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**‘The Efficacy of Cross-
Curricular: Can Primary
Schools Retain the Integrity of
History as Part of an Integrated or
Thematic Approach to the
Curriculum?’**

By

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degree of Doctor of Education

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Declaration

I declare that this thesis is my own work. Some of the ideas and themes discussed in chapter two were first explored in a research methods essay¹ exploring a proposed research design, and submitted as a partial requirement of the Degree of Doctor of Education. The material was completely re-written with many additional references and theoretical perspectives.

No publications have yet been made from this research, but I have referred to a separate piece of research I published in 2013 on chronology and ICT. I can also confirm that this thesis has not been submitted for a degree at any other university.

¹ ARM II – December 2011

Abstract

This research project investigated the claim that any return to cross-curricular teaching and learning in primary schools should not be a return to the worst practice of topic work in the post-Plowden era. With a specific focus on history, the project's aim was essentially explanatory to determine if integrated and thematic approaches to the curriculum could retain subject integrity. Beginning with the National Curriculum, a definition of the discipline of history that began with the elements that constituted integrity was attempted. This definition included organising concepts such as interpretation, chronology, significance, change, continuity and causality. It also encompassed the importance of enquiry including the use of historical evidence and experiential learning. The nature of historical understanding was also considered; this included attributes such as historical insight and imagination. Theoretical models of thematic or cross-curricular learning were also discussed.

The research was carried out using a multiple case-study design involving three primary schools plus a pilot-study. The selection of schools was a form of purposive sampling enabled through the self-identification of successful and innovative schools. Several research instruments were used including formal observations, field notes, semi-structured interviews and analysis of documentation. The methodology involved empirical field work and critical analysis. The underpinning ontology and philosophy was based on critical realism, although elements of ethnography were incorporated in the research design.

Data analysis, utilising coding techniques, indicated that integrated approaches to the curriculum could successfully combine history with other subjects whilst retaining disciplinary integrity. Three models were identified based around seven key categories. The most successful model, '*controlled immersion*' supported the claim that history is particularly suited to act as the lead subject for curriculum integration. The remaining two models, '*extended thematic integration*' and '*disciplined thematic integration*' were judged to be less successful because of the tensions associated with managing an overarching theme and incorporating the concepts and elements associated with a range of subject disciplines. Four categories associated with weaker practice were further identified. The research also indicated that the National Curriculum has been a transformative experience for primary schools.

Introduction

In 2008, the Independent Review of the Primary Curriculum (DCSF: 2008), under the direction of Sir Jim Rose, published its interim report. Alongside a broad agreement that the existing National Curriculum (NC) (DfEE: 1999a) was still too prescriptive and overloaded with content, was a further recognition that the Review's proposal, whereby English primary schools should adopt more thematic, creative and integrated approaches to teaching and learning, could equally not be a return to the 'vagaries of old style topic and project work' (DCSF: 2008: 17) that failed to develop children's emerging 'abilities and militated against extending their understanding' because the curriculum often 'lacked progression and was too repetitive' (DCSF: 2008: 17).

By the time Rose's final report was published (DCSF: 2009; Cunningham: 2012: 36-9) the integrated approach would still be recommended, based around six broad areas of learning, but significantly history and geography were now identified within the area of learning named 'Historical, geographical and social understanding' (DCSF: 2009: 17). The report was equally clear that its recommendations allowed for flexibility and creativity, yet respected the 'integrity of the subjects' while lessening the 'rigidity of their boundaries' (DCSF: 2009: 17).

This debate and its related concerns mirrored very closely to my own teaching experiences and acted as the genesis of the research question. As a former history coordinator in three primary schools, I had grown increasingly disillusioned with the prevailing subject-disciplinary model, and I experimented with integrated or cross-curricular² approaches, particularly with history, whilst remaining vigilant about retaining subject integrity. However, attempts to export this model throughout the whole school were often inconsistent.

² Cross-curricular, integrated and thematic approaches to the curriculum are often treated as synonyms, but there are some agreed distinctions and these are discussed in the literature chapter.

From the initial literature review it was also clear that very little research had been carried out into the successful implementation of cross-curricular primary pedagogy in any subject. As Flick (2011: 21) argued persuasively, a research question should emerge or respond to a significant absence of data. Equally, the Historical Association's (HA) recent survey of primary schools noted that the teaching of foundation subjects had become largely cross-curricular (HA: 2011)³.

This evidence, supported by the Office for Standards in Education's (Ofsted) most recent publication on history, which reported that in 35 of the 83 primary schools they visited the teaching of foundation subjects had become largely cross-curricular (Ofsted: 2011: 33), indicated that many primary schools had independently started to develop cross-curricular approaches, suggesting strongly that this was a 'pressing issue' (Punch; 2009; 19), during a period of uncertainty (Guyver: 2011: 18-20), and therefore worthy of further research to contribute to the current state of knowledge (Punch: 2009: 50).

Whilst acknowledging the place of large-scale survey approaches that inform the majority of official reports, but which often result in a lack of detail and analysis required to shape practice, an explanatory, model-building approach based on detailed case studies of schools that identified themselves as managing to balance both cross-curricularity and rigour was preferred. It seemed important that any research should lead to findings that can act as guidance to schools who wish to adopt a more thematic approach towards curriculum management whilst maintaining rigour and high standards, and also influence my own initial teacher training and advisory work.

Thus based on the initial literature review and experiential knowledge, the research question that emerged, with a specific focus on history, was principally concerned with the challenge of balancing cross-curricularity against rigour in the primary curriculum. It was eventually finalised after several iterations in the following form:

³ 67 from 214 KS2 respondents reported history taught as a discrete subject and only 33 from 205 in KS1 (HA: 2011: 9-10).

'The efficacy of cross-curricularity: how can primary schools retain the integrity of history as part of an integrated or thematic approach to the curriculum?'

The term subject 'integrity' was not unique to the Rose Review; it had previously been used in several reports (DES: 1990: 174; Ofsted: 2011: 33) as a way of expressing an official concern for the importance of subject discipline. Fundamentally any attempt at either model building, or comparative analysis, must include a discussion about the nature and practice of history; in essence this is the 'integrity' of the subject that defenders of the NC wish to retain. Phillips (1998: 15-6) argued that the development of educational theory initially resulted in a separation between academic disciplines and school subjects, but the introduction of the NC unquestionably reunited both practice and philosophy because it reflected some of the attitudes and approaches adopted by academics, and in the case of history this was highly controversial.

I have retained a long standing interest in the philosophy of history from my undergraduate days, and I was aware that the nature and methods of history cannot be easily delineated. This is principally because professional history is a relatively new academic discipline, and also because historians have not always been very analytical or reflective about their methods (Marwick: 2001: x-xvi; Jenkins: 1991: xv-xx; Evans: 1997: 10-12), with Hobsbawm (1997: 89) going so far as to describe history as an 'immature discipline'. Therefore although the principal focus of the literature chapter discussed the nature of history as defined by the NC, it also includes the theories and reflections of many eminent professionals and significant writers from the philosophy of history in an attempt to reinforce the credibility of the main concepts and elements of history found in the NC, and to broaden the definition where possible.

The first chapter, the literature review, will therefore explore the concerns expressed about cross-curricular teaching in primary schools, provide an account of the introduction and evolution of history in the NC, discuss each element of NC in detail, examine research into young children's learning in history, and provide an overview of

the research into models of thematic teaching including specific examples in history. This chapter is then followed by a detailed discussion of the research design, a multiple case-study approach incorporating three schools, an examination of the underpinning philosophy, including ontological and methodological considerations, and a discussion about the research tools chosen. Ethical considerations and procedures are also discussed. The presentation and initial analysis of the data is organised around each case-study, beginning with the pilot-study, and then each of the three case-study schools in chronological order. The presentation of data is followed by an extensive discussion and analysis chapter. Finally, the concluding chapter presents the main findings and recommendations.

CHAPTER 1 - LITERATURE REVIEW

1.1 Background to the Debate about Cross-Curricularity

The concerns expressed in the Independent Review of the Primary Curriculum (DCSF: 2008) about the potential loss of subject integrity were based on detailed evidence from a variety of sources. From the philosophy of education there had been a long-standing belief in the importance of subject domains and disciplinary knowledge (Hirst: 1973; 1974a; Hirsch: 1987) that was often incorporated into arguments about the unique and important contribution each subject domain, for example history (Hirst: 1974a: 44-5; Shemilt: 1980: 26; Ashby: 2011: 137-8), could make to the whole curriculum. From an epistemological perspective, Schwab (1978: 243) argued that if an academic subject is overly simplified, with no reference to the disciplinary structures, the result is a corruption of that discipline. Similarly, Pring (1973) and Hirst (1974b)⁴, who both influenced Carr (2010), noted that arguments for an integrated curriculum rested on philosophical assumptions, such as the transferability of knowledge and disciplinary concepts, which had not been satisfactorily answered since the first wave of integration. Historians had been equally concerned that the rigour and detail of the NC should not be lost; and because of the general raising of standards and greater consistency of history after the introduction of the NC, the 'danger' of the fragmentation, disintegration and 'erosion' of history in any return to thematic and integrated approaches had also been noted (Cannadine et al: 2011: 216-8; Sheldon: 2011: 37; Harnett: 2000:16).

Concerns had also been expressed by educationalists: Turner-Bissett, a proponent of creative teaching, warned against the tenuous nature of some of the cross-curricular links, 'often without due regard for the nature of each subject' (Turner-Bissett: 2005: 16); and Counsell (2011) expressed similar concerns from the viewpoint of KS3. Supporting the aim of this research project, Hayes (2010: 385) argued recently that the new wave of cross-curricular teaching and learning should not be received uncritically

⁴ Although Hirst (1974b: 150) did concede that concepts could overlap between domains, and knowledge could be covered through integrated approaches, especially in primary schools.

and without scrutiny. In particular he warned against returning to the phenomenon of 'sleepy slots late in the afternoon' and "familiar 'topic work'", hence the importance of equally imaginative and flexible approaches to timetabling. Hirst (1974a: 51), Barnes (2011) and Kerry (2011a) all noted the demands on teachers' skills, knowledge and confidence associated with outstanding cross-curricular work, and the importance of objective-led planning (Hirst: 1974b: 136-7), particularly if more experimental approaches are adopted. This point has been supported by Dobbins (2009) research into teachers' experiences; specifically he reported that many felt there had been a lack of advice and training concerning how to plan for thematic or cross-curricular work.

The official position regarding cross-curricularity begins with Her Majesty's Inspectorate (HMI) survey of English primary schools (DES: 1978), which was cited by Rose (2008) as evidence of the failure of many schools, post Plowden (CACE: 1967) and the 'progressive' education movement (Cunningham: 1988), to develop children's academic skills, particularly its conclusions about the provision of history. The HMI report noted that history was mostly absent in infant classes, patchy in the mid-primary years, and inconsistently taught in the upper-juniors. It further noted that resources were often poor, with teachers often relying on an uncritical use of television and radio programmes, while work outcomes often included great swathes of indiscriminate copying from reference books (DES: 1978: 72-5).

At that time many English primary schools appeared to be attempting to respond to the Plowden report's recommendations for greater use of topics, projects and enquiry-based learning when covering history (CACE: 1967: 225-30), but the detail of how to achieve this was absent in the report, and training and support from Local Education Authorities (LEAs) (Sylvester: 1994: 14) or teacher training institutions was often decentralised, idiosyncratic and inconsistent (Cunningham: 1988: 72-82).

Evidence for the dangers of indiscriminate topic work in history, and also its potential, can also be found in subsequent official reports: 'History in the Primary and Secondary

Years' (HMI: 1985) was more of a blue-print for pedagogy that influenced the later NC, but it did note that even in the best classrooms topic based approaches were often 'historically weak' and 'erratic' and 'generally unsatisfactory' (HMI: 1985: 41). The 1989 report, 'The Teaching Learning of History and Geography' (HMI: 1989), was generally equally critical of cross-curricular, topic based work. The report noted the lack of consistent coverage, indiscriminate and highly individual topic choices, and the work outcomes that often 'consisted of little more than copying notes and illustrations' (HMI: 1989: 10), and it concluded that 'these findings showed that many schools had great difficulty in making satisfactory provision for history within integrated work' (HMI: 1989: 8). Admittedly the report also reported that poor history teaching was not confined to topic based approaches, but was linked to generic weaknesses such as leadership, planning and resources, which, it further noted, mirrored closely the findings from their survey eleven years earlier. The report concluded that only one in five history lessons were satisfactory or better (HMI: 1989: 8). Yet despite these criticisms, there was an acknowledgement that the best schools were able to make worthwhile and enriching cross-curricular links.

Rose was one of the highly influential 'three wise men' (Alexander et al: 1992a; 1992b) who carried out a thorough review of the primary curriculum shortly after the 1988 Education Act. In an almost verbatim echo of the 1978 report, they argued that much topic work, especially in history and geography, was 'very undemanding' and amounted to little more than 'aimless and superficial copying from books' that allowed few 'opportunities for progression' (Alexander et al: 1992a: 144-6), but they did at least concede that in the hands of skilled teachers children could produce work of great quality and make strong academic progress through a thematic or topic based approach (Alexander et al: 1992a: 145).

The Independent Cambridge Review of the Primary curriculum (Alexander et al: 2010), led by Robin Alexander, advocated Eight Domains through which to organise the primary curriculum, with 'Place and Time' encompassing history. However, the Review

noted that the domains were not ‘an invitation to low-grade topic work in which thematic serendipity counts for more than knowledge and skills’ (Alexander et al: 2010: 266). Nevertheless, the report also emphasised the importance of curriculum breadth, and it also advocated varied and active teaching approaches that would stimulate children’s creativity and imagination and build upon their existing knowledge (Alexander et al: 2010: 280-284): at the very least the report allowed the possibility of making meaningful curriculum links, and it further noted that disciplinary knowledge and thematic approaches are not mutually exclusive (Alexander et al: 2010: 245-7).

Ofsted has tended to be generally positive about the success of primary history. The report ‘History in the Balance’ (Ofsted: 2007) noted many strong features of KS1 history, echoing the strengths observed in early years’ humanities’ teaching in a much earlier survey into 5 to 9 practice (DES 1982), and the need for schools to continue to stimulate children’s interest in the history curriculum in both key stages; but the report also warned about the dangers of too much innovation, particularly when incorporating history into integrated topics, and further argued that attention must be given to the objectives and standards for each subject (Ofsted: 2007: 23).

These themes remained in ‘History for All’ (Ofsted: 2011), which was also largely positive about primary history; in 60 of the 83 primary schools they surveyed history was deemed to be good or outstanding (Ofsted: 2011: 30), but it did place greater emphasis on the need for more enquiry, creativity and enrichment. It drew evidence from the best schools and teachers who challenged all pupils in an inspiring way. In primary schools where the teaching of foundation subjects had become largely cross-curricular, they argued that opportunities for pupils’ progression in ‘historical knowledge and thinking was limited’ (Ofsted: 2011: 6), and that the historical content was often ‘fragmented’ and ‘compromised’ resulting in confused perceptions about history. An example was given of an upper junior class confusing their recent work on the Egyptians as topic work rather than history (Ofsted: 2011: 33). Ofsted balanced these comments when it further reported that ‘including history in a thematic approach did not

of itself undermine the integrity of the subject' (Ofsted: 2011: 33), but the overall message was clear: the content of history in a cross-curricular model has to be carefully identified and promoted.

Thus the research question remains. There is considerable evidence that cross-curricular approaches can result in a loss of subject integrity, and therefore the Rose's Independent Review was justified in expressing caution. There is also tentative evidence that this does not have to be an inevitable outcome: a balance between both parts of the equation appears possible. Additionally, the integrity of history, as defined by philosophers and the NC, also should be explored.

1.2 History and the National Curriculum

The introduction of the NC was unquestionably a response to the inconsistencies and weaknesses in teaching and learning found in most state schools, specifically curriculum coverage, subject leadership, planning and assessment practices (HMI: 1985; 1989), which resulted in the landmark 1988 Education Act (DES: 1988a; Cannadine: 2011: 204-5; Sheldon: 2011: 3-4) and the increase in educational accountability (Cunningham: 2012: 91-94).

One result of this process for history was the HMI publication, 'History from 5 to 16' (DES: 1988b; Sylvester: 1994: 20-2) which contained a great deal of advice that eventually found its way into the NC. The history curriculum, in common with other NC subjects, was ultimately to be determined by the History Working Group (HWG). As with other subjects the composition was a mixture of teachers, educationalists, academics and other professionals, and advised by HMI inspectors and civil servants (Slater: 1991: 12). The remit was to come up with a broadly British-based curriculum, and to identify progression in understanding and knowledge that could fit into the 10 point assessment scale devised by Paul Black (Sheldon: 2011: 6). The interim report (DES: 1989) included an outline of the suggested content, which included European and world topics alongside British history. The HWG's final report (DES: 1990) was a landmark document that has essentially shaped the state education of history for over two decades. The final report then went off for consideration by the National Curriculum Council (NCC). At this consultative stage a number of important revisions were made (NCC: 1990a). One of the most significant was the decision to allow primary schools to teach the history study units in non-chronological order.

Thus the NC for history began in 1991, and despite subsequent revisions, it is recognisably the same curriculum over two decades later. The Programme of Study (POS) for key stage 1 was predominately child centred, included narrative accounts, myths and stories set in the past, the use of historical sources such as artefacts,

pictures and photographs, and more detailed studies on famous people and events from the past. The POS for key stage 2 included the core units of 'Invaders and Settlers', 'Life in Tudor and Stuart times', and either 'Victorian Britain' or 'Britain since 1930'. The non-British core units were the study of 'Ancient Greece' and 'Exploration and Encounter 1450 – 1550' (the Aztecs). The optional units included broad topics such as food and farming and ships and seafarers, which were designed to be predominately British; additionally, schools were given the discretion to develop their own study units which had to include local history. The 'Supplementary study units' adopted broad themes such as transport and domestic life - category A; category B included at least one local history study; and category C included past non-European societies, including 'Egypt' (DES: 1991: 11-29; NCC: 1993c).

The addition of the Political, Economic, Social and Cultural (PESC) formula (DES: 1990: 16) was a significant decision because it acknowledged that history could not be an uncritical parade of kings, queens and battles, but should incorporate a broader definition of history that more accurately represented the work that professional historians actually do (DES: 1990: 183-5). Historians such as Stone (1987), Tosh (1991) and Marwick (1981 & 2001) have considered this point in considerable detail, and unquestionably professional history has broadened its remit to include new subject areas and approaches: economic history, social and cultural histories were undoubtedly influenced by the burgeoning social sciences such as sociology and psychology (Marwick: 2001), and local history became more accepted by professionals from the 1960s onwards (Stone 1987; Tosh: 1991).

The Attainment Targets for history (AT) also need to be discussed since these defined not only progress and assessment, but also contained statements about the historical elements and concepts identified by the NC. AT1. 'Knowledge and Understanding of History' concentrated on the development of chronological awareness and understanding, particularly the ability of children to sequence events, or re-tell events from history.

As children progressed⁵ chronology would include explanations of historical change, principally ideas such as cause and effect, and the identification of differences between past and present times. It stated that by the end of primary school most children should have been able to understand ideas such as historical causes and consequences (DES: 1991: 3-4). AT2, 'Interpretations of History', was clearly harder to define and delineate; in essence children would show progress by developing their understanding that stories may be about real or fictional people (level 1) to an 'understanding that deficiencies in evidence may lead to different interpretations of the past' (level 4), which might include explaining why illustrations of Ancient Egypt vary so much (DES: 1991: 7). AT3, 'The Use of Historical Sources', clearly based on the principles of enquiry and evidence, defined progression as 'communicating information acquired from an historical source' (level 1) to putting together 'information drawn from different historical sources' (level 4), such as information from old newspapers, photographs or maps (DES: 1991: 9). Also contained in the folder was reasonably detailed supplementary guidance on how to plan and teach the new orders for history (NCC: 1991), followed by further guidance from the NCC (1993a; 1993b) for teachers who had been unable to go on training courses (Sheldon: 2011: 25-6).

Nevertheless, because rather than despite all the thought and innovation that went into constructing the NC, its implementation was far from smooth. As Sheldon noted, two issues quickly stood out: the 'overloaded content and the problem of assessment' (Sheldon: 2011: 18). The eventual response was the Dearing review, which set up a new History Group, which ultimately decided to trim the content, for example removing the Stuarts from the 'Life in Tudor and Stuart times' unit. Of greater significance assessment was reduced to a single AT, containing very broad level descriptors (DES: 1995: 73-83), alongside the abandonment of any idea that history could be tested in the primary years. It additionally promoted chronology into a more prominent position.

⁵ The 10 point scale devised by Black resulted in a number of benchmarks including level 2 for the average 7 year old (end of KS1), and level 4 for 11 year olds at the end of KS2. Most primary children would be defined by the first 5 stages of this scale, and a significant minority would be expected to leave primary school at level 3.

The 1999 History Task Group review in preparation for the Curriculum 2000 (DfEE: 1999c), resulted in few significant changes other than the broadly welcomed addition of citizenship (Arthur: 2000: 2-5), which, although non-statutory in primary schools, was intended to be taught in combination with history (AGC: 1998: 22-3), and included a greater emphasis on general aims and values (White: 2004). The Dearing review had introduced key elements in lieu of the lost ATs, and in the Curriculum 2000 these were now defined as 'Knowledge, skills and understanding' to be taught and assessed as part of the study units. The list of elements included: 'chronological understanding'; 'historical interpretation'; 'historical enquiry' and 'organisation and communication'. The final element, 'knowledge and understanding of events, people and changes in the past' deserves a slightly more detailed discussion because it contained, in a rather inchoate way, concepts such as change, causality and significance that are linked to historical reasoning and understanding. The Curriculum 2000 study units are also recognisably the same as the recommendations from the HWG's final report: in key stage 2 they included a 'local history study', virtually identical British history units, a European study (Ancient Greece), and a world history study (virtually the same list as the 1991 document with the addition of the Aztecs) (DfEE: 1999c: 102-7).

Arguably the best way to account for the development of history in the NC is to see it as a tension (Slater: 1989; Counsell: 2000: 70) between the traditionalists and the progressives. In many ways what emerged was a balanced compromise between 'knowledge, skills and concepts' (Phillips: 2000: 16), but for many primary schools the introduction of a conceptual and skills-based history was transformative. Equally, given the paucity of history in primary schools prior to the NC, the overall outcome was almost certainly better and more consistent teaching and learning. Ofsted's (1998) first main review suggested just this: the report began by stating that prior to the NC there 'was relatively little systematic teaching of history in primary schools', just the occasional 'rubies in porridge', but 'a decade later, history is prospering in primary schools', even if many schools were failing to stretch the most able pupils, and

concentrating on knowledge in place of skills and enquiry (Ofsted: 1998: 12.7). Research carried out for the 'History in Education' project (Cannadine et al: 2011: 202-6) resulted in broadly similar findings, not least the greater provision of time allocated to history.

1.3 The Concepts and Elements of History in the National Curriculum

It might therefore be thought that achieving excellence in primary history is simply a matter of transferring the elements of the NC, described above, into practice, but this would omit many important considerations. To begin with there has been a long standing debate in history education surrounding the balance between content and skills, often reflecting the distinction philosophers such as Ryle (1949) have made between procedural (knowing how) and propositional (knowing what) knowledge, or Schwab's (1964; 1978) categorization of substantive and syntactic understanding. Few theorists accept the extreme version of the skills approach to pedagogy over the transmission of knowledge, and indeed there were many powerful criticisms of a predominately skills-based approach. Dickinson et al (1978), Rogers (1987) and Lee (1991; 1994) all argued for the importance of content, essentially as a form of reference to help children scaffold their understanding, and also the desirability of synthesising skills with knowledge. Lee (1991: 43-8) was particularly vocal against the 'vicious relativism' that sometimes emerged from predominately skills-based approaches.

More recently Counsell (2000: 65) advocated the re-establishment of 'substantive knowledge' as an 'organising device' in children's engagement and understanding of history. She further advocated a 'fingertips' approach where patches of detailed knowledge are taught to help children with specific historical questions or problems. Similarly Husbands (1996) and Turner-Bissett (2005) also argued that the processes and products of history should always be taught together, while Fines (1987) described this synthesis as the essential 'craft' of history. Equally, Knight (1991) provided empirical research that suggested that primary schools have too much faith in 'exposure'; namely that teaching history topics is enough to cover a range of historical skills. Thus what counts as good practice should principally be a balance between concepts, skills and knowledge, and as Culpin (1994) and Cooper (1994) argued, this balance is essentially what the NC prescribed.

A related question is to determine the exact nature of the historical concepts covered by the NC for primary history. The most important elements such as chronology, interpretation, enquiry and evidence have already been identified in the account of the history of the NC, and each demands a separate and detailed discussion. Additionally there are also a number of more elusive concepts linked to historical understanding and explanation, and therefore essential in supporting analysis of children's learning in history.

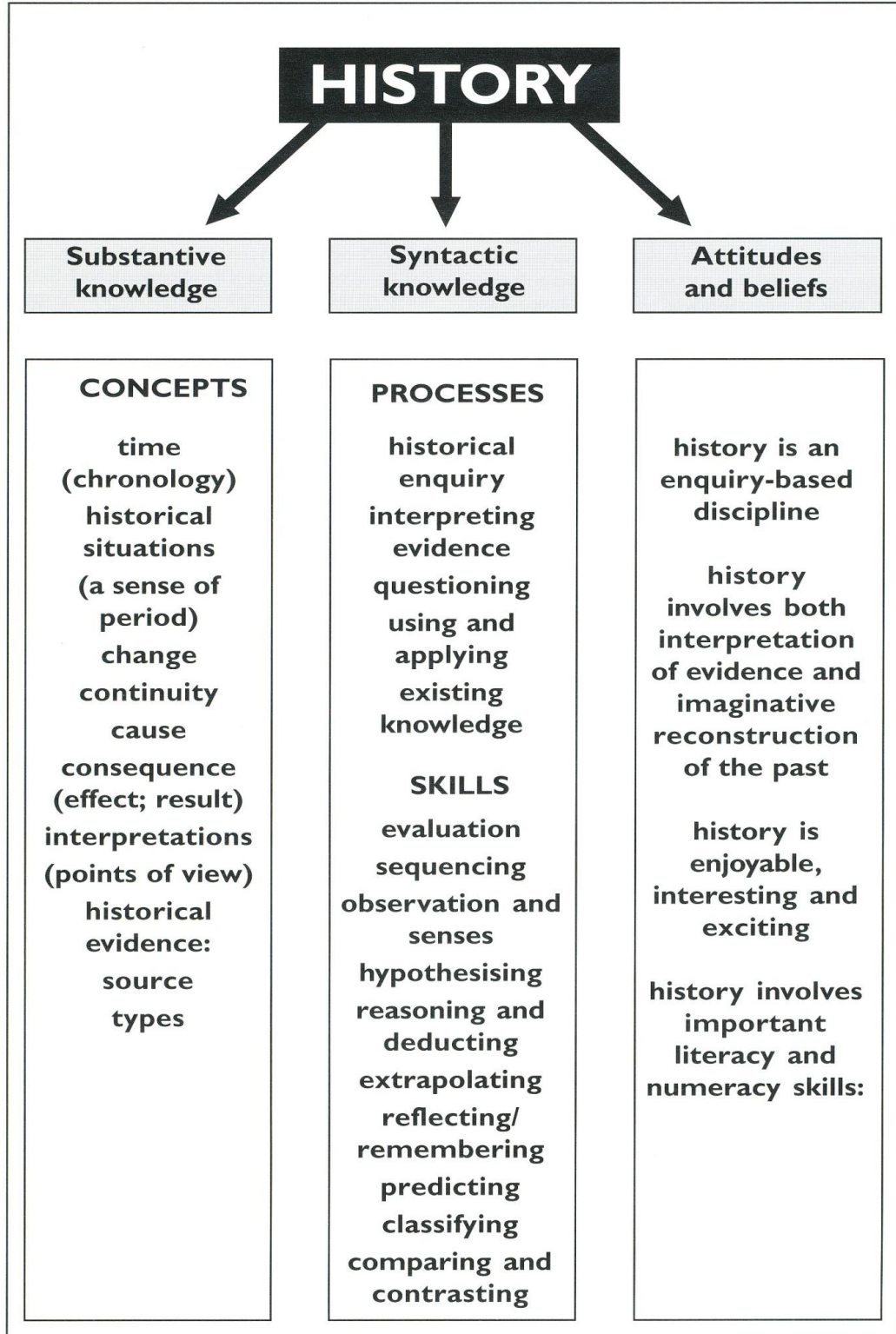
The earliest and arguably most influential attempt was Fines and Coltham's (1971) HA publication which certainly stimulated and challenged teachers to think more analytically about their practice. A further delineation has been the distinction between the substantive concepts of history, linked to knowledge, such as 'parliament' or 'reform', and procedural (also described as second-order or organising) concepts, such as 'causality' and 'change'. These were first identified by the Schools Council History Project (SCHP) (1975) and have been discussed in detail by Guyver (1997; 1998) and Lee and Shemilt (2004: 14). Contemporary attempts to define them have also been produced by writers such as Hoodless (2008), Levesque (2008), based on Peter Seixas' work, and VanSledright (2009). Turner-Bissett (2001: 37) (figure 1; page 25) produced a useful, if complex, list of elements demarcated into Schwab's schema for substantive knowledge, syntactic knowledge based on processes and skills, and finally the necessary attitudes and attributes and beliefs essential for successful learning including all of the concepts linked to the NC.

Many of these concepts were formerly linked to AT1 (DES: 1991: 3-4), and most recently incorporated into 'Knowledge and understanding of events, people and changes in the past' (DfEE: 1999c: 104-5). Arguably the clearest account of all is the most recent POS for Key Stage 3 history (QCA: 2007: 112-3), and unquestionably there is a certain irony that history specialists in secondary schools have received clearer and more integrated guidance than their non-specialist primary colleagues. In this document the 'key concepts' linked to the NC that require further discussion are

'Change and Continuity, including historical explanation within and across periods of history; 'Cause and Consequence', involving the analysis and explanation of historical events and changes; and finally, 'Significance', which is partially linked to interpretation and historical judgement. Apart from the admirable clarity of this document, it also provided a suitably concise list for the purposes of this project.

Figure 1 Turner-Bissett: 2001: 37 Map of History

Figure 1: Map of history



1.4 Change and Continuity

According to the Qualification and Curriculum Authority (QCA: 2007: 112) 'Change and Continuity, as a related yet contrasting pair of concepts, should be closely linked to a 'sense of period', a theme identified by Turner-Bissett (2005: 20) as important in developing young children's burgeoning understanding of the past, and linked to overarching themes including consideration of the pace of change. Despite their recent prominence, this pair of concepts has rarely been discussed by philosophers of history, and Counsell (2011) noted that there is also far less educational research about these concepts compared with other concepts. Crowther (1982) carried out research into young children's accounts of change, and found that this concept was often misinterpreted by young children in personal terms, such as substitution, for example related to clothes and friends. He concluded, however, that by the end of primary school a more mature understanding of transference started to emerge. More optimistic evidence of primary-aged children's ability to understand change was provided by Sampson et al (1998) as part of a research project that linked discussion and teacher exposition to key historical concepts and language.

In terms of pedagogy, Counsell (2011: 110-20) advocated making stronger links with narrative to engage pupil interest, the development of clearer questioning strategies, and allowing sufficient time for pupil reflection. There has also been some agreement that they are linked to observation and comparative analysis, particularly with younger children, and Hodgkinson (1996) was typical of many primary practitioners who asked children to compare artefacts, and to consider how their design and use has changed.

1.5 Cause and Consequence

The QCA defined the aims of these related concepts balancing the importance of different causal elements and 'making explanatory links between causes and effects' (QCA: 2007: 112) based on established arguments, evidence and contrasting interpretations. These statements do not accurately reflect the controversial status of causality in the philosophy of history, and it became one of the main preoccupations of early philosophers (Clark: 1985:179). Certainly most of the attempts to identify laws of historical development in the nineteenth century, which could then be used for prediction, notably Hegel (1956), have been unsuccessful. Determinist and teleological theories of historical processes, including linear or cyclical accounts of historical progress, particularly under the umbrella term of historicism (Evans, 1997; Elton: 2002; and Oakeshott: 1983), have been almost entirely discredited.

From a liberal perspective powerful critiques against determinist accounts were provided by Berlin (1960; 1969) and Popper (1957; 1966) that emphasised human agency and free will; and while Nagel (1960) allowed the possibility of determinism, largely on the grounds of logic, his position was more motivated by a desire to prevent limits being placed on future historical developments than a belief that such laws would be identified. The elusive nature of the past, the fragmentary nature of historical evidence, the theory of contingency and free will, explain why few contemporary historians hold such ambitious aims.

Arguably the most sophisticated and tenable viewpoint is a structuralist position, adopted by historians such as Braudel and Hobsbawm. Whilst accepting that the identification of causal factors is very complex, virtually impossible to settle, and that the future can in no sense be determined, it would be a mistake to think that absolutely anything could have happened in the past, or that all possible future events are equally likely to happen. Braudel likened the structures that underpin history to envelopes, often geographical and tangible, that more often than not act to resist change,

imprisoning those subjected to them (Braudel: 1980: 30-2; Clarke: 1985: 185); and that these structures are more readily identified by adopting the approach of the *longue durée*. Hobsbawm (1997: 38-41), from a Structuralist-Marxist perspective, thought that historians should aim to identify the 'mechanisms of change' in history, based on the identification of historical 'transformations' and other revolutionary episodes. Evidence of this sort can then aid the historian in assessing the 'potentiality' of future events based on soundly based historical judgements (Hobsbawm: 1997:209-220).

Causality, typically combined with the related concept of effect, has been described by Thompson (1984) as one of the most distinctive and important pedagogical aspects of history, and clearly identified with historical explanation (Portal: 1983; Woodcock: 2011). However, this is not to claim that it has been taught consistently well. Indeed, Thompson (1984) felt that it had often been 'fudged' and largely ignored by teachers. Rogers (1987) further argued this is one aspect of history where narrative helps children to identify and understand the causal links. What is also evident, from reviewing the literature, is that this aspect of history has rarely been considered at all in primary schools other than overly simplistic and distorting monocausal explanations along the lines of A resulted in B models. In some primary accounts, for example Cooper (1995), there also seems to be a conflation between chronology and causation, possibly because in the first iteration of the NC (DES: 1991: 3-5) chronology and cause and consequence were combined; however, it is important to realise that they are different concepts since chronological accounts can be purely descriptive and do not necessarily imply any form of historical explanation.

1.6 Significance and Counterfactuals

The link between 'Significance' and 'Interpretation' are outlined in the QCA document (2007: 113) in the form of changing judgements and explanations, hence the introduction of evidence-based contestability. Arguably significance is a broader concept than this and is essentially concerned with the developing ability of young people to understand what is worth knowing in history, and how this knowledge can inform and enrich historical understanding. Lee (1991) made a strong case for the place of knowledge-based substantive concepts which he argued acted as a framework for developing an understanding of significance. He associated an understanding of significance with other concepts such as coherence, dimensionality and the ability to identify connections between different historical events. He later termed this outcome 'historical literacy' (Lee: 2011: 64-9). Clearly significance, in this model, is not simply learning knowledge for its own sake, but the ability to synthesise content and concepts to develop understanding and to make historical connections.

Additionally, a number of academics such as Phillips (2002a; 2002b) and Wrenn (2011) have been influenced by Partington's (1980: 112-6) schema, which listed 'importance', 'profundity', 'quantity', 'durability' and 'relevance', as a framework for planning and assessing children's understanding of historical significance. Hunt (2000: 42-4) described this process as understanding the historical 'big picture', that in turn leads to an understanding of important themes and abstract concepts such as freedom, equality and slavery. Ultimately, Hunt argued, one of the outcomes of learning history is to understand the actions and motivations of important people from the past, and the ability to make judgements about important episodes in history. Without an understanding of significance, Husbands suggested (1996: 133), historical 'knowledge' is reduced to quiz game platitudes. Admittedly, much of this debate has centred on secondary aged pupils, and this concept was arguably diluted in the primary history curriculum (DfEE: 1999c), but there are enough strong arguments for the identification of significance as one of the key organising concepts linked to historical explanation.

The role of counterfactual history in underpinning historical reasoning, including causation and significance, has been considered more favourably by academics and historians since the publication of Ferguson's (1997) influential book. Wrenn (1998), Chapman (2003) and Woodcock (2011) have all argued, from a KS3 perspective, for the use of thought experiments and game approaches, using ideas such as 'Buckaroo' and 'Diamond 9' activities, alongside more cerebral approaches such as identifying hierarchies of possible causes, and allied to the formal logic of necessary or sufficient causes derived from philosophers such as Evans (1997: 156-8).

From a primary perspective, Vass (2004; Vass et al: 2003) has also been an influential advocate of counterfactual narrative approaches in primary schools. Vass also argued that considering alternative narrative outcomes can promote children's historical reasoning and judgement by encouraging children to calculate the likelihood of a proposed outcome or event. Vass' work is also an important reminder of the many references to narrative approaches (discussed below) as an underpinning for developing children's understanding of historical concepts.

1.7 Enquiry and Primary Sources

Collingwood (1939; 1946), and Oakeshott⁶ to a lesser degree (1933; 1962; 1983), described history as a 'special form of research or enquiry' (Collingwood: 1946: 9) that required historians to 'study problems not periods' (Collingwood: 1939: 124); and similar arguments for history as a form of problem solving were also stated by Bloch (1954), Hexter (1968), and Tosh (1991). Stone (1987) further defined history as a practical and limited form of enquiry (Stone: 1987: 43), while Popper contributed the metaphor of shining a searchlight into the dark places of the past, guided by a hypothesis, and based firmly on his falsification theory of knowledge (Popper: 1966: 260-9; Stanford: 1986: 97-8). Thus there is very little disagreement that questions and hypotheses should guide historian's work.

Historians also tend to agree that the foundations of history are firmly based on primary sources, and because of the status and importance of historical evidence this has become a bulwark against charges of relativism, thus for some professional historians rigorous forms of enquiry have become a crucially important argument for demonstrating the objective truth of historical knowledge (Elton: 1970; 2002; Bevir: 1994). Evans (2000: 240-53) further described how primary sources demand high levels of imagination from the historian in the form of conversations with the past, circumscribed by a complex set of rules that historians often adhere to implicitly (Evans: 2000: 115-6).

There is evidence that pedagogical approaches using enquiry and evidence began in the late 19th century (Levesque: 2008: 26), but contemporary accounts tend to begin with the work of the SCHP in the 1970s (Shemilt: 1980; Counsell: 2012). Children from the early 1970s onwards were introduced to the aims and methods of professional historians, principally through enquiry and exposure to primary sources, while their progress and understanding were measured against organising or secondary concepts

⁶ However, Oakeshott did not adopt a constructivist philosophy of education as his many essays indicated: Oakeshott (1950; 1965; 1972; 1975) and Williams (2007).

such as significance, continuity and change and understanding. Dickenson et al (1978: 4-12) were also at the forefront of supporting children's engagement with history through enquiry, and like the professionals they emphasised the importance of starting with a focused question, then interrogating the evidence as far as it will go.

Evidence of the triumph of the 'new' approaches to history can be seen in the way that virtually all the main primary history theorists advocated that children should engage with history through enquiry. Cooper (1995: 2000: 2012) argued strongly for the use of primary sources in the classroom, and the importance of an evidence base for children's work. Husbands, writing principally about older pupils, favoured an active model strongly based on children learning history, not as a 'cipher', but as an 'active participant in the dialogue between present and past' (Husbands: 1996: 53), and comparable arguments were presented by Bage (2000), Banham (2000) and Hoodless (2008).

Ashby (2004; 2011) made an important distinction between sources and evidence, and that children need to be introduced to the idea that a source only becomes evidence when it is used to answer a question, and that children should understand that evidence is a concept not a 'thing'. For younger children, Blyth (1989: 113) made an interesting argument for a hierarchy of resources, with the teacher acting as the 'first resource' for children, thus emphasising the importance of subject knowledge and confidence when introducing history topics. Nevertheless, beyond the teacher, the most immediate and visceral form of evidence is physical, particularly objects, but also buildings and other physical remnants from the past. The local study is now a firmly established part of the primary curriculum, enshrined as it is as one of the history study units, and a rich source of evidence and stimulation for further enquiry (Griffin and Eddershaw: 1994; Dixon and Hales: 2014), but for early pioneers, such as Douch (1965: 1970), Skipp (1967), Preston (1969) and Le Fevre (1969), it was a radical departure for educators and schools to explore the immediate locality of the school as

a source of historical enquiry and evidence, and partly a reflection of the burgeoning rise in status of local history in universities.

Pioneering work with artefacts was carried out by Blyth (1969) and Bamford (1970: 205-14), the latter of whom developed techniques that utilized deduction and inferential reasoning, for example 'detective work', based on activities such as the 'mystery wallet'. Hodgkinson (1996) encouraged children to work out whether objects were genuine or not, and to make calculations of what has changed and what might change in the future based on probability models. Wright (1996) and Turner-Bissett (2005) provided useful advice and guidance for developing children's close observation skills and their application of prior knowledge to make more informed statements about objects, and greater skill in ordering objects by age; similarly Vass (1991) identified the importance of modelling observation, hypothesis and adapting previous knowledge, while Davis (1986) was typical of many reflective practitioners who argued that artefacts are a way of encouraging follow up questions leading to further enquiry or storytelling (Bage: 2010). Other recognised aspects of good practice include the creation of interactive class museums, often involving play areas (Blyth: 1988; Verrier: 2007), and the related use of museum support services (Harrison and Woff: 2004; Markland: 2010) both as a source of artefacts and centres of expertise.

Certainly objects do appear to have advantages over illustrations because of their multi-sensory nature (Hawkes: 1996), but visual sources of evidence are important too. West (1978; 1981a; 1981b) used photographs and paintings for most of his research, but he argued that children require instructions to enable them to extract the maximum amount of information from visual images, particularly the modelling of language, to develop higher levels of criticality and skill in interpretation, themes later taken up by Harnett (1998). Maps are another source of historical evidence, though less frequently cited by primary educators. Blyth (1989) discussed a case-study of a project on Chester, based on map work, that she claimed produced a powerful sense of historical evocation and stimulus for further lines of enquiry. Blyth (1988) also argued that

images are crucial to children's burgeoning concepts of comparison and change. Turner-Bissett (2005: 61) made an important distinction between images both as a teaching resource as well as a source of primary evidence, and echoing West's work she produced a list of general stages to help children decode images including scanning, observing, continuous questioning, and finally attempting to 'enter' into the scene.

There is still agreement that text-based historical sources pose many challenges for children, particularly below upper KS2 (Cooper: 1995: 99), and therefore written sources have understandably been less popular with teachers. Nevertheless, teachers have taken up the challenge: Fines (1968), Bamford (1970) and West (1978) were pioneers in the use of written sources of evidence, with variable results. Certainly West's (1978) four year study with 7-11 year olds demonstrated that older primary aged children were capable of carrying out meaningful forms of deductive reasoning and questioning strategies when introduced to written forms of evidence. Low-Beer and Blyth (1990) argued that written evidence is more successfully introduced as a whole-class activity, with the teacher modelling their interpretation and decoding, rather than independent work.

Another strategy has been to use more accessible forms of evidence, and with younger children a certain amount of creativity can be adopted in their selection. Both Cooper (1995: 104) and Low-Beer and Blyth (1990) have produced extensive lists of possible sources including street signs, advertising logos and children's own historical documents such as birth-cards, alongside the more traditional sources such as school log books, and Parish, church and census records; other approaches have included newspapers (Adams: 1998) and political cartoons (Card: 2010) as accessible sources of historical evidence for 20th century history.

Other examples of the successful use of written evidence include Smith and Holden's (1994) work; they used discussion and group work to allow mutual peer support, and

they also use teacher intervention to scaffold children's thinking. More recently Nichol (2004; 2010) has refined analytical approaches in the classroom to include techniques such as 'codebreaker'; this approach helps children to categorise the content into categories such as form, voice and context, and it aims to skilfully link information and historical interpretation.

Fines and Nichol's (1997) long term Nuffield project between 1991-9 led to successful work outcomes and useful guidance for teachers, which was further adapted by Turner-Bissett (2005: 48) (figure 2).

Figure 2 – The Use of Evidence

Turner-Bissett: 2005: 48 - Fines and Nichol: 1997: 83

- whole class teaching
- constant rewards for success
- rapid scanning of the text
- repeated scanning of the text
- tasks of carefully graded difficulty

(Fines and Nichol, 1997, p. 83)

I would suggest as a generic process:

- looking at the text in its original form (often with 'old-fashioned' handwriting)
- asking children to pick out one word or phrase in the original text
- showing children a typed transcription for ease of reading
- asking children to pick out certain things (e.g. names of people and places)
- asking children to look for words which mean something in particular
- asking children what the overall document means from what they know so far
- reading whole document with the class following the text
- bags of praise at every stage

Oral history has arguably been taken more seriously by educators once it started to be taken more seriously by professional historians (Blyth: 1989; Bage: 1999). Certainly the pioneering work of Purkiss (1981a; 1981b; 1981c) has stimulated many primary schools to invite visitors in to supplement other forms of information, and to consider memory as a form of evidence (Redfern: 1998). However Vass (1993) and Loader (1993) identified the importance of preparing children by critically evaluating the usefulness of children's questions, and then rehearsing interview techniques to ensure that potentially worthwhile evidence and historical insight will not be lost.

1.8 Historical Interpretation

Interpretation has been widely discussed within the philosophy of history. The early debate tended to focus on the possibility of achieving an objective historical truth (Carr: 1961; Munslow: 1997), and the ability to distinguish between the facts and the practice of history. Other considerations included the representativeness of data, with the rich and powerful nearly always predominating in any given time or society (Stone: 1987: 57-9), and the question of uneven survival, with chance and fragmentation creating unintentional biases as much as deliberate destruction (Bloch: 1954: 73-6). Carr also pointed out the cumulative nature of historical reasoning, and the importance of theory in constructing historical knowledge. Carr possibly overplayed the importance of theory and ideology in shaping historical accounts, but his advice to 'study the historian before you begin to study the facts' (Carr: 1961: 23) remains important advice.

Additionally there are several theoretical positions that have also questioned the reliability of historical knowledge. Structuralists (Levi-Strauss: 1962 & 1963; Boon: 1985; Lechte: 1994; Lowenthal: 1985: 214-5) have questioned the possibility of describing accurately the potentially infinite number of individual perspectives and interpretations as a unitary historical event. Postmodernists, such as White (1973; 1976; 1978) and Jenkins (1991: 13-14), have argued that historians inevitably select, shape and interpret their ideas in the form of their political and philosophical belief systems, an argument supported by Hexter's (1971: 80) concept of the historian's 'second record'. The outcomes of history are then shaped by the use of literary devices including narrative and 'emplotment' (White: 1999: 7-10).

Hermeneutical approaches to history, advocated by historians of ideas such as Skinner (1969; 1974; 1976; Taylor: 1988) described how anachronism and other contemporary misunderstandings routinely occur in the work of historians, and therefore they should concentrate on understanding the context and milieu of the historical period under

review, thus allowing a more complete and accurate understanding of historical beliefs and interpretations.

The determination of the HWG to retain interpretation in the face of ministerial hostility (Sheldon: 2011: 10), because of their fears that history would be used as 'propaganda' or for the purposes of 'social engineering' (HWG: 1990: 11), resulted in its prominent place in the NC. However, it remains an organising concept in history that has been infrequently discussed by educationalists (Williams and Davies: 1998), and often focused on a rather sterile debate about bias (Lang: 1993). Counsell (2000) considered that the impact and presence of interpretation in the NC had been underdeveloped, while Haydn et al (2001) identified the lack of research or guidance about the place of interpretation in primary schools, and especially the development of a critical approach to the use of secondary sources of evidence.

Widely held fears about the difficulty of introducing interpretation to young, or less able, children, (McAleavy: 2000), led Scott (1994) to propose a more workable three phase model based on the fact / opinion distinction. According to William and Davies (1998), McAleavy's influential work as a county advisor has made him one of the strongest advocates of the importance of interpretive work due to his belief that its inclusion was one of the most innovative aspects of the NC. McAleavy (1993) also advocated using pupils' existing knowledge as a starting point, and he emphasised the long and careful road to historical judgement rather than rushing to conclusions, and to ensure pupils understand the hermeneutical distinction between contemporary viewpoints and perspectives from the past. This point was also explored by Chapman (2011) who also advocated the use of rigorous discussion and dialogue to explore the weight of evidence when assessing competing claims. It should be noted, however, Pendry et al (1997) and Husbands (1996: 73-77) all produced evidence of the 'startling' range of pupils' preconceptions, including some that were 'astonishingly inaccurate' when introduced to history topics. Thus beginning with pupils existing knowledge does

involve risk, or requires greater consideration given to challenging pupils' preconceptions (Hallden: 1986).

Research into introducing interpretation in the primary classroom may be limited, but it has taken some interesting forms: with very young children Cooper (1995) advocated making links with English through the coverage of myths, legends and different story accounts - such as the many versions of Cinderella - with suitable outcomes taking place through drama. Indeed, drama and film have often been suggested as ways of exploring different perspectives, hence the rather obvious and important links with narrative. Haydn et al (2001) recommended looking at different historical presentations on film; for example Cunningham (2001) used a technique of editing television programmes leaving just the historians and their interpretations to demonstrate vividly how they produced contrasting accounts and explanations. In both cases the authors strongly advocated encouraging pupils to adopt a critical stance towards accounts, and to consider why they might differ so much. Other examples include Wrenn's (2002) account of the black Briton Olaudah Equiano from primary and secondary sources, leading to deep questions about hidden black history, and more generic questions about some of the inconsistencies within the evidence base. Visram (1994) advocated more attention towards Black and Asian perspectives on British history, while Bourdillon (1994) made a similar case for the hidden role of women in political and economic history, and considerations of how and why official accounts deliberately distorted women's roles outside of the home. Finally, writing experiments to get children to analyse and compare each other's accounts to understand why historians usually differ were carried out by Cunningham (2001) and Guyver (2001).

1.9 Chronology

The concept of chronological understanding, although an important part of pedagogic approaches to history, has largely been ignored by professional historians. Hobsbawm argued that an understanding of time is 'essential to the modern, historical sense of the past, since history is (concerned with) directional change' (Hobsbawm: 1997: 29), but he has been a rare exception. Structuralists such as Levi-Strauss (1963) and Braudel (1980) have tended to place more attention on it, whilst simultaneously adding a more critical approach such as identifying differing rates and perceptions of time and change according to class and status. In particular Braudel noted the importance of the '*histoire de la longue durée*' (Braudel: 1980: 10-13, 74; Clark: 1985: 180-184) as a brake against overly theoretical and ideological approaches; Braudel also recognised the place of fast-moving, micro-history of events and intermediate paced, cyclical forms of historical change. The relationship between them was described as hierarchical, with the structures of the *longue durée* defining the main channels of historical change, and the 'foam' of events and personalities are correspondingly the least important, if the most visible and superficially significant.

Educationally, chronology has been a thoroughly researched aspect of children's intellectual development; though often with a broader remit than just historical understanding. It is possible to sympathise with Turner-Bissett (2005) and Lello (1980) when they argued that too much emphasis has been placed on developing and assessing children's chronological understanding. Nevertheless, Stow and Haydn (2000) made a powerful case for the importance of chronology in underpinning ideas of historical change and development, even if they also acknowledged that chronology was a necessary but not sufficient element in full historical understanding, an argument supported by Thornton and Vukelich (1988).

