

Table 1. Research participants by ethnic group and gender.

<b>Ethnic group</b>	<b>Male</b>	<b>Female</b>	<b>Overall</b>
Asian/Asian British		6	6 (28.5%)
Mixed Caribbean	2	2	4 (19%)
Black African		1	1 (5%)
White Kosovan	2	2	4 (19%)
White English/British (participants from two schools)	4	2	6 (28.5%)
	8 (38%)	13 (62%)	21 (100%)

Table 2. Participant groups by school, ethnic group and gender.

<b>Secondary school name</b>	<b>Group composition</b>
Nightingale College	All female (6), Asian/Asian British
Lister Academy	All male (3), white English background
Crick College	Mixed gender (2+2), white Kosovan
Thomas Percival School	Mixed gender (2+2), mixed Caribbean (This group was the most ethnically diverse in that each student ticked a range of the available boxes as they all came from multiple ethnic backgrounds. However, they all shared a Caribbean heritage.)
Marie Curie Academy	Mixed gender (2 female +1 male), white British
Seacole Secondary School	Single female, Black African

Table 3. Events and people on cards.

C1. Roman Conquest of Britain	C10. The American War of Independence	C19. World War 1
C2. Boudicca	C11. Olaudah Equiano	C20. World War 2
C3. Battle of Hastings	C12. Queen Victoria	C21. Empire Windrush
C4. Magna Carta	C13. Slavery Abolition Act	C22. NHS
C5. Black Death	C14. Mary Seacole and Florence Nightingale	C23. Indian Independence
C6. The Crusades	C15. Charles Darwin	C24. The European Union
C7. The English Reformation	C16. The Industrial Revolution	C25. Margaret Thatcher
C8. Elizabeth I	C17. Universal Public Education	C26. 7/7 Bombings
C9. The English Civil War	C18. Female Suffrage	

Table 4. Participant groups by topic studied.

Secondary school name	Topics studied
Nightingale College	Local history, Islamic Empire, Tudors. Black peoples of the America, Jack the Ripper, WW1, Women in WW1, WW2, Holocaust
Lister Academy	Roman Empire, Medieval realms, Tudors & Stuarts, The Black Peoples of the Americas, the Industrial Revolution, People, power & protest - the fight for the vote, WW1, The rise of the dictators: Hitler or Stalin, WW2
Crick College	Black Civil Rights Movement, Women's suffrage movement, feudalism, King John, Great War, Treaty of Versailles, evolution of British democracy, Native Americans, Londoners during the Blitz, White settlers, Aborigines, Cold War, Propaganda during the Great War, British Empire, development of medicine through time, History of London, Hitler, Mao and Gandhi, Holocaust, Industrial Revolution
Thomas Percival School	How did the Romans change Britain, Norman Invasion and conquest, Medieval life, Tudors and Stuarts, Industrial Revolution, Slavery and the British empire, Conflict in 20th Century (WW1 WW2 Cold War), Ghanaian Independence, Modern Britain (1939-1997) , Cold War, Rise of Nazism, Immigration to Britain
Marie Curie Academy	William the Conqueror and Norman invasion, Medieval English life, Significance of Black Death and Peasants' Revolt, the Crusades, Henry VIII and monasteries, English Civil War, Industrial Revolution, British Empire, Slavery and American Civil Rights, European International Relations 1914-45, Russia 1900-1939
Seacole Secondary School	Roman empire, Battle of Hastings, Medieval life, Becket's murder, Magna Carta, Peasants revolt, Henry and religion, English Civil War, heresy, witchcraft, highway robbery, Jack the Ripper, Law and order in the 21st century, Septimius Severus, Ethnic Victorians, Walter Tull, Windrush, Tudors, Victorians, British Empire, Slave trade, Life in the trenches, Treaty of Versailles, Nazi Germany, Atomic bomb, African-American civil rights

Table 5. Reasons cited negatively or positively for the selection or non-selection of cards.

1. Oppression and suffering	6. Personal/family connections
2. Progress: 1. Economic & Technological 2. Women's rights 3. Rights of ethnic groups 4. Social rights 5. Political/civil rights	7. Religion
	8. British History
	9. What should be part of 'the British narrative'
	10. Too modern
	11. Learning from past mistakes
3. National Strength	
4. Familiarity with the topic	
5. Impact: a. Helps to explain the present b. Number of people affected c. A turning point/brought in great change d. Remembered	

Table 6. Cards most frequently chosen.

Cards chosen	Nightingale College	Lister Academy	Crick College	Thomas Percival School	Marie Curie Academy	Seacole Secondary Academy	Overall
World War 2	X	X	X	X	X	X	6/6
Female Suffrage	X	X	X	X	X	X	6/6
Magna Carta	X	X	X	X	X	O	5/6
Slavery Abolition Act	X	X	O	X	X	X	5/6
Industrial Revolution	X	X	X	X	X	O	5/6
World War 1	X	X	X	O	X	X	5/6
Queen Victoria	X	X	X	O	X	O	4/6
NHS	X	O	X	X	X	O	4/6

Chart 7. Differences in reasoning by white British/English and ethnic minority groups.

