

KS2, KS3 & KS4

BRIGHTON & HOVE COMMUNITY BLACK HISTORY SCHOOLS RESOURCE

FEATURING LOCAL HISTORIES

VOLUME 1



Brighton & Hove Community Black History Schools Resource

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“With each passing year, Black British history is becoming ever more personal to increasing numbers of people. Britain’s population is changing. More of us than ever are members of families that include people of different skin colours and ethnicities. Black history helps explain how national history is intertwined with our family histories. It helps us make sense of the country we are today.”

David Olusoga (Black and British An Illustrated History, 2021)



Foreword by Pauline Rutter & Althea Wolfe

Brighton & Hove is a city of many stories. Yet for too long, too many of these stories have gone untold. The voices of Black people, of African, Caribbean, and diasporic heritage, have been spoken about, but not always spoken with. Their contributions have often been footnotes, when they are, in truth, foundations.

When we fail to tell the full story of our city, we do more than overlook the past, we shape a future without truth. We risk teaching our young people that some lives matter less to the story of where they live. We risk erasing the brilliance, the labour, and the love that Black people have always brought to Brighton & Hove.

This resource, Brighton & Hove Community Black History Schools Resource, is part of the work of setting the record right in education. It brings together local histories that reveal a fuller picture of who we are. It celebrates the lives of everyday heroes whose courage and creativity sustain this city. They may not appear on statues or in history books, but they are the heartbeat of our home. Their heroism lies in living, in giving, in thriving, in being.

To honour these stories is to honour ourselves.

In African and diasporic traditions, we know that history is not just written, it is spoken, remembered, danced, and sung. It is alive in the stories we share, in the food we cook, in the names we call and in the wisdom we pass down. This resource follows in that tradition as a living archive, a teaching tool and a celebration of presence and pride.

Let it be used in classrooms, assemblies, and conversations across the city. Let it inspire teachers to teach the whole truth and students to see their reflections in the story of Brighton & Hove. Let it remind us that our shared history is richer, deeper, and more beautiful when every voice is heard. Because Black history is Brighton & Hove’s history, not a chapter apart, but the thread that holds the fabric together.

Community stories, collaboration,
collection and resource design
by Pauline Rutter, Althea Wolfe & Niamh Rutter

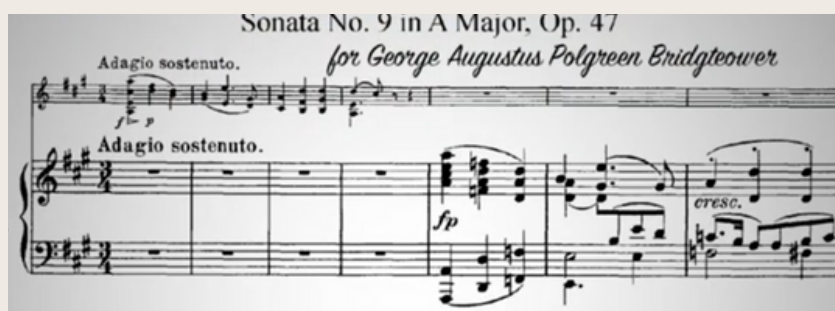
Who was George Bridgetower?

George Augustus Polgreen Bridgetower (11 October 1778 – 29 February 1860) was a virtuoso violinist who played in Brighton many times. He lived in England for much of his life. He was born to a Black father from Barbados and a white mother from Poland. George grew up in the household of the Hungarian Prince Esterházy in Poland. He had two brothers who also became musicians. In Poland, George learnt the violin from musician Joseph Haydn, who directed the prince's orchestra. George's father's name was Frederick. He took George around Europe to show off his son's talents.

On the 19th of February 1790, at the age of 12, George had his London debut in front of the Prince of Wales, who gave him patronage and supervised his musical education with the Royal Society of Musicians.



George Bridgetower (aged 12)
by Henry Edridge, 1790.



George Bridgetower and Ludwig Van Beethoven

At the age of 25, George visited Vienna. He met and performed for Beethoven, who was amazed by his violin playing. Beethoven went on to write the famous 'Kreutzer' Sonata (Sonata No.9) for George Bridgetower, and the two premiered the work together in 1803 at the Egal theatre in Vienna. Beethoven later rededicated the sonata to another famous musician named Kreutzer.



George Bridgetower (aged 22)
unsigned watercolour, 1800

George Bridgetower university and family

In 1811, Bridgetower received a master's degree in music from Cambridge University and became a member of the Royal Philharmonic Society. Five years later, he married Mary Leake, the daughter of a prosperous cotton manufacturer; they had two daughters.

1778

1700

1800

1900

2000

BORN

HISTORY TIMELINE

STORY 1 George Bridgetower (1778-1860)

The musical world is likely to be enriched by the greatest phenomenon ever heard---a youth of ten years old, pupil of the immortal Haydn :---he performs the most difficult pieces on the violin, and goes thro' all the mazes of sound with wonderful spirit, execution, and delicacy.--His name is Bridgetower, a fable plant of an African growth:---Thus do we find that genius does not solely belong to the tincture of a skin!---He is now at Brighthelmston, under the patronage of the Prince of Wales.

Above: Chester Chronicle 14th August 1789 - Newspaper article from the archive

In this article George Bridgetower is labelled the 'greatest phenomenon ever heard.' It describes how he 'performs the most difficult pieces on the violin and goes thro' all the mazes of sound with wonderful spirit, execution, and delicacy.'



Left: Henry, A Ballad (c. 1812) by George Bridgetower

The composition 'Henry, A Ballad' by George Bridgetower (1778). It was dedicated to "Her Royal Highness the Princess of Wales," Charlotte Augusta, who was 16 years old at the time.

You can listen to George Bridgetower's composition sung by soprano Zyda Culpepper and with Sylvia Berry playing the fortepiano. Visit www.indictus.org *In-dic-tus* : (Latin, adj., m) unsung, unheard, untold, unnamed, unmentioned

George Bridgetower in Brighton

George played in the Prince's band at the Royal Pavilion in Brighton for many years. He died on 29th February 1860, in a house on a small back street in south London. He was buried at Kensal Green Cemetery. The death certificate identifies him as a "gentleman."

Left: George Bridgetower blue plaque
Dedicated by the Nubian Jak Community Trust.



1778

1700
BORN

1800

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HISTORY TIMELINE



The childhood of Omoba Aina

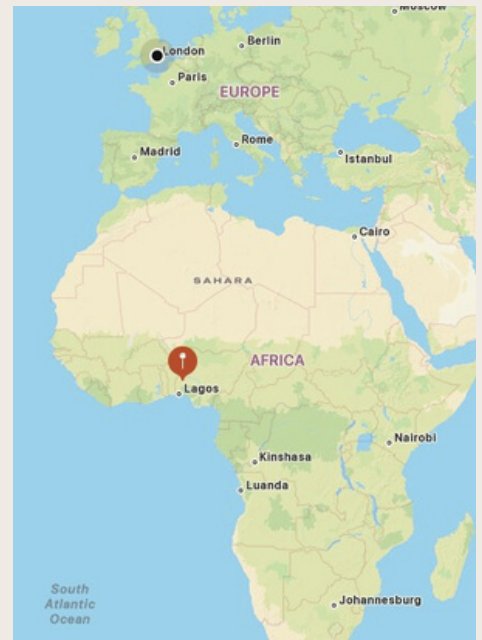
Sarah was born in 1843 in Oke-Odan, a Yewa Yoruba village in West Africa, southwestern Nigeria. She was known as Omoba Aina (or Ina). Omoba means ‘child of a king’, and this is how we know that she was a princess of the Egbado people.

Ina’s parents were killed during a bitter war in the area. Ina was given to King Ghezo and became an enslaved child. In July 1850, Frederick Forbes, a British naval captain in the West Africa Squadron (WAS), visited King Gezo of Dahomey. For many centuries Britain had played a central role in the trade of enslaved people, but in 1833 this terrible trade was abolished throughout the British empire.

