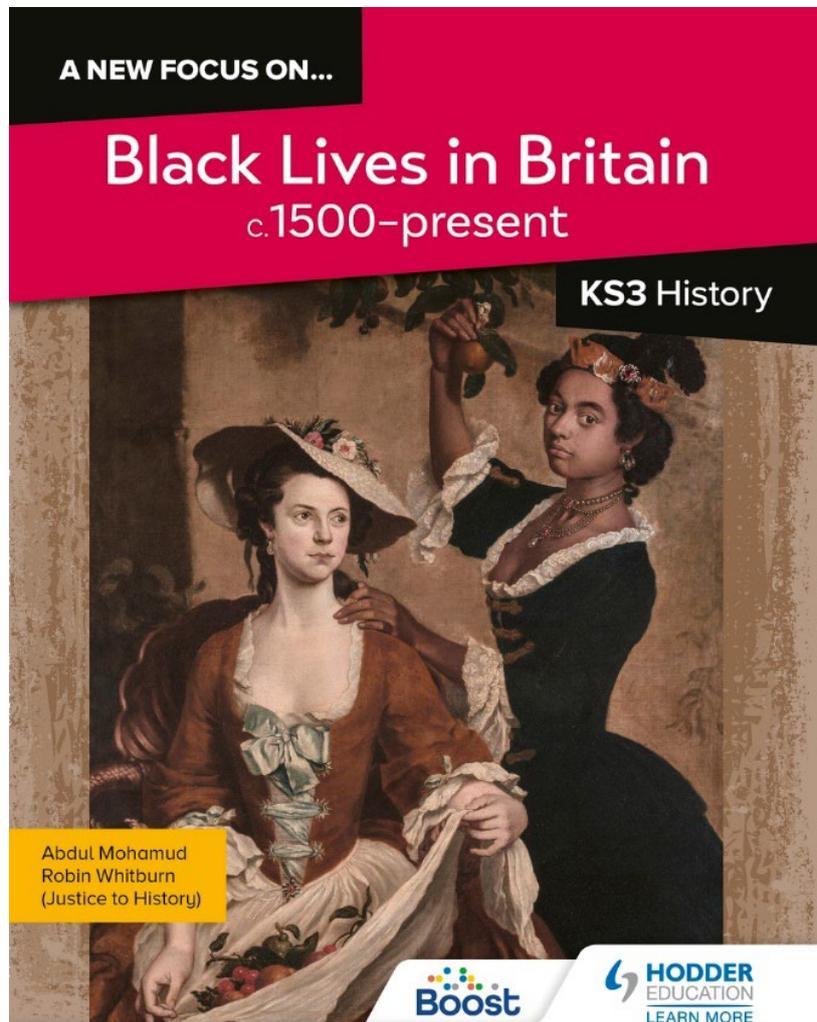


**A NEW FOCUS ON...**

**Black Lives in Britain  
c. 1500–present**

Teacher Guide



# Teacher Guide

Guidance on how best to incorporate this textbook into your curriculum and use it in your classroom.

### Curriculum intent

This book builds on the work of dedicated scholar-activists over the last 40 years to bring Black British history to the attention of educators, community leaders, students and the wider public. Those who lauded Britain as a ‘White man’s country’ from the 1950s needed to know that Black people had been active in British society for centuries before the arrival of the Windrush in 1948. The histories of Peter Fryer, Hakim Adi, Marika Sherwood and others interrupted the British psyche with their narratives of the Black presence in Britain from Roman times. When Miranda Kaufmann and Onyeka Nubia presented *Black Tudors* some thought the epithet an oxymoron (some still do), but there was no denying their evidence. So the significance that we ascribe to Black British history in the school curriculum is firstly with the purpose of countering the falsehood of a Whites-only story of Britain. That was the intent of Nigel File and Chris Power’s pioneering school textbook of 1981 (see *Black settlers in Britain, 1555–1958*, page 77) and with our book, we aim to build on that endeavour.

