

## **Fabians Education Policy Group workspace**

***Possible framework for materials to be published on the website once the Curriculum working group have added to the suggested content here and we draft for publication.***

### **Hidden Histories and Real Knowledge (Curriculum Renewal initiative )**

#### **Introducing young people to the History of Ordinary People in the UK**

Developed by Chris Harris and Marilyn Leask

#### **Introduction**

The school curriculum provides a way of identifying the knowledge we, as a society value. This resource is designed to help students and their teachers to access and consider multiple perspectives on events in our society and to make space for us all to think carefully about what knowledge, we, as a society value. Responses from artists, historians, scientists, musicians, poets and authors about key moments which have shaped the development of our society are listed below and we have provided examples of how ‘Rich Tasks’ for students can be created by grouping sets of resources relating to a theme. See for example the Rich Task on the Troubles in northern Ireland which links religious thinking in the neolithic period with the current day.

The curriculum in England state-maintained school system has been skewed through the Govian/Gibb initiatives 2010-2020 to provide less

diversity, honesty and integrity in what students are able to gain from their studies. Arts studies have been marginalised, there has been a focus on knowledge acquisition rather than developing students' capacities to understand different perspectives and to critically analyse what they are being taught.

De-colonising curriculum initiatives in the UK provide an opportunity for educators to review the body of knowledge that young people are expected to master and to incorporate political perspectives from the right, the left, the centre as well as perspectives on race, gender.

To contribute to or comment on this resource email xxxxxx.

### **Terms shaping the history of ordinary people to understand**

|                   |                          |
|-------------------|--------------------------|
| <b>Democracy</b>  | <b>Liberal Pluralism</b> |
| <b>Community</b>  | <b>Socialism</b>         |
| <b>fascism</b>    | <b>Communism</b>         |
| <b>Solidarity</b> | <b>Neo-Liberalism</b>    |
| <b>Capitalism</b> | <b>Freedom</b>           |

|                   |                 |                         |
|-------------------|-----------------|-------------------------|
| <b>Right Wing</b> | <b>Centrist</b> | <b>Post-colonialism</b> |
| <b>Left wing</b>  | <b>Racism</b>   | <b>Colonialism</b>      |

|                 |                      |                              |
|-----------------|----------------------|------------------------------|
| <b>Feminism</b> | <b>Post-Feminism</b> | <b>3rd/4th wave feminism</b> |
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|-----------------|---------------|-------------|
| <b>Misogyny</b> | <b>LGBTQ+</b> | <b>Woke</b> |
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|                      |                  |                  |
|----------------------|------------------|------------------|
| <b>Globalisation</b> | <b>New Media</b> | <b>Old Media</b> |
|----------------------|------------------|------------------|

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| <b>Fake News</b> | <b>Nationalism v Patriotism</b> | <b>Dystopian v utopian views of New Media.</b> |
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|                  |                     |                   |
|------------------|---------------------|-------------------|
| <b>Diversity</b> | <b>Social media</b> | <b>Homophobia</b> |
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## **Song writers - lyrics**

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| <b>50's</b> |                                                                                                                                                                                                           |
| <b>60s</b>  | <b>Streets of London: Mctell</b><br><b>What did you learn in school today: Paxton/Seegar.</b>                                                                                                             |
| <b>70s</b>  |                                                                                                                                                                                                           |
| <b>80s</b>  | <b>1982 U2: <i>Sunday Bloody Sunday</i> (1972 British Troops shot and killed 26 ordinary people/unarmed civilians protesting against internment without trial in Derry/LondonDerry, northern Ireland.</b> |

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| <b>90's</b> |  |
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| <b>2000's</b> |  |
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| <b>2010's</b> |  |
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| <b>2000's</b> |  |
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**A Developing Timeline: Key events, films, art, novels, poetry, educational milestones, song lyrics - a timeline, (From FEPG members)**

