

<b>Section A</b>		
<b>Institution:</b> The University of Manchester		
<b>Unit of Assessment:</b> 21 (Sociology)		
<b>Title of case study:</b> History Lessons/Our Migration Story: creating an inclusive history curriculum		
<b>Period when the underpinning research was undertaken:</b> 2014 - present		
<b>Details of staff conducting the underpinning research from the submitting unit:</b>		
<b>Name:</b>	<b>Role(s) (e.g. job title):</b>	<b>Period(s) employed by submitting HEI:</b>
Prof. Claire Alexander	Professor of Sociology	2012 - present
<b>Period when the claimed impact occurred:</b> 2014 - present		
<b>Is this case study continued from a case study submitted in 2014?</b> No		
<b>Section B</b>		
<b>1. Summary of the impact</b>		
<p>From 2014 - 2020, the History Lessons and Our Migration Story projects have co-ordinated a wide range of stakeholders to promote the development of an inclusive history curriculum in British schools. The primary impact is on understanding, learning and participation, and engaging public and policy understandings, as part of the wider call to 'decolonise' the history curriculum, in three areas:</p> <ol style="list-style-type: none"> <li>1. increased <b>capacity of teachers and young people</b>, stimulating learning and changing classroom teaching practice;</li> <li>2. increased <b>institutional capacity</b> in history education through collaboration with cultural and educational institutions, exam boards and the third sector;</li> <li>3. informed <b>public debate/public awareness and political policy formation</b> with a particular focus on Black British history and the history of migration/empire.</li> </ol>		
<b>2. Underpinning research</b>		
<p>The case study arises from two related projects (History Lessons/Our Migration Story – 2013 - present), but draws on a decade of collaboration between Alexander, Joya Chatterji (University of Cambridge) and the Runnymede Trust. The starting point was 'the Bengal diaspora' project, which explored Muslim migration in South Asia and Britain [1, i]. The project's oral history data was developed, in partnership with Runnymede, into a website and teaching resource, <i>Banglastories</i>, aimed at Key Stage 3 curricula [2].</p> <p>Using this resource, in 2011 - 2012 Alexander and Weekes-Bernard (Runnymede) worked with schools in Cardiff, Leicester and Sheffield to undertake family and community history projects [3, ii]. These projects led to three key findings: (1) that there was an appetite for learning about inclusive histories amongst BME young people; (2) that teachers were unsure about how to meet this need in practice; (3) that young people of all backgrounds felt a strong relationship to place [4]. This work with schools informed the successful Operation Black Vote campaign to retain black history on the national curriculum, and underpinned a separate impact case study, submitted to 2014 sociology and history subpanels.</p> <p>Building on the foregoing work, in 2013 - 14, Alexander (at The University of Manchester from 2012) and Weekes-Bernard collaborated on a new research project, <i>History Lessons</i>, to explore how to support teachers in classrooms [iii]. They worked with over 90 Key Stage 3 pupils and teachers in 3 schools, in London and Manchester [3]. They also conducted focus groups and an online survey of history teachers to explore barriers to teaching diverse histories [4]. Key findings from this research were: (1) a decentralised education system undermined the reach of the national curriculum, yet afforded teachers more autonomy in selecting their own curricula; (2) that exam boards were a key driver of the</p>		

curricula delivered by schools; (3) that teachers needed bespoke resources and support for delivering inclusive curricula [4].

*Our Migration Story* (OMS) [5] was developed as a direct response to these findings [6, iv]. This follow-on project, led by Alexander in partnership with Weekes-Bernard and Sundeep Lidher (Researcher, Runnymede), coincided with new GCSE modules on migration by the OCR and AQA exam boards. The research team worked with OCR and Martin Spafford (who wrote the module textbook), in the design of the resource [A]. The team convened four expert roundtables and enlisted the support of leading academic historians, the heads of cultural institutions and researchers based at several archives to identify and provide key resources. Over 80 individuals, drawn from universities, museums and cultural archives contributed to the site. Weekes-Bernard left Runnymede in Spring 2016 to move to the Joseph Rowntree Foundation, and was replaced by Malachi McIntosh. In 2018, Weekes-Bernard was appointed Deputy Mayor of London and Lidher was appointed as Research Associate on Alexander's new Arts and Humanities Research Council (AHRC) funded research project. Lidher was appointed to a lectureship in the Department of History at Kings College, London, from August 2020, with a remit to work with schools and the Black Cultural Archive. In April 2019, McIntosh was appointed as Editor of *Wasafiri*, an online magazine for contemporary writing. All these appointments can be directly linked to contacts/expertise/profile gained from the Making Histories/OMS collaborations (see [A]).

