

'Education to promote Equity, Equality and Social Justice.'

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A thesis submitted in partial fulfilment of the requirements of the University of Sunderland for the degree of Doctor of Philosophy by existing published or creative works.

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Abstract

This study examines the existing English educational system through the lens of equity, inclusion and social justice and seeks to provide answers as to what further work can be carried out to ensure that education is accessible to all children irrespective of their background and/or starting point. This study analyses the inter-connected role that many aspects of a school's provision play in closing the disadvantage gap as well as positing how educational institutions can foster an authentic sense of belongingness. The areas of focus are framed in the sense of pillars of provision, all of which jointly help to support achieving equity, equality and social justice. These pillars are: creating a curriculum that is decolonised, diverse, ambitious and rooted in high expectations, ensuring that teachers are trained, competent and confident to use evidence-led teaching and learning strategies which are ambitious for all and are inclusive, that literacy and oracy is a golden thread woven throughout the curriculum and that effective strategies are in place to close the literacy and oracy gap, that pastoral systems and initiatives are implemented to foster a culture of belonging, and that there is strong leadership that ensures that the above is driven by a clear vision and commitment to equity and equality for all.

This study focuses on a body of published work and creative works spanning eight years, drawing upon expertise garnered over a career of seventeen years. The chosen methodology was an autoethnographic approach and a documentary review, due in part to my PhD bridging both published and creative works. Due diligence was taken with regards to ethics and the limitations of using such methodologies by undertaking a thorough evaluation of them and by submitting permission to the Ethics Review Board.

This study has found that by providing training, chunked research, worked examples and supporting classroom materials, teachers and leaders can be empowered to make changes to curriculum, teaching and learning and pastoral systems which drive equity and equality within educational systems and better position the students to have a stronger grasp of social justice and develop as a globalised citizen. Moreover, the study

has found that there are multiple pillars which can help to close the disadvantage gap and level the playing field for all students, but that a stronger and more successful approach is one where all the pillars are developed as inter-connected and complimentary areas of focus. As John Donne (1624) once said, 'no man is an island'; this study encapsulates how both the pillars which support equity and equality in educational institutes must be connected (and not act as islands), but that also how we as educators and citizens must act as a collective to ensure opportunity for all.

Key words:

Equity, equality, social justice, diverse, decolonised, literacy, oracy

Acknowledgements

My first acknowledgement is to my Mum, Dawn Fairlamb. Her tenacious drive to ensure that education was accessible for all provided me with the knowledge that education has the power to be transformative. She has inspired me to dedicate my life to fighting to create an educational system that is equitable and equal for all. I hope that I continue to make her proud and that this PhD acts as part of her legacy, as well as a tribute to her as a guiding light in education and as a mother.

I would like to acknowledge both my family and my chosen family. My parents have supported me and made many sacrifices along the way to ensure that I was able to achieve my aspirations. Without my family and chosen family, I would not have had the resilience or courage to undertake the work that I do nor this PhD. I would like to thank them for their constant support and love. In particular, thank you to my long-suffering husband who continuously champions what I do and who patiently (most of the time!) accepts the large amount of time I dedicate to focusing on education.

Thank you to my various colleagues and peers who I have learned so much from over the years, and who have granted me opportunities which have extended my knowledge. I am very grateful. Helen Snelson, I am so thankful for your guidance and support. Finally, thank you to Gary Husband and Angela Smith for supporting me on embarking on my PhD and guiding me through the shaping of it all.

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List of Acronyms

EYFS - Early Years Foundation Studies

CPD - Continuous Professional Development

DfE - Department for Education

EAL - English as Another Language

FE - Further Education

FSM - Free School Meals

HA - Historical Association

ITT - Initial Teacher Training

ECT - Early Career Teacher

ITTECF - Initial Teacher Training and Early Career Framework

KS1/2/3/4/5 - Key Stage. An age stage within a school. Key Stage 1 is four to seven year olds. Key Stage 2 is seven to eleven year olds. Key Stage 3 is eleven to fourteen year olds. Key Stage 4 is fourteen to sixteen year olds. Key Stage 5 is sixteen to eighteen year olds.

NPQLL - National Practitioner Qualification in Leading Literacy

Ofsted - Office for Standards in Education, Children's Services and Skills

PD - Professional Development

PP - Pupil Premium

SEND - Special Educational Needs

SLT - Senior Leadership Team (within schools and Further Education institutions)

T&L - Teaching and Learning

Index of publications and conference presentations with significant contributions by author included in this work found in appendices.

Publications:

Books (co-authored)

Appendix 1

Ball, R. and Fairlamb, A. (2025) The Scaffolding Success. Supporting All Students to Succeed. (Abingdon, Oxfordshire: Routledge)

My contribution to this book was 50% writing, editing and proofreading.

Books (co-edited)

Appendix 2

Fairlamb, A. and Ball, R. (2023) What is History Teaching, Now? (Abingdon, Oxfordshire: Woodbridge: John Catt Educational)

My contribution to this book was 7% writing and 50% editing and proofreading. I also devised the idea of the book.

Books (Chapters within a book)

Appendix 3

Fairlamb, A. (2020) What it's 'in' to be an introvert, in Featherstone, K. and Porritt, V. Being 10% Braver (London: Sage)

My contribution to this book was one chapter of writing and editing.

Appendix 4

Fairlamb, A. (2023) Ensuring Equitable, Equal, Empowering Education, in Dalton, D. and Smith, Prof A. (2023) Gender, Sexuality and the UN's Sustainable Development Goals (London: Palgrave Macmillan)

My contribution to this book was one chapter of writing and editing.

Appendix 5

Fairlamb, A. (2024) Curriculum Continuity from KS1-5 – History as a Case Study, in Snape, R. (2024) The Curriculum Compendium: Inspirational case studies to transform your school curriculum (London: Bloomsbury Publishing PLC) pp. 101-108

My contribution to this book was one chapter of writing and editing.

Appendix 6

Fairlamb, A. (2025) Disciplinary literacy in history, an interview with Alex Fairlamb, in Wilkinson, S. (2025) Disciplinary literacy in primary schools: reading, writing and speaking across the curriculum (Woodbridge: Hachette)

My contribution to this book was one case study. Wilkinson interviewed me and turned the transcription into a written case study.

Sector Publications:

Appendix 7

Fairlamb, A. and Ball, R. (2025) Scaffolding Students to Success, HWRK Magazine Online.

My contribution to this was 50% research, 100% writing, 50% editing, 50% proofreading.

Government publications:

Appendix 8

Fairlamb, A. and Ball, R. (2025) Scaffolding, not Differentiation, in ResearchEDBelfast (2025) researchED Belfast – A Compendium of Presentations, Department of Education Online.

My contribution to this was 50% research, 100% writing, 50% editing, 50% proofreading.

Examination Board Publications:

Appendix 9

Fairlamb, A. (2022) Broadening the history of medicine: a case study on Medicine in Britain. Pearson Edexcel Online

My contribution to this was 100% writing, 100% editing, 100% proofreading.

Textbook

Appendix 10

Fairlamb, A. (2023) Enquiries 1a-c Women's Rights, in Bruce, L. et al (2023) Fight for Rights in Modern Britain Student Book (KS3 History Depth Study) (Oxford University Press: Oxford)

My contribution to this was 25% (100% of the women's enquiry section), 25% editing and 25% proofreading.

Blogs and linked Creative Works (Schemes of Learning, Lesson Resources)

Appendix 11

Fairlamb, A. (2020) Being ambitious with the First World War: interrogating inevitability, One Big History Department, Historical Association (Online)

My contribution to this was 100% writing, 100% editing, 100% proofreading.

Appendix 12

Fairlamb, A. (2020) Being Ambitious with the First World War: 'Blended not Binary', One Big History Department, Historical Association (Online)

My contribution to this was 100% writing, 100% editing, 100% proofreading.

Appendix 13

Fairlamb, A. (2020) Tackling Racism: Teaching West African History pre-1700 - Benin, One Big History Department, Historical Association (Online)

My contribution to this was 100% writing, 100% editing, 100% proofreading.

Appendix 14

Fairlamb, A. (2023) Disability and the Tudors, One Big History Department, Historical Association (Online)

My contribution to this was 100% writing, 100% editing, 100% proofreading.

Appendix 15

Fairlamb, A. (2024) Bringing the Tudors to Life Through an Interdisciplinary Approach, One Big History Department, Historical Association (Online)

My contribution to this was 100% writing, 100% editing, 100% proofreading.

Webinars

Appendix 16

Fairlamb, A. (2023) Secondary Schools Network: History, SSN - History - session 3 | Myatt & Co (myattandco.com) & SSN - History Roundtable 1 - session 3 | Myatt & Co (myattandco.com) & SSN - History Roundtable 2 - session 3 | Myatt & Co (myattandco.com)

My contribution was suggesting the topics for all three roundtable webinars. I then presented 100% webinar 1, 25% webinar 2 and 33% webinar 3.

Podcasts

Appendix 17

Fairlamb, A., Dixon, R., Wilkinson, S., Butlin, C., and Quigley, A. (2025) Talking the talk – subject-specific talk across the curriculum, Education Endowment Fund Online

My contribution to this was being one of three panel members answering questions.

Online Training Programme

Appendix 18

Fairlamb, A., Ball, R and Busch B. (2024) Scaffolding. The Teacher CPD Academy, InnerDrive

My contribution was 50% presenting. The script was created by B. Busch using Ball, R. and Fairlamb, A. (2025) The Scaffolding Effect

Conference Presentations (and handouts)

Appendix 19

Fairlamb, A. (2023) Disability and the Tudors.

My contribution to this was 100%.

Appendix 20

Ball, R. and Fairlamb, A. (2024) Adaptive Teaching: The Scaffolding Effect (London Research School version, Northern Ireland version and UAE version)

Ball, R. and Fairlamb, A. (2024) Adaptive Teaching: The Scaffolding Effect (Further Education version)

Ball, R. and Fairlamb, A. (2024) Scaffolding in History booklet

My contribution to this was 50%.

Fairlamb, A. (2025) Adaptive teaching and scaffolding handout

My contribution to this was 100%

Appendix 21

Ball, R. and Fairlamb, A. (2025) The Scaffolding Effect: How Cognitive Science Can Help Us To Support All Students

My contribution to this was 50%.

Appendix 22

Fairlamb, A. (2018) Blended, not Binary.

My contribution to this was 100%

Creative Works

Appendix 23

Fairlamb, A. (2020) Kingdom of Benin Scheme of Learning and work booklet (accompanying the blog)

My contribution to this was 100%

Appendix 24

Fairlamb, A. (2020) The First World War Scheme of Learning (accompanying the blog)

My contribution to this was 100%

Research Questions

Overarching Question:

Education to promote Equity, Equality and Social Justice: How do we achieve this?

Sub Questions:

1. What 'pillars' emerge from the analysis of my published work and practitioner feedback as a framework for constructing diverse and representative curriculums and implementing equitable teaching and learning strategies?
2. Using history as a case study of the pillars, how does an equitable, evidence-informed approach to teaching and learning function as a mechanism to challenge educational disadvantage?
3. To what extent do my published works and creative works enable history educators to negotiate the space between the established National Curriculum and equitable, inclusive pedagogical practice?

Introductory note about the structure of the thesis

As a history graduate, I am prone to being a professional storyteller. As a result, the structure of this thesis is purposefully designed to be a narrative, and I feel that it is prudent to explain why I have chosen to write it as such. My narrative begins with my own personal experiences as a child in education and the impact that it had upon me; an impact so profound that I have gone on to dedicate my entire career to analysing why there still exists a lack of equity and equality in the English educational system. By first framing my ethos, I hope the rationale behind my choice of research questions becomes clear and why I felt that they were pertinent to answer. Equipped with my questions, I then chose to outline the methodological approach I used to answer the questions, before then exploring the existing literature and published works which have already aimed to discuss similar issues. By doing this, I hoped to frame where my published and creative works sit within an existing body of published works, and draw comparisons and show synergy, but also highlight the voids that I believe my published works and creative works fill.

Having introduced the voids at this point in my thesis, my intent was then to demonstrate through my process of analysis and discussion how my multifarious works have taken up space in those gaps and have created a framework for driving equity and equality which has impacted education internationally. As with every story, there is a conclusion and it is at this point that I have chosen to answer my research questions as well as reach a full circle moment. This full circle moment is how I believe that my

career's work has impacted education in a way that I hope that more children feel that they are seen and that they belong, just as I wish that I had been when I grew up.

Chapter 1: Introduction

This thesis aims to explore how educators and educational institutions can adapt their vision and provision to ensure that all children experience equitable and equal education, linked to social justice. Through a discussion of what equity and equality is within education, and the extent to which this has been achieved to date, I will then evaluate how my published works and creative works have contributed to changing thinking and practice with the intent of achieving fairness and social justice for all.

As a practitioner-researcher, I will foreground my positionality with regards to the concepts of equity, equality and social justice. Greater depth about my own background (which outlines the roots of my positionality, and my approach to my published work and thesis, are covered later within this chapter as part of the narrative of the development of my thinking and published works).

My conceptual understanding of equity as a practitioner-researcher is that within society, no two people are the same, and therefore some people have more advantages in life than others. Each person has their own 'fingerprint' (for example, heritage, culture, lived experiences). Within education we have clear examples of the recognition of this, such as Educational Health Care Plans (for special educational needs) and Pupil Premium funding (to address socio-economic disadvantage). My research questions contend that whilst some aspects of equity have recognised with statutory frameworks and funding in place, there are parts of education which have not, such as the lack of diversity within curriculums and ensuring that inclusive teaching and learning in the

classroom is the daily experience of all children, with history as my case study. This understanding is taken from work such as that of America's Promise Alliance (2018) who state that for true equity to be achieved it must be that 'every student has access to the educational resources and rigor they need at the right moment in their education across race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income.' Prior to my research, I held an understanding of what equity could look like within education. This is due to years serving as a teacher and a senior leader, and this led to me asking questions about which high-leverage, impactful curriculum and teaching and learning strategies could achieve this, resulting in my career focusing on writing about inclusion. Resultantly, this is why my chosen thesis research questions emerged, as I wanted to further explore what changes (including systemic) would need to take place for such strategies to be implemented within schools. Focusing on history as a case study, my published and creative works therefore served as scaffolds for me to further research equity in education by seeing the implementation of the various strategies I had written about within differing contexts – varying institutions, regions and educator roles. By analysing their impact upon practice in education using the data collated, particularly within everyday practice in varying schools and regions, as a practitioner-researcher I developed a series of pillars (Figure 1) that I believe can foster greater inclusion and belonging. The published and creative works were particularly important in enabling me to research and answer my thesis questions, as equity within education covers a very broad range of different areas, including Special Educational Needs, attendance, Alternative Provision, and more. By using my published and creative works as areas of focused research (operating almost as an initial theoretical lens), I was able to narrow the scope of investigating equity by analysing in depth key areas such as the curriculum and inclusive teaching and learning strategies, to better understand how equity could be achieved sustainably and systemically in these areas.

Building on this, my conceptual understanding of equality is that whilst it is rooted in the premise that everyone is the same and should therefore receive the same resources or be treated the same, it does not acknowledge differing individual needs. If we consider

the difference between and the interplay of equity and equality, we will notice that 'equality is an end point; equity should be seen as the process by which we reach equality' (Kara, 2025) and that 'while equality as a goal is fine, it should never be the vehicle by which a goal is achieved. Equity must be the vehicle by which equality is achieved. Over the years, countless students, particularly Black students, have suffered as the result of having been subjected to equality environments when an equitable learning experience was required (Kafele, 2021).

In my stance as a practitioner researcher, when I discuss social justice within my thesis and body of works, my conceptual understanding must be clear. The UN's view is that social justice is "an underlying principle for peaceful and prosperous coexistence within and among nations" and the British government's (2012) framing of it as a 'social mobility' focused concept that can be achieved through 'providing support and tools to transform lives' (centring more on socio-economic issues). Whilst social justice is based on the premise of equal access for all identity groups to rights, resources, and opportunities, my conceptual understanding is wider in scope as my framework for my thinking is drawn from Fraser (2013) who outlines that for equity, and therefore social justice, to be achieved, we must focus on 'redistribution, recognition, and participation.' Resultantly, we must first acknowledge and address that there is a lack of equity and this first needs to be tackled so that we can begin to move towards equality and therefore social justice.

My published work focuses on a lack of diversity and representation within the English National Curriculum (DfEa, 2013, DfEb, 2013) and the need for the greater use of teaching and learning strategies that ensure equity. Consequently, my research questions answer what I believe can be done further in education to ensure equitable learning and experiences for all children and my published and creative works enabled me to form pillars (through the coding process). I collated data to find out what the impact of my published work was in supporting educators to be able to achieve the above. Through using aspects of grounded theory methods, I was able to code the data to produce a framework of pillars which promote equity and equality in education and

from then determine the impact of my published and create works. As a result, my questions answer what pillars would enable equity to be achieved in the curriculum and teaching and learning, supported by an exemplar of these pillars in practice using history as a case study. My thesis also answers how has my published work enabled practitioners within schools to be able to bridge the gap between existing, external parameters (such as the National Curriculum, DfEa, 2013, DfEb, 2013), the theory of inclusive and equitable practice and then being able to implement it within their own contexts.

1.1 Why this? Why now?

An important place to start this thesis is by providing a narrative about myself and why I have dedicated my career to driving equity and equality within education. I have been an educator for seventeen years working within various schools and Multi-Academy Trusts in the North-East and an educational consultant for two years which has meant working with differing educational institutions (age groups, private/state, further education and higher education). The schools that I have worked in and carried out consultancy work for are varied in their demographic composition in terms of Free School Meal percentages, Pupil Premium numbers, the number of students who speak English as their second language, and students who are identified as having a special educational need. Despite this variance in context and demographic composition, I have noted that common issues reside within all of them which suggest that there are some systemic issues within education that need addressing. Those issues are outlined below in my view of equity and equality in England at present and framed within the views of other academics and authors who have written in depth about this, such as Kara (2024), Elliot-Major (2023) and Mohamud and Whitburn (2016).

Growing up in the North East, I have witnessed and been subject to barriers that have hampered my own education. I grew up living in rural locations, I hovered just above the poverty line until sixth form, I experienced the trauma of my sister having two liver transplants during the period I was 14 and 18 years old (which did not involve accessing

counselling and it meant for periods of time I looked after myself as my Mum lived temporarily near the hospital; something that I received no support with in school), and I did not have access to the cultural capital that my peers had. So, I stayed silent in classrooms for most of Year 7-10 unwilling to contribute my views, and I studied a curriculum in which male, pale and stale protagonists were front and centre in every subject. When using the term 'male, stale and pale' (Kara 2025 includes the term Dead White Men as an alternative to the phrase I have used as a way of outlining Eurocentrism), I mean that the dominant features of the curriculum have been anchored around white, upper class and (often) older men; including lesson topics, reading books, cultural references and language (with terms like doctor or astronaut automatically being associated with males). That is not to say at all that we remove 'Dead White Men' from the curriculum but instead prevent it from being the dominant and singular narrative by situating it amongst a broader teaching of the past. I argue that we should ensure that the narratives and history of all are taught, including aspects such as the King John and the Magna Carta and Henry VIII, but that this needs to be within a balance of differing experiences and a globalised curriculum. Akala (2019) furthers this when reflecting upon his own education, stating that there was 'outdated bigotry and class conditioning of some of my educations. I was being encouraged to admire men – and they were mostly men, for obvious reasons...State schooling both today and when I was a child seems stuck in a Victorian era paradigm.' Kara (2025) builds on this, by explaining why, as Akala outlines, this has been an entrenched reality for children for decades with little change until recently, 'We have as a profession spent less time on the knowledge, histories, art, and music of global cultures. We have done so because of our own educational experiences, of what have been taught at university, of inheriting schemes of work and textbooks from those who have gone before us. We are a product of our own educational experiences.' Converse to these arguments, I am not a person of colour or a person from the global majority, but these shared experiences from authors highlight how a lack of diversity within the curriculum and within school cultures can impact belonging.

Considering my own barriers, for a long time, I too felt I did not belong in school.

Looking back, my barriers were less than what many of our students experience today. But they were significant enough for me to not feel a sense of belonging and to instead feel a sense of exclusion and injustice, an injustice that I felt ill-equipped to tackle in a positive way. The result of this was me displaying risky and unhealthy behaviour within and beyond school from age 15. I became more gregarious amongst peers in lessons in order to garner attention and rarely attended one of my A Level subjects. Thankfully, my stubbornness to achieve high grades remained strong throughout this period so that I was able to access my choice of university and course. Whilst I accept responsibility for actions and the choices that I made, the education system did not see or understand the barriers that I was facing and so I always had a profound feeling of being 'less than' other peers and so I had to masquerade as someone else. I felt I was constantly having to play 'catch up' in a system but in a system which did not feel representative of the world I saw around me and my own lived experiences. However, there are counter arguments to this such as Nick Gibb (a previous Education Minister) who 'has pushed back against calls to decolonise the curriculum in England...Gibb said a "knowledge-rich" curriculum taught well was "inclusive and diverse" and would ensure that pupils learned about the struggles and achievements of people from all races. He said: "We will not create a more harmonious, tolerant and equal society through promoting a curriculum based on relevance to or representativeness of any one group. Nor will we do so by being ashamed of who we are and where we came from' (The Guardian, 2021). I would argue that this view misunderstands the rationale and reasons behind calls for diversifying the curriculum. Diversifying the curriculum does not mean that it is 'tailored to any one particular group' (Gibb in The Guardian, 2021) but rather it broadens it to include all identities, overcoming the previous dominance of one group ('Dead White English Men', as described by Kara, 2024) that we have experienced in the current curriculum. Moreover, that does not mean that the construction of the curriculum and the choice of content is based on representativeness over knowledge-rich, resulting in a 'dumbed-down' curriculum. It means having an ambitious, knowledge-rich curriculum which expands the knowledge of students beyond the periphery of England and ensures that the domain of their knowledge is wider in breadth by studying varied narratives, histories and cultures. I would argue that if we want our

students to be 'global citizens', that must mean that they study 'global history' and those of different identities. Whilst there are arguments that the National Curriculum (DfEa, 2013, DfEb, 2013) already achieves this by containing topics such as Ancient Egypt, The Shang Dynasty and the Holocaust and that further prescribed elements have not been included as 'Obviously we have the statutory themes, but within that it is up to teachers; they are empowered to decide at what point they teach things and introduce many of the black authors that we have now on the curriculum ' (Keegan, 2021), these do not take into account the issue of implementation within schools. Lebakhar et al (2022) argue that this is not the reality when the National Curriculum (DfEa, 2013, DfEb, 2013) is implemented in schools and that:

If you work within a system that is directed from the top and in some ways, the people who've set the national curriculum, have different agendas and different beliefs...The data show that there is a consensus among our participants, drawn from different subject areas, that the curriculum can be adapted to include diverse resources, however, only to a certain extent. The prescription of the curriculum content coming from the government is a barrier to providing an equal, diverse and inclusive curriculum. The teachers in our sample did not perceive that they had the space within their subject area to enact their agency fully to ensure an inclusive experience for all children, as this would require them to make a change or adaptation to a government policy.

Consequently, there is arguably a disconnect between prescribed content being a barrier to what content can be taught versus it being a document designed to 'empower' teachers to have autonomy over the content within their curriculum. This is something I have too experienced during my career, in terms of needing to demonstrate that the taught curriculum strongly follows the National Curriculum (DfEa, 2013, DfEb, 2013) which can then strongly limit going beyond it due to the finite amount of time to deliver all the things listed on it. For education to be equitable, we need to overcome this barrier.

My ethos is that education is the greatest social leveller of us all. However, for too long, I feel that the narrative has been one of a lack of true understanding and misconceptions about the systemic barriers within education that prevent equity and equality of opportunity for all. This lack of understanding and misconceptions have included that the working class lack aspiration, as outlined by Adams (2018) 'In discourses about white working-class underachievement, lack of aspiration is held up as a key barrier' or that teaching and learning within schools in certain regions is poor, as reported by Cumiskey (2024) 'schools teaching in the poorest areas have to rely on younger, and essentially cheaper, staff.' This is not necessarily the case, and the situation is far more nuanced, when we consider access to resources (such as tutoring) and opportunities (such as a greater range of work experience placements). We need to look closer at how we can dismantle both the very visible and invisible barriers and systemic issues that limit what some children can go on to achieve within and beyond school.

As a result, I have spent much of my career writing and talking about ways that we can ensure that educational institutions are centres of hope, opportunity and joy for all students, irrespective of their backgrounds and starting points. I have held roles as a classroom teacher, senior leader and trust network lead within schools, and I have led ITTECF provision within different institutions. I have dedicated much time to creating and sharing resources, as well as attending, delivering at and leading educational conferences with the intent of supporting colleagues in their vision to improve outcomes for all students. Interestingly, the work of Stein (2024) outlines why sharing my background and positionality is important, as Stein argued that the 'best ethnographic work ..[tells the] story of lives lived in specific social and historical contexts...helping...[readers]... to understand their own hopes and fears and personal and political investments. By sharing my views on equity in education, this involves being open to professional vulnerability in terms of some within, and beyond, education challenging the points I put forward (as discussed in the body of my thesis, there are some who would argue against diversifying and decolonising the curriculum). After years in education, I am beginning to feel like the tide is turning and attitudes are

shifting with regards to how we can achieve equity and equality for all. In this thesis, I hope to share how my published work and praxis are helping to contribute to this shift, alongside the work of authors, practitioners and academics such as those outlined below.

At this point, it is key to further outline my positionality. As a practitioner-researcher, I recognise my power and privilege in that I have selected aspects of history to be studied which I deem as 'decolonised', 'diverse' and 'significant' to study. Whilst I have educated myself on diverse and decolonised history topics and I have outlined my background in this introduction; I am not from the global majority nor am I LGBTQ or disabled, and whilst I can write about these histories and the need for them to be studied, this is from my own lens and I will miss narratives and perspectives. My published work, and indeed my thesis, is drawn from the work of diverse authors and academics, such as Mohamud and Whitburn (2016), Thomas (2022) and Ali (2024). As such this means that my body of works and thesis aim to broker additional space within the topic of equity and equality which others have worked hard to carve out. However, I acknowledge my privilege in being able to broker this space. I do not seek to dominate or claim authority over it; rather, I aim to demonstrate the originality of my published work and praxis while inviting diverse educators to contribute their own expertise—particularly across different subject areas. Using history as a case study, from the analysis of my published works and the coding of my research data, I created practitioner-researcher derived pillars that can lead to equity (and, ultimately, equality) within educational settings. While my published work focuses on the study of history, I invite those from marginalised communities to contribute their expertise from their own unique positionalities, perhaps using this historical exemplar as a framework for subjects such as physics, chemistry, and beyond. Kara (2025) outlines why it is important to recognise this because without this self-awareness, we are not addressing one of the key reasons why the curriculum is not decolonised and equitable. Kara (2025) argues that power is at the very centre of our curriculum choices and that 'theories of knowledge are imbued with narratives about power. The implications are troubling. Cultural capital is the best of what has been thought and said. The best of

what has been thought and said belongs to one section of society. Your culture, your capital, your powerful knowledge is less valuable than ours. In this case, young people from all cultures and identities are expected to value, and learn, one culture's knowledge – to assimilate, in fact. Extending this further, Kara states (no date given) that 'to engage with that broader field of knowledge, one that includes a multi-layered view of literature, history, music and art, is a priority when attempting to diversify the curriculum. It is an argument for more knowledge, not less. To do this, we as educators, must engage with a range of voices, including voices that may be seen as 'disruptive''. Gandolfi (2023) suggests that one way that we can overcome this is if 'we aim to provide a space for those working in and across schools and higher education in England and Wales... to explore the challenges and opportunities encountered when trainee teachers, mentors, experienced teachers, school leaders, and teacher educators attempt to engage with anti-racist and decolonial approaches to their curricula and practices.'

As a result, I have sought to decentre my own authority by using the work of two authors. First, is the decolonial thinking of Gabriel (2019) who created a framework of 'Decolonize, Democratize and Diversify the Curriculum.' An example of my positionality and my brokering of space within history (as a case study) to decolonise and democratise is 'What is History Teaching, Now?' where there is a chapter on 'Teaching Black British history' and on 'From representation and diversity to decolonisation', both written by authors who are Black-British. These authors chose the content, structure and case studies of these chapters, and shared their lived experiences of decolonising their curriculums within their schools. Additionally, I have used the thinking of Kara in 'The Diverse Curriculum' (2025) due to the intersectional approach taken by her in terms of exploring not only race and ethnicity, but also the role that the patriarchy, heteronormativity, ableism and victim narratives play within the curriculum and school cultures. This for me was important as the body of works is focused on how we can move education closer to equity and equality, of which decolonisation is part of this, but this also involves including other diverse, and intersectional, histories.

1.2 Equity and Equality in England

Arguably, at present, the English educational system is not yet equitable or equal despite its intent to be so. This claim is supported by the National Audit Office's report that 'Despite investment, disadvantaged children performed less well than their peers across all areas and school phases in 2022/23. The gap in children's attainment had been narrowing prior to the COVID-19 pandemic, which then had a detrimental impact. The gap continues to widen for Key Stage 4, which is when children leave school, and, while the attainment gap for those finishing primary school narrowed slightly 2023-2024, it remains wider than it was a decade ago' (2024) Resultantly, disadvantaged children, in England are still, in my practitioner-based experience, chronically underserved. I believe that the marker itself as to who qualifies as 'disadvantaged' is flawed given poverty and indeed society is so complex and cannot be captured and caught fully by the current metrics. There are some children who exist one handful above the determined line for Free School Meals, yet their experience may be almost identical to those who do qualify in terms of food and fuel poverty. This is discussed by Adams (2022) who report that 'While the proportion of children eligible for free school meals (FSM) in England has jumped from 15% in 2019 to more than 22% this year, headteachers say the numbers of "invisible hungry" – from families in poverty but not poor enough to qualify – has also increased.' Adding to this, the EEF (2025) identify that 'FSM6 only applies up to the end of Year 11. Beyond that, there's no clear agreement on how to define socio-economic disadvantage [for children aged 16-19]. Only about half (51%) of pupils who were eligible for free meals in Year 11 are still recorded as eligible in Year 12. The picture is uneven too: 86% remain eligible in school-based providers compared with just 37% in other providers... Deciding on a definition of disadvantage at 16–19 is not straightforward', meaning some children might experience a cliff-edge when it comes to support due to the complexity of defining 'disadvantage' and our current practice in doing so. Some students will live in leafy suburbs in affluent families and will not be considered disadvantaged due to this, but they may experience neglect, such as 'emotional neglect – the most common type of abuse in affluent families. The research also showed that affluent parents use their

social and financial capital to manipulate the child protection system' (Bernard, no date give). Therefore, disadvantage is difficult to define and determine, meaning that there are children who the system fail to acknowledge and support. Looking at the categories that do exist, the Sutton Trust (2025) states that 'On Attainment 8, FSM [Free School Meal] pupils have a score of 34¹, that is notably lower than the score of 49 seen for non-FSM pupils. At post-16, FSM pupils in England are 16 percentage points less likely to be in sustained education, an apprenticeship or employment after Key Stage 4, at 65% compared to 81% respectively. They are also half as likely to have an undergraduate degree, at 16% compared to 32% of non-FSM pupils. And in adulthood, at age 28, FSM pupils go on to have average earnings that are over £5,000 lower than that of non-FSM pupils.' Therefore, addressing equity is difficult within education, as there is arguably yet to exist the mechanism to identify disadvantage appropriately and sufficiently.

Debatably, as such, education at present operates as a dichotomy; a system which aims to reduce disadvantage and level the social playing field, but in reality, it could be said that in its current form, the system seems to actually widen and exacerbate the gaps between those who are under-resourced, disadvantaged and/or have prior low attainment compared with those who derive from more affluent backgrounds. This argument is supported by the DfE Key Stage 2 attainment and lifetime earnings (2025) findings which demonstrate that when looking at lifetime earnings 'one standard deviation increase in total KS2 English and maths attainment is associated with £162,000 in additional undiscounted earnings for non-eligible pupils, compared to £129,600 for FSM eligible pupils. In present value terms this would be a £65,500 increase in discounted earnings for non-eligible pupils, compared to £52,400 for FSM-eligible pupils.'

Added to this inequity and inequality, of which socio-economic and underserved status is one lens, there arguably still exists a disproportionate underrepresentation of

¹ The Attainment 8 point score used has 0 as the lowest score and 60 as the highest score; the higher the score, the higher the attainment of the student/sub-group: <https://www.suttontrust.com/wp-content/uploads/2025/05/The-Opportunity-Index.pdf> p.10

protected characteristics at a systemic, national education level which permeates into the bloodstream and culture of schools. Resultantly, this has led to organisations such as the Global Equality Collective (GEC) creating an 'Inclusion Index' (2025) which hopes to better capture the kaleidoscope of experiences that sit within inclusion and provide evidence of the different lived experiences as well as the impact of education as it currently exists. Indicators include diversity, culture, belonging and curriculum which have found that 'Around 41.3% agree that they feel "seen" in the curriculum. Of those students that disagree, SEND, Global Majority, and LGBTQIA+ students feel most excluded and disengaged.' Contestably, whilst the DfE will claim that it has at the centre of its vision a drive for equality and inclusiveness, the examination boards and the National Curriculum (DfEa, 2013, DfEb, 2013), along with some pedagogical practices, do not wholly create learning experiences and opportunities which are wholly equitable for all. This is echoed by data such as '1 in 2 students report that they feel like they "belong" at school. SEND, Global Majority, and LGBTQIA+ students feel least belonging; intersections intensify isolation.' How this lack of belonging and representation can then manifest includes the Foundation for Education's report (2025) which states that 'exclusion rates for Black Caribbean girls have tripled, while Gypsy and Traveller children remain among the most excluded. Poverty remains a powerful barrier to educational participation and achievement.'

As such, we could conclude that students who are from a protected characteristic/s and those who are and/or part of a lower socio-economic status do not, on average, achieve in line with their peers who are not from the same demographic. The National Audit Office value for money report (2024) that indicates that 'Each year, DfE spends around £60 billion to support all children across schools and early years settings. For 2023-24, this included an estimated £9.2 billion focused on supporting disadvantaged children'. However, looking at socio-economic status and regional disadvantage closer, in 2025, the 'geographical region with the highest percentage of GCSE grade 7s and above was London, and the north-east had the fewest' sitting at (17.8%) (Ofqual, 2025) which suggests that the distribution of this funding is equitable across regions or having the intended impact due to the extent of disadvantage. Reading this, the misconception

would be that it is 'grim up north' and that curriculum design and teaching and learning must not be as strong as other regions. This thesis strongly argues that this is not the case and that there is much work taking place in the North East to redress the disparity in outcomes for our young people. Systemic barriers, such as funding and fewer opportunities, (as evidenced by 'Over the last 10 years, ongoing inequalities in funding have meant schools in the North of England have received less money from the National Funding Formula (NFF) on average than their southern counterparts... Schools in London received an average of £6,610 per pupil compared to £6,225 in the North East and £5,956, Newcastle University, 2023) are issues which educators in the North East are working hard to raise awareness of as well as find our own solutions to overcome them. I would argue that more voices from the lesser heard regions, such as the North East and North West, need to be heard in education.

The lack of equity of representation within current curriculums and teaching and learning within educational institutions, teacher training providers and examination boards over decades is long standing, multifaceted and complex. The evidence of such is contained in reports such as the GEC Inclusion Index (2025) which highlights that 'around 61.2% agree that diversity is a feature of their daily experience and that they learn about people "that are different to me". Our qualitative data illustrates that students say that their schools often lack racial, cultural and intersectional representation; Global Majority students in particular report that this increased their sense of exclusion.' Moreover, Criado-Perez's 'Invisible Women' (2019) includes research that the Edexcel A Level Music specification included zero women in the sixty-three pieces of work stated to be studied and found that when challenged, their response was that no women were prominent in music at this time. They added in their response that their specification was drawn from a "the canon", that is, the body of works generally agreed to have been the most influential in shaping western culture.' Revisiting the earlier argument from a previous Education Secretary, Keegan (2021), it is argued by some that schools can go beyond the listed content on the National Curriculum (DfEa, 2013, DfEb, 2013) and/or 'canon' and that it does not act as a constraint. However, there is still the issue that in terms of implementation, there is a

'perceived limitation of the curriculum [which] relates to restricting teachers' agency in the choice of texts and resources they deploy. Moreover, the curriculum is a government policy, so some teachers may not feel confident to marginalise some content and include more diverse materials. This raises the issue of teachers' opportunity to exercise agency to make adaptations to the curriculum' (Lebbekhar et al, 2022). Thus, I would argue that at the heart of why there is still this lack of equity and equality, is educational policy and mandated national curriculum documents. As a result, I developed my research questions as I wanted to explore how greater equity could be achieved. This involves looking at the short-term changes and strategies, operating within the existing National Curriculum and implementation of it, whilst also generating thinking around what future National Curriculums could include and how diversity can be centred. My published and creative works allowed me to test my initial thinking and theories around what I believe could lead to equitable education and then code the impact data to create the pillar format (Figure 1). The responsibility of the commissioning of the development and implementation of such statutory frameworks and documentation sits with the Education Secretary, and the implementation of those are judged by the school inspectorate Ofsted. Whilst successive governments have claimed that they have sought to ensure that education evolves to meet the needs of a changing "British/English" or multicultural society and future workforce, as a practitioner-researcher, I would argue there has been a harking back to 'traditionalism' and an entrenched, imagined canon, most notably experienced under Gove during his tenure as Education Secretary. This is argued by Criado-Perez (2019) who outlines that 'from 2013, a battle raged in Britain over what we mean by 'history' One side was the then British Secretary of State for Education, Michael Gove, brandishing his 'back to basics' national history curriculum...which was notable, amongst other gaps, for its almost wholesale absence of women. No women appeared in the Key Stage Two (ages seven to eleven) at all, other than two Tudor queens. Key Stage Three (ages eleven to fourteen) included only five women, four of whom... were lumped together under 'The Changing Role of Women' - rather implying, not without reason, that the rest of the curriculum was about men.'

I would argue that a fixation on 'Britishness' as a concept² (which is incredibly difficult to truly define and establish a criteria for meeting it) has led to the narrowing of the curriculum and the exclusion or othering of protected characteristics who fall short of the determined definition espoused at that time of the person creating the policies.

Education policy (which sets into motion a ripple effect across examination boards and school policies and choices) is so often skewed by the political opinions of those in power and by the hangover of the traditional 'canon' and entrenched culture of what is 'British' and what is not, that it has acted as a barricade to removing the very barriers that need to be removed within education. As previously evidenced, this is obvious in subjects such as history which has continued to be the victim of the 'history wars,' as argued by Watson (2019) when discussing Gove's tenure as Education Secretary:

Consistent with all his Conservative predecessors, Gove took issue with what he believed to be the unpatriotic approach of history professionals to questions of Britain and Britishness...Gove followed earlier Conservative politicians in preaching the need to tell the single story of how Britain has come to be the unproblematic unitary entity that he considers it to be today...When in opposition, Gove (2009) talked generally about his desire to overturn "the defeatism, the political correctness"

Surmising Watson's (2019) argument, he reasons that the political parties, such as the Conservatives, have used the curriculum (in particular, the history curriculum) to try and imbue a patriotic version of the past that centres Britain as the centre of the world and a progressive force within it, to foster national pride. Additionally, Watson (2019) contends that the impact of this has been the diminishing of the study of global history, the wilful ignorance of the history of protected characteristics and their lived experience of the past, and an unwillingness to critically counter or challenge Britain's role within

² 'Britishness' in itself is impossible to truly define, as evidenced by Platt's (2019) overview of a debate on 'What does it mean to be British? And who defines it?' which concludes that 'What can such definitions ultimately tell us about what links – or separates – people?' While the law defines the rights and limits of citizenships, attempts to define its core setting up citizenship as a club with rules and with the membership card checked or disputed more often for some than for others.'

the world and the impact that it has had. Previous Education Secretaries, such as Keegan (2021), would disagree with Watson (2019) by arguing that ‘the Department sets out that GCSE history specifications produced by the exam boards should develop and extend pupils’ knowledge and understanding of specified key events, periods and societies in local, British and wider world history, and of the wide diversity of human experience.’ This debate brings us back to the issue of agentic change and Kara’s (no date given) point about who holds the ‘power’ when determining what is significant and ‘right’ to study, as well as what constitutes ‘British’ history and sufficient inclusion of all identities and global history. As such, this reinforces Fraser’s (2013) argument that for equity and social justice to be achieved, we need ‘redistribution, recognition, and participation’ when it comes to constructing the curriculum and embedding teaching and learning practices and Kara’s (no date given) argument that this must mean engaging ‘with a range of voices, including voices that may be seen as ‘disruptive.’”

Over the past decade, there has been both a variable top-down and much more welcoming and larger grassroots national drive to ensure that education is more equitable and that no child, irrespective of their background, is left behind. Example organisations and bodies include The Belonging Effect (across all subjects) and subject specific ones such as Justice 2 History, SHP Curriculum PATHs and PORTRAITEMB. This work is important as research from the Runnymede Trust (2021) in the Foundation for Education report (2025) shows that ‘while over 80% of teachers believe the curriculum should better reflect Britain’s diverse cultures and communities, fewer than 1% of GCSE English Literature students study a book by a Black author’ and that this needs to change as:

The future of education in England must be unapologetically ambitious for every learner. Inclusion is not just about access or representation; it means removing the structural barriers that hold some children, young people and other learners back...Inclusion is no longer whispered at the margins; it is moving towards the centre of the national conversation.’ (Foundation for Education, 2025)

This focus on equity, equality, diversity and inclusion has led to shifts in the different key interlocking aspects of educational practice, including curriculum content and continuity, pedagogy, literacy and oracy, and professional development. With such shifts, various published materials have also sought to provide ideas, guidance, research and practical strategies to support educators to evolve their thinking and to help educators at various levels to determine what is appropriate to implement within their own context. However, as Elliot Major and Briant (2023) outline when looking at various guidelines there is still much work to be done. They state how currently the teacher training standards includes 'one solitary generic statement that teaching improves the life chances of low-income children (Department for Education, 2022)' and that the 'standards governing teachers' practice fail to make any direct reference to the promotion of social justice or to social class (White and Murray, 2016). This is concerning as the lack of positioning of disadvantaged students within the training of both trainee and existing educators could give rise to a gap in both awareness of these students as well as knowledge of high leverage, evidence-led strategies to implement to close the gap. Added to this, Elliot Major and Britain (2023) have also audited the English school inspectorate, Ofsted, and how far they position disadvantage at the centre of their inspections. They found that the framework at the time of writing (2023) included 'no explicit guidance about what is expected from teachers to meet what is arguably the greatest social challenge of our times. Guidance merely states that a school should ensure all its pupils achieve, including those facing disadvantage (Ofsted, 2022)'. Given multiple educational institution's proclivity to ensure that they meet the inspectorate's guidelines by shaping their vision and provision around them, if inclusion is not at the centre of the guidelines, then our most vulnerable are not suitably catered for. Whilst the new Ofsted framework (due for first inspection in November 2025) does now include a 'new 'inclusion' evaluation area to help break down barriers to learning and well-being' (Ofsted, 2025), which is a positive development, it is still possible that issues will still exist in terms of: how long will it take for schools to adjust their provision in line with this greater focus on inclusion? What models of good practice are out there for schools to use to develop inclusion? Will schools adopt a narrow lens of inclusion based on the broad statements within an inspectorate framework and not carry out the wider reading

and learning to better understand inclusion?

This is why my research questions aim to provide answers to those very questions. My thesis explores how diversifying the curriculum, embedding inclusive teaching and learning strategies, and by improving literacy and oracy instruction (improving a sense of belonging that encourages individuals to share their lived experiences) can achieve this. My research questions answer the above by identifying pillars which can engender equity and equality, through a history curriculum case study (acting as model evidenced, equitable thinking and strategies in practice).

1.3 Framing inclusion

How, therefore, can schools frame inclusion? The interplay between many sides needs clarifying. When discussing curriculum content and continuity, pedagogy, literacy and oracy, professional development and leadership, it would be remiss to see them as isolated components of education which exist in silos separate from one another. What is more accurate, is to see them as complimentary, interwoven threads which, when combined meaningfully and cohesively under common themes, bring into being an education system that has a shared vision for educational excellence. These common themes act as unifiers and provide a collective set of goals both across the education system and within institutions themselves. Often, English schools will cite in their vision statements that one of their themes, missions or goals, is to support disadvantaged children by closing the gap between them and their peers, commonly using qualifiers and nouns such as equality, equity and inclusion as markers of a commitment to ensuring this. An example is ONE Academy Trust (2025) which states that ‘We recognise, celebrate and value **diversity** within a culture of respect and co-operation. By providing **equity** and **inclusion** in our schools, we aim to create a positive environment and a shared sense of **belonging** for all who work, learn and use the services of the schools in our trust.’ However, I would argue that there can still be a gap between intent in these vision statements when compared to application and lived experiences. An example would be if a school organises an event for International

Women's Day or Black History Month, but the texts within the curriculum are not diverse or reflective of the community the school serves, as is typical at GCSE given that 'less than 1% of GCSE students in England study a book by a writer of colour, and only 7% study a book by a woman' (Penguin, 2021) This can come as a result of limited knowledge of leaders and key upper-level stakeholders (or, indeed, a political mindset of chosen ignorance or a standpoint echoing that of Gove's), a lack of time to undertake research when met with a swathe of information to wade through, examination specification constraints, as well as few opportunities to explore models and strategies implemented by other educators in their own contexts. Such barriers have been evidenced by the Runnymede Trust (2024, p.7).

Our research highlights teachers' lack of time, resources, and confidence in talking about race in the classroom as the greatest obstacles to teaching diverse texts...Despite this, there is a clear desire among both teachers and students for a more representative curriculum to be taught, with 70% of young people surveyed agreeing that diversity is part of British society and should be represented in the school curriculum.

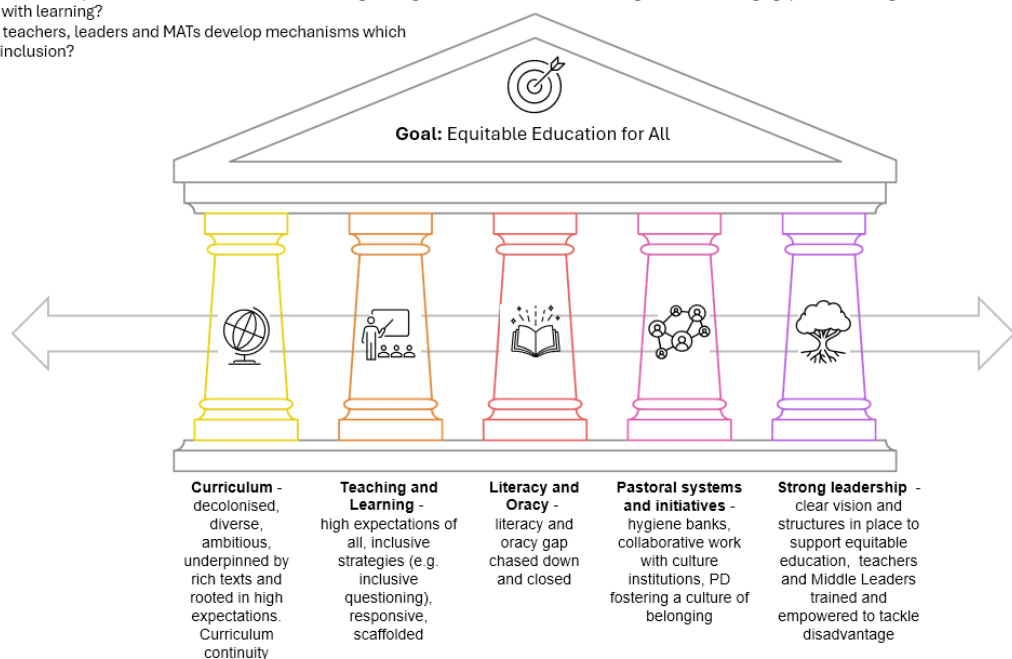
As such, this is the void that this published work seeks to fill. How, given the aforementioned barriers, can we take steps to ensure that education in England (and beyond) becomes more equitable, and therefore equal? The body of work contributes to answering this big question by providing educators at all levels with accessible research and practical strategies that enable them to reflect on how equitable and equal their curriculums and teaching and learning are and provide them with a model to consider using to enact changes. By positing a framework for equity using pillars which cover multiple areas of an educational institution, I put forward a case study of the study of history enacting these pillars to demonstrate how they can work in practice. By doing so, this history case study can act as an exemplar for other subjects to use, amend and further the framework in their own discipline. Fundamentally, the work answers the question about why schools should be equitable and equal and how they can move towards achieving this goal by sharing my praxis.

The pillars I foreground outline cover a range of areas of a school, from T&L to leadership, because for a true culture of inclusion to exist, singularly focusing on just the curriculum will not achieve equity. My thesis demonstrates how we can achieve equity if we indeed thread multiple areas of the school together. Figure 5 outlines how each published and creative works, and the data that derived from their impact, underpin each of the practitioner-researcher created pillars. My published works were written at differing points in my career and prior to the development of my research questions, and they tell a narrative of how my thinking has evolved over the years as my knowledge, expertise and experience increased (see Methodology chapter and Literature Review chapter).

Figure 1: Pillars to achieve equity in education. The pillars are practitioner-researcher created and emerged during the process of coding the data.

Questions:

- How can inclusive, representative curriculums be constructed in History?
- How can schools implement evidence-informed scaffolding strategies as a mechanism for closing the disadvantage gap and ensuring that all children are supported to succeed with learning?
- How can teachers, leaders and MATs develop mechanisms which promote inclusion?



