boycotts shaped Britain?



Explain that the anti-discrimination laws pathed the way for a fairer and more equal society. Do they think that anti-discrimination work is complete? Or is there more that can be done? Children to explain their viewpoint.

Optional Activity:

Explore other rights enshrined in law such as **The Human Rights Act**.

Amnesty International free lesson resource:

<https://www.amnesty.org.uk/files/2017-10/Learning%20about%20Human%20Rights%20in%20the%20Primary%20School.pdf?VersionId=GOTk30AzSvupIDnjHBMK8CpUQPexi3hE>

Collective Worship Ideas & Collective Worship Context:

Key Concept – People of God

Leaving a legacy is a concept explored in different ways in the Bible. In Joshua we hear of how the twelve tribes of Israel forming memorial stones as a focus to remind people in the future of the forming of the nation they now live in.

Biblical Reference: Joshua 4

www.biblegateway.com/passage/?search=Joshua%204&version=GNT

Bristol Bus Boycotts

6

Lessons about peaceful protest

Vocabulary:

- **activist** - someone who does something to make a change, or stop a change, in society.
- **boycott** - to refuse to buy, use, or go to, in order to make a protest or bring about a change.
- **colour bar** - a system that does not allow black or Asian people to do the same things as white people.
- **civil rights** - the rights of citizens to equality.
- **discrimination** – the unjust or prejudicial treatment of a person or a group of people.
- **diversity** - differences in racial and ethnic, socioeconomic, geographic, and academic backgrounds.
- **immigrant** - a person who comes to a country to take up permanent residence.
- **immigration** - the process of moving to a new country, with plans to live there permanently.
- **prejudice** – a preconceived opinion that is not based on reason or actual experience.

Revisit the Bristol bus boycotts by watching the BBC clip below. You may choose to watch from 35 seconds in, unless you wish to have a discussion around the pulling down of the statue of Edward Colston in Birmingham.

<https://www.bbc.co.uk/teach/class-clips-video/history-ks2-black-british-stories-the-bristol-bus-boycott-of-1963/z9k4g7h>



You may choose to pause and ask the following questions that have been provided by the BBC:

- Why do you think Paul Stephenson felt he needed to 'trick' the bus company?
- Do you think a boycott is an effective form of protest?
- Why do you think the boycott was successful?
- Why do you think Norman Samuels wanted to do more than join the protest?
- How do you think Norman felt becoming the first black bus driver in Bristol?
- How do you think Norman showed courage?

Remind children that the bus boycotts were an example of how peaceful protest can make a positive change to peoples' lives and our wider society. However, Roy Hackett could not make a change alone. It is together that people are powerful. Explain that protest is not legal in every country in the world and some people would be imprisoned for speaking out against governments and powerful organisations.



Ask the children to list the strategies Roy Hackett and Paul Stephenson had to use to force change they desired? [Found allies, united people from different backgrounds, engaged and inspired hundred/thousands of people, found evidence, got media attention, carefully planned their course of action, connected with influential people in charge etc.]



How do we know that the Bristol bus boycotts were peaceful? Ask whether anyone can explain why non-violent protest is so powerful when trying to bring about change?



Can children think of any other examples they have seen of peaceful protest? What strategies are employed? Any similar strategies to the Bristol bus boycotts?

- **protest** – a statement of action expressing disapproval of object to something.
- **racism** - the belief that people of different races or ethnic groups have different value in society, and using this against them.

Optional Activity:

Explore other leaders who used non-violent methods to campaign for racial justice:

- Mohandas Ghandi ... *nonviolence and truth are inseparable.*
- Dr. Martin Luther King Jr. ... *declared that violence was immoral.*

Collective Worship Ideas & Collective Worship Context:

Key Concept – Gospels

Jesus was a role model for protest – we see in his actions and talks that he believes peaceful resolution to be the best solution. In Matthew we hear of his ideas in the famous sermon on the mount – a kind of manifesto of what he believed was his duty on earth. In verse 9 he speaks of the benefits of peaceful protest.

