

## **Historical Association Survey of History in Primary Schools 2015**

### **Introduction**

#### **The nature of the survey**

The Historical Association is a national charity incorporated by Royal Charter founded in 1906 to further the study and enjoyment of history. Our 6,000-plus membership is largely made up of those who have a professional interest in history: teachers, academics, museum educators and archivists.

Following successful Primary Surveys in 2010 and 2011/12, the Historical Association recognised the need for a new national survey to build up an accurate picture of the status of history in primary schools following radical reform and the introduction of a new history curriculum in 2014. While some questions in the 2015 survey build upon the evidence gathered in the 2010 and 2011/12 surveys, the main aim of this survey was to gather evidence relating to the National Curriculum 2014.

The findings reported here are based on the responses of history teachers in England to an online survey sent by the Historical Association to all schools teaching children in the 5–11 age range. The survey was conducted during the summer term 2015. Responses were received from 315 primary history teachers and educators in total, some of whom (6%) indicated that they were head-teachers or senior leaders, working in a wide range of different contexts, including small rural and large urban settings as well as infant, junior and primary schools. Sixty-five per cent of schools were academies, free schools or local-authority run and 6% were independent schools. Within any response set it is important to apply accuracy filters. Based upon IP address, nine duplicate responses were detected from different individuals from the same school. These duplicate responses were removed for questions about the status and provision of history in schools, while some responses – such as teachers’ concerns – were analysed at an individual level, and multiple responses from teachers within the same school were allowed. The survey also contained responses from 45 respondents who, while involved in education, perhaps through consultancy or initial teacher education, were not currently teaching in a primary school. These responses were also removed for questions relating to the nature of provision in school. Overall, responses from 271 individual teachers in 261 individual schools were involved. Of these, 53% had between 10 and 20+ years of teaching experience while 28% had been teaching for less than five years. The vast majority (90%) were of white British background.

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

#### **Key findings:**

- **Teachers are responding enthusiastically and robustly to curriculum change**
- **Teachers feel under-resourced to deliver the history curriculum**
- **The 2015 survey reveals a continuing lack of financial support and training for history in primary schools.**
- **The status of history has remained largely unchanged by the introduction of a new curriculum.**

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## **Section 1: History and the curriculum**

### **1.1 Introduction**

Caution is needed in generalising about the history curriculum from the 2015 survey because of the nature of the survey's returners. The 271 teachers from 261 schools who voluntarily returned the questionnaire presumably did so because of their interest and enthusiasm for the subject. Thirty-one per cent were history graduates and 27% had studied A-level with 29% taking GCSE history. This suggests that collectively the teachers have history subject knowledge and expertise that is atypical of the primary school teaching force as a whole. Be that as it may, still two-thirds of respondents felt inadequately prepared to deliver the National Curriculum 2014.

The data about ethnicity also suggest that the group is not nationally representative. Having said that, the teacher returns provide an overall picture of the history curriculum within their 261 schools. Here nearly all respondents, as generalist class teachers, teach history as one element of their overall school curriculum.

That 67% have a history subject leadership role also suggests their returns reflect history's role in their schools. More generally, the picture the teachers give of history in their 261 schools may be common in schools which have a history specialist and enthusiast either as their history co-ordinator or playing a major role in the history curriculum's implementation.

### **1.2 The National Curriculum for History 2014 -- continuity, adaptation and change**

The 2015 survey indicates that since the 2010 and 2011/12 surveys,

- there has been an underlying continuity in teachers' attitudes and orientation towards history as a primary school subject, and
- that schools are assimilating, adapting to and implementing the curricular changes of the National Curriculum 2014.

#### ***Curricular organisation and management***

The survey reveals that history remains a key part of the whole school curriculum. The response to Questions on progression corroborates this impression with 65% reporting progression is 'planned through whole-school curriculum maps' (see section 4.1). This involves continuity of provision as indicated in the 2010 and 2011/12 surveys, with schools assimilating the new, statutory elements of the National Curriculum 2014. Sixty-eight per cent said they followed it in full, 28% in part while 4% were not following it at all.

As in 2010 and 2011/12, at Key Stage 2 schools teach history both within integrated programmes/projects (70%), as a separate subject (30%) and using both approaches. The timetabling pattern for history reflects history's continuation as one element in the timetable with subject-focused weeks (Key Stage 1, 9%; Key Stage 2, 5%), weekly timetabled slots (Key Stage 1, 13%; Key Stage 2, 25%), half-termly blocks (Key Stage 1, 40%; Key Stage 2, 24%), termly blocks (Key Stage 1, 11%; Key Stage 2, 20%) and history as part of integrated project work (Key Stage 1, 27%; Key Stage 2, 26%). The qualitative data reveal a more complex picture, with considerable variety of time allocations within this overall structure. Continuity is also reflected in the same amount of time allocated to history, with 81% of returns in line with 2010 and 2011/12 surveys; in the subject's priority history matches other foundation subjects (91%) and in the retention of its status in 72% of returns, with an increase in status in 17%.

### ***History curriculum content***

The survey suggests major continuity at Key Stage 1 and Key Stage 2 of the previous National Curriculum for history's statutory content (see sections 2.2 and 2.3). This relates to both history topics and to local history. Where there is choice the survey suggests that many schools are retaining previous topics and adapting them to the 2014 requirements. In terms of prescribed, statutory new topics, the most significant is the teaching of the Stone Age to Iron Age with the highest percentage of returns for all statutory National Curriculum topics (84%). A new topic, the Maya, also registered highly at 46%. Concerning development studies, the element of adaptation is again high, with a focus upon local history and the choice of areas from the previous school curriculum. Concerning topics, schools can choose within the overall framework of the history curriculum. These are relatively limited, which again suggests schools are drawing upon their existing expertise; that is, they are selecting from and adapting what they previously taught (see section 2.2).

### ***Diversity in the curriculum***

Diversity as an element of the curriculum is a major concern in a plural, multi-ethnic and multi-faith society. Twenty-eight per cent of returns said the curriculum covered it well or very well and 36% that it was covered. Thirty-three per cent of returns stated that the curriculum deals with diversity not well or poorly. In the 2010 and 2011/12 surveys teachers strongly supported a strengthening of the diversity dimension of the history curriculum (see section 2.5).

### ***Historical concepts: planning and progression***

A survey question asked about coverage and progression-planning for seven National Curriculum concepts – causation, chronology, change & continuity, evidence, interpretations and significance. Responses indicated that from 40% to 55% of schools were addressing planning for coverage and progression of these concepts well or very well, with a 70% figure for chronology. For six of the seven National Curriculum concepts, 20% to 48% of schools reported that there was inconsistent coverage and progression planning.

Chronological understanding is a major element of historical knowledge and understanding. The National Curriculum 2014 attempted to develop a more coherent sense of chronology, an issue that Ofsted noted in 2011 (Ofsted, *History for All*, p. 4). Accordingly the survey asked 'is the school providing links between different history topics across the school in order to aid the development of chronological understanding? For example, are links made to highlight change and continuity between periods?' Sixty-one per cent of returns said 'yes', 25% said 'not sure' – responses that suggest that schools are aware of and addressing the issue of chronological coherence, although not always certain that they are doing so in a way that will develop and enhance chronological understanding.

### ***Creative Curriculum***

Four publications are of particular significance (Cooper, 2013; Craft, 2008; *Primary History*, 2013; Turner-Bisset, 2005) however, other sources also shed light. One hundred per cent of respondents say that they use the Internet often or sometimes for teaching and as a resource. In 2007 the National College for School Leadership placed the Creative Curriculum at the centre of curriculum planning (Burgess, 2007, p. 4). At Key Stage 1 61% and at Key Stage 2 56% of responses on 'How is history largely taught?' cited the Creative Curriculum as being used always, very often or often. For Key Stage 1 it was the most frequent teaching approach, at Key Stage 2 virtually equal with 'heavy emphasis on independence and discovery learning' as the most frequent approach (see section 3.8).

## Section 2: The National Curriculum for History 2014

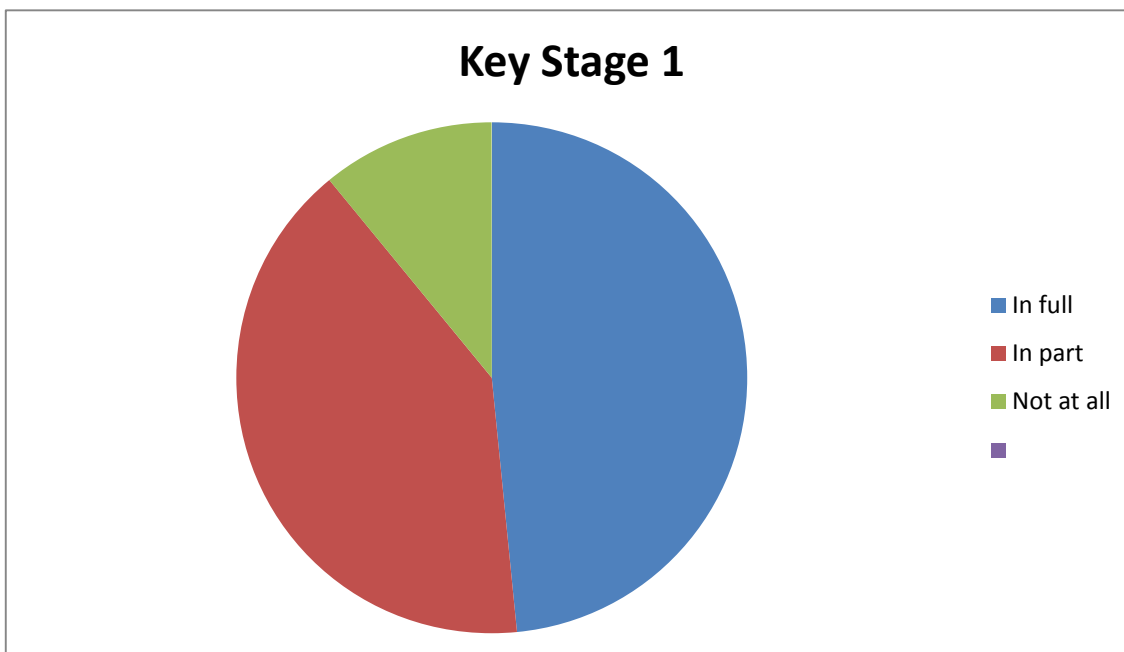
This section of the survey asked respondents questions relating to the planning, resourcing and implementation of the history curriculum as part of the curriculum 2014 reforms.

