

# History belongs to all of us

## Diversity and the History Curriculum

— Ilona Aronovsky

### Introduction

*It's very dangerous if you make it seem like history is the province of a certain segment of society. **History should belong to and include all of us.** The curriculum needs to appeal to as many children as possible or a number of them could become disenchanted with education because they feel it's not relevant.*

(Malorie Blackman, 2013 Children's Laureate during the debate on the Government's 2013 draft history curriculum proposals for England.)

The government subsequently addressed widespread concern about the absence of diversity in British [English] history and the exclusion of world history from its draft 2013 proposals for the English National Curriculum for History. The revised 2014 curriculum presents opportunities for a fresh look at how we can develop a history curriculum which builds on what has been achieved since the 1980s and takes it further. This article suggests what an inclusive history curriculum might contain. Diversity in history helps children think critically as historians, making sense of Britain's past, that of the wider world and how they have shaped the present.

### Common humanity – diverse history for all schools?

**'My school is multi-ethnic – shouldn't the history we teach be more relevant to the children we have?'**

was a comment on the 2013 draft proposals. Teachers from multi-cultural, multi-ethnic and multi-faith schools are concerned to focus on diversity and the need to teach history relevant to pupils' heritages, cultures, interests, values, beliefs, and sense of identity derived from family or community narratives about the past.

- **Ethnicity, religion, social class and gender** are categories and identities which overlap. Diversity in the curriculum of mono-cultural, white schools is equally relevant, and it is important to question assumptions that it is less so.
- **The unintended outcome could be 'apartheid' history curricula** with Anglo-centric 'White' history focus in some schools and 'Black' history focus in others. The teaching body's response to the 2013 consultation and public reaction to the draft NC History proposals reiterated support for a history curriculum which reflects the diversity of modern Britain.

### Pupil motivation – Sharing histories

All children need to see themselves reflected in the curriculum, but how do we motivate them through

distinct histories of people they may perceive as different from themselves? By ensuring through challenging and stimulating teaching that all children engage with the themes and stories about the common humanity of lives, joys and sorrows, hopes, adventures, achievements and adversity. We know children respond strongly to unfairness and can be inspired by what is common about the stories of diverse people who fought for justice and equality, like the Match Girls or enslaved black people who fought for freedom. Diverse histories allow children to share rich stories and histories different to their own, identify with and be moved by them. **In that respect life stories and the history of the recent past are essential in engaging children.**

### What would an Inclusive Primary History Curriculum look like?

These criteria might be used to evaluate planning core topics in the 2013/14 academic year and as elements of the National Curriculum for History from September 2014.

1. Diverse & intertwined histories of all peoples of Britain, past and present.
2. The common humanity in their stories
3. Balanced representation of faith, culture, heritage, gender, race and social class, which also help to challenge stereotypes, not perpetuate them
4. Understanding of inequality, injustice and racism in past societies
5. Balance of British social, cultural, economic and political history
6. Global influences on British and European History – social, cultural, economic and political
7. World History Beyond Europe in its own right
8. Britain's impact on Europe and the World and Europe's and the World's impact on Britain

### Resources

The following themes and topics suggest examples (not mutually exclusive) linked to aspects of history attainment, and ideas for development. A range of resources, other than those in articles are recommended. Please get in touch and inform the Historical Association of good practice and news of projects around the country.

### Essential Resources

*Reclaiming Our Pasts: Equality and Diversity in the Primary History Curriculum*, by the late Hilary Claire, 1996, Trentham, remains essential inspiration and rich source of teaching

ideas. T.E.A.C.H Teaching Emotive & Controversial History 3-19 Report, (HA 2007) is a free download, discussing in-depth approaches to diversity, with case studies. The TEACH Online resource has more case studies for KS1 and KS2. Letterbox Library sells books supporting equality and diversity for KS1 & 2

## Themes and Topics

### Family history

Children can explore their own family history, engage in active research, decide questions to ask, and begin to consider what might be historically significant. (Such projects need to be sensitive to circumstances, using terms like 'people who look after us', recognising some children or families won't or can't participate.)

