

#blm
black lives matter

MAKING THE CONNECTIONS EDUCATIONALLY

KS3 & KS4





CONTENT

KS3

- 4 English
- 6 Music
- 7 Art & Design
- 8 P.E.
- 10 P.S.H.E.
- 11 Design & Technology
- 12 Modern Foreign Languages
- 13 Geography
- 14 History
- 16 Maths
- 17 Science
- 19 I.T.

KS4

- 21 Music
- 22 Geography
- 23 History
- 24 Maths
- 25 English
- 26 Science
- 27 Citizenship
- 28 R.E.
- 29 Art & Design
- 30 Computing
- 31 P.E.



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

KS3

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.



Dr Maya Angelou 1928 – 2014

MAKING CONNECTIONS TO BLACK HISTORY:

Resource:

Poem 'Still I Rise'

Dr Maya Angelou 1928 – 2014

An American Civil Rights activist and author. She published seven autobiographies, and several books on poetry.

'Still I Rise' extract

*You may write me down
in history with your bitter,
twisted lies, You may trod me
in the very dirt. But still, like
dust, I'll rise.*

Learning Objective:

1. Evaluate "Still I Rise" providing a thorough analysis, interpretation and understanding of its key themes and meaning. What is the poem about? Who is the narrator? What is the emotion and mood conveyed?
2. Write and perform a response to Maya Angelou's 'Still I Rise'.



KS3

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.



Stormzy - British Rapper

MAKING CONNECTIONS TO BLACK HISTORY:

Resource:

Scott Joplin, The Entertainer 1902. Born in Texas in 1868, Scott Joplin was one of the originators of the new Ragtime music, and certainly the best-known of such composers. Viewed as the “King of Ragtime,” he was the foremost composer of the genre in the early 20th century, known for works like “The Maple Leaf Rag” and “The Entertainer.”

Stormzy, Superheroes 2020

Michael Ebenezer Kwadjo Omari Owuo Jr., known professionally as Stormzy, is a British rapper. In 2014, he gained attention on the UK

underground music scene through his Wicked Skengman series of freestyles over classic grime beats.

Jessye Norman, Ave Maria, Shubert

Jessye Norman, the majestic American soprano who brought a sumptuous, shimmering voice to a broad range of roles at the Metropolitan Opera and houses around the world, was one of the most decorated of American singers. She won five Grammy Awards; four for her recordings, and one for lifetime achievement.

Learning Objective:

1. To compare and contrast the works of Scott Joplin, Jessye Norman and Stormzy, identifying and interpreting the influences and inspirations for their musical style.
2. To gain an understanding of the instruments used from African, Indian or Asian continents, and compose an ensemble influenced by the chosen continent using these instruments.

