

THE HISTORY CURRICULUM IN ENGLAND AND WALES

*Dean Smart**

England and Wales: Similar, but separate.

People outside of the UK are often surprised to find that the four territories that make up Great Britain and Northern Ireland each have their own schooling systems and curriculum structures. The UK has a parliament to govern the whole group of nations, and Wales has a National Assembly- its own elected government which shapes its domestic affairs within the Principality. Both England and Wales have Local Authorities (LAs) which control state schooling under a joint national examination system for 16 and 18 year olds, and under two similar, but not identical National Curriculum structures. England and Wales, and to a lesser extent Northern Ireland have some similarities, but devolved government means a separate set of curriculum orders exist for each part of the UK. This chapter will deal with the curriculum in England and Wales.

i. Information about the national education systems in England and Wales

Types of State School in England and Wales

Pupil's Age		National Curriculum Year
3	Playgroups for the under 4s Then Nursery School	
4		R
5	Infant School	3
7	Primary School	6
9		7
11	Secondary Schools Which might be called: A City Academy, Comprehensive, High or Grammar, Secondary Modern, Upper or Specialist school, and which might go to age 16 or age 18 +	9
13		
16		11
18		13
		Upper School
		Middle School
		Primary or First School

* University of the West of England, Bristol, the UK

The statutory age for starting school is 5 years old, although many children begin school in the year before their 5th birthday. Pupils currently in secondary schools may choose to end their schooling aged 16, or continue to study in a school or college up to the age of eighteen. National policy change means that younger pupils will continue in some form of education or training until they are eighteen. Colleges would usually also serve adults learners, and might offer study up to foundation degree level.

Post-16 Provision could be in a School or Further Education College, and could include some technical education with an employer

Although there is a national structure for state schools the nature of school type varies a great deal, and recent governments have encouraged diversity in the range of schools available. The types of school in any local district vary between each local authority (LA) and considerable variety can exist within one authority.

The National Curriculum

The National Curriculum was introduced to ensure conformity between schools and help raise standards. Pupils in state schools study a centrally designed curriculum from age 5 to 14 for most subjects, and after this follow a range of examination courses, which are tested at age 16, when pupils can choose to stay on at school until age 17 or 18, or can seek employment or a place in a college to study further.

In 2007 a review of the curriculum created the current, fourth version of the National Curriculum. This was introduced after consultation and represents a reduced amount of specified content and bureaucracy. In 2000 the third version of the National Curriculum introduced a new subject for secondary schools in England: Citizenship. This subject was not included in the Curriculum in Wales

The Subjects of the National Curriculum:

Subject	Key Stage 1 Ages 5-7	Key Stage 2 Ages 7-11	Key Stage 3 Ages 11-14	Key Stage 4 Ages 14-16 (GCSE years*)
Art and Design	√	√	√	
Citizenship			√	√
Design and Technology	√	√	√	

English (includes Drama)	√	√	√	√
Geography	√	√	√	
History	√	√	√	
ICT (Computers)	√	√	√	√
Mathematics	√	√	√	√
Modern Foreign Languages			√	
Music	√	√	√	
Physical Education	√	√	√	√
Science	√	√	√	√

(Access to foreign language teaching to be an entitlement for all primary school pupils by 2010.) Citizenship, Personal, Social and Health Education is non statutory for primary aged children, although the English government provides guidance on these subjects.

* GCSE: General Certificate of Secondary Education

Outside of the National Curriculum, but which must be studied by all pupils in state schools at all ages is: Religious Education- this is a study of world religions and ethics rather than religious instruction, and at examination level would include the need to have studied at least two major world religions, usually more. Schools usually also offer a programme of personal, social and health education or PSHE.

In Wales pupils are also taught Welsh, and a very small but growing number of schools there teach their entire curriculum (except foreign languages and English) in Welsh.

The Structure of the National Curriculum in England and Wales

The National Curriculum Orders are divided into four parts, for the stages of education followed by most schools: early years, primary, lower secondary and upper secondary.

The English curriculum is monitored and managed by the QDCA, or Qualifications and Curriculum Development Authority. In England schools are inspected by an independent inspectorate called Ofsted (Office for Standards in Education). In Wales the curriculum is monitored by ACACC, or Qualifications, Curriculum and Assessment Authority. In Wales schools are inspected by an inspectorate called Estyn. The aim of inspections is to judge quality standards of schools and teaching and promote high quality achievement. Inspection reports in England are published on the internet.

