

a teaching resource for KS2-4

GLOBAL



HISTORIES

- teaching & learning resources • belonging •
- challenging assumptions • shared histories •
- community cohesion •

Abha Aggarwal, Kirsty Dabbs, Ruth England,
Manju Patel-Nair



Made possible with

Heritage
Fund

risc



Acknowledgements

Our thanks to all the teachers who made this project possible

Funmi Alder Bearwood Primary School

Chereeka Biln Emmbrook Junior School

Sarah Bright Shinfield St Marys' Church of England Junior School

Sophie Crossfield Raynes Park High School

Nicky Dolton Nine Mile Ride Primary School

Victoria Howard Farley Hill Primary School

Jamie Hudson St Crispin's School

Claire Hughes English Martyrs' Catholic Primary School

Maria Lopez Langley Heritage Primary School

Hazel Lunn Piggott School

Michelle Purdie Radstock Primary School

Leah Shepherd Maiden Erlegh School

Emily Waddilove Teaching and Learning Advisor, Wokingham Borough Council

Students and lecturers on the Univeristy of Reading PGCE History course

William Bailey-Watson

Lewis Cattle

Clare Harrington

Professor RJ Harris

Kojo Owoahene

Shannen Saunt

Laura Tierney

Megan Wyncoll

For invaluable advice and guidance

Brendan Carr Reading Museum

Sarbjit Johal writer, artist and member of South Asian Solidarity Group (SASG)

Design

Dave Richards

The Climate Histories session blew my mind!

Why this project?

There have been a range of long standing concerns relating to the inclusion of Black and ethnic minority national and global history in schools*. This project is in response to some of these concerns which are briefly described below:

- 1 Eurocentric perspectives that romanticise the British Empire and the British role in slavery and abolition.
- 2 The absence of marginalised perspectives and sources.
- 3 The contemporary legacies of colonial histories.
- 4 Simplistic narratives around social and political change.
- 5 Lack of understanding of well-being, belonging and needs of children/pupils with heritage from former colonial territories.
- 6 Absence of pre-colonial history of Africa and Asia.
- 7 Lack of uptake of History at school and university amongst Black and ethnic minority pupils.
- 8 Lack of teacher knowledge, understanding and skills to teach global history topics in multiracial classrooms.

*For example

- Black and Asian Studies Association submission to consultation on the proposed History National Curriculum 2013
- *History Lessons: Teach Diversity In and Through the National Curriculum* The Runnymede Trust, 2015
- *Teaching Migration, Belonging and Empire in Secondary Schools* The Runnymede Trust, 2019
- Young Historians Project: www.younghistoriansproject.org/about-us

“The focus of the India unit means we are getting a more well rounded and more representative history lesson, one which allows more focus to be placed on those who resisted the Empire and children can hear the stories of those often over looked. This means the lessons bring awareness to important movements and efforts of those who stood up for independence, and sheds a new light and perspective on a topic that for many years has been told from mainly one side, in many classrooms in the UK.”

The units

These teaching materials aim to enable pupils to better understand the context and impact of colonial history on contemporary society, and its relationship to stereotypes and discrimination in 21st century Britain.

Three Units of Work have been developed:

- 1 Pre-colonial Africa: The Kingdom of Benin (KS2).
- 2 Colonial impacts: Challenging myths about Africa (KS3-4).
- 3 Anti-colonial resistance: Resistance and rebellion in India (KS3-4).

The project

This Heritage Lottery Funded programme of activities took place during the academic year 2021-2022. The programme consisted of a series of online training modules for local teachers and working groups of teachers to develop resources for the three units presented here.

Overall aims of the project were to:

- Develop teaching and learning of shared histories.
- Increase a sense of belonging and community cohesion.
- Challenge assumptions, prejudice and discrimination.

The training modules were:

- 1 **Colonial histories** Developing knowledge of colonial history and its application in the curriculum.
- 2 **Climate histories** What's history got to do with Climate Change? Gearing up for COP 26 through understanding of the histories that led to our current climate crisis.
- 3 **Challenging histories** Teaching challenging and sensitive issues in multiracial classrooms.
- 4 **Local histories** Engaging with knowledge and experiences in the local community and youth led research projects.

