

Teaching Resources

The arrival of the Empire Windrush



About these resources

The aim of this Teaching Resource booklet is to support teachers in creating engaging and interactive lessons for KS2 and KS3 on the Windrush topic to respond to the requirements of the National Curriculum and the principles dictated by the Ofsted Framework 2019.

Links to National Curriculum and Ofsted Framework

- Literacy Curriculum (KS2 and KS3)
 - Engaging in spoken and written discussions
 - Understanding and analysing testimonials both spoken and written
 - Understanding historical records and extrapolating useful information
- History Curriculum (KS2 and KS3)
 - Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance
 - Understand the methods of historical enquiry
 - Gain historical perspective
 - Local history study
 - Social, Cultural change in Britain post WW2
- Cultural capital
 - Celebrating the cultures, languages and traditions that children and their families bring, helping pupils to understand the cultural background of their community's diversity to build the essential knowledge they will need to be educated citizens.

About these resources (continued...)

In the pack we recommend a selection of online resources and suggest possible learning activities for children using some of those resources.

Please note that teachers should always view and select the online resources in advance and decide their suitability for use in their classrooms. Children's access to the internet to use the resources suggested in this pack should be supervised at all times to avoid access to unsuitable online content.

We have selected the resources to cover 4 main subjects: the historical antecedents of the Windrush's journey; the facts and testimonials of the events of 22nd June 1948; the effects of those events on British society and the Windrush Generation; and the "barrel children" phenomenon as a way to look at Windrush from the different point of view of its consequences on the people who remained in the Caribbean. Please note that some of the resources listed under one of the subjects may also cover others.

*The images in this booklet are courtesy of Barbados Museum & Historical Society and the Windrush Foundation.

Packs' content list

Resources	Page 4
○ Resources 1 - Videos	Page 4
○ Resources 2 - Articles	Page 8
○ Resources 3 - The evidence	Page 12
○ Resources 4 - Photos	Page 14
○ Resources 5 - Other learning resources	Page 15
Learning Activities	Page 16
○ Learning Activity 1 - Learning from the historical evidence	Page 16
○ Learning Activity 2 - Focusing on the individual	Page 19
○ Learning Activity 3 - Dealing with difficult issues	Page 22
○ Learning Activity 4 - Learning from photos	Page 25
○ Learning Activity 5 - Reading's Windrush - a local study	Page 30
Thank you!	Page 31

Resources 1 – videos

There are many videos online on the voyage of the MV Empire Windrush in 1948, its historical background and its effects on the Caribbean community and their life in Britain.

Here is a useful selection (with duration times) to help you surf the web more efficiently. They will be useful as background information to create your lesson and they can help children to better understand the subject.



CARIBBEAN PARTICIPANTS IN WW2



- West Indies Calling (1944) (*13.54 minutes*)
<https://www.youtube.com/watch?v=DcLkGHpw7nY>
- John Jellicoe Blair - the black RAF (*3.37 minutes*)
<https://youtu.be/gqqXqJ17gVk>
- West Indian contribution to the war effort in WW2 (*1.36 minutes*)
<https://youtu.be/IVIJXcFRWko>

Resources 1 – videos (continued...)

THE VOYAGE OF THE EMPIRE WINDRUSH

- Pathe Reporter Meets: The MV Empire Windrush (2 minutes)
<https://youtu.be/9F6lsLRdZ-o?t=46>
- The Windrush Generation explained in 90 seconds (1.58 minutes)
<https://www.youtube.com/watch?v=6LBUmKx5s0o>
- 22nd June 1948: MV Empire Windrush arrives at Tilbury Docks in London (2.44 minutes)
https://www.youtube.com/watch?v=x_C8cJfZMZo
- What was life like on-board the Empire Windrush? (2 minutes)
<https://www.bbc.co.uk/news/av/embed/p065w53b/43808007>
- 22nd June 1948: MV Empire Windrush arrives at Tilbury Docks in London (2.44 minutes)
https://www.youtube.com/watch?v=x_C8cJfZMZo
- Baroness Floella Benjamin tells the story of the Windrush generation (1.53 minutes)
<https://www.bbc.co.uk/newsround/43793769>



Resources 1 – videos (continued...)

