

National Curriculum Review (History)

HA submission – [April 2011](#)

6 a) What do you think are the key strengths of the current National Curriculum?

Rigour, flexibility and clarity

The key strengths of the 2007 National Curriculum for History are rigour, flexibility and clarity. The 2007 version of the National Curriculum for History is the latest iteration of a curriculum development process which has provided the fertile ground for ideas and debate about history and history teaching, which has in turn given the UK an international reputation for excellence in the field of history teaching. This rigour, flexibility and clarity sit comfortably with the approaches enshrined in other National Curriculum subjects.

Comprehensive content coverage

The content base of the history National Curriculum is broad and balanced and represents a programme that equips young people with the historical knowledge that they need to make sense of Britain's position in the world today, and their own place within the UK. The emphasis on the big themes of history – the development of political power in Britain; changing relationships through time of the peoples of England, Ireland, Scotland and Wales; the impact of movement and settlement; changing attitudes, beliefs, lives and ideas of people over time; and the development of trade, colonisation, industrialisation and technology – allows teachers the freedom to develop curricula suitable for their schools while ensuring a broader and more cohesive picture of Britain and the wider world can be taught. Substantive factual knowledge of the subject is at the heart of the history National Curriculum. Given the nature of history, both in terms of its vastness and its contested and contentious character, this reality should be seen for the remarkable achievement it is, and as a tribute to the authors of the various iterations of the history National Curriculum. In the words of one leading academic historian:

By the time they finish history as a compulsory subject, 14-year-olds will have studied the entire course of British history and learned about a whole variety of key personalities and institutions in it, as well as learning to appreciate the achievements of a number of European and non-European civilisations.

Evans 2011 <http://www.lrb.co.uk/v33/n06/richard-j-evans/the-wonderfulness-of-us>

The discipline of history: Argument and evidence

The current National Curriculum is further strengthened by the ways in which the balance of knowledge, concepts and processes has given history a disciplinary framework that has been enacted and enlivened by teachers ever since [Counsell, C., (2011) Disciplinary knowledge for all, the secondary history curriculum and history teachers' achievement', in *The Curriculum Journal*, Vol.22, No.4 <http://www.educ.cam.ac.uk/people/staff/counsell/>].

History is not just a process by which facts are delivered to pupils. It is also a discipline in which pupils become aware of how historical accounts are constructed, the evidence upon which they are based, the motivations of those who construct accounts and the validity of those accounts in differing contexts. It is a discipline in which pupils make judgements and defend those judgements with evidence.

These fundamental processes have been woven into the fabric of the successive iterations of the history National Curriculum, manifesting themselves in the latest version as Key Concepts (Chronological understanding; Cultural, ethnic and religious diversity; Change and continuity; Cause and consequence; Historical significance; Historical interpretation) and Key Processes (Historical enquiry; Using evidence; Communicating about the past). These concepts and processes have gained the approval of eminent academic historians. They are also familiar to teachers, who have spent many years developing schemes of work and teaching approaches that have allowed pupils to show their understanding of history through these concepts and processes.

Subject knowledge and pedagogical knowledge

The concepts and processes described above have been adapted in the light of experience and research, the most obvious example of this being the high profile position given to chronological understanding in the latest iteration of the history curriculum. This combination of a broad content framework and clear conceptual framework has allowed teachers at KS3 to create schemes of work which develop the knowledge and understanding of their pupils and to measure their progress in meaningful ways, with pupil progress comparing favourably with other subjects [Ofsted 2011, History for all].

The balance of knowledge, concepts and processes described above has helped develop the subject at primary level, where the majority of teachers are non-specialists. The National Curriculum has enabled many primary teachers to assimilate a clear understanding of the nature and role of National Curriculum history and present it to pupils in a way which enthuses them. Ofsted describe lessons in which pupils are motivated by a sense of adventure in discovering the past. In other lessons they enthusiastically take on the role of historical detective or investigate a historic site. Whilst pupils may see these activities as fun, they are good examples of fun rooted in disciplinary rigour. This rigour is rooted in what Ofsted describes as 'pedagogical knowledge' – the effective blending of subject knowledge and professional knowledge to engage and challenge pupils [Ofsted 2009, Improving primary teachers' subject knowledge across the curriculum Ref 070252]. Clearly, the quality of lessons will vary and not all will match up to these lofty standards, but the framework set out by the National Curriculum history challenges and supports teachers to aim for such heights. The 2011 Ofsted survey, *History for all*, noted the widespread extent of good or outstanding practice. The survey also commented on the enthusiasm and enjoyment both pupils and teachers have for the subject.

Conclusion

In conclusion, at its best, the National Curriculum for history provides a balance of breadth of knowledge supported by the key concepts and processes to give pupils at age 14 an overview of local, national and international history and support further historical study. The common framework has allowed development work on the National Curriculum to be purposeful for all history teachers and their pupils, and has encouraged publishers, archives and similar organisations to invest in the development of materials to enrich and enhance the learning of the subject.

6 b) What do you think are the key things that should be done to improve the current National Curriculum?

1. **Recommendation:** The Historical Association recommends that history should become a core subject, compulsory from ages 5-16. As a core subject, history would be inspected and monitored by Ofsted to ensure that pupils received a genuine entitlement to an education in history. In addition, consideration should be given in the forthcoming revised standards of teaching that the requirements of the curriculum are observed and implemented faithfully and fully.
2. **Recommendation:** The HA recommends that History should be given an allocation of one hour per week at primary level and two hours per week at secondary level. This is explored in greater depth in Section 7b.
3. **Recommendation:** The HA recommends the convening of a working group to research and develop a curricular structure to ensure that a pupil's experience of history from 5-16 is coherent and meaningful. A wide range of expertise is available at primary and secondary level is available to draw upon, but the challenge of developing a curriculum text which maintains the strengths of the existing curriculum while tackling the lack of coherence in content coverage is a formidable one.
4. **Recommendation:** The HA recommends that primary history is reinvigorated through a fundamental review of the programmes of study for key stages 1 and 2, and that the implementation of this is supported by an ongoing subject specific CPD programme and guaranteed weekly time allocation for the subject.
5. **Recommendation:** The HA recommends replacing the existing Attainment Target in history with a more manageable and helpful assessment framework. This issue is considered in greater detail in section 23b.

1 Making the National Curriculum in History a reality

Before addressing this question it is necessary to explain that in the experiences of many primary and secondary schools, the National Curriculum in History is simply not implemented in the first place.