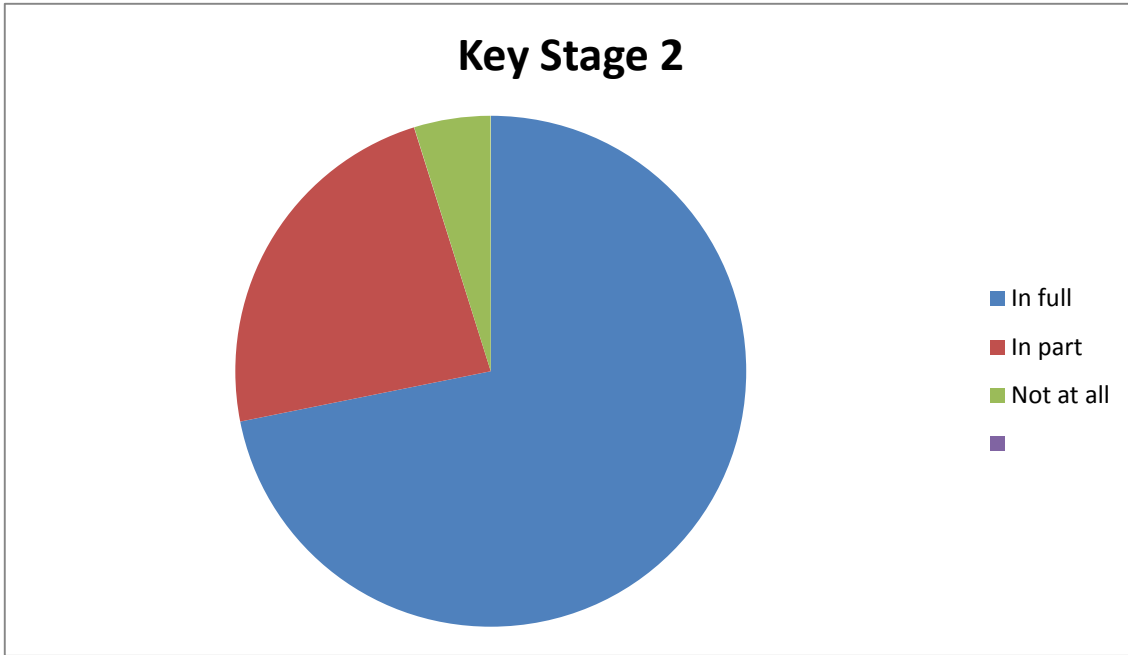
### 2.1 Are you following the National Curriculum 2014?

263 RESPONSES

	KS1	KS2	
In full?	31	148	179 (68.1%)
In part ?	26	48	74 (28.1%)
Not at all?	7	3	10 (3.8%)

Some two-thirds of respondents are following the National Curriculum 2014 in full. When added to those following it in part, fewer than 4% are not following it at all. The follow-up information is not detailed enough to explain the quarter or more of schools not following it fully or why fewer in Key Stage 1 are following the National Curriculum than in Key Stage 2. It may simply be that they are late starters or are introducing things more gradually. Some indicate that they intend to start in September 2015. One respondent commented that they were continuing with what they had as the 'new curriculum is diabolically poor' but such criticism was isolated. Overall these results match the earlier surveys which suggested that the majority were following the National Curriculum.



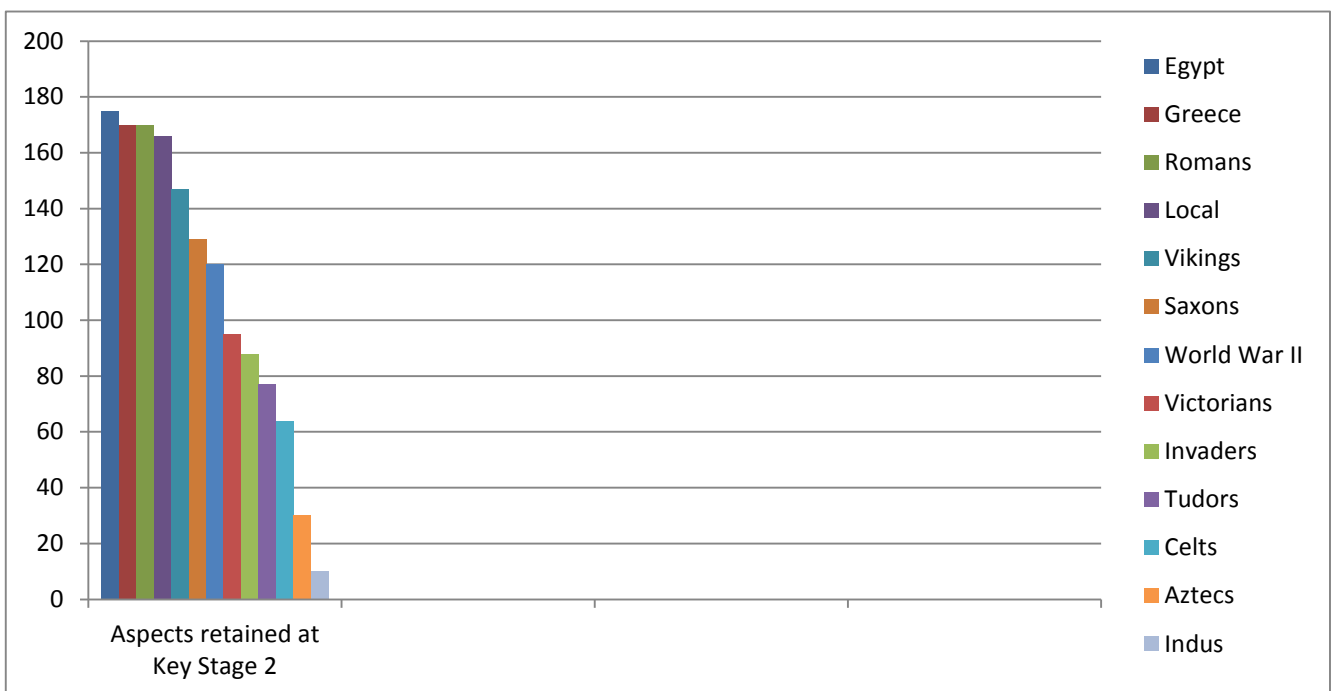
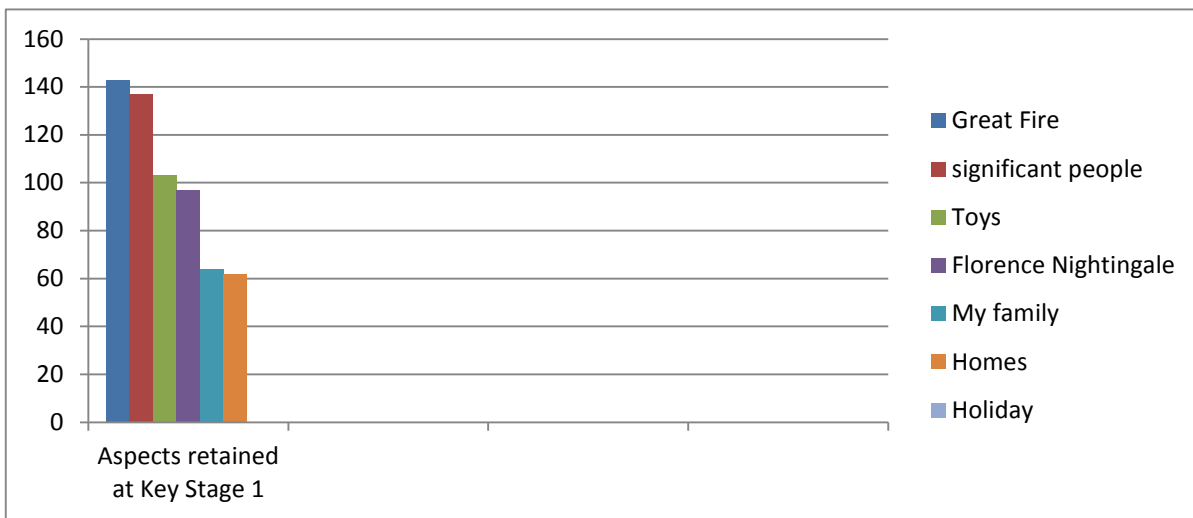


## 2.2 Which aspects of the former curriculum is your school retaining?

228 RESPONSES

Great Fire	62.29%	143
Significant individuals	60.59%	137
Toys	42.76%	103
Florence Nightingale	42.8%	97
My family	28.39%	64
Homes	27.54%	62
Holidays	23.31%	55
Egypt	77.12%	175
Greece	72.03%	170
Romans	75.00%	170
Local history	70.34%	166
Vikings	64.41%	147
Saxons	56.78%	129
World War II	52.12%	120
Victorians	40.25%	95
Invaders	38.14%	88
Tudors	33.05%	77
Celts	28.81%	64
Aztecs	13.56%	30
Indus	4.66%	10

Not surprisingly, those that have been retained are the ones that can be transferred at least in part to the National Curriculum 2014 – Egypt, Greece, Romans, Saxons, Vikings, local, significant individuals, Great Fire of London and so on. Having said that, it is interesting to note that sizeable numbers are retaining some of their favourite topics such as Tudors, Victorians and especially World War II (over 50%). A note of caution – some respondents admitted they did not know exactly what was going on in the whole school. There are few clues as to whether some of these earlier topics were temporary and that they would eventually work themselves through the system.