- A diverse, representative curriculum is planned, including Personal Development and extra-curricular activities (Pillar 1)
- This curriculum then needs to be taught inclusively in the classroom (using

scaffolding, for example) (Pillar 2)

- For students to be able to access the curriculum and to engage in asking and answering questions, sharing views, and demonstrating knowledge through the application of skills in writing and speaking, children need to have secure literacy and oracy skills which are developed in disciplinary, subject specific ways. If children are below expected reading age then they will struggle to access curriculum texts. If they struggle to write, they will not have equity with peers in terms of communicating their knowledge, demonstrating skills and sharing their ideas. Children need to be able to discuss their ideas orally, ask questions, challenge interpretations and respond to checks for understanding (which inform adaptive teaching and scaffolding). Moreover, if some students do not have the ability to communicate via reading, writing and speaking, we are not creating the conditions which tackle disadvantage as the attainment gap will widen, and marginalised voices could continue to be unheard in some classrooms.
- However, to achieve this, we physically need children to be in the building attending those lessons. This requires pastoral mechanisms and strategies that support all students and identifies to attend and feel a sense of belonging (Pillar 4)
- Underpinning all of this is strong leadership. Leaders who are knowledgeable about equity and are committed to achieving it by implementing all of the both (Pillar 5). Ideally, this leadership will align with Fraser's (2013) framework of ‘

The audience of this thesis includes stakeholders such as Trust Staff and SLT in all educational settings (pastoral, curriculum, T&L), Middle Leaders (subject, phase and pastoral), classroom teachers, teacher training providers, educational consultants and educational businesses.

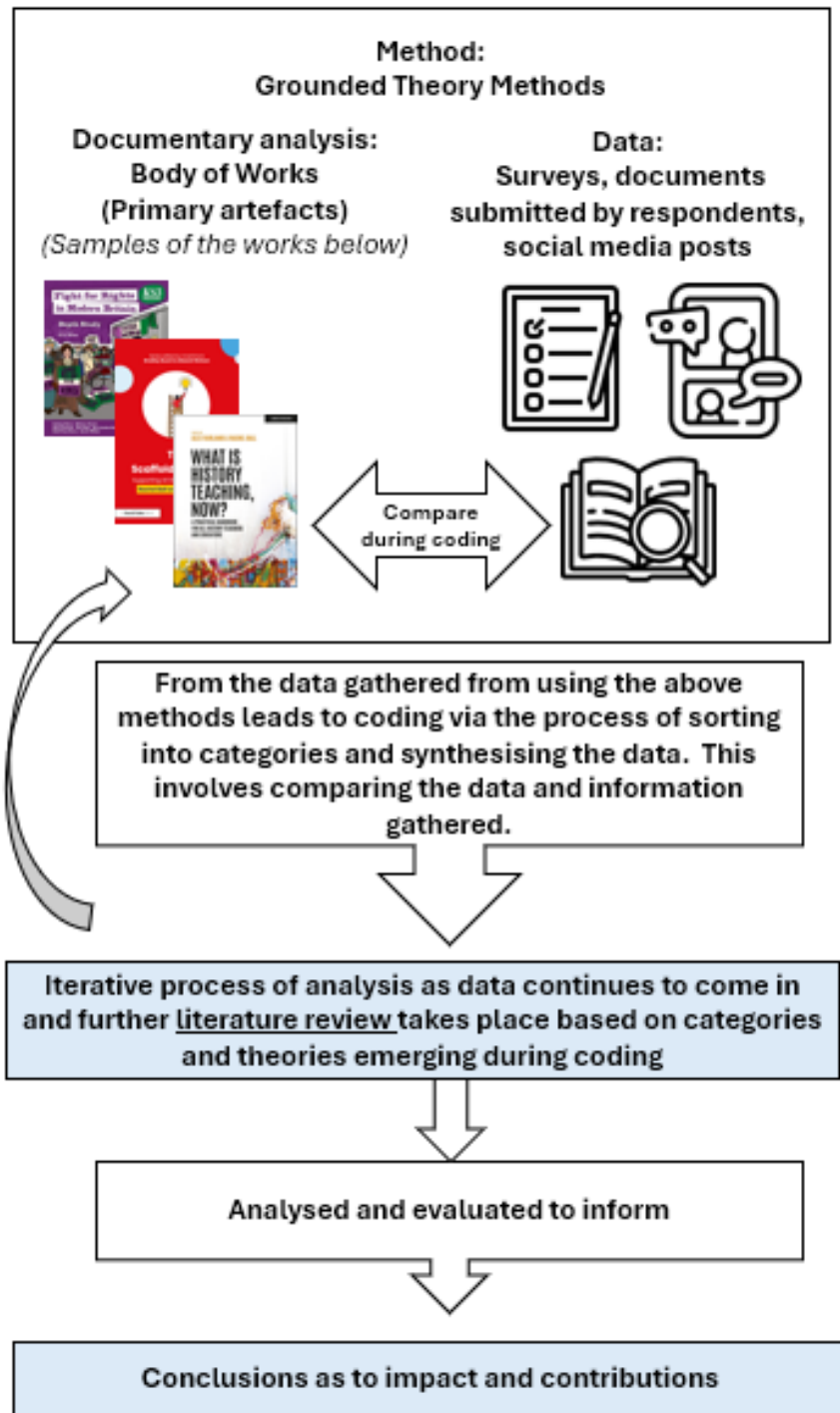
The chapters in this thesis are structured to provide an outline of the methodology used and ethical considerations, a literature review, an analytical model, a thesis and impact statement, and a conclusion. In the conclusion, I will draw together how my thesis answers the research questions about how the variety of stakeholders within schools

can enact mechanisms to create representative curriculums, with my history praxis as a model, and implement them inclusively within classrooms.

Chapter 2: Methodology

In this chapter, I will outline and explain the methodology taken when collating evidence and analysing the impact of my published work. Given my position as a practitioner-researcher, I used aspects of grounded theory methods, with documentary analysis as component of this approach. The decision to use grounded theory methods, rather than grounded theory in its absolute form, is due in part to my prior knowledge and my pre-existing body of published and creative works. The data I collated as part of my grounded theory methods was multi-modal: a written survey, documents submitted by survey respondents (to illustrate comments in the written responses about the impact of my work upon their practice), and social media posts written by people commenting on the impact of my work. Within my grounded theory methods (and the data collection which informed this), I also used documentary analysis. The rationale for this is I was able to review and evaluate the impact of the published work and creative works through an in-depth exploration of the purpose and content of them, adding contextual richness and further evidence. Combined with the data, this meant that my published work (primary artefacts) could be coded alongside the external feedback (the survey and submitted documents, as well as the social media posts) so that I was able to reflect upon what was happening when educators interacted with my published work. Additional to the explanations of the choice of methodologies chosen, will be a discussion of the challenges when using such approaches which will sit alongside the processes put into place to mitigate against those challenges, such as submitting the data collection process for ethical review in advance to collating the data.

Figure 2: Overview of methodological process



2.1 Methodological Approach: Grounded Theory Methods (Using Aspects)

As a practitioner researcher, the rationale for using grounded theory methods (GTM), rather than grounded theory (GT) in its 'pure/absolute' form, is due to my existing knowledge (including tacit knowledge), experience, practice relating to equity and equality within education. GT in its 'pure/absolute' form is 'the discovery of theory from data systematically obtained from social research' (Glaser and Strauss, 1967). I did not start analysing the data or approaching this PhD with zero or little knowledge of equity within education. Nor did I start without knowing what an awareness of mechanisms could be put into place to achieve equity and equality in education, and what I felt the impact of my works (for example, due to book sale numbers, requests for consultancy work and requests to speak at conferences). Added to that, given that being a teacher is rooted in intuition, and the ability to reflect upon prior learning, experiences and actions to improve and develop future steps taken, it is often difficult to separate the self from the work being explored and examined, particularly when it is my own. The result of being so close to the body of works is that it could result in me being subjectively selective with my data inferences, that I could write a very subjective analysis or write descriptively about the data, rather than analysing it. In short, my using GTM I aimed to avoid generating a descriptive biography of my publications and instead outline my theory of change (the pillars leading to equity and equality) through the case study of history. Therefore, this methodological approach enabled me to forge 'pillars' that emerged from the analysis of my published work and practitioner feedback, operating as a framework for constructing diverse and representative curriculums and implementing equitable teaching and learning strategies. This ensured that my final model was built upon reflective practice and empirical data, rather than abstract theory or my initial theoretical lens from my existing published works portfolio.

Cheong and Yeo (2015) outline Lincoln and Denzin's (2005) view that 'qualitative research is a practice of examining studied subjects in natural settings and then transforming and making sense of the studied phenomenon through the interpretation of

gathered field notes, photographs, conversations, and the other similar representations (as cited in Greg et al., 2013).’ The process of using GTM involved using comparing the data collated from the surveys and comparing this with my primary artefacts (my published body of works), the documents submitted by the survey respondents and social media posts (the ‘representations’ identified above). Charmaz (2006) outlines the benefits of using such an approach as ‘grounded theory methods can complement other approaches to qualitative data analysis, rather than stand in opposition to them’ which is why I included documentary review of both my own world and those documents submitted by respondents within the GTM. This enabled me to code the data into different categories, analyse the findings, carry out a further literature, then repeat the process to add emerging insights or thicken the existing analysis. Salmons (2023) argues this is useful as ‘it is an iterative, not a linear research process’, and this enabled me to continuously revisit my data (which was longitudinal as survey responses were submitted over four months and my published work has been in the public domain for a number of years leading to different online reviews), reexamine my coding and review my analysis. During the literature reviews rounds, I examined my work alongside governmental policy and inspection frameworks, as well as the work carried out by subject associations, charities and examination boards. This included emerging documentation such as the new proposals around a revised Ofsted framework (2025) and the Interim Curriculum and Assessment Review Report (DfE, 2025). Stein (2010) further reinforces that given education is very much built on reflection and ‘could/should this work here?’ and this process enabled this thinking. Moreover, when reading educational research and suggestions of strategies from the aforementioned organisations, it was important for me to reflect on how replicable this theory and framework could be in other contexts nationally, and internationally. This is particularly important for me to answer as my research questions ask how my published and creative works have enabled practitioners to negotiate the space between the established national curriculum and equitable, inclusive pedagogical practice – whilst also creating an ellipsis about how this could translate to other subjects during future research.

During the coding process (I used initial line-by-line coding, Charmaz, 2006), the themes began to form a framework of the pillars based on equity within education. Given my prior knowledge about evidence-based strategies to achieve equity and equality, this meant that I had to caution against confirmation bias, in that I might only end up selecting aspects which solely confirm my existing knowledge. Therefore, I had to be mindful to spot any new emerging theories and purposefully construct my survey to try to be open to invite honest submissions which might include criticisms or limitations of the impact of my work (this is discussed in my section explaining the survey data collation).

During the coding process, I was able to group and triangulate survey responses against other collated pieces of data, such as documents or data submitted by other respondents, social media posts including online book reviews. Having this range of data meant that I was able to draw comparisons of impact across my primary artefacts (published work), other practitioner's experience of the impact of my work (survey, documents submitted), and public discourse (social media posts) demonstrating impact through evidence. The iterative process of collating, coding, analysing data and carrying out further literature reviews, I was able to narrow down the categories before refining my analysis and drawing my final conclusions. The outcome of this was being able to use the lived experience of practitioners and the impact of my published and creative works to focus on how equity and equality can be achieved through ensuring that schools develop and embed the pillars that emerged. By focusing on history as I case study, this provides the research, framework and an exemplar for other subjects to explore and further. The combination of the above is important given the constraints of time and potentially limited opportunities for professional development (in particular, delivered by external people due to cost). Barriers to change can emerge during the intent phase (the research and the why) but also the implementation of it (the what and the how) in terms of educators being able to turn ideas into reality within a school and a classroom. This known as the 'knowing-doing gap' which has been discussed by Mccrae (2024) who argues that it can:

emerge for a number of reasons. Sometimes it's because teachers are exposed to an idea but aren't helped to understand exactly *what to do* about it—how to put it into action...The knowing-doing gap tends to arise when teachers are exposed to PD experiences which *only* provide them with insights, but don't come with all the other 'essential ingredients' of effective change.

Therefore, the exemplar of history as a worked example of the pillars in action, alongside the narrative I provide in this thesis of my thinking, process and reflections (and mistakes!) can help to distil the theory into future models to be explored and considered for their own use (for example, in mathematics or design technology).

2.2 Ethical Considerations of using aspects of Grounded Theory Methods (Including a Data Survey and Documentary Analysis)

The challenges of ethical considerations with regards to GTM are varied. As a best-selling published author who has presented at several teaching and learning, curriculum and history specific conferences, the risk is that there is an inherent power imbalance and that this could impact the data submitted by respondents. To mitigate against this, the data survey was voluntary and had an option of total anonymity or to submit their name but remain anonymous in the thesis, to create the conditions where respondents could submit feedback that was honest. Lee and Ranzetti (1993) outline this concern, stating that 'a sensitive topic is one that potentially poses for those involved a substantial threat, the emergence of which renders problematic for the researcher and/or the researched the collection, holding, and/or dissemination of research data.' Whilst the data nor content is not a threat, I would argue that given the polarised views on diversifying and decolonising the curriculum, I did not want respondents to be subject to receiving commentary in response to the views that they have put forward about this focus area. Without doing so, it may have been the case that respondents would have felt professionally vulnerable with their name in the public domain in a thesis stating certain opinions about approaches to education. Additionally, I did not want respondents to feel that they were unable to submit critical feedback about my

published work and its impact for fear of upsetting a peer (myself) within their community. This is particularly the case given that for me to collate data on my selected 16 pieces of work; they were listed so that respondents were able to select the texts that they were writing about in their submissions. Seeing a large volume of published work on this data form might result in respondents feeling that they must write more favourable comments if the form is not anonymous (as in, 'if she has published so much then this criticism I want to include might not be the norm, so I won't write it'). Whilst permission was given from most respondents to waive anonymity, having the option to submit anonymously, or have their name known to me (the researcher) but not included in a public thesis, all the quotes and the work submitted have been anonymised in this thesis. The rationale for this is linked to my purposeful design of an open survey.

I created an open survey as part of my positionality and a drive to use inclusive research methods to address a power-imbalance and given my own background outlined in my introduction. Adley et al (2024) summarise Nind's (1972) argument that 'within fields of research with populations who have been traditionally marginalised such as people with learning disabilities, inclusive research methods aim to democratise the research process and enable such groups to take more integral roles in the process of knowledge production.' Moreover, Dean and Singh (2025) summarise Merton's (1972) argument that:

As researchers, their positionality as outsiders, unfamiliar with their participants lived experiences or insiders with shared experiences can affect the authenticity of knowledge production. Arguments that outsider positionality enhances analytical detachment enabling objective knowledge production, while in contrast, insider privileges deep cultural understanding, which builds an authentic picture of the phenomenon under study.

The complexity of analysing the impact of my published work is that I am trying to broker the space between being an 'outsider' and an 'insider' with regard to experiences of marginalised people, but also acknowledge that I am an 'insider' in terms being a

practitioner researcher who has implemented the practice in my classrooms and published work focusing on it. To clarify further, I am an 'outsider' in the sense that I am not a person who has lived or inherited experiences of people someone from a marginalised community who has taught or been taught curriculums which are and are not representative, beyond the lenses of gender and regionality. Therefore, I do not have full 'insider' knowledge of multiple marginalised voices, for example I do not have the lived experience of a person of colour from India creating and delivering resources that relate to Empire and histories such as the Partition of India in 1947 nor a disabled non-binary person delivering a curriculum which does not include narratives of disability or non-binary people. Whilst my published works provide common goals (such as representative and diverse curricula) and seek to enhance diverse narratives within history, it could be the case that marginalised people may not have felt comfortable completing a survey which is not as open and this was a barrier I wanted to overcome. Medez (2013) highlights why it is important to do this, as educators or institutions may not agree with what has been written by respondents with regards to equity and equality, as outlined in my introduction where differing views on equity and equality within the curriculum was outlined. Using the concept of strong objectivity, by creating a very open and anonymous survey, the aim was to address 'the issue of political and hidden power dimensions within projects and practice of research' (Rosendahl et al, 2015) and create an equitable, inclusive form that acted as a space where respondents could write honest accounts and opinions. This is why I also purposefully anonymised all responses in my thesis, linking back to mitigating against a power and privilege imbalance and concerns that respondents may have about professional vulnerability. My hope was to encourage lesser heard voices to feel comfortable about completing the research survey, as outlined by Gandolfini (2023) in that we must:

support the professional and personal empowerment of teachers and educators whose own biographies might include lived experiences of coloniality and racism, such as those who are immigrants to their current countries of work, those who have been pupils of immigrant backgrounds in schools and universities across

England, Wales and beyond, and those who have been racialised throughout their educational and professional trajectories

The questions in my open survey were devised so that I avoided leading questions which would lead to confirmation bias (as discussed earlier). This is why the use of open questions such as “Has the work impacted on your thinking...if so how?” [Appendix 25] were used rather than closed questions. This enabled respondents to answer in their own words about what they felt that the impact was, rather than be guided by questions such as ‘How has the published work impacted your thinking about diverse curriculums?’; by asking this, this would then lead them to focus solely on diversity (rather than considering wider impacts, such as the development of literacy and oracy) but also lead them to provide data that reinforced my existing theory about my work supporting practitioners to negotiate the space between the National Curriculum (DfEa and DfEb, 2013). Rather than lead them to suggest that my work had led to them successfully doing this, I wanted to see if this came through in their own lived experience and practice, demonstrated by Respondent 13 [Appendix 38] who wrote that ‘accessibility and practical emphasis within Alex's writing removes barriers to engagement with the models and examples. Pupils respond well to the suggested processes, and this gives teachers confidence in the steps’; this data came from a Respondent’s own experience, using their own words, where they state that they have been able to negotiate the space due to my works. Had I posed the question ‘How has my work enabled you to close the space?’, this would have impacted the data submitted and not allow me to see if these were natural conclusions and experiences that people using my work were having.

Moreover, by asking closed questions, this would narrow the scope of what the respondent may then choose to include and limit the potential for new insights and divergent insights. Linking back to agency and democracy of participation in this research, it was important that my survey enabled practitioners to use their own authentic voice. My open questions were intended to generate dialogue, and we can see within the wording of the pillars that their voice and terminology is captured. For

example, Respondent 3 [Appendix 28] states they have ‘a new and more **inclusive** curriculum’ and Respondent 13 [Appendix 38] shares that ‘published work on **diversity** has supported colleagues, whose own History studies have rarely included any aspect of DEI, to undertake review and **diversification**’ – the respondents’ terms which are emboldened are evident in Pillar 1 and Pillar 2. The aim of doing so was so that the pillar framework incorporated respondent voice (fostering democracy and agency) which could open greater opportunities in the future to test the framework (and broaden it) with peers within history, as well as develop and test it within other subject areas.

Additionally, I chose to include questions which focused on thinking, work and practice to enable respondents at varying stages of curriculum design and teaching and learning strategy development to be able to engage in discussing impact – meeting them where they are at on their journey to developing curriculums and/or teaching and learning. For example, Respondent 11 [Appendix 36] has candidly shared that there has been a change in thinking, but only to a slight extent in practice (with the hope that future changes will take place). If I had focused solely on practice (suggesting that impact needs to be a wider scope or an embedded change), instead of also including thinking, this may have reduced the number of respondents who felt they could share their experience.

The questions in the survey enabled me to answer the research questions as respondents shared their own creative works generated as a result of accessing my published works, and they demonstrate the negotiation of the space between the established national curriculum and equitable, inclusive practice, as well as articulate how my works contributed to the journey of development of them. Further, given that I used borrowed aspects of GTM, whilst I had my initial theory about how equity could be achieved in education, the pillars were derived from the data that was collated. By creating an open question survey, this meant that the data drove the development of an initial theory and thinking, into a crystallised framework that came from tangible evidence of impact on practice. This ensured that I moved from an abstract theory or opinion to proven practice.

Prior to the publication of the survey link to be completed, the survey was approved through a process of Ethical Review [appendix 53]. Moreover, prior to embarking upon this PhD, any person who is a co-author or co-editor on any of my published or creative works has granted permission for me to include the texts in my PhD which included using university documentation which also outlined their level of involvement in the production of them. Informed consent also meant that respondents could withdraw consent at any point prior to the submission of the thesis. This included social media posts where permission was sought to use them, and they have been anonymised in this thesis with the right of withdrawal.

Figure 3: Overview of the respondents to the data survey.

Total number of respondents		18					
Institution	Primary	Secondary	Further Education	Higher Education	Teacher Training (ITT/ECF)	Organisations including Church	Educational Consultant
(NB: some work across institutional age settings e.g. all through, director across a MAT)	3	7	1	1	2	1	3
Role	Teacher	Middle Leader	Senior Leader	Director		Other e.g. High Education role, Reverend	
	1	6	2	5		4	

Location	North East (UK)	South East (UK)	North West (UK)	South West (UK)	Central London (UK)	Midlands and East of England (UK)	North Ireland (UK)	Multiple UK locations (due to role)	USA	Africa
	3	1	3	1	0	3	1	4	1	1

2.3 Documentary Analysis within aspects of Grounded Theory Methods (GTM)

Documentary analysis has also been used, as part of GTM, with my published works being primary artefacts and the documents submitted by survey respondents acting as further data to analyse for impact as they helped to illustrate the commentary within the response and the implementation of the ideas put forward in my work. Bowen (2009) writes that 'document analysis involves skimming (superficial examination), reading (thorough examination), and interpretation. This iterative process combines elements of content analysis and thematic analysis. Content analysis is the process of organising information into categories related to the central questions of the research.' This method is useful in helping to draw out the themes of the development of diverse curriculums in history (and beyond), inclusive teaching and learning strategies, literacy and oracy development plans, and the leadership of pastoral and extra-curricular programmes which promote belongingness. Payne and Payne (2004) frames this, stating that 'documentary research method is used in investigating and categorizing physical sources, most commonly written documents, whether in the private or public domain.' Documents analysed in this PhD include private and public lesson resources, schemes of learning, curricula plans, blogs, books, webinars, podcasts and training programme materials.

Documentary analysis has been used for three reasons, when analysing the research for this PhD. Bowen (2009) outlines two of the reasons, stating that documentary review can be used as ‘information and insights derived from documents can be valuable additions to a knowledge base...documents can be analysed as a way to verify findings or corroborate evidence from other sources.’ Using documentary analysis in tandem with GTM and a respondent questionnaire created the conditions with which to analyse data and documents to code them, bolstered by an analysis of policy, literature and peer work. An example of this is being able to assess the impact of the published works and creative works in developing diverse history curricula through the comments written by respondents in a questionnaire, an analysis of their and my own creative works and documents, alongside literature produced by Diverse Educators (Wilson and Kara, 2022) and governmental policy. It is important to use documentary analysis in such a way as “documents do not stand alone” (Atkinson and Coffey, 1997), especially given the limitations of this methodology, such as subjectivity, which will be discussed later.

Moreover, Cardno (2019) writes that ‘documentary analysis is often chosen as a second or supplementary way of collecting data in order to add rigour to a study through a multi-method form of triangulation.’ By looking at the respondent’s comments, alongside documents (often creative works) and my own documents (often creative works), this enables me to be able to strengthen and prove the claims that I make about the impact of the works. Added to this, the third reason for using it is due to the nature of the documents being analysed. Given my published work is a melee of mediums, such as published books and blogs as well as creative works (lesson resources, schemes of learning), documentary analysis enables me to be able to use a qualitative approach to determine impact, given quantifiable measurement is not often possible when trying to track how blogs and chapters have informed such things as curricula thinking. Moreover, given my work has resulted in the production of further creative works for the audience of it, documentary analysis is useful for understanding how the thinking of the respondents changed in practice, by looking at the artefacts produced because of accessing my work.

2.4 Ethical Considerations of using documentary analysis

However, there are limitations to using documentary analysis. One limitation has been explored above; the problem of documents being used as a sole methodology without corroboration from other data. This has been mitigated against by using GTM and a data survey. A further limitation is 'biased selectivity' (Yin, 1994) as the documents submitted by respondents are ones which they have chosen to share and might not provide a comprehensive enough insight into their full curricula or CPD programmes. Additionally, they may not outline how policies within their own institutions may have influenced the documents and creative works submitted. To reduce the issues of this, respondents provided commentary about the impact and how that could be seen within the documents submitted to avoid me drawing any incorrect inferences about where the impact of my work can be seen. Moreover, respondents were given the opportunity to anonymise their work (and therefore the institution for which they work) enabling them to be able to share a greater range of documents than might be possible should they have needed to be anonymised.

2.5 Ethical considerations (general)

With regards to the co-authored and co-edited books, permission was sought in advance of starting my PhD using university forms.

Figure 4: Methodology and methods.

Method	Detail	Additional
Grounded Theory Methods (aspects of)	<ul style="list-style-type: none">• Questionnaire• Social media posts• Presentations by educators using	Questionnaire: Ethics Review Panel

	<p>aspects of my published work</p> <ul style="list-style-type: none"> ● Professional Development materials: ITTECF, internal within institutions, regional networks, Historical Association 	
Documentary Review	<ul style="list-style-type: none"> ● My own published work and creative works ● Curriculum maps ● Schemes of Learning ● Lesson resources ● Assessment resources ● Student work ● Professional Development materials: ITTECF, internal within institutions, regional networks, subject pedagogical guides ● Organisation policy and project proposals 	Questionnaire: Ethics Review Panel

This table shows the relationship between the methods used and the data collected.

2.6 Methods of data analysis

The following process took place to analyse the data collated:

Stage 1: Upon deciding my PhD title and key questions to be answered, I created a voluntary survey to send out to capture commentary about the impact of my work upon thinking and practice. Following approval through Ethical Review, I issued the survey

on various social media platforms: X, BlueSky, LinkedIn and WhatsApp. I also sought the permission of co-authors and co-editors to use the published works within my PhD.

Stage 2: I initially had in mind that my body of work focuses on equity and equality, and this is what my research questions were exploring. As a result, I read a range of texts on equity and equality in education, ranging from academic literature to policy and research findings by charitable organisations. I wanted to ensure that I had a comprehensive idea of how equity and equality has been framed throughout the previous two decades in education (including how definitions and parameters of these terms have changed) and generate a schema of existing works to better understand where my published works and creative works sit within it, including innovative and new contributions my work may have made. I felt that by doing this I could better understand the themes I had already thought of and then be better able to tell the narrative of how these themes have evolved across my body of work.

Stage 3: As a prolific writer, it was then necessary to revisit and re-read my full suite of work that I have produced and created, of which there are twenty-three published written, webinar or podcast works [see appendix]. With regards to creative works, it is not possible to quantify how many have been shared officially and unofficially due to the nature of teaching and sharing across the teaching community through digital means like folders of work shared through Google Drives or via email. This is particularly the case as during Covid-19 many schemes of learning were created and shared with one or many people. It is not possible to track all the access nor contact every person who accessed it, and indeed who they then passed the work on further to. From this body, I have selected sixteen pieces which draw together the breadth of types and mediums of published works and creative works (often with the two combined in one piece of work) which align greatest with the concepts of equity and equality.

Stage 4: The methodology being used was one of GTM and documentary analysis of my own works, I gathered qualitative data from the viewpoint of the audience's commentary on the impact that I have had in relation to their practice. The information

gathered from my data was coded into themes and at this point I noticed an emerging idea of pillars to ensure equity and equality. The practitioner-researcher devised pillars that emerged are separate but interdependent: diversity within the curriculum, inclusive teaching and learning strategies, literacy and oracy policies which lead to equitable access to the curriculum, pastoral systems and initiatives which foster belongingness, and strong leadership. As outlined in my introduction, while my published works demonstrate an understanding of equity and that I had an initial theory about various aspects of education that could achieve this goal, these works were created in an ad hoc manner without always having connecting threads. Carrying out multiple rounds of revisiting the data and submitted documents of the impact of my works, my published work, and the literature review, meant that I was able to thicken the narratives emerging in the coded categories of impact. The pillars (figure 1) that emerged from the coding connected and formed a cohesive framework which broadened by understanding of the conceptual brevity of equity, it helped to refine my areas of focus and see that working on one pillar alone at a time would not lead to the evolution required. As a result, using my published works as scaffolds to then further research and explore these various pillars meant that I was able to better determine their impact and evaluate the potential for these pillars to engender equity within history teaching, and hopefully other subjects too. Uddin Ahmed (2010) argues that gaining this additional commentary is important as 'documents contain can have either a literal or face value meaning and an interpretative meaning' and that 'the researcher may augment documentary data by in-depth interviews with a few key informants, that is, people who are familiar with and or knowledgeable about the social phenomenon under investigation.' In place of in-depth interviews, to collate a larger sample of commentary data, I instead created a form whereby voluntary respondents could submit how they believed my work has impacted their own, with the option of submitting supplementary documents. This enabled me to mitigate against my own subjectivity when evaluating the impact of my works but drawing upon the commentary of the respondents when carrying about autoethnographic and documentary analysis. The further rationale for my survey format is outlined earlier.

Stage 5: I then re-read my sixteen pieces of work; I was then able to map my published work against the coded themes/pillars and determine the impact that they have had upon education thinking and practice. Having identified these pillars as a framework, I then mapped the sixteen works across them, drawing out where each work contributed to each separate pillar [see Figure 5] as well as identifying if there were any other emergent pillars I had not initially considered. This was important to do so as I wanted to determine how the works contributed across a range of pillars but also to see how various works interact and strengthen one another. By carrying this out, I was able to then see the narrative with the pillars acting as inter-locking threads answering the question of what mechanisms and strategies can be put into place to achieve equity and equality. I then replicated the process through the lens of the history curriculum, to demonstrate how the pillars could be enacted as a case study and exemplar for other subjects to use.

Stage 6: The penultimate stage involved a thorough re-reading of the literature I had explored in the earlier stages, whereby I used the identified pillars to draw out and map further key thinking, concepts, ideas and strategies that different educationalists, academics, policy makers and institutions have written about – including counter arguments to my theory and any emerging publications (such as the new Ofsted inspection framework proposals, 2025) By doing so, I was able to enrich and develop my coded categories with data and reading to complete my analysis.

Stage 7: From this, I was then able to draft my thesis.

Figure 5: The pillars of equity and equality in education – Mapping of my published works against the pillar that emerged from the coding

	<p>Question: What changes can be introduced to ensure that primary and secondary education promotes Equity, Equality and Social Justice?</p>
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	Goal: Equitable and Equal Education for All				
	Supported by the pillars of:				
	Curriculum - decolonised, diverse, ambitious and rooted in high expectations	Teaching and Learning - high expectation s of all, inclusive	Literacy and Oracy - closes the literacy and oracy gap	Pastoral systems and initiatives - hygiene banks, culture of belonging	Strong leadership - ensures that there is a clear vision and structures in place to support equitable education, teachers and Middle Leaders trained and empowered to tackle disadvantage
Key published and creative works	What is History Teaching, Now? Ensuring Equitable, Equal and Empowering Education Fight for Rights - Women’s History Enquiries Curriculum Continuity from KS1-5 - History as a Case Study	The Scaffolding Effect	The Scaffolding Effect Ensuring Equitable, Equal and Empowerin g Education	Ensuring Equitable, Equal and Empowerin g Education	‘What is History Teaching, Now?’ Ensuring Equitable, Equal and Empowering Education Curriculum Continuity from KS1-5 - History as a Case Study

<p>Supplementary published and creative works</p>	<p>Tackling Racism</p> <p>Being Ambitious with the First World War: Interrogating Inevitability</p> <p>Being Ambitious with the First World War: 'Blended not Binary'</p> <p>Disability and the Tudors</p> <p>Bringing the Tudors to Life Through an Interdisciplinary Approach</p> <p>Secondary Schools Network: History</p>	<p>Scaffolding Students to Success</p> <p>Scaffolding, not Differentiation</p>	<p>Talking the Talk</p> <p>Case study example: disciplinary literacy in history, an interview with Alex Fairlamb</p> <p>EEF Disciplinary Literacy Podcast</p>		<p>Scaffolding Students to Success</p> <p>Scaffolding, not Differentiation</p>
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2.7 Summary

In this chapter, I have outlined my methodology in preparing, researching and writing my thesis, commencing with an overview of the chosen types of methodology and how I collated data, including seeking permissions and informed consent. I have discussed the use of GTM which includes a documentary analysis and data survey commencing with a brief overview of what they are, why I chose them as methods and how I used them in order to triangulate my data and evidence against existing literature and policies. I have stated the limitations and ethical limitations of the methodologies and how I put into place actions to mitigate against these. Finally, I have produced an overview of the stages of carrying out my methodology.

With my research questions stated and framed, and the methodology for how I answer those questions outlined, my literature review will now explore the existing published work that cohabits the space in which my published and creative works lives.

Chapter 3: Literature Review

In this chapter I will explore key sections of literature that inform the wider commentary around equity and equality in education. The literature review was carried out using a qualitative approach (researchers can familiarise themselves with current understanding and conversation around the topic and thus position themselves to contribute new and interesting knowledge that meaningfully builds on what is already known, making sense of the literature and constructing one's own arguments and contribution to conversation around the topic, Kalpokaite and Radivojevic, 2021) and various rounds of literature reviews took place as the categories (pillars) emerged from my data analysis. This enabled me to further my understanding of the emerging pillars and existing works and

fill any gaps in previous drafts of my review, as well as pinpoint where my published work contributes and fills voids. My literature explores equity and equality in education as a whole and narrows down to also focus in on history, to add depth around my case study example of the pillars in action. The review is set out in sections: the National Curriculum (DfEa, 2013, DfEb, 2013) and the history curriculum (driving diversity and representation in the curriculum, closing the transition gap), inclusive teaching and learning of the curriculum (the 'implementation'), literacy and oracy, and the leadership required to achieve this. By reading and analysing this literature, I have been able to analyse and evaluate existing work and answer my research questions as to how the education can be made more equitable, using history as a model exemplar. Moreover, by carrying out rounds of literature reviews alongside the data collated from respondents, I was able to answer the question as to the impact that my published work has had within the existing space of equity and diversity in education.

Like a narrative, we can see how the analysis of my published works and the data from my survey and documentary review leads to my thinking evolving over time (see methodology chapter). Prior to my thesis, I already had an initial idea of what strategies could be implemented that would help to promote equity within education, and this is where my series of published work was derived from – my understanding of isolated strands of education that could foster inclusion – why these individual strands were important and how teachers could implement them. However, through devising my research questions, we can see how my understanding of equity broadens in understanding that these different strands ('pillar's) are interconnected and must be developed as a cohesive whole. My initial works, such as **'What is History Teaching, Now?'** (Fairlamb and Ball, 2023) and **'The Scaffolding Effect'** (Ball and Fairlamb, 2025) established my foundational definitions of what inclusive teaching is, by exploring both the curriculum studied and the implementation of it through inclusive teaching strategies which respect and celebrate subject nuances. Having these as my foundational definitions for my initial theory enabled me to create an understanding of where voids might exist in existing literature and understand where and how my published works make original contributions. Following the coding of the data, I was

then able to use published and creative works such as ‘**Disability and the Tudors**’ (Fairlamb, 2023) and ‘**Being Ambitious with the First World War: ‘Blended not Binary**’ (Fairlamb 2020) to test the pillars I created as a practitioner-researcher, such as Pillar 1 (Figure 1); a diverse curriculum that is ambitious. Through analysis of the impact, I was able to test if practitioners were able to construct diverse and representative curriculums and implement equitable teaching and learning strategies, as well as negotiate the space between the established National Curriculum (DfEa and DfEb, 2023) and equitable, inclusive pedagogical practice. By testing these pillars, I was able to broaden my reading of literature so that I could challenge my initial thinking and theory and my analysis of the coded data from my research. This was important to do so to ensure that the pillars I devised were built on demonstrable impact upon professional practice and not just abstract theory.

3.1a Driving Diversity in the History Curriculum (Pillar 1)

Beginning with the history curriculum, discussions about diversifying, decolonising globalising, the curriculum and making it better representative of protected characteristics and previously marginalised voices is not new, for example the cache of articles contained in Teaching History (The Historical Association) and the work of Justice2History. The drive to ensure that all students, irrespective of their backgrounds, have an equitable experience in their overall schooling experience has been a long-held intent by successive governments to ensure that no one within society is marginalised in a school institution, or indeed beyond (as outlined in my introduction). Given that history sits within a suite of subjects within a curriculum, and my thesis puts forward a theory of change in terms of a framework that can be applied to other subjects (led by subject experts), it is important to frame the wider idea of equity and representation in the National Curriculum (DfEa, 2013, DfEb, 2013) as a whole, before focusing on history in greater depth.

One of the key areas that the Curriculum and Assessment Review (2024, p.2-3), commissioned by the DfE, aims to deliver is to evolve the curriculum so that England

and Wales has 'a curriculum that reflects the issues and diversities of our society, ensuring all children and young people are represented' and that there is an 'especial concern for equity and ensuring positive outcomes for children and young people who are from socioeconomically disadvantaged backgrounds, have a special educational need or disability and/or are otherwise vulnerable.' Added to this, Oliver (2025), Ofsted's Chief Inspector in 2025, has discussed the proposed changes to the Education Inspection Framework whereby they want to centre inclusion as a key tenement of provision. Oliver (2025) posits that schools are more than places where children go to receive academic training and learn facts, and that they also play many other roles such as being 'places of community and connection' and that they have and should act as 'places of safety refuge...friendship and humanity.' This demonstrates how the updated Ofsted framework (2025) is charging itself with ensuring that inspections determine how effectively leaders are fostering a sense of belonging for all students in areas such as the curriculum, teaching and learning, and leadership, irrespective of the background or barriers that students which they serve face:

It's really about relationships. It's about belonging and thriving...No – inclusion is about making sure that all pupils feel that they belong – no matter their personal talents or aptitudes, or the barriers and obstacles they need to overcome to feel that sense of belonging. And it is about putting disadvantaged and vulnerable children at the heart of what you do.

As outlined by Oliver, the drive to ensure that inclusion is at the centre of education has led to Ofsted in 2025 seeking to better define 'vulnerability' to better understand the barriers that children face and how to better support educational institutions in overcoming those, beyond the previously used criteria. The 'From Trait to State' report (Research in Practice, 2025, p.6-7, 12) outlines that the way that the previous Ofsted framework (that was still in place in August 2025, at the time of writing this thesis) currently defines disadvantaged students does not sufficiently cover the breadth of barriers that students experience and that it needs to be broadened so that it recognises the multitude of systemic barriers. Moreover, it highlights that the markers for

identifying disadvantaged students (as outlined in my introduction) are flawed as ‘the indicators often fail to show true need’. A strict criteria-led approach can miss many who have ‘hidden’ or overlooked vulnerabilities.’ The Research in Practice report (2025) has instead suggested a more comprehensive definition and way of determining disadvantaged children:

a child, learner or adult might experience vulnerability because they: are disabled people or children, experience domestic abuse, experience harm in or outside the home, live in an unsafe area, are treated differently due to their skin colour, beliefs or self-identity, don’t have enough money for basic food and shelter, want more freedom and independence but need others to help them with everyday tasks.

As a result of some organisation’s concerns about the limitations of existing measures, organisations such as the Global Equality Collective have devised a ‘Vulnerability Index’ (2025) and The Sutton Trust have created a ‘Social Mobility Index’ (2015) as an alternative series of measures to better capture the scope and extent of disadvantage. This has meant that alongside debates about the repositioning of the curriculum, there has also been renewed vigour in ensuring that teaching and learning pedagogy is inclusive, in particular for disadvantaged students, and that how a school approaches both should be carried out through the lens of fostering ‘belonginess’ (echoed in the proposed new Ofsted inspection framework, 2025, and the Curriculum and Assessment Review Interim Report, 2025) Much has been written (and continues to be written) about equity and equality in education as society continues to evolve and social justice becomes more of a prominent issue, and so the review of literature will narrow in primarily on the past twenty years.

From a statutory policy level, we can see earlier attempts to reflect diversity and equality in governmental guidance on ‘Fundamental British Values’ (2014) which argues that ‘a key part of our plan for education is to ensure children become valuable and fully rounded members of society who treat others with respect and tolerance, regardless of

background.’ This guidance highlights the power that the curriculum can play in achieving this, but also how classrooms and schools must be places where every voice is heard and respected, and that this therefore means that our pedagogy must help students who face barriers (due to low reading ages, SEND, low income etc.). Exploring this further, it describes ‘an acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour. An understanding of the importance of identifying and combatting discrimination.’ This aligns with the Equality Act 2010 (Government Equalities Office and Equality and Human Rights Commission, 2010), and it is evidence that a clear theme for ensuring that society becomes more equitable, is to ensure that the taught curricula, at all Key Stages, should cultivate a knowledge and understanding of various cultures and experiences. Moreover, governmental policies further the need for ensuring that teaching and learning strategies are inclusive and literacy and oracy are central tenets of skill development so that every child, irrespective of their background, has equitable access to educational provision and opportunities.

However, in terms of implementation, these policies contestably provide few tangible examples of how to practically and meaningfully achieve this and as a result this has led to arguments of ‘superficial’ (Miller, 2024) attempts to put policy into action. Miller (2024) criticises events such as Black History Month outlining that they sideline and marginalise ‘non-palatable’ aspects of Black History and that such events do not lead to meaningful integration into the mainstream curriculum. Miller (2024) suggests that to overcome this would require ‘a shift at every level of education, from early years through to higher education, and includes reimagining curricula, policies and everyday practices.’ The impact of this is that the explicit, statutory aims are outlined, but how schools then choose to interpret this are left without many exemplars to better understand and know how to implement equity and equality meaningfully within schools. The danger of this is that some educational institutions could move forward impressively with broadening representation (with examples outlined in *Diverse Educators: A Manifesto*, 2022), whilst others might instead ‘carry on regardless.’ Reid (2020) argues

that is evident in curricular areas such as history where there is limited global and/or representative history in the National Curriculum (DfEa, 2013, DfEb, 2013) (most notably Key Stage 3 upwards); 'in History, I do not believe that it is enough for our students to learn about Britain in the Middle Ages; they must also learn about the cultures and empires across Eurasia, Africa and the Americas at the same time.' This is furthered by Kara (2024) who has analysed the KS1-3 history National Curriculum (DfEa, 2013, DfEb, 2013) to find that 'the list is, as expected, predominantly male. Three out of ten women named as suggestions were nurses. Only two out of the 34 people named are of colour...we are aware that historical perspectives have favoured male narratives.' Kara (2024) further spotlights the lack of LGBTQ+, disabled, South East Asian, Global South, Indigenous and Gypsy Roma Traveller communities. As mentioned earlier, the factors for this might in some cases be purposeful in terms of the lack of diversity reflecting the beliefs of some leaders who continue to use their own lens for the defining of 'Britishness' into the implementation of British Values and other statutory policies including the National Curriculum (DfEa, 2013, DfEb, 2013). However, it can be the case in some schools that they are uncertain about how to implement a diverse and equitable history curriculum effectively and therefore having clear case studies or models to draw upon, to drive their own development, would be beneficial for teachers, middle leaders and senior leaders. Schools are juggernauts and so change takes a significant degree of time, effort and resource investment, and so without providing models and exemplars beyond the guidance, the result of this literature has been that in some schools the implementation has been ad hoc assemblies and one-off events ticking the criteria and notional audits of the existing curriculum to prove that British Values is 'being done.' Kara (2024) furthers this, stating that 'it rests with the teaching profession to make decisions about how to consciously craft the curriculum to ensure that we meet the women, where possible, who have been sidelines historically first, rather than as additions on STEM days on Black female scientists, or as parts of units of work that perpetuate the idea of women as 'Other.' This can also be seen in the Runnymede Trust's (2024, p1, 6) response to the Curriculum and Assessment Review (2024, p.2-3), which argues that for the intended aim of developing a more diverse curriculum to be achieved, there needs to be a firm

commitment and investment in providing the necessary resources to build confidence, expertise and sustainable change. For them, this includes adding mandatory areas to be taught such as migration and race across the entirety of the curriculum, beyond just when studying history. However, this will also require case studies and examples of diverse curriculums which meaningfully thread diversity throughout every aspect of their school, and how they avoid the beartraps of tokenism and othering, such as my published work on 'Blended, not Binary' in 'Ensuring Equitable, Equal, Empowering Education' (2023) and Secondary Schools Network: History (2023). Work published by The Black Curriculum, Justice2History and PORTRAITEMB also provide a range of resources and guidance to support with this, focusing on respective areas such as Empire and Black History. The work of these organisations is important, as at present, in the History KS3 National Curriculum (DfEb, 2013), the only statutory topic is the study of the Holocaust. Anecdotally, most schools do teach the British Empire at KS3 but less so a thread of learning about thousands of years of migration or a consistent thread of learning about race and various cultures. Consequently, having collections of suggested lesson resources and narratives to include mean that history departments have access to quality materials to support how they build these narratives into their curriculum.

Added to this, when looking at the National Curriculum (DfEa, 2013, DfEb, 2013) questions could be asked the lack of presence of other diverse histories. Without the presence of these narratives in statutory frameworks, this could impact how effectively other protected characteristics and marginalised voices are woven meaningfully into school curriculums, such as 'ordinary people' narratives, regional narratives, narratives from across the United Kingdom and Ireland (not just English history), LGBTQ+ narratives and disabled narratives. My published work provides a model for educators to consider how to map diverse voices and identify where their presence is missing, evidenced in the One Big History Department blogs focusing on the Kingdom of Benin (2022), Disability and the Tudors (2024) and Secondary Schools Network: History (2023) to support a 'blended, not binary' approach (for awareness, the blending does not mean the loss of individual narratives into a homogenous history landscape).

Blended more so refers to ensuring a consistent thread of narratives which aren't 'bolted onto' schemes of learning through the addition of a singular lesson.)

Figure 6: Diverse histories and narratives mapping outlined in One Big History Department blogs (Fairlamb, 2020, 2024). The images show how schemes of learning should have a continuous narrative of diverse history woven through, not just bolted onto a scheme of learning or 'bumped into' in one-two topics.

	Module 1	Module 2	Module 3	Bridging units
Year 9	WW1 (<i>history of Empire troops</i>) Impact of WW1 (<i>escalation of racism post-WW1</i>) Homework: <i>scholarship – Black Poppies, Directed Reading – African and Middle Eastern theatres of war</i>	Dictators 1920-1960s	WW2 (<i>history of Empire troops and a range of fighting fronts</i>)	A Sixties Social Revolution? LGBTQ, feminism, <i>multiculturalism</i>
Year 8	<i>Africa pre-1700: Benin</i> Homework: <i>Meanwhile, Elsewhere – Mali, Mansa Musa</i> <i>Trans-Atlantic slave trade including abolition.</i> Homework: <i>Meanwhile, Nearby – Slavery and Newcastle</i>	Power in 1700's Empire until 1900 (<i>empire in Africa</i>)	Enlightenment. (<i>linking to abolition movements</i>) Industrial Revolution (<i>linking to Empire, cotton</i>)	Women's suffrage
Year 7	Anglo-Saxons. Normans. Homework: <i>Meanwhile, Elsewhere – Song Dynasty</i>	Silk Roads (<i>trade, empire development</i>) Medieval power pre-Tudors Homework: <i>Meanwhile, Elsewhere – Inca Empire</i>	Tudors (<i>including exploration, empire</i>) Homework: <i>Meanwhile, Elsewhere: Cortes (empire building elsewhere)</i>	China <i>(empire building elsewhere)</i>

Secondary Disability History Progression Model

Year 11	Cold War Impact of the atomic bombs	Early Elizabethan England Poor Law Cecil – hid his daughter's inherited disability. He himself was subject to ridicule for his scoliosis (Elizabeth called him her 'pygmy', 'dwarf')	
Year 10	History of Medicine Impact of the closure of monasteries. Treated with religious, psychological, astrological and traditional remedies. Leprosy.	History of Medicine National Insurance Act Impact of machinery – gas (damage to lungs), mental illness, amputation and facial disfigurement. Role of the government in providing support for disabled veterans: housing, employment, pensions Wilfred Owen (Craiglockhart) NHS Weimar and Nazi Germany	Weimar and Nazi Germany Weimar art – George Grosz, Otto Dix (disabled veterans). Living conditions Disabled Veterans organisations T4 Programme (275,000 died 1939-45)
Year 9	Dictators Impact of dictatorial rule upon society in: Italy, Germany, USSR, China and Spain including impact on women e.g. role of women in society The Holocaust Impact on disabled people and individual stories	WW2 Recruitment into war industries - Disabled Section of the Munitions Training Scheme Origins of the Cold War	Sixties Social Revolution? Social change focusing on: censorship, LGBTQ+, black civil rights, women's rights, disability rights
Year 8	Trans-Atlantic Slave Trade Impact of labour and punishments Harriet Tubman Empire Impact of conflicts	Industrial Revolution Poor Law Amendment Act 1834 Workhouses Changing ideas: Enlightenment, Suffrage William Cuffay, Rosa May Billinghurst, Ade	WW1 and it's impact (long shadows cast) Women's war work, role of women post-war (political, social, employment) Impact of war upon women in America, Britain and Germany.
Year 7	Anglo-Saxons Law codes - different categories of people in terms of compensation for injury, wergild, finding that particular injuries had different values attributed: "The loss of a foot or eye was compensated for at 50 shillings, while a disabled shoulder was valued at 30 shillings, and loss of an ear at 25" Burial treatment "In the resurrection, no weakness will remain" Normans	Medieval Power pre-Tudors Medicine – leprosy Work – agricultural accidents Silk Roads Medicine - Baghdad establish asylums for people with mental distress, viewing mental illness as divinely inspired	Tudors Henry VII – Richard III Henry VIII + William Somer Elizabeth I – Tudor society, Jayne Foole, Poor Law Religion and pilgrimage Stuarts Witchcraze James I Charles I



Pair of red leather boots thought to have belonged to Queen Elizabeth I (1533-1603)

Moreover, 'in a 2016 survey of history teachers, a perceived lack of geographical breadth in schools' history curriculums was a common concern' (Ofsted, 2021) By making it compulsory, this would ensure that students aren't subject to a curriculum lottery whereby they may or may not learn about the diverse history of both Britain and the world. It is important that they do study diverse history because, as stated by Ofsted (2021) 'In modern multi-cultural Britain, pupils' community pasts are diverse and often blended and complex... research into the experience of Muslim boys shows the importance of young people from Britain's Muslim communities studying both traditional British political stories and Islamic civilisations and Muslim migration histories.' The research of the Runnymede Trust (2024, p1, 6) adds to this as they spoke to various stakeholders within schools across the country. They found that common themes were brought up in interviews, such as wanting a more diverse, globalised curriculum and the opportunity to find out more about various cultures both within a multicultural Britain and in other countries. Patel (2024) furthers this argument stating that 'I have learnt that antiracism and decoloniality can lie in the macro and micro decisions, in the day-to-day

or in longitudinal plans, or in interactions within and between students and staff. For some, it involves emphasising belonging for all in a multi-ethnic, multi-racial classroom which allows students to see themselves and one another reflected in their learning.’ However, some of the above organisations have noted that whilst there is appetite amongst some stakeholders to diversify and globalise the curriculum, there is a distinct lack of infrastructure to do so:

Whilst schools have discretion in adding diverse areas of study across curricula, they lack the resources, funding and expertise to do so effectively. Teachers lack confidence and training in teaching more diverse topics, despite their desire to do so (Runneymede Trust, 2024, p1, 6)

This can often be the case when looking at teaching and learning policies which are label focused rather than looking at learners as individuals with their own barriers. The aim of my theory of change and case study of history covered in this thesis is to overcome these issues and provide a model of how equity can be achieved, through a diverse curriculum, in history (and therefore in other subjects) to help close this ‘knowing-doing’ gap. The PORTRAITEMB project is working towards achieving this with the teaching of Empire by outlining strands which can enable Empire to be better taught. As part of this, they have commissioned a ‘robust and nuanced research’ survey to develop an ‘evidence-base that can reliably guide future programmes of professional development able to respond directly to the actual needs and experiences of learners, be they teachers or the young people in their classrooms.’ Added to this, organisations such as Justice2History have published books and lesson enquiries to further close the ‘knowing-doing gap’ between the ‘why’ of diversifying curriculums, to the ‘what’ and ‘how.’ The differing, and original element, of my work and thesis is that my published work extends broader in the ‘Blended, not Binary’ work (2020) in terms of aiming to provide resources and practical ways of threading in the narratives of other protected characteristics such as disability.

