



Historical Association

The voice for history

Historical Association Primary Survey Report 2022

Introduction

The nature of the survey:

The Historical Association (HA) is a charity incorporated by Royal Charter, founded in 1906 to further the study and enjoyment of history. The HA has 11,500 full members, largely made up of schools and individuals with a professional interest in history: teachers, academics, museum educators and archivists. Of these, over 5,500 are primary members.

Following successful biennial primary surveys from 2010–2020, the HA recognised the need for a new national survey in 2022 to continue to build up an accurate picture of the status of history in primary schools. The aim of both the 2017 and 2019 surveys was to find out how the 2014 curriculum had been embedded in primary schools, what impact it had made and any issues that still remained. The 2019 survey, while reported in 2020, was carried out before the new Ofsted Inspection Framework became statutory. However, responses indicated shifts that may have been a result of the draft framework, and the HA will continue to monitor these changes in this year's survey.

Movements such as Black Lives Matter and subsequent debate about the diversity of the history curriculum, the growth of MATs (multi-academy trusts) and the Covid pandemic have changed the education landscape. We wanted to see not only how trends identified in previous surveys were developing, but also how issues affecting the current education landscape may be impacting upon primary history specifically.

The findings reported here are based on the responses of primary history teachers in England to an online survey sent to all schools in England teaching children in the five-to-11 age range. The survey was conducted during the spring/summer term of 2022. Responses were received from 564 individual primary history teachers and educators in total. However, given that several questions in the survey were optional, not all respondents answered every question. For this reason, the number of responses is given for each question and percentages are calculated according to the number who responded to the individual question, rather than as an expression of the whole response set of 564.

While the range of schools offering primary education to pupils aged five to 11 were represented, the majority (46%) of respondents were primary schools offering provision from age three to 11. Independent schools accounted for 8% of responses. Of those schools who responded, 46% (259) indicated that they were academies, and of those 259, 88% (227) also indicated that they were part of a MAT. MAT sizes ranged from 50 schools at the largest to two schools at the smallest. There were one or two responses indicating that the school was part of a MAT including over 7,000 schools, but this was likely to be a misunderstanding of the question. We asked those schools who were **NOT** part of a MAT whether they were, instead, part of a federation of schools. However, given that 123 schools who had already said that they were part of a MAT answered the question affirmatively, there was obviously some misunderstanding of this question, which makes any reporting of those who are not part of a MAT but are part of a federation unreliable.

While all levels of experience were represented, 51.5% indicated that they had been teaching for ten years or more. This is slightly down on 2019, where 58% indicated experience of ten years or more. Three-quarters (75%, 427) also indicated that they held a subject leadership role. While 85 respondents did not indicate how long they had held the role, of the 343 who added further details, the majority (39%) had held the role for two to three years.

Overall, and similarly to the 2019 survey, 75% had held this role for five years or less (74% in 2019), although fewer (19%) indicated this year that they had held the role for less than a year. The figure in 2019 was 27%. This could be indicative of a slower turnover in subject leaders for history.

Over one-third (38%) indicated that they held either a degree or postgraduate qualification in history in 2019. This figure was lower in the 2022 survey, with 29% indicating a history degree or postgraduate qualification. A further 26% had studied the subject to A-level. This is unrepresentative of primary teachers more widely and may indicate the interests of those responding to the survey.

Just over 50% of the total response set of 564 indicated that they were members of the HA; however, when expressed as a percentage of the 354 who answered the question, this figure exceeds 80%.

Of the 340 who answered the question, 79% came from a White British background; this is down on both the 2017 and 2019 surveys, where over 90% of respondents came from White British backgrounds. In the 2022 survey, 4% reported coming from both Asian and mixed heritages and 2% reported coming from either Black Caribbean or African heritage. Seven per cent described themselves as coming from other White heritage that did not fall into British or Irish.

Overall, the nature of respondents represents a small shift from previous surveys.

Key findings:

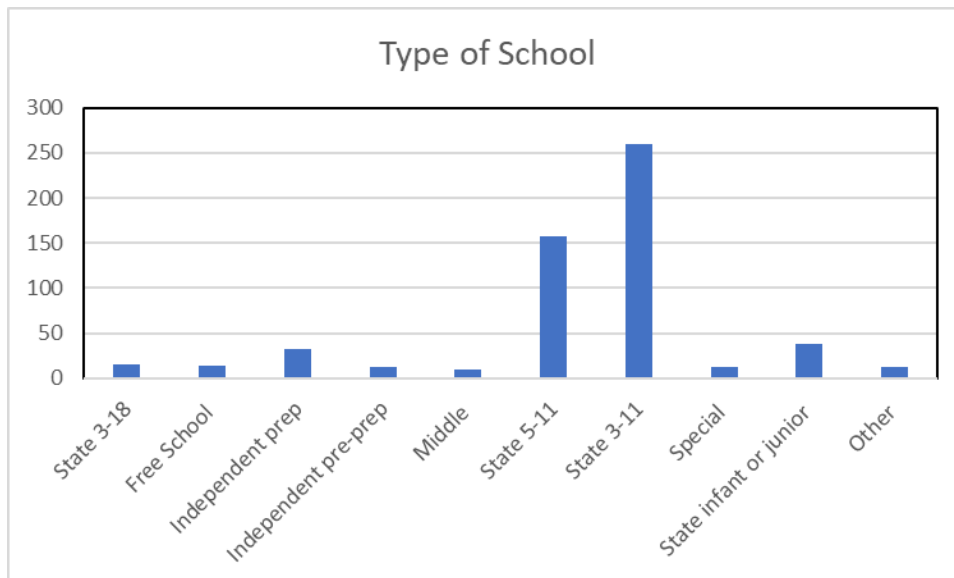
- Responses in 2022 demonstrate a broader understanding of diversity.
- Curriculum change and broadening of diversity are happening in primary schools, but change is slow and barriers are felt.
- The time allocated to history is largely unchanged from the last survey, but where this has changed, the time allocation has increased more than decreased. There is a growing trend towards teaching history as a discrete subject in both key stages.

- There has been a distinct shift towards academisation and a growth in the number of primary schools belonging to MATs.
- The influence of the Ofsted 2019 Framework is clear and pervasive throughout the survey.
- Sixty per cent of schools are undertaking their own curriculum planning and report significant change in the curriculum, teaching and learning since the last survey.
- Assessment practices are changing. While general classwork still dominates, more primary schools are assessing progress in history through the use of extended writing and multiple-choice testing.
- There is evidence of greater confidence in teaching the content of the National Curriculum – for example, a growth in the number teaching an overview of ancient civilisations as well as in depth, and larger numbers teaching more than ancient civilisations, non-European society and pair of significant individuals at Key Stage 1.
- Training in history has become a greater priority, with more teachers indicating that they have received training in aspects of teaching history.
- The amount of training to teach history during initial teacher education shows an improving picture.

Section 1: About your school

Q2. What kind of school do you teach in?

564 responses

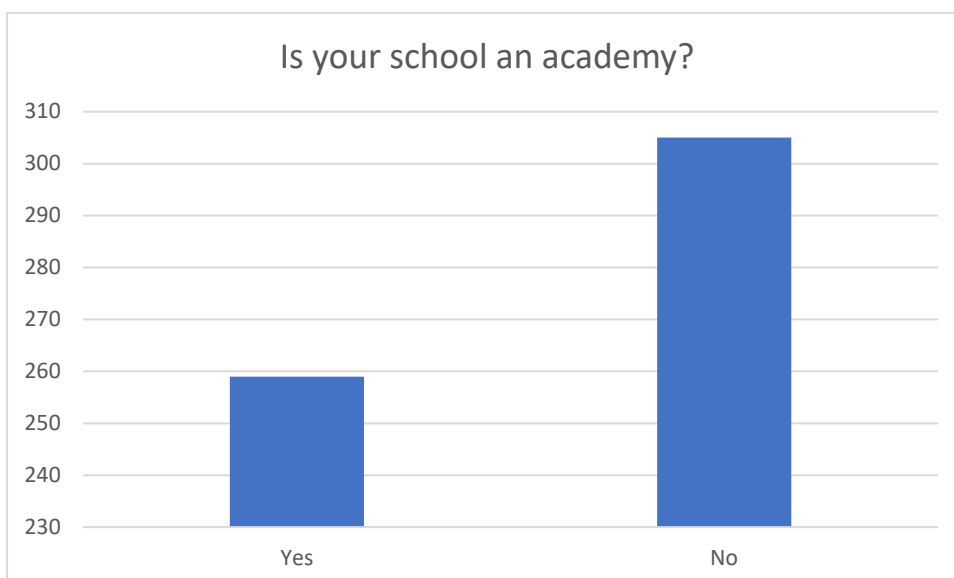


Question 1 asked whether the respondent was teaching in a school. All negative responses were then filtered out of the response set to leave 564 total responses from those teaching in school.

While most types of school were represented, the vast majority of responses came from those teaching in state 3–11 or 5–11 schools. This data was not collected in the 2019 survey.

Q3. Is your school an academy?

564 responses

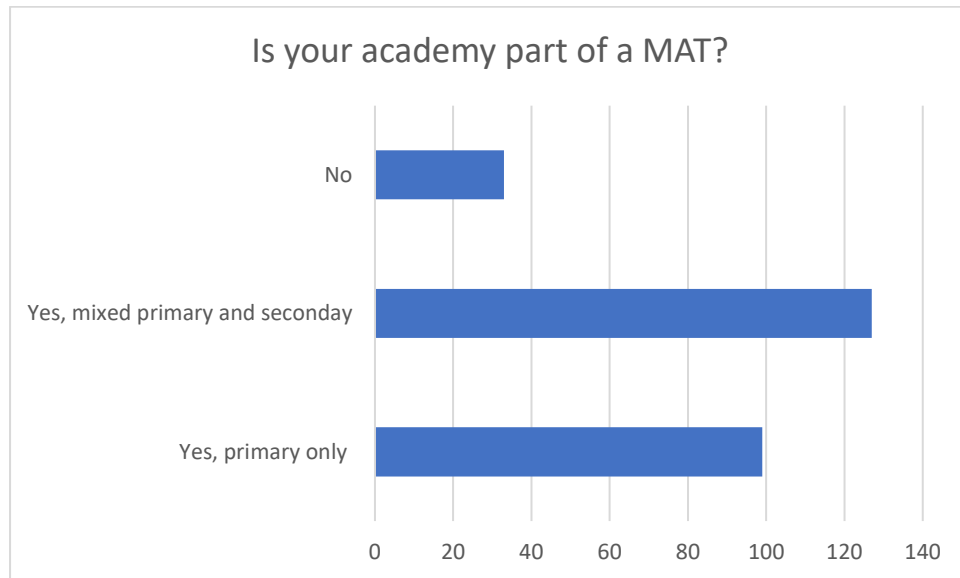


The majority (54%, 305) of schools who participated were not academies, meaning that 46% indicated that they were. While this data was not collected in the 2019 survey, government statistics

indicate that in 2021, 39% of primary schools were academies or free schools. The respondents to this survey are therefore slightly more likely to be academies than the national picture suggests.

Q4 and 5. If you are an academy, is your school part of a MAT?

259 responses



Of the 259 who indicated that they were academies, the majority were part of a mixed MAT that included primary and secondary schools. This data was not gathered in the 2019 survey.

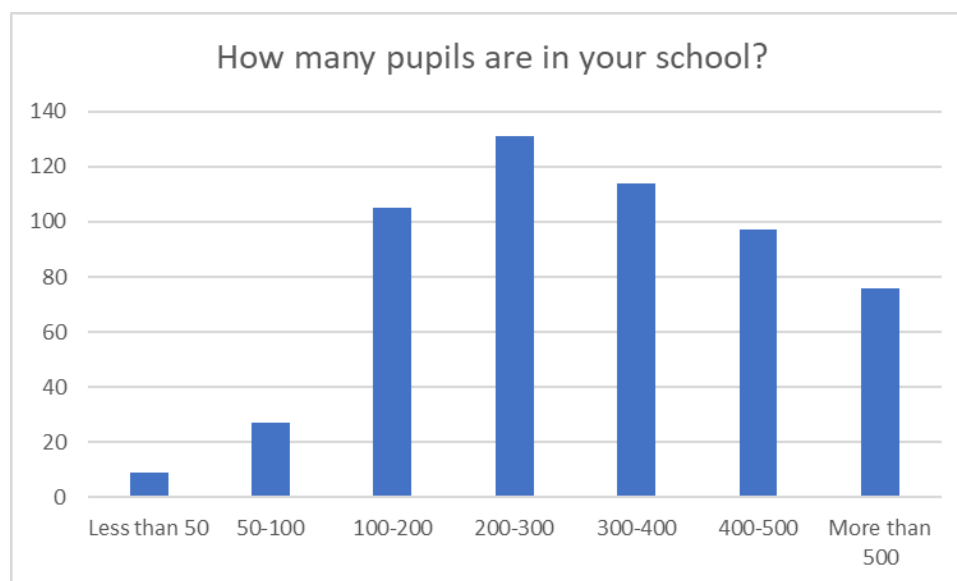
In Question 5, a further 225 of the 227 who indicated that they were part of a MAT went on to provide further details. Thirty-six per cent (81) indicated that they shared a history subject leader across the MAT, 38% (86) said that they shared a common history curriculum across the MAT and 32% (73) said that they shared resources. It is interesting to note that over one-third of schools in a MAT tended to share both a common curriculum and a subject leader across the primary schools within the MAT. This may be indicative of changes related to working within a MAT structure and ethos, as well as, of course, the lighter financial burden that comes from one subject leader across all schools in the MAT. Given the emerging trend of mixed MATs and subject leadership over more than one school, we may in time see greater professionalism attached to the role of history subject leader in a MAT structure and greater collaboration between primary and secondary colleagues. This is something that we will monitor in future surveys. What we cannot glean from this survey is the average number of schools for which a subject leader across a MAT will be responsible. As MAT sizes vary greatly, this is something that the HA will look to monitor more closely in future surveys.

Q6. If you are not part of a MAT, are you part of a federation of schools?

In this question, we expected schools who weren't part of a MAT to provide an answer. This may have been those who said that they were an academy but not part of a MAT, as well as those who said that they were not academies. Given that this question elicited 425 responses and the maximum number of responses possible from those who were not academies or were not part of a MAT was 337, it is likely that some schools who were in MATs also answered this question in error, rendering any meaningful analysis difficult.

Q7. How many pupils are in your school?

559 responses



Small schools were less well represented, with the majority of respondents teaching in small to medium-sized schools of 200–300 pupils. However, interesting to note was the growing number of larger primary schools of 400–500 and over 500, accounting for 31% of responses.

Question 8 asked for further contextual details about schools, such as percentages of EAL, SEND and pupil premium. Of the 559 who answered the previous question, 406 added details about the numbers of pupil premium pupils in their schools. The most common response (36%) was between 0 and 20% pupil premium, although 19% said that they didn't know and 9% reported levels of over 50%.

Details about numbers of pupils receiving free school meals (FSM) were added by 376 respondents. The majority of respondents reported lower levels of free school meals, with 42% reporting between 0 and 20%. Eleven per cent didn't know and 10% reported levels of FSM of over 50%.

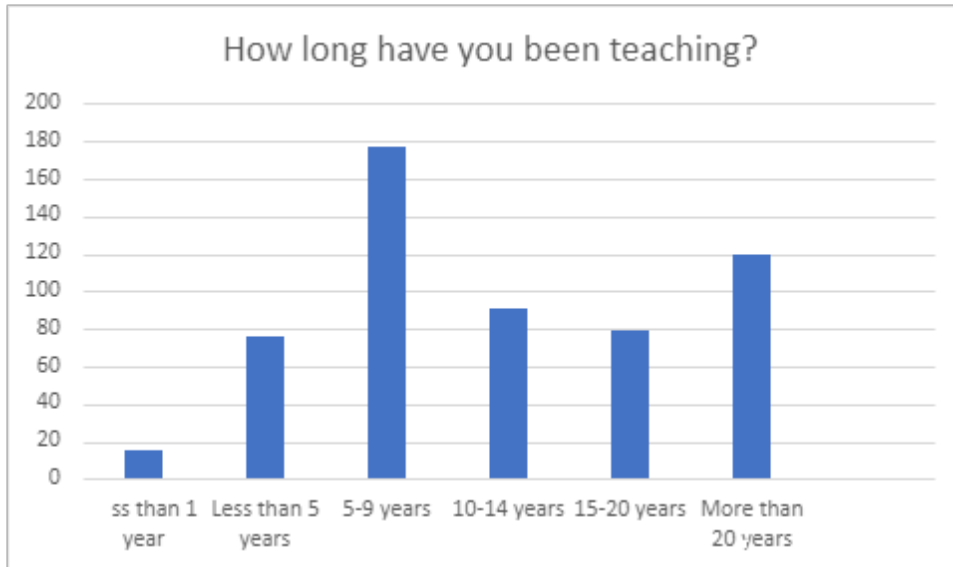
Details about the numbers of SEND (special educational needs and disabilities) pupils in the school were provided by 364 respondents. Lower levels of SEND were most commonly reported, with 52% giving figures of 0–20%. Ten per cent didn't know and 2% reported over 50% SEND.

