

History Progression

Early Learning Goals

Level Expected at the End of EYFS – Understanding of the World

Past and Present

Talk about the lives of the people around them and their roles in society.

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

Understand the past through settings, characters, and events encountered in books read in class and storytelling.

People, Culture, and Communities

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

Key Stage 1 National Curriculum Expectations

Pupils should be taught about:

- **Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life**
- **Events beyond living memory that are significant nationally or globally** (e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)
- **The lives of significant individuals in the past who have contributed to national and international achievements**
- **Some should be used to compare aspects of life in different periods** (e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell)
- **Significant historical events, people and places in their own locality**

Key Stage 2 National Curriculum Expectations

Pupils should be taught about:

- **Changes in Britain** from the **Stone Age** to the **Iron Age**; **Skara Brae**, **Stonehenge**
- The **Roman Empire** and its **impact on Britain**
- Britain's settlement by **Anglo-Saxons** and Scots
- The **Viking** and **Anglo-Saxon** struggle for the Kingdom of England to the time of Edward the Confessor;
- A **local history** study;
- A study of an aspect or theme in British history that **extends pupils' chronological knowledge beyond 1066**;
- The achievements of the **earliest civilizations** – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; **Ancient Egypt**; The Shang Dynasty of Ancient China;
- **Ancient Greece** – a study of Greek life and achievements and their influence on the western world;
- **A non-European society that provides contrasts with British history** – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; **Mayan civilization** c. AD 900; Benin (West Africa) c. AD 900-1300.

History Year 1: Knowledge, Skills and Understanding

Topics:

My home – past and present

Talke Trailblazers: My local area

Superheroes – Important people/events

Kings and Queens



Chronological Understanding

- Can they put up to three objects in chronological order (recent history)?
- Can they use words and phrases like- old, new and a long time ago?
- Can they tell me about things that happened when they were little?
- Can they recognise that a story that is read to them may have happened a long time ago?
- Do they know that some objects have changed over time? e.g. toys, travel and household goods
- Can they retell a familiar story set in the past?
- Can they explain how they have changed since they were born?

Knowledge and Interpretation

- Do they appreciate that some famous people have helped our lives be better today?
- Do they recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago?
- Do they understand that we have a queen who rules us and that Britain has had a king or queen for many years?
- Can they begin to identify the main differences between old and new objects?
- Can they identify objects from the past?
- Can they explain what is meant by a parliament?

Historical Enquiry

- Can they find out something about the past by talking to an older person?
- Can they answer questions by using a specific source, such as an information book?
- Can they research the life of significant people from the past who have had a positive impact on our way of life? E.g. Florence Nightingale, Rosa Parks
- Can they research about a famous event that happens in Britain and why it has been happening for some time?
- Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them?

Year 1 (Greater Depth)

- Can they put up to five objects/events in chronological order (recent history)?
- Can they use words and phrases like: very old, when mummy and daddy were little?
- Can they use the words before and after correctly?
- Can they say why they think a story was set in the past?
- Can they answer questions using a range of artefacts/photographs provided?
- Can they find out more about a famous person from the past and carry out some research on him or her?

- Can they explain why certain objects were different in the past, e.g. iron, music systems, televisions?
- Can they tell us about an important historical event in detail that happened in the past?
- Can they explain differences between past and present in their life and that of other children from a different time in history?
- Do they know who will succeed the queen and how the succession works?
- Do they show a basic understanding of the Nation's History?

- Can they answer questions using a range of artefacts/ photographs provided?
- Can they independently find out more about a famous person from the past and carry out some research on him or her?

Black History Opportunities:

Significant People:

Mae C. Jemison, Rosa Parks, Mary Seacole

Artefacts/resources

- Old fashioned toys e.g. jacks (past and present)
- Photographs of old holidays (past and present)
- Information texts/ stories about important people e.g. Little people, big dreams (superheroes)
- Photographs/maps (my local area)



St Saviour's C of E Academy

History Year 2: Knowledge, Skills and Understanding

Topics

My Island Home – The United Kingdom
The Great Fire of London, Titanic, Castle Life
Awesome Africa – Nelson Mandela/African life
Explorers – Significant People

Chronological Understanding

- Can they use words and phrases that link to chronology...before I was born when I was younger?
- Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning?
- Can they use the words 'past' and 'present' accurately?
- Can they use a range of appropriate words and phrases to describe the past?
- Can they sequence a set of events in chronological order and give reasons for their order?
- Can they explain why someone in the past acted in the way they did?

