



TEACHERS PACK

2 0 2 3

Windrush Day was first commemorated in Brixton on June 22, 1988, the 40th anniversary, when Samuel Beaver King [Sam King] brought together many of the passengers who arrived with him on the ship Empire Windrush at Tilbury Docks, Essex, on June 22, 1948. The Mayor of Lambeth hosted the event and a memorial was installed on a wall at the entrance of the Town Hall. The Windrush passengers had included African- Caribbean, Indo-Caribbean, Sino-Caribbean, Euro-Caribbean, 66 Polish refugees, and other nationalities. They were first among those who helped to rebuild Britain just after WWII.

On Wednesday June 23, 1948, The Times newspaper reported the arrival of the ship under the headline 'Jamaicans arrive to seek work.' The article said: 'Of the 492 Jamaicans who arrived at Tilbury on Monday to seek work in this country, 236 were housed last night in Clapham South Deep Shelter. The remainder had friends to whom they could go and prospects of work. The men had arrived at Tilbury in the ex-troopship Empire Windrush. Among them are singers, students, pianists, boxers and a complete dance band. Thirty or forty had already volunteered to work as miners.'

The report was not entirely correct. According to the passenger list, there were 1027 passengers on board, of whom 539 gave Jamaica as their last place of permanent residence, so did 139 from Bermuda, 119 England, 73 Trinidad and 44 from British Guiana (<https://www.bbc.co.uk/news/uk-43808007>). Many came from other countries of the West Indies. The 236 men who stayed up to three weeks at Clapham South Deep Shelter visited the Employment Exchange in Brixton, registered for work, and many also found accommodation in Lambeth. Brixton became the first Windrush community in 1948.

Find out more here: www.lambethwindrush.com

SCHOOLS RESOURCE

This education resource has been created to commemorate the 75th anniversary of the arrival of the Empire Windrush at Tilbury Docks. It aims to provide teachers with the tools to teach the history of the Windrush Generation. The Windrush story is just one chapter of British heritage and does not attempt to cover every aspect of it.

People of African and Asian heritage were living in the British Isles for thousands of years. The arrival of Empire Windrush on June 22, 1948 was not the first time they came and settled here. Windrush75 celebrates the lives of the Caribbean men and women who laid the foundation also for the generations that followed.

SUITABILITY:

This resource is suitable for Key Stages 1,2 and 3 and can be adapted to meet the needs of a younger and older audience.

BEFORE STARTING:

Before starting the activities, it would be helpful to educate the students on the history and legacy of the Windrush generation (see Appendix for Reading List), and why it is necessary to celebrate and important to remember. Every theme has a 'Key Learning' section which can be adapted to suit the needs of its audience. It has been designed to be the starting point from which the themes can be taught.

NATIONAL CURRICULUM LINKS:

Literacy: Presenting, speaking and listening, oral story telling.

PSHE: Economical, environmental, social, political significance, social injustice.

History: Familial and area history.

Geography: Location, maps, cities.

English: Writing skills, poetry.

Art: Pattern and color drawing, collage.

Music: Composition, singing.

Drama: Acting and production.

KEY VOCABULARY

ANTI-RACISM	<i>Being opposed to the unfair treatment of people who belong to other races.</i>
BRITISH EMPIRE	<i>A group of countries and territories governed and controlled by the British King or Queen from the early 17th century to the mid-20th century.</i>
CITIZENSHIP	<i>The status of being a member of the country, along with having the legal rights, duties and privileges of a member of that country.</i>
COLONIALISM	<i>When a country takes over the running of another country or group of countries. This type of political control usually involves occupying the colony with settlers and exploiting the territory economically.</i>
COMMONWEALTH	<i>An organisation of independent countries which were part of the former British Empire which now have friendly political relations.</i>
DIVERSITY	<i>The mixture of races and religions in a group of people or society.</i>
DISCRIMINATION	<i>Treating someone unjustly or unfavorably because of their identity.</i>
ETHNIC MINORITY	<i>A group of people of a particular race or nationality living in a country where most people are from a different race or nationality.</i>
HERITAGE	<i>The history, practices, traditions of a particular country or society.</i>
PROPAGANDA	<i>Information, ideas or opinions with the intention of influencing people's opinions.</i>
PIONEERS	<i>A person who is one of the first people to do something.</i>
RACISM	<i>Discrimination, or antagonism by an individual, community, or institution against a person or people on the basis of their membership of a particular racial or ethnic group</i>



ANCESTRY

LQ - WHAT IS BRITAIN'S RELATIONSHIP WITH THE CARIBBEAN?