WINDRUSH STORIES

- Windrush generation and its effects (*9.54 minutes*)
<https://www.youtube.com/watch?v=uitSZLc6OWw>
- Children interview their grandparents (*2.37 minutes*)
<https://www.bbc.co.uk/newsround/44517662>
- Windrush generation: Three stories (*6.52 minutes*)
<https://www.bbc.co.uk/news/av/uk-44568095/windrush-generation-three-stories>
- Windrush Lenny Henry -National Tresures Live BBC One (*5.28 minutes*)
<https://www.youtube.com/watch?v=i7yP-yN2hpA>
- 8 beautiful videos on Windrush by the Geraldine Connor Foundation (*various lengths*)
<https://www.gcfoundation.co.uk/pages/category/windrush-learning-resource-2020>
- A look back at life when the Windrush generation arrived in the UK (*2.29 minutes*)
<https://www.bbc.co.uk/news/av/embed/p064k462/43782241>
- Baroness Floella Benjamin explains why Windrush Day is important (*1.39 minutes*)
<https://www.bbc.co.uk/newsround/48638418>



Resources 1 – videos (continued...)

BARREL CHILDREN

- Who are BARREL CHILDREN? What does BARREL CHILDREN mean? (**3.49 minutes**)

<https://www.youtube.com/watch?v=r5Uhl1t8ifg>

- Barrel Children: The Untold Legacy of Windrush (**1.58 minutes**)

<https://www.youtube.com/watch?v=J98DaGzPxJM>

- Jamaica's Barrel Children: Growing up when a parent is a plane ride away (**4.37 minutes**)

<https://link.theplatform.com/s/rksNhC/JpwSBla1mdSE?mbr=true&format=redirect&manifest=m3u&format=redirect&Tracking=true&Embedded=true&formats=MPEG4>



Resources 2 – articles

Articles are sometimes less palatable for children than videos but they are an invaluable source of information, reflections and images that can really bring the subject to life.

Here are some interesting articles you may want to consider to support your groundwork-research and your pupils' lessons.

CARIBBEAN PARTICIPANTS IN WW2

- Soldiers of the Caribbean: Britain's forgotten war heroes
<http://www.bbc.co.uk/news/uk-32703753>
- Caribbean participants in the Second World War
<http://www.mgtrust.org/car2.htm>
- Caribbean Women in WW2
<https://blackpresence.co.uk/caribbean-women-in-ww2/>



Resources 2 – articles (continued...)

- Caribbean aircrew in the RAF during WW2 - John Jellicoe Blair
<https://www.caribbeanaircrew-ww2.com/?p=32>
- There were no parades for us' - interviews with five unsung heroes
<https://www.theguardian.com/uk/2002/nov/06/britishidentity.military>

THE VOYAGE OF THE EMPIRE WINDRUSH

- Windrush: Who exactly was on board?
<https://www.bbc.co.uk/news/uk-43808007>
- Alongside those travelling from the Caribbean for work, there were also Polish nationals displaced by World War Two. Who were the Windrush Poles?
<http://www.britishfuture.org/articles/windrush-poles/>
- Windrush - the Passengers
http://www.bbc.co.uk/history/british/modern/windrush_01.shtml



Resources 2 – articles (continued...)

WINDRUSH STORIES

- An historical overview of the Windrush Generation and an explanation of the legal problems they incurred in 2018.
<https://www.bbc.co.uk/news/uk-43782241>
- Sam King, Notting Hill Carnival founder and first black Southwark mayor, died in 2016. A short article to celebrate his life.
<https://www.bbc.co.uk/news/uk-england-london-36566990>
- The origins of a racist leaflet
https://medium.com/@pitt_bob/if-you-desire-a-colouredfor-your-neighbour-vote-labour-the-origins-of-a-racist-leaflet-7978858dd02f
- A reflective essay by Andrea Levy looking at the notions of racism and exploring her Caribbean heritage
<https://www.bl.uk/windrush/articles/back-to-my-own-country-an-essay-by-andrea-levy>
- Stories of the stowaways on the Empire Windrush
<http://historycalroots.com/archives/1733>



Resources 2 – articles (continued...)

