

GREAT BRITAIN, ENGLAND

with the contribution of Yvonne Sinclair

I. The education system

A. General information about the education system and its legal framework

Principles and general objectives of education

For the principles and general objectives of education, the diagram of the education system and current reforms in secondary and tertiary education see the full version of the country report at the ITT website (<http://www.itt-history.eu>) and the Eurydice database: Eurybase - The information database on education systems in Europe (<http://www.eurydice.org>)

B. Statistical data

Teachers, students, history students, trainee teachers, trainee history teachers, teacher trainers

Pupils

Pupils in	Male	Female	Total
All schools	-	-	10 051 100

Teachers in general and history teachers

School level	Number of teachers	Number of history teachers
Primary (incl. nursery)	214 110	na
Lower secondary	225 310	na
Upper secondary general		na
Upper secondary vocational		

II. Initial training

A. Training institutions

Institutions involved in ITT and main purposes of institutions

Institution	For which school level
Pedagogical high schools/pedagogical colleges, ISCED 3	Teachers for primary schools
University, ISCED 5&6	Teachers for lower/upper secondary schools

Number of training institutions

A total of 145 'providers' of ITT across all subjects. 42 of these train secondary school history teachers. (Note there is no subject-specific training in history for primary school teachers). Providers of ITT are primarily higher education institutions (i.e. universities) but also include a number of schools consortia [School Centred Initial Teacher Training- SCITTs, and individual schools with DRB] (with or without direct HEI involvement). LEAs with Designated Recommending Body status working with schools (with or without direct HEI involvement). All providers of ITT have to be accredited by Ofsted/HMI. Places are allocated to them by the Teacher Training Agency.¹

¹ Source: <http://www.tta.gov.uk>. Retrieved 28 March 2006. TTA Requirements to Teach etc. (op cit).

B. The structure of ITT: model/qualification/institution/graduation

Initial training of history teachers as a subject of secondary or tertiary education

History teaching is studied (and taught) at:

- Universities: as a single subject
- Colleges of higher education: single subject
- Pedagogical high schools/pedagogical colleges: single subject

The structure of ITT is:

Universities: consecutive and concurrent²

Length of studies/training

• Form of graduation and allocation of years for ITT of history teachers

School level	Entry requirements	Final exam	Length of study in years	Degree	Diploma thesis	PG-training
Primary schools ³	examination/fees	varies ⁴	3-4 years (usually)	BA with QTS or B. Education	no	none, admission at the end of study/ 1 year of PG training ⁵
Lower secondary general schools	examination/fees		3-4 years plus 1 year of postgraduate study (usually)	B.A plus PGCE with QTS		usually 1 year PG-training in HEI and schools ⁶
Upper secondary general schools						

• Form of graduation and allocation of years for teaching EDC/civic education in secondary general schools

Citizenship education became a part of the National Curriculum in schools in the UK in September 2002. Thus ITT programmes for the training of such teachers have recently been developed and are still in the process of being so. The professional standards for QTS apply to all subjects. ITT programmes for citizenship will focus on the requirements of the school

² Secondary ITT: Trainee teachers begin postgraduate training for secondary teaching having completed studies which have led to a degree of a UK Higher Education Institution (HEI) or equivalent qualification i.e. a consecutive model is the predominant structure for secondary ITT. NB: A small number of trainees in a limited number of secondary subjects (i.e. mathematics/science) follow a concurrent model.

In addition a small number of secondary history trainees have recently begun a concurrent undergraduate programme at St. Martin's College. The number of places allocated for this programme by the TTA for September 2005 is currently 15.

Primary ITT: Trainee primary teachers may follow a concurrent undergraduate ITT pattern.

There is also a consecutive PGCE (Postgraduate Certificate in Education) model offered for primary teachers in the UK.

³ For primary school history teaching students are trained to teach across all the National Curriculum subject areas, with a particular emphasis on the core subjects of mathematics, science & English, with additional reference to national literacy and numeracy strategies. In addition, students are trained to have a sufficient understanding of a range of other subjects, including history or geography.

⁴ Varies from institution to institution and programme to programme. Providers of ITT have to assess trainee teachers' achievements against the QTS standards 'regularly and accurately'. Methods of assessment will take many forms, including written work and possibly a thesis, at undergraduate or postgraduate level.

⁵ Almost half of primary school teachers are trained on undergraduate programmes of 3 or 4 years' duration at the end of which they gain QTS (qualified teacher status alongside their degree) and can enter the teaching profession. Others (more than half), having followed a degree level programme of study prior to teacher training will then follow, usually, a one year course of ITT (the consecutive model) leading to a Postgraduate Certificate in Education plus QTS for the primary stage.

⁶ The usual model is as indicated, one year training in HEI and schools. However, in recent years in the UK, there have been more flexible approaches to training at postgraduate level.

citizenship curriculum, its content, its skills and concepts etc., in addition to the generic competences of the professional standards for QTS. Thus far all programmes for ITT in citizenship education have been postgraduate ones. Thus far ITT for citizenship has been offered as a single subject but also in conjunction with other single subjects, most usually with history. St. Martin's in Lancaster, for example, offers such a programme.

For the year 2003/4, 244 postgraduate training places for ITT in citizenship were allocated by the TTA (234 on full-time postgraduate programmes, 10 on flexible programmes). Students eligible for these programmes will have a range of humanities/social science academic backgrounds.⁷

School level	Entry requirements	Final exam	Length of study in years	Degree	Diploma thesis	PG training
Secondary general schools	examination/fees	varies	3-4 years plus 1 year of Postgraduate study (usually)	BA plus PGCE with QTS	no	usually 1 year PG training in HEI and schools

Standards for ITT

- Professional profile

There is a professional profile for history teachers in England and the UK. The current profile came into effect in September 2002 and is known as the Professional Standards for QTS. The profile sets out the high standards that trainee teachers must achieve to enter the profession. Please note that new standards for QTS are expected to be in place for September 2007. Details of these are not generally known. ITT providers must use this profile to help them plan their courses. This is a statutory requirement. In addition, there are statutory requirements for initial teacher training, which providers of ITT must adhere to.

