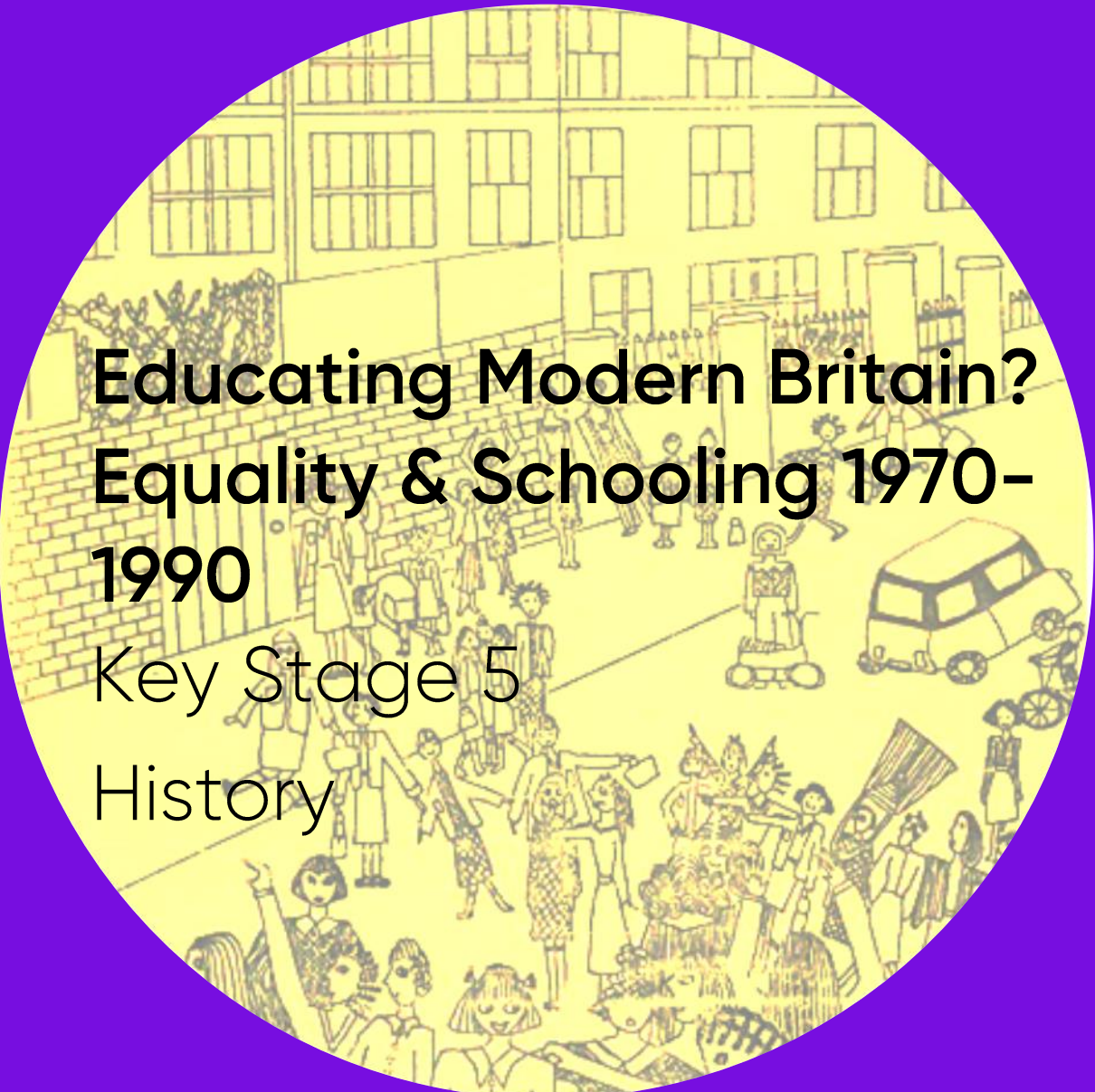


Research  
Based  
Curricula



# **Educating Modern Britain? Equality & Schooling 1970- 1990**

Key Stage 5  
History

2020



# Resource One

## Model Answers



- Answers**
1. List of terms & words (see below)
  2. Now sort these words into liberal and conservative beliefs.
    - a) Liberal: comprehensives; end of unfair social hierarchies; possibility; sexual freedom & women's rights as a positive;
    - b) Conservative: tripartite education/selective schools; end of 'deference'; moral crisis re sexual freedom/decline of religion; crisis more generally; disorder; immigration & women's rights a threat.
  3. Are there any that could fit into both?
    - a) Both: economic crisis; also potentially moral crisis?
    - b) Discussion: some of these answers might not be clear cut, and pupils might speculate for example if liberals believed that immigration & women's rights constituted a crisis or possibility. Broadly, the liberal ideas of education aligned with the political Left, but more conservative social attitudes were present amongst the Left and Liberals, especially around immigration.
  4. Discuss as a group: How might the following factors impact British schools in the 1970s?
    - A. Immigration
      - a) Language needs of those pupils with English as a second language
      - b) Teachers needing to help white British pupils learn about non-European/Christian religions and cultures
      - c) Increased diversity of religious practices/needs
      - d) Dealing with racism/intolerance