Left: Sarah Forbes Bonetta aged 7 (Lithograph)

A drawing by Frederick E. Forbes, from his 1851 book Dahomey and the Dahomans.

In 1850, Captain Forbes accepted Ina as a gift on behalf of Queen Victoria. Ina was then baptised ‘Sarah Forbes Bonetta’ and taken 4,242 miles away to London, England. Captain Forbes presented Sarah to Queen Victoria at Windsor Castle.



Right: A map of the continents of Africa and Europe

Sarah Forbes Bonetta was born near to Lagos, in the country that is now Nigeria.



Sarah Forbes Bonetta

photo by Camille Silvy, 1862

Sarah in England

Queen Victoria decided to be responsible for Sarah’s education and welfare. Initially, Sarah lived with Captain Forbes’s family. **He wrote to the queen:**

“She is a perfect genius; she now speaks English well, and has a great talent for music. ... She is far in advance of any child of her age, in aptness of learning, and strength of mind and affection.”

1843

1700

1800

1900

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BORN

HISTORY TIMELINE

STORY 2

Omoba Aina (Sarah Forbes Bonetta) (1843-1880)

Sarah in Brighton 1862

In 1862, Sarah was living at 17 Clifton Hill in Brighton, under the care of Miss Sophia Welsh. She was introduced to a West African businessman, James Pinson Labulo Davies, and they were married at St Nicholas' Church, Brighton in 1862. Sarah was 19 years old. Queen Victoria approved of the marriage, and on her marriage certificate Sarah also gave her first name as Ina, her African name.

Below: Omoba Aina (Sarah Forbes Bonetta) married in Brighton 1862 at St Nicholas' Church



Their wedding was very extravagant. Hundreds of people came out on the streets of Brighton on the day to cheer, and reports of their wedding appeared in hundreds of newspapers in Britain and all over the British Empire.



Above: Portrait of Omoba Aina (Sarah Forbes Bonetta) by Camille Silvy, 1862

Newspapers reported that there were 10 horse-drawn carriages and 16 bridesmaids, and that the wedding party was made up of 'white ladies with African gentlemen, and African ladies with white gentlemen'.

INTERESTING MARRIAGE IN BRIGHTON.

(From the Brighton Gazette.)

Right: Newspaper article from the Brighton Gazette announcing Omoba Aina's (Sarah Forbes Bonetta) marriage to James Davies in 1862

The ceremony is to be performed by the Bishop of Sierra Leone and the Rev. H. Venn; and Mrs. Thompson has most kindly lent the garden at Westhill Lodge for the wedding breakfast. We understand there will be a large wedding party, including about twenty Africans. The bride will be attended by sixteen bridesmaids, of whom four will be ladies of colour; and among the guests who are invited will be the Bishop of Sierra Leone, the Rev. the Vicar, the Revs. Venn Elliott, Babington, Faithful, Vidall, Brass, Schon, &c., and Captain Forbes, Captain G. Forbes, Captain Coote, &c. Miss Forbes Bonetta has been for some years residing with Miss Welsh, at Brighton, that lady having been selected by the Queen to superintend the completion of her education and her introduction to society.

1862

1700

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1900

2000

BORN

HISTORY TIMELINE

STORY 3 Haile Selassie (1892-1975)

Emperor Haile Selassie on Brighton pier

Haile Selassie was the Emperor of Ethiopia from 1930 to 1974. This country in East Africa had a population of 19 million people at the time.

In 1935, Ethiopia was invaded by fascist Italian forces. The Emperor asked the League of Nations in Geneva for help but they did not, and the Italian forces invaded. Haile Selassie had to leave Ethiopia in 1936. He spent most of his exile in Bath, England.

During his exile, he visited Brighton in April 1938.

Below: The Emperor Haile Selassie on Brighton Pier in 1938.



Left: 1970. Emperor Haile Selassie of Ethiopia was the longest and last Emperor to reign (1930-1974). He died aged 83 in 1975.



Above: Map of Ethiopia on the eve of the Italian invasion in 1935.

Haile Selassie was known for modernising Ethiopia. He also helped to establish the Organization of African Unity. He was overthrown in 1974 due to the Tigray and Wollo province famines of northern Ethiopia and the worsening political situation. Haile Selassie was seen as the messiah of the African race by the Rastafarian movement.

Ethiopia



Above: Current map of Africa.

Africa is the second-largest continent in the world. There are 54 countries on the African continent. Each African country has its own unique characteristics, including population, languages, cultures and environment.

1892

1700
BORN

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HISTORY TIMELINE

1900

2000

STORY 4 Faith Matyszak (1931-2015)

Faith Matyszak-Gander was a well-known volunteer and activist on the Whitehawk estate in Brighton. She arrived in Brighton in 1950 and worked hard to improve the estate.

Faith became known to many simply as 'Mrs Whitehawk'. She was a member of the Whitehawk Community Safety Forum in the 1990s and advocated for Robert Lodge residents. Faith worked at the Royal Sussex County Hospital for almost 30 years, from 1967 to 1996.

She started work as a cleaner and progressed to auxiliary nurse. Faith raised her four children as a single mother, while also fighting for fairness and equality in the wider city.

Faith became involved with the union at the hospital and supported other staff members. She updated records and attended meetings as a volunteer, as well as helping people to find training and other community roles.



Above: Images of Faith throughout her life from her daughter Zena Barton.



Above: The community nominated Faith for awards and in 2007, she received an MBE for her community and volunteer work.

One colleague remembers, “...She was the guiding hand to lots of kids, she always listened to them and advised them...so she empowered so many of them. I see her as the mother of Whitehawk, she guided so many people on the right path.”

She was central to the first Brighton and Hove Black Women's group, the Brighton & Hove Racial Harassment Forum, the Trust for Developing Communities, and the Brighton Unemployed Family Centre. Faith helped bring the once derelict basement in Robert Lodge community building, Whitehawk back into use as a community hub. She also helped raise one million pounds for the Crew Club, an award-winning local charity working for young people, children and families since 1999. As well as this, Faith was a cherished member of the Black History Project.

1930'S

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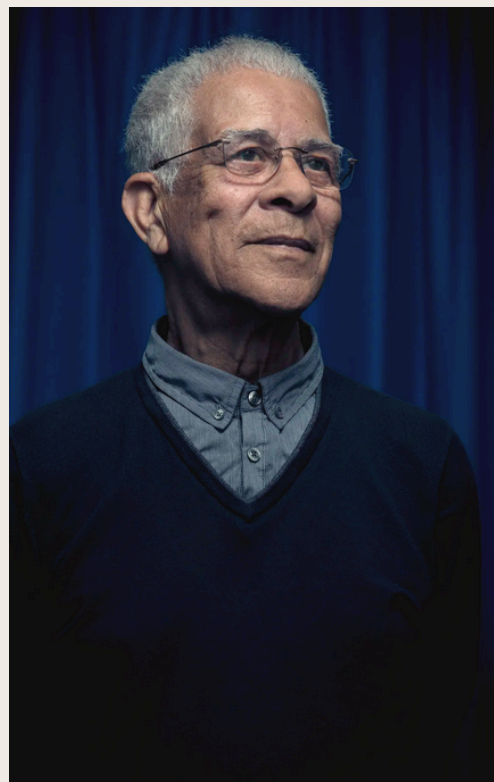
BORN

HISTORY TIMELINE

STORY 5 Bert Williams (born 1944)

Bert Williams was born in Jamaica in 1944, in the mountains of Coleyville, Manchester. He came to England as a teenager. He worked all of his life and raised a family. Bert is a very important person in the Black communities of Brighton & Hove, as he co-founded Brighton and Hove Black History with Sarah Lee. This group reveals Brighton & Hove's hidden past, helping local people get involved in mapping their own history of Brighton & Hove.