KEY TEACHING:

When do you think Black people were first present in Britain?

- 245AD

The Black presence in Britain dates all the way back to 245AD

In 2014, a body found decades earlier in Eastbourne was proven to be that of a woman who grew up in Britain in Roman times and was ethnically Sub-Saharan African. She has become known as 'Beachy Head Lady' and is one of the earliest African Britons we know of. Records show that black men and women have lived in Britain in small numbers since at least the 12th century, but it was the British Empire that caused their numbers to rise significantly in the 17th and 18th centuries.

In the 16th century Britain began to build its empire – spreading the country's rule and power around the world. Britain wanted more land overseas to build new communities, known as colonies. These colonies allowed Britain to have access to valuable resources such as metals, sugar, and tobacco, which they could also sell to other countries and make a profit.

Built over many years, the British Empire grew to include large areas of North America, Australia, New Zealand, Asia, and Africa as well as small parts of Central and South America too.

Over the 17th and 18th centuries, England gained major colonies in North America and the West Indies. The climate here was perfect for growing crops like sugar and tobacco so they set up farms known as plantations.

African and Afro-Caribbean slaves were ferried across the seas to work on plantations in the Caribbean or the Americas where they carried out back-breaking labour all their lives.

Others, in much smaller numbers, were ferried to England as 'gifts' to wealthy families. They were seen as human ornaments and were often dressed in fancy clothing and colorful turbans.

DISCUSS:

- What does this tell you about Britain's attitudes towards the rest of the world?
- What are the problems with building colonies in other countries?
- How did the greed of the British Empire affect the indigenous people? (The people that had inhabited the land first)
- Aside from a country losing their natural resources through being exploited, what else did the indigenous people lose over time? (Discussion around loss of belief systems, culture, customs, and traditions)

LOOK AT THE MAP

Look at the Imperial Federation, map of the world showing the extent of the British Empire in 1866 (on the next page).

DISCUSS:

- What do you think this map is depicting?
- What do the words 'Freedom, Fraternity, Federation' tell us?

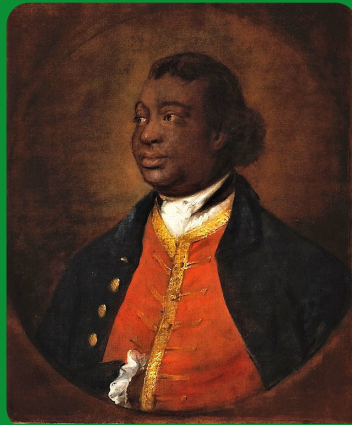


The vast majority of Black people in Britain in the 17th , 18th & 19th century were enslaved, and poverty was the norm, however, this was not the case for all. Among the free Black people arriving in Britain were sailors and students. Of those who did begin their lives in Britain as slaves, historians still are not aware of how many of them remained enslaved.



Olaudah Equiano (1745-1797)

was born into slavery was later able to buy back his own freedom. He was a best-selling author, an explorer and the first Black person ever to be employed by the British government. His experience as a slave prompted him to become involved in the movement to abolish slavery.



Ignatious Sancho (1729 - 1780)

was born on a slave ship and brought to England by his owner as an orphan. Over the course of his life, he became a very influential figure in the arts. He wrote plays poetry and music and became a major literary celebrity in Georgian London. He used his knowledge and social standing to speak out against the slave trade too.



Ira Aldridge (1807-1867)

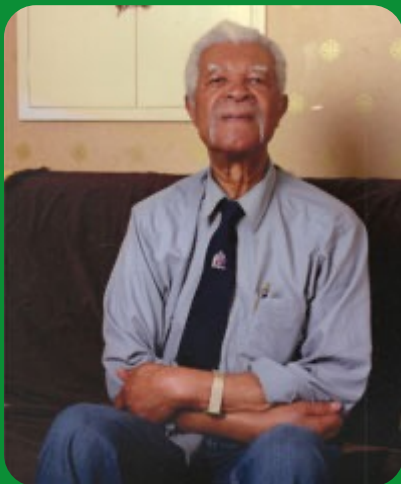
was one of the highest paid actors in the world at the time and was also the first ever Black actor in Britain to play in Shakespeare's plays.

