

#UWPGSEC

The PGCE Secondary Education Magazine

COMMONWEALTH EDITION



This edition includes:

A colonial legacy and its echos
in a technological world

Can science and their
scientists be separated?

Cultural identity and
narrative, a journey through
Commonwealth fables

The impact of the
Commonwealth on trade

Vol. 1, Issue 1, 2022



University
of Worcester
School of Education

PGCE Geography trainees
connecting Year 12 with
Commonwealth



PGCE Humanities
trainees at Christopher
Whitehead Language
College on
Commonwealth Day

PGCE History trainee
aka Recruitment Officer
Clancey discussing
recruitment methods



PGCE History trainees
exploring Commonwealth
memorials

Subject networks

We invest in developing professional knowledge and competences across our teacher educators, led mentors and subject mentors. This includes the development of a range of subject networks, building relationships with subject associations and guest speakers to further develop professional competencies and subject knowledge of those teaching or supporting trainees. Examples and contact details are provided below.



Design & Technology Food Cluster Group

The Worcestershire Food Cluster group was formed in 2017 by our subject lead at the university for Design and Technology Food. The intention was to bring teachers together from across the region to collaborate, plan and prepare for the new GCSE Food Preparation and Nutrition specifications.

This network provides a friendly and supportive team of professional colleagues, from ECTs, recently qualified teachers and experienced teachers to share ideas, resources, professional conversations, and development updates. This networking group is held at the university 5-6 times a year and provides not only curriculum development, but colleagues sharing similar goals and their passion for the subject.

Many members of the group are subject mentors across the university partnership schools. This brings opportunities for subject mentors within schools to benefit from working with our D&T trainees at the university. Secondary pupils have attended workshops to develop and enhance skills needed for the GCSE practical assessments.

The Worcestershire Region Art Party for Teachers (WRAPT)

Would your art and design team welcome the opportunity to network with like-minded teachers? The Worcestershire Region Art Party for Teachers (WRAPT) regional network was formed in 2022 by our PGCE Art and Design (Secondary) subject lead together with our Primary Education lecturer and art and design specialist, at the university. It is for anyone involved in art and design education in schools and further education colleges.



It is hoped that the group will meet once per term and will be hosted by a different school/college each time. The group offers a friendly and supportive community for professional colleagues, from current trainees and ECTs to experienced teachers to share ideas, curriculums and resources, have professional conversations, and to keep up to date with subject developments. It is also a chance to do some subject knowledge enhancement workshops just for fun!

The purposes of the group are:

- to network and make connections with others in the field of art and design education;
- to share the work that goes on in your classroom, and across phases;
- to discuss the current context of our subject;
- to consider assessment processes;
- to develop our own subject knowledge and pedagogy through a series of workshops;
- to allow trainee teachers to join us as part of their CPD.

For further information please contact Simon Huson s.huson@worc.ac.uk

Religious Education Hub

The University of Worcester RE Hub is run in conjunction with NATRE (National Association of RE Teachers) and Christopher Whitehead Language College. We recognise that many RE teachers are in one-person or small departments, so we aim, primarily, to provide a friendly and supportive network to share good practice, classroom ideas, recent government and Ofsted information and free CPD. We meet termly, usually in a local school, with a cuppa and biscuits. Please join us for the next RE Hub by emailing Rebecca Davidge r.davidge@worc.ac.uk

English Cluster Group

Would you like to meet with English colleagues across the region to collaborate on all things English? The English network group is a friendly and supportive forum for English teachers to share ideas, resources and have professional conversations.

For more information contact Bron and Anita (b.duggan@worc.ac.uk and a.iddon@worc.ac.uk).



Welcome to the first issue, and Commonwealth Edition, of the #UWPGSEC magazine

We are delighted to share this publication with our partnership schools. It is the culmination of a collaboration between the University of Worcester Secondary PGCE tutors, trainees and subject mentors. The articles, herein, explore subject reflections on the Commonwealth, the legacy of the British Empire, decolonisation, diversification, democratisation of the classroom and anti-racism. The publication also includes links to resources for you to use in your own classroom.

Educators are agents of social change and at a time of low confidence in communications and dialogue, perhaps due to a fear of difficult conversations, we need to consider our role, as highlighted by the UK Government's recent guidance for teachers on impartiality, to develop 'active citizens who are prepared for life in modern Britain' (DfE, 2022, p1).

Our Secondary PGCE team developed and delivered a series of teacher educator workshops on decolonising, diversifying and democratising our subject curriculums in light of the murder of George Floyd in the summer of 2020 and the local Birmingham Commonwealth Games in 2022. A further catalyst for this project was the exploration of the inspirational text *Empireland* by Satnam Sanghera (Sanghera, 2021). Reading of *Empireland* enabled us, as a group of university tutors, to discuss our preconceptions of the British Empire. The book took us on a learning journey which included a clearer understanding of the past, present and possible future impacts of Empire, as well as its potential evolution and legacy in the form of the Commonwealth, an organisation that spans 54 nations, with an estimated population of 2.5 billion people.

Here are some of the common themes that emerged from the team's discussions:

- that the legacy of Empire is all encompassing, relating to every school subject, not limited to history and citizenship,
- a greater appreciation of the representations portrayed in the images that we see and use in education in the UK,
- questions about the approach we should take in relation to appropriate language when discussing these themes,

- a new understanding of the open and welcome invitation that was given to Commonwealth citizens to migrate to the UK juxtaposed by the challenges they faced.

Our reflections have continued over many months and stimulated rich discussions on the history of the Empire, on white privilege, the role of allyship, how we are seeing the world differently and our responsibilities as teacher educators to support our trainees and in-service colleagues in exploring these topics. We would like to encourage everyone, within and beyond formal education, to read or listen to Sanghera's *Empireland* and reflect on their own education.

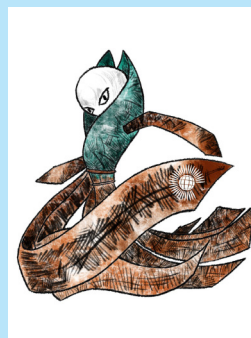
We sincerely hope that this publication will enable you to explore the issues surrounding the Commonwealth and celebrate the upcoming games with your pupils. We hope that the publication will open discussions around the impacts of Empire on Britain and the wider world. Throughout this Commonwealth Edition of the #UWPGSEC magazine you will find QR codes linking you directly to classroom resources developed by our trainees for teaching about these themes.

Rebecca Davidge, Elena Lengthorn, Rachael Moore.

Some elements of this introduction are reprinted from Elephant Times (recent TIDE™ publications)

Baton illustrations by Kieran Lyman.
Additional photographs by Matt Birch.
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Please note: while every effort is made to check websites mentioned in #UWPGSEC, some may contain images unsuitable for young children. Please check any references prior to use in the classroom. Authors' views expressed in this publication are not necessarily those of the University of Worcester. Copyright ©2022 University of Worcester. All rights reserved. With the exception of fair dealing for the purposes of research or private study, or criticism or review, no part of this publication may be reproduced, stored or transmitted in any form or by any means without the prior permission in writing from the copyright holders. Those teachers and trainee teachers who are given a copy of #UWPGSEC may make photocopies for teaching purposes free of charge provided such copies are not resold. Editor: Suzanne Lawson: s.lawson@worc.ac.uk Design: Simon Huson: s.huson@worc.ac.uk Publisher: The University of Worcester PGCE Secondary Team, St. John's Campus, Henwick Grove, St John's, Worcester, WR2 6AJ. [w: https://www.worcester.ac.uk](https://www.worcester.ac.uk) e: c.rowlands@worc.ac.uk



2	Art and Design The legacy of the Empire in British culture is enormous – how can art and design teachers harness this to develop awareness in the classroom? <i>Simon Huson</i>	18	Geography The migration story of a Commonwealth family: why does Hassan live in Worcester? <i>Sue Rees</i>
4	English Cultural identity and narrative, a journey through Commonwealth fables <i>Alexander Tilt</i>	20	Design and technology: Food Cooking Commonwealth cuisine <i>Sue Parker-Morris</i>
6	Religious Education The impact of the Commonwealth on the Sikh community past, present and future <i>Rebecca Davidge</i>	22	Business and Economics The impact of the Commonwealth on trade <i>Yvonne Cashmore and Emma Castle</i>
8	Physical Education Played in England, made around the world: The origins of badminton through the Commonwealth <i>Kimberley Hibbert-Mayne, Charlotte Ross and Dave Woodward</i>	24	Geography Reflections on the Commonwealth <i>Elly Lengthorn</i>
10	Computer Science A colonial legacy and its echoes in a technological world <i>Dave Hunt</i>	26	History ‘We signed them up... so why have we let them down’? Exploration of recruitment and memorialisation of soldiers from the Commonwealth in the World Wars <i>Rachael Moore</i>
12	Modern Languages Multilingual through and through <i>Isabelle Schäfer</i>	28	References
14	Science Can the scientist and their science be separated? <i>Janinne Delorenzo and Ben Looker</i>	30	Closing Remarks <i>Rebecca Davidge, Elena Lengthorn and Rachael Moore</i>
16	Mathematics Visualising colonialism <i>Christine Watson</i>		



PGCE RE trainees at Christopher Whitehead Language College to deliver Commonwealth Day activities

The legacy of the of the Empire in British Culture is enormous – how can art and design teachers harness this to develop awareness in the classroom?

Simon Huson is the subject lead for the Secondary PGCE Art and Design at the University of Worcester. Prior to joining the University as a Senior Lecturer in 2021, Simon was Head of Art at Monmouth School for Girls. Simon contributes over 25 years of teaching and middle management experience across all phases of education, including as a secondary Head of Art and Design, and 13 years as a Senior Lecturer on the PGCE Art and Design programme at UWE Bristol.

In August 2021 I was appointed by the University of Worcester to lead the PGCE Art and Design programme and was immediately drawn into the Commonwealth Awareness Initiative by colleagues who had previously been working together on a range of projects linked to the decolonisation of the curriculum. The Initiative was stimulated by the upcoming Commonwealth Games, to be held in Birmingham in 2022, which offers a unique opportunity to develop some projects with children to raise their awareness of the Commonwealth and how its history affects our lives in the UK. I was really interested in this and made some tentative suggestions for how we might make our partnerships schools, and particularly their art and design departments, more aware of what is about to happen.

