



**University College
NORTHAMPTON**



**NORTHAMPTONSHIRE
Black History
P R O J E C T**

Black is also British:

**An investigation into the needs and opportunities for
developing Black British history within the schools
curriculum in Northamptonshire**

**A report commissioned by Northamptonshire Black History
Project and University College Northampton**

**Funded by University College Northampton's
Widening Participation Scheme**

Researched and compiled by:

**John Siblon
School Teacher Consultant**

**Edited by Paul Bracey, University College Northampton &
Carolyn Abel, Northamptonshire Black History Project**

April 2005

Preface

This report reflects a partnership activity between the Northamptonshire Black History Project (NBHP) and University College Northampton (UCN). The first of these has been conducting a three year Heritage Lottery funded project into Northamptonshire's Black heritage which has taken place between June 2002 and August 2005. This has included both a massive oral history project together with archive based research related to the county's history over at least the past 500 years. The local communities have been a central feature of the project, together with links with major institutions in the region. The project wanted to build on this by providing opportunities to begin disseminating its work.

UCN is one of the institutions which has been represented within the project. In June 2004 it provided a widening participation grant to support links with local communities by working in partnership with the Northamptonshire Black History Project. This involved three projects – a Black History course undertaken by the School of History, a drama project using the oral history archive as a foundation for devised work with local schools. The last of these projects led to this report.

The research project was intended to identify both the extent that Black history was taught in Northamptonshire schools and indicate ways in which the materials collected and developed by Northamptonshire Black History Project could be used to serve their needs. The project was jointly devised, supervised and edited by Carolyn Abel, the Director of the Northamptonshire Black History Project and Paul Bracey, Senior Lecturer in Education at University College Northampton. The research report has produced by John Siblon who has been employed as a Teacher Consultant for the project.

Acknowledgements

Thanks go to all those people who gave up significant time to participate in this research project – their input has been invaluable.

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Abstract

This report outlines and analyses the results of county-wide research undertaken in Northamptonshire into the needs and opportunities for developing and including Black British history within the schools curriculum at primary and secondary level.

The purpose of the research was to discover the extent of current provision and to ascertain the views of teachers, other education related professionals, parents and young people on this subject.

A survey questionnaire was distributed to a sample of 89 primary schools and every secondary school in the county as a means of collecting data and to encourage further participation in the research. The survey was followed up with 1:1 interviews and two focus group meetings with teachers.

The research suggests that although there is some teaching of this type of inclusive history in the county, it only happens in a minority of cases and rarely in rural schools. However, the conclusion drawn from the research is that Black British history is valued by all members of the education community.

Teachers further believe that the provision of support, training, resources and guidance would greatly assist them in the delivery of an inclusive curriculum in history.

1. Background

The purpose of this report is to identify the opportunities and needs for developing and including Black British history within the schools curriculum at primary and secondary level across Northamptonshire.

The term 'Black British history' is carefully chosen and refers to the study of the Black and Asian presence in British history over hundreds of years. In the context of this report 'Black' is defined as persons of African, Asian and Caribbean origin¹.

The background to this report is the continuing debate around the need for a fully inclusive school curriculum and the need for a more robust inclusion of the Black and Asian presence in history lessons in schools. The argument put forward by many inside and outside the educational establishment is that the Black and Asian presence in Britain has been constant for hundreds of years and is part of our multicultural history. The historian, Peter Fryer, in his book *Staying Power* unambiguously states that there were Africans in Britain before the English.¹ The omission of this presence in British history leaves all pupils with a false and very 'White' notion of British history. Tackling this issue is seen as an urgent task by those concerned that the multicultural history of Britain is accurately represented in the schools curriculum.

Starting in the 1970s, and especially since the 1980s, there has been an increasing study of the Black and Asian presence in Britain. As part of this research, there has been a proliferation of material on the subject; including a wealth of literature, conferences on the subject, and conclusive evidence in museums, art galleries, archives and in community memories.

It was not long before some teachers and those involved in educational practice moved to ensure that the Black and Asian presence in British history was included in the schools history curriculum. An example of this was a book, *Black Settlers in Britain 1555 – 1958*, produced in 1981 by Nigel File, then a Head of History, and Chris Power, an Adviser for Multicultural Education.² Whilst books like this represented the potential to develop a multicultural approach to the teaching of history it could be argued that they represented the exception to the norm. The continued existence of a Eurocentric perspective in history led to the reinforcement of prejudice and stereotyping amongst pupils³

¹ Fryer, P. (1984) *Staying Power*. Pluto Press: 1. See also, Walvin, J. (1971) *The Black Presence: A Documentary History of the Negro in England, 1550 – 1860*. Orbach and Chambers. Vizram, R. (1986) *Ayahs, Lascars and Princes: Indians in Britain 1700 – 1947*. Pluto Press. Sivanandan, A. (1969) *Coloured Immigrants in Britain ; A Select Bibliography*. Institute of Race Relations. Shyllon, F. (1977) *Black People in Britain*. Oxford. Ramdin, R. (1987) *The Making of the Black Working Class*. Wildwood House.

² File, N and Power, C. (1981) *Black Settlers in Britain 1555 – 1958*. Heinemann Educational Books. Reprinted 1981, 1984, 1986, 1988 and 1995 but now out of print.

³ Shah, S. (1987) 'History and Inter-Cultural Education: the relevant issues'. *Teaching History* 48: 3-7.

Problems such as this led to much debate over what should be taught in history lessons. A number of practitioners demonstrated opportunities for developing anti-racist multicultural history teaching within the existing curriculum.⁴

With the introduction of the National Curriculum in 1991, the debates continued in the form of discussions over the amount of time given to the study of British and European history at the expense of World history, and the place of this emphasis on identity formation and, in particular, a specific form of British identity which does not include a non-white perception of British history.

The narrow history curriculum notwithstanding, educational practitioners pointed to the opportunities within the National Curriculum for a pluralistic approach to history teaching.⁵

A leading member of the Black and Asian Studies Association (BASA) has researched, over a number of years, the every day working of the National Curriculum with particular reference to the inclusion of the Black and Asian presence in history teaching.⁶ Her studies argued that there are many wasted opportunities to include the history of Black and Asian people in the curriculum. She noted that there are very few teaching publications which mention leading Black figures from British history. Only Mary Seacole has merited fleeting mentions but references to Septimius Severus, Ignatius Sancho, Olaudah Equiano, William Cuffay, Claudia Jones and others are few and far between or non-existent. She argued that teachers are inadequately trained on diversity and inclusivity, despite contrary beliefs held by government ministers and civil servants she has communicated with.⁷

This research is based on the premise that concerned teachers face an uphill struggle to find easy access to the resources they need to teach an inclusive curriculum. Nevertheless the National Curriculum does provide opportunities to teach a diverse history of the peoples of Britain if teachers and practitioners are prepared to look for and plan those opportunities into a more inclusive approach in the units of study of the history curriculum.⁸

Recently, in the wake of the MacPherson report into the death of the murdered Black teenager, Stephen Lawrence, in a racist attack, there has been a legal imperative for schools to look again at their educational practice in schools. In a section of the report titled 'Prevention and the Role of Education', point 67 proposes that '*consideration be given to amendment of the National Curriculum aimed at valuing cultural diversity and preventing racism, in order to better*

⁴ Goalen, P. (1988) 'Multiculturalism and the Lower School History Syllabus: towards a practical approach'. *Teaching History* 53: 8 – 16.

⁵ Bracey, P. (1995) 'Developing a Multi-cultural Perspective within Key Stage 3 National curriculum History'. *Teaching History* 78: 8 – 11.

⁶ Sherwood, M. (1998) 'Sins of omission and commission: history in English schools and struggle for change'. *Multicultural Teaching*. 16.2: 14-22.

⁷ Sherwood, M. (2005) 'In this curriculum I don't exist'. Unpublished paper.

⁸ Grosvenor, I. (2000) ' "History for the nation" Multiculturalism and the teaching of history'. In Arthur, J and Phillips, R. (eds), *Issues in History*. Routledge-Falmer; Chapter 12:150.

Sherwood, M. (1997) 'Key Stage 2 Multi Cultural Issues'. *Teaching History*. 87: 23-26. (1997) 'Multi ethnic History at Key Stage 3'. *Teaching History*. 88: 25-26

*reflect the needs of a diverse society'*⁹ Doreen Lawrence, the mother of Stephen, commented at the inquest *'For a long time I have talked about education as the key, and I welcome the emphasis that the inquiry has placed on this...our history, our background is what separates us. If those who had murdered my son had been better educated in knowing who had helped build this society in which we live they would have realised that everything in this country has black people who have played a part in it.'*¹⁰

In 2000, after the MacPherson Report, the National Curriculum was amended to encourage more flexibility in the teaching of its units of study. This amendment has provided a window of opportunity for schools to look at programmes of study in History, to redesign them appropriately and to link together units of study in a way that reflects the multicultural nature of Britain's past. There is now a statutory requirement for *'using materials which reflect social and cultural diversity and provide positive images of race, gender and disability'*.¹¹ There is even mention, in the exemplars of a Black Briton from the 18th century, Olaudah Equiano, who is presented as an example for 'Political changes at Key Stage 3, Britain 1750 – 1900'. This may be a token example of a solitary Black Briton but it serves to underline what sort of inclusive history is possible.

In statutory terms at least, it can be argued that schools have never been in a better position to reflect upon their teaching in terms of delivering an inclusive curriculum that recognises the Black and Asian contribution to the history of Britain.¹²

In Northamptonshire, the establishment, with financial support from the Heritage Lottery Fund, Home Office and other funders, of the award-winning Northamptonshire Black History Project (NBHP), has begun to raise the profile of the history of the Black and Asian presence and their contributions to the development of the county. Out of this project, has emerged a wealth of local resources on Black and Asian history over the past 800 years along with archival materials and oral history interviews documenting more recent experiences. The NBHP has begun to develop close links with schools in what is a pre-dominantly White county and is looking, along with The School of Education at University College Northampton (UCN), to enhance the inclusion of Black British history in Northamptonshire schools.

To this end, with funding from UCN's Widening Participation Scheme, a School Teacher Consultancy was appointed to undertake research on the needs and opportunities for the development of Black British history in schools across Northamptonshire and the findings of this report will inform that process.

⁹ The Stephen Lawrence Inquiry. (1999) Report of an Inquiry by Sir William MacPherson of Cluny. The Stationary Office. Chapter 47 ; points 67, 68 and 69.

¹⁰ Lawrence, D quoted in the Guardian. 25.02.1999.

¹¹ QCA/DFEE. (1999) *The National Curriculum for England. History*. The Stationary Office:B/3b:28

¹² OFSTED. (2000) *Evaluating Educational Inclusion*. HMI: 7. CRE. (2003) *The Race Relations Act 1976 (Amendment) Regulations 2003*. CRE Publications: 2-7

2. Context

Having established that the purpose of this research is to identify the opportunities for including Black British history within schools, part of the process was to examine the resources created locally by the sessional workers and volunteers employed by the NBHP over the last 3 years, and to identify their possible use in the classroom. Examples of these resources were then discussed with teachers to ascertain their suitability for use in Northamptonshire and to see if they supported an inclusive agenda.

The principle of community involvement and ownership was an important part of the research process, like that of the NBHP, and to this effect participation was sought from the diverse groups involved in the delivery and receipt of education across the county.

The involvement of local teachers across the primary and secondary age range involved in the delivery of history in the National Curriculum was sought out. As the practitioners who have to work on the frontline with the National Curriculum, their involvement in the consultation process was vital. They were considered to be best placed to provide an insight into the place of Black British history in Northamptonshire schools and the need for its future development.

The methods employed to find out teachers' views on the inclusion of Black history in the curriculum were: a survey sent to a sample of primary and all secondary teachers cross Northamptonshire to obtain a range of contexts across the county. This was followed up by interviews with primary and secondary teachers selected from urban and rural settings, of different ethnicities and from across all key stages. Finally focus groups were arranged with primary and secondary school teachers. These were attended, primarily, by those teachers who had an interest in promoting Black History in schools.

The information gained from the interviews and focus groups were used to extend the survey data. Whereas the above began with an attempt to look at teachers across the county and to get a range of responses, other groups were chosen because they had a specific interest in Black history and issues associated with the survey. To this end a diverse group of educational professionals working in Northamptonshire were interviewed. This group of professionals, whilst not working in state schools, have been involved in the development of many of the educational initiatives in the county such as developing an inclusive curriculum in state schools, community activities, research, local education policy, community cohesion, inspection, supplementary school provision and the development of multicultural education. As such, they have specific interests and responsibilities related to inclusion, racism and the needs of the Black community.

The views of a group of parents whose children are attending supplementary schools were also included in this research to find out if they felt that their needs were matched by the level of provision of Black history in the county. Their own experiences of school history as former pupils provided a point of comparison for current teaching trends.

The views of a group young people attending supplementary school and studying the National Curriculum at Key Stages 1, 2 and 3 in state schools were included to indicate how they perceived the current History curriculum met their needs as Black Minority Ethnic pupils and give some indication of the type of curriculum content they would like to follow.

By comparing the views of teachers with people who had demonstrated a commitment to the needs of black pupils by sending them to supplementary schools, it was hoped to identify any common issues raised from these different groups. It was also felt that the distinctive nature of the latter group would make their perspectives a particular useful basis for comparison with the perceptions of teachers working in standard school contexts.

3. Methodology

The chosen method of enquiry for this project was a combination of qualitative and quantitative research. It was felt that a quantitative element was necessary to build up a picture of the current state of provision of Black British history across Northamptonshire and to assess any geographical, historical, cultural and sociological trends across the county as regards comparing urban and rural environments. The survey was also designed to find out if there were any differences in provision between key stages and between primary and secondary schools and to analyse possible reasons for this.

A qualitative component was also built into the research to triangulate and extend the results from the survey data. In addition to following up survey data with interviews with teachers, interviews were extended to other groups including pupils, parents and education professionals (as previously defined) to see how they felt about the needs and opportunities for developing Black British history within the schools curriculum in Northamptonshire and the type of resources that would be appropriate to support this development. This involved a mixture of interviews with individuals and focus groups.¹³

The survey of primary and secondary teachers was designed, as a questionnaire, to be completed in a short period of time as it was felt a lengthy questionnaire would not achieve a high response rate. The aim was to elicit as much information from teachers through the use of tick boxes with some space given for teachers to write down their views and comments.

The questionnaires were sent out in the first week of the spring term to all secondary schools across Northamptonshire and to 33% of primaries across the county. To ensure a representative sample of respondents in the primary sector, the questionnaire was sent to schools in the 7 districts of Northamptonshire. This, it was hoped, would ensure that replies were received from schools in both urban and rural environments in order to ensure that the survey was representative of the everyday teaching and learning experience of the county.

A section of the questionnaire asked respondents if they would be prepared to participate in a follow-up interview or focus group. Whilst a number of respondents indicated that they would be prepared to participate, it was not easy to persuade them to give up their time when it came to be interviewed and in some cases, a telephone interview was all that could be managed. All of the interviews with teachers, however, came as a direct result of the survey. Similarly, those teachers who attended the focus groups had indicated their interest in the questionnaire and, in the case of the primary teacher's focus group, one of those who attended had been persuaded to come through another teacher who had already committed to participating.