I used some of the conversation about the impact on black pupils of the exploration of African history as part of a lecture to BA Education students on 'Moving from Soft to Critical Perspectives on Global Education'



Black History Mural painted in 1989 by young people from Reading's Central Club, directed by artist Alan Howard

It has been really eye opening to learn about the xenophobia still apparent in Britain today.

Year 8 student

Global citizenship

Global Citizenship education increases pupils' knowledge and understanding about social justice and environmental sustainability, and explores pupils' values, attitudes and skills to enable them to be active global citizens. This includes appropriate historical context and understanding.

Global Citizenship is about action for change locally & globally for social justice and sustainability.

A Global Citizen is someone who

- Is aware of the wider world and has a sense of their own role as a world citizen.
- Respects and values diversity.
- Has an understanding of how the world works economically, politically, socially, culturally, technologically and environmentally.
- Is outraged by social injustice.
- Participates in and contributes to the community at a range of levels from local to global.
- Is willing to act to make the world a more equitable and sustainable place.
- Takes responsibility for their actions.

Oxfam GB Education for Global Citizenship: a guide for schools Oxfam, 2006 p4



Lakshmibai, Rani of Jhansi (1828-1858) dressed as a man leading her troops against British cavalry. She became an icon for the Indian independence movement. 19th century painting by Indian artist. *credit: Wellcome Collection*

Teaching global history

There is considerable evidence that Global History topics can be concerning for multiple communities for a range of reasons. Black and ethnic minority communities report discomfort at depictions of people from their heritage in history only included in the context of slavery, oppression and as primitive and poor; white students often have negative racial stereotypes confirmed through limited exposure and context to global history, and teachers often feel ill prepared to teach complex and sensitive histories in multiracial classrooms. The principles below are intended to help teachers address some of these concerns:

- Ensure that all pupils can maintain their dignity and self-esteem
 - Black and ethnic minority heritage pupils can lose dignity and self-esteem especially when people with their heritage are only depicted as helpless, oppressed and primitive.
 - Black and ethnic minority heritage pupils should not be singled out or expected to speak for their heritage.
 - White pupils can lose dignity and self-esteem if it is implied that all white people have historically oppressed non-white peoples.
 - Ensure that pupils and families have safe and trusted channels of communication to share any concerns that arise.
- Do not approach the subject from a deficit model
 - Include a balance of images and content to reflect a range of perspectives including first hand accounts from marginalised perspectives.
 - Ensure that a diverse range of great figures in science, literature and the arts are included and celebrated throughout the curriculum.
- Pay attention to where you start the story
 - Too often African people first appear in the history curriculum with the Transatlantic slave trade. Children often don't associate the study of Ancient Egypt with it being in Africa. Ensure pupils also learn about great African civilisations such as the Benin and Akan empires.
 - Include the presence and contributions of African and Asian people in Britain throughout history (eg abolition movements, suffragette movement, WWI, WWII, romans, tudors) as well as post-war migration (eg Windrush).
- Take a broad perspective on how change happens
 - Historical social justice is often presented as the work of a single great individual (eg Martin Luther King, Nelson Mandela, Gandhi), or as solely due to the benevolence of the dominant group (eg abolition of slavery). Include a wider context to include political and social movements, individual / community resistance, and allyship across groups.
- Place your topic in the context of universal human rights
 - Teaching about historical oppression through a lens of human rights, assists pupils to recognise their shared humanity with people in the past.
- Invest time into your own professional development
 - Ensure you are familiar with the topic and have engaged with a range of perspectives.
 - Prepare for discussion of controversial and sensitive topics in the classroom.