The aims of such a project needed to be carefully considered; what do we want children to learn? How might what we think we know about the Empire actually be a handed-down version, and factually incorrect? How will the content affect children and their lives – might some of the issues be contentious? How will the units fit into existing schemes of work in the placement school departments?

As part of this ongoing work, colleagues encouraged the team to read *Empireland* by Sathnam Sanghera, in which the author demonstrates how so much of what we consider to be modern Britain is actually rooted in our imperial past (Sanghera, S. 2021). On listening to the first chapter as an audiobook whilst driving to work, I was struck by how rich a resource this is for starting points for projects with children in art and design. The legacy of the Empire in the culture of Great Britain is enormous, and this chapter offers a list that includes such things

as: Anglo-Indian words like veranda, pyjamas, dinghy, calico, and bazaar; how the importation of expensive items such as Indian fabrics led to the domestic production of items like shawls;



fig. 1 Steph Bescoby

the impact on business and economy – Liberties of London is housed in a building made of ships' timbers and is of the same proportions as HMS Hindustan, Shell plc is named after its imports of antiques and shells from the Far East, and Bass Brewery developed its India Pale Ale after realising that the journey of 4-5 months led to greater flavour and depth (our city's very own unique Worcestershire Sauce came into being in a similar way); in sport, the 'Kop' terrace at football grounds is named due to the steep terracing and likeness to the location of the Battle of Spion Kop; the many memorials and statues to those involved in the Empire, such as Colston's statue that was the centre of much



fig. 2
Kieran
Lyman

recent news when it was torn down and thrown into the River Avon; Rudyard Kipling named many of the streets around the old Wembley Stadium (originally called the Empire Stadium) with names reminiscent of Empire, such as Dominion Way, Empire Way, Engineers' Way and Union Approach; place names across the United



Kingdom are named after significant figures of Empire, such as Penny Lane in Liverpool (James Penny), Cabot Circus in Bristol (John Cabot).

As an artist I saw many potential outcomes for pupils and my plan

was to work with my current PGCE trainees and their school-based mentors, to develop short units of work that trainees can deliver to their classes. Once the units were planned, trainees would have the opportunity to work with their department colleagues in school to deliver the sequence of lessons.

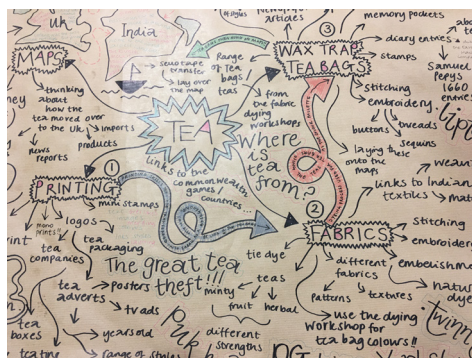


fig. 3 Izzy Runacres and April Quigley

The aims of such a project needed to be carefully considered; what do we want children to learn? How might what we think we know about the Empire, actually be a handed-down version, and factually incorrect? How will the content affect children and their lives – might some of the issues be contentious? How will the units fit into existing schemes of work in the placement school departments? Could the units adopt a cross-curricular approach with other subject areas, and how might this be organised? Will there be sufficient resources for the delivery of the units? Projects might be based around the following disciplines, and so will have a cost implication for schools:

Discipline	Example project ideas
Illustration	of Anglo-Indian words
Ceramics	street name signs
Fashion / textiles	printed fabrics to make clothing or wall hangings
Product design	food packaging
Architecture	models that consider new approaches to sculpted decoration
Photography	of relevant sites
Printmaking	collagraphs of important scenes from the Empire
Drawing / painting	observational work of relevant sites, or expressions of pupils' feelings about Empire
Sculpture	new memorials

In January, trainees spent a day in university doing some initial planning of their activities and schemes of work, and I asked them to consider what their concerns might be, and what possible dilemmas or challenges there might be surrounding the teaching of what could prove to be a controversial subject area. Trainees'

own subject knowledge of the historical context was mentioned as something in need of development, to be confident in even beginning this project. The problem of not knowing their

classes initially might lead to some later refinement of their project plans to meet individual needs in the classroom. Some felt that it might be difficult to turn the issue of the negative impact of Empire on some indigenous populations into a positive project and outcomes; how could they approach the delivery of the historical content without allowing their

own personal bias and viewpoint to influence the pupils (issues of the teacher's professional role were brought into focus here)?

Projects that trainees began developing on our planning day included figurehead designs for the Cutty Sark, designing a new baton for the Commonwealth Games, mapping the journey of tea across the world together with packaging or tea bag art (fig.3), fashion and millinery in the Empire (fig.1), postage stamps from Commonwealth countries, and stackable, interchangeable, ceramic sculptures that represent the countries at the Games (fig.2).

What might the outcomes of the project be?

It is hoped that images of work in progress, together with completed work by pupils will inspire you to consider how art and design as a subject can harness the legacy of the Empire in British Culture. These resources are linked to the QR code, and these will be updated regularly. A joint exhibition of the work produced in schools will be organised so please consider sharing any outcomes that result. Another idea that might be fruitful, to extend the influence of our Commonwealth Awareness Initiative into future years, is to create a series of boxes, one for each unit of work, into which would go all the resources and plans for any art teacher to be able to deliver it. These could be delivered to a school and then collected again once the project was complete. I would like to invite teacher readers of this article to also consider ways in which they might disseminate the work themselves, to their own local audiences, and I look forward to watching the exciting developments that will happen over the coming months. How will you use the stimulus of the Commonwealth Games to raise awareness of the Empire legacy?

Elements of this article reprinted from Elephant Times (recent TIDE~ publications)



email:
s.huson@worc.ac.uk

twitter:
@simon_huson_art

#UWPGSEC

Cultural identity and narrative, a journey through Commonwealth fables

Alexander Tilt is a current PGCE English trainee.

Myths, legends, and fables, play a large role in informing cultural identities within communities and across the world. In the United Kingdom, we often draw from the legends of King Arthur as a source of national inspiration, the chivalry of the knights of the round table perhaps playing into what we call “British Values”. Similar narrative-based inspiration can be found across the Commonwealth and its member countries.

It is in this vein that a group of trainee secondary English teachers drew inspiration for our resources, designed to relay the various fables of the founding nations in our classrooms in the style of the sixteenth official Queen’s baton relay (which began on 7th October 2021). A baton relay that journeys through all seventy-two nations and territories, traversing Europe, Africa, Asia, Oceania, the Caribbean, and the Americas. Over the course of 296 days of international travel, in which the baton will stay between two to four days in each nation during its 90,000-mile journey, the 7500 baton wielders will share stories of their home country with those they encounter, which is what has formed the basis for our resource. The vibrancy of each member

state’s culture will be shared through untold stories, bringing their homes along with them on their journey. Which story would your pupils suggest could be shared to represent the UK?

Over the course of 296 days of international travel, in which the baton will stay between two to four days in each nation during its 90,000-mile journey, the 7500 baton wielders will share stories of their home country with those they encounter

This baton forms the basis for resources, that seek to bring the stories of the eight founding nations to our own classrooms and students. While the commonwealth now spans a great deal of other nations, the prospect of





introducing the fables of seventy-two countries was daunting and so we decided to start with the original founding countries. However, we sought to use this to our advantage, as we found that many pupils are unaware of the Commonwealth and its make-up. Because of this, we decided to introduce them to it through its original members and building up their knowledge from the ground up.

At the forefront of our pathology is the decolonisation and broadening of diversity within the English curriculum. We were inspired by *Empireland*, written in 2021, whose author, Sathnam Sanghera, born to Punjabi parents, refers to his school years at Wolverhampton Grammar School in the 1980s as a time of psychological colonisation, noting that his grammar school education (lauded as being world class) was inherently one dimensional. "Through its assumptions and relentless omissions, it was narrow and encouraged me to

alone, 34.4% of pupils are non-white British, and yet fewer than 1% of students taking English literature in 2019, answered a question on a text written by a person of colour. 82% of youth survey responders did not ever recall



studying a text by a minority ethnic author, which is a staggering statistic to consider (Runnymede Trust, 2021). The curriculum, then, is overwhelmingly white British in its "mental furniture". Our resource, and its intention to share the great and vibrant wealth of untapped stories from across the founding nations of the Commonwealth is a chance to challenge this norm and expose the students to worlds and stories previously unexplored in our classrooms.

Alexander is currently completing his PGCE secondary English at the University of Worcester. He worked alongside a group of English trainees, headed up by Amelia Grey. The trainees have created resources which include:

- PPT outlining the history of the Commonwealth
- Tales from the Commonwealth lesson plan
- Commonwealth folk tales and fables with tasks for pupils



belittle most non-western thought, history and literacy forms as irrational and illogical" (p. 171).

While, as a society, we have progressed, lingering issues still afflict the curriculum; namely, the lack of diversification. In England

- Stories from around the Commonwealth.

These are all available for use in your classroom using the QR code. Let the English team know how you got on.



email:
b.duggan@worc.ac.uk

twitter:
[@BronkpHarvey](https://twitter.com/BronkpHarvey)

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The impact of the Commonwealth on the Sikh community past, present and future

Rebecca Davidge is the University of Worcester PGCE secondary subject lead for religious education. She has over 20 years teaching experience across a range of secondary schools in the West Midlands, including middle and senior management positions. Rebecca's research interests include Holocaust education, faith schools, diversifying the curriculum and inter-faith dialogue.

Sanghera (2021) in *Empireland* writes about a 'shocking revelation' (p.23) he experienced when he discovered the Sikh reputation for being a warrior race during the imperial rule, often benefitting more favourably than other ethnic or religious groups. Sanghera was surprised to find Sikhs were often seen as allies of the British and gained a name for being hardworking, militarily inclined, and willing to bend to British decrees. However, the massacre that occurred in Jallianwala Bagh on 13th April

Gobind Singh who founded the Sikh warrior community called the Khalsa, in 1699. When Sikhs were encouraged to move to Britain in the 50s and 60s, to help fill the post-war labour gap, this tension between seeing Sikhs as somehow better than other ethnic groups, and yet not fully accepted into British society, continued. In 1967, Tarsem Singh Sandhu led a two-year campaign to persuade the Wolverhampton Transport Committee, who refused to allow him to drive a bus with a turban and beard, to change their uniform rules.

