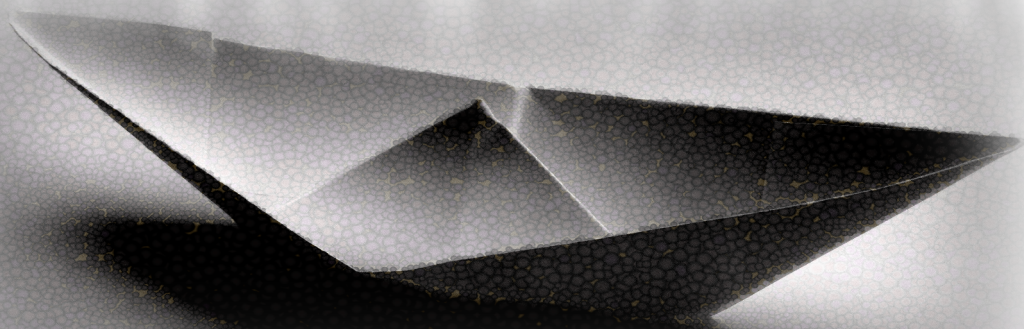


# Windrush:

## The Years After



Educational Resource and Workbook



# Introduction

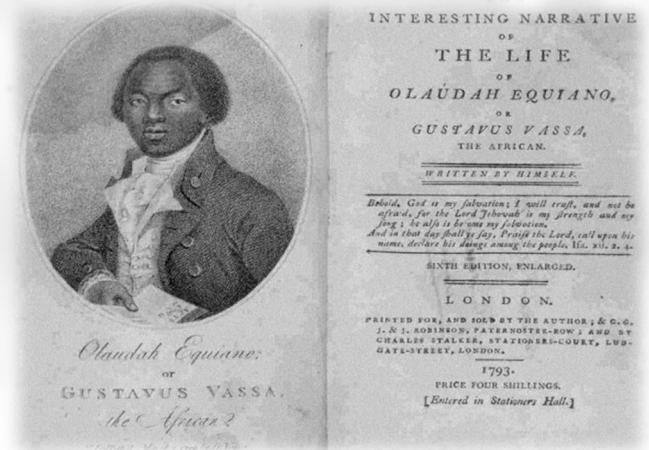
These materials are designed to be used flexibly. They offer teachers' notes and classroom activities that may form standalone lessons, a mini-topic or a longer project. They also provide material to use during assemblies, or annual events including **Black History Month** (October), **Windrush Day** (June 22nd), school theme days, pop-up experiences for children, local anniversaries and festivals.



*Ashenhurst National Play Day.* Kirklees Local TV archive.

*Windrush: The Years After* explores the history and contribution of people who came from the Caribbean to Huddersfield in West Yorkshire between the early 1950s and the mid 1970s. How they came, settled and made Huddersfield their home, despite many challenges, is a powerful story of

migration and determination. These materials help children to understand, think through and apply many ideas and issues about living in the contemporary world. Information offers a clear sense of TIME and PLACE and fits readily into NATIONAL CURRICULUM HISTORY and GEOGRAPHY requirements.



*Olaudah Equiano.* Kirklees Local TV archive.

Activities enable children to practise ENGLISH (reading/writing/comprehension/listening and discussion) language skills. *Windrush: The Years After* will help teachers to deliver relationships education in PSHE programmes at Key Stage 2. Children explore the importance of respecting others, treating others kindly, promoting

friendship, tolerance and care for others. They learn about living in the wider world too, respecting others' viewpoints, what being part of a community means and about the diversity of ethnic, cultural, regional and local identities in Britain. Considering discrimination and prejudice raises issues of safety, self-confidence and well-being.



*John William Street in snow* – by courtesy of Kirklees Image Archive (k020127).

*Windrush: The Years After* offers opportunities to promote British values as fundamental shared human social, spiritual, moral and cultural morals that support each and every child, family and

community to thrive. The materials seek to broaden horizons and develop the core skills of tolerance, respect, teamwork, resilience and building self-esteem. They link closely to promoting the ethos of enhanced PSHE and pastoral care.



*Children in Alder Street, Huddersfield* – by courtesy of Kirklees Image Archive (k024727).

For more than a century people from different backgrounds, religions and places have made Huddersfield their home. That diversity has made Huddersfield distinctive and special. Welcoming people from elsewhere continues with Huddersfield becoming the first UK 'Town of Sanctuary' in 2012 and pioneering work to promote 'schools of sanctuary' where every child's rights, as set out in the Convention on the Rights of the Child (1989) may be fully respected.

## The aim of this resource is to:

- Provide schools with the understanding and knowledge of the Windrush Generation.
- Strengthen individual liberty, mutual respect and tolerance of those with different faiths and beliefs.
- Actively promote fundamental British values through SMSC by learning about the Windrush Generation, the struggles they went through from leaving family behind, settling in, education and the daily differences they encountered.



Springwood Street. By courtesy of Huddersfield Local Studies Library, Kirklees Libraries.

## By promoting these fundamental British values, children should have greater knowledge and understand that:

- The freedom to choose and hold other faiths or beliefs should be

accepted and should not be the cause of prejudicial or discriminatory behaviour.

- The importance of being able to identify and combat discrimination involves everyone.



Springwood Street. By courtesy of Huddersfield Local Studies Library, Kirklees Libraries.

## Through the provision of this resource as a SMSC lesson, schools will:

- Enable children to develop their self-knowledge, self-esteem and self-confidence.
- Further tolerance and harmony between different cultural traditions by enabling children to acquire an appreciation and respect of their own and all other cultures despite differences/similarities.
- Enable children to acquire a broad general knowledge of and respect for public institutions and services in England.
- Encourage respect for other people.

These teaching activities are based on different sources so that children will understand information about different faiths and cultures as they learn about fundamental British values and SMSC in schools. Activities help to deliver PSHE and National Curriculum requirements.

For **Key Stage 2** (particularly children of years 5 and 6), activities will help to develop:

## History

- Strengthen learning about local and wider changes within living memory.
- Chronological understanding of changes in post-war Britain.
- Practise historical questioning about continuity and change, similarity and difference, cause and significance.
- Promote skills in selecting and organising relevant historical information.
- Extend historical understanding, empathy and critical awareness through using a range of sources.

## Geography

- Locate Caribbean islands on world map in relation to UK, Europe and the Americas.
- Practise using maps and geographical terms (longitude / latitude, the Equator, the tropics and tropical climate, hot and cold parts of the world, etc.).
- Introduce how urban neighbourhoods change over time using familiar landmarks and place names.