Early research, Oakden and Sturt (1922), Bradley (1947)⁷, Jahoda (1963) and Lello (1980) reported that a full understanding of time comprised of several different concepts, some more historical than others, all of which were difficult to develop, and not easily separated from linguistic and mathematical understanding. Piaget (1946) and Hoodless (2002) considered that narrative rested on a deeply held sense of time and causality; hence there is a natural link between narrative structures and chronology. More recent research has tended to focus on the difference certain pedagogical approaches can make, notably ICT (Masterson and Rogers: 2002; Percival: 2012), and the acknowledgement of the importance of wider, out of school knowledge and context (West: 1981a; 1981b: Stow: 1999). Arguably the most influential teaching approach has been the timeline, and many writers cite West's (1981a) work as influential in promoting the use of timelines in school, although West was keen to emphasise that in the early years to lower KS2 children should essentially carry out sequencing activities, drawing upon their wider contextual knowledge and reasoning skills, rather than becoming confused with dates and periods.

Hodkinson (2004a: 2004b: 2007) carried out extensive research that indicated that teacher intervention could accelerate children's understanding, and his research, supported by Wood (1995), reinforced the importance of clear modelling and explanation of temporal terms and language. Many other researchers have adapted West's picture sequencing work, including Blyth (1989), Lynn (1994), Harnett (1994) and Stow (1999), with chronology often underpinning wider research into children's historical understanding. Levstik and Barton's (1996) work deserves a brief discussion since their use of images from 20th century political and social history suggested that there is a reasonably accurate and widely distributed knowledge of historical imagery. The other aspect of culturally shared knowledge was Stow's (1999) observation that children often become confused if recent images or objects are damaged or dirty, and

⁷ Bradley reemployed Oakden and Sturt's original set of questions; only a minority were related to an historical understanding of time.

the association of age with monochrome images: it seems therefore that cultural stereotypes can also cause confusion in many young children's minds.

The literature review indicated the overwhelming use of the timeline in primary schools, but there are some interesting findings from research: timelines can be vertical as well as horizontal, and Cooper (1995: 34) argued that with very young children circular time lines may be more appropriate due to their developing understanding of the cyclical nature of astronomical time, such as the pattern of the day and the year. Additionally, younger children can be introduced to chronology through the use of personal time lines and family trees (Blyth: 1988: 1989; White: 1997). For older children, the PESC formula can be applied to timelines to develop children's understanding of the differing dimensions to history (Haydn: 1995), or simultaneous timelines can be used to contrast local, national or international comparisons (Chapman: 1993). Certainly by the end of primary school children are capable of understanding the language of periodisation, including decade, century and the conventions of Christian calendar (Hodkinson: 2004a; 2004b) through progressive, consistent and effective teaching.

1.10 Narrative

Narrative approaches, recommended in early guidance for primary history (Keating and Sheldon: 2011), have also been an implicit aspect of the primary NC from the beginning. Story and narrative were recommended by HMI as 'central' to history teaching (DES: 1988: 19), and narrative was implied in many of the POS in the first iteration of the NC, not least linked to the previously discussed elements of interpretation and chronology alongside myths and legends (DES: 1991:13). Yet it has also remained a controversial aspect of both the philosophy and the pedagogy of history. Despite Green and Troup's (1999: 204) claim that narrative forms have often been perceived as a defining aspect of history writing, many professionals have demonstrated a rather uneasy relationship with narrative forms, possibly fearful of postmodernist accusations that history is little more than unverifiable stories about the past (White: 1976). Yet the links between narrative forms and historical accounts are strong. As Stone (1987: 74) stated, 'historians have always told stories', often using elegant, literary forms that can contain high levels of analysis (Hexter: 1968: 40-1). Indeed, Hexter and Stone, along with Taylor (1983: 160) and Starkey (2005), are noteworthy examples of the few historians to make a strong case for the return of narrative approaches to history after unsuccessful flirtations with social science methodology (Stone: 1987: 74-96; Phillips: 1984). However it was Bruner (1996) who presented the strongest case for the importance of narrative as part of his constructivist model of learning. Narrative forms, he argued, offered an alternative to the logico-mathematical form of reasoning by offering a 'test of truth' based on verisimilitude, internal cohesion and plausibility (Bruner: 1996: 90-2). Considering the case of history, Bruner further argued that history offered a 'narrative construal of reality' that imposed coherence on the past through a 'culturally shared' form of knowledge (Bruner: 1996: 143-147).

As Harnett (2000: 29-30) argued, the 'story tradition' was firmly established in the majority of primary schools by the 1970s (DES: 1978: 73). Prior to the NC there were

many adherents of this approach including Fines (1975), Rogers (1977) and Little (1983). Echoing the changing attitude towards narrative held by some professional historians, there has been a similar re-evaluation and rehabilitation of narrative as a model of historical understanding within education, including a claim that narrative is arguably one of the main organising concepts of history (Gjedde: 2010; Levstik and Barton: 2011; Lang: 2003; Counsell: 2012). A further claim is that historical accounts can be both chronological and narrative in form, which also allow children to see the 'big picture' of history that allows both the development of an overview combined with depth and understanding (Hake and Haydn: 1995; Riley: 1997; Barnes: 2002). Bage has also been a powerful advocate, and he argued that children have a 'natural narrative competence' (Bage: 1999: 23), and that part of a teacher's approach should be based on these ancient and fundamental models of learning; particularly potent is the drive to find out 'what happened next' due to the forward looking, chronological nature of narrative (Fines: 1975; Hake and Haydn: 1995). Furthermore, by using story as a pedagogic approach, Farmer and Cooper (1998) argued that children will develop an increased sense of the teacher's authority, although this requires skill and preparation on behalf of teachers. Cooper (2007: 62) has argued a further point that narrative is 'crucial' for stimulating children's imagination, creating a sense of history and evocation to help them fill in the gaps of the past, and engaging their interest in the subject.

The use of factual stories has long been advocated by the early years specialists, for example Blyth (1989) and Low-Beer and Blyth (1990), but more recently there has been a greater appreciation of story with older children, particularly due to the usefulness of detailed narrative as a way of introducing children to complex ideas (Husbands: 1996: 49-50; Banham: 2000), while still engaging with the evidence in a critical way. The links with drama are both obvious and extensive, and there have been many convincing accounts of the successful use of narrative through drama including Verrier (1976), Nichol (1976), Hoodless (2008) and Turner-Bissett (2005: 102-5), the

latter arguing that it was a method 'par excellence' for attempting to understand history from the 'inside', firmly based on the available evidence thus retaining accuracy and criticality. There have been many drama techniques utilized in history lessons including 'freeze-frame', 'teacher-in-role' and 'conscience alley' alongside the more typical full re-enactments (Vass: 2005; Turner-Bissett: 2005),

Fines (1980: 3-5) used the technique of a fictional 'half story' to stimulate discussion and dramatic solutions, and this introduces the role of fiction into the debate. Understandably distrusted in some quarters, Vass (1992) was an early proponent of adapting a more relaxed approach to the use of story based on the argument that fiction can still provide children with genuine historical insight and understanding. This theme has been adapted by Hicks and Martin (1997) for context setting; while Little (1983; 2007), Cox and Hughes (1998) and Aiken (1985) have stressed the role of fiction in creating the imagery and mental pictures that could help to create an 'imaginative grasp of the past' (Aiken: 1985: 81).

Nevertheless, history's uneasy relationship with narrative approaches is not without foundation. Lang (2003) advised that since narrative is a construction, and not a given, children need careful guidance concerning the rules of evidence and plausibility; similarly Levstik's (1995) research conclusively demonstrated that children often accepted narrative accounts uncritically, thus requiring teacher interventions and modelling, and careful selection of a range of texts, while Bage (1999: 88-96), in the interests of balance, produced a concatenation of arguments used against narrative approaches including the dangers of singularity, oversimplification, propaganda and the blurring of fact and fiction. These are all important reminders that there are several clearly identifiable and genuine weaknesses associated with stories that must be considered if narrative is to be used as a teaching and organising approach to history.

1.11 Evidence for Children's Historical Reasoning

The nature of historical reasoning has to be considered because it underpins the research question and helps to identify further aspects of good practice in primary history, not least the development of children's imagery of the past, and their use of imagination to support historical reasoning: two aspects of good practice that have arguably been under-emphasised.

Early research into children's historical reasoning and understanding tended to be based on Piagetian levels, and his ontogenetic stage theory of intellectual development (Piaget: 1954; 1955), and the equilibrium theory of assimilation and accommodation (Piaget: 1954: 350-7; Gruber and Voneche: 1977: 694). These were investigated by Hallam (1969; 1970; 1972; 1975), Steele (1976) and De Silva (1972) with consistently pessimistic and widely quoted results. Generic challenges to Piagetian levels have been made over many years, particularly the work of Donaldson (1978) and Harris (2000; 2004; Spivey and Geng: 2001), who both argued that the greater use of play and imagination allowed young children to attain higher levels of cognitive ability than Piaget allowed. In history, West (1986: 17-8), produced evidence from a large scale four year study of 7 to 11 year olds that suggested that children were capable of highly plausible historical reasoning; Dickinson and Lee (1984) also argued that stage levels significantly underestimated children's ability to reason about the past. Similarly Cooper (1983) and Booth (1980; 1983; 1987; 1994) produced convincing research evidence to counter the pessimism of Piagetian stage theory, while Booth (1983), influenced by Fischer's (1971: xv-xvi) model of adductive reasoning, further argued that upper juniors and adolescents were capable of genuine historical thinking if the subject was adapted to include discussion and explanations of how historians construct arguments.

Despite Lee's (1998) claim that research into historical understanding has been limited, with much guesswork, there have also been some significant research initiatives including Lee's own Concepts of History And Teaching Approaches (CHATA) project

from the 1990s (Lee et al 1996a; Lee et al; 1996b; Lee et al; 1997)⁸. There have arguably been two main outcomes of recent empirical research: firstly the production of a number of schemas that track children's understanding from early childhood to adolescence, and secondly the many research projects that reported the wide span of historical understanding and ability in any average classroom. Early findings for substantial range and overlap included McNaughton (1966), Thornton and Vukelich (1988) and Knight (1989a), whilst the CHATA project (Lee and Shemilt: 2004) reported a seven year differential in any average classroom. If accepted, the teaching implications of these consistent findings are significant, and for primary teachers a class of older juniors may include some who are operating at secondary levels of understanding, emphasising the importance of both differentiation and appropriate challenge.

In terms of models of development, the schemas that emerged from the CHATA project require discussion. The aim of the CHATA project was to explore concepts of evidence and explanation in children's reasoning between the ages of 7 and 14 (Lee et al: 1996a). The impact of teaching on the acceleration of learning was also explored, and its conclusion, thus countering Hallam's research, was that teaching could make a difference, particularly linked to more explicit teaching and explanation of historical concepts such as causation and change (Lee et al: 1996b).

The most complete model of progression (Figure 3; Lee and Shemilt: 2004, overleaf), the six stages from 'pictures of the past', or copy theory of history, to 'evidence in context', produced by the CHATA team, clearly built upon earlier work by Lee (1978), Shemilt (1987) and Ashby and Lee (1987), and this can be used as an alternative way of assessing children's level of historical understanding, particularly the first three stages in the primary school.

⁸ Also Lee et al (1993 & 1995); Lee and Dickinson (1994); Ashby (2004) & Lee (1998); it should be noted, however, that the research into primary aged children was cursory.

Figure 3 – Progression in History

(Lee and Shemilt: 2004: 21)

Figure 5: Progression in ideas about evidence

Pictures of the past

The past is viewed as though it were the present, and students treat potential evidence as if it offers direct access to the past. Questions about the basis of statements about the past do not arise. Stories are just stories.

Information

The past is treated as fixed and known by some authority; students treat potential evidence as information. Given statements to test against evidence, students match information or count sources to solve the problem. Questions arise about whether the information offered is correct or incorrect, but no methodology is attributed to history for answering such questions beyond an appeal to books, diaries or what is dug up. These, although sometimes seen as being connected with the past, provide transparent information that is either correct or incorrect.

Testimony

The past is reported to us by people living at the time. Like eyewitnesses today, they do this either well or badly. Questions as to how we know about the past are regarded as sensible: students begin to understand that history has a methodology for testing statements about the past. Conflicts in potential evidence are thought appropriately settled by deciding which report is best. Notions of bias, exaggeration and loss of information in transmission supplement the simple dichotomy between truth-telling and lies. Reports are often treated as if the authors are more or less direct eyewitnesses: the more direct, the better.

Scissors and Paste

The past can be probed even when no individual reporter has told us truthfully or accurately what happened. We can put together a version by picking out the true statements from different reports and putting them together. In one student's words: 'You take the true bits out of this one, and the best bits out of that one, and when you've got it up, you've got a picture.' Notions of bias or lies are supplemented by questions about whether the reporter is in a position to know.

Evidence in isolation

Statements about the past can be inferred from sources of evidence. We can ask questions of sources that they were not designed to answer, so that evidence will bear questions for which it could not be testimony. Many things may serve as evidence that do not report anything. (Nineteenth Century rail timetables were not constructed for the benefit of historians.) This means that historians may 'work out' historical facts even if no testimony survives. Evidence may be defective without questions of bias or lies. Reliability is not a fixed property of a source, and the weight we can rest on any piece of evidence depends on what questions we ask of it.

Evidence in context

A source only yields evidence when it is understood in its historical context: we must know what a source meant to those by and for whom it was produced. This involves the suspension of certain lines of questioning and a provisional acceptance of much historical work as established fact (a known context). We cannot question everything at once. Contexts vary across time and place and thus a sense of period is important.

However, it is the theories of social constructivism where greatest optimism for children's engagement in history can be found. Constructivism may admittedly be described as a 'heterogeneous body of theoretical approaches across different disciplines' (Vianna and Stetsenko: 2006: 81), but all approaches have a core belief in the active construction of children's understanding rather than the passive transmission of fixed knowledge into children's deficient minds (Piaget: 1935 & 65: 712-6). Additionally, there have been two very important constructivist pedagogical models to aid educators; firstly Bruner's concept of the 'spiral curriculum' (Bruner: 1960: 52-4), in which he argued that the 'essential disciplinary concepts' should retain their integrity, and should be introduced in honest and accessible ways to children of all ages, and Vygotsky's 'Zone of Proximal Development' (ZPD) (Vygotsky: 1978: 84-91) which argued that a skilled teacher can bridge the gap between a child's potentiality and the actual level of development. The emphasis was strongly based around the mediating role of language and active learning methods; and linked to the latter model is Bruner and Wood's Vygotskian influenced concept of 'scaffolding' (Wood et al: 1976), an approach that involves the modelling and demonstration of ideas, and a close working relationship between teacher and learner.

Bruner also argued for the central role of enquiry and discussion, and the identification of connections when children are building explanatory accounts (Bruner: 1960: 21-22); indeed, discussion and dialogic talk, as a pedagogical approach, has recently been promoted by Alexander (2004) as one of the key foundations of learning. This appears to be particularly important in history, for according to Edwards (1978: 54-71) language has often been a barrier to children's attainment of historical understanding, partly due to the superficial ordinariness of historical terms, resulting in teachers making assumptions about pupils' understanding of historical language. The outcome is a 'gulf' between transcending the 'now' and 'then' of history, and there seems to be a strong case for ensuring that children do understand historical terms through teacher

exposition and discussion, particularly the words that overlap with common meanings (Sampson et al: 1998).

Bruner, unlike Piaget, also allowed for the role of intuition as a valuable intellectual tool (Bruner: 1960: 64-7), and in the case of history, where the past cannot be directly experienced this would seem to allow for more speculative forms of reasoning including the importance of imagination and imagery (Egan: 1992; 1997). Both Oakeshott and Collingwood used the language of mental imagery, particularly visualisations in the case of Collingwood, as part of the description of historical imagination. Given that history is about real people and events in real locations, but separated by the unbridgeable gap of time, it might be supposed that most of historical reasoning is indeed visual in form, but it would be a mistake as Piaget (1963: 659-60) and White (1990) have convincingly argued to reduce imagery solely to visualisation. Rather surprisingly few historians seem to have considered the nature of historical imagination. Stanford (1986: 84-7) discussed the role of 'mental pictures' and the historian's 'picture of the past', as well as being 'eavesdroppers' into past conversations, and Bloch (1954: 49-71) obliquely mentioned the role of mental imagery, but these have been notable exceptions. Nevertheless, there are good *prima facie* reasons for thinking that historical imagery is predominately visual in form.

A corollary of the idealist model of imagery is Collingwood's (1939; 1946) idealist description of history as ultimately concerned with the recovery of thought. This approach, heavily influenced by Croce (1960), is arguably the best known aspect of Collingwood's philosophy and the aspect most frequently referred to by educators (Hughes-Warrington: 1996: 218; 2012). There is also a clear overlap between the account of history as the recovery of thought, understanding events from the inside through re-enactment, and the adoption of empathy as a school-based teaching approach; indeed, as Portal (1983; 1987) and Knight (1989b) explained, the foundations of empathetic reconstructions in classrooms drew very much from idealist approaches to history. Arguments for empathy in the classroom were based on its clear

links with historical imagination (Low-Beer: 1989), as a starting point for historical enquiry (May and Williams: 1987), and as a heuristic device that allowed children to engage with ideas such as causation in history (Portal: 1987; Shemilt: 1984; Husbands and Pendry: 2000).

1.12 Cross-Curricular and Thematic Approaches

The introduction of the NC may often be associated with the end of uncritical ‘topic’ approaches in primary classrooms, as described by HMI in 1978, but it is arguably more accurate to describe the process as a ‘bipolar’ contrast (Tyler: 1992: 563) between the demands of ten subject domains and a ministerial desire to introduce a number of cross-curricular themes and dimensions. In fact the 1988 Education Reform Act (DES: 1988) made provision for a ‘broad and balanced’ curriculum (Boyle and Bragg: 2006: 570) including eight cross-curricular themes, as the guidance (NCC: 1990b) made clear; and it should also be noted that the HWG’s final report (1990: 181-184) included guidance for linking history with all other curriculum subjects. Reviews from the time of introduction, for example Nixon (1991) and Tyler (1992), suggested that curriculum overcrowding, overload, and a corresponding lack of coherence, resulted in a loss of cross-curricularity almost from the start in secondary schools.

Crawford (2000), writing from a later perspective, argued that the issue had been fudged due to civil-service interference and hostility to thematic teaching, therefore the separate subject model soon became established in English primary schools, although allowance should be made for Farmery’s (2011) claim that that many primary schools, even certain teachers *within* schools, never entirely abandoned the principles of Plowden. Despite later attempts at guidance (SCAA: 1995), initiatives were quickly quashed by the newly elected Labour government in 1997; the White Paper on education ‘Excellence in Schools’ (DES: 1997) demonstrated a clear commitment to high standards, and further established the primacy of literacy and mathematics, culminating in the Literacy and Numeracy Strategies (DfEE: 1998; 1999a).

The shift in governmental attitudes manifested itself most directly with the landmark ‘Excellence and Enjoyment’ strategy (DfEE: 2003a), which allowed schools to be more flexible in how they covered the curriculum, alongside personalised and adaptive learning in the ‘Every Child Matters’ legislation (DfEE: 2003b). Brehony (2005: 29)

argued that, important those these initiatives were, they were fatally compromised by an 'irresolvable contradiction' between the Labour Party's philosophical support for progressive teaching practices and its determination to appease middle England. What can be stated with security is that the importance of league tables and the national obsession with Key Stage 2 test results necessarily compromised any attempts to free the primary curriculum from a subject domain model.

The QCA also reported on maintaining 'Breadth and Balance' (QCA: 1998) before beginning to support the 'Excellence and Enjoyment' agenda with materials and guidance for planning and timetabling the primary curriculum (QCA: 2002), which included advice concerning the judicious combinations of subjects (no more than two or three) and backed by detailed planning; by 2004 it had developed materials for promoting greater subject flexibility (QCA: 2004; Redmond: 2004). In 2008 the QCA introduced the idea of the curriculum 'Big Picture' (QCA: 2008; Bartlett et al 2008; Waters: 2008) and the metaphor of the curriculum tree to represent the relationship between skills (the roots), subject domains (branches), and knowledge (individual leaves). It was clear that, pace 'Excellence and Enjoyment', any curriculum flexibility would be defined by a skills based approach and attention to detail. More recently, for example the QCDA report (2010) 'Your Curriculum Journey', there has been greater support for thematic approaches, alongside individual and subject based teaching and learning.

Ofsted's support for cross-curricularity has certainly been more muted, but a review of their publications does reveal a clear trend. The report into 'Successful Primary Schools' (Ofsted: 2002) painted a 'gloomy' picture of provision for the foundation subjects, hardly surprising given Labour's decision to accommodate the Literacy and Numeracy strategies by removing the statutory requirement to cover them (Brehony: 2005), but the report concluded that it was possible to achieve breadth alongside depth and high standards, a claim reinforced by the Cambridge Primary Review (Alexander et al: 2010: 493; Alexander: 2011), and it tacitly supported thematic approaches. Ofsted's

later report into '20 Outstanding Primary Schools' (Ofsted: 2009) was more accepting of thematic teaching and an enriched curriculum, and by the following year this had translated into a more wholehearted support of curriculum flexibility (Ofsted: 2010) that was partially based on their evidence drawn from 22 primary schools in challenging areas that were judged to be good to outstanding. Crucially, part of the success of these schools was identified as being linked to 'good examples of creative styles' embedded 'through cross-curricular approaches' (Ofsted: 2010: 4). The report concluded that there was no necessary conflict between the content of the NC and thematic approaches, and that in the best examples the 'distinctiveness of individual subjects was not diminished' (Ofsted: 2010: 11); the report also identified inspired leadership, strong planning, and thorough assessment that ensured children's progress, as essential for success. Their case-study examples, however, offered little in the way of detail as to how these schools had actually managed the curriculum so well. Some common themes that did emerge from the wider literature included a consistent emphasis on the importance of school leadership (Ofsted: 2002; 2009), detailed and careful planning (Sexton: 1990; Laurie: 2011), team approaches to planning and teaching (Harrod and Kerry: 2011), and thorough assessment and record keeping (Ofsted: 2009; 2010).

Brehony (2005: 35-6) described the initial attitudinal changes outlined above as a 'volte face' from Ofsted's originally austere approach towards 'progressive' teaching methods. Arguably the later changes in overall strategy were partially a response to Rose's review of the primary curriculum (DCSF: 2009) as well as Christine Gilbert's appointment as Chief Inspector (Boyle and Bragg: 2008). It almost certainly marked the high point of official support for curriculum flexibility.

1.13 Defining Cross-Curricularity

So far terms like cross-curricular and thematic teaching have been used indiscriminately; therefore definitions and theoretical frameworks need to be considered. A review of the literature has produced surprisingly few models, and little theoretical discussion, but some principles can be identified. 'Topic' work is certainly associated with post-Plowden reform in the UK, and often associated with a 'key-word' starting point that is now largely associated with 'indiscriminate', 'superficial' and 'watered-down' teaching and learning (Laurie: 2011: 129-9). 'Lead subject' cross-curricular teaching, and therefore favouring a specific subject of domain (Tyler: 1992), was the model favoured by HMI (1985; 1989) and Ofsted (2007), and it has been claimed that history is particularly suited to this role because of the many natural links the discipline has with other subjects; Cooper (2012: 72) described history as an 'umbrella' subject because of this attribute.

By definition 'cross-curricularity' refers to a teaching approach that combines at least two separate subject disciplines, therefore this should become the overarching term. 'Thematic' or 'integrated' approaches to teaching and learning are essentially the same, according to Barnes (2011: 10), but this claim does not stand up to scrutiny. It should be acknowledged that themes can vary enormously in duration, the number of subjects incorporated into the theme, and the extent to which it dominates teaching time in the classroom. It also should be admitted that logically a theme could unify a number of separately taught subjects, with no examples of cross-curricularity at the level of individual lessons. Indeed, this was a belief shared by the head-teacher of Case-study 3. Therefore while integrated can act as a reasonable synonym for cross-curricularity, thematic approaches require more analysis.

A commonly held belief, articulated by the Nuffield Primary History project (2009) and Laurie (2011), is that there should be either a main theme of specific focus that reflects the lead subject, which might be history or another subject; and clearly the implications

for subject integrity depend quite heavily on whether history is the lead subject in the theme. A second argument, associated with Ofsted (2002) and other governmental agencies (e.g. QCA: 2002), and therefore a quasi-official position, is that no more than two or three subjects should be combined within the theme. Perhaps more convincing because of its basis in research, Barnes (2011: 70-95) also argued that there should be a limitation of the number of disciplines combined within a theme. 'Interdisciplinary studies' are more associated with older learners and arguably linked to issues, problems of processes that than subjects (Middendorf: 2012; Vess: 2012; Hayes: 2010), and therefore is not a term normally associated with primary or elementary schools.

It is possible to agree that the arguments and distinctions can come across as a 'rather sterile debate' (Rowley and Cooper: 2009: 2), but it would be equally facile to ignore the fact that cross-curricularity can vary enormously in scope, and models do encourage comparison, analyse and reflection. In terms of the more advanced theoretical models, Jacobs' (1989) work, which defined levels of thematic integration, has been widely cited, so too has Fogarty and Stoehr's schema (2008). The latter's 10 stages of 'discipline integration', first developed by Fogarty (1991), is essentially a thought experiment and not based on empirical research, but deserves a brief overview:

- | | |
|---------------|---|
| 1. Fragmented | <i>separate disciplines</i> |
| 2. Connected | <i>topics within a discipline are connected</i> |
| 3. Nested | <i>skills and content are targeted</i> |
| 4. Sequenced | <i>similar ideas, but separate subjects</i> |
| 5. Shared | <i>team planning and teaching; 2 disciplines combined</i> |
| 6. Webbed | <i>thematic teaching using a theme from many disciplines</i> |
| 7. Threaded | <i>skills and approaches taught through several disciplines</i> |
| 8. Integrated | <i>overlap between multiple disciplines</i> |
| 9. Immersed | <i>Everything from the perspective of the theme</i> |
| 10. Networked | <i>learner selects network of experts and resources</i> |

The final model, *networked*, is almost certainly the reserve of higher education, but it is possible to place some the primary examples under discussion into this schema. Plowden era topic work around a keyword seems to match the *immersed* model. English primary schools who adopted single subject teaching after the introduction of the NC can be placed anywhere between model 1 and 4, but given the proclivity of team planning and teaching, and the vestigial remains of previous practice, are more likely to fit into *sequenced* model. Thematic or integrated approaches would appear to fit anywhere between the shared and integrated models, depending on the level of integration; indeed Fogarty and Stoehr's (2008) schema offers a useful theoretical perspective for differentiating between the extent of subject integration. For example, the official view of integration between two or three subjects has similarities with their *shared* model, whereas the whole of teaching and learning arranged a single theme would most likely reach level 8. The weakness of this schema, however, is its inability to show disciplinary hierarchy, for example a curriculum based around a history topic, nor is it specifically orientated around the English primary system.

Hence the greater relevance of Barnes' (2011: 56-69) 3-14 schema, which contains 5 models based on recent research into primary practice. The first, and most common, is 'hierarchical', where progress in one discipline is underpinned by aspects of other disciplines, but with no pretence that children's understanding in the inferior subjects are being accelerated; this clearly mirrors the 'Lead subject' model favoured by HMI et al above, but Barnes' description has a clear warning for curriculum coverage of the inferior subjects, which history might easily be if the main theme is geographical or scientific.

The second, 'multi-disciplinary', aims at using a powerful experience as a theme to develop high levels of performance in more than one discipline, and is therefore most closely linked to the definition of thematic or integrated teaching. Barnes argued that this approach was most suitable for novice teachers since the identification of a strong theme reduced much of the risk and decision making. Barnes' third model, 'inter-

disciplinary' study, was described as more demanding to plan and teach since it requires progression in two or more subjects together with the promotion of creative thinking and connections which demands great skill in matching creativity with progression and the learning risks this can involve. He further argued that in unskilled hands it can result in a "bland broth' of half understood ideas and new misconceptions' (Barnes: 2011: 62). Arguably Barnes has taken this idea a little too far, but one can discern links with the creativity agenda for 1999 onwards and the associated advice to combine a small number of subjects in meaningful ways and his advice seems to echo Ofsted's (2010) guidance that teachers should not to let children follow their own interests without support and challenge. The fourth model, 'opportunistic' is the last one for discussion here, since the final one, 'double-focus', is arguably too theoretical. The 'opportunistic' model appears to closely mirror Plowdenesque uncritical topic work, in that cross-curricularity begins from an item of interest or curiosity and is very serendipitous in form. Therefore Barnes seems justified in arguing that it requires considerable expertise and confidence on behalf of the teacher to carry it off successfully. The problem was, as the slew of official reports indicated, that this level of expertise was rarely found.

The literature chapter began with the case against cross-curricularity, therefore in the interests of balance the case for thematic teaching needs to be made. One of the most powerful and commonly cited claims is that cross-curricularity fits more closely with how young children think and learn (Kerry: 2011a; 2011b). Dewey (1897; 1916) argued that the curriculum for young learners should be unified around their social development and understanding, and therefore subject disciplines should emerge gradually and avoid 'fragmentation' and the creation of 'barriers' to learning (Pring: 1973: 123-4). Gardner's (1999; 2004) theory of multiple intelligences has been frequently cited in this respect because it partially transcends disciplinary boundaries⁹. It has also been claimed that cross-curricularity develops and promotes children's

⁹ Although Gardner (2004: 138-40) also argued that scholarly disciplines were the greatest invention of the last two millennia, and he was keen to promote subject skills as the foundations of thematic learning.

reasoning skills (Chandra: 2007), and there is evidence (Lechte et al: 2010; Kelly: 2013) that cross-curricular learning based on experiential approaches increases children's enjoyment and absorption of knowledge due to greater levels of independence, engagement and self-efficacy. Indeed, children's enjoyment of learning was an important consideration in the policy reviews from the late 1990s onwards.

There have also been claims that cross-curricular approaches are more likely to support enquiry based approaches to learning, and therefore learning in general; Barnes (2011: 1-2) has been an advocate of experiential learning, while Sayers (2011: 2) developed the concept of the 'mantle of expert' in cross-curricular work to stimulate enquiry. Imagination, an important part of history as discussed previously, has long been associated with integrated approaches, for example the work of the Nuffield Primary History project (NPH: 2009) and Loveless (2005). Similarly, narrative, drama and oral approaches have been linked to cross-curricular work by Grainger (2005), also mirroring some of the important pedagogical approaches in history. Co-ordinated approaches to internationalism, often through the combination of history, geography and modern languages, were reported by Skelton and Reeves (2009). History's links to citizenship, one of the original cross-curriculum themes of NC were strongly explored at the time (Verma: 1994; Pumfrey: 1994; Gorman: 1994), and remain highly relevant (Sears: 2011); while Barnes (2011: 182-7) has similarly explored the promotion of moral education in cross-curricular education.

The third main argument is that of efficiency of coverage, and of course combining subjects is one of the most efficient ways of maximising time spent on learning, assuming that skills, knowledge and subject integrity are retained. Harnett argued that 'as different subjects compete with each other for space on the timetable, linking subjects together has become more attractive' (Harnett: 2000: 34). Indeed, combining subjects was one of three strategies recommended by the QCA (1998) to alleviate curriculum overcrowding, but despite pronouncements that achieving both breadth and depth is possible in the primary school, each wave of curriculum reviews added yet

more to the equation, a trend Jacobs (1989: 3-4) termed the 'growth of knowledge' problem.

Boyle and Bragg (2006) were commissioned by the QCA in the late 1990s to survey the coverage of foundation subjects in primary schools; their initial report demonstrated a clear decline in the amount of time spent on non-core subjects, with history one of the greatest losers in this process. Their later report (Boyle and Bragg: 2008) noted a reverse in the trend, which they argued was almost certainly a reaction to 'Excellence and Enjoyment', with 17% of respondents reporting a return to cross-curricular teaching, and 80% reporting that history was combined with at least one other subject. These findings seem to identify the tipping-point, in the middle of the previous decade, when the tide began to turn, and possibly more so for history than other subject domains. There is also evidence that traditional practice allied to the success of the Early Years Foundation Stage (EYFS) has made integration more likely to occur in Key Stage 1 (Johnston: 2011).

1.14 Examples of Cross-Curricular Teaching and Learning Incorporating History

Despite the claims that history is an ‘umbrella’ subject through which cross-curricular links are easier to make, it should be noted that the literature review revealed few examples of published research into cross-curricular approaches involving history in primary schools. Many of the generic texts on primary history do mention links with other subjects. The many links between history and English, including the use of story, sources and written outcomes, were explored with considerable reference to the NC by Hoodless (1998), Harnett (2000) and Bage (1999; 2000), but the examples tended to be aspects of English taught through history topics. History’s links with geography, particularly through researching the school’s locality, have been explored by Dixon and Hales (2014: 147-151). Blyth (1989) also discussed the natural connections between art and history in some detail. As an accomplished musician, Turner-Bissett (2005) made a strong case for cross-curricular links between music and history that unquestionably overlapped with Barnes’ (2011) ‘Inter-disciplinary’ model, in that children would progress their understanding and knowledge of both subjects simultaneously. The connections between history and ICT have also been frequently made, particularly the role of the computer in accessing external databases for enquiry (Haydn: 2011) and also the potential of computers to present children’s historical work in engaging ways. Design technology has connections with history through model building, although this has not tended to be reviewed by academics. Only science and mathematics remain of the subjects without sustained links with history, although the potential for data analysis with historical evidence is theoretically very strong and rewarding.

Prior to the introduction to the NC, no discussion would be complete without mentioning the pioneering work of the SCHP (1972) that often included integrated work in the early secondary years. Similarly, Sexton (1990) used short and intense bursts of cross-curricular work based on a generic theme entitled the ‘time machine’ in a secondary school. Although successful, he admitted that continuity and progress were

difficult to monitor, especially given the short nature of the experiment, and that team planning and leadership (he was head of history) were vital for its success. Rogers (1986) provided important examples of cross-curricular history work from the perspective of his primary PGCE students, but he was an early and vocal critic of 'topic' work that promoted 'perspiration', in the form of uncritical binders of children's work, over genuine historical understanding and reasoning. Reflecting the mood of the time, especially HMI (1985) guidance, he advocated a skills-based approach alongside elements of narrative and enquiry. HMI's (1989) report on history and geography contained three reasonably detailed case-studies of good practice, particularly the links with English and the arts curriculum. The first case-study described an enquiry based project in a school located in an industrial village that linked history and geography in a dual-focus theme, arguably the 'shared' model in Fogarty's schema, on changes to employment and settlement after the closure of several collieries. Part of the inspiration came from the SCHP Project 'Man in Time Place and Society' (SCHP: 1975); in HMI's view (HMI: 1989: 30-36), the topic's strengths included field trips to relevant locations, other sources of primary evidence including artefacts, maps and photographs, the encouragement of genuine historical reasoning including cause and effect, and worthwhile links to other subjects such as art, technology and drama. In this example leadership and high expectations were judged to have been more important than detailed planning and formal assessment practices.

Regarding the cross-curricular approaches involving history that have emerged following the strategy for 'Excellence and Enjoyment' (DfES: 2003a), here, too, there has been a surprising lack of research and publication. Holden (2007) described how the 'Romans' study unit, ostensibly a topic on invasion, led to a highly rewarding exploration of a European dimension with lower Key Stage 2 children, that adopted an enquiry-based approach to tackle their fragmented and poorly understood knowledge of modern Italy; in this example it was essentially an 'integrated', or 'inter-disciplinary' model (Barnes: 2011), and 'integrated' or 'webbed' from Fogarty's schema, combining

history, geography and citizenship on a fairly equal footing. Agar (2009) reported using the 'Tudors' study unit as a starting point for an intense cross-curricular study that involved the imaginative use of ITC, including video connections, and concept mapping in a clearly hierarchical way with history as the lead subject.

Moore (2009) explored links between history, geography, English and mathematics to develop a sense of place, community and personal identity. This seemed a good example of a thematic approach, with the lead taken by citizenship through identity and community, and would therefore be classified as a 'multi-disciplinary' approach in the Barnes' (2011) schema, and either 'threaded' or 'integrated' according to Fogarty's (2008) model. Similarly Temple and MacGregor (2009) made strong connections with citizenship in their exploration of alternatives to studying Florence Nightingale (a QCA sample plan) with a lower Key Stage 2 class; their choice was the Muslim spy and war hero Noor Khan. Most recently Maginn (2013: 20-1) outlined a cross-curricular history teaching project, at the level of 'integration' (Fogarty: 2008) that aimed to reflect the cultural diversity of the inner-city school she worked in. The theme was famous people from each continent. As the history coordinator she demonstrated the value of leadership; she was mindful of retaining subject integrity through strong planning and co-ordination, including clear references to the elements of history, and used primary sources of evidence such as photographs, documents and artefacts.

1.15 Refining the Research Questions

The introduction outlined the main research question as follows:

‘The efficacy of cross-curricularity: can primary schools retain the integrity of history as part of an integrated approach to the curriculum?’

The literature review, beginning with the NC and including insightful examples from the philosophy of history, has identified clearly the elements of history that define subject integrity and therefore influenced the subsequent research design. These include the nature of the content that should be taught, the secondary or organising concepts of chronology, enquiry, sources and evidence, interpretation; and further concepts linked to reasoning and understanding, namely change and continuity, cause and consequence, and significance.

A case has also been made for the importance of narrative, discussion and imagination as pedagogical approaches. Historical reasoning is complex and involves insight and imagination, and there is support for Copland’s (1998: 119) claim that ‘History is probably the most overtly constructivist subject in the primary curriculum’.

Additionally there are five sub-questions that emerged from the literature review. These are as follows:

- Definitions and models of cross-curricularity lack consistency and clarity, but since this is part of the rationale for the research project, it supports the importance of this study. Therefore consideration must also be given to the question of whether topic, thematic and integrated approaches to curriculum and pedagogy are synonyms for cross-curricularity and in many respects part of the research will explore differences in approach and interpretation. The links with the creative curriculum also need to be explored: clearly the curriculum can be taught in exciting and creative ways that are not necessarily cross-curricular,

so it is important that the question of creativity does not dilute the focus on making links between history and other subjects.

- Another very important question is whether there is a qualitative difference between cross-curricular approaches based on primary history topics, or history integrated into genuinely cross-curricular themes. Prior to the introduction of the NC, the official position seemed to be moving towards the former; both HMI (1989: 24) and the HWG (DES: 1990: 2) argued that this model tended to result in stronger history teaching, and the 'three wise men' report also suggested that the 'integration' of clearly identified separate subjects was superior to undifferentiated general topics (Alexander et al: 1992a: 144-5), but this might not always be the case, and the exceptions could be illuminating.
- A related question is the extent to which cross-curricular approaches are more successful with the content of history compared with the elements of history linked to historical skills and understanding. The relative importance and weighting of these two aspect of history was part of the great debate about what should be taught in state schools and pitted 'traditionalists' against 'progressives' (Cannadine: 2011: 156-180), and formed part of the backdrop of the History Working Group's (HWG) remit (DES: 1989; 1990).
- Following the lead of official reports, the relative importance of leadership, resources, planning and assessment also need to be considered, particularly the aforementioned issue of whole school approaches and consistently good teaching and learning throughout the school. The literature has provided examples where meaningful links between history and other subject disciplines have been made, and these have also guided the project. Consideration also needs to be given to the extent to which research into theories of learning support separate or integrated subject disciplines, particularly with younger children. It is one thing to claim that subject disciplines mean little to them, but

this is not the same as demonstrating that children learn better by adopting a more organic approach to the curriculum.

- Finally, the question of what realistic outcomes of rigorous and worthwhile history in the primary school should be? Husbands (1996: 119-128) defined this as essentially a form of historical judgement, and for primary aged pupils this might be demonstrated by discussion, model-making, drama and creative responses as much as formal written outcomes. For Turner-Bissett (2005: 18) it was ultimately about understanding, which she described as the combination of the scientific aspects of enquiry, the interpretation of evidence and the exercise of historical imagination.

CHAPTER 2 - METHODOLOGY

2.1 Introduction and Research Aims

Thomas' (2011: 97-110) schema is arguably as concise and useful as any for defining the aims and purposes of educational research, and from his work three aims of this research project can be identified. The first category, 'Intrinsic' research (2011: 98), also termed 'descriptive' (Robson: 2007: 39-40), was unquestionably a significant part of this project. Research of this kind is essentially attempting to describe in rich detail 'what is happening', in this case when history is taught using cross-curricular approaches, including beginning the project with an open mind as to what might be found. Self-evidently if the answer to this question was known then there would be little purpose to carrying out the research, and the literature review clearly revealed that few studies had actually been carried out to answer the main research questions.

Beyond the 'what' of research, the project also attempted analysis, or an evaluation, of how successfully this was achieved. Definitions of evaluative studies suffer from a lack of precision in educational methodology. For Stenhouse (1980; 1982) and Bassey (1999) evaluations were defined in terms of sponsorship, commission or policy review and therefore are more associated with political accountability and ideology compared with more the theoretical and nobler aims of academic research (Adelman et al: 1980; Gay et al: 2009). Thomas (2011: 99) argued that evaluative research goes beyond the merely descriptive to analyse and demonstrably measure how effective an innovation has worked; this has also been termed an 'impact evaluation' (Higgins: 2012: 131-135). As Robson (2007: 6-7) and Thomas (2009: 122) further argued, nearly all research, particularly in education, is an evaluation of some kind, and Flick (2011: 77-8) described a recent trend towards more reflective and qualitative forms of evaluative social research. Certainly one aim of this project was to compare the actuality of chosen examples of primary practice with the components of history defined in the literature review and underpinned by readings from the philosophy of history; therefore for clarity 'comparison' is preferred for the second aim. This account accords with Yin's (1993: 4) argument that the design process should begin with a 'complete and

appropriate description' of what the researcher hopes to find that can act as a focus for comparison.

The final aim is taken from Thomas' definition of 'explanatory' research (2011: 101). Punch (2009:20-1) defined explanatory research as building from description towards a substantive account or theory of the 'how' and 'why' a phenomena occurs based on a set of propositions linked to evidence and reasoning; in this case an explanatory account of how some schools can achieve a balance between subject integration and disciplinary rigour. It is also an analytical approach to educational research, leading to theory building, or theory generation (Punch: 2009: 23). However, it should be acknowledged that within the research literature there is often a considerable amount of overlap between ideas of theory building, which are sometimes defined as 'exploratory', while 'explanatory' research is occasionally described as theory testing or verification, for example in Robson's schema (2007: 39-41). Despite this lack of clarity, it was very clear that a significant aim of the research project was to provide a transferable and meaningful account of how schools might achieve a balance between integrity and integration. By the end of the project, the theory building aspect had become increasingly obvious and important, while description became correspondingly less significant, and this accords with Flick's (2011: 26-7) argument that research questions are ultimately hierarchical culminating in explanation.

There is one final aspect to consider: one purported aim of this research project was to carry out research firmly situated in the discipline of education. Pring (2000a; 23-28), Bassey (1999; 2003) and Stenhouse (1980; 1982) have all argued that educational research should be firmly orientated in empirical investigations that attempt to answer the question of what it means to learn, and to consider the complexity of the nexus between teacher and learner, whilst acknowledging the significance of the culture of educational settings including concepts such as tradition and implicit understandings. Furthermore, according to Platt (1988) and Shipman (1985a; 1988) the fundamental aim of educational research should be to produce research findings, essentially 'blue-

prints', that will help schools to improve their performance. Bassey summarised this well when he declared that educational research should be a 'critical enquiry aimed at informing educational judgement and decision making in order to improve educational action' (Bassey: 1999: 39); thus transference and theory building were increasingly fundamental aims of the project.

2.2 Underpinning Theoretical Perspectives

Since the underlying philosophical position of this project, and its analysis, is based on critical realism it follows Scott's (2005: 634) argument that critical realism implies a hierarchy beginning with ontology, followed by epistemology, research strategy and ending with instrumentation; and further, that any account of epistemology must be contained within the overarching ontology (Scott: 2007: 14).

Critical realism is partly a response to the false dualism of 'naive realism', often termed positivist accounts of experimental methodology (Pring: 2000b), which do not really account for the way natural scientists work, contrasted with the 'radical' relativism of the interpretive tradition (Scott: 2005) itself based on postmodernist or constructivist models of understanding that result in incommensurable and incoherent ideas of multiple realities. Based on Bhaskar's (1975; 1979) work, critical realism has grown in importance, both as an ontological underpinning for natural science epistemology, and as an alternative to the false dualism found in social sciences outlined above. An important principle of critical realism is that there is an underpinning physical reality (Savin-Baden and Howell-Major: 2013: 57), the intransitive realm, that has causal power and can be understood through the transitive realm of knowing (the mind) via information from the senses (Scott: 2007: 14-5). Fundamentally for natural science, the intransitive realm is a stratified open system that creates distinguishable and observable events (Cruickshank: 2010: 583-7), and an underlying regularity that allows theories to be constructed and then improved upon.

For the social sciences the situation is a little more complex and contested. Critical realism accepts the addition of human agency, consciousness and theory of mind. The mind then interacts with stratified open social systems and the underpinning social reality, thus creating a distinction between 'knowing' and 'being' through structure and agency (Scott: 2007: 14). There is a further postulation that this underlying social reality is underpinned by causal mechanisms that cannot be described in an infinite number of

ways (Scott: 2005: 634-636), and therefore qualified social truths are accessible to philosophers via internal reasoning and analysis. Cruickshank (2010) described this social knowledge as a form of 'lay' knowledge that, whilst rejecting the incoherence of multiple realities, nevertheless was ultimately based on agreement rather than certainty. According to Cruickshank, one of the strengths of Bhaskar's theory was its ability to reconcile naturalistic, empirical research with social sciences to create a 'contingent' and 'qualified' naturalist account of the human condition (Bhaskar: 1979: 2-3). This unification between naturalism and social science has been defined by Nash (2005: 187) as an 'approach that recognises the fundamental unity of the world, grounded in the specific and emergent properties of ...social entities', that allows the possibility of 'scientific enquiry'. Yet some important differences between the natural and the social domains are admitted. In Bhaskar's (1979: 37-54) account, he concluded that the ontological foundations of the social sciences differ from natural sciences in a number of important ways, not least that the foundations of society, the social structures, cannot exist separately from the societies they create, nor do they exist independently of human consciousness or agency, and unlike the underpinning physical reality, they are temporal and subject to change. Thus social sciences are certainly more contingent than the natural sciences, but of course this does not mean, as described above, that social scientist cannot aim to discover and describe the underlying social structures and causal mechanisms.

Thus in terms of an ontologically determined epistemology, this research project certainly placed itself within the broad school of empirical social science research (Cohen et al: 2007; Miles and Huberman: 1994) in that it was conducted with a variety of English primary schools, and aimed to give an empirical, 'in vivo' (Glaser and Strauss: 1967: 40), account that produced as much detail as possible, mirroring Yin's (2003: 162-3) concept of a 'complete' account, in order to carry out various forms of comparative and convergent analysis. However, this unquestionably included the researcher acting as a research tool (Miles and Huberman: 1994: 6-7; Punch: 2009:

117), and the adoption of some of the methods of ethnography associated with the disciplines of anthropology and sociology (Thomas: 2009: 118-9). Thus, despite the underpinning ontology unquestionably based on critical realism, the project's epistemological approach was partially influenced by ethnography¹⁰ (Green et al: 2012: 309-321) because of the nature of some of the research instruments chosen, the naturalistic settings and immersion in the field (Bhatti: 2012: 80-4; Punch: 2009: 124-9). Savin-Baden and Howell-Major (2013: 31) discussed the acceptance of 'blurred boundaries and 'intersubjectivity' (Savin-Baden and Howell-Major: 2013: 59), but this is rejected completely. Critical realism posits that methodological issues can be reconciled at the level of analysis and in the drawing of conclusions (Scott: 2007: 14-16), and at this stage ethnographic and interpretive accounts were rejected.

Cummings (1985: 220), based on Schutz's theory, directed the researcher entering the research field to adopt the assumption of a stranger and to look at all events with fresh and critical eyes, and to reject as far as possible prior knowledge and preconceptions. This proved useful advice, though difficult to achieve in practice because of the researcher's long experience as a primary teacher. Also influential were the many theorists who advocated high levels of researcher reflexivity (Lincoln and Guba: 1985: 327) and a 'constant questioning' approach (Kemmis: 1980) that would also safeguard against making too many uncritical and unwarranted assumptions when carrying out empirical and ethnographic field work. One aspect of education research, borrowed from anthropology, is the concept of emic and etic accounts (Adelman and Young: 1985); certainly emic approaches, accounting for the interpretation of others, were used during this project, not least when collecting observational and field notes, but arguably they can be reconciled with critical realism because of its acceptance of agency. Indeed, Nash (2005: 187) described the 'double hermeneutic' of social theory informing social behaviour, and how this can be interpreted by the researcher. Therefore researching accounts of respondent's attitudes and beliefs can presumably

¹⁰ Whitehead (2004) defined ethnography as an epistemology with elements of ontology.

be subject to a similar double layer of analysis, namely critically reflecting on the process of analysing and interpreting the attitudes and beliefs of others.

Critical realism has certainly influenced a generation of educational researchers, notably Pring (2000a), Scott (2005) and Nash (2005), so the underpinning philosophy adopted by this project is far from unique. An early adherent of critical realism in education, Corson (1991), argued for the admittance of a wide range of research tools including observations, interviews and documentary analysis within research strategies such as case studies. Thus the research strategy outlined below can be placed legitimately within critical theory.

2.3 Research Strategy

Robson (2007: 70-1) and Punch (2009: 7) made two very important points that influenced the initial thoughts about designing a research strategy: firstly, that the type of research question very often determines the general research design, and secondly that researchers sometimes uncritically narrow the possible research strategies down and thus fail to consider feasible alternatives. Since the principal aims of the project were to identify good practice and construct transferable models for dissemination, based on a considerable degree of rich description and verisimilitude, this would almost certainly rule out survey approaches. Experimental approaches were theoretically applicable if a tentative hypothesis, possibly identified from previous research, had been determined, but this was not the case, even after the pilot-study. Had one emerged, there would have been almost insurmountable technical and ethical barriers, not least controlling some of the possible variables that are associated with open systems such as schools, including those linked to cross-curricularity such as school leadership, teacher subject knowledge, planning and resources. These barriers would arguably be even more challenging to a lone researcher with no particular institutional or ethical leverage to gain approval for such experimental work to be carried out, or the time and resources for its successful completion. Therefore the favoured approach from the beginning of the design process was to carry out case-study research, particularly a multiple case-study strategy, to allow the identification and analysis of alternative models and approaches.

Educational case studies have been classified into a number of different models, and some closely matched the aims of this study. For clarity, the three principal models under discussion here are adapted from Thomas' (2011) schema. 'Descriptive' case-study design (Thomas: 2011: 91-3; Yin: 1993: 21-27), also termed 'Intrinsic' (Stake: 1980), is a firmly established strategy within educational research that ultimately aim to provide the 'thick' (Geertz: 1975), 'rich' (Kemmis: 1980) or 'complete' (Yin: 2003) descriptions that can account for the complex situations (Stake: 1980; Yin: 1993: 3)

that are a natural feature of educational settings, involving as they do, an almost infinite number of interactions and variables present in multi-causal settings such as classrooms and schools. Thomas (2011: 4) described this as a process of 'drilling down' to create three-dimensional and more balanced perspectives of the phenomenon under review. Thus a principal justification for case-study research is the identification and illumination of complex social interactions that would be inaccessible using other research strategies (Platt: 1988), and to produce something Kemmis (1980: 121) deemed 'authentic' knowledge and insight.

