



David Abulafia
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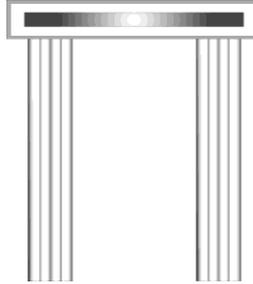
History in the Making

**The New Curriculum
Right or Wrong?**

Curriculum Series
Edited by
Sheila Lawlor

POLITEIA

A FORUM FOR SOCIAL AND ECONOMIC THINKING



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Foreword

Sheila Lawlor

The Government's draft for the new history curriculum proposes that pupils are taught a broad chronological span of history from the coming of the Romans to the 1980s. This ambitious plan will replace today's narrow concentration on a short time-frame and its often repetitious revisiting of a given topic. Instead there will be greater opportunity to explore over time the events which shaped the country's past. The proposals should be broadly welcomed by historians, because the chronological study of the past, of the pattern of events evolving in time, is central to their subject. It should also be a boon to teachers, who will have freedom to teach their subject, and bring their own interests and emphases to it.

Why then has there been discontent in some quarters? Some teachers and historians bemoan the 'listing of facts' and that pupils will have 'to learn by rote'; that there will be a chronologically based 'narrative'; or that priority is to be given to British history. There is also the desire to avoid including events and phrases unpalatable to some contemporary ears. The gunboat diplomacy of Lord Palmerston is thus under suspicion, whilst Clive of India has been summarily condemned. But as the three distinguished historians in Politeia's curriculum series, Professors David Abulafia, Jonathan Clark and Robert Tombs, discuss here, many of the dismissive comments fall wide of the mark.

Each has written a response to the proposal which explains how there are strong practical and cultural grounds for teaching the history of one's own country. Each agrees with the importance accorded to teaching history chronologically over a time frame, emerging as it does from the events and people which shaped the past. Indeed each of the three outline curricula, written independently, shows the extent to which historians from different backgrounds (Mediterranean, French and British history respectively) can share a common approach.

Although, then, they endorse the general aims and plan of the proposals, in their three curricula they show where the official plans might be improved or modified in line with the principles behind reform, especially the intention to avoid detailed prescription of how to teach.

I would add two points which the Education Secretary should bear in mind when it comes finally to implementing reform.

First, it should be emphasised that the rumpus over school history is not unique: every subject has its differences of approach and emphasis, intellectual, academic and ideological, even one so apparently innocent as mathematics. But provided the proposed history curriculum remains true to the principle of being minimalist and

avoiding prescription, there will be freedom for teachers to explore the knowledge of the past, for which a programme based on the chronological span sets them and their pupils free. Indeed, I agree with those who suggest including more dates to outline the subject and placing greater emphasis on the role of religion and England's relations with continental powers. But, provided the curriculum respects the principle of a minimal approach, teachers will have freedom to teach as they judge best.

Second, and even more important to the integrity of subject teaching and a curriculum which promotes the special knowledge and academic values of a subject, are the formal arrangements for study programmes and the assessment and examination model. If the new curriculum is to be effective, not only must the system and its designing officials be constrained from dictating the practice of every teacher according to key stages, levels and programmes of study. But there must also be a different examination model with an end to the current structures governing assessment criteria, tasks and skills which now shape the GCSE. These tend to undermine the integrity of subject teaching. In practice they often mean that teaching reflects the priorities of managerially based mark schemes, rather than the intellectual values of a subject.

In approaching exam reform, therefore, the case is strong for returning to an exam system in which knowledge, understanding and judgement are measured by experienced markers who assess answers according to their own informed professional standards. This would mean an end to the artificial structures, including the assessment criteria and objectives, which shape teaching in line with bureaucratic rather than academic priorities. Indeed unless that happens, the new curriculum's respect for the integrity of subject knowledge could be undermined and with it the very freedoms which the Education Secretary champions.

Sheila Lawlor,
Director, Politeia

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Sheila Lawlor

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In Spring 2013 the Rijksmuseum in Amsterdam re-opened after ten years of internal rebuilding and re-ordering. The museum proudly announced that the new scheme of organization was *chronological*. For this was what made most sense in a museum that aims both to be a historical collection and an art gallery. A chronological approach provides an unshakably solid framework. Even Waldemar Januszczak, the notoriously stern art critic of *The Sunday Times*, has praised this simple but highly effective way of organizing a major museum. We should listen to what he has to say:

The thing about chronology is that it really is the simplest and most direct way to tell you where you are. It anchors you. With that important task fulfilled, the rest of the hang is free to be as inventive as it wants.

For ‘rest of the hang’ read ‘rest of the history course’, and then you have a perfect recipe for the teaching of history.

It is the passing of time that gives structure to the study of history. For a while, under the influence of a school of prominent French historians who expressed a horror of ‘the history of events’, there was a tendency to study long-term ‘structures’ instead, particularly in the realms of cultural history. While this led to all sorts of exciting new work, it has also corrupted the study of the past.

History is about time, time in which human beings have lived and acted. This is something that can very surprisingly disappear if we look at some of the current syllabuses for the GCSE in History. Topics abound that are more concerned with current events of unpredictable outcome. There is a suggestion from one board that students might like to assess the impact of Nelson Mandela. There is an option on Israel and the Palestinians that surely cannot avoid becoming involved in bitter arguments about still unresolved issues. It might be objected that the study of history equips one to address such issues critically, with due attention to the hard evidence. It is all very well to offer a course on the end of empire, but how did the British Empire come into being? Starting in 1900 is like asking a student only to read the last part of *Lord of the Rings* or Harry Potter. He or she would be entitled to more than little puzzlement about who these strange creatures are and what sort of world they inhabit. History is also about causes. One cannot understand events in the British Empire, the Middle East or elsewhere without looking at their origins, which may go far back in time. This way one creates a three-dimensional view of the past that has real validity.

It is in this spirit that I welcome the National Curriculum proposals for the study of History. The emphasis on significant individuals in the past of these islands is particularly welcome. It serves as a reminder that this is human history, not natural history – that people, and not just hot and cold periods in the earth’s climate, have determined what has happened in the past. I see no reason to apologize for the fact that people are British. England, Scotland, Wales and Ireland have made a

disproportionate contribution to science, the arts, literature and indeed politics. This is something to emphasize and to seek to explain. The proposals offer plenty of non-English history, while anchoring it in the relationship between the four nations of Great Britain, plus (for good reason) France.

In this country, almost uniquely in Europe, continuities with the past are present everywhere one looks, from the law-courts to parliament to the town halls of our great cities and, not least, the universities to which we want to encourage aspiring young historians to apply. This is not to suggest that our history is one of continual progress towards the perfect constitution, but the question how we have become what we are from what we were is at the centre of our identity as British citizens. Therefore, I also warmly endorse the emphasis on local places of historical importance, enabling schoolchildren to make direct connections with the events of the past. Britain is choc-a-bloc with historic buildings, from Stonehenge to the present, and it is truly dispiriting to enter a great cathedral and hear visitors from within these isles express their total confusion about the times the building commemorates – something rather rarer, I would say, among local tourists in Italy, Germany or Spain.

As well as offering a chronological framework, the syllabus places some stress on political events. This, again, is entirely welcome, since they are clearly not going to be divorced from their economic and cultural setting. It is once again a case of needing a strong framework before one can delve into the enormous range of potential topics the study of the past offers. It makes sense to know that the Peasants' Revolt happened when the young Richard II sat on the throne, or that Disraeli was instrumental in acquiring a British stake in that great waterway, the Suez Canal. The fundamental point is that one cannot study everything in the three key stages and it would be a mistake to try to encompass Europe and the rest of the world in this course.

A number of prominent historians have begged for much fuller representation of the rest of the world. This view neglects the simple fact that we are here in Britain and it is essential to know the streetplan of one's own neighbourhood before learning the street-plan of Kuala Lumpur or Vilnius, even if one has relatives there. But this course offers plenty of material on Britain's place in the world, and that is certainly where one needs to begin. The idea that this is a jingoistic return to *Our Island Story* and *Kings and Things* is absurd, though I must confess that *Kings and Things* is one of the first history books I read, and one that perhaps started me on my road to becoming a historian.