Biblical Reference: Matthew 5: 9

www.biblegateway.com/passage/?search=matthew+5%3A+9&version=GNT

Notting Hill Carnival Cultural Celebration

3

The Notting Hill Carnival today

Vocabulary

- **Afro-Caribbean** – a person of African descent living in or coming from the Caribbean.
- **carnival** - a giant street party where dancers and bands parade through the streets
- **community** - people living in a particular area with common interests (eg school, neighbourhood)
- **culture** - the ways people live their lives including language, beliefs, art, music, clothes.
- **diverse** - being different. It can be in many ways, including race, age, disabilities, language, culture, appearance, or religion.
- **elaborate** - detailed and colourful
- **festival** - a celebration within a community

Notting Hill carnival is a huge Caribbean festival which takes place every year and is a celebration of the Caribbean culture. It takes place in the summer in London and has been happening for over 60 years. There is a real party atmosphere with nearly 2 million people coming to the festival over two days – that makes it the second biggest street festival in the World! (the biggest is in Rio in Brazil).

Watch the clip up to 57 seconds and show the first two slides on the Powerpoint.

<https://www.youtube.com/watch?v=Wg8L47fZn90>



What things would you see if you went to carnival?
What do you think the atmosphere is like?

The carnival is like a giant street party where dancers and bands parade through the streets of London wearing colourful and elaborate costumes. There are also stages where musicians from around the world perform and stalls selling food from Afro-Caribbean culture.

There is something for everyone! Famous musicians such as Stormzy and Craig David have performed there.

[You could also watch this clip to show how some of the costumes are designed and what they mean]

<https://www.youtube.com/watch?v=leatua0YHS8>



Parties are normally to celebrate something. What do you think Notting Hill carnival celebrates?

Notting Hill celebrates the diverse communities which live in London and across the UK. It is an opportunity to share food, music and culture in a fun way to encourage acceptance of our differences.



Reflection: What do we do to celebrate our differences in our school community?

Optional Activity:

Create a mask for that could be worn at Notting Hill Carnival.

IslingtonCS (training hub for those working in children and adult services in Islington) have produced a useful resource pack with templates for mask making.

<https://www.islingtoncs.org/sites/default/files/Carnival%20enrichment%20pack.pdf>

Collective Worship Ideas & Collective Worship Context:

Key Concept – Gospels

Jesus attended celebrations in his life. In some cases, these celebrations were also linked to stories of the miracles he performed. A celebration is a happy occasion and often Jesus contributed to this by offering his gifts of transformation to others. To show how they could trust and believe him, Jesus attending the wedding at Cana is such an example. Here he turned water into wine to celebrate this momentous occasion.

Biblical Reference: John 2 v 1-11

www.biblegateway.com/passage/?search=John+2%3A1-11&version=GNT

Notting Hill Carnival Cultural Celebration

4

Claudia Jones and
the first carnival

Vocabulary

- **Afro-Caribbean** – a person of African descent living in or coming from the Caribbean.
- **carnival** - a giant street party where dancers and bands parade through the streets
- **community** - people living in a particular area with common interests (eg school, neighbourhood)
- **culture** - the ways people live their lives including language, beliefs, art, music, clothes.
- **elaborate** - detailed and colourful
- **equality** - equality - treating others and responding to their needs fairly.
- **diverse** - being different. It can be in many ways, including race, age, disabilities, language, culture, appearance, or religion.
- **festival** - a celebration within a community
- **migrants** – a person who moves from one place to another, this may be for work or better living conditions.

Claudia Jones was a woman who dedicated her life to campaigning for equality and this led her to be a founder of Notting Hill Carnival. Share a brief overview of her life:

- She was born in Trinidad in 1915.
- When she was a child, she migrated to New York and when she was an adult she arrived in Britain (in the 1950s). [Warning: do not go into the reasons for Claudia Jones arriving in the Britain – not age appropriate]
- She arrived at a time when many migrants were coming from the Caribbean on The Empire Windrush. However, the people arriving were not always made welcome and, worse still, many people were racist towards them. Some people from the Caribbean were even being physically hurt by people in Notting Hill, so Claudia made it her mission to stand up for the Caribbean community.
- Claudia Jones started the West Indian Gazette, Britain's first major black newspaper, which gave Britain's growing Caribbean community a voice.
- Claudia decided that she wanted to try to end the hatred and unrest through cultural celebration, and especially through dance. She organised a carnival of African-Caribbean talent in 1959 at St Pancras Town Hall in London. The event was so popular that it ran for six years and eventually became the Notting Hill Carnival in 1966.
- Claudia Jones died in 1964 and is remembered as a courageous leader who helped bring communities together.