KS3

ART & DESIGN

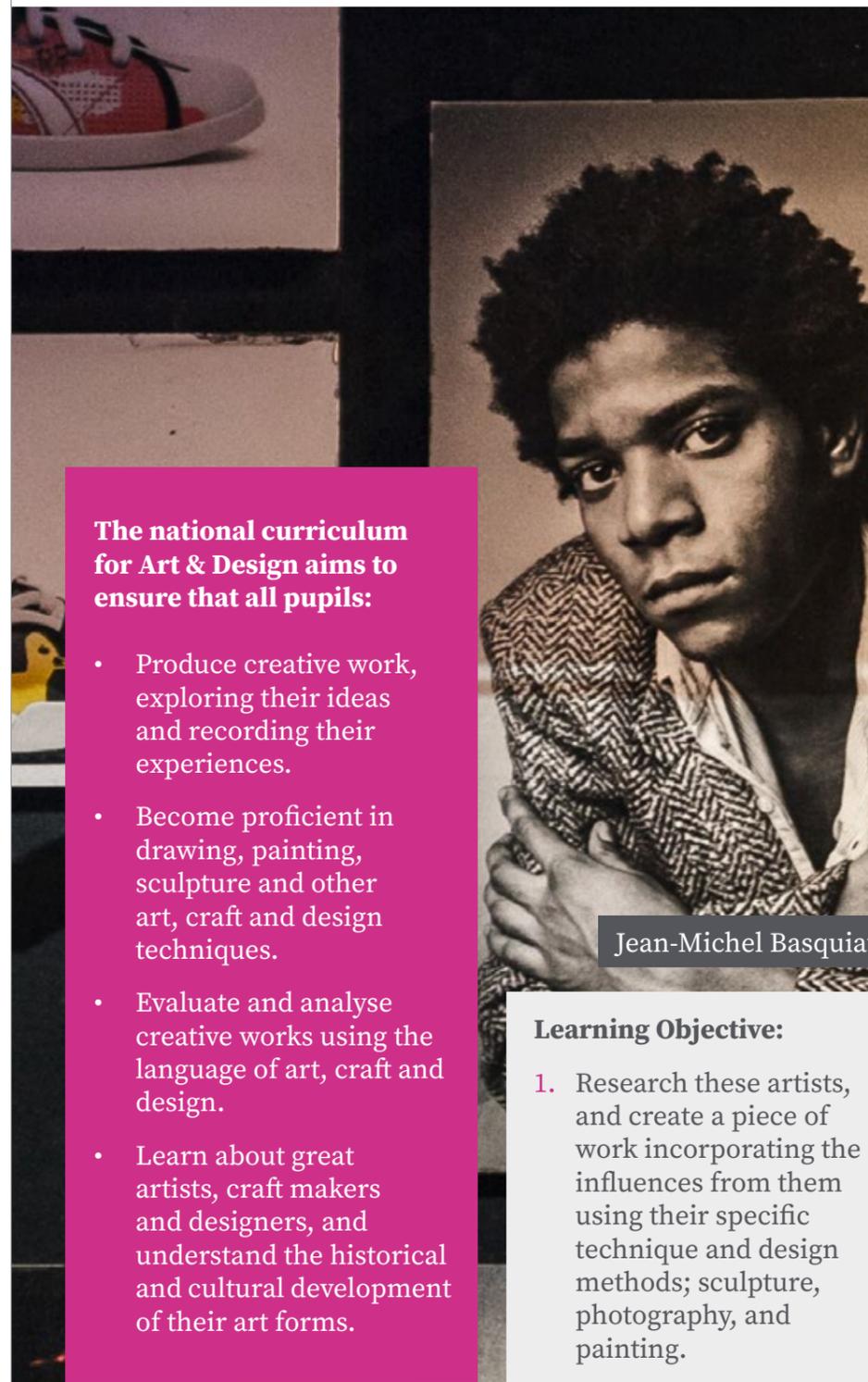
MAKING CONNECTIONS TO BLACK HISTORY:

Resource:

Jean-Michel Basquiat, 1960 -1988, Neo- Expressionist painter. Jean-Michel Basquiat's dramatic life and iconic paintings - which variously feature obsessive scribbling, enigmatic symbols and diagrams, and iconography including skulls, masks, and the artist's trademark crown - make him one of the most famous artists of the 20th century.

Khadija Saye, 1992 – 2017, Photographer. Khadija Saye, also known as Ya-Haddy Sisi Saye, was a Gambian-British photographer. Her photography explored her Gambian-British identity, and was exhibited in the Diaspora Pavilion at the Venice Biennale in 2017. Saye died in the Grenfell Tower fire in 2017.

Augusta Savage, 1892 -1962, Sculptor. At the dawn of the Harlem Renaissance, Augusta Savage fought racism to earn acclaim as a sculptor, showing her work alongside de Kooning and Dalí. However the path she forged is also her legacy.



Jean-Michel Basquiat

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

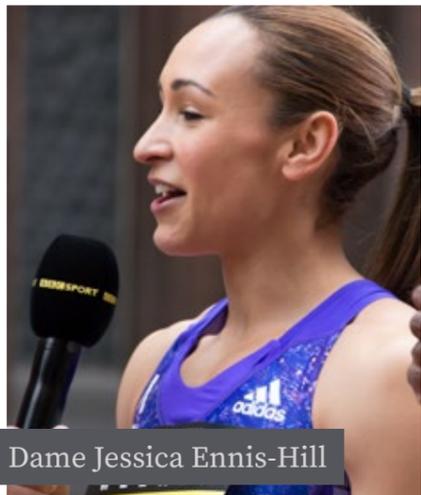
- Produce creative work, exploring their ideas and recording their experiences.
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Evaluate and analyse creative works using the language of art, craft and design.
- Learn about great artists, craft makers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

Learning Objective:

1. Research these artists, and create a piece of work incorporating the influences from them using their specific technique and design methods; sculpture, photography, and painting.

KS3

P.E.



Dame Jessica Ennis-Hill

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.
- Lead healthy lives.

MAKING CONNECTIONS TO BLACK HISTORY:

Resource:

Ade Adepitan MBE - Olympic wheelchair basketball player and TV presenter, Ade Adepitan is an inspiring motivational and sporting conference and keynote speaker. Surviving childhood, polio has gifted Ade with the tools to uplift his audience on subjects such as adversity, success, peak performance, and teamwork.

Dame Jessica Ennis-Hill - Heptathlete. Jessica Ennis-Hill is one of Britain's most successful track and field athletes, specialising in the multi-discipline heptathlon and pentathlon events. Ennis-Hill gained gold at the European championships and became world indoor

pentathlon champion in 2010. Her legendary sporting status was secured when at the 2012 London Olympic Games, she won the heptathlon gold medal with a British and Commonwealth record-breaking score.

