

Questions for reflection

- Do we offer enough opportunities in the teaching and learning of history to raise issues of inequalities?
- Do we strive for an inclusive curriculum that does not marginalise minority groups?
- Are we successful in giving sufficient prominence to the idea that we all share a common humanity?
- Does our curriculum reflect the experiences of children we teach?
- What can we learn from the past about sustainable living?

Monitoring & Evaluation: how do you know it's working?

Pupils are beginning to make sense of their place in the world:

- They are aware of their own personal identity, and recognise that this is shaped by the community they live in, family history and beliefs, and ethnicity.
- They begin to understand that if there are different interpretations of events in the past this may also apply to the present
- When engaged in controversial issues in the past they make an emotional response in the light of present day perspectives

Thematic Links

- Interactive cross curricular History and Geography and RE enquiries make local studies meaningful to the lives and interests of the pupils.
- Enquiry skills of investigating, researching, questioning, making inferences and deductions, and problem solving are processes needed to explore global concepts.
- RE, history, geography and citizenship are about people and how they live their lives. Issue based enquiries e.g. immigration and emigration will provide a strong thematic context for global learning.
- Other topics offering potential for global learning: Suffragettes, Landgirls, Matthew Henson (African American polar explorer), Septimus Severus, John Blanke (Black Trumpeter for King Henry VIII).
- The Historical Society (www.history.org.uk) has a wealth of primary history resources around areas like Asians in Britain and apartheid in South Africa, as well as resources such as podcasts, films, resources for museum visits and briefing packs on ancient civilizations from around the world.
- One of the most amazing resources on History as a subject in recent years is the BBC, History of the World in 100 objects - a joint project between the BBC and the British Museum. Go to the BBC or British Museum websites. The podcasts explore the meaning of a particular object and they are from all sorts of places around the globe, peoples and civilisations.

Next steps

Curriculum Audit: Evaluation of existing history studies – have they potential for development of global learning skills?

Local Studies - are there enough opportunities for fieldwork skills to inform the development of a sense of place?

Are there sufficient opportunities to develop critical thinking skills?

Do our humanities schemes of work reflect the social and cultural diversity of our local community?

Do we have the skills to implement the critical thinking required by global learning studies?

What skills can we develop to enhance critical thinking?

Introduction

Children learn about the present through encountering the dramatic and extraordinary events of the past. They can meet the vivid historical characters whose actions can provide a context for discussion of human behaviour past and present.

History is alive and well in the primary curriculum, children acquire skills of chronology, historical enquiry and they interpret evidence. Historical enquiry requires sources from different view points and conflicting evidence to enable pupils to critically examine a range of primary and secondary evidence. This requires an ability to question different viewpoints, detect bias, as well as recognising how the past can be interpreted in different ways.

History and Global Learning

The global learner needs the capacity to detect bias; question information, and evaluate different view points through critical interpretation of the past. The global learner will respect and value the diversity of social and cultural similarities and differences through knowledge and understanding of the past. History provides the contextual background for finding out about how people in the past have been treated unjustly and why. This nurtures understanding and empathy. Learning about inequalities in the past enables pupils to consider issues of what is fair and unfair and begin to voice their opinions. The well informed global learner can then begin to appreciate the nature of prejudice and stereotyping and be able to make decisions about what is fair or unfair. When engaged in historical enquiry pupils are led to comparisons with contemporary issues and perceptions.

Local history studies can provide the key to the understanding of identity – why do we live in this place – where do we come from? Why do people move here? What makes us who we are? Tracking influence of patterns of migration and changes in traditions in communities highlight diversity in ways of life over time. Older pupils will appreciate that settlement patterns have always been changing for social and economic reasons.

History focuses on continuity and change over time. The impact of Roman or Anglo- Saxon invasion and settlement changed religious, ethnic and cultural identities in Britain. Change and diversity have long been a factor of society. History can play a strong role in developing an understanding and appreciation of what a diverse society is and that, though there is continuity, change is a constant presence.