- **Children can map places their families come from** in Britain and beyond. One Brent project revealed: migration from the Welsh Coalfield in the 1930s to seek work in new industrial factories of West London, (e.g. Park Royal) and medical care for children; East African Asians who came to Britain as refugees; a family with ancestry from a royal line.
- **For KS1 Hilary Claire used 'Moving' and 'Grandparents' topics** which included all children and helped some who had been refugees (boat people from Vietnam) to share painful stories or reasons for migration with children with a settled background.
- This approach is just as valuable today as **homelessness, unemployment, income cuts and refugee crises still uproot children**. This can be broadened out at KS1 or 2 with investigations of why people came here, for example why people came to Britain after WWII, and further studies of the asylum seekers, or why people become refugees, such as the Palestinians, (the Nakba).

### Communities

**Longstanding communities** once settled in Britain [and still do: since 1993 England has experienced the largest wave of immigration in its history both numerically and proportionately].

- **Poles, Ukrainians and Lithuanians**, in the Yorkshire textile industry after World War II, **Jewish** refugees from Tsarist Russia in the garment trade.
- **Port cities** have always attracted settlers; Arab seamen in Tyneside from World War I, Chinese communities in Liverpool and East London, Somalis in Butetown, Cardiff from the 1880s, Sylheti seamen, East London.
- **Irish people** have come to Britain since the 19th century famine, working as navvies, in agriculture, and labourers.
- **The 'Windrush' generation** came from the Caribbean in the 1950s to work in the new NHS and public transport.
- **Unemployed miners** from the North East, Scotland, Yorkshire and Wales migrated to the Kent Coalfields from the late 1920s. The 1984 National Miners Strike, previous strikes in the 20th century, the history of 'Bevin Boys', conscripted down the mines in World War II can be topics for enquiry.

- **Rich sources of family, local and oral history** are culture, traditions, community life and contribution to our way of life that also illuminate inequalities, injustice, discrimination, local and state racism faced and overcome.

### The Windrush generation – a case study

**A Year 6 enquiry about Caribbean immigration** to Britain, based on the arrival of the Windrush (1948) was enriched with autobiography and other texts, at Fox Primary. "In their guided reading and literacy lessons, themes of migration and settlement are explored through song lyrics 'London is the place for me' and 'Sweet Jamaica'. (Lord Kitchener). They read extracts from 'Small Island', by Andrea Levy, and investigate the experiences of Floella Benjamin, from her autobiography 'Coming to England', and Paul Canoville, first black player to for Chelsea." Ofsted Good Practice resource – case study

### Biographies

Biographies of people who moved to Britain or worked in former industries introduce children to communities different to theirs, and changes across time. They could be part of a longitudinal study of migration and settlement in Britain which goes back much earlier to Celtic and Roman times.

### Resources

Moving Here [www.movinghere.org.uk](http://www.movinghere.org.uk)  
Mixed Race people in Britain early 20th century [www.mix-d.org/museum/timeline](http://www.mix-d.org/museum/timeline)  
Peoples History Museum, Manchester (see Justice, Human Rights and Equality section below)

### Local history

**Urban markets** around the country are a rich source of local history. Hammersmith and Fulham Urban Studies centre have an exemplary project with Primary children researching changes over time in Shepherd's Bush Market. The approach is discussed at [www.hfusc.org.uk/projects/shepherds-bush-market](http://www.hfusc.org.uk/projects/shepherds-bush-market) with a video of children interviewing stallholders of several generations.

Children in Newham, twinned with Barnsley, visited the National Coal Mining Museum. Escorted underground by former miners, they learnt about mining since from Victorian Times.

### Development Proposals!

A Website that shares school projects on local history and encourages schools from different areas to collaborate. Researching and choosing history heroes and heroines, culminating in school celebrations with posters, artwork and sculpture.

### Pioneers, Heroes and Heroines

#### Focus questions

How do we decide whom to commemorate? Why and how does this change? These questions introduce children to different historical perspectives, how the past has been interpreted, and enquiry. Why was Florence Nightingale remembered, and Mary Seacole forgotten? Who was once commemorated, who should be now? Local people who deserve to be famous? Who would children choose to be heroes?