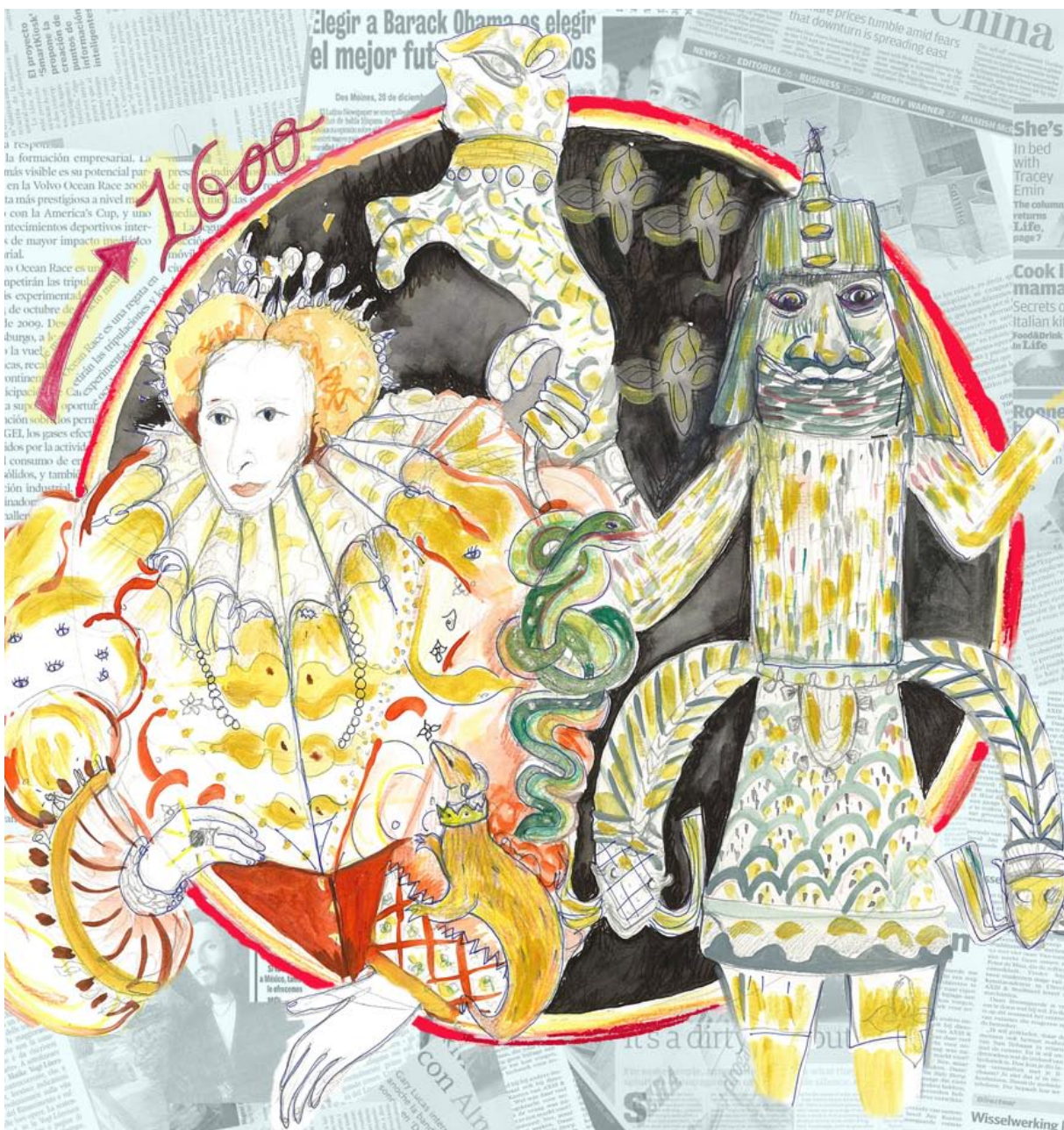
Adapted from Robin Richardson & Bernice Miles, *Emotive and Controversial history, Racist Incidents and Bullying in Schools: How to Prevent Them and How to Respond When They Happen*, 2008

I like learning about India and its history because I have a better cultural understanding of it now!

