

To what extent does the current School A Year 7 Humanities curriculum facilitate the transition of students from Primary School?

Introduction

School A, an Academy, opened in September 2009, after the closure of School B, which was on the same site. The school has 760 pupils but has capacity for 1,100. The school has a higher than average proportion of students eligible for free school meals, and of students who have a special educational need, including behavioural and emotional needs (as stated, but no figures given, in Ofsted Report, 2008).

Sandwell Local Educational Authority remains in the bottom 5 Local Authorities in terms of educational achievement. In its final year, 30% of pupils at School B gained 5 A*-C GCSEs including English and Maths.

The reputation of the school is beginning to improve, and this is reflected by a growing number of admissions to the school. There are now six forms in both Year 7 and 8. In Year 7 all but one of these forms has an average of 28 pupils. One form has 15 pupils; pupils with special educational learning needs have been placed in this form.

On entry to the school, students begin by studying a more integrated curriculum than Year 8 or 9. In Humanities, they study Geography, History and occasionally R.E. (dependent on staffing) as one subject for the duration of Year 7. For the first half of the year, students also study Performing Arts as a thematic subject with one teacher. In February this is then divided into three subjects, Music, Drama and Dance. However, from September 2010, the school will be introducing a fully integrated curriculum for English, Humanities and ICT. This will compose 40% of a students' timetable, and will be delivered in its entirety via the form's Tutor. This follows a move both in government, and amongst educational professionals, towards a more thematic or cross-curricular, skills based curriculum. The focus of this has been on the Primary curriculum (QCDA, 2010) but increasingly schools are adopting a thematic approach in KS3, particularly in the early years (for example, 2010, RSA Opening Minds Curriculum).

This study will focus on the current Humanities curriculum in Year 7 and address its impact both on student learning and on students' transition from primary school. Firstly, as a Humanities teacher who has delivered the Year 7 curriculum for nearly 2 years, this has implications for my own practice. Additionally, I have worked as part of the Year 7 tutor team for nearly 2 years, which has highlighted to me the different effects transition has on different pupils. Studying the current Humanities curriculum and its effect on student learning and transition will also be of interest to the creators of the 2010 Thematic curriculum, as this curriculum also has an important role to play in students' transition from primary school. Additionally, whereas much time has been given in academic research to the trends in thematic curriculums and integrated approaches to learning (Holt and Krall, 1976) less has been devoted to the impact of curriculum on student transition. Rather, many approaches to student transition focus much more the psychological and emotional aspects, rather than the effect that teaching and learning can have (Galton et al., 1999, Lucey and Ray, 2000, Graham and Hill, 2003,).

The key research questions this assignment seeks to address are:

1. What are the stated aims of the Humanities curriculum for Year 7?
2. According to Year 7 teachers, how well does the Humanities curriculum enable them to cover the content and skills they deem necessary for this age group?
3. According to Year 7 tutors and students, does the Thematic curriculum facilitate the transition from Primary school?
4. How well has the Humanities curriculum been resourced?

Literature Review

“I’m an unashamed traditionalist when it comes to the curriculum” (Michael Gove, quoted in Thomas and Sylvester, 2010)

The Shadow Education Minister, Michael Gove, has made newspaper headlines with his open desire to return to a “traditional” curriculum (Thomson and Sylvester, 2010). Gove claims that children need to learn the kings and queens of England, the great works of literature, proper mental arithmetic- skills that, according to Gove, are “traditional” (Thomas and Sylvester, 2010).

Young has drawn the battle lines between the “right-wing” view that any attempt to change the structure of the curriculum will inevitably lead to “dumbing down”, and the “modernist” view that we have to allow the curriculum to respond to the changing economy as the new market pressures demand more employment related options in schools. Young argues that the belief of the “modernists” that the latter approach has benefits for students is questionable (Young, 2008, p. 86). He argues that whilst students may end up leaving school with more qualifications, they will actually know “very little” (Young, 2008, p. 86).

But what is knowledge? The Oxford English Dictionary defines knowledge as “expertise, and skills acquired by a person through experience or education” and “ the theoretical or practical understanding of a subject” (Oxford English Dictionary, 2010). Knowledge, then, may be both the acquisition of facts, such as being able to describe where Birmingham is in relation to London, or certain dates in History, but crucially, it is also the acquisition of skills, which could vary from working with people to learning literacy skills.

