

VIRTUES  
LOVING  
&  
COMPASSIONATE



UNCRC Article 8  
I have a right to an  
identity

*Windrush Generation*

**Faithful God, when the ship set sail and the waves were high, your love was with those whose hopes and dreams lay across the ocean deep. They came in search of new possibilities, to a strange and forbidding land. They came equipped, educated, and willing. All knowing God we remember those who came from so far to rebuild the motherland.**

**In our PSHE this week we commemorate their bravery, integrity and resilience as your people navigated a new path. Be with us now as we honour and celebrate the riches of your kingdom. The complexity of your creation, the rich tapestry of our modern culture, made richer by its diversity and the contributions of those who came in search of a better life. Amen. St Joseph...pray for us.**

In diversity there is beauty and  
there is strength

-Maya Angelou



EMPIRE

WINDRUSH

Windrush Generation



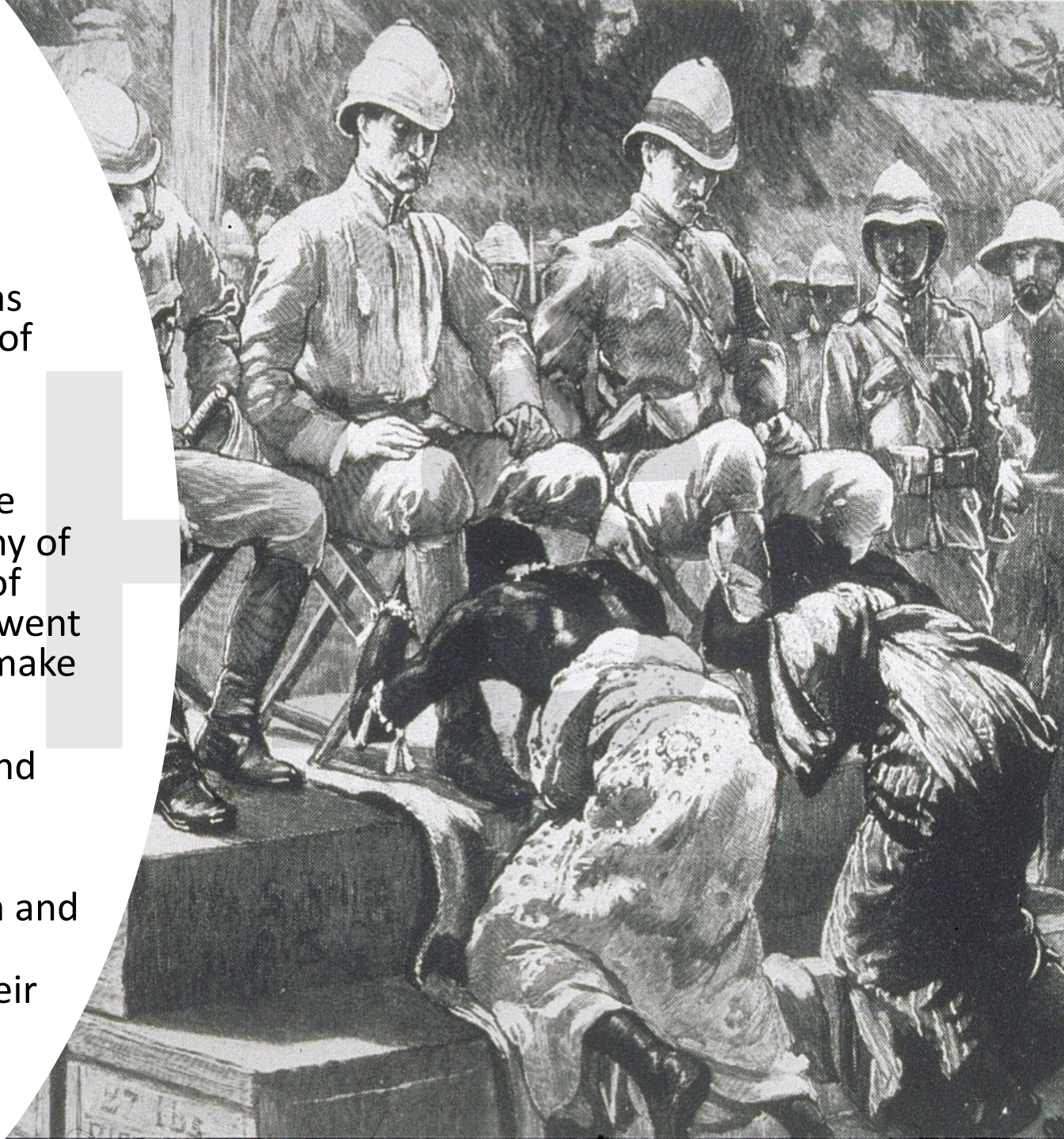
# Europe and Colonisation

In the 15<sup>th</sup> century, Spain was the first to colonise the Caribbean. However this changed in the 17<sup>th</sup> century as more European countries joined Spain to gain control of parts of the Caribbean.

The Caribbean, also known as the West Indies, became one of the first of England's overseas empire. Like many of the other European countries, England was in search of wealth. They began to grow sugarcane (a plant which went well with coffee, tea, chocolate and was also used to make rum).

The rise of sugar plantations required more workers and planters/colonisers turned to buying enslaved men, women and children from Africa.

5 million Africans were forcibly taken to the Caribbean and 2.3 million were brought to the British Caribbean. The population of the colony changed and Africans and their descendants formed the majority.





# West Indians and WWII

More than 10,000 Caribbean men and women crossed the Atlantic to support in the Second World War . Although there was resentment of colonial rule, some felt it their patriotic duty to help the 'Mother Country'.