- Women on the Empire Windrush and the story of stowaway Evelyn Waychope

<https://www.newstatesman.com/politics/uk/2018/06/women-windrush-britain-s-adventurous-arrivals-history-forgot>

- More about the life of Evelyn Waychope

<http://historycalroots.com/what-became-of-the-windrush-stowaway-evelyn-wauchope>

- The Windrush generation - 1948

<https://www.blackpast.org/global-african-history/the-windrush-generation-1948/>

BARREL CHILDREN

- An article by Joan Anim-Addo exploring historical, biographical and literary accounts by people who came to Britain in the post Windrush period.

https://www.baatn.org.uk/wp-content/uploads/windrush_children_and_broken_attachmentsJoan_Anim-Addo.pdf

- The effects of Jamaican emigration on today's 'barrel children'

<https://www.nbcnews.com/news/nbcblk/jamaica-s-barrel-children-often-come-empty-parent-abroad-n830636>

11

Resources 3 – the evidence

It is important for children to understand what kind of evidence we can use to explore the past and how this evidence must be interpreted and used rigorously to support our historical claims. This learning process can be really illuminating and exciting, giving the children a sense of discovery and ownership of the facts they are able to find and deduce. Moreover it will help them to start reading articles and books critically looking for proof of the evidence used to support the historical claims and evaluating how rigorously the evidence has been used.

On the next page we suggest a few important documents and records that can be used as historical evidence to study the Windrush but, of course, the 1948 Windrush's best available evidence are the memories of people who lived through it. Don't forget to use the interviews with people of the Windrush 1st and 2nd generations listed among Resources 1 and 2. Photographic evidence is considered separately in the next section.

Merchant Shipping Act, 1906, and Aliens Restriction Acts, 1914 and 1919

IN-COMING PASSENGERS

Returns of Passengers brought to the United Kingdom in ships arriving from Places out of Europe, and not within the Mediterranean Sea.

Notes (a)—All Passengers brought by such ships are to be included, whether arriving from any part of the world. 1st Class, 2nd Class, Tourist Class, and 3rd Class Passengers are to be entered in separate groups.

(b)—In the case of those ships which in previous orders, treaties and regulations of the United Kingdom the regulations required by this form should only be furnished in respect of those passengers who are

Sex & Age	Regiment	Date of Birth	Voyage
NAMES AND DESCRIPTIONS OF BRITISH			

Passenger Opportunity
To United Kingdom
Troopship "EMPIRE WINDRUSH" sailing
about 23rd MAY.
Fares:— Cabin Class £43
Troopdeck £28
Royal Mail Lines, Limited—8 Port Royal St.

Resources 3 – the evidence (continued...)

- British Nationality Act 1948
http://www.legislation.gov.uk/ukpga/1948/56/pdfs/ukpga_19480056_en.pdf
- Records of the 1,027 immigrants who sailed to London on MV Empire Windrush in 1948 (pdf transcribed list and downloadable landing cards)
<https://www.gold.ac.uk/windrush/>
- Original records of the Windrush's passengers list available through the National Archives
<http://discovery.nationalarchives.gov.uk/details/r/C9152210>
- The newspaper advert offering tickets to sail to England on the Windrush in June 1948
https://en.wikipedia.org/wiki/File:Newspaper_advert_for_passengers_to_sail_on_Empire_Windrush.jpg
- Letter from Prime Minister Attlee to an MP about immigration to the UK, 5 July 1948
<https://www.nationalarchives.gov.uk/education/resources/attlees-britain/empire-windrush-2/>

Resources 4 - photos

The web is a great source of images and a simple browser search will provide plenty of material for your lessons on the Windrush. Many of the images have copyright issues so you should consider these before downloading them but the pupils will be able to see and study the images in any case. As for all online content, adult supervision is paramount.

Articles and learning resources are also a great source of images and they have the advantage of putting them in context.

