

# Insular Perspectives – History and Civic Education in England

Richárd Fodor

## Abstract

This paper examines the structure, evolution, and curricular characteristics of history and civic education in England within the broader context of the United Kingdom's decentralised educational framework. Unlike continental European models, the English system developed through a tradition of local governance and professional autonomy, shaped by reforms such as the 1870 Education Act and the introduction of the National Curriculum in 1988. The study traces how the English National Curriculum balances central regulation with institutional independence, focusing particularly on history as a foundational subject. History teaching in England reflects the influence of historical thinking theory, emphasizing source analysis, interpretation, and critical reasoning rather than comprehensive chronological coverage. The analysis also explores civic education, rooted in Bernard Crick's 1998 report, as a statutory field aimed at fostering democratic literacy and active citizenship. Current debates—such as those surrounding national identity, decolonisation, and the balance between traditional content and inclusive perspectives—illustrate the dynamic and contested role of history and civic education in shaping civic consciousness. Overall, the paper argues that the English model embodies a continuing tension between autonomy and accountability, heritage and diversity, reflecting broader societal and political trends in contemporary education.

*Keywords:* history education, history didactics, Anglo-Saxon model of education, National Curriculum, GCSE

## Introduction

The education system of the United Kingdom developed according to a model significantly different from European continental structures, resulting in a diverse, decentralised framework with a high level of professional autonomy. The scope of this article does not allow a complete overview of the developmental process and actualities of neither the United King-

dom nor the English education system but focuses on some points where the differences from other systems may manifest.

It is essential to point out that the United Kingdom has not ever had a unified education system, but discussion should be limited to English, Welsh, Scottish and Northern-Irish systems. David Raffe and his colleagues referred to the complexity of the UK education system(s) with a football metaphor as '*home internationals*', in which the home countries are independent still specially interconnected actors. This expresses the limitations and difficulties of comparative analysis of the parallel systems (Raffe, Brannen, Croxford, & Martin, 1999). On the following pages the distinct features of the English system of education are introduced with special attention to the school subject of history.

## Historical roots of the English Education System

As in most European countries, it was the Catholic Church which established the first medieval educational institutions in the British Isles. Schools maintained by the Church through mainly monastic orders trained future members of clergy and administration. The first school of England is affiliated to St. Augustine who established a church and school in Canterbury at the end of the 6<sup>th</sup> century (Gillard, 2023). The first institutions were called grammar schools (*scholae grammaticales*) and focused on Latin language as the first element of liberal arts and the trivium. After the process of the Henrician reformation and dissolution of monastic orders, several institutions were closed or converted. Several endowed schools became known as *public schools*. The specifically English term means tuition fee charging elite school as Eton, Harrow or Rugby. The methods, principles and curricula of these institutions highly defined the upcoming centuries of the education system of England.

The first steps towards a general and free education came in 1870 when the Education Act was passed in Westminster Parliament. The act established school boards with complete authority over the curriculum. This regulation further strengthened local governance and regulation of education (Richardson, 2011). Governments after the second world war gradually raised school leaving age to 16, divided education to primary and secondary level and included a wider range of students with more funding dedicated to school boards. In the 1960's a new model, *comprehensive schools* were introduced. Previously, students had two alternative state funded institutions: *grammar schools* educated mainly future university students while *secondary modern schools* concentrated on vocational education and skilled jobs. With

the introduction of state funded comprehensive schools the aim was to end early selection (Pintér, 2018).

Universities in England are among the most well known in the history of global education. The first English university was founded in Oxford in 1096, while the second - on the bank of the river Cam, later known as - Cambridge was established in 1209. The two institutions ruled the English sphere of higher education until the 19<sup>th</sup> century when the University of Durham was founded. The ancient universities of Oxford and Cambridge and further classical Oxbridge type universities as Brighton, Norwich, Colchester, and Canterbury still play a significant role in the English higher education. Traditionally their primarily conservative focus included philosophical and historical approaches. Halsey defined the functions of the classical universities in the following way:

*'The ideal of a university in England is accordingly either Oxford or Cambridge or a successful imitation of them. This means that the university should be (a) ancient, (b) autonomous, (c) collegiate, (d) dedicated to education rather than training, (e) national rather than provincial and (f) exclusive to a carefully selected group of students rather than open to all who should wish to attend.'* (Halsey, 1962, 91).