Knowledge and Interpretation

- Can they recount the life of someone who lived in the past?
- Can they explain how their local area was different in the past?
- Can they recount some interesting facts from an historical event, such as where the 'Fire of London' started or the Titanic?
- Can they give examples of things that are different in their life from that of their grandparents when they were young?
- Can they explain why Britain has a special history by naming some famous events and some famous people?

Historical Enquiry

- Can they find out something about the past by talking to an older person?
- Can they answer questions by using a specific source, such as an information book?
- Can they research the daily life in Briton from the past using different resources to help them? E.g. castle life, Beeston
- Can they research about a famous event that happened in Britain and how it changed that area historically?
- Can they explain how historical events were recorded? E.g. diaries and paintings and how we can learn from these pieces of evidence.

Year 2 (Greater Depth)

- Can they sequence a set of objects in chronological order and give reasons for their order?
- Can they give examples of things that are different in their life from that of a long time ago in a specific period of history e.g. The Great Fire of London
- Can they explain why their locality (as wide as it needs to be) is associated with a special historical event?
- Can they explain what is meant by a democracy and why it is a good thing?

- Can they compare two versions of a past event?
- Can they explain the difference between rich and poor groups?
- Can they distinguish between fact and fiction?
- Can they say at least two ways they can find out about the past, for example using books and the internet?
- Can they explain why eye-witness accounts may vary?

- Using evidence can they try to work out how long ago an event happened?

Black History Opportunities:

Significant People: Mae C. Jemison, Nelson Mandela and Neil Armstrong

Significant Event: African life/culture/dance/Titanic Museum trip

Artefacts/resources

Old/new maps, photographs/memorabilia

History Year 3: Knowledge, Skills and Understanding			Topics The Stone Age – Skara Brae, Stonehenge The Ancient Egyptians Start of the Mayans
Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	
<ul style="list-style-type: none"> Can they describe events and periods using the words: BC, AD and decade? Can they describe events from the past using dates when things happened? Can they describe events and periods? using the words: ancient and century? Can they use a timeline within a specific time in history to set out the order things may have happened? Can they use their mathematical knowledge to work out how long-ago events would have happened? 	<ul style="list-style-type: none"> Do they appreciate that the early Brits would not have communicated as we do or have eaten as we do? Can they begin to picture what life would have been like for the early settlers? Can they recognise that Britain has been invaded by several different groups over time? Do they realise that invaders in the past would have fought fiercely, using hand to hand combat? Can they suggest why certain events happened as they did in history? Can they suggest why certain people acted as they did in history? 	<ul style="list-style-type: none"> Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past? Can they use various sources of evidence to answer questions? E.g. photographs, artefacts, maps, online resources etc. Can they use various sources to piece together information about a period in history? Can they research a specific event from the past? Can they use their 'information finding' skills in writing to help them write about historical information? Can they, through research, identify similarities and differences between given periods in history? 	
Year 3 (Greater Depth)			
<ul style="list-style-type: none"> Can they set out on a timeline, within a given period, what special events took place? Can they begin to recognise and quantify the different time periods that exists between different groups that invaded Britain? Can they begin to use more than one source of information to bring together a conclusion about an historical event? 	<ul style="list-style-type: none"> Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past? Can they use specific search engines on the Internet to help them find information more rapidly? 	<ul style="list-style-type: none"> Do they appreciate that invaders were often away from their homes for very long periods and would have been 'homesick'? <div> <p>Black History Opportunities: Significant People: Tutankhamun, Moses, All Mayans/Aztecs Significant</p> <p>Event: Building of Pyramids, Artefacts/resources – Stone age tools/ jewellery. Papyrus for children to experience/write on? Tutankhamun mask.</p> </div>	

