

It's 1948 and Preston is about to set sail on a journey that will change his life forever. He and his parents will travel on the *Empire Windrush* from Jamaica to start a new life in Britain. Join Preston on board and discover ...

- ▶ who was on this famous ship;
- ▶ how the passengers entertained themselves on the long journey;
- ▶ and what they thought of England when they arrived!

You will also learn how the Windrush passengers have contributed to British life today.



Also available:



EARTH / Grey A



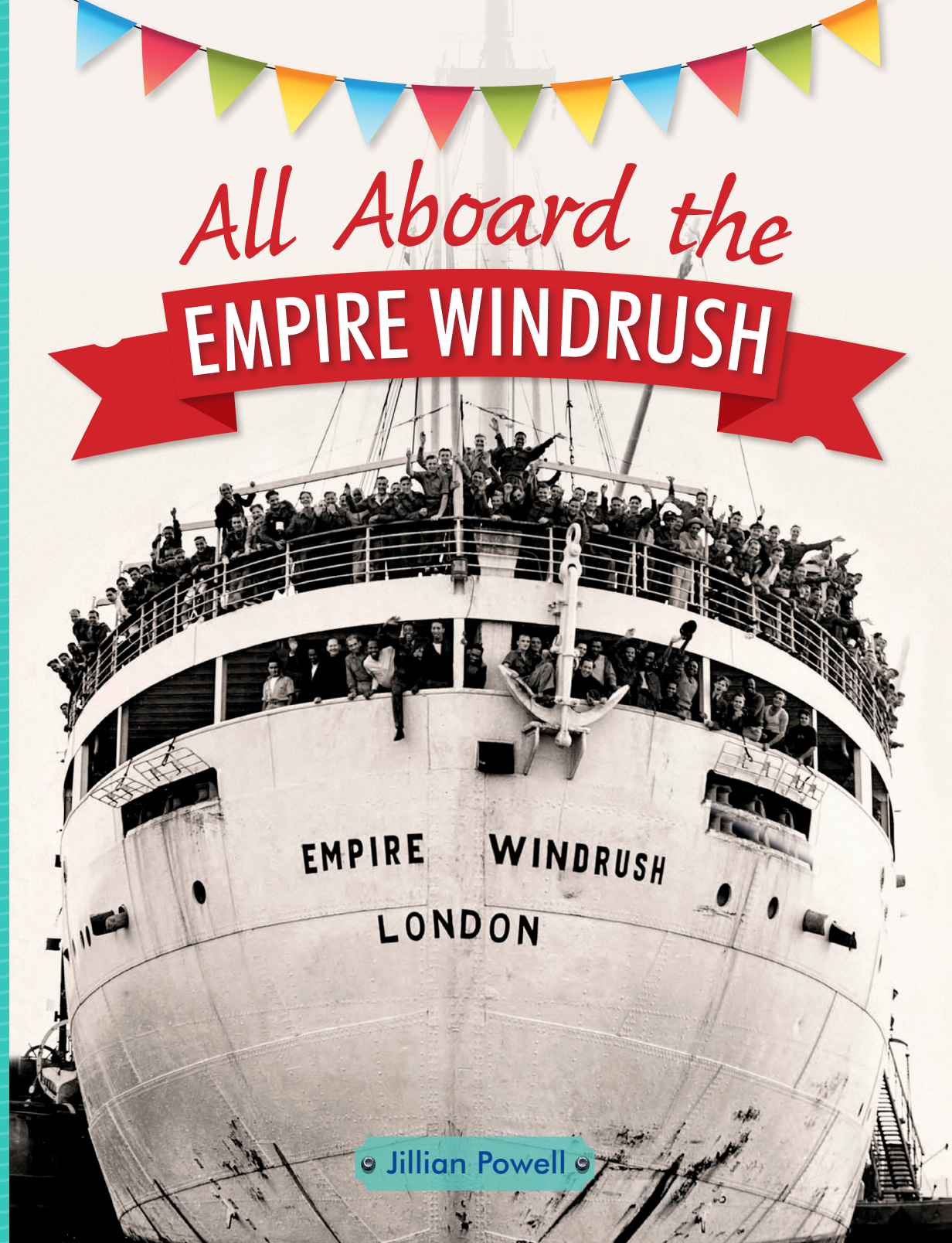
ISBN 978-1-5104-5394-4



9 781510 453944

www.risingstarsreadingplanet.com

All Aboard the EMPIRE WINDRUSH



Jillian Powell

A note from the author

In 2018, special events were held to commemorate the 70th anniversary of the arrival of the *Empire Windrush* in Britain. Among those who joined in were people who had been on board. They arrived as children or young people and they are now in their 80s and 90s. Listening to their stories made me realise how important it is to keep their memories alive.