The professional profile is important for the implementation and planning of curricula, educational programs and practical work.⁸

There is one professional profile: standards for the award of QTS. It contains three main sections describing the competences trainees have to meet before acquiring QTS. The three sections are professional values and practice; knowledge and understanding; teaching.

- Certification system (qualified teacher status)

There is a process of certification after finishing studies of history teaching (e.g. qualified teacher status).

Before entering the teaching profession all trainee teachers have to gain QTS, this means meeting the professional standards for QTS. In addition, trainees on a PGCE programme will also receive a Postgraduate Certificate in Education. Students following undergraduate ITT programmes will also receive a degree qualification, usually a Bachelor of Education or Bachelor of Arts in addition to QTS. Please see appendices for PGCE programmes and masters' level accreditation.

All persons entering the teaching profession also have to have a qualification at degree level or equivalent (this requirement is detailed in the document "Qualifying to Teach" (see source below) which details the professional standards for QTS and the requirements for teacher training.

⁷ Source: TTA Letter to all accredited providers of ITT for 2003/4: ITT Place Allocations for 2003-04.

⁸ Source: "Qualifying to Teach": Professional Standards for Qualified Teacher Status and Requirements for Initial Teacher Training (02/02) published by Dfes/TTA; "Qualifying to Teach": Handbook of guidance, Autumn 2002 (10/02) TTA.

- Low-qualified history teachers
No data available.

- Core curriculum

There is no common/core curriculum for all institutions of initial training for history teachers in England but all ITT providers have to follow the requirements for ITT as laid down in the documentation “Qualifying to Teach” and the handbook of guidance (2002) and they have to ensure that their programmes enable the trainees to meet the professional standards for QTS, again detailed in “Qualifying to Teach” (2002) TTA.

- General guidelines for the conception of ITT

General guidelines for the conception of ITT come from the Ministry of Education (Department for Education and Science = DFES) and the Teacher Training Agency (TTA).

- Coordination of curricula

Curricula of different institutions are not coordinated. Curricula of the same institutions are also not coordinated.⁹

Training at universities

- Curriculum

For a more detailed version of the ITT curricula of Great Britain see the ITT website (<http://www.itt-history.eu>).

There are different curricula at individual universities. Note that only the curricula of PG-ITT for history are discussed here. Details here make no reference to trainees’ undergraduate history studies prior to joining the postgraduate programme.

- The aims and content of IT for history teachers
Introduction to 4 UK PGCE history ITT programmes:

- a) the Manchester Metropolitan University (MMU) PGCE secondary history 2004-5

The current history programme, devised jointly by history education specialists at MMU and history mentors in school, reflects both the changes at a national level (in schools and higher education) and the internal review of the programme.

The history programme encourages a thoughtful, reflective and critical approach to the teaching of history within the secondary school and emphasis on the quality of pupils’ learning. The trainee’s practical experience and application are given depth and coherence through a consideration of theoretical and educational issues, to enable the trainee to gain knowledge and understanding of the school context, the school pupil and the secondary history classroom.

ICT plays an important part in the programme. The trainee’s ability to apply ICT will be developed and monitored through the subject and its pedagogy.

The pace of development of understanding and skills (academic, pedagogical and practical) will vary from trainee to trainee. Therefore individual targets will be set in regular reviews with tutors and mentors.

⁹ Individual providers of ITT are simply required to meet the requirements as stipulated in “Qualifying to Teach” (2002). There is no requirement that they coordinate curricula.

From a secure base of history subject knowledge and understanding, working closely with university tutors, teachers in school, pupils and peers, the trainee teacher is encouraged and enabled to become a competent, confident, independent, imaginative and reflective practitioner who will enter the profession committed to both excellence and continued professional development.

The programme provides the trainee with opportunities to develop

- knowledge and understanding of the nature of history, in order to inform understanding of the rationale for the teaching and learning of history within the secondary school context ;
- knowledge and understanding of the content of the secondary school history curriculum, including aims and objectives of teaching history (KS3, KS4 and post-16);
- the ability to communicate effectively with all pupils and to recognise the significance of language as the prime medium for learning within the history classroom;
- the skills to enable formative and summative evaluation and assessment of pupils' learning in history and to use appropriate evaluation and assessment data to aid target setting and to inform planning and future practice;
- the skills to use ICT confidently, effectively, selectively and professionally in the teaching of history;
- skills of critical analysis to allow for self-evaluation and assessment of own teaching and progress in teaching;

The history programme also allows trainees to take a short supporting study module in one of the following areas: geography, citizenship, personal, social and health education or religious education.

Through the main history programme and the other strands of the secondary programme, trainees develop awareness of the need to contribute to pupils' personal, social, moral, spiritual and cultural development, how history can contribute to citizenship education, how history can help develop pupils' key skills.

- The content of initial training for history teachers

All curricula of all providers are planned around the national professional profile i.e. Professional Standards for QTS. Curricula are different at individual universities/providers.

- The relationship in history teacher training

The courses for history , general didactics, etc., are mostly separated. The consecutive model is the predominant model in the UK, thus academic subject courses are usually separate from didactics and practical training, with subject academic courses being followed on undergraduate programmes and didactics and practical training being the focus of the consecutive postgraduate studies.