## English

- Promote and practise reading, writing, listening and spoken skills through working alone and with others using varied sources with confidence, competence and enjoyment.
- Develop composition, comprehension and fluency through activities that are clear in meaning, direct and engaging.
- Encourage using different research and presentation skills.
- Support home-classroom links that build a wider community of readers and learners.
- Respect the role of oral **tradition** and memory in families and communities.

# United Nations Convention on the Rights of the Child (1989)

Developed for use in Kirklees' schools to promote inclusion, diversity and the goals of Huddersfield as a 'Sanctuary Town' (2012), these teaching materials promote The Convention on the Rights of the Child (1989) and its emphasis upon nurturing children as:

- Individuals and members of their families and communities with rights and responsibilities.
- Active young citizens who will one day have a really important role in society.
- Future champions who will promote the world as a place of fairness, freedom, justice and peace.
- Informed advocates of peace, dignity, tolerance, freedom, equality, solidarity and environmental well-being.



# Lesson 1 – Coming to Britain

Nearly half a million adults and children moved from the Caribbean to Britain between 1948 and 1970. After the end of the Second World War the British government faced a severe labour shortage. It invited Caribbean people to work in industry, transport, the National Health Service and many other types of jobs. Some of the first workers travelled by **Empire Windrush**, which left the Caribbean to travel across the Atlantic and arrived at Tilbury Docks in Essex on 22 June 1948.



*Park Street. Port of Spain. Caribbean Through the Lens. Kirklees Local TV archive.*

The passing of the **British National Act** in 1948 enabled Caribbean workers to travel on British passports. Government recruitment campaigns encouraged them to leave their home and family. This was the first time so many Caribbean people had come to live in Britain. The **Windrush** carried 492 migrants, mainly from Jamaica, who were coming to a country that promised prosperity and employment. As one of many ships that brought workers to Britain, the **Empire**

**Windrush** has become a symbol of this large-scale movement of people from the English-speaking Caribbean. Coming by boat and later by plane, people worked in Huddersfield's mills, factories and public services from the mid-1950s onwards. People often came with high hopes and expectations.



*The Empire Windrush. Kirklees Local TV archive.*

Five years working in Britain and then going back home seemed exciting. The newcomers soon found that they were not very welcome. They faced much racism. Wages were lower than for white workers and many people were treated unkindly.



*Demolition and road widening in Wakefield Rd. 1964. By courtesy of Kirklees Image Archive (k025014).*

**Changing immigration laws** of 1962, 1968 and 1971 reduced opportunities to come to work in Britain. **Migrant workers** and other family members travelled to Britain before laws changed the rules and made it impossible. By 1970, approximately 5000 people of **Caribbean descent** lived in Huddersfield, principally from Jamaica, Barbados, Trinidad, Grenada, Carriacou and St Lucia.

Resource:

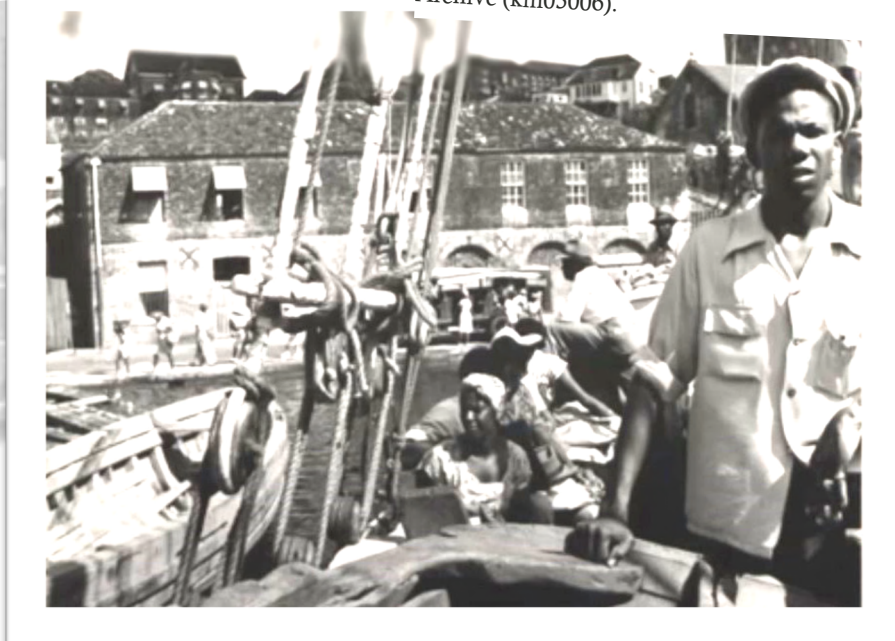
***Caribbean Through the Lens*** Available on **KirkleesLocaltv.com**



*Huddersfield Railway Station, St. George's Square. By courtesy of Kirklees Image Archive (km02935).*



*Building the new Bus Station, Huddersfield, 1973. By courtesy of Kirklees Image Archive (km03006).*



*A ferry boat leaving harbour. Caribbean Through the Lens, Kirklees Local TV.*



# Activities

## Activity 1

- Discuss with the class: What to you is the importance of your past? What gives you a sense of identity?
- Show an extract from *Caribbean Through the Lens* (8.05 - 11.33mins).
- Talk about the extract.
- Explain how to complete **My Special Family History** activity sheet (at end of workbook). Ask pupils to complete the activity sheet. Note that further research may need to be done at home.

The activity sheet may also be used to interview other children or relatives about their history and could be followed up with work on family trees.

*Allow 10 minutes.*

## Activity 2

**Map reading and research:** Use ICT equipment (laptops or tablets).

- Give children the blank map (see end of workbook) and ask them to locate the Caribbean islands and find five facts about them (e.g. population, size of different islands, plants and foods, average temperatures/rainfall, lowest/highest ever recorded and local comparison).
- Locate and name at least three islands on the map.
- Name oceans and seas that surround the islands. What countries would you fly over to reach the UK? Which route would you take by sea? Find the equator and explain what it is.
- How does the Caribbean's position near the equator affect climate and vegetation? What vegetation came from the Caribbean to Huddersfield and Britain?

*Allow 10 minutes.*

Compare facts and discuss new information learned as a class.

## Challenge

- Gather pictures for classroom display or children's own mini topic folders.
- Ask children to select an island or a theme to research (e.g. vegetation and landscape, homes and buildings, people at work, children, leisure and play).

*Allow 5-10 minutes.*

## Lesson 2 – Settling In

Coming to England often meant living with friends until there was money to get a home of one's own. As Britain's migration laws changed people found that their plan for a short-term stay became a permanent one-way journey. Britain became their home. Older children came to join their parents, sometimes after many years of living with grandparents. Sometimes they met up with younger brothers and sisters born in England. Occasionally children stayed in the Caribbean or were sent back to stay with relatives until they were adults and only met up with their family in Britain many years later.