National Curriculum Key Stage	National Curriculum 'Years'	Pupil Age
Foundation Stage 1	R (reception)	4-5
	1	5-6
	2	6-7
2	3	7-8
	4	8-9
	5	9-10
	6	10-11
3	7	11-12
	8	12-13
	9	13-14
4	10	14-15
	11	15-16

Further study is outside of the National Curriculum, but is usually known as 'Year 12' (ages 16-17) and 'Year 13' (ages 17-18). In some more traditional schools this is still called the 'Sixth Form': Lower Sixth (Year 12) and Upper Sixth (Year 13).

Assessment within the National Curriculum:

In England, over the last two decades, pupils have national tests called Standard Assessment Tasks (SATs) aged 7, 11, and 14. These tasks involve some teacher assessment and examination papers which every child in a state school must complete on certain days. These tasks measure attainment against the National Curriculum Levels (descriptions of skills/abilities defined within the National Curriculum document). In England the results are published as totals for each school and local authority in 'League Tables'.

In Wales a decision in 2004 stopped the public publication of school's assessment results, and inspections, although schools are told how they have done. The burden of assessment on pupils in Wales has been reduced. In England the KS1 and KS3 tests were ceased from 2008. There is ongoing debate about the value of KS2 SATs and about League Tables

Key Skills

The whole curriculum is intended to promote clear values, and transferable skills which will be of use to a learner throughout their life:

1. Communication
2. Application of number

3. Information technology
4. Working with others
5. Improving own learning and performance
6. Problem solving

Schools should also teach 'Thinking Skills' to promote 'learning how to learn'.

Tell Me More:

The general statement of aims and purposes of the whole English curriculum can be found at

<http://curriculum.qcda.gov.uk/key-stages-3-and-4/aims/index.aspx>

The National Curriculum (for England) can be viewed at:

<http://curriculum.qcda.gov.uk/key-stages-3-and-4/subjects/index.aspx>

Examples of Case Studies of pupil work and teacher devised tasks in English schools can be found at http://curriculum.qcda.gov.uk/key-stages-3-and-4/case_studies/casestudieslibrary/index.aspx?fldKeyword1=History

The regulating body for the National Curriculum (England): The QCDA has a website at:

<http://curriculum.qcda.gov.uk/>

i. A Briefing on the History Curriculum in England: Ages 5-14

The current History National Curriculum Orders for England say pupils must study History from the start of their schooling until they are 14, when they can opt to continue with examination level work, or they can drop the subject. About 40% of pupils continue with History up to exam level, and others 'drop' the subject- even though Ofsted inspectors say the subject is consistently the best taught subject nationally

At primary school 'The Rose Review' is moving primary age range curriculum more towards cross subject work

The Attainment Target (or description of the key skills and competences for Primary school history has five key elements or strands:

- chronological understanding;
- knowledge and understanding of events, people & changes in the past;
- historical interpretation;
- historical enquiry;
- organisation and communication.

Teachers have nine levels at which they can grade pupils achievement in

History, Levels one (lowest) through to eight plus 'exceptional performance' (highest.) At the end of each Key Stage schools must report on pupils' achievement.

The aims of history education (taken from the National Curriculum document):

The study of History should provide the opportunity for pupils to:

- learn about the past in Britain and the wider world;
- consider how the past influences the present;
- find out about what past societies were like, how these societies organised themselves, and what beliefs and cultures influenced people's actions;
- develop a chronological framework;
- see the diversity of human experience and understand more about themselves as individuals and members of society;
- reflect on their personal choices, attitudes and values;
- use evidence, weigh it up and reach their own conclusions;
- research, sift through evidence and argue a point of view.

Foundation Stage Curriculum

The Early Years Foundation Stage (EYFS) builds a coherent approach to care and learning from birth to 5 years. The EYFS is organised into six areas of learning and development:

- Personal, social and emotional development
- Communication, language and literacy
- Problem solving, numeracy and reasoning
- Knowledge and understanding of the world
- Physical development
- Creative development

At foundation stage, history falls within 'Knowledge and understanding of the world'. There is no specific historical learning but children might:

- show curiosity about their surroundings
- investigate objects, materials and places
- ask questions about why things happen
- use everyday technology, including ICT
- Work in foundation stage is useful for later study in history and in other subjects, for example, science and ICT.

