



Understanding Slavery Initiative Scoping approaches for primary school delivery

Final report

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Glossary of terms

CPD	Continued Professional Development
INSET	In Service Training
ITT	Initial Teacher Training
LSN	Learning and Skills Network
PHSE	Personal, Social and Health Education
QCA	Qualification and Curriculum Authority
USI	Understanding Slavery Initiative

Acknowledgements

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Participating schools:

Southcoates primary school, Hull

Warren Wood primary school, Stockport, Cheshire

James Wolfe primary school, London

Executive summary

The Understanding Slavery Initiative (USI) commissioned the Learning and Skills Network (LSN) to undertake a study to explore and develop a recommended set of approaches for teaching and learning about the histories and legacies of transatlantic slavery for primary school learners: Foundation Stage, Key Stage 1 (KS1), and Key Stage 2 (KS2)¹.

A scope of existing resources available for teaching and learning about transatlantic slavery to primary learners, stakeholder interviews, museum educator interviews and visits to schools to carry out focus groups and workshops with teachers, parents and children provided the following findings:

- The review found that there is a **dearth of resources** available for primary learners on transatlantic slavery. This is in spite of the fact that more resources (mainly for KS3) have become available over the last two to three years in response to the bicentenary in 2007
- Resources developed by **Primary Colours** and the **USI web pages** (the latter designed for KS3) were referred to as useful materials for supporting teachers and working with children at primary level
- Resources were being **adapted from existing KS3 resources** for use at primary level
- **Resources for teaching about African culture appear to be lacking in general** with teachers opting to teach topics like Egypt as opposed to Benin as a result
- **Schools sometimes make their own resources** following teacher research on the internet

¹ Key stage 1 refers to learners aged 6-7 years and Key stage 2 is for learners aged 7-11 years.

- Teachers **prefer the development of web resources rather than produced packs** to the ability of the former to respond to change and be reviewed
- Schools rely on **visits from external experts and look to museums for support** particularly in terms of artefacts and their expert knowledge
- Some teachers suggested that it would be **useful to work closely with museums** to develop age appropriate resources –teachers talked about editing museum resources as they were not practical for classroom use
- Key subjects in the primary curriculum such as **history, citizenship, literacy, personal health and social education (PHSE), geography and literacy** were seen as providing possibilities for introducing teaching and learning on transatlantic slavery
- Citizenship education is viewed as **the subject through which the contemporary significance of the slave trade can be communicated**, that is, its legacies and relevance to modern Britain and the world
- Resources for teaching and learning about transatlantic slavery should be designed with a **bias towards literacy** to avoid being marginalised as a result of curriculum pressures
- Teaching and learning about transatlantic slavery is **important for children across the primary age range** –it is a significant period in British history, an understanding of which could help children to better understand communities of people living in the UK today
- Children need **prior skills and understanding-building blocks**-to help them to gain a strong foundation and knowledge for engaging in teaching and learning about transatlantic slavery
- The building blocks of knowledge go beyond the narrative of the history to include areas such as **fairness, justice, rights and responsibility and empathy**

- **Skills** to support young learners in accessing a balanced and informed knowledge of transatlantic slavery should be developed throughout the primary key stages: a focus on personal development, relating to others and an understanding of diversity and difference in the early key stages, through to engaging in historical enquiry, questioning, reflecting and expressing ideas in the upper key stages
- Teaching and learning about transatlantic slavery should **include a broader understanding of African history** including the relationship between European and African historical timelines
- It is important for all children to engage with teaching and learning about transatlantic slavery, even if they came from **areas where populations were predominantly 'White'**. This is because transatlantic slavery is an integral part of UK history and is therefore relevant to children of all ethnic backgrounds
- There is a need to **move away from viewing the 'story' of transatlantic slavery as a Black story** rather than as a British and world one which still affects us in our present day as a result of its legacies such as racism, economic difficulties in many countries in present day Africa and the economically advanced position of Western countries including Britain²
- Teaching and learning on transatlantic slavery is as relevant for learners in **rural areas with less ethnic diversity as it is in urban areas**
- Children's engagement with teaching and learning about transatlantic slavery is influenced by **heritage, gender and the geographical location** of their school and communities

² The aim here is not to make simplistic links between contemporary issues in some African countries and the historical period of the transatlantic slave trade. The same is true in relation to the accrual of wealth in Western countries, including Britain, during this period and the potential influences on their relatively strong economic position on the current world stage. However, during stakeholder interviews, interviewees made links to issues in modern day Africa and to key buildings and cities in England today which demonstrate how Britain grew as a result of gains from the slave trade. These legacies although not covered in depth in interviews are referred to by interviewees and demonstrate the links that individuals are making whether consciously or subconsciously.

- **Teachers need to develop their knowledge** about transatlantic slavery. This could be achieved through initial teacher training or through continued professional development
- Teachers who had already taught topics on transatlantic slavery felt that their **confidence had already grown** but felt that they would benefit from further training including training on teaching sensitive issues
- The sector needs to **avoid making assumptions about what children will find challenging or upsetting**
- **A cross-curricula approach** is the most effective for promoting a **holistic approach**
- An emphasis was placed on **kinaesthetic approaches** for developing learning about transatlantic slavery
- There is a need to **evaluate the impact of different approaches on learners and schools**
- The Understanding Slavery Initiative Partners need to support schools in developing teaching and learning about transatlantic slavery **outside of Black history week**
- Although teachers were confident about their ability to develop effective courses the need to **improve teacher knowledge and confidence was identified**
- **Local links to the history of transatlantic slavery** are important to support relevance to young learners, however school links and networks could support schools with fewer local links
- **a school ethos** that provides the foundation for teaching and learning about transatlantic slavery and where parents trust teachers to handle the subject sensitively is essential
- Some teachers had expressed uncertainty over teaching transatlantic slavery as a result of **'middle class White guilt'**

- There is a **lack of training for teachers** (both in initial teacher training and continued professional development) on teaching transatlantic slavery and approaches to teaching controversial and sensitive issues
- **Parents felt no reservations** about their children engaging with teaching and learning about transatlantic slavery
- **Negative feedback from parents** about their children engaging in teaching and learning about transatlantic slavery was minimal
- **Parents felt no reservations** about their children engaging with teaching and learning about transatlantic slavery
- Schools interviewed had not considered **bullying** as a possible outcome of children engaging in teaching and learning in this area
- There is a **lack of a strong body of research exploring the impact of teaching and learning of transatlantic slavery on learners of African and African Caribbean** descent with most reflections being based on anecdotal evidence. This includes both positive and negative impacts including bullying.

Recommendations

Research findings provide a basis for action for the USI partnership over the coming months as they seek to support the sector in introducing teaching and learning about transatlantic slavery. The following recommendations are made:

Developing resources for primary learners

- Museums need to consider a range of resources for supporting schools which include resources that are responsive to change and being updated
- The USI needs to develop web resources that offer a range of activities for a given area of learning
- Museums should work with libraries to develop book lists on transatlantic slavery relevant to primary learners.

Museums supporting the sector

- Museums should develop topic/handling boxes which can be used to support teaching and learning about transatlantic slavery
- Museums should develop approaches which provide opportunities for outreach to support them with delivering activities on transatlantic slavery within the school environment
- Museum educators should work in close collaboration with schools and teachers to develop schemes of work and learning materials. Smaller museums could work in partnership with larger institutions to offer services or joint exhibitions
- Museums and archives could look at their collections to see what existing materials hold a direct or indirect connection to the transatlantic enslavement of African people
- Museums and archives could make available their collections and records to gauge the economic impact the slave trade had on the surrounding area or their town or city. They could offer teacher INSETs or resource packs covering the topic
- The USI partnership could support smaller museums in developing sessions on local history relevant to the slave trade.

Teacher development

- Museums should work more closely with schools to develop training programmes to support teaching and learning on transatlantic slavery
- Museums should provide training for teachers on the teaching of controversial and sensitive histories which is consistent and relevant to different key stages
- Museums need to offer training more in line with schools' calendars of training days/INSET/CPD –these timetables are normally set at the start of the school year or term

- The USI partnership needs to be committed to developing awareness raising and buy-in amongst head teachers.

Working with groups of schools or learning networks

- USI partnership museums should develop approaches which enable teachers and schools to share knowledge
- Museums could support schools further along the 'journey' on teaching about transatlantic slavery to link with schools starting out on the journey
- Working in networks could support schools in pooling resources for inviting and working with external experts (e.g. children from Year 6 in several schools could come together for a drama performance/activity)
- Networks could help schools in rural areas to have visits from museum educators in clusters.

Engaging with parents through schools

- The USI partnership needs to consider ways of developing their work with schools such that parents play an active part in their children's learning.

Evaluation and research

- The USI partnership needs to build evaluation and follow up into their learning programmes
- This would support the aim of developing examples of good practice and an awareness of how resources and interventions impact on learners, school environments and communities
- More understanding is needed of the impact of and investment in teaching and learning about transatlantic slavery on children from different racial/ethnic backgrounds and in particular those of African and African Caribbean descent
- Museums need to work with schools at considering issues related to bullying and the development of negative identities as a result of learners participating in topics about transatlantic slavery.

1. Introduction

The Understanding Slavery Initiative (USI) commissioned the Learning and Skills Network (LSN) to undertake a study to explore and develop a recommended set of approaches for teaching and learning about the histories and legacies of transatlantic slavery for primary school learners: Foundation Stage, Key Stage 1 (KS1), and Key Stage 2 (KS2)³.

The USI is a national education project funded by the Department for Culture Media and Sport's Strategic Commissioning fund. The Initiative has been developed by a museum partnership: the National Maritime Museum in Greenwich, National Museums Liverpool, British Empire and Commonwealth Museum, Bristol City Museums, Galleries and Archives, and Hull Museums and Art Gallery. It is now in its sixth stage, having started in April 2003 with the following key objectives:

- To encourage teaching and learning about the history and legacies of Transatlantic Slavery through museum collections
- To develop resources for schools
- To offer training for teachers and museum educators
- To share best practice models which effectively address the issues and sensitivities inherent in this history.

The focus of its sixth stage is to build on work that has already been achieved in the Key stage 3 (KS3) and Key Stage 4 (KS4)⁴ curriculum. This work has focused on producing high quality resources (including a digital resource) for teaching and learning about transatlantic slavery for teachers and learners. It has also worked with the sector to understand the issues faced by schools in working with learners on this subject, provided support for teachers and promoted a wider understanding of effective approaches.

