

WHY ARE THERE NO HISTORY TEXT BOOKS IN ENGLISH PRIMARY SCHOOLS?

¿POR QUÉ NO HAY LIBROS DE TEXTO DE HISTORIA EN LAS ESCUELAS DE EDUCACIÓN PRIMARIA EN INGLATERRA?

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Resumen:

Este artículo se centra en la enseñanza de la historia en las escuelas primarias de Inglaterra y trata de explicar por qué no hay libros de texto de historia. Reconoce que en muchos países los libros de texto (un libro que contiene el conocimiento y la información acerca de un tema) son la mejor manera de cambiar la práctica en la enseñanza de la historia. En este artículo se explica que el plan de estudios de historia en Inglaterra (DfE 2013) requiere que los niños aprendan sobre los contenidos a través de procesos de investigación histórica, basada en las teorías constructivistas del aprendizaje. Las estrategias de enseñanza, como en todos los temas, se exponen en el Documento de Normas de Profesores (DfE 2013) y el conocimiento y la comprensión de la historia se controla a través de las inspecciones realizadas por la Oficina de Normas en la Educación (Ofsted). Se describe la contribución de muchas agencias y la variedad de publicaciones que apoyan el plan de estudios, así como las formas en que estos recursos son utilizados por los maestros para apoyar el aprendizaje de la historia por parte de los niños. Todo ello se ilustra con ejemplos tomados de la práctica.

Palabras clave: Libros de texto de historia, investigación histórica, enseñanza de la historia en Primaria, teorías constructivistas

Abstract:

This paper focuses on history education in primary schools in England and seeks to explain why there are no history textbooks. It recognizes that in many countries prescribed text books ('a book containing knowledge and information about a subject') are the best way to change practice in history education. It explains that the statutory history curriculum in England (DfE 2013) requires children to learn about specified content through the processes of historical enquiry, based on constructivist theories of learning. Teaching strategies, as in all subjects, are set out in the Teachers Standards document (DfE 2013) and knowledge and understanding in history is monitored through inspections by the Office for Standards in Education (Ofsted). The contribution of the many agencies and the variety of publications which support the curriculum is described, and the ways in which these resources are used by teachers to support children's learning in history is illustrated by examples from practice.

Keywords: history textbooks, historical enquiry, primary history, constructivist theories

Why Are There No History Text Books in English Primary Schools?

I was invited to chair a seminar at the Council of Europe, in Strasbourg in 1995, discussing how to develop history education in Europe. It was explained to me then that in many countries the only way to change teachers' methods, for example in previously Communist or Fascist countries, where children had learned a single, 'correct' view of the past, was by changing the text books teachers had to use. Since then I have seen, in Romania for example, how difficult it is, even after introducing text books which encourage discussion of sources and of different interpretations of the past, to alter the mind set of teachers. One lovely and highly intelligent history teacher explained to me, 'We simply can not think as you do'. Yet when I visited some English primary schools with a colleague from South Korea and a teacher told her that there were no prescribed text books, my colleague asked me, 'But how do you manage? How do you know if the books are correct?' This was a good question and I have been reflecting on how I might have answered her question more thoroughly than I did at the time. This paper is the result of my further thinking.