On the other hand, they are not exempt from new approaches and trends as the approaches of other universities. Their primary focus has also shifted from classical disciplines towards sciences and social fields. Although the rate of students trained in Oxbridge are decreasing due to the emergence of newer institutions, their prestige is still enormous in British elite education (Bell, 2000; Williams & Filippakou, 2010). As an example, 28 of the UK's former prime ministers had graduated from one of the Colleges of Oxford (University of Oxford, 2024).

The decentralized structure of the English education system, based on traditional professional autonomy, was first regulated by central examinations. Throughout their history it was higher education entrance examinations of the classical universities which influenced the teaching and learning process. In 1951, the *General Certificate of Education*, was introduced followed by the *General Certificate of Secondary Education* in 1984, abbreviated as GCSE. The declared aim of the central exam was to eliminate parallel exam structures (Richardson, 2011).

## **Origins of the English National Curriculum**

In the UK recent central regulation of education is connected to the Conservative Party and Prime Minister Margaret Thatcher. The English National Curriculum exists since the Education Act of 1988, known as the *Baker Act* referring to its initiator, Lord Kenneth Baker. Prior

to the general elections in 1987 Thatcher promised to implement a set of reforms in education in the Conservative manifesto with the motto '*raising standards in education*'. Next to the need of a national curriculum the second and third suggestion demanded local control over education budget and increased parental choice (Conservative Party, 1987). Shortly after the election victory, a *consultant document* was drafted over the curriculum, which for the first time prescribed ten compulsory *foundation subjects* for all students. The subjects included Technology, History, Geography, Art, Music, Physical Education, Modern Foreign Language and three additional *core subjects*: Maths, English and Science. This dual terminology of foundational and core subjects has been present in regulatory documents ever since.

The 1988 Act introduced levels of students' academic and cognitive development called '*Key stages*' in the curriculum. Key stages define four levels of compulsory public education up to the age of 16. The law introducing the curriculum also brought about a change in the education of faith with content of Christian character. It required state-run schools to organize *collective worships* that were "partly or mainly Christian in nature." (Government of the United Kingdom, 1988; Gillard, 2023).

The most recent general reform of the English National Curriculum happened in the early 2010s, also under the Tory government, led by Prime Minister David Cameron and Education Secretary Michael Gove. The reform was initiated by a government white paper<sup>1</sup> entitled *The Importance of Teaching* (Department for Education, 2010).

The primary declared intention of David Cameron's government in education was to increase the professional autonomy of teachers and to reduce constraints and regulations. The white paper considered the previous regulatory document too "prescriptive" and set a new goal of producing a curriculum that was "*short, clear and authoritative*" (Department for Education, 2010, p. 42). During the preliminary social discussion phase, Tom Oates, lead researcher of the Statistics, Qualification and Curriculum Agency organized an expert forum with the participation of universities. The findings of the event were published in the form of an expert report entitled *Framework of the National Curriculum*. The report discussed aspects of the curriculum in ten points. It was partly based on international comparisons in which the best-performing education systems such as Finland, Hong Kong, Singapore, and New Zealand were paralleled to the English model. According to the report, the curriculum should develop three fundamental values: free-

---

<sup>1</sup> *In the British legislative order public documents called white papers indicate the intention of government amendments, followed by public consultation.*

dom, responsibility, and fairness. In the view of the report, more freedom of choice was desirable in schools, only the most basic knowledge elements had to be defined, and the needs of highly talented students and students with learning disabilities had to also be considered (Department for Education, 2011). Contrary to the first objectives, the curriculum could not be introduced in 2013, but a year later it and it became effective in 2016.

## Fundamentals of the education system

English students attend general education at the age of five and finish secondary education level education when they are 18. Early childhood education, and primary and secondary level education are divided into five key stages.