This area of learning gives children opportunities to explore and discover the environment, people and places significant in their lives (Source Early Years Foundation Stage Curriculum).

Many early years teachers base their teaching around the children's own history and that of their families. They also provide children with a range of experiences to help them differentiate the past from the present.

Key Stages 1 and 2

At Key Stage 1 pupils aged 5-7 study:

'Pupils learn about people's lives and lifestyles. They find out about significant men, women, children and events from the recent and more distant past, including those from both Britain and the wider world. They listen and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present.'

Pupils should be taught the following areas of study:

- a) changes in their own lives and the way of life of their family or others around them
- b) the way of life of people in the more distant past who lived in the local area or elsewhere in Britain
- c) the lives of significant men, women and children drawn from the history of Britain and the wider world [for example, artists, engineers, explorers, inventors, pioneers, rulers, saints, scientists]
- d) past events from the history of Britain and the wider world [for example, events such as the Gunpowder Plot, the Olympic Games, other events that are commemorated].

(Source: History National Curriculum (England))

At Key Stage 2 pupils aged 7-11 should:

'learn about significant people, events and places from both the recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways.'

(Source: History National Curriculum (England))

The History Study Units at Key Stage Two (pupil ages 7-11):

Pupils should be taught (a):

- a local history study,

- three British history studies,
- a European history study and
- a world history study.

b) aspects of the histories of England, Ireland, Scotland and Wales, where appropriate, and about the history of Britain in its European and wider world context, in these periods.

Units:

- 1. Romans, Anglo-Saxons and Vikings in Britain**
- 2. Britain and the wider world in Tudor times (1485-1603)**
- 3. Victorian Britain (1837-1900) or Britain since 1930** (The impact of the Second World War or social and technological changes since 1930.)
- 4. A European history study:** Ancient Greece and its influence.
- 5. A world history study:** *selected from:* Ancient Egypt, Ancient Sumer, the Assyrian Empire, the Indus Valley, the Maya, Benin, or the Aztecs.

Changes:

The 'Rose Review' of the Primary Curriculum reported in the academic year 2008-2009 and recommended a move towards more integration of subjects. If implemented this would make an important difference to KS1 and 2 teaching and potentially to pupils' skills and knowledge on entry to secondary schools.

'The Rose Report' (Independent Review of the Primary Curriculum)

http://publications.teachernet.gov.uk/eOrderingDownload/Primary_curriculum-report.pdf

The Cambridge Primary Review was produced separately and critiques current approaches and trends in primary education- the document is available online at-

<http://primaryreview.org.uk/index.html>

Key Stage Three (Pupils aged 11-14)

I Structuring the Curriculum in England

Earlier versions of the curriculum for 11 – 14 year olds asked schools to ensure that young people 'learn about significant individuals and events in the history of Britain from the Middle Ages to the twentieth century and key aspects of European and world history..' Source: History National Curriculum (England)

This led schools to structure their curriculum around six required units of study:

HSU1 Britain 1066 – 1500

HSU2 Britain 1500 – 1750

HSU3 Britain 1750 – 1900

HSU4 A world study after 1900

HSU5 A European study before 1900

HSU6 A world study before 1900

Tell Me More:

The National Curriculum Online website will give you the Programme of Study for each Key Stage (England) go to: <http://curriculum.qcda.gov.uk/> (national Curriculum home pages) and select the age range, then subjects and the History pages or for Secondary age range go direct to <http://curriculum.qcda.gov.uk/key-stages-3-and-4/index.aspx>

Or History <http://curriculum.qcda.gov.uk/key-stages-3-and-4/subjects/history/index.aspx>

Examples of pupil work and teacher devised tasks can be found at <http://curriculum.qcda.gov.uk/key-stages-3-and-4/assessment/nc-in-action/index.aspx> and type in History in the search box

ii. The History Curriculum in Wales: Ages 5-14

The Curriculum in Wales is set by the Qualifications, Curriculum and Assessment Authority (for Wales) which is a unit of the Welsh Assembly Government (ACCAC to use the Welsh abbreviation). The nature of the entire curriculum in Wales is shaped by the concept of 'Curriculum Cymreig' - the idea that the unique national identity and ethos of Wales, and its people, should be at the centre of topics studied.

