



Guided Bibliography for History Education

Michael Fordham

History Teaching
A bibliographical handbook

First Edition

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Contents

| | |
|---|----|
| Introduction | 1 |
| A – General works of reference | 2 |
| B – The history of history education | 4 |
| C – The history curriculum | 6 |
| C1 - Knowledge, skills and concepts | 6 |
| C2 – Substantive knowledge | 8 |
| C3 – Narrative | 8 |
| C4 – Overview and depth | 9 |
| C5 – Medium-term planning | 11 |
| C6 – Reading and writing | 12 |
| C6000 – Reading historical scholarship | 13 |
| C6100 – Historical fiction | 14 |
| C6500 – Writing history | 14 |
| C7 – Sense of period and ‘empathy’ | 15 |
| C8 – Cross-curricular and interdisciplinary history | 16 |
| C9 – History, citizenship and identity | 18 |
| C9000 – National identity | 18 |
| C9100 – Citizenship | 20 |
| D – The discipline in the classroom | 23 |
| D1 – Thinking historically | 23 |
| D2 – Cause and consequence | 24 |
| D3 – Change and continuity | 25 |
| D4 – Similarity and difference | 26 |
| D5 – Significance | 28 |
| D6 – Sources and evidence in the classroom | 29 |
| D7 – Interpretations | 33 |

| | |
|--|----|
| E – Assessing historical knowledge | 36 |
| E1 – Forms of assessment and their critics | 36 |
| E2 – History and public examinations | 37 |
| E3 – Pupil progression in understanding | 38 |
| E4 – Factors affecting pupil attainment in history | 39 |
| F – Periods, peoples and places | 41 |
| F1 – Ancient history | 41 |
| F2 – Medieval history | 41 |
| F3 – Renaissance and early-modern history | 42 |
| F4 – Modern and contemporary history | 42 |
| F4000 – The First and Second World Wars | 43 |
| F5 – Local history | 44 |
| F6 – History beyond Europe and Global history | 45 |
| F7 – Controversial and emotive history | 46 |
| F8 – The Holocaust and Genocide | 48 |
| F8000 – The Holocaust | 48 |
| F8200 – Teaching about genocide | 49 |
| G – Historical consciousness | 51 |
| G1 – Historical consciousness | 51 |
| G2 – Child and adolescent perspectives | 53 |
| H – Teaching strategies and techniques | 55 |
| H1 – Debates and discussions in history | 55 |
| H2 – Textbooks | 56 |
| H3 – Digital technology | 59 |
| H4 – Historical trips, museums and visits | 61 |
| H5 – Drama, music and role-play | 62 |
| H6 – Use of film | 64 |
| H7 – Use of analogy | 64 |
| H9 – Miscellaneous | 65 |

| | |
|--------------------------------------|----|
| I – Studies of policy and reform | 67 |
| I1 – Commentary on UK curriculum | 67 |
| I2 – History teaching outside the UK | 70 |
| I2000 – Africa | 70 |
| I2100 – Asia | 70 |
| I2200 – Australasia | 72 |
| I2300 – Europe | 73 |
| I2400 – North America | 76 |
| I2500 – South America | 77 |
| I3 – Comparative studies | 77 |
| J – Teacher Education and Knowledge | 79 |

Introduction

This bibliographical guide is primarily designed to support students of history education, particularly those conducting research into history education for the purposes of postgraduate study. A great deal has been written about the teaching of history in recent years, both within the United Kingdom and internationally. This guide attempts to bring some structure to what has been written, categorising publications by broad areas within the field.

Inevitably, the sheer quantity of material produced across the world makes any claim to completeness necessarily false: this guide, for example, brings together only those pieces published in English, and there is a great deal written about history education in other languages, particularly German. The focus here is also predominantly British in its emphasis: although history education is increasingly an international field of study, national boundaries are still important, particularly while school curricula remain matters of political dispute. Section I of this guide provides some sense of the nature of history education outside of the United Kingdom.

This is a guide that is designed to be used, and as such feedback on its utility is particularly welcome. I am grateful already to Christine Counsell for comments on the structure of the guide and I intend to update the guide on an annual basis. Similarly, please do bring to my attention any new publications that need to be added to this bibliography, or any omissions that have been made. I would particularly welcome such input from those outside of the UK who often have knowledge of and access to literature of which I am simply ignorant. On the whole I have not made reference to unpublished theses but this is an area I would be keen to develop, and again I would welcome such additions to the bibliography.

Michael Fordham
Cambridge, 2015

Additions and comments should be sent to maf44@cam.ac.uk.

A – General works of reference

The following are the principal introductory texts to the teaching of history and research in history education. For the British student of history education, **A1** remains a seminal text, while **A6** provides the best current overview of research on history teaching in the UK. The chapters in **A4**, **A5** and **A10** provide good introductions to particular themes in history education and are listed in the relevant sections in the handbook.

A1 – C. Husbands, *What is history teaching?*, (Buckingham: Open University Press, (1996)

A2 – A. Kitson and C. Husband, *Teaching and Learning Secondary History*, (Maidenhead: Open University Press, 2011)

A3 – H. Bourdillon, *Teaching History*, (Oxford: Routledge, 1994)

A4 – J. Arthur and R. Phillips, *Issues in History Teaching*, (London: Routledge, 2000)

A5 – I. Davies, *Debates in History Teaching*, (London: Routledge, 2011)

A6 – K. Burn, R. Harris and M. Woolley, *The Guided Reader to Teaching History*,

A7 - A. Chapman and J. Facey, *Constructing History 11- 19*, (London: Sage, 2009)

A8 – C. Portal, *The History Curriculum for Teachers*, (1987)

A9 – T. Haydn, A. Stephen, J. Arthur and M. Hunt, *Learning to Teach History in the Secondary School: A Companion to School Experience, 3rd Edition*, (London: Routledge, 2008)

A20 – International Review of History Education. This series has a volume published every year or so and aims to draw together recent work in history education internationally. The majority of articles in each edition tend to focus on studies of policy (both national and comparative) and children's thinking about history. Individual articles are listed in the relevant sections in the handbook.

- A21** – A. Dickinson, P. Gordon, P. Lee and J. Slater, *International Yearbook of History Education, Volume 1*, (London: Woburn Press)
- A22** – J. Voss and M. Carretero (eds), *International Review of History Education, Volume 2, Learning and Reasoning in History*, (London: Routledge, 1998)
- A23** – A. Dickinson, P. Gordon and P. Lee (eds), *International Review of History Education, Volume 3, Raising Standards in History Education*, (London: Woburn Press, 2001)
- A24** – R. Ashby, P. Gordon and P. Lee (eds), *International Review of History Education, Volume 4, Understanding History: recent research in history education*, (London: Routledge, 2005)
- A25** – L. Symcox and A. Wilschut (eds), *International Review of History Education, Volume 5, National History Standards: the problem of the canon and the future of teaching history*, (Information Age Publishing, 2009)
- A26** – I. Nakou and I. Barca (eds), *International Review of History Education, Volume 6, Contemporary Public Debates Over History Education*, (Information Age Publishing, 2010)
- A27** – M. Carretero, M. Asensio and M. Rodríguez-Moneo, *International Review of History Education, Volume 7, History Education and the Construction of National Identities*, (Information Age Publishing, 2013)
- A28** – B. VanSledright, *The Challenge of Rethinking History Education: on practices, theories and policy*, (New York and London: Routledge, 2011)

B – The history of history education

There is some overlap between this section and Section I, the latter containing commentaries on history education policy in the UK and elsewhere. The texts in this section tend to adopt a more historical take on the development of history education as opposed to being commentaries on contemporary policy, though inevitably the boundaries between these two broad fields is blurred in numerous places.

B1 – D. Cannadine, *The Right Kind of History*, (London: Penguin, 2011)

B2 – M. Price, 'History in Danger', *History*, 53, (1968)

B3 – T. McAleavy, 'The use of sources in school history 1910 - 1998: a critical perspective' *Teaching History*, 91, (1998)

B4 – C. Counsell, 'Disciplinary knowledge, the secondary history curriculum and history teachers' achievements', *Curriculum Journal*, 22.2, (2011)

B5 – Phillips, *History, Nationhood and State*, (Continuum, 1998)

B6 – G. Howat, 'The nineteenth-century history text-book', *British Journal Educational Studies*, 13.2, (1965)

B7 – H. Patrick, 'Investigating the relationship between aims and practice in the teaching of history', *Research Papers in Education*, 5.2, (1990)

B8 – M. Roberts, 'History in the school curriculum 1972-1990: a possible dialectical sequences: thesis, antithesis and synthesis?', *The Curriculum Journal*, 1.1, (1990)

B9 – R. Phillips, 'The politics of history: some methodological and ethical dilemmas in elite-based research', *British Educational Research Journal*, 24.1, (1998)

B10 – P. Stearns, 'Goals in history teaching' in **A22**, (1998)

B11 – P. Yeandle, 'Empire, Englishness and Elementary School History Education c. 1880-1914', *International Journal of Historical Learning, Teaching and Research*, 3.1, (2003)

B12 – S. Lévesque, 'In search of a purpose for school history', *Journal of Curriculum Studies*, 37.3, (2005)

B13 – P. Seixas, 'National history and beyond', *Journal of Curriculum Studies*, 41.6, (2009)

B14 – A. Wilschut, 'History at the mercy of politicians and ideologies: Germany, England and the Netherlands in the 19th and 20th centuries', *Journal of Curriculum Studies*, 42.5, (2010)

B15 – R. Guyver, 'Landmarks with questions - England's school history wars 1967-2010 and 2010-2013', *International Journal of History Teaching Learning and Research*, 11.2, (2013)

C – The history curriculum

A history curriculum sets out what ought to be taught and what ought to be learnt, though the nature of these things varies considerably based on the what the author(s) of any given curriculum think their history curriculum is *for*. As such it is unsurprising given the lack of agreement as to what the purpose of history in school is that different authors have emphasised a wide variety of things in designing curriculum structures (see **Section I** for these competing demands in different countries).

C1 – Knowledge, skills and concepts in the history curriculum

The best introduction to the ‘knowledge and skills’ debate in history education is **C200**. Early attempts at examining substantive historical concepts in the 1960s fell from favour in the latter part of the twentieth century where a dominant emphasis on ‘second-order’ concepts prevailed. For the ‘new history’ see the articles in *International Journal of Historical Learning Teaching and Research*, 9.1 and the educational thought of John Fines in **C103** and *Letting the Past Speak*, published as the *International Journal of Historical Learning, Teaching and Research*, 2.2, (2002).