Since 2020 we have been coming closer to establishing Black British history as part of the bedrock of the national narrative; but until that work is done, there is a need to continue to shine a particular spotlight on that history. Black people from Africa and the Americas feature in so many important British historical narratives – we just need to look carefully, which is what our book supports. Our current society has been shaped in many ways by Black peoples and cultures, at both local and national levels. The Black presence is permanent and formative, and in our book we chose to illustrate this through the two themes of music and sport.

Nonetheless, there has to be another aspect to our curriculum intent in this field that challenges and discomforts us at times. The notion of a ‘hostile environment’ for migrants to Britain, and for Black migrants particularly (as in the *Windrush* Generation scandal), is not a novelty of the twenty-first century. Racism as a reaction to the Black presence in Britain, at both personal and institutional levels, is manifest in so many of the stories in this book. Whiteness became a prominent feature of British identity when the nation’s people became embroiled in the industrial trafficking of enslaved African people across the Atlantic Ocean; notions of race were developed to justify this human exploitation and terror. That impacted on the thinking of scientists, politicians, novelists, sailors and others, and the impact resounds from the pleas from the dock in the trials of Bill Davidson and William Cuffay in the early nineteenth century (see pages 32 and 34 of the book). Racism pervaded the academic Fletcher Report on mixed heritage families in Liverpool in the 1930s and then emerged in the colour bar, both formal and informal, in the Second World War. Shedding light on this racism is another vital strand of the rationale behind the book.

However, there are also stories of the support given by judges, monarchs, musicians, farmers, and others for Black men and women who found themselves in Britain striving to establish themselves

and often fighting for justice. There are now prominent Black women and men in all fields of social, economic, cultural and political life in Britain, some of whose histories appear in the final enquiry. For example, Dame Elizabeth Anionwu’s honouring of Mary Seacole (page 102) is just one story which illustrates how Black British history can be an inspiration for future generations of *all* young Britons, who can be proud of how far the country has come in its appreciation and understanding of a gloriously diverse past.

## The approach of the book

The histories in the book are arranged chronologically in three sections to match the general approach that History departments follow in their curriculum. But this is not a comprehensive survey of Black British history throughout the last five centuries. Particular aspects have been chosen so that teachers and students can study in some depth the significant contributions of Black people to Britain’s past. This is a book of people’s life stories rather than summaries of key factors that influenced developments. Those lives illustrate the wider developments in British history, and they are complex.

The interaction of Black people with White people in Britain is a consistent theme of the book, starting with the powerful image on the cover. These interactions are with a wide range of British people, from monarchs to public house proprietors; some relations are warm and affectionate, many are mutually productive, and some are suspicious and hostile. We could call this aspect of the book ‘the host environment’, and sometimes it could be described as a ‘hostile environment’. This is in the background to the Black lives being studied, but is not an explicit heading in the enquiries. Teachers will be able to judge when and how to highlight this aspect of Black–White relations.

The stories of the book show how British society has changed over the centuries, socially, culturally and politically, and how the conception of Britishness has come to include Black people of African and Caribbean heritages. The music and sport thematic enquiries convey stories of change and continuity in a single enquiry, but other changes are conveyed across the book as a whole. A few other thematic approaches are mentioned below.

## How to use the book in your planning

This textbook was not designed as a single course of study. It could become that, but that would not sit well with the purpose of showing the consistent involvement of Black people with British history across the centuries. As a school history department plans its curriculum, this textbook gives teachers enquiries that can be used with students in Years 7, 8 and 9. It is more likely that the enquiries will work best in the later years, as many of them are set in the twentieth century, but younger students could study one of the two thematic enquiries on music or sport, which cover

centuries and also look at contemporary aspects of the theme so they can see the connections within the subject.

