

Windrush Generation

Learning Module

Key Stage 2



Information for schools outside our Curriculum Partnership

1. The excellent Windrush Foundation education packs and their paper outlining: Immigrants, aliens and settlers has been used to support the content structure.
2. The content has been written and informed by:
 - the principles of instruction.
 - cognitive load theory.
 - retrieval and spaced practice.
 - sequence and curriculum connection.
 - dual-coding.
3. The knowledge organisers are written for children, not adults.
4. The quizzes are designed to be used cumulatively and not just as a start and end test. We embrace the teach, test, retrieve model.
5. Sentence case is not used in the knowledge notes as we want children to read and rephrase the content – not merely copy it.
6. Knowledge notes are designed to reduce the split-attention affect and can be placed on a double- or single-page layout. They also can be placed appropriately to support left or right-handed children.
7. This is a lite version and not all images are displayed as we have a licence for schools within the curriculum partnership.

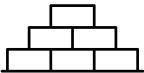
I hope you take inspiration from the content of the Windrush education packs as well as this Learning Module. Use them to teach children about the injustices of the past and how a modern British society can be tolerant and accepting of each other whilst eradicating racism and prejudice.



Pupils should be taught about:

- A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.

Previous learning: Curriculum Narrative



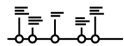
Year 5
Ancient Greeks

Year 5
Geography
Latitude and longitude
Climate zones

Year 5
Mayan civilisation and comparison
to Anglo-Saxon

Subject concepts (skills)

The study of time – chronology



- place the period accurately on a timeline
- describe what the time period was like
- relate to previous or other known periods of time
- know about the difference between BC (BCE) and AD (CE)

Evidence and enquiry

- know that evidence tells the story of an artefact or place
- use evidence to explain the past and place within the studied culture
- think critically with evidence
- look at cause and effect
- ask questions and use what you know to answer them



Connections



- know what was happening in Britain, Europe or world locations at the same time
- Compare and contrast the technological and cultural advances of people or a civilisation

Vocabulary

- use circa and c. as a historical term
- use tier 2 vocabulary to enrich historical language
- use tier 3 vocabulary to deepen explanation and understanding
- focus on contextual etymology, prefixes and idioms



Academic and elaborative vocabulary (Tier 2)

discrimination	unjust treatment because of age, gender or colour	migration	move from one place to another
territory	an area of land under the rule of a government	immigrate	move away; leave your native country and live in a non-native country
ambitious	determination to succeed	segregation	separated because of skin colour, race, gender or belief
emigrate	to leave one location and move to another	hostility	unfriendliness or opposition
intolerance	unwilling to accept the views, beliefs or behaviour of others	racism	showing or feeling a dislike to someone because of the colour of their skin
citizenship	recognised as belonging to a country and receiving the rights of that place	carnival	an annual festival involving a procession with dancers in disguise (masquerade) – also music, dancing and food
colony	an area or land controlled by another country	reinstate	bring something back
disembarked	get off a plane or ship	iniquitous	grossly unfair, evil and morally wrong
prejudice	thoughts not based on fact or reason	pioneer	a person who is the first to explore or settle in a new country or area



Retrieval practice



REMEMBERING

Spaced practice



RETURNING

Elaboration



CONNECTING
AND ADDING

Interleaving



SWAPPING
BETWEEN CONCEPTS



Study summary: Comparison of place

Suggested lesson	Learning question	Cumulative questions from quiz					
1.	Where are the Caribbean islands? What's their history?	1 - 7					
2.	How did the people of the Caribbean help Britain in the war against Nazi Germany and Hitler?		8 - 10				
3.	Why did people migrate from the Caribbean to England in 1948?			11 - 14			
4.	What was life in London like for the Windrush pioneers?				15 - 20		
5.	Who was Sam King and what did he do? Who was Norma Best and what did she do?					21 -22	
6.	How did the Windrush migration change Britain for the better?						23 - 24

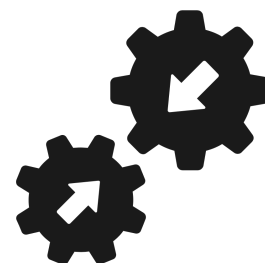
World events in the news

Enhanced provision to keep an ongoing record of events across the world
Weekly Watch or Monthly Monitor to record and notice historical events across the globe.

If you need to reduce the content or time, try the method below to help select essential content and questions

Blended means combining learning from different year groups under the same concept. For example, Plants in Year 1 and Year 2 is the concept, but elements from each year group may be combined.

Refined means reduced content focusing on the essential knowledge.



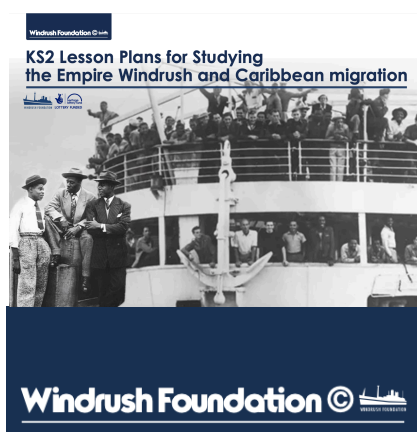
Select the essential content from the knowledge notes

Refined and Blended sequence of learning:

Suggested lesson	Knowledge note	Learning question	Cumulative quiz questions		
1	1 and 2	<p>Where are the Caribbean islands? What's their history?</p> <p>How did the people of the Caribbean help Britain in the war against Nazi Germany and Hitler?</p>	1 - 10		
2	3 and 4	<p>Why did people migrate from the Caribbean to England in 1948?</p> <p>What was life in London like for the Windrush pioneers?</p>	11 - 20		
3	5 and 6	<p>Who was Sam King and what did he do?</p> <p>Who was Norma Best? What did she do?</p> <p>How did the Windrush migration change Britain for the better?</p>			21 - 24
<p>World events in the news</p> <p>Enhanced provision to keep an ongoing record of events across the world</p> <p>Weekly Watch or Monthly Monitor to record and notice historical events across the globe.</p>					



Curriculum Visions Resources, other useful books and websites



Digimap for Schools

Museum of London

<https://www.museumoflondon.org.uk/discover/how-did-empire-windrush-change-london-docklands>

Who are the Windrush generation?

https://www.youtube.com/watch?v=qKJ-iqFmHOQ&feature=emb_logo

Jamaica facts and genealogy

<http://www.jamaicanfamilysearch.com/Samples2/slavery.htm>

Living memorial – Sam King

https://livingmemorial.org.uk/portfolio_page/sam-king-mbe/

Living memorial – Norma Best

https://livingmemorial.org.uk/portfolio_page/norma-best/

Windrush arrivals – sources of evidence

http://www.bbc.co.uk/history/british/modern/arrival_01.shtml

National archives – great for images and resources

<https://www.nationalarchives.gov.uk/education/sessions-and-resources/>

BBC interviews with Windrush descendants who were wrongly treated by the UK government

<https://www.bbc.co.uk/news/uk-43794366>



WHERE?

The **Caribbean islands** form a massive archipelago in the Caribbean sea.

archipelago

a sea with many islands.

Continent: **North America**

Latitude: near the **Tropic of Cancer**

independent countries such as, Antigua & Barbuda, The Bahamas, Haiti and Jamaica.

dependent territories such as, Anguilla, Cayman Islands, and Guadeloupe.

Caribbean people mostly African descendants



WHAT?

World War 2
1939 – 1945



The Allies

(United Kingdom, United States, USSR and many more)

Vs



The Axis

(Germany, Italy, Japan and a few more)

Volunteers needed!

It was a hard-fought war.
Britain asked for help to fight against the Nazis.

Men and women from the Caribbean volunteered to fight with Britain and her allies against Hitler.

Over 10,000 Caribbean men and women volunteered

Royal Air Force
Royal Navy
Merchant Navy
Army regiments

AS A RESULT

After World War 2 had been won
volunteers from the Caribbean



demobbed

(troops demobilised - sent home)

BUT

Britain had a shortage of people to work

Britain was **desperate** for workers in:

- construction
- manufacturing goods
- public transport and hospitals

men and women from the Caribbean were ambitious, hard-working and highly skilled

Britain offered work and **citizenship** if they migrated

Tuesday, 22nd June 1948



MV Empire Windrush brought over 1000 people from Caribbean



smartly dressed and proud, they arrived at **Tilbury** Docks in Essex



Caribbean-British settlers had begun to live and work in Britain

Passengers from MV Empire Windrush spent their first night in the **Clapham South Deep Shelter**



many took jobs and settled near Lambeth, Brixton, Wandsworth and Greenwich in London

1950s

Caribbean migrants met with hostility and **racism**.