- Training of history competencies

The history curriculum is the same for students who want to become teachers and for students who want to become historians/researchers. The consecutive model means that undergraduate history studies are separate from the ITT postgraduate year. Undergraduate history studies are the same for all students at individual institutions regardless of the student's intended career. (please note that history undergraduate studies vary from institution to institution and indeed even within the same academic institution students may follow different undergraduate history programmes.) This is true also of the one known concurrent history programme at St. Martin's, Lancaster. However, pedagogical studies students on the latter programme often follow the same course of study as the postgraduates.

The general history courses in the curriculum are based on:

Cannot be answered here as undergraduate history courses vary from academic institution to academic institution.

- EDC as part of the curriculum

Cannot be answered here as undergraduate history courses vary from academic institution to academic institution.

- Training of subject didactics/methodology¹⁰

The following competencies are explicitly emphasised in training:

Textbook analysis, analysis of curricula, planning and organising of lessons, interactive teaching, organising project work, use of information technology, multicultural aspects.

Trainee history teachers are trained to implement the results of new historical research into classroom teaching. Written assessment of most programmes usually requires students to make use of research in teaching in the history classroom. Students are usually expected to base this work on their own work in the classroom as well as making reference to the work of practising teachers.

Trainee history teachers are also trained to use research methodology in the classroom.

- Educational sciences, general didactics, pedagogic

No data available.

- Practical training during universities studies

All providers of ITT must ensure that trainees spend a minimum of the following amounts of time being trained in schools:

- 32 weeks for all 4 year undergraduate programmes
- 24 weeks for all 2 & 3 year undergraduate programmes
- 24 weeks for all secondary postgraduate programmes
- 18 weeks for all primary postgraduate programmes

This training is practical training, but note that the teaching in the university-based parts of the programmes also pay attention to practical training.¹¹

– Institutional links between universities and other institutions to accomplish practical training during university studies

There are institutional links (forms of cooperation) between universities and other institutions to accomplish practical training during university studies. This is a legal requirement of all ITT programmes. Requirement 3 (of the Requirements for ITT) state:

“All providers must:

R3.1 work in partnership with schools and actively involve them in

- planning and delivering initial teacher training
- selecting trainee teachers
- assessing trainee teachers for QTS;

R3.2 set up partnership agreements which:

- make clear to all involved each partner’s roles and responsibilities [...]

R3.3 make sure the partnership works effectively [...]¹²

¹⁰ Based on curricula from Manchester Metropolitan University, St.Martin’s, Lancaster and the University of East Anglia. (the PGCE programmes).

¹¹ Source: “Qualifying to Teach”: Professional Standards for Qualified Teacher Status and Requirements for Initial Teacher Training’ (2002).

Forms of institutional cooperation: cooperation between HEI and schools is a legal requirement for all providers of ITT.

Legal framework: “Qualifying to Teach” (2002) op. cit. lays down the statutory legal requirement for ITT and for achieving professional standards for QTS. This legal framework stipulates that there must be partnerships between providers and schools (see note above B6.921). Guidance is given by the TTA about how partnerships might be organised and managed and about the sorts of agreements that might be made between partners. However, this is guidance only. Individual providers will make their own particular non-statutory agreements with schools.

– Forms of practical training during studies at universities

- Training in schools: 24 weeks¹³

– Relation between theory and practice

There are – more or less – established forms aiming at relating the theoretical production in (history) didactics to the practical work of history teaching in the classroom. Training on most PG-ITT programmes in the UK endeavours to link theory to practice both in the schools and the higher education institution as appropriate.

Postgraduate initial training (PG-ITT) for history teachers

There is obligatory postgraduate initial training for history teachers in England who wish to teach history in primary and secondary schools.

This is generally obligatory for the teaching of history in secondary schools. One provider trains a small number of secondary history teachers on an undergraduate programme (St. Martin’s, Lancaster). This is a recent development.

In addition, where training is primarily in schools (SCITTs & schools with DRB or LEAs with DRB) there is flexibility which allows trainees to gain a degree level qualification concurrently with training to meet the professional standards for QTS.

Please note the majority of training for primary teaching is non-subject specific, though some programmes on an individual basis offer subject specialisms to their students. Places allocated by the TTA for primary training are allocated for primary generally, though there is currently a move to allow for the development of specialist language teaching in primary schools. Thus 460 of the 15 200 primary places for 2003/4 were set aside for primary specialisms, leaving 14 740 places for primary generally.¹⁴

• Structure of PG-ITT

Dominant structure: PG-ITT takes place at universities. There is no longer an obligatory length of training; prior to 02/02 there was an obligatory length of 36 weeks. All postgraduate secondary courses must allow for a minimum of 24 weeks of training in school. (NB: A trainee’s former experience of working with pupils may count towards these totals.¹⁵

¹² Source: “Qualifying to Teach”: Professional Standards for Qualified Teacher Status and Requirements for Initial Teacher Training’ (2002).

¹³ This refers to the ITT postgraduate year. The Requirements for Teaching stipulate that the above minimum amount of time should be spent by trainee teachers being trained in schools. A standard PGCE secondary programme is of approximately 36 weeks.

¹⁴ Source: Requirements to Teach etc. (op. cit.), TTA letter of Allocations 2003/4 (op. cit.), also Eurydice website.

¹⁵ In addition to traditional postgraduate ITT in the UK (where the training is led by a higher education institution, in partnership with schools), more flexible postgraduate routes into teaching are being provided. Thus

- Number of institutions for PG-ITT

A total of 145 ‘providers’ of ITT across all subjects (2002-4). 42 of these train secondary school history teachers (Note there is no subject specific training in history for primary school teachers). Providers of ITT are primarily higher education institutions (i.e. universities) in partnership with schools but also include a number of schools consortia. All providers of ITT must be accredited by Ofsted/HMI. Places are allocated to them by the Teacher Training Agency.

