

Work in progress

# CREAM

Curriculum Reflecting Experiences of  
African Caribbean and Muslim pupils



A research report prepared by the  
School Development Support Agency  
to identify the curriculum potential to  
reflect the experiences of  
African Caribbean and Muslim pupils  
supported by the

department for

**education and skills**

creating opportunity, releasing potential, achieving excellence



0116 299 5942

April 2004

## Contents

1. Project Team	Page 1
2. Preamble	Page 1
3. Part One: Methodology, main findings and possible future direction	Page 2
4. Part Two: The audit and the resources - African Caribbean	Page 10
5. Part Two: The audit and the resources – Muslim	Page 61
6. Appendices	Page 105

### 1. Project Team

This project has been led from the SDSA by Maurice Coles and Pete Chilvers, who, with Robin Richardson oversaw both the African Caribbean and Muslim strands of the research. In addition, the following people have contributed to this report:

Muslim Team  
Nargis Rashid  
Dilwar Hussain

African Caribbean Team  
Gilroy Brown  
Cheryl Weathers

In addition support and advice has been received from Robert Bunting, Karen Baxendale and Brian Wardle from BASS and Denise Williams from Nottingham.

General thanks are due to the colleagues in all the LEAs who were kind enough to devote their time and energy to support the project.

### 2. Preamble

1. This report consists of two related but discrete parts. The first, Methodology, Main Findings and Future Directions, summarises the how, the what and the maybes of the project. The second, the Audit and the Materials' outlines areas that lend themselves directly or potentially to reflecting the experience of the target groups, and offers lists of possible resources and practices that could support teachers.
2. Members of the project team, and others who were commissioned to undertake particular subject-based aspects, conducted what is probably the most extensive materials search ever undertaken with reference to the report focus groups.
3. The overarching conclusions arrived at are, at one and the same time, optimistic but depressing. The report will highlight the many positive and committed attitudes revealed by LEA, school and community practitioners across the country. It will demonstrate that the position relating to African Caribbean heritage pupils is good in some parts and very poor in others. Further it will show that the position relating to Muslim pupils generally is very poor in most areas of the curriculum, with the exception of RE (which strictly speaking is not part of the national curriculum), where it is very strong.

4. A key recurring finding that emerged time and time again in the interviews related to the lack of coherence in time, space and resources to undertake curriculum development because of the constraint imposed by the National Curriculum and the strategies. This, many colleagues argued, was the key factor in the system's inability to reflect adequately the experience of African Caribbean and Muslim pupils.

### 3. PART ONE

#### Methodology

##### 1.1. The premises

From the outset both the African-Caribbean and Muslim teams worked from a simple premise – that materials collected had to be easily accessible to schools and had to assist schools in their own attempts to include the experiences of African Caribbean and Muslim pupils. The National Curriculum in its article 'Inclusion: providing effective learning opportunities for all pupils', is explicit concerning the government's statutory inclusion statement: "Schools have a responsibility to provide a broad and balanced curriculum for all pupils". The National Curriculum is the starting point for planning a school curriculum that meets the specific needs of individuals and groups of pupils. This statutory inclusion statement on providing effective learning opportunities for all pupils outlines how teachers can modify, as necessary, the National Curriculum programmes of study to provide all pupils with relevant and appropriately challenging work at each key stage. It sets out three principles that are essential to developing a more inclusive curriculum:

- A Setting suitable learning challenges
- B Responding to pupils' diverse learning needs
- C Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

As the guidance goes on to say, "teachers need to be aware that pupils bring to school different experiences, interests and strengths which will influence the way in which they learn. Teachers should plan their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively", and more explicitly still, teachers should "take account of pupils' specific religious or cultural beliefs relating to the representation of ideas or experiences or to the use of particular types of equipment, particularly in science, design and technology, ICT and art and design". (National Curriculum 1999, Page 31-33)

Unfortunately, the revisions to the National Curriculum led by Dearing removed issues relating to cultural diversity from all subjects except geography, history, art and music. It is consequently up to individual schools to develop a curriculum that promotes diversity and reflects the range of experience in our diverse society.

Schools interpret the National Curriculum by developing and delivering schemes of work for each subject. At present most schools use the QCA exemplar schemes as their starting point and, in many cases, the sum total of their schemes of work for the Foundation Subjects and science. In maths and English, schools are following the National Literacy and Numeracy schemes very closely at present. The project team observed two important trends in its research:

1. That many schools still feel themselves to be under a very tight constraint to deliver the QCA, NLS and NNS schemes with extreme rigour. While the close

scrutiny of the inspectorial regime and the top-down demands of the attainment target culture persist in English schools, many headteachers seem reluctant to create the time, resources and professional freedom for teachers to modify any of the exemplar materials provided.

2. Despite 1. above, there are just the early signs however that some schools are beginning to develop greater autonomy and individuality in their planning. In these instances it is usually that either the attainment standards improvement trend-line has reached a plateau or teachers have begun to experience the limitations and constraints of simply following exemplar schemes of work within the existing frameworks. Either way, there are emerging signs of some schools and LEA projects beginning to re-visit the original inclusive principles of the National Curriculum A, B and C above and adapting their work accordingly.

Given these two features, the project team was anxious that its work might have currency and validity for all schools and be responsive to their prevailing situations. The team decided, therefore, to base their analysis of materials upon the QCA Schemes of Work from Foundation to Key Stage 3 rather than simply the National Curriculum Programmes of Study. Whether schools were best described by situation 1 or 2 above, the QCA schemes and NNS and NLS frameworks seem to be the common reference point for almost all schools' planning.

Key Stage 4 has proved to be a most difficult area to access within the timescale of this project. The 14 –19 agenda has its own change agenda at present that has possibly restricted engagement with our requests. However the bulk of KS4 curriculum delivery remains tied closely to examination syllabuses. KS4 Citizenship has been included as this has a QCA framework and for other subjects we have included any references and materials that we have come across. It has been the considered view of most project contributors that KS4 will very closely resemble KS3 and that the project judgements will be almost identical.

In their very first meeting the team(s) set some overarching criteria for evaluating curriculum materials.

### **1. Commonalities**

Does the curriculum stress, at the same time that it depicts diversity of culture and experience, that all people share common aspirations, needs and concerns by virtue of their humanity? For example, does it teach about similarities and common humanity when depicting aspects of Black-British culture and experience?

### **2. Diverse Perspectives**

Does the curriculum teach that, with regard to every event, there is a variety of perceptions, interpretations and perspectives? For example, does it teach about perceptions, outlooks and experiences of Black-British people?

### **3. Diversity within Diversity**

Does the curriculum counteract over-simplified, stereotypical views by teaching that, within every cultural tradition, there is a diversity of viewpoints, lifestyle and beliefs? For example, does it show that there are many differences within Muslim culture and experience?

### **4. Narratives**

Does the curriculum teach that every culture interprets its history and learning through certain grand narratives and that these, in turn, contribute to the identities of individuals?

For example, does it depict key narratives in African, African-Caribbean and Black British cultures?

### **5. Multiple Identities**

Does the curriculum teach that most people have a range of affiliations, loyalties and sense of belonging? For example, does it illustrate that all of us, and maybe especially pupils from ethnic minority backgrounds, assume different roles and behaviour patterns within different settings and readily switch between them?

### **6. Status and Credibility**

Does the curriculum give status to the experiences and achievement of people from all backgrounds and cultures in terms that pupils value? For example, is the point of comparison just with the dominant 'anglo' culture or does the curriculum also acknowledge black, Muslim and other perspectives?

### **7. Racism**

Does the curriculum teach about issues of racism, for example distinctions between colour racism and cultural racism and between personal and institutional, and about ways of preventing and addressing racism?

### **8. Interdependence and Borrowing**

Does the curriculum teach that all learning and human achievement are dependent upon the prior learning/achievement of others and often build upon and borrow from other cultural traditions? For example, does history teaching recognise how much scientific knowledge commonly attributed to Renaissance discovery was actually an evolutionary development of earlier Islamic thinking?

### **9. Positive Role Models**

Does the curriculum depict people from a range of cultures and backgrounds achieving eminence as inventors, entrepreneurs, leaders and artists, and demonstrating creativity, initiative and moral courage? For example, black pioneers and achievers given a place of significance?

### **10. Normal not Exotic**

Does the curriculum show that diversity is an aspect of contemporary experience and ordinary, daily life, not merely a feature of distant lands?

### **11. Excellence Everywhere**

Does the curriculum teach that excellence is not restricted to the achievements of people within dominant cultures, but that people in all cultures, today and in the past, achieve excellence?

### **12. Inclusion**

Does the curriculum specifically promote a culture of inclusion, teaching that all people of all cultures and backgrounds are of equal value and their ideas equally worthy of consideration?

### **13. Dynamic Culture**

Does the curriculum teach that societies and the cultures within them are constantly changing and developing? Does it teach that there is not a fixed, static view or perspective for a cultural group in any time or place?

These criteria express some key aspects for cultural inclusion and have been extremely well received in field visits as a evaluation tool. It has been well beyond the scope of this short project to overlay these criteria onto the audit, and more work is still required to progress this type of thinking. It is the observation of the project team that the criteria most commonly addressed within the materials seen are 1, 2, 7, 9 and, to a lesser extent criteria 8.

The project team also devised a simple proforma for analysis of the Schemes of Work. This was used throughout the curriculum audit as a framework for our research.

- 1.2. All areas of the National Curriculum were analysed in great detail by a range of colleagues who were subject specialists, and experienced race equality practitioners. Many of these were also minority ethnic colleagues. This consumed a great amount of time but proved to be an invaluable exercise.

### **The search**

- 1.3. The search was extremely comprehensive in that it involved advertising nationally, extensive letter writing, numerous web searches and a large number of telephone conversations. The team were unable, because of government's concerns over workload to approach schools directly. This decision effectively meant that a possible key resource of innovation and good curriculum practice was unavailable to us. It is also true that the short time-frame for this project has limited the amount of information shared. Field visits during March 2004 have discovered that people are now beginning to talk about the 'CREAM' project and their hopes and aspirations for its work. It has taken time for communications and organisational systems to connect our requests with the right people and we expect continuing contact after this report is submitted. It is therefore our hope and intention to continue some strands of the project into the summer to capture these belated expressions of interest.

This search included:-

1. Adverts placed in the TES (January 9<sup>th</sup> 2004) and Teacher Net (Appendix 3)
2. A web-based search and interrogation of over 500 organisations including the QCA 'Respect for All', and EMA on-line.
3. Individual letters (manuscript and e-mail) to over 30 organisations including:
  - All subject associations
  - All teacher associations
  - A range of individual named subject advisers
  - A range of Development Education Centres
  - The QCA
  - Supplementary Schools Support Service
  - All 150 members of the Association of Muslim Schools
  - All members of the Association of Local Authority Advisers and Inspectors for Multicultural Education (ALAOME)
  - TTA Project (title)
  - The Stephen Lawrence Trust

Where possible letters and approaches were endorsed by the lead organisation.

4. Attendance at two major conferences related to the supplementary/complementary education (Birmingham and Leicester); and a seminar hosted by S4 (where over 200 people were given information).
5. Attendance at ALAOME annual national conference where over 50 people were given information, and attendance at the annual conference of the Association of Muslim Schools.
6. Personal contacts with and via a range of colleagues including Robin Richardson's RAISE project, Gilroy Brown's involvement with the DfES Aiming High Project, and Maurice Coles' liaison with S4 and Building Bridges.
7. Direct contact with members of the Ethnic Minorities on-line team based at the Birmingham Grid for Learning.
8. Direct contact with 54 LEAs who were identified as those with more than 5% (or 10,000 people) of the population who are Muslim, and African Caribbean/Black dual heritage. 32 of the 54 had both groups.
9. An electronic data trawl of Ofsted to identify schools likely to have good practice and curriculum materials. The process received significant support from the DfES and Ofsted database management teams, although their work took longer to negotiate and process than expected. The three search filters applied reduced the trawl from 1712 to 113 but examination of a sample of their Ofsted reports did not yield any significant curriculum information to assist the project. (See Appendix 1)
10. Contact with all 32 LEA respondents to our original letter by phone, letter, or directly; and visits to 15 LEAs including Enfield, Islington, Newham, Wandsworth, Birmingham, Kirklees, Leicester, Manchester, Nottingham, Sandwell, Wolverhampton, Luton, Oldham, Peterborough, Walsall have taken place.
11. Visits to a number of multicultural resources centres like Leicester, Wandsworth and Peterborough.
12. Examination of a large range of relevant catalogues and books.
13. A visit and discussion with the Leicester City Muslim network.

It is probably true to say that this is one of the most extensive searches ever conducted in this area of work.

## **MAIN FINDINGS - WHAT DID THE SEARCH REVEAL?**

### **General Comments**

The national adverts and the visits to LEAs almost immediately produced a request for information that the project could share. The unanimous view was that this mapping exercise and audit of resources was desperately needed in order to enhance the target groups experienced with the constraints of the National Curriculum.

All respondents were very positive concerning the decision to explore Muslim experiences. Although much good work had already been undertaken in relation to the linguistic and cultural

needs of underachieving groups like Bangladeshis and Pakistanis, colleagues strongly felt that a generic concentration on their curriculum experiences as adherents of Islam was a significant step.

In recent years many LEAs had concentrated on the wider issues of Race Equality and many had produced some excellent packs to support their schools. These tended to concentrate on issues of leadership and management, and of policy and strategy. They generally lacked detail and depth in terms of curriculum planning and classroom organisation and management. Nor did they offer resources that might be used to support the experiences of Muslim and African Caribbean projects.

Much of the LEA supported practice centred on issues relating to English as an additional language (EAL), though LEAs generally interpreted EAL in the widest sense, incorporating issues of cultural diversity and race equality.

There were a number of key projects underway, largely but not exclusively, related to African Caribbean pupils. In the main, these were DfES funded but some LEAs had found their own revenue sources to promote curriculum developments much of it is work in progress. The following list, though not complete, includes LEAs worthy of special mention.

Oldham	Support for schools with pupils taken extended visits, curriculum resources and guidance.
Newham plus Hackney, Enfield	Culturally Inclusive Curriculum Project. A collaboration with Hackney and Enfield. One of the only projects discovered where teachers are being proactively supported to develop curriculum resources.
Manchester	Support of the Race Relations Archive as a centre of excellence for cultural diversity, creating loan resources and school-based projects.
Birmingham	Contribution to EMAonline and resources placed on BGfL.
Wandsworth	Extensive development of curriculum materials across the curriculum stemming from Black History Month.
Leicester	Innovative links with the supplementary school sector to support curriculum development.

The LEA search revealed that of the 38 LEAs identified on the basis of them having more than 5% (or 10,000 people) of the population of African-Caribbean and black dual heritage backgrounds, 13 responded. Of the 46 LEAs identified using the same criteria for Muslim pupils, only 19 responded.

Generally the pattern of LEA response and the materials they produce reveal that the Midlands and Northern authorities have conducted projects and developed materials. Some London boroughs have retained teams to undertake aspects of work but we found less evidence of their work.

Almost all respondents argued that the National Curriculum had been like a straight jacket in their attempts to develop a more inclusive curriculum. The overarching conclusion is that although individual LEAs, and sections of government departments have produced projects and materials, it is not coherent, not joined-up and not effectively disseminated. In short there is nothing that approaches a coherent strategy. Furthermore, materials were hard to find and hard to access. Some Library services however, do offer a comprehensive trawl on books and materials, sometimes with brief commentaries. Teachers themselves have to adapt them.

The major issue identified by respondents was the lack of curriculum development over a number of years had led to a recycling of earlier material, much of it now dated. Put simply, a system that relies on the enthusiasm of individual schools or individual teachers, individual LEA will not produce an effective curriculum that reflects the experiences of African Caribbean and Muslim pupils.

There are pockets of good practice often financed by various DfES projects. The QCA have undertaken some limited work in their Respect for All projects, but there is no joined up thinking between the various government financed organisations like DfES, QCA, TTA and CRE.

Generally, responses could be said to be disappointing. We did not receive a single response from subject or teacher associations. QCA did not respond formally at all. All links with them have been on an informal basis using team networking. No response was received from the recently formed TTA Project Team/cultural diversity network.

### **The mapping exercise and searches – African Caribbean**

The complete mapping exercise against Early Learning Goals and QCA Schemes of Work KS1-3 revealed that there were some areas where the experience of African Caribbean pupils could be directly reflected. There were an enormous number where there was potential to include materials that did reflect.

The search for materials revealed that:

- Many areas of the Early Years Curriculum had the potential to be effective
- In areas like History, PSE and Citizenship, English there were a range of resources
- Some of these resources were dated and others did not reflect the more immediate lived experiences of the target group
- In other areas of the curriculum the range of resources was very limited
- The resources were often hard to access. Some LEAs had retained a central resource base and some had not.

### **The mapping exercise and searches - Muslim**

The complete mapping exercise against Early Years goals and QCA Scheme of Work KS1-3 revealed that there were some areas where the experience of Muslim pupils could be directly reflected. There were an enormous number where there was potential to reflect.

The search for materials revealed that:

- Many areas of the Early Years Curriculum had great potential to reflect Muslim experiences
- With the exception of RE and Citizenship it was extremely difficult to discover easily what was available
- The overall range was small, unfocussed and rarely applied to National Curriculum programmes of study
- There was an increasing range of websites but some of these needed to be treated with a degree of caution as they may have their own agendas.
- The considerable potential for exploiting Muslim influence in Maths and even more in Science was not realized.

### **Some process issues**

For the project team, as the research was conducted, the key questions became: in what form should list of materials be presented in order to best support hard pressed teachers and

support staff? Publications of lists of materials, through helpful, meant that teachers still had to undertake extensive reading and adoption. A decision was taken, therefore, to devise a template which included a description of possible teaching activities outlined against various units of work. Several examples were widely circulated to universal acclaim. Every recipient declared that this was exactly what was required. (See appendix 2 – an example of Muslim experiences in science)

Some authorities like Newham, Wandsworth and Islington had developed courses for teachers on the inclusive curriculum where participants undertook an examination of a chosen scheme of work against a set of racially inclusive criteria, supported by available resources. This model appeared to be very effective in achieving the aim of reflecting the experience of the target groups as a matter of course within the scheme of work.

### **Future directions**

The responses received on our visits and in our conversations with individuals has been overwhelmingly positive. Respondents generally believed that the mapping exercise and resources collection was “long-overdue” and could be enormously beneficial to staff and pupils alike. The exercise, carried out thoroughly over time, could achieve the aim of embedding these experiences within the curriculum, instead of one-off add-ons.

All respondents were keen to network so that they did not reinvent the wheel but effectively learnt from each other.

Many respondents felt that the publication of list of materials against curriculum areas would be a useful first step but wanted it tied to the schemes of work as closely as possible. The science template was hailed as ‘ideal’.

The work conducted to date though extensive, can be seen as the tip of a large iceberg. We would recommend the following as possible ways forward:-

1. The establishment of a network of LEAs to progress the detail
2. The commissioning of an article on building LEA/School capacity for embedding the experiences of African Caribbean and Muslim pupils with the National Curriculum
3. The commissioning of work in each subject area using the example of Muslim Science as a template. See Appendix 2
4. Clear liaison and positioning with the Association of Muslim Schools to develop curriculum materials
5. Better use of the extensive amount of work available in the Caribbean to expedite the collection of curriculum material with the clear rider that the material may need adoption for a British audience.
6. Close liaison so that we can achieve some synergy with the TTA Project Cultural Diversity Network
7. The building in of these perspectives as an integral part of the role of all strategies.

### **PART TWO: THE AUDIT AND THE RESOURCES – AFRICAN CARIBBEAN**

## **Introduction**

Over the years a considerable amount of research has been undertaken regarding the position of African Caribbean heritage pupils in the education system. Until now, no attempt has been made to map the curriculum against a criteria designed to reflect their experiences. Many of the suggestions made by educationalists to date, though sound in principle, are not detailed in action. They place undue reliance on teachers' own enthusiasm, commitment and time to discover and distil the curriculum experiences into the schemes of work and programmes of study. Such an over-reliance probably accounts for the dearth of curriculum materials. A system that depends on enthusiasts cannot effectively compete with a National Curriculum that is hugely prescriptive and unsupportive in its materials.

There are some general books and websites that provide insights into African Caribbean experience but little that is curriculum and classroom focused. This section, therefore, includes several general books that may be of interest, a range of websites and some interesting LEA project developments. The chapter does include references to resources under the various curriculum sections but it continues to rely upon the enthusiast.

**Educating Our Black Children - New Directions and Radical Approaches** Majors (Routledge-Farmer) includes some interesting insight into radical curriculum thinking.

**The Schooling of Children of Caribbean Heritage** Kamala (Trentham)

**How Black boys survive modern schooling** Sewell (Trentham). See especially chapter nine, Toward Solutions: practical strategies for teachers and students.

### **RACA publications:**

Raising African Caribbean Achievement – Practical Strategies from a variety of  
Secondary Schools,  
Young, Gifted and Black, and that's a fact,  
Raising African Caribbean Achievement  
The Way Forward

**Black in the British Frame** (Continuum) ISBN 0826-455-395 is written by Bourne, an award winning researcher and writer on black Britons in TV, film and theatre.

Lancashire LEA provide a very useful African Caribbean non-fiction book and resource list on their website at [www.lancashire.gov.uk/libraries](http://www.lancashire.gov.uk/libraries)

**The Monkey's Mask: identity, memory, narrative and voice** Kearney (Trentham) ISBN 1 85856 290 2

**Equality Stories: recognition, respect and raising achievement** Richardson and Miles (Trentham) ISBN 1 85856 266 X

**THE POWER TO LEARN: stories of success in the education of Asian and other bilingual pupils** Wrigley (Trentham) ISBN 1 85856 210 4

**AFRICAN-CARIBBEAN COMMUNITY ORGANISATIONS: the search for individual and group identity** Hylton (Trentham) ISBN 1 85856156 6

**I am a Promise** Channer (Trentham) ISBN 1 85856 038 1

**Educating Somali Children in Britain** Kahin (Trentham) ISBN 1 85856 089 6

## General websites

[www.blink.org.uk](http://www.blink.org.uk) Black information link. The 1990 Trust's independent community interactive for black communities. This site provides insights into contemporary black thought on a range of issues including education, and arts and culture.

[www.blackboyscan.co.uk](http://www.blackboyscan.co.uk): The website of the recently formed and national Black Boys Can Association: raising the academic and social aspirations and achievements of black boys.

[www.blackhistorymonth.co.uk](http://www.blackhistorymonth.co.uk): this will reveal a large range of sites to access further.

[www.blackbritain.co.uk](http://www.blackbritain.co.uk): for updated views of the black British community

[www.blackenterprise.co.uk](http://www.blackenterprise.co.uk)

## Subject by subject analysis

The main body of the report gives detailed analysis for each subject within the curriculum in relation to their potential to reflect African Caribbean experience. In order to provide a 'snap-shot' best-fit summary, the following table serves to provide base level information about curriculum potential and the project findings about the availability of materials.

The grades used are as follows:

<b>Curriculum Potential</b>	<b>3</b>	<b>Availability of materials</b>
Lots of potential	<b>3</b>	Lots of material seen
Some limited potential	<b>2</b>	Few materials seen
Very little or no potential	<b>1</b>	Almost no material seen

		<b>Curriculum Potential</b>	<b>Availability of resources</b>
<b>Citizenship</b>	p.12	<b>3</b>	<b>2</b>
<b>History</b>	p.15	<b>3</b>	<b>3</b>
<b>Science</b>	p.22	<b>1</b>	<b>1</b>
<b>Art and Design</b>	p.24	<b>3</b>	<b>1</b>
<b>Music</b>	p.27	<b>3</b>	<b>1</b>
<b>Geography</b>	p.30	<b>3</b>	<b>2</b>
<b>Design and Technology</b>	p.33	<b>3</b>	<b>1</b>
<b>Physical Education</b>	p.36	<b>1</b>	<b>1</b>
<b>Religious Education</b>	p.38	<b>2</b>	<b>1</b>
<b>ICT</b>	p.41	<b>2</b>	<b>1</b>
<b>Modern Foreign Languages</b>	p.44	<b>1</b>	<b>1</b>
<b>Mathematics</b>	p.44	<b>1</b>	<b>1</b>
<b>English</b>	p.47	<b>3</b>	<b>3</b>
<b>Foundation Stage</b>	p.56	<b>3</b>	<b>2</b>

## Reflecting the experiences of African Caribbean pupils within CITIZENSHIP

### Commentary

Citizenship provides one of the richest curriculum opportunities to reflect African Caribbean experience, but also requires a very supportive school ethos and teaching style if it is to fulfil its potential in the learning of all pupils, especially African Caribbean pupils. Much of the content of the curriculum deals directly and unavoidably with some of the very issues fundamental to community cohesion, black underachievement, media studies, democracy and black youth culture. Perhaps more than any other curriculum area (save history) teachers, schools and organisations are undertaking innovative work to develop materials and processes for Citizenship. However, it is also quite possible for schools to take a shallow or mono-cultural approach to Citizenship and miss this opportunity. The participative nature of the learning and the facilitating role of the teacher can create an ideal environment within which to explore issues, attitudes and values relating to diversity and racism. The need to discuss sensitive, controversial and challenging social and moral issues in the context of pupil's own life experiences takes teaching and learning right to the heart of many of the overarching criteria within this report's introduction.

The 'general' potential within Citizenship to promote culturally inclusive values can be depicted as follows: **KS1:** Pupils learn about themselves as members of a community, with rights and responsibilities for themselves, for others and for their environment. They learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. They begin to recognise that they have an active role to play in their community. **KS2:** Pupils discuss and debate topical issues, including global problems and events. They learn to understand other people's experiences, to appreciate the range of religious and ethnic identities in the United Kingdom and to recognise and challenge stereotypes. **KS3:** Pupils focus on the social and moral questions around topical issues such as armed conflicts, environmental disasters and elections in other countries, they consider different sides of an argument, they do role plays and simulation games to help them consider other people's experiences.