To get you started we have selected a list of sites where you can find useful collections of archival images about the Windrush.

- <https://www.theguardian.com/global/gallery/2018/apr/17/windrush-arrivals-new-life-in-uk-archive-photos>
- https://windrushfoundation.com/wp-content/uploads/2019/06/WindrushFoundationEduPack2018_R10R4.pdf
- <https://www.timeout.com/london/news/these-archive-photos-show-the-windrush-generation-arriving-in-london-062618>
- <https://www.standard.co.uk/news/uk/archive-images-show-the-pioneering-windrush-generation-arriving-in-britain-more-than-70-years-ago-as-a4172331.html>

14

Resources 5 – Other learning resources

Windrush is a pivotal National event and many learning resources have been developed to help teachers with the topic. Here is a selection of 6 such resources available online.

- British library Windrush resources
<https://www.bl.uk/windrush>
- Windrush learning resources by the Geraldine Connor Foundation
<https://www.gcfoundation.co.uk/pages/category/windrush-learning-resource-2020>
- Windrush learning resources for KS2 and KS3 by the Windrush Foundation
<https://windrushfoundation.com/>
- British Council's Windrush Generation lesson
<https://www.teachingenglish.org.uk/article/windrush-generation>
- Windrush stories - teaching pack and creative writing activities
<https://www.windrush70.com/windrush-stories-teaching-packs-and-creative-writing-activities/>
- Tes - PowerPoint to help explain the Windrush
<https://www.tes.com/teaching-resource/a-powerpoint-to-help-explain-the-windrush-6110077>

15

Learning activity 1

Learning from the historical evidence

In this section we give examples and suggestions for activities aimed at teaching children how to extract useful information from historical evidence and reflect on their meaning and on their importance to understand the Windrush.



Activity 1:

Ask children to read the passenger list of the Windrush provided in the 'Resources 3' section of this pack and answer questions like the ones below.

1. How many passengers?
2. How many passengers from the Caribbean?
3. How many men?
4. How many women?
5. How old was the oldest man and the youngest?
6. How old was the oldest woman and the youngest?
7. How many children under 12?
8. What kind of jobs did men do?
9. What kind of jobs did women do?
10. With whom were the children travelling?
11. How many were planning on living in London?
12. How many were ex-military?

Learning activity 1

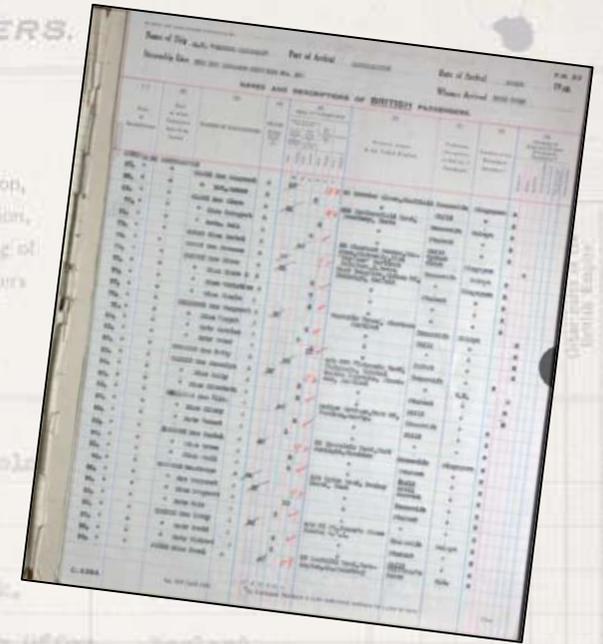
Learning from the historical evidence

Activity 2:

Encouraging children to identify information from historical documents and records is the first step to inspire their reflections on the significance of that information.