"I came from Jamaica as a 16 year old to England in (the) 1960s and I landed at East Heathrow Airport. I was shocked when I landed here when the aircraft was coming in and I see all the tops of their houses. I really thought that this space was a factory. All of the houses had chimney's with smoke coming up so my first impression of all the houses was of factories."



"I come from Jamaica, right up in the mountains. The day before I left Jamaica to come to England I had to carry water on my head from this spring for my mum and dad so they could have tea in the morning."

Below: Brighton General Hospital nurses 1960s and SRNs' Hospital Badge from Time and Place project c/o Brighton and Hove Black History

"I had two sisters in Jamaica. They were recruited in 1956 to come to Brighton General Hospital as nurses. They were some of the first black nurses that came over from the Caribbean."

Nurses

Most of the nurses came from professional families. They had been educated to see the UK as the mother country. Many arrived in Britain in the 1960s.



1944

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BORN

HISTORY TIMELINE

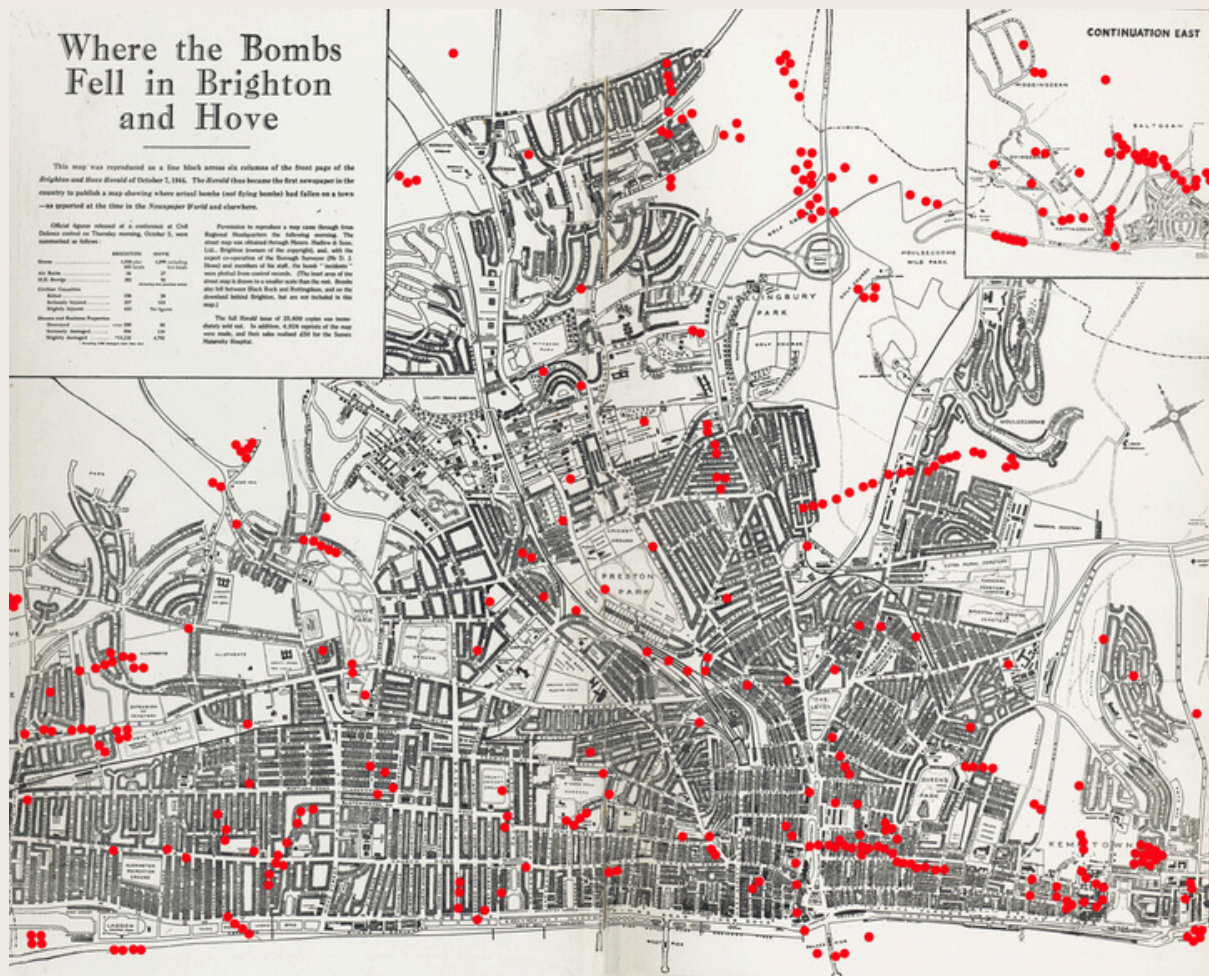
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STORY 5

Rebuilding Britain after World War Two

Severe bombing by the German Luftwaffe (Nazi air force) took place across Britain during the Second World War (1 September 1939 - 2 September 1945).

Brighton & Hove were badly bombed.



Above: Map of World War Two bombs in Brighton & Hove. This map was originally published by the Brighton and Hove Herald newspaper in 1944.

Bert recalls: “We didn’t come here by choice. We were asked to come here. England had been in a terrible war. The Second World War was a terrible war. The whole country was flattened near enough. Even Brighton was bombed out. Kemptown was bombed out and different buildings on Brighton’s Lewes Road.”

“England needed people. So it went to the Caribbean, to Africa, to India and they recruited nurses, doctors, dishwashers, carpenters, mechanics, builders and all the workers.”

“When the war was over, England also had another disaster. This was a Spanish Flu that wiped out a lot of the population.”

1944

1700
BORN

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HISTORY TIMELINE

STORY 5 Bert Williams (born 1944)

The Birth of the National Health Service (NHS)

The National Health Service (NHS) was founded on the 5th of July 1948. Before this, hospitals were in a muddle and had little money. When people were very sick they would go to the General Practice (GP). Almost half of all births happened at home, with a midwife. Pain and discomfort was commonplace, and working-class people did not expect to be comfortable. Most went hungry and many undernourished children became ill and died young.



Bert comments: *“Before the National Health Service in England if you were poor and you were ill you would most likely end up in a workhouse. Before becoming a hospital at the top hill, 250 Elm Grove, Brighton Municipal Hospital, was the biggest work house in Brighton.”*

Right : Brighton Workhouse became Brighton General Hospital in 1935

The NHS Recruited Nurses from the Caribbean, from Africa and from India.

Bert recalls:

“When the NHS was set up one thing they didn't have was people to work in it. This is why they went to Africa and India and the Caribbean. This is why we're over here. We were asked to come here. We didn't get on a plane and just come to England. There were government advertisements in Jamaica from England.”

“Princess Margaret came to Jamaica in 1955 and I was in the Boys Brigade. I was 11 years old in the Royal Air Force Boys Brigade with my brother who was 13. Our two bigger sisters came along with us to look after us and while they were there they went into a marquee that was set up to recruit nurses for the NHS.”

“Inside there were matrons from England from the different hospitals and they were giving out nursing magazines, telling them where they could apply for jobs in England. These were in Manchester, Birmingham, London and even Brighton. Both of my sisters applied to come to England, and they applied to five different hospitals. Brighton was the first one to respond.”



Right: Bert married his wife Shirley, who had also been recruited as a nurse at Brighton General Hospital in the 1960s. They are still happily married in 2025.

1944

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BORN

HISTORY TIMELINE

STORY 6 Sheila Auguste (born 1960s)

Sheila was born in East London in the 1960s.