When my own syllabus for Politeia was floated over a year ago the national press gave it interesting coverage. What was reported was an emphasis on 30-odd dates, which of course was not the intention of the syllabus; and, besides, I fail to see why children cannot learn thirty dates: I remember having to learn a great many more, and they have stuck with me. But the aim of the curriculum was to provide that basic framework and then to permit considerable freedom to look at people, places and innovations linked to what I have called 'transformational moments' in British history.

I append a revised version of this curriculum. As conceived, it was intended to reach right through to GCSE. I have not tried to work out how GCSE would fit into the framework of the History Curriculum being proposed, beyond arguing that between 14 and 16 students must be offered the chance to back-track, so that they could return to much earlier periods if that was what appealed to them and their teachers – an important point, as some critics have assumed that this sort of curriculum would exclude medieval and early modern history at GCSE. Although I am not myself a historian of Britain, I do not see an over-riding need for European or world history at GCSE, and still less for some of the frankly unmanageable papers on *Medicine & History* and *Crime & Punishment* that are impossible to teach effectively unless students have a good knowledge of the background this curriculum seeks to provide.

I would, however, join some of the critics of the current proposals in urging that the study of history should remain compulsory until 16. The very fact that History has been the focus of more discussion than any other topic, even though it occupies a lowlier place in the overall curriculum than maths or English, suggests that there is a wider awareness of the importance of this subject in the proper education of our children.

The aims of this proposed curriculum, aimed at children aged from 14 to 16, are simple:

1. to emphasize continuity across long expanses of time, so that schoolchildren have some sense of the scale of the past and the significance of events that may have taken place recently or in the quite remote past;
2. to emphasize the importance of human agency in the past, with all that implies for understanding the contemporary world as well; while this curriculum does not stress impersonal forces, at the same time there will be plenty of opportunity to consider the constraints on choice that determine human action;
3. to emphasize the need to understand the basic political narrative without which it is impossible to set in context social, economic, cultural and other developments in society; this will mean laying stress on kings, queens, politicians and occasionally the mob, since those who exercise political control have a disproportionate influence on the way people in all social strata live their lives.

These aims are expressed through four linked themes, of which the first, the foundation stone if you like, is the transformational moments in the history of Great Britain. Serious study of the wider world, and of European history, would mainly be reserved for A-level, which is not the subject of this curriculum. The other themes – people, places, and innovations – are designed to be flexible, so that a place that appeals to students in, say, the north-east (Durham Cathedral, for example) can feature, whereas down south one might choose Canterbury, Salisbury, or wherever is most convenient.

Thus the scheme that is set out contains:

- a. suggestions for identifying the transformational moments;
- b. a selection of people related to those moments or active at that time;
- c. one or more suitable places;
- d. significant innovations in ideas, religion, science, technology, etc., that will bolster the understanding of the transformational moments.

It is very important to understand that the people and places are just a selection from a potentially much longer list, which the Examination Board might enjoy putting together.

The dozens of ‘transformational moments’ are *not* to be seen as a series of dates to be learned by rote. Rather, they provide a vantage-point from which the wider political, social, economic and cultural setting can be studied; and – far from being fixed points – it might be desirable to revise the list every few years, while leaving in some that simply cannot be ignored (the Norman Conquest being an obvious example in that category).

The aim here has not been to identify a particular examination method. However, the scheme I am proposing cries out for a combination of short essays and (at GCSE) brief notes on, say, half a dozen out of twenty or more headings, which could be the names of individuals, acts of parliament, battles in the Wars of the Roses or civil war, or whatever. Among these would figure some of the people and places studied in the course, framing the choice in such a way that Mancunians would not suffer because they cannot easily visit the Cabinet War Rooms (for instance). It is true that there are few women (some queens and a prime minister) and even fewer members of ethnic minorities (another prime minister and Gandhi); but, rather than including people of secondary importance, I believe it is better to prod teachers and students into discussing *why* there are so few women and members of minority groups. It then makes more sense to discuss William Wilberforce than Mary Seacole.

Another feature of this curriculum is the insistence that commentaries on extracts from sources, and a heavy emphasis on questions about how one interprets sources, are not appropriate until a student has some grasp of the underlying events and trends. I did think of creating a fifth column, dedicated to source-material, and decided against. The emphasis on sources, often taken out of context, has not merely deadened interest in the past among students; it has led to the study of the tools in place of the final artefact.

The curriculum lays some emphasis on the relationship between the four countries in the British Isles, and pays preliminary attention to Britain’s role in the world, especially its relationship with what became the Commonwealth, although that can be developed further at A-level.

What follows is a grid setting out points a to d just mentioned. Obviously, these are just *suggestions*, and some thought is needed about coverage of the last century and a half, when ‘transformational moments’ come thick and fast and it is difficult to predict what future generations will think has been truly transformative. For that reason I would favour an end-point around the time of the Miners’ Strike.

<i>Transformational moments</i>	<i>People</i>	<i>Places</i>	<i>Innovations</i>
500 Anglo-Saxon conquest	Venerable Bede	Durham Cathedral, Lindisfarne	<i>Coming of Christianity</i>
900 The Danelaw	Alfred, Cnut	York	<i>Anglo-Saxon literature: Beowulf</i>
1066 The Norman Conquest	William the Conqueror	White Tower, London	<i>Domesday Book, rise of serfdom</i>
1170 Battle between king and Church	Thomas Becket, Henry II	Canterbury Cathedral	<i>Expansion of government</i>
1215 Battle between king and barons	King John	Runnymede	<i>First universities</i>
1258 Consultation of barons and townsmen	Henry III, Edward I, Simon de Montfort	Westminster Abbey	<i>Rise of wool trade</i>
1314 Scottish and Welsh wars	Robert the Bruce, Llewelyn, Edward I and II	Welsh castles	<i>Gothic architecture</i>
1381 Peasants’ revolt	Wat Tyler, Richard II	Medieval London	<i>Black Death and subsequent plague epidemics</i>

<i>Transformational moments</i>	<i>People</i>	<i>Places</i>	<i>Innovations</i>
1415 Agincourt and 100 Years' War	Henry V	Cinque Ports	<i>Chivalric literature: Arthurian legends</i>
1485 Defeat of Yorkists	Richard II, Henry VII	Bosworth, Tower of London, Bristol	<i>Caxton's printing press, Cabot's voyages</i>
1535 Execution of Thomas More	Henry VIII, Thomas Cromwell	Inns of Court, Hampton Court	<i>Break with Rome, Enclosures</i>
1553 Catholic Restoration	Philip and Mary, Thomas Cranmer	Oxford	<i>Tudor architecture</i>
1588 Defeat of Spanish Armada	Elizabeth I, Burleigh, Walsingham	Tilbury	<i>Protestant ascendancy, Elizabethan drama</i>
1611 King James Bible	James I, Lancelot Andrews	Lambeth Palace	<i>King James Bible, Jacobean drama</i>
1649 Execution of Charles I and Cromwellian conquest of Ireland	Charles I, Archbishop Laud, Oliver Cromwell	Whitehall Palace, Huntingdon	<i>John Milton's poems and tracts, Thomas Hobbes</i>
1689 Glorious Revolution and Battle of the Boyne (1690)	James II, William III	St Paul's Cathedral	<i>Royal Society, Newton and Scientific Revolution, John Locke, Christopher Wren</i>
1707 Union of England and Scotland	Duke of Marlborough	Blenheim Palace	<i>Beginnings of Agricultural Revolution (Jethro Tull)</i>

