

The Children's History Society, Fifth Biennial Conference

Space, Place, Belonging and Identity in Intergenerational Histories of Childhood and Youth

The Diamond, The University of Sheffield, UK, 1-3 July 2026 [#histchild26](#)





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Pre-conference Event: Tuesday, 30 June

<p>18:00-21:00</p>	<p>Student and Early Career Researchers Social (Open to <u>all</u> conference participants)</p> <p>Venue The House Skatepark, Unit D, Bardwell Road, Sheffield S3 8AS.</p> <div data-bbox="421 587 801 928" data-label="Image"> </div> <p>Come and experience The House Skatepark, a local institution that's been going for over 25 years! There will be space to socialise, eat and drink, and watch the skateboarding from the viewing gallery.</p> <p>Plus, for those who would like to, the event includes the opportunity to skateboard yourself! Free coaching will be provided by the expert team at The House, and is open to all ages, whether you're a complete novice or have some (or lots of) experience! Protective equipment and boards supplied.</p> <p>Getting there The House is accessible by the Sheffield Supertram (see tram route map and timetable information here). The nearest stop is Infirmary Road (just three stops on the Blue or Yellow routes from the University of Sheffield towards Malin Bridge or Middlewood) + a 9 minute walk as shown on this map. Or you can get an Uber.</p> <p>Food and drink Reasonably priced, good-quality, hot food and non-alcoholic drinks are available to buy at the venue. This includes vegetarian and vegan options. Please let staff at The House know of any allergies. There are also several decent nearby pubs if you wish to make a night of it!</p> <p>Note You need to sign up for membership of The House in order to skateboard there. It is free but a requirement of the venue. This can be done on the night or in advance via this online form.</p>
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Rooming

<p>Registration / Daily Sign-in The Diamond, Ground Floor Exhibition Space, by the Leavygreave Road Entrance.</p> 	<p>Tea and Coffee Breaks The Diamond Basement</p> 
<p>Quiet room: The Diamond, Floor 3, Meeting Room 1, 10:00-16:30</p>	<p>Prayer rooms: The Diamond, Floor 1, next to Lecture Theatre 08</p>

Conference Sessions (see pages 15-18 for floor plans of The Diamond)

	Main Conference Base Room	Breakout 1	Breakout 2
Wednesday 1 July 2026	Diamond, Lecture Theatre 02 (Basement)	Diamond, Lecture Theatre 08 (Floor 1)	Diamond, Lecture Theatre 09 (Floor 2)
Thursday 2 July 2026	Diamond, Lecture Theatre 02 (Basement)	Diamond, G04 - Workroom 01 (Ground Floor)	Diamond, G05 - Workroom 02 (Ground Floor)
Friday 3 July 2026	Diamond, Lecture Theatre 02 (Basement)	Diamond, G04 - Workroom 01 (Ground Floor)	Diamond, G05 - Workroom 02 (Ground Floor)

Note: For the safety of conference delegates with severe allergies, please ensure all food and snacks brought to the event are completely nut-free and peanut-free.

WiFi: Guests and visitors can get free internet access using Eduroam (participating organisations), [Govroam](#) or [WiFiGuest](#)

Contacting the organisers: Email Yinka or Julia via histchild26@sheffield.ac.uk

Day 1: Wednesday, 1 July

08:15-09:00	<p align="center">REGISTRATION / SIGN IN The Diamond (Leavygreave Road Entrance), Ground Floor Exhibition Space</p>		
09:00-09:30	<p align="center">INTRODUCTION AND WELCOME The Diamond, Lecture Theatre 02</p>		
<p>Session 1 9:30-11:00</p>	<p align="center">Panel A The Diamond, Lecture Theatre 02 INTERNATIONAL RELATIONS <i>Chair: Sophie Heywood</i></p> <p>Artie McCarthy (University of Canberra) 'Hands Around the World': Indigenous Children and Internationalism in the Interwar Period</p> <p>Catherine Freeman (Independent Researcher) 'I have arranged with Miss Zimmern... that the Upper Standard should correspond with a school in Australia': Children's Correspondents through the League of Empire</p> <p>Orsolya Réthelyi (Eötvös Loránd University ELTE, Budapest) Concepts and Anxieties about Self, Identity and Belonging: The Voices of</p>	<p align="center">Panel B The Diamond, Lecture Theatre 08 PLAY IN STREET AND PLAYGROUND <i>Chair: Julia Bishop</i></p> <p>Tsai-Yuan Ko (Academia Sinica, Taiwan) Making Space in the Urban Street: Gender, Materiality, and Working-Class Children's Geographies, 1870-1914</p> <p>Srinita Majumdar and Yiru Wang (ETH Zurich) The Grounds of Play: YMCA and the Early History of Playgrounds for Children in Twentieth Century India and China</p> <p>Emilija Jacevičienė (Vytautas Magnus University) Children's Street Games in Late 20th and Early 21st Century Lithuania: How Space Shapes Play</p>	<p align="center">Panel C The Diamond, Lecture Theatre 09 CARING SPACES? PLACE, IDENTITY AND BELONGING IN CHILDREN'S SOCIAL CARE, 1800-PRESENT</p> <p>Jade Shepherd (Newcastle University) '[E]vidently she is the pet of the family': Expectations and Experiences of Boarding Out in the East Midlands, 1870-1930</p> <p>Claudia Soares (Newcastle University) Transformative Environments? Home, Street and Care Settings across the Nineteenth and Twentieth Centuries</p> <p>Jim Hinks (Newcastle University) 'Food, shelter and mother love'? The World of the Boarded-Out Child in Twentieth-Century Scotland, 1908-1968</p>

	<p>Children in the Hungarian Children's Train Action of 1920 and 1930</p>		<p>Kate Wilson (Newcastle University) Housing the Past: Care-Experienced Children and Young People's Memories of Housing Insecurity in Oral History Interviews</p>
<p>Break 11:00-11:30</p>	<p>Tea and Coffee, The Diamond Basement</p>		
<p>Session 2 11:30-13:00</p>	<p>Panel D The Diamond, Lecture Theatre 02 MULTIGENERATIONAL PERSPECTIVES ON CHILDHOODS <i>Chair: Laura Tisdall</i></p> <p>Simon Sleight (King's College London) and Shirleene Robinson (University of Technology Sydney) Surviving and Reflecting: Intergenerational responses to the Canberra bushfires</p> <p>Harriet Bee (King's College London) From 'walking out' to 'going steady': Girlhood and the Americanisation of Dating Rituals in Liverpool and Melbourne, c.1950-1970</p> <p>Rhianedd Collins (Cardiff University)</p>	<p>Panel E The Diamond, Lecture Theatre 08 HOMES AWAY FROM HOME <i>Chair: Jim Hinks</i></p> <p>Rosie Canning (Independent Researcher) and Delyth Edwards (University of Leeds) Imagined Home in Care-Experienced Childhoods</p> <p>Iria Suárez Martínez (Royal College of Art) Plants as Agents of Care inside Victorian and Edwardian Children's Hospitals</p> <p>Joachim Brenner (History Department, University Heidelberg) Losing, Reflecting and Creating Home: Children Write about Home and Flight in</p>	<p>PANEL F The Diamond, Lecture Theatre 09 ASSEMBLING INTERGENERATIONAL REMEMBRANCE CREATION, CURATORSHIP AND RESEARCH AROUND HISTORICAL GENOCIDES</p> <p>Macarena García-González, Albert Elduque Busquets and Michelle Rennerova (Pompeu Fabra University) Curatorial Agency and Difficult Memories: Challenges of Children's Participation in Remembrance Practices</p> <p>Marija Todorova (The Education University of Hong Kong) Children Bearing Witness to War</p>

	<p>Digital Playgrounds: Exploring the History of Childhood Play through Intergenerational Video Game Co-Production</p>	<p>the Aftermath of World War II</p>	<p>Justyna Deszcz-Tryhubczak (University of Wrocław), Katarzyna Liszka (University of Wrocław), Anna Czerwińska and Sonia Ruszkowska (POLIN Museum of the History of Polish Jews) Co-Creating Holocaust Memory: Youth-led Curatorial Practices and Intergenerational Dialogue at POLIN Museum</p>
<p>Lunch 13:00-14:15</p>			
<p>Session 3 14:15-15:45</p>	<p style="text-align: center;">Panel G The Diamond, Lecture Theatre 02 ACTIVISM <i>Chair: Catherine Freeman</i></p> <p>Nathaniel Andrews (University of Manchester) Anarchist Childhoods in Buenos Aires, 1890-1945</p> <p>Laura Tisdall (Newcastle University) Schools, Students and Chronological Age in Cold War Britain (c.1956-1989)</p> <p>Andrea Griffante (Lithuanian Institute of History) Drawing Independence: Child Art, the Collapse of the USSR, and the</p>	<p style="text-align: center;">Panel H The Diamond, Lecture Theatre 08 CHILDREN'S PUBLISHING AS A COSMOPOLITAN SPACE 1970S-PRESENT (panel discussion)</p> <p>Sophie Heywood (University of Reading) Challenging the One-Way Narrative of British Children's Literature and Soft Power in the Late 20th/ 21st Century: How and Why Can We Make Translation's Place in British Children's Literature Visible?</p>	

	<p>Re-Emergence of Independent Lithuania</p>	<p>Emma Page (University of Reading) Transnational Methods: Tracing Britain's Place in the 'World' of Children's Literature, and the Representation of the 'World' within British Publishing</p> <p>Lucy Pearson (Newcastle University) Publisher Aidan Chambers: Cosmopolitan Tastemakers and Tracing Transnational Influences in British Children's Book Cultures</p>	
<p>Break 15:45-16:15</p>	<p>Tea and Coffee, The Diamond Basement</p>		
<p>Session 4 16:15-17:15</p>	<p style="text-align: center;">Keynote 1 The Diamond, Lecture Theatre 02</p> <p style="text-align: center;">Karen Sands-O'Connor (University of Sheffield) and Darren Chetty (University College London)</p> <p style="text-align: center;">The Child Inside, Outside, and Breaking Down the Walls of Children's Literature's Secret Garden</p>		
<p>17:15-18:15</p>	<p>Drinks Reception, The Diamond Basement</p>		

Day 2: Thursday, 2 July

<p>08:30-09:00</p>	<p align="center">REGISTRATION / SIGN IN The Diamond (Leavygreave Road Entrance), Ground Floor Exhibition Space</p>		
<p>Session 5 09:00-10:30</p>	<p align="center">Panel I The Diamond, Lecture Theatre 02 GIRLS AND GIRLHOODS <i>Chair: Yinka Olusoga</i></p> <p>Taylor Carty (University of Glasgow) 'An Age Capable of Being Useful': Enslaved Black Girlhood in the British Caribbean</p> <p>Jordyn Beaupré (McMaster University) The Perpetually Liminal Girl: Serial Displacement and Moral Uncertainty in Transnational Victorian Child Rescue</p> <p>Agnes Hamberger (Darlarna University) Working-Class School Girls and the Educational Spaces of the Nineteenth century</p>	<p align="center">Panel J The Diamond, G04 - Workroom 01 CHILDREN AND THE POLITICAL <i>Chair: Catherine Bannister</i></p> <p>Nazan Cicek (Ankara University) 'I liked school better than home because unlike my parents my teachers appreciated and respected me': The Perceptions of and Comparison Between Home and School as Reflected in the Findings of an Oral History Project of Childhood in Turkey</p> <p>Catherine Ellis (Toronto Metropolitan University) Postwar British Trade Union Leadership and Intergenerational Solidarity</p>	<p align="center">Panel K The Diamond, G05 - Workroom 02 EDUCATIONAL JOURNEYS THROUGH TIME AND SPACE REFLECTIONS ON AUTOBIOGRAPHICAL PRACTICES OF GERMAN YOUNG PEOPLE</p> <p>Michael Rocher (Humboldt University in Berlin) Escaping School Punishment in 1752: Autobiographical Practices between Honour and Belonging</p> <p>Sylvia Wehren (University of Hildesheim) Outside the Domestic Sphere: Youth Mobility, Gender, and Class in 19th Century Youth Diaries</p> <p>Kerrin v. Engelhardt (University Halle-Wittenberg) Mapping Transitions: Space, Time and Youth Self-Narration in the 1920s</p>

			<p>Sylvia Kesper-Biermann (University of Hamburg) Sharing Educational Journeys: Circular Letters of Hamburg Secondary School Graduates, 1942-2009</p>
<p>Break 10:30-11:00</p>	<p>Tea and Coffee, The Diamond Basement</p>		
<p>Session 6 11:00-12:30</p>	<p>Panel L The Diamond, Lecture Theatre 02 DISPLACEMENT, BELONGING AND IDENTITY <i>Chair: Rhianedd Collins</i></p> <p>Lukas Schretter (Ludwig Boltzmann Institute for Research on Consequences of War), Encounters with the 'Fatherland': Memory, Identity, and Belonging Among the Children of Austrian Women and Allied Soldiers after World War II</p> <p>Olamide Udo-Udoma Ejorh (University of Sheffield) Children, Localised Displacement and the Making of Play Spaces in a Dense Urban Settlement in Lagos</p>	<p>Panel M The Diamond, G04 - Workroom 01 SIBLING RELATIONSHIPS IN NINETEENTH AND TWENTIETH CENTURY BRITISH AND AUSTRALIAN CARE INSTITUTIONS <i>Chair: Jessamy Carlson</i></p> <p>Delyth Edwards (University of Leeds) 'It was through some Iron railing bars': The Architecture, Practice and Legacy of Separating Infant Siblings in Care</p> <p>Claire Phillips (Aberystwyth University) Sibling Relationships in Welsh Workhouses, c.1880-1930</p> <p>Johanne Taylor (Flinders University) 'Priggish pragmatism': The Management of Sibling Relationships in South</p>	

	<p>Maire Tracey (University of Salford) and Chloe Williams (The Children's Art School) Documenting Children and Family Belonging and Ownership in Urban Space (screening and presentation)</p>	<p>Australian State Care, 1898-1912</p>	
<p>Lunch 12:30-14:00</p>	<p>Children's History Society AGM The Diamond, G05 - Workroom 02</p>		
<p>Session 7 14:00-15:00</p>	<p>Keynote 2 The Diamond, Lecture Theatre 02 Caroline Bressey (University College London) Archival Scenes and Critical Fabulations of Family and Place Intergenerational Stories of Maddison, from Enslavement to the London County Council</p>		
<p>Break 15:00-15:30</p>	<p>Tea and Coffee, The Diamond Basement</p>		
<p>Session 8 15:30-17:00</p>	<p>Panel N The Diamond, Lecture Theatre 02 CHILDHOODS AND FAMILIES <i>Chair: Agnes Hamberger</i> Ugnė Jonaitytė (Lithuanian Institute of History) The Other Side of Childhood: Child Abandonment and Infanticide in 18th</p>	<p>Panel O The Diamond, G04 - Workroom 01 WHERE ARE OUR HISTORIES? CREATING PLACES AND SPACES FOR CARE EXPERIENCED VOICES, ACTIONS, IDENTITIES AND MEMORIES THROUGH RECORDKEEPING</p>	<p>Panel P The Diamond, G05 - Workroom 02 RESIDENTIAL INSTITUTIONS <i>Chair: Mary Clare Martin</i> Ireland Wright (Independent researcher) 'I became a man in a child's body': Indigenous Childhood and Identity in the</p>

	<p>Century Lithuania</p> <p>David Bell (Independent Researcher) Child-Adult Sibling Relationships in Ancient Mediterranean Households: Implications for Everyday Experience and Early-Christian Kinship Identity</p> <p>Meri Dickson (Independent Researcher) A Golden Childhood: Fairy Belief, Nostalgia and the Construction of Childhood Spaces</p>	<p>Kirsten Wright (University of Melbourne)</p> <p>Elizabeth Lomas (University College London)</p> <p>Belinda Battley (Archives New Zealand)</p>	<p>Canadian Residential School System</p> <p>Jessamy Carlson (University of Dundee and The National Archives) and Tahaney Alghrani (Hugh Baird University Centre) Reduce, Reuse, Recycle: English Approaches to the Juvenile Secure Estate in the Long Twentieth Century</p> <p>Seonaid Anthoney (Independent Researcher) ‘The Home as their own’? The Metropolitan Police Home and Sexually Abused Girls in Early Twentieth-Century London</p>
<p>19:00 (drinks) 19.30 - 22:30 (meal)</p>	<p style="text-align: center;">Conference Dinner (pre-booked delegates) at South Street Kitchen, located in Park Hill Flats, 19-20 South St, Sheffield S2 5QX</p> <p style="text-align: center;">If you wish to travel together on public transport, meet at the University of Sheffield tram stop at 6.15pm, on the platform nearest to the Diamond.</p> <p style="text-align: center;">We will be catching the Blue Route (‘Halfway’) tram to the Sheffield Station/Sheffield Hallam University stop. The fare is £2.50 (single) or £4.20 (same day return back to the University of Sheffield tram stop) and tickets can be bought from the conductor on the tram (cash and contactless card payments accepted)</p> <p style="text-align: center;">(Or go earlier to explore the iconic Park Hill Flats and nearby Sheffield Cholera Monument before the dinner!)</p>		