Curriculum Cymreig

Pupils should be given opportunities, where appropriate, in their study of history to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.

Communication Skills

Pupils should be given opportunities, where appropriate, in their study of history to develop and apply their skills of speaking, listening, reading, writing and expressing ideas through a variety of media.

Mathematical Skills

Pupils should be given opportunities, where appropriate, in their study

of history to develop and apply their knowledge and skills of number, shape, space, measures and handling data.

Information Technology Skills

Pupils should be given opportunities, where appropriate, in their study of history to develop and apply their IT skills to obtain, prepare, process and present information and to communicate ideas with increasing independence.

Problem-Solving Skills

Pupils should be given opportunities, where appropriate, in their study of history to develop and apply their skills of asking appropriate questions, making predictions and coming to informed decisions.

Creative Skills

Pupils should be given opportunities, where appropriate, in their study of history to develop and apply their creative skills, in particular the development and expression of ideas and imagination.

Personal and Social Education

Pupils should be given opportunities, where appropriate, in their study of history to develop and apply the attitudes, values, skills, knowledge and understanding relating to Personal and Social Education.

iii. The National Examination System in England and Wales

Nationally Set Criteria for Examinations

There is a government agency which determines the rules for national examinations.

In the past this has been known as:

- School Curriculum and Assessment Authority (SCAA);
- National Curriculum Council (NCC)
- Qualifications and Assessment Authority (QCA) and most recently and currently the:

Qualifications and Curriculum Development Agency (QCDA) from 2009
<http://www.qcda.gov.uk/>

The QCDA lays out subject criteria which all examinations in each subject must meet.

‘History should encourage students to:

- acquire and effectively communicate knowledge and understanding of selected periods of history;
- develop their understanding of historical terms and concepts;
- explore the significance of events, individuals, issues and societies in history;
- understand the nature of historical evidence and the methods used by historians in analysis and evaluation;
- develop their understanding of how the past has been interpreted and represented;
- develop their understanding of the nature of historical study, for example, that history is concerned with judgements based on available evidence and that historical judgements may be provisional;
- develop their interest in and enthusiasm for history. ‘

Source: QCDA Subject Criteria for History at GCSE

The Examination Boards

There are three examination boards based in England

AQA <http://www.aqa.org.uk>

EdExcel <http://www.edexcel.org.uk/>

OCR <http://www.ocr.org.uk>

Wales has its own examination board:

The Welsh Board <http://www.wjec.co.uk/>

Schools in England and Wales can register their pupils for examinations at 16, 17 and 18 with any of the four boards for England and Wales.

History Examinations aged 14-16: The GCSE (General Certificate of Secondary Education)

AIMS

All specifications must give students opportunities to:

- i. acquire knowledge and understanding of selected periods and/or aspects of history, exploring the significance of historical events, people, changes and issues;
- ii. use historical sources critically in their context, recording significant information and reaching conclusions;
- iii. develop understanding of how the past has been represented and interpreted;
- iv. organise and communicate their knowledge and understanding of history;

v. draw conclusions and appreciate that historical judgements are liable to reassessment in the light of new or reinterpreted evidence.

Rules for Content Choice

A specification must require the study of:

- I. the key events, people, changes and issues in the period(s) or topic(s) specified;
- II. the key features and characteristics of the periods, societies or situations specified and, where appropriate, the social, cultural, religious and ethnic diversity of the societies studied and the experiences of men and women in these societies;
- III. an element of British history and/or the history of England, Scotland, Ireland or Wales, building on the knowledge, skills and understanding acquired at Key Stage 3 History on at least two different scales, such as local, national, European,
- IV. international, global history in at least two different ways, such as in depth, in outline, thematically;
- V. history from at least two perspectives, for example political, economic, social, technological, scientific, religious and cultural.
- VI. history through a range of sources of information, including ICT, appropriate to the period, such as written and visual sources, artefacts, music, oral accounts, and buildings and sites.

Study of History must include work to develop the Key Skills

- application of number
- communication
- information technology
- improving own learning and performance
- problem solving
- working with others.

