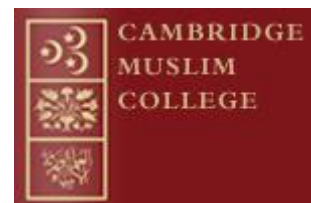




# **CURRICULUM FOR COHESION**

**BRINGING HUMANITIES TO LIFE**

**RESPONSE  
TO THE  
DRAFT SPECIFICATION  
OF THE  
NATIONAL CURRICULUM FOR HISTORY**



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## Executive Summary

The Department for Education's Draft Specification of the National Curriculum for History (7<sup>th</sup> February 2013, see Appendix 1) is under-pinned by some sensible aims. Nevertheless, as it stands, it is the outline of an inadequate History education for pupils in English schools in 21<sup>st</sup> century Britain.

In this response, we commend some aspects of the Draft Specification, outline why it is also in need of some significant changes and suggest what those changes might look like in a revised specification.

Curriculum for Cohesion commends the *Purpose of the Study of History* of the Draft Specification of the National Curriculum for History which states that both detailed historical knowledge and critical habits of mind are the end product of a good History education.

Curriculum for Cohesion commends the stated desire of the Draft Specification of the National Curriculum for History to give pupils a rigorous civic knowledge of Britain and the aspiration underlying this to create a shared public historical culture.

Curriculum for Cohesion also commends the stated aim of the draft specification for pupils to have their historical knowledge properly arranged upon a chronological framework.

However, as it stands the Draft Specification of the National Curriculum for History is un-teachable in the overwhelming quantity and detail of the topics that it will require teachers to teach. It is also highly prescriptive which undermines the Government's own stated educational agenda to increase teacher-autonomy.

It is also un-learnable in that it pays no attention to the fact that pupils learn History in different ways at different ages. The list-like structure of topics with no differentiation in their complexity presents pupils with content that is developmentally inappropriate. This, at best, will leave pupils with an 8-year-old's understanding of the Ancient, Early Medieval and Medieval periods, an 11-year-old's understanding of the Early

Modern Period and an adolescent understanding of the 20<sup>th</sup> Century.

Furthermore, in its form as a list of events with almost exclusive focus on the political history of Britain taken in isolation, it ignores the findings of modern historical scholarship which increasingly stress the interconnectedness of civilisations and nations. Thus, it largely fails to acknowledge that Britain's diverse population is the product of our rich and diverse History and so it threatens to alienate the 17% Black and Minority Ethnic population of English schools.

With respect to the c .10% Muslim population of English schools, the complete absence of the history of Islamic civilisation and of the long-standing Muslim connection with Britain risks increasing alienation and even radicalisation amongst some young Muslim Britons and also risks increasing anti-Muslim prejudice amongst non-Muslim Britons. The absence of narratives at school through which young Muslims can identify positively with Britain and with History would risk abandoning them to those narratives on the internet that can drive terror.

In short, in its content the Draft Specification of the National Curriculum for History, as it stands, fails to uphold the traditional Conservative agenda of History education that is a balance between inculcating core knowledge and facilitating creative teaching, and the British tradition of History education which has hitherto lead the world in creating a relationship in the classroom between national and World History.

Curriculum for Cohesion's response outlines a revised specification by Key Stages based on the following principles that the History curriculum should be:

1. **representative of a shared public culture and narrative** in which the culturally diverse school population of England can actually share;
2. **developmentally appropriate** to children's ages;
3. **capable of being taught in a way** that inspires pupils to learn about Britain's history;
4. **in keeping with the findings of modern historical scholarship** about the interconnectedness of civilisations and nations.

## Introduction

In the spirit of collaboration and desiring the best History education for all pupils in English schools, we outline:

1. What is to be commended about the Draft Specification of the National Curriculum for History with regard to:
  - a) the Big Picture of History education, and
  - b) the detail of the Draft Specification of the National Curriculum for History.
  
2. What needs to be changed about this Draft Specification of the National Curriculum for History:
  - a) at the Big Picture level of History education and
  - b) with regard to the detail of the Draft Specification of the National Curriculum for History in respect of which we offer a full, suggested amended version.

# 1. What is to be commended about the Draft Specification of the National Curriculum for History

## 1.1 The Purpose of Study

We are of the opinion that *The Purpose of Study* on p.165 provides a sound articulation of the purpose of studying History:

*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.*

Nevertheless, we would recommend that the second sentence is re-phrased to:

*A knowledge and understanding of the past, with a focus on Britain's history and historical place in the world, helps pupils understand the challenges of their own time and to think about how they relate to their community, their country and to the wider world.*

This re-phrasing will place the past and pupils, as well as Britain, at the centre of the study of history which is where they naturally belong.

## 1.2 Aims 4 to 7

These Aims rightly include essential priorities for history teachers to keep in mind if they are to secure rigorous, historical learning. In particular, we are pleased to see reference to substantive concepts such as 'parliament', to ways of securing both narrative and analytical coherence, to appropriate questions and analytical frameworks for rigorous study – such as those concerning change, cause, difference and significance. The emphasis upon studying how and why interpretations of history are constructed and learning to structure rigorous arguments is also



welcome. These will build on the strengths of knowledge-rich, scholarly history teaching with which many communities of history teachers have kept faith.

### 1.3 Aspiration for a rigorous civic knowledge of Britain

We strongly concur with the aspiration stated in the Aims of the Draft Specification of the National Curriculum for History by means of the detail of the topics for study, that pupils should gain a detailed civic and institutional historical knowledge of Britain through their History education.

The importance of this for pupils themselves is supported by Curriculum for Cohesion's research into the impact of History education on pupils at intellectual, emotional, instrumental and civic levels and highlighted on page 14-15 of our submission to the National Curriculum Review for History, *A Broader, Truer History for All* (May 2012) (M.L.N. Wilkinson, 2012).