*The Empire Windrush.* Kirklees Local TV archive.

Starting new lives in Huddersfield relied upon helping each other, as there was much racism and unfriendliness. People from different Caribbean islands rented rooms to new arrivals, lent money, helped with childcare, filling forms or getting a job. They set up groups to meet changing needs; faith groups, playgroups, **supplementary schools**, youth clubs and training centres.



*Huddersfield Celebrates Jamaican Independence.* Kirklees Local TV archive.

Helping each other created a sense of belonging and shared interests. Adapting to life in Huddersfield helped to bring people closer together even when their own island histories and backgrounds were very different. They felt stronger by being united against the racism they faced in everyday life. Coming together as a community for sad and happy occasions was important too.



*The Empire Windrush.* Kirklees Local TV archive.

People created many opportunities to help each other: **supplementary schools** to teach children about their history and identity; faith groups for prayer and worship; support groups for people with health needs including diabetes, sickle cell disorder and thalassemia.

Through the 1970s and 1980s, a new generation of socially committed activists of **African Caribbean descent** worked to improve access to better health, housing, education, employment and sport. Music, dance, Rastafarianism and carnival became important expressions of identity. Cultural identity offered comfort against wider **social exclusion**.



*Steel band outside Huddersfield Station. Carnival, 2015. Kirklees Local TV archive.*

Clubs offered safe alternative places where old and young could come together, away from the bars and pubs where people felt threatened. Venn Street, a road in central Huddersfield became associated with music clubs and welcomed international musicians. It was at the heart of local Caribbean life until being closed in 1992 to make way for the Kingsgate shopping centre.



*New Street, Huddersfield. By courtesy of Huddersfield Exposed.*

**Sound system culture** flourished too attracting international celebrities and national artists: it was loud, dynamic and distinctive and offered opportunities for a new British born generation alienated by much of mainstream society. Sport offered new youth opportunities too: team building, skills, self-esteem and a sense of identity.



*Sound system turntable at Tolson Museum (photograph), 2013. Kirklees Local TV archive.*

Taking part was the first step to challenging negativity: cross-community football, netball and cricket projects encouraged talent. Dance, gymnastics, drama and arts programmes fostered creativity, confidence and local pride. A new British born generation was creating a sense of identity and belonging that built on the determination of Windrush Generation pioneers.



*Raising the achievement of boys of African Caribbean Descent. Kirklees Local TV archive.*

# Activities

## Activity 1

- Brainstorm why people might move home, including why they might move to a different country. Gather ideas on the board.
- Ask children in pairs to discuss why people might seek to live in another country. Discuss why people may have migrated, comparing the reasons for doing so (e.g. travelling through choice, for work, faith or to escape problems in their home country).
- Identify examples as appropriate – e.g. from the Caribbean, South Asia, Eastern Europe, Ireland, Somalia, Syrian, or Kurds, Jews or other origins.
- Discuss the meaning of colonisation, migration, **economic migrant** and other terms that arise. Use GLOSSARY (at end of workbook) to help.

*Allow 5-10 minutes.*

## Activity 2

- Watch extract from ***Caribbean Through the Lens*** (14.55 -19.00mins).
- Discuss as a class how people who came from the Caribbean were treated and how they felt.
- Ask them to imagine having just arrived in Huddersfield. What were their initial thoughts, feelings and experiences?
- Think about accommodation, friendships, work, school, availability of Caribbean food, climate, church and social life. Share with class. Gather suggestions on board.

*Allow 10 minutes.*

## Activity 3

- Ask children to compare similarities and differences from the first arrival of the Windrush Generation in the 1940s/50s to present day experiences. Use photos and talk about experiences. Use resources at end of workbook.

*Allow 10 minutes.*

## Lesson 3 – Family Life

Many **African Caribbean descent** families are very international in outlook like most families with a history of migration. Relatives may still live in the Caribbean (and elsewhere) and there are different generations who have been born in the UK. Other families may have moved to Huddersfield more recently and have relatives elsewhere in Britain and overseas.



*Barbados Airport. Caribbean Through the Lens.* Kirklees Local TV archive.

Huddersfield's earliest **economic migrants** from the Caribbean in the early 1950s were young men and women. They were adventurous, hard-working and ambitious. They often left large caring families behind when they came by ship or plane to England. Some migrants were unmarried. Others had already had partners and children who stayed in the Caribbean and travelled later when money had been saved for the fares. Coming to England meant living

in shared accommodation until there was money to get a home of one's own.



*Aerial view of Springwood.* By courtesy of Kirklees Image Archive (k017789).

As Britain's migration laws changed people found that their plan for a short-term stay became a permanent one-way journey. Britain had become their home. Older children came to join their parents, sometimes after many years of living with grandparents. Sometimes they met up with younger siblings born in England. Occasionally they stayed in the Caribbean until they were adults and only met up with their family in Britain many years later.



*Building at Brackenhall.* By courtesy of Kirklees Image Archive (k012415).

Family life was not easy: racism at work, school and in everyday life affected home life too. Growing up in Huddersfield and the Caribbean was so different. Many families found themselves living in poor neighbourhoods where attitudes and expectations were different too. People from different parts of the Caribbean were often viewed as being the same and made unwelcome by some local people.



First trolley bus in Sheepridge. By courtesy of Kirklees Image Archive (k020087).

Some families found it hard to keep parents and even siblings together when there were so many challenges. Keeping in contact with relatives elsewhere was important. Letter, phone, sending photographs and visits helped to keep different generations together just as we use social media now. Friends and neighbours were supportive when times were difficult. They faced problems of prejudice and discrimination together. People helped each other. They came together for parties, for faith, and formed groups. Many families still come together for special occasions.



Spelling Bee, 2018. Kirklees Local TV archive.

Many **African Caribbean descent** extended families are large and in Huddersfield many families are linked through marriage too. Family connections with Caribbean **traditions** have changed and adapted as families combine different cultures and customs. For the present and future generations growing up, moving away for work or university will offer fresh opportunities.



Town Centre (Oastler College and old Coop), 1970. By courtesy of Kirklees Image Archive (km02724).

The resilience and ambitions of the **pioneer** settlers are reminders of what Huddersfield's people of **African Caribbean descent** may achieve at local, national and international level. Understanding the contributions of the Windrush Generation helps us to appreciate what people in the past have done and how their actions may affect what we now take for granted.

# Activities

## Activity 1

Watch an extract from ***Caribbean Through the Lens*** (12.52 - 13.28 min). Listen carefully to Cynthia Moses' memories about being in Port of Spain, the capital of Trinidad, when she was young. Write down what she remembers and liked to do?

