

Historical Association Survey into History Teaching in English Primary Schools

November 2017

The nature of the survey

The Historical Association [HA] is a charity incorporated by Royal Charter, founded in 1906 to further the study and enjoyment of history. The HA has just under 6,000 full members, largely made up of schools and individuals with a professional interest in history: teachers, academics, museum educators and archivists.

Following successful Primary Surveys in 2010, 2012 and 2015, the HA recognised the need for a new national survey to build up an accurate picture of the status of history in primary schools, following radical reform and the introduction of a new history curriculum in 2014. While some questions in the 2015 survey built upon the evidence gathered in the 2010 and 2012 surveys, the main aim of the 2015 survey was to gather evidence relating to the national curriculum introduced in 2014. The aim of this new 2017 survey is to find out how the 2014 curriculum has embedded in primary schools, what impact it has made and what issues still remain.

The findings reported here are based on the responses of history teachers in England to an online survey sent to all schools in England teaching children in the five–11 age range. The survey was conducted during the summer term 2017. Responses were received from 183 primary history teachers and educators in total. There were 31 responses from history educators not currently based in a school. Over 50 per cent of those based in school indicated that they had a leadership role, working in a wide range of different contexts, including small, rural and large, urban settings, as well as infant, junior and primary schools. Seventy-five per cent of schools were local-authority run and nine per cent were independent schools. Thirty-nine per cent of respondents had studied history to degree level, with a further 25 per cent having studied the subject to A-level. Fifty-eight per cent reported that they or their schools were members of the HA. Fifty-three per cent of respondents had been teaching for more than ten years, with 92 per cent coming from a white British background. Within any response set, it is important to apply accuracy filters. Based upon IP address, duplicate responses were removed for questions regarding the status and provision of history in schools, in order to ensure that only one response per school was counted. The survey also contained responses from 31 respondents who, while involved in education, perhaps through consultancy or initial teacher education, were not currently teaching in a primary school. These responses were removed for questions relating to the nature of provision in school.

Respondents were able to skip questions they did not want to answer or felt unable to answer; therefore, response rates for each individual question varied slightly. Percentage calculations given throughout the survey relate to the number of people who answered each individual question, as opposed to the overall total.

Key findings:

- History co-ordinators are still under-supported in their roles.
- Twenty-five per cent have no budget to deliver history in school.
- Teachers continue to feel under-resourced to deliver the primary history curriculum, particularly in certain areas – for example, new areas of content where resources from older versions of the national curriculum cannot be used.
- Fifteen per cent report a decrease in time allocation for teaching history since the curriculum was introduced in 2014.
- Time, resources and training continue to be key concerns.

Background of Survey respondents

The 2017 survey elicited 183 responses, of which 152 respondents currently teach in a primary school in England. This compares to 271 respondents in the previous survey carried out in 2015. Once again, some caution is needed when generalising about the primary history curriculum because of the nature of the respondents, who presumably completed their questionnaires out of interest and enthusiasm for the subject and possibly due to an affiliation with the HA.

Within the group of respondents, there was a broad range of teaching experience, with 27.52 per cent citing more than 20 years at one extreme, and 25.5 per cent with less than five years in the classroom at the other.

The data about ethnicity suggests that the group is not nationally representative, with 94.67 per cent of respondents stating their ethnic backgrounds to be White (English/Welsh/Scottish/Northern Irish/British/Irish/Other White Background). This compares to the UK 2011 census figures of 87.1 per cent White or White British, 6.90 per cent Asian or Asian British, 3.0 per cent Black or Black British and 2.0 per cent Mixed or Multiple.

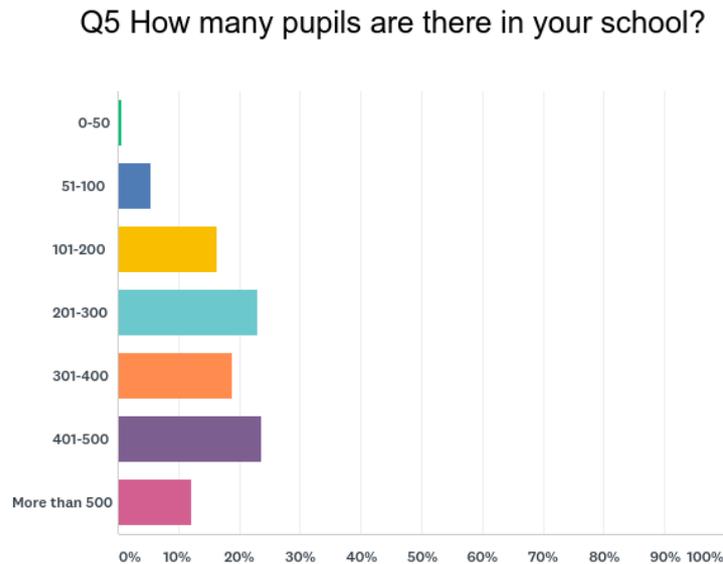
Of the respondents, 46.99 per cent said that they had a leadership role in their school. Twenty-four of those are head teachers/deputy/assistant head teachers. Twenty-nine have a history co-ordinating role; although in 12 cases they also have a responsibility for at least one other subject.

THE ROLE OF THE HISTORY CO-ORDINATOR

This section is concerned with the size of school and the history co-ordinator role, including its varying scope and nature, along with the extent of any training and support provided.

Q5: How many pupils are there in your school?

Responses: 148



Most respondents work in either schools with 101 to 300 pupils (39.19%) or schools with 301 to 500 pupils (42.57%). Nine (6%) respondents work in very small primary schools (those with fewer than 100 pupils), and 18 (12%) work in very large primary schools (those with more than 500 pupils). The average size of primary schools in the UK is currently around 260 pupils (*Figure provided by Parliament UK: research briefings*). Overall, there was a good spread of respondents from across most of the size categories listed in the questionnaire.

Q6: Are you the history co-ordinator?

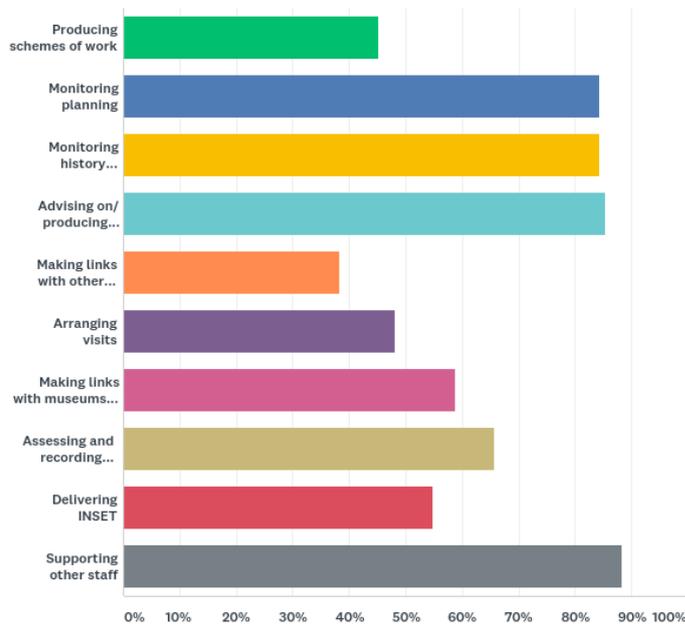
Responses: 148

Of the 148 respondents to this question, 105 (70.95%) answered 'yes', including 44 who, in answer to Question 4, had stated that they did not have a leadership role in their schools. It could be that they assumed Question 4 to be solely about senior leadership, and could be indicative of how the status of the history co-ordinator is perceived by some. In the 2015 survey, 67% of respondents had a history subject leadership role.

Q7: As the history co-ordinator, what does your role involve?

Responses: 102

Q7 As the history coordinator, what does your role involve? Please tick all that apply



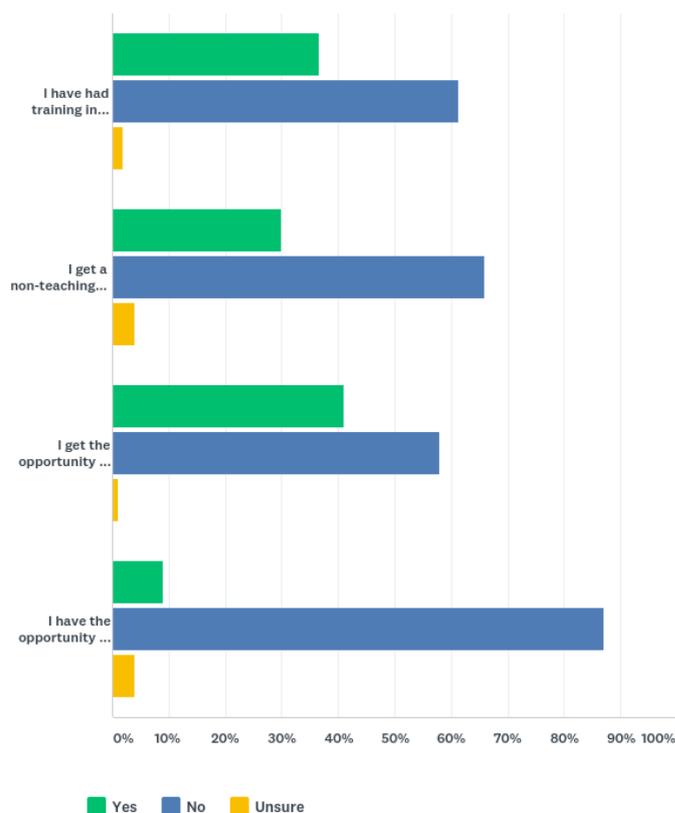
Respondents to this question were asked to tick the boxes against all the aspects listed in the questionnaire that applied to them. Monitoring teaching, planning, advising on/producing resources and supporting other teachers scored most highly. Assessing and recording progress also featured strongly. This pattern closely reflects the developments in recent years, where there has been an increasing emphasis on subject leadership as opposed to a more traditional subject management approach. The number of respondents who take responsibility for arranging visits was 48.04%, and the number who make links with museums and archives was 52.82%, which suggests that visits to historic sites and museums is still relatively popular.