<b>Summary Table: Citizenship reflecting African Caribbean experience</b>				
	<b>KS1</b>	<b>KS2</b>	<b>KS3</b>	<b>KS4</b>
<b>Potential within the National Curriculum QCA Scheme</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>Availability of materials or examples of good practice</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
Grades used: 3 = Lots of potential or lots of material seen 2 = Some limited potential or few materials seen 1 = Very little or no potential and almost no material				

**Potential within the National Curriculum  
QCA Scheme of Work for Citizenship**

Reference to study unit in QCA scheme of work	Directly reflects	Has the potential to reflect	Could be rewritten to reflect	Are aware of materials	Gaps in provision
---	-------------------	------------------------------	-------------------------------	------------------------	-------------------

**KS1 & KS2**

1 Taking part					
2 Choices		■			■
3 Animals and us		■			■
4 People who help us – the local police		■	■		■
5 Living in a diverse world	■			1, 6	
6 Developing our school grounds		■		7	
7 Children's rights – human rights	■			5	
8 How do rules and laws affect me?		■			■
9 Respect for property		■			■
10 Local democracy for young citizens	■				■
11 In the media – what's the news?		■			■
12 Moving on		■			■

**KS3**

1 Citizenship – what's it all about?		■		6	
2 Crime		■			■
3 Human rights		■		5	
4 Britain – a diverse society?	■			2	
5 How the law protects animals					
6 Governments, elections and voting		■			■
7 Local democracy		■			■
8 Leisure and sport in the local community		■			■
9 The significance of the media in local society		■			■
10 Debating a global issue		■		3	
11 Difficult in keeping the peace in the world today?		■			■
12 Suffrage and voting – what is the point of voting today?		■			■
13 How do we deal with conflict?		■			■
14 Developing skills of democratic participation					
15 Crime and safety awareness					
16 Celebrating human rights					
17 School linking					
18 Developing your school grounds					
19 Assessing progress and recognising achievement					

## KS4

1 Human rights	■			4	
2 Crime – young people and car crime	■				■
3 Challenging racism and discrimination	■			8	
4 How and why are laws made?		■			■
5 How the economy functions					
6 Businesses and enterprise					
7 Taking part – planning a community event		■			■
8 Producing the news		■			■
9 Consumer rights and responsibilities					
10 Rights and responsibilities in the world of work					
11 Europe – who decides?					
12 Global issues, local action		■			■

## Resource References

### Numbers link teaching resources referred to in the above table

1. “How are we different? Challenging racism through circle time”  
“Planet Mingo – cultural and social justice”  
“A friend for Farouk”  
are resources on the QCA Respect for All website  
[www.qca.org.uk/ages3-14/inclusion](http://www.qca.org.uk/ages3-14/inclusion)
2. “Racial discrimination”  
is a resource for KS3 on the QCA Respect for All website  
[www.qca.org.uk/ages3-14/inclusion](http://www.qca.org.uk/ages3-14/inclusion)
3. “The world as a global community”  
is a resource for KS3 on the QCA Respect for All website  
[www.qca.org.uk/ages3-14/inclusion](http://www.qca.org.uk/ages3-14/inclusion)
4. “Refugees and human rights”  
is a resource for KS4 on the QCA Respect for All website  
[www.qca.org.uk/ages3-14/inclusion](http://www.qca.org.uk/ages3-14/inclusion)
5. **Partners in rights** SCF 41, £15 (available from [www.dep.org.uk](http://www.dep.org.uk))  
Creative activities exploring rights and citizenship for 7 – 14 year olds. Draws on the experiences and insights of young people from Latin America, the Caribbean and the UK. Activity sheets, postcards, posters, activities.  
  
“Food tasting and community links” (Complementing Teachers, p116, Granada Learning) provides a nice introduction to diversity for young children.
6. **Citizenship in common** DEC 42, £16 (available from [www.dep.org.uk](http://www.dep.org.uk))  
KS2 and KS3 poster pack on 4 themes – history, trade, wealth and commonality to help raise awareness of the relationship between Europe and Africa. Includes a list of useful websites.

7. **The games we play** project in Oldham enables children to explore their communities' similarities and differences through an educational and creative play process, learning and playing traditional games from different cultures.
8. **The Heartstone Odyssey** provides printed and online resources to explore the issue of racism through a fictional story of a young girl's life in London.

**Trial and Error** is a brand new, fully interactive multimedia CD for KS3 and KS4 Citizenship that covers many study units. It puts the pupil in the position of judge and jury to preside over the evidence and form judgements on a wide range of contemporary social issues. It is centrally focused upon issues of cultural diversity and citizenship.

[www.britkid.org](http://www.britkid.org) is an interactive website for young people based around nine characters and includes useful material for teachers about young people and racism.

**Writing our past** Tide~ DEC is a teacher handbook offering activities and resources to celebrate and research the achievements of people who came to live in Britain in the past.

**Whose Citizenship? A teacher's toolkit** (Tide~ DEC) offers practical ideas and starting points for a global approach to local citizenship investigations. Aimed at KS3

**Complementing Teachers** (Granada Learning) also describes units of work about family groups, the media portrayal of black people, racial violence and ethnic minorities and the arts.

<b>Reflecting the experiences of African Caribbean pupils within HISTORY</b>
--

### **Commentary**

The History curriculum is a rich area of opportunity to develop a culturally inclusive curriculum that reflects the experience of African Caribbean pupils. Within the QCA schemes of work there are several study units that have a specifically African Caribbean focus and more that can be adapted to create a relevant focus and context for African Caribbean pupils. There are also a number of study units that could be rewritten fairly simply in a way that changes the content focus yet maintains balanced coverage of the historical skills of enquiry and fully contributes to the learning objectives within the scheme. The KS1 unit about Florence Nightingale is a ready example of this, where teachers are beginning to study other characters instead or as well.

The development of Black History Month, usually October, has created a wonderful opportunity to promote cultural inclusion. Many LEAs have become quite pro-active in using BHM as the lever with which to open up the curriculum for more pupils. These LEAs promote planned events and projects, as well as producing a wide range of resources. These resources can be seen to contribute to learning right across the curriculum, not just in history.

### **© = comparison**

Within the grid for History below we have also introduced the use of the © symbol. This denotes units of study that, while not directly or potentially reflecting African Caribbean experience are still extremely important as they provide pupils with important points of comparison. African Caribbean students might, we suggest, gain tremendous insights from learning about other examples of colonialism, conquering and the lives of suppressed peoples from backgrounds other than their own.

Summary Table: History reflecting African Caribbean experience			
Potential within the National Curriculum QCA Scheme	KS1	KS2	KS3
		3	3
Availability of materials or examples of good practice	2	2	2
Grades used: 3 = Lots of potential or lots of material seen 2 = Some limited potential or few materials seen 1 = Very little or no potential and almost no material			

**Potential within the National Curriculum QCA Scheme of Work for History**

Reference to study unit in QCA scheme of work	Directly reflects	Has the potential to reflect	Could be rewritten to reflect	Are aware of materials	Gaps in provision
---	-------------------	------------------------------	-------------------------------	------------------------	-------------------

**KS1 & KS2**

1 How are our toys different from those in the past?		■			■
2 What were homes like long ago?					
3 What were seaside holidays like in the past?		■			■
4 Why do we remember Florence Nightingale?			■	1	
5 How do we know about the Great Fire of London?			■		■
6a Why have people invaded and settled in Britain in the past? Romans		■			■
6B Why have people invaded and settled in Britain in the past? Anglo Saxons		■			■
6C Why have people invaded and settled in Britain in the past? Vikings		■			■
7 Why did Henry VIII marry eight times?					
8 What were the differences between rich and poor in Tudor times?		■			■
9 What was it like for children in WW2?		■		2	
10 What can we find out about Ancient Egypt from what has survived?				7	
11 What was it like for children living in Victorian Britain?		■			■
12 How did life change in our locality in Victorian times?					
13 How has life in Britain changed since 1948?	■			9	
14 Who were the ancient Greeks?					
15 How do we use ancient Greek ideas today?					
16 How can we find out about the Indus Valley civilisation?			■		■
17 What are we remembering on Remembrance Day?					
18 What was it like to live here in the past?					
19 What were the effects of Tudor exploration?	■			3	
20 What can we learn about recent history by studying a famous person?		■			■

KS3

1	Introductory Unit – What is it all about?		■			■
2	How did medieval monarchs keep control?		©		6	
3	How hard was life for medieval people in town and country?		©			■
4	How did the medieval church affect people's lives?		©			■
5	How successfully did Elizabeth tackle the problems of her reign?				4	
6	What were the achievements of Islamic states 600 – 1600?					
7	Images of an ages – What can we learn from portraits 1500-750?		■			■
8	The civil wars – Was England turned upside down in the 17 <sup>th</sup> C?					
9	From Glorious Revolution to the '45 – How united was the kingdom?		©			■
10	France 1789-94 – Why was there a revolution?		©			■
11	Industrial changes – Action and Reaction		■			■
12	Snapshot 1900 – What was British middle class life like?	■			8	
13	Moghul India and the coming of the British 1526-1857					
14	The British Empire – How did Britain control quarter of world by 1900?	■				■
15	Black peoples of America – From slavery to equality?	■			5	
16	The Franchise – Why did it take so long for women to get the vote?		©			
17	Divided Ireland – Why is peace so hard to achieve?		©			■
18	Hot war, cold war – Why did 20 <sup>th</sup> C conflicts affect so many?		■		9	
19	How and why did the Holocaust happen?					
20	20 <sup>th</sup> C medicine – How has it changed people's lives?					
21	From Aristotle to atomic science – Discoveries that changed the world					
22	The role of the individual – for good or ill?		■			■

Resource References

Teaching resources referred to in the above table

1. “Why do we remember Mary Seacole and Florence Nightingale “  
Complementing Teachers – A Practical Guide to Promoting Race Equality in Schools (p72)  
Granada Learning ISBN 1-84085-912-1

“Why do we remember Mary Seacole?” An alternative study unit has been developed by Kensington & Chelsea Language Development Service and Colville Primary School that tackles issues such as ‘difference and diversity’ and ‘shared humanity’. Pupils experience role-play, hot-seating and other activities to develop oracy and awareness of an alternate view of historical biography.

“Significant people from the past: Ruby Bridges, Bessie Coleman and Frederick Douglass” is a resource for KS1 on the QCA Respect for All website that focuses on the lives of black people who made a difference [www.qca.org.uk/ages3-14/inclusion](http://www.qca.org.uk/ages3-14/inclusion)

**Newham LEA EMA Team** have led a Culturally Inclusive Curriculum project (2004) that has created units of work, including some that create an alternative/supplementary unit to this one on Florence Nightingale.

**Biographies: Martin Luther King, Harriet Tubman, Mary Seacole** Minority Group Support Coventry. Teachers packs.

**The Life and Death of Martin Luther King** Erhijivwo Study Guides KS3 and KS4 (African Kin Publications)

2. “Why did Africans, Asians and Caribbeans join the British War Efforts”  
Complementing Teachers – A Practical Guide to Promoting Race Equality in Schools (p74)  
Granada Learning ISBN 1-84085-912-1

**We also served Education Pack.** The testimonies of the contribution made in two World wars by the peoples of the Indian Sub-Continent, Africa and the Caribbean  
BASS Publications ISBN 1-898244-66-9

**Untold Stories.** BBC Gloucester’s website provides an useful source of first and second-hand, locally-based experience of the wartime experiences of African Caribbean people. This can be located at  
[www.bbc.co.uk/gloucestershire/untold\\_stories/african/gloucs\\_history.shtml](http://www.bbc.co.uk/gloucestershire/untold_stories/african/gloucs_history.shtml)

**Whose Freedom?** Published by Kirklees LEA investigates the role of African Caribbeans and Indians in World War 2

**Jamaican Airman: A black airman in Britain** E Martin Noble

**We were there in both WW1 and WW2** produced by Wandsworth EMA team and Chestnut Grove History Department.

**Many Struggles** Sherwood (Karia Press)

**Together** is a teachers pack produced by the Imperial War Museum.

3. **Tudors and Stuarts – a global perspective** published by Vital Link through Foundry School, Winson Green, Birmingham provides a study pack that promotes a different perspective on Tudor study.

“What were the effects of Tudor exploration?” An alternative study unit has been developed by Kensington & Chelsea Language Development Service and Colville Primary School that tackles issues such as causation in history, the negative effects of exploration/expansion and interdependence. Pupils use copies of actual text and materials from the period.

**Newham LEA EMA Team’s** Culturally Inclusive Curriculum project includes units of work comparing the Benin with the Tudors. **Benin** Video and study pack is available from Channel 4’s Educational Television Company.

4. “How successfully did Elizabeth tackle the problems of her reign” **Untold Stories.** BBC Gloucester’s website provides an useful account of the presence of blacks in Elizabethan times

and how Elizabeth deemed them to be a 'problem'! This can be located at [www.bbc.co.uk/gloucestershire/untold\\_stories/african/gloucs\\_history.shtml](http://www.bbc.co.uk/gloucestershire/untold_stories/african/gloucs_history.shtml)

5. **Olaudah Equiano** is an important character in black history whose life depicts and illustrates many of the issues of slavery and black pride. Resources to support the study of his life include **The beat of a drum** Ross (Hodder Wayland) and **Olaudah Equiano The Interesting Narrative** (Penguin)

**Windrush Resources** including a play, powerpoint presentations and song have been developed by Luton LEA.

**The Journey** is a major learning resource developed with Kirklees LEA and now published by [www.primarycolours.net](http://www.primarycolours.net) that uses the theme of migration and immigration to link culturally inclusive teaching materials.

**When rights are left** (available from [www.dep.org.uk](http://www.dep.org.uk))

A series of classroom materials by Anti-slavery international for KS3 including role play, case studies, further reading, resources and websites.

**Changing face of slavery** (available from [www.dep.org.uk](http://www.dep.org.uk))

KS3 video pack investigating transatlantic slave trade, why it began and arguments surrounding it. Accompanied by a 60 page teachers' book.

**Sugar, spices and human cargo** Amin Addo (Lewisham Council)

**Roots of the future** CRE ISBN 185442 179-4

**History of Slavery** Everett (Bison Books)

**The Caribbean Experience 1450 – 1960** Hall (Heinemann)

**Slavery: A history of black resistance** Simkin (Spartacus)

[www.spartacus.schoolnet.co.uk/slavery.htm](http://www.spartacus.schoolnet.co.uk/slavery.htm)

[www.blackpresence.co.uk/htm/equiano/htm](http://www.blackpresence.co.uk/htm/equiano/htm)

6. "Who are the British?" Investigating the Norman Conquest is a resource for KS3 on the QCA Respect for All website [www.qca.org.uk/ages3-14/inclusion](http://www.qca.org.uk/ages3-14/inclusion)

**The peopling of London** Merriman (Museum of London) tells the story of settlement from overseas since the Romans

7. **Ancient Egypt – A great African civilisation** (Kirklees LEA) is a teachers' pack for KS2 that presents Ancient Egypt as a fully black, fully African nation and seeks to redress the bias that has crept into most teaching materials.

**Newham LEA EMA Team** has also developed units of work for the Ancient Egyptians as part of their culturally inclusive curriculum project that promote enquiry into the 'true' representation of Egypt as a black African nation.

**Teaching Egyptians** Watson (Historical Association)

8. **The Victorians – Excluded past, the black heritage** (Kirklees LEA) is a set of resources to cover black heritage and African South Asian presence in Victorian Britain.

**Black Edwardians** Green (Cass Publishing)

**Black Londoners from 1890 – 1990** Okokon

**Black Victorians** information on [www.mckenziehpa.com/by](http://www.mckenziehpa.com/by)

9. **Black Britain in the 20<sup>th</sup> Century** is a resource box containing a range of materials to support teaching and learning about the history of Asian, African and Caribbean people in Britain. The box contains seminal materials produced by the Institute of Race Relations on racism, CD Rom materials, biographies and much more. The resource box is part of the Amhed Iqbal Ullah Race Relations Archive based in Manchester University.

**Britain since 1930** is a resource box containing a range of materials to support teaching and learning about the experience of African, Asian and Caribbean people in Britain and the contribution these communities have made to contemporary Britain. The resource box is part of the Amhed Iqbal Ullah Race Relations Archive based in Manchester University.

**Refugee Experiences** is a resource box containing a range of materials to help teachers challenge the distorted perceptions of refugees that dominate media presentation. It contains teacher reference materials, autobiographical accounts, posters and other resources. The resource box is part of the Amhed Iqbal Ullah Race Relations Archive based in Manchester University.

**The black cultural archives** (020 7738 4591) is a source of information on black Victorians

**Black settlers in Britain** File and Power and **Black and British** Piggot

**CEA @ Islington** Blondon Borough have produced an African Caribbean Role Model pack for all keystages.

**Voices of the Crossing** Dennis (ISBN 185242 583-0) tells the impact of Britain on writers from Asia, Africa and the Caribbean.

**Black Makers of History – not just singin and dancing** Hall and MacLean (The Bookplace)

**Foreday Morning** Dash (Black Amber PO Box 10812, London SW7) is a valuable resource for KS2 and KS3 describing life in Barbados and the move to Britain in the 1950s.

**Surprising Joy** is a new novel by Valerie Bloom

**Coming to England** Floella Benjamin also has a Read and Respond pack to accompany it available from Scholastic

**The diary of a West Indian immigrant** Cooke (Franklin Watts) tells the story of a 10 year old girl

**With hope in their eyes** Frances (X.Press) tells the story of the Windrush generation.

**Keep on moving** The Windrush legacy by Tony Sewell (Voice 1998)

**Remember Me** Hoyles (HANSIB) celebrates the achievements of mixed race people past and present.

## **Windrush! The irresistible rise of multi-racial Britain** Phillips (Harper Collins)

### **General web based resources**

EMA-on-line (ethnic minority achievement) offers a range of resources, see in particular the Black History mind map. A collaborative project between EMA teams in Manchester, Birmingham and Leeds.

**Black and Asian History Map:** A Channel 4 site which is a gateway to websites about black and Asian history across the British Isles. You can search the site by location, time period or subject [www.channel4.com/blackhistorymap](http://www.channel4.com/blackhistorymap)

BBC History Multicultural History provides a useful overview with some resources, including [www.bbc.co.uk/history/societyculture/multicultural/windrush](http://www.bbc.co.uk/history/societyculture/multicultural/windrush)

[www.historychannel.com/speeches](http://www.historychannel.com/speeches) includes famous speeches

Black Information Link at [www.blink.co.uk](http://www.blink.co.uk)

[www.vam.ac.uk/blackhistory](http://www.vam.ac.uk/blackhistory) is the V&A Museum site of black heritage

[www.movinghere.org.uk](http://www.movinghere.org.uk) contains access to 30 museums' archives and libraries over the past 200 years

[www.lshangohouse.com](http://www.lshangohouse.com)

[www.casbah.ac.uk](http://www.casbah.ac.uk) : a very useful website providing links and research resources relating to Caribbean Studies and the history of Black and Asian peoples in the UK.

[www.hfusc.org.uk/ecoHP](http://www.hfusc.org.uk/ecoHP) : ethnic communities and history project provides a range of interesting materials (history)

[www.talwa.com](http://www.talwa.com) and [www.talwatheatrecompany](http://www.talwatheatrecompany) is the site of one of the UK's best known black theatre company. They have an outreach education programme and Blackstage, an oral history of Black Theatre.

<http://www.kirklees-ednet.org.uk/subjects/ethnicmin/resources/blackdimensions/index.htm> is a Kirklees LEA website promoting a black perspective on world history.

### **Other book resources**

**Reclaiming our pasts:** equality and diversity in the primary history curriculum, Hilary Claire (Trentham books)

**Longman Caribbean History Series** has an online catalogue at [www.longman.co.uk/catalogue](http://www.longman.co.uk/catalogue) that includes, amongst others:

**Empires and Conquest** ISBN 0582407915

**Freedom and Change** ISBN 0582407923

**Longman Caribbean History** (Chilmore, Allen, McCallum, Ramdeen)

**The Black History of Lewisham** Amin-Addo (Greenwich Council)

**Black History for beginners** Dennis (Writers and Readers Publishing)

**Reconstructing the black image** De La Mothe (Trentham books)

**The Real McCoy** Hall

**Staying Power – the history of black people in Britain** Fryer (Pluto)

**The Black Diaspora** Segal (Faber)

**Women Leaders in African History** Sweetman (Heinemann)

**Encyclopedia Britannica Guide to Black History**

The world's great men of colour Vol 1 & 2 JA Rogers (*Collier Macmillan*)

**The Multicultural Dimension of the National Curriculum** (Falmer) includes a chapter about History teaching.

<b>Reflecting the experiences of African Caribbean pupils within SCIENCE</b>
--

### Commentary

There are numerous situations within the science curriculum where the teacher selects resources, artefacts, materials, festivals, food or plants to enrich or illustrate their teaching. Such situations can sometimes give rise to the opportunity to select items that provide a reflection of African Caribbean experience within the teaching and learning. There are, however, very few opportunities through which to directly reflect African Caribbean experience.

Scientific enquiry is centred upon original and creative thinking and schools should seek to portray these processes as universal and global and not the exclusive domain of white, western men. An important role for curriculum materials can therefore be to illustrate black science role models.

Science teaching offers the opportunity to teach the 'universality' criteria in the primary phase, where pupils learn that everybody needs food and water to stay alive. This progresses to where pupils learn more about life processes common to humans and about ways in which living things and the environment need protecting. Science can also teach the principles of sustainable development; explaining the positive and negative effects of scientific and technological developments on the environment and on people. It can also highlight the importance of choosing materials, making processes and using resources sensitively. As pupils move towards KS3, discussion of the science-based issues that may affect pupils own lives, the direction of society and the future of the world can be included. As pupils explore the values and ethics relating to the applications of science and technology, good science teaching can show how perceptions of different cultures can influence the extent to which scientific ideas are accepted, used and valued.

<b>Summary Table: Science reflecting African Caribbean experience</b>			
	<b>KS1</b>	<b>KS2</b>	<b>KS3</b>
<b>Potential within the National Curriculum QCA Scheme</b>	<b>2</b>	<b>1</b>	<b>1</b>
<b>Availability of materials or examples of good practice</b>	<b>1</b>	<b>1</b>	<b>1</b>
Grades used: 3 = Lots of potential or lots of material seen 2 = Some limited potential or few materials seen 1 = Very little or no potential and almost no material			

Because there is so little potential within the science schemes of work, the grid below has been 'collapsed' to omit the areas with no relevance.

### Potential within the National Curriculum QCA Scheme of Work for Science

Reference to study unit in QCA scheme of work	Directly reflects	Has the potential to reflect	Could be rewritten to reflect	Are aware of materials	Gaps in provision
---	-------------------	------------------------------	-------------------------------	------------------------	-------------------

#### KS1

1A Ourselves		■		2	
2A Health and growth		■			■
2F Using electricity		■			■

#### KS2

3A Teeth and eating		■			■
6G Changing circuits		■		1	

#### KS3

7D Variation & classification		■		3	
8A Food and digestion		■			■

### Resource References

#### Teaching resources referred to in the above table

1. "The invention of the electric lamp"  
is a resource for KS2 on the QCA Respect for All website that promotes black scientific achievement [www.qca.org.uk/ages3-14/inclusion](http://www.qca.org.uk/ages3-14/inclusion)
2. "Ourselves"  
is a resource for KS1 on the QCA Respect for All website [www.qca.org.uk/ages3-14/inclusion](http://www.qca.org.uk/ages3-14/inclusion)
3. "Continuous variation"  
is a resource for KS3 on the QCA Respect for All website on the subject of genetics and inherited characteristics [www.qca.org.uk/ages3-14/inclusion](http://www.qca.org.uk/ages3-14/inclusion)

Suitable science wall posters with texts are produced by Moheda Publications (0795 085 9839)

#### Other science resources

**RACE** A CD from the Association for Science Education (01707 283000) containing resources to promote respect for ethnic identities and develop pupils' abilities to reflect on key issues. ASE also produce **Race, Equality and Science Teaching**

**Black Scientist and Inventors** A teacher's pack for KS3 science is produced by Kirklees LEA

**Blacks in Science: Ancient and Modern** Ivan van Sertima (New Brunswick/Transaction books)

**Science Education for a Pluralist Society** Michael Reiss (OUP) contains a wealth of bibliographic material.

**Ethnocentrism and myopia in science teaching** Ashrif (Multicultural Teaching 5.1) outlines the contributions to science that came from outside Europe.

**Multicultural and anti-racist science education** Dennick (Univ of Nottm) reviews racism and science and comments on aspects of the National Curriculum

**Better Science: working for a multicultural society** Ditchfield (Heinemann)

**Antiracist Science Teaching** Gill and Levidov (Association Books)

**Multicultural approaches to science** Mears in Gundura (Racism Diversity and Education) Hodder and Stoughton.

**Science in primary schools – the multicultural dimension** Peacock (MacMillan Education)

**Race Equality and Science Teaching** Thorp (Association for Science Education) is an active INSET manual for teachers designed for staff meetings.

## Reflecting the experiences of African Caribbean pupils within ART and DESIGN

### **Commentary**

Through art and design pupils learn about the diverse roles of artist, crafts people and designers working in different times and cultures, and develop their knowledge and understanding of art, craft and design in a range of historical, social and cultural contexts. There is clearly massive potential to reflect African Caribbean experience in art and design – it could be said that every study unit can be contextualised to provide this emphasis. The audit of materials, however, did not provide any significant evidence that classroom materials exist to support any such endeavour within schools.

Pupils can build understanding across African Caribbean and other cultures by studying a range of different art forms and the contexts in which they were produced, showing how ideas, beliefs and values influence the making of art. Good teaching will also lead to pupils beginning to use art to express and communicate their own social and political messages, for example designing posters.

The QCA Respect for All website includes 4 key principles to inform teaching and learning that are entirely relevant to reflecting African Caribbean experience:

- Works from different cultures and traditions should be understood and valued in their own right

- Works should be considered in relation to their context, rather than seen as exotic or unusual.
- Artworks from different cultures and traditions can provide the opportunity to examine racism.
- Pupils' views and practical work will reflect their own time, place and experience.

<b>Summary Table: Art and Design reflecting African Caribbean experience</b>			
	<b>KS1</b>	<b>KS2</b>	<b>KS3</b>
<b>Potential within the National Curriculum QCA Scheme</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>Availability of materials or examples of good practice</b>	<b>1</b>	<b>1</b>	<b>1</b>
Grades used: 3 = Lots of potential or lots of material seen 2 = Some limited potential or few materials seen 1 = Very little or no potential and almost no material			

### Potential within the National Curriculum QCA Scheme of Work for Art and Design

Reference to study unit in QCA scheme of work	Directly reflects	Has the potential to reflect	Could be rewritten to reflect	Are aware of materials	Gaps in provision
---	-------------------	------------------------------	-------------------------------	------------------------	-------------------

#### KS1 & KS2

1A Self portrait	■				■
1B Investigating materials					
1C What is sculpture?					
2A Picture this!		■		1	■
2B Mother Nature, designer		■		3	
2C Can buildings speak?					
3A Portraying relationships					
3B Investigating pattern		■		3	
3C Can we change places?					
4A Viewpoints					
4B Take a seat					
4C Journeys					
5A Objects and meanings					
5B Containers					
5C Talking textiles		■			■
6A People in Action		■			■
6B What a performance!		■		4	
6C A sense of place					
Visiting a museum, gallery or site		■			■

#### KS3

7A Self-image	■			2	
7B What's in a building?					
7C Recreating landscapes		■			■
8A Objects and viewpoints		■			■
8B Animating art					

8C Shared view		■		2	
9A Life events					
9B Change your style		■			■
9C Personal places, public spaces		■		2	
Visiting a museum, gallery or site		■			■

## Resource References

### Teaching resources referred to in the above table

1. "People jigsaw"  
is a resource for KS1 on the QCA Respect for All website  
[www.qca.org.uk/ages3-14/inclusion](http://www.qca.org.uk/ages3-14/inclusion)
2. "Culture box"  
is a resource for KS3 on the QCA Respect for All website  
[www.qca.org.uk/ages3-14/inclusion](http://www.qca.org.uk/ages3-14/inclusion)
3. "African story"  
is a resource for KS1 on the QCA Respect for All website  
[www.qca.org.uk/ages3-14/inclusion](http://www.qca.org.uk/ages3-14/inclusion)
4. "Masquerade"  
is a resource for KS2 on the QCA Respect for All website  
[www.qca.org.uk/ages3-14/inclusion](http://www.qca.org.uk/ages3-14/inclusion)

Other areas identified for development include African influence on art, using natural materials (dyes, shells), history of art/popular fashion, and the philosophy and values of art from the black diaspora.