*Allow 5-7 minutes*

## Activity 2

Look at the photographs shown in the next section of ***Caribbean Through the Lens*** (13.29 - 14.51 min). What do they show about lifestyles and what places (town and country) were like when these people were young? Note down contrasts with life in Huddersfield today.

Compare what people wear with present day clothes? Why are some people in uniform? How would you describe conditions in the towns and in rural or country areas?

*Allow 10 minutes.*

## Activity 3

Three people share contrasting memories from childhood in this section of ***Caribbean Through the Lens*** (14.52 – 19.12 min). Mrs Moses is from Trinidad; Mr Cudjoe is from Carriacou and Mr Nurse is from Barbados.

Look at the photographs as they talk. Note down:

- How does the photograph relate to what they talk about?
- What do you find most surprising about their memories?
- What would you have most/least enjoyed about their memories of the boat journey and the mobile cinema?

Share with the class. Check where these islands are on a map of the Caribbean/in relation to the UK.

*Allow 10 minutes.*



## Activity 4

Have you a favourite home-made food or drink that your family enjoys? Does your family have any recipes for special occasions? Could you share a picture or the recipe with your class or bring in an example for others to try? Perhaps you could make something in school to share with your class? Talk about how the sharing of food contributes to friendship and understanding

## Challenge

Write a list of things you would most or least miss if you moved away from Huddersfield.

Write your wish list for what the new destination would be like.

- Would other family members add anything different?
- When do you get together with your family at home?
- Do members of your extended family ever come together (aunts/uncles/grandparents and cousins) and for what kinds of occasion?

### Depending on your answer, try the next questions:

- What are *your* family get-togethers like?
- Where do they take place?
- Are food, drinks, music, dancing involved?
- What do people do? Who helps to get things ready?
- DISCUSS as a class the variety of family life.

## Lesson 4 – Being at School

Coming from the Caribbean to school in England was often tough. The Yorkshire accent was unfamiliar to newcomers and teachers were not familiar with their accents too. Under British **colonial rule**, schools had learnt the same topics but teaching styles were different. Caribbean teachers were often much stricter.



*An outdoor classroom, Caribbean Through the Lens. Kirklees Local TV archive.*

Adjusting to life in a new country was hard as children had often stayed behind with relatives in the Caribbean when their parents came to work in England. They had to get to know their parents again. Sometimes there were new younger brothers and sisters to meet who had been born in England. This was all happening at the same time as starting at a new school for many of the Windrush Generation. Schools were not prepared for the first children of **African Caribbean** background, whether as new arrivals or born in the UK.

Attitudes towards newcomers were often anxious and unwelcoming. There was little understanding about the Caribbean. Many people in England knew little about the islands or that their **colonial** histories and links to African cultures varied.



*Spring Grove School (donated photograph). Kirklees Local TV archive.*

Fears about bigger class sizes and falling standards in schools grew. Towns and cities tried different solutions: between 1965 and 1975, the authorities bussed children to schools right across Kirklees. School days could be very long and lonely far from home, family and friends.

Concern over **African Caribbean** children's educational success grew. Some parents blamed their children; some teachers blamed the parents and had no belief that these pupils would do well. Young people often became trapped in low ability groups or were sent to special schools for children with learning difficulties.

The **1976 Race Relations Act** and changing attitudes towards multiculturalism and **anti-racism** improved teaching but many **African Caribbean** children did not thrive at school. Parents and community groups started **supplementary schools** on Saturdays, afterschool and during the summer holidays. They provided teaching and curriculum materials that promoted Caribbean history, culture and identity.



*Old Bus Station, Upper Headrow, 1971.* By courtesy of Kirklees Image Archive (km02967).

After the new **Equality Act (2010)**, attention to equal opportunities was spread more widely. Huddersfield welcomed **refugees** and **asylum-seekers** escaping persecution elsewhere and tackled wider social issues.



*Empress Ballroom, Venn Street.* By courtesy of Huddersfield Local Studies Library, Kirklees Libraries.

Huddersfield's schools continue to adapt as they seek to meet the needs of their community. All schools now work hard to ensure they are welcoming, supportive and friendly places where children may reach their potential. Seventy years on from Windrush, finding ways to ensure that every child has the knowledge, skills and qualities to thrive as individuals, family members and members of society are more important than ever.



*Children writing.* Kirklees Local TV archive.

### Resource:

***Dispersing the Problem: Immigrant Children in Huddersfield*** - Kirklees Local TV.

# Activities

## Activity 1

Watch an extract from *Dispersing the Problem: Immigrant Children in Huddersfield* (9.4 - 10.31 min). It discusses how children of **African Caribbean descent** (and also of South Asian **heritage**) went to schools far from their homes during the 1960s/70s.

### Listen to memories and note down:

- Anything that you find surprising in the 1960s scenes of Huddersfield.
- Something that you find good or bad about how pupils travelled to school.
- Something that contrasts with your own journey to school.
- Words or phrases that describe how the children might feel about their school memories.

**Discuss your answers with a partner or the whole class.**

### Challenge:

Use *Google Maps* (or an Ordnance Survey map of Huddersfield) to work out how far pupils travelled between the places mentioned in this extract. Compare with your own typical journey to or from school.

## Activity 2

Look at the *Lesson 4/Activity 2* activity sheet (Find at end of workbook) and read what people have said about going to a **supplementary school**. Each quotation tells us something in their own words. Answer the questions and follow the instructions.

## Activity 3

Here are some statements from different schools. They come from local school websites in 2019. Each tells us something about what the school believes is important:

*'Working Together To Be The Best We Can Be!'*

*'Dream, Believe, Achieve'*

*'Being and doing our very best'*

*'Work together to succeed in life'*

*'Your Future, Your Dreams, Our Mission'*

*'Learning, Loving, Living'*

*'Creativity, Respect, Determination'*

*'One Childhood, One Chance'*

**Read through them carefully and:**

- Note similarities and differences.
- Discuss with a partner, which works best as a school motto? Why?

## Challenge

What is your school's motto? What does it say about your school? Design a poster that shows your school as a friendly place to learn, work in and visit.

## Lesson 5 – Celebration and Legacy

**Carnival** is a **tradition** that travelled from Europe to the Caribbean and then came back to Huddersfield transformed! Carnival is a cultural celebration that involves music, dancing and performing in the streets in colourful costumes. The biggest Caribbean carnival in the UK and in Europe is the **London Notting Hill Carnival**, which has its cultural roots in Trinidad and Tobago but there are carnivals that take place all over the world. Have you ever wondered how Carnival came to Huddersfield? How could Huddersfield have a **tradition** of turning the town centre in an enormous street party that attracts thousands of spectators and stops all the traffic? How did it all start and how has it changed over time?



