Celebrating and researching the achievements of people in the past who came to live in Britain

A literacy resource for Key Stage 2
The work described in this book began as part of a community project in partnership with UCE and Birmingham LEA to promote positive achievement in African Caribbean children. It is, however, about promoting the achievement of all our children and enhancing the quality of their educational experience.

We share the national sense of urgency about improving literacy, but are convinced that raising standards depends on not only the content and structure of a literacy hour, but the way reading, writing and language skills are taught across the whole curriculum.

In our experience, children learn best when they are engaged by the content, when they feel that it relates to their own lives, including their home background and their peer group relationships. Most importantly, they need to trust their teachers to respect them and the families of which they are a part.

Our responsibility as teachers is to build on their current understandings - we must know and respect what they bring to the classroom - and have a clear analysis of what we expect them to learn and the stages by which we shall achieve our objectives.

Acknowledgments

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Using this book

We found a four stage planning cycle a useful model and have structured the contents of this book according to the stages illustrated below.

We also found that the diagram of interlocking themes helped to clarify our planning.

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### Introduction

The class teachers and others who took part in this project are inspired by the idea of mutual respect between people, from local level in neighbourhoods and classrooms, to global level between peoples and countries.

We also know that mutual respect includes children’s self esteem and that this must be based on both recognition of the value and importance of their homes and a belief in their own ability to learn and achieve.

Language and literacy play an important part in school achievement. We therefore linked literacy development with the idea of an inclusive version of our country’s history. We wanted our children to celebrate the contribution of individuals from all over the globe who have settled here, and through their achievements helped to make the world a better place.

These three strands, literacy, history and development education, are woven throughout the whole project and are equally important.

Four schools have contributed to this book through the work done by teachers and children.

Two Year 5 class teachers in William Cowper JI School spent the Spring Term of 1997 teaching their children to write “International British Biographies”. The following year, they did similar work with their new Year 5 children under the title “Everyone's Pasts”.

In 1998, three more schools became interested. In St Francis Roman Catholic JI School, the Year 6 classes wrote biographies as a follow-up to work they had already started on human rights education. Two Year 3 teachers in Aston Tower JI School engaged on an extensive project based on the life of Olaudah Equiano, developing not only a wide range of reading and writing skills but also music and drama, culminating in a multimedia performance. The Year 3/4 class teacher in Long Ley JI School in Wolverhampton also used the project to support and develop a history topic on the Victorians. The children focused on local families and national figures who had come here from other countries during the last century.

We have all been impressed by the progress our children have made in reading and writing through the use of research/ideas grids and writing frames. We have learned to use these very effectively and have developed particular versions for specific genres which work brilliantly. We are keen to share them with other teachers; we have aimed not only to offer you some of our examples but also to explain how we differentiated their work according to children’s age and ability.

The work we have done has also reminded us of the miraculous generosity of spirit, sensitivity to others' feelings, and insights into human relationships of which young children are capable. The experience has renewed our sense of the huge responsibility we bear to the children in our care, and through them, to our own collective future.

We trust that colleagues who use the ideas we have described in this book will be equally impressed by the scope they offer to enhance their children’s educational experiences and achievements.

### Planning and preparation

#### Aims and strategies

All the teachers shared the following broad aims. Planning involves relating broad aims to specific achievable objectives, taking account of children’s current understanding and level of skill.

<table>
<thead>
<tr>
<th>Aim</th>
<th>Current understanding and previous experience</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To support children as researchers</strong></td>
<td>Children are familiar with a range of resources, but may copy undigested texts.</td>
</tr>
<tr>
<td><strong>To encourage children as independent writers in a range of genres</strong></td>
<td>Children are willing to write and need help with the revising and redrafting processes. They also need help with the style and characteristics of different genres.</td>
</tr>
</tbody>
</table>

#### Strategy

To model, demonstrate and support children in learning how to:

1. set their own research questions;
2. skim read to pick up key points;
3. scan texts for specific information;
4. sequence information into a logical order;
5. record information;
6. get it ‘written’ first, getting it ‘right’ later.

#### Aims

- **To engage children with issues of global awareness, development education, human rights and the nature of history**
- **To encourage children as independent writers in a range of genres**
- **To support children as researchers**

#### Current understanding and previous experience

- Children may pose questions and/or have a range of personal/family experiences. They may bring to school an awareness derived from the media; however, understanding may be limited and disconnected.

#### Strategy

To find and use resources and plan activities for children which:

1. enable them to make sense of experiences in their own neighbourhood, and relate these to wider issues of human rights at a global level;
2. promote empathy with other people’s experiences;
3. promote recognition of the commonality of human experience.

Stories can help children to feel the commonalities of human experience.
**School-based examples**

Writing our past is a way of working, not a single stand alone project. It can support a focus on language/literacy, history, or on human rights and citizenship education.

These examples illustrate the range of priorities identified by different teachers who were planning work from Year 3 to Year 6.

