

# Equality, Diversity & Inclusion in Pearson Edexcel GCSE History



# Edexcel GCSE History: Current progress

## New Migrants in Britain thematic study with Notting Hill

- First assessed Summer 2022 – 213 entries.
- Teachers surveyed (Jan 2022) about switching to Migration:
  - 12% switching now or at reform / have already switched
  - 24% considering switching now or at reform.
- Books and revision guides from Hodder, Pearson & OUP.
- Training events to support teachers from Pearson and Hodder (Justice to History).
- Guided walking tours from Anglia Tours and WST Travel.
- Free support materials: Topic booklet, SOW, mapping to 'Our Migration Story', case studies from Harris Academy Sutton, teaching guidance from The Black Curriculum.

“We are very excited about teaching the new Migration unit with our GCSE students as it is a great opportunity to develop their pride in the rich diversity of Britain.”

– Sam Slater,  
History Subject Lead

# Partnership with The Black Curriculum



## **THE *BLACK* CURRICULUM**

**The Black Curriculum is a social enterprise founded in 2019 by Lavinya Stennett to address the lack of Black British history in the UK Curriculum. We believe that by delivering arts focused Black history programmes, providing teacher training and campaigning through mobilising young people, we can facilitate social change.**

- Partnership between Pearson and The Black Curriculum to support the teaching of Black History in schools with a particular focus on our new migration option at GCSE.
- Through this partnership we want to draw on their knowledge and expertise and we hope to encourage and support more schools to teach Black British History, in particular through our new migration thematic study but also more widely across our History qualifications and at KS3.

# Diversity and inclusion page: blogs, case studies

<https://www.pearson.com/uk/educators/schools/subject-area/humanities/diversity-and-inclusion/diversity-and-inclusion-in-history.html>

## Case studies include:

- Kate Wilson, Senior Director of Humanities at Outwood Grange Academies talks about incorporating disability into the history curriculum.
- History and Politics teacher Bex Bothwell-O'Hearn (she/her) shares her views on LGBT+ inclusion in history.
- Deputy Head of History in London, Joshua Garry shares how he incorporates diversity and inclusion into his history teaching.
- Tessa McLaughlin (she/her) shares how her school is weaving Jewish History into the KS3 Curriculum.







# Treated Spaces: American West



- **Treated Spaces** reviewed our American West specification content and textbook.
- Our current approach is old-fashioned and reflects the era of Western TV and films.
- Too much focus on the settler perspective and 'Great American West' epic narrative.
- Indigenous perspectives should have more weight, and the range of Indigenous experiences recognised.
- Terms such as 'Plains Indians' are problematic: we are reviewing the use of this term and plan to amend the specification soon.
- New specs should reflect recent scholarship eg cultural exchanges and more nuanced picture, 'settler colonialism', industrialisation over gunslingers and cowboys, environmental degradation.
- *Opportunity: A more inclusive approach using modern scholarship to bring the topic into the twenty-first century. However... will too much change affect its popularity?*



# Teacher research on DE&I

## Recommendations from Edexcel teacher surveys:

- There is too much content in the specification: reduce number of topics from 4 to 3!
- Current GCSE History specification includes too much political history, taking a top-down approach which emphasises elites and (usually) white male leaders.
- 80% want to see more DE&I embedded into existing topics; more social history.
- 45% (GCSE)-60% (GCE) want brand-new topics with greater diversity.

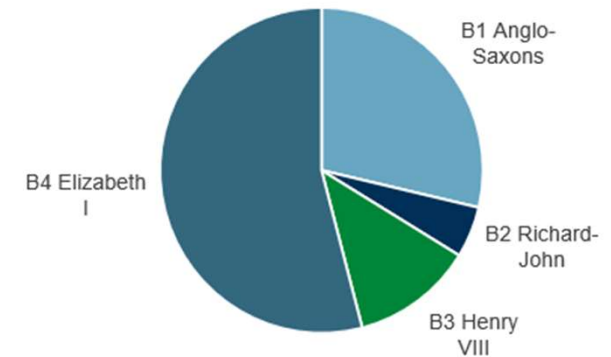
## Ideas from Edexcel teachers at HA workshops on diversity

- Use a 'world-building' approach to start each topic – more engaging to students and allows for more diversity, eg life in Elizabethan England, Black Tudors etc.
- Optional case studies to allow more flexibility and choice, eg Elizabethan foreign policy or society 1588-1603... Africa/Middle East/Asia in Cold War.
- Expand thematic studies beyond Britain, eg Islamic & Chinese medicine.

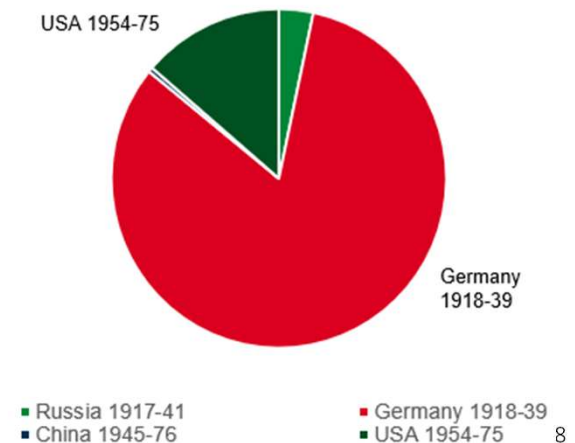
# Challenges to overcome at reform

- A level specifications are traditionally revised before GCSE – does this make sense in terms of progression?
- In past teachers have requested continuity with previous specifications – will teachers embrace change in future?
- A level 200-year rule and GCSE requirement to study early modern/medieval history in depth has resulted in more centres teaching the Tudors and Nazis at KS4 and KS5.
- Whilst the study of new periods of history at KS4 is very positive there is now less modern British History being studied and a narrower range of Modern World topics.
- Find new topics that would appeal to teachers & students.
- Internal assessment would enable us to offer a greater range of topics as well as easing the pressure on students.

Paper 2 british depth



Paper 3 modern depth







## Pearson's commitment to DE&I

- We are committed to ensuring that future specifications, assessments and teaching materials are more diverse and inclusive.
- Diversity, Equity & Inclusion will be at the forefront of our minds when creating new specifications (and publications) for all subjects.
- Pearson has introduced a new global content and editorial policy to ensure all future products adhere to Pearson's DE&I commitments and sustainability principles.
- Set up advisory panels for each subject to help develop our vision for future and ensure we take a better approach at next spec reform.

### Advisory Panels

- Panel of 12 teachers and key stakeholders who have knowledge and expertise in DE&I.
- Help ensure what we do is supportive of teachers and learners.
- Next steps: re-model existing GCSE topics such as Elizabeth and American West to explore new approaches and get feedback from teachers to help inform future specs.



## Discussion points

- 1. Student voice: How have you responded to students calling for more diversity in your school curriculum?**
- 2. Is there anything more we at Pearson could be doing right now to improve DE&I in our History specifications?**
- 3. What key things would you like to see in future GCSE and A level History specifications?**



Pearson