



THE *BLACK* CURRICULUM

Pearson

**Embedding Black British
History - mindsets &
methods**



Introduction

This resource booklet serves to encourage its users to think critically about the ways in which Black British History can be thoroughly embedded within the new Pearson migration unit.

You will find key concepts, and the definitions for these concepts within this booklet, as well as prompts, on the final page, for your own continued research and reflection on the provided case studies.

Finally, please see the links embedded in the suggested reading list for continued learning.



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British History

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Concepts

Intersectionality

Intersectionality finds itself rooted in the longheld tradition of Black Feminism. It was first coined by legal scholar Kimberlé Crenshaw, who defines intersectionality as:

When personal characteristics, e.g. Age, Class, Gender, Race, and Ability intersect some people experience...loaded advantage others...loaded disadvantage (Crenshaw, 2006).

lived experience = intersecting experiences

[Watch Kimberlé Crenshaw 'On Intersectionality', at WOW 2016 here.](#)



'Kimberlé Crenshaw - 'On Intersectionality', 2016



Positionality

The scholar Luis Sánchez in 2010 provides an insightful definition of positionality, stating that:

*"Positionality is the notion that **personal values, views, and location** in time and space influence how one understands the world [...] consequently, **knowledge is the product of a specific position** that reflects particular places and spaces (Sanchez, 2010)."*

Your intersectional profile = the way you understand the world



The plural nature of decolonising

Decolonisation

The removal of colonial settlers, infrastructures, and institutions that is **ongoing** (Tuck and Yang, 2012).

Decolonial (thinking, praxis)

To acknowledge the relationship between the construction of **knowledge, power, and colonial history**, and in doing so, seek to disrupt such colonial intellectual assumptions through **research, reflection, and action** (Freire, 1996; Mbembe, 2016).

Defining Praxis

“Reflection and action upon the world in order to transform it. (Freire, 1972)”



Embedding Black British History



Embedding Black British History

Embedding Black British History

Britain's history of slavery, colonialism + migration has enabled it to interact with many people of varying cultures, ethnicities + races

- Britain has a history of diversity
- It is becoming increasingly diverse – racially, culturally + ethnically

If we + our students are to navigate this reality, this diversity, respectfully + effectively...racial literacy needs to be taught explicitly



Why embed Black British History?

- Improves how our curriculum represents the diversity of our country's past, present + future
- Provides a more accurate teaching + understanding of history
- Elevates the voices + identities of the marginalised
- Increases engagement + belonging – seeing themselves in their learning
- Supports social cohesion – reducing ignorance + appreciating difference



Parallel Narratives / Case Studies

Research & Writing Task: Notting Hill

Notting Hill

- What was the context of the time?
- Identify Notting Hill's trans-continental Relationships.
- How has the changing of our own positionality over time influenced the way in which we view the history of Notting Hill?



Source:<https://hyponik.com/news/notting-hill-carnival-looked-1980/>



Research & Writing Task:

Tiger Bay

Tiger bay

- What Parallel Narratives can be found between Notting Hill and Tiger Bay?

Things to consider:

- Trans-continental Relationships?
- What happened to Tiger Bay?



Source: https://issuu.com/thechap/docs/tc105_the_chap_issue_105/s/10840640



Diversifying Enviroment



Diversifying the environment

- Display boards - diverse British role models
- Black British writers - in the library + school books fairs + World Book Day
- Lunch - serve Afro-Caribbean food
- Remembrance Day - contributions of West African and Caribbean veterans
- Assemblies - invite inspirational professionals
- School performances - songs, poetry, plays + musicals written by Black British people
- School orchestra - music written by Black British composers (i.e. Samuel Coleridge-Taylor's 'Hiawatha's Wedding Feast')
- Film club - films directed by Black directors +/- featuring Black lead characters

our school environment = what we value + what we don't



Success



Building an action plan

What success will look like:

- Holding our leaders to account for our racial literacy provision and actively embedding Black British History.
- Empowering everyone to relentlessly challenge inappropriate behaviours.
- Supporting each member of staff and each student to take individual responsibility for their:

Self-reflection and Learning

racial literacy

intersectional empathy

bias (conscious + unconscious)



Case Study Resources

Notting Hill:

- <https://www.bbc.co.uk/news/extra/jGD9WJrVXf/the-mangrove-nine-black-lives-matter>
- <https://www.mynottinghill.co.uk/the-history-of-notting-hill/>

Tiger Bay:

- <https://www.walesonline.co.uk/news/news-opinion/history-really-matters-tiger-bay-18372569>
- <https://www.cardiffbay.co.uk/history/>



Suggested Reading

- [bell hooks: Cultural Criticism and Cultural Transformation \(video 1 & 2\)](#)
- [bell hooks: Teaching to Transgress](#)
- [Eve Tuck & Wayne Yang: Decolonisation is not a metaphor](#)
- [Kimberly Crenshaw: Mapping the Margins/ Intersectionality, Identity Politics, and Violence against Women of Color](#)
- [Achille Mbembe: Decolonising Knowledge and the Question of the Archive](#)
- [Peter Fryer: Staying Power](#)
- [Paulo Freire: Pedagogy of the oppressed](#)



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