**Example Year 4: Victorians**

**Main focus: History**

**Previous experience**
These children had learned about the remote past and needed to link historical understanding with their own lives.

**Planning priorities were:**
- Relating the Victorian period to their local environment through a visit to the lock museum
- Relating the Victorian period to their own background and family interests [eg Caribbean links, work in nursing/heavy industry]
- Motivating literacy learning through biographies, interviews, diaries, newspaper reports, music
- Finding resources, including recordings of Samuel Coleridge-Taylor’s music

**Example Year 5: Biographies**

**Main focus: Language/literacy**

**Previous experience**
These children enjoyed reading. They needed to learn about different genres, and the school had identified writing as an area to be developed within the curriculum.

**Planning priorities were:**
- Finding resources to support children’s research
- Devising research grids and writing frames for biography and other genres
- Developing a range of stimuli, eg storytelling, hot seating, role play, interviewing
- Engaging parents
- Arranging library visits and visitors to the school

**Example Year 6: Biographies**

**Main focus: Human rights**

**Previous experience**
These children had worked on Martin Luther-King and Malcolm X. They had learned about the Universal Declaration of Human Rights, using source material from UN agencies and relating it to their own feelings and experiences. They needed a focus on literacy related to their personal experience.

**Planning priorities were:**
- Identifying appropriate resources
- Empowering them as researchers and writers, using research grids and writing frames
- Supporting independent project work on people who settled in Britain and helped to make the world a better place

**Example Year 3: Life of Olaudah Equiano**

**Main focus: Language/literacy**

**Previous experience**
These children loved stories, were confident talkers and strong in drama. They needed support to develop literacy skills.

**Planning priorities were:**
- Devising a range of different research grids and writing frames
- Devising a range of stimulating activities to motivate reading and writing outcomes
- Arranging visits, visitors, invitations to other schools
- Organising practical details of performances [venue, lights, video etc.]
Teaching and learning

How writing frames helped our children

Effective literacy teaching was central to our work because reading and writing are essential tools for learning. We found that ideas grids and writing frames enabled us to raise our children’s understanding, knowledge and skills to higher, more sophisticated levels. They enabled us as teachers to give children the precise support they needed on the way to achieving independence.

We found that research or ideas grids and writing frames provided helpful scaffolding to develop writing skills. We used them to teach the processes of research, note taking, drafting and revising in stages: first by modelling or demonstrating, then by doing it together with the children.

We found that providing frames appropriate to a genre [such as biography, poetry, narrative etc] helped the children to internalise its key features and therefore to structure their writing properly and use suitable words and phrases. Younger and less skilful children generally needed more support in using the grids and frames in the early stages.

A research/ideas grid is a proforma for assembling and organising ideas before the first draft. It may take the form of a set of cues or questions helping children to scan texts in books or on screen for particular information.

A writing frame makes the structures and characteristic language of a particular genre explicit.

A selection of photocopiable grids and frames appears on pages 28-33.
Children from Year 3 to Year 6 learned how to research and make historical narratives and biographies as well as other genres of writing on related themes. Teachers scaffolded their learning by modelling, discussing and sharing each stage of the process. Like so much teaching, the process is recursive; when children have completed a cycle, they are ready to begin again at a higher level of sophistication.

Supporting children through the process.

**Getting a feel for the genre**

- Children were introduced to the biography genre through a teacher or visitor telling the life story of an historical figure. They read biographies written for children and also short extracts from primary sources.

**Learning about the content and structure of biography**

- Picture sequences and research grids helped less experienced children to decide what information should go into a biography.
- More confident writers discussed the key features and turned these into questions which they sequenced in an appropriate order.

**Researching and selecting information**

- When they were clear about what they wanted to know, children researched with books, newspapers, encyclopaedias, videos, CD ROMs and knowledgeable people. Depending on their capabilities, they used techniques like skimming, scanning, highlighting, notetaking and completing research grids and time lines.

**Drafting**

- Children transferred information from their notes or grids to a writing frame with prepared sentence starters.

**Revising and editing**

- Children read each others’ draft biographies and suggested modifications for clarity or sense as part of a process of peer evaluation. They helped each other and consulted adults on matters of spelling, punctuation and layout.

**Presenting**

- Final versions were written or word processed for inclusion in class books, for display or for performance. Reading and listening to each other’s biographies helped to establish a stronger sense of the genre.

**Writing outcomes**

At Long Ley and William Cowper, Year 3, 4, and 5 children wrote short, illustrated biographies which were collected into a class book or included in a display.

Year 3 children at Aston Tower wrote in detail about the life of one person, Olaudah Equiano, focusing on extracting information from a range of sources and representing it in different forms.