History Year 4: Knowledge, Skills and Understanding			Topics Ancient Greeks Local study: Hanley and the Potteries Romans
Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	
<ul style="list-style-type: none"> Can they place periods of history on a timeline showing periods of time? Can they use their mathematical skills to round up time differences into centuries and decades? Can they use their mathematical skills to help them work out the time differences between certain major events in history? Can they begin to build up a picture of what main events happened in Britain/ the world during different centuries? Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings? Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out? 	<ul style="list-style-type: none"> Can they explain how events from the past have helped shape our lives? Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences? Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours? Do they recognise that the lives of wealthy people were very different from those of poor people? Can they give more than one reason to support an historical argument? 	<ul style="list-style-type: none"> Do they appreciate that the food people ate was different because of the availability of different sources of food? Do they appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period? Do they appreciate that wealthy people would have had a very different way of living which would have impacted upon their health and education? 	
Year 4 (Greater Depth)			
<ul style="list-style-type: none"> Can they independently, or as part of a group, present an aspect they have researched about a given period of history possibly using multi-media skills when doing so? 	<ul style="list-style-type: none"> Can they recognise that people's way of life in the past was dictated by the work they did? Can they begin to appreciate why Britain would have been an important country to have invaded and conquered? Can they appreciate that war/s would inevitably have brought much distress and bloodshed? 	<ul style="list-style-type: none"> Can they research two versions of an event and say how they differ? <div> <p><u>Black History Opportunities:</u></p> <p>Greeks – vase and coins</p> <p><u>Artefacts/resources</u></p> <p>Romans – weapon/armour</p> </div>	

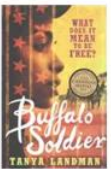











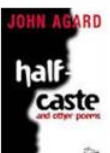



History Year 5: Knowledge, Skills and Understanding			Topics Anglo Saxons Local study Vikings Mayans
Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	
<ul style="list-style-type: none"> Can they accurately use dates and historical language in their work? Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.? Understand a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Can they use their mathematical skills to work out exact time scales and differences as need be? Can they create timelines which outline the development of specific advancements in weaponry and settlements? 	<ul style="list-style-type: none"> Can they describe historical events from the different period/s they are studying/have studied? Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same? Can they explain the role that Britain has had in spreading Christian values across the world? Can they begin to appreciate that how we make decisions has been through a Parliament for some time? Do they appreciate that significant events in history have helped shape the country we have today? Do they have a good understanding as to how crime and punishment has changed over the years? 	<ul style="list-style-type: none"> Can they identify they are using primary and secondary sources to find out about the past? Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past? Can the use a wide range of artefacts to interpret the past? Including artefacts, ceramics, pictures, printed documents, maps, figures, posters and online information. 	
Year 5 (Greater Depth)			
<ul style="list-style-type: none"> Do they appreciate how leaders and significant people have changed the UK over time? 	<ul style="list-style-type: none"> Can they research the life of one person who has had an influence on the way Great Britain is divided into four separate countries? 	<ul style="list-style-type: none"> Can they test out a hypothesis in order to answer a question? Using their own lines of enquiry. <div> <p><u>Black History Opportunities:</u></p> <p>Significant People:</p> <p>Significant Event:</p> <p><u>Artefacts/resources</u> Photographs</p> </div>	

