



MAKING THE CONNECTIONS EDUCATIONALLY



KS1 & KS2





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FOREWORD

TACT's Education Service believes that to empower young people to have a voice, they should be seen, heard, and feel that they have a place in the world. To this end, we have developed TACT's own BLM curriculum over the last 2 years in support of the BLM Movement. We hope that this resource will promote discussions, open up thinking and ensure that none of our young people suffer the oppression of their ancestors.

Our children are beautiful and limitless, and they can achieve anything by believing in themselves.

“EDUCATION IS THE MOST POWERFUL WEAPON WHICH YOU CAN USE TO CHANGE THE WORLD.”

NELSON MANDELA

I am delighted that TACT has produced these excellent resources. By proactively teaching children and young people about the historical and continuing contribution of Britain's Black community to the UK we are empowering them to promote empathy, respect, and understanding. We are helping all pupils to focus on what it is like to experience racism and to want to stand up to racial injustice. Discussions about racism may not be easy, but silence is not an option because that enables racism to thrive.

Lorraine Pascale

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MATHS

The national curriculum for Maths aims to ensure that all pupils:

- Become fluent in the fundamentals of mathematics, and have frequent practice with and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.
- Can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps, and persevering in seeking solutions.

MAKING CONNECTIONS TO BLACK HISTORY:

Resource:

Katherine Johnson (26 August 1918 - 24 February 2020, was an American Mathematician who calculated and analysed the flight paths of many spacecraft during her more than three decades with the U.S. space program. Her work helped send astronauts to the moon. The story of her amazing mathematical contribution to NASA was featured in the film 'Hidden Figures'.

Dr Nira Chamberlain (17 June 1969 – current) is a British Mathematician who has developed mathematical solutions for industries such as defence, aerospace and energy. He also writes mathematical models that solve complex problems. One model he uses is the bar chart to visualise data.

Learning Objective:

A good understanding of maths is required in our daily lives, and it is especially useful in some fields of work. With hard work, determination and resilience, we too could become mathematicians like Katherine and Nira and help big companies.

Provide the class with bar chart exercises and explain how these could be used in industry. Here's an example:

1. Get the children to share their ethnicity with the class.
2. Ask the class to count how many children are within each ethnic group.
3. Support the children to create a bar chart showing the different ethnicities within their class.

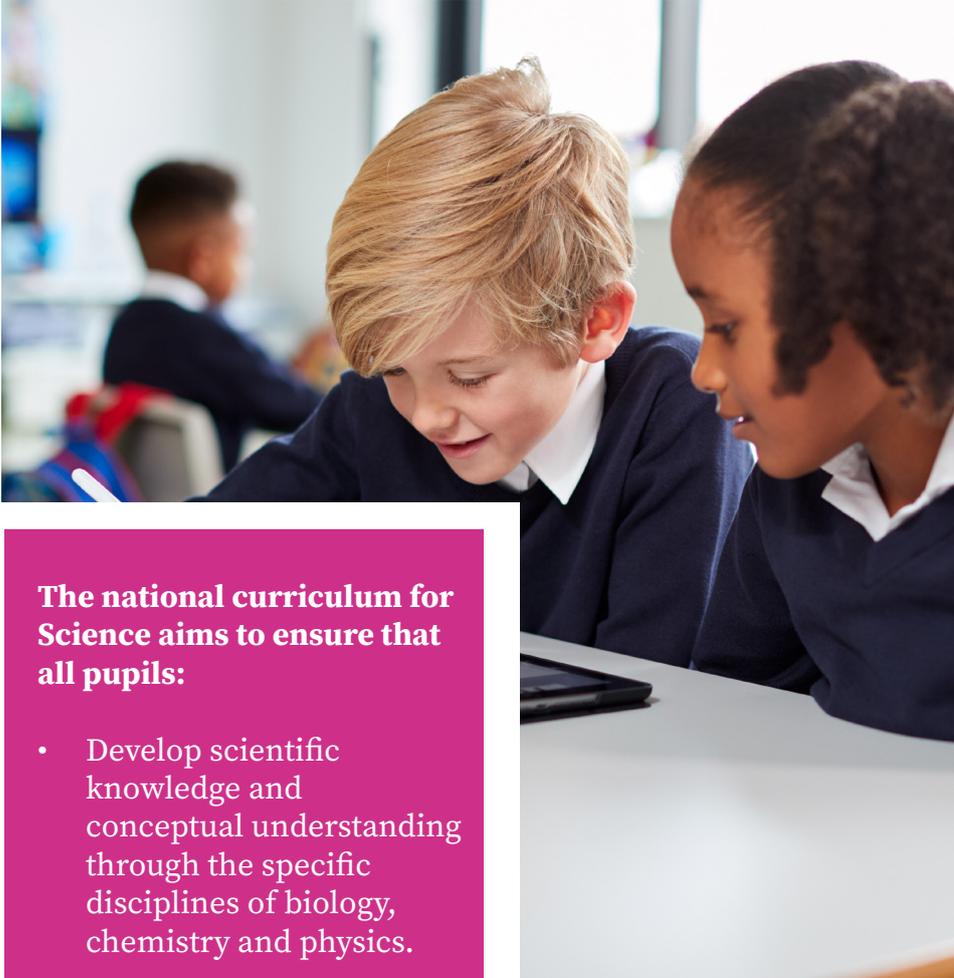


Dr Nira Chamberlain



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SCIENCE



The national curriculum for Science aims to ensure that all pupils:

- Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.
- Develop an understanding of the nature, processes and methods of science through different types of scientific enquiries that help them to answer scientific questions about the world around them.
- Are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

MAKING CONNECTIONS TO BLACK HISTORY:

Resource:

Dr Maggie Aderin-Pocock (9 March 1968) is a British Space Scientist and science educator. She was awarded the Institute of Physics William Thomson, Lord Kelvin Medal and Prize for her public engagement in physics. Dr Aderin-Pocock is not your usual space scientist for many reasons!

Mae Jemison (17 October 1956) is an American Engineer, Doctor and former NASA Astronaut. She became the first black woman to travel into space when she served as a Mission Specialist aboard the Space Shuttle Endeavour.

Learning Objective:

Help the class to create a 3D model of our solar system. Can they find real life satellite images of the planets? Ask them what makes each of them special. Older children can investigate Mae's mission, report what training was necessary and how far Mae travelled.

Both Dr Aderin-Pocock and Mae Jemison are living proof that anyone and everyone should follow their dreams, regardless of any perceivable hindrance, such as a learning disability or socio-economic background. Don't stop believing that the sky or solar system is the limit!

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ART & DESIGN



The national curriculum for Art & Design aims to ensure that all pupils:

- Produce creative work, exploring their ideas and recording their experiences.
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Evaluate and analyse creative works using the language of art, craft and design.
- Learn about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

MAKING CONNECTIONS TO BLACK HISTORY:

Resource:

Notting Hill Carnival (NHC) is still proudly a community-led event and its ever-increasing popularity over the last 5 decades has seen it become the wonderfully diverse and vibrant event it is today.

With over a million visitors expected over the August Bank Holiday, London's NHC is second only to Brazil's Rio Carnival in size, and is now one of the globe's largest annual arts events. NHC is considered to be the largest street event in Europe.

Learning Objective:

1. Get the children to research the wide variety of costumes that are worn at Notting Hill Carnival – what makes these costumes unique? How do you think they were made?
2. Ask the children to complete a Notting Hill Carnival costume design.
3. Once they have their design, it's time to get them to bring their costume to life by adding any materials they think would help to make it as realistic as possible. (crepe paper, old clothing, glitter, paint, 3D materials, etc.)



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P.E.

The national curriculum for Physical Education aims to ensure that all pupils:

- Develop competence to excel in a broad range of physical activities.
- Are physically active for sustained periods of time.
- Engage in competitive sports and activities, and lead healthy, active lives.

MAKING CONNECTIONS TO BLACK HISTORY:

Resource:

A recent Sport England study suggests that children of black heritage are less likely to participate in sports compared to their white counterparts. Culture and racism in sport have been cited as factors.

Learning Objective:

Discuss the importance and benefits of exercise for all. Get the children to design an inclusive sports day which will provide physical activity, and also stimulate mental and emotional wellbeing.

ENGLISH

The national curriculum for English aims to ensure that all pupils:

- Read easily, fluently and with good understanding.
- Develop the habit of reading widely and often, for both pleasure and information.
- Acquire a wide range of vocabulary, an understanding of grammar, and knowledge of linguistic conventions for reading, writing and the spoken language.
- Appreciate our rich and varied literary heritage.
- Write clearly, accurately and coherently, adapting their language and style in a range of contexts and purposes for audiences.
- Use discussion in order to learn; they should be able to elaborate and clearly explain their understanding and ideas.
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others, and participating in debates.

MAKING CONNECTIONS TO BLACK HISTORY:

Resource:

The first people to move from the Caribbean to the UK in the 1950s are called the Windrush generation. They are named after one of the ships which was called “Empire Windrush”. 86 children under the age of 12 sailed on the Empire Windrush.

Follow the story of 10 year old Floella Benjamin on her journey to England with the book “Coming to England”.

The book has also been illustrated for the first time as a picture book for young children.

Learning Objective:

1. Where possible, read the book together. Discuss the experiences of Floella and Angelina, and encourage the children to talk about their own experiences and feelings of going somewhere new, and being the new person. Ask them to present their account to the class. What could they do to make others feel welcome? Remind them that children and adults alike will encounter these experiences at different times in their lives. Creating strategies to manage these experiences is key.
2. Can you write about a time you went to a new place? Perhaps how you felt when you started school? How did you feel?

