

**THE HISTORICAL
ASSOCIATION -
PRIMARY HISTORY
SURVEY (ENGLAND):
HISTORY 3-11**

**THE HISTORICAL ASSOCIATION - PRIMARY HISTORY SURVEY
(ENGLAND): HISTORY 3-11**

PAGES	CONTENTS	
04	PREFACE	
	The Historical Association - Primary History Survey Report 2010/11	
07	SURVEY FINDINGS	
	1	History Leadership and Training in Schools
	1.1	Leadership and training concerning history
	1.2	Training for history co-ordinatorship
09	2	History Teaching in Schools
09	2.1	Curricular organisation & teaching history: Early Years Foundation Stage, Key Stages 1 and 2
11	2.2	Teaching Time
11	2.3	The taught history curriculum - 2010
15	2.4	Curricular provision - teachers' views on what the curriculum in their schools provides
17	2.5	Teachers' views on aspects of teaching and learning in history which they would like to develop further
18	3	Assessment
18	3.1	Frequency of assessment and sharing of information
20	3.2	Planning for progression
21	3.3	The extent of primary/secondary liaison and transition arrangements
23	4	Professional Development
26	5	Conclusions

29	6	APPENDICES
29	1	The Survey
29	1.1	Construction
29	1.2	Distribution and timing
29	1.3	Responses
30	2	Demographics
30	2.1	Geographical location and size of schools
31	2.2	School size
31	2.3	Gender, age and length of service
32	2.4	Diversity of occupation and roles
33	2.5	Teachers, leadership in schools and subject leadership
34	7	REFERENCES

PREFACE

The Historical Association - Primary History Survey Report

2010/11

The Historical Association is a national charity incorporated by Royal Charter. We were founded in 1906 to further the study and enjoyment of history. Our 6000 plus membership is largely made up of those who have a professional interest in history: teachers, academics, museum educators and archivists. We also have a large general interest membership with over 2000 individuals involved in our nationwide branches. Over 14,000 people have registered with our website to access non-member resources – the majority of these are teachers.

In 2009 and 2010 the Historical Association carried out highly successful surveys of history in secondary schools. In 2010, the decision was taken to widen this to the primary sector. In timely fashion, it also happened to be a year that saw government change, curriculum review, and OFSTED subject reports gathered and published.

Our subscription membership in the primary sector is just over 600 but we have a strong on-line membership of 5,000 plus. Therefore we felt that surveying our primary membership would provide a clear snapshot of what is going on in England's approximately 17,000 state primary schools. In the 344 primary survey responses we identified a cohort of around 220 predominantly state schools.

The integrated nature of the primary school curriculum makes difficult a subject based survey. Non-core subjects like history have a limited presence. The number of history subject specialists is also low. Logically respondents to a subject association survey like the Historical Association's will have an interest in history teaching and also be subject specialists. This may therefore affect the nature of their responses. However, the returns clearly reflect and support the English national picture painted in the Ofsted subject report just published [March 2011].

In the schools visited history was generally a popular and successful subject, which many pupils enjoyed. Achievement was good or outstanding in 63 of the 83 primary schools...

History teaching was good or better overall in more than three quarters of the primary schools visited.

In most of the primary schools visited, there was not enough subject-specific expertise or professional development to help teachers to be clearer about the standards expected in the subject and to improve their understanding of progression in historical thinking (OFSTED, 2011).

The results of the HA survey clearly show that history is taught according to the National Curriculum in the cohort of c. 220 schools with few departures from its statutory requirements. At Key Stage 1 there was a heavy reliance upon QCA schemes of work designed to complement the National Curriculum as a guide.

The survey revealed the need for schools to address three areas of curricular concern: the assessment of pupils; progression in terms of historical knowledge, understanding and key concepts and the transition from primary to secondary schools. The absence of liaison with secondary schools corroborates the 2011 OFSTED report into history in schools:

In most cases, links between secondary schools and their local primary schools were weak, so that expertise in the secondary schools was not exploited to support non-specialists in teaching history in the primary school (OFSTED, 2011).

The survey also identified major shortcomings in initial teacher training and continuing professional development of serving teachers. The overwhelming majority of trainee primary teachers have minimal training in how to teach history. Similarly, it paints a very stark picture of continuing professional development – in terms of responses 67% did not know of or have a history advisor in their area; 49% said that they had received little or no training for subject leadership and 90% identified an absence of subject specific history CPD.

The survey also indicates that history for 5-11 year olds has a central role in school curricula grounded in the needs of children, parents, school and society. History education is a major

element in pupils' political and social education in terms of identity, a sense of belonging and the informed, evidence-based sceptical thinking of citizens in a plural, liberal democracy.

The overall picture painted of primary history is one whereby teachers and students alike value the subject, enjoy it and are keen and enthusiastic to teach it well, although their training needs are not currently being met. For that to happen appropriate initial teacher training and continuing professional development are essential. If history is to form a strong and vital part of the primary curriculum, then all teachers must be properly equipped to teach it.

Penelope Harnett
Jon Nichol

March 2011

SURVEY FINDINGS

The figures represented in this survey are indicated in the first instance as the whole response set of 344. However, where applicable, results are also shown from the 222 teacher cohort covering the Foundation Stage, Key Stage 1 and Key Stage 2. A sub group of approximately 185 teach history at Key Stage 1 and Key Stage 2. The survey revealed the need for schools to address three areas of concern: the assessment of pupils; progression in terms of historical knowledge, understanding and skills and the transition from primary to secondary schools.

1. History Leadership and Training in Schools

1.1 Leadership and training concerning history

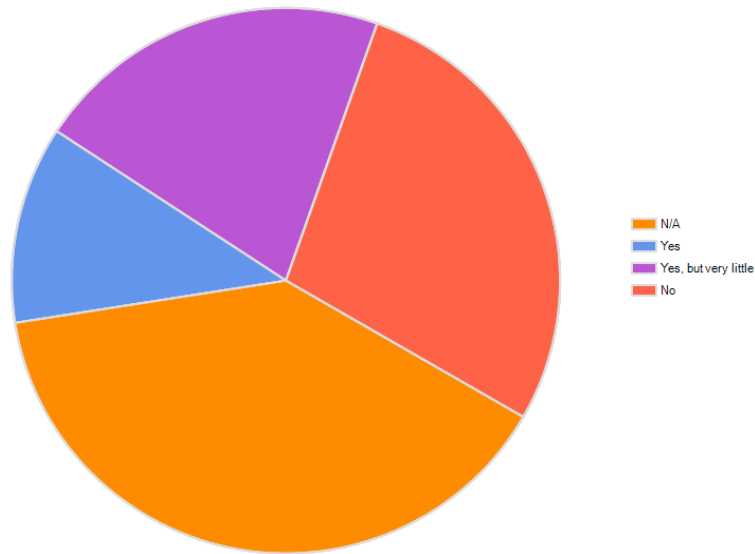
History subject leadership was a role that the majority held among multiple responsibilities. The teachers were heavily involved in leadership and management. 66/211 (31%) were part of the leadership team; 187/253 (74%) led a specific aspect of the curriculum; 86/209(41%) led a specific aspect of school life.