Day 3: Friday, 3 July

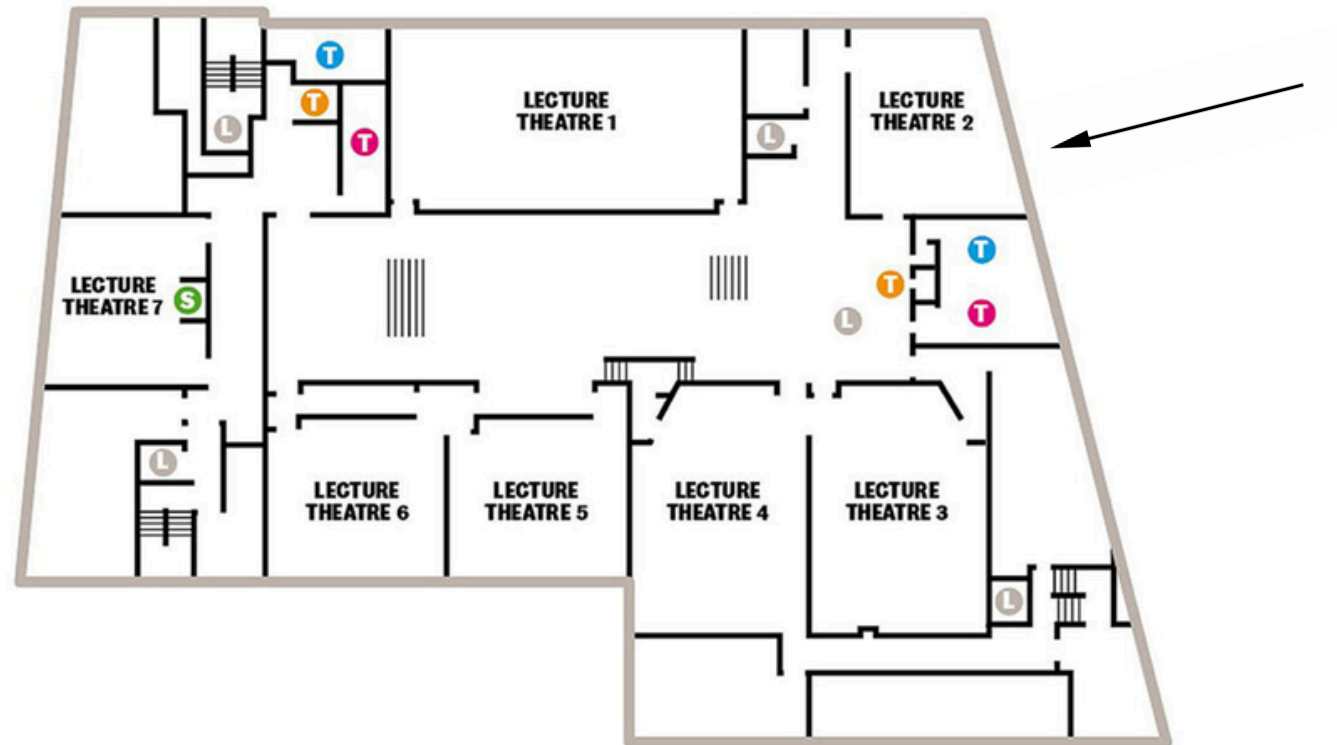
08:30-09:00	REGISTRATION / SIGN IN The Diamond (Leavygreave Road Entrance), Ground Floor Exhibition Space		
Session 9 09:00-10:30	<p style="text-align: center;">Panel Q</p> <p style="text-align: center;">The Diamond, Lecture Theatre 02 GEOGRAPHICAL IMAGININGS <i>Chair: Artie McCarthy</i></p> <p>Sulthana Nasrin (King's College London) Learning to Read in Colonial Kerala: Notes While Organising a Transnational Literary Textbooks Archive</p> <p>Betül Gaye Dinç (Northumbria University) 'My Geography's Rather Vague': Elinor Lyon's Cartographic Storytelling across Her Oeuvre</p> <p>Sydney Stitt (University of Cambridge) Tigers and Imperial Identity in British Children's Media, 1857-1901</p>	<p style="text-align: center;">Panel R</p> <p style="text-align: center;">The Diamond, G04 - Workroom 01 SPACE, EMOTION AND DISABILITY IN EARLY TWENTIETH-CENTURY BRITAIN</p> <p>Mary Clare Martin (University of Greenwich) Coming of Age with Disabilities in Early Twentieth-Century Britain: Education, Space and Emotion</p> <p>Philip Milnes-Smith (Shakespeare's Globe) and Nicola Lane (Independent filmmaker) 'I am sick, or not at home': Returning a Voice to the Young Patients and Students of a Convalescent Home and a Training School</p> <p>Marianne Markowski (University of Greenwich) Encountering Difficult Histories: 'This could have been me'</p>	

Break 10:30-11:00	Tea and Coffee, The Diamond Basement		
Session 10 11:00-12:00	Keynote 3 The Diamond, Lecture Theatre 02 Becky Parry with Kathryn Reaney, Harry Wright, Maisie Dorlin and Olivia Downton (Rotherham Metropolitan Borough Council) Children's Capital of Culture: Reimagining Rotherham		
Session 11 12:00-13:30	<p style="text-align: center;">Panel T</p> <p style="text-align: center;">The Diamond, Lecture Theatre 02 SCHOOLS, RULES AND STORIES <i>Chair: Catherine Ellis</i></p> <p>Ellen Ceder Henriksson (Södertörn University) Children out of Place: Exploring Truancy as Spatial Deviance in Sweden at the Turn of the Twentieth Century</p> <p>Daisy Johnson (Independent Researcher) 'I feel I missed a very great deal': Untangling the Relationship between Adult / Child Author in Early Twentieth-Century Girls' School Stories</p> <p>Julia Bishop (University of Sheffield)</p>	<p style="text-align: center;">Panel S</p> <p style="text-align: center;">The Diamond, G04 - Workroom 01 LOOK WIDE WIDE GAMES AS A PLAYFUL, EDUCATIONAL PRACTICE, FROM THEIR GUIDING AND SCOUTING ORIGINS TO CONTEMPORARY DESIGN FOR ALL</p> <p>Catherine Bannister (University of Sheffield) Space, Story, Strategy, and Youth: Wide Games in Guiding and Scouting Educational Histories</p> <p>Alice Olusoga (Whiteley Woods Outdoor Activity Centre, Sheffield) 'Playing It Forward': Co-creating Wide</p>	

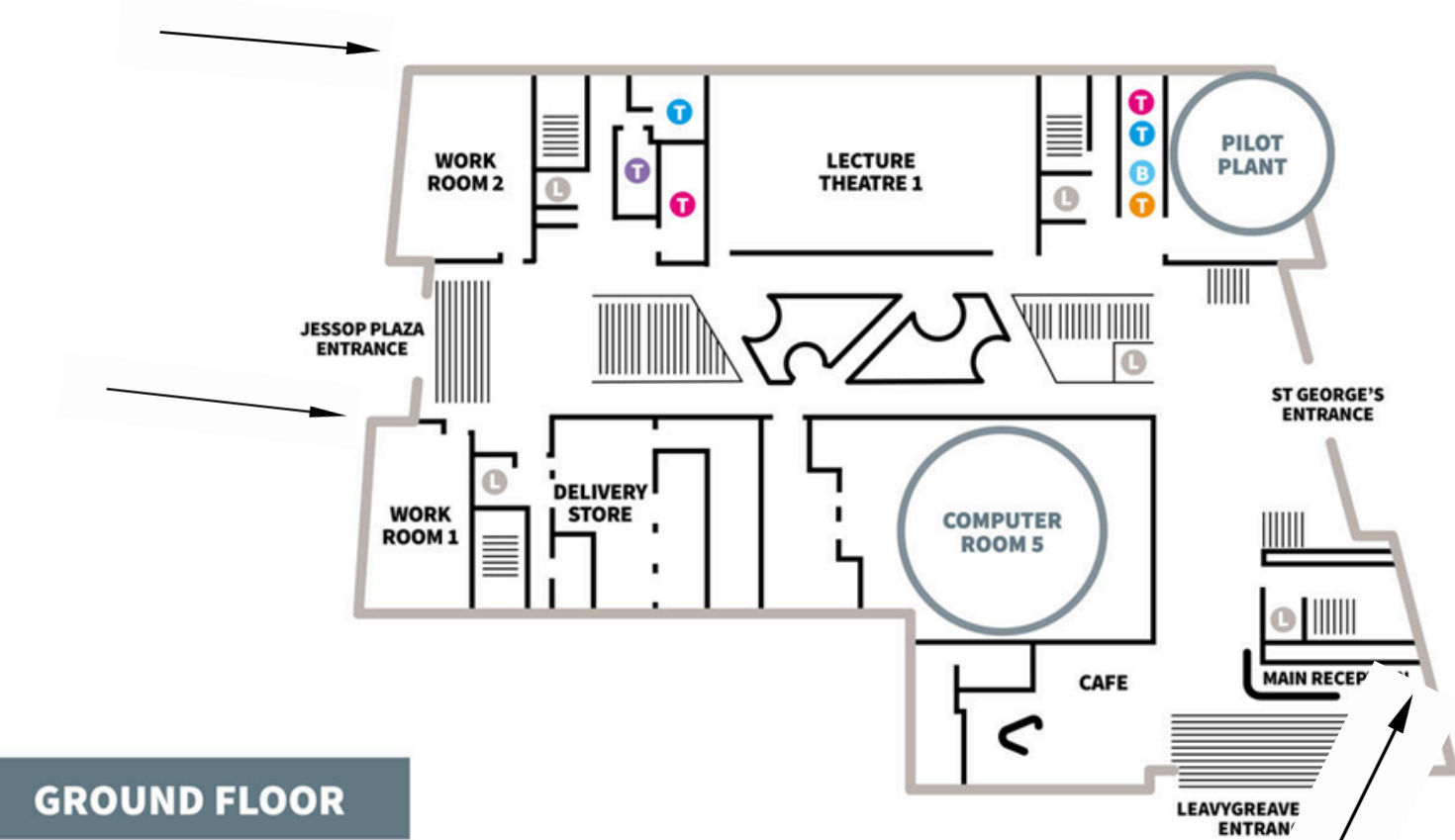
	<p>Children and Young People's Voices in the History of School Meals in Britain</p>	<p>Games Resources through Oral Histories of Play in Place</p> <p>Yinka Olusoga (University of Sheffield) From Campsite to Curriculum: The Future Potential for Wide Games in Formal Education</p>	
<p>13:30</p>	<p>Conference Close</p>		
<p>14:15-16:30</p> <p>Western Bank Library</p>	<p>Visit to the University of Sheffield's Special Collections to explore its multimedia holdings relating to children's history, including the Archives of Cultural Tradition and National Fairground and Circus Archive.</p> <p>Please assemble at the turnstiles of Western Bank Library (a 10-minute walk from The Diamond) at 14:15 in order to be signed in. Pre-booking is not required. There will be a short talk at the start followed by the opportunity to browse the collections on display.</p>		

The Diamond Floor Plans

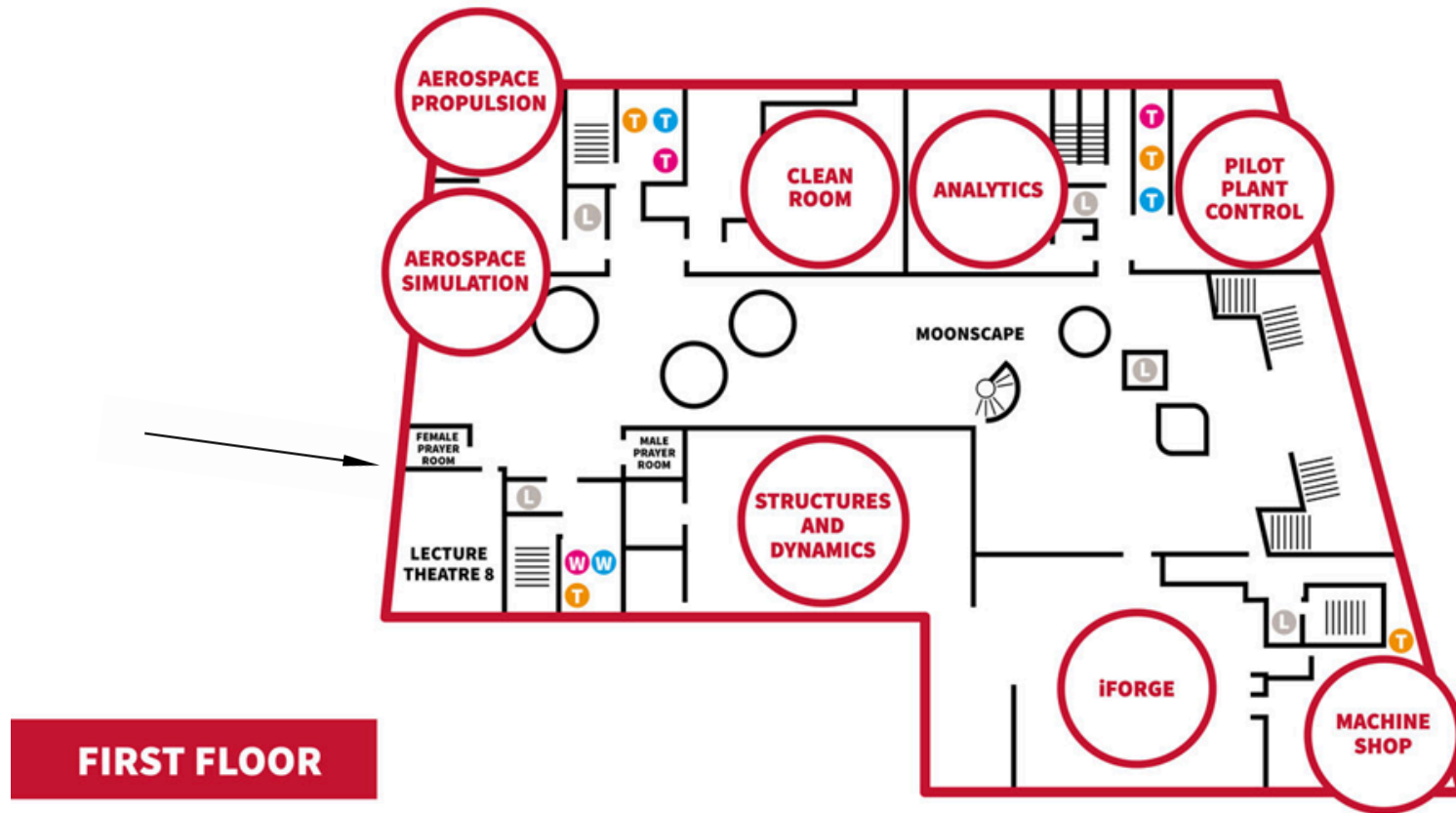
During the conference we will be using rooms in the basement of the Diamond and on the ground floor, first floor and second floor. You can view the floor plans below and can access an online [Accessibility Guide here](#) and download a [University campus map here](#).

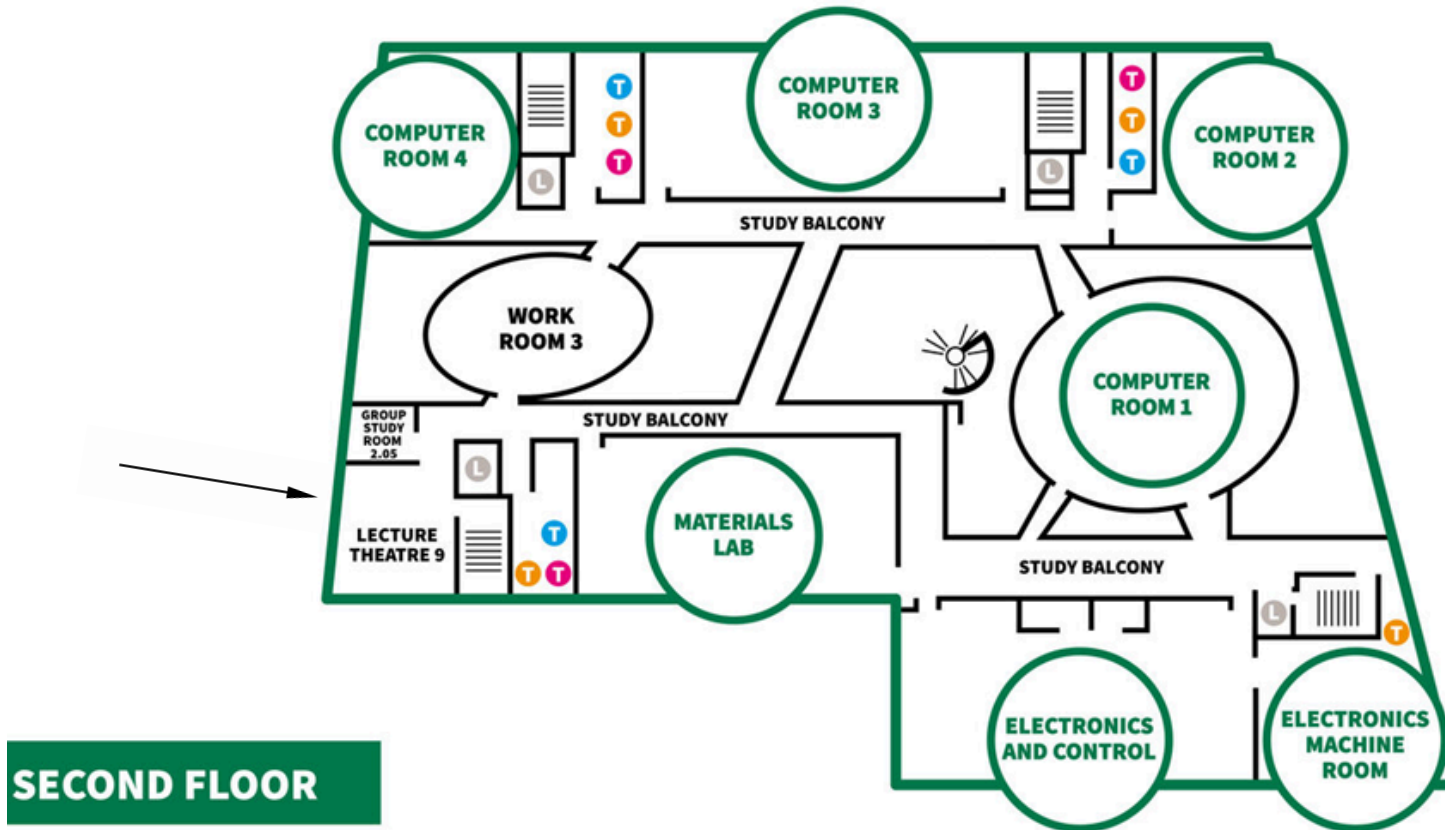


BASEMENT



Conference Registration Desk





KEYNOTE PRESENTATIONS



Karen Sands-O'Connor (University of Sheffield) and Darren Chetty (University College London), *The Child Inside, Outside, and Breaking Down the Walls of Children's Literature's Secret Garden*

Humphrey Carpenter once wrote, 'Adult fiction sets out to portray and explain the world as it really is; books for children present it as it should be' (*Secret Gardens*, 1985). But even if this is true, our [adult] definition of what the world should be for [some] children changes over time. This keynote address will examine the child characters of children's literature within their historical and literary spaces, and consider what these characters can tell us about adult fears and desires around childhood, belonging and identity, both now and in the past.



