Challenging the single-story narrative: a balanced learning and teaching of Africa

Jane Blane

DEPOSIT AND CONSULTATION OF THESIS

One copy of your dissertation will be deposited in the Department of Education Library via Oxford Research Archives where it is intended to be available for consultation by all Library users. In order to facilitate this, the following form should be inserted in the library copy of the dissertation.

Note that some graphs/tables may be removed in order to comply with copyright restrictions.

Surname	Blane
First Name	Jane
Faculty Board	Education
Title of Dissertation	Challenging the single-story narrative: a balanced learning and teaching of Africa.

Declaration by the candidate as author of the dissertation

1. I understand that I am the owner of this dissertation and that the copyright rests with me unless I specifically transfer it to another person.

2. I understand that the Department requires that I shall deposit a copy of my dissertation in the Department of Education Library via Oxford Research Archives where it shall be available for consultation, and that reproductions of it may be made for other Libraries so that it can be available to those who to consult it elsewhere. I understand that the Library, before allowing my dissertation to be consulted either in the original or in reproduced form, will require each person wishing to consult it to sign a declaration that he or she recognises that the copyright of this thesis belongs to me. I permit limited copying of my dissertation by individuals (no more than 5% or one chapter) for personal research use. No quotation from it and no information derived from it may be published without my prior written consent and I undertake to supply a current address to the Library so this consent can be sought.

3. I agree that my dissertation shall be available for consultation in accordance with paragraph 2 above.

Contents

Abstract

This practitioner research was designed to challenge the single story narrative that is frequently used to depict the African continent. Africa is often inaccurately presented as a single 'country' suffering from poverty, drought, corruption and reliant on aid. A new scheme of work, incorporating Africa into the Year 8 Development unit of the geography curriculum, was the focus of this academic intervention. The aims were to address the misconceptions and prejudicial understandings held by students about Africa, to explore the role of geography teachers in tackling the dangers of single stories, to highlight the importance of decolonising the content of the geography curriculum, and explore the extent to which students have developed a more balanced knowledge and understanding of Africa. Preliminary and post intervention surveys were completed by all Year 8 students. An unstructured interview was conducted with teachers in the geography department prior to the implementation of the intervention, whilst semi-structured interviews were conducted following the teaching of the new scheme of work. Unstructured interviews were also conducted with colleagues in the history and music departments to establish how they have started to decolonise their curricula. Semi-structured interviews were conducted with two small focus groups of students. Findings suggest that the geography teachers became more reflective about curriculum design and pedagogy. The post-intervention surveys provide evidence to suggest that most students developed their knowledge and understanding of Africa, whilst recognising the harmful impact that single stories may have on entrenching misconceptions.

Keywords single story, misconceptions, decolonise, scheme of work

Rationale

From my experience of having taught Geography for over twenty years in the United Kingdom I have encountered an alarming range of misconceptions about the African continent. Frequently geography students write or talk about Africa as though it is a single homogenous country characterised by deprivation and failing to make progress (Millar, 2018). The consequence is that harmful misconceptions become entrenched. The object of this research was to design an intervention to challenge these prejudicial understandings whilst also focusing on the responsibility of teachers to decolonise the content of the geography curriculum.

I am a white female teacher of geography at a mixed selective state grammar school located in a predominantly a white middle-class town. For the purpose of this research, it is important to include data on the students' ethnicity. According to the school's ethnicity report, 864 students on the school roll of 1154 students are registered as white British indicating that the school has a limited demographic diversity. Geography is a popular subject with 80 Year 8 students out of a cohort of 145 selecting it as a GCSE option in September 2021.

Development is taught as a human geography unit in Year 8 and at GCSE Level. Each year group in geography also focuses on two continents during the academic year which are linked to their units of study. Key stage three (KS3) and GCSE students, for example, will focus on the continent of Africa which ties in with their respective Development units. I selected Year 8 for my intervention as this provided scope to review our curriculum, unlike GCSE level where this would not be possible because of the mandatory nature of the specification. The new scheme of work (SoW) will provide a benchmark against which the department can evaluate and subsequently decolonise other areas of our curriculum. This

means moving beyond Eurocentric knowledge and transforming practices to reframe geography teaching to generate new knowledge (Radcliffe, 2022).

The National Curriculum requires KS3 to have locational and place knowledge of Africa (Department for Education, 2013). In my department this is limited to the cartographic construction of a political and physical map. This is sometimes supported by reference to the socio-economic data to produce a table of development indicators, such as Gross National Income per capita (GNI) or the Human Development Index (HDI), for a narrow range of selected countries. While it is encouraging to hear students making observations such as 'I didn't know that Lesotho was completely landlocked by South Africa' or 'Timbuktu is a real city in Mali', this activity is limited to extending their locational knowledge and not understanding.

My experience as a GCSE and A Level examiner provided additional inspiration for re-drafting the SoW. A recent examiner's report indicated there is room for improvement of locational knowledge and place specific information (ResultsPlus, 2019). An internal Year 10 class assessment of the GCSE Development unit required students to assess different international strategies to reduce uneven global development. This resulted in the following responses: 'UNICEF also promotes mosquito nets in Africa' and 'Poorer countries, for example in Africa, often lack the ability to import food or invest in rural development meaning they don't have enough food.' Student answers frequently make vague reference to Africa as though it is one country with identical physical and human characteristics; the diversity of the continent is rarely apparent.

I have a personal reason for wishing to teach a more accurate representation of Africa. My family emigrated from Manchester to South Africa when I was eleven years old. As a young white British girl, I was appalled by the entrenched divide imposed by the Apartheid regime. I received both my secondary and university education in South Africa. This

increased my knowledge of the divisions and diversity in the country. A select few Black students were permitted to attend the university and from them I learned more about their struggle for justice and representation. My teaching career commenced in this divided nation. Apartheid ended in 1994 owing to decades of activism by Nelson Mandela and the banned African National Congress Party. Consequently, South Africa and Africa have been instrumental in shaping the person that I am.

My personal and professional experience inspired me to design a new scheme of work for Year 8 geography which challenges the single story narrative by implementing a balanced learning and teaching of Africa.

Literature Review

Introduction

In its *All Party Parliamentary Group Africa Inquiry: Africa and its diaspora in UK School Curricula*, the Royal Geographical Society (2021) highlights the crucial role that geography has in educating students about the contemporary world, especially where learning about Africa and its diaspora is concerned (p. 1). Addressing misconceptions and prejudicial understandings held by students about Africa is identified as being of paramount importance in light of the fact that locational and place knowledge about the continent is in the National Curriculum's KS3 programme of study (Department for Education, 2013; RGS, 2021). The role of the teacher is fundamental in tackling these issues through careful planning of the curriculum and selection of resources (Ofsted, 2021). Teachers need to confront the dangers of presenting single stories through the delivery of a sustained anti-racist geography curriculum (Puttick & Murrey, 2020) which uses current geographical information to show the contemporary nature of African countries and wider African diaspora (RGS, 2021). Decolonsing the content of the geography curriculum may provoke uncomfortable conversations which could even be ignored completely because the discipline is 'steeped in

coloniality' (Radcliffe, 2022, p. 2). But Radcliffe (2022) reiterates that decolonising the curriculum does not mean the 'wholesale replacement of western with non-western epistemologies' (p.145) but rather 'an informed reorientating of institutions, curricula and pedagogies' (p.144). To facilitate the development and delivery of such a curriculum, geography teachers need to be provided with training opportunities and up-to-date resources so that they can build their confidence and capabilities (RGS, 2021, p. 4). This literature review will focus on the important role that geography teachers have in developing their students' knowledge whilst challenging the dangers of single stories which have the potential to adversely affect their understanding of the world through perpetuating harmful stereotypes.

The Importance of Geography

In its research review series on the delivery of geography education in English schools, Ofsted (2021) outlines the characteristics of high-quality education in the discipline which includes curriculum progression and review of pedagogical approaches. It is interesting to note that Ofsted's justification for the centrality of geography in the English school curriculum is supported by the following comment from former US president Barack Obama:

> The study of geography is about more than just memorising places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exist across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together. (Ofsted, 2021, para.7)

Obama's statement was delivered via video when he addressed the 2012 National Geographic GeoBee competition in the United States (National Geographic, 2012) so whilst the former president's reference to the importance of geography in a global context is hugely relevant, this legacy statement could be viewed as a somewhat belated inclusion by Ofsted in their review of English school geography almost a decade after it was delivered (Ofsted, 2021). That said, Ofsted (2011) had identified problems in the way that geography was being taught,

noting that the 'mental images held of the world were confused' and whilst students might understand development issues in Kenya they 'had little or no idea where Kenya was in Africa'. (p.22) High-level concepts such as place, cultural awareness and cultural diversity are now listed in the Ofsted review as fundametal to school geography and are being increasingly acknowledged as such by teachers, although not necessarily embraced by the geography education community at large (Ofsted, 2021).

Single Stories and Geographical Ignorance

Biddulph's editorial (2011) reflects on cultural diversity in the United Kingdom one year earlier than Obama's address (National Geographic, 2012). Commenting on Chimamanda Adichie's TED talk *The danger of the single story* (Adichie, 2009), Biddulph argues that geography teachers have a responsibility to consider the consequences of telling single stories and avoid the harmful stereotypes and misconceptions that would adversely impact on our students' understanding of the world. Biddulph (2011) emphasises the importance of equipping students with the ability to 'critically understand diversity in all its manifestations' (p. 45).

My research is underpinned by Adichie's *The danger of a single story* (2009) because as a curriculum artefact it serves to illustrate how 'geographical ignorance' (Morgan, 2017, p. 18) can be perpetuated through a harmful single story. A curriculum artefact is defined as 'a vehicle of powerful knowledge for a teacher to identify and unpack' (Bustin et al., 2017, p. 20). Special significance with a geographical perspective is attached to the artefact by the teacher who will use it to encourage their students to think geographically (Bustin et al., 2017). It is important to elaborate on *The danger of the single story* (Adichie, 2009) in order to provide context to my research focus. Nigerian born Adichie speaks about being raised in a middle-class family and how at the age of eight she formed her own single story about their domestic live-in houseboy whose family she incorrectly assumed was incapable of making a

patterned raffia basket because her mother had told her that the family was poor. Adichie left Nigeria to study in the United States and was shocked by her patronising, misinformed roommate who was baffled that she could speak English and listened to western-style music. Adichie attributes the single story of Africa as a 'country' of poverty, AIDS, war and dependency to the way it is portrayed in western literature. Adichie (2009) fully acknowledges that the African continent is not without its conflict and disasters but emphasises how harmful stereotypes create single untrue stories about places.

Similar to my research, Bowden (2021) uses Adichie's 'single story' talk (2009) as a curriculum artefact to design a new SoW which challenges the misconceptions and stereotypes that her Year 8 students associate with Africa. Using the talk as a framework for her new unit, Bowden (2021) reflects that the single story is 'a concept to interleave across the curriculum' (p. 118) and not merely a concept underpinning the teaching of one unit. For instance, it could be used to challenge the often used example of Bangladesh to teach flooding, or Brazil to illustrate the growth of favelas; these examples pose the risk of entrenching single stories in the students' view of the world (Hopkin, 2017). The repeated use of case studies to illustrate geographical processes which may stereotype a region or country is cautioned by Biddulph (2011).

Simmons (2014) also uses the concept of a curriculum artefact to address the issues associated with the teaching of Africa. Keen to avoid a disjointed view of the world which he attributes to content-driven curricula, a SoW was designed to challenge his students' misconceptions and increase their awareness of diversity within the African continent but, unlike Bowden (2021) who integrated a decolonial approach into her SoW, Simmons (2014) focused more on continental themes and regional diversity.

Similar to Adiche (2009), Nigerian raised Dipo Faloyin writes about his experience of the 'single story' in his aptly titled book *Africa is Not a Country: Breaking Stereotypes of*

Modern Africa (2022). I want to focus on this author for a couple of reasons; firstly Faloyin's dedication to portraying a modern Africa with a comprehensive story to relate, and secondly because he will be visiting my school and sharing with our Year 8 students his experience of a much maligned continent whilst also presenting one of hope. Faloyin (2022) writes:

> Few entities have been forced through this field of distorted reality as many times as Africa - a continent of fifty-four countries, more than two thousand languages, and 1.4 billion people. A region that is treated and spoken of as if it were a single country, devoid of nuance and cursed to be forever plagued by deprivation (p. 6).

Within the context of the geography classroom, Enser (2019) advocates adapting explanations to address misconceptions before they become embedded, stating he does not teach anything about an African country 'without first reiterating that Africa is a diverse continent and that we should avoid talking about it as though it was a homogenous entity' (p. 35). This view is endorsed by (Nayeri & Rushton, 2022) who suggest that teachers develop a pedagogical approach which corrects misconceptions perpetuating the 'cultural-economic-environmental homogeneity of Africa' (p. 2).

Diversity, Race and Coloniality

Exploring similar themes as Adichie (2009), Faloyin (2022) acknowledges the challenges faced by the continent, not to do so would be remiss of him, but he is ardent in presenting to his readers Africa's diverse communities and histories. According to Martin et al. (2017) raising awareness involves an understanding of coloniality and this can only be achieved if the histories of the people who have been suppressed is made explicit. To this end decolonising the curriculum becomes an essential part of pedagogical practice (Martin et al., 2017).

Keith Ajegbo's article in *Teaching Geography* (2011) also considers the issues of diversity and identity in the subject. Drawing on his experience of growing up in a predominantly white working class community, Ajegbo describes how his childhood experience of being black was shaped by stereotypes. Reflecting on the failure of his school

geography to equip him with the tools to deal with his 'overriding fear of inferiority' he urges geography teachers to discuss the causes of cultural and racial differences with their students, thus enabling them to confront the misconceptions that might influence their worldview and limit prospects (Ajegbo, 2011, p. 47). Puttick and Murrey (2020) use Ajegbo's article to effectively highlight the issues of race in geography education. Commenting on the fact that the Ajegbo is a non-geographer, the authors point out that this is the only issue of *Teaching Geography* published between 1975 to 2019 where the word 'race' is explicitly mentioned (Puttick & Murrey, 2020, p. 126).

Milner et al. (2021) elaborate on the importance of diversity in education, emphasing the crucial role that geography teachers have in shaping their students' knowledge and understanding of the world through an accurate representation. Teachers are urged to reflect on their current practice and avoid delivering a 'worldview of predominantly White geography scholars' (Milner et al., 2021, p. 59). Through an evaluation of the geography curriculum, teachers should ask critical questions relating to the choice of case studies and the extent to which the voice of the global majority is represented (Milner et al., 2021).

Student voice is also viewed as important in initiating discussion about diversity in education (Esson & Last, 2020). It was noted that by Milner et al. (2021) that including students with West African backgrounds in the planning of the curriculum provided them with an opportunity to contribute relevance to their own education. Of particular significance was the student voice contribution to the Africa unit; the students wanted to dispel the misconceptions associated with this diverse continent, thereby avoiding the 'single story' narrative (Milner et al., 2021). Radcliffe (2022) also acknowledges that a decolonised pedagogy will encourage a two-way process of dialogue and thus learning between teachers and students.

Decolonising the Geography Curriculum

Tuhiwai Smith (2012, as cited in Radcliffe, 2022) defines the term 'decolonising' as long term processes and practices which delink from coloniality. There is no single blueprint for what it means to decolonise geography but Radcliffe (2022) suggests that it 'involves mapping configurations of coloniality as they touch down in a place' (p. 2). Recognising geography as a discipline 'steeped in coloniality' (Radcliffe, 2022, p. 2), the author draws attention to the lack of debate where coloniality is concerned. This is attributed to both complacency and an uncomfortable realisation for individuals and institutions, notably English-speaking, white teachers and academics in western-style universities. In her foreword, Marie Battiste (Pirbhai-Illich et al., 2018) criticises prevailing Eurocentric structures of education which continue to reinforce systems of privilege and dominance; the process of decolonisation is needed to bring about a transformational change which will enable educators to unpack colonial discourse. Advocating a culturally responsive pedagogy, Battiste warns about discrimating against culturally different groups if the historical role played by schools and educators is made invisible (Pirbhai-Illich et al., 2017). Milner et al. (2021) emphasise the responsibility that educators hold in portraying a world 'that does not soley reflect the worldview of predominantly white geography scholars' (p. 59).

Geography teachers are urged within their departments to critically examine approaches to teaching the National Curriculum and content specified by examination boards (Milner et al., 2021). Decolonising the curriculum will enable teachers to reform school-based practices based on colonialism and racism, thus facilitating the development of a culturally responsive pedagogy that also takes into account a student's background and culture (Jabbar & Mirza, 2017). Radcliffe (2022) states that critical pedagogies will challenge the links between knowledge and power, expanding the scope of learning to include a range of knowledge if the geography curriculum is decolonised. Radcliffe (2022) allays possible

apprehension at the prospect of replacing Anglophone institutions and knowledge with Andean, Black or African ways of life and knowledges emphasising that it can be achieved through more a pluralistic exchange and dialogue. The author stresses that a less-Eurocentric curriculum will improve the quality of education whilst stating that this does not mean a complete dismissal of the western canon of knowledge; rather a reframing of the sums of its knowledge as one component among other plural knowledges (Radcliffe, 2022, p. 151).

Morgan (2017, p. 20) questions how it is possible for school geography to counter the 'process of producing a generation characterised by geographical ignorance.' He refers to media surveys of people unable to name the continents or speaking of Africa as one country. Commenting on the 'knowledge turn' in the subject the author argues that modern versions of geography teaching may inadvertently promote a basic lack of geographical knowledge as schools become less concerned with the transmission of geographical content (Morgan, 2017, p. 24). Morgan suggests that the conditions under which such ignorance is produced should be examined instead of seeing it a completely negative entity. The aspect of geographical ignorance is developed further by Puttick and Murrey (2020) who question which areas of ignorance the newspapers focused on; instead of asking British adults where Balmoral Castle is, they should rather have been asked about the geographies of race, slavery and empire which enabled Queen Victoria to purchase the property. Puttick and Murrey (2020) criticise the media survey for failing to consider the issue of race as a factor responsible for generating this ignorance. This argument was also raised by Martin et al. (2017) who warn that educators will produce future citizens who are perhaps either ignorant of their whiteness and racism, or 'others' from marginalised communities (p. 245) unless the issue of whiteness is tackled through culturally responsive pedagogies. Scoffham (2019) highlights that whilst it may not be consciously acknowledged, the legacy of colonialism remains embedded in our western geographies and asserts that curriculum planning requires a pedagogical focus which

incorporates global learning and understanding (p. 100). If the single story and the perpetuation of colonial legacies is to be avoided, it is essential that teachers focus on decolonising the geography curriculum (Nayeri & Rushton, 2022).

Geography and the National Curriculum

Within the Geography programme of study, the National Curriculum requires pupils at KS3 to be taught about Africa (Department for Education, 2013). There is no requirement, however, to teach Africa, or Asia, to pupils in key stages 1 and 2 although they do have to be able to name and locate the continents and oceans (Department for Education, 2013). Puttick and Murrey (2020) make reference to this obvious gap, arguing that this reduction of core knowledge could be viewed as a 'strategic omission' to side step the issue of British post-colonies (p.129). Similarly, in the *All Party Parliamentary Group Africa Inquiry: Africa and its diaspora in UK School Curricula* (2021*)*, the Royal Geographical Society which works closely with the Department for Education, Ofsted, Ofqual and geography teachers to name a few, highlights that whilst the curriculum and examination courses have specific requirements and opportunties, there are 'longstanding concerns within the subject community' about what pupils actually study in geography' (RGS, 2021, p. 3). The Society supports their statement with reference to Puttick and Murrey (2020) who stress the disconnected and inadequate approach of anti-racist geography within the curriculum.

Peters (2015) states that educational institutions are culpabable of reproducing misinterpretations of history, and subsequently generating racism and stereotypes through their curriculum and pedagogy. Esson and Last (2020) also draw attention to the fact that despite the pressing need for an anti-racist stance in learning and teaching, racism remains an issue in geography. The authors advocate curriculum diversification which facilitates anti-racist positive action, thus providing Black staff and students with an 'equitable chance of accessing, participating, and suceeding in Geography' (Esson & Last, 2020, p. 671). Puttick

and Murrey (2020) optimistically assert that the inclusion of geographies of race in English geography could facilitate the reading and understanding of contemporary cultural geographies.

As noted by Puttick and Murrey (2020) 'the silence in English school geography education on race is defeaning' (p. 128) and appears at odds with the approaches of cultural literacy and powerful knowledge, both of which are integral strands of the curriculum. The authors also point out that the word 'race' does not feature in either the Department for Education's Geography programme of study for KS3 or the Geography GCSE subject content document (Puttick & Murrey, 2020). Whilst one of the core themes 'Changing Places' in the GCE AS and A Level subject content requires students to know and understand 'how the demographic, socio-economic and cultural characteristics of places are shaped', and 'how past and present connections, within and beyond localities shape places and embed them in the regional, national, international, and global scales' (Department for Education, 2014, p. 11), there is no reference to the word 'race'.

