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Autore	Moncrieffe Marlon Lee
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Nota di contenuto	1. Introduction -- 2. 'Epistemic Violence' in the History Curriculum -- 3. White Trainee-Teachers Reproduce Eurocentric and White- British Histories -- 4. Orienting with Historical Consciousness -- 5. Centring the Black Experience in Key Stage 2 Primary School British History -- 6. Transforming White-British Trainee- Teachers' Thinking Through Black-British History -- 7. Opportunity, Action and Commitment.
Sommario/riassunto	"This is an important book at a time when colleagues across education are scrutinising their work, seeking to increase diversity and to build a balanced equitable learning experience for all... I recommend this book to all those training to teach and to those keen to revisit their predisposed assumptions about what should be taught in the primary history curriculum." —Dame Alison Peacock, Chief Executive, The Chartered College of Teaching, UK "This book is a timely, and above all, practical guide to the transformation of Britain's primary school history curriculum. It will be an invaluable tool for teachers and trainers as well as a map for future debates over the importance of history in the making of national identity." —Professor Paul Gilroy, Institute of Advanced Studies, University College London, UK This book calls for a reconceptualisation and decolonisation of the Key Stage 2 national history curriculum. The author applies a range of theories in his research with White-British primary school teachers to show how decolonising the history curriculum can generate new knowledge for all, in the face of imposed Eurocentric starting points for teaching and

learning in history and dominant white-cultural attitudes in primary school education. Through both narrative and biographical methodologies, the author presents how teaching and learning Black-British history in schools can be achieved, and centres his Black-British identity and minority-ethnic group experience alongside the immigrant Black-Jamaican perspective of his mother to support a framework of critical thinking of curriculum decolonisation. This book illustrates the potential of transformative thinking and action that can be employed as social justice for minority-ethnic group children who are marginalized in their educational development and learning by the dominant discourses of British history, national building and national identity. Marlon Lee Moncrieffe is Doctor of Education at the School of Education, University of Brighton, UK. He has worked in Primary School Education and Higher Education for over twenty years. His academic research focuses on 20th century Black-British lives, experiences, and histories for advancing teaching, learning and education for all.

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