Professor Karen Sands-O'Connor is a Visiting Professor of Education at the University of Sheffield and an award-winning and internationally-recognized scholar of Black British children's literature. She created the UK's first exhibition on children's literature and Black Britain, 'Listen to this Story!' in 2022, and it has since been touring the country. Currently, she is developing the Every Voice, Every Story Resource Library, a research library for educators to learn about the history of representation and inclusion in British children's books. She consults for the British Library, the Chartered Institute of Library and Information Professionals, and the Centre for Literacy in Primary Education on their annual Reflecting Realities reports.

*Dr Darren Chetty is a Lecturer in English Education at UCL Institute of Education. He taught in London primary schools for two decades. He contributed to the bestselling book, *The Good Immigrant*, edited by Nikesh Shukla. Darren has published six books to date, as co-author and co-editor. He provided training for the Carnegie Award judges and advises on the CLPE Reflecting Realities research and Penguin / Runnymede Trust's Lit in Colour project. His debut picture book, *I'm Going to Make a Friend*, illustrated by Sandhya Prabhat, is published by Little Tiger.*

*Darren and Karen write together for Books for Keeps. A book based on their columns and other essays *Beyond the Secret Garden? Racially Minoritised People in British Children's Books* was published by the English Media Centre.*

Caroline Bressey, Archival Scenes and Critical Fabulations of Family and Place: Intergenerational Stories of Maddison, from Enslavement to the London County Council



In this paper I return to a London family who I have been writing and thinking with for many years. A family whose naming traditions enable them to be traced across several generations from their African American grandfather to a kinship network of aunts and uncles, siblings and cousins. The Maddison's were part of a family made by migrations, from across the Atlantic and within Britain, but a family also deeply embedded in place.

Here I reflect upon how their continuous presence in East London and the memory of a Black father and grandfather, passed on through their intergenerational naming traditions, may have contributed to family stories of identity, belonging, love and care and how their archival presence highlights the complexities of surfacing multi-ethnic histories of childhood.

Caroline Bressey is Professor of Historical Geography, in the Department of Geography, University College London. Her work focuses on surfacing the archival Black presence in late nineteenth and early twentieth century England. Parallel to this are her interests in the circulation of ideas of anti-racism at the end of the nineteenth century which were the focus of her award winning book on Britain's first anti-racist periodical in 'Empire, Race and the Politics of Anti-Caste'. Her current book project is an exploration of multi-ethnic histories in England from the 1870s to 1919.

Becky Parry, Children's Capital of Culture: Reimagining Rotherham



In 2025 Rotherham became the world's first Children's Capital of Culture. This title was bestowed by its children and young people. It was devised to change the narrative about their hometown and create positive opportunities for children and young people across the borough.

Led by Rotherham Metropolitan Borough Council and a consortium of committed cultural partners, the Children's Capital of Culture initiative resulted in the development of a creative learning programme, aiming to ensure that Children's Capital of Culture's core value of co-production with children and young people was also embedded in work with schools. To date this programme has worked with over 120 educational settings, increasing participation in dance, drama, makerspaces, filmmaking, game design and visual arts. In each project, artists and educators were invited to consider carefully how they could increase opportunities for children and young people to have agency and self-determination to enhance well-being and develop a

new narrative for their borough.

In this session members of the Children's Capital of Culture team will share experiences and insights from the programme, inviting participants to consider the role of co-production in children and young people's production of space, place and belonging.

Dr Becky Parry is the Creative Learning Manager for Children's Capital of Culture who specialises in the role of creativity in developing children and young people's opportunities to develop agency. Becky will be joined by members of the Children's Capital Culture team who began their work with CCoC in roles as volunteers or trainees.

ABSTRACTS

Nathaniel Andrews, Anarchist Childhoods in Buenos Aires, 1890-1945 (PANEL G)

At the turn of the twentieth century, Argentina possessed one of the largest and most influential anarchist movements in the world, with anarchists throughout the country not only playing a leading role in labour agitation, but also developing rationalist educational programmes, rejecting organised religion, challenging established gender norms, and seeking to redefine the traditional family and home. However, despite an increasing awareness of the cultural impact of anarchism on working-class life in Argentina, and a growing body of literature on anarchists' relationship to gender, sexuality, education, and health, historians in the field have, to date, focused almost exclusively on anarchist adults, paying little attention to the ways in which children experienced - and participated - in anarchist militancy. From the perspective of the authorities, children occupied a prominent position within the anarchist movement, regularly taking part in protests, whilst anarchists themselves not only stressed the agency and autonomy of the young, but also found inspiration in children's apparent sense of freedom and lack of inhibitions. Therefore, in this talk, I discuss the role of children in the anarchist circles of Buenos Aires; their experiences of migration, exile, and transnationalism; and, more broadly, local anarchists' understandings of childhood and adulthood, respectively, between the late-nineteenth and mid-twentieth centuries.

Nathaniel Andrews is a historian of Spain and Latin America, with a particular focus on anarchism, transnationalism, and the history of everyday life. As a Simon Research Fellow at the University of Manchester, he is currently working on a history of 'anarchist childhoods'. Previously, he was a Research Fellow on the Dictatorship as Experience project here at St Andrews, Senior Editor at British Online Archives, and Lecturer in Spanish and Latin American Cultural Studies (also at Manchester). His forthcoming monograph Prefiguring Utopia: Everyday Anarchism in Spain and Argentina, 1890-1930 (University of Illinois Press), is based on his award-winning PhD thesis, which he completed at the University of Leeds in 2021.

Seonaid Anthoney, 'The Home as their own'? The Metropolitan Police Home and Sexually Abused Girls in Early Twentieth-Century London (PANEL P)

In 1911 the Metropolitan Police Home for Women and Children was founded in Lambeth to temporarily accommodate young female victims of the White Slave Traffic and sexual violence whilst they provided witness testimony in court. Sexual abuse dislocated many girls from their families and the Police Home in response continued to provide a space for girls to be part of a community for years after through Sunday afternoon gatherings and a Girl Guides unit. This paper addresses an understudied aspect of the history of homes for working-class children in the early twentieth century, specifically the accommodation of sexually abused girls in London. Despite a growing body of literature on residential homes and institutions in the nineteenth and twentieth century, scholars have largely neglected the Metropolitan Police Home for Women and Children. Building upon Julia Laite's

initial work on the Police Home and the work of Louise Jackson and Claudia Soares on Edwardian children's institutions in London, this paper seeks to recover a hidden history of the Metropolitan Police Home through spatial analysis. This paper adds to the discussion of children's institutions as multifaceted spaces, arguing that the Metropolitan Police Home acted as both a refuge, a place of surveillance and control, whilst simultaneously providing community to poor sexually abused girls. This study examines the Police Home Annual Reports from 1911 to 1933, Metropolitan Police and Home Office Papers, census records and The Lloyd George Doomsday Survey from 1910 to construct a narrative of childhood experience and understand how a sense of belonging was created within the Police Home. A greater understanding of the Metropolitan Police Home for Women and Children provides new insight into the treatment of child sexual abuse victims in the early twentieth century and the experience of girls in the Police Home.

Seonaid Anthoney is an early-career historian who has recently completed an MA in Modern History at King's College London.

Jordyn Beaupré, The Perpetually Liminal Girl: Serial Displacement and Moral Uncertainty in Transnational Victorian Child Rescue (PANEL I)

In 1880, an amendment to the Industrial Schools Act empowered officials to remove children who lived in brothels or with mothers labelled as prostitutes and commit them to industrial schools. The case of ten-year-old Mary, who was removed from the home of her Irish immigrant mother and remained at the Manchester Industrial School for Girls until the age of sixteen, provides a view into the collaborative operations of child rescue. Scholarship on Victorian child rescue has examined individual interventions such as committals and child migration, but rarely considers how displacement was compounded when a child passed through multiple systems. Although Mary's character was held in high regard at the school, her continued ties to friends and family within Manchester created a sense of moral risk that necessitated further separation. Demonstrating uncertainty with the efficacy of their efforts, school officials worked with other reformers to arrange a further intervention: emigration to Canada. There, Mary again became the object of sexual suspicion, and another removal was proposed. Framed as a remedy, each displacement reinscribed Mary with moralistic doubt while also leaving her more vulnerable and isolated, thereby creating justification for the next intervention. Her case demonstrates how considerations of gendered morality produced cyclical and unstable child rescue efforts. By tracing Mary's movements and the logic that dictated them through an examination of school records, government reports, and transnational correspondence, this paper argues that serial displacement was a tool of moral governance that relied upon keeping girls in a state of perpetual liminality in order to forestall the final revelation of their moral character, and ultimately, the success of these schemes. Through serial displacement, girlhood became a waiting room where it was assumed that character remained adaptable and successful reform achievable, even while any sense of belonging or safety was constantly deferred.

Jordyn Beaupré is a PhD candidate with the Department of History at McMaster University, Canada. Her research focuses on transnational legal and social constructions of girlhood in the Victorian era, paying particular attention to exchanges between Canada and Britain, the wider empire, and the United States.

Harriet Bee, From 'walking out' to 'going steady': Girlhood and the Americanisation of Dating Rituals in Liverpool and Melbourne, c.1950-1970 (PANEL D)

This project examines how teenage girls interacted with the rise of American-influenced commercialised spaces as they navigated shifting courtship practices, changing social expectations, and new forms of belonging in the wake of the Second World War. In this period, young women experienced a significant transition from earlier forms of courtship conducted in private or semi-private spaces, such as lovers' lanes or familial homes, to increasingly commercial public venues, including cinemas, milk bars and drive-ins. These new spaces carried a sense of possibility and modernity, shaped heavily by American media, which provided potent cultural scripts about romance, sexuality and what it meant to be a 'modern' girl - offering futures that contrasted sharply with the more constrained romantic experiences of their mothers. However, socioeconomic environments ultimately determined how commercialised venues were adopted into different localities. Thus, this project utilises a comparison between traditionally working-class Liverpool and Melbourne during its post-war economic boom to highlight how differing economic conditions and urban landscapes shaped teenagers' interactions with commercialised spaces. Across both cities, these venues became critical to how young women constructed identities and found love within a rapidly shifting cultural environment - fostering a new sense of belonging rooted in American culture rather than inherited tradition.

Methodologically, this project aims to give priority to personal experience often absent from traditional historiography through the use of oral history - achieved through the use of The Australian Generations Project and the Mass Observation Archive. The project is also supported by key theoretical frameworks. Pierre Bourdieu's notion of embodied cultural capital explains why American influenced spaces drew in young women, while Herbert Marcuse's concept of superimposed false needs shows how media enforced the popularity of new desires and behaviours, guiding romantic and sexual experiences of the post-war generation.

Harriet Bee is a graduate of King's College London, where she recently completed her undergraduate degree in History under the supervision of Simon Sleight. Harriet's research focuses on the intersections of gender, cultural history and American influence, particularly focusing on teenage girls' lived experience of courtship and consumption in the post-war era. Her current work examines the negotiation of American cultural media in Liverpool and Melbourne between 1950 and 1970, exploring how young women acted as active cultural agents in shaping local social and cultural life. Her interests also include the intersections of gender, media, and consumer culture in post-war society. She is currently preparing to begin a PhD at the University of Melbourne to study Australian and women's history.

David Bell, Child-Adult Sibling Relationships in Ancient Mediterranean Households: Implications for Everyday Experience and Early-Christian Kinship Identity (PANEL N)

Sibling relationships with wide age differences were a normal experience in the first-century CE Mediterranean. This paper briefly presents demographic evidence on sibling age-difference patterns for households in Egyptian censuses, before considering papyri and inscriptions which illustrate the practical nature of sibling relationships connecting children and adults in everyday life. The evidence highlights the importance of wide-age-difference siblinghood in relation to issues of mutual care, legal responsibility, death/bereavement and physical separation. The normality of such relationships has implications for interpreting the nature of ancient siblinghood, extended use of kinship terms and how we view 'intergenerationality'.

This paper argues that everyday child–adult sibling experiences also provide important context for interpreting early-Christian use of sibling terms. The primary evidence has particular resonances with 1 Thessalonians, a letter where Paul especially emphasizes the audience community's siblinghood. Recognizing children's presence in this social location has implications for hearing the letter's content, here relating to death/bereavement, sexual exploitation and mutual support (including the range of the term *philadelphia*: love for siblings). Overall, attention to children/childhood in Paul's construction of collective identity highlights how commonality and diversity combine as practical characteristics of siblinghood within the extended 'household' as well as ordinary households.

*David Bell is an independent scholar researching ancient childhoods and implications of children's presence for interpreting early-Christian/New Testament texts in their community contexts. A book based on his PhD thesis *Children's Lives and Deaths in 1 Thessalonians* (University of Manchester, 2024) is due for publication by Bloomsbury in 2026.*

Julia Bishop, Children and Young People's Voices in the History of School Meals in Britain (PANEL T)

This paper examines the voices of children and young people (CYP) in the history of school meals, using the canteen, dining hall, and related spaces as sites through which questions of place, belonging, and institutional childhood can be explored. School feeding brought CYP together in new collective settings, initially through charitable provision and later through state systems. Their experiences of these arrangements entered the historical record in uneven ways, including through adult prompting and solicitation as well as through CYP's own expressive practices.

CYP's voices about school meals are conceptualised here as multimodal forms of expression, encompassing talk and writing, gesture, eating practices, humour, song, and customary behaviour. The paper illustrates the range of sources through which these voices are available to historians, including philanthropic and policy-oriented writing, elicited essays, folkloric collections of lore and language, and self-authored material. Rather than

offering more or less authentic access to the perspectives of children and young people, these different sources are shown to make audible different kinds of voice, shaped by the ways in which CYP were invited to speak, to whom, and for what purposes, and subsequently by what has been preserved.

Particular attention is paid to folklore materials as collective and performative expressions circulating primarily among CYP, which illuminate how school meals were evaluated, negotiated, and made meaningful within everyday life. In methodological terms, the paper brings together historical source analysis with folkloristic attention to genre, performance, and context.

Taken together, the paper presents school meals as a productive case study for understanding how CYP experienced and interpreted institutional spaces, and for developing a plural and historically grounded approach to the voices of CYP in intergenerational histories of childhood and youth.

Dr Julia Bishop is a research associate in the School of Education, University of Sheffield, where she researches into children's and young people's folklore, past and present, particularly ways in which they negotiate everyday experiences through creativity, performance and communication, and how these shape processes of continuity and change.

Joachim Brenner, Losing, Reflecting and Creating Home: Children Write about Home and Flight in the Aftermath of World War II (PANEL E)

The end of World War II triggered a large-scale wave of flight and migration in Central and Eastern Europe. People who had been deported by the Nazi Regime tried to return to their former homelands, while others fled the Red Army or were displaced and expelled during the territorial reorganisation of Europe.

In Germany, against the backdrop of defeat, the confrontation with own crimes, destruction, occupation and division of the nation state, flight and expulsion, in a broad debate developed about what Heimat ('home' and belonging to a place) and (national) identity are or should be. When 'Heimat' and Childhood have been considered together in this context, this usually happened in regard to the retrospective memories of eyewitnesses. However, this lecture attempts to offer a fresh perspective, by drawing on previously little-known contemporary sources in which children and young people report on leaving familiar places, losing and finding new homes. The empirical basis for this is provided by children's essays on the topics of 'home', 'flight' and 'future' from a Danish refugee camp for East Prussian refugees, as well as experience reports and reflective essays on the topics of 'flight' and 'home', written as part of school lessons. This allows us to capture and compare the historical voices of both dislocated children and non-dislocated children, who reported on the arrival of refugees in their hometowns. Through qualitative analysis of these essays and historical contextualization, the lecture examines how children and young people in the post-war period thought about and reflected on 'home', 'identity' and 'belonging', depending on their age, origin and social status, and how they related to existing narratives and expectations presented to them by adults. In doing so 'home', 'identity' and 'belonging' are revealed as phenomena constructed both by and for children.

Dr. Joachim Brenner

2014-2017 B.A in History (Ancient, Medieval and Modern History) and Philosophy

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2025 PhD in Contemporary History with a work on Childhood in the Atomic Age:

Thesis: 'Atomic Childhood'. Introducing Atomic Age and nuclear Energy to Children and Young people in Divided Germany during the Cold War.

Since 2024 Researcher and PostDoc in the SFB 1671 'Heimaten'. Phenomena, Practices, Representations (Heidelberg University). Subproject C 02: 'What is the German Fatherland'? - Construction of Home and Belonging by and for Children in Post World War II Germanies.