[www.goldentapestry.com](http://www.goldentapestry.com) provides details and access to a major tapestry project linking children in 1800 schools in 55 Commonwealth countries. Each school produces a metre square tapestry depicting scenes from 'a year in your life' on a range of real-life themes. The project is for display at the 2006 Commonwealth Games. The project's predecessor was the **Millennium Tapestry Project**.

**HeArt of Africa: textiles and global issues** (DEP) looks at 5 different craft techniques from West Africa – appliqué, indigo resist dye, block printing, weaving and mud painting. Includes activities and workshop ideas.

**Great works of African art** Harris (Parragon)

**African design** Jewell (British Museum Pattern Books)

**Traditional Crafts** from Africa, Caribbean and Central America by Temko (Lerner publications)

**African Designs** Williams (Dover Publications)

**African Textiles** Pickton and Mack (British Museum)

**The art of African textiles** Clarke (Grange books)

**The art of African textiles – technology, tradition and lurex** Barbican Art Gallery

**Traditions from Africa** Vivien Golding (Wayland)

**Chidi only likes blue – an African book of colours** Onyefulu (Frances Lincoln) is based on life in a Nigerian village.

**Kofi and his magic** is a story set in a cloth weaving town in Ghana.

**Kente Colours** Debbie Chocolate (Walker & Co)

**African art postcards** (Magna Books)

**Colours of Africa** Clarke ISBN 1-902616-71-5

**A is for Africa** Onyefulu ISBN 0-7112-0848-4

**Arts and Crafts in the Caribbean** Kempadoo (Commonwealth Institute 0946 140 383)

## Reflecting the experiences of African Caribbean pupils within MUSIC

### **Commentary**

Music, like art is a 'framework' curriculum area in which the skills can be taught and applied in a range of contexts. The ability of teachers and schools to select their own contexts for learning and the exemplification creates massive potential to reflect African Caribbean experience, which is a rich musical, cultural tradition. Music is inextricably linked with black experience, with the roots of many musical traditions and styles being easily traced to black origins.

Music offers opportunities for pupils to listen and respond to music from different cultures and begin to recognise and compare different styles, as well as becoming familiar with instruments from a range of different countries and musical traditions. It also enables pupils to learn about the music of different cultures and traditions, showing how ideas, beliefs and values influence the making of art.

By learning to explore and control sounds pupils learn about music from different times and cultures; and through learning to appreciate the music of different times and cultures pupils can develop a greater sense of their own identity. Pupils can also study the power of music to communicate social and political messages, analyse the words of current, popular songs with a political message and look at the role music has played in popular movements, for example during apartheid in South Africa. All in all, music offers tremendous potential to reflect African Caribbean experience.

However, the materials search did not reveal the expected range of resources for use in school, although there were a few innovative examples. The tradition of Carnival is one area of music in which resources can be found easier. Music, perhaps more than any other subject, is a prime example of how potential is simply not being realised in schools because teachers' planning is still

closely tied to adopted schemes and school leaders are not prioritising resources and development work to create the rich range of resources possible.

In the QCA grid below the skill-based nature of the music curriculum has been reflected by adapting the column headings to show the major or limited potential of each study unit to provide an African Caribbean context for pupils' learning.

<b>Summary Table: Music reflecting African Caribbean experience</b>			
<b>Potential within the National Curriculum QCA Scheme</b>	<b>KS1</b>	<b>KS2</b>	<b>KS3</b>
	<b>3</b>	<b>3</b>	<b>3</b>
<b>Availability of materials or examples of good practice</b>	<b>1</b>	<b>1</b>	<b>1</b>
Grades used: 3 = Lots of potential or lots of material seen 2 = Some limited potential or few materials seen 1 = Very little or no potential and almost no material			

#### **Potential within the National Curriculum QCA Scheme of Work for Music**

<b>Reference to study unit in QCA scheme of work</b>	<b>Major contextual potential</b>	<b>Limited contextual potential</b>	<b>Are aware of materials</b>	<b>Gaps in provision</b>
--	-----------------------------------	-------------------------------------	-------------------------------	--------------------------

#### **KS1 & KS2**

<b>1 Ongoing skills</b>				
<b>2 Sounds interesting – exploring sounds</b>		■		■
<b>3 The long and short of it – exploring duration</b>				
<b>4 Feel the pulse – exploring pulse and rhythm</b>		■		■
<b>5 Taking off – exploring pitch</b>				
<b>6 What's the score? Exploring instruments and symbols</b>				
<b>7 Rain, rain go away – exploring timbre, tempo and dynamics</b>		■		■
<b>8 Ongoing skills</b>				
<b>9 Animal magic – exploring descriptive sounds</b>		■		■
<b>10 Play it again – exploring rhythmic patterns</b>		■		■
<b>11 The class orchestra – exploring arrangements</b>		■		■
<b>12 Dragon scales – exploring pentatonic scales</b>				
<b>13 Painting with sound – exploring sound colours</b>		■		■
<b>14 Salt, pepper, vinegar mustard – exploring singing games</b>		■	■	

15 Ongoing skills				
16 Cyclic patterns – exploring rhythm and pulse		■		■
17 Roundabout – exploring rounds				
18 Journey into space – exploring sound sources				
19 Songwriter – exploring lyrics and melody		■	■	
20 Stars, hide your fires – performing together		■	■	
21 Who knows? Exploring musical processes		■		■

### KS3

1 Bridging unit				
2 Form and structure				
3 Sound-scapes		■		■
4 Musical cycles				
5 Musical clichés		■		■
6 Shanty time (arrangements)		■		■
7 Variations				
8 Jazz improvisation		■		■
9 Music for dance	■		■	
10 Hooks and riffs		■		■
11 The overture				
12 Bhajan/qawwali (Indian music genres)				
13 Music and media		■		■
14 The concerto				
15 Song and music technology		■		■

### Resource References

**Sugar and Coal** Alex Pascall (Good Vibes 0870 240 4698) is a musical pack for KS2, KS3 containing CD and teachers' workbook with links to all subjects. The musical is a comparison between Grenada and Wales

**Making Music** and **Nice Hot and Tasty** are available from Primary Colours [www.primarycolours.net](http://www.primarycolours.net)

**On Route – the art of Carnival** (X Press and the Arts Council) comes highly recommended and includes information on Carnival in schools.

**London is the place for me** Trinidad calypso in London 1950 -56 is a CD by Honest Josn available from Tower Records.

**They came upon the Windrush** CD by British Calypsonian Alexander D Great is available from Association of British Calysonians

**Caribbean Currents** Caribbean music from Rumba to Reggae by Peter Manual (Latin American Bureau) is an introduction to Caribbean music.

Other music resources:

**A Rebel Life** a biography of Bob Marley

**Music in the Caribbean** Sealey and Malm

**One Love One Beat** A history of Reggae by Haskins

**One Nation under a groove** RAP music and its roots by Haskins

**Reggae** by Robert Brunning

[www.carnivalineducation.com](http://www.carnivalineducation.com) is a good resource for carnival work in schools.

**Wandsworth Learning Resources** through the EMA team at Wandsworth have produced materials for carnival and African art.

The Sun and the Rain The root of Jamaican folk tradition

“Our Birmingham” is a resource for KS3 on the QCA Respect for All website

[www.qca.org.uk/ages3-14/inclusion](http://www.qca.org.uk/ages3-14/inclusion)

## Reflecting the experiences of African Caribbean pupils within GEOGRAPHY

### Commentary

In geography pupils get the opportunity to study people, places and environments in different parts of the world. It can inspire pupils to think about their own place in the world and their rights and responsibilities to other people. By showing how the level of development in different countries is related to quality of life, pupils begin to learn the principles of sustainable development; explaining the positive and negative effects of development on the environment and on people. More than in any other subject, pupils begin to develop a ‘world view’ and understand their role as a global citizen, partly by learning about countries and localities with a range of economic backgrounds and raising consciousness about the way communities work in other countries. In terms of the overarching criteria for this report, geography makes a significant contribution to the concepts of interdependence, ‘status and credibility’ and ‘normal not exotic’.

There is quite clearly a major opportunity to reflect multiple perspectives within the curriculum, not least African Caribbean. Within a large proportion of the study units the exemplification and context used by the teacher can relate to countries, cultures and communities that affirm and give credibility to black experience.

The main source of resources seen came from aid agencies and Development Education Centres. These two provide a rich supply of high quality, challenging materials that are becoming more closely linked to teachers’ planning.

<b>Summary Table: Geography reflecting African Caribbean experience</b>			
	<b>KS1</b>	<b>KS2</b>	<b>KS3</b>
<b>Potential within the National Curriculum QCA Scheme</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>Availability of materials or examples of good practice</b>	<b>2</b>	<b>2</b>	<b>2</b>
Grades used:	3 = Lots of potential or lots of material seen 2 = Some limited potential or few materials seen 1 = Very little or no potential and almost no material		

**Potential within the National Curriculum  
QCA Scheme of Work for Geography**

Reference to study unit in QCA scheme of work	Directly reflects	Has the potential to reflect	Could be rewritten to reflect	Are aware of materials	Gaps in provision
---	-------------------	------------------------------	-------------------------------	------------------------	-------------------

<b>KS1 &amp; KS2</b>					
1 Around our school – the local area		■			■
2 How can we make our local area safer?					
3 An island home		■		■	
4 Going to the seaside		■			■
5 Where in the world is Barnaby Bear?		■			■
6 Investigating our local area		■			■
7 Weather around the world		■			■
8 Improving the environment					
9 Village settlers					
10 A village in India			■	■	
11 Water		■		■	
12 Should the high street be closed to traffic?					
13 A contrasting UK locality (Llandudno)		■			■
14 Investigating rivers		■			■
15 The mountain environment		■			■
16 What's in the news		■		■	
17 Global eye					
18 Connecting ourselves to the world		■			■
19 How and where do we spend our time					
20 Local traffic an environmental issue					
21 How can we improve the area we can see from our window					
22 A contrasting locality overseas (Tocuaro)		■		■	
23 Investigating coasts					
24 Passport to the world		■		■	
25 Geography and numbers					

<b>KS3</b>					
1 Making connections					
2 The restless earth earthquakes and volcanoes		■			■
3 People everywhere		■			■
4 Flood disaster – how do people cope?					
5 Exploring England		■			■
6 World sport					
7 Rivers – a fieldwork approach					

8 Coastal environments					
9 Shopping – past, present and future		■			■
10 Weather patterns over Europe					
11 Investigating Brazil					
12 Images of a country		■		■	
13 Limestone landscapes of England					
14 Can the earth cope? Eco- systems, population & resources		■		■	
15 Crime and the local community					
16 What is development?		■		■	
17 The changing economic geography of France			■		■
18 The global fashion industry					
19 Tourism – good or bad?		■			■
20 Comparing countries		■		■	
21 Virtual volcanoes and internet earthquakes					
22 Mining on the internet					
23 Local action, global effects					
24 Passport to the world		■			■

## Resource References

The best source of materials for geography is possibly the Development Education Centres. These centres have developed a huge range of materials from a range of publishers, that can be taken and adapted to fit in with the study units.

**Peters World Atlas** An atlas to show each country at its true size in relation to the rest of the world.

**Data Bulletin Collection** WWF's series of CD titles for KS3 and KS4. Covers a range of viewpoints on environmental issues to stimulate discussion.

**Southern Perspectives on Development** 5 handbooks to support KS3 geography. 72 page handbooks with worksheets, exercises and background information. Titles: Starting points, Colonialism and its legacy, Distribution of people and resources, Production and its effects, Rights and choices.

“Contrasting lives and localities” (Complementing Teachers, p64) is a unit of work that explores the shared human experience throughout the world.

“What’s in the news” (Complementing Teachers, p65) explores the media representation of events in developing countries.

“Why did Bashir Ahmed Abdi die?” (Complementing Teachers, p66) investigates the reasons for, and possible solutions to, famine.

“A Fair Day’s Pay” (Complementing Teachers, p67) is a role-play unit of work exploring issues of fair trade, consumerism and globalisation.

**Complementing Teachers** (Trentham) also provides suggestions for the following units of work: What’s in the news? Migration past and present, fair trade and tourism.

**St Lucia Geography – Start Here!** Channel 4 provides an introduction to a video penpals series.

## Reflecting the experiences of African Caribbean pupils within DESIGN and TECHNOLOGY

### Commentary

Historically the teaching of design and technology has often ignored the contribution from different cultural traditions. However, the subject provides an ideal opportunity to demonstrate that no one culture has the monopoly of achievements in design and technology. In design and technology pupils begin to recognise the different needs of people from a range of cultures and begin to identify ways in which needs have been and could be met. Pupils learn to design and make products and evaluate how a range of different products work, often generating ideas for designing and making by drawing upon the experiences of other people. By providing a stimulating context for projects and by exploring the effects of technology on the development of society and their own lives, pupils can begin to explore how different people have developed solutions to meet their needs and some of the values and ethics in relation to the application of design & technology. In KS3 and KS4 especially, pupils learn the principles of sustainable development and explaining the positive and negative effects of scientific and technological developments on the environment and on people.

The QCA scheme of work for design and technology, especially at KS1 and KS2 is strongly skill-based and is structured around DMAs – design and making activities. Schools typically follow the scheme by adopting the given example eg toys, slippers and use these DMAs as the context in which to develop the pupils skills. The grid below identifies some of the potential within the QCA projects that already offer major or limited potential to reflect AC experience by virtue of the context/setting having links with African Caribbean culture and heritage. There is nothing to prevent schools from choosing a completely different set of DMAs to develop skills that is more relevant to African Caribbean experience and this audit has begun to see early signs of innovative teachers, schools and LEAs where this is beginning to happen. The strand of food technology provides the most obvious point of reference to African Caribbean experience and some examples are included below. The whole area of design and technology in relation to human invention can provide a rich vein of information for pupils, with stories of Black inventors being well used in some schools to reflect diversity, excellence everywhere and interdependence and borrowing.

<b>Summary Table: Design and Technology reflecting African Caribbean experience</b>			
	<b>KS1</b>	<b>KS2</b>	<b>KS3</b>
<b>Potential within the National Curriculum QCA Scheme</b>	<b>3</b>	<b>2</b>	<b>3</b>
<b>Availability of materials or examples of good practice</b>	<b>2</b>	<b>1</b>	<b>1</b>
Grades used: 3 = Lots of potential or lots of material seen 2 = Some limited potential or few materials seen 1 = Very little or no potential and almost no material			

**Potential within the National Curriculum  
QCA Scheme of Work for Design and Technology**

Reference to study unit in QCA scheme of work	Major contextual potential	Limited contextual potential	Are aware of materials	Gaps in provision
---	----------------------------	------------------------------	------------------------	-------------------

**KS1 & KS2**

1A Moving Pictures				
1B Playgrounds				
1C Eat more fruit and veg	■		1	
1D Homes		■		■
2A Vehicles		■		■
2B Puppets				
2C Winding up				
2D Joseph's coat		■		■
3A Packaging				
3B Sandwich snacks		■		■
3C Moving monsters				
3D Photograph frames		■		■
4A Money containers		■		■
4B Storybooks	■			■
4C Torches				
4D Alarms				
4E Lighting it up				
5A Musical instruments	■			■
5B Bread				
5C Moving toys		■	4	
5D Biscuits				
6A Shelters				
6B Slippers				
6C Fairground				
6D Controllable vehicles				

**KS3**

7A Understanding materials (food – resistant materials – textiles)	■			■
7B Designing and making for yourself (food – resistant materials – textiles)	■		3	
7C Using ICT to support researching and designing		■		■
7D Using control to control a display				
7E Activity week		■	2	
8A Exploring materials (food – resistant materials – textiles)	■			■
8B Designing for clients (food – resistant materials – textiles)	■			■
8C Using ICT to support making				
8D Using control for security				

8E Producing batches (food – resistant materials – textiles)		■			■
8F The world of professional designers			■		■
9A Selecting materials (food – resistant materials – textiles)					
9B Designing for markets (food – resistant materials – textiles)					
9C Using ICT to link with the world outside school			■		■
9D Using control for electronic monitoring					
9E Ensuring quality production (food – resistant materials – textiles)					

## Resource References

1. “Eat more fruit and vegetables”  
is a resource for KS1 on the QCA Respect for All website  
[www.qca.org.uk/ages3-14/inclusion](http://www.qca.org.uk/ages3-14/inclusion)

**An introduction to fruits and vegetables of Jamaica and the Caribbean** Tora is available on 01922 620092 or [www.tora-uk.com](http://www.tora-uk.com)

“**A Flavour of**” **West Africa, Caribbean** series by Yvonne McKenley (Wayland)

**Nice Tastin** Liz Bartlett (Ken & Chelsea History Group 020 8968 0921) contains the reminiscences of Caribbean pensioners about Caribbean food.

**Life and Food in the Caribbean** Mackie (Ian Randle Publishers ISBN 9768100494)

2. “Cleaning up”  
is a resource for KS3 on the QCA Respect for All website  
[www.qca.org.uk/ages3-14/inclusion](http://www.qca.org.uk/ages3-14/inclusion)
3. “Masks and batik work”  
is a resource for KS2/3 on the QCA Respect for All website  
[www.qca.org.uk/ages3-14/inclusion](http://www.qca.org.uk/ages3-14/inclusion)

4. **Toys Toys Toys** Newham LEA have developed some culturally inclusive curriculum projects, including this one for KS1, developed upon the Oxfam video resource *Toying with technology*”.

**Combating discrimination: persona dolls in action** Brown (Trentham)

**Toys and games from round the world** Hall (Wayland)

**Toys and tales with everyday materials** (available from [www.dep.org.uk](http://www.dep.org.uk))

A book for 8-14 year olds about making dynamic toys, based on traditional folk toys from round the world.

## Other resources

**Design for the real world** Papanek (Pantheon)

**Science, Technology and anti-racist education** Siraj-Blatchford (Multicultural Teaching 11.1) argues that technology is one of the key areas in which to challenge racist attitudes.

**Teaching Design and Technology** Eggleston (OUP) Chapter 5 deals with race.

**The Multicultural Dimension of the National Curriculum** King et al (Falmer) has chapters by **Robinson** and **Eggleston** on Technology.

**What if there was no black people in the world** Article in TES, July 1999

**Traditional crafts from ....** A series of craft books explaining a range of techniques from other cultures

**Art of African Masks** (available from [www.dep.org.uk](http://www.dep.org.uk))  
Mask making background information relating to history and culture.

**Reflecting the experiences of African Caribbean pupils within PHYSICAL EDUCATION**

**Commentary**

PE is a skill-based curriculum that is based upon major sports and games. Pupils can clearly learn that many of the sports in which they engage are played globally in a range of cultures. Physical activities per se don't provide much of an opportunity to reflect experience, save in the area of Dance where African Caribbean traditions and experience can provide a rich resource. Through dance, pupils learn to compose, perform and prepare dances from national as well as other cultures and traditions. There may also be opportunities, especially in KS1 and KS2 where there is less reliance upon major sports, to use minor games and physical activities from other cultures. These can provide great opportunity to develop social skills involving co-operation and collaboration. Learning about PE however (as opposed to 'doing' PE), especially in the study of sporting achievement, provides massive potential to reflect upon some of the main black role models within this country and abroad. Some major sports, notably football at present, are very proactive to widen participation from ethnic minorities and the stamp out racism. Many schools are using the education packs provided by these sports associations within their PE and Citizenship schemes.

<b>Summary Table: PE reflecting African Caribbean experience</b>			
	KS1	KS2	KS3
<b>Potential within the National Curriculum QCA Scheme</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>Availability of materials or examples of good practice</b>	<b>1</b>	<b>1</b>	<b>1</b>
Grades used: 3 = Lots of potential or lots of material seen 2 = Some limited potential or few materials seen 1 = Very little or no potential and almost no material			

**Potential within the National Curriculum  
QCA Scheme of Work for Physical Education**

Reference to study unit in QCA scheme of work	Major contextual potential	Limited contextual potential	Are aware of materials	Gaps in provision
---	----------------------------	------------------------------	------------------------	-------------------

**KS1**

Dance (2 units)	■			■
Games activities (2 units)		1		■
Gymnastics (2 units)				
Swimming and water safety				

**KS2**

Dance (4 units)	■			■
Invasion games (4 units)		■		■
Striking and fielding games (2 units)		■		■
Net/wall games (2 units)		■		■
Gymnastics (4 units)				
Athletics (3 units)				
Swimming and water safety				
Outdoor and adventurous activities (3 units)				

**KS3**

Dance (4 units)	■			■
Invasion games (4 units)				
Striking and fielding games (3 units)				
Net/wall games (3 units)				
Gymnastics (4 units)				
Athletics (3 units)				
Swimming and water safety (3 units)				
Outdoor and adventurous activities (3 units)				

**Resource References**

1. **Children's Traditional Games** Kaminski (Oryx Press) provides information about games from 137 different countries and cultures

**The multicultural game book** Orlando (Scholastic Professional books) introduces more than 70 traditional games from 30 countries.

**Show Racism the Red Card** is a charity supported by the PFA, trade unions and others. They produce a variety of materials to support schools and also run a schools programme. [www.theRedcard.org](http://www.theRedcard.org) contains interviews with players and has a very good links page. Show Racism the Red Card, PO Box 141, Whitley Bay, Tyne and Wear, NE26 3YH.

“Culture and dance from different times” (Complementing Teachers, p112) describes a unit of work that develops dance styles from around the world.

A resource for recorded music to accompany dance crazes is [www.sixtiescity.velnet.com/Culture/culture.htm](http://www.sixtiescity.velnet.com/Culture/culture.htm)

Some useful websites to use as a resource for the study of politics and sport are:

[www.johnccarlos.com/history.html](http://www.johnccarlos.com/history.html)

[www.teachervision.com/lesson-plans/lesson-2336.html](http://www.teachervision.com/lesson-plans/lesson-2336.html)

[www.times-olympics.co.uk/communities/athletics/athleticshistory.html](http://www.times-olympics.co.uk/communities/athletics/athleticshistory.html)

[www.guardian.co.uk/sydney](http://www.guardian.co.uk/sydney)

<p><b>Reflecting the experiences of African Caribbean pupils within RELIGIOUS EDUCATION</b></p>
---

**Commentary**

RE is currently under review and there has been much debate recently concerning a national framework for RE. To date, RE syllabuses have been determined by local Standing Advisory Committees for Religious Education (SACREs). Each local authority has its own syllabus and these are generally accessible through the web.

It is in RE where pupils can learn that people in their own community and around the world have different belief systems which have some things in common. Pupils learn about the moral and social obligations we have towards each other the importance of social justice to belief systems. Pupils should learn about the world’s major religions and about how each individual is important. This should develop an understanding of, and empathy for, other points of view. They should also begin to understand the commonalities of quests for spirituality and begin to consider the different influences on individuals and communities. RE also introduces beliefs about the world and how it should be cared for.

RE also provides an ideal opportunity to celebrate different national, religious and ethnic identities. It is, however, much quite difficult to isolate African Caribbean religious experiences as it is not ‘contained’ with any one religion. The customary view is that many black churches are Christian and as such it is crucial to include elements of Black led Christian churches in the many aspects that reflect Christianity within the Key Stages. Rastafarianism however should also be included. Almost all the Key Stage 3 units have the potential to reflect African Caribbean religious experiences, moreso than in the primary phase.

<b>Summary Table: RE reflecting African Caribbean experience</b>			
	<b>KS1</b>	<b>KS2</b>	<b>KS3</b>
<b>Potential within the National Curriculum QCA Scheme</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Availability of materials or examples of good practice</b>	<b>1</b>	<b>1</b>	<b>1</b>
Grades used: 3 = Lots of potential or lots of material seen 2 = Some limited potential or few materials seen 1 = Very little or no potential and almost no material			

Potential within the National Curriculum  
QCA Scheme of Work for Religious Education

Reference to study unit in QCA scheme of work	Directly reflects	Has the potential to reflect	Could be rewritten to reflect	Are aware of materials	Gaps in provision
---	-------------------	------------------------------	-------------------------------	------------------------	-------------------

KS1

RA What are Harvest Festivals?		■			■
RB Who were the friends of Jesus?					
RC Who was Noah?					
1A What does it mean to belong? – generic		■			■
1B What does it mean to belong in Christianity?		■			■
1C Celebrations: why do Christians give gifts at Christmas?					
1D Beliefs and practice - generic		■			■
1E How do Jewish people express their beliefs in practice?					
1F What can we learn from visiting a church?					
2A What is the Torah and why is it important to Jewish people?					
2B Why did Jesus tell stories?					
2C Celebrations – generic	■				■
2D Visiting a place of worship – generic		■		1	

KS2

3A What do signs and symbols mean in religion?		■			■
3B How and why do Hindus celebrate Diwali?					
3C What do we know about Jesus?					
3D What is the Bible and why is it important to Christians?					
3E What is faith and what difference does it make?		■		3	
4A How and why do Hindus worship at home and in the Mandir?					
4B Celebrations: Christmas journeys					
4C Why is Easter important for Christians?					
4D What religions are represented in our neighbourhood?					
5A Why is Muhammad important to Muslims?					
5B How do Muslims express their beliefs through practices?					
5C Where did the Christian Bible come from?					
5D How do the beliefs of Christians influence their actions?					

6A Worship and community - generic					
6B Worship and the community – what is the role of the mosque?					
6C Why are sacred texts important? – generic		■		2	
6D What is the Qur’an and why is it important to Muslims?					
6E What can we learn from Christian religious buildings?					
6F How do people express their faith through the arts?		■			■

### KS3

7A Where do we look for God?		■			■
7B What does justice mean for Christians?					
7C Religious figure – generic		■			■
7D Who was Gotama Buddha?					
8A What does Jesus’ incarnation mean for Christians today?					
8B What does the resurrection of Jesus mean for Christians today?					
8C Beliefs and practices - generic		■			■
8D Beliefs and practice – how do the beliefs of Sikhs affect their actions?					
8E A visit to a place of worship?		■			■
8F What makes a gurdwara special to Sikhs?					
9A Where are we going? Rites of passage		■			■
9B Where did the universe come from?		■			■
9C Why do we suffer?		■			■
9D Why are some places special to religious believers?					

### Resource References

#### Teaching resources referred to in the above table

1. Our Local Community – looking at places of worship  
Complementing Teachers – A Practical Guide to Promoting Race Equality in Schools (p124, p218)
2. Healers, Creation and Healers, Sacred Writings and Ancient Scripts  
Complementing Teachers – A Practical Guide to Promoting Race Equality in Schools
3. Living in a faith community  
Complementing Teachers – A Practical Guide to Promoting Race Equality in Schools

**Religious Education in the primary years** Bellingham (Staffs CC [www.sln.org.uk/re](http://www.sln.org.uk/re))

**Moral issues in six religions** Cole et al (Heinemann)

**Free at last: the story of martin Luther King** Owen (Religious Education Press)

**Homing in: a practical resource for religious studies in primary education** Wood (Trentham books)

Education Bradford (www) – offers downloadable teaching materials at Key Stage 1 and 2 which relate to Islam

The Birmingham grid for learning (www) – offers downloadable teaching materials at all Key Stages.

