



THE ACADEMY OF
KOREAN STUDIES



UK History Textbooks: policy and practice



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Seoul; 13 June 2016

Presenter: Michael Maddison



- 2015-present: **Independent educational consultant, inspector and trainer**
- 2006-2015: one of **Her Majesty's Inspectors of Schools** – inspector of the quality of education in primary and secondary schools and in teacher training
- 2008-2015: **National Lead for history** – responsible for leading Ofsted's curriculum and dissemination work in inspecting and reporting on history
- Pre 2006: **history teacher** for 25 years; senior leader in schools; **senior examiner and moderator** for GCSE history and principal moderator for A level history
- **Published:** several articles on teaching history for the Historical Association and teaching resources for Historic England
- **Provided advice on history teaching to governments** in the UK, Poland and the former Yugoslavia, notably Macedonia





Thesis



Freedom: Teachers in England have the freedom to select whatever textbooks and other resources they like to help them teach the curriculum content to young people.

Flexibility: This is because the National Curriculum for young people aged 5 -14 gives teachers immense flexibility.

Choice: For young people taking national examinations at age 16 or 18, the government sets down general criteria which independent awarding bodies use to create a range of examination specifications. Teachers select the specifications they prefer.

Result: a wide range of resources are available.

Theme: The development of resources for the teaching of history

To understand how resources are developed you need to understand the role of teachers in the implementation of the history curriculum

To understand the role of teachers you need to understand the role of government in the development of the history curriculum in schools

To understand the role of government you need to know about the English education system

Outline of presentation



UK History textbooks: policy and practice

- The English education system
- The role of government in the development of the history curriculum in schools
- The role of teachers in the implementation of the history curriculum
- How resources are developed



UK History textbooks: policy and practice

- The English education system



The Education System in England

The Government

Department for Education

Local Authorities

Academies and free schools

Maintained Schools:
Primary ages 5-11
Secondary ages 11-18

Independent Schools

M | E | C

UK History textbooks: policy and practice

- The role of government in the development of the history curriculum in schools



The History Curriculum – three aspects

Ages 5-14

For young people in primary schools (ages 5-11) secondary schools (ages 11-14)

The National Curriculum for history

Ages 14-16

For young people in schools taking national examinations at age 16

The subject criteria for history for the General Certificate of Secondary Education (GCSE) examinations

Ages 16-18

For young people in schools and colleges taking national examinations at age 18

The subject criteria for history for the General Certificate of Education Advanced Level (A level) examinations

Aspect 1: The National Curriculum

See documents 1 and 2

- **Introduced in 1988** – drafted by teachers and academics – enshrined in law
- Undergone several amendments over last 25 years
- **Major revision 2013** – drafted by civil servants, teachers and academics – enshrined in law
- New curriculum introduced Sept 2014 for all young people in maintained schools – academies and free schools do not have to follow the National Curriculum
- **National Curriculum sets down:**
 - purpose of study
 - aims
 - subject content
 - assessment requirements



Department
for Education

Purpose of study: National Curriculum edited

- Help pupils gain a **coherent knowledge and understanding** of the past - Britain and world.
- **Inspire pupils' curiosity** to know more about the past.
- Equip pupils to:
 - ask **perceptive questions** and **think critically**
 - weigh evidence and **sift arguments**
 - develop **perspective and judgement**
 - understand the **complexity** of people's lives
 - appreciate the **process of change**
 - recognise the **diversity of societies and relationships** between different groups, as well as their own identity and the challenges of their time.

Aims – NC edited

The national curriculum for history aims to ensure that all pupils:

- **know and understand** the history of Britain from the earliest times to the present day
- **know and understand** significant aspects of the history of the wider world
- **gain and deploy a historically grounded understanding** of fundamental historical terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’



- **understand historical concepts** and use them to create structured accounts
- **understand the methods of historical enquiry**, including the use of evidence and the **construction of contrasting arguments and interpretations**
- **gain historical perspective** and understand connections between:
 - local, regional, national and international history
 - cultural, economic, military, political, religious & social history
 - short- and long-term timescales.