What does this mean for Sikhs today, and what might RE teachers need to consider in the classroom? A certain amount of this 'special' reputation has been sustained with Sikhs often referred to as hardworking, valuing education, involved in business and charity work (Sanghera, 2021). Seva (the act of selfless service) has taken centre-stage in many media articles recently,



1919 'mark[ed] the moment the Raj lost its grip on the largest empire in human history' (p.19). After this, one might expect the Sikh reputation for being a military and warrior race may have weakened significantly, but Sanghera (2021) argues that it has continued. This is partly because the perception of Sikhs as spiritual warriors was established by Guru Hargobind who wore a sword on each hip, and by Guru

for example a BBC article this year described Sikhs as 'habitual do-gooders' (Khanna, 2021). However, it could be argued that this reputation has become stereotypical, and in worst cases, is a racist slur against other ethnic and religious groups. One would fully expect Sikhs wearing turbans and beards to be fully accepted in society – right? Unfortunately, Sikhs have experienced difficulties gaining employment,

have experienced prejudice and there is a stubborn lack of understanding by some people of aspects of the Sikh faith, such as the kirpan, the uncut beard or the turban (Sanghera, 2021). A recent example (November 2020) is the school boy attacked by his peers in Telford where his turban was ripped off (Brock, 2020). Despite apparent historic favouritism shown by the British to Sikhs, the shocking fact is the community is still experiencing prejudice and discrimination today.

When Sikhs were encouraged to move to Britain in the 50s and 60s, to help fill the post-war labour gap, this tension between seeing Sikhs as somehow better than other ethnic groups, and yet not fully accepted into British society, continued. In 1967, Tarsem Singh Sandhu led a two-year campaign to persuade the Wolverhampton Transport Committee, who refused to allow him to drive a bus with a turban and beard, to change their uniform rules

It is interesting to know how Sikhs feel about their future relationship with the Commonwealth. What does the future hold for Sikhs in UK? There is a sense of recognition that Sikh heritage has been moulded somewhat by British imperialism (Sanghera, 2021). Recently, the media have reminded us of the days of the British Raj by using terms such as ‘the battle against Covid’, ‘our soldiers in the NHS’ and ‘the sacrifice’ medics have made (Singh, 2020) – with many Sikhs assigned to work on Covid wards. In April 2020, a Sikh doctor at a Wolverhampton hospital was told he must shave his beard in order that the PPE equipment fitted correctly. He refused and was withdrawn from theatre duties. Other Commonwealth countries such as Canada arguably have a more outward-facing Sikh community with wider representation in politics; for example, Jagmeet Singh is a prominent Canadian minister. This makes one question if the future of the Sikh community in UK can follow lessons from its Commonwealth allies. These lessons would see more outward-facing Sikhs in politics, education, law, policing and other public services in order for Sikhs “to live



and thrive on our own terms [not] to allow our bodies and behaviours to be contorted beyond recognition” (Singh, 2020).

Returning to considerations for the RE classroom, this article has inspired resources to be created for you to use with your pupils to explore more about the Sikh community in the UK. With trainee teachers we have co-created resources, accessible via the QR code, which include:

- exploring the Jallianwala Bagh massacre in more detail;
- understanding seva and the centrality of selfless service to Sikh belief and practice;
- asking what we can learn from outward-facing Sikh communities in the Commonwealth, especially Canada.



email:
r.davidge@worc.
ac.uk

twitter:
@rdavidgeworc

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Played in England, made around the world: the origins of Badminton through the Commonwealth

Kimberley Hibbert-Mayne is the coordinator of the University of Worcester PGCE secondary professional studies programme and a member of the PGCE secondary physical education tutor team. She has worked in education for the last 16 years as a physical education teacher in secondary schools before embarking on a career in teacher education in 2015. **Charlotte Ross** is a member of the University of Worcester PGCE secondary physical education tutor team. She spent over 16 years in secondary education, before moving into a career in ITTE in 2020. Charlotte's leads the PSHE and Citizenship enhancement activity. **Dave Woodward** is the University of Worcester PGCE secondary subject lead for physical education. He spent over 10 years in secondary teaching. He is an examiner and moderator for Edexcel/Pearson GCSE PE. Dave has presented at TEAN conferences and had several articles published in AfPE journal.

The 2022 Commonwealth Games are soon to be hosted in Birmingham. They will provide a subject-specific opportunity to expand and increase pupils' confidence, knowledge and understanding of various of cultures that influence physical education. There is the potential to acknowledge the past, explore the role Empire has played in shaping modern sport, and challenge the thinking around the identity of sports currently played in Britain. In recognising and tackling the past we can enrich our understanding of the future practice. The Commonwealth is one of the world's oldest political union of countries, the roots of which go back to the British Empire. We have created a resource for physical education that explores the history of badminton through play and reflection. Sport and Commonwealth are integrally interlinked like no other curriculum subject area due largely to the Commonwealth Games.

It is thought that modern badminton, which was created

during the colonial period towards the end of the 19th century, is likely to have originated in India (Ham Lim & Aman, 2017). However, there is evidence of many forms of the game being played worldwide and as far back as 2000 years ago. Its name, taken from Badminton House in Gloucestershire, doesn't pay homage to the sport's diverse history. Much of the contemporary physical education curriculum in the western world is a consequence of colonisation (Williams, 2014) and current viewpoints ignore the perspectives from other cultures from around the globe (Fitzpatrick, 2009).

Much of the contemporary physical education curriculum in the western world is a consequence of colonisation (Williams, 2014), and current viewpoints ignore the perspectives from other cultures from around the globe (Fitzpatrick, 2009).

It is hoped that this resource will give physical education teachers the inspiration and confidence to broaden their socio-cultural roles in education. The resource provides plentiful opportunities for cross-curricular links with the History National Curriculum by including references to the British Empire, trading settlements, and the Commonwealth. It should also give the pupils prerequisite knowledge and skills in subsequent examination physical



Photo by Vladislav Vasnetsov from Pexels



education courses useful for contemporary issues. Maybe, most importantly, it provides educational and meaningful opportunities to celebrate diversity and a variety of cultures through the history of a much-loved sport.

It is hoped that this resource will give physical education teachers the inspiration and confidence to broaden their socio-cultural roles in education.

The implementation of the resource centres around the concept of cognitive dissonance and the different the harmonious information that physical education teachers could offer to pupils that might shift their perceptions, attitudes, and behaviours (Festinger, 1957; McGrath, 2020). The knowledge that this resource can give pupils manifests through students playing the game, as per history, and considering the origins of badminton as a popular feature of physical education lessons and the upcoming Commonwealth Games. Expert colleagues' pedagogical approaches should facilitate pupils to develop their skills as sports historians through questioning, discussion and cooperative learning. Embedding a context-specific perspective will help pupils align the importance of the content through cross-curricular links with history and engaging with the underpinning theory of the examination physical education options in their school. Components of Bloom's

revised Taxonomy (Krathwohl, 2002) in the resource can encourage students to evaluate and analyse the history and development of badminton to synthesise new experiences and information to create their version of the game. This could further support students to think critically and creatively concerning the Commonwealth's history, sport and heritage (Pill and SueSee, 2017).

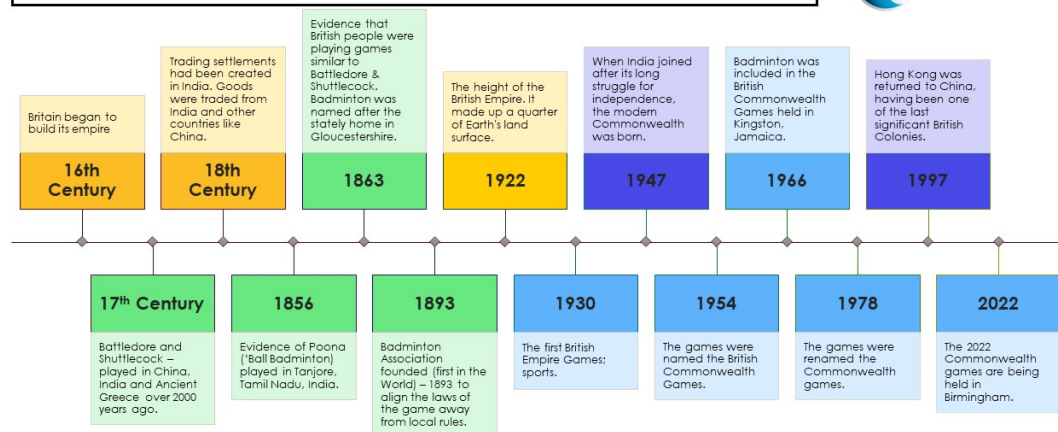
Regarding consideration for the space of physical education, this article and resource aims to inspire teaching activities and conversations in your context. It seeks to explore the role of sport in the Commonwealth and how the ensuing skills and qualities you wish to cover as part of your curriculum could be challenged. We hope that you could:

- start to include socio-cultural issues in core PE contexts without loss of the physical focus of the subject
- explore how the range and content of our physical education curriculums are rooted in the Commonwealth and Empire
- and challenge current physical education practice, focusing on Equality, Diversity, and Inclusion.

Team PE have co-created resources, which include *Played in England, made around the world: the origins of badminton through the Commonwealth*. These are available at the QR code. We would love to know how you got on with this resource.



Played in England, made around the world: The origins of Badminton through the Commonwealth



Sources: Kane and Groarke (no date); Hinder (no date); Mishra (2018); Commonwealth Secretariat (2022); The Commonwealth (2022).



email:
k.hibbertmayne@worc.ac.uk
charlotte.ross@worc.ac.uk
d.woodward@worc.ac.uk

twitter:
[@Woodward_PE](https://twitter.com/Woodward_PE)
[#UWPGPE](https://twitter.com/UWPGPE)

[#UWPGSEC](https://twitter.com/UWPGSEC)

A Colonial Legacy and Its Echoes in a Technological World

David Hunt is the University of Worcester PGCE secondary subject lead for computer science. He spent 22 years in a range of teaching and management roles in UK and international secondary schools before moving into higher education. He established the computer science PGCE in 2013 and is the higher education partner for the West Midlands computing at schools (CAS) hub.

