



Independent  
Association of  
Prep Schools

## R22: History: Promoting a more diverse History curriculum

**Date** Thursday 2 May 2024  
**Venue** Zoom, online  
**Cost** IAPS members - £ 135 (non-IAPS members - £ 185)

Diversifying subject curricula is important, none more so perhaps than in history. This course will identify and introduce how the curriculum can be diversified and broadened, looking at both topics to study and changes which can be made to schemes of work.

**Audience** Prep School History teachers, Heads of History  
**Course Director** Vincenzo Capozzoli, Head of History  
**Presenter(s)** Louisa Adjoa Parker, Elena Stevens, Kevin Piper –  
TT education



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**Programme: Subject to change**

<b>Time</b>	<b>Activity - Speaker</b>
<b>0900</b>	Registration and welcome
<b>0910</b>	Session 1: Louisa Adjoa Parker Poet, writer, community historian and co-director of The Inclusion Agency, Louisa Adjoa Parker will lead a session drawn from her own and others' lived experience that will explore different forms of racism and provide a historical context for this. She will then provide examples of local Black and ethically diverse history, sharing some of many unique and interesting stories which can be used for further study.
<b>0950</b>	<b>Break</b>
<b>1000</b>	Session 2: Elena Stevens Responding to calls for a more diverse curriculum, Elena Stevens tackles this head on in her book, '40 ways to diversify the History Curriculum' (for KS2 teachers and secondary school teachers). In her session, she will reference some of themes from her book as well as practical ways of diversifying the History curriculum.
<b>1040</b>	<b>Break</b>
<b>1100</b>	Session 3: Kevin Piper - TT education In this session we will be building on references from the other speakers and using our own Path to Success framework so teachers can see how a diverse curriculum allows students to enjoy the fascination of history and think beyond particular and potentially limited contexts. This involves understanding the concept of 'powerful knowledge' (Michael Young) and how the school curriculum can be a tool for social justice. Understanding what we mean by 'significant' in terms of curriculum content, seeing diversity in the pedagogy we use and a focus on history that takes them beyond what they may experience through other means helps us understand what the 'essential knowledge' for our learners is, and provides a balance between breadth and depth,
<b>1230</b>	<b>Course ends</b>



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