This lack of implementation can take a number of forms. One is where the school in question is teaching an earlier version of the National Curriculum than the most up to date version.

For example, many schools run courses at KS3 entitled 'The Making of the United Kingdom'. This unit was introduced in the National Curriculum for history in 1991 but is no longer one of the specified areas of study (although its content would still be appropriate to one of the broad themes of the 2008 curriculum). It may be that in some schools the strengths of knowledge and discipline outlined in section 6a are also not being implemented. However, since Ofsted inspections focus overwhelmingly on core subjects the data is simply not available.

Other factors which limit or prevent the effective implementation of the National Curriculum in history are curricular structures and a lack of time because of the perceived need to concentrate on literacy and numeracy. It is not the case that a focus on literacy and numeracy should exclude any form of enrichment, be it in the form of history or any other subject. At KS2 Alexander argues that enrichment activities such as history can help schools to achieve their aims with regard to literacy in particular [Alexander, R. (2009) *Children, their World, their Education*]. In primary integrated topic work may diminish the subject integrity of history. At KS3 many history departments are limited to one hour per week or less [Burn, K. and Harris, R. (2009 & 2010) *Historical Association Survey into History Teaching in English Secondary Schools*]. In addition to this for many schools KS3 is a two year programme involving Years 7 and 8 only. A further difficulty for history teachers is the existence of cross curricular programmes such as PLTS or Opening Minds. All such developments restrict the time available to teach the subject as required in the National Curriculum orders. The result is that for many pupils their entitlement to a proper education in history is denied.

2 Coherence in National Curriculum history programme

Currently, the National Curriculum for history, and other subjects, is fragmented: KS1 and KS2 were developed in the late 1990s, KS3 is a product of the mid-2000s without reference to prior learning in primary, and KS4 has been developed to answer the needs of public examinations without taking on board progression from KS3. All of these elements have some strengths but the lack of overall cohesion hinders meaningful progression.

The current National Curriculum for history has a structure in which the discipline of history is recognisable across key stages, but at present the pattern of historical content studied by some pupils can produce a fragmented or episodic view of history, particularly for pupils in Key Stage 2 [Ofsted 2011]. The overall effect has been detrimental to pupils' chronological understanding and their ability to create a 'big map' of the past. This chronological

understanding should be at the heart of the revised curriculum. In a coherent history curriculum a pupil midway through KS3 should be able to understand why he/she studied particular topics in particular ways at KS1, KS2 and earlier in KS3. However, research and practitioner experience has shown that simply teaching events in chronological order does not necessarily develop the view of the long arc of time of British history which is one of the key aims of the curriculum (Dawson http://www.history.org.uk/resources/secondary_resource_102_8.html). Research and practitioner evidence also indicates that there are points of transition in pupil knowledge and understanding within key stages, for example between KS1 and KS2, and within KS 2 between Years 3-4 and 5-6 (Wrenn et al http://www.history.org.uk/resources/primary_resource_3616.html).

3. A reinvigorated primary history curriculum

The current National Curriculum programmes of study for KS1 and KS2 have not been revised since 1999 so the proposed curriculum review provides the opportunity not only to address this but to reinvigorate the primary history curriculum.

Although the recent Ofsted survey, *History for All*, found that teaching and pupil achievement was good or better in the majority of primary schools inspected, it also found that too many primary pupils emerged with an episodic view of the past, that many primary teachers had little subject specific knowledge or access to history CPD, and that in some schools, curriculum time for history was being squeezed by other priorities such as literacy and numeracy. In addition, a significant minority of schools taught history as part of a theme or cross-curricular topic which in some cases was having a detrimental effect on the integrity of the subject and on pupils' learning.

There are continuing problems with transition between the key stages, and the current KS2 history programme of study which is structured around six unconnected 'studies' fails to lay effective foundations for the further study of history at KS3 and beyond. English history forms the bulk of teaching with local and personal more prominent in KS1. The wider UK is rarely taught and most European/global is confined to Ancient Greece or Egypt.

There are compelling arguments for a revitalised primary history curriculum underpinned by a more coherent curriculum framework, a minimum time allocation of at least one hour a week, and high quality subject specialist CPD for primary teachers.

All recent evidence suggests that even very young pupils can understand the idea of history and benefit from a historical understanding when it is taught appropriately. It is popular with children of all ages and can act as a motivator for other areas of the curriculum especially literacy.

The continuous provision of history from 5-16 provides a solid and sustaining curriculum which enables the key historical landmarks over time to be understood and embedded. Currently the primary history curriculum covers six of the nine statutory years for history. Without these six years, pupils would not leave school with any substantial sense of the past.

Primary schools can cope with a similar framework and structure to secondary history and the content included in the revised primary history curriculum should not be confined to the earlier periods of history with the later periods being taught in secondary schools. A more effective way of instilling a sense of chronology is to revisit some periods and topics in greater depth and complexity as the pupils progress through all of the key stages.

Primary history helps sustain many museums and historic sites as a majority of visits are made by primary pupils. Enrichment in history was a strength of the provision in the large majority of the primary schools visited according to Ofsted in its recent survey, *History for All*.

4 Assessment of pupil achievement in National Curriculum history

Assessment is an ongoing area of difficulty in National curriculum history. One of the most pressing concerns is the functional day to day use of National Curriculum levels which are not designed for this purpose. Ofsted describes such an example

In most of the secondary schools visited, there was too much superficial focus on National Curriculum levels, with many teachers making sweeping judgements about the level that students might have achieved in class, often based on flimsy evidence. This left students with little understanding of what the level meant for them.

Ofsted 2011 p27

7 a) What are the key ways in which the National Curriculum can be slimmed down?

1. **Recommendation:** A broad outline is more effective for history teachers than too much overly prescriptive detail. An element of locally-derived content set alongside a core national entitlement would be welcomed. In this way, pupils could study aspects of history most appropriate to them in depth, set in the context of a national and international overview.
2. **Recommendation:** Aspects of learning such as critical thinking, creativity and effective use of resources such as ICT are highly desirable in pupils. However, the Historical Association believes that these qualities are best developed through high quality subject teaching rather than by trying to teach them as subjects in their own right.