E.A. Peel, ‘Problems in the Psychology of History Teaching I. Historical Ideas and Concepts’ in W.H. Burston and D. Thompson (eds), *Studies in the Nature and Teaching of History*, (London, 1967)

D. Thompson, ‘Colligation in History Teaching’ in W.H. Burston and D. Thompson (eds), *Studies in the Nature and Teaching of History*, (London, 1967)

J.B. Coltham, *Junior school children’s understanding of some terms commonly used in the teaching of history*, Unpublished PhD thesis, University of Manchester, (1960)

- C100** – J. Coltham, 'Educational Objectives And The Teaching of History', *Teaching History* II, 7, (1972)
- C101** – P.J. Rogers and F. Aston, 'Play, Enactive Representation and Learning', *Teaching History*, 19, (1977)
- C102** – J. Fines, 'Educational Objectives For History - Ten Years On', *Teaching History*, 30, (1981)
- C103** – J. Fines, 'Towards Some Criteria For Establishing The History Curriculum', *Teaching History*, 31, (1981)
- C104** – M. Roberts, 'Educational Objectives for the Study of History', *Teaching History*, 8, (1972)
- C105** – C. Culpin, 'Language, Learning and Thinking Skills in History', *Teaching History*, 39, (1984)
- C106** – G. Partington, 'What history should we teach?', *Oxford Review of Education*, 6.2, (1980)
- C107** – P. Rogers, 'The past as a frame of reference, in **A8**, (1987)
- M. Booth, 'Ages and Concepts: a critique of the Piagetian approach to history teaching' in **A8**, (1987)
- C108** – F. Hernández, 'What do students know and how do they seek to know more? Knowledge base and the search for strategies in the study of art history' in **A22**, (1998)
- C109** – H. LeCocq, 'Note taking, knowledge-building and critical thinking are the same thing' in *Teaching History*, 95, (1999)
- C110** – A. Chapman, 'Asses, archers and assumptions: strategies for improving thinking skills in history in Years 9 to 13', *Teaching History*, 123, (2006)
- C111** – I. Barca, J. Castro and C. Amaral, 'Looking for conceptual frameworks in history: the accounts of Portuguese 12-13 year old pupils', *Education 3-13*, (2010)
- C112** – C. Bertram, 'Exploring an historical gaze: a language of description for the practice of school history', *Journal of Curriculum Studies*, 44.3, (2012)

C113 – G. Baker, 'Employment, employability and history: helping students to see the connection', *Teaching History*, 152, (2013)

C2 – Substantive knowledge

C200 – C. Counsell, 'Historical knowledge & historical skill: a distracting dichotomy' in **A4**, (2000)

C201 – J. Haenen and H. Schriknemakers, 'Suffrage, feudal, democracy, treaty... history's building blocks: learning to teach historical concepts', *Teaching History*, 98, (2000)

C202 – G. Howells, 'Ranking and classifying: teaching political concepts to post-16 students', *Teaching History*, 106, (2002)

C203 – K. Hammond, 'Getting Y10 to understand the value of precise factual knowledge', *Teaching History*, 108, (2002)

C204 – G. Howells, 'Ranking and classifying: teaching political concepts to post-16 students', *Teaching History*, 106, (2002)

C205 – J. Haenen, H. Scrijnemakers and J. Stufkens, 'Transforming Year 7's understanding of the concept of imperialism: a case study of the Roman Empire', *Teaching History*, 112, (2003)

C3 – Narrative

One of the challenges made to traditional history in the latter decades of the twentieth century was the role played by narrative. For attempts to rescue narrative, start with **C202**. For pupils building narratives, begin with **C207**.

C300 – J. Topolski, 'The structure of historical narratives and the teaching of history' in **A22**, (1998)

C301 – C. Martinez-Shaw, 'Total history and its enemies in present-day teaching', in **A22**, (1998)

C302 – S. Lang, 'Narrative: the under-rated skill', *Teaching History*, 110, (2003)

C303 – K. Hawkey, 'Narrative in classroom history', *The Curriculum Journal*, 15.1, (2004)

C304 – M. Gago, 'Children's understanding of historical narrative on Portugal' in **A24**, (2005)

C305 – D. Dilek and G. Yapici, 'The use of stories in the teaching of history', *International Journal of Historical Learning, Teaching and Research*, 5.2, (2005)

C306 – A. Wilkinson, 'Little Jack Horner and polite revolutionaries: putting the story back into history', *Teaching History*, 123, (2006)

C307 – I. Barca and H. Pinto, 'How children make sense of historic streets: walking through downtown Guimaraes', *International Journal of Historical Learning, Teaching and Research*, 6, (2006)

C308 – D. Gerwin, 'Object lessons: teachers, historians, narratives and inquiry', *International Journal of Historical Learning, Teaching and Research*, 6, (2006)

C309 – S. Gadd, 'Building memory & meaning: supporting Year 8 in shaping their own big narratives in *Teaching History*, 136, (2009)

C310 – K. Hawkey, 'Mediating narrative in classroom history', *International Journal of History, Teaching, Learning and Research*, 6.1, (2006)

C311 – S. Lang, P. Mandler and E. Vallance, 'Debates: narrative in school history', *Teaching History*, 145, (2011)

C312 – P. Worth, '"English king Frederick I won at Arsuf, then took Acre, then they all went home": exploring challenges involved in reading & writing historical narrative', *Teaching History*, 156, (2014)

C4 – Overview and depth

One of the most difficult challenges facing those writing history curricula (whether at a school or national level) is the need to manage the relationship between 'overview' and 'depth' in a curriculum. See **C401** and **C402** as an introduction. For the role played by particular 'frameworks' see **C407**, **C410**, **C409** and **C413**.

- C400** – D. Banham, 'Getting ready for the Grand Prix: building a substantiated argument in Year 7, *Teaching History*, 92, (1998)
- C401** – M. Riley, 'Big stories and big pictures, making outlines and overviews interesting', *Teaching History*, 88, (1997)
- C402** – D. Banham, 'The return of King John: using depth to strengthen overview in the teaching of political change', *Teaching History*, 99, (2000)
- C403** – D. Shemilt, 'The Caliph's coin: the currency of narrative frameworks in history teaching', in P.N. Stearns, P. Seixas and S. Wineburg, (eds) *Knowing, Teaching and Learning History: National and International Perspectives*, (New York University Press, 2000)
- C404** – S. Barnes, 'Revealing the big pictures: patterns, shapes and images at Key Stage 3', *Teaching History*, 107, (2002)
- C405** – A. Wrenn, 'Equiano – voice of silent slaves?', *Teaching History*, 107, (2002)
- C406** – M. Murray, 'Which was more important Sir, ordinary people getting electricity or the rise of Hitler?' Using *Ethel and Ernest* with Year 9', *Teaching History*, 107, (2002)
- C407** – I. Dawson, 'Time for chronology? Ideas for developing chronological understanding', *Teaching History*, 117, (2004)
- C408** – M. Osowiecki, 'Miss, now I can see why that was so important': using ICT to enrich overview at GCSE', *Teaching History*, 125, (2006)
- C409** – J. Howson, 'Is it the Tuarts and then the Studors or the other way round? The importance of developing a usable big picture of the past', *Teaching History*, 127, (2007)
- C410** – I. Dawson, 'Thinking across time: planning and teaching the story of power and democracy at Key Stage 3', *Teaching History*, 130, (2008)
- C411** – P. Corfield, 'Teaching history's big pictures: including continuity as well as change', *Teaching History*, 136, (2009)
- C412** – E. Brooker, 'Telling tales: developing a students' own thematic and synoptic understandings at Key Stage 3', *Teaching History*, 136, (2009)

C413 – J. Howson, 'Potential and pitfalls in teaching 'big pictures' of the past', *Teaching History*, 136, (2009)

C414 – S. Gadd, 'Building memory and meaning: supporting Year 8 in shaping their own big narratives', *Teaching History*, 136, (2009)

C415 – J. Howson & D. Shemilt, 'Frameworks of knowledge: dilemmas and debates', in I. Davies (ed) *Debates in History Teaching*, (London: Routledge, 2011)

C416 – D. Nuttall, 'Possible futures: using frameworks of knowledge to help Year 9 connect past, present and future', *Teaching History*, 151, (2013)

C417 – M. Instone, 'Moving forwards while looking back: historical consciousness in sixth-form students', *Teaching History*, 152, (2013)

C418 – K. Hawkey, 'A new look at big history', *Journal of Curriculum Studies*, 46.2, (2014)

C419 – L. Levstik and K. Barton, "'They still use some of their past': historical salience in elementary children's chronological thinking", *Journal of Curriculum Studies*, 28.5, (1996)

C5 – Medium-term planning

One of the key developments in the practice of history teachers in the UK (see **B4**) in recent years has been the development of the idea of the 'enquiry question' as guiding the medium-term planning process. The key texts here are **C501** and **C508**.

C500 – M. Gorman, 'The 'structured enquiry' is not a contradiction in terms: focused teaching for independent learning', *Teaching History*, 92, (1998)

C501 – M. Riley, 'Into the Key Stage 3 history garden: choosing and planting your enquiry questions', *Teaching History*, 99, (2000)

C502 – H. Richardson, 'The QCA history scheme of work for Key Stage 3', *Teaching History*, 99, (2000)

C503 – J. Byrom, 'Why go on a pilgrimage? Using a concluding enquiry to reinforce and assess earlier learning', *Teaching History*, 99, (2000)

C504 – C. Counsell, ‘“Didn’t we do that in Year 7?” Planning for progress in evidential understanding’, *Teaching History*, 99, (2000)

C505 – T. Hier, ‘How Michael moved us on: transforming Key Stage 3 through peer review’, *Teaching History*, 103, (2001)

C506 – R. Rudham, ‘The new history ‘AS-Level’: principles for planning a scheme of work’, *Teaching History*, 103, (2001)

C507 – R. Harris and A. Kitson, ‘Basket weaving in Advanced Level history... How to plan and teach the 100 year study’, *Teaching History*, 109, (2002)

C508 – J. Byrom and M. Riley, ‘Professional wrestling in the history department: a case study in planning the teaching of the British Empire at KS3’, *Teaching History*, 112, (2003)

C509 – S. Burnham, ‘Getting Year 7 to set their own questions about the Islamic Empire, 600-1600’, *Teaching History*, 128, (2007)

C510 – K. Hammond, ‘Pupil-led historical enquiry: what might this actually be?’, *Teaching History*, 144, (2011)

C511 – G. Brown and A. Wrenn, ‘“It’s like they’ve gone up a year!” Gauging the impact of a history transition unit on teachers of primary and secondary history’, *Teaching History*, 121, (2005)

C6 – Reading and writing in the history curriculum

The development of pupil ‘literacy’ is frequently listed as a skill that ought to be developed by a history curriculum, but curriculum designers have rarely set out what they mean by this. It has been left to practitioners to develop definitions of ‘historical writing’ and ‘historical reading’ and to determine what it is about literacy that is peculiarly historical. The obvious starting points here are **C60** and **C61**. On reading historical scholarship start with **C6005** and **C6001**.