## 2.3 Which topics are you planning to teach?

228 RESPONSES

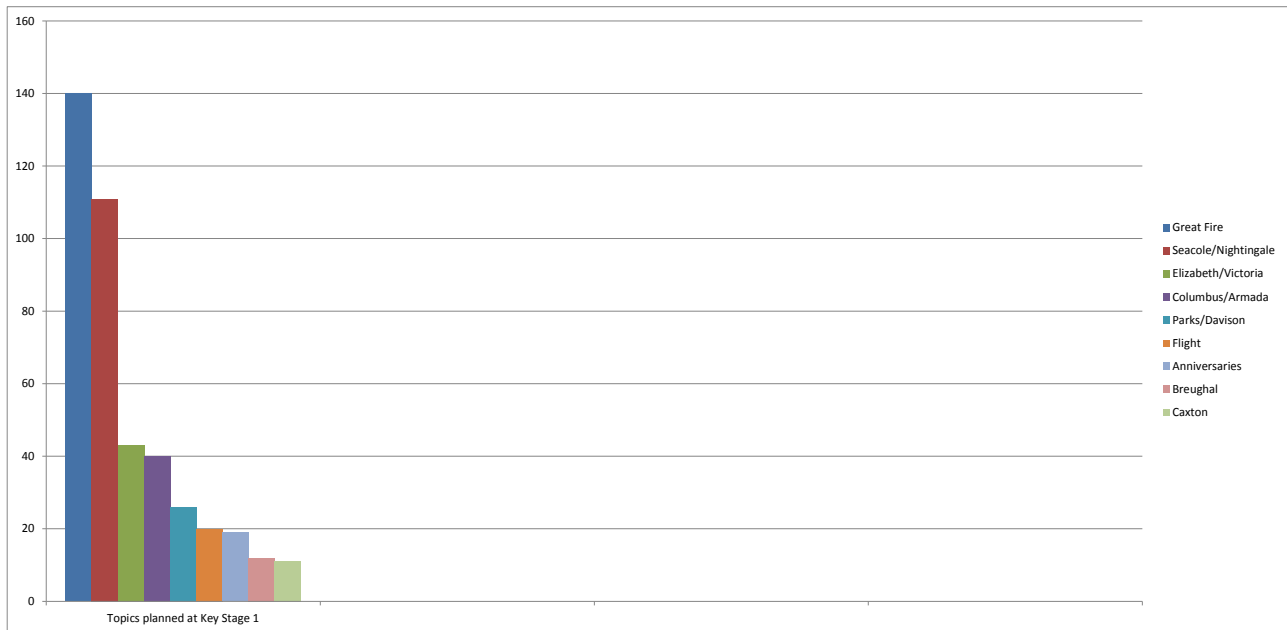
Great Fire	61.44%	140
Seacole/Nightingale/Cavell	45.34%	111
Elizabethans and Victorians	18.64%	43
Columbus and Armada	17.80%	40
Rosa Parks and Emily Davison	11.02%	26
First flight	9.32%	20
Anniversaries	8.05%	19
Brueghel and Lowry	5.08%	12
Caxton and Berners Lee	5.08%	11
Stone Age	83.9%	191
Roman Empire	81.78%	185
Egypt	77.97%	176
Local history	75.85%	173
Greeks	75.42%	170
Vikings	72.88%	164
Saxons	71.19%	160
Maya	46.19%	103
Greek and Roman legacy	25.85%	59
Battle of Britain	19.49%	44
Shang dynasty	18.64%	43
Crime and punishment	16.53%	39
First railways	13.56%	32
Islam	13.56%	31
Changing monarchs	9.32%	21
Benin	10.17%	22
Indus	8.47%	17
20th-century leisure	7.20%	16
Sumer	5.1%	12

While the responses seemed to indicate a fair degree of variety, most answers suggested that many schools are retaining familiar and resourced topics where possible and intend to cover the new requirements such as the Stone Age to Iron Age. Where there is choice, old favourites dominate, especially Egypt (followed by Maya, Shang, Islam then Benin, Indus Valley and at the bottom of the list Sumer). Contrasting individuals were dominated by Seacole, Nightingale or Cavell but there were some takers for Elizabeth I and Victoria, Columbus and Armstrong, Rosa Park and Davison, Brueghel and Lowry and Caxton and Berners Lee. Other topics getting a mention include the Battle of Britain and the first aeroplane flight. Development studies include some covered at GCSE such as medicine and crime and punishment (probably because of published commercial materials) but also childhood, exploration, the changing power of monarchs, leisure, slavery, Black history, pop culture, theatre, piracy and seafaring and even propaganda. Local history was fairly

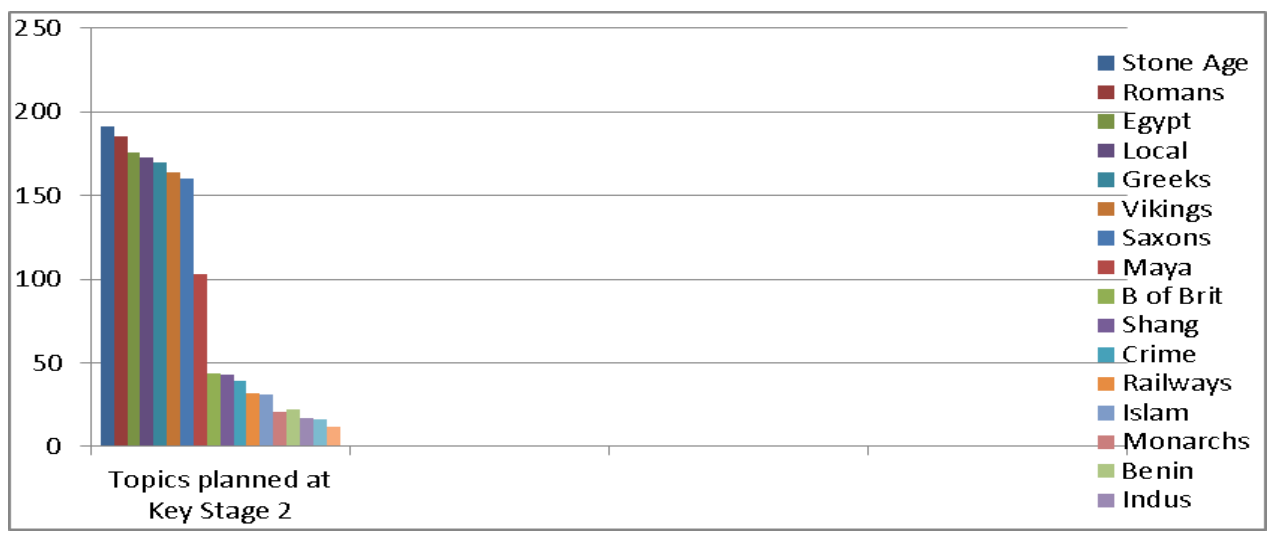


prominent with some referring to specific themes such as the *Titanic*, World War I, World War II, Richard III, industrial history, early transport or local and regional place studies such as Hartlepool, Liverpool and Cornwall. One respondent referred to selecting themes to permit a cohesive local approach. While the findings make interesting reading, interpreting these requires a little caution. A small number of respondents identified several or all of the options, which most likely indicates that minds had not been made up rather than that several topics were being taught.

### Topics Planned at Key Stage 1



### Topics Planned at Key Stage 2



## 2.4 Which aspects have pupils found particularly engaging?

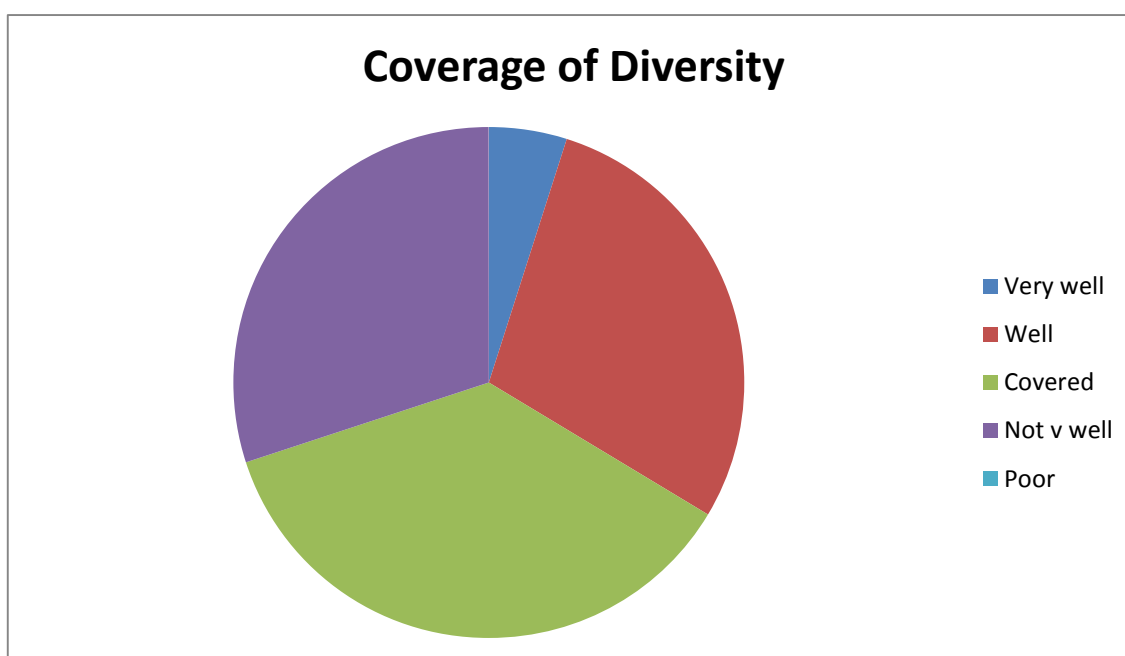
227 RESPONSES

This set of responses is a difficult one to disentangle as most aspects of the curriculum were cited by at least some respondents. Two elements seemed to stand out: the new theme of the Stone Age to Iron Age seems to have been well received, with all but one responses positive and often accompanied by comments such as 'much more interesting than any of us thought it would be'. Other topics that seemed to have been very popular include the Vikings and local history (for example, one respondent commented that 'so far the Vikings are a big hit and the teachers enjoyed the Stone Age. Local history is always a firm favourite.'). The general engagement ranged from 'none' to 'all of them' but there were comments that history was a popular subject occasionally tempered by the fact that 'pupils enjoy their history and this has little to do with the new curriculum' and external factors such as creative planning being a key cause of the enjoyment. Some respondents cited the methodology rather than the content headings. Although this was rare in the comments, the variety of engaging approaches included 'enquiry-based work', 'overview', 'change over time', 'source analysis', 'trips' and 'cross-curricular learning'.