Building on the contestable lack of scope of the existing government policies, the

Foundation for Education (2025) has issued a call to action to overcome this, stating in their rallying cry that we need to be far more intentional and structured in our drive to dismantle inequality:

An inclusive and equitable education system works for every learner – by design, not by exception. It ensures that curriculum, assessment, leadership, support services and governance reflect the full diversity of the communities they serve, so every child sees themselves in what they learn and knows that they belong... Inclusion is not a bolt-on. It is the litmus test of a system's fairness, ambition, and humanity.

Arguing further for the need for inclusivity to foster equity, Rowland (2025) argues that we need to move to a system that 'recognises difference, adopts inclusive pedagogy for all...focuses on inclusive teaching and learning, developed system-wide knowledge, responsibility and expertise.' By moving to such a system, we can counter the continuation of 'an epidemic of teachers who ignore bigoted behaviour and do not value the need for equitability and instead take the approach of believing students all experience the same pathway to success' (Cooke, in Wilson and Kara, 2022) Rowland's (2025) premise is that for us to avoid this, and for equity and equality in education to be achieved, we need to ensure that our school systems draw upon high leverage strategies identified by the EEF Teaching and Learning Toolkit which includes 'reading comprehension...oral language (EEF Teaching and Learning Toolkit, in Rowland, 2025). This is furthered by Elliot Major and Briant (2023) who state that 'we must provide all children with the core 'powerful knowledge' needed to get on in life. But we need to do this in an inclusive way' underpinning why we must ensure that there is a representative curriculum alongside the gateways (literacy and oracy) to accessing the curriculum are open to all and that we employ inclusive teaching and learning strategies during curricula implementation. These publications provide a strong argument for why equality, diversity and inclusion should be at the heart of the curriculum and education, and indeed establish principles that educators can consider adopting, providing a broad range of evidence from a wide scope of stakeholders

including serving school leaders and teachers, children's charities and educational psychologists.

However, context and existing school cultures must be considered, and the previous literature lacks, at times, a chunked breakdown of strategies in action. Examples within Elliot Major and Briant (2022) include the stating of the need for 'inclusive curricula' and 'ensuring you use clear, accessible language when providing feedback' without suggestions of teaching and learning strategies could be used to achieve this. This void could be filled by providing an exemplar of an inclusive curriculum and accessible language in action, such as the history model that my published work outlines. My history case study takes the work of academics such as Elliot Major and Briant (2022) and threads it into an inclusive curriculum, then details the implementation of this curriculum through inclusive teaching and learning strategies such as scaffolding, the considered and careful use of language with diverse histories and also when discussing equity (such as in *The Scaffolding Effect 2025*, myself and Ball caution against using terms like 'low ability' and 'less able'), as well as the use of chunked success criteria when with pupil friendly mark schemes and teacher worked model examples to exemplify what success looks like. This is evidenced by published work such as 'What is History Teaching, Now?' (Fairlamb and Ball, 2023) and various blogs which include lesson resources published on One Big History Department on topic areas such as World War One (Fairlamb, 2020), The Kingdom of Benin (Fairlamb, 2020) and Disability and the Tudors (2024) where diverse narratives, language and inclusive teaching and learning strategies are outlined, then supplement with strategies to ensure effective assessment and feedback using exemplars. This links to my research question about how having a history case study of the pillars helps to provide a model for other educators and subjects as to how an equitable, evidence-informed approach to teaching and learning can function as a mechanism to challenge educational disadvantage.

Within the field of teaching history, the National Curriculum (DfEb, 2013) states that the National Curriculum should promote 'pupils' curiosity about the past and the wider world' and ensure that they 'see the diversity of human experience [so as to] understand more

about themselves.” Whilst the vision itself is clear, that students should engage with a diverse range of experiences, the implementation of it has been subject to debate, leading to literature, both for and against, diversifying the curriculum to ensure that it is more representative of a ‘Modern Britain’ (DfE, 2014) and the history curriculum becoming more globalised. In fact, the term ‘decolonisation’ has at times been criticised for being political, resulting in some compromising by adopting the term ‘globalising’ in order to be more palatable to a broader audience. Concerns from some about decolonisation (adding to those of Keegan, 2022 and Gibb, 2025, explore earlier) include Marsh and Mansfield (2025) who caution against broadening representation within the history curriculum at the expense of “British” history and narratives which may question Britain’s impact in the world in the past and state that pressure to make changes must be resisted:

Yet in too many cases changes made in response to pressure to diversify have had the effect of distorting student’s views of the past. Whether by displacing vital traditional curriculum topics...or by presenting politically charged and often critical narratives of Britain’s past as fact, these changes have been to the detriment of quality history teaching in schools.

As a practitioner researcher, I would argue that such literature is unhelpful in supporting educators to better understand what representative history means by framing the action of doing so as a danger and disservice to the subject and teaching. Given the authorship of this literature, a British Conservative think tank, the policy highlights the challenges that those who hope to ensure that education is more equitable face given the opinions and counter arguments given when trying to craft a more inclusive history curriculum, particularly within certain constituencies or during the tenure of some political parties. Countering their argument, is the Federation for Educational Development (2025), an organisation with a broad range of stakeholders across and beyond the sector, who instead state that:

Too often, students from ethnically diverse backgrounds, disabled students,

LGBTQ+ students and those from marginalised socioeconomic groups report feeling invisible, not just in what they are taught, but in classroom culture and system leadership (Federation for Educational Development, 2025)

Their report provides short- and long-term actions, which include looking at how curricula, such as history, can be made more representative to achieve goals of equity and to foster a sense of belongingness. This vision of equity has led to articles and publications that have sought to provide leaders and teachers with the tools by which to achieve this by providing research and materials to support them in exploring diversifying their history curricula, for example *The Black Curriculum and Teaching History* (The Historical Association). As part of this, authors such as Reid (2020) have discussed the limitations of the existing 'canon' and instead argue that the National Curriculum (DfEa, 2013, DfEb, 2013) and examination specifications should be updated to reflect Britain as a country with a diverse history, and to ensure that global history is better balanced against 'British' history. Reid argues that understanding the parameters and omissions of the 'existing canon' should be conversations that students are involved in:

understanding the methods of exclusion in our systems is important; knowing why it is that some voices are valued or remembered over others. However, almost by definition, to do this you need to understand the canon too. You need to know what's included to know what is left out. This is why I have argued that we have a duty (to all our students but particularly those from BAME or disadvantaged backgrounds) to offer a curriculum that allows students to access what I have termed the 'broader picture': learning about the canon (or the facts or dominant discourse) but also how this came to be that way. Considerable thought needs to be given to how this weaves together as a whole narrative...some curriculum ideas can help elucidate this idea.

It is Reid's (2020) view about curriculum ideas being a powerful mechanism for demonstrating how to 'weave together as a whole narrative' the above, which my

published work provides. Creative works focusing on areas such as the Kingdom of Benin (Fairlamb, 2020) achieve this by providing a written narrative of what, how and why, alongside providing a fully resourced scheme of learning to adapt.

Figure 7: Kingdom of Benin (Fairlamb, 2020) Tackling Racism: Teaching West African History pre-1700 - Benin, One Big History Department, Historical Association. Slides taken from Lesson 1 of the Kingdom of Benin scheme of learning (publicly shared in the article) which outline the omission of African history in the Key Stage 3 National Curriculum (DfEb, 2013) and how African narratives have been typically shared in the past within education.

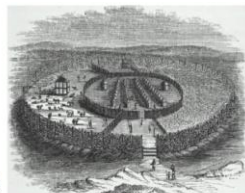
Myths to dispel

Africa was incredibly civilised and advanced before the arrival of Europeans

Some people believe that when foreign countries like Britain **colonised** kingdoms in Africa, like Benin, that it was the right thing to do as they argued that *'Britain went to Africa in order to bring civilisation'*.

This is not true.

Those kingdoms were already civilised.



Benin Walls, Benin

Key word: Colonised

When a foreign country takes over a territory or area by force and turns it into a colony, and controls the indigenous people who live there. The foreign country will then use the colony for it's own good – taking resources like crops, precious metals etc.

A colonialist is the person who does this

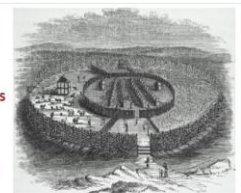
Myths to dispel

Africa was incredibly civilised and advanced before the arrival of Europeans

The colonialists justified their actions in Africa by saying that they were trying to bring civilisation to Africa. They said that Africa was full of barbaric people.

Some Christian missionaries also said the same as they felt that places without Christianity as their religion were not civilised places.

This argument continued to be believed into the C20th and is still in the mindset of many, who are unaware of African history before European countries colonised kingdoms in Africa.



Benin Walls, Benin

Key word: Colonised

When a foreign country takes over a territory or area by force and turns it into a colony, and controls the indigenous people who live there. The foreign country will then use the colony for it's own good – taking resources like crops, precious metals etc.

A colonialist is the person who does this

How has the history of Africa previously been studied?

Our understanding of Africa was based on the tales of outsiders [those who travelled to or colonised parts of Africa]:

- Greeks and Romans wrote about the Ancient Egyptians
- Islamic scholars followed the trade routes across the Sahara
- European missionaries wrote about the need to 'civilise' African people
- 1700-2000s, the study of Africa has been mainly from the Trans-Atlantic slave trade onwards where Britain **colonised** parts of Africa and sold Africans into slavery and took over land and resources by force.

"Until the Lion has a historian of it's own, tales of hunting will always be about the hunter"

(African Proverb)

This means that until recently, very few people have studied African history from the view of Africans or before the period 1700.

Think, Pair, Share

Why do you think it is important that we study African history?

Key things to consider:

- Africa's history has often been told by outsiders [those who travelled there, traded there or colonised there]. We should study African history through the experiences and stories of Africans.
- It is useful to find out more about African countries so that we can find out what else was happening in the world at the same time as in England/Great Britain.
- In Great Britain, not much African history has been studied.
- Some people living in Great Britain have ancestors who came from the Kingdom of Benin

Speak like an Historian

It is important to study African history because.....

I think it should be studied because....

The Historical Association has published many articles in *Teaching History* and online by various authors to generate awareness and promote reflective thinking such as their curriculum auditing tool (2019) alongside articles focusing on the Windrush generation (Fowle, 2024) and disability being hidden in plain sight (Lingard and Snelson, 2018). Lingard and Snelson (2018) state that “There is a wider context to this role for teachers. The 2010 Equality Duty requires us to work to develop a society where equality and human rights are deeply rooted. For history teachers this poses the question: ‘Does our history curriculum reflect the diverse pasts of all people in society?’ ‘Do all the children sitting in front of us have the chance to learn about people like themselves?’” These have all sought to broaden the vista that history educators see when designing their curricula by providing the rationale, research and exemplars of how curricula can be developed. Moreover, texts such as *Learning to Teach History in the Secondary School: A Companion to School Experience Fifth Edition* (Haydn and Stephen, 2022) and *Teaching and learning history 11-18: understanding the past: understanding the Past 11-18* (Kitson, Husbands and Steward, 2011) have sought to provide comprehensive history curriculum and pedagogy compendiums. Additionally, ‘Doing Justice to History. Transforming Black history in secondary schools’ (Mohamud and Whitburn, 2016) and organisations such as *The Black Curriculum et al* (2020, 2022) have produced resources which centre stories and narratives which may have not featured in a history teacher’s own studies of the past. These texts are useful to supplement a teacher’s developing knowledge as part of subject professional development, and to also support the creation of resources to be used within the classroom.

These texts are all very helpful for a broad range of history practitioners and were pioneering when published, providing much needed research, knowledge and guidance. One thing to consider is the potential that there was a gap with regards to a singular text that could pull together all of these various strands that comprise history teaching: curriculum creation, practical application through resources, inclusive teaching strategies and succinct overviews of diverse histories. For example, the incredible range of articles available through the Historical Association, of which some of my

published work is included, focus on an individual area or component within a curriculum or area history pedagogy, which means that an educator must spend time curating their own selection of articles from the Historical Association online site or Teaching History magazine in order to build up a comprehensive tome of texts which cover the many aspects of history teaching that a history educator may need to explore. Therefore, the literature review is not one that suggests that there is a weakness with the resources available, it is more so that it might be overwhelming, and time consuming to search and select contextually useful articles whereas drawing together a range of themes into one text, such as 'What is History Teaching, Now? (Fairlamb and Ball, 2023) might be more accessible to history educators due to it being a singular text to refer back to. Resultantly, this helps to build towards my research question as to what extent my published works and creative works enable history educators to negotiate the space between the established national curriculum and equitable, inclusive pedagogical practice.

Moreover, with the existing curriculum books mentioned, their focus has predominantly been on curriculum and pedagogy, and so they require further supplementing with further additional research and case study exploration to build the substantive knowledge on histories such as LGBTQ+ history and Gypsy, Romany and Traveller history. The inverse of this is where the resources by The Black Curriculum (2020, 2022) lie as they provide the knowledge of Black history, but perhaps less so the architecture and thinking behind constructing a curriculum framework and implementing powerful history pedagogy. This is not a criticism of any of the mentioned literature as their intent was never to cover all in one comprehensive catch-all text. Each publication had their own aims and intent to fulfil and so do. For my part, I feel that there was a space for a text to draw both together because for education to become more equitable, we must ensure that literature bridges this knowing-doing gap (particularly for more novice teachers) through examples, resources and teacher professional development, as outlined by the Runnymede Trust (2024). 'What is History Teaching, Now?' (Fairlamb and Ball, 2023) is unique in its synthesis of curriculum design, implementation and substantive knowledge discussion alongside how to better teach diverse narratives.

Various chapters within Section A focus on curriculum design and pedagogical strategies, complimented by Section B which explores how diverse histories can be taught such as the Silk Roads, Gypsy Romany Traveller history and Black British History. This includes authors from the global majority writing about how to decolonise a curriculum and about Black British History, aligning with Gabriel's (2019) framework of 'Decolonize, Democratize [the authors writing these chapters and not myself] and Diversify the Curriculum.' As a result, 'What is History Teaching, Now?' (Fairlamb and Ball, 2023) draws together the strengths of the previous texts and synthesises them into one whole text. This supports a broad range of educational stakeholders, ranging from novice history teachers to SLT line managers, in being able to access key information and evidence regarding history teaching, as discussed in my analytical discussion.

Added to the growing knowledge base, publications which seek to encourage and empower teachers to diversify their history curriculums, include texts written by historians such as Olusoga (2016, 2020, 2021), Sanghera (2021, 2023), Kauffman (2017) and Frankopan (2015). With a renewed focus on using historian's interpretations as enquiry questions for schemes of learning, and a greater drive to incorporate extracts of such books as part of authentic text reading in lessons, there has been an increase in previously marginalised histories having greater prominence in KS1-3 curricula. Through the collective impact of such literature, the result has been that national examination boards have introduced limited KS4 reforms, such as the introduction of a migration unit (Pearson, 2022).

Whilst these developments are positive, what has become increasingly apparent is that the appetite (and aforementioned vision) is evident, is that there is still a relatively low uptake numbers of the new Pearson Edexcel Migration unit (History of Medicine and Crime and Punishment have a much higher uptake, Pearson Edexcel, 2025) and highlight how leaders and teachers could be struggling with the implementation and resourcing of diverse histories (due to expertise of their departments and limited finances to buy new resources). At a leadership level, there resides the issue of what is age and stage appropriate (for example, LGBTQ+) to teach and how do we ensure that

subjects such as History comply with long-standing National Curriculum (DfE, 2013) and GCSE specifications (last updated 2016) which have not changed at the same rate as curricula thinking. Additionally, for Middle Leaders there exists the tension of how to lead a curriculum audit and overhaul in a way that is going to be accessible to the teachers (who will have to upskill to teach it), create space in an already crowded curriculum, and to avoid diverse history being threaded through in a tokenistic way, as aforementioned in the Runnymede Trust's (2024) response to the Interim Curriculum and Assessment Review. This underlines the need for greater support for teachers to make the transition to diversifying curricula through case studies, model resources and the breakdown of how to practically achieve doing this (alongside a narrative to provide a senior leader to justify such a significant change). As a result, this is why my thesis aims to answer to what extent do my published works and creative works enable history educators to negotiate the space between the established national curriculum and equitable, inclusive pedagogical practice.

3.1b Closing the Transition Chasm: Build, Don't Repeat (Pillar 1)

Building on diversifying the curriculum, is the need for the History curriculum (and other curriculums) to be coherently mapped from Key Stage 1 to Key Stage 5. This links interestingly with Estyn (2004) who focuses on how the transition gap between primary and secondary schools can be reduced. Estyn (2004) argues that for us to ensure that the gap does not widen between low prior attainers, vulnerable students and the disadvantaged as they transition into KS3, we must improve 'continuity between teaching and learning.' From this, we can take that this means ensuring that there is curriculum continuity (whereby concepts, skills and substantive knowledge are mapped from KS1-5 to join up prior learning with new learning) but also that there should be a shared vision and implementation of effective pedagogy, such as how students are scaffolded to succeed in subjects such as history. I would argue, as a practitioner-researcher, that the reality is that at present there is a disconnect between primaries and secondaries with either none or limited alignment of curriculums, with secondary leaders and history educators making assumptions of what primary have or have not

taught, including how it has been delivered (such as a topic based approach); 'During the first two terms of year 7, many of our students were experiencing an academic dip, with progress plateauing or even regressing...Now, year 6 teachers partner with our subject specialists in English, maths and science to study our schemes of learning for year 7. This has had many benefits including stopping unnecessary duplication across phases, and creating more opportunities to stretch and challenge' (Bingley, 2019) This can result in the lowering of expectations of secondary history educators who assume that there needs to be a 'back to basics' approach, commencing Year 7 with lessons covering skills such as chronology and 'what is a source', which in fact are skills which should be introduced and developed from KS1 upwards (DfEa, 2013). The concern about inaccurate expectations can result in 'a high-achieving learner can struggle if curriculum expectations at their new setting are low...Several studies have shown a dip in attainment coinciding with this time of change, with slippage in literacy and numeracy being especially well evidenced. Reasons cited include: lack of curriculum continuity; difficulties adapting to academic challenges' (Mould, 2021) Exploring The Historical Association website, there are articles which include 'Preparing our primary historians for a successful future in history' (Somer and Thomas, 2022), 'Smooth transitions: Key Stage 2 to 3' (Cooper, 2020) and 'Bridging from Y6 to Y7 – transitional history' (Sweet, 2020) but these do not cover the all the transitions that take place between each key stage nor the longitudinal journey across the breadth of Key Stage 1 to Key Stage 5. These works more so look at bridging lessons/projects, moderation and small mechanisms (such as handing over a piece of Year 6 'best' history work to Year 7 teachers) but I would argue that practice needs to go beyond connecting the end of Year 6 with the start of Year 7, and instead be more ambitious about the narrative over the whole educational career of a student. As a result, this means that there are still limited literature or models as to how the development of substantive knowledge, concepts and disciplinary skills could look like across the entire journey during the time of the current National Curriculum (DfEa 2013, DfEb 2013). My published work on 'Curriculum Continuity KS1-5' (Fairlamb, 2024) demonstrated in Figure 8 includes how to map existing threads of substantive knowledge and concepts, then work to build continuity. This can be achieved by adapting the existing topics or adding topics and

narratives which contribute to the long-term end points. This will also mean some topics are evaluated and streamlined or removed, to create space.

An additional aspect of the transition gap in history is, contestably, the lack of coherency between the different key stages in the National Curriculum (DfEa, 2013, DfEb, 2013), in terms of the balance of diverse history narratives in different key stages alongside the compartmentalisation of history topics which can stunt educators from linking threads between key stages. Analysing the history National Curriculum (DfEa, 2013, DfEb, 2013), I would argue that not having a coherent curriculum from Key Stage 1 to Key Stage 5 has meant that there is a disconnect between were at Key Stage 2 (DfEa, 2013) there is greater scope to study more globalised histories than that of Key Stage 3 upwards. Whilst Kara (2024) states that the Key Stage 1-3 curriculum 'list is, as expected, predominantly male. Three out of ten women named as suggestions were nurses. Only two out of the 34 people named are of colour...we are aware that historical perspectives have favoured male narratives', there is arguably more global history in Key Stage 2. Key Stage 2 students can study 'the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China' and 'a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.' However, due to the lack of continuity between Key Stage 1 to Key Stage 2, and then Key Stage 2 to Key Stage 3, these topics run the risk as being taught as isolated topics within history. From my praxis, I would argue that a stronger approach would be to introduce threads of diverse history from Key Stage 1 (for example, China and the Silk Roads in amongst other topics) and then follow these narratives through into Key Stage 2 and into Key Stage 3, looking at longer term endpoints than those at the end of their own specific key stage, as outlined in my published work on 'Curriculum Continuity' (Fairlamb, 2024) For example, in Figure 8, students study three English/British queens in Year 1, following Queen Victoria into Key Stage 2. Within the Ancient Civilizations topics, they explore the lives of female rulers

and Queen Mothers, female Gods and 'ordinary' female experiences through Key Stage 2. Continuing this into Key Stage 3, students explore how the lives of Anglo-Saxon women changed under the Normans and how a woman's ability to succeed the throne was limited, and during the course of Year 7 they look at how women's agency, authority manifests and changes, including the ways that women challenged restrictions placed upon them within England, but they also explore life for women in China and along the Silk Roads. As students' progress into Year 8 and 9, they study the emergence of feminism, women's roles within campaigns for abolition and suffrage (and Chartism), and the changing role of women during the World Wars and into the 1960s. Looking at a different lens, students in Year 1 study Elizabeth 1 in Comparing Queens which includes Black Tudors. When they move into Year 2 and study the Industrial Revolution, this includes the narratives of Black people before then exploring a topic on 'Why should we know more and remember more about local Black Victorians?' where they learn about the new statue of a Mary Ann Macham to then explore local Black Victorians, building on Reid's (2020) idea of students knowing about the canon and what has been omitted in the past, both within the curriculum but also within local memory due to the lack of blue plaques. In Key Stage 2, students study the experiences of a broad range of people within Ancient Civilisations, and study Roman Britain through the concept of Migration where they learn about Septimus Severus and the Aurelian Moors, underpinned by Olusoga's children's books (2022). Students then study the Kingdom of Benin, meaning that as they enter Year 7, they can build into their knowledge of Medieval England the experiences of Black people, and know about African history prior to the British enslavement trade. This continues into abolition and industrialisation, and into World War One where students learn about Empire troops and the experiences of Black soldiers at the end of war in Britain, before looking at the ripple effects of the war in countries such as America including increased anti-immigration legislation and resurgence of the Ku Klux Klan in the 1920s. Throughout this curriculum, concepts such as migration have been revisited continuously with students, with their knowledge of them broadening with each encounter.

Figure 8: Curriculum continuity in history (Fairlamb, 2024). The diagrams show a primary and history curriculum that is continuous (within the parameters and constraints of the existing National Curriculum) and below this is how the experiences and narratives of disabled people are threaded into the curriculum from Key Stage 1 to Key Stage 4.

	Module 1	Module 2	Module 3	Bridging unit
Year 11	Cold War	Elizabeth Tudor		
Year 10	History of Medicine, 1250-Modern Day incl. WW1 medicine	History of Medicine, 1250-Modern Day incl. WW1 medicine Germany, 1918-39	Germany, 1918-39	Cumulative revision
Year 9	First World War (history of Empire troops, foreign labour, Belgian refugees, fighting in Africa and the Middle East) Homework: Meanwhile, Elsewhere – Russian Revolution, Directed Reading – Warfare in North Africa and Eastern Front Impact of World War One (Britain, Germany, America)	Dictators 1920-1960s: Mussolini, Stalin, Hitler, Franco, Mao The Holocaust (persecution of minorities across Europe, including resistance and commemoration)	World War Two (history of Empire troops, range of fighting fronts e.g. Burma, Muslims of Dunkirk) The Cold War – origins, competition and life in the USSR and USA during this period Homework: Source Skills – Vietnam War. Wider Research – American Civil Rights Movement	A Sixties Social Revolution (LGBTQ+, second wave feminism, multiculturalism)
Year 8	Trans-Atlantic Slave Trade including abolition Homework: Meanwhile, Nearby – Slavery and Newcastle	Power in 1700's (including medical developments during this period) Empire until 1900 (Empire in Africa, Australia, India, Ireland)	Enlightenment (linking to abolition movements, French Revolution, medical developments during this period) Industrial Revolution (linking to <u>Empire</u> etc.) includes Great Power tensions Homework: Meanwhile - Elsewhere: German Nationalism	Women's Suffrage
Year 7	Anglo-Saxons Normans (political, social, economic changes, religious) Homework: Meanwhile, Elsewhere: <u>Songhay</u>	Medieval power pre-Tudors Medicine in both medieval pre-Tudor and Silk Roads Silk Roads – Islamic World	Tudors (trade and exploration, religion, political power, changes to society and towns, medicine) Stuarts (trade and exploration: Anglo-Powhatan Wars, Barbados, South Africa, Jamaica,) Homework: Meanwhile, Elsewhere - Suleiman the Magnificent. Research - La Malinche	China (empire building elsewhere, women's history)

Year 6	History of Medicine (thematic)		Lizzie Crowe
Year 5	Kingdom of Benin	Anglo-Saxon Settlement	Anglo Saxon and Viking Conflict
Year 4	Ancient Greece	Roman Empire	
Year 3	Stone Age to Iron Age	Ancient Civilisations	Ancient Egypt
Year 2	Industrial Revolution (National and Local)		Local Black Victorians
Year 1	How we used to live	Comparing Queens – QEII, QVI, QEI	

Secondary Disability History Progression Model

<p>Year 11 Cold War Impact of the atomic bombs</p>	<p>Early Elizabethan England Poor Law Cecil – hid his daughter's inherited disability. He himself was subject to ridicule for his scoliosis (Elizabeth called him her 'pygmy', 'dwarf')</p>	
<p>Year 10 History of Medicine Impact of the closure of monasteries. Treated with religious, psychological, astrological and traditional remedies. Leprosy.</p>	<p>History of Medicine National Insurance Act Impact of machinery – gas (damage to lungs), mental illness, amputation and facial disfigurement. Role of the government in providing support for disabled veterans: housing, employment, pensions Wilfred Owen (Craiglockhart) NHS Weimar and Nazi Germany WW2 Recruitment into war industries - Disabled Section of the Munitions Training Scheme Origins of the Cold War</p>	<p>Weimar and Nazi Germany Weimar art – George Grosz, Otto Dix (disabled veterans). Living conditions Disabled Veterans organisations T4 Programme (275,000 died 1939-45)</p>
<p>Year 9 Dictators Impact of dictatorial rule upon society in: Italy, Germany, USSR, China and Spain including impact on women e.g. role of women in society The Holocaust Impact on disabled people and individual stories</p>		<p>Sixties Social Revolution? Social change focusing on: censorship, LGBTQ+, black civil rights, women's rights, disability rights</p>
<p>Year 8 Trans-Atlantic Slave Trade Impact of labour and punishments Harriet Tubman</p> <p>Empire Impact of conflicts</p>	<p>Industrial Revolution Poor Law Amendment Act 1834 Workhouses</p> <p>Changing ideas: Enlightenment, Suffrage William Cuffay, Rosa May Billinghurst, Ade</p>	<p>WW1 and it's impact (long shadows cast) Women's war work, role of women post-war (political, social, employment) Impact of war upon women in America, Britain and Germany.</p>
<p>Year 7 Anglo-Saxons Law codes - different categories of people in terms of compensation for injury, wergild, finding that particular injuries had different values attributed: "The loss of a foot or eye was compensated for at 50 shillings, while a disabled shoulder was valued at 30 shillings, and loss of an ear at 25" Burial treatment "In the resurrection, no weakness will remain" Normans</p>	<p>Medieval Power pre-Tudors Medicine – leprosy Work – agricultural accidents</p> <p>Silk Roads Medicine - Baghdad establish asylums for people with mental distress, viewing mental illness as divinely inspired</p>	<p>Tudors Henry VII – Richard III Henry VIII + William Somer Elizabeth I – Tudor society, Jayne Foole, Poor Law Religion and pilgrimage</p> <p>Stuarts Witchcraze James I Charles I</p> 

Primary Disability History Progression Model


<p>Year 6 History of Medicine (thematic) Hippocrates and Galen approach to disability Impact of the closure of monasteries. Treated with religious, psychological, astrological and traditional remedies. Leprosy. Impact of conflict and warfare – Sailors and Soldier's Fund. National Insurance Act WW1: Impact of machinery – gas (damage to lungs), mental illness, amputation and facial disfigurement. Role of the government in providing support for disabled veterans: housing, employment, pensions. Wilfred Owen (Craiglockhart). Inauguration of NHS – impact on disabled people.</p>		<p>Lizzie Crowe Impact of disease upon people in Newcastle</p>
<p>Year 5 Kingdom of Benin <i>None so far</i></p>	<p>Anglo-Saxon Settlement Law codes - different categories of people in terms of compensation for injury, wergild, finding that particular injuries had different values attributed: "The loss of a foot or eye was compensated for at 50 shillings, while a disabled shoulder was valued at 30 shillings, and loss of an ear at 25" Burial treatment "In the resurrection, no weakness will remain"</p>	<p>Anglo Saxon and Viking Conflict See previous box Include impact of injuries</p>
<p>Year 4 Ancient Greece Medicine, society – include social category of disabled and Spartan attitudes towards them (lauded those who overcame disabilities, chastised those unable to fight due to them). Excluded from military, political and religious roles in Athens. Hippocrates approach to disability Ancient Greeks and the perception of handicap - Fondation Ipsen (fondation-ipsen.org)</p>	<p>Roman Empire <i>None so far</i></p>	
<p>Year 3 Stone Age to Iron Age <i>None so far</i></p>	<p>Ancient Civilisations <i>None so far</i></p>	<p>Ancient Egypt Focus on society and 'ordinary people' including disability – link to religion A defence of identity for persons with disability: Reflections from religion and philosophy versus ancient African culture - PMC (nih.gov) 2016-2-3-2-Mahran.pdf (athensjournals.gr)</p>
<p>Year 2 Industrial Revolution (National and Local) Impact of working in factories – injuries etc. Poor Law Amendment Act 1834 – impact on disabled Workhouses – disabled forced into</p>		<p>Local Black Victorians Women's war work, role of women post-war (political, social, employment) Impact of war upon women in America, Britain and Germany.</p>
<p>Year 1 How we used to live <i>None so far</i></p>	<p>Comparing Queens – QEII, QVI, QE1 Elizabeth I – Tudor society, Jayne Foole, Poor Law Religion and pilgrimage</p>	

Regarding the transition gap and curriculum continuity as a mechanism to help overcome this, I also believe that skills, as well as concepts and substantive knowledge, should be mapped into a progression model. As discussed earlier, my experience as a practitioner-researcher is that in Year 7, some students spend their first history lessons being taught about chronology and what a source is. The Key Stage 1 and 2 National Curriculum (DfEa, 2013) states that these are skills which should be taught and embedded during this age and stage. However, due in part to secondary school teacher misconceptions about how much history is taught in primary and the way in which it is taught, Year 7 history teachers can assume a 'ground zero' approach to historical skills. As a result, the delivery of knowledge and skills, such as analysing a source on the Norman Conquest, could be pitched far lower than the students are capable of. Moreover, from my experience of working with primary schools developing their history curriculums, there is not always curricular thinking about how to develop a skills progression model so that the skills become more complex from Key Stage One and into Lower Key Stage 2 and so on. My published work in 'What is History Teaching, Now?' (Fairlamb and Ball, 2023) and 'Curriculum Continuity from KS1-5' (Fairlamb, 2024) provides a framework which gives minimum benchmarks of the level of skills that students should have by the time they reach the end of a key stage. It's important to state that this skills model is not to be used in isolation from substantive knowledge and that the below questions are not static (more so, they just act as prompts and nudges as to the type of questions you might use at some points, guarding against genericism). More so, the model is aimed to raise expectations about the depth and extent of skill that students should have by certain milestones as a minimum, and therefore that when creating curriculum resources, they should be increasingly more complex and challenging as a child progress through the year groups. Consequently, this would avoid Year 7 students studying history with a focus on describing what a source is and what are different types of sources, but more so be describing and inferring from them as well as reading against the grain (using the substantive knowledge they are acquiring) and be probing the provenance to test and ask questions about it. The intent would also be that having ambition as to the skills that students

could display, when supported by substantive knowledge, that educators might be more willing and confident to use more complex sources.

Figure 9: History Skills Progression Model - KS1 to KS5 (Fairlamb, 2023 and Fairlamb, 2024)

History Skills Progression Model – KS1 to KS5



	Key disciplinary skills			Key disciplinary skills		
	<ul style="list-style-type: none"> Chronology Thinking like a historian (second-order concepts) Investigating the past (sources, interpretations) Literacy of a historian 			<ul style="list-style-type: none"> Second-order concepts: change and continuity, cause, consequence, similarity and difference, significance Source analysis Interpretations 		
	KS1	LKS2	UKS2	KS3	KS4	KS5
Sources	<ul style="list-style-type: none"> Describe sources Understand sources – what it shows To apply skills across a range of sources 	<ul style="list-style-type: none"> Infer from a source – using scaffolded questions to prompt and demonstrate difference between inference and description To apply skills across a range of sources Provenance – be able to state: <ul style="list-style-type: none"> Who – who made the source? Did they have an opinion or bias? Were they involved? 	<ul style="list-style-type: none"> Infer from a source and support inferences with source evidence Reliability of sources – what is/isn't reliable about the content of a source, what is/isn't reliable about the provenance To synthesise sources To apply skills across a range of sources – oral, diaries, archaeological remains, etc. To understand how historians use sources to construct arguments about the past 	<p>Greater depth</p> <ul style="list-style-type: none"> Inference from a source made in relation to a specific focus, incorporating accurate and relevant contextual knowledge Analysis of the provenance of the source in relation to a specific focus considering a range of criteria Links provenance to the content of the source <p>Expected depth</p> <ul style="list-style-type: none"> Makes an inference from the source using contextual knowledge 	<p>Inferences</p> <ul style="list-style-type: none"> Accurate inferences Relevant inferences Supported with source evidence <p>Level 2 (3–4 marks)</p> <ul style="list-style-type: none"> 2 x accurate inferences Supported with evidence from the source <p>Level 1 (1–2 marks)</p> <p>Either</p> <ul style="list-style-type: none"> One supported inference Two inferences, not supported 	<p>Assess the value of sources</p> <ul style="list-style-type: none"> Be able to evaluate and determine value Criteria for assessment: <ul style="list-style-type: none"> Content Argument Provenance Intended audience Tone Emphasis Language Range and depth of specific evidence to support assessment of the value

As a result, whilst there is literature which details the transition gap and provides suggestions as to how to overcome it, my model of curriculum continuity (in terms of content, skills and concepts) provide a model which enables educators across key stages and institutions to look at how students' knowledge (and diverse knowledge) of the past can be built upon, rather than treated as silo units. My thesis therefore answers how history as a case study of the pillars in action (Figure 1) provides a model of equitable, evidence-informed approach to teaching and learning function as a mechanism to challenge educational disadvantage. Moreover, this includes looking at the impact of these published works and creative works in enabling history educators to

negotiate the space between the established national curriculum and equitable, inclusive pedagogical practice.

3.2 Teaching to The Top: Scaffolding for Success, Not Dumbing Down with Differentiation (Pillar 2)

In the previous two sections, I have outlined the literature relating to Pillar 1: the curriculum. In this section, I discuss the literature relating to the implementation of the curriculum which is Pillar 2: inclusive teaching and learning strategies. A broad range of educational writers have sought to crystallise how to foster belongingness and ensure social justice through equitable education practice such as teaching and learning strategies which are rooted in high expectations for all. 'Equity in Education' (Elliot Major and Briant, 2023) proposes that education needs to be approached with equity at the centre and that it should be the very bedrock of educational policy. Their answer is that all efforts must be made to eliminate the barriers that students face and that part of this work involved having high expectations of all students and teachers confronting their visible or invisible biases. Their hope is by adopting such an approach it:

prioritises help to under-resourced pupils. It is about being intentionally inclusive, not relying on generic school-improvement efforts that are likely to exacerbate education divides. With the right policies and funding, schools could serve as engines of equity, providing additional help for children who have faced multiple learning barriers, enabling them to fulfil their aspirations whatever path they chose to follow in later life.

Professional development, an entitlement of all teachers, has evolved to recognise the importance of ensuring that leaders and teachers thread equity and equality throughout their practice, beginning with their first step into the classroom as an ITT (Initial Teacher Trainer). This shift is evident in several teacher training body publications, such as Teach First (2022), as well as the Department of Education ITT framework (2019) itself

which states that a teacher standard is ensuring that ‘High-quality teaching has a long-term positive effect on pupils’ life chances, particularly for children from disadvantaged backgrounds.’ Moreover, the ITT (DfE, 2019) framework dedicates a whole teacher standard to ‘adapt teaching’ within which scaffolding sits, outlining that for high quality teaching to take place, this must include ‘guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases” with teachers developing the skills to know how to know when to “remove scaffolding only when pupils are achieving a high degree of success in applying previously taught material.’

Previously, differentiation was a more commonly used strategy in mainstream schools during the last twenty years. Mulholland (2022) argues that ‘Differentiation tends to focus on working with individuals or small groups of learners. While it can be a useful approach when understood and deployed well – for example in special schools – when used in mainstream it can lead to teachers juggling multiple ‘microlessons’ during a class or delegating teaching tasks to others (Mulholland, 2022) Moreover, differentiation in practice mutated over the previous decade and the result was some teachers lowering their expectations of key groups of students, often those from a disadvantaged background, due in part to unconscious bias. Therefore, the lethally mutated and mainstream, whole-class use of differentiation can be said to be problematic because ‘when we use ‘Gold-Silver-Bronze’ or ‘All-Most-Some’ or ‘Mild-Medium-Extra Hot’ differentiated learning outcomes, we are saying that we expect much less from some students than others. We are advertising our low expectations to the class . . . The impact on motivation, effort levels and outcomes are catastrophic (Roberts, 2022)

Given the more prevalent focus on differentiation as a method for teaching and learning, at the expense of sidelining scaffolding, there are few whole texts which focus specifically on scaffolding as the crux of the publication. There has been a large increase in the number of blogs, articles and podcasts which focus on scaffolding, such as the EEF SEND in Mainstream Guidance (2020) which defines scaffolding as a

'metaphor for temporary support which is removed when no longer required. It may be visual, verbal or written' and Mansworth's Teaching to the Top book (2021) which underpins a rationale and ethos for scaffolding where she states that high expectations are important because 'if teachers aren't teaching to the top, then some students are learning nothing at all; some of the class are inevitably held back and restricted from making progress.' However, whilst there is a large range of publications on scaffolding, there were no texts which synthesised the range of theory, practice and pitfalls of scaffolding until 2024. Blackburn's (2024) publication 'Scaffolding for Success. Helping Learners Meet Rigorous Expectations Across the Curriculum' has sought to challenge differentiation as a strategy within mainstream settings and has instead outlined how scaffolding literacy, oracy and social and emotional learning can instead ensure success for all learners. Whilst there is merit in the arguments about rigour and that 'every student should be given the opportunity to learn at high levels' (Blackburn, 2024, p.8), the limitations of the book are twofold, creating a void that 'The Scaffolding Effect' (Ball and Fairlamb, 2025) helps to fill. Limitation one is that it adopts a more rigid approach to scaffolding, prioritising the need for planning scaffolds in advance of a lesson, but not acknowledging that live in the lesson that teachers need to use checks for understanding to adapt live in the moment, either adding or removing a scaffold, as outlined in Eaton's (2022) blog. Blackburn (2024, p.15) states that 'effective scaffolding simply doesn't happen without planning it. I talked to one teacher who told me she was so experienced she didn't really need to plan her lessons. I politely disagreed. The best teachers I've met, regardless of their experience of expertise, agree that scaffolding on the fly doesn't meet all students' needs.' However, Eaton (2022) outlines how scaffolding is a strategy that is part of adaptive teaching and that it does involve 'anticipating barriers', as per Blackburn's (2024) argument, in advance and planning for those, but it also involves teacher expertise knowing how to adapt teaching input and scaffolding through the use of 'assessment to elicit evidence of understanding' to support 'in the moment live adaptations.' The second limitation is that Blackburn's (2024) publication does not include other areas of teaching and learning, such as homework, retrieval, modelling and practical subjects. These are key aspects of a curriculum and teaching and learning within skill, and all aspects should be framed

through the lens of scaffolding to ensure that there are no aspects of education which allow for a widening of the gap between disadvantaged students and their peers. We must be thorough in our drive to ensure that equity underpins every single dimension of a school as our students cannot afford for us to not be meticulous.

I would argue that the void that *The Scaffolding Effect* (Ball and Fairlamb, 2025) fills in existing literature is that it draws together the research and practical implementation of scaffolding strategies, including models which are taken from examples from my own history praxis. The rationale for including these example resources was to bridge the 'knowing-doing' gap for teachers of all subjects when using scaffolding strategies, but they are of specific use to history practitioners who can more readily implement the subject-specific resources. Mujis (2023) research identifies that adaptive teaching and scaffolding is one of the main areas where teacher's lack confidence and want further professional development and then adds that 'what the research also finds is that getting adaptive teaching right is hard. It is a particularly complex approach that requires good professional development and support for the teacher, and quite a bit of teaching experience and expertise.' From this, we can identify that whilst there exists a range of published works on scaffolding, that could still exist a disconnect between knowing the theory and the in-class implementation of adaptive teaching and scaffolding. Myatt (in Fairlamb and Ball, 2025) states that 'However, it is one thing to know the 'why'; what we also need is the 'what' and the 'how'. And this is where *The Scaffolding Effect* supplies a magnificent boon to the profession. We've all sat in sessions where we've heard some powerful ideas, but have left frustrated, because we're left floundering in terms of how to use these ideas in practice', which is why having exemplar resources is important.

The reason for practical resources, rooted in subject specific examples, is outlined in *The Scaffolding Effect* (Ball and Fairlamb, 2025) 'part of this limited knowledge and practice of scaffolding can be linked to it being an area of expertise often lacking in practical development for teachers as there is a 'lack of specific examples and tips in teacher's editions of textbooks' (Fisher & Frey, 2010)... Scaffolding continues to be an ongoing dialogue, and one that needs to be carefully considered in its implementation.'

Examples of how history educators can bridge the 'knowing doing' gap within this text include how to break down examination questions in history (reading chapter), visual scaffolds, and how to use storytelling and narratives as part of explanations, using the example of a Key Stage 1 resource I created focusing on Ellen Craft. When carrying out my literature review, I could not find texts beyond 'The Scaffolding Effect' (Ball and Fairlamb, 2025) and 'What is History Teaching, Now?' (Fairlamb and Ball, 2023) which contained the theory of scaffolding when implementing the curriculum in the classroom, alongside practice examples to use and pitfalls to avoid.

Figure 10: Examples of scaffolding strategies history to support teachers to ‘teach to the top’ and ensure that lower attaining students are challenged and given the support to secure success. History example resources were used to exemplify the theory.

Scaffolding of explanations 65

Why were there religious divisions in England?

Factor	Evidence	Explanation	Judge & Link
English reformation	<ul style="list-style-type: none"> The Reformation was when Protestants challenged the Catholic Church across Europe. Protestants believed that the Bible should be translated from Latin into English, that each Church should be simply decorated and that vestments should not be worn. Henry VIII created a new Protestant Church in England in 1532 – the Church of England. The Catholic Church felt threatened by this and so focused on strengthening their faith. Across Europe in Catholic countries, non-believers were put in prison or executed. 		
Mary I's reign	<ul style="list-style-type: none"> Mary I changed England from Protestant (Church of England) back to Catholic. Protestants were persecuted: <ul style="list-style-type: none"> 300 Protestants burned at the stake Many fled to other countries to be safe (e.g. Holland) When Elizabeth I came to power in 1558, most of England's bishops were Catholic. To change the religion of the country she would need an Act of Parliament – the House of Lords was filled with many Catholic bishops who would not pass it. Some priests changed their religion to Protestant but others continued to be devoted Catholics and refused to work in a Protestant Church. 		
Geographical divisions	<ul style="list-style-type: none"> Parts of England were more Catholic than others, meaning they were less likely to accept Protestantism. The further from London an area was, the more likely it was to be a Catholic area e.g. Durham. The closer an area was to London, the more likely it was to be Protestant. 		
Puritans (Radical Protestants)	<ul style="list-style-type: none"> When Elizabeth became queen, many Protestants in exile decided it was safe to return to England. Puritans – they came back more radical and were known as Puritans because they wanted to ‘purify’ the Christian religion. They wanted to: <ul style="list-style-type: none"> Get rid of anything not written in the Bible. Churches to be simple and priests not to wear special clothes (vestments). A lot of the other Protestants said that these Puritan ideas were too much. 		

FIGURE 4.3 Graphic organiser example (Fairlamb, 2019) unpublished

Why did the Elizabethans want to explore the world more?

- Explain the six different reasons why Elizabethans wanted to explore the world more.
- Judge the different reasons (gr 6-7).
- Link the reasons (gr 8-9).

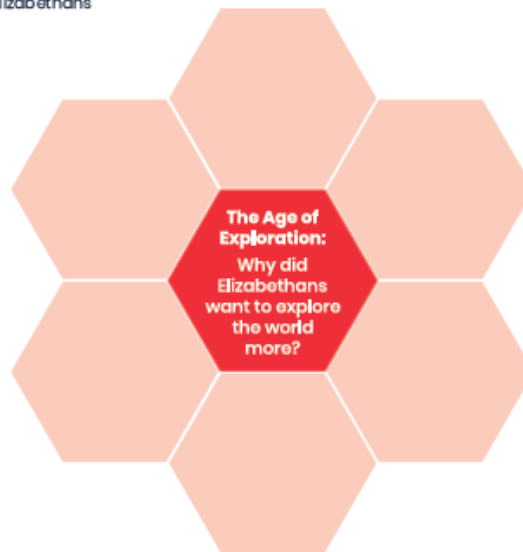


FIGURE 4.4 Graphic organiser (Fairlamb, 2019) unpublished

The Exciting Story of Ellen Craft, KS1 Local Black Victorians (Fairlamb, 2024) unpublished

Task 2: The Exciting Story of Ellen Craft (Teacher to Read Aloud)

Ellen Craft was a brave and clever woman. She was born in 1826 in Georgia, in southern USA, during a time when many people were not treated equally because of the colour of their skin. This is called racism.

Ellen was born into enslavement, but didn't let that stop her from dreaming of freedom. She married another enslaved person named William Craft, and together, they came up with a daring plan to escape their owner and live elsewhere in freedom.

Ellen and William knew that if they tried to escape together, it would be challenging because they might be recognised. So they came up with a very clever idea. Ellen, who had very light brown skin, but sometimes people thought that because her skin was light, that she was a white person.

Using this to their advantage, Ellen disguised herself as a white gentleman, and William pretended to be her 'slave'. Ellen cut her hair short and wore men's clothing. They started their escape by saying at the train ticket office that Ellen needed to travel to Philadelphia (in northern USA) for medical treatment. Travelling by train and boat, facing many challenges and close calls along the way.

We must be careful, of course, to ensure that the curriculum is the driver of the story, particularly in subjects such as History and Religious Studies, so that students do not fall into the trap of forming snap judgements. We need to ensure that students still receive a variety of perspectives and maintain the rigour of the curriculum, not just listen to an exciting story! We should ensure content is paramount, and 'recognise narratives as curricular objects, not pedagogic tools' (Vallance, 2024).

Hawkins (2024) has also written about the importance of scaffolding in 'Quality First Teaching 1: Scaffolding' which outlines the origins of scaffolding and the principles that underpin it. Within this, there are practical examples given but the central narrative of the book is focused on neurodivergent learners as opposed to scaffolding being for all learners. Whilst scaffolding is a strategy to support all learners, there are sometimes misconceptions that scaffolding is just for SEND, EAL or individual students, whereas it is a universal strategy that 'can be a specific student, group or a whole class approach.

At the beginning of a new unit with new exam questions for example, the whole class would need a scaffolded approach' (Ball and Fairlamb, 2025, p.4) Additionally, Gershon's (2017) '50 Quick Ways to Use Scaffolding and Modelling' offers a range of scaffolding strategies to be applied within the classroom, but lacks the research and theory which sits behind the planning and adapting of scaffolding within lessons and across a sequence of lessons. This is something that Ball and Fairlamb (2025, p.303, 306) outline concerns about, in terms of learning teaching strategies without considering aspects such as age and key stage or subject specific nuances, as:

one particular scaffolding approach is not going to suit all subjects or even all enquiries/units within a subject, and therefore it would be a mistake for a leadership team to impose a particular style of scaffold across all subjects. There should be freedom for a teacher, with all the knowledge of the subject and the students, to decide which scaffold is needed at a particular time, who needs it and what it looks like... Subjects have different demands, and we need to respect this.

In short, one-size fits all approaches to scaffolding (and indeed all teaching and learning strategies) should be avoided, and rather principles of effective practice should be codified in concept before then being framed within the lens of the subject. My thesis demonstrates the impact of my published works and creative works is that they have enabled history educators to implement scaffolding (a teaching and learning strategy rooted in equity) to challenge educational disadvantage by, closing the gap between the curriculum intent and pedagogical practice.