### Interludes

The **Interludes** in the book can help to suggest how the enquiries could link to some of the big themes of the curriculum: transatlantic enslavement, the age of revolutions, the British Empire, migration post-1945. They could be used for a homework task to review the key background knowledge for the subsequent or previous enquiry: for example, the interlude on Transatlantic Enslavement could be used as a follow-on homework after studying Tudor London to consider how the harmony of that time gets disrupted; or it could be a preliminary homework activity before considering either the Black Georgians or Black Radicals enquiry. The Interludes can also be particularly helpful for considering long-term causal factors behind the experiences of an individual.

### Site enquiries

The **Site enquiries** are a special innovative feature of this textbook. Departments are used to diverse historic environments at GCSE, but at KS3 site studies tend to be connected to local history. Departments that are fortunate to be near the five sites in the book can exploit the local connections, but any school can begin to prepare students for their GCSE study by working through one or more of our Site studies. The link between person and place is such an important feature of lived experiences. The Site studies are particularly connected to two themes:

1. The interaction between Black sailors and local White women and the building of mixed heritage British families. This is the key theme in Liverpool and Cardiff. These families faced challenges and opportunities as they contributed to Britain's expanding economy and lived through the crises of two world wars.
2. The development of political and social activism in Black communities. This is the key theme in Bristol and Brixton. Black leaders emerged in the 1960s and 1970s who challenged the discrimination and injustice that Black British people faced from businesses, landlords and public authorities. There were also creative men and women who brought Black cultural forms to local communities and then the national scene.

Each Site study includes a map of the area with landmarks from the stories in the enquiry. Students could produce virtual tours of the area, explaining the significance of each of the people and sites using different media.

### Thematic enquiries

The **Thematic enquiries** provide teachers and students with opportunities to specifically study change and continuity across the centuries. The sport enquiry presents stories of struggle against

racism and prejudice in sport and wider society, featuring triumphs of resistance and resolute commitment to social justice in athletes' stories. The music enquiry shows the diversity of Black people's contribution to musical genres, from classical violin sonatas to grime lyrics, and the global connections that Black people have brought to Britain feature clearly.

The thematic enquiries can be studied by any year group in a secondary school and they offer opportunities for creative activities to conclude the enquiry. Students can make good use of YouTube and other media to select and edit video content that could help to highlight contributions of Black people in sport and music in the twentieth century in a class presentation.

### Depth enquiries

The **Depth enquiries** are the most conventional form of curriculum design in the book. Three of them show how Black people were involved in aspects of British history that are routinely covered in the school curriculum:

- Depth Enquiry 1: Black Georgians who were connected with the vibrant social world of eighteenth-century London and with the growing concerns about the enslavement of Africans by merchants and plantation owners in the emerging British Empire.
- Depth Enquiry 2: Black radicals who were involved in the turbulent political scene of early nineteenth-century England, including the Chartist movement. Davidson, Wedderburn and Cuffay were all men of dual heritage who identified strongly with English causes, but were then considered 'other' when they faced the courts.
- Depth Enquiry 3: Black service men and women who sought to be involved in Britain's struggle against fascism in the Second World War, both on the Home Front and in the Royal Air Force. Women's struggles to be taken seriously in making a contribution to the war effort at home feature prominently in this enquiry. Britain's connection with African-American soldiers are also an important element explored.
- Depth Enquiry 4 explores seven stories of Black achievement in contemporary Britain across a wide range of fields: architecture, law, literature, medicine and health, music, politics and science. All but one of those featured are women, to emphasise the dual struggles that they have had to overcome and their significance.