Education is regulated by the Department for Education which is an umbrella organisation of 18 agencies responsible for different aspects and circumstances of the teaching and learning process. The Office of Qualifications and Examinations Regulation (Ofqual) is the coordinator and regulator but not the organiser of examinations. This duty is decentralised and administered by different professional bodies such as the Assessment and Qualification Alliance (AQA), Pearson's Edexcel, or OCR (Oxford Cambridge and RSA Examinations) which organisations set and mark most English GCSE exams.

Professional autonomy is considered an important aspect in the education system. Most English schools are maintained and governed by local education authorities (LEAs) which have a huge influence on the content and circumstances of education as well. Choice of textbooks is not restricted by the state. Textbook publishing is also a versatile field in England compared to narrower markets of several European or Asian countries. The English agencies do not validate or interfere with the content or format of school textbooks. The above-mentioned examination bodies are the ones which *endorse* or suggest books of different publishers for students who wish to take their exams. Among several publishers Oxford University Press, Cambridge University Press, and Hodder Education are the largest, they all have textbooks endorsed by AQA.

The National Curriculum is a core curriculum type loose framework of compulsory learning outcomes, competence development and suggested topics of content. The document identifies three main key fields of learning which are *inclusion*, *numeracy* and *mathematics*, *language* and *literacy* (Department for Education, 2013).

## Position of History Education

### *National Curriculum*

Learning history in England is compulsory for every student for 9 years, but it is not compulsory to take a final exam in the subject. The status of history is in the foundational field of subjects (table 1).

*Table 1: Levels of education with compulsory history education, source: Department for Education (2013)*

ISCED Levels	Key stages	Prescribed content	
ISCED 1	KS1 (School year 1-3)	13 suggested historical figures	<i>Elizabeth I, Queen Victoria, Christopher Columbus, Neil Armstrong, William Caxton, Tim Berners-Lee, Pieter Bruegel the Elder, LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale, Edith Cavell</i>
	KS2 (School year 3-6)	9 topics with non-statutory examples	<ol style="list-style-type: none"> <li>1. <i>changes in Britain from the Stone Age to the Iron Age</i></li> <li>2. <i>the Roman Empire and its impact on Britain</i></li> <li>3. <i>Britain's settlement by Anglo-Saxons and Scots</i></li> <li>4. <i>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i></li> <li>5. <i>a local history study</i></li> <li>6. <i>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i></li> <li>7. <i>the achievements of the earliest civilizations – an overview</i></li> <li>8. <i>Ancient Greece – a study of Greek life and achievements and their influence on the western world</i></li> <li>9. <i>a non-European society that provides contrasts with British history</i></li> </ol>

ISCED 2	KS3 (School year 7-9)	8 topics with non-statutory examples	<ol style="list-style-type: none"> <li>1. <i>the development of Church, state and society in Medieval Britain 1066-1509</i></li> <li>2. <i>the development of Church, state and society in Britain 1509-1745</i></li> <li>3. <i>ideas, political power, industry and empire: Britain, 1745-1901</i></li> <li>4. <i>challenges for Britain, Europe and the wider world 1901 to the present day</i></li> <li>5. <i>Holocaust</i></li> <li>6. <i>a local history study</i></li> <li>7. <i>the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066</i></li> <li>8. <i>a significant society or issue in world and its interconnections with other world developments [for example, Mughal India 1526-1857; China's Qing dynasty 1644-1911; Changing Russian empires c.1800-1989; USA in the 20th century]</i></li> </ol>
ISCED 3	KS4 (School year 10-11)	not compulsory/ elective history course	
	KS5 (School year 12-13)		

The national history curriculum of England focuses on learning outcomes strongly based on the historical thinking concept of Seixas and Morton (2012) including secondary concepts of *continuity and change, cause and consequence, similarity, difference and significance* (Department for Education, 2013, 245). History as a discipline is gradually introduced to English students. The first three Key Stages (1-9 school grades) increasingly shed light on historical events, methods and perspectives with only a short list of compulsory content items.