<i>Transformational moments</i>	<i>People</i>	<i>Places</i>	<i>Innovations</i>
1721 Beginning of Walpole's administration	Sir Robert Walpole	Houghton Hall	<i>John Wesley and Methodism</i>
1763 Treaty of Paris, securing Canada etc. for Crown	Elder Pitt, George III	British Museum	<i>Foundation of British Museum</i>
1769 Spinning Mule: key moment in Industrial Revolution	John Watt, Josiah Wedgwood	Ironbridge	<i>Steam power</i>
1776 Loss of 13 Colonies	Lord North, George Washington	Boston perhaps too far away...	<i>Adam Smith's Wealth of Nations</i>
1805 Battle of Trafalgar	Pitt, Nelson, Wellington	Portsmouth (the Victory)	<i>Edmund Burke, Thomas Paine</i>
1825 Opening of first railway	Castlereagh, Canning	Science Museum, York Railway Museum	<i>Stephenson's Rocket</i>
1832 Reform Bill and 1833 Abolition of Slavery	Wilberforce, Wellington	Liverpool	<i>Factory Act and workhouses</i>
1838 Chartists and 1846 Repeal of Corn Laws	Peel	Industrial Manchester or what's left of it	<i>Penny Post (1840), Darwin's voyage</i>
1886 Irish Home Rule Bill	Gladstone, Disraeli	Hughenden Manor, Osborne House	<i>Suez Canal under British control</i>
1904 Entente Cordiale	Edward VII	Buckingham Palace	<i>Motorcars</i>
1919 Treaty of Versailles	Lloyd George	Admiralty Arch and Whitehall, War memorials	<i>League of Nations</i>

<i>Transformational moments</i>	<i>People</i>	<i>Places</i>	<i>Innovations</i>
1931 Statute of Westminster	Ramsay Macdonald, Baldwin	Art Deco cinemas	<i>Dominions released from British control</i>
1940 Churchill as PM	Churchill, Eden	Chartwell, Cabinet War Rooms	<i>Spitfire</i>
1945 Labour landslide	Attlee, Bevin	Suburban semis	<i>Welfare State, 1944 Education Act, UN</i>
1947 Indian independence	Gandhi, Mountbatten	British Empire and Commonwealth Museum (Bristol)	<i>Large-scale migration from Indian sub-continent</i>
1960 Wind of Change	Macmillan	As above	<i>British withdrawal from Africa</i>
1969 British troops deployed in Ulster	O'Neill, Paisley, Taoiseach Lynch	National Army Museum	<i>Terrorist attacks on mainland</i>
1973 UK joins EEC	Heath, Callaghan	Brave new architecture	<i>Sex Discrimination outlawed 1975</i>
1984-5 Miners' strike	Margaret Thatcher, Scargill	Collieries	<i>Building of Channel Tunnel</i>

The proposal's basic features The Department of Education's draft of the History National Curriculum is a moderate and sensible document. The syllabus covers the history of these islands from the Stone Age to recent politics. It provides for a sense to be conveyed of how the world influenced these societies. It acknowledges many sorts of history, 'local, regional, national and international ... cultural, economic, military, political, religious and social'. Because the proposal is in outline form, teachers would be given more time than at present, not less, to be creative, to introduce their own skills and enthusiasms. All these features should be welcomed.

What is the role of school history? We should remember that school History to the age of fourteen involves the teaching of a difficult and advanced subject, in a very introductory way, to young pupils, and often by teachers who are not specialist historians. It follows that:

A schools History Curriculum should not pretend to communicate specialised and complex academic knowledge or sophisticated skills, but instead should impart a basic orientation in what for many pupils will be a wide and strange world, suddenly opening up before them through time. Indeed escaping from the present moment, the 'island of time' into which they are born, plays an important part in growing up. 'Skills based' teaching may be lacking in this respect.

School History can introduce pupils to the chronological framework of the history of their country, as well as to themes like politics, economics and religion. The chronology and the themes validly go together.

The intellectual reach of young pupils may not initially extend very far beyond their native culture. It is therefore sensible to start with their own country, and teaching its history is rationally defensible. This does not exclude a wider vision developing later.

The draft Curriculum recognises these points, and is therefore broadly to be welcomed.

Suggested improvements Nevertheless, these proposals could still be improved: Some key dates should be included to reinforce the point that the essential features of the discipline of History are its attention to chronological progression, and its acknowledgement of the strangeness of a chronologically distant past.

The proposal is currently overloaded with names of approved figures, chosen for reasons that often appear related to present-day purposes;¹ the list should be reconsidered.

This long list of characters also entails the substantial exclusion, for reasons of space, of major themes. Highly important themes that are understated or absent include: religion; the English common law; Parliament; democracy; and state formation, in England's unions with Wales, Scotland and Ireland. Major themes such as these should be prescribed; teachers should be left a greater discretion on what historical characters to introduce.

Children need to appreciate that History is a way of analysing events, a technique that can be applied even to events very close to them. There is a case for a later cut-off date than 1979, even 'the present day'.

History is a large subject: if the centuries from the Stone Age to 1979, or the present, are to be adequately surveyed, there is a case for teaching the Curriculum to the age of sixteen, not just fourteen, and integrating it with the GCSE (whether it should be compulsory to age sixteen might be debated). It is not clear that the draft Curriculum could be adequately taught in the time available to age fourteen, and it might either be slimmed down somewhat, or taught over the years to age sixteen.

Finally, if History is a serious and valuable discipline, there is a case for the employment in schools of more History graduates to teach it. At present, it is reportedly too often taught by teachers with no degree in the subject, a situation that would not be accepted in the case of, say, Mathematics or Physics. This question of staffing cannot be divorced from the question of the content of the National Curriculum.

A response to criticisms of the draft No historian thinks that school History should be essentially the memorization of facts, 'rote learning'. But the draft curriculum does not require this. At present, it contains not a single date, other than references to general centuries or decades. Kings and queens are in short supply. Even politicians are outnumbered by the long list of historical figures, evidently included for other reasons.

The draft Curriculum has been characterized as 'endless lists of spellings, facts and rules'; critics demand that children instead be taught skills, which will be useful to them through life in many changing contexts. This sounds superficially plausible. But

¹ E.g. Francis Bacon, Annie Besant, Isambard Kingdom Brunel, George Eliot, Olaudah Equiano, Michael Faraday, Elizabeth Fry, Mahatma Gandhi, William Harvey, Muhammad Ali Jinnah, Jomo Kenyatta, John Locke, Isaac Newton, Florence Nightingale, Kwame Nkrumah, Christina Rossetti, Mary Seacole, Adam Smith, Christopher Wren, William Wilberforce. While each individual may be important, it is the principle of selection that needs justification.

when compared with the practice of a historian, the criticism is wanting. Only when learning content can skills be practiced, and vice versa. We learn what happened in the past while thinking within the discipline of History about specific human actions. Without content, there can be no development of skills.

The draft Curriculum is also criticized for being basically a narrative. Yet this is not a fault: History is unlike many other subjects in that it unfolds over time. A narrative is also valuable because it imposes a discipline which resists the projection back of present-day values (as its critics seem to sense). Without a narrative, there can be no content.

The draft Curriculum has also been criticised as ‘narrowly Anglocentric’, even ‘triumphalist’, in its focus on the nation state; as effecting a ‘regression to the patriotic myths of the Edwardian era’. Yet despite taking the British Isles as its starting point, it includes no element of nationalist celebration; this criticism instead tells us something noteworthy about the critics. There is widespread agreement in many countries that the history of the home country is an intellectually valid starting point. It is by no means the whole of history, but it is a valid way in to the subject. If the Curriculum covers only the years to age fourteen, there is much room for wider study at GCSE and A Level.

Consequently, the critical responses in the British media to the draft Curriculum are often irrelevant or disturbingly rhetorical. The principles behind the draft Curriculum, establishing an outline of major events and themes, are intellectually defensible and form a good basis for further refinement.

Suggested curriculum

I append here my own outline curriculum (as two academic colleagues, David Abulafia and Robert Tombs, have also done). Although we have each worked independently, we are in broad agreement on the principles of a curriculum: the broad chronological framework, the initial attention to the history of these islands, and a minimal level of prescription, giving teachers the freedom to teach.