Nicola Adams OBE - Boxer. Nicola Adams was one of the stars of London 2012, when she lit up the ring to become the first woman to win an Olympic boxing gold medal. She added a further flyweight gold at the 2014 Commonwealth Games in Glasgow, and was victorious at the 2015 European Games in Baku. The following year Nicola won her first World Championship gold before defending her flyweight title at the Rio 2016 Olympic Games,

Learning Objective:

1. To learn how Black Britons achieved mainstream sporting success
2. Choose a black athlete/sportsperson and examine their climb to success.
3. Create a timeline showing sporting success achieved by black British athletes/sportsmen over the last century.

turning professional in 2017.

Marcus Rashford - Footballer. Rashford's introduction to football started at the age of 4. His skills were so impressive that Manchester United's academy signed him. In 2016, Marcus became the youngest English footballer to score in his first senior international game.

Sir Mo Farah - Long Distance Runner. Sir Mo Farah is a multiple Olympic, World and European Champion athlete. He has accumulated 10 global titles, which includes the 'double double' of gold medals over 5000m and 10,000m at the 2012 and 2016 Olympic Games. He also holds numerous European and British Records.

Sir Mo Farah winning the Men's 10,000m final during the 20th European Athletics Championships.





Notting Hill Carnival

The national curriculum for P.S.H.E. (Personal, Social, Health and Economic) aims to ensure that all pupils:

- Acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system, and how citizens participate actively in its democratic government systems.
- Develop a sound knowledge and understanding of the role of law and the justice system in our society, and how laws are shaped and enforced.
- Develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood.
- Are equipped with the skills to think critically and debate political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs.

KS3

P.S.H.E.

MAKING CONNECTIONS TO BLACK HISTORY:

Resource:

Notting Hill Carnival

The Notting Hill Carnival is a 3-day annual African-Caribbean event that takes place on the streets of Notting Hill, London every late August bank holiday weekend. Notting Hill Carnival has its origins in the carnival traditions of the Caribbean, and the social and political conditions of the post-1948 migration of people from the Caribbean.

Learning Objective:

1. To understand how Black Britain's leading civil rights fighter (Claudia Jones) created what evolved into Europe's largest street party: the birth of London's Notting Hill Carnival.
2. To deliver a presentation on exactly how this happened. Ensure you consider the following:
 - The birth of Notting Hill Carnival, and how this came about.
 - The resistance that Claudia Jones would have faced.
 - Other key civil rights developments during this period.

KS3

DESIGN & TECHNOLOGY



The national curriculum for DT (Design & Technology) aims to ensure that all pupils:

- Develop the creative, technical and practical expertise required to perform everyday tasks confidently, and to participate successfully in an increasingly technological world.
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users.
- Critique, evaluate and test their ideas and products, and the work of others.
- Understand and apply the principles of nutrition, and learn how to cook.

MAKING CONNECTIONS TO BLACK HISTORY:

Resource:

Garret Morgan created the Morgan's Safety Mask (Gas Mask) used by fire and police departments. Many departments did not use the mask when they realised the device was created by a black man, however, with the outbreak of World War I, the Safety mask was used to save thousands of soldiers' lives.

Gladys West is a mathematician whose work contributed to the development of the GPS (Global Positioning System). GPS technology is used across every industry, from tracking humans to animals, using sat navs and social media. GPS is

used from Google Maps, right through to your local delivery service.

Dr. Charles Drew was an African American surgeon and a pioneer in the field of blood research. He also developed the first large scale blood bank in the US. In addition, during World War II, Dr Drew oversaw the running of the 'Blood for Britain' program.

Learning Objective:

1. Using the examples given, design a physical solution that overcomes a specific problem for a group of users.

MODERN FOREIGN LANGUAGES

The national curriculum for MFL (Modern Foreign 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:

Here follows two artists, and two pieces of their work featuring Patois - an English-based creole language with West African influences spoken by people of Caribbean descent.

Linton Kwesi Johnson is a poet and activist, whose early work speaks of his experiences of being African Caribbean in England in the 1970s.

Poem 'Sonny's Lettah' extract:

*I hope that when these few lines
reach you they may
Find you in the best of health
I doun know how to tell ya dis
For I did mek a solemn promise
To tek care a lickle Jim
An try mi bes fi look out fi him*

Rihanna Fenty is a Barbadian, Grammy award-winning singer, and one of the best-selling music artists of all time.

Song 'Work, Work, Work'.