## 2.5 How effectively does the curriculum address diversity?

228 RESPONSES

Very well	4.66%	11 (4.8%)
Well	27.97%	64 (28.1%)
Covered	36.44%	81 (35.5%)
Not very well	28.81%	67 (29.4%)
Poor	2.12%	5 (2.2%)



Few answers were supported by strong reasons but there was a reasonably even division between those that thought it was covered, those who thought it was covered well or very well and those who thought it

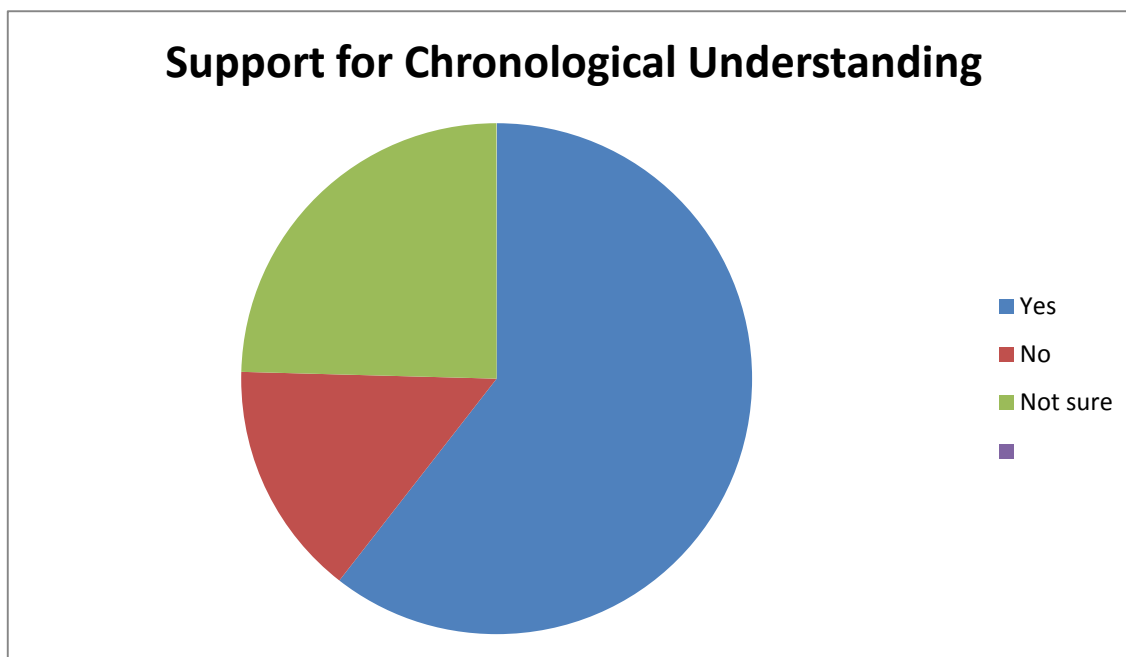
was covered not very well or poorly. The results suggested a 'thick sandwich' in which a substantial filling of 'well', 'covered' or 'not well covered' was contained within two thin slices of 'very well' and 'poor' which represented such a low response figure that it did not feature on the chart.

## 2.6 Is the school providing links to aid chronological understanding?

228 RESPONSES

Yes	61.02%	138 (60.5%)
No	14.41%	34 (14.9%)
Not sure	24.58%	56 (24.6%)

This was another question for which the responses lacked follow-up detail. One quarter said they were 'not sure' possibly indicating, in some cases, that they did not fully grasp the question. Of those who expressed an opinion (sadly unsubstantiated), four times as many felt that the school was aiding chronological understanding as those who did not. This is not too dissimilar to the previous survey of 2011/12 where 83% felt the history they taught helped pupils argue a chronological framework of the past.

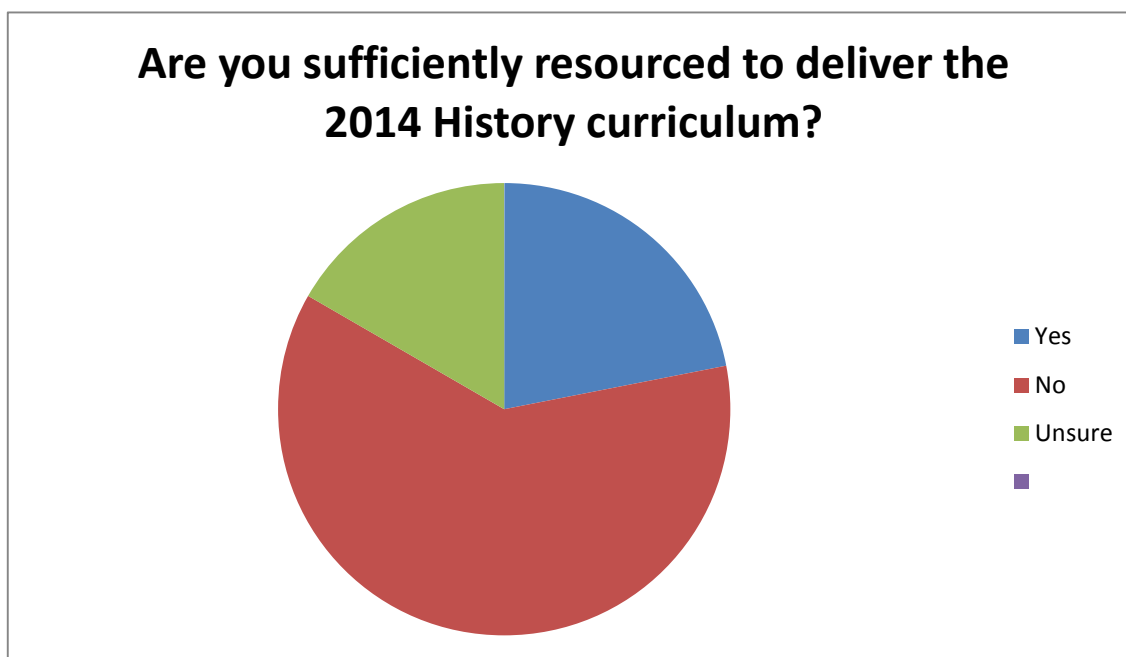


## 2.7 Do you feel confident you have enough resources to deliver the National Curriculum 2014?

228 RESPONSES

Yes	22.03%	50 (21.9%)
No	61.86%	140 (61.8%)
Unsure	16.10%	38 (17.3%)

There was a clear majority of 'no' answers here with three times as many claiming they lacked confidence in their existing resources to deliver as those who thought 'yes'. There were plenty of reasons cited. Many came down to the same thing – no budget or insufficient budget, especially for the new topics. That history was not seen as a priority was summarised by one comment that 'no priority whatsoever [is] given to history. Literacy and Maths are king!' Several topics were listed as particularly difficult to resource, especially the Stone Age to Iron Age, but also cited were Maya, Islamic civilisations, local history and the chronological study. Many referred to the need to build up resources gradually and also said that the overall quality and quantity were insufficient especially at the start of the National Curriculum 2014 – but hoped that things would improve. A significant minority felt that resources were better for Key Stage 2 than for younger pupils. Many would have liked more artefacts and source materials and some felt that the use of the Internet was an unsatisfactory substitute. There were a few cries from the heart: 'despite being the flagship of a new academy, there is no money'; 'have to pay for ALL resources personally'; 'teachers have had to spend hours researching' or 'we have no co-ordinator to organise resources.' A few could still make use of library services and museums but there were several comments that these services were not always well-gearred-up to the new curriculum. Occasionally teachers bemoaned the fact that they have had to give up some excellent resources and visits that worked well in the past. A few provided some details of where they could obtain resources such as the free *Times Educational Supplement* site and one praised the enquiries ([http://www.history.org.uk/resources/primary\\_news\\_2122.html](http://www.history.org.uk/resources/primary_news_2122.html) provided by the Historical Association as an excellent starting point.



### Section 3: Teaching, learning and resources

This section of the survey asked respondents about time allocation, status, planning, resourcing and delivery of history and in particular whether the status, funding or time allocation for history had changed since the National Curriculum 2014 reforms. Resourcing in this question set referred to the deployment of resources including teaching and support staff rather than preparation.

### 3.1 How is time allocated for history in your school?

102 RESPONSES relating to Key Stage 1 and

204 RESPONSES relating to Key Stage 2 were analysed.

Key Stage 1	% Time allocation responses
Half-termly blocks	40% (41)
Part of integrated project work	27% (28)
Weekly timetabled slot	13% (13)
Termly blocks	11% (11)
During subject-focused weeks	9% (9)

The most frequent time allocation at Key Stage 1 was in half-termly blocks. Half-termly blocks and integrated project work account for 67% of the reported time allocation.

Key Stage 2	% Time allocation responses
Part of integrated project work	26% (53)
Weekly timetabled slot	25% (50)
Half-termly blocks	24% (49)
Termly blocks	20% (41)
During subject-focused weeks	5% (11)

At Key Stage 2, there was a more equal distribution of the time allocation between integrated project work, weekly timetabled slots, half-termly and termly blocks.

Both Key Stage 1 and Key Stage 2 respondents reported similar time allocation for integrated topic work.

There was little difference in the time allocation through subject-focused weeks between Key Stage 1 and Key Stage 2, both representing less than 10% of the time allocation for history.

A significant difference between the key stages is that Key Stage 1 respondents reported a much higher frequency (40%) for time allocation in half-termly blocks, contrasting with only 24% from Key Stage 2 respondents. The allocation of time might be more complex than at first appears, however, since qualitative data from the questionnaires seem to indicate that many schools adopt a variety of time allocations according to the history topic. For example, one respondent commented that their school's allocations were 'as individual teachers see fit. In practice, this is usually in a weekly session in a half-termly block, but it is more flexible than that. We have a cross-curricular approach, so there is a lot of history learning in other

subjects too.' Similar comments were made by others who spoke of 'developing a Creative Curriculum', 'enquiry units', 'topic leads', and 'a variety of planning/teaching timetables depending on other topics being covered'.

The 2015 survey questions differ from those in 2010 and 2011/12, but it is perhaps worth noting that 70% of Key Stage 2 teachers reported teaching history with integrated programmes/projects and 30% as a separate subject.

### 3.2 Approximately how many hours of history are taught across the school year?

94 RESPONSES

Key Stage 1	Time allocation
11- 20 hours	33% (31)
21 – 40 hours	55% (52)
More than 41 hours	12% (11)

The most frequent time allocation at Key Stage 1 is between 21 and 40 hours of history across the school year. This is less than one hour per week of the academic year at lowest and approximately 1 hour per week of the academic year at the highest.

106 RESPONSES

Key Stage 2	Time allocation
11-20 hours	23% (24)
21- 40 hours	62% (66)
More than 41 hours	25% (26)

The most frequent time allocation at Key Stage 2 is between 21 and 40 hours of history across the school year. Data indicates that the most frequent time allocation for both Key Stage 1 and Key Stage 2 is between 21 and 40 hours (over 50% frequency in both key stages). There is an 11% difference in reported frequency of more than 41 hours between Key Stage 1 and Key Stage 2 respondents. There is a 10% difference between Key Stage 1 and Key Stage 2 allocations in the reported frequency of time allocations of 11-20 hours.

### 3.3 Has the way time is allocated for history in the school changed since the start of the new curriculum in September 2014?

179 RESPONSES

One hundred and forty-five (81%) responded that the way time is allocated remained unchanged following the National Curriculum 2014. Thirty-four respondents (19%) reported changes to time allocation. It is difficult to draw any conclusions from respondents' comments on reasons for this change. A variety of reasons is given, including an increased focus on cross-curricular/integrated/humanities in some schools and more discrete subject teaching elsewhere.