Accounting for complexity has been an increasing concern in educational research (Cohen et al: 2007: 33-4), alongside the desire to develop new theoretical frameworks for analysing social interactions in educational settings whilst rejecting 'simple cause and effect models, linear predictability, and a dissecting approach to understanding phenomena (and) replacing them with organic, non-linear and holistic' explanations (Cohen et al: 2007: 33; also Thomas: 2011: 45-6). Hence Thomas' (2011: 118-120) second model, 'picture drawing', or 'illustrative' research, that has considerable overlap with the 'illuminative' (Parlett and Hamilton: 1972) and 'story telling' (Bassey: 1993: 62) models described earlier. This model clearly goes beyond the aim of intrinsic research and includes a considerable amount of analysis including comparison and evaluation, previously outlined as the project's second aim.

The final model for discussion is Thomas' (2011: 112) account of 'theory building', or 'theory seeking' (Bassey: 1999: 62), case-study designs which are at least in part based on the 'grounded theory' approach (Glaser and Strauss: 1967; Strauss and Corbin: 1998) and developed as an alternative to verification and theory testing in the social sciences. Robson (2007) and Schuller (1988) both argued that theory building has often been a traditional role with case-study strategy, often as a prelude to further study. This model is thus aligned to the project's aim to produce an explanatory account, and arguably the findings of this study can not only be used as a transferable

model, they can also be used as a starting point for further research, possibly including experimental designs to establish limited generalisations.

Additionally, case-study design is closely allied to school-based empirical research because of the many definitions of 'case' that emphasise the importance of the physical 'bounded system' (Miles and Huberman: 1994; Adelman et al: 1980) that parallels definitions of classroom and school, particularly small English primary schools. While the second common definition, the temporal 'event' (Thomas: 2011: 13) and 'instance in action' (Adelman et al: 1980) matches the idea of curriculum innovations. Equally, the topicality of cross-curricularity which sparked the initial interest in this research project is supported by Yin's (2003) claim that case-study work is often linked to investigating contemporary issues.

A key idea within case-study theory is the concept of a phenomenon or 'singularity' (Thomas: 2011: 9; Bassey and Pratt: 2003: 169) under review, but researching several cases is also very common, particularly when researching educational initiatives (Yin: 2003: 40). The principal justification for multiple case-study work was not an argument for 'convergence' or 'replication logic' (Yin: 2003: 40-6); rather it was to find alternative approaches to cross-curricular teaching and learning, hence the desire to research aspects of diversity (Platt: 1988: 16; Flick: 2011: 69) and to develop a range of theoretical models, whilst not ignoring areas of similarity and convergence. In practice these did occur, and both similarities and differences were observed and analysed. Certainly multiple case-study work is a common research strategy within the discipline of education (Miles and Huberman: 1994; Gay et al: 2009), partly due to the number, variety and comparatively small size of many schools.

The instance of a negative case has been thought of as very important consideration (Bogdan and Biklen: 1992), and this informed the project's initial design which was identified as a 2+1 or a 3+1 model, with a normally performing school contrasted with two or three high attaining examples. The other consideration was a linear model of

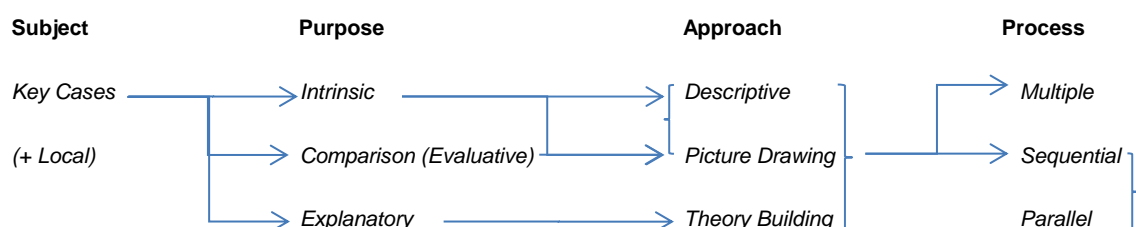
1+1+1 (+1) rather than considering overlapping examples. In practice both ideas proved impossible to maintain. The end result was a 3+ pilot-study model, and the latter did act as a point of contrast as well as convergence. One important issue was the identification of high performing schools that have adopted cross-curricular practice. Ofsted reports were read and were useful, but the most important factor was the use of professional contacts. Perhaps significantly, the pilot-study school was suggested by a university colleague who arranged the initial contact. Similarly the first case-study school used in the research was also suggested by a colleague, based on close familiarity with the recent changes the school had made with curriculum design and delivery. This was further facilitated by the out-going head-teacher who had started to work in partnership with Oxford Brookes University and who had pioneered a transformation to more thematic and creative teaching approach that she believed had resulted in improved pupil enjoyment and performance, a claim backed up by recent Ofsted inspections. This seemed like an ideal starting point for the field work proper.

Case-study 2 was initiated through a University lead partnership meeting, and even though the start of field work overlapped work in the first case-study, it seemed appropriate to begin the research as soon as practicable. This head-teacher was also keen to celebrate a similar experiment with thematic and cross-curricular teaching. The final school was a case of drawing upon contacts and personal information; it was a school that had worked closely with the university in supporting trainee teachers, and the newly arrived head-teacher had been a strong advocate and pioneer of progressive approaches to curriculum design and delivery including more thematic and creative ideas. The problem with identifying a negative case, that is a school that had unsuccessfully adopted cross-curricular teaching, was principally the ethical question of honestly admitting the rationale for approaching such a school, particularly those that worked in partnership with the university, and so this was eventually dropped from the design when the ethical considerations appeared insurmountable; instead the pilot-study school was used in its place.

There was a considerable amount of overlap and flexibility in the timing of the research: despite differing starting points in October 2011, December 2011 and October 2012 respectively, the final work on each case-study ended at approximately the same time in July 2013, (although limited research was conducted in Case-study 3 until February 2014). The resulting overlap was not problematic because rarely were there opportunities for field work in two or more schools at the same time, but it did influence the speed in which the data was processed and analysed, and also delayed the important work on model building. Equally, carrying out consecutive work allowed an opportunity to make comparisons between different schools almost from the start, and arguably sharpened the focus of the data collection and early analysis such as memoing, as well as targeting certain questions in both field notes and interviews.

The selection of the three case-study schools was unquestionably a form of ‘purposive’ or ‘judgemental’ sampling (Cohen et al: 2007; Robson: 2007). The justification for this approach can be found in the idea of the ‘key’ (Thomas: 2011: 76-7), or the ‘critical case’ (Bogdan and Biklen: 1992; Flick: 2011: 76), where an example of particularly good or bad practice is chosen, which may then be contrasted with other ‘relevant’ examples to answer the research question (Shipman: 1988: 53-4).

In conclusion, by adapting Thomas’ (2011: 93) flow diagram an overview of the case-study research strategy can be demonstrated as a summary of the design:



2.4 Instrumentation

2.41 Classroom Observations and Field Notes

Classroom observations are strongly associated with empirical work in education, especially those using a case-study strategy (Cohen et al: 2007: 260-1), and an obvious way of obtaining detailed and rich descriptions of the interactions between teacher and learners. Robson's (2007: 323-5) continuum for classifying the level of observer participation is widely quoted, and using his schema the 'observer-as-participant', also defined as the 'passive observer' (Gay et al: 2009) or 'observing participant' (Burgess: 1985), was adopted for this project. This form of observation is overt rather than covert, and involves a visible presence in the classroom, but aims to minimise the researcher's effect on the phenomenon under review. The rationale was that by minimising the researcher's interactions with both teacher and pupils in classroom situations it would satisfy some of the ethical considerations surrounding the observer effect, as well as maximising opportunities to collect detailed observational data. Indeed, this form of observation is usually associated with systematic and structured observations, and this was the original intention. The importance of following school protocol closely and remaining sensitive to the culture of the classroom (Cassell: 1988; Gay et al: 2009) were adhered to as carefully as possible.

The first opportunity to test observer-as-participant role was during the pilot-study. There was a brief introduction by the class teacher at the start of the first observation, and the researcher sat at the desk at the extreme left of the classroom. This afforded a good view of the front of the class where most of the teaching took place, and also a panoramic view of the whole class. The disadvantage was the researcher's proximity to two tables of children who sometimes did try to engage in minor conversation, despite the avoidance of eye contact and reluctance to talk to them. Therefore the researcher unquestionably did alter the dynamic of the classroom. This emphasised the

importance of reflexivity when making observations, especially in assessing the impact of the researcher on the observed lesson.

Detailed observations and initial categorical analysis were sought using a pro forma lesson observation sheet which underwent a long and complex iterative process before it became a useful document (Appendix A). During the pilot-study the design of the lesson observation form was soon found to be flawed. Initially twenty sections based on the elements of history identified by the literature review were created and spread out over two sides of A4 paper. Whilst each box was nominally useful as a method of analysis and categorisation, it immediately became apparent that too much time was spent deciding where comments should go, often involving alternating between pages to find the right category. For the first revision the number of categories was cut to 17, and most of these included the factual information essential for recording the basic details of the lesson. The second revision added a more extended teacher introduction section, spread out over two sides of paper. This allowed time to record detailed descriptive comments about the lesson under review. Coding and analysis, including work outcomes and using categories largely based on the elements of the NC, were then conducted either at the end, or during lulls, in lessons. The next set of changes carried out during the pilot-study were to print on both sides of the form, thus allowing a much longer narrative section, and to change the title of this from *teacher introduction* to *lesson observation* since a complete lesson observation is evidently not just about the teaching input. It was noted during the pilot-study observations that in creative and free-flowing lessons the teaching input can often take several forms, and occur during different points of the lesson. Given the speed of lessons, and considerations of noise and disturbance, handwritten comments seemed preferable to typing using a notebook computer.

The use of many sides of paper eventually allowed a running commentary to be created, and the crucial addition of two side columns, following the advice of Bogdan and Biklen (1992), included one to record who was speaking and the other to record

lesson timings and duration. The sections for analysis were now fewer in number and placed at the end of the form; additionally the practice of adding memos in the margins allowed immediate analysis to take place, as advised by writers such as Gay et al (2009). By the time CS1 research began, it became almost unthinkable that detailed descriptions of pupil-teacher and pupil-pupil interactions and conversations would not be recorded, not least the importance of recording examples of teacher explanations and modelling ideas, group work and informal discussions. Thus the observational format became increasingly less structured and more a form of phenomenological research, acknowledging the complexity and dynamics of classroom situations, and seeking 'trends and patterns over time' (Cohen et al: 2007: 397). Following Thomas' schema (2009: 186-7) it would probably be more accurate to describe the final version as 'semi-structured'.

The pilot-study also revealed the importance of field notes. Burgess (1988) argued that conversations immediately preceding and following lessons can supply rich and deep data that can be a crucial component of educational case-study research. Initially notes from conversations conducted around lessons were recorded on loose paper until the significance of these conversations was recognised, and thereafter a series of field work note books were used running into many thousands of words. The importance of writing up immediately was noted by Hammersley (1984); this proved good advice in practice, and very quickly all field notes were typed up as soon as practicable, alongside early analysis and memoing.

It has been argued that good observational data can add the 'richness, colour and depth of description' (Bulmer: 1984b: 211) that is vital in for the authenticity of case-study work. Yet no researcher can carry out observational work without considering some of the methodological and philosophical weaknesses. Observer bias is an immediate consideration, particularly the question of researcher preference (Gillham: 2000: 47); armed with a complete and detailed model of the nature of historical learning from the literature review, it was naturally tempting for the researcher to see evidence

for these elements whilst ignoring contradictory data. This is certainly a danger inherent in any form of comparative and evaluative research. The observer effect, or reactivity, when analysing the data, also has to be considered. It has to be admitted that however passive the observer's role, there will still be some influence and change to the classroom dynamic (Shipman: 1988; Kemmis: 1980), not least changes in the attitude and performance of teachers who will understandably feel that they are being judged through the process of observation, and this effect has been acknowledged during the pilot-study.

Therefore it is important that any researcher using observational techniques adopts a form of reflexivity or the 'critical self-awareness' of the anthropologist (Kloos: 1988). This is a return to the ethnographic concept of the researcher as the instrument of research, actively creating and interpreting knowledge during the act of observation (Kemmis: 1980). Certainly observational work cannot be conceived as a neutral or passive act, and it is therefore incumbent on researchers to maintain high levels of reflexivity in all situations in the field, noting this effect as part of initial analysis and memoing. This was something that was attempted at all times by the use of reflexive memos in situations where assumptions or unsupportable judgements had potentially occurred. Reflexivity is also concept that does form part of critical realism, incorporating the transitive world of hermeneutical theory, particularly the interplay in the researcher's mind between theory, prior knowledge and empirical data created via the senses (Bhaskar: 1975).

2.42 Semi-Structured Interviews

Interviews were initially identified in the research design because they allowed access to the decision-making process behind the shift to cross-curricular approaches. Interviews are commonly found in social science research including case-studies (Robson: 2007: 269-71; Punch: 2009: 144-5) because of their ability to engage with situations of complexity, and they further allow insider or expert respondents provision to explain their interpretations behind action or decision making, information that could not easily be obtained from any other research tool (Mears: 2012).

Interviews can also be placed on a continuum (Thomas: 2009: 160-5; Punch: 2009: 145-8), and while structured interviews would almost certainly fail to provide the rich data required in this study, 'in depth' semi-structured interviews (Mears: 2012: 170-1) allowed greater flexibility in questions and responses, within a constructed form of conversation (Dyer: 1995: 56-8), while still allowing some commonality to facilitate analysis and categorization. Ultimately semi-structured interviews offer a balance, or trade off, between rich data (Bogdan and Biklen: 1992), insight (Shipman: 1988) and reliability. A review by the researcher's supervisors, as well as experience from the pilot-study indicated that some of the initial questions were either irrelevant or flawed, and required omitting, or were too vague, and therefore required tightening; thus, as with the observation form, a lengthy iterative process ensued until a satisfactory set of fifteen questions emerged (Appendix B)

At the end of the pilot-study, the pro forma had already undergone some changes, and therefore was in a reasonably serviceable form by the time of the interview with the history coordinator. The interview itself was carried out at lunchtime on the final research day and therefore was subject to considerable time pressure. Despite these limitations the interview did produce some interesting material for analysis in the form of notes and summaries from unstructured responses (Cohen et al: 2009: 359). The fact that it took place at the end of the observations allowed the use of immediate

analysis to ask interesting follow up questions, and also the opportunity to ask for clarification when more information and reflection was required. At the end of the interview feedback was requested. The format received a positive response because the coordinator felt that it made her more reflective about the purpose and rationale behind the school's policy to adopt a cross-curricular approach to learning and learning. However, these comments, and a reflection following an informal discussion with the head-teacher, resulted in a consideration that either a separate interview form for class teachers needed developing, or that the project should concentrate solely on interviewing subject coordinators and school leaders. Ultimately the latter option was selected as a form of 'elite' interview policy (Gillham: 2000: 63-5).

The single pilot-study interview, although perfunctory, did indicate that the information would be insightful and relevant, even though the series of questions clearly required further revision. After the first interview in the initial case-study school, the conclusion was that unstructured note taking produced highly interesting and rich data, but that it also proved too complex to be briefly and accurately summarised, and the respondent agreed to write out some responses that were then posted. On reflection, the note taking revealed too many instances of bias and researcher preference, particularly in the choice of words used to summarise lengthy answers. Hence the decision to tape all future interviews (with notes taken as a backup in the case of a recording error). Permission was always requested prior to interviewing and transcripts (produced by a commercial stenographer) were subsequently sent to respondents for checking and agreement that it was an accurate representation of their thoughts. Two are included in the appendices as examples.

The interview data arguably proved to be the most valuable and insightful obtained for the project. For example the decision making processes behind a move to cross-curricular teaching were often hidden in official school documentation, and were not discernible from observational data. Occasionally they were revealed in field notes, but by contrast the interview data nearly always included fascinating chronological detail

about the impetus behind the decision making process, not least concerns about children's enjoyment and academic progress, alongside insightful and thoughtful reflections on the efficacy and success of curriculum decision making within the school. It was also found that conversations were naturally steered towards ad hoc questions and answers, and not only did these natural deviations often produce rich data, it made the interview process increasingly unstructured rather than semi-structured. In the final analysis, however, the core questions were always maintained thus retaining the essential characteristics of semi-structured interviews.

Criticism of interview data has to be addressed: Terkel (1965) (cited in Burgess: 1988: 139) was highly critical of interview data which he described as 'clichéd' and 'limited' compared with ethnographic conversations (although this research project did include many examples of the latter in the field notes). Bulmer (1984a) and Burgess (1988) similarly argued that interview responses were often atypical and unrepresentative of the respondents' true thoughts, not least because highly artificial interview situations invoke feelings of prestige, pride and vanity to creep in, even dishonesty (Walford: 2001: 90-2). Therefore elements of bias and misrepresentation (Cohen et al: 2009: 350-1) would almost certainly have been present in the interviews carried out for this research project, not least because schools and school leaders are highly accountable for the decisions that they make regarding the curriculum and school performance, but as far as consciously possible high levels of criticality and reflexivity were adopted when analysing the responses.

2.43 Documentation and Photographs

Selecting the analysis of documentation as a third research instrument, defined as a form of secondary data (Flick: 2011: 122-5), was partly a reflection of historical methodology and partly an acknowledgment that evidence from observations and interviews would need supplementing in some way. It was also a response to the importance of carrying out sensitive and unobtrusive research in schools that are increasingly under scrutiny from many sources including Ofsted. However, documentary analysis became increasingly important as the project developed, partly due to the comparative lack of evidence from observations, and also because documentary evidence produced some surprising insights and rich data. For example Flick (2011: 124) argued that school documents can be considered a form of 'standardized artifacts' (sic) because they have the same purpose and can be found in the same formats in multiple settings, therefore allowing comparative analysis.

Ofsted reports were available for analysis, and despite the very narrow and focused prism Ofsted uses to evaluate and assess schools, the reports did offer some useful information, not least the historical perspective of school progress or regression, and often over longer periods of time than key personnel such as head-teachers. For example in two of the project's research schools the rationale for adopting more integrated and creative approaches to the curriculum became more obvious once earlier Ofsted reports had been reviewed; in essence criticisms of boring lessons that lacked stimulation and imagination had resulted in radical changes to curriculum management and delivery. Evidence from school documentation and planning was highly variable. Partly this was due to differing policies about what schools would be happy to release, but it also reflected different approaches to the importance of documentation. In two Case-study schools paperwork was centralised and coordinated, which did give the sense of leadership and curriculum overview, but this did not necessarily translate to the level of the classroom and there were some highly variable practices regarding the detail and availability of planning. It was also clear that strong

school and subject leadership was not wholly dependent of documentation, and therefore the correlation between documentation and practice was complex.

Several theorists (Bogdan and Biklen: 1992: 138-145; Gillham: 2000: 21-2; Flick: 2011: 124-5) advised that photographs could be a useful aspect of documentary analysis, and part of a recent trend in social research. Many photographs were taken of classroom displays, shared play areas in the earlier years, and occasionally work outcomes. Photographing plans and policy statements was also found to be an unobtrusive alternative to using a photocopier. Great care was taken not to break the code of anonymity, particularly with work outcomes. Children were not photographed at any time (such photographs would have required parental permission), but photographs of children doing history, where they could not be identified, were forwarded by some class-teachers. As the research project developed it became increasingly clear that photographs were a rich source of evidence for the success of cross-curricular learning, for example art work and design technology models linked to particular history topics, while stimulating display boards were often a clear manifestation of the importance of history topics.

However, as Shipman (1988) noted, at best documentary evidence is rarely sufficient in itself, and it can sometimes incorporate propaganda elements, particularly in official school policies and brochures. This was certainly the case with some of the documentation reviewed for this study, but this did allow the possibility of comparative analysis between official policies and empirical research into practice.

2.5 Analysis of Data

Critical realism supports the idea that meaningful and agreed statements can be made about humanity based on the concept of an underlying social reality that contains points of agreement identifiable through naturalistic research (Bhaskar: 1979). The approach adopted during this project was fundamentally based on high levels of analysis and criticality, particularly necessary due to the qualitative nature of the evidence. Critical realism also addressed some of the main problems associated with naive realism, not least the importance of the relationship between prior knowledge and theory when analysing empirical data, and it also addressed the weaknesses associated with research that is too theory driven and not based on real world settings (Platt: 1988). This research project's approach certainly had elements of grounded theory (Glaser and Strauss: 1967; Coffey and Atkinson: 1996; Gibbs: 2007), notably grounded theory's advocacy of the inductive construction of theories derived from empirical data. Critical realism, by contrast, arguably places far more emphasis on the interplay between theory and evidence, uniting inductive and deductive reasoning to create a form of abductive reasoning (Bulmer: 1984c), and high levels of criticality regarding what can legitimately be claimed, something Thomas (2009: 42) described as critical awareness or the 'duty of doubt'. However, certain techniques used in the analysis of data, for example coding, are certainly associated with grounded theory and this should be acknowledged.

The first analytical technique used as part of field work and observations was analytic memoing (Saldana: 2013: 41-57). This technique is also associated with grounded theory (Glaser and Strauss: 1967: 112), but it is commonly used by researchers from all academic disciplines, associated as it is with note taking in all its forms. Essentially it is a form of immediate analysis and categorization, defined by Miles and Huberman (1994: 72) as a 'theorising write up of ideas about codes and their relationship as they strike the analyst'. Certainly the increasing use of field notes for this study resulted in extensive memos. They were almost certainly a form of 'initial' or 'preliminary' coding

(Robson: 1993: 386) for they contained an initial attempt at analysis and development of theoretical perspectives (Punch: 2009: 180).

During field work the lesson observation pro forma included predetermined categories. These clearly matched Robson's (1993: 386-7) description of 'organising' or 'summary' memos, and they were virtually always completed either during the lesson, or immediately following it. An argument can be made that predetermined categories reduced the potential for more creative analysis, although many lesson observations ended with other thoughts and observations, including summary memos, and occasionally these were recorded in a field work diary or on the back of the lesson observations. In practice field work resulted in the creation of far more memos than had originally been anticipated, and not solely because of the increased use of field notes, but due to an increased respect for the importance of immediate reflection and analysis.

Follow up work incorporated the concept of 'comparative analysis' (Glaser and Strauss: 1967: 21-23)¹¹, based on the principle of comparison and the identification of the 'distinctive elements' of the phenomenon under review, and was adopted to support the project's aim of generating codes, categories, and eventually theoretical models. It was also preferred to the 'analytical induction' method (Glaser and Strauss: 1967: 104-5; Lincoln and Guba: 1985: 335) which tends to be associated with verification rather than generation of theory. Overall a priori 'concept driven' codes (Gibbs: 2007: 45-6) were the most commonly employed because of the identification of the elements that defined the nature of history from the literature review. Nevertheless, many examples of 'open coding' (Strauss and Corbin: 1998: 101-22), or 'first-cycle' codes (Saldana: 2013: 58-66), were applied, particularly with interview transcriptions because of the detailed and unpredictable responses about issues such as curriculum decision making, managing curriculum development and reviewing the planning process. 'In vivo' (Coffey and

¹¹ Also termed 'systematic comparison' (Strauss and Corbin: 1998: 93-4), or the 'constant comparative method' (Flick: 2011: 211; Gibbs: 2007: 50; Thomas: 2009: 198)

Atkinson: 1996: 32; Saldana: 2013: 91-6) codes were selected from particularly insightful or interesting quotations from interviews and ethnographic conversations. Much of this very rich data had not been accounted for in the literature review of cross-curricular and thematic teaching, and was therefore less easy to place in the project's theoretical framework; it also had important implications for carrying out post-hoc further reading, and arguably became the most intriguing and original element of the empirical data collected. The project adopted Glaser's and Strauss' (1967: 37) advice to recognise diversity when using open coding rather than trying to force similarities in the data, and consideration was also given to their recommendation (1967: 105-13) to generate as many codes as possible before natural forms of limitation occurred such as integration and 'theoretical saturation' (1967: 111-2). In practice saturation levels occurred quite naturally. Ultimately some coding was concept driven, and some codes appeared inductively from the process of analysis.

Further levels of conceptual analysis were conducted through hierarchical techniques such as 'branching' (Gibbs: 2007: 73-5) and 'laddering' (Cohen et al: 2007: 439) to create 'second-cycle' (Saldana: 2012: 207-213) codes. 'Axial' codes (Strauss and Corbin: 1998: 123-4; Gibbs: 2007: 86-8; Saldana: 2013: 218-223) were then identified to make links between second-cycle codes and to account for the relationship and the hierarchies between them; these were then employed to generate flow diagrams. In the discussion chapter second-cycle and axial codes were incorporated in further levels of analysis resulting in the generation of theoretical categories (Saldana: 2012: 249-254) for each case-study school. Concept maps were developed to support the emergence of the three models of cross-curricularity that emerged from analysis at the level of each case-study. An example of this process is included in Appendix C.

Due to the multi case-study strategy, it was anticipated that some form of metrical analysis would be carried out for data presentation and cross-case analysis. The principal theorists behind the research plan were Miles and Huberman (1994) and Yin (1993; 2003). As further anticipated, the multi-case model that was used in the analysis

chapter to summarise historical learning has been variously described as a 'case ordered meta-matrix' (Miles and Huberman: 1999: 188-93) or the 'cross-case synthesis' model (Yin: 2003: 133-136). In practice there are very few differences between both models and essentially they were treated as the same design. The use of a time-ordered matrix proved invaluable in presenting an overview of the analysis of historical learning (table 4.2) in the '3+ pilot' model, and also to present points of convergence and divergence. Ultimately it was not easy to order the three cases, as Miles and Huberman (1994) had recommended, because there was not a definitive hierarchy of either subject integration or subject integrity. Instead, almost from the beginning of the field work, construction of three theoretical models based on each school's approach to curriculum integration had begun. These developed into arguably more interesting and subtle forms of analysis, but one model did appear to be superior and so analysis began with this. Thus the final matrix can be described, with qualifications, as a 'partially ordered meta-matrix' (table 4.8) (Miles and Huberman: 1994: 177-181).

This meant deviating slightly from Miles' and Huberman's (1994) advice to fully complete the analysis of each case-study thoroughly and separately before attempting cross-case presentation, organisation and analysis, but in practice since no definitive hierarchy had been identified, this did not make a significant difference to the eventual outcome. Indeed, Yin (2003) warned against trying to fit cases together where the analysis did not support this. A similar point can be made about attempts to overemphasise differences to aid the presentation of results. This study almost certainly did not fall into either form of misrepresentation; the case-studies selected through purposive sampling each operated through quite a different model of cross-curricular teaching and learning and it was comparatively easy to demonstrate the differences as well as the areas of commonality without traducing the evidence.

2.6 Academic Rigour

Educational research that contains rich descriptions and attempts at theory building clearly fits into the non-numerical, or qualitative, research tradition, although the usefulness of these terms is challenged by critical theorists such as Scott (2005; 2007) and Pring (2000b). Educational researchers have increasingly used the term 'trustworthiness' as an account of academic rigour (Lincoln and Guba: 1985: 289-331; Gay et al: 2009), and further argued for the use of concepts such as credibility, transferability, dependability and confirmability in place of the traditional research terms, often associated with quantifiable and measurable data, of internal and external validity, reliability and objectivity respectively (Lincoln and Guba: 1985: 301-327). It is claimed with reasonable confidence that the findings are credible, or internally valid, in the sense that they are a fair and representative description of the strengths and limitations of cross-curricular approaches to teaching history in the primary schools under review, and that the theories produced represent an accurate model of the underlying structures. Another aspect of rigour in qualitative research (Cohen et al: 2007: 148-9) is to allow data to be scrutinised by fellow researchers to increase confidence that interpretations are reasonable, and to look again and more deeply where divergence of opinion occurs. This is especially important for a lone researcher, and two colleagues did moderate some of early stages of coding and analysis to allow for greater security.

The term 'trustworthiness' is also used here because of its relevance to detailed case-study work (Bassey: 1999: 74-7); essentially trustworthiness is gained through transparency in motives, care in selecting the appropriate research instruments, and appropriate forms of analysis, and that all aspects of the research process are shared with the respondents. Furthermore, trustworthiness can be supported by carrying out long periods of time in the field (Lincoln and Guba: 1985: 301-2; Gay et al: 2009), itself a form of 'ecological validity' associated with naturalistic research (Cohen et al: 2007: 138-9), and the establishment of researcher credibility in the aspect of research to be

investigated (for example the researcher's extensive previous work as a primary teacher and history coordinator). Additionally two main techniques have been developed: the first is the idea of a 'case record' (Stenhouse: 1980) or Yin's (200: 101-2) concept of a 'case-study database'. Underpinning this idea is the concept of researcher honesty and transparency in the collection and processing of empirical data from field work, and the ability to track all research claims back to their source, thus creating a 'chain of evidence' (Yin: 2003: 105-6) or 'audit trail' (Lincoln and Guba: 1985: 319-320) that can be verified by other researchers and interested parties. Additionally there is an acknowledgement of Hammersley's (2005) argument that transparency often rests on unwarranted assumptions. Openness and honesty have been consistently applied throughout the project, and great care has been taken to ensure that all observations, interview transcripts, field notes and other documents, along with the records of analysis have been shared with schools, and have subsequently been filed in an open and transparent way and available for scrutiny. Indeed, the first case-study school declined to host any more observations until they had seen the first draft of the analysis and writing up process; and as an act of courtesy all observational records were posted to each teacher involved (sometimes more than one in a single observation). Similarly interview transcripts were posted to the respondents for agreement and signature.

The second technique is the concept of triangulation (Lincoln and Guba: 1985: 305-7; Robson: 2007; Cohen et al: 2007) adopted from surveying. Arguably this concept is becoming an uncritically considered trope due to its frequent citation in case-study research. Nevertheless, as Thomas (2009: 111) argued, the potential for corroboration from multiple sources of data cannot be ignored, and in the case of this project three sources of data, four if field notes are separated from more formal classroom observations, was useful. Each instrument provided some data that would not have been accessible from other sources, for example the background context Ofsted reports gave when analysing interview transcripts from head-teachers, which in turn did

not always accurately depict the situation in individual classrooms. This form of comparative analysis contrasted with moments when there was clear convergence between two or more sources of information; and as the section on instrumentation indicated, certain sources of data produced unexpectedly useful information to counterbalance some of the disappointments, notably fewer lesson observations than anticipated.

Educational research has been criticised for its non-cumulative nature (Hargreaves: 1996), and for its inability to produce generalisations that allow future practitioners valuable evidence for improving practice. An increasingly concern of this research project was to produce models of cross-curricular practice linked to history, but arguably applicable with other subject disciplines. Because these models were not replicated or tested there can be no claim for unqualified generalisability, reflecting the realistic aims of many researchers working within the social sciences (Lincoln and Guba: 1985: 110-128; Flick: 2011: 210-11), and particularly those associated with case-study research because of the singular nature of this strategy (Thomas: 2011: 210-12). However the potential for replication, founded on aspects of transferability, is both admitted and claimed: the three models analysed and described in this study do demonstrate a balance between cross-curricularity and subject integrity. If this balance can be achieved in three schools, then logically they can be replicated successfully in other settings. Punch (2009: 121-2) termed this 'conceptualising' and 'developing propositions', namely elements that can be transferred to similar settings or tested by further research. Gay et al (2009) also argued that a good case-study research should lead to some elements of applicability and transferability, while Shipman (1985a; 1985b) and Platt (1988) similarly considered the possibility of adopting findings to other cases. Nevertheless, it has to be admitted that replication is not a simple matter; any attempt to apply the models in another setting may result in significant differences given the number of crucial variables such as school leadership, subject coordination and individual teachers' confidence levels and skills.

Bassey (1999: 51-4; Bassey and Pratt: 2003) responded to many of the criticisms of educational case-study research by developing the concept of 'fuzzy generalisations' which postulates that under 'some' circumstances and 'some' conditions the conclusions of a particular case 'may' be transferable to similar settings, while Thomas (2011: 212) made a case for limited claims based on abductive reasoning. These positions seem admirably sensible and reasoned, and match the conclusions of this study. Finally, this research project acknowledges the importance of sharing findings through open publications, consultancy and conferences to ensure that qualified conclusions of this kind are shared and transferred, for another frequent criticism of educational research is that very often the producers of research write for each other and their own narrow world of specialist publications.

2.7 Ethical Considerations

As Soltis (1989: 124) argued persuasively: ultimately social research is a 'moral enterprise' and it is important that researchers act in an ethical way. This research project closely adhered to all the conditions outlined in Warwick University's ethics policies and followed the recommendations of the British Educational Research Association (BERA: 2011). Warwick University's ethics form was completed in April 2011, but required 2 further processes of revision and correction before it was finally approved in August 2011 (Appendix D). The principal revisions had been a greater acknowledgment of the possible detriment to the learning environment in classes that were observed due the aforementioned observer effect. This had been acknowledged in the first draft as part of a trend towards a greater number of adult visitors in the primary classroom, but it was felt that this had not been sufficiently recognised as a risk. This further emphasised the importance of minimising interactions with staff and children during lesson time. The second change was the necessity of gaining the permission from all parents of children likely to be part of observed lessons. Both changes were accepted immediately and then carried out.

The fundamental right of a respondent's privacy, both individuals and institutions, was enabled by a rigorous process of ensuring anonymity at every stage of the research process (Kimmel: 2007; Cohen et al: 2007: 64-5); each school is only ever referred to by a code, both in the collection and filing of empirical data, and in the writing up process. Abbreviations have been used for the pilot-school (PS), followed by case-study schools (CS) 1, 2 and 3. Where teachers are referred to, in observations, field notes or interviews, initials were used to identify them for the reader, but the initials themselves are codified and do not relate to their actual names. In the discussion section for each case-study school the basic details of size and organisation are mentioned, but these descriptions are typical of many primary schools, thus it would be extremely difficult to identify either a school or a teacher from the research notes or discussion sections. Most importantly, no child can be identified from any of the notes,

transcriptions or documents, and very great care was taken to ensure that no photograph could reveal the identity of a child. These considerations were particularly important given that the dissemination of the findings was a key aim.

Adult consent was gained initially through the gatekeeper (Morrow: 2005), which in each case, including the pilot-school, was through the head-teacher. The process of selecting and accessing each school has already been recounted. In each school the teachers were introduced to the research project through the researcher's attendance at a staff meeting (two in the case of CS3) where the researcher was introduced and outlined the research aims, the methods of research and how the project would be reported. The main consideration was that the teachers in each school were provided with enough information to give their informed consent if they wanted to participate (Kimmel: 2007: 68-9; Thomas: 2011: 68-71). In each case-study school the resulting situation was clearly an 'opt in' format, and the teachers were invited to contact the researcher directly if they were interested in participating. This was usually carried out by email, but there were two occasions when last minute invitation for fieldwork and observations were made through telephone calls.

The teachers were also informed that should they volunteer they could opt out at any moment. Interestingly, two teacher volunteers interpreted the observational records as a form of evidence for their professional development. It also should be reported that the researcher did offer all schools in-service training sessions as a *quid pro quo* arrangement for their support. Due a combination of the researcher's professional role as a representative of a teacher-training university, and former role as a primary teacher, particularly a former professional association with the head-teacher in CS3, this situation unquestionably resulted in some of the conflicts of role and responsibilities outlined by Walford (2001: 62-80), although it is unlikely that these measurably compromised the research findings.

Parental consent was gained through a standard letter, outlining the aims of the project and the implications for the effect on the learning environment, given to each teacher who agreed to observations. In practice these were quite manageable, involving three teachers in CS1, four from CS2 and one from CS3, but not for those children involved in field work situations because rarely did these involve formal learning situations and, most crucially, could not be anticipated in advance. Great sensitivity and respect were adhered to on each school visit, and the school protocol was also closely followed; in part this was due to the researcher's twenty year career in primary education. Thus the philosophical challenge of adopting the attitudes of a stranger from a research point of view arguably became an advantage when fitting into the culture of English primary schools.

The dilemma of recording honestly and analytically invariably involves some form of judgement, especially given the element of evaluation within the aims of the project. The sharing of findings can lead to difficult situations as Burgess (1985) and Cummings (1985) both described; hence the importance of sharing findings with the respondents (Flick: 2011: 239-40). In practice all observations, transcriptions and judgements were accepted without comment. Under the terms of the University's ethics form it was agreed that data would be destroyed at the end of the project, although it was recommended, and accepted, that destruction should wait until the awarding of the degree in case the data was required for revisions.

CHAPTER 3 – PRESENTATION OF THE RESEARCH DATA

Pilot-study

3.1 Introduction

The pilot-study involved four visits to a large (396 pupil), two-form entry, Church of England (Aided) primary school in a medium sized Oxfordshire town, (hereafter referred to as PS), between March and April 2011. In the initial research discussion with the head-teacher, TM, preceding the observations, it was explained that the school had adopted a more thematic and creative approach to the primary curriculum based on INSET carried out in local partnership schools, and that she and a year 6 senior teacher, had decided to adopt this approach throughout the school, beginning in September 2010.

The three published Ofsted reports from February 2004, May 2008, and most recently September 2010 (six months before the research visits began), suggested that curriculum breadth had long been a strength of the school. In 2004 Ofsted praised the enriching aspect of the school's approach to the curriculum. The inspector responsible for the humanities graded history as 'good' and noted the effective links with literacy, including opportunities for extended writing. The creative use of art linked to other subjects, such as the Aztecs history topic, was also noted. By 2008 the school's overall grade had been reduced to 'satisfactory', but teaching and learning in history was highlighted as a success, and once again the links between history and literacy were praised. The most recent inspection was more successful. The briefer format of recent Ofsted reports allowed little in the way of detail, although the breadth of the curriculum was singled out as one of the school's strong features, and also the way the curriculum reflected pupil interests. Thus there is clear evidence that the PS school had long demonstrated a commitment to a broad and enriched curriculum in which history featured strongly.

3.2 Observational Data

Over the three days in school five lesson observations were conducted all based in two year 3 classes taught by two teachers, PJ and LR. Year 3 were covering the NC topic, '*Britain Since the 1930s*', with a specific focus on the home front during World War II. This is a common focus within the scope of the topic, but it is more commonly covered with older children in upper KS2. Time devoted to the topic, including several themed days, two of which were observed, was considerable, thus allowing more than one observation in a day.

The first two observations were more obviously history lessons with some cross-curricular aspects, and in many respects they were more concerned with the delivery of historical knowledge, often in an informative and interactive way. Observational summaries noted that the lesson introductions often included a series of questions, initially mostly closed at this stage, which seemed designed to remind the children of their previous work, and some of their homework research activities. Later there were interesting examples of open questions that really stretched children's understanding and demonstrated the overall quality of PJ's questioning strategies. There were clear references to enquiry, but the pace was too fast to generate discussion or a developed response from the children, although frequent observational comments alluded to the levels of enthusiasm and engagement demonstrated.

Unfortunately the aforementioned design faults with the observation form meant that detailed commentary was missing, but part of the evidence was demonstrated by the number of questions and statements many of the children made, and the number of children asking questions was wide. The cross-curricular aspect in the first lesson was a practical activity using measuring equipment (mathematics) to assess what rationing allowances of butter, tea, jam and cheese actually looked like, followed by an investigation and challenge to see how many sandwiches and cups of tea they could actually make using a weekly ration. Each group carried out a practical activity

supervised by an adult, but all the children in each group were involved in some practical way, for example buttering the bread, and it was therefore concluded that the activities had genuine purpose. Perhaps more pertinently, by the end of the session the children had arguably gained a considered understanding of the restrictions of rationing compared with carrying out text-based research from secondary sources. The counter argument was the consideration that the children in lower KS2 would require a lot of maturity and imagination to fully appreciate the long term effects of rationing, particularly the absence of foods that are now easily available, but this would be true whatever the source of the information. From the mathematics point of view it was concluded that the activity was a genuinely purposeful investigation, and they were using appropriate scales to find the mass of the rationed foodstuffs, but the understandable decision to use metric measures did undermine the historically situated use of imperial measures that rations would have been defined by. Arguably this demonstrated an observable tension between the differing objectives in mathematics and history.

Visits 2 and 3 occurred during far more thematic history days, 'Soldier Day' followed by 'VE day', and both acted as a coda to the whole term's topic. On both visits field notes noted the enthusiasm and commitment the teachers and teaching assistants demonstrated, and a clear testimony to the importance of history in the school's curriculum. Observation 3 recorded a hot-seating activity that was impressive in its demonstration of high levels of historical insight and understanding from year 3 children. Both the range of questions and the sophistication and accuracy of the answers bore testimony to the success of the topic and the amount of historical knowledge the children had acquired by that stage. The letter writing activity that followed the hot-seating exercise required the children to use their historical knowledge and imagination to write a letter home. In this case it was concluded that the English element was stronger than the history, because despite their research there were some inaccuracies of context and time, understandable given their age, but arguably more

worryingly included some inaccurate information provided about British operations during World War II.

Similarly, some of the practical activities arguably held little academic rigour and failed to move children's historical understanding and reasoning forward. An afternoon devoted to soldier activities and duties (observation 4), including drill, guard duty and obstacle building, lacked realism or purpose, and offered the children few insights into the life of a soldier. Furthermore, while some activities could have been described as PE, the lack of a PE kit, clear learning objectives and supervision meant that the lesson could not easily be described as history, PE or drama, and thus was largely an unproductive afternoon in which the children appeared to learn very little. The final observation encompassed VE day celebrations and seemed genuinely joyful and cross-curricular in that it gave the class an opportunity to display their model making (DT), singing and art work.

The memos made during observations frequently alluded to the children's enthusiasm and commitment to the project, the amount of enquiry carried out, often independently as part of homework or self-generated, and genuinely purposeful cross-curricular links. The counter arguments frequently centred on the appropriateness of the themes and historical understanding that this topic generates with year 3 children, and the triviality of some activities such as those described in soldier day. Later analysis, using the conceptual codes identified in the literature review, revealed that many elements of history had been present in the observed lessons, with the notable exception of chronology (which was also absent in the form of timelines in the otherwise extensive classroom displays). Narrative was also largely absent, but one notable example of second-cycle coding was the later analysis that suggested that the whole topic had been underpinned by an underlying narrative culminating with the themed VE celebration day.

Part of the Display for VE
Celebrations Themed Day



3.3 Interview Data

The interview was carried out on the afternoon of the last research visit with the history coordinator LR, hence the invitation to observe her class. The interview pro forma was still being developed, but it still yielded interesting data. What emerged was a desire to create 'exciting and real' 'practical' and 'visual' learning experiences for the children which strongly reflected the data from observations and field work analysis. The aim to develop 'creative' learning experiences was mentioned as an answer to three separate questions, and this had not been picked up in either observations or field notes following informal conversations.

The importance of leadership emerged when LR was questioned about the genesis of cross-curricular teaching. She acknowledged that the impetus had come from the head-teacher, and although she demonstrated a high level of commitment and personal belief in this form of teaching and learning, she admitted, when questioned about drawbacks, that assessment had not been fully developed and that some of the themed days traded enthusiasm and commitment at the cost of subject integrity. LR also believed that history was very well suited to cross-curricular approaches, thus reflecting the conclusion that the school essentially adopted a hierarchical subject model with the main subject at the top. She argued that history combined particularly well with literacy, art and music, all borne out by the observational notes. LR's final point was that it was a very successful strategy at primary level and which, she believed, the vast majority of children responded to extremely positively.

Pilot-study Observation Matrix

Coding & Analysis Matrix – Pilot-study Lesson(S)	Ob1 (PJ) 01/03/2011	Ob 2 (PJ) 01/03/2011	Ob 3 (LR) 17/03/2011	Ob 4 (LR) 17/03/2011	Ob 5 (LR & PJ) 06/04/2011	Second-Cycle Coding (Laddering)
	<i>Investigating Rationing</i>	<i>‘You know you are a spy!’</i>	<i>Soldier Day</i>	<i>Soldier Day</i>	<i>VE Day (whole day – only observed afternoon)</i>	
Concept Driven Coding	<i>Great skill used in questioning Mostly open Whole lesson based on enquiry</i>	<i>Enquiry led – collaborative work based on homework activity</i>	<i>Hot seating – many examples of excellent questions and answers; strong enquiry mode</i>	<i>Rotation of practical tasks: drill, building a road block, throwing grenades & guard duty</i>		
<i>Enquiry</i>						
Evidence (Primary Sources)	<i>PowerPoint images and information; Facsimile ration books Re-creation of ration portions</i>	<i>Evidence of children’s research – but, inaccurate findings were not challenged</i>		<i>Some content, largely skills of parade ground ‘drill’ Lack of rigour and accuracy elsewhere</i>	<i>Authentic attempts at playground games, chants and songs Replication of street party including food from the time</i>	Considerable teacher input and expertise
Chronology						
Interpretation & criticality	<i>How rationing compares to modern food portions; Use of metric measures less authentic</i>	<i>As above - cut and paste (literally and metaphorically)</i>	<i>Some understanding of the perspectives of training as a soldier – difficult to observe or test</i>		<i>Perspectives on celebration – some children only remembered the war</i>	
Reasoning: <ul style="list-style-type: none">• Cause & effect• Significance• Change• Insight• Imagination	<i>Significance – children. really did seem to understand the impact of rationing – what it actually meant for people Change – clear comparison between then and now</i>	<i>Imagination – written outcomes demonstrated high levels of creative imagination (though not always respecting the boundaries of evidence)</i>	<i>High levels of imagination (even empathy) applied to a soldier’s life</i>	<i>Some insight into training Arguably some understanding of the challenges Difficult to assess impact based solely on observations</i>	<i>Change – games and songs from 1940s (not so clear from observation that this was fully understood)</i>	
Narrative			<i>Narrative account of a soldier’s life as part of an exercise in writing a letter home</i>			Underpinning narrative to the whole topic – culminated in visits and themed days

Content & Knowledge	Considerable – arguably largely transmission (or at least transference) Very teacher led Strong teaching introduction		(missed teaching input) Letters demonstrated some confusion over dates and some inaccuracies	Rotation of practical tasks: all groups received some input and demonstration. Some guests very knowledgeable (esp. Drill)	Celebratory Party in Hall Knowledge of childhood games and songs	
Memos	Practical activity Enthusiasm from children. Dedicated history lesson Transference of information	Enthusiasm and commitment from the children both in their written outcomes and also the amount of research carried out for homework	Lack of rigour / accuracy Historical imagination Enthusiasm and motivation Historical imagination Challenge pitched too high for some children	Measurable historical understanding? How much of a soldier's life was going through children's minds as they were doing this? Enthusiasm Triviality Superficiality Practical	Practical Culmination (of whole half-term's work and study Enthusiasm and commitment)	Superficiality and triviality resulted in occasional lack of value and loss of authenticity
Open Coding	Meaningful Authenticity Immersion Tension – between metric measures needed in mathematics and historical imperial units that would have defined rations	creativity	Curriculum balance – arguably letters more useful as a literacy exercise than history Immersion	Immersion Authenticity (questionable)	Immersion Celebration Culmination	Immersion led to genuine insight and even empathy (e.g. hot seating and letter writing) for some children
Links with Other subjects	ICT – PP slides DT – Sandwich and Tea making Music – 1940s song at the end Mathematics – very strong. Practical estimates and measures using metric units	ICT – PP slides Literacy – clear outcome	Literacy – Letter writing Drama – hot seating Music – singing authentic wartime songs	PE – e.g. marching, throwing, PT and drill (but in school uniform rather than PE kit) Problem solving (DT)	Music – singing PE – skipping and other playground games, etc. Literacy – final piece of writing to sum up whole topic	Hierarchical structure with history at the top. Only literacy comparable with history Strong links with art and DT

Displays Reflecting Cross-Curricular Work



Demonstrating the Commitment to DT and
History in the Pilot Study



Case-Study One

3.4 Introduction

The first Case-study took place in a small, rural Oxfordshire primary school with a roll of 86 pupils. It is also a voluntary controlled Church of England school with three vertically grouped classes plus a head-teacher. In total 11 visits were made between July 2011 and July 2012, and included 5 days of observations and field work, a full day to analyse school documentation, and two days for interviews.

3.5 Ofsted Reports

Three full Ofsted reports were scrutinised. The first in July 2002 described a school in decline, including falling pupil numbers, and serious weaknesses with leadership and teaching. A new head-teacher was appointed, and after two years Ofsted returned in July 2004. Although the overall grade the school received was 'satisfactory', there was considerable praise for the leadership of the new head-teacher and teaching standards in KS2. Policies and planning systems were clearly in place, and the school was making good use of 'visits and visitors' to support subjects such as history. History lessons were not observed, but the inspector covering the humanities scrutinised plans and work outcomes and noted that the content was clearly following NC guidelines including units such as the Great Fire of London, the Aztecs and the Ancient Greeks.

By May 2008, under the direction of the same head-teacher, Ofsted graded the school as 'outstanding', a judgement it still enjoys, with particular praise for the quality of leadership and teaching standards. Although the briefer format of more recent reports precludes detailed reporting of non-core subjects, there were still many significant comments. The main findings included recognition that the school was 'at the heart of

the community', and there was recognition for its development of 'an imaginative and creative curriculum' including 'exciting topics' underpinned by rigorous planning and assessment. Judgements about teaching included a statement that highlighted the 'imaginative and innovative' way lessons were delivered. The section on curriculum repeated these points and added that its 'outstanding curriculum' played a major part in pupils' enjoyment in lessons. One very pertinent sentence concluded that the school had established 'very good links across subjects' including opportunities for integration, which enabled pupils to develop their literacy and numeracy skills and helped to extend children's knowledge and understanding. In an echo of the earlier report, Ofsted concluded that the curriculum was also enriched by a 'series of well-planned visits and visitors'. Because the school had vastly improved and maintained its very high KS2 results, there has not been a follow up inspection since despite two subsequent changes of head-teacher. Thus Case-Study 1 has clearly received official commendation for using innovative approaches to the curriculum, not least because it had achieved and maintained high academic standards. As such it was clearly worthy of further investigation.

3.6 Planning and Policies

Research began with one full day in the school, in November 2011, with permission to scrutinise and photograph school documentation including policies and planning. These included long and medium plans for each class. This followed a field conversation with the new head-teacher, and an explanation of the school's two year rolling programme due to vertical grouping in each of the three classes. This was subject to review and change, as subsequent interviews revealed, but at the time of observations the classes were working on cycle A, term 1:

Long term topic plan	Class 1 (Years 1/2)	Class 2 (Years 3/4)	Class 3 (Years 5/6)
Year A term 1	<i>Fossils and Bones (Nature Detectives)</i>	<i>Chocolate</i>	<i>Conflict and Resolution</i>
Year A term 2	<i>Take One Picture</i>	<i>Take One Picture</i>	<i>Take One Picture</i>
Year A term 3	<i>The Olympics</i>	<i>The Olympics</i>	<i>The Olympics</i>
Year B term 1	<i>Fire and Festivals</i>	<i>How high can you go?</i>	<i>Along the Riverbank</i>
Year B term 2	<i>Space</i>	<i>Built to Last</i>	<i>Flight</i>
Year B term 3	<i>The Seaside</i>	<i>Islands</i>	<i>Mini-Business</i>

It was subsequently discovered that there was inconsistency over the term topic or theme, although the documentation clearly referred to topics, but what was far more significant was the fact that many had a history, geography or science focus, while the minority were genuinely less subject led and hierarchical. The flexibility in planning can be indicated by the willingness to respond to topicality of the London 2012 Olympic Games. Previous topics included links to the World Cup 2010 ('Games around the World'), 'The Show Must Go On' (linked to a whole school performance), and 'Beneath Our Feet'. Some of the links between the overall topic and NC study units were not

always obvious. While linking the Aztecs Unit with 'Chocolate' has been a commonly adopted practice (according to Ofsted: 2011), 'Built to Last' is not so obviously linked to the Ancient Egyptian Study Unit. Topics that had a strong history presence also included 'Conflict and Resolution' (Britain since the 1930s) and 'Fire and Festivals' (The Great Fire of London).

The following photographs indicate the level of history in many of the units. In some examples it was a question of attaching a history unit to the wider topic, for example in the photograph below the arts based cross-curricular 'Take One Picture' project " (National Gallery: 2013) has been linked to the Victorians Study Unit, but in other cases the integration was more imaginative.

