



# THE NEW SCHOOL HISTORY CURRICULUM AND THE TRANSITION TO HIGHER EDUCATION

27 March 2017

## PROGRAMME

**10.30 Opening remarks and welcome** – Arthur Burns (King’s College London, former RHS Vice-President Education) and Rebecca Sullivan (CEO, Historical Association)

**10.40 Session 1:**

**Current offerings at A-Level and GCSE**

Chair: **Mike Maddison** (HA and independent educational consultant)

10.45: AQA

11.10: OCR

11.30 Break

11.40: Pearson

12.05: WJEC

**12.30 Break for lunch**

13.15: **Katharine Burn** (HA and Oxford Univ) – **The Big picture** – current state of entries to GCSE/A Level- trends; delivery; teachers’ perspective

**13:40: Roundtable/forum 1:**

**Skills and Knowledge – How well does the School curriculum prepare for HE**

*Panel:*

- **Michael Fordham** (Subject Specialist Lead for History at Inspiration Trust)
- **Margot Finn** (President, RHS, and UCL)
- **Jamie Wood** (University of Lincoln)

**14:25: Break**

**14:35 Roundtable/forum 2:**

**Supporting Transition – How can universities help students with transition**

*Panel:*

- **Peter d'Sena** (University of Hertfordshire)
- **Kenneth Fincham** (RHS and UKC)
- **Katie Hall** (HA and Pearson)

**15.15: Roundtable/forum 3:**

**Impact, Support and the Schools: What can HE do to help enhance the delivery of the Schools curriculum?**

*Panel:*

- **Michael Riley** (Director of the Schools History Project)
- **Rebecca Sullivan** (CEO of the Historical Association)
- **Phil Star** (WJEC)
- **Mike Goddard** (OCR)

**15.45: Closing Remarks and Next Steps: Arthur Burns & Margot Finn**

16.00 close.

*Biographies*

**Dr Katharine Burn** taught history in schools in Oxford for ten years before completing a doctorate focused on beginning teachers' professional learning. After four years' working as a Senior Lecturer in History Education at the Institute of Education, she returned to Oxford as a Fellow of St Cross College where she leads the PGCE history programme and teaches within the MSc in Learning and Teaching. She supervises Masters and doctoral students, particularly focusing on history teaching and on teachers' professional learning. Katharine is also Chair of the Secondary Committee of the Historical Association and a co-editor of the professional journal *Teaching History*. She is the co-author of the annual Historical Association survey of history in the schools with Dr Richard Harris of the University of Reading.

**Professor Arthur Burns** is professor of Modern British History at King's College London, where he also served as Vice-Dean (Education) in Arts and Humanities from 2013 to 2017 and head of the Department of History from 2004 to 2008. From 2012 to 2016 he was Vice-President (Education) of the Royal Historical Society, working closely with the Historical Association on responses to reform of the school curriculum, and

co-chairing the History Discipline Subject Benchmarking Exercise for the QAA. He is currently academic director of the Georgian Papers Programme, and retains an active interest in curriculum issues, notably the use of digital resources in the classroom. He is an honorary fellow of the Historical Association.

**Professor Kenneth Fincham** is professor of early modern history at the University of Kent at Canterbury, where he was formerly head of the School of History. As a historian his chief interest has been the history of Jacobean England. He is also Vice President (Education) of the Royal Historical Society, leading on education for the Society at all levels and chairing its Education Policy Committee. Over the years he has been closely involved in A-level examinations, and was a schoolteacher for some years early in his career.

**Professor Margot Finn** is president of the Royal Historical Society and professor of History at University College London. She previously taught at the University of Chicago, Emory University (1989-2000) and Warwick University (2000-2012), where she was Head of Department, History (2006-2009), founding Director of the Institute of Advanced Study (2007-2009) and Pro Vice Chancellor (2011-2012). She has served as editor of the *Journal of British Studies* and is founding co-editor of *Cambridge Social & Cultural Histories*. She was a member of the AHRC Peer Review College (2004-2008), a History Sub-panel Member for REF2013 and is a trustee of the Victoria & Albert Museum (2012-present).