From 2016 - 2020, supported by an Economic and Social Research Council (ESRC) Impact Accelerator Award (IAA) [v], Alexander and colleagues have: worked with teachers to refine the site; partnered with the Olympias Music Foundation (OMF) [B] and a Manchester academy school to: (1) develop a musical/drama performance; (2) disseminate the site through media, public events, teachers' conferences; and (3) collaborate with young people, third sector organisations, exam boards, the Department for Education, and cross-party politicians seeking to develop a more inclusive history curriculum [A, B, F]. Since the Black Lives Matter protests in 2020, Alexander's research team has been working with a range of stakeholders and politicians to promote changes to the curriculum [A, C, J].

### 3. References to the research

- [1] **Alexander, C.**, Chatterji, J. & Jalais, A (2016) *The Bengal Diaspora: Rethinking Muslim Migration*, London & New York: Routledge
- [2] 'Banglasteries' (2010), Runnymede Trust website ([www.banglasteries.org](http://www.banglasteries.org))
- [3] 'Making Histories' (2014) Runnymede Trust website ([www.makinghistories.org.uk](http://www.makinghistories.org.uk))
- [4] **Alexander, C.** & Weekes-Bernard, D. (2017) 'History Lessons: Inequality, Diversity and the National Curriculum', *Race, Ethnicity and Education*, 20: 4, pp478-494 <https://www.tandfonline.com/doi/pdf/10.1080/13613324.2017.1294571>
- [5] *Our Migration Story* website (2016) ([www.ourmigrationstory.org.uk](http://www.ourmigrationstory.org.uk))
- [6] Lidher, S., McIntosh, M. & **Alexander, C.** (2020) 'Our Migration Story: History, the National Curriculum and Re-Narrating the British Nation', *Journal of Ethnic and Migration Studies*, <https://doi.org/10.1080/1369183X.2020.1812279>.

#### Related Grants:

- [i] Joya Chatterji (PI) & Claire Alexander (Co-I), 'The Bengal Diaspora: Bengali Muslim settlers in South Asia and Britain' AHRC, September 2006-August 2009, GBP619,386
- [ii] Claire Alexander (PI) & Joya Chatterji (Co-I), 'Banglasteries: telling community histories about migration and belonging', AHRC, September 2011-August 2012, GBP93,821
- [iii] Claire Alexander (PI) & Joya Chatterji (Co-I), 'History Lessons: teaching community, heritage and diversity in the National History Curriculum', AHRC, February 2014-October 2014, GBP97,692

- [iv] Claire Alexander (PI) & Joya Chatterji (Co-I), 'History Matters: creating joined up resources for a diverse history curriculum', AHRC, January - September 2016, GBP93,626.42
- [v] Claire Alexander (PI), 'Our Migration Story', ESRC IAA, April 2018-March 2019, GBP23,937

#### 4. Details of the impact

The websites are aimed primarily at teachers and pupils, but also appeal to a global audience. Since its launch in October 2016 to December 2020, the OMS website [5] has had over 722,000 page 'hits' and 317,558 users, with 50% from the UK, and 50% from across the world [A]. Since its launch in 2012, and expansion in 2014, the *Making Histories* website [3] has had over 28,000 'hits' and over 16,000 users (52% from the UK, 48% international). This indicates significant national and international interest in, and reach of, the work [A].

**Building the teaching and learning capacity of teachers and young people:** the *History Lessons* project worked with around 90 young people in three schools in London and Manchester, and the *OMS* project worked with an additional 60+ young people in Manchester (in partnership with the Olympias Music Foundation) to collect young people's migration stories. This project led to 3 performances of a specially commissioned drama based on these stories, *Making Manchester* (June - October 2019), funded by Arts Council England, attended by over 500 people [B].