## Significant people

### Statues

There are statues of significant people associated with Thetford, Norfolk and collections at its Ancient House Museum. Thomas Paine, (1737-1809) was a radical thinker, and revolutionary involved in the American and French Revolutions. A Museum workshop asks KS2 children to put a case to the Town Council for the upkeep of three statues; (Paine, Maharajah Duleep Singh, and 'Captain Mainwaring'. See below, for Duleep Singh)

### People

- **Noor Inayat Khan 1914 – 1944**, awarded the posthumous George Cross for extreme bravery as a SOE Agent in France, was a Sufi Muslim, and author of 'Jataka Tales' Buddhist stories for children. Noor was betrayed, and died in Dachau. A campaign by the Noor Memorial Trust culminated in the first statue of a female, Asian war heroine in Britain. National Archives offer videoconference or workshops on Noor for KS2
- **Princess Sophia Duleep Singh**, (1876-1948), Duleep's daughter, was a militant suffragette. She is represented in the Ancient House Museum collection, with her brother, Prince Freddy, an officer in World War I. Sophia worked as a nurse and visited Indian troops recuperating in the Brighton Pavilion, requisitioned as a hospital. She organised patriotic flag days for Punjabi troops of the Indian Army.
- **Sylvia Pankhurst**, who involved working class women in the East End in the campaign for suffrage, is less well known than her mother and sister Emmeline and Christabel. Should she be? She opposed the war, as a socialist, whereas her sister and mother publicly supported the drive to get men to join up.
- **Thomas Paine, Noor Inayat Khan, Sophia Duleep Singh and Alan Turing**, feature in the e2bn interactive resource 'History's Heroes?'
- **Walter Tull** (1888 –1918) and **Arthur Wharton** (1865-1930) are now celebrated as people who overcame racism as the first black professional footballers in Britain. Tull, the first black army officer, was killed at the battle of the Somme. He will feature in a future issue.

### Further suggestions

- **First Black, Asian and Women MP's or politicians**, such as John Archer, (1863-1932) Mayor of Battersea, and MP's, Shapurji Saklatvala, (1874-1936) Dadabhai Naoroji (1825-1917), or Ellen Wilkinson (1891-1947).
- **Activists:** International Brigade Volunteers in the Spanish Civil War, Claudia Jones (Notting Hill carnival founder), Dr Ludwig Guttman, (Paralympics founder).
- **Black, Asian, Muslim soldiers and workers in both World Wars.**
- **William Wallace**, Owain Glyndŵr, Wolfe Tone.
- **Pioneering aviators**, Bessie Coleman and Amy Johnson,
- **Doctors and scientists**, Elizabeth Garrett Anderson, Marie Curie, Caroline Herschel.
- **The wider world:** Muslim female mathematicians in medieval times feature in 1001 Inventions exhibition (see below). Paul Robeson, Queen Hatshepsut, Mirabai, a Hindu Saint, Bob Marley, King Cetshwayo, Zulu nation.

Unveiling the statue of Noor Inayat Khan in Gordon Square, London, 2012. Image courtesy of the Noor Inayat Khan Memorial Trust.



### Resources

Ahmed Ullah Trust, Northamptonshire Black History Project  
The National Archives has links to Black History Month  
[www.nationalarchives.gov.uk/pathways/blackhistory/](http://www.nationalarchives.gov.uk/pathways/blackhistory/)  
Lesbian and Gay History Month, Women's History Month

## Justice, Human Rights and Equality

### Prejudice

**Bullying, racism, sexism, homophobia, disability prejudice and Islamophobia** are wider issues for schools. How can primary history help children to understand their causes and challenge stereotypes? It's important to focus on people who resisted, overcome, and made things better, not dwell on victimhood which engenders fear, lack of respect and damages self esteem. *The Life of Stephen Lawrence*, by Verna Wilkins, Tamarind 2012, is a children's book which celebrates his life, and introduces his parents struggle for justice. The history of racist murders and campaigns for justice in Britain should be explored at KS3.

### Significant figures: political and working rights, social justice

**The People's History Museum in Manchester** offers workshops and learning about significant figures such as William Cuffay, the black Chartist, the Massacre of Peterloo, campaigns for working rights and social justice, and lives of diverse men, women and children in the 20th century.

### Human rights

**When did concepts of Human Rights begin?** Hilary Claire's article in Leading Primary History, HA, 2004, explores the Code of Hammurabi. Other topics are Magna Carta, Habeas Corpus, John Wilkes and a free press



### Further suggestions: Anti-slavery and emancipation

**Olaudah Equiano, Ignatius Sancho** and other former slaves were prominent in the anti slavery campaign in Britain, as were abolitionists Granville Sharpe, Thomas Clarkson and William Wilberforce, and Harriet Tubman and Sojourner Truth. America. A nationwide movement of anti-slavery women's organisations organised a sugar boycott. [www.quaker.org.uk](http://www.quaker.org.uk).