At St Francis, Year 6 children wrote biographies which were presented in book form [see page 18]. The children discussed the layout of their books, including features such as maps, pictures and so on, in the light of published examples they looked at. Their final versions incorporated maps, pictures, bibliographies and blurbs. The children loved reading each other’s books and were proud to see their work displayed.
Genres

All of the teachers in the project were keen on biography, partly because it provides natural bridges to other genres of writing. Published biographies often include explanatory or descriptive sections, facsimiles of documents, letters, diary extracts, short poems and occasionally dialogue.

We felt it was important to teach children to be aware of the key features of each genre, including purpose, audience, style and structure. We found that grids and writing frames provide ideal scaffolding for this purpose.

The process

• Teachers and children looked at examples of the genre and identified the key features. Sometimes this analysis was best done after a piece of writing had been collaboratively produced.

• The teacher modelled to the whole class how to write in the genre, using the appropriate ideas grid and writing frame. This involved enlarging each section of the grids/frames using a flip chart or blackboard. [A variety of photocopiable grids and frames can be found at the back of this publication.]

• The children had a guided discussion on what needed to go into each section. The teacher filled in the sections using ideas from the class.

• The information in the grid was used to produce the appropriate piece of writing [poem, biography etc] in the frame.

• After modelling, the children then worked collaboratively in pairs to use the writing frames to produce their own work.

What is a genre? “This term refers to different types of writing, each with its own specific characteristics”[National Literacy Framework,1998, page 80].

This Year 4 child’s poem was written in response to the music of Samuel Coleridge-Taylor’s “Hiawatha’s Wedding Feast”. [See poetry frame/grid, page 32]

Olaudah captured

I was playing with my sister. I heard nothing. Suddenly I heard a bang. Someone came behind me. My sister was caught first, I ran, ran and ran. Soon I was tired. I don’t usually get tired. Me and my sister found ourselves carried through the forest, to town many miles away. We were sold to different owners. I only once saw my sister after that.

Dramatic narrative composed by Year 3 children for a performance of a play about Olaudah Equiano.

“liked writing letters about freedom - pretending I was the person.”

Teresa, Year 3.

Letter of freedom

A Year 5 child’s picture of Olaudah Equiano

Olaudah’s life in Africa

Our village was surrounded by a great wall that protected us from attack. Outside the village was a forest, a farm, and some land. We would leave the village to hunt for food. The land was very beautiful and green. We always had lots to eat.

I had a very happy childhood, little did I know that at the age of 11 my life was about to change.

This Year 3 writer has used and internalised some of the conventions of literary language.

Biographical diary of Isambard Kingdom Brunel, Year 4

My Diary

Events in my life that have encouraged me to achieve my goals

182. I really enjoyed writing about my dad. He used to sing for us and inspire us to change. Sometimes I wish he was still alive. I know he would do lots to help others.

183. I love poetry. I like writing about my feelings. It makes me feel good.

184. I love writing about my family. I love to write about my mum and dad. I wish I could see them more often.

185. I am really excited about my next holiday. I am going to be with my mum and dad. I can’t wait to go.

Hiawatha

On a cool summer morning, Hiawatha listens to life. Birds singing, Animals running, Rabbits hopping, The air moving, and the violin cooling.

Hiawatha is music to make, music for all our sake, music for us to love and enjoy.

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Drama and Role play

Drama and role play are central in many learning experiences; we found drama-based activities enhanced learning in several ways by enabling children to:

- empathise with people - a skill which supports historical awareness and commitment to social justice
- make links with their own experience of school, home and community life, strengthening their interest and motivation
- engage in realistic reading and writing tasks with enthusiasm and a heightened awareness of their relevance

The examples on these two pages show how drama supported our children’s learning.

Aston Tower Year 3: The Life of Olaudah Equiano

The children had learned a great deal about Equiano and we decided to plan a joint performance for the children to share their work with parents and the rest of the school.

The performance included both mimed episodes and static tableaux of key events in Equiano’s life, while individual children read out their own written compositions, including biographical narrative, dramatic dialogue, letters, diary entries, legal documents and poems, to a backdrop of line drawings on transparencies projected onto the back wall.

The performance was repeated for visiting children from nearby William Cowper School. An extended ‘professional’ version of the production was performed in the local community theatre in front of an audience of children and adults from neighbouring schools, the wider community, school governors and representatives of the LEA.

Our objectives were for the children to:

- be able to identify key events in Equiano’s life
- write extensively in a range of genres
- communicate ideas and feelings through drama and music
- develop confidence and self esteem through performing to an audience

Organisation

The children worked in groups with specific tasks such as writing an account of Equiano’s childhood in Africa, his experiences in America and the Caribbean or his work here as an Abolitionist. They also wrote other pieces such as Freedom Certificates, letters to the press and poems. Other groups of children planned the tableaux and mimes and discussed choices of music and transparencies for the backdrop.

Music

Music was an important part of the performance. Parents helped select and play it. It highlighted emotions in the narrative, and helped create a mood of empathy and sense of commonality across time.