Angry groups called Teddy boys attacked migrants.

In 1959 **Kelso Cochrane**, a young black man, was murdered in London. The case was never solved.

Protests took place demanding change

1959 - an undeterred Caribbean community set up **Notting Hill carnival** to celebrate a 'black British culture'



Click on the link below to import this quiz to your Socrative account

<https://b.socrative.com/teacher/#import-quiz/49120568>

Cumulative quiz

It's most effective if you use these questions through cumulative quizzing

Lesson by lesson

Teach | Test | Teach | Test | Teach | Test | Test

Upper KS2 Windrush Generation

1.



Locate the Caribbean.

- ☐ A. A.
- ☐ B. B.
- ☐ C. C.
- ☐ D. D.

2. Caribbean or Carribean - which is the correct spelling?



3. Which islands are **independent** countries in the Caribbean?

- ☐ A The Bahamas.
- ☐ B Anguilla.
- ☐ C Cayman Islands.
- ☐ D Cuba.
- ☐ E Jamaica.
- ☐ F Montserrat.

4. Which islands are **dependent** countries in the Caribbean?

- ☐ A The Bahamas.
- ☐ B Anguilla.
- ☐ C Cayman Islands.
- ☐ D Cuba.
- ☐ E Jamaica.
- ☐ F Montserrat.

5. What terrible trade did England take part in from 1650 - 1834?

- ☐ A The cotton trade.
- ☐ B The gold trade.
- ☐ C The slave trade.
- ☐ D There was no trade by England.

6. In Jamaica, what type of plantation increased the need for African slaves?

- ☐ A Sugar beet plantation.
- ☐ B Sugar cane plantation.



- ☐ C Cotton plantation.



7. What year was **slavery abolished** in British overseas territories such as Jamaica?

- ☐ A 1833.
- ☐ B 1834.
- ☐ C 1835.



8. The people of the Caribbean did not fight in WW1.

- ☐ T True
- ☐ F False

9. **King George VI** was the reigning monarch for overseas territories such as Jamaica during WW2.

- ☐ T True
- ☐ F False



10. Why did Caribbean men and women help Britain in WW2?
(CHOOSE 2)

- ☐ A Many believed Hitler would reinstate the slave trade.
- ☐ B They feared they would be invaded.
- ☐ C They felt a duty towards Britain and wanted to serve their monarch - King George VI.
- ☐ D They didn't help Britain in WW2.

11. What word best describe the men and women from the Caribbean who migrated to Britain from 1948?

- ☐ A Aliens.
- ☐ B Immigrants.
- ☐ C Caribbean-British settlers.

12. Select the correct meaning for the word for **migration**.

- ☐ (A) To move into a similar area.
- ☐ (B) To move away from home.
- ☐ (C) To settle in a new location and live there.

13.



This ship that transported the Caribbean men and women to England in 1949 was called...

- ☐ (A) HMS Ark Royal.
- ☐ (B) MV Empire Windrush.
- ☐ (C) MV Windrush.

14. Why did men and women from the Caribbean migrate to Britain from 1948?

(CHOOSE 3)

- ☐ (A) Britain had a shortage of workers after the war and needed help rebuilding cities and towns.
- ☐ (B) Britain had a better climate and tempted people to come and live there.
- ☐ (C) Britain promised men and women from the Caribbean British citizenship, if they helped and came to work and live in Britain.
- ☐ (D) Britain lured men and women from the Caribbean with the prospect of better careers and more work.
- ☐ (E) Britain didn't want people to immigrate and help rebuild the destroyed cities and towns.

15. Racism means...

- ☐ (A) being unkind to someone because they were rude to you.
- ☐ (B) showing or feeling a dislike to someone because of the colour of their skin.
- ☐ (C) saying unkind words in anger.

16. Everyone in England met the Windrush pioneers with warmth and friendliness.

- ☐ (T) True
- ☐ (F) False

17. What skills and trades did many of Caribbean men and women bring to Britain?
(CHOOSE 7)

- ☐ **A** carpenters.
- ☐ **B** dancers.
- ☐ **C** singers.
- ☐ **D** barristers.
- ☐ **E** mechanics.
- ☐ **F** retired judges.
- ☐ **G** tailors.
- ☐ **H** welders.
- ☐ **I** potters.
- ☐ **J** hairdressers.

18. The Caribbean men and women onboard the MV Empire Windrush were ambitious, skilled and well-dressed people.

- ☐ **T** True
- ☐ **F** False

19. **1959:** the unsolved murder of a young black man, **Kelso Cochrane**, sparked protests and riots for equality and acceptance by Caribbean men and women.

- ☐ **T** True
- ☐ **F** False

20. What celebration was started by Caribbean men and women to bring joy, happiness and improve relationships between races in London?

- ☐ **A** Greenwich Carnival.
- ☐ **B** Notting Hill Carnival.
- ☐ **C** Wandsworth Carnival.

21. Select FIVE facts about Sam King, MBE.

- ☐ A He served with the RAF and worked for the Royal Mail.
- ☐ B His native island was Jamaica.
- ☐ C He came to England onboard MV Empire Windrush in 1949.
- ☐ D He arrived in England in 1958.
- ☐ E He was the Mayor of Southwark.
- ☐ F Sam worked alone and never spoke up for the rights of Caribbean settlers.
- ☐ G He started the Windrush Foundation in 1995 - to keep the memories of the Caribbean settlers alive.



22. Select FIVE facts about Norma Best.

- ☐ A She came from Jamaica.
- ☐ B She lived in British Honduras.
- ☐ C She joined the Royal Air Force.
- ☐ D She joined the Auxiliary Territorial Service as a driver.
- ☐ E She travelled to England on MV Empire Windrush.
- ☐ F She worked in London at the end of World War Two.
- ☐ G She trained as a teacher and became a Headteacher of a school in London.
- ☐ H She lived in British Honduras and moved with her English husband to London in 1950.



23. Who were the Windrush generation?

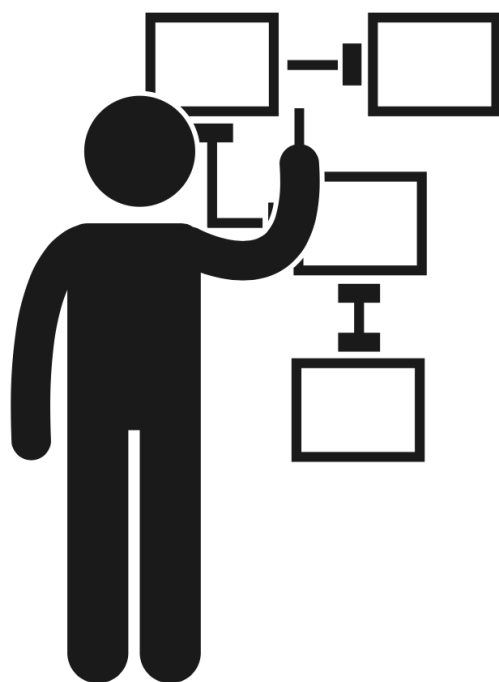
- ☐ A Anyone from the Caribbean who settled in Britain.
- ☐ B Caribbean people who settled in Britain between 1949 and 1973.
- ☐ C Caribbean people who settled in Britain after 1973.

**24. What did the men and women of the Caribbean bring to Britain, especially London?
(CHOOSE 4)**

- ☐ A Skills when Britain needed workers like carpenters, builders and nurses.
- ☐ B Unemployment.
- ☐ C A rich Caribbean culture of language, music, art and food.
- ☐ D Help when Britain needed men and women to fight the war against the Nazis and Hitler.
- ☐ E Eventually, more tolerance, acceptance and diversity.
- ☐ F A dislike of cities.