*Carnival Parade, 1925.* By courtesy of Kirklees Image Archive (k002029).

From the late 1950s, Huddersfield's newcomers created their own entertainment bringing skills and knowledge from the Caribbean. Empty metal drums from work were cut and tuned to make steel pans (or drums) and carnival dances became popular.

The first indoor "Caribbean type" Carnival was held at Huddersfield Town Hall in 1968. Adults and children took part in singing, dancing and music and wore colourful costumes. Prize-winning costumes worn at Leeds Carnival also encouraged many local people to become involved.



*Huddersfield Carnival, 2015.* Kirklees Local TV archive.

Carnival soon became an important part of the history, culture and identity of Huddersfield's **African Caribbean descent** community and involved many local schools and community groups. Over time, costumes changed and the steel bands were replaced by sound systems. Costumes have been inspired by different themes and Carnival has absorbed influences that represent different island **traditions**.



*Huddersfield Carnival, 2015.* Kirklees Local TV archive.

Huddersfield's Carnival has become one of the longest running, colourful and most spectacular cultural celebrations in Northern England. One year it attracted almost 40,000 people as it is a family-friendly event and freely available to everyone. Cuts in public funding now make it hard for Carnival to happen annually and belief in making it happen needs to be taken up by a younger generation.

Carnival celebrates the diversity that African **Caribbean descent** community members have brought to Huddersfield and their ambition and determination. Carnival is an important time when people of all backgrounds may come together to enjoy themselves. The **African Caribbean descent** community has given Huddersfield a very special occasion and played a major role in making

Kirklees an inclusive, cohesive and progressive place to visit, work, study and grow up.



*Huddersfield Carnival 2018. Kirklees Local TV archive.*

#### Resources:

***Carnival 2015*** -Kirklees Local TV

***Carnival 2018*** – Kirklees Local TV

***The Legacy: What Jamaicans Brought To Huddersfield?*** - Kirklees Local TV



*It's up to you, Bradley, St Thomas Church. Kirklees Local TV archive*

# Activities

## Activity 1

Show film extracts from Kirklees Local TV website:

- *Carnival 2018* (0.45-1.53 minutes)
- *The Legacy – What Jamaicans Brought to Kirklees* (2.08- 3.37 minutes).

Discuss in pairs and then share as a class. First impressions? Skills involved? Identify different designs.

*Allow 5-7 minutes.*

## Activity 2

RESEARCH about Caribbean Carnival using tablets or laptops.

- When and when did it first start?
- How do costumes/floats differ on different Caribbean Islands?
- How have Caribbean Carnivals changed over time?
- How have designs, materials and characters changed over time?

Share with class or develop as a short report using pictures and writing.

*Allow 10 minutes.*

## Challenge

Role play being reporters as you share your findings from different islands (Remember to give a title to your report or programme!)



## Activity 3

EITHER:

Draw and design your own costume or mask – search on Google images and discuss as a class the features of costumes / masks, colours, textures, etc. Display images on the board for the children to draw inspiration from.

*Allow 10-15 minutes.*

OR:

In groups of two, role play as an interviewer and a Carnival Organiser who has just brought 100 floats, 3000 performers and 40000 people into town for Carnival! Talk about the tasks involved, good and bad aspects and what you most enjoyed! Take turns to be interviewed and interviewer. Record on a tablet and review your interview technique. Share with the class.

*Allow 10-15 minutes.*

## Challenge

Research other contributions to the life of Huddersfield that have come from the Caribbean (e.g. sport, music, fashion, hairstyle, food, dance, poetry, theatre). Share your findings with the class. Perhaps invite someone into school to share their experiences or have a Caribbean meal of friendship?

# Conclusion

## WINDRUSH: THE YEARS AFTER CONCLUSION:

- Use this idea after a standalone lesson or at the end of a mini-topic.
- Give children three post-its and ask them to complete 3 statements:
  1. 'What I learned about from Windrush: The Years After was...'
  2. 'One surprising thing I learned about was...'
  3. 'This topic is good to learn about because...'
- These may be displayed or used in an assessment or the pupils' reflective learning.
- Add your students' findings to your classroom or school history timeline

# Key dates

## The African Caribbean descendant community in Britain:

**AD 43** – Roman conquest of Britain begins – Roman soldiers drawn from all over North Africa and Europe.

**1507** – Black trumpeter at Henry VII's court.

**1555** – First **enslaved** Africans are brought to Britain.

**1601** – Elizabeth I orders the Lord Mayor of London to expel London's Black population.

**1700s** – Population of people of Black and Asian background including seamen and servants from enslaved populations in the Caribbean increase, as seen in country house paintings. Small but growing numbers of Africans in Britain's military regiments.

**1765** – Campaign begins in Britain for emancipation of enslaved people. Many country houses still gain wealth and influence from their profitable Caribbean estates.

**1783-8** – British withdrawal from America brings loyalists to Britain, including small number of freed former enslaved people of African descent. Olaudah Equiano becomes an important abolitionist.

**1833** – Abolition of slavery in **British Empire** but much poverty remains in Caribbean. Britain's participation in the slave trade did not end its economic benefits from slavery. For instance, on the site of Greenhead College, lived Joseph Beaumont (1852-70), a cigar maker whose business imported tobacco from plantations in Tennessee owned by his uncles. But before him, Greenhead Hall was home to Benjamin Haigh Allen, a local wealthy landowner who campaigned against the slave trade.

**1840s-60s** – African-American abolitionists campaign in Britain to end **enslaved** labour in the United States (achieved in 1863). Frederick Douglas visits Huddersfield on his lecture tour.

**1914-18** - World War I. People from the Caribbean and other British **colonies** fight with Britain against Germany. Some stay on particularly in large cities and ports where **African and Caribbean descent** communities had become established. Small numbers of students and professionals from Africa and the Caribbean visit work and live in Britain over next 20 years.

**1919** - 'Race' riots occur in ports, towns and cities as small black communities protest against ill treatment by the police. Records show Caribbean players are members of local sports teams in and around Huddersfield.

**1930** – African American musicians, including Paul Robeson, perform in Huddersfield.

**1939–45** – World War 2. People from the Caribbean and other British **colonies** raise funds to help Britain. They come as soldiers and other workers to join others from different parts of the **British Empire** to train and fight against fascism in Europe, North Africa and Asia. African-Americans are among US troops stationed in Yorkshire. Caribbean nurses provide healthcare too.

**1948** – The *Empire Windrush*, although not the first or only ship, brings **economic migrants** from the Caribbean to Britain, many being former military personnel. Newcomers are met by racial prejudice and intolerance.

**1950** – Immigration to the UK from the **Commonwealth** is encouraged by the British government to work mainly in health, transport and industry. Post-war newcomers from the Caribbean come to Huddersfield in the early 1950s.