Assessment:

Assessment must require candidates to demonstrate their ability to:

1. recall, select, organise and deploy knowledge of the specification content to communicate it through description, analysis and explanation of:
 - the events, people, changes and issues studied;
 - the key features and characteristics of the periods, societies or situations studied;
2. use historical sources critically in their context, by comprehending, analysing, evaluating and interpreting them;

3. comprehend, analyse, and evaluate, in relation to the historical context, how and why historical events, people, situations and changes have been interpreted and represented in different ways.

What is studied at GCSE (14-16 level)?

The English Boards offer three choices for schools to offer: Modern World (Twentieth Century) History; and the Schools History Project and a pilot project from OCR only, with a limited number of schools following the specification which includes Dark Ages and medieval history as options in an innovative scheme.

British Social and Economic History (era of the agricultural and industrial revolutions onwards) has now been phased out

The Welsh examination board has two choices: Aspects of Welsh/English and World history

or Aspects in 19th Century and 20th Century Welsh/English and World History

After 16?

Young people in England entering Y7 of secondary schools from the 2008-9 academic year onwards will be required to continue in some form of education until they are 18.

This does *not* mean that all will be in school. Some will work part of the week and have day release or college courses. It is anticipated that the majority will continue formal education in a range of courses including diploma and more traditional A-S/A level courses.

History at Post-16 level: the Advanced Supplementary (A-S) Level, and the Advanced (A) Level

These statements are drawn from the 'Subject Criteria' published for the study of History at A-S and A level. New specifications were launched for first study in 2009-10 and first examination after that.

Knowledge, Understanding and Skills

AS and A level specifications should require students to study:

- significant events, individuals and issues;
- a range of historical perspectives, for example cultural, economic, political;
- developments affecting different groups within the societies studied.

- study the history of more than one country or state;
- study a substantial element of British history and/or the history of England, Scotland, Ireland or Wales. This requirement does not apply to specifications in Ancient History;
- study change over a period of time sufficient to demonstrate understanding of the process of change, its causes and consequences, both long-term (at least 100 years) and short term;
- demonstrate breadth of historical knowledge and understanding by making links and drawing comparisons between different aspects of the period, society, theme or topic studied.

To demonstrate Knowledge and Understanding students should:

- demonstrate knowledge and understanding of the historical themes, topics and periods studied;
- assess the significance in their historical context of events, individuals, ideas, attitudes and beliefs and the ways in which they influenced behaviour and action;
- analyse historical interpretations of topics, individuals, issues or themes;
- analyse, evaluate and use historical sources in their historical context;
- demonstrate their understanding of key historical terms and concepts.

Students should develop these Skills- an ability to

- analyse, evaluate, interpret and use historical sources of different kinds appropriate to the period(s) covered in the specification;
- use a range of historical concepts in appropriate ways, for example in presenting a case, argument or account;
- communicate clear, concise and logical arguments substantiated by relevant evidence.
- investigate specific historical questions, problems or issues.
- use historical sources, accounts, arguments and interpretations to explain analyse and synthesise and to make judgements.

Teaching and Learning must include the Key Skills of:

Communication

Information Technology

Improving Own Learning and Performance

Working with Others

Problem Solving

What is Studied?

Almost anything from History- as Examination Boards offer broadly based specifications from which schools can choose the options to suit their teachers and pupils- some of the material must be from British History, and Modern History including units on the rise of the Fascist dictators (Mussolini, Hitler) and Communism (Lenin, Stalin) are very popular.

Tell me more:

Examination Board Websites:

AQA	http://www.aqa.org.uk
EdExcel	http://www.edexcel.org.uk/
OCR	http://www.ocr.org.uk
The Welsh Board	http://www.wjec.co.uk/
QDCA Website	http://www.qcda.org.uk/

iv. The Future? Likely changes / challenges over the next 5-10 years

A new type of secondary school was introduced nine years ago: 'Academies', and the government has been encouraging schools to convert to academy status. City Academies are not required to follow the National Curriculum, although its content may well influence what they do within their curriculum time and planning documents/assessment strategies.

11-18+ Level

The influence of nearly thirty years of innovations such as the Schools History Project, with a very clear and strong skills and concepts base, and the development of the National Curriculum with its closely defined rationale, and national definitions of subject criteria has placed History teachers in a strong position for reflection.