Knowledge in the Geography Curriculum

In its summary of the geography curriculum Ofsted (2021) organises knowledge into two categories: substantive knowledge and disciplinary knowledge. Substantive knowledge outlines the curriculum content and includes the interrelated forms of locational and place knowledge, human and physical processes, along with geographical skills (Ofsted, 2021). Disciplinary knowledge, by contrast, introduces more specialised forms of knowledge and enables students to achieve an understanding of the interconnectedness of the subject. It also focuses on how the geographical knowledge was established and how it continues be revised; an older resource, for example, could present an outdated or stereotypical view. A combined appreciation of these knowledges will therefore determine students' geographical understanding and their ability to 'think like a geographer.' (Ofsted, 2021). If teachers make

careful and responsible choices about component knowledge they will enable students to develop a more secure geographical thinking as they learn to appreciate the context from which the knowledge was created (Ofsted, 2021). To this effect, geography teachers are in a strong position to evaluate the concepts of place and space and tackle the issue of racism in the subject (Esson & Last, 2020) and challenge the single story narrative.

The concept of 'powerful knowledge' underpins the disciplinary knowledge component of the curriculum (Ofsted, 2021; Puttick & Murrey, 2020; Roberts, 2014). 'Powerful knowledge' as a 'sociological concept and as a curriculum principle' is defined as specialised knowledge (Young & Muller, 2013, p. 229). It is important to note that the authors raise an objection to this concept on the grounds that the recipients of powerful knowledge are generally those who are already privileged (Young & Muller, 2013). It is argued that specialised knowledge requires educational institutions such as universities and schools to transmit this knowledge as it is not acquired as part of people's everyday lives (Young & Muller, 2013). A distinction is therefore made between school knowledge and everyday knowledge, with the latter based on concepts formed through the learner's personal experience. Young (2014) argues this point further stating that the objective of the curriculum to provide students with the opportunity to acquire knowledge that is unrelated to everyday experience.

Roberts (2014), writing from the perspective of geography teacher, educator and researcher, disagrees with this distinction arguing that it is possible to include everyday experience in curriculum planning, especially from a geographical perspective. To support her assertion she makes reference to Vygotsky (1962) who stressed the close association between everyday knowledge and school knowledge (Roberts, 2014). Whilst Vygotsky (1962) focused on how children learn from a psychological perspective, Roberts (2014) asserts that Vygotsky's recognition of the association between these types of knowledge is

significant because students' understandings of the world are shaped by direct and indirect experience. Students will personally experience different types of weather, make journeys outside their home, or eat food from different countries. According to Roberts (2014), interacting with other people, watching television or engaging with social media may influence their indirect experience. The author notes that some academic geographers view everyday knowledge as a valuable resource for students which will develop their personal geographies (Roberts, 2014).

Young and Muller (2013) highlight that it can be difficult to decide which knowledge should be included in the curriculum and advocate a 'clear and rigorous set of criteria' to select this knowledge (p.231). Commenting from a geographical perspective, Roberts (2014) also acknowledges that whilst the subject provides many powerful ways of viewing the world, there remains the need to carefully select curriculum content. The author argues that whatever knowledge is prescribed, it can only become powerful if students can make sense of it and are motivated to learn (Roberts, 2014). Ofsted (2021) also links personal experience and motivation to what students already know; for instance if they live in an urban area undergoing regeneration this could engage them when learning about concept of urban redevelopment.

Where decolonising the curriculum is concerned, Radcliffe (2022) highlights that opinions expressed in the classroom may not be representative of all experiences thus potentially resulting in difficult conversations between teachers and students. Teachers should, however, view the classroom as a learning space where each other's experiences can be respectfully considered (Radcliffe, 2022). Ofsted (2021), however, cautions that whilst the use of personal experience may be effective in stimulating engagement, it could potentially result in a narrowing of the curriculum. Ofsted (2021) advises that careful thought should be given to the inclusion of similar and contrasting examples outside the realm of personal

experience in order to avoid marginalising geographical knowledge and the pitfall of single stories.

Teaching Materials and Ethnocentric Bias

In addressing the question of which knowledge should be taught in the curriculum, Puttick and Murrey (2020) stress the importance of looking to 'Black, Indigenous and decolonial geographies as significant sources of teaching materials' (p. 131). Radcliffe (2022) refers to university urban geography reading lists in India where only one fifth of the cited authors are Indian. She argues that this 'sanctioned ignorance' perpetuates a culture of anglophone geography (Radcliffe, 2022, p. 148). Writing over four decades earlier, Hicks (1980) cautions against the use of ethonocentric perspectives which could be viewed as racist. He defines ethnocentric perspectives as those which tend to measure other cultures and groups against the norms of one's own culture. Drawing on the the prevalance of cultural bias in geography teaching materials, Hicks (1980) warns about conscious or unconscious attitudes and assumptions that may be evident in textbooks, noting that a word or an image could serve as a trigger to enforce a stereotyped portrayal. Hicks (1982) conducted a survey of human geography textbooks used in secondary schools in Cumbria and Greater Manchester and concluded that 'colonialism is of no real significance or importance to geography … given the nature of institutionalised racism in Britain, it is not really surprising that this period has been glossed over' (p. 22). It would appear, therefore, that colonialism and its negative associations are not soley reserved for school history departments to grapple with. Hicks (1982) was encouraging geography teachers forty years ago to challenge racially biased textbooks and to question whether as educators they have the sensitivity to explain these distortions to their students in order to improve their awareness. And almost forty years on, Puttick and Murrey (2020) make a plea to educational practitioners and teachers to

acknowledge 'uncomfortable histories' and task their students with looking 'critically at the racialised imaginative geographies' that are perpetuated (p.129).

Winter (1997) elaborates on the concerns raised by Hicks (1980, 1982) urging geography teachers to critically review textbooks and reject materials that show cultural bias. Teachers are challenged to look at the way people and places are represented in books and through deconstructing the text 'we can reduce their power to engender inequality and reveal the need to ask questions about their legitimacy' (Winter, 1997, p. 182). Using Kenya as an example to teach students about people and place, the author deconstructs a KS3 geography text and concludes that a white, male, western voice is used to present a Eurocentric perspective; Maasai representation and voice are completely absent (Winter, 1997).

The Geography Association's manifesto acknowledges the discipline's complicity in perpetuating a racist view of the world as presented in British textbooks during the nineteenth and early twentieth century (Geographical Association, 2009). Geography educators are urged to challenge the prejudices that might limit the delivery of a more contemporary and relevant curriculum but whilst emphasising the way the world is viewed is constantly changing and that teachers have a moral responsibility as curriuclum makers (Geographical Association, 2009), there is no reference to anti-racist pedagogies in what could now be regarded as manifesto in urgent need of updating. Puttick and Murrey (2020) urge those responsible for reviewing subject content and the national curriculum 'to give explicit attention to geographies of race, decolonial and Black geographies, as well as anti-racist pedagogies and scholarship' (p, 132).

Rawding (2013) also advocates a high level critiquing of textbooks but makes two significant points. Firstly, owing to a proliferation of reliable online digital resources and material, textbooks are not as influential as they once were. However, with course texts written for specific examination boards, there is the danger of dependency on such books

with case study content quickly becoming out of date. Secondly, teachers may critique the same book from a different perspective which could be problematic where curriculum delivery is concerned (Rawding, 2013). The author argues that the misrepresentation of place in textbooks can lead to inappropriate perception and stereotyping which reinforce the single story narrative. Rawding (2013) uses the continent of Africa to illustrate how a weak understanding of processes and patterns results in an oversimplified and disconnected knowledge of place.

An example of disconnected place knowledge is exemplified in a KS3 National Curriculum text (Gallagher & Parish, 2020) which uses Manchester as a case study to explain the process of urbanisation in the United Kingdom. A bulleted list refers to the Industrial Revolution, the invention of machines for spinning and weaving cloth, and the importation of cotton into Liverpool which was transported to Manchester by boat (Gallagher & Parish, 2020). No geographical or historical context is provided at all; this is a grave omission on the part of the authors who fail to mention the source of the cotton from the American colonies, let alone the slave labour driving the cotton plantations and economy of the southern states. Assuming this omission has been noted, teachers are therefore required to fill in this critically important decolonial knowledge. This represents a clear example of a source which has failed to acknowledge the importance of decolonial geographies (Puttick & Murrey, 2020). Textbook bias is an issue highlighted by Simms (2013) who in her action research writes about historical dishonesty and the risk that teachers may face if they address what she calls the 'hidden curriculum' in their lessons (p. 6).

Ofsted (2021) belatedly advises teachers to be careful about accurate representation and avoiding portraying a 'single story' when choosing case studies and examples. Ofsted (2021) recommends that examples should be selected to enable students to appreciate the diversity of cutures, environments and economic settings whilst emphasing at the same time

that each place is both unique and dynamic. In fostering a sense of place, teachers must

ensure that data and images are also up to date to avoid reinforcing outdated single story

representations. Commenting on the harmful stereotyping of modern Africa, Faloyin (2022)

writes:

> But when you apply this reductive treatment to an entire community, country or race, you create a poisonously false narrative that permeates for generations, until the fiction becomes fact, which in turn becomes an infected shared wisdom steadily passed down – in schools, at family dinner tables, in words pressed into books, and in the images that populate our popular culture. (p.6)

An example which serves to perpetuate the single story narrative can be found in an A level

Geography textbook which features a case study with the title 'The unusual case of

Botswana' (Dunn, et al., 2017, p. 224). The use of the adjective 'unusual' is questionable in

itself but more so is the opening sentence which reads 'By African standards, Botswana is the

beacon of hope' (p. 224). The case study, which links to the Health, Human Rights and

Intervention unit of the Edexcel specification (Pearson, 2019), outlines why Botswana stands

out as a relatively prosperous and politically stable country (Dunn, et al., 2017) but placed in

a comparative context with the rest of Africa, the single story image is once again reinforced.

In *Geography review*, an A level journal, Alcock (2020) warns student geographers to be

cautious about facts which could skew the way they see the world, in other words their

'world view'. Outlining a range of factors such as psychological and news biases, personal

and educational experiences, he encourages students to 'unfilter' their world and critically

evaluate the origin of their built-in biases (Alcock, 2020, p. 19). Also writing in *Geography*

Review, Miller (2018) warns A level geographers about caricaturing sub-Saharan Africa as a

place of poverty and deprivation. Using data from both the 2010 and 2016 Human

Development Reports, the author examines how six of Africa's fastest-growing economies

have made significant progress in areas of health and education, despite being classified in

the 2016 Human Development Report as being countries of low human development (Miller,

2018). Like Alcock (2020), Miller (2018) challenges students to look at the data and recognise that countries in Africa are making indeed making progress, even if slowly.

Jabbar and Mirza (2017) argue that a culturally responsive pedagogy must draw on a diverse range of curriculum resources. A departure from a solely Anglophone framework will avoid perpetuating stereotypes and promote a more secure knowledge base through the use of resources which include contributions from different ethnic minority groups (Jabbar & Mirza, 2017). In a similar vein, Radcliffe (2022) contends that in order to decolonise learning and teaching, a range of sources other than books should be integrated into the curriculum. Reference is make to the inclusion of decolonial materials such as podcasts, documentaries, films, or interviewing people with oral knowledges; in other words, sources narrated or authored by different knowledge holders (Radcliffe, 2022, p. 156). Without the regular inclusion of film or documentary clips to faciliate knowledge and understanding in geography lessons, the scope for learning would indeed be hindered but teachers need to confront colonial pedagogies and challenge existing practice. For example, whilst David Attenborough is a highly respected White broadcaster and natural history presenter, many geography teachers might choose to include a clip from one of his documentaries to support a lesson on climate change or ecosystems when a similar programme presented by Black Nigerian-born British television host Ade Adepitan might be available. The television series *Africa with Ade Adepitan* (Bootle, 2019) represents an example which explicity links to Radcliffe's (2022) point that documentaries produced by different knowledge holders will provide insights into the place-specific contexts of this knowledge (p. 156). This will invariably necessitate a critical reflection of a predominantly white disciplinary canon and asking the potentially awkward question about how the curriculum might look if 'Blackness is seen as central to, not just co-shaping, Geography?' (Esson & Last, 2020, p. 672). But, as pointed out by Nayeri

and Rushton (2022) 'there is a vacuum of government guidance and support on issues of decolonising the curriculum' (p.12).

Conclusion

The role of the teacher in challenging single stories and misconceptions is fundamental to curriculum planning. Geography teachers have a responsibility to shape their students' knowledge and understanding so they have a more accurate view about the contemporary world (Milner et al., 2021). Decolonising the geography curriculum is an essential component of pedagogical practice (Martin et al., 2017) when learning about Africa if misinterpretations of history are to be avoided (Peters, 2015). Teachers are urged to acknowledge uncomfortable histories and avoid the dangers of presenting single stories through anti-racist geography curricula (Puttick & Murrey, 2020). Following the literature review, this study will aim to answer the following research questions:

1. To what extent is a single story narrative evident in the Year 8 students' perception of Africa?

2. To what extent has the new scheme of work enabled the Year 8 students to develop a more balanced knowledge and understanding of Africa?

3. What were the teachers' experiences of teaching a decolonised geography unit?

Methodology

Research Design

The drafting of a new SoW (Appendix A) challenging the single story narrative was central to my research focus. This was based on unstructured interviews with geography colleagues and the heads of the history and music departments. Focus group discussions with members of the Geography Society (GeogSoc) and Year 8 responses to the preliminary survey were also of fundamental importance. A sequence of 12 lessons aiming to provide a

balanced representation of Africa was integrated into the Year 8 Development unit. The use of the prescribed textbook was kept to a minimum in order to avoid perpetuating the single story or risk a binary approach. Most of the resources used to support the new content were freely available online.

The learning questions and activities are summarised in Table 1. *The danger of a single story* (Adichie, 2009) is introduced in Lesson One and, like Bowden's (2021) teaching unit, integrated throughout the new SoW to challenge misconceptions. Lessons have a decolonial focus with Lessons Five and Six focusing specifically on how colonial influences shaped Africa. The lesson content is designed to be as balanced as possible so students will learn, for example, that Africa has a range of biomes as well as deserts. They will also learn that levels of development vary between and within countries and, whilst international aid may be appropriate in some instances, African countries can support their own development initiatives (Faloyin, 2022). This new SoW represents the geography department's first step towards decolonising our teaching and pedagogy. Subsequent evaluation will serve to direct future curriculum planning.

Table 1

Summary of the Development/Africa SoW

Lesson number and learning question	Learning Activities
1. What is the danger of a single story?	• Watch Dollar Street video clip on Burkina Faso and discuss whether the level of poverty is representative of the country. • Watch and discuss Adichie's TED talk 'The danger of a single story'.
2. How is development measured?	• Understand what GNI and HDI measure and how they are calculated. • Study HDI values from every continent. • Using atlas map, describe the global pattern of HDI.
3. What is Africa's physical geography?	• Draw/label major lines of latitude, oceans, rivers, lakes, deserts, mountain ranges, biomes on outline map. • Construct climate graph for Lusaka, Zambia and compare with data for Timbuktu, Mali.
4. What are alternative ways of measuring development?	• Enquiry based task using the Worldmapper website to find alternative ways of measuring development such as obesity levels or percentage of people with access to mobile phone.
5 & 6. How has the past shaped the present?	• Understand that Black African explorers made a significant contribution to expedition history. • Learn about the Scramble for Africa and Berlin Conference, to include Geographical Information Systems (GIS) activity. • Critical reflection on the creation of Africa's national borders. • Construct political map of Africa: label countries and capital cities. • Parody discussion: Ugandan explorer/River Gulu in London • Benin Bronzes debate and letter writing activity
7. How developed is Africa?	• Learn and understand that there are different levels of development between and within African countries. • *Photos as data to kill country stereotypes* from Dollar Street website to show variation between and within countries.
8. Why do people live in poverty?	• Understand economic, social, political and physical factors. • Watch and discuss video on Ethiopia stereotypes. • CBBC clip and worksheet: War in Tigray, Ethiopia • Using BBC article, discuss why African wars receive different coverage to other conflicts such as Ukraine.
9-10. How do countries and organisations support development?	• Understand there are different types of aid: bilateral, multilateral and non-governmental. • Development in Ethiopia: Geofile article and questions • Understand that developing countries are not always dependent on aid from the developed world. • Discuss role played by NGOs such as Comic Relief in reinforcing stereotypes.
11-12. How do African countries develop sustainable initiatives?	• Learn and understand that sustainable projects are an essential component of a country's development and range in scale from top-down to bottom-up. • Read article and complete worksheet on Namibia's potential to become hydrogen superpower. • Group enquiry task and presentation: study three small scale projects from Tanzania, Uganda, and Zambia and evaluate the most sustainable initiative.

Research Approach

This research used a small-scale evaluative approach to assess the impact of the new SoW on the Year 8 students' knowledge and understanding of Africa. This was appropriate because my project is practitioner research investigating the introduction of a change which will be followed by an examination of the outcomes (Thomas, 2017). The author highlights that whilst evaluation research is different from action research on the grounds that evaluation research ends after the outcomes have been evaluated, once the evaluation is complete the researcher may decide to continue with the programme or modify it to some extent. Action research, by contrast, assumes that the outcomes of the intervention will feed back and contribute to a programme of change (Thomas, 2017, p. 168).

Action research according to Cohen et al. (2017) is broad based and includes practitioner research. It is defined by the authors as 'a small-scale intervention in the functioning of the 'real' world and a systematic, close examination, monitoring and review of the effects of such an intervention, combining action and reflection to improve practice' (Cohen et al., 2017, p. 441). Whilst the terms 'action research' and 'practitioner research' are often used interchangeably, Campbell (2013) argues that 'practitioner researchers are intentional in the work of collecting data, using the data to make decisions about their practice and the students' learning, and sharing their results' (p. 2). For this intervention I will be carrying out practitioner research as I will not be able to carry out the cycles that would be required to classify this as action research. This will limit the validity of my small-scale research as Radcliffe (2022) cautions that a decolonising pedagogy is not an 'off-the-shelf model' but rather a continuous process which becomes effective when integrated across a curriculum (p. 160). Campbell (2013) asserts that 'an advantage of practitioner research is that regular analysis of data allows teachers to inform their practice in the midst of their study and to act on their findings without having to revise the study' (p.4). Research necessitates

reflection and making adjustments which may take 'unexpected turns' (Radcliffe, 2022, p. 206). The author also reassures the researcher that there is no such thing as a template for a decolonial project (Radcliffe, 2022).

A review of literature focusing on the importance of decolonising the curriculum produced a range of ideas for my intervention. Since the escalation of Black Lives Matter and the death of George Floyd in 2020, there has been an increase in recent pedagogical research about decolonising geography education. The increased number of websites such as Decolonising Geography (https://decolonisegeography.com) provides a useful range of resources and suggestions for learning support. Online events, for example, *Learning and teaching about the geography of Africa* co-sponsored by the RGS-IBG's Historical Geography Research Group and Race, Culture and Equality Working Group (2022) are increasing in frequency. The apparent lack, however, of recently published peer reviewed examples of action or practitioner research about decolonising the geography curriculum may have a limiting impact on the validity of my small-scale intervention.

Participants

My research focused on the learning and teaching of Africa through the Development unit of the KS3 curriculum. The study focused on the teaching of a new SoW to all five Year 8 classes in a mixed secondary school which is predominantly white middle class. As my research aims to challenge the harmful stereotypes that are entrenched in Africa's single story it would be deemed unethical to teach the content to a sample of the year group cohort.

This research was carried out with 151 Year 8 students: 64 girls and 87 boys. No students in the Year 8 cohort are registered as Black African and one student is registered as White and Black African. Nine students are registered as Bangladeshi, Indian, Pakistani or from other Asian background. The ethnicity report suggests that the school is not

demographically diverse. There are 14 EAL students, 16 SEND students and two PP students in Year 8. The students are not set by ability.

There are five classes of between 29 and 30 students each having, on average, five more boys than girls. I am responsible for teaching one Year 8 class, whilst my colleagues each teach two classes. The school follows a two-week timetable and the students have three one-hour geography lessons over this period. The school also follows a two-year KS3 and three-year KS4 curriculum. GCSE options were selected in May before the completion of the intervention.

Collaboration

Geography Department

This comprises of two full-time staff who have both been teaching for over twenty-five years and a part-time teacher with ten years experience. My head of department (Teacher A) and I have worked together for twenty years whilst the part-time member of staff (Teacher B) has been at the school for three years. Barfield (2016) comments on 'the qualilty of willing interaction, the openness and honesty of dialogue, and the degree of shared decision-making among participants' (p. 223) that facilitate the possibility of collaboration. This is an accurate representation of how our department works together. We are extremely fortunate to enjoy a good working relationship and have a high regard for each others' professional status. As noted by Simms (2013), 'collegiality and collaboration are considered essential features of action research' (p. 3). Our twice weekly meetings always yield opportunities for collaboration; we work as a team and consult each other before making decisions. Our classrooms are located together so we are fortunate to have a permanent base which faciliates communication.

An Inset day in October 2021 provided the opportunity to discuss my research. I outlined my proposal to re-draft the Year 8 Development SoW to include a more balanced

content about Africa. Cohen et al. (2017) describe the action research process as having risk taking features. As decolonising this part of the curriculum was an important component of my proposal, it would involve a departure from traditional practices and result in some potentially difficult conversations (Nayeri & Rushton, 2022). Despite reservations expressed by Teacher A, my colleagues supported the re-drafting and teaching of the new SoW. They also agreed to conduct preliminary and post intervention surveys with their Year 8 classes and to being interviewed at the end of the 12 week unit.

Summary of collaboration in the geography department:

- Unstructured interview reviewing the existing SoW

- Conducting preliminary and post intervention surveys with students

- Teaching the new SoW

- Semi-structured interviews with Teachers A and B

Other Departments in the School

Interviews were conducted with the heads of history (Teacher C) and music (Teacher D) to discuss how they decolonise their curricular.