Windrush Generation - words we talk about and use

[illegible]



Knowledge notes for planning

1. Where are the Caribbean islands? What's their history?

Caribbean

Northern hemisphere

13 independent countries, such as:

Antigua & Barbuda

The Bahamas

Cuba

Haiti

Jamaica (1963)

17 dependent territories

(belonging to another country)



Anguilla (British)

Cayman Islands (British)

Montserrat (British)



Jamaica

3rd largest island in the Caribbean

tropical climate

latitude 17° – 18° north
of the Earth's Equator

Chronology

discovered and
claimed by
Christopher
Columbus



1494

Jamaica under
English rule

1655

Jamaica became a centre for
the iniquitous slave trade

sugar cane plantations drove
the need for African slaves



1662

400 slaves

1673

9,500 slaves

1734

86,546 slaves

1775

192,787 slaves

1834



Emancipation Day - abolishment
of slavery in British territories

1962 – gained independence

2. How did the people of the Caribbean help Britain in the war against Nazi Germany and Hitler?

Before WW2, many Caribbean islands **were overseas territories** of Britain.

Bahamas, Barbados
Cayman Islands, Jamaica
Leeward Islands,
British Honduras (Belize)
Trinidad and Tobago,
Turks and Caicos,
Windward Islands

King George VI was the
British **monarch**
and their head of
state during
WW2



Caribbean people
believed Hitler
would **reinstate** slavery

joined the war effort as they
were British **colonies**

RAF



(Royal Air Force)



Navy



Merchant Navy



Army



10,000 Caribbean men and
women joined the fight against
Hitler

despite fighting for king and
country many experienced
**racism, segregation and the
colour bar**

(only allowed to use and go
to certain places)

1945

WW2 was won by the Allies and
Hitler was defeated



Did you know people from the
Caribbean also fought in WW1?

3. Why did people migrate from the Caribbean to Britain in 1948?

Caribbean men and women served with the armed forces all over the world



many wanted to start a new career and life in Britain



London held many promises



Britain had a problem after WW2

shortage of workers

construction

manufacturing goods

public transport

hospitals



Britain invited people from the Caribbean to come and work and live in Britain.

in return - gave them

British citizenship

Wednesday, 22nd June 1948

MV Empire Windrush

brought about 1000

Caribbean-British settlers to England

arrived at

Tilbury docks in Essex



Smart

**Professional
Highly skilled**

men and women disembarked the ship

So what happened?



The Windrush Foundation argues comprehensively against the term **immigrant** being used in the context of the Windrush pioneers. It led to untold prejudice and suffering from the moment they docked at Tilbury.

Caribbean-British settlers would have been a better description.

After the 1707 Act of Union joining England and Scotland, 'English subject' became 'British subject'. Those who were not British subjects were regarded as 'aliens.' An 'alien' can be defined as a 'foreigner, especially one who is not a naturalised citizen of the country'.

Immigration suggests the men and women from the Caribbean were never connected to Britain and classed as aliens, despite 400 years of colonial rule.

Furthermore, the British Nationality Act 1948 provided that: any CUKC or citizen of an independent Commonwealth country was classed as a British subject.

Source:

<https://windrushfoundation.com/wp-content/uploads/2020/06/IMMIGRANTS-ALIENS-SETTLERS-.pdf>

4. What was life in London like for the Windrush pioneers?

Wednesday 22nd June 1948

pioneering men and women from the Caribbean stepped into London and cities beyond...

ambitious smart
professional skilled



boxers	carpenters
mechanics	welders
singers	dancers
musicians	tailors
painters	barristers

for some it was different to the books they had read

"It was like two different places"

had to accept jobs that were lower skilled and paid less

ashamedly, many experienced racism, prejudice and discrimination

1959

Kelso Cochrane

a young black man murdered in London - the case was never solved



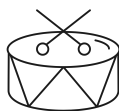
Protests and riots

London, Bristol, Nottingham demanding change and acceptance

to improve relationships, an undeterred Caribbean community led by Claudia Jones set up a **Caribbean carnival**

1966

first outdoor Notting Hill Carnival



5. Who was Sam King and what did he do?

Sam King, MBE

1926 born in Jamaica and worked on the family farm
|
1944 enlisted with the RAF
|
trained in Kingston (capital of Jamaica)
|
sailed to Scotland avoiding German submarines and felt a new type of cold in Yorkshire
|
served as ground crew at the RAF fighter station in Folkstone



Sam was **demobbed** and returned to Jamaica when the war was over.

1948 seized the opportunity to return to England and migrated on the **MV Empire Windrush**



Life in England

Life wasn't easy or fair for many Caribbean people in London.

experienced racism and abuse because of the colour of their skin

Sam re-joined the RAF and worked for the Royal Mail.

1983 Major of Southwark, London

established **1995 Windrush Foundation** charity to keep memories of Windrush **pioneers** alive

1998 Sam was awarded an **MBE** on the 40th anniversary of Windrush's first docking.



2016 passed away aged 90

5. Who was Norma Best and what did she do?

Nora Best

1924 born in British Honduras (now called Belize)
|
she always wanted to travel
|
1944 volunteered for Auxiliary Territorial Service
|
encouraged by her father who served during WW1 in Egypt
|
trained in: Jamaica, America Scotland and England



"I think the spirit of the war is that we were all fighting to win. Colour didn't come into it,"

served as a driver and then administrative assistant in London

the city remained calm and carried on despite the bombings



After the war Norma continued to train and qualified as a primary school teacher.



BUT

was told to return to Honduras (now Belize)

1947 married her husband (an officer in the Royal Navy)

1950 Norma returned to Britain as a teacher

became the Headteacher of Bridge Infant School

1976



6. How did the Windrush generation change Britain for the better?

Windrush generation



anyone who **migrated** from the Caribbean to Britain between 1948 – 1973

Volunteered to fight



for Britain against Nazi Germany during WW2



helped rebuild Britain after WW2

provided a much needed workforce



construction
manufacturing
public transport
hospitals



enriched British culture



music
art
food
celebration



(Notting Hill Carnival)

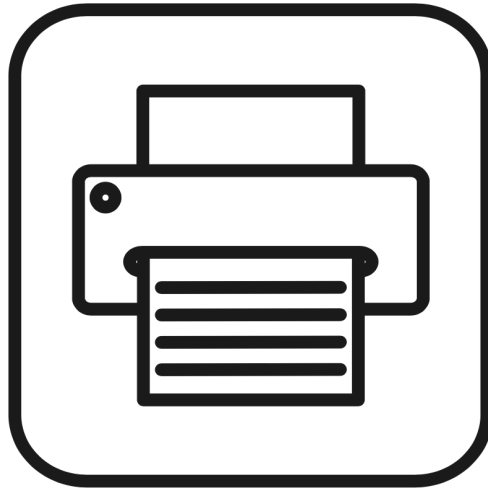


attitudes

tolerance and acceptance of differences

HOWEVER

In 2018, the British government was forced to apologise and compensate Windrush **pioneers** who were wrongly **deported**, denied their civil rights and stripped of their jobs.



Pages for printing
knowledge notes

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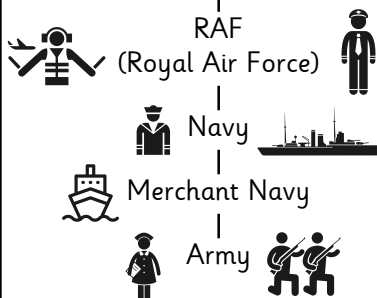
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Turks and Caicos,
Windward Islands

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construction



manufacturing goods



public transport



hospitals



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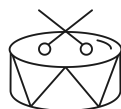
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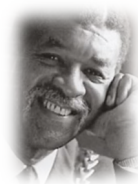
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Sam re-joined the RAF and worked for the Royal Mail.

1983 Major of Southwark, London

1995 **Windrush Foundation** established charity to keep memories of Windrush **pioneers** alive

1998 Sam was awarded an **MBE** on the 40th anniversary of Windrush's first docking.



2016 passed away aged 90

5. Who was Norma Best and what did she do?

Nora Best

1924 born in British Honduras (now called Belize)

she always wanted to travel

1944

volunteered for Auxiliary Territorial Service encouraged by her father who served during WW1 in Egypt

trained in: Jamaica, America Scotland and England



"I think the spirit of the war is that we were all fighting to win. Colour didn't come into it,"

served as a driver and then administrative assistant in London

the city remained calm and carried on despite the bombings



After the war Norma continued to train and qualified as a primary school teacher.