- Core curriculum for postgraduate initial training (PG-ITT)

There is no common/core curriculum for PG-ITT for all institutions involved. ITT providers must use the professional profile (i.e. the professional standards for QTS) to help them plan their courses. This is a statutory requirement. (See note and response B5.12 above).

In addition, there are statutory requirements for initial teacher training, which providers of ITT must adhere to.

- General guidelines for PG-ITT

General guidelines for the conception of PG-ITT come from:

- Ministry of Education and the Teacher Training Agency (TTA)

- Coordination of PG-ITT curricula of different institutions

Curricula of different institutions are not coordinated.

- Coordination of PG-ITT curricula of the same institution

Curricula of the same institution are not coordinated.

- The curriculum of PG-ITT for history teachers

No data

- The relation in PG-ITT for history teachers

The courses are predominantly focused on subject-specific pedagogy, including 24 weeks (of a course usually lasting between 36 & 38 weeks) spent training in schools.

It is expected that most trainees embarking upon a PG ITT for teaching history in secondary school will already have qualifications in history at degree level or equivalent. Thus the PG ITT history courses tend not to feature subject courses.

During a typical PG secondary course trainees are required to monitor and build upon their subject knowledge, especially in relation to the school history curriculum.¹⁶

- Coordination of courses in PG-ITT

Most of the courses for PG-ITT for history teachers are taught through subject pedagogy courses and through practical training in schools (including general or generic pedagogy).

the employment-based route allows a trainee to train on the job, primarily in schools. Groups of schools are able to work as a consortium with or without an HEI to offer such a programme. (School-Centred ITT or SCITTs. Individual schools, groups of schools or LEA can gain Designated Recommending Body (DRB) status to enable them to train and assess trainee teachers on Graduate Trainee Programmes (GTP). These flexible routes into teaching are having a particular impact on shortage subject areas i.e. mathematics or science. They are yet to be of significance, in terms of numbers, for the training of history teachers.

¹⁶ Please see the Professional Standards for QTS, Standards 2, knowledge and understanding in “Qualifying to Teach” (2002) and the corresponding guidance in “Qualifying to Teach”, Handbook of Guidance’ (2002). Also see the requirements for ITT, also in “Qualifying to Teach” (2002), R1 trainee entry requirements.

- The practical training takes place in schools: up to 100%.¹⁷

- Induction

There is an obligatory form of induction for newly employed history teachers.

The induction period takes place during the first year of teaching. It consists primarily of setting targets for development (initially based on the point reached by the trainee at the end of the training year). In the third and final term of the school year, the induction tutor and head teacher will make a recommendation, including priorities for the second year of teaching if the induction year has been a success. This final recommendation is passed on to the NQT, the Ministry for Education (DFES), the General Teaching Council and the NQT's employer (usually the LEA).¹⁸

Minority and gender issues, multicultural aspects

The skills, concepts and subject content of history in the school curriculum require that history is taught from a range of perspectives and in a range of contexts, local national and global. Thus most PG ITT courses pay some attention to this, both in the university and in schools. The school curriculum (the National Curriculum) up to the end of Key Stage 3 in its reference to learning across the curriculum, inclusion and language across the curriculum mean that all teachers have to pay attention to minority issues.

It is difficult to give exact percentages, as these areas are also addressed in schools as appropriate to the context, including the topics being taught at the time.

Professional competencies

It is difficult to give exact information on specific professional competencies being trained due to variation in courses from provider to provider.

- Information technology and e-learning

It is difficult to give exact information on that issue due to variation in courses from provider to provider. However, information technology features prominently in the professional standards for QTS and trainees increasingly spend time developing skills in this area and are expected to use IT in their work with pupils in school.

Evaluation of ITT courses

- Official evaluation of training courses by the training institutions

This is a legal requirement. The Statutory Requirements for Teaching specify that there must be systematic monitoring and evaluation of all ITT provision. See section 4 of the requirements as detailed in "Qualifying to Teach" (2002) op. cit. I have not made reference to history subject courses as these are not a usual feature in the one-year PG ITT programmes, which is the predominant model in the UK.

In addition inspection of ITT provision is a strong feature of the UK system.

For additional information see the extract of the Eurydice database on evaluation in the full version of the country report at the ITT website (<http://www.itt-history.eu>)

¹⁷ It is important to note that university sessions also focus predominantly on training for practice. Theory and practice are usually linked in university sessions.

¹⁸ Source: Career entry and Development profile (2003) TTA.

C. The students

Training of key competencies

History teacher training emphasises these key competencies:

In the UK, academic competencies (history) and didactic/psychological competencies are emphasised during training during the period of study (undergraduate & postgraduate studies taken together. This applies regardless of the type of institution (university or college of higher education)

The Requirements for ITT and the Standards for QTS require trainees training for secondary level (11-16 or 11-18) to be qualified to at least degree level/equivalent in the subject they are to teach. See source below, Standards 2 and Requirements 1

Participation of students in planning and organisation

This will vary from programme to programme and university to university.

It is likely that in most instances during university-led PG-ITT programmes trainees will be indirectly rather than directly involved, usually via the evaluation process. All providers of ITT have to monitor and evaluate all aspects of provision in a systematic way (see Requirements for ITT in Qualifying to Teach (2002). On GTP programmes (school-based), the ITT programme is usually a more individualised one, more directly related to the trainee's individual background. There is more scope here for individual trainee involvement in the planning and organisation of their programmes.