Olaudah Equiano is sold into slavery

Long Ley Primary School Victorians

The children had researched notable figures from the period, made timelines and written diaries and biographies. A visitor [who was well informed and carefully prepared] played the role of a journalist from The Illustrated London News, whose editor wanted her to write a feature on prominent people to celebrate the Queen’s fiftieth birthday.

If you knew any of these people, you may have fascinating inside information for me. Did anyone know Mary Seacole?

I knew Mary as a little girl growing up in Jamaica. She learned about medicine and nursing from her mother.

I went to a concert in London. It was to raise money for Mary Seacole. The music was lovely.

This is great. When I write my article, our readers will be thrilled.

William Cowper Year 5 International British Biographies

The children had researched and written biographies of many people who had come to Britain and contributed to our national life. We decided to invite visitors to play the part of some of these people as an exciting way of bringing the past to life.

Our two visitors took turns to ‘take the hotseat’ and play the roles of Olaudah Equiano, Mary Seacole, William Cuffay and Claudia Jones, answering questions prepared by the children.

Children interview visitor

Resources

Where were you born?

What made you famous?

“We really enjoyed pretending to meet Claudia Jones”

“Year 5 child

Our objectives were for the children to:

- reflect on the information they had researched
- formulate questions for interview
- develop an imaginative empathy with historical figures

Children in the hotseat

Children who are sufficiently knowledgeable and confident can take the hotseat, responding to questions from their classmates. They may even take the hotseat as visitors to a neighbouring school.
Board Games

In Aston Tower School, Year 3 children worked in groups to make board games which they lent to Year 5 children in William Cowper School.

We found that working in groups to design and make board games provided excellent opportunities for the children to:

• discuss the main events of Olaudah Equiano’s life;
• decide whether these events were positive or negative;
• represent these events on their board game or associated cards;
• decide rules and write instructions for playing the game.

The children were highly motivated because they enjoyed working co-operatively and were keen to play each others’ games. There was also an element of healthy competition between groups!

The activity gave us an opportunity to assess children’s knowledge, understanding and skills.

Display

Our schools used displays in a variety of ways:

• as a way of stimulating interest
• as a way of highlighting issues
• as a form of assessment
• as a way of celebrating our achievements

In William Cowper School an interactive/stimulus display was developed, to introduce work on biography, and generate interest. Pictures of five historical figures were displayed, headed by the questions ‘Who are these people?’ and ‘What do they have in common?’ Children in Year 5 were asked to match the pictures to names displayed below, and also to match them to the person’s place of birth on a world map. Finally, they were asked to find where they had travelled on the map. Separate parts of the display gave answers, and suggested sources of information.

In Long Ley School a display [below] shared Year 4 children’s research about the Hodson family, who had come from Ireland to live in the local area in Victorian times, and to record a visit to the local lock museum - including exhibits from that era.

Letters of freedom for Olaudah Equiano.
Year 3 children enhanced these letters of freedom for display with some imaginative artwork.
Sharing work

One aspect of the schools’ work was that it allowed children to develop skills in sharing ideas and opinions.

Sharing work with others - including other children - showed that our writing and research had been valued by a bigger community.

Parents and other adults were important partners in learning about our past:

• they helped give us a link with our family and cultural histories and the many different communities within our schools
• they often provided a stimulus or area of expertise which it was difficult for the school to provide
• they were able to look with fresh eyes on work we are doing.

Children were used to talking to their parents and hearing their ideas - this is a significant part of their learning. Parents involved in this work also often learned a lot through their children.

Parents as partners:

• Attending assemblies and productions
• Helping us with a production eg music, video, lighting etc.
• Sharing family history - special expertise
• Supporting children’s research or work eg library/museum visits, reading and writing together
• Visiting class to answer questions eg about grandparents etc.
• Parents learning alongside children and teachers.

“A lot of our parents did the research with the children without being asked. Once they knew what it was about, they were interested.” Year 5 teacher

Visitors to schools

• Children can share their work with other schools through visits, performances and letters
• An external stimulus can help make the project feel ‘special’ eg one person came in as a ‘reporter’, interviewing children about the people they had researched
• Story tellers can be inspiring visitors to start a project off
• Actors can bring ‘hotseating’ to life
• Research specialists can help support children’s own investigations
• School governors can share work as contributors or as an audience

“I enjoyed hearing about Olaudah Equiano and I have now got a lot of information about him.”

“Oh what a great performance you did. I clapped so hard my hands are still sore.”

“Please tell all the people who took part how much I enjoyed this play. I was gripped from beginning to end.”

-extracts from St Barnabas children’s letters to Aston Tower children, following their performance.
As teachers we assess children’s learning all the time, whether or not we record our judgements. We instinctively tailor our teaching to match what we know of children’s prior learning and experiences. When this sensitive and sophisticated knowledge is analysed, it is clear that our assessments are based on a vast range of observations. Many of these can be usefully formalised in order to record some of this information.