3.3 Literacy and Oracy: Intentional Instruction and Informed Scaffolding (Pillar 3)

Linking to this, Blackburn (2024) also outlines a range of different scaffolding strategies for vocabulary instruction, reading and speaking. This adds to a raft of research and

publications which evidence that there is a growing focus on the importance of literacy and oracy, particularly at secondary, highlighting how there is greater awareness that both literacy and oracy are the gateway to the curriculum. There is little shortage of publications and texts when looking at reading, writing and oracy with education. These include top-down government publications such as 'The Reading Framework' (DfE, 2023) and 'The Writing Framework' (DfE, 2025, p.4) which state that reading and writing is essential for students to succeed in life and that we must pay attention to how we develop these skills across the curriculum in disciplinary ways as 'Learning to write is one of the hardest challenges pupils face at school but it is vitally important: learning to speak, read and write well are crucial for children and young people's success in education, life and work. Pupils who find it difficult to express their ideas in writing are likely to struggle across the curriculum, not just in English.' Sitting within both frameworks is the central role that oracy plays in developing both skills, as well as transferable life skills which help to erode barriers to opportunity. This is clearly outlined in the Oracy Education Commission's (2024, p.7) report which states that there is a wealth of research out there to support effective oracy development within skills, however the implementation of oracy across various settings needs further consideration:

Sustained, high-quality oracy education is not a universal aspect of our children and young people's educational experience. This means there is untapped potential in our system to unlock the opportunities of oracy education for the individual and society, that we can ill-afford to disregard.

Alongside governmental publications, there are also a great range of key texts which help to develop educator understanding of reading, speaking and writing include a range of publications by Quigley (2020, 2022), Lemov, Driggs and Woolway (2016), Gaunt and Stott (2019), and, at a primary school level, Such (2025). Each text outlines the importance of either reading, writing or speaking, or a combination of the three, as evidenced by Quigley (2020) who argues that the:

development of reading comprehension then encompasses broader experiences of talk and listening. We should therefore tend to oral language development in our classrooms. This is why reading, and talking about reading, needs to play a fundamental role in every school day...For most children, explicit structured and sustained reading instruction – early and for an extended period that spans primary and secondary schools – is essential for success.

Quigley's texts, alongside the government frameworks, highlight that amongst educators there is greater use of evidence informed strategies when it comes to reading, writing and oracy which aim to close the literacy and speaking gap. The aforementioned texts also help to translate evidence into practice by providing a range of practical strategies that can be applied within classrooms and used to inform whole-school literacy and oracy policies. Within these texts there are scaffolding strategies (Pillar 2) which help to break down the composition of extended pieces of writing, as well as support the planning and implementation of reading strategies such as echo reading, choral reading and paired reading. The Scaffolding Effect (Ball and Fairlamb, 2025) draw together the expertise from texts such as those discussed and synthesises the research and strategies outlined, alongside case studies from a range of key stages and subject practitioners. Resultantly, it could be argued that The Scaffolding Effect (Ball and Fairlamb, 2025) provides an accessible overview of the scaffolding elements discussed in the existing texts available whilst also weaving in more specific scaffolding research and a range of resources to use in the classroom. This includes history specific resources such as Figure 10 (the story of Ellen Craft) to demonstrate the power of storytelling in developing literacy and oracy and Figure 11 which demonstrates how students can teacher-led modelled reading using reciprocal reading strategies can scaffold students of all attainments and reading ages to access a text, so that all students are exposed to rich, challenging texts. This prevents alternative practice which would be to give lower attaining and/or low reading age students extracts from a text or gobbetised sources and interpretations, rather than scaffolding access to it. Moreover, Figure 11 also demonstrates how students can be taught to breakdown complex examination questions with initial scaffolding that is faded over time. This is important in

terms of supporting them as readers, but also because there are not tiered papers in GCSE history and so all students are expected to answer the same questions. My argument is that if we differentiate for students, we are not challenging them and preparing them. With scaffolding (Pillar 2), the pitch is kept high and students are instead supported to experience success through scaffolding the work and providing them with metacognitive strategies (reciprocal reading, RUSS) to graduate towards greater independence and autonomy.

Figure 11: A comparison of two students' work because of teacher-led modelled reading. One student is higher attaining with a high reading age, whereas the other is lower attaining and has a low reading age (and was involved in a phonics intervention). The 'RUSS' resource demonstrates how to support students to breakdown a question into component parts.

Directed Reading		
Subtitle and dual code	Reasons she was a threat	Summarise each reason into 3 bullet points
<p><i>1. Catholic</i></p> <p><i>2. Henry VII's great granddaughter</i></p> <p><i>3. Elizabeth's second cousin</i></p> <p><i>4. No issues about her legitimacy</i></p> <p><i>5. Queen of Scotland at six days old</i></p> <p><i>6. King James V died</i></p> <p><i>7. Mary of Guise was from a powerful Catholic, French noble family</i></p> <p><i>8. She married King Francis II of France</i></p> <p><i>9. Catholic country who Elizabeth had previously had problems with as she had agreed to support the French Protestants in 1562</i></p> <p><i>10. With French help, Mary could take Elizabeth's throne</i></p> <p><i>11. In 1560, Elizabeth helped Scotland's Protestant Lords defeat Mary of Guise (ruling Scotland for her daughter)</i></p> <p><i>12. The rebellion ended with the Treaty of Edinburgh in 1560</i></p> <p><i>13. It said that Mary, Queen of Scots, would give up her claim to the English throne</i></p> <p><i>14. Mary did not agree with the treaty</i></p> <p><i>15. Dec 1560, King Francis II died so Mary returned from France to Scotland</i></p> <p><i>16. Although she was queen, the Protestant lords controlled the Scottish government</i></p> <p><i>17. Mary had never approved the Treaty of Edinburgh 1560, so she continued to claim she still had a right to the English throne</i></p> <p><i>18. She wanted to be named as Elizabeth's heir</i></p> <p><i>19. Elizabeth did not want to name an heir</i></p> <p><i>20. She was becoming more worried about the threat from foreign Catholic powers (France, Spain) and Catholics in England</i></p> <p><i>21. If she made her Catholic cousin Mary her heir, it would make religious divisions in England worse OR it might encourage Catholics to try to make Mary the queen of England instead</i></p> <p><i>22. She could not risk this</i></p> <p><i>23. Mary married her second husband, Lord Darnley</i></p> <p><i>24. She gave birth to a son, James</i></p> <p><i>25. In 1567, Darnley was murdered</i></p> <p><i>26. Mary was suspected of being involved</i></p> <p><i>27. The scandal led to the Protestant Scottish Lords rebelling again</i></p> <p><i>28. They forced Mary to abdicate* in favour of her baby son, James</i></p> <p><i>29. She was imprisoned but escaped in 1568 and raised an army in an attempt to win back her throne</i></p> <p><i>30. Mary's forces were defeated and she fled to England, seeking Elizabeth I's help against the rebels</i></p> <p><i>31. When Mary fled and arrived in England in 1568, she was a problem for Elizabeth</i></p> <p><i>32. Elizabeth did not think it was right for anyone to overthrow their monarch BUT she also knew Mary was a threat and had a claim to her throne</i></p> <p><i>33. She kept Mary under guard until a court was held to hear evidence about the murder of Darnley</i></p> <p><i>34. Mary disagreed with her being put on trial as she was a monarch</i></p> <p><i>35. She said she would not offer a plea unless Elizabeth guaranteed that Mary's verdict would be 'innocent'</i></p> <p><i>36. Elizabeth refused to do this</i></p> <p><i>37. Elizabeth still had a problem though - she did not want to support the overturning of a monarch but she also did not want to set Mary free as she would then be free to raise an army and threaten Elizabeth's claim to the throne</i></p> <p><i>38. She stayed a prisoner of Elizabeth's</i></p> <p><i>39. In 1569 a plot was hatched against Elizabeth I</i></p> <p><i>40. The plot was to marry Mary to the Duke of Norfolk (England's most senior noble) who was also a Protestant</i></p> <p><i>41. This would mean any children they had would be Protestant and they would have a claim to the throne (and it would help solve the problem that Protestants would challenge her being a queen as she was Catholic)</i></p> <p><i>42. However, Elizabeth heard of this plan and it proved how dangerous Mary was - even when she was a prisoner</i></p> <p><i>43. She was moved to another prison</i></p>	<p><i>• Catholic</i></p> <p><i>• Would be supported by France, Spain, Army</i></p> <p><i>• Great granddaughter of Henry VII</i></p> <p><i>• No issues of legitimacy</i></p> <p><i>• Louis Family strong Catholic</i></p> <p><i>• Had control in France</i></p> <p><i>• Had refused to Scotland</i></p> <p><i>• France would support Mary</i></p> <p><i>• Mary disagreed with the treaty of Edinburgh</i></p> <p><i>• She still claimed the throne as she had a right to the throne</i></p> <p><i>• Worried about the threat of Catholic powers</i></p> <p><i>• She was imprisoned but escaped</i></p> <p><i>• She was a problem for Elizabeth</i></p> <p><i>• Elizabeth did not think it was right for anyone to overthrow their monarch BUT she also knew Mary was a threat and had a claim to her throne</i></p> <p><i>• She kept Mary under guard until a court was held to hear evidence about the murder of Darnley</i></p> <p><i>• Mary disagreed with her being put on trial as she was a monarch</i></p> <p><i>• She said she would not offer a plea unless Elizabeth guaranteed that Mary's verdict would be 'innocent'</i></p> <p><i>• Elizabeth refused to do this</i></p> <p><i>• Elizabeth still had a problem though - she did not want to support the overturning of a monarch but she also did not want to set Mary free as she would then be free to raise an army and threaten Elizabeth's claim to the throne</i></p> <p><i>• She stayed a prisoner of Elizabeth's</i></p> <p><i>• In 1569 a plot was hatched against Elizabeth I</i></p> <p><i>• The plot was to marry Mary to the Duke of Norfolk (England's most senior noble) who was also a Protestant</i></p> <p><i>• This would mean any children they had would be Protestant and they would have a claim to the throne (and it would help solve the problem that Protestants would challenge her being a queen as she was Catholic)</i></p> <p><i>• However, Elizabeth heard of this plan and it proved how dangerous Mary was - even when she was a prisoner</i></p> <p><i>• She was moved to another prison</i></p>	<p><i>• Catholic</i></p> <p><i>• Would be supported by France, Spain, Army</i></p> <p><i>• Great granddaughter of Henry VII</i></p> <p><i>• No issues of legitimacy</i></p> <p><i>• Louis Family strong Catholic</i></p> <p><i>• Had control in France</i></p> <p><i>• Had refused to Scotland</i></p> <p><i>• France would support Mary</i></p> <p><i>• Mary disagreed with the treaty of Edinburgh</i></p> <p><i>• She still claimed the throne as she had a right to the throne</i></p> <p><i>• Worried about the threat of Catholic powers</i></p> <p><i>• She was imprisoned but escaped</i></p> <p><i>• She was a problem for Elizabeth</i></p> <p><i>• Elizabeth did not think it was right for anyone to overthrow their monarch BUT she also knew Mary was a threat and had a claim to her throne</i></p> <p><i>• She kept Mary under guard until a court was held to hear evidence about the murder of Darnley</i></p> <p><i>• Mary disagreed with her being put on trial as she was a monarch</i></p> <p><i>• She said she would not offer a plea unless Elizabeth guaranteed that Mary's verdict would be 'innocent'</i></p> <p><i>• Elizabeth refused to do this</i></p> <p><i>• Elizabeth still had a problem though - she did not want to support the overturning of a monarch but she also did not want to set Mary free as she would then be free to raise an army and threaten Elizabeth's claim to the throne</i></p> <p><i>• She stayed a prisoner of Elizabeth's</i></p> <p><i>• In 1569 a plot was hatched against Elizabeth I</i></p> <p><i>• The plot was to marry Mary to the Duke of Norfolk (England's most senior noble) who was also a Protestant</i></p> <p><i>• This would mean any children they had would be Protestant and they would have a claim to the throne (and it would help solve the problem that Protestants would challenge her being a queen as she was Catholic)</i></p> <p><i>• However, Elizabeth heard of this plan and it proved how dangerous Mary was - even when she was a prisoner</i></p> <p><i>• She was moved to another prison</i></p>

Subtitle and dual code	Directed Reading Reasons she was a threat	Summarise each reason into 3 bullet points
<p>claim throne mine</p>	<ul style="list-style-type: none"> Mary, Queen of Scots, was a Catholic with a strong claim to the English throne. She was Henry VII's great granddaughter, Elizabeth I's second cousin. There were no issues about her legitimacy. 	<ul style="list-style-type: none"> - catholic - no legitimal claims
<p>Became Queen</p>	<ul style="list-style-type: none"> She became Queen of Scotland at six days old after her father, King James V, died. Her mother, Mary of Guise, was from a very powerful Catholic, French noble family. She married King Francis II of France. This was a Catholic country who Elizabeth had previously had problems with as she had agreed to support the French Protestants in 1562. With French help, Mary could take Elizabeth's throne. 	<ul style="list-style-type: none"> - Queen 6 days old. - powerful mother - french would help mary
<p>king + direct</p>	<ul style="list-style-type: none"> In 1560, Elizabeth helped Scotland's Protestant Lords defeat Mary of Guise (ruling Scotland for her daughter). The rebellion ended with the Treaty of Edinburgh in 1560 - it said that Mary, Queen of Scots, would give up her claim to the English throne. Mary did not agree with the treaty, Dec 1560, King Francis II died so Mary returned from France to Scotland. Although she was queen, the Protestant lords controlled the Scottish government. Mary had never approved the Treaty of Edinburgh 1560, so she continued to claim she still had a right to the English throne. She wanted to be named as Elizabeth's heir. 	<ul style="list-style-type: none"> - mary did not agree. - king francis died - never approved the treaty of england
<p>religious Division</p>	<ul style="list-style-type: none"> Elizabeth did not want to name an heir. She was becoming more worried about the threat from foreign Catholic powers (France, Spain) and Catholics in England. If she made her Catholic cousin Mary her heir, it would make religious divisions in England worse OR it might encourage Catholics to try to make Mary the queen of England instead. She could not risk this. 	<ul style="list-style-type: none"> - didnt want her name in heir - religious division
<p>Imprisoned</p>	<ul style="list-style-type: none"> Mary married her second husband, Lord Darnley. She gave birth to a son, James. In 1567, Darnley was murdered. Mary was suspected of being involved. The scandal led to the Protestant Scottish Lords rebelling again. They forced Mary to abdicate* in favour of her baby son, James. She was imprisoned but escaped in 1568 and raised an army in an attempt to win back her throne. Mary's forces were defeated and she fled to England, seeking Elizabeth I's help against the rebels. 	<ul style="list-style-type: none"> - she gave birth - husband dead - Imprisoned
<p>No trial SAID Prisoned</p>	<ul style="list-style-type: none"> When Mary fled and arrived in England in 1568, she was a problem for Elizabeth. Elizabeth did not think it was right for anyone to overthrow their monarch BUT she also knew Mary was a threat and had a claim to her throne. She kept Mary under guard until a court was held to hear evidence about the murder of Darnley. Mary disagreed with her being put on trial as she was a monarch. She said she would not offer a plea unless Elizabeth guaranteed that Mary's verdict would be "innocent". Elizabeth refused to do this. Elizabeth still had a problem though - she did not want to support the overturning of a monarch but she also did not want to set Mary free as she would then be free to raise an army and threaten Elizabeth's claim to the throne. She stayed a prisoner of Elizabeth's. 	<ul style="list-style-type: none"> - mary fled - Not right to overthrow - refused to trial - Not setting mary free
<p>Plot</p>	<ul style="list-style-type: none"> In 1569 a plot was hatched against Elizabeth I. The plot was to marry Mary to the Duke of Norfolk (England's most senior noble) who was also a Protestant. This would mean any children they had would be Protestant and they would have a claim to the throne (and it would help solve the problem that Protestants would challenge her being a queen as she was Catholic). However, Elizabeth heard of this plan and it proved how dangerous Mary was - even when she was a prisoner. She was moved to another prison. 	<ul style="list-style-type: none"> - Plot failed - proved how dangerous mary was

Planning my response

'The role of local communities was the most important factor affecting law enforcement during the Middle Ages.'

How far do you agree? Explain your answer.

You may use the following:

- Tithings
- Trial by Ordeal

You **must** also use information of your own. [16 marks + 4 SPaG]

RUSS the question: Read, Underline, Summarise, Solve

What period of years is the Middle Ages?

Define 'law enforcement':

Define 'tithings':
Support or challenge statement.

Define 'trial by ordeal':
Support or challenge statement.

Analysing other texts which focus on literacy, whilst Such's (2025) book is primarily aimed at primary school practitioners; it is a useful text for secondary practitioners to read to help close the transition gap and support weaker readers and writers (who have not met age-expected standards) to make accelerated progress. If practitioners at both levels read more about the strategies of Key Stages beyond their own, then there will be a greater continuity of effective, evidence-led literacy and oracy strategies that lead to the long term, sustained development of these skills. Exploring this further, if a primary practitioner was to read Quigley's (2020, 2022) texts alongside the EEF (2021) 'Improving Literacy in Secondary School' guidance then they would be able to develop their knowledge of how to enhance disciplinary literacy and oracy within the KS1-2 curriculum so that students are prepared for the more specialised terminology and texts that they encounter at KS3 onwards. My case study in 'Disciplinary Literacy in Primary' (Wilkinson, 2025) helps to fill the void in subject specific primary resources to achieve this as it provides examples and strategies of how to develop strategies that enable students to read, write and speak like a historian across the key stages, supporting curriculum continuity (Pillar 1), helping to bridge that gap between primary and secondary practitioner knowledge about disciplinary literacy across the key stages. Moreover, using diverse stories such as Figure 10 (focusing on Ellen Craft) and texts which underpin enquiry questions (Figure 15) such as Black and British (Olusgoa, 2016), Empireland (Sanghera, 2021) and Femina (Ramirez, 2023) within schemes of learning and the curriculum help to further ensure that curriculums are diverse (Pillar 1) in both substantive content and use of sources and interpretations.

Likewise, if secondary practitioners were to read texts such as Such (2025) alongside the DfE Reading Framework (2022) and Writing Framework (2021) they might better understand how to ensure that their lessons scaffold weaker readers and writers using strategies which are delivered through a disciplinary lens. This is essential for secondary practitioners to consider given the KS2 SATs data (DfE, 2025) demonstrates that in 'reading, 75% of pupils met the expected standard, up from 74% in 2024...In writing, 72% of pupils met the expected standard, an increase of 0.5 percentage points from 72% (rounded) in 2024.' Whilst the data shows progress, this still tells us that 25%

of students will arrive at school below the expected standard for reading and 28% in writing. This gap must be closed whilst a child is in education for equity to be achieved in the long term because if not then students who fall below the expected standards will not achieve lifetime earnings in line with higher attaining peers, and those from protected characteristics will be adversely affected:

Higher KS2 attainment is associated with higher lifetime earnings...A one standard deviation improvement in total KS2 English and maths attainment is associated with £65,500 in additional discounted lifetime earnings for non-FSM pupils and £52,400 for their FSM-eligible counterparts... The lifetime earnings gain associated with a one standard deviation improvement in total KS2 English and maths attainment is lower for Black pupils (£53,200) than for pupils from other ethnic groups, which ranged from £63,400 to £68,800. (DfE, 2025, p.9, 36, 38, 44)

Additionally, each also contains within them arguments that there needs to be a sustained appreciation of the importance of disciplinary literacy and oracy and that this focus is a central part of each subject department's intent and implementation of teaching and learning. This is further supported by the EEF (2018) who advise in their 'Improving Literacy in Secondary Schools' guidance report that 'All teachers should be supported to understand how to teach students to read, write and communicate effectively in their subjects. School leaders can help teachers by ensuring training related to literacy prioritises subject specificity over general approaches.' Mortimore (2020) draws together examples of how disciplinary literacy could and should look in subjects across the curriculum by providing succinct summaries of research and brief descriptions of some strategies that could be deployed. However, until Wilkinson's (2025) text there has not been a specific publication that has explored in depth disciplinary literacy and oracy within primary schools, supported by as many subject and stage case studies. Whilst this text is aimed at primary educators, it is useful for secondary educators as it contains strategies that can be implemented across the key stages, which in turn could help to close the transition gap alongside curriculum

continuity (Pillar 1). As such, this text helps to fill that void and provide primary practitioners with the knowledge and strategies to be able to enhance disciplinary literacy and oracy within their contexts.

Moreover, for education to be equitable, alongside a diverse curriculum and inclusive teaching and learning strategies that enable all students (irrespective of background) to access lessons and learning, literacy and oracy that enables and empowers students from disadvantaged and marginalised backgrounds to communicate their knowledge and skills, experiences and is important. Added to this, I would argue that all students must be exposed to diverse texts to develop their knowledge of not only diverse experiences but also diverse authors and voices. Walker (2019) states that for students

to be fully involved in learning and development and fair-achieved outcomes in formal education, students would need opportunities to develop their epistemic capability of being able both to receive information and to make interpretive contributions to the common pool of knowledge, understanding, and practical deliberation. Conditions of respect, recognition and equal moral worth would be required so that all students should have access to the capability and to have their contributions taken up as integral to their flourishing. Thus, in universities and schools, epistemic virtues should be educated, trained, developed and scaffolded pedagogically, including cultivating emotions.

Resultantly, it is important that conditions within classroom remove the power-imbalance and enable all students to have their voice heard. This could involve strategies such as class contracts (outlined in *The Scaffolding Effect*, Ball and Fairlamb, 2025) which create an agreement of engagement in terms of equity, respect of contributions, and active listening. Arguably, without such a contract, it could be that the power-imbalance continues and voices are not heard and are not able to share epistemic contributions, particularly with regards to their own background. The danger of this is that those from disadvantaged backgrounds become the 'recipients' or the 'audience', rather than active contributors. Reid (2020) states why this is important as

she:

feels a missionary-like zeal to (paraphrasing Aude Lorde (1984) use the master's tools to dismantle the master's house. That is to challenge the status quo by first understanding how it functions and what it includes. I also believe it is a matter of intellectual integrity to insist on reading these voices together, and I believe that there is transformative potential for our students in doing this. By understanding how the world works, they also get to have a stake in it. They can see that the world is not something done to them but something they are a part of. The goal is that they also feel that they can contribute; that this knowledge will enable change. It may make them feel angry about the world, yes, but it must also equip them to take on the shaping of it.

Organisations such as Lit in Colour further outline why there is the need for not only equitable conditions of sharing knowledge and experiences, but also for the 'canon' to be updated to be more representative (Pillar 1). They share the experience of Kara (2017) who states that "When I was a teenager, I had a moment of realisation. I didn't fit into the narrative of England, the country I was born in. I couldn't find myself in any of the stories; as a student of literature, I was desperate to feel like I had a place. I sought it out many years later, but I recognise my privilege in being able to." Additionally, the National Literacy Trust (no date given) have published reading lists which aim to support educators in diversifying reading for pleasure texts and texts used within the curriculum. This has been reinforced by the work of Wilkinson (2025) alongside individual articles from subject associations such as the Historical Association including Cusworth's (2021) 'Putting black into the Union Jack: weaving Black history into the Year 7 to 9 curriculum' where key diverse texts to use within historical enquiries with students are outlined.

Within this, it is important to outline that I do not see literacy and oracy as 'stand-alone' generic skills that can be taught homogenously across schools (aside from major codified contracts of talk expectations). The curriculum and literacy and oracy are symbiotic (in my commentary during the **'Talking the Talk' podcast (Fairlamb et al,**

2025), I liken the curriculum and literacy and oracy to a lemon drizzle cake. The curriculum is the cake, and literacy and oracy are the drizzle that infuses and makes the cake potent and powerful). Within the study of history, who's voice, who's writing and what is being read has not been democratic, as stated by Cusworth (2021, p.22) who shares how 'history has the potential to bolster that sense of belonging which all humans need to feel. In my experience, however, this sense of belonging is often contested and denied to Black people in Britain.' This reinforces the need for equity in voices heard in the classroom, diverse narratives that are read about, and the symbiotic deployment of knowledge alongside texts read (and heard, in the case of oral histories). The need for this is acknowledged by my work on the Kingdom of Benin (2020) which states the issues of how African history has previously been told and taught (Pillar 1).

Conclusively, there is a broad range of literature which provide evidence, expertise and insight into how to dismantle the barriers to equity and equality in the many complex components that make up education within schools. However, there also still exists voids which don't fully answer how we can ensure that education is equitable, equal and rooted in social justice. My analytical discussion outlines how I believe that my published works and creative works have contributed to filling those voids through the enactment of a series of pillars which model how to create and implement representative curriculums using inclusive teaching and learning strategies (including literacy and oracy) (Pillar 2 and 3), with history as a case study to enable educators to be able to close the gap between the existing curriculum and practice and what equitable, inclusive and pedagogical practice could look like if we are to achieve equity.

Chapter 4: Analytical Discussion of the Published Works

In this chapter, my analytical discussion demonstrates how my published works and creative works have contributed to existing conversations around how to achieve equity and equality, and how they have helped to broker space for educators (in history in particular) to contribute towards achieving this goal, inspired by Gabriel's (2029) framework of 'Decolonise, Democratize and Diversify.' Through the discussion, I have sought to evidence the relationship between my bodies of work and how they build upon and contribute towards one another, each adding another overlapping piece of the jigsaw as to how to achieve equity and equality within the case study of history. As such, I have made the choice to embolden the title of my works in this section to demonstrate how they cross-reference with one another and draw upon a similar body of research, highlighting further how the issue of equity and equality cannot be answered through focusing on one pillar alone (Figure 1); it requires a complex and connected blend of all of the pillars working in harmony with one another. My analytical discussion will discuss the pillars (Figure 1) (themes) that emerged from the analysis of my published work and practitioner feedback and outline how they act as a framework for constructing diverse and representative curriculums and implementing equitable teaching and learning strategies.

In practice, a way for us to understand this is to consider that for us to have equity in education, we need a curriculum that creates global citizens and equips them for their chosen future pathways. An aspect of being a global citizen is to be informed about the diverse nature of our world and its past, and to have the tools by which to engage critically with sources of information, weighing up perspectives to reach informed judgements. Part of this is framed in the National Curriculum (DfE, 2014) which outlines that the purpose of the curriculum is to 'provide pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said' and is furthered by successive DfE speeches

outlining that 'If we are to deliver on our commitment to social justice, breaking the cycle of disadvantage so that every child reaches their potential, we must therefore ensure that all pupils benefit from an education based on these values' (Gibb, 2025).

Moreover, the KS1-2 and KS3 History National Curriculums (DfEa, 2013, DfEb 2023) states that its purpose is 'Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.'

Revisiting Figure 1, a diverse and representative curriculum (Pillar 1) is not enough on its own to ensure that students become global citizens, which is why the other pillars will also be discussed in this analysis. As well as a diverse, representative curriculum, we also need to ensure that teachers can teach this curriculum effectively so that all students are able to be equitable agents in learning. This will involve teachers having sound knowledge of their subject (substantive, conceptual and disciplinary knowledge), a toolkit of evidence-led inclusive teaching and learning strategies (Pillar 2), and the skills by which to identify and understand the barriers that *all* children may face. Moreover, this requires using strategies such as inclusive questioning and scaffolding, underpinned by high expectations of all, irrespective of backgrounds. These barriers may include a low level of literacy (such as weak phonetical understanding) including functional literacy, and oracy (Pillar 3). Importantly, the development of these skills must be symbiotic with subject knowledge development so that students develop disciplinary ways of communicating and are versed in the subtle nuances that make up how different disciplines speak, read and write. Summarising, the curriculum must be diverse and representative in its intent and design, be delivering in ways that ensure equity and participation within the classroom, and develop and empower students' ability to read, write and speak in disciplinary ways, outlined in the EEF guidance (2020) and the work of Wilkinson (2025). This will enable the students to communicate both their knowledge and skills, as well as for disadvantaged and marginalised students to be active participants in the study of their narratives, as argued by educators such as

Reid (2020).

Added to this, to create a school culture that cultivates a sense of belongingness, strong, and often brave, leadership (Pillar 5) is required to innovate and develop systems and practice to foster a culture of inclusion, supported by a system of robust professional development that ensures that all teachers are equipped with the tools to dismantle disadvantage in their schools and classrooms. This is why leadership (Pillar 5) permeates throughout all sections of the analytical discussion of the impact of my published works, as it requires strong, committed and values-led leadership to help implement the changes and align all with the vision. The Foundation for Education (2025) further highlights the importance of representation to foster a sense of belongingness and strong leadership to achieve this as:

Stakeholders inform us that many students from ethnically diverse, LGBTQ+, disabled and socio economically marginalised groups feel invisible in school life – from the curriculum to leadership and governance. When young people don't see themselves reflected, it can lead to disconnection, disengagement and reduced aspirations. Teachers frequently lack the training and confidence to teach sensitive and complex topics – such as migration, empire, and the histories and identities of marginalised communities – with accuracy and care. 78% have requested professional development on migration, and 71% on empire.

The body of work that comprises this PhD encapsulates the above. As a collective, they are designed to form a cohesive narrative, with each published work at interplay with the other, blending the various pillars (Figure 1) under the unifying theme of equity and equality. The published work acts to conjointly impact upon curriculum, pedagogy, literacy and oracy, and professional development, noting that they are interdependent and therefore all need consideration, as outlined above. This is also echoed in the chosen varied mediums of the body of work as it is designed to lead to impact not only amongst leaders and teachers at a policy level, but to also provide practical tools to implement change in professional development and support this change curriculum

design, classroom resources and praxis. Resultantly, there is a broad range within the body including professional development materials (books, blogs, webinars, podcasts), curriculum and teaching and learning policy, examination board materials and classroom resources (textbooks).

While my research aims were to explore how equity could be achieved through the curriculum, teaching and learning literacy and oracy, as well as leadership, my published and creative works have acted as a scaffold to answering these as they have provided data about changes in thinking and practice amongst educators across varying contexts which then informed my pillars. Using the published work to gather this data was essential as it provided the empirical grounding for these pillars (Figure 1, 5),

4.1a Driving Diversity in the History Curriculum (Pillar 1): Diversity and Inclusion by Right.

Focusing first on my published work on the history curriculums upon teachers and Middle Leaders, '**What is History Teaching, Now**' (Fairlamb and Ball, 2022) explores how improved diversity within the English history curriculum, with greater representation of protected characteristics and global history, can generate conversations about both past and contemporary issues.

By viewing history as a kaleidoscope of lenses, we can shift the focus away from one singular narrative and instead broaden it to include a range of experiences and previously silenced voices, building the way to creating greater equality in curriculum coverage than is currently outlined in the National Curriculum (DfEb, 2013). In doing so, we can educate students about the rich history of various cultures, people and places, helping to break down stereotypes and misconceptions. Notable misconceptions include stereotypes about disabled people and the treatment of disabled people in the past (as discussed in **Disability and the Tudors, Fairlamb, 2023**) and African history and the

presence of people of colour in England which historians such as David Olusoga and Miranda Kauffman have written at length about.

I believe that the outcome of a more representative narrative of the past is one that will help to shape societal attitudes in the future which will help to shift the mindset of educational policy makers, examination boards and educational institutions towards better recognising diversity ensuring that systems, structures and curriculum are more inclusive of all communities and thus more equitable. Further, a diverse curriculum can foster a sense of connectedness as wider representation ensures that identities are elevated and celebrated in meaningful ways, beyond bolt on lessons (whereby an existing enquiry question has a tick box 'diverse' lesson added onto it) and relying solely on tokenistic history months and days such as Black History Month and International Women's Day. The various named **One Big History Department blogs (2020-24)**, **Fight for Rights (Fairlamb et al, 2024)** and the **History Roundtable 1 - session 3, (Fairlamb, 2024)** pinpoint specific areas of the past which can be elevated in the curriculum align with Elliot Major and Briant (2023, p.42) argument of the importance of ensuring:

lesson plans, books, texts and images used in the classroom reflect the full cultural diversity of the pupils that you are teaching. Pupils will be inspired by reading texts featuring people who are like them with similar backgrounds and values; equally they will feel excluded if classroom materials don't include anyone from similar backgrounds. Some have described this as providing 'mirrors and windows' for children. Mirrors enable pupils to see themselves and their lives reflected in the texts they read. Windows enable them to gain an understanding and appreciation of other lived experiences different from their own.

Textbooks such as **Fight for Rights - Women's History (Fairlamb, 2025)** provide teachers with substantive knowledge, reading and activities which can be used to create or supplement lessons, provided a wider narrative of previously discussed histories.

Typically, in KS3 when it comes to women's history in the twentieth century, it is usually focused on white, upper and middle class Suffragists and Suffragettes (ignoring women of colour, with disabilities, are LGBTQ+, working class or are linked to industries which fell below the moral line of the time such as Chorus Girls) and give cursory nods to the work that women undertook during World War One and World War Two. The intent of the textbook enquiries that I have written is to broaden the lens of women's history by expanding the timeframe to look at so-called second-wave, third-wave and fourth-wave feminism in an intersectional way, including individuals such as Mae Billingham (a disabled Suffragette) and Jayaben Desai (an activist protesting for better rights for minorities and women). This classroom-based text includes developments in legislation and culture which include the work of women of colour and women in 'masculine' professions who have contributed to societal, political and economic change that students may not usually be exposed to, linking to Respondent 12 and 16's (Figure 12 and 14) [appendix 36 and 37] commentary about the examples of my published work supporting them to construct their diverse curriculum and resources.

Added to this, '**Curriculum Continuity from KS1-5 – History as a Case Study**' (Fairlamb, in Snape, 2024) provides guidance, models and suggestions of materials and extra-curricular activities to weave in continuous threads of diverse narratives from Key Stage 1-5, even when examination boards do not include such narratives in their specifications. These works help to answer how schools and colleges can move beyond the constraints of the external parameters in place, as well as improve the curriculum in places where space is given for representation (KS2 National Curriculum - DfEa, 2013) (Figure 6, 8 and 9). The thinking around this is captured in '**Bringing the Black Tudors to Life Through an Interdisciplinary Approach**' (Fairlamb, 2024):

Black History is a golden thread throughout our KS1-5 curriculum. Examples include in KS1-3, when pupils study Local Black Victorians in Year 1, migration and Black Roman History in Britain in Year 4, the Kingdom of Benin in Year 5 and Black Tudors in Year 8. At KS4, we study Early Elizabethan England and the Tudors at KS5. As mentioned earlier, the specifications add limitations on us

and how we can meaningfully continue these threads. To overcome these barriers, we still thread in the narratives of Black Tudors into lessons in determined areas (for example, the extent to which there was a Golden Age in Elizabethan England) and through research homework tasks where students explore in depth their chosen Black Tudors.

Revisiting Gabriel's (2029) framework, for a diverse curriculum to be created, it must ensure that it also based on 'democratize and decolonize', so that students have 'opportunities to develop their epistemic capability of being able both to receive information and to make interpretive contributions to the common pool of knowledge' (Walker 2019). The KS3 National Curriculum (DfEb, 2013) states that the students could study (indicated as non-statutory, but suggested) 'Britain's transatlantic slave trade: its effects and its eventual abolition.' But, by omitting any other history of Black Africans prior to the colonisation of many countries in Africa, this could give rise to the misconception that this is the only history of Africa and that Black-African presence in Britain only began at the point that the Trans-Atlantic Enslavement Trade began. Britain is a nation of migrants; it is a multicultural and multiracial country and so teaching a history curriculum that could suggest that this is not the case (by teaching a selective, narrowed, singular lens into the past), is one that I would argue can lead to a lack of awareness, incubates ignorance, and worryingly perpetuates prejudice. This runs counter to DfEa/b (2013) National Curriculum stated purpose of creating a history national curriculum that 'helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time' (DfEa and DfEb, 2013, p.1). Therefore, for schools to better understand how the choices of topics within a history curriculum can support better equity and equality within education, my published works seek to argue why diversity should be at the forefront of curricula thinking as part of a reflection of what has previously constituted the 'canon' and who constructed it; and which voices were marginalised and omitted. Moreover, that the conversations about the canon, and contributions from the students, should take place to engender 'epistemic contribution capability' (Walker, 2018).

Building on this the **History Roundtable 1 - session 3, Fairlamb, 2024** on myattandco.com and '**Being ambitious with the First World War: 'Blended, not binary.'**(Fairlamb, 2020) further argues why having a diverse history curriculum is important in supporting a culture of equity and equality within the classroom as:

For us to tackle issues of misogyny, racism, homosexuality and anti-immigration attitudes, as architects of a curriculum from a large domain, we need to ensure that we work hard to include multiple lenses, reflecting our kaleidoscope past. David Olusoga wrote in 2018 that 'Black soldiers were expendable... then forgettable'

On such the book contains chapters which build towards conversations within classrooms about why there is still a prevalence of racism towards Gypsy Roma Traveller communities and why homophobic and transphobic attitudes exist in society, and saddeningly, within schools. These conversations have been supported models provided in '**Fight for Rights** (Fairlamb et al, 2023) which contains tasks such as those in Figure 16 where students must look at the long-term history of women's fight for rights in England and then consider what struggles continue to this day, and Figure 17 (**Being Ambitious with the First World War: Blended Not Binary**, Fairlamb 2020) which looks at the race riots and the experience of the 'Black Poppies' after World War One in England as well as the American attitudes towards migrants and Black people in the 1920s, whilst also looking at contemporary issues towards racism migration in Britain and America at present. The impact of this work is discussed further in the impact chapter, but it can be seen in Respondent 28's World War Two scheme of learning where sub-enquiry questions include: 'What does it mean to be Black and British' (Figure 13)

Alongside the content and disciplinary aspects of diversifying the curriculum is the process of constructing the vision and curriculum itself. My published works and blogs have supported Middle Leaders with professional development of both themselves and

their departments by providing practical strategies for improvement. This includes including enquiry question ideas, content to include, access to schemes of learning and lesson resources that I have created as well as tips such as those in **Tackling Racism: Teaching West African History pre-1700 – Benin (Fairlamb, 2020)**:

1. Start reading. The HA podcasts and website and Dan Lyndon's textbook help you to grasp an overview knowledge of the period.
2. Start talking. Talk with your department – why include it, where to include it, how does it fit with the sequence and narrative of your curriculum.
3. Start searching and asking. Many have begun to develop schemes of learning on this area. Ask and you will receive so much support and help.
4. Wider reading. Enhance your knowledge once grounded in the overview.
5. Start planning. Choose your enquiry, narrow it down and plan to embed within the curriculum in a blended, not tokenistic way.

The inclusion of a process and framework for Middle Leaders and teachers to access is important to support the knowing-doing gap and ensure that theory and intent translate into effective and sustainable implementation.

4.1b Curriculum Continuity to Close the Transition Chasm (Pillar 1)

'What is History Teaching, Now?' (Fairlamb and Ball, 2022) and **'Curriculum Continuity from KS1-5 – History as a Case Study' (Fairlamb, in Snape, 2024)**

further explains how and why history curricula can be more diverse, but they also argue how curriculum continuity can ensure that the educational attainment dip that children experience when transitioning through key stages when they move from a primary to a secondary school setting is reduced. This curriculum work is vital as disproportionately more disadvantaged children experience this dip ('educational inequalities between disadvantaged pupils and their peers widen during the first three years of secondary school' Cook et al, 2020, p. 3), and therefore a carefully planned continuous curriculum,

which includes consistent threads of diverse narratives, can help to reduce the likelihood of this happening. By fostering and forging curriculum continuity, which is rooted in representation, we can reduce the number of children who may feel excluded from the curriculum at all stages of their lives from age 4-19, as stated in **'What is History Teaching, Now'** (Fairlamb and Ball, 2022):

There should be no wasted time...it is also important that students get to grips with the work of a historian, and indeed the content of the curriculum, as quickly as possible. KS3 should build on the work done at KS2, even if this varies between feeder primary schools, and not involve repetition or 'dumbing down' of content. The importance of having high expectations and rigour is underpinned by research....Knowing what we now know about curriculum and the importance of a progression model where knowledge and skills are developed over time and built upon, we must remember that their study of history does not begin in Year 7 and therefore a true progression model is one that begins in Year 1...we must look forward (to ensure that we build up learning to align with the end points)but also look back (to ensure readiness for Year 7).

Moreover, beyond substantive knowledge curriculum continuity, **'What is History Teaching, Now?'** (Fairlamb and Ball, 2023) contends that disciplinary skills also need to be mapped into a progression model used symbiotically with the development substantive knowledge and concepts (Figure 9):

Our [Me and the history team members in my school at the time] approach to sources must be a sequential building-up of this skill. Looking both horizontally and vertically, we should map how we intend to nurture a student's ability to engage with sources....By threading sources into KS1-2 and building up the skills required to deconstruct them in satisfyingly challenging ways, this means that children enter Year 7 with a sense of the intrinsic role that sources play in history, and they have built up a strong repertoire of ways to analyse and evaluate them. As a result, lessons in Year 7 can be more rigorous with content

as less time will be spent explaining the basics of sources. We must have high expectations and be ambitious with sources and not assume that they come into this year group with no grasp or understanding of what a source is.

This progression model serves as a driver for academic rigour, defining an expectation of the minimum depth of skill required at specific developmental stages. It mandates a curriculum that demands incremental difficulty, shifting the focus for Year 7 students from foundational skills which are developed in KS1-2. to being able to draw inferences and question the provenance of sources. When studying a diverse curriculum, which will include diverse sources and interpretations, it is important that the students are supported in 'reading against the grain', taught to ask more sophisticated questions, and draw out the nuances. By aligning disciplinary skills with substantive knowledge development, the model builds the pedagogical confidence necessary to integrate complex historical evidence into the classroom. Moreover, given the complicated and uncomfortable nature of some sources and interpretations, elevating the level of disciplinary skill to infer, question and challenge using their burgeoning knowledge is vital to support disciplinary criticality.

4.2 Teaching and Learning: Being Truly Ambitious and Ensuring Inclusion (Pillar 2)

As outlined above, an effective curriculum is one aspect of education that we can develop so that it becomes more equitable and, therefore, move it towards being equal. However, it also requires educators to be competent and confident with their delivery of the curriculum in the classroom by ensuring that they have a toolkit of teaching and learning strategies which ensure that there are high expectations and rigour for all. Scaffolding and adaptive teaching ensure that learning is accessible to all, and that lessons are pitched with the highest attaining learners in mind, as summarised by Myatt (2020) 'The most effective way to differentiate is through Dylan Wiliam's responsive teaching – preparing for the top and supporting students to get there, rather than

deciding in advance which pupils will perform which tasks. We must resist the temptation to dumb down.’ Mansworth (2021) furthers this by arguing that ‘Teaching to the Top - when the top signifies the highest attaining students in the group - is at its core, simply logical. If teachers aren’t teaching to the top, then some students are learning nothing at all; some of the class are inevitably held back and restricted from making progress.’ This means that when a curriculum is taught, it is done so in a way that does not predetermine what a child can and cannot do (as differentiation does) and instead creates a culture of an ambitious, rigorous curricula that is open-to all to engage in.

Moreover, adaptive teaching and scaffolding not only mean lessons embody an ethos of high expectations, but that teachers also must consider the barriers that students may face in advance of lessons, as outlined in Eaton’s (2022) blog ‘Moving from ‘differentiation’ to ‘adaptive teaching’ which states that in advance of a lesson, teachers should consider barriers such as ‘different levels of prior knowledge, vocabulary’ and ‘plan to address them: supply background knowledge, use pictures/video to contextualise upcoming information.’ These barriers may also include SEND, EAL, poor attendance, low literacy and low prior attainment (and indeed, a combination of them). From this, teachers can anticipate what scaffolds these learners may need so that they are able to make progress towards the same outcomes as their higher attaining peers. By adopting such an inclusive mindset, we can avoid creating a narrowed curriculum for low prior attainers and incidentally creating a curriculum of the privileged for high prior attainers. With high ambitions for all as a mindset for teaching, this further helps teachers to keep in check biases that can result in lower expectations of what a child can achieve.

More often than not, these biases are reinforced by the use of labels, such as ‘disadvantaged’, ‘FSM’ and ‘PP’ as well a categorisation such as gender and ethnicity ‘ as argued by McCrae, Barker and Goodrich (2025) who outline that an over-focus on labels results in ‘lowered expectations [of the student from the teacher]...internalised beliefs [the student]...social stigma...entrenching bias... Taken together, these

significant risks and downsides can culminate in an excessive focus on labels rather than underlying needs, inadvertently hindering efforts to provide the most appropriate and effective support for students.’ Resultantly, T&L strategies such as differentiation in mainstream, whole class settings are problematic as biases, whether conscious or unconscious, result in teachers lowering their expectation of some students and providing them with less challenging work or a reduced curriculum.

‘The Scaffolding Effect’ (Ball and Fairlamb, 2025) underpins the importance of scaffolding, as a component of adaptive teaching, and why this teaching and learning strategy should be a core component of a teacher’s toolkit. Given the influence that differentiation has had on the English (and international) education system, this published work helps to answer why differentiation is problematic and how instead we should be ‘teaching to the top’ and putting into place targeted, responsive scaffolds that ensure that all students have temporary support to succeed. Whilst scaffolding is not a new strategy and was indeed coined in 1976 by Bruner et al, differentiation was the strategy that was espoused by educational policy makers and Ofsted as a key marker of effective teaching c.2000-2021. With entrenched views on differentiation and it being so widely embedded in school policies and practice, this text answers why differentiation should be replaced by scaffolding as it creates the conditions for equity by limiting our biases (culture, class, disability etc.) by not pre-determining what students can and can’t do and raising our expectations of those who may have been previously dismissed as ‘disadvantaged’ and ‘low ability’ and unable to succeed when faced with challenging work.

Furthermore, the book outlines how and why leaders can adapt existing policies and practices so that barriers that all students face can be better recognised and how to avoid applying generic label-focused strategies. The triangulation of research, strategies and case studies from expert practitioners contributes to closing the knowing-doing gap of what equitable classrooms should be and how to achieve that in day-to-day practice.

Differentiation is not equitable education within mainstream settings as 'it's clear from years of research that teacher perceptions, even perceptions of which they are not aware, can greatly impact student success' (University of Missouri, 2017) Whilst differentiation is effective in specialist school settings, and in contexts of multiple year groups being taught in one class (for example, in small, rural schools) Differentiation in mainstream, whole class settings puts glass ceilings into place on children and denies them the opportunity to experience 'desirable difficulties' (Bjork, 1994) when every student has the right to 'satisfyingly challenging' learning experiences during their school career. As argued in **ResearchED Belfast. A Compendium of Presentations - Scaffolding, not Differentiation (Fairlamb and Ball, 2025)**, this leads to a lack of equality of access to the curriculum:

by pre-determining the curriculum and tiering work we are acting as gatekeepers as we are denying some students the opportunity to engage with the same curriculum that the chosen privileged ones are given access to, limiting their potential. We are effectively saying that there is a world that they cannot access, denying them the opportunity and support to experience it and indeed thrive.

Given the biases mentioned above, this limiting approach often is applied to disadvantaged students who are lumped together under labels and thus fall foul of the lowered expectations of their teachers. This leads to a lack of equity within the classroom as low expectations can mean a reduced curriculum is delivered to several students. Throughout the day, the experience of knowing that less is expected of you than your peers directly feed into the self-efficacy and confidence of students who then begin to believe themselves that they cannot achieve, fuelling their low expectations and sense of self-worth. Grant's (2023) work underpins this, as he argues that 'in schools, when teachers set high expectations, students get smarter and earn higher grades – especially if they start out with disadvantages...low expectations tend to use us back...It's called the Golem effect: when others underestimate us, it limits our effort and growth.'

Moreover, if scaffolding is not used, some voices are not listened to in the classroom as much as others. *The Lost Girls* (2020) demonstrates how not only teacher bias in terms of gender (expecting girls to be quiet and to not want to answer questions, compared with boys) and that there is often insufficient scaffolding of oracy within the classroom. Added to this, without inclusive questioning built into T&L practice (such as cold calling) this can result in some students never engaging in classroom discussion nor proffering their knowledge or opinions in the course of an entire school day. **‘The Scaffolding Effect’ (Ball and Fairlamb, 2025)** answers how we can ensure that T&L is more equitable by answering questions such as:

So how can scaffolding the process of talk help those who are struggling to use their voice to develop the skills to engage in high-quality talk and therefore progressively speak more confidently and fluently? How can we scaffold our student’s ability to generate, share and refine ideas through talk? And from this, how can we make talk accessible for all in order to support social mobility?

As well as advising about the need to be inclusive when planning lessons and providing suggestions as:

From an Equality, Inclusion and Diversity perspective, please do consider the demographic of your students and the different cultural conventions of talk within family and home environments. The rules of talk that you want for your classroom and what you perceive to be common conventions are only common conventions to some, and not all. Therefore, careful framing, sensitivity and implementation of the ground rules is vital, and it may require additional scaffolding for some. An example is that there is often a misconception that ‘boys talk, and girls don’t’ and therefore only girls require oracy scaffolding. However, research has shown that it is far more complex than this and that it cannot be reduced to such a simple binary.

Within this, the published work outlines the importance of avoiding seeing literacy and

oracy as generic skills which can be taught and applied the same across all subjects. Whilst 'classroom contracts' which support 'learning to talk' can generally be codified across subjects and classrooms (building in individual student adaptations in each classroom, such as EHCPs and EAL provision), when it comes to 'learning through talk', disciplinary literacy and oracy is vital, as discussed in the literacy and oracy chapters of **'The Scaffolding Effect' (Ball and Fairlamb, 2025)**. The published work argues that literacy and oracy must be framed in a disciplinary way, symbiotically developing along with their acquisition of knowledge and skills within their subjects, celebrating, elevating and respecting the unique conventions of each discipline's way of communicating.

4.3 The Right to Read, Write and be Heard (Pillar 3)

Beyond outlining the need for scaffolding, both **'The Scaffolding Effect' (Ball and Fairlamb, 2025)** and **ResearchED Belfast. A Compendium of Presentations - Scaffolding, not Differentiation (Fairlamb and Ball, 2025)** provides many scaffolding strategies which can be implemented by educators from Key Stage 1-5 ranging from looking at scaffolding reading and writing to how explanations and homework can have temporary supports put into place to ensure accessibility. This includes outlining in how to approach planning to use scaffolds, as summarised in **ResearchED Belfast. A Compendium of Presentations - Scaffolding, not Differentiation (Fairlamb and Ball, 2025)**:

In advance of the lesson, we will use a multitude of sources to identify what the barriers may be for students. These sources can include: formative assessment from prior lessons, knowledge of curriculum misconception hotspots, pupil passports etc. Using this information, teachers can then plan and prepare what scaffolds may be needed and by whom. This does not mean creating different resources with varying scaffolding strategies on it; it may be as simple as verbally reminding a few students about how to start a paragraph or referring some to a writing frame which is already in their books.