Curriculum overload is a concern for most teachers. It is one of the reasons for the difficulties facing many history teachers which have been outlined in section 6b. The National Curriculum for history has always assumed a broad range of political, social, economic, cultural and religious history encompassing a wide geographical and chronological spread. Attempts to prescribe in great detail exactly what such a programme would consist of are likely to prove bureaucratic and cumbersome. Where programmes have been set out in great detail research suggests they produce more pedestrian teaching [See, for example, the UK National Archive and University of Virginia Transatlantic Teacher Programme on the History of Slavery].

Looking at the wider curriculum, the Historical Association supports a broad and balanced curriculum for all pupils to 16. Tim Oates' analysis of the purpose and function of a National Curriculum [Oates, T. 2010 *Could Do Better*] provides an excellent starting point for this review and the Association would support the notion of a core and a reduction in the assessment burden.

Research evidence from the Wolf Report suggests a curriculum consisting of 80% academic study and 20% vocational options for pupils from 14 to 16. The Association is broadly in support of this position, while recognising that at the detailed level there may be variations in implementation of such a policy.

Research evidence suggests that core skills such as literacy and numeracy and other desirable outcomes such as critical thinking and creativity are most effectively developed in a broad, balanced curriculum (Alexander 2011

[http://www.guardian.co.uk/education/2011/mar/15/national-curriculum-ministerial-](http://www.guardian.co.uk/education/2011/mar/15/national-curriculum-ministerial-meddling)

[meddling](#) and Harris, Downey and Burn 2011, History education in comprehensive schools – what does analysis of school level data reveal about the factors behind the implementation of the history curriculum? In preparation]

In many schools specific programmes designed to achieve these outcomes have marginalised the very subjects, such as history, which could help to foster them. The HA supports a review of the curriculum which recognises the contribution of subjects such as history to these processes and creates a curriculum structure which will allow history and other subjects to make such contributions rather than them being marginalised by artificial attempts to do so.

7 b) Do you think that the proportion or amount of lesson time should be specified *in any way* in the National Curriculum; e.g. for particular subjects and/or within particular Key Stages?

1. **Recommendation:** The Historical Association recommends a statutory minimum time for history 5-16. At the very least this should be one hour of curriculum time at primary, and a minimum of two hours a week would be needed at secondary school.

The Historical Association supports the allocation of specified time to particular subjects, particularly in the first three key stages in order to guarantee a minimum entitlement pupils and a consistent experience for pupils across key stages and between different schools.

The Secretary of State has set out his intention to restore the position of history as a critical element in a young person's education. However, research evidence shows that time available for the teaching of history in many primary and secondary schools has been reduced in recent years with predictable consequences for pupils' understanding and learning of the subject. It takes time for young people to make connections between historical periods and in turn build a coherent big picture of the past. To build the understanding of the long arc of time requires as a minimum a genuine entitlement to history education throughout the first three key stages.

A second justification for specifying a time allocation for history is the body of evidence which suggests that pupils do not all have the same, equal opportunity to access a good historical education. Recent research by the Historical Association [Burn and Harris, 2009 and 2010] has shown that independent schools and state maintained grammar schools were far more likely to offer greater discrete subject time and have higher numbers continuing with history post-14. In contrast academies were more likely to give less time and have fewer pupils entering GCSE history. The picture in state maintained comprehensives is rather more mixed, covering the extremes observed in both independent and grammar schools and the academies. The emerging picture suggest schools adopting a curriculum model which does not value discrete subject teaching are more likely to have postcodes in more deprived areas, have a higher percentage of students with SEN and a lower percentage of students attaining 5+A*-C grades at GCSE including maths and English [Harris, Downey and Burn (2011) in preparation]. Although the picture is extremely complex, the evidence suggests a growing socio-economic divide with schools in more affluent areas valuing traditional

academic subjects and with correspondingly better GCSE results including maths and English. History can play a critical role in helping young people to develop a sense of identity and an understanding of where they belong in a modern democratic society. Such a role is to be valued especially strongly if it helps pupils from less privileged backgrounds to develop such values. Clearly history cannot carry out such a role if it is marginalised in the way the evidence suggests.

Thirdly, specified time allocation is necessary to make the provisions of the National Curriculum a reality in all schools (see section 6b). The National Curriculum was founded on the principle that pupils would be entitled to a broad and balanced curriculum. In addition, research evidence suggests that a balanced curriculum raises achievement across all subjects [Alexander 2011 <http://www.guardian.co.uk/education/2011/mar/15/national-curriculum-ministerial-meddling> and Harris, Downey and Burn 2011]-. Research evidence also shows, however, that where there are no safeguards in place to ensure such breadth and balance then pupils who might be most likely to benefit from studying subjects such as history actually have the least opportunity to do so [Burn and Harris, 2009 & 2010].

- Burn and Harris 2009: http://www.history.org.uk/news/news_415.html
- Burn and Harris 2010: http://www.history.org.uk/news/news_869.html

8 Please use this space for any other comments you would like to make about the issues covered in this section

1. **Recommendation:** The HA would like to see a commitment to subject specific CPD for all teachers. In addition, the forthcoming revised professional standards for teachers should emphasise the importance of subject knowledge and pedagogical knowledge. A starting point for such standards in history can be found in the American Historical Association's benchmarks for the Professional Development in Teaching of History as a Discipline (<http://www.historians.org/teaching/policy/benchmarks.htm>). The Historical Association and other providers have the expertise and the vehicles for the delivery of such CPD but for many teachers it is very difficult to access.

Entitlement

The Historical Association recognises that schools are, and should be, largely autonomous and need the freedom to develop their own curriculum unburdened by bureaucracy. At the same time we see the need for a core curriculum that should be available to every young person irrespective of the school they attend, and believe that young people should be entitled to a proper historical education. History should therefore be an important part of this compulsory core.

Recommended time allocations

The Historical Association is aware of the government's drive to increase the number of schools with academy status. According to Historical Association research, history has been particularly marginalised in academies with the result that the Secretary of State's vision for history at the heart of a young person's education could be compromised [Burn and Harris 2009 and 2010. We are aware this research is based on 'old' academies and will be looking at new style academies in the 2011 Survey]. We therefore urge that the recommendations for time allocations to history be published, and that it should be made clear that these are the government's preferred arrangements. Such recommendations should be accompanied by effective guidance, support and training.