The phase of the first three school years (Key Stage 1) is an introductory period to historical concepts, events and people. The curriculum of KS1 history very briefly gives only 13 national and international significant personalities as suggestions. Key Stage 2 regulation describes a dual approach to historical learning involving *overview studies* focusing on long arcs and *case studies* with in-depth investigations of a certain period or concept. KS2 prescribes a list of 9 main themes which are detailed with non-statutory examples and suggestions. On this stage students learn history from the Stone Age until

the end of the Anglo-Saxon period (1066). Among classical civilizations, the Romans are the primary focus of study with their direct impact on the British Isles, while Ancient Greek culture and a selected further early civilization (Sumer, Egypt, China, etc.) are also compulsory. Learning about an additional non-European culture is obligatory too. Among examples, teachers are suggested to incorporate an Islamic civilization, the Maya Empire, or Benin. The last compulsory phase of history education is Key Stage 3 (school grades 7-9). During this period, students are required to further develop higher-level skills associated with historical thinking. Description of the learning outcomes highlights the process of understanding the nature and methods of history as an academic discipline. The English approach puts a strong emphasis on using historical interpretations and sources for inquiry-based learning. Concerning the set content of KS3, the list of topics starts with Medieval and Modern English and world history, trends and concepts until present day.

Examination of student achievement is nationally regulated on two levels but assessed by independent examination boards setting parallel exam criteria. English students usually start preparation to the exams at the end of Key Stage 3 (year 9) and continue for two or three years. It is compulsory to take GCSE exams in the core subjects (English Literature, Maths, Sciences). Students and schools can choose from a wide range of subjects from further fields such as humanities (as history), social sciences, business, arts and others.

Although civic education has strong connections to history education, they are not formally integrated into the English system. Civic education is compulsory at KS3 and KS4 (years 7-11). There are six main fields which the curriculum prescribes for teachers and students: (1) Democracy and government, (2) Citizen participation in democracy and society (3) Rights, the law and the legal system in England and Wales (4) The UK and its relations with the wider world (5) Identities and diversity in UK society (6) The economy, finance and money. The curriculum does not explicitly mention ecological issues or information and media literacy as key developmental areas as far as history and civic education are concerned.

## **Examination in History**

Developing historical thinking and the role of interpretation has a considerable English tradition in literature (Chapman, 2011, 2014, 2021; Chapman & Georgiu, 2021; Haydn, 2014, 2019).

624,975 students took GCSE in England in the 2023/2024 academic year (Ofqual, 2024). Students take this course-based exam at the end of secondary school in year 11,

usually at the age of 15-16. Among the students of the 2023/24 academic year, 64% passed the exam with a grade of C/4, meaning 'standard pass' or above and 26% got A/7 grades or above, suggesting excellent achievement. The subject content of the exams is set by the Department for Education (2014). However, exams are developed, organised and assessed by independent boards such as the AQA (Assessment and Qualifications Alliance), OCR (Oxford Cambridge and RSA Examinations) or Pearson Edexcel. Besides administration and grading, GCSE syllabi with broad historical topics are also set by the exam boards.

The subject content of the history exams is wide and gives several options for the examinees. Depending on the board, exams may vary significantly. However, the primary nature of an essay-based assessment is shared. In the following section, I shed light on some aspects of the most common exam type, the AQA GCSE history exam as it is taken by most students.

History educators are given a set list of topics on which they can build their courses. Students are required to prove their knowledge in the framework of (1) a *wider world depth study* on a short time span global event (e.g. *Conflict and tension: The First World War, 1894–1918*) (2) a medium scale *period study* on a nation (e.g. *Germany, 1890–1945: Democracy and dictatorship*) (3) a long-time scale *thematic study* type essay on a historical concept or development (e.g. *Britain: Migration, empires and the people: c790 to the present day*) and (4) a *British depth study*, a short scale essay from national history (e.g. *Elizabethan England, c1568–1603*). These topics highlight the large themes from which a focused aspect is assessed at the exam.