Responses about the numbers of Black, Asian and minority ethnic (BAME) pupils in their schools were given by 361 respondents. Most commonly reported was lower levels of ethnic diversity among pupils, with 56% reporting BAME numbers of 0–20%. Nine per cent didn't know and 7% reported over 50% BAME in their cohorts.

Details about the number of EAL (English as an additional language) pupils in the school were given by 361 respondents. Again, low levels were most commonly reported, with 52% reporting levels of EAL of between 0 and 20% and, within that, 33% reporting levels of 0–10%. Nine per cent reported that they didn't know and 9% reported that there was over 50% EAL in their school.

Q9. How long have you been teaching?

558 responses



While all levels of experience were represented, the most common response was between five and nine years of teaching experience, although a significant number also reported over 20 years of experience. This is slightly different to the 2019 survey, in which those teaching for over 20 years were the most numerous group. There is slightly greater representation in the 2022 survey of those who have been teaching for between one and five years, although the small number of teachers with less than a year's experience is similar to the response rate from this group in 2019. It is also worth noting that the response rate to this year's survey was higher than that of 2019.

Q10. Are you the history subject leader?

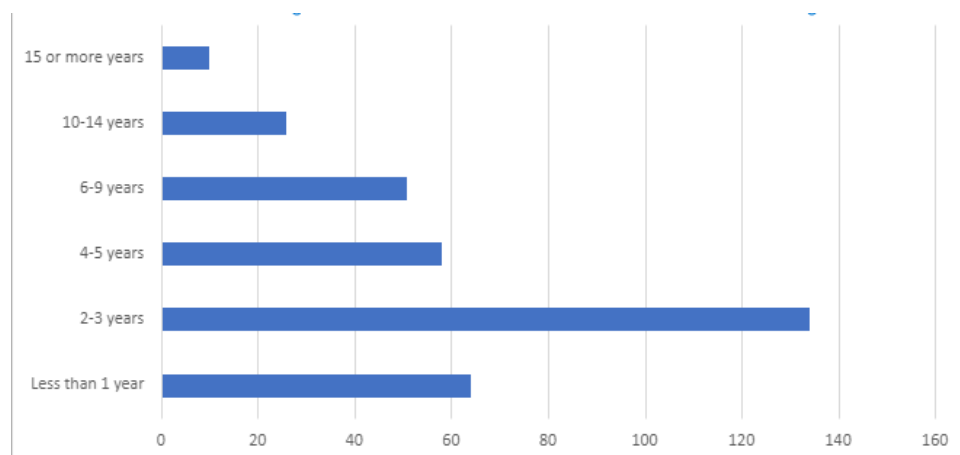
560 responses

The vast majority of respondents (76%, 428) reported that they were the subject leader for history in their school. This is an increase from the 2019 survey, when 58% reported that they were subject leaders. This may also be indicative of greater engagement from subject leaders with a vested interest or a stake in the subject.

Section 2: Subject leaders

Q11. How long have you been history subject leader?

343 responses



Of the 427 who indicated that they were the subject leader, 84 did not provide any further information about how experienced they were in the role. Of the 343 who provided a response, the most numerous group were those who had been subject leaders for two to three years and the least well represented were highly experienced subject leaders with 15 or more years of experience.

Findings for this question have changed slightly to those in the 2019 survey. In 2019, 65% of subject leaders responded that they had been in the role for five years or less, whereas in 2022, 75% had held the role for an equivalent period of time. This could be indicative of the impact of Covid-19 on staff mobility between schools.

Within both surveys, only a small number of teachers held on to the role for a long period of time. In 2022, only 3% of subject leaders had held the role for 15 or more years, a slight decrease from 6% in 2019. These findings give the impression that history subject leadership is not viewed as a long-term role and that teachers with experience move on to leading other subjects, possibly within the core or into senior management roles.

Q12. As history subject leader, what does your role involve?

289 responses

	Number of responses
Curriculum planning/development	289
Collating and collecting resources	260
Pupil work scrutiny	258
Monitoring and observation of teaching and learning	247
Writing policy	224

Inset delivery	223
Networking with other schools	181
Writing schemes of work	167
Other	31

This question received 289 individual responses, although respondents were asked to tick as many options as they felt applied to them. This question was also asked in previous surveys and again respondents were invited to tick the boxes against all the aspects listed that applied to them – although there have been one or two additional options added. Curriculum planning (289 responses) and collating resources (260 responses) continued to be the most popular areas of subject leader responsibility. This is probably the combined result of the Ofsted Inspection Framework of 2019, the publication of the Ofsted Research Review (2021) and the subsequent desire of senior leadership teams for curriculum review.

Pupil work scrutiny and monitoring and observation of teaching and learning have been added to the list of options for 2022. These options were not present in the 2019 survey; this led to a large number of responses focusing on these areas within the ‘other’ category and their subsequent addition as options in 2022. Pupil work scrutiny also came high on the list of responsibilities for the subject leader, being selected by only two fewer than those who selected collating resources. Monitoring and observation of teaching was the fourth most popular choice. Interestingly, writing schemes of work and networking were less popular responses, perhaps indicating a tendency in primary history for the use of bought-in commercial schemes of work.

It was disappointing to see networking also given lower priority. This may be a result of a lack of opportunity to do so rather than a lack of inclination. It is also possible that those in medium or larger-sized MATs do not feel the need to look far beyond this. This is something that the HA will investigate further in future surveys.

The ‘other’ section invited respondents to give details of any other responsibilities that they felt were important to their role and which were not listed. Some responses related to the subject leader’s own development – for example, *‘Developing my own skills through personal CPD’*. In the 2019 survey, this focus was more popular than in 2022, and respondents provided more information of the nature of development – for example, conferences, courses and awards. This decreased focus on CPD in the 2022 survey may result from an increased focus on more generic whole-staff CPD and possibly be a consequence of limited budgets.

Other comments also provide testimony of subject leaders’ broader networking role, going beyond that with other schools, which was a less popular option. For example, one subject leader mentions *‘Networking with other professionals outside of education/school’*. There are clearly differing opinions among subject leaders as to what is meant by inset delivery. Many included their involvement in staff meetings and staff training within the ‘other’ category rather than as part of the optional choice of delivering inset. Some respondents included in the ‘other’ category the need to *‘plan whole school days’* and also *‘organising special events such as for the Platinum Jubilee’*. This may reflect Ofsted’s interest in subject leaders as champions of the subject and the focus on enhancing its status. Several also commented on their role including liaising with senior leaders or MAT consultants.

Q13. Why are you the subject leader?

343 responses

This open-ended question was added to the 2022 survey to attempt to gain greater insight into how history subject leaders have acquired their role. Responses tended to fit within two groups: those where the subject leader had been assigned to the role, usually by senior management, and those where they have had some choice in the subject that they will lead. Responses indicate that quite often the allocation of the role is purely arbitrary and it just appears to be what is free at the time – for example, *‘I had no say in the subject I was given to lead’* and *‘Really was just pot luck’*.

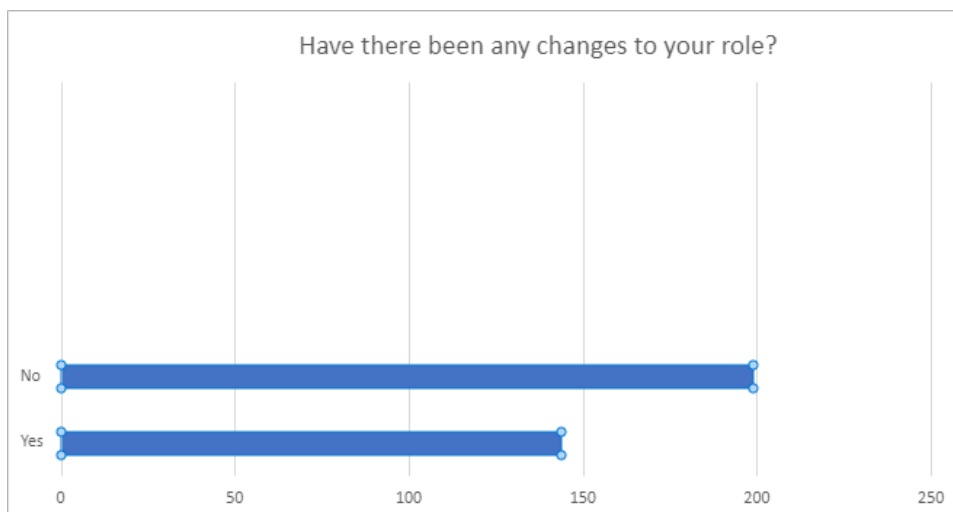
In other cases there has been some matching of expertise to the area of leadership. A large number of respondents spoke about their qualifications in history as a reason for them leading the subjects. The qualifications ranged from A-level through to one respondent with a doctorate in the subject. Some also mentioned that their specialism at university had been history, and this had been a deciding factor in the allocation.

Some subject leaders did not have a formal qualification in history, but referred to their skills or expertise being relevant to leading the subject. A couple of respondents mentioned how they had already led the subject in previous schools. Others mentioned the amount of teaching that they had done in the subject as a reason for allocation. There were a couple of subject leaders that had previous experience in museum education, and one worked as an archaeologist for a number of years.

Another significant group were those referring to their personal interest in the subject as a reason why they were assigned the subject. They often refer to their *‘passion for the subject’*. A few subject leaders mentioned how their involvement in geography leadership led to them being assigned to history: *‘I also lead geography – and there are obvious links there around history and geography.’* For some, the leadership of history was seen as having some prestige. Some were allocated the subject linked to work across school in curriculum design and development, while others were members of senior management and directly wanted to drive forward this work.

Q14. Have there been any changes to your role in the last two years?

343 responses



This was a new question and it was added to capture some of the potential impact of Covid-19, as well as the increased emphasis on the foundation subjects following the Ofsted Inspection Framework (2019) and the subsequent Research Review (2021).

In this survey, 58% of respondents said that there had been no changes to their role in the last two years. Those experiencing change (42%) were invited to comment on the type of change. These can be grouped into those perceived as either positive or negative changes. Ofsted is mentioned in many responses and can be viewed as the key driver of change. Many subject leaders spoke of the increased workload, largely driven by the *'threat of Ofsted'*. This could be viewed as a negative change for the subject leader. However, Ofsted's increased interest in history and the other foundation subjects could also be viewed as a positive influence, making the history subject leader's role more important. A number of subject leaders mentioned this change in status – for example, *'Change of focus in school to non-core, so humanities are now important'*. Subject leaders also commented on the need for them to be *'specialists'* and *'experts'*, mainly driven by the Ofsted agenda, which again they felt was negative as they are generally not specialists and have not received the training to develop this. The increased need to work on developing the curriculum was also mentioned sometimes in positive terms, regarding the benefits of this work, but also negatively in terms of capacity and teacher workload. There also appears to be a trend in the responses to this question of teachers having to take on more subjects or additional responsibilities in the last two years. This links to responses to Question 15, where almost half (48%) of the subject leaders are leading more than one subject.

Q15. Are you responsible for leading more than one subject in your school or leading history across more than one school?

345 responses

	Number	%
Yes, leading more than one subject in my school	160	46
Yes, leading history across more than one school	55	16
No	130	38

This was a new question in 2022 and it was hoped that answers would provide greater insight into the scale of a history subject leaders' commitments. It was found that almost half of respondents (46%) were leading more than one subject in their school. This is not surprising and is part of a long-term trend that perhaps suggests lower importance for history as a curriculum subject. However, given the increased status for history indicated by other questions, this continued trend raises a question about the capacity for subject leaders to lead more than one subject, with the level of specialism and expertise expected. A significant number of respondents (55) were leading history in more than one school. This evidence may be indicative of multi-academy trusts moving towards engaging a subject specialist leading across a number of their schools.

As a supplementary question, respondents were also asked:

If you lead more than one subject in your school, please tell us which other subject/s you lead?

Responses indicated that teachers were being tasked with leading several subjects. One teacher responded that they had to lead all subjects, as *'we only have two teachers in the school'*.

Lists of subjects sometimes indicated that some subject leaders were focusing on history within general leadership of humanities, whereas others had more diverse responsibilities and it was unclear how the links had been made. The most popular leadership link was with geography, with 92 respondents either leading just history and geography or these subjects with others. English was the next most popular option, with 19 indicating that they also led on this subject. Interestingly, some also indicated curricular or structural responsibilities, such as leading on EYFS (Early Years Foundation Stage) or EAL. Some new areas to lead were included in the list – for example, cultural capital, diversity, mental health and decolonising the curriculum.

Q16. How well do you feel that your history curriculum builds coherence?

288 responses

The responses to this open-ended question, asking subject leaders to comment on how they attempt to build coherence, suggest that a great deal of work is being undertaken. This links to the response to Question 12, where subject leaders clearly saw a key role as the development of the curriculum. Responses were mainly positive, with the development of a chronological narrative across the curriculum as a key approach to building coherence. In Key Stage 1, the focus appeared to be on supporting chronological understanding, with an emphasis on using timelines and developing vocabulary. At Key Stage 2, the emphasis was on units being taught in chronological order and the further development of chronological understanding and vocabulary. Respondents with mixed-age classes, particularly those in small schools, explained the difficulties that they faced in utilising chronology to develop coherence. To counteract these difficulties, they followed another popular approach by using threads and themes across curriculum units – for example, *'substantive concepts such as trade and democracy have been identified and these are revisited throughout the years'*. Responses indicate that subject leaders are also aware of the importance of developing the understanding of disciplinary/second-order concepts throughout the curriculum. A popular term is *'revisiting'*. One commented on *'Revisiting skills/concepts and making links with common threads running through'*. The use of timelines and retrieval practice strategies are mentioned as important tools for the class teacher to support this development and in assisting pupils in making connections.

Comments indicated that some subject leaders believed that they were not very far on the journey towards building coherence, and some spoke of *'resistance to change in school'* as an obstacle. Also, a lack of knowledge among class teachers was mentioned as an issue. There is also some evidence of them feeling overwhelmed by the task and unsure that what they are doing is the right approach – for example, one respondent wrote *'I have a lot to learn'*.

Q17. Which of the following represent concerns for history in your school?

343 responses

	Time for history %	Training for history %	Resources %	Budget %
1 (least)	31	13	13	24
2	33	31	31	22
3	19	30	37	22

4 (greatest)	17	26	19	32
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Budget can still be regarded as the greatest concern, with 54% registering it as a level 3 or 4 concern. This follows a similar pattern to 2019 (55% at level 3 or 4) and is not surprising, given the overall squeeze on school budgets.

Responses showed that 36% rated time for history as a level 3 or 4 concern. This continues the positive downward trend from the 2019 survey, where 46% rated it as a concern. The influence of Ofsted and the demand for breadth, balance and entitlement in the curriculum cannot be underestimated as an influence here.

Training for history was rated as a level 3 or 4 concern by 56% of those who answered the question. While this figure in itself is a matter of concern, it remains fairly stable from the 2019 survey, in which 52% rated training as a concern. It is also interesting to note that in Question 57, respondents paint a more positive picture about the amount of history training that they have undertaken.

The fact that over 50% of teachers find training for history to be a concern is a dismaying trend and one that, over successive years of this survey, has not been remedied. The concern is probably driven by the 2019 Ofsted Framework and subsequent Research Review, coupled with a perceived lack of subject CPD opportunities, as highlighted by some of the answers to Question 60. However, what is clear is that when those opportunities do arise, according to their responses to Question 57, teachers are taking them more often than they were previously. Again, this may be due to the influence of the Ofsted Framework and Subject Review.

The same level of concern is recorded for resources (56% at level 3 or 4) but with a lower figure at level 4 of 19%. This is following on from the downward trend in previous surveys and is probably resulting from the growing stability of embedding the 2014 National Curriculum and the production of resources over the intervening years.

Q18. Which topics do you feel are well resourced in your school?

343 responses

This was an open-ended question in which respondents were asked which topics they felt were well resourced. The aim was to elicit where schools feel that greater support with resources is needed and which areas of the curriculum need less attention. There were some odd responses to this question, indicating that some had misread or not understood the question. Several respondents therefore indicated other curriculum subject areas, such as PE, as being well resourced, when the question was asking specifically about history topics. However, many responses from those who had understood the question indicated that they didn't feel that any topics were particularly well resourced, with comments such as *'none are particularly well resourced'*.

Interestingly, when speaking about topics that were well resourced, these tended to be the British history topics, such as Romans, Vikings, Tudors, Victorians, World War II and local history. This is interesting, given that only three of these areas are defined taught units in the National Curriculum. This pattern was very similar in the 2019 survey, at which point it was suggested that the reason for these topics continuing to be taught is because they were well resourced and taught in the pre-2014 curriculum. Local history was not well resourced in 2019; however, in 2022, several responses indicated that local history was well resourced.