For example, assessments are based on:

- what children say in class or group discussions, or one to one
- what children write or draw
- what they do in role play
- how they respond to stories
- how enthusiastic they are
- whether they bring books or objects from home or comments/observations from their families
- whether they make links with personal experiences

Some of our observations are made with explicit reference to our lesson objectives: many more will recognise the important incidental learning that goes on.

Children’s self-assessments can greatly enhance their learning. Asking them to reflect on what they have learned through talking, writing or drawing may provide useful opportunities for linking new knowledge to established understandings. Our children responded well to invitations such as:

- what have you enjoyed about this work?
- what has this work helped you to learn?
- how has your writing improved?
- explain what you have selected for the class display
- make a list of questions to prepare for hotseating/ interviews
- plan a board game
- plan your personal/group contribution to our assembly
- draw a chosen historical person at two different times in their life and brainstorm their feelings
- make a poster to show what you have learned from this work

All of these ways of recording evidence of learning provide formative information enabling us to differentiate the work we plan for our children. Some of this evidence will be recorded summatively to indicate what children have achieved at a particular stage.

We asked ourselves and our children about:

- the quality and effectiveness of our resources
- the value of visitors [see below]
- the role of music in the classroom
- the variety of teaching approaches and learning activities
- the importance of displays

How well did we:

- relate the content to children’s understanding and experiences?
- differentiate tasks to match children’s abilities?
- set group or individual targets for children?
- make progress towards our aims?
- meet our learning objectives for children?

How effectively did we:

- motivate children?
- involve parents [see below]
- collaborate with colleagues in planning and teaching?
- assess children’s learning? [see right]
- use assessments to inform planning?

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# Our top 12

<table>
<thead>
<tr>
<th>Name</th>
<th>Dates</th>
<th>Field of Achievement</th>
<th>Place where they or their parents came from</th>
<th>What they did</th>
<th>Sources of Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Samuel Coleridge-Taylor</strong></td>
<td>1875-1912</td>
<td>Music</td>
<td>Father from Sierra Leone, mother from England</td>
<td>Composer and conductor of orchestral music</td>
<td><strong>Black and British, Bygott, Black settlers in Britain, File and Power. The History of the African and Caribbean communities in Britain, A.D.</strong></td>
</tr>
<tr>
<td><strong>William Cuffay</strong></td>
<td>1788-1870</td>
<td>Politics</td>
<td>Family from St Kitts, William was born in England</td>
<td>Helped lead the Chartist campaign for reforms, and was deported to Australia for his beliefs</td>
<td><a href="http://www.spartacus.schoolnet.co.uk/CHcuffay.htm">Internet: www.spartacus.schoolnet.co.uk/CHcuffay.htm</a></td>
</tr>
<tr>
<td><strong>Olaudah Equiano</strong></td>
<td>1745-97</td>
<td>Human rights, literature</td>
<td>West Africa</td>
<td>Campaigned against slavery, travelled widely, and wrote a famous autobiography.</td>
<td><strong>Black and British, Bygott, Black settlers in Britain, File and Power. The History of the African and Caribbean communities in Britain, A.D.</strong></td>
</tr>
<tr>
<td><strong>George Frederick Handel</strong></td>
<td>1685-1759</td>
<td>Music</td>
<td>Germany</td>
<td>Composed his best known music for the English court</td>
<td><a href="http://www.classicalmus.com/composers/handel.html">Internet: www.classicalmus.com/composers/handel.html</a> [Wrote and performed popular dance music, presented documentaries]</td>
</tr>
<tr>
<td><strong>Apache Indian</strong></td>
<td>contemporary</td>
<td>Music, media</td>
<td>India/West Midlands</td>
<td>Wrote and performed popular dance music, presented documentaries</td>
<td><a href="http://www.apache-indian.co.uk/">Internet: www.apache-indian.co.uk/</a></td>
</tr>
<tr>
<td><strong>Claudia Jones</strong></td>
<td>1915-64</td>
<td>Journalism, culture and political activism</td>
<td>Parents from Trinidad and USA</td>
<td>Edited West Indian Gazette and helped found the Notting Hill Carnival</td>
<td><strong>Black and British, Bygott, Black settlers in Britain, File and Power.</strong></td>
</tr>
<tr>
<td><strong>Gugliemo Marconi</strong></td>
<td>1874-1937</td>
<td>Science</td>
<td>Father from Italy, mother from Ireland</td>
<td>Inventor of the radio, 1896-7</td>
<td>Information widely available eg Encarta, encyclopaedias <a href="http://www.marconiusa.org/marconi">Internet: www.marconiusa.org/marconi</a></td>
</tr>
<tr>
<td><strong>Anna Pavlova</strong></td>
<td>1881-1931</td>
<td>Dance</td>
<td>Russia</td>
<td>Ballet dancer</td>
<td>Information widely available, including Roots of the future, CRE. <a href="http://www.aha.ru/-vladmo/great.html">Internet: www.aha.ru/-vladmo/great.html</a></td>
</tr>
</tbody>
</table>
### Additional suggestions for biographies

One of the reasons for producing this resource was that much of the information on inspirational people from diverse cultures comes from the United States of America. We wanted to make these materials more directly relevant to the lives of children living in Britain. Some of the American examples, and several other figures, are included in the list below. Those who lived and worked only in the USA are marked with an asterisk.