Interconnecting with scaffolding and ensuring that T&L strategies are inclusive, is literacy and oracy; how we read, write and speak. In 2023-24, the number of KS2 students achieving the expected reading rate was just 74% and the expected writing rate was 72% meaning that 'around a third (31.1%) of pupils at the end of key stage 2 did not meet the expected standard in reading, writing and maths (combined) following assessment' (DfE, 2024). Added to this, the disadvantage index sat at 3.21. In secondary school contexts the statistics do not improve as 'nationally 25% of 15-year-olds have a reading age of 12 or below, 20% a reading age of 11 and below and 10% a reading age of 9 and below' (Fernandes & Gallacher, 2020).

Crucially, if a child is unable to read fluently and accurately, they will be less able to access the curriculum due to not being able to decode and/or comprehend texts, books and resources which contain core knowledge. Having below expected reading levels is something that disproportionately impacts children from a disadvantaged background as '74% [of schools] mentioned reading as the main barriers to attainment for their pupils eligible for Pupil Premium funding' (EEF, 2023) as well as students who have a SEND need which affects their ability to read.

'**The Scaffolding Effect**' provides educators with a text for 'selecting and implementing high-impact, evidence informed literacy and oracy scaffolding strategies that can be deployed to help close the reading gap and support children to write effectively' (**Ball and Fairlamb, 2025**, p.77). Furthermore, the book outlines the importance of diagnostic testing and using reading data to scaffold learning. Through the careful planning of barriers that a child may encounter prior to reading, writing or talking, and having high expectations of all, we can create the conditions for all children to thrive and generate a culture of inclusivity with every voice being valued. Linking with this is literacy and oracy progression model discussed in my chapter in **Dalton, D. and Smith, A. (2023)** which demonstrates how the teaching of reading, writing, explicit vocabulary and oracy can be threaded into a teacher professional development programme within schools and how each aspect can be implemented and developed over a sustained period of time. 'The Golden Five' (**Fairlamb, A. in Dalton, D. and Smith, Prof. A.**

2023, p.86-87) provides five whole school practical strategies which are implemented over a minimum period of three years to support the better planning and delivery of literacy and oracy within secondary schools. This approach can be summarised as ‘five evidence-informed methods to support the explicit teaching of fluent reading, the development of tier 2-3 vocabulary acquisition and techniques to ensure that students can improve their ability to read and write well-constructed paragraphs.’ Drilling into the finer detail, the strategies are (**Fairlamb, in Dalton, D. and Smith, Prof. A., 2023** p.87):

- Directed reading - teacher-led modelled reading of text
- Frayer models - teacher-led, explicit pre-teaching of tier 2-3 vocabulary
- Single paragraph outline, a strategy taken from The Writing Revolution (Hochman et al., 2017) - teachers explicitly model how to construct a paragraph by returning to a sentence-level construction approach, rather than ploughing into the production of a full paragraph without careful planning.
- Kernel sentences, a strategy taken from The Writing Revolution (Hochman et al., 2017) - this strategy empowers students to break down the key aspects of a paragraph. BY plotting out and pre-planning these aspects, students can then combine these aspects to construct either expanded sentences or a paragraph.
- Because, but so, a strategy taken from The Writing Revolution - teachers provide students with the beginning of a sentence and ask them to turn it into three separate complex sentences, using each conjunction in turn.

Crucially, when used with ‘**The Scaffolding Effect**’ (**Ball and Fairlamb, 2025**, p.76-211) teacher awareness and mental model building of how to teach reading, writing and speaking skills are supplemented with a range of ways that teachers can scaffold all learners to be able improve each of those fundamental skills.

Through my own delivery of the NPQLL, a National Practitioner Qualification in Leading Literacy, aimed to upskill leaders of literacy, there has been a poverty in approaches to implementing robust, rigorous and evidence informed literacy and oracy strategies in previous years. Whilst I would argue that training is far better for primary practitioners,

given their central role of delivering phonics and early reading, Ofsted (2012, p.1) reported that ‘Inspectors found variation in the quality of initial training and induction and considerable differences in the depth of knowledge and level of skills of the new teachers in teaching early language and literacy.’ Literacy has typically, and frustratingly, been regarded as the responsibility of the English department, reinforced by arguments by the EEF (Collins in Quigley and Coleman, 2022, p.2) that ‘Historically, many secondary school teachers have not seen themselves as literacy experts. Teaching children to read has been the domain of primary schools, or the responsibility of teachers in the English department at a push. Some cross-curricular efforts have held promise, but, in most secondary schools, the challenge of literacy today is greater than ever.’ This further highlights what I consider to be (from my praxis) the pitfalls that the teaching of literacy and oracy has fallen foul to, such as gimmickry with regards to one off events (such as No Pen Days where students are banned from using a pen for the day and instead are only allowed to verbally communicate their knowledge) and generic, superficial strategies and mandates such as ‘every lesson must have writing in it’, without considering the purpose of when, how and why it should be included within a particular subject, as discussed in **Fairlamb et al (2025) ‘Talking the talk – subject-specific talk across the curriculum’**. If classrooms are to become equitable, educators need to know how to anticipate literacy and oracy barriers and have effective, chunked and sequential PD that ensures that they are developing their skills to thread in these strategies; ‘the role of ensuring that teachers and learning assistants are given substantial training in teaching children how to read and write accurately and confidently is key...Through a multifaceted and consistent approach, these strategies can help to reduce the literacy gap and ensure that all children are proficient with literacy’ (**Fairlamb, A. in Dalton, D. and Smith, Prof. A. 2023, p.88**)

Building on the previous research into literacy and oracy, is the body of work which examines in greater depth the role that disciplinary literacy and oracy have upon closing the disadvantage gap and ensuring that classrooms are equitable. In **Case study: disciplinary literacy in history, an interview with Alex Fairlamb (Fairlamb in Wilkinson, 2025, p. 114)**, I explore how:

the introduction of disciplinary literacy begins in EYFS with books that build schema and lay the foundation for historical knowledge, tying in with the EYFS areas of 'literacy' and 'understanding the world'. Diverse texts are used to illustrate key concepts, particularly in understanding the world. A sequential progression model was created from EYFS to Year 13, ensuring teachers were aware of prior learning and could build upon this meaningfully in an integrated and collaborative way. This is important to ensure learning is continuous and connected, and that the potential danger of a 'transition gap' does not occur within the school.

This introductory aspect of the case study highlights the interplay of the body of published works being discussed, as it outlines how rich texts need to underpin the curriculum (such as in History), and that a disciplinary literacy progression model should be implemented from EYFS to KS5 to help reduce the impact of transition (aligning with the published work on curriculum continuity to close the transition gap). Moreover, clearly highlighted is the importance of diverse texts to ensure that classrooms are equitable in their representations of different cultures, histories, ethnicities and protected characteristics as discussed in the series of **One Big History Department on disability, the Kingdom of Benin and World War One (Fairlamb, 2020-2024)** and the **History Roundtable 1 - session 3 (Fairlamb, 2024)**

As such, the body of published and creative works are one of coaction and synergy, all contributing towards answering a complex, inter-linked question of how education can evolve to become more equitable and equal.

Chapter 5: Discussion of Impact: Moving Towards a More Equitable and Equal Approach

This chapter will explore the impact of the body of published and creative works in education across curriculum, teaching and learning, literacy and oracy resource and curriculum development, as well as expanding knowledge of pastoral systems to engender equity. The chapter includes evidence of impact from a broad range of stakeholders such as teachers, Middle Leaders (ML), Senior Leadership Teams (SLT), as well as national and international organisations, networks and consultants. I have organised the impact into the five pillars outlined in my introduction [see appendix]. These pillars are: a diverse curriculum, teaching and learning rooted in high expectations of all, literacy and oracy strategies that close the oracy gap, pastoral systems and initiatives that generate a sense of belonging, and the existence of strong leadership to adopt such approaches and strategies.

It must be noted that pillar 5 (Strong leadership - ensures that there is a clear vision and structures in place to support equitable education, teachers and Middle Leaders trained and empowered to tackle disadvantage) is threaded through the other four pillars. This is because leadership does not stand separate from the other pillars, it is woven through all of them because it requires a strong commitment and ethos of those within positions of influence to enact change which will help to drive equity and equality within their context. It is important to note that the term leadership is broad as it can mean Middle Leaders, Senior Leaders, System Leaders, training providers and organisation leaders but also thought leaders in education as well.

To note, I have purposefully left the Respondent's quotes with their original phrasing, spelling and grammar.

5.1: Pillar 1: Diversity and Curriculum Continuity within the History Curriculum to Drive Equity and Equality

The impact of the published work focusing on driving diversity, equality and equality within history curriculum development and history teaching pedagogy is multi-faceted, ranging from grass-roots teacher level to national Initial Teaching Training and Early Career Framework training providers. Looking through the lens of diversity to engender equity and quality, respondent 3 (2025) stated that as a Head of Humanities, **'What is History Teaching, Now?'** (Fairlamb and Ball, 2025), **'Fight For Rights'** (Fairlamb et al, 2023), **'Myatt&Co Secondary Schools Network: History, SSN - History - session 3'** (Fairlamb et al, 2023), **One Big History Department Blogs** (Fairlamb, 2020, 2022, 2024) and **'Broadening the History of Medicine'** (Fairlamb, 2022) has impacted upon departmental development plans and linked curriculum and resources within schools and across Multi Academy Trusts (MATs) by broadening the vista of previously taught topics by including previously marginalised voices.

Pillar 1a: Impact on the Development of Diverse Curricula and Lesson Resources including the Methodology of Approaching Curriculum Design - 'Blended, Not Binary'

Looking deeper at the impact of the published work focusing on diversity and curriculum development, evidence demonstrates that it has influenced and informed changes to the approaches taken by educators in how to embark on creating diverse curriculums. As advocated in the multiple published works, it is important that the approach taken to diversifying the curriculum is whole-scale, not piecemeal, and rooted in a clear vision and understanding of diversity, equality and inclusion. The term used frequently across my published work is 'blended, not binary' as a method for diversifying the curriculum, to avoid bolt-on and tokenistic minor changes. This approach is advocated by the Foundation for Education (2025) who outline that the curriculum and assessment review (headed by Francis) could mark change with regards to equality, diversity and inclusion

through the elevation of the importance of representation, but this should have a very considered approach:

True cultural inclusion requires authentic connection, representation and shared ownership, not tokenistic gestures or isolated curriculum tweaks. Students want to see themselves reflected and affirmed in both content and assessment. Educators want time, training and trust to create inclusive classrooms.

This report highlights the earlier argument about the need for the ‘mirror and the window’ but that this needs to be enacted in the curriculum in a way that does not result in ‘othering’ some voices through tagging them onto existing enquiry questions. Moreover, it is important to look beyond singular schemes of learning and enquiry questions and instead see the whole curriculum (for example, from Year 7 to Year 13) as one big narrative underpinned by an ethos of equity, diversity and inclusion so that diverse narratives are woven into the very fabric of the curriculum and are consistently explored and studied. Respondent 12 [Appendix 10, Figure 14] outlines this when commenting that ‘It has supported with the curriculum development for Key Stage 3 supporting with both pedagogy and resourcing...Working with Alex Fairlamb to support and help build an entirely new curriculum in a really small department has been fantastic CPD and the works we have read and used so far have been incredibly insightful’ [sic]. Added to this, evidence of the published work having an impact in supporting educators to adopt such thinking is visible in Respondent 3’s World War Two scheme of learning [Figure 12] a sequence of lessons created in response to **‘What is History Teaching, Now?’ (Fairlamb and Ball, 2023)** This work demonstrates pillar 5, strong leadership, as the respondent’s comments highlight the impact of the published work in being empowered to tackle disadvantage in their contexts by constructing more diverse curricula.

Linking back to Gabriel’s (2019) framework, for a representative curriculum to be achieved, it must look ‘to Decolonize, Democratize and Diversify.’ Looking at the survey data and submissions, teachers and middle leaders have been enabled and

empowered to include more diverse and globalised history in terms of content and the selection of disciplinary resources, such as sources and interpretations. This broadening can be seen in a wide variety of respondents submissions, but to begin with, it is interesting to begin with the impact of how non-prescribed National Curriculum narratives (DfEa 2013, DfEb 2013) have begun to enter traditionally taught topics, such as the Tudors. This demonstrates to critics of diversifying the curriculum, such as Marsh and Manfield (2022), that the 'canon' is not being discarded nor the focus shifting disproportionately to 'other' aspects of history at the expense of topics from 'British' history. Instead, this demonstrates how teachers and middle leaders can access texts such as my own and adopt a 'blended, not binary' approach to such topics as the Tudors and World War One. Arguably, when looking at Respondent 11's commentary, the reason why this has happened in some departments is due not only to having a written blog to refer to, but also having access to an online training session outlining how to incorporate disabled history ('Alex's blog & presentation'), as well as supporting exemplar lesson resources and a curriculum mapping document (**Disability and the Tudors, Fairlamb, 2024**):

The work impacted on my thinking as my department and I are more aware of how disability history can be thread into the curriculum. We already look at it through the obvious war (GCSE/Y8) & Equality Act 2010 (y9) however, Alex's blog & presentation at the HA prompted me to begin to implement into y7 Tudor unit... It has impacted on my work and practice by encouraging students to see disability in Tudor times and compare with today (Respondent 11)

Figure 12: Respondent 11's Year 7 Tudors Scheme of Learning which now includes disabled narratives and an interpretation by a disabled historian and teacher

Drawing Editing

'Jane the Fool'. She seems to have been employed as the 'woman fool' by Anne Boleyn, Henry's second queen; by Princess Mary, his daughter, and from 1544 by Katherine Parr, his sixth and last queen. Court records show that Jane was richly clothed at the court's expense, and that there were eight payments of four pence a time for 'shaving of Jayne [the] fool's head'.

William Somer had a learning disability. He was accepted into Henry's court. People born with disabilities were seen as 'natural fools'. He once told Henry VIII he was silly for being exploited by those around him. Henry found him amusing and William's 'banter' was never a problem.

In Philippa Vincent-Connolly's book, through characters such as Jayne Foole, she makes it clear that some disabled people had **unique opportunities** in Tudor England and this can tell us about Tudor attitudes towards disability. For example:

- **Education:** Jayne Foole could speak several languages and could write, which tells us about education as the result of her benefactors.
- **Travel:** Jayne Foole had been to Jerusalem.
- **Companionship:** Loyalty to Anne Boleyn during the Coronation
- **Behaviour** – freedom – as above
- **Position:** Seen as source of wisdom and humour (compared to treachery and plotting at court) Remarks treated with reverence
- **Access to comfortable living conditions:** inventories of clothes commissioned – green satin cap, records in Privy Purse records, keeper

accepted, respect, trust, Royal Court, community

Today - you're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities. The Equality Act puts in law that we can not prejudiced against people with a disability in favour of those without.

1. **What can we learn from this source & Phillipa's research about the attitude the Tudors had towards people with disabilities?**
2. **Does this surprise you? Why?**
3. **Compare the differences between the language used in Tudor times to today, why are there large differences?**

Henry VIII

Jane
Edward VI

William
Jane Seymour
Elizabeth I

Jester

William Somer had a learning disability. He was accepted into Henry's court. He once told Henry VIII he was silly for being exploited by those around him. Henry found him amusing and William's 'banter' was never a problem.

'Jane the Fool', She seems to have been employed as the 'woman fool' by Anne Boleyn, Henry's second queen; by Princess Mary, his daughter, and from 1544 by Katherine Parr, his sixth and last queen. Court records show that Jane was richly clothed at the court's expense, and that there were eight payments of four pence a time for 'shaving of Jane [the] fool's head'.

Draw an arrow to the people represented in the painting.

What can we learn from this source about the attitude the Tudors had towards people with disabilities?

From the source I can learn, that Tudor people with disability were treat with respect. Henry VIII accepted them.

Considering that history teachers struggle with the amount of content that needs to be taught at Key Stage 3-5, the impact of my works has been supporting history teachers and Middle Leaders to develop awareness of achievable ways of weaving in narratives, without overloading an already bloated curriculum. As such, my published works help to close the 'knowing-doing' gap as to how to diversify in curriculum-content friendly ways. Whilst the above demonstrates just one singular lesson, which could result in questioning whether the impact is limited to one topic in one year group, Respondent 11 does state that 'This needs developing, but we have started... we developed it once more research was done... This is a very basic implementation of the work Alex has done. As a department we need to go further to avoid just paying it lip service. My keenness perhaps did get in the way of doing it justice this time around. But, we are endeavouring to avoid this going forward' which demonstrates the impact of my published work is beyond educators adding in singular lessons as it also includes a change in commitment to continue with further diversification work. Interestingly, Respondent 11's omission that this is a basic start to implementation and that perhaps not enough justice was done to the resource, further demonstrates the time limitations and lack of thinking space that teachers experience when researching and creating resources, and why therefore having models such as the ones in my published work are important for creating a scaffold to support implementation, even at the initial stages, as a way of opening up the door to taking the first step. This is furthered in Respondent 13's view that 'Accessibility and practical emphasis within Alex's writing removes barriers to engagement with the models and examples. Published work on diversity has supported colleagues, whose own History studies have rarely included any aspect of DEI, to undertake review and diversification.'

Building on this, my published and creative works have enabled some teachers and middle leaders to go beyond the initial work outlined above to create a range of schemes of learning and curriculums which better view history as a kaleidoscope of lenses, shifting the focus away from one singular narrative and instead broadening it to include a range of experiences and previously silenced voices. Looking at schemes of learning beyond a singular lesson like Respondent 11's, my published work has opened

some teachers approaches to threading in diverse narratives in a 'blended, not binary' across a scheme of learning, ensuring that these experiences are not 'othered' and are instead centred in the enquiry. This is evidenced by Respondent 3 and Figure 12 (as well as Respondent 14 and Figure 14) which show how a department updated their curriculum to include wider narratives, including those that include their school demographic and a statement of why this was important for students such as those who are Polish. Moreover, the curriculum resources not only contain diverse narratives such as Polish fighters, the significant contribution of Alan Turing and impact that World War Two had on contributing the Black Civil Rights movement have also been woven through, as well as now including diverse historians in their choice of interpretations, including the work of Olusoga. This demonstrates that the curricular thinking in this scheme of learning is beyond 'adding in a diverse narrative', to thinking about how these narratives are intrinsic and the fabric of the enquiry, in both substantive and disciplinary ways:

Alex's work on diversity within the curriculum has been extremely influential within the history department, leading to the development of a new and more inclusive curriculum. One example attached is our WW2 enquiry that has been entirely replanned to be told through the stories of lesser-known hero's, including commonwealth soldiers, Polish and Czech pilots, and the women of the SOE. This has been particularly important for our Polish community to see themselves within the curriculum.

teachers to use a representative curriculum as a mechanism to challenge educational disadvantage and engender equity. By supporting history teachers and educators to access model resources (such as those in **'What is History Teaching, Now?'** Fairlamb and Ball, 2023 and **'Being Ambitious with the First World War, Fairlamb, 2020**), alongside the rationale as to why (For example, Figure 7) teachers are better able to audit their existing curriculums for representation and being to address where marginalised voices can be included. This demonstrates how my published works and creative works enable history educators to negotiate the space between the established national curriculum and equitable, inclusive pedagogical practice.

Looking beyond singular lessons and schemes of learning, whole-scale curriculum change is also an impact of my published work for some departments, where they have adapted the ethos of 'blended, not binary' and mapped the threads of diverse history so that they are consistent throughout their curriculum. Resources such as Figure 8 and Figure 13 demonstrate the modelling I have published and delivered via creative works (such as presentations and webinars such as to **(Secondary Schools Network: History, Fairlamb, 2023, Appendix 16 and Figure 13)** help history departments to enact this large change, including their vision, topic choices and content. Respondent 12 evidence this stating that 'Working with Alex Fairlamb to support and help build an entirely new curriculum in a really small department has been fantastic CPD and the works we have read and used so far have been incredibly insightful' and through their submission of a whole new departmental vision and Key Stage 3 curriculum (Figure 14). Referring back to Gabriel's (2019) framework, we can see that 'diversify' has been a focus and impact across curriculums and that history educators are able to bridge the 'knowing-doing' gap by having exemplar resources of how to audit a curriculum and how to construct a diverse curriculum, using published work such as **Fight for Rights (Fairlamb et al, 2023)** and **'What is History Teaching, Now?'** (Fairlamb and Ball, 2023) to access student facing resources and in-depth exemplars of ways to construct schemes of learning on topics within a diverse curriculum. This is further evidenced by Respondent 16 who writes that a participant in a professional development session using the aforementioned text said: "The slot in approach has left me thinking regarding

disability, and minority groups more generally, across my practice and I appreciate both the pedagogy and clear examples of interesting content”, indicating the importance of exemplars and the impact of the ones I have published. The intended future impact of writing this thesis is to not only support history educators in implementing the pillars to achieve equitable education, but for these to be transferable to other subjects (with amendments to recognise subject nuances) through the exemplification of the pillars in action. Respondent 8 argues that my published work will achieve this, stating that ‘I believe that ‘What is History Teaching, Now?’ is ground breaking in its approach to teaching history. It offered new lenses, voices from different quarters and I believe set a benchmark for how other curriculum areas might refresh their curriculum articulation and practice.’

Figure 14: Diversity and representation document that has been included in creative works such as Fairlamb, A. (2023) Secondary Schools Network: History, [SSN - History - session 3 | Myatt & Co \(myattandco.com\)](#) (Appendix 16) and Fairlamb, A. (2018) Blended, not Binary (Appendix 22). Image 1 is where existing curriculums are written down. Image 2 is where (in purple) diverse narratives could be threaded in.

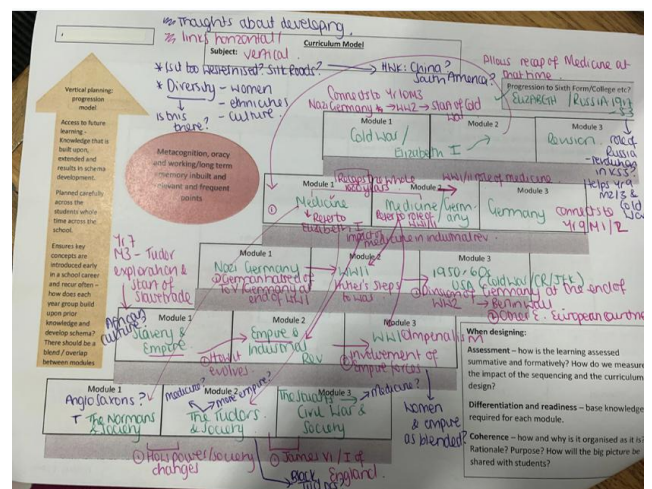
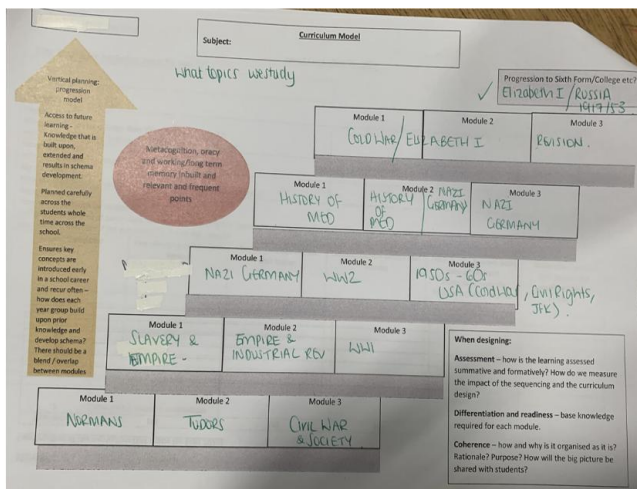


Figure 15: Respondent 12’s new departmental vision and Key Stage 3 curriculum that was constructed using my published and creative works including the mapping document, ‘What is History Teaching, Now’? (Fairlamb and Ball, 2023, Appendix 2) and Fight for Rights (Fairlamb et al, 2023, Appendix 10)

Departmental Vision

<p>Ideas so far towards the vision: The History curriculum at Academy 360 aims to ensure that students deepen their knowledge of the past so that they can grow and evolve as global citizens who are able to engage in discussions about the discipline, as well as unlock and understand contemporary issues. By studying diverse narratives spanning global, British and local History, our students grow their knowledge of the past and hone their skills as historians. Our students are encouraged to be curious about the past and appreciate the role that the study of History has in our society and beyond.</p>	
Year 11	
Year 10	
Year 9	In Year 9 the students will explore global events during the 20th century. The 20th century was a period of profound social, political, and economic change. This curriculum is designed to give students an understanding of the defining events and movements that shaped the modern world. By studying the First World War, the Russian Revolution, the rise of dictatorships, the fight for rights, and the Holocaust, students will gain a deeper awareness of the complex forces that have influenced contemporary global dynamics. This year of study encourages critical thinking, empathy, and an understanding of the significance of historical events in shaping the present and future.
Year 8	In Year 8 students will explore the age of new experiences and encounters of the Renaissance. Students will continue to look at the impacts contrasting religious views of the Stuarts and how the world was turned upside down in the 17th century. Students will examine the change in the spread of new ideas, a period of enlightenment in Europe which sees Britain emerge as a dominant force globally. Students will also be exposed to the experiences of countries around the world such as the French Revolution and the Mughal Empire to create depth of local, national and international history.
Year 7	The Year 7 History curriculum aims to provide students with a comprehensive understanding of key historical events and themes, including the migration to Britain pre-1066, the Norman Conquest, medieval power structures, the global interconnectedness of the Silk Roads, the religious and political upheaval of the Reformation, and the rich cultural heritage of the Kingdom of Benin. This will enable them to think critically, make connections between past and present, and understand the complexities of historical change, helping them to become confident and inquisitive historians capable of engaging with history both locally and globally.

Y11	Cold War		Anglo-Saxon Normandy		Weimar and Nazi Germany		
Y10	Medicine						
10/1	<p>Part A, Topic: WWI Causes EQ: 'Why did the World War break out in 1914?' Key scholarship: The War that ended peace: Road to 1914, Margaret Macmillan.</p> <p>Part B, WWI course and impact EQ: How did 2 bullets cause the death of 20 million people? Key scholarship: Endell Street (Moore), The Facemaker (Fitzharris)</p>	<p>Part A, Topic: Russia 1900-1930s EQ: 'What were the Bolsheviks trying to achieve?' Key scholarship: Revolutionary Russia, 1891-1991 (Figs), The Shortest History of the USSR (Fitzharris)</p> <p>Part B, Topic: America 1900-1930s EQ: 'To what extent was there a Golden Age in America 1900-1930s?' Key scholarship: New World Coming: The Making of Modern America by Nathan Miller</p>	<p>Topic: Age of Dictators EQ: Why was the C20th an Age of Dictators? (Thomas) Key scholarship: How to be a Dictator (Dikaster)</p>	<p>Topic: The Holocaust EQ: Key scholarship: HET website materials</p>	<p>Topic: Societal change from 1950s modern day EQ: 'To what extent has there been a social revolution, 1950-2024?' or 'What did the 'pigs for rights' look like from 1950?' Key scholarship: The Making of Modern Britain (Maer), Signs of Change: Social Movements Cultures (Greenwood, Maghee)</p>	<p>Medicine</p>	
	<ul style="list-style-type: none"> Sequence: Evolution of conflict from seeds of nationalism, empire and trade competition. Endell St focused on suffragette actions, impact to include women, POC (race riots South Shields) and disability GCSE Link: Medicine - WWI (key events, injuries, caregivers), Weimar and Nazi Germany Local History: local involvement/impact of WWI, race riots 	<ul style="list-style-type: none"> Sequence: Linking to Russian involvement in WWI and the origins of Communism, and America's later involvement in WWI. Sets foundations for emergence of an age of dictators post WWI, both on left and right wing, and which countries were democratic. GCSE Link: Cold War - development of communism in USSR, and development of capitalism in USA - including 'Red Scare' fears (biological conflict origins) Local History: Eileen O'Donoghue (theory built of George Orwell) (The Rebel Women of Sunderland) (Sunderland Culture) 	<ul style="list-style-type: none"> Sequence: Origins of the Age of Dictators from changes during the Age of Ideas, economic and scientific developments in C19th, and fall out from WWI GCSE Link: Cold War (Stalin, Castro), Weimar and Nazi Germany (Hitler) Local History: 	<ul style="list-style-type: none"> Sequence: Builds upon persecution experienced in Russia, medical aids, and in Hitler's Germany: Compulsory National Curriculum context. GCSE Link: Weimar and Nazi Germany (persecution during 1930s) Local History: Cook sisters (part of Rebel Women of Sunderland project) (The Rebel Women of Sunderland) (Sunderland Culture) 	<ul style="list-style-type: none"> Sequence: Builds upon women's suffrage studied earlier; Black Civil Rights from earlier studies of Black British History incl. post abolition, rights of LGBTIQ+ and disability rights. GCSE Link: Medicine - pill, abortion, Windrush and NHS, disability support in NHS Local History: 		
10/8	<p>Topic: Stuarts, Civil War and Cromwell EQ: 'How turbulent was the C17th?' or 'How far was the world turned upside down in the C17th?' Key scholarship: Whitechapel (Gaskill), English Civil War (Parkes), The Blazing World (Healey)</p>	<p>Part A, Topic: India c1600 EQ, TBC: Potentially 'Why did Mughal power decline?' Key scholarship: Travellers in the Golden Realm by Lubaboo Al Azami</p> <p>Part B, Topic: Empire - origins EQ, TBC: Potentially 'Why Empire?' or 'What did British colonialism look like in the C19th?' (Colonial - Africa, settler - Australia, internal - Ireland) Key scholarship: Anarchy (Dairympk), The Golden Road (Dairympk)</p>	<p>Part A, Topic: Empire - Interpretations of EQ: 'Interpreting the British Empire. How has it been commemorated and contested?' Key scholarship: Empireland (Sanghera), Stolen History (Sanghera)</p> <p>Part B, Topic: India - How power and life in India changed under Colonialism EQ: 'How did colonialism impact India?' Scholarship: Anarchy (Dairympk), The Golden Road (Dairympk)</p>	<p>Topic: Trans-Atlantic Slave Trade (TAST) EQ: 'How can three Atlantic towns help us to understand the TAST?' (Historical Association enquiry adapted) Key scholarship: Sugar in the Blood (Stuart)</p>	<p>Part A, Age of Ideas (17-18th) (Enlightenment, French Rev, Chartism, Women's suffrage, abolition, communism) EQ: How close was Britain to a revolution? Key scholarship: Debating Revolution: Britain in the 1790s, Chris Evans.</p>	<p>Part B, Age of Ideas (17-18th) (Enlightenment, French Rev, Chartism, Women's suffrage, abolition, communism) EQ: How close was Britain to a revolution? Key scholarship: Death in Ten Minutes (Riddell)</p>	
	<ul style="list-style-type: none"> Sequence: Changes post James I power, religion, society include extent of turbulence, includes exploration development (Jamaica) and impact on Scotland, Wales and Ireland. GCSE Link: Medicine - Great Plague, treatment of women who provided treatments (Royal College of Physician backlash) Local History: Sunderland/ Newcastle divide 	<ul style="list-style-type: none"> Sequence: India connects with Silk Roads, picking up the narrative of how India develops (with one lesson also comparing Delhi to London) so that we better understand India and lay foundations for impact of EIC. Empire builds on development of EIC under Tudor and exploration, judgment and connects to prior learning of inland and power struggles, looking forward, the study of the origins of Empire provides the context within which the TAST developed. GCSE Link: Medicine - Local History: 	<ul style="list-style-type: none"> Sequence: continued focus on Empire, but looks at 'uncomfortable' and contentious history, and the historiography and interpretations of Empire. GCSE Link - development of new treatments (Ingredients) Local History: Sunderland's links to Empire, Indian migration to Sunderland and South Shields; Collette Edwards plaque in Sunderland (link with Sunderland Uni) 	<ul style="list-style-type: none"> Sequence: Enhances the prior knowledge of Empire as it ensures students explore in depth the role of empire in the TAST. Focus is on Britain, Ghana and Barbados. Links to African Kingdoms (Benin) and development of EIC, exploration and enslavement. Exploration of TAST beyond US mainland by exploring Barbados. Includes narratives of Africa (impact of TAST on West African societies) GCSE Link: Medicine - development of how treatments (Ingredients) Local History: Sunderland and Newcastle role in the TAST (iron works to make chattis, ship building) including local history walk and Collette Edwards 	<ul style="list-style-type: none"> Sequence: Industrialization links to the development of the British economy including Empire and the TAST. This connects with the development of ideas and protest in 1800s Britain as a response to the conditions of the Industrial Revolution. GCSE Link: Medicine - development of science and tech, health and hygiene including cholera, WWI origins. Local History: Sunderland - Cholera 	<ul style="list-style-type: none"> Sequence: How ideas changes which contributed to the abolition of the TAST in the context of the Industrial Revolution, a focus on science and technology, and political changes from previous periods such as Tudors/Stuarts/Cromwell) GCSE Link: Medicine - Enlightenment ideas, Cold War - Communism origins. Local History: Katherine Backhouse and Ida B. Wells (The Rebel Women of Sunderland) (Sunderland Culture) 	
10/7	<p>Topic: Migration EQ: 'How was Britain shaped by invaders, raiders, settlers and Refuge Seekers?' Key scholarship: 'River Kings' (Jerman), 'The Shortest History of Migrants' (Galdin)</p>	<p>Part A, Topic: Anglo Saxons EQ: 'Was A5 England an insignificant Dark Age?' Key scholarship: Fennia (Ramirez)</p> <p>Part B, Topic: Normans EQ: 'Did the Normans bring a truckload of trouble?' (Sachana) Key scholarship: 'A History of Britain' (Sachana)</p>	<p>Topic: Medieval Power EQ: 'How well did Medieval Monarchs maintain their power?' Key scholarship: Time Traveler's Guide to ME (Nortman)</p>	<p>Topic: Silk Roads EQ: 'Potentially: How connected was the Medieval World?' Key scholarship: Silk Roads (Frankopan)</p>	<p>Topic: Reformation EQ: TBC. Split into two: 1. Focusing on era of Henry VIII Mid-Tudor Crisis of M 2. Focusing on E: 'What led to a Golden Age?' Key scholarship: Black Tudors (Kauffman), Elizabeth I (Castor), Disability and the Tudors (Vincent Connolly)</p>	<p>Topic: African Kingdoms - Benin EQ: 'To what extent was there a 'Golden Age' in Benin 900-1600?' Key scholarship: A Fistful of Shells (Green)</p>	
	<ul style="list-style-type: none"> Sequence: supports transition from range of primary schools (draws upon KS2: Normans, Vikings, Anglo Saxons. 	<ul style="list-style-type: none"> Sequence: going into further depth re: A5 and exploring religion, power (incl. Emma of Normandy), crime and punishment and society incl. health and hygiene Local history - St. Hilda, Whitby 	<ul style="list-style-type: none"> Sequence: Changing power from Normans, power of the monarchs (state), Church, and people (Pope's Revolt etc), with the backdrop of changed society and the Black Death. Focus 	<ul style="list-style-type: none"> Sequence: comparison of developments in England/Britain at same time as Silk Roads including trade, religion and conflict. Development of knowledge, medicine, crime and trade globally. 	<ul style="list-style-type: none"> Sequence: Development of monarchy/power; Church and people from Medieval period. Exploration and development of East India TC. Links to Silk Roads in terms of connective trade, communication 	<ul style="list-style-type: none"> Sequence: Draws upon Silk Roads; trade, religion and empire building. Links to Tudors (development of trade and TAST), comparison of Benin States with Tudor courtiers). Lays foundations for TAST and Empire 	

This impact of my published works in supporting whole-scale curriculum change with the mindset of diverse narratives is further evidenced in Harris, S. and Morely, K. (2025) 'Tackling Poverty and Disadvantage in Schools' [appendix 44] where a case study is written about the development of one of their school's Key Stage 1-2 curriculum, following consultancy work and the use of resources taken from 'Blended, not Binary' (Fairlamb, 2018) to support curricular thinking and development. The importance of this is discussed by Huntingdon Research School (Ford and Jones, 2024):

Cross-phase collaboration is essential to create a seamless transition. KS2 and KS3 staff should have opportunities to meet to align literacy strategies, assessment methods, and pedagogy. Sharing curriculum planning ensures that the teaching of key literacy skills in KS2 is reinforced and built upon in KS3.

Moreover, resources taken from '**Tackling Racism: Teaching West African History pre-1700 - Benin (Fairlamb, 2020)**' resources as well as other Key Stage 1 and 2 schemes of learning and the skills progression model (Figure 8 and 9) that I created when putting together a continuous curriculum provision from Key Stage 1-5 were used to support the development of their schemes of learning. This Trust has then sought external funding to support the further development of this curriculum, demonstrating how my work has up skilled their curriculum thinkers to create a continuous and diverse history curriculum that serves the primaries within their Trust. This work is important as the Trust serves an area of significant disadvantage across Teesside and it is an area with a changing demographic with an increase in migration from countries such as Nigeria. Part of the diversity threads woven into the new curriculum included adding the teaching of the Kingdom of Benin (drawing upon my article on this area) so that students migrating to this area are represented within the curriculum, and so that students who are not from this country have a better understanding of the history and culture of West African countries in order to dispel any myths and misconceptions they may have. This links back to Respondent 4's [appendix 29] statement that the migrant Polish community within their school had benefitted from greater inclusion of Polish history. By creating strong foundations of an ambitious continuous curriculum, rooted in high expectations underpinned by a skills progression model, which shares diverse narratives, we can help to close the transition gap and ensure that equity and equality is the daily lived experience of all students within education.

Pillar 1b: Impact on the Development of Diverse Curricula and Lesson Resources Which Promote the Voices of Students within the Classroom

My published work also demonstrates impact in encouraging educators to have transparent communication with students about how the past has been constructed and told (Figure 7) so that they can understand 'how the world works, they also get to have a stake in it. They can see that the world is not something done to them but something they are a part of. The goal is that they also feel that they can contribute; that this

knowledge will enable change. It may make them feel angry about the world, yes, but it must also equip them to take on the shaping of it' (Reid, 2020). Respondent 14 states that my published work has changed the communication of curriculum content with the students as 'I have been able to get a clearer understanding of Black History and its role it played in England and have been able to use this to inspire the wider community of my classroom, by making clear that all of British history is certainly not just about white historical figures' using both '**Being Ambitious with the First World War: Blended, not Binary**' (Fairlamb, 2020) but also the chapters written by Black British authors in '**What is History Teaching, Now?**' (Fairlamb and Ball, 2023) which focus on Black British history and how to decolonise a curriculum, so that the construct of such topics and the approach taken can be seen through the lens of Black British educators.

As well as encouraging history teachers to broker space for children from disadvantaged and/or diverse backgrounds to have a voice, my work also outlines the importance of being transparent so that students from non-disadvantaged or non-diverse backgrounds, or indeed from different lenses of diverse backgrounds, can better understand the past as well as contemporary issues. **Tackling Racism: Teaching West African History pre-1700 – Benin** (Fairlamb, 2020) has acted as a further resource for educators to drive equity in the curriculum through including the history of medieval African kingdoms in secondary schools. This published work outlines why it is important to do so stating that (and demonstrated in Figure 6 and 7):

Moreover, we felt it was vital for students to be empowered to be anti-racist and equipped with the knowledge to challenge racist stereotypes and arguments. When creating the scheme of learning, I decided to make sure that the aims of the module were very clear, that Africa HAS history (as Lyndon states in his textbook) and the countries there were incredibly civilised and advanced prior to the arrival of Europeans...Education has been cited as one of the ways to address this, empowering our students with the historical knowledge to be able to challenge racism in all its forms and to do so with authority.

Figure 16: Extract from 'Fight for Rights' (Fairlamb et al, 2023, Appendix 10)

Literacy focus

Understanding interpretations

Read Interpretation A and answer the questions below.

▼ INTERPRETATION A Professor Sasha Roseneil is a sociologist with an interest in gender studies. In 2020, she contributed to a book to accompany an exhibition at the British Library called 'Unfinished Business: The Fight for Women's Rights'.

A proverb is a saying that summarises a general truth or a piece of advice that is well known. 'Necessity' means 'need' and this proverb means that if you really need to do something, you will think of ways to do it. It emphasises the idea that people are more inspired to create something when they have to, rather than when they simply want to.

"Necessity is the mother of invention" (Old English proverb).

Women's exclusion from full and equal citizenship has given rise to a huge variety of **innovative** forms of protest over the last 150 years. Lacking access to the normal channels of political claims-making, women have had to find **unconventional** ways of **articulating** their demands. Working around the mainstream media's failure to grant them fair coverage, women have developed a range of creative interventions that stir the emotions, capture the imagination and disrupt everyday life. This has meant **assembling** **unorthodox** political toolkits from the resources available to them...

This means the way people usually make political demands.

'Unconventional' means 'unusual' or 'different'.

'Unorthodox' means 'unusual' or 'non-traditional'.

'Cumulative' means 'increasing', and 'repertoire' means 'a stock of skills or methods'.

This means to use women's bodies as a tool of protests.

'Sanctioned' means 'given official approval'.

'Innovative' means 'new and creative'.

'Articulating' means 'clearly expressing'.

'Radically' means 'extreme' and 'original'.

There have been many **radically** inventive moments in the history of women's struggles. These include the **suffragettes**, **Reclaim the Night**, the **Greenham Common Women's Peace Camp** and, recently, **Sisters Uncut**, who together all tell of a **connected, cumulative repertoire** of feminist protest. **Collective occupation of public space, the direct mobilisation of women's bodies...** and the use of music, song and poetry have all been distinctive methods of political engagement... **Marches, rallies and demonstrations are particularly significant actions for women, who have not historically been sanctioned to gather together visibly and loudly in their own name.**

You have already read about the suffragettes and Reclaim the Night in this chapter. The Greenham Common Women's Peace Camp was a series of peace camps between 1981-2000 to protest against nuclear weapons being placed in Berkshire. Thousands of women spent time at the camps. Sisters Uncut fights to stop cuts to services supporting women who have experienced domestic violence. They have blocked bridges and released a colouring book.

- 1 Explain how women, now and in the past, have been excluded from 'full and equal' citizenship.
- 2 **Interpretation A** tells us that women have used innovative forms of protest.
 - a Make a list of the innovative forms of protest women have used to fight for their rights.
 - b Make a list of the more traditional forms of protest women have used to fight for their rights.
- 3 Professor Sasha Roseneil argues that women have had to use 'unorthodox' methods to make sure their voices are heard. Give two reasons why women have had to use unorthodox methods.

Figure 17: Lesson slides taken from 'Being Ambitious with the First World War: Blended, not Binary (Fairlamb, 2020, Appendix 12)

Trump and the Mexican Wall



Trump's announcement to start the construction of the Mexican Wall was shocking to many.

However, such attitudes in America towards immigrants are not new and have been a part of the American mentality for centuries. Today we will explore that.

Explain the impact of the immigration laws and the increase in racist attitudes

During the 1910s-1920s, various groups experienced persecution as a result of increased anti-immigrant and racist attitudes. This was not a new phenomenon, but events such as the Communist Russian revolution and the First World War heightened fears and pedalled an increase in these attitudes.

- **Red Scare** – anti-Communist
- **Sacco and Vanzetti** – anti-Italian and anti-anarchist
- **KKK** – persecuted Black people

Your tasks

Explain what happened to each of these groups and why. Include within the Red Scare your wider knowledge of the reactions to the spread of communism from the General Strike lesson and your 'Meanwhile, Elsewhere' homework

Consider:

Racist attitudes towards Black people originated from the era of the Trans-Atlantic Slave Trade. Include within your 'why' on the KKK why there was a sudden upsurge in this group's actions in the 1920s

Which group was targeted and why?

What happened?

The Red Scare



Sacco and Vanzetti



Klu Klux Klan



1 1917: Immigration Law

- Prove they could read English. Immigration fee of \$8.
- = Favoured immigrants from Northern and Western Europe (whites, protestants)

1921: Emergency Quota Act

- Maximum immigrants in any year at 357,000.
- Favoured immigrants from Northern and Western Europe

1924: National Origins Act

- Maximum number in any year at 154,000.
- Quo= South and East Europe were only allowed to send 20,000 immigrants per year, and non- Europeans only 4,000.

Such discussions help to foreground the past in the present, and outline to students that what they may see as systemic issues and intolerant attitudes which only exist in the past, can be mapped into and seen in the present. This enables those who are not from a marginalised or disadvantaged community to improve their awareness of current social justice issues, as well as provide people from marginalised and disadvantaged

communities with an opportunity to be agents within conversations about their experiences. This is raised by Respondent 18 who states that ‘students explore various themes, with timelines serving as a crucial structural element in supporting their understanding of historical development.’ As discussed earlier, Walker (2018) states that this is an important to ensure 'epistemic contribution capability' for these students as they are recognised as having authority over their own history, rather than just being receivers of a curriculum.

Pillar 1c: Impact on Middle Leader Development That Enables Practitioners Within Their Teams to Create and Implement Diverse Curriculum

To lead the diversification of the curriculum within their teams and put into place mechanisms to challenge educational disadvantage, Middle Leaders (Pillar 5) need access to professional development and resources. My published works help Middle Leaders to develop their own knowledge ('I refined and articulated my thinking on both the teaching of migration and planning for intelligent interdisciplinarity, researching more widely and exploring the ideas of other practitioners in the field', Respondent 7) whilst supporting them in being able to help their teams to negotiate the space between the established National Curriculum (DfEa 2013, DfEb 2013) and inclusive pedagogical practice. Respondent 15 writes that ‘the work [What is History Teaching, Now?] has impacted my work by providing a handbook of solutions for teachers who I work with across the UK particularly in Scotland and during termly Durham History Leaders Network meetings. This demonstrates how the text is upskilling Middle Leaders across the North East and beyond to be able to develop the curriculum within their own contexts and the practice of their teams, further echoed by a Respondent in a Director History role across a large Trust of schools; ‘Various curriculum material Alex has produced has informed my curriculum advice given as a Director of History across the [anonymised] Trust’ (Respondent 10).

Moreover, looking at the breadth of potential impact, one Respondent shared that on a national history Middle Leader programme facilitated by the Historical Association that

'The concept of the book, furthermore, was a driver in my shared thinking with [anonymised] as we developed our new Historical Association course: the Experienced Teacher Programme. Our aim in this course has been to reinvigorate and refresh the practice of longstanding classroom teachers - and the way in which WIHTN offered bitesize prompts to deeper thinking and effective planning around 'new' or revisited ideas in history education inspired us in our course design and delivery (Respondent 7).

To enable Middle Leaders and those facilitating Middle Leadership communities of practice, my published works are structured in a way that communicate my internal narration of the process of diversifying a curriculum and provide Middle Leaders with the resources to create and lead professional development within their departments to begin the process of change. Evidence of the impact upon departmental professional development, led by Middle Leaders, include Respondent 18 who states that using these works that 'we used the "What is History Teaching Now?" publication to help plan and create a series of 'how-to' guides aimed at increasing consistency across our teaching—particularly in key areas such as significance and source analysis.' Building on this, Respondent 3 shared that:

What is History Teaching Now? has shaped CPD for the history department and our ECT mentoring over the last two years. Copied were purchased for the whole department and this was used in our fortnightly curriculum meeting. As a department all staff would read a chapter and then we would discuss in one meeting what we would take from this to improve our curriculum. It is difficult to quantify the impact this has had on improving the teaching and learning and the curriculum as the threads of this work are now inextricable from our own practice. It has also been pivotal to creating a reflective culture within the department that has spread beyond history to humanities, and now the wider school. The promotion of subject specific CPD has brought about a new zeal for teachers tired of generic PowerPoints in the hall and led to Heads of Department seeking comparable works on the own fields.

From, these Respondents, we can see a pattern of my published work and resources being used by history Middle Leaders to drive development in their teams. Furthermore, we see this permeating into school and/or trust-led Early Career mentoring and training, reinforced by Respondent 9 "what is history teaching now?" Was a superb resource that when acting as lead practitioner for [anonymised] Academies, we ensured every department was given a copy. This proved exceptionally useful for new teachers and trainees, with practical, clear and actionable ideas. This was used when delivering history ITT, providing valuable reading which started numerous conversations, supporting trainees on their journey to improve' and Respondent 10 'the first thing I look at before delivering training to history trainees and ECTs.' This highlights how my published work is helping practitioners at varying stages of their career to negotiate the space between the established curriculum and inclusive pedagogical practice.

By using history as a model of subject specific PD being used to diversify curriculums in terms of process, the model could be used by other subject departments within educational institutions and across the wider PD programme as they seek to emulate a similar disciplinary programme. The potential for this to be possible is stated by Respondent 4 who says that aspects of the focus of '**What is History Teaching, Now**' (Fairlamb and Ball, 2023) 'has also impacted the broader college as ideas taken, in part from What is History teaching now? have been used as part of professional development sessions I have presented to the wider FE institution.' This is built upon by Respondent 3 who states that 'it has also been pivotal to creating a reflective culture within the department that has spread beyond history to humanities, and now the wider school. The promotion of subject specific CPD has brought about a new zeal for teachers tired of generic PowerPoints in the hall and led to Heads of Department seeking comparable works on the own fields.' Resultantly, two institutes have stated that my published work is already influencing other subject's and wider school PD programmes. This is promising in terms of suggesting that in the future, my pillars of equity framework within other subjects is something that could be replicated in other disciplines. This is because it could lead to further subject departments exploring how to

diversify and decolonise their own curriculums by seeking out similar texts from authors of subject associations, and drawing upon research and PD put into place by projects such as 'A portrait of the teaching of the British Empire, migration and belonging in English secondary schools' (2023). Moreover, the process of auditing existing curriculum to determine missing voices (Figure 13) is a process that can be used in other disciplines.