Author Dipo Faloyin

Dipo Faloyin kindly agreed to talk to the Year 8 students about his recently published book *Africa Is Not A Country* (2022). He spoke of his motivation in writing the book which addresses the misconceptions and stereotypes portrayed about the continent.

CPD Programme

The headteacher requested that I present my research findings to the teaching staff as part of the Autumn 2022 CPD programme.

Ethical Issues

In accordance with the university's policy on ethical research, approval for my research project was granted by the Central University Research Ethics Committee

(CUREC). The university is committed to research being conducted in a respectful way which minimises risk to participants, researchers, third parties, in addition to the university, and requires that research projects receive ethical approval (University of Oxford, n.d.). This study took place following the BERA guidelines for educational research which supports educational researchers in 'conducting research to the highest ethical standards in any and all contexts' (BERA 2018, p. iii).

Burton and Bartlett (2005) advise that consent from the school management and any colleagues involved should be obtained before the research commences. The university recognises that my study is a piece of practitioner research and that as schools already operate with the highest ethical standards only the formal consent of the head teacher is necessary, and not that of individual parents or staff. The head of the geography department also supported my intervention which was conducted during the students' timetabled lessons.

Cohen et al. (2017) emphasise that education research requires the informed consent of all participants. It is important that their confidentiality and right to remain anonymous is respected (Cohen et al., 2017; Thomas, 2009). I informed the students about the nature and purpose of my research, and emphasised that the data collected would remain anonymous. By way of obtaining consent, the implied consent approach was adopted; unless the students stated otherwise it was assumed that they had agreed to participate (Thomas, 2009). Students participating in focus groups were told they could opt out of the study by personal communication or via their school email account. None of the participating students chose to opt out at any point during the intervention.

Five classes of Year 8 students completed anonymous online surveys. All students at the school have access to a device; in instances where students are unable to provide their own device the school has facilitated access, so no student was disadvantaged.

When transcribing interviews, I told the participants they would be referred to as Student A, B or C. The same degree of anonymity would be applied to my colleagues who will be referred to as Teachers A, B, C and D. Prior to interviews participants were informed that I would be writing down or recording their responses on my phone. They would not be addressed by name and recordings would be uploaded to a device and a password protected account. The recordings would be stored until the end of the research project and subsequently deleted. The same principle would apply to scanned copies or photocopies of student work.

 I was keen to impress upon my colleagues that interviews would not be conducted in non-contact time. Two interviews with department colleagues took place during designated departmental CPD time. An opportunity to interview Teacher A occurred during a geography field trip. Colleagues were informed that they would have access to the data, for example, the preliminary and post intervention surveys, samples of student work and lesson observation notes. They would only have access to their own recorded interviews and be given the option to withdraw from the research process either by personal communication or email. The same ethical considerations applied to colleagues from other departments.

In my email communication with Dipo Faloyin, he was made aware of the focus of my research project and consented to be identified by name. The deputy head teacher authorised his visit which was conducted in accordance with school's safeguarding policy. A designated member of staff was permitted to take photos, two of which were uploaded to the school's Twitter account. It is important to emphasise that no can students can be identified from the images. The follow-up reflective task was completed anonymously by the Year 8 students.

As my research focused on addressing misconceptions and decolonising part of the geography curriculum, there was potential for some conversations and discussions to be sensitive in nature. These were carefully monitored to avoid potential offence or distress.

Research Tools

My research used both quantitative and qualitative methods of data collection. Quantitative data was obtained from a small number of closed questions in the preliminary and post intervention surveys. Most of the data was obtained using qualitative methods which were considered the most appropriate research tools for this project. As highlighted by Burton and Bartlett (2005) it is not always possible to reduce classroom variables or practice to quantitative data associated with a positivist methodology. Birmingham and Wilkinson (2003) advocate a qualitative approach as it enables the identification of more easily identifiable trends, a view endorsed by Brooks (2015) who highights that qualitative data can also assist in explaining why such trends exist. Qualitative data analysis, however, is dependent on interpretation and could result in 'multiple interpretations' as there is no prescribed method to present or analyse the data (Cohen et al., 2017, p. 643).

To increase the validity of my research I also used methodological triangulation. This involves more than one method of collecting data in order to obtain a more nuanced understanding of the findings (Bryman, 2004). The importance of triangulation in practitioner research is emphasised by Campbell (2013) and justified as multiple sources of data can be used to collect information and 'confirm and illuminate one another' (p. 4). Designing two or more data collection methods means that the validity of the research is increased as the perspectives of different participants are considered (Jones, 2015). A research project based on one method of data collection could potentially result in a biased or flawed interpretation; the researcher needs to be confident that the data is not distorted but rather multi-layered to facilitate analysis at different levels (Cohen et al., 2017). Triangulation design is promoted by

Jick (1979) as a strategy which offers provide a more holistic and contextual portrayal of the research phenomenon. The author states that whilst triangulation emphasises the importance of qualitative methods it is not necessarily an end in itself but a rather a creative data collection strategy which enables an insightful interpretation (Jick, 1979). Although triangulation may result in convergent findings, Bryman (2004) advises that these findings may not be conclusive. The importance of robust data collection techniques in decolonising research is highlighted by Radcliffe (2022), however her assertion that there is 'no single off the shelf methodological toolkit' (p. 194) is reassuring.

A range of methods were used to collect my data:

- Unstructured interviews with Teachers A, B, C and D

- Semi-structured interviews with Teachers A and B

- Focus group interviews with Year 12 Geography Society (GeogSoc) students and Year 8 students

- Preliminary and post intervention surveys

- Class observation (my group)

- Student work analysis

- Talk by author Dipo Faloyin and reflective follow-up activity

Unstructured Interviews with Teachers

Unstructured interviews were conducted with colleagues in the geography, history, and music departments. These are defined by Cohen et al. (2017) as interviews which provide flexibility. Limitations, however, are that such interviews can be difficult to arrange due to the length of time required (Birmingham & Wilkinson, 2003) and possibly take longer to conduct than anticipated. Furthermore, if the discussion digresses from the subject focus it could be problematic to get the interview back on track (Birmingham & Wilkinson, 2003). An unstructured interview was conducted with both Teachers A and B as collaborators to

review the existing Year 8 Development SoW (Appendix B). Unstructured interviews were also held with history Teacher C (Appendix C) and music Teacher D (Appendix D) to establish how other departments were engaging in the process of decolonising their curricula. Their responses assisted me in designing the SoW and formed an integral part of my methodology. As noted by Radclifffe (2022), interviews are an important part of decolonising research.

   Geography Teachers. My colleagues and I were unanimous that the existing SoW was in urgent need of re-drafting although our review was not without debate. Teacher A argued, for example, that it remained important to teach the Brandt Line which divides the global wealthy North and poorer South. The counter argument from Teacher B and myself was that this is an outdated, if not colonialist, way of seeing the world. Teacher A questioned whether there was a need for an intervention as reference to colonialism was included in the existing SoW. I disagreed arguing that four bullet points on a shared presentation and a brief textbook explanation accompanied by demeaning cartoons (Figure 1) with phrases such as 'Anyway it's for their own good' (Gallagher & Parish, 2009) would not provide the students with an accurate or secure grasp of colonialism. As pointed out by Ofsted (2021), if students are to gain the knowledge which shapes their perspectives and values, teachers need to make appropriate pedagogical decisions.

Figure 1

Cartoons Explaining How the Development Gap grew

Note. From *geog.3* (3rd ed., p. 18), by RoseMarie Gallagher and Richard Parish, 2009, Oxford University Press.

Many of the resources in the existing SoW were outdated, despite the department having access to the most recent digital edition of the textbook. 'So why is Ghana an LEDC?' (Gallagher & Parish, 2009) represents such an example, with some of the images in the text depicting negative stereotypes. The economic classification of 'LEDC' or 'Less Economically Developed Country' no longer appears in geography specifications having been replaced with 'developing' or 'emerging' country, so we were in agreement that this example was no longer appropriate. We discussed whether teaching one case study of a specific country might reinforce a single story or indeed create a binary approach if two contrasting countries were studied. Teacher B proposed a regional approach, for example, studying the physical and human geography of West Africa, but then questioned whether this might result in oversimplified learning and understanding. Teacher A suggested looking at success stories such as start-up IT companies in Ethiopia; it was collectively agreed that such examples would provide a balanced perspective to the students' learning and understanding.

Although there was some hesitancy from Teacher A which will be explored in my third research question, both teachers supported my re-writing the SoW. This would be the department's first attempt at teaching a more balanced and decolonial curriculum.

History and Music Teacher Interviews. The George Floyd murder and Black Lives Matter events also provided the catalyst for diversifying the history and music curricula. I was shocked when history Teacher C informed me 'We have always traditionally taught the transatlantic slave trade which most schools will but it is not a compulsory part of the National Curriculum' as I had incorrectly assumed that it would have been a mandatory component of the KS3 programme of study. This suggested that Year 8 students would have some prior understanding of colonialism when we commenced teaching the new SoW. Teacher C was keen to impress that their curriculum is designed to celebrate Black history whilst avoiding 'reinforcing a narrative of repression'. The students study Muhammed Ali, Walter Tull and an alumnus. Parallels could be drawn between my research and the history department's curriculum intent as a 'narrative of repression' reinforces the single story narrative so I was interested to hear about their balanced teaching and learning of this unit.

Teacher D outlined examples of decolonising KS3 in the music curriculum. Acknowledging the challenge of giving students cultural exposure he admitted that 'the way we do it in this school is a sort of westernised version'. The Year 7 curriculum includes Ghanaian drumming which is 'blurred by oral tradition' so the students are not taught using musical notation; they watch the teacher drumming and then model it. Teacher D explained that Ghanaian terms are used 'so instead of saying *drumming leader* we use the term *djembe'*. The focus on Ghana is significant and I wondered if our department had been aware whether we could have updated the old case study and established a cross-curricular link with the music department.

The history of the Blues is also studied because it includes slavery and links with the Year 8 history curriculum. Teacher D explained 'So what we've done as part of the decolonisation again, like with African drumming, we try to avoid too much notation because they wouldn't be doing that in actual reality, but also we give them a really big chunk about the history of Blues music'. I was unaware that these units were taught at KS3 but they provide an insight into another curriculum area where a multifaceted decolonial approach could be adopted and links established between different subject areas; this would serve to contextualise geographical information and provide the students with an opportunity to see the interconnected nature of subject content (Ofsted, 2021).

Semi-Structured Interviews with Geography Teachers

A semi-structured interview provides the opportunity to ask open-ended questions which could be modified for each interviewee (Cohen et al., 2017). The interviews were conducted after the intervention, the findings of which will be discussed to support my third research question.

Focus Group Discussion with Students

According to Anderson (1996, as cited in Birmingham & Wilkinson, 2003), the purpose of a focus group is 'to elicit a wide range of opinions, attitudes, feelings or perceptions from a group of individuals who share some common experience relative to the dimension under study' (p. 90). Focus group research, therefore, characteristically enables the collection of qualitative data from open-ended discussion generated by a small group of participants on a topic of shared interest (Birmingham & Wilkinson, 2003). Although dialogue is based around a topic provided by the researcher (Cohen et al., 2017), interaction takes place between the participants through a guided but unstructured discussion. The focus group should be carefully monitored as one or two participants could dominate the discussion and compromise the reliability of the data (Cohen et al., 2017).

A discussion was held with six Year 12 members of GeogSoc and their responses (Appendix E) assisted in planning the content for the new SoW. Student A was somewhat critical about what they perceived to be a missed learning opportunity about culture and diversity in Africa:

> In Year 8 history … we learnt about the US colonies and the UK and that the slaves came from Africa but that was the only time Africa was mentioned in a whole unit about people from Africa … there was a real opportunity to learn about the cultures and it was completely missed.

It is interesting that this student attributes this omission to history rather than oversight in geography for failing to decolonise its curriculum . As noted by Robinson (2020), however, 'This is not about geography learning from history. It's about sharing knowledge and working out how to make a cohesive curriculum across the school' (Collaborative approach, para. 1).

Student B recalled 'In German they [teachers] spoke briefly about Namibia because there is a German speaking population there but there wasn't really any mention as to why Namibia has a German speaking population which links to colonialism.' Similarly, Student C commented 'We did a project on countries that speak French … nothing about their colonial history … more about the capital cities and their national dish.' Drawing on the learning experience of the GeogSoc students, these examples illustrate the potential for teachers to establish cross curricular connections whilst also thinking about decolonial approaches. Incorporating the Berlin Conference into the SoW, for example, would provide an opportunity to explain why European languages are spoken in former African colonies

I had also planned a focus group discussion with selected Year 8 students following Dipo Faloyin's talk but their inhibition turned this opportunity into an extended question and answer session. Student voice is an integral part of curriculum design, however, unlike Bowden (2021) whose discussions with her African students provided guidance for future

planning, this was not possible as there are not any African students in Year 8 or Year 12 geography classes.

Surveys

According to Cohen et al. (2017), surveys enable the collection of data at a particular point in time with the aim of identifying generalised features or patterns. Irrespective of whether the survey is large or small scale, the collection of information may involve one or more data collection techniques ranging from questionnaires to interviews (Cohen et al., 2017).

Preliminary Survey. A preliminary survey of two parts was conducted with the Year 8 cohort to collect data about the students' knowledge and perception of Africa. For the first part, the students were given a hard copy of a blank A4 outline map of Africa and allocated three minutes to annotate the map with any geographical information or facts they knew about the continent (Figure 2). This anonymous open-ended task was designed to put the students at ease by reducing the potential pressure of more targeted questioning. Dooley (2001, as cited in Cohen et al., 2017) advises asking general questions before specific ones, as research suggests that participants' responses to general questions could be influenced by responses to the previous specific questions.

Figure 2

Preliminary Survey Map Annotation: Example One
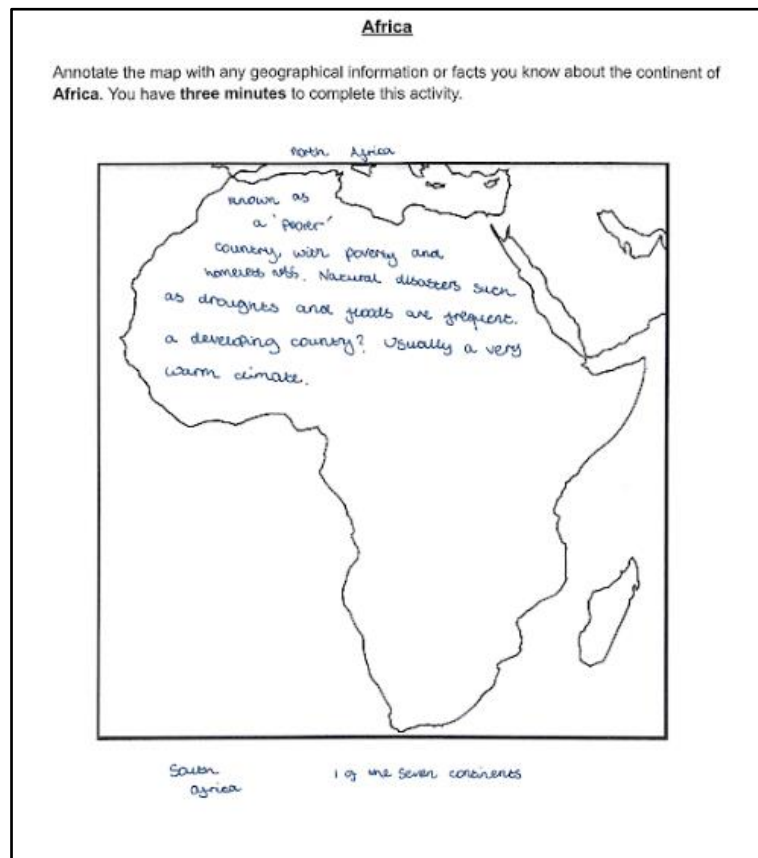
The second part required the students to complete an anonymous online survey which

was emailed to each of the five classes at the beginning of their lesson (Appendix F). A

questionnaire is an effective tool which enables data to be collected in a structured and

manageable manner, although well-planned questions can be challenging to design

(Birmingham & Wilkinson, 2003). The survey consisted of a combination of 14 multiple

choice and open-ended questions about Africa's physical geography, colonisation, and

development. Multiple-choice questions enable the researcher to control the responses given

(Birmingham & Wilkinson, 2003) although Cohen et al.(2017) caution against the primacy

effect when respondents read the whole questionnaire first which could result in a biasing of

responses. Multiple choice questions also facilitate the collection quantitative data. Open-

ended questions, by contrast, invite respondents to answer in their own words (Thomas,

2017) and provide a personal view (Cohen et al., 2017). A disadvantage is that the open-ended nature of the questions could result in difficulties with the coding or categorisation of the qualitative data (Cohen et al., 2017) and make analysis problematic (Birmingham & Wilkinson, 2003). The survey responses in conjunction with the information from the map annotations were instrumental in designing the new SoW.

Post Intervention Survey. A slightly amended version of the preliminary survey was conducted to establish how the students had developed their knowledge and understanding of Africa over 12 lessons. The students were given an A3 blank outline of Africa and instructed to annotate their maps with knowledge and understanding from their recent geography lessons. It was anticipated they would annotate a broader range of content and were allocated 15 minutes to complete this activity. The task was designed to be as open as possible without asking leading questions which might influence student responses. Question 13 was removed from the online survey as it was only relevant for the preliminary data collection.

All five Year 8 classes completed the post intervention survey immediately after the Easter holidays so a lack of continuity may have impacted on the reliability of the results. They were not given advance warning and not permitted to consult any resources prior to or during the completion of the survey.

Observation of Students During my Lessons

A summary of the main themes identified in my lessons will be discussed; I will comment on the students' engagement with the content and the extent to which the new SoW has enabled a more balanced learning and understanding of Africa.

Student Work Analysis

A sample of Year 8 work was used as a source of data to provide evidence of their newly acquired knowledge and understanding of Africa, and demonstrate changes to their misconceptions and single story narrative.

Author's Talk and Follow-up Worksheet

Dipo Faloyin visited the school to talk to the Year 8 students about his recently published book *Africa is Not a Country: Breaking Stereotypes of Modern Africa* (2022). Born in the USA but raised in Nigeria, he spoke about his experience of encountering negative stereotypes which entrench the single story. As pointed out by Radcliffe (2022), a decolonised curriculum should include a range of alternative sources such as 'talking with people with oral knowledges' (p. 156) so the author's visit was also presented an opportunity to highlight the 'visibility of role models' (Radcliffe, 2022, p. 157). Owing to the school calendar and author's schedule, the visit took place one month after completing the unit. Following a 35 minute talk and a brief question and answer session, the students went back to their classrooms to complete a reflective summary sheet (Appendix G).

Methodological Limitations

Five classes taught by three different teachers could have implications for my data collection. Geography lessons are taught on different days which meant that the preliminary and post intervention surveys were not conducted at the same time. This could have impacted on the validity of the results with some students knowing the questions prior to the survey. The results were compromised by a few instances of copying. Whilst the online survey results were anonymous it was possible to track identical open responses if they were submitted at the same time. Despite requesting students to be as honest as possible, it was possible to identify copying of the map annotations as they were collected in seating order .

Students were only allocated three minutes to annotate the preliminary survey map which may have caused undue pressure; five minutes would have been more appropriate. Whilst the post intervention map task resulted in some excellent work, the overall level of annotation was disappointing. I agreed with Teacher B's comment that a structured question

would have enabled more students to demonstrate their broadened knowledge and understanding 'Some of them were a bit disappointing … it was the open ended nature of trying to write anything they could think of instead of asking them to comment more specifically'. This would have enabled the responses to have been coded more effectively allowing specific categories to emerge.

Owing to ethical considerations I did not consider it appropriate to observe my colleagues' lessons as this could have placed them under additional pressure. The implication was that observing the students' learning experience and engagement in the classroom was limited to my group.

Location and time are important considerations when conducting an interview (Cohen et al., 2017) but with limited opportunity to arrange a mutually convenient time in a quiet location both semi-structured interviews were impromptu, one taking place during a residential field trip and the other late afternoon owing to a change in our CPD programme. Both teachers were willing to take advantage of the opportunity but without advance notice Teachers A and B may have had insufficient time to reflect on their students' learning or own teaching experiences.

Methods of Data Analysis

Apart from the small range of quantitative data generated by the multiple choice questions in the preliminary and post-intervention surveys, qualitative analysis using the constant comparative method of coding was undertaken for this research. This method involves going through the data several times and drawing comparisons which enables each element of the relevant data to be assigned with codes from which themes or categories will emerge (Thomas, 2017). Coding data from the students' Africa maps together along with the open responses from the preliminary and post intervention surveys provided the foundations for my analysis. Cohen et al. (2017) define coding as the allocation of a category label to a

piece of data that may have been decided beforehand or subsequently emerge from the data. The researcher is advised to be cautious where the possibility exists of losing context or fragmenting the whole picture (Cohen et al., 2017). Indeed, the authors suggest that where this may be the case, the researcher may prefer to write a narrative account as opposed to extrapolating data from several different contexts (Cohen et al., 2017, p. 673).

Findings and Discussion

In this section, I will present the findings for my three research questions and evaluate whether the single story narrative has been challenged through a balanced learning and teaching of Africa. Each research question will be discussed separately.

Research Question One: To What Extent is a Single Story Narrative Evident in the Year 8 Students' Perception of Africa?

