



VALENTINE

celebrating **Black** History

SHARE
BLACK
STORIES



BLACK
LOVE

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Our commitment to celebrating diversity

At Valentine, we live in one of the most diverse, multi-ethnic communities in the UK. A growing number of Southampton families are first and second generation immigrants.

Each international family brings to our school community a story of their journey and their passage into Southampton. The lived experiences of our parent and pupil community chimes with our school values

Black History is a curriculum drop-down week which informs, educates, celebrates and remembers. We will use a wealth of resources including: visual, art, spoken word (including music), video, real-life speakers and visits.

The week will culminate in each child contributing to a 'bigger piece' school project – which aims to ground and root pupils in remembering that we all fit together in this world. Simultaneously the project will support the retention of new knowledge in relation to: famous Black Britons, shared stories, racism and the Black Lives Matter movement and Black History.

Year Group Foci

Year R

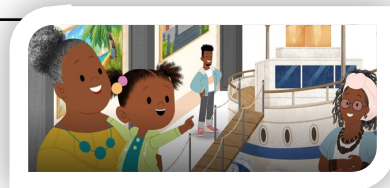
Focus: Objects from that past.

Curricula links: Understanding the World, History, British Values

Hook: JoJo & GranGran (Cbeebies). Episode: 'It's time to go on a voyage' – The story of Gran Gran's voyage from St. Lucia (Windrush). <https://www.bbc.co.uk/iplayer/episode/m001crtf/jojo-gran-gran-series-2-autumn-1-its-time-to-go-on-a-voyage>

Additional learning opportunities for EYFS:

- Caribbean hairdressers role play – seek items from African Caribbean hair shops. Braiding opportunities, empty products for styling, magazines depicting different styles. Toy heads for practising braiding.
- Traditional costumes, traditional food tasting – create a scrapbook to share photos. Consider tropical fruit salad.
- Bring in special 'family' items – similar to Gran Gran and her duffle coat.



Expected outcome:

- Pupils will create a Kente pattern cloth as a group.
- In groups, create a small Kente cloth/paper weaving.



Year 1

Focus: Statues

Curricula links: Geography, History, PSHE, British Values

Hook: BBC Video. (Context) The Life of Mary Seacole

<https://www.youtube.com/watch?v=uavk4N2Nk9s>. Video: The unveiling of the Mary Seacole statue – the first statue of a black woman in the UK:

<https://www.youtube.com/watch?v=sJR7JGGKbmc>

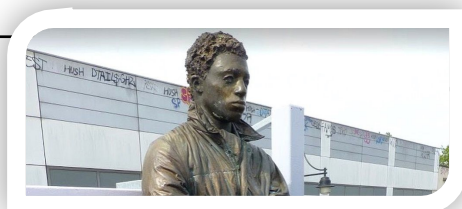
Additional learning opportunities for Year 1:

- Discover the lives of significant black individuals from the past who have contributed to national and international achievements.
- Consider Black Britons connected to Southampton – Windrush arrivals
- Understand the purpose of statues across Britain – help children to understand that fewer than 10% of all statues in the UK depict a person of black heritage. Why isn't this fair? What does this say about people's attitudes?

Expected outcome:

Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.

- Pupils will create tin-foil statues of a chosen person of Black Heritage studied
- <https://www.education.com/activity/article/how-to-make-a-sculpture/>
- Pupils will create display labels for their statue.



Black History Curriculum

Year Group Foci



Year 2

Focus: Celebrating the music of Black History

Curricula links: History, Music, PSHE, British Values

Hook: 'Say it Loud – I'm Black and I'm Proud' – James Brown

<https://www.youtube.com/watch?v=9bJA6W9CqvE> & The First Music (African Folktale)

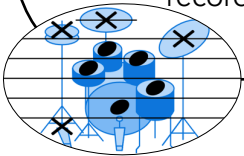
<https://www.youtube.com/watch?v=EqGli-UrHPw>

Additional learning opportunities for Year 2:

- Djembe drumming – in the style of the 'First Music' African Folktale. Learning about how the instrument was made – primitive construction – not like mass-manufacture items today.
- Breaking down – in Literacy – the lyrics to Say It Loud.
- Understanding the civil rights movement in 1960's Britain and Black African struggle for equality. Understanding that the song by James Brown would have been controversial.