When answering the question about the extent of their training to be a history co-ordinator, 219 answered the question, which suggests they all had some understanding of the leadership role for history. In a previous question, only 37 said that they were history subject leaders or history co-ordinators. This relatively small number of specific history co-ordinators could indicate the rarity of history being taught as a separate subject.

1.2 Training for History Co-ordinatorship

219 out of 222 answered the question. 49% (108) had received little or no training for their role as coordinator. Only 11% said that they had received training. 40% of 219 said that the question was not applicable, possibly because they had answered the question and then realised that it was aimed at history coordinators, which they were not.

If you are the history coordinator, have you had training for this role?



Overview

In previous questions about role, only 37 said that they were history subject leaders or co-ordinators. This could indicate the rarity of history being taught as a separate subject, bearing in mind history's role in a curriculum organised along project and cross-curricular lines. The higher response rate for this question concerning history co-ordinatorship could also be down to the sample. In the demographic question either the respondents chose not to identify their role, or interpreted their role in different ways. The cohort of 222 teachers produces a more reliable picture. It indicates that around 30 people answered this question who were not history co-ordinators in schools. However, when these teachers are filtered out, they are either co-ordinators in other areas or currently out of work teachers who were co-ordinators, or they have answered the question and then checked the not applicable box as the question does not apply to them.

Clearly a large proportion of staff have received little training, an issue we return to in Section 4.

2. History Teaching in Schools

2.1 Curricular Organisation & Teaching History: Early Years Foundation Stage, Key Stages 1 and 2

The Early Years Foundation Stage

No specific question focused on how history was planned in the Early Years Foundation Stage since the subject is not organised as a discrete subject, but rather within the area of learning, *Knowledge and Understanding of the World*. This area is designed to prepare children for subsequent study in subjects such as science, design and technology, history, geography and information and communication technology.

Key Stage 1

Respondents were asked to identify methods of teaching in their school both for their own Key Stage and others that they had knowledge of. At Key Stage 1, 205 responded. In 33 schools, history was taught as a discrete subject, in 52 as an element in project based learning and in 124 as part of an integrated cross-curricular programme.

The variation between the numbers and the response rate is because 50 teachers answered more than one option. Comments indicated that this was either because they used a mixed approach, or because they were in the process of moving from one pattern of curricular organisation to a new one.

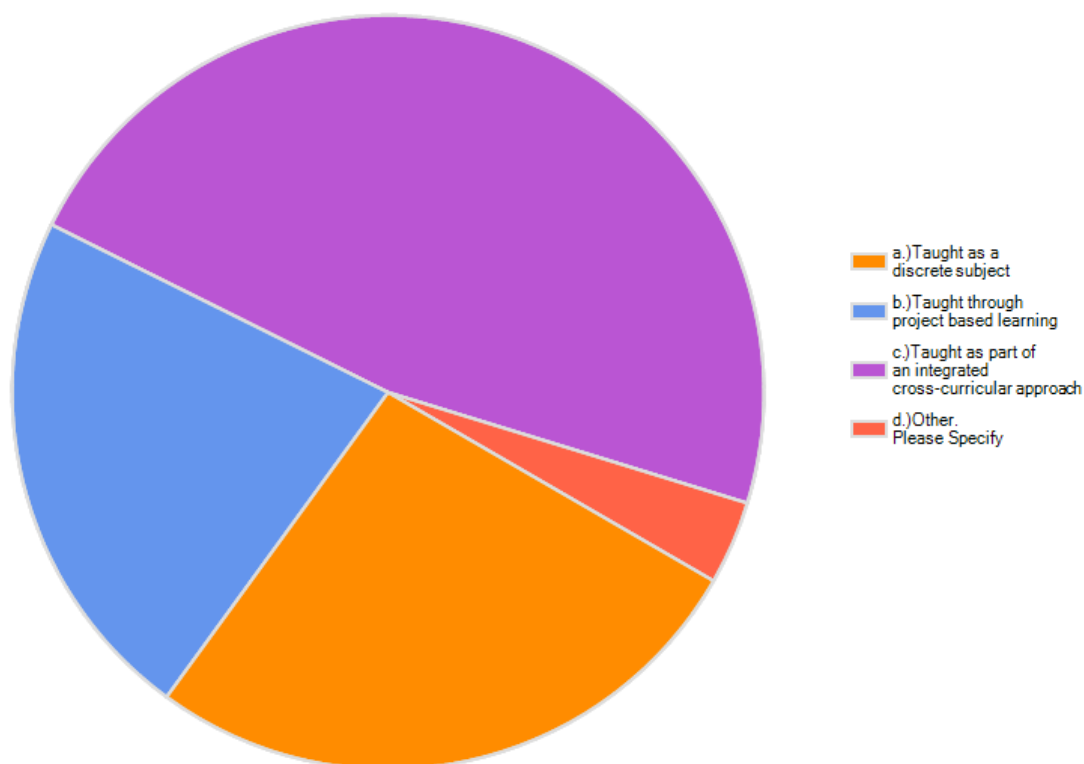
Key Stage 2

Key Stage 2 responses showed some differences from Key Stage 1 replies. Of the 214 responses, 67 taught all or some of their history as a separate subject, 55 as an element in project-based learning and 116 within an integrated, cross-curricular programme.

There is a distinct shift here in terms of discrete teaching, explicable by the nature of the statutory requirements at Key Stage 2. Integrated teaching remained the most common approach across both Key Stages. 27 respondents said that history was taught differently to other approaches listed in the question, although it is unclear what these alternative approaches were. 36 respondents offered more than one

curricular pattern for Key Stage 2 history, again because they were changing from one curricular pattern to another or because they used different approaches at different times, for example during focus days/weeks.

Please indicate which best describes the way that history is taught in your school at Key Stage 2



Overview

In summary, the data indicate that the majority of Key Stage 1 teachers do not teach history as a separate subject. It is mostly taught within an integrated scheme of work drawing on a number of subject areas, or within a project. In contrast, at Key Stage 2 history is organised as a separate subject by nearly a third of the respondents, although the predominant modes of organisation are either project-based or integrated cross curricular teaching. This pattern remains largely the same if the cohort of teachers is filtered out; indicating that the response set for this question largely came from the teaching cohort. Within the 222 teaching cohort in the survey, history emerges strongly as an integral element of the curriculum.