The first part of the preliminary survey consisted of the map annotation task. A summary of the most frequently identified characteristics from the map task can be seen in Appendix H. The instruction explicitly referred to Africa as a continent, yet a small number of responses referred to Africa as a 'country', an example of which is evident on the map in Figure 2. The majority of students attempted to either list or locate the position of some African countries, with Egypt being the most frequently named country. The River Nile was also the most frequently named river, with many students attempting to draw the course of the river on their map (Figure 3). Many students also referred to the pyramids in Egypt. This knowledge can perhaps be attributed to the History programme of study for key stage 2 where the national curriculum provides an option to study Ancient Egypt (Department for Education, 2013).

Figure 3

Preliminary Survey Map Annotation: Example Two

Africa

Annotate the map with any geographical information or facts you know about the continent of **Africa**. You have **three minutes** to complete this activity.
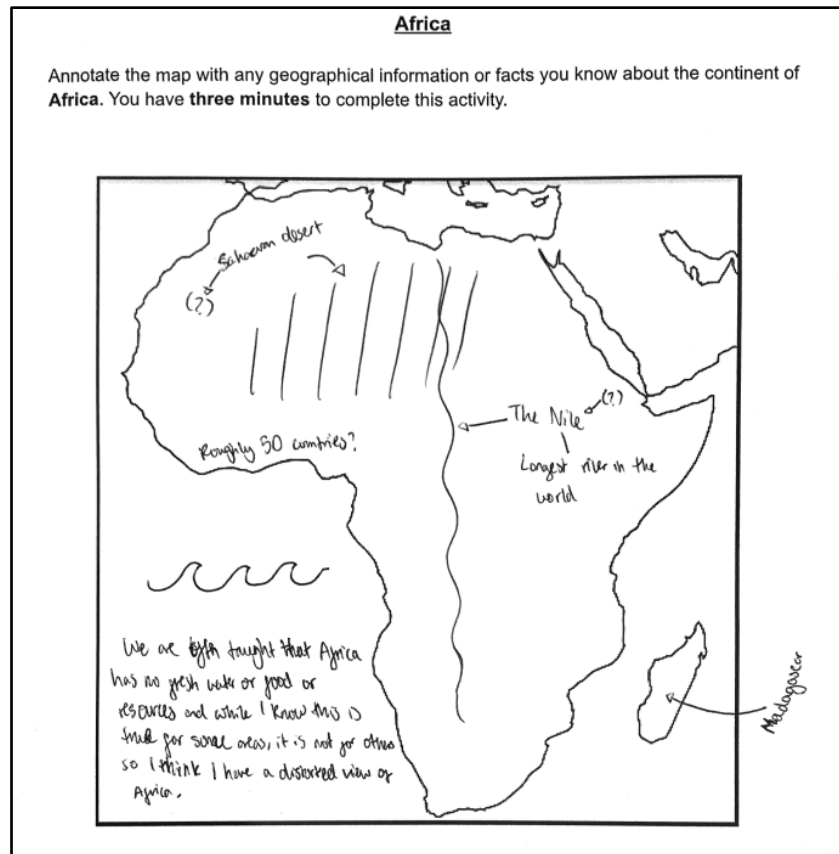
The maps also highlighted some of the misconceptions that students have about Africa's physical geography. These ranged from the location of the continent being situated 'mostly in the southern hemisphere' to the inaccurate perception of Africa consisting of a uniformly desert or savannah landscape. 'Very hot', 'drought' and 'lack of water' were frequently mentioned. One astute student noted that some African countries have different climates based on their latitudinal position. Another student wrote 'We are often taught that Africa has no fresh water or food or resources and while I know this is true for some areas it is not for others so I think I have a distorted view of Africa' (Figure 3). This was the only student in the cohort who acknowledged having a 'distorted view' of the continent.

The students' annotations also reinforced the single story narrative where development was concerned. The phrases used to describe the continent's level of economic or social development were predominantly negative with the most common being 'least developed', 'undeveloped', 'very poor', 'no major urbanisation', 'slum' and 'squatter settlements'. Ethiopia was frequently quoted as an example of a 'very poor country'. A few students noted the role played by charities in 'helping' African countries. A minority of students appeared to have a more balanced perspective and used phrases such as 'most of Africa is developing' and 'poor but some places are rich', with some using the more acceptable term of 'informal settlements' rather than 'slums'.

The second part of the preliminary survey required the students to complete an anonymous online survey which included a range of closed and open questions, the latter of which were coded using the constant comparison method of coding (Appendix I). The data from these responses served to further highlight students' misconceptions which could adversely impact on their geographical learning and further entrench the single story narrative. The survey data indicated that, contrary to the responses on the map task, 56% of students agreed that Africa has more countries in the Northern hemisphere. Only 54% of students correctly identified that the continent consists of 54 countries. The misconception of Africa consisting of a large scale desert, semi-desert, or savanna ecosystem was reinforced by 59% of the students.

With regards to Africa's history, a minority of students annotated reference to the slave trade or slave triangle on their maps, whilst a few students acknowledged the influence of the European colonial powers. One student, for example, annotated their map with 'used to be owned by European colonies'. Britain's transatlantic slave trade is a component of my school's history curriculum which could explain why Question 8 resulted in 82% of the

students being able to provide a secure or developing explanation of the term 'colonisation'.

The responses in Figure 4 indicate that the students have a sound grasp of the term.

Figure 4

Sample of Students' Explanations of 'Colonisation'

> 'Taking over a country and instilling your country's beliefs and languages. Also leaving some of your people there'
> 'When a country comes to another undiscovered country and claims it as their own, they will try to populate it and control its resources as well as oppress the natives.'

Only 32% of the students, however, correctly identified the Berlin Conference as the name of the act which formalised the Scramble for Africa, with 31% correctly selecting 12 to 15 million Africans sold into slavery between 1600 and 1800.

Responses to survey Question 10 indicated that television documentaries had influenced 52% of the students' view and understanding of Africa. Sir David Attenborough was named by 95% as a television personality for Question 13. The significance of films was acknowledged by 13% of students, with Walt Disney's *The Lion King* and DreamWorks' *Madagascar* given as examples. Establishing the influences which have informed, or misinformed, the students' perception and knowledge of Africa is crucial.

It is important to note that the media's single story portrayal of Africa was highlighted by the Year 12 GeogSoc focus group students. Student D commented:

> Overall, poverty-stricken, disease, famine – everything bad that you can imagine … on TikTok everyone thinks that Africa is poverty stricken but there are quite a few African communities that have got phones and social media and they are posting stuff and sharing things that show how developed individual cities are.

Student B agreed, commenting 'I think it's wrong to portray it as though it is not in the 21st century'. Student A added 'I think Africa is probably one of the most diverse continents but it is very much portrayed as this homogenous place.' In order to correct erroneous perceptions it is imperative that misconceptions are identified (Ofsted, 2021).

'Geography lessons' were selected by 15% of the Year 8 students for Question 10. As there is no requirement to teach locational or place knowledge about Africa in geography lessons until key stage 3 (Department for Education, 2013) it is essential that students are able to access a curriculum which imparts a balanced knowledge and understanding.

Question 12 required students to explain how their answer to Question 10 influenced their view of Africa. Table 2 provides a sample of coded responses which illustrates that although 36% of the responses were balanced in perspective, 25% either captured a negative single story narrative or acknowledged that their main source of information had given them an unbalanced perception. It is interesting to note that 18% of responses linked their views to colonial history and slavery (see Appendix J for additional examples).

Table 2

A Sample of Coded Responses to Question 12 in the Preliminary Survey

Coding category	Sample of students' responses
Balanced perspective (36% of responses)	'It is a continent that has both a great economy yet some instances of great poverty.'
Single story/negative perception (25% of responses)	'It only really shows the bad bits of it on television. They report on how the African continent needs help. Lots of tv tells you to donate to Africa to get fresh water. So it must be a very dry dirty place.'
Nature/wildlife (21% of responses)	'From the way I have seen it I see animals in deserts and rain forests … it shows what each animal had to do to survive.'
History/colonisation (18% of responses)	'I got most of my understanding of slavery in Africa from a film that we watched in History. It showed me African landscape, houses and how big the continent was, due to the vast amount of time it took to transport slaves to the west coast.'

It is important to emphasise that my research project is based around the design and teaching of a new SoW on Africa within the Development unit. This justifies the inclusion of Question 14 which required the definition of the term 'development'. Using coding, the

categories of 'secure', 'developing', and 'incorrect' emerged. Most students included

reference to economic or technological advancement (Table 3) although 20% of the students

were unable to provide a definition (see Appendix K for additional responses).

Table 3

Students' Definitions of Development

Coding category	Sample of students' responses
Secure (30% of responses)	'Development means more wealth, infrastructure (water pipes and electricity) and a growing economy and industry.'
Developing (50% of responses)	'The state of a country compared to others in accordance to their technology advancements …'
Incorrect or does not know (20% of responses)	'Something that changes over time.'

To overcome the single story narrative of the students' perception of Africa, the data gathered

from the unstructured interviews, preliminary survey and GeogSoc focus group discussion

provided the framework for drafting the new SoW (Appendix A).

Research Question Two: To What Extent has the New Scheme of Work Enabled the

Year 8 Students to Develop a More Balanced Knowledge and Understanding of Africa?

The findings for this research question will be examined in three sections:

- Observation of my students and analysis of their work

- Post intervention survey

- Dipo Faloyin's talk and reflection sheets

Observation of My Students and Analysis of Their Work

> **Lesson One: What is the Danger of a Single Story?** The students discussed whether

a short video of a family in Burkina Faso (Dollar Street, n.d.) correctly portrayed the level of

poverty in this country. This was directed towards thinking about stereotypes and the concept of a single story as shown in Figure 5. I made reference to their preliminary survey Africa maps and highlighted some examples of inaccurate representations. To begin with the students were reserved and some clearly felt uncomfortable, perhaps anxious that they might say the wrong thing. Radcliffe (2022), however, refers to awkward conversations that may occur between students and teacher. The students then watched Adichie's (2009) *The danger of a single story* which underpins my intervention and, like Bowden's (2021) research, is interleaved into the new SoW. Evidence of the students' engagement was identified by their comments on aspects of Adichie's experiences including her American roommate's surprise that someone born in Nigeria, a country synonymous with war and poverty, could speak English. The students were asked to think of other single stories entrenching harmful stereotypes. This resulted in a student from Syria referring to the negative media portrayal of the Middle East.

Figure 5

Family in Burkina Faso Living on $45 a Month

The figure originally presented here cannot be made freely available via ORA because of copyright. The figure was sourced at Dollar Street. (n.d.). Retrieved from Gapminder: https://www.gapminder.org/dollar street? active=626a95630f4a5a110b4c9ca3

Note. Free material from the Dollar Street website (https://www.gapminder.org/dollar-street?active=626a95630f4a5a110b4c9ca3)

Lessons Two: How is Development Measured? The objective of this lesson was to understand how the concepts of Gross National Income (GNI) per capita and the Human Development Index (HDI) are calculated and learn which countries have the highest and lowest values. Some aspects of the original SoW were retained such as studying the traditional, some might argue Eurocentric, indicators of development. To present a balanced overview of trends it was essential that the students were able to describe how the global pattern of HDI. They completed an activity from their textbook which enabled them to see that whilst Africa has the highest number of countries with a low HDI, other continents also have patterns of spatial variation. It was important to dispel the misconception of African countries failing to make progress. They studied a table of data and noted that Africa has 23 countries having 'very high', 'high' or 'medium' levels of human development (United Nations Development Programme, 2020). The students concluded that there is a large range of development within the continent.

Lesson Three: What is Africa's Physical Geography? The students used an atlas to complete a blank outline map and labelled a range of physical features to include rivers, lakes, mountain ranges, and biomes. This is a standard activity in many of our department's geography lessons but once complete is rarely studied in any depth. To avoid the single story of deserts and drought it was crucial that the students plotted six major rivers and a range of biomes to include deciduous woodland and tropical rainforest. A completed map is shown in Figure 6 in which the student recognises that the physical geography of Africa is more complex and diverse than their initial perception.

Figure 6

*Example of a Student's Physical Map*
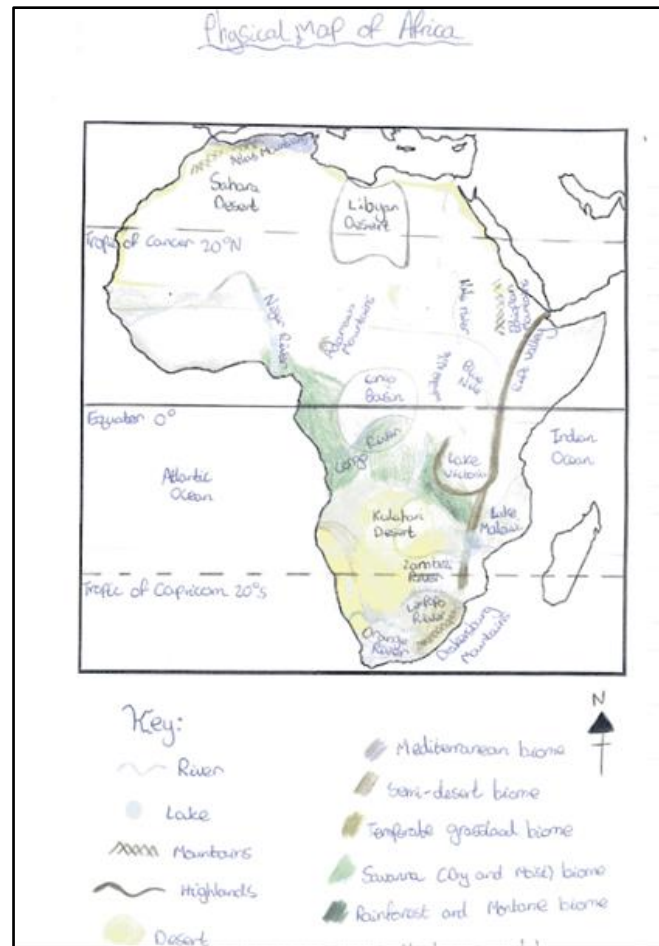
The students constructed and described a climate graph for Lusaka, Zambia. They compared their graph with climate data for Timbuktu, Mali. Figure 7 shows a sample of work which recognises that different regions in Africa experience climatic variation. This activity helped correct the erroneous thinking that the continent is uniformly dry and suffering from water scarcity.

Figure 7

Example of a Student's Climate Graph and Description of Patterns
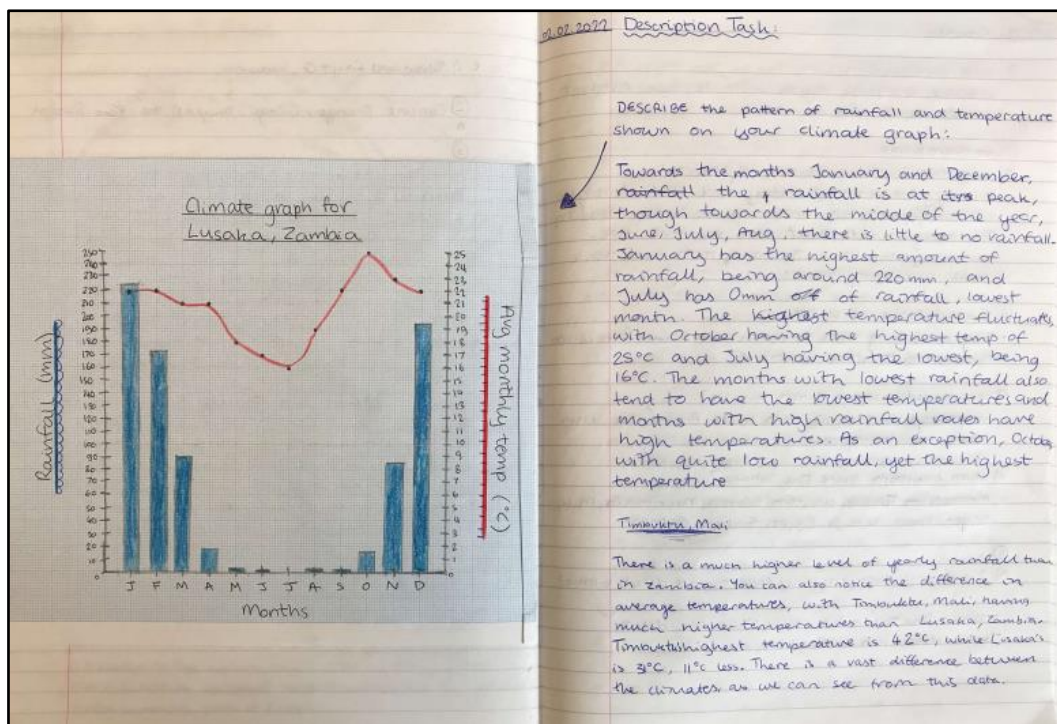
Lesson Four: What are the Alternative Ways of Measuring Development? Using the Worldmapper website (https://worldmapper.org/) students were provided with the opportunity to critically explore alternative indicators of development such as obesity levels or the percentage of people who have access to a mobile phone. As this lesson did not focus on Africa the findings will not be discussed.

Lessons Five and Six: How Has the Past Shaped the Present? Whilst disagreeing with Faloyin's (2022) comment that figures such as Livingstone are 'still taught with glory in schools' (p. 26), something I have not encountered in my teaching experience, the rationale for these lessons was to move away from the entrenched colonial view of attributing the exploration of Africa to European figures such as Livingstone and Stanley. The students learned that Black African explorers such as James Chuma and Abdullah Susi made a significant contribution to expedition history. The sketch in Figure 8 provoked much debate with the students directing their own discussion. One student felt that the sketch was 'an

analogy for slavery'. A sample of comments is shown in Figure 9 which indicates that some

students were beginning to move towards a more decolonial way of thinking (Puttick &

Murrey, 2020) whilst acknowledging that similar practices still occur today.

Figure 8

Sketch Showing Black Explorer Abdullah Susi Carrying David Livingstone

The figure originally presented here cannot be made freely available via ORA because of copyright. The figure was sourced at Royal Geographical Society with IBG. (n.d.). Hidden histories of Black geographers. Retrieved from https://www.rgs.org/geography/black-geographers/hidden-histories/
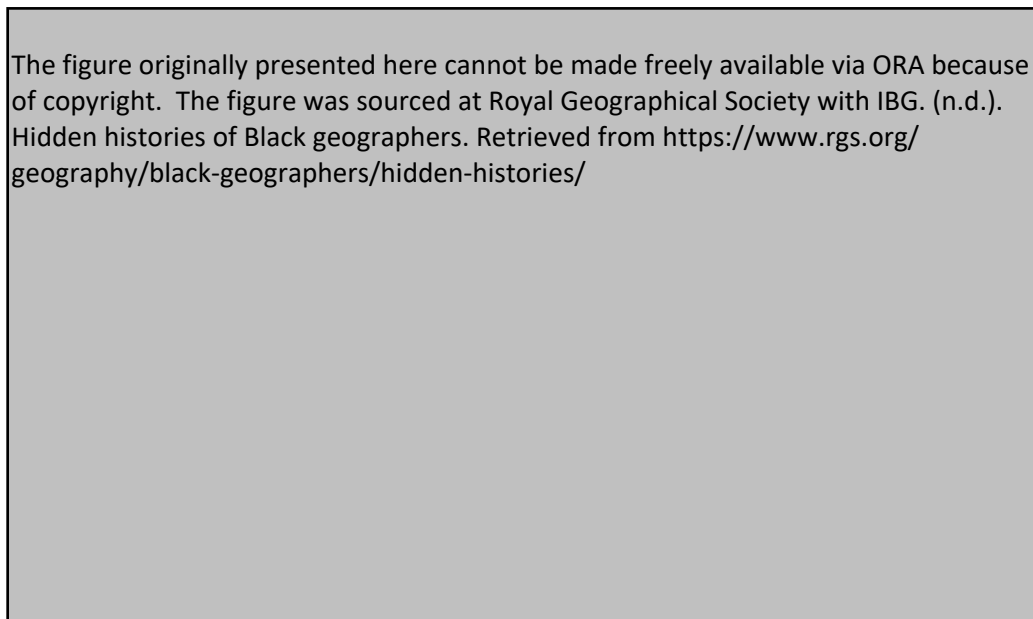
Note. Illustration from Missionary travels and researches in South Africa (London: John

Murray 1857) Author: David Livingstone. From https://www.rgs.org/geography/black-geographers/hidden-histories/

Figure 9

A Sample of Students' Comments

'So was Livingstone a good or bad guy?'

'This is not a healthy relationship and shows a power imbalance. This is an analogy for slavery.'

'This is not a sign of respect. He is being carried and his stuff is being carried which shows extreme selfishness.'

'This says a lot about the time period with obvious divides and servants.'

'This is an analogy of a porter at a hotel but they would be paid.'

The students chose one of the Black explorers studied in the lesson and completed a short research activity. Comments in Figure 9 reinforce a previous class discussion about explorers Susi and Chuma who accompanied Livingstone's body back to England and were awarded bronze medals by the Royal Geographical Society. Some students were indignant as they thought that they deserved better recognition. This provides evidence of a more informed view of the impacts of colonialism.