Expected outcome:

- **Pupils will compose a piece of music** – linked to Djembe drumming – to perform (and iPad record) to be played to parents in an assembly of their learning throughout the week. The musical score needs to be created using a symbol system the child decides.



Year 3

Focus: Black British artists and their impact

Curricula links: Art & Design, History and Literacy, British Values

Hook: Tate Gallery Intro into Lubaina Himid's work. <https://www.youtube.com/watch?v=L8-8eM7WJs0> – The first female Black British artist to feature an entire exhibition in one of the World's most famous art galleries.

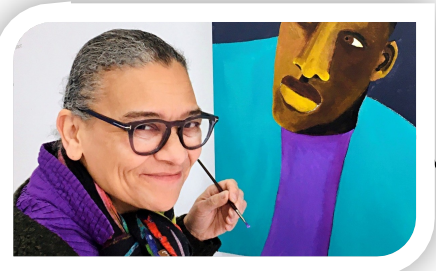
Additional learning opportunities for Year 3:

- Contextualise Lubaina – her life coming to the UK: <https://www.tate.org.uk/kids/explore/who-is/who-lubaina-himid>
- Literacy – narrative work – look at a few of her pieces. What story do they tell?
- Why are some of her works cut out? – Explore her style.
- Consider the artist's journey to the UK from Zanzibar, Tanzania.

Expected outcome:

Create a piece of art-work – to be displayed permanently within the school.

- Over the course of the week – pupils will begin to create a painting in her particular style – simplistic – depicting everyday black people.
- This will progress to groups creating a large painting – similar to that of her most familiar piece 'Naming the Money'.
- Some pupils will create individual canvas paintings.



Black History Curriculum

Year Group Foci

Year 4

Focus: The diversity of Poetry

Curricula links: Reading, Writing, Music, PSHE, History, British Values

Hook: 'Caged Bird' by Maya Angelou. <https://www.youtube.com/watch?v=xrCoDi0BBdY>.

Compendium of Black History Month poetry:

<https://www.poetryfoundation.org/collections/101640/celebrating-black-history-month>

Additional learning opportunities for Year 4:

- Dadaist and Black Out Poetry – taking an old text and creating meaningful poetry by 'black out' of the surrounding text. These will be backed for a display of Poetry Art.
- Understand the life works of Maya Angelou, her early life and struggles and how this became her focus: <https://www.youtube.com/watch?v=IhJc1wcpSmA>
- Compare Maya to Grace Nichols – British poet <https://www.bbc.co.uk/teach/school-radio/english-ks2-grace-nichols-talking-poetry/zf3y2sg>
- Look at talking poetry. How can we create poems that reflect the lives of people and their struggles.

Expected outcome:

- Pupils will create a spoken poem – this will be crafted over the week.
 - Pupils will perform their poem in an assembly.
- Poetry should reflect the theme of Black History – consider use of 'The British' poem Zephaniah <https://www.poemhunter.com/poem/the-british/>



Year 5

Focus: Journey to England - Storytelling

Curricula links: British Values, Writing, Reading, History and PSHE.

Hook: 1950s British Pathe footage of Windrush arrivals:

<https://www.youtube.com/watch?v=QDH4lBeZF-M&t=63s> Windrush background:

<https://www.rmg.co.uk/stories/windrush-histories/story-of-windrush-ship>. Historical context:

<https://www.youtube.com/watch?v=Si3IRAPJkkU> Personal stories:

<https://www.youtube.com/watch?v=GamxNrkwqMw> and

<https://www.youtube.com/watch?v=UwLep9KEFk>

Additional learning opportunities for Year 5:

- Make tangible links to slavery – which is contained within the school's History Pathway curriculum. (This is pre-teaching for the Summer)
- Bring alive the issues of slavery – Sarah Forbes Bonetta – a girl captured during a slave hunt at 8 years and given to Queen Victoria as a present. Contextualise this.