### Holocaust education and racism today

'**Anne Frank** and You' is an exhibition available nationwide. It relates her story to current racist attacks, anti-semitism and Islamophobia. Secondary pupils are trained to conduct Primary groups round the exhibition. The Anne Frank Trust. provides extensive resources, as does the Holocaust Education Trust

### Fascism and anti-fascism in the 1930s

Jewish people and anti-fascists stopped **Oswald Mosley** and the British Union of Fascists marching through the Jewish East End, in the famous Battle of Cable Street, 1936. Large demonstrations were organised in Newcastle against the BUF in 1934, Individuals volunteered to fight against Franco in the Spanish Civil War. The International Brigade Memorial Trust has a Primary Education pack.

### Unemployment

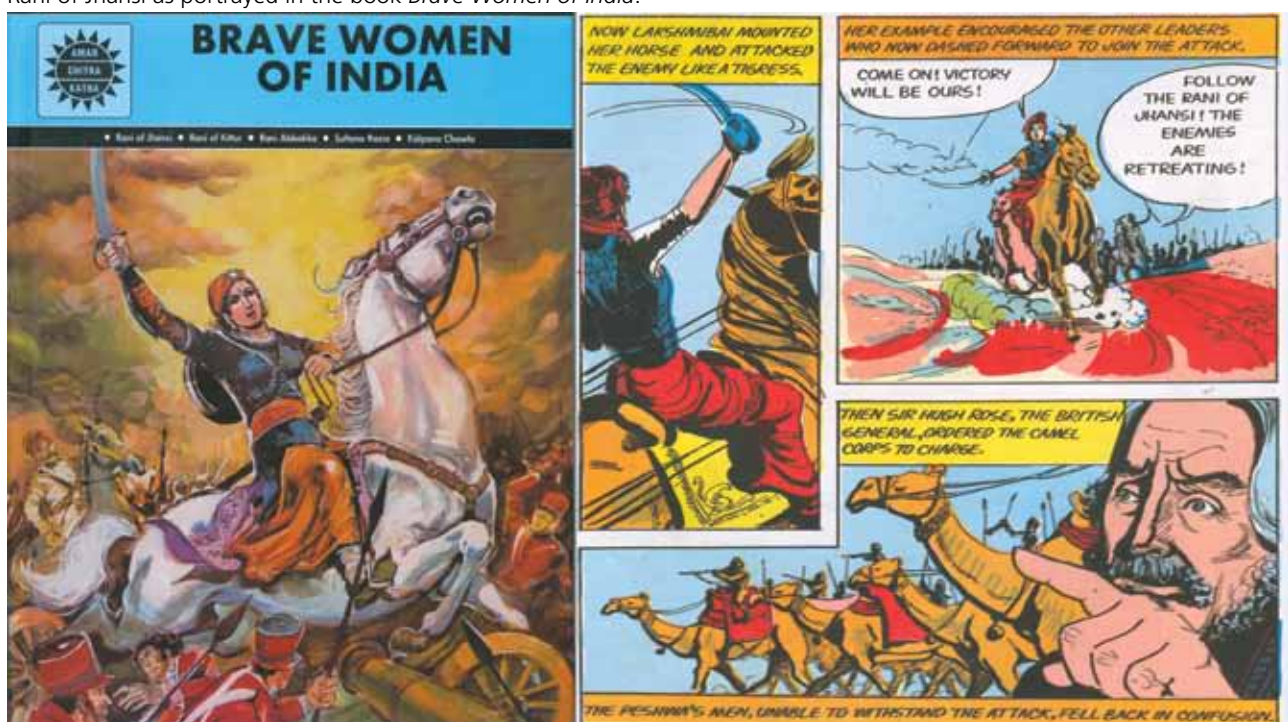
**Ellen Wilkinson MP**, an anti fascist also went on the Jarrow March, where unemployed workers marched to London. Large demonstrations organised by the Unemployed Workers movement around the country are less well known. In West Ham a demonstration against Council cuts to outdoor poor relief turned into a riot. Newspapers provide extremely detailed accounts. Children can compare text with modern tabloids, look for bias, and decide if there is enough information to tell whether police or demonstrators were responsible for violence.