"I was born within the sounds of Bow Bells. That makes me a Cockney. Born in East London where a lot of St Lucians and Dominicans ended up, in East and West London. So, there were a lot of St Lucians around when I was growing up but I wasn't really very interested. I was only interested in Jamaicans."



Above: Sheila as a child in the 1960s.

"My dad thought the Cockney accent was common and sounded uneducated and at secondary school this inability of mine to drop H's and T's led me to be labelled as 'posh' – something I never really managed to live it down. Although I'd graduated to plain old 'freaky deeky Sheila' by the time I was doing my 'A' levels. By this time, I could drop H's and T's for England but what was more important was being able to 'speak like a Jamaican', despite my parents both being St Lucian. I wanted to be part of the 'in crowd.'"

Above: Bell Ringing in the Belfry at St Mary le Bow, London



Bow bells are famous across the world. They have been a part of the stories and folklore of the City of London for hundreds of years. In 1392, Dick Whittington supposedly heard Bow bells call him back to London to become Lord Mayor.

Being born within the sound of Bow bells was believed to be the sign of a true Londoner or 'Cockney'. Bow bells are also included within the medieval nursery rhyme Oranges and Lemons:

'...I do not know says the Great Bell of Bow.'



Left: St Mary-le-Bow Church Cheapside, City of London



Right: Saint Lucia

Saint Lucia is situated in the eastern Caribbean. It was very difficult for the French or the English to claim St Lucia, because the Indigenous people refused to let them settle. However, in 1660 the French took over. The British then took control of Saint Lucia in 1814 as part of the transatlantic trade of enslaved people. St Lucia finally gained full independence in 1979.

Right: Saint Lucia on a World map



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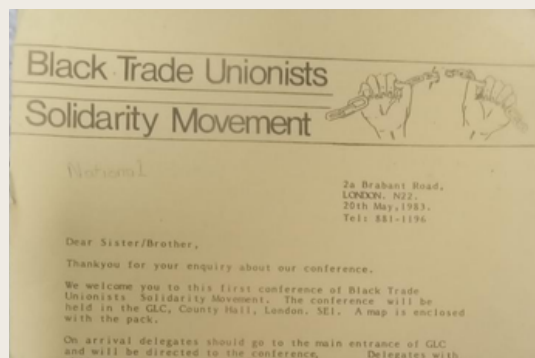
HISTORY TIMELINE

STORY 6 Sheila Auguste (born 1960s)

Shelia remembers her father

“My dad was a trade unionist... I’ve been looking around, digging in my own archives. This [image to the right] is a Black Trade Unionist Solidarity Movement letter. The first inaugural meeting was in 1983.”

Right: The letter to Shelia’s dad from the Black Trade Unionists Solidarity Movement.



Below: Shelia’s father



What is a Trade Union?

A Trade Union is an organisation of workers who try to improve the pay and working conditions of workers. They also stand up for workers rights.

Black British Trade Unionism

After World War Two, the UK needed extra workers to rebuild the country. Many of these people came from ex-colonies such as the West Indies, India, and Pakistan. They were invited to live and work in Britain, however most experienced terrible working conditions and very low pay. Bernie Grant and Bill Morris set up the Black Trade Unionists Solidarity Movement (BTUSM) to help workers stand up to the discrimination that they experienced. Bernie Grant was a politician and organiser, and was elected as an MP in the 1987 general election. He was one of the UK's first Black British MPs.

Sheila on Saint Lucia, home and school:

“All my life I always heard ‘back home’. I truly believed that where we were in England was temporary because they always spoke about ‘back home’. In my imagination there was a home somewhere else in St Lucia – ‘back home’. So mum took us ‘back home’ ... by this time they would have been in England for 12 years or so.”

“I didn’t even really catch up to what I had been learning in the Caribbean until I got into my second year of my secondary school. I was so far ahead.”

“I went to school in St Lucia for a year and a half...it very much influenced how I felt about myself. When I had to come back to England I had been in a school where the majority of children were Black... In St Lucia the headmaster of my primary school had always spoken wonderfully about me to my dad: “her vocabulary is splendid” he’d say. That year and a half in primary school in the Caribbean stood me in such good stead.”

“I did truly believe I’ve ended up in Brighton as a result of living in St Lucia as a child.”

1960'S

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BORN

HISTORY TIMELINE

PAGE 11

STORY 7 Vannessa Crawford (born 1960s)

Vannessa was born in South Kensington, on Fanny Road in a house shared with other families. Her mother was Jamaican and her father was Barbadian, and he was recruited in Barbados to come and work in England as a bus conductor.

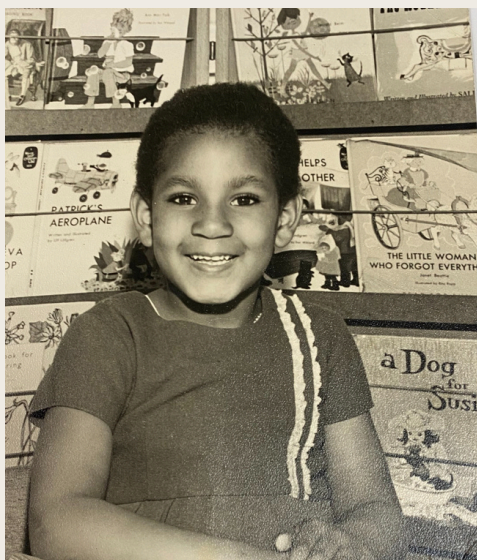
The family moved to Dagenham when her father was offered a job at Ford. The offer came not only job security, but also council housing. Vannessa's overriding memory of the area was that it was very white. The Crawfords were the only black family on the estate. **She recalls:**

“On the day we moved in there was a knock on the door and when my mum opened it there was a bunch of kids- all white- with the oldest about age 12 asking if I could come out to play. I remember it really clearly”



Above: Vannessa Crawford

**Right:
Vannessa
as a child
in the
1960s.**



“My dad was lots of fun. I learnt to laugh a lot from my dad.”

“Before Tony Blair my mum’s mantra was Education! Education! Education! She was the first Black woman magistrate in Essex, a Trade Unionist who was out picketing on the Grundig Strike to support Asian women for better pay and a member of the Labour Party.”

“First time young people could engage with youth work where they have always genuinely had a voice and experienced a safe black only space apart from their families”

“I love working with young people and they teach me stuff all the time. I feel privileged to see the development of society through the eyes of young people.”

“My life mantra is to enjoy my life and achieve as much as I can before I die.”

Vannessa came to Brighton to train as a primary school teacher in 1988. A car accident put her in hospital for a year, and she restarted her course in 1989. She focused in youth work for the Council before setting up the BMEYPP (Black and Minority Ethnic Young People’s Project) in 2005. This was the first and only youth project in the South of England set up by, for and with Black and brown young people.

**Vannessa Crawford
“Making change”**



1960'S

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HISTORY TIMELINE

STORY 8 Deniston Jack (born 1960s)

Deniston Jack, a 64-year-old Brighton resident, talks about growing up in St. Vincent and then coming to Heathrow Airport at 9 years old, meeting his dad for the first time.

"My parents got married in Saint Vincent in 1959, but my father left before I was born to come to England as part of the Windrush generation. When I was 2 years old, my mother left me behind to go to England as well...to set up their lives until they could afford to bring me with them."

"I grew up in St. Vincent until I was 9 years old, that's when I came into Heathrow Airport carrying my suitcase with nothing in it. A tall man towered over me, and when I arrived, I met my dad for the first time in my life."

"I was only 9 when I flew on my own, I had teamed up with a brother and sister who were doing the same journey as me. We had to fly from St. Vincent to Barbados and then change from there to Heathrow, when I look back now and think to myself how I was only 9 years old, I realised that I wouldn't let a 9-year-old do that."



Above: Deniston Jack 2025

"It was the best thing that my mother could ever do for me. Living on that beautiful island (Saint Vincent) in this amazing village, as a kid."