<table>
<thead>
<tr>
<th>Name</th>
<th>Dates</th>
<th>Field of achievement</th>
<th>Where they or their parents came from</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Archer</td>
<td>1863-1932</td>
<td>Politics</td>
<td>Father from Barbados, mother from Ireland.</td>
<td>The history of the African and Caribbean communities in Britain, A3</td>
</tr>
<tr>
<td>Francis Barber</td>
<td>1735-1801</td>
<td>Education</td>
<td>Jamaica</td>
<td>Internet: <a href="http://www.blacknet.co.uk/history">www.blacknet.co.uk/history</a></td>
</tr>
<tr>
<td>Sir Mancherjee Bhownagree</td>
<td>b.1885</td>
<td>Politics</td>
<td>India</td>
<td>The history of the Asian community in Britain, Visram</td>
</tr>
<tr>
<td>Isambard Kingdom Brunel</td>
<td>1806-59</td>
<td>Engineering</td>
<td>Parents from France</td>
<td>Widely available eg Encarta, encyclopaedias</td>
</tr>
<tr>
<td>Kamal Chunchie</td>
<td>d. 1953</td>
<td>Welfare / charity</td>
<td>Sri Lanka</td>
<td>The history of the Asian community in Britain, Visram</td>
</tr>
<tr>
<td>Ottoh B. Cugoano</td>
<td>c1757-1772</td>
<td>Writer, human rights campaigner</td>
<td>Ghana / Grenada</td>
<td>The history of the African and Caribbean communities in Britain, A3</td>
</tr>
<tr>
<td>William Davidson</td>
<td>1786-1820</td>
<td>Politics</td>
<td>Jamaica</td>
<td>The history of the African and Caribbean communities in Britain, A3</td>
</tr>
<tr>
<td>Jayaben Desai</td>
<td>Contemporary</td>
<td>Trades Unions</td>
<td>India / Tanzania</td>
<td>The history of the Asian community in Britain, Visram</td>
</tr>
<tr>
<td>T.S. Eliot</td>
<td>1888-1965</td>
<td>Literature, including children's poetry</td>
<td>USA</td>
<td>Widely available eg Encarta, encyclopaedias</td>
</tr>
<tr>
<td>Sigmund Freud</td>
<td>1856-1939</td>
<td>Science</td>
<td>Austria (Czech born)</td>
<td>Widely available eg Encarta, encyclopaedias</td>
</tr>
<tr>
<td>Hans Habeck</td>
<td>1497-1543</td>
<td>Painting</td>
<td>Germany</td>
<td>Widely available eg Encarta, encyclopaedias</td>
</tr>
<tr>
<td>Abdul Karim</td>
<td>Nineteenth Century</td>
<td>Teacher and Secretary</td>
<td>India</td>
<td>The history of the Asian community in Britain, Visram</td>
</tr>
<tr>
<td>Ernest Marke</td>
<td>1902-present</td>
<td>Writer / adventurer</td>
<td>Sierra Leone</td>
<td>The history of the African and Caribbean communities in Britain, A3</td>
</tr>
<tr>
<td>Sake Deen Mahomed</td>
<td>1759-1851</td>
<td>Health</td>
<td>India</td>
<td>The history of the Asian community in Britain, Visram</td>
</tr>
<tr>
<td>Krishna Menon</td>
<td>1924-1974</td>
<td>Politics</td>
<td>India</td>
<td>The history of the Asian community in Britain, Visram</td>
</tr>
<tr>
<td>Florence Nightingale</td>
<td>1820-1910</td>
<td>Health - nursing</td>
<td>Born in Italy</td>
<td>Widely available eg Encarta, encyclopaedias</td>
</tr>
<tr>
<td>Ben Oke</td>
<td>Contemporary</td>
<td>Literature</td>
<td>Nigeria</td>
<td>Internet: <a href="http://www.blacknet.co.uk/history">www.blacknet.co.uk/history</a></td>
</tr>
<tr>
<td>Rosa Parks *</td>
<td>Born 1913</td>
<td>Human rights</td>
<td>USA</td>
<td>Internet: <a href="http://www.netorg.com/aboutus/">www.netorg.com/aboutus/</a></td>
</tr>
<tr>
<td>Sylvia Path</td>
<td>1932-1963</td>
<td>Literature, including children's stories</td>
<td>USA</td>
<td>Internet: <a href="http://www.informatil.uni-leipzig.de">www.informatil.uni-leipzig.de</a> ~beckmann/plath.html</td>
</tr>
<tr>
<td>Shapuri Saklatvala</td>
<td>Died 1936</td>
<td>Politics</td>
<td>India</td>
<td>The history of the Asian community in Britain, Visram</td>
</tr>
<tr>
<td>Ignatius Sancho</td>
<td>1729 - 1780</td>
<td>Writer and poet</td>
<td>Born on a slave ship</td>
<td>The history of the African and Caribbean communities in Britain, A3</td>
</tr>
<tr>
<td>Haile Selassie</td>
<td>1892-1975</td>
<td>Politics</td>
<td>Ethiopia</td>
<td>Widely available eg Encarta, encyclopaedias</td>
</tr>
<tr>
<td>George Bernard Shaw</td>
<td>1856-1950</td>
<td>Literature</td>
<td>Ireland</td>
<td>Widely available eg Encarta, encyclopaedias</td>
</tr>
<tr>
<td>Dulasp Singh</td>
<td>1838-93</td>
<td>Politics</td>
<td>India</td>
<td>The history of the Asian community in Britain, Visram</td>
</tr>
<tr>
<td>Gilbert Keith Chesterton</td>
<td>1874-1936</td>
<td>Literature</td>
<td>Ireland</td>
<td>Widely available eg Encarta, encyclopaedias</td>
</tr>
</tbody>
</table>
Information Sources