³ Key stage 1 refers to learners aged 6-7 years and Key stage 2 is for learners aged 7-11 years.

⁴ Key stage 3 refers to learners aged 11-14 years and Key stage 4 is for learners aged 14-16 and incorporating study for the General Certificate in Secondary Education (GCSE).

In taking forward work in the primary age range the aims of the primary scoping project were to:

- Research teaching and learning resources currently available for primary learners on the histories and legacies of transatlantic slavery
- Assess the current scope for introducing teaching and learning about transatlantic slavery at primary school level by consulting with learning stakeholders; investigating and reviewing government policy
- Provide recommended approaches to teaching and learning in primary school on transatlantic slavery in consultation with teachers, children and parents
- Determine the most effective resources for both teachers and children to encourage cross-curricular learning around the history and legacies of transatlantic slavery.

The project lasted for three months, beginning at the start of December 2008 and finishing mid March 2009. It aimed to engage research participants from across England and in particular those regions represented by USI partner museums.

This report outlines findings and recommendations from the study following a scope of existing resources available for teaching and learning about transatlantic slavery to primary learners, stakeholder interviews, museum educator interviews and visits to schools to carry out focus groups and workshops with teachers, parents and children.

The report is presented in the following sections:

Policy context: relevance of the research

This section outlines recent changes in the development and focus of the National Curriculum towards a stronger emphasis on promoting diversity in the curriculum. It considers how changes in the KS3 curriculum, particularly the introduction of a statutory requirement for teaching and learning about transatlantic slavery, has in part provided an impetus for this project.

Methodology

This section presents an outline of the methods in data collection and analysis. It also considers the limitations of findings due to issues arising during data collection and the sample participants.

Findings

A discussion of findings from data sources is outlined in this section with a focus on findings for the resource scope and discussions with key stakeholders, museum educators, teachers, parents and children.

Recommendations

This section considers the implications of the study for the USI in terms of supporting the primary sector in introducing this area of learning. It also includes a list of recommendations for future action.

2. Policy context: relevance of the research

Ajegbo (2007), draws attention to the need for both formal and informal curricula in schools to support children and young people in gaining a *'real understanding of who lives in the UK today, of why they are here, and of what they contribute'* (p 16). The report, which included a review of teaching and learning of ethnic, religious and cultural diversity across the curriculum to age 19, outlined the need for the formal and informal curricula in schools to respond more clearly to the constantly changing multi-ethnic nature of UK society.

The report was published against a background of tension; that is a growing awareness as a result of key world and domestic events such as the September 11 bombings of 2001 in America and the London bombings of 2005, of the need to promote further community understanding both at a local and global level. Events such as these have trickled down to debates on curriculum and what children learn in schools to equip them with a strong sense of individual identity, community identity and their place in the world. This includes an understanding of the diverse backgrounds of people living in Britain as well as an appreciation of how British society has developed to what it is today.

Acknowledging the need for a re-think of the opportunities that children have in school to address some of the above issues, a recent review of the National Curriculum at KS3 & KS4 by the Qualification and Curriculum Authority (QCA) saw the introduction in the academic year 2007/8 of a new strand in citizenship called *'Identities and Diversity: Living together in the UK'*. In addition, the review also resulted in a greater emphasis at KS3 on promoting and integrating education for diversity. Ajegbo (2007: 15) describes education for diversity as follows:

By 'education for diversity' we mean teaching and learning – in both the formal and informal curricula – that addresses issues of ethnicity, culture, language and religion and the multiple identities children inhabit. It is education for mutual understanding and respect, which gives pupils a real understanding of who lives in the UK today, of why we are here, and of what they as pupils can contribute.

The recent introduction of transatlantic slavery into the KS3 curriculum (September 2008), is viewed as a strong contributor to integrating education for diversity and challenging a Eurocentric interpretation of history. The introduction of duties on schools to promote community cohesion⁵ and a greater focus on inclusion and a cross curriculum dimension of identity and cultural diversity also support the aim of education for diversity.

The current independent review of the primary curriculum, is again addressing issues of education for diversity and the need to re-think the learning experience from Foundation stage to KS2. The review led by Sir Jim Rose and set to end with a final report in spring 2009 with implementation beginning from September 2011, seeks to design a curriculum which will nurture a cross-curricula approach to teaching as well as maintaining challenging subject teaching.

Rose (2008) outlines the suggested six areas of learning which will form the foundation of the new primary curriculum:

- Understanding English, communication and languages
- Mathematical understanding
- Scientific and technological understanding
- Human, social and environmental understanding
- Understanding physical health and well-being
- Understanding the arts and design.

Although further consultation will help to refine these areas, possibilities for promoting teaching and learning about transatlantic slavery can be primarily supported, based on

⁵ The Education and Inspections Act 2006 introduced a duty on all maintained schools in England to promote community cohesion. This duty came into effect on 1 September 2007. Ofsted are to report on the contributions made in this area starting in September 2008.

present thinking and discussions⁶, by the area: human, social and environmental understanding. Scope may also exist in the areas: understanding English, communication and languages and understanding the arts and design as these areas would support learners in accessing much of the material relevant to learning about transatlantic slavery.

The need to prepare children with the concepts and knowledge that they need to engage with teaching about transatlantic slavery at KS3 is important in supporting an effective delivery of the subject throughout all key stages. More importantly, a move in curriculum to support education for diversity can only be positive for children and young people as they learn to engage with the world from a plethora of perspectives and with respect.

3. Methodology

The study lasted for three months, beginning at the start of December 2008 and finishing mid-March 2009. During this timescale, the aim was to engage with the primary sector including those in primary school environments, namely teachers, parents, children, and those with a strong knowledge and experience of promoting education for diversity.

The following activities were undertaken to gather data from a range of sources:

- A resource scope (desk research)
- Telephone interviews with five museum educators from the USI partnership
- Nine telephone interviews with stakeholders from the fields of history (including expertise in Black history), citizenship, resource development for primary learners, teacher training, and local museums

⁶ Attendance at a stakeholders meeting hosted by the QCA (February 2007) looking at Citizenship education and the primary review suggests that scope for teaching and learning about transatlantic slavery would be relevant to this area.

- Questionnaires sent to five individuals (teachers and museum workers) who had directly expressed an interest to the USI of taking part in the project
- Focus groups with teachers from three primary schools: Hull, Liverpool and London
- Focus group with twelve parents from a primary school in Hull (same school as above)
- Workshop session with four parents and four children from a primary school in London (same school as above).

Resource scope

Web sites were searched to identify resources currently available for primary learners on the teaching and learning of transatlantic slavery. Web pages were searched under the following categories:

- Organisations with strength in **promoting Black history** or closely related resources
- Organisations that **promote a global dimension** to learning
- **Heritage organisations** including museums
- Organisations that **specialise in history or citizenship education**
- General websites aimed at teachers
- Organisations in the UK.

Web sites were identified using prior knowledge, recommendations and systematically following links provided to external sites on the web pages searched (See appendix 1 for sites searched). In addition museum educators and stakeholders were asked to give examples of resources they have used or were aware of for primary learners.

It was also recognised that resources may be included in different parts of web pages depending on the theme that they related to. As a result, the following points were considered during searches:

Resources could be found under these areas on web pages:

- **Key individuals**, for example, Olaudah Equiano, Ottobah Cugnano, Mary Prince, William Wilberforce etc.
- **Legacies of the slave trade**, for example, racial legacies
- Resources looking at the **relationship between Africa, the Americas and Europe** the exchange of knowledge: science, medicine, food etc.
- Resources may be included under **history or citizenship resources** but also under other curriculum areas such as **art, science, geography, Personal Health and Social Education**
- They may be included in **resources looking at resistance and rebellion**: the different ways that enslaved people fought back, for example, the Maroons (Jamaica), poisoning, forced miscarriages, the high-jacking of slave ships etc.
- A discussion of **slavery in a historical context**: including slavery in the ancient world, moving through transatlantic slavery to modern times
- A discussion of **abolition, lobbying and civil protest**
- Through an exploration of **modern-day cultural practices**, for example, carnival in the Caribbean and South America, the wearing of masks in parades or processions with links back to African traditions that have been transported through slavery
- **A focus on specific countries in the Caribbean** and the history of slavery from the perspective of those islands
- A geographical and historical focus on the **experiences of Haiti and Sierra Leone**⁷ in their present day contexts with links to transatlantic slavery
- **A focus on general African history** starting from before the time of slavery concentrating on how the triangular slave trade ⁸affected the continent economically, culturally and socially.

⁷ A focus on Haiti and Sierra Leone may provide material for considering the history of transatlantic slavery as they both have very strong links with this period; the former witnessing the rebellion of enslaved Africans led by Toussaint L'Ouverture and the latter being founded as a home for former enslaved Africans at the end of the eighteenth century. Recent work by a secondary geography teacher in London found these two countries of great interest to learners when considering the histories and legacies of transatlantic slavery including its possible impact on present day social, economic and political circumstances.

A detailed list of web pages searched can be found in appendix 1.

During the desk research the possibility of carrying out searches for resources produced by organisations in the Americas (North America, South America and the Caribbean) was considered. It was felt that resources produced in this part of the world (if they exist) may be better established. Although one or two attempts were made at finding relevant sites and resources, the approach was neither thorough nor systematic. As a result comments on this search are not included in the discussion. However, it may be useful, at a future date, for the USI to consider the potential benefits of identifying any such resources. A discussion of resources identified is explored in more detail in *Section 2: Findings*.

Interviews, focus groups and workshops

Museum educators and stakeholders

One-to-one telephone interviews were carried out with five museum educators representing the Understanding Slavery Initiative: the National Maritime Museum in Greenwich, National Museums Liverpool, British Empire and Commonwealth Museum, Bristol City Museums, Galleries and Archives and Hull Museums and Art Gallery.

Six one-to-one telephone interviews were carried out with key stakeholders. Two stakeholders responded to the questions as a questionnaire and returned it as an e-copy due to being overseas throughout the duration of the project. A further stakeholder showed support for the subject by inviting a project researcher and USI representative to a discussion day on the review of the primary curriculum.

⁸The transatlantic slave trade is also referred to as the triangular slave trade as a result of the movement of goods around the world and the 'triangular shape' that this took on if one imagined looking at the world through a birds eye view: the outward passage from Europe to Africa carrying manufactured goods; the middle passage from Africa to the Americas or the Caribbean carrying enslaved Africans and other commodities; the homeward passage carrying sugar, cotton rum, rice, tobacco, and other goods back to Europe.