Muller has defined two main principles that underpin the development of curricula; insularity and hybridity (Muller, 2000). As Young explains, insularity emphasises the differences between types of knowledge, and hybridity emphasises the similarities (Young, 2008). Hybridity, Young argues, is what we could define as the future curriculum (Young, 2008). Boundaries between subjects begin to be eroded because an integrated curriculum is seen to be “inclusive” and “supporting the political goals of equality and social justice” (Young, 2008, p. 87). This is because an integrated curriculum is seen to be more relevant for young people today (Young, 2008). In the 1970s, hybridity emerged in the form of integrated curriculums and thematic approaches to teaching (Young, 2008). Indeed, Howard Gardner’s influential work on multiple intelligences prompted educational theorists and practitioners to look towards an increasingly skill-based, rather than content based, curriculum (Gardner, 1993). More recently, in the 1990s, Young argues that the introduction of modules, experiential learning (for example learning whilst on work experience placement) and the increasingly blurred lines between vocational and academic learning are examples of hybridity (Young, 2008). As well as this, a thematic curriculum, where subjects are

merged together, fits Muller's definition of hybridity as one where all subject boundaries are permeable and all subjects have unity (Muller, 2000).

It is true that recently educators have made strong cases for a thematic curriculum. John White, for example, an educational philosopher working at the Institute of Education in London, traces the roots of the current curriculum to the English Old Dissenters and Scottish Presbyterians, who felt that knowing as much as they possibly could about God's world was of critical importance to their salvation (White, 2009). This belief holds little relevance for the vast majority of today's school children. As White argues, subjects are just one vehicle for getting things across; themes, projects and outings are another (White, 2010).

Thomas Armstrong, writing about the impact of Gardner's work in the classroom, stated that

"More and more educators are recognising the importance of teaching students from an interdisciplinary point of view" (Armstrong, 2008. p.67)

Armstrong implies that by teaching from an interdisciplinary point of view, teachers are more able to address the multiple intelligences of each student. Armstrong gives as an example a week long thematic programme, each day or session addressing a different intelligence. Armstrong draws some of this from the work of Kovalik and Olsen, who created the Integrated Thematic Instruction model, which they argue is useful because the students see the curriculum as being relevant and meaningful; because it is skills based (Kovalik and Olsen, 1994).

But is it true that only interdisciplinary approaches allow for skills based learning? And is it also true that these skills are what actually engage students? QCDA, concurring with Armstrong and Kovalik, states that students are entitled to have a 'compelling learning experience' which they define as a 'real and relevant context for learning, through which young people recognised the importance of learning to their lives, both now and in the future.' (QCDA, 2008a). So compelling learning experiences, taking the QCDA definition, are created when students enjoy what they are learning, but also see the relevance of it in their own lives, be that through the learning of skills, the fact that the content fascinates them, or that the content holds relevance in the modern world (QCDA, 2008a).

Many History and Geography teachers appear to feel that thematic approaches and cross curricular projects are undermining their subjects (for example, see Wooley et al, 2010). As always, managing such a significant change such as implementing an integrated Humanities curriculum requires strong leadership. This is because a History or Geography teachers' job itself is changing as they are expected to teach an increasing combination of subjects. Leithwood has noted that strong leadership requires the building of vision and setting directions, as well as the redesigning of the organisation (Leithwood et al, 2008). A clear rationale for any new curriculum is therefore vital because it ensures that colleagues buy in to the process of change. It is now standard practice for schemes of work, new or otherwise, to include aims so that the vision for the scheme can be easily shared by others (Davison et al, 2005).

In particular, there has been much debate amongst History teachers about the proposals by the QCDA for increasingly cross curricular learning (QCDA, 2008b). Moves towards thematic curriculums usually necessitate some non-specialist teaching of subjects which some fear may lead to 'watered down teaching' (Manoghan, 2010, p.13). For example, one worry is that the concept of progression will be lost if History is not taught as a discrete subject (Woolley, et al, 2008). One Head

of History, James Woodcock, prefers to use the term 'inter-disciplinary' as opposed to 'cross-curricular', meaning the links between subjects were 'content based' rather than skills based, because he felt this would be less likely to 'undermine' History as an independent subject (Woodcock, 2010, p.8).