Year A class 3 term 1&2		Medium Term Plan		Take One Picture Renoir: Umbrellas (1881-86)	
<u>Science</u> Materials: properties - suitability for purpose. Thermal insulators; electrical conductors. Looking at objects (umbrellas) what materials are used and why? Danger of lightening? Impressionists - Light: Effects of light and shadow. Materials that reflect light: opaque and transparent materials. Pin hole camera.	<u>Geography</u> Identify and describe what places are like. Describe where places are. Using the painting to identify places that it could have been painted. What information do we need to identify area? <u>Umbrellas</u> : Create pieces of work for the Gallery. 3D sculpture of (collect umbrellas) umbrellas in different stages of decay and openness - allow different light through (disco ball?) Reproduce modern version - brightly coloured clothes, different shapes of umbrellas. Different seasons - what would they look like in summer or winter? Photography - different street scenes. Trip to Witney - by bus ????	<u>History</u> Victorian Britain: The Great Exhibition 1851 - inventions (bicycle, steam engine, train) Different fashion for different sections of society. 11a How to find out from the past through art of the period.	<u>Music</u> French Songs - what makes music sound French? What sounds would create Victorian sounding music? Create a sound track to accompany the picture	<u>English</u> Narrative: character development and how setting affects story. Who are they? What are they doing? What are they thinking? Non-fiction: Instructions: how to make an umbrella; bustle. Recount: day in the life of one of the characters. Poetry: poetic language - metaphor, alliteration, rhyme, rhythm etc.	
<u>PE</u> Swimming Yr 6 Games: Invasion - implement and kicking Term 2 Indoor PE - Dance (Singing in the Rain - with umbrellas?)	<u>Art</u> <i>Sketching</i> Tones of colour: different shades. Texture: smooth, ruffled. Distance: foreground, background - perspective. <u>ICT</u> <i>Character - sketching, painting</i> Make pattern of umbrellas - stamps, different sizes.	<u>DT</u> How does an umbrella work? Can the design be improved? What would be the best materials to use to make an umbrella? Can they be made from anything else? The Bustle????	<u>PSHCE</u> Who am I? Looking for the best in everyone. Looking after each other.	<u>Maths</u> time zones and co-ordinates (France - England) shape and space: tessellation. Transposing shapes (moving); symmetry.	

In the example below, the topic 'Along the River Bank' incorporated a history of river usage and physical change that is not part of the NC for history, although it does predominately follow the NC geography unit on 'Rivers'. It was notable that all topics had identified at least one opportunity for a trip or out of school learning.

Class 5/6 Medium Term Plan		Along the River Bank		Terms 3 and 4	
Science Habitats - animals and plants in the environment Food chains Keys Electricity - linked to hydro-electricity Separating materials - changing state solids, liquids and gases (water cycle) Forces - upthrust: boats	Geography Water cycle Rivers of the world Fieldwork Rivers in our local environment - Thames, Windrush, Farmoor reservoir How humans change rivers - environmental issues, importance of water (Global Citizenship) How rivers shape the environment	History A study of how the local rivers have changed over time How they have been used - how this affected rivers and local area Transportation: pleasure Trip Henley River & Rowing museum Stonesfield? Colehill? Fieldtrip TBA	Music Composing time and place effects - compose on the riverbank Fingal's cave Mendelsohn <i>Compose a piece of music that reflects aspects of Riverbank</i>	English Fiction Genres - types of stories Story structure - extending narrative Non- Fiction Persuasion(5)/Argument (6) TV debate <i>Create a non fiction book using all text types about the Riverbank.</i> <i>Write a story 'Along the Riverbank.'</i>	
PE Gymnastics/ dance: River journey - travelling, spinning, leaping. Games: Rugby Swimming (Term 3) <i>Perform a dance that tells the story of the River's journey.</i>	Art Landscapes - water colour and fieldwork sketching 3D models of river(bank) Batik? <i>A landscape picture of the Riverbank.</i>	DT Bridges and boat building <i>Build a crossing for a river</i> ICT Database - animals (adaptation) Sound - recording sounds and creating riverbank soundscape. Interactive map	PSHCE <i>P4C</i> Dangers and uses of water Consider social and moral dilemmas (environmental awareness) Discuss topical issues - flooding v housing Changing course of river Dams for hydro-electric	Maths Scales on maps Measure - distance and capacity litres- ml How much water do we need?	

Evidence for curriculum mapping and the tracking of NC elements for history within each class can be seen in the following two photographs (overleaf). The colour coding referred to the elements contained in each termly topic. They were the best examples of their kind identified during this project and typical of the school's rigorous approach to planning, monitoring and adhering to the NC.

Indeed, of the three case-study schools under review for this project, the planning was both the most detailed and the most consistently applied. This may have been partly due to the small size of the school, but almost certainly reflects the strong leadership identified by Ofsted.

CS1 - Curriculum Mapping

HISTORY		Year 5	Year 6
Breadth of study			
7	How an aspect in the local area has changed over time, or how the locality was changed by a significant event, or development or a significant individual.		
9	An overview of how society was shaped by movement and settlement prior to the Norman conquest and an in depth study of the effect on society by Roman or Anglo Saxon or Viking settlement. <i>Robin Hood</i>		
10	Britain and the wider world in Tudor times. Events and individuals, including Tudor monarchs. Everyday lives of men women and children.		
11	Victorian Britain or Britain since 1930		
	A Significant Victorian individuals, events and changes in work and transport. The lives of men women and children.		
	B The impact of the Second World War or social and technological changes since 1930		
12	European History. Life, beliefs and achievements in Ancient Greece and their influence on the world today		
13	World History chosen from: Ancient Egypt, Ancient Sumer, the Assyrian Empire, the Indus Valley, the Maya, Benin or the Aztecs.		
Knowledge & understanding			
1	Chronological understanding		
	a Place events, people and changes into correct periods of time.		
	b Use dates and vocabulary relating to the passing of time		
2	Events, changes and people in the past		
	a Characteristic features of the periods and societies studied, including ideas, beliefs, attitudes and experiences of men, women and children.		
	b Social, ethnic, cultural, religious diversity of the societies studied		
	c Identify and describe reasons for, and results of events and changes		
	d Describe and make links between events, and changes across periods		
3	Historical Interpretation		
	Recognise the past is represented and interpreted in different ways, and give reasons for this.		
4	Historical Enquiry		
	a Use a variety of sources to find out about events, people and changes		
	b Ask and answer questions. Select and record relevant information		
5	Organisation and Communication		
	a Recall, select and organise information		
	b Use dates and historical vocabulary to describe the period		
	c Communicate their knowledge and understanding in a variety of ways		

CS1 - Curriculum Mapping Continued

History	Year 3 2009-2010	Year 4 2010-2011			
	Take one picture Ranier's Umbrellas Chocolate Top Speed/South Africa World Cup/Hill End	How High Can You Go Time Detectives The Show Must Go On			
Breadth of study		Year 3	Year 4	Year 5	Year 6
7. How an aspect in the local area has changed over time, or how the locality was changed by a significant event, or development or a significant individual			✓		
9. An overview of how society was shaped by movement and settlement prior to the Norman conquest and an in depth study of the effect on society by Roman or Anglo Saxon or Viking settlement			✓		
10. Britain and the wider world in Tudor times. Events and individuals, including Tudor monarchs. Everyday lives of men women and children.					
11. Victorian Britain or Britain since 1930					
A. Significant Victorian individuals, events and changes in work and transport. The lives of men women and children.					
B. The impact of the Second World War or social and technological changes since 1930					
12. European History. Life, beliefs and achievements in Ancient Greece and their influence on the world today.					
13. World History chosen from: Ancient Egypt, Ancient Sumer, the Assyrian Empire, the Indus Valley, the Maya, Benin or the Aztecs		✓			
Knowledge & understanding					
1a Place events, people and changes into correct periods of time.		✓✓	✓		
b Use dates and vocabulary relating to the passing of time			✓		
2a Characteristic features of the periods and societies studied, including ideas, beliefs, attitudes and experiences of men, women and children.		✓	✓		
b Social, ethnic, cultural, religious diversity of the societies studied		✓			
c Identify and describe reasons for, and results of events and changes		✓			
d Describe and make links between events, and changes across periods		✓			
3a Recognise the past is represented and interpreted in different ways, and give reasons for this.		✓	✓		
4a Use a variety of sources to find out about events, people and changes		✓	✓		
b Ask and answer questions. Select and record relevant information		✓	✓		
5a Recall, select and organise information					
b Use dates and historical vocabulary to describe the period		✓	✓		
c Communicate their knowledge and understanding in a variety of ways					

3.7 Observations and Field Notes

The observations were carried out over several weeks in the autumn of 2011, in each of the three classes. The first class observed, over the course of a whole day, was class 3, the upper juniors. They were studying the home front as part of the 'Britain Since the 1930s' study unit, within the termly theme of 'Conflict and Resolution', which clearly provided a sensible link between the theme and the history unit, and also an appropriate subject for children of this age. A summary of the memos and coding, both concept driven and open, are contained in the matrix below, but the main conclusions were that there was good use of oral evidence in the form of three visitors arranged through the British Legion. This provided an excellent variety of evidence including good links with the locality: one visitor had moved to the village to do his pilot training at the local airfield - the old runway and some of the buildings were still in the village and provided workshops for local businesses and butted up to the school grounds - and a man who had been evacuated to the village at the start of the war. The tone was very respectful; indeed the children stood to attention when the visitors arrived. There was time for questions after three contrasting and lengthy accounts, but it was clear that few had been formulated in advance, and some lacked relevance or understanding. It was a good reminder of Vass's (1993) advice to ensure that questions are prepared before the session. Nevertheless, in the follow up lesson where they worked in groups and were asked to reflect on what they had learned from the visitors, some children did demonstrate good historical understanding and reasoning. Some of the more insightful comments concerned the unique form of oral history and the impossibility of gaining this information, namely what it must have been like to move to their village to begin pilot training, from any other source. Other examples of historical reasoning observed included a burgeoning understanding of Oakeshott's (1983: 65-6) account of contingency, that essentially history is concerned with what happened and often involves chance. One boy, reflecting on the pilot's account of surviving combat missions, stated 'it depends on luck'.

There were also examples of burgeoning causal reasoning, particularly a group who realised that the 'grow your own' policy was a direct response to shortage and rationing. While this may not seem particularly insightful for children their age, not all primary classes would be given an opportunity to carry out lengthy periods of reflection and analysis. Weaknesses observed included a lack of time to follow up their ideas and to subject them to further scrutiny and analysis; indeed the children received few interventions when they were working. There were also many examples of over-generalising, and some clear misunderstandings, that were not challenged in the lesson. One can also question whether this was truly cross-curricular teaching and learning. Although links with citizenship and geography were observed, these were very limited. It was concluded that this was an example of a dedicated history lesson that had genuine links with the overall theme, but was not in itself cross-curricular. The danger of over generalising based on two observations was accepted, but the memos reflected the fact that general thematic teaching did not ineluctably lead to links across subjects, and that the structure could quite easily be separate subject teaching combined under an overarching theme.

Chronologically the next class observed was the infants, taught by PJ, who was the school's senior teacher and a key architect in the adoption of the new curriculum. In this case the termly theme was 'Fossils and Bones' and to this had been added the history unit of famous people in the form of Charles Darwin. It was concluded that this was a suitable and original link, and although eminent Victorians are often taught in KS1, this was a rare example of Darwin being chosen, and it was noted that this was a bold and creative choice. Here the cross-curricular links were far more obvious and included drama (in the form of structured play), music, art and literacy. The pedagogical approach was principally based on enquiry and a constructivist model of learning. There were many questions from PJ, often closed and requiring them to recall previous work, but some were probing; equally the children were encouraged to ask questions and to seek the answers from secondary sources such as books and

illustrations. There were also some examples of primary evidence in the form of real fossils and laboratory equipment, and several photographs of Darwin's home and laboratory. The main history outcome was a comparison between Darwin's home, furniture and clothes and the children's homes. This involved the early stages of analysis, namely close observations and systematic comparisons drawing out similarities and differences. The plenary focused almost entirely on the comparisons that they observed.

In research conversations with PJ, both before and after the lesson, and later transcribed as field notes, she was questioned about her philosophy regarding curriculum management. In comments echoed in the subsequent formal interview with PJ, she insisted that the approach was creative rather than cross-curricular, and that her underlying belief was fundamentally about seizing opportunities to make 'real' and 'powerful' links when they arose and 'nailing it'. PJ gave examples of mini-topics that arose from either current events or children's curiosity, for example a mini-topic on weddings during the then recent royal wedding. In many respects this approach did echo some of the topic-based approaches that emerged after the Plowden report, and it also contrasted significantly with the very curriculum based learning observed in the upper-junior class.

Structured Play – Darwin's Laboratory



The final class observed, the lower-juniors, were covering the Aztecs NC history unit as part of the general theme of Chocolate. It was suggested earlier that this had been a commonly made link, and therefore indicated less originality than some of the other themes. In many respects it appeared similar to the approach taken in the upper-junior class, but it quickly became apparent from the three observations, that although the Aztecs unit was being taught in discrete lessons, on a weekly basis, there were many profound and interesting links across subjects. For example several interludes were witnessed that involved drama, and there were strong links with RE, art and literacy. Of equal significance were the very effective teaching inputs, from both job-share teachers, which indicated high levels of personal knowledge and skill, specifically the ability to combine skilful story-telling with clearly identified discussions relating to evidence and historical elements such as truth and criticality.

These observations were the only ones that contained any reference to chronology, in the form of rehearsing and writing down significant dates, but no reference to a timeline that was observed. There were also many references to interpretation. Initially this concerned Aztec creation myths and how they compared to the Christian creation mythology, and also wider references to other ancient beliefs. The question of perspective when evaluating the story of the Spanish conquest was discussed on more than one occasion. A discussion concerning the nature of historical evidence and how this influences reasoning and knowledge of the past was also observed. Although most of these discussions were teacher led, the level of historical reasoning and understanding the children demonstrate, both in answering questions and also in their work, was considered to be impressive. Historical evidence was mostly pictorial, and there was effective use of photographs and images using PowerPoint presentations. These were supplemented with several facsimile Aztec artefacts the school had procured. In the final lesson observed, facsimiles of the Aztec codex were used to allow the children to produce their own codices based on important elements in their

lives. The related trip had been a visit to Cadbury World, and there were several references to it in the planning documentation, class displays and discussions.

The majority of the memos explored the relationship of the cross-curricular links. It was quickly clear that all NC subjects, apart from mathematics, were below the overarching theme of Chocolate. Below this the hierarchy appeared variable: in the lesson on creation myths it was concluded that RE and history were equally prevalent, even taking into consideration the fact that it was ostensibly a dedicated history session, but on other occasions literacy, art and drama were clearly subsumed below the history element. Thus there was a discernible hierarchy, but it was variable. In the post-lesson discussions, which were typed up as field notes, this question was put to BE. She agreed that within history work other subjects 'get hung off it, and not the other way round, especially'; although it was suggested to her that sometimes the status was equal. BE also discussed her use of story as a teaching input; she acknowledged that a lot of her teaching techniques were literacy based including the use of drama and acting out. She was observed using freeze frame on two occasions, and she further argued that these techniques helped children to structure their own writing. In research conversations with CK, she emphasised the place of enquiry more than content, and was less concerned with the teacher input, although analysis suggested that she was the most skilled at linking content to the concepts and elements of history.

Case-study 1 Observation Matrix

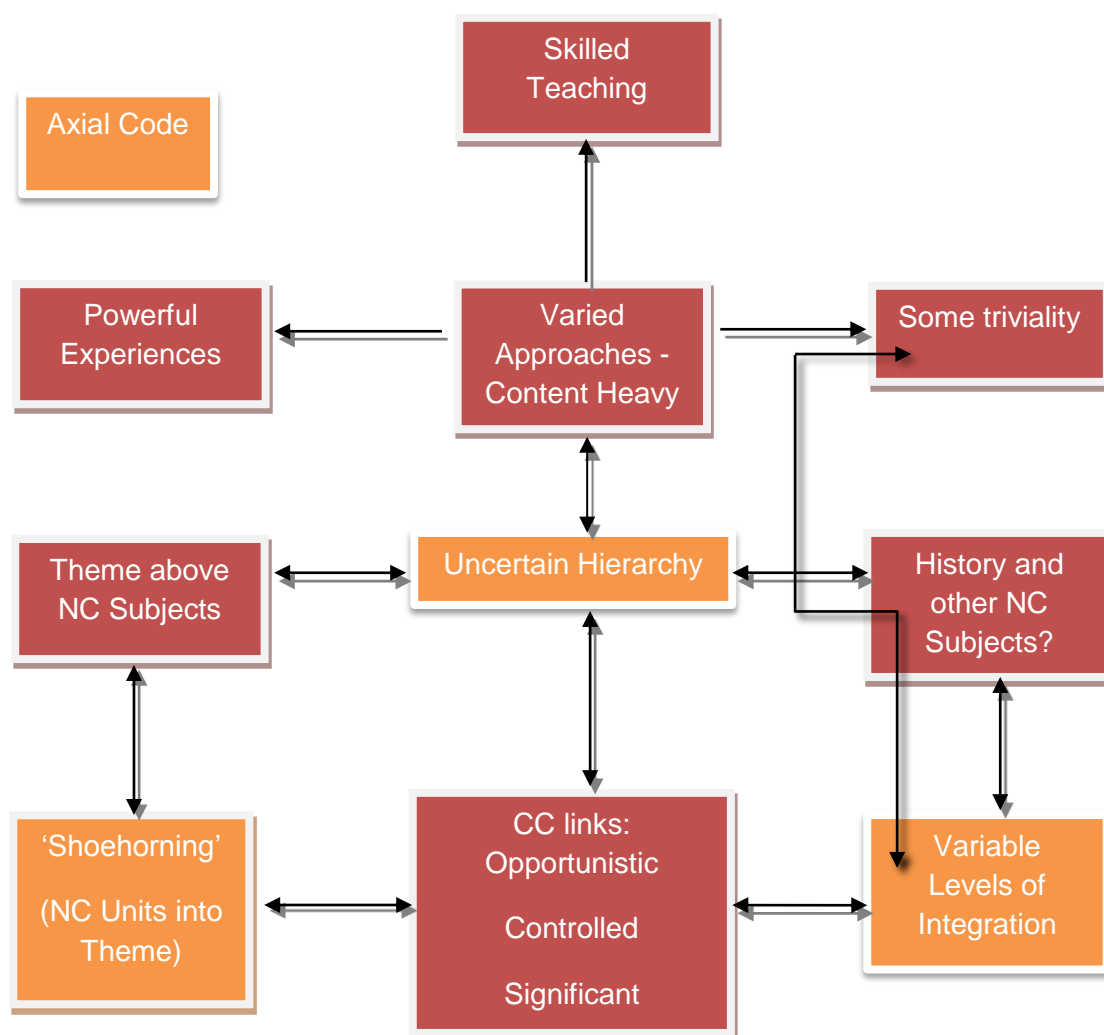
Coding & Analysis Matrix – CS 1	Ob 1 Years 5/6 10/11/11 (BA)	Ob 2 Years 5/6 10/11/11 (BA)	Ob 3 Years 1/2 14/11/11 (PJ)	Ob 4 Years 3/4 15/11/11 (BE)	Ob 5 Years 3/4 22/11/11 (BE)	Ob 6 Years 3/4 29/11/11 (CK)	Second-Cycle Codes (Laddering)
Theme / NC history links	Conflict and Resolution Britain Since the 1930s Local Study	Conflict and Resolution Britain Since the 1930s Local Study	Fossils and Bones (Nature Detectives) Famous People or Events	Chocolate Aztecs	Chocolate Aztecs	Chocolate Aztecs	
Concept driven Codes (a priori)	WWII and Home Front 3 British Legion Visitors (Linked to Remembrance Day)	Follow up to visitors and oral history	Study of Charles Darwin and the expedition on the Beagle PP containing information about Darwin and his home	Follow up to previous work – Aztec religious beliefs Retelling Aztec account of Creation Drama activities to rehearse events	Aztec Communication – writing systems Impressive Q & A session recapping previous work	Retelling the story of the Aztec Empire in pictograms Content heavy	Adherence to NC History Units
Content & Knowledge Within CC Topic							
Enquiry	Opportunities for questions		Enquiry led – many questions	Lots of questions (both teacher led and child initiated)			Muted Enquiry – content more prevalent
Evidence (Primary Sources)	Oral History Personal Testimony Insightful and interesting evidence linked to locality (e.g. pilot moved to local airfield for training.	Used information gained from oral history and question and answer session in group work	PP slides including photographs and illustrations Facsimile objects		Examples of Aztec Pictograms Facsimiles of Aztec Codex	Pictograms Facsimiles of Aztec Codex PP slides using photo-graphs of genuine Aztec artefacts – e.g. Aztec Calendar	Wide range – Oral history, images and facsimiles
Chronology				Chronology as part of the structure in retelling story	Many dates mentioned – but no timeline Narrative as part of the story retelling	As before, many dates recapped, but no timeline or class display	Dates rather than timelines Under-emphasised
Interpretation & criticality	Insight into different war experiences including Training, combat and evacuation But these were given to rather than demonstrated by children	Reflecting on learning – specifically targeted by BA; Analysing what they had heard E.g. – could we have got this information from a book?		Very strong – different creation accounts Some criticality – e.g. Can they all be true? What is the evidence?	Burgeoning understanding of different belief systems between Aztecs and West	Very strong – ‘who’s point of view?’ ‘Decide on what you believe’ Select things important to you (for their own codex)	Sophisticated Teacher orientated and directed
Reasoning: Cause & effect Significance	Insight – many examples of oral testimony and questioning leading to greater understanding Significance – interplay	Analysis Some insight – ‘depends on luck’ Some causal understanding – ‘rationing led to grow your own’	Insight & imagination – Q ‘what would you see?’ Change – differences between then and now with a focus on the	Comparison between different accounts Appeals to historical Imagination Significance of creation stories not fully	Comparison – Aztec Gods with Christianity Speculative reasoning - guessing the	Insight, imagination and empathy demonstrated through ‘Last Aztec’ story read by teacher	Use of images and personal accounts to stimulate imagination Insightful outcomes

Change Insight Imagination	between individual experiences and war events	Themes that children identified included: <ul style="list-style-type: none"> • Luck • Disruption • Loss 	home	explored	meaning of pictograms		
Narrative	Very strong – personal testimonies strongly narrative and chronological including pilot training and evacuation to the local village		Underpinning narrative of Darwin's life	Very strong - clear links with English both through drama and 'myths and legends' element of literacy	Narrative both in drama activity and later literacy work	As previous lesson	Underpinning Strong links with narrative, both fictional and true
Memos	'What am I looking at here?' - initial confusion about the interplay between locality, remembrance and general theme Strong place of enquiry Power and authenticity of personal accounts CC links not obvious – tangential links between locality and remembrance	Children carried out primitive form of comparative analysis Reflective approach Some real insights in the group discussions – but mostly concerned with factual matters and trivial points Difficulties with generalising – examples of over-generalisation Some misunderstanding	Built upon previous work Led by enquiry and questions Many examples of good levels of understanding, namely Darwin's life, habits and the nature of his work History a source for CC work (hierarchical) despite the science base of the general theme	Noted 'Collingwood-esque' elements linked to imagination such as placing yourself in the position of the Aztecs Brilliant teacher input – tremendous skill in storytelling and dramatic flourishes (plus confidence with the story)	Content / knowledge heavy despite creative teaching approaches Impressive teacher knowledge Mixed response with the drama – some triviality and lack of rigour	Questioned whether it really was CC Teacher led Content heavy Demonstrations and examples of reasoning, imagination and empathy Very strong on interpretation (but was this because of observation?)	Skilled teaching Some triviality Not all links exploited Content heavy Reflexivity – some of it due to research?
First Cycle (Open Codes)	Power Authenticity Passivity & Respect – children stood as the visitors entered and left But equally, a lack of criticality concerning remembrance Attentiveness Opportunistic links	<i>Not</i> CC despite it being within a CC topic Some good elements leading to historical reasoning Opportunities for rigour or criticality rarely followed up Probing questions set by BA but not followed up Missed opportunity	Links – skilfully led Teacher led analysis on constructivist principles Hierarchical structure from: Science theme → History element → Literacy, Music and Art	Far more CC than previous observations within the school History equal with RE and literacy and no clear hierarchy below the general theme (chocolate) which is clearly non-hierarchical Teacher confidence, knowledge and skill very effective	Lack of clear learning objective – the Aztec work veered from Gods, to overall history, to their language Coda to Aztec work Blend of imagination and content Uneasy balance	Many non-hierarchical links in the overall theme of Chocolate - History clearly stands separately within the theme Engagement with evidence (in lieu of enquiry?) Content + evidence = engagement?	Powerful experiences Variable number of links Confusion and Complexity – hierarchical relationship between general theme, history unit and CC links was complex Uneasy balance – content and creativity
Cross-Curricular Links	Citizenship Geography – looked at localities mentioned in pilot's story.	Literacy – some group written outcomes	ICT - PP slides and internet research Art – Observational work based on history sources Music – song about Darwin's voyage Drama – Darwin's lab	RE – Creation stories Literacy – myths and legends Drama – Freeze frame	Links to visit to Cadbury world Drama Art / Literacy retelling story through creating a codex	Art – making Calendar Mathematics – calculating yearly intervals Literacy – recount ICT – PP and internet	Limited Controlled Opportunistic Often significant links Hierarchical within History Units

3.8 Exploring the Codes – Lesson Observations

What became clear when the memos and first-cycle codes were considered was the lack of clarity, and a considerable amount of tension, between the joint aims of covering the content and elements of the NC alongside developing a more engaging and creative curriculum.

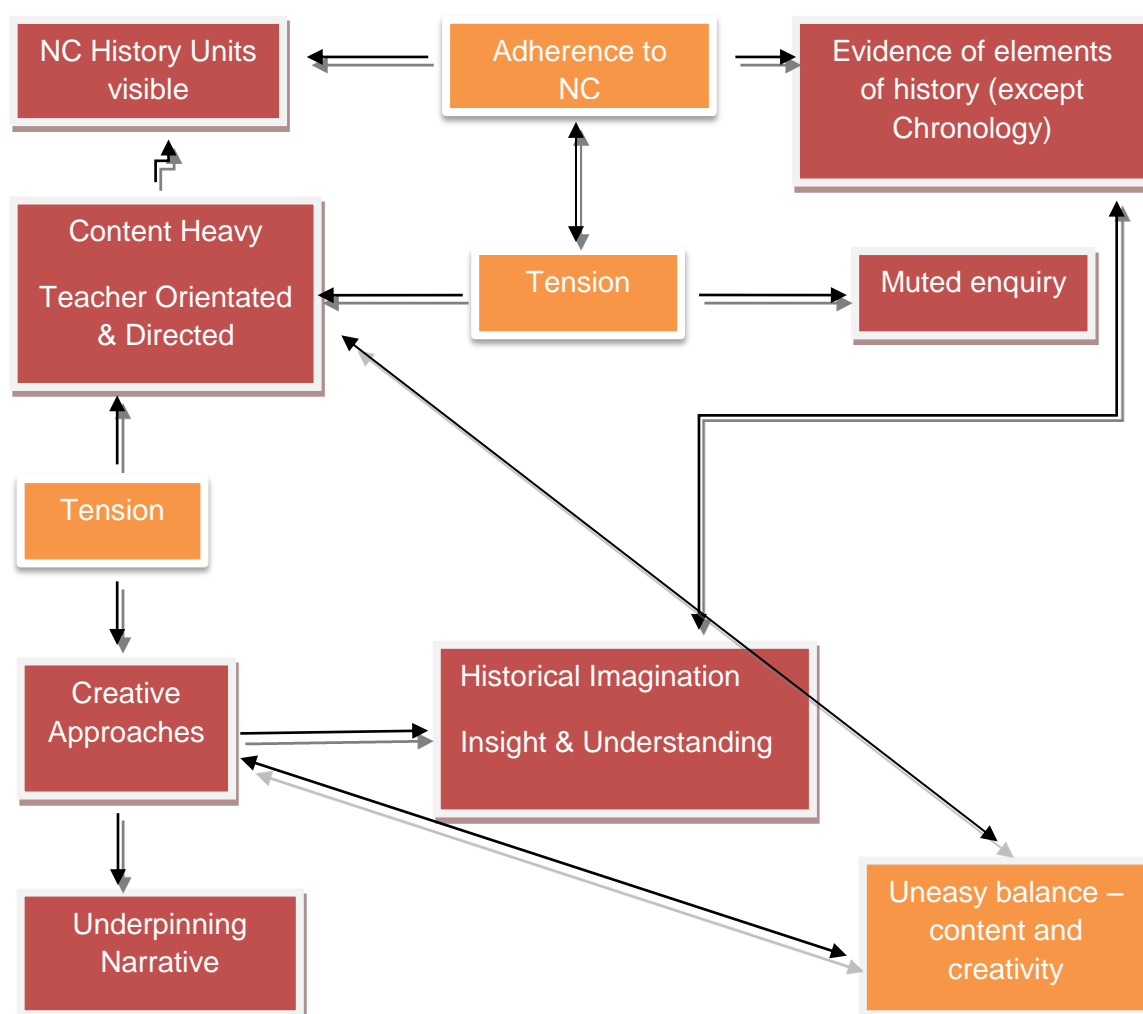
Concept Diagram for Memos and First-Cycle Open Codes



Many of the more creative and imaginative approaches resulted in the development of historical imagination and insight, which in turn were also underpinned by historical elements such as evidence and interpretation and crucially delivered by skilled and knowledgeable teachers. These combined to create powerful learning experiences.

Thus the concept diagram above demonstrates that the adherence to the elements of the history curriculum resulted in strong planning and teaching, but it was compromising to a degree by creative approaches resulting in axial codes such as 'shoehorning' that illustrate some of the apparent tensions identified in this model.

Second-Cycle Concept-Derived Codes Diagram



These tensions are arguably more apparent when the second-cycle observational codes, based on the initial memos, concept and open codes, are explored, thus allowing further levels of exploration and analysis. Laddering techniques revealed a number of second-cycle codes that seemed to be linked closely to the management of content and the NC study units. Certain connections, including axial codes, were

identified that arguably identified further the levels of tension between the aim to provide a creative and progressive curriculum with the desire to remain rigorous in terms of adherence to the curriculum.

The axial codes that emerged from second-cycle analysis of memos and open codes demonstrated the complexity and inconsistency associated with judging how far cross-curricular integration had occurred. Whilst it was apparent that the over-arching theme held priority (confirmed in interviews), below this integration was far more uncertain and variable. Moreover, learning experiences were variable too, with some profound examples linked to creative approaches, but some trivial or under-developed opportunities too.

Case-study 1 Interview Matrix

CS 1 Interview Matrix	Interview 1 29/02/12 TN	Interview 2 16/07/13 JK (Appendix E)	Interview 3 16/07/13 PJ	In vivo codes	Second Cycle Codes
Questions	(Former Head-teacher)	(Head-teacher)	Senior Teacher		
1. Can you summarise your Approach?	Inclusive and Accessible	This is more creative than CC Democratic – Children including their own desires			Democratic Inclusive Creative
2. Distinctions between Approaches?	Fully integrated, e.g. links between Chocolate theme and Aztecs	Creative Thematic – with some integration	Not about tentative links – embedded Listening to children – following their interests Flexibility, but being aware of NC	'Embedded Learning' (PJ) 'Thematic' and 'integration' (JK)	Strongly integrated – embedded Thematic rather than topic based Flexibility
3. Linked to Creativity?	Original CC is not necessarily original or creative	Definitely linked to creativity Primacy is inverted – Chocolate is above the Aztecs	Depends on your definition of creativity Embedded, flexible and opportunistic		Affirmed Opportunistic Hierarchical - Creative above Cross-curricular
4. Influences on School's decisions?	Disillusioned by Literacy and Numeracy hours Ofsted Report 2002	2 year rolling programme Removes staleness Something different	2002 Ofsted report Recent training and personal beliefs Part of a group who influenced school	'moving away from staleness' (JK)	Defensive – school in weak position Personal belief
5. Key Advantages?	Children more engaged Achievement went up School roll went up	Enjoyment & engagement Enrichment Improved behaviour Measurable improvement in attainment	Children get inspired to learn We give them ownership More rewarding for the teacher	'Listening to Children' (PJ) 'Inspired by Learning' (PJ) 'Excited to Teach' (PJ) 'Engagement and enrichment' (JK)	Enjoyment Enrichment Inspiration Measurable benefits
6. Any Disadvantages?	None	Rigour needed to ensure full NC coverage Unpicking the New Curriculum	Got to check coverage Confidence and bravery as a teacher Inducting new teachers	'It's about Coverage' (PJ) 'Children don't always know what they are learning' (PJ)	Vigilance Challenge
7. How have Children responded?	With enthusiasm Purposeful learning, especially plays and drama Engagement and enthusiasm	Enjoyed the relevance, nothing in isolation Empathy and insight	Children love this approach Emphasises community and links with village	'Loved History' (PJ) 'Excited and Inspired to Learn' (PJ) 'Learning is all relevant' (JK)	Enthusiasm Relevance Community

8. What are the main elements of history?	Own teacher training was useful Some understanding of how present informed by the past	Still discrete element within the combined and creative approach	2 year rolling programme Check lists for elements taken from the NC Part of the skill and knowledge of being a teacher		Avoidance (question not addressed) Discrete – linked to NC
9. How do you manage planning?	Embedded Mapping of whole curriculum Enquiry built in Looking at skills and knowledge	Breadth is planned from the start Elements fit into this Flexibility around a core Children's input added	Theme – e.g. built to last – then links with subjects Mini-topics Or Opportunistic links		Embedded – whole school approach Elements from NC identified Curriculum Mapping Tension – structured, opportunistic or democratic?
10. How do you assess?	Work Scrutiny Conversations with Children Extensive monitoring Monitoring Learning Objectives	Still tricky Levelling in difficult Separating subjects from CC learning is complex	Coverage is monitored		Complex and challenging Monitoring
11. Which subjects combine best with history?	English, Geography, RE Also Art, DT and Music Only mathematics and science more difficult	Pretty much all of it Not so hierarchical in our system	Works well with most subjects – only mathematics and science are tricky		Consistency Non-hierarchical (below the theme)
12. How does history compare with other subjects?	No different – only the suitability of the topics Hence Science and Geography themes	The point is: not to begin with history topics So depends of the main theme and how a history unit fits in Sometimes they do not and are taught separately	No difference (with emphasis). All subjects have equal standing	'Equal Standing' (PJ) 'Different depending on the theme' (JK)	Theme above subjects (clear hierarchy) History fits into theme History, Science and Geography themes dominate
13. Differences between KS1 & 2?	No difference	Creative possibly easier in KS1	Harder in KS1 More practical and hands on in KS1		Insignificant
14. Have you reviewed your approach?	Regular Reviews	I reviewed it as the new Head-teacher My task is to introduce the new curriculum	Constantly reviewed		Constant Effective
15. Anything to add?	No	No	No		

3.9 Exploring the Codes – Interview Data

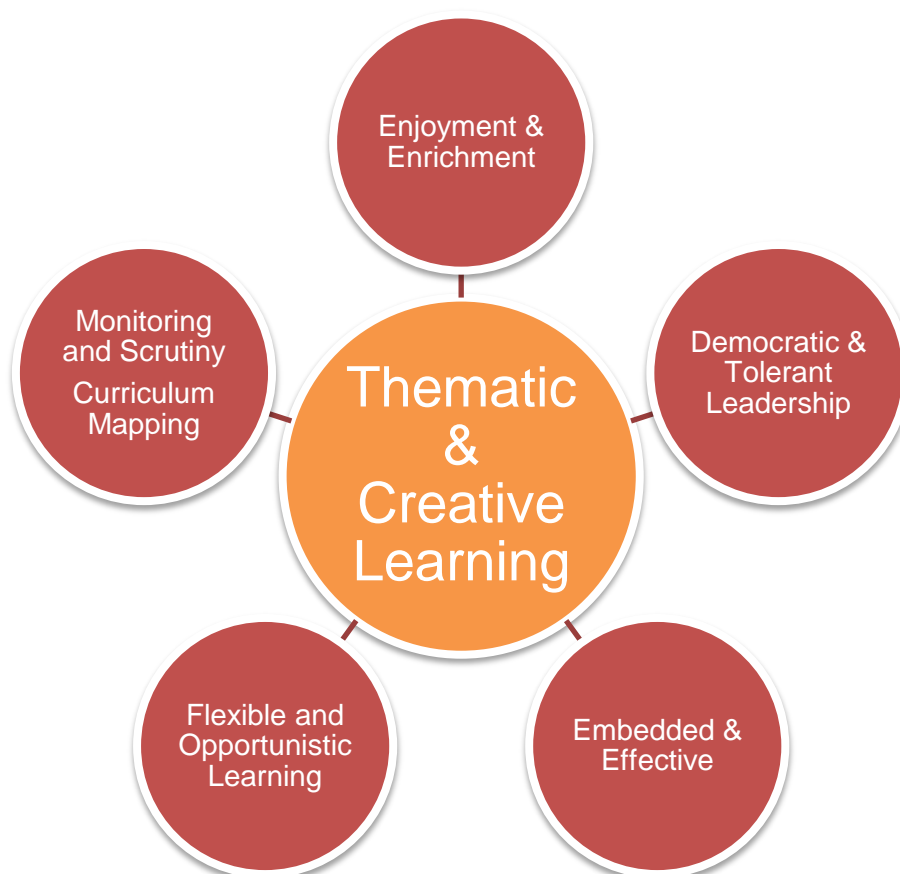
The first interview was conducted with the outgoing head-teacher (NT) in February 2012, and the final two interviews were conducted with the current head-teacher (JK) (Appendix E) and the senior teacher and curriculum coordinator (PJ) in July 2013. The latter two were taped and transcribed.

A number of interesting codes emerged from the text and subsequent analysis. There was consistency regarding the belief that the school was adopting a thematic approach, with some subject integration, rather than cross-curricularity, but it was clear that there were variations in the interpretation of thematic teaching and learning. TN believed that integration was complete; while the current head-teacher JK thought that the themes resulted in partial integration. PJ place more emphasis on the place of creativity and flexibility. Indeed, creativity entered each conversation far more than anticipated, and this clearly indicated that more research into the links between thematic approaches and the creativity debate should be carried out. Based on initial observations and field work, initial analysis suggested that the school's approach was predominately thematic, with variable degrees of integration and cross-curricularity, and arguably lower than the interviewees indicated. The aforementioned importance of the relationship between creativity and thematic teaching was also noted. Both appeared to be placed above each subject discipline, with the possible exception of the core subjects, and there seemed to be a symbiotic relationship between the two elements, although it was not clear if staff were conscious of this.

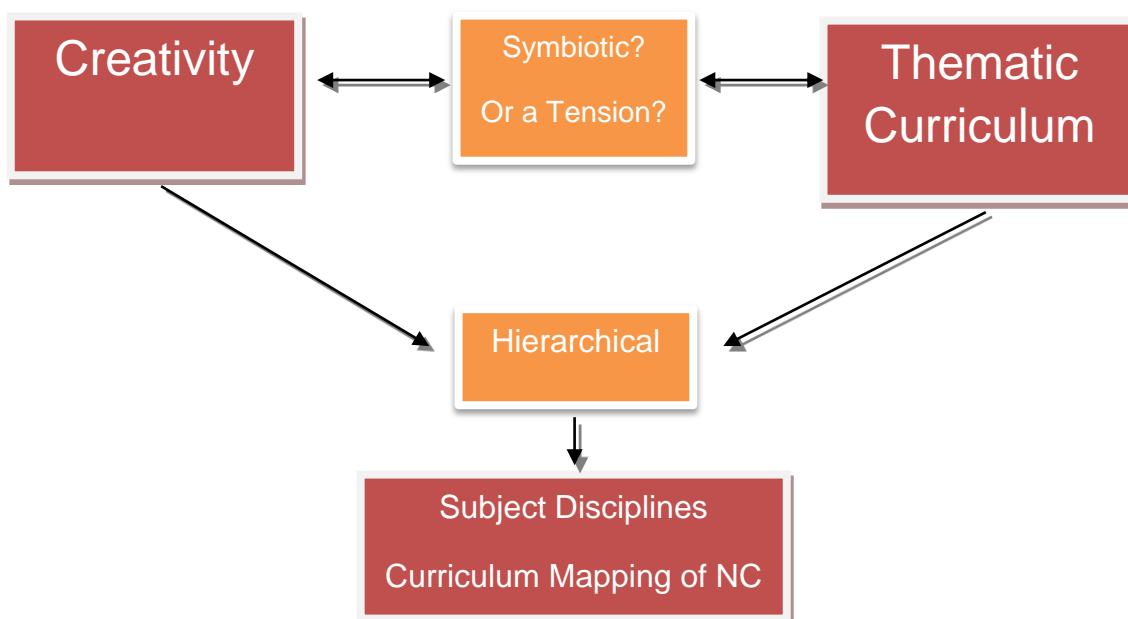
Another interesting relationship was the apparent tension between the school's desire to make the curriculum more meaningful and experimental, and a detectable defensiveness about the school's situation following the damning Ofsted report in 2002. Even though none of the current staff remain from this time, it was noticeable that it was mentioned in all three interviews and several post-lesson discussions.

Concept Diagram for the Interview Codes

The first aspect to be explored is the range of concepts that the interviewees described as linking with the overarching aim of delivering thematic teaching and learning. There were tensions explored in the concept diagram that follows, and this clustered together second-cycle codes, such as enjoyment and enrichment related to the child's perspective, to those linked to leadership and accountability and adult perspectives.



The relationship between thematic learning and creativity



Arguably this triangular configuration of second-cycle codes demonstrates the complex and sometimes contrasting aims of combining a thematic curriculum linked to the creativity debate, whilst adhering strictly to the requirements of the NC. Both thematic and creative agendas appeared to be promoted about subject disciplines, but the rigour of the NC was never lost, as the detailed planning indicated.

Case-Study Two

3.10 Introduction

Case-Study 2 took place in a large, 411 pupil, 'Community school' in a mixed suburb of a large Oxfordshire town. Altogether there were 14 research days in the school, including five days of observations and field notes, seven further days to collect information and make field notes (including participating in two school outings linked to history), and two days to carry out interviews.

3.11 Ofsted Reports

The school received a full inspection in May 2006 which produced a very damning report: the school received the lowest grade of 4, which resulted in an official 'notice to improve', and the main causes for concern were poor leadership and pupil attainment. The curriculum was graded as a 3 with some good teaching in KS1, but with a failure to stretch the more able.

In November 2006 the outgoing head-teacher submitted her plans for improvement, and a short inspection indicated that the school had identified the necessary steps for improvement and several new appointments had already improved school leadership. A full inspection was then carried out in June 2007 when the current head-teacher had started her new role. The school was now judged to be a grade 3, satisfactory, and there were positive comments about the school's plans to further develop the curriculum to improve standards and engage the interests of the pupils including enrichment of the curriculum; indeed, this was a point the school's history coordinator made in interview: the school had been strongly advised to make the curriculum more challenging and interesting.

The most recent Ofsted inspection, in March 2010, reported a strong school with good leadership, an inclusive atmosphere and high expectations of pupil attainment. The school was judged to be an overall 2 grade, good, with many excellent features. For the purposes of this project, the most revealing statements referred to the thematic curriculum. Ofsted reported that pupils liked their ‘exciting and interesting’ work, and the inspectors praised the opportunities for discussion and role play within lessons, for example a lesson in which pupils were asked to imagine ‘that they were Roman children’ for the purposes of a ‘very inventive story writing’ task. The inspectors described teachers’ subject knowledge as strong, and they worked hard to make the lessons interesting. In a key sentence Ofsted further noted that the ‘new curriculum provides opportunities for pupils to develop their creativity and makes meaningful links between subjects’, which in turn has had a ‘positive impact on achievement’ and ‘enjoyment’ and enriched by visits and visitors. It was also noted that parents had commented on their children’s engagement with interesting topics they had been studying. Thus the Ofsted reports track not only a vastly improving school in terms of leadership and attainment, but also a school in which an enriched and thematic curriculum was at least partly responsible for the improvements.

3.12 Planning and Policies

Having carried out several days of observations and field investigations, two things quickly became apparent: the school was fortunate to have a particularly hard working and inspiring history coordinator, but that planning was not so centralised compared with Case-Study 1 School. While many of the year groups did produce planning overviews and more detailed medium plans, other teachers admitted that many of their lessons were essentially unplanned, especially those based on lessons that had worked well in previous years. It should be noted that under current Ofsted regulations, lesson plans are no longer required during an observation, and in the initial analysis a correlation between successful teaching and learning of history and thorough planning

could not be detected. Two examples of planning overviews, from year 1 and year 3, are presented overleaf, and it is immediately apparent that there was no school template as such.

Castles: Year 1 theme 2011-12

Literacy

Sequencing story of Harold and William
Settings, characterisation
Writing a non-fiction book about castles
Labelling castles, castle riddles
Drama – hot seat
Instructions – recipes
Stories with patterned language

Numeracy Units C1, D1, E1

Estimating and counting number of ships and soldiers in Williams army – more/less
Ordering numbers to 20 and beyond
Counting in 2's, 5's and 10's
Repeating pattern towers
Word problems on a castle theme
2D and 3D shape castles
Repeat pattern tapestries
Archery doubles, using addition to score archery
Finding corresponding subtraction fact
Measures – height of castle walls, length of scaling ladders, capacity of oil buckets, weight of catapult missiles

Science

Properties of materials – shields
Forces to move Williams's ships foreword, backwards or change direction
Castle building materials – wood, stone – properties, advantages, disadvantages
Push force to operate a castles drawbridge and portcullis
Changing materials – bread
Investigation 'Which bread would make the best plate?'
Investigation 'How far do you have to pull bow string back to make the arrow fly the farthest?'
Investigation 'Which is the best material to use as catapult missile?'

Art/DT

Design and make shields
Norman ships
Paul Klee 'Castle and sun'
Design and build large cardboard box castles in groups
Moving pictures – jousting horse
Build battering rams and siege towers

Geography/History

William the Conqueror
Journey of William from France to England
Bayeux Tapestry
Castles through time – sequence on timeline
Geographical location of castles
Parts of castles and their function
Castle floor plans
Castle life – banquets, jousting
Castle defence and attack

PSHE & SEAL

To discuss right from wrong
Making hard decisions
Choosing a realistic goal
Knight's code of chivalry
Knights motto – what could our mottos be?
Protecting castle ruins

Music

Medieval music
Understand a steady beat
Control a steady beat
Understand rhythm
Combine beat and rhythm
Copy and create rhythm patterns
Use beat and rhythm to accompany stories/songs

ICT

Create a section of the Bayeux Tapestry
Paint/colour magic – draw and label castle

RE

Studying and exploring Islam. Trip to a mosque?

Ancient Greeks – Year 3 2012-13

SUBJECT OUTLINE – KS2 – Class 3CS/3GK – Topic: The Ancient Greeks				Term 4/5 2013
Literacy	Maths	Science	ICT	
GPS (Grammar, punctuation and spelling) groups– Guided reading, phonics and sentence level work. Myths and Legends- <i>The Minotaur, Troy, Medusa, Persephone</i> Senses poems Playscripts Non-fiction information texts	-Addition and subtraction using a blank number line. -multiplication and division including remainders -number patterns -Fractions -Multiplication tables -mental methods -word problems and investigations	Famous Greeks- Archimedes Continuation of bulb project.	Using the internet for research Using video cameras Colour magic- creating repeating patterns	
Art and Design / Design Technology	History	Geography	Music	
Creating mythical creatures Greek Pots	Timelines How do we know about the past? Everyday life in Ancient Greece The Olympics Famous Ancient Greeks Ancient Greek inventions	Atlas work- Where is Greece?	Singing	
P. E.	RE/PSHE/Citizenship	Possible Visits/Events in School	EXTRA NOTES	
Gymnastics (3SC) -Consolidate and improve the quality of actions, body shapes and balances. Link actions into sequences. Multiskills Games -with Sports Coach Swimming (3KG)	Values- Thoughtfulness, Trust and Tolerance Easter	29 th March- Good Friday (no school!) 15 th April- INSET (no school!) 16 th April- back to school 24 th April- 3KG start swimming (3SC will go in term 6) 26 th April- National Pay it forward day 7/8 th May- Trip to Ashmolean 22 nd May- Open morning 27 th May- half term	Please ensure your child has a water bottle. <u>These should be clearly marked with their name.</u> <u>Please also ensure your child's jumper is clearly marked with their name</u> Please ensure children have shoes for PE as games will be outside. Children may also need long trousers and a warm jumper.	

The two examples presented were chosen because they both describe cross-curricular approaches to planning based around history topics or themes. It can also be observed that connections between subjects were made where they are meaningful and significant, including an interesting example of Archimedes and the history of science, but omitted where the link would be forced. So for example in year 3 some of the Literacy work was linked to the theme, but some subjects were clearly separately planned, for example mathematics and PE.

In general Case-Study 2 used NC history units for nearly all its history teaching, thus this was almost entirely an example of a subject-based hierarchy with other subjects fitting into the history topic. For example when during the initial visit to the school in January 2012 to arrange observations and other visits, the following history units were being covered in the school:

<i>Year Group</i>	<i>History Unit - All derived from NC (2000) Case-Study 2 (2011-12)</i>
<i>1</i>	<i>Castles (see planning overview above)</i>
<i>2</i>	<i>Victorians (Field Work)</i>
<i>3</i>	<i>Ancient Greeks (see planning overview above) & Local Study (Observations)</i>
<i>4</i>	<i>Romans (Plans and Photographs collected during field work)</i>
<i>5</i>	<i>Tudors (Observations)</i>
<i>6</i>	<i>Ancient Egyptians (Field Work)</i>

There were also examples of more general cross-curricular themes, such as 'Over and Under' in year 3, where history, in this the NC Local Study unit, would fit into the overarching theme, so there was not a single approach adopted by the school.

Additionally the history coordinator, ML, had been working on developing the tracking of pupils' progress in history, and she had produced overviews of the main skills and

understanding in history which she termed 'skills ladders'. These were particularly significant because they provided clear evidence that the elements of history were identified and understood; they additionally encouraged teachers to be more analytical and accurate in their assessment of children's understanding of history. For analysis and examination, two examples are provided overleaf, chronology and interpretation. The levels refer the NC levels, although with far greater detail than provided in the Curriculum 2000 document (DfEE: 1999b: 29)

CS2 – Skills Ladder for Chronological Understanding

History skills ladder: development of History skills.

Strand: chronological understanding.

Level 1:

- I understand the difference between things that happened in the past and the present.
- I know about some things that happened to me in the past.
- I know some things that happened to other people in the past.
- I understand how to put a few objects or events in order of when they happened.
- I use words and phrases such as: old, new, now, yesterday, last week, past, now, when I was younger, before I was born, before, after.

Level 2:

- I can recount changes in my own life over time.
- I understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me.
- I understand and use the words past, present, yesterday, tomorrow, in the future, ancient times when telling others about an event.
- I use words and phrases such as: recently, when my parents were children, decades, centuries.

Level 3:

- I use a time line to place events I have found out about.
- I understand that a time line can be divided into BC and AD.
- I can name the date of any significant event from the past that I have studied and place it in approximately the right place on a time line.
- I can divide recent history into the present, using 21st century, and the past using 19th and 20th centuries.
- I use words and phrases such as: century, decade, BC, AD, modern, ancient, before, after to describe the passing of time.

Level 4:

- Use a time line to place events I have found out about both in this country and abroad.
- I understand that a time line can be divided into periods: BC (Ancient Civilizations such as Ancient Greeks, Egyptians, Maya etc) AD (Romans, Anglo-Saxons, Tudors, Victorians, Modern Day).
- I can name the date of any significant event from the past that I have studied and place it in the right place on a time line.
- I use words and phrases such as: era, period, century, decade, BC, AD, modern, ancient, before, after to describe the passing of time.