This suggested syllabus offers an introductory course in British history from the Romans to the present. It combines a series of compulsory periods in the left hand column with suggestions in the right hand column on what might be covered, together with unplanned time to be used creatively by teachers. It assumes a four year course, with three terms of about ten weeks and one hour’s teaching per week (as at present); the syllabus deliberately suggests less than would fill those terms, to provide for local variations and teachers’ initiatives. This syllabus does not directly discuss how pupils would be examined at GCSE level.

Compulsory Period	Suggested Content
<p>Year 1</p> <p>Term 1</p> <p>From the Romans (55BC) to the Anglo-Saxons invasions</p>	<p>1.1 Roman expeditions: Julius Caesar, 55 and 54 BC. Objects: clientage? Emperor Claudius, AD 43. Objects: territorial conquest?</p> <p>1.2 Slow advance of Roman control. Boudicca’s revolt. Consequences of Roman failure to secure Scotland, Ireland. Hadrian’s Wall.</p> <p>1.3 Roman achievements: towns, trade, roads, coinage, government.</p> <p>1.4 Unplanned consequences: Christianity.</p> <p>1.5 Roman problems: imperial overstretch? Roman withdrawal, AD 410.</p> <p>1.6 Post-Roman situation: ‘King Arthur’</p> <p>1.7 Invasions of Germanic tribes. Emergence of small kingdoms (‘Heptarchy’). Their slow combination into a single kingdom: King Alfred.</p> <p>1.8 & 1.9 At discretion of teacher</p>
<p>Term 2</p> <p>From the Anglo-Saxons (5th Century) to the Norman Conquest (1066)</p>	<p>2.1 Anglo-Saxon achievements: coinage, central administration. Compared to Scotland, Ireland.</p> <p>2.2 Literature: Beowulf; <i>Anglo-Saxon Chronicle</i>; Bede, <i>Ecclesiastical History of the English People</i>.</p> <p>2.3 Viking invasions. King Cnut (Canute). Geopolitical options: part of a Scandinavian or French orbit?</p> <p>2.4 Norman conquest, 1066. Why did William of Normandy prevail?</p> <p>2.5 What was ‘feudalism’? How was it imposed? Domesday Book.</p> <p>2.6 The Anglo-French kingdom, and how the English fought to try to sustain it.</p> <p>2.7 Achievements of the early middle ages: common law, central administration, national accounts.</p> <p>2.8 & 2.9 At discretion of teacher</p>
<p>Term 3</p> <p>From Magna Carta (1215) to the battle of Agincourt (1415)</p>	<p>3.1 Magna Carta (1215) and the control of the executive.</p> <p>3.2 Frustration of English ambitions in France. English reorientation to Scotland, Wales and Ireland. Conquest of Wales. Resistance of Scotland (battles of Bannockburn, Flodden); mixed picture in Ireland.</p> <p>3.3 Economic expansion, 1066-1348. Disaster: Black Death, 1348 and later: England’s population long depressed.</p> <p>3.4 Medieval culture: Chaucer.</p> <p>3.5 Growing religious conflict: Lollardy; John Wyclif.</p> <p>3.6 Development of the Westminster Parliament.</p> <p>3.7 Henry V; battle of Agincourt (1415).</p> <p>3.8 & 3.9 At discretion of teacher</p>

Compulsory Period	Suggested Content
Year 2 Term 4 From the loss of France (1453) to the settlement of North America (1607-)	4.1 England's loss of France (battle of Castillon, 1453). Wars of the Roses (1455-87). 4.2 Monarchy of Henry VII, Henry VIII: the idea of the 'growth of the modern state'. Union with Wales (1536) 4.3 Religious reformation: Henry VIII, Edward VI, Mary I, Elizabeth I. Was there an Elizabethan 'settlement'? Anti-Catholicism. 4.4 Voyages of discovery (or piracy?): John Hawkins, Francis Drake, Walter Raleigh. 4.5 Precarious international position. Spanish Armada, 1588. English defence of 'the Protestant interest' in the Low Countries; English military intervention in Ireland. 4.6 English culture: William Shakespeare. 4.7 Sixteenth-century population growth; English settlements in North America. 4.8 & 4.9 At discretion of teacher
Term 5 From the personal union (1603) to the era of trade rivalry (1650s-70s)	5.1 Accession of James I (1603): 'personal union' of England and Scotland. 5.2 Charles I: growing political conflicts between Crown and Parliament. Religious revolt in Scotland; Irish massacre of Protestant settlers. 5.3 Outbreak of civil war in British Isles: the domestic version of Europe's wars of religion? 5.4 Execution of Charles I. Failure of Parliament; its supersession by Oliver Cromwell's military rule. Cromwell in Ireland. 5.5 Failure of the republican experiment in England. 5.6 Restoration of monarchy and church, 1660. 5.7 Growing English trade rivalry with United Provinces. Rise of the Royal Navy. 5.8 & 5.9 At discretion of teacher
Term 6 From the Scientific Revolution (1660s) to party government (1688-1760)	6.1 Late Stuart culture: the Royal Society (1660); the 'scientific revolution'; Isaac Newton (1642-1727) 6.2 Birth of party antagonism, Whig v. Tory. 6.3 Revolution of 1688 and its significance. Constitutional liberty, or usurpation? 6.4 Changing culture: John Locke, Daniel Defoe 6.5 Persistence of the Jacobite challenge. William III's conquest of Scotland and Ireland. Union with Scotland (1707). 6.6 England's involvement in European wars, 1689-1815. Anglo-French antagonism. Duke of Marlborough; the Hanoverian accession, 1714. 6.7 First age of party politics, 1689-1714. Whig one-party dominance, 1714-60; Sir Robert Walpole. 6.8 & 6.9 At discretion of teacher

Compulsory Period	Suggested Content
<p>Year 3</p> <p>Term 7</p> <p>From world empire (1763) to the defeat of Napoleon (1815)</p>	<p>7.1. The Seven Years War (1756-63) and the birth of the first British empire in North America and India.</p> <p>7.2 The American Revolution; controversies on its causes.</p> <p>7.3 Growing commercial, maritime and industrial wealth.</p> <p>7.4 Britain’s survival in the age of the American and French revolutions.</p> <p>7.5 Late eighteenth century unionist culture: Adam Smith (Scots), Samuel Johnson (English), Edmund Burke (Irish).</p> <p>7.6 Rebellion in Ireland (1798); Union of Ireland with Britain (1801); the ‘Catholic question’; Catholic Emancipation (1829).</p> <p>7.7 European and worldwide conflict: at sea (Nelson; Trafalgar, 1805); on land (Wellington; Waterloo, 1815).</p> <p>7.8 & 7.9 At discretion of teacher</p>
<p>Term 8</p> <p>From Evangelicalism to Industrialization</p>	<p>8.1 The Evangelical movement and the abolition of slavery.</p> <p>8.2 Post 1815 social conflicts and threat of revolution. Birth of ‘radicalism’, ‘liberalism’, ‘socialism’, ‘conservatism’</p> <p>8.3 The ‘condition of England question’: who gained from industrialization?</p> <p>8.4 Beginnings of parliamentary reform: the First Reform Act (1832) and its political consequences, including the rise of class-based politics.</p> <p>8.5 Free trade or protection? Abolition of the Corn Laws (1846).</p> <p>8.6 Industry: coal, cotton; the steam engine and railways; electric telegraph; steam ships. Spread of British trade internationally.</p> <p>8.7 The reign of Queen Victoria (1837-1901) and Britain’s international position.</p> <p>8.8 & 8.9 At discretion of teacher</p>
<p>Term 9</p> <p>Imperialism and the rise of the Labour Party</p>	<p>9.1 The Crimean War (1853-6) and the Indian Mutiny (1857-8).</p> <p>9.2 Mid nineteenth century culture: Charles Darwin, Charles Dickens, John Stuart Mill.</p> <p>9.3 Development of a populist form of party politics, symbolized by rivalry of Benjamin Disraeli and William Gladstone.</p> <p>9.4 Second Reform Act (1867) and Third Reform Act (1884). Growth of the mass conurbation and the mass media.</p> <p>9.5 Return of the ‘Irish Question’ as a conflict over land and ‘Home Rule’. Different English attempts to answer it.</p> <p>9.6 Late nineteenth century competition for overseas empires: the invention of the idea of ‘imperialism’.</p> <p>9.7 Late nineteenth-century culture: Karl Marx, Edward Elgar, Rudyard Kipling</p> <p>9.8 The rise of trades unions; socialism and the foundation of the Labour Party</p> <p>9.9 & 9.10 At discretion of teacher</p>