Britain was reluctant to let black people join the war but relaxed their rules as the war progressed and the casualties of war began to rise.

Many West Indians were not allowed to serve on the front line. The RAF gained more recruits from the Caribbean than any other part of the British Empire, with around 400 flying as air crew and 6,000 working as ground staff. Many Caribbean women joined the Women's Auxiliary Air Force.



# The British Nationality Act, 1948

After the Second World War, Britain needed help to rebuild. Many lives were lost during the war and buildings and homes were destroyed. Britain needed 1.3 million workers to help rebuild the country.

The 1948 British Nationality Act reaffirmed rights in common law, including the right for all British subjects within the Commonwealth to move freely and live anywhere they wished.

As employment was difficult on Caribbean islands, like Jamaica after the war, some responded to Britain's call for more workers to help tackle the labour shortage crisis in the UK.





# What was the Windrush?

The Empire Windrush was a former German cruise liner and troopship commandeered to take servicemen back to the Caribbean.

On **Thursday 27th May 1948**, the Windrush set sail from Kingston to take some Caribbean people back to the UK. The ship disembarked at Tilbury on **22nd June 1948**.



# Reaction to the Windrush Generation

Before the Windrush even left Kingston, a telegram arrived from the British Governor's Office in Jamaica to the Colonial Office in Whitehall delivering 'bad news'

*"I regret to inform you that more than 350 troop-deck passengers by EMPIRE WINDRUSH...have been booked by men who hope to find employment in the United Kingdom, and that it is likely that this number will be increased by another 100 before the vessel leaves. Most of them with no particular skills and few will have more than a few pounds on their arrival."*





# Passengers on the Empire Windrush

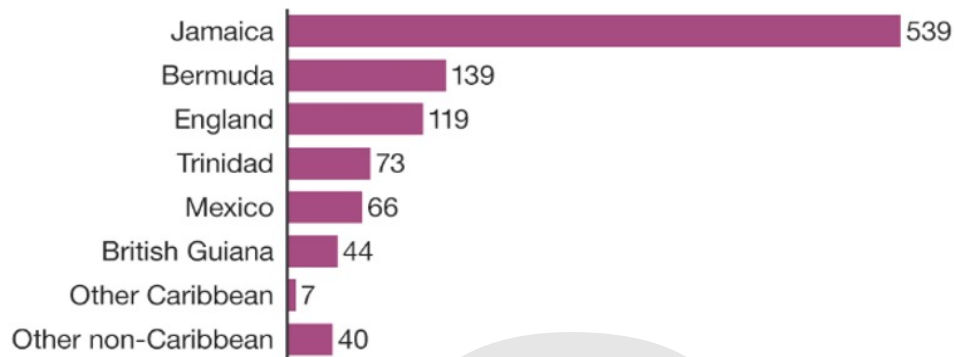
The British Governor's Office in Jamaica suggested that most passengers 'had no particular skills.' However, there were...