Therefore, the interviewee data reflects the responses of people who had some interest and/ or concern about Black history in the school curriculum. The

¹³ Robson, C. (2002) *Real World Research*, Oxford: Blackwell. Chapters 2, 8 & 9.

interviews with the 6 education professionals were arranged with the help of the Northamptonshire Black History Project and the University College Northampton partnership, with the exception of one interview where one of the participants had been invited to come along by a participant who felt her experiences in Northamptonshire might be relevant to the issues being discussed. The views expressed are of professionals who have had dealings with, or experience of, integrating a multicultural curriculum in Northamptonshire schools. The views of the professionals were balanced against the survey and interviews from teachers across the county serving different communities to provide a range of perspectives.

The involvement of both the parents and young people was arranged through one of the educational professionals and the researcher. The researcher was invited to a management committee meeting of a supplementary school to explain the objectives of the research. The researcher was then granted permission to approach parents at the school to ask their permission for the young people to be interviewed as a group during one of their supplementary school sessions. During the session the young people were allocated tasks and asked questions by the researcher. The parents were then interviewed as they arrived to collect their children from school.

The young people interviewed were all Black Minority Ethnic or mixed heritage origin and had been attending supplementary classes through the desire of their parents to ensure that they received some knowledge and understanding of their cultural history and Black history in general. In this way, it was possible to ascertain whether the young peoples' own views matched their parents' views on Black history as well as their own views on the mainstream curriculum.

The purpose of this method of research, therefore, was to ensure that a sample of the views of those involved in the delivery or receipt of education in Northamptonshire, pertaining to the development of Black British history in the schools curriculum, were collected and analysed. The findings of the research were used to identify and assess the needs, opportunities and potential for developing Black British history in Northamptonshire schools.

4. Detailed findings

The detailed research findings are presented below as follows:

- 4.1 Questionnaire to primary and secondary schools
- 4.2 Interviews with teachers and other education professionals
- 4.3 Focus groups with primary and secondary teachers, parents and young people

4.1. Questionnaire to primary and secondary schools

4.1.1 Summary of findings from questionnaire

- Total number of surveys sent to primary and secondary schools across Northamptonshire: **128**
- Primary surveys sent out: **89**. This represented 33% of all primary schools in Northamptonshire and 33% of each of the 7 districts of Northamptonshire to ensure the survey was a representative sample of both urban and rural environments.
- Secondary surveys sent out: **39**. This represented 100% of all secondary schools in Northamptonshire.
- The first posting of surveys was sent out in the first week of the spring term; 44 surveys were returned within the deadline. It was later discovered that some of these surveys had taken over 3 weeks to arrive due to the volume of post-Christmas mail. This represented a 34% response rate from all schools.
- The response rate from primaries was $33/89 = 37\%$
- The response rate from secondaries was $11/39 = 28\%$
- The response from primary and secondary schools after a reminder was sent resulted in a further 18 surveys completed and returned. The final figure was $62/128 = \mathbf{48\% \text{ response rate}}$
- The response rate from primaries was $39/89 = \mathbf{44\%}$
- The response rate from secondaries was $20/39 = \mathbf{51\%}$

These figures include 3 surveys that were returned without being completed but had date stamps on them indicating they had been processed but not completed. For the purpose of analysing the responses of those who replied; these 3 blank surveys will not be included in any data apart from the above.

The relatively low response rate may be explained by a number of factors. The mailing was sent in the first week of the spring term, which is a short term and did not leave much time for a turn around. The timing of the posting was meant to avoid the end of term rush to complete tasks but may have been replaced by the host of initiatives that are presented at the beginning of term. It was made clear on two of the questionnaires that they did not receive their surveys through the postal system until well after the first deadline date given on the survey sheet. If this were the case for a large number of the surveys, teachers may have decided not to complete them as the deadline date had passed and other issues took up their time instead. Surveys with the first deadline date were still coming in during the last week of the spring term.

Teachers may also have decided that they did not want to complete a survey on Black British history in the first place. The receipt of 3 surveys that had not been completed but had a date stamp on them, indicating that they had been processed by the school could suggest this. The large absence of respondents from 52% of schools across Northamptonshire, postal problems notwithstanding, suggests that these schools' priorities were elsewhere.

The higher response rate from secondary schools may be explained by the fact that all the surveys were sent to Heads of History at the secondary schools who would either complete the survey themselves or delegate it to a nominated member of staff with a responsibility for a section of the curriculum or a specialism in a subject area.

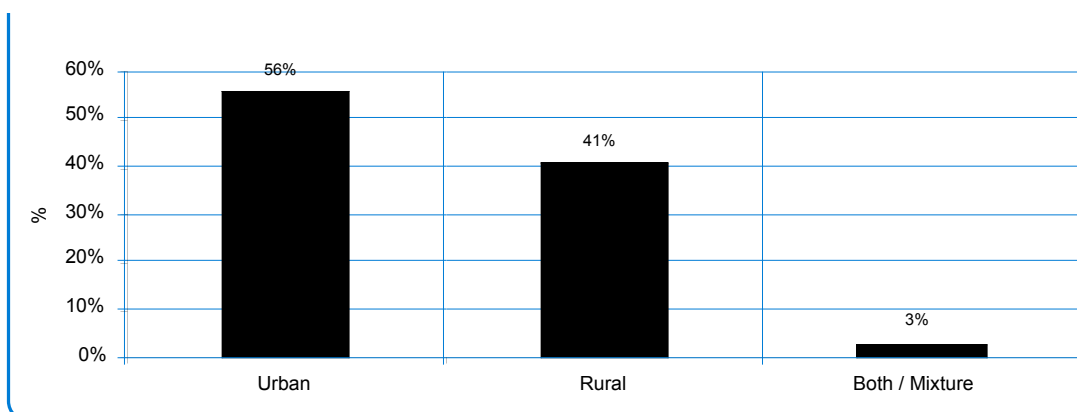
At primary level, this demarcation of job boundaries is not so clear. The questionnaires were sent to History Co-ordinators. 11 of the 39 respondents from primary schools were Head teachers. One of the interviewees, who is a primary school Head teacher, stated in conversation that the questionnaire had been completed as a whole staff body after a full discussion in the staff room, underlining the seriousness which they accorded to the questionnaire.

At the top of the questionnaire, a definition of 'Black' as those of African, Asian and Caribbean origin was given. A definition of 'Black British history' was also given as the study of the Black and Asian presence in British history over hundreds of years. This was positioned so as to leave no doubt amongst the respondents as to the project's definition of Black British history.

4.1.2 Detailed findings of questionnaire

(1.) Please indicate the post code of your school and if urban/ rural

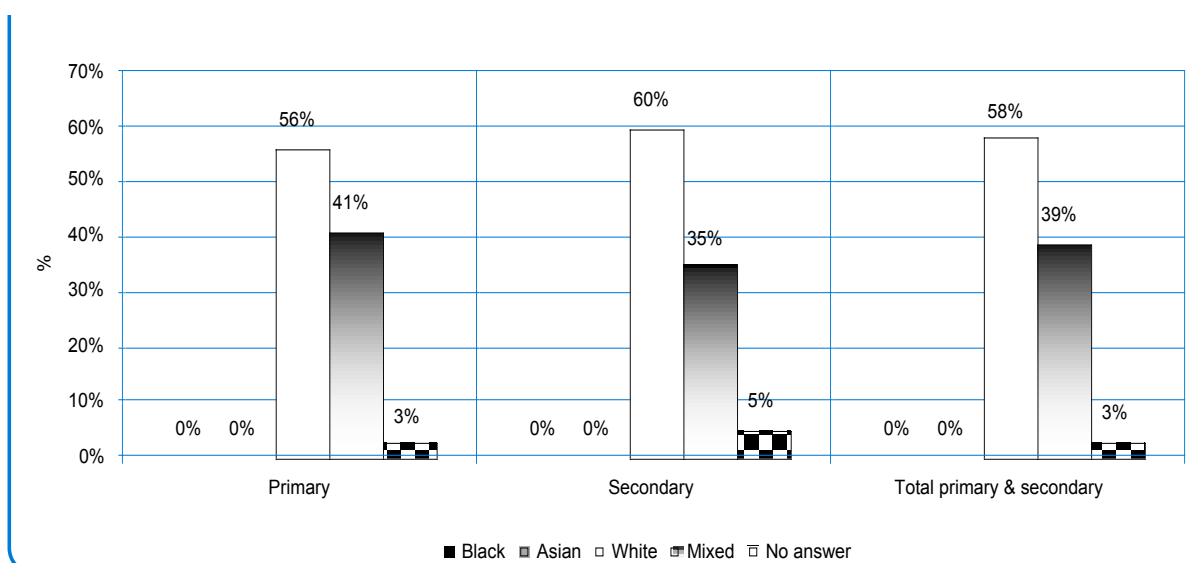
In the questionnaire, there was no category provided for mixed, mixed urban or mixed rural schools. However, despite the descriptions of two teachers that their schools were a combination of urban and rural, the rest of the respondents were happy to place their schools into a clear demarcation between urban and rural.



The respondents to the survey come from a broad spread of schools across the county and in this way the survey has mostly achieved its aim of producing a broad representative sample of schools from across Northamptonshire from which useful data can be analysed.

It does present a picture, nevertheless, that issues surrounding the development of Black British history were taken more specifically addressed, in general terms, by schools in an urban environment than schools in a rural one. This suggests that in environments that have significant Black and Minority Ethnic concentrations, schools take the inclusive agenda seriously enough to complete the questionnaires. However, this is not to say that schools in a rural environment that do not have large Black Minority Ethnic population in school do not take issues of inclusion in the curriculum seriously. The number of responses from rural schools is significant and most of the interviews and participation in the focus groups were with teachers from what would be described as rural areas.

(2.) Please indicate the communities which your school serves



The answers from teachers regarding the communities they serve show that the majority of the pupils in Northamptonshire schools are described as 'White'. Many of the replies had notations on them such as '99.9% white' on this particular question.

In reality, the picture presented here is more likely to be 'Whiter' than shown in the graph above, if we take into account that only replies that had 'White' alone were counted in the 'White' row. Whereas, several of the replies that are in the mixed row had comments such as '*mixed but mostly white*' written next to them. On no occasion did any of the respondents indicate that 'Black' or 'Asian' are the predominant portion of the 'mixed' category. No teacher indicated that they taught only 'Black' or only 'Asian', so they are not represented on the graph. We obviously cannot assume that the majority of non-respondents to the questionnaire served mostly 'White' school communities but given that the survey shows that most replies came from urban areas that serve significant Black Minority Ethnic communities, there is a greater likelihood that these schools serve 'White' school communities.

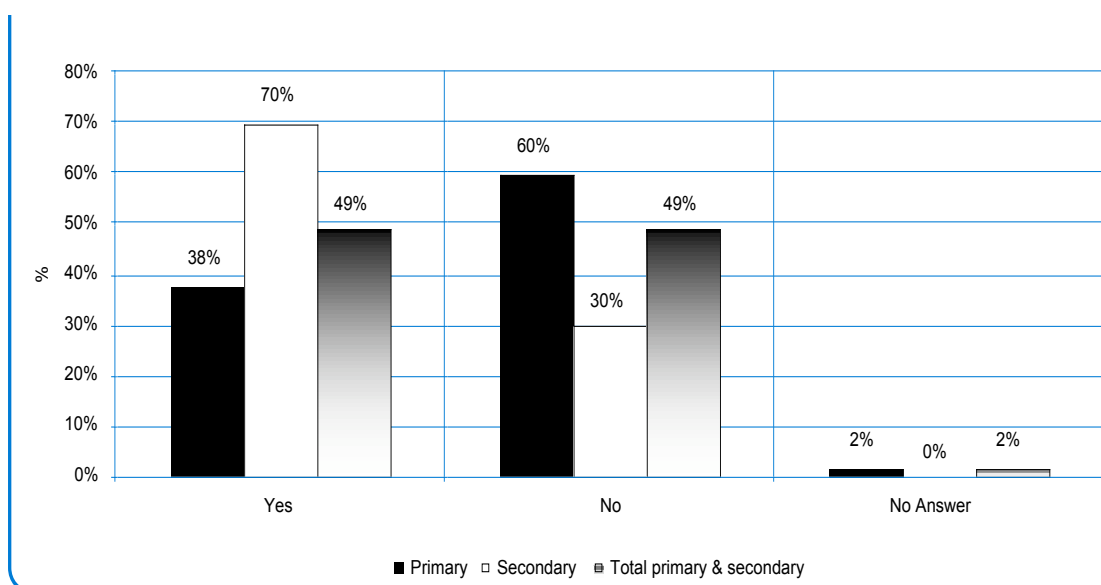
(3.) Which age groups do you teach?

Key Stage	
1	11
2	10
1&2	18
3	
4	1
3&4	19

This sample shows a broad spread of respondents from across the key stages with a larger number having experience of teaching across different key stages. This would provide a representative sample of teachers with experience of the workings of the National Curriculum on a daily basis at key stages 1 – 4.

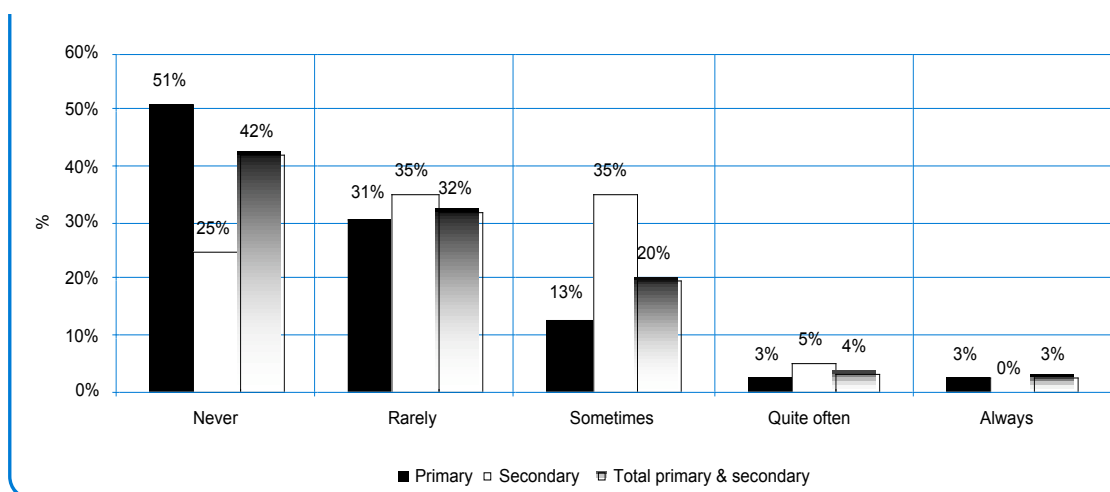
It is unusual for secondary teachers to teach History at only one key stage and many secondary teachers indicated that they taught History at key stage 5 also, but for the purposes of this survey we chose to focus on key stages 1 – 4.

(4.) Do you include Black British history in your teaching?



The 'Total' column shows an even split between those in the primaries and secondaries that incorporate Black British history in their teaching and those that do not. However, if we look closely at the differences between primary and secondary, there are some marked differences. Most primary teachers have answered 'no' to this question and most secondary teachers answered 'yes'. However, these answers do not show the extent to which they teach Black British history or how it was constructed.

(5.) If yes, how often do you include Black British history in your teaching?



This question was designed to quantify how much actual Black British history was delivered by those teachers who indicated that they taught this type of history in their everyday practice. The previous question had indicated that more primary teachers than secondary teachers did not teach Black British history and this finding is confirmed by those who did not complete question 5. Question 5, asks only those who do teach Black British history to complete this section. For the purposes of analysis, the number of those who did not complete this section amongst primary and secondary schools were placed in the 'Never' column of the graph above.