WHO WAS IN THE BRITISH ARMED FORCES?

By the time World War II started, Britain had had a massive global Empire for hundreds of years. During World War II, 10,000 people from the Caribbean and hundreds of thousands from African countries fought in the British armed forces. This included both Black people already living in Britain and people residing in British colonies.

DISCUSS:

Emphasis on Black people already living in Lambeth and Britain well before 1948.



Samuel Beaver King MBE (1926-2016) served in the RAF and later went on to becoming the first Black Mayor of Southwark. He was one of the passengers on Empire Windrush.

He and Arthur Torrington CBE set up a charity called Windrush Foundation in 1996 to preserve the memories of the Windrush Generation, and to work for the well-being of Caribbean community.



Allan Charles Wilmot (1925-2011) served Britain in the Royal Navy and Royal Air Force (RAF) and had settled in the UK before 1948. He lived in Lambeth from the 1950s.

ACTIVITIES

GEOGRAPHY - 'COMPARING MAPS'

Compare the Imperial Federation Map to a Political Map of the world that is used today. Analyse the differences and discuss/teach that the Imperial Federation Map used the Mercator Projection and what the problems with this are. Discuss the imagery and symbolism in the Imperial Federation Map and the message this sent to the world.

HISTORY/LITERACY - 'HEROES OF THE PAST'

Research historical figures from the past (pre Windrush) and create a fact file about them. The fact file should focus on the theme of 'ancestry' and provide a teaching point for children to acknowledge and celebrate the achievements of the people in the past.

LITERACY - 'WHY IS SAM KING SIGNIFICANT?'

Retell the life story of Sam King and include the work he carried out to support and empower the Caribbean community. You can retell his story by:

- Writing a fact sheet
- Creating a drama piece in groups
- Creating an art piece to tell his story
- Presentation

The background features an abstract geometric pattern composed of various-sized squares in white, green, and black, scattered across a dark grey or black field. The squares are arranged in a non-repeating, pixelated fashion, with some appearing in small clusters and others in isolation. The overall effect is a modern, digital aesthetic.

CARIBBEAN ROOTS

LQ - WHAT WAS LIFE IN THE CARIBBEAN LIKE AND IN BRITAIN?

CAXTON HOLDER:

"We were all as British as British can be. The schools [in Barbados] taught British history and geography. I think I knew more geography and history of England than I did of Barbados when I came here!"

LEN BAKER:

"I was told that England was one of the greatest countries in the world and the streets were paved with gold."

SYLVIA ARMSTRONG

"When I told my mother I'm going to travel she didn't really like it... she say, 'England is such a poor place', and I said, 'It's a really lucky place'. I didn't know what England was like. I thought it was something like Jamaica."

RON SHILLINGFORD

"I always wanted to come to London. I was fresh from school, from a British education. I longed to experience the cold and the snow. I was filled with a passion for Shakespeare...I wanted to come to the country whose literature had inspired me so much."

DISCUSS:

In pairs read the quotes and discuss the following:

- What do they tell you?
- What inferences can you make?
- What did life in the Caribbean seem like?
- How do you think life in the Caribbean was/is different to life in Lambeth?

LQ - WHAT WAS LIFE LIKE IN THE CARIBBEAN?

These photos were all taken in Jamaica around the 1950s. They show what life was like on the islands.

DISCUSS:

- What animals do you see? What do you think they may have been used for?
- What transportation do you see?
- What are the houses in the photographs made from?
- Do you think it would be comfortable to live in these houses? Why?



Source A (courtesy of ABP 'Making Jamaica' exhibition)



Source B (courtesy of The National Archives)



Source C (courtesy of The National Archives)

- How is the city in Source C similar/different to Lambeth?
- What do you notice about the way the people are dressed?

WHAT WAS LIFE LIKE IN THE UK FOR THE WINDRUSH GENERATION?