### The outcome of campaigns against Racism

Some **Windrush** arrivants said in a BBC interview that as police failed to prevent violent attacks on black people by gangs of white Teddy boys in Notting Hill, 1958, they took matters into their own hands, and put a stop to it.

- **The Notting Hill carnival** was founded in response to the Notting Hill Race Riots. Today Carnival in several cities are inclusive events celebrating our multicultural society. In the 1980's campaigns formed around the prosecution of Asian youths fighting racist attackers and racist policing.
- **The Bradford 12 (1981 – acquitted) and Newham 8 (1983)** used the legal right to Self Defence. Newham school children went on strike to picket the magistrate's court. These campaigns put the issue of racist attacks on the national agenda.
- **Dr. Martin Luther King, Rosa Parks, and Ruby Bridges**, the first black child to attend a segregated school in the American freedom movement are familiar as significant people for KS1 and 2.
- **Malcolm X** who rose to prominence as a leader of the Nation of Islam (USA) was once regarded as a far more controversial figure. His experience of the Hajj changed his view of Islam to a universal creed which embraces equality for all races.
- **The Bristol Bus Boycott**, (1963) organised by **Paul Stephenson OBE and others** was inspired by the civil rights movement in America, which stopped the local Bus company operating a colour bar against Black or Asian crews. It had a significant impact on achieving legislation outlawing racial discrimination in 1965 and 1968.
- **Grunwick – Jayaben Desai** (1933-2010) led a bitter dispute (1976-8) about basic employment rights of asian women workers, which galvanised wide support from the trade union movement, at Grunwick, (a West London factory) It had parallels with the strike by **women machinists at Ford's**, Dagenham (1969) which forced male dominated trade unions to support equal pay for women, and led to the Equal pay act, 1970.

Rani of Jhansi as portrayed in the book *Brave Women of India*.



## Britain the Empire and the Wider World: Connections

### National heroes and heroines – portraits and statues

People regarded as national heroes and heroines in countries once ruled by Britain, introduce different historical perspectives, and interpretation, e.g. using portraits or statues in their countries. Examples are

- Nanny of the Maroons, Tacky the Freedom Fighter, (Easter Rebellion Jamaica, 1760) Paul Bogle (The Morant Bay Rebellion 1865), and Lakshmibai, Rani of Jhansi 1828-1858, who died leading troops against the British in the 1857 Indian Rebellion.
- Sultana Rhaziya, was a female ruler of Delhi, 1236-1240, and both appear as heroines in the Indian Amar Chitra Katha 'Brave Women of India' comic book, ([www.starbooksuk.com](http://www.starbooksuk.com)).

Paul Bogle depicted on a Banknote



Children could explore reactions and controversies in Britain to these events. Gandhi visited Britain and received popular support from working class communities and the Labour movement.

### Local history – evidence of empire

Evidence of Empire is all around us, from neo-classical historic houses, street names (Boer War), to Church plaques and memorial sculpture. Queen Victoria celebrated the Empire and the Raj, with an ornate Indian style Durbar Room at Osborne House (I.O.W.).

- **Marquess Charles Cornwallis** (1738-1805), at one point Governor General and Commander in Chief of the East India Company, fought Tipu Sultan in the 3rd Anglo-Mysore War. Cornwallis is portrayed as a Roman soldier, flanked by Britannia and submissive Indians in his memorial in St Paul's Cathedral and a maquette at Audley End. The sculpture lends itself to freeze frame and other activities which ask why they are represented this way.
- **The Courtauld Institute** has a photo collection of memorial sculpture in Britain.

### The British empire and racism,

Views about racial hierarchy and subject people hardened as the British Empire reached the height of its power. Stereotypes were represented in children's books, toys, games and food packaging, persisting well into the 20th century. Victoria could be considered less racist than her contemporaries, in her cordial relations with her servant

Abdul Karim, the Munshi, and Duleep Singh, whose magnificent portrait by Winterhalter hangs in Osborne House.

### Stories of Displacement

The common theme of all these stories is of children forcibly removed from families, culture and environment.