"I had two brothers who were born in England, which meant that I went through this whole process of not only assimilating myself into a brand-new country but also into a new family."

"Every time I go back (to Saint Vincent), it has changed a lot. When I was living there, it wasn't touristy - they just opened up a big resort, which I hate."



Left: Deniston Jack as a child in Saint Vincent.

Right: Saint Vincent and the Grenadines, is also known simply as Saint Vincent. It is an island country in the eastern Caribbean.



1960'S

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HISTORY TIMELINE



Above: Kim's aunt's group wedding photograph. my mum (who was white) was one of five children and three of the women out of her five, married Black men.

"I was born and raised in North London but my parents... made the decision to move to the United States. And in those days, so now we're talking about the late 70s into the early 80s in terms of decade, what your parents said they were going to do you sort of went along with it..."

"...my circle of friends and family and social life was this amazingly large network of mixed race and interracial marriage families. So that was very normal to me and ... I look back on photo albums."

"My father was a huge advocate of telling the story of Trinidad, the Caribbean and culture in general as it relates to Black people."

Trinidad and Tobago

This island country consists of two main islands, **Trinidad** and **Tobago** and several smaller islands. The island of Trinidad was inhabited for centuries by Indigenous peoples.



Above: Port of Spain, the capital in Trinidad in 2008

History

The Spanish were the first colonisers to arrive on the two islands that make up the state of Trinidad and Tobago. In 1797, Britain seized the islands from Spain. They set up plantations there and across the Caribbean, forcing enslaved Africans trafficked from Africa to grow cocoa trees, sugar cane, coffee and banana plants. Trinidad and Tobago became independent in 1962. Today, Trinidad and Tobago are home to nearly 1.4m people who can trace their roots back to Africa, India, China, the Middle East, Europe, and the Mediterranean.

1960'S

1700

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1900

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BORN

HISTORY TIMELINE

STORY 9 Kim Jack Riley (born 1960s)

"I am North Londoner who also then lived in the US for a long time, and in returning back to the UK, chose Brighton to relocate with my family. So, I am a Brighton resident and very happy about that!"

The limbo dance has a long history that spans multiple cultures and regions. It comes from West Africa, where it was originally performed as part of religious and spiritual ceremonies. In these ceremonies, dancers would bend their bodies and move under low-hanging objects, such as tree branches or arches, as a way of demonstrating their devotion and humility. The limbo dance made its way to the Caribbean, particularly to the islands of Trinidad and Tobago, during the period of African enslavement. It became a popular dance style in the region and was later introduced to other parts of the world through the influence of Caribbean culture.



Above: Kim Jack-Riley's Dad doing the Limbo

Kim at University in America

Kim moved to the United States of America (USA) with her family when she was 18 years old and studied at Howard University, Washington D.C. USA.



Above: Howard University in Washington D.C., USA

"...Howard University is definitely the largest and most famous of what we call the 'historically Black' colleges and universities – so HBCUs. Meaning it is a whole university that is owned and operated and run by and attended by Black people. Howard University is definitely the largest and most famous of what we call the 'historically Black' colleges and universities."

"That's where I started to study journalism which, in itself exposed me to books and authors that were of people of colour and African descent."

"HBCUs meaning it is a whole university that is owned and operated and run by and attended by Black people... That university experience was quite unique."

1960'S

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HISTORY TIMELINE

STORY 10 Edi J Mandala (born 1960s)

Edi Mandala is a Black multimedia artist based in Brighton.

“Our family felt like an everlasting holy trinity. It provided us with so much love that we floated above ignorance and prejudice with empowered resilience. It gave us sanctuary that buffered us from the hostile environments that haunted every step outside of our front door. It offered us enough time and space to grow peace of mind and also to learn how to protect ourselves from systemic racism.”

Edi reflects on family and art



Above: Edi in Brighton, 2024

“My mother demonstrated inclusiveness in our household by fostering 14 children from all backgrounds and encouraging us as children to appreciate diversity. We celebrated it unknowingly.”

Right: Edi as a child with his sister and grandmother.



“By this the time, when I was walking my little sister to primary school, we had already witnessed how our parents had to defend themselves (as people that were proud of their Jamaican heritage) in the streets, and how they were fighting to keep their jobs when trade unions did not let them in (as black immigrants).”

Right: Image based on the photograph of Edi with his grandmother and sister.

“The photo above...was taken of my sister, grandmother and me. So vast was the love we shared that looking at it is like viewing a mountain range. Their strength through adversity flows through me and into my work.”

“Look at how we look to the future. Look closer at my grandmothers face, do you see the power flowing through us? No shame, or fear. Her father was a Scots man that fell in love with a native woman that he helped to enslave, but he could not marry.”

“Art became my method to address the questions that teachers chastised me for asking.”

Edi J Mandala continues to write, publish and make art as an ‘Artist.’

1960'S

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HISTORY TIMELINE

STORY 10 Edi J Mandala (born 1960s)

Art

Artists to research:

Joy Gregory - photography

Sonia Boyce - mixed media

Barbara Walker - mixed media

Ingrid Pollard - photographer

Isaac Julien - film

Hue Locke - sculpture

Exhibition - Life Between Islands
Caribbean-British Art 1950s – Now

Exhibition - Entangled Pasts, 1768
–now Art, Colonialism and Change



Above: Donald Locke,
Plantation, 1974, Ceramic,
wood, steel, acrylic sheet,
carpet and laminate



Below: Frank Bowling,
Cover Girl, 1966, acrylic,
oil, and silkscreened ink
on canvas.

Edi loves football!



“Football became my socialiser, the one activity where I could physically compete in the spirit of collaboration with other white boys. West Ham United FC became ‘my team’ because it was the only one that had black players that looked like me (Clyde Best became my hero).”

**Left: Clyde Best at West Ham United's
Boleyn Ground, in August 2012**

“When I reached 19 I got a motorbike and the first place I would visit was the Boleyn ground to see Westham play...part of my preparation to enjoy the game...was to avoid pubs, wear a bike chain around my waist, then explain to the police that it was a belt This was ritualistically how I protected myself from the trauma of being surrounded by thousands of white people, standing beside / in front & behind me, while they chorused racial abuse at the black players, lighting up the stadium so much that even the floodlights would hang faces in shame.”

Footballer Clyde Best grew up in Bermuda in the Caribbean. He arrived in London aged 17 years old in 1968. Clyde played for West Ham United. He is known as “...the first Black role model in English football.” Clyde played 221 games for West Ham United Football Club from 1968-1976. He scored 58 goals as a striker, and became one of the trailblazing football players in the 1970s.

Throughout his football career, Clyde faced racist abuse from both the opposition and fans of his team. However, Clyde stood up to them, scoring many goals and being one of the best players in English soccer.

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HISTORY TIMELINE

PAGE 17

STORY 11 John Lynch (born 1960s)

Born in Barry, South Wales, John Lynch was a headteacher in junior and primary schools in Croydon and Brighton for 25 years. He was the first Black headteacher in Brighton & Hove from 2005-2013 at Elm Grove Primary and has since retired from teaching.



Above: Elm Grove School, Brighton



Above: John Lynch

John was born to his Jamaican dad, Kenneth Lynch, (Passenger 729 on the Empire Windrush which docked at Tilbury Docks in 1948) and to his Antiguan and Welsh mum. John chose teaching when he realised that it was a profession in which you could laugh and have fun every day.

Below: Kenneth Lynch Sea Arrival Card from the Empire Windrush, 1948

Passenger No. 729 P.R. 5

United Kingdom
SEA ARRIVAL CARD
Merchant Shipping Act, 1906

All British subjects (or Commonwealth citizens) British protected persons, or citizens of the Republic of Ireland are required to furnish the Master with the information specified on this card before landing.