In terms of world units, frequently cited as well resourced was ancient Egypt and Greece. Other units were barely mentioned. This may be linked to the popularity of other units, as we know that Egypt is by far the most popular unit in the group in which it appears.

Q19. Are there any topics that you feel are under-resourced?

343 responses

Similarly to the question above, this open-ended question was designed to elicit which topics need greater focus in terms of resourcing. Once again, there were some answers that indicated that the respondent had misunderstood the question, but by far the greatest focus of answers was on the wider world topics, including ancient civilisations (bar Egypt and Greece), and upon the non-European society topics. The only British history topic that is consistently rated as under-resourced is changes from the Stone Age to the Iron Age. The answers given in 2022 tally with those given in 2019, although it is interesting to note that while in 2019 the Maya were the most frequent answer, in 2022, while many cited the Maya, there were also a significant number of mentions of other topic choices within this unit, suggesting perhaps a slight broadening out of topic choices in this area.

Q20. How is history teaching and attainment monitored across the school?

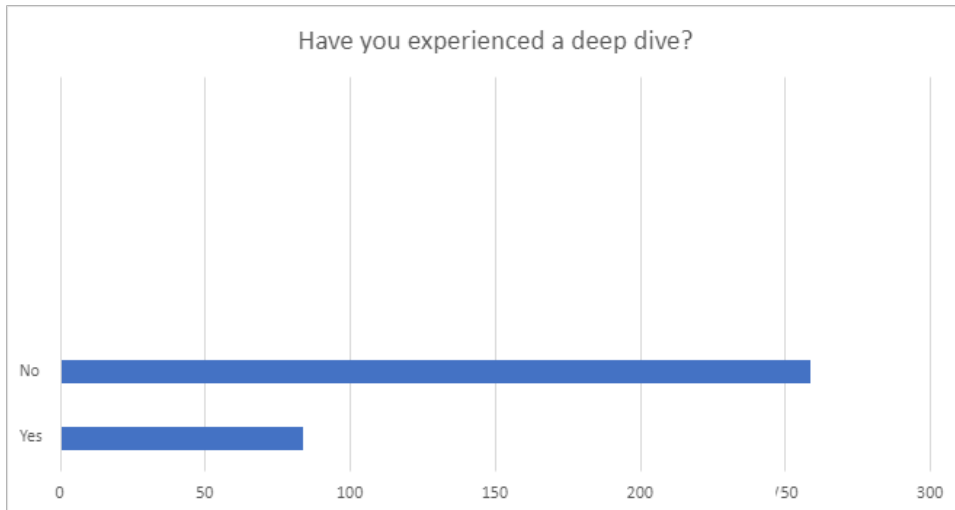
343 responses

This was an open-ended question, and 343 participants gave responses. There was variety in responses but the most frequently cited tended to be book looks or scrutiny, which was mentioned by 147 people. Others went further and mentioned scrutiny of more than one kind, ranging from books and data to lesson observations, assessment data and tracking. This further scrutiny was mentioned by 46 people. One or two also named software systems used to map and monitor progress. Forty-four respondents either said that they didn't monitor teaching and attainment in history or that they didn't know how it was monitored. One or two responses also pointed to the fact that it was meant to be being done but was not being done properly: *'Teachers are meant to complete tracking grids but they rarely do.'*

Given that, in previous surveys, the monitoring of progress and attainment in history in particular was rare in primary schools, it is interesting to note that responses are showing a clear trend towards greater monitoring of history in primary schools.

Q21. As the subject leader, have you experienced an Ofsted deep dive into the history provision at your school?

343 responses



The majority (259) had not yet experienced an Ofsted deep dive into the history provision at their school. Those who had experienced a deep dive (84) were invited to add further comments about their experience. Comments indicated a range of thoughts, some focused on what Ofsted had been looking for in the deep dive, such as *'teaching methods'* and *'advanced teaching logic'*, *'Progression, carefully sequenced planning and triangulation'* and *'clear and detailed knowledge of history across the school including EYFS'*.

Other comments tended to express the participants' feelings about the deep dive, with some clearly finding it a positive experience and others betraying more negative feelings. Those with positive feelings made comments such as *'valuable lessons were learned'*, *'I learned things that will change my teaching'* and that the experience had *'enriched my teaching experience'*. One or two respondents mentioned the positivity of the experience directly:

'It was positive! Know your stuff, don't be afraid to say that is an area you are working on and where you plan on taking that area. Everything doesn't have to be perfect!'

Those who made negative comments tended to fall into two categories. They were either focused on the subject leader themselves, their feelings about the inspection and the level of work and expectation:

'Their expectations were high and it was a lot of work.'

'They didn't think I was good enough.'

'Just gave more work to do.'

'The inspector seemed mostly interested in her checklist.'

Or comments focused on aspects of the school's provision, such as:

'Our school needs to do better in terms of teaching events chronologically.'

'We need a clearer curriculum scheme with detailed progression.'

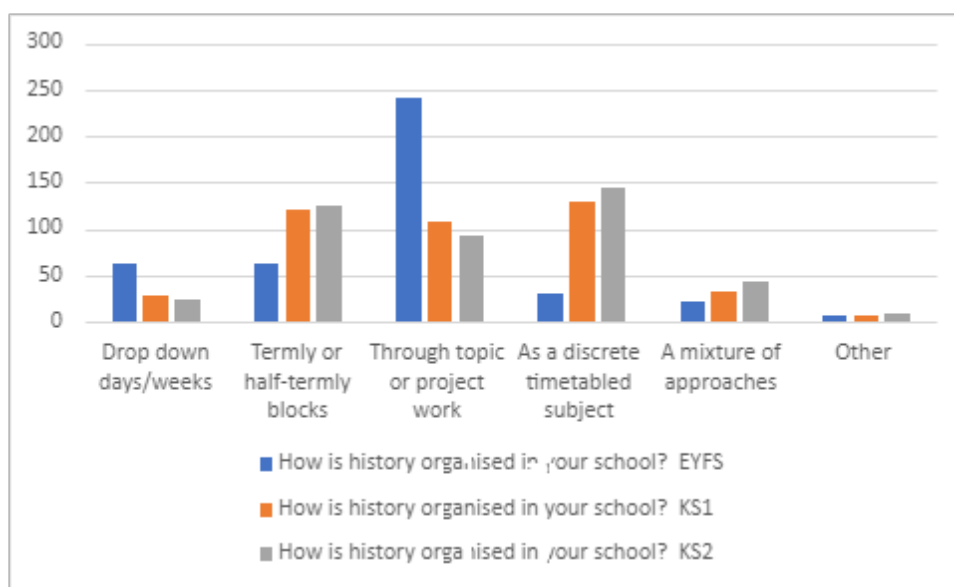
'The curriculum needs to be consistent.'

Section 3: History in your school

Q22. How is history organised in your school?

456 responses in total

In this question, respondents were asked how history was organised or structured at their school. Overall, we accounted for 456 responses to this question; however, given that not all schools responded for each age group and that some respondents taught in schools where all age groups were represented, there was some variability in the numbers answering across each.



	How is history organised in your school?		
	EYFS	KS1	KS2
Drop-down days/weeks	63	28	24
Termly or half-termly blocks	62	120	125
Through topic or project work	242	109	92
As a discrete timetabled subject	30	129	145
A mixture of approaches	22	33	44
Other	7	7	9

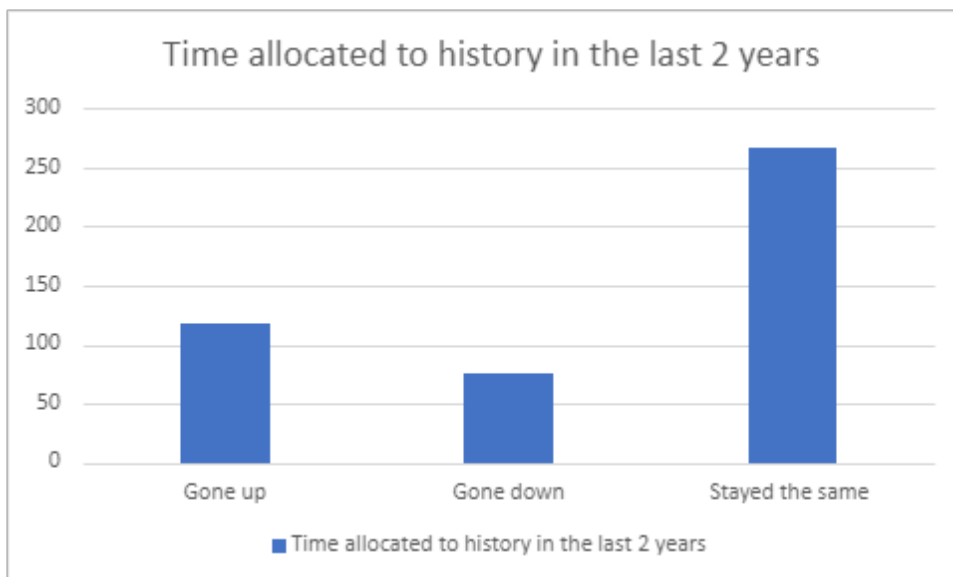
As the data shows, topic or project work was most common in EYFS, whereas in Key Stages 1 and 2, termly or half-termly blocks or a discrete timetabled weekly slot were more common. While there were still a sizeable number of responses in both Key Stages 1 and 2 indicating topic or project work, this has declined since the 2019 survey, where 53% of respondents indicated teaching history in this way. In 2022, this figure has dropped to 26% in Key Stage 1 and 21% in Key Stage 2.

In contrast, in Key Stage 2, 33% or one-third teach history as a discrete subject and 28% as a discrete subject within a termly or half-termly block. The 2022 survey also continues the trend noted in 2019 with a preference for timetabled slots over a termly block.

It is evident from the data that we are now seeing a clear shift away from project or topic work towards either discrete termly blocks or regular timetabled slots for history. It is highly likely that this is a direct consequence of the 2019 Ofsted Framework and its emphasis on the broad and balanced curriculum and upon the foundation subjects. However, as noted in previous primary surveys, how schools choose to define terms such as 'topic' or 'project' may be different for different schools. This was noted by several respondents. One commented, 'even though it is part of a topic...we make sure the children are aware that this is a history lesson'; another respondent stated, 'for KS1-2, there are dedicated, explicit lessons, but it is included as part of a cross-curricular, immersive approach'.

Q23. In the last two years, has the amount of time allocated to history in your school gone up, gone down or stayed the same?

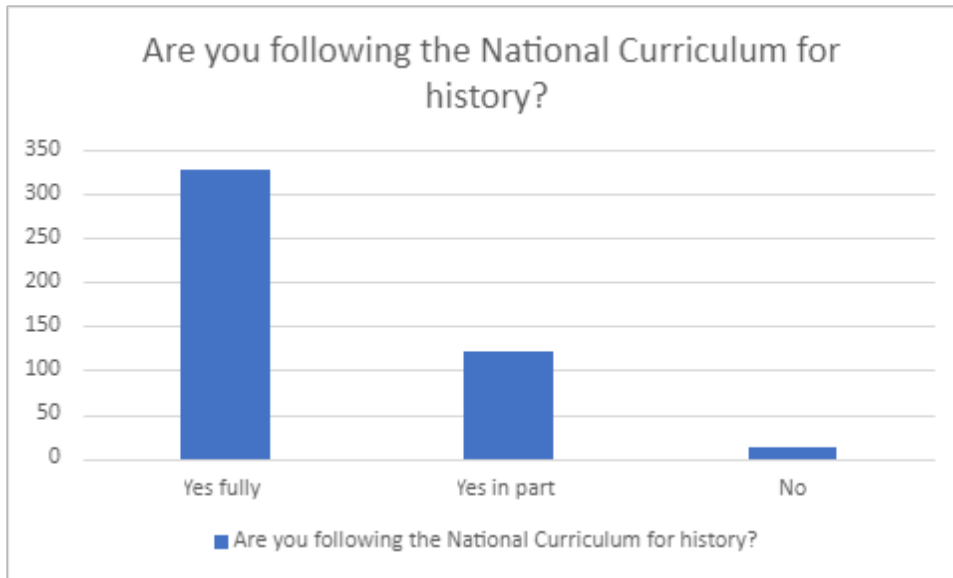
461 responses



While the majority (58%) reported no change to the time allocated to history in the last two years, a significant number (26%) indicated that time for history had increased. This is higher than the 20% reporting an increase in time for history in 2019, although it should also be noted that 16% reported a decrease in time for history in this survey, whereas only 10% were reporting a decrease in 2019. This essentially means that there is some volatility in terms of time allocation for history, with increases over time in both those getting more time and those getting less time.

Q24. Are you following the National Curriculum for history?

462 responses



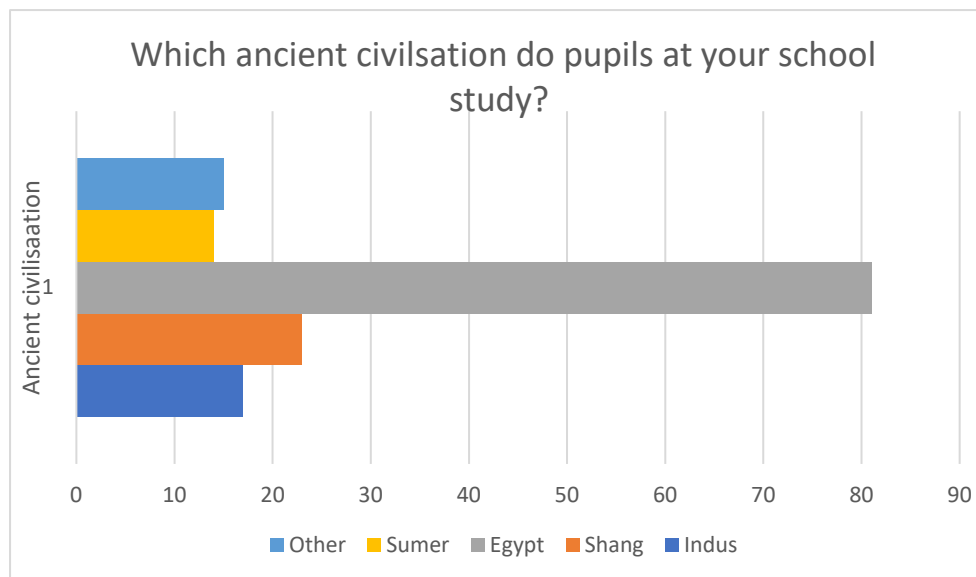
The vast majority of respondents (71%) are following the National Curriculum fully, and almost all (97%) are following either fully or in part. Only 12 (3% of respondents) said they were not following the National Curriculum, and of these, five were either independent or special schools. This data is broadly similar to the data collected in 2019, where 99% followed the National Curriculum either in part or fully.

The fact that the vast majority are following the National Curriculum either fully or in part means that many of the independent, free schools and academies who responded, and who do not necessarily have to follow the National Curriculum, are at least following it in part. This continues to be indicative of the influence that the National Curriculum has on the teaching of history in primary schools. The HA will watch with interest to see how other curricula, such as the model curriculum and plans being devised by Oak National Academy, affect the influence of the National Curriculum in the future, as well as monitoring the enduring popularity of the National Curriculum in schools that do not have to follow it. Question 25 asked respondents who were not teaching the National Curriculum for details about what they were teaching instead. Only two of the 12 who were not teaching the National Curriculum provided responses, one indicating that they followed an enquiry approach and the other stating that they teach '*whatever the headteacher wants*'.

Section 4: Your curriculum

Q26. Which ancient civilisation are you teaching in depth in your school?

368 responses (from schools teaching Key Stage 2)

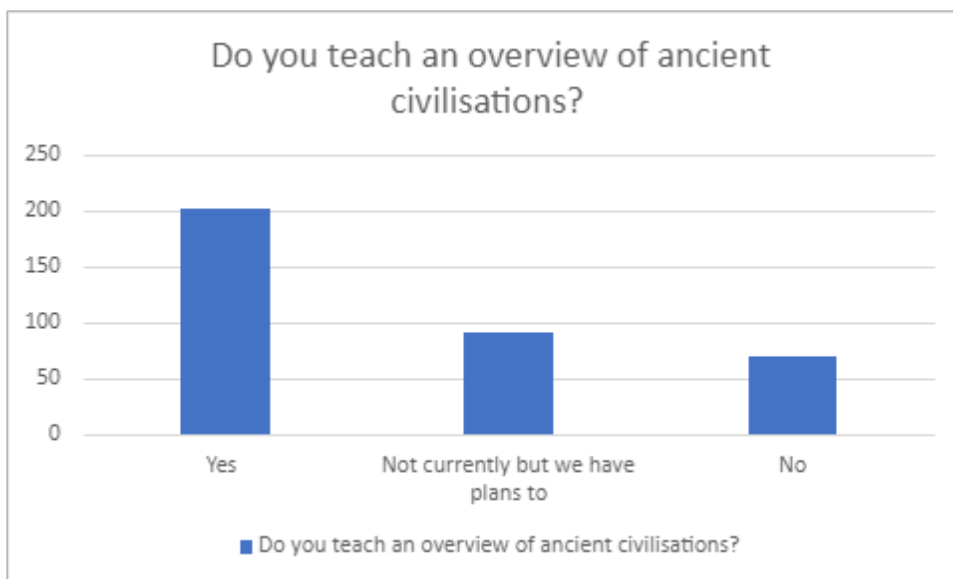


Ancient Egypt was by far the most popular ancient civilisation taught, with 81% of responses indicating this, which is broadly comparable (although slightly lower) to 2019, with 88% recorded. This was followed by the Shang at 23%, the Indus at 17% and Sumer at 14%. However, 15% of respondents indicated that they taught a different ancient civilisation in the 'other' section, slightly less than the 22% recorded in 2019.