**1955** – Major shortage of drivers leads to the hiring and training of 35 newcomers from the Caribbean to work on Huddersfield's trams and buses. People are already working for the local railway company and in mills, factories, the hospital and other local businesses.

**1958** – Spring Grove School and head teacher, Trevor Burgin, gain national recognition for welcoming children that are arriving with their families from the Caribbean and South Asia.

**1960s** – Visiting African American musicians are invited to perform at some local clubs and bars although much prejudice exists in many parts of town. Students write about local **racism**. First children of Windrush Generation born in Huddersfield. Growing number of nurses and other workers are in local NHS from different parts of the Caribbean.

**1962** – **Commonwealth** Immigrants Act and later laws are passed in 1968, 1971 and 1981. They severely restrict entry to Britain and gradually bring Caribbean large-scale **migration** to an end.

**1965** – Race Relations Act – the first law in Britain to address racial discrimination. It outlaws discrimination on the “grounds of colour, race, or ethnic or national origins” in public places. Bussing of children to different schools across Huddersfield starts (ends 1975).

**1970s** – Most of the **migration** from the Caribbean to the UK has stopped. Local African Caribbean families enjoy The Hudawi Centre and the Antilles Social Club. Some churches are more welcoming than others and many music venues, including Venn Street, are increasingly important centres of community activity.

**1976** – Race Relations Act is passed to make it unlawful to discriminate against someone on the basis of race. The Commission for Racial Equality is set up to help fight **racism** and promote racial equality.

**1981 and 1985** - ‘Race’ riots erupt in Britain’s inner cities as black communities protest against ill treatment by the police. Some families move further out from Huddersfield’s town centre. The Sixties generation are now raising their own families, the second **African Caribbean** generation born in Huddersfield.

**1987** – Diane Abbott becomes the first black woman ever to be elected to the British Parliament. Britain’s first Black History Month is celebrated. Lively community spirit in Huddersfield with Carnival, faith groups, many clubs and Sound systems flourishing.

**1988** – 40th anniversary of the *Empire Windrush's* arrival. Many local events, community groups, faith groups, **supplementary schools**, support networks and Carnival **traditions** flourish. Arts and music events promote Huddersfield as a culturally diverse community.

**1991** – Census shows approx. 500,000 people of **African Caribbean descent** live in Britain of whom an increasing proportion are British-born.

**1993** – Asylum and Immigration Appeals Act clarifies rules about claiming asylum and the rights of **asylum-seekers**. Hudawi Centre is burnt down one year after Venn Street, the musical heart of **African-Caribbean** life, closes as part of the Kingsgate redevelopment.

**1998** – Huddersfield gains its first MBE of **African Caribbean descent** - Stanley Innis.

**1999** – Report of the Stephen Lawrence inquiry is published. Institutional **racism** is recognised as discrimination and **racism** that exists within an organisation.

**2000** – Huddersfield holds the Arthur Wharton Cup football tournament in remembrance of the UK's first Black professional footballer (1865-1930).

**2001** – Race Relations Amendment Act is passed to require that all Public Services must actively promote race equality. Many local initiatives address issues of race, identity and opportunity.

**2004**- Mary Seacole is voted winner of the 100 Great Black Britons. She nursed soldiers at the Crimea and came from Jamaica. She is a reminder of Britain's long African and Caribbean history gaining visibility and the contribution of BAME workers to healthcare.

**2009** – The Parents of Black Children Association is one of many organisations that promote and enhance young people's opportunities and achievements in Huddersfield, putting wellbeing, learning and identity at the core of their programmes.

**2010** – Equality Act is passed to protect people from discrimination, harassment, victimisation and unfair treatment and promote a fair and more equal society in Britain.

**2012** – Huddersfield becomes the first Town of **Sanctuary** in the UK and part of a network to welcome people fleeing from war and persecution.

**2015** – Lilian Bader dies. Born in Liverpool in 1918 she was one of the very first black women to join the British Armed Forces. P Increasingly, people of **African Caribbean descent** and **multiple heritage** have important roles in all sections of local life.

**2016** – Shirley Thompson is named for the seventh time as one of Britain's Top 100 Most Influential Black People. The Equality and Human Rights Commission calls for the need for a comprehensive race equality strategy in its report 'Healing a divided Britain.' Huddersfield creates its own Caribbean Heritage Trail.

**2018** – 70th anniversary of the *Empire Windrush* arriving in 1948. There is much media coverage of the Windrush **Scandal** about people of **African Caribbean descent**, who were wrongly detained, denied legal rights, threatened with **deportation**, and, in at least 83 cases, wrongly deported from the UK by the Home Office.

**2017** – Grenfell Tower fire, London. At least 72 people die. This terrible fire, close to a very wealthy part of London, highlights how poor safety standards affects many high-rise buildings where people of Black, Asian and other ethnic minority backgrounds live.

**2019** – BREXIT. Negative attitudes towards immigrants, **asylum seekers** and **refugees** lead to a referendum (2016) with a narrow majority (52% leaving : 48% staying ) and the government's decision to leave the European Union (EU) after being a member for 46 years.

**2020** – COVID-19. Over 41,000 deaths are recorded in first 3 months of the Coronavirus pandemic. Many healthcare and other emergency service workers of BAME (Black and Asian Minority Ethnic) background lose their lives. The murder of George Floyd in the USA prompts international concern about racial violence and the Black Lives Matter campaign. Huddersfield lights up Castle Hill in purple and announces its Windrush Anniversary Garden. Many events are planned for Windrush Day 22 June 2020 as Lockdown begins to ease.

# Glossary

**African Caribbean** – a phrase that recognises the African **heritage**, culture and identity of people whose African ancestors came to the Caribbean.

**Anti-racism** - a term for actions that challenge **racist** thinking and practices by helping to identify and remove **racism** by changing how people, groups and organisations think and behave.

**Asylum-seeker** – a person who has entered into a legal process of gaining **refugee** status as everybody has a right to seek asylum and safety in another country. In the UK they are not allowed to work while their needs are considered but the state offers some money to help them live. People, who do not qualify for protection as **refugees**, will not receive **refugee** status and have to leave the country.

**British Empire** – the name given to the lands and peoples controlled by Britain until independence enabled those countries to rule themselves or they became part of the **Commonwealth**. Independence came to islands in the Caribbean at different times.

**Colonialism** – the unequal relationship when one country takes control over land and people elsewhere. Colonisers are the people or the country that take control and the people they control are called colonised.

**Commonwealth** – the name given to an international group that consists of the UK together with states that were previously part of the **British Empire** and dependencies.

**Deportation** – the action of deporting (expelling, banishing) a foreigner from a country. People may be detained before they are deported.