NB: Other universities may involve trainees in the planning and organisation of their training more than this. There is no statutory requirement.¹⁹

International mobility

In UK there are no ITT programmes explicitly designed to foster the international dimension of teacher education.²⁰

Participation of trainee history teachers in student exchange programmes. Such opportunities are not usually available for trainees on secondary PG-ITT programmes. Trainee teachers on undergraduate programmes have more opportunity to take part in such programmes. For example, undergraduate trainee teachers at MMU (Manchester Metropolitan University) can opt to take part in Erasmus & Socrates programmes. But note most undergraduate trainee teachers in the UK are training for primary teaching and not secondary. Currently in the UK, there is only one institution (St. Martin's, Lancaster) offering an undergraduate programme for history trainees.

¹⁹ Source: Qualifying to Teach (2002) p.18; Trainee evaluation sheets from MMU. (attached or to be forwarded); STORM (Manchester DRB consortium for school-based training); Stoke BRB (Stoke-on Trent DRB consortium for school-based training).

²⁰ The international dimension is usually an explicit feature of modern foreign language ITT programmes. However, this is not usually the case for the majority of PG ITT programmes (time being a factor). Even so individual programmes may do so.

However, it is important to note that the global dimension is now recognised as an important (non-statutory) part of the schools curricula and this is now likely to be reflected in the majority of ITT programmes.

Source: PG-ITT MFL programme MMU (secondary); PG primary programme (the MFL dimension) (primary) MMU; developing the global dimension in the school curriculum (Guidance) (March 2005) DFID, DFES & QCA.

D. Trainers

The trainers

- Professional groups involved in ITT for history teachers:²¹

Historians, advisory teachers in schools and universities, pedagogues, didacticians, school-based teachers of history and other school-based teachers

- Coordination of these groups

These groups are coordinated. There is coordination between teachers in schools and university-based pedagogues through partnership arrangements as required by the TTA (Teacher Training Agency).

Forms of cooperation: In the university-led partnerships (as opposed to school consortia offering ITT), the university usually takes the leading role. Both schools and the university are involved in selecting trainees for programmes, planning and delivering initial teacher training and assessing trainees. Partnership agreements are established to ensure each party is clear about its role and responsibilities. Resources are ‘divided and allocated’ between partners. All parties have to ensure systematic monitoring and evaluation of programmes, and are responsible for quality assurance.

- Interdisciplinary cooperation between these groups

Subject specialist pedagogues from the university cooperate with subject specialists in schools, but also with other teachers involved in the trainees’ school-based training. In most programmes there is a teacher in each school who is responsible for organising and ensuring that the generic and professional aspects of the trainee’s school-based programme is delivered (this teacher is usually known as the professional mentor) This teacher is the main link between the university and the school.

Average percentage of working time devoted by teacher trainers to the training of trainee teachers:

Not possible to give percentages.

Structure of personnel in training courses

The training courses are run by a team of university lecturers/trainers and school-based teachers. All models of ITT in the UK include school-based teachers/tutors/mentors. For the training of subject teachers, this always involves school-based subject specialists.

E. Training of teacher trainers

In-service training

Most education departments in universities will offer CPD (continuing professional development) in-service programmes, usually for school-based professionals. However, there

²¹ Please note that terms such as “pedagogue” and “didactician” are not normally used in the UK context in this way. These terms are used here to mean those involved in subject and generic pedagogy here. Please note that the predominant model for the training of secondary school teachers in the UK is the consecutive PG-ITT model. Most PG-ITT programmes are located in education departments or faculties of universities. Most university lecturers or tutors involved in ITT programmes are usually located in these departments too (although individuals may also have roles within other academic departments, e.g. in the case of teacher trainers for history, in history departments or faculties). The TTA requires that all providers of ITT be in partnership with schools (please see above).

may be courses relevant to university-based teacher trainers, even if not directly aimed at them (e.g. courses addressing generic educational issues.)

School-based mentors, whilst working in partnership with HEI (higher education institute), receive in-house training from university-based colleagues to enable them to carry out their roles and responsibilities as mentors of trainees. Most providers ensure that there are a number of such training sessions available for school-based colleagues throughout the training year.

In addition, increasingly education departments/faculties are offering programmes directed at school-based mentors (teachers in school working with trainees). It is also possible that some of the 145 providers of secondary ITT in the UK offer specific training for university based teachers/lecturers/tutors.

In addition, most subject areas within ITT have national organisations that allow for the sharing of practice, and to a certain extent, staff development. For example the history ITT education community works together through HTEN, the History Teacher Education Network.

Specific training

Most university-based teacher trainers of history (those in the PG-ITT programmes) will have an academic history background. The majority will also have a teaching qualification for secondary school. A vast majority of teacher trainers currently working in ITT have also taught their subjects in secondary school at some time during their careers. Most education departments will have an in-house programme of staff development.

School-based mentors, whilst working in partnership with HEI, receive in-house training from university-based colleagues to enable them to carry out their roles and responsibilities. Most providers ensure that there are a number of such training sessions available for school-based colleagues throughout the training year.

The training of trainers

- The trainers are trained by

All ITT history trainers, because of their academic history background, will have studied under historians, because most will have a teaching qualification. They will have also studied under 'pedagogues'. As teachers in schools they are also likely to have had contact with and worked with advisory teachers (some university-based trainers have also worked as advisory teachers during their careers). In each of the given contexts they are unlikely to have received training as trainers of history teachers. They will have studied history strictly as an academic subject. They will have studied history pedagogy and generic pedagogy as trainee history teachers. They will have worked with advisory teachers as teachers of history in secondary school. It is unlikely that the trainers will have received specific training as trainers (except as part of in-house staff development programmes). No specific statutory requirements exist.