Listen to '**London is the place for me**' by Lord Kitchener.

What can we learn from the lyrics of this song?



The reality faced by many of the Windrush generation was quite different to the expectations and dreams of Britain they had.

Many Caribbean people found that their presence in Britain provoked unfriendly reactions. Despite the labour shortage, some still found it difficult to get good jobs. Often, they were forced to accept jobs they were over-qualified for, or they were paid less than other white workers.

Many also faced difficulties finding somewhere suitable to live, with some property owners refusing to rent to black people. West Indians had been invited to come to Britain, and the discrimination they faced was a shock and not what they had been prepared for.



With the increasing experiences of discrimination, areas like Brixton saw a rise in community leaders and activists who sought to challenge and highlight the issues in the community. Olive Morris was one such community leader who co-founded Brixton Black Women's group, she was a passionate advocate on issues such as housing, women's rights and the fight against racial discrimination through protest.

Despite the experiences of racism, poverty and hardship, members of the Caribbean community stayed strong and found support in their communities. Having a community around helped to stay motivated to build a life in Britain. They enjoyed social activities and found power in music and integrated as best as they could into British society.

The Bronze Woman statue in Stockwell Memorial Gardens, London shows a woman holding a child up to the sky. The statue represents the challenges experienced by the Black community, particularly Black women. The statue is also a symbol of hope and optimism for the future.



ACTIVITIES



Peter Doig Paragon 2006

ART: 'LIFE ON THE ISLANDS'

Create a painting or a drawing 'of two halves' which illustrates life on the Caribbean countries on one side and life on the British Island on the other half. Think carefully of what representations you think accurately represent life experiences on both countries.

How does the artwork by Peter Doig show what life was like in the Caribbean? What British influence can you see in the painting?

WRITING - BIG QUESTION

'What were the Challenges faced by the Windrush Generation?'

Write a response to a big question.

Use your research as a stimulus to write specifically about the experiences in Lambeth.

Your writing should:

- Refer to the motivations for the Windrush generation to live in Britain
- Highlight the experiences of the Windrush generation arriving in Britain: Loneliness, missing home, wanting to belong/fit in, community
- Make links between what life was like in the Caribbean for many and how this differed to life experienced in Britain.
- Consider how as a society we can reduce these challenges experienced by the Windrush generation.

Big Question - Word Bank:

Migration, Expectations, Identity, Belonging, Windrush, Isolation, Reality, Society, Citizen, Community, Perception, Representation, Diverse, Origins, Representation



BUILDING BRITAIN

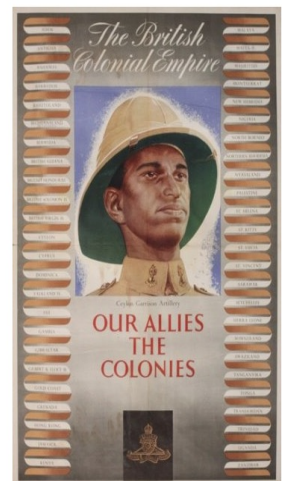
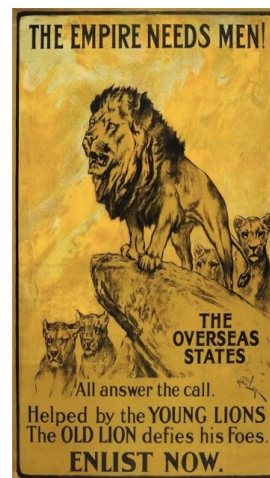
LQ: WHAT WAS BRITAIN LIKE AFTER WORLD WAR II?

British cities were devastated after WW II and a programme of rebuilding began, needing workers. World Wars I and II weren't just fought by British men and women – members of the commonwealth nations were also called upon to join forces and fight in both wars.

After WWII, Britain faced further challenges since the country was facing a severe labour shortage, especially in the transport network and the NHS. The British government decided to invite members of the commonwealth to come and work in the Mother Country.



Acre Lane, Brixton



ANALYSE THESE SOURCES:

- What are they?
- What do the messages tell us?
- Who are the audience?



