DIVERSE HISTORIES

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DIVERSE HISTORIES

A source book for teaching Black, Asian and minority ethnic histories at Key Stage 3

CLARE HORRIE and RACHEL HILLMAN
with contributions from ELA KACZMARSKA

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INTRODUCTION

This book contains 60 lessons to help transform your students' learning experience in Key Stage 3 history by helping you to integrate more diverse histories into your schemes of work. The vast majority of lessons are based on original sources from our very own government National Archives collections. We hope to build on the concept that archival sources can be used as evidence to investigate and understand the past.

Diverse Histories is not intended as a 'text book' or 'topic book', but as a resource to provide starter lessons to enrich and diversify the topics that you may already teach. It is not our purpose to provide a detailed historical explanation of a particular topic, however, we do provide the historical context for the sources we have included to show the fit within the curriculum.

It is important to note that some of the sources which appear in this book cover sensitive historical subjects. Some reflect language and concepts that are entirely unacceptable and inappropriate today and this has been highlighted in the captions with the source. We suggest that teachers look at the material carefully before introducing it to their students. It would be helpful to discuss with them the use of language and ideas contained in such material beforehand. Teachers may wish to break down the sources into smaller extracts if they find the sources too long or difficult in any way.

All lessons are rooted in an enquiry-led approach and based on a single archival source. Each lesson includes teacher's notes which explore the following questions: What is this source?, What can we infer from this source?, Why does The National Archives have this source? and What is the context of this source? We also provide an enquiry question, suggested activity and ideas for taking learning further. The enquiry activity varies, for example, it may involve employing the concept of 'the mystery document', or the 'five-second rule'. Prompt questions are also given as a guide for each source, which are generally used creatively as part of the lesson enquiry. Of course there are also certain universal questions that should be applied to all sources when students start to investigate them, some of which are listed at the end of this introduction. We hope that working with sources in this way will help students to frame their own historically valid questions and help them to create written narratives and analyses.

The 'Exploring further' section within the lesson plan is designed to grow subject knowledge and research skills. Here, we have suggested particular tasks and activities. Often, we have also recommended particular texts for teachers on the topic, with suggestions for how they might be used.

The following types of sources form the basis of the lessons in this book: photographs, government reports, telegrams, cartoons, posters, police reports, minutes, manuscripts, maps, private and official letters, film production notes and newspapers. We hope that encountering such a rich range of source types will expose pupils to the stuff of history while strengthening their skills in handling primary evidence and helping them to form their own interpretations.

The 60 lessons in this book will support teachers in delivering the key aims of the



'Crowds campaign for Independence, March 1961' (CO 1069/166 (12)). Photograph of a demonstration in favour of independence for Tanganyika.

National Curriculum in history to support understanding of 'the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time' and to ensure that all students understand the methods of historical enquiry.

All of the lessons reflect the Key Stage 3 history National Curriculum content offering. Therefore, teachers looking for sources relating to such themes as the development of Church, state and society in medieval Britain 1066–1509; the development of Church, state and society in Britain 1509–1745; ideas, political power, industry and empire: Britain 1745–1901; and challenges for Britain, Europe and the wider world 1901 to the present day, will find help in this book. The lessons are all based on The National Archives' collections and are not readily found in existing textbooks. They offer a unique way for secondary school students to access real historical documents rather than having to work with secondary texts and narrative histories. For example, you will find lesson enquiries on medieval trumpeter John Blanke, Second World War spy Noor Inayat Khan, Cato Street conspirator William Davidson, singer and civil rights campaigner Paul Robeson, composer Samuel Coleridge-Taylor and the Victorian Jubilee Singers. There are also diverse stories for BAME men and women, about the famous and not so famous, reflecting stories of agency and resistance.

INTRODUCTION

We hope that teachers will be encouraged by this book to make use of their local archives and The National Archives as historians, and to use it to signpost the type of records that can be used to research further diverse histories.

Finally, our lessons could also be used appropriately to support both English and PSHE curriculums at Key Stage 3.

General questions for sources

Identification

- What type of document is it?
- Who produced it? Do you know anything about the author/creator?
- When was it written/produced?
- Why was it written/produced?

Understanding

- Consider the key words and their meaning within the source.
- What points or arguments are made in the source?
- What values or attitudes does the content of the source reflect?
- How does the content of the source relate to a given historical situation?
- Are there any clues about the intended audience for the source?
- How reliable is the source and does it have any limitations?
- How does the source relate to other sources from this period? Does it share the same ideas, attitudes and arguments? How would you explain any differences between sources? (For when looking at several sources on the same topic.)

Clare Horrie and Rachel Hillman

FOREWORD

Being asked to write a foreword for a Key Stage 3 resource book about a subject that I dropped at the first opportunity at school is certainly something I'd never anticipated. Yet my story isn't unusual, with research from the History Matters group showing that history is the third least popular subject at university amongst students of African and Caribbean heritage, despite great interest at community level.[1]

By exploring records at The National Archives and asking critical questions about why government departments including the Home Office, the Colonial Office, the Foreign and Commonwealth Office, and so forth, collected them, this important resource aims to inspire a more inclusive approach to teaching history, and to challenge the sense of alienation felt in many classrooms.

As the official archive of the UK Government (and as what some have described as 'The Babylon Archive'), The National Archives does more often than not represent the voice of officialdom, and many of the records that relate to Black, Asian and minority ethnic communities have unfortunately been gained from the over-policing and surveillance of them. However, and as this text deftly shows, there are also countless examples of community voices represented as well – be it in letters of protest made to the Commission for Racial Equality and other bodies, or in the campaign material of activist groups apprehended by the police – the archives are a rich resource of records of resistance and struggles for social justice and change, waiting to inspire the next generation of historians.

This work marks a timely and significant contribution to the teaching of Key Stage 3 history, and will be an invaluable resource in Britain's multicultural classrooms. Had it been available thirty years earlier, my relationship with history at school might have been very different.

Kevin Searle

[1] Adi, H. (2019) *Black British History: New Perspectives.* London: Zed, p. 2.