

# From last week:

“How can we communicate complex colonial histories to children?”

## Feedback:

- Route 1
- “Strength of this project will come when you meet the conditions that it will be published within”
- Step 1, getting it in front of teachers, to establish those conditions. What are those limitations? How is the existing visual language going to adapt or change? (Then, it could grow and build into other things, dictated by this start).
- Offline publication. Is there a web presence? QR codes that could take you to further learning and encourage further depth?
- How would you cost this? Charitable organizations? Worth investigating.
- Assume lo-fi, economic, practical production approach

## Action points:

- Email local school, Oakfield Academy
- Look around yourself for references and advice, government or academic, on what kind of thing works in this context, maybe there are some details or approaches I can glean and use to guide the next stages.
- Start a new iteration of the publication, taking in all the previous feedback but also building in the online strand to it, incorporate the letter to parents. This will at least start the making in advance of hearing from the school.
- Plan, if you can, the next month. (Consider possibility that school may not be able to help in time?).
- Investigate funding of this for further steps, perhaps after MA.
- Start ABSTRACT, 200 word draft for next week.



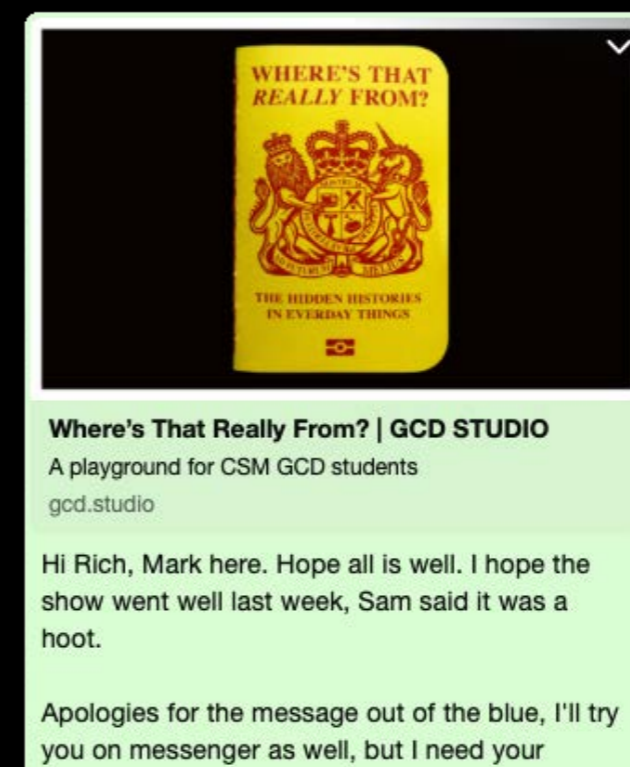
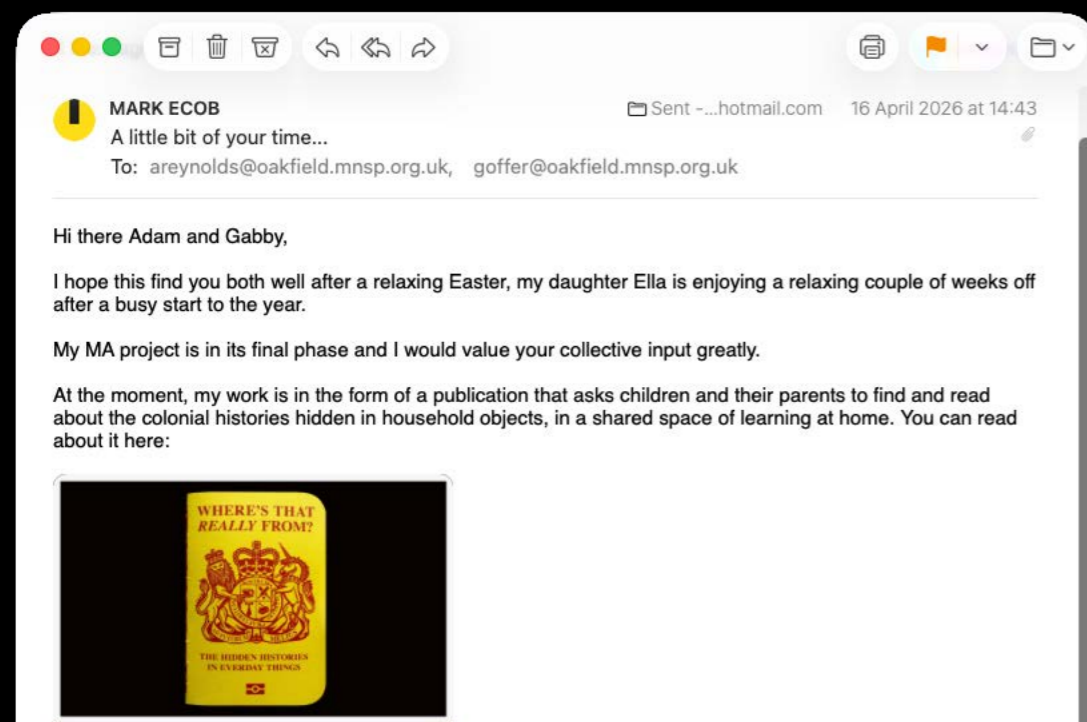
**Adam Reynolds, Head of Humanities  
Sydney Morris, KS3 History teacher  
Oakfield Academy, Frome**

**Interview week commencing 4th May, tbc**



**Richard Thomas  
Head of Higher Education and UCAS,  
Teacher of History and Politics  
King Edward's School, Bath**

**Interview confirmed, Saturday 25th April.**



# Questions to ask...some ideas...

**Does the UK curriculum include the British empire and colonialism for Key Stage 3?**

**If so, how is it taught? Does this subject area crossover into English and PSHE?**

**Do you receive training to be able to teach students about colonialism and The British Empire?**

**Do you think that an object based learning approach can help students learn about colonialism?**

**Do you think existing learning materials such as those from Twinkl work well, is there any room for improvement? What would you like to see?**

**To what extent does learning material account for SEND students and those with dyslexia?**

**What approval and permissions system would this publication have to go through in order to be suitable for a classroom or homework environment?**

**What do you think of the publication as it is? What changes would you suggest?**

# If not the school, then...

# Ella, Year 8, Key Stage 3, aged 12

Tuesday 23<sup>rd</sup> September 2025

~~What jobs could enslaved people do on the plantation or in the plantation houses?~~

What was life like for enslaved people?