|                 |                                 |
|-----------------|---------------------------------|
| <b>900-1500</b> | <b>Chaucer-Canterbury Tales</b> |
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| <b>1500's-1800's</b> | <b>Hamlet: Shakespeare.<br/>Canaletto-Marriage of the Sea</b> |
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| <b>1800's</b> | <b>Around the world in eighty days: Jules Verne<br/>The works of Robert Browning.</b> |
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| <b>1900's</b> | <b>Ragged Trousered philanthropists: Tressell<br/>Bathers: Cezanne</b> |
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| <b>1910's</b> | <b>The Poetry of Rupert Brook. Poems of Owen and</b> |
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|  | <b>Sassoon.</b> |
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| <b>1920's</b> |  |
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| <b>1930's</b> |  |
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| <b>1940's</b> | <b>For Whom the Bell Tolls</b> |
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| <b>1950's</b> | <b>Under Milk Wood.<br/>Biography of Clement Attlee( pub 2016)<br/>The Sleepwalkers-Koestler</b> |
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| <b>1960's</b> | <b>Mersey Sound( Poets)<br/>The Plowden Report.</b>                                                                                                                                                                             |
| <b>1970's</b> | <b>Biography of Leon Blum<br/>Bury my heart at Wounded Knee-Dee Brown.<br/>La Bete-( Film)<br/>Accidental death of an anarchist.<br/><br/>For a list of feminist history and other texts see<br/>the list in Annex 1 below.</b> |
| <b>1980's</b> | <b>Educating Rita<br/>Dead Poets Society<br/>The Gleaners-Millet</b>                                                                                                                                                            |
| <b>1990's</b> | <b>West Wing( TV)</b>                                                                                                                                                                                                           |
| <b>2000</b>   | <b>History Boys.</b>                                                                                                                                                                                                            |

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|               | <b>Summer Heights high( TV)</b>                                                                                                                                                                                                                                                                                                                                                         |
| <b>2010's</b> | <b>Everybody's talking about Jamie.( musical)</b><br><b>The Nurture room: Poor Klds; inside I'm</b><br><b>Dancing; Grayson Perry's Art Club( Series 1</b><br><b>Episode 1)</b><br><b>I Daniel Blake</b><br><b>Natives:race and class in the ruins of</b><br><b>empire-Akala</b><br><b>The Scottish clearances: a history of the</b><br><b>dispossed 1600-1900 <sup>TM</sup> devine.</b> |
| <b>2020's</b> | <b>XP School-expeditionary learning.</b><br><b>Spoken word videos by a diverse range of</b><br><b>performers</b><br><b>History of the world's 21 influential women;</b><br><b>Jenni Murray.</b><br><b>The best Of enemies.( Film)</b>                                                                                                                                                   |

**Rich Curriculum Tasks examples** - Teachers know that deep learning comes from students researching topics they are passionate about. In this section, we suggest groups of items from the list above which would provide background for student projects.

- 1. Topic: The Troubles in Northern Ireland ( linking bronze and iron age religious sacrifices with the current day. 0**

**Unit Title: The Troubles**

**History: Ireland 1960's to 1990s ( and context 1918)**

**Kee YouTube videos Ireland includes interviews with those fighting for independence from the UK**

**Feature History-The Troubles**

**English Literature- Death of a Naturalist /Bogland Seamus Heaney/ Feral Keane – wounds ( Extracts)**

**Sunday Bloody Sunday( U2)**

**Science: Bog Bodies. Preservation.**

**Music: Political Folk**

**Art: Murals from Derry and Belfast.**

**Media: Extract from Belfast( Branagh)**

**Other examples of Rich Tasks were discussed at the FEPG January meeting:**

**Hidden histories-Curriculum renewal Task: FEPG January 2022**

**As members of FEPG we are well aware that our current curriculum in England is currently reductive in terms of its curriculum content , assessment and outcomes. It is a curriculum that can straitjacket creative approaches and methodologies.**

**The current Michael Gove influenced National curriculum content hails from 2014.**

**The FEPG Hidden histories/Curriculum renewal project came from informal discussion between members about what curriculum content that is currently 'hidden' should be centre place in a reimagined curriculum:**

- a curriculum that inspires young people;**
- a curriculum that explores everyday life challenges and provides the skills necessary for 21st living.**

**At first we simply discussed the texts/curriculum units that had influenced us.**

**Then we broadened the thinking out by offering colleagues through our FEPG survey an opportunity to consider books/film/tv /Art/Poems/Lyrics/Music and elements of other subject disciplines( Science/Maths/Technology etc that had inspired them. We have placed these on a google doc here (<https://docs.google.com/document/d/1vuf5Ub1K6omZyPf-5Hxm83H8DwJPCpwC-P3W7wuUu5w/edit>) but the list will be published in time. Please add your ideas.**