Continuing Professional Development

The Historical Association has expressed the concern that while the structure of the 2007 National Curriculum has many strengths, the experience of pupils is dependent on how effectively those strengths are made into a reality in the classroom. One factor, probably the

key factor, which determines pupils' experiences of the curriculum, is the quality of teaching. Subject-specific continuing professional development (CPD) for teachers is the key to raising, universally, the standard of history teaching. At the primary level Ofsted has highlighted the importance of subject knowledge and professional knowledge to create an effective 'pedagogical knowledge' [Ofsted 2009, Improving primary teachers' subject knowledge across the curriculum Ref 070252]. At the same time, Ofsted has pointed to a lack of subject knowledge among primary teachers as an impediment to progress [Ofsted 2011 *History for all*]. Since research evidence shows increasing amounts of history at KS3 is being taught by non-specialists [Burn and Harris 2010] it seems reasonable to assume that the need for subject specific CPD at the secondary level is just as significant.

Q18 comments

The Historical Association calls for history to be a core subject in the National Curriculum, compulsory from 5-16 on the basis that history is fundamental to the creation and maintenance of a national identity, it is a stimulating intellectual challenge, it develops important knowledge and capabilities which are relevant to the modern world of work and it helps young people to develop the values and dispositions which are central to the role of the citizen in a democratic society.

Identity

History helps pupils develop their own identities through an understanding of history at personal, local, national and international levels. An understanding of British history within a global context is the key to helping young people of all ages and from all backgrounds to understand their position in modern British society and to see how the society in which they live has been formed, has changed, and how it continues to change. The view of the HA is that it is difficult, if not impossible, for young people to fully participate in a modern democratic society without some understanding of how that society came to be and how its relations with other societies have developed.

Intellect

History is widely valued because of the intellectual rigour which underpins the subject. History requires not just knowledge of events and developments but also the ability to make use of that knowledge as evidence in an argument. History trains pupils' minds and encourages creative and critical thinking. While this is important in its own right, such thinking can also complement other subjects such as English and science. Research evidence indicates that schools with a broad and balanced curriculum tend to generate better results across all subjects [Harris, Downy and Burn, 2011]. The ways in which English and history complement each other are self evident. However, there is also common ground between history and disciplines such as science. Parker, for example, argues the case for a synthesis of subject and pedagogical knowledge to make science teaching more effective [Parker 2004]. The synthesis of subject and pedagogy for effective learning and teaching in primary science education. *British Educational Research Journal* Vol. 30, No. 6, December 2004]. She cites the difficulties which pupils have in constructing overall mental structures which link phenomena. This is precisely the phenomenon which inspired the greater emphasis on chronological understanding in the 2007 National Curriculum for history. In both science and

history, teachers are attempting to develop what Willingham describes as expert thinking in which subject knowledge forms a database which can be drawn upon to help solve problems (Willingham). Willingham and Wineburg both argue that high quality subject teaching is at least as effective, and is usually more effective, than cross-curricular programmes which aim to develop critical thinking.

Vocational relevance

Historical understanding can be more than an intellectual exercise. In 2010 research by the Heritage Lottery Fund estimated the value of the contribution of heritage tourism to the UK economy at £20.6 billion, and maintaining over 195 000 full time equivalent jobs. This is a larger contribution to the UK economy than the car industry, advertising or the film industry [Heritage Lottery Fund, Investing in Success 2010 <http://www.hlf.org.uk/news/Pages/InvestinginSuccess.aspx>]. Over 30 Higher Education Institutions offer Heritage Management as a course at undergraduate or postgraduate level and a growing number offer postgraduate qualifications in Public History.

Field Code Changed

Increasingly pupils in this country are likely to work in some form of knowledge based industry. On a daily basis in history lessons, pupils practise the intellectual processes which many of them will use on a daily basis in their working life. They are faced with questions or enquiries. They have to locate relevant sources of information. They are required to make judgements about the validity of that information. They then reach a judgement, marshal information as supporting evidence and then communicate their judgement, defending it if necessary. These skills of research, argument and communication constitute ideal preparation for careers in creative industries such as media, marketing, advertising. However, these skills are just as relevant to sectors such as banking, insurance, law, accountancy, local government or the civil service.

Historical content is also a commercial commodity in the entertainment industry. The film industry relies heavily on historically based storylines. Films set in the past require large numbers of researchers and contributors with historical expertise. The computer games industry is now larger than the film industry worldwide. Best selling titles such as Assassin's Creed employed academic historians to advise their programmers because authenticity is a major selling point. Whilst most pupils will not become academic historians, many may well work in some role connected with the games industry and some historical knowledge would be of benefit.

Values and a democratic society

History not only helps pupils to acquire relevant knowledge and skills. History also helps pupils to develop a critical approach to knowledge and information. Young people today are faced with a bewildering array of media sources, each trying to impart some message. These range from the relatively harmless to the extremist message designed to radicalise and undermine the values which underpin the modern democratic society. Research shows that young people are often excessively trusting of such media sources [Walsh, B. 2008 Sources and their stories: The need for historical thinking in an information age, http://www.history.org.uk/resources/secondary_resource_1977.html). They also struggle to make effective use of what might be regarded as more reliable sources such libraries or archives, preferring the instant accessibility of search engines [Jisc and The British Library 2006 Information behaviour of the researcher of the future: a cyber briefing paper. www.jisc.ac.uk/media/documents/programmes/reppres/gg_final_keynote_11012008.pdf].

In the context of this concern, a history education equips pupils in two ways. The first is the disciplinary approach which history encourages, always challenging pupils to think about where their information comes from, its purpose, validity and the extent to which it is up to date. The second is in applying historical knowledge to the content of extreme web sites or other sources. History is unique in the way in which it can be harnessed to provide a distorted view of the present or even to justify criminal acts. The most effective defence against such abuses of history is a sound historical knowledge. In the current media saturated age the importance of historical knowledge and thinking is more important than ever.

23 a) Do you think the National Curriculum should continue to specify the requirements for each of the 8 levels of achievement?

The attainment target is not an effective device for measuring attainment. There have been major difficulties in implementing the 8 levels effectively, particularly in primary schools where in reality they are not widely used. Many teachers have found the various attempts to measure progression in history difficult to interpret. This is partly a training issue and partly because they have been seen as having limited use and accountability. Second, the original intention of the attainment targets has been undermined by schools' data tracking systems looking for benchmarks by which to measure attainment at a weekly level. The attainment targets are too broad for this purpose. They are designed to be used as the basis of summative assessment of a pupils' understanding at the end of a key stage.

23 b) If you have answered no or not sure, what alternative(s) do you propose to replace Attainment Target level descriptors? You may want to suggest different approaches for different subjects and/or Key Stages.