**The Rastafarians The Dreadlocks of Jamaica** Barratt (Sangster/Heinemann)

**Dread – The Rastafarians of Jamaica Owens** (Sangster)

### **Web based resources**

theREsite.org.uk – is the best resources generally and covers a range of issues related to Islam's beliefs and practices including several school based examples. A search of Black-led Churches, or Rastafarianism reveals nothing however.

Enter agreed syllabus within an internet search – search reveals most LEAs agreed syllabuses. Look particularly at those LEAs where there are significant numbers of pupils from African Caribbean backgrounds. This will yield more significant resources, schemes of work and teaching materials.

Birmingham grid for learning – contains a range of worksheets, developed by schools.

Rastafarianism – there are very few school resources directly linked to Rastafarianism. A search does, however, reveal a number of sites and the materials can be adapted to the RE schemes of work

Aspects of Black People and Religion in Birmingham – offers some insight into the Caribbean religious experiences in Birmingham.

Black led churches – searching this website reveals a range of information from which to draw.

## **Reflecting the experiences of African Caribbean pupils within ICT**

### **Commentary**

ICT enables pupils gather information from a variety of sources and learn to use a wide range of ICT tools and information sources to support their work. Pupils learn how ICT connects local, national and international communities and can lead them to explore the impact of ICT on global interdependence. It can provide opportunities for pupils to exchange and share information, develop pupils' enquiry skills and encourage them to reflect critically on the wider use of ICT in the world outside school. ICT opens up new ways of working that enable pupils to work with others to develop and evaluate their work, and to reflect critically on a range of issues. ICT teaches pupils to use the internet to discuss and debate issues with others and for individual research and

information. The internet also provides the opportunity to contact people in other countries who can talk about their own experience of life in a contrasting area, and compare this with their own.

As a curriculum area, ICT is relatively content free and contains a set of generic skills. It is also quite a new area of learning so doesn't have many connections with the history of black people. Nevertheless, there is the opportunity to identify black ICT pioneers such as Emeagwali who can provide good role models for pupils. ICT provides the opportunity to become embedded across the curriculum as a vehicle and environment for learning in many other subjects and the areas with good potential are identified in the grid below. The internet and other communication technologies also provide tremendous opportunity to link pupils across the globe and bring the world of virtual experience into every classroom. This audit has not come across innovative materials of this type, but development is extremely rapid in ICT.

<b>Summary Table: ICT reflecting African Caribbean experience</b>			
	<b>KS1</b>	<b>KS2</b>	<b>KS3</b>
<b>Potential within the National Curriculum QCA Scheme</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>Availability of materials or examples of good practice</b>	<b>1</b>	<b>1</b>	<b>1</b>
Grades used: 3 = Lots of potential or lots of material seen 2 = Some limited potential or few materials seen 1 = Very little or no potential and almost no material			

### **Potential within the National Curriculum QCA Scheme of Work for ICT**

<b>Reference to study unit in QCA scheme of work</b>	<b>Major contextual potential</b>	<b>Limited contextual potential</b>	<b>Are aware of materials</b>	<b>Gaps in provision</b>
--	-----------------------------------	-------------------------------------	-------------------------------	--------------------------

#### **KS1**

<b>1A An intro to modelling</b>				
<b>1B Using a word bank</b>				
<b>1C The information around us</b>				
<b>1D Labelling and classifying</b>				
<b>1E Pictograms</b>		■		■
<b>1F Understanding instructions &amp; making things happen</b>				
<b>2A Writing stories: Using text</b>		■		■
<b>2B Creating pictures</b>		■		■
<b>2C Finding information</b>		■		■
<b>2D Routes: Floor turtle</b>				
<b>2E Questions and answers</b>				

#### **KS2**

<b>3A Combining text &amp; graphics</b>		■		■
<b>3B Manipulating sound</b>				
<b>3C Introduction to databases</b>				

3D Exploring simulations				
3E E-mail				
4A Writing for different audiences		■		■
4B Developing images using repeated patterns		■		■
4C Branching databases				
4D Questionnaires and pie charts				
4E Modelling effects on screen				
5A Graphical modelling				
5B Analysing data: using complex searches				
5C Evaluating info, checking accuracy and plausibility				
5D Introduction to spreadsheets				
5E Controlling devices				
5F Monitoring environmental conditions and changes				
6A Multimedia presentation		■		■
6B Spreadsheet modelling				
6C Control and monitoring – What happens when ...?				
6D Using internet databases to interpret information				

### KS3

1 Using ICT				
2 Information & presentation		■		■
3 Processing text and images		■		■
4 Models - rules and investigations				
5 Data – designing structure, capturing and presenting data				
6 Control – input, processes and output				
7 Measuring physical data				
8 Public information systems				
9 Publishing on the web		■		■
10 Information – reliability, validity and bias	■			■
11 Data – use and misuse				
12 Systems – integrating applications to find solutions				
13 Control systems				
14 Global communication – negotiating & transferring data		■		■
15 Systems – managing a project				

### Resource References

The study of **Emeagwali** should form an important part of pupils' learning. Emeagwali was a key black pioneer in the development of the supercomputer. An internet search on his name yields useful information.

## Reflecting the experiences of African Caribbean pupils within MODERN FOREIGN LANGUAGES

### Commentary

The study of modern foreign languages allows pupils to explore the different linguistic and cultural traditions of those countries where the target language is spoken. MFL learning can be enhanced by learning about the countries and communities where the target language is spoken and developing awareness of cultural differences and similarities. School twinning, exchanges and the creative use of modern technology can also provide opportunities for direct contact with native speakers.

This project did not come across any instances where an African Caribbean perspective was being introduced into the curriculum in MFL. The use of first languages within the curriculum is becoming customary in a lot of EAL and bilingual work, but the teaching and learning of those languages does not seem to be developing within MFL.

<b>Summary Table: Modern Foreign Languages reflecting African Caribbean experience</b>			
	KS1	KS2	KS3
<b>Potential within the National Curriculum QCA Scheme</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>Availability of materials or examples of good practice</b>	<b>1</b>	<b>1</b>	<b>1</b>
Grades used: 3 = Lots of potential or lots of material seen 2 = Some limited potential or few materials seen 1 = Very little or no potential and almost no material			

### Resource References

La rue Case Negres (Complementing Teachers, p97, Trentham books) is a unit of work helping pupils develop an understanding of the impact of slavery in the lives of a young boy and his grandmother in this francophone film.

## Reflecting the experiences of African Caribbean pupils within MATHEMATICS

### Commentary

In mathematics pupils can begin to use number in a range of different contexts and explore number patterns from a range of cultures. They can also develop an understanding of the universality of mathematics, showing that mathematicians from many cultures have contributed to the development of modern thinking. As they make progress, pupils can apply their mathematical skills to interpreting statistics, analysing and critically assessing what these mean for people's everyday lives. By using maths as a language for communication with young people around the world and providing opportunities for practical data handling and the exchange of data with peers in other countries, mathematics can begin to contribute to contemporary cultural diversity.

The content of mathematics is almost entirely skill-based and the learning objectives within the NLS and KS3 strategy don't offer great potential to directly or potentially reflect African Caribbean experience in the teaching content they describe. However, as with other skill-based frameworks, there is massive potential to set mathematical learning centrally within a context that is relevant to the experience of pupils. Whether it be data handling exercises, numeracy problem solving, open-ended investigations, - many areas of maths provide the opportunity to contribute to the ongoing work throughout school that promotes the overarching criteria within this report.

Teachers can therefore ensure that they:

1. Portray balanced, positive images that don't reinforce stereotypes or prejudice.
2. Highlight mathematics from other cultures so that Maths isn't seen to have a solely white European history. The resources identified provide some introductions to the world of possibilities to enrich mathematics in this way.

<b>Summary Table: Mathematics reflecting African Caribbean experience</b>			
	<b>KS1</b>	<b>KS2</b>	<b>KS3</b>
<b>Potential within the National Curriculum QCA Scheme</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>Availability of materials or examples of good practice</b>	<b>1</b>	<b>1</b>	<b>1</b>
Grades used: 3 = Lots of potential or lots of material seen 2 = Some limited potential or few materials seen 1 = Very little or no potential and almost no material			

Because there is so little potential within the numeracy scheme, the grid below has been 'collapsed' to omit the areas with no relevance.

### **Potential within the National Curriculum National Numeracy Strategy**

<b>Reference to objectives within NNS</b>	<b>Major contextual potential</b>	<b>Limited contextual potential</b>	<b>Are aware of materials</b>	<b>Gaps in provision</b>
---	-----------------------------------	-------------------------------------	-------------------------------	--------------------------

#### **Reception Year**

<b>Counting</b>		■	■	
<b>Problems involving 'real life' or money</b>		■		■
<b>2-D shape</b>		■		■

#### **Years 1, 2 & 3**

<b>Counting, properties of numbers and sequences</b>		■	■	
<b>Reasoning about numbers or shapes</b>		■		■
<b>'Real life' problems</b>		■		■
<b>Problems involving money</b>		■		■
<b>Problems involving measures</b>		■		■

<b>Length, mass and capacity</b>		■		■
<b>Time</b>		■		■
<b>Properties of 2D and 3D shapes</b>				
<b>Organising and using data</b>		■		■

#### Years 4, 5 & 6

<b>Making decisions</b>		■		■
<b>'Real life' problems</b>				
<b>Problems involving money</b>		■		■
<b>Problems involving measures</b>		■		■
<b>Problems involving time</b>				
<b>Length, mass and capacity</b>		■		■
<b>Organising, interpreting data</b>		■		■

#### Year 7

Compare two simple distributions using the range and one of the mode, median or mean.		■		■
Understand and use the probability scale from 0 to 1; find and justify probabilities based on equally likely outcomes in simple contexts.		■		■
Solve word problems and investigate in a range of contexts, explaining and justifying methods and conclusions.		■		■

#### Year 8

Construct, on paper and using ICT, a range of graphs and charts; identify which are most useful in the context of a problem.		■		■
Find and record all possible mutually exclusive outcomes for single events and two successive events in a systematic way.		■		■
Identify the necessary information to solve a problem; represent problems and interpret solutions in algebraic, geometric or graphical form.		■		■

#### Year 9

Construct functions arising from real-life problems and plot their corresponding graphs; interpret graphs arising from real situations.		■		■
Design a survey or experiment to capture the necessary data from one or more sources; determine the sample size and degree of accuracy needed; design, trial and if necessary refine data collection sheets.		■		■
Communicate interpretations and results of a statistical enquiry using selected tables, graphs and diagrams in support.		■		■
Solve substantial problems by breaking them into simpler tasks, using a range of efficient techniques, methods and resources, including ICT; give solutions to an appropriate degree of accuracy.		■		■
Present a concise, reasoned argument, using symbols, diagrams, graphs and related explanatory text.		■		■

#### Year 9 extension

Identify possible sources of bias in a statistical enquiry and plan how to minimise		■		■
---	--	---	--	---

it.				
Examine critically the results of a statistical enquiry and justify choice of statistical representation in written presentations.		■		■
Recognise limitations on the accuracy of data and measurements.		■		■

## Resource References

**Africa Counts** Number and pattern in African culture. By Prof Zaslavsky (Lawrence Hill books)

**Count your way through Africa** Haskins (Rhoda publishers)

**Multiple Factors** Classroom mathematics for equality and justice by Shan and Bailey (Trentham books) 1991

**Maths for life economics**, informal sharing systems, pardoner schemes, credit unions

Other areas of work in mathematics with links to black culture and history include the following. Resource materials haven't been identified but further investigation is warranted. A maths game – mancala, in geometry kufi, hypatia. In algebra cowrie shells, Diophantus.

**Caribbean counting book** (TIP) Counting rhymes from the Caribbean. (DEP)

**Mathematics from many cultures** King (DEP) A2 resource pack, Big book, posters, 72 page teachers' book

[www.barzilai.org/bm/full-index.html](http://www.barzilai.org/bm/full-index.html) website for black mathematicians

**World cultures in the Mathematics Class** (Zaslavsky) is available on the web, providing a wealth of references

2 books with the title (both DEP)

**Mathematics around the world (Dodd) and (Man)**

## Reflecting the experiences of African Caribbean pupils within ENGLISH

### Commentary

In English, most schools at present follow the National Literacy Scheme and KS3 strategy very closely, although there are occasions where schools are supplementing, enhancing and adapting their planning with other resources and ideas. In English pupils have an ideal opportunity to reflect the wide range of different experience, including African Caribbean, through reading, in both fiction and non-fiction books, about people, places and cultures. By using stories, poetry and texts drawn from a variety of cultures and traditions (such as diaries, autobiographies, newspapers and magazines), pupils can engage in discussions and debates about topical issues and use drama to explore the experiences of others. Pupils can explore the way that cultures are represented in stories and poems; showing how language relates to national, regional and cultural identity, developing awareness of bias and stereotyping. Work in English encourages discussion of different

viewpoints, including those expressed in literature, using drama to explore the viewpoints of people in different circumstances, countries and cultures. It has been suggested that reading personal accounts by people who have stood up for their views and ideas is an important part of reflecting African Caribbean experience in English. Pupils can become aware of how images are created and sustained and how they affect our perceptions of people and communities, and can examine the role of the media in influencing our views of the world and in promoting stereotypes of people. Pupils' writing also provides opportunities to express their own viewpoints, experiment with a range of genres.

There is an enormous wealth of African Caribbean literature available for all key stages and teachers should not have a problem in accessing it. Most of this literature emanates from life experiences in the Caribbean. There is, however, a growing amount of material that reflects the black British experience. The best critical source books available are published by NATE. Their "Multicultural literature is the classroom, teachers accounts of innovative work with years five to twelve" (ed. Goody and Thomas) provides some interesting examples teachers and pupil practice in a range of settings. The NATEPACK 'Multicultural Perspectives in the English Curriculum' edited by Joan Goody on behalf of the committee for Multicultural and anti-racist teaching, although published in 1992 is still the best source of materials and inspiration available. Many on the references listed below are taken from NATE publications.

The summary table below paints a misleading picture for English. Although there is a lot of potential in English to reflect African Caribbean experience and there is a good range of resources that can be used, it does not mean that this practice is established in schools. There is a significant curriculum development work required in English, possibly even more than in other subjects, to raise schools awareness of the possibilities and to present the resources in accessible formats that provide direct links with the Literacy frameworks.

<b>Summary Table: English reflecting African Caribbean experience</b>			
	<b>KS1</b>	<b>KS2</b>	<b>KS3</b>
<b>Potential within the National Curriculum QCA Scheme</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>Availability of materials or examples of good practice</b>	<b>3</b>	<b>3</b>	<b>3</b>
Grades used: 3 = Lots of potential or lots of material seen 2 = Some limited potential or few materials seen 1 = Very little or no potential and almost no material			

**Potential within the National Curriculum  
National Literacy Strategy**

<b>Reference to RANGE of resources recommended within the NLS at KS1 and KS2</b>	<b>Major contextual potential</b>	<b>Limited contextual potential</b>	<b>Are aware of materials</b>	<b>Gaps in provision</b>
--	-----------------------------------	-------------------------------------	-------------------------------	--------------------------

**Reception Year**

<b>Traditional, nursery and modern rhymes</b>	█		█	
<b>Chants and action verses</b>	█		█	
<b>Poetry and stories with predictable</b>		█	█	

structures and patterned language				
Simple non fiction texts, including recounts				

**Year 1**

Stories with familiar settings		■	■	
Stories and rhymes with predictable and repetitive patterns	■		■	
Traditional stories and rhymes		■	■	
Fairy stories				
Poetry and stories with familiar, predictable structures and patterned language from a range of cultures	■		■	
Plays		■		■
Stories about fantasy worlds				
Poems with patterned and predictable structures				
A variety of poems on similar themes		■		■
Signs, labels, captions, lists, instructions				
Information texts, including non chronological reports		■	■	
Simple dictionaries				
Information texts including recounts of observations, visits and events				

**Year 2**

Stories and a variety of poems with familiar settings		■		■
Traditional stories, stories and poems from other cultures	■		■	
Stories and poems with predictable and patterned language				
Poems by significant children's poets	■		■	
Extended stories		■	■	
Stories by significant children's authors		■	■	
Different stories by the same author		■	■	
Texts with language play		■		■
Instructions				
Dictionaries, glossaries and other alphabetically ordered texts				
Explanations				
Information texts including non chronological reports				

**Year 3**

Stories with familiar settings		■	■	
Plays		■	■	
Poems based on observation and the senses				
Shape poems				
Myths, legends, fables, parables				

Traditional stories with related themes		■		■
Oral and performance poetry from different cultures	■		■	
Adventure and mystery stories				
Stories by the same author		■	■	
Humorous poetry and poems with puzzles, puns and riddles				
Information texts on topics of interest				
Non chronological reports		■		■
Thesauruses, dictionaries				
Instructions				
Dictionaries without illustration				
Letters written for a range of purposes, to recount, explain, enquire, congratulate, complain				
Alphabetical texts, encyclopaedia etc				

#### Year 4

Historical stories and short novels				
Playscripts				
Poems based on common themes		■	■	
Stories/novels about imagined worlds				
Stories in series				
Classic and modern poetry, incl poems from different cultures and times	■		■	
Stories/novels that raise issues				
Stories by the same author		■	■	
Range of poetry in different forms		■	■	
Range of text-types from reports and articles in media	■		■	
Instructions				
Information texts on same or similar themes				
Explanations				
Persuasive writing, adverts, flyers		■	■	
Discussion texts, debates, editorials				
Information texts linked to other curricular areas				

#### Year 5

Novels, stories and poems by significant children's writers		■	■	
Play-scripts		■	■	
Concrete poetry				
Traditional stories, myths, legends, fables from a range of cultures	■		■	
Longer classic poetry, including narrative poetry				
Choral and performance poetry				
Recounts of events, activities, visits				
Instructional texts, rules, recipes,				

directions, instructions				
Non chronological reports		■	■	
Explanations using content from other subjects				
Persuasive writing to put or argue a point of view		■		■
Dictionaries, thesauruses, including IT sources				

#### Year 6

Classic fiction, poetry and drama by long-established authors				
Adaptations of classics on film/TV				
Longer established stories and novels selected from more than one genre				
Range of poetic forms				
Comparison of work by significant children's authors and poets		■	■	
Autobiography and biography, diaries, journals, letters etc		■	■	
Journalistic writing		■	■	
Non chronological reports		■		■
Discussion texts				
Formal writing – notices, public information documents				
Explanations linked to work from other subjects				
Non chronological reports linked to other subjects				
Use of reference texts, range of dictionaries etc including IT sources				

For KS3 the following grid follows the objectives within the Literacy Scheme. The grid has been 'collapsed' to omit areas of no relevance.

Reference to objectives within the NLS	Major contextual potential	Limited contextual potential	Are aware of materials	Gaps in provision
<b>Year 7</b>				
<b>Vocabulary</b>				
14 Word meaning in context		■		■
22 Words in different languages	■			■
<b>READING</b>				
<b>Research and study skills</b>				
1 Locate information		■		■
2 Extract information		■		■
3 Compare presentation		■		■
4 Note-making		■		■
5 Evaluate sources		■		■
<b>Reading for meaning</b>				
7 Identify main ideas		■		■
8 Infer and deduce		■		■
9 Distinguish writer's views		■		■

10 Media audiences			■					■
11 Print, sound and image			■					■

### Understanding the author's craft

12 Character, setting and mood								
13 Non-fiction style			■					■
16 Author attitudes			■					■

### Study of literary texts

20 Literary heritage			■		■			
----------------------	--	--	---	--	---	--	--	--

### WRITING

#### Persuade, argue, advise

15 Express a view			■					■
16 Validate an argument			■					■
17 Informal advice			■					■

#### Analyse, review, comment

18 Present findings			■					■
19 Reflective writing			■					■

### SPEAKING AND LISTENING

15 Explore in role			■					■
--------------------	--	--	---	--	--	--	--	---

### Year 8

#### Vocabulary

7 a) word families								
b) unfamiliar words			■					■
c) words in context			■					■
8 Use linguistic terms								
9 Specialist vocabulary			■					■

### WRITING

#### Stylistic conventions of non-fiction

8 Subject-specific conventions			■					■
9 Adapting text types			■					■
10 Informal to formal								

#### Standard English and language variation

11 Standard English and dialect			■					■
12 Degrees of formality			■					■
13 Change over time								
14 Compare languages			■					■

### READING

#### Research and study skills

1 Combine information			■					■
2 Independent research								
3 Notemaking formats			■					■

#### Reading for meaning

4 Versatile reading								
5 Trace developments								
6 Bias and objectivity		■						■
7 Implied and explicit meanings		■						■
8 Transposition		■						■
9 Influence of technology								

#### Understanding the author's craft

10 Development of key ideas								
11 Compare treatments of same theme		■						■

#### Study of literary texts

12 Independent reading				
13 Interpret a text		■		■
14 Literary conventions				
15 Historical context		■	■	
16 Cultural context	■		■	

### WRITING

#### Inform, explain, describe

10 Effective information		■		■
11 Explain complex ideas		■		■
12 Formal description		■		■

#### Persuade, argue, advise

13 Present a case persuasively		■		■
14 Develop an argument		■		■
15 Advice about options				

#### Analyse, review, comment

16 Balanced analysis		■		■
17 Integrate evidence		■		■
18 Critical review		■		■

### SPEAKING AND LISTENING

3 Formal presentation		■		■
-----------------------	--	---	--	---

#### Drama

15 Work in role		■		
16 Collaborative presentation		■		

### Year 9

### READING

#### Research and study skills

1 Information retrieval		■		■
2 Synthesise information		■		■
3 Note-making at speed		■		■
4 Evaluate information		■		■

#### Reading for meaning

5 Evaluate own critical writing				
6 Authorial perspective		■		■
7 Compare texts		■		■
8 Readers and texts		■		■

#### Understanding the author's craft

9 Compare writers from different times		■		■
10 Interpretations of text		■		■
11 Author's standpoint		■		■
12 Rhetorical devices		■		■

#### Study of literary texts

15 Major writers		■		
16 Different cultural contexts	■		■	
17 Compare poets		■	■	

### WRITING

#### Plan, draft and present

3 Formal essay		■		■
4 Presentational devices		■		■
6 Creativity in non-literary texts		■		■
7 'Infotainment'		■		
8 Poetic form and meaning		■		
12 Effective presentation of information		■		

#### Persuade, argue, advise

13 Influence audience		■				■
14 Counter-argument		■				■
15 Impartial guidance		■				■
16 Balanced analysis		■				■
<b>Drama</b>						
13 Compare interpretations			■			
14 Convey character and atmosphere			■			

## Resource References

### KEY STAGE 1

- **PHOTO-TALK** *ILEA* (Harcourt Bruce Jovanovich)
- **MY BROTHER SEAN** *Breinberg* (illus. Errol Lloyd) (Picture Puffin) ISBN 0 14 050252 1
- **STARTING SCHOOL** *Ahlberg* (Picture Puffin) ISBN 0 1405073 7
- **BET YOU CAN'T** *Dale* (Walker Books) ISBN 0 7445 12255
- **YOUNG JOE** *Ormerod* (Walker Books) ISBN 0 7445 0488 0
- **Y HAS A LONG TALE** *Lloyd* (Blackie) ISBN 0 216 92646 7
- **RAVI AT THE FUNFAIR** *Lloyd* (Blackie) ISBN 0 216 92837 0
- **WHISTLE FOR WILLIE** *Keats* (Picture Puffin) ISBN 0 14 0502025
- **THE SNOWY DAY** *Keats* (Picture Puffin) ISBN 0 14050182 7
- **BRINGING THE RAIN TO KAPITI PLAIN** *Aarde* 11UI illus.Vidal (Picturemacs Macmillan) ISBN 0 333 35164 9
- **BIMWILI AND THE ZIMWI** *Aardema* (Picturemacs Macmillan) ISBN 0 333 48056 2
- **MAYBE IT'S A TIGER** *Herson* (Picturemacs Macmillan) ISBN 0 333 35166 5
- **PURNIMA'S PARROT** *Mathieson* (Magi Publications) English and 5 dual language texts
- English – Urdu 1 870271 83 1 English – Bengali 1 870271 63 7
- **ALEX AND ROY** *Dickenson* (Scholastic) ISBN 0 590 70161 4
- **INKY PINKY PONKY: CHILDREN'S PLAYGROUND RHYMES** *Rosen and Steele* (Picture Lions) ISBN 000 663612 8

### KEY STAGE 2

- **THE JULIAN STORIES** *Cameron* (Macmillan Educational) ISBN 0 333 43669 5
- **MUFARO'S BEAUTIFUL DAUGHTER: AN AFRICAN TALE** *Steptoe* (Hodder and Stoughton) ISBN 034053233 5
- **TALES OF SOUTH ASIA** (set of 4 books) *Candappa* (Ginn Reading Scheme) ISBN 0602226341
- **ANANSI THE SPIDER MAN** *Sherlock* (Macmillan) ISBN 0 333 35326 9
- **LISTEN TO THIS STORY** *Hallworth* (Magnet) ISBN 07497105 86
- **MOUTH OPEN, STORY JUMP OUT** *Hallworth* (Magnet) ISBN 07497103 81
- **THE PEACOCK GARDEN** *Desai* (Mammoth) ISBN 0749705922
- **SAY IT AGAIN, GRANNY** *Agard* (Magnet) ISBN 0749707 47X
- **I LIKE THAT STUFF: POEMS FROM MANY CULTURES** *Styles* (CUP) ISBN 0 521 276373
- **WEST INDIAN FOLK-TALES** *Sherlock* (OUP)
- Burrett, Paula: the **Penguin book of Caribbean verse in English**, *Penguin* (1986)

### KEY STAGE 3

- **OUR LIVES** *English Centre* ISBN 0 907016 00 6
- **AFRICAN POETRY FOR SCHOOLS** *Milchin* (Longman) Book1 ISBN 0582 60163 0
- Book 2 ISBN 0582 60164 9 An anthology of Caribbean poetry, compiled by Jamacian teachers. successfully used by British schools:

- **NEW SHIPS: ANTHOLOGY OF WEST INDIAN POEMS FOR SECONDARY SCHOOLS** *Wilson* (Oxford University Press) ISBN 0198331479
- **Boyz to Men** and **Living Large** by Yinka Adebayo are both culturally inclusive texts used successfully in multi-ethnic urban schools in Luton LEA.
- **My England** is a play by Clifford Oliver that can be used by schools with a video as part of a comprehensive educational package. [www.carelpres.co.uk](http://www.carelpres.co.uk) supplies this, plus a variety of other resources relevant to diversity.
- **Too Black Too Strong** Zephaniah (Bloodaxe Books)
- **Mi Revalueshary Fren** Poetry by Johnson (Penguin) is an excellent resource for KS3

#### KEY STAGE 4

- **NEW SHIPS: ANTHOLOGY OF WEST INDIAN POEMS FOR SECONDARY SCHOOLS** *Wilson* (Oxford University Press) ISBN 0198331479
- **THE FRIENDS** *Guy* (Puffin Plus) ISBN 0 14032710 X
- **CRICK CRACK, MONKEY** *Hodge* (Heinemann Educational) ISBN 0 435 98401 2
- **SONG FOR SIMONE AND OTHER STORIES** *Ross* (Karia Press) ISBN 09469 1829 5
- **GREEN DAYS BY THE RIVER** *Anthony* (Heinemann New Windmill) ISBN 0 435 12337 8
- **MOON ON A RAINBOW SHAWL: A PLAY** *John* (Faber) ISBN 0 571 05403 X
- **TI-JEAN AND HIS BROTHERS** in **PLAYS FOR TODAY** *Waleott Scott* (Longman) ISBN 0582 78620 7
- **CARIBBEAN ANTHOLOGY** *Cocking and Goody* (Harcourt, Bruce, Jovanovitch)

**The Routledge Reader in Caribbean literature** (Donnell, Lawson-Welsh) includes over 70 primary and secondary texts of writing from the Caribbean, It encompasses poetry, short stories, essay articles and reviews. It provides an accessible historical and cultural framework for the writings.