The inspection system shows that History is usually very well taught, but the case is now being made that there should be clearer progression between study up to age 14 and beyond. Some argue that a stronger vocational element would help young people, their families and wider society see History as more relevant, and would increase the numbers opting to study the subject at examination and degree level.

11-14 Level (Key Stage 3 of the National Curriculum)

The current version of the National Curriculum is version four and was introduced from 2007. Some schools, especially those seeing to innovate, or

those under performance pressure, squeeze Key Stage Three into two years of schooling instead of three to allow longer for studying qualifications or for other activities to be introduced.

Some start GCSE (or other qualifications or experiences) in Y9, thus squeezing Key Stage 3 into two (or even 1) year(s).

There are no formal plans to have a two year KS3 for all schools, and the QCA makes clear that study of the National Curriculum is still a statutory requirement.

There has been a move in some schools to introduce a skills based curriculum, especially for Y7, and in some cases for Y7 and Y8. This might follow the programmes of 'Learning to Learn'; 'Building Learning Power'; 'Habits of Mind' or 'Learning Habits' courses. Ofsted are showing a concern that some such course lack coherence and progression strategies are weak. Where such courses exist the schools are not exempt from their statutory duties

14-16 Level (GCSE Examination Level)

Plans are currently being made to introduce a pilot 'hybrid' GCSE with a strong vocational element. This pilot might begin in 2006, and is already attracting a strong interest. It will be controlled by QCA working with one or more examination boards- the QCA Website will carry details of progress, and there is sure to be strong press and media interest. There is also a plan to introduce a Diploma to replace GCSE, and more details of this are expected over the next school year.

The Diploma in Humanities and Social Studies

A series of diplomas have been introduced, and the QCDA plan is to introduce a diploma in Humanities and Social Studies. A pdf file of further information on the draft plans is at <http://www.humanitiesdiploma.co.uk/files/Line%20Of%20Learning%20Statement%20Statement%200.pdf> The following is drawn from this document -

Generic learning - Assessment is as follows:

- Functional skills are assessed discretely.
- Personal, learning and thinking skills (PLTS) are assessed through the principal learning and reported on the Diploma transcript.
- The project is a standalone, single unit qualification, which is internally assessed using the awarding body marking scheme.
- Work experience (usually linked to a line of learning) is a minimum of 10 days and reported on the Diploma transcript.

This Diploma will engage and excite 14-19 year olds through the study of the dilemmas, challenges and opportunities to make a difference, facing individuals and society at a time of rapid social, economic and environmental change. Learners will develop the questioning attitude, curiosity and information literacy that are so relevant and valued today.

Learners completing these Diplomas will be activists, forces for change, explainers, listeners and advocates. They will enquire and research, uncover and explore options and they will debate possibilities. They will be numerate, literate and ICT capable and understand the world in a way few other qualifications allow them to do. The transferable employability skills they acquire will be applicable in every walk of life and will open doors to potentially every sector of industry and almost any organisation. They will be communicators, team workers, future leaders and managers and be equipped with an understanding of peoples' attitudes, values and beliefs.

This Diploma is founded on the strengths and traditions of an extended family of humanities and social academic disciplines, which share a focus on the study of people, the environment they live and work in and society. The development of this Diploma has drawn on a range of disciplines, some of which are familiar to learners from previous key stages in the stages in the statutory curriculum (citizenship, English literature and language, geography, history and religious education). Within the diploma these familiar disciplines are further enriched by other disciplines from the humanities and social sciences, including archeology, classics, classical civilisation, economics, government and politics, law, philosophy, psychology, sociology and world development.

The unique nature of the Diploma is that it offers an integrated learning experience, giving learners the opportunity to see the links between 'subject' and how real life issues or questions can only be meaningfully engaged with by drawing on knowledge and understanding from across the humanities and social sciences. Learners will have the opportunity to develop skills in one area and apply them in other subject disciplines. For example, skills in the critical analysis of textual sources may be learned in the context of historical studies and then applied or adapted to the review of evidence presented to support a policy development or to the critique of an editorial article.

Subject-specialist teachers will want to work creatively not just with other teachers and tutors in schools and colleges but also in partnership with higher education, employers, parents and other stakeholders, such as local community and religious leaders, health and social services, youth and justice experts, theatre and arts specialists, historians, archaeologists, museums and

galleries, to provide inspiring teaching and learning. The work experience and project elements of the Diploma offer valuable opportunities to capitalise on these local and national resources.