History Year 6: Knowledge, Skills and Understanding		Topics Victorians World War Britain since 1948
Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<ul style="list-style-type: none"> Can they specifically say where a period of history fits on a timeline? Can they place a specific event on a timeline by decade? Can they place features of historical events and people from past societies and periods in a chronological framework? Can they trace the main events that define Britain's journey from a mono to a multi-cultural society? Can they explain how Britain has changed beyond living memory? 	<ul style="list-style-type: none"> Can they summarise the main events from a specific period in history, explaining the order in which key events happened? Can they summarise how Britain has had a major influence on world history? Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently? Can they describe features of historical events and people from past societies and periods they have studied? Can they recognise and describe differences and similarities/ changes and continuity between different periods of history? 	<ul style="list-style-type: none"> Can they investigate their own lines of enquiry by posing historically valid questions? Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint? Can they select relevant sections of information to support their ideas to form conclusions? Can they describe a key event from Britain's past using a range of evidence from different sources?
Year 6 (Greater Depth)		
<ul style="list-style-type: none"> Can they suggest relationships between causes in history? Can they appreciate how Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today? Can they describe the impact of the World Wars and how this changed Britain? 	<ul style="list-style-type: none"> Can they suggest why there may be different interpretations of events? Can they suggest why certain events, people and changes might be more significant than others? Can they form detailed conclusions from the information available? 	<ul style="list-style-type: none"> Can they identify and explain their understanding of propaganda? <div> <p>Black History Opportunities:</p> <p>Significant People: Lord David Pitt/Obama</p> <p>Significant Event: Post-war immigration from the Commonwealth begins 1948. 1950's/60's immigrants help to rebuild the post war economy in hospitals, transport and railways.</p> <p>Artefacts/resources: World War replicas</p> </div>

Further cross curricular BLACK HISTORY LINKS

<p>1. Rosa Parks, civil rights activist.</p> <p>https://eu.usatoday.com/story/news/nation/2020/02/04/rosa-parks-famous-birthday-5-facts-you-should-know/4653590002/</p>	<p>2. Maya Angelou, poet and writer.</p> <p>https://www.biography.com/writer/maya-angelou</p>	<p>3. Mary Seacole, nurse.</p> <p>https://www.bbc.co.uk/programmes/p07pvv3z</p>	<p>4. Juan Garrido, explorer.</p> <p>https://face2faceafrica.com/article/7-amazing-black-explorers-who-made-a-mark-in-history</p>	<p>5. Michelle Obama, former First Lady and campaigner.</p> <p>https://www.youtube.com/watch?v=wePNJGL7nDU</p>	<p>6. David Olusoga. Historian.</p> <p><i>David was born in Gateshead and grew up there</i></p> <p>https://www.bbc.co.uk/programmes/profiles/2pT94YQjVvGILJpdYDrMn6t/david-olusoga</p>	<p>7. Billie Holliday, singer.</p> <p>https://www.youtube.com/watch?v=Web007rzSOI</p>
<p>8. Chris Ofili, Turner Prize winning artist.</p> <p>https://artuk.org/discover/stories/ten-black-british-artists-to-celebrate</p>	<p>9. Dr Shirley Jackson, physicist.</p> <p>https://www.youtube.com/watch?v=mKAgAdHajw0</p>	<p>10. Joseph Bologne, classical musician 'Black Mozart'</p> <p>https://www.classicfm.com/discover-music/black-composers-who-made-classical-music-history/</p>	<p>11. Reasonable Blackman, Tudor silk weaver.</p> <p>https://www.historyextra.com/period/tudor/black-faces-of-tudor-england/</p>	<p>12. Barbara Walker, artist.</p> <p>https://artuk.org/discover/stories/celebrating-black-british-artists-in-public-collections</p>	<p>13. Matthew Henson, Polar Explorer.</p> <p>https://www.nationalgeographic.com/news/2016/02/160224-polar-explorer-matthew-henson-photos/</p>	<p>14. Jesse Owens, Olympic medallist.</p> <p>https://www.youtube.com/watch?v=quQopJmGry4</p>
<p>15. Toussaint L'Ouverture, leader of the Haitian Revolution</p> <p>https://www.blackpast.org/global-african-history/loverture-toussaint-1743-1803/</p>	<p>16. The first Black Briton, taken from Black and British.</p> <p>https://www.youtube.com/watch?v=v4oiXL8oi0Q</p>	<p>17. Otis Boykin, inventor.</p> <p>https://www.youtube.com/watch?v=YXqOoALq5fs</p>	<p>18. Charles Drew, scientist.</p> <p>https://www.youtube.com/watch?v=vFddM7p2zH4</p>	<p>19. Florence Prince, classical musician.</p> <p>https://www.classicfm.com/discover-music/black-composers-who-made-classical-music-history/</p>	<p>20. Bernadine Evaristo, writer.</p> <p>https://literature.britishcouncil.org/writer/bernadine-evaristo</p>	<p>21. Diane Abbott, politician.</p> <p>https://www.blackhistorymonth.org.uk/article/section/history-of-politics/the-first-black-parliamentarians-in-our-times/</p>
<p>22. Black Poppies, soldiers in WW1.</p> <p><i>Year 9 History students reading extracts of this at the moment</i></p> <p>https://media.nationalarchives.gov.uk/index.php/black-poppies-britains-black-community-great-war/</p>	<p>23. Dame Doreen Lawrence, campaigner</p> <p>https://www.blackhistorymonth.org.uk/article/section/bhm-firsts/baroness-lawrence-theres-no-halo-just-say-hello/</p>	<p>24. Betty Campbell, Wales' first black headteacher.</p> <p>https://www.bbc.co.uk/news/uk-wales-58721710</p>	<p>25. Donald Rodney, artist.</p> <p>https://artuk.org/discover/stories/ten-black-british-artists-to-celebrate</p>	<p>26. Chadwick Boseman, actor.</p> <p>https://www.youtube.com/watch?v=4VSx2E7WE50</p>	<p>27. Saint Martin de Porres, Patron Saint of racial justice, harmony and mixed-race people.</p> <p>https://www.britannica.com/biography/Saint-Martin-de-Porres</p>	<p>28. Private Arthur Roberts, WW1 soldier.</p> <p>https://www.english-heritage.org.uk/learn/histories/black-history/arthur-roberts/</p>