Plantation House:

date: 29<sup>th</sup> July 1600  
 place: Plantation House  
 subject: enslaved person

On this day I went to go interview the Plantation House so I can find out more about the Plantation house and the people who work there. As I walked in I was greeted at the entrance and taken to the living quarters. The first enslaved subject that saw me was a man who looked as if he was in his 20s. He told me that he was a cook and that typically the men were the cooks. He told me about the living conditions, they sounded dreadful "It's horrible here we don't get given toilets or some others did but most of the were wood so not too comfy". He told me all about it but shortly after I had to move on.

My next subject was a woman she was a maid. This was on the outside of the house. "Our children were taken away!" she told me

Tuesday 30<sup>th</sup> September 2025

Abolition

LO: To identify key reasons for the end of the transatlantic slave trade.

The person has chains around his hands and feet and he doesn't look like he is very well with little clothing. It looks like he is begging for something.

**Economic**

Sugar plantations were closing as cheap sugar could be bought from Brazil and Cuba. People argued that slaves would work harder if they were freed and paid.

**Beliefs and ideas**

In 1795 Julian Fedon led the slaves of Grenada in a violent rebellion against the English. Although the rebellion failed, it convinced people that slavery was wrong.

Thomas Clarkson collected evidence against slavery. He spread his message all over the country by publishing posters, pamphlets and making public speeches.

Between 1730 and 1787 there were slave rebellions against the English, e.g. Nanny Maroon's War in the 1730s. The rebellions slowly changed attitudes.

The Society for the Abolition of the Slave Trade was set up in 1787. Its aim was to let Africans live free from the lot of capture, and outlaw their sale and slavery.

**Key individuals**

William Wilberforce campaigned against the slave trade. The first time he introduced the idea he lost the debate by 163 votes to 88, but he never gave up.

In 1791 a former enslaved called Toussaint Ouveurture led a slave revolt on the French island of St. Dominique. The English tried to capture the island, but they were also defeated.

Hannah More was a member of the Abolition Society. She wrote poems and books about the horrors of the slave trade, and told lots of people that it needed to be banned.

Former enslaved man, Ottobah Equiano wrote a book of the story of his life as a slave. British people read the book and were sickened by how he was treated, and opposed slavery.

**Religious**

Christian groups, such as the Quakers, thought that slavery was a sin against God and religion. They spread the anti-slavery message amongst the people of Britain.

**Political and legal**

On March 25<sup>th</sup> 1807, the Houses of Parliament voted in favour of ending legal slavery by passing the Abolition of the Slave Trade Act.

Anti-slavery petitions were signed in British towns, e.g. in 1792 129 petitions were handed to Parliament demanding the abolition of the slave trade.

Granville Sharp used the law courts to try and give slaves their freedom. He fought many court cases. He thought that slavery was becoming legally unacceptable. Enslaved people in Britain went to court to get their freedom. By the early 1800s most judges saw these enslaved people free. The law of the land was turning against the idea of slavery.

**Media**

Joseph Wedgwood joined the anti-slavery side and designed a famous logo for it. The design appeared in books, buttons, posters, jewellery etc.

6<sup>th</sup> October 2025

Important Abolitionists

LO: To examine the impact of key abolitionists.

do now:  
Abolition = Destroy/get rid of

**Abolitionist: Ottobah Equiano**

What was their job?  
He worked on the plantations. He was able to buy his freedom.

How did they contribute to the abolition of the slave trade?  
He moved to Britain and became a strong voice in the fight to save slavery. He wrote a powerful autobiography called "The Interesting Narrative of the life of Ottobah Equiano" in 1789 that helped many people understand the slave trade.

How impactful were they to the abolition movement?  
Ottobah Equiano was one of the first British enslaved Africans to share his story with a wide audience. His biography helped change history.

**Abolitionist: Granville Sharp**

What was their job?  
He worked as a civil servant and was also interested in how did they contribute to the abolition of the slave trade?

He met a man named Jonathan Strong in 1765 who had been severely beaten by his master and helped him to recover and supported him in a legal battle to win his freedom. He set up a cabin in Sierra Leone.

How impactful were they to the abolition movement?  
He was determined to fight the slave trade using the law. Though he died before slavery was fully abolished, Strong's legal work and leadership helped lay the foundation for future victories.

Challenge:

- I think that Ottobah was more effective because of his book brought a wide audience.

**Abolitionist: William Wilberforce**

What was their job?  
He was a politician who played a leading role in the slave trade.

How did they contribute to the abolition of the slave trade?  
He used his position in Parliament to speak against the slave trade and worked tirelessly to change public opinion and pushed forces with other abolitionists.

How impactful were they to the abolition movement?  
Just three days before he died in 1833, Parliament passed to abolish the trade.

Monday 20<sup>th</sup> October 2025

Assessment Feedback

**Year 8 Enslavement Summative Assessment**

Name: Ella Ecob  
 Entry Group: 8CPE  
 Target Grade:

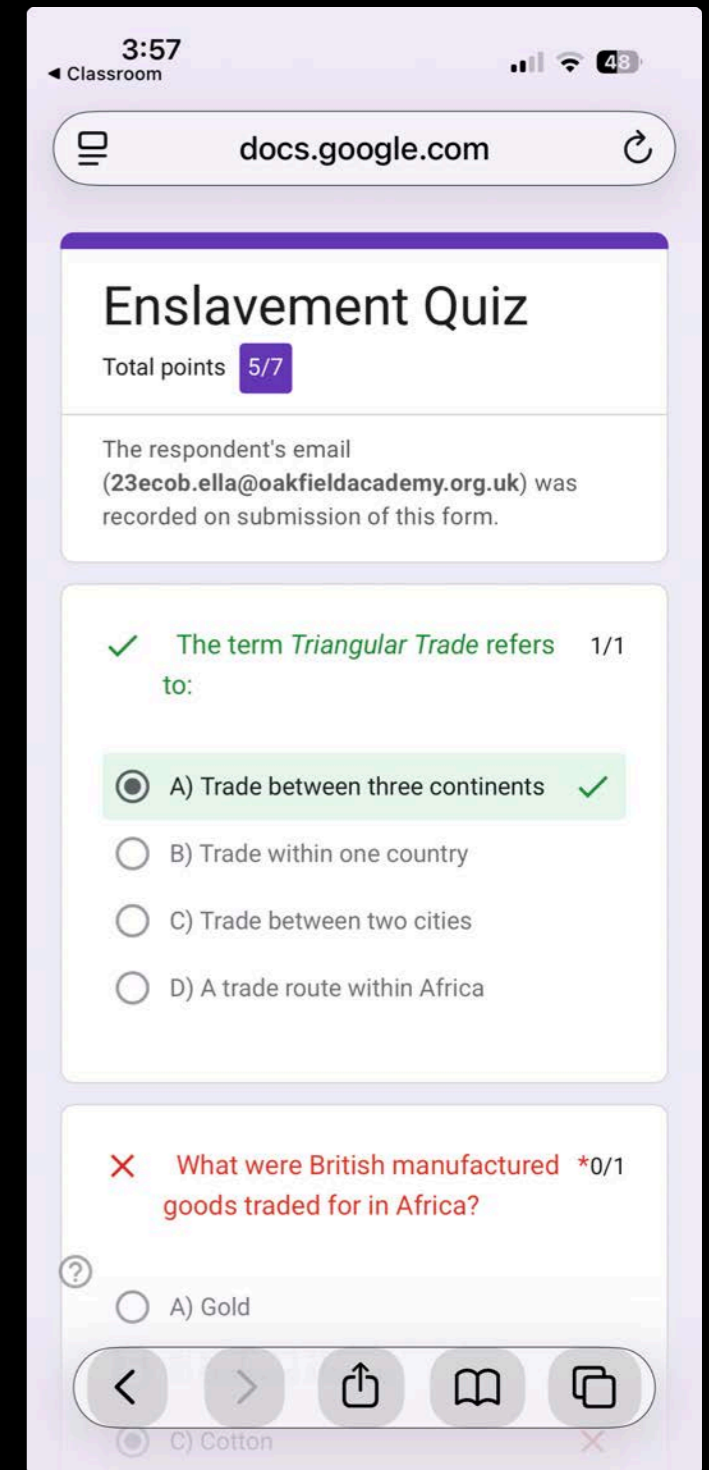
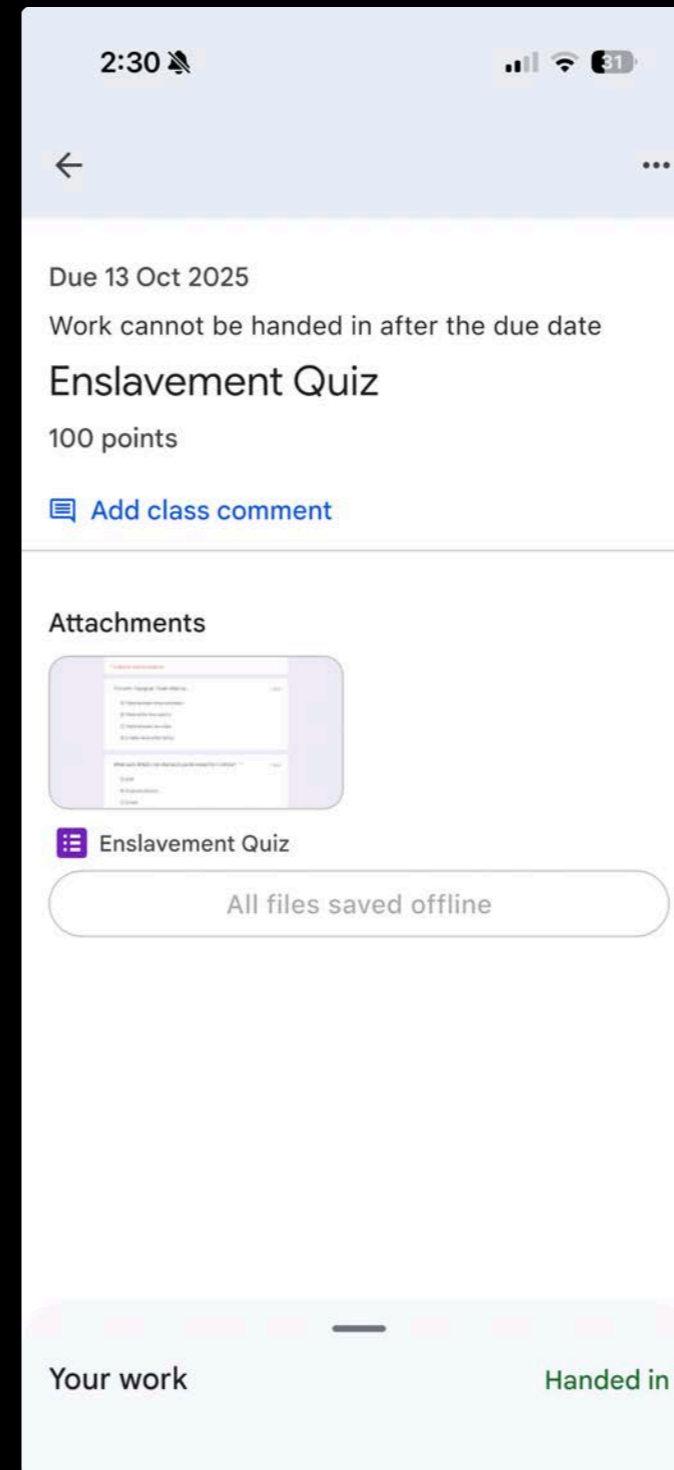
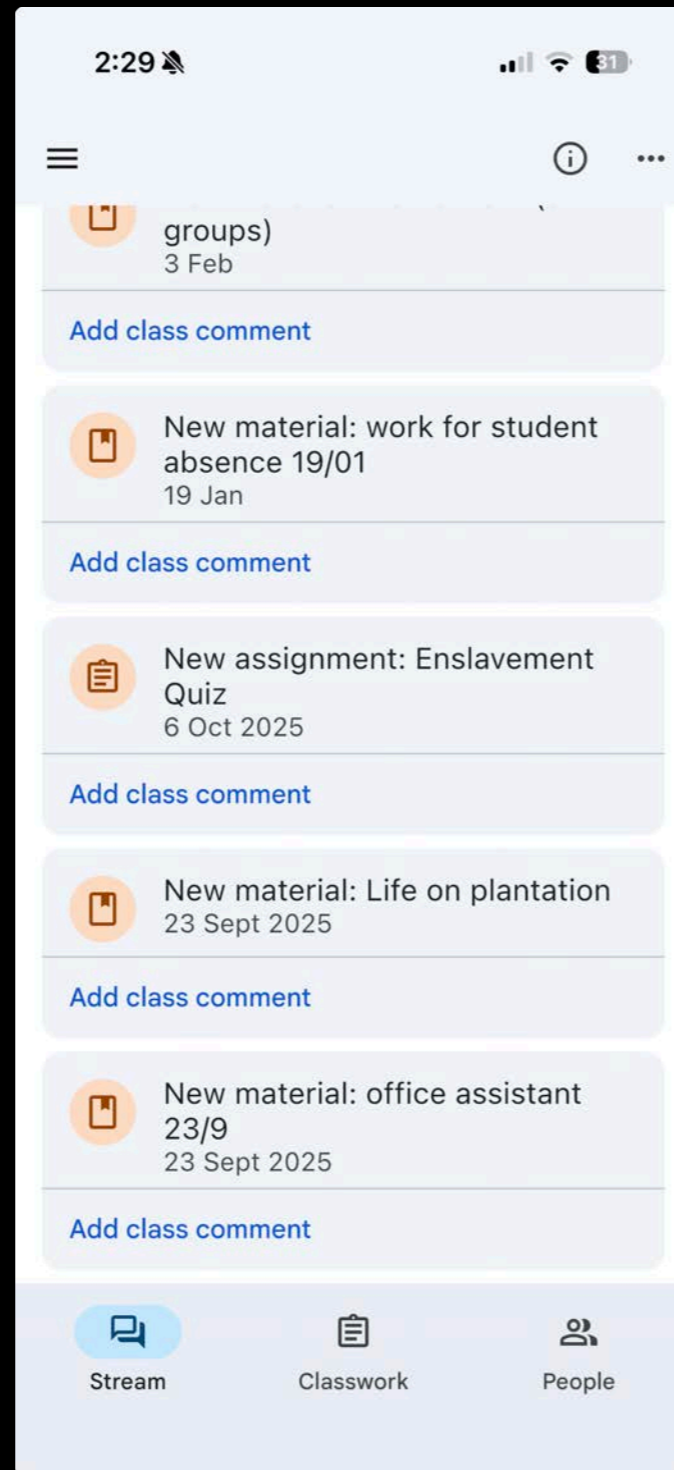
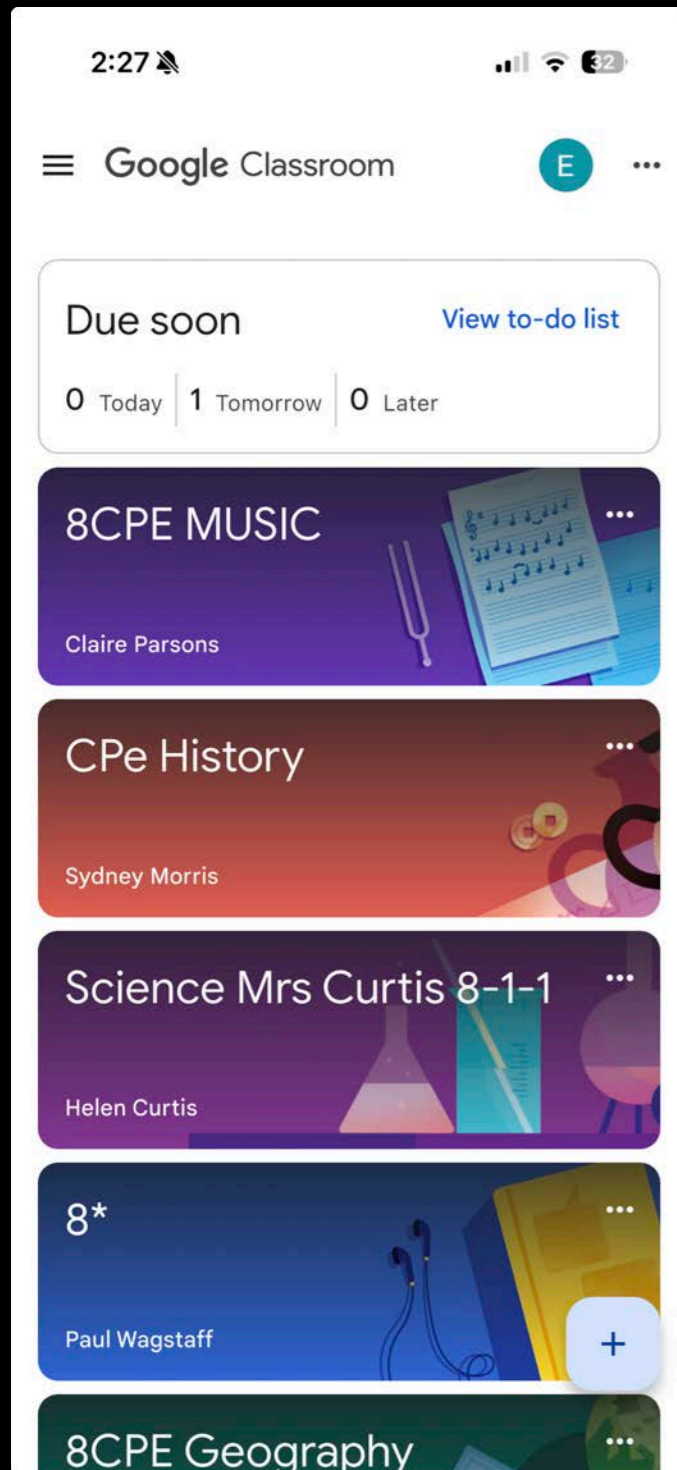
The aim of the Year 8 assessment on enslavement is to evaluate students' understanding of the transatlantic slave trade and its lasting impact on individuals, societies, and global history. The assessment includes retrieval questions to check factual knowledge, such as key dates, figures, and events, ensuring students have a solid grasp of the historical context. These questions also help reinforce prior learning and highlight the scale, structure, and human cost of enslavement.