**The Routledge Reader in Caribbean literature** (Donnell, Lawson-Welsh) includes over 70 primary and secondary texts of writing from the Caribbean, It encompasses poetry, short stories, essay articles and reviews. It provides an accessible historical and cultural framework for the writings.

**Multicultural literature in the classroom** Goody and Thomas (NATE ISBN 0-901291-75-7) gives teachers' accounts of innovative work from upper KS2 through to A level. It also contains a wealth of references to useful books and resources.

**A multicultural guide to children's books 0-16+** Guide to multi cultural children's books including an annotated bibliography arranged in sections, articles looking at the current state of our multi cultural society, and pen-portraits of several authors and illustrators whose work features in the guide. Contact: Reading and Language Information Centre, University of Reading, Bulmershe Court, Reading RG6 1HY. Tel: 0118 931 8820.

**Wandsworth EMA Service** in London have produced anthologies for Black History Month that includes an extensive section on the use of drama to celebrate carnival.

**A Quick Brief Guide to Bringing a Global Dimension to the Literacy Hour**, a useful introduction by DEA

**A Handbook For Teaching African Literature** (Guinbea), Heinemann

**An introduction for the study of West Indian Literature Ramchand** (Nelson), A hand book for teaching Caribbean Literature (Dabydeen) Heinemann.

[www.english.gmw.ac.uk/wasafiri](http://www.english.gmw.ac.uk/wasafiri) : Wasafiri is a literacy magazine concerned with Black Britain, African, Asian and Caribbean literature. Contains a range of contemporary writing that may be adapted for school purpose.

The Voice (Cultural – lifestyle magazine) is a well-used popular resource in English.

[www.dynateck.com/wadabagei/index2htm](http://www.dynateck.com/wadabagei/index2htm) :Wadabagei is a Journal of the Caribbean and its diaspora. Contains a range of articles and links to other sites.

QCA Respect for All website has a range of activities and lists of recommended texts.

The DfES Literacy website

[www.standards.dfes.gov.uk/literacy/teaching\\_resources/?nls=fres&root\\_top\\_id=914](http://www.standards.dfes.gov.uk/literacy/teaching_resources/?nls=fres&root_top_id=914) has 6 exemplar texts with lesson plans.

[www.icdlbooks.org](http://www.icdlbooks.org) contains books in several languages.

### **Useful Organisations, Projects and Publishers that offer support or resources**

NATE 50 Broadfield Road Sheffield S8 0XJ The National Association for the Teaching of English, who offer a range of support and services.

Cultural waves for stories and poems on tape, P.O. BOX 1301 London N16 5YS

New Beacon Books 76 Strand Sreen Road London N4

**AIMER project.** A database project housed at the Reading and Language Information Centre at the University of Reading that offers students, teachers, advisers and others information on multicultural, anti-racist teaching materials. AIMER publishes annually updated lists of a wide range of resources on different themes. Prices vary. The AIMER database is also available online through subscription Contact: AIMER project, Reading and Language Information Centre, University of Reading, Bulmershe Court, Reading RG6 1HY. Tel: 0118 931 8820.

**ActionAid** produces a range of multicultural books, teaching materials and resources to help teachers to bring a wide variety of cultures and traditions into the classroom. A catalogue is available on request. In particular, ActionAid has produced a guide called *Hadithi Nzuri* (meaning 'a good story' in Swahili) which sources high quality fiction from other cultures in Africa, Asia and Latin America. It aims to heighten the pupils' enthusiasm and focus their learning. Trentham Books, October 1999. ISBN 1 85856 132 9. Tel: 01782 745567 / 844699

**Kala Kahania** is a magazine produced as part of an arts, literature and culture project developed in partnership by Charnwood Arts Loughborough University and East England Arts. The magazine focuses on diverse art forms and approaches to South Asian literature, with the aim of developing practical projects, promoting cultural work, and facilitating dialogue and contact between people of varied backgrounds. Contact: Kala Kahania, Charnwood Arts, 31 Granby Street, Loughborough, Leicestershire LE11 3DU. Tel: 01509 822558. Fax: 01509 822559.

**Letterbox Library** is a book club specialising in non-sexist and multicultural children's books. Quarterly annotated catalogues. Unit 2D, Leroy House, 436 Essex Road, London NI 3QP. Tel: 02072261633. Fax: 02072261768

**Mantra Publishing Ltd** is a key supplier of multicultural and dual-language resources in English with Arabic, Bengali, Chinese, Farsi, French, Gujerati, Japanese, Punjabi, Portuguese, Somali, Spanish, Tamil, Turkish, Urdu, Vietnamese and Yoruba. 5 Alexander Grove, London N12 8NU. Tel: 020 8445 5123. Fax: 020 8446 7745. Website: [www.mantralingua.com/](http://www.mantralingua.com/)

**Soma Books** Specialises in multicultural books with a particular focus on India. Stock includes dual language texts, American Imports, books In Spanish. Free catalogues provided. 38 Kennington Lane, London SE11 4LS. Tel: 0207735 2101.

<p><b>Reflecting the experiences of African Caribbean pupils within the FOUNDATION STAGE</b></p>
--

**Commentary**

Much of the foundation stage curriculum and its early learning goals have the potential to reflect African Caribbean experience. There are many resources available which can be fed into the curriculum as a matter of course. The excellent work of the Early Years Trainers Anti-Racist Network (EYTARN) provides much of the theoretical and resources-based materials. A visit to their website is essential.

The curriculum guidance in the foundation stage directly refers to ethnicity, culture, religion, home language, mutual respect, celebrating and acknowledging differences and positive resources. Unlike other areas, there appears to be less African Caribbean material than Muslim.

<b>Summary Table: Foundation Stage reflecting African Caribbean experience</b>	
<b>Potential within the National Curriculum QCA Scheme</b>	<b>3</b>
<b>Availability of materials or examples of good practice</b>	<b>2</b>
Grades used: 3 = Lots of potential or lots of material seen 2 = Some limited potential or few materials seen 1 = Very little or no potential and almost no material	

As with some earlier grids, this Foundation Stage matrix has been ‘collapsed’ to omit areas with no relevance.

**Potential within the National Curriculum  
QCA Scheme of Work for the Foundation Stage**

Reference to areas of learning within the Foundation Stage	Directly reflects	Has the potential to reflect	Could be rewritten to reflect	Are aware of materials	Gaps in provision
--	-------------------	------------------------------	-------------------------------	------------------------	-------------------

**Personal, social & emotional development**

Self-confidence and self-esteem					
Respond to significant experiences, showing a range of feelings when appropriate		■			■
Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others		■			■
Have a developing respect for their own cultures and beliefs and those of other people	■				■
Sense of community					
Understand that people have different needs, views, cultures and beliefs, that need to be treated with respect	■				■
Understand that they can expect others to treat their needs, views, cultures and beliefs with respect	■				■

**Communication, language & literature**

Language for communication

Enjoy listening to and using spoken and written language, and readily turn to it in their play and learning		■			■
Listen with enjoyment, and respond to stories, songs and other music, rhymes and poems and make up their own stories, songs, rhymes and poems.	■				■
Language for thinking					
Use language to imagine and recreate roles and experiences	■				■
Use talk to organise, sequence and clarify thinking, ideas, feelings and events		■			■
Reading					
Retell narratives in the correct sequence, drawing on language patterns of stories	■				■

**Mathematical development**

Numbers as labels and for counting

Say and use number names in order in familiar contexts		■			■
Count reliably up to 10 everyday objects		■			■
Calculating					
In practical activities and discussion begin to use the vocabulary involved in adding and subtracting		■			■
Shape, space and measures					
Talk about, recognise and recreate simple patterns		■			■

**Knowledge & understanding of the world**

Sense of time					
Find out about past and present events in	■				■

their own lives, and in those of their families and other people they know					
Sense of place					
Observe, find out about and identify features in the place they live and the natural world		■			■
Find out about their environment and talk about those features they like and dislike		■			■
Cultures and beliefs					
Begin to know about their own cultures and beliefs and those of other people	■				■

### Physical development

#### Health and bodily awareness

Recognise the importance of keeping healthy and those things which contribute to this		■			■
---	--	---	--	--	---

### Creative development

#### Exploring media and materials

Explore colour, texture, shape, form and space in two or three dimensions	■				■
---	---	--	--	--	---

#### Music

Recognise and explore how sounds can be changed, sing simple songs from memory, recognise repeated sounds and sound patterns and match movements to music	■				■
Use their imagination in art and design, , dance, imaginative and role play and stories music	■				■
Express and communicate their ideas, thoughts and feelings by using a widening range of materials, suitable tools, imaginative and role play, movement, designing and making, and a variety of songs and musical instruments	■				■

### Resource References

[www.ukchildcare.ca/readings/earlyedu.shtml](http://www.ukchildcare.ca/readings/earlyedu.shtml) provides a useful list of readings with hyperlinks to other sites

[www.blss.portsmouth.sch.uk/earlyyears/eyreslist.shtml](http://www.blss.portsmouth.sch.uk/earlyyears/eyreslist.shtml) provides a good way in to early years materials

Early Childhood Education Forum **Quality in Diversity in Early Learning: A framework for early childhood practitioners.** (National Children's Bureau) ISBN: 1-900990-30-X.

**Early Years Trainers Anti-Racist Network** Planning For Excellence. Implementing The DfES Guidance Requirement For The Equal Opportunity Strategy In Early Years Development Plans and Introducing A Framework For Equality From EYTARN (**EYTARN**)

**Equal Opportunities In Practice.** Lindon (Hodder & Stoughton) ISBN: 0340705590.

**Research Studies in Early Childhood Education** Cathy Nutbrown (Trentham) ISBN 1858562708

**COMBATING DISCRIMINATION: Persona Dolls in Action** Brown (Trentham) ISBN 1858562392

**A Curriculum Development Handbook for Early Childhood Educators** Siraj-Blatchford (Trentham) ISBN 1 85856 100 0

**Unlearning Discrimination in the Early Years** Brown (Trentham) ISBN 1 85856 122 1

**Early Years - Laying the Foundations for Racial Equality** Siraj-Blatchford (Trentham) ISBN 0 948080 64 7

**Playing Them False** Dixon (Trentham) ISBN 0 948080 31 0

**The following tables is an 'African Caribbean' extract from Portsmouth EMA Team lists**

Resource Type	Title	Supplier	Resource Type	Title	Supplier
Book	A Baby Just Like ME	Alpha Endeavours	Misc	Festival Foods	NES Arnold
Clothes	African Fabric Bundle	Alpha Endeavours	Puzzles	Festival Jigsaw Set	NES Arnold
Dolls	African Girl	NES Arnold	Posters	Festival Wallcharts Set	NES Arnold
Puzzles	Celebration Jigsaws Set	NES Arnold	Misc	Festival Year Calendar	NES Arnold
Dolls	Families Of The World	NES Arnold	Book	Festivals Booklets Pack	NES Arnold
Poster	Family Album Posters	NES Arnold	Misc	Food Cards	NES Arnold
Misc	Family Workcards	NES Arnold	Book	Food For Festivals Big Book	Articles of Faith
Puzzles	Family Jigsaw Set 5	NES Arnold	Book	Food For Festivals Small Book	Articles of Faith
Puzzles	Family Outing 1	NES Arnold	Book	Music Of North Africa	Alpha Endeavours
Puzzles	Family Outing 2	NES Arnold	Dolls	Nigerian Boy	NES Arnold
Posters	Festival Food Posters	NES Arnold	Dolls	Nigerian Girl	NES Arnold
Poster	Our Children Posters	NES Arnold	Posters	Our Families	LABP –RBK

## **PART TWO: THE AUDIT AND THE RESOURCES – MUSLIM**

### **Introduction**

Over the years there has been almost no research regarding the position of Muslim pupils in the education system. Nor has there been much research concerning the dominant cultural groups that make up the Muslim communities, like Pakistani and Bangladeshi heritage pupils. Until now, no attempt has been made to map the curriculum against criteria designed to reflect their experiences. Furthermore there has been almost no curriculum development work in this area.

There are few general books and websites which provide insights into the Muslim experience and even less that is curriculum and classroom focused. This section, therefore, includes several general books that may be of interest, a range of websites and some interesting LEA project developments. Most of the curriculum work has to be gleaned from the independent Muslim sector.

### **Useful publications**

**The Muslim Guide** (McDermott and Ashan) ISBN 0-86037-057-7 provides a comprehensive account of the beliefs, values and customs of Muslims.

**The Islamic Way of Life** (Mawdudi) ISBN 0-86037-177-8 is a unique, concise exposition of the Islamic world-view.

**Education and Islam** (Coles, SDSA, 0116 299 5942) provides a contemporary thesis about the education of western Muslims, especially since 9/11.

**Citizenship and Muslim Perspective – teachers sharing ideas.** An excellent and very valuable resource published by Islamic relief in partnership with Teachers in Development Education. Includes chapters on Muslim communities in Britain, exploring Islam and citizenship. It also contains a range of useful resources and websites. **Essential reading.**

**Islamophobia – a challenge for us all** The Runnymede Trust ISBN 0-902397-98-2

**The power to learn** (Wrigley) Trentham books. Provides stories of success in the education of Asian and other bi-lingual pupils.

**The schooling and identity of Asian girls** (Farzana Shain) Trentham 2003

**Educating Muslim girls** (OUP) 1998. This book explores the issues of Muslim girls and access to equal opportunities and the effect of race and gender on their education.

**Islam: Empire of Faith** (Bloom and Blair) BBC 2001. A very readable account that accompanied the BBC series. It explores the first millennium of Islamic culture, from the revelation to Mohammed to the great Islamic empires.

**Children of Islam** Parker-Jenkins (Trentham) ISBN 1 85856 034 9

**Equality Assurance in Schools** The Runnymede Trust (Trentham) ISBN 0 948080 91 4

**Promoting Cultural Diversity through Islam** Oldham School Development Service pack for KS1 and KS2

### **General websites**

- [www.isb.org.uk](http://www.isb.org.uk) is the website of the Islamic Society of Britain and the Young Muslims UK
- [www.muslimheritage.com](http://www.muslimheritage.com) is a developing site with lots of useful information
- <http://www.pbs.org/wgbh/pages/frontline/shows/muslims> is an interesting site that presents a global Muslim perspective.

- [www.Islamic-foundation.com](http://www.Islamic-foundation.com) A key site and a key organisation that provides support and practical assistance on all matters Islamic. Their extensive catalogue provides a range of potential materials suitable for young people to scholars
- [www.thevirtualclassroom.net](http://www.thevirtualclassroom.net) provides a classroom tour of Muslim contribution to modern day life.
- [www.mcb.org.uk](http://www.mcb.org.uk) Muslim Council of Britain A UK overview of the British Muslim population.
- [www.guardian.co.uk/muslimvoices](http://www.guardian.co.uk/muslimvoices) is a very accessible site sharing the views of British Muslims
- [www.islamicity.com/education](http://www.islamicity.com/education) provides extensive information
- [www.bbc.co.uk/religion](http://www.bbc.co.uk/religion) Click on Islam for a wealth of material and resources.
- [www.fairuk.org](http://www.fairuk.org) Forum against Islamophobia and racism. Includes a wealth of reports and resources.
- [www.islamic-relief.com](http://www.islamic-relief.com) a UK registered relief and development agency that produces materials for schools that aims to enable greater understanding of Muslim and development perspectives.
- [www.mosaicinternational.org.uk](http://www.mosaicinternational.org.uk) An organisation aiming to break down cultural barriers after 9/11. Links to Muslim contributions to western society and a travelling exhibition.

### **Subject by subject analysis**

The main body of the report gives detailed analysis for each subject within the curriculum in relation to their potential to reflect Muslim experience. In order to provide a 'snap-shot' best-fit summary, the following table serves to provide base level information about curriculum potential and the project findings about the availability of materials.

The grades used are as follows:

<b>Curriculum Potential</b>		<b>Availability of materials</b>
Lots of potential	<b>3</b>	Lots of material seen
Some limited potential	<b>2</b>	Few materials seen
Very little or no potential	<b>1</b>	Almost no material seen

		<b>Curriculum Potential</b>	<b>Availability of resources</b>
<b>Citizenship</b>	p.63	<b>3</b>	<b>1</b>
<b>History</b>	p.66	<b>3</b>	<b>1</b>
<b>Science</b>	p.70	<b>3</b>	<b>1</b>
<b>Art and Design</b>	p.72	<b>3</b>	<b>1</b>
<b>Music</b>	p.75	<b>2</b>	<b>1</b>
<b>Geography</b>	p.77	<b>3</b>	<b>2</b>
<b>Design and Technology</b>	p.80	<b>3</b>	<b>1</b>
<b>Physical Education</b>	p.83	<b>1</b>	<b>1</b>
<b>Religious Education</b>	p.85	<b>3</b>	<b>3</b>
<b>ICT</b>	p.88	<b>2</b>	<b>1</b>
<b>Modern Foreign Languages</b>	p.90	<b>1</b>	<b>1</b>
<b>Mathematics</b>	p.91	<b>1</b>	<b>1</b>
<b>English</b>	p.94	<b>3</b>	<b>1</b>
<b>Foundation Stage</b>	p.100	<b>3</b>	<b>3</b>

## Reflecting the experiences of Muslim pupils within CITIZENSHIP

### Commentary

Citizenship throughout all keystages offers an excellent opportunity to reflect and develop the Muslim perspective. As with so many areas, however, teacher search and selection is crucial to ensuring the embedding of the perspective. There are so many issues that are pertinent to Muslims and the nature of citizenship, but there is little available literature and few curriculum materials. The recent excellent Islamic Relief publication “Citizenship and Muslim Perspectives – Teachers sharing ideas” is the best we have seen in this area and provides a wealth of ideas and information. “Education and Islam – a new strategic approach” offers insights into the many of the issues. The citizenship curriculum is the perfect vehicle for raising the issue of Islamophobia.

The ‘general’ potential within Citizenship to promote culturally inclusive values can be depicted as follows: **KS1:** Pupils learn about themselves as members of a community, with rights and responsibilities for themselves, for others and for their environment. They learn about their own and other people’s feelings and become aware of the views, needs and rights of other children and older people. They begin to recognise that they have an active role to play in their community. **KS2:** Pupils discuss and debate topical issues, including global problems and events. They learn to understand other people’s experiences, to appreciate the range of religious and ethnic identities in the United Kingdom and to recognise and challenge stereotypes. **KS3:** Pupils focus on the social and moral questions around topical issues such as armed conflicts, environmental disasters and elections in other countries, they consider different sides of an argument, they do role plays and simulation games to help them consider other people’s experiences.

<b>Summary Table: Citizenship reflecting Muslim experience</b>				
	<b>KS1</b>	<b>KS2</b>	<b>KS3</b>	<b>KS4</b>
<b>Potential within the National Curriculum QCA Scheme</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>Availability of materials or examples of good practice</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
Grades used: 3 = Lots of potential or lots of material seen 2 = Some limited potential or few materials seen 1 = Very little or no potential and almost no material				

**Potential within the National Curriculum  
QCA Scheme of Work for Citizenship**

Reference to study unit in QCA scheme of work	Directly reflects	Has the potential to reflect	Could be rewritten to reflect	Are aware of materials	Gaps in provision
---	-------------------	------------------------------	-------------------------------	------------------------	-------------------

**KS1 & KS2**

1 Taking part					
2 Choices					
3 Animals and us		■			■
4 People who help us – the local police					
5 Living in a diverse world	■			1	
6 Developing our school grounds					
7 Children’s rights – human rights	■				■
8 How do rules and laws affect me?					
9 Respect for property					
10 Local democracy for young citizens		■			■
11 In the media – what’s the news?		■			■
12 Moving on					

**KS3**

1 Citizenship – what’s it all about?		■			■
2 Crime					
3 Human rights	■				■
4 Britain – a diverse society?	■				■
5 How the law protects animals					
6 Governments, elections and voting		■			■
7 Local democracy		■			■
8 Leisure and sport in the local community					
9 The significance of the media in local society	■				■
10 Debating a global issue	■			2, 3	
11 Difficult in keeping the peace in the world today?	■				■
12 Suffrage and voting – what is the point of voting today?		■			■
13 How do we deal with conflict?		■			■
14 Developing skills of democratic participation		■			■
15 Crime and safety awareness					■
16 Celebrating human rights		■			■
17 School linking	■				■
18 Developing your school grounds					
19 Assessing progress and recognising achievement					
20 What’s in the public interest?		■			■
21 People and the environment					

## KS4

1 Human rights	■				■
2 Crime – young people and car crime					
3 Challenging racism and discrimination	■				■
4 How and why are laws made?					
5 How the economy functions					
6 Businesses and enterprise					
7 Taking part – planning a community event					
8 Producing the news					
9 Consumer rights and responsibilities					
10 Rights and responsibilities in the world of work					
11 Europe – who decides?					
12 Global issues, local action	■				■

## Resource References

1. “How are we different? Challenging racism through circle time”

“Planet Mingo – cultural and social justice”

“A friend for Farouk”

are resources on the QCA Respect for All website

[www.qca.org.uk/ages3-14/inclusion](http://www.qca.org.uk/ages3-14/inclusion)

“Food tasting and community links” (Complementing Teachers, p116, Granada Learning) provides a nice introduction to diversity for young children.

2. The concept of **khalifa** explains the Islamic view of responsibility for the environment.

[www.christian-aid.org.uk/learn/schools/secondary/freeitem/regcs/respl.pdf](http://www.christian-aid.org.uk/learn/schools/secondary/freeitem/regcs/respl.pdf)

3. The **Global Express** series of newsletters produced by DEP Manchester (0161 445 2495) covers a range of current news themes, including ideas for the classroom. Recent editions include Iraq, Immigration, earth Summit, Beyond the attacks, Israel and Palestine.

**Writing our past** Tide~ DEC is a teacher handbook offering activities and resources to celebrate and research the achievements of people who came to live in Britain in the past.

**Whose Citizenship? A teacher’s toolkit** (Tide~ DEC) offers practical ideas and starting points for a global approach to local citizenship investigations. Aimed at KS3

[www.britkid.org](http://www.britkid.org) is an interactive website for young people based around nine characters and includes useful material for teachers about young people and racism.

**Complementing Teachers** (Granada Learning) also describes units of work about family groups, the media portrayal of black people, racial violence and ethnic minorities and the arts.

**Citizenship and Muslim Perspectives** published by Islamic Relief and TIDE

**Not Aliens: primary school children and the Citizenship/PSHE curriculum** Claire (Trentham)  
ISBN 1 85856 242 2

**CITIZENSHIP AND DEMOCRACY IN SCHOOLS: diversity, identity, equality** Osler (Trentham)  
ISBN 1 85856 222 8

<b>Reflecting the experiences of Muslim pupils within HISTORY</b>
---

**Commentary**

The History curriculum is a rich area of opportunity to develop a culturally inclusive curriculum that reflects the experience of Muslim pupils. Within the QCA schemes of work there is just the one study unit in KS3 that has a specifically Muslim focus but many more that can be adapted to create a relevant focus and context for Muslim pupils. There are also a number of study units that could be rewritten fairly simply in a way that changes the content focus yet maintains balanced coverage of the historical skills of enquiry and fully contributes to the learning objectives within the scheme.

History provides all students, including Muslim pupils the opportunity to learn about the origins of the diversity of UK society. It also shows how past actions and choices have had an effect on the environment and so on the quality of people’s lives. It explains the motivation of individuals who made sacrifices for a particular cause and how events throughout history and around the world are interrelated. It can help pupils learn the causes and impacts of previous conflicts; showing the importance of resolving conflict fairly.

To reflect Muslim experience well, history teaching and learning also needs to demonstrate how democracies have evolved in a range of societies and what we can learn from other forms of government. By focusing on the importance of intercultural understanding in the past and the implications of this in present times pupils can begin to learn to appreciate the different perspectives on events when seen from a range of standpoints. Many Muslim students in contemporary society are learning to reconcile to range of viewpoints that arise from their multiple identities and a history curriculum that explores cultural perspectives on the interpretation of shared events will support their development well.

There is very little evidence, however, of curriculum materials that exemplify such work in schools. While there are generic materials that promote cultural diversity or take a black perspective, there is little that takes a distinctly Muslim experience into account.