Referring to their answers to the questions in Activity 1 ask the children to discuss the qualitative value of the data they found in the Passengers list. For example:

- Why is it interesting to know how many men/women/children arrived on the Windrush? How can this information help us better understand what really happened?
- Why is it interesting to know their names, age or what jobs they did? What picture this information paints of the people who arrived with the Windrush.
- etc



Learning activity 1

Learning from the historical evidence

Activity 3:

Using the information identified and analysed in the Passenger List as clues, ask the children to become detectives and try to find out what happened next to the people who arrived with the Windrush on 22nd June 1948. This would link perfectly with the next Learning Activity (*Focusing on the Individual*).

- Use the Directories available online at <https://www.ancestry.co.uk/search/collections/1025/> (schools can apply for free membership to this site) or available in paper copy in libraries. Search for names from the Passengers List. Can you find them living in the city/town where they were planning on settling?
 - You could focus the attention specifically to the directories for Reading in the years following the arrival of the Windrush to see whether any of the passengers settled here.
- Search online for the names of people in the Passengers List: can we find any trace of their lives here in Britain?
 - See next section for useful links
- Ask children to think about the possible reasons why they might not find any information for some of the people they search for. For example:
 - women might have married and changed their names
 - some people might have moved somewhere they did not expect
 - some people led quiet, normal lives and did not leave a big foot print in the media.
 - etc

18

Learning activity 2

Focusing on the individual

Reading about an historical event, no matter how recent or how important, gives us the facts but often doesn't allow us to really understand what happened. By focusing our attention on the individuals who lived that historical event we can bring a particular moment to life, understand what it really meant and consider it from different points of view.

In this section we suggest 3 activities to help children to look at the Windrush from the individual's perspective.



Activity 1:

Look at the 8 profiles of Windrush's key pioneers on pages 82-89 of Windrush Foundation's Education pack (https://windrushfoundation.com/wp-content/uploads/2019/06/WindrushFoundationEduPack2018_R10R4.pdf).

Ask the children to choose their favourite, research more information and images online and then present their findings for the other pupils. They can make a board, a facts sheet, a timeline or write a short article to explain to their friends what is special about the pioneer they chose.

19

Learning activity 2

Focusing on the individual

Activity 2:

Use videos like the ones below, where people talk about their own memories of the Windrush, to inspire children to put themselves in the shoes of those people and start thinking about how they would have felt and what they might have thought and done in the same situation. (see also Learning Activity 5 in this booklet)

- Children interview their grandparents (*2.37 minutes*)

<https://www.bbc.co.uk/newsround/44517662>

- Windrush generation: Three stories (*6.52 minutes*)

<https://www.bbc.co.uk/news/av/uk-44568095/windrush-generation-three-stories>

- 8 beautiful videos on Windrush by the Geraldine Connor Foundation (*various lengths*)

<https://www.gcfoundation.co.uk/pages/category/windrush-learning-resource-2020>

Learning activity 2

Focusing on the individual

Activity 3:

Ask children to read about the story of Windrush's stowaway Evelyn Waychope in the articles below and research more information about her on the web.

- Women on the Empire Windrush and the story of stowaway Evelyn Waychope

<https://www.newstatesman.com/politics/uk/2018/06/women-windrush-britain-s-adventurous-arrivals-history-forgot>

- More about the life of Evelyn Waychope

<http://historicalroots.com/what-became-of-the-windrush-stowaway-evelyn-wauchope>

Can they imagine what she was thinking before embarking for England? How do they think she lived on the boat? What did she do after her arrival?

What would she have written in her diary? The children should use their imagination and what they know about the Windrush and Evelyn to write a few pages of that diary.

Passenger No. 1026 PR. 5

United Kingdom
SEA ARRIVAL CARD
Merchant Shipping Act, 1906

All British subjects (or Commonwealth citizens), British protected persons, or citizens of the Republic of Ireland are required to furnish the Master with the information specified on this card before landing.

1. Name: WAUCHAPE EVELYN
(Surname) (Other names) For official use

PLEASE USE BLOCK CAPITALS

2. Date of arrival: 22.06.1948

3. Vessel: M.V. "EMPIRE WINDRUSH"

4. Port of:
(a) embarkation: KINGSTON
(b) arrival: TRINIDAD

5. Country of:
(a) last permanent residence: JAMAICA
(b) intended next permanent residence: ENGLAND

Permanent residence for the purpose of question 5 means residence for more than a year. If in United Kingdom, please state whether England, Wales, Scotland, Northern Ireland, the Channel Islands or the Isle of Man.