As a specialist in computer science education, I embraced the opportunity to think about decolonising the curriculum with my colleagues across the spectrum of school subjects. I immediately hit a barrier, as most of our computing history took place in post-colonial times. Indeed, Ali (2014, 2016) asks whether computing needs to be decolonised at all! Although computing is a modern phenomenon, he argues that it bears the systemic traces of a colonial legacy with reference to its dominance in the modern world.

The computing curriculum demands that pupils engage with ethical, cultural and environmental impacts of digital technology

However, I would like to explore this topic through a different lens. If school pupils are to learn about the impact of empire across



<https://flic.kr/p/ZdbmQo>

a range of subjects, I would argue we can use these cross-curricular links to inform our understanding of capitalism and the abuse of power that drives the relentless pursuit of technology. The computing curriculum demands that pupils engage with ethical, cultural and environmental impacts of digital technology. This requires pupils to think about the wider

implications of introducing technological advances into society and is perhaps an area of the computing curriculum that is marginalised, as the breadth of the topics is vast. It might be useful for pupils to make links between the concepts of power, equity and bias by considering case studies that tell the stories of the people at the extremes ends of this power divide.

Inequality

For example, the Caribbean sugar plantations of the 18th century provided Britain with most of its sugar. The crop was harvested by slaves and the plantation owners became super-rich (Petley, 2018). The parallel story in our modern world might include exploring the manufacture of the iPhone overseas. In January 2022, Apple became the first company in the world to reach a valuation of \$3 trillion dollars (Balu and Randewich, 2022), yet there are numerous examples of workers having to tolerate poor working conditions. For example, workers' dormitories and dining rooms not meeting minimum standards (Varadhan and Ghosh, 2021) resulting in many workers being hospitalised for food poisoning.



<https://flic.kr/p/ZAw4be>

Merchant (2018) describes the Foxconn factory that peaked with 450,000 workers who protested about the working conditions, with some taking their own lives – there were 14 suicides in one year. The company's response was to install nets on the outside of the buildings to catch falling bodies! In recent times, Apple has tried to address low morale in these factories by increasing wages. Despite working for 14 hours a day for 6 or 7 days of the week, the employees now earn around £220 per month (Owen, 2019). The appetite for consumerism in Britain has not diminished





<https://flic.kr/p/kxPYM8>

over time, whether demanding sugar in the 18th century or the latest technology in the 21st century. This provides an opportunity for comparison to consider the ethics of a system where the wealthy get wealthier through exploitation of impoverished workers.

E-waste

Consumerism drives the innovation and manufacture of new technologies which presents new challenges in our modern world. In the UK, the average lifespan of electronic devices is two years, reflecting our desire as a society to acquire the latest gadgets.

Electrical items should not be put into landfill as they can leach toxic chemicals into the ground and waterways which threatens the environment and ultimately human health. The UK currently disposes of approximately 1 million tonnes of electrical items each year.

The Waste Electrical and Electronic Equipment (2013) (WEEE) legislation places a duty on UK householders to dispose of equipment responsibly if it is marked with a crossed out wheellie bin symbol. Consumers have two options; there is a take back scheme, where items can be returned to the original distributor or they can be safely disposed of at a local household recycling centre.

Although there are laws in the UK governing the disposal of e-waste, the collected items are often shifted to low-income countries that do

not have such strict regulatory regimes. This can result in toxic dumping grounds being created elsewhere, transferring the risk away from the country of consumption. Ultimately, we all live on one planet (Akram et al., 2019).

Little (2020) engaged in research that empowered local citizens to document their lived experience in a toxic e-wasteland by photographing their lives. He acknowledged that this alone would not solve the problem, but it may be a powerful way to expose these practices to children and the world.



<https://flic.kr/p/NRmB1n>

Education

As educators, we have a responsibility to inform and empower the next generation. If we can develop an empathy in our pupils through discussion of current practices in a global context there may be some hope that we will be able to create government and a society that strives for equity amongst its citizens. This aligns perfectly with the ambition of the UN sustainable development goals (United Nations, 2015).



email:
d.hunt@worc.ac.uk

twitter:
@PGCE_Computing

#UWPGSEC

Multilingual Through and Through

Isabelle Schäfer is the PGCE secondary subject leader for modern languages at the University of Worcester and the School of Education Quality Coordinator. She has worked at the university since 2008 with additional responsibilities as a PGCE module lead and delivering the PGCE part of SCITT programme. Research interests include cross-curricular and cross-phase collaboration and the development of reading comprehension in modern languages.

Can we think of someone who might have referred to themselves or others as 'zen through and through', 'gourmet through and through' or 'British through and through'? Those seemingly

may want to adopt a 'zen' stance in a particular social situation, to fit in but this might be a role rather than something that is permanent. They might also hide or dismiss a part of their identity to conform.

Thirdly, what it means to identify as zen, gourmet or British is open to interpretation and it may be largely dependent on people's backgrounds for example.

Fourthly, but not lastly, it will not have escaped the reader that 'zen' and 'gourmet' are not 'British through and through' words. Maybe we are all multilingual after all.



simple statements which emphasise a state of mind, define a personality trait or specify a characteristic raise a number of important points and we will see that "definitions, boundaries and perceptions are examined and tested" when we discuss identity (Fisher et al., 2020, p.449). Could you explore the following issues with pupils in school?

Firstly, it is possible to be zen, gourmet and British at the same time and therefore it is perhaps judicious to suggest that identity is multi-faceted (Beaudrie et al. 2021, Fisher 2020, Hidayati et al. 2019, Seals 2018).

Secondly, it is worth considering in which contexts such statements can be made and if a person saying that they are 'zen through and through' wants to take a stance in relation to themselves, others or society at large. Someone

Here are a few more examples for exploration. The words 'taboo', 'avatar', 'ketchup', 'safari', 'pyjamas', 'bungalow', 'banjo', 'barbecue' and 'boomerang' have been 'borrowed' from a range of languages which are used in Commonwealth countries. What can our pupils discover by finding out more about the origins of these words?

The 2022 Commonwealth Games undoubtedly afford the opportunity to develop and strengthen pupils' confidence, knowledge and understanding of language. They can also help bring to the fore the importance of empowering pupils, whether it be in light of their perceptions of learning languages or in the context of decolonising the curriculum. Acknowledging and confronting the past may help us challenge and enrich our understanding of who we are and our world views. Pupils can explore language in

English, and also in languages such as French and Spanish, as the examples given above are cognates or semi-cognates in those languages. A fact-finding exercise, to be supplemented

- pupils get to learn “more about their heritage languages and cultures” (Seals, 2018, p.331). This will empower them and increase their self-esteem.

Le mot en français : _____

Le mot en anglais : CASHMERE

Définition: A FINE SOFT WOOL FROM GOATS OF THE KASHMIR AREA

Langue d'origine : HINDI

Passport

It is likely that a lesson focusing on the etymology of a few selected words or using a song or a video clip as a prompt will turn into a cross-curricular lesson, possibly with links to PSHE. It is also likely that even if pupils complete tasks, create a poem or a display in a modern language in relation to the 2022 Commonwealth Games or perhaps about la Francophonie (French speaking countries) or el mundo hispanohablante (Spanish speaking

countries) for example, they will have discussed ideas in English beforehand to deepen their knowledge. Perhaps then, through our lessons, we can explore how we are connected through and through.

by follow-up inferential questions could be a starting point. It might involve asking pupils to find out the place or the continent where those words originate from. ‘Place’ and ‘continent’ are themselves deliberately vague terms because borders between countries as we now know them changed throughout centuries including during the colonisation period. As a language specialist, referring to historical or geographical perspectives is perhaps daunting but acknowledging history is important because it can stop us from erasing the context in which language was created and ‘transmitted’ or ‘borrowed.’ Instead, we can guide pupils to reflect on the significance of words in their original language and on their meaning in English, highlighting similarities and differences; for example, whilst ‘tapu’ can mean ‘sacred’ in Māori (Moorfield 2021), ‘taboo’ has a different meaning in English. If we only focus on language features, we run the risk of limiting ourselves to developing pupils’ language awareness and reducing language to an end in itself. Hidayati et al. (2019 p.123) suggest that a critical language awareness approach is more fruitful. If we consider that language is situated and a means to an end, we can then look at how language is used to shape identities. We can also critically reflect on the language used to tell stories, on the content of those stories, who tells them and who is at the receiving end. Seals (2018) and Fisher et al. (2020) also explore identify formation and from their perspective, the onus is on educators to ensure that

- pupils are given opportunities to develop “multilingual mindset” as it “might lead to enhanced social cohesion in the school and beyond” (Fisher 2020,p.451)

countries) for example, they will have discussed ideas in English beforehand to deepen their knowledge. Perhaps then, through our lessons, we can explore how we are connected through and through.

The 2022 Commonwealth Games undoubtedly afford the opportunity to develop and strengthen pupils’ confidence, knowledge and understanding of language. They can also help bring to the fore the importance of empowering pupils, whether it be in light of their perceptions of learning languages or in the context of decolonising the curriculum. Acknowledging and confronting the past may help us challenge and enrich our understanding of who we are and our world views.

Trainees have co-created resources, which include:

- French and Spanish resources looking at where language originates.
- How English, French and Spanish have been influenced by countries across the Commonwealth

They are available at the QR code. We would love to know how you got on with these resources.

Reprinted from Elephant Times (recent TIDE~ publications)



email:
i.schafer@worc.ac.uk

twitter:
@I_Schafer_MFL

#UWPGSEC

Can the Scientist and their Science be Separated?

Janinne Delorenzo is the co-PGCE secondary subject lead for science at the University of Worcester. She spent over 10 years in secondary education, before moving into a career in ITTE. Alongside her work on the PGCE, Janinne is a Regional Representative for The Ogden Trust working with primary schools across Herefordshire and Worcestershire to develop knowledge and confidence when teaching physics. **Ben Looker** is the co-PGCE secondary subject lead for science at the University of Worcester and has recently been awarded his Doctorate in Education (EdD). He has held leadership positions in secondary schools before his move to higher education in 2016. His research interests focus on effective relationships between teachers and pupils, particularly with pupils who are alienated from their learning.

The purpose of science is to deepen our knowledge and understanding of the natural world. Not only do scientific discoveries contribute significantly to our understanding of chemistry, physics and biology, they are also beneficial for society. However, there have been some unintended consequences, which shine a spotlight on the importance of science being integrated effectively with ethical processes.