It is delicate balance, then, between a thematic scheme where subjects are either absent, or present in a contrived way, and one where skills for each subject are present, taught correctly, but other skills are introduced. Young fears that the move towards a hybrid curriculum, which includes skills, will lead to an dichotomy between public and grammar schools, who continue to teach a conservative academic curriculum, and comprehensive schools which begin to teach a hybrid, integrated curriculum (Young, 2008).

The government, however, is introducing more and more skills into the curriculum, for example, the PLTS (Personal, Learning and Thinking Skills), which are designed to run across all subjects, is one example of this. Skills such as group work and independent learning now need to be included within subject based learning (QCDA, 2008c).

One thematic scheme, which started as a pilot in 2000, is the Royal Society of Arts 'Opening Minds' curriculum. The curriculum focuses on teaching five main skills; citizenship, learning, managing information, relating to people and managing situations. For example, in the 'learning' category, students learn "how to learn" by teaching students about learning styles, and how to "manage their learning for life" (RSA, 2010). In 2008 this was running in 204 schools, and the RSA report said Ofsted reported the Opening Minds curriculum to be good or outstanding in 75% of the schools that it visited (RSA, 2008). Many of the schools who introduced the curriculum did so to improve behaviour, and 50% of the schools said that they had made considerable progress to achieving exemplary behaviour, with 18% saying that they had already achieved the desired improvement in behaviour (RSA, 2008).

For many schools the introduction of a thematic curriculum, via Opening Minds or otherwise, in Key Stage Three, is partly due to a desire to improve behaviour. The Opening Minds curriculum states that teaching students to be independent learners can improve their behaviour (RSA, 2008). Currently one of the biggest challenges that many students find upon transition to secondary school is the way they are expected to manage their own learning. Coming from a primary classroom, with usually one teacher, to having up to 15 teachers a week, is something that most students are very anxious about (Graham and Hill, 2003). An integrated curriculum, taught by one teacher, who also teaches independent learning skills, could therefore make a significant impact on students' transition, particularly those who struggle.

Indeed, social constructivists have argued that knowledge is socially and culturally constructed (Gredler, 1997), and this means that learning knowledge is a social process (McMahon, 1997). If this is true, then the knowledge or understanding of social skills is a prerequisite to learning. Both the 'relating to people' aspect of the RSA Learning Minds curriculum and the introduction of Social and Emotional Aspects of Learning (SEAL) by the DCSF are an attempt to improve social skills of young people (RSA, 2008 and DSCF, 2007)

As well as this, students often find it hard to talk to their new secondary teachers (Galton et al. 2000). Indeed, in one study more than one third of new S1 pupils (36%) said that it was easier to

talk to primary teachers than their current teachers “because I used to have only one teacher for the whole year and I felt more comfortable with her” (Graham and Hill, 2003). It will be of interest to see whether this trend has been echoed in research from School A, and if the integrated Humanities curriculum has facilitated their transition at all.

Methodology

There are many dangers associated with insider-research (Mercer, 2008). There is, however, little written about the insider research from an educationalist’s perspective, who face unique pressures when conducting insider research (Anderson and Jones, 2000). The ‘insider’ has traditionally been defined as ‘somebody who’s biography gives [them] a lived familiarity with the group being researched’ (Griffith, 1998, p. 361). If this is the case, any researcher who conducts research into the educational establishment where they are employed is conducting insider research.

Great care needs to be taken when conducting research from the inside. Some researchers consider research from the inside to be more valuable because the insider knows the situation well, who to ask for information, when is the best time to ask for interviews, and they are more able to blend into the settings, and therefore less likely to alter the research findings (Hannubus, 2000 and Hockey, 2003). Mercer notes, it is much easier to establish a good rapport when interviewing colleagues a researcher has worked with closely, but it can be difficult to establish a good rapport with a colleague they do not know as well (Mercer, 2008). It may therefore be easier to have a successful interview with a colleague that a researcher knows well.

Interviewing therefore needs to be carefully planned; it is not an informal chat, but neither should it be a very formal question and answer session, otherwise a survey would be of more use. Ball has noted that ‘respondents may find themselves easily manipulated into saying something they do not mean’ (Ball, 1998, p.181). As well as this, as Mercer notes, as an insider researcher, it is likely that the opinions of the researcher will be known by the interviewees (Mercer, 2008). This will mean that the interviewees may be more likely to give information to support the researcher’s ideas, especially if they are colleagues with whom the researcher has a positive working relationship with.