The focus of the *History Lessons* and *OMS* projects was to identify barriers to teaching diverse histories, and support teachers in classrooms. The team conducted two surveys of teachers (2014, 2018), and 4 focus groups (2018) to identify teachers' needs and experiences (see [4, 5, 6]). The team also worked closely with the Schools History Project (SHP) and the Historical Association (HA), and with teacher training organisations to identify training needs to support teachers in developing and disseminating inclusive curricula. In 2017, the HA said the "great strength of the *Our Migration Story* web resources... can be seen in the regular questions and focus points for students alongside support for teachers to help them engage with the sources" [C]. Martin Spafford of the SHP wrote "This project brought together, in a groundbreaking way, academic historians and schools with a site that enables rigorous study of an issue of crucial importance at a time crying out for understanding based on evidence" [D]. As a direct result of this work, Runnymede conducted further research and teacher training in collaboration with the Travel, Transculturality, and Identity in England, c.1550 - 1700 (TIDE) project (Nandini Das, Liverpool) producing a widely cited report 'Teaching Migration, Belonging, and Empire in Secondary Schools' (July 2019). This work led to TIDE/Runnymede's Beacon Fellowship Scheme, aimed at training secondary school teachers in inclusive teaching practices [A].

**Building institutional capacity:** the projects built capacity for Runnymede and Olympias Music Foundation. More specifically, as a result of this work, Runnymede was enabled to develop its educational research and policy strand (funding Weekes-Bernard, Lidher & McIntosh from 2012 - 2019), and in so doing, undertake new, related projects on Partition and Empire. The collaboration underpinned Runnymede's 'Common Cause' briefing on developing partnership work between academics and the BME third sector [E]. Its collaboration with the Manchester team was key to Runnymede's role in the Windrush campaign, and its briefings to the Labour Party Education Manifesto in October/November 2019 [A]. Jo Cheung of OMF said "*Making Manchester* has had a tremendous impact on Olympias Music's public profile and growth as a charity...[it] has also been an important opportunity for the charity to leverage new funding...learn new skills and develop innovative ways of working with new and existing partners" [B].

OMS was developed in collaboration with the OCR and AQA exam boards, which have promoted the resource to schools teaching new GCSE modules on migration in the History syllabi. Similarly, EdExcel has recently approached the team for support in revising its History GCSE and A-level provision [F]. The resource included contributions from Black Cultural Archive, National Archive, Imperial War Museum, Victoria and Albert Museum, Ben Yuri Gallery, London Transport Museum, Migration Museum and Autograph ABP, and linked to their resources, facilitating outreach and engagement with schools and pupils nationally [5]. The Royal Historical Society (RHS) has described the resource as a “*pioneering effort*”, which has laid “*essential groundwork*” for the transformation of history teaching [G]. RHS President Peter Mandler, who was a member of the History National Curriculum advisory board, tweeted in January 2019 that it’s, “*Worth underscoring scale of their achievement in bringing migration history to thousands of school students in KS3, OCR and AQA qualifications. One of the unheralded and more positive results of recent qualifications reforms*” [G]. The resource has been promoted at 6 national teachers’ conferences in 2017-18, including SHP (2017, 2018), HA, National Union of Teachers (NUT), NUT Black and Asian Teachers and Teach First, and in blogs/articles for Institute for Historical Research, *Schools Week*, *Rethinking Education* and *Equaliteach* [5]. The OCR course is taught to 2,300 pupils and the AQA course to 9,315 pupils. MacGabhann (AQA) notes, “*This website appeals to teachers because it balances considerations of academic rigour with a clear intention to engage all students, regardless of their ability level*”, while Goddard (OCR) writes “*Our Migration Story is an excellent resource that has already had significant impact in the classroom. It is enabling the teaching of previously underrepresented histories and has played a significant role in supporting a more modern and inclusive history curriculum*” [F].

**Influencing public debate/public awareness and policy:** The OMS team have participated in over 26 conferences, including York and Cambridge Festivals of Ideas, 3 TV appearances (including SKY and Newsnight) and 7 BBC radio appearances. OMS has featured in articles for The Guardian and Media Diversified, and partnered with the Institute of Historical Research on a public event with over 350 attendees. The IHR have used OMS as a case study in their new MOOC on public history [H].

The website formed the backbone of the 2020 Runnymede campaign #TeachRaceMigrationEmpire, which has received extensive coverage in both the mainstream and social media. The campaign hashtag from May-December 2020 engaged with 16,241 accounts and had nearly 48,000,000 impressions [I]. It has received multiple national awards, including the Community Integration Awards (CIA) Research Champion (2017), the RHS Public History Prize (2018) (online resource) and the Guardian University Awards (2019) Research Impact category. CIA judges wrote “*It is a fantastic project... It enriches the curriculum, makes research relevant and focuses on influencing future generations*” [H]. A blog by Alexander was shortlisted for the Wonkhe Awards (Working in Higher Education) 2019 [H].