Show images from the St Pancras Town Hall (can be widely sourced and some joyful images can be found online). Discuss the images ... what emotions can be seen? How are people interacting with one another?

Optional Activities:

Children take part in some of the activities which were hosted at St.Pancras Town Hall, in the early carnival of African-Caribbean talent.

- **Limbo**
A popular game based on traditions that originated on the island of Trinidad. The aim is to pass under a low bar without the bar falling.
- **Dance**
Listen to Rupert Nurse and His Orchestra and dance along.

Collective Worship Ideas & Collective Worship Context:

Key Concept – Gospels

Celebrations in the Bible are inclusive – they are used as examples of how Jesus brought everyone together, how everyone was welcome to attend. The parable of the lost sheep is an example of why he believed in this approach and why Christians believe in it today.

Biblical Reference: John 15 v 1-7

www.biblegateway.com/passage/?search=Luke+15.1-7&version=GNT

Notting Hill Carnival Cultural Celebration

5

Rhaune Laslett O'Brien

The woman behind the Carnival

Vocabulary

- **acceptance** - accepting somebody or something without wanting to change anything.
- **equality** - treating others and responding to their needs fairly.
- **community** - people living in a particular area with common interests (eg school, neighbourhood)
- **culture** - the ways people live their lives including language, beliefs, art, music, clothes.



Can you remember what the Notting Hill carnival is and what it celebrates? Today we are going to find out a bit more about how and why the carnival started.

In the 1950s, lots of people had moved England to help with many jobs after the Second World War. These included help with our railway system and the NHS. They moved from countries like the Caribbean, West Africa and India. A lot of these people moved to big cities, including London.

Many white British people were not happy about new people moving into their communities as they were not used to seeing people from different cultures and did not understand that some of the beliefs were different to their own. There was a lot of discrimination against black people and this sometimes resulted in arguments and fights.



What would it have been like for Caribbean or India people moving into an area where most people were white British and unwelcoming?

As you learned in the last assembly, Claudia Jones campaigned to change people's attitudes and held an indoor party to bring people from different communities together. A little later, in 1969, Rhaune Laslett who lived in London still felt that there were many people from different cultures living in London but they didn't really mix together or talk to each other. She organised a street party for children featuring local residents from **India, Ghana, Czechoslovakia, Ukraine, Cyprus**. There were musicians from all over the world there. (Nigerian musician Ginger Johnson and his group the Afro-Cubans; Agnes O'Connell and her Irish Girl Pipers; and a white New Orleans-style marching band.)



Why do you think people from different cultures didn't really mix or speak to each other even though they lived closely together?
Why do you think Rhaune organised the party for children not adults?

The street party was so successful that it grew and became the start of the Notting Hill festival, which as you know, is still celebrated today. There is a blue plaque in Notting Hill which commemorates Rhaune Laslett-O'Brien work.

Show the photos at this webpage and a picture of Laslett's Blue Plaque

<https://artsandculture.google.com/story/rhaune-laslett-notting-hill-carnival/AgVxU6vvhatRow?hl=en>



Why do you think Laslett is remembered today?
What qualities did she have?



Reflection: Rhaune wanted to promote acceptance, tolerance and equality within her community. In our community, how do we show each other tolerance and acceptance?

Optional Activity:

Children create own video using images and resources to explain the history of the Notting Hill Carnival and celebrate the vibrant culture at the carnival.

Collective Worship Ideas & Collective Worship Context:

Key Concept – People of God

Women hold a strong presence in the Bible, from Mary the mother of Jesus to Esther who defended the kingdom of Israel. Often when we think of the Bible, we look at the male role models it holds, Jesus, Moses, Noah, Jonah and the disciples. However, women are a strong source of teaching in the Bible too. The story of Deborah (is a long one – so you may wish to reduce what you talk to the children about). Deborah showed herself to be strong, brave, wise and faithful to God. When others were doing evil, she followed the Lord and listened to His word. When other feared the enemy armies, she was brave and trusted God. She judged the people in the wisdom given to her from God and she led the people back to the Lord.

