

EXPLORE AND ENGAGE PLAN.

Whole-School Unit
Coming to England by Floella Benjamin

Edition 1



Written by Floella Benjamin and illustrated by Michael Frith, published 2016

This truly wonderful autobiographical recount of Floella's childhood in Trinidad through to her family's migration to Britain in 1960 offers children an opportunity to access important historic information. Its poignancy and relevance continues to shine today as we aim to support children to learn about the experiences of those involved.

The plan is sequenced using the order of most of the chapters and will support you in stimulating ideas for discussion, research and activities that will promote understanding and empathy.

The following book was published in April 2021 and you may find it helpful to further enhance engagement from KS1 children:

Coming to England: An Inspiring True Story Celebrating The Windrush Generation by Floella Benjamin and illustrated by Diane Ewen


Day	Skills Focus	Teaching Outline
1	Spoken Language-questioning	<p>This link -https://www.youtube.com/watch?v=rSGSlmqbpwo provides an ideal introduction from the author who explains why she decided to recount her experience. This link is a dramatic retelling: https://www.bbc.co.uk/iplayer/episode/b0bdl9bp/coming-to-england Decide beforehand up to which point of the video(s) to share with the children. Choose to read the book to the children or use extracts from the book to share with the children appropriate to the age group. You may decide to read the whole book to older children as part of wider reading provision in preparation for Black History Month.</p> <p>Floella immediately provides a question that her children had asked her....." What was it like when you were a child mummy"?</p> <p>Use this as a prompt to either recount some experiences from your own childhood that contrast from life today. Draw together experiences and compare to experiences today where applicable.</p> <p>Ask the children to think about their experiences when they were younger and how they compare to their experiences today. Possible question prompts could include: Tell me about where you live. Have you always lived in the same place? If so, has it changed in any way? What did you like to play when you were younger? Has that changed at all? What did you like to eat when you were younger? Do you still like the same foods or has that changed? Where did you like to go when you were younger? Has that changed?</p> <p>Encourage the children to find out what life was like for their parents or carers when they were little. Use their findings to create a display.</p>

		Y1 – Y3:	Y4 – Y6:
		<p>What is a memory? What do you remember about being in Reception?</p> <p>Provide children with sticky notes and ask them to write down or draw any memories they have.</p> <p>This could be done orally with an adult scribing where necessary.</p> <p>Allow time to discuss their memories.</p>	<p>Connections:</p> <p>Read the first chapter up to a point that will stimulate discussion about the children's memories.</p> <p>Use sentence openers from the text to provoke thoughts and stimulate discussion.</p> <p>This could lead to a written description of an early memory.</p>
2	Spoken Language-sequencing events	<p>For KS2 children: Mix up the content/chapter headings and ask the children to predict and infer what each chapter might be about. The amount and choice of content headings that you choose will vary to vary according to the age of your pupils. The first sentence of each chapter could also be provided with the chapter heading to support comprehension. Pupils could also match the chapter headings to the opening sentences.</p> <p>You could provide some visual representations that reflect aspects of the content headings in order to stimulate discussion and responses.</p> <ul style="list-style-type: none"> • by reordering some pictures of key events • by creating a story map individually • by creating a story board sequencing the chapters <p>The children could discuss and/or read aloud their order of events.</p> <p>For KS1 children, you could provide some pictures from the picture-book version of the book. Ask children to order them chronologically and write captions alongside each picture, orally re-telling the story as they do it. This could lead to a story map with descriptive phrases to tell the story.</p>	