1. **Recommendation:** The HA recommends replacing existing attainment target in history with a more manageable and helpful set of assessment criteria. This should set out national standards in history and could take the form of end of key stage benchmark statements. The criteria should draw on existing research and practitioner experience and be supported by guidance and opportunities for professional development.

The Historical Association's position would be to replace Attainment Target level descriptors with a more manageable and helpful set of assessment criteria. One approach would be to develop end of key stage benchmark statements that have clear links to evidential, conceptual and chronological understanding stating what pupils would be expected to know, understand and do by the ages of 7, 11, 14 and 16. These would be used to define national standards in history and establish a coherent progression framework that transcends the four key stages. In addition, teachers will need help in measuring pupil progress at regular intervals within each key stage. Rather than create an additional and potentially complex set of progression criteria for this purpose, the Historical Association believes that the end of key stage benchmark statements would be best supplemented by guidance for teachers setting out how pupils make progress in history along with an easily accessible training programme. Much of the preparatory research and development for such a framework has already been carried out. Historical Association members were involved in the APP programme and developed a range of approaches and materials in the course of that. At a local level schools and local authorities have experimented with some success in using unseen assessment exercises which teachers can use when they think their pupils are ready. At GCSE, the introduction of Controlled Assessment has generated some imaginative and innovative approaches based a holistic approach to assessing pupil work which assesses a piece of work in its entirety rather than breaking it down into performance criteria.

24 Within each Programme of Study, how should the curriculum and attainment targets be defined to ensure appropriate education for pupils in a wide range of circumstances as learners?

1. **Recommendation:** The Historical Association recommends a review of the detailed content but not the structure of the history programmes of study from key stages 1-3. This review should focus particularly on the central importance of chronological understanding but should also acknowledge the validity of, and indeed encourage, a wide range of approaches to teaching the programmes. The programme of study should also be extended to key stage 4. This is addressed in section 32.

Previous iterations of the history National Curriculum have defined attainment targets and curriculum content in separate, parallel but closely related statements.

There seems little valid reason to alter the structure in the case of history. Each Key Stage Programme of Study should set out content in a range of periods, societies, developments and changes from ancient to modern history. The revised curriculum should also acknowledge that different approaches to history and to historical enquiry are valid. Local and family history and related historical disciplines such as archaeology can be powerful vehicles for engaging pupils. Chronological overviews should sit alongside the study of the role of individuals, of change over time and of a society in depth. This should be complemented by a progression framework that spans all the Key Stages, based on pupils' increasing knowledge and understanding of a range, depth and complexity of content, and increasing confidence and proficiency in using the concepts and processes underpinning historical understanding.

In some subjects the content of the curriculum and the attainment targets are combined. In history, this approach has proved to be impractical on the grounds that schools may define the content they teach in significantly different ways while still following the broad outline headings set out in the curriculum. It has also proved to be undesirable in that pupil achievement is measured on the effective deployment of knowledge in argument as well as on the simple ability to recall information.

25 a) How do you think the needs of low-attaining pupils should be addressed through the National Curriculum?

The Historical Association supports the comments made by Tim Oates with respect to curriculum reform, and by the Secretary of State, that it is the job of government to set out the broad curriculum and to allow teachers to use their professional judgement and expertise to implement the curriculum and make the pupil experience of the curriculum motivating and rewarding.

Meeting the needs of low-attaining pupils is the role of subject guidance and training rather than something that should be explicitly included in the curriculum. Curriculum flexibility allows for interpretation at a local level, ensuring that the needs of all learners are met. By drawing upon principles that motivate and inspire pupils regardless of ability, schools can ensure that high levels of attainment are achieved. Ultimately, making an accessible curriculum that can be taught through a range of appropriate teaching and learning approaches will ensure all pupils make appropriate progress. This approach reinforces the need for good Initial Teacher Training and subsequent professional development, and schools having appropriate support structures. Evidence is available that given good teaching and high expectations, all pupils can achieve in history.

However, one potential block to the effective implementation of the curriculum is the current situation in Initial Teacher Training for primary teachers. New primary teachers can receive as little as ten hours history training, and are not given the tools to deal with the distinct pedagogies of history. A lack of opportunity for continuing professional development extends this problem, and school-based initial training risks this becoming self-perpetuating [Harnett and Nichol, 2011

http://www.history.org.uk/resources/primary_news_1120.html]

25 b) How do you think the needs of high-attaining pupils should be addressed through the National Curriculum?

The maintenance of a statement of exceptional performance in the attainment target is consistent with meeting the needs of high attaining pupils. That said, the most effective way of ensuring suitable challenge is through high quality teacher training and ongoing CPD, enabling teachers to interpret a flexible curriculum at an appropriately personalised level.

History already has a reputation as a rigorous subject, and there has been a great deal of guidance in recent years on how the more able can be challenged by the resources they are exposed to, the tasks they are asked to accomplish and the type and level of support they are provided with [NAGTY and see Teaching History 124

http://www.history.org.uk/resources/secondary_resource_853_12.html]. Again, an area of concern is lack of training for primary teachers, particularly to help them to set suitably high expectations for pupils in history and to help pupils meet those expectations.

25 c) How do you think the needs of pupils with special educational needs and disability (SEND) should be addressed through the National Curriculum?

The general points already made about the role of the curriculum and the importance of teacher training apply equally in this area. One important consideration is that the history curriculum should be accessible to all pupils, both in terms of their ability to access input but also their ability to make their own views heard and understood. It is important to retain a curriculum that values inclusion and enables teachers to make learning appropriately pitched to meet the needs of all pupils. It should also be a given that a range of forms of communication can be used by pupils to demonstrate their understanding of history, and that formal written work is only one of these methods. Other methods such as discussion, drama, creating artefacts, presentations etc. may all be more suitable to SEND pupils.

25 d) How do you think the needs of other specific groups of pupils should be addressed through the National Curriculum?

It is difficult to generalise when the needs of specific groups tend to be – by their very nature – highly specific. Flexible programmes of study will enable schools to adapt history teaching and learning to meet the specific needs of their own pupils or of specific groups within their pupil populations. The retention of the concept of diversity in the history curriculum provides a further opportunity and incentive for history teachers to create an inclusive curriculum. However, such approaches often bring teachers face to face with issues of resourcing or their own subject knowledge, or bring them into areas where they feel uncomfortable. Research by the Historical Association [http://www.history.org.uk/resources/resource_780.html] shows teachers sometimes avoid teaching what they perceive as emotionally difficult subject areas, many of which are those that deal with significant cultural differences. A similar issue arises with pupils for whom English is an additional language (EAL). Teachers need the flexibility that the existing curriculum provides in order to meet the needs of such learners. Once again CPD for teachers is essential here.

