

## From the Editor

Welcome to the 2021 edition of the SATH Yearbook, my first as editor. This edition appears as locked-down teachers across the world are preparing lessons and teaching classes online (and sharing the inevitable frustrations of doing so!). The difficulties encountered in online teaching remind us of the importance of human interaction in teaching, particularly in history where human actions form the raw materials of our study. Despite these difficulties, teachers and pupils have generally managed impressively. There is no doubt that the Covid-19 pandemic has accelerated innovation in e-learning, proving once again that necessity is the mother of invention.

Whatever technological changes the future brings, the ingredients of a good history lesson will never change. At the heart of a good lesson is attention to the child's nascent relationship with the past. A good history lesson helps a child to understand that people in the past were at once very like us, and also very different. A good lesson helps the child to understand his changing world, by helping him grasp that the world has always changed. It helps the child to make judgements about the past, while insisting that those judgments are informed by evidence, and bounded by credibility and humanity. These are timeless values which are reflected in the articles which appear in this edition.

The Yearbook opens with **Cunningham's** exploration of the Jacobite diaspora in the years after the failed rebellions. He charts the experiences of Jacobites across the globe and shows how their contributions were felt in the military, science, commerce, and culture. It is easy to stereotype the past - and the Jacobite period has, perhaps, been especially vulnerable to this – but the sheer diversity of experience presented here reminds us of the dangers of overgeneralising when we speak about the past. Cunningham's paper will be especially useful to colleagues teaching SQA Courses on The Treaty of Union, but it will also be of interest to teachers who wish to explore important concepts like diaspora, migration and identity with their classes. **Marr's** discussion of causes of the Cuban Missile Crisis - and teaching approaches associated with this - will be similarly useful for colleagues delivering SQA courses, but the paper also examines various historical interpretations on the issue. By looking at a wide range of accounts, Marr encourages teachers to explore the causes as being contested and subject to significant historical debate.

Next, we have three contributions from teachers who have taken advantages of the opportunities presented by partnering with external agencies. **Doyle** shares his department's experience of developing a fully integrated social studies curriculum derived from the kinds of 'Big Questions' that children ask about

the 'life, universe and everything'. An ambitious approach to curriculum design, the department is now formally evaluating its impact using a £3500 Curriculum Investigation Grant from the British Educational Research Association. In her paper, **Malcolm** discusses her experience working with the charity 'Remembering Srebrenica Scotland' to develop a unit of work in which children focus on the causes and impacts of a recent act of genocide. Malcolm offers a powerful justification for this topic, and also explains how colleagues can introduce it in their school. **Taylor** discusses an exciting new partnership with the Economic and Social History Society of Scotland to develop educational video materials which can refresh and update the teaching of familiar topics. Taylor argues that an outmoded interpretation of the First World War continues to dominate in schools and suggests that high-quality videos can serve as a corrective to these narratives, and a valuable form of professional updating for colleagues.

The Yearbook closes with two lengthy reflections on how history in Scottish schools could be different. **Mole** focuses on the relative absence of women in the Scottish curriculum and offers a powerful argument for this to be remedied. Although she acknowledges that the work involved diversifying a well-loved curriculum might be daunting, she argues that this drive towards greater inclusivity should be seen as an ongoing project of curriculum renewal and offers some invaluable examples of widely available resources and some fascinating case studies of women who have earned their place in your classroom. For her part, **Philp** uses the disruption caused by the Covid pandemic as an opportunity to reflect on the ways in which history is taught and assessed in Scotland. She argues that the suspension of National Five examinations in 2020 could be used to question the value of this mode of assessment at a more fundamental level. She advocates a school-assessed curriculum in S4 built around a common progression framework derived from research into procedural concepts such as change, causation and evidence.

Although pandemic restrictions made it impossible for the Scottish history community to meet in person, teachers have continued to innovate and to share good practice. This year SATH will be launching the "Red Pen Pals" scheme to encourage schools to share marking and standardisation practises nationwide. SATH are hoping that this scheme will alleviate some of the concerns about ensuring equitable standards whilst also giving teachers an opportunity to share their experiences with new colleagues across the country. If you are interested in signing up please check out the SATH website or our social media pages.

On the subject of getting involved, we are now actively seeking contributions for next year's SATH Yearbook. We traditionally included a mixture of contributions from academic historians and practising teachers – this is a tradition that we are keen to continue. Papers can:

- Explore aspects of history pedagogy (particularly as it relates to the Scottish context).
- Share the outcomes of school-based learning projects, new approaches to curriculum design or similar
- Consider how the history curriculum might be diversified to take account of historically marginalised voices
- Provide up-to-date surveys of research/ historiography on SQA Examination topics

- Introduce interesting local historical case studies which shed a different light on the SQA examination topics

We are keen to encourage first time authors (indeed, many of the contributors to this edition had not written before) so if you have an idea, please do get in touch. You will be fully supported in preparing your contribution from the ideas stage to publication. In all, the contributions to this edition of the Yearbook show that historical education is a thriving field in Scotland. The papers published here show a real diversity of interests and viewpoints but all are united by a love of the past, and a desire to help children develop that love for themselves.

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Please note that opinions expressed in this Yearbook are those of the respective authors and that publication in the Yearbook does not imply support for these opinions by The Editor, The committee of The Scottish Association of History Teachers or any of its members.

*Cover:* A Turf cigarette card from 1926 issued by Carreras of London. This card depicts 'The Nithsdale Escape', number 19 in a series of 25 'Famous Escapes'. Thanks go to Mr John Nicholls MBE for permitting us to photograph the image of his physical copy.