BUT

was told to return to Honduras (now Belize)

1947

married her husband (an officer in the Royal Navy)

1950

Norma returned to Britain as a teacher

became the Headteacher of Bridge Infant School

1976



6. How did the Windrush generation change Britain for the better?

Windrush generation



anyone who **migrated** from the Caribbean to Britain between 1948 – 1973

Volunteered to fight



for Britain against Nazi Germany during WW2



helped rebuild Britain after WW2

provided a much needed workforce



construction
manufacturing
public transport
hospitals



enriched British culture



music
art
food
celebration



(Notting Hill Carnival)



attitudes

tolerance and acceptance of differences

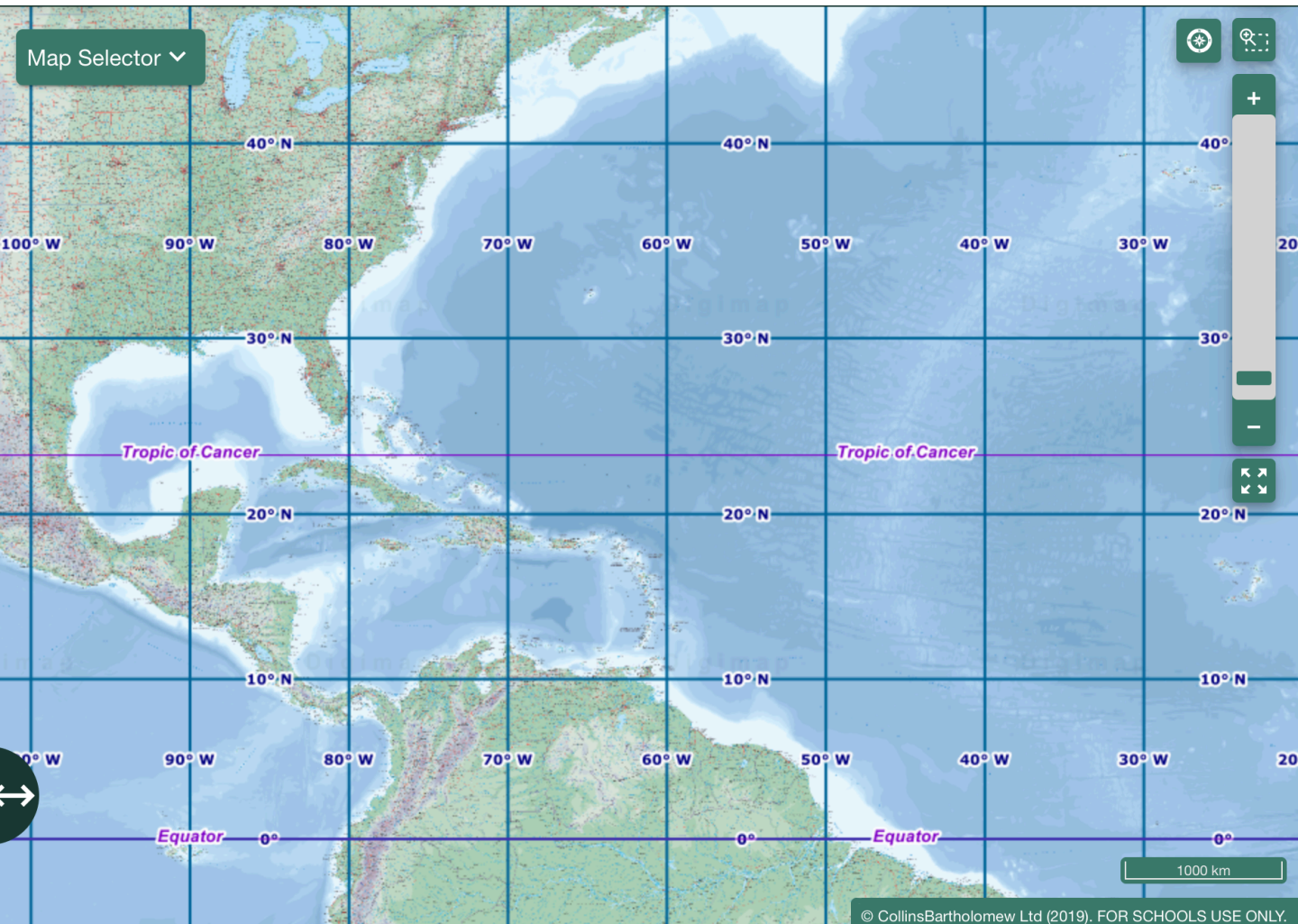
HOWEVER

In 2018, the British government was forced to apologise and compensate Windrush **pioneers** who were wrongly **deported**, denied their civil rights and stripped of their jobs.