6. Preposed address in the United Kingdom:
(STOWAWAY)

7. Age: 59

8. Male: Female

9. Status:
(Please mark appropriate box with a cross)
Accompanied by husband or wife: Child aged 1-12:
Not accompanied by husband or wife Infant:

10. Occupation or profession: DRESSMAKER
(Please also indicate nature or initials of any professional, technical, or scientific qualifications or degrees.)

55301-2 *For the purpose of this card the United Kingdom is to be taken to include the Channel Islands and the Isle of Man.

THANK YOU

Learning activity 3

Dealing with difficult issues

Many of the resources listed in this pack offer information and reflections on the problems that the Windrush Generation encountered on their arrival.

This subject of study presents many difficult issues like racism, discrimination, political and social unrest and the consequences of the Windrush phenomenon on the people who remained in Jamaica (e.g. barrel children).

This section suggests activities which will help children reflect on these issues.



Activity 1:

Identify and understand the problems encountered by the Windrush Generation.

Select a video and/or an article from the resources in this booklet and ask the children to identify in it the problems that the Windrush Generation encountered. Ask them to describe the problems in their own words and think about how people might have felt because of them. 22

Learning activity 3

Dealing with difficult issues

Activity 2:

Understand reasons behind negative behaviours.

Ask the children to reflect on the problem they identified in activity 1.

- Why do they think such problems existed?
- Why weren't all British people welcoming of the new Jamaican immigrants although they had been of Jamaican soldiers in WW2
- What kinds of thoughts/fears made them suspicious?
They may want to consider things like:
 - fear that there were not enough jobs or houses
 - suspicion of differences (different traditions, food, ...)
 - imperialistic sense of superiority towards the colonies
- Can the children recognise any similar behaviours/attitudes today?



23

Learning activity 3

Dealing with difficult issues

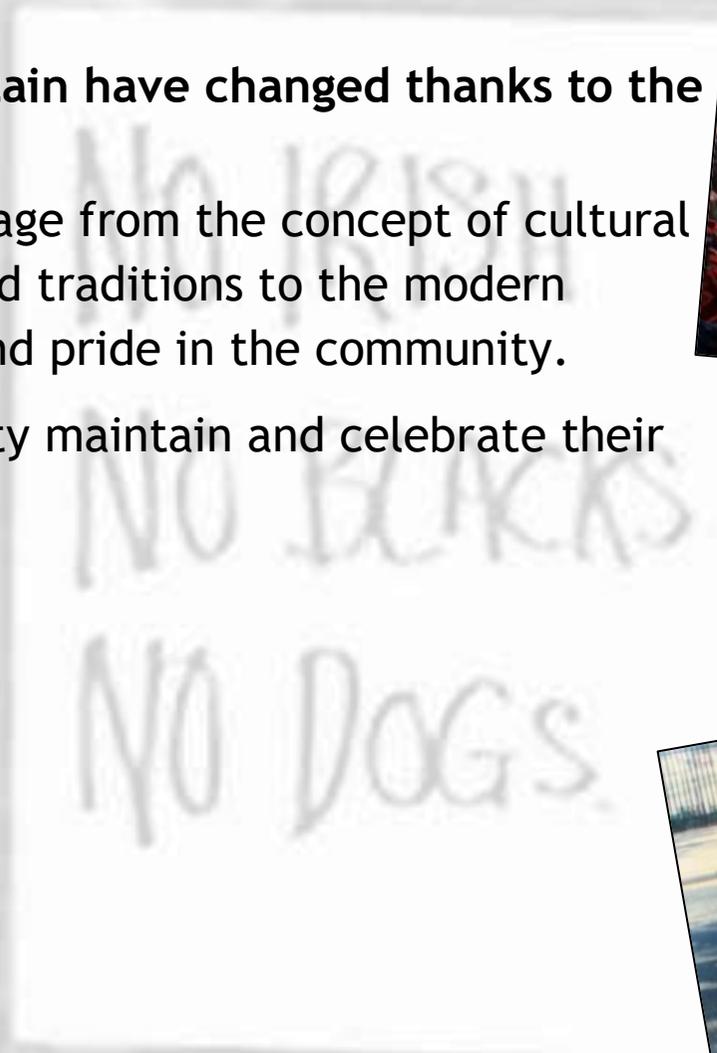
Activity 3:

Think about how attitudes in Britain have changed thanks to the Windrush Generation.