C60 – C. Counsell, *Analytical and Discursive Writing at Key Stage 3*, (Historical Association, 1997)

C61 – C. Counsell, *Building the Lesson Around the Text: History and Literacy in Year 7*, (Hodder Murray, 2004)

C600 – A. Chapman, 'Conceptual awareness through categorising: using ICT to get Year 13 reading', *Teaching History*, 111, (2003)

C601 – D. Hellier and H. Richards, "Do we have to read *all* of this?' Encouraging students to read for understanding', *Teaching History*, 118, (2005)

C602 – M. Loy, 'Learning to read, reading to learn: strategies to move students from 'keen to learn' to 'keen to read'', *Teaching History*, 132, (2008)

C6000 – Reading historical scholarship

C6001 – A. Kitson, 'Reading and enquiring in Years 12 and 13: a case study on women in the Third Reich', *Teaching History*, 111, (2003)

C6002 – M. Croft, 'The Tudor monarchy in crisis: using a historian's account to stretch the most able students in Year 8', *Teaching History*, 119, (2005)

C6003 – L. Bellinger, 'Cultivating curiosity about complexity: what happens when Year 12 start to read Orlando Figes' *The Whisperers*?' *Teaching History*, 132, (2008)

C6004 – See the relevant chapters in D. Laffin, *Better Lessons in A Level History*, (London: Hodder Murray, 2009)

C6005 – R. Foster, 'Passive receivers or constructive readers? Pupils' experiences of an encounter with academic history', *Teaching History*, 142, (2011)

C6006 – G. Howells, 'Why was Pitt not a mince pie? Enjoying argument without end: creating confident historical readers at A Level', *Teaching History*, 143, (2011)

C6007 – K. Richards, 'Avoiding a din at dinner , or teaching students to argue for themselves: Year 13 plan a historians' dinner party', *Teaching History*, 148, (2012)

C6100 – Historical fiction in the history classroom

C6101 – D. Martin and B. Brooke, 'Getting personal: making effective use of historical fiction in the history classroom', *Teaching History*, 108, (2002)

C6102 – M. Woolley, "'Really weird and freaky": using a Thomas Hardy short story as a source of evidence in the Year 8 classroom', *Teaching History*, 111, (2003)

C6103 – M. Monaghan, 'Having 'Great Expectations' of Year 9 inter-disciplinary work between English and history to improve pupils' historical thinking', *Teaching History*, 138, (2010)

C6104 – G. Hillyard, 'Dickens...Hardy...Jarvis?! A novel take on the Industrial Revolution', *Teaching History*, 140, (2010)

C6500 – Writing history

C6501 – D. Laffin, 'My essays could go on for ever: using KS3 to improve performance at GCSE', *Teaching History*, 98, (2000)

C6502 – R. Harris, 'Why essay-writing remains central at AS' *Teaching History*, 103, (2001)

C6503 – M. Bakalis, 'Direct teaching of paragraph cohesion', *Teaching History*, 110, (2003)

C6504 – D. Waters, 'A most horrid malicious bloody flame: using Samuel Pepys to improve Year 8 boys' historical writing', *Teaching History*, 111, (2003)

C6506 – C. Coffin, 'Learning the language of school history: the role of linguistics in mapping the writing demands of the secondary school curriculum', *Journal of Curriculum Studies*, 38.4, (2006)

C6507 – A. Scott, 'Essay writing for everyone: an investigation into different methods used to teach Year 9 to write an essay', *Teaching History*, 123, (2006)

C6508 – R. Ward, 'Duffy's devices: teaching Year 13 to read and write', *Teaching History*, 124, (2006)

C6509 – J. Pate and G. Evans, 'Does scaffolding make them fall? Reflecting on strategies for causal argument in Years 8 and 11', *Teaching History*, 128, (2007)

C6510 – M. Fordham, 'Slaying dragons and sorcerers in Year 12: in search of historical argument', *Teaching History*, 129, (2007)

C6511 – M. Brown, 'From Muddleton Manor to Clarity Cathedral: improving Year 12's extended writing through an enhanced sense of the reader', *Teaching History*, 150, (2013)

C7 – Sense of period and 'empathy'

Although sometimes listed as a disciplinary concept, it is hard to see 'empathy' as falling in this category as (unlike 'cause' or 'change') it does not point towards a set of questions that historians might answer; instead, it points towards a certain disposition towards or knowledge about a particular period. After a heyday in the UK in the 1980s, the idea of 'historical empathy' has rather fallen from fashion, though the idea still remains very popular elsewhere. See **C70** and **C71** for an introduction.

C70 – P. Lee and D. Shemilt, 'The concept that dares not speak its name: should empathy come out of the closet?', *Teaching History*, 143, (2011)

C71 – I. Dawson, 'What time does the tune start? From thinking about 'sense of period' to modelling history at Key Stage 3', *Teaching History*, 135, (2009)

C700 – T. Boddington, 'Empathy and the teaching of history', *British Journal of Educational Studies*, 28.1, (1980)

C701 – P. Knight, 'Empathy: concept, confusion and consequences in a national curriculum', *Oxford Review of Education*, 15.1, (1989)

C702 – A. Hamilton and T. McConnell, 'Using this map and all your own knowledge, become Bismarck', *Teaching History*, 112, (2003)

C703 – R. Harris and L. Foreman-Peck, "'Stepping into other peoples' shoes': teaching and assessing empathy in the secondary history curriculum", *International Journal of Historical Learning, Teaching and Research*, 4.2, (2004)

C704 – D. Cunningham, 'Empathy without illusions', *Teaching History*, 114, (2004)

C705 – C. Sugarman-Banaszak, 'Stepping into the past: using images to travel through time', *Teaching History*, 130, (2008)

C706 – D. Cunningham, 'An empirical framework for understanding how teachers conceptualise and cultivate historical empathy in students', *Journal of Curriculum Studies*, 41.5, (2009)

C707 – D. Smith, 'Period, place and mental space: using historical scholarship to develop Year 7 pupils' sense of period', *Teaching History*, 154, (2014)

C708 – J. Endacott, 'Negotiating the process of historical empathy', *Theory and Research in Social Education*, 42.1, (2014)

C709 – M. Davidson, 'Developing an historical empathy pathway with New Zealand secondary school students', *International Journal of Historical Learning Teaching and Research*, 12.2, (2014)

C710 – L. Perikleous, 'Deanna Troi and the Tardis: Does Historical Empathy have a Place in Education?', *International Journal of Historical Learning Teaching and Research*, 12.2, (2014)

C8 – Cross-curricular and interdisciplinary history

History is frequently under pressure on a school or national curriculum for time. A more subtle version of this has been for some to call for history to be collapsed into a 'cross-curricular' or, perhaps, 'topic-based' curriculum model. Such attempts have – to greater and lesser extents – been resisted in the UK. The idea of 'interdisciplinary' work has, however, proved more exciting for history teachers and researchers who want to explore the ways in which history as a discipline might support and be supported by other disciplines on the curriculum.

C800 – D. Sheppard, 'Confronting otherness: developing scrutiny and inference skills through drawing', *Teaching History*, 100, (2002)

C801 – I. Phillips, 'History and mathematics or history with mathematics: does it add up?', *Teaching History*, 107, (2002)

C802 – D. Lambert, 'Geography in the Holocaust: citizenship denied', *Teaching History*, 116, (2004)

- C803** – L. Taylor, 'Sense, relationship and power uncommon views of place', *Teaching History*, 116, (2004)
- C804** – N. Watkin and J. Ahrenfelt, 'Mixing a G&T cocktail: teaching about heritage through a cross-curricular enquiry', *Teaching History*, 118, (2005)
- C805** – M. Monaghan and T. McConnell, 'English, history and song in Year 9: mixing enquiries for a cross-curricular approach to teaching the most able', *Teaching History*, 121, (2005)
- C806** – L. Dawes Duraisingh and V. Boix Mansilla, 'Interdisciplinary forays within the history classroom: how the visual arts can enhance (or hinder) historical understanding', *Teaching History*, 129, (2007)
- C807** – I. Annat and K. Bone, 'Two realms and an empire: history, geography and an investigation into landscape', *Teaching History*, 131, (2008)
- C808** – A. Wrenn, 'History's secret weapon: the enquiry of a disciplined mind', *Teaching History*, 138, (2010)
- C809** – J. Byom, 'How do ideas travel? east meets west – and history meets science', *Teaching History*, 138, (2010)
- C810** – A. Wilkinson, 'Making cross-curricular links in history: some ways forward', *Teaching History*, 138, (2010)
- C811** – S. Illingworth, 'From 'splendid isolation' to productive alliances: developing meaningful cross-curricular approaches', *Teaching History*, 138, (2010)
- C812** – L. Munro, 'What about history? Lessons from seven years with project-based learning', *Teaching History*, 138, (2010)
- C813** – J. Woodcock, 'Disciplining cross-curricularity? Cottenham Village College history department's inter-disciplinary projects: an evaluation', *Teaching History*, 138, (2010)
- C814** – J. Woodcock, 'History, music and law: commemorative cross-curricularity', *Teaching History*, 153, (2013)

C9 – History, citizenship and identity

Government and media views on the history curriculum invariably revolve around questions of national identity and citizenship. Both of these ideas have been examined extensively both in the UK and elsewhere.

C9000 – National identity

C9001 – R. Phillips, P. Goalen, A. McCully and S. Wood, 'Four histories, One Nation? History teaching, nationhood and a British identity', *Compare*, 29.2, (1999)

C9002 – J. van der Leeuw-Roord, 'Working with history: national identity as a focal point in a European history education', *International Journal of Historical Learning, Teaching and Research*, 1.1, (2000)

C9003 – R. Phillips, 'British Island Stories: history, schools and nationhood', *International Journal of Historical Learning, Teaching and Research*, 3.1, (2003)

C9004 – A. Low-Beer, 'School history, national history and the issue of national identity', *International Journal of Historical Learning, Teaching and Research*, 3.1, (2003)

C9005 – K. Barton, A. McCully and M. Conway, 'History education and national identity in Northern Ireland', *International Journal of Historical Learning, Teaching and Research*, 3.1, (2003)

C9006 – S. Wood, 'The school history curriculum in Scotland and issues of national identity', *International Journal of Historical Learning, Teaching and Research*, 3.1, (2003)

C9007 – R. Samuel, 'A case for national history', *International Journal of Historical Learning, Teaching and Research*, 3.1, (2003)

C9008 – A. Morgan and R. Phillips, 'Wales! Wales? Britain! Britain? Teaching and learning about the history of the British Isles in secondary schools in Wales', *International Journal of Historical Learning, Teaching and Research*, 3.1, (2003)

C9009 – M. Sherwood, 'White myths, black omissions: the historical origins of racism in Britain', *International Journal of Historical Learning, Teaching and Research*, 3.1, (2003)

C9010 – C. Cullingford, 'Nationalism and the origins of prejudice' *International Journal of Historical Learning, Teaching and Research*, 3.1, (2003)

C9011 – O. Akinoglu, 'History education and identity', *International Journal of Historical Learning, Teaching and Research*, 5.1, (2005)

C9012 – A. González, 'The archaeological heritage of Gáldar: a contribution to maintaining the identity roots of Gran Canaria', *International Journal of Historical Learning, Teaching and Research*, 5.1, (2005)

C9013 – R. Siebörger, "What do they make of 10 Years of Democracy?: researching the identity and skills of Grade 9 history pupils in Cape Town schools', *International Journal of Historical Learning, Teaching and Research*, 5.1, (2005)