The 'other' section comments on both the 2019 and 2022 surveys included references to Greece, Rome or the Maya, which are not part of this specific statutory requirement. The wording of the survey question may have inadvertently encouraged teachers to list these here, in addition to some of those specified in the question. However, in 2022, virtually all of these were taught in addition to one of the four specified ancient civilisations. In 2019, only a small number of schools appeared to have chosen to teach more than one ancient civilisation. This is more evident in the 2022 survey, which indicated that 60 respondents (16%) taught more than one ancient civilisation.

Q27. The National Curriculum indicates that, at Key Stage 2, schools should teach an overview of ancient civilisations before teaching one in greater depth. Does your school include an overview of ancient civilisations and links between them?

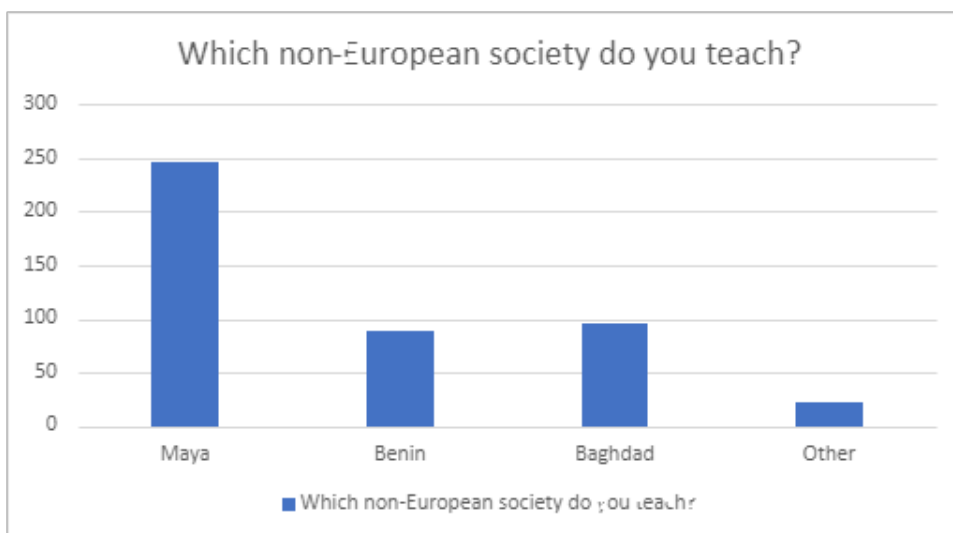
363 responses (from schools teaching history at Key Stage 2)



Fifty-six per cent of respondents who answered this question indicated that they provided overviews and links between ancient civilisations. This represents a notable change since 2019, when only 9% of respondents claimed to be undertaking this requirement. Approximately 25% indicated that they did not currently do this but intended to in the future, and slightly under 20% said that they did not undertake it. Although progress has been made in this area, there is still a need for further support in addressing this aspect of the curriculum.

Q28. Which non-European society do pupils in your school study?

392 individual responses (from schools teaching history at Key Stage2) and 451 overall responses (with some individuals selecting more than one option)



Again, Maya was by far the most popular option, accounting for 55% of total responses, although this is lower than the 67% recorded in 2019.

Benin and Baghdad respectively accounted for 20% and 21% of total responses, which represents an increase from 2019. Only 4% of responses specified that 'other' non-European societies were taught, compared to 16% in 2019. In 2022, these respondents chose to teach the Americas or China. Approximately 59 respondents (15% of the total unique responses) indicated that they taught more than one non-European society, whereas only a very small number had recorded this in 2019.

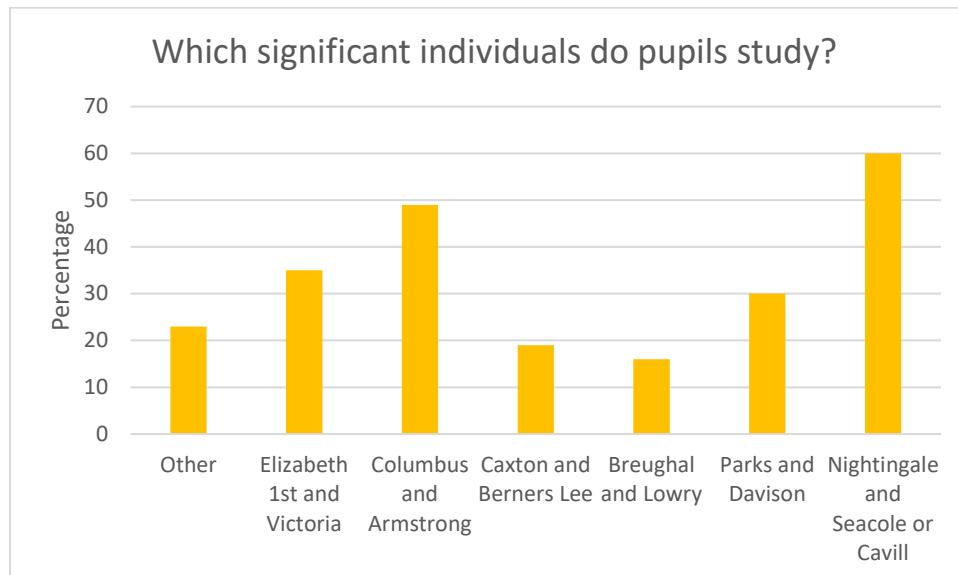
Q29. If your school includes Key Stage 2 pupils, what do you cover in your post-1066 unit?

284 responses

This was an open question in which respondents were asked to specify the topics that they taught. The most popular topic by a large margin was World War II. This was followed by the Tudors and Victorians and a thematic study on crime and punishment. These responses compare with those in 2019. It is appropriate to note that the first three relate to specified topics in the 2000 National Curriculum rather than the 2014 National Curriculum. However, a number of schools have chosen to study the Industrial Revolution, World War I or thematic topics such as migration or the monarchy. A few schools have developed periods such as the Normans or themes such as medicine or conflicts since 1066. This suggests that some teachers are making use of the flexibility provided within this strand of the National Curriculum. About 60 respondents indicated that their school taught more than one topic or theme from this period.

Q30. At Key Stage 1, which significant individuals do pupils study?

350 individual responses (from schools teaching history at Key Stage 1) and 823 overall responses (with some respondents selecting more than one option)

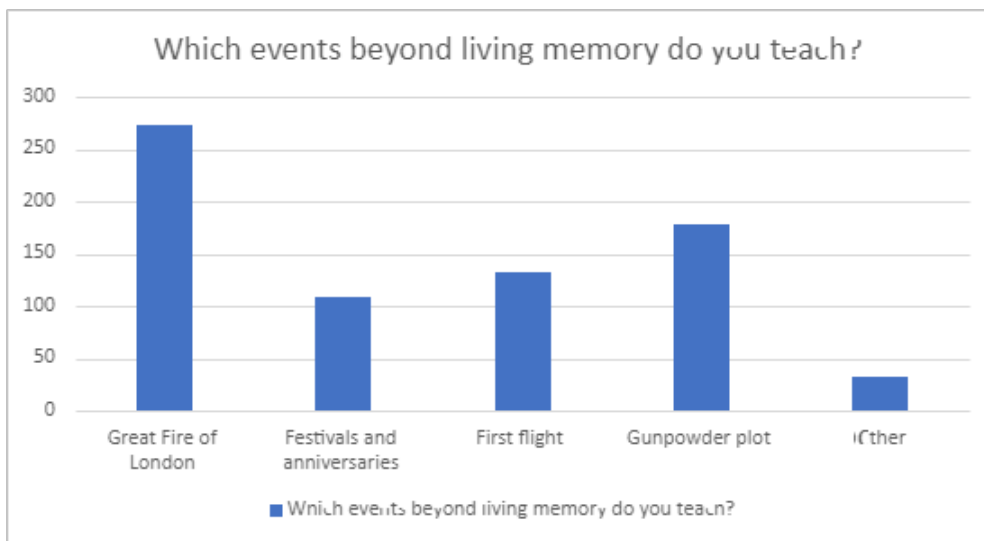


As in previous surveys, Mary Seacole, Florence Nightingale and/or Edith Cavell (60%) are once again the most popular choices from the options included in the National Curriculum programme of study. It will be interesting in future surveys to dig into this to find out which of the three are given preference by schools. This is followed by Christopher Columbus and Neil Armstrong (49%) and Elizabeth I and Victoria (35%). These options were selected by 54%, 40% and 20%, respectively, in 2019. The remaining pairs of significant individuals specified in the National Curriculum recorded a slightly higher percentage of returns than in 2019. The majority (234 respondents) indicated that they taught at least two pairs of significant individuals at Key Stage 1, which is substantially greater than the 167 who indicated this in 2019. Several respondents this year indicated that they taught three or four pairs of individuals specified by the National Curriculum, and there were even a small number who indicated that they taught all of the options on the National Curriculum. It is unclear whether this is actually the case, or possibly down to a misunderstanding of the question for those people.

Twenty-six per cent of respondents indicated that they selected their own significant individuals, which is significantly less than the 50% that was recorded in 2019. Grace Darling represents the most popular alternative option. In some cases, teachers have combined one of the exemplified individuals with one of their own (e.g. Captain Cook and Neil Armstrong). Some schools have adopted individuals explored in HA schemes of work (e.g. Grace O' Malley, Walter Tull or Brunel) or articles in *Primary History* (e.g. Ibn Battuta or Wangari Maathai) but overall, the range selected is wide.

Q31. At Key Stage 1, which events beyond living memory do pupils study?

350 responses (from schools teaching history at Key Stage 1) with 725 total responses (with some selecting more than one option)



The Great Fire of London remains the most popular option for this unit, with 78% of respondents selecting it, which is comparable to the 80% recorded in 2019. This is followed by the Gunpowder Plot (52%), the first flight (39%) and festivals and anniversaries (31%). Only 9% of respondents selected an event beyond living memory not specified in the National Curriculum. The 'other' section responses predominantly refer to themes such as toys, the seaside and transport, rather than specific events. A few schools focus on specific periods such as the 1960s or events such as Remembrance Day or the *Titanic*. Approximately 170 schools indicated that they taught two or more events beyond living memory.

Q32. If there are Key Stage 1 pupils in your school, which changes within living memory do pupils study?

253 responses

This was an open-ended question. As in 2019, toys was by far the most popular choice, with 101 direct mentions within answers. This was followed by the seaside/holidays (24) and transport (24). Some respondents indicated that they taught about their school (18), shopping or the locality (9), indicating ways in which they related to children's daily experiences. Some respondents indicated that they undertook two or three topics related to this aspect of the history National Curriculum. However, some responses indicated that teachers have difficulty in addressing this aspect of the curriculum.

Q33. If there are Key Stage 1 pupils in your school, which significant people, places and events from their own locality do they study?

235 responses

Again, this was an open question, inviting individual responses. Respondents selected a very wide range of significant people related to their locality (e.g. Alice Hawkins, Amy Johnson, Isaac Newton, Alan Turing, Boudicca, Ammon Wrigley, Joseph Banks or Brunel). However, a number of respondents focused on local events that related to broader topics, such as the fire of Northampton, the fire of Buckingham, the building of the *Titanic* in Liverpool or how the local area celebrated the Coronation. Some teachers have developed topics that have delved into local issues in particularly interesting ways, such as 'The creation of Rutland Water' and 'Why was the Pieve Hall in Halifax built and how has it changed?'. However, a number of responses indicated that teachers have difficulty in addressing this aspect of the curriculum. This was an issue raised in 2019, which suggests that it is an area where further support may be appropriate.

Q34. Are there any aspects of the National Curriculum that you feel you need support with or training to teach?

384 responses

This was an open question, and some clear themes emerged. It was certainly evident that, for some respondents, support all round was still required

The aspects of the National Curriculum where the highest number of respondents require support related to teaching ancient civilisations, with 32 direct mentions, and local history, with 39 direct mentions. A number of respondents require further help with teaching EYFS and Key Stage 1, together with concepts, chronology and assessment. Some respondents indicated that they require help in all areas, with comments such as '*a light touch on all areas*'. However, it must also be noted that a substantial number indicated that they do not need support.

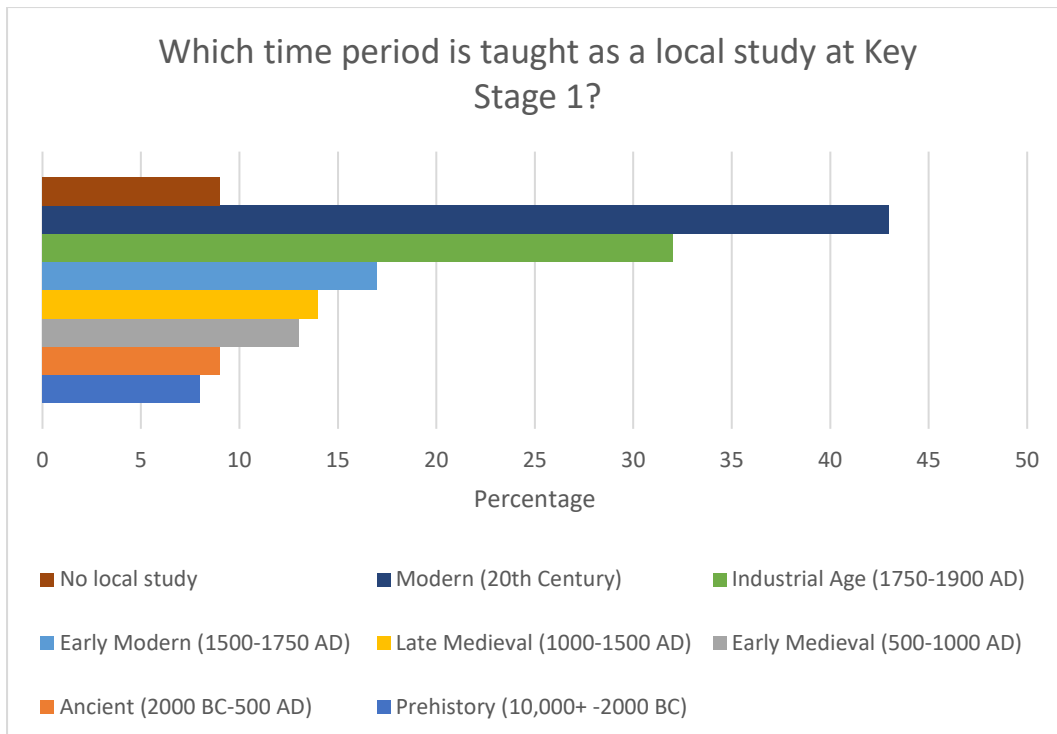
Q35. If your school teaches Early Years pupils, explain what aspects of history are covered with your young pupils.

221 responses (172 of which indicated that they teach Early Years)

Most respondents emphasised a direct focus on pupils' experiences, including their own lives, through looking at families, toys, homes and anniversaries, all of which provide opportunities to develop an understanding of past and present. A number of respondents indicated how they used the local area, while some used themes such as the monarchy or transport. Some respondents also indicated how nursery rhymes or stories provided a focus.