The statutory curriculum

A statutory National Curriculum was introduced in England in 1991 (DfE 1991). In primary schools, whether history was taught well or taught at all depended on whether the teacher was a history enthusiast. In secondary education teachers taught whatever they chose for 12-14 year olds, after which the curriculum was determined by which public examination syllabus was chosen. The National Curriculum was introduced as part of the Education Reform Act in 1988, in an attempt to ensure that all children, at Key Stage 1 (KS 1) (5-7 years), KS 2 (8-11 years) and KS3 (12-14 years) received the same curriculum, which was mediated for the more and less able children in a class. This required specified areas of content to be investigated through the processes of historical enquiry: making inferences from sources, in order to ask and answer questions about changes over time, and understanding why there are different interpretations of the past. Progression in history depends on progression in thinking, in the three strands of historical enquiry. Level descriptors posited progression in each strand, which teachers were to use for assessment. The Office for Standards in Education (Ofsted) monitored compliance through school inspections based on given criteria. This curriculum continued, with minor adjustments, until a new curriculum (DfE 2013) was introduced by the Conservative /Liberal Democrat Coalition government, which came to power in 2010. The new National Curriculum followed the same structure of the 1999 curriculum. The strands of historical enquiry which pupils had to learn to use, in increasingly complex ways is, in essence, the same as in 1991: concepts of time and chronology, making deductions and inferences about a variety of historical sources, constructing and communicating accounts and understanding the reasons why accounts may vary, but be equally valid. There is also a requirement to apply the curriculum for English across all subjects. This emphasizes the importance of spoken language 'to convey ideas confidently, to justify ideas with reasons, ask questions and check understanding...negotiate, evaluate and build on the ideas of others'. Children should be taught to give well-structured descriptions and

explanations and to develop their understanding through speculating, hypothesizing and exploring ideas' (p. 10).

Political parties agree about the structure of the history curriculum

It will be noted that there was no significant difference between the structure of the National Curriculum in place from 1999 under Labour governments 1997-2010 and the Conservative/Liberal Democrat Coalition in 2010. Initially Michael Gove, Secretary of State for Education in the present government, claimed that, when he came into office, children would be instructed, sitting in rows, to recite the names and dates of the kings and queens of England (interview in *The Times* 06.03.2010), in a return to traditionalist education planned by the conservatives' and that no child shall leave school without knowing *Our Island Story* (1905) and traditionalist British History. This and the draft, consultative National Curriculum (May 2013) created a great furore amongst academic historians, in newspapers, in a debate in the House of Lords and amongst teachers. Whether or not the draft curriculum was merely a political ploy to satisfy his right wing supporters, the final curriculum document (DfE September 2013) was essentially little different from the 1999 curriculum and broadly welcomed. This states in its Aims, that pupils should learn to think critically, weigh evidence, sift arguments and develop perspective and judgment. The aims include to understand:

- concepts such as change and continuity, similarity, difference and significance, in order to make connections, draw contrasts, analyse trends, frame historically valid questions, and create their own structured accounts,
- how evidence is used rigorously to make historical claims, and understand how and why contrasting arguments and interpretations of the past have been constructed.
- and to make connections between local, regional and international history and between cultural, economic, military, political, religious and social history (p. 165).

This answers, in part, my question; why we do not have text books for history. Although some content knowledge is specified it is progression in children's historical thinking, and so in their historical knowledge and understanding, which is important, rather than an agreed account of the past. A text book is a book containing information about one subject. It seems unlikely that, given such a definition, a textbook could develop the critical thinking described above.

a) Educational Philosophy and how children learn

Developing this kind of thinking in 5-14 year old pupils is based on a constructivist approach and a particular philosophy of education.

b) Constructivist theories

Constructivist theories explore the mental processes involved in learning. They see learning as an active process in which the learner is motivated to ask questions, based on experience and previous knowledge, and tries to explore the questions and find answers. Piaget was the first to explore the process of learning, generally focusing on

individual children. Vygotsky and Bruner saw learning as predominantly a social activity. Although a great deal of subsequent research has explored and criticized aspects of their work in different contexts and in some cases modified it, their approach to learning underpins the thinking of contemporary educationalists and, it can be argued, reflects a society which values the individual and is essentially democratic.

Constructivist theories and history

The structure of the National Curricula for History (DfE 1999, 2013) reflects the idea of pedagogical content knowledge, 'discovered' by Shulman (1986). This is the idea that there is a continuum between the processes of enquiry used by academic historians and the processes which young children apply to history from the very beginning and in increasingly complex ways. The skill of the teacher is to understand those processes at an academic level, then to mediate them at appropriate levels so that children at any age can engage with them. (This approach has its origins in, on the one hand, two pamphlets published by the Historical Association of Great Britain, *Educational Objectives for the Study of History* (Coltham and Fines 1971) and the *New History: Theory into Practice* (Rogers 1979), which initiated such notions as working on sources, asking questions, differing viewpoints and interpretations in different genres. These ideas were linked to patterns and methods of progression in historical thinking, drawing on 'modes of representation' and the 'spiral curriculum' of Bruner (1974, 1977) and the concept hierarchies of Vygotsky (1963) and his 'Zone of Proximal Development' (1978). These pamphlets began the complex task of investigating what is involved in learning history.