### Using the Black Lives in the book in other enquiries

The enquiries in this book could be taught in their entirety or teachers could select one or two of the stories covered to include in a departmental enquiry on the connected aspect of British history. The following table shows suggestions for some commonly taught topics:

Topic in KS3 Curriculum	Black lives to include in this history from this book	Key points to develop
<b>The Scientific Revolution and the Enlightenment</b>	<ul style="list-style-type: none"> <li>• Olaudah Equiano and the Arctic expedition, pages 18–19.</li> <li>• George III and Enlightenment ideas, page 17.</li> <li>• Beethoven and George Bridgetower and the Romantic Age, page 84.</li> <li>• Robert Wedderburn and the egalitarian Enlightenment idea of Spence, page 31.</li> </ul>	<p>Equiano was assisting Charles Irving with his water distilling machine to assist long sea voyages of discovery.</p> <p>Even the king was affected by the new enlightenment ideas in relation to the enslavement of Africans.</p> <p>The great Romantic composer was inspired by the violin-playing of the young dual heritage Black musician.</p> <p>Radical thought challenged the power positions of established aristocratic elites.</p>
<b>The Transatlantic Slave Trade and its Abolition</b>	<ul style="list-style-type: none"> <li>• Olaudah Equiano (pages 19–20) and Ottobah Cuguano (page 23) and the abolition protests of the Sons of Africa.</li> <li>• Robert Wedderburn’s description of the brutal treatment of his enslaved mother in Jamaica on page 30.</li> </ul>	<p>Both these men wrote important abolitionist texts that enjoyed wide readership, including the Prince of Wales.</p> <p>Despite having been the mistress of his White father, Robert’s mother was sold elsewhere on the island and beaten severely.</p>

<h3>The Industrial Revolution</h3>	<ul style="list-style-type: none"> <li>• Development of Liverpool at the height of the Industrial Revolution and the importance of the Africa trades, page 38.</li> <li>• George W. Christian’s story of entrepreneurial flair and the social mobility that trade brought, page 40.</li> </ul>	<p>Exploitation of the resources of West Africa took on new forms after the abolition of the trafficking of enslaved Africans.</p> <p>Social impact of industrialisation and trade is shown in the rise of Christian to middle-class suburban life in Liverpool in the later nineteenth century.</p>
<h3>The Growth of Democracy and Popular Protest</h3>	<ul style="list-style-type: none"> <li>• The pre-reform franchise and Ignatius Sancho, page 24.</li> <li>• The socio-economic impact of the Napoleonic Wars and Joseph Johnson, page 28.</li> <li>• Impact of the Peterloo Massacre of 1819 and the activism of Bill Davidson, pages 32–33.</li> <li>• The Chartist Movement and the life of William Cuffay, page 34.</li> </ul>	<p>Sancho had a vote as a shopkeeper in Westminster.</p> <p>The poverty of veterans after the war and the absence of state welfare for many.</p> <p>The feverish spread of radical ideas but the rather amateurish attempt at revolution at Cato Street.</p> <p>Cuffay’s frustration within the London Chartists over the 1848 protest shows the divisions and frustrations in the movement as a whole.</p>
<h3>The Rise of the British Empire</h3>	<ul style="list-style-type: none"> <li>• The activities of the East India Company in late eighteenth-century Bengal and life of Julius Soubise, page 25.</li> <li>• Transportation and development of the British colonial presence in Australia and William Cuffay, page 35.</li> </ul>	<p>The significance of the EIC as an authority and employer for many different trades in Kolkata in the eighteenth century.</p> <p>Cuffay’s radical politics and belief in working-class rights remained strong in Tasmania, but it should be pointed out that treatment of indigenous Australians on the island was horrific.</p>