27 a) Please give examples of any jurisdictions that could usefully be examined to inform the new National Curriculum. Please also briefly describe the reasons for the examples given.

In the field of history teaching, it is the international community that looks to the UK for leadership and expertise rather than the other way around. Academics and teacher trainers from the UK have regularly been commissioned to advise and lead on projects all over the world, including Australia, Cyprus, the USA, Scandinavia, Singapore, South Africa and Turkey. Several UK experts have taken leading roles in Council of Europe programmes to help develop history curricula in Central and Eastern Europe in the wake of the fall of the USSR. Similarly, UK experts have contributed to the range of programmes run by Euroclio, the European Association of History Educators (some examples are given below). The Historical Association is the host body for the History Educators International Research Network and publishes its related academic papers in *The International Journal of Historical Learning, Teaching and Research*.

This high profile has been achieved despite the fact that most other comparable countries allocate considerably more time to the teaching of history. England is one of the only countries that allows our children to cease the study of history at the age of 14, and sometimes as early as 13 with the advent of two- year KS3 courses in some schools.

The HA regards this situation as detrimental to pupils' education and to the country as a whole. Alison Wolf's report on Vocational Education argues the case for a broad academic core including history up to the age of 16 as is currently the case in a number of countries. Her research provides evidence for our need for well-educated young people who are not tied into one pathway too early in life, finding their skills and qualifications non-transferable or their routes to alternative study blocked by early choice.

The English Baccalaureate could go some way to providing a remedy for the current situation. When one looks at the curricula of, for example, our Dutch, Swiss, American, Australian or Portuguese counterparts, one finds the compulsory study of history at least to the age of 15, with Australian states operating a very similar qualification to the English Baccalaureate.

See, for example, the project and publications records of:
Christine Counsell <http://www.educ.cam.ac.uk/people/staff/counsell/>;
Arthur Chapman <http://www.edgehill.ac.uk/profiles/arthur-chapman>;

Chris Husbands http://www.ioe.ac.uk/staff/FFCP_29.html.

Also, HA representatives Chris Culpin, Michael Riley, Ben Walsh and others took part in the Joint Programmes between the European Commission and the Council of Europe to strengthen democratic stability in the North Caucasus and Chechnya:

[http://www.coe.int/t/dg4/education/Historyteaching/cooperation/russianfederation/russianfederati
onnorthcaucasus_EN.asp](http://www.coe.int/t/dg4/education/Historyteaching/cooperation/russianfederation/russianfederati
onnorthcaucasus_EN.asp);

Also University of London Institute of Education has been invited by the Singapore Ministry of Education to establish a Masters Level Programme for selected history teachers.

Penelope Harnett's keynotes at Council of Europe Seminars (2008) *The image of the other in history teaching symposium on globalisation and images of the other* (Istanbul)

Teaching about cultural diversity through history to help in strengthening social cohesion and co-operation in present day society. (Moscow)

Harnett, P and Smart, D. Training social studies and history educators for multi- cultural Europe.

Promotion of Civil Society Dialogue between the EU and Turkey. <http://csd.erciyes.edu.tr/english>

Aketin, S., Harnett, P., Ozturk, M., and Smart, D. (2009) *Teaching history and social studies for multicultural Europe*. Ankara, Harf Egitim Yayıncılığı.

27 b) Considering your response to question 27a above, what features of their national curricula or wider education systems are most significant in explaining their success?

The issue of how to teach history has been addressed in other jurisdictions in quite different ways and, in the view of the Historical Association, with less overall success. Prescriptive and high stakes test-driven curricula have been tried in history in the USA, many provinces of Canada, Singapore and in many other jurisdictions. They have generally been found to be counterproductive in terms of pupil motivation, of the development of lasting knowledge and of the values and dispositions that we desire as outcomes of a modern education (Ryan and Weinstein, 2009). Where such approaches to history curricula have been used in the hope of inspiring a sense of civic awareness and belonging to a national identity, there is evidence to suggest that they tend to further alienate rather than to achieve their original aims. Teaching history to pupils from backgrounds that lead them to feel they do not belong (at least to some extent) to the 'national narrative' is a subtle and painstaking business* and if simple solutions existed they would be in place by now. By creating flexibility within the curriculum that enables teachers to interpret aspects that are most appropriate to them locally, they will ensure that the needs of all their learners are met.

* See, for example, Teaching History in Bosnia <http://www.teachers.tv/videos/bosnia-teaching-History> and How do they teach the British Empire in India? <http://www.teachers.tv/videos/india-teaching-empire>

29 What research evidence on how children learn provides the most useful insights into how particular knowledge should best be sequenced within the National Curriculum Programmes of Study?

On this issue, the Historical Association must stress once again that different subjects in the National Curriculum are different intellectual constructs and as such have different relationships between substantive content, concepts and processes. It may be that in some subjects such a thing as a hierarchy of content exists. In history, we have concerns at the most fundamental level about this proposition. The relative difficulty of content, concepts and processes is related to the depth and sophistication of how they are accessed and used, and not to the inherent difficulty of particular content areas or processes. Progression in history is in the deployment of knowledge within the disciplinary framework of the subject. No model of progression for history can be specifically age-related, and concepts underpinning the history curriculum cannot be chosen to be first taught at any particular age. Research evidence in UK history education across 30 years or more has indicated this assumption to be false. Equally important perhaps, our membership's classroom practice (exposed regularly through Primary History and Teaching History articles from practitioners at the chalk face) also clearly tells us this is not the case. The Historical Association has a vast library on practitioner discourse. The most accessible review of some aspects of this is summarised by Christine Counsell: [Counsell, C., (2011) Disciplinary knowledge for all, the secondary history curriculum and history teachers' achievement, *The Curriculum Journal* Vol. 22 No.4]

Hirst (1970, 1975, 1983) distinguished fields of knowledge (like geography, engineering and education) from forms of knowledge (like history, mathematics and physical science). According to Hirst, all forms of knowledge exhibit four diacritical features: (a) a set of distinctive concepts; (b) distinctive ways of relating and articulating concepts; (c) characteristic ways of using evidence in support of propositions and of establishing their validity; and (d) characteristic ways of conducting investigations, generating hypotheses, and asserting statements. History education scholars, such as Peter Lee and Ros Ashby, have identified the second-order, or 'organising', concepts of history that correspond with point (b) of Hirst's forms, and sorted these concepts into three groups – **Narrative**: change, continuity, development, progress, and periodisation; **Explanation**: causation, consequence and communication; and **Enquiry**: evidence and accounts.

