



# BLACK STAR EDUCATION

# The Concrete Garden (1994)

Directed by Alrick Riley



# Learning objectives

- To understand more about immigration from the Commonwealth in the 1950s.
- To investigate and consider what it could be like to be someone who has recently moved to the UK from abroad.
- To use our creativity to produce a short dramatic piece.

# Context

- What does this video of London in 1952 tell us?
- On your worksheet, tick off each item when you see it in the clip!

Tick off the item when you see it  
in the video footage!

- The old, double-decker bus  
(‘Routemaster’)
- Advertising billboard
- Pedestrians
- People waiting for the bus
- Greenery
- A block of flats

- How does the UK/London compare now? Write a list of at least 3 things you would see in your area in 2016 that are not in the video.

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# 1950s and immigration

- In the post-war period, the 1950s saw a big boom in immigration from the Commonwealth (countries previously part of the British Empire).
- The Caribbean community moved to specific areas of London such as Brixton, many arriving on the famous ship 'Windrush'.
- It is important to realise that those who arrived had the right to be there, as British nationals and as part of the Commonwealth.
- The British government also needed more people to migrate from the Commonwealth to help to improve the economy in the post-war period.



How might immigration have rapidly changed local areas in the 1950s?

**Use the photos to give you clues and discuss with the person next to you.**



Brixton market in the 2000s



Caribbean woman in London in the 1950s

# The Concrete Garden (1994)

- The film is set in the 1950s, and follows the story of an 11-year-old girl, Marcia, who has just moved from Jamaica to London.
- As you watch, think about what sort of difficulties Marcia faces in her new home and why.

# Plenary

- In groups of 3, create a short drama piece (no more than 3 minutes), about someone who has just moved to the UK. **Everyone in your group must play a part in the performance.**
- What sort of difficulties might they face? (i.e. language barriers, cultural differences, racism, finding a job, going to school.)
- What might happen to them in your drama piece?