Q8: As the history co-ordinator, I receive training and support to enable me to carry out my role effectively

Responses: 102

The answers to this question suggest that a significant number of history co-ordinators receive little training or other support in order to carry out the role effectively. Only 36.63% had received training for the role, 30% received a non-teaching time allowance in order to carry out the role, and 41% got the opportunity to meet with history co-ordinators from other schools. This may reflect the low status the role has in some schools. It may also be indicative of schools' lack of access to appropriate history subject leadership training.

Q8 As the history coordinator, please answer yes or no to the following options



THE NATIONAL CURRICULUM FOR HISTORY IN SCHOOL

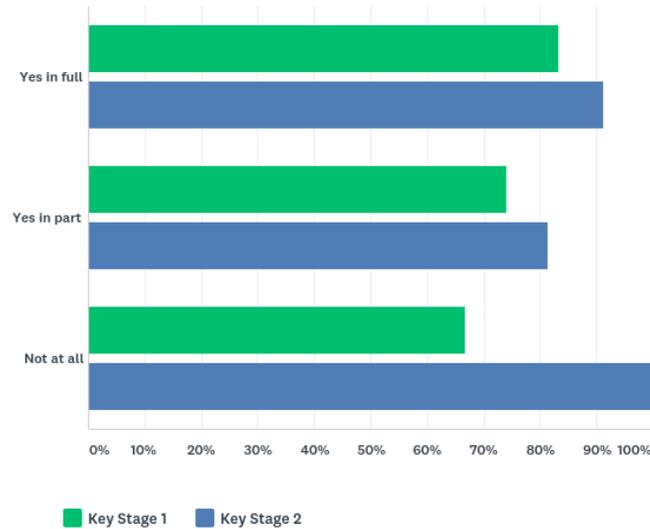
This section of the survey asked respondents questions relating to the planning and implementation of the 2014 history national curriculum three years after its launch.

Q11: Are you following the 2014 national curriculum for history?

Responses: 111

The responses to this question differed slightly between key stages, with teachers at Key Stage 2 most likely to follow the 2014 history national curriculum in full – 82%, compared to 75% at Key Stage 1. Very few respondents stated that they are not following the 2014 national curriculum – 3% and 2%, respectively. In the previous survey, 75% of respondents said that they were following the national curriculum at Key Stage 2 and 48% at Key Stage 1, though most were following it in part. The rise could be because in early summer 2015, the time when the previous survey was undertaken, schools were still in the process of implementing the national curriculum, which was still relatively new, or they were still undecided about which parts to teach. Two years on, the figures suggest that more schools have implemented the national curriculum in full.

Q11 Are you following the 2014 National Curriculum for History?



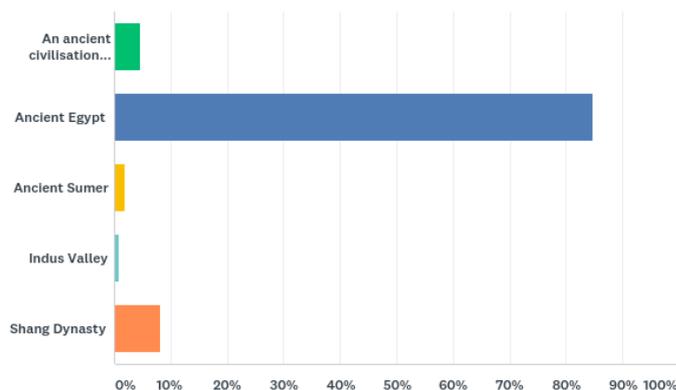
	KEY STAGE 1-	KEY STAGE 2-	TOTAL RESPONDENTS-
- Yes in full	83.33% 75	91.11% 82	90
- Yes in part	74.07% 20	81.48% 22	27
- Not at all	66.67% 2	100.00% 3	3

Q12: Which ancient civilisation history topic are you teaching in your school?

Responses: 111

Ancient Egypt (84.64%) is by far the most popular ancient civilisation topic taught in schools, presumably because it was featured in all previous versions of the history national curriculum and is already very well-resourced and familiar to primary teachers. The Shang Dynasty is the second most popular choice, at 8.11%. The 2014 history national curriculum also requires pupils to be taught an overview of where and when the first civilisations appeared, as well as studying a specific ancient civilisation in depth, but the survey question did not focus on this aspect of the programme of study. Therefore, it is not possible to gauge the extent to which schools are teaching their chosen ancient civilisation within a broader historical context.

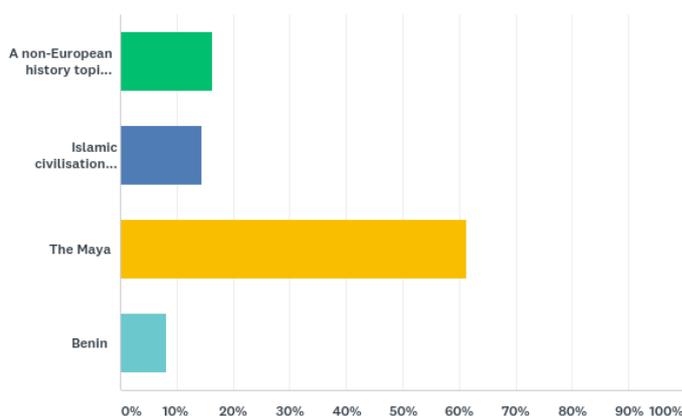
Q12 Which ancient civilisation history topic are you teaching in your school?



Q13 Which world history topic do children at your school study?

Responses: 111

Q13 Which World History topic do children at your school study?

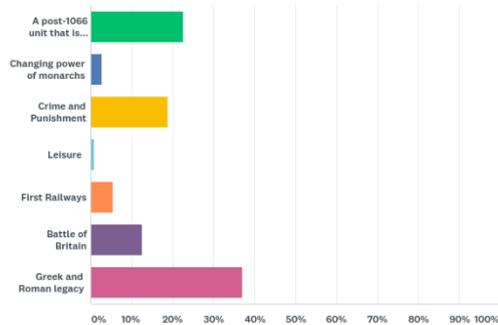


The Maya is the most popular world history topic taught in schools according to the data from the survey, and by a considerable margin at 61.26%. The second most popular choice was a non-European history topic not specified in the national curriculum, although most teachers who selected this option either chose not to say what topic they were teaching or said that they were 'not sure', suggesting some confusion over the exact requirements of the history national curriculum in this respect. The Maya was also the most popular choice in the 2015 survey. Again, this topic is relatively well-resourced and was an option in the previous version of the history national curriculum. The 2014 history national curriculum also requires that contrasts are made between the world history topics chosen and aspects of British history. As the survey did not cover this element of the programme of study, it is not possible to comment on whether schools are making connections between the world and the relevant aspects of British history.

Q14: Which post-1066 chronological unit of study do children study?

Responses: 111

Q14 Which post-1066 chronological unit of study do children study?



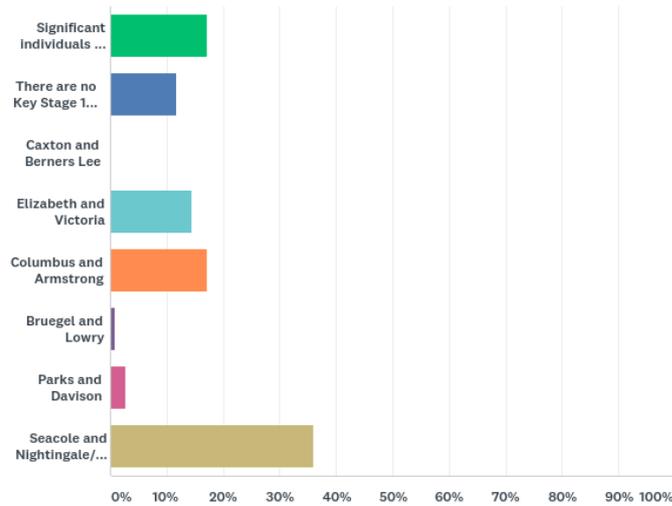
The most popular post-1066 chronological unit of study is the Roman and Greek legacy, presumably because both the Ancient Romans and the Ancient Greeks are topics that are well-established and resourced in schools. The other popular choices are crime and punishment, a longitudinal study that has not featured in any previous versions of the national curriculum, and the post-1066 unit that is not specified in the 2014 national curriculum. For the latter, schools have embarked on a range of topics, including Anne Frank and the Second World War, the impact of the First World War, the Victorians, the moon landings and the Plantagenets. A small number of schools have chosen to teach more than one post-1066 topic, and one school varied the topic each year to suit their pupils' preferences.