Level 5:

- I use a time line to place events, periods and cultural movements I have found

CS2 – Skills Ladder for Interpretation

History skills ladder: development of History skills.

Strand: interpretation

Level 1:

- I have looked at different sources (books, pictures, photographs and artefacts) to help me find out about the past.
- I have listened to stories to help me find out about the past.

Level 2:

- I have looked at different sources (books, pictures, photographs, artefacts, videos, buildings etc) to help me find out about the past.
- I have listened to stories to help me find out about the past.
- I have used primary and secondary sources to identify different ways in which the past is represented.

Level 3:

- I have looked at two versions of the same event and have identified differences in the accounts.
- I can give reasons why there may be different accounts of history.

Level 4:

- I have looked at two versions of the same event and have identified differences in the accounts.
- I can give reasons why there may be different accounts of history.
- I know that people both now and in the past represent events or ideas in a way that persuades others.
- I know and understand that it is important to know that some evidence from the past and present is propaganda, opinion or misinformation, and that this affects interpretations of history.

Level 5:

- I can give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.
- I can evaluate primary and secondary evidence, which helps me to choose the most reliable forms.
- I know that people both in the past and now, including myself, have a point of view and that this can affect interpretation of the past.

Additionally the school had many policies outlining its commitment to an engaging and enriching curriculum backed up by very strong subject leadership, so despite some inconsistencies in planning at the level of the classroom, a very clear picture of the schools commitment to both history and thematic teaching could be determined.

3.13 Observations

Five observations were carried out in the spring term of 2012, and three took place in the two year five classes covering the Romans NC history unit (See observation matrix below). The predominance of history in these observations reflected the integration of other subjects within history study units, but there were other interesting qualified generalisations that were detected.


To begin with the connections with other subjects were comparatively few in number, but where they occurred, particularly the literacy links in the Tudor lessons and geography in the local study lesson, they were both powerful and meaningful. The year 3 local study work using historical maps was an excellent example of highly skilled teaching that developed fully the strong links between geography and history. All the observed lessons involved at least some of the elements of history recorded against the concept codes, and all involved enquiry and historical evidence in some form, with the year 5 lessons tending to draw from previous work. Timelines were prominently displayed in all classrooms involved in the project, and chronology was developed in some of the lessons, notably the use of historical local maps that demonstrated the growth of settlement and the origins of the school itself. Interpretation was a feature of all lessons, and this was often linked to historical reasoning skills, particularly based on comparison. There were some links to narrative, especially in the Foundation Stage observation, as might be expected. However, the focus on report writing in two lesson observations resulted in codes that suggested written outcomes can sometimes involve structure rather than an underpinning narrative form.

One of the most notable aspects of the observations was the overall confidence and skill of the teachers, particularly linked to imaginative and creative teaching approaches. Admittedly there was an obvious sense of self-selection in the offers to observe lessons, but this was not necessarily correlated with detailed planning. Indeed, arguably the most skilled and creative teacher, KG, admitted in post-observation field-

work conversations, that she did not produce any form of lesson planning beyond submitted medium term plans, and instead relied on previous experience and extensive research. At least partly attributable to the high levels of teaching skill, the historical understanding demonstrated in work outcomes, in the form of investigation, discussion or writing, were generally very high.

Case-study 2 Observation Matrix

Coding & Analysis Case-Study 2 Observations	Ob 1 (GF) Year 5 28/02/12	Ob 2 (LC) Year 5 15/03/12	Ob 3 (LC) Year 5 22/03/12	Ob 4 (KG) Year 3 01/05/12	Ob 5 (AL) Year FS2 27/06/12	Second-Cycle Summary Codes (Laddering)
Theme / NC Links	Tudors	Tudors	Tudors	'Over and Under' (Local Study)	History Week (FS themed teaching)	
Concept driven Codes (a priori)	Tudor: <ul style="list-style-type: none"> Homes Health Clothes Food 	Focus on Tudor Clothing Very clear LO Lots of historical language linked to costumes and textiles	Tudor Job Advert Very clear LO Requirements of Tudor work – (experimental and creative)	Investigating development of settlement around school based on old maps Follow up to homework to research local road names and eminent people	Linked to Home and School (typical FS focuses for history) History of the home Home life – washing and cooking Old school	Integrity of content = NC History Units Consistency and Clarity - Clear LO in every lesson
Content & Knowledge Within CC Topic	Written Outcome – Individual work					
Enquiry	Answering questions set by the teacher Based on previous work Secondary sources	Enquiry based throughout (based on previous work) LC gave many questions – some closed to act as reminders), but many probing and open & linked to enquiry and reasoning	Many questions from LC Many probing and open to promote reasoning and understanding	As above – homework was enquiry based Whole lesson was teacher led enquiry – but with very high levels of discussion and tasks based on probing questions	Question and answer discussion led throughout based on a series of artefacts Many of the questions probed children's understanding and required a mixture of deductive and speculative reasoning	Dialogic – Q and A in all lessons Modelled discussion and Reasoning Probing and extending questioning Strategies
Evidence (Primary Sources)	Linked to visit to Hampton Court	Linked to visit to Hampton Court ICT – web-based resources very effectively used E.g. – Tudor Portraits	ICT based research Previous work	Excellent – series of photocopies of original maps of area from 1876, 1899, 1908, 1939 & 1963 Discussion of evidence – primary and secondary	Artefacts – 6 objects Play area with many more artefacts Photographs	Physical learning – visits, artefacts, documents
Chronology	Timeline prominently displayed in class	Timeline in class linked to topic	Timeline	Very strong – built into the lesson through the order of the maps and changes in settlement	Placed in context of: 'when Mrs L was a little girl' 'when I was 6'	Strong emphasis – consistent throughout school
Interpretation & criticality	Contrast between rich and poor Not fully explored – no subtleties	Contrast between rich and poor – class and wealth Regional and international variations Also clues about occupation	Strong – varied nature of Tudor work – powerful contrast with our own times not only with nature of work, but also work conditions – different values, expectations and priorities	Why names had been given, or subsequently changed (e.g. Old Road, London Road, etc.) Understanding the subtlety of settlement patterns – linked to physical geography	Comparison and contrasts between the old and the now – how objects had changed in terms of materials, design or use	Comparison and Contrast predominate

Reasoning: <ul style="list-style-type: none"> • Cause & effect • Significance • Change • Insight • Imagination 	Contrast drew out basic comparison Some examples of more conceptual reasoning (teacher led)	Significance – how clothes provide historical evidence Change – evaluations of fashions, design and materials	Imagination (emphasised by LC) – trying to come up with a reasonable understanding of Tudor occupations based on previous work Reasoning - plausibility and accuracy Much discussion of examples	Many examples of reasoning Deductive – based on primary evidence Comparative Changes – in settlement, name, use Cause – reasoning for some of the changes, e.g. New and Old roads	Observational skills leading to comparison Evidence used to discuss materials and design changes Imaginative reasoning – probable use or function based on their limited experience or knowledge	Modelling of Deductive approaches Many links to imagination Varied examples
Narrative	Report writing was ostensibly non-chronological, but it did have narrative structure in most cases		Task had underpinning narrative	Linked to chronology - narrative of their locality developing (only inferred)	Story – very good links with both old objects and artefacts and curiosity about them	Links to story-telling
Memos & Field Notes (FN)	Mediocre work outcomes Meaningful links between history and literacy (report writing had separate input) Literacy through history in terms of hierarchy	Obvious example of enquiry Very clear use of specific language Observation linked to analysis Fast pace & clear structure Discussion and questions	Successful and creative lesson Not necessarily CC other than ICT for research Evidence for some very creative and imaginative ideas including reasoning Peer assessment FN – LC had very clear lesson idea based on Monty Python sketch	FN History was one strand of many in this overarching theme Teacher led – outstanding skills and knowledge Directed enquiry through series of questions Almost whole lesson devoted to probing questions & discussion	Lovely ethos Used evidence well Commitment to history in FS Good activities, especially the structured play areas, both filled with genuine artefacts 	Varied examples Not so much CC as subject sharing
Open Codes	Lack of focus on Tudor life (so history was compromised in this case) Superficial understanding High levels of enthusiasm and motivation	Skills – linked to enquiry Modelling of reasoning from teacher Excellent teacher skills and knowledge Teacher led (by example)	Did this imaginative task require children to consider the 'Inside' of history? They were using what they knew to produce historical insights Very skilled teaching	High levels of reasoning based on evidence and enquiry Powerful experience Engagement Underpinned by whole range of historical skills	High levels of reasoning for this age range Genuine interest and curiosity about the past demonstrated	Varied codes – wide range of strengths Too few observations to draw firm conclusions
Links with Other subjects	Literacy – LO was principally report-writing Art – some drawing as part of the report	ICT – PP slides Literacy – written outcomes Discussion Leading to DT – making a ruff	Very clear links with literacy including input on adjectives and persuasive writing ICT	Geography skills and processes – clear sharing with map work (hard to state which was more significant)	Literacy – link with highly appropriate story Drama – structured play Art – clay work Music – sang song related to home Mathematics – discussion of coin values	Strong links with certain subjects History acted as point of focus, but very meaningful links were more equal, almost non-hierarchical

3.14 Field Notes

Field work evidence was collected over seven days in the school, excluding extra visits to attend staff meeting and arrange visits, and encompassed data from a variety of sources including conversations around lesson observations, photographs and general observations (as opposed to specific lesson observations). In many respects the field work carried out provided useful and insightful information (refer to matrix below for a summary of the visits and data collected).

The first full day in school, in December 2011, incorporated general observations of the upper junior classes. It quickly became apparent that in addition to lengthy history topics based on units such as world history topic on the Ancient Egyptians there had been several shorter, 'mini-topics' including a celebration of the centenary of the sinking of the Titanic, that contained many powerful cross-curricular links. Both the Storming the Castle and Titanic mini-topics had been closely linked to DT and model building (see photographs overleaf), while other strong cross-curricular work linked history, literacy and music in an adapted performance of Shakespeare's 'A mid-summer night's dream'.

Examples of DT and History as
part of Mini-Topic Work



Above all, 'History day', in January 2012, demonstrated the strength of history leadership within the school; it had very much been the vision of the history coordinator LM, and the commitment to history demonstrated by every teacher and pupil. Almost everyone had dressed up, followed by a whole school human timeline, and culminated in a celebratory lunch that involved converting the dining hall into a medieval banquet. All classes gave a demonstration of the history topics they had been working on, and in the afternoon this included many cross-curricular links including story writing (literacy), art work, model demonstrations (DT), and it culminated with a performance by the upper juniors for the whole school.

The invitation to attend two school outings linked to history topics was arguably greater evidence for the general commitment to active and experiential approaches to history pedagogy than evidence of cross-curricular links, but the visits did in fact demonstrate some links between history, geography and science (year 3 'Over and Under' theme), and history and literacy (Lewis Carroll and eminent Victorians). As noted with the lesson observations, the links that were made were often very equal, even if the overall topic was based on a history unit, thus demonstrating careful judgement and discipline around subject domains.

Meetings with SC to discuss planning, pedagogical approaches and work outcomes demonstrated the creativity of some of the teaching approaches, as well as very thorough planning (in contrast to KG). The year 2 topic on the 'Great fire of London' included experimental approaches that culminated in a model burning exercise to demonstrate the efficacy of fire breaks. The following year, on this occasion covering the European unit on the 'Ancient Greece' in year 3, SC developed children's historical reasoning skills, combined with an understanding of the nature of some historical reasoning, by burying their models of Greek vases and pots and then getting them to dig them up to replicate the work of archaeologists. Clearly this was a link with DT, but more importantly SC claimed many of the children began to develop an understanding

of how historians used their imagination to fill in the gaps where evidence, in this case pottery fragments, was incomplete. The following photographs were taken by SC:



Overall the field data demonstrated powerful and disciplined links between history, literacy, DT, art, geography, RE and music. Intriguingly there were also some good examples of links with mathematics too, not least displays of data handling charts similar to those suggested by Griffin and Eddershaw (1994: 33-4), connected to the Titanic mini topic that examined the correlation between social class and survival rates, which included impressive attempts to explain this phenomenon.

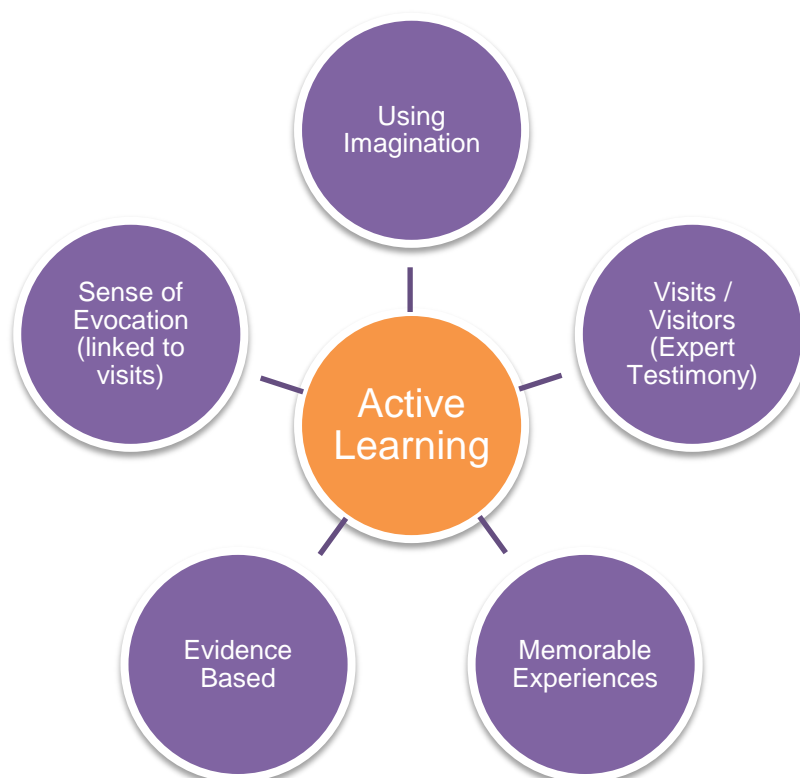
Case-study 2 Field-Notes Matrix

Field Notes Case-Study 2	FN1 Years 5/6 09/12/11	FN2 Whole School 30/01/12	FN3 SC Year 2 15/03/12	FN4 KG Year 3 01/05/12	FN5 JF Year 2 17/05/12	FN6 KG Year 3 23/05/12	FN7 SC Year 3 01/07/13
Context	Year 6 Egyptians topic just completed that term Year 5 – Britain since the 1930s Plus 4 mini themes: Titanic (100 year centenary) Escape to Victory Midsummer Night's Dream Storming the Castle	History Day Every member of the school dressed up as a historical character Special medieval banquet at lunch including commemorative spoon	Great Fire of London 4 week topic based on QCA plans (Curriculum 2000 suggestion for KS1 historical event Discussion of planning, documentation and Cross-curricular links	Over and Under Theme	Victorians Visit to Christchurch college, Oxford	Over and Under theme Visit to Edgerock (pseudonym) Nature Reserve	Ancient Greeks Discussion of planning, documentation and Cross-curricular links
Concept Codes	Chronology – several class timelines History – events (Tutankhamen's tomb discovery) and people (Howard Carter), chronology in biographies and artefacts	Enquiry – each class produced a list of questions for a shared display Content - each class made a brief presentation based on their history work Interpretation and reasoning – Greek vases with bits missing to explain how historians used reasoning to fill the gaps Chronology – whole school participated in a timeline in the playground Afternoon - school watched performance based on Shakespeare	Chronology - Timelines (taken from a commercial scheme called 'Sparklebox') Evidence - Visit to Reading Museum Experimental approach linked to enquiry – made models, then set fire to them to test fire-break theory Reasoning - in the form of comparison & Historical imagination linked to literacy outcomes Interpretation - less evident (e.g. different eye witness accounts)	Evidence – focus on evidence and historical skills as part of enquiry approach Evidence – visits to local church (where some eminent people are buried) Local nature reserve linked to famous author	Enquiry – Question and Answer Evidence – all around them Content – a lot of information was conveyed by the guides during the visit Imagination – making the gulf between now and the time when Lewis Carroll working and writing	Evidence – Road names on the walk to reserve Analytical skills Observational skills & evidence from buildings and place names Chronology – many references to class timeline	Evidence – visit to Ashmolean museum – handled some original artefacts Chronology – class timeline and individual timelines High levels of interpretation and criticality – e.g. digging up pottery to replicate work of archaeology Many enquiry approaches – questions they set themselves at the start of the topic and returned to at end

First-Cycle Codes and Memos	<p>From initial analysis, this is the case of a history topic being used as a foundation for cc work, and therefore not tagged onto a general theme or topic</p> <p>So, CC, creativity, topic based, but based around history rather than fitting into broader topics. Answered one of the questions about the efficacy of history based topics, and whether schools will reflect the integrity of history</p>	<p>Impressed with activities linked to chronology and enquiry Less evidence of interpretation Clear CC links in every year group</p> <p>Creative, inspiring and meaningful CC links Commitment and enthusiasm from the whole school Excellent subject leadership Support of school leaders</p>	<p>Evidence of research and enquiry Focus on chronology Meaningful CC links Links to many subjects – and unforced High quality of work outcomes Imaginative teaching and learning approaches</p>	<p>History only one strand of this topic / theme a Commitment to enquiry and evidence Outdoor and active learning Experiential learning</p>	<p>Authority of expert witness (of the guides) – opposed to criticality Ambience Sense of place Immersion</p> <p>Sitting in the visitors room, listening to carols being sung, and looking at images of the College and Carroll was a powerful experience</p>	<p>KG acknowledged history and geography could not be separated on this topic – strong historical element in local geography Synoptic learning, since this clearly build upon much previous work (e.g. observation 4), both processes and knowledge Evidence of disciplined historical reasoning and imagination</p>	<p>SC – many history topics this year Many links with story telling Inspired idea to bury their pottery in sandpit. Children asked probing questions about work of archaeologists and nature of missing evidence 'How do we learn about the past?'</p>
Second-Cycle Codes	<p>Powerful mini-topics Pace and purpose Creative approach Meaningful CC links</p>	<p>Inspired Inspiring Total Commitment Visionary leadership Memorable experiences</p>	<p>Confidence to take risks Experimental Visionary Creative Meaningful links</p>	<p>Active Empirical learning</p>	<p>Strong sense of evocation Expert witness Authority Passivity Transformative</p>	<p>Evidence based Authoritative Synoptic Historical Processes Balance: History = Geography</p>	<p>Inspired Creative Risk taking High Levels of historical reasoning and understanding including imagination</p>
Cross-Curricular Links	<p>Literacy – structure and drama; lots of writing, letters & brochures ICT-Publisher used to create brochures DT -Models of pyramids Geography - map work Mathematics – data handling linked to Titanic passengers and casualties</p>	<p>Geog. – map work based on each year group's topic Literacy – scripts and drama activities Science – discoveries made in Greek times Music – part of some performances DT – many examples of model making E.g. Tudor models of ballistae and catapults trying to breach model castles</p>	<p>Literacy – diary writing Eye witness accounts Geography – mapping work ICT – research Art – collage Mathematics – nets linked to model-making DT – models of houses</p>	<p>Virtually all other subjects linked to this theme, but especially Geography as equal part of Local Study unit</p>	<p>ICT through PP slides Strong links to literacy – not only the history of Dodgson/Carroll, but also readings from Alice in Wonderland Literacy = History</p>	<p>Clear links with science and geography through geology (Jurassic rocks 100 million years old) and fossilised coral reef</p>	<p>Literacy – many writing outcomes based on Ancient Greeks Poetry writing DT model making RE – concept of Underworld Art – Minotaur pictures Geography – map work linked with Greece Mathematics - Tessellation</p>

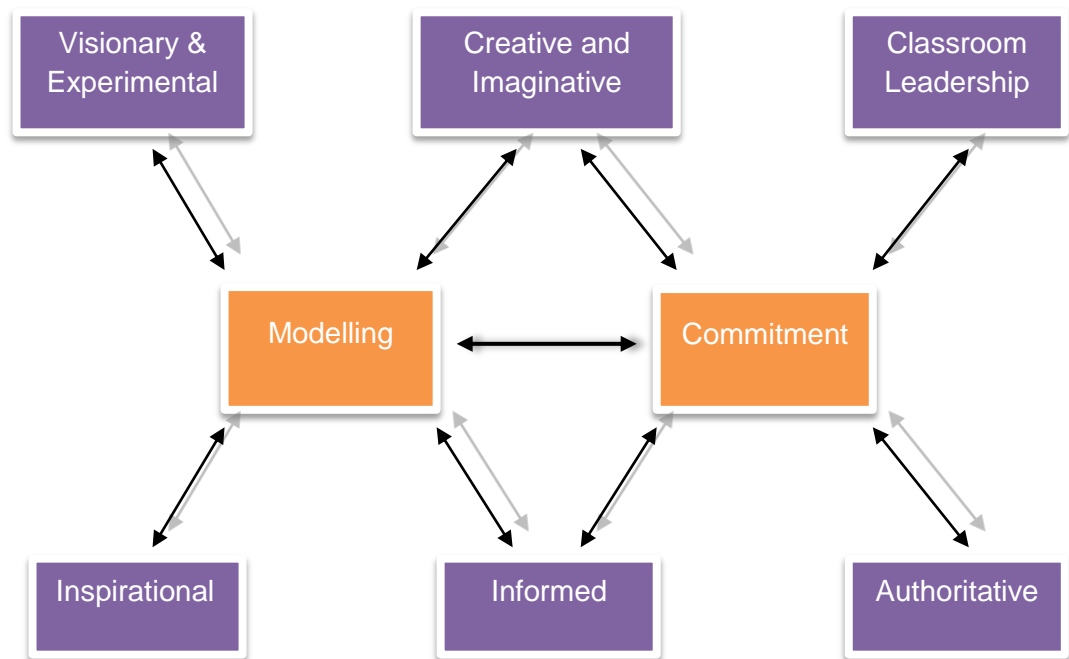
3.15 Exploring the Codes – Observations and Field Notes Diagrams

At the point of analysis it became evident that there were three possible clusters of second-cycle codes based around a number of key axial codes. The first for discussion is active learning since many of the teaching and learning experiences involved active, experiential elements.

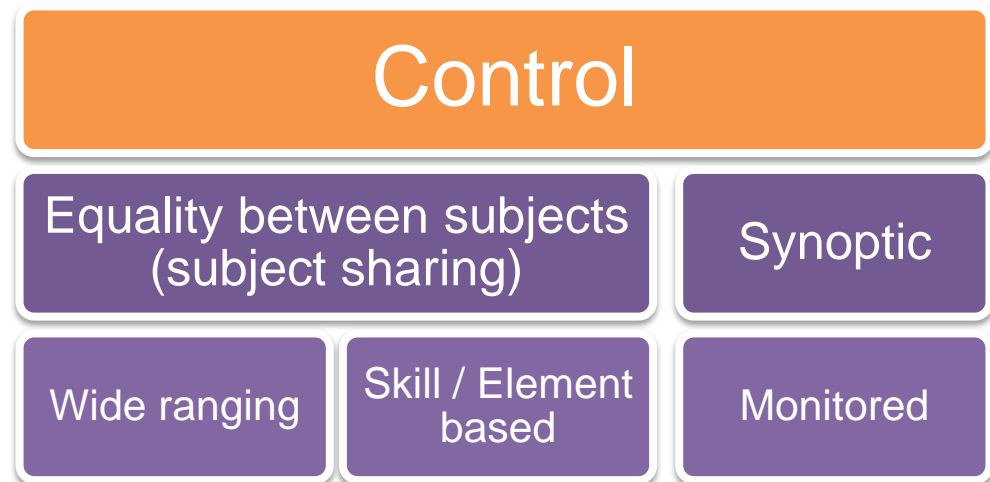


It was also clear that the school was successful in transforming children's learning because of the high quality and variety of teaching methods used by skilled and confident teachers.

When identifying and clustering the codes based around teaching it was possible to identify the two main axial codes as 'modelling' and 'commitment':



Additionally a number of second-cycle codes were associated with the nature of the links between history and other curriculum subjects. The key axial code is arguably control, for no links were made unless there was a natural connection and both subjects benefited. While the - theoretically - close monitoring of key skills also ensured that children's learning progressed in all combined subjects, thus attempting to maintain equality between subjects and make learning progressive and synoptic.



3.16 Exploring the Codes – Interview Data

Two interviews with the head-teacher and the history coordinator were carried out in March 2013. Although not recorded, therefore beginning with summaries of their responses that represented an initial form of analysis, a number of interesting themes emerged, and a considerable degree of agreement was noted between the two interviewees.

The commitment towards teaching history was clearly evident from the statements, alongside a determination to create a thematic and joined up curriculum. History was rated highly in terms of its potential for creating meaningful and controlled links between subjects, and this was at least partly associated with a desire to make teaching and learning more enjoyable and accessible, and partially linked to the creativity debate. It was also clear that the school's response was at least partly defensive, due to the problems associated with the previous regime, but it was equally clear that the head-teacher, KL, had a commitment to thematic teaching based on her previous experiences as a head-teacher and her own, researched-based¹², beliefs. As with the other case-study schools, decision making had been influenced by national policies; for example KL made a significant statement about the influence of the Rose review, the starting point for this study, as the 'best curriculum we never had' and she had used the draft documentation to shape the school's curriculum.

There was agreement that history was largely taught through the NC units for history. This fitted in with the observational data, and it hinted at a hierarchical structure in which other subjects would fit around the history units, but it was clear that a link would only be tolerated when it benefited both subjects. One impressive aspect of the school's curriculum leadership was the focus on skills and elements found in subject disciplines. This had been evident from the documentation, the history skills ladders in particular, and it meant that the history coordinator could effectively guide and monitor

¹² KL had participated in a University-based curriculum project

the coverage of the elements of history. This was backed up by observational data which indicated that virtually all elements were covered within the block of observed history lessons.

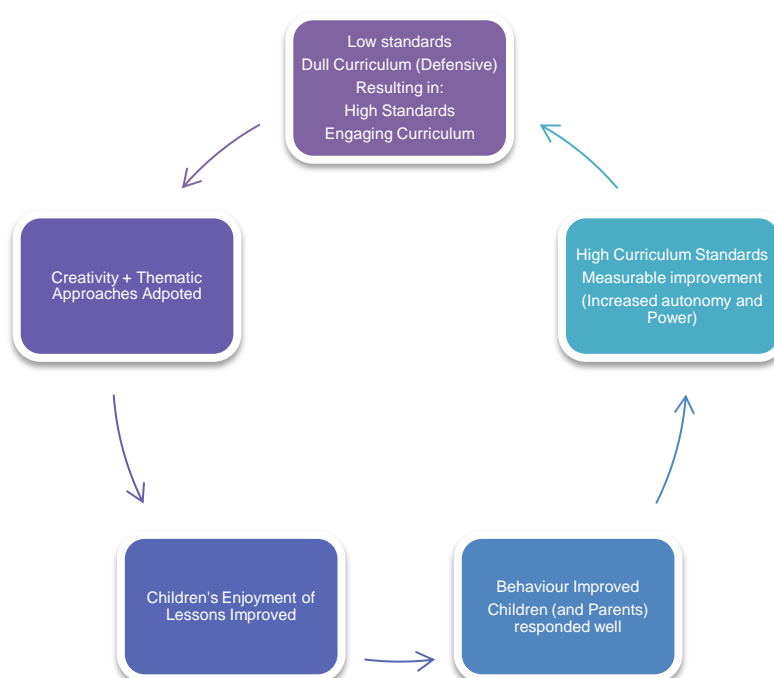
Case-study 2 Interview Matrix

Interview Matrix	Interview 1	Interview 2	Second-Cycle & In Vivo Codes
Questions	18/03/13 ML (History Coordinator)	18/03/13 KL (Head-Teacher)	
1. Can you summarise your Approach?	Passionate Fantastic work outcomes, themed days and displays Now need to focus on geography	Aiming to improve children's enjoyment of learning	Passion Enjoyment
2. Distinctions between Approaches?	We are thematic or history topic based Theme overrides other subjects which have to fit in	Integrated curriculum – 'when you can make links you do' Subjects link to the theme	Subject-based Themes/Topics Hierarchical Meaningful links Controlled links
3. Linked to Creativity?	Very much so – taught creatively We're eager to move planning more creatively across the board Playing more to our strengths	Yes, very much so The whole point was to develop a creative curriculum.	Creative Curriculum
4. Influences on School's decisions?	Told to do it (See Ofsted report 2007) Especially poor writing – we tried to links this to story-telling Q – A narrative approach? A - Yes	We were influenced by Bucks University project Already introduced similar approach in my previous school When I arrived children were bored out of their minds	Defensive Dull Curriculum Tested Approach
5. Key Advantages?	Yes – without question resulted in improved behaviour and attainment	Huge improvements in both behaviour and attainment (KS2 results were quoted)	Measurable improvements
6. Any Disadvantages?	Sometimes, especially in KS1, the history can get lost Need to focus on skills and not just the content of the history units	Care needs to be taken when choosing projects – and not let them go stale I encourage staff to monitor skills Focus on learning not the project	Monitoring Required Skills-based Approach
7. How have Children responded?	Generally enjoyed lessons more – seeing the links between subjects Hard to say if history levels have gone up Q – Improved context? A - Yes	They love it! I think that children do like history, but it can be dull if it is not brought to life	Children responded well
8. What are the main elements of history?	The skills. Last year we focused on chronology and this year new focus on enquiry Developed skills ladders for each element	Skills – chronology Looking at evidence Understanding distinction between fact and opinion Philosophy for children fits in well here	Skills based - NC derived Chronology Enquiry Interpretation
9. How do you manage planning?	Collaborative planning for each year group But as coordinator I had to step in Q – Leadership? A - Yes On the whole history topics have not changed that much	Monitor medium term plans Looking at objectives and checking for skills Looking across all year groups to ensure progress is being made	Intervention Monitoring
10. How do you assess?	Through the skills ladders	Skill ladders are used for assessment – teachers record children who have exceeded or not yet met the LO	Skills Ladders From Learning Objective
11. Which subjects combine best with history?	Art, drama, music, DT, literacy. Some links with mathematics and science Not PE	Certainly literacy, art, geography, DT and science (forces) A lot of RE can be taught through history	Wide Range
12. How does history compare with other subjects?	Probably one of the easier ones Easier than RE topics. Probably easier than geography	Pretty similar, especially literacy Science possibly goes better with geography topics Art goes with anything Music through CC productions	History Integrates well
13. Differences between KS1 & 2?	No, not really Q – Did FS act as a model? A – Yes, to a certain extent. Year 1 is transitional	KS1 – tends to focus on more familiar and recent themes such as homes, etc. KS2 taught through more subject specific topics - KS1 may integrate more	KS1 Integrates Subjects Well KS2 History Units
14. Have you reviewed your approach?	No plans for changing approach. It's more creative but in some ways teaching hasn't changed that much Q – Retained integrity of history? A – Yes, but assessment needs to be addressed	We have reviewed and refined topics 5 years since we started E.g. Year 1 had fantastic topics but children's learning didn't progress I am committed to the creative curriculum	Differences between school and subject leadership Analytical Approach Integrity Retained for History
15. Anything to add?	I did review 'History Day' – based on a cross-section of the school	Influenced by Rose curriculum and umbrella groups for each subject	'Best Curriculum we never had'

Justifications for the New Curriculum

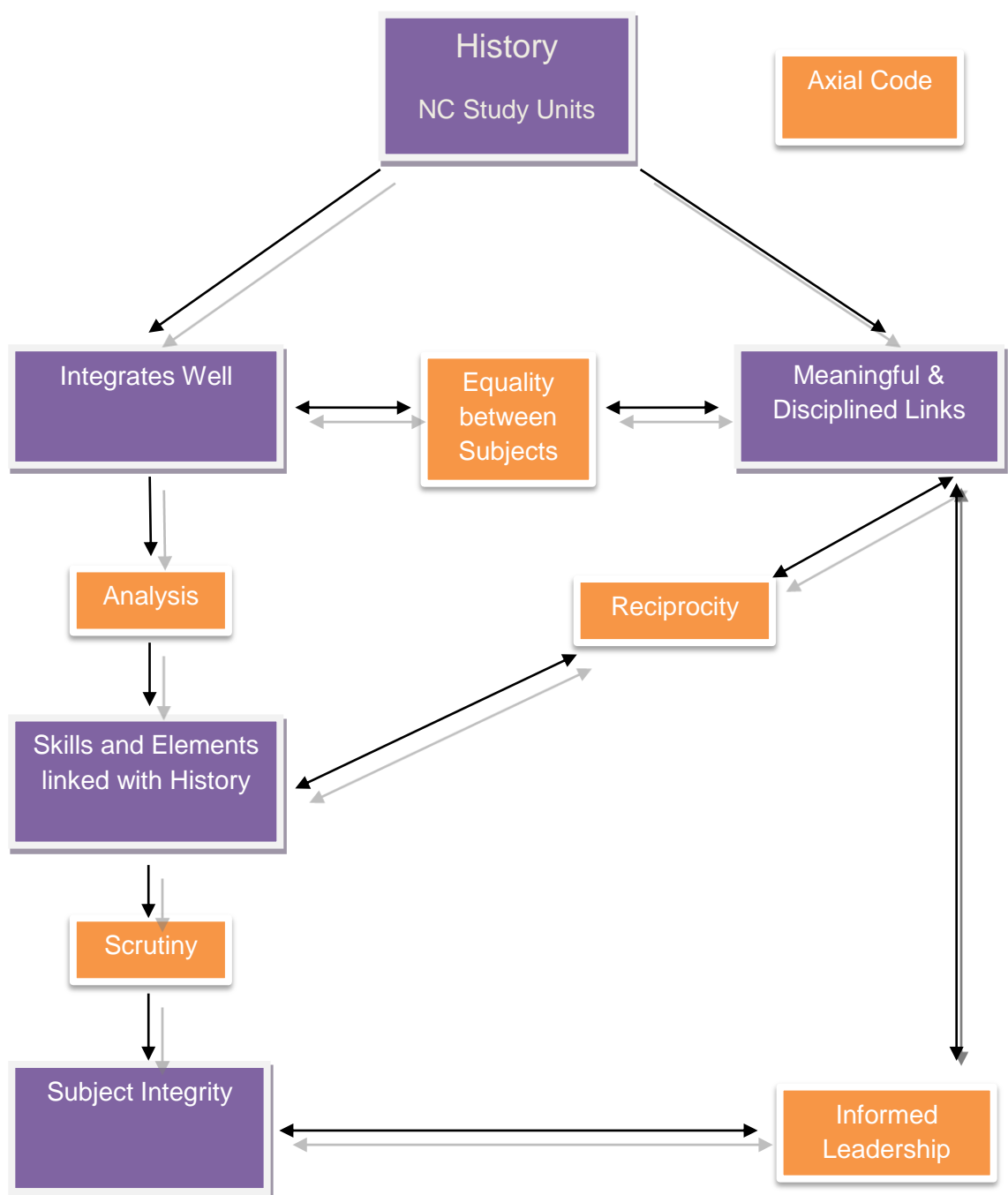
At the beginning of coding analysis it became clear that many summary second-cycle codes related to justification for the adoption of a cross-curricular or thematic curriculum. Moreover these could be expressed in a cyclical form beginning with the defensive position the school found itself in following the inspection of 2006:

Rationale for Curriculum Change



It should be noted that in further conversations, recorded as field notes, the head-teacher was very keen to express the connection between curriculum innovations and improved behaviour resulting in improved end of key stage results, so the links were not implied, instead they were stated quite clearly, and these were reinforced in some instances by ML and other established members of staff.

Concept Diagram for Interview Codes:



It was also clear that a certain hierarchy of importance could be deduced from the second-cycle codes. It was clear that both ML and KL had described the priority of the topic or theme (they tended to use these terms indiscriminately) as overriding subject disciplines, and so when the topic was a history one then the hierarchy became clear

with history at the top. Nevertheless, meaningful links implied observable equality at the level of individual lessons and children's learning. Each subject was further delineated through the concentration on skills and disciplinary elements. The interview concept diagram therefore identified a number of axial codes, namely equality between academic disciplines, the analysis and scrutiny of learning by the school leadership team, and the trading of skills (reciprocity) between subject disciplines:

Case-Study Three

3. 17 Introduction

Research for Case-Study Three was carried out in a voluntary aided Church of England primary school, located in a Buckinghamshire village close to the border with Oxfordshire, with 172 pupils currently on roll. The current head-teacher is guiding the school through the process of becoming an academy, with the full support of the diocese and governors. The school was chosen because of prior knowledge of the work the school was doing to integrate the curriculum, and because the head-teacher was very keen to celebrate the success of their thematic approach which he termed the 'Ribbon' curriculum. Thus the final case-study school was a case of self-identification in that the school had purposefully developed a thematic approach to teaching and learning that had many elements of integration and cross-curricularity. The unique feature of the 'Ribbon curriculum' was its use of extended themes throughout a whole term, but the detail of this approach was not easy to determine from discussion and planning alone, so field work was essential.

It is also a successful and confident school that would arguably offer a contrast the first two case-study schools that had adapted their curriculum from a defensive position following critical Ofsted inspections. Research in Case-Study 3 involved attending two staff meetings with follow up fieldwork, two days of interviewing, a further day of discussion and document collecting with the head-teacher, and several further days of field notes which included discussions and documentation. In total there were twelve days in school between March 2011 and February 2014. However, invitations for observations were limited to one, although the provision of opportunities for field work did offset this difficulty to a reasonable degree. Nevertheless, data from this school was measurably less complete than the previous two case-study schools.

3.18 Ofsted Reports

The school had been subjected to a high number of Ofsted inspections, which made tracking some of the curriculum innovations easier, even if it did reveal a school that had maintained high academic standards and consistently favourable Ofsted judgements. In February 2002 the school was generally assessed as 'very good' in most aspects (no overall grade at this time) and was praised for its 'broad and balanced' curriculum including an extensive use of enrichment activities such as after school clubs and international links: these would become reoccurring comments in subsequent inspections. Additionally the inspectors found consistently good subject leadership and planning procedures that allowed the promotion of a 'flexible curriculum'.

In September 2005 the curriculum was graded as a 2, 'good', and comments included recognition of its quality, range, depth and inclusivity. A significant judgement in the report was Ofsted's view that 'teachers plan well together and are creative in making excellent links between subjects', for example the music hall songs that children rehearsed and performed as part of the Victorian study unit. They also highlighted the fact that teachers often 'linked history with both art and music' very effectively. However, this early attempt at subject integration was undermined by weaker planning in KS1, and sometimes children were unsure of the curriculum subjects that underpinned the thematic topics, thus echoing Ofsted's general concern about cross-curricularity and history (Ofsted: 2011: 33).

By March 2009 the current head-teacher was in post, and Ofsted reported that he had made a good start and had begun a process of evaluation and innovation ably supported by his senior staff. The rest of the report lacked useful detail, but there was a sentence that acknowledged the school's successful attempt to enrich the curriculum, and also the need to challenge the more able within most lessons. In July 2012, the

most recent inspection, the school had maintained its customary high standards as well as introducing a 'stimulating curriculum which engages and motivates pupils', supported by teachers who planned well, employed good questioning strategies, and demonstrated high levels of subject knowledge.

Arguably the most insightful Ofsted inspection occurred in July 2010 at the invitation of the school to examine economic education and well-being in a primary school. This inspection reported very favourably on the knowledge and understanding of the children in a number of areas that strayed into the humanities, such as economic and global issues. The specialist Ofsted team also reported that the 'topic-based curriculum' produced a stimulating context in which pupils are able to acquire a basic understanding of a number of challenging concepts' and provided further opportunities for extended learning.

3.19 Planning and Documentation

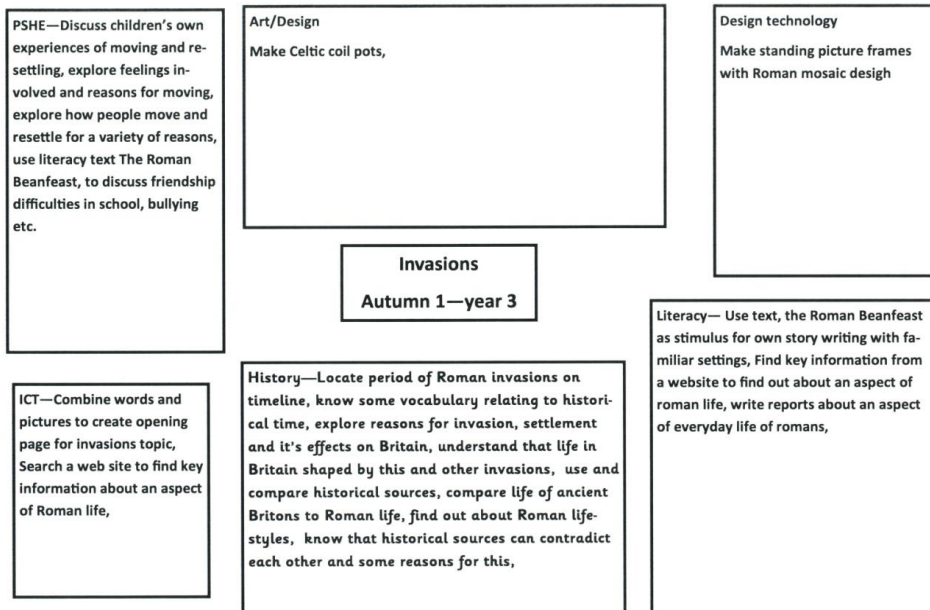
The documents collected during field-work and interviews suggested a range of different approaches to planning, and several interpretations of the school's integrated approach to curriculum mapping. Beginning with the overview of themes, some clearly had closer links to history units than others, with year 2 especially strong in its coverage of history:

Overview of themes By Year Group and indicated links with history	Term 1	Term 2	Term 3
FS	Ourselves + Festivals	Our Village + Plants and Seeds	Friends + Pets
Year 1	Fairy Tales	Travel (Including some historical aspects)	Toys (Magic Granddad – Comparing modern toys with old toys)
Year 2	Seaside (Victorian Seaside)	Famous People (Research into Famous People from past)	Explorers (including examples from history)
Year 3	Invasions (Linked to NC <i>Romans as Invaders</i> unit)	Space	Cities
Year 4	India	Civilisation (Linked to NC <i>Ancient Greece</i> unit)	Victorian Age (Linked to NC unit on <i>Victorians</i>)
Year 5	How Things are Made	Food and Farming	WWII (Aspect of <i>Britain Since the 1930s</i> NC unit) + Bayeux Tapestry (History lead subject both times)
Year 6	Rainforest	1960s (Linked to important events and people from this decade, hence NC <i>Britain Since 1930s</i> unit)	Fashion (Some social history elements)

The scrutiny of planning revealed a variety of approaches within the school. To begin with there was no template document and so a variety of formats were utilised by teachers with varying degrees of detail and completeness. The themes themselves were varied, and while some had original aspects, particularly the year three theme of 'Invasions' which was the head-teacher's exemplar in discussion, others had clear links with NC units, such as India (geography) and World War II (history).

In the case of 'Invasions' there was a clear link between this general theme and many aspects of the NC, with a strong historical underpinning; in this case a highly detailed separate medium term plan had been produced for the history element, including a column for indicating cross-curricular links. Indeed, the relationship was strong because the NC Roman unit had always been intended to account for the Roman invasion and settlement of the British Isles rather than be a general topic on the Ancient Roman civilisation. Thus the link was both obvious and justifiable. Yet it was also clear from the medium term plan that history acted as the focal point for other curriculum links such as literacy (story writing based on the Roman invasion), DT (Roman mosaics), art (Celtic ceramic pots) and PSHE (exploration of the feelings surrounding change and settlement based on personal experience). It was this latter aspect that the head-teacher, LA, was most proud of (Field-Notes 12/07/13). The discussion was pre-empted by arranging for the year 6 pupils to invade the year 3s' classroom and upset the organisation of the tables and chairs before the year 3s returned the next morning. The staff considered it to be a very successful experiment. However, Invasion was a predominately history orientated theme and clearly hierarchical in the sense that other subjects fitted into the Roman history unit, as the separate dedicated history plans indicated. Other history units may well have been successfully integrated into non-history based themes, but the example of 'Invasion' was clearly not significantly different from cross-curricular teaching around NC history topics, as for example observed in Case-study 2.

Invasions – Roman Topic planning



Invasions – Medium Topic Plan – Autumn 1

Proposed Date	Learning Objectives	Differentiated Outcomes	N.C Links and Strands	Activities	Key Questions
Lesson 1	To relate their own experience to the concept of settlement. To recognise that people have been moving between different areas for a long time, and that some reasons for moving were the same as those of people alive today. To use and understand the terms 'invade' and 'settle'.	<i>I can give examples of why people move to new places</i> <i>I can talk about some reasons why people might move and settle in a new country and relate this to the Roman invasions</i> <i>I can use terms invade and settle and begin to explain some reasons why The Romans invaded and settled in Britain</i>	History 9 – how British society was shaped by invasions and settlements prior to 1066 PSHE – understanding reasons for and feelings involved when people move Literacy –Speaking and Listening - sustain conversation, explain and give reasons for views, actively include and respond to all members of a group	Take part in short survey of who in class has moved house. In groups prepare post it notes on reasons for people moving, present this to rest of class. Suggest reasons for people settling in new country. Look up definitions of <i>invade</i> and <i>settle</i> , watch short film about reasons for roman invasion	Why do people want to leave their homes and start a new life? What feelings might be present for settlers and original inhabitants? Why did the Romans want to live in Britain?
Lesson 2	To explore possible reactions of ancient Britons during periods of invasions To understand that invasion and settlement can provoke variety of problems and changes for people involved	<i>I can explain how I feel if someone invades my space and uses my things</i> <i>I can predict how and what ancient Britons might experience at times of invasion</i> <i>I can predict how invasion might affect how people live and behave</i>	History 9 – how British society was shaped by invasions and settlements prior to 1066 PSHE – as above	Respond to mock invasion of classroom by another class, use hot seating and roll play to explore how children felt when class invaded and relate this to feelings of ancient Britons	What would it be like if some people wanted to settle in our homes? Howdo you think this made ancient Britons feel and behave?
Lesson 3 /4	Create art work in clay inspired by Celts To learn technique for making coil pot		Art – History	Watch demonstration of coil pot technique Make own pot, fire and decorate	What was life like for people who lived in Britain at the time of the Roman invasions? Describe some aspects of life important to Celts What is important to remember when making coil pots
Lesson 4	To search a web site for key information To gain an understanding of lifestyles of ancient Britons	<i>I understand that web sites can tell me information and with help I can locate the answers to some questions about life of the Celts</i> <i>I can search a website to find key information</i> <i>I can explore a web page further to find further information</i>	Literacy ICT History		

Invasions – Roman Topic planning continued.

Class 3 – Autumn Term – Roman Topic – History

Learning Objective	Learning Outcome	C.C. Links/strands	Differentiation and Activities	Key Questions Assessment	Evaluation
1. To relate own experience to concept of moving and resettling. To understand and use new vocabulary – settle - invade – To know that people move and resettle for a variety of reasons and that this is still the case today.	Explain and talk about own and others reasons for moving house, area or country.	Lit. strand 1 speaking, sustain conversation, explain orally, develop and use specific vocabulary, listen and respond in whole class discussion	Whole class survey of who has moved house, town, country etc. or stayed in same house. Mixed ability pairs to discuss and record ideas about why people have moved and resettled. Look up definition of invasion and settlement in dictionary.	Why do people move from one country to another? Why do you think the Romans wanted to settle in Britain?	
2. To locate the Roman period on a timeline and use vocabulary relating to the passing of time. Know why the Romans wanted to settle in Britain	Organise events on a timeline and use the vocabulary relating to the passing of time. Explain why Romans wanted to settle in Britain	1a – place people, places, events in correct order on timeline. 1b use dates, vocab relating to passing of time 2c – reasons for and results of hist. events	Construct class and own timeline plotting events from previous topics to help set in context. Write or complete a sentence to explain why the Romans wanted to invade Britain.	Explain what is meant by BC and AD. Explain some different reasons Romans had to come to Britain	

Learning Outcome					
3. To explore feelings and emotions behind concept of invasion by taking part in a simulated invasion activity	I can explain and describe how the Celts may have felt when the Roman's invaded.	Lit. strand 4 drama – use drama strategies to explore stories and issues.	Class 6 work with children by taking over the classroom and using class equipment Children give feedback on feelings during activity and relate to feelings of invasion by another people. Photographic evidence.	How can you describe feeling of someone taking over your space? How do you think the Celts would have felt when the Romans came?	
4. To select and record information about the Celtic way of life. To begin to know how this compared to Roman way of life.	Distinguish between a Roman and a Celt. Describe some features of Celtic life before invasion	Hist. 2a, character and features of Celtic Britain	Look at pictures of Celts and Celtic objects. Use variety of sources including internet and books to discover more about Celtic life. Make art work to reflect life in Britain before Romans.	What do the pictures tell us of Celtic life and Iron Age Britain? What do you think are the same or different about Celts and Romans?	
5. Know the main events of the Roman invasion and understand why the second invasion was successful.	Explain why Roman army overcame Celts Know some characteristics of the Roman army.	Hist. 2a about the characteristics of Roman, Celtic period, beliefs, attitudes.	Re-enact invasions with children taking part of Celtic tribes, leaders and Roman army and generals. Use props to show weapons etc.	Why did the Roman army overcome the Celts?	

6. To know about Roman leisure, and describe key features of Roman lifestyle.	Describe how Romans spent leisure time. Know what was important to a Roman citizen.	Hist. 2a Lit strand 7 and 8, make notes, features of information texts, writing non narrative informative texts.	Use range of resources including interactive web sites to find information about Romans Either individually or in supported group research <ul style="list-style-type: none"> • Houses • Clothing • Beliefs • Towns • Art • Technology • Language Visit Roman Villa	How do we know about the Romans and their lifestyle?	
7. To know that Celts revolted against Romans. That sources contradict each other and understand that history can be seen from different viewpoints.	Describe Boudicca from one or more view point. Compare and explain different viewpoints	Hist 4a how to find out about events 5c communicate knowledge and understanding of history in different ways.	Read and compare written records of Boudicca from Roman and Celtic point of view Look at pictures of Boudicca and compare Draw pictures of Boudicca. Write description of how you think she looked.	Which description of Boudicca should we believe? Was Boudicca violent and terrifying or was she a brave hero?	

Many of the themes contained in the year one were also not significantly different from history or geography based topics noted by Ofsted (2007) and found in Case-Studies 1 and 2, but of arguably greater interest are the year 2 themes such as 'The Seaside' in the autumn term, or 'Famous People' in the spring (below). Here the links with history, Victorian seaside holidays and famous people from the past, have been developed elsewhere, for example the 'Take One Picture' project (National Gallery: 2013), and are therefore not notably original, but the medium term planning clearly indicated that the theme was over-arching and that each NC subject fitted into the theme as effortlessly as possible. With an open and broad theme like 'The Seaside' the links with geography and history are entirely justifiable, and where they could not be made easily they have been left blank. It was also the case that separate subject plans for history, containing much more rigour and detail, were developed by some year groups, for example years 2 and 3, to supplement the planning overviews.