<b>Summary Table: History reflecting Muslim experience</b>			
	<b>KS1</b>	<b>KS2</b>	<b>KS3</b>
<b>Potential within the National Curriculum QCA Scheme</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>Availability of materials or examples of good practice</b>	<b>1</b>	<b>1</b>	<b>1</b>
Grades used: 3 = Lots of potential or lots of material seen 2 = Some limited potential or few materials seen 1 = Very little or no potential and almost no material			

**Potential within the National Curriculum  
QCA Scheme of Work for History**

Reference to study unit in QCA scheme of work	Directly reflects	Has the potential to reflect	Could be rewritten to reflect	Are aware of materials	Gaps in provision
---	-------------------	------------------------------	-------------------------------	------------------------	-------------------

**KS1 & KS2**

1 How are our toys different from those in the past?		■			■
2 What were homes like long ago?		■			■
3 What were seaside holidays like in the past?			■		■
4 Why do we remember Florence Nightingale?			■		■
5 How do we know about the Great Fire of London?			■		■
6a Why have people invaded and settled in Britain in the past? Romans		■			■
6B Why have people invaded and settled in Britain in the past? Anglo Saxons		■			■
6C Why have people invaded and settled in Britain in the past? Vikings		■			■
7 Why did Henry VIII marry eight times?			■		■
8 What were the differences between rich and poor in Tudor times?		■			■
9 What was it like for children in WW2?		■			■
10 What can we find out about Ancient Egypt from what has survived?		■			■
11 What was it like for children living in Victorian Britain?		■			■
12 How did life change in out locality in Victorian times?		■			■
13 How has life in Britain changed since 1948?	■			2,4,5,6	
14 Who were the ancient Greeks?			■		■
15 How do we use ancient Greek ideas today?			■		■
16 How can we find out about the Indus Valley civilisation?	■			8	

**KS3**

1 Introductory Unit – What is it all about?		■			■
2 How did medieval monarchs keep control?		■			■
3 How hard was life for medieval people in town and country?					
4 How did the medieval church affect people's lives?					
5 How successfully did Elizabeth tackle the problems of her reign?		■			■
6 What were the achievements of Islamic states 600 – 1600?	■		■	1	
7 Images of an ages – What can we learn from portraits 1500-750?		■			■
8 The civil wars – Was England turned upside down in the 17 <sup>th</sup> C?		■			■
9 From Glorious Revolution to the '45 – How united was the kingdom?		■			■
10 France 1789-94 – Why was there a		■			■

revolution?					
11 Industrial changes – Action and Reaction					
12 Snapshot 1900 – What was British middle class life like?		■			■
13 Moghul India and the coming of the British 1526-1857	■			2	
14 The British Empire – How did Britain control quarter of world by 1900?	■			3	
15 Black peoples of America – From slavery to equality?		■		5	
16 The Franchise – Why did it take so long for women to get the vote?					
17 Divided Ireland – Why is peace so hard to achieve?		■			■
18 Hot war, cold war – Why did 20 <sup>th</sup> C conflicts affect so many?		■		7	
19 How and why did the Holocaust happen?					
20 20 <sup>th</sup> C medicine – How has it changed people's lives?		■			■
21 From Aristotle to atomic science – Discoveries that changed the world		■			■
22 The role of the individual – for good or ill?		■			■

## Resource References

1. **The Spread of Knowledge Game** available on the internet at [www.muslimhomeschool.com/pride/edmaterial/Sharing.htm](http://www.muslimhomeschool.com/pride/edmaterial/Sharing.htm) is an excellent practical class activity involving role play that graphically portrays the interdependence of knowledge and learning between cultures and throughout history, - centred upon the Islamic achievements at about 1000 CE
2. **The Journey** is a major learning resource developed with Kirklees LEA and now published by [www.primarycolours.net](http://www.primarycolours.net) that uses the theme of migration and immigration to link culturally inclusive teaching materials. Based on African Caribbean experience but very transferable and relevant to Muslim experience.
3. **Walsall LEA** has developed a study unit for KS3 based upon a comparison between the Tudors and the Moghul Empire (1500 -1700)
4. **Breathing Space** is a resource box containing a range of materials telling some of the stories of black peoples' struggle against oppression, some of which reflects Muslim experience. The box contains three strands: a) general historical perspectives b) resistance to slavery, imperialism and colonialism and c) the struggle of black communities in Britain since WW2. The resource box is part of the Amhed Iqbal Ullah Race Relations Archive based in Manchester University.
5. **Black Britain in the 20<sup>th</sup> Century** is a resource box containing a range of materials to support teaching and learning about the history of Asian, African and Caribbean people in Britain. The box contains seminal materials produced by the Institute of race Relations on racism, CD Rom materials, biographies and much more.. The resource box is part of the Amhed Iqbal Ullah Race Relations Archive based in Manchester University.

6. **Britain since 1930** is a resource box containing a range of materials to support teaching and learning about the experience of African, Asian and Caribbean people in Britain and the contribution these communities have made to contemporary Britain. The resource box is part of the Amhed Iqbal Ullah Race Relations Archive based in Manchester University.
7. **Refugee Experiences** is a resource box containing a range of materials to help teachers challenge the distorted perceptions of refugees that dominate media presentation. It contains teacher reference materials, autobiographical accounts, posters and other resources. The resource box is part of the Amhed Iqbal Ullah Race Relations Archive based in Manchester University.
8. [www.harappa.com/teach](http://www.harappa.com/teach) is an entire website dedicated to the provision of information and resources to support this study unit of the Indus civilisation.

PCET Publishing (020 8567 9206) also produce teachers materials, posters, photocards etc for this unit.

[www.thevirtualclassroom.net](http://www.thevirtualclassroom.net) provides a range of curriculum links to show the influence of Islamic history on modern learning and civilisation.

[www.channel4.com/history](http://www.channel4.com/history) Go to Black and Asian History map for an interactive site with links to material and information.

**The Multicultural Dimension of the National Curriculum** (Falmer) includes a chapter about History teaching.

**Islamic Britain: Key events and dates** (Abu Saleh) an idiots guide to understanding Islam

**Ayahs, Lascars and Princes – Indians in Britain 1700 – 1947** Visram (Pluto)

**Indians in Britain** Visram (Batsford)

**Built with Muslim Bricks – Islamic British architecture** (Abu Saleh.com)  
St Paul's, Paddington Station,. Leighton House.

[www.thevirtualclassroom.net](http://www.thevirtualclassroom.net) provides a range of curriculum links to show the influence of Islamic history on modern learning and civilisation.

[www.channel4.com/history](http://www.channel4.com/history) Go to Black and Asian History map for an interactive site with links to material and information.

**Reclaiming our Pasts: Equality and Diversity in the Primary History Curriculum** Claire (Trentham) ISBN 1 85856 025 X

**Speaking about the Past** Hazareesingh, Kenway & Simms (Trentham) ISBN 0 85856 023 3

## Reflecting the experiences of Muslim pupils within SCIENCE

### Commentary

There is very little material that is directly accessible and fits neatly into the various schemes of work. There is however a range of useful websites, books and other resources which can be adapted to suit various sections of the history programmes of study. They tend not to be discrete but require sifting and organising to suit the lesson objectives.

The main web based sources can be accessed by using 'black history month' in an internet search. This will reveal a large number of sites, often with local information that can be sorted according to need. 'Black' history tends to be a generic term that covers black and Asian. It does not necessarily distinguish further in terms of Muslim issues. There are several sites that provide useful links to others. There are very few resources that outline Muslim heritage and perspectives.

There are a limited number of book resources that provide help and advice. There are very, very few lesson plans available.

There are numerous situations within the science curriculum where the teacher selects resources, artefacts, materials, festivals, food or plants to enrich or illustrate their teaching. Such situations can sometimes give rise to the opportunity to select items that provide a reflection of Muslim experience within the teaching and learning. There are, however, very few opportunities through which to directly reflect Muslim experience.

Scientific enquiry is centred upon original and creative thinking and schools should seek to portray these processes as universal and global and not the exclusive domain of white, western men. An important role for curriculum materials can therefore be to illustrate the tremendous (often unrecognised) contribution to scientific discovery that was made by Islamic scholars in the past. Appendix 2 to this report starts to unpack and develop the potential within science to reflect Muslim experience.

<b>Summary Table: Science reflecting Muslim experience</b>			
	KS1	KS2	KS3
<b>Potential within the National Curriculum QCA Scheme</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>Availability of materials or examples of good practice</b>	<b>1</b>	<b>1</b>	<b>1</b>
Grades used: 3 = Lots of potential or lots of material seen 2 = Some limited potential or few materials seen 1 = Very little or no potential and almost no material			

The grid below has been collapsed to omit study units with no specific relevance to reflecting Muslim experience. It is significant that this project didn't find any curriculum materials in use, save information websites that still require the planning work of teachers.

**Potential within the National Curriculum  
QCA Scheme of Work for Science**

Reference to study unit in QCA scheme of work	Directly reflects	Has the potential to reflect	Could be rewritten to reflect	Are aware of materials	Gaps in provision
---	-------------------	------------------------------	-------------------------------	------------------------	-------------------

**KS1**

1A Ourselves		■			■
2A Health and growth		■			■

**KS2**

3A Teeth and eating	■				■
3D Rocks and soils		■			■
3E Magnets and springs		■			■
3F Light and shadows		■			■
5A Keeping healthy		■			■
5E Earth Sun and Moon		■			■
6B Micro-organisms		■			■
6F How we see things		■			■

**KS3**

7E Acids and alkalis		■			■
7F Simple chemical reactions		■			■
8A Food and digestion		■			■
8C Microbes and disease		■			■
8D Ecological relationships		■			■
8J Magnets & electromagnets		■			■
9C Plants and photosynthesis		■			■
9H Using chemistry		■			■
9J Gravity and space		■			■
9M Investigating sci questions		■			■

**Resource References**

**Ethnocentrism and myopia in science teaching** Ashrif (Multicultural Teaching 5.1) outlines the contributions to science that came from outside Europe.

**Multicultural and anti-racist science education** Dennick (Univ of Nottm) reviews racism and science and comments on aspects of the National Curriculum

**Better Science: working for a multicultural society** Ditchfield (Heinemann)

**Antiracist Science Teaching** Gill and Levidov (Association Books)

**Multicultural approaches to science** Mears in Gundura (Racism Diversity and Education) Hodder and Stoughton.

**Science in primary schools – the multicultural dimension** Peacock (MacMillan Education)

**Science education in a pluralist society** Reiss (OUP)

**Race Equality and Science Teaching** Thorp (Association for Science Education) is an active INSET manual for teachers designed for staff meetings.

## Reflecting the experiences of Muslim pupils within ART and DESIGN

### Commentary

Pupils learn about the diverse roles of artist, crafts people and designers working in different times and cultures in art, and develop their knowledge and understanding of art, craft and design in a range of historical, social and cultural contexts. There is clearly massive potential to reflect Muslim experience in art and design – it could be said that every study unit can be contextualised to provide this emphasis. Other than the somewhat expected study of geometric Islamic patterns, the audit of materials, however, did not provide any significant evidence that classroom materials exist to support any such endeavour within schools, other than the ulhaqbrothers website.

There is a wealth of material but it is not easily accessible and needs editing and developing by teachers into workable lesson ideas. A search of websites on Islam and Art yields some materials. Teachers need to be aware that there can be Islamic sensitivities in portrait work and art of animate objects, especially concerning the depiction of the eyes.

Pupils can build understanding across Islamic culture and others by studying a range of different art forms and the contexts in which they were produced, showing how ideas, beliefs and values influence the making of art. Good teaching will also lead to pupils beginning to use art to express and communicate their own messages.

The QCA Respect for All website includes 4 key principles to inform teaching and learning that are entirely relevant to reflecting Muslim experience:

- Works from different cultures and traditions should be understood and valued in their own right
- Works should be considered in relation to their context, rather than seen as exotic or unusual.
- Artworks from different cultures and traditions can provide the opportunity to examine racism.
- Pupils' views and practical work will reflect their own time, place and experience.

<b>Summary Table: Art and Design reflecting Muslim experience</b>			
<b>Potential within the National Curriculum QCA Scheme</b>	<b>KS1</b>	<b>KS2</b>	<b>KS3</b>
<b>Potential within the National Curriculum QCA Scheme</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>Availability of materials or examples of good practice</b>	<b>1</b>	<b>1</b>	<b>1</b>
Grades used: 3 = Lots of potential or lots of material seen 2 = Some limited potential or few materials seen 1 = Very little or no potential and almost no material			

**Potential within the National Curriculum  
QCA Scheme of Work for Art and Design**

Reference to study unit in QCA scheme of work	Directly reflects	Has the potential to reflect	Could be rewritten to reflect	Are aware of materials	Gaps in provision
---	-------------------	------------------------------	-------------------------------	------------------------	-------------------

**KS1 & KS2**

1A Self portrait	■				■
1B Investigating materials		■			■
1C What is sculpture?					
2A Picture this!		■			■
2B Mother Nature, designer	■				■
2C Can buildings speak?		■			■
3A Portraying relationships					
3B Investigating pattern	■			1	
3C Can we change places?					
4A Viewpoints					
4B Take a seat					
4C Journeys		■			
5A Objects and meanings		■			
5B Containers					
5C Talking textiles		■			■
6A People in Action		■			■
6B What a performance!					
6C A sense of place					
Visiting a museum, gallery or site		■			■

**KS3**

7A Self-image	■				■
7B What's in a building?		■		2	
7C Recreating landscapes		■			■
8A Objects and viewpoints		■			■
8B Animating art					
8C Shared view		■			■
9A Life events					
9B Change your style		■			■
9C Personal places, public spaces					
Visiting a museum, gallery or site		■			■

**Resource References**

1. [www.islamicity.com](http://www.islamicity.com) contains information about spectacular Islamic illuminated manuscripts from the 1300s (Art of the Mamluks)

2. <http://archnet.org/library> provides a link to a wealth of information about Islamic architecture around the world.

[www.ulhaqbrothers.com](http://www.ulhaqbrothers.com) offers an excellent series of resources and inservice opportunities. Razwan Ul Haq has developed a series of activities matched against the QCA schemes of work for KS1 – 3

[www.islamicart.com](http://www.islamicart.com) is the official website of Islamic Arts and Architecture, dedicated to providing information on Islamic arts and architecture.

[www.lesartsturcs.com](http://www.lesartsturcs.com) is a Turkish Gallery with Ottoman Islamic Calligraphy images

[www.smb.spk-berlin.de/isl/e/s.html](http://www.smb.spk-berlin.de/isl/e/s.html) is a permanent exhibition dedicated to the art of Islam. The collections main focu is on the Middle East, including Egypt and Iran.

Steven Novy, The Tales of Hamza. (phone) depicts the intricate early Islamic art of Persia and weaves religious and historical tales of the period through a range of school workshops.

Suzanne Newby (07977 506 021) has developed laminated picture cards an issue-based resource pack featuring Bangladeshi street art.. Teachers resource book features 5 projects fo use in art and design, as well as other subjects.

[www.goldentapestry.com](http://www.goldentapestry.com) provides details and access to a major tapestry project linking children in 1800 schools in 55 Commonwealth countries. Each school produces a metre square tapestry depicting scenes from 'a year in your life' on a range of real-life themes. The project is for display at the 2006 Commonwealth Games. The project's predecessor was the **Millennium Tapestry Project**.

Useful Books

**Islamic Calligraphy** Safadi (Thames and Hudson)

**The Splendour of Islamic Calligraphy** Khatibi and Sijelmassi (Thames and Hudson)

**Islamic Patterns** Critchlow (Thames and Husdson)

**The mediation of ornament** Grabar (Princeton Bollington)

**Islamic designs** Wilson (British Museum)

**Arabic Geometric pattern and design** Bourgoin (Dover)

**Arts and the Islamic World** (Islamic Arts Foundation, King's Cross Road, London)

**SUFI** a contemporary magazine that illustrates how Islamic art is used.

**E-MEL** is a Muslim lifestyle magazine – the most recent of all publications – full of articles and ideas that can be adapted. (Emel media ltd, The Broadway, Ealing)

**Zeenat's all about prayer rugs** Sharif (American Trust Publications)

**Islamic designs** Simakoff ISBN 0-486-27477-2

**Indian art postcard book** (V&A Museum) ISBN 1-85145-611-2 and 1-85145-606-6

## Reflecting the experiences of Muslim pupils within MUSIC

### Commentary

There are 3 issues to consider– (1) is Muslim culture reflected in each unit of work, (2) could it be, and (3) would strict Muslim practice approve the activity?

There is a wide range of attitudes to music in the Muslim world, from complete acceptance to complete rejection. Different groups and individuals draw the line in different places. In non-denominational schools Muslim pupils and parents mostly acquiesce silently in a range of practices of which many may not approve (secular songs, use of pitched instruments, repertoire of popular music with low-life associations, explicit lyrics etc.) Teachers in such schools should not ignore the considerable anxiety and resentment that may be hidden behind this acquiescence – and which occasionally erupt! In such cases, dialogue leading to an agreed compromise and a corresponding review of the curriculum may be called for.

In Muslim faith schools, any musical activity not directly tied to worship will often be rejected, or will need to be carefully negotiated in clearly defined contexts.

However, the view of most Muslim teachers is that children do need to understand the full range of musical experiences and concepts available in the UK, but should be encouraged to interpret them through Muslim values, to accept or reject them after due consideration. Thus, the full range of repertoire and activity should be made available to Muslim children; the key thing is to *understand* rather than to become absorbed in the music. Given the suspicion in which many Muslims hold music, this position can only be negotiated where trust between school, parents and the community has been established.

One key element in meeting Muslim cultural needs is in fact missing from most of the QCA units of work – that is, to help children understand the spiritual, moral and social value of music. In most units this could not be included without extensive rewriting - the emphasis is too narrowly technical.

Certain recommendations are made that can help schools teach music within such an Islamic context:

- That a wide range of non-religious songs with a clear ethical or moral message be compiled that still appeal across the age range.
- That the use of environmental sounds be extended, by copying sounds on voice, computer or instrument, opening the way for descriptive or atmospheric composing.
- That pupils be encouraged to compose their own nasheeds (Koranic recitation), working with pitch, rhythm, texture, structure and limited instrumentation.
- That pupils develop criteria for evaluating the cultural and spiritual uses of music in different times and places.

<b>Summary Table: Music reflecting Muslim experience</b>			
	KS1	KS2	KS3
<b>Potential within the National Curriculum QCA Scheme</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>Availability of materials or examples of good practice</b>	<b>1</b>	<b>1</b>	<b>1</b>
Grades used: 3 = Lots of potential or lots of material seen 2 = Some limited potential or few materials seen 1 = Very little or no potential and almost no material			

Potential within the National Curriculum  
QCA Scheme of Work for Music

Reference to study unit in QCA scheme of work	Major contextual potential	Limited contextual potential	Are aware of materials	Gaps in provision
---	----------------------------	------------------------------	------------------------	-------------------

**KS1 & KS2**

1 Ongoing skills		■		■
2 Sounds interesting – exploring sounds				
3 The long and short of it – exploring duration		■		■
4 Feel the pulse – exploring pulse and rhythm		■		■
5 Taking off – exploring pitch				
6 What’s the score? Exploring instruments and symbols				
7 Rain, rain go away – exploring timbre, tempo and dynamics		■		■
8 Ongoing skills		■		■
9 Animal magic – exploring descriptive sounds				
10 Play it again – exploring rhythmic patterns		■		■
11 The class orchestra – exploring arrangements		■		■
12 Dragon scales – exploring pentatonic scales		■		■
13 Painting with sound – exploring sound colours		■		■
14 Salt, pepper, vinegar mustard – exploring singing games				
15 Ongoing skills		■		■
16 Cyclic patterns – exploring rhythm and pulse		■		■
17 Roundabout – exploring rounds		■		■
18 Journey into space – exploring sound sources				
19 Songwriter – exploring lyrics and melody		■		■
20 Stars, hide your fires – performing together				
21 Who knows? Exploring musical processes		■		■

**KS3**

1 Bridging unit		■		■
2 Form and structure		■		■
3 Sound-scapes		■		■
4 Musical cycles		■		■
5 Musical clichés				
6 Shanty time (arrangements)		■		■

7 Variations				
8 Jazz improvisation				
9 Music for dance				
10 Hooks and riffs				
11 the overture				
12 Bhajan/qawwali (Indian music genres)	■		■	
13 Music and media				
14 The concerto				
15 Song and music technology		■		■

## Resource References

Al-Hijrah School in Birmingham has developed the singing of nasheeds (the tradition of Koran recitation) within the music curriculum.

**Play Tabla** Shepherd and Sahai (Trentham books) is a useful handbook on learning music with the tabla.

[www.chandrakantha.com](http://www.chandrakantha.com) provides interesting insights into the Kawalis

<b>Reflecting the experiences of Muslim pupils within GEOGRAPHY</b>
---

### Commentary

There are probably only 2 study units within the QCA scheme that directly reflect Muslim experience (4 in KS3 and 10 in KS2). Many of the other units however, have enormous potential to be developed. The major issue is that the materials have to be gleaned from a wide range of resources – there is no one obvious source. Although time-consuming, this gleaning is a necessary activity as things stand if curriculum materials are to be found or created to reflect Muslim experience.

It has been said that Islam is truly a colour-blind religion that can do much to teach the world about inclusion. Muslims live in most countries across the globe and even predominantly Muslim states are scattered across different continents and regions. There is no such thing as a Muslim geographical experience or perspective of the world. There is quite clearly a major opportunity to reflect multiple perspectives within the curriculum, not least Muslim. Within a large proportion of the study units the exemplification and context used by the teacher can relate to countries, cultures and communities that affirm and give credibility to Muslim experience.

In geography pupils get the opportunity to study people, places and environments in different parts of the world. It can inspire pupils to think about their own place in the world and their rights and responsibilities to other people. By showing how the level of development in different countries is related to quality of life, pupils begin to learn the principles of sustainable development; explaining the positive and negative effects of development on the environment and on people. More than in any other subject, pupils begin to develop a 'world view' and understand their role as a global citizen, partly by learning about countries and localities with a range of economic backgrounds and raising consciousness about the way communities work in other countries. In terms of the overarching criteria for this report, geography makes a significant contribution to the concepts of interdependence, 'status and credibility' and 'normal not exotic'.

<b>Summary Table: Geography reflecting Muslim experience</b>			
	<b>KS1</b>	<b>KS2</b>	<b>KS3</b>
<b>Potential within the National Curriculum QCA Scheme</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>Availability of materials or examples of good practice</b>	<b>2</b>	<b>2</b>	<b>2</b>
Grades used: 3 = Lots of potential or lots of material seen 2 = Some limited potential or few materials seen 1 = Very little or no potential and almost no material			

**Potential within the National Curriculum QCA Scheme of Work for Geography**

<b>Reference to study unit in QCA scheme of work</b>	<b>Directly reflects</b>	<b>Has the potential to reflect</b>	<b>Could be rewritten to reflect</b>	<b>Are aware of materials</b>	<b>Gaps in provision</b>
--	--------------------------	-------------------------------------	--------------------------------------	-------------------------------	--------------------------

<b>KS1 &amp; KS2</b>					
1 Around our school – the local area		■			■
2 How can we make our local area safer?					
3 An island home			■		■
4 Going to the seaside		■			■
5 Where in the world is Barnaby Bear?		■			■
6 Investigating our local area			■		■
7 Weather around the world		■		■	
8 Improving the environment		■			■
9 Village settlers					
10 A village in India	■			■	
11 Water					
12 Should the high street be closed to traffic?					
13 A contrasting UK locality (Llandudno)		■			■
14 Investigating rivers		■			■
15 The mountain environment					
16 What's in the news		■		■	
17 Global eye					
18 Connecting ourselves to the world		■			■
19 How and where do we spend our time		■			■
20 Local traffic an environmental issue					
21 How can we improve the area we can see from our window					
22 A contrasting locality overseas (Tocuaro)			■		■
23 Investigating coasts					
24 Passport to the world		■		■	

<b>25 Geography and numbers</b>					
---------------------------------	--	--	--	--	--

**KS3**

<b>1 Making connections</b>	■				■
<b>2 The restless earth earthquakes and volcanoes</b>					
<b>3 People everywhere</b>		■		■	
<b>4 Flood disaster – how do people cope?</b>	■				■
<b>5 Exploring England</b>		■			■
<b>6 World sport</b>					
<b>7 Rivers – a fieldwork approach</b>					
<b>8 Coastal environments</b>					
<b>9 Shopping – past, present and future</b>					
<b>10 Weather patterns over Europe</b>			■		■
<b>11 Investigating Brazil</b>			■		■
<b>12 Images of a country</b>		■			■
<b>13 Limestone landscapes of England</b>					
<b>14 Can the earth cope? Eco- systems, population &amp; resources</b>		■			■
<b>15 Crime and the local community</b>					
<b>16 What is development?</b>	■				■
<b>17 The changing economic geography of France</b>		■			■
<b>18 The global fashion industry</b>	■				■
<b>19 Tourism – good or bad?</b>	■			■	
<b>20 Comparing countries</b>		■			■
<b>21 Virtual volcanoes and internet earthquakes</b>					
<b>22 Mining on the internet</b>			■		■
<b>23 Local action, global effects</b>			■		■
<b>24 Passport to the world</b>		■			■

**Resource References**

The best source of materials for geography is possibly the Development Education Centres. These centres have developed a huge range of materials from a range of publishers, that can be taken and adapted to fit in with the study units. Charities like Save the Children and Oxfam also produce excellent materials.

**Bangladeshi photoactivity pack** (Oldham LEA) compares Sylhey and Oldham – for KS2

Pakistan Extended Visit Workbook (and similarly for Bangladesh), printed by the Ethnic Minorities Support Service, Oldham Metropolitan Borough Council (co-produced by Sheffield, Sandwell and South Yorkshire DEC) offer some excellent materials that can be used by pupils in KS2

Websearches for “Multicultural Birmingham” and “EMA online” also produce several examples from which to draw.

“Contrasting lives and localities” (Complementing Teachers, p64) is a unit of work that explores the shared human experience throughout the world.

“What’s in the news” (Complementing Teachers, p65) explores the media representation of events in developing countries.

“Why did Bashir Ahmed Abdi die?” (Complementing Teachers, p66) investigates the reasons for, and possible solutions to, famine.

“A Fair Day’s Pay” (Complementing Teachers, p67) is a role-play unit of work exploring issues of fair trade, consumerism and globalisation.

**Complementing Teachers** (Granada Learning) also provides suggestions for the following units of work: What’s in the news? Migration past and present, fair trade and tourism.

**In the eye of a storm: Life on an island in Bangladesh** Marcovitch (Action Aid)

**Cairo – four children and their city** Theodore (Oxfam) is a video and photopack for use with 8 – 12 year olds, showing Cairo from different backgrounds.

**Gariyan – transport in Pakistan** O’Flynn (Oxfam) is an activity pack for 8 – 13 year olds.

**The thread of the Nile** (Tide~ DEC) is an activity photopack about life in modern Egypt. It raises development issues in Egypt for history and geography at KS2.

**Mangla – A study of change** (DEC South Yorks) is a photopack that explores issues of change in the Mirpur district of Pakistan and localities in Britain.

**Islamic Relief ~ Reacting to Poverty** Ibrahim (Islamic Relief) is a visual and accessible resource highlighting Muslim perspectives for KS4 students.

## Reflecting the experiences of Muslim pupils within DESIGN and TECHNOLOGY

### Commentary

Historically the teaching of Design and Technology has often ignored the contribution from different cultural traditions. However, the subject provides an ideal opportunity to demonstrate that no one culture has the monopoly of achievements in design and technology. In design and technology pupils begin to recognise the different needs of people from a range of cultures and begin to identify ways in which needs have been and could be met. Pupils learn to design and make products and evaluate how a range of different products work, often generating ideas for designing and making by drawing upon the experiences of other people. By providing a stimulating context for projects and by exploring the effects of technology on the development of society and their own lives, pupils can begin to explore how different people have developed solutions to meet their needs and some of the values and ethics in relation to the application of design and technology. In KS3 and KS4 especially, pupils learn the principles of sustainable development and explaining the positive and negative effects of scientific and technological developments on the environment and on people.

The QCA scheme of work for design and technology, especially at KS1 and KS2 is strongly skill-based and is structured around DMAs – design and making activities. Schools typically follow the scheme of work by adopting the given example eg toys, slippers and use these DMAs as the context in which to develop the pupils skills. The grid below identifies some of the potential within the QCA projects that already offer major or limited potential to reflect Muslim experience by virtue of the context/setting having links with Muslim culture and heritage. There is nothing to prevent schools from choosing a completely different set of DMAs to develop design and technology skills that is more relevant to Muslim experience and this audit has begun to see early signs of innovative teachers, schools and LEAs where this is beginning to happen. We came across accounts of innovative teachers capturing Muslim pupils’ enthusiasm with projects such as a ceramic

mosques and decorative wooden Qur'an display cases. The strand of food technology possibly provides the most obvious point of reference to Muslim experience and some examples are included below.

