

## English history teachers' views on what substantive content young people should be taught

Article

**Accepted Version** 

Harris, R. ORCID: https://orcid.org/0000-0001-8606-5515 and Burn, K. (2016) English history teachers' views on what substantive content young people should be taught. Journal of Curriculum Studies, 48 (4). pp. 518-546. ISSN 1366-5839 doi: https://doi.org/10.1080/00220272.2015.1122091 Available at https://centaur.reading.ac.uk/49559/

It is advisable to refer to the publisher's version if you intend to cite from the work. See Guidance on citing.

To link to this article DOI: http://dx.doi.org/10.1080/00220272.2015.1122091

Publisher: Taylor & Francis

All outputs in CentAUR are protected by Intellectual Property Rights law, including copyright law. Copyright and IPR is retained by the creators or other copyright holders. Terms and conditions for use of this material are defined in the <a href="End User Agreement">End User Agreement</a>.

www.reading.ac.uk/centaur

**CentAUR** 



## Central Archive at the University of Reading Reading's research outputs online

Table 1 - There is an appropriate proportion of British history within the proposed curriculum

	Strongly								Strongly		
	agree	%	Agree	%	Neither	%	Disagree	%	disagree		Total
Comprehensive	3	1.2%	19	7.6%	22	8.8%	85	34.1%	120	48.2%	249
Grammar	0	0.0%	1	9.1%	0	0.0%	7	63.6%	3	27.3%	11
Independent	2	4.4%	8	17.8%	2	4.4%	14	31.1%	19	42.2%	45
Academy	1	3.8%	3	11.5%	2	7.7%	10	38.5%	10	38.5%	26
New Academy	1	0.5%	26	12.7%	28	13.7%	59	28.9%	90	44.1%	204
Sixth form	0	0.0%	1	10.0%	1	10.0%	3	30.0%	5	50.0%	10
Special needs	0	0.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%	1
All teachers of											
ages 11-14	7	1.3%	58	10.8%	54	10.1%	175	32.6%	242	45.1%	536

Table 2 – There is an appropriate proportion of European and world history in the proposed curriculum

	Strongly								Strongly		
	agree	%	Agree	%	Neither	%	Disagree	%	disagree	%	Total
Comprehensive	2	0.8%	10	4.0%	17	6.8%	88	35.2%	133	53.2%	250
Grammar	0	0.0%	0	0.0%	1	9.1%	3	27.3%	7	63.6%	11
Independent	0	0.0%	6	13.0%	1	2.2%	19	41.3%	20	43.5%	46
Academy	1	3.8%	3	11.5%	0	0.0%	14	53.8%	8	30.8%	26
New Academy	0	0.0%	14	6.8%	26	12.6%	66	31.9%	101	48.8%	207
Sixth form	0	0.0%	1	10.0%	0	0.0%	2	20.0%	7	70.0%	10
Special needs	0	0.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%	1
All teachers of											
ages 11-14	3	0.6%	34	6.3%	45	8.3%	190	35.1%	269	49.7%	541

Table 3 - There is an appropriate balance between political, economic, social, religious and cultural history in the proposed curriculum.

	Strongly								Strongly		
	agree	%	Agree	%	Neither	%	Disagree	%	disagree	%	Total
Comprehensive	1	0.4%	20	8.1%	20	8.1%	92	37.1%	115	46.4%	248
Grammar	0	0.0%	0	0.0%	2	18.2%	5	45.5%	4	36.4%	11
Independent	1	2.2%	6	13.0%	3	6.5%	23	50.0%	13	28.3%	46
Academy	0	0.0%	3	12.0%	4	16.0%	8	32.0%	10	40.0%	25
New Academy	0	0.0%	22	10.7%	24	11.7%	67	32.7%	92	44.9%	205
Sixth form	0	0.0%	1	10.0%	2	20.0%	1	10.0%	6	60.0%	10
Special needs	0	0.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%	1
All teachers of											
ages 11-14	2	0.4%	52	9.7%	53	9.9%	195	36.4%	234	43.7%	536

Table 4 - The amount of prescribed content in the proposed curriculum is just about right

	Strongly	%	Agree	%	Neither	%	Disagree	%	Strongly	Total	
	agree								disagree		
Comprehensive	0	0.0%	2	0.8%	7	2.8%	54	21.6%	187	74.8%	250
Grammar	0	0.0%	1	9.1%	0	0.0%	0	0.0%	10	90.9%	11
Independent	0	0.0%	3	6.5%	0	0.0%	15	32.6%	28	60.9%	46
Academy	0	0.0%	1	3.8%	0	0.0%	6	23.1%	19	73.1%	26
New Academy	0	0.0%	3	1.4%	5	2.4%	51	24.6%	148	71.5%	207
Sixth form	0	0.0%	0	0.0%	2	20.0%	2	20.0%	6	60.0%	10
Special needs	0	0.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%	1
All teachers of	0	0.0%	11	2.0%	12	2.2%	126	23.3%	392	72.5%	541
ages 11-14											

Table 5 - Covering history from the Stone Age to 1700 at Key Stage 2 will provide young people with a secure basis from which to go on learning history in Key Stage 3.

	Strongly	%	Agree	%	Neither	%	Disagree	%	Strongly	Total	
	agree								disagree		
Comprehensive	0	0.0%	3	1.2%	7	2.8%	38	15.3%	201	80.7%	249
Grammar	0	0.0%	0	0.0%	0	0.0%	0	0.0%	10	90.9%	11
Independent	1	2.1%	3	6.4%	3	6.4%	13	27.7%	27	57.4%	47
Academy	0	0.0%	1	3.8%	1	3.8%	5	19.2%	19	73.1%	26
New Academy	0	0.0%	8	3.8%	7	3.4%	42	20.2%	151	72.6%	208
Sixth form	0	0.0%	0	0.0%	1	10.0%	2	20.0%	7	70.0%	10
Special needs	0	0.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1
All teachers of	1	0.2%	15	2.8%	18	3.3%	99	18.3%	408	75.4%	541
ages 11-14											

Table 6 - Teaching the chronological sequence of events as set out in the content of the curriculum proposal will help young people to develop a clear historical framework or map of the past.

	Strongly	%	Agree	%	Neither	%	Disagree	%	Strongly		
	agree								disagree		Total
Comprehensive	1	0.4%	39	15.5%	22	8.8%	72	28.7%	117	46.6%	251
Grammar	1	9.1%	2	18.2%	0	0.0%	3	27.3%	5	45.5%	11
Independent	3	6.7%	8	17.8%	1	2.2%	17	37.8%	16	35.6%	45
Academy	0	0.0%	3	12.0%	4	16.0%	10	40.0%	8	32.0%	25
New Academy	8	3.9%	41	19.8%	17	8.2%	66	31.9%	75	36.2%	207
Sixth form	0	0.0%	3	30.0%	3	30.0%	2	20.0%	2	20.0%	10
Special needs	0	0.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1
All teachers of	13	2.4%	93	17.2%	44	8.1%	169	31.3%	221	40.9%	
ages 11-14											540