The picture presented across the primary and secondary sectors are markedly similar. 95% of the primary teachers surveyed said that they either did not teach Black British history, did so 'rarely' or 'sometimes', with only 5% saying 'quite often' or 'always'. In the secondary sector, 94% of teachers did not teach Black British history, did so 'rarely' or 'sometimes', with 5% saying 'quite often' but no one saying 'always'. In the case of the primary teachers who stated that they did teach Black British history, the majority of the responses were clustered around the 'rarely' description.

In the case of secondary teachers who taught Black British history, the responses are evenly spread amongst 'rarely' or 'sometimes'. The total across both sectors is dominated in decreasing order by those who do not teach it and 'rarely' teach it; this represents 74% of teachers in Northamptonshire. Those who 'sometimes' teach it (20%), represent mostly secondary teachers and only 2 teachers indicated they teach it 'quite often', with only 1 teacher in the whole of the sample stating that they teach Black British history 'always'.

(6.) Please give examples of teaching Black British history at Key Stages 1 & 2

Key Stage	Example	Number of occurrences
1&2	At assemblies	1
2	Whenever appropriate	1
1&2	Famous / significant people	1
1&2	Mary Seacole	4
1&2	Martin Luther King	2
1&2	Rosa Parks	1
1&2	Mahatma Ghandi	1
1&2	Sojourner Truth	1
2	Immigration – Britain since 1948	1
1&2	Northamptonshire Black History Project input	1
2	Music – spirituals	2
2	Slavery	1
1&2	Celebration	1
1&2	Current affairs	1
1&2	Black History Month	1
1&2	Black heroes & heroines	1
2	Mother Teresa	1
2	Literature / book focus	1

The examples provided of Black British history taught in the primary sector are dominated by the teaching of the lives of significant individuals from Britain and the wider world. The individual mentioned the most times was Mary Seacole, the Jamaican nurse who went to the Crimea to nurse wounded British soldiers. This is a clear example of Black British history taught in the school curriculum but this is qualified by the fact that she is subject to greater availability of published materials than other Black British figures. There is a need for a wider range of resources to avoid the charge of tokenism. The other individuals mentioned such as Martin Luther King and Ghandi are 'Black' but not British. In 3 of the examples, the Black people are from the United States. Black History Month is mentioned but no examples are given; this is also the case for Black heroes and heroines. This could mean that the Black individuals in history mentioned above could theoretically only be mentioned in Black History Month or in a unit of Black heroes and heroines, which in itself could be part of Black History Month.

There is, however, a strong likelihood that these individuals and topics are taught and incorporated within key stages 1 & 2. The unit on Immigration would fit in with looking at the history of Britain since 1930. Of the 19 primaries who indicated that they did teach Black British history, 5 schools did not provide any examples.

Key Stages 3, 4 & 5

Key Stage	Example	Number of occurrences
3 & 4	Black peoples of the Americas	3
4	Mary Seacole	2
3	Slave trade	9
3	Crusades	1
3 & 4	USA – 1920's – 30's	3
3 & 4	Martin Luther King	2
3 & 4	Immigration to Post-war Britain	2
3 & 4	Walter Tull	1
4	Role of Black soldiers in WW1	2
4	Roman auxiliaries based in Britain	1
3	Windrush	1
3, 4 & 5	Race relations	1
3 & 4	Post-war decolonisation	1

The sample provided by secondary school teachers also shows evidence of the inclusion of some Black British history in the schools curriculum. In this case, it is the inclusion of Roman auxiliaries in a European study before 1914, Mary Seacole in Britain 1750 – 1900, Walter Tull, the footballer who became Britain's first Black officer, Black British soldiers in World War 1 and post-war immigration in a world study after 1900.

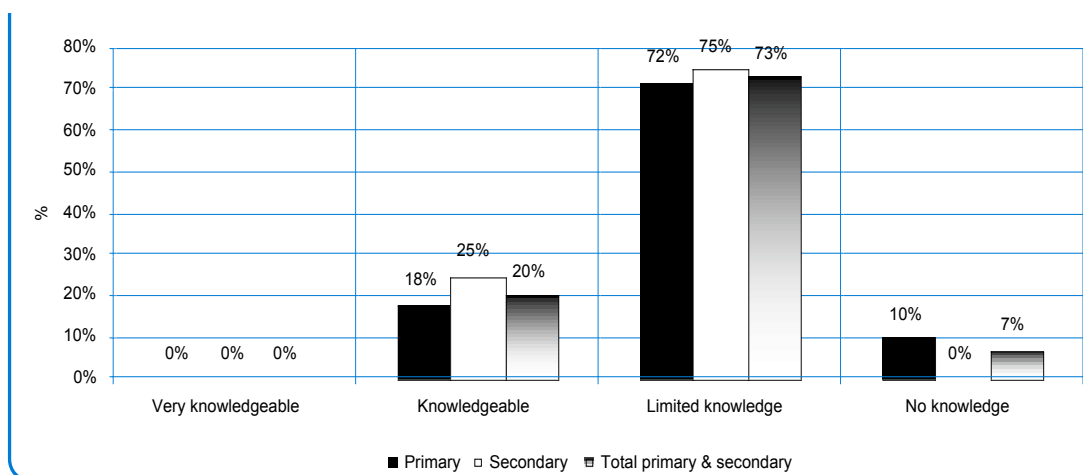
The majority of secondary teachers cite Slavery as the main place where Black British history is taught. However, it was not made clear in the questionnaires, whether they meant the abolition of slavery in Britain, the slave trade triangle or slavery as part of the unit on Black Peoples of the Americas. It also did not show how the topic was constructed i.e. it was unclear if pre-colonial Africa was taught as part of the topic or was presented as an Anglo-centric version of the triangular trade? It was also not shown whether Black people were portrayed fighting for abolition or as passive recipients of the efforts of William Wilberforce and others.

Similarly, the USA in the 1920s & 30s and Martin Luther King are mentioned again but it is not made clear whether these are taught as discrete topics. more often than not, at Key Stage 3, these topics are taught as part of Black Peoples of the Americas unit. If this were the case, it would mean that in 17 of the 23 examples given, the Black British history taught was, in fact, Black American history, although there may have been reference to British involvement at some point.

Post-war decolonisation, immigration, the impact of 'Windrush' and race relations are also mentioned. It is not clear whether these topics are taught at key stage 3, 4 or 5, in Citizenship classes or if the topic was set in the context of the long term nature of Britain's multicultural society going back further in time than 1948.

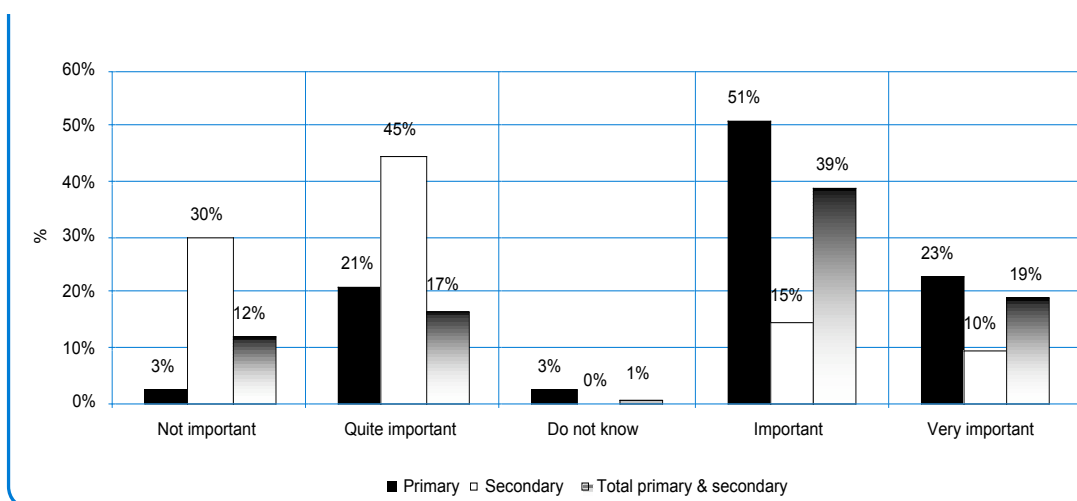
The study of Black American individuals or Black American history is a common feature of both primary and secondary schools' history teaching and the sample shows this happens to a greater extent than Black British history. In primary schools, Black History Month is mentioned but in secondary schools it is not mentioned at all. The incidence of the teaching of Black British history, according to the sample, is greater at secondary level than at primary.

(7.) Which response best sums up your knowledge of Black British History?



The most notable thing about this statistic is that at both secondary and primary level not one teacher would describe themselves as 'very knowledgeable' about Black British history. This is probably more surprising at secondary level than primary where history or humanities teachers are subject specialists. The figures for 'knowledgeable' are at an average of 20%, which is not high. Meanwhile, 80% of primary and secondary teachers describe themselves as having 'limited' or 'no knowledge' of Black British history. This suggests a strong lack of confidence by teachers in their ability to teach the subject, because they have a limited knowledge of Black British history and/ or a general lack of teaching literature, material, training and resources on this type of history from which they could acquire knowledge to enable them to teach the subject.

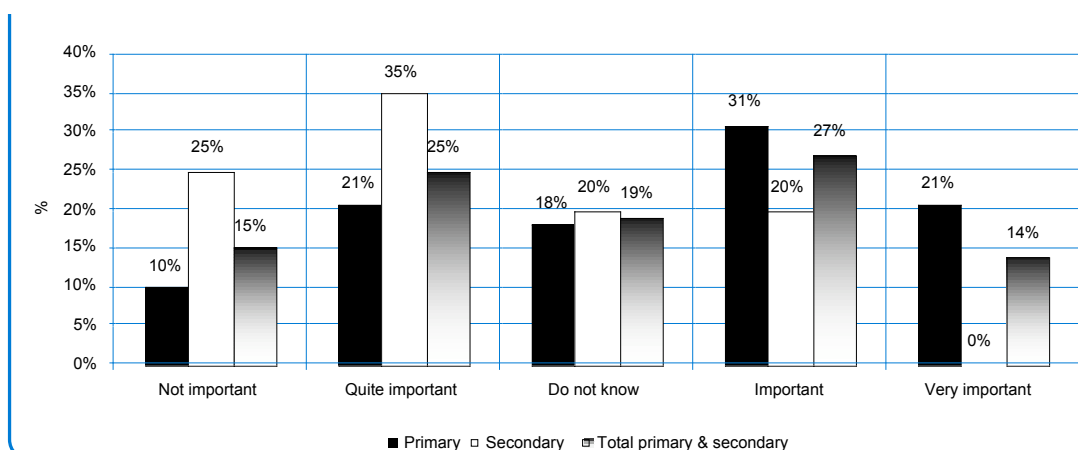
(8.) How much value do you place on the development of local history in the curriculum?



One avenue through which it is possible to develop and strengthen the existing curriculum is through local history and opportunities to teach this exist through key stages 1 – 4. In the sample, the overall emphasis is that the development of local history is valued by 58% of both primary and secondary teachers, who state it is ‘important’ or ‘very important’. However, at primary level, this point is endorsed by 74% of teachers and at secondary level by only 25%. This point is made again by the 30% of secondary teachers who say that the development of local history is not important compared to only 2.5% of primary teachers who say local history is ‘not important’.

The National Curriculum guidance makes the teaching of local history a statutory requirement in the schemes of work at key stage 2 but at key stage 3 suggests that pupils study local history ‘if appropriate’ in the units on Britain 1066 – 1750. In Britain 1750 – 1900, the curriculum guidance states that pupils should study the United Kingdom ‘including the local area’. This appears to have affected the practice of secondary teachers when it comes to local history.

(9.) How much value do you place on the development of teaching resources on local Black British history?

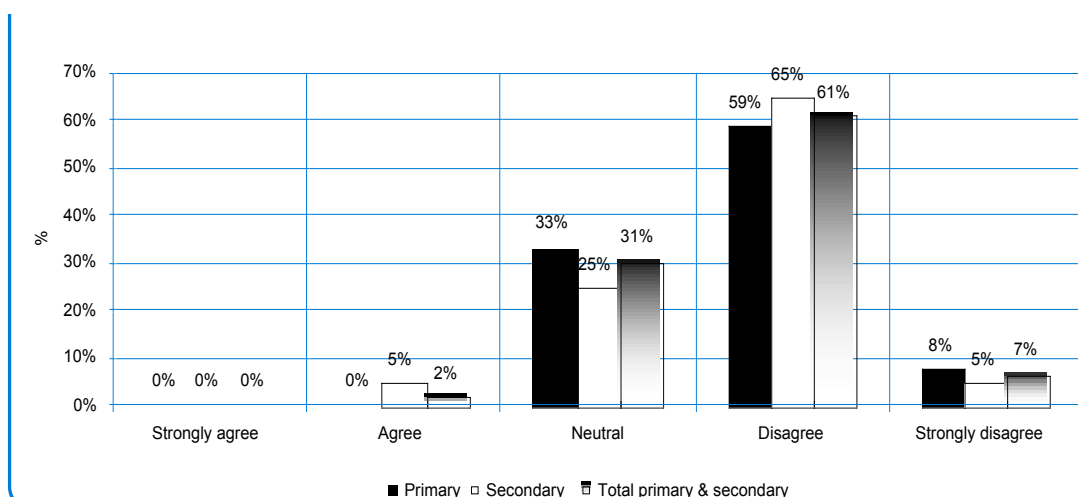


This sample shows a spread of responses across the range of descriptions. At primary level, the development of local resources on Black British history is seen as 'important' or 'very important' by over 50% of the respondents. At secondary level, only 20% of teachers said it was 'important' with no teacher saying this was 'very important'; 60% of secondary teachers said that the development of local Black British resources were 'not important' or 'quite important'. This is even less value than they view the development of local history and, time constraints notwithstanding, show that at secondary level, the development of local history and especially local Black British history are not as valued as in the primary sector.

(10.) What are your opinions of the following statements?

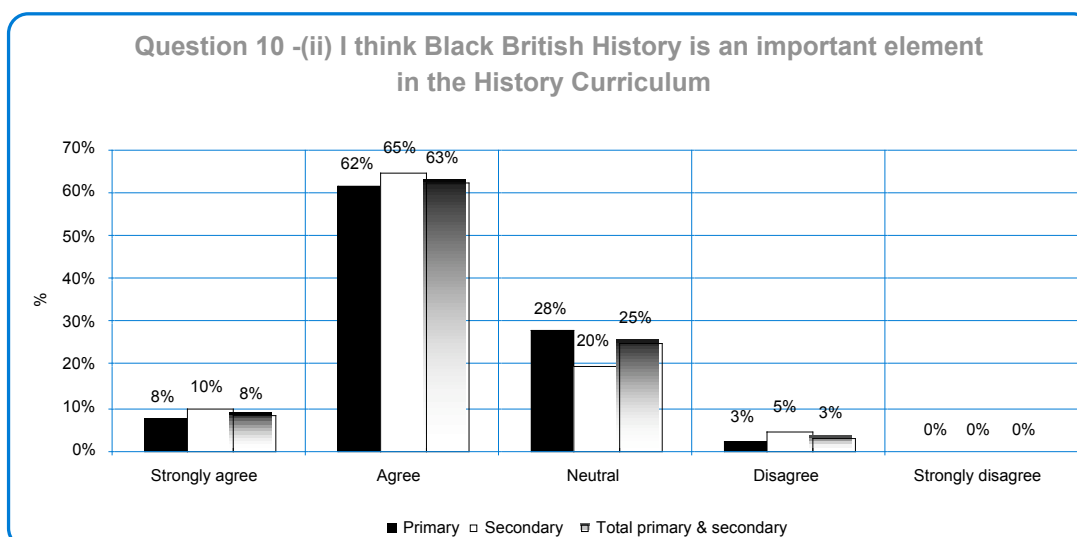
For each of the following statements, respondents were asked to comment whether they *Strongly agree*, *Agree*, are *Neutral*, *Disagree* or *Strongly disagree* with them.