### 1.4 The aspiration to provide pupils with secure knowledge of chronology.

Curriculum for Cohesion also commends the stated aim of the draft specification for pupils to have their historical knowledge properly arranged in a chronological framework. Although it does not think that the list-like structure of the curriculum will properly achieve this aim.

### 1.5 Aspiration to create a shared public culture and narrative

We concur with the aim of Draft Specification of the National Curriculum for History of the role of History to create a shared public culture through a shared historical narrative.

We also think, however, that this needs to be a public culture in which all the communities that comprise the British public can feel that they have a stake.

### 1.6 The Detail

The previous point connects with our approval of the detailed inclusion of the section entitled, *The Development of the Modern Nation* in Key Stage 3.

The laying out of this theme in detail is an important improvement on the previous National Curriculum for History which will enhance pupils' understanding of the institutional growth of our country.

## 2. What needs to be changed about the Draft Specification of the National Curriculum for History

### 2.1 The Big Picture: it is un-teachable

Our most basic criticism of this Draft Specification of the National Curriculum for History is that, as it stands, it is un-teachable and therefore will not fulfil its most basic stated aim of providing pupils with a useful, well-learnt body of historical knowledge of Britain and the rest of the world. This opinion is shared by a large number of History teachers and Heads of History with whom we have spoken.

Our reasons for concluding that it is un-teachable are as follows.

#### 2.1.1 The sheer quantity and detail of statutory topics are un-teachable

There is simply far too much content crammed into the Key Stages. Teachers will not be able to cover the material in this draft in such a way that pupils will be able to assimilate and retain knowledge of it. It will be impossible, for example, to teach British History from the Stone Age to the Glorious Revolution in the detail laid out in the draft for Key Stage 2 and expect children to retain any meaningful knowledge of this vast expanse of time.

Also, the quantity and details of topics will leave no space whatsoever for deeper scholarship.

Our finest history teachers have shown it is possible for able 12-year-olds to understand difficult history, engage with real scholarship rather than textbooks and write well-informed essays (e.g. Foster 2011). This distinctively English tradition of enabling young teenagers to write complex, analytic history essays, fostered under the last Conservative administration, admired and increasingly copied in jurisdictions such as Singapore, will now die. It will no longer be possible to make time to teach these younger

teenagers to read and write at length, practices on which scholarly history teaching depend.

This over-filling of the draft is primarily a function of the Government's pushing the Twentieth Century into Key Stage 3 as well as adding a lot of 18<sup>th</sup> and 19<sup>th</sup> Century detail and ignoring the recommendation of Professor Sir David Cannadine and others in their book 'The Right Kind of History – Teaching the Past in Twentieth Century England' that History be compulsory to the end of Key Stage 4.

It is also a function, we believe, of not enough careful consideration about what historical knowledge is absolutely essential for pupils in our schools - and should therefore be statutory - and what knowledge is a matter of added, interesting, though non-essential detail. For example, for an 8-year old at Key Stage 2, knowledge of the reign of Alfred can be considered to be 'core knowledge', whereas the reigns of Athelstan, Cnut and Edward the Confessor cannot. In this the Government has strayed radically from the principle of Core Knowledge advocated by E. D. Hirsch (Hirsch, 1987) in that it has not realistically considered what knowledge of which events may be considered 'core' to a knowledge of the British national story.

In practice in the classroom this over-filling would mean one of two things: either whole swathes of the curriculum will remain uncovered; or teachers will skim the surface of the curriculum leaving pupils with little remembered, useful knowledge of Britain and very little affection for the subject of History.

## 2.2 It is un-learnable in that it is developmentally inappropriate

The inflexible list-like structure of Draft Specification of the National Curriculum for History has been posited in apparent ignorance of the fact that pupils learn History in different ways at different ages.

This was understood by Nietzsche more than a hundred years ago when he alluded to the Heroic, Antiquarian and Critical Stages of learning history

and has been acknowledged by History teachers ever since.

Our reading of this Draft Specification of the National Curriculum for History leads us to wonder whether any consideration has been given to the cognitive framework of a History education that needs to develop organically in step the child's ability to think and understand.

For example, in Key Stage 1 as soon as children are able to distinguish between 'before', 'after', 'past', 'present', 'then' and 'now', they are expected to grapple with high-level concepts 'of the nation and of a nation's history', 'civilisation, monarchy, parliament and democracy'! This is an extraordinarily inappropriate juxtaposition of aims.

We are also intrigued that the concept of the nation is the first 'historical' concept that pupils will be required to understand, taking priority over concepts such as 'civilisation', 'monarchy', 'parliament', 'democracy' and 'war' and 'peace'.

This extreme prioritisation of 'the nation' as part of the core conceptual knowledge of a 5-year old is something that we would have expected to find in 19<sup>th</sup> Century Prussia rather than 21<sup>st</sup> Century Britain.

### 2.3 The Draft Specification of the National Curriculum for History will lead to an imbalanced provision of knowledge

As the Draft Specification of the National Curriculum for History stands, pupils will be left with a superficial 8-year old's knowledge of the Dark Ages and Medieval Period, a slightly more sophisticated 11-year old's knowledge of the Early Modern Period and an early adolescent's knowledge of the Twentieth Century. This does a grave injustice both to children and to the past.

This imbalanced approach to historical knowledge can easily be remedied by a 'scaffolded' approach to the curriculum that builds up historical knowledge appropriately by Key Stages that would still foreground knowledge and chronology and in a way that also makes complete developmental sense (see our suggestions below).

On this cognitive point, the civilisational approach offered in previous National Curriculum for History in Key Stages 1 and 2 was, as our research shows (M.L.N Wilkinson, 2011), very popular with pupils as it enabled them to explore the past and understand it in a concrete way and enabled teachers to make links between History and other school disciplines, such as Geography. This made for a rich, joined-up school experience.