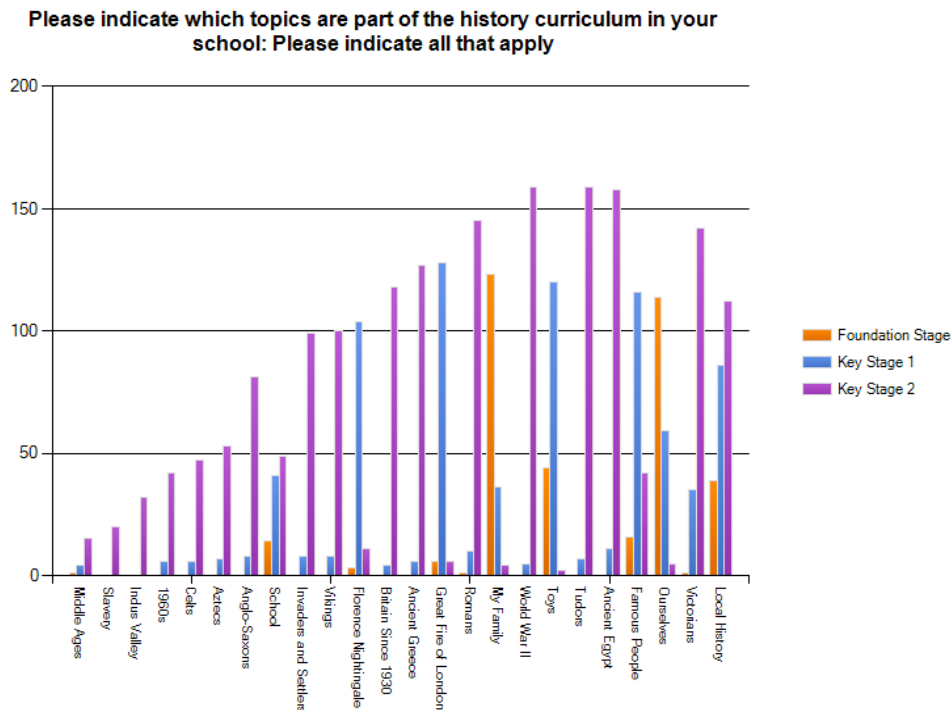
2.2 Teaching time

Consistently from years 1 - 6 the average time was c. 1.3 hours per week, i.e. on average one teaching session per week, a substantial proportion of time on the timetable for a non-core curriculum subject.

However, it is not known if teaching and learning were continuous throughout the year, or whether they were concentrated during the time that history was being taught as a separate subject, as an element in topic work or an integrated cross-curricular programme. Because continuity is a major factor in ensuring progression, the timing of the teaching, as opposed to the amount of time and quality of teaching during the year, is of major significance.

2.3 The Taught History Curriculum – 2010

Teachers were asked to indicate which History National Curriculum topics they taught in the Early Years Foundation Stage, Key Stage 1 and Key Stage 2. The response is entirely the same when one filters out the 222 cohort of teachers, with the same topics emerging.



The Early Years Foundation Stage, 3-5 year olds

My Family and Ourselves were the most popular topics identified at this Stage with 94% and 82% of Early Years Foundation Stage respondents indicating they were taught as part of the history curriculum. Other topics in order of popularity included *Toys* (30%) *Local history* (25%) and *School* (16%). The Early Years Foundation Stage curriculum is particularly open to teachers' own interpretations of *Knowledge and Understanding of the World*. Personal and family histories together with locality studies are commonly taught areas of history. As such, they illustrate early years practitioners' concerns of teaching from the familiar and children's existing experiences.

Key Stage 1, 5-7 year olds

The most popular topics indicated for Key Stage 1 were the *Great Fire of London* (124 responses) *Toys* (117 responses) *Famous People* (112 responses) and *Florence Nightingale* (100 responses). *Local history* was also popular with 83 responses. Other Key Stage 1 National Curriculum topics such as *My Family* (32 responses), *Ourselves* (55 responses) *Victorians* (34 responses) and *School* (38 responses) were recorded widely. There were also indications that some Key Stage 1 children were following the Key Stage 2 programmes of study for history.

Key Stage 2, 7-11 year olds

The statutory history studies were all represented in responses to topics included in the Key Stage 2 curriculum. The *Local History* study figured less than the British, European and World History studies. Overall, the most popular topics at Key Stage 2 were both British history topics; namely *The Tudors* and *World War II* both with 158 responses or 84% of those who answered the question.

However, a wide variety of choice was apparent across the Key Stage with other topics such as *The Romans* (144 responses) and *The Victorians* (141 responses) following closely behind. Although *Local History* as a study was less popular than the British, European and World studies, it still remained a popular choice at Key Stage 2 with 111 responses. *The Vikings* also featured well with 100 responses. In terms of World History the most popular topic was overwhelmingly *Ancient Egypt*, followed by the *Aztecs*. In European history the study of *Ancient Greece* featured 126 responses.

Interestingly there were a significant number of teachers (58) who included studying *The Celts*. There were 14 respondents who included the *Middle Ages* which is not a statutory requirement and 19 responses indicated teaching *Slavery* – again not a statutory requirement.

There are some indications that Key Stage 2 teachers are including Key Stage 1 topics within their history curriculum, in particular the inclusion of *Famous People* (39 responses). Mixed year classes could explain this phenomenon.

Overview

The data indicate that whilst the topics taught can tend towards over-reliance on the QCA schemes of work at Key Stage 1, Key Stage 2 teachers are meeting the 2000 National Curriculum statutory requirements to teach Local, British, European and World History studies. The overall impression that the Key Stage 1 & Key Stage 2 primary history curriculum gives is of Euro-centricity with a focus on the development of Western civilisation rooted in the ancient world of Egypt, Greece and Rome.

The periodisation is also Anglo-centric as part of the wider National Curriculum for England, 5 -14: the primary phase's main focus was on the Ancient World and the post Roman period of invasion and settlement, c. 500-1000 A.D., with three later topics – *Tudors*, *Victorians* and *Modern Britain 1930+*, often with a focus on World War II.

Overall, the survey data suggest that in the survey's 222 schools at Early Years Foundation Stage, Key Stage 1 and Key Stage 2 the History National Curriculum is still taught in its 1995 statutory form, despite the government's temporary removal of the prescription to do so for eighteen months from 1998. From 1998 the National Strategies for literacy and numeracy, other curricular initiatives, national testing of 6/7 and 10/11 year olds for literacy and numeracy, related school league tables and curricular enforcement through the government inspection agency, OFSTED meant that schools concentrated on core subjects and Information Technology at the expense of foundation subjects like history. At this time, the Historical Association noted a drop in primary membership from nearly 3000 to around 600. The greater freedom in terms of curriculum planning and organisation arising from the Primary National Strategy (DfES, 2003) has supported history's place within the primary

curriculum, with it being the most widely taught of the foundation subjects (OFSTED, 2011).

