

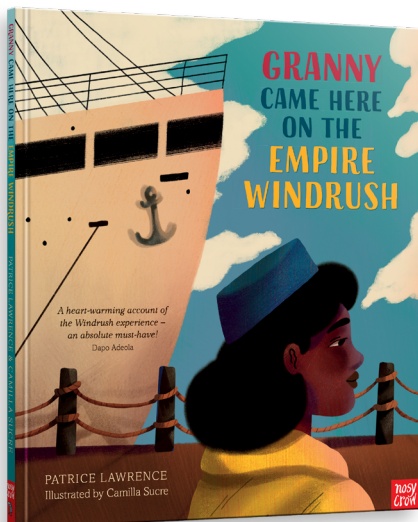
GRANNY CAME HERE ON THE EMPIRE WINDRUSH TEACHING RESOURCES FOR KS1

ABOUT THIS RESOURCE

Granny Came Here on the Empire Windrush is about Ava, who is trying to decide which inspirational figure she should dress up as for a school assembly. With help from her granny, she considers different Black women from history and their stories, then hears Granny's own story about coming to England from Trinidad on the Empire Windrush. Despite the cold, the homesickness and the loneliness, Granny stayed in England and married Ava's grandad. Finally Ava decides to dress up as the person she loves and admires the most – her granny.

This resource uses the book as a starting point to help introduce younger children to Black history, and themes of belonging and identity, loving family relationships, and showing empathy and kindness towards people from all backgrounds. There are suggested activities and discussion questions which can be used with a whole class or groups within a class, but can also be used to develop and extend further activities and ideas.

The activities in this resource are aimed at children between years 1 and 3, as the book is broadly suitable for this age group. However, activities and discussion questions could be adapted to use with older children and feed in to related learning through KS2.



GRANNY CAME HERE ON THE EMPIRE WINDRUSH

PATRICE LAWRENCE

Illustrated by Camilla Sucre

Hardback 978 1 78800 814 3 £12.99

Paperback 978 1 83994 231 0 £7.99

TEACHING WITH SENSITIVITY

While using some of the activities or questioning within this resource, it is important to be sensitive to children's personal experiences and backgrounds, whether these are known or otherwise. For example, be aware of children who may be adopted or looked-after and not know details of their ethnic background, and do not pressure children to share details of their family background or history if they do not want to. In addition, encourage pride in and celebration of all family backgrounds and heritage, and set an expectation of respect towards these from everyone.

Children may ask questions about why Black people were treated in particular ways in the book. Any discussion and explanation of racism should be age-appropriate, but an example for this age group might be *Racism is when someone is treated badly or unfairly based on the colour of their skin*. You should also remind children of relevant whole-school values and rules about behaviour towards others, and the non-acceptance of any form of racism within school.



QUESTIONS AND DISCUSSION IDEAS

These questions will prompt discussion before, during and after reading the book. You can of course adapt and develop them to whatever works best for you and your class – for example, if they already know about the Empire Windrush, or the historical figures within the book. This is not an exhaustive or compulsory list, and there are no specifically right or wrong answers. Further questions and discussion may also develop depending on pupils' reactions and responses.

BEFORE READING

- Cover up the title and look at the cover together. You can use children's responses to develop further questions and discussion.
 - What can you see?
 - What do you think this book will be about?
 - Who do you think the girl is? Where is she going? What is she thinking?
 - Do you like the cover? What do you like/not like about it?
 - What kind of colours can you see? How do the colours/illustrations make you feel?
 - Does the cover make you excited about reading the book? Can you explain why?
- Reveal the title and help pupils to read it if necessary.
 - What does the title tell us about the story?
 - Does anyone know what the Empire Windrush is? Has anyone heard of the Empire Windrush? What do you know already about the Empire Windrush?*(If pupils don't know, you could encourage them to speculate based on the cover illustration.)
 - What kind of story do you think this is? (e.g. Is it a true story? A fairy tale? An adventure story? etc)

*If necessary, you could briefly explain to pupils that the Empire Windrush was the name of a boat that brought people to England from the Caribbean in 1948. People who came from the Caribbean then and up until 1962 were called 'the Windrush generation'.