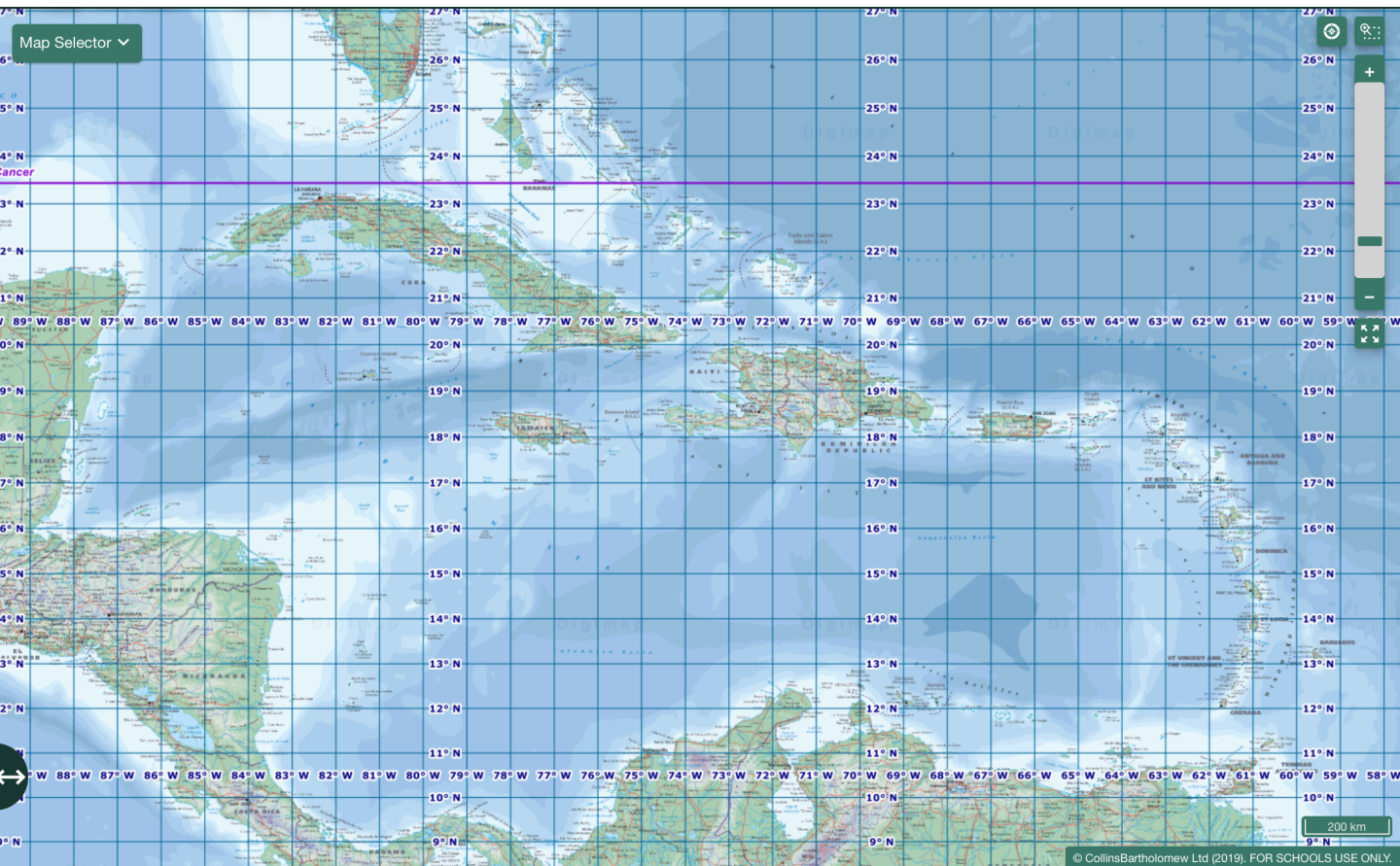


Teaching and learning resources

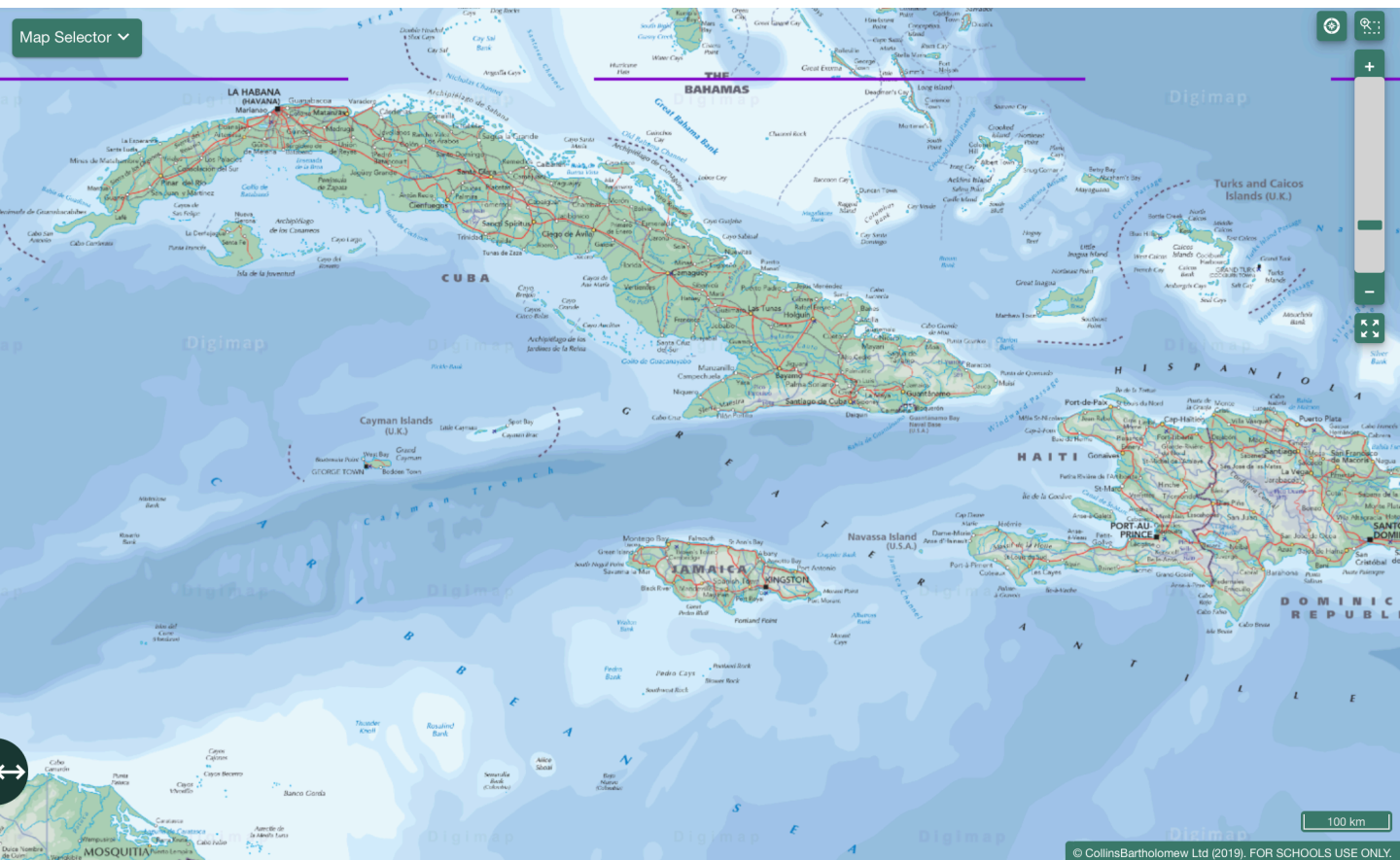
Use Digimaps for Schools to locate the Caribbean



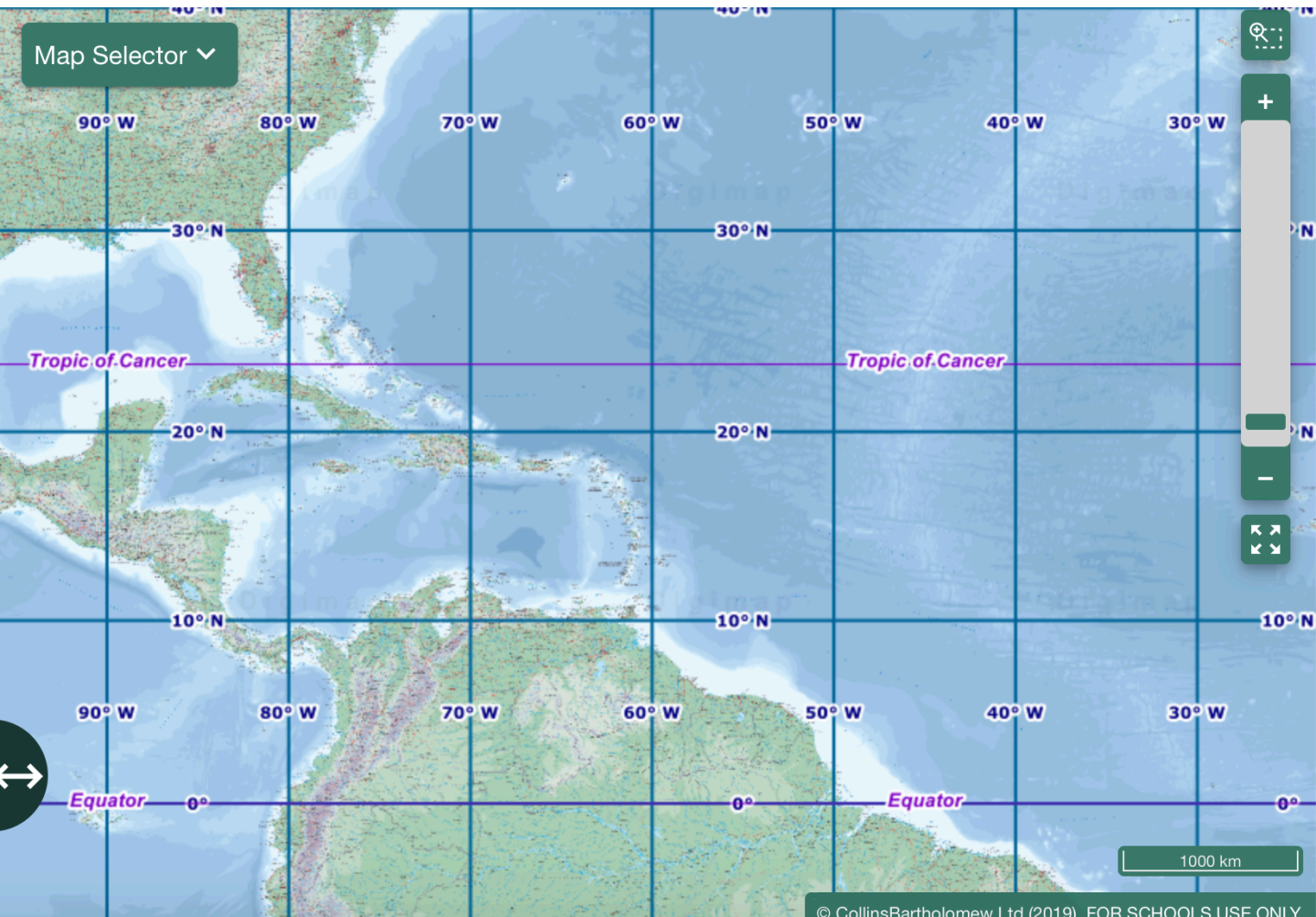
Use Digimaps for Schools to find the latitude of Caribbean islands