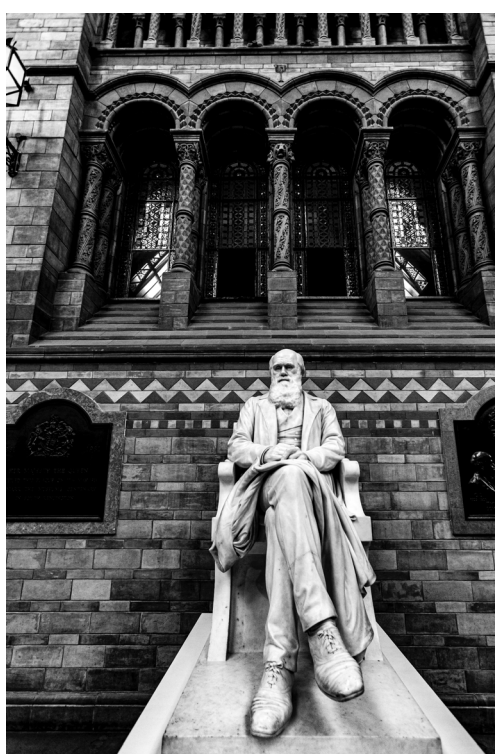
It would be unreasonable to suggest that Watson's achievements be archived and ignored. His science has been a force for good

This article explores one problematic figure in science as an example of the need to intertwine ethics and science. It explores whether it is possible to separate the problematic beliefs of scientists from their findings by asking the question "can we separate the science from the scientist?".

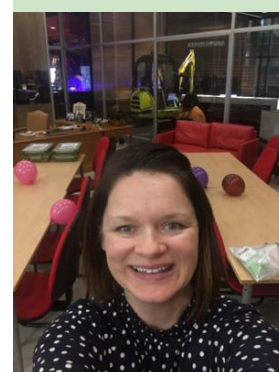
A problematic scientist

The problematic figure featured is James Watson (1928-present), arguably one of the world's greatest living scientists. He was part of a team who discovered the structure of DNA and was a trailblazer in the field of genetics, leading the Human Genome Project, which successfully sequenced human DNA. Watson's contribution

to the field of genetics paved the way for the understanding of genetic diseases, the development of gene therapy, and evolutionary genetics among many others. However, Watson's personal beliefs have somewhat overshadowed his scientific discoveries. He has spoken very unfavourably about Rosalind Franklin's contribution to the discovery of the structure of DNA. Without her X-ray diffraction images, DNA's structure would not have been uncovered, however Watson has commented negatively on her choice to "not emphasise her feminine qualities" instead of praising her scientific achievements.



Arguably, Watson's most problematic belief is his presumption that black people have a genetically lower intelligence than white people (Gabbatiss, 2019). Watson's incorrect claim is not based on empirical science; there is no evidence to support this. Given his scientific credentials, it is reasonable to assume that Watson would know the gravity of his statement. The scientific approach states that without any evidence, a proclamation of this type should never be made. More importantly, Watson would be aware of his prominence in the field and the implication of scientific backing his words hold. Fortunately, his controversial claims have been refuted, with evidence, by other prominent scientists and prompted the removal of Watson's honorary titles.



This, however, does not undo the harm caused by his statements. It is reminiscent of how the term 'race' first acquired its current meaning. Race originally meant and was used in the same way as the word 'type' (Hudson, 1996). It did not originally have implications of ethnic backgrounds; the origin of its current meaning is intertwined with British colonialism and the history of slavery. As the British Empire began to spread across the world in the eighteenth century, trade of products such as tobacco was a great source of income for the empire. By enslaving others, labour and production costs were kept low, increasing profits. For myriad reasons, the British found it easiest and best to enslave people living in African countries (they also enslaved the Irish and Indian people). However, there was a need to justify the slavery of people in other nations to the British people at home. To do this, the term 'race' gradually took on a different meaning and by the early nineteenth century it was being used as a term denoting species-like differences. The term 'race' became an ideological concept and was used as a justification for slavery by claiming black people are intellectually inferior (Hudson, 1996).

Although slavery is now illegal, the language which led to this is still present today. It is this language and the legacy of British colonialism which is written into the hidden structures of modern society. It is this legacy and the resulting white privilege, which allowed James Watson to hold his views unchallenged for so long. It set up a structure which made Watson believe his own superiority to the point where he felt it was reasonable to share publicly.

Can we separate the scientist from the science?

It would be unreasonable to suggest that Watson's achievements be archived and ignored. His science has been a force for good. But his problematic views cannot be ignored. Most GCSE biology examinations sat by pupils in England require knowledge of the work

done by scientists to discover the structure of DNA. However, the claims of Watson are not



featured and often not known or included in the teaching of this subject. We propose that Watson's personal beliefs be taught alongside the discovery of the structure of DNA. This gives an opportunity for teachers to engage in

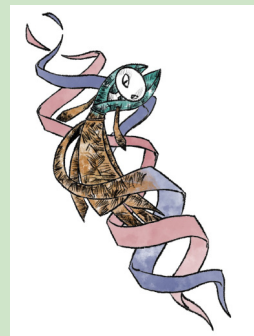
a discussion with pupils about the importance of impartiality in science and problems which can arise when scientist express unsubstantiated opinions. It also provides an opportunity for discussion on the importance of peer-review to be taught in schools.



Three resources have been designed to facilitate science teachers engaging in these discussions with their pupils (see QR code below). The resources examine several problematic figures in science and provide opportunities

for teachers and pupils to equip themselves with the knowledge to engage in important discussions and debates in this field.

Can we separate the scientist from the science? Yes – provided we know the findings are reproducible and peer-reviewed and we also arm ourselves with the knowledge of the unintended consequences of the science.



email:
j.delorenzo@worc.
ac.uk

email:
b.looker@worc.
ac.uk

#UWPGSEC

Visualising colonialism

Christine Watson works within the University of Worcester PGCE Secondary team and School Improvement teams, leading CPD for local Maths Hubs. She is also currently Area Coordinator for Worcestershire and Herefordshire for AMSP (Advanced Mathematics Support Programme).

The construction, interpretation and criticism of statistical diagrams is a broad mathematical topic that demands to be set in real contexts in mathematics, and considering the impact of colonialism on the world is a rich source of both raw and organised data. To help your pupils get an informed perspective on colonialism, diagrams and charts can be explored in mathematics or, ideally, as part of a joint project with the humanities team. This could be small scale: looking at the same image with the same group in the same week with each subject bringing specific skills. Or make it much broader: explore a relevant area across a group of subjects with an agreed perspective from each subject, or set up a project day for a year group or even the whole school, raising the profile of the applications of mathematics.

For a range of infographics see this National Geographic collection: https://www.nationalgeographic.org/topics/european-colonization-north-america/?q=&page=1&per_page=25

For two maps that could be used as a source of data, see these comparisons of Africa in 1880 and 1913 – and consider why those two dates were chosen, an opportunity for some cross-curricular work: <https://matadornetwork.com/read/mapped-africa-scramble-africa/>

For creative approaches to data, Mona Chalabi's datablog for the Guardian has a range of visual approaches: <https://www.theguardian.com/profile/mona-chalabi>. For example: explore current disparities in the US through this series of posters: <https://www.theguardian.com/news/datablog/2021/may/06/tim-scott-america-racist-data-racial-disparities>. The commentary gives ideas for teacher prompts to help students develop critical analysis. For most datablogs the raw data can be downloaded.

Criticising graphics

There are many charts available that deliberately misrepresent data, whether through missing

information, incorrect use of scale, misuse of colour or the use of three dimensions to distort the proportions. However, some simply do not clarify their design decisions, or focus on engaging the viewer.

The charts on this webpage offer opportunities for a classroom discussion (and note that these are shown out of the context of their publication where the accompanying text might answer many questions!): <https://www.areweeurope.com/stories/history-european-colonialism> For the first chart with the flags, pupils could ask (for example):

- The horizontal scale does not have a title – what should it be?
- There is no vertical scale, what do the heights of the flagpoles represent?
- There is no key, what could the key include?
- The flags are roughly equal area, but not exactly – does the area have any significance? Or the height or width?
- Does this cover all instances for European countries, or should there be more flagpoles? Why would any information not be included?
- Is the graph cluttered? Do the descriptive tags distort the impression? How else could the information be included?

Visualising colonialism

Pupils could use infographics and statistical charts as well as comparative calculations.

Which mathematical skills do you already include?

Construct – create – design – represent – interpret – analyse – criticise – compare – synthesise – problem solve – reason.

Pupils could also consider how to create something similar:

- What would this look like as a 'cleaned up' statistical diagram? Which one might be best?
- What would this look like for a different continent? Or at a different time period?
- Could this be reversed – consider a country, and mark when it was colonised by various other countries?



Introducing statistical representations

An obvious way to introduce pupils to a new type of chart is by discussing an existing chart. Using a type of chart that is unfamiliar is an opportunity to build problem solving and reasoning skills. Can your pupils apply the skills they have build interpreting bar charts, line graphs, box and whisker plots to unfamiliar charts? If you are teaching Core Maths you will probably already be bringing in as wide a range of diagrams and charts as you can!