Year 9 student

Unit 1 Kingdom of Benin

- This KS2 unit of six lessons and extension activities explores the forest Kingdom of the Edo-speaking people of Benin, located in modern-day Nigeria.
- The kingdom was established in the 900's and by the 1400's had created a wealthy and powerful kingdom with regional influence.
- This unit is a valuable introduction to pre-colonial African history to ensure pupils have a better understanding of the continent before European encounters.
- Pupils will examine historical sources in order to extract and infer information about the Kingdom, giving a picture of everyday life and society. Using artwork from the period, pupils will make comparisons and connections between Benin and Tudor Britain in order to explore similarities between areas of the world within this similar time period. They will learn about the contemporary legacy of the Kingdom celebrated today in Nigeria.
- A key text explored in the unit is *The Children of the Kingdom of Benin*, by Dinah Orji.



graphic: Shehnoor Ahmed

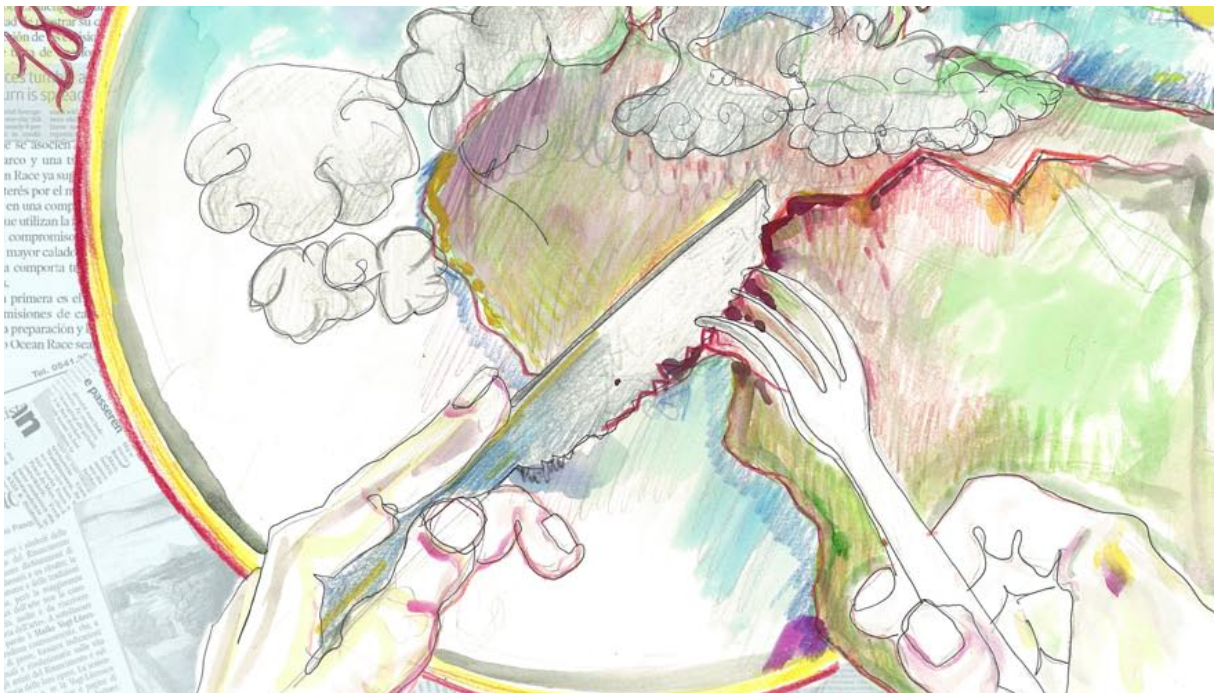
↓ Download the unit materials www.risc.org.uk/education/resources

Unit 2 Challenging myths about Africa

- This 6 lesson unit (KS3-4) investigates the connection between the impoverishment of Africa and the enrichment of Europe.
- Starting from 1500, when there was economic equivalence between Africa and Europe, the resource equips teachers to challenge the myths about why Africa has become poorer as Europe has become richer.

Lessons

- 1 What would you see if you visited a country in Africa?**
Common assumptions and stereotypes about African countries.
- 2 Has Africa always been poorer than Europe?**
Pre-colonial African states/empires and their economic equivalence with Europe
- 3 What was the impact of European colonisation on African people, countries and resources?**
A range of impacts including language, culture, nation states and trade.
- 4 How did African people and European people resist colonisation and slavery?**
Resistance actions and movements by African and European people.
- 5 Could the planet sustain people in Africa to have the same standard of living as people in Europe?**
Relative carbon impacts of different countries around the world, and the sustainability of European lifestyles.
- 6 Are Aid and Trade the solutions to poverty in Africa?**
Challenges of aid and trade as solutions to poverty in Africa.



graphic: Shehnoor Ahmed



Download the unit materials www.risc.org.uk/education/resources

Unit 3 Resistance & rebellion in India

- This unit of work has been produced for Primary and Secondary schools and aims to answer the question of 'what causes change?' through a range of case studies of anti-colonial resistance and rebellion in India.
- Following this, the lessons will focus on experiences of the Indian diaspora in the UK before supporting pupils to develop their own sense of advocacy and agency, and ask them to consider how meaningful allyship can be leveraged to bring about change.