Help children understand the passage from the concept of cultural assimilation into British culture and traditions to the modern principles of inclusion, diversity and pride in the community.

How does the Caribbean community maintain and celebrate their culture and traditions?

- food
- music
- carnival
- memories
- etc.



Learning activity 4

Learning from photos

Photos are a very immediate and effective way to engage children's interest and bring the past to life for them. Modern children are used to a visual approach to life and they will easily engage with images.

It is important for them to understand that photos are a very special type of evidence which, while giving us an enormous amount of objective information (what people were wearing, what they looked like ,etc), is also open to interpretation. The context in which the images are presented can create a bias in the way we read a photo and our own knowledge and previous experiences can affect the way we interpret an image.

Activity 1:

Black & white analog photography vs colour digital photography

Children are very familiar with digital photography but it might be difficult for them to immediately grasp how different things were before the introduction of this technology.

Ask them to consider and discuss the differences between B&W and colour photos and between being able to take as many photos we want at any time and see them instantly and the need for special cameras, expensive films and a long time to develop and print the photos.

25

Learning activity 4

Learning from photos

Activity 2:

Learn objective information from photos.

Ask the children to observe one or more photos and describe what they see.

For example the 3 photos on this page were taken in Barbados around the time of the Windrush.

What can we learn from these photos about the life of people there?

Observe buildings, plants, clothes, transportation, weather, etc.



Learning activity 4

Learning from photos

Activity 3:

Think about how images express a specific point of view and can therefore be used to send a biased message to the viewer.

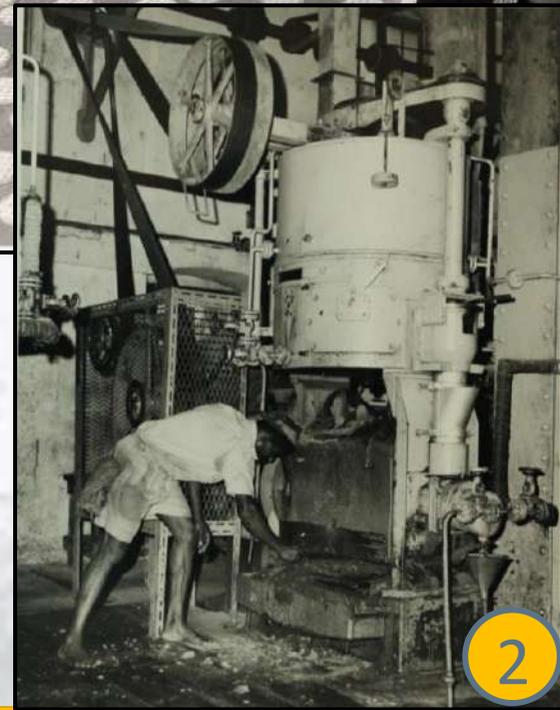
Example 1

The 2 photos on this page are both showing a man operating machinery in a factory (#1 - Reading's Huntley & Palmers; #2 - factory in Barbados) but they are very different from each other.

What are the photographers trying to say with these photos?

What kind of message is photo 1 sending about the Huntley & Palmers factory and what working there was like?

What about photo 2?



Learning activity 4

Learning from photos

Example 2

The 2 photos on this page are both showing moments of the arrival of the Empire Windrush in June 1948. In both images we see men, women and children with bags and boxes however the pictures they paint of the atmosphere of the event are quite different.

In what way are the photos different?

What kind of message is each picture sending about the arrival of the Windrush?

Who would have taken each photo and with what objective in mind?



