

YESTERDAY & TODAY

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YESTERDAY & TODAY

Yesterday & Today is a scholarly, peer-reviewed and educationally focused history education journal. It is indexed by the South African Department of Higher Education and Training. The journal is currently published in conjunction with The South African Society for History Teaching (SASHT) under the patronage of the Department of Humanities Education in the Faculty of Education at the University of Pretoria. Open access to the journal is available on the SASHT, the SciELO, the University of Pretoria's UPJournals platform, and the Boloka websites. The Website addresses to find previous and current issues of the *Yesterday & Today* journal are:

- <http://www.sashtw.org.za>
- <http://www.scielo.org.za/scielo>
- https://upjournals.up.ac.za/index.php/yesterday_and_today

Two double-blind peer-reviewed issues are annually published. *Yesterday & Today* focus and envision research articles in the following fields of research:

- History teaching/education
- Educational history/History of education/History in education
- The History of any education-related theme
- History research that relates to any historical content or theme, especially represented in History curricula

The above covers 75% of the journal

Hands-on articles in the following field of research are published:

- Hands-on reports - articles based on authors' personal experiences/opinions with history within or outside the classroom

Hands-on reports cover 25% of the journal

Contributors need to note the following:

- Manuscripts must be in British English and should not exceed 8000 words
- Times New Roman 12 pt font and 1.5 spacing should be used
- Manuscripts in Microsoft Word should be submitted electronically to the editor
- Images (such as photographs, graphics, figures and diagrams) are welcome but the author(s) should secure the copyright of using images not developed by the author
- Six to ten keywords should be included in the manuscript
- Opinions expressed or conclusions drawn in *Yesterday & Today* are in the first place those of the authors and should under no circumstances be considered the opinions of the SASHT or the editorial board.

The editorial board accommodate peer reviewed articles and practical hands-on articles. However, it's only the peer- reviewed articles that are acknowledged by the South African Department of Higher Education and Training for being accredited and valid for subsidy purposes. Please note that authors are expected to provide written proof that the language and style of both the abstract and the manuscript were professionally edited before submitting the manuscript to *Yesterday & Today* for consideration. For more information, see the "Template guidelines for writing an article" and "The footnote or Harvard reference methods – some guidelines" on the last pages of the journal. Also refer to the last pages of this publication and the most recent issue of the journal available on the SASHT's website: <http://www.sashtw.org.za> for more information. The use of the correct citation methods and the acknowledgement of all consulted sources is a prerequisite.

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TABLE OF CONTENTS

| | |
|---|-----|
| <i>Yesterday & Today</i> journal overview | 2 |
| <i>Yesterday & Today</i> editorial board | 4 |
| <i>Yesterday & Today</i> contact details | 4 |
| Editorial | 7 |
| Johan Wassermann (Editor-in-Chief) and Denise Bentrovato (Guest Editor - History Curricula in African contexts) | |
| ARTICLES | |
| | 9 |
| Utilizing a Historically Imbedded Source-Based Analysis Model (HISBAM) in the History school classroom | |
| Byron Bunt & Pieter Warnich | 34 |
| Education and the public good: Foregrounding education in history | |
| ET Smith | 52 |
| People, space and time strategy: Teaching History through image analysis at a rural secondary school in Limpopo Province | |
| Mahunele Thotse | 68 |
| Fallism as Decoloniality: Towards a Decolonised School History Curriculum in Post-colonial-apartheid South Africa | |
| Paul Maluleka | 92 |
| “Better a barefoot than none”: Influences of Nationalist ideologies on girlhood in the history classroom | |
| Y Woest | 117 |
| Silenced and Invisible Historical Figures in Zambia: An Analysis of the Visual Portrayal of Women in Senior Secondary School History Textbooks | |
| Edward Mboyonga | 139 |
| How should a national curriculum for History be quality assured? The case of the South African Curriculum and Assessment Policy Statement (CAPS) | |
| Rob Siebörger | |