Due to the small sample group and to respect requests for confidentiality exact names and contributors can not be presented in the report. Where contributions are acknowledged (for example for quotations), permission has been gained in advance. However, the list below provides an idea of the types of organisations/individuals who participated:

- Advanced Skills history teacher (KS3 & KS4)
- Expert in history teaching representing a national charity that advises on history in the National Curriculum
- Expert in citizenship education, representing a national charity
- Expert in developing resources on minority histories and perspectives representing a national charity
- A representative of an established teacher training body –Initial teacher training (ITT) primary department
- Two museums in the London region with strength in developing resources, exhibits and educational events to reflect the ethnic diversity of their communities.

Museum educators and stakeholders were asked a range of questions to gauge their views and experiences on areas such as existing possibilities for developing teaching and learning activities/topics on the histories and legacies of transatlantic slavery on the primary curriculum, work that their organisation/museum have done to promote learning in this area, key messages to communicate to learners, barriers that may be encountered and the role of museums in supporting the primary sector. (For examples of topic guides used during the project, please see appendix 2.)

Contacting and arranging interviews with museum educators and stakeholders was straightforward in spite of the time of year, namely the Christmas period and immediately following the New Year. Museum educators were aware of the project and as a result set aside time for engaging in interviews and providing additional support on request. The willingness of stakeholders to participate could possibly be explained by the relevance of the subject area to present curriculum discussions and

changes and their wish to contribute and to the positive reputation of the USI.

Identifying and contacting schools

The project aimed to undertake two workshop sessions with parents and children. Potential schools were identified by museum educators in the USI partnership. Recommendations were based on existing contacts or recent contacts with the school, an awareness of the school's work and commitment in promoting diversity in the curriculum, a school's repeated attendance at the museum to sessions on Black history and/or transatlantic slavery.

Recommended schools were considered based on their population (school size, pupil age, ethnic background of learners), geographical location (urban or rural) and work that they were doing or had done on transatlantic slavery. Considerations of the ethnic or racial backgrounds of learners was significant for the project as one of the key questions to be raised throughout was the ways in which children and parents from different backgrounds invest in and relate/respond to the subject of transatlantic slavery. This included a consideration of schools where pupils were from predominantly 'White' backgrounds to explore whether teachers and learners felt that learning on transatlantic slavery was relevant to their pupils and context and to learn the views of parents. It was also felt that schools from rural areas should form a part of the study. This was partly because of their tendency to have a mainly 'White' cohort of learners but also to assess whether schools in urban areas which in general have multi-ethnic populations are further along the journey.

Five schools were selected for contacting. Again, as with stakeholders, the names of participating and selected schools remain confidential unless otherwise acknowledged (the order of choices does not indicate preference):

Schools	location	ethnicity	School roll	Additional information
Choice 1 First school	Rural, south west England (Cheddar)	Somerset is 98.8% 'White' (United Kingdom 2001 census)	140	Year 3 studying the Caribbean with reference to the Slave Trade

Choice 2 Primary school	Urban, London	No precise information but assumed that there will be learners from diverse backgrounds	455	Recommended by USI as having a strong experience in promoting diversity in the curriculum
Choice 3 Primary school	Urban, serving a growing estate, North West (Stockport)	No precise information but the population in the metropolitan borough was 95.7% White British (United Kingdom 2001 census)	300	Have been repeat visitors to the International Slavery Museum, Liverpool
Choice 4 Primary school	Urban, London	No precise information but assumed that there will be learners from diverse backgrounds	432	Recommended by USI The school has a deaf unit
Choice 5 Primary school	Urban location, North East England (Hull)	Population in Hull is predominantly 'White'	331	The school has done a great deal of work with the Hull museum: William Wilberforce sessions, Cloth and Culture sessions, etc.

Three schools were eventually able to participate in the project: choice 3, 4 and 5. Unfortunately a school from a rural area were unable to participate on this occasion.

Workshops with parents and children

One workshop session was carried out with parents and teachers at a primary school in London: four parents (all female and a mix of African-Caribbean, African and White European heritage⁹ attended) and 4 children attended (nursery, Year 3 and two year 5 children).

During the session parents and children used mind maps, drawing and group discussion to recall learning activities the children had been involved in during Black

⁹ Information on ethnic origin was not taken as a part of the workshop or focus group. These were just general 'layman' observations made by researchers.

history week (October 2008). In addition, children were encouraged to select faces showing emotions (happy, sad, cross and surprised) to show how they felt about learning different areas of their topics.

One focus group was carried out with twelve parents (all female and of White European heritage) who have children in the school from Foundation stage through to Year 6.

Although sessions with parents and children were engaging and fruitful, researchers were aware that the gender balance of both school groups was uneven. Both the parent and children's group were represented by females apart from the nursery child. The imbalance of adult women is perhaps explained by the fact that the workshops took place in the middle of the school day. Although working patterns of men and women have changed over recent years, it still remains the case that it is predominantly women who are either available in the day for school events or who are able to be flexible around part time hours. In order to involve more male parents and carers in the work, the USI would need to consider offering workshops at different times of the school day or inviting men to attend workshops at museums during the weekend. Without this approach it may be difficult to avoid the female bias. In terms of the children taking part in the London school, although a general invite was sent out to parents in a newsletter, parents who responded happened to have daughters in the school. With more awareness raising amongst parents, it may be possible to attract a wider parent base and hence the possibilities of attracting those with boys in the school.

In terms of the racial/ethnic backgrounds of the participants, this raises an important issue. The lead contact in schools responsible for organising groups asked if the aim

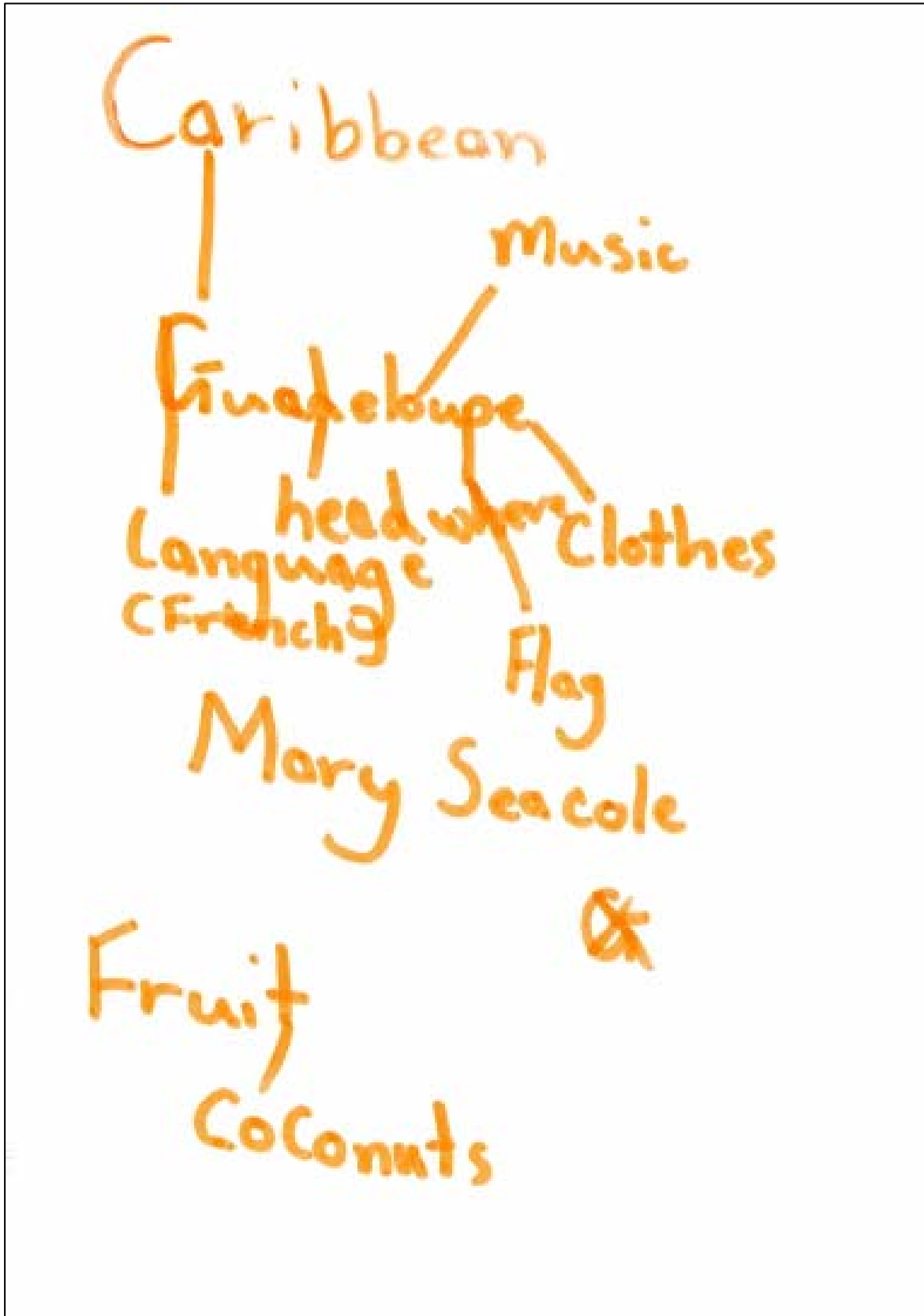


Figure 1 Mind map: Year 3 learner recalling work covered on the Caribbean during Black History week

was to have parents who came from an African or African-Caribbean background. This was the case for both schools. It was confirmed in both cases that the aim was to have a mixed cohort of parents; that is, from varied racial/ethnic backgrounds. It was felt that the racial/ethnic backgrounds of the two groups reflected the areas that the schools were based in. Hull has a majority 'White' population and this was represented in the parent group. However, further work could have been done with the school to invite parents who represented other ethnic groups, since although the representation is small, minority groups are represented. A more strategic and focused approach may be needed to achieve a balance in groups. This relies on providing schools with the time to communicate with parents and for parents to re-arrange and signal their availability.