Biblical Reference: Judges 4-5

www.biblegateway.com/passage/?search=Judges+4-5&version=GNT

Notting Hill Carnival Cultural Celebration

6

Modern Allyship

Vocabulary

- **allyship** – working or supporting another group who are being unfairly treated for no personal gain.
- **campaign** – organised action with a goal in mind.
- **caribbean origin** – people who were born in the Caribbean islands off the coast of North and Central America.
- **community** - people living in a particular area with common interests (eg school, neighbourhood)
- **courageous** – not deterred by anger or pain, but brave.
- **culture** - the ways people live their lives including language, beliefs, art, music, clothes.
- **discrimination** – the unjust or prejudicial treatment of a person or a group of people.
- **segregation** – the act of separating people.

Revisit the history of Notting Hill Carnival

1950 People were immigrating to Britain from around the world, particularly from the Caribbean.



1959 The first indoor African-Caribbean celebration took place in St. Pancras Town Hall.



1964 The first outdoor carnival took place on the streets of Notting Hill, London.



Present day Millions of people visit and take part in the world famous Notting Hill Carnival every year single year.



Do the children think Claudia Jones was courageous? How did she show her bravery? Can pupils come up with other people they think are brave? Ask your students to take a minute to think about the bravest person they know and share the person/story with the class.



Ask the children to think about people who they know that stand up for the rights of others? Can they think of any examples of modern allyship? E.g. Marcus Rashford, Gareth Southgate, Stormzy etc.

Share and discuss modern examples where people have stood up for the rights of others. Discuss the impact on that person, whether it would be easy, whether they might have had to make sacrifices. Ask why people might want to support

- **West Indian** – people from the Caribbean. The Caribbean was also known as the West Indies.

others when it may not benefit that person directly or indirectly?

Optional Activity:

Children create their own local community newspaper as inspired by Claudia Jones' West Indian Gazette which gave a voice and celebrated Caribbean communities living in Britain.

Children work together and decide what would go in? How would they represent their local area and the people who live there? Pupils write an article/interview with either a local person or celebrity who has done something extraordinary for others or shown bravery.

Collective Worship Ideas & Collective Worship Context:

Key Concept – People of God

Women hold a strong presence in the Bible, from Mary the mother of Jesus to Esther who defended the kingdom of Israel. Often when we think of the Bible, we look at the male role models it holds, Jesus, Moses, Noah, Jonah and the disciples. However, women are a strong source of teaching in the Bible too. The story of Esther before the king is one of courage and reflects the courage Claudia Jones demonstrated in the founding the Notting Hill Carnival.

Biblical Reference: Esther 4-5

www.biblegateway.com/passage/?search=Esther+4-5&version=GNT

Additional Credits and Further Learning Sources

Thank you to all the school representatives who worked in collaboration to create this resource on behalf of the Diocese of Norwich:

Sarah Claflin - St.Michael's V.A. Junior School Corri Laniado - St.Michael's V.A. Junior School
Sarah Barber - Cringleford Primary CE VA Primary School Lucy Baldwin - St. Nicholas Priory CE VA Primary School
Gemma Pryke - Blundeston CE VA Primary School Jo Dixon - Hopton CE Primary Academy

Other sources credited throughout this resource:

- **Amnesty International**
- **BBC**
- **Black History Month**
- **Decsy**
- **NEU**
- **Norfolk Black History Month**
- **Windrush Foundation**
- **Youtube**
- **Biblegateway**

2022 Feedback

This resource is being trialed with a group of schools within the Diocese of Norwich during Black History Month, 2022. This resource will need to be explored, read and digested prior to any delivery of teaching and is expected that it will be supplemented with additional resources and activities. Teachers are asked to only teach content that they feel confident in teaching.

Schools trialing the resource will be asked to provide feedback on the content, pitch, any typos/grammatical issues. This feedback will be invaluable and will support the editing of the resource so that it can be more widely shared with schools in the future. Any member of staff providing this feedback will be credited on the resource for Black History Month 2023.

In addition to this, the Diocese of Norwich will be capturing pupil responses, engaging, knowledge and understanding prior to the use of the resource and after through a range of short surveys. Alongside this, the diocese will be capturing staff feedback as stated above.