In most cases, students are expected to solve comparative source-based tasks. Usually, two very short excerpts of textual historical sources and 1-2 visuals have to be compared in the short essays. The mostly primary text-based sources may contradict each other so the students have to use source criticism as well. Many propaganda posters and political caricatures are used as pictorial visual sources requiring critical thinking skills.

A-level (Advanced level) exams are taken by students dedicating two more years to the discipline and showing outstanding skills. Elective courses of advanced level history prepare students to demonstrate skills in analysing and evaluating sources and interpretations. By the end of the course, an individual historical research project has to be conducted by the student and submitted in the form of a 3500-4500 words essay. The work must focus on a very specific issue and address an inquiry question related to a

national or global historical development from a time range of 100 years. Students are required to submit their idea and get approval for their title in advance and consult a set of suggested exemplar topics (e.g. assessing the extent to which the Glorious Revolution successfully settled relations between Crown and Parliament in the context of the Stuart period) (for more see table 2) (AQA, 2019, 2019b).

*Table 2: Details of the AQA history exam types, source: AQA (2019, 2019b)*

Exam level	GCSE	A Level
Typical grade of examination	Year 11 (Key Stage 4)	Year 13 (Key Stage 5)
Focus of content	<p>Understanding modern world, shaping the nation</p> <ul style="list-style-type: none"> <li>• Eras: Medieval (500-1500), Early Modern (1450-1750) Modern (1700-present)</li> <li>• Geographic context: local, British (min. 40%), European and or global</li> <li>• Type: period study (medium time scale essay on a nation), thematic study (long time scale essay on a historical development), wider world depth study (cca. 20-30 years range essay on a global event), British depth study (short range essay of cca. 30 years)</li> </ul>	<p>Breadth study, depth study, historical investigation</p> <ul style="list-style-type: none"> <li>• Era: topics from a period of min. 200 years,</li> <li>• Geographic context: from British history (min. 20%)</li> <li>• at least 2 countries (United Kingdom + 1)</li> <li>• Type: Breadth study (historical development over a period of 100 years), depth study (major historical change), historical investigation (own historical research)</li> </ul>
Types of tasks	Source-based analytical-evaluative essays based on questions pointing to textual and visual interpretations	
Method of examination at AQA	2 papers with 2-2 essays from choices of 3-5 topics and 10+8 questions	2 papers with 2-2 essays and 4 (+2) questions

The English characteristics of the textbook market fit into the general approach of the English education model. With the relatively low level of curricular subject content regulation, national validation of textbooks would not be logical. Without central validation, the content and methods of textbook writing is characterised by the dual influence of both the popularity of the publisher and author, and the endorsement of examination boards. Boards endorse a range of textbooks from different publishers which they claim to be useful for preparation. Instead of the continental chronology and school year-based content selection approach, English textbook publishers follow the syllabi of the exam boards and prepare thematic textbooks dedicated to a broader or narrower topic (e.g. *Conflict and Tension: The First World War*). Among famous publishing houses Oxford, Cambridge and Hodder should be mentioned which all have textbooks endorsed by AQA.

As textbooks are directly preparing students for the interpretation and source-based essay-type questions of examination (table 3), they contain several techniques for developing skills dedicated to the target tasks. They include a wide range of sources such as political cartoons, propaganda posters and short parts of primary and secondary sources. The didactic toolkit of textbooks usually also includes practice questions imitating the question types of the examination.

*Table 3: task types of AQA history essays, source: AQA (2019, 2019b)*

GCSE history task types	A-level history task types
<i>How / Why do interpretations differ?</i>	<i>Assess the validity of this view. / Explain why you agree or disagree with this view.</i>
<i>How convincing are the interpretations?</i>	
<i>Explain the significance of...</i>	<i>Using your understanding of the historical context, assess how convincing the arguments are.</i>
<i>How far do you agree?</i>	
<i>Write an account of...</i>	
<i>How useful are sources...?</i>	

## Position of Civic Education

Citizenship education as a formal school subject in the UK has its roots in the work of British professor Bernard Crick. Crick's 1998 report, "Education for Citizenship and the Teaching of Democracy in Schools", argued for a systematic approach to preparing young people for active participation in a democratic society. His recommendations influenced not only England but also inspired the development of citizenship education programs across Europe.