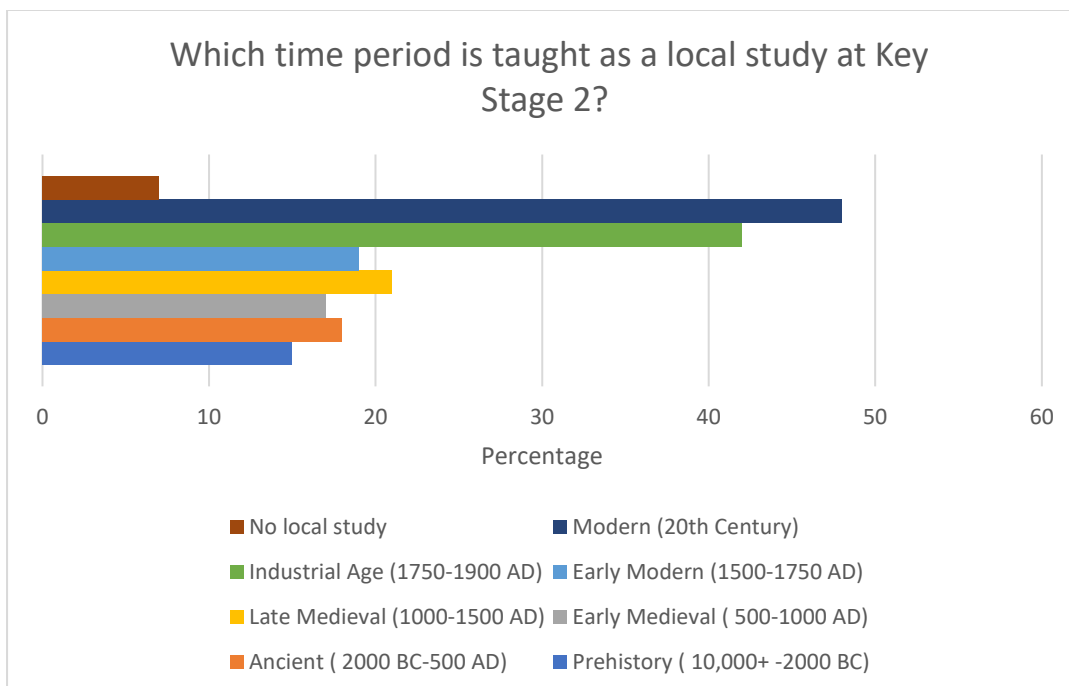
Q36. The National Curriculum specifies a local study for both Key Stages 1 and 2. Which chronological time period do your local studies fit into?

350 responses (from schools teaching history at Key Stage 1) and 521 overall responses (with some respondents picking more than one option)



The most interesting observation related to responses to this question is that key stage 1 teachers have selected from a wide range of periods from pre-historic times to the present day. However, more recent periods are the most popular with 43% selected from the 20th century and 32% from the Industrial Age, possibly reflecting the fact that these periods provide a wider range of accessible evidence of people's lives. At the same time 9% of respondents indicated that they did not cover this aspect of the National Curriculum, which suggests that this is an area where further support is required.

388 responses (from schools teaching history at Key Stage 2) and 687 total responses (with some respondents choosing more than one option)



The most interesting observation from responses to this question is that Key Stage 2 teachers have also selected from a wide range of periods, from prehistoric times to the present day. However, 48% focused on the twentieth century while 42% focused on the Industrial Age. Given that much of Key Stage 2 focuses on periods before 1066, a sizeable proportion of teachers have chosen a local study that relates to the period since this time. At the same time, 7% of respondents indicated that they did not cover this aspect of the National Curriculum, which suggests that this is an area where further support is required.

Overall, it was also interesting to note the large proportion selecting more than one option here, at both Key Stages 1 and 2 (91 at Key Stage 1 and 140 at Key Stage 2), suggesting perhaps that teachers may be providing a local angle to other National Curriculum topics. A small number of respondents indicated a local angle in every chronological period, which was either in error or could be indicative of a localised curriculum approach that has been adopted by a local authority or mayoral office to bring the National Curriculum to life through localised stories, sites, heritage and people – for example, the London Curriculum.

Q37. To which subjects do you most often make cross-curricular links in history? Please list the two subjects with which you link most often.

377 individual responses and 754 responses in total

Respondents were asked to select two subjects. The subjects cited most frequently were:

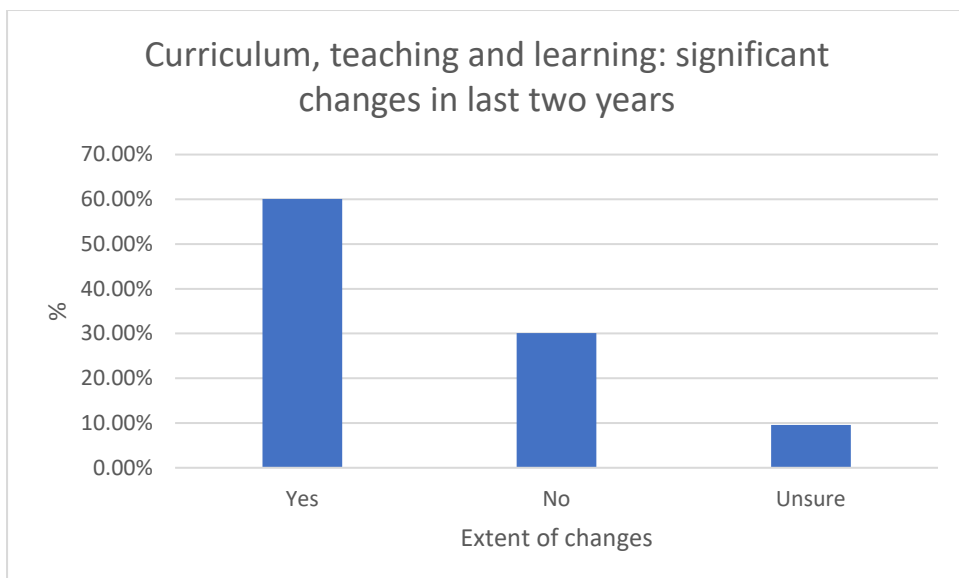
Subject	Number of responses	Percentage of total responses
Geography	222	29
English	248	33
Art	120	16
DT	36	5
Science	20	3
Music	20	3
RE	17	2
PHSE	12	2
IT	9	1

PE	9	1
MFL	6	Less than 1%
Maths	35	5
Total	754	100

These figures suggest a continuity, with the three main subjects to which history is linked being English, geography and art – this also being the case in 2017 and 2019. Geography and English were the two dominant subjects, constituting nearly two-thirds of the total. If art is added to these, close to 80% of all cross-curricular links with history were with these three subjects.

Q38. Have there been any significant changes in the last two years with regard to the history curriculum, teaching and learning?

377 responses



It is interesting to note that 60% of respondents felt that there had been significant changes to curriculum, teaching and learning in the last two years. This is the same percentage as was recorded in 2019 and could be indicative of a perception of ongoing change since 2019. However, respondents were not asked to elaborate on what these changes were, and reasons were not sought as to what respondents regarded as significant or whether this was positive or negative. Hence almost one in ten may have not felt confident enough to declare whether what had happened was significant. Those answering 'yes' could have included the significant changes that resulted from Covid and may in many cases have been temporary. This is something into which the HA will need to dig further in future surveys.

Q39. How confident are you that your curriculum and teaching enable pupils to make progress in their development of the following historical concepts and skills?

377 responses

Concept/skill/matter	Very confident	Confident	Somewhat confident	Unconfident	Unsure	Total
Similarity/difference	70	165	117	24	1	377
Significance	39	152	140	40	3	374
Causation	29	119	149	73	3	373
Change and continuity	32	116	147	75	4	374
Interpretations	22	99	149	96	4	370
Using evidence	37	130	134	72	3	376
Historical enquiry	31	128	132	80	2	373

There were similar rates of response for each of these second-order concepts. There was a tendency to bunch around the 'confident' and 'somewhat confident' categories, although there were some differences. Overall, respondents were least confident with interpretations and historical enquiry and most confident with similarity and difference and significance.

With similarity and difference, over 60% felt 'confident' or 'very confident', whereas interpretations, causation and change had fewer than 40% in these top two categories. In the 'somewhat confident' or 'unconfident' categories, there were relatively few responses that applied to similarity/difference and significance, but around one-fifth put historical enquiry, interpretations, causation, using evidence and change in these two categories.

Q40. How confident do you feel in identifying when and how children are getting better at history?

387 responses

Average confidence score: 55

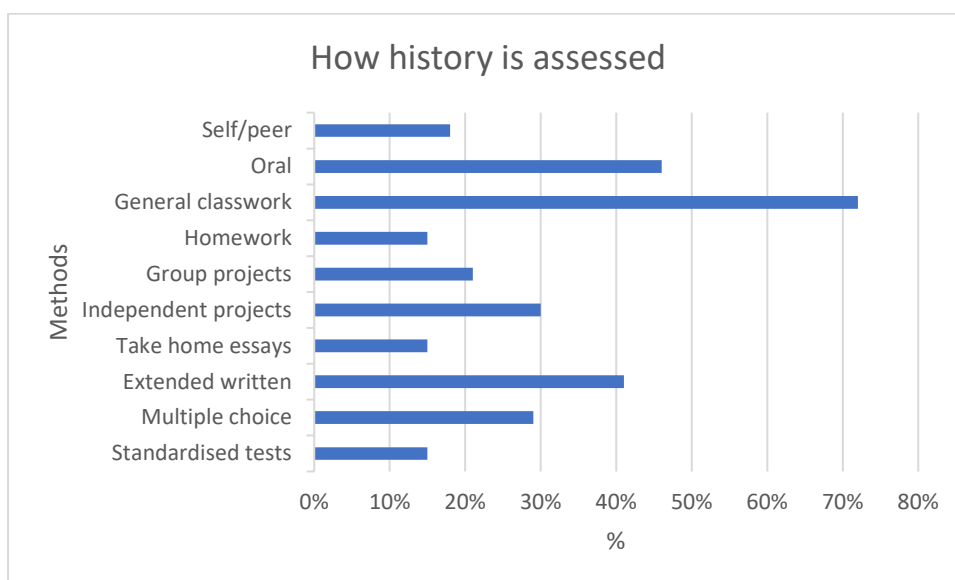
Respondents were asked to rate their confidence on a scale of 0–100. Of the 387 responses, the average was 55, suggesting some but not a high rate of confidence. However, this was higher than the 2019 survey, where an average of 49% expressed confidence. It also tallies with responses to the earlier question about confidence in aspects of disciplinary thinking and procedures, whereby the majority of responses mostly fell into the middle ground of 'somewhat confident'.

Q41. What are the main/most common ways in which history is assessed?

375 individual responses and 1,132 responses in total (with respondents selecting more than one option)

Assessment type	Number	Percentage of total responses	Percentage of individual responses
Standardised tests	55	5	15

Multiple-choice tests	109	10	29
Extended written answers	154	14	41
Essays	55	5	15
Independent projects	114	10	30
Group projects	79	7	21
Short homework tasks	56	5	15
General classwork	269	24	72
Oral assessment	173	15	46
Self-/peer-assessment	68	6	18



Respondents were asked to select as many options as applied to them and, as in 2019, it is clear that a mixed economy of approaches still exists. The dominant method of assessing primary history continues to be through general monitoring of classwork. Close to half of individuals also reported using oral approaches. Also quite extensively reported were extended written answers, selected by 41% of the 375 individuals who responded, independent projects, selected by 30%, and multiple-choice testing, selected by 29%. This represents a marked shift from 2019, when over 95% cited general classwork, 13.5% cited the use of extended written responses and 7% used multiple-choice tests.

Further comments were invited and a number did so, often adding detail such as setting tasks specific to the learning focus like ordering on a timeline or designing objects that reflect significance or legacy. Several reflected on the recent greater emphasis on knowledge through the use of low-stakes quizzes and retrieval tasks, such as mind-maps, recap questions or verbal and written

informal questions. Several also reported testing at the start of a unit or module and again at the end to ascertain progress and achievement.

Some commented on the frequency of assessment, such as after each unit/enquiry or half-termly. There were others honest enough to admit that minimal or no assessment was taking place, or at least not in a formal sense.

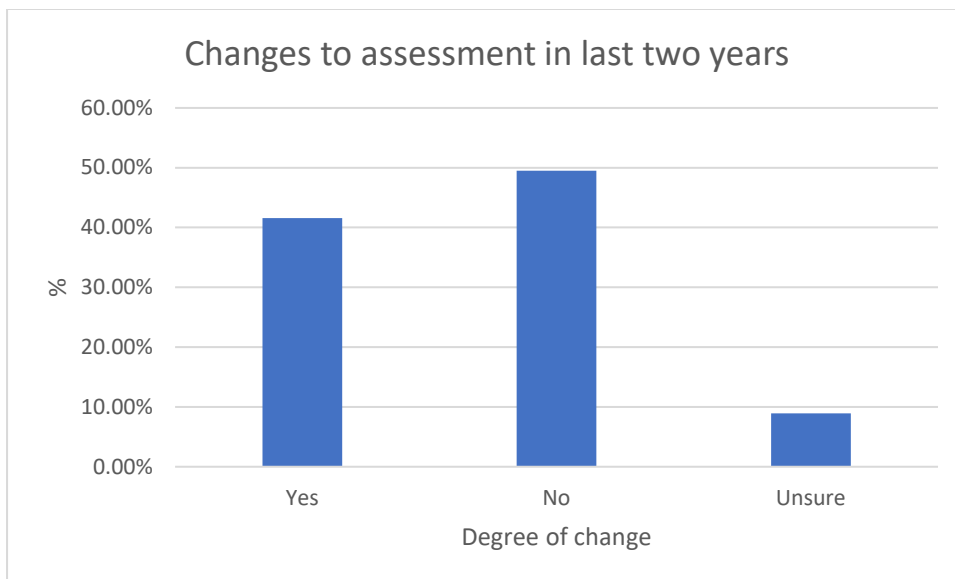
A few also expressed concern about the challenges of devising effective assessment:

'I think developing age-appropriate benchmarks for assessing the various historical concepts and skills has been the most difficult element of change as we have found very little to draw on. We have a series of statements but I'm not confident that they are based on solid evidence of best practice.'

Another referred to setting activities such as responding to picture stimuli or evidence and trying not to privilege ability to write coherently above overall historical knowledge and skills. Another stated: *'We would like ideas for how to assess progress in history without resorting to written tasks which we don't have time for.'* One asked for more advice on how one might assess progress in history with five-year-olds.

Q42. Have there been any changes to assessment practices in the last two years?

376 responses



In 2019, a question had been asked about changes to assessment and planning in the last two years. Then, around 50% suggested that there had been changes. This year, the question was asked solely about assessment and just over 41% responded in the affirmative, which adds further support to the changes in assessment practices noted in the previous question.

Just under 100 added further details to a 'yes' response. They can be divided into several categories. In some respects, there was some overlap with Question 41. The overall impression is that many were on a journey to improve assessment practices but were not there yet, as exemplified by responses such as *'starting to embrace historical enquiry approach, looking to explicitly think about assessment as we plan each topic. Not yet fully embedded'*, *'new assessment document but needs fine tuning'*, *'we are developing this'* or *'redesigned assessment grid but it is very tricky'*.

Other feedback:

- A sizeable number were rather vague and general, such as *'more efficient and convenient'*, *'more scientific'*, *'better understanding of history'*, *'more rigour'*, *'we used to collect no history data'*, *'put a system in place'* or *'various methods to ensure there is something everyone can assess'*.
- Some indicated in summary form what had happened, e.g. *'moved away from summative'* or *'skills rather than coverage'*. Several referred to relying on everyday classwork and others reported a move away from relying solely on written work, whereas a few had increased written assessments.
- Others outlined their methods of assessing, such as *'using internet technology'* or *'changed to online'*, and a few added helpful details on what had changed, such as *'children now give answers with example/evidence to the units enquiry question in pupil voice; teacher assessment recorded termly on school's Insight Tracking'* or *'a wider range of assessments including extended writing'*. Several noted that they were setting more multiple-choice quiz-style assessments, such as one who set end-of-unit quizzes, repeated after one term, after two terms and then a year later. These answers were sometimes linked with reference to knowledge retention and retrieval with knowledge organisers. One referred to *'more quick quizzes and retrieval of past learning to embed into long-term memory'*. Several pointed out that there was more low-stakes testing, e.g. *'a lot more low-stakes testing to inform teaching and learning in the moment'*. One person reported *'more emphasis on learning facts'*. Several of the responses focused on increases or decreases in certain approaches, such as either more or less multiple choice, more best fit, more pre- and post-testing, less focus on literacy skills, more self-assessment, less homework assessment or more Google Forms.
- A few had developed their criteria for assessment, such as one respondent who reported *'trying to use differentiated success criteria linked to Bloom's taxonomy to challenge and assess'*. Another noted laconically *'all subjects now assessed against a list of objectives (FFT)'*.
- Some had focused on the frequency of assessment and its recording, such as testing before and after each unit taught or *'half-termly assessment sheets completed by the class teacher'*, and several had produced history assessment grids.
- There were a number who had introduced systems to record progress more systematically, such as using progression mapping documents or skills charts. Another stated that they had *'started a standards file, moderated, written tests/quizzes linked to objectives and spreadsheets and use of a commercial tracker to analyse achievement of cohort groups and individuals'*. Another noted that they had *'moved from assessing against Target Tracker statements at end of year to using Insight (own statements) more regularly'*, whereas another had *'stopped using On Track and not been replaced by any formal assessment tool'*. Overall, there was a tendency to be more systematic with assessment, such as at the start and after each lesson, termly or at the end of the year. Very often it was tied closely to each enquiry – sometimes with each having an assessment focus. In one case, centralised moderation/standardisation had been introduced with feedback and in another more *'interleaving'*. Another had introduced a *'standardised assessment sheet showing all the*

coverage of the year highlighted to show what has been covered in each unit and how well children have achieved'.