Q15: At Key Stage 1, which significant individuals do children study?

Responses: 111

Mary Seacole and/or Florence Nightingale and Edith Cavell featured most prominently as the significant individuals of choice among the key stage respondents. Once again, this is a topic familiar to primary teachers and one that is already well-resourced. It was also the most popular option in the 2015 survey. Christopher Columbus and Neil Armstrong, and Elizabeth I and Queen Victoria were other popular choices. Significant individuals not specified in the 2014 national curriculum were selected by 17.12% of respondents, and these included Samuel Pepys, Grace Darling, Walter Tull and individuals from local history.

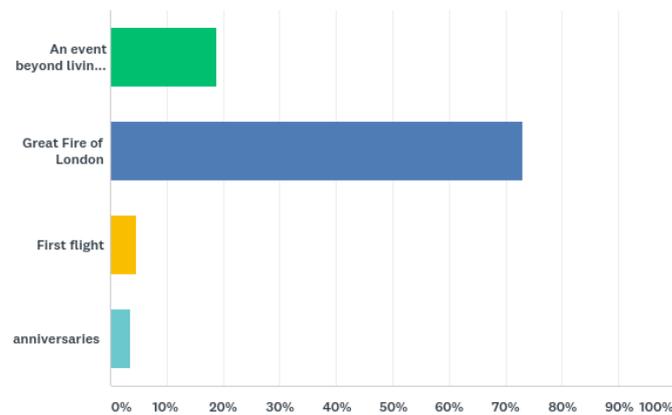
Q15 At Key Stage 1, which significant individuals do children study?



Q16: At Key Stage 1, which events beyond living memory do children study?

Responses: 111

Q16 At Key Stage 1, which events beyond living memory do children study?



The Great Fire of London is the most popular option by far, with a percentage of 72.97%. The abundance of resources, along with familiarity and teacher confidence, are the key factors that explain this. It was also the most popular option in the 2015 survey. An event beyond living memory not specified in the 2014 national curriculum was selected by 18.92% of respondents, and examples provided include the English Civil War, Queen Elizabeth II's coronation, the moon landings, the Gunpowder Plot and Shackleton's 1914 expedition to Antarctica. A small number of respondents appeared confused by this question, selecting the 'an event beyond living memory not specified in the 2014 national curriculum' option and going on to say that there were no Key Stage 1 pupils in their school.

Q17: Which aspects of the 2014 national curriculum for history have your pupils found particularly engaging so far? If none, please write none.

Responses: 111

A broad and varied range of responses were given in answer to this question, with several respondents citing more than one aspect of the national curriculum as being especially popular with their pupils. However, a pattern did begin to emerge. At Key Stage 1, the most popular topic was the Great Fire of London (14%). At Key Stage 2, the most popular topics were as follows: Ancient Egypt (13.51%), the Second World War (12.61%), the Romans (11.71%), Ancient Greece (10.81%), the Stone Age to Iron Age (9.00%), and the Vikings (8.10%). In addition, some teachers said that the most engaging aspect of history was the enquiry/research-based approach that they employed in the classroom (8.10%). Overall, the choices made seem to fit the topics that are most familiar to teachers, with the exception of the Stone Age to Iron Age, which is a relatively new topic. In the 2015 survey, the Vikings, Stone Age to Iron Age, and local history scored most highly.

HISTORY AND THE CURRICULUM

This section is concerned with the resources and training available to support teachers in planning and delivering the history curriculum. In addition, it covers teachers' understanding of diversity in the context of history teaching and learning.

Q18: Are there any aspects of the content of the 2014 curriculum that you still feel you need support with or training to teach? Please indicate which areas in the comment box.

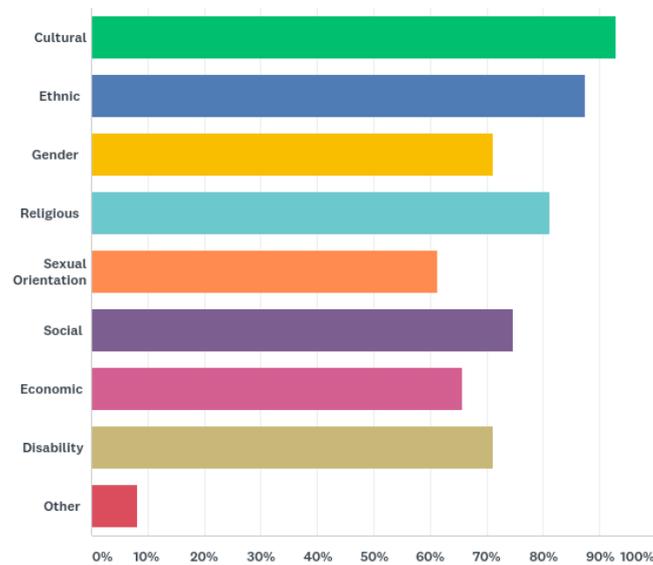
Responses: 111

A wide range of comments were made but a pattern does begin to emerge from these. In most cases, teachers requested support and guidance on where to find resources on the new aspects of the 2014 history national curriculum, namely the Stone Age to Iron Age unit, local history and the less familiar world history and ancient civilisations units. In addition, a few teachers cited the need for guidance on assessment, teaching interpretations and enquiry.

Q19: What does diversity mean to you? Please select the options that you feel match your understanding.

Responses: 111

Q19 What does diversity mean to you? Please select the options that you feel match your understanding.



Cultural and ethnic diversity score most highly in the responses given. Gender comes joint fifth in the final totals, alongside disability. Sexual orientation received the least number of choices apart from the 'other' category. The majority of respondents appear to have a broad appreciation of the different aspects of diversity, although whether this influences their approaches to teaching is not something that can be picked up on from this data.

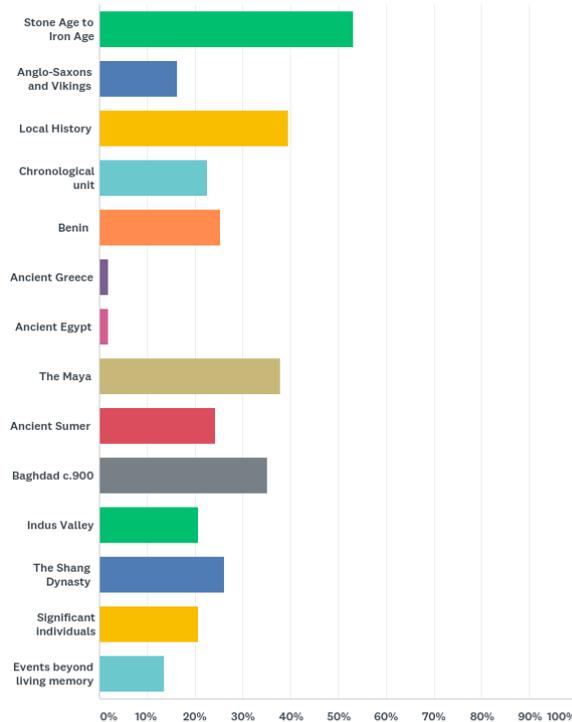
Q20: In which areas of the history curriculum do you feel least resourced/prepared?

Responses: 111

Most national curriculum areas received some mention. Of the non-optional areas, significant individuals and events beyond living memory in Key Stage 1 were the areas cited most often, with Stone Age and local history for Key Stage 2. Perhaps unsurprisingly, the areas where teachers felt least confident were the newer areas, where access was not available to a range of resources and teaching ideas from earlier versions of the national curriculum – hence rather high numbers citing the Maya, Baghdad, Sumer, the Indus Valley, Shang and Benin, compared with barely any reference to Ancient Egypt and Greece.

When compared to the last survey, there was a similarity in the views about the most difficult-to-resource areas.

Q20 In which areas of the history curriculum do you feel the most under-resourced/prepared?
Please tick those that apply for you.



TEACHING AND LEARNING RESOURCES

This section is concerned with the resources available to assist history teaching and learning. It seeks to elucidate details of budgets, the time available for the subject, the status given to history in the school and its links with other curriculum areas. Also covered are the approaches and resources for teaching history, alongside the main concerns the subject leader has.

Q9: Do you receive any budget for history?

Responses: 102

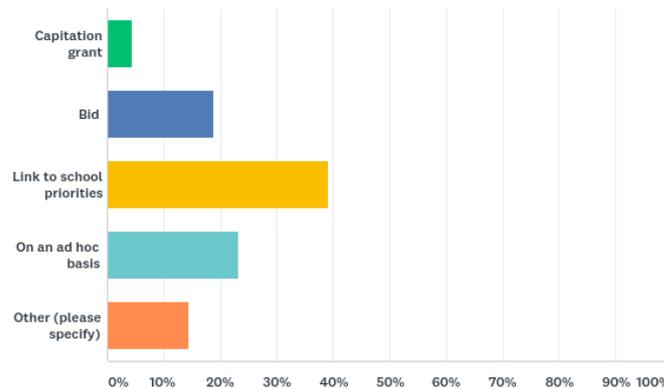
Some 70% referred to a specific history budget, with 25% claiming not and 5% being uncertain.

