

2025 Black History Month UK theme – “Standing Firm in Power and Pride” and Afrikindness’ Africa Awareness Week model.

Each plan:

- Is **age-appropriate** (progression from simple to complex).
- Covers **two dimensions**: *Standing Firm in Power* (resilience, leaders, resistance) and *Standing Firm in Pride* (identity, purpose, creativity, heritage).
- Includes **learning objectives, activities, discussion prompts and reflection tasks**.
- Highlights **Black and diverse leaders** globally and locally (e.g., Mary Seacole, Rosa Parks, Nelson Mandela, Wangari Maathai, Chimamanda Ngozi Adichie).
- Embeds **values**: steadfastness, perseverance, inner strength, vigilance and pride in identity.

KS1 (Ages 5–7) – Inner Strength & Courage

- Story slides (Rosa Parks, Mary Seacole).
- Activity slides (role play, pride posters).
- Reflection prompt: “I am strong when I...”

KS2 (Ages 9–11) – Resistance & Conviction

- Extracts of Maya Angelou’s *Still I Rise*.
- Harriet Tubman & Marcus Rashford slides.
- Poetry writing frame.

KS4 (Ages 14–16) – Purpose & Perseverance

- Angela Davis & Mandela profiles.
- Speech analysis template.
- Group project guide: campaign poster/video.

KS2 (Ages 7–9) – Perseverance & Identity

- Mandela timeline (visual).
- Wangari Maathai activity: *Identity Shield*.
- Discussion: “Why do we keep going when things are hard?”

KS3 (Ages 11–13) – Vigilance & Steadfastness

- MLK vs Malcolm X comparison chart.
- Claudia Jones and Carnival slides.
- Debate activity: “What do you stand firm for?”

KS5 (Ages 16–18) – Identity & Pride

- Chimamanda Ngozi Adichie: *Danger of a Single Story*.
- Baldwin/Obama comparative analysis.
- Creative showcase guide (poetry, film, art).

Learning Objectives:

- Understand what it means to “**Stand Firm**” through stories of bravery.
- Recognise that everyone has inner strength.
- Celebrate role models who showed courage.

Success Criteria:

- Understand what it means to “**Stand Firm**” through stories of bravery.
- Recognise that everyone has inner strength.
- Celebrate role models who showed courage.

Key Figures:

Rosa Parks, Mary Seacole.

Keywords:

Brave, Fair, Strong, Proud, Courage

Cross-Curricular Links:

History – Significant individuals (Rosa Parks, Mary Seacole). **PSHE** – Self-identity, Fairness, Respect. **Art** – Pride Posters.

Activities:

1. **Storytelling Circle** – Read a simplified story of Rosa Parks refusing to give up her seat. **Discuss:** “*What does it mean to be brave even when it’s hard?*”
1. **Role Play** – Children act out small moments of “Standing Firm” (e.g., saying no to unfairness, helping a friend).
1. **Pride Poster** – Each child draws a “Pride Portrait” of themselves standing strong like Rosa or Mary.

Reflection:

- One thing I can do to show *strength* is...
- One thing I am *proud* of is...



Rosa Parks (1913–2005)



Mary Seacole (1805 - 1881)

Learning Objectives:

- Explore how leaders kept going despite challenges.
- Understand the meaning of identity and pride in who we are.
- Link perseverance to personal goals.

Success Criteria:

- I can describe what perseverance means.
- I can explain how Mandela or Maathai showed strength.
- I can design an identity shield to show my pride..

Key Figures:

Nelson Mandela, Wangari Maathai (Kenyan environmentalist & Nobel Prize winner)

Keywords:

Perseverance, Identity, Leader, Strength, Freedom.

Cross-Curricular Links:

History – Biographies of significant figures.

PSHE – Resilience, identity. **Art** – Identity Shield.

English – Storytelling and reflection writing.

Activities:

1. Timeline of Resilience – Mandela’s years in prison → freedom → presidency. Pupils build a visual timeline with key moments of “Standing Firm.”

1. Identity Shields – Inspired by Wangari Maathai’s tree planting, students design shields with symbols of their identity and what gives them strength.

1. Group Discussion – “Why is it important not to give up when things are difficult?”

Reflection:

- Write one sentence: “*I can stand firm by...*”



Nelson Mandela



Wangari Maathai

Learning Objectives:

- Explore how resistance can be peaceful and powerful.
- Analyse the conviction behind leaders' actions.
- Connect pride with cultural heritage.

Success Criteria:

- I can explain how Maya Angelou, Marcus Rashford, or Harriet Tubman stood firm.
- I can write a verse showing how I “stand firm.”
- I can research and share about my heritage or culture.

