

BRILLIANT BLACK BRITISH HISTORY

Atinuke • Kingsley Nebechi

KS2 TEACHING RESOURCE PACK



Explores themes of: ✓ Black British history ✓ Migration ✓ The Stone Age ✓ Roman Britain ✓ World War Two ✓ The Windrush Generation ✓ Racism ✓ Black British culture

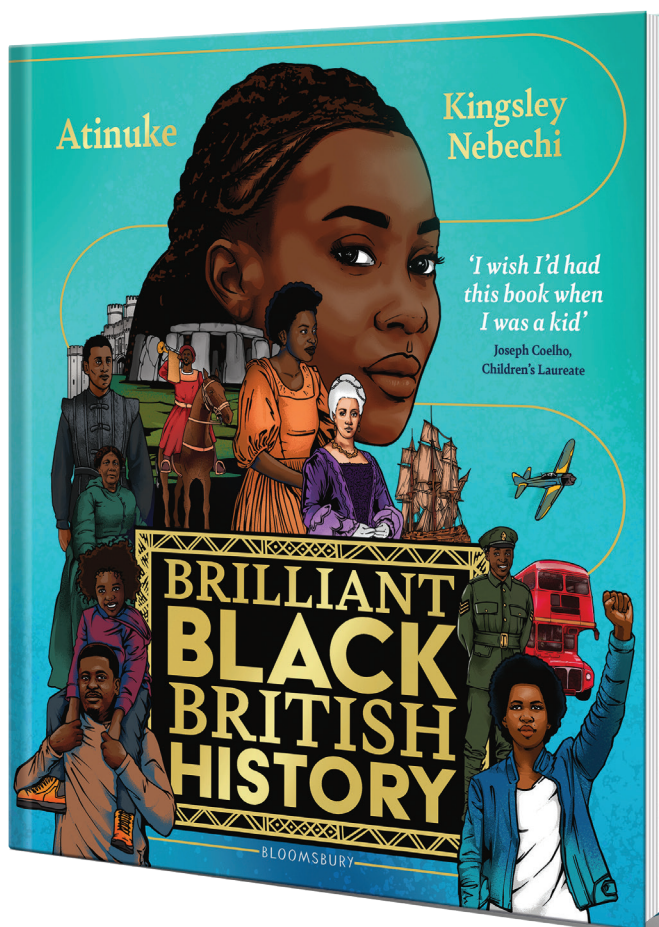
Subject Checklist: ✓ History ✓ Literacy ✓ Citizenship ✓ PSHE ✓ Geography ✓ Drama

The activities in this pack explore incredible stories from history that have often been forgotten – those of Black Britons, from the very first inhabitants of Britain to the modern day.

The activities are designed to help children learn about a range of Black historical figures and discover stories that have too often been left out of the history books.

Children will learn about the remarkable lives of historical Black Britons, reflect upon the incredible diversity of our shared history and celebrate everything that Black British culture has contributed to life in Britain. This pack is suitable for classroom or library use.

ABOUT THE BOOK



An eye-opening story of Britain, focusing on a part of our past that has mostly been left out of the history books: Black British history.

Did you know that the first Britons were Black? Or that some of the Roman soldiers who invaded and ruled Britain were Black, too? Join this fascinating journey through the ages to meet those first Britons, as well as the Black Tudors, Georgians and Victorians who existed in every walk of life here. The incredible journey through time is brought to life through Atinuke's fascinating storytelling and illustrated scenes, detailed maps and timelines created by illustrator Kingsley Nebechi.

From science and sport to literature and law, celebrate the brilliant Black people who have helped build Britain. Learn about key and complex historical topics such as the world wars, slavery, the industrial revolution, Windrush and the Black Lives Matter movement. This fascinating book will change everything you thought you knew about our green-grey British Isles.



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KS2 TEACHING RESOURCE PACK



CONTENTS

PRE-READ PROMPTS

1: THE FIRST BRITONS

Activities: Role-play an interview with a scientist about Cheddar Man.

Objectives: To consider what the discovery of Cheddar Man tells us about British history.

2: BLACK ROMAN BRITAIN

Activities: Create a character profile for 'Ivory Bangle Lady'.

Objectives: To know that there were many Black people in Roman Britain and some were high-status Roman citizens and rulers.

3: THE FIGHT FOR FREEDOM

Activities: Create a presentation about Mary Prince.

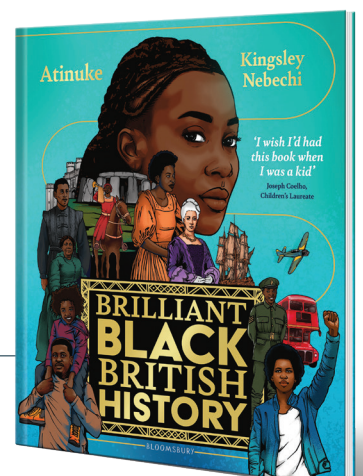
Objectives: To understand that people who were stolen and enslaved during the Transatlantic Slave Trade resisted and rebelled in many creative, clever and brave ways. To know some details about the life of Mary Prince and the impact she had on British history.