**There are now positive movements afoot in the reception to a thematic creative cross-disciplinary approach to Learning in the new Welsh Curriculum from September 22 instigated by Graham Donaldson and the Welsh Labour party. Additionally In our discussions with Kate Green and other shadow ministers last year there was positivity about the potential for transdisciplinary approaches and a generally revived curriculum content.**



**To give more examples of our thinking about these units or rich tasks to the shadow team we would be grateful if you could do the following:**

**In your group in 20 minutes could you suggest a broad outline for a proposed cross-disciplinary unit of work that would energise, educate and engage students. In some cases, the unit of work might help them develop their thinking and values, enabling them to understand the past in order to create a better future. Other units would enrich the student's life in other ways.**

**Please pick the key stage**

**Create a title of the unit( 6 weeks)**

**Explain what subject areas will be covered and how they will be linked. Perhaps outline activities that may be undertaken.**

**Key Texts and resources to be utilised during the unit.**

**Other questions you could answer**

**What are the key Outcomes of this unit?**

**Assessment: What will students do to show mastery of the unit. These might be multiple and personalised.**

**What Extracurricular support, visits or visiting speakers might there be?**

**The feedback discussion was filmed:**

**<https://wetransfer.com/downloads/4ac3edb8fac6e9f55211b55d559c684a20220301151450/18b9f6>**

**Interesting places to visit - suggestion contact Darren Henly CE of the Arts Council re collaborations between secondary schools and museums. Examples:**

|                                 |                                                    |                                            |
|---------------------------------|----------------------------------------------------|--------------------------------------------|
| <b>The War Rooms</b>            | <b>National Gallery</b>                            | <b>National Portrait gallery.</b>          |
| <b>Museum of Labour History</b> | <b>National Science and Media Museum-Bradford.</b> | <b>Tolpuddle martyrs museum-Dorchester</b> |
| <b>Marx Memorial library</b>    | <b>British empire and commonwealth museum</b>      | <b>Imperial War Museum</b>                 |

|                                                                   |                                            |                                    |
|-------------------------------------------------------------------|--------------------------------------------|------------------------------------|
| <b>St Albans Cathedral/Westminster abbey/St Paul's cathedral.</b> | <b>Regional ie:: Milton Keynes museum.</b> | <b>Victoria and Albert Museum.</b> |
|-------------------------------------------------------------------|--------------------------------------------|------------------------------------|

|                                 |                               |                         |
|---------------------------------|-------------------------------|-------------------------|
| <b>National maritime museum</b> | <b>Brunei Gallery SOAS.</b>   | <b>British museum</b>   |
| <b>Science Museum</b>           | <b>Natural History Museum</b> | <b>Hunterium Museum</b> |

## **Annex 1: Feminist history and other texts informing feminist thought in the 19702**

### **Feminist literature from the 70s**

Belotti Elena (1975 English edition) *Little Girls*. London. Writers and readers publishing cooperative.

Boston women's health book collective (1973) *Our bodies ourselves a book by and for women*. USA. Simon & Schuster

Coote Anna And Gill Tess (1974) *Women's Rights: a practical guide*. Middlesex. Penguin.

Davis Angela (1971) *il they come in the morning....* Manchester. National United committee to free Angela Davis.

De Beauvoir Simone (1972 edition of the 1949 edition) *The Second Sex*. London. Penguin Books

Firestone Shulamith (1972 addition) *The Dialectic Of Sex: the case for feminist revolution*. New York Bantam Books.

Gavron Hannah (1973 edition, first published 1966) *Captive Wife*. Middlesex. Penguin.

Grabrucker Marianne (1988) *Gender Stereotyping In The First Three Years Of Life: a diary*. London. The women's press Ltd.

Greater London Council women's committee (1986) *The London women's handbook*. London. Greater London Council.

Mitchell Juliet and Oakley Ann (1976 edition) *The Rights And Wrongs Of Women*. Middlesex. Penguin.

Mitchell Juliet (1971) *Woman's Estate*. Middlesex. Penguin.