In terms of content the teachers of the survey appear to be happy with the historical knowledge and understanding dimension of the History National Curriculum, although there is no evidence as to whether pupils are assimilating an English or a British narrative. The teachers also recognise the importance of other, minor narratives: the personal and familial, the local, the communitarian, the social, the multi-cultural and the global / world dimension. The History National Curriculum has also been criticised as presenting a southern English dimension, however a majority of schools (82% of the total responding to the question) taught local and community history which given the geographical distribution of the respondents suggests that there is possibly a range of regional histories being taught.

The ways in which children make sense of this master narrative however, may be limited. HMI (OFSTED, 2007 and 2011) comment on the fragmented nature of children's understanding of key events and children's inability to make links between historical knowledge over different periods of time. This continues in the OFSTED 2011 subject report for history to point to a training need for teachers.

There appears to be no particular pattern as to when specific historical periods are taught, which reflects the lack of definitive chronological structure and also the constraints of mixed year classes in small primary schools. Mixed year classes make a chronologically structured history curriculum particularly challenging.

Successive versions of the History National Curriculum have emphasised the importance of including a British dimension within the curriculum, including the histories of England, Wales, Scotland and Northern Ireland. Data from the survey do not indicate whether this British perspective is in evidence. However, if schools were following many of the QCA schemes of work closely, it is unlikely that this dimension would have been well developed.

The original history curriculum first introduced in schools in 1991 and refined in 1995 following Dearing's review, provided little guidance on curriculum organisation and planning which was left very much to individual schools. However, subsequent QCA

guidance published in 1998 (QCA and DFEE, 1998), has influenced the way National Curriculum History is taught.

At Key Stage 1, survey responses clearly indicate the influence of QCA guidance and schemes of work; significant people and events are from those included within the schemes of work, although the History National Curriculum does encourage teachers to teach about a wider range of significant individuals, including ‘artists, engineers, explorers, inventors, pioneers, rulers, saints, scientists.’ (DfEE and QCA, 1999) The most frequently selected persons are QCA listed Florence Nightingale and Isambard Kingdom Brunel. Similarly, with events – The Great Fire of London and Guy Fawkes dominate the curriculum as the QCA recommends.

2.4 Curricular Provision - Teachers’ Views on What the Curriculum in Their Schools Provides

The teachers listed aspects of teaching and learning in history which they felt their schools provided well currently, and aspects they would like to develop. Each part was open to response, hence different response rates for different elements of the question. The picture is largely unchanged when the cohort of 222 teachers are filtered. Figure 1 represents a ranked list of aspects of the curriculum that teachers feel are currently well provided for.

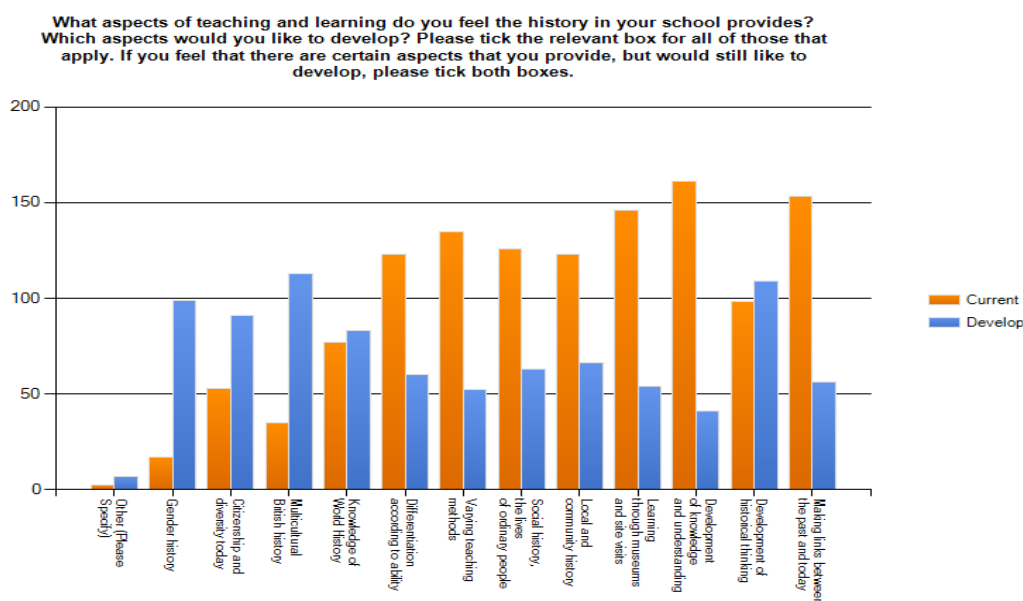


Figure 1

1. The development of knowledge and understanding (157/175, 90%)
2. Making links between the past and today (149/176, 85%).
3. Learning through museums and site visits as important (142/173, 82%)
4. A variety of teaching methods (131/166, 79%).
5. Social history, the lives of ordinary people (123/164, 75%),
6. Differentiation according to ability (121/164, 74%)
7. Local and community history (120/164, 75%).
8. Development of historical thinking (94/174, 54%)
9. World History (75/143, 52%)
10. Diversity today (51/127, 51%)
11. Multicultural British History (34/136, 34%)
12. Gender history (16/110, 15%)

Of interest is that only 54% of those who responded felt that historical thinking (concepts and processes) was well developed by their curricula, in contrast to 90% feeling that historical knowledge and understanding were well developed. This resonates with inspection evidence of history in primary schools, where HMI (OFSTED, 2007 and 2011) comment that often insufficient attention is paid to children's progression in the development of historical skills and concepts. It could suggest that currently schools are more pre-occupied with curriculum coverage and the inclusion of specific factual historical knowledge, rather than the development of children's historical thinking. Significantly, as seen below, 62% of respondents said that historical thinking needs development, a finding that mirrors HMI (OFSTED, 2007 and 2011) comments that many children are often '*weak in important historical skills*'.

What is of equal interest is that the breadth of these key historical episodes and contrasting and complementary narratives reflect the sea change in academic history from being rooted in the British master narrative of civilisation's progress – the Whig interpretation of history - to one that is diverse and reflects the importance of the histories of all members of our society. Understandably this is reflected in the areas the respondents identify for development of the History National Curriculum (gender, multi-cultural Britain and diversity).

The presence of such areas also reflect current social and political contexts in 2011 and indicate ways in which society has changed within the past 20 years since the initial History National Curriculum was written, particularly with reference to the roles of women in society and the wider range of ethnic backgrounds represented within the population. In addition, the Crick Report (QCA, 1998) and more recently the Diversity and Curriculum Review (DFES, 2007) have emphasised history's links with social cohesion.

