



Places: Important Sites in Black British History

by Melody Triumph

KS2 Lesson Activities Guide

These activities are designed for 9–11-year-olds but can easily be adapted for 7–9-year-olds.

These lesson activities can be used as part of History, English and PSHE lessons.

Use alongside *The Black Curriculum: Places Vocabulary Resources* which you can find in the download section of the DK Learning site.

Overview

This book looks at different people you may not have heard of, different events you may not know about in your own city, and different places that are full of Black British History. See the table below for the areas of the National Curriculum covered by using the book and the lesson activities in this guide.

National Curriculum areas

History

- Explore similarity, difference, and significance.
- Know and understand significant aspects of history from the wider world.

English objectives

- Participate in discussions, presentations, performances, role play/improvisations and debates.
- Retrieve and record information, make inferences and summarise key events.

Relationships Education (PSHE)

Pupils should know:

- the importance of respecting others, even when they are very different from them (e.g. physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- and understand what it means to challenge stereotypes.

Key vocabulary

Teachers can address these words as they read the book and many of these words are within the glossary or *The Black Curriculum: Places Vocabulary Resources* which you can find in the download section of the DK Learning site:

boycott, racism, inclusive, campaign

Lesson Activities

Book page	Activities
Pages 52–59	<p>Explain that Black people have lived in many places across the UK, including Leeds, Liverpool, Wales, Manchester, Nottingham, etc. but that sometimes people think that Black people were only living in London. Tell the class that today they are going to be exploring Black British history in Bristol. Some pupils might live in this city or be familiar with it, but others might not. In this case, show the map on pages 51–52 and ask pupils to find Bristol and then (if you're teaching in the UK) if your town, city or nearest city is shown on the map.</p> <p>Read through the pages 52–57 as a class or set as silent reading. If reading as a class, your pupils may benefit from you modelling some fluency strategies, such as echo reading for some parts of the book. You read the section and your pupils echo back, emulating your intonation, tone, speed, volume, expression, movement, use of punctuation.</p> <p>Ask the class to close their books. Ask the class to write down the four significant places in Bristol mentioned in the text. The fastest correct answer is the winner. Allow pupils to work with a partner if you wish. (Answers: <i>Ajax in St. Pauls, St Pauls, Dockland Settlement, Bamboo Club</i>). Then give pupils a minute to remember a fact about these places. Elicit answers from the class. Allow them to refer to the book if necessary.</p> <p>You may wish to play some clips of the musicians mentioned in the book, such as Bob Marley and Tina Turner. Ask the class to turn to page 58. If where your school is based has a festival that the pupils will be familiar with, have a class discussion about their experiences or knowledge of it, e.g. When did they go? What did they see or eat? What is the festival celebrating?</p> <p>If you have iPads, you may wish to allow pupils to search for information about the festivals listed. Alternatively ask the class to look at the pictures on pages 56–57 in pairs or small groups, to help them come up with a list of things they would expect to see at a festival. Elicit answers from the class.</p> <p>For the project on page 59, allow pupils to work in pairs or small groups. If pupils are working in groups it may be a good idea to assign roles, e.g. scribe, artist, presenter, etc. to ensure every member is contributing.</p> <p>Projects like this can take as much or as little time as you like in class, but it is good to set a time limit and encourage pupils to use the time wisely. so if you allow them 30 mins: 15 minutes can be planning time and 15 minutes making the poster. Pupils can present their ideas in class and you could do a secret (to avoid hurt feelings!) ballot on whose the class thinks is the best.</p> <p>TIP If your class is quite shy then you may wish to make your own poster ahead of time and present it to the class before they work on their own. It is a good idea to be as imaginative and outlandish as possible, as this will give pupils 'permission' to do the same. They can then ask you questions based on the ideas on page 59 (food, music, etc).</p>

Cont. overleaf

Pages 60–65

These activities practise skimming (reading a text quickly to get the general idea) and scanning (reading a text quickly in order to find specific information).

Project or print out **Worksheet: Black people who helped shape Bristol** on the next page of this guide. Ask pupils to scan **pages 60–63** to find and write down the answers. Set a time limit of 5–10 minutes and allow pupils to check their answers together. You may wish to go through the following tips for scanning before your pupils attempt the task:

- ✓ Read the question.
- ✓ Scan the page from left to right.
- ✓ Have an idea of what you are looking for, e.g. objects and artefacts, numbers, dates and adjectives, etc.
- ✓ Read the sentences before and after.
- ✓ Check that answers make sense.

(Worksheet Answers: 1. Including everyone; 2. played a role in starting the first St. Pauls Carnival, first Black person to get an MBE in the South West of England, Bristol City Council's first community development officer / first Black person to work in a high position in the city; 3. 26; 4. She campaigned for many disadvantaged communities in Bristol and advocated celebrating Black history; 5. Calypso; 6. 11 Josephine House, it was about the different problems faced by many Caribbean people when they brought their culture to England.)

For stronger classes or fast finishers use the following stretch and challenge ideas:

- Create two of your own questions for someone else in the class to answer.
- Create a fact file with information about one of the key women in Bristol. Remember to include all the key dates and sources of evidence.
- If you do not live in Bristol, look up and find out about famous Black people in or near a place that you live in the UK.

Alternative activity: Assign one small text about a person (Carmen Beckford, Hyacinth Hall, Princess Campbell and Alfred Fagon) to each member of the class (give Alfred to stronger pupils). Allow them 3 minutes to skim-read their text. Then match them with a partner who has read a different text and give them 5 minutes to tell their partner what they learnt about these important people.

Read **pages 60–63** together as a class. Ask pupils to discuss the following questions with a partner: *Why are these events or people so important? Why? How do they relate to the places you live? What do they teach us? How does it relate to the present?* Open the discussion up as a whole class and allow the pupils to discuss their thoughts and feelings.

Pages 64–65 are ideal for in-class project work or homework. Some pupils may be uncomfortable writing a poem, so do give them the choice from all of the options suggested.

All of these lesson activity ideas and tips can be adapted for other chapters of the book.

Further reading

More information on reading fluency:

[EEF blog: Shining a spotlight on reading fluency.](#)

[EEF Reading fluency in practice.](#)

More information on the topics:

[Further information and biography of James Samuel Risien Russell](#)

Lesson activities guide by Shareen Wilkinson. Shareen is an education adviser and a primary director for a multi-academy trust.

Other books in the series: *The Black Curriculum Legacies: Black British Pioneers* and *The Black Curriculum Migration: Journeys through Black British History*.

Website: <https://learning.dk.com/uk>



Worksheet: Black people who helped shape Bristol

1. Tick the box that is closest in meaning to *inclusive*.

☐ Leaving everyone out

☐ Making friends

☐ Including everyone

☐ Keeping things the same

2. Give three important things that *Carmen Beckford MBE* did in *Bristol*.

3. In 2018, how many *Black* headteachers were in *Bristol*?

4. Why was *Princess Campbell* a key person who shaped *Bristol*?

5. What type of music did *Alfred Fagon* perform?

6. Which of *Alfred's* plays was set in *Bristol* and what was it about?