National Union Of Students (circa 1975) *Assertion Training Pack: a self-help training manual for women in student unions*. London. National Union Of Students.

Pankhurst Sylvia (1997 edition of the 1931 edition) *The Suffragette Movement: an intimate account of persons and ideals*. London. Virago.

Raeburn Antonia (1973) *Militant Suffragettes*. London. Michael Joseph publishing.

Rossi Alice (Editor) (1973) *The Feminist Papers: from Adams to de Beauvoir*. New York. Phantom books. Phantom books.

Rowbotham Sheila (1973) *Woman's Consciousness, Man's World*. London. Penguin Books.

Rowbotham Sheila (1973) *Hidden From History*. London Pluto Press.

## **Annex 2: Articles/Blogs to support this approach.**

### ***A Template for Learning for Life***

**Dr Brian Lighthill**

**<https://www.fabianeducation.com/journal>**

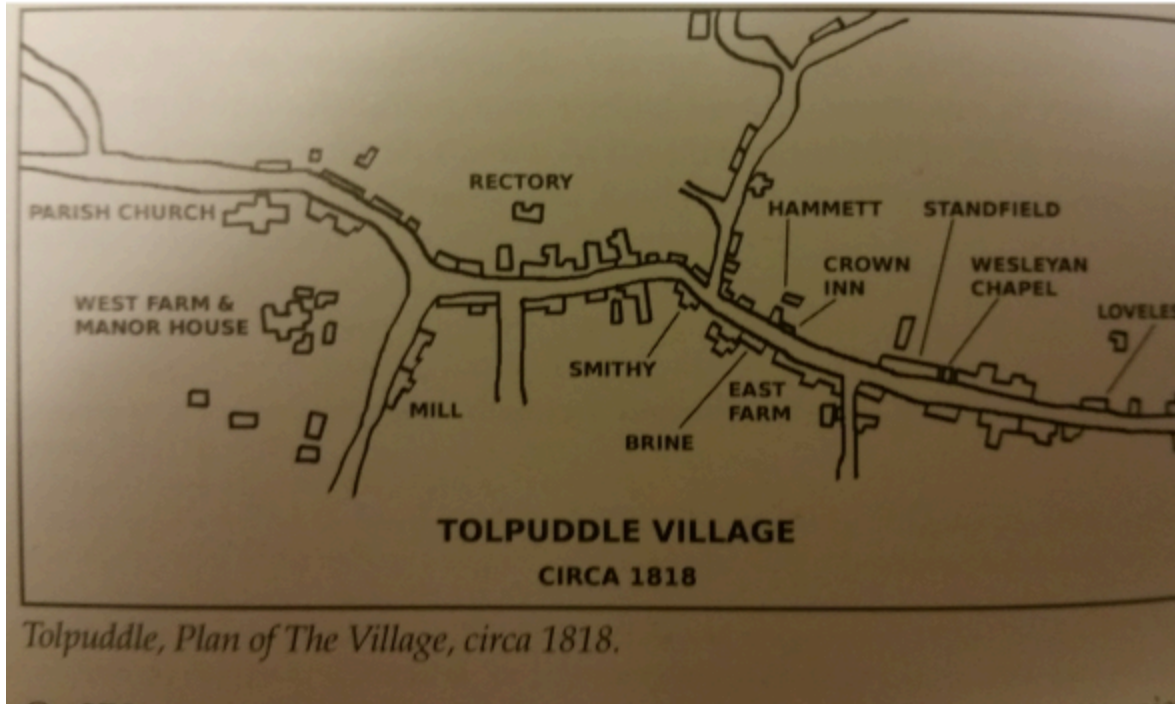
**Christopher Harris: The role of ‘Rich Tasks’ an interdisciplinary and digital approach to learning post COVID-19**

**<https://recyt.fecyt.es/index.php/pixel/article/view/88209>**

## **Annex 3: Additional resources.**

**Tollpuddle Martyrs SOW and Ppt: Martin Holst.**

# Tolpuddle 1818



**Annex 3: The Welsh National curriculum ( From Sept 2022)**  
**Graham Donaldson**

<https://gov.wales/sites/default/files/publications/2018-03/successful-futures-a-summary-of-professor-graham-donaldsons-report.pdf>