

Guidance for the Publishing of History Teaching Resources

Introduction

This document is written for authors and publishers of history teaching resources for school age-pupils. It will also be useful for teachers and other interested parties. It outlines the features which are associated with high-quality resources, in line with domestic and international research.

The term 'teaching resources' covers anything that is published to support the teaching of history. This includes textbooks, workbooks, source packs, teacher's guides and other materials, in print or digital form. It could apply to a complete scheme of work covering several years, or a resource more narrowly focused on a single topic or period.

A description of well-written resources is set out below under the following headings:

1. General principles
2. Historical content
3. Tasks and exercises
4. Representation and design
5. Supporting teachers
6. Assessment and review
7. Authors and editors

Teaching resources have most impact when supported by high quality teacher professional development.

1. General principles

A high-quality history resource:

- 1.1 Should support primary, Key Stage 3, GCSE and A level by developing resources prompted by recent curriculum reforms.
- 1.2 Inspires and enthuses pupils, encouraging a thirst for knowledge, and motivating them to towards a working understanding of history either for further study or to enable them to be historically literate citizens.
- 1.3 Should aim to broaden pupils' historical knowledge and understanding beyond minimum examination requirements. While textbooks may take a particular approach to history and should take note of examination needs, they should not be narrowly targeted on particular specifications as this may lead to a focus purely on passing the test.

2. Historical content

The content of a high-quality history resource:

- 2.1 Aligns with the appropriate national guidelines (National Curriculum, GCSE Subject Content and AS/A level Subject Content).
- 2.2 Is presented in a coherent and connected manner. Material should build a sense of period and pupil knowledge, and show clear progression from one topic to another. It should provide a coherent narrative that models high quality writing, including explanation and description.
- 2.3 Aids pupils' chronological awareness by, where possible, grouping content chronologically instead of thematically.

- 2.4 Ensures correct and precise historical vocabulary is introduced early and used consistently. Where new vocabulary and concepts (e.g. feudalism, revolution, civil war, heresy) are introduced, they are clearly explained.
- 2.5 Covers both overviews and in-depth studies. Where depth-studies are included, sufficient context should be featured in the overview to make the depth-study intelligible.
- 2.6 Includes timelines and glossaries to help pupils with chronological understanding and historical vocabulary.

3. Tasks and exercises

High-quality history tasks and exercises:

- 3.1 Where historical evidence is included in the form of primary and secondary sources:
 - detailed provenance should be stated
 - adaptation should not be excessive but where it does occur (for example, if language is modernised), it should be clearly indicated
 - where possible, the original should be made available, perhaps as a digital resource
 - a good variety and type of historical sources should be employed to stimulate historical debate; short gobbets that lack context should be avoided.
- 3.2 Tasks are varied so that they involve pupils in the development and deepening of a range of historical concepts. These include:
 - continuity and change
 - cause and consequence
 - similarity and difference
 - significance
 - interpretations.
- 3.4 Tasks allow students to:
 - consolidate their knowledge and practice their skills in a wide variety of contexts
 - explain and share their reasoning through different media
 - make connections, draw contrasts, and analyse trends
 - frame historically valid questions and create their own structured accounts including written narratives and analyses
 - comment on data, to draw conclusions, make generalisations and offer reasoned arguments.
- 3.5 Resources provide homework and out-of-school activities for pupils to develop their understanding.

4. Representation and design

A high-quality history resource:

- 4.1 Includes vivid imagery to make books appealing and memorable through visual primary sources, or illustrations. Where used, illustrations should aspire towards historical verisimilitude.
- 4.2 Uses illustrations to supplement explanations, such as maps to understand geographical contexts; diagrams for historical ideas and concepts such as royal succession; or images to represent institutions such as Parliament.
- 4.3 Includes representations of the history in the form of pictures, diagrams and other images enabling pupils to distinguish between contemporary source materials and subsequent reconstructions.

- 4.4 Where there are both textbooks and digital materials as part of a single course, they adopt a coherent and consistent approach. Different ways of presenting ideas reinforce one another by exploiting the advantages of each medium.

5. Supporting teachers

A high-quality history resource supports teachers:

- 5.1 Any teacher's guide or other material provided for teachers supports the enhancement of teacher knowledge and history subject pedagogy.
- 5.2 Guidance is provided on effective use of the materials for teacher of different levels of experience, explaining details to be found within historical sources; recommending useful clarifications for complex concepts and topics; and anticipating predictable pupil mistakes or misconceptions.
- 5.3 Guidance makes teachers aware of where new vocabulary and concepts occur, so that they can be taught explicitly in anticipation of pupils encountering them in the text.
- 5.4 Where there is not space in a printed textbook to include historical sources, images or diagrams, these are made available in supplementary resources, perhaps digitally.
- 5.5 Where lesson plans or teaching schemes are provided, they are informed by research, historical scholarship and ideas of effective teaching.
- 5.6 Resources work best when supported by high-quality teacher professional development.
- 5.7 Exemplar enquiry outlines are provided to help teachers in the construction of questions that promote different historical concepts with pupils.
- 5.8 Recommendations for further reading are provided, in the form of books and websites, to provide greater depth of study for teachers and most-able pupils.

6. Assessment and Review

A high-quality history resource supports good assessment practice by providing:

- 6.1 Recommended assessments which include a suite of different tasks: short answer questions, source analysis, significance, interpretations, presentation, and extended writing.
- 6.2 Examples of pupils' work, where appropriate, to support teacher assessment, and to illustrate different stages of attainment.
- 6.3 Assessments which allow both pupils and teachers to measure progress and inform future teaching.

7. Textbook authors and editors

A high-quality history resource is:

- 7.1 Authored and reviewed by people with expert knowledge, experience, skills and credibility.
- 7.2 Subject to quality assurance measures, including stringent fact-checking.
- 7.3 Authored and edited by experts who draw on most recent academic historical scholarship to inform text.
- 7.4 Trialled, reviewed and refined in the light of trial feedback, wherever it is possible to do so.