1. Name **LYNCH** **KENNETH**
(Surname) (Other names)

PLEASE USE BLOCK CAPITALS

2. Date of arrival **22.06.1948**

3. Vessel **M.V. "EMPIRE WINDRUSH"**

4. Port of :
(a) embarkation **KINGSTON**
(b) arrival **TILBURY**

5. Country of :
(a) last permanent residence **JAMAICA**
(b) intended next permanent residence **ENGLAND**

Permanent residence for the purpose of question 5 means residence for more than a year. If in United Kingdom, please state whether England, Wales, Scotland, Northern Ireland, the Channel Islands or the Isle of Man.

6. Proposed address in the United Kingdom:
57 BANTICK ROAD, YIEWSLEY
MIDDLESEX

7. Age **21**

8. Male ☒ Female ☐

9. Status :
(Please mark appropriate box with a cross)
Accompanied by husband or wife ☐ Child aged 1-12 ☐
Not accompanied by husband or wife ☒ Infant ☐

10. Occupation or profession **MECHANIC**
(Please also indicate nature or initials of any professional, technical, or scientific qualifications or degrees.)

THANK YOU

"One of the biggest challenges for Black & Racially Minoritised (BRM) young people is that they do not see enough role models in schools and in the curriculum. Ask a young BRM child to name a BRM athlete or a BRM musician and their response would be immediate. Ask them to name a BRM scientist, novelist, poet or historian and the response would not be so rapid."

In summing up his experience of being a Black headteacher, **John commented:**

"To be thanked by former pupils and parents just for being a role model is humbling. The need for more BRM teachers and leaders is as great as it ever was."

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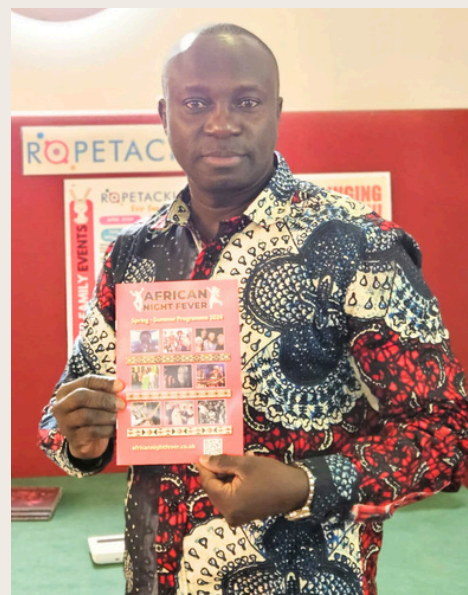
HISTORY TIMELINE

PAGE 18

STORY 12 Ebou Touray (born 1960s)

Originally from Farafenni, in the North Bank Division of Gambia, Ebou has lived in Brighton since 1998. After attending boarding school in Gambia, he came to the UK to study, eventually returning home to run the family business. Love changed the plan. Having been involved in the arts at school, Ebou's drive to create a creative hub for African and African diaspora communities led him to co-found African Night Fever (ANF) in 2003 along with David Sijale.

Right: Ebou Touray



"My children need to see that we are serious about our heritage"

African Night Fever promotes gigs at venues including the Brighton Dome, the Ropetackle Centre in Shoreham, and the Komedia in Brighton.

African Night Fever continues to evolve, partnering with local venues and promoters throughout the UK to share a taste of African and Caribbean culture, belonging and community to a diverse range of audiences. Now focusing on featuring established national and international artists as well as local bands, ANF promotes gigs at diverse venues. ANF is a unifying force in the city, forging a bridge between communities.



Each year ANF partners with local organisations to produce Family Day Take Part, the largest celebration of arts, culture and heritage in Brighton.

It is a successful partnership between arts and cultural organisations from across Brighton and Hove.

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HISTORY TIMELINE

STORY 13 Sarah Lee (born 1960s)

Carpe Diem — Seize the day, life is too precious to waste!!!

Sarah was brought up in London. After graduating with a degree in English Literature, she worked as a teacher, community worker and researcher in Cornwall, Ghana and Brighton. Sarah has been involved in community work since she arrived in Brighton in 1995, and is co-founder of Brighton and Hove Black History(2002) with Bert Williams.

Right: Sarah lee



“I started Brighton and Hove Black history in 2002 for two reasons. Firstly Bert Williams had tirelessly researched Brighton and Hove Black History in his own time with no support and no recognition from either B&H council or museum services. I strongly believed that this was wrong and Bert’s research needed to be seen. Secondly, I was brought up by a white British mum and a Black Jamaican dad. My dad was tri-heritage Chinese/Black/Taino and he denied his Blackness and his identity...I grew up feeling disconnected from my Jamaican ancestry so for me setting up Black History was a chance to change that both for myself and for other people like myself growing up under the shadow of racism in the UK.”

Below: The Three Kings of Botswana. Schools resources are available through B&HBH



Left: Historians Dr Bert Williams MBE and Suchi Chatterjee from Brighton & Hove Black History led and narrated the city-wide Black History Bus Tour

When asked ‘what do you think Black and minority Ethnic people have contributed to Brighton and Hove?’

Sarah answered:

“I can’t answer this question because I would not know where to start. Brighton and Hove simply wouldn’t exist in the way it does without the contribution of BME people.”

Sarah has written two radio plays for the BBC and a touring theatre piece called ‘Snakes and Ladders.’ She also works extensively for universities and delivers heritage projects in partnership with museums and art galleries. Sarah has worked as a researcher at the University of Sussex, and she currently works at the BBC Southern Counties Radio.

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HISTORY TIMELINE

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STORY 14 Carolynn Bain (born 1960s)

Carolynn Bain is an activist, public speaker, and winner of Bookseller of the Year at the British Book Awards. She founded and runs the multi award-nominated book shop Afrori Books, as well as creating an anti-racist training programme for schools (ARK). Through her shop and her other projects, Carolynn is dedicated to changing the world one book at a time.

Right: Carolynn Bain founder of Afrori Books



Carolynn opened Afrori Books during the Covid-19 pandemic in October 2021. She started the bookshop to celebrate Black authors and stories, offering a curated selection of books that span genres and generations. Carolynn has interviewed scores of authors and creatives. She is praised for her ability to make guests feel welcome and not shy away from tough topics.



“The aim was always to create a safe space for Black people and their allies, and we’ve worked really hard at that. People come because they feel safe here, they feel they can ask questions, that they are not going to have to deal with aggressions and racism and the things that they often deal with in their everyday lives.”

– Carolynn Bain

Left: Afrori Books in Brighton

“It’s great to win awards if they really make an impact. I need this award to open the doors for more Black authors, to bring support and funding to the work we do in the community, to bring awareness to the situation in publishing and the lack of equity in this country...Can an award do all that?”

– Carolynn Bain on winning Independent Bookseller of the Year 2025.

Afrori Books, whilst primarily a bookshop, is also known for hosting a variety of events that range from writing, hair workshops, yoga and music. In 2021, Carolynn co-founded The Brighton Book Festival with Ruth Wainwright, and has continued to direct the festival alongside other community members, such as Althea Wolfe and John Mayford.

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HISTORY TIMELINE

A REFLECTIVE POEM

From my local Co-op

'Where have you come from?'

From my local co-op flagship store.

'No, no... you..., where are you originally from?'

Where am I originally from?

Well, it depends...

'What do you mean it depends...'

Well, it depends on whether you mean

The origin of life or

Darwin's Origin of Species

Which technically

Are two different matters.

So it really does depend.

'No, I mean where are you really from?'

Erm... do you mean

The Motherland

Where I was born

The Motherland I live in or

The Motherland I feel most connected to?

Which is it?

'I mean the Motherland where you were born?'

I see

But do you

See

Men

In the Motherland where I was born

They say

Before you are married

You come from where your father comes from and

After you get married

You come from where your husband comes from.