C9014 – G. Weldon, 'A comparative study of the construction of memory and identity in the curriculum of post-conflict societies: Rwanda and South Africa', *International Journal of Historical Learning, Teaching and Research*, 6, (2006)

C9015 – R. Guyver, 'More than just the Henries: Britishness and British history at Key Stage 3', *Teaching History*, 122, (2006)

C9016 – M. Grever, T. Haydn and K. Ribbens, 'Identity and School History: the perspective of young people from the Netherlands and England', *British Journal of Educational Studies*, 56.1, (2008)

C9017 – L. Levstik, 'Well-behaved women rarely make history – gendered teaching and learning in and about history', *International Journal of Historical Learning, Teaching and Research*, 8.1, (2009)

C9018 – J. Nichol, 'Constructing identity through the visual image – memory, identity, belonging – history, culture and interpretative frameworks', *International Journal of Historical Learning, Teaching and Research*, 8.1, (2009)

C9019 – E. Dinç, 'Can history be a bridge to get Turkey closer to Europe? The possibility of an inclusion of the European dimension in the Turkish history curriculum', *International Journal of Historical Learning, Teaching and Research*, 8.1, (2009)

C9020 – I. Barca, 'Identities and history – Portuguese students' accounts', *International Journal of Historical Learning, Teaching and Research*, 8.1, (2009)

C9021 – A. Pettigrew, 'Limited lessons from the Holocaust? Critically considering the 'anti-racist' and citizenship potential', *Teaching History*, 141, (2010)

C9022 – K. Hawkey and J. Prior, 'History, memory cultures and meaning in the classroom', *Journal of Curriculum Studies*, 43.2, (2011)

C9023 – R. Harris, 'The place of diversity within history and the challenge of policy and curriculum', *Oxford Review of Education*, 39.3, (2013)

C9024 – N. Ammert, 'Ethical values and history: a mutual relationship?', *International Journal of Historical Learning Teaching and Research*, 12.1, (2013)

C9025 – S. Berer, 'De-nationalising history teaching and nationalizing it differently! Some reflections on how to defuse the negative potential of national(ist) history teaching' in **A27**, (2013)

C9026 – M. Carretero, C. Lopez, M. Gonzalez and M. Rodriguez-Moneo, 'Students historical narratives and concepts about the nation' in **A27**, (2013)

C9027 – A. Bermúdez, 'The discursive negotiation of narratives and identities in the present and their historical understanding of the past', in **A27**, (2013)

C9028 – R. Phillips, 'History teaching, cultural restorationism and national identity in England and Wales', *Curriculum Studies*, 4.3, (1996)

C9100 – Citizenship

C9101 – A. Wrenn, 'Build it in, don't bolt it on: history's contribution to critical citizenship' in *Teaching History*, 96, (1999)

C9102 – C. Dalvarez, 'The contribution of history to citizenship education', *International Journal of Historical Learning, Teaching and Research*, 1.2, (2001)

C9103 – I. Davies, G. Hatch, G. Martin and T. Thorpe, 'What is good citizenship education in history classrooms?', *Teaching History*, 106, (2002)

- C9104** – A. Wrenn, 'Black and British? History, identity and citizenship', *International Journal of Historical Learning, Teaching and Research*, 3.1, (2003)
- C9105** – P. Brett, 'Citizenship and the National Curriculum', *International Journal of Historical Learning, Teaching and Research*, 5.2, (2005)
- C9106** – P. Harnett, 'Exploring the potential for history and citizenship education with primary children at the British Empire and Commonwealth Museum in Bristol', *International Journal of Historical Learning, Teaching and Research*, 6, (2006)
- C9107** – P. Lee and D. Shemilt, 'New alchemy or fatal attraction? History and citizenship', *Teaching History*, 129, (2007)
- C9108** – S. Klein, 'History, citizenship and Oliver Stone: classroom analysis of a key scene in Nixon', *Teaching History*, 132, (2008)
- C9109** – I. Demircioglu, 'Does the teaching of history encourage active citizenship in Turkey? Perceptions of Turkish history teachers', *International Journal of Historical Learning, Teaching and Research*, 8.1, (2009)

D – The discipline in the classroom

The idea that history is a discipline with its own set of ‘second-order’ concepts have proved very fruitful in history education research, both the carried out by researchers and by practitioners. The way in which these concepts and practices become realised in the history classroom has been a matter of great interest to theorists and practising history teachers in recent years.

D1 – Thinking historically

D10 – S. Wineburg, *Historical Thinking & Other Unnatural Acts*, (Temple University Press, 2001)

D100 – W. Burston, ‘Explanation in history and the teaching of history’, *British Journal Educational Studies*, 2.2, (1954)

R. Hallam, ‘Piaget and thinking in history’ in M. Ballard (ed), *New Movements in the Study and Teaching of History*, (London: Temple Smith, 1970)

R. Hallam, ‘Study of the effect of teaching method on the growth of logical thought with special reference to the teaching of history’, Unpublished PhD thesis, University of Leeds, (1975)

D101 – O. Halldén, ‘Learning History’, *Oxford Review of Education*, 12.1, (1986)

D102 – O. Halldén, ‘On reasoning in history’ in **A22**, (1998)

D103 – S. Rose, ‘Fourth grades theorise prejudice in American history’, *International Journal of Historical Learning, Teaching and Research*, 1.1, (2000)

D104 – L. Capita, H. Cooper and I. Mogos, ‘History, Children’s Thinking and Creativity in the classroom: English and Romanian perspectives’, *International Journal of Historical Learning, Teaching and Research*, 1.1, (2000)

D105 – H. Cooper and D. Dilek, ‘Children’s thinking in history: analysis of a history lesson taught to 11-Year-Olds at Ihsan Sungu School, Istanbul’, *International Journal of Historical Learning, Teaching and Research*, 4.2, (2004)

- D106** – A. Hodkinson, 'Does the English Curriculum for History and its Schemes of Work effectively promote primary-aged children's assimilation of the concepts of historical time? Some observations based on current research', *Educational Research*, 46.2, (2004)
- D107** – L. Levstik, A. Henderson and J. Schlarb, 'Digging for clues: an archaeological exploration of historical cognition' in **A24**, (2005)
- D108** – D. Eyre, 'Expertise in its development phase: planning for the needs of gifted adolescent historians', *Teaching History*, 124, (2006)
- D109** – S. Wineburg, 'Unnatural and essential: the nature of historical thinking', *Teaching History*, 129, (2007)
- D110** – J. Nichol and C. McIlroy, 'A cognitive acceleration intervention strategy for 9-13 year old gifted and talented children', *International Journal of Historical Learning, Teaching and Research*, 7.1, (2007)
- D111** – J. Castrol. "'We, Them and the Others'" – historical thinking and intercultural ideas of Portuguese students', *International Journal of Historical Learning, Teaching and Research*, 8.1, (2009)
- D112** – C. Van Boxtel and J. Van Drie, 'Enhancing historical reasoning: a key topic in Dutch history education', *International Journal of Historical Learning, Teaching and Research*, 8.2, (2009)
- D113** – D. Shemilt, 'Drinking an ocean and pissing a cupful: how adolescents make sense of history' in **A25**, (2009)
- D114** – H. Havekes, A. Aardema and J. De Vries, 'Activity Historical Thinking: designing learning activities to stimulate domain-specific thinking', *Teaching History*, 139, (2010)
- D115** – S. Kang, 'How do Korean nine year olds make historical inferences?', *Education 3-13*, (2010)
- D116** – G. Dilek, 'Visual thinking in teaching history: reading the visual thinking skills of 12 year-old pupils in Istanbul', *Education 3-13*, (2010)
- D117** – C. Van Boxtel and J. Van Drie, 'Historical reasoning in the classroom: what does it look like and how can we enhance it?', *Teaching History*, 150, (2013)

D118 – M. Bellino and R. Selman, 'The intersection of historical understanding and ethical reflection during early adolescence: a place where time is squared' in **A27**, (2013)

D119 – S. Moller, 'Are family recollections an obstacle to history education? How German students make sense of the East German dictatorship' in **A27**, (2013)

D2 – Cause and consequence

E.H. Carr famously stated that all history is the study of causes, and this is certainly the concept that has received the greatest amount of attention in the literature.

D200 – G. Howells, 'Being ambitious with the causes of the First World War: interrogating inevitability' *Teaching History*, 92, (1998)

D201 – J. Voss, J. Ciarrochi and M. Carretero, 'Causality in history: on the 'intuitive' understanding of concepts of sufficiency and necessity' in **A22**, (1998)

D202 – L. Jacott, A. López-Manjón and M. Carretero, 'Generating explanations in history' in **A22**, (1998)

D203 – J. Domnguez and J. Pozo, 'Promoting the learning of causal explanations in history through different teaching strategies' in **A22**, (1998)

D204 – V. Clark, 'Illuminating the shadow: making progress happen in causal thinking through speaking and listening', *Teaching History*, 105, (2001)

D205 – A. Chapman, 'Camels, diamonds and counterfactuals: a model for teaching causal reasoning', *Teaching History*, 112, (2003)

D206 – J. Woodcock, 'Does the linguistic release the conceptual? Helping Year 10 to improve their causal reasoning', *Teaching History*, 119, (2005)

D207 – A. Chapman and J. Woodcock, 'Mussolini's missing marbles: simulating history at GCSE', *Teaching History*, 124, (2006)

D208 – E. Buxton, ‘Fog over channel; continent accessible? Year 8 use counterfactual reasoning to explore place and social upheaval in eighteenth-century France and Britain’, *Teaching History*, 140, (2010)

D209 – A. Chapman and J. Facey, ‘Documentaries, causal linking & hyper-linking: using learner collaboration, peer and expert assessment and new media to enhance AS students’ causal reasoning’ in **A7**, (2009)

D210 – R. Rogers, ‘Isn’t the trigger the thing that sets the rest of it on fire?’ Causation maps: emphasizing chronology in causation exercises’, *Teaching History*, 142, (2011)

D211 – A. Chapman, ‘Time’s arrows? Using a dartboard scaffold to understand historical action’, *Teaching History*, 143, (2011)

D212 – R. Kemp, ‘Thematic or sequential analysis in causal explanation? Investigating the historical understanding Y8 & Y10 demonstrate in their efforts to construct narratives’, *Teaching History*, 145, (2011)

D213 – P. Worth, ‘Competition and counterfactuals without confusion: Year 10 play a game about the fall of the Tsarist empire to improve their causal reasoning’, *Teaching History*, 149, (2012)

D214 – C. Holliss, ‘Waking up to complexity: using Christopher Clark’s *The Sleepwalkers* to challenge over-determined causal explanations’, *Teaching History*, 154, (2014)

D3 – Change and continuity

Change and continuity was until recently relatively poorly understood as a concept with many teachers tending to slip into causal questions when designing curricula. The key starting points here are **D300**, **D301** and **D308**.