	<ul style="list-style-type: none"> <li>• Growth of British colonial involvement in West Africa after the abolition of the Slave Trade and the life of George W. Christian (page 40) and Daniels Ekarte (page 45).</li> </ul>	<p>Missionaries like Mary Slessor (Ekarte) and traders like Christian were key to pushing forward British involvement in West African colonies in Nigeria and the Gold Coast.</p>
<h3>The First World War</h3>	<ul style="list-style-type: none"> <li>• The involvement of colonial sailors in the wartime merchant navy and its struggle to keep trade going, and the life of Marcus Bailey, page 42; and some enlisted in the army – Ivor Landsman (page 46) and Harry O’Connell (page 49).</li> <li>• Walter Tull’s army career, page 93.</li> <li>• The post-war race rioting in 1919 and the lives of Charles Wotten in Liverpool (page 41), and Landsman (page 46) and Isma’il (page 48) in Cardiff.</li> </ul>	<p>These men volunteered to serve during the war and appear to have had a sense of belonging to the nation and its struggle against the enemy.</p> <p>His career showed the barriers to Black soldiers in the armed forces, but also the wisdom of officers who broke the rules to allow him to be promoted.</p> <p>The hostile post-war environment was clearly connected to racism and these men’s experiences were painful and, in Wotten’s case, fatal.</p>
<h3>The Second World War</h3>	<ul style="list-style-type: none"> <li>• The Depth enquiry, pages 54–61.</li> <li>• The Young family in Cardiff, page 50.</li> <li>• The Quarless family in Liverpool, page 43.</li> </ul>	<p>Incorporate the Liverpool and Cardiff stories into the enquiry if you have time. There is a mixture of stories from the actual military conflicts, in terms of the Royal Air Force and the Home Front in many different ways.</p>
<h3>African-American Civil Rights Movement</h3>	<ul style="list-style-type: none"> <li>• The case of Leroy Henry and the Black GIs in the Second World War, page 58.</li> </ul>	<p>The idea that the African-Americans were fighting for the ‘Double-V’ – victory against fascism abroad and racism at home – is clear in Henry’s story.</p>

	<ul style="list-style-type: none"> <li>• Paul Robeson’s activism in taking up workers’ causes in Britain and his problems in the USA, page 86.</li> <li>• Muhammad Ali and his interest in promoting Black self-esteem and confidence, page 77.</li> </ul>	<p>Shows the context for Robeson’s struggles with the American state in its paranoia about socialism and left-wing ideas in the early Cold War and the challenges for 1950s’ Civil Rights activism.</p> <p>The significance of Ali’s socio-political activism alongside his sporting success. He also visited Black British communities in Notting Hill in 1966.</p>
<p><b>Black British Civil Rights activism and protest</b></p>	<ul style="list-style-type: none"> <li>• Learie Constantine’s pioneering case against the Imperial Hotel in 1943, pages 60–61.</li> <li>• The case of racial injustice involving Mahmoud Mattan in Cardiff in 1952, pages 52–53.</li> <li>• Claudia Jones and the <i>West Indian Gazette</i>, page 72.</li> <li>• The Bristol Bus Boycott in 1963, page 67.</li> <li>• Olive Morris’s squatting and organising for Black and Asian women in the 1970s, pages 74–75.</li> <li>• The injustice of the case of the Brockwell Three in 1973–74, page 76.</li> <li>• The Race Today Collective and its struggles for justice for Black and Asian groups, pages 78–79.</li> <li>• The urban unrest and conflicts with the police in the early 1980s, in Bristol, pages 70–71, and in Brixton, pages 80–81.</li> </ul>	<p>The story of the post-war political activism of Black and Asian communities, who united as ‘Black’ in the 1970s and 1980s, can be planned as a complete enquiry using these elements from across the Site studies of Bristol and Brixton. The cases of racial injustices in the Interlude of pages 82–83 could be included.</p>

### Useful tips for teachers in planning and teaching the lessons

#### Story-telling

Consider different ways of communicating stories of individuals and of consolidating the narrative for students so that they can more easily consider the historical significance of the individual or family. Approaches will depend on the time available and on the aptitude and interests of the students in a class; timelines, storyboards, journal entries or dramatic re-enactments could be useful.

#### Making resources accessible

The presentation of images and other sources from the book onto the classroom board can be very useful, especially where a large scale helps to highlight particular aspects, as in the cartoons of Soubise on page 24 and Constantine on page 61; and the photograph of Somali men on page 52, and of the Brixton uprising on pages 80-81. An image can also be the centre of a worksheet, with empty boxes linked to important features of the image, or simply cut out and stuck into the book, so the page becomes the worksheet. Make effective use of the **Glossary** of key words and these can be displayed using PowerPoint and then noted down by the students in their own books.