Year Two Topic Planning

Year 2 Overview Term 1 Topic: The Seaside				2012-2013									
	Literacy	Science	Maths	ICT	History	Geography	RE	PSHCE	D&T	Art	PE	MFL (Spanish)	Music
Week 1 (comm. 5 th Sept)	Recount of an interesting day of Summer holiday - assessment			- RM Maths				-welcome to Year 2 (leaves – what I want to achieve in year 2) - School rules -Listening games	- Planning sandwiches		- LCP seaside dance		- see Mrs Moncrieff (Maybe Stella the Starfish)
Week 2 (comm. 10 th Sept)	- writing postcards from beach day - instructional writing intro – follow instructions to draw a picture/make a shape/move around room etc and for making ice-cream			- RM Maths - E safety video and posters		- identifying land and sea and locating beaches on a map of the World		- How to look after the seaside environment	- making sandwiches and ice-cream and evaluating sandwiches	- observational drawings of shells	-designing and playing own games to play on beach day - LCP seaside dance		-
Week 3 (comm. 17 th Sept)	- instructional writing – sandwiches and decorating a biscuit (Chn watch then write and make own at end)			- RM Maths - graphics - drawing seashells		- features of a seaside – physical and human		- SEAL New Beginnings - how to look after sea creatures			- LCP seaside dance		-
Week 4 (comm. 24 th Sept) Trip to Tang Museum	- Poetry - Patterns on a page	Compare living and non-living things Identify animals found at the seaside – what		- RM Maths -		- contrasting locations – Brill and seaside village. Compare jobs, environment, buildings etc (go on walk through village)		- SEAL New Beginnings	-		- LCP seaside dance		-

Year 2 Overview Spring Term 1 Topic: Famous People				2012-2013									
	Literacy	Science	Maths	ICT	History	Geography	RE	PSHCE	D&T	Art	PE	MFL (Spanish)	Music
Week 1 (comm. 7 th Jan)	Different stories by the same author – shared reading of Esio trot and The Enormous Crocodile Christmas day recount Big write – instructions for using the tortoise grabber	electricity		- RM Maths - research - using internet to research literacy link	Intro into topic – what do we already know about famous people? What makes someone famous? Discuss known famous people from past and present		N/A	- Parachute games as detailed in Jenny Mosely (listening and taking turns focus) Recap class rules and expectations			- Val Sabin Balloons dance	See planning by Emma Tate	See planning by Sally Moncrieff
Week 2 (comm. 14 th Jan)	Different stories by the same author – phase 1 (reading response) Big Write – writing instructions for making a circuit science link	Continuation of electricity		- RM Maths - text and multimedia – word processing literacy link	Finding out about past from a range of sources and answer questions about past (finding out about inventions that use electricity) ICT link		What makes someone especially important to other people? – who is special and what makes them special?	- SEAL (going for goals)		- Picasso – appreciation of pictures. Chn to ask questions about pictures. Compare pictures. Homework find out 3 facts about Picasso	- LCP Gym 2 moving and sequences - Val Sabin Balloons dance		-
Week 3 (comm. 21 st Jan)	Different stories by the same author – phase 2 (analysis, drama and writing) and phase 3 (reading, speaking and listening)	Electricity work and assessment task		- RM Maths - text and multimedia – word processing and editing literacy link			What makes someone especially important to other people? – to understand the	- SEAL (going for goals)		Exploration of shapes and shades of blue – take a line for a walk (Link to Picasso)	- LCP Gym 2 moving and sequences - Val Sabin Balloons dance		-

The other more generic themes did not always contain a history element, and field work conversations tended to confirm that teachers were very careful not to integrate subjects into the theme if no meaningful link could be made. Good examples of curriculum integrity and discipline can be seen in the following thematic planning for Rainforests (Year 6) and India (Year 4)

Examples of Thematic Planning *not* containing history

<p>Literacy Tell main parts of story, discuss openings, build up, atmosphere in stories and to note language used to create these, adjectives for description etc. Plot sequence of events, plan stages of adventure story set in rainforest, write in simple chapters, use paragraphs, set out speech correctly.</p> <p>(narrative unit 3, adventure and mystery)</p> <p>Search rainforest non fiction texts and websites for information, use dictionaries and indexes to find information, compare information types, pick out key points from texts and make notes.</p> <p>(non fiction unit 3 information texts)</p>	<p>Art Draw variety of plants from direct observation developing pencil, line and shading techniques. Design a rainforest flower from imagination and depict in 2D and 3D art work. Explore colour mixing using 2 step primary method to mix range of greens and create rainforest murals in class room. Paint forest scene using Rousseaus work as starting point and print on foreground foliage.</p> <p>(Use natural world as starting point for art work, record from observation and imagination, combine different materials, evaluate, discuss and adapt work)</p>
<p>Science Plant and grow variety of vegetables and plants in organic garden, develop understanding of what plants need to grow, role of leaves, roots, nutrients, variety of plant life, suitability of various plants for different habitats. Find out about rich variety of plant life in rainforest and how to protect and preserve it. Plan and undertake own scientific investigations (importance of testing ideas, ask questions, predict, make observations, life processes and their link to environments, that plants can be assigned to groups and classified)</p>	<p>Rainforest</p> <p>Natural world in religious beliefs, response to global issues, condenser range of human experiences and feelings. Response to Gods natural world, compare faiths</p> <p>ICT Use crystal rainforest simulation, search websites for key information, prepare some information for younger child on Madagascan rainforest, (use simulation end explore models, selecting suitable sources, be sensitive to needs of audience when presenting information,)</p> <p>Geography Know where rainforest are on map of world, particularly Madagascar, understand position and climate of these places, find out about life in rainforest for people, animals, plants etc. Investigate and respond to deforestation, reasons and preventions. (ask geographical question, use appropriate vocabulary, maps, globes, atlases, know locations of places and why like they are, know why some places have changed and might change in the future, recognise some human and physical processes, how places affect people's lives, know how environments may be managed sustainably, study a less economically developed countries)</p> <p>Make a diorama of a rainforest in a shoe box, using a range of materials and knowledge gained from topic. (generate ideas, design and plan project, list materials needed, suggest alternatives, measure, mark out, join, assemble and finish, follow safe procedures, reflect on progress.)</p>

<p>Literacy – Myths and legends (narrative 2) Through story of Rama and Sita, understand features of quest myths, write own myths, produce character profiles. Traditional Indian stories, tell from different viewpoints. Plays (Narrative 4) turn Diwali story into play script. Instructions (non-fiction 2) how to make Indian Baarfis and Himalayan mountain cakes.</p>	<p>Geography – ask geographical questions (1a), use geographical language and vocabulary to describe variety of landscapes in India (2b), use atlases and globes and maps to locate India and some of it's regions and cities, (2c), draw maps of India showing physical characteristics such as mountains and desert (2e) Identify and describe what different parts of India are like and explain how and why locations across India are similar and different from each other (3c,3f), study a less economically developed country (6b)</p>
<p>PE – Indian Diwali dance, expressing story through movement. Introduction to Cricket</p>	<p>India Topic Web- Autumn 2</p>
<p>Music – Diwali song, percussion accompaniments etc.</p>	<p>ICT- Understand e mail has to be sent to specific address, need for accuracy, understand there are rules to keep safe when using ICT for messaging, know of other methods of communication, importance of keeping safe when at home and at school (taught through sending thank you messages to Indian visitor, invitations to Indian tea party, discussion on topic with other school, sending attachment of picture of Indian animal etc.)</p> <p>To explore simulations (science, testing rocks)</p>
<p>RE – Learn key features of another principal religion (3b) through study of Hinduism (1a) understand importance and worship practices in a sacred place (3g) by visit to Hindu cultural centre and temple and visit from a local expert in Hinduism to explain some features of religious beliefs. Learn about the inspirational figure of Gandhi, his beliefs and importance (3j) Develop understanding through art, music and dance (3r) by learning a Diwali dance, making rangoli patterns etc.</p>	<p>D.T. Use tools safely and follow safe and hygienic procedures in food preparation (2f) through planning and ppreparation of Indian foods.</p>
<p>Science – To test ideas through observation and measurement (1b) Ask question that can be tested scientifically(2a) To describe and group rocks and soils on basis of their characteristics including appearance, texture and permeability (5c3 1d) Taught through the stimulus of The Taj Mahal – what rocks good for building, qualities of good rocks for building.</p>	<p>Art – Explore a range of starting points for art work (5a) using inspiration from Indian patterns, textiles, animals. Use range of materials and processes (5c) by printing onto fabric and creating own designs on card to print from, learn about art from different cultures (Indian Mughal miniatures, rangoli patterns)</p>

3.20 Field Notes and Classroom Observation

The lack of invitations to carry out formal observations clearly limited the amount of confirmatory and empirical data collected from Case-study 3. This situation was in itself revealing because the explanation given was that the time interval between the initial approach and explanation of the research project in a March 2011 staff meeting, and the follow up requests for observations in June, created some ill-feeling and a loss of credibility on behalf of the researcher. As the project developed and field work was carried out, from the autumn term of 2011 onwards, it also became clear that there was an observable tension between the new head-teacher and some of the senior teaching staff including quite open resistance against initiatives that were seen to come from the head (including this research project).

The one observation that was carried out was not particularly revealing. It indicated that at the level of individual lessons practice was virtually indistinguishable from many other aspects of subject-led integration, in this example clearly based around the curriculum 2000 history unit (DfEE: 1999b: 106-7) on Ancient Greece. There were many good examples of meaningful cross-curricular links, and unquestionably strong examples of historical learning and insight including enquiry, reasoning and imagination, but no real indication that the 'Ribbon' curriculum was profoundly different from other examples of subject integration. However, it also demonstrated that individual history lessons could be effective.

In lieu of observations, field notes and ethnographic conversations became increasingly more important. Because the 'Ribbon' curriculum was clearly identified with the head-teacher, it seemed sensible to focus on conversations with him, and so in addition to a formal interview, an informal ethnographic conversation was also recorded. Other ethnographic conversations, including the deputy head, were conducted throughout 2013 and focused on planning, decision making, the level of subject integration and work outcomes. In many respects this data did compensate for

the lack of formal observations, but it also meant that teachers' interpretations of subject integration and the quality of work outcomes had to be accepted, not uncritically, but without confirmatory observational evidence. It was because of this situation that examples of children's work, both in their books and wall displays, became increasingly significant as evidence of the success of the school's approach.

One aspect of extended research over an eighteen month period was that model building and conceptual analysis had started before the field work had been completed, and this resulted in increasingly focused and targeted conversations. It resulted in the focus moving away from planning and curriculum organisation, although these remained important, towards leadership and decision-making because of the growing awareness of tensions within the school.

Displays Containing Cross-Curricular work with some History



The Year 6 pupils also carried out DT work that involved creating fairground rides that linked with a 'Seaside' mini-theme that had a strong history element.



Case-Study 3 Field Notes Matrix

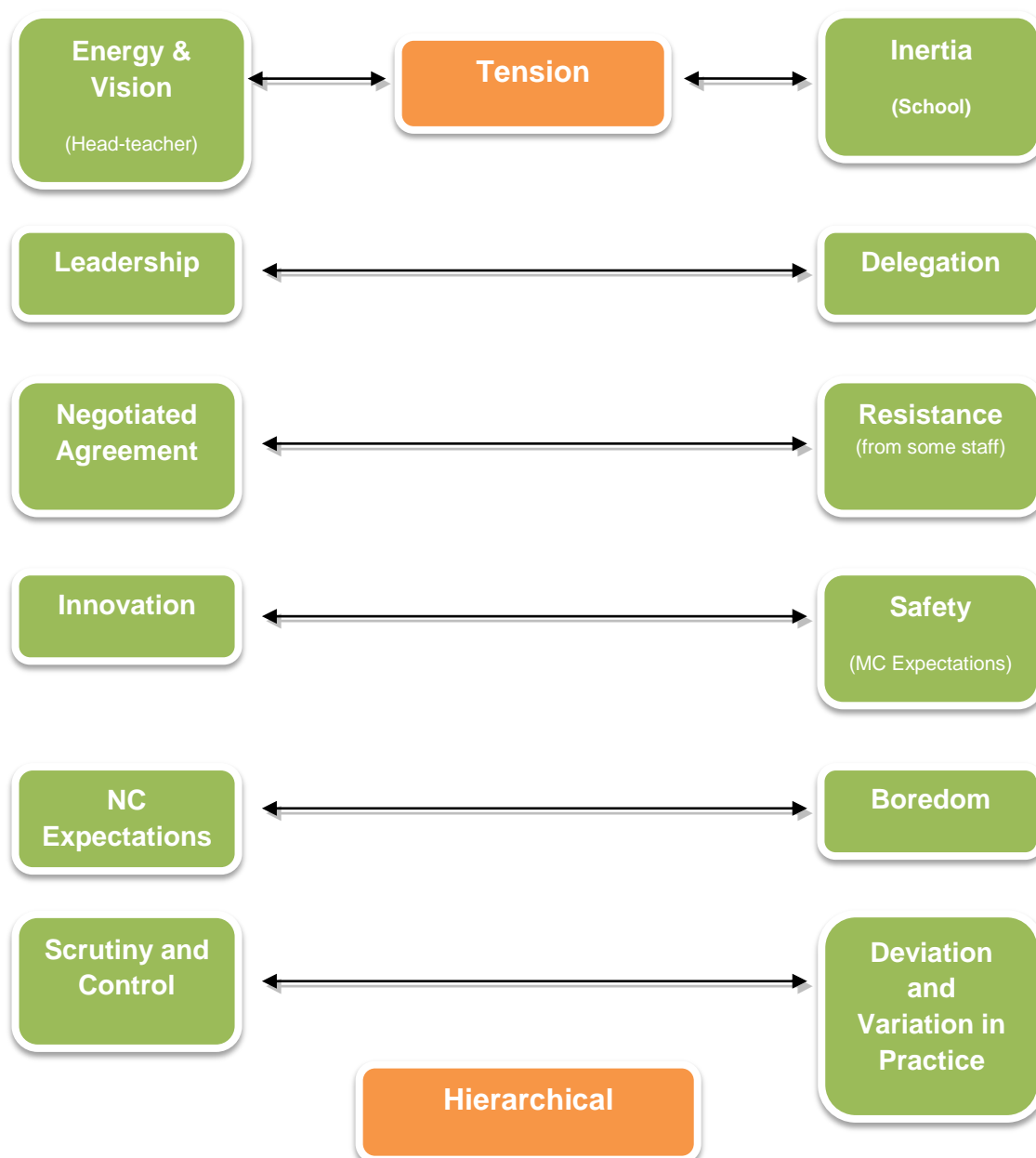
Field Notes Matrix	FN1 Informal Conversation following Interview with LA (Head-teacher) 02/05/2013	FN2 Informal discussion with DB (Deputy Head-teacher) 12/07/13
Context	<p>Influences on the Ribbon Curriculum; the delegation of monitoring and curriculum delivery</p> <p>Influence of Rose and Cambridge curriculum reviews and the idea of grouping subjects together NC subjects managed as thematic groups such as 'creativity' rather than individual subjects; Coordinators check coverage and rigour</p> <p>The focus on skills derived from links and visits to other schools This fed into everything we did to make is successful and sustainable – a committed programme</p> <p>Chunks or blocks of content through themes rather than a weekly allocation. The ribbon links subjects through medium term themes</p> <p>The 'Ribbon' is part of the ethos and values of the school and encompasses internationalism and sustainability as well as thematic teaching Values are deeply embedded in our approach; they filter through the curriculum</p> <p>There is a big focus on linking PSHE through the Ribbon themes</p>	<p>Discussion of planning, documentation, pedagogy and philosophical approach to curriculum</p> <p>Original plan was thematic teaching – e.g. Invasion Subject Coordinators found it difficult to get the information they needed for planning and assessment Returned to subject plans but with a topic web at heart</p> <p>This is not topic teaching – 'it looks as if we have gone back to topic teaching, but we haven't' Discussion of motivation and idea of defensive / reactive leadership, DB admitted that the success and middle-class status of school disguised a boring and safe learning where children were passive 'Now it is livelier in the classrooms and children are more engaged and challenged'</p> <p>There was some criticism from Ofsted so it was partly reactive</p> <p>The teachers were generally supportive of the head's ideas, but there was some resistance from the established teachers</p>

Memos & First-Cycle Codes	<i>Inspired by policy and shared good practice</i> <i>Clear leadership alongside delegation</i> <i>Curriculum grouping as well as thematic planning and teaching</i> <i>Focus on skills</i> <i>Linked to school ethos</i> <i>Embedded values</i>	<i>Not exclusively from a position of strength, some defensive aspects too</i> <i>Boring curriculum</i> <i>Lack of challenge</i> <i>Clear leadership</i> <i>Visionary approach</i>
Second-Cycle Codes	<i>Moral approach to education</i> <i>skills focus</i> <i>Democratic ethos</i> <i>Delegated leadership</i>	<i>Tension between safety and challenge – Inertia and some resistance</i> <i>Negotiated agreement between HT's aims and support from staff;</i> <i>Middle class attainment and success stifles curriculum innovation;</i> <i>NC equates with boredom</i>
Cross-Curricular Links	PSHE Citizenship Global Citizenship and Sustainability	N/A

Case-Study 3 Observation

Coding & Analysis	Observation 1 FE Year 4 21/02/2013	Second-Cycle Codes (Laddering)
Theme / NC Links	Civilisations theme Ancient Greece NC unit	
Concept driven Codes (a priori)	A lot of information about 3 types of Greek school Teacher led, but balance between transmission and enquiry	<i>Skilled balance</i> (between information and enquiry) <i>Knowledgeable and confident teacher</i>
Content & Knowledge Within CC Topic		
Enquiry	Group activities shaped by pre-set questions. Whole lesson introduction shaped by a series of questions (both open and closed)	<i>Directed Enquiry</i>
Evidence (Primary Sources)	Children answered pre-set questions using provided texts. Mostly secondary sources, but also facsimile artefacts such as slate and scribe used	<i>Controlled</i>
Chronology	Timeline in room, but this was not addressed in lesson	
Interpretation & criticality	Interpreting and comparing differing school experiences within Greek states, and also with today	<i>Comparative Analysis</i>
Reasoning: <ul style="list-style-type: none"> • Cause & effect • Significance • Change • Insight • Imagination 	<i>Comparison</i> (see above) was main analytical approach Also skilful use of <i>imagination</i> to get children to understand the nature of Ancient Greek Schools <i>Inferential reasoning</i> using secondary sources to answer questions	<i>Directed Reasoning and Imagination</i> <i>Skilled Teaching</i>
Narrative	N/A	
Memos	Enquiry based – skilful blend of teacher providing information and directing children to reason and answer challenging questions Comparative analysis was evident in group discussions monitored	
First-Cycle Open Codes	<i>Discussion</i> <i>Good Questioning techniques</i> <i>Drawing upon children's imagination</i> <i>Motivated children</i> <i>Strong link between literacy and history</i> <i>Evidence for comparison, analysis and reasoning</i>	<i>Motivation</i> <i>Inspirational</i> <i>Historical Understanding</i>
Links with Other subjects	Literacy - Second half of lesson required children to write a poem in Greek style Initially this seemed to be a case of literacy fitting into history, but by end arguably more equal Music – FE played an example of Ancient Greek Lyre music Hierarchical – history topic in which other subjects fit in Balance between literacy and history with good outcomes for both subjects	<i>Hierarchical</i> <i>Equitable</i> <i>Parity</i>

3.21 Exploring the Codes – Field Notes and Observational Data



From the beginning of the process of analysis it was clear that the key axial code that linked together the second cycle codes derived from the field notes and ethnographic conversations concerned tension, identified mainly from the senior management of the school, but also informal field conversations that were not always recorded or easy to present. It essentially concerned the gap between the head-teacher's vision and the

'negotiated agreement' with his staff that led to compromise, some resistance and individuality. The latter quality was certainly evident in the range of planning approaches and work-outcomes. Upon further analysis it was also possible to detect a hierarchy in the manifestation of these tensions, ranging from the theoretical and philosophical at the top, to practical issues of centralising and controlling teaching and learning at the bottom.

Essentially the previous diagram presents an analysis of the leadership and management of learning within the school; although it still relates centrally to the decision making process that resulted in the introduction of extended integration. Analysis at the level of learning within the classroom, limited to one formal observation and some field notes, revealed the axial codes of 'balance' and 'control' which linked many of the second cycle codes associated with historical reasoning and management of the curriculum.

Second-Cycle Codes linked to Observation and Field Notes



The balance between different NC subjects, namely history, music and literacy in the lesson observation, with clear parity between literacy and history, was all the more noteworthy because the lesson could clearly be placed within the NC European study unit on Ancient Greece.

3.22 Interview Data

Three formal interviews were carried out between November 2012 and May 2013. In many respects this data provided an insightful and expert understanding the nature of the 'Ribbon' curriculum at the point of delivery in the classroom by those who taught it and monitored its success. All three interviews were taped and transcripts produced (Appendix F) which allowed the identification of in vivo codes.

The main themes that emerged from the formal interviews circulated around the importance of leadership. Not only had the new head-teacher, LA, instigated a more integrated approach, that built upon the school's previous cross-curricular and creative teaching and learning, it was clear that this innovation was informed by both government policy and examples of good practice he had observed in other schools. Thus the clear leadership and vision he demonstrated was firmly embedded in good practice, allied to passion and commitment, and included a clear sense of burgeoning school identity. It was equally clear that the introduction of the 'Ribbon' curriculum was a disciplined and thoughtful policy statement. The analysis that produced the second cycle codes frequently resulted in codes such as 'discipline', 'vision' and 'rigour', and these all summarised the clear and committed leadership demonstrated by LA.

This vision was clearly shared by two key teachers, BA and MT, although it was evident that the impetus came from the head-teacher rather than the governors or staff. As indicated above, ethnographic conversations indicated that not all staff agreed with the policy as closely as BA and MT, and LA indicated that some staff had found it harder to adjust to the new planning and teaching approach than others, namely younger staff more used to a closed system of planning, even if they were broadly supportive of his vision. LA also indicated that initially the planning and preparation time required to create 'bespoke' plans and resources was more demanding, although ultimately this led to greater efficiency and ownership of the curriculum and learning.

Case-study 3 Interview Matrix

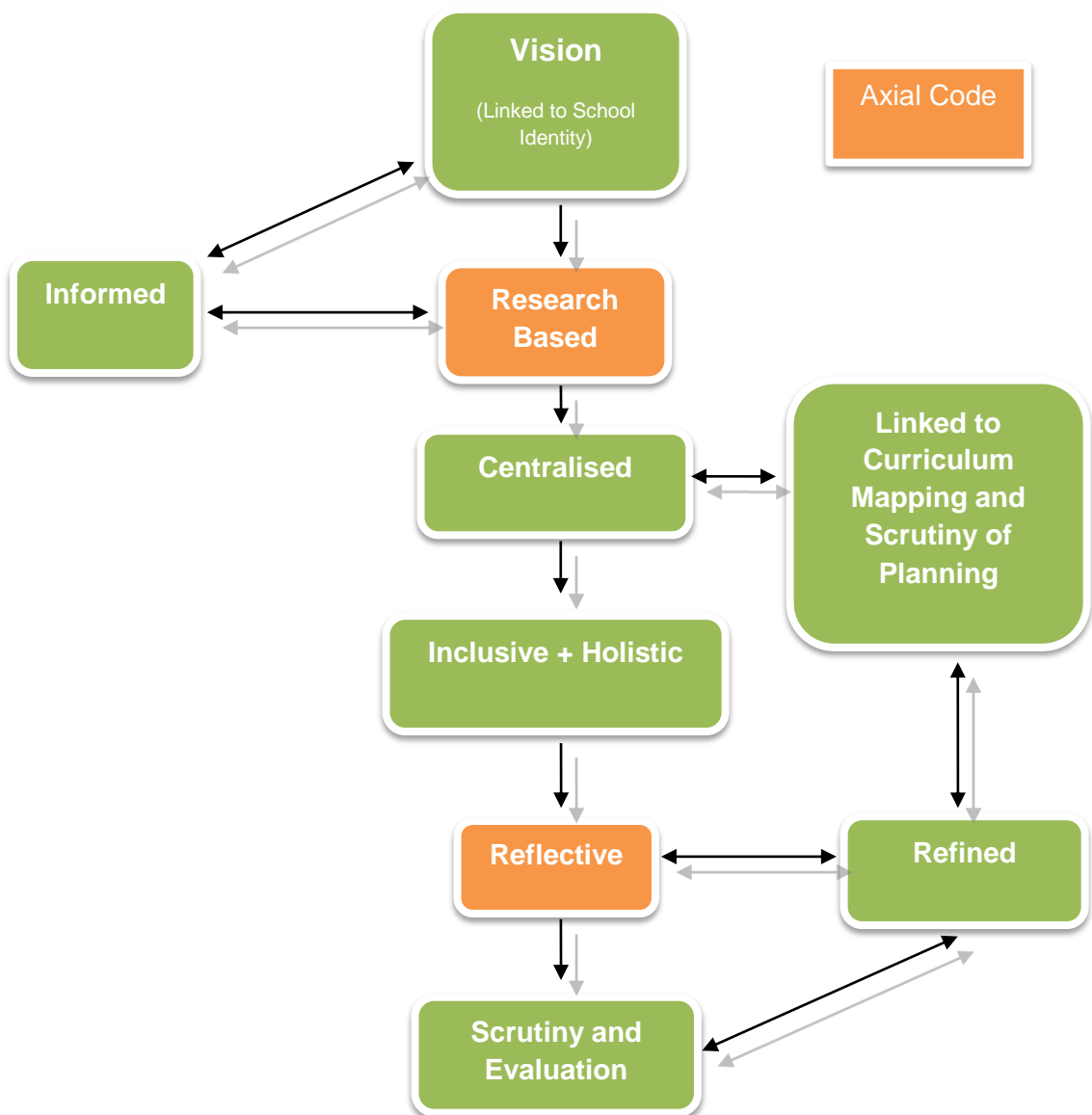
Case-Study 3 Interview Matrix	Interview 1 BA (Humanities Coordinator) Year Reception 07/11/12	Interview 2 MT (KS1 Coordinator) Year 1 & formerly Year 3 07/11/12	Interview 3 LA (Head-teacher) 02/05/13	In vivo codes	Second-Cycle codes
1. Can you summarise your Approach?	Different in Reception – topic based teaching A more holistic approach In year 2 a topic like Seaside results in child orientated, relevant and enjoyable links	I want to try to create excitement for the subject To generate atmosphere and fun A key is to understand what the subject is about – the context Half-termly topics	Very important to me and increasingly important to who and what we are as a school - values Foundations in enquiry – sources and materials rather than names or dates	'To create excitement' (MT) 'Context' (MT) 'Values based' (LA)	Identity Holistic Subject & Disciplinary Understanding
2. Distinctions between Approaches?	'Ribbon' is cross-curricular, unless link does not work No Shoe-horning Definitely some separate subjects Some subject led and hierarchical Other teaching is more evenly weighted, e.g. Seaside in Year 1	It is a creative curriculum, but also a cross-curricular curriculum Creating more meaning by making as much as we can fit into the theme; Non-hierarchical	Q - You have a name for it – Ribbon A – Not a huge amount of difference – it is a form of thematic teaching with some standalone Cross-curricular is more of a topic web with links to all the curriculum	'Creative curriculum' (MT) 'Tentacles into other subject areas' (LA)	Differentiated approach Disciplined integration Thematic
3. Linked to Creativity?	Main idea is that children can see the relevance Enjoyment is the main thing Catering for all tastes	Yes- but it is important that we are clear about each subject E.g. toys, linking the subjects around that topic	Rose and Cambridge Reviews were influential Also other schools – the visits I made to look at improving standards	'Urgent' (LA)	Inclusive Important
4. Influences on School's decisions?	When LA (head-teacher) came; 'his baby' Top down approach Leadership	The new head-teacher – a very clear vision of our approach to curriculum and learning A new climate from Government – creativity was seen more positively	Q – you mentioned Rose and Cambridge Reports A – And my belief that it inspires children more Parents comment on it	'Inspires children more' (LA)	Informed Leadership Vision
5. Key Advantages?	Children's response – they really do enjoy it Enthusiasm and ownership of the curriculum Additionally a huge amount of scope for teacher creativity E.g. example of Victorian age in Year 4	I like the creativity it allows Before we were strong on NC and QCA Much more joined up for children now; Some elements of choice over where to go Children are immersed into a theme	What I have tried to get across to my teachers is that it can save you planning time and allows more teaching coverage – double counting, but also better Anecdotally, pupil learning increases	'Immersed in a theme' (MT) 'Multisensory attack' (BA)	Creativity Efficiency Flexibility multisensory
6. Any Disadvantages?	Ensuring the rigour in covering the QCA requirements for each subject Statutory elements – all the skills that have to be built into each year Hence LA asked each coordinator to track skills	People think that it is a little unsafe NC is the bible, and to ensure that everything is covered We have carried out checks, but there was some anxiety	Initially, generation of teachers trained through NC found it hard to adapt They liked things in boxes The older teachers adapted better; A bespoke unit requires more initial research and work initially	'Too many hats' (LA)	Pressure Anxiety Adaptability - Variable
7. How have Children responded?	They really enjoy the Cross-curricular approach; It allows teachers more freedom. It marries enjoyment with the statutory bits	Responded well, with enthusiasm; They talk about their topics a lot at home	Well – although the younger pupils do not have anything to compare with I have no evidence, but my feeling is that girls accept it more	'Respond Well' (LA)	Enjoyment Enthusiasm

8. What are the main elements of history?	(Document referred to) Key skills we are tracking are: chronology, knowledge, interpretation, enquiry and sources; We also looked at what other schools came up with	Some sense of chronology Understanding change over time A little on 'how do we know?' – sources How can we find out? – pictures, objects, visitors Three concepts in year 1: very old, old and new	Q – You mentioned enquiry and sources A – Yes, but not too much emphasis on chronology Tracking coverage of NC and avoiding repetition		Informed Disciplined
9. How do you manage planning?	Start off with a topic web E.g. 'The Seaside' for history includes holidays (Seaside 100 years ago), linked to resources plus 'Magic Granddad' Skills are built into each lesson, e.g. timeline, role play	Initially the main ideas of what should be included The NC objectives Mapping against NC	Q – Do you oversee planning? A – Yes We also have work scrutiny of books We have plans for all themes We try top down, beginning with Learning Objectives, etcetera	'Top down' (LA)	Mapping Scrutiny and Rigour
10. How do you assess?	'Tricky' Oral responses Placing objects on a timeline Quiz sheets Curator / museum role play is as good as anything	Oral – their explanations and responses in class Overview at the end Recording is limited	We do not do it as much as we would like But high level Learning Objectives and curriculum mapping help	'Oral responses' (BA)	Limited forms Mapping Conditional
11. Which subjects combine best with history?	English, obviously; speaking and listening Geography, especially Seaside or India topics; School places importance on learning about other countries; Art, DT, possibly music	Literacy works well ICT works well Art – found this quite hard with 'Toys' Science – materials RE – special objects	English, art, dance, drama Occasionally DT – model making, e.g. re-creation of Pudding lane Geography – special relationships over time and mapping		Broad Disciplined
12. How does history compare with other subjects?	Not fundamentally different All come to the fore at different times Some subjects lead the line more than others in certain themes	The other subjects are equal History is not the only subject to provide topics E.g. Fairy tales has no history	I think that history is more visible than geography, which is more of a Cinderella subject I am proposing a longer school day	'Balanced diet' (BA) 'Higher focus' (LA)	Equal – Non-hierarchical More visible
13. Differences between KS1 & 2?	Not that much different – KS1 processes adapted in KS2? All start from a topic web and work on developing skills Recording is different	Probably more literacy in KS2 – especially extended writing and general expression of historical understanding	Not massively, same ideas and principles Just age appropriateness I think KS 1 teaches are better at using thematic approaches		Equivalent
14. Have you reviewed your approach?	We have reviewed the Ribbon Curriculum, but LA feels strongly about this and we are supportive The main thing was the coverage of skills and children's progression	Some refining has occurred We have tried to avoid repetition Some changes to ensure coverage of NC	Q – Anything other things you might change? A – Greater links with IT, especially using new iPads and podcasts Some teachers reluctant to change Written outcomes still more valued	'Tweaking and changing' (MT)	Refined Evaluated Commitment Centralised
15. Anything to add?	Staff are very on-board - We see the relevance Parents are behind us; feedback has been very positive	Definitely more enjoyable to teach Feels less pressured – everything is running simultaneously Generates involvement from parents	We have covered everything	'Very enjoyable' (MT)	Positivity

3.23 Exploring the Codes – Interview Data

Initial analysis indicated that the three interview transcripts, and their second-cycle codes, could be clustered around three main themes: leadership, response and integration. Manoeuvring the second-cycle codes associated with leadership revealed a number of important axial codes.

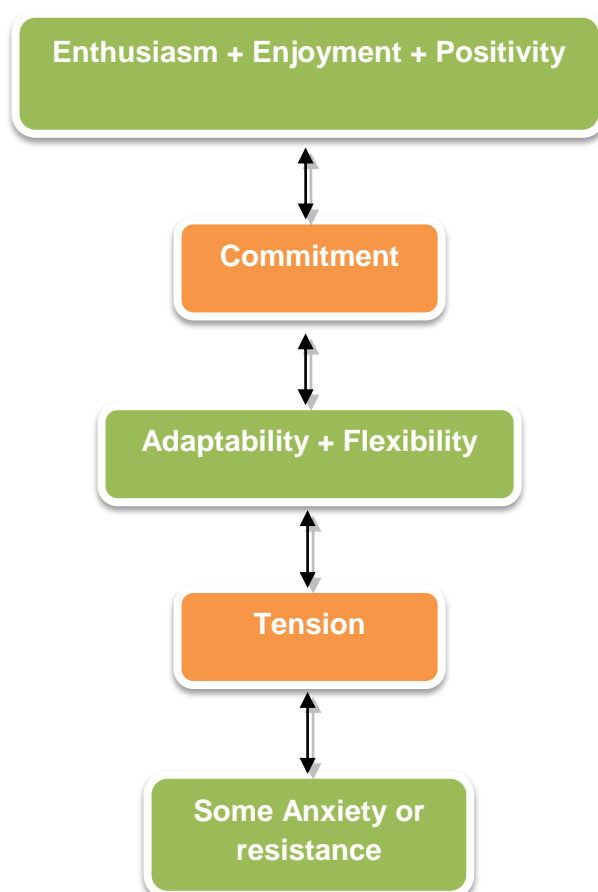
Analysis of Leadership Second-Cycle Codes



Analysis of Codes Clustered Around Staff Responses

There were a number of clusters of first and second-cycle codes linked to attitudes and response to leadership initiatives that also revealed interesting axial codes. 'Tension' appeared again as one of the key axial codes, but the interview data identified clearly a range of attitudes that demonstrated a considerable amount of support from key members of staff, and indeed, tension appeared as a reflection of the attitudes of the staff not interviewed for this project but often referred to by more supportive members of staff.

Diagram of Staff Responses



Curriculum Integration

The interviews also revealed a cluster of second-cycle codes that centred on curriculum integration, radiating from a centre based on disciplined, thoughtful and extended thematic integration. The thoughtfulness came from important considerations about suitable and desirable integration, and it was also clear that at the heart of curriculum management was a very clear decision making process. Not all 'Ribbon' themes were elevated above subject disciplines, as the lesson observation recorded, but the available evidence suggested that when history was the lead subject, usually based on a NC study unit, care was taken to ensure that integration was equitable. This also appeared to be true of when other subjects provided the lead, although data was far less complete to support this second statement.

The Ribbon Curriculum



CHAPTER 4 - DISCUSSION

4.1 The Content, Concepts and Elements of History

Introduction

This chapter begins with a detailed discussion and exploration of the evidence for historical learning since this is essential in answering the question about retaining the integrity of history as a subject discipline, both in terms of the concepts and content of history. A discussion is also required concerning history's connections with other subjects and whether the evidence from this project can add to the debate about cross-curricularity in primary education.

Content (Refer to the Matrix of Historical Learning below)

It was evident that the three Case-study schools, and also the Pilot-study, had all retained very close and identifiable connections with NC study units for history. Case-study 2, and the Pilot-study, both clearly based history teaching around study units such as 'The Great Fire of London' (Year 2), 'The Ancient Egyptians' (Year 3), 'Britain since the 1930s' (Year 5; Pilot-study Year 3) and the 'Local Study' (Year 3), plus many other examples presented in the previous chapter. Planning samples indicated that virtually all history in these two schools was taught through an immersion into NC study units, but there were examples of more original and opportunistic history work such as the mini-topic on the centenary of the sinking of the Titanic (CS 2), or the Olympic focus that contained a large element of history (CS 1).

In Case-Studies 1 and 2 the majority of the observed or recorded history could be similarly tracked back to NC study units, for example the 'Aztecs' unit in Year 3 of Case-study 1, and included as part of the chocolate theme; the same was often similar in Case-study 3. As discussed above, the links were rarely forced, and combinations were usually limited to a manageable number of subjects. The evidence, particularly

from formal observations, was that even when cross-curricularity was hierarchical and taught through a history unit, at the level of the classroom including children's learning, the link was generally equitable. An especially good example would be the learning in both literacy and history in observation 1 from Case-study 3, where the writing outcomes were as promoted and impressive as the evidence for historical understanding. Indeed, Case-study 3 was particularly noteworthy for rigorously excluding history from thematic planning unless the links could be made easily and justifiably. The only research school where examples of integration were judged to be forced, therefore less justifiable and occasionally trivial, were observed in the Pilot-study. The most obvious example was 'soldier day' where Physical Education and history were combined in a way that was judged to have benefitted neither subject and resulted in unsatisfactory learning in both.

Links with Other Subjects

The evidence tended to support the claims from the literature that history combines most effectively with literacy (Hoodless: 1998; Harnett: 2000; Bage: 2000), art (Blyth: 1989) and geography (Blyth: 1989; Fines: 1987). Good examples include the intriguing link between history and literacy through the use of Shakespeare (Case-study 2 – field-note 1), attached to the 'Tudor' topic, and conducted principally through the use of drama. Blyth (1998: 129-30) noted the challenge to fully extract the history from work on Shakespeare, and admittedly there was insufficient evidence from the field notes to satisfactorily assess the extent of historical learning in this case. There were particularly effective links with geography when the locality was studied, and with map work (observation 4 from Case-study 2), reflecting the examples provided by Kimber and Smith (1999). Religious Education has natural connections with history too, and effective examples included observation 4 from Case-study 1. There was also evidence that strong links can be made between history and music (Pilot-study observations 1

and 3), supporting Turner-Bissett's (2005) general claim, and mathematics (Pilot-study observation 1; field-note 1 from Case-study 2 – statistics linked to the Titanic). Thus the balance of evidence suggested that all the Case-study schools made meaningful, generally equitable, non-hierarchical links with other subject disciplines where they could be justified. There were very few examples where too much integration was attempted, while the specific content of the history was overwhelmingly taken from the NC. Thus it is possible to conclude that the schools under review generally adhered to official and expert guidance that cross-curricular links should not be forced (Ofsted: 2002; 2010; Turner-Bissett: 2005) and involve the integration of a maximum of two or three subjects (QCA: 2002; Laurie: 2011; Barnes: 2011).

Enquiry and Sources of Historical Evidence

Barnes (2011: 1-2, 45-47) argued that cross-curricular approaches should be linked closely to experiential based learning and powerful experiences, and it was notable that all four research schools adopted a predominately enquiry-based approach when covering history. It was a particularly strong feature in the Pilot-study and Case-study 2, but still notable, if less embedded in Case-Studies 1 and 3. There was also a clear and expected correlation between the employment of enquiry and the use of historical sources, with arguably the most consistently good practice found in Case-study 2. Case-study 3 was notable for promoting a clear balance between content (teacher led) and the development of historical skills through enquiry. Despite the comparatively limited amount of field work to base conclusions on, the range of sources observed in the four research schools was impressive, and matched evidence from the literature review. Experiential learning including the use of the locality (Pilot-study, Case-Studies 1 and 2), educational visits and visitors (all schools), artefacts, images and maps (all schools), and included two examples of class museums and a range of artefacts (CS 1 and 2), thus providing comparable work to those carried out by Blyth (1989) and Verrier (2007).

The suggestion here is that the project's examples of leadership and school culture that promote thematic and flexible approaches to the curriculum are correlated closely with support for enquiry and primary evidence, and both are arguably underpinned by an underlying belief in the importance of experiential, discovery based learning associated with constructivism (Bruner: 1960; 1996). It also suggests the long term influence of the aims of the SChP (1972 and 1975; Shemilt: 1980) and the approaches of the new history embedded in the NC. Admittedly the evidence is limited, and this causal link was never fully articulated in interviews of field conversations, but the correlation between enquiry and thematic approaches was consistently evident. However, there were limitations observed with enquiry. For example the limited evidence of enquiry beginning with focused questions, identified by Popper (1966), since lesson observations predominately involved examples of teachers directing children's research, nor was there much evidence of more searching and extensive forms of enquiry advocated by Ashby (2004) or in official reports such as Ofsted (2011).

Chronology

Ofsted's (2007; 2011) suggestion that chronology has been less well taught in primary schools was supported by the evidence from this project. Out of all the research schools, there were only two observed examples of dedicated timeline work: observation 4 Case-study 2 involving historical maps, and the notable whole-school timeline as part of history day (field-note 2 Case-study 2); although both were particularly powerful. Arguably more surprising was the lack of any timelines in both the Pilot-study and Case-study 1, although this has to be qualified by the consideration that timelines in themselves are not sufficient to develop children's understanding of chronology. The evidence from this study is far from conclusive; all that can be stated with security is that cross-curricular approaches appear to reflect the national trend of poor coverage of chronology in primary schools.

Interpretation

The evidence from this project suggested more variation in coverage of interpretation than other historical concepts, but at some point all the research schools demonstrated some examples of interpretation with the highest proportion of examples found in Case-study 1: here five out of six lessons containing some reference to it. The lesson observations, across the project, suggested that this concept was often introduced or extrapolated by teachers, and tended to be concentrated on the relatively limited examples of contrast and comparison, especially comparisons between the historical period under review and contemporary attitudes and beliefs. Evidence from Case-study 3 suggested that children's understanding of the past, their second record that they apply to information and evidence (Hexter: 1971; Pendry et al: 1997), was often inaccurate and misunderstandings tended not to be adequately challenged; nor were there many examples of criticality being applied to evidence, as suggested by Haydn et al (2001). Indeed, only one example from Case-study 2 (field-note 7) demonstrated a clear link between interpretation and evidence, including a discussion about the nature of historical reasoning. This was the clearest and best example of interpretive work from all the research schools, and matched the consistently high quality history work in this school.

Thus the overall conclusion was that interpretation still requires embedding in primary history, and still appears to be as underdeveloped as Counsell (2000) argued. Other judgements include the observation that variations in coverage and approaches to interpretation vary as much within schools as between schools, which further suggests that the significant variable is the knowledge and understanding of individual teachers. As with chronology, this coverage of this concept does not appear to be correlated with thematic approaches to the curriculum.

Historical Reasoning

Given that the organising, or secondary, concepts in history (Lee and Shemilt: 2004) were largely hidden in the NC 2000 (DfEE: 1999c), variations in coverage should be anticipated. Yet evidence suggested that all the concepts identified in the literature review were observed within the combined research schools, and arguably this was an impressive and unexpected outcome. Nevertheless, there were important variations; in Case-study 1 coverage tended to be teacher led (in line with other historical elements); Case-study 2 contained the broadest and most impressive range, closely linked to enquiry, evidence and children's observations (also in line with broader findings from this school). Case-study 3 was less well researched, but ethnographic conversations, field-notes and the lesson observation did include some strong examples including comparison and inferential reasoning. The Pilot-study may have been weaker in some respects, but it was notable for being strong in its promotion of historical reasoning and arguably the most comprehensive of all the research schools pro rata.

Weaknesses were observed, and these tend to be the more cerebral and challenging concepts of significance and cause and effect. Overall causality was the least noted concept, but the two examples that were observed indicated that it does occasionally occur in primary history. However, the evidence also suggested that few children leave primary school with an extensive understanding of cause and consequence which was one of the, arguably unrealistic, aims of the first version of the NC (DES: 1991). Evidence from research (Loveless: 2005; NPH: 2009) had indicated the links between cross-curricularity and the development of historical imagination so it was perhaps unsurprising to report the considerable extent to which the concepts linked to idealism, imagination and insight, and associated with Collingwood (1946), Knight (1989b) and Portal (1987), were observed. Here there is a stronger case that thematic teaching, closely linked to creative and enquiry based approaches, genuinely promotes important imaginative forms of historical reasoning.

Narrative

The justification for adding narrative as one of the key elements of primary history was vindicated because of the significant evidence that it was a strong presence in all four research schools. Narrative was clearly evident in many examples of planning (particularly in Case-study 1), suggesting that it is an element of history understood well by teachers. It also cemented the links between history, literacy and drama, and therefore more likely to be present in schools adopting a thematic approach to the curriculum. The clearest evidence could be found in drama activities, especially in Case-Studies 2 and 3, and examples of chronological writing, both fiction and non-fiction, in all the research schools.

Arguably the most interesting aspect of narrative was the identification of an underpinning narrative linked to history topics, and found in the Pilot-study and Case-Studies 1 and 3. This can be reconciled with thematic teaching, particularly when the overarching themes were elevated above subject domains, as was the case in Case-Studies 1 and 3. In the latter case, the 'Ribbon' curriculum should be a *prima facie* example of narrative underpinning because of its slow, intentional unravelling over the course of a half term. It is also supported by the theories of Bruner (1996) and Bage (1999) concerning the importance of narrative both as a model of learning and an account of historical engagement and understanding.

Assessment

As indicated by Ofsted (2007; 2011), assessment of primary history tends to be inconsistent and weak, and the data from this project supported this claim. Interview data from question ten revealed some interesting patterns. Only Case-study 2 had attempted to address the issue of recording understanding and progress through the development of skills ladders (refer to pages 140-1), but no completed examples had been submitted so it is only safe to claim that this was in the process of being

introduced. Case-studies 1 and 3 both included interviewees who had described the situation as 'tricky' in the sense that systematic recording and the monitoring of attainment was not really adequately addressed. In the former case there was consistency in the claim that monitoring through work scrutiny was carried out, but it was established how this was recorded. In Case-study 3 there was more faith in assessing children through 'oral responses', although how this was recorded and used to inform parents and staff was also not clear.

Summary

The pioneering work of the Historical Association (Coltham and Fines: 1971), SCHP (1972; 1975) and its influence on policy makers (DES: 1988b) and the NC (1991; 1995; 1999b) in identifying and promoting a more analytical, thoughtful and conceptual approach to history, is demonstrated in the evidence collected in the four schools that participated in this research project, and supportive of Husbands' (2011) claim that pedagogically situated knowledge of history is more important than subject knowledge. There is no evidence for, and therefore no claim, that history is better or more consistently taught in these schools than others teaching history as a separate subject; indeed, this was not the aim of the project. The evidence does demonstrate, however, that historical elements and concepts can be taught as part of thematic or cross-curricular teaching. Moreover, some elements, such as enquiry, evidence, imagination and narrative appear prominent, arguably because they are linked to deeply embedded and underpinning philosophical and pedagogical beliefs that are associated with cross-curricularity. The evidence from the project also suggests that the aims and principles of the NC, specifically history for the purposes of this project, have become firmly embedded in primary schools.

4.2 Time-Ordered Matrix of Historical Learning

A Priori Concept Codes	Pilot-study	Case-study 1	Case-study 2	Case-study 3
Historical Content (NC Study Units)	NC unit - Britain since the 1930s in observed lessons	Cross-curricular themes In some cased NC study units for history were incorporated within theme, e.g. Aztecs within Chocolate Some opportunistic themes such as Olympics which contained history	NC history units centralised teaching and learning in history in most cases Some Cross-curricular themes that contained a historical element Some smaller history units such as Titanic Larger themed history days that involved the whole school.	Series of Cross-curricular themes, many of which did not include history No inclusion when history did not naturally fit Some NC history units 'dovetailed' to themes, e.g. Ancient Greeks to Civilisation Some stand-alone history led units such as WWII (as part of Britain Since the 1930s)
Enquiry and Historical Sources	Strongly featured in 5/6 observations Many genuine 1940s artefacts Linked to homework and children's independent work	Observed in 3/6 lesson observations Opportunities for questions, but few examples of independent work Muted range of historical sources – oral history linked to WWII theme	Strong – enquiry built into most lessons (5/5 observations) including pupil led work and opportunities for homework Many Q & A sessions including dialogic approaches and probing questions Use of artefacts, images and maps (best example) Many field trips and visits including museums and use of local area	Balance between content, skills and enquiry Enquiry often teacher led Considerable use of artefacts including facsimiles (School was well resourced) Promotion of experiential learning through visits and field work
Chronology	Absent – no sign of timelines or chronology work in classrooms	Limited examples, but observed in 3/6 lessons Linked to narrative Lack of ordering or timeline work	Timelines prominent in most classes, and all observed lessons Map session (Ob 4) introduced a chronology of maps of the local area children plotted change over time Whole school time line on history day (FN2)	Timelines in majority (4/6) classrooms Limited evidence of chronology work

Interpretation and Criticality	<p>A range of interpretative perspectives</p> <p>Some more authentic than others</p>	<p>Tended to be teacher led and variable, but some aspect observed in 5/6 lessons</p> <p>Some strong examples of other perspectives, but limited examples of criticality</p>	<p>Featured in all observed lessons; Mostly concerned contrast and comparison Some insightful work and links to reasoning</p> <p>Best example was archaeology exercise in Yr3 leading to criticality and awareness of how historical knowledge involves guesswork and imagination Context in early years</p>	<p>Clear evidence of comparison, between past times and now, but limited examples of more probing work</p>
<p>Historical Reasoning</p> <ul style="list-style-type: none"> • Cause & Effect • Significance • Change • Insight • Imagination 	<p>Featured strongly in many lessons</p> <p>Examples of: Significance Imagination (2 lessons) Insight Change</p>	<p>Also tended to be teacher led, but included a range of examples:</p> <p>Insight (4/6 lessons) Imagination (2/6) Significance (One strong example) Causality (One good example)</p>	<p>Broadest range of examples</p> <p>Significance, change, imagination and insight closely linked to observations and evidence</p>	<p>Examples of comparison and imagination</p> <p>Evidence of reasoning including inferential reasoning from secondary sources</p>
Narrative	<p>Featured strongly, including: Narrative in work outcomes Underpinned whole of 1930s topic</p>	<p>Strong links with drama, based on both fictional and factual accounts Underpinned much of the work</p>	<p>Links to story observed in 4/5 lesson observations plus field notes</p> <p>Some narrative written outcomes including story</p> <p>Strong links to drama</p>	<p>Not observed in lesson observation or field work, but links with literature and story are evident in medium term plans</p>
Notable Links with Other Subjects	<p>Literacy and Drama Design Technology Music</p> <p>(Also Mathematics, Physical Education and ICT)</p>	<p>Literacy and Drama Geography Citizenship Religious Education Art</p> <p>(Also ICT)</p>	<p>Literacy Geography ICT</p> <p>(Also Art, Design Technology, Science and Mathematics)</p>	<p>Literacy Design Technology</p> <p>Geography ICT Art</p> <div> <p>From Interview data</p> </div>

4.3 Three Models of Curriculum Integration

Based on the three Case-study schools and the Pilot-study three distinct models can now be identified, analysed and presented. Each model overlaps with existing theories of disciplinary integration, but there are unique features to each, and unlike general models the specific integration of history with other subjects is addressed. The first model has particularly strong resonances for primary history.

4.4 Model 1 – Controlled Immersion (or Curriculum Based Integration)

(Case-study Two and Pilot-study)

Introduction

The model of *Controlled Immersion* presented here is defined fundamentally by the fact that the NC study units, in this case history, provide the foci for learning rather than elevated themes associated with thematic integration. Therefore children are ‘immersed’ into a disciplinary subject, or subjects in the case of a double focus (Barnes: 2011: 66-7), and learning is directed by the content and elements linked to that discipline. Although Case-study 2’s history coordinator described the approach as thematic (Interview 1), the head-teacher’s definition (interview 2) of integration is preferred. It is specifically the integration of other NC subjects within the lead subject (history), hence curriculum based integration. The Pilot-study is included in this model because it also developed cross-curricularity around NC history units, but there were important differences that highlighted the effectiveness of Case-study 2.