Looking at the data socio-geographically (Figure 3), the majority of respondents work in the North East, North West and East of England which rank the third and fourth lowest areas in terms of ethnic diversity (The Prince's Responsible Business Network, 2023). Newspapers in such regions as the North East report that 'Hate crimes are rising in the North East with more people attacked over sexuality and race' (ChronicleLive, 2019) alongside data (Hopkins, Clayton and Tell Mama, 2020) which states:

A clear majority (74.5%) of Muslim respondents indicated that Islamophobia is 'getting worse'... mention of the rise of the far-Right politicians, as well as Brexit (the North-East voted to leave, with 58% of the vote...) and the role of news and social media in emboldening and normalising acts of racism.

This worrying increase in racism and hate crimes within such areas highlights why diversification of the curriculum is important as a vanguard against such attitudes. By exposing and educating students about global cultures and migration over thousands of years, particularly in very white, working-class areas, educators can challenge intolerant attitudes and dispel myths and misconceptions which are picked up within the home, local communities, right-wing and far-right wing groups and through media outlets. To achieve this, educators need access to texts which can provide diverse narratives and ideas of practical resources that can be used in the classroom, as stated by Respondent 14 [appendix 39] when outlining the impact that 'What is History Teaching, Now?' (Fairlamb and Ball, 2023) has had upon curricular thinking, 'Throughout Lambs book I have been able to get a clearer understanding of Black History and its role it played in England and have been able to use this to inspire the wider community of my

classroom, by making clear that all of British history is certainly not just about white historical figures [sic]'. Moreover, Respondent 13 [appendix 38] wrote that the:

works on inclusion and diversity have enabled me to highlight specialist knowledge and resource to teams of history teachers both in my current trust and in previous Local authority role... Published work on diversity has supported colleagues, whose own History studies have rarely included any aspect of DEI, to undertake review and diversification [sic]

This demonstrates the use of the published work at to help close the gap of limited EDI (Equality, Diversity and Inclusion) modules within teacher training and subsequent professional development. This is important because students need curriculums which embody the concept of the mirror and the window, as argued in the History Research Review published by Ofsted (2021) where they outline the benefits of a 'geographically broad curriculum' which includes 'local histories and the regional diversity of the British Isles, as well as the study of other places and societies beyond the British Isles...It also develops pupils' understanding of the interconnectedness of developments in different places.' If students do not study curriculums which educate them about the diverse nature of Britain and the world, then we risk leaving them vulnerable to adopting intolerant attitudes through ignorance, misinformation and propaganda. The Runnymede Trust (2015) highlights the importance of this in their survey which found that 'other teachers in schools or areas which lacked diversity pointed to the important role of teaching diverse histories to promote greater social cohesion and understanding and were determined to address these silences.'

Pillar 1d: Impact on Promoting and Creating Opportunities for Professional Development that Engender Democratisation in Curriculum Design and Lesson Resources

Linking to Gabriel's (2019) 'decolonize, democratize, diversify' framework, an additional impact of my published work includes providing some funding to broader training and

educational opportunities which provide PD which is specifically focused on diverse narratives and aim to amplify the voices of teachers from marginalised backgrounds. The royalties from **'What is History Teaching, Now?' (Fairlamb and Ball, 2023)** were all donated to 'Journey to Justice' [Appendix 55] which have been used to support the funding of some of their projects (alongside other funding they have secured):

A day of workshops for 25 visiting students and staff from Bowie State University, the oldest historically Black university in Maryland USA. We designed activities that introduced the visitors to key themes and events in the history of people of African and Caribbean heritage in the UK and invited them to suggest and share parallel or contrasting examples from African American cultural, social and political history. This enabled their students to explore the effects on Black identity and belonging of our different histories...Women and BAME delegates in London and LGBTQIA+ delegates in Chester. We researched and created resources for these...With the BAME delegates we ran two activities. The first looked at little known stories of activism by Black and Brown workers in the UK such as the Supreme Quilting strike in Birmingham by South Asian women, or individuals such as Mala Sen, Shapurji Saklatvala and William Cuffay. We asked delegates to suggest creative ways they could be memorialised. One of our favourite ideas was delegates suggesting that the struggle by against the colour bar by the Coloured Seamens Union could be commemorated by their story being in every UK passport! Our second activity was based around working-class music pioneers such as Asian Dub Foundation, Hard Kaur, Cookie Crew, Steel Pulse and Joi Bangla. We got delegates to describe what they remembered listening to in their childhood that connected with their own sense of identity. With LGBT+ delegates we focused mainly on two individuals in US history: Bayard Rustin, gay pacifist civil rights activist; and Pauli Murray, Black trans pastor and gender rights campaigner. We've been developing a close relationship with the Ella Baker School of Organising...This relationship has helped us develop ideas about how stories of successful action for change by 'ordinary' people can galvanise hope that unity is possible in these difficult times. As well as many of

our stories we used our 'explainer' resources from academics to lead to discussion of various suggestions of why historically we have come to the current crisis. *None of this work was funded so we were able to develop this thanks to our core funds, a significant part of which came from your royalties.* Together with the Ella Baker School and the Advocacy Academy in Brixton, we are now applying for funding from Near Neighbours to help us co-create with young people a training approach to counter far right narratives that can reach young people.

Revisiting Fraser's (2013) argument, that we need 'redistribution, recognition, and participation' and Kara's (no date given) argument that 'a range of voices, including voices that may be seen as 'disruptive'' must be involved in curricular design, the work of organisations such as Journey to Justice help to provide the professional learning to enable this to happen. Providing professional learning opportunities to marginalised educators is important as the teaching workforce and percentage of SLT members from protected characteristics is not equitable, as outlined by the Hamilton Commission (DfE, 2021 in the Hamilton Commission, 2021, p.105) who found that in England across the teaching population:

just over 2% of teachers are from Black ethnic groups...86% of teachers are White British while only 65% of students are from a White British background. In England (46%) have no Black, Asian or minority ethnic teachers at all and only 16% employ over a fifth of their teachers from Black, Asian or minority ethnic groups

This means that we must create an environment and the conditions through which all teachers, from all backgrounds, can have agency over their PD as well as be given the space and opportunity to share their knowledge, expertise and lived experience in curriculum design and teaching and learning. By democratising and broadening the lens of voices inputting into curriculum and teaching and learning PD, space can be created to amplify grassroots and marginalised practitioners including listening to their

lived experience of time served, and currently being served, in the classrooms as someone from disadvantaged and/or diverse backgrounds. This is valuable as these experiences will help to evaluate whether a curriculum does or does not represent the community it serves nor meet their needs, and the impact that it can have upon students from protected characteristics and/or disadvantaged backgrounds. Moreover, it provides agency.

Linking back to pillar 5: strong leadership, this demonstrates how the published work has contributed to leaders adapting their PD model and the voices amplified within it to create the conditions in which they can better discuss how to drive equity, equality and social justice in their departments by auditing and developing the diverse narratives within their curricula. The importance of subject specific PD time cannot be underestimated as 'though there is no silver bullet, subject-specific professional development can be an effective strategy for keeping teachers engaged, empowered and motivated – and in the profession' (Carver, no date given)

Pillar 1e: Impact on Initial Teacher Training and Early Career Teachers (ITTECF) – School and National Training Providers

Building on the theme of professional development, Initial Teacher Training (ITT) and Early Career Teachers (ECT) engage in differing programmes, dependent on their school and training provider, and their early subject specific professional development is vital in supporting them with the know-how of how to succeed as a history teacher. Respondent 16 is from a large training provider which has supported over 5,500 schools. In 2024-25 the target for History ITT numbers in 2024-25 was 841 entrants and the number who took up training was 931 entrants (Department for Education, 2024). With a national ITT and ECT provider using the text, my use of the text in my capacity as PGCE and PGTA Secondary History Specialist with the University of Buckingham, the use of the text across Durham Teacher's Network (some of whom will be ITT and ECT mentors), and the text forming part of departmental meetings (which

may have ITTs and ECTs) it can be argued that my published work is impacting the next and future generation of history teachers.

This impact, from Respondent 16 (a national training provider, outlines the role and the impact of the text in supporting the design of the provision and the content of the sessions within their organisation (Figure 16):

The work above has greatly impacted my thinking when designing and continuously improving our ITT and ECT provision. For example, our trainees have to focus specifically on one of three disciplinary concepts for their PGCE assignment. Alex's permissions to use the relevant chapters from WIHTN as a reading base for them in their Training Day enabled them to have a structured, accessible route into thinking about historical interpretations, historical sources and evidence, and historical significance. It provided a great foundation for them to then explore further academic articles, such as those from the HA, to broaden their comprehension of the concepts and this understanding can be practically applied within their classrooms. This has been particularly important for the early stages of their teaching career. In addition, our ECTs on the Training Programme hone in on inclusion in history for their Year 2 curriculum


Figure 18: Materials used in history ITT and ECT sessions national provider sessions.

Engaging with research

Task 5:

- Open the [BSp link](#) of the relevant reading for your disciplinary concept:
- **Historical interpretations**
- **Historical Sources and evidence**
- **Historical significance**

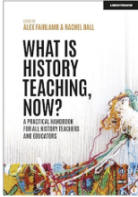
- Take 20 mins to read your article
- Reflect on the reading as a group by discussing the questions


Teacher Development

Consider these questions as you read:

1. What misconceptions does the reading suggest are common or problems in the classroom?
2. What pedagogies does the reading suggest teachers need to think about to address these misconceptions?
3. What are the benefits and challenges of using these pedagogies in your classroom?
4. Have you seen any of these in practice already?
5. Are there any pedagogies that you have come across in the reading which you would like to apply in your own classroom?

1




Critically reflecting on the research

Task 6:

- Complete the reflection table in your workbook. You also have a separate sheet on Brightspace if you want to use it again in future!
- Make some initial notes in each column
- Share your ideas with the group
- Add to your notes as a result of your discussion


Teacher Development



Research Reference	Are there any limitations to using this research? [Credible? Unconscious bias? Intended audience? Data published? Location research carried out?]	Does the author make any assumptions?	Similarities/differences between the context of the research and your own?	What are the implication of this? How might you use it within your own classroom?	What value could this research bring to your teaching? How might it help you close the gap between your intention and reality?
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2

Activity 1: Oral history and inclusive classrooms

Task:

- Listen to the [Teach First History podcast](#) with Cat Batch, Dan Lyndon-Cohen and Alex Fairlamb.
- Answer the questions in activity 1 of your workbook.

Dig deeper? Check out the resources mentioned in the podcast! The [full discussion is available on YouTube](#).

T

Answer these questions as you listen:

1. What is the difference between oral history and oral tradition?
2. Why do you think oral history is important for inclusive history?
3. What examples are given with using oral history in the classroom?
4. Reflection: Think of a topic you currently teach. How could oral history supplement this?

1

Interestingly, when asking the ITTs and ECTs to review the text, reflection questions in Figure 16 such as ‘How might it help close the gap between your intention and reality?’ demonstrates how they are thinking metacognitively about how they can bridge the ‘knowing doing’ gap when considering their existing practice with the research and thinking within my published works and resources. Furthermore, it could be possible that if early career teachers are being trained using such curricular thinking and embed this in their future practice, this might help education within history further towards an educational system that has teachers who are aware of, and researching into, equitable, evidence-informed approaches to teaching and learning function as a mechanism to challenge educational disadvantage.

Pillar 1e: Impact on Contributing to Change in National Examination

Specifications

As outlined in my introduction and literature review, educators have some control over the curriculum that they can create. However, secondary school KS3 curriculums will always be created to align with examination board specifications studied in KS4-5 as part of a progression model. The Ofsted Research Review Series: History (Ofsted, 2021) further highlights this by stating that ‘There is evidence, however, that some

history teachers, as a result of wider constraints and pressures, do not take effective advantage of this freedom and stay limited by narrow repertoires of content and out-of-date scholarship.’ Therefore, arguably, until there is a greater level of diversity within examination specifications, educators are limited in how they can diversify their full curriculum from Year 7 to Year 13. There are greater freedoms and scope at KS3, but constraints of too little time and too much content at KS4-5 means that educators find it difficult to go beyond the limited diverse narratives in the specification. This is due in part, as discussed in the introduction and literature review, the research that suggests despite the ‘freedom’ given to schools to choose content from the statutory and non-statutory suggestions in the Key Stage 1-3 National Curriculum (DfEa 2013, DfEb 2013) as argued by Keegan (2021), there is a fear amongst teachers to move away from what they see as ‘prescribed’ content (and are unable to decipher between what is ‘necessary/essential’ and what can be missed out). At Key Stage 4-5, prescribed content in examination specifications and the volume of content mean that educators may be concerned about threading in diverse narratives (which are missing from many specifications, as discussed earlier) due to time and cognitive overload.

However, whilst I have published work that aims to show history teachers how the existing specifications can be diversified in achievable and meaningful ways in their existing forms, such as **Broadening the history of medicine: a case study on Medicine in Britain (Fairlamb, 2022)**, I would argue that the fear of deviating and the constraints of the statutory frameworks will hinder potential implementation.

Promisingly, the aforementioned case study on specific guidance on how to diversify an existing Pearson Edexcel History GCSE specification was commissioned by the examination board as a result of creative works (presentations) such as **Blended, not Binary (Fairlamb, 2018)** and written published works such as **‘Being Ambitious with the Being Ambitious with the First World War: ‘Blended not Binary’ (Fairlamb, 2020)** where I outlined the limitations of existing specifications and showcased narratives. This suggests that the impact of my published work includes being asked by a national examination board to support them in identifying how they can diversify some of their existing specifications.

Moreover, in May 2025, the examination board commissioned me to write three 'representative' and 'updated' versions of the specifications that I would teach, which were submitted in September 2025 (I am unable to include these due to embargo). Within these suggested specifications, representative and diverse narratives were woven throughout, such as the narrative of Dr James Barry (a trans surgeon who carried out the first successful caesarean), women's gynaecological health, and mental and physical disability. This work aligns with the findings of the Interim Curriculum and Assessment Review (2025) which called for more globalised history and history that is representative of all children and communities that teachers serve. As a result, it could be argued that my published work has gained the attention of an examination board who have read about my frameworks and processes to create diverse and representative curriculums, and that they have commissioned future work from me due to my work being able to close the space between the established specifications and equitable, inclusive pedagogical practice.

With the Interim Curriculum and Assessment Review (2024) published and impending national curriculum and specifications upon the history community, adopting aspects of the proposed changes outlined in my work above could help to ensure that future studies of the past are more representative. This will be important as Burn (2021) argues that 'If we want to achieve more genuinely inclusive approaches to history teaching, then reform of GCSEs is the most urgent priority.' Such changes would meet the call to action by the Foundation for Education Development (2025) referenced earlier as well as move education further towards what Diversity Role Models (2024) have referred to as 'usualising' within the curriculum:

When you usualise, you familiarise students to the presence of diverse identities in society...and take away the threat of difference which can create fear and motivate bullying...Making these identities part of everyday learning is inclusion through reference, rather than in depth study or learning of the subject. When

diverse identities are usualised frequently, this can embed acceptance and empathy in the learner.

Conclusively, the analysis of my published work and the data taken from practitioner feedback led to the emergence of pillars that can act as a framework for constructing diverse and representative curriculums to achieve equity. By reviewing the respondent's submissions, alongside their commentary, I have demonstrated the impact of these pillars in challenging educational disadvantage through the creation of diverse history curriculums and related professional development across a range of educators in varying contexts, types of institutions and locations.

5.2: Pillar 2: Teaching and Learning that is inclusive and ensures high expectations of all students & Pillar 3: Literacy and Oracy - closing the literacy and oracy gap to ensure equitable access to education

Linked to this, analysis of my published and creative works, supported by practitioner feedback, reveals a significant impact on the implementation of the history curriculum. Specifically, this data demonstrates how my work has developed inclusive teaching and learning (T&L) practice alongside targeted literacy and oracy strategies. The rationale behind combining Pillar 2 and pillar 3 is due to the fact that they are symbiotic and work in tandem with another. In basic terms, if children cannot read, then they require scaffolded support within lessons to access texts which contain within them curriculum content. Moreover, if we allow our unconscious bias of children who cannot read or speak to affect our expectations of what these children can achieve, then I would argue that we will most certainly struggle to close the gap between them and their peers by providing them with 'dumbed down', unambitious work.

At present, differentiation is a commonly used strategy within countries such as England, Northern Ireland and the United States, as evidenced by the Education and Training Inspectorate (no date given) stating in documentation that 'differentiation within

the curriculum and learning support through educational provision linked to high quality teaching in order to cater for the different aptitudes and abilities within the classroom.’ Change is taking place with the appointment of teams as the Curriculum Taskforce Advisory Committee in 2025 in Northern Ireland, but this change is being supported by published and creative works such as **‘ResearchEd Belfast: A Compendium of Presentations - Scaffolding, not Differentiation (Fairlamb and Ball, 2025)** which was a document collated at the request of the Education Minister for Northern Ireland overseeing the Department for Education. At the time of submitting this thesis, **‘The Scaffolding Effect’ (Ball and Fairlamb, 2025)** was sent to 155 post-schools in Northern Ireland by the Northern Ireland Department for Education [appendix 54] in September 2025. Whilst this thesis looks at the existing impact of my published works with history as a case study, the hope is that the issuing of the books to these schools will help to support educators to challenge the use of differentiation as a T&L strategy and encourage them to instead use scaffolding. Going forward, the hope would be that they would then access the pillars and case study within my thesis to implement practice within a range of subjects as they transition to scaffolding.

‘The Scaffolding Effect’ (Ball and Fairlamb, 2025) contains chapters I have written focusing on the importance of explicitly teaching reading, writing and speaking within schools and why the scaffolding of these is essential to ensuring accessibility of all students (especially low prior attainers and students with low reading ages) to the curriculum. The focus on the inclusive and explicit teaching of literacy and oracy through methods such as scaffolding as well as a strong focus on disciplinary oracy are further discussed in the EEF Disciplinary Oral Language Podcast and a history case study in Wilkinson’s (2025) book. At the time of writing this thesis, only one other book specifically synthesising scaffolding had been published, *Scaffolding for Success* (Blackburn, 2024). However, the scope of the book does not cover the breath of areas covered in **‘The Scaffolding Effect’ (Ball and Fairlamb, 2025)** in that it does not include areas such as homework, oracy, modelling and scaffolding PD.

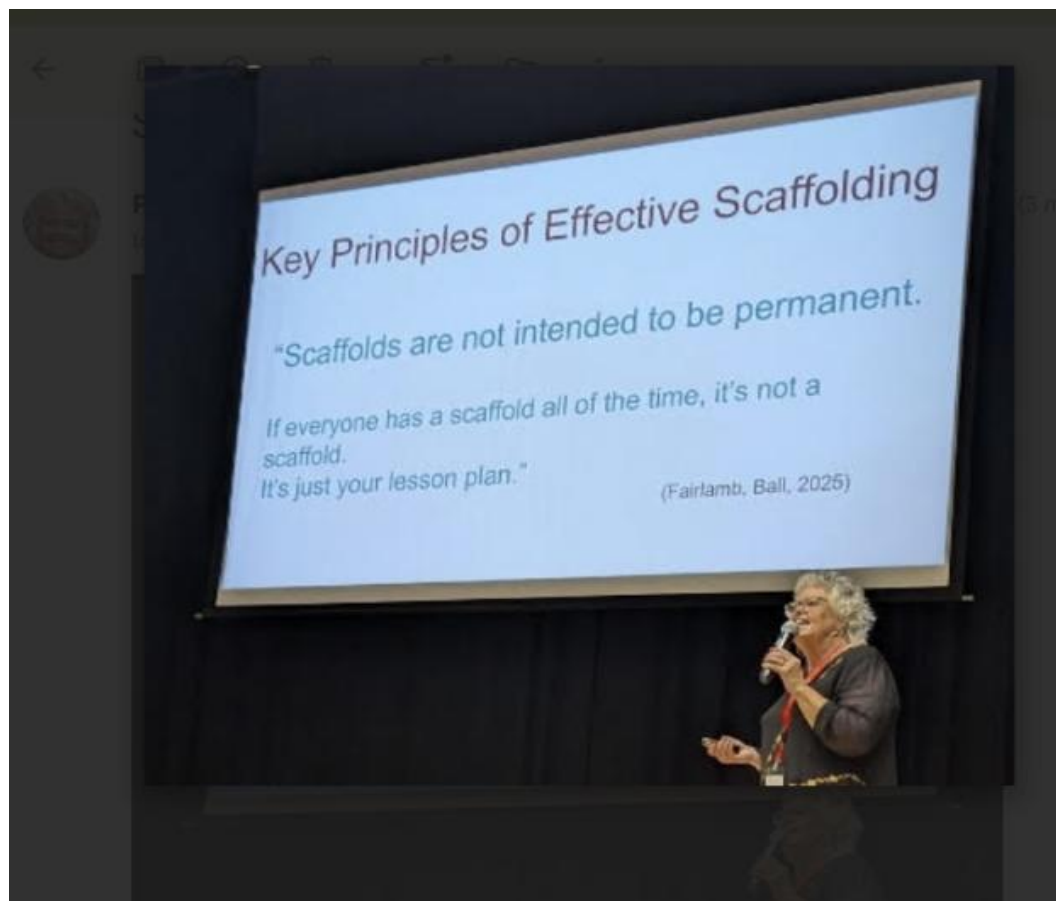
As such, my co-authored book fills a void as there is no other text which draws together research, case studies from across key stages and types of subjects, alongside including practical resources (creative works) to be used. Moreover, the distillation and dissemination of the work to various institutions via podcasts, online and in-person presentations and creative works have resulted in my work having a wider impact than purely producing books. Below, I will explore how the body of works has contributed to developing educators' understanding and use of scaffolding in their own contexts as a mechanism for challenging educational disadvantage and for negotiating the space between curriculum intent and the implementation of equitable, inclusive educational practice.

Pillar 2a and 3a: Impact Through the Scope of Supporting a Change in Mindsets Towards Scaffolding and Literacy and Oracy Strategies

As outlined above and in my introduction and literature review, differentiation is a teaching strategy that has been commonly used in multiple countries as a T&L strategy. The publication of a variety of my works, including creative, focusing on scaffolding have contributed to a change in thinking regarding the use of this strategy to ensure that classrooms are more inclusive and that there are high expectations of all students. This change can be evidenced internationally in thinking of two educators in the United States of America through Respondent 2's use of research and quotes from the 'The Scaffolding Effect' at national training conferences across the country (Figure 18) and commentary that:

 this book levels the playing field for all students and allows them to understand that ALL are capable of achieving... illustrating how the art of scaffolding takes us beyond differentiation to show us not only the what but also the why and how so that all students can learn effectively

Figure 18: A slide taken from a presentation at one of the national conferences in America where a presenter uses extracts from 'The Scaffolding Effect (Ball and Fairlamb, 2023)



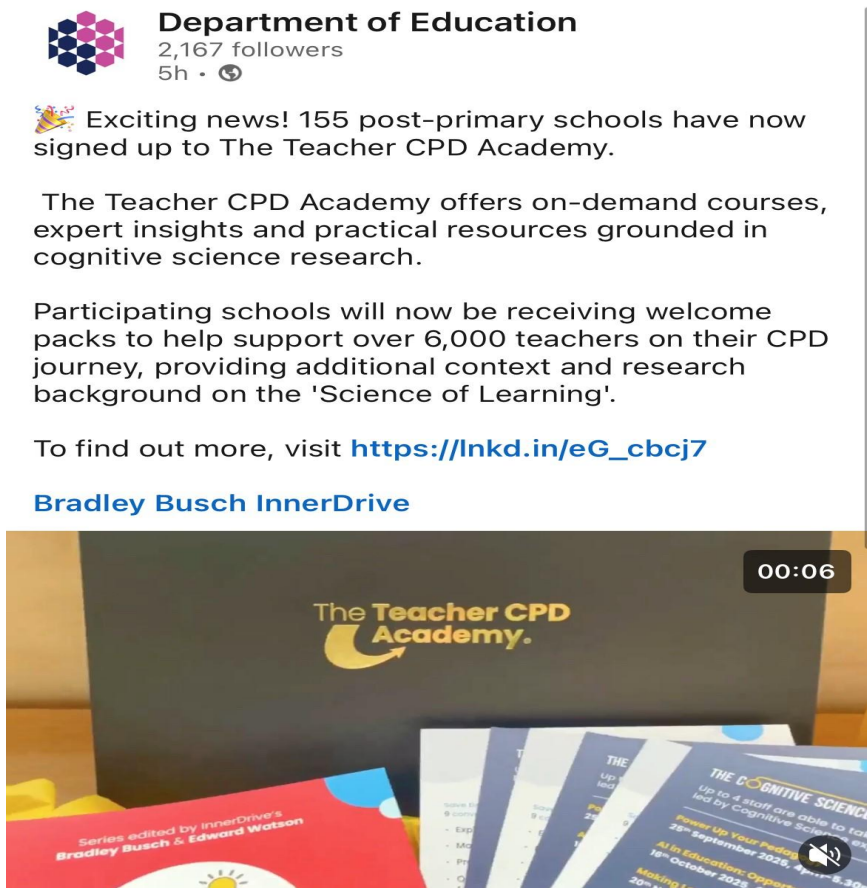
This is interesting to see such research from '**The Scaffolding Effect**' (Ball and Fairlamb, 2025) being used when presenting to American educators, given that in a study of 601 teachers and 206 principals 98% of teacher said 'they differentiate weekly and 53 percent differentiating daily. Adding to those positive results, 86 percent of teachers say differentiation is either extremely or very effective, and 89 percent of principals' report the same' (McMahon, 2019). Added to respondent 2's commentary, a further American educational consultant's (and former leader of PD across a district in the United States) [appendix 46] public review of 'The Scaffolding Effect' states:

For too long, teachers have been sold the impossible task of differentiation - an approach that often leaves educators overwhelmed and students underserved... shift the conversation in the most important way: from unrealistic expectations to practical powerful support... Through elementary literacy... They show how scaffolding can ensure all students gain access to deep, effortful thinking.

Whilst these respondents demonstrate just two educators across a large country (America), further appearances on an American educator podcast, the use of the text in one District's book club (serving 800 educators) and my future visit to deliver scaffolding professional development with a district in Maryland (serving 1200 educators), can suggest that there is some evidence of my published works and creative works is altering educational thinking in America. Whilst this might be relatively minor at this point, given the sample size, the future timeline of work outlined above indicates that this impact in changing mindsets could grow larger. Given the number of American educators who use differentiation, if there is a move towards using scaffolding, rather than differentiation, as an approach to teaching and learning would be a huge change with more American educators using equitable, evidence-informed approach to teaching and learning function as a mechanism to challenge educational disadvantage.

Added to this potential for future change in mindsets, is an example from Northern Ireland (Figure 19) where the Department of Education issued 155 post-primary schools (which have a total of 6000 teachers) a copy of **'The Scaffolding Effect' (Ball and Fairlamb, 2025)** issued shortly after **the 'Scaffolding, not Differentiation, in ResearchED Belfast (2025) researchED Belfast – A Compendium of Presentations' (Fairlamb et al, 2025)** suggests that there is potential for Northern Ireland educators to read our published work and evaluate the use of differentiation versus scaffolding in their own contexts.

Figure 19: A social media post by the Northern Ireland Department of Education in September 2025. The box sent to each of the 155 schools included a copy of 'The Scaffolding Effect' which is supplemented by an online course on the Teacher CPD Academy which the 6000 educators have access to.



For American and Northern Irish school leaders to change mindset and support the implementation of scaffolding, this would require strong leadership (pillar 5) given that it would change decades of embedded practice. This is why I hope that my thesis (alongside the book), which focuses on how strategies such as scaffolding can be used within history to achieve equity and challenge disadvantage, could further provide an exemplar and model to further shift mindsets. This model would be beneficial as it would support leaders in charting a new, clear vision of how to achieve equity and equality and engender confidence to be able to change organisational thinking to implement the change successfully. If the pillars were adopted, adapted and

implemented by other curriculum areas, this would further support the potential for changing thinking elsewhere.

To date, from September 2024, Rachel Ball and I have delivered PD on scaffolding in Great Britain at national, regional and local level [see appendix - scaffolding presentation 1 and 2] the United States of America, Canada, the United Arab Emirates [appendix 50], Northern Ireland, Germany, Scotland and Italy [appendix 20]. A great hope is that scaffolding is going to increase in use within educational systems and institutions in the future, and that the published and creative works that I have co-written and presented using will be a significant part of that change.

Pillar 2b and 3b: Impact on the Development of Inclusive Teaching and Learning Strategies in Curriculum Design and Lesson Resources

Further impact of my published works to develop practitioner use of inclusive teaching and learning strategies (including literacy and oracy), can be seen in the development of curriculum design and lesson resources. Respondent 3 states that the use of literacy chapters in **'What is History Teaching, Now?' (Fairlamb and Ball, 2023)** and the literacy strategy outlined in **'Ensuring Equitable, Equal, Empowering Education'** (Fairlamb, 2023):

have supported the development of a faculty wide approach to literacy and vocabulary. This has seen an improvement in use of subject specific language across 7 subjects...Alex's work in scaffolding, literacy and writing has been instrumental to the development of lessons across 7 subjects within Humanities. Attached are assessment booklets that illustrate Alex's approach to partial practice, scaffolded assessments, and effective use assessment

Respondent 3 is a Head of Faculty who is a history specialist and so has accessed the model answers within these texts to exemplify the theory and implementation of scaffolding and literacy and oracy, so that subject specialists in the further six subject

can implement similar practice in disciplinary ways. Within this institution, there is evidence that demonstrates that my published works and creative works, such as **Ball, R. and Fairlamb, A. (2024) Scaffolding in History booklet** can enable history educators to negotiate the space between the established national curriculum and equitable, inclusive pedagogical practice (Figure 21), and that the pillars could be adopted and adapted for other subject disciplines in other institutions, given that this has occurred within this institution.

Figure 21: A resource submitted by Respondent 3 which shows the scaffolding of source inference skills using 'I do, we do, you d' (gradual fading) as a scaffolding strategy

Paper 3: Weimar and Nazi Germany – Inference (4 marks)

What is an inference?



Give two things you can infer from Source A about the problems in post-war Germany

I do:

What I can infer:

I can infer that there were food shortages in Germany following the war.

Details in the source that tell me this:

Both the mother and child are starving and emaciated, and the caption refers to the child as starving.

We do:

What I can infer:

Details in the source that tell me this:

This is furthered by Respondent 18 who writes that ‘I have drawn on oracy resources kindly shared by Alex, which I used as a starting point for my own research and planning in this area. Her work on scaffolding in history—especially within a specific topic—was particularly influential and informed my thinking when developing whole-school resources to support structured historical thinking and communication.’ The Middle Leader outlines how they are developing their scaffolding in a subject disciplinary way (‘support structured historical thinking and communication’) demonstrating how (in this example) my published texts and history case study are helping practitioners to avoid the pitfall of genericism. Figure 22 reinforces this as the resource states that when teaching writing (using a scaffolded approach), the teaching is focusing on how to write as a historian ‘we are teaching historical reasoning, not just how to write.’ Therefore, this Middle Leader has demonstrated how a case study approach can support practitioners to negotiate the space between the established curriculum and the implementation of equitable, evidence-informed approaches to teaching and learning as a mechanism to challenge educational disadvantage.

Figure 22: A resource submitted by Respondent 18 which outlines the approach taken to scaffolding disciplinary writing in history.

How we teach extended writing at SJN

Our approach is about using 'little writing' to prepare for the big writing. We are teaching historical reasoning not just how to write.

Part of this is exposing students to historian's writing through our guided reading approach and reading out loud.

Language to use:

- Claim/argument – what is your claim? Why do you think this?
- Evidence – what evidence would you choose? Why? How does this fit?
- Analysis – How strong is the evidence? How does it answer the question?
- **NOT PEE**

Structures to inform planning

- Key questions – make sure they are good ones to answer
- Select evidence – specific sources & knowledge
- Organise that information – card sorts/diamond 9s/importance lists
- Write – use scaffolding and ideas/approaches

Ideas/approaches

Sentence Starters:

• I think	• Before . . .
• I know	• After . . .
• I agree	

Apply the following to what we have been studying today to show your understanding: (provide a sentence starter)

- **But:** changes the direction of your answer
- **Because:** explains why
- **So:** allows you to show cause and effect

Answer the question in:

- 1 word
- 1 sentence
- 1 paragraph

Pillar 2c and 3c: Impact on the Development of School Policies and Professional Development

Linking to the development of curriculum design and resources, my data analysis demonstrates that texts such as **'The Scaffolding Effect' (Ball and Fairlamb, 2025)** and creative works (delivered through professional development sessions led by ourselves) such as **Adaptive Teaching: The Scaffolding Effect Ball, R. and Fairlamb, A. (2024)** are helping to shape PD in educational institutions. Respondent 10 [appendix 35] shares that:

Scaffolding is something that we all do, but don't understand. Alex's work on this with ResearchED helped clarify my thinking which allowed me to plan a series of CPD for staff in my precious role as Assistant Headteacher. The HWRK Magazine article formed the basis of a discussion as part of our Teaching and Learning group and was disseminated across different departments in the school

This commentary states clearly that the work has helped to 'clarify' thinking, using both the research and examples and models shared in presentations but also in written published work. This gives evidence to the importance of having case studies (such as my history case study) to enable practitioners from within history, and beyond it, to bridge the 'knowing doing' gap and ensure that they are considering the implementation of strategies such as scaffolding and writing in disciplinary ways. This is further evident in Respondent 3's submission of a T&L spotlight and PD overview. The T&L spotlight was created using reading and extracts taken from 'The Scaffolding Effect' (Ball and Fairlamb, 2023) but, interestingly, in the right-hand column, the Respondent has applied this to their use of history as an exemplar of this within a disciplinary lens, using texts such as 'What is History Teaching, Now?' (Fairlamb and Ball, 2023), as discussed in their response:

Alex's work has had a significant impact on the work of the history department, the wider humanities faculty, and is helping to shape the whole school approach to teaching and learning...The promotion of subject specific CPD has brought about a new zeal for teachers tired of generic PowerPoints in the hall and led to Heads of Department seeking comparable works on the own fields...Alex's work on scaffolding is helping to shape the way I am leading Teaching and Learning as Assistant Head. The way she promotes a holistic approach to scaffolding that incorporates literacy, SEND, subject specific applications, and a non-linear approach to scaffolds is being used to improve our CPD offering

Figure 23: Respondent 3’s submission of a T&L spotlight (PD) and a T&L Vision

<u>Research Led Practice</u>	<u>Priory Lincoln T&L Excellence</u>	<u>T&L Excellence in HISTORY</u>
<p>The EEF defines scaffolding as ‘a metaphor for temporary support that is removed when it is no longer required’, providing ‘enough support so that pupils can successfully complete tasks that they could not yet do independently’.</p> <p><i>SEN in mainstream guidance report, 2022</i></p> <p>Scaffolding is more than just a worksheet. It is already part of most teachers’ practice – or can be relatively easily added.</p> <p><i>Gary Aubin, SEND consultant Whole Education</i></p> <p><u>Why scaffold?</u></p> <p>Scaffolding provides the tools by which students can achieve more. This is particularly crucial for SEND and PP students.</p> <p><u>Scaffolding Steps</u></p> <p>Anticipate - potential barriers to student learning and plan for how these might be addressed.</p> <p>Assess - learning in the classroom to elicit understanding.</p> <p>Scaffold - respond live in the lesson to adapt and support with effective scaffolds. <i>Ball and Fairlamb, The Scaffolding Effect 2025</i></p> <p><u>Common Pitfalls</u></p> <p>In lessons it is often very easy for students and teachers to create the illusion of learning when the supports are all around.....all along, they’ve been wearing impermeable skins that leave nothing behind. The ‘in the moment’ learning hasn’t left a deep enough impression. <i>Tom Sherrington, The Learning Rainforest</i></p>	<p><u>Scaffolding at Priory Lincoln is...</u></p> <p>Holistic - applicable for both academic and SEMH needs of students.</p> <p>Subject Specific - when used in the classroom, it is applied by subject experts.</p> <p>Informed - by understanding of students needs and progress.</p> <p>Response - adapted live in lessons to the needs of students in the room.</p> <p>Temporary - used with the aim to remove scaffolded support to foster independence.</p> <p>Non-linear - used with the understanding that scaffolding needs to be flexible.</p> <p><u>Scaffolding Strategies</u></p> <ol style="list-style-type: none"> 1. Scaffolding Retrieval Practice 2. I do, We do, You do 3. Chunking Explanations 4. Worked examples 5. Writing frames 6. Vocabulary Definitions 7. Guided Reading 8. Sentence starters 9. Metacognitive conversations 10. Annotated marked examples 	<p><u>Example Strategies</u></p> <ul style="list-style-type: none"> • Guided reading used KS3-5 • I do, We do, You do in lessons • Written scaffolds for exam questions • Visual scaffolds of sources • Used alongside adaptive teaching to support SEND. <p><u>Subject Strengths</u></p> <ul style="list-style-type: none"> • Strong teacher modelling • Clear written scaffolds that improve the quality of extended writing. • Visual scaffolds in class. • Clear progression models of increased challenge and less scaffolding visible at KS3 & 5. <p><u>Development Opportunities</u></p> <ul style="list-style-type: none"> • Scaffolds in place for too long, limiting learner resilience. • Student reliance on scaffolds at GCSE for exam technique.

departments and teachers can build from, so that we can ‘Achieve individual excellence together’

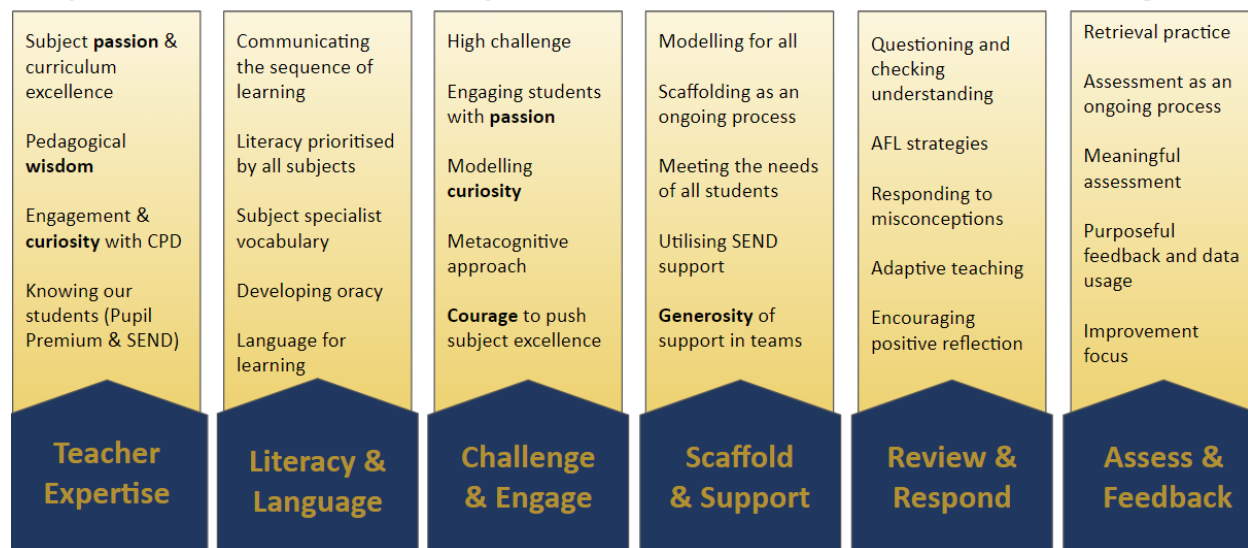


Figure 24: Respondent 15's submission of a region-wide Middle Leader network using chapters on reading taken from 'What is History Teaching, Now?' (Fairlamb and Ball, 2023)

Agenda Durham History Leaders Network Meeting

9th November 2023 2pm-4pm Durham Leadership Centre Spennymoor

Refreshments Available at the start and break-time top up if required.

1. Welcome, happy new academic year. 2023-4. History Circuit Round Up – New HA North East Branch and Project North Star. Conference catch-up and 2024 dates. Reteach Series 2. Any other news to share?
2. What is History Teaching Now? *Chapter 12 Reading Like A Historian* we will develop new practical ideas for reading strategies and teaching vocabulary. I know this is something you have previously worked on.
3. What is History Teaching Now? *Chapter 7 Sources as a Progression Pathway*. This was the top choice when I canvassed preferences so the idea is to unpick this chapter including the History Skills Progression Model by exemplifying examples and ensuring take away strategies (*copies of the chapter will be provided*) please feel free to contribute and be ready to share your favourite source and ideas.
4. AOB
5. Plan for Next Session January 2024, chapters...
6. Prize Draw
7. Vote of Thanks and Closing Comments.



Consequently, having a history case study to exemplify Pillars 2 and 3 in action might be useful in understanding how to implement and embed equitable, evidence-informed approaches to teaching and learning within their subject as a mechanism to challenge educational disadvantage. This is important to achieve, to counter the 'genericism' that Counsell (2016) warns of:

How will our head of history's efforts to use such knowledge fare when faced with a new whole-school approach to lesson planning, using a generic framework such as one derived from Bloom's taxonomy? Lesson objectives commencing with the verbs 'describe', 'explain' and 'analyse' or 'evaluate' must match successive stages of a lesson. Pedagogies associated with these verbs must foster the increments of demand that their hierarchy is deemed to enshrine. These pedagogies form a menu on which teachers are expected to draw. The conversation our head of history has with an SLT member is confused, stressful and culminates in deadlock. They clash on two fronts: first, over the term 'explain'; second, over the status of the verbs. The head of history points out that

she is indeed privileging pupils' explanation, but *causal* explanation.

Revisiting figure 22 and 23, we can see that the Respondents have been able to thread in inclusive T&L and literacy and oracy strategies that are going to help challenge educational disadvantage as they have been implemented in subject disciplinary ways. This aligns with work within 'The Scaffolding Effect' (Ball and Fairlamb, 2025) which states that:

a one-size-fits-all approach is ultimately likely to lead to mutations and poor implementation, with a knock on effect on teacher motivation and student success...one particular scaffolding approach is not going to suit all subjects or even all enquiries/units within a subject and therefore it would be a mistake for a leadership team to impose a particular style of scaffold across all subjects. There should be freedom for a teacher, with all their knowledge of the subject and the students, to decide which scaffold is needed at a particular time.

The commentary from Respondents 3, 15 and 18 suggests how the body of work is contributing to PD design within some educational institutions, forming a part of teacher knowledge development. Moreover, it shows how strong leadership (pillar 5) is being demonstrated by introducing a teaching and learning strategy that will drive equity and inclusion, but one that also recognises the importance of subject specific professional development to translate overarching inclusive T&L strategies such as scaffolding, into subject pedagogical practice. Further examples of my published work helping practitioners to negotiate the space between generic implementation of evidence informed inclusive T&L strategies and subject specific implementation of evidence informed inclusive T&L strategies are seen in a region-wide professional learning network for Middle Leaders and a national teacher training provider using extracts from my published work. Respondent 5 [appendix 30] stated that 'Alex's work on scaffolding and modelling has also been influential when giving pedagogical feedback to trainee teachers' and respondent 16 [appendix 41] who shared that:

Alex has also appeared within our Year 1 and Year 2 curriculum as a subject matter expert. In Year 1, Alex has delivered an Online Seminar on disciplinary literacy within history. Trainees have followed up from this 2024 session by using the examples and strategies given to enhance their explicit teaching of disciplinary history in their classrooms.

These responses exemplify how my work on scaffolding, literacy and oracy, and the scaffolding of literacy and oracy are contributing to changing teaching and learning PD design as well as the knowledge of the audience within some institutions. This contribution is within varying educational organisations, training providers, and beyond (Figure 3) with respondent 8 [appendix 33] writing that 'The scaffolding effect summarises the research alongside case studies and practical examples. While I am no longer in the classroom, it will make a real difference to outcomes for young people' highlighting how educational consultants and independent providers of PD are utilising the texts within their own delivery.' As outlined earlier, the hope of publishing this thesis is to share the pillars (Figure 1) that can achieve equity and equality within education by showcasing a history model, which can be developed by other subject practitioners within their own disciplinary areas. Using the 'pillars' that emerged from the analysis of my published work and practitioner feedback as a framework for constructing diverse and representative curriculums and implementing equitable teaching and learning strategies, I hope to work with other history educators, and other subject specialists to refine and build this framework.

Chapter 7: Conclusions

Overarching Question:

Education to promote Equity, Equality and Social Justice: How do we achieve this?

Sub Questions:

1. What 'pillars' emerge from the analysis of my published work and practitioner feedback as a framework for constructing diverse and representative curriculums and implementing equitable teaching and learning strategies?
2. Using history as a case study of the pillars, how does an equitable, evidence-informed approach to teaching and learning function as a mechanism to challenge educational disadvantage?
3. To what extent do my published works and creative works enable history educators to negotiate the space between the established National Curriculum and equitable, inclusive pedagogical practice?

Education to promote Equity, Equality and Social Justice: How do We Achieve This?

This thesis has discussed at length the reasons why equity, equality and social justice need to be the very essence of educational institutions, part of the fabric of the buildings and the beating heart of the community, not be treated as a 'bolt-on' to existing praxis. It has also acknowledged that there are many complexities and systematic barriers that exist that will require expertise, resources, funding and a strong vision to dismantle. At the time of writing this thesis, the Curriculum and Assessment Review Interim Report

(2025) has been published, and it cites within it that the approach to changing what we teach and how we assess should be an 'evolution, not a revolution.' Whilst I would argue that limiting the disruption that a large-scale change of the curriculum is important, we do need to have a revolution in how diversity, equality, equity and inclusion are baked into the curriculum. To not have this revolution, we could be doomed to repeating the mistakes of the past curricula - and as a historian, we always state that our subject is supposed to prevent past mistakes from being repeated.

Added to this, this thesis concludes that it is not just the intent (the curriculum) that needs a revolution. It is also in how we implement the curriculum and ensure that all students develop their communication and literacy skills so that they can access the world around them and live healthy lives enriched with opportunities and pathways. I argue that it is our duty of care to ensure that students feel that they belong in the classroom and that they experience and leave education (ready for their next steps) with a high level of literacy and oracy skills. This can be achieved by ensuring that we have an attitude of high expectations of all our students, and by avoiding teaching to a label. I am certain that no child wants to be labelled and seen as 'disadvantaged' nor viewed only as their special educational need. True inclusion and equity can be achieved by 'teaching to the top' and planning with the highest attainers in mind, whilst also assessing and anticipating the barriers that students face and putting into place effective scaffolds. The published work on this area demonstrates the impact that such an approach can have not only upon outcomes but also a student's sense of self-efficacy and self-worth. By writing works that draw attention to the research and provide tangible resources to use, the 'knowing-doing gap' of how to achieve this daily in educational facility is reduced.

What 'Pillars' Emerge from the Analysis of my Published Work and Practitioner Feedback as a Framework for Constructing Diverse and Representative Curriculum and Implementing Equitable Teaching and Learning Strategies?

An approach to achieving the revolution outlined at the start of my conclusion, is by considering the many pillars that constitute education which have emerged from my published work and practitioner feedback using aspects of Grounded Theory Methods (Figure 1): a representative curriculum, inclusive teaching and learning practices, effective literacy and oracy strategies, and leadership with a vision and commitment to ensuring that these pillars are constructed with equity and equality at the forefront of them. The evidence within this thesis demonstrates that there is a growing desire for curriculums to be more diverse (Global Equality Collective, 2025 and Ofsted, 2021) and that the impact of doing so positively impacts school communities, demonstrated by statements such as Respondent 4's [appendix 29], but as yet there are questions about how to implement this given barriers such as the constraints of the National Curriculum.

Through analysing practitioner feedback and my published works and creative works, change that ensures a more equitable and equal approach is possible, particularly if models and exemplars of the pillars in action can be used to drive understanding and discussion. To achieve this, schools need a framework which incorporates a shared vision and commitment (Pillar 5), supported by training around the importance of diverse curriculums (Pillar 1), followed by research and a thorough audit of existing curriculums. Added to this, for the curriculum to be implemented and taught effectively, subject-specific training which focuses on literacy and oracy (Pillar 3), and inclusive teaching and learning strategies (Pillar 2) must be prioritised and planned for. From that point, educators can then build or reconstruct their curriculum with a golden thread of inclusion woven throughout it to achieve equity. This careful construction of a narrative from KS1-5 (Pillar 1), supported by sequences of learning (underpinned by enquiry questions) and supporting resources, will foster a sense of belonging within schools and enable students to become global citizens.

Importantly, the pillars that emerged encompass a range of areas of a school, from T&L to leadership. This reinforces that for true equity to be achieved, the approach must be one that is unified under a common vision and aim, with each pillar working side-by-side, driven by leadership that is transparent and values-led. This will require a community effort, and the involvement of marginalised voices empowered to share their lived experiences and knowledge of their background, operating in a space which fosters and enables agentic change.

Using History as a Case Study of the Pillars, How Does an Equitable, Evidence-Informed Approach to Teaching and Learning Function as a Mechanism to Challenge Educational Disadvantage?

Throughout education, having high expectations of all our students and being aware of our conscious and unconscious biases towards disadvantaged students and prior low attainers is incredibly important, as evidenced by the Pygmalion Effect (Rosenthal and Jacobson, 1964). By removing non-inclusive teaching and learning strategies and instead pitching our lessons with the highest attainers in mind, we can help to change a student's expectations of themselves and foster a sense of inclusion and belonging in the classroom. Moreover, for us to close the reading and writing gap between disadvantaged and non-disadvantaged students, we must consider how literacy and oracy is meaningfully, and in a subject-specific way, permeated throughout a diverse curriculum, so that knowledge, skills and communication develop symbiotically. For this to happen, 'model answers', such as my history case study, are required, helping to demonstrate the power of using the strategies within the pillars to challenge educational disadvantage.

To implement this, an educational institution's commitment to equity and equality must be part of everything that they do - and is their culture. This includes using inclusive

teaching and learning strategies such as ‘cold calling’ and mini white boards so that the progress of all children is being assessed live, using the feedback garnered from these checks for understanding to inform the scaffolds that need to be added (or removed). By including scaffolding in principles that are studied in teacher training and are part of a school’s teaching and learning policy and practice, we can explicitly demonstrate an understanding of the importance of this strategy in closing the gap in attainment and inclusion, and help fade out ineffective practice such ‘popcorn reading’ and ‘Visual, Audio, Kinaesthetic.’