Key Figures:

Maya Angelou, Harriet Tubman, Marcus Rashford

Keywords:

Resistance, Conviction, Pride, Culture, Heritage.

Cross-Curricular Links:

English – Poetry (Still I Rise). **PSHE** – Identity, Values, Resilience. **History** – Civil Rights Movement.

Geography – Mapping heritage connections.

Activities:

- Poetry Exploration** – Maya Angelou’s “Still I Rise” (child-friendly extracts). Pupils write their own short “*I Rise*” verse.
- Debate Role Play** – Groups take roles of Harriet Tubman, Marcus Rashford, and a community leader. **Discuss:** “*What do you stand firm for?*”
- Pride in Heritage Map** – Students research one aspect of African or Caribbean culture to present.

Reflection:

- “The *strength* I admire most is...”



Maya Angelou



Harriet Tubman



Marcus Rashford

Learning Objectives:

- Understand vigilance as “keeping watch” for justice.
- Study how communities unite in resistance.
- Explore how Black leaders shaped global movements

Success Criteria:

- I can compare MLK’s and Malcolm X’s approaches.
- I can explain how Claudia Jones used culture to show pride.
- I can create a “Celebration of Pride” banner

Key Figures:

Martin Luther King Jr.(MLK), Malcolm X, Claudia Jones (founder of Notting Hill Carnival)

Keywords:

Vigilance, Steadfast, Resistance, Conviction, Community.

Cross-Curricular Links:

History – Civil Rights & Black British history.

PSHE – Social justice, equality. **Art/Design** – Carnival banners. **English** – Speech and debate skills.

Activities:

1. **Case Study** – MLK’s “*I Have a Dream*” vs Malcolm X’s call for dignity.

Compare different ways of “standing firm.”

1. **Cultural Celebration Workshop** – Claudia Jones and the origins of Carnival → pupils design a “Celebration of Pride” banner.

1. **Discussion** – What does **vigilance** look like in school or community life?

Reflection:

- Journal entry:
“If I saw injustice, I would stand firm by...”



Martin Luther King Jr.



Malcolm X



Claudia Jones

Learning Objectives:

- Analyse historical and contemporary examples of perseverance.
- Discuss how purpose sustains resistance movements.
- Reflect on personal and collective responsibility for justice.

Success Criteria:

- I can analyse key speeches for themes of power and pride.
- I can explain how leaders like Angela and Mandela stood firm.
- I can work with my peers to create a campaign on a modern issue.

Key Figures:

Nelson Mandela, Angela Davis, Kwame Nkrumah, Chimamanda Ngozi Adichie.

Keywords:

Perseverance, Purpose, Resistance, Activism, Equality.

Cross-Curricular Links:

History – Civil Rights & Black British history. **English** – Speech analysis, persuasive writing. **History** – Decolonisation, Civil Rights, Apartheid. **PSHE** – Citizenship, activism, values.

Activities:

1. **Speech Analysis** – Excerpts from Angela Davis and Adichie. Students annotate for themes of pride, conviction, and resistance.
1. **Group Project** – Create a campaign poster/video on a modern issue (equality, climate justice, education access).
1. **Debate** – “*Is standing firm always peaceful?*”

Reflection:

“The purpose that keeps me steady is...”

Learning Objectives:

- Critically examine how narratives of Black history shape identity.
- Explore how pride empowers individuals and communities.
- Analyse literature, art and speeches as expressions of standing firm.

Success Criteria:

- I can analyse texts by Adichie, Baldwin and Obama.
- I can create a piece of writing, art or media that reflects my own “standing firm” story.
- I can compare how different figures stand firm in power and pride.

Key Figures:

Chimamanda Ngozi Adichie, James Baldwin, W.E.B. Du Bois, Barack Obama, Ngozi Okonjo-Iweala.

Keywords:

Identity, Narrative, Resilience, Pride, Conviction.

Cross-Curricular Links:

English/Literature – Text study (Adichie, Baldwin). **History** – Global Black leaders. **Art/Media** – Creative showcase projects. **PSHE/Citizenship** – Diversity, identity, empowerment.

Activities:

1. Text Study – Adichie’s “The Danger of a Single Story.” Discussion: *How do stories shape identity and pride?*

1. Comparative Analysis – James Baldwin and Obama on racial identity and leadership.

1. Creative Showcase – Students create poetry, short film, or artwork exploring their own “Standing Firm” journey.

Reflection:

Essay: *“How can identity and pride be sources of strength in facing today’s challenges?”*