BRITISH NATIONALITY ACT

The British Nationality Act 1948 was important. It meant that everyone living in the British colonies became a British citizen, with full rights to live and work in Britain. The British government hoped that people would come from the colonies to do the important jobs needed to rebuild Britain. Many people came from parts of the world such as India, Pakistan, and the Caribbean.



Many of the Windrush generation also took work in Transport for London and in 1956 London Transport started recruiting staff direct from Barbados, and later from Jamaica. Ever since then, Caribbean migrants and subsequent generations have influenced and shaped London's transport history and culture.

Members of the Caribbean community accepted invitations to work in the newly established National Health Service (NHS). Without their input, it is likely that the NHS would not have survived, failing before it really had time to be established. Before their contribution, Britain simply did not have the workforce required to run the service. By 1954, more than 3,000 Caribbean women were training in British hospitals.



Mr. Donald Hinds a bus conductor from Jamaica based at Brixton Garage



Constance Nelson and Monica Munroe (above) were two of the first Black nurses to work in the NHS

11 & 12 GEO. 6.

*British Nationality
Act, 1948.*

CH. 56.



CHAPTER 56.

An Act to make provision for British nationality and
for citizenship of the United Kingdom and Colonies
and for purposes connected with the matters aforesaid.
[30th July 1948.]

THE SPACIOUS - COMFORTABLE - LUXURIOUS -

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ACTIVITIES

ART – CELEBRATING THE WINDRUSH GENERATION

There are numerous examples of the positive influence that the Windrush generation had on Britain and continues to do so today. Create a celebratory poster highlighting the wonderful contributions made by the Windrush generation to the community.

You can organize your poster however you like! Make sure that your poster is informative as well as eye-catching. It could be an NHS or TFL specific celebratory poster which acknowledges the contributions of the Windrush generation.

LITERACY – LETTERS OF THANKS

Acknowledge the importance that the Windrush generation had on building Britain and write a letter of appreciation/thanks to the nurses in the NHS or the Transport Network. Your letter should showcase your knowledge of the efforts that the Windrush generation made to rebuild Britain and to acknowledge the efforts still being made by the Global Majority.



The background of the entire image is a dark charcoal grey. It is decorated with an abstract pattern of squares in white and a vibrant green color. These squares are scattered across the frame, with some appearing as single pixels and others as larger blocks. Notable features include a large white square in the upper right, a vertical green bar in the upper center, and a large green square in the lower center. The word "CARNIVAL" is centered in the middle of the image in a large, white, bold, sans-serif font.

CARNIVAL

LQ - WHAT WAS THE IMPACT OF CARIBBEAN CULTURE ON BRITAIN?

Every single person living in Britain today is descended from immigrants. From the first settlers around 25,000 years ago, people have come here, settled, and mixed with each other. Throughout history, new immigrants have helped change and shape Britain. The arrival of the HM Empire Windrush in Britain did not just bring people from the Caribbean, it brought their culture, food, music, values, and community spirit and this transformed Britain forever.

Racial tensions were rising in Britain as immigration was on the increase and this led to a rise in violence. The Notting Hill race riots during 1958 saw groups of white people roaming the streets to look for and attack members of the Caribbean community.

Out of this violence, activist Claudia Jones, and founder of the first Black weekly newspaper, The West Indian Gazette, had the idea of holding a carnival to celebrate Caribbean culture. She wanted to 'wash the taste of Notting Hill out of Black people's mouths' following the riots. A Caribbean carnival was held to try to improve race relations in 1959. It was the precursor to the Notting Hill Carnival.



The first ever Caribbean carnival, 1959



Claudia Jones

DISCUSS:

- Why was the introduction of a Carnival in Britain necessary?
- What do you notice about both photographs?
- What is the same?
- What is the difference?
- What does this tell you about how Britain has changed?



Notting Hill Carnival

ACTIVITIES

MUSIC/POETRY - 'A SONG FOR NOTTING HILL'

Explore the impact that music and dance has had to create positive change. Create a poem or song which acknowledges the influence that Notting Hill Carnival has, to bring all communities together. Your poem/song should use the five senses to describe what you might taste, see, hear, feel, touch when walking through the streets of Notting Hill carnival.

LITERACY - 'MULTICULTURAL BRITAIN'

The different cultures and customs that migrant communities brought to Britain helped to shape the nation to become the Multicultural Britain that it is today. Create a poster or speech to celebrate and honor multicultural Britain and all the positive change that has been and continues to be created.