Rosie Canning and Delyth Edwards, Imagined Home in Care-Experienced Childhoods (PANEL E)

This paper explores how care-experienced children and young people have navigated spaces where they are often told—directly or indirectly— or feel, that they do not feel or have home. Drawing on a care experience lens, particularly the concept of Hiraeth (Canning, 2024), and 'feelings of being at home' (Edwards 2017) we suggest that home for Care Experienced children may not always be 'anchored in physical space' (Wardaugh 1999, p. 95) and 'more particularly being at home is a matter, at least in part, of affect or feeling-as the presence or absence of particular feelings' (Mallett 2004, p. 81). This approach to 'being at home (in the world)' is looking at how children do and feel home rather than think about it, 'home becomes a(stative) verb rather than a noun, a state of being which is not necessarily bounded by a physical location' (Mallett 2004, p. 79). In the first part of the paper, we will show that care-experienced children are frequently moved through multiple spaces: new foster homes, children's homes, or institutions. We position the care system itself as a driver of spatial dislocation, where children experience forms of displacement comparable in impact—though distinct in cause—to those produced by war, forced migration, or other childhood ruptures. Following on from this we will explore imagined places or Imagined Home. Children who lack secure or continuous physical environments often draw on Hiraeth—a longing for an unattainable home—to weave together real, imagined, and remembered places. Drawing on Smart's (2007) concept of the 'imaginary' within Personal Life theory we argue that home is not just about what is materially present but also about how it is emotionally and imaginatively constructed. In doing so, the paper contributes to historical understandings of childhood displacement by foregrounding how care-experienced children actively do and feel home in conditions of spatial instability.

Rosie Canning is a writer and researcher who uses a care experience lens—a way of seeing the world through the eyes of those who have lived in care. She completed a PhD which reflected on the practice of writing an autobiographical novel and the representation of care-experience in literature. 'Hiraeth' follows a young girl leaving care in London in the mid-1970s without family, and finding her way in the world.

Delyth Edwards is a lecturer in Inclusion, Childhood and Youth in the School of Education at the University of Leeds. Her monograph, Cultural, Autobiographical and Absent Memories of Orphanhood: The Girls of Nazareth House Remember, was published in the Palgrave Memory Studies Series in 2017.

Jessamy Carlson and Tahaney Alghrani, Reduce, Reuse, Recycle: English Approaches to the Juvenile Secure Estate in the Long Twentieth Century (PANEL P)

There are currently fewer children and young people in the juvenile secure estate than there have been in over twenty years, as the demand for youth custody services has changed and adapted ([GOV.UK](https://www.gov.uk), 2024). As the Ministry of Justice opens a new secure school, catering to children in need of custodial care in England and Wales, heralded by their partner organisation, Oasis Restore, as a 'revolutionary change' in the youth justice system, this is a moment to reflect on the heritage of such organisations. The presentation of these institutions as revolutionary would suggest that these institutions are a complete or dramatic change from previous practice. This is not so. The development of this new secure school does not mark a significant change in practices but rather, bears close resemblance to the earliest state-run reformatory and industrial schools in the Victorian period, and the approved schools during the mid-twentieth century. By examining historical precedents, it highlights that, despite a reduction in appetite for the incarceration of children, the underlying principles and motivations remain consistent in the juvenile secure estate, and evidence a recycling and reuse of historic constructs within the physical and emotional juvenile carceral estate. This presentation will focus on girls in the secure estate and argues that girls have experienced extremely high rates of physical and sexual victimisation and suggests that gender responsive safe spaces are a vital and necessary part of the secure estate to fully meet their needs. In drawing attention to these institutions, and articulating common pathways of girls into industrial, reformatory and approved schools with the present day, this presentation highlights that, despite a reduction in appetite for the incarceration of children, the underlying principles and motivations remain consistent in the juvenile secure estate, and evidence a recycling and reuse of historic constructs within the physical and emotional juvenile carceral estate.

Jessamy Carlson is an archivist and a historian, with a particular interest in the experiences of children and young people in the welfare and secure estates across the twentieth century. Her PhD and recent book examined Approved Schools for girls in England and she is currently working on a number of papers exploring related topics.

*Tahaney Alghrani is a historical criminologist who utilises historical sources to examine historical periods related to the Criminal Justice System (CJS). Tahaney's PhD research centred on juvenile institutions in the nineteenth and early twentieth centuries, with a specific focus on discipline, regulatory pathways, and the licensing of juvenile girls. This research has since been published as a monograph: **Wayward Girls in Victorian and Edwardian England: Pathways in and Out of Juvenile Institutions, 1854–1920**. Tahaney has a distinctive and long-established expertise in innovative historical methods, working with a rich range of archival sources including crime records, probationary records, parliamentary papers, and, most*

recently, colonial records held at the British Library. Tahaney's second monograph, **Colonial Criminal Justice and the Colonisation of Memory: Southern Criminology and the Legacies of British Imperial Rule in Aden, 1839–1967** (in progress and under contract with Palgrave), examines how Criminal Justice and legal systems functioned as instruments of imperial control. Tahaney is also currently co-editing a two-volume collection, **Challenging Methodologies** (Emerald, forthcoming 2027), reflecting an engagement with methodological innovation and collaborative scholarship.

Tahaney is also Criminology Lecturer/Lead at Hugh Baird University Centre in conjunction with the University of Lancashire.

Taylor Carty, 'An Age Capable of Being Useful': Enslaved Black Girlhood in the British Caribbean (PANEL I)

Over many decades, historians have worked to centre the lives, experiences, perceptions, and cultures of enslaved people, however, the unique lives and position of enslaved children, specifically enslaved girls in this context, have only been broadly explored. The transatlantic slave trade in the British Caribbean and its colonial archives are embedded with violent, racist, and sexist ideology that perpetually reproduces harm on the bodies of enslaved people. Therefore, the nature of the archive not only dismisses enslaved girls as human beings but also complicates the possibility of formulating a definition of enslaved Black girlhood. Through the context of Barbados, this paper examines slave ledgers, newspaper advertisements, and travel narratives to illustrate the various perceptions of enslaved girlhood and how it influenced their experiences. This analysis explores the impact of forced diaspora (enslavement) on racial ideologies for children as the nature of transatlantic slavery shaped a precarious (dis)position of Black girlhood in Barbados. It interrogates Black girlhood as a framework of analysis and considers its possibilities and limitations in historical research. Most importantly, this paper argues that centring enslaved girlhood not only complicates analysis of the gendered experience in the British Caribbean slave context, but also broadens understandings of childhood and girlhood studies more generally.

Taylor Carty is a history PhD researcher at the University of Glasgow. Her research explores the lives and experiences of enslaved and apprenticed Black girls in Barbados from 1750-1838. Combining two methodologies of a body-centred approach and 'reading along the bias's grain' her research examines girlhood through a different lens producing a broader narrative of girlhood and gender in Barbadian Slave Society.

Nazan Cicek, 'I Liked School Better than Home Because Unlike My Parents My Teachers Appreciated and Respected Me': The Perceptions of and Comparison Between Home and School as Reflected in the Findings of an Oral History Project of Childhood in Turkey (PANEL J)

This paper delves into the perceptions of as well as meanings and values attributed to the two main social spaces of childhood, namely home and school by the elderly interlocutors who participated in the oral history project titled 'Being a Child During the Childhood of the Turkish Republic'. The project was devised to grasp and gain insights into the lived manifestations of childhood in early Republican-era Turkish society as opposed to the

artificial ideal childhood that was constructed through official discourse and disseminated by schoolbooks, children's magazines and Children's Day celebrations. Between 2022 and 2024 I conducted and visually recorded 75 semi-structured in-depth interviews (with 33 women and 42 men) from diverse socio-cultural and economic backgrounds who were born in different parts of Turkey between the years 1930 and 1945. My focus was to capture the elements of social life as experienced by children while living with family at home, playing with friends on the street and studying with peers at school. I asked the interviewees to describe how they felt, acted and were treated at home and at school during their childhood, and to contemplate on the distinctions, differences and contrasts between those two spaces that they perceived and experienced as children. I also asked which of those social spaces they preferred and why. By utilizing a selection of answers to those questions and analysing them against the backdrop of the scholarship that recognizes socially constructed nature of space, identity and childhood this paper explores the politics and poetics of childhood in the first half of the twentieth century Turkey.

I completed my PhD at the History Department of the School of Oriental and African Studies (SOAS), University of London in 2006. My research has a focus on the interplay between the social construction of age categories, especially childhood, and modernization of the Ottoman Empire and Turkish Republic.

Rhianedd Collins, Digital Playgrounds: Exploring the History of Childhood Play through Intergenerational Video Game Co-Production (PANEL D)

John Potter and Kate Cowan (2020) describe the playground as a 'rich and complex meaning-makespace, full of invention and child-led agency'. In recent decades, sites of play have become a blended space, where analogue and digital worlds influence and inform one another. How children might use these virtually blended play spaces to inform their understanding of their locality, community, and heritage is a growing but still under explored area of research (Richards and Burn 2016).

This paper introduces my interdisciplinary PhD research: an intergenerational co-production project about playing in the past and the present, exploring how digital technology might capture these experiences. Seth Giddings (2014) notes that when children interact with video games – a form of both digital play and digital play space – they navigate landscapes both similar and different to their own. Extending this concept, I am exploring how the children on the project (aged 11-12) are learning about the historical playscape of their community through co-designing video games based on memories of childhood play in the mid-twentieth century shared in oral history interviews by older project members (aged 60+).

In the paper, I will discuss how the children's interpretation of memories of 'play in the past' (analogue) has shaped their design for 'play in the present' (digital). This is an artificial but useful binary which they are exploring and manipulating to learn about how their community's landscape of play has evolved, and how these experiences are both similar and unique across generations. I argue that through the process of video game

co-design, virtual space becomes a 'digital playground' where children have agency to interact ludically and didactically with the history of their local environment. In this sense, children are historians through playmaking, attaching novel intergenerational meaning to their community's landscape.

I am a PhD researcher at Cardiff University. My interdisciplinary project explores the social value of digital co-production methods for connecting communities with their local history and heritage. My areas of research interest include the history of childhood play, emotion and affect, memory studies, and space, place, and meaning.

Meri Dickson, A Golden Childhood: Fairy Belief, Nostalgia and the Construction of Childhood Spaces (PANEL N)

Belief in fairies is a concept that can play a formative role in the creation of an idyllic childhood, a childhood that is magical, otherworldly, personal and comforting, even serving to make feel special the human participants in fairy encounters. For these lucky ones, and also for those who have not experienced fairies but who had a strong belief in them and spent childhood hours thinking of them and searching for them, these memories of magical childhood spaces can come back in adult life as reminiscences of golden moments in an otherwise boring, loving, or even traumatic childhood time.

Nostalgia fuels the narrative of the innocent and segregated sphere of childhood and how it can be infiltrated and sometimes corrupted by the entrance into that sphere of the adults, who in their turn are desperate to capture an experience of childhood that they have lost and want to recapture. The story of the Cottingley Fairy photographs illustrates the power that fairies have over childhood imagination and belief. Regardless of the veracity, these children wanted to believe and be believed, and so did the adults who were involved in the publication of the photographs.

By examining childhood fairy encounters, we can understand how fairy belief constructs a longed for, enchanted magical world, accessible to the child but lost to the adult they become, and constantly sought after. Childhood fairy encounters give an insight into how children perceive and make sense of the world, how they form belonging and identity narratives, and how as adults we then retreat into that imagined golden childhood, and also retrieve those memories to make adulthood more bearable.

Meri Dickson holds a PhD in Religious Studies from Lancaster University. Her research examines fairy belief in England as a socio-cultural phenomenon, with particular attention to twentieth- and twenty-first-century encounter narratives and their cultural meanings. She has a professional background in literature, philosophy and writing.

Betül Gaye Dinç, 'My Geography's Rather Vague': Elinor Lyon's Cartographic Storytelling across Her Oeuvre (PANEL Q)

Extensive research has been conducted on child writers, focusing on their identities and privacies as writers, the dynamics between childhood-adulthood in their works, and the evolution of their styles (Beauvais, 2019; Joosen, 2021; Conrad, 2024) and the role of maps in children's literature (Goodwin, 2011; Kümmerling-Meibauer and Meibauer, 2015; Meunier, 2017, Pavlik and Sheeky Bird, 2017; Sundmark 2019; McLeod, 2023). However, the intersection of cartography and storytelling in the works of children's authors during their childhood remains in need of further attention.

British writer Elinor Lyon (1921-2008) started to write poems and stories from around 12 years old and starting from 15 years old, her stories incorporated hand-drawn maps of fantasy lands with strong topographical knowledge. Drawing on critical cartography and children's literature studies, this study examines the role of cartography in Lyon's storytelling through the maps in her two unpublished notebooks, eight published manuscripts, and standalone maps in the juvelia box in her archive spanning from childhood and adulthood. It explores how she employed maps during early stages of her creative work and how the cartographic practices in her works altered as she transitioned into writing as an adult in the late 1940s and collaborated with other artists in the 1970s.

Firstly, it undertakes a formal analysis of the maps by comparing the depiction of topographical features and map elements. Secondly, it annotates the road networks and locations in the texts and real maps with encoding and geographical information systems to understand how she as a young adult writer imagined and projected the landscapes. Hence, tracing the trail of notes in her archive and analysing the spatial depictions in her literary works and the archival materials, this study illustrates how the act of mapmaking in her youth became integral to her creative process, mirroring her child characters' connection with maps and geography.

Betül Gaye Dinç is a PhD candidate conducting an arts-based project in collaboration with Seven Stories, The National Centre for Children's Books, at Northumbria University. She obtained two Master degrees from Erasmus Mundus International Master in Children's Literature, Media, and Culture at the University of Glasgow (2022) and from Design, Technology, and Society Department at Koç University in Istanbul (2020). She presented at European Network of Picturebook Research – the 7th International Conference in Bergen and 36th International IBBY Congress in Athens. She contributed to the edited volumes, Digital Approaches to Inclusion and Participation in Cultural Heritage (2023), Verbal and Visual Strategies in Nonfiction Picturebooks (2021), and VEKAM Cultural Heritage Studies for Children (0-18) Workshops (2020). She published in Drawing: Research, Theory, Practice, Journal of Graphic Novels and Comics, and Studies in Comics.

Olamide Udo-Udoma Ejorh, Children, Localised Displacement and the Making of Play Spaces in a Dense Urban Settlement in Lagos (PANEL L)

This paper examines how children living in a dense, low-income settlement in Lagos conceptualise and negotiate space, place and belonging in the context of localised forms of displacement. Though many children in Oworonshoki have lived in Lagos all their lives, they have experienced significant spatial disruptions caused by forced evictions, land-grabbing demolitions, flooding and fires. These events reshape children's neighbourhoods, alter familiar routines and redefine the material and social environments in which they play. While these forms of displacement are common across African cities, little research has explored how children themselves understand and navigate such spatial dislocation.

Drawing on child-centred qualitative methods—including group interviews, child-led photo walks, life mapping, play diaries and play mapping—the study explores how children interpret their changing environments and how they construct meaning in places marked by loss and re-occupation. The findings show that children identify clear shifts in the spaces they can access, the materials available for play and the social conditions shaping where and with whom they play. Their accounts reveal how everyday landscapes become reimagined as play spaces, how boundaries between 'children's' and 'adults' spaces are negotiated and how belonging is rebuilt in altered environments.

By foregrounding children's spatial narratives, the paper contributes to broader discussions on how children's identities, practices and attachments to place are shaped by entanglements between local disruptions and wider structural forces. It offers empirically grounded insight into how children produce meaning, continuity and connection within changing urban geographies.

Olamide is a third-year PhD student based in Education and Urban Studies at the University of Sheffield and Founding Director of Lagos Urban Development Initiative. Her research investigates the impact of displacement on young people's access to and negotiation of play spaces within dense urban settlements.

Catherine Ellis, Postwar British Trade Union Leadership and Intergenerational Solidarity (PANEL J)

This paper examines postwar trade unions in Britain as spaces in which opportunities for intergenerational worker solidarity were constrained by the often conservative and paternalistic outlook of adult union leaders. Scholarly accounts of British trade unionism give little attention to young workers, but their presence is readily uncovered in the archives. Drawing primarily on the records of the Trades Union Congress (TUC) and the Scottish Trades Union Congress (STUC), this paper explores both the novelty and the limits of trade unions' responses to the growing prominence of young people in postwar Britain. As the number of young workers declined significantly after the Second World War, older trade union leaders turned their attention to teenagers' social development not only within but also outside the world of work. Throughout the 1950s and 1960s, the TUC and STUC campaigned vigorously to influence national policies on education, vocational training and leisure facilities to mold the next generation of workers. These

campaigns highlighted the increasing separation of education, work and leisure that distinguished postwar youth from earlier generations. At the same time, contemporary beliefs in young people's exceptionalism challenged the unions' long-standing and largely age-free discourses of working-class solidarity. In this period, neither the TUC nor the STUC was successful in cultivating a strong sense of belonging for postwar youth. Union leaders' conservative and paternalistic responses to youth culture and young people's aspirations as workers laid the foundations for a longer-term decline in trade union membership among young people in the later 20th and early 21st centuries.

Catherine Ellis is Associate Professor of History at Toronto Metropolitan University, Canada. Her research addresses political ideas, problem-solving, and decision-making in modern Britain. She is currently writing a monograph that explores the growing influence of young people and youth culture on British political life since the Second World War.

Catherine Freeman, 'I have arranged with Miss Zimmern... that the Upper Standard should correspond with a school in Australia': Children's Correspondents through the League of Empire (PANEL A)

In 1906, Elsie Zimmern was entered in the logbook of Surbiton National Girls' School as arranging for older pupils to correspond with girls in other countries of the British Empire using her connections with the League of Empire. The girls sent letters, picture postcards and pressed wildflowers to Australia and received letters from Canada. Elsie was the Honourable Secretary to the School Managers while also participating in transnational women's politics. Her interest in education and the Empire led children to consider their space within it.

