

Anti-Racism in Education – Curriculum Reform

Working Group on History Qualifications – Meeting Two

11 December 4.00 – 5.00pm, [online](#)

Agenda

1. Welcome and purpose
2. Actions and reflections from meeting one
3. Focus of work – proposal for discussion and agreement
4. Engaging young people - proposal for discussion and agreement
5. Work Planning – roles and responsibilities
6. Reflections and close

Chair for this meeting will be [REDACTED]
in Curriculum and Qualifications Division, with policy lead for a range of curricular areas including social studies, anti-racist curriculum, Learning for Sustainability, expressive arts, languages and English/Literacy

Discussion Papers

Proposal for focus of work (page 2)

Proposal for engaging young people (page 3)

Supporting Papers

National 5 and Higher history engagement figures 2023-24 (separate document)

Working Group on History Qualifications - Proposal for focus of work

Aligned with areas of highest participation and links to decolonisation and anti-racism the following three areas are suggested across the Scottish, British, European and World areas of study:

Migration and Empire, 1830–1939 – rather than a broad review of this area there was a suggestion that this should focus on two key areas: updating the marking structure; and developing and amplifying the content on India.

The trade in enslaved African people, 1770–1807 – this should be a comprehensive review and include input from the academics and participants of the Teaching Slavery in Scotland programme.

Free at Last? Civil Rights in the USA, 1918–1968 – a broad review required and identified need to engage with academic expertise. There was also a point raised regarding readacross with the USA 1918–1968 course with links made to ensure alignment and update of both.

Additional areas

There was a further suggestion to include an annex of key isolated points that would have high impact eg some aspects of the Britain and Ireland area of study, and some language updates to reflect broader social justice, rights and qualities aspects that would help signal the future direction. This would be aimed at ensuring historically marginalised groups and issues are represented through course materials.

For discussion - roles, responsibilities and capacity

Working Group on History Qualifications - Proposal for engaging young people

Suggestions so far:

- Scottish undergraduate historians at Glasgow, Edinburgh and Stirling to be approached for engagement (but important to note that school and university expectations are distinct).
- SQA Learner Panel involvement - meets monthly in schools
- Broughton High School social studies department
- Intercultural Youth Scotland or established anti-racist clubs
- Individual young people that are informed and keen to participate.
- Agreement to seek other established groups with similar purpose rather than create a new group

For discussion

Key points for engagement – process + substance

Timing/work schedule

Roles and responsibilities