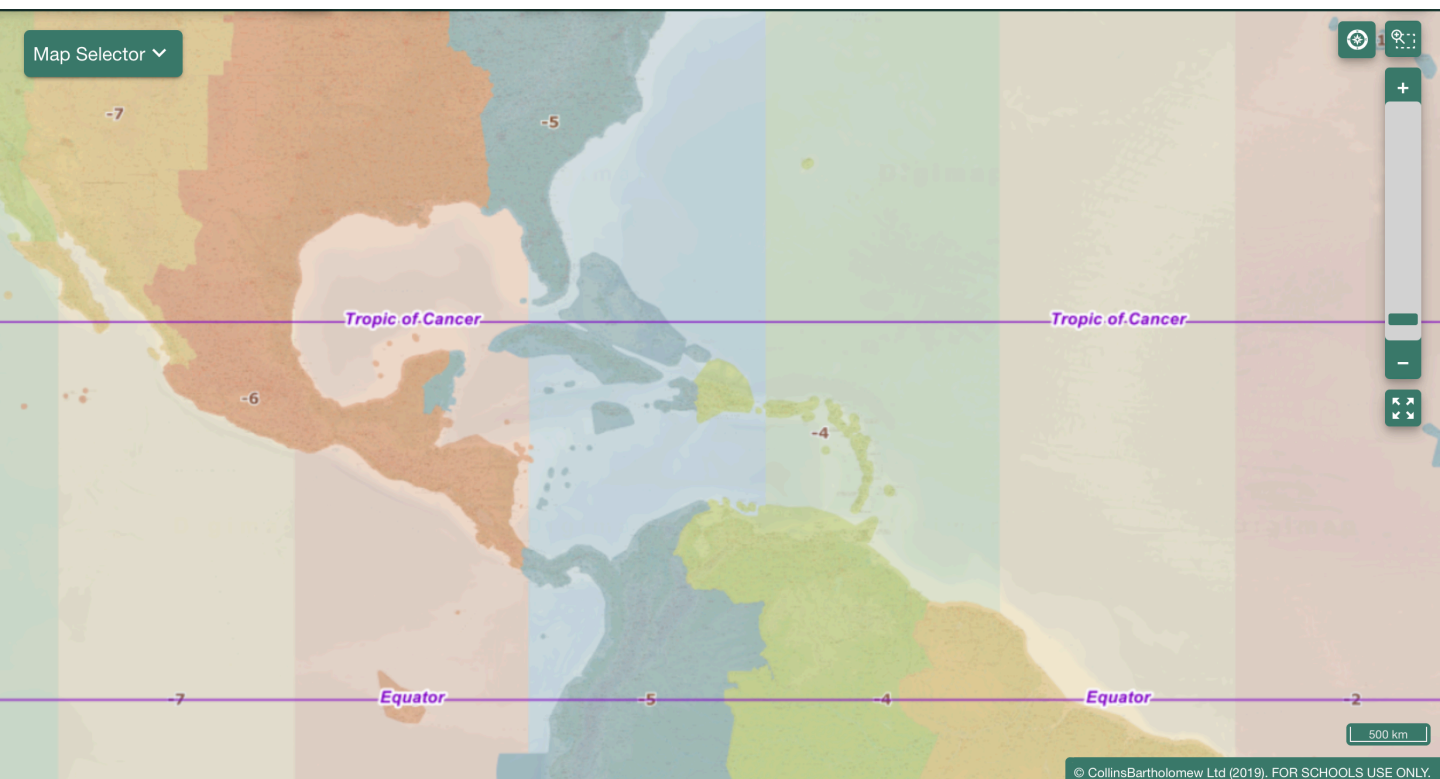
Use Digimap for Schools to locate Caribbean islands, such as Jamaica, Cuba, Cayman Islands...



Use Digimaps for Schools to locate major lines of latitude in the Caribbean



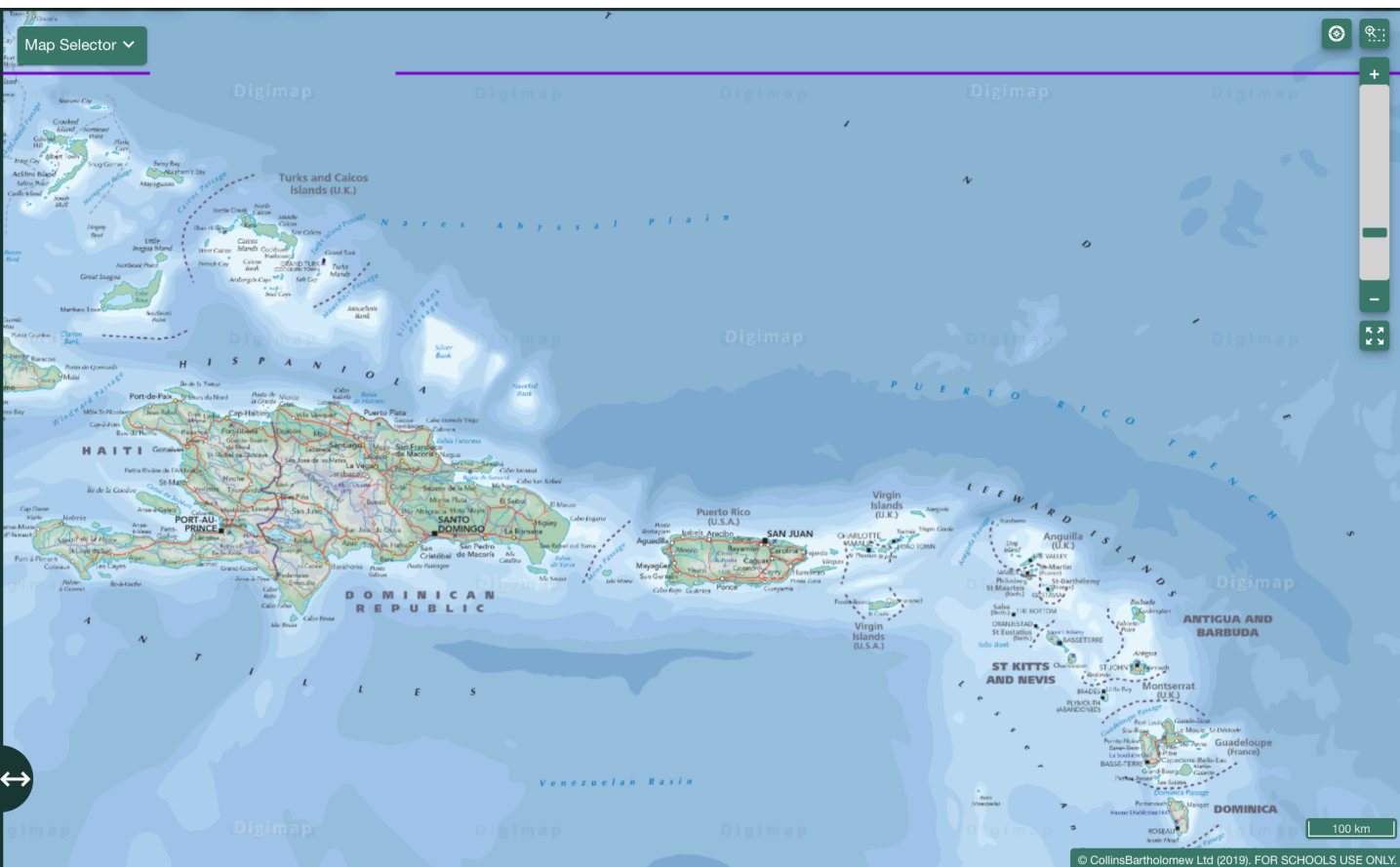
Use Digimaps for Schools to observe the time difference in the Caribbean