(10 i) I think Black British history is adequately covered in the National Curriculum



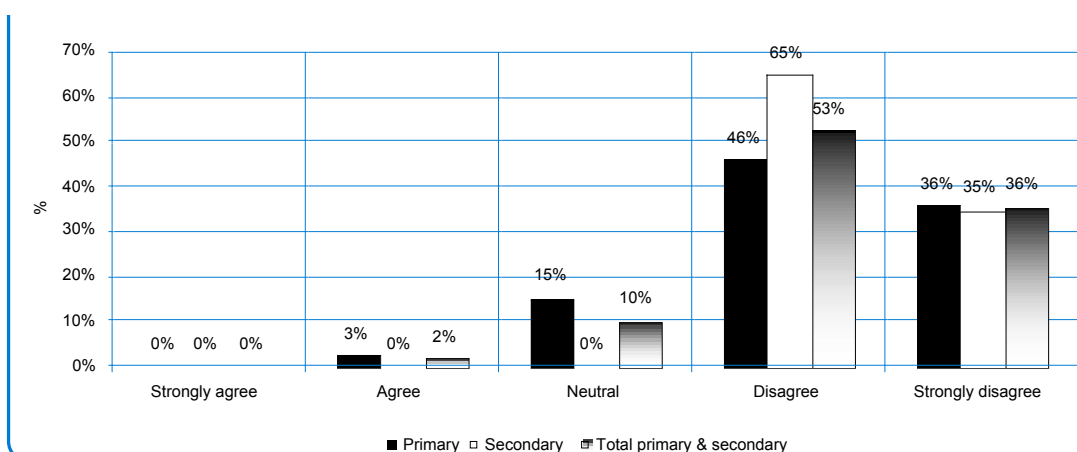
70% of primary teachers and secondary teachers 'disagree' or 'strongly disagree' that Black British history is adequately covered in the National Curriculum.

(10 ii) I think Black British history is an important element in the History curriculum



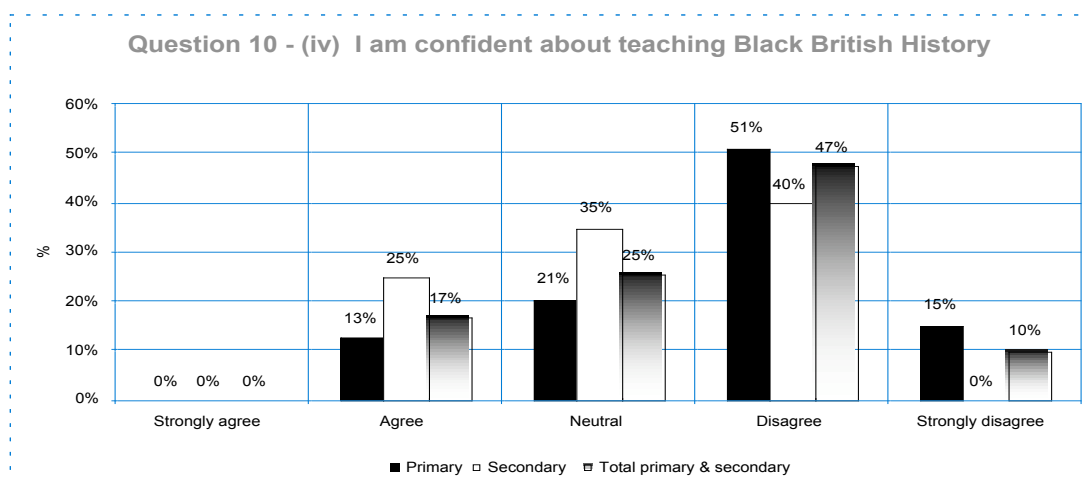
69% of primary teachers and 75% of secondary teachers 'agree' or 'strongly agree' that Black British history is an important element in the History curriculum.

(10 iii) I do not see the value of teaching of Black British history



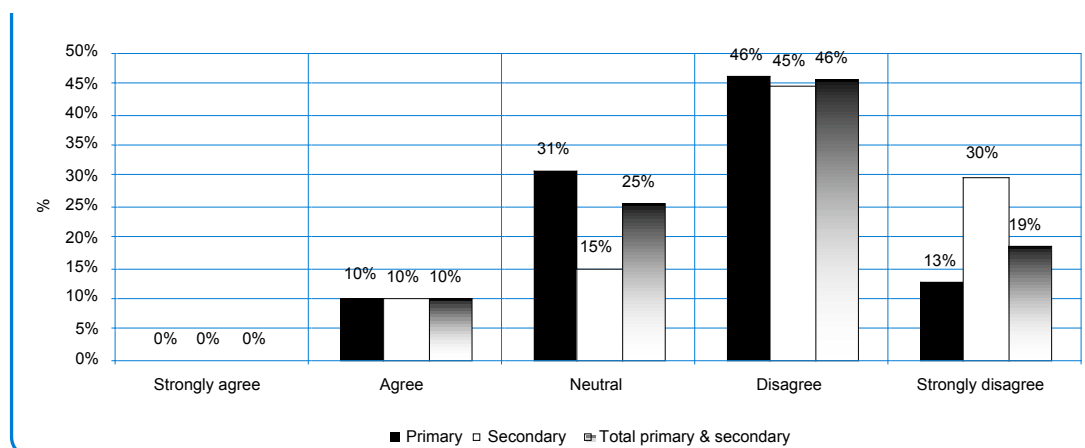
82% of primary teachers and 100% of secondary teachers 'disagree' or 'strongly disagree' with this statement.

(10 iv) I am confident about teaching Black British history



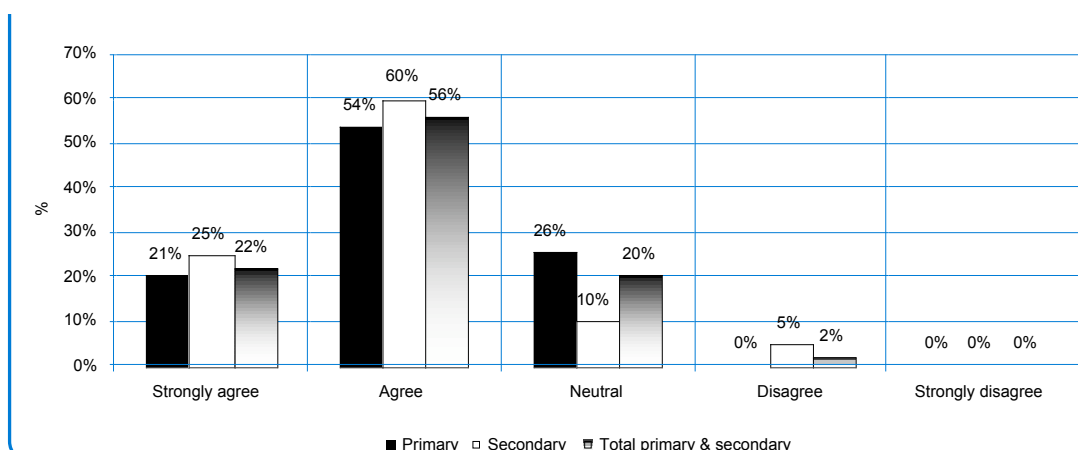
66% of primary teachers 'disagree' or 'strongly agree' with this statement, whilst only 13% say they are confident. 35% of secondary remained neutral on this issue with 25% saying that they 'agree' with this statement.

(10 v) I feel uncomfortable about teaching Black British history



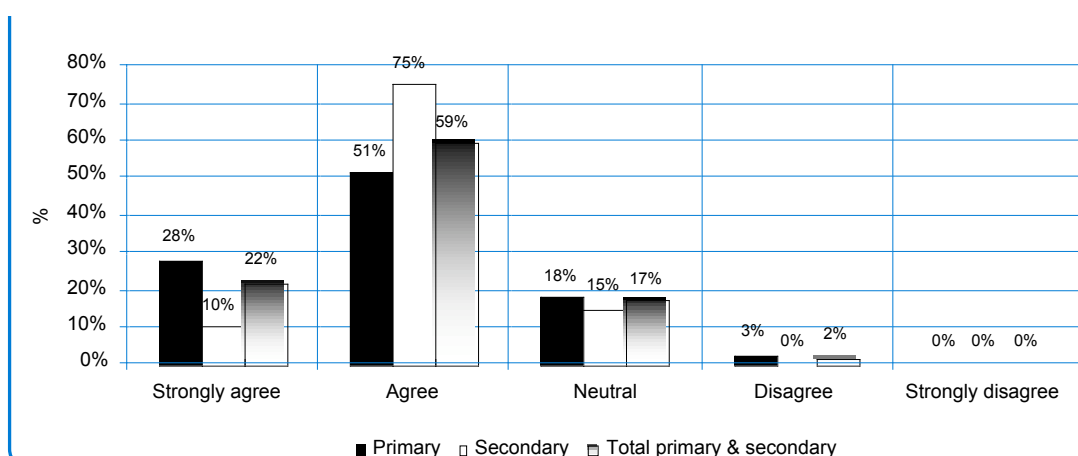
No primary or secondary teacher said they are 'very uncomfortable' teaching Black British history. 59% of primary teachers and 75% of secondary teachers stated that they are 'comfortable'.

(10 vi) I do not believe there are enough resources on Black British History available to schools



75% of primary teachers and 85% of secondary teachers 'agree' or 'strongly agree' with this statement whereas no one 'strongly disagrees' with this statement.

(10 vii) I believe the inclusion of Black British history in the curriculum would promote good race relations



79% of primary teachers and 85% of secondary teachers 'agree' or 'strongly agree' with this statement.

(11.) Do you have any further comments with respect to the teaching of Black British history?

Comments from Primary Schools	Number of occurrences
What about Asian British history, Irish British history, Greek British history, Chinese British, etc. etc?	1
We would teach Black British history if we had resources	1
We would teach Black British history if we had time in our already overloaded timetable	1
We would teach Black British history if we felt it was appropriate and relevant	1
The curriculum needs to be relevant and therefore we seize opportunities to include all communities and cultural history when appropriate	1
Very difficult to teach Black British history at Key Stage 1	3
There is an absence of key figures that would engage young children	1
We include topics on famous black individuals but not British	1
What is crucial is children's relationships, sense of self worth and confidence	1
Key Stage 1 history includes Mary Seacole	1
As a school which teaches 97% white traveller children, Black British history should have its rightful place in the curriculum. History need to be developed	1
I do not think enough time is given to history	1

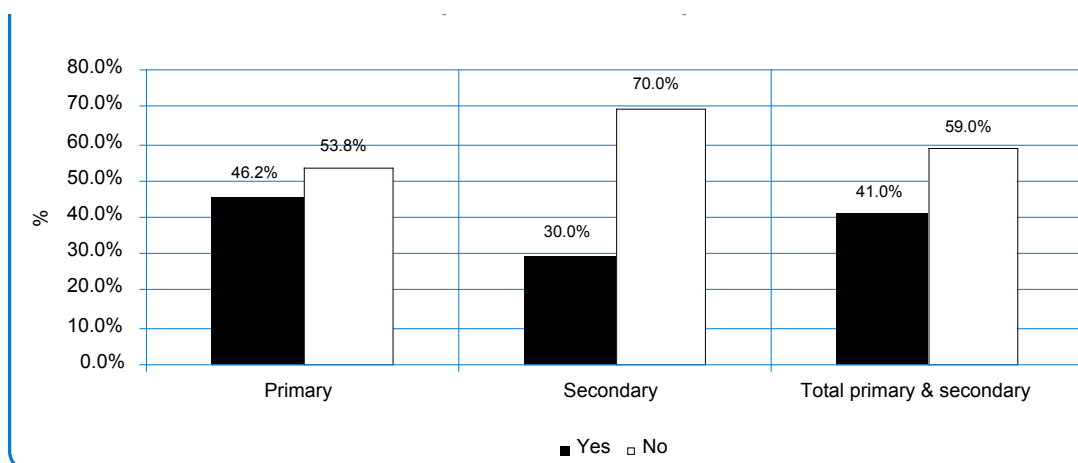
The comments from primary school teachers reveal common themes that also emerged in the follow up interviews. They are the lack of resources on Black British history, the lack of time to develop some, the need for Black British history to be developed and the feeling that it would be incorporated if all of these were available. There was also some disagreement about the difficulty of delivering Black British history at key stage 1. Mary Seacole is given as an example of a Black Briton taught in key stage 1 but 3 teachers stated that teaching Black British history at key stage 1 is difficult. Elsewhere, a concern over the absence of key figures is raised as is the fact that some of the key individuals taught, may be Black but not British.

Comments from Secondary Schools	Number of occurrences
We do a unit on Black history at A level – Black history is handled in the National Curriculum as global rather than local history	1
Rather as the holocaust education body provides speakers for schools in Britain, it would be useful for there to be a similar list for Black British history	1
We cover a little of the history in a prejudice module as we are a Humanities department – although pupils are taught about	1

Britain's role in the Slave trade & the attitude of the empire, there is not a huge amount of Black British history taught	
Very keen on resources on Black History Project in Northamptonshire	1
Limited resources = limited execution of work	1
I have taught slavery and the role of Black Britons during the war, previously and found it to be a topic that students are generally unaware of. Whilst I don't think that teaching Black history alone will help to promote race relations, I think as part of a wider scheme, it would be beneficial	1
We teach Black Peoples of the Americas for which there is a lot more material but we currently don't develop Black British history	1
An increasingly important part of the curriculum – with a real need to have more than just 'slavery'. It needs the production of good resources	1

At secondary level, it is acknowledged that Black history tends to be taught at a global rather than local level and that there is more material available on Black Peoples of the Americas. However, despite the general absence of the teaching of Black British history; a genuine desire amongst primary and secondary teachers to see more development, more resources on Black British history and speakers on the subject is expressed.

(12.) Please indicate if you would be prepared to participate in a follow-up interview to this questionnaire



24 teachers expressed interest in being interviewed by the project - 18 primary teachers and 6 secondary teachers. This fits in with the findings, which show that primary teachers feel less confident about the teaching of Black British history and would therefore like to know more. There were many comments such as '*would like to know more*' written on the questionnaires. 6 of the 18 primary school teachers were interviewed. It was more difficult to persuade secondary school teachers to participate in the follow-up interview. 4 of the 6

who indicated as such were interviewed, but the 2 other did not reply to messages left by phone and e-mail.

(13.) Please indicate if you would be prepared to participate in a focus group to discuss the needs and opportunities for teaching Black British history with local resources

	Primary	Secondary	Total	%
Yes	7	5	12	20
No	32	15	47	80

The interest shown for participation in focus groups was at a much lower rate than for the interviews. This could be because the focus group meetings were held after school and, for many, would involve travel to Northampton.

However, comments such as '*would like to but too busy*' were written on the questionnaires. This was the case for both primary and secondary teachers. In the end, 3 primary school teachers turned up for the focus group arranged for them and 3 secondary school teachers turned up for a separate focus group. In the case of the primary school focus group, a headteacher who was due to attend was called to an emergency case conference on the afternoon of the focus group.