- Some reported changes but referred to challenges, e.g. *'Tracking grid but not perfect. Tricky to build in substantive and disciplinary knowledge.'* In a small number of cases there were reports of things going backwards, e.g. *'not recorded as it used to be done due to change in leadership, Covid and change to curriculum', 'used to use online assessment tracker but now only for core subjects'* or, as one hopefully averred, *'assessment reduced as in-house assessment is no longer taken into account by Ofsted'*.

Q43. How do you use assessment evidence to demonstrate pupils' progress and achievement?

Although there were **371 responses**, this question did not provide many clear answers as to how evidence was used. No clear patterns emerged, although there were some interesting individual responses, which are summarised here:

- Book scrutiny
- Pupil voice, including oral testing of knowledge such as asking how they know, significant changes, causes and interpretation
- Quizzes and low-key tasks
- Tests and exams
- Big question at the end of each topic, drawing on a variety of ways
- Activities related to pupils making links or drawing on evidence
- Reflection pages and children creating their own summary of what they have learnt
- Extended activities
- Photographs of children carrying out tasks
- Comparative questioning
- Pupils producing mind-maps at beginning and end of units
- Pupil progress meetings with focused questions
- Monitoring pupils' ways of thinking, such as monitoring the same pupils across the year

Occasionally the information was more specific: *'hot and cold tasks. Flashback4 (several questions at the start of session) to encourage memory of previous learning or comparing the same type of tasks such as chronology in different books and year groups.'* Another referred to learning ladders, which a teacher fills in at the end of a unit: *'I have created the assessment rungs for each topic.'*

Several noted that they carried out some sort of measurement at the start of a unit and compared it to one at the end. Although not extensive, others used some form of tracking (sometimes a commercial scheme) to record progress, often noting those working towards, at the level of expectation and working above. In some cases, this information was passed through the different teachers. There was slightly more emphasis in this survey on assessing knowledge, with a number referring to retrieval practices whereby content was retested in a few cases in a different year. A few also referred to assessing key skills or concepts. More often it was at the end of a unit of work, such

as *'post-learning task to see what knowledge had been retained'*. A small number also referred to a central recording system, compiling data, whereas others admitted that no records were kept.

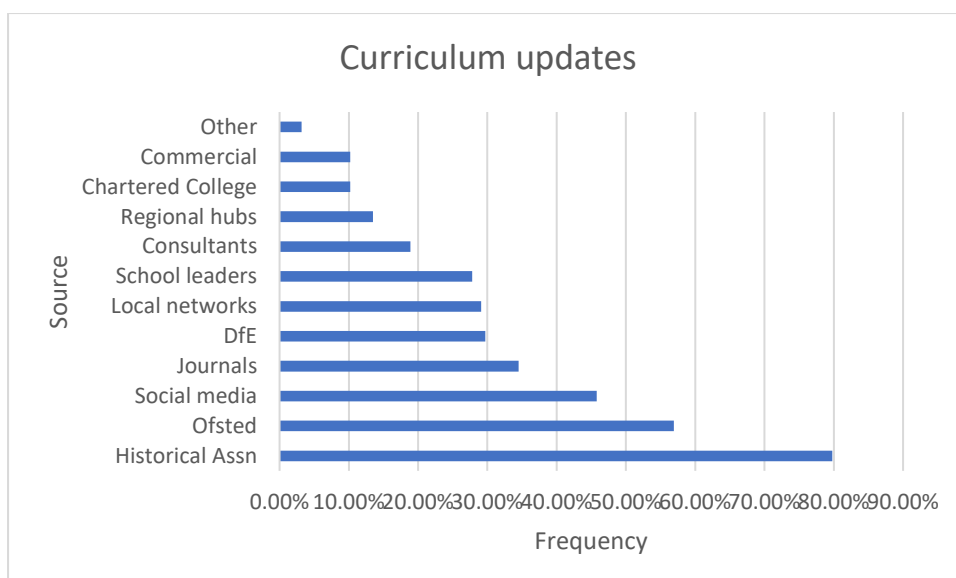
Where reference was made to using the information, the main uses were to:

- Inform future planning and teaching, such as identifying where recap is needed.
- Provide grades and other data, allowing comparison across subjects. One respondent referred to *'endless data and spreadsheets'*.
- Track against the National Curriculum or other criteria, such the *'age-related expectations'*, *'progression statements'*, *'skills ladder'*, *'learning ladders'*, *'assessment statements'*, *'an agreed chronological framework'* or *'Lancashire objectives'*.
- Identify and address pupil misconceptions.
- Enable a portfolio to be compiled, demonstrating different standards.
- Check understanding of vocabulary.
- Award commendations and celebrate achievement.
- Provide qualitative feedback.
- Provide drop-in sessions if needed.
- Target individuals and groups, especially SEND and EAL, as well as *'non-achievers'* and *'strugglers'*.
- Compile reports for parents and occasionally governors.
- Structure discussions with children, parents and other teachers.

Although the question may have been unclear for many, it seems likely that this was an area with which many still felt unclear and uncomfortable themselves, e.g. *'to be honest, it is minimal'*. A number noted that this was work in progress or that guidance and support was needed. Several still relied on individual teachers without any real standardisation, although a few referred to progression statements and others used grades without saying much about the criteria used. One admitted that information was not consistent – *'not all teachers are confident or willing to give feedback'*.

Q44. Where do you look for history curriculum updates?

371 individual responses and 1,356 responses in total (with respondents selecting more than one option)



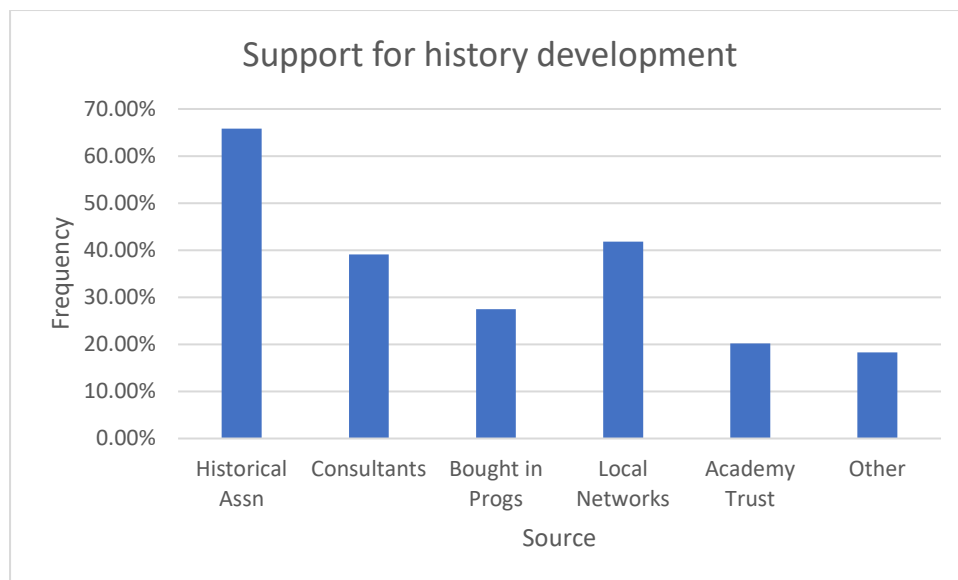
Where	Number	Percentage of total responses
Historical Association	299	22
Ofsted	215	16
Social media	171	13
Journals	127	9
DfE	113	8
Local networks	104	8
School leaders	102	7
Consultants	71	5
Regional hubs	51	4
Chartered College	39	3
Commercial	42	3
Other	22	2

The Historical Association was the most popular choice, accounting for a fifth of all responses and four-fifths of individual respondents. This is perhaps not surprising in an HA survey, where the majority of respondents are members, but nevertheless four in every five respondents cited the HA as a source of curriculum updates. Perhaps rather more surprising was that just over half of individuals used Ofsted as a source, double that of the DfE. The use of social media is increasing and likely to increase further in the future, but is already cited by nearly half of all respondents. Journals are likely to include *Primary History* and may thus also be linked with the use of the HA. It is interesting to note that 39 looked to the Chartered College, which is not generally a source for curriculum updates.

Other responses included the National College, respondents' own research, subscriptions, other commercial providers, local authority updates, school improvement team, history websites and museums.

Q45. How is history curriculum development supported in your school?

371 individual responses and 727 responses in total (with respondents selecting more than one option)



Support	Number of responses	Percentage of total responses
Historical Association	240	33
Consultants	105	14
Bought-in programmes	106	15
Local networks	153	21
Academy trust	75	10
Other	48	7

The 2019 survey asked a question about the main history providers of CPD. The question was not totally comparable, as while both focused on support, the question in 2019 was about history CPD more generally, whereas in 2022 the focus is upon curriculum development support. However, in 2019, over half had cited the subject leader themselves as the main provider of CPD support. What is apparent in 2022 is not only a large increase in the role of the HA but also the fact that many schools clearly look beyond the school for their further development. Possibly reflecting the number of HA members among respondents, it nevertheless reveals a widespread use of the Association. The relatively low proportion making use of the academy trust may be slightly surprising, especially given that 40% of the total response set had indicated that they are part of a MAT.

Many of the comments in the 'other' section were expansions of the bought-in programmes. There were just a few additional sources cited, such as the National College, a local historical society, their local authority or English Heritage. However, there were a range of comments, including a number developing their own without support, many using a combination of approaches or adapting a particular one to suit their circumstances.

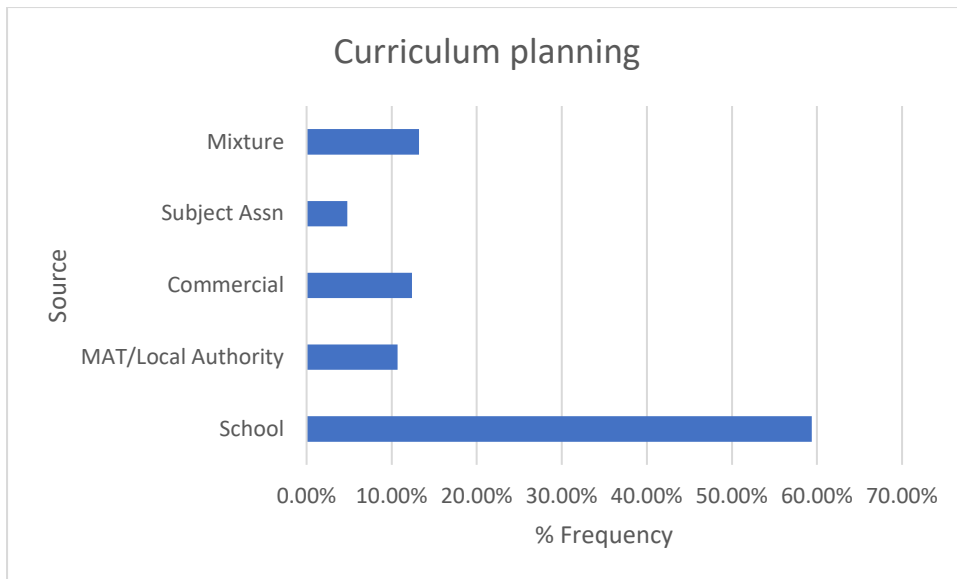
A few referred to their own research and using their own money. For example, one noted that they *'took out their own personal membership of the HA as the head felt a corporate one was a waste of time as no teacher would use it'*. Another stated that they personally paid for HA webinars. Another response noted how they relied on local networks and meetings of history subject leaders, but these had now stopped. Another had piggybacked on Covid lockdown local meetings, but this was no longer possible. A few had adopted a commercial programme but were in the process of change. One response noted that they borrowed outstanding history lessons and another had bought from a local school. The most harrowing account was *'a new headteacher who threw all their curriculum into a skip along with the carefully produced resources, leaving them with a new curriculum with no resources or organisation with a broad brushstroke curriculum that is so broad it is not worth anything at all'*.

Q46. If you used a paid-for programme or scheme, which did you use?

Although there were **162 responses** to this question, many did not provide specific information, using answers such as 'NA', 'no' or 'don't know'. Of the 72 remaining specific responses, the clear message is that no commercial scheme dominates the current market. Only two were in double figures: Key Stage History (13) and the Historical Association (11). Several were used by between five and ten schools (Rising Stars – 7, Cornerstones – 6, Plan B – 6, Twinkl – 5). A few were used by two to four schools (Hamilton Trust – 4, Focus – 3, Opening Worlds – 2, Chris Quigley – 4, Pearson – 2, Mr T – 2, David Weatherley – 2) and there were single mentions of a range of others, including Ark by McMastery, Connected, Curriculum Maestro 22, Curriculum Pro, CUSP, Dimension Curriculum, Hampshire County Council, HEP, Primary Knowledge Curriculum and Voyagers. Even where a specific scheme is mentioned, a number stated that it was used selectively and often in combination with other schemes or their own work.

Q47. How is the history curriculum planned for in your school?

358 responses



The majority of schools plan their curriculum themselves. Relatively small numbers utilised their local authority, MAT, subject association or commercial providers. In an earlier question, around 15% of the total 564 response set had indicated that they were in a MAT with a shared curriculum, but this has not been entirely replicated here, where a MAT planned curriculum accounts for 11% of the responses to this question and 7% of the total 564 response set. Given that this question was not compulsory, it may be likely that around half of those in a MAT with a shared curriculum skipped the question.

In Question 45, around 29% of those who answered the question indicated the use of bought-in programmes. Again, this does not tally with the figures indicating that their curriculum is planned using bought-in programmes in this question. This may be down to a different mix of people within the response set having answered each question, or it could be indicative of schools having bought-in programmes, but these either not being used or being used in a highly adapted way or in combination with other programmes that the school has developed itself. The comments to Question 45 appear to bear the latter out.

Overall, the responses from those who answered the question represent a slight change from 2019, when 63% planned at school level. This could be down to growth in the number of primary schools within MATs, as well as the growth in commercially available history materials since the last survey. It is also reflected in a growing HA primary membership, which also offers schemes of work to members.

Q48. What methods are used to ensure that history is accessible and challenging to ALL pupils in your school?

355 responses

The responses can be divided into three main categories. In the first, there were a number who did not provide specifics.

The second category were those who outlined how they matched work. The most common responses were:

- **Planning:** This is done in a variety of ways, such as joint planning or planning to ensure differentiated activities, such as three levels of challenge. Several referred to carefully

produced planning and progression documents. Others said that differentiation was built into their schemes of work. One school specifically mentioned three levels: BAD (Basic, Advancing, Deepening). One mentioned the use of Bloom's taxonomy. Others noted the use of thinking skills and skills for the higher attainers, such as extended questions. Although many emphasised the accessibility for SEND and EAL pupils, others mentioned stretching all, including the highest attainers, e.g. *'Mindstretchers'*, *'Digger Deeper'* or the generation of their own questions. Others mentioned accessibility for pupil premium students. Several were at pains to point out the importance of high expectations for all, sometimes resulting in the setting of targets. Some used approaches such as *'Aim High'* ladders.

- Teacher support, such as through the SENDCo and/or teaching assistants (some were involved in planning), as well as the level of teacher support and guidance: The value of teachers knowing their children was frequently mentioned, allowing efficient selection of groups. One referred to Kagan group-work. Linked with this was the importance of monitoring to check understanding and performance. One or two mentioned the role of tutoring and others that feedback and challenge were important elements of differentiation by outcome. One or two adapted tasks by the time available to complete tasks.
- Motivating pupils, such as through hands-on and practical activities and using pupil voice and other monitoring to follow the children's interests: This included field trips and the use of visitors and re-enactments, as well as story. A few noted the value of fun activities and incentives such as prizes. Others referred to immersive experiences.
- The selection and adaptation of resources such as books and sources available, word banks, specially prepared worksheets and more visual material: Where tests and examinations were set, a number noted the importance of fairness and variety so that it was not primarily a literacy test. A small proportion mentioned knowledge organisers as a useful device. The importance of open-ended questions/enquiries and the expected degree of depth in responses were seen as key elements in differentiation by outcome. Many of the references were to making the language comprehensible, with strategies such as substitute sentences, sentence prompts, pre-learning, word mats, vocabulary/word banks and definitions, supportive pictures and cloze procedure. A few referred to modelling and sample books.
- Making the curriculum relevant and accessible: This was not often mentioned but one response noted the decolonisation of the curriculum and another stated that they had a group of BAME parents acting as a focus group to provide challenge and guidance. Another respondent mentioned the importance of cultural capital.

The third category was the use of different methods. A number referred to ensuring that the focus was on history rather than English skills. Attempts were often made to allow different forms of presentation, such as oral, visual (such as photograph, film, animations and diagrammatic), artefacts, museum boxes, role play, drama and games. The role of dressing up and puppets was also covered. The importance of variety was stressed. A few were very specific, such as *'hidden voice'*, which had been introduced to ensure that children see the dangers of generalisations and look for exceptions. Several emphasised the importance of video. One respondent, in an area of particularly high deprivation, stressed the important role of outdoor learning. A few referred to the links with other subject areas as a way of progressing history, such as art, DT and IT. A few mentioned flexibility in how children might present their work. More than in previous surveys, the role of knowledge and knowledge retrieval was noted, with activities such as sticky knowledge quizzes.