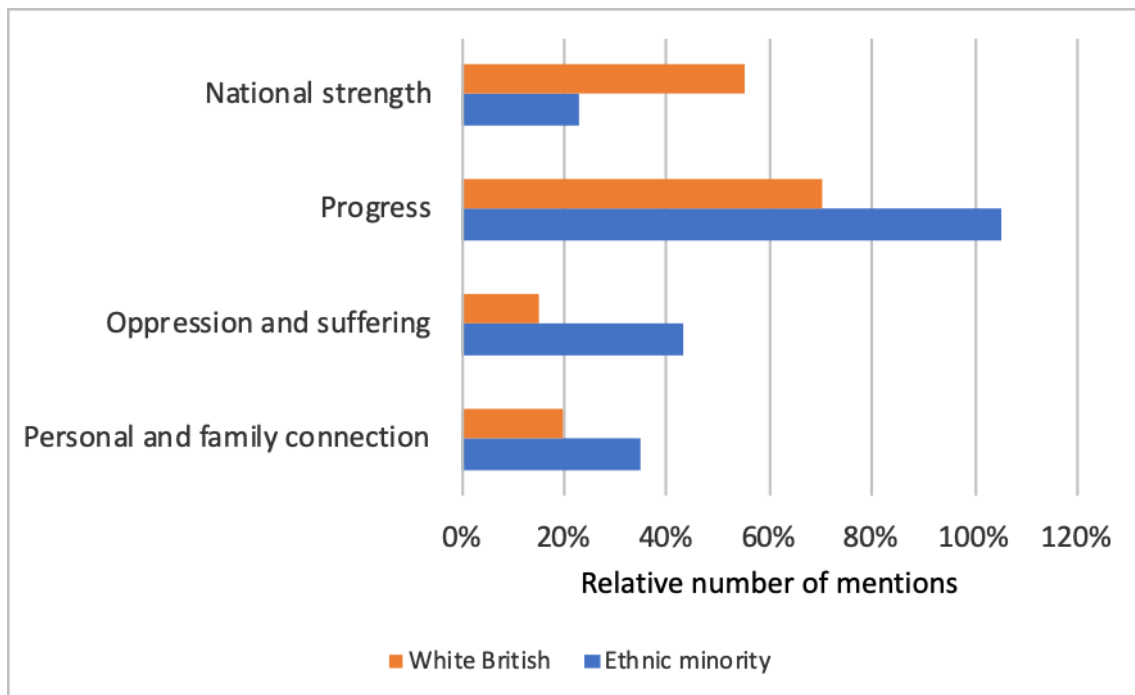


Table 8: Emerging narratives by ethnic group.

School	Group composition	Type of narrative
Nightingale College	All female (6), Asian/Asian British	The British narrative is one of continuous progress and advancement of human rights. Although there was suffering and mistakes to learn from, ultimately Britain became a better country in terms of quality of life as well as the rights it extended to its people: “I think we can agree, every step, that we became more equal to one another – whether that be gender or race. That is a big part of the history.”
Lister Academy	All male (3), white English	This is a story of progress, of Britain bouncing back from being conquered and becoming strong. Britain hasn’t always got it right (for example slavery) but we have learnt from our mistakes and shown the world how to be better – we have led the way. Today, everyone is viewed as equal in Britain and we are the envy of those elsewhere.
Crick College	Mixed gender (2+2), white Kosovan	The British narrative is one of progress and extension of rights, especially to the disadvantaged e.g. the poor, women. Even negative events have consequences that ultimately lead to positive changes. Immigration features prominently in recent British history and is largely seen to have had a positive impact on the country: “We focused on immigration a lot... I think that may have influenced us because our parents were refugees... Because we experienced the same thing.”
Thomas Percival School	Mixed gender (2+2), mixed Caribbean background	Overall, although Britain was built on inequality, this is a story of progress as ordinary people gain more rights socially, politically and in terms of gender. Britain’s history is a mixture of the good and the bad. Today, Britain is very diverse and more equal than ever before but the story has not ended yet – there is more to be done.
Marie Curie Academy	Mixed gender (2+1), white British	The story of Britain is a story of change for the better. People have gained more rights, achieved better health, more knowledge and greater trade and wealth. Britain’s story involves other parts of the world such as America and the Empire.
Seacole Secondary School	Single female, Black African	To this day the British narrative is dominated by conflict, especially religious conflict, and discrimination. The country is founded on the pain and suffering of slavery. But there are also stories of independent women fighting for their rights and patriotism in wartime: “Britain’s story is about destruction but also managing to improve and be better.”