4.2 Interviews with teachers and other education professionals

4.2.1 Interviews with primary and secondary teachers

These were undertaken on a 1:1 basis as a follow-up to the survey, where teachers had indicated that they would be willing to do this. The questions are listed in Appendix 2 and their responses are indicated below.

(1.) What are your perspectives/ understanding of the term Black history?

In general, the term Black British history has been related to the term Black history, which is a more familiar term to them. Some teachers specifically associate Black history with an American context but find it difficult to place it in a context linked with the term Black British history. Teachers in both the primary and secondary sector associate the word 'Black' with Africa and with slavery. In some cases, Black British history is linked firmly with Britain's development.

'Black history, you tend to think of it more familiar. Black British history doesn't come across the same'

'Black history is mainly from US perspective – USA/MLK [Martin Luther King] etc – why US focus?'

'This caused debate in the staff room – it's people who we have influence over in other countries and then who have come here and are part of our history'

'It's often related to African history – the African experience – post-colonial and slavery and then broadened beyond this to Black history in a British context'

'The African continent – the story of the slave trade'

'Windrush'

'It's Black people living in Britain'

(2.) What is your perception about the role and value of Black British history in the school curriculum?

The responses from teachers in both the primary and secondary sector indicated that they see a role and value of teaching Black British history in the schools curriculum. Their comments lend weight to the educational professionals' comments that there is not much of this type of history in the teaching of the curriculum as it stands, but there is a sincere belief amongst almost all of the teachers interviewed that it should be. This was, in the main, for two reasons: firstly, it was important to challenge the views of pupils and others that British history is a 'White' history and secondly, that continuing with

an exclusive form of history continues to feed a negative stereotype about Black people or Black pupils that is at odds with a multicultural society. The consequences of holding this view can result in racism towards Black people and low self-esteem amongst Black pupils who are the recipients of an exclusive curriculum.

'There isn't much on it - I don't see it in the National Curriculum at all'

'Black history doesn't get taught at Primary level. There's been no training'

'It is not written that you must teach Black British history [in the curriculum] in a legal status'

'It's something children need to have understood...the contributions; national and international to avoid insularity. Pupils need knowledge outside their own experience...it's of value. They are losing a lot of history, if the contributions of different people are overlooked and history is presented as very White'

'We need to challenge attitudes – history can do that in a safe environment'

'It's something that we should be doing more of – this school is 99.9% white and we do leave students with a sense that Black people come from somewhere else. As for multiculturalism – there is a 1950s outlook amongst some students but most students aren't racist. We did go on a school trip to Birmingham – the reactions by students were of shock – “have we left England?” It's because they come from a White village background'

'It's important that Black people are not just seen as slaves or as poor, starving people – this is not good for children's self-esteem'

(3.) What is the place of Black British history in your teaching?

Most of the teachers interviewed either stated that they did not include Black British history in their own teaching but wished they did or gave examples of where they have tried to incorporate it into their own teaching. Examples of these were given for all key stages. In primary schools, the teaching is generally of individuals such as Mary Seacole or Floella Benjamin. At secondary level, the concern is expressed again that discussions of race or Black history is limited to the unit on Black Peoples of the Americas. A lack of resources and published books are pointed to as factors which hamper the teaching of Black British history in schools. By way of comparison, in supplementary schools, Black British history dominates all areas of the curriculum.

'Don't overtly plan “We must do BBH [Black History Month]”. We cover some aspects of Black history in the literacy lesson and report writing. We write a report then research it.'

'We're looking at Martin Luther King and Mary Seacole'

'We try to plan it in with links to QCA. We make reference as much as we can to it and plan it into those e.g. why have people come into this country?. At KS2 unit very popular – on Floella Benjamin and John Lennon... at school people didn't expect Floella to know anything and the children thought it was terrible that people should think this – the perception of teachers –we asked children would that happen at our school?'

'It's important to look at multi-racial issues e.g. WW1 –it was not just White war. Mixed ethnic context/ USA – KKK [Ku Klux Klan] and racist attitudes – Year 9 say "we Whites"'

'Abolition of slavery – we have touched on the role of Black individuals e.g. Olaudah Equiano. Outside of that in society, economics we stop at 1900 – Black people not mentioned at all – the survey made me think. We only look at Black British history in politics at A level. We could do soldiers in WW1 in Year 9. At the moment, we only look at American Blacks'

'Teaching at a Saturday School is at the fore-front; everything is geared towards that e.g. when we look at the weather – it's also the weather in the Caribbean/ when we look at inventors – it's also Black inventors and we have a celebration of Kwanzaa'

(4.) What do you consider to be the main opportunities and constraints for the development of Black British history in the classroom?

For this answer, most teachers were quite happy to point out that there are many opportunities for delivering Black British history, not only throughout all of the key stages in History, but also inclusive history can permeate all of the curriculum areas including Citizenship. At secondary level, local history and the need for greater links with the local community are also seen as an opportunity.

The constraints were common amongst nearly all of the teachers, whether from the primary or secondary sector. These were: a lack of teacher knowledge; a lack of resources; in rural areas, where most of the students are White, Black history is not seen as important; a lack of Black teachers; a lack of time to prepare resources; a lack of training in the delivery of Black British history; a lack of good material; the fact that much time is taken up with new initiatives and paperwork; the fact that History time is being reduced in the curriculum and a lack of confidence.

'Opportunities there at KS1&2. It would require very well thought out planning to do it justice. I'm not aware of any appropriate resources. Citizenship is growing – it's new and backed by the government; there's room for development.'

'There are opportunities and freedom within the National Curriculum'

'Current affairs issues, figures from history. Children are resources themselves - find out who they are interested in; looking at community themselves; look at county; culture weeks; curriculum links and storytelling'

'Right across the curriculum. Activities like the Mill Theatre in Banbury – dance, drama, literature & history'

'Year 9: identity; post-war period in Great Britain [Citizenship] – bring in the multicultural aspect.'

We're very keen on those...stories of individuals in local area. Brackley would like to do same thing but look at post 1945'

'Websites; you have to remember only recently, it was the first time in 3 months that we talked of women! History, it's not just dead, upper-class, White men.'

'WW1: the role of Blacks. Resources would make it easier. Role and attitudes from soldiers – could bring in other skills. The History syllabus ends at end of WW2, we don't tend to go into cold war - there's an avenue there, a vacuum'

'You can develop it in whatever you do e.g. Maths – there is Egyptian Maths – the word 'zero' was first discovered by someone from Asia. It can be brought in at any particular place: Greeks – Aesop; the Romans – rule of the Romans. It comes in everywhere'

'Lack of knowledge and resources...rural predominantly 99.9% White – it's not seen as necessary. Lack of Black teachers is part of constraints. There needs to be more impetus for change...very difficult for teachers to give time to develop resources'

'Lack of teacher knowledge - our training was not Black British history but multiculturalism. A maximum of 4-6 hours training on this and that is all'

'The National Curriculum is a constraint to begin with – it's very narrow – we need money to buy resources'

'Getting good material – some videos perpetuate stereotypes. We need people with knowledge; staff don't feel equipped. Some materials say "all people from Jamaica do this. KS1 material [on Black British history] is very thin'

'Time... you can only do so many new things. History time has been reduced with targets & paperwork there is no time to craft resources – it's a damn shame'

'Teachers aren't confident enough to do it. They feel there has to be a great big section on it, therefore they feel there is no room for it. Teachers are quite prepared to have an assembly during Black History Month – they might bring someone in. They are worried that they might not portray it right; they're not Black and so, they're worried!'

(5.) If you have taught Black British History in the classroom, what has been the response from a) young people b) parents c) staff?

The responses from the teachers were mixed in both the primary and secondary sectors. The views from students ranged from positive to mixed to some entrenched views that need to be challenged but on the whole any exposure to Black British history has had a positive reception. The most entrenched views on attitudes to Black people and Black history come from Years 8 and 9 in the sample. The teachers stopped short of calling this racism but the implication was there. There is only a small sample on the views of parents and the views of staff were not commented upon.

'Positive. Stories interesting, lively, captured imagination e.g. Anansi reception stories – developed music/ drama'

'Pupils are quite open and value it but we are a Eurocentric school'

'Children very perceptive and very understanding. They accept that there is racism - they do not have barriers'

'Nikki from Northampton [shire] Black History Project came and did storytelling. Year 5 children enjoyed it - it was different for the children'

'Mixed. A small proportion of parents have firm views that they passed on to children'

'Young people do not like looking at other cultures e.g. units outside British context. Within British context, it's very limited. In a Year 8 lesson on experiences in relationship to voting, there were images of Mixed Ethnic Black voters – students were taken aback at people who appeared not to be British voting. They didn't see being Black and British as being related – this attitude needs to be challenged'

'When I teach the US side some of the comments can be appalling; when we look at British history it's not the same feeling - "not like that here". You don't get real comparison. When they are taught US slavery they are interested and engaged – I don't know the reaction to looking at British point of view'.

'They are taught race relations in politics. Their attitudes are fine – they discuss and enjoy. We do a little bit on Black immigration post 1945, the Notting Hill riots and race relations since 1979'

'Positive. Children of all races want to learn this'

(Parents) *'Positive'*

'We haven't had negative response but not a positive one either'.

'Parents are sometimes a little bit iffy e.g. if they see something as advertised for Black children only they ask "why weren't my children invited?"'

(6.) How do you feel about the teaching of Black British history?

This question was included in the survey, in order to elicit teachers' individual and personal views on the teaching of Black British history. What is clear, from this sample, is that teachers place great value on its teaching and some would go as far as to say that it would help shape a perception of an inclusive history and of a multicultural British identity. A concern was expressed, however, that it would not be forced on teachers to the extent that it would alienate them.

'It's important, it should be included, it's a vital aspect. It's just that there are no resources or information on famous people - we don't do BHM [Black History Month].'

'I want more guidance on what needs to be covered [in the curriculum]'

'I think in the multicultural environment it's very important and needs to be high on the agenda. It's equally important as White GB [Great Britain] history – it's the only way to knock down barriers'

'It's fantastic, makes children think. It's very inclusive if you can discuss mixed marriages; it's roots, it's fascinating and rich'

'There needs to be resourcing and structured units – not an add on'

'It should be part of the curriculum. It can come in through most of the curriculum. It's about the citizens we want to create; it's about creating a multicultural British identity'

'It's not something we've had – in X, there was more going on (BHM) but I've come here and its...made him think "just because we're White that doesn't mean that we can't look at Black British history"'

'I see a role for it. Blacks have had an important role in British history in recent years. Perhaps the problem is that the syllabus doesn't go up to the present day. As long as this is not forced on teachers; they shouldn't be told to, not in a political way. History shouldn't be for political manipulation'

(7.) What do you consider to be the opportunities and constraints in teaching the National Curriculum requirement for local history at KS2 and KS3, as appropriate?

Teachers from both the primary and secondary sectors acknowledge that local history is an untapped resource and that it would help forge links between the school and the local community. Primary teachers are clearer on the role of local history in the National Curriculum but would like more challenging resources and time and finances to improve it. In secondary schools, whilst its benefits are recognised, there is a lack of clarity on its place in the National Curriculum.

'Numeracy takes chunk of day out. History is marginalised. We're not able to plan field studies to look at history in the locality. You need planning, need bodies. You have to do risk assessments; lack of resources and funding - we only get £50 – £100 to develop local history'

'Local constraints: resources, timing restrictive. There are always other events. There is a lack of money for CPD for the whole school'

'It's a unit we do very well. Pupils are turned off by KS2. We have to make it interesting, fun & relevant e.g. evacuees & census'

'Constraints are the time to bring in more local history; it takes a lot of work. Local history is very interesting with lots to tap into'

'We don't do any local history. There is no expertise to do it'

(8.) How far could the development of local Black British history resources prove to be useful in developing this aspect of the curriculum?

The responses from the majority of teachers from both sectors indicated that they would welcome the development of resources on local Black British history and they were enthusiastic for resources, schemes of work, a person to go to for support and guidance and imaginative local resources such as oral history.

'It could be very useful. Needs schemes of work to show how it could fit into our schemes of work, not necessarily just resources but ideas given and examples of where they might go to next'

'It would be useful. Teachers need help and support with units – a person to go to would be invaluable'

'That's what I need and I'm looking for. Parents & grandparents – an opportunity to bring in voices and faces; look at broader British experience as the ethnic mix of town is starting to change'

'They would be incredibly useful. Engaging resources, helps fire up students' imagination. You need a textbook that you can build up around that, it's difficult otherwise'

'We could look at that in Year 9. Black British history in Wellingborough & the surrounding area but it all boils down to resources and teachers need resources to be brought to them'

(9.) If you feel that your teaching can be enhanced by including more Black British history, through using local resources, what types of support and encouragement would you require?

The responses from teachers from both sectors suggested that training is needed. INSET and one to one support and guidance through a person with some expertise in the field of Black British history. At the same time there were requests for appropriate multicultural resources and resource packs. There were particular requests for the local resources on Black British history and more people employed to deliver this type of history and to help with the dissemination of good practice. There was also a concern expressed that all members of the community, both Black and White, must be involved in this process.

'Teachers need more training (courses) and certainly resource packs and user friendly packs that are easy to understand and aimed at appropriate levels and ages'

'Books and pictures – we need resources. There is just the odd coloured person in our books'

'Good networking and working with other schools that are doing similar work'

'It would be useful for someone to come in to introduce the topics and to show how resources can be used'

'Locally designed units of study, advice, a list of contacts & organisations, first hand experience. It's often not knowing who to go to. Photos, tapes, evidence'

'Listen to someone who knows what they are doing. We're willing to learn a richer, diverse history but nervous about teaching it. Ill-equipped, personal knowledge – the questionnaire really made us think'

'Some kind of input to teachers such as INSET, training – that would be a good thing. Resources: visual, sound recordings, written records...not just looking for text books, necessarily. More personal, more accessible voices wanted. Must emphasise here it's more important to integrate'

'What would be nice is significant people in Northamptonshire e.g. in Coventry they have different resources on the first Black people in Coventry. Northamptonshire doesn't know the role of Black people'

'The obvious resources are human resources – someone who knows the topic, someone who could give it credibility and guided us and took it forward. Not just a one-off. There should be a whole project, help with lesson plans – that would be fantastic; there could be visits'

4.2.2 Interviews with other education professionals

Interviews were arranged with 6 other educational professionals but in the end 7 were conducted as an interviewee invited along one of his colleagues feeling that her views may be useful to the survey. The interviews took place at either their place of work, University College, Northampton or the Doddridge Centre. All of the interviews were recorded and the questions are listed in Appendix 2. This group came from a range of posts in the county such as academic employment, advisory work or community-based projects.

The following represent a summary of responses to the questions.

(1.) For the record, outline your awareness of the nature and scope of current teaching of Black British history in Northamptonshire schools

There was some disagreement amongst the professionals as to how much Black British history is being taught across Northamptonshire, if at all. Some believe it is not being taught, others believe that some is being taught, whilst other professionals believe it is being taught on a regular basis.

'No, they are not teaching Black history'

'It is minimal and disparate'

'Not in an all encompassing way. I'm not aware of any school having a Black British history agenda'

'Black British history is taught on a regular basis but teachers need materials and resources'.

(2.) Are you aware of any good practices in the county of teaching Black British history in schools?