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

146 RESPONSES relating to Key Stage 1 and

249 RESPONSES relating to Key Stage 2 were analysed.

Respondents reported on a 5-point scale ranging from 'very high', 'high', 'in line with other foundation subjects' to 'low' and 'very low'.

Priority	Key Stage 1	Key Stage 2
Very High	13 (9%)	21 (8%)
High	31 (21%)	109 (44%)
In line with other foundation subjects	91 (63%)	111(44%)
Low	6 (4%)	5 (2%)
Very low	4 (3%)	4(2%)
Total	145	250

The responses from 'very high' and 'high' and 'low' and 'very low' were totalled to the nearest % point.

Key Stage 1	Reported status/ priority
Very high/high	44 (30%)
In line with other foundation subjects	91 (63%)
Low/ very low	10 (7%)

Key Stage 2	Reported status /priority
Very high/high	130 (52%)
In line with other foundation subjects	111 (44%)
Low/very low	9 (4%)

There were some notable differences between Key Stage 1 and Key Stage 2 responses to this question. A higher percentage of Key Stage 2 respondents reported that history's status and priority was high/very high than at Key Stage 1 (a difference of 22% between respondents). Sixty-three per cent of Key Stage 1 respondents reported history's status was in line with other foundation subjects, while only 44% of Key Stage 2 respondents reported on this issue. Qualitative data indicate that where history's status remains high it is often due to the personal enthusiasm of the co-ordinator.

### 3.5 Has the status/priority given to history changed since the adoption of the National Curriculum 2014?

182 RESPONSES

Over 70% of the respondents said the status had remained the same and a further 14% said that it had had changed positively. These data have some correlation with responses from Q3.3 where over 80% of respondents indicated that time allocations for history have remained the same.

Status/priority changes	% responses
No, it has stayed the same	135 (74%)
Yes, positively	25 (14%)
Yes, negatively	11 (6%)
Not sure	11 (6%)

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

337 SUBJECT RESPONSES were analysed. The first two subjects written down by individual respondents were included in the analysis.

Subject linked with history	Reported frequency of links
English/Literacy	148 (44%)
Geography	91 (27%)
Art	55 (16%)



DT	12 (5%)
Maths	10 (3%)
Computing/ICT	8 (3%)
Science	4 (1%)
PSHE	4 (1%)
Music	3 (1%)
RE	2 (0%)

The most frequently linked subject was English/Literacy with 44% of responses. The majority of links with foundation subjects were with geography and art (43% of total links). Links with other foundation subjects were insignificant.

### 3.7 Which of the following represent concerns for history in your school?

Respondents were asked to report on a scale from 1 to 4 ranging from the least (1) to the greatest concern (4).

	1 (least concern)	2	3	4 (greatest concern)	Total responses
<b>Time available for teaching</b>	40 (23%)	51 (29%)	51 (29%)	32 (18%)	174
<b>Status of history in school</b>	52 (30%)	68 (39%)	34 (20%)	20 (11%)	174
<b>Resources and budget</b>	18 (10%)	46 (26%)	70 (40%)	41 (24%)	175
<b>Training</b>	19 (11%)	46 (26%)	70 (40%)	41 (23%)	176
<b>Awareness of good practice</b>	14 (8%)	57 (33%)	67 (39%)	36 (21%)	174

The greatest reported concerns were resources, budget and training. Awareness of good practice was also a high concern (21%).

Responses reporting on the scale 3 and 4 were totalled.

<b>Responses</b>	<b>% of greatest concern (reported 3 and 4)</b>
Training	111 (64%)
Resources and budget	111 (64%)
Awareness of good practice	103 (60%)
Time available for teaching	83 (47%)
Status of history in school	54 (31%)

The greatest concerns are training (64%), resources and budget (64%) and awareness of good practice (60%). Available time is also quite a strong concern (47%). Of least concern is the status of history in school (31%) which correlates to some extent with responses to Q20 where respondents were generally positive about the status of history. Qualitative data also indicate that monitoring, assessment and progression of history learning were concerns and there were some concerns expressed about chronological approaches.

Data from the 2010 and 2011/12 Primary Surveys indicated that only 12% of the respondents had been trained for their leadership role in history and 40% of the teachers responding to the surveys reported no further history training once in role. The above data from the 2015 survey indicate that limited training is still a cause for concern among respondents.

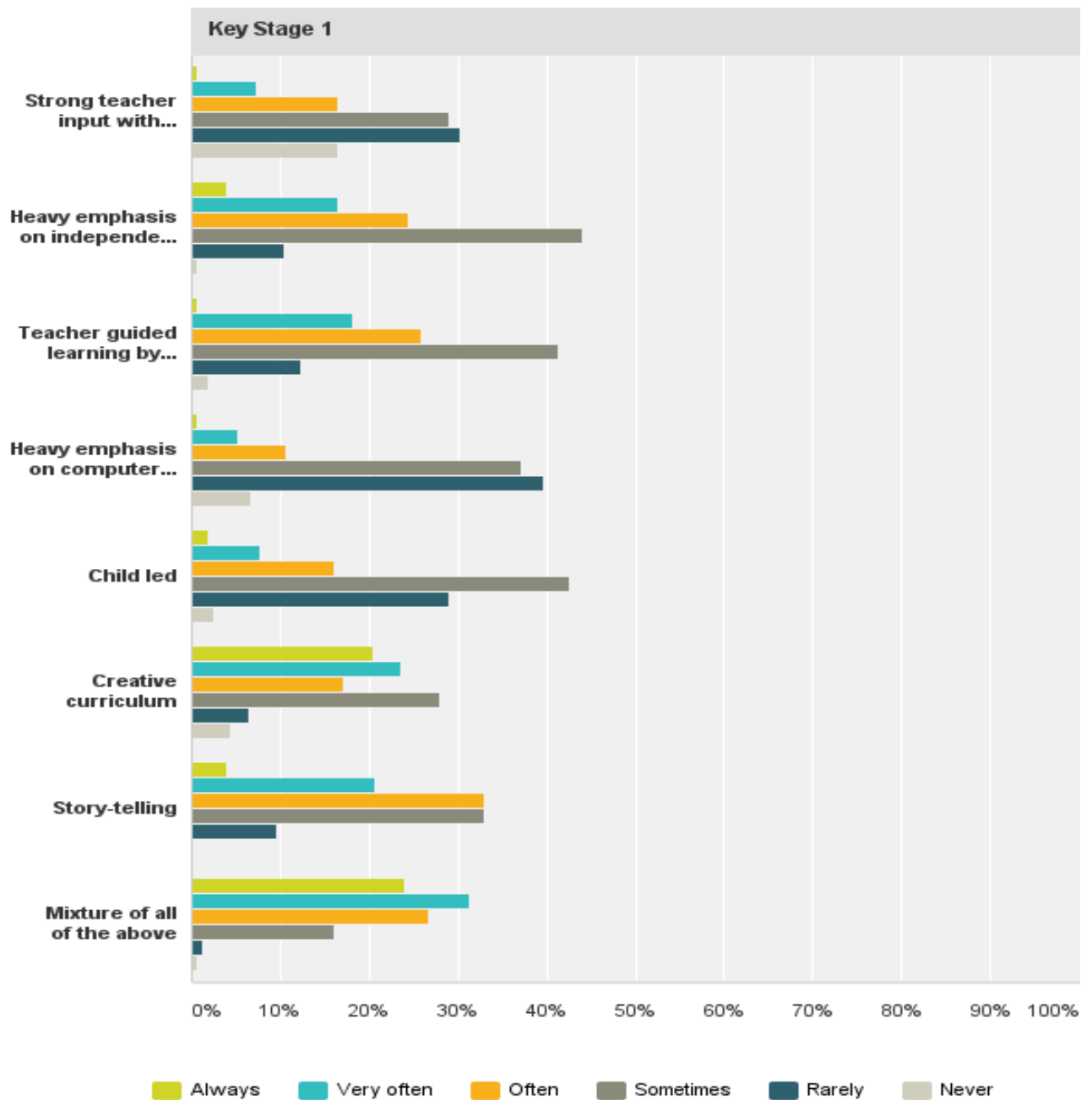
Ofsted's *History for All* report (2011) also noted that there was not enough subject-specific expertise or professional development in most of the primary schools visited.

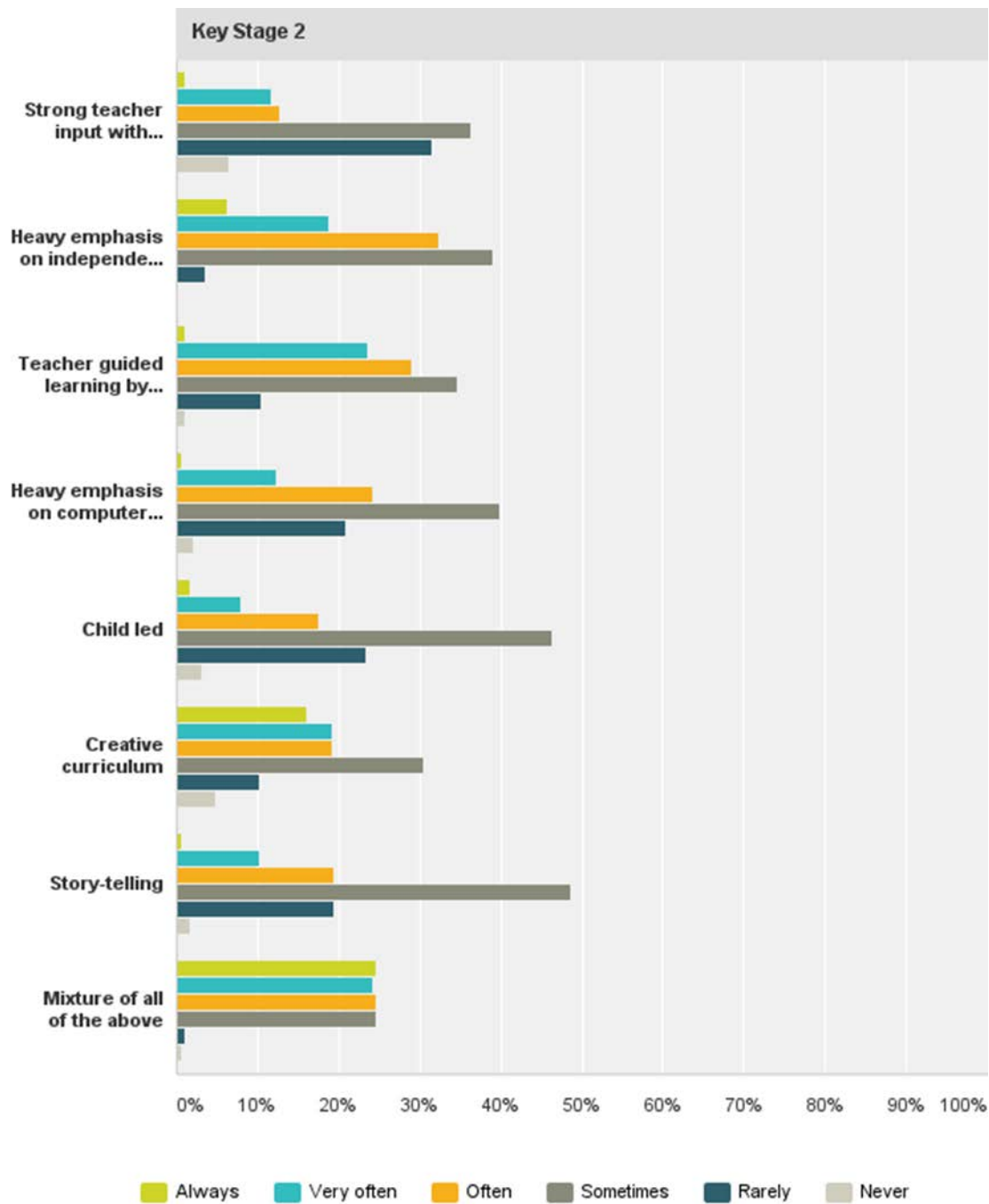
Data from the 2010 and 2011/12 Primary Surveys also indicate that over 50% of respondents wanted more resources for their teaching.