4: THE WINDRUSH GENERATION

Activities: Create a collage to celebrate everything Black British culture has contributed to life in Britain.

Objectives: To know that the Windrush Generation were invited to come to Britain to help rebuild after the second World War.

REFLECTION ACTIVITIES



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Atinuke • Kingsley Nebechi

KS2 TEACHING RESOURCE PACK



PRE-READ PROMPTS



- What genre do you think this book might fit within?
- What do you think the book might be about?
- Which of the characters on the front cover do you think are from the modern day and which do you think are from the past?
- Do you recognise any of the objects on the front cover? What period of history do you think each one is from?
- What do you like about the front cover?
- What are you looking forward to finding out about?

INTRODUCTION:

Human beings did not evolve in Britain – they migrated, or moved, here in big groups from other countries. Every single British person comes from a migrant who moved here anytime from yesterday to thousands of years ago.

- What is a 'migrant'?
- Does anything in this quote surprise you?
- What does this quote make you wonder?

Read on to find out more!

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Atinuke • Kingsley Nebechi

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1: THE FIRST BRITONS

Read this extract from pages 8–9 to discover the story of the first inhabitants of Britain.

FIRST BRITONS

The Ice Ages came and went for thousands of years. During that time Homo sapiens invented tools like bone needles to sew proper clothes that kept us warm.

Then, at last, around 12,000 years ago, the glaciers started to melt and the land in Europe became warm again.

There were no shops in those days and all humans were hunter-gatherers. Men, women and children worked together to get food and make every single thing they had. They moved from place to place, hunting herds of animals and gathering plants as they went.

In those days there was a vast area of lowland linking Europe to Britain. We call this area Doggerland. After the Ice Ages, some humans in Europe crossed Doggerland, following herds of deer and cattle. They were the first Britons! People have lived here ever since.

Eventually, thousands of years later, the last glaciers melted and a tsunami flooded Doggerland, turning Britain into islands.

Many more thousands of years later, in 1903, a skeleton was found in a cave in England. Scientists could tell straight away that it belonged to a young man who lived long, long ago. They named him Cheddar Man because the cave was in Cheddar Gorge, near Bristol.

When the technology was invented that could date bones, it showed that this young man lived more than 10,000 years ago. He was one of those first Britons!

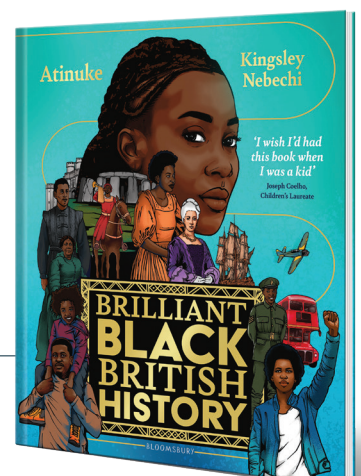
Scientists at the Natural History Museum in London tested Cheddar Man's DNA. It showed that he had blue eyes, curly dark hair and skin as dark as dark can be. Cheddar Man was Black!

About 12,000 years ago, modern humans settled in Britain. They were Black - like all Western Europeans in those days. About 6,000 years ago, people with brown skin migrated to Britain. They brought farming and built Stonehenge, in Wiltshire. The first white Britons migrated to Britain about 4,500 years ago. Britain was Black for 7,500 years before that!



DISCUSSION QUESTIONS

- What do you think a day in the life of a hunter-gatherer was like? How would it have been different to your life today?
- Can you find a map of Doggerland online? How was the shape of Britain after the Ice Ages different to the shape of Britain now?
- When did the first humans enter Britain and where did they come from?
- What did the scientists find when they tested Cheddar Man's DNA?
- For a long time, it was widely assumed that the first inhabitants of Briton were white. How has the discovery of Cheddar Man changed this?
- Why do you think it's important that we learn about Cheddar Man?





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ACTIVITY: CHEDDAR MAN

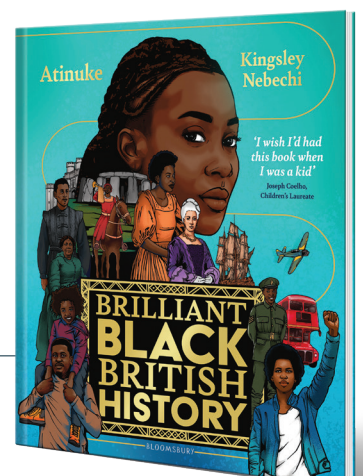
With a partner, you are going to role-play a TV interview between a scientist from the Natural History Museum and a news reporter.