- **Duleep Singh**, the last Maharajah of the Punjab before annexation by the British, was taken from his mother's care and brought to Britain in 1847 as a ward, aged 10, and converted to Christianity. A favourite of Victoria, he was set up as a country gentleman in Elvedon, Suffolk. Victoria once showed him the Koh-i-Noor diamond, (also taken by the British) concealed in a handbag, as a treat. In 1886 he re-affirmed Sikhism, and made a disastrous attempt to return to India and reclaim his throne, tracked by Government agents. He was arrested and died in Paris aged 55, having failed to get Victoria's forgiveness. His children – including Sophia, the suffragette, and Freddy led happier lives.
- **Princess Victoria Gouramma of Coorg** (Portrait bust, The Royal Collection) was raised as a ward in Britain in similar circumstance. A troublesome teenager with a habit of falling in love with servants, she was a marriage candidate for Duleep, but he turned her down. She was married to an Englishman, 30 years her senior, gave birth to a daughter, and died aged 25.
- **Some children of the indigenous peoples of North America and Australia** were forcibly removed from their families and educated in English, in mission schools in the 19th and 20th centuries.
- **British orphans – forcible adoption** In the 1950's British orphans or children in institutions, were sent to Canada and Australia to start a new life where they often worked as forced labour.

### Local / National/ Global Connections

Global influences on British history can be approached through enquiry – how can we find out from archaeology, artefacts, documents, portraits, and the built environment? The Romans Revealed (Runnymede Trust / Reading University) is a site which resources this approach.

### Anglo-Saxon Gold and Garnet Inlay: An enquiry

When news broke about the gold Staffordshire Hoard it was fascinating to learn its garnet may have come from Sri Lanka and Bohemia.

- **Garnet inlay adorns Sutton Hoo** treasure, and garnet in jewellery occurs in Anglo-Saxon graves of the 4th and 5th Centuries. (Google Anglo-saxon+garnet+excavation for a list of news reports)
- How had it got here? Garnet inlay has been excavated from France to Romania. Is it possible to construct a feasible enquiry for children? They could assess a trail of evidence – Anglo-Saxon poetry, archaeological, textual and visual sources, linking Europe to Constantinople and Byzantium (Eastern Roman Empire).
- **Fa Hsien, a Buddhist Monk** travelled around India and Cosmas Indicopleustes, a Christian Monk travelled from Alexandria to India. They wrote vivid accounts of the court, monasteries and coastal cities of India and Sri Lanka which had long produced and exported



A buckle with garnet inlay, from Sutton Hoo  
© The Trustees of the British Museum



gemstones. The Boar motif, on the Sutton Hoo Helmet and a helmet topped with a boar (with garnet eyes) found in Derbyshire were emblems of 'barbarian' regiments recruited by the Romans at this time.

These indicate links with Europe and continuity with the Roman Empire. (Please contact the author if you are interested in piloting a project).

### Christianity

Anglo-Saxons converted to Christianity and joined a cosmopolitan Christian world circling the Mediterranean, which had incorporated the Roman tradition.

- **The Pope sent Abbot Hadrian a North African** (St. Augustine's Abbey, Canterbury, English Heritage) with his spiritual collaborator, Theodore of Tarsus (Turkey) to be Archbishop of Canterbury.
- The historian Chris Wickham challenges the concept of 'Dark Age' and shows how **the Eastern Roman Empire influenced and engaged with 'barbarians'** often through massive gold subsidies.
- In the western British Isles finds (coins, pottery, and jewellery, Wales, Tintagel) reveals **contacts Celtic Christians had with North Africa**.
- In later times **Vikings** travelled by river to Russia where they established colonies. They traded with Constantinople on the Black Sea, and settled there as mercenaries.

### Tudor Connections

- Hilary Cooper (T.E.A.C.H) suggests **Elizabeth I's contact with Akbar** to introduce the wider world context.
- **The first English travellers (Ralph Fitch) to India and the East** led to the founding of the East India and Levant Companies in the 1590s.
- **Francis Drake and John Hawkins** made famous attacks on Spanish Treasure ships and slave depots as privateers. Hawkins was the first English slave trader and used the image of an African on his coat of arms. A similar one is carved on a 16th century tomb in a tiny church, Frampton, Dorset.
- New research from court records, on **the black presence in Tudor Britain**, by Miranda Kauffman, gives a glimpse of the daily life of a black person, for 'Edward Swarthy' was a witness of a brawl. Edward had a