HISTORY

The national curriculum for History aims to ensure that all pupils:

- Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- Learn about events beyond living memory that are significant nationally, or globally [for example, the Great Fire of London, the first aeroplane flight, or events commemorated through festivals or anniversaries].
- Study the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell].
- Learn of significant historical events, people and places in their own locality.

MAKING CONNECTIONS TO BLACK HISTORY:

Resource:

In both “Little Legends” books, Vashti Harrison looks at both men and women throughout history to applaud their accomplishments. “Little Legends” documents the lives and accomplishments of black men and women, spanning centuries and continents.

All of these individuals contributed very differently to our history: some were scientists, some artists, politicians, pilots, mathematicians, poets, filmmakers, actresses, and so on. These individuals all did something to make the world a better place for generations of people after them. Harrison imagines these individuals to be “little” versions of themselves, in which the children reading these books can easily see themselves reflected, because the stories are not just stories of what they have done - they are about what the children reading these stories can also accomplish.

Vashti Harrison’s “Little Legends” series features the true stories of visionary women and men from around the world:

‘Bold Women in Black History’ and ‘Exceptional Men in Black History’.

Learning Objective:

Set the children up into small groups and ask them to choose 1 individual from either the “Bold Women”, or “Exceptional Men” books.

The children should brainstorm and research together to produce a PowerPoint presentation on the following:

1. Who is the individual they have chosen?
2. What has the individual done to be a ‘bold woman’, or ‘exceptional man’?
3. What effect does the individual’s accomplishment have on our lives today?

The groups can then feed back their findings to the rest of the class.



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GEOGRAPHY

The national curriculum for Geography aims to ensure that all pupils:

- Develop contextual knowledge of the location of globally significant places, both terrestrial and marine, define physical and human characteristics, and how these provide a geographical context for understanding the actions of processes.
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent, and how they bring about spatial variation and change over time.
- Are competent in the geographical skills needed to collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).
- Communicate geographical information in a variety of ways, through maps, numerical and quantitative skills, and writing at length.

MAKING CONNECTIONS TO BLACK HISTORY:

Resource:

Africa is the second largest continent after Asia, covering 1/5 of the Earth's total land surface. The continent is bounded on the west by the Atlantic Ocean, on the north by the Mediterranean Sea, on the east by the Red Sea and the Indian Ocean, and on the south by the Atlantic and Indian Oceans.

Learning Objective:

1. Watch a video about the continent of Africa.
2. The children can create a word search, or a quiz on the continent of Africa, ensuring all the countries within the continent are included.





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LANGUAGES

The national curriculum for Languages aims to ensure that all pupils:

- Understand and respond to the spoken and written language from a variety of authentic sources.
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.
- Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.
- Discover and develop an appreciation of a range of writing in the language studied.

MAKING CONNECTIONS TO BLACK HISTORY:

Resource:

Read Benjamin Zephaniah's poem 'The Men from Jamaica are Settling Down'.

Learning Objective:

Discuss how migrants from the Caribbean were treated by some British people.

Now create your own poem from what you have found out from your research.

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COMPUTING

The national curriculum for Computing aims to ensure that all pupils:

- Can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.
- Can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems.
- Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
- Are responsible, competent, confident and creative users of information and communication technology.

MAKING CONNECTIONS TO BLACK HISTORY:

Vashti Harrison's "Little Legends" series features the true stories of visionary women and men from around the world:

'Bold Women in Black History' and 'Exceptional Men in Black History'.

Learning Objective:

The children will create a PowerPoint presentation detailing their research and findings on their chosen individual from the "Little Legends" books. This will be presented to the class in their groups. The children should make full use of IT, including graphics, videos and animations.



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MUSIC

The national curriculum for Music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a

musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.

- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

MAKING CONNECTIONS TO BLACK HISTORY:

Resource:

Africa is a continent with a very high linguistic diversity; there are an estimated 1500-2000 African languages. Of these languages, four main groupings can be distinguished:

- Afro-Asiatic (approx. 200 languages)
- Nilo-Saharan (approx. 140 languages)
- Niger-Saharan (approx. 1000 languages)
- Khoisan (approx. 30 languages)

Learning Objective:

1. Explore and look into the African Children's Choir.
2. Watch some of their performances, and see if you can recreate one with the children.
3. Use any instruments that you feel will bring the performance to life.



TACT is committed to being a resolutely anti-racist organisation. We believe that much racism is rooted in ignorance, and that education is one of the strongest tools we have to tackle it, promote understanding and community cohesion. When we formed our BLM group following the murder of George Floyd by US police officers, we wanted to take a positive and proactive approach. These impressive educational materials are exactly the change we wanted to see, and I am very proud that our Education Service and foster carers have produced such brilliant resources.

ANDY ELVIN
TACT CEO

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