PERSON 1: You are a top scientist at the Natural History Museum. You and your colleagues have been working hard to test Cheddar Man's DNA. The results are just in and they are fascinating. You can't wait to share your exciting discoveries with the public! Take some time to prepare for your interview by making notes about your findings. When and where was the man found? What kind of tests did you do? What did your tests show? Why are these findings important?

PERSON 2: You are a news presenter and you are going to interview a scientist about the intriguing story of the man found in Cheddar Gorge, live on TV. Take some time to prepare for your interview by writing a list of questions for your guest. It's your job to make sure your viewers have all the information they need to understand this story. What questions will you ask?

Lights, camera ... ACTION! It's time to start your interview, try to make it as interesting and as informative as you can for your viewers at home!

When you have finished, reflect on your interview. What do you hope your viewers learnt from your interview? How do you think the information you've shared might change the way your viewers see British history?white. How has the discovery of Cheddar Man changed this?



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KS2 TEACHING RESOURCE PACK

2: BLACK ROMAN BRITAIN

Read this extract from pages 14–15 to find out more about the diversity of Roman Britain and the intriguing story of an important Black woman who lived in Britain over 2000 years ago!

BLACK ROMAN BRITAIN

Black, white and brown people lived in the Roman Empire. Anyone who was rich and important could become a Roman citizen – with men having the right to vote and become emperor.

However, it was enslaved people who did all the hard work. Historians think that most enslaved people in the Roman Empire were white and owned by important Black and white Romans.

Britain was ruled by Roman governors who all hoped to become emperor one day. From around 139 to 144 CE, Quintus Lollius Urbicus was the governor of Britain. He was a Berber from North Africa – the first ruler of England and Wales with brown skin.

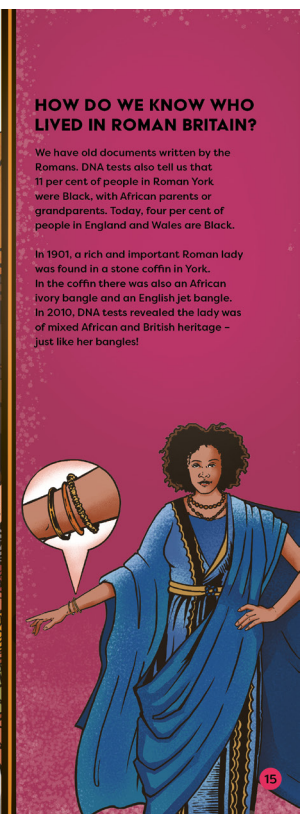
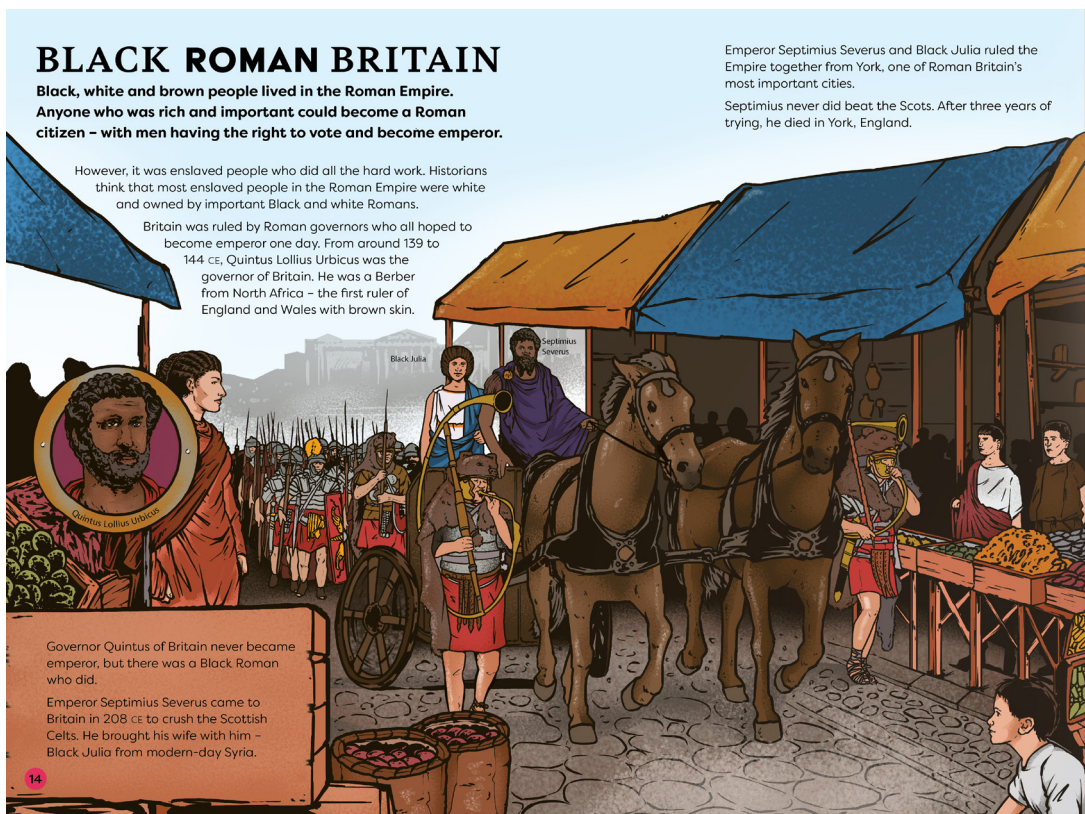
Emperor Septimius Severus and Black Julia ruled the Empire together from York, one of Roman Britain's most important cities.