Elsie was born in Surbiton, then in Surrey, in 1876 and attended Surbiton High School before finishing school in Geneva and kindergarten teacher training in Cheltenham. Elsie's brief biography in *The Who's Who Guide to the 1909 International Council of Women* included that she had been the Honorary-Secretary to the School Affiliation Scheme of the League of Empire in 1905 and 1906. Her work with the pupils at Surbiton National is an example of intergenerational experiences of space and place as she introduced girls to contemporaries across the Empire.

Using materials from the school logbook, League of Empire documents and newspaper articles, this paper will consider intergeneration experiences of place that impacted on girls' childhood and education. The transnational work of Elsie Zimmern led to schoolgirls sharing their experiences with contemporaries across the Empire, putting their girlhoods in a small town into the context of the Empire.

Catherine Freeman received her PhD from the University of Greenwich in 2024. Her thesis considers ideas of femininity in girls' education and employment in the late-nineteenth century. She is Secretary to the Children's History Society and was the History of Education Society's Richard Aldrich Fellow for 2023 and 2024.

Andrea Griffante, Drawing Independence: Child Art, the Collapse of the USSR, and the Re-Emergence of Independent Lithuania (PANEL G)

Lithuania was the first soviet republic to declare its independence from the USSR in March 1990. Ten months later, Moscow made its last effort to take Lithuania back to the Soviet Union. After the pro-Moscow Yedinstvo movement tried to storm the Parliament of Lithuania in early January 1991, on the 13 January soviet tanks stormed the Lithuanian Television tower killing 14 people who had rallied to defend the building. The event, which represented the prologue to the de jure recognition of Lithuania worldwide, raised an extraordinary wave of emotion and patriotism throughout the country. In the Spring of the same year, the National Museum of Lithuania organized a contest for primary schools inviting pupils to draw what 13 January events had meant for them. The reaction was somehow unexpected: almost 6,000 children took part in the contest and sent their drawings to Vilnius.

The collection, which was stored at the National Museum of Lithuania and can now be consulted online, gives a unique gaze on how those events were experienced by school children and, in particular, how the official narrative influenced children's understanding of the self (the nation, the homeland, home, friendship) and otherness (the foreigner, the foe). At the same time, interviews with a sample of the authors of those drawings provide additional understanding on the ideological pressure and emotions which led children's engagement.

Andrea Griffante (1980) is a Research Fellow at the Lithuanian Institute of History. His research fields include the history of childhood, the history of humanitarianism, nation-building, and the history of childhood. His last monograph is Children, Poverty and Nationalism in Lithuania, 1900-1940 (Cham: Palgrave, 2019). He was one of the founders of the Family, Women and Children History Researchers Network based at the Lithuanian Institute of History.

Agnes Hamberger, Working-Class School Girls and the Educational Spaces of the Nineteenth century (PANEL I)

My paper will discuss the limitations and possibilities that mass education brought to the lives of generations of Swedish girls and young women over the course of the 19th century. The enforcement of the school act of 1842 signaled a shift away from the tradition of home education, towards an increased enrollment in primary education taking place in a school setting. One effect of this was that children were spending less time in the space of their home, and more time in the varying spaces of the decentralized school system. These included formal classrooms, but also provisional solutions like outhouses, dwelling houses and even former churches.

My main argument is that this shift looked different for girls compared to boys, and that the gender factor has been overlooked in previous research. Through my work I have been able to show how girls to a larger extent remained in home education compared to boys. This can be linked to what Meg Gomersall (1992) writes about the domestic usefulness of girls, when it came to household chores and looking after younger siblings, which contributed to girls' school education becoming very irregular.

The paper is based on my PhD project on the impact of gender structures on the emerging Swedish primary education system between the years 1840-1920. The study is based on many different sources, with a few examples being parliamentary debates, inspection reports, parish board protocols and autobiographical texts by former teachers and students.

Agnes Hamberger recently received her PhD in Sociology of Education at Uppsala University, Sweden. She is now Lecturer in history at Dalarna University, Sweden, and Coordinator of FlickForsk! Nordic Network for Girlhood Studies

Ellen Ceder Henriksson, Children out of Place: Exploring Truancy as Spatial Deviance in Sweden at the Turn of the Twentieth Century (PANEL T)

In my dissertation, I examine how truancy was defined, constructed, and managed as a social problem around the turn of the last century. Truancy becomes the thread through which I highlight broader social discourses on school absence and the local practices used to handle truant children. Theoretically, the thesis draws on a spatial perspective in which truant children serve as an entry point for analyzing how boundaries for children's movements were drawn and maintained. In the first part of the thesis, I analyze how the development of compulsory schooling created the phenomenon of school absenteeism and how it came to be regarded as a problem by the teaching profession. In the second part, I study which children were classified as truants and why, as well as the measures taken. This includes both truancy cases and the institutions specifically established to deal with truant children in Sweden's larger cities. The study is based on multifaceted source material, inspired by a source-pluralistic method, including legal texts and regulations, teachers' association minutes, newspaper articles, municipal records, and preserved institutional documents.

A fundamental assumption in the thesis is that truancy, in its purest form, means that children are out of place. Compulsory schooling establishes the notion that children should be in school at certain times, and when they are not, their absence becomes a problem. From this perspective, truancy is not only a behavioral issue but a spatial displacement in which children move outside the spaces where they are expected to belong. In my material, truancy appears both as an indicator of where children are meant to be and where they do not belong. Drawing on the concept of moral geographies, I analyze how children who cross these boundaries come to be seen as violating an order in which certain types of people are expected to belong in specific places, and how truant children emerge as disruptive elements in the spatial order constituted by the school, the home, and the street.

I am a PhD candidate in History at Södertörn University, working within Educational Studies. My dissertation explores how truancy was defined and handled as a social and spatial problem around the turn of the twentieth century. Before beginning my doctoral studies, I taught at the upper-secondary level, shaping my interest in historical schooling and childhood.

Emilija Jacevičienė, Children's Street Games in Late 20th and Early 21st Century Lithuania: How Space Shapes Play (PANEL B)

This paper explores the influence of courtyard space and infrastructure on children's street games in Lithuania in the late twentieth and early twenty-first centuries. While children's games have been documented in Lithuanian folklore studies, research has largely focused on mid-twentieth-century material and rarely treats the courtyard as a significant factor shaping play. This study aims to address this gap by examining how specific spatial features of the courtyard enabled, constrained, and transformed children's games and activities.

The analysis is based on qualitative and quantitative data collected from 103 questionnaire responses and six in-depth interviews with participants from different regions of Lithuania. These narratives provide insight into childhood play environments, perceptions of safety and supervision, and the creative adaptation of space for play. Methodologically, the paper combines ethnographic analysis with concepts from folklore studies and childhood anthropology, paying particular attention to spatial practices and peer-to-peer transmission of games.

The paper argues that the courtyard functioned as a semi-autonomous space between home and school, characterized by minimal adult supervision, mixed-age social interaction, and flexible use of infrastructure. Courtyards encouraged children to appropriate non-designated elements—such as laundry-drying frames, fences, basements, and trees—and transform them into key components of games. These adaptations not only shaped the rules and structure of games but also fostered creativity, variation, and the emergence of local play traditions.

Drawing on comparative perspectives from Lithuanian authors' collected traditional games, the work of Iona and Peter Opie on British street games, and theoretical insights from Maria Osorina and other authors, the paper situates Lithuanian courtyard games within broader discussions of space, play, and child agency. Ultimately, the study suggests that less structured environments played a crucial role in sustaining children's imaginative play and creativity.

Emilija Jacevičienė is a second-year PhD student in Ethnology at Vytautas Magnus University. Her doctoral research focuses on children's street games in Lithuania from the mid-twentieth to the early twenty-first century, examining play practices, social interaction, and cultural change.

Daisy Johnson, 'I feel I missed a very great deal': Untangling the Relationship between Adult / Child Author in Early Twentieth-Century Girls' School Stories (PANEL T)

In her coy, often delicately obfuscatory autobiography: *My Own Schooldays* (1925), Angela Brazil writes of her envy of modern schoolgirls: 'When I go to see modern girls' schools and know what jolly times they have with games and clubs and acting, I feel I missed a very great deal.' (p.149). In this article, I examine that space of longing between adult and child through a consideration of child authors as represented in girls' fiction from the early-mid twentieth century. I focus in particular upon the girls' school story with reference to Angela Brazil, Elinor M. Brent-Dyer and others, and show

how their representations of young authors can facilitate an understanding of authorial identity for both adult and child, the impact of space and place upon creative expression, and the educational experience of young writers during this period.

Dr Louise Johnson is an independent scholar whose research sits at the intersection between girlhood, juvenilia, and children's literature. She also writes for children under the name 'Daisy May Johnson'. She can be found online at didyoueverstoptothink.com.

Ugnė Jonaitytė, The Other Side of Childhood: Child Abandonment and Infanticide in 18th Century Lithuania (PANEL N)

While Western historians have produced many studies focused on child abandonment and infanticide in the past, this phenomenon received little attention in the Lithuanian literature. This paper is one of the first attempts to explore the problem of the foundlings and infanticide, and its sociodemographic patterns in early modern Lithuania. The paper mainly deals with two research questions: the number of foundlings in investigated parishes within the correlation of illegitimate children, and the cases of infanticide. The data, collected from 20 parishes, provide an opportunity for historical demographic analysis of the general scale of illegitimacy and foundlings; the seasonality of baptisms; given names; and the life prospects of such children. The demographic data was combined with surviving court material in order to tackle the deeper problem of abandonment by including the cases of infanticide. The methodology of this research includes calculating the illegitimacy ratio and nominal linkage to explore possible underregistration. Preliminary results of this research indicate regional variations. Potential applications: research findings let us question to what extent Lithuania differs in the European context. Likewise, this research can fill a small gap in a framework of child abandonment and infanticide patterns, firstly in Eastern Europe and then in the whole Western world during the early modern period.

My main research focus is illegitimate and abandoned children in 18th century Lithuania. In my works, I combine the data obtained from parish registers with the court cases. I earned my PhD earlier this year for the thesis 'Illegitimate Children in the Vilnius and Samogitian Dioceses in the 18th Century'. My research interests include Childhood, single motherhood and parenthood in Early Modern times, illegitimacy and foundlings.

Tsai-Yuan Ko, Making Space in the Urban Street: Gender, Materiality, and Working-Class Children's Geographies, 1870-1914 (PANEL B)

In the late nineteenth century, streets were central to everyday life for the British urban working class. Yet children playing in the streets, particularly in London, were frequently portrayed as symbols of urban disorder and moral danger in reformist discourse. Existing research on working-class children's play has often been descriptive, recording game types in fragmented ways while overlooking their connections to everyday space. Deriving from 'children's geographies', this paper argues that street play functioned as a cultural practice through which children constructed spatial relations and negotiated social roles. Through play, children claimed their own space within the seemingly open streets, at times competing with everyday urban routines.

Drawing on oral histories, autobiographies, material culture, and folklore records, this paper examines how working-class children made space and identity through street play. Street games were structured by clear gendered logics, assigning children distinct roles and modes of action while entering play. By cases such as marbles, hoops, and singing games, it shows that boys predominantly used marbles and iron hoops, mobilising sound and speed to traverse urban space and assert territorial control. By contrast, girls often assumed to have limited spatial freedom developed resilient spatial strategies by combining wooden hoop play with running errands, transforming routine domestic labour into opportunities to expand their everyday geographies. Finally, with Anna Davin's observations on 'tomboys', this paper argues that street gender order was not wholly fixed: as a temporary, locally accepted identity, the 'tomboy' allowed some girls to transgress gender boundaries and access forms of mobility usually associated with boys.

Overall, this paper argues that the late nineteenth-century street functioned as a cultural battleground for children. Through play, children actively produced urban geographies, making play a practice through which gender norms were negotiated and culture was created.

Tsai-Yuan Ko has recently been awarded an MSc in History from the University of Edinburgh. Her research interests focus on the history of childhood, gender culture, and urban space in late Victorian Britain. This paper is drawn from her master's dissertation, supervised by Professor Louise Jackson. She is currently a research assistant at Academia Sinica, Taiwan.

Srinita Majumdar and Yiru Wang, The Grounds of Play: YMCA and the Early History of Playgrounds for Children in Twentieth Century India and China (PANEL B)

This paper examines the early history of playgrounds in the (semi)-colonial contexts of India and China in the early twentieth century by focusing on one of its key, yet understudied actors involved in the development of such sites - the Young Men's Christian Association (YMCA). From its inception, the YMCA positioned itself as a 'moral' and 'civilizing' force, operating outside of colonial politics, but deeply entangled with it, nevertheless. Developed first in North America and Europe, playgrounds, as dedicated sites for structured play travelled to Asia in the early 20th century. With a comparative focus on the urban colonial hubs of Calcutta, Bombay, and Madras (India) and Hong Kong and Shanghai International Settlement (China), this paper examines how the YMCA used playgrounds to strategically target children as key agents through whom ideals of morality, discipline, citizenship and Christian social values could be transmitted. However, we aim to dispel the impression that a one-way transfer of knowledge guided the development of playgrounds in South and Southeast Asia. Instead, over the course of their multiplication, playgrounds became enmeshed in negotiations between competing visions of modernity and childhood. By relying on the notion of 'supervised' play and trying to turn playgrounds into tools by which play was regulated, leisure was turned around to meet the missionary expectations. How far did the supervised playgrounds reshape pre-existing, street and community-based forms of play? What did the production of new spatial demarcations between 'safe' and 'dangerous' space imply? We investigate these questions vis-à-vis the understanding that children, as active social actors, often unsettle the

orderly visions of the makers. Drawing from municipal records, YMCA reports, correspondence and newspapers, this paper tries to understand if the introduction of the playground helped the YMCA enact a specific form of 'healthy body' and 'morality' on a (semi)-colonised populace.

Srinita Majumdar and Yiru Wang are doctoral candidates at the Chair for the History of Modern World, ETH Zurich. They are part of the SNSF-funded project 'Shaping Asian Future Generations in an Age of De(Colonisation): Playgrounds and Outdoor Games in India and China'.

Iria Suárez Martínez, Plants as Agents of Care inside Victorian and Edwardian Children's Hospitals (PANEL E)

This paper examines the overlooked presence of plants in children's hospitals in Victorian and Edwardian Britain (c. 1850–1914), reframing them as agents within the relational and spatial entanglements that shaped institutional childhoods. Drawing on photographs, advice literature, and women-led health tracts, it traces how commonplace houseplants—aspidistras, ferns, palms—mediated children's sensory, emotional, and moral experiences of hospital life. Far from inert decoration, plants participated in the production of place, helping transform clinical interiors into environments where care, attentiveness, and belonging could take root.

Children's hospitals were spaces where local domestic practices, institutional regimes, and wider cultural anxieties about infection and moral upbringing interpenetrated. Plants sat at the intersection of these scales. They evoked the comforts of home at a moment when institutionalisation risked alienation; they materialised contemporary scientific and moral discourses around air, cleanliness, and respectability; and they invited children into interspecies relationships that cultivated observation, patience, and reciprocity.

Mobilising feminist care ethics and critiques of institutional spatialisation, the paper highlights how reformers such as Elizabeth Twining and Eva Lückes understood plant care as a micro-scale practice of health education, embedding environmental awareness within children's bodily and moral development. By foregrounding these small, often invisible actors, the study complicates architectural histories that privilege large-scale design over lived experience. It shows how plants reconfigured the sensory and ethical landscape of the children's hospital, revealing entanglements of care, identity, and place forged not only by adults and institutions, but through the everyday encounters of women, children and plants.

Iria Suárez Martínez is a LAHP-funded PhD candidate at the Victoria & Albert Museum and the Royal College of Art in the History of Design Department. She is researching the history of the design of children's hospitals in Victorian and Edwardian Britain and working within the fields of architecture and urban planning.

Artie McCarthy, 'Hands Around the World': Indigenous Children and Internationalism in the Interwar Period (PANEL A)

A common visual motif reproduced—by adults and children alike—across a range of prominent child-focused internationalist projects was an image of the globe encircled by a chain of children holding hands, each in various distinctive styles of national dress. While the order and configuration of these figures changed depending on the organization using the image, what remained constant was the prominence of Indigenous children. Specifically recognizable, was a child figure wearing a Native American War Bonnet and another dressed in the manner of Indigenous communities of the Arctic. Here, unlike in literature, where—as Sara L. Schwebel explains—'native people play an essential role in the heroic tales of nation-building that ultimately demand their 'disappearance'—internationalist projects of global friendship symbolically relied on the persistence and cultural difference of Indigenous peoples. Yet this presence wasn't just symbolic, with Indigenous children actively participating in organizations like the Junior Red Cross, where via their contributions to the Interschool Correspondence scheme they shared some of their place-based knowledge and material culture. A key early example from 1927-28, comes from the Juniors of Sevoonga, St. Lawrence Island Alaska, who shared pressed flowers, feathers (puffin, arctic owl, eider dick, crested auklet) and a handmade doll with boots, coats, trousers and parka hand-crafted from fawn, seal and wolverine skin and a faced carved from Walrus tusk ivory, with children in Spain and Japan respectively. Emphasizing how the generous sharing of material culture and stories of place and belonging make concrete abstract ideas of international friendship, this paper rejects a solely symbolic analysis of the role of Indigenous children in internationalism, instead closely attending to the places and children central to construction of international friendship.

Dr Artie McCarthy is a Lecturer in Global Studies at the University of Canberra, Australia. With a background in Anthropology studying Indian children's experience of development, Dr McCarthy's current project traces the longer 20th century history of children's participation in humanitarianism, foregrounding children's active participation and material contributions.