Your poster or speech should inform and teach others about multicultural Britain.

Multiculturalism - A clear title

Definition of Multiculturalism: What is it? What does it prevent?

What can be learnt from different immigrant communities living in Britain?
What has it changed?

How has Britain changed for the better? What has it introduced? Music, Food, Fashion, Art.

What does it mean to you?

Why do you think it is important?

An image can be cut out or drawn!

An abstract geometric pattern composed of various-sized squares in white and a vibrant green color, scattered across a dark charcoal background. The squares are arranged in a non-repeating, pixelated fashion, with some appearing in small clusters and others in isolation. The overall effect is reminiscent of a digital or pixel art style.

FUTURE

LQ - HOW CAN WE CALL FOR AN EQUAL FUTURE?

After the Second World War Britain no longer had the wealth or the strength to manage an Empire overseas. Many colonies had fought for the British during the war and were making their own plans for independence. As the British empire began to fall it was replaced by the Commonwealth Nation – an organization that countries can choose to enter or leave. Today it is made up of over 50 countries who work and trade together.

In the past, Britain looked proudly on its Empire, as a time in history that brought wealth and power to Britain, funding exciting new inventions, modern technology, the trade of exotic goods and helping other countries to become ‘civilized.’ Today those attitudes are changing – the British are learning about the horror that the Empire forced on Indigenous people and the long-lasting damage it left on those countries.

Whilst the Empire no longer exists, its presence can still be felt in Britain all around us. In most major cities, there are statues, monuments and physical reminders celebrating the Empire.



The statues of Thomas Guy and Robert Clayton are currently placed outside of St Thomas' hospital and Kings College London.

Thomas Guy served as a governor of St Thomas' Hospital from 1704 and donated to the rebuilding of the hospital. A large amount of Guy's wealth came from investments in the South Sea Company. This was an organization that transported enslaved people across the Atlantic.

Alongside Thomas Guy, another important figure in Guys' and St Thomas' Hospital was Sir Robert Clayton. He contributed to their endowment, was a president of St Thomas' Hospital and donated money to its rebuilding. Sir Robert Clayton had direct connections to the transatlantic slave trade, the plantations business, and English colonialism.

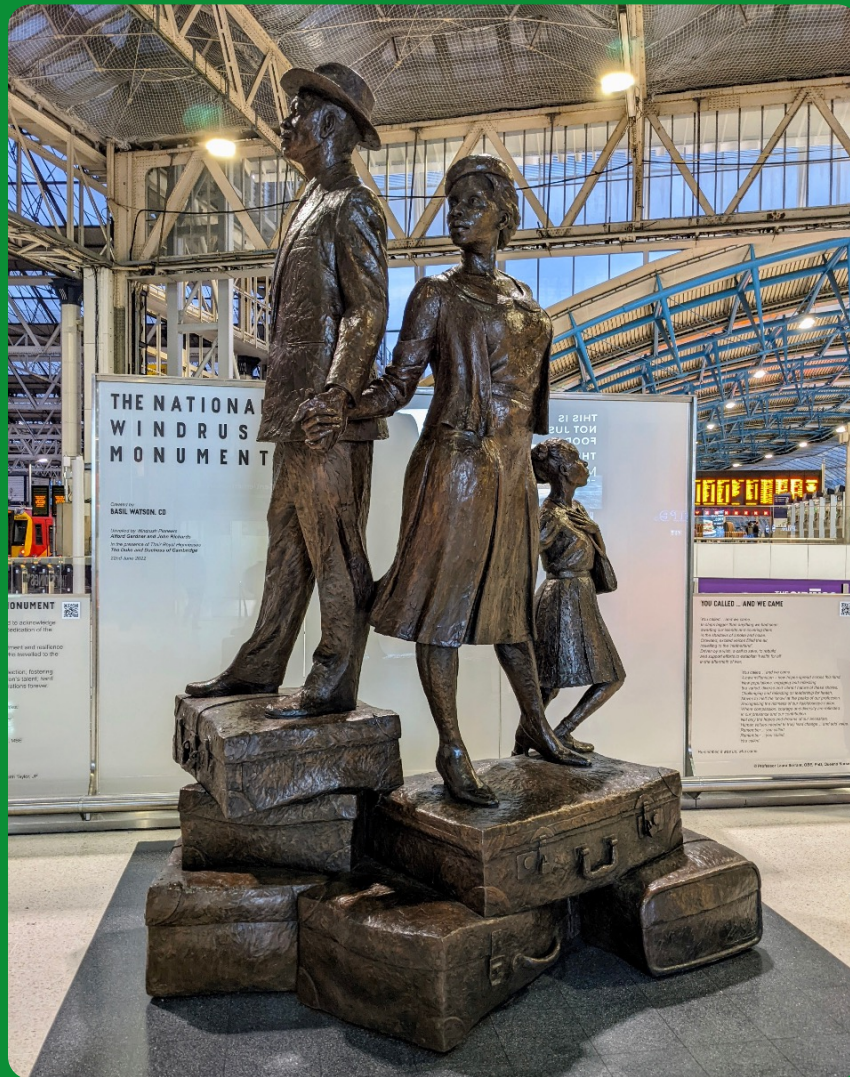
"We believe we have a duty to address this legacy of colonialism, racism and slavery and to understand its impact on health and healthcare today. While we cannot change the sources of some of our endowment, we can continue to use the funds to have a positive impact on health and use the lessons from our past to help build a more equitable future".