Focus groups with teachers

Teachers from three schools in three major maritime cities took part in focus groups and telephone interviews:

A Year 5 and Year 6 teacher from Stockport, Liverpool took part in a group telephone discussion; a Year 1, Year 2, Year 5 and Year 6 teacher took part in a focus group discussion in Hull and three teachers, Year 5 and two floating teachers (Reception to Year 6) took part in a focus group at a London school. All teachers were from White European backgrounds and female. Although the project sought in part to work with schools with predominantly White populations, further consultations with teachers needs to focus bringing those on board from a range of racial/ethnic backgrounds. Of the three schools able to participate, discussions with the Stockport and Hull school focused on teachers who had recently done work with learners about transatlantic slavery. The focus here was not on achieving diversity in racial/ethnic backgrounds. The London school had a more diverse teaching population in terms of race and ethnicity and the whole school had undertaken teaching and learning on Africa, the Caribbean, and the civil rights movement during black history week (October 2008). However, although the focus group session was open to all staff many were unable to attend due to other meetings and activities that were taking place at the same time.

In conclusion, in spite of the small size sample of museum educators, stakeholders, teachers, parents and children, the insights that have been provided into the teaching and learning of transatlantic slavery for the primary age range are useful in determining next steps for supporting the sector.

4. Findings

The following section outlines findings from the study under the key areas: existing resources for primary learners, the current scope for introducing the topic in the primary curriculum; the relevance to all learners; teaching and learning approaches; and barriers to introducing this area of learning.

Current resources designed for primary learners

Following a scope of resources eight resources were identified as being designed for primary learners to engage with teaching and learning about transatlantic slavery. They were identified based on reference in their brief of being aimed at KS1 and/or KS2 age range. See the table below for details. Brief comments have been included next to each resource.

Web page	Resource name	Comment
The Citizenship Foundation (Go-Givers) http://www.citizenshipfoundation.org.uk/	Freedom-tells how Toussaint L'Ouverture fought for Freedom	Designed for KS2
Primary Colours www.primarycolours.net	<ul style="list-style-type: none"> • The Adventures of Ottobah Cugoano • Did you know? 	<ul style="list-style-type: none"> • CD and resources for Upper KS2 and lower KS3--story told through the eyes of the 13 year old Ottobah drawing on children's interest in the Caribbean and Pirates • Includes resources on Equiano –upper KS2 &

		<p>lower KS3</p> <p>Both resources use drama as an approach to teaching and learning</p>
<p>Slave Trade Abolition (found via the History Association web site)</p> <p>http://www.slavetradeabolition.org/</p>	<p>Slave Trade Abolition in Cambridge and Suffolk</p>	<p>For KS1, KS2 (linked with the renewed framework for literacy) and KS3.</p> <p>KS1 looks at the life of Equiano starting from a picture of his wedding to Susannah Cullen). KS2 builds on this, introducing Thomas Clarkson</p>
<p>Global Dimension (DEA)</p> <p>http://www.globaldimension.org.uk/</p>	<p>The Changing Face of Slavery</p>	<p>Described as a KS1,KS2,KS3 & KS4 resource</p>
<p>Development Education Centre (South Yorkshire)</p> <p>http://www.decsy.org.uk/</p>	<p>Olaudah Equiano in Sheffield: Sheffield, South Yorkshire, The Slave Trade and Its Abolition</p>	<p>KS2 & KS3 resource</p>

<p>Times Educational Supplement-Resources http://www.tes.co.uk/resourcehub.aspx?navcode=70</p>	<ul style="list-style-type: none"> • Rastafari • “I have a Dream” speech by Martin Luther King. 	<ul style="list-style-type: none"> • A BBC resource KS1, KS2, KS3 & KS4 BBC looking at the history of Rastafari. Features issues related to the slave trade • KS1,KS2,KS3 & KS4.
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In addition, the Historical Association have material on approaches to learning in history for young learners and Oxfam Global Citizenship have produced a scheme of competences, skills and knowledge that could be relevant in promoting this area of learning.

A review of resources

Identified resources were considered for:

- Age appropriateness-could they be used with primary learners without being significantly adapted?
- Content – would learners be able to engage with the content or are the information/concepts too challenging both technically and emotionally?

Freedom (Citizenship Foundation-Go Givers) -the resource is based around a PowerPoint display which can be used with learners as a visual image to generate discussion. The slides can be used as a part of a scheme of work looking at the theme of slavery in general including a focus on Toussaint L'Ouverture who was born into enslavement in the 18th century and led the enslaved people's of Haiti to victory over the European's. Learning activities such as research, role play and discussion ideas accompany the resource and can be loaded down from the Go-Givers web pages.

Due to some of the concepts, it is suggested that the resource would suit upper KS2 learners although able learners in Year 4¹⁰ may be able to participate. The resource provides a good starter for placing transatlantic within the context of slavery in the ancient world.

The Adventures of Ottobah Cugoano -this resource has been well designed for upper KS2 and lower KS3. Based on the true story of Ottobah, who was enslaved as a child but who eventually became an author and influential voice in the abolition movement in England, the resource introduces children to the story of slavery through the eyes of a young Ottobah. Written by a teacher, the resource encourages children to empathise with his life whilst learning historical facts. The resource taps in to the literacy curriculum providing a guide for teachers, CD ROM with illustrations and photo copiable materials. The resources are colourful and well designed and are appropriate to use directly with learners. There is also the possibility of differentiating materials for different ability groups.

Did you know? This resource produced by Primary Colours, is a collection of books and posters presenting the lives of fifteen inspirational Black and Asian achievers both past and present. Olaudah Equiano, an enslaved African who became a free man and abolitionist, is included in the collection. The resource presents positive images of Black and Asian people as well as presenting their stories in a clear format. It can particularly be used with able readers in KS2 but can also be used as a resource to engage learners in drama activities. Links to history, PHSE and literacy programmes of study are provided for teachers.

An overview of the resource **Olaudah Equiano in Sheffield** suggests that its content has been designed with KS2 learners, and in particular upper KS2 in mind. It was not possible to secure a hard copy of the resource within the scope of the project, but examples of the resource provided on line (including maps, flash cards, and documents), suggest that this is potentially appropriate for engaging Year 5 & 6 learners¹¹

¹⁰ Year 4 learners are 8-9 years

¹¹ Year 5 & 6 are upper Key Stage 2 learners; that is, children aged 9-11 years

The resource includes:

- Interactive classroom activities with web links for interactive white board support
- Activity 1 - documents from Benjamin Spencer, a merchant from Cannon Hall near Barnsley that show what and who was bought and sold on each leg of the triangular trade
- Activity 2 - explores the winners and losers of the triangular trade. The activity cards can be introduced on the white board
- Activity 3 - looks at the experience of enslaved people in Britain using a local portrait of the Earl of Chesterfield and family and a copy of an advertisement from the period
- Activity 4 -explores persuasive writing using extracts from The Interesting Narrative of Olaudah Equiano. Video clips of actor Joe Williams in role as Equiano reading extracts from the book can be downloaded
- Activity 5- looks at local and national campaigners against slavery.

Development Education Centre (South Yorkshire)¹²

Slave Trade Abolition in Cambridge and Suffolk -this resource includes schemes of work specifically designed for Key Stage 1 and 2 learners. Guidance on the web pages explains that although it has direct reference to Year 2 and 6 targets, it can be used with children across the key stage. The resource supports learners in developing the skills of historical enquiry with strong links to literacy. Resources have been well developed and there is guidance for teachers. The content is interesting and stimulating starting for example with children at key stage 1 discussing a picture of Olaudah Equiano and his English bride, Susannah Cullen, in 1792. This supports children in

¹² For a link to the resources including visual images and cards see <http://www.decsy.org.uk/pubdetails.asp?idfive> interactive classroom activities with web links for interactive white board support=18

accessing historical information through everyday things that they understand and to ask questions about the lives of the people presented to them.

The Changing Face of Slavery-this pack looks at the history of slavery (from West Africa to the Caribbean) and child labour (in the UK). The resource takes a human rights perspective encouraging learners to make parallels with present day child labour world-wide. There is a focus on the triangular trade and its links to Liverpool. The resource (hard copy) includes teachers' pack and video material.

The opportunity to review a pack did not arise during the timescale of the project; it is therefore difficult to comment on its appropriateness to Key stage 2 learners. However, the pack notes that it is designed for 7-11 year olds as well as for Key stage 3 learners.

Rastafari (Times Educational Supplement) is an e-learning resource for teachers to gain knowledge rather than materials to be directly used with learners. It gives information on the religion, how it views transatlantic slavery and provides song lyrics and sound bytes of the theme of slavery in reggae songs. Songs may be incorporate into activities with upper KS2 but overall the resource is not designed for easy use with primary learners.

I have a dream is a sound file (played on Media Player) of Martin Luther's famous speech of August 1963. The sound file can be used as a part of general teaching and learning sessions on the theme of American Civil Rights Movement. This can of course be given a wider historical context, that is, the history of transatlantic slavery, its abolition and continuing hardships and lack of civil liberties for Americans of African descent. It can also be used with learners (KS2) to think about dreams, hopes for the future and how these have been articulated by famous people throughout history.

In addition to the above resources, during discussions with teachers, stakeholders and museum educators, the following resources were also identified as being useful and designed to engage primary learners:

- Hackney Museum's Abolition 07 Resource Pack
- Resources accompanying the British Empire & Commonwealth museum's *Breaking the Chains-The fight to end slavery exhibition*

- My learning web pages (museums, libraries and archives in Yorkshire) –a KS1 lesson on William Wilberforce¹³
- Resources to accompany the Slavery exhibition at the International Slavery museum in Liverpool¹⁴
- Malorie Blackman’s collection *Unheard voices (2007)*, Corgie Books
- Joan Agard’s poems which centre on transatlantic slavery and diversity

Various stakeholders from all interview groups also made reference to using the USI on-line slave trade resource and Citizenship Resource designed for KS3. Work was adapted for learners and the sites proved to be a good knowledge source for teachers.

Conclusions from the resource review

- The review found that there is a **dearth of resources** available for primary learners on transatlantic slavery; this is in spite of the fact that more resources (mainly for KS3) have become available over the last two to three years in response to the bicentenary in 2007
- Resources developed by **Primary Colours** and the **USI web pages** (the latter designed for KS3) were referred to as useful materials for supporting teachers and working with children at primary level
- Resources were being **adapted from existing KS3 resources** for use at primary level
- **Resources for teaching about African culture appear to be lacking in general** with teachers opting to teach topics like Egypt as opposed to Benin as a result

¹³ See link to resources on William Wilberforce
<http://www.mylearning.org/overview.asp?journeyid=189>

¹⁴ See link for example of teacher’s guidance notes
http://www.liverpoolmuseums.org.uk/learning/worksheets/ISM_teachers_pack.pdf

- **Schools sometimes make their own resources** following teacher research on the internet
- Schools rely on **visits from external experts and look to museums for support** particularly in terms of artefacts and their expert knowledge
- Some teachers suggested that it would be **useful to work closely with museums** to develop age-appropriate resources –teachers talked about editing museum resources as they were not practical for classroom use.

