

## Teaching Britain's Empire and Black History Introductory Resource List

### Examples of existing Good Practice from schools

- Apps, K. (2019) 'Widening the early modern world to create a more connected KS3 curriculum' in *Teaching History*, 176, *Widening Vistas Edition*, pp. 48–57.
- Apps, K. – (2021) 'Inventing race? Year 8 use early modern primary sources to investigate the complex origins of racial thinking in the past' in *Teaching History* 183 *Race Edition*
- Chaudhry, A. (2021) 'In pursuit of shared histories: uncovering Islamic history in the secondary classroom' in *Teaching History* 183 *Race Edition*
- Cusworth, H. (2021) 'Putting black into the Union Jack: weaving Black history into the Year 7 to 9 curriculum' in *Teaching History* 183 *Race Edition*
- Davies, N. (2020) 'Staying with the shot: shaping the question, lengthening the narrative, broadening the meaning of transatlantic slavery' in *Teaching History*, 180, *How History Works Edition*, pp. 21–31.
- Dennis, N. (2017) 'Beyond Tokenism: diverse history post-14' in *Teaching History*, 165, *Conceptualising Breadth Edition*, pp. 37–41
- Garry, J. - 'The underdevelopment of Africa: broadening and deepening narratives of Benin for Year 8' in *Teaching History* 183 *Race Edition*
- Kinloch, N. (2003) 'Confounding expectation at Key Stage 3: flower-songs from an indigenous empire' in *Teaching History*, 112, *Empire Edition*,
- Kinloch, N. (2005) 'A need to know: Islamic history and the school curriculum' in *Teaching History*, 120, *Diversity and Divisions Edition*, pp. 25–31
- Lewis, C. (2018) 'Cunning Plan 173: using Black Tudors as a window into Tudor England' in *Teaching History*, 173, *Opening Doors Edition*, pp. 22–23.
- Lyndon, D. (2006) 'Integrating black British history into the National Curriculum' in *Teaching History*, 122, *Rethinking History Edition*, pp. 37–44
- Lyndon-Cohen, D. (2021) *Decolonise, don't diversify: enabling a paradigm shift in the Key Stage 3 history curriculum* in *Teaching History* 183 *Race Edition*
- Mohamud, A. and Whitburn, R. (2014) 'Unpacking the suitcase and finding history: doing justice to the teaching of diverse histories in the classroom' in *Teaching History*, 154, *A Sense of History Edition*, pp. 40–46.
- Nzeribe Nascimento, S. (2018) 'Identity in history: why it matters and must be addressed!' *Teaching History*, 173, *Opening Doors Edition*.
- Oladehin, T. (2020) 'Beyond slavery: considering pupils' responses to a new starting point for Black history at KS3' in *Teaching History*, 181, *Handling Sources Edition*,
- Priggs, C. (2020) 'No more "doing diversity": how one department used Year 8 input to inform curricular thinking about a diverse past' in *Teaching History*, 179, *Culture in Conversation Edition*, pp. 10–19.

- Todd, J. (2019) 'Thinking beyond boundaries' in *Teaching History*, 176, *Widening Vistas Edition*, pp. 4–7.
- Traille, K. (2007) "'You should be proud about your history: they make you feel ashamed": teaching history hurts' in *Teaching History*, 127, *Sense and Sensitivity Edition*, pp. 31–37.
- Whitburn, R. and Yemoh, S. (2012) "'My people struggled too": hidden histories and heroism – a school-designed, post-14 course on multi-cultural Britain since 1945' in *Teaching History*, 147, *Curriculum Architecture Edition*, pp. 16–25.
- Whitburn, R. and Yemoh, S. (2012) "'My people struggled too": hidden histories and heroism – a school-designed post-14 course on multi-cultural Britain since 1945' in *Teaching History*, 147, *Curriculum Architecture Edition*, pp. 16–25;
- Whitburn, R., Hussain, M. and Mohamud, A. (2012) "'Doing justice to history": the learning of African history in a North London secondary school and teacher development in the spirit of Ubuntu' in *Teaching History*, 146, *Teacher Knowledge Edition*, pp. 18–27.
- Woods, T (2021) Diversifying the curriculum: one department's holistic approach in *Teaching History* 183 *Race Edition*

