

WINDRUSH DAY EDUCATIONAL MATERIALS

TEACHER GUIDANCE

INTRODUCTION

Welcome to the Windrush Day educational resources pack.

To celebrate the 75th anniversary of the arrival of the HMT Empire Windrush ship to Britain, these resources have been created to help young people discover more about this important part of history alongside recognising the wider contributions the British Caribbean community has made to Britain.

The Windrush generation and their descendants have contributed a great deal to society over more than seven decades. These educational materials should proactively support and encourage students from different backgrounds to embrace this aspect of our shared history and celebrate the Windrush generation.

Designed to be used within the classroom or wider community setting, each resource encourages group discussion and learning for an interactive, engaging lesson around the story of Windrush and the positive contributions this group of people have brought to Britain.

Our resources have been split by age group to ensure all our content is age-appropriate and curriculum linked.

7-11

Windrush discovery lesson
Windrush animation lesson

11-14

Windrush discovery lesson
Windrush voices lesson

14-16

Windrush discovery lesson
Windrush timeline lesson

BEFORE YOU BEGIN

We recognise that not every teacher will have a thorough understanding of the Windrush generation. To help you get started, we have compiled a short summary so you can feel fully equipped before exploring this topic with your students:

- The Windrush generation refers to the group of immigrants from the Caribbean who arrived in Britain between 1948 and 1971
- They were named after the ship, the HMT Empire Windrush, which brought the first group of Caribbean immigrants to Britain in 1948
- The arrival of the Windrush generation marked a significant turning point in British history and society, as it represented a major shift towards a more diverse and multicultural Britain
- The Windrush generation have made significant contributions to various aspects of British life, including the NHS, transport, and education, as well as in cultural and artistic fields such as music and literature
- They faced significant challenges and discrimination upon arrival, including racism and difficulty accessing housing and employment, but also demonstrated resilience and determination in the face of adversity
- A national Windrush Day was announced by the Government in June 2018 to take place on 22 June every year, encouraging communities across the UK to celebrate the contribution of the Windrush generation and their descendants
- In June 2022, the National Windrush Monument was unveiled at Waterloo Station in tribute to the Windrush generation
- 22 June 2023 marks the 75th anniversary of the HMT Empire Windrush arriving in the UK

WINDRUSH DISCOVERY LESSON (7-11, 11-14, 14-16)

TEACHER GUIDANCE

OVERVIEW

You can use this pack of curated Windrush-related media as a stimulus to facilitate discussion with young people. This pack is suitable for an 'enquiry-led' learning approach, allowing young people to take the lesson where they want to and engage with the content on a deeper level, whilst building their reasoning and critical enquiry skills. Enquiry-led learning provides a strongly student-centred approach to teaching and learning.

Additionally, the Windrush discovery lesson can act as an introduction to other Windrush education activities that you can find on the [Windrush Celebrations](#) website to extend young people's learning.

LEARNING OUTCOMES

Students can:

- Understand the historical and cultural significance of the Windrush generation and their impact on British society
- Demonstrate critical thinking and reasoning skills through discussion around Windrush-related media

CURRICULUM LINKS

KS2 citizenship: pupils should be taught:

- to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences

KS3 history: pupils should be taught:

- to know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world

KS4 history: pupils should be taught;

- to identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time

RESOURCES REQUIRED

- Screen

FORMAT

- Follow along with the pack as a class

TIMING

- Discussion: 20 mins

BEFORE USING THE WINDRUSH DISCOVERY LESSON

- Set up the screen to display the powerpoint
- Decide if you want to explore all of the media or a select few

USING THE WINDRUSH DISCOVERY LESSON

- Explain to the group that in today's lesson, you're going to be exploring some media that relates to a certain historical event – the Windrush story. The challenge for the group is to analyse each piece of media and discuss in detail what they think is happening to generate a group discussion

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WINDRUSH DISCOVERY LESSON (7-11, 11-14, 14-16)

TEACHER GUIDANCE

Cont'd...