<b>Summary Table: Design and Technology reflecting Muslim experience</b>			
<b>Potential within the National Curriculum QCA Scheme</b>	KS1	KS2	KS3
		<b>3</b>	<b>3</b>
<b>Availability of materials or examples of good practice</b>	<b>1</b>	<b>1</b>	<b>1</b>
Grades used: 3 = Lots of potential or lots of material seen 2 = Some limited potential or few materials seen 1 = Very little or no potential and almost no material			

**Potential within the National Curriculum QCA Scheme of Work for Design and Technology**

<b>Reference to study unit in QCA scheme of work</b>	<b>Major contextual potential</b>	<b>Limited contextual potential</b>	<b>Are aware of materials</b>	<b>Gaps in provision</b>
--	-----------------------------------	-------------------------------------	-------------------------------	--------------------------

**KS1 & KS2**

1A Moving Pictures				
1B Playgrounds				
1C Eat more fruit and veg	■			■
1D Homes		■		■
2A Vehicles				
2B Puppets				
2C Winding up				
2D Joseph's coat		■		■
3A Packaging				
3B Sandwich snacks	■			■
3C Moving monsters				
3D Photograph frames				
4A Money containers		■		■
4B Storybooks	■			■
4C Torches				
4D Alarms				
4E Lighting it up				
5A Musical instruments	■			■
5B Bread	■			■
5C Moving toys		■	2	
5D Biscuits		■		■
6A Shelters				
6B Slippers		■		■

6C Fairground				
6D Controllable vehicles				

### KS3

7A Understanding materials (food – resistant materials – textiles)	■		1	
7B Designing and making for yourself (food – resistant materials – textiles)	■			■
7C Using ICT to support researching and designing				
7D Using control to control a display		■		■
7E Activity week	■			■
8A Exploring materials (food – resistant materials – textiles)	■			■
8B Designing for clients (food – resistant materials – textiles)	■			■
8C Using ICT to support making				
8D Using control for security				
8E Producing batches (food – resistant materials – textiles)	■			■
8F The world of professional designers	■			■
9A Selecting materials (food – resistant materials – textiles)				
9B Designing for markets (food – resistant materials – textiles)				
9C Using ICT to link with the world outside school	■			■
9D Using control for electronic monitoring				
9E Ensuring quality production (food – resistant materials – textiles)				

### Resource References

1. [www.islamicity.com](http://www.islamicity.com) contains information about spectacular Islamic metalwork from the 1300s (Art of the Mamluks)
2. **Toys Toys Toys** Newham LEA have developed some culturally inclusive curriculum projects, including this one for KS1, developed upon the Oxfam video resource "Toying with technology".

**Combating discrimination: persona dolls in action** Brown (Trentham)

**Toys and games from round the world** Hall (Wayland)

### Other useful resources

**Design for the real world** Papanek (Pantheon)

**Science, Technology and anti-racist education** Siraj-Blatchford (Multicultural Teaching 11.1) argues that technology is one of the key areas in which to challenge racist attitudes.

**Teaching Design and Technology** Eggleston (OUP) Chapter 5 deals with race.

**The Multicultural Dimension of the National Curriculum** King et al (Falmer) has chapters by **Robinson** and **Eggleston** on Technology.

**Reflecting the experiences of Muslim pupils within PHYSICAL EDUCATION**

**Commentary**

PE is a skill-based curriculum that is based upon major sports and games. Physical activities per se don't provide much of an opportunity to reflect experience, save in the area of Dance where Muslim traditions and experience can provide a rich resource. Islamic tradition and modern practice includes dance forms within worship and at times of celebration. Schools need to be aware of the preference of some Islamic families to use only the voice and untuned percussion to create music. Schools also need to be aware of some of the issues faced by Islamic pupils in PE: eg Full length swimsuits and single gender sessions for swimming, separate changing even from an early age.

There may also be opportunities, especially in KS1 and KS2 where there is less reliance upon major sports, to use minor games and physical activities from other cultures. These can provide great opportunity to develop social skills involving co-operation and collaboration. Learning about PE however (as opposed to 'doing' PE), especially in the study of sporting achievement, provides massive potential to reflect upon some of the main Muslim role models within this country and abroad. Some sports and games within the PE curriculum are linked strongly with some Islamic countries (eg cricket) and provide good opportunity for cultural role models to be given prominence.

Some major sports, notably football at present, are very proactive to widen participation from ethnic minorities and the stamp out racism. Many schools are using the education packs provided by these sports associations within their PE and Citizenship schemes.

<b>Summary Table: PE reflecting Muslim experience</b>			
<b>Potential within the National Curriculum QCA Scheme</b>	<b>KS1</b>	<b>KS2</b>	<b>KS3</b>
	<b>1</b>	<b>1</b>	<b>1</b>
<b>Availability of materials or examples of good practice</b>	<b>1</b>	<b>1</b>	<b>1</b>
Grades used: 3 = Lots of potential or lots of material seen 2 = Some limited potential or few materials seen 1 = Very little or no potential and almost no material			

**Potential within the National Curriculum  
QCA Scheme of Work for Physical Education**

Reference to study unit in QCA scheme of work	Major contextual potential	Limited contextual potential	Are aware of materials	Gaps in provision
---	----------------------------	------------------------------	------------------------	-------------------

**KS1**

Dance (2 units)	■			■
Games activities (2 units)		■	1	
Gymnastics (2 units)				
Swimming and water safety				

**KS2**

Dance (4 units)	■			■
Invasion games (4 units)		■		■
Striking and fielding games (2 units)		■		■
Net/wall games (2 units)		■		■
Gymnastics (4 units)				
Athletics (3 units)				
Swimming and water safety				
Outdoor and adventurous activities (3 units)				

**KS3**

Dance (4 units)	■			■
Invasion games (4 units)				
Striking and fielding games (3 units)				
Net/wall games (3 units)				
Gymnastics (4 units)				
Athletics (3 units)				
Swimming and water safety (3 units)				
Outdoor and adventurous activities (3 units)				

**Resource References**

1. **Children's Traditional Games** Kaminski (Oryx Press) provides information about games from 137 different countries and cultures

**The multicultural game book** Orlando (Scholastic Professional books) introduces more than 70 traditional games from 30 countries.

**Santhari New Asian Dance Theatre Company** supports social, spiritual and aesthetic development through dance and story telling. (5 Alexander Grove, London, N12 8NY)

**Show Racism the Red Card** is a charity supported by the PFA, trade unions and others. They produce a variety of materials to support schools and also run a schools programme. [www.theRedcard.org](http://www.theRedcard.org) contains interviews with players and has a very good links page. Show Racism the Red Card, PO Box 141, Whitley Bay, Tyne and Wear, NE26 3YH.

**SPACE Sports participation and cultural equality** are developing work with Oldham LEA

## Reflecting the experiences of Muslim pupils within RELIGIOUS EDUCATION

### Commentary

RE is currently under review and there has been much debate recently concerning a national framework for RE. To date, RE syllabuses have been determined by local Standing Advisory Committees for Religious Education (SACREs). Each local authority has its own syllabus and these are generally accessible through the web.

It is in RE where pupils can learn that people in their own community and around the world have different belief systems which have some things in common. Pupils learn about the moral and social obligations we have towards each other the importance of social justice to belief systems. Pupils should learn about the world's major religions and about how each individual is important. This should develop an understanding of, and empathy for, other points of view. They should also begin to understand the commonalities of quests for spirituality and begin to consider the different influences on individuals and communities. RE also introduces beliefs about the world and how it should be cared for.

RE also provides an ideal opportunity to celebrate different national, religious and ethnic identities. As Islam is one of the main 'comparative' religions within the National Curriculum there are lots of materials developed to support the relevant study units. Almost every RE publisher supplying educational resources have a good range of resources for teachers and pupils and artefacts to fully reflect Muslim experience.

<b>Summary Table: RE reflecting Muslim experience</b>			
	<b>KS1</b>	<b>KS2</b>	<b>KS3</b>
<b>Potential within the National Curriculum QCA Scheme</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>Availability of materials or examples of good practice</b>	<b>3</b>	<b>3</b>	<b>3</b>
Grades used: 3 = Lots of potential or lots of material seen 2 = Some limited potential or few materials seen 1 = Very little or no potential and almost no material			

### Potential within the National Curriculum QCA Scheme of Work for Religious Education

Reference to study unit in QCA scheme of work	Directly reflects	Has the potential to reflect	Could be rewritten to reflect	Are aware of materials	Gaps in provision
---	-------------------	------------------------------	-------------------------------	------------------------	-------------------

#### KS1

RA What are Harvest Festivals?					
RB Who were the friends of Jesus?					
RC Who was Noah?					
1A What does it mean to belong? -					

generic					
1B What does it mean to belong in Christianity?					
1C Celebrations: why do Christians give gifts at Christmas?					
1D Beliefs and practice - generic		■		■	
1E How do Jewish people express their beliefs in practice?					
1F What can we learn from visiting a church?		■		■	
2A What is the Torah and why is it important to Jewish people?					
2B Why did Jesus tell stories?					
2C Celebrations - generic		■		■	
2D Visiting a place of worship - generic		■		■	

## KS2

3A What do signs and symbols mean in religion?		■		■	
3B How and why do Hindus celebrate Diwali?					
3C What do we know about Jesus?					
3D What is the Bible and why is it important to Christians?					
3E What is faith and what difference does it make?		■		■	
4A How and why do Hindus worship at home and in the Mandir?					
4B Celebrations: Christmas journeys					
4C Why is Easter important for Christians?					
4D What religions are represented in our neighbourhood?		■		■	
5A Why is Muhammad important to Muslims?	■			1	
5B How do Muslims express their beliefs through practices?	■			■	
5C Where did the Christian Bible come from?					
5D How do the beliefs of Christians influence their actions?					
6A Worship and community - generic		■		■	
6B Worship and the community – what is the role of the mosque?	■			■	
6C Why are sacred texts important? – generic		■		■	
6D What is the Qur’an and why is it important to Muslims?	■			1	
6E What can we learn from Christian religious buildings?					
6F How do people express their faith through the arts?		■			■

## KS3

7A Where do we look for God?		■			■
7B What does justice mean for Christians?					
7C Religious figure - generic		■			■
7D Who was Gotama Buddha?		■			■
8A What does Jesus' incarnation mean for Christians today?					
8B What does the resurrection of Jesus mean for Christians today?					
8C Beliefs and practices - generic		■			■
8D Beliefs and practice – how do the beliefs of Sikhs affect their actions?					
8E A visit to a place of worship?		■			■
8F What makes a gurdwara special to Sikhs?					
9A Where are we going? Rites of passage	■				■
9B Where did the universe come from?		■			■
9C Why do we suffer?		■			■
9D Why are some places special to religious believers?		■			■

## Resource References

1. **Master Islam** is a CD that teaches the main concepts and knowledge of Islam at KS2 available from [www.mastersport.co.uk](http://www.mastersport.co.uk) . Fully interactive, virtual tours, talking books, characters and animation, quizzes and activities.

**My life, my religion: Muslim Imam Khan** (Franklin Watts) is one of a series of books about religious leaders

**World Religions: Islam Tames** (Franklin Watts) explains main facts and shows how belief affects the lives of Muslims

**The Islamic Year** Galiani and Smith (Hawthorn Press) is a collection of stories, folk tales, songs, games, recipes and art activities.

**Islam – Beliefs and Teachings** Sarwar (Muslim Educational Trust) is an accessible introductory resource.

**Islam – The natural way** Hamid (MELS Publishing) is a usable resource for teachers about what Islam is and what it means for each person.

GCSE: Islamic Studies [ruqaiyyah@aol.com](mailto:ruqaiyyah@aol.com)

**The Children's Book of Islam** (2 parts) ISBN 0-9503954-1-2 and ISBN 0-86037-037-2  
Elementary books about worship and belief.

**Religious Education in the primary years** Bellingham (Staffs CC [www.sln.org.uk/re](http://www.sln.org.uk/re))

**Moral issues in six religions** Cole et al (Heinemann)

**Free at last: the story of martin Luther King** Owen (Religious Education Press)

**Homing in: a practical resource for religious studies in primary education** Wood (Trentham books)

**The Muslim experience** Aylett (Hodder and Stoughton)

<b>Reflecting the experiences of Muslim pupils within ICT</b>
---

### Commentary

As a curriculum area, ICT is relatively content free and contains a set of generic skills. It is also quite a new area of learning so doesn't have many connections with the history of Muslims. Modern Muslims however are beginning to maximise the opportunities provided by the internet to connect people, ideologies and organisations around the world. Internet keyword searches provide a wealth of information to support Islamic studies and especially the historical and scientific tradition within Islam. Islamic supplementary schools, here and abroad, are also beginning to realise the potential of ICT to provide e-resources for their curricula. ICT provides the opportunity to become embedded across the curriculum as a vehicle and environment for learning in many other subjects and the areas with good potential are identified in the grid below.

ICT enables pupils gather information from a variety of sources and learn to use a wide range of ICT tools and information sources to support their work. Pupils learn how ICT connects local, national and international communities and can lead them to explore the impact of ICT on global interdependence. It can provide opportunities for pupils to exchange and share information, develop pupils' enquiry skills and encourage them to reflect critically on the wider use of ICT in the world outside school. ICT opens up new ways of working that enable pupils to work with others to develop and evaluate their work, and to reflect critically on a range of issues. ICT teaches pupils to use the internet to discuss and debate issues with others and for individual research and information. The internet also provides the opportunity to contact people in other countries who can talk about their own experience of life in a contrasting area, and compare this with their own.

<b>Summary Table: ICT reflecting Muslim experience</b>			
	<b>KS1</b>	<b>KS2</b>	<b>KS3</b>
<b>Potential within the National Curriculum QCA Scheme</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>Availability of materials or examples of good practice</b>	<b>1</b>	<b>1</b>	<b>1</b>
Grades used: 3 = Lots of potential or lots of material seen 2 = Some limited potential or few materials seen 1 = Very little or no potential and almost no material			

**Potential within the National Curriculum  
QCA Scheme of Work for ICT**

Reference to study unit in QCA scheme of work	Major contextual potential	Limited contextual potential	Are aware of materials	Gaps in provision
---	----------------------------	------------------------------	------------------------	-------------------

**KS1**

1A An intro to modelling				
1B Using a word bank		■		■
1C The information around us				
1D Labelling and classifying		■		■
1E Pictograms		■		■
1F Understanding instructions & making things happen				
2A Writing stories: Using text		■		■
2B Creating pictures		■		■
2C Finding information		■		■
2D Routes: Floor turtle				
2E Questions and answers				

**KS2**

3A Combining text & graphics		■		■
3B Manipulating sound				
3C Introduction to databases				
3D Exploring simulations				
3E E-mail		■		■
4A Writing for different audiences		■		■
4B Developing images using repeated patterns	■			■
4C Branching databases				
4D Questionnaires and pie charts		■		■
4E Modelling effects on screen				
5A Graphical modelling				
5B Analysing data: using complex searches				
5C Evaluating info, checking accuracy and plausibility				
5D Introduction to spreadsheets				
5E Controlling devices				
5F Monitoring environmental conditions and changes				
6A Multimedia presentation		■		■
6B Spreadsheet modelling				
6C Control and monitoring – What happens when ...?				
6D Using internet databases to interpret information				

**KS3**

1 Using ICT				
2 Information & presentation		■		■
3 Processing text and images		■		■

4 Models – rules and investigations				
5 Data – designing structure, capturing and presenting data				
6 Control – input, processes and output				
7 Measuring physical data				
8 Public information systems		■		■
9 Publishing on the web		■		■
10 Information – reliability, validity and bias		■		■
11 Data – use and misuse				
12 Systems – integrating applications to find solutions				
13 Control systems				
14 Global communication – negotiating & transferring data		■		■
15 Systems – managing a project				

### Resource References

None encountered during the project

<b>Reflecting the experiences of Muslim pupils within MODERN FOREIGN LANGUAGES</b>
--

### Commentary

The study of modern foreign language allows pupils to explore the different linguistic and cultural traditions of those countries where the target language is spoken. MFL learning can be enhanced by learning about the countries and communities where the target language is spoken and developing awareness of cultural differences and similarities. School twinning, exchanges and the creative use of modern technology can also provide opportunities for direct contact with native speakers.

This project did not come across any instances where a Muslim perspective was being introduced into the curriculum in MFL. However, there is an increasing desire of Muslim families that their children learn Arabic to add to their understanding of the Qu’ran. The recent Language Ladder announced by Schools Minister Stephen Twigg includes Arabic at KS2 within the next two years. A web search for GCSE Arabic reveals a range of courses for Arabic and non-Arabic speakers.

<b>Summary Table: Modern Foreign Languages reflecting Muslim experience</b>			
	KS1	KS2	KS3
<b>Potential within the National Curriculum QCA Scheme</b>	1	1	1
<b>Availability of materials or examples of good practice</b>	1	1	1
Grades used: 3 = Lots of potential or lots of material seen 2 = Some limited potential or few materials seen 1 = Very little or no potential and almost no material			

## Reflecting the experiences of Muslim pupils within MATHEMATICS

### Commentary

In mathematics pupils can begin to use number in a range of different contexts and explore number patterns from a range of cultures. Islamic tradition is quite rich in the development of geometry and there are also some notable Islamic scholars who made significant discoveries. Pupils can consequently develop an understanding of the universality of mathematics, showing that mathematicians from many cultures have contributed to the development of modern thinking. As they make progress, pupils can apply their mathematical skills to interpreting statistics, analysing and critically assessing what these mean for people's everyday lives. By using maths as a language for communication with young people around the world and providing opportunities for practical data handling and the exchange of data with peers in other countries, mathematics can begin to contribute to contemporary cultural diversity.

The content of mathematics is almost entirely skill-based and the learning objectives within the NLS and KS3 strategy don't offer great potential to directly or potentially reflect Muslim experience in the teaching content they describe. However, as with other skill-based frameworks, there is massive potential to set mathematical learning centrally within a context that is relevant to the experience of pupils. Whether it be data handling exercises, numeracy problem solving, open-ended investigations, - many areas of maths provide the opportunity to contribute to the ongoing work throughout school that promotes the overarching criteria within this report.

Teachers need to ensure that they:

1. Portray balanced, positive images that don't reinforce stereotypes or prejudice.
2. Highlight mathematics from other cultures so that Maths isn't seen to have a solely white European history. The resources identified provide some introductions to the world of possibilities to enrich mathematics in this way.

<b>Summary Table: Mathematics Reflecting Muslim experience</b>			
	KS1	KS2	KS3
<b>Potential within the National Curriculum QCA Scheme</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>Availability of materials or examples of good practice</b>	<b>1</b>	<b>1</b>	<b>1</b>
Grades used: 3 = Lots of potential or lots of material seen 2 = Some limited potential or few materials seen 1 = Very little or no potential and almost no material			

Because there is so little potential within the numeracy scheme overall, the grid below has been 'collapsed' to omit the areas with no relevance.

**Potential within the National Curriculum  
National Numeracy Strategy**

<b>Reference to objectives within NNS</b>	<b>Major contextual potential</b>	<b>Limited contextual potential</b>	<b>Are aware of materials</b>	<b>Gaps in provision</b>
---	-----------------------------------	-------------------------------------	-------------------------------	--------------------------

**Reception Year**

<b>Counting</b>	■		■	
<b>Reading and writing numbers</b>	■		■	
<b>Reasoning about numbers or shapes</b>		■		■
<b>Problems involving 'real life' or money</b>		■		■
<b>2-D shape</b>	■		■	
<b>Position, direction and movement</b>		■		■

**Years 1, 2 & 3**

<b>Counting, properties of numbers and sequences</b>	■		■	
<b>Reasoning about numbers or shapes</b>		■		■
<b>Properties of 2D and 3D shapes</b>	■		■	
<b>Line symmetry</b>		■		■
<b>Position and direction</b>		■		■
<b>Organising and using data</b>		■		■

**Years 4, 5 & 6**

<b>Properties of numbers, sequences</b>		■		■
<b>Pencil and paper procedures</b>	■			■
<b>Reasoning number or shapes</b>		■		■
<b>Problems involving time</b>		■		■
<b>Properties of 2D &amp; 3D shapes</b>	■		■	
<b>Position and direction</b>		■		■
<b>Angle and rotation</b>		■		■
<b>Organising, interpreting data</b>		■		■

**Year 7**

Use letter symbols to represent unknown numbers or variables.		■		■
Understand and use the probability scale from 0 to 1; find and justify probabilities based on equally likely outcomes in simple contexts.		■		■
Solve word problems and investigate in a range of contexts, explaining and justifying methods and conclusions.		■		■

**Year 8**

Use standard column procedures for multiplication and division of integers and decimals, including by decimals such as 0.6 or 0.06; understand where to position the decimal point by considering equivalent calculations.		■		■
--	--	---	--	---

Enlarge 2-D shapes, given a centre of enlargement and a positive whole-number scale factor.				
Construct, on paper and using ICT, a range of graphs and charts; identify which are most useful in the context of a problem.				
Identify the necessary information to solve a problem; represent problems and interpret solutions in algebraic, geometric or graphical form.				

### Year 9

Communicate interpretations and results of a statistical enquiry using selected tables, graphs and diagrams in support.				
---	--	--	--	--

### Year 9 extension

Understand and apply Pythagoras' theorem.				
Know from experience of constructing them that triangles given SSS, SAS, ASA or RHS are unique, but that triangles given SSA or AAA are not; apply these conditions to establish the congruence of triangles.				
Identify possible sources of bias in a statistical enquiry and plan how to minimise it.				
Examine critically the results of a statistical enquiry and justify choice of statistical representation in written presentations.				
Recognise limitations on the accuracy of data and measurements.				

## Resource References

**A sine on the road to Mecca** provides an informative background to the Islamic contribution to trigonometry for Year 9 pupils. The article can be found at [www.americanscientist.org/template/AssetDetail/assetid/14679](http://www.americanscientist.org/template/AssetDetail/assetid/14679)

**Historical Connections** (AIMS Education Foundation) provides background information and classroom activities based on Asian mathematicians.

**Multiple Factors: Mathematics for equality and justice** Bailey and Shan (Trentham books) provides a critique of textbooks, recommendations and suggestions for classroom maths.

“Reasoning and generalising about numbers” (Complementing Teachers, p87) is a unit of work based on multiplication number squares for times tables using not just arabic numerals, but gujurati, Punjabi, Bengali and hindi numerals too.

“Shape Space and Measures” (Complementing Teachers p88) is a unit of work linking numeracy learning objectives about 2D and 3D shapes with learning about carpets, rugs and Arabic designs.

“Equivalent Fractions” (Complementing Teachers, p89) is an imaginative unit of work that explores the Islamic Law of Inheritance as the context for learning fractions.

[www.sjdccd.cc.ca.us/dept/basicmath/islamic.htm](http://www.sjdccd.cc.ca.us/dept/basicmath/islamic.htm) is a website describing the Islamic Law of Inheritance.

[www.mathforum.org/k12/mayan.math](http://www.mathforum.org/k12/mayan.math) is an example of a site that explains something about maths from other cultures.

[www.bangor.ac.uk/~mas009/pcont.htm](http://www.bangor.ac.uk/~mas009/pcont.htm) explores the geometry of other cultures, as does [http://srproj.lib.calpoly.edu/projects/engl/Zapata\\_Liziel\\_L](http://srproj.lib.calpoly.edu/projects/engl/Zapata_Liziel_L)

Complementing Teachers (Trentham) also provides suggestions for units of work about Weighing and Measuring, Currencies, Number and Counting Systems.

**Count your way through series** (DEP) Narratives and illustrations from a range of cultures through the use of numbers 1–10.

A websearch on “qibla map projections Mecca” gives an informative article about cartography of medieval Muslims.

[www.maa.org/devlin/devlin\\_0708\\_02.html](http://www.maa.org/devlin/devlin_0708_02.html) provides a commentary about the mathematical legacy of Islam

Trigonometry and zero introduced by Muslims

**Islamic art and architecture – The system of geometric design** El-Said (Garnet Publishing)

**Multicultural Mathematics Materials** Krause (Jonathan Press)

**The Story of Mathematics** Ross (A&C Black) shows how much of our mathematics has its origins in Africa, China, India and in the works of Islamic scholars.

**Mathematics Posters and Activities** Seattle Public Schools (Jonathan Press) present maths from a variety of countries and cultures.

The QCA **Respect for ALL** website includes units of work about culturally inclusive work in mathematics.

## Reflecting the experiences of Muslim pupils within ENGLISH

### Commentary

In English, most schools at present follow the National Literacy Scheme and KS3 strategy very closely, although there are occasions where schools are supplementing, enhancing and adapting their planning with other resources and ideas. In English pupils have an ideal opportunity to reflect the wide range of different experience, including Muslim, through reading, in both fiction and non-fiction books, about people, places and cultures.

Finding Muslim experience in accessible literacy form is not easy. There are a range of authors and poets from which to draw, but these are predominantly from the Asian sub continent. Much of the material is ‘Asian’ or ‘Indian’ in the widest sense and care has to be taken to distinguish the origin of the faith group in order to ensure ‘Muslim’ perspectives. Put simply, authors from Pakistan, Bangladesh, Turkey and other Muslim countries will be Muslim. There is to date little writing available that reflects the British Muslim experience.

The best critical source books available are published by NATE. Their “Multicultural literature is the classroom, teachers accounts of innovative work with years five to twelve” (ed. Goody and Thomas) provides some interesting examples teachers and pupil practice in arrange of settings. The NATEPACK ‘Multicultural Perspectives in the English Curriculum’ edited by Joan Goody on behalf of the committee for Multicultural and anti-racist teaching, although published in 1992 is still the best source of materials and inspiration available. Many on the references listed below are taken from NATE publications.