Personally,

I suspect I'm originally from my MOTHER'S womb

Not from where men tell me I'm from.

And most days

I come from down the road,

Just 5 minutes from my local Co-op flagship store.

And

Slave ship, Viking ship,

Mayflower, Windrush,

Virgin Atlantic, Ryanair,

The Motherland, the not-so Motherland

I'm thinking

We all come from somewhere...

Originally

We all come from someplace

Here and now

And

Right now

I come from down the road

Just 5 minutes from my local Co-op flagship store.

Dr Edem Onofeghara

Curriculum Activities

For teachers and other educators in reference to National Curriculum guidelines 2013 & 2014 and with accompanying NC page numbers.

(Please check the National Curriculum for details)

Although it is not possible to provide full lesson plans and worksheets within the resource, this section offers some pointers to areas of the KS2, KS3 and KS4 National Curriculum where these local stories can be used to develop interest, knowledge, skills, and understanding beyond the purely historical.

We invite you to delve into this resource with young people.

Key Stage 2	Some teaching and learning suggestions	Page
History (NC p246) - Develop a chronologically secure knowledge and understanding of British, local and world history - Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 that is significant in the locality	- Look at the dates on the stories timelines and compare differences in images of people e.g. Story 2 – Omoba Aina (Sarah Forbes Bonetta) as a child in 1851 and Story 5 Shelia Auguste as a child in the 1960s. - Reflect on aspects of the life of George Bridgetower in 1860 Story 1. e.g. Write a letter from George to his brother at home about his life on tour playing the violin.	p3, p10 & p1
Geography (NC p242) - Extend knowledge and understanding beyond the local area - Locate the world's countries	- Share Kim Jack Riley's Story 9 and discuss some of the places in the world that are mentioned e.g. London, UK, Port of Spain Trinidad, Washington USA. - Find these different places on a world map and think about distance and travel between them.	p14
English (NC p11) - Develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. - Using dictionaries to check the meaning of words (NC p36) - Making comparisons within and across books (NC p44) - Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary	- Read through Shelia Auguste's Story 6. What differences do you notice between the quotes in brown boxes and the other information on the pages? - Find some words that are new to you and see if you can discover what they mean in a dictionary. Share what you have found out about these new words and their context and meanings with others as a conversation, class discussion or presentation.	p10
Citizenship (NC p227) Provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society	What section of Story 8 about Deniston Jack's childhood draws your attention? Can you compare this to some of your childhood experiences? e.g. packing a suitcase, travel on an aeroplane, being at home, moving home or family life etc.	p13
Art (NC p225) - Ensure that all pupils: produce creative work, exploring their ideas and recording their experiences - Become proficient in drawing, painting, sculpture and other art, craft and design	- Can you create your own version of one of the images in these stories? - Why did you choose this image and how did you create it? How is it different to the original image?	Any

Curriculum Activities

Key Stage 3	Some teaching and learning suggestions	Page
History (NC p249 - 250) - Identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time. They should use historical terms and concepts - Understand ideas, political power, industry and empire: Britain, 1745-1901 - Provide pupils with knowledge of Britain's transatlantic slave trade: its effects and its eventual abolition	- Look at Bert William's Story 5. Why is World War Two important in his story? Think about some of his experiences. What can you learn? - What can you find out about the transatlantic slave trade from Story 6 by Shelia Auguste? Where can you look or go to find out more about the transatlantic trade in enslaved people?	p7 & p 10
Geography (NC p243) - Extend their locational knowledge and deepen their spatial awareness of the world's countries - Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, the Caribbean, Europe, Asia etc. and another region.	- Which of the stories include a map? What countries and locations can you find out about in the stories? - Find a story that has some connection between two different continents or countries. What is the connection that is made in the story? What comparisons has the storyteller made between the different locations? e.g. Story 5 Bert Williams, Story 9 Kim Jack Riley.	p3, p5, p8, p10, p13 & p14
English (NC p83) - Write accurately, fluently, effectively and at length for pleasure and information - Summarise and organise material, and supporting ideas and arguments with any necessary factual detail - Know and understanding the differences between spoken and written language, including differences associated with formal and informal registers (NC p84) - Give short speeches and presentations, expressing their own ideas and keeping to the point	- Write a story or poem of your own based on your favourite story in the resource or the reflective poem by Dr Edem Onofeghara on p22 - Share your new story or poem with others in the class, in an assembly or at a community event. - Edi J Mandala in Story 10 mentions his love of football but how difficult it was going to watch his favourite Team West Ham? What can you learn about his experiences? - In Story 11 John Lynch discusses being the first Black headteacher in Brighton & Hove. What are your thoughts about his experiences.	All and p22 p16 & p18
Citizenship (NC p228) Learn about the roles played by public institutions and voluntary groups in society, and the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities	What can you find out about the Black Trade Unionist Solidarity Movement? Why was it set up? Story 6 by Shelia Auguste. Which of the stories tell us about school and education? What can we learn? Some of the experiences of children in the stories were difficult because of discrimination and racism. How can we all help to challenge discrimination and racism ?	p10, p18
Art (NC p 226) Develop their creativity and ideas, and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work	What types of art and which artists are mentioned in Edi Jay's Story 10. Have a go at making some art in the style of one of the artists mentioned on page 17e.g. mosaic, painting, sculpture, photography etc.	p16 & p18

Curriculum Activities

Key Stage 4	Some teaching and learning suggestions	Page
History (NC p94) Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world	Use the stories to find out about some of the connections between Britain, Africa and the Caribbean. e.g. Story 2, Omoba Aina (Sarah Forbes Bonetta and Story 5, Bert Williams and how these have changed over time? Can you uncover more from other reliable sources e.g. books, online, oral histories, family members, museums, archives? e.g. BBC Bitesize History Podcasts Episode 5 - The transatlantic slave trade and Episode 6 - British colonialism in Africa.	p3 & p7
Geography (NC p91) Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length	In some of the stories there are connections to be found. Some of these are geographical and economic. What trade and development connections can you find between the stories e.g. Story 2 Omoba Aina (Sarah Forbes Bonetta) and Story 9 Kim Jack Riley. Use other reliable, accurate and up-to date sources to find out more about one location. Share what you have found.	p3 & p14
English (NC p10) The writing they do should include narratives, explanations, descriptions, comparisons, summaries and evaluations: such writing supports them in rehearsing, understanding and consolidating what they have heard or read	Choose one of the stories and write your own version imagining that you are the person whose story you have chosen. You can write prose, poetry, speculative fiction or another form of writing. Be expressive. What do you see, hear, smell, taste and touch? How do you feel about the experiences you are writing about?	All
Citizenship (NC p83) - Pupils should develop their skills to be able to use a range of research strategies, weigh up evidence, make persuasive arguments and substantiate their conclusions. They should experience and evaluate different ways that citizens can act together to solve problems and contribute to society - diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding	With reference to the stories explore how different community groups work for the benefit of communities and wider society. Explore some of the themes that are mentioned (e.g. music, art, community events, anti-racism, dance Story 12 and youth work - Story 7). Research additional information about a community group in Brighton e.g. see Story 13 by Sarah lee and Story 14 by Carolyn Bain. Use reliable, accurate and up-to-date sources to help you to reflect critically on the activities and themes of the group. Share what you have found through a discussion, presentation, assembly or community event.	p12, p19, p6, p20 & p21
Art (NC p226) pupils should be taught: about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day	In Story 10, Edi J Mandala, mentions his artwork. Analyse this story and his thoughts about the importance of art. Research some of the creative works by an artist featured in the story using the language of art, craft and design.	p16

ADDITIONAL RESOURCES

EVERYDAY RACISM (WEBSITE)

This is the largest anti-racism platform in the UK, led by award-winning activists, authors and educators, Naomi and Natalie Evans.