- Display the first media that you've selected to the group. Encourage the group to describe what they are seeing. To help guide this discussion, you can use the following open-ended questions or the ones on the powerpoint:
 - What is happening in this image/film/audio clip?
 - What emotions or feelings does the image/film/audio clip evoke for you?
 - What is the story behind the image/film/audio clip?
 - What do you think happened before the image/film/audio was taken?
 - What do you think will happen after the image/film/audio was taken?
 - What do you think the people in the image/film/audio are thinking or feeling?
 - What message or meaning do you think the picture is trying to convey?
- After discussing the first piece of media, move onto the next one or choose which pieces of media you'd like to discuss with the group in advance. You do not have to cover all of them

EXTENDING THE LEARNING

- Once the group has discussed the pieces of media in detail, you can move them onto a new lesson based on their age group

WINDRUSH ANIMATED FILM (7-11)

TEACHER GUIDANCE

OVERVIEW

A further introduction to the Windrush story detailing the journey of the HMT Empire Windrush ship and its passengers to help young people understand who the Windrush generation are and recognise the positive contribution they have made to Britain then and now. First, the group will watch the film before being challenged with questions to establish their understanding. Then, the group can be set a task, either in the classroom or at home, to consolidate their learning.

LEARNING OUTCOMES

Students can:

- Understand who the Windrush generation are, where they came from, why they came to the UK, and what their experiences were when they arrived
- Appreciate the cultural identity of the Windrush generation and the ways in which they contributed to British culture

CURRICULUM LINKS

KS2 citizenship: pupils should be taught:

- 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 United Kingdom

KS3 history: pupils should be taught:

- to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms
- to regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information

RESOURCES REQUIRED

- Windrush animated film
- Screen

FORMAT

- Film
- Group discussion

TIMING

- Animated film: 3 mins
- Discussion: 20 mins

BEFORE USING THE WINDRUSH ANIMATED FILM

- Choose how you would like to give the group access to the animated film
 - Ideally, watching it together on one screen would be best to generate group discussion
 - An alternative is to divide the group into pairs to watch it and discuss their thoughts, before feeding back to the wider group at the end of the session

WINDRUSH ANIMATED FILM (7-11)

TEACHER GUIDANCE

USING THE ANIMATED FILM

- Begin the lesson by establishing the group's current knowledge of the Windrush generation. Do they know what group of people Windrush refers to? Do they know why this group has the term 'Windrush' applied to them? Establish the gaps in their knowledge and then proceed to the film
- As you watch the film together, ask the children to take note of what they see so they are ready to share their thoughts with the group
- Now it's time for a group discussion. Use open-ended questions to generate a discussion about Windrush to check their learning. Questions could be:
 - What did you learn about the Windrush generation from the film?
 - Why did the Windrush generation travel to Britain?
 - What date did the Windrush ship arrive in Britain?
 - How many people were on board?
 - What challenges did the Windrush generation face when they arrived in Britain?
 - How did the Windrush generation contribute to British culture and society?
 - How might it feel to be a member of the Windrush generation living in the UK during that time?

EXTENDING THE LEARNING

- Once the group has discussed the film in detail and know the story of the Windrush generation, you can set them an extension activity to consolidate their learning. This can be completed either in the classroom or at home or could be part of a wider long-term project
 - **Creative writing exercise** – children imagine they were on board the Empire Windrush and write a short story describing their experience. How would they feel? What can they see / hear? To differentiate this activity, children can also opt to create a piece of art to symbolise the Windrush story.

WINDRUSH VOICES (11-14)

TEACHER GUIDANCE

OVERVIEW

A series of interactive PDFs detailing the lives of different people from the Windrush generation offering a deeper study of individual lives from this time period and their contributions to Britain.

LEARNING OUTCOMES

Students can:

- Analyse and compare the experiences of different individuals from the Windrush generation, evaluating the social, cultural, and political factors that shaped their lives and contributions to Britain

CURRICULUM LINKS

KS3 history: pupils should be taught:

- to know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

KS3 citizenship: pupils should be taught:

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

RESOURCES REQUIRED

- Screen
- Interactive PDFS

FORMAT

- Interactive PDF
- Group discussion

TIMING

- Interactive PDF review: 10 mins
- Discussion: 20 mins

BEFORE RUNNING THE ACTIVITY

- Choose how you would like to give the students access to the Windrush interactive PDFs
 - Ideally, students can work in pairs and choose one story to review before feeding back to the wider group on what they learned. Either let students choose which story they would like to study, let them study all three or assign them one
 - If there is only one screen available, then go through the interactive PDF as a class, reading aloud and watching, reading or listening to the extra links as a group