A rich, joined-up school experience will be quite impossible within a rigid, list-like framework and with a focus entirely on Britain at Key Stages 1 and 2 which may put many primary school pupils off the study of History altogether.

- 2.4 The Draft Specification of the National Curriculum for History is highly prescriptive, which undermines the Government's own educational goals

The *Curriculum for Cohesion* team was told by the Parliamentary Under Secretary of State for Education, Ms. Elizabeth Truss MP, and the Department for Education's Senior Policy Advisor, Mr. Marc Cavey, in a meeting on 18<sup>th</sup> October 2012 that the aspiration for an increase in teacher-autonomy and creativity lay at the heart the Government's plans to slim down the History curriculum and to be less prescriptive.

However, this Draft Specification is far more prescriptive than the previous National Curriculum for History in terms of the detail of its content and what this will imply for the manner in which teachers will be forced to deliver it.

That is to say, given the limits of the average school timetable in which History gets usually one or a maximum of two hours of classroom time per week, the only way that teachers will be able to cover this statutory list of topics will be to rush through them, leaving little or no space for them to explore topics or elements of topics that are not statutorily prescribed.

The detailed statutory list will also leave no space for pupils to encounter Britain's rich physical heritage. Visiting museums and historic sites were

made a part of the National Curriculum by the former Conservative administration in 1991. As a result, such visits became an entitlement experience. A Conservative government should not, therefore, produce a statutory document that now ends its own legacy.

Our research shows (M.L.N Wilkinson, 2011) that pupils' detailed knowledge of History is consolidated in the context of real investigative work using, for example, ICT and online databases and presenting research themselves in class as a complement to teacher-led instruction.

The overbearing detail of this Draft Specification of the National Curriculum for History will therefore significantly reduce both teacher autonomy and pupil enjoyment by eliminating any element of research and exploration of the past.

Thus this Draft Specification of the National Curriculum for History fatally undermines the Government's own core educational policy agenda.

## 2.5 The Draft Specification of the National Curriculum for History lacks any organisational coherence

Organisationally, apart from the oft-stated adherence to chronology and the obvious centrality of the political History of Britain and England, there is no clear organisational principle behind the Draft Specification of the National Curriculum for History that leads it forward.

While we agree with the role of History in school to create a framework for pupils to understand our nation, this Draft Specification of the National Curriculum for History appears to be driven by the desire to propagate one particular version of the of the British nation-state rather than as a conversation between the educational needs of children and the rich resources of the Past, British and other, which is the substance of a real History education.

## 2.6 The Draft Specification of the National Curriculum for History fails to reflect with modern historical scholarship

Recent academic historical scholarship has increasingly stressed the interconnectedness of different national histories, whereas most countries' national histories have tended radically to downplay this level of interconnectedness in the non-historical interest of forging and amplifying a shared national identity.

In the case of Britain as an island nation, it is unquestionably the truth that our History has been forged in close connection with countries overseas.

The influx of different overseas peoples throughout our History at different times and to differing degrees of intensity shows that in Defoe's words the "Englishman is a heterogeneous thing".

This heterogeneity is even more obviously the case with our modern nation than it was in the 17<sup>th</sup> and 18<sup>th</sup> Centuries.

By contrast, right from the articulation of its Aims in the Draft Specification of the National Curriculum for History:

*know and understand the story of these islands: how the British people shaped this nation and how Britain influenced the world...*

this Draft Specification of the National Curriculum for History suggests that Britons have always been one ethnically-defined group starting with the Ancient Britons who have been defined exclusively within the internal political and cultural structures of the British Isles.

However, this is a historical nonsense and it is contradicted even within the terms of the Draft Specification which mentions different stages of settlement by different peoples who contributed different facets of our emergent political and social culture, e.g. the Vikings and Normans.



In this respect, this specification calls to mind John Slater, former HMI Staff Inspector for History, and his parody (Slater, 1989) of History education in England in the 1950's

*'Content was largely British, or rather southern English; Celts looked in to starve, emigrate or rebel; the North to invent looms or work in mills; abroad was of interest once it was part of Empire; foreigners were either sensibly allies or rightly defeated...*

*(Slater, 1989: 1)*

We do want pupils to be proud to be British, to feel a strong identification with our country, but it will be a false pride and a false identification if it is created on the understanding that the rest of the world does not exist and has never contributed anything useful to life in the British Isles.

In order achieve this national pride in a historically accurate way for all Britons, we would suggest the following re-wording of this important aim:

*know and understand the history of these islands: how different peoples united over time to forge the British nation, how Britain influenced the world and the world influenced Britain...*

- 2.7 The Draft Specification of the National Curriculum for History fails to recognise sufficiently that our diverse population is a product of our rich History in its connection with the rest of the world

Connected to the above is the fact that our ethnically and culturally diverse school populations of England and Britain are themselves a product of our diverse History and our strong historical links with the rest of the world.

By including this interconnectedness uniquely in the context of conquest and colonisation, not to mention the Indian Mutiny which has not been called as such by reputable historians for 30

years, the Government would effectively be hindering 17% of the English school population from a meaningful identification with the historical British nation.

This will have immensely negative political, social and psychological consequences for the country as a whole.

## 2.8 The complete absence of the Muslim contribution risks generating alienation and potentially radicalisation

Dr. Matthew Wilkinson has recently served as an Expert Witness in Islamic theology and identity in two terrorism trials. This has confirmed his previous experience as a teacher of Muslim boys and his knowledge of the Muslim grass-roots gained as a young convert to Islam that radicalisation is driven in part by skewed, extreme historical narratives and a related lack of opportunity for some young British Muslim males to identify with British culture and history. These skewed and extreme historical narratives in particular relate to Britain's past connections with the Muslim world.