Resources

The following invaluable resources are packed with short biographical case studies:

Black and British

Black settlers in Britain, 1555-1958


Also very useful for research are:


Among the resources which are useful for guidance, background and extension are:

Multicultural teaching [Journa]. Trentham Books.
Details on internet: www.trentham-books.co.uk, or phone 01782 745557 / 844699.

Princess Jazz and the angels
Story about Jazz, born in Glasgow, but curious about her ancestry in India.

Includes guidance and an excellent list of source materials.


Talking time. A guide to oral history for schools. Tower Hamlets Humanities Education Centre.

Story about a girl who leaves the Punjab after independence and Partition, and comes to live in England. Runner-up for the Guardian Fiction Award.

Whose world is the world? IRR, 1988.
Poster set of 12 large colour posters on black history from pre-Columbus to the present day.

Internet

The internet is a vast library packed full of information, much of it excellent, some of it dubious, and parts of it best avoided by young people.

Our experience has been that conducing a general search on a biographical subject’s name can be frustrating, sometimes wasteful, and always time-consuming.

Bookmarking general history or biography sites such as those listed below is worth doing. One common research problem we had was that a site we accessed or bookmarked one day was out of use when we next visited, as the internet is in a process of continual change and development. The sites we have listed do, however, seem to have a degree of permanence to them.

Search engines such as Yahoo also provide an index of subjects. By double-clicking on these with a mouse, a further index opens up, and so on. It is then possible to refine a search quite accurately, without pulling in a lot of irrelevant information, although our experience has been that a lot of useful sites may also be missed if you go through this process.

Example: There is a huge shared site on African American history on Yahoo.com - to access it, go to www.yahoo.com. Then select Arts, followed by Humanities, then History, then U_S_History, and finally African American.

Good general sites for starting to search for historical/biographical information include:

BBC Education - history on the web: www.bbc.co.uk/education/Hilflle

Biography dictionary: www.s9.com/biography/

Blacknet: www.blacknet.co.uk/history

The Black Studies Centre [Canada]: www.black-studies.org/links.htm

Spartacus: www.spartacus.schoolnet.co.uk

Women’s history: www.netrgn.com/~dbois/

Other useful sites include:

Britkids [interactive materials on young people and racism in Britain]: www.britkid.org

Chinese community in Birmingham: www.birmingham.gov.uk/cgi-bin/AT-Assistsearch.cgi

Development Education Centre [Birmingham]: www.tidec.org.uk

Homebeats [youth project on race and racism in Britain]: www.homebeats.co.uk

Contact list for further information or resources

Birmingham Central Library
[Includes Black Studies and Local History Collections]
Chamberlain Square
Birmingham
B3 3QJ
Tel. 0121 303 4511

Commission for Racial Equality
[National]
10/12 Allington Street
London
SW1
Tel. 0171 826 7022

Birmingham
Alpha Tower,
Suffolk Street,
Birmingham
B1
Tel. 0121 632 4544

Connections Discovery Centre
[For posters of the famous Equiano portrait - at the museum - and a supporting information pack]
Royal Albert Memorial Museum
Queen Street
Exeter
EX4 3RX
Tel. 01392 265360

Development Education Centre
[Birmingham]
Gillett Centre
998, Bristol Road
Birmingham
B29 6LE
Tel. 0121 472 3255
Fax. 0121 472 3222
E-mail: ben@www.tidec.org.uk