USING THE WINDRUSH INTERACTIVE PDFS

- Review the students' prior knowledge about the Windrush generation
- Do the students understand the Windrush story? Can they explain who the Windrush generation are and the story behind this group of people? If not, use the Windrush discovery lesson to recap this piece of history and explore their learning and experiences

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WINDRUSH VOICES (11-14)

TEACHER GUIDANCE

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- Once students have a basic understanding of the Windrush generation, ask them to work in pairs to explore an interactive PDF. Set a timer and let the group work through their chosen Windrush story
- Once the students have explored their individual Windrush story, have the group come back together and discuss what they found. Questions to ask can include:
 - Who were the individuals featured in the interactive PDFs, and what were their backgrounds and experiences during the Windrush era?
 - How did these individuals contribute to the cultural, economic or political development of Britain, and what challenges did they face along the way if any?
 - What were the factors that led to the arrival of these individuals to Britain?
 - Do we know of any other individuals from the Windrush generation that led a significant life?
 - What lessons can we learn from these individuals' experiences, and how can we apply these lessons to our own lives today?
- Try to guide the group in recognising the cultural and societal impact that the Windrush generation has had on Britain through these individuals. Can they name any others? What was their impact?

EXTENDING THE LEARNING

- Once the group has discussed these experiences in detail, you can set them an extension activity to consolidate their learning. This can be completed either in the classroom or at home or could be part of a wider long-term project:
 - Students choose and research their own individual from the Windrush generation and detail their life story in a media format of their choice i.e. film, audio, written word

WINDRUSH TIMELINE (14-16)

TEACHER GUIDANCE

OVERVIEW

During this activity, students will learn about key milestones in Windrush history, as well as the achievements of notable people from the Windrush generation itself and their descendants. The timeline and activities will help students piece together the events chronologically, recognise and celebrate the positive contribution the Windrush generation has made and continues to make to society.

LEARNING OUTCOMES

Students can:

- Identify and describe significant events, people and changes related to the Windrush generation and their impact on British society
- Analyse the impact of Windrush generation on British society and economy

CURRICULUM LINKS

KS4 history: pupils should be taught:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- Pupils should identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time

KS4 citizenship: pupils should be taught:

- about diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding
- the legal system in the UK, different sources of law and how the law helps society deal with complex problems

RESOURCES REQUIRED

- Windrush interactive timeline
- Screen(s)

FORMAT

- Group discussion
- Windrush interactive timeline

TIMING

- Animated timeline: 5 mins
- Discussion: 20 mins

BEFORE USING THE WINDRUSH INTERACTIVE TIMELINE

- Choose how you would like to give the group access to the Windrush interactive timeline
 - Ideally, one screen would be shared between two students
 - An alternative route for learning is to showcase the timeline on one large screen and run through the resource as a group

USING THE WINDRUSH INTERACTIVE TIMELINE

- Review the students' prior knowledge about the Windrush generation
- Do the students understand the Windrush story? Can they explain who the Windrush generation are and the story behind this group of people? If not, explain a bit more about the historical context

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WINDRUSH TIMELINE (14-16)

TEACHER GUIDANCE

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- Once students have a basic understanding of the Windrush generation, ask them to work in pairs to explore the interactive timeline. Set a timer and encourage discussion
- Once the students have explored the timeline in detail, ask them to share interesting facts that they have found. What did they not know before but do now? Were there any surprising facts? Which facts on the timeline did they find the most interesting?
- Try to guide the group in recognising the cultural and societal impact that the Windrush generation has had on Britain. Make sure to conclude the group discussion by having them highlight the cultural impacts they have discovered from the timeline. Provide them with additional time if necessary to identify these impacts

EXTENDING THE LEARNING

- Once the group has discussed the timeline in detail, you can set them an extension activity to consolidate their learning. This can be completed either in the classroom or at home or could be part of a wider long-term project:
 - Working in pairs or groups, choose one key milestone from the timeline and conduct an extended research project to find out more about it. Then, prepare a five minute presentation to share your learnings with the rest of the class