D300 – C. Counsell, ‘What do we want students to *do* with historical change and continuity?’, in **A5**, (2011)

D301 – R. Foster, ‘Speed cameras, dead ends, drivers and diversions: Year 9 use a ‘road map’ to problematise change and continuity’, *Teaching History*, 131, (2008)

D302 – H. Jones, ‘Shaping macro-analysis from micro-history: developing a reflexive narrative of change in school history’, *Teaching History*, 136, (2009)

D303 – B. Jarman, ‘When were Jews in medieval England most in danger? Exploring change and continuity with Year 7’, *Teaching History*, 136, (2009)

D304 – T. Jenner, ‘From human-scale to abstract analysis: Year 7 analyse the changing relationship of Henry II and Becket’, *Teaching History*, 139, (2009)

D305 – Y. Vella, ‘The gradual transformation of historical situations: understanding ‘change and continuity’ through colours and timelines’, *Teaching History*, 144, (2011)

D306 – F. Blow, ‘“Everything flows and nothing stays’: how students make sense of the historical concepts of change, continuity and development’, *Teaching History*, 145, (2011)

D307 – M. Fordham, ‘Out went Caesar and in came the Conqueror, though I’m sure something happened in between... A case study in professional thinking’, *Teaching History*, 147, (2012)

D308 – R. Foster, ‘The more things change, the more they stay the same: developing students’ thinking about change and continuity’, *Teaching History*, 151, (2013)

D309 – H. Murray, R. Burney and A. Stacey-Chapman, ‘Where’s the other ‘c’? Year 9 examine continuity in the treatment of mental health through time’, *Teaching History*, 151, (2013)

D310 – C. Counsell and S. Mastin, ‘Narrating continuity: investigating knowledge and narrative in a lower secondary study of the sixteenth century’ in **A28**, (2014)

D4 – Similarity and difference

The concepts of ‘similarity’ and ‘difference’ are closely linked with notion of generalisation: just how far is it appropriate to make generalisations about the past? This is perhaps the most poorly understood of the second-order concepts, not least because it was in England and Wales confused with the idea of ‘diversity’ in the National Curriculum from 2000 through to 2008. The main starting points have to be **D404** and **D409**, though see **D405** and **D410** for useful curricular exemplifications.

- D400** – N.C. Burbules, 'A grammar of difference: some ways of rethinking difference and diversity as educational topics', *Australian Educational Researcher*, 24.1, (1997)
- D401** – D. Martin, 'The Hopi is different from the Pawnee: using a datafile to explore pattern and diversity', *Teaching History*, 93, (1998)
- D402** – A. Kitson, 'Challenging stereotypes and avoiding the superficial: a suggested approach to teaching the Holocaust', *Teaching History*, 104, (2001)
- D403** – T. Kemp and C. Bickmore, 'If Jesus Christ were amongst them, they would deceive him', *Teaching History*, 116, (2004)
- D404** – M. Bradshaw, 'Drilling down: how one history department is working towards progression in thinking about diversity across Yrs 7, 8 and 9', *Teaching History*, 135, (2009)
- D405** – K. Anthony, 'Were industrial towns 'death-traps'? Year 9 learn to question generalisations and to challenge their preconceptions about the 'boring' 19th century', *Teaching History*, 135, (2009)
- D406** – J. White, 'Encountering diversity in the history of ideas: engaging Year 9 with Victorian debates about 'progress'', *Teaching History*, 139, (2010)
- D407** – K. Lusted, 'Does early years education have a role in creating children's notion of difference and diversity', *International Journal of Historical Learning Teaching and Research*, 11.1, (2012)
- D408** – F. Wilson, 'Warrior queens, regal trade unionists and warring nurses: how my interest in what I don't teach has informed my teaching and enriched my students' learning', *Teaching History*, 146, (2012)
- D409** – S. Black, 'Wrestling with diversity: exploring pupils' difficulties when arguing about a diverse past', *Teaching History*, 146, (2012)
- D410** – E. Carr, 'How Victorian were the Victorians? Developing Year 8's conceptual thinking about diversity in Victorian society', *Teaching History*, 146, (2012)
- D411** – C. McCrory, 'How many people does it take to make an Essex man? Year 9 face up to historical difference', *Teaching History*, 152, (2013)

D412 – P. Worth, ‘Combating a Cook-centric past through co-curricular learning: Year 9 dig out maps and rulers to challenge generalisations about the Age of Discovery’, *Teaching History*, 154, (2014)

D413 – A. Mohamud and R. Whitburn, ‘Unpacking the suitcase and finding history: doing justice to the teaching of diverse histories in the classroom’, *Teaching History*, 154, (2014)

D5 – Significance

A term frequently confused with ‘importance’, and one which requires far greater curricular theorisation, particularly in order to distinguish it from the concept of ‘consequence’ (i.e. the subsequent effects of an event) and ‘interpretations’ (**D7**) (i.e. the reasons why people subsequently thought something about an event in the past). Things have not really got much further than **D504** and **D505**, though note the wider international interest in the concept of ‘significance’, as in **D500** and **D508**.

D500 – P. Seixas, ‘Mapping the terrain of historical significance’, *Social Education*, 61.1, (1997)

D501 – K. Hammond, ‘From horror to history: teaching pupils to reflect on significance’, *Teaching History*, 104, (2001)

D502 – R. Phillips, ‘Historical significance: forgotten Key Element?’, *Teaching History*, 106, (2001)

D503 – L. Cercadillo, ‘Significance in history: students’ ideas in England and Spain’ in **A23**, (2001)

D504 – R. Phillips, ‘Historical significance – the forgotten ‘Key Element’?’, *Teaching History*, 106, (2002)

D505 – C. Counsell, ‘Looking through a Josephine-Butler-shaped window: focusing pupils’ thinking on historical significance’, *Teaching History*, 114, (2004)

D506 – G. Fertig, J. Rios-Alers, and K. Seilbach, ‘What’s important about the past: American 4th- graders’ interps of significance’, *Educational Action Research*, 13.3, (2005)

D507 – M. Bradshaw, ‘Creating controversy in the classroom: making progress with hist. significance’, *Teaching History*, 125, (2006)

D508 – L. Cercadillo, “‘Maybe they haven’t decided what is right yet’: English & Spanish perspectives on historical significance’ *Teaching History*, 125, (2006)

D509 – R. Conway, ‘What they think they know: the impact of pupil preconceptions on their understanding of historical significance’, *Teaching History*, 125, (2006)

D510 – R. Harris and A. Rea, ‘Making history meaningful: helping pupils see why history matters’, *Teaching History*, 125, (2006)

D511 – S. Allsop, ‘We didn’t start the fire: using 1980s music to explore significance by stealth’, *Teaching History*, 137, (2009)

D512 – J. Pearson, ‘Where are we? The place of women in history curricula’, *Teaching History*, 147, (2012)

D513 – E. Apostolidou, ‘Teaching and discussing historical significance with 15-year-old students in Greece’, *International Journal of Historical Learning Teaching and Research*, 11.1, (2012)

D514 – J. Van Drie and B. Stam, ‘But why is this so important? Discussing historical significance in the classroom’, *International Journal of History Teaching Learning & Research*, 12.1, (2014)

D6 – Sources and evidence in the classroom

Following the shift to the ‘new history’ this is arguably the area of history teaching that has received the greatest attention, though the consistency of the literature on this is weak. It is still common, for example, for people not to distinguish adequately between terms such as ‘source’, ‘evidence’ and ‘information’; to muddle matters further, some curriculum writers have thrown ‘interpretations’ into the mix, collapsing the old distinction between primary and secondary sources and sowing all sorts of confusion in the process. In this guide the two are (correctly) separated out. **D7** thus lists works that handle ‘interpretations’, that is where pupils are being asked how and why people *subsequent* to an event interpreted it in the way they did. Studies into sources and how they might be used as evidence to address a particular historical question are considered here. It is essential to read **B3**,

D601 and **D604** for context. **D621** represents one of the most interesting steps forward in recent years.

D600 – C. Portal, (ed) *Sources in History, From Definition to Assessment*, (Longman, 1990)

D601 – S. Lang ‘What is bias?’ *Teaching History*, 73, (1993)

D602 – S. Lynn, J. Dunning, L. Holdridge, E. Steed and M. Wright, ‘Children reading pictures: history visuals at Key Stages 1 and 2’, *Education 3-13*, 21.3, (1993)

D603 – K. Barton, ‘“I Just Kinda Know”: elementary students’ ideas about historical evidence’, *Theory and Research in Social Education*, 25.4, (1997)

D604 – J. Rouet, M. Marron, C. Perfetti and M. Favart, ‘Uses of texts, documents and images in history learning’ in **A22**, (1998)

D605 – A. Riviere, M. Nunez, B. Barquero and F. Fontela, ‘Influence of intentional and personal factors in recalling historical texts: a developmental perspective’ in **A22**, (1998)

D606 – J. Byrom, ‘Working with sources: scepticism or cynicism? Putting the story back together again’, *Teaching History*, 91, (1998)

D607 – C. Riley, ‘Evidential understanding, period knowledge and the development of literacy: a practical approach to ‘layers of inference’ for Key Stage 3’, *Teaching History*, 97, (1999)

D608 – M. Limón and M. Carretero, ‘Evidence evaluation and reasoning abilities in the domain of history: an empirical study’,

D609 – S. Foster, J. Hoge and R. Rosch, ‘Thinking Aloud about History: children’s and adolescents’ responses to historical photographs’, *Theory and Research in Social Education*, 27.2, (1999)

D610 – G. Howells, ‘Gladstone spiritual or Gladstone material? A rationale for using documents at AS and A2’, *Teaching History*, 100, (2000)

D611 – T. Wiltshire, ‘Telling and suggesting in the Conwy Valley’, *Teaching History*, 100, (2000)

- D612** – H. LeCocq, 'Beyond bias: making source evaluation meaningful to Year 7' *Teaching History*, 99, (2000)
- D613** – K. Barton, 'Primary children's understanding of the role of historical evidence: comparisons between the United States and Northern Ireland', *International Journal of Historical Learning, Teaching and Research*, 1.2, (2001)
- D614** – P. Smith, 'Why Gerry now likes evidential understanding', *Teaching History*, 103, (2001)
- D615** – R. Phillips, 'Making history curious: using Initial Stimulus Material (ISM) to promote enquiry, thinking and literacy', *Teaching History* 105, (2001)
- D616** – E. Sweerts and J. Grice, 'Hitting the right note: how useful is the music of African-Americans to historian?', *Teaching History*, 108, (2002)
- D617** – S.J. Mastin, "'Now listen to Source A": music and history', *Teaching History* 108, (2002)
- D618** – S. Butler, "'What's that stuff you're listening to Sir?' Rock and pop music as a rich source for historical enquiry", *Teaching History*, 111, (2003)
- D619** – R. Ashby, 'Developing a concept of historical evidence: students' ideas about testing singular factual claims', *International Journal of Historical Learning, Teaching and Research*, 4.2, (2004)
- D620** – C. van Boxtel and J. van Drie, 'Historical reasoning: a comparison of how experts and novices contextualize historical sources', *International Journal of Historical Learning, Teaching and Research*, 4.2, (2004)
- D621** – J. Card, 'Picturing place: What you get may be more than what you see', *Teaching History*, 116, (2004)
- D622** – E. Sweerts and M. Cavanagh, 'Plotting maps and mapping minds: what can maps tell us about the people who made them?', *Teaching History*, 116, (2004)
- D623** – S. Evans, C. Grier, J. Phillips and S. Colton, "'Please send socks." How much can Reg Wilkes tell us about the Great War?', *Teaching History*, 114, (2004)