Philosophy based on Constructivism

The philosophy which has developed from constructivist theories involves an holistic approach to child development, valuing the social and emotional as well as the cognitive dimensions. Translating this philosophy into practice involves the ability to create an ethos in which children feel able, and indeed motivated to ask questions which are meaningful to them and to be supported in finding out how to answer them. Education takes place when teachers and children are engaged in mutually stimulating shared enquiries and discussions.

At a meeting in the Cumberland Hotel in London (13.01.2007) to launch the Qualifications and Curriculum Authority programme, *Futures: Meeting the Challenge*, leading educationalists presented papers on liberating approaches to the 'forces of change'. Tim Brighouse, Chief Advisor for London Schools, emphasized 'experience'. John White, Professor of Philosophy at London University Institute of Education, said that education is about the sort of person education is meant to foster and requires a 'whole person approach', aiming to produce caring citizens who value personal relationships, are responsible, caring citizens, able to manage risk, who are wholehearted, co-operate in a team and are sensitive to global issues. Professor Joan

Ruddock stressed the importance of pupils' voices and teachers talking with pupils about things that matter.

Teaching Strategies are Embedded in a Statutory Framework

The Teachers' Standards (DfE 2013), which is not radically different from the previous standards (<http://webarchive.nationalarchives.gov.uk>), is a statutory framework which embeds constructivist principles and the above philosophy into educational practice. Trainee teachers are assessed and all teachers inspected according to The Teachers' Standards. In an increasingly centralized system teachers are nevertheless required by The Standards to be responsible for self evaluation, reflection and professional development at all stages of their careers. The Standards include the following requirements. Teachers must:

- demonstrate knowledge and understanding of how pupils learn and how to support their education at different stages of development, and demonstrate awareness of the physical social and intellectual development of children,
- inspire, motivate and challenge pupils of all backgrounds, abilities and dispositions and adapt teaching to respond to their needs.
- have a secure knowledge of the curriculum subjects and foster and maintain pupils' interest in them, promote a love of learning and intellectual curiosity, within an engaging curriculum.

The Standards then include teachers' responsibility to teach the whole child, to understand how children learn, to differentiate according to children's many different needs so that for each child learning is a continuum, and to create activities which are meaningful and enjoyable for the particular children they teach. Again it is difficult to see how this could be aspired to using a text book as defined above.

Teachers use a Variety of Resources

Within the constraints of the National Curriculum and the Teachers' Standards (DfE 2013) primary school teachers have a considerable degree of freedom in what and how they teach history. In this there is much support and guidance available. Firstly there is a range of books to offer suggestions.

Books supporting trainees and teachers in teaching the National Curriculum

Following the introduction of the 1999 National Curriculum for history a number of books were published, to support trainees and practising teachers in understanding how to teach historical content through activities which would engage children in the processes of historical enquiry. It is interesting that most of these were published in the first years after the introduction of the National Curriculum. They had various focuses. Some focused on the Foundation Stage (FS) (3-5 years old) and Key Stage 1 (KS1) (3-7 years old) (Wood 1995, Verrier 1997), or Key Stage 2 (7-11 years old) (Nichol and Dean 1997). Some concentrated on showing trainee teachers the basics needed to achieve Qualified Teaching Status (QTS) (Hoodless 2008). In some books

case studies illustrated the variety of ways in which teachers could plan history topics which involved enquiry processes. Some books addressed teaching local history (Griffin 1996, Dixon and Hales 2013), or how to engage ethnic minority pupils in the curriculum (Claire 1995). Some focused on teaching specific study units (Nichol 1997), or teaching history combined with another subject, through drama (Fines and Verrier 1974), through music (Wheway 1993), by combining history and English (Hoodless 2008) and through story (Bage 2012). And some supported the school history coordinators in managing the way history was taught throughout their primary school (Davies 1998) or discussed issues in history education (Arthur and Phillips 2000). More recent books have considered the ways in which teaching history is a creative process (Turner-Bisset 2005,) or, in response to the 2013 curriculum, focused on writing accounts of enquiries in different genres.

