Guided Bibliography for History Education

Michael Fordham
History Teaching

A bibliographical handbook

First Edition

Edited by Michael Fordham

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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 On the whole I have not made reference to unpublished theses but this is an area I would be keen to develop, and again I would welcome such additions to the bibliography.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.


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


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.


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.


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).


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)


C109 – H. LeCocq, ‘Note taking, knowledge-building and critical thinking are the same thing’ in *Teaching History*, 95, (1999)


**C2 – Substantive knowledge**


**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.


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.


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)


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)


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 C500 and C508.


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


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)


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


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)


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


C6100 – Historical fiction in the history classroom


C6500 – Writing history


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)


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.


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)


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


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)


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)


C9100 – Citizenship

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


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)


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.


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


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)


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)


**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)


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)


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.


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)


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)


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.


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


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)


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


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)


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


D7 – Interpretations


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


**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)


**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)


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)


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)

E – Assessing historical knowledge

E1 – Forms of assessment and their critics


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


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)


E2 – History and public examinations


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)


E3 – Pupil progression in understanding historical concepts


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


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


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

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


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


F2 – Medieval history


F3 – Renaissance and early-modern history


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)


F4 – Modern and contemporary history


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)


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**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)


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**


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)


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


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)


F6 – History beyond Europe and Global history


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)


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)


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)


F711 – K. Traille, ‘“You should be proud of your history: they made me feel ashamed”: teaching history hurts’, *Teaching History*, 127, (2007)


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


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)


F8200 – Teaching about genocide

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)


G – Historical consciousness and children’s understandings of time

G1 – Historical consciousness


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)


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)


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


G2 – Child and adolescent perspectives on history and time


G208 – B. Hibbert, ‘“It’s a lot harder than politics”… Students’ experience of history at Advanced Level’, Teaching History, 109, (2002)


G212 – I. Barca, ‘‘Till new facts are discovered’: students ideas about objectivity in history’ in A24, (2005)


H – Teaching strategies and techniques

H1 – Debates and discussions in history


H106 – D. Moorhouse, ‘When computers don’t give you a headache: the most able lead a debate on medicine through time’, Teaching History, 124, (2006)


H110 – J. Stanier, “‘There is no end to a circle nor to what can be done within it.’ Circle time in the secondary history classroom’, *Teaching History*, 135, (2009)


H115 – K. Greenfield, ‘I feel it is imperative to state that…’ Developing pupil explanation through web debates’, *Teaching History*, 148, (2012)


H2 – Textbooks


H222 – D. Dilek and G. Dilek, ‘Does history teaching contribute to showing respect and sympathy for others? Debates on history textbooks and the curriculum in Turkey’ in A26, (2010)


H227 – S. Foster, ‘Rethinking history textbooks in a globalized world’ in *A27*, (2013)


H229 – K. Barton, ‘School history as a resource for constructing identities: implications of research from the United States, Northern Ireland and New Zealand’ in *A27*, (2013)

**H3 – Digital technology**


H313 – D. Martin, ‘Relating the general to the particular: data handling and historical learning’, in H30


H319 – D. Laffin, ‘If everyone’s got the vote then, obviously… everyone’s got to think’: using remote voting to involve everyone in classroom thinking at AS and A2’, *Teaching History*, 133, (2008)


**H4 – Historical trips, museums and visits**


**H401 – C. Culpin, ‘No puzzle, no learning: how to make your site visits rigorous, fascinating and indispensible’, *Teaching History*, 97, (1999)**


H414 – M. Gonzalex de Oleaga, ‘Historical narratives in the colonial, national and ethnic museums of Argentina, Paraguay and Spain’ in A27, (2013)


H5 – Drama, music and role-play


H512 – A. Meikle, ‘“Billy plays the drums but Lizzie cannot play’ Will music-making help them both anyway? Year 7 use musical language to think about King John’, *Teaching History*, 132, (2008)


H6 – Use of film


H7 – Use of analogy


H703 – D. Laffin and M. Wilson, ‘Mussolini’s marriage and a game in the playground: using analogy to help pupils understand the past’, Teaching History, 120, (2005)


H9 – Miscellaneous


H902 – S. Bunyan and A. Marshall, ‘Let’s see what’s under the blue square…’: getting pupils to track their own thinking’, Teaching History, 102, (2001)


H907 – P. Clements, ‘Picture This’ A simple technique through which to teacher relatively complex historical concepts’, Teaching History, 140, (2010)

I – Studies of policy and reform

I1 – Commentary on history curriculum change in the UK


I115 – N. Cole and D. Thompson, ‘Less time, more thought: coping with the challenges of the two-year Key Stage 3’, *Teaching History*, 121, (2005)


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