**Black History is Northamptonshire’s History:**

**Module Booklet**

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What are the different types of History?

**Learning Objectives for the module:**

* To gain knowledge and understanding of the historical development of Northamptonshire
* To gain an understanding of a wider cultural heritage that needs to be explored
* To promote an understanding of events not part of the wider curriculum
* To support students to develop skills in investigating, researching, analysis and evaluating sources

**What do you understand about the word ‘history’?**

Write three examples of different types of history here.

You can draw them instead if you want to.

**Lesson 1: An introduction to the Slave Trade and its links to Northampton**

Activity 1: **Watch the video** and write down at least **two** things you have learnt from the video.

<https://youtu.be/7xdd8DvhF8k>

Activity 2: What do you think about Slave traders living in Northamptonshire? **Write** down your thoughts. **Discuss** them with another student if you are working together.

Activity 3: Click on the database link that takes you to the front page. In the ‘Search the Database’ box, type in Northamptonshire, and in the drop-down menu, click addresses. This will allow you to search the database the same way as I did.

<https://www.ucl.ac.uk/lbs/>

If you want to, you can search for individual people, or places.

Have a look, and **write** down what you discover here:

**Homework for Lesson 1:**

**Watch** the video and **write** down **4-6** new things you learnt from this lesson.

<https://www.bbc.co.uk/teach/class-clips-video/history-ks3-ks4-britains-forgotten-slave-owners-1830-slavery/z4f76v4>

1.

2.

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6.

**Lesson 2: Northampton’s Hero, Walter Tull**

Activity 1: what did you learn from lesson 1, **write** down **3-5** things here:

Activity 2: **Watch** the video clip and **write** down the ways in which life was difficult for Walter Tull. <https://youtu.be/XxfXb2A0TdY>

Think about:

* His daily life
* Life as a footballer
* Life as a soldier

Lesson 2: Northampton’s Hero, Walter Tull

Activity 3: Picture Search! Can you find out where these pictures were taken? Use the internet to track down Walter Tull…

Activity 4: **Write** down **3** reasons why Walter Tull should be awarded the Military Cross:

Lesson 2: Northampton’s Hero, Walter Tull - Homework

**Watch** the clip from the Black Heroes Foundation and **write/draw** your hero (there are additional resources at the end of this booklet to help you).

<https://waltertull.org/>

<https://youtu.be/7ragWmz3ypc>

**Lesson Three: The Windrush Generation**

Activity 1: Reflect on lesson 2 – what did you learn?

**Write** your thoughts here:

Activity 2: **Answer** the following questions after watching the video clip.

<https://youtu.be/qKJ-iqFmHOQ>

* Who were the Windrush Generation?
* Where did they come from?
* In 1948, all Commonwealth Citizens were British Citizens – TRUE/FALSE
* How many people arrived on the Empire Windrush in 1948?
  + - 100
    - 257
    - 492
    - 568
* The 1971 Immigration Act gave Commonwealth citizens the right to stay in Britain. What did the Home Office not do? Write down 1 problem:
* What happened under the ‘hostile environment’?

Activity 3: How did the news at the time prevent the people coming from abroad?

In this booklet, you will find scripts from the BBC Home Service news for 22nd June 1948.

**Read** through the news scripts in your booklet.

* Does the script give you the full story of the arrivals?
* Does the script change at all? Why might that be? Think about why this happened, how might the audiences have reacted to each one?

**Scripts:**

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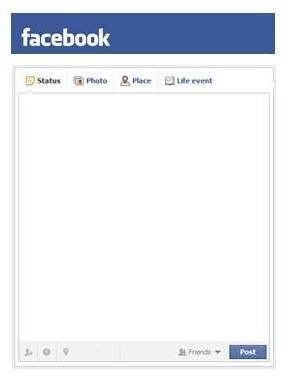
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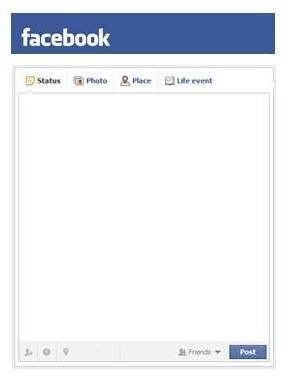
Lesson Three: The Windrush Generation: Homework

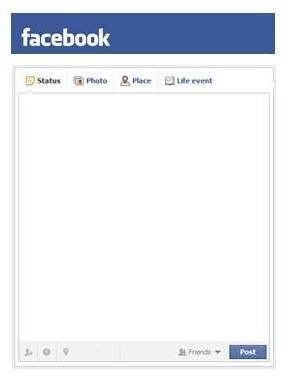
You are a reporter for a newspaper in June 1948.

**Write** a series of Facebook posts that might have appeared in the news about the new arrivals on the Empire Windrush.

Are you going to present **one** point of view, or a **balanced** point of view?







**Lesson four: Power and Protest –**

**The Black Lives Matter Campaign**

Activity 1: Reflect on lesson 3 – what did you learn?

**Write** down **3** things:

Activity 2: What is the Black Lives Matter Campaign?

<https://youtu.be/4Vl4I0weXPU>

**Watch** the clip and **design** your own placard/banner here:

Activity 3: **Read** through the news snippets from around Northamptonshire about the BLM protests.

* How are they presented?
* **One** sided?
* **Balanced** view?



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**Final activity:**

**Create** a poster celebrating black history in Northamptonshire and beyond using all of the resources provided in the lessons.

Planning space:

**Extra resources to help you:**

<https://blackhistoryintwominutes.com/>

<https://www.bbc.co.uk/teach/black-lives-black-history-resources/zy7sm39>

<https://waltertull.org/walter-tull-videos/>

<https://www.blackheroesfoundation.org/?gclid=CjwKCAjwjbCDBhAwEiwAiudBy8hcLtZLY8CtwTcEpBUtCmKxoMCd0H3pfDSenyL6P6qKwnbpDp1mahoCvSsQAvD_BwE>

<https://www.blackheroesfoundation.org/black-heroes-in-history/>

**Sources – how to decode a source**

* WHO – Who produced the source?
* WHERE – Where was it produced?
* WHEN – When was it produced?
* WHAT – What type of source is it?
* WHY – Why was it produced?
* HOW – How does it help our understanding of the past?