

Windrush and Immigration

Knowledge Organiser	Year: 2 Term: Spring 1	Theme and Concept: Exploration and Empire
<u>Who were the Windrush Generation and why did they come to Britain?</u>		

Prior Knowledge: Within the theme and concept of conflict and disaster, children will have explored the life of Mary Seacole. They will understand the term racism and know where the Caribbean islands are. Children will have learnt about the concept of a world war and used sources to help them find out about this. Within the concept of community culture/society, children will have explored changes from 1800 – 1989 and know that there are people alive today who have lived through these changes and can talk about them.

1. What does the word chronology mean?	In order of time.
2. Where is Jamaica?	In the Caribbean.
3. What is racism?	Unfair treatment of people because of their skin colour.
4. What is labour?	Working hard to get a job done, especially physical work.
5. What is a world war?	A war involving many large nations around the world.

<u>Second Order (disciplinary) Concepts</u>	Key Historical Knowledge	Key Historical Skill
Chronology	<p>What is the chronology of the Windrush Generation?</p> <p>*See timeline for key knowledge.</p>	<ul style="list-style-type: none"> ✓ I can place events and artefacts on a timeline. ✓ I can use dates where appropriate. <p><i>Order events on a timeline from when the Windrush first started service to the start of the Windrush scandal in 2013. Embed the meaning of chronology.</i></p>
Cause and consequence	<p>Why did the Windrush generation come to Britain?</p> <p>After World War II, there was a shortage of labourers within the UK. Between 1948 and 1971, workers from the Caribbean islands came over to Britain to fill these shortages. Most families that came over only intended to stay for a while, however, in 1971, commonwealth citizens were given indefinite leave to remain. Many of the arrivals became manual workers, cleaners, nurses and some broke new ground in representing black Britons in society.</p>	<ul style="list-style-type: none"> ✓ I can recognise that there are reasons why people in the past acted as they did. ✓ I can show an understanding of concepts such as civilisation and monarchy. <p><i>Focus on the impact of World War II and begin to look at posters inviting the Caribbean people over. Explore the concept of empire and Britain ruling the Caribbean.</i></p>
Evidence and Interpretation	<p>What was life like for the Windrush Generation in Britain from 1954 onwards?</p> <p>As Lord Kitchener memorably sang during his now famous Pathé News interview when disembarking the Windrush: "London is the place for me". However, a different song would soon be sung. And far from</p>	<ul style="list-style-type: none"> ✓ I can observe or handle evidence to ask questions and find answers to questions about the past. <p><i>Look at accounts from Floella's life from 1960 onwards. Focus on her accounts of her</i></p>

	<p>finding a welcome hand of friendship, the new arrivals were embraced with: "No blacks!", "No dogs!", "No Irish!" and many times "No children!" Places to live and rooms to rent were a scarce commodity. Living conditions were low in standards but high in rent. Many families were living cheek by jowl in one or two rooms, frequently having to double up to share beds depending on shift patterns and having to cook on landings. Houses were badly insulated, with no central heating, and only blue or pink paraffin heaters. Slum housing was the norm and racial injustice commonplace. Being called a racial derogatory term was every day and in normal language. It was even essential viewing on the telly.</p>	<p><i>experience of school. Begin to interpret her quality of life from her life story.</i></p>
<p>Similarity and difference</p>	<p>Was emigrating to England better than staying in the Caribbean? It wasn't about life not being good in the Caribbean. People were very happy living in their homes. It was due to the Caribbean being colonised by the British, that meant the UK could advertise to these countries explaining that the mother country needs them. This was the second call to the Caribbean, the first being WWII. People explain that the UK was described as the streets being paved with gold and opportunity.</p>	<p>✓ I can use pictures and stories to find out about the past.</p> <p><i>Explore the similarities and differences between Trinidad and London through images and Floella's account. Was emigrating better for the Windrush Generation? Were the streets really paved with gold?</i></p>
<p>Historical significance</p>	<p>Who is Floella Benjamin and why is her book significant? Baroness Floella Benjamin was born in Trinidad and came to England in 1960, as part of the Windrush generation. She expected England to treat her kindly and welcome her, but she found it to be harsh and cold. Floella wrote a book about her experiences emigrating from Trinidad to England that explained in detail the realities of coming to the UK as part of the Windrush generation.</p>	<p>✓ I can describe significant people from the past.</p> <p><i>Explore Floella's life from 1960 onwards. What impact has she had on history now she has become a Baroness. What significant work does she do to help the Windrush generation? Why is her book significant?</i></p>
<p>Change and continuity</p>	<p>What changes were brought about due to the contributions of the Windrush generation? Despite the volumes of discrimination against the black community during this time, families eventually moved out of the slums to buy their own houses and start up their own businesses. A distinct black culture could be seen thriving in Britain from the gospel churches on a Sunday, to the music that Britain became exposed to, including, reggae, calypso, jazz funk, whilst also bringing new styles of dress to the wider community. The sound systems and the world-famous Notting Hill Carnival are now cemented into the fabric of this nation.</p>	<p>✓ I can describe historical events.</p> <p><i>Look at the hostility towards the Windrush generation and then begin to focus on "Windrush Day" 22nd June. Focus on the changes that were made due to people celebrating their culture, specifically how people moved from the slums and continued to work in England but in better paid jobs. Look at today's Notting Hill Carnival.</i></p>

Key Vocabulary	Significant People	
<p>citizen: A person who is not a member of the armed forces.</p>		<p>Baroness Floella Benjamin: Baroness Floella Benjamin was born in Trinidad and came to England in 1960, as part of the Windrush generation. She expected England to treat her kindly and welcome her, but she found it to be harsh and cold. Floella wrote a book about her experiences emigrating from Trinidad to England.</p>
<p>colony: A country or geographical area that is ruled in some way by another country.</p>		
<p>deportation: Removing a foreign person from a country.</p>		
<p>discrimination: The unjust treatment of different categories of people based on what they look like and who they are.</p>		
<p>emigrate: To leave your own country to settle permanently elsewhere.</p>		
<p>empire: A group of states or countries ruled over by a single monarch.</p>	Resources	
<p>migrate: Travelling from one country to another temporarily.</p>	<p>About Me – Floella Benjamin Notting Hill Carnival (nhcarnival.org)</p>	
<p>mother country: Homeland of the colonizers.</p>	<p>Windrush Stories - The British Library (bl.uk) < Key primary sources. The Windrush Generation explained in 90 seconds - YouTube < Watch without sound (pause and teach over the footage and images). What is the Windrush Generation? Finding My Family: A Windrush Special Newsround - YouTube</p>	
<p>Windrush generation: Those who came to the UK from the Caribbean, and other countries that had been part of the British Empire, to live and work.</p>		

Timeline

1930
HMT Empire Windrush begins service as a cruise ship and passenger liner.

1939
Poster by the Ministry of Information were used to persuade people to come to Britain, from the Caribbean, to support the war effort.

1945
World War II ends. Britain finds itself with a labour shortage. Britain sends out a call to the Caribbean to help put the "Great" back into Great Britain.

1960
Floella Benjamin arrives in Britain from Trinidad.

1954
The Windrush Sank but more generations of Caribbean people still continued to come over on different ships. These people are known as the Windrush generation.

22nd June 1948
Empire Windrush lands at Tilbury Docks.

1995
Floella Benjamin publishes book "Coming to England."

2013
The Windrush generation begin to receive letters claiming they have *no right* to live in the UK.