### **3.8 How is history largely taught?**

208 responses

In respect of the principal methods by which history is taught, respondents responded to a 6-point scale from 'always', 'very often', 'often', 'sometimes', 'rarely' to 'never'.





Responses 1, 2 and 3 ('always', 'very often' and 'often') were collated together and are presented in the following tables.

<b>Key Stage 1</b>	<b>Responses: always, very often and often</b>
Mixture of all the above	86%
Creative Curriculum	61%
Story-telling	58%
Heavy emphasis on independence and discovery learning	46%
Teacher-guided learning by pupils 'doing history' as investigations	43%
Pupil-led	24%
Strong teacher input with heavy reliance on books/textbooks	24%
Heavy emphasis on computer research and worksheets	15%

Data indicate that at Key Stage 1 most respondents are utilising a mixture of methods. A Creative Curriculum and story-telling methods are also important. Less than half of the respondents are utilising discovery learning and investigations frequently. Less than a quarter of the respondents are utilising textbooks and supporting pupil-led learning frequently. Few respondents (15%) are making use of computer research and worksheets.

<b>Key Stage 2</b>	<b>Responses: always, very often and often</b>
Creative Curriculum	84%
Mixture of all of the above	76%

Story-telling	57%
Teacher-guided learning by pupils 'doing history' as investigations	54%
Heavy emphasis on independence and discovery learning	47%
Heavy emphasis on computer research and worksheets	46%
Pupil-led	36%
Strong teacher input with heavy reliance on books/textbooks	36%

At Key Stage 2 respondents adopt most frequently the Creative Curriculum and a mixture of approaches to teaching history. Over half the Key Stage 2 respondents frequently mention 'story-telling' and 'doing history' as investigations. Less than half of the Key Stage 2 respondents are utilising discovery learning and computer research and worksheets. The least reported methods at Key Stage 2 are 'pupil-led' and 'use of books/textbooks'. At both Key Stage 1 and Key Stage 2 respondents report the Creative Curriculum, a mixture of approaches and story-telling as the most frequent teaching methods. The most notable difference between Key Stage 1 and Key Stage 2 is the importance attached to computer research and worksheets (Key Stage 1, 15%; Key Stage 2, 46%).

### 3.9 How often are the following resources used in teaching history?

209 responses

Respondents were asked to respond on a 4-point scale: 'often', 'sometimes', 'hardly ever', and 'never'.

	Often	Sometimes	Hardly ever	Never	Total
<b>Archaeology</b>	15 9%	75 47%	52 32%	19 12%	161
<b>Artefacts</b>	65 39%	84 50%	17 10%	1 1%	167
<b>Oral history</b>	30 18%	91 56%	39 24%	3 2%	163

<b>Audio-visual, film, images and photos</b>	128 76%	40 24%	1 1%	0	169
<b>Buildings, monuments and statues</b>	34 21%	91 55%	36 22%	4 2%	165
<b>Specific field work e.g. visits to sites, museums or archives</b>	66 40%	79 47%	21 13%	1 1%	167
<b>Local environment</b>	45 27%	95 60%	24 15%	0	164
<b>Textbooks</b>	31 19%	61 38%	52 32%	17 11%	161
<b>Historical stories</b>	50 30%	100 60%	17 10%	0	167
<b>Internet</b>	106 64%	60 36%	0	0	166

Responses for 'often' and 'sometimes' have been totalled to analyse the most frequently reported use of resources in the table below.

<b>Resource</b>	<b>Frequency : often/sometimes</b>
Audio-visual, such as film, images and photos	100%
Internet	100%
Historical stories	90%
Artefacts	89%
Specific field work e.g. visits to sites, museums or archives	87%
Local environment	87%
Buildings, monuments and statues	76%

Oral history	74%
Textbooks	57%
Archaeology	56%

Data indicate that respondents are making use of a full range of historical sources of information. The less reported use of archaeology may be accounted for since there are fewer opportunities for developing archaeology at Key Stage 1 and the data do not always differentiate between Key Stage 1 and Key Stage 2 respondents to this question. Given the low responses to teaching approaches using textbooks in previous questions, it is perhaps surprising that textbooks are still reported as being used often/sometimes by 57% respondents.

Qualitative data also include drama, role-play and teacher-in-role as additional resources and visitors coming to the school.

### 3.10 How often are the following approaches used in history activities?

211 Responses

Respondents reported on a 4-point scale: 'often', 'sometimes', 'hardly ever' and 'never'.

	Often	Sometimes	Hardly ever	Never	Total
<b>Creative and imaginative writing</b>	90 53%	77 45%	3 2%	0	170
<b>Discursive writing</b>	36 22%	103 62%	27 16%	0	166
<b>Persuasive writing</b>	40 24%	92 55%	35 21%	0	167
<b>Dramatic/role play</b>	72 43%	87 52%	8 5%	0	167
<b>Historical fiction writing</b>	51 30%	94 56%	21 13%	2 1%	168
<b>Story-telling</b>	40 24%	90 54%	35 21%	1 1%	166
<b>Enquiry</b>	51	94	23	0	168



<b>investigations</b>	30%	56%	14%		
<b>Construction, building, modelling</b>	25 15%	83 50%	55 33%	4 2%	167

Data indicate respondents are using a variety of approaches to history activities. Creative and imaginative writing is the approach most frequently cited as 'often used'. It is worth noting the differences in the reported frequencies of different forms of writing. Data indicate that only 30% of the respondents reported enquiry investigations 'often'.

The data indicate frequent links with English/Literacy which correlate with data from Q3.6 where history was reported as being most frequently linked with English/Literacy.

Data indicate that creative and imaginative writing is an approach more frequently used than discursive, persuasive and historical fiction writing. In Q3.7, training and awareness of good practice were cited as key concerns; it may be that more support could be provided to encourage respondents to use a full range of writing genres when approaching history. Studying history provides distinct opportunities for developing discursive and persuasive writing skills.

Similarly only 30% of respondents reported using enquiry investigations 'often'. This might also be linked to concerns relating to training and historical awareness. In Q3.8 data indicate that under 50% of respondents at Key Stage 1 taught history always/very often and often through discovery learning and children acting as investigators. At Key Stage 2, the percentages were higher – 54% for children as investigators and 47% for discovery learning.

Responses for 'often' and 'sometimes' have been totalled to analyse the most frequently reported approaches in the table below.

<b>Approaches in history activities</b>	<b>Frequency when reported as often/sometimes</b>
Creative and imaginative writing	98%
Drama/role-play	95%
Enquiry investigations	86%
Historical fiction writing	86%
Discursive writing	84%
Persuasive writing	79%
Story-telling	78%
Construction/building/modelling	65%

## Section 4: Assessment and Progression

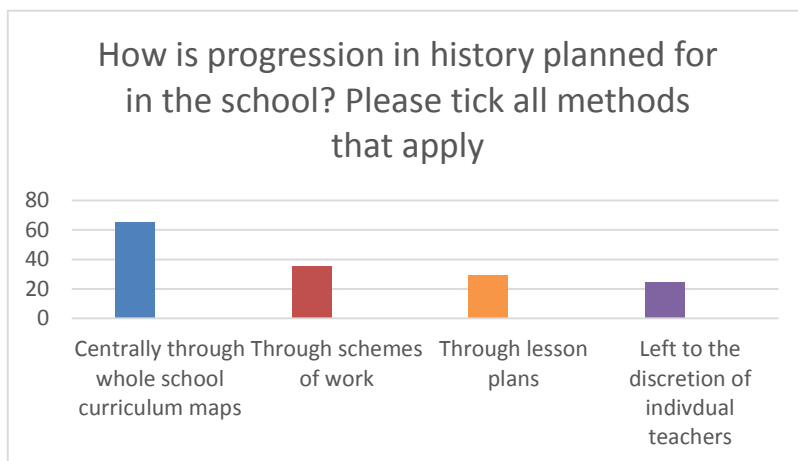
209 RESPONSES

In this section, respondents were asked a range of questions surrounding planning for progression in history and assessment in history. Two hundred and nine out of 315 respondents answered the questions, which is about 10% lower than the typical response rate to questions about the curriculum. This may reflect the lack of knowledge or confidence in addressing the issues of progression and assessment among primary teachers. A similar pattern of response was seen in previous Primary Surveys by the Historical Association.