Institute of Race Relations
2 - 6 Leake Street
King’s Cross Road
London
WC1X 9HS
Tel. 0171 837 0041
Fax. 0171 278 0623
[Homebeats project : 0171 833 2010]

Minority Group Support Service
Prior Deram Walk
Canley
Coventry
West Midlands
CV4 8FT
Tel. 01203 717800
Fax. 01203 717900

Multicultural Centre for Education
Spencer Centre
Lewis Road
Northampton
NN5 7BJ
Tel. 01604 587442

New Beacon Books
76, Strand Green Road
London
N4
Tel. 0171 272 4889

Development Education Centre
[Birmingham]
Gillett Centre
998, Bristol Road
Birmingham
B29 6LE
Tel. 0121 472 3255
Fax. 0121 472 3222
E-mail: ben@www.tidec.org.uk

Institute of Race Relations
2 - 6 Leake Street
King’s Cross Road
London
WC1X 9HS
Tel. 0171 837 0041
Fax. 0171 278 0623
[Homebeats project : 0171 833 2010]

Minority Group Support Service
Prior Deram Walk
Canley
Coventry
West Midlands
CV4 8FT
Tel. 01203 717800
Fax. 01203 717900

Multicultural Centre for Education
Spencer Centre
Lewis Road
Northampton
NN5 7BJ
Tel. 01604 587442

New Beacon Books
76, Strand Green Road
London
N4
Tel. 0171 272 4889

Resource Centre for Multicultural Education
Forest Lodge Education Centre
Charmor Road
Leicester
LE3 6LH
Tel. 0116 231 3399
Fax. 0116 231 1804

Runnymede Trust
133, Aldersgate Street,
London,
EC1A 4JA
Tel. 0171 600 9666
Grids and Frames

On the following five pages are eight grids and frames for supporting children's research and writing skills. The schools involved in Writing Our Past have all used these tools as a major part of their work. We recommend photocopying these materials at double their printed size. For a general overview of the use of these grids and frames, see Pages 8 and 9.

Grid 1: Writing biography
This grid was used for structuring key points, once information sources had been selected. It can then be used with Frame 2, to produce a biographical narrative.

Frame 2: Writing biography
This frame was very useful in creating biographical narratives, following note-taking based on a grid such as Grid 1. It helped scaffold quality work from children, even when they previously lacked confidence in their written work [See examples on page 10 and subsequent pages].

Grid 3: Topic research grid
Once children had become used to forming their own questions for research, we introduced this grid as a way of helping them structure their inquiries.

Frame 4: Topic research frame
Children used this frame to record information they had researched in their own words. Year 6 children then used the completed frames to help them write a longer report. It also helped children focus on their sources of information, to structure their work in a logical way, and to understand the particular type of language used in reports.

Frame 5: Sequencing frame
The children were presented with this writing frame in order to sequence the events of their work. The grid is specifically divided into three parts so that they can gain an understanding of paragraphing: introductions, middles, endings. The writing frame can be used in conjunction with a series of pictures, to stimulate discussion: the children were able to either draw or cut out pictures to match their writing. This helped them to understand the importance of detail, and to move away from a simple narrative and bland description. It can also be used for the production of a final copy, via the stages of redrafting and proof reading.

Frame/grid 6: Poetry frame and grid
[See page 12]. This was used for supporting the creation of poems on specific themes, through the stages of brainstorming, drafting, redrafting, proofing and the production of a final copy, drawing attention to features that a poet might want to include in their work.

Frame 7: Diary frame
This was a structure used to record key points in a subject's life [see page 12 and following for examples of children's work using this frame]. This will need to be photocopied twice, to allow for six key events.

Frame 8: Letter of invitation
Our children also wrote letters for other purposes [eg "letters of freedom", Olaudah Equiano writing to his family about the evils of slavery].
Title: A Biography of

was born

She/he lived with

When she/he was a child

When she/he grew up

Later

She/he had a busy life

She/he helped to make the world a better place by

She/he died

We most remember her/him for

Source - I got my information from

Frame 2: Here is a sheet to help you to research a topic you want to find out about.

- Start by writing down what you already know about it.
- Next, write down some questions you would like to find out about.
- Use your sources to find out the answers and note them down.

I know that

Question I found out

Question I found out

Question I found out

Sources - I got my information from

Frame 3: Here is a sheet to help you to research a topic you want to find out about.

Question I found out

Question I found out

Question I found out

Question I found out

I know that

I have learned some new information from

I found out that

I also discovered that

It was interesting to learn that

The most interesting thing I learned was that

Source - I got my information from

Frame 5: Write your story in the top boxes and draw pictures in the bottom boxes.

Frame 4: Here is a writing frame to help you to write a report.

Before starting the research, I already knew

I have learned some new information from

I found out that

I also discovered that

It was interesting to learn that

The most interesting thing I learned was that

Source - I got my information from