The model of progression based on second-order concepts has remained remarkably robust in history education. Research over 30 years in different countries, and using different methodologies to discover what children know and do in history, have yielded very similar results. An outline of how children develop in their historical understanding and a selection of key research works follows.

Key Stage 1

At **Key Stage 1**, children begin to develop a sense of place and time in which to locate themselves and their families and understand some of the events and situations that impinge upon them. An important element of growing historical understanding at this age is to introduce children to a wide range of stories set in the past. Young children can be introduced quite naturally to historical concepts and information-handling in order to develop an awareness of change over time. It is important to develop children's sequencing skills which will support the development of their chronological understanding as they grow older.

See for example:

- Cooper, H (2002) *History in the Early Years* London, Routledge/Farmer
- Harnett, P 1993, 'Identifying progression in children's understanding: The use of visual materials to assess..', *Cambridge Journal of Education*, 23, 2
- Harnett, P., *Teaching Emotive and Controversial History to 3-7 year olds*. International Journal of Historical Learning, Teaching and Research. Vol 7, no 1

Key Stage 2

As they become older, children begin to widen their understanding of the world in which they are growing up at a local, national and more global level. During **Key Stage 2** they should begin to gain an understanding of some key landmarks and events, and how these are sequenced chronologically. There should be opportunities to study different cultural, religious and political factors that have influenced such events. Pupils should also be introduced to the concept that different groups and individuals were affected differently by the same events. They should acquire a grounding in the disciplinary concepts and processes that underpin the development of historical knowledge and understanding. Research has clearly revealed that Key Stage 2 pupils can work in a sophisticated way upon historical sources under supervision.

See for example:

- Cooper, H. (1995). Historical Thinking and Cognitive Development in the Teaching of History. In H. Bourdillon (Ed.), *Teaching History* (pp. 101-121). London: Routledge
- Cooper, H. (2007) Young Children's Thinking in History, *History 3-11*, David Fulton
- Hodkinson, A. (2004) Does the English Curriculum for History and its Schemes of Work effectively promote primary-aged children's assimilation of the concepts of historical time? *Educational Research, Vol.46, No.2* (pp.99-117) London: Routledge (article submitted)

Key Stage 3

As children develop further and at a more mature level during **Key Stage 3**, they are able to build upon earlier understanding to grasp a more complex notion of why the world is as it is and the actions of people in the past. They can develop their ability to respond to the world at a local, national and global level by reference to what has gone before. Children develop their understanding both of the nature of historical knowledge - why it is contested and how different interpretations can be evaluated - as well as their capacity to recognise and explain significant trends and turning points in history and to explain why events happened - assessing why some causal explanations have more explanatory power than others.; i.e. building on the three types of organising concepts outlined above in the references from Hirst.

See for example:

- Dawson, I. (2004) Time for Chronology, *Teaching History 117* (pp. 15-22) The Historical Association (submitted)
- Lee, P.J. and Shemilt, D. (2004) 'I just wish we could just go back in the past and find out what really happened': progression in understanding about historical accounts. *Teaching History (117)* 25-31
- Lee, P.J. and Shemilt, D. (2009) Is Any Explanation Better Than None? Over-determined narratives, senseless agencies and one way streets in students' learning about cause and consequence in history. *Teaching History (137)* 42-49
- Stowe, W. and Haydn, T., (1999) Issues in the teaching of chronology in Arthur, J. and Phillips, R. *Issues in History Teaching* (pp.83-97)

Key Stage 4

At **Key Stage 4**, students are able to understand the world at a much more sophisticated level and develop the competencies needed to make sense of it and help prepare them for the adult world, including recognising the values associated with a democratic – and often highly complex – world.

A significant body of research exists on aspects of how pupils learn in history. Of particular note is the work of: Ros Asbhy, Arthur Chapman, Hilary Cooper, Christine Counsell, Penelope Harnett, Richard Harris, Terry Haydn, Alan Hodgkinson, Chris Husbands, Peter Lee and Denis Shemilt. The Historical Association would be happy to advise further on this aspect of the review.

30 What are the most important factors to consider in developing the National Curriculum for Key Stage 1 to ensure a smooth transition from the Early Years Foundation Stage?

Curriculum approaches that value and extend the pedagogical principles of EYFS are vital. Play based activities which support children's personal, social and emotional development and permit them to explore different values and engage in decision making. Children should have opportunities to develop their awareness of different viewpoints and cultural diversity through different stories set in the past. Stories, talk, discussion and role play provide opportunities to organise, sequence and clarify ideas, feelings and events and to develop and understanding of how historical information can help answer questions such as how, when, why, who and where.

Children develop their sense of identity through exploring their own lives and those of family members together with people living in the more distant past. They begin to acquire a vocabulary to describe the passage of time, including now and then, old and new.

At KS1, the National Curriculum should build upon experience in the Foundation Stage. Teachers need to extend opportunities for children to question the past and develop an awareness of how historical stories are constructed. There are important links here with literacy and maths. Critical thinking skills linked to interpretations of stories and the handling of different sources can involve inferential, inductive and deductive reasoning

Skilled practitioners are able to incorporate challenge to all aspects of learning to ensure progression, although this is somewhat dependent upon access to appropriate training. The greatest unsettlement that occurs during transition is a result of perceptions of a narrow, test-driven curriculum extending into Year 2. Transition from Key Stage 1 to 2 can develop smoothly if teachers take account of children's prior learning experiences and use them as a basis for their teaching. This underlies the importance of recording attainment and experience in history teaching each year to provide teachers with sufficient information to plan for progression.

31 What are the most important factors to consider in developing the National Curriculum for Key Stage 3 to ensure a smooth transition from Key Stage 2?

We have already argued in other sections of this response for the need for a coherent history National Curriculum in which, at the very least, KS2 and KS3 are seen as one course with progression inbuilt. This will involve the necessary commitment to curriculum time, as well as appropriate resources and CPD, to make the entitlement to a proper historical education a reality. A core curriculum would enable secondary teachers to know what to expect from their new Year 7s and to tailor their work appropriately. Knowing what pupils have covered in Years 5 and 6 would enable their knowledge to be built upon to develop a greater depth of understanding. This will mean building upon complex topics and issues rather than simply doing them again. To achieve this will require a common understanding of the curriculum from teachers in primary and secondary schools.