In addition to factual recall, the assessment develops students' source analysis skills by asking them to examine historical evidence critically. This may involve interpreting primary sources, figures, and events, ensuring students have a solid grasp of the historical context. These questions also help reinforce prior learning and highlight the scale, structure, and human cost of enslavement.

Sections	Marks	Max
Knowledge	12	14
Source and Interpretation Skills	8	12
Extended Writing	8	10
SPAG	3	4
<b>Total Marks</b>	<b>31</b>	<b>40</b>

- Spellings: Enslavement, very, cruel, Alchet.
- a Middle Passage - where enslaved Africans transport across the Atlantic to the Americas.  
Home run - where raw materials produced by enslaved Africans sent to Britain to be made into manufactured goods.  
Manufactured run - British manufactured goods brought to Africa to trade for captured goods.  
b. Africa before the European arrival was like different kingdoms and lots of music and dancing.
- It has impacted our world today by

# Ella (continued)




# Ella (continued)

2:32

← ...

Life on plantation

Attachments

 Work on the plantations

Untitled pres... ⋮

Save all files offline

Class comments

No comments

Add class comment ▶



## Work on the plantations

**On a plantation children were often put to work from as young as 4 years old.** Workers on the plantation are controlled by a black slave-driver, who in turn had to answer to a white overseer. **A minimum of food is given to sustain a slave through their physically demanding working day. Families were often separated.** In America such separation was most common during the 1790s after the cotton gin was invented in what became labelled by historians as the 'second middle passage.' This was when the booming cotton industry forced around 1 million enslaved people from Northern USA and South America to the deep south of the USA (Georgia, Louisiana, Alabama, Mississippi etc.), where cotton could be harvested.

In the sugar plantations of the Caribbean slaves were required to clear the land of bush then learn how to tap the sugar-tree to let the liquid out, and to boil it down to get the sugar from it. A typical plantation might have a hundred men and women of different ages all digging ditches in a cane field wearing only rags. **The enslaved people would work in the tropical heat, exhausted slaves who struggled to maintain a work rate deemed acceptable were whipped.**

The enslaved people were divided into three groups called gangs. The first would clear and plant the ground and cut the cane. The second gang was less strong, composed of youngsters and pregnant women who did lighter work. The third is made up of young children who collect food for the farm animals and weed the garden. **Days might start at 5:30am with breakfast and a register. Breakfast would include foods like boiled yam and okra seasoned with salt and pepper. Those who were late would be whipped. Work ran from 8:15-12:00 noon then a dinner: salted meat or pickled fish. Work continued from 2 to 6pm followed by sleep. However, during the harvest season work in the mill and boiling houses dangerous work continued throughout the night.**

**White masters had complete control over the lives of these enslaved people and treated them like mere property. Slaves who disobeyed or resisted even in small ways were violently punished. The punishments handed out to them varied in severity. Captured runaways could be hanged or maimed. They were often flogged with a whip for any wrongdoing.**

## Housing Conditions for Enslaved People

Not every enslaved person would have proper housing; those on small plantations may have to make do with a barn to sleep in. They were not given such luxuries as an outhouse (toilet)!

Most were wooden huts with basic furniture. They would often be cramped with whole families crammed into one room. Other families might stay in the next room and all 10 would share the fireplace and kitchens. Such huts would typically have dirt floors without beds. The houses were usually constructed around a common yard, with plots and gardens.



Most plantation owners would keep the 'slave quarters' far from the luxurious big house that they lived in for several reasons: firstly, practicality: they wanted the enslaved people near the fields they worked in; secondly, safety: to keep any threat of uprising at a distance from the family; and thirdly to preserve the sense that the enslaved were lesser people, not worthy of being so close.

Enslaved people sometimes had to build their own homes and so often used techniques of African house building such as providing a thatched roof. Resources were limited so beds were usually made of straw or old rags.

Those who worked in masters 'big house' generally had better stone housing nearer to the house and were given better food and clothing than the field workers.

Poor quality housing came at a health cost to enslaved people was documented by former enslaved people.

## Time Off?

How much time off was granted depended on the whim of the white master, most enslaved people had to work from sunrise to sunset with some only getting one day a month off. Other masters would let their slaves have Sundays as a rest-day and for religious services. As Christianity became strong, slaves might also get time off during Christian holidays.

Even on a so-called 'day off' enslaved people would spend much of their time mending their huts and tending to their gardens and making necessary items. Weddings and religious services would also take up a Sunday morning with powerful songs and sermons being delivered.



Leisure time would often involve music. Though enslaved people used a variety of homemade instruments and banjos they also engaged in music involving their bodies and voices alone. Many of these traditions were remembered from life in Africa, others were newer innovations. They often used music as a secret way to mock their masters. Music was important to enslaved people as it was an area in their lives over which they had creative control. The soulful Christian music that they invented became known as 'Negro spirituals.'

Story-telling was also popular in the West Indian and North American colonies. The stories could be comical and also used as a way to mock whites. Anancy stories involving a mischievous spider who tricks people to get what he wants originated in West Africa and was transmitted to Jamaica and passed on orally for generations.

Some enslaved people in their leisure time would try to educate themselves by learning to read by candle light. Though in some contexts this was illegal. Others would plan escapes and rebellions or simply dream of a better life.

## Working in the Plantation House

On most plantations was a large luxurious house which the family of the master lived in. Enslaved people who worked in the big house were generally considered fortunate to avoid the hardship of the fields, but it came with other risks, especially for women.



Living or working in the big house generally meant better food (often leftovers) and clothing (as it would be considered improper to have an enslaved person in rags around the finery of the house). There was no more freedom however.

Men typically worked as cooks, servers, butlers and drivers, whereas women worked as maids, laundresses, seamstresses, mammies, and nurses, often spending far more time than the white family did raising the white children of the house.

While there were perks for those enslaved in a plantation house, women and girls had to deal with sexual advances from the owner and other visiting white men. If they refused, they could be beaten and returned to the fields.

In this comparatively privileged role, many such enslaved people became leaders or preachers within the community (only for other enslaved people). They also became informal newscasters relaying information that they overheard from the whites to others. This could be anything from information about upcoming auctions or punishments to humorous gossip.

Do it now

Engage

Learn

Build

Apply



Review

### Writing with empathy

Write a report on your findings of visiting a plantation. What type of things did you see? What were the conditions like?