Compulsory Period	Suggested Content
Year 4 Term 10 The First World War: its origins and aftermath	10.1 Geopolitical problems caused by the rise of the United States, Russia and the unification of Germany, Italy. Anglo-German antagonism. 10.2 Immediate causes of the First World War, c. 1895-1914. 10.3 Outline of the events of the war. 10.4 Aftermath: Britain's international position and economy. Dominion status for Irish Free State, 1922 (Irish Republic, 1949). 10.5 Votes for women (1918 and 1928); rise of the Labour Party and decline of the Liberal Party; General Strike (1926). 10.6 International consequences of the war; League of Nations mandates; the politics of oil in the Middle East. 10.7 Economic recession after 1929. Mass unemployment; decline of old staple industries. Slow rise of new technologies: motor cars, aircraft, radio, television, antibiotics, radar, the computer (at Bletchley code-breaking centre), the jet engine. 10.8 & 10.9 At discretion of teacher
Term 11 The Second World War: its origins and aftermath	11.1 British responses to rise of totalitarianism in Soviet Russia, Fascist Italy and Nazi Germany. 'Appeasement'. 11.2 Causes of the Second World War, c. 1933-1939. 11.3 Outline the early events of the war. Dunkirk; Winston Churchill; the Battle of Britain. 11.4 Outline the later events of the war: Anglo-American alliance; war in North Africa; invasions of Italy and France; war in Far East. 11.5 Consequences of the war: further impact on the British economy. Rationing, economic controls. Establishment of a semi-collectivized economy. The postwar ideal of 'planning'. 11.6 Labour government after 1945. Welfare State and its earlier origins; Indian independence; participation in the Cold War. 11.7 Mid twentieth century culture: John Maynard Keynes, T. S. Eliot, George Orwell, Evelyn Waugh. 11.8 & 11.9 At discretion of teacher
Term 12 British history after 1945	12.1 British economic performance from the 1950s to the 1970s. Weakening of the planned economy; strengthening of trade unionism; revival of free trade ideas. 12.2 Disengagement from empire; mass migration to the UK 12.3 The 'troubles' in Northern Ireland, 1968 to the present. 12.4 Britain's relations with the European Union from its origin in 1951 to the present. 12.5 Social change in the late twentieth century: consumerism, liberation movements, youth culture, television, 'secularization'. 12.6 Margaret Thatcher as Prime Minister, 1979-90. Thatcherism, its achievements and limitations. 12.7 Collapse of socialism in Eastern Europe and the Soviet Union after 1989: its effects in Britain. 12.8 & 12.9 At discretion of teacher

In the initial proposal for the history curriculum, *Lessons from History: Freedom, Aspiration and the New Curriculum*, published in 2012, some of the problems with the current arrangements were identified. Criticisms from members of the teaching profession, pupils, academic historians, Ofsted and curriculum (QCA) officials made since 2005 during the previous administration were also identified, suggesting that discontent with the history curriculum long preceded the present plan for reform.

Since then, the government's draft proposals have been published for consultation and a lively discussion continues with a mixture of views expressed. Along with opposition to change can be heard continued expressions of dissatisfaction with the present arrangements for history teaching from the public, students, the press, a number of politicians across the party divide as well as by teachers, Ofsted officials and academic historians.

Considerable support can be detected nonetheless across the debate for one of the main principles of reform, to change from too much prescription to much less, with a slimmed down more minimal approach so teachers have more freedom to teach. Support has developed too for a more coherent curriculum – one weighted more towards knowledge and understanding of the past; there is also support for moving towards English and British history as in practice it is sensible to begin with the history of one country, and probably best to begin with one's own. There is also support for removing the preoccupation with dubious and artificial historical 'skills'; and for replacing the miscellaneous sprinkling of disconnected, over-specialized and what in practice tend to be rote-learned fragments – so often the experience in reality of too many children in our schools.

Many of the arguments now being made against the change can be seen as stemming either from reluctance to allow a greater focus on British history, or from caricaturing the Coalition's proposed draft as consisting of no more than dates, 'rote-learning', etc. Ironically, one of the objections to the present system is that it is too prescriptive and excessively detailed, and that it demands excessive cramming of arcane facts for examinations.

The intellectual and pedagogical arguments in favour of greater emphasis on British history are essentially those accepted for example by Cambridge University, where history students spend two-thirds of their first year on British history: this emphasis is regarded as appropriate for a British university, and also because study of one country is the only way for students to attain sufficient breadth and depth of knowledge and understanding. This, after all, is standard practice for school history in many similar western countries, such as France, Germany and Switzerland.

The Coalition's draft History Curriculum proposal is a bold step in the right direction, and serves the valuable purpose of concentrating minds. The text (appendix 1) in general proposes an outline of the history of this country, from Roman times to the later 20th century. While some specific comments and suggestions might be made on its emphases, the aim of giving a higher proportion of pupils the opportunity to attain a broad and comprehensive knowledge and understanding of the overall story of the country's past, including its worldwide links, while improving genuine historical knowledge and such skills as critical thought, interpretation and cogent presentation, should be applauded. Welcome also is the fact that the proposed draft curriculum does not prescribe in detail. It aims to give teachers and students the opportunity to develop the outline, so as to leave space for creative teaching (including, for example, visits to historic buildings and the use of the opportunities provided by museums). Also welcome is the Education Secretary Michael Gove's expressed openness to suggestions for formulating a final proposal that can attract wide approval.

As three academic historians, who were initially invited by Politeia to produce, quite independently of each other and before the Coalition's proposals were published, three separate proposals for a curriculum, we include here our responses along with the three individual curricula. The similarities between the three show that consensus on the content of a curriculum should not be difficult to reach. The main differences between our drafts concern the amount of detail that can or should be included by law in a National Curriculum: Jonathan Clark's is the most detailed, Robert Tombs's the least, with David Abulafia's in the middle. This will show how three different history teachers have independently proposed a common chronological 'spine'/framework/skeleton with different emphases.

Discussion has now turned to the practicalities of implementation, including such questions raised during the consultation period as:

- Balance: between different aspects of history (political, social, cultural, economic)
- Inclusiveness: to permit adequate teaching of British history while representing Britain's/England's relationships with European powers and the wider world, and opportunities for study of other societies for their own sake
- Teachability: making the curriculum feasible in terms of the school timetable and demands of other subjects while maintaining necessary comprehensiveness
- Support: many teachers are worried about the demands radical change will place on them, and some supplementary advice might be offered an annexe, capable of easy updating and revision but without making it part of the legal curriculum
- Chronology: while chronology is an essential part of historical understanding, many are reluctant to see the study of ancient and medieval history restricted to early years. Some way of revisiting subjects at a later stage is desirable – though not, as now happens, by excessive repetition of subjects for exam purposes
- Year groups – 'Staging': Where in the curriculum should the division between the different ages and [key] Stages best be set?
- Examinations: These are central to the success of reform and will be considered separately to the proposed curriculum.

A New Curriculum based on ‘entry points’ My suggestion² has been somewhat revised since 2012. The ‘entry points’ are intended to provide manageable ways of approaching key periods of history, providing the framework for a chronological sweep without overloading the curriculum. The entry points, set within a chronological framework, generally begin by focusing on the concrete – persons, events, objects – leaving it to teachers to develop the wider implications. They are also meant to facilitate the incorporation into teaching of pictures, maps, artefacts, and visits to museums, historic buildings etc.

Largely for practical reasons the scheme is divided into three periods, Medieval, Early Modern, and Late Modern, each consisting of 12 entry points. The main focus on English/British history includes studying the historic links with the other nations in these islands and others in Europe and the wider world. In addition pupils could be offered a choice of ‘special subjects’ at each stage to give a contrasting experience of the non-English and/or non-European world, or of a different kind of historical study. Though these should generally relate chronologically to the other subjects being studied, it would equally be possible to give chronological variety through these subjects at each stage. Special subjects would not be expected to take more time than the other ‘entry points’.