- External personnel development is normally done by experts from other institutions, experts from training institutions, in-service training

- International mobility of history teacher trainers
No data available.

III. History teaching in primary and secondary schools

A. The subject

Basic information about history as a subject in secondary school education (student ages 10-18/19)

• History as a school subject²²

School level	Full name of the subject
ISCED 1 – primary school	history
ISCED 2 – lower secondary general school	history
ISCED 2 – lower secondary vocational school	-
ISCED 3 – upper secondary general	history
ISCED 3 – upper secondary vocational school	-

• Separate subject

Is history a separate subject?

School level	Separate subject	Name of the comprehensive subject	Percentage of history in the comprehensive subject
ISCED 1 – primary school	yes		
ISCED 2 – lower secondary general school	yes		
ISCED 2 – lower secondary vocational			
ISCED 3 – upper secondary general			
ISCED 3 – upper secondary vocational school			

²² History is a part of the National Curriculum for schools in the UK. It is a compulsory subject for all pupils from ages 5-14 (i.e. Key Stage 1, ages 5-7; Key Stage 2, ages 7-11; Key Stage 3, ages 11-14, ISCED 2), history becomes an optional subject at the end of Key Stage 3, age 14. Source: The National Curriculum for England, <http://www.nc.uk.net>; History, the National Curriculum for History Key Stages 1-3 (1999) jointly published by Dfee [now Dfes] and QCA.

- Number of history lessons

Number of lessons per grade each week and school type:

Grade (age)	Primary	Lower secondary	Lower secondary vocational	Upper secondary general	Upper secondary vocational
1 (6-7)	varying ²³				
2 (7-8)					
3 (8-9)					
4 (9-10)					
5 (10-11)		varying ²⁴			
6 (11-12)					
7 (12-13)					
8 (13-14)					
9 (14-15)				between 5 and 6 hours a week ²⁵	
10 (15-16)					
11 (16-17)					
12 (17-18)					
13 (18-19)					

- History curriculum in school²⁶

(For a more detailed version of the school curricula of Great Britain see the ITT-webpage <http://www.itt-history.eu>)

Aims

The National Curriculum for History does not contain an explicit statement of aims, but they are implicitly evident in the content of the curriculum. It does, however, include a statement explaining the importance of history to pupils' education. This statement also begins to indicate the aims of the history curricula. This statement is included here:

“The Importance of History:

‘History fires pupils’ curiosity about the past in Britain and the wider world. Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people’s actions. As they do this, pupils develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience, and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values.

In history, pupils find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence, and argue for their point of view-skills that are prized in adult life” (p.14)

²³ It is not possible to specify or to give an estimate. There is an emphasis on the core curriculum of mathematics, science and English in primary schools in the UK, plus numeracy and literacy. The teaching and the amount of teaching available for history and the organisation of the teaching of history in primary school varies from Local Education Authority to Local Education Authority and from school to school.

²⁴ Exact number of lessons, and times for each lesson will vary from school to school.

On average at Key Stage 3 in the UK (ages 11-14) pupils will usually spend between one and a half hours to two hours a week learning history, usually during the course of two lessons a week.

On average at Key Stage 4 in the UK (history is optional at this level) those pupils who have chosen to continue with history will usually spend between two and a half to three hours a week learning history in school. The time spent learning history in example e below is probably the most typical.

²⁵ On average pupils choosing to study history at this level will study history for between 5 & 6 hrs a week. Programmes studied (AS/A level) will usually enable access to ISCED 5 level. History at this level is optional for pupils in the UK.

²⁶ Source: The National Curriculum for England <http://www.nc.uk.net>; History, the National Curriculum for History Key Stages 1-3 (1999) jointly published by DFEE [now DFES] and QCA. Also see the QCA website: <http://www.qca.org.uk>. Retrieved 28 March 2006.

The content

The National Curriculum for History is organised into programmes of study for each Key Stage. The programmes of study set out what pupils should be taught in history at Key Stages 1, 2 & 3 (explanation of Key Stages in footnote 31)

These programmes of study are organised into (a) key knowledge, skills and understanding for each Key Stage and (b) breadth of study. The knowledge, skills and understanding in the programmes of study identify the aspects of history in which pupils make progress. Five areas are indicated: (i) chronological understanding; (ii) knowledge and understanding of events, people and changes in the past; (iii) historical interpretations; (iv) historical enquiry (v) organisation and communication. The breadth of study at each Key Stage indicates areas of subject content to be studied. For example, at Key Stage 3 (ages 11-14), key areas of British history from 1066 to 1900 are to be studied, plus a world study after 1900, including the two World Wars, the Holocaust and the Cold War. In addition pupils must study an aspect of European history prior to 1914 e.g. the French Revolution or the Roman Empire (the choice is open). They must also study the history of a non-European country before 1900 (e.g. Islamic civilisations, or the Black peoples of America, or the indigenous peoples of North America (the choice is again open, though these are some examples given in the curriculum, and these represent popular choices). This amounts to three British studies, a European study and two world studies. Local, national, European and world contexts are to be considered.

The National Curriculum for History also includes an attainment target for history which sets out the knowledge, skills and understanding that pupils of different abilities and maturities are expected to have by the end of each key stage. This attainment target, which includes level descriptions of attainment and performance, enables teachers to make an assessment of pupils learning in history at the end of each Key Stage.

For each Key Stage there is also an introductory statement in the National Curriculum which indicates and summarises the content for that key stage.

Key Stage 1 History: ‘Pupils will learn about peoples’ lives and lifestyles. They find out about significant men, women, children and events from the recent and more distant past, including those from both Britain and the wider world. They listen and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present.