Museums and Galleries

Since the introduction of a National Curriculum museums, galleries and 'Living History' reconstructions have developed resources to support it. The following are examples of the kinds of support they provide. The British Museum offers workshops for school parties, led by the museum schools team and activity and information sheets for teachers who want to lead a class visit themselves. There are activity trails and activity packs for family visits, which actively involve children in historical enquiries, for example through becoming a 'museum journalist' for a day, creating a film based on El Dorado, or using digital software to 'turn themselves' into an Ancient Greek or someone from another period. Classes not able to visit the museum can access the museum exhibits and information about them online, through a digital catalogue. This can be used for whole class discussion using an electronic whiteboard or for group or individual research on personal computers. Many museums, like the National Maritime Museum and the Museum of London, offer schools all over the country taught interactive video-conferencing sessions on line. The National Portrait Gallery offers interactive class visits through which children learn cultural, biographical and historical information about portraits from the period they are studying.

Living History Reconstructions

There are many living history reconstructions, for example the Black Country Museum, Ironbridge Gorge, and Yorvik Viking Education Centre, which offer workshops for school classes and outreach materials for those who cannot visit: loan boxes of artefacts, dressing up costumes and games, with teachers' notes, and activities which can be downloaded to a computer.

-Yorvik Viking Education Centre

This Viking Centre in York offers workshops for children to explore variety of themes, related to National Curriculum, loan boxes containing teachers' notes, artefacts, dressing up costumes, games, outreach interactive video links with classrooms and activities to download to your computer.

-English Heritage

This is a government-sponsored organization which protects prehistoric and historic sites and buildings all over England. School visits are free at over 400 sites and on many sites there are expert -led discovery visits, which support the National Curriculum and include role play and handling sessions. English Heritage also has a huge range of online teaching resources linked to the National Curriculum, for example teaching activities, case studies, guides on how to use such documents as historic maps, newspapers, census and school log books, whiteboard lessons with teachers' notes and weblinks to other resources.

-The Historical Association

Primary History, published three times a year in hard copy and online by the Historical Association of Great Britain (www.history.org.uk), contains lively case studies and articles, and online curriculum sections which provide articles, resources, podcasts, lesson plans, schemes and guides relating to each period, to enable teachers to cover all of the National Curriculum themes. Continuing Professional Development guides and support enable teachers, as the Teachers' Standards require, to develop their practice throughout their careers and 'Buddies Virtual Staffroom' allows trainees and newly qualified teachers to ask for guidance from more experienced young colleagues.

How are books used?

Commercial publishers produce a vast variety of books to support children's enquiries. As an example table 1 indicates the variety of books which support children's learning about the Romans in Britain.

Table 1: Analysis of a sample of children's reference books on The Romans

| Reference | Information | Special features |
|---|---|---|
| Cooper, A. (2003) <i>Roman Britain: what families were like</i> | Celtic families, families across the Roman Empire, rich and poor, food, gods, games, gifts | Maps, glossary, artefacts, illustrations. |
| Simms, L. and McNee, I. (2014) <i>Roman Soldiers' Handbook: everything a beginner soldier needs to know</i> , Usborne | Joining up, A Raw Recruit, Weapons, uniform, equipment, Battle Camps, forts and Hadrian's Wall. | Amusing illustrations. Sound information, written for reader as new recruit. |
| Steele, P. (2008) <i>100 Things you should know about Roman Britain</i> , Great Bardfield, Essex: Miles Kelly Publishing. | | Realistic illustrations. Wide-ranging information under 100 points, each section with brief quiz. |
| e.g. Conquest of Britain, roads, towns, temples and shrines, villas, working the land, trade, a new faith. | | |