Supporting educators to develop a strong knowledge of subject-specific scaffolding will ensure that the beauty of individual subjects is respected and that scaffolding does not lethally mutate into a generic teacher trick to demonstrate to observers, which in turn could undermine these powerful strategies from having their intended impact – to close the disadvantage gap. Carefully crafted professional development programmes and accessing resources such as ‘The Scaffolding Effect’ and the InnerDrive Teacher CPD Academy, will enable educators to develop their knowledge and ignite conversations about implementation within their subjects and departments. This will help to ensure that even more educators are adept at implementing evidence-informed teaching and learning strategies which demonstrate to the children that their teachers have high expectations of them, and provide scaffolding that enables success, driving motivation. By removing strategies, such as tiered learning objectives and tasks, we can remove glass ceilings that can be placed upon children and avoid the attainment gap growing between disadvantaged and non-disadvantaged learners.

A central tenant of this is supporting educators to know how to explicitly teach reading, writing and speaking skills in both a general (such as form time reading programmes) and a subject disciplinary way. Literacy and oracy are the ‘gateways to the curriculum’ (Rowland, 2021) and without these vital skills, students will struggle to access the depth and breadth of a curriculum, not appreciate the relevance of their curriculum to their future pathways. Through effective scaffolding in whole school initiatives, targeted interventions and through the curriculum being constructed on the foundations of

disciplinary literacy and oracy, we can close the disadvantage gap in terms of outcomes as well as ensure that no child is moving from lesson to lesson feeling like a failure and therefore that they do not belong in their classrooms.

I would argue that my research and published works address a gap in current pedagogical practice: the tension between 'responsive' teaching and 'subject-specific' rigour. Current trends toward adaptive teaching often suffer from a lack of conceptual clarity, frequently defaulting to generic, compliance-driven models – or 'genericism' (Counsell, 2016). In contrast, the strategies evidenced in my work call for an ambitious, evidence-led approach. By focusing on 'teaching to the top' through inclusive, subject-specific scaffolding, literacy and oracy strategies, we can ensure that inclusive teaching and learning methods act as a robust mechanism for overcoming educational disadvantage.

To What Extent do my Published Works and Creative Works Enable History Educators to Negotiate the Space Between the Established National Curriculum and Equitable, Inclusive Pedagogical Practice?

This thesis concludes that for inclusive, representative curriculums to be constructed meaningfully and nationally in history, it will require more than grass-roots teachers adapting what they do within their own contexts. It will require a change in the National Curriculum, with the implementation of statutory topics which thread in a variety of cultures and geographical locations, and a change in the specifications offered by national examination boards. There are many noble endeavours by history teachers who are using their expertise to create diverse KS3 curriculums and many organisations who are sharing effective practice, but without the endpoints (examination specifications) changing it makes true diversity more difficult, and it limits children's experiences to a three-year golden window of globalised history. At present, some examination boards are working towards diversifying their specifications, which will have implications for the future, particularly if they are willing to consult texts like 'What is

History Teaching, Now?' (Fairlamb and Ball, 2023) and blogs such as ones I have written about disability and an approach of blended, not binary. However, without government guidance that clearly states the importance of diversity - alongside with good practice of how to achieve this - MAT and educational leaders will not always task themselves to commit to diverse curriculums, particularly in a polarising time of culture wars.

To construct a diverse curriculum requires resources, time and a commitment to educating yourself and carrying out research. It also requires asking questions of oneself in terms of positions of privilege and being able to reflect on 'who's stories are we telling?... and whose aren't we?', which when initially auditing a curriculum, can cause discomfort (which we must learn to sit in). The impact of my works which advocate a 'blended, not binary' approach to crafting diverse curricula is evident in the approaches taken by multiple respondents after accessing various blogs, a book, and creative works such as schemes of learning. The creative works and webinars are important in helping to close the 'knowing-doing gap' between the theory of why there should be diverse curricula, what could be included and the 'how will we actually carry this out?'. Moreover, by threading diverse curricula into teacher training and professional development sustained over a teacher's career, we can ensure that teachers are empowered to drive equity and inclusion within their contexts and beyond. This empowerment can be seen by the further creation of a Historical Association course, professional networks reading chapters as a collective, and the access to higher education study by one respondent to further expertise.

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Appendix 1

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Appendix 8

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Appendix 11

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One Big History Department, Historical Association (Online)

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Appendix 12

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Appendix 14

Fairlamb, A. (2023) Disability and the Tudors, One Big History Department, Historical Association (Online)

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Appendix 15

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Appendix 17

Fairlamb, A., Dixon, R., Wilkinson, S., Butlin, C., and Quigley, A. (2025) Talking the talk – subject-specific talk across the curriculum, Education Endowment Fund Online

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Appendix 18

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Appendix 21

Ball, R. and Fairlamb, A. (2025) The Scaffolding Effect: How Cognitive Science Can Help Us To Support All Students

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Appendix 22

Fairlamb, A. (2018) Blended, not Binary.

<https://docs.google.com/presentation/d/1cgKPkdOVloK3leZ1Oei4AgFqFeVsfb9I/edit?slide=id.p1#slide=id.p1>

Appendix 23

Fairlamb, A. (2020) Kingdom of Benin Scheme of Learning and work booklet
(accompanying the blog)

<https://docs.google.com/presentation/d/1xyF3JoU8K4GnwSHuAbVVvIwjhZ4ruo75/edit?slide=id.p1#slide=id.p1>

[https://drive.google.com/file/d/11Ovv2ZC0iuAm6GIPvgnZwSbM_rVkdGKh/view?usp=drive link](https://drive.google.com/file/d/11Ovv2ZC0iuAm6GIPvgnZwSbM_rVkdGKh/view?usp=drive_link)

Appendix 24

Fairlamb, A. (2020) The First World War Scheme of Learning (accompanying the blog)

<https://docs.google.com/presentation/d/19FOYfEu-gupA0OI12pq55MjSALeaV7AE/edit?slide=id.p1#slide=id.p1>

Appendix 25

PhD Impact Form

B *I* U ↻ ✕

Name: Alex Fairlamb

PhD: PhD by Existing Works

Title of thesis: Ensuring that Education is Equitable, Inclusive and Empowering

Institution: University of Sunderland

Purpose: To collate information about the impact of Alex Fairlamb's published work in order to inform her thesis

Use: For thesis purposes only

Presentation of comments: Your comments may be used as direct quotes (which can be anonymised, if selected using the option below) or they may be paraphrased and used in combination with similar commentary to form a cohesive commentary written by me on themes of impact. Artefacts (such as schemes of learning and resources) ,may be described by myself and/or may be used in an Appendix

Anonymity: If selecting to be anonymous, please ensure that that any names, contact details, identifying aspects (such as social media handles) and organisation branding are removed. To ensure anonymity, no names, contact details, social media handles of people or organisations will be used, nor identifying features such as geographical location.

You may withdraw your contributions at any point prior to submission.

To do this, please use the below contacts which includes myself and beyond my supervisory team.

Contact: alex.fairlamb@hotmail.com

Supervisory team: gary.husband@sunderland.ac.uk

Chari of Ethics Committee: matthew.campbell@sunderland.ac.uk

*if your files exceed the upload limit for the form, please contact me to arrange sending using a different format

Name *

Short answer text

Institution *

Short answer text

Job role *

Short answer text

I consent to my responses being used to inform the named PhD research *

Yes

No

I understand that I can withdraw my consent to my responses being used at any point prior to submission (please see earlier for how to seek withdrawal) *

Yes

No

I would like my responses to be anonymised. *

If selecting to be anonymous, please ensure that any names, contact details, identifying aspects (such as social media handles) and organisation branding are removed.

Yes

No

Works accessed and used (please select all that apply) *

What is History Teaching, Now?

The Scaffolding Effect (due for publication June 2025)

Fight for Rights, OUP textbook

Gender, Sexuality and the UN's Sustainable Development Goals. Chapter 5 - Ensuring Equitable, Equal, E...

Being 10% Braver - What it's 'in' to be an introvert

The Curriculum Compendium: Inspirational case studies to transform your school curriculum - Curriculu...

Broadening the history of medicine: a case study on Medicine in Britain, Pearson Edexcel (<https://qualific...>)

University of Buckingham PGCE History Handbooks

One Big History Department (Online) - Teaching West African History pre-1700 – Benin' (<https://onebighi...>)

One Big History Department (Online) - Being Ambitious with WW1 (<https://onebighistorydepartment.com...>)

One Big History Department (Online) - Disability and the Tudors (<https://onebighistorydepartment.com/2...>)

One Big History Department (Online) - New Year Narrative of 'Strengthening' Not 'Catching Up' (<https://on...>)

One Big History Department (Online) - What Could Lemov's Ideas for Remove Learning Look Like in Histo...

-
- Myatt&Co Secondary Schools Network: History, SSN - History - session 3 | Myatt & Co (myattandco.com)...
 - ResearchED Belfast. A Compendium of Presentations - Scaffolding, not Differentiation (https://www.edu...
 - HWRK Magazine - Scaffolding Students to Success (https://hwrkmagazine.co.uk/scaffolding-students-to...
 - Golden 5 3 Year Literacy and Oracy Strategy: https://x.com/lamb_heart_tea/status/17005060983469098...
 - TES: Why subjects need their own take on the 'cogsci revolution' - History diagram and related quotes: ht...

Please describe how the above works have impacted upon your thinking, work and practice. *

Has the work impacted on your thinkingif so how?

Has the work impacted your work... if so how?

Has the work impacted on your practiceif so how?

Long answer text
.....

Please upload any artefacts or pieces of evidence to support impact.

This could include:

- Lesson resource/s
- Images of student work
- Scheme/s of Learning
- CPD
- Network meetings
- Line management or departmental meetings and agendas
- Extra-curricular work
- Displays
- Work across the school (assemblies, form time resources)
- Essays
- Blogs/further writing

Etc.

 Add file

 View folder

Appendix 26

Respondent 1

Please describe how the above works have impacted upon your thinking, work and practice.

Has the work impacted on your thinkingif so how?

Has the work impacted your work... if so how?

Has the work impacted on your practiceif so how?

To discuss this further for further management and details for Development and Sustainable Development Goals.

Please add any additional commentary that may be useful to frame the impact of Alex Fairlamb's work

Submitted documents:

PROFILE OF THE DIOCESE OF KINKIIZI.

Background.

The Diocese of Kinkiizi is one of the 37 Dioceses of the Province of Church of Uganda. It was created in 1995, curved out of North Kigezi Diocese-Rukungiri District. The Diocese comprises eleven Archdeaconries, 61 Parishes and 200 congregations.

Location

The Diocese of Kinkiizi lies in the South West of Uganda having an international boundary with DRC on the North Western side. The total geographical area of the Diocese is 1228.28Km². It is found in Kanungu District.

Population

According to the UBOS (2014) the total population of Kanungu District is 252,075 desegregated as 131,714 females and 120,361 males. There are thirteen sub counties and four Town councils with 79 Parishes and 530 villages. There is a total of 56,217 households with average house hold size of 4.5. The population represents a number of ethnic and tribal groups of which the Bakiga being the single largest group followed by the Bafumbira. These tribal and ethnic groups include Christians, Muslims and Sects.

Economic activities

Agriculture is the main land use in Kanungu District and a major economic activity and 88% of the population of Kanungu is involved in agriculture. The land is highly fragmented due to traditional practices of inheritance and high population density. Grazing lands are communally owned and land fragmentation is a common feature with an average house hold size of 0.02 sq. kilometres. However most of the agriculture is subsistence in nature.

Crops grown include: beans, groundnuts, millet, sorghum soya beans, bananas, potatoes and cassava. These are grown for home consumption and the surplus for sale. Cash crops include: coffee, tea, tobacco and upland rice.

However, studies conducted in Kinkiizi Diocese (Kanungu District) show that most households are food insecure. According to Kanungu District Local Government abstract 2012/2013, poverty in the district stands at 34.3 with human development index of 0.473.

Household farm labour is provided mostly by women with hand hoes

Natural Resources

The Diocese of Kinkiizi is endowed with natural forests and two game parks; Bwindi Impenetrable forest national park(home of the mountain gorillas) and Queen Elizabeth national park which has a variety of animals that include: elephants, leopards, lions, Uganda cob and hippos. The soil is fertile but lacks maintenance of its fertility. However, poverty and financial difficulties continue to reduce resilience and increase vulnerability to climate change.

COMMUNITY HEALTH EMPOWERMENT MINISTRY OVERVIEW

Community Health Empowerment Ministry is a Holistic ministry which encompasses both physical and spiritual. Today many people lack Wholistic gospel in approaching to their needs. Therefore, with this ministry we focus on what man needs less or most for a health life through Christ's providence.

- Objective 4: Improve documentation, translation, and dissemination of learning, strategies, best practices, and other knowledge that activists and grassroots organizers identify as central to the success of their movements.

Key and Coverage: We want to help women and youth in any area of the world.

Offering inspirational life coaching through Community Health Empowerment Ministry Partnership. Building Health Communities and Homes through Health Education for mental health and physical health. Helping young moms in the role of rising children in a healthy environment even in a challenging environment. Teaching and training in weakened communities.

Establishment of Community Health Empowerment Institute equipped for training in both physical and Spiritual Transformation Lessons while Teaching for obedience and Community Development programs.

Acknowledge the social determinants of health within the home and provide resources, answers and help the family in the needs from a different perspective which allows them to have the best quality of life and care. Working with social service providers and long-term care facilities and other family members to undertake the process of Community Transformation Agenda and Integrated Development programs among vulnerable families and Homes.

There are so many people who have limited resources faced with Poverty-Hunger index taking an example in Uganda, Congo, Rwanda, Kenya, Sudan, Brazil and other weaker Countries because they do not understand what is available and they have deeper scarcity effects of wars and Emergency route cases of Climate change. Many young and elderly individuals who do not understand their health care benefits and other suffer Malnourishment of Young Generations which counts 60% in Sub Saharan Africa.

Chronic Care Management from a non-provider view. Failure to change mental attitude and lack of proper education in relation to services needed by the local communities. Creates severe vulnerabilities, Stricken Poverty-Hunger, poor health, low incomes and stunted growth in children. Which are core challenges and they hinder Economic, Social and Mental Development of the societies in the said Countries and American villages.

Social, mental development and Gender inclusion is key. So, when we strengthen the community, we all win. Helping people in the community connect to resources is vital. Holding educational inspiring conferences.

In order to achieve these objectives and vision under Community Health Empowerment Ministry Partnership;

There is a need to obtain a Community Health Empowerment Institute building to train Educators, Life skills, ensure local business Markets, Knitting and Tailoring, food Security engagement trainings seminars for free and resources.

3. To reproduce spirit filled trainers, committee members and community Health education (CHES) that will in turn Disciple others.
4. Promotion of skill development and provide essentially Socio-Economic for Community Development Opportunities as we fight Poverty and Hunger.

COMMUNITY HEALTH EMPOWERMENT ACTION PLAN FOR 2022-2030

1. Promotion of Bio-Sand Water Sand Filter Production in some areas where there is neither water nor dirty water. This approach is basically the modest means of pure, clean and safe water to about 97%. The complete engine booklet for this program is available in [Community Health Empowerment office](#).
2. Empowering Community Health Empowerment Groups to enhance Goat, Cow and Piggery [project](#) like it has been done in Kirima Community Health Empowerment Group for Cows.
3. To Promote new partnerships for Community Health Empowerment (CHEM) locally and internationally mainly for Collaboration and Connectivity. To follow the existing Partnership with Global Water Partnership located in SWEDEN-Stockholm and its office branch in Eastern Africa head office being located at Entebbe in Uganda. This friendship was initiated in 2018 by [Community Health Empowerment officer](#).
4. To participate in Health and Hygiene in all Community Health Empowerment Homes and other homes. Giving awards and certificates for excellence to communities and individuals.
5. Promote Community Health Empowerment Clubs in schools and Churches considering Learner Centred, Problem solving, Self-Discovery, Action oriented and Spirit guided (LEPSAS) Method/Approach of Training
6. Designing the strategic Sustainable Plan for Community Health Empowerment Ministry in the Diocese with a suitable mode of Community Empowerment.
7. To promote and establish Community Health Empowerment Institute, Christian Gospel Music Industry (Podium) Centre, for Skilling the young Generation such as Knitting school at All-saints Church Katete and Mpungu Church of Uganda which will call for Commissioning.
8. Bible study and prayer to be promoted and raising responsible CHE groups.
9. To [support Community Health Empowerment Ministry](#) with Human [resource](#) and funding.
10. To promote Parish Progress Investment Crop Action (PPIC) which aims at contributing and restoring the productive [Agricultural](#) package for livelihood and enhancing food security of farmers in Community Health Empowerment (CHE.) Teams.

Sub-objectives:

High teenage pregnancies. There are high adolescent teenage pregnancies in the district of about 50% exacerbated by early marriages and several defilement cases. Early teenage pregnancies have indeed occurred even below age of 18 years with 19.6% contributing to high fertility rate of 7 and high maternal mortality rate in the district. Abortions are also high, in 2012/2013, 294 abortions occurred in the district. High unmet need for family planning Like at the national level, there is growing demand for family planning services among the population but these services are not readily accessible in the district. According to the Annual District HMIS report 2013/2014, the district contraceptive prevalence rate was 42.7% slightly higher than the national contraceptive prevalence rate of 38%. The low contraceptive prevalence rate partly explains the unmet need for family planning. This has contributed to the high fertility rate in the district.

Orphanage and Education in 2012 Available statistics indicate that there are 10,603 orphans in the district. However, there are no deliberate programmes in the district that are focusing on orphans. A total of 64,720 pupils in school, of these 50,418 pupils are 6-12 years of age and 14,302 pupils are either above age 12 or below age 6. The estimated dropout rate for the district is at 18% while the completion rate is 27%.

High unemployment levels especially among the youth. Most educated with skills and unskilled youth have no ideas where to get employment opportunities hence we have many who are jobless and redundant in towns. This means that we little out puts in the labour markets as well as in the manual labour sector. This leaves behind an issue of poverty unrectified all different levels.

High burden of preventable diseases including HIV/AIDS. Further analysis shows that women are more disproportionately affected by the epidemic than men. The HIV pandemic is profound heterogeneous by Gender, Geographical area, Socio-demographic and economic characteristics. Despite a sharp decline in the prevalence rate of HIV/AIDS in the district to 18.4% from 7.1% in 2014, HIV still remains a challenge contributing significantly to the District's morbidity and mortality. In FY 2012/2013, only 157 pregnant women were on ARV's out of 451 women eligible for ART. In Kanungu the drivers for the epidemic include poverty, limited knowledge about the epidemic, risk perceptions, and poor access to health care, culture (widow inheritance) gender inequality, stigma discrimination and violation of human rights. Gender Based Violence cases are more rampant and have been among the top most driver of Human Immune Virus.]

Declining soil fertility. In almost all Sub-Counties in Kanungu District there is a greater decline in soil fertility as a result of over cultivation and over grazing. This leads to a big danger to agriculture development since farmers experience low and poor yields in the farming process. As result of this situation poverty and hunger rises each year.

It's impossible to ignore the impact of COVID-19 on our lives and our world. Reflecting on the challenges we face navigating this global pandemic, quite often and simultaneously there has been a great loss and hope. Since 2020 to 2022, Covid-19 disproportionately impacted the most vulnerable families in our world, with the number of people facing acute hunger doubling to 250 million these two years. With a global economic recession, we anticipated Development partners for households had to significantly regress. Extreme poverty line has been raising up every day. Given the ability to overcome unexpected hardships, we remain optimistic that our partner

30%. Other serious nutrition problems in the district include iron deficiency disorders (IDD), Iron deficiency Anaemia (IDA), and Vitamin A deficiency (VAD). Food insecurity levels.

Low levels of supervised deliveries in Health units. Under this sector, most of the equipment and medicine supplies are smuggle by the Health workers and stocked in their side health units. This creates a big problem in Health Sector because the government faces high expenditure on the sick population when their high discrepancies and stealing as part of smuggling. The sick people stays at the hospitals and fails to get healing. This renders them to poverty and hunger because they experience constant illness and sicknesses.

Access to health services is very crucial to the well-being of the population. Household welfare is looked at as the quality of life of the household members. The distance to a health facility has a strong impact on accessing health care and in the district patients' access to qualified staffs is still very low besides the number of Health Facilities has increased from 26 to 48 both Government since the creation of the district in 2001. Nearly 73 percent of the population is within the average distance of 5kms to health centres.

BESICS AND INTERVENTION OF COMMUNITY HEALTH EMPOWERMENT MINISTRY

A model to disseminate services and department for quick transformation

Empowering Communities Esther 4:14, Mordecai expected a divine Deliverance. Mordecai and Esther believed in God's care and because they acted at the right time God used them to save his people the Jews. While Ezra 8:21 Ahava Canal proclaimed fast so that we might be humble before God and ask him for a safe journey and verse 23 so we fasted and petitioned our God about this and he answered our prayer.

Administering Economic Ventures and spiritual sustainability through stewardship and activity formation and tithing. Deuteronomy 22. The Hebrews were charged to take care for and return the lost animals or possessions to their rightful owners

To support the vulnerability and the poor

KEY AREAS TO ADDRESS

- Child neglect by parents and care givers (guardians)
 - New Technology. This concerns the appropriate utilization of new knowledge without misuse and risk-taking handling with life.
 - Drug abuse addict such as marijuana taking, kuba, and others
 - Abortion. This circles the dangers and others related risks involved causing awareness and availing the possible ways of dealing against abortion
 - Poverty. Collectives and involvement of every body into production without fail.
 - Menstruation period. Causing awareness of young girls both in villages and towns who usually experience challenges during this period
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Appendix 27

Respondent 2

Please describe how the above works have impacted upon your thinking, work and practice.

Has the work impacted on your thinkingif so how?

Has the work impacted your work... if so how?

Has the work impacted on your practiceif so how?

The Scaffolding Effect is brilliant. One of my favorite parts of the book is how to incorporate scaffolding correctly by changing the supports, not the task. Using the information from this book levels the playing field for all students and allows them to understand that ALL are capable of achieving.

Please add any additional commentary that may be useful to frame the impact of Alex Fairlamb's work

Here is praise I wrote for The Scaffolding Effect:

Scaffolding. In this brilliant book. Fairlamb and Ball lead us by example in illustrating how the art of scaffolding takes us beyond differentiation to show us not only the what but also the why and how so that all students can learn effectively. Importantly, they reinforce that scaffolding is not a one-size-fits-all. Interested in adaptive teaching? Retrieval practice? Modelling? There are research-informed chapters to answer these questions. In addition, Fairlamb and Ball point out the research and provide case studies for scaffolding in reading, writing, and oracy for different ages and subjects. Adding potential pitfalls to lessen lethal mutations, we learn how to guide others in the scaffolding of homework and professional development. The quotes, research, and ideas found in 'The Scaffolding Effect' reads like a Who's Who of trusted thought leaders. A defining quote I found in this book summed up my thoughts: "The process of trying to define what different levels of scaffolding could look like was immensely powerful." Powerful, indeed.

Supporting document: The respondent sharing quotes from 'The Scaffolding Effect' (Ball and Fairlamb, 2025) at a conference in America

Key Principles of Effective Scaffolding

"Scaffolds are not intended to be permanent.

If everyone has a scaffold all of the time, it's not a scaffold.
It's just your lesson plan."

(Fairclamb, Ball, 2025)



Appendix 28

Respondent 3

Please describe how the above works have impacted upon your thinking, work and practice.

Has the work impacted on your thinkingif so how?

Has the work impacted your work... if so how?

Has the work impacted on your practiceif so how?

Alex's work has had a significant impact on the work of the history department, the wider humanities faculty, and is helping to shape the whole school approach to teaching and learning.

Alex's work on literacy supported the development of a faculty wide approach to literacy and vocabulary. This has seen an improvement in use of subject specific language across 7 subjects.

Alex's work on diversity within the curriculum has been extremely influential within the history department, leading to the development of a new and more inclusive curriculum. One example attached is our WW2 enquiry that has been entirely replanned to be told through the stories of lesser known hero's, including commonwealth soldiers, Polish and Czech pilots, and the women of the SOE. This has been particularly important for our Polish community to see themselves within the curriculum.

Alex's book, What is History Teaching Now? has shaped CPD for the history department and our ECT mentoring over the last two years. Copies were purchased for the whole department and this was used in our fortnightly curriculum meeting. As a department all staff would read a chapter and then we would discuss in one meeting what we would take from this to improve our curriculum. It is difficult to quantify the impact this has had on improving the teaching and learning and the curriculum as the threads of this work are now inextricable from our own practice. It has also been pivotal to creating a reflective culture within the department that has spread beyond history to humanities, and now the wider school. The promotion of subject specific CPD has brought about a new zeal for teachers tired of generic PowerPoints in the hall and led to Heads of Department seeking comparable works on the own fields.

Alex's work in scaffolding, literacy and writing has been instrumental to the development of lessons across 7 subjects within Humanities. Attached are assessment booklets that illustrate Alex's approach to partial practice, scaffolded assessments, and effective use assessment. This is also evident in our replanning of the GCSE Cold War unit, as attached.

Alex's work on scaffolding is helping to shape the way I am leading Teaching and Learning as Assistant Head. The way she promotes a holistic approach to scaffolding that incorporates literacy, SEND, subject specific applications, and a non-linear approach to scaffolds is being used to improve our CPD offering. The examples of our new T&L vision and CPD are attached as evidence that cite her work as our core reading.

Finally, Alex's work on WIHTN has been promised in my own study, with an MA assessment proposing a public history resource centred around material culture of the British Empire. This assessment was awarded a distinction.

Please add any additional commentary that may be useful to frame the impact of Alex Fairlamb's work

Supporting Documents: World War Two Scheme of Learning which has been created as a result of accessing published work

Who were the lesser known heroes of World War Two?

Name:

Class:

Teacher:

Room:



Where does this fit into Year 9 History?

Term 1	How did the decisions of a few lead to the deaths of many?
Term 2	How can material culture help recapture the lives of those persecuted in the Holocaust?
Term 3	Who are the lesser known heroes of WW2?
Term 4	What does it mean to be Black and British?
Term 5	How did Berlin become a thermometer for the Cold War?
Term 6	How and why did Civil Rights develop in the USA 1950-1970?

What role did the Commonwealth soldiers play in the Second World War?

Learning Challenge

How can I use my knowledge to explain the role of Commonwealth soldiers during the Second World War?

Extract from David Olusoga
“Policies were relaxed and men from the West Indies arrived in Britain to carry out essential war work. Unlike the First World War, black colonial subjects were deployed in skilled combat roles in the European theatre of operation, and not merely as labourers. More than twelve thousand West Indians served in the British forces during the war, many of them highly skilled specialists. These black men and women, who were hard in Britain wore uniforms, reported very little racism from white Britons.”

Extract from Stephen Bourne
“The important contribution to the war effort has been ignored by historians. For some, it may seem strange that black people would support a war alongside white people who did not treat them with equality. The freedom that the British have enjoyed since 1945 was made possible by the support of the peoples of their former empires. these people made a major contribution to the winning of that freedom. They fought hard for it, and some gave their lives. However, recognition of this support - for the sacrifices made - has been non-existent.”

Read through the scholarship about Commonwealth Soldiers.

1. Highlight what you think are the three most important sentences.
2. What is each historian's overall argument about the role of the Commonwealth soldiers playing the Second World War?

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Who are the lesser known heroes of World War Two?

How did Polish and Czech pilots become part of 'the few'?

Learning Challenge

How can I use my knowledge to explain the involvement and impact of Polish and Czech pilots in the Battle of Britain?

Student Evaluation



The Battle of Britain

Why did Polish and Czech pilots fight for Britain during WW2?

How did Polish and Czech pilots contribute to the British war effort?

How should we commemorate the efforts of Polish and Czech pilots?

Who are the lesser known heroes of World War Two?

Paper 3: Weimar and Nazi Germany – Inference (4 marks)

Timed Practice:

Give two things you can infer from Source A about the problems of the Weimar government.

A poster from 1924 showing a German soldier being 'stabbed in the back'.



Top tips for inference questions:

- You **do not** need any SFD
- Avoid just describing the source in your inference
- Think about what the source can tell you about the focus of the question

Self Assessment Grid

I identified an inference	
I supported it with evidence from the source	
I identified a second inference	
I supported it with evidence from the source	

What I can infer:

Details in the source that tell me this:

What I can infer:

Details in the source that tell me this:

Paper 3: Weimar and Nazi Germany – Inference (4 marks)

What is an inference?



A German cartoon published in 1919. The German mother is saying to her starving child: 'When we have paid one hundred billion marks then I can give you something to eat.'

Give two things you can infer from Source A about the problems in post-war Germany

I do:

What I can infer:

I can infer that there were food shortages in Germany following the war.

Details in the source that tell me this:

Both the mother and child are starving and emaciated, and the caption refers to the child as starving.

We do:

What I can infer:

Details in the source that tell me this:

Research Led Practice

The EEF defines scaffolding as ‘a metaphor for temporary support that is removed when it is no longer required’, providing ‘enough support so that pupils can successfully complete tasks that they could not yet do independently’.

SEN in mainstream guidance report, 2022

Scaffolding is more than just a worksheet. It is already part of most teachers’ practice – or can be relatively easily added.

Gary Aubin, SEND consultant Whole Education

Why scaffold?

Scaffolding provides the tools by which students can achieve more. This is particularly crucial for SEND and PP students.

Scaffolding Steps

Anticipate - potential barriers to student learning and plan for how these might be addressed.

Assess - learning in the classroom to elicit understanding.

Scaffold - respond live in the lesson to adapt and support with effective scaffolds. *Ball and Fairclough, The Scaffolding Effect 2025*

Common Pitfalls

In lessons it is often very easy for students and teachers to create the illusion of learning when the supports are all around.....all along, they’ve been wearing impermeable skins that leave nothing behind. The ‘in the moment’ learning hasn’t left a deep enough impression. *Tom Sherrington, The Learning Rainforest*

Priory Lincoln T&L Excellence

Scaffolding at Priory Lincoln is...

Holistic - applicable for both academic and SEMH needs of students.

Subject Specific - when used in the classroom, it is applied by subject experts.

Informed - by understanding of students needs and progress.

Response - adapted live in lessons to the needs of students in the room.

Temporary - used with the aim to remove scaffolded support to foster independence.

Non-linear - used with the understanding that scaffolding needs to be flexible.

Scaffolding Strategies

1. Scaffolding Retrieval Practice
2. I do, We do, You do
3. Chunking Explanations
4. Worked examples
5. Writing frames
6. Vocabulary Definitions
7. Guided Reading
8. Sentence starters
9. Metacognitive conversations
10. Annotated marked examples

T&L Excellence in HISTORY

Example Strategies

- Guided reading used KS3-5
- I do, We do, You do in lessons
- Written scaffolds for exam questions
- Visual scaffolds of sources
- Used alongside adaptive teaching to support SEND.

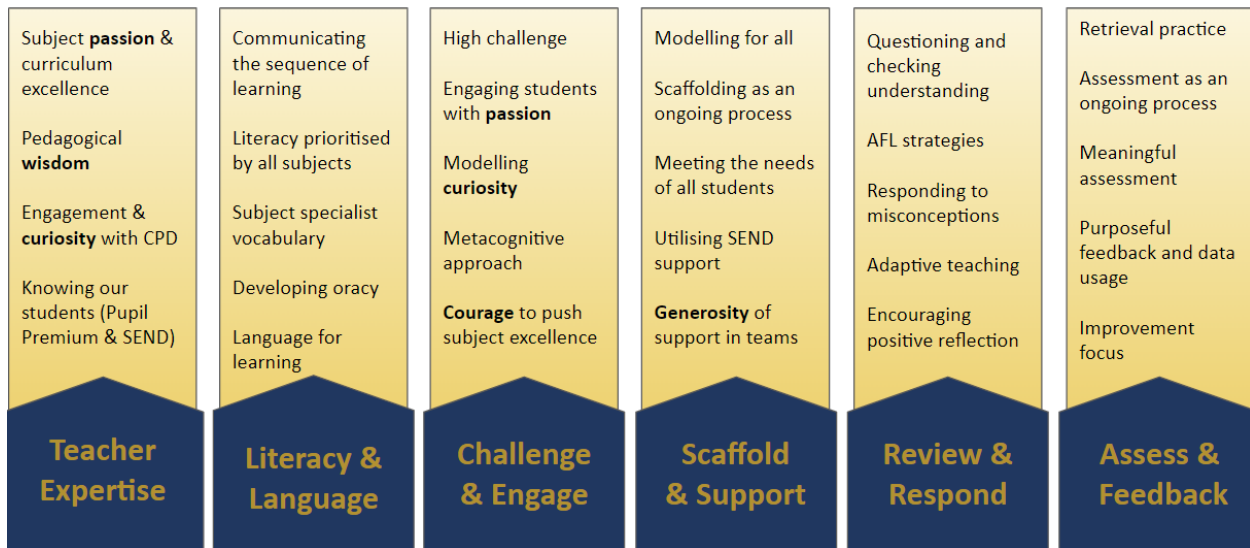
Subject Strengths

- Strong teacher modelling
- Clear written scaffolds that improve the quality of extended writing.
- Visual scaffolds in class.
- Clear progression models of increased challenge and less scaffolding visible at KS3 & 5.

Development Opportunities

- Scaffolds in place for too long, limiting learner resilience.
- Student reliance on scaffolds at GCSE for exam technique.

Establishing a foundation of Teaching and Learning excellence at Lincoln Priory, on which departments and teachers can build from, so that we can ‘Achieve individual excellence together’



Appendix 29

Respondent 4

Please describe how the above works have impacted upon your thinking, work and practice.

Has the work impacted on your thinkingif so how?

Has the work impacted your work... if so how?

Has the work impacted on your practiceif so how?

Had huge impact on our planning, curriculum development and lesson delivery. Has also impacted the broader college as ideas taken, in part from What is History teaching now? have been used as part of professional development sessions I have presented to the wider FE institution.

Please add any additional commentary that may be useful to frame the impact of Alex Fairlamb's work

Appendix 30

Respondent 5

Please describe how the above works have impacted upon your thinking, work and practice.

Has the work impacted on your thinkingif so how?

Has the work impacted your work... if so how?

Has the work impacted on your practiceif so how?

Alex's work has allowed me to give subject specific targets in both a substantive and disciplinary sense when giving feedback to history trainee teachers

Please add any additional commentary that may be useful to frame the impact of Alex Fairlamb's work

Alex's work on scaffolding and modelling has also been influential when giving pedagogical feedback to trainee teachers

Appendix 31

Respondent 6

Please describe how the above works have impacted upon your thinking, work and practice.

Has the work impacted on your thinkingif so how?

Has the work impacted your work... if so how?

Has the work impacted on your practiceif so how?

It has added more detail and nuance to my understanding of scaffolding. It has also added an extra dimension of looking at this across multiple subjects/ages and stages.

Please add any additional commentary that may be useful to frame the impact of Alex Fairlamb's work

Alex's work is consistently well thought out and structured. She offers clarity through her clear and creative writing style.

Appendix 32

Respondent 7

Please describe how the above works have impacted upon your thinking, work and practice.

Has the work impacted on your thinkingif so how?

Has the work impacted your work... if so how?

Has the work impacted on your practiceif so how?

What Is History Teaching Now has impacted on my pedagogical thinking by inspiring and enabling me to contribute to the history education community. After Alex approached me to contribute two chapters, I refined and articulated my thinking on both the teaching of migration and planning for intelligent interdisciplinarity, researching more widely and exploring the ideas of other practitioners in the field.

The concept of the book, furthermore, was a driver in my shared thinking with Andrew Sweet as we developed our new Historical Association course: the Experienced Teacher Programme. Our aim in this course has been to reinvigorate and refresh the practice of longstanding classroom teachers - and the way in which WIHTN offered bitesize prompts to deeper thinking and effective planning around 'new' or revisited ideas in history education inspired us in our course design and delivery. Furthermore, chapters on Climate History, decolonising the curriculum, the use of scholarship in the classroom, to name a few, have provided a good way in for participants engaging with these hot history teacher topics.

Please add any additional commentary that may be useful to frame the impact of Alex Fairlamb's work

Appendix 33

Respondent 8

Please describe how the above works have impacted upon your thinking, work and practice.

Has the work impacted on your thinkingif so how?

Has the work impacted your work... if so how?

Has the work impacted on your practiceif so how?

The work has provided new examples of bringing history alive, relevant and true to its scholarly roots.

The scaffolding effect summarises the research alongside case studies and practical examples. While I am no longer in the classroom, it will make a real difference to outcomes for young people.

Please add any additional commentary that may be useful to frame the impact of Alex Fairlamb's work

I believe that 'What is History Teaching, Now?' is ground breaking in its approach to teaching history. It offered new lenses, voices from different quarters and I believe set a benchmark for how other curriculum areas might refresh their curriculum articulation and practice.

I wrote the forword for The Scaffolding Effect and take the view that every school should have a copy for each department and allocate time for reading and discussion.

Alex has also contributed to the Myatt & Co subject history network on diversity. Again, her insights and practical suggestions are invaluable.

I have also heard Alex speak at conferences and her range and scope of curriculum articulation across all key stages is stunning.

While I am no longer in the classroom, at one remove I can see the impact that Alex's work has on the sector. Her voice and perspective are invaluable

Appendix 34

Respondent 9

Please describe how the above works have impacted upon your thinking, work and practice.

Has the work impacted on your thinkingif so how?

Has the work impacted your work... if so how?

Has the work impacted on your practiceif so how?

Alex's work in "what is history teaching now?" Was a superb resource that when acting as lead practitioner for [anonymised] Academies, we ensured every department was given a copy. This proved exceptionally useful for new teachers and trainees, with practical, clear and actionable ideas. This was used when delivering history ITT, providing valuable reading which started numerous conversations, supporting trainees on their journey to improve.

Please add any additional commentary that may be useful to frame the impact of Alex Fairlamb's work

Alex has been an incredibly important pillar of the history community, sharing resources I, ideas and guidance to teachers across the range of experience. Thank you.

Appendix 35

Respondent 10

Please describe how the above works have impacted upon your thinking, work and practice.

Has the work impacted on your thinkingif so how?

Has the work impacted your work... if so how?

Has the work impacted on your practiceif so how?

Alex's various works have had a significant impact on both my teaching, and my career. What Is History Teaching Now? Was both a tremendous experience to be part of, and something that has informed my teaching and curriculum thinking since, as well as been the first thing I look at before delivering training to history trainees and ECTs.

Scaffolding is something that we all do, but don't understand. Alex's work on this with ResearchED helped clarify my thinking which allowed me to plan a series of CPD for staff in my precious role as Assistant Headteacher. The HWRK Magazine article formed the basis of a discussion as part of our Teaching and Learning group and was disseminated across different departments in the school.

Various curriculum material Alex has produced has informed my curriculum advice given as a Director of History across the [anonymised] Academies Trust and every role I have done since.

Please add any additional commentary that may be useful to frame the impact of Alex Fairlamb's work

Alex Fairlamb's knowledge and generosity is a large part of why I am where I am today. She has given me both knowledge and opportunities that have shaped my career and I cannot speak highly enough of her and her work.

Appendix 36

Respondent 11

Please describe how the above works have impacted upon your thinking, work and practice.

Has the work impacted on your thinkingif so how?

Has the work impacted your work... if so how?

Has the work impacted on your practiceif so how?

The work impacted on my thinking as my department and I are more aware of how disability history can be thread into the curriculum. We already look at it through the obvious war (GCSE/Y8) & Equality Act 2010 (y9) however, Alex's blog & presentation at the HA prompted me to begin to implement into y7 Tudor unit. This needs developing, but we have started. It has impacted on my work and practice by encouraging students to see disability in Tudor times and compare with today. Attached is how we touched on this in y7 this year and how we developed it once more research was done.

Please add any additional commentary that may be useful to frame the impact of Alex Fairlamb's work

This is a very basic implementation of the work Alex has done. As a department we need to go further to avoid just paying it lip service. My keenness perhaps did get in the way of doing it justice this time around. But, we are endeavouring to avoid this going forward.

Submitted documents:

'Jayne the Fool'. She seems to have been employed as the 'woman fool' by Anne Boleyn, Henry's second queen; by Princess Mary, his daughter, and from 1544 by Katherine Parr, his sixth and last queen.

Court records show that Jane was richly clothed at the court's expense, and that there were eight payments of four pence a time for 'shaving of Jayne [the] fool's head'.



The 'ideal' Family of Henry VIII, 16th Century. Royal Collection Trust © HM Queen Elizabeth II 2012 (RCIN 405796)

William Somer had a learning disability. He was accepted into Henry's court. People born with disabilities were seen as 'natural fools'. He once told Henry VIII he was silly for being exploited by those around him. Henry found him amusing and William's 'banter' was never a problem.

In Philippa Vincent-Connolly's book, through characters such as Jayne Foole, she makes it clear that some disabled people had **unique opportunities** in Tudor England and this can tell us about Tudor attitudes towards disability. For example:

- Education:** Jayne Foole could speak several languages and could write, which tells us about education as the result of her benefactors.
- Travel:** Jayne Foole had been to Jerusalem.
- Companionship:** Loyalty to Anne Boleyn during the Coronation
- Behaviour** – freedom – as above
- Position.** Seen as source of wisdom and humour (compared to treachery and plotting at court) Remarks treated with reverence
- Access to comfortable living conditions:** inventories of clothes commissioned – green satin cap, records in Privy Purse records, keeper

accepted, respect, trust, Royal Court, community

Today - you're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities. The Equality Act puts in law that we can not be prejudiced against people with a disability in favour of those without.

1. **What can we learn from this source & Philippa's research about the attitude the Tudors had towards people with disabilities?**
2. **Does this surprise you? Why?**
3. **Compare the differences between the language used in Tudor times to today, why are there large differences?**

'Jane the Fool'. She seems to have been employed as the 'woman fool' by Anne Boleyn, Henry's second queen; by Princess Mary, his daughter, and from 1544 by Katherine Parr, his sixth and last queen.

Court records show that Jane was richly clothed at the court's expense, and that there were eight payments of four pence a time for 'shaving of Jane [the] fool's head'.



The 'Ideal' Family of Henry VIII, 16th Century. Royal Collection Trust © HM Queen Elizabeth II 2012 (RCIN 405796)

William Somer had a learning disability. He was accepted into Henry's court. He once told Henry VIII he was silly for being exploited by those around him. Henry found him amusing and William's 'banter' was never a problem.

Draw an arrow to the people represented in the painting.

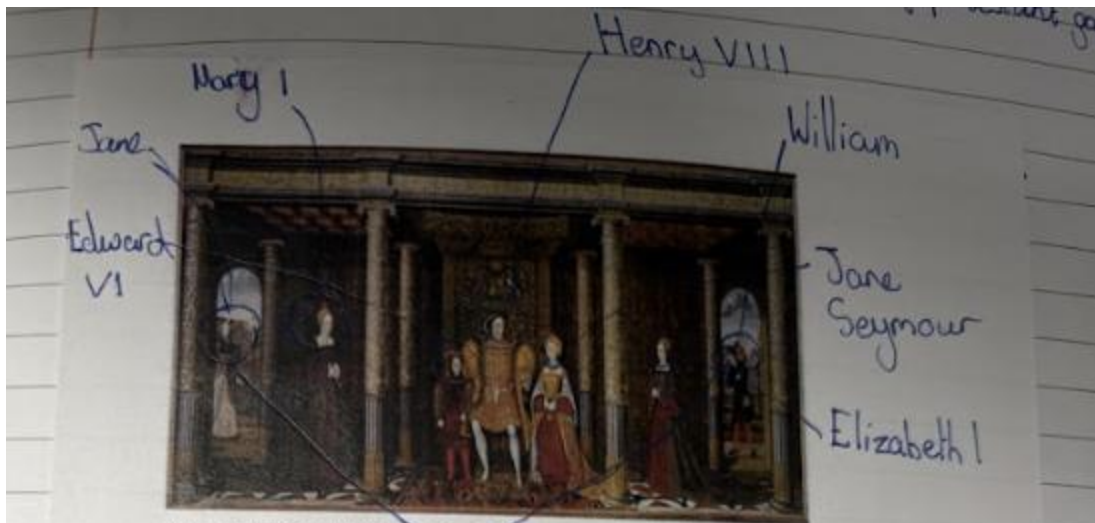
What can we learn from this source about the attitude the Tudors had towards people with disabilities?

Are there differences or similarities to today?

accepted, respect, trust, Royal Court, community

From the source I can learn...

Why is it difficult to make inferences about the Tudor dynasty from the source?
How useful is the source for an enquiry into the Tudor dynasty?



The 'Ideal' Family of Henry VIII, 16th Century. Royal Collection Trust © HM Queen Elizabeth II 2012 (RCIN 405796)

William Somer had a learning disability. He was accepted into Henry's court. He once told Henry VIII he was silly for being exploited by those around him. Henry found him amusing and William's 'banter' was never a problem.

'Jane the Fool'. She seems to have been employed as the 'woman fool' by Anne Boleyn, Henry's second queen; by Princess Mary, his daughter, and from 1544 by Katherine Parr, his sixth and last queen. Court records show that Jane was richly clothed at the court's expense, and that there were eight payments of four pence a time for 'shaving of Jane [the] fool's head'.

Draw an arrow to the people represented in the painting.

What can we learn from this source about the attitude the Tudors had towards people with disabilities?

From the source I can learn, that Tudor people with disability were treat with respect. Henry VIII accepted them.

Appendix 37

Respondent 12

Please describe how the above works have impacted upon your thinking, work and practice.

Has the work impacted on your thinkingif so how?

Has the work impacted your work... if so how?

Has the work impacted on your practiceif so how?

It has supported with the curriculum development for Key Stage 3 supporting with both pedagogy and resourcing.

Please add any additional commentary that may be useful to frame the impact of Alex Fairlamb's work

Working with Alex Fairlamb to support and help build an entirely new curriculum in a really small department has been fantastic CPD and the works we have read and used so far have been incredibly insightful.

Submitted documents:

Departmental Vision

Ideas so far towards the vision:

The History curriculum at Academy 360 aims to ensure that students deepen their knowledge of the past so that they can grow and evolve as global citizens who are able to engage in discussions about the discipline, as well as unlock and understand contemporary issues. By studying diverse narratives spanning global, British and local History, our students grow their knowledge of the past and hone their skills as historians. Our students are encouraged to be curious about the past and appreciate the role that the study of History has in our society and beyond.

Year 11	
Year 10	
Year 9	In Year 9 the students will explore global events during the 20th century. The 20th century was a period of profound social, political, and economic change. This curriculum is designed to give students an understanding of the defining events and movements that shaped the modern world. By studying the First World War, the Russian Revolution, the rise of dictatorships, the fight for rights, and the Holocaust, students will gain a deeper awareness of the complex forces that have influenced contemporary global dynamics. This year of study encourages critical thinking, empathy, and an understanding of the significance of historical events in shaping the present and future.
Year 8	In Year 8 students will explore the age of new experiences and encounters of the Renaissance. Students will continue to look at the impacts contrasting religious views of the Stuarts and how the world was turned upside down in the 17th century. Students will examine the change in the spread of new ideas, a period of enlightenment in Europe which sees Britain emerge as a dominant force globally. Students will also be exposed to the experiences of countries around the world such as the French Revolution and the Mughal Empire to create depth of local, national and international history.
Year 7	The Year 7 History curriculum aims to provide students with a comprehensive understanding of key historical events and themes, including the migration to Britain pre-1066, the Norman Conquest, medieval power structures, the global interconnectedness of the Silk Roads, the religious and political upheaval of the Reformation, and the rich cultural heritage of the Kingdom of Benin. This will enable them to think critically, make connections between past and present, and understand the complexities of historical change, helping them to become confident and inquisitive historians capable of engaging with history both locally and globally.