**Michael Fordham** is the Subject Specialist Lead for History at Inspiration Trust. He has previously taught in comprehensive schools in Cambridgeshire, and was an Assistant Headteacher in London. He spent two years working at the University of Cambridge as a Senior Teaching Associate, and he remains a tutor on the MSt in Advanced Subject Teaching (History) at Cambridge's Institute for Continuing Education. He has published in the fields of history education, the philosophy of education and medieval history. He was the Outstanding-Educator-in-Residence for the Singapore Ministry of Education in 2014, and received an Honorary Fellowship from the Historical Association in 2016. He sits on the Education Committee of the Royal Historical Society, and is an editor of the journal *Teaching History*.

**Michael Goddard** has worked for Cambridge Assessment since 2006 and is currently a Lead Subject Advisor in OCR's Assessment Division. Before joining OCR he worked for an educational publisher. Mike has a degree in Economic and Social History from the University of York and an MA in Modern History from UCL

**Katie Hall** studied for her BA and MA in History at the University of York before going on to complete a PGCE in History education at Cambridge. Following this she taught History and Politics in a state comprehensive in North Yorkshire for a decade. Since leaving teaching Katie has continued to work in the History education community as a textbook author, resource developer and senior examiner. Currently, she is involved in developing qualifications and setting examinations internationally including in the United States, Kazakhstan and Egypt, as well as training teachers in the new GCSE and A Level qualifications in the UK. She is also a member of the HA Secondary Education Committee and regularly leads workshops at history education conferences. She is one of the secondary leads on the Historical Association *Age of Revolutions* teacher fellowship programme.

**Dr Michael Maddison** is an independent educational consultant, inspector and trainer. He was formerly one of Her Majesty's Inspectors of Schools (2006-2015) at Ofsted, and National Lead for history (2008-2015). As National Lead, he was responsible for leading Ofsted's curriculum and dissemination work in inspecting and reporting on history, and was the author of 'History for All', Ofsted's highly regarded national report on history in schools, and of Ofsted's first subject-specific professional development training materials for teachers. Dr Maddison is currently Deputy President of the Historical Association and represents the organization on the Royal Historical Society Education Committee.

**Dr Michael Riley** has been Director of the Schools History Project since 2008 having previously worked as a history teacher, local authority adviser, and teacher trainer. He is responsible for the strategic direction of SHP, ensuring that the Project provides an independent source of ideas for the teaching of history in schools. He works with OCR to support the SHP GCSE specification (OCR B) and with Hodder Education to publish a wide range of history resources.

**Dr Peter D'Sena** is a lecturer in History and Deputy Director of the Heritage for Business at the University of Hertfordshire. He is also a Senior Research Fellow at the Institute of Historical Research in London. Peter teaches heritage studies as part of the School of Humanities public history research strand and is interested in how history and heritage can be used to inform public debate. He was previously History Discipline Lead at the

Higher Education Academy, and worked with the Royal Historical Society to sustain support for teaching innovation and early career teachers of History in HE after the end of the Subject centres. He sits on the RHS Education Policy Committee.

**Phil Star** taught history in schools in Northamptonshire and South Wales for 20 years before joining WJEC as Subject Officer for History in 2002. He is currently Domain Manager for the suite of WJEC Humanities qualifications with a specific responsibility for GCE History in Wales. He has wide experience of assessment techniques, is an experienced deliverer of CPD courses and has written several GCSE History resources, both digital and text-based.

**Rebecca Sullivan** is chief executive of the Historical Association, a post she has held since 2007. In this capacity she leads the most important organization supporting the work of history teachers in schools, which also runs a thriving community of regional branches and an important series of publications, including the journals *History*, *The Historian*, *Teaching History* and *Primary History*. She was closely involved in recent debates on curriculum reform. She studied History at the London School of Economics and King's College London before working in Humanities publishing at Pearson. In REF2013 she served as one of the assessors for Impact in the History Subject Panel.

**Dr Jamie Wood** is Principal Lecturer in History in the School of History and Heritage and School Director of Learning and Teaching at the University of Lincoln. He is a historian of the social and cultural history of the late antique and early Medieval Mediterranean, working on history-writing, identity, education, cultural memory, and violence. He has a particular interest in the role of active, inquiry-based and online pedagogies in higher education. From 2007-2009 he worked as an educational developer at the Centre for Inquiry-based learning in the Arts and Social Sciences at the University of Sheffield. He is a Fellow and Academic Associate of the Higher Education Academy.