D624 – M. Schmidt and T. Garcia, 'Teaching history based on documents from the family archives: a social experiment with Brazilian children', *International Journal of Historical Learning, Teaching and Research*, 5.2, (2005)

D625 – B. VanSledright and P. Afferbach, 'Assessing the status of historical sources: an exploratory study of eight US elementary students reading documents' in **A24**, (2005)

D626 – C. Edwards, 'Putting life into history: how pupils can use oral history to become critical historians', *Teaching History*, 123, (2006)

D627 – G. Howells, 'Life by sources A to F: really using sources to teach AS history', *Teaching History*, 128, (2007)

D628 – J. Card, *History Pictures: Using Visual Sources to Build Better History Lessons*, (Hodder, 2008)

D629 – Y. Vella, 'Some general indications on young children's historical thinking when working with primary sources', *International Journal of Historical Learning Teaching and Research*, 9.2, (2010)

D630 – E. Pickles, 'How can students' use of historical evidence be enhanced? A research study of the role of knowledge in Year 8 to Year 13 students' interpretations of historical sources', *Teaching History*, 139, (2010)

D631 – C. Edwards, 'Down the foggy ruins of time: Bob Dylan and the concept of evidence', *Teaching History*, 140, (2010)

D632 – M. Schmidt and T. Braga Garcia, 'History from children's perspectives: learning to read and write historical accounts using family sources', *Education 3-13*, 38.3, (2010)

D633 – J. Card, 'Seeing the point: using visual sources to understand the arguments for women's suffrage', *Teaching History*, 143, (2011)

D634 – J. Card, 'Talking pictures: exploiting the potential of visual sources to generate productive pupil talk', *Teaching History*, 148, (2012)

D635 – R. Foster and S. Gadd, 'Let's play Supermarket 'Evidential' Sweep: developing students' awareness of the need to select evidence', *Teaching History*, 152, (2013)

D636 – B. Ormond, 'Pictorial pedagogies: interpreting historical images as evidence', *History Matters: Teaching and Learning History in New Zealand Secondary Schools*, (Wellington: NZCER, 2013).

D637 – T. Hinks, 'Getting Year 10 beyond trivial judgements of "bias": towards victory in *that* battle...' *Teaching History*, 155, (2014)

D7 – Interpretations

D700 – T. McAleavy, 'Using the Attainment Targets in Key Stage 3: "Interpretations of history"', *Teaching History*, 72, (1993)

D701 – T. McAleavy, 'Interpretations of History', in M. Riley and R. Harris, *Past Forward: A Vision for School History 2002-2012*, (Historical Association, 2003)

D702 – A. Chapman, (2011) 'Historical Interpretations' in **A5**.

D703 – A. Wrenn, 'Emotional response or objective enquiry? Using shared stories and a sense of place in the study of interpretations for GCSE' in *Teaching History*, 91, (1998)

D704 – B. von Borries, 'Representation and understanding of history' in **A22**, (1998)

D705 – A. Wrenn, 'Substantial sculptures or sad little plaques? Making interpretations matter to Year 9', *Teaching History*, 97, (1999)

D706 – A. Wrenn, "'Who, after all, speaks today of the annihilation of the Armenians?'"', *Teaching History*, 104, (2001)

D707 – E. Shoham and N. Shiloah, 'Meeting the historian through the text: students discover different perspectives on Baron Rothschild's 'Guardianship System'', *Teaching History*, 111, (2003)

D708 – D. Banham and R. Hall, 'JFK: the medium, the message and the myth', *Teaching History*, 113, (2003)

D709 – D. Tan, 'Singapore teachers' characterization of historical interpretation and enquiry: enhancing pedagogy and pupils' historical

understanding', *International Journal of Historical Learning, Teaching and Research*, 4.2, (2004)

D710 – P. Sutton, 'The wrong beach? Interpretation, location and film', *Teaching History*, 62, (2004)

D711 – P. Seixas and P. Clark, 'Murals as monuments: students' ideas about depictions of civilization in British Columbia', *American Journal of Education*, 110, (2004)

D712 – J. Card, 'Seeing double: how one period visualises another', *Teaching History*, 117, (2004)

D713 – A. McCully and N. Pilgrim, "'They took Ireland away from us and we've got to fight to get it back". Using fictional characters to explore the relationship between historical interpretation and contemporary attitudes', *Teaching History*, 114, (2004)

D714 – G. Howells, 'Interpretations and history teaching: why Ronald Hutton's *Debates in Stuart History* matters', *Teaching History*, 121, (2005)

D715 – G. Brown and A. Wrenn, "'It's like they've gone up a year!" Gauging the impact of a history transition unit on primary & secondary history', *Teaching History*, 121, (2005)

D716 – R. Ashby, 'Students' approaches to validating historical claims' in **A24**, (2005)

D717 – S. Mastin and P. Wallace, "'Why don't the Chinese play cricket? Rethinking progression in historical interpretations through the British Empire', *Teaching History*, 122, (2006)

D718 – K. Hammond, 'Teaching Y9 about historical theories and methods', *Teaching History*, 128, (2007)

D719 – R. Parkes, 'Teaching history as historiography: engaging narrative diversity in the curriculum', *International Journal of Historical Learning, Teaching and Research*, 8.2, (2009)

D720 – L. Cassedy, C. Flaherty and M. Fordham, 'Seeing the historical world: exploring how students perceive the relationship between historical interpretations', *Teaching History*, 142, (2011)

- D721** – A. Chapman, ‘Twist and shout? Developing sixth-form students’ thinking about historical interpretation’, *Teaching History*, 142, (2011)
- D722** – G. Fullard, T. Wheeley and M. Fordham, ‘Cunning Plan: Why do historical interpretations change over time?’ *Teaching History*, 142, (2011)
- D723** – A. Chapman, “‘They’ have come to differing opinions because of their differing interpretations: developing 16-19 year old English students’ understandings of historical interpretation through on-line inter-institutional discussion’, *International Journal of Historical Learning Teaching and Research*, 11.1, (2012)
- D724** – D. Laffin, ‘Marr: magpie or marsh harrier? The quest for the common characteristics of the genus ‘historian’ with 16- to 19-year-olds’, *Teaching History*, 149, (2012)
- D725** – B. Houliston, ‘Museums and historical literacy: unpacking the narratives of war and nationhood’, in M. Harcourt and M. Sheehan, *History Matters: Teaching and Learning History in New Zealand Secondary Schools in the 21st Century*, (Wellington, NZ: NZCER Press, 2013)
- D726** – M. Fordham, “‘But why then?’ Chronological context and historical interpretations’, *Teaching History*, 156, (2014)
- D727** – P. Worth, ‘English king Frederick I won at Arsuf, then took Acre, then they all went home: exploring challenges involved in reading and writing historical narrative’ *Teaching History*, 156, (2014)
- D728** – U. Schnakenberg, ‘Developing multi-perspectivity through cartoon analysis: strategies for analyzing different views of three watersheds in modern German history’, *Teaching History*, 139, (2010)

E – Assessing historical knowledge

E1 – Forms of assessment and their critics

E100 – R. Medley and C. White, 'Assessing the National Curriculum: lessons from assessing history', *The Curriculum Journal*, 3.1, (1992)

E101 – N. Tyldesley, 'A critique of the assessment arrangements for history in the National Curriculum: a response to Medley and White, 'Assessing the National Curriculum: lessons from assessing history'', *The Curriculum Journal*, 4.1, (1993)

E102 – M. Tillbrook, 'Content restricted and maturation retarded? Problems with the post-16 history curriculum', *Teaching History*, 109, (2002)

E103 – G. Brown and S. Burnham, 'Assessment Without Level Descriptions', *Teaching History*, 115, (2004)

E104 – M. Cottingham, 'Dr Black Box or How I learned to stop worrying and love assessment', *Teaching History*, 115, (2004)

E105 – S. Harrison, 'Rigorous, meaningful and robust: practical ways forward for assessment', *Teaching History*, 115, (2004)

E106 – K. Cain and C. Neal, 'Opportunities, challenge and questions: continual assessment in Year 9', *Teaching History*, 115, (2004)

E107 – S. Butler, 'Question: When is a comment not worth the paper it's written on? Answer: When it's accompanied by a Level, grade or mark!', *Teaching History*, 115, (2004)

E108 – A. Wrenn, 'Making learning drive assessment: Joan of Arc – saint, witch or warrior?', *Teaching History*, 115, (2004)

E109 – M. Stanford, 'Redrawing the Renaissance: non-verbal assessment in Year 7', *Teaching History*, 130, (2008)

E110 – G. Fullard and K. Dacey, 'Holistic assessment through speaking and listening: an experiment with causal reasoning and evidential thinking in Year 8', *Teaching History*, 131, (2008)

E111 – O. Knight, 'Create something interesting to show that you have learned something': building and assessing learner autonomy within the Key Stage 3 history classroom', *Teaching History*, 131, (2008)

E112 – B. Nemko, 'Are we creating a generation of 'historical tourists'? Visual assessment as a means of measuring pupils' progress in historical interpretation', *Teaching History*, 137, (2009)

E113 – J. Freeman and J. Philpott, 'Assessing Pupil Progress': transforming teacher assessment in Key Stage 3 history', *Teaching History*, 137, (2009)

E114 – E. Pickles, 'Valid assessment of students' use of historical sources', *International Journal of Historical Learning Teaching and Research*, 9.2, (2010)

E115 – E. Pickles, 'Assessment of students' uses of evidence: shifting the focus from processing to historical reasoning', *Teaching History*, 143, (2011)

E116 – R. Conway, 'Owning their learning: using 'Assessment for Learning' to help students assume responsibility for planning, (some) teaching and evaluation', *Teaching History*, 144, (2011)

E117 – M. Fordham, 'O brave new world, without those levels in't: where now for Key Stage 3 assessment in history?', *Teaching History Supplement, Curriculum Evolution*, (2013)

E2 – History and public examinations

E200 – W. Inglis, 'A content analysis of 'O' and 'A' Papers on Modern British and European History set by two GCE examination boards', *British Educational Research Journal*, 6.1, (1980)

E201 – A. Leonard, 'Achieving progression from the GCSE to AS', *Teaching History*, 98, (2000)

E202 – C. Husbands, 'What's happening in History? Trends in GCSE and A-Level examinations, 1993-2000', *Teaching History*, 103, (2001)

E203 – P. Smith, 'International relations at GCSE... they just can't get enough of it', *Teaching History*, 108, (2002)

E204 – D. Waters, 'Carr, Evans, Oakeshott – and Rudge: the benefits of AEA history', *Teaching History*, 128, (2007)

E205 – K. Hall, 'The Holy Grail? GCSE History that actually enhances historical understanding', *Teaching History*, 131, (2008)