Rihanna Fenty
Barbadian Musician

Learning Objective:

1. Pupils explore Patois within music and poetry.
2. Pupils are challenged to explore and create links by examining the use of Patois in Rihanna's 'Work', and Linton Kwesi Johnson's poem 'Sonny's Lettah'.

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 – including their defining 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 required 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, including through maps, numerical and quantitative skills, and writing at length.



MAKING CONNECTIONS TO BLACK HISTORY:

Resource:

Hurricanes that hit the US, East Coast and Carribean Islands tend to follow a similar course, due to the fact that, mostly, they come from the same place in the world...

'Among the nine hurricanes of 2020, four – including the two most powerful storms "Laura" and "Teddy" – can be traced back to Africa..'

BBC Future, Celia Jones, Oct 2020.

Learning Objective:

1. How are hurricanes affecting the Caribbean?
2. Why and how do most hurricanes that hit the Caribbean come from Africa?
3. Research two natural disasters; e.g. Hurricane Katrina (New Orleans) and the Boxing Day Tsunami (Indonesia).
4. Research the type of disaster, duration, deaths, damage, aftermath, and key facts.

KS3

HISTORY

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

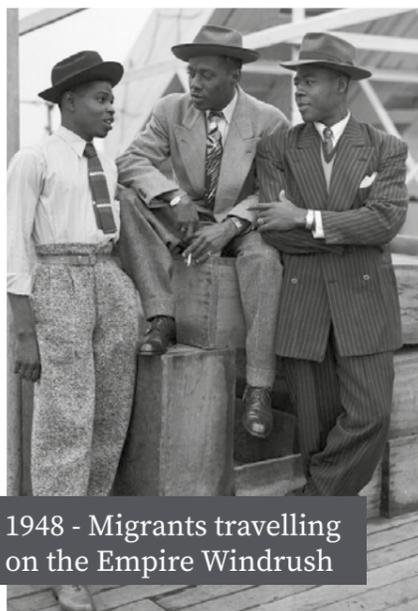
- Learn and understand the history of the islands of Britain as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation, and how Britain has influenced and been influenced by the wider world.
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations, the expansion and dissolution of empires, characteristic features

of past non-European societies, achievements, and follies of mankind.

- Gain and deploy a historically grounded understanding of abstract terms, such as 'empire', 'civilisation', 'parliament', and 'peasantry'.
- Understand historical concepts, such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions, and create their own structured accounts, including written

narratives and analyses.

- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short and long-term timescales.



1948 - Migrants travelling on the Empire Windrush

MAKING CONNECTIONS TO BLACK HISTORY:

Resource:

British Library – [Windrush Stories](#)

After World War II, Britain was a country short of workers, and in need to rebuild its weakened economy. Thousands of men and women came to Britain from the Caribbean to work in sectors, including manufacturing, public transport, and the NHS. The Empire Windrush arrived at Tilbury from the Caribbean on 22 June 1948. While some press headlines welcomed the Windrush passengers, the government was alarmed by the prospect of a visibly different population, although reassured by the assumption that the several hundred men, and some women who disembarked, would be temporary visitors, rather than 'here to stay'.

The Empire Windrush arriving in Britain



Learning Objective:

1. What is your understanding of the terms 'empire' and 'colonies'?
2. How did the colonies help the 'Mother land'?
3. Which industries and fields were transformed with this help?

KS3

MATHS

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

- Become fluent in the fundamentals of mathematics, through varied 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.



Nira Chamberlain

MAKING CONNECTIONS TO BLACK HISTORY:

Resource:

Dr. Nira Chamberlain is a British mathematician, and President of the Institute of Mathematics and its Applications. Nira has developed mathematical solutions for industries such as defence, aerospace and energy. He also writes mathematical models that solve complex problems.

There is a 6 min YouTube presentation of Dr Chamberlain's "The Black Heroes of Mathematics" showing the contribution made by black mathematicians over the past centuries.

Learning Objective:

1. Find out how we use this particular method, e.g. 42 cakes are sold between 3 different people. Each person buys a different amount of cakes. Maya buys the least amount, Ali buys twice as many as Maya and Sam buys four times more than Maya.
2. Question: How many cakes does each person buy?

KS3

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 science 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 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!

A great clip of Dr Aderin-Pocock, by BBC Tech, can be found on YouTube.

Learning Objective:

1. What are the ethical implications of sending people into space?
2. Can we justify the hundreds of millions of pounds often spent on satellites?
3. Use Maggie's answers in the clip as prompts for a debate on science funding to fit in with the SMSC part of the syllabus.

The lesson could be expanded to include the Large Hadron Collider.

It can also be used in Science Week for prompts on careers in science, and women in science.



KS3

I.T.