3	Spoken language – Vocabulary development	<p>Life in Trinidad</p> <p>Capture one of Floella’s vivid memories of her life growing up in Trinidad. Provide some images from the picture-book alongside. For example:</p> <ul style="list-style-type: none"> • The description of her house (p.8) • The sitting room (p.8) • The back yard (p.9) • The big wooden tub (p.9) • The latrine (p.9-10) • The gallery (p.10-11) • Food (p.12-13) • Shopping at the market (p.15-16) <p>Read the description/s to the children and explore the vocabulary. Some children may be familiar with this vocabulary as they may have parents, grandparents or relatives who use less familiar names for different areas and rooms at home. Allow for contributions and support the children with visual images of Trinidad from 1960.</p> <p>Use a description as prompt or as a model for some shared writing describing one of the above in your home or recounting a similar experience.</p>	
		<p>Y1- Y3:</p> <p>Write a sequence of coherent sentences describing a particular room in their home for example. Encourage children to use the names above as headings if they can, eg. The Latrine.</p> <p>This could prompt some research about different types of toilets and how they work.</p> <p>Encourage the children to draw and label the parts/functions.</p>	<p>Y4-6:</p> <p>An extended recount about a vivid memory that they have.</p> <p>Write an extended description describing the favourite parts of their home. Describe the items/objects as if the reader has never seen them before.</p>

4	<p>Spoken language</p> <p>Writing</p>	<p>Celebrations</p> <p>This first paragraph of this chapter can be used to stimulate the following ideas. You might choose to link the theme to religious celebrations according to your context and curriculum.</p> <p>Mind-map the word 'celebration' and ask the children to contribute their understanding and any celebratory experiences that they can recall. This could include any celebrations that have taken place at school. Pose the following questions:</p> <p>Why are celebrations important? Why do we remember celebrations? What aspects of celebrations do we remember more? Why? Allow the children to choose to recount a celebration of their choice through preparing a spoken presentation with an illustration or graphic image of an object or symbol that they feel best reflects their memory.</p> <p>Plan a class event/activity to celebrate being together/celebrating each other. Ideas could include, planning an outdoor packed lunch picnic, celebrating being at school.</p> <p>Writing activities could include: lists of food to eat, invitations, persuasive leaflets encouraging attendance, posters etc.</p>
5	<p>Writing – report writing</p>	<p>Weather report</p> <p>"There were usually two kinds of weather on our tropical island" (p.28). Investigate weather changes within the UK and how it affects our feelings and activities. This will support the chn in understanding why Floella's memories of the weather in Trinidad are important to her</p> <p>Explore current weather conditions in Trinidad.</p> <p>Watch a live weather report and make a note of the language used as the children are watching it. Use the prompts to support the children to prepare a weather report. Allow time to rehearse reading their reports allowed using similar gesticulation to that of a live weather reporter.</p> <p>Write a weather report.</p> <p>Explore own feelings</p>

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		The final paragraph of this chapter (p.30) recounts Floella's memory of a life-changing event. Read and discuss the event with KS2 and focus upon her feelings. Floella did not fully understand what was happening. Use this as an opportunity to allow the children to recount their understanding of a change that they have experienced. This could provide an opportunity to discuss how they feel that their lives have changed as well as how school life may have changed. This will be relative to your own context but this extract provides a bridge from the children's experiences to helping them to understand how others' lives have been affected by change also.		
		Y1	Y2,3 & 4	Y5 & 6
		Become daily weather watchers using BBC weather up-dates from the local area and Trinidad. The weather is.....and It is raining but....	Watch a weather report and support the children in re-creating their own version of the local weather or weather in Trinidad. This might include weather warnings. This could include creating their own Map using weather symbols.	Use the final paragraph to explore natural disasters or you might decide to choose to use this as an opportunity to explore the Covid pandemic and their understanding of it. The following sentence could provide a useful starting prompt for a diary entry or autobiographical piece: <i>"All I knew was that my little world looked and felt different."</i>
6	Writing – speech, poem, report	Coming to England https://www.bl.uk/windrush/articles/floella-benjamin-on-coming-to-england <p>This link will provide further information about how Floella considers herself and her family to be a part of the Windrush generation. Use this as a stimulus to explore further facts about the Windrush:</p>  <p><i>'Those arriving in the UK between 1948 and 1971 from Caribbean countries have been labelled the Windrush generation.'</i></p>		