There is a superficial overlap between *Controlled Immersion* and the Plowdenesque topic approach, but in this model there are at least two important differences: the first is the claim that in this model the content and elements of the NC have acted as a template or guide for planning, teaching and learning. The second distinction is the high levels of leadership found in Case-study 2, both in terms of general leadership within the school, and also the exemplary subject leadership demonstrated by the history subject coordinator. Furthermore, it was demonstrably the presence of outstanding leadership that accounted for the superiority of history learning in Case-study 2 over the Pilot-study school. In the case of the latter, the head-teacher did not transform and direct learning, nor was the role of history coordinator so effective or well-developed.

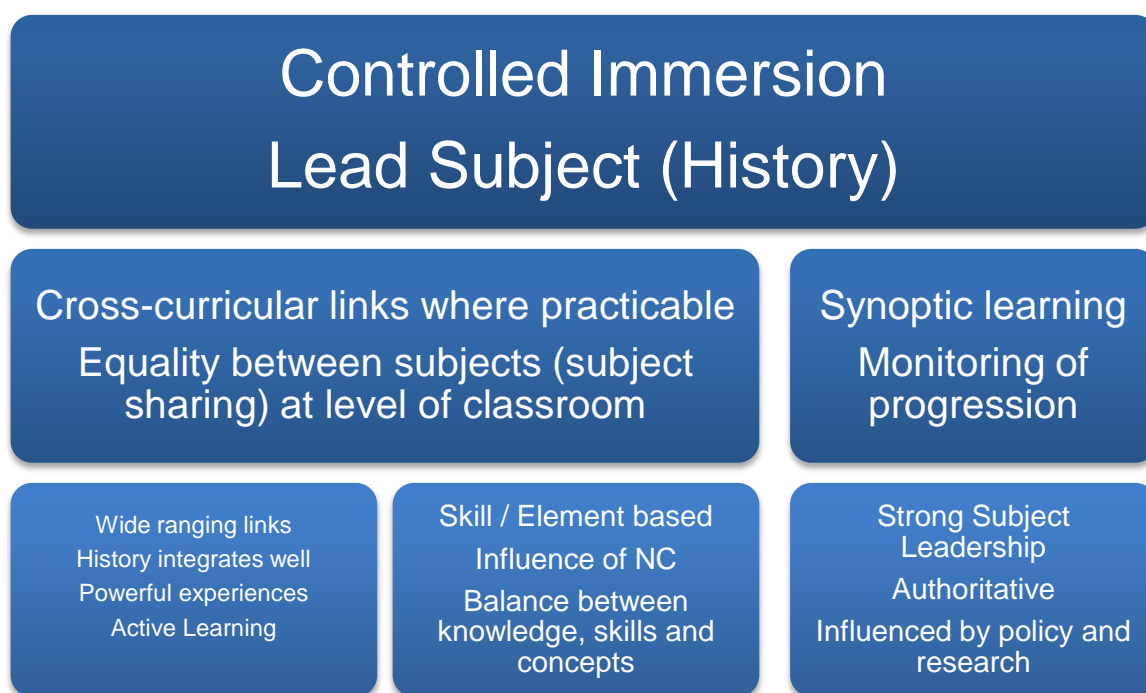
Leadership

The incumbent head-teacher in Case-study 2 was drafted in by the Local Education Authority to transform as struggling school that was experiencing increased scrutiny from Ofsted, widespread behaviour problems and poor test results. Part of the head-teacher's vision was to change the approach to the curriculum, partly through cross-curricular teaching, but equally through active learning and creative approaches (interview 2), and to transform pupils' enjoyment, engagement and success. The most recent Ofsted inspections, and the data collected for this project, suggest that this aim has predominately been achieved. In many respects the school can be viewed as an exemplar of inspired leadership, evidence was drawn from the fact that new and existing teachers, in ethnographic conversations, were enthusiastically behind this approach. Changes to the curriculum were also informed: in both formal interviews and ethnographic conversations, the head-teacher, LK, made frequent references to the Rose review of the curriculum, and a Buckingham university project linked to a more creative approach to the curriculum (Interview 2) as justification for the changes she introduced. It was also a relatively tried and tested method because she had successfully made similar changes in her previous school.

Case-study 2 also provided the clearest example of highly effective subject leadership out of the four research schools. An important qualification is that Case-study 2 was significantly larger than the other Case-study schools and measurably larger than the Pilot-study too, and this therefore afforded greater opportunity for dedicated subject leadership. Examples of the effectiveness of leadership of history included the instigation and coordination of the whole school history week and themed day (field note 1), the creation of history skills ladders (the only research school where assessment of historical learning was considered) and the close monitoring and promotion of history throughout the school. Unlike Case-study 1, planning was not uniform or scrutinised, tentatively suggesting that subject leadership is at least as effective, possibly more so, than the post-hoc scrutiny of planning.

Concept Diagram of Second Cycle and Axial Codes

This has been introduced in chapter 3 as a summary of the coding of observational data, but it is reintroduced here with the addition of clusters of second-cycle and axial codes from discussions and interviews. It summarises well the hierarchy of codes, particularly those associated with leadership and school culture, and the adherence to the elements of the NC. It is not possible to state whether this model works as well with other NC disciplines, but it does support the hypothesis that history combines well with other subjects and is well suited to adopt the lead subject role.



Theoretical Perspectives

Barnes' (2011: 56-8) 'hierarchical' model defines this 'most common' approach as essentially aiming to 'achieve progress in one discipline by using aspects of another' (Barnes: 2011: 56), and is essentially the *lead subject* model favoured by some researchers (Laurie: 2011) and many official reports (HMI: 1989; Ofsted: 2007).

Barnes' definition does not completely account for *Controlled Immersion* because of the latter's limits on integration and the equality of subjects at the level of the classroom. Thus it avoids the principal weakness noted by Barnes, namely that the integrity of subsidiary subjects is adversely affected in an inversely proportional rate to the promotion of the lead subject. Fogarty and Stoehr's (2008: 38-40) *Immersion* model, number nine on their scale, influenced the nomenclature of this project's schema, but this unquestionably goes beyond immersion into a subject discipline in favour of more wide ranging conceptual themes into which *all* subjects are immersed; the example they provide is the theme of *Books*. Arguably the closest to *Controlled Immersion* is their *Integrated* model, (Fogarty and Stoehr: 2008: 37-38) which used the metaphor of overlapping circles to demonstrate shared features and attributes between subject disciplines. The weakness of this model is the fact that it does not account for a lead subject, but it is stronger on the interplay between three or more subject domains. Ultimately a more controlled version of Barnes' *hierarchical* model is preferred.

4.5 Model 2 - Disciplined Thematic Integration (Case-study One)

Introduction

The first and most important consideration when analysing Case-study 1 was the fact this it was self-identified through discussion and interviews as a form of thematic integration where NC subjects were subsumed within an overarching half-termly themes such as 'Fire and festivals' (KS1) or 'Along the riverbank' (lower KS2). In some examples, the most obvious and least original example was the NC history unit on the 'Aztecs', history was dovetailed in a relatively crude way into the theme of 'Chocolate' (lower KS2). It was also evident that the degree of subject integration was variable and inconsistent, and there was an observable difference between KS1 and KS2, where the single KS1 class adopting far higher levels of integration consistent with an early years approach. In such a small school, containing only three classes (5 teachers due to job sharing), this was almost certainly because of variables at the level of individual teachers and their personal attitudes and beliefs. Indeed, interviews and ethnographic conversations suggested that there were quite different interpretations of what subject integration actually meant. The level of integration for history was also dependent on the ease in which it could be incorporated into the theme, and clearly some themes such as 'Conflict and resolution' (upper KS2) and 'Built to last' (lower KS2) had a more obvious historical element, while others were clearly more orientated to geography (for example 'Islands') or science ('Flight').

Despite the clear identification of overarching themes, it was noted that the hierarchy between theme and subject discipline was sometimes uncertain, certainly variable, and that in some lessons the NC subject or unit seemed to be preeminent. This was the case with the 'Aztecs' and 'Chocolate' where the stand alone history lessons seemed to have little genuine connection with the theme other than the very loose link of cocoa bean in Aztec agriculture. Where the NC subject was preeminent the retention of subject integrity was easier to justify, but clearly this was at the cost of genuine

thematic integration. However, in other observations and field notes it was clear that genuine subject integration had been attained within a theme, and therefore the model is predominately based on this evidence. Moreover it was highly scrutinised and considered integration; hence the term *Disciplined Thematic Integration*.

Leadership

An important element in the level of discipline was school leadership. Due to the high turnover of individuals in this role from the time the school was identified as having serious weaknesses by Ofsted, to its most recent status as 'outstanding', the importance of leadership had clearly been embedded organisationally and culturally. Yet the analysis of interview data and observations revealed a highly tolerant and democratic school culture in which individual beliefs and practices flourished.

Part of this was control of the planning process; out of the four schools researched, Case-study 1 had by far the most detailed and consistent medium term planning, and the level of scrutiny was high. The current head-teacher demonstrated a very firm grasp of the curriculum throughout the school and was clearly involved with every level of planning, and she was able to explain the justifiable and workable links between themes and NC disciplines. When history was combined within a theme, its form and structure as a recognisable history study unit remained evident.

The second aspect of leadership was the fact that in the observed history lessons the input was nearly always delivered in an authoritative way, and this often included high levels of subject knowledge and skill by the teacher. This was one of the defining features of Case-study 1 and arguably reflected the experience and confidence of the teachers.

Creative Approaches and the Content of History

Interview data and ethnographic conversations revealed considerable variations in the underpinning philosophy, and this in turn indicated that personal belief was an important variable in understanding the school's approach to the curriculum. In interview, PJ (interview 3; senior teacher and curriculum coordinator), who had been instrumental in transforming the school's curriculum during its challenging period, indicated strongly that the underlying philosophy had been driven more by the creativity agenda than subject integration. Nevertheless, observations and field-notes produced evidence that suggested that creativity was muted or absent in many lessons, and coding further revealed tension between the desire to establish a creative curriculum while retaining teacher control and adherence to the NC. Thus the evidence suggested lower levels of creativity, curriculum flexibility and enrichment, especially in KS2, than was claimed in all research interviews. However, in terms of history teaching and learning, there was considerable evidence for experiential learning in terms of links with the locality, the proclivity of educational visits and visitors, the use of artefacts and other historical evidence that resulted in powerful learning experiences which arguably reinforced historical reasoning (Snelson: 2011).

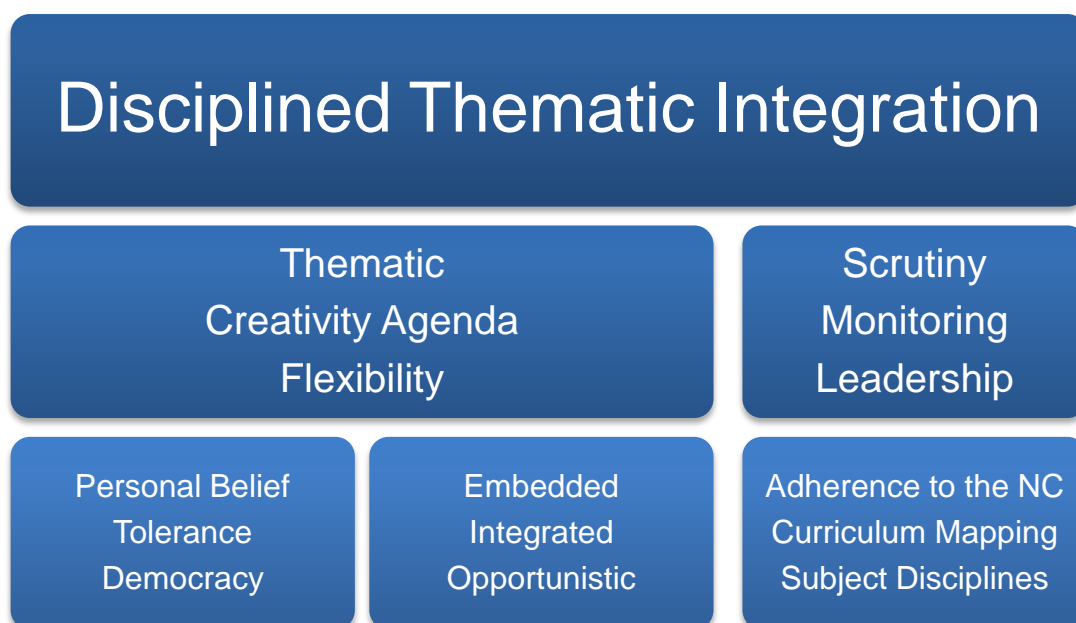
Disciplined Thematic Integration and Creativity

The interview data suggested that national policies did influence school leadership and curriculum management and design, but the importance of creativity was cited more frequently than subject integration. This could be tracked back to the negative Ofsted report from 2002 and the school's response, clearly defensive in origin, to establish a more engaging and successful curriculum and to improve learning and ensure the school's survival. They were unquestionably successful on both counts. Given this background information, the axial code of tension between control and integration and creativity is both understandable and justifiable, and almost certainly influenced the

level of scrutiny and control of the curriculum observed. Variable levels of integration subsumed under an overarching theme and adhering closely to the NC are clearly preferable to uncritical cross-curricular topic work identified by Rose (2009) as an unacceptable outcome. More relevantly, history was very well served by this approach, but perhaps at the cost of some flexibility and spontaneity.

Concept Map for second-Cycle and Axial Codes

The final model of *Disciplined Thematic Integration* includes many of the second-cycle codes identified from observations and interviews, and they illustrate well the tensions between creative and opportunistic learning constrained by the requirements of the NC and monitoring of the curriculum.

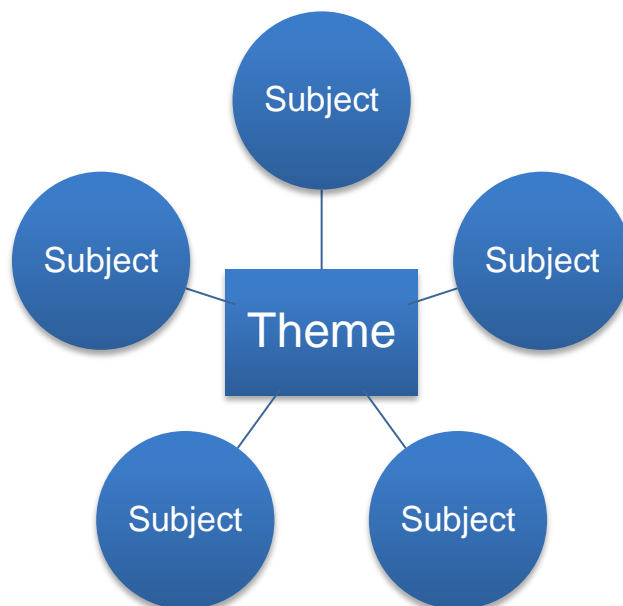


Out of these tensions emerged a history curriculum that was integrated with other subjects in a disciplined and justifiable way, and arguably resulted in many profound and deep-rooted learning experiences.

Theoretical Perspectives

In terms of theory, *Disciplined Thematic Integration* appears to have an approximate match with Fogarty and Stoehr's (2008: 33-35) *Webbed* model, number six on their hierarchy. This model supports the importance of overarching themes with a range of relevant subject disciplines linking into the theme. Their visual image is that of a central theme radiated by subjects. The example they provided contains five radiations, but there is no theoretical discussion about a suitable numbers of disciplinary links. It also has clear resonance with Jacobs' schema (1989: 16-7) and *Complementary* or *Interdisciplinary Units* models which similarly use the metaphor of a thematic hub with subject disciplines radiating outwards.

Webbed Integration (Fogarty and Stoehr: 2008: 35) **Interdisciplinary Unit** (Jacobs: 1989: 56-8)



Fogarty and Stoehr claimed that this model is a way of organising subject content in a meaningful way through an overarching theme, while also igniting learning. It also allows separate subject teaching when necessary. This certainly fits aspects of Case-

study 1's rationale for a thematic curriculum including variable levels of integration and a concern with inspiring learning; equally there is also considerable overlap with Barnes' (2011: 58-60) research based *Multidisciplinary* model of cross-curricularity unified beneath a 'single experience or theme' (2011: 58). The theoretical background reinforces the idea that *Disciplined Thematic Integration* has powerful and justifiable roots, and a model that supports history teaching and learning very well because of history's strong links with a number of other subject domains.

4.6 Model 3 – Extended Thematic Integration (The Ribbon Curriculum) – Case-study Three

Introduction

Case-study 3 was notable for being the only self-identified example of an integrated approach from the four research schools, namely the *Ribbon* curriculum. This was associated strongly with the incumbent head-teacher, and although not derived by him, it was a very thoughtful and considered interpretation of subject integration. In many respects there were similarities with the second model of *Disciplined Thematic Integration* in that the unifying themes were overarching and therefore ostensibly stood above NC subject disciplines, hence a second example of subject integration within a separate non-disciplinary theme. The unique aspect, the extension, resulting in the metaphor of the ribbon, was more identifiable and justifiable when it stretched out to a full term, as the planning overview indicated, but evidence from medium term planning suggested that this was not always the case when considerations like assessment and holidays were added.

Leadership

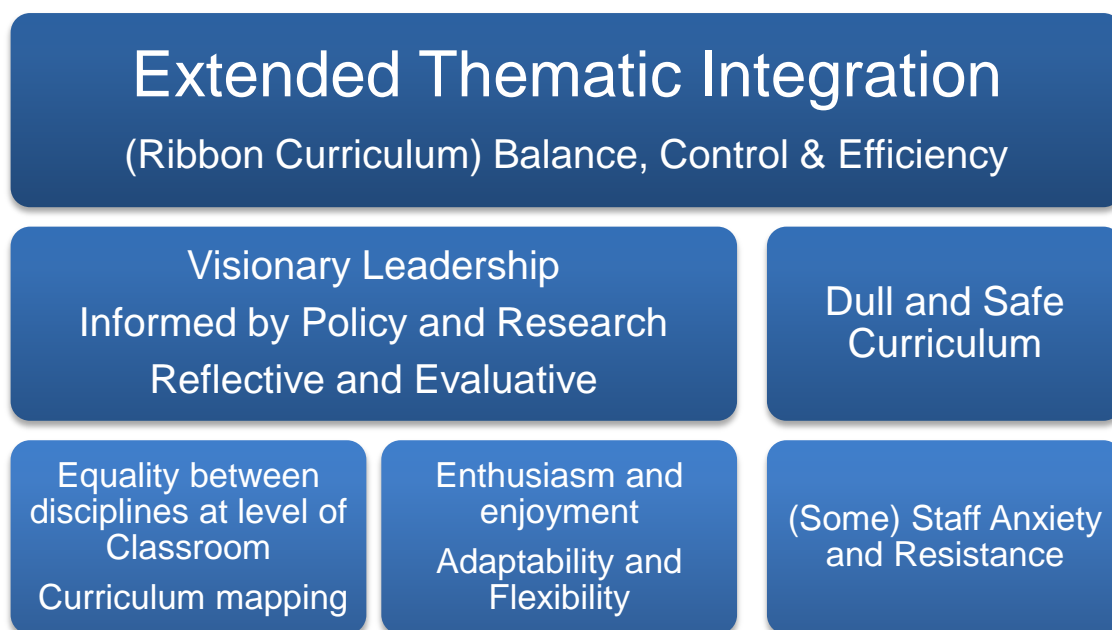
Given that case-study 3 was a medium sized primary school with a recently appointed head-teacher who introduced thematic integration as one of his initial and defining acts, it was understandable that the data, particularly from interviews and ethnographic conversations, centred on his role and personal vision. Hence, more than any other research school, the place of thematic teaching and learning in the school was centred on him. Extensive conversations with the head-teacher, LA, revealed that the impetus for the *Ribbon* curriculum came from a variety of sources including a research project (interview 3; field-conversation 1), the influence of other schools within the LEA, and

national reports including both the Rose (2009) and Cambridge (Alexander et al: 2010) reviews of the curriculum (Interview 3). Of all the school leaders that were interviewed for this project, LA was probably the most informed and reflective about models of curriculum delivery.

Two intriguing aspects of his leadership included the fact that his vision was not as widely shared by the rest of his staff as leaders in the other research schools, although he had yet to make significant appointments into key positions. The other point of interest was that the school's position was not as strong as its consistently good Ofsted reports and high test scores indicated. It became evident that LA was attempting to transform the school from a safe and uninspiring model of teaching and learning into something more dynamic and original, and therefore more engaging and interesting for the children. Arguably there remained an observable gap between his vision and curriculum delivery at the level of the classroom.

Exploring the Codes – Balance and Control

Tension was apparent in a number of ways, notably the July 2013 informal interview with the deputy head-teacher DB; hence it became a key axial code. Most of the tension appeared to emerge from the distance between the head-teacher's vision and the resistance he faced from some senior teachers, and centred around the anxiety felt by a few senior members staff when asked to change a successful, if safe and dull, curriculum, for something quite different. Yet it was also clear that many teachers, particularly the younger ones, did support the head-teacher's aims, and there was a general feeling from staff that the children responded well to a more engaging and joined up approach to learning.

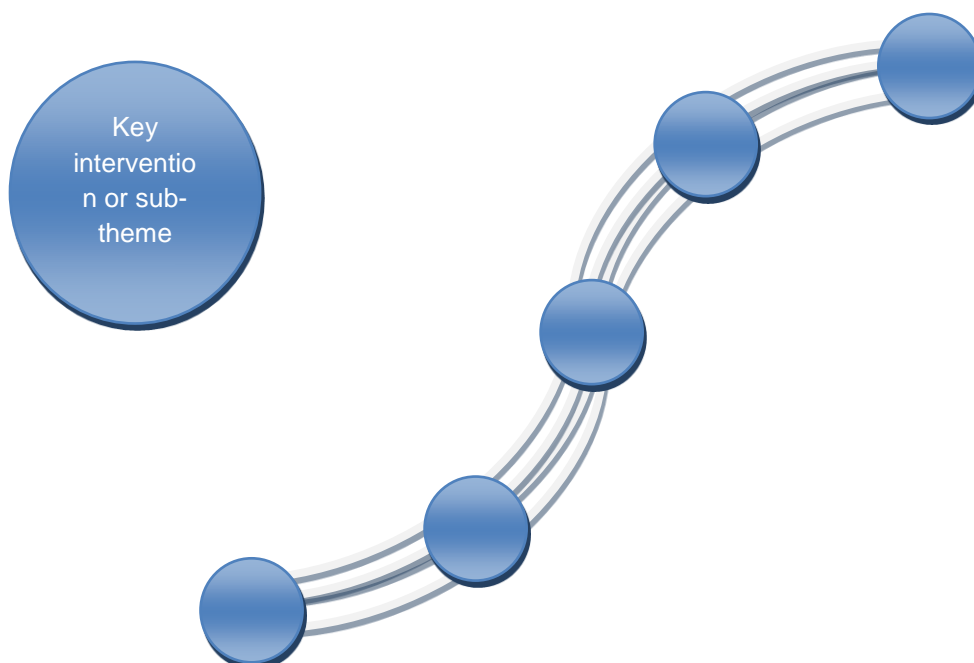


The clusters of concepts indicated what a reflective and considered curriculum Case-study 3 developed, and also reinforced the importance of informed and visionary leadership for transforming teaching and learning. In the final analysis the distinctive aspect of the *Ribbon* curriculum, the extension of an integrated theme for a full term, appeared more theoretical than real, but the profundity of themes that contained substantial history content, generally organised around a NC history unit, is one of the strongest examples from the four research schools of the economy of thematic integration, and therefore supporting Harnett's (2000) argument regarding the efficiency of cross-curricular links. The fact that history can be combined successfully with literacy and design technology (observation 1) potentially allows double, or triple, counting of curriculum time, enriching learning and extending coverage of the NC.

Theoretical Perspectives

As with *Disciplined Thematic Integration* and the example of Case-study 1, one of the most comparable models to *Extended Thematic Integration* would be Fogarty and Stoehr's (2008: 33-35) concept of the *Webbed* curriculum, and its idea of a centralising theme; alternatively, Barnes' (2011: 58-60) *Multidisciplinary* model, or Jacobs' (1989: 53-66) *Interdisciplinary Unit*, have many points of convergence, not least higher levels of genuine integration compared with their other models. In Jacobs' schema this was her preferred design and she reintroduced the metaphor of the central thematic hub. However, Fogarty and Stoehr's schema (2008: 35-6) additionally offers an intriguing alternative model that does contain some of the aspects of the linear nature of extended integration. Their *Threaded* curriculum is defined as weaving the 'skills of the metacurriculum throughout discipline-based instruction' and the visual metaphor presented here is that of a diagonal row of beads linked by several curriculum threads and over an extended period of time:

The Threaded Curriculum (adapted from Fogarty and Stoehr: 2008: 36)



Through research conversations with the head-teacher, it was clear that this *Threaded* model has some of the aspects he was hoping to achieve with the *Ribbon* curriculum, not least the serial coverage of several subject disciplines over a relatively extended period of time with several key learning interventions and genuinely high levels of integration into the theme. As indicated in the previous analysis, what emerged was similar to *Disciplined Thematic Integration* in that it involved the integration of a maximum of two or three key subjects, but there was unquestionably a higher level of ambition and vision contained in the *Ribbon* model, not least the concept of extension, and the greater emphasis on the importance of the theme.

4.7 Deriving Categories from Second-Cycle Codes

In many respects the most important outcome of the coding process has been the identification of eleven *categories* (Saldana: 2013: 249-254) derived from the further analysis of second-cycle and axial codes through a continuation of the laddering process (Cohen et al: 2007: 439). To enhance clarity the categories are now presented in table form with the links to axial and second-cycle codes taken from interview and observational data. The first seven categories are associated with effective examples of cross-curricular practice, with various levels of success, while the remaining four are linked with weaker practice.

4.7 Matrix - Deriving *Categories* from Second-Cycle Codes

Category	Axial Code(s)	Observational and FN Codes Second-Cycle	Interview Code(s) Second-Cycle
<i>Inspired and Informed Leadership</i>	'Informed Leadership' CS2 (+ Interview code CS3)	'Democratic Ethos' CS3	'Democratic and Tolerant Leadership' CS1 'Embedded' CS1 'Monitoring and Scrutiny' CS1 'Vision' CS3 'Evaluated' CS3
<i>Parity (Curriculum Balance)</i>	'Balance and Control' CS3 'Reciprocity' CS2 'Equality' CS2	'Skilled Balance' CS3 'Subject Sharing' CS2 'Clear Balance Between 2 Subjects' CS2 'Parity – Some of the Time' CS1 'Equality and Parity' CS3	'Equal & Non-Hierarchical' CS3
<i>Effective Historical Understanding</i>		'Insightful Outcomes' CS1 'Active Learning' CS1, 2 & 3 'Enquiry and Evidence' CS1, 2 & 3 'Use of Imagination' CS2 'Reasoning and Imagination' CS3 'Historical Understanding' CS3	'Balance Between Skills and Elements' CS2
<i>Justifiable and Strong Subject Links</i>	'Adherence to NC' CS1	'Limited and Controlled' CS1 'Significant' CS1 'Strong Links with Certain Subjects' CS2 'Equal and Non-hierarchical' CS2	'Disciplined' CS3
<i>Engagement and Enjoyment</i>		'Powerful Experiences' CS1	'Children Respond Well' CS2 'With Enthusiasm' CS1 'Enjoyment and Enthusiasm' CS3
<i>Curriculum Coverage and Efficiency</i>	'Reciprocity' CS2	'Effective Use of Time' CS1, 2 & 3 'Double Counting' CS1, 2 & 3	
<i>Teacher Expertise</i>	'Modelling' CS2 'Commitment' CS2	'Expertise' PS 'Skilled Teaching' CS1 & 3 'Visionary and Experimental' CS2 'Informed and Authoritative' CS2	
<i>Negative Categories:</i>			
<i>Shoehorning</i>	'Shoehorning NC Units into Theme' CS1 'Shoehorning – Themes Resemble NC Units' CS3		
<i>Uncertain Vision</i>	'Tension – Adaptability and Anxiety' CS3 'Tension – Energy and Inertia' CS3 'Tension – Creativity and Content' CS1	'Gap Between Head-teacher's vision and some staff' CS3 'Uneasy Balance' – Content and Creativity' CS1	
<i>Uncertain Thematic Hierarchy</i>	'Uncertain Hierarchy' CS1 'Variable Levels of Integration' CS1	'Confusing and Unclear Hierarchy' CS1	
<i>Trivial Subject Links</i>		'Superficiality and Triviality' PS 'Some Triviality' CS1	

4.8 Partially Ordered Meta-Matrix

The final part of analysis is to summarise the main findings alongside an overview of the categories associated with each of the three models. Although it was stated in the methodology chapter that a definitive order could not be identified, hence a partially ordered meta-matrix, it is clear that historical learning was consistently strongest in the '*Controlled Immersion*' model; however it cannot be stated with any confidence that this was solely due to the method of curriculum management and delivery. Equally, the evidence for '*Extended Thematic Integration*' (Case-study 3) was identifiably less complete than the other two case-studies; therefore while it appears to be a stronger model than '*Disciplined Thematic Integration*', this claim cannot be securely made.

4.8 - Partially Ordered Meta-Matrix

	Model 1 – Controlled Immersion (Case-study 2 + Pilot)	Model 2 – Disciplined Thematic Integration (Case-study 1)	Model 3 – Extended Thematic Integration (Case-study 3)
Summary of Key Elements	<p>(CS1) History as lead subject (lead subject immersion) Strong links with NC Limited, justifiable and equitable links between subjects</p> <p>Variable approaches and quality of planning Equality and reciprocity between two subjects Skilful, enthusiastic and resourceful teaching Skilled questioning – dialogic approach Confidence to take risks Memorable and powerful learning experiences</p> <p>Strong history outcomes – wide and deep range of historical elements Progress in skills and understanding (considered if not always enacted) Active, experiential learning linked to enquiry and sources</p> <p>(Pilot) Links between subjects more variable and less justifiable Some triviality and traducing of subject integrity Variable levels of teaching History outcomes often good, but some weaker examples</p>	<p>Cross-curricular themes (or topics) Inspired by Creativity Debate Cross-curricularity opportunities were controlled but often significant'</p> <p>Detailed planning plus curriculum mapping; Skilful and disciplined teaching Difference in approach between KS1 and 2 KS1 – Extensive integration KS2 – CC themes with variable integration Some 'Shoehorning' of history into theme Equal standing between subjects and reciprocity</p> <p>Strong learning in history including elements such as insight and imagination Content heavy – uneasy balance between creativity and curriculum rigour Muted enquiry, but good use of locality, experiential approaches and memorable experiences</p>	<p>Extended Themes – Although the reality of extended themes was questioned Thematic approach, but themes closely identified with NC units from history and other non-core subjects</p> <p>Strong, if variable planning Skills focus and curriculum mapping Close, limited and equitable subject links with history Efficient use of curriculum time Reflective and analytical approach Multisensory approach</p> <p>Evidence of historical reasoning and understanding Experiential and enquiry based approach Balanced approach between content and skills Close adherence to NC and history units</p>

Leadership and Management	<p>(CS1) - Inspired and informed – both at school level and subject coordination and leadership</p> <p>Defensive starting point</p> <p>Influenced by NC – content, skills and elements</p> <p>National policies (Rose Review in 2009)</p> <p>Head-teacher's previous experiences</p> <p>Leadership (arguably) more influential and important than management and accountability</p> <p>Clear rationale and underpinning philosophy, although defensive position initiated changes</p> <p>Experienced head-teacher</p> <p>Strong links to creativity debate</p> <p>Evidence for transformative pupil engagement, improvement and measurable achievement</p> <p>(Pilot) Less obviously visible and identifiable school and subject leadership</p> <p>Underpinning philosophy and rationale for integrated teaching not fully articulated</p>	<p>Three Head-teachers – leadership style deeply embedded</p> <p>Defensive starting point</p> <p>Close scrutiny of planning and documentation</p> <p>Management (arguably) stronger than leadership</p> <p>Influenced by enjoyment and enrichment and the creativity debate</p> <p>Democratic and tolerant school ethos – allowance for personal belief</p>	<p>Very clear and informed leadership</p> <p>Research and policy based initiatives</p> <p>Started from a strong position, but success disguised safe and uninspiring curriculum</p> <p>Scrutiny - good oversight of planning and documentation</p> <p>Gap between vision and reality, but still in early stages of transition</p> <p>Moral approach to education and learning; Democratic and inclusive ethos</p> <p>Centralised, but also tolerant of individual belief</p> <p>Confidence to take risks whilst managing anxiety</p> <p>Reflective and analytical approach including evaluation and review</p> <p>Thematic 'ribbon-curriculum' only one part of a number of innovative approaches to curriculum and learning</p>
Strong Categories	<p><i>Inspired and Informed Leadership</i></p> <p><i>Parity (Curriculum Balance)</i></p> <p><i>Effective Historical Understanding</i></p> <p><i>Justifiable and Strong Subject Links</i></p> <p><i>Engagement and Enjoyment</i></p> <p><i>Teacher Expertise</i></p>	<p><i>Effective Historical Understanding</i></p> <p><i>Engagement and Enjoyment</i></p> <p><i>Teacher Expertise</i></p>	<p><i>Inspired and Informed Leadership</i></p> <p><i>Parity (Curriculum Balance)</i></p> <p><i>Effective Historical Understanding (limited evidence)</i></p> <p><i>Justifiable and Strong Subject Links (limited evidence)</i></p> <p><i>Engagement and Enjoyment</i></p> <p><i>Teacher Expertise (limited evidence)</i></p>
Weaker Categories		<p><i>Inspired and Informed Leadership (stronger on management than leadership)</i></p> <p><i>Parity (Curriculum Balance) (Variable)</i></p> <p><i>Justifiable and Strong Subject Links(Variable)</i></p>	
Negative Categories	<p><i>Shoehorning (Pilot)</i></p> <p><i>Trivial Subject Links (Pilot)</i></p>	<p><i>Shoehorning</i></p> <p><i>Uncertain Thematic Hierarchy</i></p> <p><i>(Examples of) Trivial Subject Links</i></p>	<p><i>Shoehorning</i></p> <p><i>Uncertain Thematic Hierarchy</i></p>

4.9 The Role of the Creativity

In the formal research interviews, each interviewee was asked specifically about the influence of the creative curriculum on the decision to adopt thematic learning, and rather unsurprisingly leaders from all three case-study schools, especially Case-studies 1 and 3, indicated that it had been a significant influence. Therefore it is necessary to discuss briefly research evidence that places cross-curricularity within the contemporaneous debate about creativity, whilst also noting important distinctions.

Fears about the stifling and rigid nature of the NC, particularly due to the standards agenda, resulted in a slew of reports that aimed to promote creativity. Arguably the most influential of these was the 'All Our Futures' report (NACCCE: 1999), that concluded that creativity and cultural education were equally essential for realising the aims curriculum innovation (Guyver: 2011: 24-5). The report further argued that there should be a new balance between rigour and creativity, and it specifically ruled out a return to the progressive teaching of the 1960s. The report also provided a definition of creativity, including making connections between subjects, which acted as a blue-print for subsequent legislation and initiatives, for example the 'Creativity' and 'Big Picture' initiatives from the QCA (2004; 2008), and muted support for more creativity and subject links from Ofsted (2010). In 2000 the Royal Society of Arts (RSA: 2003; 2007) began a creativity project 'Opening Minds' in 204 schools that aimed to engage learners in imaginative and innovative curriculum designs including some cross-curricular activities. Creativity also has an international dimension: the Scottish Executive (2004; HMle: 2007) began a curriculum review to encourage more creative teaching, and a recent initiative in the USA, 'Reinvesting in Arts Education: Winning America's Future through Creative Schools' has also been concerned with question of combining rigour and creativity (PCAH: 2011).

Arguably cross-curricularity can be interpreted as a sub-theme of the creative teaching and learning agenda (Craft: 2005), and perhaps unsurprisingly there has been research that suggests that combining subjects does allow greater intellectual freedom and promotion of children's learning than non-integrated methods. This was one of Barnes' (2011: 1972-4) principal justifications for cross-curricular learning, backed up by comparable research conducted by Vess (2012) and Jeffrey and Troman (2009).

CHAPTER 5 - CONCLUSION

The intention here is to begin by returning to the supplementary questions before attempting to answer the main question. The ontology and epistemology of critical realism acknowledges an underpinning material reality that allows qualified and contingent social truths (Scott: 2005; Cruickshank: 2010). The project was also conducted in an intellectually rigorous and reflective way; therefore qualified conclusions can be identified and shared.

The first question highlighted the lack of clarity over definitions of cross-curricularity, specifically whether there was a difference between terms like integration and thematic approaches. Whilst this will never be conclusively answered in a study such as this, it is possible to state with reasonable security that there is a meaningful distinction between thematic integration based on a unifying and overarching theme or concept (Case-studies 1 and 3), and integration based on a lead curriculum subject (Case-study 2). Both may be termed cross-curricular in the sense that two or more subject disciplines are unified around either a theme or a subject. Neither definition resembles the uncritical keyword topic work associated with the worst practice from the 1970s, therefore both definitions satisfy the requirements identified in Rose's (DCSF: 2008: 17) interim report.

A related question was whether there is a qualitative difference between integrated work based on history units or themes, or a range of subjects integrated into an overarching theme. Based on the limited evidence of three case-studies, it is possible to make a qualified and limited claim that cross-curricularity based on immersion into a lead NC history unit is preferable to dovetailing the primary history units into an overarching theme for reasons that will be outlined when the main question is addressed. Furthermore, three models of subject integration were identified.

Model 1 - The first, *Controlled Immersion*, is based on history as the lead subject into which other subjects are integrated into the history topic. This model was associated with close management of curriculum links, equality of provision where two subjects were combined at the level of the classroom, and finally a strong emphasis on promoting historical skills and concepts linked to understanding. A key element was leadership including visionary school leadership and outstanding subject coordination. History learning was judged to have been consistently the strongest in this model, and the evidence reinforced the claim that history is particularly well suited for the lead subject role.

Model 2 - *Disciplined Thematic Integration*: This model aimed to combine NC disciplines within overarching and unifying themes that would engage children and stimulate learning. It was also associated with strong and deeply embedded school leadership. The vision of thematic integration was clouded by the creativity agenda, and this caused tension between the careful curriculum mapping, scrutiny of planning and adherence to the NC, and the commitment to flexible and opportunistic learning experiences. At its best the model worked very well, with strong historical learning experiences, but there was evidence that sometimes the links were forced and unhelpful.

Model 3 - *Extended Thematic Integration (Ribbon Curriculum)*: This model was also based on the integration of history and other subjects, if they could be justified, into an overarching theme. In this case a gap was adjudged to have emerged between the head-teacher's vision of an extended and conceptual theme that transformed learning experiences and the reality of themes that were often traceable to commonly taught NC based topics. Nor was the distinct aspect, the extension of themes, demonstrated. Nevertheless, the vision demonstrated originality and informed judgement and again demonstrated the importance of school leadership. Other attributes included a clear

balance between content and skills; and it also demonstrated strong adherence to the NC for history.

The second supplementary question speculated whether history content or skills would prevail in an integrated approach to the history curriculum. Overall content did predominate slightly, not least because of close adherence to the NC units, and also because the efficiency gains made by linking subjects allowed more time for history. However, all the concepts and skills identified in the literature review were identified at least once. It was also hypothesised that the fundamental beliefs about learning that support cross-curricularity are strongly linked with support for experiential and enquiry based learning. This was the case in all three Case-study schools. There was also an orientation to historical concepts such as imagination and insight, arguably narrative approaches too, which is understandable given the very strong links between history, literacy and drama. Nevertheless, coverage of interpretation was less well developed overall, and often limited to comparison and rarely involved explorations of historical evidence, reasoning and differing viewpoints. The teaching of chronological skills and understanding was only observed in Case-study 2, and coverage was very limited in Case-study one and the Pilot-study. The latter reflects Ofsted's national findings, but it does indicate that careful planning and curriculum mapping, which ostensibly was the situation in Case-study 1, is not in itself sufficient to ensure that all elements and concepts are covered.

The balance between leadership, planning and assessment also needs to be considered. Leadership, both at the level of the school, or subject leadership, was identified as one of the main *categories* that influenced the success of cross-curricularity. All the head-teachers interviewed for this project indicated high levels of reflection and informed judgement. It is surely a significant finding that two head-teachers specifically referenced the influence of the Rose review of the curriculum (DCSF: 2009) as an influence of their ideas and policy. Generally samples of planning

were strong, but there were notable inconsistencies of practice and scrutiny with no clear correlation between a school policy on planning and successful teaching and learning. The suggestion is that school policy and culture is more significant and important than post-hoc scrutiny of planning. The evidence regarding differences between Key Stages 1 and 2 was insufficient to draw anything other than tentative statements, but there were some notably strong examples of history taught in KS1 and EYFS (CS1 and CS2) settings where the children demonstrated a burgeoning understanding of the discipline. Examples of assessment in history were notably absent in two out of the three Case-study schools, and even in Case-study 2 the production of skills ladders was not evidence that this was being carried out systematically throughout the whole school. This may represent a national trend (Ofsted: 2007; 2011), but it obviously weakens the position of history in these schools.

The question of realistic outcomes was raised, and whether children learning history in an integrated way can demonstrate worthwhile outcomes such as genuine historical insight and judgement. Although the evidence was not collected directly for ethical and practical reasons, for it is essentially a different question, contained in the extensive lesson observations and ethnographic field notes are a number of examples of children who verbally demonstrated impressive historical understanding, insight and judgement. Whether this is more or less associated with cross-curricular approaches was beyond the scope of this project. What can be said with far greater security is that the evidence suggested that the majority of children enjoyed history sessions and engaged with the subject enthusiastically. Interviews and ethnographic conversations indicated that all the teachers who volunteered to help with this project enjoyed teaching history and put a lot of time and effort into making the learning experiences powerful and engaging.

Moreover, the findings of this project mirror the convincing recent evidence that history is now a popular subject with primary children. Ofsted (2011: 9) reported that pupils' attitudes to history were generally high in the schools they surveyed, and the

Cambridge review (Alexander et al 2010: 213) similarly claimed that history was often singled out by pupils as a subject they enjoyed partly because of its enquiry based approach, while the Primary History Survey (HA: 2011) supported the view that history is a popular subject amongst primary teachers.

The main question now has to be addressed. The answer to the question of whether schools can retain the integrity of history while adopting a cross-curricular approach to history can be affirmed. All three research schools achieved a balance between disciplinary rigour and curriculum integration, but there were some interesting and important distinctions. In a small-scale research project such as this, based on a few self-selecting case-studies, there is of course no claim for generalisability; instead the aim was to provide rich descriptions that would allow comparison and evaluation against models of good history teaching, leading to the identification and analysis of explanatory models of exemplary practice to shape future practice.

Thus the main conclusion is that exemplary cross-curricular practice in history can now be defined in terms of eleven key concepts. These are the *categories* derived from second-cycle or axial codes (Saldana: 2012: 250-2) introduced and discussed in the previous chapter, and most strongly associated with *Controlled Immersion* (Case-study 2), but also present in some form in all three research schools:

- *Inspired and Informed Leadership* – All Case-study schools demonstrated the importance of school leadership, but Case-study 2 demonstrated it both at the level of the school and in subject coordination.
- *Parity (Curriculum Balance)* – at the level of learning in the classroom thoughtful and considered immersion and integration did not dilute the effectiveness of learning in the subsidiary subject and very often genuine parity in teaching and

learning was achieved; although in less thoughtful settings (the Pilot-study) the second subject was sometimes weakened.

- *Effective Historical Understanding* - Content was generally balanced with enquiry and historical sources and a range of historical skills and concepts. All historical concepts identified in the literature review were observed at least once, so overall coverage was strong even though it was less complete in individual research schools.
- *Justifiable and Strong Subject Links* – History combines well with a number of subject disciplines: literacy, geography, art, design technology, ICT and religious education are the most obvious examples; while justifiable and workable links can be made with science, mathematics (especially data handling) and music. Physical education can be linked through the strand of dance. In nearly all examples, integration at the level of the classroom was usually limited to history combined with one other subject; links were also carefully managed and monitored and established only when they can be justified.
- *Engagement and Enjoyment* – Pupils and teachers alike appear to welcome the extra time and focus on history; this was strongly associated with creative approaches;
- *Curriculum Coverage and Efficiency* - Immersion and integration allowed for considerably more time spent on the content and concepts of history due to the double counting of the curriculum.
- *Teacher Expertise* – To teach history well requires knowledgeable and enthusiastic teachers, and arguably this is even more so when two or more subjects are combined. There were many examples of excellent teaching styles observed for this project, usually backed by detailed planning.

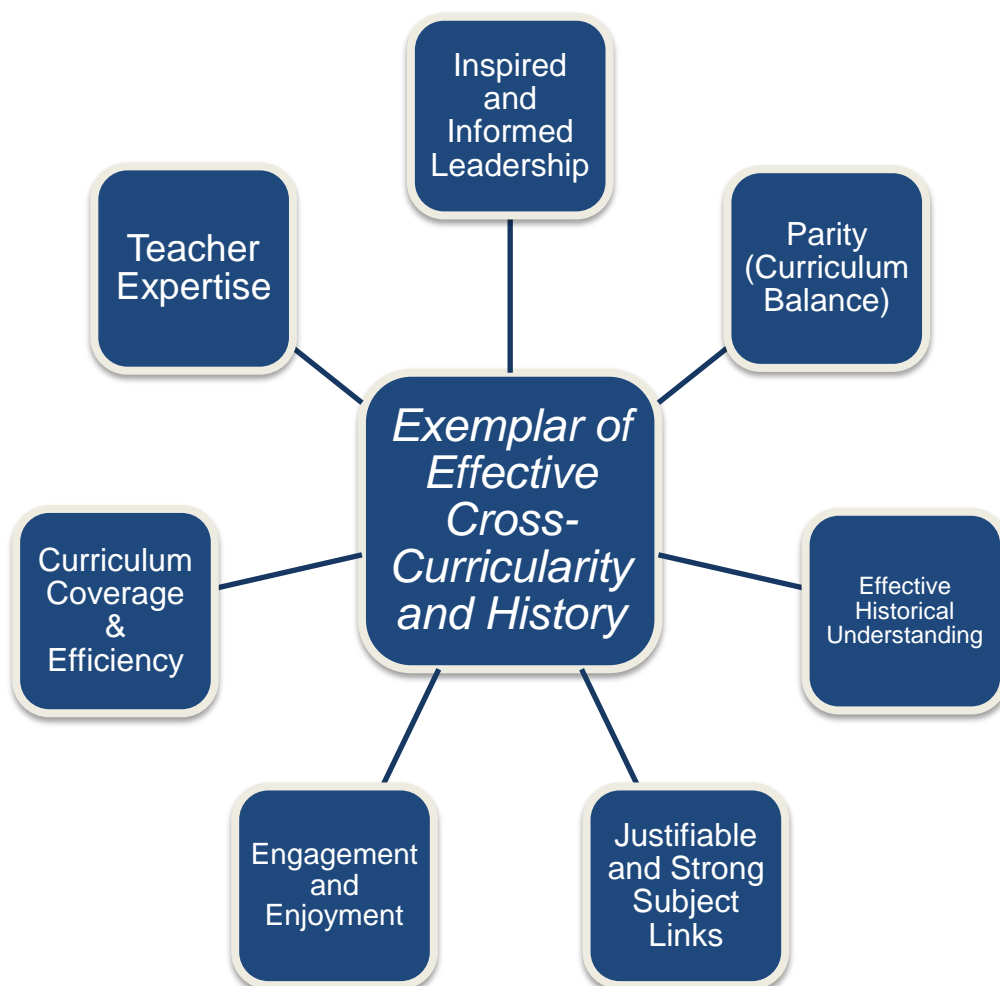
It is important to note that although the majority of these categories were evident in the two Case-studies that adopted a thematic approach, the following *categories* associated with *Disciplined* or *Extended Thematic Integration*, which arguably weakened their effectiveness, were also identified:

- *Shoehorning* – In the weakest cases the dovetailing of history into the overarching theme was crude and forced, and arguably achieved little genuine integration;
- *Uncertain Vision* – It was observed that some aspects of thematic integration either lacked clarity (Case-study 1 overlap with the creativity agenda), or there was an observable gap between the vision of the head-teacher and the reality of practice, such as the extended themes that often reflected NC disciplinary units rather than being more original and genuinely overarching (Case-study 3);
- *Uncertain Thematic Hierarchy* – It was observable that in Case-studies 1 and 3 many of the themes were associated with a lead subject or NC unit, therefore suggesting elements of lead-subject integration which tended to undermine the notion that themes were unifying and overarching and stood above curriculum subjects.

There was an additional category, most closely associated with the Pilot-study, that resulted in the judgement that lead subject cross-curricularity did not in itself guarantee successful integration, and therefore illuminating the challenge of balancing cross-curricularity and high standards of teaching and learning:

- *Trivial Subject Links* – There were examples of links between history and other subjects that were forced rather than natural, and arguably placed experience over disciplinary rigour. This was particularly evident in the pilot-study, which increasingly acted as a point of reference or comparison and therefore completed the 3 + 1 model, where 1 is normally performing example.

5.1 Seven Categories Clustered around an Exemplar of Effective Cross-Curricularity



The remaining arguments for cross-curricularity should also be stated and summarised: the influence of the creativity debate was specifically asked in every interview with school and subject leaders. Without exception concerns about the dull and uninspiring nature of the NC and the enervating testing regime had influenced the decision to transform the curriculum. While it must be conceded that logically cross-curricularity can be introduced without reference to creative approaches, the reality is that for many

schools leaders cross-curricularity has been inextricably linked with the creativity agenda. As Cooper (2013a; 2013b) argued persuasively, because of the imaginative nature of historical reasoning, the subject's foundations in enquiry and interpretation, and the strong cross-curricular links with subjects such as drama, art and design technology, history is very well suited to creative approaches.

Therefore it was not surprising that cross-curricularity was also associated with a cluster of codes and themes linked to enquiry, experiential learning and narrative. As with the creativity debate, this almost certainly reflected deeply held attitudes and beliefs that underpinned both subject integration and creativity. The result was often the creation of powerful and meaningful learning experiences that engaged children's interest. While it is also theoretically possible to conduct experiential learning without making subject links, it has to be conceded that the two approaches are easy to combine and arguably deepen children's understanding about the nature of historical methods and reasoning.

This project provides evidence of a very limited and qualified nature to support the view of some policy analysts that curriculum balance and breath and disciplinary rigour are not mutually exclusive, or as the Independent Cambridge Review defined it, a false and 'pernicious dichotomy' (Alexander et al: 2010: 243). Nor is it a recent claim; before the introduction of the NC, HMI had argued that the concentration on key skills was mistaken and that a broader curriculum also increased key literacy and numeracy skills (DES: 1985: 2). Additionally, there is no *prima facie* reason why key knowledge cannot be taught in a number of different pedagogical ways, a point made by Hirst (1974b: 136-7). At the very least the form of history defined by the HWG and contained in the NC seems to have become deeply engrained in primary practice.

The quality of literacy work linked to history content and understanding observed during the course of this project, including less measurable outcomes such as non-fiction reading and independent study at home, suggested that speaking and listening and a

variety of writing genres including fictional accounts, report writing and desktop publishing were given context and purpose through their links with history. The same was also true for the few occasions when mathematics was purposefully linked to history work. This is surely a key argument: cross-curricularity at its best is far more than double counting curriculum time; it is also about providing and underlying structure, context and purpose through which children are enthused and motivated to apply the knowledge and skills they have gained in other disciplines. History may well be particularly suited to this unifying role, and the links with the core subject of literacy are well documented, but logically the principals almost certainly apply to all curriculum lead subjects. For example it should be admitted that geography and science units also promote strong links with other subjects. This is another reason why the lead subject immersion model is preferred because of the ability of a range of NC topics to engage children's interest and create meaningful, unforced links with other subject disciplines.