WHILE READING

Take opportunities to discuss anything pupils might know already about pioneering figures in the Black community both in the UK and globally, such as Winifred Atwell, Mary Seacole and Rosa Parks. Pupils may also want to ask questions, such as why Rosa Parks wasn't allowed to sit down on the bus, or why Mary Seacole was told she couldn't go and care for soldiers during the Crimean War. You could explain that when Mary Seacole was alive it was nearly impossible for a Black woman to work as a nurse, and in America when Rosa Parks was alive there were racist laws which kept Black and white people apart.

Pupils may also want to talk about personal connections between their own families and the Empire Windrush, or what they might know about Winifred Atwell, Mary Seacole, Rosa Parks or any other inspirational Black figures from history. If appropriate, you may want to talk about any different countries from which children's parents, grandparents or great-grandparents came. While doing so, encourage children to be proud and celebratory of this heritage, and others to be respectful of it.

Throughout, use the illustrations to show how Granny's different experiences and feelings are represented by the colours used. For example, the dark colours in the illustration of the factory and of the London buildings, contrasted with the bright colours in the image of Granny's family in Trinidad.

Which colour can they see being repeated in relation to Granny ? (yellow) Why do they think that colour is used?

AFTER READING

- What do we know about the Empire Windrush now?
- Which important people from history have we found out about?
- Look at the front cover again: it says the story is about Granny and the Empire Windrush, but what else was the story about? (you could make a class list to show that the story is about particular people, but also to highlight some of the themes such as immigration, family, heroes etc.)



THEMES AND ACTIVITIES

These activities are based around broad cross-curricular themes which are most relevant to the story and the age group. Activities can be adapted or developed to fit with you, your class or your curriculum needs, and could be extended and developed into further activities and related projects. You will see that there is also some overlap between themes and activities, but there is flexibility to use different activities in the way that suits you and your class best.

BELONGING AND IDENTITY

ACTIVITY IDEAS

- If you haven't done so while reading the book, draw pupils' attention to the colour yellow, which is used to represent Granny. What kind of colour is yellow (e.g. sunny, cheerful, bright, happy)? What does this say about the kind of person Granny might be? Ask pupils which colour they would choose to represent themselves and ask them to draw or paint themselves wearing it. What does this colour say about who they are?
- Ask pupils to draw a picture of themselves in the middle of a piece of paper. Around the outside, ask them to write or draw all the different things that tell you about who they are. For example: family members, favourite things (e.g. food, colour, games/sports, books, toys etc), what they can do and are good at, country or place of origin etc. Encourage them to write down something they are good at, but also words that describe the kind of person they are (e.g. kind, helpful, funny etc).
- Show the class a map of the world, and locate the UK. Show them where Trinidad is (some children may be able to do this) and how far Granny had to come across the Atlantic Ocean in the Empire Windrush. Ask pupils to tell you or to find out where their families might have come from in the world, and locate these countries. You could create a display e.g. using brightly-coloured thread connecting photos of the children to their family's country of origin.
- After viewing the film below, pupils could do a 'show and tell' type presentation about their own family history. They could talk about aspects such as the climate and landscape of their family's country of origin, the language, culture, food, religion, and the reasons for their family's immigration to the UK etc.

ADDITIONAL RESOURCES

Show pupils this [CBBC film](#) about a boy finding out about his own family history.

COMING TO A NEW COUNTRY

ACTIVITY IDEAS

- Look again at the illustration of Granny's suitcase of things that she brought with her to England, and remind pupils of what they meant. Ask pupils to think of:
 - a) four things which they would take with them if they had to move to another country to remind them of home. They could draw these, or even bring examples in from home to present and share.
 - b) one thing they would give someone in their own family if that person was moving away from home. They could complete a sentence such as 'One thing I would give my ____ is a ____ because _____.'
- Show pupils the illustrations of Granny arriving at Tilbury Docks, working in the factory, walking through the streets and sitting on the fountain in Trafalgar Square. How do they think she is feeling in these images and why do they think that (encourage them to use the illustrations as well as the words to help)? How do they think she is feeling in the illustration of her with all her family in Trinidad?
- Ask pupils what they could do or say to help someone who was feeling the way Granny did to feel better. One way to do this is to ask small groups to recreate one of the images above as a frieze frame. Others in the group then enter the frieze frame and do or say something to 'Granny' that they think will help.
- Tell pupils that often when people move to another place or another country they feel homesick, and ask what this means (e.g. when you really badly want to go home and you can't). Make a list together of the words that show how someone who is homesick might feel (e.g. lonely, sad, scared, alone).