<b>Summary Table: English reflecting Muslim experience</b>			
	<b>KS1</b>	<b>KS2</b>	<b>KS3</b>
<b>Potential within the National Curriculum QCA Scheme</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>Availability of materials or examples of good practice</b>	<b>1</b>	<b>1</b>	<b>1</b>
Grades used: 3 = Lots of potential or lots of material seen 2 = Some limited potential or few materials seen 1 = Very little or no potential and almost no material			

**Potential within the National Curriculum  
National Literacy Strategy**

<b>Reference to RANGE of resources recommended within the NLS</b>	<b>Major contextual potential</b>	<b>Limited contextual potential</b>	<b>Are aware of materials</b>	<b>Gaps in provision</b>
---	-----------------------------------	-------------------------------------	-------------------------------	--------------------------

**Year 1**

<b>Stories with familiar settings</b>		■	■	
<b>Traditional stories and rhymes</b>		■		■
<b>Poetry and stories with familiar, predictable structures and patterned language from a range of cultures</b>	■		■	
<b>Poems with patterned and predictable structures</b>		■		■
<b>A variety of poems on similar themes</b>		■		■

**Year 2**

<b>Stories and a variety of poems with familiar settings</b>		■		■
<b>Traditional stories, stories and poems from other cultures</b>	■		■	
<b>Poems by significant children’s poets</b>				
<b>Extended stories</b>		■		■
<b>Information texts including non chronological reports</b>		■		■

**Year 3**

<b>Stories with familiar settings</b>		■		■
<b>Plays</b>		■		■

Myths, legends, fables, parables		■		■	
Traditional stories with related themes			■	■	
Oral and performance poetry from different cultures		■			■

#### Year 4

Historical stories and short novels			■		■
Classic and modern poetry, incl poems from different cultures and times		■			■
Range of poetry in different forms			■		■
Information texts linked to other curricular areas			■	■	

#### Year 5

Novels, stories and poems by significant children's writers			■		■
Traditional stories, myths, legends, fables from a range of cultures		■		■	
Choral and performance poetry			■		■
Recounts of events, activities, visits			■		■
Instructional texts, rules, recipes, directions, instructions			■		
Non chronological reports			■		■
Explanations using content from other subjects			■		■

#### Year 6

Comparison of work by significant children's authors and poets			■		■
Autobiography and biography, diaries, journals, letters etc			■		■
Journalistic writing			■		■
Non chronological reports			■		■
Non chronological reports linked to other subjects			■		■

#### Year 7

##### Vocabulary

14 Word meaning in context			■		■
22 Words in different languages		■			■

##### READING

##### Research and study skills

1 Locate information			■		■
2 Extract information			■		■
3 Compare presentation			■		■
4 Note-making			■		■
5 Evaluate sources			■		■

##### Reading for meaning

6 Active reading					
7 Identify main ideas			■		■
8 Infer and deduce			■		■
9 Distinguish writer's views			■		■
10 Media audiences			■		■

11 Print, sound and image			■			■
<b>Understanding the author's craft</b>						
12 Character, setting and mood						
13 Non-fiction style			■			■
16 Author attitudes			■			■
<b>Study of literary texts</b>						
20 Literary heritage			■			■
<b>WRITING</b>						
<b>Persuade, argue, advise</b>						
15 Express a view			■			■
16 Validate an argument			■			■
17 Informal advice			■			■
<b>Analyse, review, comment</b>						
18 Present findings			■			■
19 Reflective writing			■			■

## Year 8

### Vocabulary

b) unfamiliar words			■			■
c) words in context			■			■
9 Specialist vocabulary			■			■

### Stylistic conventions of non-fiction

8 Subject-specific conventions			■			■
9 Adapting text types			■			■

### Standard English and language variation

12 Degrees of formality			■			■
14 Compare languages			■			■

### READING

#### Research and study skills

1 Combine information			■			■
3 Notemaking formats			■			■

#### Reading for meaning

6 Bias and objectivity		■				■
7 Implied and explicit meanings		■				■
8 Transposition		■				■
9 Influence of technology						

#### Understanding the author's craft

11 Compare treatments of same theme		■				■
-------------------------------------	--	---	--	--	--	---

#### Study of literary texts

13 Interpret a text			■			■
15 Historical context			■			■
16 Cultural context		■		■		

### WRITING

#### Inform, explain, describe

10 Effective information			■			■
11 Explain complex ideas			■			■
12 Formal description			■			■

#### Persuade, argue, advise

13 Present a case persuasively			■			■
14 Develop an argument			■			■
15 Advice about options						

#### Analyse, review, comment

16 Balanced analysis			■		■
17 Integrate evidence			■		■
18 Critical review			■		■

### **SPEAKING AND LISTENING**

#### **Speaking**

3 Formal presentation			■		■
-----------------------	--	--	---	--	---

### **Year 9**

#### **READING**

##### **Research and study skills**

1 Information retrieval			■		■
2 Synthesise information			■		■
3 Note-making at speed			■		■
4 Evaluate information			■		■

##### **Reading for meaning**

5 Evaluate own critical writing					
6 Authorial perspective			■		■
7 Compare texts			■		■
8 Readers and texts			■		■

##### **Understanding the author's craft**

9 Compare writers from different times			■		■
10 Interpretations of text			■		■
11 Author's standpoint			■		■
12 Rhetorical devices			■		■

##### **Study of literary texts**

16 Different cultural contexts		■		■	
--------------------------------	--	---	--	---	--

#### **WRITING**

##### **Plan, draft and present**

3 Formal essay			■		■
4 Presentational devices			■		■

##### **Imagine, explore, entertain**

6 Creativity in non-literary texts			■		■
------------------------------------	--	--	---	--	---

##### **Persuade, argue, advise**

13 Influence audience		■			■
14 Counter-argument		■			■
15 Impartial guidance		■			■
16 Balanced analysis		■			■
17 Cite textual evidence					

## **Resource References**

The NATE (National Association for the Teaching of English) publication, *Multicultural Literature in the Classroom* contains a number of useful articles that provide practical teaching experiences. Jo Prudea, of Shapla Primary School, Tower Hamlets describes her use of traditional tales in year 5 and 6. Michelle Fox outlines how she used multicultural fiction and poetry in a rural school. Sue Dymoke's, (West Bridgford School, Nottingham) *Ways into teaching the Ghazal*, year 8 and year 12 offers illuminating insights into an innovative attempt to use an Urdu poetic form.

### **KEY STAGE 1**

- **RAVI AT THE FUNFAIR** Lloyd (Blackie) ISBN 0 216 92837 0

- **PURNIMA'S PARROT** *Mathieson* (Magi Publications) English and 5 dual language texts  
English – Urdu 1 870271 83 1      English – Bengali 1 870271 63 7
- **Samira's Eid** Aktar and Attard (Mantra) ISBN 1-8569-539-0 gives a child's perspective on a family celebrating Eid
- **The swirling hijab** Robert and Mistry (Mantra) illustrates the imaginary world of a young girl.

#### KEY STAGE 2

- **TALES OF SOUTH ASIA** (4 books) *Candappa* (Ginn Reading Scheme) ISBN 060222634 1
- **THE PEACOCK GARDEN** *Desai* (Mammoth) ISBN 0749705922
- **THE STUPID TIGER AND OTHER TALES** *Raychandhuri* (Deutsch)
- **THE ADVENTURES OF HIR AND RANJA** *Shah* (Peter Owen)
- **MOON HARE** *Stone* Available in: English, Bengali-English Punjab i-English, Urdu-English, Hindi-English Deutsch with Jennie Ingham Associates Ltd
- **THE WISHING TREE** *Bahl* Available in: English, Bengali-English, Gujerati-English, Urdu-English, Hindi-English Deutsch with Jennie Ingham Associates Ltd
- **Celebration stories: a present for Salima** Marchant (Hodder Wayland) is a story about Ibrahim and his father set in Morocco.
- **The day of Amhed's secret** Heide and Gilliland (Puffin books) illustrates much of the bustling life and Islamic architecture of Cairo.

#### KEY STAGE 3

- **OUR LIVES** *English Centre* ISBN 0 907016 00 6

#### KEY STAGE 4

- **SHORT STORIES FROM INDIA, PAKISTAN AND BANGLADESH** *Ash* ISBN 0174441428
- **STORIES FROM SOUTH ASIA** *Welch* (Oxford University Press) ISBN 0 19 831255 5

#### More general texts

- **A little bridge** D.Chatterjee, S.Fletcher and B.Sutton (Kazmi – Pennine Pens)
- **Oxford Anthology of Modern Indian Poetry:** V.Dharnacker and A.K. Ramanujan
- **Urdu Verse: English:** D.Matthews OUP
- **Nine Indian Women Poets:** E.de Souza OUP
- **The Literature of India:** E.C Dimmock University of Chicago press
- **A teachers guide to South Asia Literature:** J Welch
- **Multicultural Literature in the classroom. Teacher account of innovative work with years five to twelve** (Goody and Thomas) NATE 2004.

See **Tara Art** website for general contemporary issues that surround all aspects of the Asian presence in the UK

**Khayaal Theatre Company** provide some contemporary renderings of Sufi classical texts

QCA's **Respect for All** website has a range of activities and lists of recommended texts.

The DfES Literacy website

[www.standards.dfes.gov.uk/literacy/teaching\\_resources/?nls=fres&root\\_top\\_id=914](http://www.standards.dfes.gov.uk/literacy/teaching_resources/?nls=fres&root_top_id=914)

has 6 exemplar texts with lesson plans.

Hackney EMA Team has developed a set of Y6 exemplification lesson plans that illustrate an inclusive curriculum.

[www.icdlbooks.org](http://www.icdlbooks.org) contains books in several languages.

**My England** is a play by Clifford Oliver that can be used by schools with a video as part of a comprehensive educational package. [www.carepress.co.uk](http://www.carepress.co.uk) supplies this, plus a variety of other resources relevant to diversity.

**Urdu Literature** (Matthews, Shackle and Hussain) Third World Foundation 1985. A short but useful guide to the heritage of Urdu poetry from the Mughals to independence.

**The Penguin book of modern Urdu poetry** (Jamal) 1986. Urdu poetry from the 20<sup>th</sup> Century.

**A guide to children's multicultural books** (available from DEP) recommends poetry, fiction, biography, myth, folk tales, multilingual and religious stories for pupils from 3 – 16.

The **Dream Catcher Project** (M Sinclair with Enfield EMA Team) provides a folder of activities and CD that supports pupils to raise and achieve their aspirations.

**Poems from many cultures** (DEP) is an inspiring introduction to poetry old and new from different parts of the world.

**Bangladesh is my motherland** Warner (Minority Rights Group) describes sophisticated knowledge about language which many bilingual pupils have.

**Talking Turkey: the language, culture and identity of Turkish speaking children in Britain** Issas (Trentham) ISBN 1 85856 318 6

**Succeeding in Diversity: culture, language and learning in primary classrooms** Conteh (Trentham) ISBN 1 85856 294 5

## Reflecting the experiences of Muslim pupils within the FOUNDATION STAGE

### Commentary

Much of the foundation stage curriculum and its early learning goals have the potential to reflect Muslim experience. There are many resources available which can be fed into the curriculum as a matter of course. The excellent work of the Early Years Trainers Anti-Racist Network (EYTARN) provides much of the theoretical and resources-based materials. A visit to their website is essential.

The curriculum guidance in the foundation stage directly refers to ethnicity, culture, religion, home language, mutual respect, celebrating and acknowledging differences and positive resources. Unlike other later curriculum areas much of it can also directly address the experience of Muslim girls. Unlike other areas, there appears to be more Muslim material than African Caribbean.

<b>Summary Table: Foundation Stage reflecting Muslim experience</b>	
<b>Potential within the National Curriculum QCA Scheme</b>	<b>3</b>
<b>Availability of materials or examples of good practice</b>	<b>3</b>
Grades used: 3 = Lots of potential or lots of material seen 2 = Some limited potential or few materials seen 1 = Very little or no potential and almost no material	

### Potential within the National Curriculum QCA Scheme of Work for the Foundation Stage

Reference to areas of learning within the Foundation Stage	Directly reflects	Has the potential to reflect	Could be rewritten to reflect	Are aware of materials	Gaps in provision
--	-------------------	------------------------------	-------------------------------	------------------------	-------------------

#### Personal, social & emotional development

Self-confidence and self-esteem					
Respond to significant experiences, showing a range of feelings when appropriate		■			■
Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others		■			■
Have a developing respect for their own cultures and beliefs and those of other people	■				■
Sense of community					
Understand that people have different needs, views, cultures and beliefs, that need to be treated with respect	■				■
Understand that they can expect others to treat their needs, views, cultures and beliefs with respect	■				■

#### Communication, language & literature

##### Language for communication

Enjoy listening to and using spoken and written language, and readily turn to it in their play and learning		■			■
Listen with enjoyment, and respond to stories, songs and other music, rhymes and poems and make up their own stories, songs, rhymes and poems.	■				■
Language for thinking					
Use language to imagine and recreate roles and experiences	■				■
Use talk to organise, sequence and clarify thinking, ideas, feelings and events		■			■
Reading					
Explore and experiment with sounds, words and texts					
Retell narratives in the correct sequence, drawing on language patterns of stories	■				■

### Mathematical development

Numbers as labels and for counting

Say and use number names in order in familiar contexts		■			■
Count reliably up to 10 everyday objects		■			■
Calculating					
In practical activities and discussion begin to use the vocabulary involved in adding and subtracting		■			■
Shape, space and measures					
Talk about, recognise and recreate simple patterns		■			■

### Knowledge & understanding of the world

Sense of time					
Find out about past and present events in their own lives, and in those of their families and other people they know	■				■
Sense of place					
Observe, find out about and identify features in the place they live and the natural world		■			■
Find out about their environment and talk about those features they like and dislike		■			■
Cultures and beliefs					
Begin to know about their own cultures and beliefs and those of other people	■				■

### Physical development

Health and bodily awareness

Recognise the importance of keeping healthy and those things which contribute to this		■			■
---	--	---	--	--	---

### Creative development

Exploring media and materials

Explore colour, texture, shape, form and space in two or three dimensions	■				■
---	---	--	--	--	---

Music

Recognise and explore how sounds can be changed, sing simple songs from memory, recognise repeated sounds and sound patterns and match movements to music	■				■
Use their imagination in art and design, , dance, imaginative and role play and stories music	■				■
Responding to experiences and expressing and communicating ideas					
Express and communicate their ideas, thoughts and feelings by using a widening range of materials, suitable tools, imaginative and role play, movement, designing and making, and a variety of songs and musical instruments	■				■

### Resource References

**Count your way through series** (DEP) Narratives and illustrations from a range of cultures through the use of numbers 1–10.

**Early Years – Laying the foundations for race equality** (DEP) provides essential reading on understanding racism, good curriculum practice and the involvement of parents.

**Skip across the ocean** (Benjamin) includes nursery rhymes from 23 countries.

**Itchyka – Dana** (Man) Asian nursery rhymes

**The following list is a Muslim extract from Portsmouth EMA Team lists of resources**

Resource Type	Title	Details	Publisher	ISBN	Supplier
Book	A Baby Just Like ME				Alpha Endeavours
Book	Action for Racial Equality				EYTARN
Book	All Our Children				EYTARN
Dolls	Asian Doll Family	set of 4			NES Arnold
Clothes	Asian Wedding Dress				NES Arnold
Misc	Balti Dish	14cm			Matalan
Clothes	Boorka Headscarf				Technology Teaching Systems
Book	Building Blocks For Global Learning In The Early Years	Foundations for Learning project.	Global Education Derby		Global Education
Puzzles	Celebration Jigsaws Set	set of 4			NES Arnold
Book	Dear Zoo	Bengali-English		1870045084	Roy Yates
Book	Elmer's Colours	Bengali-English		1840590556	Roy Yates
Book	Elmer's Friends	Bengali-English		1840590696	Roy Yates
Book	Elmer's Weather	Bengali-English		1840950769	Roy Yates
Dolls	Families Of The World				NES Arnold
Poster	Family Album Posters				NES Arnold
Misc	Family Album Workcards				NES Arnold
Puzzles	Family Jigsaw Set 5	set of 5			NES Arnold
Puzzles	Family Outing 1	set of 4			NES Arnold
Puzzles	Family Outing 2	set of 4			NES Arnold
Posters	Festival Food Posters				NES Arnold
Misc	Festival Foods	12 pieces			NES Arnold
Puzzles	Festival Jigsaw Set	set of 4			NES Arnold
Posters	Festival Wallcharts Set				NES Arnold
Misc	Festival Year Calendar				NES Arnold
Book	Festivals Booklets Pack	set of 3			NES Arnold
Book	Festivals Together				NES Arnold
Book	Five Pillars Soft Book				Articles of Faith
Misc	Food Cards	105 pieces			NES Arnold
Book	Food For Festivals Big Book				Articles of Faith
Book	Food For Festivals Small Book				Articles of Faith
Book	Handa's Surprise				Letterbox Library
Book	I Don't Want To Go To Bed	Bengali-English		1854305343	Roy Yates
Book	I Is For India				Letterbox Library
Book	I Won't Bite	Bengali-English		0907264700	Roy Yates
Misc	Islamic Designs				Technology

Resource Type	Title	Details	Publisher	ISBN	Supplier
					Teaching Systems
Book	It's Mine	Bengali-English		1870045130	Roy Yates
Book	Jaha and Jamil Went Down...		Roy Yates Books		Roy Yates Books
Misc	Ka'baah wall hanging				Articles of Faith
Book	Kipper's Toybox	Bengali-English		185430349X	Roy Yates
Book	Kurdish Folk Tales				Alpha Endeavours
Poster	Laminated Welcome Poster				NES Arnold
Misc	Meal Setting				NES Arnold
Clothes	Mixed Fabric Pack				Alpha Endeavours
Book	Music Of North Africa				Alpha Endeavours
Book	Muslim Beliefs & Cultures				NES Arnold
Misc	Muslim collection				Articles of Faith
Book	My Muslim Faith Small Book				Articles of Faith
Book	Naughty Mouse	Bengali-English		1854740660	Roy Yates
Dolls	Nigerian Boy				NES Arnold
Dolls	Nigerian Girl				NES Arnold
Book	One Rich Rajah	Bengali-English		0233982515	Roy Yates
Dolls	Punjabi Boy				NES Arnold
Dolls	Punjabi Girl				NES Arnold
Misc	Rakhis				Technology Teaching Systems
Misc	Rangoli Patterns				Technology Teaching Systems
Posters	Religious Artefacts				Technology Teaching Systems
Misc	Shap World Religions Calendar				Technology Teaching Systems
Book	Spot Goes To School	Bengali-English		0907264115	Roy Yates
Book	Spot's Birthday Party	Bengali-English		0907264263	Roy Yates
Book	Spot's First Walk	Bengali-English		0907264328	Roy Yates
Book	Star Children's Picture Dictionary	Bengali-English		8186264841	Roy Yates
Book	Understanding World Religions				Books Education
Clothes	Wedding head dress –Sehra				Articles of Faith
Puzzles	Wedding Jigsaws				NES Arnold
Book	Wedding Shera				Technology Teaching Systems
Book	Where's Spot?	Bengali-English		0434942561	Roy Yates

**The search process to identify leading schools with good practice  
and high standards with African Caribbean and Muslim pupils**

The project initially identified the 54 LEA and London Boroughs that, at the 2001 Census had more than 5% or 10,000 people of African Caribbean/Black background or Muslims living there,

**The starting point: All schools within the selected 54 LEAs**

Search filter 1: Primary schools with >50 pupils and secondary schools with >100 pupils from the background groups forming the focus of the work.

This search reduced the list to 1712  
African Caribbean 1276  
Muslim 794 with 358 common to both lists.

Search filter 2: From the schools resulting from the first search, which of these have had recent Ofsted judgements made at the highest two grades for their provision for the cultural development of pupils or SMSC more generally?

This search reduced the list to 417  
African Caribbean 311  
Muslim 209 with 103 common to both lists.

Search filter 3: From the list of schools resulting from the second search, which of these have recent attainment data that is above the average for their LEA?

This search reduced the list to 113  
African Caribbean 92  
Muslim 50 with 29 in common to both lists.

Also we trawled through the Ofsted reports for a sample of these 113 schools. The full inspection reports obviously confirmed and elaborated the judgements about the quality of work within schools. Although interesting, the commentaries provided did not provide any further information to support this contract. Contact has been made with all the LEAs that had schools on this final list. Permission has been sought and granted to approach the schools via the LEAs. This will be undertaken at the end of the contract period.

**REFLECTING  
MUSLIM  
EXPERIENCE IN**



**NATIONAL CURRICULUM  
SCIENCE**  
KS1 & KS2



**CREAM  
PROJECT**  
working on behalf of the  
department for  
**education and skills**

**Selecting resources to support science teaching and learning**

There are numerous situations within the science curriculum where the teacher selects resources, artefacts, materials, festivals, food or plants to enrich or illustrate their teaching. Such situations can sometimes give rise to the opportunity to select items that provide a reflection of Muslim experience within the teaching and learning.

The following tables indicate potential areas within the QCA schemes of work to reflect Muslim pupils’ experiences either by direct reference or by contextualisation

<b>Unit 1A Ourselves</b>		
Learning Objectives Children should learn:	<b><u>Examples of possible teaching activities</u></b>	Reference to curriculum materials
That there are differences between humans	Amongst the range of data that can be collected within this unit, there is the opportunity to include skin colour. This data collection activity will need to link directly with learning about colour shades, preferred language, similarities and differences. A key question teachers may wish to ask is “What colour are Muslims?” Followers of Islam are drawn from all ethnic groups, a large range of different cultures and consequently different skin colours. For example, in England there are white Muslims (often European), black Muslims (often African) and a large number of brown Muslims usually from south Asia.	

<b>Unit 2A Health and growth</b>		
Learning Objectives Children should learn:	<b><u>Examples of possible teaching activities</u></b>	Reference to curriculum materials
That there are many different foods  That we eat different kinds of food	Whether or not there are Muslim children within the class, this unit gives ideal opportunity to reflect the food experiences of families of many backgrounds. Activities and discussions could include similarities and differences, links to basic food groups, food for special occasions.	

### Unit 3A Teeth and eating

Learning Objectives Children should learn:	<u>Examples of possible teaching activities</u>	Reference to curriculum materials
That an adequate and varied diet is needed to keep healthy	The suggested teaching activity within the QCA unit provides a direct opportunity to look at food from Islamic and other cultures, whether or not such diets are familiar to the children. It is also suggested that inviting guests into school could enhance the teaching about adequacy and variety. Care should be taken not to simply portray differences as exotic or unusual, especially in schools with a dominant monoculture.	

### Unit 3D Rocks and soils

Learning Objectives Children should learn:	<u>Examples of possible teaching activities</u>	Reference to curriculum materials
That rocks are used for a variety of purposes  That rocks are chosen for particular purposes because of their characteristics	Include the use of different rocks within places of worship in Muslim and other faith buildings, both within the construction and the interior detail, eg the use of marble. Illustrate the effect created by the use of different stone within buildings in different places, eg Blue Mosque in Istanbul or the Taj Mahal.	

### Unit 3F Light and shadows

Learning Objectives Children should learn:	<u>Examples of possible teaching activities</u>	Reference to curriculum materials
That shadows of objects in sunlight change over the course of the day  That shadows change in length and position throughout the day	Create links between children's shadow stick experiments and the Muslim prayer times.  <b>Fajr</b> or <b>Subh</b> (Dawn Prayer) takes place before sunrise. <b>Zuhr</b> (Noon Prayer) begins just after the sun has passed the meridian. <b>Asr</b> (Afternoon Prayer) begins when the length of the shadow of an object is equal to the object's length plus the shadow's length at noon. <b>Maghrib</b> (Sunset Prayer) begins immediately after sunset. <b>Isha</b> (Night Prayer) begins when the sky is completely dark.	

### Unit 5A Keeping Healthy

Learning Objectives Children should learn:	<u>Examples of possible teaching activities</u>	Reference to curriculum materials
That to stay healthy we need an adequate and varied diet	One legacy of Greek science was nutritional theory about balance diet. This survived through the early Middle Ages of Europe in a more or less threadbare form until it was further developed by the Islamic Moors of Spain and saw a revival early into the Renaissance period.	
That the muscle in the walls of the heart contracts regularly, pumping blood round the body  That the blood vessels taking blood from the heart are called arteries and those returning it to the heart are called veins	In the 10 <sup>th</sup> century, Islam's ar Razi wrote extensively about the venous system, accurately describing the function of the veins and their valves.  In the 13 <sup>th</sup> century Ibn an-Nafs and Ibn al-Quff provided full documentation that blood circulates and correctly described the physiology of the heart and valves. This was 300 years before William Harvey was credited with these discoveries.	

### Unit 5E Earth sun and moon

Learning Objectives Children should learn:	<u>Examples of possible teaching activities</u>	Reference to curriculum materials
That the Sun, Earth and Moon are approximately spherical  That it is the Earth that moves, not the Sun, spinning on its axis once every 24 hours	Al-Biruni, a famous Muslim scholar in the 11 <sup>th</sup> century, worked out that the earth is round and calculated its circumference. He also stated that the earth spins on its axis and rotates around the sun – 600 years before Galileo.	
That the Earth takes a year to make one complete orbit of the sun, spinning as it goes	In the 15 <sup>th</sup> century, Uligh Beg constructed a three-storey observatory in central Asia. The main instrument of the observatory was the Fakhri Sextant, an astronomical instrument with a radius of 40m. Ulugh Beg calculated that the stellar year is 365 days, 6 hours, 10 minutes and 8 seconds – just 62 seconds more than modern day estimates!	

### Unit 6B Micro-organisms

Learning Objectives Children should learn:	<u>Examples of possible teaching activities</u>	Reference to curriculum materials
That some micro-organisms can cause common illnesses	This study unit makes strong links between personal and community hygiene and illness. Cleanliness is a very familiar concept to Muslim students as general cleanliness is one of the pillars of health in Islam, especially ceremonial washing and performing ablutions several times every day. Muslim students will be familiar with the verse from the Qu'ran "Cleanliness is part of being faithful".	

## Unit 5B Life cycles

Unit 5B Life cycles		
Learning Objectives Children should learn:	<u>Examples of possible teaching activities</u>	Reference to curriculum materials
<p>That adults have young and that these grow into adults which in turn produce young</p>	<p>Muslim students are not forbidden or restricted from receiving sex education. However, the following suggestions might create a more relevant learning environment for Muslim students:</p> <ul style="list-style-type: none"> <li>• It will be the general view amongst Muslims that sex education should start at home with parents and <u>must</u> be considered to be age-appropriate.</li> <li>• Sex is seen as a healthy act, an act of worship, or `ibadah, if practiced within marriage. Islam takes a balanced view and encourages sex for both pleasure and procreation.</li> <li>• Teaching could be customised and adapted to maintain the appropriate Adab (etiquette) and to create an Islamic context for learning. For example, the language should not be graphic and books that are used should not contain photographs, diagrams should be enough to teach about the human body.</li> <li>• There will be parts of the learning that should take place in single gender groups. It is preferred that teachers are of the same sex, preferably someone who is married.</li> <li>• Personal hygiene (Tahara) is an important part of Islamic life, particularly washing in preparation for prayer. This presents a natural and familiar context for learning. For example during discussion about menstruation, the appropriate method of cleaning, in this case Ghusl, when a period is over, will be familiar to Muslim girls as they will have probably learned this before the age of 11.</li> <li>• Consider having someone with a counselling background to speak to Muslim students about the topic, since issues may come up which inexperienced teachers may not be able to handle. For example, if a Muslim student discloses sexual abuse to a teacher after a class or discussion on gender relations, the teacher needs to understand the gravity of this in relation to Islamic belief.</li> </ul>	

## Unit 6F How we see things

Learning Objectives Children should learn:	<u>Examples of possible teaching activities</u>	Reference to curriculum materials
<p>That light travels from a source</p> <p>That we see light sources because light from the source enters our eyes</p>	<p>Ibn al-Haytham (sometimes known as Alhazen) discovered that light travels in straight lines at around the year 1000CE. He also developed the earlier Greek idea that light reflects off objects and enters the eye, rather than the contemporary thought that light being emitted by the eye.</p>	
<p>That light from an object can be reflected by a mirror</p>	<p>Glass mirrors were in use in Islamic Spain as early as the 11<sup>th</sup> century. Although it is commonly taught that the Venetians invented mirrors in 1291, it has been shown that they developed earlier work by Syrian artisans up to 200 years earlier.</p>	

# CREAM

Curriculum Reflecting Experiences of A  
African Caribbean and Muslim pupils

Do you have good curriculum practice  
that reflects the experiences of  
African Caribbean or Muslim pupils?

Happy to share? The **CREAM PROJECT**  
would be pleased to hear from you



The SDSA is researching existing  
materials and good practice for the DfES

Contact Maurice Coles,  
SDSA, Room 114, Town Hall,  
Leicester, LE1 9BG  
T: 0116 299 5942  
E: [colem900@leicester.gov.uk](mailto:colem900@leicester.gov.uk)



department for

**education and skills**

creating opportunity, releasing potential, achieving excellence