Key Stage 2 History: ‘Pupils learn about significant people, events and places from both the recent and more distant past.’ They learn about change and continuity in their own area, in Britain and other parts of the world. They look at history in a variety of ways, for example political, economic, technological and scientific, social religious, cultural or aesthetic perspectives. They use different sources of information to help them investigate the past both in depth and overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways.

Key Stage 3 History: ‘Pupils learn about significant individuals and events in the history of Britain from the Middle Ages to the twentieth century. They also learn about key aspects of European and world history. They show their understanding by making connections between events and changes in the different periods and areas studied, and by comparing the structure of societies and economic, cultural and political developments. They evaluate and use sources of information, using their historical knowledge to analyse the past and explain how it can be represented and interpreted in different ways’

It will be noted that there is an expectation of progression in subject knowledge, understanding and skills as pupils move through from Key Stage 1 to Key Stage 3.

In addition to the above, all subject areas in the National Curriculum of the UK must address what is referred to as 'learning across the curriculum'. Specific areas to be considered are: pupils' spiritual, moral, social and cultural development; citizenship education; the key skills of communication: application of number, use of IT, working with others, improving own learning and problem-solving; other aspects of the curriculum: thinking skills, financial capability and education for sustainable development.

There are also general teaching requirements which must be considered when delivering the history curriculum, the chief of which relate to pupil entitlement and the notion of inclusion. Principally this means the need to 'provide effective learning opportunities for all pupils', the three underlying principles of which are (a) the setting of suitable learning challenges; (b) responding to pupils' diverse learning needs, e.g. those related to ethnicity, gender, disability, more able & less able pupils (equal opportunities) (c) overcoming potential barriers to learning and assessment for individuals and groups of pupils. This includes pupils with special educational needs (SEN), pupils with disabilities and pupils with English as an additional language (EAL).

An additional general teaching requirement is that of use of language across the curriculum, with an emphasis on developing pupil's writing, speaking, listening and reading skills.

– Aims and content of the subject in primary school

The programmes of study are divided into five areas of knowledge, skills and understanding (KSU) and breadth of study (please see above). The five areas of KSU are the same across the Key Stages, i.e. at primary and secondary, although different levels of understanding are addressed and expected. The breadth of study i.e. the content is different at each Key Stage. For primary school see content of Key Stage 1 history above. At Key Stage 2 the breadth of study includes a local history study; aspects of British history i.e. Roman, or Anglo-Saxon or Viking, Britain in Tudor times, Victorian Britain or Britain since 1930; European history study unit: Ancient Greece(no choice); world history study unit: selected from Ancient Egypt, Ancient Sumer, the Assyrian Empire, the Indus Valley, the Maya, Benin, or the Aztecs.

Aims and content of the subject in lower secondary general school

Please see above. Details are given there. Please note that history is not compulsory after the age of 14 in the UK. A range of history syllabi is offered by the three UK examination boards (OCR, Edexcel and AQA) for pupils opting to study history for external examinations, GCSEs, between the ages of 14 and 16. The last two years of compulsory education.

– Aims and content of the subject in upper secondary general school

Please note that history is optional at this stage. A range of history syllabi/specifications is offered at AS/A level by each of the three UK examination boards (OCR, Edexcel and AQA) for those pupils opting to study history post compulsory education. AS/A level qualifications give students access to study at ISCED5.

– The ratio of local/regional, national, European and world history in the school curriculum for the whole period of compulsory lessons/history courses

Introduction:

At Key Stage 1 (ages 5-7) reference to content is quite general (see above). Thus I have not considered Key Stage 1 again below. It is difficult to be more precise: much is left to the teacher, though the QCA gives ideas and examples.

At Key Stage 2, pupils are required to be taught the knowledge, skills and understanding of history through one local history study unit, three British study units, one European study unit and a world history study unit. See here below.

At Key Stage 3 pupils are required to study three British study units, one European study unit and two world study units. See here below.

a) Local history:

At Key Stage 2 (ISCED 1) pupils are required to study:

‘A study investigating how an aspect in the local area has changed over a long period of time, or how the locality was affected by a significant national or local event or development or by the work of a significant individual.’

At Key Stage 3 (ISCED 2 ages 11-14): local history is to be addressed as appropriate and relevant to the British, European and world study units. See below, c) d) & e)

b) Regional history:

At Key Stage 2 there is no separate reference to regional history but see local history, above a) and national history below, c)

At Key Stage 3 regional history is to be addressed as appropriate and relevant to the British, European and world study units. See below at c) d) & e)

c) National history:

At Key Stage 2. The three British areas to be covered are: the period of the Romans, Anglo-Saxons and Vikings; Britain in Tudor times; and either Victorian Britain or Britain since the 1930s. Aspects of regional (i.e. Ireland, Scotland, England and Wales), European and world history are to be included as appropriate.

At Key Stage 3 (ages 11-14) key areas of British history from 1066 to 1900 are to be studied. Britain 1066-1500: Examples of content studied: the Norman Conquest and the Battle of Hastings; Henry II & Thomas Becket; King John and Magna Carta; the Black Death; the Peasants’ Revolt; medieval villages & towns; the feudal system; the medieval church, monks and nuns.

Britain: 1500-1750: Examples of content studied: Henry VIII, the Tudors and the English Reformation; the Spanish Armada; Charles I and the Civil War; the Acts of Union; changing role of women, Elizabethan poor laws; growth of towns

Britain 1750-1900: ‘Examples of content studied: the Industrial Revolution; social reform and social protest, including Chartism; the development of Empire and colonial rule; abolition of the slave trade and slavery within the British Empire.

d) European history:

At Key Stage 2, pupils are required to study Ancient Greece for their European study, including the impact of its civilisation on our world today.