2.5 Teachers' Views on Aspects of Teaching and Learning in History Which They Would Like to Develop Further

The current History National Curriculum's content framework has largely remained unchanged since its introduction in 1990. The survey indicates strongly that this curriculum needs modification and development to reflect political, social and cultural changes of the past twenty years. The teachers suggested, in order of priority that they would like to develop the following aspects. Again, there was choice of response on each part of the question, indicated in differing response rates.

1. Multicultural Britain (111/136, 87%)
2. Gender history (97/110, 88%)
3. Diversity (90/127, 71%)
4. Development of historical thinking (108/174, 62%)
5. World history (81/143, 57%)
6. Local and community history (64/164, 40%)
7. Social history, the lives of ordinary people (62/164, 37%)

Overview

The teachers' map of the knowledge that the History National Curriculum develops, produces a rich, comprehensive and multi-faceted dimension of pupil learning.

Teachers' views on how the History National Curriculum should be developed are fascinating. Those areas accorded highest priority (over 70% of those responding) – gender history, multi-cultural Britain and diversity represent different aspects of Britain's current diverse society. Their selection does indicate that teachers have

concerns about creating an inclusive history curriculum, a concern which was not so much in evidence in the History National Curriculum of 1990.

3. Assessment

The questionnaire asked for detailed responses about how history is assessed, the frequency of assessment, the sharing of information with pupils and the usefulness of the National Curriculum's level descriptions for assessing history.

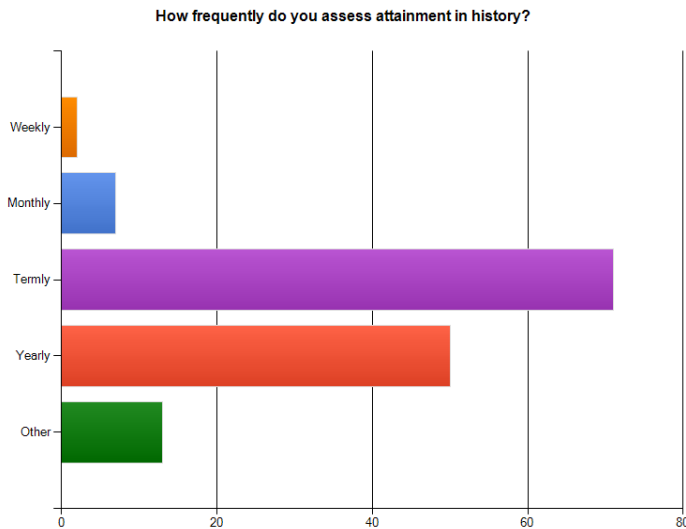
Different answers elicited different numbers of responses, hence the variation in response numbers below. It is interesting to note that this section received a lower response rate than other sections of the survey. This could possibly reflect a lack of knowledge or confidence in addressing the issue of assessment and progression. Statutory reporting on history is only applicable to primary schools in end of year reports.

3.1 Frequency of Assessment and sharing of information

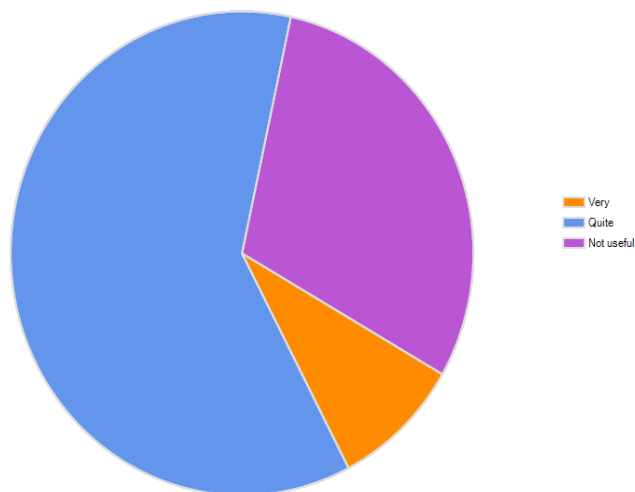
Respondents were asked whether attainment in history was assessed. 182 responded to the question; 69% said yes, but 31% said no. This is unchanged by filtering the 222 cohort

Respondents were asked how frequently they assessed; 71/ 143 (50%) assessed termly; 50/143 (35%) assessed yearly and 9/143(6%) assessed weekly, or monthly.

94/173 (54%) teachers shared this information with parents and carers. 108/177 (61%) or 3/5 found the level descriptions for history quite useful. 30% said that they were not useful. This information remains the same for the cohort of teachers identified.



How useful are the level descriptors for accurate assessment of attainment in history?



Overview

The survey did not directly attempt to gauge teachers' understanding of assessment in history. Evidence from the 1990s onwards (e.g. Knight, 1991; OFSTED, 2007, 2011) indicates that teachers in primary schools tend to assess attainment in terms of pupils' enjoyment of and engagement with history or coverage of topics, rather than in terms of the levels of attainment as detailed in the curriculum. The survey only asked teachers whether they assess and how useful the level descriptions are to form judgements on pupils' progress. A number of inferences can be made.

The information indicates a major area of concern. Although the data collected were from separate questions, and the response rate did fluctuate somewhat between questions, the data indicate that nearly 1/3 of respondents do not formally assess attainment at all in history, and nearly 50% do not share assessment information in history with parents/carers. In addition, nearly 1/3 found the National Curriculum level descriptions unhelpful. This is indicative of a great area of concern for primary history, both in terms of pupil progression and as an area for development in teacher training and on-going professional development.

Assessment takes different forms, ranging from whether the teacher simply records what children have covered to more qualitative assessments on the nature of pupils' historical learning and formative assessment designed to support pupils' future progress. The fact that 50% of the respondents who assess do so on a termly basis while the remainder mostly assess yearly suggests that they are recording holistically the curriculum content that pupils have covered. The small number (6%) of responses for weekly or monthly assessment suggests that only a few teachers are using formative assessment to plan for pupils' subsequent learning. This contrasts sharply with teachers' assessment practices for literacy or numeracy, which are on a much more regular basis paying due attention to formative assessment.

The fact that 3 out of 5 teachers found the level descriptions quite useful is to be expected as they are familiar to teachers. However, the minimal percentage, 9% (16/177) of respondents finding the descriptions very useful and the 30% saying they were not useful suggest that the level descriptions may have serious limitations or that primary teachers that are non-specialists are not well equipped to use them.

3.2 Planning for progression

The survey asked if progression was planned for across the Early Years Foundation Stage and Key Stages 1 & 2. 146/179 (82%) said that their schools plan for progression across the Key Stages as the current History National Curriculum requires. This figure improves slightly to 83% when one filters the cohort of 222 teachers.