The national curriculum for I.T. (Information Technology) 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:

Resource:

Artificial intelligence (AI) is intelligence demonstrated by machines in contrast to the natural intelligence displayed by humans and animals, which involves consciousness and emotionality. The technology is revolutionising many industries through its processes of pattern recognition, coupled with decision making based on likely outcomes. Examples are autonomous vehicles, voice assistants (e.g. Amazon Alexa) and medicine.

Whilst new technology is often welcomed, this technology is not without its critics. Undoubtedly, as with all new technology, there will be unintended consequences. Research suggests computers are being taught innate bias against certain groups in favour of others – they reflect societal preconceptions. Face recognition is said to be the most inaccurate of the biometrics, and is rife with privacy concerns.

Learning Objective:

1. What are the main 5 forms of AI?
2. 'Is AI good or bad for our society?' Write a list of pros and cons.
3. Investigate how this innate bias is affecting people of colour over other races. Can this be overcome?



KS4

Billy Ray Cyrus & Lil Nas X

KS4

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, through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure, and appropriate musical notations.

MAKING CONNECTIONS TO BLACK HISTORY:

Resource:

Sax by Fleur East

Fleur East is a British pop singer, best-known for her appearance on the X Factor UK in 2014, in which she was the overall runner-up. During 2015, East was signed to Simon Cowell's record label, and released her debut album which charted in the Top 20 of three countries, with the lead single, "Sax", receiving a BPI Gold Certificate.

Old Town Road by Lil Nas X

Montero Lamar Hill (born April 9, 1999), known by his stage name Lil Nas X.

Lil Nas X is an American rapper and singer. He rose to prominence with the release of his country rap single "Old Town Road", which first achieved viral popularity in early 2019, before climbing music charts internationally and becoming diamond certified by November of that same year.

Redemption Song by Bob Marley

Jamaican singer, musician and songwriter, Bob Marley, served as a world ambassador for reggae music and sold more than 20 million records throughout his career. Nominated for 3 Nobel peace prizes, adopted into the Rock and Roll Hall of Fame in 1994, and becoming 2171st on the Hollywood Walk of Fame in 2001, music was more than a pastime for Bob Marley.

Learning Objective:

Using the Garageband software, create your own track ensuring consideration is given to inter-related dimensions such as pitch, duration, dynamics, tempo, texture, structure, and appropriate musical notations. Can you research and identify the origin of these music genres?

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 – including their defining 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 required 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, including through maps, numerical and quantitative skills, and writing at length.



Learning Objective:

1. Research the Global North polluters and Global South casualties, and identify them on a world map.
2. Create a mind map on how climate change affects us, what we do that affects climate change, and how we can deal with climate change to reduce climate injustice; for presentation at COP26.

MAKING CONNECTIONS TO BLACK HISTORY:

Resource:

Climate Change affects us all, but it has been described as a deeply racialised phenomena since it affects disproportionately more black and brown people around the world.

The 50 least developed nations of the world have contributed only 1% of global greenhouse

emissions. However, people living in the global south often feel the impacts much more severely, they cannot respond as easily, and do not have the resources to recover afterwards.

Climate injustice is closely linked to racial inequality.

HISTORY

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

- Learn and understand the history of the islands of Britain as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation, and how Britain has influenced and been influenced by the wider world.
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations, the expansion and dissolution of empires, characteristic features of past non-European societies, achievements,

and follies of mankind.

- Gain and deploy a historically grounded understanding of abstract terms, such as 'empire', 'civilisation', 'parliament', and 'peasantry'.
- Understand historical concepts, such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions, and create their own structured accounts, including written narratives and analyses.
- Understand the methods of historical enquiry, including how evidence is

used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short and long-term timescales.

MAKING CONNECTIONS TO BLACK HISTORY:

Resource:

There has been a settled African community in England for at least 500 years, as well as evidence of a presence dating back to Roman times. **The Black Tudor period** was significant for black settlement in England. Miranda Kauffman, author of *Black Tudors, The Untold Story*, presents the fascinating history of that time.

'The very concept of black Tudors may sound unlikely, but in this highly readable yet intensively researched book, Kaufmann makes clear that people of African descent were residing in England centuries before the post-war Windrush generation and were not necessarily enslaved.' - Publishers Weekly

Learning Objective:

Research the lives of John Blanke and Jacques Francis. Who were they? Why are they significant?

KS4

MATHS

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

- Become fluent in the fundamentals of mathematics, through varied 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, born in 1918, was an American mathematician whose calculations of orbital mechanics as a NASA employee were critical to the success of the first and subsequent U.S. crewed spaceflights. Katherine studied how to use geometry for space travel, and was known as a 'computer' before the advent of electronic computers. It was incredible that she was asked to manually verify the answers from the electronic

computer...and she did! Her story, and that of fellow mathematician Dorothy Vaughan and engineer Mary Jackson, were captured in the Margot Lee Shetterly book 'Hidden Figures', and the 2016 feature film of the same title.