Figure 10

Example of Student's Research on Black Explorer Abdullah Susi
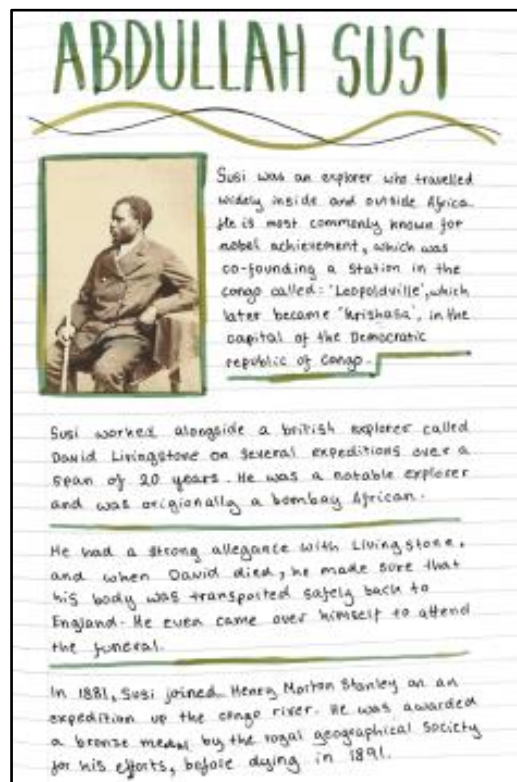
The preliminary survey indicated that 82% of students had a secure or developing understanding of the meaning of the term colonisation but only 32% knew of the Berlin Conference. To decolonise this part of the curriculum it was essential to teach the Scramble for Africa and understand the consequences of colonisation. Students cannot contextualise places accurately if colonial history is omitted (Robinson, 2020) and it is important that they have the ability to formulate geographical questions such as 'why is this place like this?' and

'how are other places affected?' (Ofsted, 2021). A simple ArcGIS activity provided an opportunity for the students to independently investigate the reasons for European colonisation in Africa and the effects of colonial-imposed borders. The geography programmes of study for KS3 (Department for Education, 2013) state that students should be competent in the skills needed to interpret a range of sources of geographical information including Geographical Information Systems (GIS). They enjoyed the interactive nature of the activity and I observed evidence of technical peer support. Students were keen to express their thoughts about the process of colonisation. One student commented 'It's horrible what they have done. It's not really talked about enough, not much in history generally, but I think it's getting better.'

The starter activity in Lesson Six was designed as retrieval stimulus about land expropriation and renaming of territories. Using colonial parody as a tool, the students read a report about a Ugandan explorer's recent discovery of the River Gulu flowing through an unknown city recognisable as London (Musambi, 2019). Puttick and Murrey (2022) suggest that teachers use anti-racist parody tests to challenge the ways that curricula and resources reinforce colonialism and naming practices. The authors caution 'We do not intend for the parody test to be revealed to students, though there is certainly a place for that and we have found the discussion of pedagogical decisions with our students to be meaningful points of debate' (Puttick & Murrey, 2022, para. 13). The boys in my class were especially vocal, with one student exclaiming 'Who the hell does he [the explorer] think he is?' Another boy responded 'Don't you remember what we learned last lesson?' The sense of outrage persisted until another boy exclaimed 'It's an example of satire guys!' This demonstrated the inability of some students to recognise the process of colonialism in reverse and highlighted that sufficient time should be allocated to build the students' knowledge (Ofsted, 2021). In the

future, this activity could provide an opportunity for a cross-curricular link with the English department to explore the concept of parody.

The students completed a political map of Africa. This task was deliberately left until this point to reinforce the structure of colonial-imposed boundaries (Puttick & Murrey, 2020). The names of British colonies, for example, former Rhodesia, were linked to individuals such Cecil John Rhodes. The students' enthusiasm as they used atlases to extend their spatial awareness whilst identifying countries surrounding a landlocked nation or commenting on the outline of a country's borders demonstrates an increased application of knowledge and understanding.

A BBC News video (BBC, 2022) about the Benin Bronzes and looting of artefacts in colonial Africa provided the focus for a homework task which required students to write a letter to the prime minister. It is important to note that the students were told they could argue from either perspective. The looting of African artefacts is condemned by Faloyin (2022) who comments on 'the ongoing battle to have the artefacts … stolen during the colonial period returned' (p. 8). Figure 11 shows an example of a student's letter advocating the British Museum's return of the artefacts which emphasises their decolonial stance. Teacher A expressed his reservation about this activity, arguing it was more history than geography. This argument will be explored further in my third research question.

Figure 11

Student's Letter: Returning the Benin Bronzes
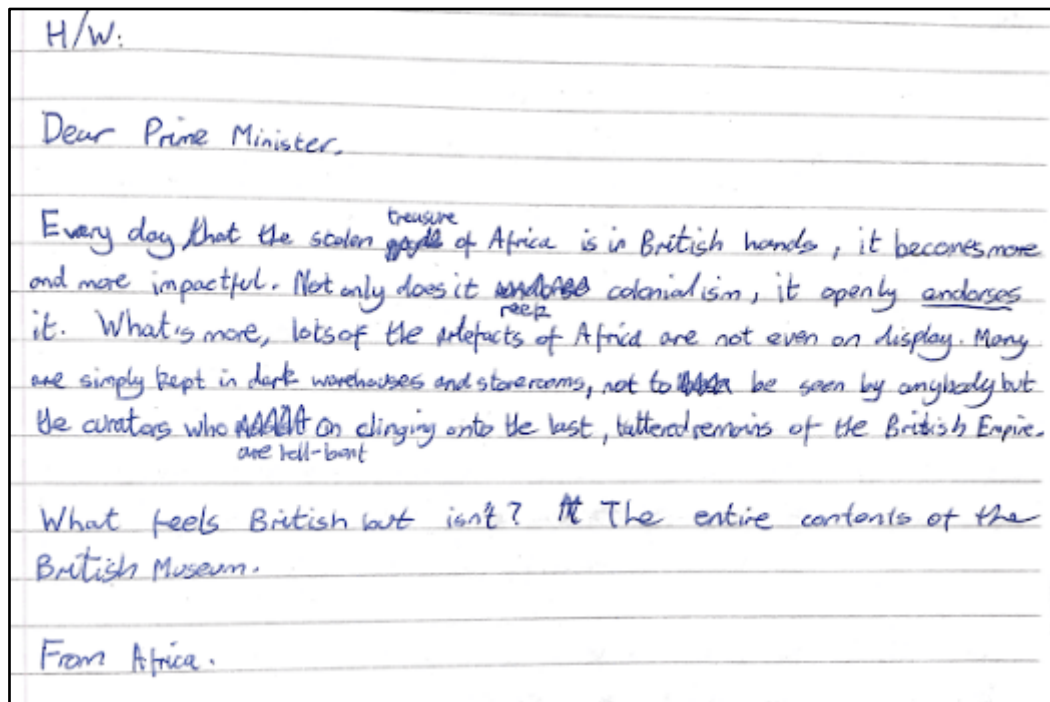
Lesson Seven: How Developed is Africa? Learning activities were designed to challenge the perception of all African countries having a low level of development and provided opportunity for retrieval practice from Lesson One. Students were shown how to navigate 'Photos as data to kill country stereotypes' (Dollar Street, n.d.) to find alternative indicators of development such as beds, toilets or toys and observe the variation both within and between African countries. Walking around the classroom it was interesting to hear the students' comments as they compared amenities and possessions. The findings from this lesson corrected misconceptions that poverty was uniform across Africa.

Lesson Eight: Why Do People Live in Poverty? Ethiopia was selected as an example of a country frequently depicted for its single story of famine and war, and perpetuating the negative stereotypes associated with Africa. The students were asked to think of words to describe what they knew about Ethiopia. Many of the adjectives such as 'poor' and 'starving people' were similar to those written on their preliminary Africa maps. One student said 'I know that I am probably stereotyping but skinny people and drought.' It was encouraging to observe that they qualified their perception by acknowledging that it could be biased which suggests they are beginning to understand the impacts of the single story. The students watched a television clip on Ethiopia which challenged Romesh Ranganathan's (BBC, 2018) single story of the country. The class discussed why the presenter had the negative perception of a 'drought-ridden dust bowl' and how he addressed his misconceptions.

 To achieve a balanced overview of Ethiopia it was essential for the students to learn about the ongoing conflict in the Tigray region of the country and understand that war can impact on the standard of living and quality of life. A CBBC Newsround clip (2021) which explained the conflict was watched and a worksheet completed. Student responses indicated that they recognised the impacts of the war and why humanitarian aid was necessary in this part of the country (Appendix L).

Linking to the Ukraine conflict, the class read a BBC news article *Viewpoint on Ukraine: Why African wars get different treatment* (Mezahi, 2022) and identified the reasons behind the lack of coverage such in countries such as Ethiopia. I was surprised at the depth of understanding and the maturity evident in some of the students' comments. A student wrote 'The current war between Ukraine and Russia seems to have a lot more widespread condemnation than the wars in Africa'. Another student wrote 'People see the war in Ukraine

as a middle-class issue, however, wars in Africa are seen as lower-class struggles.' This also prompted a student to respond with 'this is almost a single story'.

Lessons Nine and Ten: How do Countries and Organisations Support Development? Continuing with the case study of Ethiopia, this lesson focused on how countries and organisations support can support development. As a class we read *Ethiopia - Africa's Rising Star?* (Punnett, 2019) and learned how bilateral, multilateral and non-governmental aid can support a country's development.The objective was for students to understand that developing countries are not always dependent on aid from the developed world and that some examples of aid can reinforce stereotypes. A textbook activity on the different types of aid was completed and the role played by NGOs such as Comic Relief in reinforcing stereotypes debated; images showing starving people and sick children were used to support the discussion and challenge the single story. A BBC news article *Comic Relief will stop sending celebrities to Africa* (2020) provided the focus for a balanced discussion on the effect that celebrities such as Ed Sheeran can have on entrenching negative stereotypes. The students argued that whilst there was a need for certain types of aid, for example emergency aid, the way in which media appeals are made must be reviewed. Dipo Faloyin notes the harmful way that Africa is portrayed as 'functionally helpless in battling its own problems' (Faloyin, 2022, p. 79) and reinforced this issue during his talk to the students.

Lessons Eleven and Twelve: How do African Countries Develop Sustainable Initiatives? The students learned that sustainable projects are an essential component of a country's development. The example of Namibia was used to show an African country on track to becoming a hydrogen superpower. A worksheet consolidated their understanding of the potential multiplier, with a student noting 'Other countries may copy the idea, employing a mass of the population whilst providing a renewable energy source' (Appendix M).

A group enquiry task required the students to review three small scale projects from Tanzania, Uganda, and Zambia and evaluate the most sustainable initiative. Roberts (2017) states that enquiry should supported by evidence from the real world so this task provided an opportunity to think critically about actual projects as opposed to 'invented people and places' (p. 48). Walking around the classroom I listened to students discussing which project they thought was the most sustainable. Figure 12 shows two slides from the group presentations which suggest that the students understand that African countries can manage their own innovative development projects without relying on aid.

Figure 12

Selected Slides from Presentations on Small Scale Projects
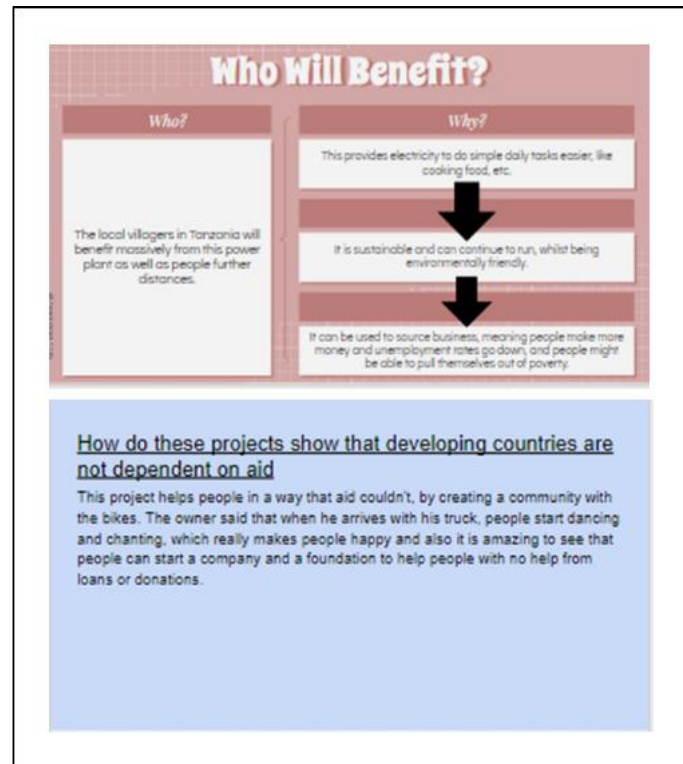
Post Intervention Survey Analysis

       The post intervention survey used the same format as the preliminary survey. The students were given an extended time of 15 minutes to annotate their Africa maps and question 11 reworded to incorporate reference to their geography lessons.

       Figure 13 shows two Africa maps which have noted the single story, colonisation, development potential, and different biomes. Teacher B commented 'some of the more confident students who have written more on their maps have definitely got the idea that some parts of Africa are more wealthy than other parts and recognise that there are variations, certainly when you compare it to their original maps. Over half the maps, however, were limited to labelling countries and physical features, with less emphasis on development. This could be attributed to the open ended phrasing of the question which should have been more structured enabling themes to emerge.

Figure 13

Samples of Post Intervention Survey Maps

The survey results (Appendix I) showed an overall improvement in locational knowledge, for example, 86% of students identified Africa as having 54 countries compared to 54% in the preliminary survey. The River Nile remained the most frequently named river but it was encouraging to note mention of other rivers such as the Zambezi and Congo. Despite an increase of 18% from the preliminary survey, 45% of students still think that Africa consists of desert, semi-desert and savanna. This misconception will be addressed in more detail next academic year.

Questions relating to the colonisation of Africa showed an improvement in knowledge, with 86% of students demonstrating a secure or developing understanding of the term *colonisation* and 73% correctly identifying the Berlin Conference as the act formalising

the Scramble for Africa. Fifty-two percent of students correctly selected 12-15 million

Africans sold into slavery which showed an improvement of 21%.

The survey showed an increase from 15% to 50% of responses choosing *Geography*

lessons as the option informing the students' understanding and view of Africa. Figure 14

shows two responses describing how geography lessons have challenged their

misconceptions. Both students reject the media's harmful portrayal of the single story,

acknowledging that African countries are not entirely aid dependent.

Figure 14

Students' Responses to Question Eleven

> 'It has helped to get rid of common stereotypes and understand that Africa isn't just full of poverty and famine … They don't always need help from aid and the way the media describes the continent is not entirely true.'
> 'Geography lessons have taught me about how Africa is a continent which is not just poor and in need of aid from other countries. Where I was previously influenced by news broadcasts of poverty, famine and struggle, which still exists, I now know that this does not define Africa.'

Figure 15 shows a comparison of coded responses to Question 11 which asked

students to describe how their knowledge and understanding of Africa had been informed.

This evidence suggests that the new SoW enabled 81% of students to develop a more

balanced knowledge and understanding of Africa. Only 7% of responses perpetuated a single

story or negative perception, reflecting a decrease of 18% from the preliminary survey. There

was also a decrease in the number of respondents who viewed Africa from either a wildlife or

historical perspective.

Figure 15

Students' Perception of Africa: Preliminary and Post Intervention Data
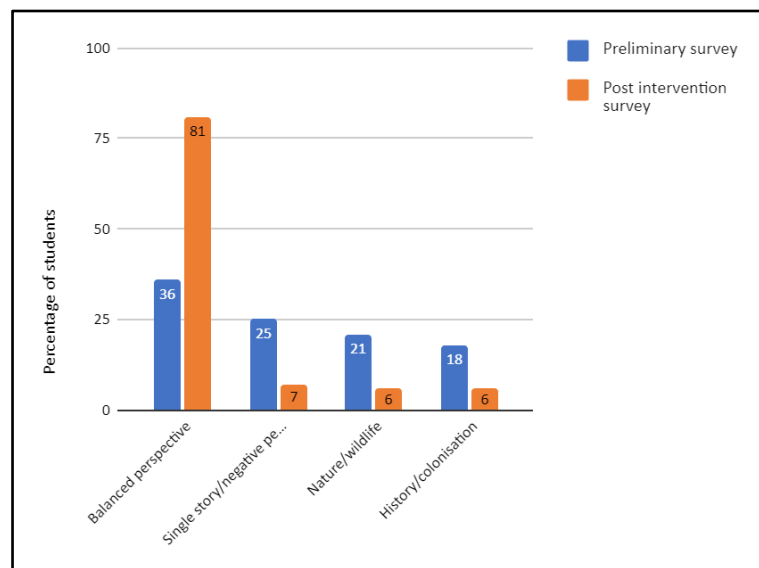
A secure definition of the term *development* was provided by 69% of the respondents for Question 14, showing an improved understanding of 39%. A student who demonstrated a secure understanding of the term wrote 'Development is the increase of often positive things, e.g. intellect, healthcare systems, or democracy'. Only 10% of the cohort were unable to provide a secure or developing definition.

The new SoW was designed to challenge the students' single story of Africa. Evidence suggests that they now have more balanced knowledge and understanding. The extent to which the students received the same learning experience, however, is uncertain. Three different teachers could have implications for the students as we each have a different style and agency, the latter of which is influenced by personal capacity, beliefs and values (Priestley et al., 2015).

The post intervention survey was conducted without notice following the students' return from their Easter holiday; they were not permitted to consult their books. The lack of continuity could have impacted on the results. With five classes taught by three teachers,

there was invariably inconsistency with the delivery of the curriculum across the 12 week

unit owing to staff absence or other scheduled school events.

Author's Talk

Dipo Faloyin's visit to discuss his recently published book *Africa Is Not A Country*

(Faloyin, 2022) proved pivotal to my research. As stated previously, owing to the constraints

of the author's schedule and the school's calendar, his talk did not coincide with teaching of

the Development unit so I was initially concerned by the lack of continuity. The Year 8

students were engaged throughout his talk which focused on the importance of avoiding the

single story narrative and perpetuating the harmful stereotypes of poverty, drought, famine

and conflict in Africa. Following a question and answer session, the students returned to their

classrooms and completed a worksheet. A sample of students' reflections can be viewed in

Appendix G but is important to highlight a couple of examples. In response to the question

'What inspired Dipo Faloyin to write this book about Africa? a student wrote 'His years

growing up in Africa observing all of the cultural discrimination and stereotypes. He has been

inspired by charities like Comic Relief portraying African countries as weak, helpless and

feeble.' Question four asked 'How does the author's talk link to your recent geography

lessons on Africa and the Development unit?' and produced responses such as 'We have been

learning about the rich diversity of the continent' and 'In our geography lessons we have

been learning about the other side of the story and that Africa is doing alright.' These

responses are representative of most of the cohort's answers and provide evidence that the

new SoW and author's talk has to a large extent, overcome the single story narrative of the

students' perception of Africa.

A focus group consisting of ten Year 8 students remained in the theatre after the talk.

The students were initially hesitant to participate and the forum developed into extended

question and answer session. Despite this, the students asked Faloyin some insightful

questions which provided evidence of the students' thinking and engagement, especially in the context of misconceptions and stereotypes (Figure 16).

Figure 16

Sample of Questions Asked to Dipo Faloyin

'How can we stop the spreading of misinformation?'

'Why does Western media portray Africa in such a negative way?'

'I went to Africa - it was a safari – does this contribute to stereotypes?'

'Were there any stereotypes about Europe when you were living in Nigeria?'

'Will the African continent be able to recover their art and artefacts? Will their history and culture recover?'

A week after the talk, the student from Syria told me about a conversation with his parents and wondered if there might be an opportunity to study the Middle East which is also portrayed negatively with a single story: 'it has its problems with corrupt leaders but there is another side.' This informal conversation illustrates how this student was able to draw a parallel between Africa and his own personal context.

My colleagues agreed that the new SoW covered a greater breadth of Africa than previously taught within the development unit. The decolonial content enabled the students to develop a more balanced knowledge and understanding of the diversity within the continent and as stated by Teacher B 'they've certainly taken on board the idea of the single story'

Research Question Three: What were the Teachers' Experiences of Teaching a Decolonised Geography Unit?

The responses to the post intervention semi-structured interviews will be discussed separately as Teachers A (Appendix N) and B (Appendix O) had different experiences of teaching the new unit.

Teacher A:

When Teacher A was asked if the new SoW had sufficient depth and breadth to challenge the single story and provide a starting point to decolonising our curriculum his responses were sceptical. According to Radcliffe (2022) decolonising research involves challenging mindsets as new knowledge-producing practices are created and cautions the researcher about sceptical attitudes that might be encountered. Teacher A's main argument was that introducing new knowledge such as the Black geographers and political boundaries involved telling 'different single stories'. He described the Scramble for Africa video as 'very good and nicely concise' but commented on the omission of the Arab slave trade. He also acknowledged the relevant inclusion of the 'fairly neutral' Berlin Conference which was useful in explaining why Africa's borders exist. Teacher A expressed the view that teaching the Benin Bronzes 'is leaning towards stirring things up. Where does history stop and geography start? … I think we are shifting from one story to another story.' Using examples such as the Windrush migration, Robinson (2020) argues that geography and history are linked and should provide an opportunity for cohesive curriculum development.

Teacher A stated that he did not experience any problems accessing the resources as they were linked into the SoW. I enquired about the resource I had created to show African countries in each of the HDI categories; this was to overcome the single story often presented in textbooks of only showing the lowest ranked countries. He acknowledged that whilst Africa tends to perform badly in the global scale overview it was useful to highlight the

'massive range of diversity within Africa' but then challenged me with 'it's almost as though you are trying to deny that Africa is doing badly.'