Figures were rarely given – one cited £100 and another thought it may be £200. One referred to a service level agreement with a library/resource service. Another noted that it was on par with other subjects, such as art and geography.

Q10: If you answered yes to question Q9, how is the budget usually worked out?

Responses: 69

Q10 If you answered yes to question 9, how is the budget usually worked out?



Relatively few responded to this, perhaps indicative of the uncertainty as to how a budget was allocated to the subject. A link to school priorities represented 40% of the respondents, with opportunities to bid available to just under 20% and a meagre three responses indicating a capitation bid. The lack of clarity is perhaps indicated by nearly a quarter referring to ad hoc arrangements and others to unspecified 'other' methods. Some were blunt in their responses, e.g. 'I couldn't tell you (good question though)' or 'decided by bursar'.

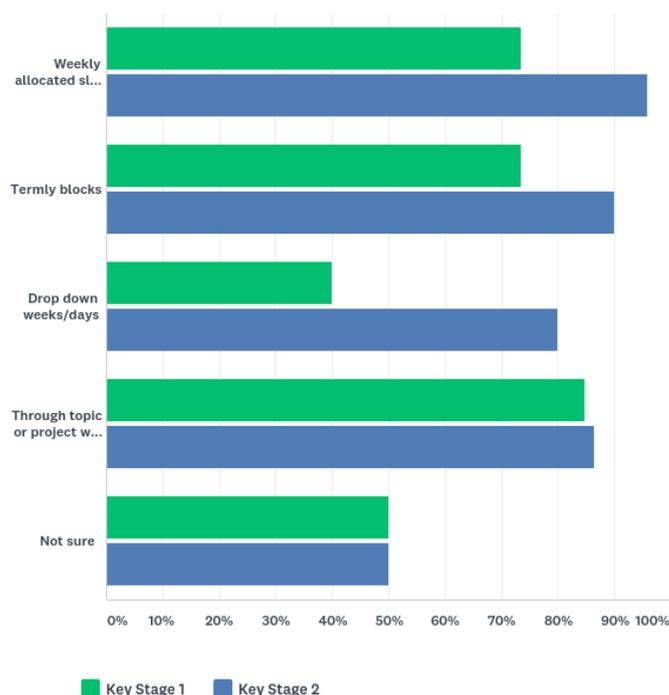
Q21: How is time allocated for history in your school?

Responses: 105

The question sought any differences between Key Stage 1 and Key Stage 2. There was a fairly even division of methods, although being part of topic work was the most common method (59 responses) in both key stages, followed by a weekly allocated slot (49 responses, but more common in Key Stage 2) and termly blocks (30 responses, again with a higher proportion in Key Stage 2).

What appeared to be different was the growth in weekly timetabled slots compared with the previous survey. That survey revealed 13% (Key Stage 1) and 25% (Key Stage 2) in such weekly blocks. This year, topic work seemed more popular (in 2015, it represented 27% and 26%). Termly blocks were also less prominent in the previous survey (11% and 20%), although half-termly blocks were not asked about this year, in comparison to last.

Q21 How is time allocated for history in your school?



Q22: Approximately how many hours of history are taught across the school year?

Responses: 105

Key Stage 1:

- 0–20: 19 (23%)
 - 21–30: 30 (36%)
 - 31–40: 19 (23%)
 - 41–50: 11 (13%)
 - 51+: 4 (5%)
- (83)

Key Stage 2:

- 0–20: 15 (17%)
 - 21–30: 19 (21%)
 - 31–40: 33 (37%)
 - 41–50: 9 (10%)
 - 51+: 14 (16%)
- (90)

This was a deceptively tricky question, and several respondents commented that precise details were impossible as it depended what was being measured. One, for example, noted flexibility with year groups depending on what topic was being covered. Another simply noted laconically 'plenty'. One cited an enormous 150 hours a year but added that it linked closely to English, and another, citing four hours a week, referred to wider cross-curricular work. Others responded in hours rather than weeks (in calculations, the survey equated this

with a 38–40-week year). Others gave a range and others a termly block, e.g. eight hours per termly topic. Another referred to a ‘house afternoon’ and another to two hours including homework. Where it was possible to distinguish, there was a tendency towards more time at Key Stage 2.

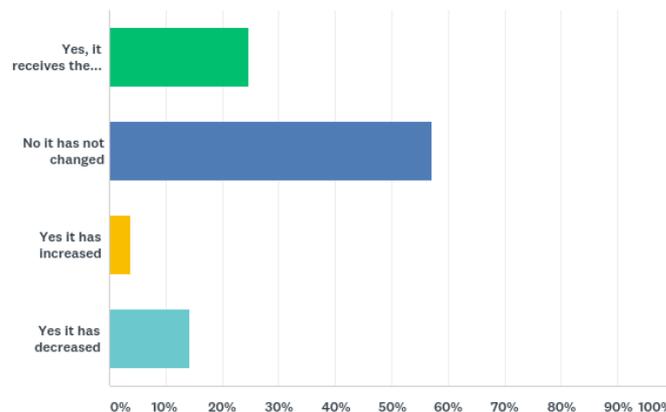
What was readily apparent was the number hovering between 30 and 40 hours (an average of 45 minutes to one hour a week). At the lowest end of the spectrum, there were references to six hours and ten hours, and at the highest 70-plus hours, although this may well have been achieved by adding aspects such as assemblies, cross-curricular work and literacy. Six respondents reported more than 70 hours a week in Key Stage 2.

In the 2015 survey, Key Stage 1 had 55% of responses between 21 and 40 hours a year, with one third (33%) between 11 and 20 hours. Only 12% responded above 40 hours. In Key Stage 2, 62% had 21–40 hours of history a year, compared to 23% who had fewer hours and 25% who had more.

Q23: Has the way in which time is allocated for history in the school changed in the last year?

Responses: 105

Q23 Has the way time is allocated for history in the school changed in the last year?



A sizeable minority (15%) reported a decrease in time, although 80% referred either to no change or no change overall but some alteration in the way in which it was taught. Sadly, there was rarely any amplification of this point.

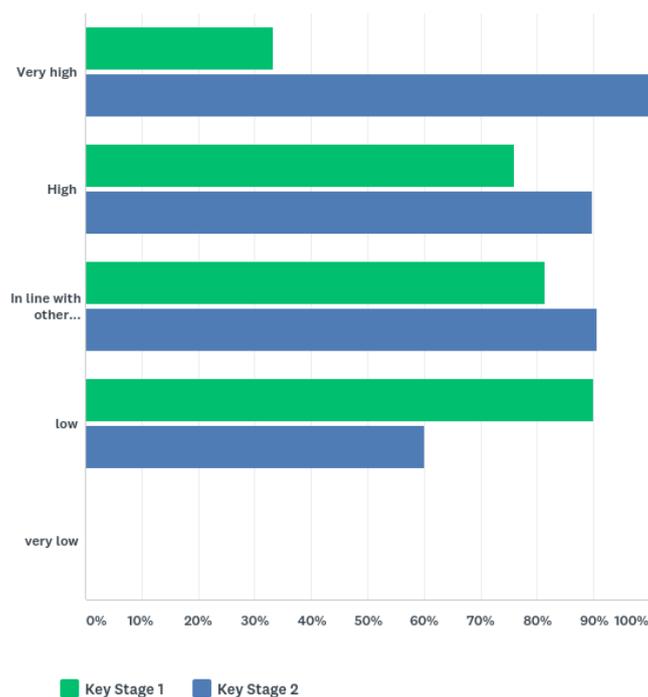
A few commented specifically on squeezed time, one stating that they wished there could be more time. Another noted ‘plenty of time for history right now but talk of change next year’.

There seems to be some stability here, as some 80% in the last survey also reported no change with the introduction of the 2014 curriculum.

Q24: How much status/priority is given to history in the curriculum at your school?

Responses: 105

Q24 How much status/priority is given to history in the curriculum at your school?



This involved some subjectivity but it was noteworthy that many more felt it was high or very high (32) compared to low or very low (10). This may reflect the schools that were completing the survey but still suggests a reasonably encouraging picture, especially when none reported the status as ‘very low’. The majority, though, felt that it was in line with other foundation subjects (75%). There was a tendency for the status to be higher in Key Stage 2. For example, nine of the ten reporting ‘low status’ were referring to Key Stage 1.

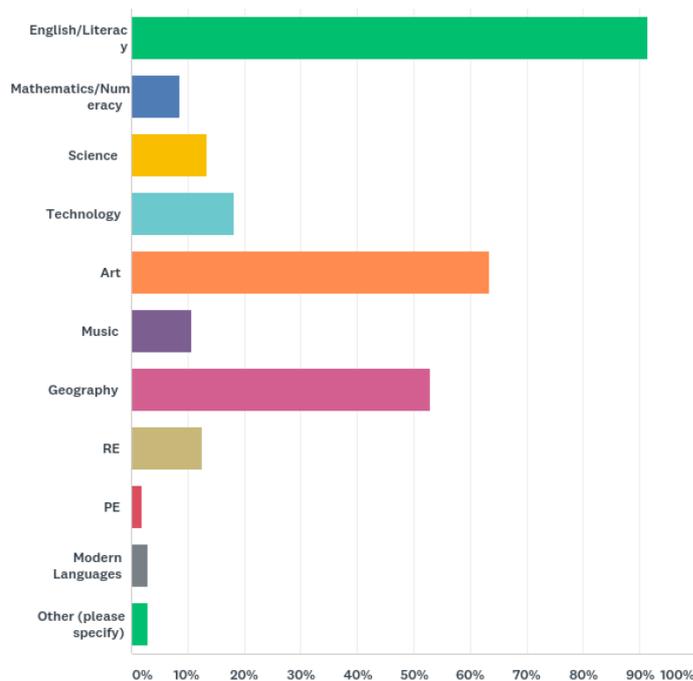
Various comments were made, including a few noting the pressure to devote time to English and mathematics and the emphasis that senior leaders place on core subjects. One respondent quoted from their own senior leadership team: ‘It isn’t tested so don’t spend time on it.’ Another felt that it needed to be made more relevant, both to children and the future. However, a few were more sanguine. One respondent noted that it had a status because of assemblies linked to anniversaries, and another reported a pop-up museum every year that kept its profile high, alongside taking part in projects like the Time Explorers Challenge. Another was keen to point out that children love the subject, as do many staff.