Outcomes for pupils

- In interpreting evidence of how the past is represented pupils become aware that people have different and sometimes opposing views and beliefs.
- Local history strengthens knowledge and understanding of a familiar community. Motivation and participation increase because pupil response is strong.
- As empathy and respect develop for people in past societies sensitivity to the lives of others can become a personal quality in the present
- By finding out that individuals in the past have made a difference by taking action to improve situations pupils will develop positive attitudes to action for change in the present.
- Pupil curiosity and imagination is captured as they enquire about the past through visual, tactile and textual evidence and so are motivated to connect with people in the past.
- History has the potential to support personal and social development as pupils acquire critical thinking skills to compare and contrast peoples' actions, make inferences and begin to recognise motives.
- History can help pupils to understand the attitudes and values of people in the past that are different from their own.
- History is a strong cross curricular partner in developing talk for learning – historical enquiry and problem solving demand collaborative work.



Global Learning Centre

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Details of current teacher training, information on global learning and examples of HEC's work
www.globallearninglondon.org.uk

Join the London Global Teacher Network - LGTN offers London teachers the chance to connect around global learning.
www.lgtn.org.uk



Learning in a Global Context was developed through Local4Global, funded by UK Aid.



Learning in a Global Context is a framework for supporting schools in preparing young people for life in an increasingly globalised world.

This report argues that school history needs to focus on these issues. Principally, it should help young people to understand why things are the way they are and that history relates clearly to the present. Additionally, the report emphasises the need for school history to be inclusive, exploring more fully the story of the United Kingdom in its diversity and its relationships with Europe and the rest of the world.

'History in the Balance' 2007 Ofsted Report

The study of history can be emotive and controversial where there is actual or perceived unfairness to people by another individual or group in the past. This may also be the case where there are disparities between what is taught in school history, family/community history and other histories. Such issues and disparities create a strong resonance with students in particular education settings.

The Historical Association: 'A report on the Challenges and Opportunities for teaching emotive and controversial history'

Discussion topics from toolkit for tackling racism

Historical reasons for today's multicultural communities including Britain's involvement in the slave trade and the rise and fall of the British Empire.

Pseudo scientific theories about 'race', racial 'types' and characteristics and how these have developed since the 19th century

Historical examples of where racism can lead such as the slave trade, the Holocaust, apartheid etc.

The contribution made by the black servicemen and women and 'the colonies' to World War Two.

Post-war migration and how immigrant workers helped to 're-build the Mother Country'.

The reasons why people became (and continue to become) refugees or migrants.

Global Learning experiences within KS 1 History

Critical thinking - to change perceptions around Mary Seacole / Florence Nightingale through questions such as *Was it fair that Mary had to pay for her own journey to the Crimea?, Why do lots of people remember why Florence Nightingale was famous?, Why did people forget about Mary?.* Gender and racist issues in the past allow safe discussion and give an opportunity to discuss attitudes to racism both now and in the past. Different evidence of the character of Florence can challenge the stereotypical view of the 'Lady of Lamp'.

Value and respect for diversity - planned use of quality fiction and non fiction stories of diverse family life both now and in the past throughout the key stage will build knowledge and understanding that there are differences and similarities in personal histories. (see Respect for All' box)

Inequalities - the impact of the stories of Bessie Coleman and Rosa Parks allow exploration of sexism and racism which limited their life experiences. There is potential for children to compare and contrast the experiences of these two people with life in the present.



Mary Seacole



Guy Fawkes

Historical Enquiry - a skill for the global learner

Finding out about the past from a range of sources - enquiries can be directed by a hypothesis – *Guy Fawkes must have been a bad man* or a problem to solve *Why did we forget about Mary Seacole?*

From a range of visual, tactile and textual sources

- Use questioning to acquire information
- Make deductions by 'reading' visual and textual sources
- Sort and classify the information (is this helping to solve the problem?)
- See connections in the information
- Interpret the point of view - is the source reliable?
- Develop empathy - consider the values of others living in the past.
- Question assumptions

What decisions have we made about Guy Fawkes and Mary Seacole?