When asked if the lessons had generated any uncomfortable discussions Teacher A replied that sensible discussion was possible with one class but not his second class as their lessons were at the end of the school day. He used the Benin Bronzes example to highlight potentially awkward discussion, commenting 'but unless you go with the current thrust which is we should apologise for things that happened years ago and return everything … so I think it would be difficult for people to say anything other than that … I have tried to make it as interesting as possible but I feel uncomfortable force feeding them a different story.' He explained that as he was an older teacher reaching the end of his career he had grown up with a completely different view. Teacher A's response was not unexpected as Esson and Last (2020) warn of necessary but uncomfortable conversations between both white staff and students when new pedagogical approaches to decolonise the geography curricula are implemented.

Asked about the extent to which the decolonised SoW had informed his own teaching approach, Teacher A appeared to evade the question by replying that he had not previously taught Africa as 'single entity' and like the Brandt Line debate in the preliminary interview had not thought of it before. He attempted to qualify this by stating 'but then the Brandt Line is 50 years old and I've been teaching for 30 years so probably some things have changed.' Teacher A's discomfort with teaching parts of the new SoW can be linked to Nayeri and Rushton's (2022) work where they caution about the unsettling of 'dominant narratives' (p.6).

When questioned whether the Year 8 cohort is more informed than last year's group, Teacher A replied 'In theory, yes, they should know more…because we have been spending more time thinking about the diversity in Africa.' Although his responses might suggest

otherwise, Teacher A is not averse to teaching the revised unit next academic year but suggested that 'instead of dipping in and out' the Development unit should be taught first, followed by Africa. He commented 'before, Africa was just slotted in with the Development SoW which I wrote'. Whether Africa should be integrated within the Development unit or taught as a discrete unit is a conversation for the future but the continent demands more consideration than being 'just slotted in' if the single story narrative is to be challenged.

Teacher B:

Teacher B appeared to have a more positive experience with the new SoW which she described as 'definitely better than previous iterations of our development curriculum'. When asked about the extent to which it had informed her own teaching she replied 'I've always been quite conscious of trying to avoid single stories about Africa and I did some work about this in my NQT year years ago so I've always been quite conscious of that … and bringing in a more positive story so that is more subtle as opposed to all examples being negative'. This highlights Teacher B's capacity to take on board pedagogical innovation (Nayeri & Rushton, 2022).

Teacher B agreed that there was a 'greater breadth of cover' and 'definitely less of a single story of Africa'. Teacher B was confident her students had 'taken on board the idea of the single story' and commented 'they know more examples and specifics about actual places in Africa which has widened their story'. She supported this by contrasting the information annotated on preliminary and post intervention maps. Teacher B mentioned the example of Ethiopia providing an opportunity to focus on both challenges and development potential. She supported this by referring back to the example of Ghana, the only case study of Africa in the previous SoW, stating 'We used to use Ghana which also gave a range but it probably gave more focus on what was done to Ghana rather than what Ghana was doing for itself'.

Teacher B acknowledged that there was a 'really good range of skills' ranging from mapping skills to constructing climate graphs, although she admitted the latter would be more effectively embedded next year to 'get the idea of a more varied climate across Africa'. Teacher B also referred to the task of extracting information from texts which was 'a positive stretching for them towards the end of this unit'. She responded, however, that she did not provide her classes with the opportunity for debate:

> There are two main reasons … they debate enough with me about everything … and it would have been dominated by a couple of voices potentially … I have a slight aversion to two people debating stuff they don't really know much about and for many of them they had very little knowledge on either the colonial issues generally or on the development geographical side … I need to know more about how best to help them to debate productively rather than it just becoming a sharing of ill-formed misconceptions.

Teacher B makes a valid point about students exchanging 'ill-informed' misconceptions which geography teachers have a responsibility to tackle (Ofsted, 2021). Using debate as an effective way to develop geographical understanding is encouraged by Walshe (2017) who acknowledges that activities may require scaffolding if the class is not used to argumentation.

Conclusion and Implications

This research aimed to determine whether the single story narrative that is frequently depicted of Africa could be challenged through a balanced learning and teaching of the continent. My research was based on collaborative teaching of a new SoW in the Year 8 geography curriculum. In this section I will summarise the evidence for each of my research questions and consider the implications of my findings.

Research Question One: To What Extent is a Single Story Narrative Evident in the Year 8 Students' Perception of Africa?

The preliminary survey data indicated that misconceptions were responsible for creating a single story perception in over half the Year 8 cohort. 'Dry', 'drought', 'desert', 'undeveloped' and 'very poor' were some of the commonly used words to describe Africa

which was also referred to as a 'country' by many students. Responses indicated that their place knowledge was weak and misconceptions largely attributed to the media. As the school's history department teaches the transatlantic slave trade, most students had some knowledge about colonisation but little knowledge about the impact on Africa. The omission of studying British post-colonies and 'imperialist whitewashing of British geography' in the curriculum is condemned by Puttick and Murrey (2020, p. 129) so this provided an opportunity for the geography department to review this unit of the curriculum. The GeogSoc focus group responses also highlighted misconceptions and pointed to gaps in subjects such as German where opportunities to learn about colonialism in Africa had been missed. This indicates that students themselves are capable of identifying 'gaps' hence the importance of student voice in assisting with curricula design.

Dipo Faloyin's talk was instrumental in providing another perspective on challenging the single story narrative and the harmful effects of misconceptions. The detailed responses in the follow-up worksheets provided evidence that the students were engaged during his presentation which enhanced their learning experience.

In conclusion, evidence indicates that the Year 8's perception of Africa was flawed with misconceptions which, unless challenged, could potentially entrench the single story narrative throughout their schooling.

Research Question Two: To What Extent has the New Scheme of Work Enabled the Year 8 Students to Develop a More Balanced Knowledge and Understanding of Africa?

My research project provided an opportunity to re-write the Development SoW which enabled the department to allocate more time teaching about Africa than previously would have been the case. It could be argued that teaching a discrete unit may have provided more learning opportunities but my findings yield substantial evidence that the new SoW enabled the students to develop a more balanced knowledge and understanding. Ofsted (2021) notes

that whilst the geography curriculum provides the opportunity to develop a complex understanding of place, teachers should design curricula incorporating physical and human processes, cultural awareness and diversity, and sustainable development. Teaching contrasting climates, studying the contribution of Black explorers and evaluating sustainable bottom-up schemes represent a few examples of the range of content. Samples of work and post-intervention survey data affirm that the students broadened their knowledge and understanding but the extent of their decolonial learning may have varied across the cohort. As both researcher and teacher, I had a vested interest in delivering the SoW so it could be argued that there was an element of bias where my class's learning was concerned.

Research Question Three: What Were the Teachers' Experiences of Teaching a Decolonised Geography Unit?

The unstructured departmental interview focused our attention about how we taught Africa within the Development unit. Debate was inevitable as we reviewed our current approach to teaching geography, especially with regards to decolonising our curriculum. Teachers A and B agreed to teach the new SoW but had different experiences. Teacher A felt uncomfortable teaching some content, attributing his reservations to being an older teacher who had grown up with a different view. Attempts to decolonise geography can result in a 'discomforting journey for individuals' (Radcliffe, 2022, p. 13). He also thought some of the content fell more within history's subject area. Teacher B appeared to have a more positive experience and drew on work conducted about Africa and single stories during her PGCE year. She expressed reservation about debating topics such as the Benin Bronzes as misinformed students could perpetuate misconceptions. Both teachers agreed to teaching the new SoW next year, although Teacher A expressed the opinion that Africa should be taught separately after the Development unit.

Implications:

    This research focused on the redrafting and teaching of one unit in the KS3 geography curriculum. It is not intended that this SoW be a token one-off attempt but rather, as advocated by Robinson (2022), an approach which is embedded across our curriculum. When studying hazard events, for example, care must be taken to avoid entrenching single stories such as associating flooding with Bangladesh or earthquakes with Haiti. These countries also provide opportunities to explore the colonial past and question 'uncomfortable histories' (Puttick & Murrey, 2020, p. 129). As advised by Radcliffe (2022), 'decolonising pedagogy is an ongoing process rather than a one-class, stand-alone component' (p. 160).

    My research involved the participation of three white teachers from a small department in a predominantly white middle class school which would make it difficult to evaluate the effectiveness of this intervention in another context. If this research was replicated in a more demographically diverse school, teachers would need to be more culturally conscious with curriculum planning (Simms, 2013).

    Using student voice to inform curriculum planning is a way of ensuring that geography remains relevant; by including students they have an opportunity to have a say in their own learning (Bowden, 2021; Milner, Robinson, & Garcia, 2021). In a study by Milner et al. (2021) students from West African backgrounds were consulted and impressed the need to avoid misconceptions when learning about Africa. Owing to the lack of diversity at my school this would not be possible, however, our GeogSoc students highlighted gaps in the curriculum where colonial histories could have been explored.

    Cross curricular links could be established between different subject areas. Designing decolonial projects would provide opportunities for collaboration and multifaceted learning outcomes. Links could be established between geography, history and dance when teaching Windrush migration at KS3, for example.

As follow-up research, it would be interesting to observe whether the Year 8 students who have chosen GCSE Geography carry forward their learning experience of Africa. When studying Development in Year 9, for example, would there be fewer single stories and misconceptions evident in their writing such as 'E.g. drought in Africa'? Year 8 students continuing with geography could provide the focus for future research to establish the ongoing impact of my intervention and the extent to which the single story narrative has been challenged, whilst incorporating other countries such as India or Bangladesh. Another research opportunity could compare the current Year 8 students going forward into GCSE with the current Year 9 students who have not had access to the decolonised unit. As highlighted by Radcliffe (2022), decolonising research 'is an ongoing process and not a single endpoint' (p. 206).

References

Adichie, C. (2009, November). *The danger of a single story* . Retrieved from
https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_stor
y

Ajegbo, K. (2011). Diversity, citizenship and cohesion. *Teaching Geography, 36(2)*, 46-48.
Retrieved from https://www.geography.org.uk/Journal-Issue/481d85f7-33fb-453f-
8b9f-aee6ed67bdba

Alcock, D. (2020). Challenging your world view: How to develop your critical thinking.
Geography review, 34(2), 17-19.

Barfield, A. (2016). Collaboration. *ELT Journal, 70(2)*, 222-224. Retrieved from
https://doi.org/10.1093/elt/ccv074

BBC. (2018, July 8). The Misadventures of Romesh Ranganathan (Series 1, Episode 2) [TV
series episode]. Retrieved from https://www.bbc.co.uk/iplayer/episode/b0bb3gnc/the-
misadventures-of-romesh-ranganathan-series-1-episode-2

BBC. (2020, October 28). Comic Relief will stop sending celebrities to Africa. Retrieved
from BBC News: https://www.bbc.co.uk/news/entertainment-arts-54716750

BBC. (2022, February 10). Benin bronzes: Africa wants to speak for itself [Video]. Retrieved
from BBC News: https://www.bbc.co.uk/news/av/world-africa-60326279

BBC Newsround. (2021, July 3). *Ethiopia Tigray crisis: How the fighting started and why is
there famine? [Video]*. Retrieved from https://www.bbc.co.uk/newsround/57417249

BERA. (2018, June). *Ethical Guidelines for Educational Research* . Retrieved from
https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-2018

Biddulph, M. (2011). Editorial: 'The danger of a single story'. *Teaching Geography, 36*(2),
45.

Birmingham, P., & Wilkinson, D. (2003). *Using research instruments : A guide for
researchers.* Taylor & Francis Group.

Bootle, O. (2019). *Africa with Ade Adepitan.* BBC.

Bowden, K. (2021). Using 'the danger of a single story' as a curriculum artefact to challenge
misconceptions about Africa. *Teaching Geography, , 46*(3), 115-118.

Brooks, C. (2015). Research and Professional Practice. In G. Butt (Ed.), *Masterclass in Geography Education: Transforming Teaching and Learning* (pp. 31-44). Bloomsbury.

Bryman, A. (2004). Triangulation. In M. S. Lewis-Beck, A. Bryman, & T. F. Liao, *The Encyclopedia of Social Science Research Methods* (pp. 1143-1144). Sage Publications. Retrieved from https://edge.sagepub.com/system/files/Triangulation.pdf

Burnett, L., Brack, S., & Anderson, S. (2021). *Teaching About a Place? Stop and Think First!* Retrieved from Decolonising Geography: https://decolonisegeography.com/blog/2021/04/teaching-about-a-place-stop-and-think-first/

Burton, D., & Bartlett, S. (2005). *Practitioner research for teachers*. SAGE Publications.

Bustin, R., Butler, K., & Hawley, D. (2017). GeoCapabilities: teachers as curriculum leaders. *Teaching Geography, 42(1)*, 18-22.

Campbell, K. (2013). A Call to Action: Why We Need More Practitioner Research. "A Response to A Teacher Educator Uses Action Research to Develop Culturally Conscious Curriculum Planners". *Democracy & Education, 21(2)*, 1-8.

Cohen, L., Manion, L., & Morrison, K. (2017). *Research Methods in Education* (8th ed.). London: Taylor & Francis Group.

Department for Education. (2013). Retrieved from History programmes of study: key stage 3: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239075/SECONDARY_national_curriculum_-_History.pdf

Department for Education. (2013). *Geography programmes of study: key stage 3*. Retrieved from https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239087/SECONDARY_national_curriculum_-_Geography.pdf

Department for Education. (2013). *Geography programmes of study: key stages 1 and 2*. Retrieved from https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239044/PRIMARY_national_curriculum_-_Geography.pdf

Department for Education. (2013). *History programmes of study: key stages 1 and 2.*
Retrieved from
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachme
nt_data/file/239035/PRIMARY_national_curriculum_-_History.pdf

Department for Education. (2013). *National Curriculum - Geography key stages 3 and 4.*
Retrieved from GOV.UK:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachme
nt_data/file/239087/SECONDARY_national_curriculum_-_Geography.pdf

Department for Education. (2014). *Geography GCE AS and A Level subject content.*
Retrieved from
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachme
nt_data/file/388857/GCE_AS_and_A_level_subject_content_for_geography.pdf

Department for Education. (2014). *Geography GCSE subject content.* Retrieved from
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachme
nt_data/file/301253/GCSE_geography.pdf

Dollar Street. (n.d.). Retrieved from Gapminder: https://www.gapminder.org/dollar-
street?active=626a95630f4a5a110b4c9ca3

Dunn, C., Adams, K., Holmes, D., Oakes, S., Warn, S., & Witherick, M. (2017). *Edexcel A
level Geography Book 2.* Hodder Education.

Enser, M. (2019). *Making every geography lesson count.* Crown House Publishing.

Esson, J., & Last, A. (2020). Anti-racist learning and teaching in British geography. *Area,
52(4)*, 668-677. doi:10.1111/area.12658

Faloyin, D. (2022). *Africa is not a country: Breaking stereotypes of modern Africa.* Penguin.

Gallagher, R., & Parish, R. (2009). *geog.3* (3rd ed.). Oxford University Press.

Gallagher, R., & Parish, R. (2020). *geog.2* (5th ed.). Oxford University Press.

Geographical Association. (2009). *A Different View: A Manifesto from the Geographical
Association.* Retrieved from Geographical Association:
https://www.geography.org.uk/GA-Manifesto-for-geography

Hicks, D. (1980). *Images of the World: An Introduction to Bias in Teaching Materials.* (Occasional Paper No.2) University of London, Institute of Education.

Hicks, D. (1982). *Bias in Geography Textbooks: Images of the Third World and Multi-Ethnic Britain.* (Working paper No.1) University of London, Institute of Education.

Hopkin, J. (2017). Global Learning. In M. Jones (Ed.), *The Handbook of Secondary Geography* (pp. 106-119). Geographical Association.

Human Development Reports. (2020). *Human Development Insights*. Retrieved from https://hdr.undp.org/data-center/country-insights#/ranks

Jabbar, A., & Mirza, M. (2017). Identification of Cultural Heuristics for the Creation of Consistent and Fair Pedagogy for Ethnically Diverse Students. In F. Pirbhai-Illich, S. Pete, & F. Martin (Eds.), *Culturally Responsive Pedagogy: Working towards Decolonization, Indigeneity and Interculturalism* (pp. 29-52). Palgrave Macmillan.

Jick, T. D. (1979). Mixing Qualitative and Quantitative Methods: Triangulation in Action. *Administrative Science Quarterly, 24*(4), 602-611. Retrieved from https://www.jstor.org/stable/2392366

Jones, M. (2015). Writing a Research Proposal. In G. Butt (Ed.), *MasterClass in Education: Transforming Teaching and Learning* (pp. 113-127). Bloomsbury.

Martin, F., Pirbhai-Illich, F., & Pete, S. (2017). Beyond Culturally Responsive Pedagogy: Decolonising Teacher Education. In F. Pirbhai-Illich, S. Pete, & F. Martin (Eds.), *Culturally Responsive Pedagogy: Working towards Decolonization, Indigeneity and Interculturalism* (pp. 235-256). Palgrave Macmillan.

Mezahi, M. (2022, March 6). *Viewpoint on Ukraine: Why African wars get different treatment*. Retrieved from BBC News: https://www.bbc.co.uk/news/world-africa-60603232

Miller, G. (2018). Good news about Africa. *Geography review, 31(3)*, 7-9.

Milner, C., Robinson, H., & Garcia, H. (2021). How to start a conversation about diversity in education. *Teaching Geography, 46(2)*, 59-60.

Morgan, J. (2017). The making of geographical ignorance? *Geography, 102(1)*, 18-25.

Musambi, E. (2019, April 27). *Great African Explorer Discovers 'River Gulu' in London.* Retrieved from https://nairobinews.nation.africa/ugandan-great-explorer-discovers-river-gulu-in-london/

National Geographic. (2012). *Obama Asks a Questions at the GeoBee*. Retrieved from https://www.nationalgeographic.org/video/edu-obama-question/

Nayeri, C., & Rushton, E. A. (2022). Methodologies for decolonising geography curricula in the secondary school and in initial teacher education. *London Review of Education, 20*(1). Retrieved from https://www.scienceopen.com/hosted-document?doi=10.14324/LRE.20.1.04#B26-LRE-20-4

Ofsted. (2011). *Geography Learning to make a world of difference*. Retrieved from https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413723/Geography_-_learning_to_make_a_world_of_difference.pdf

Ofsted. (2021). *Research review series: geography.* Retrieved from GOV.UK: https://www.gov.uk/government/publications/research-review-series-geography/research-review-series-geography

Pearson. (2019). *A Level Geography.* Retrieved from https://qualifications.pearson.com/content/dam/pdf/A%20Level/Geography/2016/specification-and-sample-assessments/Pearson-Edexcel-GCE-A-level-Geography-specification-issue-5-FINAL.pdf

Pearson Edexcel. (2019). Retrieved from A Level Geography: https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/geography-2016.coursematerials.html#filterQuery=Pearson-UK:Category%2FSpecification

Peters, M. A. (2015). Why is My Curriculum White? *Educational Philosophy and Theory, 47(7)*, 641-646. Retrieved from https://www.tandfonline.com/doi/pdf/10.1080/00131857.2015.1037227

Pirbhai-Illich, F., Pete, S., & Martin, F. (Eds.). (2017). *Culturally Responsive Pedagogy: Working towards Decolonization, Indigeneity and Interculturalism Paperback.* Palgrave Macmillan.

Priestley, M., Biesta, G., & Robinson, S. (2015). Teacher agency: what is it and why does it matter? In J. Evers, & R. Kneyber (Eds.), *Flip the system: changing education from*

the ground up (pp. 1-11). Routledge. Retrieved from
https://core.ac.uk/download/pdf/42544019.pdf

Punnett, N. (2019). Ethiopia - Africa's Rising Star? *Geofile, 37*(2), 1-6.

Puttick, S., & Murrey, A. (2020). Confronting the deafening silence on race in geography education in England: learning from anti-racist, decolonial and Black geographies. *Geography, 105(3)*, 126-133.

Puttick, S., & Murrey, A. (2022). *Parody tests for anti-racist and decolonial geography school teaching.* Retrieved from Decolonising Geography: https://decolonisegeography.com/blog/2022/02/parody-tests-for-anti-racist-and-decolonial-geography-school-teaching/

Radcliffe, S. A. (2022). Decolonizing Geography: An Introduction. Polity Press.

Rawding, C. (2013). *Effective Innovation in the Secondary Geography Curriculum.* Routledge.

ResultsPlus. (2019). *Pearson Edexcel Examiners' Report June 2019 GCSE Geography 1GA0 02.* Retrieved from https://qualifications.pearson.com/content/dam/secure/silver/all-uk-and-international/gcse/geography-a/2016/exam-materials/1GA0_02_pef_20190822.pdf

RGS. (2021). *Consultation Response from the Royal Geographical Society with IBG: All Party Parliamentary Group (APPG) Inquiry on Africa and its diaspora in the UK School Curricula.* Retrieved from https://www.rgs.org/geography/advocacy-and-impact/consultations/appg-inquiry-on-africa-and-its-diaspora/.

RGS-IBG's Historical Geography Research Group and Race, Culture and Equality Working Group. (2022). *Learning and teaching about the geography of Africa.*

Roberts, M. (2013). *Geography Through Enquiry.* The Geographical Association.

Roberts, M. (2014). Powerful Knowledge and Geographical Education. *The Curriculum Journal, 25(2)*, 187-209. Retrieved from https://doi.org/10.1080/09585176.2014.894481

Roberts, M. (2017). Planning for enquiry. In M. Jones (Ed.), *The Handbook of Secondary Geography* (pp. 48-59). Geographical Association.