The previous survey also showed a higher status for the subject in Key Stage 2, where 52% rated it either high or very high compared to 30% in Key Stage 1. As with this year, the low and very low status for both key stages was less than 5%. The most common assessment in Key Stage 1 was that its status was in line with other foundation subjects (63%), with 44% in Key Stage 2. If any trend can be discerned, there may be a trend towards a slight lowering of status but not significantly to a low level.

Q25: Which subjects do you most often make cross-curricular links to in history? List the two subjects you link with most often.

Responses: 104

Q25 Which subjects do you most often make cross curricular links to in history? Please list the two subjects you link with most often.



Many subject areas were cited but there were some clear winners. English and literacy was cited by 91% of responses, and the two other most-cited subject areas were art (63%) and geography (53%). Other areas included technology, RE and music, but these figures were low (under 20%), and for mathematics, less than 9% placed this among the top two subjects for cross-curricular links. The question did not attempt to distinguish between the key stages.

While most made no real comments about the cross-curricular links, one referred to the constant pressure from the English department, who seem to want to hijack all lessons for literacy. Another referred to a diversity topic driven by history each year.

As with the 2015 survey, the three subject areas with the greatest links were English/literacy, art and geography. The figures from 2015, though, suggested fewer links than 2017 – respectively 44%, 16% and 27%. More subjects were listed by respondents in 2015, but the significance of the links did not seem considerable. Links with mathematics were again very restricted.

Q26: Which of the following represent concerns for history in your school? Please rate from 1–4, with 1 being the least concern and 4 being the greatest concern.

Responses: 105

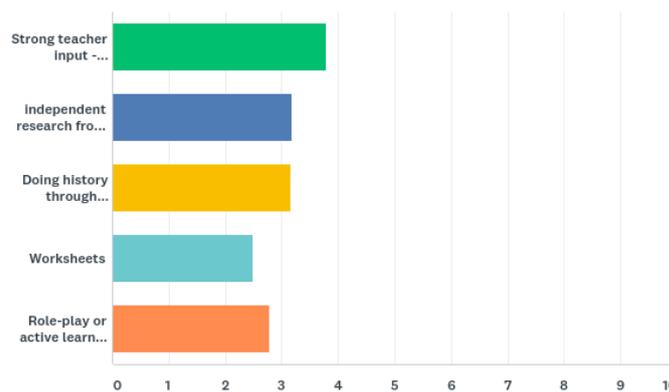
The question listed a number of possible concerns, including time, status, resources, CPD and awareness of good practice. The main concern was resources (61%), followed by time (58%), training (56%) and awareness of good practice (55%), with status slightly less of a concern, with 43% grading it in the two highest categories.

The same question was asked in the previous survey. The combined totals for grades 3 and 4 last year were as follows: resources (64%), training (63%), awareness of good practice (60%), time (47%) and status (31%). There is much similarity with this year, except that time and status seem slightly more of a concern now.

Q27: How is history largely taught in your school? While you may well use a variety of approaches, please rate the following in order of how frequently you use them, 1 being the most frequently used and 5 being the least frequently used.

Responses: 103

Q27 How is history largely taught in your school? While you may well use a variety of approaches, please rate the following in order of how frequently you use them, 1 being the most frequently used and 5 being the least frequently used.



This was a slightly more complex question to answer. Various techniques were listed, with respondents asked to grade them on a 5-point scale. There was also some potential overlap between the techniques. Nevertheless, nearly half placed a teacher-led didactic approach most frequently, followed by practical investigations/sources (25%), worksheets (12%) and independent research from books and the Internet (9%), with just 3% referring to role play/active learning. At the other end of the scale, the least used approach was easily the use of worksheets (37%).

A similar question was asked in the last survey, with Key Stage 1 and 2 being separated. In 2015, respondents were given the opportunity to cite a mixture of methods as their answer, which dominated Key Stage 1 and 2 (86% and 76% respectively, although 84% referred to a creative curriculum in Key Stage 2, in comparison to 61% in Key Stage 1). Other methods noted in 2015 included storytelling (58% and 57%), independent/discovery learning (46% and 47%), pupil investigations (43% and 54%), pupil-led activity (24% and 36%), teacher-led/textbooks (24% and 36%) and computer research and worksheets (15% and 46%).

Because different categories were used, direct comparison is rather difficult, but this year's findings suggest an increase in teacher-led activities.

Q28: How often are the following resources used in teaching history?

Responses: 104

The question provided a list of resources, and respondents were asked whether they were used 'often', 'sometimes', 'seldom' or 'never'. The most common resources used 'often' were audio-visual (78%) and the Internet (63%). These were followed by artefacts (34%), stories (29%), fieldwork (23%) and worksheets (23%). In terms of responses for resources used 'seldom' or 'never', the two most common were archaeology (49%) and textbooks (48%). Limited use also seemed to have been made of oral history (38%), worksheets (31%) and buildings, monuments and statues (29%).

This question replicated one asked in 2015 with similar results. Audio-visual was the most frequent resource in the 'often' category (76%), followed by the Internet (64%). The use of artefacts (39%) was also fairly similar to the current survey, as were stories (30%), although fieldwork seems to have declined since 2015, when 40% cited it as being used 'often'. The two referred to most often in the 'seldom' or 'never' categories were the same as this year: archaeology (44%) and textbooks (43%).

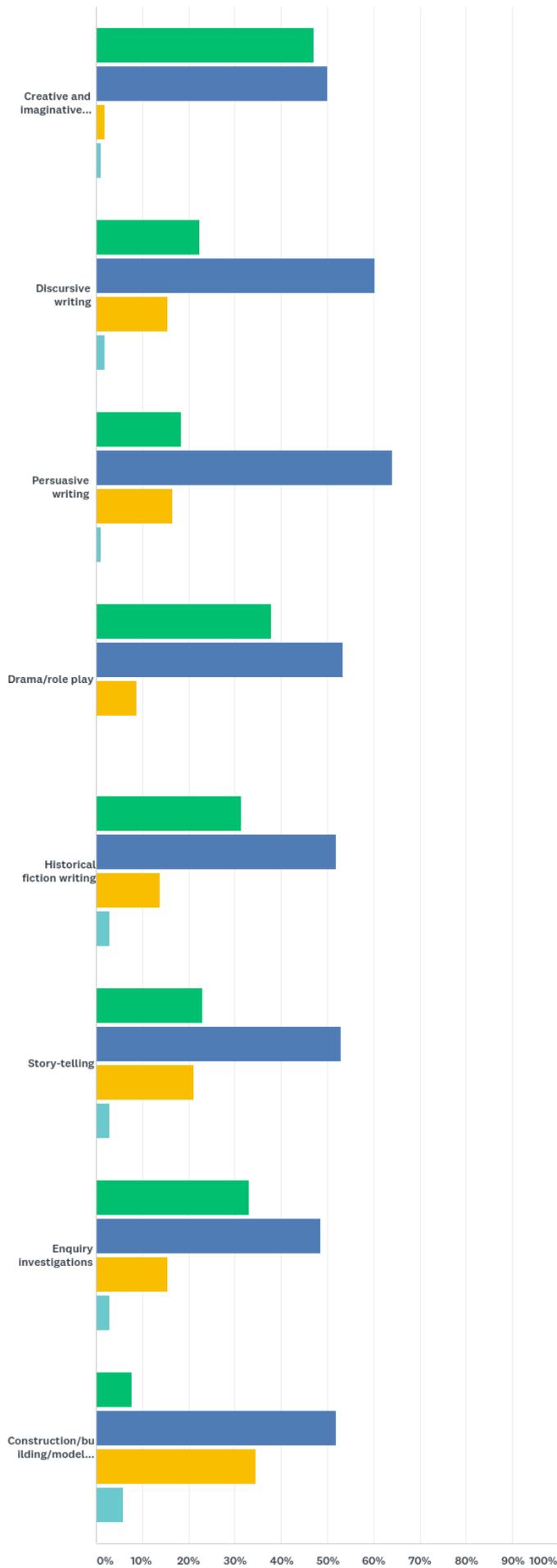
Q29: How often are the following approaches used in history activities?