### **Classroom Resources**

- Frankopan, P. (2018) *The Silk Roads: the extraordinary history that created your world. Illustrated Edition*, London: Bloomsbury Children's Books.
- Olusoga D. (2020) *Black and British: a short, essential history*, London: Macmillan Children's Books.
- Runaway Slaves Teachers Guide - <https://runaways.gla.ac.uk/teaching/Freedom%20Bound%20-%20Teacher%27s%20guide.pdf>

### **Websites for teachers**

- **Meanwhile Elsewhere** - <https://meanwhileelsewhereinhistory.wordpress.com/>
- **Justice to History** - <https://justice2history.org>
- **Runaway Slaves** - [www.runaways.gla.ac.uk/database/table/](http://www.runaways.gla.ac.uk/database/table/)
- **Our Migration Story:** [www.ourmigrationstory.org.uk](http://www.ourmigrationstory.org.uk)
- **Integrating Empire, Industry and Slavery** - <https://onebighistorydepartment.com/2021/03/18/how-can-we-foster-students-understanding-of-the-industrial-revolution-the-british-empire-and-the-transatlantic-slave-trade-as-interconnected/>
- **The TIDE Project** aims to investigate how mobility in the great age of travel and discovery shaped English perceptions of human identity based on cultural identification and difference. See [www.tideproject.uk/](http://www.tideproject.uk/)
- **Legacies of British Slavery database**, [www.ucl.ac.uk/lbs/](http://www.ucl.ac.uk/lbs/)

## Developing teacher subject knowledge

### Introductions

- Olusoga, D. (2017) *Black and British: a forgotten history*, London: Pan; and *Black and British* documentary series (BBC, 2016).
- Green, T. (2020) 'What have historians been arguing about...African history in the precolonial period?' in *Teaching History*, 181, *Handling Sources Edition*, pp. 26–27.
- Liburd, L (2021) What have historians been arguing about...the impact of the British Empire on Britain? In *Teaching History 183 Race Edition*
- [www.africkingdoms.co.uk](http://www.africkingdoms.co.uk)

### Detailed studies

- Brotton, J. (2016) *This Orient Isle: Elizabethan England and the Islamic world*, London: Allen Lane
- Green, T. (2019) *A Fistful of Shells: West Africa from the rise of the slave trade to the age of revolution*, London: Penguin
- Fryer, P. (1984) *Staying Power: the history of black people in Britain*
- Kaufmann, M. (2017) *Black Tudors: the untold story*, London: Oneworld
- Phillips, B. (2021) *Loot: Britain and the Benin Bronzes*
- Scanlan, P. (2020) *Slave Empire: How slavery built modern Britain*, London: Robinson.
- Siollun, M. (2021) *A Short History of Conquest and Rule: what Britain did to Nigeria*, New York: C. Hurst,

## Theory/ Research for history teachers

- Harris, R. and Reynolds, R. (2014) 'The history curriculum and its personal connection to students from minority ethnic backgrounds' in *Journal of Curriculum Studies*, 46, no. 4, pp. 464–486.
- Millar, P. (2020) 'Diversifying and decolonising a curriculum', Chartered College of Teaching webinar: [www.youtube.com/watch?v=xOhEyTBe3T8](https://www.youtube.com/watch?v=xOhEyTBe3T8)
- Mohamed, A. and Whitburn, R. (2016) *Doing Justice to History: transforming Black history in secondary schools*,
- TIDE and the Runnymede Trust (2019) *Teaching Migration, Belonging, and Empire in Secondary Schools*,
- Royal Historical Society (2018) *Race, Ethnicity and Equality in UK History: a report and resource for change*,
- Traill, K. (2019) *Hearing Their Voices: teaching history to students of color*, New York: Rowman & Littlefield