Robinson, R. (2020). *How can we decolonise geography?* Retrieved from
    https://geoteach.co.uk/decolonising-geography.html

Royal Geographical Society with IBG. (n.d.). *Hidden histories of Black geographers*.
    Retrieved from https://www.rgs.org/geography/black-geographers/hidden-histories/

Royal Geographical Society with IBG. (n.d.). *Hidden histories of exploration*. Retrieved from
    https://www.rgs.org/about/our-collections/online-exhibitions/hidden-histories-of-
    exploration/

Scoffham, S. (2019). The world in their heads: children's ideas about. *International Research
    in Geographical and Environmental, 28(2)*, 89-102. Retrieved from
    https://doi.org/10.1080/10382046.2019.1529712

Simmons, G. (2014). How diverse is Africa? Reflections on a new scheme of work. *Teaching
    Geography, 39(3)*, 110-111. Retrieved from
    file:///C:/Users/Jane/Downloads/TG_Autumn_2014_Simmons.pdf

Simms, M. (2013). A Teacher-Educator Uses Action Research to Develop Culturally
    Conscious Curriculum Planners. *Democracy and Education, 21(2)*, 1-10. Retrieved
    from https://democracyeducationjournal.org/home/vol21/iss2/3/

Thomas, G. (2009). *How to do Your Reseach Project: A Guide for Students in Education and
    Applied Social Sciences.* SAGE Publications.

Thomas, G. (2017). *How to Do Your Research Project: A Guide For Students* (3rd ed.). Sage.

United Nations Development Programme. (2020). *United Nations Development Reports.*
    Retrieved from https://hdr.undp.org/en/indicators/137506

University of Oxford. (n.d.). *Research ethics (including CUREC).* Retrieved from
    https://researchsupport.admin.ox.ac.uk/governance/ethics

Vygotsky, L. S. (1962). *Thought and Language.* MIT Press.

Walshe, N. (2017). Literacy. In M. Jones (Ed.), *The Handbook of Secondary Geography* (pp.
    198-211). Geographical Association.

Winter, C. (1997). Ethnocentric bias in geography textbooks: a framework for reconstruction.
    In D. Tilbury, & M. Williams (Eds.), *Teaching and learning geography* (pp. 180-
    188). Routledge.

Worldmapper. (n.d.). Retrieved from https://worldmapper.org/maps/

Young, M., & Muller, J. (2013). On the powers of powerful knowledge. *Review of Education, 1*, 229-250. Retrieved from https://doi.org/10.1002/rev3.3017

Appendix A

New Year 8 Development/Africa Scheme of Work

Learning Objectives	Resources	Learning Activities
1. WHAT IS THE DANGER OF A SINGLE STORY?		
• Preliminary survey - **please do this first lesson** (link in Resources column) • Definitions of DEVELOPMENT & QUALITY OF LIFE. • Distinguish between poverty and extreme poverty. .	• Preliminary survey <u>Year 8 AFRICA</u> • Dollar Street clip/images on Burkina Faso family • geog.3 5th edition • TED talk: Chimamanda Ngozi Adichie's 'The danger of a single story' 18 mins • Development powerpoint 1	• Development powerpoint 1 • Dollar Street: <u>Dollar Street - photos as data to kill country stereotypes</u> play video/show the images on this page. Pupils to discuss level of poverty. Is this representative? • Now play the TED talk <u>Chimamanda Ngozi Adichie: The danger of a single story	TED Talk</u> Pupils to discuss this - can they think of other examples of single stories? • H/W geog.3 5th edition p. 67 'If the World were a village of 100 people' Activities 4 and 5.
2. HOW IS DEVELOPMENT MEASURED?		
• Understand the concepts of GNI per capita and HDI. • Know how GNI per capita and HDI are calculated. • Know which countries have the highest & lowest GNI per capita. • Know which countries have the highest & lowest HDI. • Know that development could also include the ecological footprint.	• Development powerpoint 2 • geog.3 5th edition • Blank world maps • Atlases	• Development powerpoint 2 • Oxfam poster (bus) <u>Where has the global movement against inequality got to, and what happens next? – FP2P</u> Pupils to discuss. • geog.3 pp. 70-71 'Your turn' 2 to 6.

Learning Objectives	Resources	Learning Activities
3. WHAT IS AFRICA'S PHYSICAL GEOGRAPHY?		
● Physical map of Africa: know that Africa's landscape is varied and has distinct biomes.	● Blank physical map ● Atlases ● graph paper	● Draw and label: **Lines of Latitude:** Equator, Tropics of Cancer and Capricorn, **Oceans:** Indian and Atlantic, **Dese**rts: Sahara, Libyan, Kalahari, **Mountains:** Atlas, Drakensberg, Ethiopian and Adamawa Highlands; Rift Valley, Congo Basin, **Rivers:** Nile (White and Blue), Niger, Congo, Zambezi, Limpopo, Orange, **Lakes:** Malawi, Victoria. **Biomes:** desert/semi-desert, savannah**,** deciduous woodland and tropical rainforest(Atlas or p. 230 Progress in Geography). ● Construct climate graph for Lusaka in Zambia (data p. 133 in new atlas or link HERE Climate graph data: Lusaka, Zambia) Pupils to describe pattern. Could compare with data for Timbuktu, Mali.

Learning Objectives	Resources	Learning Activities
4. WHAT ARE ALTERNATIVE WAYS OF MEASURING DEVELOPMENT?		
• Understand that variables other than GNI per capita and HDI can be used to measure a country's level of development. • Know that some types of map projections have both advantages and disadvantages.	• Atlas • Worldmapper maps	• Pupils to look at social measures in Atlas from p.155. Choose two alternative indicators from the column and explain why these could be used to measure development. Construct a table for the following countries: Afghanistan, Brazil, Burkina Faso, China, Germany, Haiti, India, New Zealand, Peru, UK, USA, Zimbabwe. • Pupils to find a Worldmapper map to show global trends of their chosen indicators using Maps - Worldmapper Can type key word/s into 'search results'. • Pupils to describe the global pattern of **one** of their alternative indicators. • Pupils to discuss in pairs, and note down, the advantages and disadvantages of using the Worldmapper maps to show their chosen indicators.

Learning Objectives	Resources	Learning Activities
5. AFRICA: HOW HAS THE PAST SHAPED THE PRESENT?		

• Understand that there were African explorers who made a significant contribution to expedition history.
• Colonisation of Africa: know what the Scramble for Africa was and how it was ratified by the Berlin Conference.
• Understand the difference between the ethnic boundaries before the Berlin Conference and the African national borders agreed at the Conference.
	• Powerpoint <u>Black Geographers in Africa</u>
	• Video: <u>A Brief History of The Scramble For Africa</u> (10 mins)
	• GIS activity on w/s (step by step instructions) <u>Esri/ArcGIS Africa boundaries task</u>
	• Blank political map
	• Parody discussion task: <u>Ugandan Explorer Discovers River Gulu in London and We're all Here for it.</u>
	• BBC News article on Benin artefacts
	    <u>Benin bronzes: 'Africa wants to speak for itself' - BBC News</u>
		• Discussion activities on slides in <u>Black Geographers in Africa</u>
		  • Play video <u>A Brief History of The Scramble For Africa</u> and get the class to discuss (pairs) the ethics of creation of the national borders at the Berlin Conference.
		  • Parody discussion <u>Ugandan Explorer Discovers River Gulu in London and We're all Here for it.</u>
		  • GIS activity: w/s link <u>Esri/ArcGIS Africa boundaries task</u>
		
		  • Pupils to discuss Benin article and write letter <u>Benin bronzes: 'Africa wants to speak for itself' - BBC News</u>
		  Pupils to complete a political map of Africa - name/label countries and capital cities.

Learning Objectives	Resources	Learning Activities
6. HOW DID THE DEVELOPMENT GAP GROW?		
● Understand that there is a development gap between different countries (consolidation) ● Understand the reasons why some countries are more developed than others. ● Understand that inequality also exists in the UK.	● Atlas ● Development powerpoint 4 ● Video Hans Rosling: 200 years that changed the world | Gapminder ● geog.3 5th edition ● Powerpoint Inequality within the UK	● Atlas pp. 144 -145. Students to describe trends on **either Wealth** or **HDI** maps ● Development powerpoint ● 200 years that changed the world | Gapminder ● geog.3 5th edition pp. 74 - 75 How did the development gap grow Part 1 see note ● h/w: geog.3 5th edition pp. 76 - 77 How did the development gap grow Part 2 'Your turn' questions. ● Inequality within the UK (optional) This could be the focus at the beginning of Learning question 7.
7. HOW DEVELOPED IS AFRICA?		
● To consider the different points of view about development in African countries. ● Understand that there are different levels of development on the African continent. ● Know that there are different levels of development within African countries.	● HDI data Africa ● Latest Human Development Index Ranking ● Dollar Street - photos as data to kill country stereotypes ● geog.3 5th edition	● Use HDI data Africa to show that there is considerable variation across the African continent, with countries in each of the four categories. This could provide the focus for discussion, followed by students finding comparable examples from other continents: Latest Human Development Index Ranking ● Dollar Street - photos as data to kill country stereotypes Students can use this link to explore the variation in development **between** and **within** African countries (click on tab at top of page to switch country/continent). They can also investigate other variables such as beds, toothbrushes or toys. ● geog.3 5th edition pp.72-73 How is Malawi doing? Activities 1 - 6 Complete for h/w **.**

Learning Objectives	Resources	Learning Activities
8. WHY DO PEOPLE LIVE IN POVERTY?		
• Understand economic reasons – lack of industry, commodity prices, tariffs, debt. • Understand social reasons – lack of education & health, gender inequality • Understand political reasons – conflict, corruption, colonies, communism. • Understand physical reasons – relief, landlocked, isolated islands, resources.	• Development powerpoint • https://era.org.uk/shared-resource/?resource_id=35735&share_key=03355526-df58-4d1d-9cc3-3db1ab12fa23 (Ethiopia stereotype) • Ethiopia Tigray crisis: How the fighting started and why is there famine? - CBBC Newsround • w/s Ethiopia worksheet • Viewpoint on Ukraine: Why African wars get different treatment - BBC News	• Viewpoint on Ukraine: Why African wars get different treatment - BBC News Pupils to discuss and note why these conflicts are barely mentioned/often ignored by world leaders and media. • Watch: https://era.org.uk/shared-resource/?resource_id=35735&share_key=03355526-df58-4d1d-9cc3-3db1ab12fa23 (Jillian) • Watch the video on the Ethiopia conflict. Pupils to discuss and note how this impacts/hinders development Ethiopia Tigray crisis: How the fighting started and why is there famine? - CBBC Newsround Pupils can also read content below video to complete the worksheet Ethiopia worksheet Complete for h/w.

Learning Objectives	Resources	Learning Activities
9. HOW DO COUNTRIES AND ORGANISATIONS SUPPORT DEVELOPMENT?		
• Understand how bilateral, multilateral and non-governmental aid supports development. • Understand that development aid may change over time. • Understand that developing countries are not always dependent on aid from the developed world. • Understand that some examples of aid can reinforce stereotypes and cause offence.	• Development powerpoint 5 • Geofile: 'Ethiopia - Africa's Rising Star?' • geog.3 5th edition pp.84-85 • The Radi-Aid App: Change A Life With Just One Swipe • Africa For Norway - New charity single out now! • Comic Relief will stop sending celebrities to Africa - BBC News (scroll down article to also view#nowhitesaviours video)	• Development powerpoint 5. • Geofile: 'Ethiopia - Africa's Rising Star?' Pupils to answer Learning Checkpoint questions 1- 5 • geog.3 5th edition pp.84-85 'Can we put an end to poverty?' Activities 1 and 2 (could be done as a think, pair, share task). Look at Photo D and as a class discuss the role played by NGOs such as Comic Relief: to what extent are stereotypes reinforced? • Show Comic Relief will stop sending celebrities to Africa - BBC News followed by The Radi-Aid App: Change A Life With Just One Swipe Also play song Africa For Norway - New charity single out now! and in pairs discuss the aim of the Radi-Aid parody/'white saviour complex' (Optional). Pupils to summarise the advantages and disadvantages of charity aid in promoting development.

Learning Objectives	Resources	Learning Activities
10. HOW DO AFRICAN COUNTRIES DEVELOP SUSTAINABLE INITIATIVES?		
● Understand that African countries recognise that sustainable projects are an integral to a country's development. ● Understand that sustainable projects can vary in scale from national to local. ● Understand that small scale local development projects can be highly effective. Completion of post intervention survey	● The African nation aiming to be a hydrogen superpower - BBC News ● Namibia: African nation hydrogen superpower? ● Tanzanian innovator builds hydropower plant for village - BBC News ● BBC World Service - People Fixing The World, Making clean water with rubbish ● People Fixing The World, How a bicycle tripled one woman's income ● Post intervention survey	● Pupils to read The African nation aiming to be a hydrogen superpower - BBC News and fill in the table: Namibia: African nation hydrogen superpower? ● Pupils to produce a group presentation which evaluates the sustainability of one project. Tanzanian innovator builds hydropower plant for village - BBC News BBC World Service - People Fixing The World, Making clean water with rubbish People Fixing The World, How a bicycle tripled one woman's income

Appendix B

Unstructured Interview with the Geography Department

Teacher B: What is our aim? And how can we do it in the most sensitive way in order to avoid presenting a single story?

Researcher: Do we want to continue with the learning objectives in the same order? Are we still going to stick with Ghana? The resource is so old it even uses the term LEDC. Shall we substitute it with another country?

Teacher B: It is a bit outdated but it has to be a Development unit not an Africa unit.

Researcher: But we need to go beyond handing out maps and just getting the students to fill them in.

Teacher A: Africa is our continent so we can build in extra lessons on Africa over the two half terms ... We are questioning how Africa comes out of the way we teach development so are you saying we shouldn't be using HDI or GDP whatever? So there could be a question about how we measure development?

Teacher B: Pictures of people outside huts have gone but more modern texts have less stereotypical things

Teacher A: Ghana as a resource is out, also the Africa unit is running in conjunction with Development so we get a much broader picture of Africa and all its diversity.

Researcher: Which country will replace Ghana?

Teacher B: Do we need to substitute? Isn't that the best way to avoid being too single story?

Researcher: I thought about two contrasting countries but we need to avoid a binary approach.

Teacher B: That would be even worse.

Teacher A: Although we do Africa with it, development isn't about a story, development is about the world. Africa is almost incidental but Africa gets mentioned because in Gapminder they are still at the bottom.

Teacher B: Arguably, what should go owing to the colonial mindset is the Brandt Line and the North-South divide. It's so historical the nation of a rich North and poor South ... The vast majority of the world has made enormous progress, within Africa too...

Teacher A: I think that most of the rich countries still conform to the Brandt Line. We almost assume the kids know nothing so you have to start with a fairly broad brush picture.

Teacher B: We should be teaching them a broad brush stroke which is accurate, albeit simple, not one out of date.

Teacher A: We like the different strands which feed into development, and colonialism is one we need to mention. To some extent we try to avoid a single story narrative so an intervention to stop us doing something we are not really doing is… I'd be surprised if any geography departments today use texts where people are shown wearing traditional dress.

Researcher: I am focusing on the Africa component which should align with the scheme of work.

Teacher A: Do you think you could start with successes in Africa and ultimately ending up with global levels of development? I show an Economist video about an IT startup in Addis Ababa and discuss how they have got there. We have 12 weeks so you can interweave as much as you like.

Teacher B: Are you saying it should be more of the traditional regional geography? Looking at a range of physical and human diversity, with an aim of getting away from being too stereotypical?

Researcher: Yes, definitely physical and human diversity.

Teacher A: The difficulty is that you only have a very small amount of time, given the breadth of the topic. It is a case of avoiding being too simple, you need to show Year 8 that it's not all the same. Are we still thinking about looking at two countries?

Teacher B: Two countries could result in the danger of oversimplifying it ... We need to tell Year 8 that it's not just about looking at a country, it's those regions that is our emphasis.

Teacher A: Looking at regions is less binary than looking at two countries. But can you lump all of West Africa together? There won't be resources on that. Where would you get the information from? There is a practical limit to how much change you can introduce.

Appendix C

Transcript of History Interview

When did you start decolonising your curriculum?

Teacher C: Since the murder of George Floyd and Black Lives Matter we have looked further at ways of diversifying our curriculum. KS3 has been the main target. We have always traditionally taught the transatlantic slave trade which most schools will but it is not a compulsory part of the National Curriculum, there's an argument that it should be but that's something which we think is very important to teach. Essentially what we are looking at is how the origins of slavery and the Trans Atlantic Slave Trade works so they will look at condition on the middle passage across the Atlantic Ocean, plantation life and we try to give the Year 8 students a broad understanding so it might be plantation life on a cotton plantation in what is now the southern states of America, or the Caribbean growing tobacco.

By teaching about the slave trade you are reinforcing things about repression and so we have tried to work in ways to celebrate Black history and not just the standard transatlantic slave trade, as important as it is - it is telling a narrative of repression. We study this, followed by abolition and then look at the American Civil War … They look a bit at the Reconstruction and the implementation of the Jim Crow segregation laws brought in by some of the southern American states. We make a link with the Civil Rights movement in the 1950s and 1960s which is looking at oppression. They look at the significance of key individuals such as Martin Luther King, Rosa Parks and I do a lesson on Muhammad Ali, and there is a poster in my classroom and they think 'Oh, he is there because he is a great boxer' but it's not just that, he is a major historical figure and an amazingly principled man. So we do a lesson to celebrate the life of Muhammad Ali, as well as his involvement with the more extreme elements such as the Black Power Movement during the 1950s and 1960s.

We are also keen to study the First and Second World Wars, and certainly at my last school there is an impression out there that it's a white man's war which could not be further from the truth. And it is our job to make sure that if Britain goes to war it's the Empire as well. The British Army is diverse and you only have to go to the Battlefields and walk the fields of the Somme and look at the memorials and realise that it is very diverse. We study individuals like Walter Tull, a captain in the British Army. There is a Black ex-pupil from WWII, we tell that story too and he features in an assembly. Yes, there is further work to do. We are working on elements of Black History Month, have done for years, but we are deliberately making sure that it's not being given the same old narrative. We want to celebrate contribution to British culture - will bring in the Windrush Generation, so yes, we are still working on it. Our mission is to not make it all about repression and make sure we are celebrating Black History.

Appendix D

Transcript of Music Interview

When did you start decolonising your curriculum?

Teacher D: I would say we started to consider decolonisation of curriculum last academic year. Having lockdown gave us a little bit of time to think ... within the department we have got an assistant head and an associate head and there were some high level SLT conversations going on nationally about how decolonisation of the curriculum was coming. So I think we had a sort of almost head start. The other thing that was a catalyst were things like Black Lives Matter and then the George Floyd killing … you know all the protests around slavery and Bristol's protests … but I certainly think the problem and those events started to really drive that forward further so I would say sort of middle of last year …

One example we do is African drumming … I think it is really important that we give the students that sort of cultural exposure but of course between me and my colleagues we're not you know we're not African drummers so little things that we do for example is African drumming isn't notated so it's not written down in musical notation form. It's blurred by oral tradition so we make sure through the entire scheme work where possible we don't teach the kids via musical notation. We try to teach the kids in the way it would be taught which is by them watching us playing … It could be very easy for us to stick up on the board 'this is the rhythm, play it' and they read the notes, that wouldn't happen in actual African drumming so we try not to do that, so there's one example of decolonising the curriculum.

Any particular African country?

Teacher D: We look at the African drumming of West Africa so places like Ghana and we use terms that they use so we don't just say 'leader' we say 'djembe' which is the name for a drumming leader … We do we make it clear the importance of a different culture. We talk about why we think people use drumming in these particular western African cultures and tribes and it's not for entertainment like we might use music, it's for communication. So that's one example of decolonization. Other decolonisation that we do is sometimes with our extra-curricular programme so we have a gospel choir who often sing spirituals … Blues is another one that we do in Year 8 … you know songs the slaves would sing working in fields … so what we've done as part of the decolonisation again, like with African drumming, we try to avoid too much notation because they wouldn't be doing that in actual reality, but also we give them a really big chunk about the history of Blues music. We do a whole introductory lesson where Blues comes from and it works really well. It's actually in our Year 8 curriculum in history, I believe they do slavery as well so this links very well.

One of our department's development plans is to bring in professional African drumming workshops with musicians from places like Ghana who have this really rich cultural heritage because you know they've grown up with it …We're looking at what other curriculum areas we need to decolonise so Reggae is another one, you know the music of Jamaica. We make sure the students understand the history of it … so we're doing a lot of stuff, but not British western or American western music.

Appendix E

Transcript of GeogSoc Interview

This is a predominantly white middle class school – to what extent do you think it is possible to engage with different world views and cultures?

Student A: I think it is relatively well incorporated into the school life as a whole – there are clubs like the Diversity Society. In scientific lessons I don't think there is necessarily a huge amount of diversity … in RE we didn't do that for too long but there is a lot less emphasis on actual religion but even so they could perhaps have given us a more holistic view of world religions, at least a brief introduction to a few more than we were.

What about subjects like English and the texts you study?

Student B: I think the texts were all chosen by the teacher… British texts.

Student C: One thing I will say is that in languages, French, we did quite a project on countries that speak French.

Did you look into the history as to why those African countries speak French?

Student C: Not really. Nothing about their colonial history – more about the capital cities and their national dish.

Can you think of any subjects where the curriculum has been decolonised?

Student A: In Year 8 History I remember learning about the slave trade – we learnt about the US colonies and the UK and that the slaves came from Africa but that was the only time Africa was mentioned in a whole unit about people from Africa. And so there was a real opportunity to learn about the cultures and it was completely missed. The UK and USA generated all these jobs because of the slave trade but what was the effect on Africa after or during the slave trade? How did it affect them…as individual countries?