Now try this!

Imagine you are Preston and you've just arrived in London. Write a postcard to a friend or relative in Jamaica.

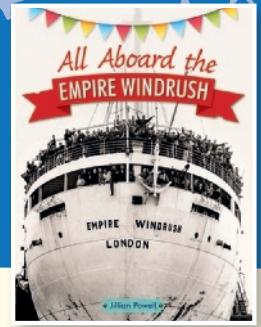
The Windrush Foundation is a charity that highlights the contributions made by African-Caribbean people to life in the UK. Use the Internet to find out about some of the things the Foundation does.

Get together with two friends and use a cane or pole to try limbo dancing. Remember you mustn't touch the pole as you go under it.

Listen to some calypso and steel pan music. Try making steel pan sounds by tapping upturned cake tins using the rubber erasers on pencils.

All Aboard the Empire Windrush

Jillian Powell



Book overview

In reading this book, the children will learn about the experience of post-war immigrants who arrived in the UK on the *Empire Windrush*. The main text tells the story of how the ship's passengers left their homes in Jamaica, their experiences on the voyage and what they discovered when they reached the UK. The book includes a personal narrative of a young passenger called Preston, based on the records and memories of those who travelled on the *Empire Windrush*.

Use this book to develop the children's understanding of the features of historical recount, both through Preston's personal narrative and use of the third-person narrative in the main text. The text also presents information in a number of ways, including photos and captions, maps and realia.

Curriculum links

This book could be used as part of a local history study or history topic relating to immigration. Maps and other ways of presenting information in the book can also support locational knowledge and characteristics of places for geography.

Key words

Discuss these key words with the children to test understanding before reading or as you read. Remind the children that they can use the glossary to understand tricky words.

nationality, British Empire, citizens, mother country, independence (all p5), **Second World War** (p6), **National Health Service** (p9), **hustle and bustle** (p10), **calypso** (p18), **canteen** (p31), **landladies** (p32), **co-operative** (p41), **generation** (p43)

Reading and SPaG* objectives

This text and the suggested activities will support the children to:

- ★ retrieve and record information from non-fiction
- ★ identify main ideas drawn from more than one paragraph and summarise these
- ★ identify noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.

Before reading

Before reading this book, it is a good idea to set the scene with a class discussion about the different communities in the UK and how people have moved here over time. Ensure that the discussion recognises the experience of the different children within your class.

- ★ Ask: *Why do people move to live in a new country?* Ask the children to think of different reasons for migration. Some people move to avoid problems such as war, some move to study or work in a new country, and others move to live with someone they love. This discussion will help to put the story of the *Empire Windrush* in context.
- ★ *How would you feel if you moved to another country?* Ask the children to work in groups and think about the things they would miss if they moved, such as friends, family or other, less obvious, things. This may need careful handling if any of the children have experience of migration themselves.
- ★ This book describes events that took place in 1948. Emphasise that life was very different then. For example, long-distance travel was mostly by ship, and communication with family members would probably be by letter. People moving to the UK may have known little about what to expect, such as the climate.

During reading

Introduce the book by explaining that it is mainly a non-fiction book that gives information about the voyage of the *Empire Windrush*. It also includes sections written from the point of view of a boy named Preston.

- ★ Read the first few pages of the book together as a class. Choose different children to read the main text and the sections written from Preston's point of view.
- ★ Ask: *How are the sections of text by Preston different to the rest of the text?* Establish that the text is written in the first person and uses a more personal style. *When might you write in the same style as Preston?* Encourage the children to identify that they might use this approach for a diary or letter.
- ★ Now discuss the main non-fiction text. This is written in the past tense and tells the story of the



Empire Windrush, but this text is designed to give information. *What words are used in the main text that would not be used by Preston?* For example, there are many facts and figures which wouldn't be used by Preston as it wouldn't be realistic for an 11-year-old boy to know this sort of information.

★ *Why do you think both types of text are included in this book?* The children should conclude that the book is written to show what it felt like to be a passenger on the *Empire Windrush*, as well as to give information.