Guys' and St Thomas' Foundation website.

DISCUSS:

Some people argue that removing statues of slave traders in Britain would erase Britain's history and that it is important to remember the good and bad from the past.

Do you agree or disagree? Why?



Jamaican artist, Basil Watson created permanent statues of a family at Waterloo station. The monument is said to 'demonstrate the inseparable bond of the Windrush pioneers and their descendants, and the hopes and aspirations of their generation as they arrive to start new lives in the UK'.

However, the project has not been without controversy. The £1 million funding came from the government's Department for Levelling Up, but when the sculpture was announced in 2019, the Windrush Foundation claimed that then-prime minister Theresa May had not consulted the Caribbean community and that placing the sculptures in Waterloo Station had no relevance to the Windrush story or experience.

DISCUSS:

How do the statues of Thomas Guy and Robert Clayton and Windrush family statues help us to think of the past?

What are the similarities and differences?

ACTIVITIES

ART – ‘WINDRUSH STATUE’

Using the template on the next page, design your own statue that you think should be used to commemorate the legacy of the Windrush generation. Could your statue be of a significant individual from the past?

Your statue could be of an activist, a musician, a public sector worker or a community leader of the time. Use the template below to highlight your vision for the future.

Note to teachers: For your classes statues to be included in a digital exhibition in response to the statues at Guy's & St Thomas' please send copies of your statues to hello@thebrixtonproject.com.

LITERACY/PSHE - ACTIVISM/LETTER WRITING

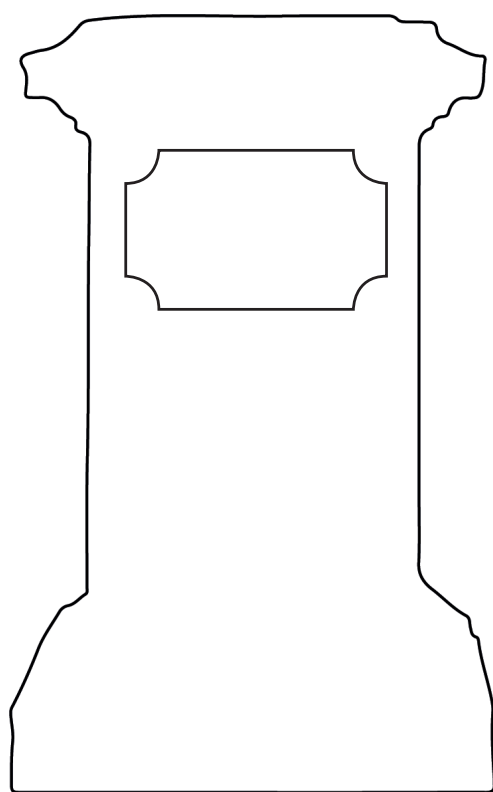
Activism/Letter Writing – Write a persuasive letter to the prime minister to review the current statues in Britain. For more than 75 years, racism has adversely affected equality and fairness in Britain. Write a letter to the prime minister urging him to bring in more effective laws to combat racial discrimination and such crimes.

