

Hackney Diverse Curriculum

A selection of sample resources

These extracts provide examples of the resources that make up the Hackney Diverse Curriculum. If you would like to find out how you can access the resources, please visit our [Hackney Diverse Curriculum](#) web page.

Sample Key Stage 3/4 resource

Phase: KS3/4		Subject: History	Overview – How has British identity changed during the 20 th century? Any term-2020					
					Key Vocabulary: empire, migration, identity, business, liberty, multiculturalism, globalisation, decolonisation, assimilation, dual identity,			
<ul style="list-style-type: none"> • Lessons to be linked to real life context. • Cross Curricular links • Key figure • Key text • Opportunities to decolonise the curriculum • Include culturally responsive teaching stimuli • Black British Contribution 								
<p>Special Credit – Scheme of work inspired by Abdul Mohamud & Robin Whitburn 'Migration, Empires and the People' AQA GCSE Textbook and Specification.</p> <p>https://www.aqa.org.uk/subjects/history/gcse/history-8145/subject-content/shaping-the-nation#AC_Britain_Migration_empires_and_the_people_c790_to_the_present_day</p> <p>Also their ongoing work with Justice2History, which promotes history education that can make a difference to the diverse multicultural societies we live in by furthering the values of social justice and equality. More resources accessed through https://justice2history.org/</p>								
Key features:		Key figure Key text	Diversify/ Decolonise	Social Justice/ Social action opportunities	Critical thinking practices			
Week	Topic covered	Introduction- timeline placement	Learning Intentions					
1	How diverse was Britain before 20 th century?	Lesson begins by introducing overarching enquiry question 'How has British identity changed during the 20 th century?' . Opportunity to introduce interlinking factors of business, empire, identity and migration, which will drive the enquiry and provide links between lessons. Reinforce the fact that we will look at several turning points in Britain's evolving identity during the 20th century. By grappling with identity and lived experiences that have shaped our	<ul style="list-style-type: none"> • Do now task – hook student curiosity with the question 'how do your family/culture cook rice?' Rice is a familiar ingredient across the globe. Almost every student has something to say. It models for the class early on that our answers to some questions will be different depending on the background we have when we enter the conversation. It gets the class to think about their relationship with culture. Use question about rice to transition to a more substantive discussion about how the same topic can mean many things to different people, and the way we engage with difference matters. 					
			<ul style="list-style-type: none"> • Black British history is everyone's history • Reading against the grain and elevating hidden voices in history • Anti-racist activism and writers • Making connections to modern social movements that 					

Enquiry Question: How has British identity changed over the 20th century?

Lesson 1

Think, Pair, Share

How does your family/ your culture cook rice?



Enquiry Question

How has British identity changed over the 20th century?

Aim: In this unit you will consider how far Britain willingly changed its connection to the world through **business, empire, identity** and **migration**. You will evaluate key individuals and turning points in 20th century British history, discussing historian views on ideas of **decolonization, assimilation** and **integration** in shaping of people's identity.

Key Questions:

- What are the factors and influences that shape changes and continuities in British identity?
- What are the historical experiences of people living in 20th century Britain?

Key Factors



African Empires

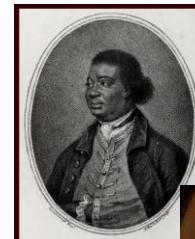


1600

1700

1800

1900



West Africa in 1600 before European Invasion

The historical kingdom of Benin (part of what is now Nigeria) was already in the process of extending its influence from the Niger delta into Lagos. Over the next hundred years, the independent African states - including the group of Hausa states (shown in dark green on the map) and the Mossi states around the upper reaches of the White Volta - would be able to maintain or expand their territories. The kingdom of Dahomey (now southern Benin) and the Asante (now the southern part of Ghana) had yet to begin their respective expansions over the Slave Coast and Gold Coast.





A map of European trading forts of the coast of West Africa (1600s)

The 'factories' appearing on this map were European forts or trading posts. Note that the equator is referred to as the 'Aquinociaill' (equinoctial line).

Before the 16th century, Europeans were not deeply involved in slave trading on the West African coast. However, there was some movement of African labour to Madeira and the Canary Islands by the early Portuguese explorers from 1470 onwards.

During the 16th century the first foundations of globalisation were laid when African rulers forged relationships with European traders. One early English explorer was William Hawkins, he made the voyages to Guinea to obtain ivory and gold.

There was intense rivalry for West Africa among Europeans. With no interest in conquering the interior, they concentrated their efforts to obtain human cargo along the West African coast.