In the English education system, citizenship education is a statutory subject for students aged 11 to 16, covering Key Stage 3 (KS3, Years 7–9) and Key Stage 4 (KS4, Years 10–11). Citizenship is classified as a foundation subject, meaning it is not one of the three core subjects (English, Mathematics, and Science), but it remains compulsory in state-maintained schools at KS3 and is also available at KS4 as an optional or examined subject (Department for Education, 2014). This framework ensures that students develop fundamental political, legal, and financial literacy from an early age.

The curriculum objectives emphasise preparing students for active citizenship. The 2014 National Curriculum specifies that citizenship education should: (1) provide knowledge of the UK's political system, government, and opportunities for civic participation; (2) develop understanding of the legal system; (3) encourage voluntary engagement and motivate participation in society; (4) foster critical thinking and the ability to question political issues; and (5) teach practical financial skills and personal financial planning (Department for Education, 2014B). Thus, citizenship education combines knowledge acquisition with skill development, encouraging both civic awareness and active engagement.

At the GCSE level, citizenship education is offered as an optional qualification for students aged 14–16. The GCSE specification covers six key themes: (1) Democracy and government, (2) Citizen participation in democracy and society, (3) Rights, the law and the legal system in England and Wales, (4) The UK and its relations with the wider world, (5) Identities and diversity in UK society, and (6) The economy, finance and money. The assessment consists of three components addressing contemporary British life, rights and responsibilities, active citizenship, and politics and partici-

pation, with a mix of short-answer and extended essay tasks designed to measure both knowledge and applied citizenship skills. This structure reflects the curriculum's broader aim of fostering not only understanding but also critical thinking, civic responsibility, and active engagement.

## **Trends and dilemmas**

The United Kingdom has not joined neither the Observatory on History Teaching in Europe (OHTe) initiated by the Council of Europe, nor the empirical research conducted by the Observatory. As a result, we lack important data and results concerning everyday teaching and learning methods and attitudes of educators to history didactics.

On a global level students of England and the United Kingdom are assessed among the higher performing pupils in standard international comparisons. Students scored over the OECD average according to the 2022 PISA results in all three fields of mathematics, reading and science. In reading 10 % of students scored Level 5 or above, which is 3% better than the average of OECD countries, while only 20% performed on Level 2 or below showing 6% better results than the OECD average (OECD, 2022). On the other hand, the statistics of high-performing student achievement by the so-called EBACC shows serious regional and ethnic differences indicating a widening gap between students (Tate, 2024).

Considering national dilemmas of history education, we might start with the disputed role of chronology in the history curriculum. The regulatory document of history education at both the second and third key stages prescribes the development of a 'chronologically secure knowledge and understanding of British, local and world history' (Department for Education, 2013, 3). However, it is an interesting aspect, how this three-layered knowledge base can be achieved with teaching and learning about a set of selected case studies from different periods and regions of world history.

Secondly, the last decade brought serious global debates of identity politics which strongly affected the field of (history) education as well. Education policy about national identity, traditionalist or modern ideas, the role of student skills and (classical) knowledge are not new (Smart & Harnett, 2009) but getting more and more intense. Recently the subject of history has been in the focus of ever-growing cultural and political discus-

sions or violent disputes with decolonisation movements as Rhodes Must Fall or Black Lives Matter (BLM) challenging historical eras and characters. England is in the centre of these social movements and political debates. The concept of *decolonisation of the curriculum* has emerged much earlier in academic debates than political and social movements. Terry Haydn shed light on the British historical context of decolonisation by analysing the concept of empire introducing narratives from Empire Day celebrations even in the 1950's to the story of guilt (Haydn, 2014, 2019). Haydn cites Secretary of State for Education Kenneth Baker and Michael Gove as the lead figures behind the curriculum and highlights their stances on the importance of teaching 'Britishness' and 'Our Island' (Haydn, 2014. 27).