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<p><i>This is a reference to the ship MV Empire Windrush, which arrived at Tilbury Docks, Essex, on 22 June 1948, bringing workers from Jamaica, Trinidad and Tobago and other islands, as a response to post-war labour shortages in the UK.</i></p> <p><i>The ship carried 492 passengers - many of them children.'</i></p> <p>https://www.bbc.co.uk/news/uk-43782241</p>			
Y1 & 2		Y3 & 4	Y5 & 6
<p>Capture on single sentence strips Floella's understanding of why her family wanted to move to England.</p> <p>Draw the Windrush ship and write a caption within a speech bubble as if you are on the boat coming to England with your family:</p> <p>"We are coming because....."</p> <p>Use images from the picture-book for support.</p>		<p>Use 'Dardie's' song on p.37 as a stimulus for the children to write a list poem about all of the things that they would remember if they were moving to another country permanently. Acknowledge the fact that some children may have already experienced this.</p> <p>Alternatively, children might want to use the picture-book to create a poem inspired by Floella's journey.</p>	<p>Further explore the reasons why people from the Caribbean migrated to England during this period. Use this sentence as a stimulus:</p> <p>'The streets were said to be paved with gold' (p.35)</p> <p>Children could either write a report from their findings. Alternatively, children might want to create a poem inspired by Floella's journey.</p>

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7	Writing – description and letter writing	<p>Describe an event in your life that you were excited about/felt nervous about/felt anxious about. Recall your feelings about the event to the children. How did the event turn out in the end? Was it everything that you expected it to be? Perhaps provide an example of two contrasting experiences.</p> <p>Model writing a letter to Floella empathising with how she felt either upon first arrival in England. Children could Imagine Floella is starting at your school – what would you want to say to make her feel less worried?</p>		
		Y1 & 2	Y3 & 4	Y5 & 6
		<p>Use the following to support shared writing prior to independent writing:</p> <p>I felt..... Then....</p> <p>I thought.....</p> <p>I was...</p> <p>When I...</p>	<p>Model writing a letter to Floella empathising with her experience and comparing it to yours.</p>	<p>Model writing a letter to Floella empathising with her experience and comparing it to yours.</p> <p>You could choose to support the chn in understanding a time when you felt that everyone was looking at/staring at you.</p> <p>Focus on p.61 where Floella begins to notice people staring at them.</p>
8	Writing - autobiography	<p>Survival</p> <p>On p.71 Floella recounts how she felt that their <i>'individual identity was never acknowledged'</i>.</p> <p>Use this as an opportunity to learn about each child's identity and culture. This may involve explaining to parents and carers to discuss and support this with their children at home beforehand.</p> <p>Create mini autobiographies to include information about culture and identity...'This is Me'.</p> <p>Use to the song 'This is Me' from the greatest showman as further stimulus.</p>		

9	<p>Reading</p> <p>Writing</p>	<p>Afterword</p> <p><i>'.....hundreds of West Indians left their glorious Caribbean Islands'</i></p> <p><i>'They took with them their music, joy, colour, style and culture and they were quite prepared to share these treasures'.</i></p> <p>Use this as an opportunity to learn about Trinidad and Tobago or any other Caribbean country or island, especially if there is one to which chn can relate to/identify with through family connections.</p> <p>Younger children could use images to describe the country or island chosen. Pre-written labels and captions could be written for the children to match to various images. Provide sentence stems for them to complete.</p>
10	<p>Writing</p>	<p>Afterword</p> <p><i>'To feel that you belong is a most important necessity in life'.</i></p> <p>Ask the pupils to share their experiences of belonging to groups, clubs, school, class etc. What are the main benefits of feeling that you belong to something? Encourage adults to share examples of their own.</p> <p>Ask the children to think about why Floella did not always feel that she belonged in England. This might involve re-reading parts of chapters 10-15 or re-reading the picture-book. Ask the children to write about how this has made them feel and why. Ask children to volunteer to share their thoughts and feelings.</p> <p>Younger pupils could make a list of, or discuss, things/items/possessions that belong to them. Explore the idea of belonging to something. This could include school, class, family, clubs etc. Encourage the children to think about what they like about belonging to a group and how it makes them feel.</p>