Learning Objective:

Explore the theories that Katherine Johnson used in her work.

Some examples are: Euclidean, Elliptic, and Hyperbolic Geometries.

KS4

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:

Andrea Levy - Small Island

After World War Two, Britain was a country short of workers, and in need of rebuilding its weakened economy. Thousands of men and women came to Britain from the Caribbean to work in sectors including manufacturing, public transport, and the NHS. The Empire Windrush arrived at Tilbury from the Caribbean on 22 June 1948. While some press headlines welcomed the Windrush passengers, the government was alarmed by the prospect of a visibly different population although reassured by the assumption that the several hundred men and some women

who disembarked would be temporary visitors, rather than 'here to stay'. Andrea Levy's father was one of those on board. Adjusting to their new lives was to prove very difficult: conditions were decidedly unfavourable as there was an acute housing shortage, as well as many of the immigrants also encountering hostility and racial prejudice.

Learning Objective:

Research what life was like for these ex-servicemen in Britain in terms of race and racism. Pen the first letter home from Gilbert or Hortense to describe their new experience.





KS4

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 understanding of the nature, processes and methods of science through different types of science 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:

Considering Cell Division.

Henrietta Lacks was an African-American woman whose cancer cells are the source of the HeLa cell line, the first immortalized human cell line, and one of the most important cell lines in medical research.

Henrietta Lacks was an African-American woman who died in 1951, aged 31, of an aggressive cervical cancer. Months earlier, doctors at the Johns Hopkins Hospital in Baltimore, Maryland, had taken samples of her cancerous cells while diagnosing and treating the disease. They gave some of that tissue to a researcher without Lacks' knowledge or consent. In the laboratory, her cells turned out to have an extraordinary capacity to survive and reproduce; they were, in essence, immortal.

The researcher shared them widely with other scientists, and they became a workhorse of biological research. Today, work done with HeLa cells underpins much of modern medicine; they have been involved in key discoveries in many fields, including cancer, immunology and infectious disease. One of their most recent applications has been in research for vaccines against COVID-19.

Learning Objective:

1. Describe Mitosis and the Cell Cycle stages for a growing and dividing human cell.
2. What is an immortalised human cell line? Why were Henrietta's cells so special?
3. In which fields have these HeLa cells advanced research and scientific knowledge?

KS4

CITIZENSHIP

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

- Acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system, and how citizens participate actively in its government's democratic systems.
- Develop a sound knowledge and understanding of the role of law, and the justice system in our society, and how laws are shaped and enforced.
- Develop an interest in, and commitment to, participation in volunteering, as well as other forms of responsible activity, that they will take with them into adulthood.
- Are equipped with the skills to think critically and debate political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs.

MAKING CONNECTIONS TO BLACK HISTORY:

Resource:

Using Stop and Search in Policing

The police have the power to stop and question you at any time - they can search you depending on the situation. Officers can search children and young people under 18 without parental consent. Searches of children and young people must be based on **reasonable grounds** for suspicion and be conducted in the same way as searches of adults, however, particular care must be taken to ensure the child's well-being.

Y-Stop

Y-Stop is a stop and search project created by young people for young people. The project is a collaboration between charities, lawyers, young people, youth workers, community, and media organisations. It is

run by Release in partnership with StopWatch.

The project addresses the problems experienced during police-led stop and searches. It aims to give young people the skills to handle stop and search, to inform their interactions with the police, and to provide tools for advice, empowerment, and the reporting of illegal, or inappropriate police behaviour. By providing training and tools, the project increases confidence and skills to effectively deal with stop and search.

Learning Objective:

1. What might a police officer ask you if you are stopped?
2. What should you be told by a police officer BEFORE you are searched?
3. What constitutes reasonable grounds?



KS4

R.E.

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

- Investigate and analyse the beliefs and practices of religions and world views using a range of arguments and evidence to interpret and evaluate issues, and draw balanced conclusions.
- Synthesise their own and others' ideas and arguments about sources of wisdom and authority using coherent reasoning, making clear and appropriate reference to their historical, cultural and social contexts.
- Analyse in a coherent and well informed way the forms of expression and ways of life found in different religions and world views.
- Use different disciplines and methods by which religions and worldviews are studied to analyse their influence on individuals and societies.



MAKING CONNECTIONS TO BLACK HISTORY:

Resource:

The 'whitewashing' of Jesus Christ and other biblical characters.