Describe your findings in a minimum of three paragraphs (8 sentences each, 24 total)

**Challenge: Does the legacy of the Transatlantic Slave Trade still impact our world today? Why or why not? Provide real world examples.**

# If not school, then... Twinkl



## Filter results

X Remove all Filters

X 11 - 14 years old

X England Resources

- 0 - 5 years old EYFS
- 5 - 6 years old Year 1
- 6 - 7 years old Year 2
- 7 - 8 years old Year 3
- 8 - 9 years old Year 4
- 9 - 10 years old Year 5
- 10 - 11 years old Year 6
- 11 - 14 years old Year 7 - Year 9
- 14+ years old Year 10+
- Newest

10 Top "Colonialism" Teaching Resources curated for you.

List



Editable

### KS3 The Tempest Lesson 8: Caliban and Colonialism

★★★★★ 3 out of 5 (4 Reviews)

View Resource



### Should We Still Celebrate Music That Has Links to Colonialism and Slavery? Debate Topic Pack

★★★★★ 5 out of 5 (1 Reviews)

In late August 2020, it was reported that the BBC were considering the removal of 'Rule, Britannia!' and 'Land of Hope and Glory' from the Last Proms over concerns raised the... [Read more](#)

View Resource



### Racism Lesson Pack

★★★★★ 5 out of 5 (2 Reviews)

This lesson pack, targeted at KS4 students, examines how we can actively choose to be anti-racist and... [Read more](#)


1 Resource Packs





## Posters

# Impact of Colonisation on Aboriginal Peoples




## Land Ownership

Australia was named 'terra nullius', or land belonging to no one, by the British government. Contrary to what the European colonists believed, Aboriginal Peoples had custodianship over the land and areas to which each group belonged.

While the boundaries of the land were not evident by fences or modern developments, the land was important and sacred to each group. Landforms, such as rivers and ridges, were boundary lines.

Prior to colonisation, Aboriginal Peoples would carry out regular burning of bushland in hunting rituals and to take care of the local habitats.

Disclaimer: This resource has been developed and approved in meeting the standards of the Twinkl Aboriginal and Torres Strait Islander Peoples related content guidelines. All content that relates to Aboriginal and Torres Strait Islander Peoples has been written in consultation with our Aboriginal and Torres Strait Islander Content Advisor to ensure it is culturally appropriate and respectful. Twinkl Australia acknowledges the Traditional Owners of Country throughout Australia, and their continuing connection to land, sea and community. We show respect to Elders both past and present.



## Disclaimers and glossary

## Vocabulary

Aboriginal Peoples	Colonist
Assimilation	Culture
Conflict	Disease
Colonisation	Livestock
	Ownership
	Spirituality

## Interactivity

### The Four Corners of the British Empire

At the end of Queen Victoria's reign, the British Empire was the largest ever known in world history covering 25% of the land on Earth and over 20% of the world's population. People who were colonised under the British Empire were often violently oppressed, financially exploited and were forced to adopt British laws and customs against their will.

Complete this four corner mini book to represent the four corners of the Earth. Cut out the map template on the next page and fold the four corners inwards. Cut out the four country lists below and stick one to the front of each corner flap. Find the countries on the map and shade them in red. Then write the number on the map which corresponds with the number on the list. You will need to find and use a map of the British Empire or many of the countries below have since changed their names and borders. At the time, the British Empire included many countries and it has not been possible to cover them all here in this resource. Here are just some of them.

Cut and colour the title bar and add that to the front of the book or paste it directly into your project book.

#### The British Empire 1889

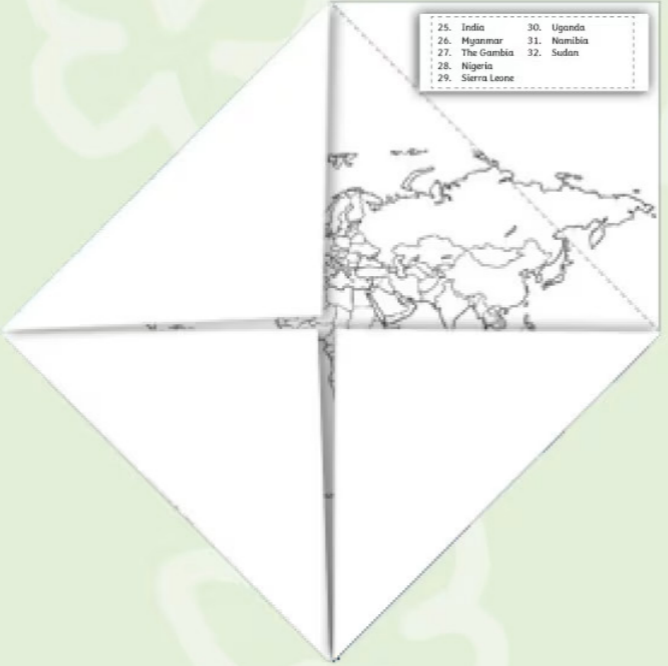
1. Canada	5. Bermuda
2. Bahamas	6. Guyana
3. Jamaica	7. Belize
4. Trinidad and Tobago	8. Falkland Islands
9. Egypt	13. Somalia
10. Gibraltar	14. Yemen
11. South Africa	15. Hong Kong
12. Kenya	16. Australia
17. New Zealand	21. Kuwait
18. Fiji	22. Qatar
19. Maldives	23. Maldives
20. Papua New Guinea	24. Sri Lanka
25. India	30. Uganda
26. Myanmar	31. Namibia
27. The Gambia	32. Sudan
28. Nigeria	
29. Sierra Leone	

Why not find out more about the British Empire Timeline of Events?

This resource was designed to support teachers to use it in their classrooms and to ensure that it is culturally appropriate and respectful. Twinkl Australia acknowledges the Traditional Owners of Country throughout Australia, and their continuing connection to land, sea and community. We show respect to Elders both past and present.

HomeEdl

Page 1 of 2



## Disclaimer/s

We hope you find the information on our website and resources useful.

### Aboriginal and Torres Strait Islander Resource

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### Editable

This resource is editable and can be adapted to meet the needs of different learners. Twinkl cannot be held responsible for any changes made once a resource has been downloaded. Please be aware that this content may have been edited and therefore may no longer reflect our values.

### Animations

This resource has been designed with animations on each slide to make it as fun and engaging as possible. To view the content in the correct formatting, please view the slideshow in 'presentation mode'. If you view the slides without selecting 'presentation mode', you may find that some of the text and images overlap each other or are difficult to read.

You may wish to delete this slide before beginning the presentation.

# Passports

**PASSPORT**

School Name

International Day

twinkl  
visit twinkl.com

To fit Avery Address Labels (571100) - please print at 100%

To fit Avery Address Labels (85 x 57mm Stickers) - please print at 100%

To fit Avery Address Labels (571100) - please print at 100%

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To fit Avery Address Labels (571100) - please print at 100%

**Editable Options Available**

**DAY TRIP**

twinkl

HomeEd

**Facts I Learnt**

Write down some interesting facts you discovered today.

Fact One

**Details**

Name

Date of Day Trip

Travelling by foot / car / train / bus / other (circle as appropriate)

Name of the attraction

Draw/Insert a picture of the attraction:

**Highlights**

What you saw today

**Part**

Write part of the trip.