In this regard, there is the total absence in the draft specification of all of the natural positive points of connection for Muslims with our national story, identified in our submission to the National Curriculum Review for History *A Broader, Truer History for All*, and also the complete writing out of the achievements of Islamic civilisation that have benefitted humanity.

This would be regarded by many Muslim young people as an official statement of their insignificance to Britain which would result in resentment and alienation to the idea of national belonging for many young Muslims and would be regarded by few as a call to radicalisation.

All young people must be given space to identify with the story of our country and this includes young Muslims. If this does not happen schools will be unable to provide pupils with the intellectual resources to counter the types of historical narrative that are available on the

internet and which drive radicalisation and violent extremism.

This total absence of the Muslim contribution will also significantly impoverish the historical knowledge of all pupils in English schools given the importance of Islamic civilisation to humanity's progress and history. There already exists a subculture of anti-Muslim prejudice amongst young white Britons. This draft curriculum would certainly in no way help non-Muslim Britons relate more positively to their Muslim compatriots.

## 2.9 Three layers of 'Us' that are missing

We do not simply lament the almost complete absence of World History from this Draft Specification of the National Curriculum for History; there is an even more fundamental point. This is that three essential elements of who we are as human beings are missing from sufficient representation in this Draft Specification of the National Curriculum for History:

### 1. The local 'us':

Our research shows that the most concrete and positive way that many young people connect with the historical idea of British society is through local history (M.L.N Wilkinson, 2011). This Draft Specification of the National Curriculum for History almost completely omits this aspect of pupils' historical learning.

### 2. The diverse 'us':

This Draft Specification of the National Curriculum for History omits almost entirely, except with a couple of token exceptions, the histories and contributions to Britain of those Britons who are not white, Anglo-Saxons.

The most glaring example of this is the omission of the contribution of British Imperial Forces on the Western Front and other theatres of the First and Second World Wars.

The international 'us':

Even more fundamentally, the 'us' as part of and a beneficiary of the whole of humanity's contributions and achievements is missing.

For example, the focus on Caxton as the pioneer of printing is an obvious falsehood which ignores the achievements of Ancient China which invented printing and paper and of Gutenberg who brought printing to European civilisation.

The exclusive focus at Key Stage 1 on the achievements of eminent Britons is also highly inappropriate for the outward-looking, globalised historical context in which we ourselves live.

In the almost complete omission of these three important aspects of our humanity, this Draft Specification of the National Curriculum for History can be described as nationalistic in a narrow, ethnic way.

In this respect, it will, as currently specified, probably put many children both off History and exclude them from feeling that they belong in/to Britain.

### 3. In Summary: un-teachable, un-learnable and un-British

In short, this Draft Specification of the National Curriculum for History, as it stands, is a list of arbitrarily-selected national events; not a National Curriculum for History.

In this way, it undermines the achievement and legacy of the previous Conservative administration in its 1991 and 1995 national curricula. These placed British history at the heart of the curriculum, with two-thirds of the curriculum devoted to British history in 1991 and three-quarters in 1995. At the same time, a firm place for world history was created. The National Curriculum for History encouraged teachers to make connections across time and space so that the interconnectedness of world history, and Britain's place in it, was made clear to pupils. To achieve this, the Working Group reporting in 1990 and the Advisory Group reporting in 1994 drew on the expertise of a range of history teachers as well as historical experts. Using both historical scholars and expert history teachers in a publicly named group, they ensured through good policy procedure that the Key Stages were developmentally appropriate and that content rubrics were scholarly and balanced (Phillips, 1998).

This Draft Specification of the National Curriculum for History is in marked contrast to the work of the History Working Group mentioned above. It gives the impression of a complete disjunction between some well-conceived 'Aims' and an arbitrary list of national must-knows.

It is also a very un-British document in that even at moments of national crisis and re-entrenchment during, for example, the two World Wars successive governments always understood the need to keep the tradition of World History alive in schools and to have an emphasis on British history in the context of our place in the World (Cannadine, 2011).

Our country has provided educational exemplars of History curricula which balance national and international history creating a noble tradition in developing critical and attached citizens that this Draft Specification of the National Curriculum for History fails to understand or respect.

## 4. The principles underlying our suggestions for improving this Draft Specification of the National Curriculum for History

We have set out in full (below) the precise text of a revised Specification that takes on board much of the Department for Education's Draft Specification of the National Curriculum for History and that takes into account the key points made above.

We are of the opinion that ideally, in order to cover the curriculum as suggested below in appropriate depth and detail, History should be compulsory to Key Stage 4. Indeed, the preparation of this amended version has made us even more aware of the challenges of fitting an adequately broad and deep History education into three Key Stages.

Nevertheless, in recognition of the fact that this debate has wider political and educational ramifications, we have limited our proposals to the three Key Stages as laid out by the Department for Education.

Listed again for clarity and in order of priority, this revised Specification considers that the National Curriculum for History should be:

- a. representative of a shared public culture and narrative in which the culturally diverse school population of England can actually share;
- b. developmentally appropriate to children's ages;
- c. capable of being taught in a way that inspires pupils to learn about Britain's history;
- d. in keeping with the findings of modern historical scholarship about the inter-connectedness of civilisations and nations.

In our suggested amended Specification (below), pupils would:

- a. build up a chronological knowledge and understanding of History by stages;
- b. develop a detailed, useful civic knowledge of the British Isles;
- c. gain an understanding of how our national history relates to our place in the world;
- d. learn interesting strands of social, technological and religious History that have been woven into the structure of the curriculum and
- e. develop their historical conceptual vocabulary and knowledge by appropriate stages.



## 5. Our amended Specification for the National Curriculum for History

### 5.1 Purpose of study

A high-quality history education equips pupils to think critically, weigh evidence, sift arguments and develop perspective and judgement.