- 85 mechanics
- 54 carpenters
- 39 clerks
- 34 tailors
- 20 engineers
- 15 machinists
- 14 fitters
- 13 electricians
- 12 civil servants
- 3 boxers
- A judge

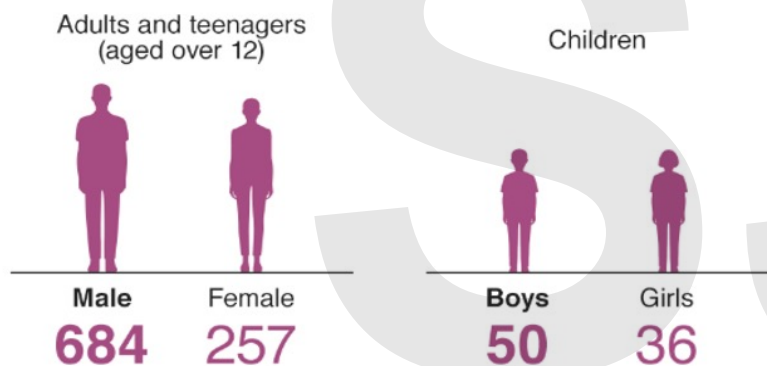


## Most gave Jamaica as their last country of residence

Last country of residence



## Most of those on board were male



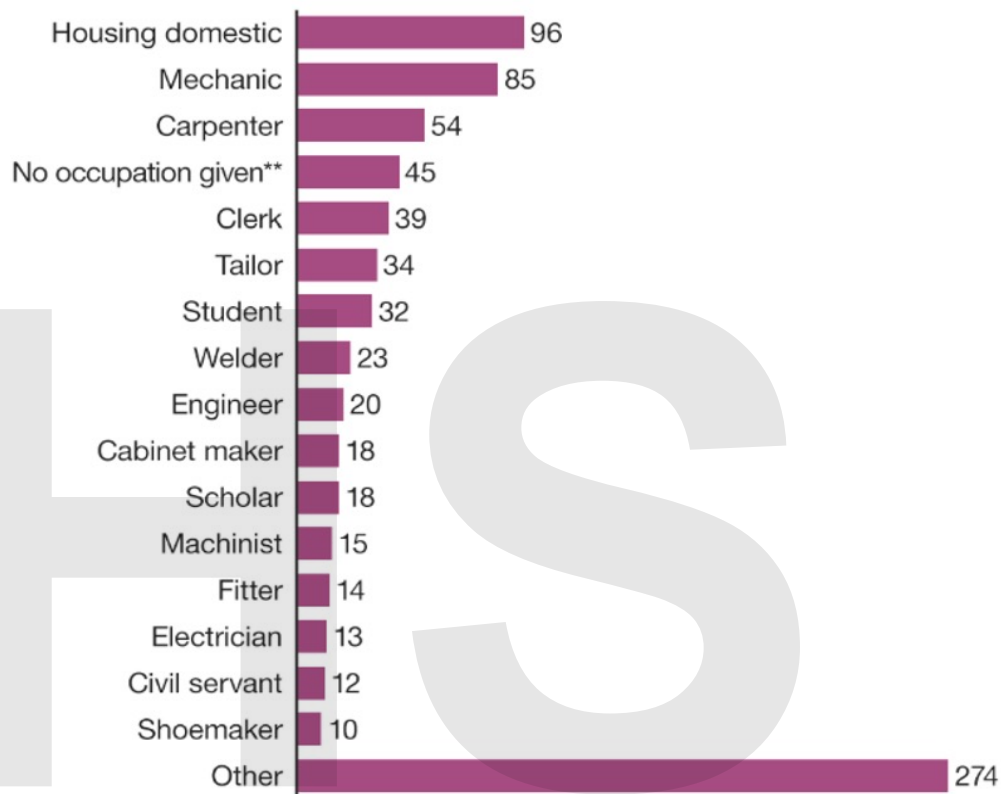
## London was the most popular destination for Caribbean passengers