### 4.1 How is progression planned for in the school?

209 RESPONSES

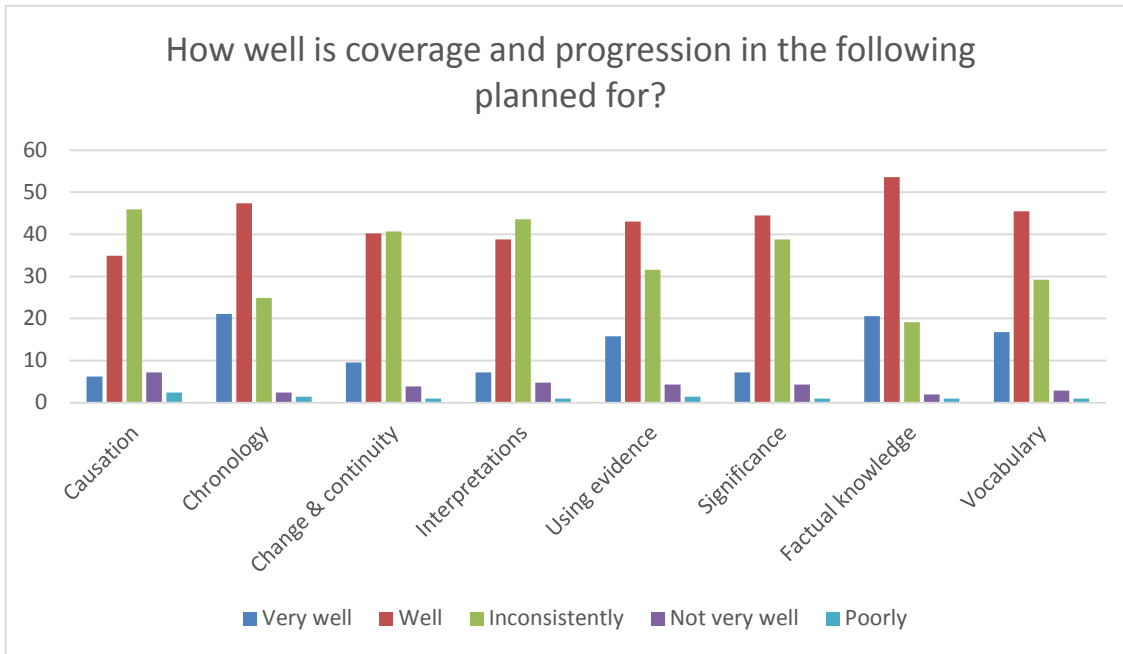
According to 65% of respondents, progression in history was planned centrally through whole-school curriculum maps; 35% said it was planned through schemes of work and 29% through lesson plans. In 24% of cases, it was left to the discretion of individual teachers. In some instances, teachers took a range of approaches.



### 4.2 How well is coverage and progression in the following areas planned for?

209 RESPONSES

The responses to the subsequent question, which asked teachers to state how well coverage and progression in factual knowledge, chronology, historical vocabulary and the substantive historical concepts was planned for, provide a better indication of the quality of planning that had taken place. Just over 74% of respondents stated that factual knowledge was planned for very well or well, with figures of 68% for chronology and 62% for vocabulary. The figures were lower for the substantive concepts (59% for using evidence, 52% for significance, 50% for change and continuity, 46% for interpretations, and 41% for causation). That the quality of planning was inconsistent for factual knowledge, chronology and vocabulary was stated by 19%, 25% and 29% respectively. The figures for the substantive concepts ranged from 46% (causation) to 32% (using evidence).

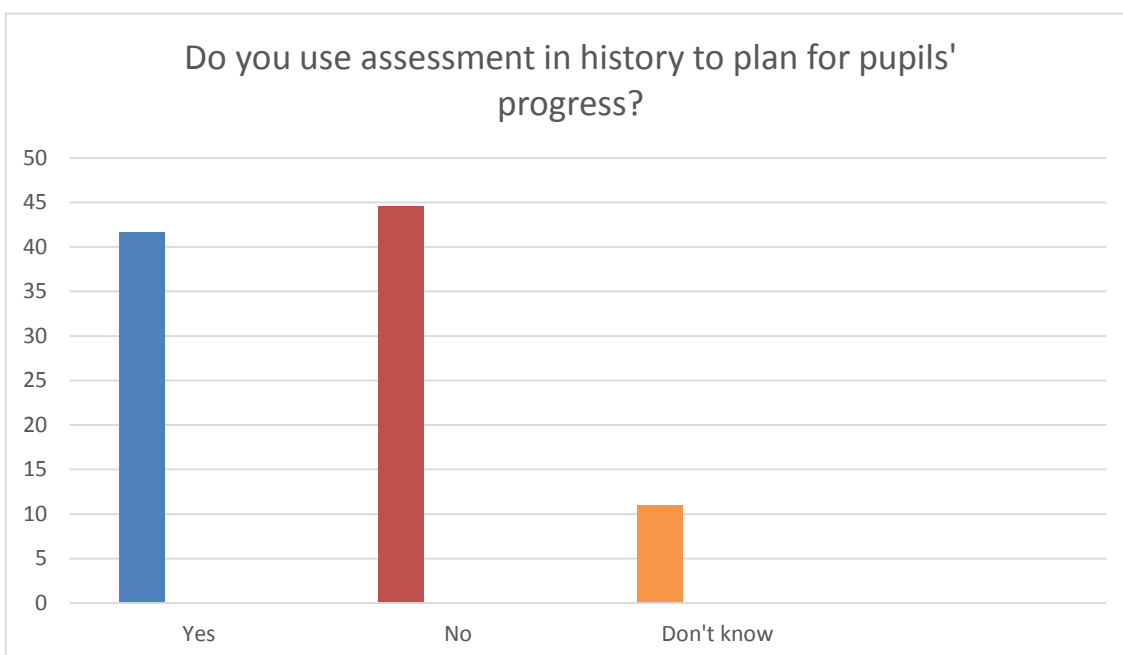


The level of awareness of what constitute the building blocks of progression in history (around 70% of respondents) is reasonably encouraging, but the admission by significant percentages of respondents that the quality of planning for progression is inconsistent, is more concerning.

#### 4.3 Do you use assessment in history to plan for pupils' progress?

209 RESPONSES

Similarly, 44% of the respondents stated that they did not use assessment in history to plan for pupils' progress. In answer to this question, 11% said that they did not know whether or not they did this, which seems odd. These responses could be symptomatic of a lack of understanding of the links between progression and assessment and what actually constitutes progression in history beyond what Ofsted and QCA have termed previously as progress in enthusiasm, literacy and some factual knowledge.



Only 23% of respondents stated that they assessed progress in history formally which is significantly lower than the 2012 survey figure of 36%. Of those respondents, 13% were continuing to use outgoing National Curriculum levels and 85% had devised their own assessment criteria. The few comments received about progression and assessment suggested that some schools are still in a state of flux about these issues in history, preferring to bed in the National Curriculum 2014 first, it seems, before turning their attention to progression and assessment at a later date.

## **Further commentary**

Planning for progression and assessment have been key areas of concern in primary history since before the National Curriculum was introduced in 1991. Successive national reports by Ofsted and QCA have stated consistently that while the majority of history teaching in primary schools in England is good or better and pupils do make good progress, this is often in the form of enthusiasm, literacy and some factual knowledge rather than progress in historical thinking.

This survey suggests that the overall picture is more mixed. While there is some evidence to back up the findings from Ofsted and QCA, the data also show that a not insignificant number of primary schools do undertake planning for progression in history at various levels from whole-school approaches through to individual lesson planning. In addition, findings indicate that there is awareness among some of these schools of what progression in history actually consists of, and that they believe their planning for it to be of good quality.

The survey confirmed that there is little formal assessment of history. This could be indicative of the relatively low priority given to history and the other foundation subjects in primary schools, or a lack of understanding of the links between progression and assessment. The majority of those that do assess history formally say that they have devised their own assessment criteria to replace the now defunct attainment target. The survey did not investigate on what basis they had constructed these criteria.

The removal of level descriptors from the attainment target will do little to encourage more schools to start assessing progress in history. If anything the resulting vacuum risks exacerbating the inconsistencies that exist currently across primary schools and undermining the precarious understanding of progression and standards in history that many primary teachers appear to possess. Many respondents to the survey shared these concerns about progression and assessment with about 82% requesting further guidance on these issues from the Historical Association and about 72% asking for assessment to be featured in future editions of *Primary History*.

## **Section 5: Training and budgets**

### **Respondents and training**

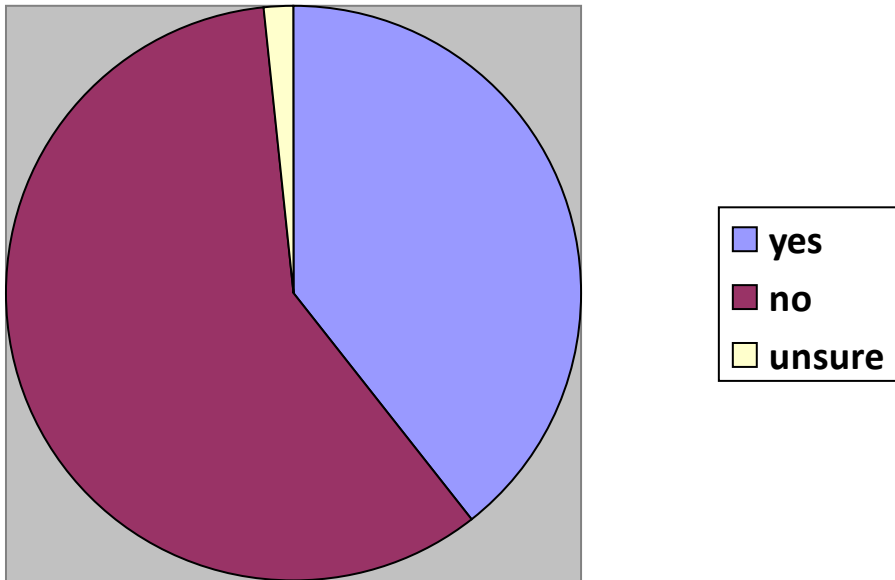
258 RESPONSES

#### **5.1 As the history co-ordinator, have you had any training in order to carry out your role?**

Just over two-thirds of respondents (67%) said that they were the history co-ordinator in their school (166), although upon further questioning, less than half (40% of the 166 who answered the question) indicated that they had received training to carry out their role. This means that 60% of those who answered have not received training. This represents a continuing concern although a significant drop from the figure of 88% reflected by the 2011/12 survey and could indicate a greater emphasis upon the content, teaching and

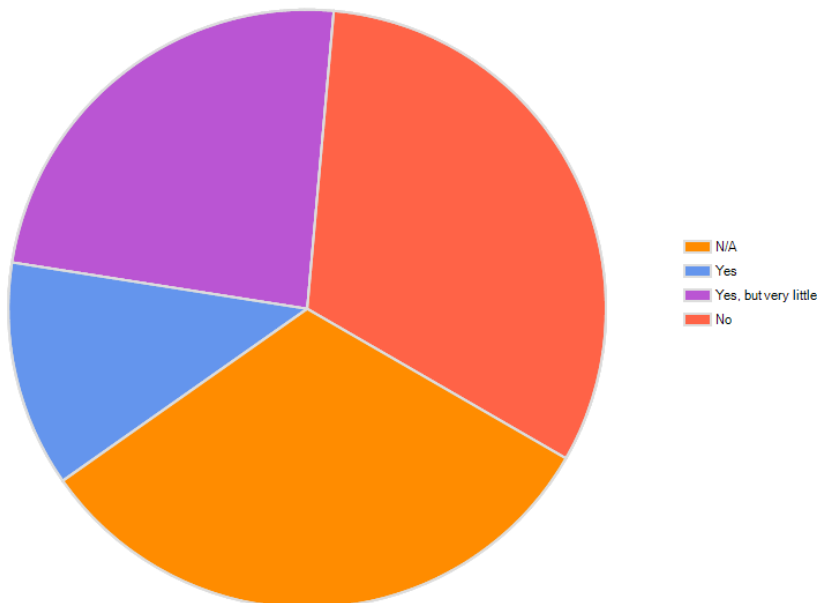
learning of history in a new curriculum. Interestingly, this also coincides with a three-fold increase in Historical Association membership among primary schools between April 2013 and April 2015.

