



Diverse history curriculum webinars

Autumn 2020, in partnership with Justice to History

What will you get out of this course?

- Clarity of purpose in developing authentic rigorous history curricula in your school.
- Command of the key ideas that can shape a more diverse curriculum programme and its enquiries.
- Confidence to use models of good practice as the basis for your own specific curriculum development.

Why should my school want me to do this?

Making school history relevant as well as rigorous is our priority and school leaders will want their history department to be at the cutting edge of work that is developing the subject in innovative ways. It is recognised that diversity in history should not be slotted into a traditional curriculum in a monthly festival, but strongly embedded throughout a school's framework; this course will help you to do that.

Why should I want to do this with Justice to History?

Abdul Mohamud and Robin Whitburn have been developing historical enquiries on diverse histories for ten years and have spoken on their work around the world, from the USA to South Africa and at many HA events. They have recently led the HA Teacher Fellowship programme on Britain and Transatlantic Slavery, as well as work on the Migration, Empires and People AQA GCSE course.

Free introductory webinar: Diversifying or Decolonising: What should we be doing with the history curriculum in the 2020s?

Wednesday 22 July 2020, 4.00pm–5.30pm

This webinar will explore four key elements:

1. **Decolonising or Diversifying:** unravelling these concepts and considering how teachers could make a critical difference in 'doing justice to history' by transforming the choices made in building our school curriculum.
2. **Selecting the history:** exploring the historical topic of transatlantic slavery from our range of Justice to History enquiries, showing how the choices of material were shaped by the 'ethic of the enquiry'.
3. **Pedagogy:** considering how our pedagogical approaches are vital in ensuring that a curriculum centred on values of social justice and equity can steer away from indoctrination and allow students to think for themselves.
4. **The Enquiry:** a brief guide to the enquiry itself, with some of the key people and sources that were included. Participants will have access to all the lesson resources for the enquiry after the webinar.

Historical Association members can view a recording of this webinar:

- [Webinar: Diversifying or Decolonising](#)
- [Webinar: Diversifying or Decolonising \(Primary access\)](#)

Diverse histories in the secondary curriculum in the 2020s: new ideas and resources for transforming students' knowledge and historical thinking

Four key diverse themes will be explored in this series of webinars, each featuring a case study of one historical enquiry that exemplifies the general ideas and principles applicable to the theme. They are:

African history

Wednesday 23 September 2020, 4.00pm–5.30pm

The history of Africa has been poorly represented in western cultures for centuries. It is widely accepted that any work on the transatlantic slave trade, a staple Key Stage 3 topic, should be prefaced by study of Africa before European contact. Abdul and Robin present a new enquiry into Religion and Africa from the 4th to the 14th centuries that shows how two great world religions, Christianity and Islam, flourished on this continent long before Europeans arrived, and how important African empires developed their religious life from Axum to Mali.

Women's history

Wednesday 4 November 2020, 4.00pm–5.30pm

The role of women in history is no longer seen as a controversy, yet the diversity of women's contributions to the centuries of human development are still underexplored in the school curriculum. Justice to History chose to develop an enquiry on the second major wave of feminist history: the 1960s and 1970s. The depth-study enquiry includes the stories of Althea Lecointe-Jones, Jayaben Desai, Barbara Castle and Germaine Greer as key characters, and examines key aspects of intersectionality in feminist struggles.

Islamic history

Wednesday 18 November 2020, 4.00pm–5.30pm

Misunderstandings of Islam have impeded global and national cohesion in recent decades. History is well placed to develop better knowledge of the religion and the contribution of Islamic civilisations through the centuries. Currently, Muslims tend to appear in school history as the antagonists in the Crusades, with no discussion of the diverse socio-cultural and political developments in Islamic empires before the twelfth century. The featured enquiry explores Islamic history in the 11th century through the life and work of a political mastermind, Nizam al-Mulk. It is a depth study that can be a short preliminary for work on the Crusades, or a standard enquiry that highlights the background to Persian and Turkic histories, and the rich diverse history of Islamic empires. In this webinar participants will be taken through the processes of developing this enquiry.

Empire history

Wednesday 2 December 2020, 4.00pm–5.30pm (rescheduled from Wednesday 7 November 2020)

The British Empire is one of the most controversial of history topics in the current curriculum. How different were the British imperialist projects from the expansion associated with twenty-first-century global capitalism? The business of empire reached a climax with the East India Company and its role in Britain's global history from 1600 to 1860, involving political intrigue and military conquest alongside building trade and personal wealth. The impact of the company on Britain and India is explored in this enquiry.