Septimius never did beat the Scots. After three years of trying, he died in York, England.

HOW DO WE KNOW WHO LIVED IN ROMAN BRITAIN?

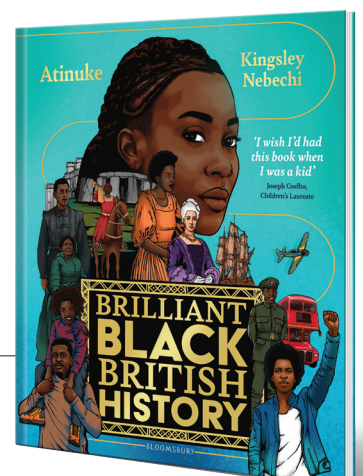
We have old documents written by the Romans. DNA tests also tell us that 11 per cent of people in Roman York were Black, with African parents or grandparents. Today, four per cent of people in England and Wales are Black.

In 1901, a rich and important Roman lady was found in a stone coffin in York. In the coffin there was also an African ivory bangle and an English jet bangle. In 2010, DNA tests revealed the lady was of mixed African and British heritage – just like her bangles!



DISCUSSION QUESTIONS

- Which person in the picture do you think is the richest, most high-status person? How can you tell? Which person do you think is the poorest person of lowest status? What makes you think this?
- How do you think life for rich, important people was different from life for poor people in Roman Britain?
- What historical evidence do we have to tell us who lived in Roman Britain?
- What percentage of people in Roman York were Black? How does this compare to the population of England and Wales today?
- Do you know what 'ivory' and 'jet' are?
- Where do you think the rich Roman lady might have got her bangles from? Why do you think they may have been important to her?





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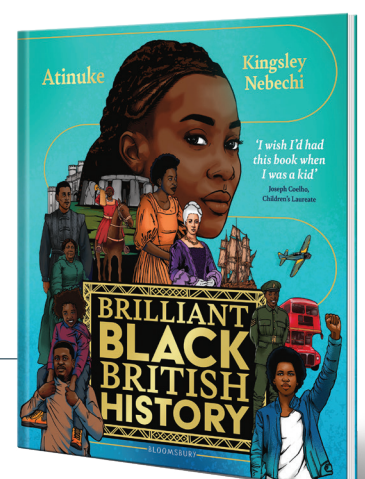
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ACTIVITY: WHO WAS IVORY BANGLE LADY?

1. The woman who was found in the stone tomb in York is often referred to as 'Ivory Bangle Lady'. Imagine you could go back in time and meet Ivory Bangle Lady. What three questions would you like to ask her?
2. Carry out some further research into Ivory Bangle Lady. Can you find out what other objects she was buried with? What do these items tell us about her? Where do historians think she might have been born?
3. As a class, reflect on what the discovery of Ivory Bangle Lady tells us about life in Roman Britain. Why do you think the discovery of Ivory Bangle Lady was important?
4. Historians have worked out a lot of information about Ivory Bangle Lady but there are many details of her life that remain unknown. Use your knowledge of Roman Britain to bring Ivory Bangle Lady to life in your imagination! What do you think her interests were? Who might her family have been? What do you think her house looked like? (Remember, she was a wealthy, important Roman so her home and lifestyle would have reflected her high status in society.) Fill in the boxes on the following page with words or pictures to create a character profile for Ivory Bangle Lady!



Name:

Age:

Interests:

House:

Family:

Favourite foods:

Most treasured possessions:

Life story so far:



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KS2 TEACHING RESOURCE PACK



3: THE FIGHT FOR FREEDOM

When you have read pages 26–31 about the Transatlantic Slave Trade, read the following extract from pages 32–3 to discover stories of resistance and rebellion.

REBELLION

Stolen African peoples never stopped fighting for their freedom – either on the slave ships or on the plantations.

Some chained people were freed by African warriors before the ships set sail. Other times, the stolen people took over the ships on the journey to America, like on the British ship *Marlborough*, in 1752. The captives took over the ship and won a gun battle against another slave ship that tried to stop them sailing home.

The stolen people took no possessions from their homes to the Americas. But the memories of their cultures and traditions kept them strong.

They trained secretly in traditional African martial arts, disguised as dances, like capoeira.

They told African folktales of tricksters like the spider Anansi, who knew how to fool the powerful.