5. Introducing Transatlantic Slavery at primary level: the current scope

Findings below are drawn from interviews, focus groups and workshops with museum educators, teachers, parents and children. They provide an insight into work that is already happening as well as issues and areas of concern.

Curriculum 'space'

Teachers, museum educators and stakeholders were asked to give their thoughts on existing opportunities in the primary curriculum for introducing teaching and learning about transatlantic slavery.

Teachers referred to possibilities in the **existing programmes of study** such as learning about the *lives of significant men, women and children drawn from the history of Britain and the wider world* (KS1 area of study) as a possible avenue for introducing teaching and learning about transatlantic slavery. For example, teachers spoke about changing the suggested focus of the area of study from Florence Nightingale to Mary Seacole.

In general, all interviewees referred to **key subjects in the primary curriculum such as history, citizenship, literacy, personal health and social education (PHSE), geography and literacy** as providing possibilities for introducing learning. In support of this, one school participating in focus groups and workshops (London) showed how work during black history month had drawn upon all of these areas to develop a focus on Africa and the Caribbean. Reference was also made to other subject areas such as art and music as participants spoke about nurturing a **cross-curricula holistic approach** to teaching and learning.

I would argue that you could find relevance in EVERY subject and could potentially make an amazing whole curricular project.

Advanced History teacher (KS3 & 4)

Although teachers were able to articulate possibilities in the curriculum, many of which were well informed and creative, it is possible that **further support is needed in the sector to help teachers to appreciate the contribution of different subjects across the curriculum to teaching and learning about transatlantic slavery.** This observation was made as it became evident during discussions that teachers' suggestions were based primarily on their own experiences. Far from being a point of criticism, this illustrates ways in which the USI could support the sector. Through working with teachers on subjects varied as citizenship, history and design technology possibilities for introducing learning can be established¹⁵.

Citizenship education was seen as having strong possibilities for introducing teaching and learning about transatlantic slavery as focus group and interview conversations generally drew attention to issues such as rights and responsibility, justice and fair treatment. It was also **seen as the subject through which the contemporary significance of the slave trade can be communicated.** Only one respondent was uncertain about the relevance of citizenship teaching which varied significantly from views which saw strong possibilities coupled with teaching on historical fact, of providing contemporary relevance to transatlantic slavery. With reference to teaching on citizenship and PHSE Claire (2007), highlights the need for teachers and in particular primary teachers, given the fact that these two areas of learning are often compounded, to '*take advantage of the way (the subjects) build on one another*' (p. 1). Although history is not compounded with citizenship teaching in the same way as PHSE, Claire, known for her work and commitment in promoting

¹⁵ A recent project (2007) undertaken within the remit of the former Commission for Racial Equality, saw teachers and curriculum specialists coming together to develop ideas for teaching transatlantic slavery through different curriculum subjects (KS3). One example of innovative thinking was shown through the contribution of the design and technology specialist who drew on historical facts to design simple everyday objects leading to a narrative of someone's possible experience.

learning for young children to nurture their understanding of diversity, equality and social justice, shows how history teaching can support positive ideas of active citizenship in children. Claire argues for the need to take historical facts from periods such as the transatlantic slave trade, and developing teaching and learning sessions which support children in making connections to contemporary concerns. An example which she gives is learning about '*persuasive evidence and national activism*' through individuals such as Olaudah Equiano and the importance of '*publicity in changing minds*' through looking at the example of Sarah Parker Redmond (p.5). Claire argues that:

In short, history can and should be where children hone their moral values, learn and practise the skills of critical thinking, using evidence-based rational argument and advocacy which are central to citizenship education. Here, they can be introduced to and start to come to grips with important citizenship concepts like justice, democracy, identity and diversity in historical contexts and as appropriate, address these in the contemporary world.

Furthermore, Ajegbo (2007) argues that the **link between education for diversity and citizenship education is clear** as the latter **provides the link between understanding and celebrating the UK's cultural diversity as well as acknowledging what brings us together as active citizens**. Therefore, in encouraging teachers to identify possibilities for introducing teaching and learning on transatlantic slavery, children not only have the opportunity to engage in what has often referred to as a 'hidden history' but also to understand the relevance of that history to the modern world and in particular UK society.

As well as thinking about subject areas, consideration was given to **curriculum time and the marginalisation of some subject areas**. Two stakeholders in particular (resource developer for minority perspectives and ITT interviewee) drew attention to the need to design resources with a bias towards programmes of study in literacy. Producing resources and developing schemes of work aimed at literacy would increase the possibility of teachers using materials. The respondent working in promoting minority histories argued that their organisation already took this approach and that it was very successful.

The issue of time and curriculum overload cannot be underestimated since arguably subjects such as citizenship education, in spite of its capacity to support learning on transatlantic slavery is often marginalised. Supporting teachers in capitalising on existing possibilities for introducing teaching and learning on slavery is important as timetables are already overburdened and teachers may view this as just one more pressure on their time. Proposals for the primary curriculum review may support teachers in having more time available by making the curriculum less overburdened with content and giving greater autonomy back to schools in managing teaching and learning time.

Relevant to all learners

An important area of study

Although we may sometimes be ashamed to admit it, the slave trade is an integral part of British history. It is inextricably linked to trade, colonization, industrialisation and the British Empire. It is important that children learn about this and the links to wider world history, such as the American civil rights movement – the repercussions of which are still being felt today.

The Children’s Minister Kevin Brennan quoted in Slavery history lessons to be compulsory, Anthea Lipsett, Guardian on line, 26 August 2008

All focus group and interview participants agreed that teaching and learning about transatlantic slavery was **important for children across the primary age range**. In general, it was viewed as a **significant period in British history**, an understanding of which could help children to better understand communities of people living in the UK today. However they considered that not all aspects were relevant to younger learners (Foundation Stage and KS1) because of their potentially distressing affects. In addition, it was felt that children needed **prior skills and understanding** to support their learning.

One interviewee spoke about the **‘building blocks of knowledge’** needed from Foundation through to upper KS2 to ensure that learners had a strong base, both in knowledge and understanding to engage in meaningful learning about transatlantic

slavery. This idea was echoed by interviewees with clear areas of learning being identified for children throughout the age range.

Suggestions for Foundation Stage and KS1:

- ***Rights, responsibilities and respect for others*** -it was reiterated that this should be a strong part of the school ethos
- ***Fair and unfair*** - children have a strong sense of justice and this could be applied to an awareness of the wrong treatment of enslaved people
- ***Awareness of other cultures*** - learning about the diversity of cultures in their immediate schools and home communities
- ***Names*** -the importance of having a name and the sadness of having that taken away against your will and being called by another name. One respondent said that they had worked with children on this through using passports and thinking about the freedom that gives us to travel and move around
- ***Freedom*** -understanding this as a basic human right and the injustice of having this taken away
- ***Family and friends*** - children could be encouraged to consider those people and things in their lives that are important and dear to them. This could include an exploration of heritage

Empathy - this can be achieved through looking at the lives of individuals or through approaching the experience of enslavement through the eyes of a child e.g. through the eyes of a young Ottobah Cugoano.

Suggestions for Key Stage 2:

- ***The historical narrative***-enslavement, middle passage, plantation life
- ***Knowledge of the continents involved in the trade***-Europe, Africa and the Americas
- ***Power***-an understanding of the misuse of power (Years 5 & 6)

- **A general history of Africa to the present day** – teaching on African countries, cultures, history and contributions to the arts, literacy etc. can be introduced in Key Stage 1. It was felt that teaching and learning on transatlantic slavery should be placed within a wider ‘African story’ to avoid learners thinking that African history is only about enslavement.

Like with bullying, children can understand about cruelty, being treated fairly and being treated as an object. They can begin to explore the nature of freedom and power in relationships.

Programme manager, Citizenship Foundation

The above suggestions were mainly provided by museum educators and stakeholders. Ideas put forward by parents emphasised the need to make connections between teaching and learning on transatlantic slavery and contemporary issues.

Suggestions were:

- Strong links between the story of transatlantic slavery and modern day development work in African countries
- To understand that slavery is still a reality in the modern world
- Strong links to be made between the Black civil rights movement in 1960s America and modern day racism (Black and White).

Parents in Hull tended to make **connections between transatlantic slavery and issues of international development**, such as charitable concerns and aid to Africa. Parents in London did not tend to make these links. They also, perhaps due to their geographical location focused on the more traditional figures of abolition, that is, William Wilberforce, without much discussion of the contribution of others (both African and European) to the abolition movement.

Stakeholders made reference to Barack Obama, his achievements and the changes in thinking about the status of Black people in the world. Although this was not articulated fully, it was obvious that this was viewed by several research participants as integral to teaching and learning about transatlantic slavery.

The above suggestions demonstrate a general view that teaching and learning on transatlantic slavery should be an integral part of children acquiring broader knowledge, skills and understanding about themselves and the world. It demonstrates an appreciation of the subject's relevance which goes beyond the historical narrative to developing an understanding of shared experiences, concerns and values.

In developing a scheme of work for transatlantic slavery at KS1 and KS2 the USI in collaboration with teachers can draw on the above areas as well as potential scope in the curriculum for introducing this area of learning. In addition, the Historical Association (2007), has developed an in depth reflection on opportunities for introducing the teaching of emotive and controversial issues in the curriculum for learners 3-19 years.

Children from different ethnic/racial backgrounds

When asked about the **relevance to all groups** of learners, that is, children from rural and urban areas and children from different ethnic and racial backgrounds, there was a general consensus that it was important for all children to engage with teaching and learning about transatlantic slavery, **even if they came from areas where populations were predominantly 'White'**. It was felt that, if taught well, knowledge and understanding of transatlantic slavery could help to challenge prejudices, prepare learners for the subject at KS3 and more broadly for life as a citizen in a multicultural society. In addition, some teachers and museum educators pointed out the need to move away from viewing the 'story' as a Black story rather than as a British and world one which still affects us in our present day as a result of its legacy of racism.

Interview and focus group findings show a general consensus that teaching and learning on transatlantic slavery is as **relevant for learners in rural areas with less ethnic diversity as it is in urban areas**. However, both groups of parents recognised that their schools were fortunate as immediate links could be made to the slave trade as a result of the history of the area and links to either an influential individual from that period or significant landmarks. One parent raised the point of the difficulties faced by rural schools in drawing upon local resources to support their work.