**Descendant** – a person that is descended from a particular ancestor.

**Economic Migrant or Migrant Worker** – someone who emigrates from one region to another, seeking an improved standard of living.

**Enslaved Peoples** – slavery is an economic system that relies on the free labour of enslaved people or slaves. Using this term reminds us that slavery denies the human right of being human. Enslavement ended this right for many people whose ancestors came from such diverse backgrounds as farmers, soldiers, homemakers, leaders and rulers in their countries of origin.

**Explicit** – stated clearly and in detail, leaving no room for confusion or doubt.

**Migration** – movement of something/someone from one place to another.

**Multiculturalism** – a belief that cultural differences should be respected or encouraged and one way of describing cultural diversity within a society as positive and enriching.

**Multiple, shared or dual heritage** – these terms refer to people whose parents or ancestors are from different ethnic backgrounds.

**Pioneer** – someone that takes initiative to come into a new place - a trailblazer.

**Racism** – prejudice, discrimination or antagonism directed against someone of a different race based on the belief that one's own race is superior.

**Refugee** – a person who has been forced to leave their country in order to escape war, persecution, or natural disaster but often still living in a nearby country.

**Scandal** – an action or event regarded as morally or legally wrong and causing general public outrage.

**Sanctuary** – a place of refuge or safety away from pursuit, persecution, or other dangers.

**Social exclusion** – a process through which people or groups have unequal access to advantages, benefits, opportunities or facilities as a result of being excluded.

**Supplementary schools** – a community-based initiative to provide additional educational opportunities for children attending mainstream schools. They are often geared to provide specific language, cultural and religious teaching for children from ethnic minorities.

**Tradition** – a long established custom (way of doing something) or belief that has been passed on from one generation to another.

**Urban change** – what happens when towns and cities change over time through expansion, decline or re-development of roads, housing and other buildings and public spaces.

**Windrush Scandal** – refers to government decisions and actions led to members of the Windrush Generation being wrongly detained, denied legal rights, threatened with deportation, and, in at least 83 cases, wrongly deported from the UK by the Home Office.



Share



# Lesson 1 / Activity 1 – My Own Special Family History

**Use these questions with your family or a family friend.**

Find out about how they came to Huddersfield or if they have always lived in the same part of town. Think of the interview as a journey through their life – a life story. Remember to write down what people tell you!

Sometimes it helps to have some family photographs to talk about. Perhaps your interviewee might like to come into school?

Top tips: Make your interviewee comfortable before you begin! Remember to thank your interviewees afterwards!

**NAME:**

**DATE OF INTERVIEW:**

**PLACE:**

**Where and when you were born?**

**Have you always lived in the same place?**

**How long has your family been in Huddersfield? Do you have any stories or memories?**

**Do you have any memories about school and growing up?**

**Can you share a memory about finding a job or working?**

**Can you share a memory about a special family occasion?**

## Lesson 1 / Activity 2 - Facts about the Caribbean Islands



TITLE:

## Lesson 2 / Activity 3 - Letters Across the Sea

Here is a letter that a grandmother writes to her grandchild who has left the island on a boat for England. **Read the letter and then answer some questions below.**

*My darling Josie,*

*I write to ask how you are and hope that you are well? It has been quiet since you left but I keep the little bed in the corner ready for you made up as usual. The tamarind tree is covered in fruit now and I am making juice. The mangoes are beautiful. A mongoose caught a chicken again this week and that naughty donkey next door got into the yard and trampled your vegetable patch. I was vexed but the boys across the street sent it home. The school roof was badly damaged in the hurricane but your uncle came in and patched it up so not a day of lessons was lost. I felt so proud. The rains washed away the road again so the bus couldn't get up the hill but I got a lift into Kingston and back again. How are you getting on in your new school? Is it nearby? Well, that's it. I miss you mightily but know one day you will come and visit me in this beautiful place.*

*Yours most affectionately, Nana*

- What do you learn about life in the Caribbean from this letter?
- What do you learn about Josie's grandmother?
- How do you think Josie feels when she reads this letter?
- Write a letter to Nana from Josie six months later.

### Challenge

Use a tablet or a laptop and other sources (see end of workbook) to find pictures that show what life in the Caribbean looked like in the past. Contrast 1900s, 1950s and now!

## Lesson 2 / Activity 3 – Letters Across the Sea

### Challenge

Josie's grandmother writes to her daughter (Josie's mother) five years later.

**Read and answer the questions.**

*Dearest Gloria,*

*I am so pleased about you becoming a nurse. You were always so caring. I would like a photo if you can send one. I am surprised that Josie is already thinking of leaving school. I thought she would go to college. Your new home sounds more comfortable. Can you grow some vegetables? I do worry that you don't get the fresh food you had here. Will you go to the same church as before? Thank you for the photograph of your friend's wedding. I could see some faces I knew. Younger people are still moving away. Soon only the old folks will be left here. Many houses are shuttered up and gardens overgrown. I don't know about coming to visit. It is a long way to England and expensive. Some people have come back from working for years in the USA and rebuilt that place at the bottom of the hill. They have a car! I will send you a rum cake again this Christmas.*

*Affectionately, Your loving mother*

- **How do families keep in contact now?**
- **How is the family's life in Huddersfield changing?**
- **How does the family keep in contact with each other?**
- **What do we learn about Josie's grandmother and change in Jamaica?**
- **Imagine what Josie or Gloria might be doing now?**

## Lesson 4 / Activity 2 – Being at School

*I make new friends and meet different teachers. I focus more, as the groups are small. I feel more motivated.*

*I liked learning about my own history and where my family came from and what life was like and how brave people were.*

*It was good to learn about famous people from different islands in the Caribbean. Their stories should be in all history books.*

*It made me really proud of my identity and my cultural **heritage**. I want others to know more too. I loved the visits & sports.*

Look at what people have said about being at different Supplementary Schools. Each quotation tells us something in their own words. Look at the speech bubbles and note down:

- Words and phrases that indicate the advantages of Supplementary Schools:
- Your own thoughts about any disadvantages of Supplementary Schools:

### Challenge:

Write your own Motto for a **Supplementary School**.

Write an imaginary diary entry for a half-day as a pupil attending a **Supplementary School**.

## **APPENDIX - The United Nations Convention on the Rights of the Child (1989)**

### **PRINT THIS OUT FOR USE IN YOUR CLASSROOM**

The United Nations Convention on the Rights of the Child (UNCRC) is the most complete statement of children's rights ever produced and is the most widely agreed international human rights treaty in history.