A knowledge and understanding of the Past, with a focus on Britain's history and historical place in the world, helps pupils understand the challenges of their own time and to think about how they relate to their community, their country and to the wider world.

### 5.2 Aims

The National Curriculum for History aims to ensure that all pupils:

- a. 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.
- b. 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.
- c. 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-term and long-term timescales.
- d. Gain and deploy a historically-grounded understanding of abstract terms such as 'civilisation', 'empire', 'nation', 'monarchy', 'aristocracy', 'democracy', 'parliament' and 'peasantry'.

- e. Know and understand the history of the British Isles in a coherent way with a focus on the development of its institutions: how different peoples united over time to forge the British nation, how Britain influenced the world and the world influenced Britain.
- f. Know and understand the broad outlines of World and European history: the growth and decline of ancient civilisations; the expansion and dissolution of empires; the achievements and mistakes of humankind.

### 5.3 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.

## 6. 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.

At this developmental stage, it is appropriate that we should learn about History 'heroically' by studying and exploring in a concrete way the achievements of a wide range of inspiring historical characters and civilisations.

Learning should be accompanied by making, story-telling and appropriate educational visits.

Pupils should leave this Key Stage 1 with a love of study of the Past and a strong cognitive platform for further study in the Key Stages.

Pupils should be taught/learn about:

1. The Language of History

Simple vocabulary relating to the passing of time such as 'before', 'after', 'past', 'present', 'then' and 'now' and the idea of periods of time expressed simply and concretely.

2. British and World history arranged chronologically by periods:

- a. The Period of Ancient Civilisation

How did people live in Ancient China / Ancient Greece / Ancient Egypt / Ancient Rome?

When were these civilisations?

- b. The Period of the 'Dark Ages'

Who were the Vikings /Anglo-Saxons / Franks?  
When did they live?

- c. The Medieval Period  
What were castles and why were they built?  
Who were some of the important Medieval Kings and Queens of England?
- d. The Early Modern Period  
What was Shakespeare's theatre like?  
Who was Guy Fawkes?
- e. The Modern Period  
How did the motor-car / radio / television come about?

### 3. The Achievements of Humanity

Pupils should study the lives of significant individuals in humanity's and Britain's past who have contributed to the patrimony of our knowledge and well-being.

These individuals should come from a diverse range of periods in time and cultures, including Britain, and should include pioneering thinkers and religious figures, natural scientists and medical pioneers, statesmen and political reformers, artists and writers and significant athletes and sportsmen and women.

### 4. My Local History

Who was one famous historical person in my town / village / borough?

## 7. Key Stage 2

Building upon the knowledge of Key Stage 1, across Key Stages 2 and 3, pupils should be taught that History is a complex interplay between facts and interpretation and begin to think about History 'critically'.

They should learn the essential events of Britain's civic history and how the civic values and institutions that we value today including religious freedom, freedom of speech, equality before the law and representative democratic government emerged from the British historical experience.

Pupils should learn this civic history both in relation to British peoples' emerging relations within the British Isles and in relation to the achievements and progress of the rest of the world at various critical junctures. 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 in a way that builds upon the knowledge of Key Stage 1.

They should also be given the opportunity to study local history.

Pupils should be taught / learn about:

1. The Language of History
  - a. More complex vocabulary relating to the passing of time such as 'decades', 'centuries', 'millennia', 'eras', 'periods', 'BC', 'AD', 'CE', 'AH', etc..
  - b. What is a fact?
  - c. What is an interpretation?
  - d. What is an event?
  - e. What is cause and what is consequence?

2. British and World history arranged chronologically by periods:
  - a. The Period of Ancient Civilisation (2000 BC-475 CE):
    - i. What were the key features and achievements of Ancient China / Ancient Greece / Ancient Egypt / Ancient Rome?
    - ii. What has been their legacy to us?
3. The Period of Dark Ages: were they really so dark (476-1065)?
  - a. The arrival and spread of Christianity: why did people in England accept the new religion? How did it change their lives?
  - b. Anglo-Saxon and Viking craftwork, culture and trade: what does it tell us about Dark Age society?
4. The Medieval Period (1066-1485)
  - a. The Norman Conquest: when, why and how did the Normans conquer England?  
The Battle of Hastings: triumph of the mounted knight?
  - b. The Crusades, including the involvement of other European powers and the mixing of European and Arab ideas and customs in the Crusader states.
  - c. Key developments in the reign of Henry II including the murder of Thomas Becket and the relationship between the Crown and the Church.
  - d. Magna Carta, the restraint of royal power and the beginnings of Parliament.
  - e. The development of trial by jury.
  - f. A persecuted minority: the Jews in Medieval England.

5. The Early Modern Period (1485-1746)
  - a. Who were the Tudors? Why did the Tudors quarrel over religion? The key features of the reigns of Henry VII, Henry VIII, Edward VI, Mary I?
  - b. The Spanish Armada: how did it happen? What did this victory mean for England's status as a power?
  - c. Two early modern rulers: Elizabeth I of England and Akbar of India - how did their reigns compare?
  - d. The arrival of printing: what did this mean for the spread of ideas in Britain and Europe?
  - e. Who was Martin Luther and what was his Reformation?
  
6. The Modern Period (1746-2013)
  - a. Who was Nelson? Who was Napoleon? Who was Wellington? Who was Pitt?
  - b. Why were Britain and France at war in the 18th Century? What were the Battles of Trafalgar and Waterloo and why were they so important?
  - c. Why did the Parliament gain more power at this time and who benefitted?
  - d. Slavery: what was the role of Britain in starting and ending slavery? The lives of William Wilberforce and Olaudah Equiano.
  - e. How did Britain gain an Empire ? What were we doing in India?
  - f. How did Britain change in the Victorian Age?