Children's engagement

Several responses were given about the ways in which children engage with the subject and the way in which this is influenced by **heritage, gender and the geographical location** of their school and communities:

One museum educator commented on the way in which children were **fascinated and engaged** with the subject, with another referring to KS2 learners and the positive way in which they had become involved in a museum session.

It was noted by one museum educator that **boys** tended to respond with the most **gruesome aspects** of the story, with other children expressing **shock and disbelief** over the way that enslaved people were treated.

Museum educators and teachers were particularly impressed with learners' ability to show **empathy** and the way in which older learners have articulated issues related to the **abuse of power for arbitrary reasons**.

On commenting on a school where 60% of children were African-Caribbean one museum educator observed that children made very clear **links to racism**. It was felt by the respondent that children from 'White' backgrounds did not make this immediate link. Arguably, although research participants identified the subject as being relevant to all learners as a result of its important place in British history, **the investment and interaction of learners from an African or African-Caribbean descent may be more pronounced**. One museum educator expressed this by saying that children of African or African Caribbean descent need knowledge of their own background. This does not imply that children from this heritage will learn about a background that is negative and in which they are understood as victims. Arguably, such outcomes would be the approach of poorly considered approaches and understanding of the period. As put by Eboda (2007):

Far from being imbued with a sense of pride in their identities, African and Caribbean pupils could well end up feeling inferior, depressed and lose interest in the subject of history as a result.

I like when I learnt about
Africa and the Caribbean. When
we learnt about Africa the
Caribbean because we got to
eat lots of food and dancing
and singing. When we learnt
about Africa it was
fun because the Africa it was
Africa. Come from

Figure 2 Free writing: Year 5 learner recalling learning sessions on Africa and the Caribbean

As one stakeholder said, teaching approaches resulting in this outcome need to be avoided at all costs as this would undermine a commitment to introducing this area of learning in the curriculum.

A more pronounced interest in the subject by this group of learners may be explained by an opportunity to learn about a period of history which is intimately relevant to their own heritage. Arguments for teaching transatlantic history within a broader context of African and world history become particularly relevant in this respect to provide learners with a positive sense of identity. In addition commentators in the field of Black history argue:

It is our¹⁶ fervent belief that one of the reasons so many black kids are not performing well at GCSE is because much what they are being taught has very little resonance with who they are. Nowhere is this more evident than in the subject of history

Eboda (2007)

Finally discussions with children demonstrated the need to **avoid making assumptions about what children will find challenging or upsetting**. During workshops sessions when asked to select pictures of faces (happy, sad, cross, surprised), children did not talk about any activities that had made them sad or cross during the work in Black history week. This work had included a focus on civil rights and apartheid in South Africa. When learners did talk about things that made them cross or sad, they talked about everyday things, for example, not being able to get dance steps correctly in an African dance.

¹⁶ Michael Eboda is the editor of *New Nation*. He is referring to his newspaper which has campaigned for African and Caribbean history to be taught in schools.



Figure 1 Year 5 learner remembering how she really enjoyed working with an African choir

Teaching and Learning approaches

Many ideas were put forward for approaches to teaching transatlantic slavery. Ideas were based on good primary practice, and on the experiences of school topic work and programmes designed by museums. One stakeholder, whilst contributing ideas, drew attention to the fact that her suggestions **have not been tried and tested** in relation to teaching and learning about transatlantic slavery. As a result, they cannot be described as examples of good practice at this stage. In effect, this applies to all of the suggestions below. They do, however, provide a good insight into those areas most likely to form good practice.

Learning approaches

The possibility of drawing on a **wide range of subjects** in the curriculum for promoting a **holistic approach** to learning was identified by the majority of interviewees and in particular teachers. Research participants underlined the importance of this in the primary age range to support learners in making connections between areas of knowledge.

Interviews and focus group discussions also showed that a **range of approaches** have been adopted for engaging with learners on this subject with the emphasis being placed on **kinaesthetic approaches**. Proposed approaches are outlined below:

- **Practical and hands-on** learning
- Use of **visual aids** where appropriate
- **Drawing on the arts**, for example, music, crafts and dance –children can interact creatively
- **Interactive role play**
- Focusing on **important characters**- children can start from what they understand i.e. the life and experiences of a real person
- **Developing empathy** –particularly through story and narrative
- Looking at **positive aspects of the slave trade**, for example, the successful struggle of individuals for freedom
- Providing a **secure space for discussion**: children can agree on the rules for talking together, for example, listening to each other and taking turns; children should be encouraged to feel that there are no wrong answers
- Use of outside **experts**
- Approaching learning **through the perspective of a child** – comparisons were made with Anne Frank and the ability of children to identify with her

- Use of **original source material** with a variety of activities when designing packs- this will support learners in developing an informed understanding of the period
- The impact of a kinaesthetic approach that incorporates the art subjects was confirmed in workshops with children as the activities that they remembered the most. Three months after participating in learning on Africa and the Caribbean, they particularly spoke about mask making, dance, singing with a choir, and drumming¹⁷
- **Interactive web resources** –teachers from two of the schools interviewed pointed out the strength of web resources over produced packs. They felt that the latter was static with little scope for change over time. It was felt that web resources could be kept more up to date and responsive to feedback from teachers. They argued that the teaching of transatlantic slavery would differ from year to year based upon the children in the group and the confidence and knowledge of teachers. Evaluation of materials could reflect these changes through a continual up date and review of web resources.

Museum educators and one resource developer (citizenship specialist) raised the issue of follow-up with schools. The opportunity of **evaluating the impact of different approaches on learners and schools** has not yet been fully undertaken. This is partly due to resources as it is difficult and costly to carry out follow-up work schools. Another resource developer however commented on their organisation’s work with schools and their aim to investigate how approaches have made a difference.

In order for strong links to be made between approaches and outcomes in teaching and learning about transatlantic slavery, the USI and other stakeholders need to be committed to evaluating both resources and approaches. This will ensure that clear lessons are learnt across the sector and good practice examples developed.

¹⁷ Miles, B. (2006), *Teaching about the abolition of the Atlantic slave trade: principles to adopt, pitfalls to avoid*, *Race Equality Teaching*, Vol 25, No 1, Autumn 2006, pp25-32. This short paper outlines other possible areas and approaches to be considered when engaging with learners on transatlantic slavery.

Key messages

A focus of the study was to learn what participants felt were the key messages to be communicated to young learners about transatlantic slavery. A summary is given below:

Primary children should:

- Understand that Africa is a continent made up of diverse countries, languages, etc. Gain knowledge of the history of African countries before transatlantic slavery and in the periods following its abolition¹⁸ up to the present day
- Understand the contribution that Africa made to ancient civilization
- Understand wider migration of people across the world, both forced and voluntary to the Caribbean over the centuries
- Know that transatlantic slavery happened and that Britain benefited from it
- Learn that sad things happen to people
- Understand that enslavement of people is wrong and unjust and that enslaved Africans always resisted their enslavement either at the hands of fellow Africans or Europeans
- Have an understanding of African culture and transatlantic slavery in its historical context –for children to compare time lines with Europe and other civilizations

¹⁸ Abolition of the slave trade by Britain and other countries continued from 1807 onwards. However, in spite of abolition laws, it is important to note that illegal trading in enslaved Africans continued for another sixty years after this, with many Africans being taken to the sugar plantations of Cuba and Brazil. The British Royal Navy carried out antislavery patrols along the west coast of Africa up to 1865 to intercept ships carrying enslaved Africans across the Atlantic. (Information provided by the International Slavery Museum Liverpool web pages <http://www.liverpoolmuseums.org.uk/ism/slavery/europe/abolition.aspx>)

- Africa and African people need to be seen in a historic context that reflects their economic, artistic and social status regarding their early interactions with European traders and later European invaders
- Understand the legacy of slavery in terms of racism – e.g. making early links to the American civil rights movement
- Learn that racism was and still is a significant part of British and European history
- Understand that the enrichment of Britain during this period was due to the slave trade-it enabled the industrial revolution and the expansion of the British Empire¹⁹
- The legacies of the trade impoverished Africa and contributed to the continent's structural weakness that has lasted for hundreds of years²⁰
- The trade entrenched notions of racism and European superiority that societies all over the world are still endeavouring to overcome
- Learn that in spite of the horrors of transatlantic slavery that good people (both African and European) fought for the rights of enslaved Africans
- The abolition movement was the biggest political campaign in British history.

In general, interviewees pointed out the need to move away from teaching about transatlantic slavery during **Black history month** as such practice communicated the wrong message to learners; learners could gain the impression that transatlantic slavery is a Black history without any real relationship to mainstream history. One school pointed out that they were already making steps in this direction with the support of expert advisors to integrate teaching and learning on the slave trade and

¹⁹ Interviewees suggested that learners in Year 6 would be able to be introduced to these issues

²⁰ Parents in Hull alluded to the links between slavery and the present 'weak' position of many African countries (both politically and economically). As with the point above, when drawing attention to more conceptually challenging areas of transatlantic slavery, research participants: parents, teachers and stakeholders, were careful to refer to Year 5 and 6 letters or simply to the latter. It was felt that although these areas could be studied in more depth in at KS3 that learners in the upper primary age range could begin to explore these issues by considering specific examples.

wider African history and cultures across the curriculum throughout the course of the school year.

6. Barriers to teaching and learning about transatlantic slavery in the primary age range

Controversy is intrinsic to many aspects of slave trade history. One surrounds the racial structure of transatlantic slavery. This differentiates it from most other histories of slavery. It provokes arguments over the meaning of race and the impact of racism in shaping patterns of exploitation in the modern world, including Britain. A related issue is the impact of the slave trade on Africa and African identity.

Historical Association (2007:37)

Subject sensitivities

Without having a full knowledge of the histories of transatlantic slavery, it can be argued that most people would possibly agree that it is a **sensitive subject as it evokes issues of cruelty, power, exploitation and the destruction of the lives of thousands of Africans**. The Historical Association in its report *T.E.A.C.H-Teaching Emotive and Controversial History 3-19 (2007)* provides a **definition of what constitutes an emotive or sensitive issue in history**. The following definition is used to frame the report:

Controversy is intrinsic to many aspects of slave trade history. One surrounds the racial structure of transatlantic slavery. This differentiates it from most other histories of slavery. It provokes arguments over the meaning of race and the impact of racism in shaping patterns of exploitation in the modern world, including Britain. A related issue is the impact of the slave trade on Africa and African identity.