In this research, the interviewees were the leaders and members of the Humanities Department, of which the researcher is part. The colleagues that were interviewed were the Head of Humanities, the Head of Year 7 and 8, who is also a member of the Humanities team, and a colleague who is a teacher of Humanities. This comprises all the teachers who teach Humanities in Year 7.

Because the interviewees were all colleagues that the interviewer knew well, interview questions were planned prior to the interview, and adapted slightly for each interviewee that the researcher was interviewing. The aim of such careful planning was to prevent the interview from becoming too informal, as the interviewees are all colleagues with whom the researcher works closely on a daily basis. Also, it was a preventative measure to ensure that the researcher’s own opinions did not influence the interviewee’s responses (see Appendix 1 for the interview schedule).

The informants have worked with the interviewer for nearly 2 years, within an honest department. Opinions given by informants are therefore likely to be fairly honest; however, the knowledge that

their ideas are recorded may have held back any very negative comments and this should be taken into account.

Validation of interviewees' responses, by giving interviewees a chance to read and amend the transcript of their interview, is sometimes considered to increase the trustworthiness of qualitative research (Mercer, 2008). However, this will not be used in this research, because as Silverman has argued, validation is flawed because increasing the amount of data does not mean that this data is subsequently verified (Silverman, 2000). Interviewees may well change their minds in between the interview and when they have the chance to check the data.

With regards to collecting information from students, the project focussed on Year 7s, for whom the teacher has been known for only 2 terms, but for some students she is their form tutor, for others their Humanities teacher, and for others she is unknown. Therefore a degree of formality and anonymity needs to be included when collecting data from this group. As a result, an anonymous questionnaire was used on a sample group of 28 students from Year 7. The sample group was selected by Year 7 tutors to include a mixture of genders, ethnicities, abilities, and those who had struggled with transition or found it easy. The survey had been sampled with 6 students from a Year 7 form group prior to giving it to the main sample group, to check for any misunderstanding, of which there were minor changes that needed to be made in the layout in order to make it clearer (see Appendix 2 for a first and second draft of the questionnaire). The survey was followed with a short focus group of 12 students, with 2 students selected from each form group, by their form tutors, so that students could give opinions about any questions answered. Students were informed about the nature of the study. Given the small focus group, it was not promised that answers would remain entirely confidential, because it may be necessary to address results according to different tutor groups, given that the Core Group has a more integrated timetable than the other groups. Rather, it was assured that their current teachers of Humanities would not find out what individual students had said.

With regards to the ethics of the interviews, it was not promised that findings would be confidential, because it may be of interest for the department to review the findings, and use them when creating the increasingly Thematic Curriculum in September 2010. Although the research will not name interviewees, it would be apparent to anybody within the school who these people are. However interviewees did not find this to be a problem.

The data presented here will therefore be reliable and valid because the researcher has taken into account problems that can arise in insider research and tried to eliminate problems as much as possible. The year 7 questionnaire is likely to give very reliable responses as it is completely anonymous, but the interviews may need to be dealt with slightly more caution, due to the issues noted above.

Presentation and Analysis of the Case Study Findings

The findings from the case study will be addressed under subheadings of each of the research questions.

1. What are the stated aims of the Humanities curriculum for Year 7?

There are no stated aims for the Humanities curriculum for Year 7, and these are not present on any schemes of work or literature about the department (see Appendix 5).

The rationale for the curriculum was asked about in the interviews with the Head of Humanities and Head of Year 7 and 8, both of whom worked at the school when the curriculum was introduced 4 years ago. Schools who started the opening minds curriculum often did it for behaviour reasons, but also to introduce improve teaching of skills to students (RSA, 2008). In the 1990s, many educators moved blurred the lines between vocational and academic learning and moved towards thematic approaches; the combination of skills such as working with others, and learning academic knowledge (Young, 2008), in order to provide a more “compelling learning experience” (QCDA, 2008a).

In the case of school A, however, the Head of Year 7 and 8 said the curriculum was probably started “for all the wrong reasons”, meaning that it made staffing the Humanities department slightly easier. She then conceded that minimising movement between lessons may have been one of the reasons that the Humanities curriculum had been introduced, although it was not explicitly stated at the time. She said that the new Thematic Curriculum was definitely being introduced “to reduce the amount of movement, and the number of adults that the children see in a week”. But, supporting Graham and Hill’s argument that the number teachers a student had affected their transition, she went on to highlight that one child with known behaviour problems saw 16 adults in one week (Graham and Hill, 2003). She felt that if the number of teachers of this child been minimised, then this would have helped facilitate transition.