Expected outcome:

Children to research and present narratives of those who came to England seeking a new life. Using archive footage and video – pupils are to write a 'coming to England' story from the perspective of a Windrush migrant.

- Narratives should be presented authentically – incorporating the hopes and dreams of those leaving their 'home land' to set up a new life in Britain.
- Narratives must chart the journey and their initial feeling upon landing in Britain.



Black History Curriculum

Year Group Foci



Year 6

Focus: Does Black British history feature well enough in schools' curriculum?

Curricula links: Computing, English – Writing & Reading, History, PSHE, British Values

Hook: BBC Docu Clip 'The 1919 race riots'

<https://www.youtube.com/watch?v=s6QouexTOWI> will contextualise the time. Pupils are to explore the opening statement – **'I got taught the names of Kings and Queens – but nothing about anybody who looked like me'**. This quotation will become the basis of the podcast pupils will make in groups.

Additional learning opportunities for Year 6:

- Marcus Rashford and the racists 2021 chanting at the World Cup: <https://www.youtube.com/watch?v=P7LRDBeHfes>
- Encountering racism in the UK: <https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-bullying-and-racism/z7tv8xs> Can pupils see and recognise the bullying behaviour?
- Why are museums in the UK returning stolen artefacts back to their original countries? Debate - <https://www.bbc.co.uk/news/uk-england-london-62456366>
- Multicultural Britain today <https://learnenglish.britishcouncil.org/general-english/video-series/word-on-the-street/notting-hill/multicultural-britain#:~:text=The%20United%20Kingdom%20is%20an,have%20come%20to%20live%20here.> – a focus on the positives of a country which is one of the most diverse in the World. Consider: 2022 – Black cabinet ministers in high office of UK government; more local government councillors representative of their communities – London specifically.



Expected outcome:

- Pupils will create a Podcast – a 10 minute max discussion – on the theme of Black History and whether or not it features prominently enough in Valentine's curriculum.
- To support this – pupils should be taught to build a balanced argument throughout the week with time to practise talking through the content. Lots of opportunity for agree/build on/challenge – as this will be needed in the discussion.



HISTORY

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Teaching Expectations

Outcomes

We expect teachers to utilise PPA the week before to resource and collate tasks for pupils to be completing throughout the week.

In core exercise books – we should see Literacy learning with direct links – for each 'project' there are links to additional learning. Explore these throughout the week. Find poetry, prose and non-fiction texts to engage and stimulate.

In Humanities – user banner headings to clearly demarcate that learning is dedicated to Black History Study.

Black History Study

Context: To understand the impact of the 1919 riots on the black community in Britain.

Note: Maths – During this week you will use assessment data (from Aut 1 tests) to plan lessons to plug gaps in pupils' knowledge and skills. Lessons should still include a bookmark – but be clearly linked to areas of concern. It is not necessary to make links to black history and maths.

There will be no independent write. However, you may create 'published' information/narrative pieces. These will not be required for marking against the Independent Write criteria.

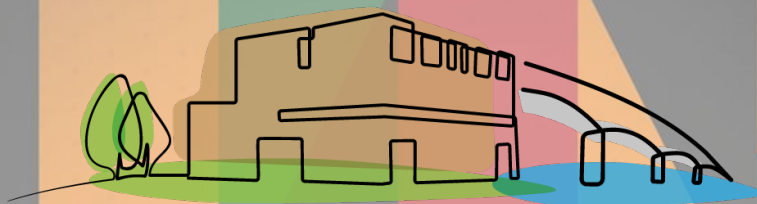
Learning Intention & Success Criteria

Learning should still be progressive. Learning tasks should have LI and SCs to demonstrate to the pupil how and what they are learning.

Resourcing

Ensure that all video/information text content is reviewed by you and your team to be sure that the content is suitable for its audience. Visiting speakers must have content vetted before arrival to school and risk assessments undertaken.

We do not anticipate needing to spend money on resources – if they are needed – let DCP know.



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