Assessment

National Curriculum:

- By the end of each key stage (at ages 7, 11 and 14), pupils are expected to **know, apply and understand** the matters, skills and processes specified in the subject content.



Aspect 2: The subject criteria for history for the General Certificate of Secondary Education (GCSE) examinations. See document 3.

- **Major revision 2014** – drafted by civil servants together with teachers and academics – enshrined in law
- Awarding Bodies (AQA, Edexcel, Eduqas and OCR) use criteria to create examination specifications
- First teaching from September 2016 – first examination summer 2018

Criteria set down:

- Aims
- Learning outcomes
- Subject content overview

Examination specifications set down:

- Subject content – details
- Scheme of assessment

GCSE: History subject content April 2014

GCSE specifications should include history:

- from **three eras**: Medieval (500-1500), Early Modern (1450-1750) and Modern (1700-present day)
- on **three time scales**: short (depth study), medium (period study) and long (thematic study)
- on **three geographical contexts**: a locality (the historic environment), British, and European and / or wider world settings

- British history must form a minimum of 40% of the assessed content over the full course



GCSE: History subject content April 2014

GCSE specifications in history should require students to study:

- Element 1: at least **one British depth study** chosen from the historical eras defined above
- Element 2: at least **one European or wider world depth study** chosen from the historical eras defined above. This should focus on the history of a nation or group of peoples or on international relations between several nations. It must not merely study British overseas involvements.

British and wider world depth studies may not be taken from the same era of history or from the same overlapping fifty-year period



GCSE: History subject content April 2014

- Element 3: a **period study into British, European or wider world history from any one of the historical eras** defined above. One depth study may be from the same era as the period study
- Element 4: the historic environment through the **study of a particular site in its historical context**
- Element 5: one **thematic study involving the study of people, events and developments drawn from all three eras** defined above. Where appropriate, it may also draw on earlier times

NOTE: There is **no** coursework or independent investigation – all assessment is by examination.



Aspect 3: The subject criteria for history for the General Certificate of Education Advance Level (A level) examinations. See document 4.

- **Major revision 2013** – drafted by civil servants together with teachers and academics – enshrined in law
- Awarding Bodies (AQA, Edexcel and OCR) use criteria to create examination specifications
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Criteria set down:

- Aims and objectives
- Subject content overview

Examination specifications set down:

- Subject content – details
- scheme of assessment

A level: History subject criteria April 2014

A level specifications must require students to study:

- the history of **more than one country or state**, including at least one outside of the British Isles
- aspects of the past **in breadth and in depth**
- **significant** individuals, societies, events, developments and issues within a broad historical context
- developments affecting **different groups within the societies** studied
- a range of appropriate **historical perspectives**, for example aesthetic, cultural, economic, ethnic, political, religious, scientific, social or technological

A level: History subject criteria April 2014

Plus:

- topics from a **chronological range of at least 200 years**
- a substantial and coherent element of **British history (min 20%)**
- change and/or development over a period of time sufficient to demonstrate **understanding of the process of change, both long term (normally at least 100 years) and short term.**

And:

- develop an understanding of the **nature and purpose of history as a discipline** and how historians work.
- carry out a **historical enquiry** (worth 20%)



The History Curriculum – three aspects

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Ages 16-18

For young people in schools and colleges taking national examinations at age 18

The subject criteria for history for the General Certificate of Education Advanced Level (A level) examinations

UK History textbooks: policy and practice

- The role of teachers in the implementation of the history curriculum



The History Curriculum – three aspects

Ages 5-14

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The National Curriculum for history

Ages 14-16

For young people in schools taking national examinations at age 16

Ages 16-18

For young people in schools and colleges taking national examinations at age 18

Teachers create their own schemes of work based on the National Curriculum guidelines

M | E | C

National Curriculum: subject content ages 11-14

■ British history 1066 to the present day:

- the development of Church, state and society in Medieval Britain 1066-1509
 - the development of Church, state and society in Britain 1509-1745
 - ideas, political power, industry and empire: Britain, 1745-1901
 - challenges for Britain, Europe and the wider world 1901 to the present day (*including studying the Holocaust*)
- a **local history** study
 - the study of an **aspect or theme in British history** that consolidates and extends pupils' chronological knowledge **from before 1066**
 - at least **one study of a significant society or issue in world history** and its interconnections with other world developments

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The subject criteria for history for the General Certificate of Education Advance Level (A level) examinations

Examination specifications are created by Awarding Bodies from subject criteria – Teachers select which specifications they wish to teach

Example: GCSE specification - AQA

Period Study: chose one –

- 1A America, 1840–1895: Expansion and consolidation
- 1B Germany, 1890–1945: Democracy and dictatorship
- 1C Russia, 1894–1945: Tsardom and communism
- 1D America, 1920–1973: Opportunity and inequality

Thematic studies: choose one –

- 2A Britain: Health and the people: c1000 to the present day
- 2B Britain: Power and the people: c1170 to the present day
- 2C Britain: Migration, empires and the people: c790 to the present day

Wider world depth studies: choose one –

- Conflict and tension, 1894–1918
- Conflict and tension, 1918–1939
- Conflict and tension between East and West, 1945–1972**
- Conflict and tension in Asia, 1950–1975**
- Conflict and tension, 1990–2009

British depth studies including the historic environment: choose one –

- Norman England, c1066–c1100
- Medieval England: the reign of Edward I, 1272–1307
- Elizabethan England, c1568–1603
- Restoration England, 1660–1685

Example: GCSE specification – exam questions

Write an account of how events in Korea became an international crisis in 1950.

8 marks; AQA

See document 5

Both of the other two principal awarding bodies (Edexcel International GCSE course and OCR specification A) would expect mention of Korea in any answer on the Cold War, international relations and international conflict in the period from 1945 to 1990.

Example: GCE A level specification - OCR

Unit 1 British period study

13 options from AD 871 to AD 1997

Including:

Britain 1951-1997 (Korean War)

Unit 2 Non-British period study

24 options from AD c550 to AD 1999

Including:

Japan 1853-1937

The Cold War in Asia 1945–1993

Unit 3 Thematic Study and Historical Interpretations

21 options from AD c400 to AD 2011

Including:

China and its Rulers 1839–1989

Unit 4 Personal Study

Students research and write a study on a topic of their choice

Example: GCE A level specification – exam questions

‘US policies in response to the rise of Communism in Asia in the years 1949 to 1960 consistently failed.’ Assess the validity of this view.

25 marks; AQA

How far do you agree that the benefits of Chinese involvement in the Korean War far outweighed the costs?

20 marks; Edexcel

How important was Russian intervention in the outbreak of the Korean War in 1950?

20 marks; OCR

UK History textbooks: policy and practice

- How resources are developed



Theme: The development of resources for the teaching of history

Government has no role whatsoever in the development of resources in the UK; government provides the curriculum framework, teachers and awarding bodies determine the detail.

Resources are developed by awarding bodies, publishers and heritage organisations; anyone or any organisation can write a textbook or publish a teaching resource.

Success of resources depends on teachers buying them; so success is driven by competition and sales and not by official approval.



Thesis



Freedom: Teachers in England have the freedom to select whatever textbooks and other resources they like to help them teach the curriculum content to young people.

Flexibility: This is because the National Curriculum for young people aged 5 -14 gives teachers immense flexibility.

Choice: For young people taking national examinations at age 16 or 18, the government sets down general criteria which independent awarding bodies use to create a range of examination specifications. Teachers select the specifications they prefer.





Summary



Result: a wide range of resources are available which:

- provides variety and breadth**
- ensures high quality resources**
- leads to highly effective teaching and learning**
- provides young people with a detailed and balanced view of the past**
- enables them to make up their own minds about the past.**

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