And they made up songs with African rhythms and chords to give them courage, and pass on secret escape codes.

Great leaders like Nanny Grigg in Barbados and Tacky in Jamaica organised rebellions on the plantations. At first they failed – but they never gave up. The stolen people rebelled again, and again, on every island and in every county in the Americas!

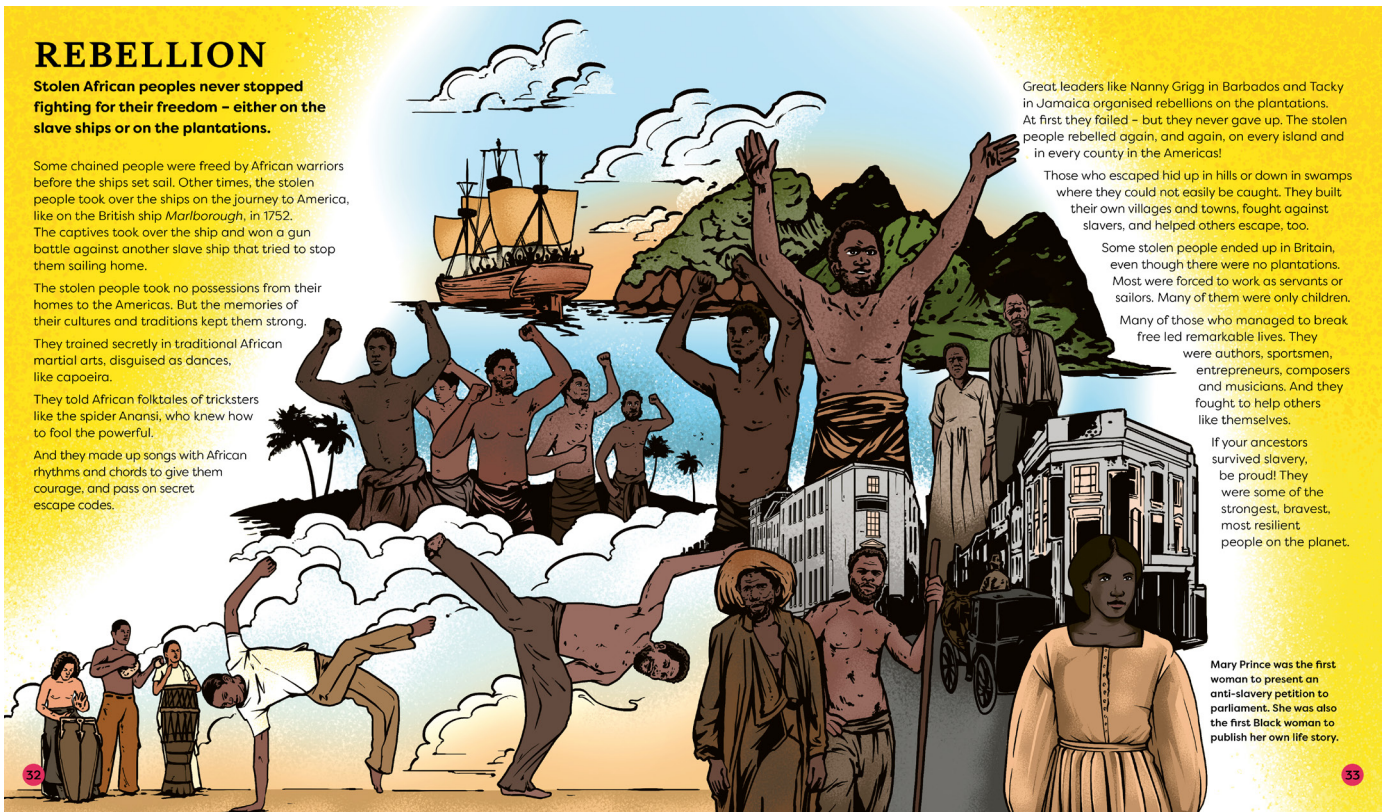
Those who escaped hid up in hills or down in swamps where they could not easily be caught. They built their own villages and towns, fought against slavers, and helped others escape, too.

Some stolen people ended up in Britain, even though there were no plantations. Most were forced to work as servants or sailors. Many of them were only children.

Many of those who managed to break free led remarkable lives. They were authors, sportsmen, entrepreneurs, composers and musicians. And they fought to help others like themselves.

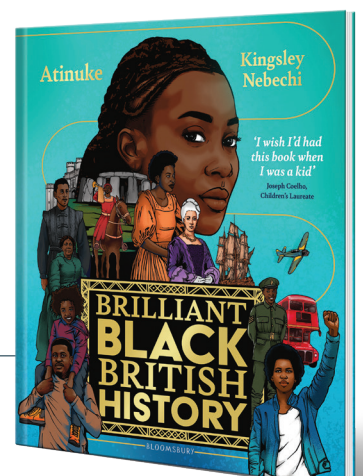
If your ancestors survived slavery, be proud! They were some of the strongest, bravest, most resilient people on the planet.