# Resource One Model Answers



## Answers

### B. Changes to the role of women in society

- a) Adapting curriculum for girls
- b) Girls taking different subjects
- c) Tensions between what parents wanted and what girls wanted out of their education

6. Diary entry – this is a creative writing assignment, so pupils are free to write about what they want. However, teachers might want to look for the following as evidence of comprehension/understanding:
- What the exam means for the future i.e. determining what path, and therefore job, the pupil will do
  - Any tensions with family expectations
  - Linking to context – unemployment, low wages, sexism/racism
  - Excitement at going to a particular school because of the subjects offered/career paths.
  - Evidence of awareness of different types of school e.g. grammar, technical, secondary modern, and what that means for what they can study.

### Supplementary Activities (videos)

#### 1. *Two Schools*

- Twin aims: discipline and friendliness
- Subjects & activities: lunch, guidance counsellor, science, swimming, plays, art, hockey, library, football, basketball, fencing, netball, music, home economics, dancing, metalwork, NUSS, sewing, physics, canoeing, religious education.
- Pupil reasoning – why it's a good school or not?

# Resource One Model Answers



## Answers 2. *The Best Years*

- How is this school presented differently? Why might that be?
  - Produced by a newscaster, *Two Schools* was produced by a local authority who wanted to show comprehensives were a good thing
  - No voice over, just showing the classes as they happened
  - Pupils might note that this feeds into anxieties among the Right that 'standards' and 'discipline' were poor in comprehensive schools, fuelling the debate over education (Dimbleby alludes to this in the introduction).

# Resource Two

## Model Answers



- Answers**
1. Poem: Maxine's poem is about an imaginary school that she would like to go to.
    - a) What things does she say there would/would not be at this school?
      - Would be lessons about what you want to know, writing, reading, adding, dividing, taking away, pleasant quiet atmosphere, doing activities when they wanted to.
      - Would be no caning, no bullying, no 'conditions by society' i.e. social inequality, no 'waste of time' lessons about 'bearings', no rules.
    - b) How do you think she feels about the school which she does go to in real life? Possible answers:
      - Doesn't like it; unfair rules; doesn't agree with caning; feels some lessons are a waste of time, feels they are 'no good to us'; too much bullying; too many rules.
  2. Extracts from autobiography of Anna Leirim:
    - a) What examples does she give to show her school was sexist?
      - Boys doing masculine subjects like sports and crafts, girls doing feminine things like netball, needlework, drawing (higher thinking might point out these are things associated with girls becoming mothers/housewives)
    - b) Why do you think Anna was so fed up with school in the final extract?
      - Didn't like school; felt like exams were unfair and overly determined the rest of her life; felt like she didn't have a say in things.

# Resource Two

## Model Answers



### Answers

3. Amrit Wilson:

a) What are the two examples which Amrit Wilson gives of the erasure of Asian languages and cultures at school?

- No facilities to practice or learn Asian languages; and children being punished for speaking other languages

b) As the data source explains, there was an expectation that Black, Asian, and ethnic minority pupils should 'assimilate' into white British culture. In light of this, why do you think the Asian children in Amrit Wilson's book laughed at the mispronunciation of their names?

- To fit in with other children, hide their identities.

4. SAU Poster: Imagine you are forming a school union today.

a) What sort of things would you put in your demands list?

Creative exercise, no right/wrong answers.

# Resource Two

## Model Answers



- Answers**
4. SAU Poster: Imagine you are forming a school union today.
- b) Are any of these the same as those in the Schools Action Union poster? What has changed since 1972?
- Here, pupils are encouraged to make connections between demands in the past, and demands now. Some examples of change might include:
  - Corporal punishment
  - Types of school – academies now and some grammars
  - Staff/student control
  - Freedom of speech – might mention student councils, prefects etc.