#### Dialogue and critical thinking

So many of the questions in the enquiries provided should generate a lot of thinking and speculation on the part of the students, e.g. the students need to talk about these questions in groups, or at least in pairs, before the teacher asks individual students to comment. It is useful to tell the students who will be feeding back from each group a minute before the end of the group discussions, to save wait time.

#### Race and racism

Some of the questions will focus the students' thinking on the ideas of racial prejudice and the hostility of the environment that Black British people found themselves in. Encourage the students to explain carefully the thought processes that might lie behind certain actions, rather than simply saying 'that's racist'. Be wary of explaining away the seriousness of racism by suggesting that 'everyone thought that way at the time'; the encounters of Julius Soubise in London with the Duchess of Queensbury and with the Pawsons in Kolkata suggest that not everyone had racist attitudes in the late eighteenth century. Holding ideas of racial superiority was a conscious choice, albeit one that many people made. Situations can change very quickly and people could be fickle: the same people who lynched Charles Wooten by drowning in Liverpool in 1919 could have been saved from drowning by James Clarke a few miles away, ten years earlier.

#### Inter-racial relationships

So many of the significant men and women in this book have been of dual heritage with a Black parent and a White parent, from the Black Radicals in the early nineteenth century to three of our Black leaders in the final Black Excellence enquiry. In the port cities of Liverpool and Cardiff in the late nineteenth and early twentieth centuries (Site enquiries 2 and 3) it was usually a Black father, often a sailor, and a White mother. It was often challenging for inter-racial couples and their families; although the Fletcher Report that condemned the prospects for mixed-heritage families in 1930 was produced in Liverpool (page 44), those attitudes were prevalent across the country for decades. Dual heritage men and women have been included in this book of Black lives, but it's important to remember that their identity can be complex and their journeys of self-discovery are powerful, as in the case of Dame Elizabeth Anionwu on page 102. Language should be considered carefully and sensitively in this area, as with Black people in general – see page 7.

### Recommended books

#### **Texts for appreciating the issues behind the field and its importance for Britain in the twenty-first century:**

##### **Renni Eddo-Lodge – *Why I'm No Longer Talking To White People About Race***

The first chapter is titled 'Histories' and it is a useful overview of Black British History.

##### **Akala – *Natives: Race & Class in the Ruins of Empire***

A memoir of the challenges he experienced in his formative years, interwoven with historical narratives.

#### **Overview texts for subject knowledge about the field:**

##### **Hakim Adi – *African and Caribbean People in Britain – A History***

A comprehensive, meticulously researched, readable scholarly overview, with a valuable index. The book to accompany your planning of lessons with the textbook.

##### **Peter Fryer – *Staying Power: The History of Black People in Britain***

The first survey history of Black people in Britain, and ground-breaking in the 1980s. Best for histories before the mid-twentieth century.

##### **David Olusoga – *Black and British: A Forgotten History***

The ground-breaking book of the twenty-first century in the field and a very readable scholarly account of important episodes in Black British history from Roman times to the present. Best for the eighteenth and nineteenth centuries.

### Specialist texts for subject knowledge:

Note there are too many valuable works to list here, so this is a very small selection:

**Stephen Bourne – *Under Fire: Black Britain in Wartime 1939–45***

A thoroughly researched work to accompany the Second World War enquiry in the textbook.

**Edited by Gretchen Gerzina – *Britain’s Black Past***

A collection of scholarly essays covering the enquiries on Black Georgians and Black Radicals of the early nineteenth century.

**Rob Waters – *Thinking Black Britain 1964–1985***

A fascinating scholarly account of a turning-point in Black British history and consciousness; particularly useful for the Brixton Site enquiry.

**John Woolf and Keshia N. Abraham – *Black Victorians: Hidden in History***

A collection of life stories of Black Britons in the Victorian age, including Cuffay and Coleridge-Taylor; a good source of additional material to construct a new enquiry on the period.