Historical Association (2007:3)

The controversial and sensitive nature of the subject cannot be overlooked as it potentially impacts on many areas related to introducing the subject to young learners: teacher and parental concern; a good understanding of sensitive approaches to teaching and learning; the impact on learners and in particular those from an African or African-Caribbean descent. One respondent neatly summed this up by referring to some aspects of the story as harrowing.

A stakeholder representing a museum in the London region raised the issue of how teachers find it difficult to teach the subject. It was pointed out that their discomfort was not matched by that of the **children** as the latter were **less likely to express worry or concern about engaging with the subject**.

Contrary to this, teachers interviewed were **confident about their ability to successfully teach the subject** and did not see it as an area of learning to shy away from. Their confidence was in part due to the experience that they had already gained in successfully undertaking topic work with learners (admittedly notions of success need to be explored more fully since at present research of the impact on different groups of learners and how it contributes to making them more empathetic and positive citizens is lacking) and support that they had received from the museum sector in approaching the subject.

Another interviewee expressed strongly the opinion that primary teachers **dealt inadequately with the sensitive nature** of the subject. This was in the main due to a lack of appropriate training. When speaking about the primary teaching population in general, most respondents agreed that this, indeed, was the case which in turn presented a barrier to introducing the subject.

Four key areas outlined in the Historical Association's report (2007) reflect a general sense of **uncertainty and unwillingness to engage with controversial and emotive areas such as transatlantic slavery**. The report found that teachers were likely to choose safe content and pedagogy; avoided controversial issues for many reasons including the belief that some subjects were inappropriate for young learners;

lacked subject knowledge, particularly in the primary sector which affected confidence; and often found had access to inadequate resources to support them.

Need for a supportive school ethos

Parents and teachers spoke about having a **school ethos** that provides the foundation for teaching and learning about transatlantic slavery. Parents interviewed talked about trusting their schools and felt that teachers were adequately prepared to deal with sensitive subjects, making parallels with the expectation that was placed on teachers to deliver **sex education and PHSE**. These connections were made as a result of the way in which these subjects had, in the view of parents, been successfully approached in the school, and the way in which they had felt informed of their children's learning.

Parents emphasised that their sense of trust had been gained from **faith in the ethos of the school**; they felt that teachers were committed to supporting all children through learning and promoting values like respect and the need to listen to others.

Two groups of teachers interviewed pointed out the **importance of bringing head teachers on board**. They felt strongly that impact on the primary sector and leadership on developing a supportive school ethos could not be achieved without the buy-in of the head teacher. As a result, **museum interventions had to work with head teachers as much as with classroom teachers**.

Teacher and 'White' guilt

Teachers taking part in the primary scoping study were asked whether teachers needed to support in reflecting on their own personal perceptions, understandings in relation to the history of transatlantic slavery. Teachers interviewed did not talk about any personal views, emotions or reactions that they may bring into the classroom. Respondents did not view this as an important consideration.

However, one stakeholder talked about what they described as 'middle class White guilt', and stated that some **teachers who they had worked with had expressed uncertainty about teaching the subject as a result of feelings of guilt and shame**.

It can be argued that teachers may benefit from having a safe space to reflect on their own understandings and perception of the history. This may inform their teaching since, as with people in general, all teachers arguably carry their understandings of the world (whether consciously or unconsciously) into the classroom.

Need for improved teaching training and knowledge

Teachers interviewed were aware of their need to develop their knowledge further although many had already made a great deal of effort and progress in this area. This was mainly achieved through personal internet searches.

Teachers spoke of a **lack of Continued Professional Development (CPD) in supporting primary teachers with engaging with learners effectively on the subject of transatlantic slavery**. One respondent felt that this was the case for the teaching of controversial histories in general. Some of the interviewees from USI partnership museums spoke about providing continued professional development as a part of their programmes and a regional London museum participating in the study provides in service training (INSET), conferences, resources and outreach for teachers.

In addition, the respondent speaking on behalf of an initial teacher training (ITT) department said that time restrictions on courses made it difficult to introduce modules on transatlantic slavery and other controversial and sensitive subjects. The possibility did exist for trainee teachers to specialise in these areas through other module choices. The ITT department concerned was looking to develop stronger links with the museum sector to improve this gap in training.

Teachers themselves felt that they could benefit from having time to improve their personal knowledge before working with learners. In relation to this a museum educator made reference to open days arranged for teachers where they could benefit from visiting exhibitions and interacting with material before developing work with children.

Parental concerns

When asked about parents, **one interviewee spoke of negative feedback from a parent with relation to a learning activity on transatlantic slavery.** This involved a situation where children and teachers had acted outside the guidelines of the museum resulting in the exposure of young learners to inappropriate images.

However, in general, teachers interviewed said that they had not received **any negative feedback from parents** about their children engaging in teaching and learning about transatlantic slavery. When undertaking activities with learners, parents had been given the opportunity to respond following information in newsletters, letters home and parent talks at the start of the school year.

When questioned, parents said that they personally felt no reservations about their children engaging with teaching and learning about transatlantic slavery, however they stated that other parents might due to:

- the need for primary learners to focus on important subjects like maths and English
- parents being worried that children (particularly from Black and Minority Ethnic groups) may feel uncomfortable.

It would be of interest to the USI partnership to investigate further concerns that parents may have about their children engaging with this area of learning. Parental influence on children's learning is strong with the potential of having a destabilising effect on knowledge and understanding gained through well designed school topics. Knowledge on how different parents may invest in or respond negatively to their children engaging with the subject would help museums to design school interventions that worked collaboratively with parents. It would be of interest to understand parent responses in terms of ethnic and racial backgrounds.

A negative impact on children from African and African Caribbean descent

Schools interviewed had not considered **bullying** as a possible outcome of children's learning in this area; this was possibly as a result of a low percentage of children from

African-Caribbean or African heritage in their school population. This observation does not imply that 'White' children are not vulnerable to bullying as a result of schools not clearly thinking through the impact of this area of learning on individual identity and self esteem.

In response to this, one respondent stated that research shows that children from Black and Minority Ethnic backgrounds had been the victims of racist bullying following teaching and learning sessions on transatlantic slavery. However, **investigation shows that research in this area exploring the impact of teaching and learning of this subject on learners of African and African Caribbean descent is lacking.** Very little has been done to date resulting in anecdotal findings rather than a strong body of academic research. Any work carried out within this area of learning whether that be resource development or curriculum design needs to be aware of this since although it does not undermine efforts being made it reveals a gap in the back drop against which they are working.

As the discussion continued on the theme of bullying, teachers from one of the schools interviewed said that on reflection they recalled an incident of bullying in the playground that was related to **racist name calling.** They pointed out that children had learnt words in the context of an activity on transatlantic slavery which they felt they would try out in the playground;

Teacher responses show that **schools need to consider more carefully the impact of learning about transatlantic slavery on individual learners** as children could become vulnerable to bullying and negative actions.

However, in spite of these sensitivities and possible negative outcomes, it was generally felt that this should not be seen as a reason for shying away from the subject. Rather teachers need to receive training and support and children need to be made aware that they are engaging in a sensitive area of learning.

7. Conclusion

Introducing teaching and learning on transatlantic slavery has been recognised throughout the study as being important for learners in the primary age range. How children engage with this learning will differ for learners throughout the key stage, with younger learners' building blocks of understanding around issues such as fairness, justice and rights and responsibilities.

The prominence of transatlantic slavery within the context of British history, a fact that was referred across research participants, means that it cannot be overlooked within history programmes as it explains many contemporary realities including its legacy of racism and the movement of people around the world.

Arguably, subjects viewed as sensitive and controversial are the very subjects that can unlock children's ability to understand the communities in which they live, building empathy and respect for difference.

The USI partnership as a result of its resources and expertise in engaging with learners on transatlantic slavery, its histories and legacies, has a key role to play in supporting the sector.

If young learners are going to be introduced to this subject let us ensure that in working together as museum educators and teachers, that it is introduced well and that children learn knowledge and values that will help them to develop as positive UK and global citizens.

8. Recommendations

Recommendations are based on findings from the study and in particular discussions with teachers about the ways in which museums could support primary schools in introducing teaching and learning about transatlantic slavery.

Developing resources for primary learners

Findings

- The USI partnership needs to be clear on the key messages that it wishes to communicate. It is important to be clear from the outset so that parents, teachers and children will be supported in reflecting and gaining knowledge on the key issues as
- Local libraries were identified as being a useful resource
- The production of packs may not be useful as groups of children and the way in which they may respond to the topic changes from year to year; the emphasis should be upon responsive rather than static resources
- Resource developers need to avoid making assumptions about what children will find challenging or upsetting.

Recommendations

- Museums need to consider a range of resources for supporting schools which include resources that are responsive to change and being updated
- The USI needs to develop web resources that offer a range of activities for a given area of learning
- Museums should work with libraries to develop book lists on transatlantic slavery relevant to primary learners
- Feedback on children's engagement with materials needs to be an integral part of resource development to avoid assumptions being made about those areas of the subject that learners may find challenging or upsetting (this point relates to recommendations on evaluation. See page 57 below).

Museums supporting the sector

Findings

- Museums have developed well researched and designed workshops and exhibitions aimed at young learners with examples such as sessions on diversity and migration
- Topic/handling boxes developed by museums are very useful for supporting teachers to develop classroom learning and for providing learners with access to source material
- Museums' strength lay in object handling and providing expert knowledge to schools and teachers
- Museum educators rarely visit schools to work with children
- Museums must be careful not to be 'heavy on artefacts' and to view sessions from the perspective of the school
- Museums need to provide detailed connections to National Curriculum links.

Recommendations

- Museums should develop topic/handling boxes which can be used to support teaching and learning about transatlantic slavery
- Museums should develop approaches which provide opportunities for visiting schools to support them with delivering activities on transatlantic slavery within the school environment
- Museum educators should work in close collaboration with schools and teachers to develop schemes of work and learning materials. Smaller museums could work in partnership with larger institutions to offer services or joint exhibitions
- Museums and archives could look at their collections to see existing materials hold a direct or indirect connection to the transatlantic enslavement of African

people

- Museums and archives could make available their collections and records to gauge the economic impact the slave trade had on the surrounding area or their town or city
- Museums and archives could make available their collections and records to gauge the economic impact the slave trade had on the surrounding area or their town or city. They could offer teacher INSETs or resource packs covering the topic
- Smaller museums could work in partnership with larger institutions to offer services or joint exhibitions
- The USI partnership could support smaller museums in developing sessions on local history relevant to the slave trade.