The underpinning research and the resultant resource have been recognised across the political spectrum, including by the Department for Education, which described the website as a “*recent valuable addition to the resources available to support teaching of this issue in History*” [J]. The team’s work has been taken-up by the Labour Party’s Shadow Ministers for Equality and Education, and informed the Party’s commitment to the teaching of Black histories [J]. Helen Hayes MP has used the work to hold a ‘Westminster Hall debate’ and push for an Early Day motion on the issue of black history [J]. She also led a drop-in day in Parliament, as part of Black History Month 2019, using the OMS resource and tagline ‘Black History is British History’, an event which gained cross-party support [A, J]. Alexander was also invited to submit oral evidence to a Petitions/ Women and Equalities Committee on the History Curriculum on 18<sup>th</sup> November 2020 [J]. Hayes writes, “*I have hugely valued the work of the Runnymede Trust in my campaigning on this issue. It is*

*rigorous and academically rooted, but also accessible and clearly communicated. The work on curriculum reform is urgent and extremely timely, and it has been heartening to see the huge growth in interest in this work following the Black Lives Matter protests*” [J].

Omar Khan states: *“In my view, the strength and quality of the OMS resource, and the research which underpins it, means it will continue to have significant impact in reshaping history education in Britain in the future”* [A].

### 5. Sources to corroborate the impact

- [A] Testimonial from Director, Runnymede Trust. Received 13 May 2020; McIntosh et al. (2019) *Teaching Migration, Belonging and Empire in Secondary Schools*. Runnymede Trust TIDE project report. Available at <https://bit.ly/3nIburV>; Google Analytics data for Our Migration Story, September 2020
- [B] Testimonial from Director, Olympias Music Foundation. Received 18 November 2019; Making Manchester film: <https://bit.ly/3nFJFAM>
- [C] Letter of support from Chief Executive of the Historical Association. Received 22 June 2017.
- [D] Testimonial from Honorary Fellow, Schools History Project, GCSE textbook author and teacher. Received March 2019.
- [E] Runnymede Trust (2018) *Finding Common Cause*. Available at <https://bit.ly/3nEIGAK>; Common Cause Research (2017) case study: <https://bit.ly/34NskwR>
- [F] Exam Board testimonials: History Subject Specialist, OCR Exam Board. Received 21 September 2020; Head of Curriculum, History, AQA Exam Board. Received 14 January 2020; email from EdExcel. Received 18 December 2020.
- [G] Atkinson et al. (2018). *Race, Ethnicity & Equality in UK History*. Royal Historical Society report. Available at <https://bit.ly/34Hk3uw>; Peter Mandler tweet, 16 January 2019: <https://bit.ly/2IjOdwq>
- [H] Awards and public engagement: Community Integration Award prize email (received 8 September 2016) and film (October 2017): <https://bit.ly/3nHPJbZ>; Royal Historical Society Public History Prize (March 2018): <https://bit.ly/3nIjARg>; Guardian University Awards (April 2019): <https://bit.ly/33OYFnN>; WonkHE Awards (May 2019): <https://bit.ly/30VfdbP>; University of London MOOC: <https://bit.ly/3jUMXxC>
- [I] Lidher, S. 2020. *7 Actions to Change the History Curriculum*. Runnymede Trust #TeachRaceMigrationEmpire campaign blog: <https://bit.ly/3k29FUo>; Keyhole social media report for #TeachRaceMigrationEmpire (December 2020).
- [J] Policy Engagement: Testimonial from Helen Hayes MP (Shadow Minister, Cabinet Office). Received 1 October 2020; Westminster Hall Debate (18 June 2019): <https://bit.ly/36YMjvl>; Helen Hayes MP Blog (22 October 2019): <https://bit.ly/34JHvY9>; House of Commons Written Questions (12 February 2019): <https://bit.ly/3IBXOgl>; Labour Party press statement (11 October 2018): <https://bit.ly/2SMSydi>; Women and Equalities Committee & Petitions Committee Oral evidence: Black history and cultural diversity in the curriculum, HC 893 (18 November 2020): <https://bit.ly/2Ndx0rf>