★ Divide the children into groups and ask them to read a section of the book. Say: *Look for different ways in which information is presented.* Apart from the main text, some features to note could include:

- ☆ maps, such as those on pages 2 and 13
- ☆ photos from the time, and the captions that explain them
- ☆ documents, such as the ticket prices on page 5 and passenger records on page 15
- ☆ newspaper headlines, such as on page 10
- ☆ charts, such as the column graph showing the age of the passengers on page 15. Ask: *What information can we get from this chart?* Establish that it shows that most of the passengers were aged between 18 and 29.

★ Discuss these different forms of information and why they are important. For example, charts can show complex information in a visual way. Photos can show us what the people looked like – and even how they were feeling.

G One way for an author to give more information to the reader is to expand nouns by adding additional words and phrases, such as 'a famous travel writer, married to a British diplomat' (page 17) or 'A group of calypso singers' (page 18). The expanded noun phrase tells us more about the main noun, in this case the writer and the singers.

★ Ask the children to look for expanded noun phrases as they read the section of the book about life on board the *Empire Windrush* on pages 16–27.

★ As well as determiners and adjectives, noun phrases can also include prepositional phrases, which can tell us where something is in space or time, for example 'a popular dance in the West Indies' (page 26).

V Ask the children to work in pairs or small groups to create list poems of the things they would pack to remind them of home. Using expanded noun phrases will help to explain why the things they've chosen are important to them. Discuss their ideas, then create a class list of the best ideas and most interesting noun phrases.

Pages 28–37 give information about the passengers' arrival in the UK, including their first impressions and the search for a job and a place to stay. Read these pages together and discuss the children's reactions.

★ Ask: *What would you find strange if you travelled to the UK in 1948?* Read Preston's impressions of the UK. *Is there anything here that you find surprising?*

★ Use PCM2 to test the children's skills in finding information in the text. Challenge them to use the text to fill in the gaps.

Reading for pleasure

As part of your discussion at the end of the book, encourage the children to discuss whether they liked the book. You could rate the book as a class alongside the other books you've read.

★ Ask: *What did you like about the book?* Ask the children to vote on which sections of the book they found most interesting, such as the voyage itself or the passengers' experience when they arrived in the UK. *Did Preston's personal view help you to understand how the *Windrush* passengers felt?*

★ *Was there anything that you would change about the book?* Perhaps the children would like the whole story to be told from the point of view of a passenger like Preston. *What would be lost if the book was told from one point of view?*

★ *Can you think of any other books like this that you've enjoyed?* These could either include personal accounts of moving to a new home or books about historical events.

Follow-up activities

Preston's account of his journey to the UK can be used as a model for the children to write their own first-person narratives of events in their own lives. Ask the children to keep a short journal, talking about themselves and their experiences, for a few days. Encourage them to pick one detail or moment from each day and write about it, detailing their own thoughts and feelings.

This book tells the story of one of the first groups of people to move to the UK after the Second World War. You could use this as a starting point for the children to investigate the experiences of immigrants to your local area in the past. The children could plan and carry out interviews with family members or other local people to find out about their experiences.

All Aboard the Empire Windrush

Name: _____ Date: _____

Reminders of home

In the section ‘Reminders of Home’, we learn about some of the things people took with them on the journey.

‘Adults chose a few special things as reminders of their homes in the West Indies, such as family photographs, and a favourite china plate or vase.’

Preston writes: ‘In my suitcase, I packed my book about boats and ships and a game of dominoes to help pass the time on the journey.’

What would you pack for such a journey? Work with a partner to create a list poem, listing all the things you would pack to remind you of home.

Try to make your noun phrases as descriptive as possible to help readers understand why these things are important to you, so instead of ‘a picture of my dog’ pack ‘a treasured photo of my mischievous puppy’.

In my suitcase, I would pack ...

All Aboard the Empire Windrush

Name: _____ Date: _____

Writing home

Use the text of *All Aboard the Empire Windrush* to fill in the gaps in this letter from a child to his or her family in Jamaica.

Dear Granny,

Our ship, *Empire Windrush*, finally arrived at Tilbury docks on _____
_____. When we walked down the _____,
several news reporters were waiting for us. Lord _____ sang the
calypso song he had written during the voyage.

The weather in London is _____ compared to what we're used
to in Jamaica. People use _____ to heat their homes.

We travelled into London by _____. Many of the passengers
are staying in an old _____ station called Clapham Deep.
There is room for about _____ thousand people to stay there.
Many homes in London have been _____ because of the
war. The grown-ups are all hoping to find work to pay _____
for our homes and to buy some warm clothes. They have been to the Labour
_____ to find jobs.

We miss you all very much. London seems very _____ at first,
but I'm sure we'll get used to it.

Love,