Where direct comparison with 2019 was possible, similar approaches were referred to, such as book scrutiny, open-ended tasks, scaffolding and the use of assessment and skills grids.

Q49. How often do the following types of people feature regularly in your taught history curriculum?

363 responses

Aspect	Always	Almost always	Sometimes	Almost never	Never
Men	114 (31.4)	188 (51.8)	59 (16.2)	2 (0.3)	0
Women	52 (15.1)	165 (46.2)	123 (34.4)	12 (3.4)	5 (1.4)
Children	41 (11.4)	115 (32)	156 (43.5)	40 (11)	7 (2)
Elderly	11 (3)	43 (12)	200 (57)	85 (24)	12 (3)
BAME	21 (6)	65 (18)	230 (65)	29 (9)	9 (2.5)
Disabled	8 (2)	41 (12)	119 (34)	155 (44)	27 (8)
LGBTQ+	10 (3)	26 (7.5)	103 (30)	147 (42)	62 (18)
Lower socio-economic status	23 (6.5)	104 (30)	164 (46.5)	52 (15)	10 (3)

While a majority often plumped for the middle categories, it was apparent that men dominate in terms of diversity, with hardly any respondents saying that they did not ever feature in the taught curriculum, whereas 83% placed their study in the two top categories. Perhaps not surprisingly, women and children followed, although 13% still assessed their coverage of children as never or almost never and still only 15% always include women in the taught curriculum. Other categories showed much less extensive coverage, e.g. two-thirds of responses for BAME fell into the 'sometimes' category. This perhaps indicates that while change is happening, it is slow. We also do not know the contexts in which the different specified groups are appearing in the taught curriculum. There was relatively little coverage of the elderly and, especially, LGBTQ+ and the disabled.

Q50. How far does history teaching in your school cover the influence that other societies have had on Britain and British societies?

359 responses

Average score: 59

This was a question in which respondents were asked to rate their answer numerically between 0 and 100. The average score of 59 shows reasonable coverage of the influence of other societies on Britain. No follow-up question was provided for explanation or amplification of choices. However, 31 responded with a score of 20 or less (9%) and 70 with 80 or more (19%).

This question had been asked for the first time in 2019, where the average score was 51%. This at least represents an improvement, but again perhaps indicates that change is happening relatively slowly.

Q51. How far does history teaching in your school cover the influence that Britain has had on other societies in the past?

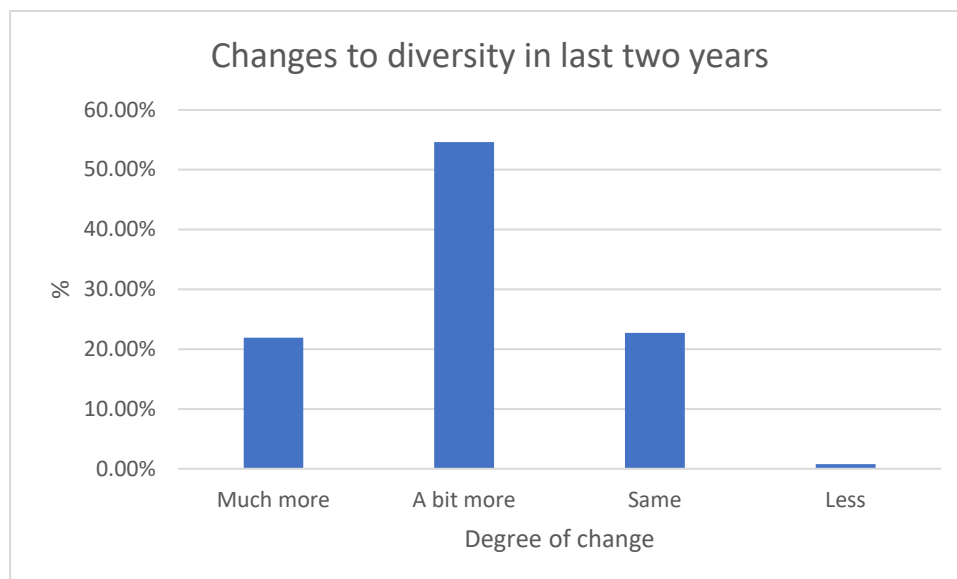
359 responses

Average score: 52

An average score of 52 shows a medium level of coverage of the influence of Britain on other societies. This is slightly lower than coverage of the influence of other societies upon Britain. No follow-up question was provided to amplify or explain choices. There were slightly more with low scores of 20 or less (38 or 11%) and slightly fewer with 80 or more (49 or 14%).

Q52. Has the level of diversity in your history curriculum changed in the last two years?

361 responses



The answers provided to this question tally with other questions (particularly Question 49), suggesting that while three-quarters in total (75%) have given more attention to diversity, which has resulted in change, it is a slow change and only just over one-fifth (22%) are reporting substantial change. It is also true that looking the other way, over three-quarters are stating that things have largely stayed the same or increased slightly (77%), and a small number (three respondents) indicated that their curriculum had got less diverse. In a previous question, respondents were asked about change in curriculum, teaching and learning, and 60% reported significant change, yet the answers to Questions 49–52 do not support significant change in terms of diversity.

Having said this, respondents were given the option of expanding upon their answers. Comments about factors that influenced their responses tended to focus upon the Black Lives Matter movement or a general move within the school for the curriculum to become more diverse, possibly in response to Black Lives Matter and the greater awareness that has been a result. A handful of comments also spoke of the changes in staffing structure, particularly at SLT (senior leadership team) level, which had driven changes, or of changes to the make-up of their pupil cohorts, with them becoming more diverse.

Q53. If you answered 'yes' to the previous question, please tell us what has changed.

This was an open-ended follow-up question, where **204 answers** provided useful information.

Of those responding, a number were aspirational and rather vague in terms of the question, with comments such as '*more flexible*', '*more interesting*', '*more attractive*' or '*more vivid*'. Several had undertaken audits and a few provided general information about them making a conscious effort to include more diverse people. Many felt that the time was right and movements such as Black Lives Matter had provided impetus. One felt the importance of using history to campaign for the promotion of understanding and equal opportunities included for disabilities and LGBTQ+, but these kinds of answer would have been more well placed as additional information to the previous question.

Where changes had been introduced and comments directly related to those changes, they often referred to introducing significant individuals such as Mary Seacole, Ibn Battuta and occasionally Alan Turing as representing the LGBTQ+ community. Other individuals included Matthew Henson, Rosa Parks and Nelson Mandela. Frequent reference was made to Black History Month, but several respondents commented that they did not want Black history confined to one month. Others were keen to see change as a whole-school event rather than just history.

There were comments that diversity presented challenges to primary schools, where there was a fairly strong emphasis on pre-1066 British history, but others had found ways of diversifying these topics, such as Black Roman emperors, the African soldiers on Hadrian's Wall and the York ivory bangle lady. Others referred to their choice of topics on Benin and Baghdad and ensuring that the African aspect of Ancient Egypt was emphasised. One school referred to its planned Black history across Key Stage 1 and lower and upper Key Stage 2. Only one school saw local history as a way of diversifying the curriculum. Other topics mentioned, even if infrequently, included migration, Australia and the effect of transportation, Black Victorians, the legacy of the Maya in contemporary South America, different races on the *Titanic* and Black servicemen in World War II, and several schools had now started to study the Windrush generation. One respondent referred more generally to discussing and correcting stereotypes in their teaching. Some had introduced theme days and weeks, such as Windrush Day and LGBTQ+ week. One school had also introduced an enquiry on the Colston statue.

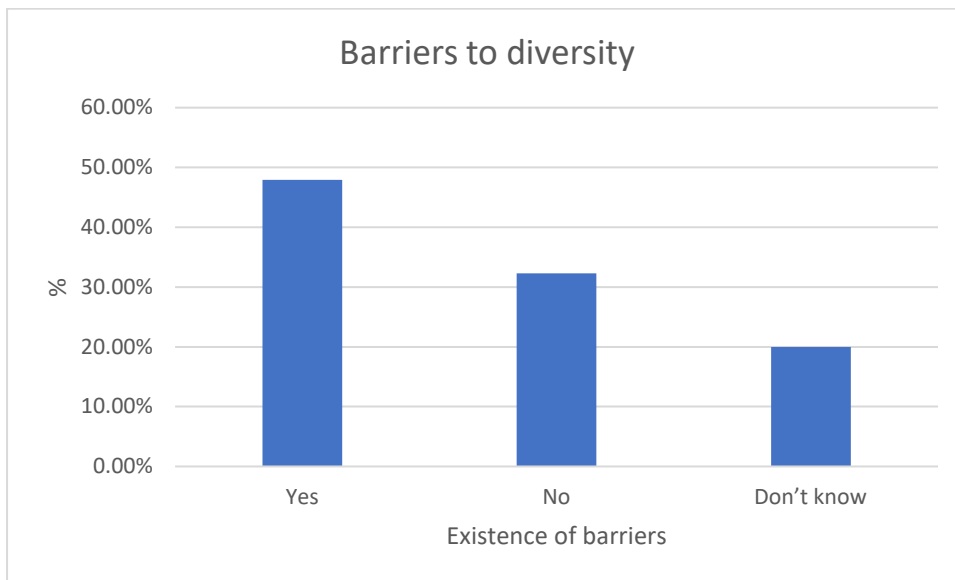
In addition to those who mentioned content as above, a sizeable number commented on the organisational and attitudinal changes that had resulted in the past two years. Some were reviewing their whole curriculum and often relating topics to the different heritages in their school community. For example, one school had introduced more Polish history to reflect their school population. Reviewing resources and texts was another relatively common feature in order to make them more inclusive. Several referred to training, sometimes citing the HA as a useful source through its articles and webinars. One appreciated the support of their local authority but another thought that there was limited support available, as most guidance related to Key Stages 3 and 4.

Some pointed out that the changes did not just relate to history but also to SMSC (spiritual, moral, social and cultural) and PHSE (personal, social, health and economic) and one school was working towards the Equality Mark. Another was putting more focus on allocated days. A number of responses referred to working with the school's diversity lead. Several admitted that progress was not as fast as they would have liked, sometimes attributing this to finance or Covid, while one was awaiting the new model history curriculum. While moving towards a more inclusive curriculum, several were keen to ensure that it was properly incorporated and embedded, rather than either

tokenism or additional standalone modules. Another noted the need to do this formally, rather than just issue verbal reminders to increase diversity. In a handful of cases there seemed to be some reluctance, and in one or two instances the pressure had come from others such as parents. One sadly noted that nothing had changed in ten years and another that they had just become the history subject leader and that things should start to change now.

Q54. Do you feel that there are any barriers to curriculum change in making history more diverse?

361 responses

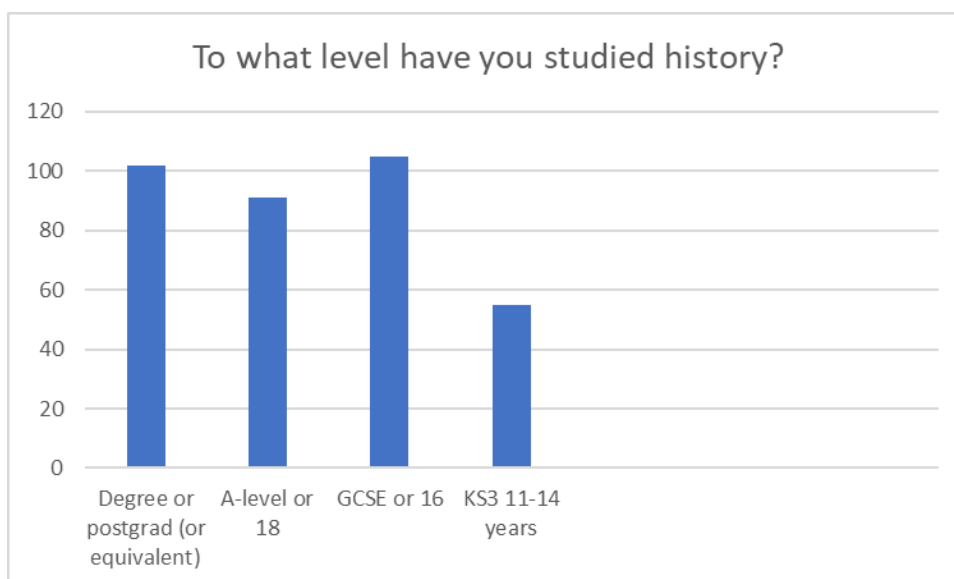


Close to 50% (48) said that they felt they faced barriers to making the curriculum more diverse. Of the 126 who cited reasons for the barriers, a number of factors loomed large. The nature of the National Curriculum, especially in Key Stage 2, was felt to inhibit diversity, with some citing Saxons and Vikings as particularly problematical. There was also limited time to cover the existing curriculum and a few were concerned over what they might need to leave out. Others were concerned about tokenism. A sizeable number referred to the inevitable cost and the relative paucity of resources such as lesson plans and resources about some aspects of diversity – for example, disabled people in the past. Time for planning was a problem, especially where there was some reluctance among teachers, whether from feeling uncomfortable, ignorant or overworked. One summed this up by adding *'some old teachers are stuffy'*. Another blamed senior leaders. The school community was also listed as a barrier – predominantly White areas, rural areas and the type of school. One Catholic school referred to problems of teaching LGBTQ+. The desire not to offend was also mentioned, with one noting how culture wars and media coverage had resulted in some parental concerns.

Section 5: About you

Q55. To what level have you studied history?

353 responses



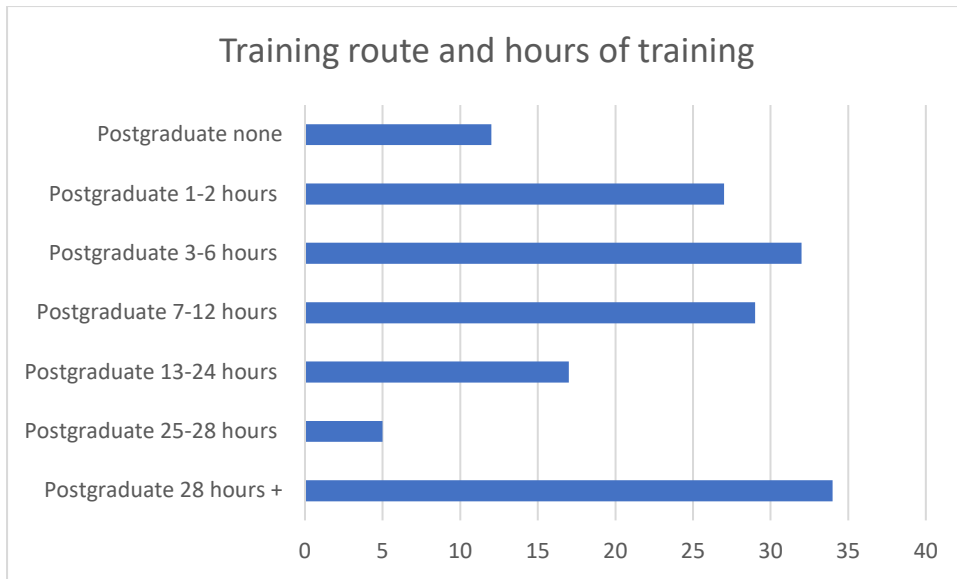
While the largest individual group of respondents had studied history to GCSE level or age 16, it is interesting to note that the majority of respondents (54%) had studied history to either degree level or A-level. While slightly lower than the figure recorded in the 2019 survey (60%), this is not representative of the primary teacher workforce as a whole, many of whom either study for a degree in education with QTS or come to a PGCE from a wide range of subjects. It is perhaps indicative of a highly engaged and invested audience in history.

Q56. Which training route did you take and how much training to teach history did you receive?