# Resource Three

## Model Answers



- Answers**
1. Create a pros and cons list for equal opportunities policy.
    - Pros: ending some discrimination like allowing pupils to be admitted into schools, being allowed to take the same subjects, providing legal basis for challenging discrimination.
    - Cons: vague laws, open to interpretation; didn't take into account discrimination beyond the school in wider society; left it up to pupils/blamed for failures; did not tackle 'hidden curriculum'.
  2. Read the primary source provided below. What are the cons of multi-cultural education according to Sharon?
    - Few Black teachers, no real understanding of Black cultures, focusing on things like dumplings rather than teaching white children about the legacy of slavery, white parents not taking initiatives seriously e.g. the play.
  3. In the Data Source we looked at the 'hidden curriculum', meaning the subtle, everyday ways in which girls and ethnic minority pupils were discriminated against. Can you think of any more examples of a 'hidden curriculum'? (e.g. girls not being allowed to play boys' sports)
    - Pupils might think of things like: content of the curriculum, uniform/hair rules being unfairly applied, unfair discipline, remarks by staff & pupils, favouritism.



# Resource Three

## Model Answers



- Answers**
4. Imagine you are a teacher who is sympathetic to the criticisms of 'equal opportunities'. How might you go about changing schooling to improve things for girls and for black, Asian, and ethnic minority pupils? Come up with 2-5 suggestions, and again, you encouraged to share your suggestions with others.
- Imaginative exercise, will see in Resource 4 if any of these were thought of by teachers at the time.

# Resource Four

## Model Answers



### Answers

#### 1. Rachel's memories of history

- Given the data source on anti-sexist approaches, why do you think Rachel's teacher added in a lesson on witches and healers?
  - To give a more 'girl-centred' or 'her-story' approach
  - To show historical legacy of women healers, not just men of science – to raise pupils self-esteem and ambitions.
- Do you think this topic was already in the curriculum? Justify your answer.
  - No – Rachel says it was not in the textbook.

#### 2. Anti-racist policy

- Are any of these guidelines similar to the 'equal opportunities' approach? What is different?
  - Similar: language courses; adding non-European knowledge, cultures, etc into curriculum;
  - Different: teaching colonisation, immigration, and the link to present day racism; ending 'groupings' that encourage low expectations; changing teaching style and techniques; allowing white British pupils to study non-European languages.
- Which problems are these specifically trying to address? (Hint: take another look at Resource 2 and 3 for help)
  - Problems Amrit Wilson addresses e.g. erasure of non-European languages and cultures, by bringing them into schools; low expectations of ethnic minority pupils; getting teachers to reflect on own practice/methods.

# Resource Four

## Model Answers



### Answers

#### 3. Anti-sexist images

- What activities are being shown?
  - Bringing breakfast, washing up, playing football, reading, feeding a baby, fixing a bike and car, doing DIY.
- Some themes of these images might include home, parenting, and household chores. What sorts of lessons might these images be useful for?
  - Home economics i.e. cooking, sewing, child care. Social studies; philosophy; PSHE; P.E.

#### 4. Recollections of former anti-racist teacher Chiaka Amadi

- What are some of the problems Chiaka Amadi recalled encountering in anti-racist teaching circles?
  - White activists preventing Black colleagues from having control; white colleagues resisting criticism from Black colleagues.
- How might this have impacted her ability to do her job both as a teacher and as an anti-racist advisor?
  - Not feeling supported; not being able to work effectively as a team; final outputs of CUES not having the perspectives of the people most affected by racism at centre.

# Resource Four

## Model Answers



### Answers

5. Whole group discussion questions:

- You have been given a former pupils' recollection, a teaching resource, a school policy, and a former teacher/advisors' recollection. These different types of source are helpful to historians in different ways. In what ways are they a) useful and b) different? Think about:
  - Perspective – who's perspective do we get?
  - Is it from the time or more recent?
  - Is it prescriptive, i.e. telling people what to do, or descriptive, i.e. describing something?
  - Who was its intended audience?

Rachel: perspective – former pupil; time – decades after the events; descriptive – describes her experience; audience – the researcher.

AR Statement: Perspective of some anti-racist teachers, from the time. Prescriptive – telling other teachers what to do. Audience = other teachers, but also parents.

Anti-sexist images: Perspective of anti-sexist teachers; from the time; prescriptive and descriptive – other teachers being told to use these, but also describing/representing girls and boys doing things; audience = other teachers, but also pupils eventually.

Chiaka Amadi: perspective – former teacher and advisor (Amadi); time – a few years after the events she describes; descriptive – describes her experiences; audience – other people who worked in London's education system, parents, perhaps pupils.

# Resource Five

## Model Answers



**Answers** Question 1-4 are creative/imaginative exercises, so no correct answers. Teachers are advised to encourage pupils to think about the importance of the figures/events they choose, and be able to justify why they are important to a modern audience of schoolchildren.