5.2 Recommendations

There were a number of obvious weaknesses associated with this project that could have been improved. Despite the long period spent researching in the four schools, from April 2011 to February 2014, the amount of empirical evidence was stymied by the understandable reluctance of schools to host researchers with little obvious benefit in return. It is also understandable that because many teachers feel increasingly scrutinized and judged invitations for observations were limited. The research design began with the intention to conduct approximately twenty observations in each research school. This was almost certainly unrealistic given the qualifications outlined above, and also the infrequency in which history is taught in any given day or week, even in large schools. Nevertheless, there would obviously have been greater confidence in the findings had more empirical evidence been collected. This was offset to some degree by increasing opportunities for field work and other forms of informal data gathering, and the fact that interview data was as extensive as had been planned, but overall the shortage of data was both a weakness and a regret.

Ethical considerations, including the practical issue of gaining permission from such a wide range of classroom and schools, made the possibility of researching with children and gaining their perspectives a very difficult proposition. It would also have changed the nature of the question because it would have been more about researching children's engagement with history than managing the curriculum at the level of school leadership. It does, however, offer an opportunity for a follow-up research project, possibly comparing engagement and attitudes towards history between integrated and separate subject approaches.

Arguably the biggest weakness in the design and execution of this project was the fact that any attempt to assess the quality of historical learning in primary schools, in this case through the management of the curriculum, ultimately requires powerful and convincing evidence of children's learning. This was anticipated at the design stage,

but for the two main reasons outlined above, organisational difficulties and ethical considerations, it was not included in the original plan. The result was that the assessment of the success of integrated approaches was reduced to secondary data such as general impressions during observations and field-work, assessing the quality of the teaching, and scrutiny of documents and children's work. All these forms of evidence have some merit, but ultimately they are all proxy measures for children's understanding of history. Therefore one possibility for a follow up study could incorporate techniques for assessing historical understanding and reasoning, possibly using the schemas developed by Lee and Shemilt (2004) and research from the CHATA project (Lee et al 1996a). This would almost certainly involve extensive interviews and discussions with children as well as scrutinising work samples and close observations of discussion and activities.

However, the most obvious way that the findings from this project can be developed, and the conclusions further disseminated and shared, is through a follow up research project, possibly an action-research design (Cohen et al: 2007: 297-312) where the key elements of each model can be introduced to see if any of the outcomes can be replicated. There are strong reasons why *Controlled Immersion* would be preferred because of its successful outcomes in Case-study 2. In this way a researcher, or team of researchers, could guide policy and practice and measure outcomes. It could be applied solely to history, but it would be more realistic to plan for a number of lead subject immersions, ideally one per half term. The measurable outcomes could include children's perspectives as well as academic progress.

Finally, the most obvious outcome for this project is dissemination through publication, lectures and consultation. If qualified and contingent conclusions are accepted, then it is important that educational research finds an audience beyond obscure academic journals and university library shelves, and therefore address one of the criticisms made by Hargreaves (1996).

List of Abbreviations

AGC	Advisory Group on Citizenship (Chaired by Bernard Crick)
AT	Attainment Target
BERA	British Educational Research Association
CACE	Central Advisory Council for Education
CHATA	Concepts of History and Teaching Approaches
CS	Case-study
DES	Department of Education and Science (1964-1992)
DfE	Department for Education (1992-1995)
DfEE	Department for Education and Employment (1995-2001)
DfES	Department for Education and Science (2001-2007)
DCSF	Department for Children, Schools and Families (2007-2010)
DfE	Department for Education (2010-present) ¹³
DT	Design Technology (Non-core NC subject)
EYFS	Early Years and Foundation Stage
HA	Historical Association
HMI	Her Majesty's Inspectorate
HMSO	Her Majesty's Stationery Office
HWG	History Working Group
ICT	Information and Communication Technology
INSET	In service Training
KS	Key Stage
LEA	Local Education Authority
N/A	Not Applicable
NACCCE	National Advisory Committee on Creative and Cultural Education
NC	National Curriculum
NCC	National Curriculum Council

¹³ Departments presented chronologically to aid interpretation

NPH	Nuffield Primary History
Ofsted	Office for Standards in Education
PCAH	President's Committee on the Arts and Humanities
PE	Physical Education (Non-core NC subject)
PESC	Political, Economic, Social and Cultural (dimensions of history)
PGCE	Post-Graduate Certificate of Education
POS	Programme of Study
PS	Pilot-Study
RSA	Royal Society of Arts
SCAA	School Curriculum and Assessment Authority
SCHP	Schools Council History Project (Leeds University)
QCA	Qualifications and Curriculum Agency
QCDA	Qualifications and Curriculum Development Agency
RE	Religious Education (Statutory, locally agreed subject)
ZPD	Zone of Proximal Development

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APPENDICES

Appendix A – Lesson Observation Form

Evidence for the integrity of history using a creative / thematic approach			
School (code):		Class/Year:	
Teacher(s) code:			
Date:		Time:	
Reference Code:			
History Topic:		Learning Objective(s)	
Initial	Lesson Observation		Timing
	Lesson cont.		

Examples of Questions/Discussion:

Examples of Cross-Curricular Links:

Work Outcomes:

Format (individual, pairs, groups, whole class):

Analysis of Historical skills and understanding (Chronology, Enquiry, Interpretation, Reasoning, Investigating, Use of Primary sources, etc.):

Analysis of Historical Knowledge and Content:

Analysis of Work Outcomes and Historical Understanding:

Appendix B - Semi-Structured Interview

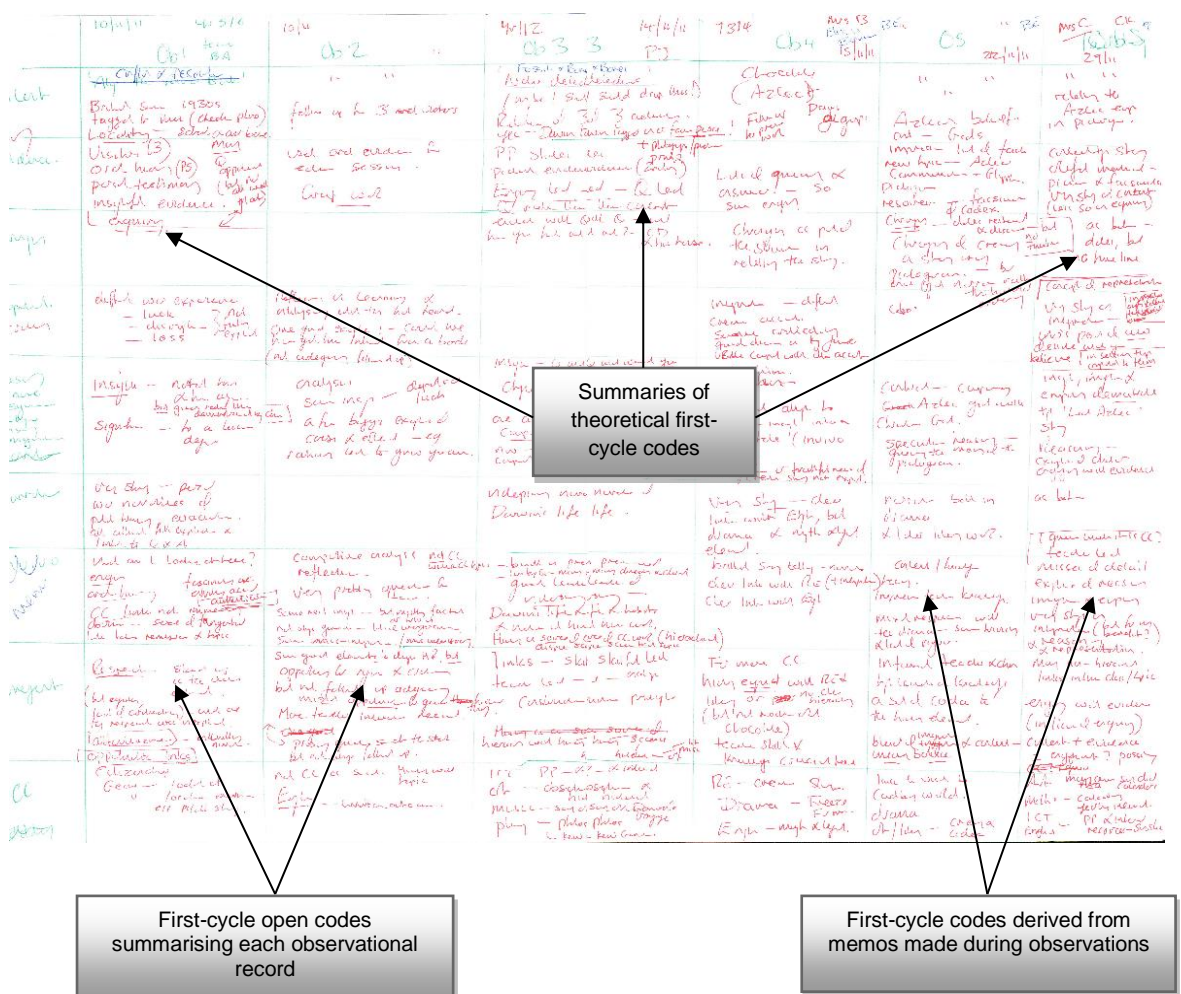
School:	Date:	Code:
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1. Can you please tell me about history in your school? (warm up question)
2. How would you summarise your approach to teaching and learning history?
(possible follow up to 1)
3. Are there any distinctions between creative, thematic or cross-curricular approaches to the curriculum? How would you describe your approach/
4. What influenced the school's decision to adopt a cross-curricular/creative approach to the curriculum?
5. What are the key advantages of this approach? For example has there been a measurable difference in attainment or behaviour in the school?
6. Do you feel that there are any disadvantages?
7. How have children in your school / class responded to a cross-curricular approach to history?
8. What do you see as the main elements that make up primary history, for example teaching and learning chronology?
9. How do you approach (and manage) planning?
10. How do you assess and monitor children's learning in history?
11. Which subjects do you feel are most successfully combined with history?
12. How does your approach to history compare with the other foundation subjects?
13. Have there been any differences in teaching approaches between KS1 & KS2?
14. Have you reviewed the success of this approach? Have you any plans to change your approach to covering the primary curriculum?
15. Anything else you would like to add?

Appendix C – Derivation of First and Second-Cycle Codes

Any discussion of second-cycle coding, continuing with Saldano's (2013) terminology, must begin with an account of the initial coding process, the first-cycle codes, since both aspects were inextricably linked. For observational and field-note records the handwritten or typed transcripts were re-read several times to detect words or phrases that would summarise the initial notes and thoughts, especially the memos. Initial and informal jottings, made in coloured pen for easy identification on the original forms, then became the first-cycle codes that were later transcribed. It was at this stage that two colleagues were invited to read photocopies of the raw observational data to ensure that a second perspective on the coding process was included in the research process.

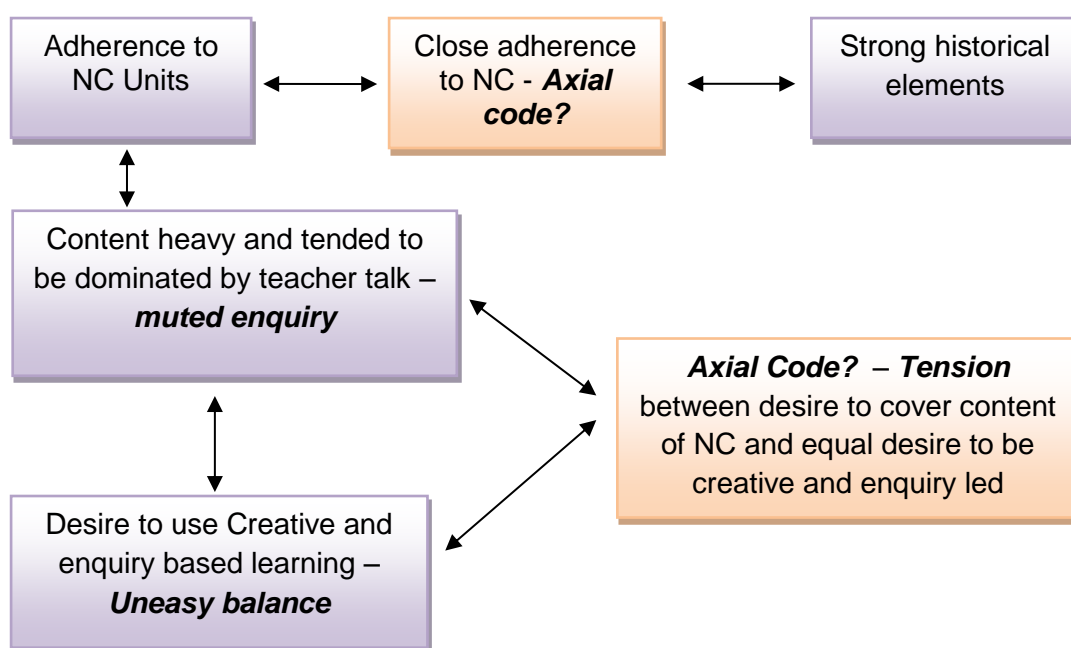
These summaries and first-cycle codes were then transcribed into handwritten matrices. The example below is from the observational data from CS1 and the detailed, if barely legible, nature of this process can be determined. The text boxes indicate the differing sections. The first set of rows essentially contained summaries of the pre-determined theoretical codes that had been identified in the literature review. Arguably of greater importance are the two lower rows that included the first-cycle codes that summarised and analysed the memos, and the more creative and analytical open codes that reflected on the totality of each observational record. A similar process was used with interview transcripts and notes.



Once the matrices had been created, second-cycle codes were then derived. For the theoretical codes this was essentially a second level of summarising based on the interplay between application and effectiveness, but for the memos and open codes this was a more challenging and cerebral activity using the process of laddering which was essentially a combination of summary and elision to create new concepts.

Continuing with the example of observational data from CS1, second-cycle codes such as '*adherence to NC*' and '*muted enquiry*' (see matrix on pages 125-6) were derived from first-cycle codes; initially these were created as jottings and then formally introduced as the final right hand column in each matrix. As stated before, in many respects the second-cycle concepts that summarised the memos and first-cycle open codes, such as '*insightful outcomes*', '*powerful experiences*' and '*uneasy balance*', were the most significant because the starting point of this process was already more theoretical and conceptual, and therefore these second-cycle codes tended to dominate the concept diagrams. For example '*uneasy balance*', one of the key second-cycle codes used to define practice in CS1, can trace its origins to the first-cycle codes linked to NC coverage and contrasting codes linked to imagination, curriculum flexibility and creativity.

The concept diagrams also began as jottings and thought experiments which became a lengthy iterative process. For example when writing up the observational data from CS1, the concept diagram based on the theoretical categories of content and enquiry (page 128) was first sketched in the following form (typed here for legibility).



In essence the axial codes, which were later colour coded in orange as above, were derived from the interplay between both first and second-cycle codes (for example the diagrams on pages 127 and 128), but predominately the latter because these were more significant, hierarchical and theoretical. Many began as memos and thoughts that emerged during field work and therefore it is difficult to pinpoint an exact moment when an axial code emerged; equally all concept diagrams emerged from a lengthy process of exploration and revision.

Appendix D – Ethics Form

Application for Ethical Approval for Research Degrees (MA by research, MPHIL/PhD, EdD)

Name of student: James Percival

MA	EdD	PhD
By research	X	

Project title: “Can Primary schools can retain the integrity of the National curriculum for History whilst adopting a creative, thematic or cross-curricular approach to the curriculum”?

Supervisor Dr Michael Wyness and Ms Deborah Sabric

Please ensure you have read the Guidance for the Ethical Conduct of Research available in the handbook.

Methodology

A series of 3 or more case study schools, focusing solely on Key Stage 2 history lessons involving non-participant observations of teachers, semi-structured interviews with teachers and school managers such as head teachers and subject coordinators, and scrutiny of documents such as plans and policy statements, etc. The scrutiny of the plans will include linking school plans and policy statements to relevant national policies such as the National Curriculum for History for Key Stage 2. To date I have two volunteer schools, with research intended to start from September 2011.

Participants

Please specify all participants in the research including ages of children and young people where appropriate. Also specify if any participants are vulnerable e.g. children; as a result of learning disability.

The only direct participants will be professional adults, teachers and school managers, etc. The participating teachers from my pilot study and each subsequent case study school, who will have been informed about my project, and will have given their informed consent, and thus are clear that they are volunteers, and can therefore withdraw from my research at any time. Children from each of the participating teachers' classes, who will be observed as part of my observations, will not be interviewed, or spoken to, in any way (other than common courtesy expected from any visitor into a classroom).

Permission will be sought from parents and guardians even if the school has a blanket consent forms for classroom observations. I have already drafted a letter to the parents of my second case study school, and I will offer this to the first. This will take the form

of a reply slip; if any parent refuses then that class will not be observed (but I may still interview the teacher and collect documentation such as planning).

It should be noted that contemporary classrooms often have visitors, including observations I carry out as part of my professional role as a trainee-teacher supervisor, OfSTED inspections and school governor visits, etc., so this is increasingly common and unlikely to unsettle the children. However, my presence in the classroom will inevitably change the dynamic of the lesson, and it would be dishonest to pretend otherwise, therefore a case can be made that the intrusion and possible harm will be minimal, and should a teacher request it, of course I will always terminate an observation.

Some children are likely to have learning difficulties, recognised by SEN forms and procedures. I shall ask to see these, but since my observations are non-participatory, I can only emphasise yet again that there will be no direct contact with any children. Finally, none of the participating teachers have learning difficulties

Respect for participants' rights and dignity

How will the fundamental rights and dignity of participants be respected, e.g. confidentiality, respect of cultural and religious values?

Permission begins with gatekeepers such as head teachers, and informed consent will be sought from every teacher before any observation takes place. All schools, teachers and classes will be reported with strict adherence to confidentiality and anonymity. Codes and pseudonyms will be used to disguise schools and individual teachers. No children will be identified in any form. Questions children ask will only take the form of the question itself. My status in the case study schools will be as a privileged guest and staff will have the right to change or omit anything I write. It is possible that history lessons in KS2 may include aspects of citizenship that include sensitive topics and debate, but since my role is non-participatory my feelings or reactions should be virtually negligible.

Privacy and confidentiality

How will confidentiality be assured? Please address all aspects of research including protection of data records, thesis, reports/papers that might arise from the study.

As above; schools will be given codes during the research process and pseudonyms during the writing up. No school or teacher will be identifiable from my writing, and children will not be identified in any form. Schools will have the opportunity to read my work to ensure they are happy with the levels of confidentiality.

My notes will be kept securely in my office filing cabinets. At the end of the project the notes will be shredded and destroyed.

If schools want to delete material or withdraw from the project I will end my research immediately, and all notes will be destroyed.

Consent

- will prior informed consent be obtained?

- from participants? Yes

From others? Yes; parents of non-participating children

Explain how this will be obtained. If prior informed consent is not to be obtained, give reason:

Initially through the head teacher and governors, then volunteers sought from participant schools following a presentation of my research aims and methods in staff meetings. Formal permission will then be sought from each volunteering member of staff.

Parents will be informed about the purpose of my research through a photocopied sheet, and invited to give their written consent to allow their child to participate in a lesson I am observing by means of a reply slip. As I indicated above, any withdrawal of permission will result in the abandonment of that class. If it is thought necessary, the children will be consulted too and asked if they mind my presence in the classroom, although I am mindful of the fact that this transgresses my non-participatory status to a certain extent.

- will participants (teachers) be explicitly informed of the student's status?

Yes; I am known to some of them as a former teacher, hence colleague, and the aims of my research for professional and educational purposes will be made clear. There may be a very slight conflict of interest with this dual researcher / colleague relationship, but it is important to note that I have not had any managerial or power relationship with any member of staff in the first or second participating schools, and indeed my role as University tutor has both not been a recent one, nor is it a position of power since my University struggles to find places for all our trainees and as such it places me very much as a guest within the school, and very conscious that I am representing the University in these situations.

Since the remaining case studies are yet to be found and negotiated, it might be the case that the relationship is similarly slightly compromised, but it might equally be the case that this is a school that I have had no previous contact with.

Competence

How will you ensure that all methods used are undertaken with the necessary competence?

Firstly, I have carried out case study research in educational settings before, specifically for an MA dissertation. For this I carried out observations and interviews. For other smaller scale projects I have also carried out semi-structured interviews, so the principal research tools I intend to use are familiar to me

Secondly, I have undertaken a lot of study of research design and methods as part of the Ed.D programme, including a research design paper and also an essay into the ethical issues surrounding researching in school (specifically chosen because I felt I needed to be better informed about this issue), so I do feel informed and confident in my ability to carry out this research in a competent and ethical way.

Thirdly, I have carried out a short pilot study involving 2 teachers, one class and 5 observations to ensure the research methods are workable and appropriate. Several revisions to the format of the interview and observation forms have already been made.

Protection of participants

How will participants' safety and well-being be safeguarded?

As a guest in each school I will have to sign in, follow the school's policies and procedures regarding conduct within the school, and be accountable to the governors and head teacher.

Child protection

Will a CRB check be needed? Yes (If yes, please attach a copy.)
attached

Addressing dilemmas

Even well planned research can produce ethical dilemmas. How will you address any ethical dilemmas that may arise in your research?

The principal ethical dilemma is the form of my research question which I identify as a form of comparative study against a model of good KS2 history pedagogy (which I am currently constructing as part of my literature review). If some lessons compare badly to the model there is a dilemma of reporting it honestly (in my judgement of the lesson) which could potentially be professionally damaging. In the first instance it is the duty of the head teacher and governors to ensure the high standard of teaching and learning within the school, and potentially head teachers could find this information useful), but clearly it is the right of the observed teacher to agree to any judgements made about the lesson, and of course they will be offered this right.

Nevertheless there will clearly be a tension between the interests of the school's governing body, the rights of the teacher, and my research aims; and whilst trying to report honestly and accurately is my first duty, I will have to balance conflicting interests honestly and openly. The head teacher of my first case study school has already indicated to me that he feels some of the cross-curricular teaching is neither as cross-curricular nor as creative as he would like, thus I have already been introduced to this potential dilemma.

A related dilemma is maintaining the role of the non-participant observer, and not offering feedback to teachers (which I was once accustomed to doing as a teaching professional).

Misuse of research

How will you seek to ensure that the research and the evidence resulting from it are not misused?

The initial aim is the successful completion of a doctoral thesis. Some publications may arise from the research, but as a lone researcher I should be able to maintain complete control over the data and findings including their storage and any possible future use, and their subsequent destruction immediately after the project is completed.

Support for research participants

What action is proposed if sensitive issues are raised or a participant becomes upset?

The non-participant role should protect me from any sensitive issues until the point at which I begin to analyse and report my findings. As I have indicated above, the participants will have the final say in what is reported (or published). The interviews are purely designed to gather professional material relating to planning, pedagogy and

policies and should not raise any personal or sensitive issues. Should any participant become upset I would stop immediately.

Integrity

How will you ensure that your research and its reporting are honest, fair and respectful to others?

By strictly adhering to the principals of research, including a concentration on objective aspects of lesson observations (lesson timings, description of content, work outcomes, etc), self awareness and reflexivity when making judgements; including considering other perspectives, openness, personal honesty and integrity (I have a professional reputation as a teacher and teacher trainer to maintain), and finally a willingness to share my findings.

What agreement has been made for the attribution of authorship by yourself and your supervisor(s) of any reports or publications?

The agreement is that since this is individual work, and non-collaborative, it will be sole authorship

Other issues?

Please specify other issues not discussed above, if any, and how you will address them.

Appendix E – Interview with KJ, Case-study 1

JP: I know you don't think yourself as cross-curricular, how would you summarise your approach? Or describe it?

JK: My old school was very much trying to be cross-curricular. And cross-curricular to me is about taking one subject with another subject. A creative approach is about taking... almost like topic planning. You take a topic and start from there and then plan out the way. So apart from that process the children get to plan their ideas, what they'd like to learn about. And the approach is about doing everything in a creative way, so it's not about trying to link two subjects it's more about creative teaching of all the subjects but maybe one thing you do might incorporate five subjects.

JP: Yes I get that. So it's far more about the creative curriculum in sense. And that is a further question actually so you really have sort of answered that: integrated, thematical cross-curricularity you're saying is more about creativity with some integration.

JK: Yes I suppose it's thematic really... and there's a lot of integration of the curriculum into the themes rather than the other way around.

JP: PJ just mentioned this... So how is it linked to the Creativity debate then? Very... very much so...?

JK: Before I came here the school was an example of good practice of Creativity. I think that a good example is this coming autumn term: getting hold of chocolate. So in another school you might be studying Aztecs and as part of that you might look at chocolate... but if the other way around, the chocolate is the clear basis and then 'The Aztecs' fits into that. So they're still used to having an element of that that is kind of obvious but then they look linked from that...

JP: What interests me, is what motivates schools to do this; so what is the motivation for creativity or...?

JK: when you have a school like this where you have two year groups together in all the classes you use a two year rolling programme and after you have done four or six years of your two year rolling programmes everything gets really stale; so you're moving away from that staleness and keeping everything fresh and also if you think of doing things with the whole school which we do with 'take one picture' and this past term we've done 'The show must go on' with the whole school... You have to try new things because the children have done that topic in some way or another, two years ago so it has to be new and fresh and something different.

JP: And what do you think the key advantages are? Attainment? Behaviour?

JK: Engagement definitely, enrichment and because of those things behaviour which is good. They attain because they're more interested. Er... that's it.

JP: and you're a 100%, aren't you, level 4 last year?

JK: We were last year, this year we were again for Maths but what's happened this year our levels 5 have shot up so we're 92% for the Grammar thing and Reading 100% Maths? Even the Maths hadn't been taught more creatively and this is something we've worked on this year. But our more able children... our value added is going to be much higher this year than it was last year although it isn't a 100% everything...

JP: Sure, yes... So there are benefits, measurable benefits for a more creative approach to the curriculum. Any disadvantages though?

JK: I think the only disadvantage is that you have been really rigid about making sure you go through coverage of the curriculum... the actual curriculum.

So the disadvantage lies in the way you set out from the very beginning. But if you've done that body of work and you've done it well – which is what happened here- then you know you've got the full coverage before you delve into allowing the children to take part in that planning. At the moment we're considering overhauling the whole thing next year to just refresh it even more and with what the new curriculum has in store for us we'll have to do all that work again. And picking up from the new curriculum and fixing what we're already doing in school...

JP: So you have no desire to be an academy then?

JK: We're a year into discussions and investigations and we're actually going to be used as a test case by the DfE because no other multi academy trust has a DA school in it and we're waiting for the article to be written by the DfE and we'll be able to do that so it's quite exciting actually... for a small partnership like ours. So when we come to... a collaboration isn't brilliant yet as a partnership so... in September... between September and probably April /May we're going to be on the way to academisation, and along with that, lots of collaboration about curriculums and the business side of things...

JP: yes that is very exciting...I have sort of asked this already but how have the children reacted to this more thematic approach to History... so I'm just thinking specifically about History.

JK: I think they can see that their learning is all relevant. So although they're not starting from, for example, the Aztecs what they're learning about kind of all ties together and is relevant. Nothing seems to be in total isolation making no sense. And I think that other things to do with the History teaching – it's funny I was thinking of this – I was at T.W's meeting – which is irrelevant but P (former history tutor at Oxford Brookes University) was there and I just said hello to him... And one of the things I remember from him that I brought into school that people here use as well are things like 'Freeze Frames' thinking about it... and doing all that Drama and trying to relate how people in History felt by doing other creative things with them. We have a Drama graduate in the staff now which is good and we can explore things that way... more creatively... We have a Drama Club going on as well...

JP: so that's a good example of the more creative approach ... What about the elements of History are there any of them in things like chronology, interpretations, inquiry? Are there any of those you particularly emphasise?

JK: There are still discreet elements of all subjects being taught but it's mixed in with the thematic teaching and creative teaching so you would do a chronology of and try to put it into context of other time periods. So all of that is still happening...

JP: So it's certainly not ignored. I mean, as I recall it's on your planning. You mapped that, didn't you? Actually, that's the next question, how do you approach and manage planning? Is that your own role or to oversee that?

JK: To oversee it. Because all this body of work has already been done to make sure the History curriculum is all in there; across the school, and the bit about all the breath of cover as well is already in there. So all that work's been done, you know that when you go to plan a topic, you know which elements need to be coming into that specific theme. So although the children have some say in this, actually you've pre-empted everything they're going to come up with. So they have some say in what they're going to learn but it isn't anything you haven't thought of unless it's some sort of tangent and the children can commence some research and things as well...

JP: So it's flexibility rather than core as it were...

JK: Yes, the core is already there. There's a bit of flexibility: children get to have some input and in the end it's revising and making sure the core is actually covered as well.

JP: Is that true for all subjects would you say?

JK: yes...

JP: How do you assess children's learning in History because that's always been a tricky one to fit in?

JK: I'd say it's always tricky because we have so much assessment that we have to do around core subjects and although we don't have to assess in ICT we still have to do baseline assessment to compare progress... it's still ongoing all the time and when it comes – and the year 6 teacher standing behind you would probably agree with me – that when it comes to the end of the year and you met levelled children you probably have never levelled before it is very difficult. So actually assessing children in History it's probably not done that discretely but assessing them in Literacy – and this is where the problem comes with cross-curricular work: are you teaching a History lesson or a Literacy lesson and what are you actually teaching? So it's a bit of a dilemma there...

JP: And I would guess that in other schools they have the same thing going on...

JK: Simply because there's so much going on. I mean that would be interesting to see how a year 7 teacher assesses History. They are starting to have these discussions of partnerships 'cause we've got Maths year 6 / 7 teachers working together September. And from an assessment point of view it would be interesting to know the answer to that question.

JP: They probably look at the overall level descriptors but I would imagine the record keeping wouldn't be particularly stringent.

JK: It wouldn't be the same as it is...

JP: No, and almost certainly and since the original attainment targets were taken out for me, from the first version of the curriculum, those overall level descriptors don't tell you very much anyway do they really? That is an interesting point really. I mean, I think that whole business of transition anyway... I mean what recent proposal of the History curriculum required a very close transition because ending with 1618 for the first revolution assumes that schools are going to pick that up in the secondary.

JP: Which subjects are most successfully combined with History do you think?

JK: Let's just say Art erm... (**JP:** Drama you mentioned) Drama, Science and other things come to mind as well Maths in things like chronology can be done through Maths. Erm... Geography obviously...talking about where things happened

JP: I think that is one of the things that does make History slightly more successful...

JK: I think that is one of the reasons why... I mean in my old school they would take a historical period and the term would be based on that... we would be doing things on Greeks, Egyptians and it's... and start from the Historical facts then go onto all the other subjects.

And I think we do less of that hierarchical side of planning than the way that was done... that to me, the other way, that is cross-curricular teaching.

JP: Yes I take your point. Erm... And how does coverage compare with the other foundation subjects?

JK: Another school that's doing cross-curricular work they start from the historical theme it's the same core of everything that's going on, in subjects it's not leading but it is a very part of, but in others like in WW2 was the driving force of everything that went on. So it's different depending on what the topics are.

JP: Yes I get your point. This isn't taking a History or Geography or Science thing and hitting it with a hammer. This is ... more.

JK: But for the old one it is.: looking at WW2 it's definitely the driving force for the curriculum but erm...

JP: Good almost there: Any differences between KS1 & 2?

JK: I think that the way I described what I think of the curriculum is a creative curriculum is the same throughout the whole school. The KS1 topic at the beginning of this year is *Fire and Festival*, part of this was the Great Fire of London, but it wasn't the main driving force of the learning there were lots of other things...

It's a nice one to fit in now for the festivals... Of course vertically integrated so you've got the one KS1 class anyway... erm and you've already answered this really, you are reviewing this aren't you?

We review it like the curriculum and expect it to be another big body of work. I would imagine when this was first done before I came along it would have taken probably a term to do. I think also having a new head the review happens because of the franchise is it good is this working? So that review has happened...

JP: So constant reviews no one can stand still. So...anything else?

JK: No, I think I covered everything.

JP: Well thank you very much!

Appendix F – Interview with LA, Case-study 3

JP: I am always appreciative of anyone's time just because of how crazy it is for everyone ...It must have been hell going through the academy process...?

LA: It's been busy...very busy

JP: But rewarding in the end?

LA: Down the line it will be, definitely. Because they say we have freedom of autonomy, but then they introduced these rather restrictive curriculum modules and then we're not sure quite how much we have to follow it...

JP: I thought academies had pretty much exception?

LA: Well they say they do...

JP: ... but then you've got the tail wagging the dog, Ofsted...

LA: Absolutely, so no one's really sure so we'd have to be pretty brave to...

JP: ...ignore phonics... certainly phonics...

LA: yes... certainly phonics into Maths. But I don't know about other curriculum areas and creativity.

JP: And you rightly said about the History it's er... it's...

LA: When we were at school yesterday where we were doing writing moderation and there's such pressure that ... to raise their data that they do two hours of literacy every day in the morning and an hour of maths every day and anything that is non-core is squeezed into four afternoons.

JP: I saw that at (anonymous school) this morning!

LA: Did you?

JP: A year 1/2 class. A student was showing me the time table; it was Reading, Literacy, Maths and the afternoon was handwriting and then one slot for topic four afternoons. Plus one ICT slot, one PE slot

LA: So, where's the Music, the drama, the dance, the geography, the history? Where is all that? It just gets lost doesn't it? That's the danger. And we try to avoid that – even as a maintained school – being more creative with our time, by blocking things particularly using blocks of chunks of time to teach...

JP: Yes that whole idea of chunks... Actually before I forget, can you tell me a little bit about the ribbon-curriculum, because when I interviewed T she thought it came solely from you actually; is that true?

LA: Not particularly. Like a lot of my other colleagues that I speak to, they were quite influenced by the Rose review and the Cambridge review and the idea of grouping subjects in groups together to reduce bureaucracy and to make it easier to manage. So

we have groups of subjects lead by teams rather than individual coordinators. And depending on what the individual focus that year is, we tend to favour one or another. So we have a creative arts team and in that is drama, dance, art all those kind of subjects and in the other we have science and technology, physical and emotional well-being... anyway! The point of those is that when you teach, it is impossible in this time to teach everything in this slot every week. So we block them, and because we have the correct curriculum each topic unit would last usually a half-term has a particular bias doesn't it?

So the topic that they're doing in year one at the moment is 'toys' and that got a more Historical bias; but in other terms they've done Mini Beasts, they've done a more Literacy based one... The job of the curriculum team is to maintain the subject rigour so each curriculum team will do the job of the coordinators and there will be a history person that checks coverage of the historical skills and enquiry against the topic units that are being taught. And that wasn't what I had in mind - that was straight from the Cambridge Review I think.

But the idea of a ribbon Curriculum was because we had certain things in our school that we believe in as part of our ethos... originally eco and sustainability was one. But that slowly downgraded ...but certainly internationalism is one, we believe strongly in adding an international dimension to the curriculum.

So the teachers are asked to show links within their topics against those ribbons throughout the curriculum. So, international Links, being one and as I said, eco being another one...

JP: But that is an original idea though... I don't know anyone who's doing that.

LA: Ok. Well I think that links to other curriculum areas are in every plan isn't it?

JP: Yes that's true, yes that's right

LA: But the problem yet was that we were certified an international school award we won it, and we're about to go for it again. Really what we wanted to show was that the skills about understanding other cultures and other places international thinking if you like fed into everything that we did... because I think that's the only way that it can be sustainable otherwise you do a load of international weeks and a book week and a topic week and you close the file and it's done isn't it? We wanted to avoid that. So that's where that idea came from. We'll see it with values to a point. So we have our twelve school values... and we kind of stopped teaching PSHE as we did and the idea was that these values filtered through the curriculum. So you'd look for example in your learning and in your lessons where things that you come across embody a particular value or way of thinking.

JP: So in a sense it is deeply embedded...

LA: But most of us would do with their values is that they would have a value for the week or for the month or for the term. We don't do that we just have... twelve. In fact, maybe too many, but we're looking into making it eight.

But we reinforce those values constantly.

JP: If I can look into the sort of standardised questions I have been doing... What about history in general? How important is History would you say?]

LA: to the school? To me...?

JP: Yes I suppose you or the school...?

LA: Very important. It's one of the things that... there's a danger it would get squeezed out unless you are creative about how you teach it. So we particularly broaden the scope of History to focus more on enquiry and learning about sources and material rather than just doing names and topics. We changed -and I don't know if that is original at all but...- we changed the *Vikings* to *invaders* or *invasion*.

JP: Well strictly speaking Vikings were part of the invasion topic, including Romans as invaders...

LA: But what we were trying to do was to bring other element from other topics. For example when our Year 3 children were doing invasion we brought in our Year 6 as well one morning...

JP: Ah... I remember that...

LA: ...and they were still outside and they invaded their space and took over their desk so you know ...so the idea behind that is to understand the concept of what it would be like to be invaded. And there has been a danger with purely teaching about the Vikings and the Anglo-Saxons.

JP: That's very true.

LA: They don't understand the concept of what it was like so I think that's how we try to approach History from that angle. Certainly I'm encouraging to approach it from that angle. It's incredibly important because that's where we come from isn't it? Why we are who we are.

JP: I'm not sure how useful this question is really... in sense you've already answered it with the Ribbon Curriculum... but do you see any distinction between integrated thematic cross-curricular do they mean the same thing do you think? I mean your approach is the Ribbon so you have a name for it anyway...

LA: I don't think there's a huge amount of difference I think ... Thematic could be stand-alone couldn't it? Whereas Integrated would suggest by the very nature of the word that it's got tentacles in it meeting into other subject areas and I think that's what we're trying to get. So teachers, and there are teachers here who when they plan use a very old-fashion idea which is a topic web and that fell out of favour for a while. The idea of linking all the different strands within a topic together and looking for links. Sometimes more artificially than other times...

JP: Well that was always the problem really... And that was the big criticism of the 70s and the 80s really, that sometimes there were tenuous and pointless links.

LA: But I think if you still have people who are looking at History as an individual discipline even if it's within a team and then tracking and making sure that the Historical

skills are being covered then you avoid that woolliness what was the quite right criticism of it.

JP: And I think you have partially answered this really... how your approach to the curriculum is linked to creativity as well. Earlier you mentioning the Rose Review and Cambridge review which both looked at creativity any other influences there?

LA: Other schools mainly, when you go to other schools... and you see that creativity and I think it can impact standards. The trick is not to let the tail wag the dog and let standards dominate, but equally not give up on your philosophy and not abandon your principles. So when you go to a school and you see that cross-curricular teaching can actually have a benefit on writing then it's heartening. That's where I've got other influences from.

JP: One thing that I didn't know until fairly recently until I started reading more widely- was the fact that from the mid-90s at the time Blunkett came in - which shouldn't have mattered to schools – there have been a number of commissions into the loss of creativity and how to make schools a bit more creative again. The Royal society commissioned a report and these things didn't really filter through properly. But there were some people who would say 'we need to get more creative in schools' it's becoming really urgent you know ...

LA: But I think there is a danger – not just with History but with every area of the curriculum knowing stuff and having knowledge isn't as important as it used to be because now there's a very book which you could read called *'Now we've got Google do we need teachers?'*

The point you don't particularly I believe need to remember who the wives of Henry VIII in order because you'd have the answer in a split second on a phone or a tablet or anything. What's more important I think is the concept of *why* he had so many wives? What impact it had on our country and why is the monarchy is the way it is? And why is the church is the way it is? ... And it's because of those decisions. And I think that getting the kids to understand the impact and the results of History and debating it, thinking about it is more important than necessarily remembering stuff to pass a test of an exam and I think... I guess at GCSE level that won't be a problem.

JP: I entirely agree with that. Well I think you already answered this then: Your decision to make a more cross-curricular approach was based on Rose and Cambridge then. There's no question about that...

LA: ...and the belief that it inspires children more and they enjoy being at school, I believe it and the parents enjoy it and they comment more favourably about it more now more than before the more secondary school timetable model that was here before.

JP: Like those year 1/2s I saw this morning; who the hell wants handwriting, reading, English, maths.....?

LA: For the record my son's in that school so that's a bit worrying! (Laughter)

JP: Yes but not in Year 2 though... But then my children's school don't seem to know what's going on, that's for sure... They don't seem to be doing anything other than

English and maths that's for sure... but I don't know and that's a more worrying thing! And that's off the record!

Yes advantages... so you've already covered these things...So attainment, behaviour, measurable things...

LA: what I've tried to get across to all my teachers which is something that I'm not always managed to do – in fact I have failed in many cases - is that if you plan this way it can actually save you time and create time in the Curriculum.

If you are using your History as a vehicle to improve your writing – for example if you produce a biography of somebody you've been looking at in history actually you kill two birds with one stone so we're not as good here as I'd like us to be but that something I believe in. You can get better writing by using a context from the other learning.

JP: Yes so it's just not double counting it's also better isn't it? Behaviour it's difficult to know for sure. But you say the children seem to enjoy it more.

LA: yes undoubtedly although I haven't got measurable evidence. But we have pupil learning interviews termly and we do ask about their curriculum and they do seem to enjoy it enjoy the way it is...

JP: School council...? Do they comment on all that at all?

LA: We changed our model we don't have a school council as such now we have a class circle. So our Y6 have a topic of discussion and 2 or 3 Y6s go to each class and facilitate discussion based on what we're looking at the moment.

JP: But all the evidence you've collected suggest that?

LA: Yes.

JP: Any disadvantages of this more thematic approach?

LA: Not so much but initially we had this generation of teachers which had just come out of college who couldn't think that way because they would put everything in boxes. And I was one of those. I trained in the late 90s just as the Literacy / Numeracy was coming in and it was very much about subjects at unit plans, QCA and all that kind of thing. And that produced... that made it hard for people. In fact the people that have embraced it best are the more experienced teachers actually which is counter-intuitive isn't it? But that was the case I think.

So that's a disadvantage: people don't always know where to start. The other disadvantage is that if you are creating a sort of bespoke unit you have to go and research create and provide these materials using the internet rather than picking up a folder of activity pack... it can create more work actually; at least initially although I think it pays for itself in the end.

JP: There has to be a greater authority you know an ownership if you really started something from scratch rather than...

LA: I think another disadvantage – now that I'm into disadvantages- would be that people possibly more reticent to move the year groups now because if they spent an awful lot of time creating resources they want a stab at it two or three times before they

move on. And if you're following the QCA unit in Y4 you can just as easily get to Y5 and teach the QCA Unit in Y5 can't you?

JP: Yes that's an interesting point. I hadn't thought of that. But because of the rigour that you're talking about the monitoring of the curriculum, children are not missing out

LA: The other problem is the smaller the school the more hats you wear and so in our curriculum teams we might have two three... or in some cases one or two members of staff monitoring two, three, four subjects. So we have to prioritise and we have to focus and the danger is that something like history or geography doesn't get as much attention as some of the other biggies. And it can drift. And we have to avoid that but it is something that schools need to be aware of I think.

JP: There is such an obvious emphasis on English and maths who blame for that? How have children responded?

LA: Well the problem is that there aren't many children in the school who remember the curriculum before how it is now; so it is what it is. They do definitely have the children favourite topic unit. They are not slow to tell you or the teachers what they are. What we also found is that if you target the thematic stuff more at the boys, girls come along quite willingly but it doesn't work the other way around. So the girls in Y1 are quite happy to do dinosaurs and cars which are things that engage the boys but the boys are a little bit less happy to engage with fairy-tale and princesses. So they do look kind of boy-orientated I would say.

JP: That's a really interesting point. I never thought of that.

LA: It's just what we've noticed.

JP: I suppose at a deeper level the proposed changes to coursework for GCSE, getting rid of course-work assessment... those things are supposed to slightly favour boys because they are less conscientious about...

LA: ... producing lots of assignments. You'd know about that James!

JP: Yes indeed.

LA: I've got no scientific base for any of this it's just what we discovered as we're going along. It would be an interesting study that I think.

JP: So what are the main things that your history coordinator monitors with primary history? You mentioned enquiry and sources... any other things that you have a big focus on? Chronology for example, is that monitored...?

LA: I can't hand on heart say that there is too much emphasis on that, no. She will just track coverage, look back at the NC and make sure we comply with what we were supposed to comply with making sure there is a repetition, that's important... and that individual teachers build on the work of other teachers and that the work is levelled appropriately for year 6 classes as opposed to a y4 class because that is the worry and the danger with this sort of thing. If you do the Greeks twice, it's fine in seven years but when you go back to it the second time it has to be at a higher level.

JP: At S..... I remember watching a Year 1, Year 2, Year 3, shape lesson which was virtually identical and I did talk the head of that school about that...

LA: I think we are very good at building on previous knowledge and in English and there's far more documents and diagnostic tools that we use for tracking documents. And for something like geography, for example, there isn't that... That's harder to do. And so that is kind of the job of the curriculum team and the coordinators however we have a problem with a school of our size with any resources to be able to release people.

When we release people to do work to produce more creative lessons it tends to be science, numeracy, literacy maybe a bit of IT... history and geography don't really get a look in. Something we're looking to hopefully improve on in the years ahead.

JP: If I could get an example of planning that would be brilliant. Who oversees planning is that you?

LA: Yes, I am assessment coordinator. We have work scrutiny of books but we also have planning scrutiny and we look – my deputy and I – we collect in plans – and we have a look at that.

JP: One thing I did find with other schools – although the history was pretty good- there was a totally inconsistent approach to planning. That far more...

LA: We have one plan which we use for all of our units. It's the same for everybody.

JP: So there's real consistency there and they are monitored.

LA: Yes. We try and face top down. SO when teachers start the objectives and the success criteria of the lesson we try to start at the top end. It's important that it's together rather than start a plan at the middle and stretch at the other end. And that leads back to the idea that we talked about earlier about History and thinking about the skills that I need to work out what the kids are going to do. Because what I think is happening certainly here – I don't know about other schools – is that teachers are spending an awful lot of time looking through books thinking about nice things for the kids to sit and do rather than what is the point of all this? I want them to be able to know or learn or ... at the end of what I'm going to teach.

JP: And we seemed to be faced with a new curriculum which is really knowledge – based aren't we? But the schools and the concepts are really the way to monitor progress.

LA: I guess it would be interesting to see if somebody came to see me in three years' time if we would have been able to hold on to this idea in the face of the implemented top down knowledge heavy curriculum that seems to be coming.

JP: Well will I have still have a job? Will any of us still have a job? Who knows? I will race through these: Assessing and monitoring... well of course history has been one of your least assessed subjects. That's a leading question by the way...

LA: Well we don't have time to do it as much as we like really.

JP: But if you are looking for higher level success criteria and if you're mapping the subjects and you're reviewing progress, that still pretty good. I mean it's not just leaving it just to Folens' packs and BBC videos is it? Which subjects do you think are most successfully combined with History?

LA: English, art, dance or drama, occasionally DT as well.

JP: model making that sort of thing?

LA: yes, making a Tudor bed. I know one of my teachers does that. One of the teachers made a recreation of Pudding Lane for the Great Fire of London out of boxes and Tudor Houses ... and they invited the parents to look at it.

JP: And what about geography?

LA: Yes obviously with geography they're both humanities subjects, so they go together well.

JP: the links aren't always that obvious. And actually looking at the new curriculum that's going to be quite difficult to rap across if that is going to go ahead.

LA: But I'm a geographer and geography is really the study of spatial relationships, that's what is it. So if you're looking at history you can look at maps or the change in space over time, can't you? So I think they do go together.

JP: And actually the new curriculum talks an awful lot about processes so there's a lot of Historical aspect to what is being proposed NC actually; spatial relationships overtime... mapping. I think maps are brilliant historical resources as well as geographical...

How would history compare with the other foundation subjects? Same I suppose? Geography is just as important?

LA: I think that history has a higher focus ... it's more visible in our school than geography. And they should be more on par but geography is more of a Cinderella subject than history ... because you can link it more easily to drama, dance, art and it's harder to do geography that way.

JP: You need the time for field work and for study don't you? But given the creativity that you have put in, presumably art, music, they're just as heavily promoted aren't they?

LA: Yes. We are proposing – although I have this idea in my head and I've spoken a little bit to some companies and some of my senior colleagues about it – we're looking to take some of the advice of the academy freedoms to adapt our day once or twice a week. Early ideas are that a Wednesday afternoon would be maybe until 4pm where children come out class and teachers teach a specialist area. So we would have an art – it would be like clubs during the school day – and art club and it would be cross phased so you would have kids from y 3, 4, 5 and 6 and Year 1 and 2 together and the kids in these options would work on portfolios of evidence towards qualifications such as the arts mark or other such qualifications I don't know ... we haven't quite worked out what we're thinking yet.

That might give us in more ways to...

JP: The more primary schools are asked to do... Kenneth Baker said that the biggest mistake he felt he made back in the late 90s was not to extend the school day actually...

LA: of course that would be pressure from the unions and from the profession ... because if you think you may be lengthen the day that's very well but you need to give people more PPA time and more non-contact ... within that day.

JP: Or more specialist teaching with more of a set room with free periods...

LA: I think there are things that can come out of the curriculum... the clerk teacher teaching... that's an American model ... they have gym coach in school that teaches PE and often an IT lab teacher... and I think there may be a possibility of that going forward especially the government seems to be prioritising the funding for PE don't they?

That's one use of the money is to use more outside coached to teach PE and a better quality as well.

JP: Yes... And you see that in music, modern languages as well

LA: We have a modern languages teacher and a music teacher here as well. They both work a day and a half a week so... And when Ofsted have come in it's the enriched extended part of curriculum that they pick out to be the strength of the school. Often they quote music and MFL as our strength. But some of Ofsted are having to work harder to get that in the report because there's less scope for reporting on non-core.

In our last Ofsted report – which is only 6 months old - they talked about the enriched curriculum and the opportunities on offer for the kids in terms of the cultural, spiritual dimension.

JP: Any differences between KS1 and KS2?

LA: Not massively. It's the same idea and principle just age appropriate I guess. I think KS1 teachers are better at being generic when they think more thematically when my KS2 teachers – particularly Years 5 and 6 tend to still have that QCA... they're more likely to do the Victorians whereas the Year 1s are more likely to do toys. But I think that's maybe because the QCA units were already like that weren't they?

I also think that schools don't give enough time to teachers to watch each other and certainly Year 6 teachers can benefit from watching teachers in Year 1 and we don't get enough chance to do that.

JP: That was something that immediately came up when Ofsted started because teachers being observed, being judged, a lot of rightly them said: 'We've never any other practice, we don't have that opportunity.' But it's sad that nearly twenty years on it's still not common for teachers to watch each other. It's true even at work, where we criticise each other's teaching when actually we're meant to make some kind of peer review.

So final question: any other things you might change?

LA: Links to IT, we don't get enough IT into the classroom. Sometimes that's a resource issue but sometimes it's the teacher not the resources. So something like i-pads into a History lesson looking at resources, looking at documents and so on, would I think, be an area we'd like to focus on more. We don't do that well enough.

JP: Yes, IT... I would agree with that. There's going to be an increasing push for that isn't there? And maybe some of the more creative programs for producing their work like Publisher...

LA: There is still reluctance by teachers and school leavers, I think, to produce evidence on anything other than paper. Even though we know you have online places to store things and network, virtual learning environments all these kind of things. Teachers still like the comfort blanket of the history books don't they? Whereas if they produced a podcast, an audio book cast of Henry VIII talking to Thomas Moore about divorce for the sake of argument then that's somehow seems less valuable as a piece of evidence than a written piece of work... to teachers maybe.

JP: Anything else you'd like to add?

LA: We covered it all I think.