Responses: 104

This was a similar format to Q28, where those answering cited whether an approach was used 'often', 'sometimes', 'hardly ever' or 'never'. The approaches used 'often' included creative and imaginative writing (47%), drama and role play (38%), enquiry investigations (33%), historical fiction writing (31%), storytelling (23%), discursive writing (22%) and persuasive writing (18%), and the least used 'often', at only 8%, was construction and modelling. In terms of responses regarding resources used 'hardly ever' or 'never', construction and modelling was easily the least used (40%). All the others scored less than 20% in the 'hardly ever'/'never' categories, except storytelling (24%).

The same question was asked in the last survey. In the 'often' category, creative and imaginative writing was noted in 53% of cases, followed by drama/role play (43%), enquiry (30%), historical fiction writing (30%), persuasive writing (24%), storytelling (24%), discursive writing (22%) and construction/modelling (15%). Although there are some slight differences in proportions, the evidence seems to indicate a similar pattern across the two surveys.

Q29 How often are the following approaches used in history activities?



ASSESSMENT AND PROGRESSION

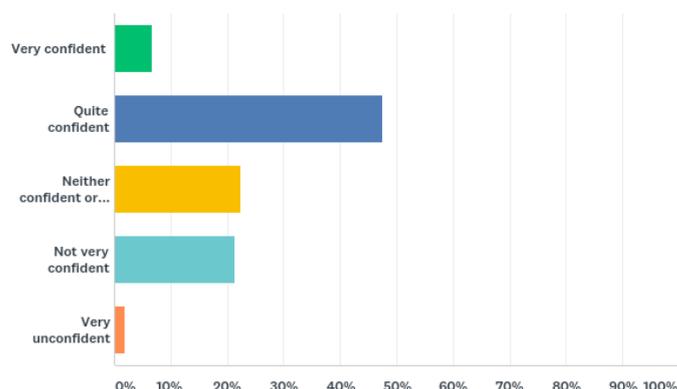
This section is concerned with the way in which history is assessed and monitored. It focuses on the awareness of progression and the ways teachers measure this. What information teachers have and how they use this information are also covered, including how and what is recorded and reported. Additionally, this section looks at differentiation and how teachers know what is appropriate for the pupils they are teaching.

Comparisons with the previous survey are more difficult to make in this section, as the questions asked were of a different nature. Where possible, some comparisons have been made, but other questions previously asked, such as how progression was planned for, were not posed this year.

Q30: How confident do you feel in identifying when and how children are getting better at history?

Responses: 103

Q30 How confident do you feel in identifying when and how children are getting better at history?



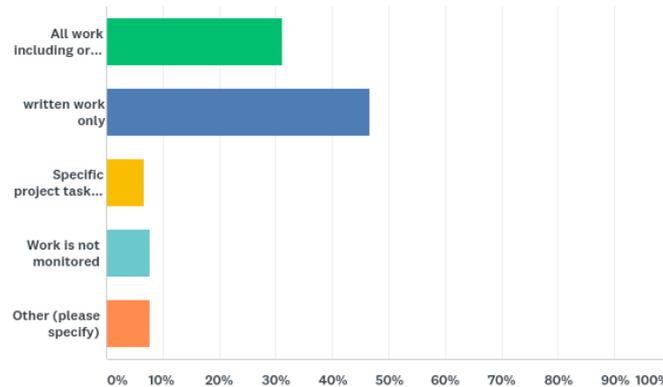
Clearly, this is a subjective question, but overall more respondents felt quite or very confident (54%) and hardly any claimed to be very unconfident.

Q31: How often is pupils' work in history monitored?

Responses: 103

This question was largely concerned with the nature of the work monitored. Fewer than 8% of respondents claimed that no work was monitored. 46% monitored written work only, while 31% monitored a broader range of work, including oral activity. A small number (7%) looked at specific projects. What the question did not elucidate was whether monitoring was interpreted as low-level checking or more detailed assessment.

Q31 How often is pupils' work in history monitored?



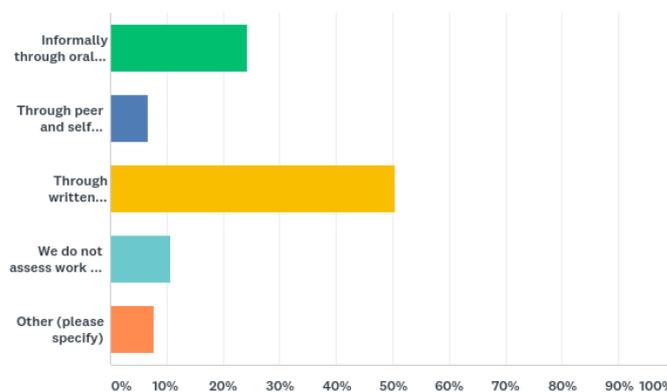
There were a few comments. Some admitted to being in the early stages, e.g. 'still in the process of setting up' or 'trying to develop a system with more open-ended questions'. Another had 'just produced an assessment tracking tool but need more support'.

A question in the last survey asked about the assessment of progress in history. The responses indicated a low level of activity (23%), a fall from previous surveys. This year, there was at least evidence of the monitoring of work, although it was not clear whether any systematic attempt was made to monitor progress rather than individual activities and pieces of work.

Q32: How is work assessed? We understand that you may use a variety of ways to monitor work and progress in history. Please choose the form of assessment that is most frequently used in history.

Responses: 103

Q32 How is work assessed? We understand that you may use a variety of ways to monitor work and progress in history. Please choose the form of assessment that is most frequently used in history.



The question acknowledged that a range of methods may be employed but the focus here was on the principal method. For almost exactly half of respondents, the most-used method

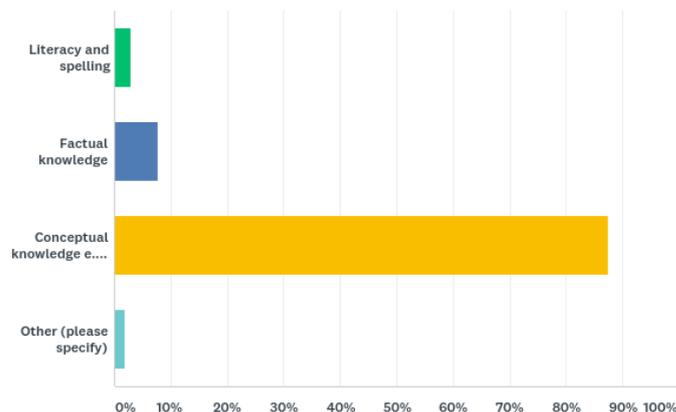
involved written feedback, while nearly a quarter (24%) provided oral feedback comments. Peer and self-assessment methods were engaged in by 7% – rather less than the 11% who admitted to doing no assessment at all.

The prize for the most honest answer here came with an admission that ‘we have no system. Everyone is doing different things in different classes and year groups.’ There were more specific answers, e.g. one referring to ‘children’s own self-assessment against learning objectives at the end of each session’. Another had ‘three or four formal assessments a year – some pictorial and some written’. A small number noted that work scrutiny was carried out.

Q33: What do you look for in children’s work in history? Again, we understand that this may vary from time to time, so please choose the most common.

Responses: 103

Q33 What do you look for in children's work in history? Again, we understand that this might vary from time to time, so please choose the most common.



The focus of the question was not on the variety of methods but on the main approach. Some 87% claimed to focus on historical concepts, far above the next largest response, which was factual knowledge (7%). Literacy and spelling was the main focus in just 3% of responses.

A few provided further enlightenment, e.g. one looked out for coverage, chronology, presentation, differentiation, consistency and factual details. Another referred to knowledge, enquiry, chronology and the use of sources. One stressed the importance of pupils ‘making connections’. Others, however, were much more general, e.g. what has been studied during the year, effort, ‘skills’, ‘understanding’, ‘criteria for each year group’, ‘judgements against curriculum standards’ or even ‘national standards’. However, responses suggest that literacy and general English ability were focused on rather more than the 3% suggested here. One admitted ‘probably based on English as much as history’.

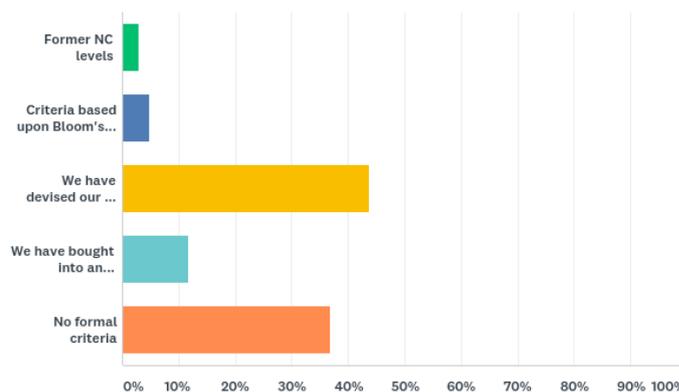
The closest comparison in the previous survey related to the planning of progress, which is clearly not the same as monitoring it. There, the emphasis was on factual knowledge (74%),

followed by chronology (68%) and the other concepts, ranging from 41% (causation) to 59% (using evidence).

Q34: What criteria do you use to monitor children’s work in history?

Responses: 103

Q34 What criteria do you use to monitor children's work in history?



Two responses dominated this question. Respondents’ own criteria were used by 44% and 37% accepted that they had no formal criteria. A commercial assessment package was invested in by 12%, while very small numbers (5% and 3% respectively) used a taxonomy such as Bloom’s or the former national curriculum levels.