Overview

This statistic is interesting in comparison to the previous picture of assessment; whilst 82% said that they planned for progression in history, there is a large discrepancy between this and those that assess attainment in history. This could be symptomatic of a lack of understanding of the links between assessment and progression. Similarly, 62% felt that historical thinking needed to be developed in previous questions. This could indicate a lack of knowledge in this area, or the reverse; that teachers are aware of the need to develop this aspect in order to better inform assessment and planning. This is echoed by what OFSTED say about primary teaching; that whilst the majority of teaching is good or better and pupils do make good progress, this progress is often in the form of enthusiasm and factual knowledge rather than progress in historical thinking.

We do not know the nature of the progression reported in the survey; whether it is in terms of historical substantive content (for example when particular topics or units are covered) skills and conceptual understanding, or whether it is terms of the use of different sources and engagement with the protocols of different forms of history (for example biography, local history, family history, and archaeology).

Whilst the data indicate that most teachers claim to plan for progression, the survey provides little indication of what constitutes teachers' understanding of progression. Teachers however do identify progression as an area for continuing professional development.

3.3 The Extent of Primary/Secondary Liaison and Transition Arrangements

31/182 (17%) respondents said that there was liaison with secondary schools, i.e. less than 1 in 5 of the 182 who answered this question liaised with their secondary schools. This percentage remains unchanged if the teaching cohort is filtered.

Overview

This statistic is a most serious cause for concern, and again is echoed by OFSTED:

In most cases, links between secondary schools and their local primary schools were weak, so that expertise in the secondary schools was not exploited to support non-specialists in teaching history in the primary schools. (OFSTED, 2011)

The overwhelming picture is that the primary and secondary sector are not availing themselves of each others' expertise. These figures reflect the consensus of those involved in teacher education, Local Authorities and in OFSTED inspections that despite some initiatives, the general management of progression between primary and secondary schools is poor. Secondary schools understandably cite the problem of an intake of pupils with widely different experience and knowledge of history from a range of feeder primary schools. Such claims indicate the variable nature of provision for history education in primary schools and the lack of communication on both sides in transition.

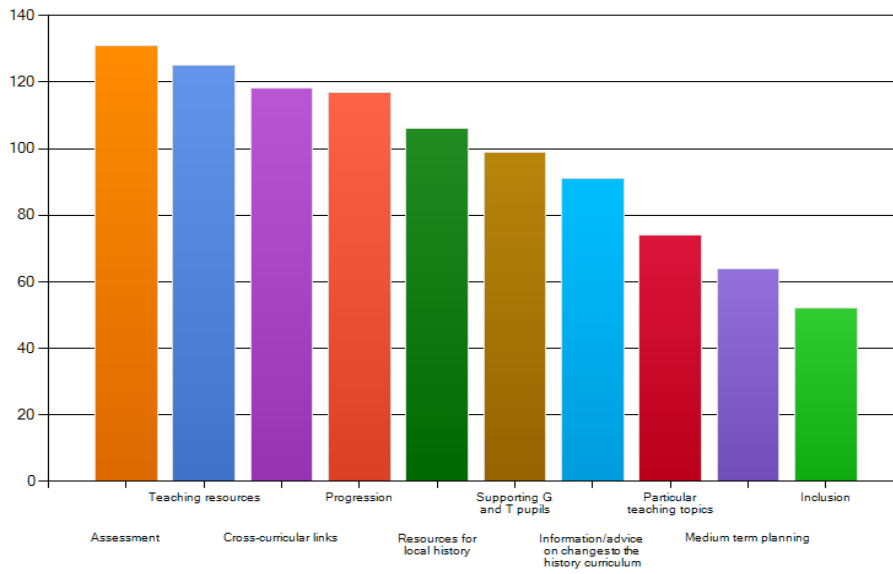
4. Professional Development

As part of our own evaluation concerning support, we asked respondents about both their perceptions of the Historical Association and their training needs. The following is a summary of responses. The results identified here are based solely on the cohort of 222 as they are concerned with the professional development for teachers.

Local Authorities were the most commonly listed provider of professional development cited by 54%. Face to face was the most popular method of training with 65% stating it was their preferred way to train.

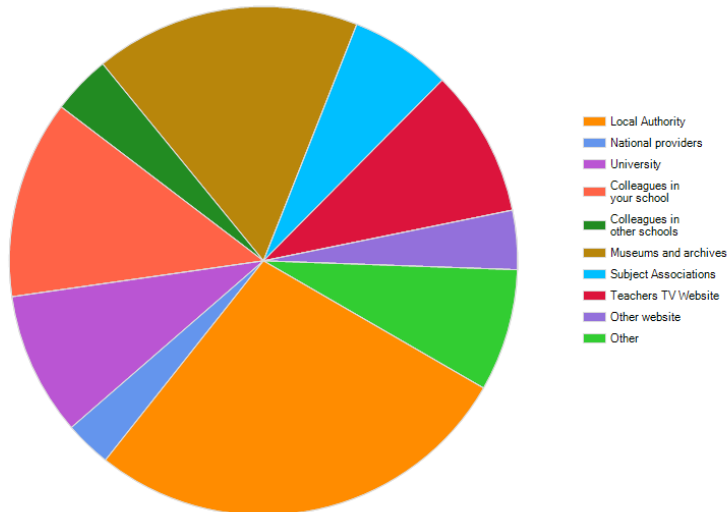
Training on assessment was the most popular identified need for 64% of respondents. Teaching resources and progression followed with 59% and 56% respectively of respondents identifying these needs.

Which of these areas would you most like support with? Please tick all that apply.



Over 50% of respondents stated that they either didn't know or that their school would not release them for history training.

Who provides your CPD training in history? Please tick all those that apply



Overview

Any curriculum depends massively, if not totally, upon the provision of professional development for the staff implementing it. The replies provide a clear picture of the current state of professional development that gives serious cause for concern in several dimensions, particularly if we accept the argument that the cohort of schools we are drawing on is one that has commitment enough to the teaching of history to respond to the survey.

Discussion of the professional development of serving teachers must start from the beginning; the 'History Education' teaching capital of Newly Qualified Teachers (NQTs) is very low, minimal indeed, consisting often of less than two days in a three or four year Initial Teacher Education/Training course in some cases, and even less in some one year post-graduate courses. Some providers require their trainees to select which foundation subjects they are trained in. Others who provide the full range of foundation subjects are only able to give limited coverage.

The crisis in professional development for history for serving teachers has been outlined above; the critical figure is that 90% of teachers stated there was a lack of opportunity to attend CPD.

The communication revolution that the Internet has enabled means that constraints of time and place for CPD no longer apply – indeed, the Historical Association's own online CPD units have attracted over 50,000 views since publication and the Nuffield Foundation's primary history website (now incorporated into the Historical Association's website) had over 186,000 visits (24 Feb 2010- 25 Feb 2011) from 182 countries and territories (Nuffield).

Concerning internal school based or externally provided CPD, the overwhelming majority of teachers' favoured face-to-face provision during the school day. This has clear implications for delivery in that the current pattern of support makes external CPD unavailable as, even when available which is rarely, CPD funding for history is extremely limited and over half of the teachers do not know if their school will give them day-release.