We have also set out suggestions with regard to the attainment target and level descriptions for National Curriculum history. With suitable revisions and appropriate supporting CPD, the common ground in terms of understanding the core curriculum could be replicated in terms of assessment data. If teachers in primary and secondary schools share a common understanding of level descriptions, and apply them consistently, secondary history teachers will have a better understanding of the different levels pupils have achieved at the end of Year 6. There is a need for CPD here and guidance on progression. Many schools already work with feeder primary schools in English and maths – a similar picture for history would be helpful. Future developments outlined in the Education Bill, such as teaching schools, specialist leaders in education and cluster meetings would all aid this transition.

In 2006, the Historical Association published web resources addressing the transition from KS2 to KS3 – probably the weakest area of transition in the education system as a whole. Currently, effective liaison between primary and secondary schools in history is virtually non-existent. Secondary teachers often disregard evidence of attainment in history sent from primary schools and their expectations of Year 7s can be low.

Details of this project can be found on the HA's website and provides an excellent model for primary and secondary specialists working together.

http://www.history.org.uk/resources/primary_resource_3616_127.html

32 What are the most important factors to consider in developing the National Curriculum for Key Stage 4 to ensure the effective operation of GCSE and other public examinations?

1. **Recommendation:** The Historical Association believes that the simplest and most effective solution to this problem is compulsory history up to the age of 16, contingent upon such provision being appropriate to the needs and abilities of all pupils. GCSE history courses as presently configured are not suitable for pupils of all abilities.
2. **Recommendation:** The Historical Association calls for a review of the content and structure of history courses at GCSE. A working group should be created to examine the current experiences of pupils aged 14-16 and to recommend broad content outlines which are comparable to, and consistent with, those at KS2 and KS3. The exact nature of such a review depends on whether history will be compulsory post-14. The working group should assess alternative content options for pupils in this age group based on the different possible scenarios.
3. **Recommendation:** The Historical Association calls for a review of the GCSE criteria and assessment objectives for GCSE history to bring consistency across key stages 1-4

Transition from KS3 to KS4 is one of the more problematic elements of the teaching of history. The fundamental issue is that the history curriculum is only compulsory to age 14. The curriculum for pupils aged 14-16 has therefore developed according to the needs of public examinations. At GCSE most candidates study one of two courses, Modern World History (essentially 20th century international history with a British depth study) or Schools History Project (which consists of different types of study: depth, development over time, local history).

The most notable consequence of the KS3 to GCSE divide is the narrow coverage and/or repetition of content that some pupils face, particularly the history of Nazi Germany. This is not wilful or politically motivated action by history teachers. Rather, the reasons for this are complex, and are rooted in earlier iterations of the National Curriculum in which history was originally scheduled to be a core subject to 16 but was then downgraded. This downgrading required schools to teach modern history, specifically including the Holocaust, in KS3. It also faced schools with the dilemma of whether to repeat content for pupils opting for history at

GCSE in order that those not taking history post-14 received the opportunity to study some modern history.

A further consequence of the KS3 to GCSE divide is the perceived difference in what is required of pupils at GCSE compared to KS3. This perception is driven to some extent by league tables and other target related measures and tends to manifest itself in a belief that examination requirements are somehow different from the fundamental features of good history. In short, pupils are taught to 'jump through hoops' in a belief that this improves their examination performance. In reality, the principles which underpin current GCSE courses are not incompatible with those which underpin the 2007 National Curriculum but they are currently framed differently. Changing this perception of what constitutes effective performance in history by pupils aged 14-16 would be a significant achievement.

33 Please use this space to for any other comments you would like to make about issues covered in this section

Transition between and within key stages is a complex process. It can be challenging in terms of the experiences of individual pupils as they progress from KS1 to KS2, or indeed within KS2 and from GCSE to post-16 study.

The key to effective transition lies in giving pupils a coherent experience of history. Whatever the key stage they are in or whatever school or other institution they are in the practice of history should be recognisable – building knowledge, using that knowledge as evidence in argument and debate. While the Association does not believe that all schools should teach the same curriculum, it does believe that pupils in any part of their history education should be able to see how the history they are studying fits with the history they have studied previously and will go on to study. Pupils also need a solid grounding in history before embarking on GCSE. This can only be achieved by studying the subject from 5 to 14 through a rigorous and coherent curriculum. At KS3, pupils need three years of specialist history teaching to help them to progress. History does not lend itself easily to fast-tracked GCSE or truncated KS3 programmes of study.

Currently, there is a lack of cohesion from KS3 to GCSE and no other history path to follow for those who might struggle with GCSE history. There is a real need to develop greater opportunities – both through assessment models and coverage – for lower-attainers to demonstrate their abilities. A revised and improved entry-level qualification would also help.

34 What are the particular issues that need to be considered in phasing the introduction of the new National Curriculum in the way proposed, with Programmes of Study in some subjects introduced in 2013 and the rest a year later?

The phasing makes sense given the other demands on schools but it should take account of:

- Any other simultaneous changes such as GCSE quinquennial reviews
- The supply of specialist and trained teachers and support staff to deliver the new curriculum given the likely retirement surge up to 2014–15
- Opportunities for training, such as face-to-face, distance, use of teaching schools, specialist leaders and ASTs as well as subject associations
- Clarity from Ofsted on its inspection requirements
- Clarity with regard to data-reporting requirements
- Any effective curriculum change should see history as a statutory element in teacher training at primary level with provision mapped on to a needs analysis of what is required
- The impact of previous curriculum changes – there is evidence that suggests schools do not always make the necessary changes

35 What other arrangements, if any, need to be considered in implementing the new National Curriculum and how should they be addressed?

It is critical that Initial and Continuing Professional Development (CPD) is put at the heart of any reforms so that the expert professional knowledge within the subject community can be shared in order to raise standards across the country. While the Historical Association knows that there are many excellent history teachers, there is a challenge to be met in ensuring all lessons are of the highest possible quality.

There is a very real need for subject specialist CPD in primary schools. No curriculum changes will be effective unless teachers are given the time to learn the knowledge and underlying pedagogy to implement change.

If free schools and academies are not accountable to the National Curriculum in some way, changes will be ineffective.