Secondary lessons

1/2 What causes change?

Anti-colonial resistance and rebellion in India.

3 A divided country: What is life like for British Indians?

A study on the ramifications of colonialism for British Indians today.

4 How can we bring about change?

A study on organisations that are fighting for change and how we can be allies in support of these.



Demonstration in Poona against British colonial rule, 1928 *photo: Sunil Janah*



Download the unit materials www.risc.org.uk/education/resources

Primary lessons

- The primary scheme of work aims to analyse the key impacts and examples of resistance to the British empire.
- It begins with an overview of both the British and Mughal Empires and the impact of colonisation on India to provide context for the following lessons on resistance and long-term implications.

1 What was the British Empire and how did it impact India?

An overview of how the British colonised India and the impact this had on both Britain and India.

2 How did India resist British rule?

A study of anti-colonial resistance and rebellion in India.

3 What has the long-term impact of British rule of India been?

A study of the long term impact of British rule in India and consideration of how we can advocate for others.



Reading's iconic Forbury Lion, a memorial to the 328 officers and men of the 66th (Berkshire) Regiment who died at the Battle of Maiwand, 1880, a notorious military disaster. This was during the Second Anglo-Afghan War (1878-80) a struggle between the British Raj and Afghanistan that was part of the Great Game between the British and Russian empires. Over 600 Indian troops also died.

I find it interesting to learn not only about things that happened in the past but also about recent history and how things change. Such as, people's views on British Indians and xenophobia today.

Year 9 student

Useful resources

- The Guardian Black History Timeline www.theguardian.com/world/ng-interactive/2020/jul/11/black-history-timeline
- Our Migration Story - The Making of Modern Britain www.ourmigrationstory.org.uk
- The Black and Asian Studies Association www.blackandasianstudies.org
- The National Archives - Black, Asian and Minority Ethnic Histories www.nationalarchives.gov.uk/education/resources/black-asian-and-minority-ethnic-histories/
- National Archives Virtual Exhibition - Asian and Black History in Britain, 1500-1850 www.nationalarchives.gov.uk/pathways/blackhistory/
- Heritage Lottery Fund - How to involve young people in heritage projects www.heritagefund.org.uk/sites/default/files/media/publications/young_people_good_practice_design.pdf
- The Young Historians Project: www.younghistoriansproject.org/about-us
- History Matters: www.historymatters.online
- *India Fights Colonialism*, Sarbjit Johal, LONDEC (available from the RISC bookshop)



graphic: Shehnoor Ahmed

About RISC

Reading International Solidarity Centre (RISC) is a Development Education Centre working with schools, local authorities and teacher training institutions to raise the profile of global issues and promote action for sustainability, human rights and social justice.

RISC offers teachers a range of services and support, including:

- How to embed Global Citizenship in all curriculum areas
- A Global Citizenship training programme
- A loans service of artefacts
- Resources and teaching packs to buy or borrow
- Books, fiction and non-fiction for children, young people and adults on global issues
- Conference facilities and meeting spaces
- A programme of events and exhibitions
- The World Shop and a forest roof garden, all of which can be used by teachers for local and global education.

RISC's World Shop has the largest selection of teaching resources on global and development education in Britain.

The website contains useful information, CPD opportunities, events, free resources and much more.



www.risc.org.uk/education

Reading International Solidarity Centre

35-39 London Street, Reading RG1 4PS | 0118 958 6692

admin@risc.org.uk



[@RISC_Reading](https://twitter.com/RISC_Reading)



[@risc.org.uk](https://www.facebook.com/risc.org.uk)