The responses to this question can be arranged into three categories: no, there hasn't been good practice to report on, yes, there are examples of good practice or there are examples but you only see them in Black History Month in October. The overall impression is that there are examples of good practice of Black British history in the county but they are few and far between. Whilst some schools put a lot of effort into Black History Month, they do not then incorporate this into the curriculum teaching throughout the rest of the year. Some professionals pointed to the provision of Black history and Black British history that is provided in places like the supplementary school running at Wellingborough African-Caribbean Association (WACA) on Saturdays, or after school initiatives run by the Alliance for Black Children (ABC) in Wellingborough. The work in schools organised by the Northamptonshire Black History Project was also mentioned.

'I haven't seen examples of Black history. Schools tend to focus on Black History Month in October'

'It's no better than some years ago'

'It varies. In Black History Month, there is information, drama, art, etc'

'I won't flag up Black History Month; if you do, it just gets ticked in a box and passed on. There is good work done throughout the year but Black History Month encourages this in October only and the rest of the year is a very cold period. Black History Month should display what young people have done throughout the year. Some of it should be what they did in February, March, June, etc'

(3.) Are you aware of any previous attempts to produce curriculum resources for teaching Black British history in schools?

The discussion that followed focused on curriculum resources produced at a local level but some of the participants also discussed the resources in general terms. Whilst some professionals state that no resources have been produced, it became apparent that there have been few attempts to produce resources for History and other curriculum areas at a local level over a long period of time but only a few specific examples for history were mentioned such as a Rosa Parks pack and a Jamaica pack. Also mentioned was the fact that there has been much effort put into raising the level of Black achievement in the county through a variety of initiatives. Resources coming out of the supplementary schools were mentioned again as well as resources produced by them for Black History Month being handed to schools.

'The race equality team have asserted a need for Black British history over 15 year period'

'The (county council) resources bank is not big enough'

'The Race Equality Council FOOTØÊ% REC¹⁴, years ago, developed a Benin project and video along time ago – they still get requests for it'

'Northants is not an area of high BME [Black Minority Ethnic] concentration, so teachers may feel that there is not a demand for Black British history. [There needs to be] much effort to incorporate BME children by including them in activities and displaying their work. More urban schools do this'

'Publishers are institutionally racist but they don't think they are'

¹⁴ Northamptonshire Racial Equality Council, a charitable organisation not part of the local authority.

(4.) What support is provided to teachers/ schools by the LEA to encourage the teaching of Black British history?

This question received mixed responses. Whilst it was acknowledged that there has been funding and support for initiatives related to inclusion, much greater resources would be needed to adequately address this need than is currently available.

(5.) What obstacles do you think there are to the teaching of Black British history in schools?

Themes mentioned before in the teacher survey came up in this response such as lack of knowledge, a lack of resources, and a lack of confidence; the need for training, the time it takes to research and prepare something that has not been included before, the need to bring experts in for training. New themes that were mentioned were a lack of creativity by teachers, the lack of Black teachers, the need for teachers to take some responsibility themselves for teaching Black British history, a lack of commitment by teachers, the fact that teachers are frightened to confront pupils about some of their (racist) views and some resistance by teachers themselves to the concept of Black British history.

'We need a Black British perspective not Black history'

'There is responsibility on both sides...it's still a minefield'

(6.) Why do you think Black British history should be taught in schools?

This question elicited a very strong response from this group. The responses clearly show they feel passionately that the history of the Black and Asian presence in Britain over hundreds of years should be incorporated into the schools curriculum. However, they also expressed a concern that it might be presented in such a way as to put pupils off, and they also expressed concern about the use of the term 'Black British history'.

'We are a multi-ethnic society, so you reflect the history of that society'

'We have always been a multi-ethnic society to some extent but history, conventionally, has been pretty White'

'We should study history but be sensitised to the contribution of different groups'

'We have to break down the notion that Britain is a White society and recognise that it didn't just happen with the "Windrush"'

'White students shouldn't say "why are you here"?''

'If you teach without Black history, what are you teaching? White history'

'I'd rather Black history wasn't taught unless taught properly e.g. you can't teach algebra, if you're not trained'

'I don't like the title 'Black British history'; I think it falls into the trap, it could put certain groups backs up. Ideally, when you get it going, it needs to be incorporated into the curriculum'

'It won't cure [racism] necessarily but it will help overcome ignorance'

(7.) What would be the short term and long term benefits of teaching Black British history in schools?

This group were passionate in their belief of the positive benefits of developing Black British history into the schools curriculum and also its contribution to combating racism.

'You're not presenting a new ideology; you're just presenting a fuller version'

'I remember teachers who said "we must do something on Black people" so out came stuff on slavery; it reinforced negative perceptions, so it went from absence to negativity'

'The whole school benefits from recess supervisors to the head teacher'

'Don't put energy into changing out and out racists, it's about preventing their ability to affect those around them'

'Better community cohesion and better engagement of BME pupils, less disaffection from education by BME pupils'

(8.) Do you think there is adequate coverage in the National Curriculum to teach Black British history? Where are the opportunities to teach it and what do you think would be the best means of improving it?

Most of the education professionals stated that there is not adequate coverage in the National Curriculum but believe the opportunities to incorporate it are in every curriculum area. The need for resources, expertise and training is mentioned again as well as the need for more Black teachers.

'Opportunities there but resources aren't'

'I would like to see Black history linked to Citizenship'

'Local studies will be a huge area of growth'

'Good resources, good training, good training in teacher training institutions'

'History faculties need to be more inclusive; every faculty needs someone confident and qualified. Every school should have better relationships with the local communities. Schools need to be a bit "blacker" i.e. more staff'

(9.) How do you see the place of local history and local resources in the development of Black British history?

Education professionals were very enthusiastic for the development of local history and local resources pertaining to Black British history in the county.

'It makes it relevant to anyone in that classroom, rather than the White pupil being able to justify it as "I'm not Black and therefore that section of history is not relevant to me"'

'There has been a Black presence in Northampton since 1205, giving local schools no excuse not to teach it'

(10.) How can your organisation assist in the development of Black British history in schools?

Not all of the interviewees chose to respond to this question and chose to speak instead on the concept of Black British history. However, some spoke of the different contributions they were already making.

'We need to look at putting this on more than one person's job description'

'We intend to work on Black history as a matter of course e.g. the Saturday school, Black History Month, Kwanzaa, Carnival. We have the consistency and expertise to produce and share resources but we lack time and money'

4.3 Focus groups with primary and secondary teachers, parents and young people

4.3.1 Focus groups with primary and secondary teachers

In all 6 teachers attended the focus group meetings - 3 attended the primary group and 3 the secondary group. The teachers at primary level taught at key stages 1 and 2 and the secondary teachers taught at key stages 3, 4 and 5. The secondary teachers included 2 from rural schools and 1 from an urban school whilst the primary teachers group comprised 1 from a rural school and 2 from urban schools. 3 of the teachers were Black Minority Ethnic and 3 were White. The teachers were interviewed together in two separate groups in Northampton.

Firstly, teachers were given a statement to read and asked which they felt closest to. Then they were asked some structured questions to enable the research to compare experiences. Finally, they were given some materials to look at based on resources collected by Northamptonshire Black History Project. The interviews were recorded and the questions are in Appendix 3.

These were the statements given to the teachers at the beginning of the session:

(1a). Black history has been well developed within the school history curriculum

(b) Black history has not been remotely developed in the school history curriculum

For this statement most teachers chose the second statement but qualified it by pointing out that at primary level, Martin Luther King was taught. At secondary level, this was qualified by the fact that the Black People of the Americas and slavery are taught. At the primary meeting a discussion took place around the fact that if teachers had not produced their own materials, Black history or Black British history would not have been taught at all. The point was raised that if the teacher was Black, then the responsibility for Black History Month would usually be given to them but if they did not do it then nobody would.

'I took a back seat for Black History Month and it hasn't been done'

(2.) Describe your experiences of teaching Black British history in Northamptonshire schools?

At primary level examples were given of work undertaken under the auspices of Black British history. The examples cited were Mary Seacole, Samuel Coleridge Taylor and a competition based around 100 Black Britons. Work for Black History Month featured prominently as did assemblies. Amongst the secondary teachers, the discussion was focused around the merits of teaching Black British history in the National Curriculum and the fact that it might alienate

pupils. This view was countered by the other teachers who said that such notions needed to be challenged.

'Black British history is taught in London quite naturally where there is not such a big need but there is a bigger need here'

'We don't bring up Black history enough, it's given a cursory mention'

'We shouldn't teach artificial history. Some students see Black history as a form of positive discrimination. Black pupils themselves say it shouldn't be artificially inserted e.g. when we teach slavery, they say, "why do we do it?"; if we do it in blocks, it's not seen as natural'

'We need to bring in Black history to challenge attitudes. When students say "why do it?", say "why not do it?"'

'We need to challenge notions that 'Black' means other than British'

(3.) How far do you feel you have you been supported in developing curriculum resources and what has been the best type of support you have received regarding curriculum development?

At primary school level, in general, the school ethos supports curriculum development. The secondary school teachers were not asked this question as it was agreed to shorten the interview due to adverse weather conditions.

'I think in my school, from the sort of management level, yes. The ethos would be there; whether time would be given to it, whether it would disseminate through the rest of the school is a different matter'

(4.) What do you believe are the best ways to improve the teaching of Black British history in schools?

A common theme was the lack of time for teachers to prepare resources and the need for guidance, support and materials to help them develop this aspect of the curriculum.

'Teachers are not confident about issues to do with Black British history. They need help, they need talking to by an expert, they want good resources, good advice and they want to know how it can be woven into the curriculum'

'You've got to have a Head who's sort of keen for it to go through'

'For me, teacher knowledge is the big thing'

(5.) How can local Black British history best be taught in the classroom? What type of resource are you looking for to aid you with your teaching of Black British history?

The discussion around these two questions were very much based around how resources will not be produced in large numbers in the current climate. But, at the same time, there is a need for interesting and engaging resources, especially human voices and oral history.

'Primary materials (sources); we should bring people into school e.g. for Jewish history we want to hear voices such as the audio tapes and oral histories collected by the Northamptonshire Black History Project. We should have the confidence not to be offended by sources; we want direct access to sources'

'We would like ICT-based resources e.g. video clips and power point presentations'

'You have to have those visual stimuli and you need packs that are easy for you because nobody wants to pick up something that is hard. You need to have it all there, red carpet laid down and also you need to have curriculum links'

(6.) What would be the best way to share good practice of the teaching of Black British history across Northamptonshire?

Many ideas for sharing good practice of Black British history came out of this discussion including websites, focus groups, a person who visits schools to advise them, the flagging up of materials at resource centres, a place for teachers to get resources, the need for a school which led in good practice, conferences and the gathering together of resources from Black History Month for use throughout the year.

'It's somewhere where you know you can go and collect the you know topic boxes or whatever. You might have the resources library, perhaps something like that that could be sent out to schools'

'If one of these teachers, or whoever, goes around the schools. If there was a school who began to teach a lot of good Black history you could have that like as a ... school where other people go to look at the resources, ... you could have a focus school that ... had the ethos there, you had the teachers willing to teach, you can have that as your school, you could get some of their work and show how it could be taught'

'Showcasing things as well perhaps in teacher training centres.... There might be another way coz people are coming in there for other things'

'And I think sometimes terms like even like the Black History Month if you could pick up you know like bits from you know schools do or whoever does work on the Black History Month if you could maybe collect some just so people can see the type of things they could do coz there's just some ideas'

'Meetings like this focus group'

'Websites: teachers are good at stealing from teacher websites such as Schools history or Spartacus'

(7.) How far would a funded project with an officer employed to develop Black British resources help to support your curriculum needs?

There was general agreement from all teachers, from both sectors, that an officer employed to develop Black British History across the county would be a valuable asset to teachers and in fact, the need for one was seen as urgent.

'There is a need for one and fairly soon. They could talk to departments, they need one'

'It would be good for co-ordination, they would be able to network'

'It should go a long way because having somebody who was employed for that specific reason, who's job was to raise the profile, to find the resources, to plan the courses, to do the training, this is what I would imagine the job description to be; would be doing a lot of the things that we've talked about and it would, there would be a central person that you could turn to and say "you need to talk to so and so, you know we can get you in touch with this person".'

'Sort of come around, visit schools, and attend staff meetings. It would be excellent'

'In fact probably one person wouldn't be enough [laughs] when you start to sort of look, you almost need a team'

(8.) What comments do you have on the resources (Walter Tull and Anita Neil)?

The discussion at secondary level was focused on how the sources needed to be differentiated, the best way to ensure that all material was differentiated and whether it was best to do it in-house or out-sourced. At primary level there was much discussion about the inclusiveness of the Anita Neil resource.

'The Walter Tull one would be good for Citizenship. Citizenship isn't taught discretely at our school. This source can be used for Citizenship, it's a way in'

'You don't have to make a big thing of the fact that she's Black really, like you said the picture is there, it speaks for itself'

(9.) Do you have any comments about any aspect of the interview that you would like to make?

The need for planning across the key stages was mentioned as well as a plea for something meaningful and permanent to come out of this research to help the development of Black British history across the county.

'There needs to be planning across the key stages for Black British history; you need to map out where in Key Stages 1, 2 & 3 it should be, otherwise, you'll go to do it in secondary school only to find they've already done it in primary school'

'I would like to see, I guess from these beginnings, something happening, it going further. I think it would be a shame that you know we were part of the research and the views have gone in, it would be nice to sort of think of it in the future, something is going to come from this and this might just be the start of something bigger'

4.3.2 Focus group with parents

4 parents were interviewed at Wellingborough African Caribbean Association (WACA) for this focus group. They had previously been notified that they would be interviewed when they came to collect their children from the supplementary school. As these parents had sent their children here to attend supplementary school, it was likely that they would have a strong perspective on Black history and their views could be matched against the teachers, young people and professionals. The interviews were recorded and the questions are in Appendix 3.

The following quotes are a selection of the parents comments about the development of Black British history in Northamptonshire schools. It was apparent from the parents that they did not always know what their children were being taught at school. However, they were clear on their reasons for sending their children to supplementary school and that was because of their own experience as Black Minority Ethnic pupils and their disenchantment with History lessons. They also felt that sending their children to supplementary school was the best guarantee of receiving Black history, albeit studied separately, and an opportunity for their children to mix with other Black children. They all believed Black British history should be part of the schools curriculum.

(1.) Are you satisfied with the curriculum content that your children are learning at school? Give reasons why/ why not?

No (x3) Yes (x1)

'It's not broad enough'

'We live in a multicultural society, there should be a more celebration of different festivals'

'My daughter wanted to talk to the History teacher about there being not enough Black history'

'It's borderline, it's not too bad'

(2.) How do you think the curriculum subject content can be improved?

'Find out from the students themselves'

'There should be more on Africa and the origins of where all humans come from'

(3.) What do you understand by Black British history?

'What Black people have done while they have been in Britain'

'Black and the whole empire thing'

(4.) As far as you are aware, do your children study Black British history at school?

All 'No'

(5.) Have they learned Black British history outside of normal school hours?

'Supplementary schools. I wanted my daughter to learn more '

'My child needs to be around more Black children'

'They learn [Black history] at home'

'It's important to get a sense and awareness of Black British history. It's taught better than at home, and mixing with other Black children'

(6.) Do you think there is a need for a specific section of the National Curriculum on Black British history?

'It should be part of the mainstream, I wouldn't want them to section them off'

(7.) How much value do you place on the study of local history at school?