CPD should therefore be in school or through a local consortium of schools – a crucial factor in ensuring an equal entitlement and provision for all primary schools. Such provision can be linked to on-line and distance support, i.e. a blended approach

incorporating web-based and face-to-face learning. There is also support for peer-tutoring. CPD for history subject leaders should be embedded within leadership training that is needed to pass the teaching standards threshold.

CONCLUSIONS

- 1 There is much to celebrate in primary history; pupils are taught by enthusiastic teachers who plan for progression. Pupils are taught a wide range of topics. Our survey matches closely the most recent reports on the teaching of History in English schools (OFSTED, 2007 and 2011). Children are receiving a sound foundation in the narrative of British history. The History National Curriculum is being taught, with British, European and World History all featuring – this is not a narrow curriculum confined to the teaching of Henry VIII and Hitler as has been claimed for secondary school history.
- 2 Consideration on the pedagogy of the subject is important, including teaching and learning, assessment, differentiation and progression. Pedagogy is also dependent on robust, systematic, continuous and progressive professional development for trainees and practising teachers to ensure that children have the best possible historical learning experience.
- 3 The picture that the survey's body of 222 teachers paints of professional development is deeply worrying; particularly when it is considered that the questionnaire evidence suggests that the respondents are motivated teachers of history. As has been noted, professional development is the key to successful teaching and learning, yet this is an area under the most severe threat.
4. Current provision of Initial Teacher Training and Continuing Professional Development is totally inadequate. Not only is there no provision in the majority of Local Authorities but Higher Education also now plays a minimal role. There is also little evidence of teacher networking and mutual support, especially between primary and secondary schools.
- 5 In the current financial climate, the outlook for the most popular form of CPD, delivered face to face, locally and during the school day does not appear sustainable. Also problematic is the one area of potential for future CPD, the use of distance learning mediated through national organisations such as Higher Education Institutions, Teachers' TV and the subject associations. Teachers' TV has had its funding withdrawn, subject associations exist upon subscriptions without any form of

government support that national provision of professional development requires and Higher Education cannot afford to subsidise CPD that schools are unable to afford.

- 6 Teachers identified their greatest need for support in two areas, expert pedagogy and resources (teaching resources and resources for local history.) In terms of pedagogy, assessment, planning for cross – curricular links and progression are all important. At a time when the curriculum is currently being reviewed, it is not surprising that these rank amongst teachers' concerns and reflect some of the challenges which teachers are currently meeting as they plan a more integrated curriculum. In this context please note (OFSTED, 2011) that History was the most extensively taught of the none core National Curriculum subjects, that it was popular with pupils and teachers and that it made a major all-round contribution to pupils' education.
- 7 The Cambridge Review raises the question whether with increasing demands being made on primary teachers' knowledge and skills, is the 'generalist class teacher system inherited from the 19th century still up to the job?' (Alexander 2009, 431), The complexity of the knowledge, skills and understandings required of primary teachers to teach history evidenced in this survey, is a further indicator of the need for a radical re-think of both Initial Teacher Training and Continuing Professional Development.
- 8 History teaching in the primary phase has a strong contribution to make to school curricula grounded in the needs of children, parents, school and society. History education is a major element in pupils' political education, particularly in relation to the national master narrative, identity, a sense of belonging and the sceptical thinking that is the backbone of history education. In terms of content and how it is taught history is the perfect subject to develop the education of young citizens, as Sir Keith Ajebo has noted (Primary History 46, 2007).History is also an excellent medium for the highest quality literacy education – is it a coincidence that the removal of history as the supreme literary subject from the curriculum in the late 1990s coincided with a generation of pupils who ten years later performed so badly in PISA (Programme of International Student Assessment) compared to those of a decade ago?

In final summary, both the Historical Association Survey of primary history 2010/11 and the OFSTED subject report into history recently published reveal that History has survived in the open curricular market as the most popular National Curriculum foundation subject. It meets pupils' needs and shows the deeply felt national need for History as an integral, structural element of the national curriculum to meet children's entitlement.

6 APPENDICES

1. The survey

1.1 Construction

The HA drew upon the expertise of its officers and its Primary History Committee of nationally recognised experts to create the questionnaire. Its 33 questions were predominantly closed, with some open-ended responses invited.

1.2 Distribution and Timing

The HA sent the survey to subscribers to its *Primary History Newsletter* and its *Primary History Journal*, Higher Education Institutions and others involved in primary History education such as teacher trainers / educators, advisers and museum curators. The response set therefore is made up entirely of those reached through the networks of the Historical Association. There are responses from subscribed members and non-members alike. Responses are from those actively involved and interested in history teaching: as such, they reflect an optimum view of what history in the curriculum can achieve despite the marginalisation of history and other foundation subjects since 1998.

The timing of the survey is relevant when reviewing the data. The questionnaire was issued in September 2010 at a time of considerable uncertainty and change on the new coalition government's withdrawal of a new primary National Curriculum that was due to be implemented in the 2011/12 academic year. The closing date for returns was 1st November 2011.

1.3 Responses

There were 344 responses of which 65% were from teachers and a cohort of 222 schools could be identified. The remaining 35% of responses were from other interested parties within primary education.

57% of those from the schools cohort of 222 were Historical Association members, the other 43% were not. From the entire 344 sample, 62% identified themselves as members.

2. Demographics

2.1 Geographical Location and Size of Schools,

Geographical coverage

The responses of 261 who answered this question were sorted, however only 228 responses were useable. This was because other respondents had put not applicable (as they were not teachers) or had made errors. The 228 were therefore sorted into broad geographical areas. This is the result.

North: 56. This is 24.5% of 228 and 16% of 344 total

South: 103. This is 45% of 228 and 30% of 344 total

East: 3. This is 1% of 228 and less than 1% of 344 total

West: 20. This is 9% of 228 and 6% of 344 total

Central: 43. This is 19% of 228 and 12.5% of 344 total

Wales: 3. This is 1% of 228 and less than 1% of 344 total

N. Ireland: 0

There was good geographical coverage of England, with returns from respondents in 82 out of 150 Local Authorities. However, there were several responses in certain areas, pitched against very few in other areas. Those areas with good coverage of response tended to be in the south, with Sussex responding well. There was very little response from the south - west and north - west of the country. Having said this, there were some responses from Cumbria. There was a good response from Yorkshire and some response from the north - east, although little from the eastern side of the country more generally. Central areas of the country were fairly well covered.