During the last years several projects have been initiated by activist groups and organisations to include a stronger perspective of black and non-European citizens as the learning material titled *Diverse and anti-racist curriculum* (London Borough of Hackney, 2021). On the other hand, according to criticism of the methods of decolonisation movements, they reject not only contested historical figures but the whole concept of learning about the past of the nation and labelling history as 'white knowledge' (Williams, 2024).

## Conclusion

In conclusion, the English education system reflects a complex interplay of tradition and decentralized structures focusing on professional autonomy of educators. From its origins in church-led institutions to the development of a national curriculum, education in England has undergone significant transformations. The introduction of the National Curriculum in 1988 marked a pivotal moment, standardizing subject content while still allowing considerable local level control.

The most recent reform of 2013 has also aimed to balance autonomy with clear standards, emphasizing core skills like critical thinking, historical analysis, and chronological understanding in the subject of history. Though compulsory up to grade 9, history exam is not mandatory, creating both opportunities and challenges in fostering deep historical understanding. The two-level history exams organised by private exam boards as AQA challenge students to engage with primary sources and historical interpretations, ensuring a deeper understanding of the discipline.

## References

- Assessment and Qualification Alliance. (2019a). *GCSE history specification*. <https://www.aqa.org.uk/subjects/history/gcse/history-8145/specification-at-a-glance>
- Assessment and Qualification Alliance. (2019b). *History AS and A level specification*. <https://www.aqa.org.uk/subjects/history/as-level/history-7041>
- Bell, R. (2000). Scotland's universities. *Comparative Education*, 36(2), 163–175.
- Chapman, A. (2011). Taking the perspective of the other seriously? Understanding historical argument. *Educar em Revista*, 42, 95–106.
- Chapman, A. (2014). *The "Good Old Cause"? Developing children's understandings of historical explanation* [Pre-publication proof]. Institute of Education, University of London. [https://www.academia.edu/7926194/Chapman\\_A\\_2014\\_The\\_Good\\_Old\\_Cause\\_Developing\\_childrens\\_understandings\\_of\\_historical\\_explanation\\_Prepublication\\_proof](https://www.academia.edu/7926194/Chapman_A_2014_The_Good_Old_Cause_Developing_childrens_understandings_of_historical_explanation_Prepublication_proof)
- Chapman, A. (2016). Historical interpretations. In I. Davies (Ed.), *Debates in history teaching* (2nd ed., pp. [oldalszámok]). Routledge. <https://www.routledge.com/Debates-in-History-Teaching/Davies/p/book/9781138187610>
- Chapman, A. (Ed.). (2021). *Knowing history in schools: Powerful knowledge and the powers of knowledge*. UCL Press. <https://doi.org/10.14324/111.9781787357303>
- Chapman, A., & Georgiou, M. (2021). Powerful knowledge building and conceptual change research: Learning from research on 'historical accounts' in England and Cyprus. In A. Chapman (Ed.), *Knowing history in schools: Powerful knowledge and the powers of knowledge* (pp. 72–96). UCL Press. <https://doi.org/10.2307/j.ctv14t477t.9>
- Conservative Party. (1987). *Conservative Party general election manifesto: The next moves forward*. <http://www.conservativemanifesto.com/1987/1987-conservative-manifesto.shtml>
- Department for Education. (2010). *The importance of teaching: The schools white paper*. <https://www.gov.uk/government/publications/the-importance-of-teaching-the-schools-white-paper-2010>
- Department for Education. (2011). *The framework for the national curriculum: A report by the Expert Panel for the National Curriculum review*. Department for Education.
- Department for Education. (2013). *National curriculum in England: History programmes of study*. <https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study>