<p>29. The story of Windrush.</p> <p>https://www.english-heritage.org.uk/visit/inspire-me/the-story-of-windrush/</p>	<p>30. Dr Anthony Roberts, QC.</p> <p>https://www.blackhistorymonth.org.uk/article/section/bhm-firsts/dr-john-anthony-roberts-qc/</p>	<p>31. James Peters,</p> <p>rugby player.</p> <p>https://www.blackhistorymonth.org.uk/article/section/bhm-firsts/james-peters-the-1st-black-rugby-player/</p>	<ul style="list-style-type: none"> • Hamilton, theatre by an all black cast: https://www.youtube.com/watch?v=DSCKfXpAGHc • Black History Month website: https://www.blackhistorymonth.org.uk/ • African Kingdoms: https://africankingdoms.co.uk/ • Painting Our Past: https://www.english-heritage.org.uk/learn/painting-our-past/ • Black and British, A Short Essential History by David Olusoga • Black and British - BBC, https://www.bbc.co.uk/programmes/p0499smp • National Archives, Black British History on Record, https://www.nationalarchives.gov.uk/black-history
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Fiction Texts	Non-Fiction Texts	Poems	Popular Culture
<p>Buffalo Soldier (13+) Tanya Landman</p> <p>Plantation slave Charley Smith is eleven when America blows itself apart, with Abraham Lincoln's decision to prohibit slavery. Charley thinks a slice of heaven is coming her way. But it's a taste of hell.</p> 	<p>Black and British (13+) David Olusoga</p> <p>David Olusoga's latest edition of <i>Black and British</i> has been revised and rewritten especially for secondary school children, and explains and illustrates the much-overlooked history of Black peoples in Britain and beyond.</p> 	<p>A Change is Gonna Come (12+)</p> <p>Featuring poems and stories from 12 black, Asian and minority ethnic authors – including four previously unpublished writers – this absorbing book offers refreshing perspectives and thought-provoking questions about the meaning of change that will hit home with everyone.</p> 	<p>British Library – Windrush Stories</p> <p>In June 1948 the <i>Empire Windrush</i> arrived at Tilbury Docks, Essex carrying hundreds of people from the Caribbean. 70 years on, <i>Windrush Stories</i> invites us to consider a longer, more complicated and ongoing relationship between Britain and the Caribbean.</p>
<p>The Hate U Give (12+) Angie Thomas</p> <p>Sixteen-year-old Starr Carter moves between two worlds: the poor neighborhood where she lives and the fancy suburban prep school she attends. The uneasy balance between these worlds is shattered when Starr witnesses the fatal shooting of her best friend Khalil.</p> 	<p>The Extraordinary Life of Series (10+)</p> <p>Published by Penguin, this series explores the extraordinary life of many influential people such as Nelson Mandela, Serena Williams, Rosa Parks, Mary Seacole, Katherine Johnson and many more.</p> 	<p>Still I Rise (11+) Maya Angelou</p> <p><i>"You may write me down in history With your bitter, twisted lies, You may trod me in the very dirt But still, like dust, I'll rise."</i></p> 	<p>TV BBC Adaptation of Malorie Blackman's <i>Noughts and Crosses</i>.</p> <p>In a dystopian London, Sephy and Callum fall in love despite the odds. Can they breach the divide between the black elite and white underclass?</p> 