A Travelling Monk –Dunhuang Caves, Silk Route, c. 851-900 CE  
© The Trustees of the British Museum



high status position as doorkeeper of a rich household.  
(National Archives podcast)

### World History Beyond Europe and the 2014 English National Curriculum for History

The new **NC for history curriculum** aims include 'how Britain has influenced and been influenced by the wider world' and it divides world history options into two periods – ancient, and medieval/early modern. This makes better chronological sense, and should help to integrate aspects of global connections and British history. What follows are ideas for topics. Articles in Primary History 57, Spring 2011, articles 13-16. discuss this in more depth. This issue includes one world history topic and future ones will support topics for both lists, e.g. Ancient China and Benin.

Indian Ocean in World History has maps of the region with historical information through time.

1001 Inventions is an exhibition about the influence of Islamic science and inventions with a film starring Ben Kingsley.

*We're Riding on a Caravan: An Adventure on the Silk Road*, Barefoot Books, Laurie Krebs and Helen Cann is one of a series of history for KS1. Playscope offer sensory packages for SEN to go with them.

## Cultural, Scientific, Technological Change And Transmission: Cross curricular history and longitudinal studies

### Legends, Myths and stories transmitted across the world

- The tales of **Sinbad the sailor** and **1001 Nights** introduce the medieval world of Islam, with clues about what was valuable, and traded.
- **Other stories** include Jataka Tales, Aesop, Greek and Viking Myths, Anansi and African tales.
- **Cross-curricular links** – can support history learning and introduce aspects of world history through cross curricular work or longitudinal history studies.
- **It is important to present this history in its own right**, avoiding the prism of European perspectives, which can obscure racist ideas of the time, and belong to history of encounter and colonisation; eg. stories of missionaries and white explorers in Africa, rather than African civilisation such as Great Zimbabwe, The Swahili Coastal Towns, Meroe, or Timbuktu.

### Topic ideas and themes

- How **Foods and Plants** came to Britain – Romans, Normans, British Empire – plant hunters, potato (Americas), oranges (Islamic Spain), spice, chilli, tea, sugar, cotton (India). Foods can introduce global history across time (Potato Famine, Ireland), and turning points:
- How **games** came to Britain – chess, ludo, (India), Nine mens morris (Ancient Egypt)
- How **words** came to Britain (Naranj/ Orange, Algebra, Chemistry, Arabic; egg, window, Viking.)
- Influence of the **Islamic World and Islamic Spain** – gardens, fountains, fruits, music, language
- **Euclidean geometry** translated by Muslim mathematicians used in architecture; Adelard of Bath (c.1075-1160) is thought to have introduced the Islamic pointed arch to cathedral architecture.
- **Arabic science, maths and medicine**, and Greek texts translated into Arabic were transmitted via Islamic Spain to Europe. The culture of Islamic Spain and Sicily included Jewish scholars.
- **Transport: technology** appropriate to the environment; Aztecs and Incas – pack animals; wheeled vehicles; Indus Valley carts, chariots from different cultures, moving stones of Stonehenge; ships and boats, Indian Ocean dhows, Chinese ships
- **The Built Environment** – Building Technology – stone, brick and other architecture across the world; Great Zimbabwe, Mohenjodaro, Mesopotamia, Ancient Egypt, Stonehenge, Tenochtitlan and Machu Picchu.
- **Journeys and Travellers** – Ibn Battuta and his travels in Africa, India, and the Middle East. Cheng Ho and the Giraffe that went to China, Fa Hsien, Cosmas Indicopleustes, Vikings – Byzantium
- **The Silk Route**: the source of Silk, Porcelain, Paper, Gunpowder and the conduit for world religion.
- **RE – World Religions** – Historical aspects of Hinduism, Buddhism, Islam and Judaism.

Coin depicting Septimius Severus, the North African who became a Roman Emperor  
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- Insted: Consultancy lists extensive resources on Equality and Education and Islamophobia  
[www.insted.co.uk/](http://www.insted.co.uk/)
- Trentham Books, now under the auspices of the Institute of Education publishes books and journals supporting equality and diversity in education  
[www.trentham-books.co.uk/](http://www.trentham-books.co.uk/)
- Teaching Racism – or Tackling It?: multicultural stories from white beginning teachers*, Jones, Russell, 1999 Trentham Books

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