'Yes, it's important – I was born and bred here'

(8.) How much value do you place on the study of Black British history using local resources?

'It's important to have local resources'

'What's important is how it is used'

(9.) What were your history lessons like when you were at school?

'It was very biased'

'It was all about what Britain did'

(10.) What topics did you learn about?

'Britain'

'British colonies'

(11.) Did you learn about Black British history?

'No' (x2)

'We looked at slavery very lightly'

(12.) How did the teaching make you feel?

'It didn't enlighten us - you forgot about it as soon as you walked through the door'

'Generally, it's a subject that doesn't help you in life, it's not as important as English'

'It's good to know what went on and about cultures; it's important to look back and use that as a guideline'

'History without Black history is like having no trousers on'

'Education is important. You only become aware of this later in life, you feel like something is missing'

4.3.3 Focus group with young people

There were 11 young people in the focus group. The interview took place in a lesson during the course of a Saturday supplementary school and it was recorded. The questions are listed in Appendix 3. The young people were aged between 5 and 14 years with an even spread between primary and secondary students. As such, key stages 1–4 were represented at the focus group. The interview began with three short tasks. The first task was to indicate what type of learning the students enjoyed the most. They did this by ticking or putting a cross next to the statement they agreed with. The following table represents those boxes that were ticked.

Type of learning	Number of occurrences
Reading stories about famous people	10
Listening to stories about famous people or events	10
Reading stories about famous events	9
Going on visits outside of school to do with history	9
Writing speeches about a historical person or a historical event	9
Finding out myself about famous people or events	8
Doing quizzes about history	8
Acting in plays about history	8
Doing projects for history	8
Making films about famous people or events	8
Answering questions about History	6
Giving presentations in class about history	4

As this was a group that spanned the primary and secondary age range, there was spread of the type of activity that pupils liked. The least preferred were just answering comprehension questions and giving presentations, which need lots of confidence. The most preferred way was listening to or reading stories.

The second task involved showing which geographical areas the pupil has studied. It became clear during the course of the task that not all pupils had a good understanding of continents and their locations. The fact that Britain and Africa come first in the list is likely to reflect what students learn about both in school and at the supplementary school.

Geographical areas studied	Number of occurrences
Britain	9
Africa	8
North America	7
South America	7
Europe	5
Asia	5

The next task involved the pupils putting a tick next to topics that they would like to learn about. The topics shown on the left came top of the list with 10 marks, and the topics that received the least marks are placed on the right in the table below:

The most popular	The least popular
Someone who lived locally 10	Islam 6
Something that happened locally 10	Oliver Cromwell 6
The gunpowder plot 10	Olaudah Equiano 6
The Greeks 10	Thomas Becket 6
The Olympic Games 10	The Peasants revolt 6
Trade between countries 10	The English civil war 6
Mary Seacole 10	The French revolution 6
The Black Death 10	The cold war 6
Martin Luther King 10	Civil rights 5
Nelson Mandela 10	The UN 5
Bob Marley 10	Nazi Germany 4

The list was taken from about 42 topics chosen randomly from across all key stages. Local history ranks high as does the Olympics. This could be because the last Olympic Games are in recent memory; the Greeks feature prominently at primary school and the first year of some secondary schools, and the Kelly Holmes factor may have kept it fresh in the memory. The Black Death may have been chosen because it had the word 'Black' in it. The most popular figures are all Black and one of them, Mary Seacole, is a Black Briton. This may represent a combination of what they have learned at primary school but also the supplementary school. The only Black figure to do badly was Olaudah Equiano, perhaps reflecting a lack of awareness about him. Interestingly, the subject taught most in secondary schools and, to some extent, at primary school, Nazi Germany, came out as the least popular.

The last task involved naming their favourite topic and giving reasons for choosing them. The following is the order of the most popular topics chosen by the pupils. Of note is that the Black Death ranks highly again as does the Olympics, showing an interest in sports amongst other history topics. Slavery, which had 9 ticks in the chart turns up as a favourite topic but probably more because it is perceived as a gateway to Black history. In short, the top 3 topics chosen by the young people of the supplementary school had something to do with Black people and Black history. This reflects, in the main, the interests of the students attending the supplementary school and what they are taught there. But given that they were offered a wide choice of topics chosen from all key stages of the National Curriculum, the answers consistently show that these young people want to learn about their culture and about Black history.

Position	Topic
1	Egyptians/ Olympics/ Jamaicans
2	The Black Death
3	Slavery

After the task the pupils were interviewed as a group and asked the following series of questions.

(1.) Can you say why you chose number 1?

'I want to learn more about what Black people had to go through, which we don't study at school'

'I like to learn about my history in Africa'

'I find it interesting'

'I've been there and want to learn more'

'I like sports'

(2.) Have you ever studied Black people in your lessons at school?

'No' (x8)

'Yes' (x2) 'We did Bob Marley and Martin Luther King and Slavery. We didn't learn any Black history so I raised it with my teacher and so we learned about Martin Luther King'

'We learned something on Bob Marley'

(3.) Have you studied the histories of Black people from Britain in your History lessons?

'No' (x7)

Yes (x3) 'We learned about the Olympics and Kelly Holmes'

'I think we did Olaudah Equiano when we studied slavery'

'We know about Mary Seacole, we learned it here at this school (x8; only 3 students learned about Mary at school).'

(4.) If you have not learned about the histories of Black people in your school, have you learned it from another place?

It was difficult to ascertain on all occasions what Black British history had been learned either at school or at supplementary school. Certainly, there was knowledge of Black individuals that could have only come from supplementary school. The most important thing was that Black Minority Ethnic pupils find this

sort of history interesting, engaging and of relevance to them. The quote from the pupil who said she was the catalyst for the school teaching Martin Luther King is instructive. There is some evidence, though, that Black Britons such as Olaudah Equiano and Mary Seacole are taught in mainstream schools.

'At this [supplementary] school. It's good because it shows Black people like Martin Luther King, he's different from famous White people'

5. Key findings

Within the context of this report which is based on the perceptions of a range of teachers from different contexts in Northamptonshire, together with a range of different groups who have demonstrated a specific commitment to multicultural/ Black history, it is possible to make a number of tentative suggestions about the extent that Black history is taught and ways in which it could be enhanced.

74% of all teachers surveyed in Northamptonshire stated that they do not teach or rarely teach Black British history. Only 20% sometimes teach it. These statistics were supported by teacher interviews, where the majority said that they did not teach Black British history, teach much of it or see much of it in the National Curriculum. In the teacher focus group the statement most teachers agreed with was '*Black history has not been remotely developed in the school history curriculum*'. Half of the educational professionals said that they had not seen any teaching of Black British history. These findings were backed up by parents who unanimously agreed that they had not seen any evidence of any teaching of it to their children. The majority of young people said that they had not been taught any Black British history in mainstream schools.

The survey also suggested that a lot of effort is put into Black History Month by teachers, especially at primary level. However, it is not clear whether this teaching is carried on throughout the year. This finding was difficult to verify in the teacher interviews as it was not clear in their answers whether their teaching of Black British history had occurred in Black History Month. Meanwhile, the primary focus group confirmed that a lot of attention was paid to Black History Month in urban primary schools. The education professionals made the point more strongly that a lot of the teaching of Black British history that they had seen was, in fact, only taught in Black History Month and the examples they gave came from primary schools. Neither the parents nor the young people mentioned Black History Month in their responses

80% of teachers surveyed suggest that they have 'no knowledge' or 'limited knowledge' of Black British history and 78% say there are no resources on Black British history in schools. 65% of primary and secondary teachers say they are not uncomfortable teaching Black British history but 57% say they lacked confidence to teaching Black British history, with more primary schools saying this than secondary schools. These statistics were supported by the teacher interviews where they stated that the major constraint to developing Black British history in the classroom included a lack of resources, lack of teacher knowledge and a lack of confidence. Despite this, teachers felt it was a vital aspect of teaching. This finding was supported in the teacher focus groups where development of Black British history was linked to the need for resources, time to develop more resources and training on Black British history. Teachers, especially those from rural schools, also felt Black British history needed to be developed to help challenge negative attitudes towards Black Minority Ethnic people. Education professionals supported the view that a lack of good resources, teacher knowledge and confidence are obstacles to the development of Black British history. The views of parents and students are

unclear in the areas, but it was evident that they wanted more Black history in the curriculum.

The study of Black American individuals is a feature of teaching at primary level and Black American history is taught at secondary level in the Black Peoples of the Americas unit by teachers in the study. At primary level, Mary Seacole is the only Black Briton to feature regularly as a significant Black individual. The majority of secondary teachers cite Slavery as the main place where Black British history is taught in the curriculum but in 17 of the 23 examples, where Black history was cited, it turned out to be Black American history, although there may have been reference to British involvement at some point. Where Black British history is taught, it is rarely taken further back in time than 1948. These findings were supported by the teacher interviews where the term 'Black history' was associated with 'Africa' or 'Slavery'. American perspectives i.e. the unit on Black Peoples of the Americas at KS3 were quoted as the place where Black history was taught although, how it was constructed and taught was not clear. The examples of Black history cited by education professionals were mostly non-British, with the exception of Mary Seacole who was mentioned in primary teaching. The parents could not corroborate this finding but gave examples of their own experiences at school where the only time they discussed Black people was when slavery was discussed. Young people had learned a lot about Martin Luther King, Bob Marley and Nelson Mandela. The only Black British person in History named frequently by them was Mary Seacole.

Given the local context of this survey it is interesting to reflect on perceptions of groups about the teaching of local history. 74% of primary schools state that local history is 'important' or 'very important' but only 25% of secondary schools support this view. The differences in these figures may reflect that a local study is compulsory area of study at key stage 2 and a common focus for key stage 1, whereas it is only legally required as a dimension of the period 1750-1900 at key stage 3. As far as the development of local Black British history resources 52% of primaries and 20% of secondaries state that this is 'important' or 'very important'. At first these figures suggest that the profile of a Black dimension needs to be raised, particularly amongst secondary teachers. However, it is significant that the teachers who were interviewed would like to see local history developed but cite a number of constraints such as lack of funding, lack of time for preparation, lack of staff, lack of local expertise and the marginalisation of History in the curriculum. They also see it as an opportunity to develop local links. The development of local Black British history resources is also seen as a useful opportunity to develop the curriculum.

The teacher focus groups saw plenty of scope and potential for the development of local history and local Black British history. This view was endorsed by the educational professionals. The scope to develop links with the local Black Minority Ethnic communities and other local bodies was mentioned frequently. Parents however, were less enthusiastic about the development of local history but they did want to see more Black history in the curriculum. Young people, in their tasks, put learning about local people and local events at the top of the topics they would like to study the most.

These findings support the theses put forward by academics and educational practitioners that a pluralistic approach to the teaching of History is uneven and inconsistent. Ian Grosvenor has argued that despite ‘...significant advances in the development of British Black and Asian historical studies, and the past presences and experiences of different communities have begun to be recorded and analysed. However, it is by no means inevitable that this process will be accompanied by an end to the marginalisation or exclusion of Black experiences in historical narratives of Britain’s past’.¹⁵ Grosvenor’s thesis, has mostly been shown to be the case in the survey. However, opportunities for the inclusion of Black British history within the existing National Curriculum, as pointed out by Bracey, Grosvenor and Sherwood, are also indicated and acknowledged.¹⁶ The findings from this survey also corroborate Marika Sherwood’s research into the omission of Black British history in schools.¹⁷ The findings show that there is a persistently uneven and exclusive History curriculum being taught in the majority of Northamptonshire schools. This demonstrates that, despite efforts and initiatives in the county to promote Black British history and to counter racism through education, there is still a long way to go.

¹⁵ Grosvenor, I. (2000) “History for the nation” Multiculturalism and the teaching of history’. In Arthur, J and Phillips, R. (eds), *Issues in History*. Routledge-Falmer; Chapter 12:154.

¹⁶ Bracey, P. (1995) ‘Developing a Multi-cultural Perspective within Key Stage 3 National curriculum History’. *Teaching History* 78: 8 – 11. Grosvenor, I. (2000)) “History for the nation” Multiculturalism and the teaching of history’. In Arthur, J and Phillips, R. (eds), *Issues in History*. Routledge-Falmer; Chapter 12:152-154. Sherwood, M. (1997) ‘Key Stage 2 Multi Cultural Issues’. *Teaching History*. 87: 23-26. (1997) ‘Multi ethnic History at Key Stage 3’. *Teaching History*. 88: 25-26

¹⁷ Sherwood, M. (1998) ‘Sins of omission and commission: history in English schools and struggle for change’. *Multicultural Teaching*. 16.2: 14-22. Sherwood, M. (2005) ‘In this curriculum I don’t exist’. Unpublished paper.

6. Recommendations

This report set out to investigate the needs and opportunities for the development and inclusion of Black British history across schools in Northamptonshire.

The main finding is that primary and secondary teachers in the Northamptonshire study do not appear to teach Black British history in any systematic or consistent way, whether in History or Citizenship. This finding contrasts with the recommendations of the MacPherson Report that 'consideration be given to an amendment of the National Curriculum aimed at valuing cultural diversity and preventing racism, in order to better reflect the needs of a diverse society'.¹⁸ Evidence that the curriculum has been sufficiently altered to comply with this key recommendation has been hard to find in the sample, although evidence exists that individual teachers with an interest in promoting cultural diversity have had to be imaginative to fulfil this requirement. These findings have serious consequences for those concerned to see a multicultural, inclusive and accurate British history taught regularly and systematically in the classroom. This study therefore recommends that it is necessary to provide further curriculum support for teachers wishing to develop Black British history within the county, particularly in the rural areas. This could be in the form of the production of resources and training on Black British history on a county-wide basis.

The survey also suggests that even though mostly primary schools put a lot of effort into promoting Black History Month they did not indicate that it was continuous throughout the year. It is recommended that the promotion of Black history should be a continuous, uninterrupted process that would best be achieved by the integration of existing resources into the everyday curriculum and the creation of new resources to facilitate this across the county.

Most teachers in the sample stated that they have no knowledge of Black British history and that they have not seen any resources on it. As a result, they implied that they are not confident enough to teach it but would like to and see the value of teaching it. Educational professionals, parents and young children indicated that they would like to see more Black history in the school curriculum. This need for resources, expertise and training could be urgently attended to by the production of resources and intervention from the Northamptonshire Black History Project. They have a large resource base of local Black British history available that has the potential for use in classrooms across Northamptonshire.

A lot of secondary teachers indicated that they feel that the teaching of Black British history is covered by teaching the unit on Black Peoples of the Americas and some mention of Slavery. How the lessons were constructed and taught was not evident which suggests that an awareness of a clear definition of the term 'Black British history' and its place in the curriculum is, in the context of the 21st century teaching, urgently required. It could also be argued that there is

¹⁸ The Stephen Lawrence Inquiry. (1999) Report of an Inquiry by Sir William MacPherson of Cluny. The Stationary Office. Chapter 47; point 67.

also a need for teachers to be aware that Slavery is not a sufficient model on its own to cover the teaching of Black British history.¹⁹

Training and guidance on this issue can be provided by an agency such as the Northamptonshire Black History project, which has a range of resources to use as exemplars to aid this process.

The findings suggest that teachers, educational professionals and young people have indicated that they would like the opportunity to see more local history and local Black British history developed. Over the last three years, the Northamptonshire Black History Project has collected a large resource base and archive of local Black British history which can readily be used in classrooms to aid the development of local history.