BBC BITE SIZE BLACK HISTORY MONTH COLLECTION (WEBSITE RESOURCES)

Black History Month collection. Part of Learn & revise

IN FOCUS: SARAH FORBES BONETTA (VIDEO)

Kamal Simpson talks to Clare Gittings, Learning Manager at the National Portrait Gallery, about Sarah Forbes Bonetta, who was photographed by Camille Silvy and features in the National Portrait Gallery collection.

UNDERSTANDING SLAVERY INITIATIVE (WEBSITE)

This website aims to support those teaching and learning about Transatlantic Slavery and its legacies using museum and heritage collections.

THE BLACK CURRICULUM (WEBSITE)

Explore our range of resources created by The Black Curriculum team and expand your knowledge of Black British history!

CELEBRATING THE WINDRUSH GENERATION

Life for the Windrush Generation today
Notable people of Caribbean heritage

YOUNG MINDS RACISM AND MENTAL HEALTH (WEBSITE)

Being treated differently or unfairly because of your race, skin colour or ethnicity can really impact your mental health. It's not okay, and it's fine to feel upset about it. Find advice on support after you've experienced racism.

AFRORI BOOKS OF BLACK ORIGIN BRIGHTON

Books by authors of African origin for teenagers and everyone else at Brighton's award winning independent book seller also online.

SHOW RACISM THE RED CARD (WEBSITE)

An anti-racism Education Hub, created for teachers and educators with free access to resources

BARCO (WEBSITE)

Brighton & Hove Black anti-racism community organisation

TES BLACK HISTORY MONTH

Times Educational Supplement resources developed by teachers for Black History Month

BEEM

Brighton & Hove Education & Enterprise Marketplace (anti-racist education)

BLACK HISTORY FOR SCHOOLS (WEBSITE)

Free resources and materials on the Black presence in Tudor times, trade in enslaved Africans, migration to Britain etc.

THE NATIONAL ARCHIVES

(LESSON PACKS)

Bound for Britain - FREE Resources and Lesson Packs on migration to Britain between 1947 and 1970 .

LONDON MUSEUM BLACK HISTORY

(WEBSITE)

Articles, exhibitions, collections and oral histories.

BRIGHTON & HOVE MUSEUMS

(ONLINE STORIES)

The 'Windrush Era and Beyond' project shares the powerful stories of Windrush-era migrants and their descendants.

TRAILBLAZING BOOKS BY BLACK AUTHORS

Penguin Books suggestion of titles that discuss themes and topics of Blackness from history to struggles, joy and creativity.

BMECP - BRIGHTON

Black & Minority Ethnic Community Partnership. A community-led infrastructure organisation, established in the year 2000. Events and community activities.

THE NUBIAN JAK COMMUNITY TRUST

Resources and The Board Game 'Nubian Jak' are available children of all ages in celebration of Britain's multicultural heritage.

COMMENTS

FROM AFRICA NIGHT FEVER'S FAMILY DAY TAKE PART 15TH NOVEMBER 2025

Draft copies, a large display and timeline were available for everyone to see.

Here are the responses. From feedback to new stories:

"What an amazing resource. We love it!"

"Such a good idea. So well put together."

"As a home educator this resource will be so useful."

"Also Thomas Highflyer story from East Africa."

"Love this!! Suggest putting timeline along the top and making dates consistent in titles."

"LOVE, LOVE, LOVE THIS!"

1) Suggest QR code to connect and a web page

2) Layout - map each section with a colour code

3) Highlight the timeline and map a link to the top of the page

4) Interconnect with South Asians in the community as well"

"Will this be integrated well into schools so teachers know how to use it in the classroom?"

"Engaging, informative, well done!"

*"I love this new resource.
Please can all schools have copies."*

"Could connections be made with the histories collected by the Museum of the 3rd Age in Brighton?"



Above: The timeline at Family Day Take Part, 2025

"I came to this area and I didn't know why. i was 8 years old. I was miserable and wanted to go home."

"A beautiful city that represents the future of a beautiful country."

"I came to Brighton to train as a teacher."

"Came to Brighton, didn't want to come but i've been here ever since. Love the city.."

"home. Brighton is Home. Always has been, always will be."

"I am an African in Brighton. This is home."

"very very informative. A blue plaque summary of each person would be useful before each story."

"Visiting Brighton on a very sunny November day. Justice for the Windrush generations."

"I came to Brighton for Sussex Uni and never left!"

"I volunteered in Brighton to keep people safe 2009-2014. Special Constable"

PARTNERS

WITH THANKS TO INDIVIDUAL CONTRIBUTORS

- Bert Williams
- Faith Matyszak (c/o Brighton & Hove Women's History Group)
- Shelia Auguste
- Vanessa Crawford
- Deniston Jack
- Kim Jack Riley
- Edi J Mandala
- John Lynch
- Ebou Touray
- Sarah Lee
- Carolynn Bain
- Althea Wolfe
- Pauline Rutter

All images are from partners and contributors or listed as in the commons.

Brighton & Hove Museums, Culture Change

Culture Change, Decolonising Brighton & Hove Museums

'Culture Change' is our work to be more socially just and to tell all our histories.

Brighton & Hove Museums <https://brightonmuseums.org.uk/schools/>

Information about school and educational activities at Brighton & Hove Museums

Brighton & Hove Black History <https://black-history.org.uk/>

Revealing Brighton & Hove's Hidden Past. We seek to reveal Brighton & Hove's hidden past and help local people get involved in mapping their own history of Brighton & Hove.

Brighton & Hove city council anti-racist schools team

At Brighton & Hove City Council it is not enough to be 'not racist'. We must be anti-racist. This is evidenced through systemic change which means looking at our policies, practice, procedures, and services and challenging ourselves with the questions, 'are these actively anti-racist? Are we actively creating equitable voice, outcomes, and value for Black & Racially Minoritised people in the city? If not, why not and what needs to change?'

CONTACT

For more information and to request a print and/or a PDF copy of this free resource contact:

E: Info@rpmt.org.uk (Brighton & Hove Museums)

E: Educationandskills@brighton-hove.gov.uk

ACKNOWLEDGEMENT

Volume 1 of the Brighton & Hove Community Black History Schools Resource has only been able to include a small number of stories and histories and is not fully representative of the rich diversity of Brighton & Hove that has changed and grown over decades.

There are so many more stories to be told of cultures, heritages and communities. Your suggestions and feedback are welcome through emailing: Info@rpmt.org.uk

FROM THE CULTURE CHANGE TEAM

We're so proud to share this special schools resource that honours the Windrush generation. These brave people came to Britain from the Caribbean to help rebuild after World War II. But Windrush isn't the whole story. Black people have been part of Brighton & Hove's history for a long time.

This resource helps us remember that Black history in Brighton didn't start with Windrush. It didn't stop there either. It's a story full of strength, culture, and community. And it deserves to be told in full.

Our Culture Change team has reached the end of its current chapter. We're proud of what we've achieved. We've supported projects that amplify under-represented voices. We've challenged systems that exclude, and celebrated stories that deserve to be told. From exhibitions to workshops we've worked together with people across the city. We've seen what's possible when communities come together with purpose and care.

To everyone who has shared their stories, their memories, their truths – thank you. You've helped us lay the foundations for something powerful. Your voices have shaped our work, and your courage has made it real.

We hope this isn't the end, but a handover. We hope that the work continues. That more stories are told, more connections made. That there's more leadership rooted in lived experience. That we centre those whose histories carry the weight of colonisation. That more young people are inspired to learn and reflect ... and become the leaders of the future. Because history isn't just something we learn, it's something we carry.

Please keep sharing these stories. They matter so much. They help us understand who we are, and who we want to be. They help us honour the past and imagine a better future. And they make sure that no one is forgotten.

Simone La Corbinière Niamh Rutter
Brighton & Hove Museums' Culture Change team

Simone Niamh