Mary Prince was the first woman to present an anti-slavery petition to parliament. She was also the first Black woman to publish her own life story.



DISCUSSION QUESTIONS

- Have a look at the pictures on pages 32–3. What do you think the different people in the pictures are doing?
- Why do you think the stolen people had to disguise their martial arts training as dancing?
- Why do you think the stolen people told each other folktales about Anansi the trickster? How might they have felt on hearing these stories?
- Does any of the information on this extract surprise you? If so, why do you think this is?
- How do you feel when you read this extract?
- Can you sum up what you have learnt from this extract in one sentence?





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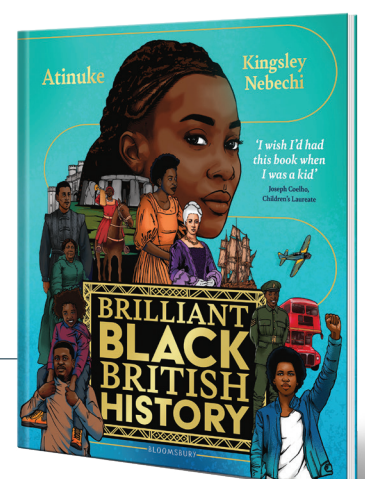
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ACTIVITY: THE LIFE OF MARY PRINCE

1. Mary Prince was an incredible Black woman who played an important role in the history of Britain. Carry out some research into the life of Mary Prince. Find out:
 - Where was she born
 - When was she stolen from her family
 - When she arrived in England
 - What her book was called
 - Why was her book important and the impact it had when it was published
2. The stories of stolen people who fought for their freedom often go untold. Why do you think it's important that we remember the stories of stolen people like Mary Prince? Discuss with your class
3. Like many Black people in British history, Mary Prince's story is not well known and few people today have heard of her. You can help to change that! Write a presentation about Mary Prince. Tell your audience all about her and her life. What did she accomplish? What do you admire about her? What impact did she have and why does she deserve to be recognised and celebrated? You might like to share your presentation with your school community, perhaps in an assembly or open day.



BRILLIANT BLACK BRITISH HISTORY

Atinuke • Kingsley Nebechi

KS2 TEACHING RESOURCE PACK

4: THE WINDRUSH GENERATION

Read pages 52–3 to find out about the story of the Windrush Generation and the contribution they made to life in Britain.

THE WINDRUSH GENERATION

It took all of Britain's money to win World War Two. Afterwards, the cities were left in rubble and most people were extremely poor. More than 2 million British people migrated to other countries.

The National Health Service (NHS) was set up in 1948 to help people who could not afford to pay for doctors or medicine. The government took over organising the buses and trains to make sure people could get to work.

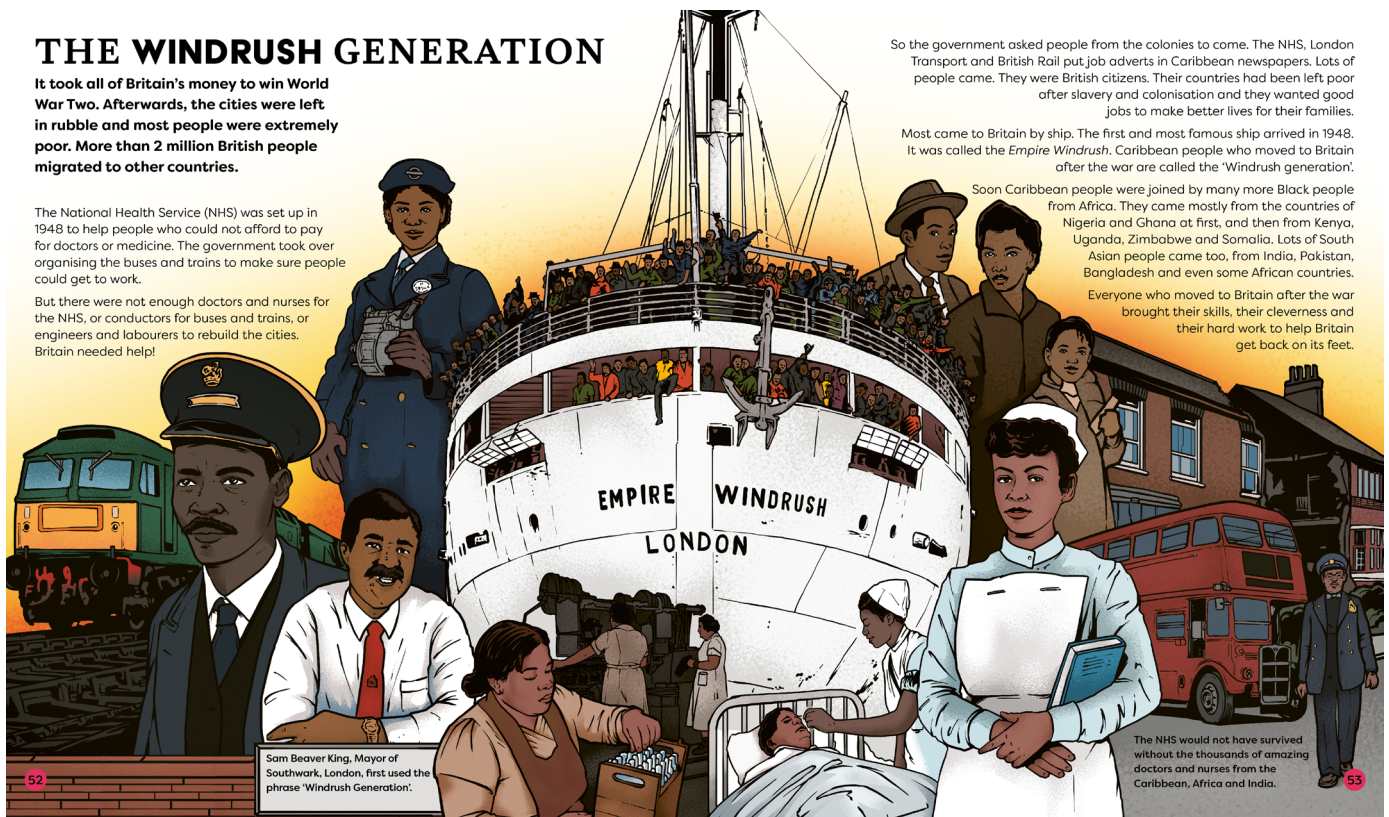
But there were not enough doctors and nurses for the NHS, or conductors for buses and trains, or engineers and labourers to rebuild the cities. Britain needed help!