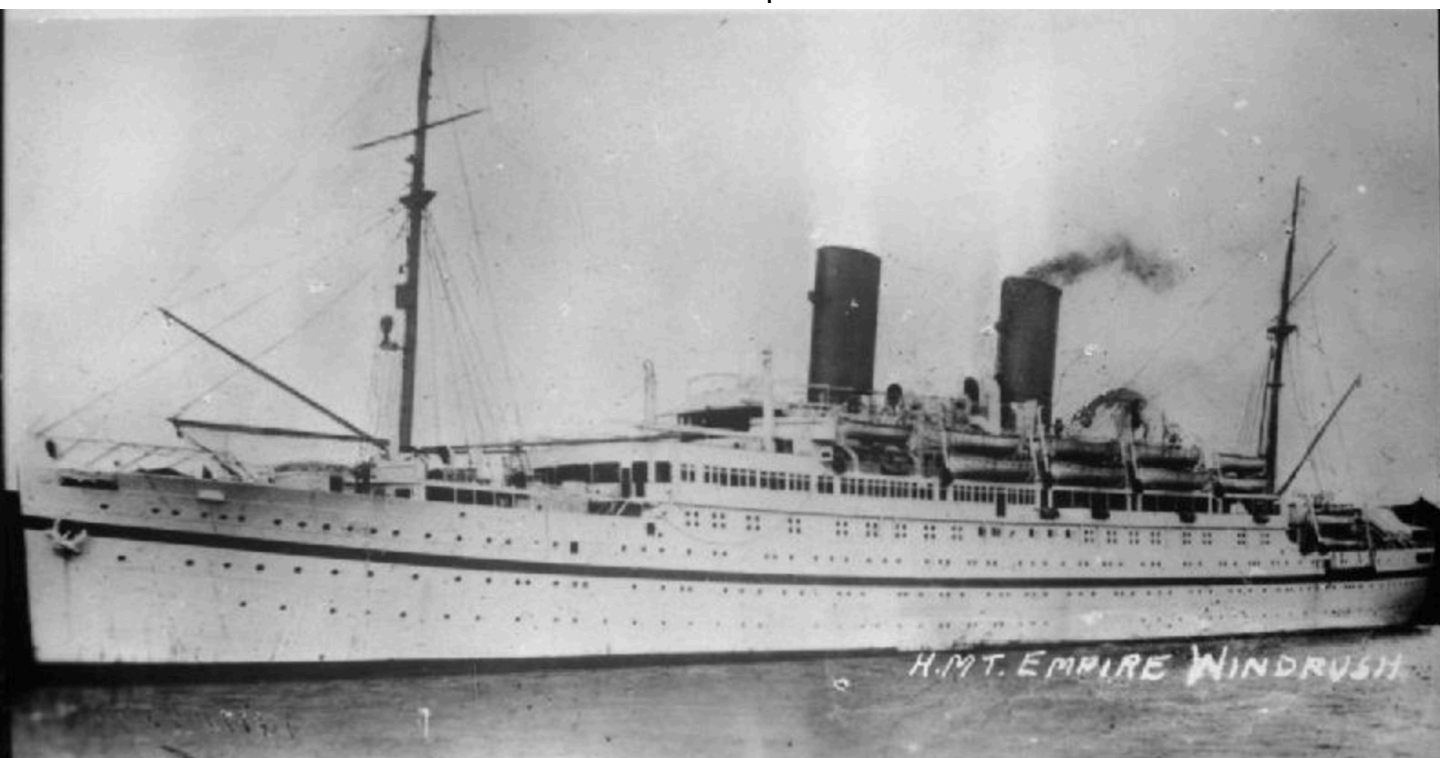
Use Digimap for Schools to locate the islands of the Caribbean



Use Digimap for Schools to locate more islands in the Caribbean



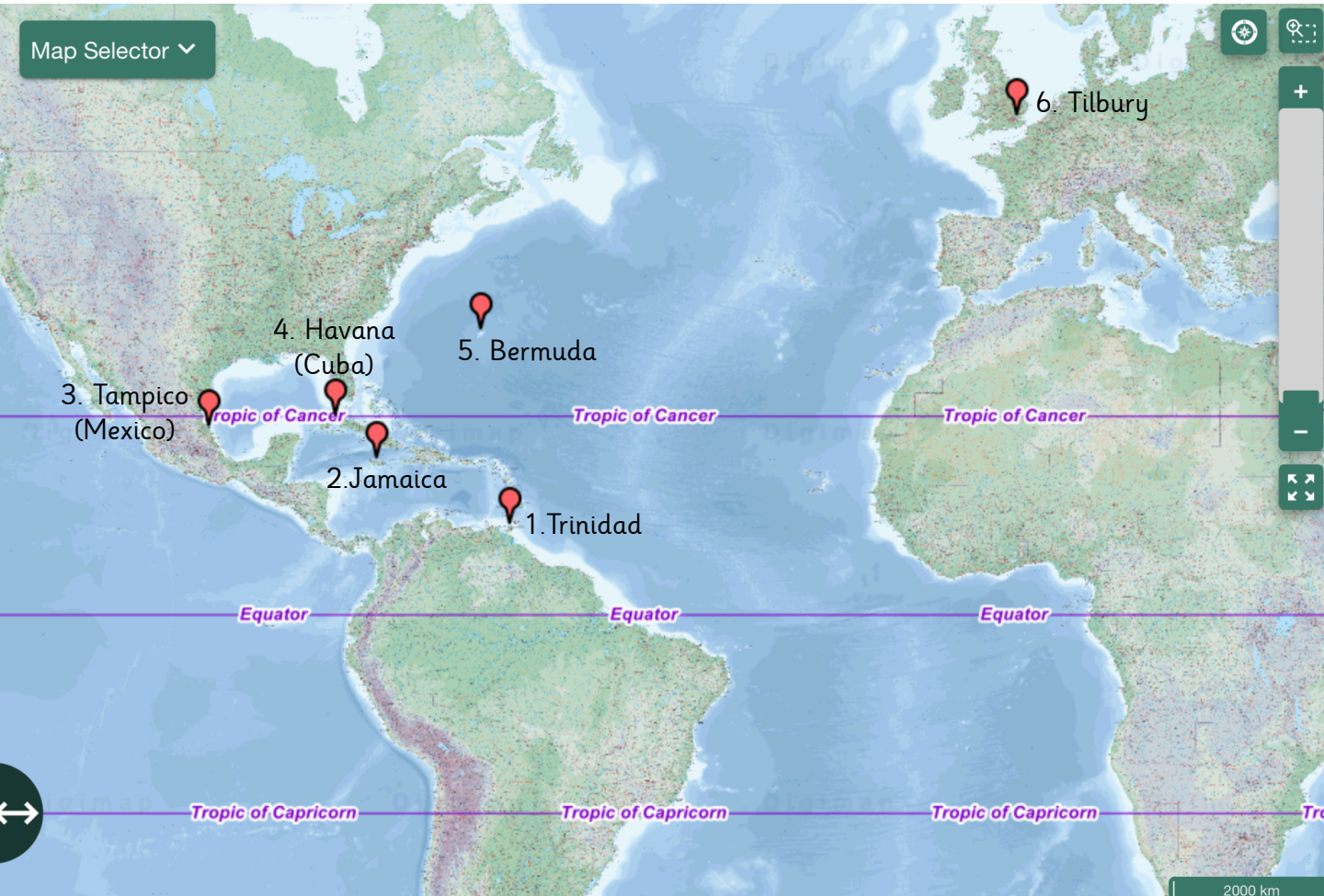
MV Empire Windrush was the ship that
brought the Caribbean settlers to Britain



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<http://media.iwm.org.uk/iwm/mediaLib//19/media-19146/large.jpg>