Rarely, though, were the criteria made explicit and, where there were hints, the suspicion was that it was based on general rather than specific history criteria, e.g. ‘incorrect spellings are highlighted and grammar and punctuation errors pointed out’. References were made to criteria such as ‘age-related expectations’. Occasionally, specific details were given, e.g. the criteria of Chris Quigley, The International Primary Curriculum, SPTO, the Lancashire KLIPS objectives or a commercial assessment package such as the Rising Stars Progression Framework.

Direct comparisons with the previous survey are limited but it was notable that a far higher proportion (85%) reported using their own assessment criteria this year.

Q35: What is recorded/reported? Please use the box below to briefly explain.

Responses: 76

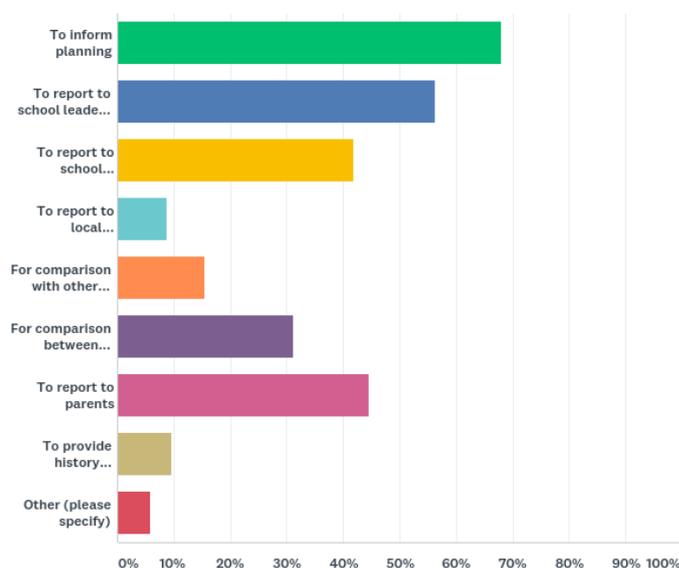
A relatively small number answered this question. Few expanded in any detail on what they recorded, e.g. an excel tick spreadsheet, a skills matrix ticked at the end of term, personal notes or class marking. Some restricted recording to a record of those below and above expectations, although more included all pupils, separating below, at or above expectations using terms such as ‘developing’, ‘secure’ and ‘exceeding’; ‘basic’, ‘advancing’ and ‘deep’; or ‘emergent’, ‘expected’ and ‘exceeding’, with some claiming to provide notes to back up their judgements.

The usual time for recording was at the end of a topic, e.g. one school recorded termly progress for boys, girls, SEN and pupil premium, alongside reasons where progress was less than expected. Some never recorded pupil achievement but rather what had been covered and when. Others were fairly vague, recording 'levels according to certain criteria having been met'. Another reported inputting objectives for every lesson but did not make clear whether this was pupil achievement or plans. Sometimes the annual report was all that was produced, or a brief overview to parents at the end of the year.

Q36: How is any monitoring data used? Please tick all that apply.

Responses: 103

Q36 How is any monitoring data used? Please tick all that apply



A number of different uses were identified. The one stated most frequently was to inform future planning (68%), with a sizeable number using it for various reporting purposes, e.g. 56% to school leaders, 45% to parents and 42% to school governors. It was used by 31% for making comparisons between different history classes, and by 16% between history and other subject areas. It was used by 10% as information for receiving secondary schools and by a small number (9%) for academy trusts/local authorities.

There was some amplification of the summary data. In one school, subject leaders were expected to produce subject reports, which were analysed to identify gaps. Often, though, the information had limited usage, e.g. to monitor coverage. One respondent simply wrote 'it isn't' and another replied 'what monitoring data – we have none'. Another stated that it primarily stayed with the class teacher and another that anything used was to aid English rather than history.

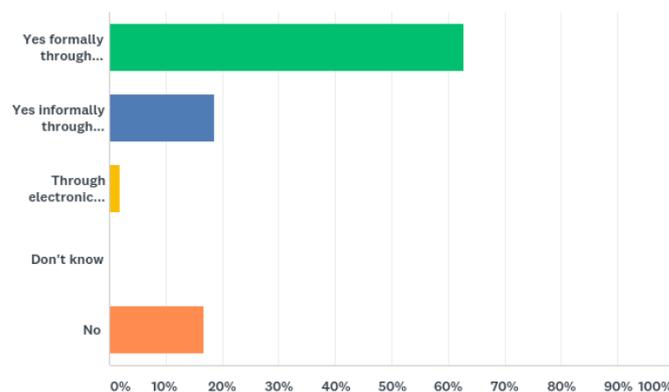
A question was asked in the last survey related to the use of assessment data. There, 55% claimed either not to use assessment data or that they were uncertain whether they did.

This year's result suggests some slight improvement towards recognising the use of monitoring data to inform planning, but that many schools lack any robust use.

Q37: Do you give any feedback to parents about how well a child is doing in history?

Responses: 102

Q37 Do you give feedback to parents about how well a child is doing in history?



This answer was dominated by the formal reporting, with a relatively small number (19%) providing informal reporting through comments on work or verbal reporting. Feedback to parents was not provided by 17%. There was rarely additional information available. Most reports seem to have been annual, but one school sent three reports to parents a year, noting questioning, chronology, source analysis, knowledge and understanding.

Q38: Do you have any methods in place to ensure that the teaching and learning are appropriate for the ages? If yes, please use the box below to explain.

Responses: 98

Of the respondents, 58% reported having methods, with the rest having no specific methods. However, the approaches ranged from the more general 'our teachers are professional and know their classes', 'we follow the National Curriculum' and using less written activity with the youngest, to the school that 'researched age-appropriate expectations and then set clear objectives'. Some clearly used locally-derived or commercial progression frameworks with a variety of acronyms, such as KLIPS, INCERTS, IPC and SPTO. Others relied on the appropriateness of resources, such as the HA's schemes of work or commercial resources that specified the expected age. Respondents sometimes noted school-based methods such as focused classroom observation, subject leader learning walks, pupil interviews, moderation sessions and work scrutiny, or senior leadership monitoring and, in one case, the use of partner schools.

TRAINING AND DEVELOPMENT

This section is concerned with the resources and training available to support history coordinators in planning and delivering the history curriculum.

Q39: What kind of school do you teach in?

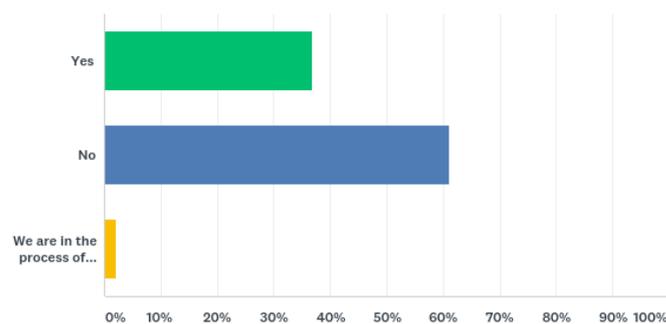
Responses: 95

Of the respondents, 75% indicated that they taught in a local-authority-run school while 15% indicated that they taught in an academy or free school. This indicates that, while the pace of academisation is beginning to include more primary schools, the large majority still remain under local authority control, in contrast to the secondary sector, where now the majority of schools are academies or free schools. Respondents from independent schools made up 8% of responses.

Q41: Is the school part of a cluster or alliance?

Responses: 95

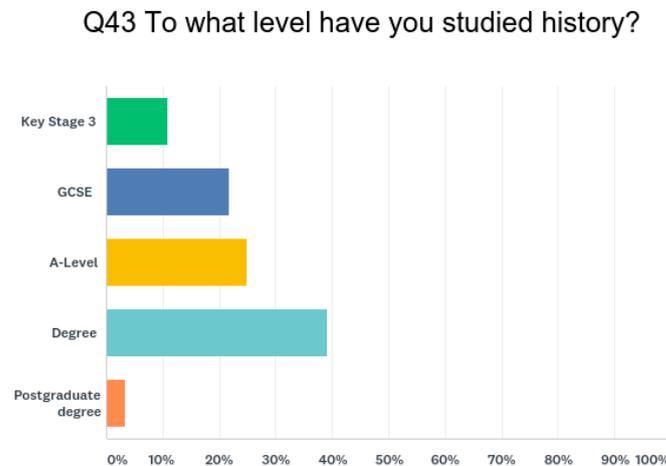
Q41 Is the school a teaching school, part of a cluster or teaching alliance?



While, as above, 75% indicated that they were under local authority control, 35% indicated that they were part of a cluster, soft federation or alliance. This is greater than the number of schools that replied that they were part of an academy chain or trust, indicating that there is some movement, even among local authority schools, to form alliances. This may be for financial reasons, in order to provide for greater buying power in terms of services.

Q43: To what level have you studied history?

Responses: 92



The majority of respondents (39%) had studied history to degree level, with a further 25% having studied the subject to A-level. This is more unusual for a primary teaching audience, who often will have studied for a BA Education degree in primary teaching, and therefore indicates that the majority of respondents are highly engaged with history as a subject. It is highly unlikely that this is reflective of primary teaching across the board.

Q44–46: How much training related to history teaching did you receive in your initial teacher education?

