



Department
for Education

Consultation Response Form

Consultation closing date: 8 August 2013
Your comments must reach us by that date

**National curriculum review: new
programmes of study and attainment
targets from September 2014**

If you would prefer to respond online to this consultation please use the following link: <https://www.education.gov.uk/consultations>

Information provided in response to this consultation, including personal information, may be subject to publication or disclosure in accordance with the access to information regimes, primarily the Freedom of Information Act 2000 and the Data Protection Act 1998.

If you want all, or any part, of your response to be treated as confidential, please explain why you consider it to be confidential.

If a request for disclosure of the information you have provided is received, your explanation about why you consider it to be confidential will be taken into account, but no assurance can be given that confidentiality can be maintained. An automatic confidentiality disclaimer generated by your IT system will not, of itself, be regarded as binding on the Department.

The Department will process your personal data (name and address and any other identifying material) in accordance with the Data Protection Act 1998, and in the majority of circumstances, this will mean that your personal data will not be disclosed to third parties.

Please tick if you want us to keep your response confidential.	<input type="checkbox"/>
Reason for confidentiality:	

Name: Professor Arthur Burns	
Please tick if you are responding on behalf of your organisation.	<input checked="" type="checkbox"/>
Name of Organisation (if applicable): Royal Historical Society	
Address: Royal Historical Society University College London	

**Gower Street,
London, WC1E 6BT**

If your enquiry is related to the DfE e-consultation website or the consultation process in general, you can contact the Ministerial and Public Communications Division by e-mail: consultation.unit@education.gsi.gov.uk or by telephone: 0370 000 2288 or via the Department's ['Contact Us'](#) page.

Please mark the box that best describes you as a respondent.

<input type="checkbox"/> Maintained primary school	<input type="checkbox"/> Maintained secondary school	<input type="checkbox"/> Special school
<input type="checkbox"/> Academy/free school	<input checked="" type="checkbox"/> Subject association	<input type="checkbox"/> Governing body
<input type="checkbox"/> Parent	<input type="checkbox"/> Young person	<input type="checkbox"/> Higher Education
<input type="checkbox"/> Employer/business sector	<input type="checkbox"/> Local Authority	<input type="checkbox"/> Organisation representing school children
<input type="checkbox"/> Organisation representing school teachers	<input type="checkbox"/> Other	

Please Specify:

The Royal Historical Society, founded in 1868, is the foremost body for those engaged professionally in the study of the past in Britain. Its membership of over 3000 Fellows and Members draws together individuals from across the world, engaged professionally in researching and presenting public history, whether in archives, libraries, museums or the heritage industry. The Society aims to maintain professional standards within the discipline, and to consult with and makes representations to government and the funding councils on the behalf of history and historians. It engages with the professional keepers of the nation's material heritage such as the National Archives and the British Library to develop the raw materials and resources available for historical scholarship; and its works closely with other historical bodies, such as the Historical Association, to further the serious public discussion of history.

1 Do you have any general comments on the draft Order?

Yes

No

Comments:

The only comments we wish to offer relate to the timetable and mode of implementation.

- 1) We think the timescale envisaged for the introduction of the new specifications is a very demanding one, especially in a subject area such as history. As was established earlier in the consultation process, many of the teachers responsible for delivering the new curriculum will be non-specialists, especially in primary schools. The nature of history as a discipline, moreover, means that a change to the curriculum may well lead to even subject specialists having to acquire a considerable body of new subject knowledge in order to deliver a new curriculum. We believe this will be the case with the new National Curriculum, and it also the case that teachers in secondary schools may also need to begin preparation for another substantial body of new subject knowledge to deliver in new GCSE specifications at much the same time. We therefore question whether the target date of August 2014 is sufficiently far off to enable schools to be properly tooled up to deliver the curriculum, or whether by this date they can be supported by a sufficient body of learning support materials and CPD in place to assist teachers.**
- 2) This is particularly the case in light of the decision to implement the National Curriculum across all Key Stages at once rather than to phase it in with a particular cohort as it progresses through the schools. Again, we think this decision may unnecessarily render the introduction of the New Curriculum more demanding than it needs to be, and in those cases where schools are not obliged to adopt it, may discourage take up.**

2 Do you have any comments on the revised draft programmes of study or attainment targets for English?

Yes

No

Comments:

3 Do you have any comments on the revised draft programmes of study or attainment targets for mathematics?

Yes

No

Comments:

4 Do you have any comments on the revised draft programmes of study or attainment targets for science?

Yes

No

Comments:

5 Do you have any comments on the revised draft programmes of study or attainment targets for art and design?

Yes

No

Comments:

6 Do you have any comments on the revised draft programmes of study or attainment targets for citizenship?

Yes

No

Comments:

7 Do you have any comments on the revised draft programmes of study or attainment targets for computing?

Yes

No

Comments:

8 Do you have any comments on the revised draft programmes of study or attainment targets for design and technology?

Yes

No

Comments:

9 Do you have any comments on the revised draft programmes of study or attainment targets for geography?

Yes

No

Comments:

10 Do you have any comments on the revised draft programmes of study or attainment targets for history?

Yes

No

Comments:

We welcome the changes which have been introduced to the National Curriculum for History in the July 2013 iteration, which we believe make it both more teachable and more appropriate as an introduction to History for children of the relevant age groups.

In particular we are pleased to see:

- **A reduction in the amount of specifically prescribed subject knowledge, as this both produces a curriculum more suited to the realities of available classroom time and frees teachers to exercise their professional judgement in delivering the broad outlines of British history as desired by the Secretary of State**
- **The change in the date for the transfer from Key Stage 2 to Key Stage 3, as likely to produce more effective teaching in KS2 and allowing pre-modern history to be taught in KS3**
- **The changes to KS1, which now seems to offer an age-appropriate menu of approaches to History which will also allow students to experience the rich resources available in their local communities and homes for study of the more recent past**
- **Changes calculated to ensure that primary and secondary school students will study both more recent and more remote periods in both phases of their education, and so avoid producing assumptions that the more recent period is more complex.**
- **The increased emphasis on and imaginative guidance offered to teachers concerning the teaching of the history of the wider world, of particular value to non-subject specialists.**
- **The presence of local study in the curriculum**
- **The revised statement of the Purpose of Study and of Subject Aims, which now offer a very effective statement of the value and purpose of historical study, and which are well aligned with the proposed Subject Aims in the current proposals for GCSE History.**

There are still some features of the Curriculum which we believe reflect assumptions built into the process about which we have expressed reservations throughout the various phases of consultation, such as what still remains in our view an over-emphasis on British history and on the political and constitutional aspects of history at the expense of others. We also would have welcomed a more transparent approach to the consultation process. Nevertheless, we do recognise that serious consultation has taken place in which a wide variety of voices have been heard, and that the current specification reflects that process. It will offer teachers significant opportunities for the good and imaginative teaching of history that we all wish to see, and equip students with a good basis from which to proceed to further study of the subject. It is therefore to be regretted

that the controversy that arose around the initial draft, which might have been avoided through more effective and open consultation earlier in the process, may serve to discourage take up in the many schools where it is not a legal requirement.

11 Do you have any comments on the revised draft programmes of study or attainment targets for languages?

Yes

No

Comments:

12 Do you have any comments on the revised draft programmes of study or attainment targets for music?

Yes

No

Comments:

13 Do you have any comments on the revised draft programmes of study or attainment targets for physical education?

Yes

No

Comments:

14 Please let us have your views on responding to this consultation (e.g. the number and type of questions, whether it was easy to find, understand, complete etc.).

Comments:

We welcome the concise nature of this consultation at the end of the ongoing process of developing the National Curriculum specifications.

Thank you for taking the time to let us have your views. We do not intend to acknowledge individual responses unless you place an 'X' in the box below.

Please acknowledge this reply.	
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E-mail address for acknowledgement: Arthur.burns@kcl.ac.uk
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Here at the Department for Education we carry out our research on many different topics and consultations. As your views are valuable to us, please confirm below if you would be willing to be contacted again from time to time either for research or to send through consultation documents?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
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All DfE public consultations are required to meet the Cabinet Office [Principles on Consultation](#)

The key consultation principles are:

- departments will follow a range of timescales rather than defaulting to a 12-week period, particularly where extensive engagement has occurred before
- departments will need to give more thought to how they engage with and consult with those who are affected

- consultation should be 'digital by default', but other forms should be used where these are needed to reach the groups affected by a policy; and
- the principles of the Compact between government and the voluntary and community sector will continue to be respected.

Responses should be completed on-line or emailed to the relevant consultation email box. However, if you have any comments on how DfE consultations are conducted, please contact Carole Edge, DfE Consultation Coordinator, tel: 0370 000 2288 / email: carole.edge@education.gsi.gov.uk

Thank you for taking time to respond to this consultation.

Completed responses should be sent to the address shown below by 8 August 2013

Send by post to: Carole Edge, Department for Education, Area 1C Castle View House, East Lane, Runcorn, Cheshire WA7 2 GJ

Send by e-mail to: NCRlegislative.CONULTATION@education.gsi.gov.uk