Learning activity 4

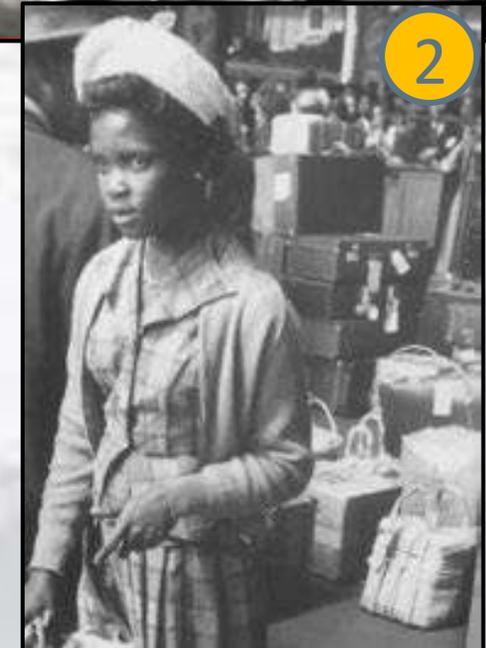
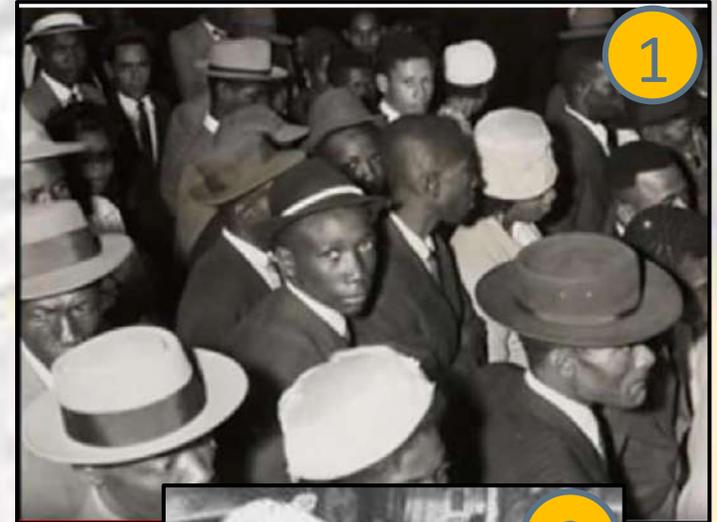
Learning from photos

Activity 4:

Let the photo tell you a story.

Ask the children to choose one of these photos and use their imagination to tell the story of the person portrayed in it.

- Who do they think that person is?
- What was he/she thinking when the photo was taken?
- Why was he/she on the Windrush?
- What happened to them after the photo was taken?



Learning activity 5

Reading's Windrush – a local study

A very effective way to bring your local history school-project to life is to teach children not only about Windrush as an important national event but also and foremost about Reading's Windrush: how it changed the lives of people in Reading and modelled our community as it is today.

A great way for children to realise how much Windrush still affects their town and their families is by accessing the memories of the people around them.

Clicking on the image on the right and following the link you will be able to download our “My Windrush stories” worksheet. In it, we set up 3 activities to help your pupils explore and discover Reading's Windrush.

Windrush worksheet - KS2
My Windrush stories

Interview someone in your family or someone you know in your community to find out what they remember of the Windrush Generation.



Remember to respect social distancing: Interview people who do not live with you on the phone. In a video call, send them your questions by email or write them on a piece of paper and post it on their mailbox.

STAY HOME
SAVE LIVES

Reading Borough Council
Barbados Museum & Historical Society
READING MUSEUM

Thank you!

We would like to thank all the Reading Museum's partners in this project for making these resources possible.

In particular thank you to the Barbados Museum & Historical Society for the beautiful images they made available to us and for the inspiration that the "Enigma of Arrivals" exhibition has provided throughout the project.

Thank you also to the Windrush Foundation for enthusiastically agreeing on sharing archival images with us and supporting our project.

And finally a big thank you to the Reading Caribbean Community for their support and commitment to this project from the very start.

Thank you

Reading Museum's Learning Team