E206 – O. Knight, 'A hankering for the blank spaces: enabling the very able to explore the limits of GCSE history', *Teaching History*, 132, (2008)

E207 – J. Facey, '"A is for Assessment"... Strategies for A-Level marking to motivate and enable students of all abilities to make progress', *Teaching History*, 144, (2011)

E208 – M. Fowle and B. Egelnick, 'A place for individual enquiry? Why we would miss controlled assessments in history', *Teaching History*, 152, (2013)

E3 – Pupil progression in understanding historical concepts

E301 – G. Shawyer, M. Booth and R. Brown, 'The development of children's historical thinking', *Cambridge Journal of Education*, 18.2, (1988)

E302 – S. Wineburg, 'On the reading of historical texts: notes on the breach between school and academy', *American Education Research Journal*, 28.3, (1993)

E303 – P. Harnett, 'Identifying Progression in Children's Understanding: the use of visual materials to assess primary school children's learning in history', *Cambridge Journal of Education*, (1993)

E304 – P., Lee, R. Ashby and A. Dickinson 'Progression in children's ideas about history' in M. Hughes (ed), *Progression in Learning*, (BERA Dialogues, 1996)

E305 – P. Lee, '"A lot of guess work goes on' Children's understanding of historical accounts', *Teaching History*, 92, (1998)

E306 – E. Vermeulen, 'What is progress in history', *Teaching History*, 98, (2000)

E307 – P. Lee, 'History in an information culture: Project Chata', *International Journal of Historical Learning, Teaching and Research*, 1.2, (2001)

E308 – A. Bermúdez and R. Jaramillo, 'Development of historical explanation in children, adolescents and adults' in **A23**, (2001)

E309 – D. Banham and C. Culpin, 'Ensuring progression continues into GCSE: let's not do for our pupils with our plan of attack', *Teaching History*, 109, (2002)

E310 – P. Lee and D. Shemilt, 'A scaffold not a cage: progression and progression models in history', *Teaching History*, 113, (2003)

E311 – P. Lee and D. Shemilt, 'I just wish we could go back in the past and find out what really happened': progression in understanding about historical accounts', *Teaching History*, 117, (2004)

E312 – P. Lee and D. Shemilt, 'Is any explanation better than none? Over-determined narratives, senseless agencies and one-way streets in students' learning about cause and consequence in history', *Teaching History*, 137, (2009)

E314 – J. Stanier, 'Much to learn you still have!' An attempt to make Year 9 Masters of Learning', *Teaching History*, 150, (2013)

E315 – M. De Groot-Reuvekamp, C. Van Boxtel, A. Ros and P. Harnett, 'The understanding of historical time in the primary history curriculum in England and the Netherlands', *Journal of Curriculum Studies*, 46.4, (2014)

E4 – Factors affecting pupil attainment in history, including Special Educational Needs

E401 – P. Potts, 'What's the use of history? Understanding the educational provision for disabled students and those who experience difficulties in learning', *British Journal Educational Studies*, 43.4, (1995)

E402 – V. Mansilla, 'Expecting high standards from inner-city students: challenges and possibilities' in **A23**, (2001)

E403 – A. Hodkinson, 'Maturation and the assimilation of the concepts of historical time: a symbiotic relationship, or uneasy bedfellows? An examination of the Birth-Date effect on educational performance in primary

history', *International Journal of Historical Learning, Teaching and Research*, 4.2, (2004)

E404 – R. Harris, 'Does differentiation have to mean different?', *Teaching History*, 118, (2005)

E405 – T. Epstein, 'The effects of family / community and school discourses on children's and adolescents interpretations of United States history', *International Journal of Historical Learning, Teaching and Research*, 6, (2006)

E406 – A. Hodgkinson, 'Are boys really better than girls at history? A critical examination of gender-related attainment differentials within the English educational system', *International Journal of Historical Learning, Teaching and Research*, 8.2, (2009)

F – Periods, peoples and places

A number of publications in the field of history education relate to teaching about particular periods, peoples and places. In particular, there are large research traditions looking at the teaching of local history (F5) and controversial and emotive history (F7), particularly teaching about the Holocaust and other genocides (F8). A wide range of authors have addressed these areas from a variety of perspectives, ranging from ideas for how particular schemes of work might be constructed about a particular period, people or place, through to larger scale studies examining how history is taught and what the implications of this teaching are. Readers interested in teaching controversial issues ought also to examine the literature in C9 which might equally find its home in this section.

F1 – Ancient history

F100 – R. Guyver, 'Working with Boudicca texts – contemporary, juvenile and scholarly', *Teaching History*, 103, (2001)

F101 – B. Baker and S. Mastin, 'Did Alexander really ask 'Do I appear to you to be a bastard?' Using ancient texts to improve pupils' critical thinking', *Teaching History*, 147, (2012)

F102 – E. Podesta, 'Helping Year 7 put some flesh on Roman bones', *Teaching History*, 149, (2012)

F2 – Medieval history

F201 – J. Haenen and H. Tuithof, 'Year 7 pupils collaboratively design an historical game about a medieval peasant', *Teaching History*, 119, (2005)

F203 – M. Partridge, 'A 'surprising shock' in the cathedral: getting Year 7 to vocalise responses to the murder of Thomas Becket', *Teaching History*, 143, (2011)

F204 – H. McDougall, 'Wrestling with Stephen and Matilda: planning challenging enquiries to engage Year 7 in medieval anarchy', *Teaching History*, 150, (2013)

F205 – J. Watts and D. Gimson, 'Taking new historical research into the classroom: getting medieval (and global) at Key Stage 3', *Teaching History*, 156, (2014)

F3 – Renaissance and early-modern history

F300 – M. Osowiecki, 'Seeing, hearing and doing the Renaissance (Part 1): Let's have a Renaissance party!', *Teaching History*, 117, (2004)

F301 – M. Osowiecki, 'Seeing, hearing and doing the Renaissance', *Teaching History*, 118, (2005)

F302 – P. Worth, 'Which women were executed for witchcraft? And which pupils cared? Low-attaining Year 8 use fiction to tackle three demons: extended reading, diversity and causation', *Teaching History*, 144, (2011)

F303 – A. Burns, 'The Jewel in the Curriculum: teaching the history of the British Empire', *International Journal of Historical Learning Teaching and Research*, 12.2, (2014)

F4 – Modern and contemporary history

F400 – T. FernándeX-Corte and J. Garcia-Madruga, 'Constructing historical knowledge at high school: the case of the Industrial Revolution' in **A22**, (1998)

F401 – M. McLaughlin, 'Learning and teaching about the history of Europe in the twentieth century', *Teaching History*, 107, (2002)

F402 – R. Tudor, 'Teaching the history of women in Europe in the twentieth century', *Teaching History*, 107, (2002)

F403 – C. Culpin, 'Breaking the 20 year rule: very modern history at GCSE', *Teaching History*, 120, (2005)

F404 – G. Kokkinos, E. Stephanou and Z. Papandreou, 'Greek society's confrontation with the traumas caused by National Socialism: the case of the Distomo Massacre June 10th 1944', *International Journal of Historical Learning Teaching and Research*, 11.1, (2012)

F405 – D. Trskan, 'The role of common localities in establishing historical links across Europe', *International Journal of Historical Learning Teaching and Research*, 11.1, (2012)

F406 – M. Murray, 'Do we need another hero? Year 8 get to grips with the heroic myth of the Defence of Rorke's Drift in 1879', *Teaching History*, 151, (2013)

F407 – K. Burn, 'Making sense of the eighteenth century', *Teaching History*, 154, (2014)

F408 – M. Crumplin, C. Divall and T. Wheeley, 'Defying the Iron Duke: assessing the Battle of Waterloo in the classroom', *Teaching History*, 156, (2014)

F4000 – The First and Second World Wars

F4001 – H. Stride, 'Britain was our home': helping Years 9, 10 and 11 to understand the black experience of the Second World War', *Teaching History*, 112, (2003)

F4002 – R. Gaze, 'Uncovering the hidden histories: black and Asian people in two world wars', *Teaching History*, 120, (2005)

F4003 – P. Benaiges, 'The Spice of Life? Ensuring variety when teaching about the Treaty of Versailles', *Teaching History*, 119, (2005)

F4004 – R. Foster, 'A world turned molten: helping Year 9 to explore the cultural legacies of the First World War', *Teaching History*, 155, (2014)

F4005 – M. Brown and C. Massey, 'Teaching the 'lesson of satire': using *The Wipers Times* to build an enquiry on the First World War', *Teaching History*, 155, (2014)

F4006 – C. Pennell, 'On the frontlines of teaching the history of the First World War', *Teaching History*, 155, (2014)

F4007 – A number of pieces have been written addressing the First World War from through the lens of local history. See **F502**, **F507** and **F505**.

F5 – Local history

F501 – G. Clemitshaw, 'Have we got the question right? Engaging future citizens in local historical enquiry', *Teaching History*, 106, (2002)

F502 – G. Brown and J. Woodcock, 'Relevant, rigorous and revisited: using local history to make meaning of historical significance', *Teaching History*, 134, (2009)

F503 – M. Johansen and M. Spafford, '"How our area used to be back then': an oral history project in an East London school', *Teaching History*, 134, (2009)

F504 – R. McFahn, S. Herrity and N. Bates, 'Riots, railways and a Hampshire hill fort: exploiting local history for rigorous evidential enquiry', *Teaching History*, 134, (2009)

F505 – D. Waters, 'Berlin and the Holocaust: a sense of place?', *Teaching History*, 141, (2010)

F506 – P. Barrett, 'My grandfather slammed the door in Winston Churchill's face! Using family history to prove rigorous enquiry', *Teaching History*, 145, (2011)

F507 – L. Abbott and R. Grayson, 'Community engagement in local history: a report on the Hemel at War project', *Teaching History*, 145, (2011)

F508 – A. Hughes and H. De Silva, 'One street, twenty children and the experience of a changing town: Year 7 explore the story of a London street', *Teaching History*, 151, (2013)

F509 – D. Waters, 'A host of histories: helping Year 9s explore multiple narratives through the history of a house', *Teaching History*, 156, (2014)

F510 – J. Grant and D. Townsend, 'Writing Letchworth's war: developing a sense of the local within historical fiction through primary sources', *Teaching History*, 155, (2014)

F511 – M. Johansen and M. Spafford, ‘How our area used to be back then’: an oral history project in an east London school’, *Teaching History*, 134, (2009)

F512 – J. Philpott, ‘Would a centenarian recognise Norwich in the new millennium? Helping pupils with Special Educational Needs to develop a lifelong curiosity for the past’, *Teaching History*, 131, (2008)

F513 – C. Muide, A. Roe and C. Dougall, ‘Was the workhouse really so bad? An encounter with a cantankerous tramp and a reusable coffin’, *Teaching History*, 130, (2008)

F514 – G. Woolnough, ‘Tough on crime, tough on the causes of crime’: using external support, local history and a group project’, *Teaching History*, 124, (2006)

F515 – H. De Silva, J. Smith and J. Tranter, ‘Finding voices in the past: exploring identity through the biography of a house’, *Teaching History*, 102, (2001)

F6 – History beyond Europe and Global history

F600 – N. Kinloch, ‘Confounding expectation at Key Stage 3: flower-songs from an indigenous empire’, *Teaching History*, 112, (2004)

F601 – M. Woolley, ‘How did changing conceptions of place lead to conflict in the American West? Reflecting on revision methods for GCSE’, *Teaching History*, 116, (2004)

F602 – N. Kinloch, ‘A need to know: Islamic history and the school curriculum’, *Teaching History*, 120, (2005)

F603 – A. Stephen, ‘Why can’t they just live together happily, Miss?’ Unravelling the complexities of the Arab-Israeli conflict at GCSE’, *Teaching History*, 120, (2005)

F604 – R. Sheldrake and D. Banham, ‘Seeing a difference picture: exploring migration through the lens of history’, *Teaching History*, 129, (2009)

F605 – D. Thompson, ‘Distant voices, familiar echoes: exploiting the resources to which we all have access – from Essex, England, to Masindi, Uganda!’, *Teaching History*, 134, (2009)

F606 – R. Dunn, 'The two world histories', in **A25**, (2009)

F607 – J. White, 'A comparative revolution? An argument for in-depth study of the Iranian revolution in a familiar way', *Teaching History*, 142, (2011)

F608 – P. Gray, 'Bismarck in the Bush: Year 12 write Zambia's history for Zambian students', *Teaching History*, 145, (2011)

F609 – R. Whitburn, M. Hussain and A. Mohamud, 'Doing justice to history': the learning of African history in a North London secondary school and teacher development in the spirit of Ubuntu', *Teaching History*, 146, (2012)

On global medieval history see **F205**.