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he Head of Humanities said that the idea to combine the Humanities subjects together in Year 7 came from other schools which she knew to be running thematic units through Key Stage 3, such as the RSA Opening Minds Scheme (RSA, 2009).

The RSA Opening Minds curriculum aims to provide students with “real world skills” (RSA, 2010). Supporting this aim, one of the themes which emerged from the interviews with both the Head of Humanities and Head of Year 7 and 8 was that students were not arriving in secondary school with the social and emotional skills they needed in order to learn. The Head of Humanities felt that if the same teacher had a group for History, Geography and RE, they would be more able to improve these skills for the pupils, and therefore introduced the SEAL programme (DfES, 2007) into the Humanities curriculum in Year 7 (see Appendix 3, which includes sample SEAL Lesson Plans used in Humanities). The impact of this SEAL unit will be discussed below.

There are obvious problems with the fact that no clear rationale is available for all teachers of Humanities. As Leithwood has noted, successful school leaders share vision with their colleagues as a way of successfully implementing change (Leithwood et al. 2008). Indeed, one Humanities teacher, when interviewed, was not at all clear about the point of integrating the Humanities subjects in Year 7 and was also unenthusiastic about teaching Humanities. This demonstrates the need for shared vision and rationale of projects to ensure that staff understand why a change is happening.

2. According to Year 7 teachers, how well does the Humanities curriculum enable them to cover the content and skills they deem necessary for this age group?

There is some debate over what content and skills are necessary for students of Humanities during Year 7. The RSA Opening Minds curriculum shows that some educators prefer a focus on the skills necessary for learning, rather than content (RSA, 2008). Yet Monghan wanted to make what he called 'inter-disciplinary' links between subjects in his school focussed on content rather than skills. Gove wants to reintroduce content into 'traditional' History lessons (Thomson and Sylvester, 2010). Has the Humanities curriculum at School A got the right balance between skills and content?

The Head of Humanities said that the curriculum aimed to focus on key learning skills by using fun and interesting content. The National Curriculum guidelines for assessment in History and Geography, including the criteria for different levels, were clearly followed and these require a certain degree of content. For example, the scheme on Fantastic Places includes a study of different world sites, with both literacy and independent project work included as some of the skills (see Appendix 5 for the Fantastic Places Scheme of Work). One Year 7 teacher said that "I think the balance between content and skills is right- our students need to learn skills so that they almost learn how to learn". Another teacher agreed with this, saying that "the skills are a really important part of what we do in Humanities". These teachers, then, support the curriculum that Muller termed *hybrid*, for Muller advocated breaking down barriers between subjects in order that they might teach relevant skills (Muller, 2000).

As well as this, some units were included that had a pure skills focus, such as the SEAL unit of work on group work. The SEAL unit of work focuses on the necessary skills for working as a group. These skills are then used continuously in other schemes of work (see Appendix 5). The Year 7 teachers who were interviewed were positive about this, with one teacher saying that the focus on group work really helped the class to focus.

3. According to Year 7 tutors and students, does the Thematic curriculum facilitate the transition from Primary school?

Graham and Hill's research found that more than one third of children found talking to secondary teachers more difficult than talking to their primary teachers (Graham and Hill, 2003). Indeed, one child in the Core Group, where students have the same teacher for English and Humanities, stated that he "liked having the same teacher for lots of lessons, because she understands the things I find difficult". And it was easier because you "don't have to walk from classroom to classroom".

In the surveys with the sample group from Year 7, there were extremely mixed responses about how much Humanities had helped them settle in to secondary school. 18 out of the 28 respondents said that Humanities had not helped them settle into secondary school. Some stated that "it's just a lesson", and others said that "it has nothing to do with moving to another school". Students who said that Humanities had not helped them settle nearly all (12/14) expressed a dislike of Humanities when asked if they enjoyed it. It may be that because students are not being explicitly told about the importance of, in particular, the skills they are learning, they do not understand how the curriculum has been designed to help them; or it may be that because they do not enjoy working in groups, or working on literacy, and are therefore less likely to say that they like Humanities, they are consequently very unlikely to say that it helped them settle in. One student in the focus group said that part of settling to a new school was enjoying the lessons, and that their favourite subjects were Performing Arts and PE; which are very different subjects to Humanities.