Many would agree that Jesus Christ being born in the Middle East, in Bethlehem as a Jew, would not have had white skin, blue eyes and blonde hair; but more likely olive skin, brown hair and dark eyes. Whitewashing Christianity occurs institutionally and structurally when the contributions of the African Diaspora to theology, ethics, and culture are largely ignored, and the influence of people of European descent are accentuated. It demonstrates the implicit cultural and historical

bias within conservative Evangelical communities, and bolsters the notion that people of colour will remain unequal to white counterparts, regardless of credentialing, or accomplishment.

Chine McDonald is a writer, broadcaster and author. *God Is Not a White Man: And Other Revelations* (Hodder & Stoughton, £16.98).

Learning Objective:

Research the origins and purposes of this whitewashing of Christianity. Did it affect the identity of black Christians?

KS4

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.

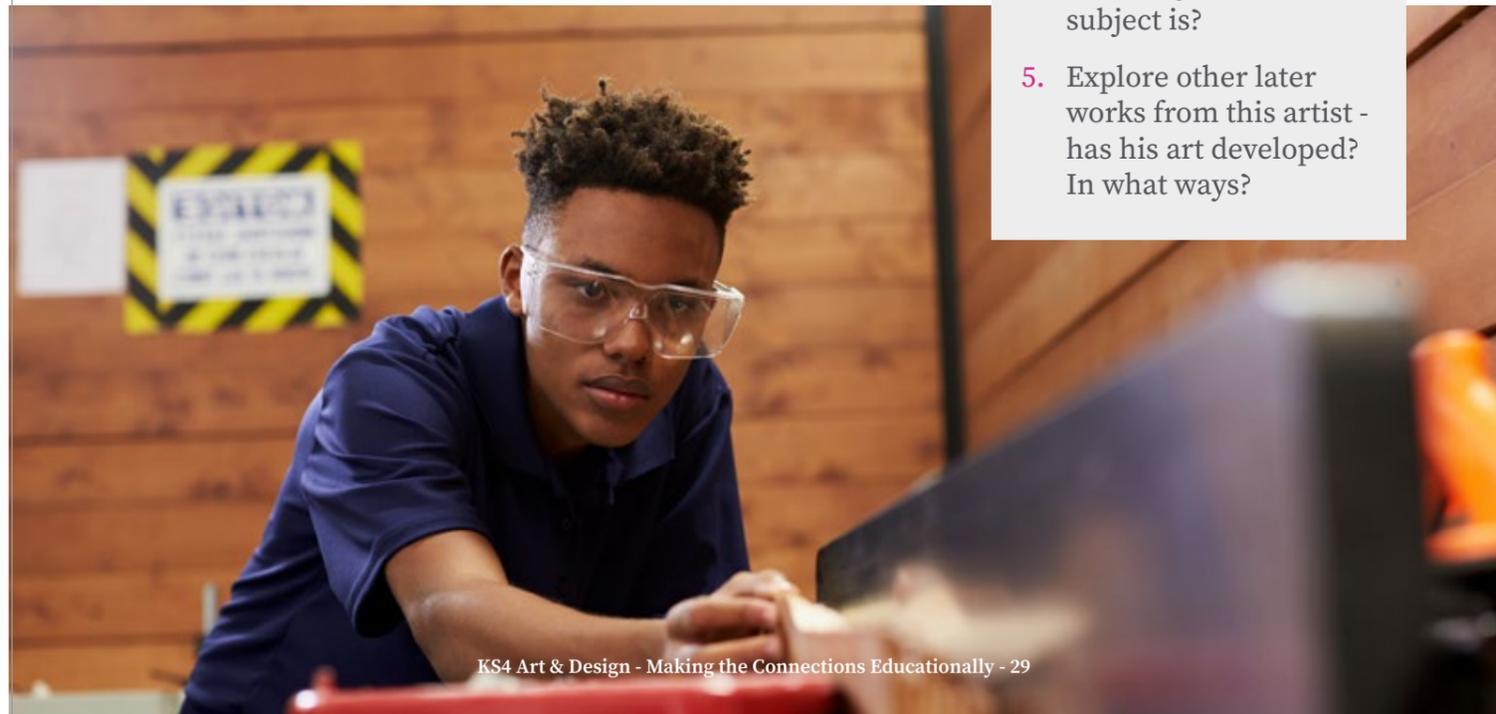
MAKING CONNECTIONS TO BLACK HISTORY:

Resource:

Christopher Ofili, (born 10 October 1968) is a British Turner Prize-winning painter, who is best known for his paintings incorporating elephant dung. He was one of the Young British Artists. Since 2005, Ofili has been living and working in Trinidad and Tobago, where he currently resides in Port of Spain. He also lives and works in London and Brooklyn. Ofili has utilised resin, beads, oil paint, glitter, and lumps of elephant dung as painting elements. His work has been classified as "punk art."