Teacher development

Findings

- Teacher training on transatlantic slavery and the teaching of controversial and sensitive issues (both CPD and ITT) is lacking
- The 'space' for training on ITT is limited but it is recognised that there is a need to improve training on controversial and sensitive issues at this stage
- Museums provide open visits for teachers as well as CPD training. However, the provision is not consistent and it often does not respond effectively to teacher training days and requirements
- Interventions need to be developed to gain the buy in of head teachers.

Recommendations

- Museums should work more closely with schools to develop training

programmes to support teaching and learning on transatlantic slavery

- Museums should provide training for teachers on the teaching of controversial and sensitive histories which is consistent and relevant to different key stages
- Museums need to offer training more in line with schools' calendars of training days/INSET/CPD –these timetables are normally set at the start of the school year or term
- The USI partnership needs to be committed to developing awareness raising and buy-in amongst head teachers.

Working with groups of schools or learning networks

Findings

- A USI partnership museum had undertaken a successful local project with three local schools looking at identity and names –the museum developed learning activities and facilitated learning and communication between the three schools.

Recommendations

- USI partnership museums should develop approaches which enable teachers and schools to share knowledge
- Museums could support schools further along the 'journey' on teaching about transatlantic slavery to link with schools starting out on the journey
- Working in networks could support schools in pooling resources for inviting and working with external experts (e.g. children from Year 6 in several schools could come together for a drama performance/activity)
- Networks could help schools in rural areas to have visits from museum educators in clusters.

Engaging with parents through schools

Findings

- Possibilities existed for involving parents with children's learning about transatlantic slavery
- Museums should focus on involving parents as a part of their work with schools
- A parents' learning weekend developed in collaboration with schools was identified as a success; parents had the opportunity to see how museums can support learning in schools
- Parents learnt a great deal through their children's learning about transatlantic slavery either through being asked to give feedback on topic folders or through taking their children along to museum exhibitions.

Recommendations

- The USI partnership needs to consider ways of developing their work with schools such that parents play an active part in their children's learning.

Evaluation and research

Findings

- There is a lack of evaluation in the sector of the impact of resources and museum interventions with learners who engage with teaching and learning transatlantic slavery
- Evaluation is needed in terms of how resources influence children's knowledge about Africa, British history and contemporary society; how resources and interventions impact on learner's personal development; how resource impact the school environment and community
- There is a lack of understanding of how learning on transatlantic slavery

impacts on children from different racial and ethnic groups

- Schools need to reflect further on the possibility of bullying and young people identifying as victims as a result of participating in learning about transatlantic slavery.

Recommendations

- The USI partnership needs to build evaluation and follow up into their learning programmes
- This would support the aim of developing examples of good practice and an awareness of how resources and interventions impact on learners, school environments and communities
- More understanding is needed of the impact of and investment in teaching and learning about transatlantic slavery on children from different racial/ethnic backgrounds and in particular those of African and African Caribbean descent
- Museums need to work with schools at considering issues related to bullying and the development of negative identities as a result of learners participating in topics about transatlantic slavery
- In the short term, museums need to work with schools to raise awareness of the potential for bullying and to implement pro-active strategies for prevention. In the long term, evaluation of the impact of resources/activities/materials on learners will be key in developing understanding of children's potential engagement in the subject including positive and negative impacts on identity, self-esteem and attitudes.

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http://www.hilaryclaire.co.uk/History_Publications/Hilary_Claire_History_citizenship_and_controversy.pdf Accessed February 2009

Eboda, M (2007) *Black children need the truth about their history*, *The Guardian on Line*, Wednesday 7 February 2007

<http://www.guardian.co.uk/education/2007/feb/07/schools.historyandhistoryofart>

Historical Association (2007), *T.E.A.C.H. Teaching Emotive and Controversial History* 3-19

Rose, Jim (2008), *Independent Review of the Primary Curriculum*, Department for Children, Schools and Families

Appendix 1

Resource scope: web sites searched

1. The Citizenship Foundation
<http://www.citizenshipfoundation.org.uk/>
2. Black Histories 4 schools – (still searching)
<http://www.blackhistory4schools.com/>
3. Facing History and Ourselves
<http://www.facinghistory.org/home>
4. Primary Colours
www.primarycolours.net
5. Real histories directory (Runnymede Trust) (Still searching)
<http://www.realhistories.org.uk/>
6. The Historical Association
<http://www.history.org.uk/>
7. Slave Trade Abolition (found via the History Association web site)
<http://www.slavetradeabolition.org/>
8. Anti-Slavery
<http://www.antislavery.org/>
9. Understanding Slavery
<http://www.understandingslavery.com/>
10. Understanding slavery Citizenship
<http://www.understandingslavery.com/citizen/>

11. Set All Free-Churches together in England
12. Who do we think we are? (Still searching)
<http://www.wdwtwa.org.uk/>
13. Global Dimension (DEA)
<http://www.globaldimension.org.uk/>
14. Oxfam-Global Citizenship
<http://www.oxfam.org.uk/education/gc/>
15. Northamptonshire Black History Association
<http://www.northants-black-history.org.uk/>
16. World Education Development Group
<http://www.wedg.org.uk/projects.html>
17. Development Education Centre (South Yorkshire)
<http://www.decsy.org.uk/>
18. Heritage Lottery Fund
<http://www.hlf.org.uk/english>
19. Birmingham City Museum and Art Gallery
<http://www.bmag.org.uk/>
20. The Museum in Docklands
<http://www.museumindocklands.org.uk/English/>
21. The National Gallery
<http://www.nationalgallery.org.uk/>
22. Hackney Museum

<http://www.hackney.gov.uk/cm-museum.htm>

23. Museum of London-Black history resources for teachers

<http://www.museumoflondon.org.uk/English/Learning/Learningonline/who/teachers/packs/KS3Citizen/Londons+Black+History+Home.htm>

24. The National Archives Learning Curve

<http://www.learningcurve.gov.uk/default.htm>

25. Museums, Libraries and Archives in Yorkshire –My learning

<http://www.mylearning.org/Home.asp>

26. Museums, Libraries and Archives-London

<http://www.mlalondon.org.uk/>

27. Victoria and Albert Museum

<http://www.vam.ac.uk/>

28. English Heritage

<http://www.english-heritage.org.uk/>

29. Imperial War Museum

<http://www.iwm.org.uk/>

30. The Royal College of Surgeons of England

<http://www.rcseng.ac.uk/content>

31. Times Educational Supplement-Resources

<http://www.tes.co.uk/resourcehub.aspx?navcode=70>

32. TeacherNet

<http://www.teachernet.gov.uk/>

33. Web based information resource:

100 Black Britons

<http://www.100greatblackbritons.com/list.html>

34. Web based information resource:

Spartacus school net

<http://www.spartacus.schoolnet.co.uk/BlackPeople.htm>

Appendix 2

Topic guides

Questions asked during stakeholder, museum educator and teacher interviews.

Stakeholder interview topic guide

Please give a brief overview of the work that you or your organisation have done on promoting teaching and learning about Transatlantic Slavery or other minority histories/perspectives.

1. Do you feel that all children across the primary age range would benefit from teaching and learning about Transatlantic Slavery? Is the subject area relevant to this age range?
2. What do you feel are the key messages that need to be communicated to primary learners about this period in history and its legacies?
3. From your experience are there any barriers to engaging young learners on a subject like Transatlantic Slavery? In what ways can these barriers be addressed?
4. Which areas of the curriculum do you feel will best support learning about the histories and legacies of Transatlantic Slavery in the primary age range?
5. From your experience, what do you feel are the most effective approaches for teaching about Transatlantic Slavery?

6. Are you aware of effective resources being used at the Primary level? Are you aware of effective resources being used for older pupils that can be adapted for primary learners?
7. What, in your opinion, would be the best way of supporting primary teachers with the introduction of teaching about Transatlantic Slavery? How could your organisation help in this?
8. What are the key ways in which museums can support teachers in preparing for teaching on this subject area?
9. How could the use of museum collections support primary learners in developing positive ideas about Africa (both historical and contemporary) including Transatlantic Slavery?
10. Do you have any other thoughts or comments that you would like to add?

Museum educators interview topic Guide

1. Please give a brief overview of work that your museum has done/is doing with teachers and primary learners on the theme of Transatlantic Slavery
2. Do you feel that all children across the primary age range would benefit from teaching and learning about Transatlantic Slavery? Is the subject area relevant to learners across the age range?
3. Which approaches have you found to be particularly effective when engaging with young learners on this theme?
4. Are you aware of effective resources being used at the Primary level to promote teaching and learning about Transatlantic Slavery?

5. What do you feel are the key messages that need to be communicated to primary learners about this period in history and its legacies?
6. From your experience are there any barriers to engaging young learners on a sensitive subject like Transatlantic Slavery? In what ways can these barriers be addressed?
7. Over the next six months to a year, how can museums best support primary teachers and schools with introducing this area of learning?
8. Do you have any other thoughts or comments that you would like to add?

Parent's topic guide

Set 1: If their children have done work on this area of learning

1. Please tell me about any topics about or with reference to Transatlantic Slavery that your child/children have been involved in. Was that in this school year? (If their child has not done learning in this area of work, use Set 2 questions)
2. In what ways did the school inform you prior to starting the topic that your child/children would be involved in teaching and learning activities about this period of history?
3. What were your views and feelings about your child/children being involved in this area of learning, before, during and after the topic?
4. What do you feel are the building blocks of knowledge and understanding that young learners (Foundation & Key Stage 1) need to have to engage in the history and legacies of Transatlantic Slavery

5. In what ways did your child's participation in the topic improve your personal knowledge and understanding about Transatlantic Slavery?
6. Have you and your children been to visit any local (or national museums) with exhibitions on Transatlantic Slavery since they took part in the topic?

Set 2: If their children have not done work about Transatlantic Slavery

1. Teaching and learning about transatlantic slavery; what types of topic areas and activities come to your mind when you think about this area of learning? Is there anything that Foundation stage, KS1 or KS2 already do that is relevant to this area of learning?
2. Can you describe your thoughts, feelings and views about your child/children learning about this period of history
3. What do you feel are the building blocks of knowledge and understanding that young learners (Foundation & Key Stage 1) need to have to engage in the history and legacies of Transatlantic Slavery
4. In what ways did your child's participation in the topic improve your personal knowledge and understanding about Transatlantic Slavery?
5. Have you and your children been to visit any local (or national museums) with exhibitions on Transatlantic Slavery since they took part in the topic?