

Assoc Muslim Researchers



AN INCLUSIVE HISTORY CURRICULUM

INITIAL RESOURCES SURVEY

PEOPLE/ORGANISATIONS WITH EXPERTISE

Principles of inclusive curriculum design:

- [Prof Tony Booth](#) [Index of Inclusion Framework]

Black history:

- [Matt Bromley](#) [BLM: How Schools Must Respond - includes resource list]

Muslim (including S Asian, Middle Eastern & African Diaspora):

- [Dr Tariq Wilkinson](#) [A Curriculum for Cohesion]

Preventing physical exclusion of students

- [Zahra Bei](#) [No More Exclusions]

Decolonising Science and Understanding neo-colonialism in “development’ models

- [Dr Les Levidow](#) [Decolonising the Science Curriculum/Anti-racist science teaching]

The Diversity Trust <https://www.diversitytrust.org.uk/training/its-about-race-challenging-racial-bias-and-racism-in-practice/>

Islamophobia Awareness <https://www.islamophobia-awareness.org/>

The Balfour Project - [Israel/Palestine](#)

TEACHING RESOURCES GENERAL- AUDIO-VISUAL

Horrid History TV Series

BBC Bitesize

AMR website - powerpoints* on Slavery and “Development” masking neocolonialism:

<https://amr.org.uk/activities/conferences/conferences-forums-shared-resources/>

*Abridged versions - ask for the full versions please if interested

RESOURCES: Black History

General

[Black and British. A Forgotten History](#) David Olusago

[History of Africa](#) (15 episodes)

Pre-colonial Africa

<https://www.bbc.co.uk/bitesize/topics/zj4fn9q/articles/zjch6g8>

Pre-colonial Africa

<https://www.bbc.co.uk/bitesize/topics/zj4fn9q/articles/zjch6g8>

Slavery

<https://www.bbc.co.uk/bitesize/topics/z2qj6sg>

Feminism

<http://www.africanfeministforum.com/queen-amina-of-zaria-nigeria/>

[Don't Touch My Hair](#), Emma Dabiri, Penguin History, 2019

RESOURCES FOR TEACHING PUPILS WITH A MUSLIM HERITAGE 1

A Fresh Look at Islam in a Multi-Faith World a philosophy for success through education

[Curriculum for Cohesion - A Broader, Truer History for All](#), Dr Matthew Wilkinson, Cambridge Muslim College, May 2012

[A Fresh Look at Islam in a Multi-faith World' entitled 'History education: from absence to emancipation'](#), Dr Matthew Wilkinson, Routledge, May 2015 (Chapter 7)

WHAT THEY SAY:

"Using detailed research into the experience of Muslim boys, Matthew Wilkinson examines the intellectual, social and spiritual blocks to young Muslims engaging in British democracy and to owning the open-minded intellectual tradition once characteristic of Islam. One important remedy is a rigorous history education. Young Muslims need historical knowledge if they are to connect 'being authentically British to being seriously Muslim' and to participate fully in the civic life of Britain. Far from suggesting that British history is not important, Wilkinson argues that it is centrally important, and that its completeness requires a rigour in identifying interconnections across British, European and world history. History teachers wishing to reflect on the past, present and future relationship of Islam with Britain will find much food for thought in this book."

Christine Counsell, Senior Lecturer in History Education, Faculty of Education, University of Cambridge

"This book makes an important contribution to an ongoing debate both about the way subjects on the curriculum are framed and about how the diversity of contemporary British society can and does renew and refresh that debate.

Dr. Wilkinson is well positioned to understand and reflect the implications of the social cohesion debate as it impinges on curriculum reform and has, here, identified many of the factors which could make a difference to how that debate is at present conceived.

As such, this book is to be very much welcomed and will start a new and engaging phase of discussion at a critical moment for fresh thinking about the way that faith in general, and Islam in particular, are addressed in our schools."

Mary Earl, University Lecturer and Convenor, Initial Teacher Training in Religious Studies, Faculty of Education, University of Cambridge

RESOURCES: Including Muslims 2

Commonwealth contribution to the war effort

<https://www.thenationalnews.com/world/europe/the-forgotten-muslim-heroes-of-the-first-world-war-1.738030>

<http://ww1muslimsoldiers.org.uk/inspiring-youth/> By Jahan Mahmood for learning about history of WW1

Islam's contribution to Science and Civilisation

[1001 Inventions and the Library of Secrets](#)

Resources - general

<https://www.mend.org.uk/resources-and-publications/factsheets/>

<http://www.africanfeministforum.com/queen-amina-of-zaria-nigeria/>

<https://www.bbc.co.uk/bitesize/topics/zpvckqt/articles/z883gk7>

<https://www.nationalgeographic.co.uk/history-and-civilisation/2017/11/secret-history-elizabeth-alliance-islam>

Israel/Palestine

<https://www.bbc.co.uk/teach/class-clips-video/gcse-history-arab-israeli-conflict/zmqsp4j>

PRINT RESOURCES: Embedding inclusive history in other subjects

HISTORY IN OTHER SUBJECT AREAS

Decolonising Chemistry

<https://edu.rsc.org/analysis/why-is-my-chemistry-curriculum-white/4014379.article>

Decolonising the Science Curriculum: What must be decolonised?

<https://amr.org.uk/activities/conferences/conferences-forums-shared-resources/>

<https://www.qmul.ac.uk/spcs/engage/outreach/in-school/chemistry-resources/>

For each highlighted chemist there is

- an information sheet for teachers
- a poster
- activity sheets for students (with different levels of difficulty)
- activity answer sheets for teachers
- a one-minute video

The work has also featured in these recently published articles

<https://edu.rsc.org/rsc-education-news/the-highlighting-minorities-in-chemistry-project/4014532.article>

<https://edu.rsc.org/feature/starting-to-decolonise-science-curriculums/4014539.article>



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