- Department for Education. (2014). *GCSE subject content: History*. <https://www.gov.uk/government/publications/gcse-history>
- Gillard, D. (2023). *Education in England: A history*. <https://education-uk.org/history/>
- Government of the United Kingdom. (1988). *Education Reform Act 1988*. <https://www.legislation.gov.uk/ukpga/1988/40/introduction>
- Halsey, A. H. (1962). British universities. *European Journal of Sociology*, 3(1), 85–101.
- Haydn, T. (2014). How and what should we teach about the British Empire in English schools? *International Journal of Research on History Didactics, History Education and History Culture: Yearbook of the International Society for History Didactics*, 35, 23–38. [https://jhec.wochenschau-verlag.de/wp-content/uploads/sites/23/2021/05/issue\\_2014.pdf#page=23](https://jhec.wochenschau-verlag.de/wp-content/uploads/sites/23/2021/05/issue_2014.pdf#page=23)
- Haydn, T. (2019). Changing ideas about the role of historical thinking in school history: A view from England. *International Journal of Research on History Didactics, History Education and History Culture: Yearbook of the International Society for History Didactics*, 40, 14–28. [https://jhec.wochenschau-verlag.de/wp-content/uploads/sites/23/2021/05/issue\\_2019.pdf#page=14](https://jhec.wochenschau-verlag.de/wp-content/uploads/sites/23/2021/05/issue_2019.pdf#page=14)
- London Borough of Hackney. (2021). *Hackney's diverse curriculum*. <https://www.hackneyservicesforschools.co.uk/extranet/hackneys-diverse-curriculum>
- OECD. (2022). *PISA 2022 results (Volume I and II): Country notes — United Kingdom*. [https://www.oecd.org/en/publications/pisa-2022-results-volume-i-and-ii-country-notes\\_ed6fbcc5-en/united-kingdom\\_9c15db47-en.html](https://www.oecd.org/en/publications/pisa-2022-results-volume-i-and-ii-country-notes_ed6fbcc5-en/united-kingdom_9c15db47-en.html)
- Ofqual. (2024). *Access arrangements for GCSE, AS and A level: 2023 to 2024 academic year*. <https://www.gov.uk/government/statistics/access-arrangements-for-gcse-as-and-a-level-2023-to-2024-academic-year/access-arrangements-for-gcse-as-and-a-level-2023-to-2024-academic-year>
- Pintér, K. (2018). *Introduction to Britain*. Pázmány Péter Catholic University. [https://mersz.hu/hivatkozas/m345itb\\_impresszum](https://mersz.hu/hivatkozas/m345itb_impresszum)
- Raffe, D., Brannen, K., Croxford, L., & Martin, C. (1999). Comparing England, Scotland, Wales and Northern Ireland: The case for “home internationals” in comparative research. *Comparative Education*, 35(1), 9–25.
- Richardson, W. (2011). The weight of history: Structures, patterns and legacies of secondary education in the British Isles, c.1200–c.1980. *London Review of Education*, 9(2), 153–173. <https://doi.org/10.1080/14748460.2011.585875>
- Seixas, P., & Morton, T. (2012). *The big six historical thinking concepts*. Nelson.

- Smart, D., & Harnett, P. (2009). The history curriculum in England: Contested narratives. In S. Aktekin, P. Harnett, M. Ozturk, & S. Dean (Eds.), *Teaching history and social studies for multicultural Europe* (pp. 85–97). Harf Egitim Yayincilik. <https://www.euroclio.eu/wp-content/uploads/2019/09/Multicultural-Europe-EN.-Chapter-7.pdf>
- Tate, N. (2024, August 12). An elite needs a counter elite. *The Daily Sceptic*. <https://dailysceptic.org/2024/08/12/an-elite-needs-a-counter-elite/>
- University of Oxford. (2024). *Famous Oxonians: British prime ministers*. <https://www.ox.ac.uk/about/oxford-people/british-prime-ministers>
- Wilkes, A. (2018). *Conflict and tension: First World War, 1894–1918*. Oxford University Press.
- Williams, G., & Filippakou, O. (2010). Higher education and UK elite formation in the twentieth century. *Higher Education*, 59(1), 1–20.
- Williams, J. (2024). *Against decolonising the curriculum*. <https://substack.com/@cieo/p-142395024>

# Appendix: OECD Education GPS England 2023

2023