# Object Based Learning (OBL)

*'In the last decade, objects have been repositioned within art and design pedagogy as focal points for self-knowledge and self-reflection (Barton and Willcocks 2017) and inspiration for playful or creative thinking (Campbell 2019) with the potential to support and encourage collaborative working across disciplines and (Lange and Willcocks 2021). Lange and Willcocks (2021) have also argued that object-based learning has an increasingly important role to play in contributing to the decolonial agenda, challenging the myopic viewpoints which alienate a large proportion of the student community. At UAL, where this case study is based, object-based learning has been included in the UAL Learning, Teaching and Enhancement Strategy since 2015, which has encouraged the ongoing development of object-led research and curriculum content.'*

Willcocks, J and Mahon, K (2023) The potential of online object-based learning activities to support the teaching of intersectional environmentalism in art and design higher education. *Art, Design and Communication in Higher Education*, 22 (2). UAL. Available at: <https://ualresearchonline.arts.ac.uk/id/eprint/23599/#> (Accessed: April 2026).

## Victorian Kitchen remote learning box, Museum in the Park

### Charges and important information:

The cost of the Remote Learning Package is £50. (£54 from 1.4.26) Boxes are borrowed for 2 weeks. There is a charge of £10 for each additional week. (£15 from 1.4.26)



CONTENTS OF VICTORIAN KITCHEN REMOTE LEARNING BOX

## Understanding Slavery Initiative, student breakfast



FAQ My Name: EYFS KS1 KS2 Treasure: EYFS KS1 KS2 Carnival: EYFS

Home / Teaching / Primary

This unit is designed to be delivered at any, or all three of school. Through exploration of the topic 'Breakfast', children develop knowledge and understanding in key areas that make sense of the challenging history of transatlantic slavery. 'Learning Objectives' to understand how this unit prepares...

### Stage 4: The Challenge

#### Big Question: What can my breakfast tell me about the world?

Children prove their learning by answering the 'big question'- adult steps back, children are empowered and supported.

#### Suggested 'challenges' to answer the 'big question'

Children present an assembly on how their breakfast can teach them about the world - highlighting where the food comes from, the importance of maritime links and trade to the history of how we come to eat it today and how this links to inequalities in nations today.

The class should focus on some of the key breakfast commodities such as bread, sugar, tea, coffee, juice, chocolate, the cotton tablecloth - to illustrate when we first started to eat these for breakfast, where they came from and how they travel to us both past a present (the key KS2 History periods Tudors, Victorians and WW2 should feature).

Role-play; music; costume; story; visuals (maps, digital media etc) can be used. The children may wish to supplement this challenge with a 'fair trade' project such as selling fair-trade produce at home-time/parents evening.

# Starting point

## VISUAL

- Accessibility focus (SEND and dyslexia focus) at least 12 point 1.5 line spacing preferred, Noto Sans by Google (freeware, accessible, no colonial routes though underlying "Western" origin, transferrable to arabic, greek etc). Discounted accessibility-specific faces for thematically correct.
  - Colour contrast conscious of dyslexia advice, no pure white and black.
  - Left-hand justified, no starting a sentence at the end of a sentence.
  - Avoid underlining and *italics*
  - AVOID TEXT IN BLOCK CAPS.
  - Boxes and borders good.
  - 70 character line length advisable.
  - Bullet points and numbering help.
  - Short, simple sentences, direct.
- Active not passive voice.
- Photography public domain, avoid 'othering'
  - Slightly simpler look, lose background
  - Dial up the humour!
  - Check naming of organisations against school advice? Should this still be product focussed?

## PRODUCTION

- A4 with decent margins, for home or school printing
  - Stock with no show-through, dyslexia advice.
- Matt, not gloss finish.
- Could this have some value as an object, something the kids want to keep?
- Balance cost, clarity and appeal

## CONTENT

- Sensivity read? Sarah Wright, Bath School
- Adjust age range to KEY STAGE 3 11-14
- Proof read
- Glossary
- QR Codes for deeper research, digital crossover
- Activities, written, more interactivity
- Note to parents about shared learning space, not just homework for the child

**TEA**

2 SUGARS PLEASE.

You know that drink that helps adults wake up in the morning? No, not coffee, the other one.

Stamp here if you found some tea!

Yep, a good old cup of 'Rosie Lee'.\*

Tea first arrived in Britain in the 1600s, to traders from China and (allegedly) a tea-loving queen, **Catherine of Braganza** (who was actually from Portugal, it's complicated).

Tea leaves were picked from a plant, dried and sometimes rolled or crushed, then packed up so people could put them in hot water to make tea. The hot water works like a bathtub, breaking down the tiny dried cells in the leaves.

\*That's Cockney rhyming slang, which is an old East London language, where "Rosie Lee" rhymes with "cup of tea". It was first recorded around 1925.

By the 1800s, the British were drinking millions of cups a day, which was expensive.

So they decided to grow their own and set up plantations in places like **Assam** and **Darjeeling** in India and **Ceylon** (now Sri Lanka).

You might have seen those names on the front of tea boxes in your kitchen or at the supermarket. PG, Tetley, Twinings were all born from the British Empire.

In 1848, The East India Company (a powerful English business) wanted to break the Chinese monopoly on tea (a monopoly is where you control something completely). So they sent a Scottish spy named **Robert Fortune** to China disguised as a merchant to steal tea secrets.

The Empire transformed tea from a luxury into a daily, affordable thing for everyone.