On the other hand, out of the students who said Humanities had helped them settle it, half said they liked Humanities “quite a lot”. One student who said Humanities had helped them settle in “a lot” said it was because they had it with their Tutor. Another said that because it was taught in her tutor group, it had “helped me make some new friends in my tutor [group]”. This was an opinion shared by another student, who said that it had helped them “get used to our tutor [group]”.

For some students having integrated Humanities has helped with the transition, but for many it may not have helped, and this may be a function of whether or not they like the subject.

4. How well has the Humanities curriculum been resourced?

Monaghan expressed fears that an integrated curriculum in Humanities could lead to ‘watered down teaching’ (Monaghan, 2010). Certainly, without proper planning, non-specialist teaching has the potential to present problems, as non-specialists may have more difficulty with planning. In the interview with the Head of Humanities, we focussed on the most integrated Humanities scheme (as opposed to some schemes which are more Geography dominant or History dominant).

The Head of Humanities admitted that in its first year, one of the most focal units in the Year, the Local Area Project, had not been well planned (Appendix 4). “It has taken a bit of time to get the Humanities curriculum to the place it is now”, she said (Appendix 4). Some of the lesson plans, particularly for the History element, were extremely limited (see Appendix 5 for examples). One teacher said that “at first I found teaching the Local Area Project pretty hard, because I was not a Humanities specialist and there weren’t many resources on the shared area”. After the first year of its delivery, the unit was evaluated via a discussion with all members of staff who had taught it. Areas for improvement were identified and targets were set for the following year. This has led to a well planned and well resourced unit (see Appendix 5). It has, however, taken some time to develop such a well resourced unit. The Head of Humanities attributes the improvement, in part, to a more fully integrated Humanities department; now the department is situated together in one corridor, as opposed to being split over two floors, and she felt that this had helped the department communicate better with each other. She noted that the resources shared by the department on the “Resources” computer drive had grown “enormously” over the past 2 years.

Conclusion

It is clear from this research that the Humanities curriculum in Year 7 has lots of strengths for transition. Some students found it very helpful to have Humanities with their form groups, and others said they liked the fact that it meant that they had fewer teachers. Some students said that they felt it had helped them settle into secondary school more easily. Teachers felt that the inclusion of the SEAL skills was also a strength because it enabled students to “learn how to learn”. This is clearly something that can be built on in the new Thematic Curriculum; the SEAL aspect of Humanities curriculum could be built on further and more easily built into the curriculum when one teacher is teaching the same group for 40% of their timetable.

There are also weaknesses that need to be addressed when planning the new curriculum. Whilst units such as the Local Area Project are now well resourced, effective units that help promote student learning and transition, it has taken a few years to get this up and running and this delay in organising good quality resources will have impacted negatively on student learning. It is important for any new curriculum to be adaptable and for staff to evaluate the new curriculum regularly, but it is also important to have good quality resources up and running from the early stages. This helps all teachers deliver a higher quality of lessons, especially non specialists who may need more support.

Added to this, some students were not clear about why Humanities had been integrated, or how it helped them settle in to secondary school. Therefore, explicit reference to transition could be made when teaching skills such as SEAL and using the PLTS. This will help students take a more active role in their learning, and be clear about the relevance of learning skills such as group work.

Therefore, there are some recommendations that can be made for the new Thematic Curriculum.

The new Thematic Curriculum Coordinator will need to:

- Includes and builds on the strength of the SEAL unit by including aspects of SEAL in the schemes of work that they are writing this summer
- Ensure that a shared vision is written for the Thematic Curriculum, which needs to be completed by May half term. This will mean that when staff plan units for the new curriculum after, which is planned for after May half term, they know what the vision is.
- Delegate the planning of the units to individual members of staff so that units can be well resourced from the beginning.

Staff who are writing schemes of work need to:

- Make sure that schemes and units are well-resourced from September 2010. This will mean that they need to plan and resource the units of work before this date.

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Appendix 1: Interview Questions

Interview with Head of Year 7 and 8 – the content has been deleted to save space.

Interview with Head of Humanities

Interview with Humanities Teachers

Appendix 2: Survey given to Year 7

First Draft of Survey

Second Draft of Survey

Appendix 3: Sample SEAL Lessons

Appendix 4

Fantastic Places scheme of work