Use Digimaps for Schools to plot the journey of MV Empire Windrush



Jamaicans disembarking MV Empire Windrush at Tilbury docks



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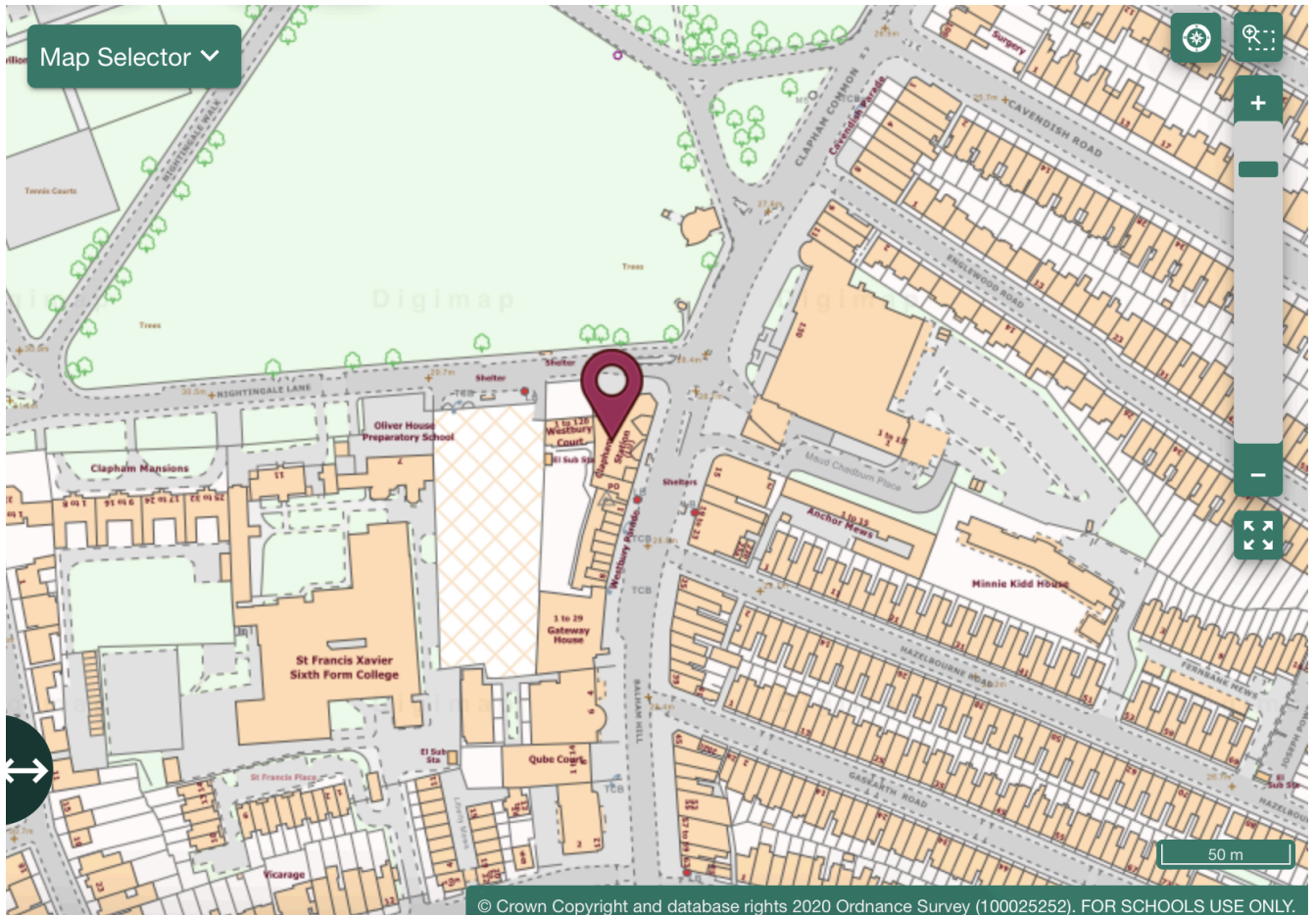
http://www.itzcaribbean.com/fromwartowindrush_exhibition.php

Use 1950s map in Digimaps for Schools to locate Ladbroke Grove
|
start of the Notting Hill Carnival

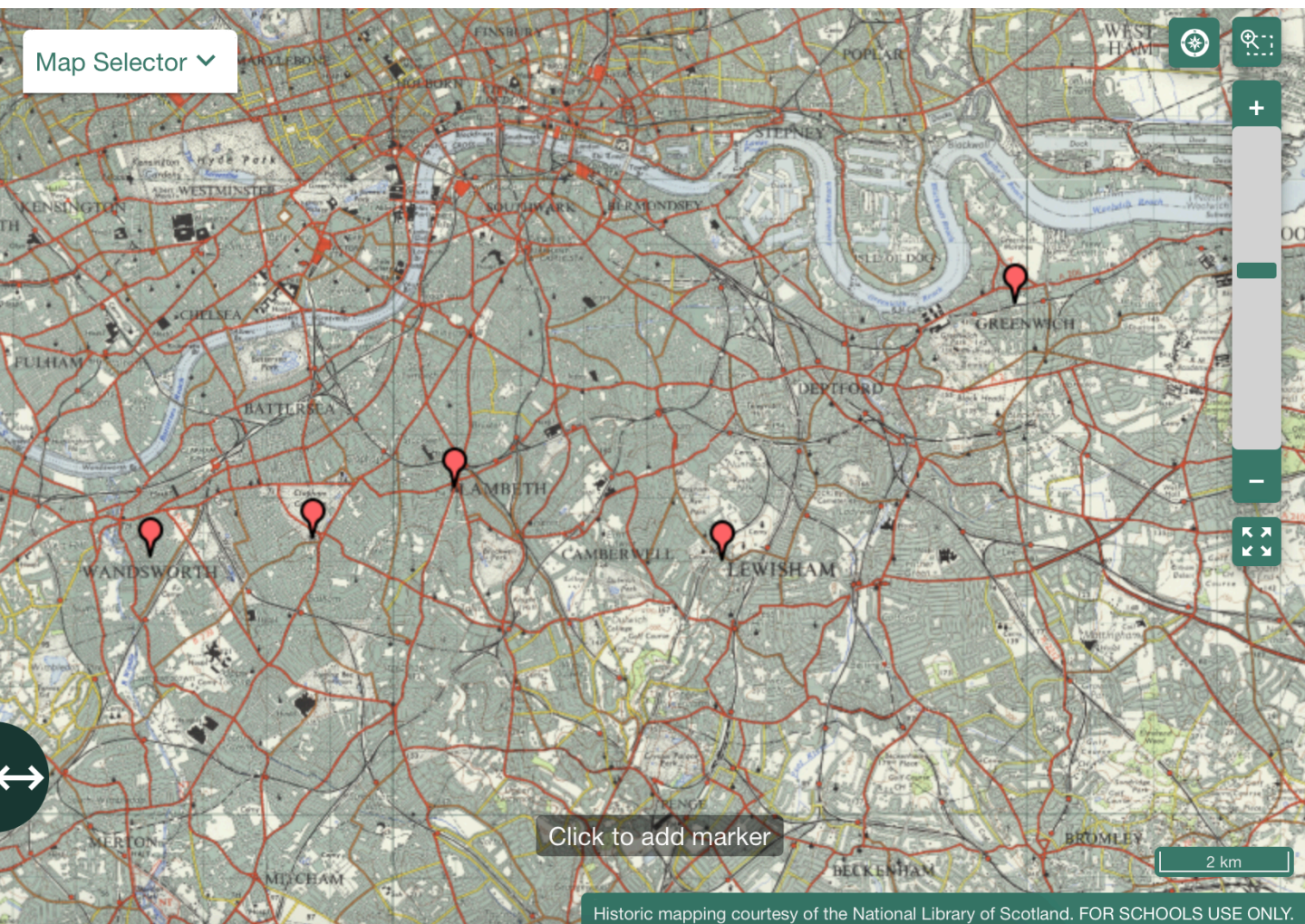


Historic mapping courtesy of the National Library of Scotland. © Crown Copyright and database rights 2020 Ordnance Survey (100025252). FOR SCHOOLS USE ONLY.

Use Digimaps for Schools to locate Clapham South Deep Shelter SW12 9DU



Use 1950s maps in Digimaps for Schools to locate places where Caribbean-British settlers initially took residence in 1948



Historic mapping courtesy of the National Library of Scotland. FOR SCHOOLS USE ONLY.

Kelso Cochrane was murdered in London in 1959.
His racist killers have never been prosecuted.



Kelso Benjamin Cochrane
[Fair use](#) image

English Heritage have placed a blue plaque to commemorate Kelso Cochrane



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The British national self-image has been thoroughly remodelled in a very short time. Seen against the deadly agonies associated with ethnic conflicts in other European countries and elsewhere, Britain offers the example of a nation that can live well together with a new and inclusive concept of citizenship. In a sense, the journey of the Windrush has never ended.

**Arthur Torrington CBE Director,
Windrush Foundation**

Windrush Foundation ©  WINDRUSH FOUNDATION