- g. Florence Nightingale and Mary Seacole: what were these Victorian British women doing in the Crimea?
7. The Achievements of Humanity
- a. What was the Kingdom of Mali; how did it come to power in Africa? What was its legacy?
  - b. What was the French Revolution?
  - c. What were the key events and personalities in the development of European music?
8. My local History
- a. A depth study of a famous building in my town / village and borough.
  - b. A depth study of a famous event that happened in my town / village and borough.



## 8. Key Stage 3

Building on the study of the history of Britain and the World 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.

Pupils should develop an awareness and understanding of the role and use of different types of sources, as well as their strengths, weaknesses and reliability.

Pupils 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/learn about:

1. The Language of History
  - a. What is historical evidence?
  - b. What is the role of sources and archaeology?
  - c. What is the difference between myth, legend and history?
2. British and World history arranged chronologically by periods
  - a. The Period of Ancient Civilisation (2000 BC-475 CE):
    - i. Why did Ancient Civilisations collapse?
    - ii. What can we learn from their passing?

3. The Period of Dark Ages - were they really so dark (476-1065)?
  - a. The birth and spread of Islam: what was this new religion, what were its achievements and how did Christians, Muslims and Jews learn from each other in early medieval Europe?
  - b. The reign of Alfred: a scholar-king who united England?
  
4. The Medieval Period (1066-1485)
  - a. Relations between England, Wales, Scotland and France, including:
    - i. Edward I: forging a nation or hammering the Scots?
    - ii. William Wallace: distinguishing fact from myth?
    - iii. Robert the Bruce: the creator of Scotland?
    - iv. Llywelyn and Dafydd ap Gruffydd: why was Wales hard to subdue?
  - b. The Hundred Years War: why were the battles of Agincourt and Crecy important? Who was Joan of Arc and how did the English and the French see her differently?
  - c. The Black Death: a blessing in disguise for Europe's poor?
  - d. The Wars of the Roses: what was it like to live in politically unstable England?
  - e. Triumph over adversity: the discovery of the 'New World' by Christopher Columbus, but was it really a 'discovery'?
  - f. The Italian Renaissance: when, how and why did Italy become the cradle of a new culture and learning?

5. The Early Modern Period (1485-1746): 1640-1750: a century that defined our nation.
  - a. The English Civil War: why was Charles I beheaded in 1649? What was the meaning of this event?
  - b. The Glorious Revolution (1688): England - permanently Protestant? The Battle of the Boyne (1690): what was its legacy for Ireland and Great Britain?
  - c. The Union of the Crown (1707): why did England, Wales and Scotland unite? Was it a popular move?
  - d. The Jacobite Rebellions: how close did the Jacobites come to restoring Catholicism and the Stuart dynasty?
6. The Modern Period in Britain and the World (1746-2013)
  - a. How did the First World War in Europe and the World affect warfare and the geo-politics of the world: trench warfare, the role of the Tommy - British, Irish and British Imperial Forces, the development of the technology of modern warfare, the collapse of the Old Empires of Europe and the Middle East.
  - b. The Suffragettes: how did women win the vote?
  - c. The Second World War: how and why did Nazi Germany rise and how was it defeated?
  - d. The Holocaust: what? How? Why? How can we prevent such a thing from ever happening again?
  - e. Withdrawal from Empire: Indian partition, Palestine/Israel, Africa. How did the end of the British Empire effect the modern world?
  - f. The Cold War: the rise of the USA and the USSR as superpowers post-WWII. When, how and why did the Soviet Union collapse?
  - g. The birth of modern Britain: The Welfare State, the 'Swinging' Sixties and the Age of Migration.

- h. Political devolution: what next for the United Kingdom of Great Britain and Northern Ireland?
7. The Achievements of Humanity
- a. Why did the Americans want their independence, how did they get it, and what kind of government did they create?
  - b. What were the key events in the development of modern sport? (NB: Our research shows that the inclusion of this topic would be especially appealing to secondary boys).
8. My local History  
Who are the communities that have lived in my town / village / borough? Depth Study.

## 9. Authorship

This response to the draft specifications for the National Curriculum for History is from Curriculum for Cohesion.

Curriculum for Cohesion is a collaboration of teachers, academics and employers that is developing Humanities education to improve the lives of young people in the 21<sup>st</sup> century.

The text was drafted by the director of Curriculum for Cohesion, **Dr. Matthew L. N. Wilkinson** in close consultation with, in their personal capacities, and with the final approval of:

**Professor Roy Bhaskar**

World Scholar  
Institute of Education  
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**Ms. Christine Counsell**

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Training Course Convenor  
University of Cambridge

**Professor Chris Husbands**

Director and Professor of Education  
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**Mr. Mohammed Amin**

Vice-chairman of the Conservative Muslim Forum

**Mr. Timothy Winter**

Lecturer  
Faculty of Divinity, University of Cambridge and  
Dean, Cambridge Muslim College

**Dr. Edward Kessler MBE**

Executive Director  
Woolf Institute and  
Fellow of St. Edmund's College  
University of Cambridge

## Academic Team of Curriculum for Cohesion



**Professor Roy Bhaskar** is World Scholar at the Institute of Education, University of London and the founder of the philosophy of Critical Realism. Critical Realism has had an enormous influence on the natural and social sciences over the past 25 years. Professor Bhaskar is regarded by many as one of the world's most innovative, rigorous and creative philosophers.



**Christine Counsell** has been a leading thinker in the development of history education, history curricula and teacher education in the UK and internationally for the last 20 years. Christine taught history in state secondary comprehensive schools for ten years and for three years was deputy headteacher in a comprehensive school in Bristol, UK. In 1997 Christine was appointed by the University of Cambridge to lead its secondary school PGCE history teaching-training course. She acted as a consultant at UK national policy level for the review of the National Curriculum for History in England in 1994 and 2007.