The government’s draft proposal includes Ancient Greece and Rome. I have not felt it necessary to discuss this for present purposes.

The list of topics proposed could be modified easily or the chronological framework given different parameters. It would also be possible to provide a longer list and specify that ‘At least x of the following topics must be studied’. What is important is to have a coherent outline, a simple framework on which teachers can build and which can give pupils a clear idea of ‘links between different historical events and periods, and change over time’, as Ofsted has put it.

Such a scheme could be adapted for the various ages and Key Stages, and if necessary applied to GCSE, O-level and A-level. They could be based on similar ‘entry points’ curricula, but examined at a higher level of sophistication. At this stage the question of whether the study of history at these later stages should follow a similar pattern (i.e. aspiring to breadth of coverage and continuing a mainly British/English focus) or whether it should offer a ‘cafeteria system’ of discrete topics (as now), will not be addressed as it is for the post compulsory years.

No other statutory requirement would be necessary. The range of history studied at each stage of secondary school should be a matter for teachers, who would decide what, when and how to teach. For example, some schools might teach chronologically, beginning with Medieval and ending with Late Modern; but this

² On which I worked with classroom teacher Christopher Moule and historian of education Abby Waldman.

would not be a requirement. But because both GCSE and A-Level would examine the whole curriculum, the more candidates were able to cover, the higher would be their potential marks. Excessive repetition (e.g. the 'Hitlerization' phenomenon) would thus create a disadvantage, not an advantage. Pupils would benefit from their accumulated knowledge and understanding as they advance through secondary school.

Suggested Curriculum

N.B. The italicised gloss after each topic is meant to be indicative of what might be done, not a prescriptive requirement. Indeed, we envisage that the legally binding curriculum would not include them, though brief explanations of each topic might be published as an appendix, perhaps with an optional teachers' guide which would require specialist academic advice and would be regularly updated.

I From Romans to Tudors - Medieval History, c. 40-1500

The story of Boadicea, c. AD 60

What we know of 'Boadicea'/Boudicca and how later ages interpreted her; Roman conquest and Britannia within the empire; the native tribes and rulers; the status of women; how archaeology can fill historical gaps; villas and towns of Roman Britain; the end of Roman rule.

The creation of an English kingdom, c. 870-937

Bede and his idea of an 'English people'; the expansion of Wessex and the organization of Anglo-Saxon society in the face of danger; Alfred and the ideal of kingship; Asser's Life of Alfred and the creation of a legend; Continental comparisons; defence of the kingdom by Edward and Aethelstan.

The Death of Harold, 14 October 1066

External threats to the kingdom; Danes and Normans; the death of Edward the Confessor and claims to the throne; Harold's short and epic reign – Stamford Bridge and Hastings; William the Conqueror and his kingdom. The Bayeux Tapestry – its history and meanings.

The Domesday Book (1086) and its picture of England

The Conquest and its consequences; making the Domesday Book; land tenure and feudalism; the economic and social life of the 11th century - people, work, wealth, status; local places recorded in the Book.

Richard the Lionheart and the Crusades, 1190-94

Christendom, Islam and the Crusades; Muslim and Christian ideals of the warrior; Richard as warrior-king; England's relations with France and the Mediterranean world.

The Legend of Robin Hood

The origins, persistence and development of the outlaw myth from late medieval ballads to Hollywood; law and order and real outlawry; the myth and reality of the forests; the relationship of Normans and Saxons.

Building a Cathedral

The cultural and social importance of religion and the Church; architectural styles and building methods; the architects, builders and artists of England and Europe; comparison of English and European styles of building and decoration; a visit to a local cathedral would be a crucial part of the teaching.

The Black Death, 1349

The arrival and impact of the plague on Europe and England; how it spread – trade and travel, rats and fleas; who died and who lived; how society coped; its consequences for the living standards and freedom of the peasantry in England and other countries.

The killing of Wat Tyler, June 1381

The role of Wat Tyler, and what we know about him; what the peasant revolt was about and who it was aimed at; the rebels' relationship with the king; relations between rulers and ruled in the 14th century; the aftermath of the revolt; the waning of 'feudalism' in England compared with other countries.

Chaucer: English and European writer

The survival of English and its rebirth as a literary language; Chaucer's aims; the Canterbury Tales and their lasting popularity; literature and the court; Chaucer as an English and a European writer.

Henry V and France, 1414-22

The battle of Agincourt (25 October 1415) in history and legend; Shakespeare's version and its film adaptations compared with the realities of medieval warfare; the background of England's links with France and English claims to the throne; the rise and fall of English rule; Joan of Arc and ideas of kingship, divine will and nation. The longbow as weapon and symbol.

The Battle of Bosworth, 22 August 1485

The rise and fall of Richard III; 'Crookback' as villain in propaganda and history; the Wars of the Roses - who fought and why; the victory of Henry Tudor and its consequences. The finding of Richard III's remains.

Plus one 'special subject': examples might be:

The study of either a building, a place, a document or an object

The rise and spread of Islam

The Renaissance

Japan in the age of the samurai

II Early Modern History, c. 1500-1800

Henry VIII's Divorce, 1527-33

Dynastic succession and the need for a son; England and the Papacy; Luther and the Reformation in Europe; England's break with Rome; religious loyalties and divisions; the court and politics; the rise and fall of Anne Boleyn; religious persecution – More and Cromwell; the despoliation of the church.

The Making of an English Bible

Priests, laity and scriptures; Wyclif; the Humanist revolution and the new learning; the print revolution; Tyndale and his achievement; the religious policies of Henry, Mary, Elizabeth and James; unauthorized and authorized versions; language and national identity. The King James Bible.

The Armada, July 1588

Ships and sea battles in the 16th century; the Mary Rose. Religious and political conflict in Europe - Spain, France, Holland, England; trade and colonial rivalry; Mary Queen of Scots and Elizabeth; Philip II and his plans; the failure of the Enterprise of England – could it have succeeded?

Shakespeare and the Globe

The rise of secular theatre as elite and popular entertainment; Shakespeare's life and works; the Globe Theatre in London life; actors and patrons – this topic should link with English Literature studies.

The Three Kingdoms

England's troubled relations with Scotland and Ireland; the Stuart succession, 1603; religious differences between the Three Kingdoms; how James I and Charles I tried to govern; economic and social patterns in the Three Kingdoms.

The Gunpowder Plot, 5 November 1605

What was planned and why the plot failed. Could it have succeeded? Catholicism in England: persecution, survival; missionaries – idealists, traitors or both? Consequences for Catholics.

The Trial and Execution of Charles I, January 1649

How was Charles tried and why? The ideology and role of 17th century monarchy. What was the Civil War about: the religious divide and politics. Why did the Parliamentarians win? Women and men in war: the impact of war and its death toll. How popular did Charles remain? Why was there no compromise between the two sides? Religious radicalism (Levellers, Diggers). Cromwell and the Commonwealth; the revival of popular royalism and the Restoration of Charles II.

The Siege of Drogheda, September 1649

Religious hatreds in Ireland, Scotland and England; Puritan anti-Catholicism. Economic interests in Ireland and 'Plantation'. The rules of siege warfare – were there 'war crimes' in the 17th century? Was Cromwell a war criminal? European comparisons –atrocities of the 30 Years War.

The Great Fire of London, 2-6 September 1666

The fire and the eye-witnesses. What was London like before the fire? The growth and importance of London as capital and trading centre; the rebuilding of London – the architecture of Wren; what was lost, what was gained.

1688 in European and British Politics

The ambitions of Louis XIV and England's position. James II's religious policy and Protestant resistance. The Dutch and their successful invasion; William and Mary and the succession. The Bill of Rights, the Act of Toleration; a 'Glorious Revolution'? Conflict in Scotland and Ireland. England's new role in the resistance to French power.