**BUT**, they did it by establishing big plantations that often didn't treat workers fairly...

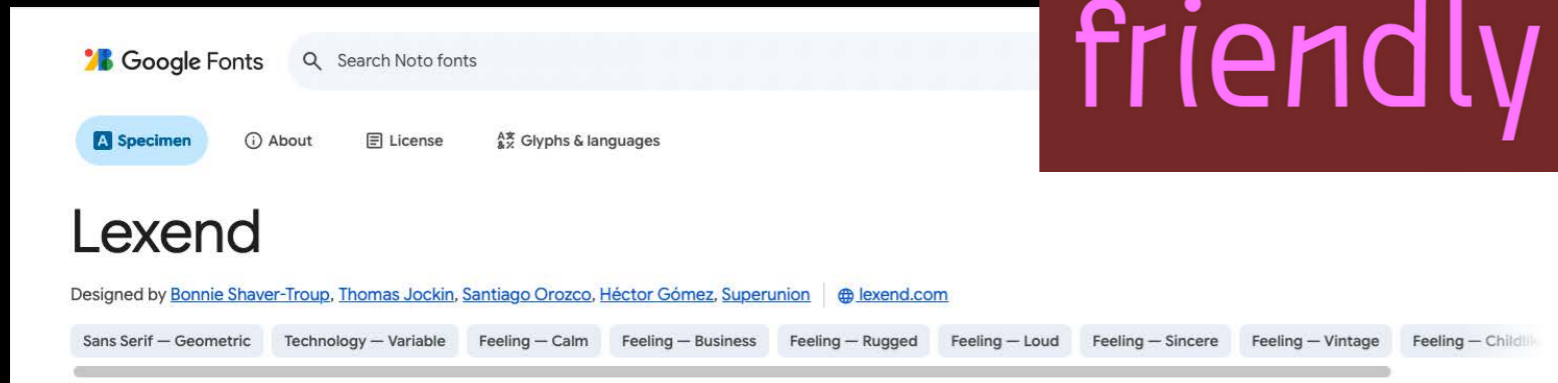
# Type and colour

Decided on Noto sans, most universal, non-colonial, transferrable to Arabic, Greek, Cyrillic, Open Source

# Oxford Brookes..



Your Not-quite regular Dyslexia friendly font.



Whereas disregard and contempt for human rights have resulted

How can i test accessibility?

Caroline and Jack Lee?

# New iteration



You know that drink that helps adults wake up in the morning? No, not coffee, the other one.

Yep, a good old cup of 'Rosie Lee'\*



Tea first arrived in Britain in the 1600s, via traders from China and (allegedly) a tea-loving queen, Catherine of Braganza (who was actually from Portugal, it's complicated).



\*That's Cockney rhyming slang, which is an old East London language, where "Rosie Lee" rhymes with "cup of tea". It was first recorded around 1925.

Tea leaves were picked from a plant, dried and sometimes rolled or crushed, then packed up so people could put them in hot water to make tea. The hot water works like a bathtub, breaking down the tiny dried cells in the leaves.

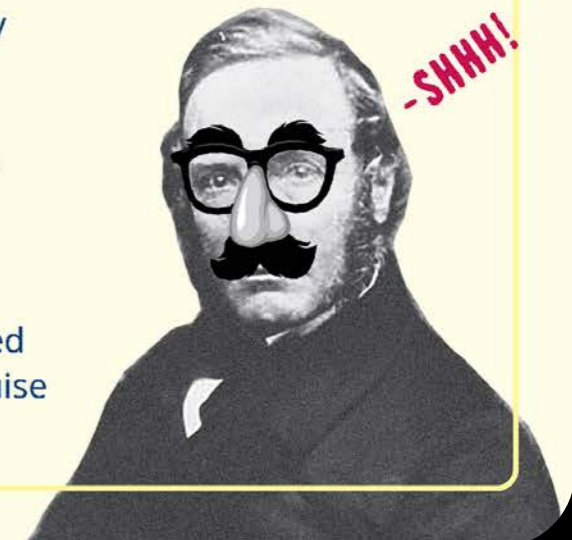


By the 1800s, the British were drinking millions of cups a day, which was expensive.

So they decided to grow their own and set up plantations in places like Assam and Darjeeling in India and Ceylon (now Sri Lanka).

In 1848, The East India Company (a powerful English business) wanted to break the Chinese monopoly on tea (a monopoly is where you control something completely).

So they sent a Scottish spy named Robert Fortune to China in disguise to steal tea secrets.



**Tea made Britain vast amounts of money and it was even supposed to cure stuff! The Empire transformed tea from a luxury into a daily, affordable drink for everyone.**

But they did it by establishing big plantations that often didn't treat workers fairly.

Local workers who picked the tea leaves were often paid very little, worked 16-hour days and had very few rights (that's the stuff that should automatically come with your job to protect you and your workmates). Just imagine, spending twice as long as your school day working in a hot field, picking leaves so that people thousands of miles away can have a nice drink.

**How much  
do you think  
a plantation  
worker earned  
per day?**

Write your answer here.



Tea plantation workers during the British Empire were paid approximately 3p per day, which in today's money is about £2. Was your guess close?

Even as recently as 2013, reports showed tea pluckers earning as little as £1 per day in Assam, India.

So, has anything really changed in the last century?

After The East India company finally lost its monopoly in 1833, tea brands like Lipton, Brooke Bond and Twinings emerged. Household names like Tetley and PG came along a bit later.

**Do you recognise any of them from the shops or your kitchen?**

Look at the pack of tea, try and find out some details by *really* looking at the label...



Where was the tea grown?

\_\_\_\_\_

Is there a carbon footprint?

\_\_\_\_\_

Who picked the tea?

\_\_\_\_\_

Today, we drink 160 million cups of the brown stuff a day!

It is grown in many of the same places and shipped thousands of miles across oceans creating pollution. Some workers can *still* face tough working conditions decades later.



Some tea brands like PG, even if they came from Empire, work with people like The Rainforest Alliance and Fairtrade who certify companies for being good to the planet and to people.

That's called ethics.



**So when you see steam rising from a mug, think about where your tea comes from and how it got to you. You might want to ask if the workers earn enough. Can you choose to buy tea from people who care about that stuff?**

## **~~How can we communicate complex colonial histories to children?~~**

### **Can we reframe colonialism for children and parents using familiar objects, to encourage critical thinking and ethical consumer habits?**

Colonialism is a subject that children can be curious about if we use familiarity. My homework pack asks a child and their parent/guardian to hunt around their home for everyday items such as sugar, soap and school uniform. The publication within connects origins of these items in the British Empire with contemporary issues such as fast fashion and consumerism. Using questions like 'is that fair?' and 'how would you feel?', readers can understand history and its modern effects in a deeper and more honest way.

Principally, this enquiry is relevant to children in the UK school system, along with their parents in a shared generational learning space of Object Based Learning. Through a network of publishing professionals, authors, teachers and testing with local families, the audience has been confirmed as 'Key Stage 3'. Children between the ages of 11 and 13 years. The publication is designed to be universal and accessible, therefore a broader audience is possible.

Born of personal positions on colonial acknowledgment found through MA Graphic Communication Design research into identity documents, this project subverts and repurposes the most powerful of an individual's documents, the passport. By deconstructing and then recontextualising the passport as a learning resource, using appropriate visual, linguistic and production conventions of current classroom materials, the result proves that even the most politically charged instances of graphic design can be translated for positive outcomes.