**2015: As the history co-ordinator, have you had training in order to carry out your role?**



**2012: If you are the history co-ordinator, have you had training for this role?**

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

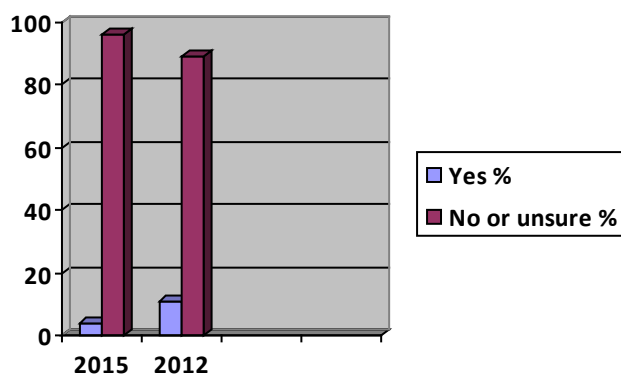


## 5.2 Have you had the opportunity to do the following?

168 RESPONSES

In this question, respondents were asked what their role as history co-ordinator had given them the opportunity to do. Choices ranged from writing of materials, training staff and CPD to liaising with others. Only 31% of the 168 who answered the question said that they got the opportunity to meet other history co-ordinators in other schools and only 4% said that they had the opportunity to discuss history-related transition issues with secondary feeder schools. This is an even more worrying decline from the 11% figure of the 2011/12 survey and while the 2012 survey was based upon a higher combined response set of 525 over two surveys, could be indicative of further fragmentation of school clusters operating in isolation outside of any kind of local authority guidance or support. (See chart below)

### Key Stage 2-3 transition discussions with secondary feeders

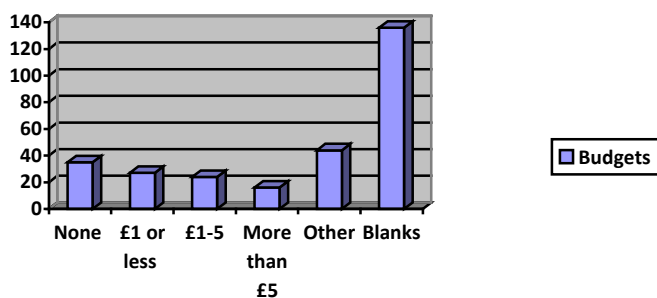


## 5.3 Approximately how much budget is allocated to history per year?

150 RESPONSES

Budgets allocated to history varied widely, with some respondents indicating that they received no budget at all, while the vast majority of other responses showed that budgets very rarely got above £5 per pupil for the year. This may be indicative of a continuing low priority given to the subject in primary schools as well as reflective of current budget cuts for schools. Comments to this question included 'Anything that's left after literacy, numeracy and science' and 'Last year I got £1500, this year nothing.'

### Budgets (amount per pupil)



## Section 6: You and the Historical Association

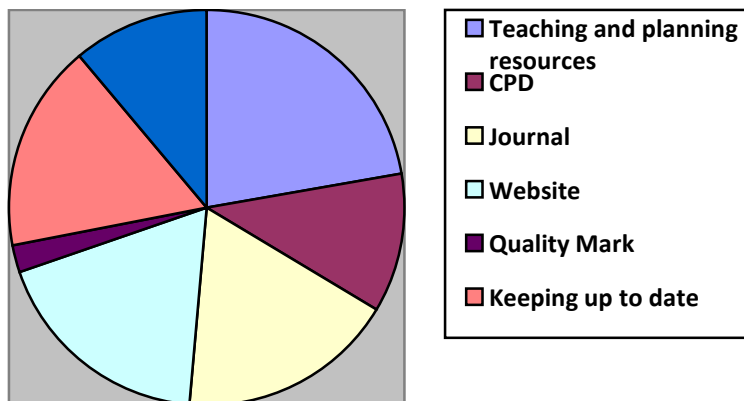
The following data are based upon the full 315 response set. Some respondents chose to skip questions, but percentages are calculated out of the full 315 responses as opposed to previous questions where responses from two different individuals from the same school were discounted.

### 6.1 Are you or your school members of the Historical Association?

Seventy-three per cent of the 237 respondents to this question indicated that they were members of the Historical Association. Upon further questioning 89% of 171 respondents told us that they had joined because they wanted planning and teaching ideas and guidance, while 71% also indicated that access to the journal *Primary History* was important. Seventy-four per cent indicated that access to website resources was also central while for 68% the Historical Association is a principal way of keeping up to date with the latest issues affecting history education. Only 54% felt that becoming part of a history teaching community was a crucial factor for joining the association. For the first time, the HA Quality Mark has registered as a reason for joining the Historical Association following its launch in March 2015.

Respondents were allowed to choose as many factors as they felt appropriate in their responses and responses show that while resources are a key element of membership, primary history teachers and educators join the Historical Association for a variety of reasons.

#### Reasons to join the Historical Association



### 6.2 How much CPD have you undertaken?

191 RESPONSES

We asked respondents about their training in primary history since they became teachers. Twenty-seven per cent did not provide an answer. Although only 5% of the 191 who answered this question indicated that they had undertaken a great deal of history training, 47% indicated that they had at least undertaken some history training, even if only very little. While this represents an upwards trend, despite a new curriculum,

still less than 50% of teachers who answered this question said that they had received history training. For a further 13% of 132 who answered the next question, none of the training they had received had been within the last three years.

Local authority, subject association and commercial providers were popular choices of most frequently used training methods, although the most popular method of delivering history training in school was via the history co-ordinator. This is a concern if, as previous statistics show, a majority of history co-ordinators are not being trained for their roles.

Unsurprisingly, face-to-face CPD sessions during school time remained by far the most popular choice of receiving or participating in training, while online distance learning and twilight face-to-face sessions were evenly matched. Webinars were the least popular choice.

Of the 191 who answered the question 52% were prepared to spend their own money on professional development in history. This sends a clear message not only about the dedication of teachers, but also about the lack of funding for on-going professional development for teachers.

### **6.3 The Historical Association and the future: what support would you like to see the Association offer?**

We asked respondents what support they would like the Historical Association to offer. Once again, respondents were allowed to choose as many options as they felt appropriate. The most popular choices related to planning and assessment guidance and classroom resources. Over 80% of the 224 who answered the question chose these options. Suggestions also included guidance for mixed-age classes and developing historical understanding. Respondents indicated that they were very happy with the service that the Historical Association provides for its members. A future development should relate to the further expansion of professional development forums across the country.

### **6.4 Have you seen a copy of the new-look *Primary History* journal?**

219 RESPONSES

Two-thirds of the respondents to this question had seen a copy of the re-designed *Primary History* journal which was launched in 2013. Seventy-eight per cent of those who had seen a copy said that they found it useful or very useful for supporting history in their school ; 88% of respondents felt that the journal had covered the National Curriculum 2014 well or very well. Suggestions for future coverage included further content coverage of new curriculum units as well as greater provision for Early Years and Key Stage 1.



## Conclusions

The survey gives an overall picture of a vibrant, dynamic primary history teaching community that is responding positively and effectively to the changes that the National Curriculum for History 2014 has introduced. As such, it reflects the findings of the 2010 and 2011/12 Primary Surveys and the 2011 Ofsted report *History for All: History in English schools 2007/10*.

Having said that, the survey indicates a continuing lack of subject-specific training from initial teacher education to history subject-leader and beyond. This lack of training has allowed for insufficient development of many of the major concepts and processes as they relate to history and undoubtedly has contributed to the episodic knowledge and understanding that Ofsted's 2011 report outlines. It may also be said to have an impact upon assessment and progression in history. This situation is likely to get worse given increased literacy expectations and current school funding circumstances. With the latter in mind, it is also of major concern to find so many respondents reporting little or no allocation of budget to history provision, reflecting the continued commitment towards the core subjects and a lack of financial provision for the broad and balanced curriculum.

Coupled with the lack of training referred to above, the 2015 survey provides a picture of worsening communication and transition for history between primary and secondary schools. This is a huge missed opportunity for primary and secondary colleagues to share knowledge and expertise as part of a two-way exchange.

## Appendix 1: Other observations

The survey reveals evidence of continuity from the 2011/12 survey in major areas:

- A. *English/Literacy*: 44% link it with history. The very high level of literacy in the teaching activities (see pages 00-00), corroborates this linkage of the history curriculum with English and Literacy, incorporating oracy and dialogic teaching. Writing draws upon a full range of genres and approaches: creative and imaginative, discursive, persuasive and historical fiction ;
- B. *Progression*: predominantly a whole-school issue, with central planning through curriculum maps (65%) and schemes of work (29%).
- C. *Assessment*: as in 2011/12, little (23%) or no assessment (77%) is reported, with only 44% using assessment to plan for pupils' progress;
- D. *Secondary liaison*: there is an almost universal lack of liaison with secondary schools;
- e. *History subject leader training*: 40% reported receiving training for their role: lack of such training remains a major concern;
- F. *Initial and continuing subject professional development*: still minimal. Concerning CPD, 36% of respondents have received none since qualifying. Of the remaining 64%, in the last three years one-third have had more than two days or more CPD and two-thirds one day or less. Understandably training is a concern to 64% of respondents as is a need for awareness of good practice, 59%;
- G. *Resourcing*: 62% of returns report that under-resourcing remains a serious concern. See section 2.7.

## Appendix 2: References used or for further information

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