Witchcraft, Magic and Science

The persecution of witches in England and elsewhere; ideas about women; religion and the supernatural - magic, science and theology. How different was 'science'? - Newton's beliefs, the Royal Society and the growth of new ideas. The spread of 'Enlightenment' in Europe.

The Boston Tea Party, December 1773

Why tea? Friction between colonists and parliament: defence, land, taxation. Background: the growth of empires, the 'Atlantic World', trade and settlement. Loyalists and Patriots. The role of France: from colonial rebellion to world war.

Plus a 'special subject': a choice of one of the following examples:

The Golden Age of Timbuktu, c. 1400-1600

The Reign of Shah Jahan in Mughal India, 1628-57

The French Revolution and its consequences, from the Bastille to Waterloo

Romanticism: poetry, art, music

III Late Modern History, c. 1800-2000

The Battle of Trafalgar, 21 October 1805

Ships, men and naval warfare; Nelson and HMS Victory. Background: wars against the French Republic and Napoleon – what was at stake? Plans to invade England. The growth of the dominance of the Royal Navy: seapower, land-power, commercial power.

Slavery and its suppression

The extent and antiquity of slavery – men, women, children; the Atlantic trade and its importance; England as trader and shipper. The first stirrings of abolitionism – Equiano, Clarkson, Wilberforce. The abolition of the slave trade (1807); the Royal Navy and attempts to suppress the trade; the abolition of slavery in the British Empire (1834), and the fate of former slaves. The slow abolition of slavery in the Americas. The persistence of forms of slavery today.

The Power of Steam

The steam engine – its development and significance; James Watt. The idea and reality of the 'Industrial Revolution': its nature and causes; coal and the 'mineral economy'. Social and economic consequences; work and living standards for men, women and children; global impact.

The Repeal of the Corn Laws, January 1846

Political, social and economic conflict in the early 19th century, and literary representations (Dickens ...). Population growth and the standard of living. Parliamentary reform and Chartism; the Anti-Corn Law League and the ideology of Free Trade. The catalyst of the Irish Famine. The repeal of the Corn Laws and the calming of political tensions. The long-term effects of free trade on Britain and the world.

The Indian Uprising, 1857

Sepoys and cartridges; sieges, massacres and reprisals. Background: the expansion and policies of British rule in India - winners and losers; the end of the Mughal empire and the East India Company. Consequences: direct rule in India. The British Empire in the later 19th century – its extent and characteristics. Long-term consequences of Empire for Britain and the world.

Parliament, parties and voters, 1832-1885

The changing role of parliament; its new building and what it symbolized. The growth of modern parties; who voted and for whom: religion, region, class. The political elite; 'professional' politicians – Pitt, Palmerston, Gladstone, Disraeli. Reform acts and the expansion of the electorate; the gradual coming of democracy – did it make a difference?

Votes for Women, 1894-1929

The changing status of women in society: class, domesticity, work, marriage; diverse experiences. Women's education and their prominence in political and moral campaigns (slavery, prostitution, temperance, poverty). Early advocacy of political rights; the suffrage movement and the Suffragettes – help or hindrance? The franchise reforms, 1918, 1928. Women voters and their party loyalties. International comparisons in women's status and rights.

The Battle of the Somme, June-November 1916

The experience, causes and consequences of the battle; 'industrial warfare' and its costs. Background: what was the First World War about? Why did Britain participate? Volunteers and their motives. The British army, its allies and enemies. Trench warfare on the Western Front – was there an alternative?

The Munich Conference, September 1938

The meeting of Chamberlain and Hitler and the Munich Agreement. Background: 'appeasement' and its causes – revulsion against and fear of war; desire for reconciliation; the League of Nations and antiwar sentiment. The rise of Hitler and his ambitions; Chamberlain's policy, Czechoslovakia, and 'peace for our time'. Britain's strategic dilemmas. Critics of appeasement – Churchill's role. Rearmament and the failure of appeasement; the coming of war, 1939.

The Battle of Britain, August-September 1940

The first great air battle in history. Background: the strategic situation after the Fall of France: the choices of Britain and Germany; was peace possible? Churchill and the decision to fight. How serious was the danger of German invasion? The air war and its outcome. How united was the nation? Evidence on the Home Front ('Mass Observation'). Britain's victory and its aftermath: Hitler's invasion of Russia, June 1941; the beginning of the Holocaust, 1941; Japan's attack on America and the British Empire, Dec. 1941.

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The Creation of the Welfare State, 1941-48

The Beveridge Report (1942) as an outcome of the war on the 'Home Front'. Background: social policy in England. What Beveridge planned and expected. What emerged under the Labour government, 1946-48.

The End of Empire, 1946-c. 1965

The Second World War as a final imperial effort. The emergence of nationalism in India and elsewhere; changing attitudes in Britain; the changing world context – pressures to decolonize. The end of the Indian Empire and the devastation of partition – were there alternatives? Decolonization in Africa – the debate about Kenya. Suez (1956) and the decline of European power in the Arab World. The Holocaust, the State of Israel and the origins of the Arab-Israeli conflict. Post-colonial Britain – the Commonwealth, Europe, emigration and immigration.

Plus one special subject: for example

Lawrence of Arabia and his world

Lenin, Stalin and the making of the Soviet Union

The Warsaw Ghetto Uprising

The End of the Cold War

Support for Teachers

It would be easy to provide a Teachers' Guide to this 'entry-point' curriculum. But this would not form a compulsory part of the curriculum, and teachers would be free to prefer their own approaches. Examples of the sort of support that might be given are as follows (taking two 'entry points' as examples):

Henry VIII's Divorce, 1527-33

An obvious beginning would be to introduce the main characters, Henry, Katherine of Aragon and Anne Boleyn, and the facts concerning the royal marriage and the importance of an heir. This could feature a discussion of monarchy and dynastic succession. The question of the arguments for and against the divorce would lead to a consideration of the relations of England and the Papacy; hence to Luther and the Reformation in Europe; and to England's break with Rome. Other themes arising would include religious loyalties and divisions; the court as a centre of power; the rise and fall of Anne Boleyn; religious persecution – More and Cromwell; the despoliation of the church and some of the cultural consequences of the Reformation.

Suggested Background Reading for Teachers:

John Guy, *Tudor England* (Oxford UP, 1998) esp. chapters 1 to 7

Eamon Duffy, *The Stripping of the Altars* (Yale UP, 2005) esp. chapters 11 and 12

Diarmaid MacCulloch, *Reformation: Europe's House Divided, 1490-1700* (Allen Lane, 2003) esp. chapters 3 and 4

The Battle of the Somme, June-November 1916

This battle encapsulates many of our national memories of the Great War. The events of the battle and its human cost raise many questions about the experience and features of 'industrialized warfare' and about the causes and motives of the First World War: what was the War about? Why did Britain participate? Why did so many men volunteer to fight, and what were their motives? How was the British army organized and commanded, and how did it compare with its allies and enemies? Was there an alternative to trench warfare? What were the outcomes of the war? How have we remembered the war (from Wilfred Owen to Blackadder)? Are there differences between the ideas of those who lived through the war and the perceptions of later generations? Contemporary novels, poetry and paintings may be studied.

Suggested Background Reading for Teachers:

William Philpott, *Bloody Victory: The Sacrifice on the Somme and the Making of the Twentieth Century* (London: Little Brown, 2009)

Adrian Gregory, *The Last Great War: British Society and the First World War* (Cambridge UP, 2008)

Dan Todman, *The Great War: Myth and Memory* (London: Hambledon Continuum, 2005)

Appendix 1: The Department for Education’s Draft National Curriculum for History

Purpose of study A high-quality history education equips pupils to think critically, weigh evidence, sift arguments, and develop perspective and judgement. A knowledge of Britain's past, and our place in the world, helps us understand the challenges of our own time.