Destination\*



## The skills of Caribbean passengers were varied

Occupation\*



\*For those giving a Caribbean last country of residence

\*\*Including children



# The Windrush Generation (1948-1971)

- The Windrush generation was not welcomed in the UK. The government gave preference to white Europeans, some who fought against Britain in the war, over Caribbean veterans who fought for the 'Mother Country'.
- The government assumed those who disembarked would stay temporarily.
- West Indians faced a hard time when arriving in England. Many people experience racism and found it difficult to find housing and employment.
- An economic boom in the 1950s required more workers, so more people travelled from the Commonwealth to England to find work.



# *Windrush Generation's Contribution to British Society*

Most common sectors in  
which Caribbean people found  
jobs:

- **Manufacturing**
- **Construction**
- **Public transport**
  - **Post Office**
  - **NHS**



# Notting Hill Riots

- The Caribbean population grew to over 100,000 in London by 1961. Many settled in the Notting Hill area.
- There was competition for housing between poor white and black families and tensions grew.
- Tensions spilled over after an argument between an interracial couple. A white nationalist group known as the Teddy Boys witnessed this and hurled racial abuse at the woman because she was married to a black man.
- A 300-to 400-strong "Keep Britain White" mobs, many of them Teddy boys armed with iron bars, butcher's knives and weighted leather belts, went "hunting" for West Indians.
- The riots lasted a week.
- The official insistence that the riots had not been racially motivated ensured a legacy of black mistrust of the Metropolitan police that has never really been eliminated.





# Notting Hill Carnival

- The first ever London Caribbean carnival was organised by Claudia Jones (known as the Mother of Caribbean Carnivals in Britain).
- She was part of a movement aimed at empowering cultural education and representation.
- She believed a carnival, a celebration of black freedom in the Caribbean, was a perfect way to 'heal' the tensions within Notting Hill.
- She held a yearly carnival until her death in 1964.
- Rhaune Laslett was influenced by Jones' events and created the Notting Hill Carnival. It is now the largest street festival in Europe.



*In diversity there is beauty  
and there is strength  
-Maya Angelou*

# Windrush Scandal

- Changes in immigration laws meant some Commonwealth citizens who have lived in the UK from an early age had been threatened with removal from the country.
- The Immigration Act of 1971 required any Commonwealth citizen who was questioned about their residency to prove that they were a legal citizen.
- Some citizens struggled to provide paperwork required by the Home Office to prove they could remain in the UK.
- It was discovered that the Home Office destroyed thousands of landing card slips recording Windrush immigrants' arrival dates in the UK.



# Children of the Windrush

## Junior Green, 61

*'I feel betrayed'*



▲ Photograph: Martin Godwin/The Guardian



Having lived in the UK since he was five months old, Green visited his dying mother in Jamaica last year but was **refused readmission**. He was eventually granted a temporary visa but the delay in getting this meant he missed his mother's funeral back in the UK. His employer kept his job open but, he says his mother's death and the surrounding turmoil meant he was too stressed and depressed to resume work.

## Windrush victim dies with no apology or compensation

**Richard Stewart had hoped payment would fund trip to his mother's grave in Jamaica**



▲ Richard Stewart was told in 2012 that he was in the UK illegally and needed to pay £1,200 to naturalise. Photograph: Jill Mead/The Guardian

Another prominent victim of the **Windrush scandal** has died without receiving compensation or a personal apology from the government, as campaigners warn those affected need more help to claim damages.