TEACHERS VOICE / HANDS-ON ARTICLES

| | |
|---|-----|
| Navigating and adapting the History curriculum as an official policy to realities on the ground in Eswatini, Waterford Kamhlaba United World College HP Dlamini | 155 |
| The History curriculum in Zimbabwe: Wishlist versus realities on the ground Josiphath Gwezhira and Shadreck Machokoto | 158 |
| Reflections on Sessional Paper No 10, 1965, a government policy paper that widened the economic, social and political divide in Kenya Leonard Mwangangi | 160 |
| Challenges Related to the Zambian History Curriculum Tinashe Muzungaire | 164 |
| BOOK REVIEWS | |
| Teaching African History in schools: Experiences and perspectives from Africa and beyond. Dorothy Kyagaba Sebbowa | 168 |
| U Zulu: Umlando Nobuqhawe BukaZulu (The history and heroism of the Zulu nation) Derick Myeni | 176 |
| History of South Africa from 1902 to the present Paballo Moerane | 180 |
| Editorial policy | 187 |
| The footnote or Harvard reference methods – some guidelines | 189 |
| <i>Yesterday & Today</i> Template guidelines for writing an article | 195 |



EDITORIAL

History Education greetings,

Welcome to the December 2021 edition, volume 26, of *Yesterday & Today*. For the uninitiated, the journal is attached to the South African Society for History Teaching (SASHT). This is the second edition since *Yesterday & Today* has moved home. Since its accreditation as an academic journal, *Yesterday & Today* had been housed at North West University. The decision of the editorial board was that *Yesterday & Today* should follow the editor-in-chief. Hence it is now housed by the Department of Humanities Education in the Faculty of Education at the University of Pretoria.

As authors, editors and reviewers, we are still burdened by COVID-19. However, my sense is that we have become better at working under such trying conditions. In this regard, I want to thank all that are involved with *Yesterday & Today*, in whatever capacity, for their unselfish efforts.

The December 2021 edition was meant to be a special edition on “History Curricula in African Contexts.” A substantial number of articles related to the theme were submitted for consideration. However, the rigorous double-blind peer review system employed by *Yesterday & Today* meant that a number of articles were either rejected or referred back for substantial changes. Two articles speaking directly to the call feature in this volume. In the first of these articles, Edward Mboyonga engages with the programmatic curriculum, examining the visual portrayal of women in Zambian senior secondary history textbooks. In the second, Rob Siebörger engages with the question of how, with reference to the South African History Curriculum and Policy Statement, a national curriculum can be quality ensured. These two articles are complemented with four pieces related to “History Curricula in African Contexts” in the subsequent “hands-on” section of this volume. Here, practicing history educationist from Eswatini, Kenya, Zambia and Zimbabwe shared experiences and thoughts on the history curriculum in their respective countries.

Apart from the works related to the special edition, five further articles are carried in the December edition.

- In the first article, Byron Bunt and Pieter Warnich investigated the use of historical sources by proposing a model, the Historically Imbedded Source-Based Analysis Model (HISBAM), for use in the History school classroom.
- In his article, Edwin Smith linked education for the public good by arguing for

the foregrounding of history in education.

- Mahunele Thotse, in his article, linked people, space and time by investigating the use of an image to teach history in a rural context.
- In the fourth article, Paul Maluleke engages theoretically with ideas of fallism as decoloniality and this could relate to the history curriculum in post-colonial-apartheid South Africa.
- In her contribution, Yolandi Woest used an autoethnographic lens to revisit a critical incident in the apartheid-era history class during her girlhood.

Finally, it is necessary to correct an error that appeared in the December 2018 article 'Reflecting the 2018 History Ministerial Task Team Report on Compulsory History.' It has been pointed out that the qualifications and teaching experiences of members of the History Ministerial Task Team were misrepresented. In this regard:

- Sifiso Ndlovu holds an MA in History Education. This was attained in 1993 at the University of Natal, Pietermaritzburg.
- Jabulani Sithole is an experienced school teacher who taught History at Sobantu High School in Pietermaritzburg. His qualifications include a History teacher's Diploma attained at Ndumiso Teacher College, Pietermaritzburg.
- Sekibakiba Lekgoathi has a postgraduate B.A.Ed. in History attained at the University of the Witwatersrand.

Take care and stay safe!

Johan Wassermann (Editor-in-Chief) and Denise Benvotato (Guest Editor - History Curricula in African contexts)