Sulthana Nasrin, Learning to Read in Colonial Kerala: Notes While Organising a Transnational Literary Textbooks Archive (PANEL Q)

This paper, interested in the social and literary history of reading cultures and print literacies in nineteenth and early twentieth-century colonial South India, locates the school textbook archive from Kerala, India (written in Malayalam and English) to unravel the understudied connections and conflicts of teaching language and literature to young children. The textbook production, as well as educational institutions of the time, were dominated by the protestant missions from England in Colonial Kerala. The mission printing presses were not just preparing, adapting, designing, and printing school textbooks, but they were also introducing a new print ethic that defined classrooms and literary education, moulding an ideal reading child.

This present study consults primers and elementary readers, as well as associated periodicals, discussing teaching methods to examine how literary education was formalised and standardised through print, through a model of texts designed for the English child. The first section of the paper contextualises this question of literary education, paying attention to formations of a newly literate society, where a bilingual literary model with English and Malayalam enters concurrently into the history of literary pedagogy. Discussing issues of adaptation and translation from the oral and European

models of pedagogic textuality, the second section focuses on the methods of teaching literature that relied on pronunciation, punctuation, and repetition in their development of a reading-based curriculum. The paper argues that this study on the emergence of textbooks is critical for analysing the transnational historical juncture in colonial India, where language, modernity, and identity were still in their formative stages, and how schooling structures were actively involved in setting literary standards within and outside the classrooms, fashioning ideal reading subjects.

Sulthana Nasrin is a PhD Candidate at the Centre for English Studies, School of Language, Literature and Culture Studies, Jawaharlal Nehru University, Delhi and a Commonwealth Split-site Fellow (2025-26) at the Department of Comparative Literature, King's College London. Her thesis examines the cultures of reading and practices of print in nineteenth-century South India.

Orsolya Réthelyi, Concepts and Anxieties about Self, Identity and Belonging: The Voices of Children in the Hungarian Children's Train Action of 1920 and 1930 (PANEL A)

The Children's Train Action was a large-scale international humanitarian operation carried out between 1920 and 1930, during which more than 60,000 undernourished Hungarian children were sent for several months to host families in the Netherlands, Belgium, Switzerland, and, to a lesser extent, Sweden and the United Kingdom. The aim was to allow the children to recover from the hardships they had experienced in Hungary during the First World War and the subsequent revolutions. Approximately 82% of the participating children were placed in the Netherlands and Belgium, predominantly in the Dutch-speaking regions of the latter.

Although the intended duration of stay was four to six months, emotional bonds often developed between the children and their host families, leading in many cases to extended stays. As a result, some children partially or entirely forgot their native language and experienced conflicting notions of identity and belonging. This large-scale movement of children also facilitated an intense process of cultural transfer between Hungary, the Netherlands, and Belgium, including the publication of children's books depicting the experiences of Hungarian children in the host countries.

This paper analyses a selection of ego-documents—letters and diaries written by Hungarian children who participated in the Action—within the historical context of the Children's Train Action. It focuses on how the children navigated intercultural encounters and negotiated questions of identity during their stays in the Netherlands and Belgium. These findings are then contrasted with contemporary literary representations of Hungarian child participants as *dramatis personae* in selected children's books by Hungarian and Dutch authors. The central research question concerns how young people's concepts of self, identity, and belonging are articulated in surviving ego-documents, and how these concepts were subsequently adapted and instrumentalized by adult authors in literary works representing the same children and the humanitarian Action itself.

Orsolya (Orsi) Réthelyi (1970) is a literary historian and translator and an associate professor and head of the Department of Dutch Studies at Eötvös Loránd University (ELTE), Budapest. She studied English, Medieval Studies, and Dutch Studies, graduating from Utrecht University and the Central

European University (CEU). Her research interests include the history of intercultural transfer, influence, translation, and adaptation between the Netherlands and Hungary; the history and dissemination of Dutch-language literature; and the literature of migration, especially the Children's Train Action (1920-1930).

Lukas Schretter, Encounters with the 'Fatherland': Memory, Identity, and Belonging Among the Children of Austrian Women and Allied Soldiers after World War II (PANEL L)

After World War II, tens of thousands of illegitimate children were born in Austria, as in Germany, to soldiers from the Soviet Union, the United States, France, and Great Britain. These children—still often referred to as 'Occupation Children'—resulted from a range of encounters, including long-term relationships, brief affairs, so-called survival prostitution, and rape. Additionally, some children were born to Allied soldiers who married local women. This paper explores how illegitimate children of Austrian women and British soldiers understand and relate to their fathers' country of origin, focusing on how they and their descendants negotiate their connection and identity in this transnational context.

First, drawing on oral history interviews and written sources such as surveys, media reports, and memoirs, this paper explores how 'Occupation Children' navigate their personal and family histories. Lacking direct memories of their parents' relationships, they were confronted family secrets and social taboos—particularly the fact that their fathers were British soldiers. Many children raised by their mothers without their fathers report that their parents intended or hoped to marry. These family narratives often frame the relationships as loving partnerships, influencing how the children understand their past and themselves.

Second, the continuing interest of 'Occupation Grandchildren' and 'Occupation Great-Grandchildren' in finding their unknown British ancestors highlights how local family histories connect with wider, cross-border family ties. The places and social contexts of their family histories, together with evolving social attitudes and supportive networks, influence their efforts to trace and understand their ancestry. Through this, the paper aims to contribute to understanding childhood and youth as shaped by connections to both nearby and distant places, where identities and senses of belonging develop dynamically through history and social change.

Lukas Schretter holds a PhD in History and studied European Ethnology as well as Holocaust and Genocide Studies. He currently coordinates the Vienna branch of the Ludwig Boltzmann Institute for Research on Consequences of War in Austria and previously led its 'Childhood' program line. His experience also includes research roles at Karl-Franzens University Graz, the EU-funded 'Children Born of War' network, and the Dachau Memorial.

Simon Sleight and Shirleene Robinson, Surviving and Reflecting: Intergenerational responses to the Canberra bushfires (PANEL D)

Oral history, which captures emotion and the ways events or experiences feel in a way that other sources do not, remains significantly underutilised as a source of material on childhood. This is due to relative scarcity, ethical concerns and the reality that the bulk of oral histories are conducted with adults, recollecting childhood at a distance. Despite complexities, a considerable number of Australian oral history recordings illustrate ways that oral histories involving children can prioritise the voices of young people, be conducted ethically and can provide a richer, more emotionally textured understanding of histories of children and youth.

Drawing from Australia's largest oral history collection at the National Library of Australia, and part of a broader project tracing youthful archival voices from the 1950s to the present, this paper investigates one family's response to a traumatic fire event that swept into the nation's capital earlier this century. Collected as part of the Canberra Bushfires 2003 Oral History Project, we examine the voices of two siblings, as well as that of their mother, in the aftermath of an intense escape and the loss of their home. Assessment of more recent correspondence with one of the interviewed children, now an adult, also features in order to draw out the ways that oral history captures a particular moment in time and how recollections of events may evolve and shift on over the life-course.

The paper addresses conference themes including relationships between space, self and belonging, the impacts of dislocation, sensory and emotional responses and the intergenerational shaping of meaning associated with place. Our analysis draws attention to children and young people's own reflections on their lives, considers the value of young recorded voices as source material, the frameworks of interactions between adult interviewers and more youthful interviewees, and identifies dynamics of gender, and relative age in structuring oral history evidence.

Dr Simon Sleight is Reader in Urban History, Historical Youth Cultures and Australian History at King's College London, and also Co-founding Director of the Children's History Society. His most recent of three books on the history of young people, co-edited with Kristine Alexander, is A Cultural History of Youth in the Modern Age (Bloomsbury).

Associate Professor Shirleene Robinson is an Australian historian, curator and oral historian. From 2018-2024, she was Senior Curator of Oral History and Indigenous Programs at the National Library of Australia. Major publications include In the Eye of the Storm: Volunteers and Australia's Response to the HIV/AIDS Crisis, Pride in Defence: The Australian Military & LGBTI Service Since 1945, and Something like Slavery? Queensland's Aboriginal Child Workers, 1842-1945. Shirleene is currently a Visiting Fellow in the School of Communication at the University of Technology Sydney.

Sydney Stitt, Tigers and Imperial Identity in British Children's Media, 1857-1901 (PANEL Q)

British imperial agendas during the 17th and 18th centuries sought to control and exert power in the Indian economy. Motivated by valuable exotic goods available, the British exploited India's natural environment to serve their economic interests. A noticeable consequence of British colonial rule

in India was the popularization of Bengal tiger hunting by British elites. During the 19th century, social movements influenced a burgeoning environmental conscience of the English public within the metropole. British attitudes towards nature in the colonies remained subject to their imperial ideologies.

This dissertation interrogates the notion of imperial pedagogy, or educational efforts to uphold imperial and colonial agendas. At the center of my research is the tiger, an animal inherently wrapped in imperial ideologies. Often a placeholder for India and its inhabitants, the tiger in the British imagination represented all that was inferior about Indians justified British colonialism. The exotic, foreign animal also attracted the attention of children, fundamentally altering how they viewed natural spaces and their place in the empire. My research focuses on the following questions: how did representations of tigers in shape and enforce childhood understanding of empire and nature during the late Victorian era? And, to what extent did these representations reflect British anxieties over colonial rule and the future of a 'Greater Britain'?

This dissertation analyzes depictions of tigers in children's materials, such as adventure novels, juvenile periodicals, zoological gardens, and public exhibition material. I contribute to a growing body of research on environmental imperialism and pedagogy. Drawing on historical scholarship from imperial history, environmental history, and the history of education, as well as scholarship on English literature, this dissertation offers an interdisciplinary perspective of children and their place in violent imperialism.

Sydney is a master's student at the University of Cambridge studying world history. She recently received her BA at Reed College in Oregon and is originally from California. Sydney is funded by the Sperling Studentship at King's College Cambridge. She loves to drink tea and hang out with her cat.

Laura Tisdall, Schools, Students and Chronological Age in Cold War Britain (c.1956-1989) (PANEL G)

Schools are central to the histories of many societies across the contemporary Global North. Through age-grading, compulsory education both enshrines the importance of chronological age and further refines existing age-divisions. This shapes discourses about maturity and capacity, tying them tightly to bureaucratic definitions of age. In this paper, I will think about how the spaces and places of schooling in Cold War Britain (c.1956-1989) formed children's and teenagers' ideas about life-stages, and how they themselves played an active part in constructing these norms. Most obviously, politically active school students formed school student unions from the 1960s to the 1980s, directly challenging their lack of autonomy in the school system. However, this paper, while acknowledging the important contribution of activists in the Schools Action Union (SAU) and National Union of School Students (NUSS), will argue that the actions of 'ordinary' schoolchildren were also crucial.

School students in Cold War Britain faced formidable barriers to organised protest and collective action in spaces that were meant to belong to them. They had no legal right to organise, no freedom of assembly, and no right to produce publications like school magazines. They also did not have easy

access to a language in which to conceptualise their oppression – despite occasional references by activist students to texts like *The Little Red Schoolbook* (English ed. 1970) and films like *If...* (1968). They were further hindered by stereotypes of teenagers being naturally subversive, unruly and delinquent, and the framing of this as a developmental stage which they would grow out of – which often made it seem more sensible to behave like ‘adults’ rather than protesting like ‘kids’. In this context, enthusiastically participating in school life might have been as rebellious as walking out; and disrupting a lesson could be as ‘political’ as signing a petition.

Laura Tisdall is a senior lecturer in modern British history at Newcastle University. Her research focuses on childhood, adolescence and chronological age in twentieth and twenty-first century Britain. Her latest book, We Have Come To Be Destroyed: Growing Up in Cold War Britain was published by Yale University Press London in April 2026.

Maire Tracey and Chloe Williams, Documenting Children and Family Belonging and Ownership in Urban Space (PANEL L)

This presentation will be co-delivered by filmmaker and academic Maire Tracey and Founder of The Children’s Art School Chloe Williams.

Makerworld is a short documentary showing how artists are using an empty retail unit in Huddersfield to run free workshops for children, how this impacts the lives of the people who take part, and what this brings to the town. At its core, this film poses the question: What is a town for?

Told through the lens of the parents and children who attend the free weekly sessions; we hear about the benefits of free community art– from stress relief to confidence and from social mobility to belonging.

Spatial Justice and Henri Lefebvre’s spatial triad informed the critical practice and the creative storytelling of the documentary. Within the body of the film, I focussed on the tripartite of the exterior space of a post-capitalist town, the interior social space of *MakerWorld* and the creative space inside the families’ worlds.

The film also sets the interior abstract space of *MakerWorld* in dialogue with the exterior concrete space of Huddersfield – a town with 358 listed buildings and yet also a town with huge economic deprivation.

As town centres are rushing to reinvent themselves, *Makerworld* provides an alternative view of how free community art can change lives, bring families into our dying towns and help reimagine our town centres in the 21st century.

We will screen 5 minutes of the film.

Maire Tracey will talk for 5 minutes about how Lefebvre’s spatial triad uncovered areas of belonging, empowerment and wellbeing.

Chloe Williams will talk for 5 minutes about the impact that free access to play and creativity can have on the town centre and its local community.

Link to film: <https://vimeo.com/1007349984/72a3b587f2>

Maire Tracey is a PhD researcher at Cardiff University. My interdisciplinary project explores the social value of digital co-production methods for connecting communities with their local history and heritage. My areas of research interest include the history of childhood play, emotion and affect, memory studies, and space, place, and meaning.

Chloe Williams is CEO and founder (in 2015) of the Children's Art School (TCAS), a charitable organisation promoting the value of art education for children and young people. With a background in art education, as a lecturer and external examiner for Foundation Art and Design, she is committed to offering extraordinary, hands-on, creative opportunities to children and young people. Chloe was the Director of Our Biennale (Kirklees arts festival for children and young people) for Kirklees LCEP, Evoke, in 2018, 2021 and 2022 which has helped 8000 local children develop their creativity through engagement with artists.

The Children's Art School (TCAS) aims to empower children to discover their own creativity, build their self-confidence and unlock their world through creative explorations. TCAS works with highly experienced associate artists to facilitate creative adventures in visual and other art forms. TCAS developed and delivers MakerWorld in both Huddersfield and Dewsbury town centres. MakerWorld offers weekly creativity for local children and families, accessible creativity on the high street and has had over 15,000 visits from children since 2020. In 2025-26 TCAS piloted a children's art gallery- the MakerWorld Gallery in Huddersfield town centre hosting a programme of exhibitions, installations and creative workshops for children of all ages, focusing on widening access and building community bonds through joyful creative endeavour. MakerWorld Gallery championed playful participation for children and young people and included a skatepark and creative youth club.

Ireland Wright, 'I became a man in a child's body': Indigenous Childhood and Identity in the Canadian Residential School System (PANEL P)

This paper seeks to understand how the Canadian Residential School system shaped both the identity and emotional experiences of Indigenous students during childhood. Primary sources including autobiographical texts from survivors, as well as video testimony from government-led projects and Indigenous organizations are utilised to reconstruct key elements of children's time at the schools. Both written and oral statements yield examples of emotions felt throughout residential school experiences, allowing survivors to explain their historical perspective as it happened to them. Government documents and church periodicals provide further context, revealing the prevalent racial beliefs of 19th- and 20th-century Canadian society, as well as religious moral education practices.

Residential schools acted as a liminal space, where Indigenous children were influenced to disconnect from their traditional and familial beliefs on the basis of Christianity, and Anglo-Canadian social values. It is this lack of emotional connection, both to the physical environment and the people inside

it, which contributed to Indigenous children's inability to feel a sense of belonging both at school and in their home life. This movement back and forth between emotional formations, combined with religious curricula and neglect at the hands of administrative staff, shaped the experiences of Indigenous students during childhood. The emotions of fear, joy, and anger are frequently manifested throughout the memories of residential school survivors. Historical research relating to Canadian residential schools has delved into the intergenerational trauma experienced by survivors and their families. However, less focus has been placed on experiences which occurred during childhood. This paper aims to prompt greater discussion on emotional experiences during childhood, and the influence connections to space have on youth identity and sense of belonging.

Ireland Wright is an early-career historian, who has recently completed an MA in World History and Culture at King's College London.

THEMED PANELS

CHILDREN'S PUBLISHING AS A COSMOPOLITAN SPACE 1970S-PRESENT (PANEL H)

Children's literature plays a key role in contemporary British soft power and identity projection. Paddington Bear took tea with the Queen, while the 2012 Olympics opening ceremony featured Mary Poppins and Voldemort alongside Shakespeare and Milton. But there is a gap in our cultural memory. The recent history of this phenomenon is told as a one-way relationship of world domination, and 'British' children's literature as monolingual, which is reinforced by scholarship, heritage institutions' collecting policies, and prizing cultures. What new ways of conceptualizing children's books arise when we understand British children's books as part of a world system of publishing, and by extension, a site for negotiation with the world?

This 'in conversation' panel will begin with short provocations from the three panellists about three different 'permeable spaces' of children's literature, before an 'in conversation' in which the panellists will respond to and expand on the provocations. In the final section of the panel we will open the conversation to all attendees, inviting them to contribute their perspectives on how we might rethink the spaces of British children's publishing.

Provocations

Dr Sophie Heywood will discuss the modes of cultural exchange and transnational nature of UK children's publishing, exploring how the relatively hidden history of translation in British children's literature has shaped the wider culture of children's books in the UK. Emma Page will discuss the place of the UK within transnational children's literature organisations, both in terms of negotiating the UK's place in the 'world' of children's literature, and the representation of the 'world' beyond the UK within British publishing. Dr Lucy Pearson will discuss the uneasy relationship between prizes and nationhood, and the ways in which British children's literature has been shaped by 'monolingual cosmopolitanism'.