Content:

The topics have been developed based on a number of themes. The four designing themes that underpin the thinking of the principal learning are:

- the individual in society
- people and change
- people, land and environments
- people and power.

Adding breadth and depth

Alongside the principal and generic learning in the Diploma, breadth and depth can be added to learning through:

- a) additional and specialist learning (ASL)
- b) the Diploma project
- c) work experience and work-related learning.

a) ASL

The ASL will provide opportunities for learners to specialise in any particular discipline, not just within the humanities and social footprint but also beyond it. This may be through vocationally oriented qualifications or specific GCSEs, AS or A levels, such as history or geography. There is an ongoing research programme to explore how ASL might support various progression routes.

b) The Diploma project

At each level of the Diploma, learners are required to complete a project. This encourages in-depth study, develops generic skills and involves the learner in applying what they learn to a real-life context. The project work should be designed to develop and evidence the skills learners will need for further study or employment, providing opportunities for them to work individually and as part of a team as they hone their skills and make links to outside workplaces.

c) Work experience and work-related learning

There will be many opportunities in this Diploma for learners to apply their learning in work experience and work-related learning - applying subject disciplines to work problems and developing work skills and knowledge.

The work experience element of the Diploma (a minimum of 10 days) should be carefully planned and structured, however, so that it relates to the content of the qualification at the appropriate level:

17-18+ Level (A-S and A Level)

Debate has taken place over a number of years about the value of A Levels. Recent change divided the traditional GCE A level course into two parts: A1 and A2 or A-S (Advanced Supplementary) and A (Advanced) level. This meant that a large number of young people study four or five subjects during the year they are aged 16-17 instead of the traditional three subjects. It is hoped that this will broaden young people's choices and skills. In Scotland there has been a tradition of studying several subjects as part of their 'Highers' system, and this is a successful and well regarded model. It has meant more assessment (and stress?) for young people studying A levels and their teachers, but it has also meant the numbers studying History aged 17 and 18 has risen.

The A level examination of Summer 2009 first awarded an A* grade at A level.

New specifications designed to streamline the system were introduced in 2009, for first examination thereafter, i.e. from 2010

There are vocational qualifications available for 14-18 year olds, but these have not proved as popular as traditionally focused exams. Various Governments have discussed the possibility of larger scale reform at 16-18 level, perhaps introducing a Baccalaureate system, and pilots for this reform are being developed, but radical change is unlikely in the short term since any attempt at change causes a strong reaction from conservative educationalists, the media and the business community.

In Wales the 'Welsh Bac' is already underway. In England a small number of schools follow the baccalaureate system either entirely, or as an option at Post-16 level- for example at the Ridings International Academy at Winterbourne in South Gloucestershire.

v. Web links and Publications which might be of Interest

(Addresses and descriptions provided by the History team at the QCA)

- **National Curriculum Online**

<http://curriculum.qcda.gov.uk/key-stages-3-and-4/subjects/history/index.aspx>

National Curriculum Online provides direct links, using key words, to the QCA/DfES schemes of work and other on-line resources relevant to each part of the programme of study. The history home page also provides access to all other web based history support material produced by QCA.

Early Years Foundation Stage Curriculum

Available from www.qcda.gov.uk

- **Case Studies (Exemplification of interesting projects and activities)**

http://curriculum.qcda.gov.uk/key-stages-3-and-4/case_studies/casestudieslibrary/index.aspx?fldKeyword1=History

NC in action uses pupils' work to exemplify the national curriculum in key stages 1 and 3. It contains materials selected from SCAA's *Exemplification* and *Expectations* booklets. The site can also be accessed through the history home page of National Curriculum online. New materials will be added to the site as they become available.

- **Respect for All**

<http://www.qcda.gov.uk/6753.aspx>

(pages being updated- go to QCDA homepage and search using title if link fails)

This website includes exemplification materials on good practice in multi-cultural and anti-racist education. The website has information for teachers on challenging stereotypes and introducing critical perspectives into the discussion of diversity and anti-racist and multicultural education in the classroom.

