

The Bristol Bus Boycott : History : Year 5/6

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To explore the history of the Windrush Generation.	In this lesson, children learn about the meaning of the term migrant and why there was a mass migration of people from the Caribbean to Britain after the Second World War ended. They look at how the British Government passed the British Nationality Act which gave people from British colonies around the world the right to live and work in the UK. Children explore the differences the migrants would have experienced and the difficulties they faced upon arriving in Britain at the time. Your class either write in role as a member of the Windrush Generation about their experiences or design a persuasive poster, encouraging people from the Caribbean to come and live and work in the UK.	<ul style="list-style-type: none"> Can children explain what the Windrush Generation was? Can children explain the main reasons for migrants travelling to live and work in Britain at the time? Can children explain some of the difficulties the migrants faced upon arriving in Britain? 	<p>Slides</p> <p>Worksheets 1A/1B/1C</p> <p>Worksheet 1D (<i>FSD? activity only</i>)</p> <p>Persuasive Language Word Bank (<i>FSD? activity only</i>)</p> <p>Drama Conventions Guide (<i>FSD? activity only</i>)</p>
Lesson 2	To understand the causes and events of the Notting Hill race riots of 1958.	In this lesson, children learn about the Notting Hill race riots of 1958. They explore why some white youths felt anger toward the black community and how this led to violence during the summer of 1958. Children use drama to help them imagine how it must have felt to be part of the black community living in Notting Hill at this time. Newspaper reports from the time are used to help explain what happened during the rioting and the advantages and disadvantages of using newspaper reports as sources of historical evidence are explored. Children then either think about what people from both the white and black communities might have been thinking or they create their own newspaper article on the events of the Notting Hill race riots.	<ul style="list-style-type: none"> Can the children explain the reasons for the racial tension between the black and white communities in Notting Hill? Can children empathise with black and white members of the Notting Hill community? Can children explain the advantages and disadvantages of using newspaper reports as sources of historical evidence? 	<p>Slides</p> <p>Worksheet 2A/2B/2C</p> <p>Sentence Starter Sheet</p> <p>Drama Conventions Guide</p> <p>Newspaper Sheet (<i>FSD? activity only</i>)</p> <p>Information Sheet (<i>FSD? activity only</i>)</p>
Lesson 3	To understand what the Bristol Bus's 'colour bar' was and why it existed.	A mini-quiz is used to begin this lesson and encourage children to recap what they learnt in the previous lesson. Then, children learn about the position of the Bristol Omnibus Company not to employ black workers as drivers or conductors. Children are encouraged to empathise with a member of the black community and explore how this 'colour bar' would have made them feel. They learn about the action group set up to try to bring about change in the company. They think about the relative advantages and disadvantages of different actions the group could take or alternatively hold a debate on what to do in role as students from the University of Bristol.	<ul style="list-style-type: none"> Can the children explain what the Bristol Omnibus Company's colour bar was? Can the children explain which action they think the action group should take and why? Can the children identify the relative advantages and disadvantages of each option available to the action group? 	<p>Slides</p> <p>Ordering Cards</p> <p>Worksheet 3A/3B/3C</p> <p>Opinion Cards (<i>FSD? activity only</i>)</p>
Lesson 4	To understand what the Bristol Bus Boycott was.	In this lesson, children learn about Rosa Parks and how her refusal to give up her seat on a segregated bus led to a boycott of Montgomery bus services. Children learn how this inspired the activists in Bristol to organise a boycott of the Bristol Omnibus Company. Children design a flier to encourage people in the city to support the boycott or alternatively create placards and hold their own peaceful protest in support of the boycott on the playground.	<ul style="list-style-type: none"> Can the children explain who Rosa Parks was and why she is famous? Can the children explain what the Bristol Bus Boycott was? Can the children explain how Rosa Parks's actions inspired the Bristol Bus Boycott? 	<p>Slides</p> <p>Flier Template 4A/4B/4C</p> <p>Art materials and large pieces of card. (<i>FSD? Activity only</i>)</p>
Lesson 5	To understand how the Bristol Bus Boycott was resolved.	Children find out how the Bristol Bus Boycott led to the company backing down over their decision not to employ black staff as drivers or conductors. Children learn how the company became one of the first to adopt an equal opportunities policy and employed their first black bus conductor. They use drama to explore how he felt and learn how the Race Relations Act in 1965 led to discrimination based on race being unlawful in public places. They either design a statue or plaque to remember the events of the Bristol Bus Boycott or write in role as a member of the Windrush Generation, reflecting on their experiences.	<ul style="list-style-type: none"> Can the children explain how the Bristol Bus Boycott was resolved? Can children explain the legacy of the Bristol Bus Boycott? Can children explain how the lives of black people in Britain have changed since the end of the Second World War? 	<p>Slides</p> <p>Worksheet 5A/5B/5C</p> <p>Drama Conventions Guide</p> <p>Worksheet 5D (<i>FSD? activity only</i>)</p>