5. Take another look at Resource One, especially the opposing interpretations of 'crisis' and 'possibility'. Have a few minutes to look over the materials and have a think about the question below, jotting down your ideas. You are encouraged to share this with others

- Do you think the debate over the historical curriculum in 1988 reflects the a) the 'crisis' interpretation of the 1970s, and b) the 'possibility' interpretation of the 1970s? Think about:
  - A. Beliefs about what society should be like
    - That both sides were concerned with the past & future of society – the Right wanted a return to a white British identity, based in a colonial legacy, whereas the Left wanted to reflect a modern multi-racial society by examining global histories and perspectives.
  - B. Beliefs about immigration and gender roles
    - Pupils might point out that conservatives saw immigration and changing gender roles as part of a social and moral crisis in 1970s – history debates can be seen as a form of backlash to the work of anti-sexist and anti-racist reformers.

# Resource Five

## Model Answers



### Answers

C. Beliefs about what 'good' education should be

- Pupils might point out that Thatcher's emphasis on dates and events reflects the conservative ideas in Resource One about 'standards' and 'discipline'. Also, that the activities encouraged by those on the Left, such as imaginative exercises and speculation, saw 'good' education as encouraging critical thinking skills and independent thought.

# Resource Six

## Model Answers



- Answers**
1. In the Introduction to History, you learnt about 'archival silences', i.e. the gaps in the written record. Using the Data Source for help, think about what archival silences historians of 1970s/80s schooling might encounter. What information are we missing?
    - Coordinated national statistics and analyses on Black, Asian and ethnic minority exam results
    - Accounts of pupils – some available, but not many. Pupils who wrote for the kinds of essay publications these sources are from clearly had some engagement with a teacher or subject; what about those who left? Truanted? Fell off the radar?
    - Teachers who opposed equalities legislation/work – might not want to identify themselves now?
  2. Skim through this coursebook and list all the types of primary source e.g. essays, newspaper articles, etc.
    - Political speech; film; television broadcast; poetry; memoir; book based on research (Wilson); flyer for a demo; pupil/former pupils essays; extract from an oral history interview; school policy; images for teaching resource; essay by former teacher; statistics.

# Resource Six

## Model Answers



- Answers**
3. Group these by whose perspective they give: pupils or teachers. Are there any other sources that do not fit in these categories?
    1. Pupils: poetry, memoir, essays, book based on research, interview, film, television, flyer.
    2. Teachers: film, television, school policy, images for teaching, essay.
    3. Other: political speech (politicians), statistics.
  4. Choose one of the following perspectives: pupils; or teachers.
    - a) What other kinds of evidence can historians use to find out the perspective of pupils/teachers in the 1970s/80s? (choose one)
      - Audio recordings; diaries; letters; photos?; exercise books; notes; home video.
      - teaching magazines or training materials; meeting minutes; school reports; school newsletters & magazines.
  5. Based on the perspective you chose in Activity 3 (pupils/teachers), discuss the corresponding question, taking notes of key points that support your answer (you'll need them later).
    - a) Pupils: Did equal opportunities, and the anti-sexist and anti-racist movements, improve the school experiences of pupils by the end of the 1980s?
    - b) Teachers: How far do you agree with this statement: teachers played the most important role in equalizing education for pupils by the end of the 1980s.



# Resource Six

## Model Answers



### Answers 5. (Continued)

Again, there is no clear right or wrong answers here, but some potential points could be:

- a) Pupils: Yes, but with caveats.
  - a) They might pick up on the limitations of equal opportunities, especially the extract from Sharon in Resource 3. Hopefully, pupils will distinguish between EO, anti-sexism, and anti-racism here.
  - b) They might use as evidence: Rachel's interview extract re witches from Resource 4; Maxine, Anna, and Amrit Wilson in Resource 2;
  - c) Important that they distinguish between gender, class, and race here. Yes, for white middle-class girls, things certainly improved, but working-class girls were often left behind, and racism prevailed in schools (see Resource 6). Black girls did well but this was not a sign that things had necessarily improved for them.
- b) Teachers: some teachers, yes.
  - a) Hopefully they'll pick up on the fact that much of this equalities work was done by a committed minority of teachers and was never fully widespread across the entire country. Inner London is a particularly key example of this (see Resource 5 & 6).
  - b) Important that they pick up on distinctions between anti-racist and anti-sexist teachers, in particular that white anti-racist teachers were sometimes guilty of reinforcing inferiority of Black colleagues (see Chiaka Amadi in Resource 4)



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