Dr Sophie Heywood (University of Reading): Heywood is Co-Director of Reading's Centre for Book Cultures and Publishing. She is the author of several monographs on French children's books and publishing, including Children's Publishing in Cold War France: Hachette in the Age of Surveillance and Control (Bloomsbury, 2025) which studied the impacts of globalisation and Cold War cultural diplomacy on publishing practices and structures in France.

Emma Page (University of Reading): Page's doctorate 'Beyond bringing books and children together: International children's literature advocacy in the UK today' focused on translation and advocacy in contemporary UK children's publishing.

Dr Lucy Pearson (Newcastle University): Pearson is Director of the Newcastle Research Centre for Children and Youth, and Head of Newcastle's Children's Literature Unit. Her monograph The Making of Modern Children's Literature in Britain: Publishing and Criticism in the 1960s and 1970s (Ashgate, 2013) considers the shaping of the 'second golden age' of UK children's publishing. Her recent work on prize culture and the Carnegie Medal considers the shaping of national identity as part of the wider economy of prestige.

CARING SPACES? PLACE, IDENTITY AND BELONGING IN CHILDREN'S SOCIAL CARE, 1800-PRESENT (PANEL C)

This panel brings together researchers on the UKRI funded Caring Communities: Rethinking Children's Social Care, 1800-present project, to explore how interactions between Care-Experienced children and young people and the spaces of welfare and care from the 19th century to the present day have shaped a sense of belonging, identity and connection. The papers draw on diverse methodologies and sources, including new archival research and oral history, to focus on the recovery of the views, voices and experiences of 'marginalised' children and young people.

Jade Shepherd, '[E]vidently she is the pet of the family': Expectations and Experiences of Boarding Out in the East Midlands, 1870-1930

This paper unpicks welfare agencies' conceptualisations of foster care between 1870-1930, and examines how these ideas were interpreted by foster families in their provision of care. The paper also considers what these care practices meant for, and how they were experienced by, children. It explores ideas about family and community, and highlights two things: first, that to some, foster children's everyday experiences were crucial, revolving around more than just the idea that they were future (productive, moral) citizens and that the purpose of boarding out should be to mould them into such; and second, how we might ascertain children's experiences when faced with adult-made source material.

Claudia Soares, Transformative Environments? Home, Street and Care Settings across the Nineteenth and Twentieth Centuries

Across the nineteenth and early-twentieth centuries, child removal practices have historically hinged on taking children from sites of danger and harm and relocating them to safer spaces – often those that sought to reproduce a range of domestic and familial ideals. Yet, we know from recent testimony, that these artificial spaces of care provided little semblance of 'home' to their inhabitants, who have repeatedly emphasised their lack of privacy or personal space, and their feelings of safety, comfort, and security. This paper unpicks evidence across c.1800-1970 in a range of social care records, to try and recover children and young people's perspectives of the spaces that they inhabited, from their biological homes to the different spaces of care that they encountered – whether institutional, foster homes, or other care settings. In doing so, the paper highlights the complex meanings that young people gave to the spaces that they inhabited – whether they were deemed appropriate or not by welfare authorities or not – and contributes to ongoing efforts to reinsert young peoples' voices, views and perspectives back into histories about social care and family life.

Jim Hinks, 'Food, shelter and mother love'? The World of the Boarded-Out Child in Twentieth-Century Scotland, 1908-1968

This paper will focus upon the period 1908-1968 and use evidence heard at the Scottish Child Abuse Inquiry, Scottish Office Reports into boarding out, and Poor Law Committee reports to argue that the preference for placing children in 'replacement families' masked more complex realities and will explore the profound impact of the physical and emotional separation from their parents and communities. The notion that 'boarding out' provided a 'replacement family' is one that will be critically examined, especially as children were often accommodated in situations that did not resemble nuclear families. By incorporating the voices of care-experienced young people into this narrative, it will attempt to re-assess and re-frame the impact

of 'boarding out' on Scotland's children and communities. In the light of this testimony, the paper will make the case that the notion that 'boarding out' has left a complex legacy on the landscape of childhood in Scotland.

Kate Wilson, Housing the Past: Care-Experienced Children and Young People's Memories of Housing Insecurity in Oral History Interviews

Drawing on oral history interviews with Care-Experienced people as well as former and current social workers with experience working in children's care, this paper explores interactions between care and housing from the 1970s to the present day. In doing so, it traces iterations of care experience and housing and welfare policy through time and historical shifts in the delivery of the welfare state, from post-war municipal housing projects to the residualisation of council housing and more recent housing financialisation. The interviews examined in this paper adopt a life history approach, and therefore offer key insights into how the spatial, environmental, material and sensory dimensions of care were felt and experienced in the long term, highlighting how people remember their homes in relation to childhood development and identity. In doing so, the paper argues for the primary importance of understanding the personal and emotional impact of housing and welfare services on children and young people who are cared for.

Jade Shepherd is a historian of modern Britain who specialises in the histories of medicine, crime and family. She joined Newcastle as a Research Associate on the project Caring Communities: Rethinking Children's Social Care, 1800-present in 2024. Before joining Newcastle, Jade was a senior lecturer at the University of Lincoln. She is currently working on a monograph about the lives of Victorian Broadmoor's male patients and their families.

Claudia Soares is a Modern British Historian with research interests in the history of childhood, youth, the family, care, welfare and poverty, and the emotions. She is a UKRI Future Leaders Fellow and PI on Caring Communities: Rethinking Children's Social Care, 1800-present. Her first monograph (A Home from Home? Children and Social Care in Victorian and Edwardian Britain, 1870-1920) was published in 2023 with OU, and she has an article on migration, emotions and environment forthcoming with Journal of Social History (2026). Prior to joining Newcastle, she was a British Academy Postdoctoral Fellow at Queen Mary, University of London.

Jim Hinks is a historian of modern Britain, whose work spans a range of interlinked themes, including histories of gender, class, families, crime, and deviance. At present, his research interests lie with the narratives of care work in twentieth-century Britain.

Dr Kate Wilson is an oral historian of care, culture, housing and class. She is currently Research Associate at Newcastle University on Caring Communities: Rethinking Children's Social Care 1800-present, and a member of the Glasgow Housing Struggle Archive collective. She is currently working on her first book which focuses on post-war urban change, working-class writing and the welfare state in Glasgow in the mid-late 20th century, due for publication with Edinburgh University Press in 2027.

EDUCATIONAL JOURNEYS THROUGH TIME AND SPACE: REFLECTIONS ON AUTOBIOGRAPHICAL PRACTICES OF GERMAN YOUNG PEOPLE (PANEL K)

In recent years, historical research on childhood and youth has increasingly sought to include the perspectives of young people and to explore their agency more systematically. The panel brings together four case studies of different types of self-testimony, covering different historical periods and types of sources. The aim is to analyse how these sources can illuminate the complex social practices of young people and their contexts from the eighteenth to the twentieth century. Through these analyses, the panel highlights the historical interplay of self, space, and belonging.

At the centre of our panel is the educational journey – encompassing formal schooling, informal learning, and personal transformation as key aspects of life stories. Autobiographical practices provide a framework for ‘making sense’ of past experiences and conceptualise ‘future’. Self-testimonies, such as letters, diaries, autobiographical accounts, or collective circular letters – are not only individual expressions; they are also artefacts of educational settings, social expectations, and media practices. They reveal young people’s social environments in distinctive ways and document their movement through various spaces and biographical transitions.

Michael Rocher, Escaping school punishment in 1752: Autobiographical practices between honour and belonging

In March 1752, August Alexander Christian Friedrich Kornrumpf, probably aged around 17, wrote to his father, a captain in the service of the Duke of Weimar. His father enclosed the letter with a petition to the duke. Kornrumpf had fled the Weimar grammar school and gone abroad to a military school to avoid expulsion for an offence of fornication of which he was accused. In his letter, he expresses his strong attachment to his family and explains how he used his escape to preserve his honour in their eyes and in public. He achieved this by asserting his innocence and continuing his education at a military school. The case demonstrates the significance of space for Kornrumpf’s personal educational journey. He provides an autobiographical account of his biographical transition.

Sylvia Wehren, Outside the Domestic Sphere: Youth Mobility, Gender, and Class in 19th Century Youth Diaries

This paper examines diaries to explore how young people in the nineteenth century described their movements outside the domestic sphere. The analysis highlights differences of gender and social class, as well as the educational settings in which such movements occurred and their representation in the diary medium. Although diaries were written independently, youth diaries were often subject to adult supervision and control. This ambivalence makes them especially valuable for investigating agency and processes of subjectivation within pedagogical relations of power and inequality. The paper asks what specific features youths’ diary practices reveal and how they reflect movements through local and social spaces. It demonstrates that spatial mobility was shaped not only by individual desires but also by gendered and class-based boundaries.

Kerrin v. Engelhardt, Mapping Transitions: Space, Time and Youth Self-Narration in the 1920s

This paper examines autobiographical testimonies written by adolescents attending higher education institutions in Halle during the Weimar Republic. It explores how young people reflected on their educational pathways (Bildungsgang) and life changes during a period of significant political and social upheaval. These texts depict educational journeys both as physical movement between schools and homes and as developmental trajectories. Through their narratives, adolescents organised and interpreted spatial and temporal shifts, institutional transitions, and expectations for the future. These self-testimonies also reveal how young people navigated family and school demands and developed a distinctive voice amid the tension between standardised, school-based narrative forms and personal perspectives.

Sylvia Kesper-Biermann, Sharing Educational Journeys: Circular Letters of Hamburg Secondary School Graduates, 1942-2009

Autobiographical practices can include sharing educational journeys and transitions, e.g. with peers. The paper analyses so-called 'circular letters' of 15 young women who graduated from secondary school in Hamburg in 1942. On a total of 759 pages, containing 456 photographs, they reported on their lives, careers and families over a period of more than 60 years, from 1942 to 2009. The five volumes constitute a unique source on women's educational paths and biographies in the context of changing social and political conditions, gender norms and role models. This allows us to track how the writers, in mutual exchange, 'made sense' of past experiences and conceptualised 'future' throughout their entire lifespans.

Michael Rocher studied History, Religious studies and Political Science at Potsdam University. In 2025, he published his dissertation on a comparison of eight schools in the 18th century. He is currently conducting a DFG research project on school punishments between the 17th and 19th centuries at Humboldt University in Berlin.

Sylvia Wehren studied educational science and is a researcher in history of education at University of Hildesheim. Her work focuses on educational theory, child and youth research, body and emotion studies, and media cultures. She is currently project coordinator in the DFG research project Doing Youth in Diaries (1830–1930).

Kerrin von Engelhardt studied Fine Arts at Bauhaus University Weimar and Cultural History, Art History, and Philosophy at University Jena. She completed her PhD on mathematics teaching around 1800. She currently holds the interim professorship in Historical Educational Science at University Halle-Wittenberg and focuses on educational media and examination practices.

Sylvia Kesper-Biermann is professor of history of education at University of Hamburg. Her research interests include education and (post)colonialism, the history of emotions, the history of schooling and transnational educational spaces in the 19th and 20th centuries. She is currently working on comics as educational media.

ASSEMBLING INTERGENERATIONAL REMEMBRANCE: CREATION, CURATORSHIP AND RESEARCH AROUND HISTORICAL GENOCIDES (PANEL F)

This panel aims to present the EU-funded COREM project (Collective Remembrance: Engaging Youth Through Curatorial Practices) by analysing the dilemmas and challenges involved in genocide remembrance addressed to children. In times in which the genocide in Gaza has opened up discussions about ethnic and state violence and trauma, reflecting on the ways in which genocides are remembered and narrated is an urgent task. By establishing a close collaboration between researchers in universities and in cultural institutions in different countries of the European region, the COREM project explores new approaches to narrating and remembering past and present genocides, and it also reflects on the ways in which children are imagined and instrumentalised in the context of political and state violence. In this inquiry, we seek to ignite an epistemological shift in these practices inviting cultural institutions to involve young people as curators and creators of exhibitions about genocides and political violence. We thus aim to produce new perspectives through an assemblage of intergenerational and intersectoral collaborations that bring together children, archives, cultural institutions, professional curators and researchers.

The first paper by Macarena García-González, Albert Elduque Busquets, and Michelle Rennerova, presents the methodological foundations of the project with a brief overview of the activities undertaken at the POLIN Museum of the History of Polish Jews in Warsaw, the History Museum of Bosnia and Herzegovina in Sarajevo and the Armenian Genocide Museum-Institute in Erevan. It highlights their challenges, most notably the position of children in this kind of research and the risks of their instrumentalization, as well as the ethical difficulty related to exposing them to violence and trauma. The paper aims to open discussions on participation, including both the risks of its uncritical celebration and the practical epistemological challenges it involves for the regular running of institutions.

The second paper, 'Children Bearing Witness to War', by Marija Todorova, presents a study that analyses how children act as witnesses, narrators, and cultural agents in documenting experiences of war, challenging conventional portrayals of child-authored accounts as merely innocent or naïve. Through a comparative reading of canonical texts, such as 'Zlata's Diary' and 'The Diary of Anne Frank', alongside lesser-known writings by young authors from Bosnia, Ukraine, and Armenia, the paper explores how trauma, testimony, and narrative voice function in children's wartime storytelling. It further examines how these voices are adapted across media, from film and theatre to documentary and digital platforms, revealing tensions between authenticity, mediation, and marketability. By tracing how child witnesses are framed, circulated, and consumed globally, the study argues for recognizing children as active meaning-makers whose perspectives complicate dominant narratives of conflict.

The third paper, 'Co-creating Holocaust Memory: Youth-led Curatorial Practices and Intergenerational Dialogue at POLIN Museum', by scholars Justyna Deszcz-Tryhubczak and Katarzyna Liszka and museum educators Anna Czerwińska and Sonia Ruskowska, presents the approach to memory work with young people developed at the POLIN Museum of the History of Polish Jews. It focuses on how these activities may help mediate contemporary questions of identity, belonging, and civic responsibility. The paper also presents preliminary results of the qualitative research into the young participants' perceptions of current Holocaust education in Poland and their reflections on being engaged

co-creators of the narratives of remembrance. It concludes by suggesting how this approach responds to the ethical and pedagogical imperative of fostering critical historical consciousness and democratic values in a time of growing polarization and contested histories.

Macarena García-González is Ramón & Cajal Senior Researcher at the Communication Faculty of Pompeu Fabra University, where she directs the research group JOVIS on interdisciplinary approaches to youth and childhood studies. She leads the research project 'Collective Remembrance: Engaging Youth Through Curatorial Practices' on memory practices of young people, funded by the EU.

Albert Elduque Busquets is a Tenure-Track Lecturer at Pompeu Fabra University. His research focuses on modern political cinema, the interaction between cinema and other arts, and star studies, particularly in the contexts of Spain and Brazil. From 2016 to 2024, he was co-editor of the journal 'Comparative Cinema'.

Michelle Rennerova is a project manager for the EU-funded COREM project, as well as a researcher, curator, and artist. She is currently pursuing a PhD in Communication at Pompeu Fabra University in Barcelona, where her work explores embodiment, affect, and participatory practices.

Marija Todorova is an Assistant Professor at The Education University of Hong Kong. She authored 'The Translation of Violence in Children's Literature' (Routledge 2021) and co-edited 'The Routledge Handbook of Translating and Interpreting Conflict' (Routledge 2026). She serves as a chief co-editor of 'New Voices in Translation Studies'.

Justyna Deszcz-Tryhubczak is Associate Professor at the Institute of English Studies, University of Wrocław, and co-founder of the Centre for Research on Children's and Young Adult Literature. She has recently co-edited 'Children's Literatures, Cultures, and Pedagogies in the Anthropocene: Multidisciplinary Engagements' (Bloomsbury 2025).

Katarzyna Liszka is Assistant Professor at the Institute of Cultural Studies, University of Wrocław, Poland. Her academic work lies at the intersection of cultural studies, philosophy, ethics, and memory studies. She is the author of 'Etyka i pamięć o Zagładzie' ('Ethics and Memory of the Holocaust', Instytut Badań Literackich Polskiej Akademii Nauk, 2016).

Anna Czerwińska is an art historian and educator. She is Head of Education Department at POLIN Museum of the History of Polish Jews. She develops the museum's educational programs, materials, and training courses. She curated the award-winning exhibition 'In King Matt's Poland', which was co-created with children.

Sonia Ruszkowska is a researcher and educator at POLIN Museum of the History of Polish Jews. She specializes in drama-based workshop training, focusing on methodological development in anti-discrimination, multicultural, and Holocaust education.

SIBLING RELATIONSHIPS IN NINETEENTH AND TWENTIETH CENTURY BRITISH AND AUSTRALIAN CARE INSTITUTIONS (PANEL M)

Sibling relationships have been well documented for the middle class familial ideal. However, when it comes to poverty and children in institutions, we see little focus on sibling relationships. Family groups, be they complete families, or sibling groups, were admitted to institutions together for a variety of reasons, yet there was no consistency which led to a number of different experiences for children.

This panel will bring together historians from the UK and Australia to examine the ways in which sibling relationships were preserved, or not, in a variety of 'care' institutions. Taking into account siblings as carers, siblings who were able to stay together, and those who were separated, this panel will highlight an under-researched aspect of children in care in the nineteenth and twentieth centuries.

Delyth Edwards, 'It was through some iron railing bars': The Architecture, Practice and Legacy of Separating Infant Siblings in Care

'The Home' is how my Mother refers to Nazareth House Children's home in Belfast, where she grew up in the 1940s. Upon arriving at Nazareth House at 6 weeks old, my mum was immediately separated from her siblings, like many others were. Drawing on my doctoral research, where I (auto)biographically interviewed others who had grown up in the same children's home, in this paper, I will explore the architectural and experiential experiences of siblings being separated in Nazareth House during the 1940s and 1950s. As a temporal space, Nazareth House has become a forgotten and a historical place. But if we look closely, we can see traces of it, in the landscape of Belfast, through the memories of those who grew up there and also in current practices of Local Authority 'care'. In this paper I will argue that through a 'history of the present', we can find traces of old practices of separating siblings, in the present day 'care system'.