Aims The National Curriculum for history aims to ensure that all pupils:

- know and understand the story of these islands: how the British people shaped this nation and how Britain influenced the world
- know and understand British history as a coherent, chronological narrative, from the story of the first settlers in these islands to the development of the institutions which govern our lives today
- know and understand the broad outlines of European and world history: the growth and decline of ancient civilisations; the expansion and dissolution of empires; the achievements and follies of mankind
- gain and deploy a historically-grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Attainment targets By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject content

Key Stage 1 Pupils should begin to develop an awareness of the past and the ways in which it is similar to and different from the present. They should understand simple subject-specific vocabulary relating to the passing of time and begin to develop an understanding of the key features of a range of different events and historical periods.

Pupils should be taught about:

- simple vocabulary relating to the passing of time such as ‘before’, ‘after’, ‘past’, ‘present’, ‘then’ and ‘now’
- the concept of nation and of a nation’s history
- concepts such as civilisation, monarchy, parliament, democracy, and war and peace that are essential to understanding history
- the lives of significant individuals in Britain's past who have contributed to our nation’s achievements – scientists such as Isaac Newton or Michael Faraday, reformers such as Elizabeth Fry or William Wilberforce, medical pioneers such as William Harvey or Florence Nightingale, or creative geniuses such as Isambard Kingdom Brunel or Christina Rossetti
- key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year
- significant historical events, people and places in their own locality.

Key Stage 2 Pupils should be taught about the ancient civilisations of Greece and Rome.

In addition, across Key Stages 2 and 3, pupils should be taught the essential chronology of Britain's history. This will serve as an essential frame of reference for more in-depth study. Pupils should be made aware that history takes many forms, including cultural, economic, military, political, religious and social history. Pupils should be taught about key dates, events and significant individuals. They should also be given the opportunity to study local history.

Pupils should be taught the following chronology of British history sequentially:

- early Britons and settlers, including:
 - the Stone, Bronze and Iron Ages
 - Celtic culture and patterns of settlement
- Roman conquest and rule, including:
 - Caesar, Augustus, and Claudius
 - Britain as part of the Roman Empire
 - the decline and fall of the Western Roman Empire
- Anglo-Saxon and Viking settlement, including:
 - the Heptarchy
 - the spread of Christianity
 - key developments in the reigns of Alfred, Athelstan, Cnut and Edward the Confessor
- the Norman Conquest and Norman rule, including:
 - the Domesday Book
 - feudalism
 - Norman culture
- the Crusades
- Plantagenet rule in the 12th and 13th centuries, including:
 - key developments in the reign of Henry II, including the murder of Thomas Becket
 - Magna Carta
 - de Montfort's Parliament
- relations between England, Wales, Scotland and France, including:
 - William Wallace
 - Robert the Bruce
 - Llywelyn and Dafydd ap Gruffydd
 - the Hundred Years War
- life in 14th century England, including:
 - chivalry
 - the Black Death
 - the Peasants' Revolt
- the later Middle Ages and the early modern period, including:
 - Chaucer and the revival of learning
 - Wycliffe's bible
 - Caxton and the introduction of the printing press
 - the Wars of the Roses
 - Warwick the Kingmaker
- the Tudor period, including religious strife and Reformation in the reigns of Henry VIII, Edward VI, and Mary
- Elizabeth I's reign and English expansion, including:
 - colonisation of the New World
 - plantation of Ireland
 - conflict with Spain
- the Renaissance in England, including the lives and works of individuals such as Shakespeare and Marlowe
 - the Stuart period, including: the Union of the Crowns
 - King versus Parliament

- Cromwell's commonwealth, the Levellers and the Diggers
- the restoration of the monarchy
- the Great Plague and the Great Fire of London
- Samuel Pepys and the establishment of the Royal Navy
- the Glorious Revolution, constitutional monarchy and the Union of the Parliaments.

Key Stage 3 Building on the study of the chronology of the history of Britain in Key Stage 2, teaching of the periods specified below should ensure that pupils understand and use historical concepts in increasingly sophisticated ways to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts. They should develop an awareness and understanding of the role and use of different types of sources, as well as their strengths, weaknesses and reliability. They should also examine cultural, economic, military, political, religious and social aspects and be given the opportunity to study local history. The teaching of the content should be approached as a combination of overview and in-depth studies.

Pupils should be taught about:

The development of the modern nation

- Britain and her Empire, including:
 - Wolfe and the conquest of Canada
 - Clive of India
 - competition with France and the Jacobite rebellion
 - the American Revolution
- the Enlightenment in England, including Francis Bacon, John Locke, Christopher Wren, Isaac Newton, the Royal Society, Adam Smith and the impact of European thinkers
- the struggle for power in Europe, including:
 - the French Revolution and the Rights of Man
 - the Napoleonic Wars, Nelson, Wellington and Pitt
 - the Congress of Vienna
- the struggle for power in Britain, including:
 - the Six Acts and Peterloo through to Catholic Emancipation
 - the slave trade and the abolition of slavery, the role of Olaudah Equiano and free slaves
 - the Great Reform Act and the Chartists
- the High Victorian era, including:
 - Gladstone and Disraeli
 - the Second and Third Reform Acts
 - the battle for Home Rule
 - Chamberlain and Salisbury
- the development of a modern economy, including:
 - iron, coal and steam
 - the growth of the railways
 - great innovators such as Watt, Stephenson and Brunel
 - the abolition of the Corn Laws
 - the growth and industrialisation of cities
 - the Factory Acts
 - the Great Exhibition and global trade
 - social conditions
 - the Tolpuddle Martyrs and the birth of trade unionism
- Britain's global impact in the 19th century, including:
 - war in the Crimea and the Eastern Question
 - gunboat diplomacy and the growth of Empire
 - the Indian Mutiny and the Great Game
 - the scramble for Africa
 - the Boer Wars

- Britain's social and cultural development during the Victorian era, including:
 - the changing role of women, including figures such as Florence Nightingale, Mary Seacole, George Eliot and Annie Besant
 - the impact of mass literacy and the Elementary Education Act.

The twentieth century

- Britain transformed, including:
 - the Rowntree Report and the birth of the modern welfare state
 - 'Peers versus the People'
 - Home Rule for Ireland
 - the suffragette movement and women's emancipation
- the First World War, including:
 - causes such as colonial rivalry, naval expansion and European alliances
 - key events
 - conscription
 - trench warfare
 - Lloyd George's coalition
 - the Russian Revolution
 - The Armistice
 - the peace of Versailles
- the 1920s and 1930s, including:
 - the first Labour Government
 - universal suffrage
 - the Great Depression
 - the abdication of Edward VIII and constitutional crisis
- the Second World War, including:
 - causes such as appeasement, the failure of the League of Nations and the rise of the Dictators
 - the global reach of the war – from Arctic Convoys to the Pacific Campaign
 - the roles of Churchill, Roosevelt and Stalin
 - Nazi atrocities in occupied Europe and the unique evil of the Holocaust
- Britain's retreat from Empire, including:
 - independence for India and the Wind of Change in Africa
 - the independence generation – Gandhi, Nehru, Jinnah, Kenyatta, Nkrumah
- the Cold War and the impact of Communism on Europe
- the Attlee Government and the growth of the welfare state
- the Windrush generation, wider new Commonwealth immigration, and the arrival of East African Asians
- society and social reform, including the abolition of capital punishment, the legalisation of abortion and homosexuality, and the Race Relations Act
- economic change and crisis, the end of the post-war consensus, and governments up to and including the election of Margaret Thatcher
- Britain's relations with Europe, the Commonwealth, and the wider world
- the end of the Cold War and the fall of the Berlin Wall.

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In *History in the Making: The New Curriculum, Right or Wrong?*, three distinguished historians respond to the proposals for the new curriculum.

Professors David Abulafia, Jonathan Clark and Robert Tombs reject some current criticisms and welcome the chronological framework. They also explain why it is helpful for pupils to begin with the history of their own country. Their individual responses, backed up with three outline curricula, show how much common ground exists within the profession, irrespective of historical specialism, for the broad principles and proposals of the new curriculum. Indeed, as Politeia's director emphasises in her Foreword, the debate about approach is one which recurs across a number of subjects. But a curriculum such as this, based on principles of freedom for teachers, will allow for different emphases.

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