The former Middlesex bowler **Richard Stewart** had been waiting for his case to be resolved so he could travel back to Jamaica for the first time in half a century and visit his mother's grave, but he died a week ago, aged 74.

## Judy Griffith, 63

*'I've paid taxes here all my life'*



▲ Photograph: Aleksandra Dragoi/The Guardian



Griffith joined her parents in the UK in 1963. After 52 years, a jobcentre employee told her she was an "illegal immigrant" and, because her passport with evidence of leave to remain had been stolen, **she was unable to work or travel**. Griffith could not visit her sick mother in Barbados in 2016, or attend the funeral. And without work she has got into significant arrears on her flat in London, and narrowly escaped eviction. She recently received papers confirming she has indefinite leave to remain.

# Windrush Activities

1. Read the poem *Call from the Motherland* and answer the following question: How does the speaker express their thoughts and feelings about the motherland?
2. Imagine you are someone who was aboard the Windrush. Write THREE postcards to your family back in Jamaica. One postcard should be when you first arrive in London. The next postcard should be after 6 months in London; the final one should be after a year in London.
3. Write a description suggested by the picture





**IMAGINE YOU WERE ABOARD THE WINDRUSH.**



**WRITE THREE POSTCARDS TO YOUR FAMILY BACK IN JAMAICA**



**WHEN YOU FIRST ARRIVE IN LONDON**



**AFTER 6 MONTHS IN LONDON**



**AFTER A YEAR IN LONDON.**



**WRITE A DESCRIPTION SUGGESTED BY THE PICTURE**

The Notting Hill Carnival was created after the Notting Hill Riots in 1958. The riots took place after a series of racially motivated attacks on the Caribbean community in Notting Hill. Claudia Jones decided to create a Caribbean carnival aimed at empowering cultural education and representation. She believed a carnival was a perfect way to 'heal' the tensions within Notting Hill. Rhaune Laslett was influenced by Jones' events and created the Notting Hill Carnival. It is now the largest street festival in Europe.

- Emotion comma sentence and describe the atmosphere
- Use sensory language to describe the setting
- Verb, verb sentence and describe the action
- Zoom in:
  - Focus on policeman's thoughts and feelings using emotive language
  - Although sentence starter, e.g. 'Although he was on duty...'
- Zoom out and describe how it used to be and how it is now
- The more, the more sentence
- End by making the reader feel a sense of togetherness and joy.



### Call of the Motherland

Come to England  
Come to England  
Come to the Motherland

A call to arms, a call to fight  
To give your substance and your might  
To serve the King and love the Queen  
You will be welcome – will be seen

Without question, without doubt  
We run to heed our mother's shout

The country's poor and broken down  
The call again, the clarion sound  
Calling workers from each isle  
To labour hard and stay a while

Without question, without doubt  
We run to heed our mother's shout

Now the country's been rebuilt  
By hard work and blood we spilt  
Our mother has no need of us  
And claims our number is too much

Now we question, now we doubt  
Why does our mother want us out?

With borders closed and fear increased  
They say we drain and bring disease  
The call for us is to return  
Our loyalty and service spurned

She's not our mother there's no doubt  
She flushed us in to force us out

She lied when she said we are kin  
She loves the colour of our blood  
But hates the colour of our skin

### Theme:

1. What is the main topic of the song?
2. Are there any additional topics being explored?
3. What ideas are explored about those topics?
4. Are the ideas complex or universal?

### Structure:

1. What ideas are explored in each verse? Is it the same or does it change? Why?
2. Does the song have a rhyme scheme? Why has the artist chosen to use rhyme in this way?
3. Is there repetition of words/phrases/ideas within the song? What effect does this have?
4. Has punctuation or enjambment been used? Effect?

### Language:

1. What language techniques are used in the song?
2. What particular words or phrase stand out?
3. What imagery is created for the audience?

### Attitudes:

1. What are the main thoughts and feelings of the speaker?
2. What do you think the artist is trying to highlight about their own attitude to the theme/subject?

### Personal Response:

1. How do you feel about key themes and ideas in the song?
2. How might your individual experience affect your interpretation of the song?