Claire Phillips, Sibling Relationships in Welsh Workhouses, c.1880-1930

Sibling groups entered workhouses in Wales for a variety of reasons and were cared for by the Poor Law guardians in a variety of settings. In some locations, children were boarded out with local foster families, and in other areas, children were placed into the Cottage or Scattered Homes system. Where boarded out, the aim appears to have been to board them with their own family, including older siblings. Large numbers of foster parents were in fact kinship carers. Where there was no older sibling, there was a concerted effort to keep as many sibling groups together wherever possible. Children who were placed in the Cottage or Scattered Homes system had more chance of being split up from their siblings, due to space, age, or sex, however, regulations stated that siblings were able to visit with each other, where possible, thus providing a maintenance of the sibling relationship, in theory, at least. This paper utilises the Poor Law records of a variety of workhouses across Wales to examine the ways in which sibling relationships were treated, maintained, and broken, and shows the importance of these relationships for the children involved.

Johanne Taylor, 'Priggish pragmatism': The Management of Sibling Relationships in South Australian State Care, 1898-1912

In the two decades before WWI, children frequently entered the centralised, government-run, South Australian state care system in sibling groups. Most children were boarded out with people that they were not related to. As the Act and regulations that governed state care did not mention

siblings, it is unclear how they were treated. Keeping siblings together was recommended by the Way Royal Commission in 1885. Using case studies I explore if and how sibling relationships were maintained by the state care system. I found evidence that the royal commission's recommendation was followed for younger children committed to care together, but once children turned 13 years old siblings were separated and sent to work as live-in domestic servants. Children who resisted being separated from their siblings were punished in consistent and predictable ways. Targeted resistance was sometimes used by pairs of older sisters to force the state to keep them together in the girls' reformatory. Siblings who had been kept together at a young age were able to maintain a relationship throughout their time in care and beyond. There was no effort made by the state to facilitate relationships between siblings who had been separated at a young age.

Delyth Edwards is a lecturer in Inclusion, Childhood and Youth in the School of Education at the University of Leeds. Her monograph, Cultural, Autobiographical and Absent Memories of Orphanhood: The Girls of Nazareth House Remember, was published in the Palgrave Memory Studies Series in 2017.

Claire Phillips is a Tutor in Lifelong Learning at Aberystwyth University, and an Associate Lecturer at the Open University. Claire has received funding for her wider project 'Children in Welsh Workhouses, 1880-1930' from the Women's History Network and the Royal Historical Society and has forthcoming publications from the project.

Johanne Taylor is still writing up her PhD, State Care in South Australia, a case study of Redruth Girls' Reformatory 1898 - 1912, at Flinders University in South Australia and plans to have it submitted before the conference.

WHERE ARE OUR HISTORIES? CREATING PLACES AND SPACES FOR CARE EXPERIENCED VOICES, ACTIONS, IDENTITIES AND MEMORIES THROUGH RECORDKEEPING (PANEL O)

There is a growing evidence base, drawn from the lived experiences of care leavers globally, of their need to input into the creation of records produced during their time in care. There is a need to ensure their agency in record creation, to provide for the inclusion of their voices, and ownership and access of these records through time. Records create personal histories and are critical to understanding and identity formation. Too often official records take the stance of the state, centring on administrative needs rather than building a holistic empathetic account of care experiences. Care experienced people (who form a significant percentage of each nation's population around the globe) are known to have very poor life outcomes which can be significantly shifted through a true state caring which includes explanations and understanding centred around a child, young person and care leaver's needs.

This panel will discuss projects from Australia, Denmark, Ireland, New Zealand and the United Kingdom which are shifting that balance. Each country has had very real synergies in terms of individual histories and recordkeeping deficits. This session will discuss work to make the location of care

leavers' histories inclusive, findable and accessible. It assesses routes to access, including tools and standards. Supportive access to this information has had the power to transform people's sense of place identity.

Elizabeth Lomas will focus on MIRRA: Memory – Identity – Rights in Records – Access has been a participatory action research project that considers how child social care records have been created, kept and used in public and voluntary organisations in England from 1970 to the present. The project has been running for 10 years and has extended into Wales in terms of regulatory contexts; it has further considered adoption and fostering contexts and recordkeeping. The research is co-produced with care leavers in partnership with The Care Leavers' Association and reflects on how what is recorded in childhood can have an impact throughout life. This paper discusses work with practitioners in social work, recordkeeping, regulatory spaces, education and research in terms of record creation and use through time. It draws in the links to other international projects including Ireland and Denmark, with lessons learnt in these spaces including political considerations. The paper will connect into and probe intersections with other panel members participating in the session.

Kirsten Wright will outline the work of the Find & Connect web resource, a response to the identity and recordkeeping needs of people who grew up in institutional and foster care in Australia. First going live in 2011, the web resource brings together histories of organisations and institutions who provided child welfare, with the records that were created. This paper will discuss the work of Find & Connect to write histories of institutions and descriptions of records that are centred on the needs of people who grew up in institutional care, their families and support services, and our work in advocating for better access to these records.

Belinda Battley will discuss responding to the Abuse in Care Royal Commission in New Zealand. The Royal Commission of Inquiry into Abuse in Care ran from 2018 to 2024 and was the largest such inquiry ever held in New Zealand. It found extensive problems of abuse in State, Faith-based and private care, and many systemic issues, in which recordkeeping was a significant aspect. Access to records was a strong and repeated theme. The Inquiry's reports contained strong recommendations on recordkeeping. This paper will describe Archives New Zealand's response to these recommendations and how the Inquiry and the records projects have been influencing understandings of recordkeeping needs and rights for people in care.

The building of holistic accounts of childhood experiences has the potential to build a richer useable evidence base for historians and social scientists. Social care records have not been sufficiently recognised by archivists as a priority for protection, preservation and utilisation. We know that the value of personal data as medical information has had far greater recognition with whole programmes built around current health data management. From these have flowed history of medicine programmes too. That same valuing of social care data has yet to be fully achieved. This deficit will be highlighted with use case study possibilities.

In making the case for the value of these records for historians and social scientists, the ethical considerations will be discussed. The session will provide an opportunity to navigate the challenges of creation, retention and access to children's histories taken through the lens of care experienced

people's perspectives. It will consider the ethics of privileged access to complete histories sometimes denied to care experienced people. The panel will bring in different evidences and practitioner experiences with the chance for discussion with conference participants.

Professor Elizabeth Lomas, University College London, is Professor in information governance and cultural policy. Her research interests focus on shifting perspectives on information rights, social justice and delivering empowered recordkeeping processes framed through regulatory regimes. She is the policy lead on the MIRRA project, a participatory inquiry with care experienced people.

Kirsten Wright, University of Melbourne, is the Program Manager, Find & Connect web resource, University of Melbourne. Prior to this, she held a number of roles at Victoria University (Australia), including University Archivist, and also worked at the Public Record Office Victoria. She has previously published and presented on topics including archives and power, historical language and archival description, trauma-informed archival practice, and out-of-home care records. She is a co-founder of the Trauma-Informed Archives Community of Practice.

Dr Belinda Battley, Archives New Zealand, is Principal Advisor, Regulation and Royal Commission for Archives New Zealand, and has a strong interest in rights in records for people in care. She completed her PhD at Monash University in 2018, which focused on interrelationships of recordkeeping, place, events, people, and community collective memory over time. Belinda has worked for Archives New Zealand as an archivist since 1990.

SPACE, EMOTION AND DISABILITY IN EARLY TWENTIETH-CENTURY BRITAIN (PANEL R)

This panel engages with the intersection of space and emotion on the development of concepts of self, identity and belonging amongst young disabled people in twentieth-century Britain. It also highlights different methodologies for recovering such experiences and memories. Mary Clare Martin's presentation on the period 1900 to 1950 draws on autobiography, memoir, and archival sources, while acknowledging the pitfalls of retrospective reconstruction. The second paper, by Philip Milnes Smith and Nicola Lane, orders and presents as two case studies, the fragmentary textual, visual and physical evidence for the creation and use of a convalescent home and a training school, with the intention to go beyond establishing the facts and the institutional perspective. Marianne Markowski examines the pedagogical and relational dynamics that emerged during a 'Big Ideas' lecture on Bengt Nirje's Normalisation Theory, part of an ongoing initiative to democratise theoretical knowledge by creating shared learning spaces that challenge traditional hierarchies of expertise. Central to the session was the use of archival documentary material from the 1980s film 'Silent Minority' (10th June 1981, ITV).

Mary Clare Martin, Coming of Age with Disabilities in Early Twentieth-Century Britain: Education, Space and Emotion

The history of adolescence in early twentieth century Britain has been associated primarily with the development of youth culture, with Stanley Hall's theories of storm and stress (1904), and young people's presence in public spaces (Sleight, 2013; Marten 2023). This paper will consider the ways

young people with disabilities experienced domestic spaces with kin and school environments between 1900 and 1950. It will consider the appropriateness of the medical and social models of disability, intersecting with theories of the emotions. The paper will also consider arguments that the differences between disabled and non-disabled young people became more apparent as they got older. Whereas the domestic education that some experienced provided a significant future advantage, the pain of being deprived of work opportunities and adolescent relationships was also frequently recorded.

Philip Milnes Smith and Nicola Lane, 'I am sick, or not at home': Returning a Voice to the Young Patients and Students of a Convalescent Home and a Training School

On the site of what is now the Royal National Orthopaedic Hospital in Stanmore stand two sets of premises originally conceived with accommodating the sick and disabled in mind. Neither has retained a domestic function, so these aspects of disability heritage have too easily been overlooked. The earlier of these was a Victorian isolation convalescent home, designed to offer a therapeutic recovery space for those with Scarlet Fever (which in an era before antibiotics was even more likely to lead to permanent disability). Its charitable model relied on paying middle class patients who had private rooms, in order also to accommodate lower class women and child patients in dormitories. The second institution was a boarding school for 'Crippled Boys' designed with step-free access in mind in the 1930s. This offered a range of leisure facilities (including a concert hall) as well as the expected communal sleeping and dining rooms. The authors seek to imagine these spaces from the standpoint of young sick and disabled residents (whose experiences of living in homes that were not their homes have not survived), using informed speculation to develop a fictive narrative, drawing on a variety of sources, including their own lived experience.

Marianne Markowski, Encountering Difficult Histories: 'This could have been me'

This presentation focuses on a lecture and film screening delivered at the University of East London to an inclusive audience of first-year social work students and adults with learning disabilities (on 10th Dec 2025). Two excerpts -from the film 'Silent Minority' (1981) one showing wheelchair users waiting to be bathed with minimal dignity, and another documenting a resident relearning basic mobility after four decades of inactivity - served as visceral prompts for collective reflection. The emotional responses, including shock, disbelief and distress, particularly from participants with lived experience of disability, foregrounded how historical narratives of segregation continue to shape contemporary identities and senses of belonging. The classroom became a site of mutual support, with peers offering comfort and engaging in dialogue about global histories of exclusion. One student's reflection on practices in parts of the African continent highlighted how institutional care, despite its profound shortcomings, was historically perceived as protective. Through shared discussion, participants developed a deeper understanding of Normalisation Theory's role in advancing community inclusion and dignity in the UK. The session illuminated how encountering difficult histories can strengthen collective identity, foster empathy, and cultivate a sense of belonging within mixed-ability learning communities. This presentation reflects on these processes and their implications for inclusive pedagogies and social work education.

Dr Mary Clare Martin is an Associate Professor in Childhood, History and the Life Course in the Institute of Lifecourse Development at the University of Greenwich. Her research interests lie in the history of children and young people, and education, including illness, play, religion and the Girl Guides Association, as well as women's activism and social welfare. She founded the 'Life-Cycles ' seminar at the Institute of Historical Research in 2008, and is Co-Founding Director of the Children's History Society with Simon Sleight.

Philip Milnes-Smith has undertaken freelance archival work for Nicola's RNOH project. He leads the Accessibility Working Group of the Archives and Records Association's Diversity and Inclusion Allies and founded the Disability Collections Forum in 2022. He is Digital Archivist at Shakespeare's Globe.

Nicola Lane (who co-developed this presentation) is an artist filmmaker and a patient at the Royal National Orthopaedics Hospital Prosthetics Rehabilitation Unit. Her creative practice includes using a variety of media to explore themes informed by her experience of disability. In 2019, she initiated Pegleg Productions' Heritage Lottery funded 'Searching for the Grey Lady: A Ghost from WW1 at the RNOH'.

Dr Marianne Markowski is a Senior Research Fellow at the Institute for Lifecourse Development at the University of Greenwich, where she supports the Centre for Chronic Illness and Ageing and the Centre for Professional Workforce Development. Her research is centred around participatory approaches with marginalized groups, health workforce development and intergenerational engagement. Prior to returning to academia Marianne worked as a User Experience Consultant in Industry and she is still enthusiastic about technology, design and involving end users.

LOOK WIDE: WIDE GAMES AS A PLAYFUL, EDUCATIONAL PRACTICE, FROM THEIR GUIDING AND SCOUTING ORIGINS TO CONTEMPORARY DESIGN FOR ALL (PANEL S)

Yinka Olusoga, Alice Olusoga and Catherine Bannister

Part puzzle, part competition, part imaginative immersion in a story or scenario, the Guide and Scout 'Wide Game' contains multitudes. As one element of Girlguiding and Scouting's 'method' of holistic education for children and young people, Wide Games - large-scale games played predominantly in outdoor spaces - offer an outlet for the playful learning of core in-movement skills, for team-building and collaboration, for intergenerational play, and for role play and creativity. Yet while Wide Games are well known in uniformed youth organisations, this type of pervasive and performative game, innately lending itself to learning, is less familiar in mainstream educational settings such as schools where opportunities for play and physical games have been eroded.

This interactive panel of papers shares ongoing research into expanding Wide Games beyond youth movement boundaries via a project with a Girlguiding Outdoor Activity Centre (OAC), Whiteley Woods OAC, in Sheffield, England. School of Education researchers have worked closely with

Whiteley Woods OAC, exploring and drawing on the site's and Girlguiding's histories to co-create hybrid resources for supporting children, teachers and group leaders in playing a new project-devised Wide Game compatible with the KS1 and KS2 curriculum.

In our first paper, 'Space, Story, Strategy and Youth: Wide Games in Guiding and Scouting Educational Histories', Catherine Bannister examines the history and the pedagogical significance of Wide Games within Guiding and Scouting, contending that Wide Games represent a distinctive and understudied form of education. It suggests that these games' thematic content, derived from literature, popular culture, media, legend and folktale, news events and contemporary issues, can serve as a revealing lens into both child and adult preoccupations across time and make it possible to track cultural concerns, responses to national and global events, and shifting popular enthusiasms through iterations of Wide Games. Furthermore, it considers how Wide Games have functioned as loci of meaning-making for children, allowing young players to negotiate their understanding of the world through this embodied imaginative play.

In 'Playing It Forward: Co-creating Wide Games Resources through Oral Histories of Play in Place' Alice Olusoga presents our project's methodology: drawing together semi-structured oral history interviews with past and present members of Girlguiding local to the OAC, archival materials and in-house literature, and Whiteley Woods' own history and topography, to understand the 'ingredients' of the Wide Game. It demonstrates how a time-travel-themed Wide Game (complete with 'time machine') arose from these mixed sources.

In the third paper, 'From Campsite to Curriculum: The Future Potential for Wide Games in Formal Education', Ylnka Olusoga considers how Wide Games have the capacity to address contemporary curricular and pedagogical issues, outlined in the English government-commissioned Curriculum and Assessment Review of 2025. It explores how our Wide Games project might speak to this review's key recommendations: for greater support in oracy development and practice, for going further in developing children's media literacy skills and critical thinking (especially in the AI era) across the curriculum and for making connections across key stages and disciplines. In particular we spotlight the review's emphasis on a need for schools to have space outside a contained National Curriculum for innovative and enriching activities 'that help to ensure young people thrive in education and later life' (p.9). Informed by responses to trialling our new Wide Game from younger players and their adults, some new to Wide Games, we propose that bringing Wide Games into schools and other local settings and landscapes for youth, has potential to enrich the curriculum, connect young people to local histories, and engage and empower them in becoming active participants in local and communal challenges and futures.

Our panel concludes with "Think Wide!" A Wide Game Design Interactive Workshop' in St George's Square city centre park. Newly informed about what constitutes a Wide Game and its components - from a core story or theme and mission, to rules, puzzles and even props - participants will use our 'Wide Games Generator' to invent their own Wide Games. This session closes with feedback opportunities to share perspectives on designing and playing them within a group. Please wear comfortable footwear!



Yinka Olusoga is a lecturer in Education in the School of Education at the University of Sheffield. She researches children's play and cultural worlds, past and present, with a particular focus on themes of belonging, identity, and intergenerational connectedness. She is also an experienced early years and primary teacher and an award-winning children's author.

*Catherine Bannister is a visiting researcher in the University of Sheffield's Faculty of Social Sciences. Her interests include the ceremonies, playful practices, folklore and cultural traditions of uniformed youth organisations. Her monograph, *Scouting and Guiding in Britain: The Ritual Socialisation of Young People* made the Katharine Briggs Award 2023 shortlist.*

Alice Olusoga is a Development Worker at Whiteley Woods Outdoor Activity Centre in Sheffield. Her role includes creating opportunities for young people to play and learn, through adventures that are inspired by the centre's nature, wildlife and history.