Responses: 95

Of the respondents, 20% indicated that history had been their specialism during their initial teacher education, which is encouraging; however, this is not enough and is reflective of the lack of specialisms now available in many BA Education courses.

Very little or no training at all to teach history had been received by 61% of respondents in their initial teacher education, and a further 63% indicated that they had gone on to do little or no CPD training in history.

However, 37% indicated that they had undertaken some CPD training in history, with some indicating that they had undertaken a great deal. This compares to 47% in 2015. This decline may be reflective of the lower number of HA members responding in 2017, but is a concern that the HA will monitor.

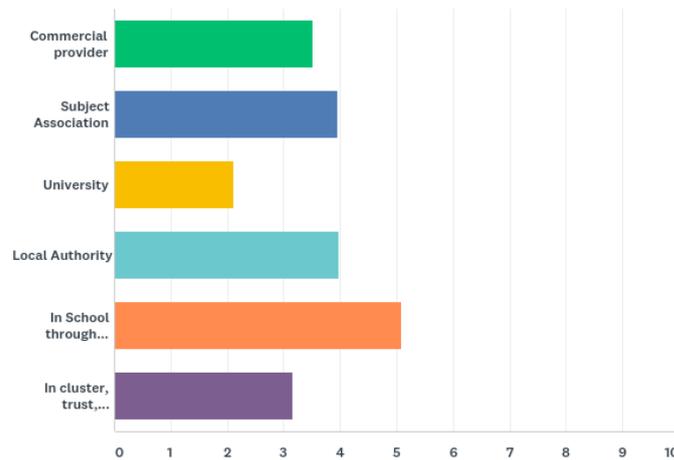
In a further question to those who had indicated they had taken part in CPD, regarding how much of this had been in the last three years, 22% indicated that although they had taken part in history training, this had not been in the last three years, compared with only 13% giving this response in 2015.

Of those who had said they had taken part in history CPD, 67% indicated that this had equated to one or more days in the last three years.

Q47: Who most frequently delivers history CPD?

Responses: 77

Q47 List the main CPD providers your school uses for history training. Please rate them according to how frequently they are used with 1 being the most frequent and 6 being the least frequently used.

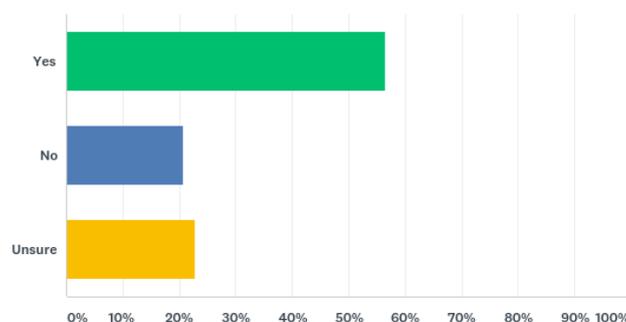


Interestingly, while it is unsurprising to find that the majority of history CPD is delivered in school by history co-ordinators, 30% of respondents indicated that the HA was their main source of history CPD, with a further 25% indicating that the local authority provided the majority of their history CPD. While it is a continuing concern from 2015 to note that the majority of history training is still delivered in school by co-ordinators who have not received training support themselves, either in their initial teacher education or teaching career, there is an encouraging growth in the number of respondents who look to their subject association for support.

Q48–49: Is your school willing to release you for history training?

Responses: 92

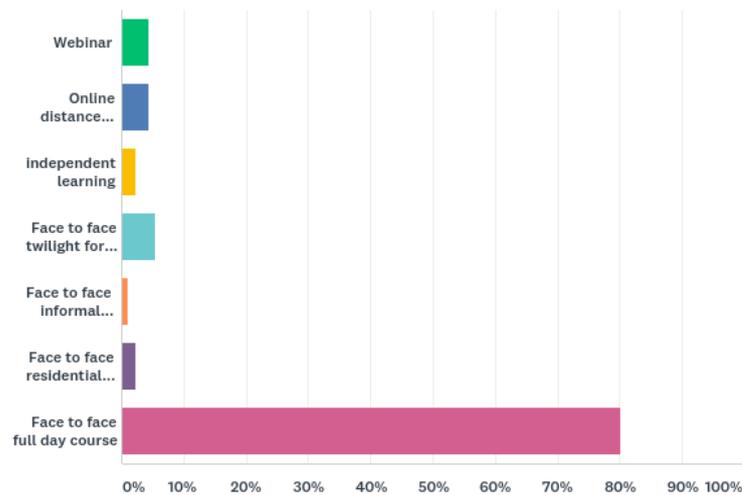
Q48 Is your school prepared to release you for training in history?



Encouragingly, the majority of respondents (57%) felt that they would be released for history training. However, the remaining 43% formed a sizeable minority, who felt either unsure whether they would be released or certain that they would not be released.

The vast majority of respondents (80%) continue to prefer face-to-face training, with other platforms such as distance learning and webinars scoring much lower.

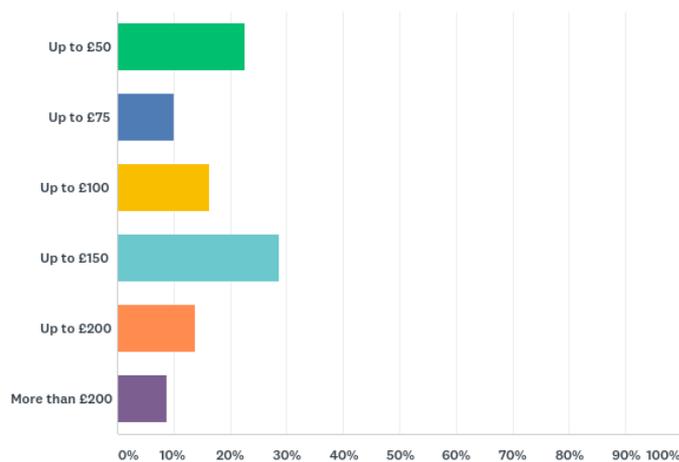
Q49 What is your preferred method of receiving training?



Q50–51: How much resource is the school willing to allocate to history CPD?

Responses: 80

Q50 How much time and resource is the school prepared to allow for CPD?



The most popular response to this question was up to £150 (28%) This provides a reasonable amount for a day-long CPD course; however, given that the latest research from BERA indicates that the best CPD outcomes are experienced following sustained CPD, this perhaps does not provide the greatest coverage for history CPD. The next most popular

choice (22%) indicated that schools would only be willing to pay up to £50 for history CPD. This sum is almost certainly prohibitive of any kind of CPD other than a short twilight session or webinar outside of any fully funded options. When asked whether they were prepared to fund history CPD themselves, 60% indicated that they would not and, of the remaining 40%, the vast majority would not fund a course that cost over £100 themselves. In 2015, 52% indicated that they would be willing to fund CPD themselves, which possibly reflects the uncertainty that teachers felt in 2015 over a new curriculum.

CONCLUSIONS AND RECOMMENDATIONS

On the evidence of this year's survey, the most significant finding is that very little has changed. The following key findings replicate those that have characterised all other surveys, and would largely be familiar to those looking at the first version of the national curriculum some 25 years ago. These include:

- Budgets for history are limited.
- Its status is on par with other foundation subjects.
- Most schools are adhering fairly closely to the national curriculum and, where there are choices, the most popular topics include those that tend to be well-resourced, such as the Great Fire of London, Mary Seacole and Florence Nightingale, Ancient Egypt, and the Greek and Roman legacy.
- Teaching and learning time usually averages 45–60 minutes per week, with much taught through topics.
- A sizeable amount of the teaching is through teacher-led activity but with other methods included such as enquiry.
- Links are made particularly with English (literacy), art and geography.
- Limited training and support is available for schools to develop the subject.
- Assessment of pupil progress in history tends to be rather vague and unreliable.

Recommendations are always difficult, as reality dictates that schools will always be limited in terms of time and finance for subject areas like history. It means that, on the basis of the evidence provided here, costly or complex recommendations would be dismissed as unrealistic in the current climate. However, the following might be seen as logical and feasible based on this year's survey.

Schools might benefit from:

1. Ensuring that the status of foundation subjects like history is not eroded with the strong current emphasis on core subjects.
2. Subject leaders (co-ordinators) having clearly defined but manageable roles.
3. Developing further the way that pupil progress in the subject is monitored and developed.
4. Ensuring that the time available is effectively used to develop knowledge and understanding through pertinent content and conceptual development.

5. Subject leaders becoming more aware of the range of cost-effective support available from the HA and other sources.

The survey also suggests that the HA, especially through its journal (*Primary History*) and the work of its Primary Committee, can enhance its support particularly through:

1. Developing further its history schemes of work for use by schools.
2. Providing guidance on how subject leaders (co-ordinators) can operate most effectively whatever the context, including how pupils' work in history can be reliably assessed.
3. Providing information on the variety of resources available for teaching the national curriculum, especially for newer areas.
4. Making resources available through its publications and website.
5. Offering high-quality support and training through direct support such as local forums and accredited schemes – such as the Quality Mark and Chartered Teacher – as well as through distance learning.
6. Supporting schools in making history as relevant and enjoyable as possible for all pupils, including the need for diversity.
7. Encouraging schools, through guidance and exemplar material, to continue to innovate through new content and approaches.