F7 – Controversial and emotive history

See also **C9** on teaching about national identity.

F700 – A. McCully, N. Pilgrim, A. Sutherland and T. McMinn, 'Don't worry Mr Trimble. We can handle it' Balancing the rational and the emotional in the teaching of contentious topics', *Teaching History*, 106, (2002)

F701 – K. Barton and L.S. Levstik, *Teaching History for the Common Good*, (London: Lawrence Erlbaum Associates, 2004)

F702 – A. Kitson and A. McCully, 'You hear about it for real in school' Avoiding containing and risk-taking in the history classroom', *Teaching History*, 120, (2005)

F703 – G. Lyon, 'Is it time to forget Remembrance?', *Teaching History*, 128, (2007)

F704 – A. Wrenn and T. Lomas, 'Music, blood and terror: making emotive and controversial history matter', *Teaching History*, 127, (2007)

F705 – P. Harnett, 'Teaching emotive and controversial history to 3-7 year olds: a report for the Historical Association', *International Journal of Historical Learning, Teaching and Research*, 7.1, (2007)

- F706** – S. Levesque, 'Rethinking the 'Bush Doctrine': historical thinking and post-September 11 terrorism', *International Journal of Historical Learning, Teaching and Research*, 7.1, (2007)
- F707** – S. Oppenheim, 'Teaching about slavery – political correctness or good history and perspective', *International Journal of Historical Learning, Teaching and Research*, 7.1, (2007)
- F708** – H. Gillespie, 'Teaching emotive and controversial history to 7-11 year olds: a report for the Historical Association', *International Journal of Historical Learning, Teaching and Research*, 7.1, (2007)
- F709** – J. Byrom and M. Riley, 'Identity shakers: cultural encounters and the development of pupils' multiple identities', *Teaching History*, 127, (2007)
- F710** – K. Barton and A. McCully, 'Teaching controversial issues where controversial issues really matter', *Teaching History*, 127, (2007)
- F711** – K. Traille, "'You should be proud of your history: they made me feel ashamed": teaching history hurts', *Teaching History*, 127, (2007)
- F712** – A. McCully, 'What role for history teaching in the transitional justice process in deeply divided societies?' in **A26**, (2010)
- F713** – R. Whitburn and S. Yemoh, "'My people struggled too": hidden histories and heroism – a school- designed, post-14 course on multi-cultural Britain since 1945', *Teaching History*, 147, (2012)
- F714** – C. Counsell, R. Foster, M. Georgiou, M. Mavrada, M. Onurkan, M. Partridge and H. Samani, 'Bridging the divide with a question and a kaleidoscope: designing an enquiry in a challenging situation', *Teaching History*, 149, (2012)
- F715** – C. Reymer, 'Have you asked your students? Pasifika perspectives on studying history', *History Matters: Teaching and Learning history in New Zealand Secondary Schools*, (Wellington: NZCER, 2013)

F8 – The Holocaust and Genocide

No other period of history has built up such a dominant research tradition as the Holocaust, often because considerable funding is attached to examining how this period is taught in schools. Readers are strongly advised to consult the website of the Holocaust Education Development Programme in order to be up to date in this field.

F8000 – The Holocaust

F8001 – G. Short, 'Teaching the Holocaust: the relevance of children's perceptions of Jewish culture and identity', *British Educational Research Journal*, 20.4, (1994)

F8002 – N. Kinloch, 'Review Essay: Teaching the Holocaust: moral or historical question', *Teaching History*, 93, (1998)

F8003 – R. Caplan, 'Teaching the Holocaust: the experience of Yad Vashem', *Teaching History*, 104, (2001)

F8004 – P. Mountford, 'Working as a team to teach the Holocaust well: a language-centred approach', *Teaching History*, 104, (2001)

F8005 – P. Salmons, 'Moral dilemmas: history teaching and the Holocaust', *Teaching History*, 104, (2001)

F8006 – N. Kinloch, 'Parallel catastrophes: uniqueness, redemption and the Shoah' *Teaching History*, 104, (2001)

F8007 – G. Short, 'Lessons of the Holocaust: a response to the critics' *Educational Review*, 55:3, (2003)

F8008 – S. Geschier, 'Narrating the Holocaust to younger generations: memory and postmemory in the Cape Town Holocaust centre', *International Journal of Historical Learning, Teaching and Research*, 6, (2006)

F8009 – P. Salmons, 'Universal meaning or historical understanding? The Holocaust in history and history in the curriculum', *Teaching History*, 141, (2010)

F8010 – K. Andrews, 'Finding a place for the victim: building a rationale for educational visits to Holocaust-related sites', *Teaching History*, 141, (2010)

F8011 – W. Kaiser, 'Nazi perpetrators in Holocaust education', *Teaching History*, 141, (2010)

F8012 – P. Morgan, 'How can we deepen and broaden post-16 students' historical engagement with the Holocaust? Developing a rationale and methods for using film', *Teaching History*, 141, (2010)

F8013 – C. Edwards and S. O'Dowd, 'The edge of knowing: investigating students' prior understandings of the Holocaust', *Teaching History*, 141, (2010)

F8014 – I. Phillips, 'A question of attribution: working with ghetto photographs, images and imagery', *Teaching History*, 141, (2010)

F8015 – M. Osowiecki, "...trying to count the stars': using the story of Bergen-Belsen to teach the Holocaust', *Teaching History*, 149, (2012)

F8016 – T. Leyman and R. Harris, 'Connecting the dots: helping Year 9 to debate the purposes of Holocaust and genocide education', *Teaching History*, 153, (2013)

F8017 – D. Jackson, "But I still don't get why the Jews': using cause and change to answer pupils' demand for an overview of antisemitism', *Teaching History*, 153, (2013)

F8018 – L. Judson, "It made my brain hurt, but in a good way': helping Year 9 learn to make and to evaluate explanations for the Holocaust', *Teaching History*, 153, (2013)

F8019 – E. Kelleway, T. Spillane and T. Haydn, "Never again'? Helping Year 9 think about what happened after the Holocaust and learning lessons from genocides', *Teaching History*, 153, (2013)

F8020 – S. Foster, 'What do thirteen and fourteen-year-olds now about the Holocaust before they study it?', *International Journal of Historical Learning Teaching and Research*, 12.2, (2014)

F8200 – Teaching about genocide

F8201 – A. Wrenn, "'Who, after all, speaks today of the annihilation of the Armenians?'"', *Teaching History*, 104, (2001)

F8202 – A. Lawrence, 'Being historically rigorous with creativity: how can creative approaches help solve the problems inherent in teaching about genocide?', *Teaching History*, 140, (2010)

F8203 – M. Gudge, 'A short twenty years: meeting the challenges facing teachers who bring Rwanda into the classroom', *Teaching History*, 153, (2013)

F8204 – A. Stephen, 'Patterns of genocide: can we educate Year 9 in genocide prevention', *Teaching History*, 153, (2013)

F8205 – A. Preston, 'An authentic voice: perspectives on the value of listening to survivors of genocide', *Teaching History*, 153, (2013)

G – Historical consciousness and children's understandings of time

G1 – Historical consciousness

G101 – S. Macdonald (ed) *Approaches to European Historical Consciousness - Reflections and Provocations, Eustory Series: Shaping European History, Vol 1.* (Hamburg: Körber-Stiftung, 2000)

G102– A. Chapman and J. Facey, 'Placing history: territory, story, identity – and historical consciousness', *Teaching History*, 116, (2004)

G103 – S. Ahonen, 'Historical consciousness: a viable paradigm for history education?', *Journal of Curriculum Studies*, 37.6, (2005)

G104 – P. Lee, 'Historical literacy', *International Journal of Historical Learning, Teaching and Research*, 5.1, (2005)

G105 – R. Rogers, 'Raising the bar: developing meaningful historical consciousness at Key Stage 3', *Teaching History*, 133, (2008)

G106 – A. Llewellyn and H. Snelson, 'Bringing psychology into history: why do some stories disappear?', *Teaching History*, 135, (2009)

G107 – P. Lee and J. Howson, "'Two out of five did not know that Henry VIII had six wives": history education, historical literacy and historical consciousness' in **A25**, (2009)

G108 – K. Barton, 'The denial of desire: how to make history education meaningless' in **A25**, (2009)

G109 – B. von Borries, 'Competence in historical thinking, mastering of a historical framework of knowledge of the historical canon' in **A25**, (2009)

G110 – A. Hodkinson, 'To date or not to date, that is the question: a critical examination of the employment of subjective time phrases in the teaching and learning of primary history', *International Journal of Historical Learning, Teaching and Research*, 8.2, (2009)

G111 – J. Van Drie, A. Logtenberg, B. Van Der Meijden and M. Van Riessen, '"When was that date?" Building and assessing a frame of reference in the Netherlands', *Teaching History*, 137, (2009)

G112 – S. Foster and J. Howson, 'School history students' "big pictures" of the past', *International Journal of Historical Learning Teaching and Research*, 9.2, (2010)

G113 – J. Charland, M. Ethier and J. Cardin, 'History written on walls: a study of Quebec high school students' historical consciousness', *International Journal of Historical Learning, Teaching and Research*, 10.1, (2011)

G114 – F. Blow, P. Lee and D. Shemilt, 'Time and chronology: conjoined twins or distant cousins', *Teaching History*, 147, (2012)

G115 – P. Lee, 'Walking backwards into tomorrow' Historical consciousness and understanding history', *International Journal of History Teaching Learning and Research*, 10.2, (2012)

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