**Professor Chris Husbands** is Director of the Institute of Education, University of London. He was a teacher in urban comprehensive schools where he was rapidly promoted to senior management before moving into Higher Education. He was a Board Member at the Training & Development Agency for Schools between 2006-2012 and is a member of the RSA Academies Commission. He has served as a Board Member at two examining groups, Edexcel and the Assessment & Qualifications Alliance. He has worked as a consultant or adviser to Local Authorities, OFSTED, the Department for Education, the Qualifications & Curriculum Authority and the National College for School Leadership.



**Professor Richard Pring** was Professor of Educational Studies and the Director of the Department of Educational Studies at the University of Oxford from 1989 to 2003. From 2003 to 2009, he was also Lead Director of the Nuffield Review of 14-19 Education & Training. His latest book, 'The Life and Death of Secondary Education for All' was published by Routledge in 2012.

Professor Pring worked with the Aga Khan University in Karachi, helping to develop and teach the doctoral programme within the Institute for Educational Development. For his work with the AKU over 15 years he received the Aga Khan's 'Award of Distinction' in 2007.



**Dr. Julia Ipgrave** is Senior Research Fellow at Warwick Religions & Education Research Unit, University of Warwick.

Dr. Ipgrave's research interests include young people's religious understanding, religion in education and inter-religious encounter. She has participated in a number of UK and European projects and published widely in these fields. She undertakes evaluation and consultation work for religious education and inter-religious/inter-cultural dialogue programmes. Dr. Ipgrave is an education specialist member on the Christian Muslim Forum.



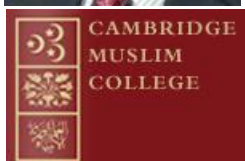
**Ms. Basma El-Shayyal** has taught in mainstream, supplementary and faith schools in a senior capacity for the past eighteen years. She currently works at Islamia Girls' High School where she has been Head of RE for the past 11 years. She is a longstanding member of Brent Standing Advisory Committee on Religious Education (SACRE) which advises schools on the Religious Education curriculum and is on the Editorial Board of the International Journal of Religious Education.



**Dr. Edward Kessler MBE** is the Executive Director of the Woolf Institute in Cambridge and is also a Fellow of St. Edmund's College, University of Cambridge. He has a First-Class Joint Honours Degree in Hebrew & Religious Studies from the University of Leeds and a Master of Theological Studies Degree from Harvard Divinity School. He completed a PhD at the University of Cambridge. In 2006, he received the Sternberg Interfaith Award from philanthropist Sir Sigmund Sternberg "in recognition of outstanding services in furthering relations between faiths". He was awarded the MBE for services to inter-faith relations in 2011.



**Mr. Tim Winter** (Shaykh Abdal Hakim Murad) is the Shaykh Zayed Lecturer in Islamic Studies at the Faculty of Divinity of the University of Cambridge and Dean of the Cambridge Muslim College. In 2009, Tim Winter was named one of the 500 Most Influential Muslims in the World by the Royal Islamic Strategic Studies Centre.



**Dr. Matthew L. N. Wilkinson** was educated at Eton College where he was awarded a prestigious King's Scholarship and at Trinity College, Cambridge where his first year performance in Theology & Religious Studies was recognised by a scholarship.

Matthew taught History and Religious Studies in mainstream, supplementary and faith schools in a senior capacity for fifteen years in the UK and abroad.

In 2007, he was awarded an ESRC Studentship to undertake his PhD entitled, *History Curriculum, Citizenship and Muslim Boys: Learning to Succeed?* at King's College London.

He is the founder of Curriculum for Cohesion, Research Fellow at Cambridge Muslim College and originator of the Islamic Critical Realism philosophical synthesis.



## Patrons



**Rt. Hon. Sadiq Khan MP** is the Member of Parliament for Tooting and Shadow Lord Chancellor and Shadow Secretary of State for Justice. He was both the first Asian and the first Muslim to attend Cabinet. From October 2008 to June 2009, Mr. Khan was Parliamentary Under-Secretary of State in the Department for Communities & Local Government with special responsibility for community cohesion, religion and belief, race and preventing violent extremism. Apart from his Parliamentary duties, Mr. Khan has a keen interest in education as the Governor of two primary schools and Patron of the Polka Theatre Company.



**Rabbi Baroness Julia Neuberger DBE** was educated at Cambridge and Leo Baeck College and has had a life of distinguished public service. Amongst her numerous contributions, she served the South London Liberal Synagogue 1977-89. She became Chancellor of the University of Ulster 1994-2000 and Bloomberg Professor of Divinity at Harvard University in 2006. She became a life peer in 2004. She was President of Liberal Judaism until Spring 2011. She chaired the Advisory Panel on Judicial Diversity for Lord Chancellor Jack Straw, working across the political parties, 2009-2010. She was appointed Senior Rabbi of West London Synagogue in March 2011.



**Rt. Rev. Richard Douglas Harries, Baron Harries of Pentregarth** is a former bishop of Oxford (1987-2006). He is currently the Gresham Professor of Divinity (since 2008) and Hon. Assistant Bishop, Diocese of Southwark (since 2006). Lord Harries was ordained as a priest in 1964 and served as an Army Chaplain until 1969. He was then Warden of the new Salisbury and Wells Theological College (1971-72). He returned to parish ministry as Vicar of All Saints', Fulham (1972-81) and was Dean of King's College London (1981-87). As Bishop of Oxford he became a founder member of the influential Oxford Abrahamic Group, bringing together leading Christian, Muslim, and Jewish scholars..



**Mr. Mohammed Amin** is Vice Chairman of the Conservative Muslim Forum and was the first Muslim partner at Price Waterhouse, UK. Most recently, Mr. Amin was PricewaterhouseCoopers' Head of Islamic Finance in the UK. He has made presentations on Islamic Finance around the world as well as advising the UK Government and is active in a number of inter-faith and Muslim community organisations.