At Key Stage 3, the National Curriculum requires pupils to engage in one European study. It stipulates:

A European study before 1914: Examples of specific content which are popular in schools: the Roman Empire; the French Revolution and the Napoleonic era; the Reformation and Counter-Reformation.

e) World history:

At Key Stage 2, pupils study a world study unit selected from: Ancient Egypt, Ancient Sumer, the Assyrian Empire, the Indus Valley, the Maya, Benin or the Aztecs.

At Key stage 3, the National Curriculum requires pupils to study two world study units: a world study unit before 1900 and a world study unit after 1900:

A world study unit before 1900: Examples of content studied: Islamic civilisations (seventh to sixteenth centuries); India from the Mughal Empire to the coming of the British; the indigenous peoples of North America; the black peoples of America.

A world study unit after 1900: ‘Examples of content: focus on the two World Wars and the Holocaust as well as the two wars from a range of perspectives; other areas studied include

Germany in the 1920s and 1930s and the rise of Hitler, USA in the 1920s and 1930s, including; the changing role of women, including the extension of the franchise.

Please note that history is not compulsory after the age of 14 in the UK. There are, however, National Criteria for History syllabi offered at GCSE level (See <http://www.qca.org.uk>) and National assessment objectives.

– The ratio of political, social, economic and cultural history in the school curriculum for the whole period of compulsory lessons/history courses
Teachers are expected to teach the curriculum from a range of perspectives, including political, social, economic and cultural perspectives. However, there is no proscription beyond this.

– The teaching of history as a subject

History is taught as a single subject in:

	Primary school	Lower secondary	Lower secondary vocational	Upper secondary general	Upper secondary vocational
History is taught as a single subject	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

– Subjects taught at school

	Primary school	Lower secondary	Lower secondary vocational	Upper secondary general	Upper secondary vocational
Geography	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Social studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cultural studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Civic education ²⁷	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Human rights education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Psychology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Others:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Civic education/EDC

Curriculum content at Key Stage 3 & Key Stage 4 (ISCED 2)

Programmes of study: knowledge, skills and understanding, becoming informed citizens, developing skills of enquiry and communication, developing skills of participation and responsible action

At Key Stage 3: becoming informed citizens includes: understanding about legal and human rights underpinning society, including knowledge about the criminal justice system; diversity of population across the UK; national and local government structures; parliamentary system, elections, voting etc.; conflict resolution, significance of media in society, world as global community. Skills of enquiry and communication include: analysing a range of sources to address political, spiritual, moral social and cultural issues; oral and writing skills to present an argument; taking part in group discussions and debates. Skills of participation and responsible action include: empathising with others or looking at issues from the perspective of others; negotiation; taking part in school-based and community-based activities; reflect upon process of participating.

²⁷ In the UK, 'citizenship education' (from September 2002). Source: www.nc.uk.net.

At Key Stage 4: All of the above remain, but there is an expectation that pupils will develop their understanding in each of the given areas. There is also a stronger emphasis on the European and global contexts

As, with history and all National Curriculum subjects, citizenship education has to address other areas of the curriculum of a more generic nature: learning across the curriculum; general teaching requirements: inclusion, providing effective learning opportunities for all pupils; use of language across the curriculum; use of information and communication technology across the curriculum.

- Future developments

Following changes for history are expected:²⁸

- Primary schools: no changes expected
- Lower secondary general schools: changes will possibly come
- Upper secondary general schools: changes will possibly come

B. History teachers in schools

Socioeconomic situation of history teachers

- Age distribution

– The average age of history teachers in primary and secondary schools²⁹

School/ISCED	<30	31-40	41-50	50>
Primary schools	22.62%	22.98%	25.61%	28.79%
Secondary schools	14.34%	25.28%	29.91%	30.47%

- Relation between school and university

Institutional links and forms of cooperation: contract between institutions. Partnership arrangements as required by the TTA.³⁰

- Status of the profession history and history teaching in society

Rank of studies

Reputation of history teaching on a scale from 0 (worst) to 10 (best): 8

Reputation of history on a scale from 0 (worst) to 10 (best): 8

²⁸ In addition the history community is currently scrutinising the history curriculum at Key Stage 4 (ages 14-19 ISCED 2 & 3). The history community is pushing for history to become a compulsory part of the curriculum for all pupils from 14-16. [Currently it is compulsory up to the age of 14 only.] A broader history curriculum in terms of content at 14-19 is called for; better use to be made of a wider range of more substantial historical source material; a development of the assessment objectives at Key Stage 4, including recognition of ‘the construction of historical narrative’ as a ‘proper historical skill’; more use of coursework especially for the assessment of source work skills. In addition, please note that a recent QCA report on the teaching of history (December 2005) has criticised subject content of history coverage in schools. This report is likely to have implications for the future teaching of history in schools. Source: The Historical Association publication: Curriculum Development Project, History 14-19 (March 2005). This can also be found on the Historical Association website <http://www.history.org.uk>, <http://www.Eurydice.org>, www.qca.org.uk. All Retrieved 28 March 2006.

²⁹ Age distribution of teachers in primary and secondary education. England. March 2003. Source: Table 23. Statistics of Education: School Workforce in England 2004 edition.

³⁰ TTA (2002) “Qualifying to Teach”, as cited above.

Not able to respond with source or data. However, in schools, note that the three core subjects mathematics, science and English each have a higher status and more time devoted to them within the curriculum than history. History is a foundation and not a core subject. History is compulsory up to student age 14 (from aged 5) the core subjects are compulsory up to student age 16 (from aged 5).