It can be argued from the findings that there is a long way to go before a fully inclusive curriculum can be said to be taught in Northamptonshire's schools. However, opportunities exist to build on the work of various agencies to promote the inclusive agenda in schools. One opportunity at present is the Northamptonshire Black History Project, which has collected, recorded and archived the history of the local Black and Asian population over the last 800 years. They have, therefore, the crucial ability, through their community networks, to promote Black British history across Northamptonshire and to provide local resources on Black British history. These resources can be utilised to enable the teachers in the county to deliver an inclusive curriculum. They already have experience of work with young people in county schools and can provide the expertise, training, knowledge and resources for use in Northamptonshire. To facilitate this focus on education, they will need to be funded so that the service they provide will match the needs of teachers, parents and pupils raised throughout this survey, which relate to current developments in the curriculum. This potential was well expressed by a teacher who wished for more to come out of the survey than just a report:

'it would be nice to sort of think of it in the future, something is going to come from this and this might just be the start of something bigger'

¹⁹ Johnson, E. (2004) 'In-between two worlds – London teenagers' ideas about identity, cultural belonging and Black history'. London Museums Hub Research: 24, 28.

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8. Appendices

Appendix 1 – Survey questionnaire

In the context of this questionnaire, 'Black' is defined as African, Asian and Caribbean origin. 'Black British history' is defined as the study of the Black presence in British history over hundreds of years.

1. Please indicate the postcode of your school_____ Is it urban or rural?_____

2. Please indicate the communities your school serves e.g. Black, Asian or White

3. Which age group(s) do you teach? Please tick.

KS1 ☐ KS2 ☐ KS3 ☐ KS4 ☐

4. Do you include Black British History in your teaching?

No ☐ Yes ☐

5. If yes, how often do you include Black British History in your teaching?

Rarely ☐ Quite often ☐

Sometimes ☐ Always ☐

6. Please give examples

7. Which response best sums up your knowledge of Black British History?

Very Knowledgeable ☐ Knowledgeable ☐

Limited knowledge ☐ No knowledge ☐

8. How much value do you place on the development of local history in the curriculum?

Not important ☐ Quite important ☐ Do not know ☐

Important ☐ Very important ☐

9. How much value do you place on the development of teaching resources on local Black British history?

Not important ☐ Quite important ☐ Do not know ☐

Important ☐ Very important ☐

10. What are your opinions on the following statements?

For each statement about Black British history, please say whether you *Strongly agree*, *Agree*, are *Neutral*, *Disagree* or *Strongly disagree* with it. Please tick the appropriate box.

	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
(i) I think Black British history is adequately covered in the National Curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(ii) I think Black British history is an important element in the History Curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iii) I do not see the value of teaching of Black British history	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iv) I am confident about teaching Black British history	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(v) I feel uncomfortable about teaching Black British history	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(vi) I do not believe there are enough resources on Black British history available to schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iv) I believe the inclusion of Black British history in the curriculum would promote good race relations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. Do you have any further comments with respect to the teaching of Black British history?

12. Please indicate if you would be prepared to participate in a follow-up interview to this questionnaire

Yes ☐ No ☐

13. Please indicate if you would be prepared to participate in a focus group to discuss the needs and opportunities for teaching Black British history with local resources.

Yes ☐ No ☐

If yes to 12 and/or 13, please supply the following:

Your name (or colleague name), school address, telephone number, email address.

Thank you very much for taking the time to complete this questionnaire

Please return the questionnaire by **17 January 2005** in the SAE provided or directly to:

John Siblon, School Teacher Consultancy
School of Education, University College Northampton, Boughton Green Road, Northampton
NN2 7AL, john.siblon@northampton.ac.uk

Appendix 2 – Interview questions

2.1 Interview questions for teachers

- (1.) What is your perspective / understanding of the term Black history?
- (2.) What is your perception about the role and value of Black British history in the school curriculum?
- (3.) What is the place of Black British history in your teaching?
- (4.) Please can you explain or expand your answer
- (5.) What do you consider to be the main opportunities for developing Black British history in the classroom?
- (6.) What do you consider to be the main constraints (in the development of Black British history in the classroom)?
- (7.) If you have taught Black British history in the classroom, what has been the response from? a) young people b) parents c) staff
- (8.) How do you feel about the teaching of Black British history?
- (9.) If you feel that your teaching can be enhanced by including more Black British history, through using local resources, what types of support and encouragement would you require?
- (10.) If you have used resources to aid the teaching of Black British history before and it worked well, please explain
 - a) Where you got the resources from?
 - b) What aspect of it worked well?
 - c) Examples of where it is taught?
 - d) Did it include the use of resources related to Northamptonshire? If not, how far would this be of value?
- (11.) If you have used resources to aid the teaching of Black British history and it did not work well, please explain why you think this was so?
- (12.) What do you consider to be the opportunities and constraints in teaching the National Curriculum requirement for local history at KS2 and KS3, as appropriate?
- (13.) How far could the development of local Black British history resources prove to be useful in developing this aspect of the curriculum?

2.2 Interview questions for education professionals

- (1.) For the record, please outline your awareness of the nature and scope of current teaching of Black British history in Northamptonshire's schools
- (2.) Are you aware of any good practices in the county of teaching Black British history in schools?
- (3.) Are you aware of any previous attempts to produce curriculum resources for teaching Black British history in schools?
- (4.) Why do you think these were taken up/ not taken up?
- (5.) What support is provided to teachers/ schools by LEA to encourage the teaching of Black British history?
- (6.) What obstacles do you think there are to the teaching Black British history in schools?
- (7.) Why do you think Black British history should be taught in schools?
- (8.) Are there any additional imperatives for teaching Black British history in the classroom?
- (9.) What would be the short and long term benefits of teaching Black British history in schools
- (10.) Where do you see the opportunities for teaching Black British history in the classroom?
- (11.) Do you think there is adequate coverage in the National Curriculum to teach Black British history?
- (12.) Is there a need for a specific section on Black British history?
- (13.) What do you think would be the best means of improving the teaching of Black British history in schools?
- (14.) How do you see the place of local history in the development of Black British history in schools?
- (15.) How do you see the development of local resources in the development of the above?
- (16.) How can your organisation assist in the development of Black British history in schools?

Appendix 3 - Focus group questions

3.1 Questions for focus group with primary and secondary teachers

- (1.) Black history has been well developed within the school history curriculum/
Black history has not been remotely developed in the school history curriculum
- (2.) Describe your experiences of teaching Black British history in
Northamptonshire schools?
- (3.) How far do you feel you have you been supported in developing curriculum
resources?
- (4.) What has been the best type of support you have received regarding
curriculum development?
- (5.) What do you believe are the best ways to improve the teaching of Black
British history in schools?
- (6.) How can local Black British history best be taught in the classroom?
- (7.) What type of resource are you looking for to aid you with your teaching of
Black British history?
- (8.) What would be the best way to share good practice of the teaching of
Black British history across Northamptonshire?
- (9.) How far would a funded project with an officer employed to develop Black
British history resources help to support your curriculum needs?

3.2 Questions for focus group with parents

- (1.) Are you satisfied with the curriculum content that your children are learning
at school? Give reasons why/ why not?
- (2.) How do you think the curriculum subject content can be improved?
- (3.) What do you understand by Black British history?
- (4.) As far as you are aware, do your children study Black British history at
school?
- (5.) Have they learned Black British history outside of normal school hours?
- (6.) Do you think Black British history should be taught in the school's
curriculum? Do you think there is a need for a specific section of the National
Curriculum on Black British history?

(7.) How much value do you place on the study of Black British history using local resources?

(8.) What were your history lessons like when you were at school? What topics did you learn about?

(9.) Did you learn about Black British history? How did the teaching make you feel?

3.3 Questions for focus group with young people

(1.) Have you ever studied Black people in your lessons at school?

(2.) Have you studied the histories of Black people from Britain in your history lessons?

(3.) If you have learned about the histories of Black people in your school, have you learned it from another place?

Appendix 4 Contents analysis of interviews and focus groups

4.1 Interviews with primary and secondary teachers

1. What is your perspective / understanding of the term Black history?	
Africa	3
Windrush	1
Link with slavery	3
Black culture	1
BME impact	1
US perspective	1

2. What is your perception about the role and value of Black British history in the school curriculum?	
Don't see it in the National Curriculum	2
No legal imperative to teach it	1
Not much of it	3
Much value – it helps understanding	1
Challenges attitudes	1
Important Black people not just seen as slaves	1

3. What is the place of Black British history in your teaching?	
Don't teach it	3
We try teach it	1
Very little teaching	1
We're not doing enough of it	1
Abolition of slavery	1
Supplementary school	1

4. What do you consider to be the main opportunities / constraints for developing Black British history in the classroom?			
Opportunities		Constraints	
Citizenship	1	Lack of knowledge/confidence	4
Link learning modules	1	Lack of resources	8
Freedom within curriculum	3	Not seen as important	1
Current affairs	1	Lack of time	1
AS/A2	1	Lack of training	1
Y9 – WW1 & Citizenship	1	Very narrow curriculum	1

5. If you have taught Black British history in the classroom, what has been the response from?					
Young people		Parents		Staff	
Positive	3	Positive	1	Positive	1
Enjoyed it	1	Not good or bad	1		
Open-minded	1	Iffy	1		
Mixed	1				

8. How do you feel about the teaching of Black British history?	
It is vital	2
Need more guidance	1
Fantastic	1
About creating multicultural British identity	1
See a role for it	1
Not something that should be forced on teachers	1

9. If you feel that your teaching can be enhanced by including more Black British history, through using local resources, what types of support and encouragement would you require?	
Need training	7
Need resources	8
Networking	1

10. If you have used resources to aid the teaching of Black British history before and it worked well, please explain where you got the resources from?	
Worked well	Did not work well
Internet	CD ROMs
Library books	Some videos
Video clips	

12. What do you consider to be the opportunities and constraints in teaching the National Curriculum requirement for local history at KS2 and KS3, as appropriate?	
Opportunities	Constraints
Meeting people from local community	History marginalised 2
	Need money 2
	Need staff 1
	Lack of time for planning 2
	No expertise to do so 1
	Don't know local area 1

13. How far could the development of local Black British history resources prove to be useful in developing this aspect of the curriculum?	
Possible opportunities	3
Does not come up	1
Could be useful	3

4.2 Focus group with primary and secondary teachers

1. Black history has been well developed within the school history curriculum	1. Black history has not been remotely developed in the school history curriculum
Halfway	5

2. Describe your experiences of teaching black British history in Northamptonshire schools?	
Big need for it in rural schools	
Should not be taught as a block	
It isn't brought up enough	
It mustn't be imposed on teachers	
There is a need to challenge attitudes	

3. How far do you feel you have been supported in developing curriculum resources?	
Have been supported by school structure	

4. What has been the best type of support you have received regarding curriculum development?	
A whole school ethos	

5. What do you believe are the best ways to improve the teaching of Black British history in schools?	
Good resources	
Good advice and training	
More time for planning	
A head who is keen to promote it	
More knowledge	

6. What type of resource are you looking for to aid you with your teaching of Black British history?	
Primary materials e.g. oral history	
Official sources	
ICT based resources	
Teaching packs with visual stimuli	
Black stories	

7. What would be the best way to share good practice of the teaching of Black British history across Northamptonshire?	
Meetings	Resources library
Focus groups	Showcasing best materials
INSET	Collect up BHM resources in 1 place
websites	

8. How far would a funded project with an officer employed to develop Black British history resources help to support your curriculum needs?	
There is a need for one	
They would be good for networking and co-ordination	
It would go a long way to helping teachers	
There is a need for more than one	

4.3 Interviews with education professionals

1. For the record, please outline your awareness of the nature and scope of current teaching of Black British history in Northamptonshire's schools							
Yes	2	No	2	Black History Month	1	Don't know	1

2. Are you aware of any good practices in the county of teaching Black British history in schools?					
Yes	2	No	2	Black History Month	2

3. Are you aware of any previous attempts to produce curriculum resources for teaching Black British history in schools?			
Yes	3	No	3

4. Why do you think these were taken up/ not taken up?	
There isn't a large BME community in Northamptonshire	1
No resources	2
Lack of time	1
Publishers unwilling to print material	1

5. What support is provided to teachers/ schools by LEA to encourage the teaching of Black British history?	
Finances and funding	1
INSET	2
Not effective	2
Curriculum input	1

6. What obstacles / opportunities do you think there are to the teaching Black British history in schools?			
Obstacles		Opportunities	
Lack of knowledge	2	Maths	1
No Black teachers	1	Citizenship	1
Lack of teacher confidence	1	All over	4
Textbooks not useful	1	Local studies	1
Lack of resources	1		
Lack of creativity	1		
Lack of commitment	1		
Lack of time	1		

7. Why do you think Black British history should be taught in schools?	
Should reflect history of multiethnic society	
Break down the notion that Britain is a white society	2
Look at the contribution of Black people in British history	
Can't talk about British history without talking about Black people	

Part of British identity
To challenge stereotypes

8. What would be the short and long term benefits of teaching Black British history in schools?
Aware of black contributions 2
Whole school benefits
Exciting curriculum
Better community cohesion
Schools seen as more inclusive
Boost esteem of young Black people

9. Do you think there is adequate coverage in the National Curriculum to teach Black British history?		10. Is there a need for a specific section on Black British history?	
Yes	1	Yes	0
No	2	No	2
Yes and no	1	Don't know	1

11. What do you think would be the best means of improving the teaching of Black British history in schools?
Good practitioners 1
INSET 3
Resources and teaching packs 4

12. How do you see the place of local history in the development of Black British history in schools?	13. How do you see the development of local resources in the development of Black British history in schools?
Makes it relevant	Able to link up with community
Interlinked	Link up with BME community
Very important	Has to be Black sustained
Lots of scope and potential	Work with local bodies and network

14. How can your organisation assist in the development of Black British history in schools?
Forums
Liaise
Committee meetings
Share resources

4.4 Focus group with parents

1. Are you satisfied with the curriculum content that your children are learning at school? Give reasons why/ why not?	
Yes	1
No	3

2. How do you think the curriculum subject content can be improved?	
Find out from the students	
Not much needs changing	
More on Africa and the origins of the human race	

3. What do you understand by Black British history?	
Black people in Britain	
Black people and the empire	
Haven't seen it before	
Black is a colour	

4. As far as you are aware, do your children study Black British history at school?	
Yes	0
No	4

5. Have they learned Black British history outside of normal school hours?	
Parents	2
Supplementary schools	4

6. Do you think Black British history should be taught in the school's curriculum? Do you think there is a need for a specific section of the National Curriculum on Black British history?			
In National Curriculum?		Specific section?	
Yes	4	Yes	2
No	0	No	2

7. How much value do you place on the study of Black British history using local resources?	
Not much	2
Important	1

8. What were your history lessons like when you were at school? What topics did you learn about?			
Topics		Lessons	
Britain	4	Boring	Forgettable
		Uninteresting	
		Biased	

9. Did you learn about Black British history? How did the teaching make you feel?			
Black British history?		Feeling?	
Yes - slavery	2	Unenlightened	More Black history 4
No	2	Unimportant	
		Like having no trousers on	

4.5 Focus group with young people

1. Have ever studied Black people or the histories of Black people from Britain in your lessons at school?			
Black people in history		Black British history	
Yes	2	Yes	3
No	8	No	7

2. If you have learned about the histories of Black people in your school, have you learned it from another place?	
Learned Black people at school	3
Learned Black people at supplementary school	8