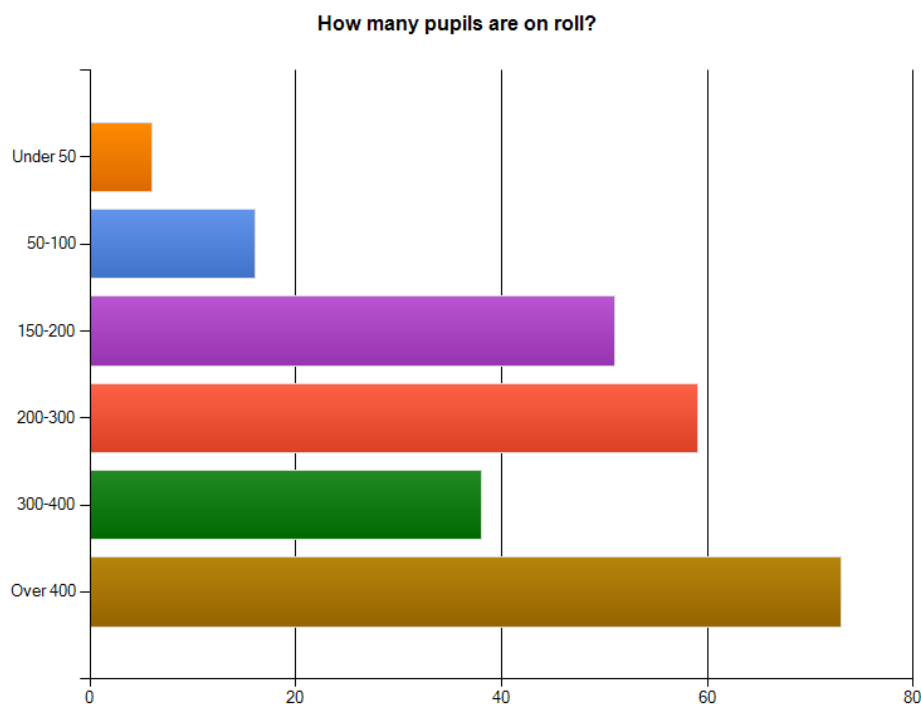
This survey took in England. As such there were no responses from Northern Ireland or Scotland, although there were 3 responses from Wales.

2.2 School size

70% of the schools that responded had over 200 pupils on role. This compares with a national average of 51% of schools in England. The schools with less than 200 pupils were predominantly located in rural areas. This indicates a response set mainly from urban schools.

DCSF data (2006) indicate that the most common size of primary schools is between 201-300 pupils on roll which is 24% of the total number of schools who responded. 30% of schools who responded have over 400 pupils on roll.

The relatively larger size of school than the national norm within the data could reflect the presence of a history specialist in larger schools.



2.3 Gender, age and length of service.

81% of the replies were from females, 19% males. Around 30% of the replies were from respondents aged between either 23-34 or 45-54 years of age. Two thirds were teachers: 62% of the teachers had been teaching for less than 12 years and of these, 48% of these had been teaching for less than 8 years.

The gender, age and length of service figures are in line with national statistics. The age data show two high percentages for the 23-34 and 45-54 age range.

The respondents with less than 12 years service would have had little or no experience of alternative curricula, forms of curriculum organisation or personal autonomy in curriculum decision making. Teachers in their 20s moreover, would also have been taught the National Curriculum as children at primary school in the 1990s and may also be able to recall some of its features.

The overall impression in relation to roles and length of service indicates that the survey respondents were a mix of both new and relatively experienced teachers with a knowledge and understanding of the history curriculum and its organisation within primary schools.

2.4 Diversity of occupations and roles

Respondents held a comprehensive range of occupations and roles, the teaching work force, inspectorate, advisory service, initial teacher education, museums, libraries and archives and other interested parties. There is variation from these figures in data from other answers. However, 64% are actively working in schools. This is in line with the percentage figures who said they were teachers working in a school. If we include those trainee teachers that responded, this figure rises to 79%.

- 1 School governor (less than 1%)
- 1 Inspector (less than 1%)
- 1 Teaching Assistant (less than 1%)
- 3 Authors (2%)
- 4 Education researchers (2%)
- 6 Advisers (3%)
- 6 Museum, libraries and archives workers (3%)
- 15 Initial teacher education (8%)
- 19 School senior management team, 9 of whom were head teachers. (10%)
- 30 Student teachers (15%)
- 39 Teacher/subject coordinators (mainly history/humanities but some SENCO and literacy and subject leaders also answered. (20%)

66 Teachers (34%)

2.5 Teachers, leadership in schools and subject leadership

The data here came from a question asking about roles. When student teachers, teachers, subject coordinators and senior managers are included, 79% of the respondents are directly involved in teaching in schools. A separate question which asked whether the respondent was a teacher produces a slightly different teaching figure of 222/344 (65%) however, this may be explained by the figures above.

The teachers identified in the cohort of 222 were involved in leadership and management. In a separate question that asked about responsibilities, 86% had curriculum responsibility, 37% were part of the leadership of the school, and 49% led an aspect of school life. This provides differing statistics from those of the previous question, but can be explained by teachers' interpretation of their roles and choosing teacher instead of subject co-ordinator, and also through the fact that there was no option in the previous question for those that led an aspect of school life to define their role as anything other than teacher. These statistics provide a picture of primary school life in which many staff hold responsibilities for a range of curriculum subjects as well as the well being of children. The statistics here indicate that many of those who answered hold more than one responsibility.

REFERENCES

- Alexander, R. (ed) (2009) *Children, Their World, Their Education*, London, Routledge.
- DCSF (2006) *Education and Training Statistics for UK*. www.education.gov.uk
- DfES (2003) *Excellence and Enjoyment: a Strategy for Primary Schools*. Nottingham, DfES
- DFES(2007) *Curriculum Review. Diversity and Citizenship Curriculum Review*. DFES, London. www.education.gov.uk/publication/standard/publicationdetail/page1 DFES00045-2007
- DfEE and QCA (1999) *The National Curriculum. Handbook for Primary Teachers in England. Key Stages 1 and 2*. London, HMSO.
- Knight, P. (1991) Teaching as Exposure: the case of good practice in junior school history. *British Journal of Education Research*.
- Nuffield Foundation, Primary History Project: www.primaryhistory.org.uk or www.history.org.uk
- OFSTED (2007) *History in the Balance. History in English Schools, 2003-2007*, London, HMSO. www.ofsted.gov.uk/publication/annual_report0910
- OFSTED (2009) *Improving primary teachers' subject knowledge across the curriculum*. www.ofsted.gov.uk
- OFSTED (2011) *History in English Schools 2007-2010* <http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Documents-by-type/Thematic-reports/History-for-all>
- Primary History 46 (2007) *Citizenship, Controversial Issues and Identity*, The Historical Association
- QCA(1998) *Education for citizenship and the teaching of democracy in schools*. London, QCA www.teachingcitizenship.org/dnloads/crickreport
- QCA and DfEE (1998) *A Scheme of Work for Key Stages 1 and 2. History. Teachers' Guide*. London, QCA.