This blog uses a **dumbbell chart** (a variation on a dot plot) to explore the duration of colonisation by European countries. The raw data is also listed, and the code used to generate the chart, so this could be a joint project with Computer Science: <https://geovisualist.com/2015/11/01/illustrating-the-arc-of-european-colonialism-using-a-dot-plot/>

There are numerous other charts available for this sort of activity, and Gapminder is an excellent source of charts, raw data, interesting questions plus resources designed specifically for teachers:

Bubble Charts: try going back in time and comparing the occupying and occupied countries over time for different factors: [https://www.gapminder.org/tools/#\\$chart-type=bubbles&url=v1](https://www.gapminder.org/tools/#$chart-type=bubbles&url=v1)

Stacked line graphs: compare income over time for various countries, perhaps focusing on the change in income for countries under British rule before, during and after: [https://www.gapminder.org/tools/#\\$model\\$markers\\$mountain\\$encoding\\$group\\$data\\$;;;;;&chart-type=mountain&url=v1](https://www.gapminder.org/tools/#$model$markers$mountain$encoding$group$data$;;;;;&chart-type=mountain&url=v1)

Do it yourself

Alternatively, encourage your pupils to create their own visualisations. You could even run a competition for different age groups to design their own visualisations. This teacher resource may inspire you: https://www.tamdistrict.org/cms/lib/CA01000875/Centricity/Domain/1076/Imperialism_Infographic_Project.pdf Or use the resources and winning entries from this competition to inspire your class: <https://amsp.org.uk/news/visualising-inequality-winners>

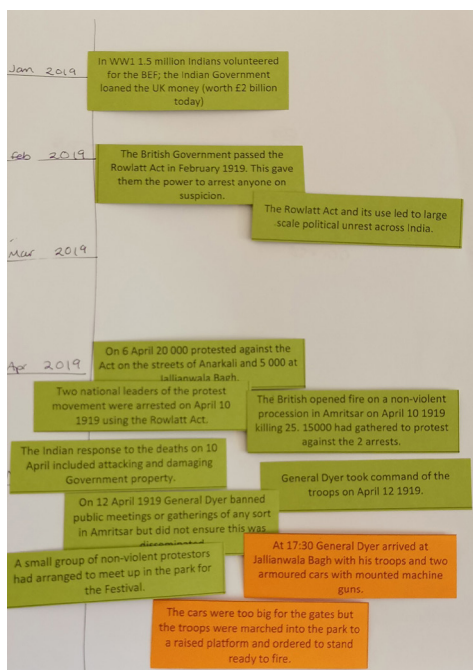
These two sites have graphics based on visualising climate change – can your pupils use them to visualise an aspect of inequality?: <https://www.climate-lab-book.ac.uk/>

visualisation-resources/ and <https://visme.co/blog/climate-change-facts/> This could be run jointly with Art and Design, and the design considerations discussed here might be useful.

The information at <https://www.gapminder.org/dollar-street> would make a perfect cross-curricular project for comparing lifestyles and wealth across the world. Considering how to organise the information in a mathematical way would draw on a range of skills!

The sites listed are a great source of inspiration, and there are many sources of data to draw on:

- Gapminder – all data can be downloaded but this can be overwhelming.
- World of Data – numerous charts, and again the data can be downloaded.



In conclusion

There are a lot of ideas here, some small scale and some potentially wide-ranging. You may have found an idea that you could try as a quick win, and something to discuss with colleagues that could be brought into joint working within the maths team or across a wider group. And hopefully something that will help your pupils reflect on the impact of colonialism in the past, and how this continues to influence actions of leaders (and would-be leaders) across the world.

Christine has developed a story card resource to build perspective on the Amritsar massacre. This is available for use in your classroom using the QR code. Let Christine know how you get on with it.



email:
christine.watson@
worc.ac.uk

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The migration story of a Commonwealth family: why does Hassan live in Worcester?

Sue Rees is an Associate Lecturer with the University of Worcester PGCE secondary team. She has had over 40 years teaching experience across a range of schools in Northamptonshire and Worcestershire teaching both PE and Geography. She retired from full time work 6 years ago and alongside her work for the university she is also a First school Governor, a Parish Councillor and a volunteer at Croome Court.

I have written a mystery for Key Stage three pupils that can be used when teaching migration. It can be used as an assessment of learning within the topic, or as a learning activity focusing on economic migration from a Commonwealth country to the UK. The University of Worcester PGCE Secondary team are keen to raise awareness of relationship between

the UK and Commonwealth countries; as well as to stimulate discussions around decolonising the curriculum coinciding with preparations of the Commonwealth Games in Birmingham. After having read the excellent *Empireland* by Sathnam Sanghera (2021), I realised that I had fallen for a common misconception that most people migrating from Pakistan and India came after 1947, so I developed a resource, a mystery investigating 'Why does Hassan lives in Worcester?'. There have in fact,

been migrants arriving here for many centuries. In a *Digging for Britain* (BBC, 2022) programme, Dr. Oneyka Nubis discussed the mixing of

Tensions between different ethnic groups do occur in society and can spill over into schools

Romans and British settlements and families after the Romans left in about AD400; many Romans stayed in their new homes. As Sanghera (2021) discusses, during the heyday of the East India Company during the 18th century, ships with Asian crew stayed in the port they landed in as they were unable to afford the journey home. Numerous sailors married and made a life for themselves in Britain. Many migrated to have a new life in Britain just as countless British people have emigrated to countries across the globe for a better life or in pursuit of their career.



Reflecting on my own teaching of migration there has recently been a growing emphasis on illegal migration and those seeking asylum. Stories of families in dire straits trying to move to the UK for safety and a better life are frequently in the news. Pupils in schools are aware of economic migration from the European Union and beyond. There are pupils in schools whose families have immigrated to the UK to work in the care system, to work on fruit and vegetable farms in the area to name but a few

industries. Some move for a few years, others permanently and some have had to return to their country of origin after Brexit.



In the West Midlands, there is a long history of economic migrants, for instance the numerous textile workers who migrated to Birmingham after 1947 from Pakistan and Bangladesh. One of the incentives for migrating were the conditions in Pakistan in the aftermath of the Partition

an understanding of the reasons for migration from the viewpoint of one family. There are obviously many generalisations due to the need for brevity which I hope will not lead to further misunderstandings. You can access the resource using the embedded QR code.



of India. Partition from India had led to huge numbers of people forced to move across the sub-continent in appalling circumstances and having little to commend it on arrival. Many of these families have settled in the UK and make up our rich multi-cultural society. Tensions between different ethnic groups do occur in society and can spill over into schools. For me this was highlighted in a discussion with a group of Year 8 pupils who had misunderstood the geographical terminology such as the difference between migration, emigrant, legal and illegal migration used in the topic. 'Immigrant' was a common form of racist abuse used in the playground at one point.

This was the main motivation for creating this resource. I have designed a 'mystery' to help explain the reasons for people migrating from one Commonwealth country to the UK. The mystery takes us from the initial migration of one textile worker moving to Birmingham in the late 1950s to work in the industry, which was short of people, to work the night shift. It moves through the generations as the family settled into the area. It should enable discussion to be had about the issues affecting young people today. I hope it will enable all pupils to gain

Stories of families in dire straits trying to move to the UK for safety and a better life are frequently in the news

I would like to see the mystery as an initial step towards greater understanding of the complex issues around migration: further mysteries might include a similar story in the opposite direction – say, a white British person seeking a new life in South Africa, Australia, or Kenya; this could lead to a better understanding of the constant desire for people to find a better life for themselves and their families. How might discussion around 'Why does Hassan live in Worcester?' support the development of other, potentially, difficult conversations teachers have in their Geography classrooms?

Reprinted from Elephant Times (recent TIDE~ publications).



email:
s.rees@worc.ac.uk

twitter:
[@reesmoien](https://twitter.com/reesmoien)

[#UWPGSEC](https://twitter.com/reesmoien)

Cooking Commonwealth Cuisine

Sue Parker-Morris is the University of Worcester PGCE secondary subject leader for design and technology (food). She left the catering industry to train as a Food Technology teacher in 1991 before teaching in secondary schools across the UK and New Zealand. Her experience includes middle management roles, leading and developing Food Preparation & Nutrition and teaching both Food and Textiles.

What do your pupils eat that has its origins in Commonwealth countries? Over the past hundred years, the British Commonwealth has influenced our cuisine; ingredients and recipes that we now consider as everyday 'British staples' have not always been the case. Countries in the Commonwealth have influenced food cuisine in Britain from Africa, Asia, the Americas, Europe and the Pacific, and the range of spices and foods that have since impacted on our diet are often now considered as part of the 'traditional British cuisine'. Tracing back the journey of these ingredients and how we have benefitted from them in our diet is imperative for the pupils in our classrooms to consider and understand. The exciting recipes that our pupils may cook at home due to their diverse heritage must be celebrated within the classroom to ensure that pupils' backgrounds are reflected and see themselves within the current curriculum. What foods could be celebrated more in your classroom?

In the process of telling this story, we can hopefully encourage more discussion around another area featured in the KS3 curriculum, which is to instil in pupils a love of cooking

The Design & Technology programmes of study at Key Stage 3 (KS3) discuss that pupils should be taught to "understand the source, seasonality and characteristics of a broad range of ingredients" (2013). This must therefore include where the food originated from, and the context as to why we have a particular food so readily

available in our supermarkets and therefore our homes. In the process of telling this story, we can hopefully encourage more discussion around another area featured in the KS3 curriculum, which is to instil in pupils a love of cooking. Cooking is such a creative subject that allows pupils to express themselves and make mistakes in a forgiving medium. Developing pupils' understanding of where food comes from and its relevance within our community and country is part of the joy of cooking. How bland our 'British Cuisine' would be without the influence of the Commonwealth and its wealth of ingredients that has enriched our cuisine and teaching? Challenge your pupils to think of food they have eaten in the last 24 hours and to consider the origins.

While British cuisine has been influenced by food from the Empire in our everyday lives, from drinking tea, to the use of sugar, spices, and



vegetables, some pupils still seem reluctant to want to eat international cuisine when travelling abroad. Almost half of British people will not try local cuisine when on holiday abroad and one in ten British people admit to spending most of their holiday in a British pub (Tolentino, 2019). This is strange as many popular 'British cuisines' are very much rooted in an Imperial beginning. A chicken curry features as number 4 in the top ten of traditional British foods, with fish and chips as number 3. The curry is of course



a tribute to how the British Empire changed the taste and fares eaten today and one of the most popular dishes cooked in school today! Whilst the great “Sunday roast” is very much embedded in the diet of the British community



in Britain, this was only made possible after Britain dominated much of all the meat traded globally. With cheap imports from countries in the Commonwealth, like Australia and New Zealand, it made the cost of a Sunday roast accessible to the working classes.

The Christmas Pudding originated in the 14th-century as a sort of porridge originally called “frumenty”, (containing breadcrumbs, fruit and beer); however, it has no resemblance to what we consider a Christmas Pudding today. In the 1920s, it was very much influenced by food from the Empire and the aim was to create a Christmas Pudding for the Royal Family, with each ingredient coming from a different British colonial country. This was celebrated and shared within schools to commemorate Imperialism, with every part of the Empire being represented from the ingredients; from the cotton that would wrap up the pudding, to every ingredient used. Could your pupils research where these ingredients would have been sourced from in the 1920s?