So the government asked people from the colonies to come. The NHS, London Transport and British Rail put job adverts in Caribbean newspapers. Lots of people came. They were British citizens. Their countries had been left poor after slavery and colonisation and they wanted good jobs to make better lives for their families.

Most came to Britain by ship. The first and most famous ship arrived in 1948. It was called the *Empire Windrush*. Caribbean people who moved to Britain after the war are called the 'Windrush generation'.

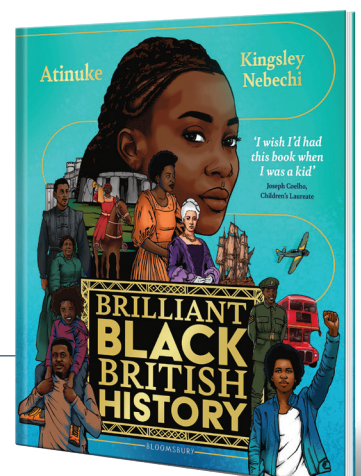
Soon Caribbean people were joined by many more Black people from Africa. They came mostly from the countries of Nigeria and Ghana at first, and then from Kenya, Uganda, Zimbabwe and Somalia. Lots of South Asian people came too, from India, Pakistan, Bangladesh and even some African countries.

Everyone who moved to Britain after the war brought their skills, their cleverness and their hard work to help Britain get back on its feet.



DISCUSSION QUESTIONS

- How would you describe Britain after World War Two?
- Do you know what the NHS is? When and why was it set up?
- What is a 'colony'?
- Why did the British government ask people from the colonies to come to Britain?
- If you were living in the Caribbean in 1948, what reasons might you have for deciding to move to Britain?
- What jobs did the Windrush Generation do?





BRILLIANT BLACK BRITISH HISTORY

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KS2 TEACHING RESOURCE PACK



ACTIVITY: CELEBRATING THE WINDRUSH GENERATION AND BLACK BRITISH CULTURE

1. What do you know about the climate, landscape, culture, food and music of the Caribbean? In what ways is the Caribbean similar to Britain and in what ways is it different? Discuss with your class.
2. Have a look at the picture of the *Empire Windrush* on pages 52–3. Imagine you are a passenger on the *Empire Windrush*. You are travelling from the Caribbean to Britain. How do you feel as you make your journey? What are your hopes and plans for the future? What do you expect to find when you arrive in Britain? With a partner, role-play a short conversation with a fellow passenger.
3. Now, read pages 54–5 in the book. As you will discover, life was not easy for the passengers of the *Empire Windrush* when they arrived in Britain. They often faced racism and were made to feel unwelcome. However, despite the hardships they faced, the Windrush Generation contributed a great deal to British life. They worked as drivers, builders, cleaners, nurses, midwives and in many other important roles. As well as bringing their skills and hard work, the Windrush Generation, and all those who came to Britain from Africa and the Caribbean, also brought their culture. Over the years, Black British culture has enriched and transformed cultural life in Britain.
4. Using pages 58–9 as inspiration, create a mind-map to show everything that Black British culture has contributed to life in Britain. Think about all the influential Black British artists, writers and musicians you know. You might like to use the following subheadings:

MUSIC AND DANCE

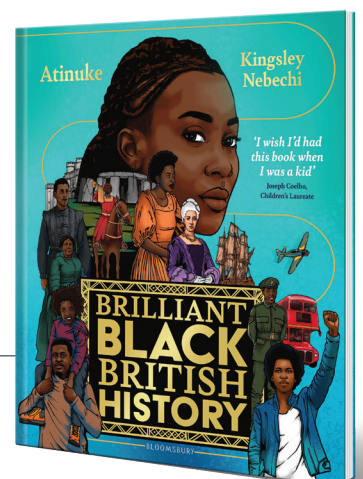
ART

POETRY AND LITERATURE

FOOD

LANGUAGE FASHION

5. Now, use your mind-map to create a vibrant collage celebrating Black British culture that you can display in your classroom!



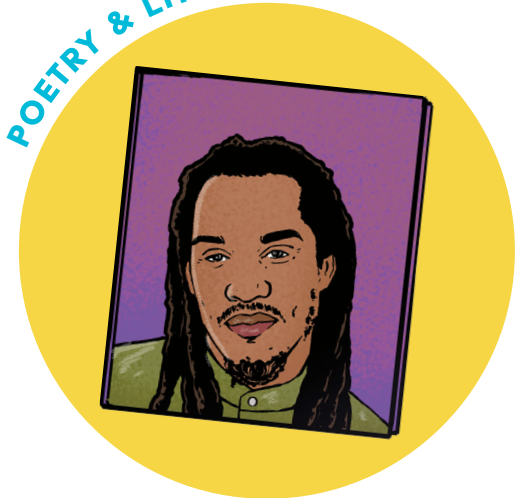
MUSIC & DANCE



ART



POETRY & LITERATURE



FOOD



LANGUAGE

gal dem
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KS2 TEACHING RESOURCE PACK



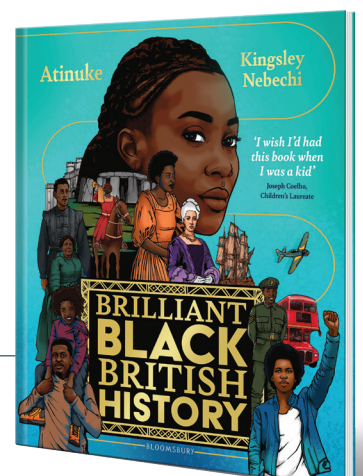
REFLECTION ACTIVITIES

1. On pages 60–1, we learn about 41 Black Britons who help make Britain great. Discuss these pages with your class.
 - Which of these individuals have you heard of?
 - How many different professions are described on this page?
 - Which person most inspires you?
 - If you could invite one of these people to visit your school, who would you choose?

There are many, many more people who could be included on these pages. Draw a picture of somebody you would like to add to the pages and write a description of them. You could create your own display in your classroom!

2. On page 62, the author writes, 'One day, racism will be over'. We can all do our bit to help end racism. With your class, discuss different ways you can help fight against racism. What can you do in your classroom, school or community? Remember, 'Ordinary people can change the world'!
3. Why do you think the author, Atinuke, wanted to write this book? Rt Hon Diane Abbott has said, 'This book is important for all children.' Do you agree? Why do you think it's important? Have you read any other similar books? Discuss with your class.
4. Who would you recommend this book to? Is there anyone you would like to read it? Can you sum up one key message you would like this person (or group of people) to get from the book?
5. On the inside flap of the book, you will see that the author, Atinuke, has written: 'To the children of Britain. Seek out your history. – A'

Discuss this dedication. Who does the history of Britain belong to? Why is it important to know your history? How might you 'seek out' and discover more about your history?



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Brilliant Black British History is a chronological journey of our shared history, celebrating the brilliant Black people who have helped build Britain from the days of our earliest ancestors to the Black Lives Matter Movement and beyond.

Here is a timeline of all the areas of history which the book covers.

300,000 YEARS AGO	Homo Sapiens
	Evolution
12,000 YEARS AGO	First Britons
	First Civilisations
3,000 YEARS AGO	The Celts and The Romans
2,000 YEARS AGO	Black Roman Britain
	Christianity Comes to Britain
	Conquerors and Migrants
1,500 YEARS AGO	The Rise of Islam
	Tudors and Stuarts
500 YEARS AGO	African Empires
	The Americas
400 YEARS AGO	Stolen People
	The Triangular Trade
	Rebellion
300 YEARS AGO	Black Georgians
	Race and Abolition
	The Industrial Revolution
200 YEARS AGO	Freedom
	The Victorian Era
	The British Empire
	Stolen Riches
	World Wars
100 YEARS AGO	Black Heroes
	The Windrush Generation
75 YEARS AGO	The Colour Bar
	Independence
MODERN TIMES	Black British Culture
	Black People Make Britain Great
	Black Lives Matter