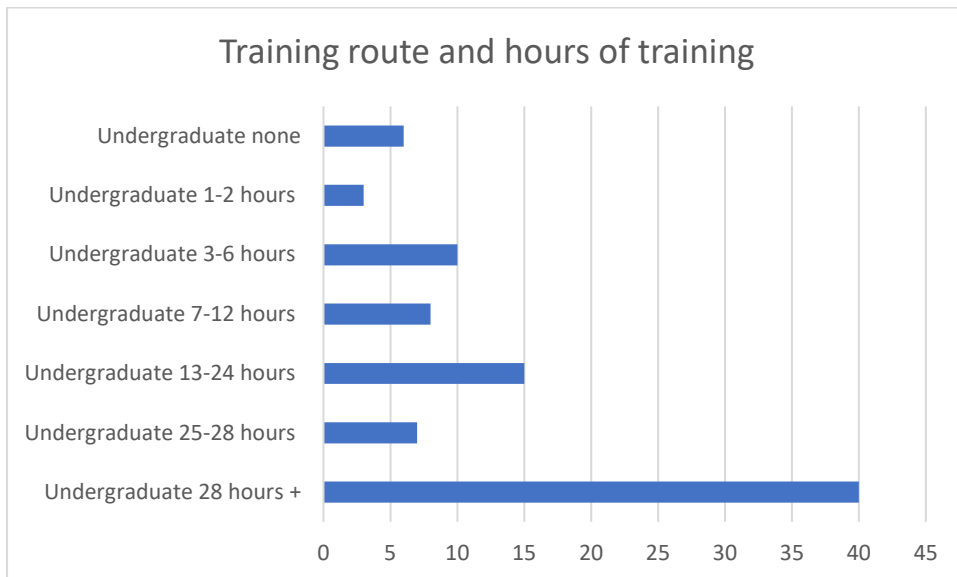
245 responses

This question asked respondents to select the training route that they had taken into teaching (undergraduate or postgraduate options) and the number of hours of training they had received to teach history, with training ranging from more than 28 hours down to none at all. The question actually received a larger number of responses but obviously provided some level of confusion for some, as there were many respondents who selected more than one option, including at times both undergraduate and graduate training routes; the question required the selection of just one. When those that answered the question correctly, selecting only one option were filtered out, this provided 245 usable responses.

Postgraduate:



Undergraduate:



While a spread of options, from more than 28 hours to no training at all to teach history, is represented, it is interesting to note that the highest response rate of 40 was from undergraduate-route teachers, having received 28 hours or more of training to teach history, followed by those having followed a postgraduate route with more than 28 hours of training to teach history (34). However, close behind were those on a postgraduate route with three to six hours of training, with 32 responses, and those on a postgraduate route with seven to 12 hours of history training (29). The next highest option was the postgraduate route with one to two hours of history training, selected by 27 respondents. What is clear from this is that postgraduate training options appear to vary greatly in the amount of time dedicated to training to teach history in the primary classroom. There was less variability in the undergraduate route, and while the full spread of training time was

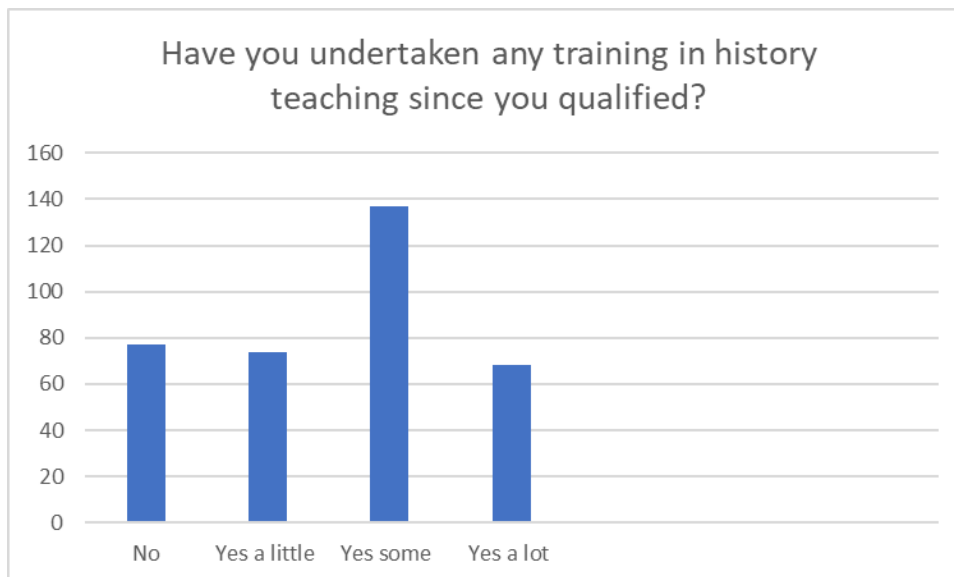
represented, far fewer of those selecting the undergraduate route expressed that they had received fewer than 13 to 24 hours of training to teach history. This may have something to do with history specialisms operating in undergraduate training routes.

What was not clear from answers to this question is what respondents deemed as 'training', how long ago respondents had trained and whether there were any discernible changes in the amount of training offered to teach history over time.

We asked this question slightly differently in 2019 and asked respondents for the number of days rather than hours of training. The difference of splitting this into hours for the 2022 survey was aimed at making the question more flexible and easier to answer for respondents. Given that, in 2019, 42% had said that they had received little or no training (less than two days), the situation in 2022 looks somewhat improved. This year, 49% of respondents who answered the question indicated that they had received 13 hours or more of training to teach history, regardless of the route into teaching that they took. In 2019, around 17% of respondents said that they had received no training to teach history in their initial teacher training. In 2022 this has dropped to 7%.

Q57. Have you undertaken any training in history teaching since you qualified?

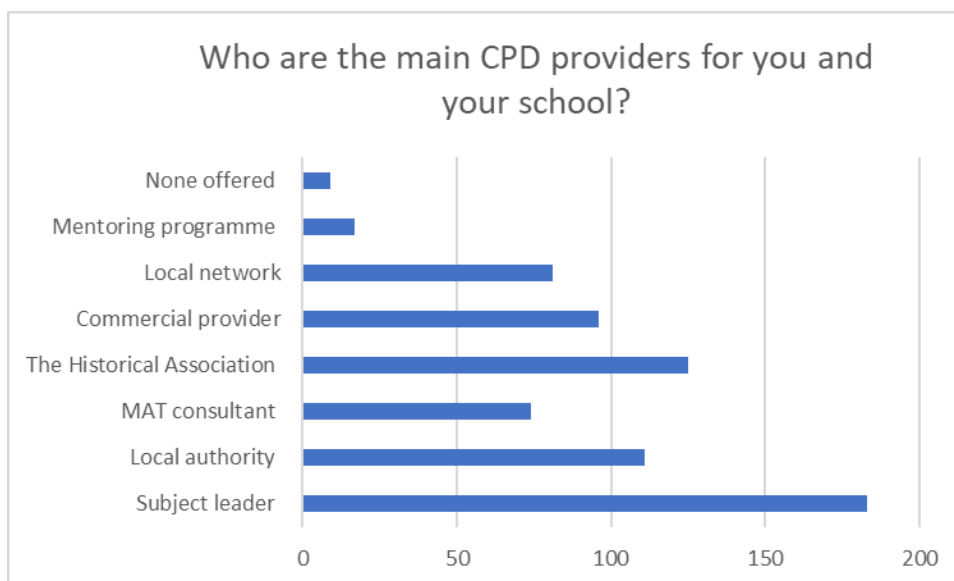
356 responses



The majority of respondents had at least taken a little training in aspects of history teaching since they qualified as teachers. Both the 2017 and 2019 surveys pointed to a grim picture of very little training for primary teachers in teaching history after they qualified, with 67% indicating in 2019 that they had undertaken little or no training in history since qualification. The 2022 survey paints a more positive picture, with 58% having undertaken some or a lot of history training. This trend may also point to the influence of the Ofsted Framework and increased status of foundation subjects like history. The HA will continue to monitor this trend.

Q58. Who are the main CPD providers for you and your school?

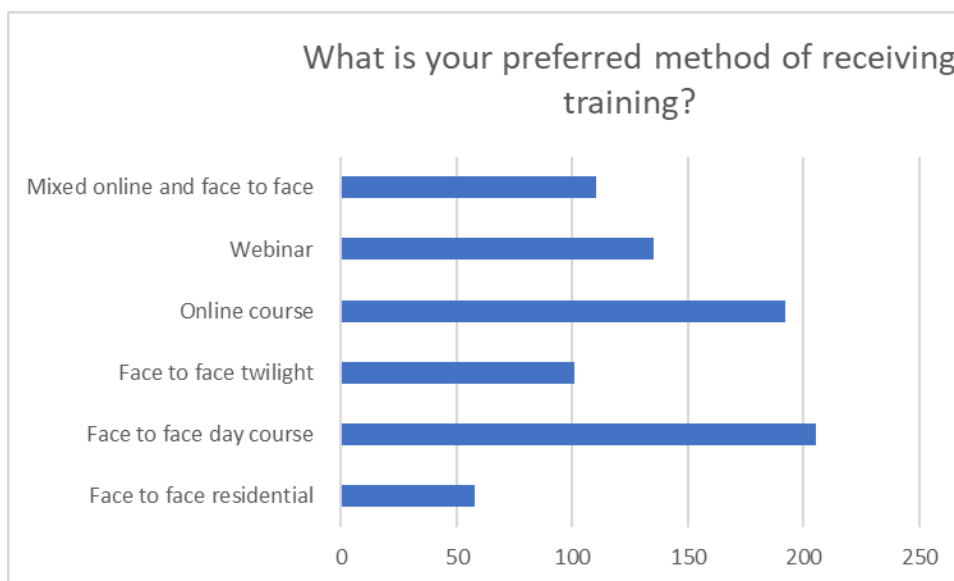
352 individual responses and 710 responses in total (with respondents choosing more than one option)



As was the case in 2019, the subject leader tends to be the main source of history CPD for the school (52%). However, while the Historical Association did not rate highly in 2019, falling behind both the local authority and those indicating that they did not receive any history CPD, this year the HA was the second-most-cited provider behind the subject leader (36%). This also tallies with a surge in HA membership among primary schools. This may be due to the impact of the wider and increased range of CPD options (some low-cost or free) available from the HA. It is also encouraging to note that far fewer respondents were indicating that they were not receiving any history CPD. A small number (35) selected the 'other' option, where responses tended to focus on social media, heritage providers and a few mentions of commercial providers, despite this having been an option choice.

Q59. What is your preferred method of training?

349 individual responses and 812 responses in total (with respondents selecting more than one option)



As in all previous surveys, the preference is still for face-to-face day courses; however, in recent Historical Association experience, there is less enthusiasm for face-to-face training since the Covid pandemic. This may be due to anxiety about returning to face-to-face training or down to the

convenience offered by online solutions for training. These figures also corroborate this. In 2019, 85% selected face-to-face as a preferred option; however, in 2022, this has dropped to 59%. It is interesting to note that in the 2019 survey, 42% selected online and webinar options and in the 2022 survey, this figure had jumped to 94% of respondents selecting these options. This is undoubtedly a consequence of the greater confidence felt in using online platforms due to the Covid pandemic. It is also interesting to note that, unlike 2019, online courses scored almost as highly as face-to-face.

Q60. What (if any) challenges do you face in being able to participate in history-focused CPD?

This was an open-ended question in which participants were invited to give their responses. There were **249 responses** to the question and the overwhelming majority mentioned budget or cost as the main barriers. Second to this was time – either capacity for the teacher themselves or being allowed time out of class by senior leaders to be able to take part. A significant (although lower) number of responses mentioned the lack of availability or appropriateness of history CPD.

Q61. Are you a member of the Historical Association?

354 responses

While in total there were responses from 564 individuals, 354 chose to answer this particular question. Of those 354 who answered the question, 289 (82%) indicated that they were members, 51 (14%) said that they were not members and 14 (4%) didn't know. When expressed as a percentage of the total number of survey responses (564), this figure is 51% of respondents indicating HA membership. This figure is broadly in line with the 2019 percentage of 52%, although the 2019 survey was based on a much smaller response rate.

When expressed as a percentage of those who answered the question, the high level of HA membership among respondents is perhaps indicative of those who have greater engagement with history (and therefore their subject association) having responded to the survey, which may therefore not be completely representative of the primary teaching workforce as a whole. It is also not clear whether this could be indicative of HA members being more likely to complete the full survey, given that this question was placed close to the end and over 200 chose to skip the question.

SUMMARY AND RECOMMENDATIONS

Dr Tim Lomas and Helen Crawford

The following summary and recommendations apply to schools and/or the Historical Association and the support that it provides to schools.

Finding 1: More primary schools have become part of a MAT but the degree of sharing and joint working varies within MATs. Despite the rise in academisation, the majority of schools closely or completely follow the 2014 National Curriculum.

Recommendation 1: Shared MAT activity should respect the particular characteristics of schools and provide an appropriate history curriculum for individual schools, as well as encourage collaboration and sharing across different networks.

Finding 2: History subject leaders tend to stay in post for relatively short periods of time, and many are responsible for leading more than one subject or have other whole-school roles.

Recommendation 2: Ensure that there is adequate training and support for new and aspiring history subject leaders in areas specific to the subject, such as curriculum planning, collating resources and monitoring and assessing progress.

Finding 3: Building a coherent history curriculum is seen as increasingly important, including developing a chronological narrative and providing links and threads through substantive and disciplinary concepts and key stages.

Recommendation 3: Broaden awareness of ways in which a coherent history curriculum can be developed effectively across all years.

Finding 4: Although there is no clear trend in the time available for the subject, this seems to have declined as an area of concern for teachers. Concerns remain about training opportunities and resourcing for some areas, such as Stone Age to Iron Age and non-British topics.

Recommendation 4: Provide greater focus on areas where teachers feel less confident and resourced, such as Stone Age to Iron Age and wider world topics.

Finding 5: There has been little change in the most popular Key Stage 1 topics (for example, Florence Nightingale and Mary Seacole, Columbus and Neil Armstrong, and Elizabeth I and Victoria as significant people; the Great Fire and toys as events and changes beyond and within living memory). EYFS focuses largely on the lives of the children.

Recommendation 5: Continue to support and provide effective ways of teaching the popular topics, while encouraging and supporting innovative content and teaching approaches in EYFS and Key Stage 1.

Finding 6: Many of the popular areas of study identified in previous surveys for Key Stage 2 remain, such as Egypt as an ancient civilisation and the Maya as a non-European society, although there is evidence of a rise in the numbers teaching more than one ancient civilisation or more than one non-European society. World War II remains the most popular post-1066 topic.

Recommendation 6: Encourage and support overviews and links across different societies and provide more guidance to schools wishing to provide a more varied and broader study of these ancient and non-European societies.

Finding 7: There is evidence of growing confidence in teaching local history, but teachers still identify this as an area needing support. In Key Stage 1, local history ranges widely over different periods, but Key Stage 2 tends to teach more recent periods of local history.

Recommendation 7: Use the recent HA Local History Teacher Fellowship as a springboard for developing more support and variety of local history across the primary years.

Finding 8: As in past surveys, English, geography and, to a lesser extent, art provide the strongest cross-curricular links with history.

Recommendation 8: Continue to support cross-curricular links with other subjects and themes, while ensuring the integrity of history as a discipline

Finding 9: There were varying degrees of confidence expressed in understanding and teaching second-order/disciplinary concepts. Respondents felt most confident with similarity/difference and significance and least confident with interpretations and historical enquiry.

Recommendation 9: The HA can provide further guidance and support on teaching the second-order concepts about which teachers feel least confident, especially interpretations and historical enquiry.

Finding 10: Although there was a slight rise in teacher confidence for assessing children, it is acknowledged by many as needing further development. While the majority still rely on general monitoring of classwork, a range of other approaches have added to the repertoire of assessment tools, including book scrutiny, pupil discussion, extended activities, quizzes and multiple-choice tests, and there were an increased number gauging progress between the beginning and end of a learning activity. Greater emphasis is being placed on the assessment of knowledge.

Recommendation 10: Support schools' systematic approaches to assessing history in a meaningful and manageable way using a range of different methods and advising on how the evidence can be used most effectively to improve overall standards and progress in history.

Finding 11: Sixty per cent of schools report undertaking their own curriculum planning. However, many also rely extensively on a range of providers for curriculum development and updates. There is strong evidence that the Historical Association is playing an increasing role in this area with its CPD, schemes of work and other guidance. Social media and Ofsted also play a growing role. Although some use is made of commercial resources for history, no one dominates the market.

Recommendation 11: The HA can provide more guidance on the range and quality of resources, guidance and advice for schools available, so that they may make judicious decisions regarding their deployment. Monitor the impact of the model curriculum and other free alternatives in future surveys.

Finding 12: More attention is being given to diversity in primary history, although it remains uneven and there is relatively little focus on the elderly, LGBTQ+ and the disabled. More attention is given to gender diversity than BAME. Schools often report barriers to more diversification.

Recommendation 12: Provide further training and resources in extending the range of diversity.

Finding 13: In terms of teacher training, the undergraduate route appears to offer more time for history than much of the postgraduate provision. Overall there seems to have been a fairly substantial improvement since 2019 in this time allocation.

Recommendation 13: Continue to monitor and support sufficient time for providing worthwhile initial teacher training for primary teachers.

Finding 14: There is an improving picture regarding follow-up professional development after qualification. In terms of this, online and webinar options have become more popular, although there is still a preference for face-to-face training.

Recommendation 14: Continue to ensure that all teachers receive a range of types of continuing professional development that allows them to increase their confidence in teaching history effectively.

Finding 15: The impact of the Ofsted 2019 Framework is clear in developments such as the move towards discrete teaching, time allocation and assessment practices.

Recommendation 15: Continue to monitor this and the impact that these developments are having upon primary history in future surveys.