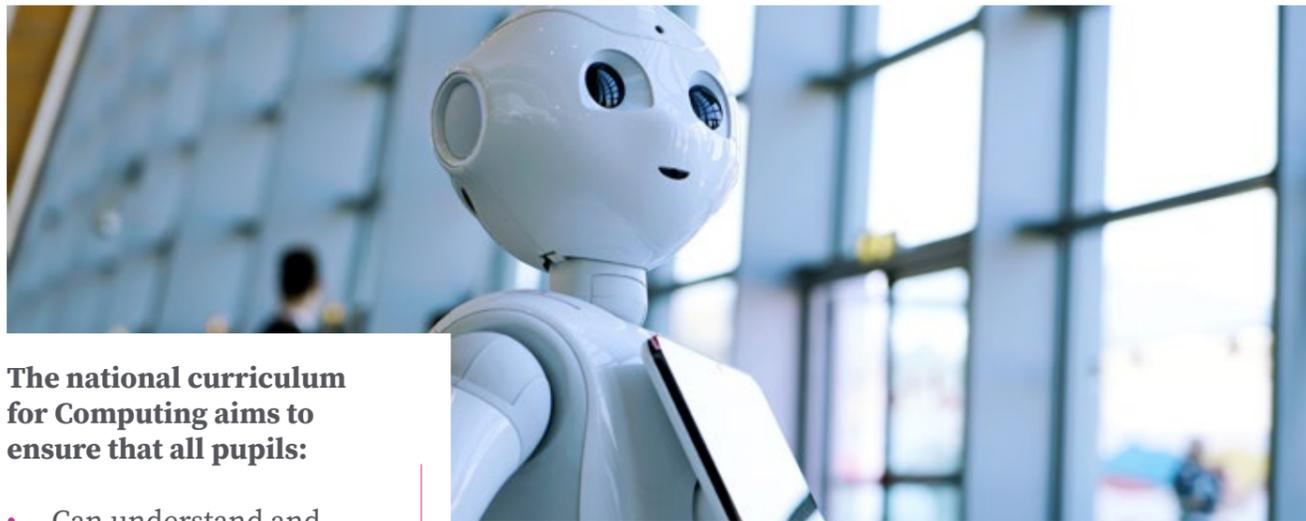
Learning Objective:

1. Research the artist – who is he? Where did he train? Which genre of art does his work belong to? Where does he draw his inspiration from?
2. Which media were used to create this painting? Which material created the most controversy?
3. Which historical and cultural factors made this piece so poignant? Which significant event influenced the artist?
4. Who do you think the subject is?
5. Explore other later works from this artist - has his art developed? In what ways?



KS4

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:

Resource:

Artificial intelligence (AI) is intelligence demonstrated by **machines** in contrast to the natural intelligence displayed by **humans and animals**, which involves consciousness and emotionality. The technology is revolutionising many industries through its processes of pattern recognition, coupled with decision making based on likely outcomes. Examples are autonomous vehicles, voice assistants (e.g. Amazon Alexa) and medicine.

Whilst new technology is often welcomed, this technology is not without its critics. Undoubtedly, as with all new technology, there will be unintended consequences.

Research suggests computers are being taught innate bias against certain groups in favour of others – they reflect societal preconceptions. Face recognition is said to be the most inaccurate of the biometrics, and is rife with privacy concerns.

Learning Objective:

1. What are the 5 main forms of AI?
2. 'Is AI good or bad for our society?' Write a list of pros and cons.
3. Investigate how this innate bias is affecting people of colour over other races. Can this be overcome?

KS4

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.
- Lead healthy, active lives.

MAKING CONNECTIONS TO BLACK HISTORY:

Resource:

Dance is a great way to stay physically active for sustained periods of time, and the various genres of dance make it easy to find one to enjoy. Many dance styles have their origins in Sub-Saharan African culture. There are a great variety of dance styles which have a close connection with the traditional rhythms and music traditions of different regions. Music and dancing is an integral part of many traditional African societies. Songs and dances facilitate teaching and promote social values celebrating special events, and major life milestones, performing oral history, other recitations, and spiritual experiences.

Learning Objective:

1. Can you choreograph a piece of African dance or Street Dance? Or create a new dance move?
2. Look at some of the British Street Dance Challenge entries for inspiration. In fact, why not organise a school challenge?



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

ACKNOWLEDGEMENTS

Amanda Savage

Andy Elvin

Chris Meadway

Christine McGillvary

Elaine Berkeley

Faye Watson

Laura Brown

Megan Slaney

TACT BLM Group