**Sir Anthony Figgis KCVO CMG** is a retired senior British diplomat who has been engaged for a life-time in creating inter-cultural understanding. He joined Her Majesty's Foreign (later Diplomatic) Service in 1962 and served in Yugoslavia (twice), Bahrain, Spain (twice), Germany, and as Ambassador to Austria (1996-2000). He was appointed Her Majesty's Marshal of the Diplomatic Corps in 2001 and served in this capacity until 2008. He has been Governor of Goodenough College for Overseas Graduates since 2004 and has been Chairman of the Royal Over-Seas League since 2009.



**The Research & Documentation Committee of the Muslim Council of Britain.** The MCB is a national representative Muslim umbrella body with over 500 affiliated national, regional and local organisations including mosques, charities and schools. Its Research & Documentation Committee is an academic and researcher network that supports the activities of the MCB through policy briefings, survey work and supporting research of relevance to the Muslim community.



**Dr. Muhammad Abdul Bari, MBE** is Chairman of the Board of Trustees at the East London Mosque & London Muslim Centre (London's first mosque). He has served East London's diverse communities in various capacities for three decades. He was Secretary-General of the Muslim Council of Britain from 2006 until 2010. He was on the Board of the London Organising Committee for the 2012 Summer Olympics.

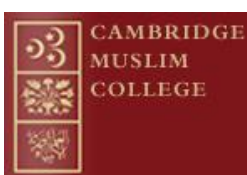


**Sir Trevor Chinn CVO** is Senior Adviser to CVC Capital Partners. He retired in 2003 as Chairman of RAC PLC (formerly Lex Service PLC) after 47 years service. He served for 5 years from 1999 as Vice chair of the Commission of Integrated Transport and for 11 years as Chair of the Motorists Forum. In 2008 (-2011) Boris Johnson, Mayor of London, appointed him as Chairman of the Mayor's Fund, an independent charity addressing the large scale issues of poverty of children and young people in London. He was Vice Chair of the Wishing Well Appeal for Great Ormond Street Hospital and responsible for the fund-raising campaign, 1985-1989. He was Deputy Chair of the Royal Academy Trust and a member of the Royal Academy Management Committee 1994 to 2004. He is on the Executive Committee Board of the Jewish Leadership Council.

## Institutions Involved



**Institute of Education, University of London** is the only Higher Education Institution in the United Kingdom dedicated entirely to education and related areas of social science. It is the UK's leading centre for studies in education and related disciplines.



**Cambridge Muslim College** supports the development of training and Islamic scholarship to help meet the many challenges facing Britain today. It is dedicated to maintaining academic excellence and pushing the boundaries of Islamic learning in the West. Drawing on resources and expertise in Cambridge and beyond, Cambridge Muslim College's mission is to help translate the many existing strengths of British Muslims into stronger, more dynamic institutions and communities.



**The Woolf Institute** is dedicated to studying relations between Jews, Christians and Muslims throughout the ages. It consists of the Centre for the Study of Jewish-Christian Relations (CJCR), the Centre for the Study of Muslim-Jewish Relations (CMJR) and the Centre for Public Education (CPE). The Institute provides a stimulating learning environment for a diverse student body and offers a range of educational programmes in Cambridge and via e-learning.

The Woolf Institute is also Associate Member of the Cambridge Theological Federation. The Cambridge Theological Federation brings together eleven institutions through which people of different churches, including Anglican, Methodist, Orthodox, Reformed and Roman Catholic, train for various forms of Christian ministry and service.

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## Appendix 1

# The Department for Education's Draft Specification of the National Curriculum for History

(Published 7th February 2013)

## 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.166

## 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 14<sup>th</sup>-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.

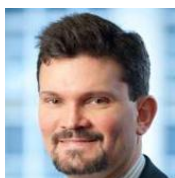
### **The twentieth century**

- 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.

## Appendix 2

### About Curriculum for Cohesion



In today's world, it has never been more important to understand a range of different religious and cultural backgrounds. Yet the tensions and fissures that exist both on and beneath the surface of society have seldom been greater. The most urgent example of this is the relationship between Muslims and people of other faiths and none.

Research shows that in Muslim-minority settings one core source of this problem is that young Muslims' strong religious identities are not used to promote academic achievement at school. Moreover, non-Muslim children are taught little or nothing of the intellectual and practical contribution of Muslims to the modern life that we all enjoy today.



Meanwhile, Muslim children do not learn to appreciate how the intellectual achievements of Britain and Europe have led to a society in which all religions can be practised freely. These multiple but resolvable educational failures have contributed to extremism of all types. Moreover, the humanities subjects, History and Religious Education, which potentially have a lot to offer children for the creation of mutual understanding are under-valued and under-used.



Curriculum for Cohesion is developing curricular material for History and Religious Education for delivery of the new National Curriculum in England that is specifically designed to help *all* British young people understand and reflect on these complex issues. This will be done by a world-class team of academics including Professor Chris Husbands and Professor Roy Bhaskar, both of the Institute of Education, University of London and Christine Counsell of the University of Cambridge. The Patrons of the project include Rt. Hon. Sadiq Khan MP, Sir Anthony Figgis KCVO CMG and Rabbi Dame Julia Neuberger DBE. Over the seven years of the project, Curriculum for Cohesion will deliver:

- a submission to the National Curriculum Review for History 'A Broader, Truer History for All' with suggested modifications that include the positive historical contribution of Muslims to the success of modern Britain (submitted May 2012);
- a vision of Islam for the multi-faith West articulated, published and tested in academic papers, seminars and a book for teachers;
- four National Curriculum modules for History and Religious Education designed to help *all* young people to think deeply about the Muslim presence in Britain in relation to other faiths that will be piloted and tested in schools;
- an international World History Curriculum for use in Muslim and non-Muslim majority countries.