In small groups, ask pupils to create a 'welcome pack' for someone who had recently moved to the UK that would help them feel welcome here and less homesick. This could include objects, suggestions for things to do, kind words or phrases, a welcome message etc.



BLACK HISTORY

ACTIVITY IDEAS

- Ask pupils to describe all the things they know about the Windrush generation from reading the story. For example:
 - people came from Trinidad
 - they had cardboard suitcases
 - some people worked in factories making clothes
 - people were not offered a place to live because they were Black
- Make a classroom Empire Windrush collage/display to show the different aspects of this history that they have learned. There may be children in the class whose families have connections to the Windrush generation. Ask them if they can find out more about this by interviewing relatives – they could add what they find out to the display.
- Create a Black history display using what pupils have found out about Winifred Atwell, Mary Seacole and Rosa Parks from the story, and add to it using resources such as those listed below.
- Pupils could draw, or even make, cardboard suitcases and place their special objects inside from the activities above.

ADDITIONAL RESOURCES

Mary Seacole story:

<https://www.bbc.co.uk/teach/school-radio/history-ks2-mary-seacole-video/zbphxyc>

Inspirational Black figures:

<https://tinyurl.com/uyjphjy>

<https://tinyurl.com/4srnc773>



CURRICULUM LINKS

The activities and themes in this resource can be used to make explicit or implicit links to the following primary curriculum subjects:

RELATIONSHIPS AND HEALTH EDUCATION: STATUTORY GUIDANCE	NON-STATUTORY PSHE PROGRAMME OF STUDY (KS1)
<ul style="list-style-type: none"> • Families • Respectful relationships 	<p><i>Core theme 2 Relationships:</i> Families and close positive relationships: R1; R2 (KS2: R6) Respecting self and others: R22; R23 (KS2: R32, 33)</p> <p><i>Core theme 3 Living in the Wider World:</i> Communities: L4; L6 (KS2: L6, 7, 8, 9, 10)</p>
ENGLISH	
<p>General:</p> <p>...hear, share and discuss a wide range of high quality books to develop a love of reading and broaden their vocabulary</p> <p>... have extensive experience of listening to, sharing and discussing a wide range of high quality books with the teacher, other adults and each other to engender a love of reading at the same time as they are reading independently (non-statutory)</p>	
READING	
<p>Y1</p> <ul style="list-style-type: none"> • develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> ◦ listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently • participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves 	

READING

Y2

In addition:

- understand both the books that they can already read accurately and fluently and those that they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - making inferences on the basis of what is being said and done
 - answering and asking questions
 - predicting what might happen on the basis of what has been read so far

Y3

In addition:

- understand what they read, in books they can read independently, by:
 - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
 - asking questions to improve their understanding of a text
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied

HISTORY

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, ... Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]

OTHER LEARNING

Black British and Black history around the world (including, but not restricted to, Black History Month (UK) in October)



FURTHER RESOURCES AND INFORMATION

You may find the following links helpful in providing further information about and context for teaching about Black history and migration.

[BBC Teach](#): videos about Rosa Parks, Mary Seacole and Harriet Tubman, and Black British stories exploring experiences and contributions of people from different communities across the UK.

[The Windrush Foundation](#): a charity highlighting the contribution of African and Caribbean people to British life. Includes a KS2 schools' resource about the Windrush generation.

[Reading Museum](#): teaching resource for Windrush Day.

[The Black Curriculum](#): a social enterprise committed to the teaching and support of Black history.

[Refugee crisis resources KS1&2](#): a literacy resource from ActionAid.

[British Red Cross](#): The history of migration and why people move teaching pack (KS2).

[The Walk](#): education programme and resources to accompany the puppet Little Amal who 'walked' from Syria across Europe to the UK to highlight the refugee crisis.

THANK YOU FOR USING THESE RESOURCES!

**PLEASE SHARE YOUR WORK WITH US @NOSYCROW
#GRANNYCAMEHEREONTHEEMPIREWINDRUSH**

These resources are written by Lucy Marcovitch
www.lucyeducation.co.uk
Artwork © Camilla Sucre 2022