What is the point of the letter?

- To make our voices heard
- To promote positive change in Britain
- To remind the prime minister of the importance of representation
- To discuss the positive and negative impact of the Windrush sculptures at Waterloo Station
- To request a permanent artwork/statue in Brixton, Windrush Square

PSHE/ORACY DEBATE: ‘SHOULD STATUES OF SLAVE TRADERS IN BRITAIN BE REMOVED?’

In groups discuss the following question and respond with arguments for and against the removal of these statues.



READING LIST:

FICTION AND NON-FICTION FOR YOUNGER CHILDREN

- Mr. WINDRUSH, Sam King – Windrush Foundation
- The Story of the Windrush – K. N. Chimbiri
- All Aboard the Empire Windrush – Jillian Powell
- Coming to England – Floella Benjamin
- The Empire Windrush – Clive Gifford
- Hope Leaves Jamaica - Kate Elizabeth Ernest

FICTION FOR ADULTS AND YA

- Small Island Andrea Levy
- Island Songs – Alex Wheatle
- Every Light in the House Burnin’ – Andrea Levy
- East of Acre Lane – Alex Wheatle
- Brixton Rock – Alex Wheatle
- This Lovely City – Louise Hare
- Never Far from Nowhere – Andrea Levy
- White Teeth – Zadie Smith

NON-FICTION

- Mr. WINDRUSH, Sam King – Windrush Foundation
- Journey to an Illusion – Donald Hinds
- Black and British: A Forgotten History – David Olusoga
- Natives: Race and Class in the Ruins of Empire – Akala
- Mother Country – (edited by) Charlie Brinkhurst-Cuff
- Familiar Stranger – Stuart Hall with Bill Schwarz
- Homecoming: Voices of the Windrush Generation – Colin Grant
- The Windrush Betrayal: Exposing the Hostile Environment – Amelia Gentleman
- Jamaican Migrant – Wallace Collins
- The Pleasures of Exile – George Lamming
- Windrush to Lewisham – George Brown
- Benjamin Zephaniah: My Story – Benjamin Zephaniah
- Voices of the Windrush Generation – David Matthews
- Migration: The Black Curriculum by Millie Mensah

POETRY, COLLECTIONS, AND OTHER

- Windrush Songs – James Berry
- Voices of the Windrush Generation – David Matthews
- Ormonde – Hannah Lowe
- https://www.independent.co.uk/news/long_reads/windrush-scandal-generation-gentrification-brixton-barbados-jamaica-a8988151.html - Genéa Saunders
- www.windrushfoundation.com



PLACES TO VISIT

BLACK CULTURAL ARCHIVES

blackculturalarchives.org

LONDON SUGAR & SLAVERY GALLERY (FREE) AT MUSEUM OF DOCKLANDS

www.museumoflondon.org.uk/museum-london-docklands/permanent-galleries/london-sugar-slavery

WINDRUSH STORIES EXHIBITION AT MUSEUM OF DOCKLANDS (FREE)

www.museumoflondon.org.uk/museum-london-docklands/windrush-stories

MIGRATION MUSEUM (FREE)

www.migrationmuseum.org

ONLINE RESOURCES

VARIOUS ONLINE RESOURCES SUCH AS LORD KITCHENER, THE CALYPSO KING, LONDON IS THE PLACE FOR ME

www.museumoflondon.org.uk/museum-london-docklands/windrush-stories/london-place-me

ORAL HISTORIES - A HUGE COLLECTION OF LIFE STORY INTERVIEWS

www.museumoflondon.org.uk/discover/listening-london-and-windrush-generation

BLACK CARIBBEAN FASHIONS 'WINDRUSH STYLES'

www.museumoflondon.org.uk/discover/psychology-windrush-style

**THIS SCHOOL RESOURCE HAS BEEN WRITTEN BY
IFRAH KHAN AND ARTHUR TORRINGTON.**

**DESIGNED BY THE BRIXTON PROJECT
COMMISSIONED BY LAMBETH COUNCIL**