	Cold War		Anglo-Saxon Normandy		Weimar and Nazi Germany	
	Medicine					
Y11						
Y12	<p>Part A, Topic: WW1 Causes EQ: 'Why did a World War break out in 1914?' Key scholarship: The War that ended peace: Road to 1914, Margaret Macmillan.</p> <p>Part B: WW1 course and impact EQ: 'How did 2 bullets cause the death of 20 million people?' Key scholarship: Blood Street (Moore), The Executioner (Fehrbach)</p> <ul style="list-style-type: none"> Sequence: Evolution of conflict from seeds of nationalism, empire and trade competition. Emile Zola focused on Sarajevo; actions impact to include women, POW (race riots South Africa) and disability GCSE Link: Medicine: WW1 (Key events, Trenches, gas, canteens), Weimar and Nazi Germany, local involvement/impact of WW1, race riots 	<p>Part A, Topic: Russia 1900-1930s EQ: 'What were the Bolsheviks trying to achieve?' Key scholarship: Revolutionary Russia, 1891-1991 (Fogel), The Shortest History of the USSR (Fehrbach)</p> <p>Part B, Topic: America 1900-1930s EQ: 'To what extent was there a Golden Age in America 1900-1930?' Key scholarship: New World Coming: The Making of Modern America by Nathan Miller</p> <ul style="list-style-type: none"> Sequence: Linking to Russian involvement in WW1 and the origins of Communism, and America's later involvement in WW1. Start foundations for emergence of an age of dictators post WW1, both on left and right wing, and which countries were dominant. GCSE Link: Cold War - development of communism in USA, and development of capitalism in USA - including Post-Soviet Years (Ideological context origins) Local History: Shugborough (wife of George Orwell) (The Rebel Women of Shugborough) (Sunderland College) 	<p>Topic: The Holocaust EQ: 'What was the Holocaust?' Key scholarship: HET website materials</p> <ul style="list-style-type: none"> Sequence: Builds upon persecution experienced in Russia, medieval ages, and in Hitler's Germany. Compulsory labor and Nazi concentration camps during 1930s Local History: Cooks (part of Rebel Women of Shugborough project) (The Rebel Women of Shugborough) (Sunderland College) 	<p>Topic: Societal change from 1950s-modern day EQ: 'To what extent has there been a social revolution, 1950-2024?' or 'What did the 'fight for rights' look like from 1950?' Key scholarship: The Making of Modern Britain (Marr), Signs of Change: Social Movements Cultures (Greenwald, Magpies)</p> <ul style="list-style-type: none"> Sequence: Builds upon women's suffrage, medical ethics, Black Civil Rights from earlier studies of Black British history incl. poor, abolition, rights of justice and disability rights. GCSE Link: Medicine - pill, abortion, Windrush and NHS, disability support in NHS Local History: 	<p>Part A, Topic: India c1800 EQ: 'How did the British Empire decline?' Key scholarship: Travellers in the Golden Realm by Lubaba Al-Azami</p> <p>Part B, Topic: Empire: origins EQ: 'What did British colonialism look like in the CBIB?' (Colonial - Africa, settler - Australia, Internal - Ireland) Key scholarship: Anarchy (Dahympke), The Golden Road (Dahympke)</p> <ul style="list-style-type: none"> Sequence: India connects with Silk Roads, picking up the narrative of how India develops (with one lesson also comparing Delhi) to London so that we better understand India and by foundations for impact of EC. Empire builds on development of EC under Tudor and exploration/judgment and connects to prior learning of Ireland and power struggles. Looking forward, the study of the origins of Empire provides the context within which the JST developed. GCSE Link: Medicine Local History: Sunderland/ Newcastle divide 	<p>Part A, Topic: Africa Kingdom - Benin EQ: 'To what extent was there a 'Golden Age' in Benin 900-1600?' Key scholarship: A Fattal of Shells (Green)</p>
Y13	<p>Topic: Stuart, Civil War and Cromwell EQ: 'How turbulent was the CBIB?' or 'How far was the world turned upside down in the CBIB?' Key scholarship: Witchfinder (Gaskill), English Civil War (Parkes), The Blazing World (Hosley)</p> <ul style="list-style-type: none"> Sequence: Changes post James power, religion, society include extent of turbulence. Includes exploration/development (Lancashire) and impact on local history and global. GCSE Link: Medicine - correct phrase, treatment of women who provided transience (Royal College of Physician books) Local History: Sunderland/ Newcastle divide 	<p>Part A, Topic: Empire: - interpretations of EQ: 'Interpreting the British Empire. How has it been commemorated and contested?' Key scholarship: Empiresand (Sanghera), Broken History (Sanghera)</p> <p>Part B, Topic: India - How power and life in India changed under Colonialism EQ: 'How did colonialism impact India?' Scholarship: Anarchy (Dahympke), The Golden Road (Dahympke)</p> <ul style="list-style-type: none"> Sequence: continued focus on Empire, but looks at 'uncomfortable' and controversial history, and links to contemporary debates, and continued links with Empire. GCSE Link - development of new treatments (JST) Local History: Sunderland links to Empire, Indian migration to Sunderland and South Shields. Collective Education plaque in Sunderland (link with Sunderland Uni) 	<p>Topic: Trans-Atlantic Slave Trade (TAST) EQ: 'How can three Atlantic towns help us to understand the TAST?' Historical Association equality adapted) Key scholarship: Sugar in the Blood (Stuart)</p>	<p>Part A, Age of Ideas (17-19th) [Enlightenment, French Rev, Chartism, Women's suffrage, abolition, communism] EQ: 'How close was Britain to a revolution?' Key scholarship: Debating Revolution: Britain in the 1790s, Chris Evans.</p> <p>Part B, Topic: Women's Suffrage EQ: 'How close was Britain to a revolution?' Key scholarship: Death in Ten Minutes (Biddis)</p>	<p>Part A, Age of Ideas (17-19th) [Enlightenment, French Rev, Chartism, Women's suffrage, abolition, communism] EQ: 'How close was Britain to a revolution?' Key scholarship: Debating Revolution: Britain in the 1790s, Chris Evans.</p> <p>Part B, Topic: Women's Suffrage EQ: 'How close was Britain to a revolution?' Key scholarship: Death in Ten Minutes (Biddis)</p>	<p>Topic: African Kingdom - Benin EQ: 'To what extent was there a 'Golden Age' in Benin 900-1600?' Key scholarship: A Fattal of Shells (Green)</p>
Y14	<p>Topic: Migration EQ: 'How was Britain shaped by invaders: Romans, Saxons and Refuge Soldiers?' Key Scholarship: 'River Kings' (Jarmen), 'The Shortest History of Migration' (Goldin)</p> <ul style="list-style-type: none"> Sequence: supports transition from range of primary schools (drawn upon KS2: Romans, Vikings, Anglo Saxons. 	<p>Topic: Medieval Power EQ: 'How well did Medieval Monarchs maintain their power?' Key scholarship: Time Traveler's Guide to ME (Mortimer)</p> <ul style="list-style-type: none"> Sequence: Changing power from Normans, power of the monarchs (state), Church, and people (Pope's Revolt etc), with the building of a chivalric society and the Black Death. Focus 	<p>Topic: Silk Roads EQ: 'How well connected was the Medieval World?' Key scholarship: Silk Roads (Frankopan)</p> <ul style="list-style-type: none"> Sequence: comparison of developments in England/Britain at same time as Silk Roads including trade, religion and conflict. Development of knowledge, medicine, empires and trade globally. 	<p>Topic: Reformation EQ: 'BC: Split into two 1. Focusing on era of Henry VIII 2. Focusing on El. 'Extent to which a Golden Age?' Key scholarship: Back Tudors (Bourne), Elizabeth (Cator), Disability and the Tudors (Vincent Comdy)</p> <ul style="list-style-type: none"> Sequence: Development of monarchy/power, Church and people from Medieval period. Exploration and development of East India TC. Link to Silk Roads in terms of connecting trade, communication 	<p>Topic: Reformation EQ: 'BC: Split into two 1. Focusing on era of Henry VIII 2. Focusing on El. 'Extent to which a Golden Age?' Key scholarship: Back Tudors (Bourne), Elizabeth (Cator), Disability and the Tudors (Vincent Comdy)</p> <ul style="list-style-type: none"> Sequence: How ideas changes which contributed to the abolition of the JST in the context of the Industrial Revolution, a focus on science and technology, and political changes from previous periods such as Tudor/Jacobean (Cornwell) GCSE Link: Medicine - development of science and tech, health and hygiene including cholera, WW1 Local History: Sunderland - Cholera 	<p>Topic: African Kingdom - Benin EQ: 'To what extent was there a 'Golden Age' in Benin 900-1600?' Key scholarship: A Fattal of Shells (Green)</p> <ul style="list-style-type: none"> Sequence: Draws upon Silk Roads, trade, religion and empire building. Links to Tudor development of trade and JST, comparison of Benin Brocades with Tudor portraits). Last foundations for JST and Empire
Y15						

Substantive Knowledge (Facts)	Substantive Concepts	Disciplinary Skills (Second Order)	Communicating like a historian (Disciplinary literacy and oracy)	Enquiry Questions
<p>Key fingertip knowledge of the topic being studied.</p> <p>Within this, considerations should be made of:</p> <ul style="list-style-type: none"> • Micro history (local) • Macro history • Global history • Diverse experiences 	<ul style="list-style-type: none"> • Empire • Migration • Religion • Conflict and warfare • Power • Beliefs and religion • Economy and trade • Society • Science and Technology <p>(not exhaustive; main ones identified)</p>	<p>Chronology</p> <p>Investigating like a historian</p> <ul style="list-style-type: none"> • Sources • Interpretations <p>Thinking like a historian</p> <ul style="list-style-type: none"> • Causation • Consequence • Similarity and difference • Change and continuity • Significance 	<p>Reading like a</p> <p>Writing like a....</p> <p>Speaking like a....</p>	<p>Each SoL is an enquiry question – a question (rooted in scholarship) that students build up to answering as they move through the sequence of learning. Each lesson contributes to answering this overarching question.</p> <p>Enquiry questions are taken from scholarship or debates that historians are researching.</p>
<p>Identification of fingertip knowledge for the individual SoL. This should be looked at alongside what has come before this topic and what will come after.</p> <p>Prior knowledge identified from previous topics to ensure knowledge builds and connects over time.</p>	<p>Threaded throughout the progression model, which growing knowledge of each horizontally and vertically. As different topics are studied, their knowledge of the concepts will deepen/mental models develop due to having additional examples.</p> <p>Within a SoL, there may be a 'driving concept' (main one) with other concepts also touched upon.</p>	<p>Threaded throughout the progression model. Horizontally and vertically, the depth and complexity of the skill will increase.</p> <p>Chronology, sources and interpretations should be woven through out SoL and the progression model, rather than as stand-alone units.</p> <p>SoL will include aspects of 'thinking like a historian' will be throughout the progression model, with individual SoL touching upon some (but not all) depending on the enquiry question. Across the progression model, the skills are mapped as to when they are taught and build in depth and complexity.</p>	<p>The above are woven throughout lessons, SoL and the progression model providing opportunities for strategic reading to be modelled, extended writing to be modelled and deliberate/independent practice to take place, as well as structured talk opportunities.</p> <p>Reading is modelled by the teacher and therefore academic texts 'above their [students] pay grade' (Myatt) are used to develop knowledge, comprehension and fluency.</p>	<p>Each of the SoL and EQ is underpinned by 'rich and beautiful texts' (Myatt)</p>

Appendix 38

Respondent 13

Please describe how the above works have impacted upon your thinking, work and practice.

Has the work impacted on your thinkingif so how?

Has the work impacted your work... if so how?

Has the work impacted on your practiceif so how?

Works on inclusion and diversity have enabled me to highlight specialist knowledge and resource to teams of history teachers both in my current trust and in previous Local authority role. Work on scaffolding has had a direct impact on the quality of teacher expertise in 2 developing departments and improved delivery in the classroom of ECTs and experienced staff.

Please add any additional commentary that may be useful to frame the impact of Alex Fairlamb's work

Accessibility and practical emphasis within Alex's writing removes barriers to engagement with the models and examples. Pupils respond well to the suggested processes and this gives teachers confidence in the steps. Published work on diversity has supported colleagues, whose own History studies have rarely included any aspect of DEI, to undertake review and diversification.

Appendix 39

Respondent 14

Please describe how the above works have impacted upon your thinking, work and practice.

Has the work impacted on your thinkingif so how?

Has the work impacted your work... if so how?

Has the work impacted on your practiceif so how?

Throughout Lambs book I have been able to get a clearer understanding of Black History and its role it played in England and have been able to use this to inspire the wider community of my classroom, by making clear that all of British history is certainly not just about white historical figures

Please add any additional commentary that may be useful to frame the impact of Alex Fairlamb's work

Appendix 40

Respondent 15

Please describe how the above works have impacted upon your thinking, work and practice.

Has the work impacted on your thinkingif so how?

Has the work impacted your work... if so how?

Has the work impacted on your practiceif so how?

The work (WIHTN) has impacted on my thinking by opening my mind to the breath of considerations facing History teachers in order to remain current, relevant and proximal to their students. Some of these lenses I was more aware of than others.

The work has impacted my work by providing a handbook of solutions for teachers who I work with across the UK particularly in Scotland and during termly Durham History Leaders Network meetings. In Durham I canvassed the leaders as to which chapters in WIHTN would be most relevant and across 2023-4 academic year we held 3 meetings. These focused upon; Autumn 2023 Chapter 7 Sources as a progression pathway (Alex Fairlamb) Chapter 12 Reading Like a Historian (Alex Fairlamb), Spring 2024 Chapter 26 Revision (Greg Thornton), Summer 2024 Chapter 13, Writing Like a Historian (John Hough). In subsequent meetings we discussed findings and feedback and all have agreed the stimuli provided within the work will form part of a longitudinal process of curriculum re-design.

Alex Fairlamb and Rachel Ball were also my guests on the Re-Teach History Podcast. Their popular episode launched season two raising awareness of the work nationally and internationally. Thinking and work around the Re-Teach website accompanying 'curriculum pathways' has been shaped by the contents of WIHTN.

The work has impacted on my practise in that due to the volume bringing all the current strands together I was able to contact compendium contributors who willingly got involved in our Durham meetings either directly or indirectly which was very impactful for sharing and spreading of ideas and good practise across the country. We used the Meeting Owl to hear live from John Hough which was a technological development to practise for all concerned. A meeting focus per chapter (roughly) seemed to be a good format for deep thinking to be actioned into work and

practice. It has made all of us more aware of factors to consider before embarking on the privileged task of teaching young people about the past.

Feedback from these session via Durham County Council has been universally positive with all attendees citing that their needs were met. I will be running subject 'drop-in' 'surgeries' from Sept 2025 and inevitably WIHTN will be used as a point of reference - it is hoped in time a volume 2 may be published.

Please add any additional commentary that may be useful to frame the impact of Alex Fairlamb's work

Alex is blazing a trail. She is passionate and committed to causes she believes in and this energy and focus pervades all that she does. Her intentions are to help educate and open the minds of those she encounters. She has quickly made an impact within the History teaching community and as an important voice on the Historical Association committee. Whilst meetings are always held in the capital Alex is an initiator and has 'made things happen' in the north east, the region of her birth about which she cares deeply. She has developed forums, talks, Teach-meets and forged links between the classroom, scholarship and museum sector. She is a compassionate realist - history is about people after all, just those who lived at a different time. The importance of the individual human being is at the heart of Alex's work.

Submitted documents:

Agenda Durham History Leaders Network Meeting

9th November 2023 2pm-4pm Durham Leadership Centre Spennymoor

Refreshments Available at the start and break-time top up if required.

1. Welcome, happy new academic year. 2023-4. History Circuit Round Up – New HA North East Branch and Project North Star. Conference catch-up and 2024 dates. Reteach Series 2. Any other news to share?
2. What is History Teaching Now? **Chapter 12 Reading Like A Historian** we will develop new practical ideas for reading strategies and teaching vocabulary. I know this is something you have previously worked on.
3. What is History Teaching Now? **Chapter 7 Sources as a Progression Pathway**. This was the top choice when I canvassed preferences so the idea is to unpick this chapter including the History Skills Progression Model by exemplifying examples and ensuring take away strategies (*copies of the chapter will be provided*) please feel free to contribute and be ready to share your favourite source and ideas.
4. AOB
5. Plan for Next Session January 2024, chapters...
6. Prize Draw
7. Vote of Thanks and Closing Comments.

Season 2 – in progress



Rachel Ball & Alex Fairlamb
What is History teaching now?

Upcoming...

Helen Snelson & Richard Kerridge
GRT History

Malcolm Gaskill & Estelle Paraque
Witchcraft

Emmy Quinn
Irish History

Becky Carter & Claire Hollis
LGBTQ+ History



RETEACH

Appendix 41

Respondent 16

Please describe how the above works have impacted upon your thinking, work and practice.

Has the work impacted on your thinkingif so how?

Has the work impacted your work... if so how?

Has the work impacted on your practiceif so how?

The work above has greatly impacted my thinking when designing and continuously improving our ITT and ECT provision. For example, our trainees have to focus specifically on one of three disciplinary concepts for their PGCE assignment. Alex's permissions to use the relevant chapters from WIHTN as a reading base for them in their Training Day enabled them to have a structured, accessible route into thinking about historical interpretations, historical sources and evidence, and historical significance. It provided a great foundation for them to then explore further academic articles, such as those from the HA, to broaden their comprehension of the concepts and this understanding can be practically applied within their classrooms. This has been particularly important for the early stages of their teaching career.

In addition, our ECTs on the Training Programme hone in on inclusion in history for their Year 2 curriculum. Alex's work in the 'Fight for Rights' textbook and her blog 'Disability and the Tudors' formed a reading base for the history team when they were constructing a seminar session on how to effectively teach and embed disability history in their classrooms. Programme members' feedback was extremely positive: "The slot in approach has left me thinking regarding disability, and minority groups more generally, across my practice and I appreciate both the pedagogy and clear examples of interesting content."

For 2025-26, we're also increasingly focusing on local history as a focus for our ECTs' Ambassador Project. Sarah Hartsmith, author of a chapter in WIHTN, is now a Subject Development Lead within our organisation. Using both the reading from this chapter, and Sarah's wider expertise, has allowed us to expose Programme Members to a deeper understanding of localised history.

Alex has also appeared within our Year 1 and Year 2 curriculum as a subject matter expert. In Year 1, Alex has delivered an Online Seminar on disciplinary literacy within history. Trainees have followed up from this 2024 session by using the examples and strategies given to enhance their explicit teaching of disciplinary history in their classrooms. Alex also provided her expertise in a podcast for our Year 2 curriculum about oral traditions and oral histories, and how these work to improve inclusion within history. Again, this had a significant impact on ECT practice, with many choosing it as a focus for their Year 2 development.

Please add any additional commentary that may be useful to frame the impact of Alex Fairlamb's work

Engaging with research

Task 5:

-Open the [BSp](#) link of the relevant reading for your disciplinary concept:

- **Historical interpretations**
- **Historical Sources and evidence**
- **Historical significance**

-Take 20 mins to read your article

- Reflect on the reading as a group by discussing the questions



T Teach | Teacher
First | Development

Consider these questions as you read:

1. What misconceptions does the reading suggest are common or problems in the classroom?
2. What pedagogies does the reading suggest teachers need to think about to address these misconceptions?
3. What are the benefits and challenges of using these pedagogies in your classroom?
4. Have you seen any of these in practice already?
5. Are there any pedagogies that you have come across in the reading which you would like to apply in your own classroom?

1

Critically reflecting on the research

Task 6:

- Complete the reflection table in your workbook. You also have a separate sheet on Brightspace if you want to use it again in future!
- Make some initial notes in each column
- Share your ideas with the group
- Add to your notes as a result of your discussion



Research Reference	Are there any limitations to using this research? [Credible? Unconscious bias? Intended audience? Data published? Location research carried out?]	Does the author make any assumptions?	Similarities/differences between the context of the research and your own?	What are the implications of this? How might you use it within your own classroom?	What value could this research bring to your teaching? How might it help you close the gap between your intention and reality?
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2

Activity 1: Oral history and inclusive classrooms

Task:

- Listen to the [Teach First History podcast](#) with Cat Batch, Dan Lyndon-Cohen and Alex Fairlamb.
- Answer the questions in activity 1 of your workbook.

Dig deeper? Check out the resources mentioned in the podcast! The [full discussion is available on YouTube](#).

Answer these questions as you listen:

1. What is the difference between oral history and oral tradition?
2. Why do you think oral history is important for inclusive history?
3. What examples are given with using oral history in the classroom?
4. Reflection: Think of a topic you currently teach. How could oral history supplement this?

1

Supporting documents:

Appendix 42

Respondent 17

Please describe how the above works have impacted upon your thinking, work and practice.

Has the work impacted on your thinkingif so how?

Has the work impacted your work... if so how?

Has the work impacted on your practiceif so how?

This published work was a crucial source used to corroborate the impact of the Girl-Kind North East programme (a creative programme that utilises mediamaking to advance agency among young women aged 11-16 from disadvantaged backgrounds) in the university's submission to the Research Excellence Framework 2021 for Unit of Assessment 20 (Social Work and Social Policy). The work demonstrated how involvement in Girl-Kind had shaped the author's thinking as an education practitioner. Having this corroborative source was essential to the success of the Impact Case Study (titled Girl-Kind: Collaboration in mediamaking as a catalyst for the expression and celebration of girlhood in disadvantaged communities).

Please add any additional commentary that may be useful to frame the impact of Alex Fairlamb's work

Appendix 43

Respondent 18

Please describe how the above works have impacted upon your thinking, work and practice.

Has the work impacted on your thinkingif so how?

Has the work impacted your work... if so how?

Has the work impacted on your practiceif so how?

As a department, we used the "What is History Teaching Now?" publication to help plan and create a series of 'how-to' guides aimed at increasing consistency across our teaching—particularly in key areas such as significance and source analysis. One example of this approach was our short Scheme of Work based on the Fights for Rights textbook. This resource provided a solid foundation for students to explore various themes, with timelines serving as a crucial structural element in supporting their understanding of historical development.

Additionally, I have drawn on oracy resources kindly shared by Alex, which I used as a starting point for my own research and planning in this area. Her work on scaffolding in history—especially within a specific topic—was particularly influential and informed my thinking when developing whole-school resources to support structured historical thinking and communication.

Please add any additional commentary that may be useful to frame the impact of Alex Fairlamb's work

Supporting documents:

How we teach source skills at SJN

- **See** – what can we see in the source?
- **Know** – what do we know which supports/doesn't support what you see?
- **Infer** – what can we work out?
- **Why** – why was it made – by who, for what purpose, when?

First steps:

Teach the selection of evidence.

Information doesn't become evidence until we're using it to support/make a claim.

Evidence can be more or less useful dependent on what it is used for.

Questions to ask of sources?

- Which would you choose?
- Why?
- What could we use this piece of evidence for?

Language to use:

- Support a claim
- Evidence and information
- Inference
- Useful
- Reliable
- Compare

Approaches:

- Provide a selection of sources – select which ones you would use and why.
- Writing frame: I see/I know/I can infer
- Source reveal – what do you think is missing?
- Source caption – do they understand
- **Use the source packs we've made so students all seeing the same ones.**

How do we get better:

When assessing evidence skills, use the language of the progression chart to give clear WWW and EBI targets.

Evidence	Make and support inferences from sources
	Develop inferences.
	Cross reference evidence against other evidence to prove that it can be trusted
	Start to consider the context, nature, origin & purpose of sources
	Consider the context, nature, origin & purpose of sources making simple judgements on usefulness.

How we teach extended writing at SJN

Our approach is about using 'little writing' to prepare for the big writing. We are teaching historical reasoning not just how to write.

Part of this is exposing students to historian's writing through our guided reading approach and reading out loud.

Language to use:

- Claim/argument – what is your claim? Why do you think this?
- Evidence – what evidence would you choose? Why? How does this fit?
- Analysis – How strong is the evidence? How does it answer the question?
- **NOT PEE**

Structures to inform planning

- Key questions – make sure they are good ones to answer
- Select evidence – specific sources & knowledge
- Organise that information – card sorts/diamond 9s/importance lists
- Write – use scaffolding and ideas/approaches

Ideas/approaches

Sentence Starters:

- I think
- I know
- I agree
- Before . . .
- After . . .

Apply the following to what we have been studying today to show your understanding: (provide a sentence starter)

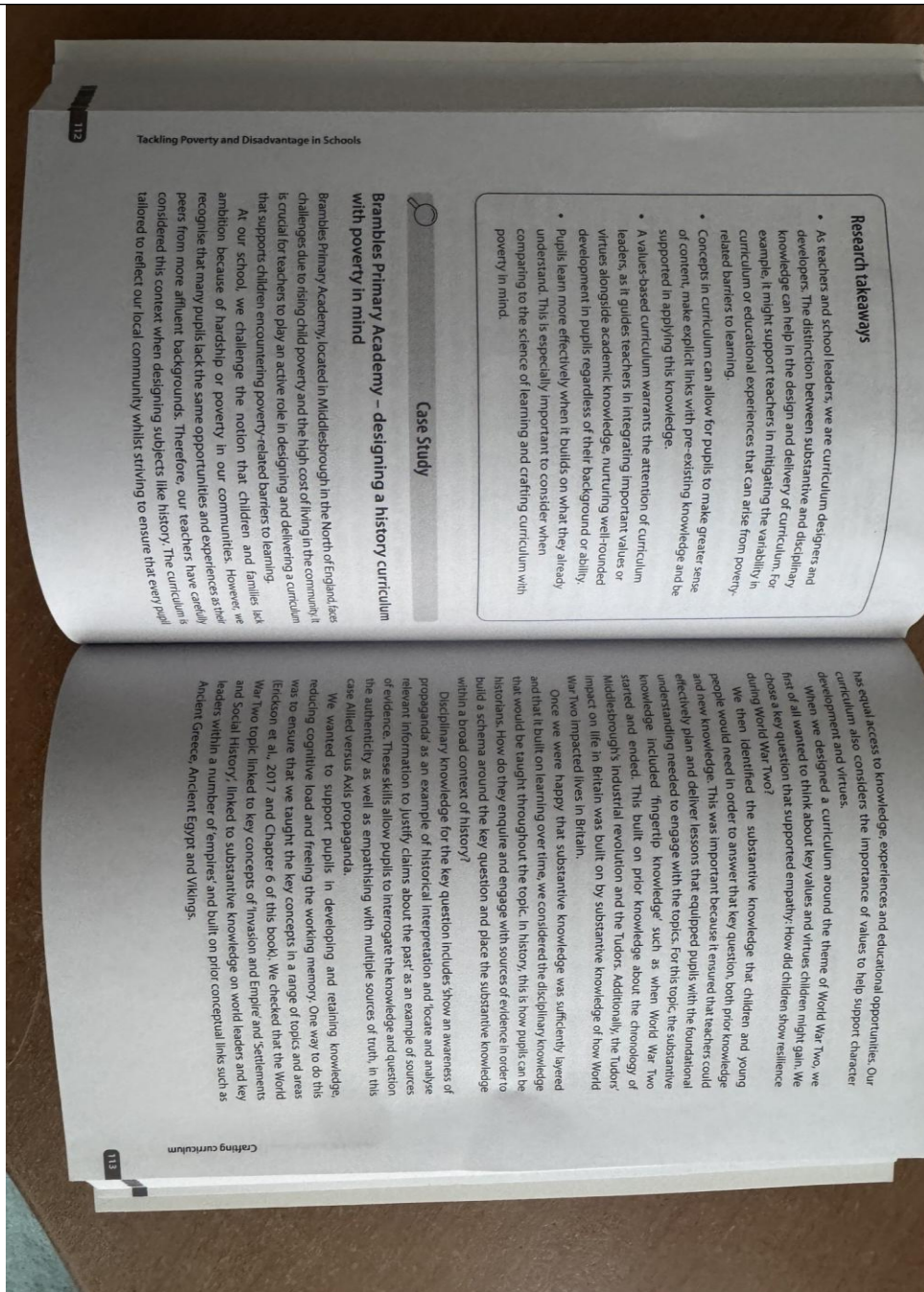
- **But:** changes the direction of your answer
- **Because:** explains why
- **So:** allows you to show cause and effect

Answer the question in:

- 1 word
- 1 sentence
- 1 paragraph

Appendix 44

Harris, S. and Morely, K. (2025) *Tackling Poverty and Disadvantage in Schools* (London: Bloomsbury)



Ideas to try

Curriculum in context

Consider the specific context of the community that a school serves. A one-size-fits-all approach to curriculum will not respond to the nuances of individual communities.

Suggestions

- **Understand the scale of disadvantage in the area.** We use a range of data publicly available to help understand some of the impacts of deprivation locally to our school. You could look at the English Indices of Deprivation and data available through organisations such as the Joseph Rowntree Foundation.
- **Consider employment rates and key employment areas in the community.** There may be local industries and enterprise projects that exist close to your school. Incorporate these considerations into your curriculum design to provide pupils with practical exposure to real-world applications linked to local businesses and industries. Practical examples of this are provided in Chapter 13.

Backwards design

Once a curriculum rationale is established, consider the context and goals outlined and explore what the intended outcomes are. What abilities or skills will be cultivated in the children and young people you serve?

Whilst the framework of curriculum is often heavily led by the National Curriculum, this merely outlines the 'matters, skills and processes' to be taught at each stage. Curriculum leaders can map out the substantive and disciplinary knowledge that are the stepping stones to understanding the overarching theme, eg 'The Roman Empire and its impact on Britain' or 'The Development of Church, State and Society in Medieval Britain 1066–1509'. This structured approach can help to ensure that all pupils, including those facing poverty-related barriers to learning, have equitable access to a comprehensive curriculum that builds knowledge and skills.

Suggestions

- Use key questions to identify the end goal of a unit. What do you want pupils to be able to do or know at the end of the teaching sequence?
- Identify what pupils must know and be able to do in order to answer that question to help them learn effectively. What knowledge and skills do they need to have in order to reach that end point? (Substantive knowledge)
- What are the key subject-specific skills and attributes that need to be developed in order to access or apply that substantive knowledge? (Disciplinary knowledge)
- Support pupils in learning and retaining knowledge by creating links between topics and ensuring that new topics build on existing knowledge.

Tackling barriers to experiencing knowledge

Not all pupils can access a curriculum equitably. Picture an Early Years or Key Stage 1 pupil learning about the beach, discussing the feel of the sand, the way that the waves roll up the beach and lap at their toes, how the horizon curves away in the distance, how sand compacted in a bucket and turned over can be transformed into a castle. In some cases, misconceptions can remain unless knowledge is experienced. It may not be possible for pupils in all areas of the world and for all subjects to experience everything. However, it can be useful to ask questions like those below.

Suggestions

Try asking the following questions:

- What are the key experiences and encounters we need pupils to have in order to have equitable access to curriculum and life chances in later life?
- What are the key experiences your children miss out on due to geographic or financial disadvantage?
- What are the quick wins for experiences and encounters locally?
- Which are the key learning points your children need to truly experience to develop a clear and misconception-free schema? How is this manageable and mapped in your curriculum?

Appendix 45

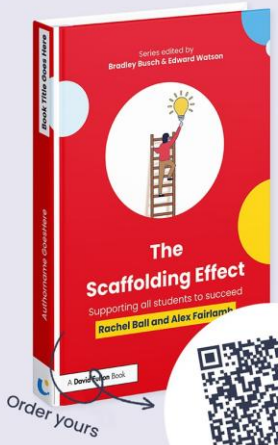


[View online](#)



Each year we recognise a number of individuals whose support for their subject – in education, heritage, community, public history and in academic history – is truly outstanding. As a charity with a small staff the HA relies on members of the history community as volunteers to run workshops and courses, offer advice to colleagues, run community events through our local branches, and write for and edit our many in-house publications. There are also those who regularly support history in other ways – not always directly through the HA – and those who talk to our branch audiences.

Appendix 46



Order yours

amzn.eu/dj/cJlIxeV

“ In *The Scaffolding Effect*, Rachel Ball and Alex Fairlamb shift the conversation in the most important way: from unrealistic expectations to practical, powerful support. Through rich examples spanning elementary literacy, middle school math, high school history, and even music and dance, they show how scaffolding can ensure all students gain access to deep, effortful thinking. **”**

Meg Lee
Author, co-founder of Learning Science Partners

The Teacher CPD Academy.



Order yours

amzn.eu/dj/cJlIxeV

“ For too long, teachers have been sold the impossible task of differentiation—an approach that often leaves educators overwhelmed and students underserved. In *The Scaffolding Effect*, Rachel Ball and Alex Fairlamb shift the conversation in the most important way: from unrealistic expectations to practical, powerful support. Through rich examples spanning elementary literacy, middle school math, high school history, and even music and dance, they show how scaffolding can ensure all students gain access to deep, effortful thinking. This book is both a rallying cry and a roadmap. It's a win for teachers, a win for students, and a must-read for anyone committed to meaningful, evidence-informed learning for every child. **”**

Meg Lee
Author, co-founder of Learning Science Partners

The Teacher CPD Academy.


Appendix 47

https://www.linkedin.com/posts/sarah-mullins-fcct-818414258_all-pupils-are-entitled-to-do-difficult-ugcPost-7295443973865635840-f-fS/?utm_source=share&utm_medium=member_ios&rcm=ACoAAE4pJKMBja1rfZ1G9QXKrwO2vEivamOwd20

https://www.linkedin.com/posts/alex-fairlamb-cpd_looking-forward-to-presenting-tomorrow-at-activity-7295143143757242370-HI_9/?utm_source=share&utm_medium=member_ios&rcm=ACoAAE4pJKMBja1rfZ1G9QXKrwO2vEivamOwd20


[HI_9/?utm_source=share&utm_medium=member_ios&rcm=ACoAAE4pJKMBja1rfZ1G9QXKrwO2vEivamOwd20](https://www.linkedin.com/posts/alex-fairlamb-cpd_looking-forward-to-presenting-tomorrow-at-activity-7295143143757242370-HI_9/?utm_source=share&utm_medium=member_ios&rcm=ACoAAE4pJKMBja1rfZ1G9QXKrwO2vEivamOwd20)

"All pupils are entitled to do difficult things" Inspiring to hear [Alex Fairlamb](#) today at the participant launch of the Education Endowment Foundation (EEF) & North London Alliance Research School "Turning Pages into Pathways" partnership with HES (Havering Education Services) on how effective scaffolding can lead to a more equitable curriculum and higher aspirations for all pupils.



16 1 comment · 4 reposts

Reactions



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Most relevant

Amanda Jennings FCCT · 1st
CEO Executive Headteacher, NPQH, NPQEL

This sounds exciting...Yes - all pupils deserve access to challenge, and effective scaffolding is key to ensuring that challenge leads to success rather than frustration. A well-designed, inclusive curriculum—underpinned by research and evidence—can unlock potential and raise aspirations for every learner. I'm keen to learn more about this work of Education Endowment Foundation (EEF) and North London Alliance Research School!

Love · 2 | Reply

Appendix 48

https://www.linkedin.com/posts/lindsay-gaskill-92995a62_please-fill-out-this-form-activity-7297279149474283520-kedR/?utm_source=share&utm_medium=member_ios&rcm=ACoAAE4pJKMBja1rfZ1G9QXKrwO2vEivamOwd20

Date for diaries:

Newcastle College will be hosting the next TLA Community of Practice on Wednesday March 5th at 4pm.

Alex Fairlamb and Jonny Kay will be your key note speakers on Scaffolding and Behaviour Management, this online event is not to be missed.


Click the link to register: <https://lnkd.in/ezc5zMBW>

Alex Fairlamb is a Senior Leader in charge of Teaching and Learning, CPD and Secondary Literacy based in the NE. She is a History teacher and former Lead Practitioner of History and Teaching and Learning, with a strong commitment to ensuring that curriculums are diverse. Alex is also a published author, with her most recent book due to be published in 2025.

Jonny Kay is a former school and Further Education teacher and leader and has worked with thousands of teachers and leaders as a CPD facilitator, consultant, coach, speaker, and author of 'Improving Maths and English: In Further Education'

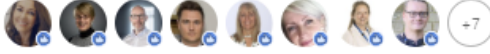
Look forward to seeing you all

Newcastle College Lianne Abraham Alex Fairlamb @ Jonny kay

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Lucy Jones · 2nd
Head of Teaching and Learning HS, BC, CE & Apps
[Lucy Summerside Business Team CPD](#) 📌
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Mariana Inman · 2nd
DET Educator-post16 Assessor, IQA at NorthKent College
[Clare Upham-Sharpe](#) for NKC team
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Appendix 49

https://www.linkedin.com/posts/emily-folorunsho-9a4a1587_pearson-history-online-conference-i-am-activity-7308036823220408320-lyal/?utm_source=share&utm_medium=member_ios&rcm=ACoAAE4pJKMBja1rfZ1G9QXKrwO2vEivamOwd20

Pearson History Online Conference

I am excited to bring you an engaging CPD session in partnership with Pearson, where expert speakers will share practical strategies to enhance history teaching for student progress & results. This conference is specifically for History Teachers in the Middle East.

Agenda

4:30 – 4:35 PM | Welcome & Introductions – Emily Folorunsho (5 min)
 4:35 – 5:00 PM | Making History Accessible for Low Attainers & SEND Students – Catherine Priggs (25 min)
 5:00 – 5:25 PM | Teaching Exam Technique Through Modelling – Alex Fairlamb (25 min)
 5:25 – 5:35 PM | Effective Strategies for Teaching A-Level/IAL – Emily Folorunsho (10 min)
 5:35 – 5:40 PM | Comfort Break (5 min)
 5:40 – 6:00 PM | Effective Revision Strategies in History – Sally Thorne (20 min)
 6:00 – 6:20 PM | Q&A & Expert Insights – Mark Battye, Head of History at Pearson (20 min)
 6:20 – 6:30 PM | Solutions Clinic: Collaborative Advice & Networking (10 min)
 6:30 – 6:35 PM | Closing Remarks (5 min)


Date: Thursday, April 24th
Time: 4:30 – 6:35 PM (GST)
Location: Zoom

Register here: <https://lnkd.in/gRY9Bnqi>

Don't miss this opportunity to gain valuable insights and connect with fellow history teachers in the Middle East!


If you have any questions please feel free to DM or email: efolorunsho@brightoncollege.ae

Pearson UK & International Schools Pearson Adam Jama




History Online Conference


مؤتمر التاريخ عبر الإنترنت




Emily Folorunsho
Author | Head of History & Producer Brighton College & O-level AQA resource at the University of Oxford




Catherine Priggs
Educational Consultant | Curriculum, Leadership, History | Chartered Educator, Inspire Award Winner, Specialist Access | MEd, NPQH



Alex Fairlamb
TEFL, OFE and Seminars | Quality Standard | History and Geography | History Partner | Speaker | Author | Success Stories




Sally Thorne
Partner in School Success, KS3/4/5/6 Teacher, Author & Vice-Chair of Schools of Global Learning About Global Learning



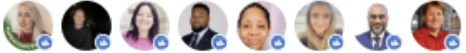
Mark Battye
History School Advisor at Pearson

For History Teachers in the Middle East
 لمعلمي التاريخ في الشرق الأوسط



75 3 comments · 13 reposts

Reactions


+67

Appendix 50

The screenshot shows a LinkedIn profile for Alex Fairlamb. The profile is marked as 'Premium'. The header includes the LinkedIn logo, a search bar, and navigation icons for Home, My Network, Jobs, and Messaging. The profile picture is a circular image of Alex Fairlamb with 'TOP NETWORK' text. The name 'Alex Fairlamb' is followed by a LinkedIn icon and the text 'AP T&L, CPD and Secondary Literacy Specialist | Trust T&L... United Kingdom'. The current employer is 'Kings Priory School'. A statistics box shows 'Profile viewers 413' and 'Post impressions 1,280'. The main post is titled 'Adaptive Teaching and Scaffolding' and contains text about preparing for a CPD golden thread. It lists several points: 'What is adaptive teaching and what is scaffolding?', 'Misconceptions', 'Shared language', 'Process', and 'Generally what it looks like'. It also mentions a book by Rachel Ball and offers CPD delivery. The post ends with links to 'InnerDrive' and 'Education Endowment Foundation (EEF)'.

Profile Information:

- Name:** Alex Fairlamb
- Title:** AP T&L, CPD and Secondary Literacy Specialist | Trust T&L...
- Location:** United Kingdom
- Current Employer:** Kings Priory School

Profile Statistics:

- Profile viewers: 413
- Post impressions: 1,280

Post Content:

Adaptive Teaching and Scaffolding

Busy preparing for our CPD golden thread next year by creating a two page overview of the key aspects (this is page 1)

Included in the overview is:

- What is adaptive teaching and what is scaffolding? What is the connection?
- Misconceptions (anticipating so front loading)
- Shared language
- Process
- Generally what it looks like
- How it links with the previous two golden threads of CPD so staff can understand how they interlink and interact

This draws heavily from mine and [Rachel Ball](#) forthcoming book, The Scaffolding Effect.

If you're interested in me delivering some CPD on scaffolding (and other areas!), get in touch

[InnerDrive](#)
[Education Endowment Foundation \(EEF\)](#)

What is Adaptive Teaching?	What is scaffolding?
Adaptive teaching refers to when teachers make changes to their instruction to meet the needs of all learners. <i>Jada Frazer (2014)</i>	Scaffolding is a practice for temporary support that is removed when no longer required. It may be visual, verbal or written. <i>SEN in Mainstream guidance report, 018, 2020</i>
Connection: Scaffolding is a way of adapting teaching	
Misconceptions	
Adaptive teaching is not just for SEND and EAL students.	
We adapt teaching for all students, using checks for understanding (CFU) to know what to adapt and for whom.	
Scaffolding	
It is not permanent, it is temporary and must be removed over time.	
Scaffolding is not just a writing frame, it can be visual, verbal or written.	
Scaffolding is not rigid, there can be overlapping principles and approaches but scaffolding should be subject specific.	
CFU during a lesson and outside one to adapt your teaching by addressing misconceptions to address them.	
Shared Language?	
Adaptive teaching and scaffolding	Just about
Person-specific adjustments	Specific activities or resources which support a pupil's learning needs due to a disability, unique learning needs, or other individual circumstances. Examples: EWS, PE, low reading age.
Teach to the Top?	High expectations for all. Planning with the highest attaining students in mind.
Desirable difficulties (Bjork, 1994)	Desirable difficulties trigger encoding and retrieval processes that support learning, and include things such as varying the conditions of learning, strengthening instructions, spaced practice and testing. "Satisfactorily challenging"
Include learning	Ensuring that all are thinking hard, participating and accessing the learning. Examples: Cold call, "Show me" cards.
Differentiation	Pre-determining what students can and cannot do. Pre-determining tasks and outcomes.
Link with Assessment and Feedback (2020)	Link with Attentive, Hard Thinking and Participation (2021)
Use of frequent formative assessment (FFA) to adapt teaching and adjust remove scaffolds. Use of high quality scaffolds.	Through SEND participation and ensuring all are thinking hard, we can gather feedback to adapt teaching and adjust remove scaffolds. Hard thinking and participation may require scaffolding and will need consideration of pupil specific adjustments.
Overcoming Barriers (Foster, 2017)	
Adaptive barriers (before the lesson)	
Planning of resources, explanations, and activities that accessible for all pupils.	
This includes:	
1. Designing alternative teaching so that all known barriers are removed (by curriculum spots, prior lesson formative assessment etc.)	
2. Designing meaningful teaching to incorporate sufficient scaffolding.	
3. Using person-specific adjustments where necessary (pup. Progress, reading age, attendance etc.)	
Access to eliciting understanding (during the lesson) - frequent	
CFU, questioning, exit cards, think-pair-share and exit cards, WGL, low marking, self-peer assessment etc.	
Loops of eliciting understanding and adapting	
Adapt and scaffold (live in the lesson)	
Add scaffolding where needed.	
Remove scaffolding if students grasp the content/ask questions then anticipated.	
Plan throughout to remove scaffolds over time	
Increasing independence and confidence.	
What does that look like in practice? (017, 2020)	
What can it look like in practice?	For example:
• A teacher could use a range of scaffolds to ensure all pupils understand the main message of the lesson.	• A teacher could use a range of scaffolds to ensure all pupils understand the main message of the lesson.
• A teacher could use a range of scaffolds to ensure all pupils understand the main message of the lesson.	• A teacher could use a range of scaffolds to ensure all pupils understand the main message of the lesson.
• A teacher could use a range of scaffolds to ensure all pupils understand the main message of the lesson.	• A teacher could use a range of scaffolds to ensure all pupils understand the main message of the lesson.

Alex Fairlamb • You

AP T&L, CPD and Secondary Literacy Specialis...

3mo • Edited •

Adaptive Teaching and Scaffolding

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- Shared language
- Process
- Generally what it looks like
- How it links with the previous two golden threads of CPD so staff can understand how they interlink ...more

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Comment

Repost

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32,390 impressions
[View analytics](#)

32,390 Impressions

17,920 Members reached

Members who post once a week can get up to 4x more profile views. Keep the momentum going by creating another post.

Start a post

Profile activity

Profile viewers from this post 179

Followers gained from this post 135

Social engagement

Reactions 391 →

Comments 27 →

Reposts 40 →

Appendix 51

Challenge Partners Impact Hub at Hayes Secondary School

https://www.linkedin.com/posts/jenny-fornear-40531b34b_wow-what-year-we-have-had-at-impact-alliance-activity-7346885597837361153-oHsN/?utm_source=share&utm_medium=member_ios&rcm=ACoAAE4pJKMBja1rfZ1G9QXKrwO2vEivamOwd20

Wow what year we have had at Impact Alliance Challenge Partners Hub.
Thank you to all our external speakers who provided bespoke training to our Hub schools.

- * Our Hub has supported leaderships at all levels from TAs to Head Teachers
- * Our Hub has offered over 80 hours of CPD
- * Our Hub has supported the development over 45 TAs this year.
- * Our Hub has supported the development of 53 leaders this year through 5 CPD training courses
- * Our Hub has supported the development of 17 teachers through the OLEVI programme
- * Our Hub has offered 13 hours of CPD available to all teaching staff in all schools

Our emerging Hub priorities for 25/26 where we are looking for external speakers are:

- * Adaptive teaching - focus on challenge
- * Supporting students with high needs
- * Primary pedagogy- reading and writing
- * A.I. supporting teachers and leaders in schools

Please let us know if you have any good recommendations for speakers that could support with this!

Appendix 52



Alex Fairlamb

THE REALITY WILL PROBABLY BE MORE OFTEN THAN NOT, THAT ALTHOUGH WE HAVE PLANNED THAT STUDENTS MAY COMPLETE AN I/WE AND YOU PHASE DURING A LESSON, THAT BASED ON OUR CHECKS FOR UNDERSTANDING WE DISCOVER THAT ACTUALLY THERE NEEDS TO BE ADDITIONAL TEACHER INPUT IN THE I OR WE PART OF THE STRUCTURE, AS STUDENTS HAVE NOT YET GRASPED THE CONCEPT OR SKILL BEING TAUGHT.

Learning is not an instantaneous exchange of knowledge

The I Do, We Do, You Do structure describes the gradual handover of responsibility and independence to the students. It involves connecting prior learning to new material through carefully constructed explanations (I Do), bouts of sustained, guided practice (We Do) and, when students demonstrate they are ready, independent practice (You Do). The sequence is simple, but it is important to remember learning is not an instantaneous exchange of knowledge from teacher to student. It is more realistic to suggest learning being multiple I Do, We Do loops and We Do, You Do loops until students can successfully work independently. Formative assessment must permeate the I Do, We Do, You Do sequence as it tells us when our students are ready to move on or when they need you to dial it back

The sequence encompasses teacher explanations (I Do), modelling (I Do → We Do) and practice (We Do → You Do). Here is how Shaun Allison and Andy Tharby describe these three phases in their superb book series, *Make Every Lesson Count*.

Explanation is the process of conveying new concepts and ideas in a clear, concise and memorable way. The aim is to make abstract, complex ideas and procedures come alive in students' minds. Explanation involves the purposeful use of concrete examples, analogies, stories, illustrations and visual representations. The trick is to dismantle your own expert, implicit knowledge and skill, and then repack it for your students by breaking it into manageable parts, linking it to what they already know, addressing misconceptions and shining a light on the hidden intricacies of the subject matter.

Modelling involves walking students through new problems and procedures – from solving equations to writing an introduction to an essay – so that they can see how to apply their knowledge for themselves. There are two aspects to modelling. The first is modelling 'live', perhaps with a blank board, talking through the thought process of an expert step by step. The second involves deconstructing, comparing and discussing examples of student work.

Appendix 53



Downloaded: 15/09/2025
Approved: 15/04/2025

Alex Fairlamb
School of Education
Programme: Existing Published or Creative Work PhD

Dear Alex

PROJECT TITLE: Ensuring Empowering and Equitable Education
APPLICATION: Reference Number 031401

On behalf of the University ethics reviewers who reviewed your project, I am pleased to inform you that on 15/04/2025 the above-named project was **approved** on ethics grounds, on the basis that you will adhere to the following documentation that you submitted for ethics review:

- University research ethics application form 031401 (form submission date: 08/04/2025); (expected project end date: 01/12/2025).

If during the course of the project you need to deviate significantly from the above-approved documentation please email ethics.review@sunderland.ac.uk

For more information please visit: <https://www.sunderland.ac.uk/research/governance/researchethics/>

Yours sincerely

Mrs Andrea Howell
Ethics Admin
University of Sunderland

Appendix 54



Department of Education

2,167 followers

5h • 🌐



Exciting news! 155 post-primary schools have now signed up to The Teacher CPD Academy.

The Teacher CPD Academy offers on-demand courses, expert insights and practical resources grounded in cognitive science research.

Participating schools will now be receiving welcome packs to help support over 6,000 teachers on their CPD journey, providing additional context and research background on the 'Science of Learning'.

To find out more, visit https://lnkd.in/eG_cbcj7

Bradley Busch InnerDrive



Appendix 55

Journey to Justice email regarding the use of royalties from 'What is History Teaching, Now?'

We've been busy with other projects and below I've listed activities in 2024 and 2025 made possible partly thanks to the royalties from your book.

Firstly, some of your donation has gone to maintaining our two main project websites: www.jtojhumanrights.org.uk and www.economicinjustice.org.uk , each of which provides a wealth of open source resources for educators etc.

In April 2024 we ran a day of workshops for 25 visiting students and staff from Bowie State University, the oldest historically Black university in Maryland USA. We designed activities that introduced the visitors to key themes and events in the history of people of African and Caribbean heritage in the UK and invited them to suggest and share parallel or contrasting examples from African American cultural, social and political history. This enabled their students to explore the effects on Black identity and belonging of our different histories. *While the lunches and venue at Friends Meeting House were paid by Bowie State, your royalties enabled all our background admin, research, resource production and refreshments.*

The Communication Workers Union asked us to run half day workshops during 2023 and 2024 for three of their delegate conferences: Women and BAME delegates in London and LGBTQIA+ delegates in Chester. We researched and created resources for these. For women delegates we looked at two suffragette stories: Edith Garrud who trained fellow activists in self defence, and the arsonist Lilian Lenton. We used these stories to ask when/whether violence is justified and brought the discussion to the present, asking whether sexual harassment and attacks on women – including murders - are now so out of hand that it is time for direct action. With the BAME delegates we ran two activities. The first looked at little known stories of activism by Black and Brown workers in the UK such as the Supreme Quilting strike in Birmingham by South Asian women, or individuals such as Mala Sen, Shapurji Saklatvala and William Cuffay. We asked delegates to suggest creative ways they could be memorialised. One of our favourite ideas was delegates suggesting that the struggle by against the colour bar by the Coloured Seamen's Union could be commemorated by their story being in every UK passport! Our second activity was based around working-class music pioneers such as Asian Dub Foundation, Hard Kaur, Cookie Crew, Steel Pulse and Joi Bangla. We got delegates to

describe what they remembered listening to in their childhood that connected with their own sense of identity. With LGBT+ delegates we focused mainly on two individuals in US history: Bayard Rustin, gay pacifist civil rights activist; and Pauli Murray, Black trans pastor and gender rights campaigner. We discussed whether or not the civil rights leaders were justified in sidelining homosexual rights at the time of the March on Washington which Rustin organised. *These three days were all funded by the CWU but again the background research, resource production and admin could happen thanks to you.*

We've been developing a close relationship with the Ella Baker School of Organising and ran sessions at three events in 2023 organised by them: the national New Organising Conference at Nottingham University and a day event in Leeds in 2024 looking at tactics used by 'unsung' people to effect change in their communities; and a training weekend in Loughborough in 2024 looking at how to combat the narratives of division gaining so much ground in the UK. In Loughborough we ran the keynote first session for youth workers, teachers and trade unionists from Bradford, Birmingham, Somerset, Manchester and London. This relationship has helped us develop ideas about how stories of successful action for change by 'ordinary' people can galvanise hope that unity is possible in these difficult times. As well as many of our stories we used our 'explainer' resources from academics to lead to discussion of various suggestions of why historically we have come to the current crisis. *None of this work was funded so we were able to develop this thanks to our core funds, a significant part of which came from your royalties.* Together with the Ella Baker School and the Advocacy Academy in Brixton, we are now applying for funding from Near Neighbours to help us co-create with young people a training approach to counter far right narratives that can reach young people.