Food provenance is a topic featured within GCSE Food Preparation and Nutrition (2016). Students are required to demonstrate their knowledge and

understanding of the environmental impact and sustainability of food, looking at where and how ingredients are grown, caught and reared, and the issues associated with transportation and the challenges to provide the world’s growing population. But the topic of ‘food miles’ is not a new one; there have been colonial imports of perishable, staple ingredients which have travelled vast distances to become everyday foods in the UK. Although we teach this in our schools today, the history behind both the ingredient and the know-how that make this possible today is somewhat overlooked. We have a duty to inform the pupils within our GCSE classes that technology exists to enable this transportation to be possible, which comes from the centuries of experience in transporting foods to support colonists in every country of the Commonwealth.

It is the intention that the resources produced will allow pupils to have a greater depth of understanding, not only around ‘food provenance’ as stated in the GCSE specification, but the understanding on how the ingredients make the British diet so diverse and enrich our diets. By discussing the fruits, vegetables, spices and herbs used within recipes today, pupils will investigate the significance they have from our colonial past and appreciation of the rich and diverse society we live in Great Britain today.

These resources, co-created with trainees, include:

- An introduction to the Commonwealth with map and timeline
- A lesson plan exploring the range of food which originates in the Commonwealth
- Recipes and a sensory task for your pupils to try.

They are available at the QR code. We would love to know how you used these resources.



email:
s.parkermorris@
worc.ac.uk

twitter:
@teachfoodWorc

#UWPGSEC

The impact of the Commonwealth on trade

Yvonne Cashmore is the University of Worcester PGCE secondary subject lead for the Business with Economics course and placement manager. Yvonne joined the University of Worcester in 2013; training Business and Economics teachers, teaching professional studies, working with mentors in school and delivering new mentor training. She has 20 years of experience in senior examiner roles for national business qualifications. **Emma Castle** is the Head of Business Studies at Ark St Alban's Academy, Birmingham.

Our everyday lives have been impacted by the British Empire and many longstanding and well-known businesses were founded through imperial trade. Following decolonisation of the British Empire and the founding of the Commonwealth as a voluntary association of 54 independent and equal countries these alliances help to boost trade and economies today.



In educating our students in business and economics it can be easy to concentrate on the present day without any in depth consideration of the historical aspects of trade and economies. It can be questioned whether students today know about the beginnings of trade routes for silks and spices, but it is more likely that they

may have considered food miles in the products they choose to purchase and consume. Indeed, trade routes play an important part in the development and expansion of businesses we know and love today.

Far too often students in the UK are unaware of how large multinational corporations have grown across the globe and where the raw materials used in their favourite products have come from

At the height of the British Empire up to 25% of the world's land surface was controlled by Britain and as the Western influence expanded so did the movement of armies, trade and tourists. The travel company Thomas Cook, established in 1841, pioneered tourism in parallel with the expanding British Empire. A business with roots in organising domestic rail trips soon developed into mass tourism to the Middle East following the opening of the Suez Canal, which provided shorter sea routes to India and the Empire. Whilst our current students may not be aware of the history of Thomas Cook, they are more likely to finish the slogan "Don't just book it – Thomas Cook it" and have knowledge of package holidays or of the liquidation of the company in 2019.

The British Empire impacted on the development of products, with raw materials being sourced from several countries. Founded in Birmingham, Cadbury pioneered the chocolate industry originally sourcing cocoa from South America to produce a drink alternative to alcohol. When it was discovered that the colonies in West Africa grew cocoa more effectively, production was moved there to increase efficiency and cocoa beans were imported to the port of Bristol. Product developments saw the cocoa drink progress to solid chocolate that could be eaten and the trade routes as a result of the British Empire

gave opportunity for export to newly emerging markets such as India and Africa, Australia and New Zealand. The development and expansion of Cadbury as a business has many connections with the British Empire, both as a source of raw materials and as a marketplace. As Business

educators we often use chocolate products as examples when we teach about marketing and branding and Cadbury World remains a popular destination for school visits, offering specialist talks for students to support the Business curriculum. Whilst there are fascinating descriptions and information shared on the

history of the business, we need to question whether our students think carefully about this and recognise the impact of the British Empire on trade today or whether we as teachers focus on more recent history such as mergers and acquisitions, or on products and branding, or even taste testing when teaching about market research.

Indeed, it is not only Cadbury which has been impacted by the British Empire. Worcestershire sauce, produced by Lea and Perrins in Worcester, was originally created as a commission from the governor of Bengal who had returned home after governing in India and missed his favourite Indian sauce. He asked the local drug store owners to create recreate the sauce using ingredients which included spices imported from Asia and America. The trade routes were not only important for importing raw materials but also enabled Worcestershire Sauce to be famously exported to all of the outposts of the British Empire.

Today our teaching of Business and Economics focuses on topics such as globalisation, trade, and considers how the Commonwealth Games will impact on businesses. Within Key Stage 4



Business qualifications students are required to demonstrate their knowledge and understanding of business decision making, including the interdependent nature of business activity, internal and external influences on business and how these interdependencies impact

the decisions businesses make. Across the GCSE students look at a range of businesses from small enterprises to large multinationals operating on a global scale. They must, therefore, be able to develop an understanding of how these contexts impact the behaviour of businesses. For example, where raw materials come from and the challenge of using just in time as a production method when lots

of suppliers are sourced from across the globe. Far too often students in the UK are unaware of how these large multinational corporations have grown across the globe and where the raw materials used in their favourite products have come from. Therefore, it could be useful to include the history of trade routes and some of the UK's largest brands to allow a deeper understanding to take place.

When considering the Commonwealth and the curriculum in business and economics, the trainee teachers chose to focus on current impacts of the Commonwealth and have produced resources for use in teaching a Year 7 Enterprise Day focusing on marketing merchandise for the Commonwealth Games and Commonwealth facts check game that can be adapted for a variety of year groups. You could explore the impacts of the Commonwealth on business and economics with your own pupils. You can access all of these resources using the embedded QR code.



email:
y.cashmore@worc.
ac.uk

twitter:
@PGCE_Econ_Bus

email:
emma.castle@
arkstalbans.org

#UWPGSEC

Reflections on the Commonwealth

Elena Lengthorn is the University of Worcester PGCE secondary subject leader for geography. She spent 15 years teaching secondary geography and science before joining the University of Worcester in 2017. She was awarded 'Global Educator of the Year' in 2016. Her research interests include flood education, Education for Sustainable Development and Climate Emergency.

'Consideration of Commonwealth'

The Commonwealth is.....

Controversial!

Is comprised of 54 countries.

Is working together for development and peace,

Has Queen Elizabeth as the Head,

Is linked in values and aspirations,

Countries have left and joined again,

Is a global community, not just a set of games.

The Commonwealth is also.....

A community full of biodiversity, each nation
with ambitious initiatives to preserve and
nurture their biome,

A support network to lean on,

A hub of skills and development support for
countries.

The Commonwealth isn't....

Doing enough for the climate emergency,

Helping to tackle the suffering biomes,

Promoting fair and equal development of ALL
member countries,

Improving members climate resilience.

Poem written by PGCE Secondary Geography 2021/22 trainees: Sophie Beldham, Elle Bletcher, Emily Bratt, Ellie Bullock, Lucy Grace, Kate Joyner, Sophie Larrett and Todd Wilkes.

The school subject of geography, with its core concepts of place, space, interdependence and sustainability (among others), provides a golden opportunity to explore the Commonwealth, its current incarnation, its responsibilities and its possible futures. This behemoth organisation, one of the world's oldest political association of states, has its roots in the British Empire, when countries around the world were ruled by Britain. This changed in 1926 when Commonwealth member countries were announced equal within the community of the British Empire, owing allegiance to the reigning monarch but not ruled by the United Kingdom:

The British Commonwealth of Nations.

The modern Commonwealth, an organisation open to republics and other countries not formally ruled by Britain, was born in 1949 when a meeting of the Commonwealth Prime Ministers in London developed the London Declaration, creating opportunities for independent countries from Africa, Asia, Europe and the Pacific to join its membership, based on free and equal co-operation.

Puttick and Murray (2021) suggest that English geography education has a problem with race. They argue that we need to urgently address the 'silence on race by making substantive anti-racist changes in the curriculum.' (Puttick & Murray, 2021, p127). They explore the use of cultural literacy and powerful knowledge in taking a holistic and sustained anti-racist approach to school geography.



PGCE trainees explore the Commonwealth in Climate Emergency.

Understanding and awareness of our Commonwealth, the richness and diversity of the Commonwealth past and present, could hold the key to unlocking that sustained approach.

Yet the Commonwealth, in all its complex unity, its fascinating distribution and diversity, and in its glorious collaborations, is not included in the geography national curriculum of England. Nor is it in any way embedded in the curriculum for teacher education. Sanghera (2021) turns the spotlight on the British Empire in fundamentally shaping modern Britain, perhaps in the origins of British racism, in the language that we use, in some of the nation's most loved foods and revered architecture. Sanghera, half-seriously, suggests the idea of a Commonwealth education opportunity, an 'Empire Day', but he later decries this, noting that it might perpetuate a separateness from other learning, likening it to Black History month perpetuating a separation



from regular history. However, Sanghera (2021), is optimistic about change because of what we are already seeing happening in education. The upcoming Commonwealth Games event in Birmingham in August 2022 provided a launchpad for exploring the Commonwealth with current PGCE trainee geography teachers at the University of Worcester and could provide a platform for exploring the Commonwealth with pupils in school. At the start of our work on considering geographical perspectives on the Commonwealth the trainees were invited to share a sentence of their understanding of the Commonwealth:

The Commonwealth is.....

Controversial!

Is comprised of 54 countries.

Is working together for development and peace,

Has Queen Elizabeth as the Head,

Is linked in values and aspirations,

Countries have left and joined again,

Is a global community, not just a set of games.

The trainees worked to create resources around four themes that they have taken into their own geography classrooms with key stage four and five pupils and share with you via the embedded QR code:

- Exploring the value of the Commonwealth
- Biodiversity in the Commonwealth
- Commonwealth levels of development
- Commonwealth in Climate Emergency

The final focus here, identifying that the climate crisis will have major effects on many Commonwealth countries, provided an opportunity to connect with the potential contribution of the Commonwealth as a force for climate good. With a combined population of 2.5 billion people and a third of global youth placing it well to influence the climate agenda, to be a beacon of multilateral cooperation.