Global Learning and Global History - timelines and myths

Have a clothes line in the classroom. Peg up the events that children know about in the right date order, could be the World Cup or the Battle of Hastings. As pupils learn more they can add new dates and events to develop a picture of the past. Make sure this history is balanced globally.

Global Learning experiences within KS 2 History

Critical Thinking Who is telling the truth? – Interpretation of press articles from 1939 /1940 detail the Blitz Spirit and the cheerfulness of Londoners and evacuees in contrast to other points of view from Mass Observation research. This develops an ability to assess different viewpoints and to challenge information.

Inequalities - In depth historical enquiry of child labour in nineteenth century source material is both conflicting and shocking. Exploitation of child labour is seen from different points of view of reformers and factory owners. The question - Could this happen today? – can open up an understanding of social injustice and recognition of inequality leading to discussion of the rights of the child. A very strong link between the past and the present. (see Case study - Child Labour)

Social Justice and Globalisation—Recognising Cortez' motives for his conquest of the Aztec Empire can critically inform pupils of the reasons for his actions. Making comparisons with the behaviour of Columbus in his initial exploration of the Caribbean will highlight the patterns of suppression of indigenous people in Central America. Perceptions of European colonisation - how and why one culture was more powerful than another - will enable pupils to evaluate their own views of social justice. *So how did Europeans of the time view the people of the Caribbean?*

Controversial and emotive issues – An in-depth study of the life story of Walter Tull - a black footballer and First World War soldier - encourages pupils to think about injustice and inequality. Sensitive handling of themes of adoption and racism enable pupils to know and understand the adversity he experienced while recognising his talent and courage. This historical enquiry can challenge pupils to consider the notion of respect and challenge stereotypes pupils may have about black men.

www.northantsblackhistory.org.uk www.hilaryclaire.co.uk

A QDCA case study, '**Respect for All**', draws on children's own experiences to explore similarity and difference between different lives.

In the case study, the initial question, *How are we different?* raised further questions such as: *Who am I? Who are you? How are we the same? How are we different? What hurts us when we are excluded?* It also led children to celebrate their uniqueness as their own experiences and personal histories enabled them to explore some of the issues in greater depth.

In the case study, the teacher talked to the children about the positive role which diversity plays in our lives and organized activities to investigate diversity. The lessons provided opportunities for children to reflect on their own lives and think about other people's lives in their community. It also provided opportunities to consider imaginary lives. The children listened to each other and demonstrated mutual respect, and were careful not to do or say anything that might cause offence. The use of circle time (see 'Methodology' leaflet) proved to be a valuable device for promoting respect for diversity. The techniques offered opportunities to raise issues relating to anti-racism and the benefits of the multicultural communities to which we belong.

Global dimension concepts in the context of Primary History

Sustainability

Change over time / Developing probable or imagined futures

Peace and Conflict

Past conflicts, causes of conflict, and conflict resolution

Identity and Diversity

Understanding of how identity is formed, having a sense of personal identity, respect for other peoples experiences. History of migration, cultural change and fusion.

Social Justice

Recognising inequalities and injustice in the past – develop empathy to understand the values and beliefs of the past

Globalisation and Interdependence

Early exploration of trade routes / connections made with other countries – invasion and settlement. Historical cultural fusions and influences.

Using stories

Some **children's stories**, such as 'The Colour of Home' and 'A friend for Farouk' have the potential for children to explore sensitive issues relating to their histories. Their success is dependant on the ways in which they are developed. Teachers need to identify key themes and issues within the story for children to explore.

Child Labour

Brighton Peace and Environment Centre found that looking at child labour in the classroom could open the door for perceptions that some countries are 'backward', if the complexities of the causes of child labour are not fully explored.

Comparisons can be made with the Victorian period of Britain in which children were made to work. What were the conditions that changed that situation? What might need to be done today?