- **Education for sustainable development**

<http://curriculum.qcda.gov.uk/key-stages-1-and-2/learning-across-the-curriculum/education-for-sustainable-development/index.aspx>

The ESD web site includes information on: what education for sustainable development is about; requirements and opportunities for ESD across all subjects in the national curriculum; case studies of developing practice in ESD across the full range of subjects and contexts; and guidance on, and case studies of, the management of school development of ESD.

- **Schemes of work for history (Key stages 1,2 and 3)**

www.standards.dfes.gov.uk/schemes

The history schemes of work (details under QCA History publications) are on the DfES Standards web site.

- **A scheme of work for Key Stages 3 and 4: Citizenship**

www.standards.dfes.gov.uk/schemes

The citizenship schemes of work for key stages 3 and 4 (details under QCA publications) are on the DfES Standards web site. The key stage 3 scheme of work includes a subject leaflet *Opportunities for developing citizenship through history at key stage 3*, which has been written to provide a starting point for schools to discuss the links between citizenship and history.

<http://www.standards.dfes.gov.uk/schemes2/citizenship/?view=Subject+leaflets>

Further information and guidance to support the teaching of citizenship in all the key stages is also available at www.dfes.gov.uk/citizenship.

- **Creativity Across the Curriculum**

QCA worked with primary and secondary teachers to identify opportunities to extend develop creativity through history.

<http://curriculum.qcda.gov.uk/key-stages-1-and-2/learning-across-the-curriculum/creativity/howcanheadsandmanagerspromotecreativity/index.aspx>

Guidance on recognising and promoting creativity in the classroom along with history specific case studies for primary and secondary teachers will soon be available on <http://curriculum.qcda.gov.uk/key-stages-1-and-2/learning-across-the-curriculum/creativity/index.aspx>.

- **Information for parents about the History National Curriculum**
(*The Learning Journey*)

Information about what history is all about in each key stage, with some useful teaching tips for parents

http://www.dfes.gov.uk/parents/learnjourn/index_ks1.cfm?ver=graph&subject=hi

- One leaflet on – *People in the Past* has been produced for key stage 1 history. Three leaflets – on *the Romans, the Tudors and the Victorians* have been produced for key stage 2 history. These are on the DCSF Parents' web site <http://www.dfes.gov.uk/parents/discover/index.cfm>

- **History Publications**

(Most items are available to download free from the sites given. They can also be ordered from QCDA, but additional costs may be charged for postage outside the UK)

- **A scheme of work for Key Stages 1 and 2: History.**

(QCA/DfES/SEU, 1998)

The materials in this optional exemplar scheme of work illustrate how long-term and medium-term plans can be devised for work in history in key stages 1 and 2. The scheme comprises 20 units, a mixture of 'short', 'medium', 'long' and 'continuous' units. The materials also show how 16 of the units might be put together into key stage plans

for key stages 1 and 2. The scheme of work shows how history might be taught to groups of children attaining levels broadly appropriate for their age. The scheme now includes an update, comprising four new units and a teacher's guide.

(Available FREE to download online at www.standards.dfes.gov.uk/schemes)

Printed version: Order Code: QCA/98/252. Price £16.00

- **A scheme of work for Key Stage 3: History. (QCA/DfES/SEU, 2000 VERSION 3)**

The materials in this optional exemplar scheme of work illustrate how long-term and medium-term plans can be devised for work in history in key stage 3. The scheme comprises 22 units, a mixture of 'short', 'medium', 'long' and 'continuous' units and a teacher's guide. The scheme of work shows how history might be taught to pupils broadly attaining levels 3-7. (Order Code: QCA/00/448. Price £20.00)

(Also available FREE online at www.standards.dfes.gov.uk/schemes)

Citizenship Publications

A scheme of work for key stage 3 citizenship. DfES/QCA 2001. (Order code: QCA/01/776 Price £25)

A scheme of work for key stage 4 citizenship. DfES/QCA 2002. (Order code: QCA/02/853 Price £25)

The Curriculum for Northern Ireland:

Council for the Curriculum, Examinations & Assessment (CCEA) <http://www.ccea.org.uk/>

The Curriculum for Scotland:

<http://www.ltscotland.org.uk/>

Scotland's new Curriculum for Excellence aims to achieve a transformation in education in Scotland by providing a coherent, enriched and more flexible curriculum from 3 to 18, firmly focused on the needs of the child and young person.

Examples of experiences and outcomes are available via this link.