Small groups of geography trainees, exploring these topics creatively, were invited, mid-way through their efforts to devise lesson activities to explore these areas with secondary school pupils, to share their growing understanding by sharing another conception of Commonwealth:

The Commonwealth is also.....

A community full of biodiversity, each nation with ambitious initiatives to preserve and nurture their biome,

A support network to lean on,

A hub of skills and development support for countries.

Following the murder of George Floyd (May 2020) and the subsequent protests around the world, discussions about the role and responsibility of education to tackle racism continue to abound and bring hope for change. Brighton and Hove City Council have most recently faced criticism, with accusations of 'indoctrination', levelled at their five-year plan to build an 'anti-racist' education system that includes teacher training in racial literacy (Somerville, 2022). They are the first British authority to provide teacher education on anti-racism. The NASUWT teaching union voted, in April 2021, for a motion to decolonise the curriculum and one of the motions for the 2022 union votes includes a motion to 'Decolonise School Leadership'.

SOS UK (Students Organising for Sustainability UK) are making the link between decolonising and decarbonising, suggesting that we need to undertake both processes simultaneously (SOS, 2021). The replication of imperial economic and political systems, the extraction of resources and indefinite growth, have had a massive impact on the climate crisis with the global emission of 2,500bn tonnes of CO₂ (GtCO₂) into the atmosphere since 1850 (leaving us with less than 500GtCO₂ of remaining carbon budget to stay below the committed 1.5°C of warming) and the UK, as a world leader (or should that be destroyer) of historical greenhouse gas emissions, has a responsibility to recognise its contribution (Evans, 2021).

At our time of declared climate and ecological crisis, with recognition of our environmental culpability, the need for global solidarity and friendship is clear. Our difficult future might be faced more hopefully with a resilient and adaptive Commonwealth.

Finally, the PGCE geography trainees were asked to share, at the end of their work, a closing thought on their perceptions of Commonwealth deficit, by finishing this sentence:

The Commonwealth isn't....

Doing enough for the climate emergency,

Helping to tackle the suffering biomes,

Promoting fair and equal development of ALL member countries,

Improving members climate resilience.

How might the perceptions of your pupils change as they take a closer look at the Commonwealth of Nations?



email:
e.lengthorn@worc.
ac.uk

twitter:
@ELengthorn

#UWPGSEC

‘We signed them up... so why have we let them down’? Exploration of recruitment and memorialisation of soldiers from the Commonwealth in the World Wars

Rachael Moore is the University of Worcester PGCE secondary subject lead for history. She spent over 17 years in secondary education, before moving into a career in ITTE. Rachael was subject leader for History with another ITTE provider from 2014-2018 and associate lecturer in history education at the University of Bristol.

The British Commonwealth played a key role in the First World War both in terms of geographical location and soldiers and labourers from across the Commonwealth. Over 3 million labourers and soldiers fought alongside the British army with everyone contributing to the eventual victory over Germany and her allies. Men from across the British Empire signed up to fight for a country which to them had been a distant association of belonging. Our classrooms are made up of children with an exciting and diverse heritage which are linked to these soldiers from across the Commonwealth and former Empire and therefore it is essential that the pupils can see themselves in our history classroom.

As educators it is important to consider why these memorials have taken so long to be created – what does this say about the importance we have placed on the contributions of Empire and the Commonwealth over the last 100 years?

It is estimated that over 4 million colonial troops were mobilised to fight for both European and American armies – over 1 million from India served as part of the British army. Britain had a long history of using colonial forces in defence of her colonial interests but when recruited to fight on European soil the idea of ‘race’ meant that military policy made their combatant roles in France and Belgium less clear cut. Military policy in the early 20th Century remained steadfast in its rigour when ensuring military personnel from the Empire and Commonwealth were categorised. Racial theory meant sinister divisions were imposed on their colonial contributions – men were seen as war like or not. This was evident in British military categorisation of her Indian forces where soldiers from Northern regions of India, the Punjab and Nepal were categorised as

warlike soldiers and therefore were quickly given a combatant role as suited to ‘warrior’ roles. Those soldiers from other colonial areas such as the British West Indies were initially given non-combatant roles which were deemed more suitable according to the now horrifying racial categorisations of the British military. It was only when British forces continued to experience devastatingly high losses that the British Colonial forces were required to take a wider and more combatant role on the Western Front and in other theatres of war.

The war was hugely transformational for those soldiers who had left their homes thousands of miles away from where they were born to fight for the Commonwealth. Thousands of British colonial soldiers lost their lives on the battlefield and many more were left with injuries that would impact their futures. Alongside this was the impact that the war would have on the lives of those people who had lost fathers, husbands and sons as a result of their contributions on a different continent. Families in India, Africa and beyond were devastated by the loss of loved ones fighting a European war. The memorialisation of these losses was under the organisation of the Imperial War Graves Commission, throughout the 1920s and 1930s working tirelessly to commemorate those who had died because of war. As the name implies this was to include all men and women who had fought and died – colonial forces included. British Imperial legacy is still evident at India’s Nouvelle Chappelle memorial where the British crown tops the column ahead of the Star of India, is perhaps an example of the lingering perception of British superiority.



As recently as 2018 memorialisation of Indian contributions has felt the burden of Imperial legacy when a memorial to Sikh contributions to WW1 in Smethwick was vandalised with the words 'Sepoys No More'. (Sepoys is a term given to a professional Indian infantry man). This is a testament to the misunderstanding and prejudices that surround the legacy of the Empire and commonwealth contributions. Similarly, it took until June 2017 for the contributions of the African and Caribbean servicemen to be recognised. The memorial in Windrush Square in Brixton is testament to the thousands of soldiers who contributed to the British war effort in both world wars. The location was chosen specifically to acknowledge the returning airmen who travelled on the MV Empire Windrush in 1948 to live in the country for whom they had served. A Guardian survey (2020) of 50,000 British students illuminated the lack of acknowledgement in the current British curriculum of the Empire and the contributions that Commonwealth and Countries of the Empire had made; a startling statistic being that only 9% of GCSE History students were engaged in studies which explored the British Empire or its impact. This illuminates the problem that the curriculum does not represent a fair reflection of the demographic of our history classrooms. As educators it is important to consider why these memorials have taken so long to be created – what does this say about the importance we have placed on the contributions of Empire and the Commonwealth over the last 100 years?

through the QR code will support pupils in exploring both the contributions and the memorialisation of Empire and Commonwealth



forces in war time. Pupils will be able to investigate the significance of memorials both for the families of these servicemen and the debates surrounding the delay in recognition of these colonial forces. The resources shared with you will engage pupils with the narratives of the soldiers who fought and were lost in WW1 and the memorials that have been created in recent times to commemorate them.



By considering a range of memorials pupils will be able to understand the wealth of contributions men and women have made to the assurance of democracy and diversity in Britain today. The resources that can be accessed

As educators how can we ensure that our pupils are engaged with the contributions and significance of the diversity of British experiences in warfare?



email:
rachael.moore@
worc.ac.uk

twitter:
@teachhistory1066

#UWPGSEC

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Closing remarks

We hope that the reflections in this Commonwealth Edition have provided you with interesting intellectual nourishment and prepared the ground for classroom engagement with the Commonwealth in the coming months and, potentially, years.

Educators have the opportunity to shape the views of learners (Bourne 2022). The introduction to the government guidance for schools on political impartiality (DfE, 2022) reminds us of the important role teachers play in preparing young people for life in modern Britain. Our country has been diverse for decades and now has a number of “superdiverse” populations (Economist, 2021), with increased diversity both between and within immigrant and ethnic minority groups. What role has the Commonwealth of Nations played in this diversification and what is the relevance of the Commonwealth now?

Bourne (2022) recognises that educators are agents of change from individual to collective via classrooms, and within communities. He acknowledges constraints within this role, be those curriculum, contextual, or constraints simply in time and resource pressures that educators are under. This recognition is essential in times of increasing social inequality, climate and ecological emergency, a cost-of-living crisis, pandemic and conflict. Many of these issues aren’t new but how can education institutions respond? What is the role of secondary educators? Perhaps an exploration of the past, present and possible future influence of Commonwealth could act as a starting point to examine these issues.

Worcester PGCE humanities trainees piloted a number of the Commonwealth resources they had developed (available via the embedded QR codes) with one of our partnership schools, Christopher Whitehead Language College, where pupils said....:

- “I learnt about things that aren’t usually brought up.”
- “This was interesting and had a good moral message.”
- “The whole class were engaged!”

The Head of Values & Ethics, Chris Flanders, commented: “The delivery of lessons on

the Commonwealth gave our students an opportunity to learn more about the story of modern Britain and its place in the world. The topic is truly cross-curricular and addresses a number of current issues”.

What sort of impact might Commonwealth learning have on the pupils in your classroom? As Bourne (2022) notes, global citizenship teaching of this kind can make space for difficult knowledge and difficult justice, to identify the influence of colonialism through education and consider alternative perspectives.

We are aware of the tokenistic potential for conversations as Birmingham, our superdiverse second largest city, hosts the Commonwealth Games but we also see the opportunity that this occasion offers to seek long lasting change and social transformation.

We hope these resources will be a starting point for you to shape and create your own examination of Commonwealth in your classrooms. We would love to hear how you explore it. Please tweet us @UWPGSEC, use the hashtag #uwpsec or share your experiences with secondary@worc.ac.uk.

Rebecca Davidge, Elena Lengthorn and Rachael Moore.



GCSE pupils investigating the value of Commonwealth with PGCE Geographers on Commonwealth Day

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For more information please contact Tracey France (t.france@worc.ac.uk) or Paul Sheehan (p.sheehan@worc.ac.uk)

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- Working with a subject cohort to provide an intensive one day experience such as a maths master class or a young enterprise activity benefitting the pupils and trainees.
- Releasing subject staff for as little as one hour a year to help us to recruit (online) so that schools select the teachers of the future.
- Working with University staff on research projects instigated by the school providing impact for both institutions
- Taking advantage of the UW mentor training curriculum so that whole departments develop mentoring skills.
- Taking advantage of alumni networking so that ECTs have the network support of their subject peers.

We pride ourselves on the quality of education, and the positive impact our work has on the education sector within the local region and beyond. This encompasses our work in developing Early Career Teachers, teachers of the future, research and knowledge exchange in the form of continuing professional development.

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