#### **Convention on the Rights of the Child (1989) (A very short summary)**

Children are individuals and members of their families and communities. They have rights and responsibilities, appropriate to their age and development. Recognising everyone's rights is vital for a world full of freedom, justice and peace. Children need special care and protection. Families play a really important role in society. Children develop best if their families/carers give them love, understanding, and happiness. Children should grow up "in the spirit of peace, dignity, tolerance, freedom, equality and solidarity". In all countries of the world, there are children living in exceptionally difficult conditions. These children need special help. Children's cultures and traditions should be protected. The world needs to work together to make life better for children, especially children in the world's poorest countries.

Here is a selection of articles or key statements for classroom discussion and use.

#### **The United Nations Treaty on The Rights of the Child**

Considering that the child should be fully prepared to live an individual life in society, and brought up in the spirit of the ideals proclaimed in the Charter of the United Nations, and in particular in the spirit of peace, dignity, tolerance, freedom, equality and solidarity,

##### ***Article 1***

For the purposes of the present Convention, a child means every human being below the age of eighteen years unless under the law applicable to the child, majority is attained earlier.

##### ***Article 2***

1. Governments shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.

2. Governments shall take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child's parents, legal guardians, or family members.

##### ***Article 28***

1. Governments recognise the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:

- (a) Make primary education compulsory and available free to all;
- (b) Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need;
- (c) Make higher education accessible to all on the basis of capacity by every appropriate means;
- (d) Make educational and vocational information and guidance available and accessible to all children;

**(e) Take measures to encourage regular attendance at schools and the reduction of drop-out rates.**

***Article 29***

**1. Governments agree that the education of the child shall be directed to:**

**(a) The development of the child's personality, talents and mental and physical abilities to their fullest potential;**

**(b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;**

**(c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;**

**(d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin.**

# RESOURCES

## Films:

The following videos are available from [Kirklees Local Television \(KLTV\)](#):

[Carnival 2015](#) (9:58mins)

[Carnival 2018](#) (6:01 mins)

[Caribbean Through The Lens](#) (27:00mins)

[Dispersing the Problem: Immigrant Children in Huddersfield](#) (26:46mins)

[The Legacy -What Jamaicans brought to Kirklees](#) (5:05mins)

[“The Legacy” Young People’s View of Jamaica](#) (9:17mins)

[The Windrush Exhibition](#) (7:55mins)

[The Story of Rosa Parks \(animation\)](#) (1:50mins)

[The Empire Windrush \(animation\)](#) (2:20mins)

## Local materials:

[Huddersfield Local Studies Library](#) has collections of images and news-cuttings about local **African Caribbean descendants'** experiences.

For more local materials see [Huddersfield's African Caribbean descent community at Heritage Quay](#) (University of Huddersfield).

For historical pictures of Huddersfield see [Kirklees Image Archive](#).

[Caribbean Heritage Trail](#) (Discover Huddersfield). This trail and map is freely available at libraries and the railway station.

[Huddersfield Examiner](#). Huddersfield's local newspapers include many photographs available for learning more about the **African Descent** community. Please note that charges apply but browsing is free.

[Huddersfield Exposed](#). This site has much information on local history including photographs of places that link to Huddersfield's Windrush Generation years. Check for charges. Browsing is free.

[West Yorkshire Joint Archive Service](#) (Kirklees Collections).

## Other resources:

[The United Nations Convention on the Rights of the Child \(UNCRC\), UNICEF-UK](#).

[British Library, Windrush Stories](#). Explorations of race, migration & culture.



## Images:

### Introduction

*Ashenhurst National Play Day*, Kirklees Local TV archive.  
*Olaudah Equiano, Windrush The Years After (2019)*, Kirklees Local TV archive.  
*John William Street in snow*, by courtesy of Kirklees Image Archive (k020127).  
*Children in Alder Street, Huddersfield*, by courtesy of Kirklees Image Archive (k024727).  
*Springwood*, by courtesy of Huddersfield Local Studies Library, Kirklees Libraries.  
*Springwood*, by courtesy of Huddersfield Local Studies Library, Kirklees Libraries.

### Lesson 1

*Park Street. Port of Spain. Caribbean Through the Lens*, Kirklees Local TV archive.  
*The Empire Windrush*, Kirklees Local TV archive.  
*Demolition and road widening in Wakefield Rd, 1964*, by courtesy of Kirklees Image Archive (k025014).  
*Shabang - Additional Needs Support Organisation*, Kirklees Local TV archive.  
*Norman Park, Fartown*, by courtesy of Huddersfield Exposed.  
*Huddersfield Railway Station, St. George's Square*, by courtesy of Kirklees Image Archive (km02935).  
*Building the new Bus Station, Huddersfield, 1973*, by courtesy of Kirklees Image Archive (km03006).  
*A ferry boat leaving harbour, Caribbean Through the Lens*, Kirklees Local TV archive.

### Lesson 2

*The Empire Windrush*, Kirklees Local TV archive.  
*Huddersfield Celebrates Jamaican Independence*, Kirklees Local TV archive.  
*Steel band outside Huddersfield Station, Carnival 2015*, Kirklees Local TV archive.  
*Sound System turntable at Tolson Museum (photograph), 2013*, Kirklees Local TV archive.  
*New Street, Huddersfield*, by courtesy of Huddersfield Exposed.  
*Raising the achievement of boys of African Caribbean Descent*, Kirklees Local TV archive.

### Lesson 3

*Barbados Airport, Caribbean Through the Lens*, Kirklees Local TV archive.  
*Aerial view of Springwood*, by courtesy of Kirklees Image Archive (k017789).  
*Building at Brackenhall*, by courtesy of Kirklees Image Archive (k012415).  
*First trolley bus in Sheepridge*, by courtesy of Kirklees Image Archive (k020087).  
*Spelling Bee 2008*, Kirklees Local TV archive.  
*Town Centre (Oastler College and old Coop), 1970*, by courtesy of Kirklees Image Archive (km02724).

### Lesson 4

*Outdoor classroom, Caribbean Through the Lens*, Kirklees Local TV archive.  
*Spring Grove School (donated photograph)*, Kirklees Local TV archive.  
*Old Bus Station, Upper Headrow, 1971*, by courtesy of Kirklees Image Archive (km02967).  
*Empress Ballroom*, by courtesy of Huddersfield Local Studies Library, Kirklees Libraries.

### Lesson 5

*Carnival Parade, 1925*, by courtesy of Kirklees Image Archive (k002029).  
*Huddersfield Carnival, 2015*, Kirklees Local TV archive.  
*Huddersfield Carnival, 2015*, Kirklees Local TV archive.  
*Huddersfield Carnival, 2015*, Kirklees Local TV archive.  
*It's up to you, Bradley, St Thomas Church*, Kirklees Local TV archive.

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**UNESCO International Decade for People of African Descent**



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