Student B: I feel there is a tendency to overlook some of the atrocities that happened…In German they spoke briefly about Namibia because there is a German speaking population there but there wasn't really any mention as to why Namibia has a German speaking population which links to colonialism and also we did a bit on the British Empire and there was some mention of the atrocities that were committed, it wasn't really focused on.

How do you think Africa is portrayed in the global media?

Student D: Overall, poverty-stricken, disease, famine – everything bad that you can imagine. Everyone just assumes that all this is happening in Africa. That is the case in some countries, it is occurring but at the same time, due to social media, I have seen a more positive side of that, more developed places. This is more like Generation Z but on TikTok everyone thinks that Africa is poverty stricken but there are quite a few African communities that have got phones and social media and they are posting stuff and they are sharing things that show how developed individual cities are.

Student B: I think it's wrong to portray it as though it is not in the 21st century. There are some quite cosmopolitan cities in Africa and I think there is a tendency to skip over this … not much mention of African success stories.

Student A: I think Africa is probably one of the most diverse continents but it is very much portrayed as this homogenous place.

Appendix F

Preliminary Survey Questions

Question number	Question	Justification
1-6	1. How many countries are there in Africa? 2. There more African countries in the Northern hemisphere than the Southern hemisphere: true or false? 3. Name one African country which the Equator passes through. 4. Name one river which flows through the African continent. 5. Which of the following large-scale ecosystems are found in Africa? 6. How many landlocked countries are there in Africa?	These questions focus on Africa's physical geography and were designed to establish locational knowledge. Questions 1, 2, 5, and 6: multiple-choice Questions 3 and 4: open questions
7-9	7. Approximately how many Africans were sold into slavery between 1600 - 1800? 8. Explain what is meant by the term 'colonialism'. 9. Between 1884-85, fourteen European nations, including the USA, divided up the continent of Africa without any consultation with African leaders or representatives. What was the name of the act which formalised the Scramble for Africa?	These questions were designed to establish the students' knowledge of colonialism and the transatlantic slave trade. Questions 7 and 9: multiple-choice Question 8: required an 'explain' response.
10-13	10. Which one of the following has largely informed your understanding and view Africa? 11. Can you provide a named example of the above? For example, a specific television documentary or name of a film. 12. Write three to four sentences describing how your answer to Question 10 has influenced the way you see the African continent. 13. Name a television personality or celebrity who presents a programme about the Earth. This can link to any programme which has a geographical or scientific theme. You can name more than one individual.	How the students perceive Africa and the influences which may have shaped their single story perception is integral to this research. Question 10: multiple-choice questions Questions 11 to 13 were open questions.
14	14. Using your own words, define the term 'development'	Open question designed to establish what the concept of 'development' means to the students

Appendix G

Sample of Students' Responses to Dipo Faloyin's Talk

'Africa Is Not a Country: Breaking Stereotypes of Modern Africa'
Dipo Faloyin

1. What inspired Dipo Faloyin to write this book about Africa?

Dipo ~~Faloyin~~ Faloyin was inspired to write this book because he wanted to adress the common steriotypes and misconceptions associated with Africa. He said that growing up, people around him always knew Africa as a continent full of famine, pain, war and corruption, and so this book will teach future generations that this is not the case.

2. Describe one of the misconceptions or single stories that the author addressed in his talk.

A common misconception is that the whole of Africa is in Poverty. Dipo explained that this is definitely not the case, and that Africa has many lots of wealthy people aswell. Just as the UK does.

3. Why is it important to address these misconceptions and the negative way that Africa is frequently portrayed?

It is important because this is not the true nature of Africa and it must be celebrated for all of its beauty, after being dismissed as a ~~dingy~~ continent of misfortune, in need of aid.

4. How does the author's talk link to your recent Geography lessons on Africa and the Development unit? Explain in three to four sentences.

Dipo talks about the single story in Africa, where you only here one side of the story, and just assume that is what it is all like. In our Geography lessons, we have been learning about the other side of thstory, and that Africa is doing alright

5. What have you learned from the author's visit to Borlase? Write your answer in three to four sentences.

Many parts of Africa is opposite to what is percieved. Every continent will have poorer countries but not all of them are experiencing that. Africa's population is 1.4B and in Nigeria they speak around 500 languages. When Africa was colonised they put people who spoke different languages together so they couldn't fight back

Appendix H

Year 8 Preliminary Survey Data from Africa Maps

Physical geography: most frequently identified comments

Location	Countries	Climate	Biomes	Rivers
A continent on the Equator Near the Equator Close to the Equator Southern hemisphere Most in Southern hemisphere South of Europe	Most frequently named countries: Egypt, Madagascar and South Africa Incorrectly named examples: Israel, Syria, Iran, Brazil, Malaysia, Luxembourg, Croatia	Hot or very hot Very warm Very dry, dry or arid Very dry in some places Hot dry or hot humid Different climates based on position Droughts Lack of water/low level of water	Desert Sahara Desert Barren Savanna	River Nile

Human geography: most frequently identified comments

History	Development	Economic development	Social development	Aid
Humans originated from North Africa Pyramids Slave trade Slave triangle Used to be owned by European colonies	Least developed continent Undeveloped Most of Africa is developing Developing countries Not very advanced No major urbanisation	Very poor or poor continent Poor country Very poor in a lot of places Poor but some places rich Ethiopia is very poor	Large population Large families Lowest life expectancy High infant mortality Have to walk miles to get water Slums and squatter settlements Informal settlements Homelessness	Lots of charities help African countries Footballer built schools in Senegal

Appendix I

Year 8 Preliminary and Post Intervention Survey Data

Question	Preliminary Survey Student responses	Post Intervention Survey Student responses
1. How many countries are there in Africa? *24, 35, 46 or 54?*	54% correctly identified 54 countries	86% correctly identified 54 countries
2. There are more African countries in the Northern hemisphere than the Southern hemisphere. *True or false?*	56% correctly agreed with the statement: true	59% correctly agreed with the statement: true
3. Name one African country the Equator passes through.	67% correctly named a country. Kenya was the most common answer	78% correctly named a country. Kenya was the most common answer
4. Name one river which flows through the African continent.	94% named the River Nile Answer also included Congo and Niger	90% named the River Nile Answers also included: Orange, Zambezi and Congo
5. Which of the following large scale ecosystems are found in Africa? *Desert/semi desert and savanna* *Tropical rainforest and deciduous woodland* *Desert/semi-desert and tropical rainforest* *Desert/semi-desert, savanna, tropical rainforest and deciduous woodland*	25% correctly identified desert/semi-desert, savanna, tropical rainforest and deciduous woodland 59% incorrectly selected desert/semi desert and savanna	43% correctly identified desert/semi-desert, savanna, tropical rainforest and deciduous woodland 45% incorrectly selected desert/semi desert and savanna
6. How many landlocked countries are there in Africa?	62% correctly chose 17 landlocked countries	75% correctly chose 17 landlocked countries

6, 11, 17 or 19?		
7. Approximately how many Africans were sold into slavery between 1600-1800? *5-12 million* *12-15 million* *15-18 million* *18-22 million*	31% correctly chose 12-15 million	52% correctly chose 12-15 million
8. Explain what is meant by the term 'colonisation'.	Coding: Secure or developing understanding (82%) Could not explain (18%)	Coding: Secure or developing understanding (86%) Could not explain (14%)
9. Between 1884-85, fourteen European nations, including the USA, divided up the continent of Africa. What was the name of the act which formalised the Scramble for Africa? *Berlin Conference* *Geneva Convention* *Paris Treaty* *Universal Declaration of Human Rights*	32% correctly selected the Berlin Conference	73% correctly selected the Berlin Conference
10. Which one of the following has largely informed your understanding and view of Africa? *Documentaries* *Films* *News broadcasts* *Charity events on television* *Geography lessons*	Documentaries (52%) Geography lessons (15%) Films (13%) News broadcasts (12%) Charity events on television (8%)	Geography lessons (50%) Documentaries (39%) Charity events on television (5%) News broadcasts (4%) Films (2%)
11. Can you provide a named example of the above? E.g. A specific television documentary or the name of a film.	Selected responses: BBC documentary e.g. Seven Worlds, One Planet (42%) Named charity events e.g UNICEF Soccer Aid (8%) BBC or Sky news (6%) The Lion King (5%) Madagascar film (2%)	Question not repeated for post intervention survey

	BBC Top Gear (2%)	
12. Write three to four sentences describing how your answer to Question 10 has influenced the way you see the African continent.	Coding categories: Balanced perspective (36%) Single story/negative perception (25%) Nature/wildlife (21%) History/colonisation (18%)	Coding categories: Balanced perspective (81%) Single story/negative perception (7%) History/colonisation (6%) Nature/wildlife (6%)
13. Name a television personality or celebrity who presents a programme about the Earth. This can link to any programme which has a geographical or scientific theme. You can name more than one individual.	David Attenborough (95%) Will Smith (2%) Louis Theroux (2%) Samuel L. Jackson, Nelson Mandela, Greta Thunberg, Jeremy Clarkson identified by single individuals (1%)	Question not repeated for post intervention survey
14. Using your own words, define the term 'development'	Coding: Secure (30%) Developing (50%) Incorrect or does not know (20%)	Coding: Secure (69%) Developing (21%) Incorrect or does not know (10%)

Appendix J

Sample of Coded Responses to Preliminary Survey Question 12

Coding category	Sample of students' responses
Balanced perspective (36% of responses)	'It is a continent that has both a great economy yet some instances of great poverty.' 'I haven't watched this in a while, however, it made Africa seem like a superpower. With the rich resources and the growing population it means that it can do very well on its own.' 'It has shown me a different side to Africa that I didn't know of. When I was nine I used to think that there was no water and it was just desert, but with the help of watching these documentaries and have been able to see that Africa has a lot of life and water.'
Single story/negative perception (25% of responses)	'It has made me see that Africa is a brutal place and we should do something about it.' 'That Africa is a poorer continent and lots of diseases spread. It is very hot and they may lack of water so people donate money to provide.' 'It only really shows the bad bits of it on television. They report on how the African continent needs help. Lots of tv tells you to donate to Africa to get fresh water. So it must be a very dry dirty place.'
Nature/wildlife (21% of responses)	'From the way I have seen it I see animals in deserts and rain forests. I see them living their lives which are very different to ours. It shows what each animal had to do to survive.' 'I mainly know a few facts about the wildlife honestly.' 'This television show has changed my way of looking at Africa by showing there is a very important food chain. The lions get the weaker animals and the weaker ones get the ones who can't move.'
History/colonisation (18% of responses)	'The African representatives were excluded and ignored. Other countries thought it was their right to section off African land and that they shouldn't be involved in the decision. Africa has been fought over from countries that had no claim to it.' 'I got most of my understanding of slavery in africa from a film that we watched in History. It showed me African landscape, houses and how big the continent was, due to the vast amount of time it took to transport slaves to the west coast.' 'Also indignant that before, Africa's poor people were enslaved.'

Appendix K

Students' Definitions of 'Development'

Preliminary survey

Coding category	Sample of students' responses
Secure (30% of responses)	'Development means more wealth, infrastructure (water pipes and electricity) and a growing economy and industry.' 'Development describes how something grows and gets better. In terms of Africa, it describes how some countries are growing, perhaps becoming more urbanised, and getting access to more resources such as clean water or electricity.' 'Development is when an area becomes more advanced (better healthcare, education and standard of living.)'
Developing (50% of responses)	'Development is the process of getting more advanced.' 'When a settlement has grown in size or technology.' 'The state of a country compared to others in accordance to their technology advancements ….'
Incorrect or does not know (20% of responses)	'A change that can be bad or good.' 'Something that changes over time.' 'I don't know'

Post intervention survey

Coding category	Sample of students' responses
Secure (69% of responses)	'Development is the increase of often positive things, e.g. intellect, healthcare systems, or democracy.' 'Development is the measure of a countries quality of life that has many factors such as political, environmental, social etc.' 'Development is a process that creates growth, progress, positive change or the addition of physical, economic, environmental, social and demographic components.'
Developing (21% of responses)	'The process a country takes to make itself more advanced' 'The change in a country to help improve people's lives' 'Development is the process of gaining resources and becoming more modern (improving)'
Incorrect or does not know (10% of responses)	'The process of developing' 'How a country has developed over a period of time.' 'Development is the increase in a countries development'

Appendix L

Sample of Student's Worksheet on Ethiopia Tigray Crisis

Wednesday 6th March 2022

Ethiopia Tigray crisis: How the fighting started and why is there famine?

Link: Ethiopia Tigray crisis: How the fighting started and why is there famine? - CBBC Newsround

1. Where in Africa is Ethiopia?
   In the East of Africa, south of Eritrea, west of Samalia, North of kenya & east of South sudan. Horn of africa

2. What is Ethiopia's capital city? Addis Ababa

3. How many people live in Ethiopia? How does this compare to the UK's population?
   More than 102 million people live in Ethiopia which is 30 million more people than the UK.

4. How many different ethnic groups live in Ethiopia? 90

5. State two features of the country's **physical** geography?
   It is landlocked, it has an enormous mountain range called the Ethiopian highlands.

6. Name the region which is currently experiencing the conflict.
   Tigray

7. Describe the main impact of the fighting between the Ethiopian government and the Tigray People's Liberation Front (TPLF) on the country's population.
   The main impact of the fighting between the Ethiopean government and the Tigray Peoples liberation front is the large man made famines with much of the country in stages 4 and 5 of the famine scale, which are catastrophe & emergency. The famine can lead to death across the whole country.

8. How many people have been forced to leave their home as a consequence of the fighting? 2 million.

9. Name one neighbouring country to which the refugees are fleeing Sudan.

10. Describe the humanitarian aid that is being provided by this country and the United Nations
    the U.N.H.C.R - the UN body that helps refugees. They are building camps that can house 30,000 people.

Appendix M

Sample of Student's Worksheet on Namibia's Development

Namibia: African nation hydrogen superpower?
Read the following BBC article and use the information to complete the table:
The African nation aiming to be a hydrogen superpower - BBC News

Country and town?	Lüderitz, Namibia
Examples of previous industries?	diamond and fishing booms
Current economic problems?	Struggles with high rates of unemployment & aging infrastructure.
Aims of the project? (these are explained as you read through the article)	The aim of the green hydrogen project is to train & employ local people as "Butchers" bringing down the town's 55% unemployment rate.
How will the project utilise renewable energy?	It will produce around 300,000 tonnes of green hydrogen per year.
How many jobs will be created over the four year construction phase? What is the significance of this employment?	Likely to create 15,000 direct jobs and 3,000 more during full operations, 90% will be filled by locals.
Explain why this could become an international project.	This could become an international project because other countries could steal the idea and try to replicate it well.
Estimated cost of the project?	Namibia is looking at roughly $9.4 bn for the initial project.
Explain how the project will create a multiplier effect for development not only within Namibia but within the African continent.	It will effect development within Africa, because other African countries may copy the idea employing a mass of the population whilst providing a renewable energy source.
Challenges of the project?	The challenge is that previous large projects have not invested back into the community as hoped. The small town won't be able to meet infrastructure demands
Do you think this project is one of hope/optimism? Explain	Yes, I do, because it is providing a sustainable source of renewable energy and decreasing unemployment rate.

Appendix N

Transcript of Interview with Teacher A

Do you think that the scheme of work is of sufficient depth and breadth to achieve its aim bearing in mind that we are thinking about how we might decolonise our curriculum and challenge the single story narrative?

Teacher A: The two objectives, learning about Africa through development, looking at Africa in much greater depth. I'm thinking about it from different standpoints. Things we haven't done before such as the Black geographers and the political boundaries, my thought is always that whatever you do you are telling a different single story. The video clip about the European intervention in Africa was very good and nicely concise but the reference to Arab slave trading and what went before was left out … before, Africa was just slotted in with the Development scheme of work which I wrote so I think that the thrust of the Development content is less clear in their mind. It might be better to do development first, then Africa instead of dipping in and out. Things like the Berlin Conference I like because that's really relevant but the stuff about the Benin Bronzes is leaning towards stirring things up. Where does history stop and geography start? Berlin is fairly neutral and can explain why the borders are like this today but I think we are shifting from one story to another story.

We've discussed it before but the inclusion of HDI data or GNI per capita in exams or textbooks …the bottom African countries are listed but no suggestion that several African countries are classified as 'medium'.

Teacher A: Africa does tend to do badly in the global scale overview but within that it can be used to point out the massive range of diversity within Africa, so that is useful. But it's almost as though you are trying to deny that Africa is doing badly.

Do you think there is a sufficient range of geographical skills in the new SoW? For example, drawing climate graphs, GIS tasks, writing out 'describe' answers, having discussions…

Teacher A: Yes, it does come across as varied. We could also do some stats such as percentage increase - this is something that is very much in GCSE questions. And we are increasingly including stats in the key stage 3 tests as part of one of our end points.

To what extent do you think this has informed your own teaching?

Teacher A: Yes, again as we said before I don't think we ever taught Africa as a single entity but generally like the Brandt Line discussion that's something I never really thought of so that is an interesting point. But then the Brandt Line is 50 years old and I've been teaching for 30 years so probably some things have changed.

To what extent do you think the pupils have become more informed in comparison to last year's Year 8 cohort?

Teacher A: In theory, yes, they should know more than the previous year's Year 8's without doubt because we have been spending more time thinking about the diversity in Africa.

Have the lessons generated any uncomfortable discussions?

Teacher A: One class has discussed quite sensibly and listened to other viewpoints quite happily, whilst the other group which I have at the end of the day and (pause) and whether they feel uncomfortable or I feel uncomfortable …I suppose it's like watching the Benin Bronzes video and then asking them 'should we return them?' I have tried to make it as interesting as possible but I feel uncomfortable force feeding them a different story.

So you think it's 'force feeding'?

Teacher A: I might not be the best person to ask you because genuinely I'm an older teacher aren't I and I'm reaching the end of my career so somebody younger, like Teacher B, I am sure would (pause) I grew up with a completely different view … But in terms of the diversity within Africa that is really useful to see and that they can learn about.

Any additional improvements?

Teacher A: The main thing is whether we don't lose the Development thread and whether it would be better to do Development followed by Africa.

Do you think it is a SoW that we could implement next year or the next few years?

Teacher A: I wouldn't have any problem using it again.

Appendix O

Transcript of Interview with Teacher B

The aim of rewriting the scheme of work was to decolonise the geography and to challenge the single story narrative. Do you think the new scheme of work had sufficient breadth or depth to achieve this aim?

Teacher B: Yes, there was a much greater breadth of cover than we had previously taught within the development unit … and looking at the aspects their challenges which gave a much broader picture so it was definitely better than previous iterations of our development curriculum. We used to use Ghana didn't we which also gave a range but it probably gave more focus on what was done to Ghana rather than what Ghana was doing for itself. Yes, definitely less of a single story of Africa …

To what extent has this new scheme of work informed your teaching?

Teacher B: When we had this discussion at the beginning and you re-writing the curriculum I've always been quite conscious of trying to avoid single stories about Africa and I did some work about this in my NQT year years ago so I've always been quite conscious of that but it has made me reflect more on whether there are places we could bring in examples from Africa that are more positive in other places … looking at some of our units and and bringing in a more positive story so that is more subtle as opposed to all examples being negative.

Do you think from the students' perspective that they now have a more balanced focus?

Teacher B: I think that what some of them remember from Ethiopia is famine, conflict drought … we tend to remember the big disastrous things much more easily than we remember the small positive things. When we've discussed it in class they've certainly taken on board the idea of the single story, that there is a huge amount of diversity. Certainly some of the more confident students who have written more on their maps have definitely got the idea that some parts of Africa are more wealthy than other parts and recognise that there are variations, certainly when you compare it to their original maps.

Do you think this will address the misconception that Africa is just one country, for example at GCSE when they write 'e.g. Africa' as their exemplification?

Teacher B: I hope so and certainly in more students. it will be interesting to see it played out … I do think when I gave you the maps and I'd had a flick through but some of them were a bit disappointing. If anything it was the open ended nature of trying to write anything they could think of instead of asking them to comment more specifically about variations in wealth in Africa or which parts of Africa have a wetter climate. I think a slightly more structured question to draw on information that's in there. They know more examples and specifics about actual places in Africa which has widened their story.

Do you have any suggestions for improvements in the scheme of work?

Teacher B: I would be interested an approaching it more as regional - I noticed a lot of them were really not quite clear about where some of the places we talked about were despite looking at maps. Tying some of the human geography to the physical regions might be more something to explore. I'm not saying that this is the necessarily a better way of doing it, just interesting to see whether it helps them remember the physical geography a little more.

Did you have many opportunities for debate? For instance, the Benin Bronzes or the Single Story Ted talk at the beginning?

Teacher B: I didn't do debating that is partly because I don't do debating. There are two main reasons one being that one of my classes particularly, they debate enough with me about everything. I wasn't sure thought that was necessarily going to be productive and it would have been dominated by a couple of voices potentially. It's something I have tended not to do because I have a slight aversion two people debating stuff but they don't really know much about and for many of them they had very little knowledge on either the colonial issues generally or on the development geographical side of things so I didn't but it's definitely that is so important in a topic like this. I need to know more about how best to help them to debate productively rather than it just become a sharing of ill-formed misconceptions. Then they would go away from the lesson thinking that that was correct or remembering the things that we don't want them to remember rather than being more informed … But as much as anything I don't want them to go away at the end, if someone makes observations that are racist or against the principle of what we're trying to encourage, then the students go away at the end of the lesson remembering that and you're actually reinforcing issues rather than breaking them down. Equally as you say, there is the student voice and them being able to express an opinion.