<p>Crongton Knights (12+) Alex Wheatle</p> <p>McKay's life on the South Crongton Estate is rough. His Mum has died, his Dad works all hours of the day to keep away the Bailiffs, and his brother is always out looking for trouble. McKay never looks for trouble, but in one mad night everything changes.</p> 	<p>This Book is Anti-Racist (10+) Tiffany Jewell</p> <p>Often using personal anecdotes about her own schooling, family and experiences as a young mixed race girl, Jewell's fascinating, friendly and hugely relatable guide is essential reading for kids with questions about racism, politics and history as well as the current #blacklivesmatter movement.</p> 	<p>What Stephen Lawrence Taught Us (12+) Benjamin Zephaniah</p> <p><i>"As we continue emptying our pockets on the pavements, And we continue to ask ourselves Why is it so official That black people are so often killed Without killers?"</i></p>	<p>Podcast The Black Curriculum Podcast</p> <p>Available on Spotify and Apple Podcast, this podcast explores British Black history with short discussion on topics such as sound system culture and the Bristol bus boycott.</p> 
<p>The Crossover (10+) Kwame Alexander</p> <p>Josh and JB are basketball legends at their school. They also happen to be identical twins, but it's easy to tell them apart if you know how to look. As the boys build up the most important matches of their lives, tensions grow between them.</p> 	<p>Grown: The Black Girls' Guide to Growing Up Melissa Cummings-Quarry (14+)</p> <p>Being a teenager and trying to understand who you are and what you stand for is hard. But if you're a Black girl and don't always see yourself represented in the books you read, the films you watch, the adverts you see or the history you're taught, it can be even tougher.</p> 	<p>Half Caste (12+) John Agard</p> <p><i>"but yu must come back tomorrow Wid de whole of yu eye And de whole of yu ear And de whole of yu mind."</i></p> 	<p>Film Black Panther</p> <p>T'Challa is the king of Wakanda, the secretive and highly advanced African nation, as well as the powerful warrior known as the Black Panther. This is the first Marvel film with a predominantly black cast.</p> 
<p>How High The Moon (14+) Karyn Parsons</p> <p>In a small town in 1940s South Carolina, Ella has got some very exciting news. She'll be leaving her grandparents and cousin Henry behind, because her mother finally wants her to join her in the busy city of Boston. But can the reality ever live up to Ella's dreams?</p> 	<p>Timelines from Black History: Leaders, Legends, Legacies (9+)</p> <p>The lives and achievements of leading lights as diverse as Stormzy, basketball star LeBron James, poet and novelist Maya Angelou are chronicled in this excellent book that follows black history across many centuries to today's contemporary world.</p> 	<p>waiting on the mayflower (14+) Evie Shockley</p> <p><i>"i. august 1619 arrived in a boat, named and unnamed, twenty, pirated away from a portuguese slaver, traded for victuals."</i></p>	<p>Art Kara Walker</p> <p>Kara Elizabeth Walker is an American contemporary painter, silhouettist, print-maker who explores races and identity in her work. She is best known for her room-size tableaux of black cut-paper silhouettes.</p> 