| Reference | Information | Special features |
|--|---|--|
| Daynes, K. (2006) <i>Romans</i> , London: Usborne. | 50-100 words per page. All text illustrated by sources and lively drawings. | For beginning readers. Website links to Roman games, archaeology, information etc. Usborne.com/quicklinks |
| Marks, A. et al. <i>Romans: Illustrated World History</i> , London: Usbourne | Detailed history of all aspects of Roman Empire, with dates, diagrams, maps | Internet links throughout. |
| Hawes, A. (2009) <i>What the Romans did for us</i> , London: A and C Black | Language, food, roads, baths, toilets, homes | For below average readers. |
| Lawrence C. and Davidson, A. (2007) <i>The Slave Girl from Jerusalem</i> (Roman Mysteries series). | Set in Ostia, Rome, Bay of Naples, Greece and Africa. Mini- cliff-hangers set in real places and some real people, created within the Roman legal system. | Caroline Lawrence, author of 17 books in this series, awarded Classics Association prize (2009) for ' a significant contribution to the public understanding of classics'. |
| Deary, T. (2014) <i>Rotten Romans</i> , London: Scholastic. (Horrible Histories Series) | These books give key information, question sources, recognize what is unknown. | Comic style illustration, jokes, extremely popular series, which children buy and read for pleasure. |

This table shows a small sample of the many books published for primary school children on the Romans, a study unit in the National Curriculum. The sample shows that books are published covering similar content but at different levels, enabling children to engage with the subject at their own level. They are all based on accurate knowledge and most include sources, as evidence for the text. There is a wide range of styles, appealing to children's individual taste. They are reasonably priced and bought by children to read home as well as to use in school, so breaking down the home/school barrier. Many are available on Kindle. Some have extensive links to

websites which offer, for example, archaeological and other further information and activities related to finding out more about the Romans. There are different approaches to learning about the Romans, ranging from a popular series of historical mysteries, written by an expert in the classics, and based on real places and including references to some real people to a book on the Roman army, as seen from the perspective of a young reader who is thinking of joining up. Some books give detailed information books on all key aspects of Roman life, some focus on family and domestic life which are related to children's own lives. The popular *Horrible Histories Series*, contains much accurate information with references to sources, raises questions and recognizes uncertainty and different perspectives, but is so funny that children compete to read these books during a wet break time!

How might a teacher use this collection of books to support teaching the National Curriculum?

There are as many ways of answering this question as there are teachers. However, here are some ideas, listed under the key themes of historical enquiry through which children are expected to engage with content knowledge about the 'The Roman Empire and its Impact on Britain'. In planning a study unit the three enquiry processes are all related to a key enquiry question, for example, what was daily life like when Britain was part of the Roman Empire? At Key Stage 2, in finding out, children should: develop a chronologically secure knowledge and understanding of British, local and World history...establishing clear narratives, noting connections, contrasts and trends over time and developing appropriate use of historical terms. They should develop historically valid questions about change, cause, similarity and difference and significance. They should conduct informed responses that involve thoughtful selection and organization of relevant historical information, understand how our knowledge is constructed from a range of sources and why different versions of the past might exist.

But good practice also involves, for example, visits to local sites or to a museum, for example a class in the South of England might visit Lullingstone Roman Villa and Butser Iron Age Farm, an accurate reconstruction of an Iron Age village. Teachers use books in school to supplement such visits, through whole class, paired, group and individual activities.

These books might be used to support meet the statutory requirements of the study unit,

Suggestions for using this selection of books to explore the question, 'What was the impact of the Roman Empire on Britain?'

-Chronology

Use books to see what you can find out about the Roman Empire (including size, time, duration, dates). Find out time span between Roman conquest of Britain and withdrawal of Roman troops. Share information as whole class. Find out key dates and events during the Roman occupation of Britain.

1(i) Whole class activity (i): six pupils wear paper tabards labelled: 1st century BCE, 1st century CE, 2nd century CE, 3rd century CE, 4th century CE, 5th century CE and stand in sequence. Discuss: how many centuries between the end of the 5th century BC and today, how long Britain was part of the Roman Empire etc. Identify key events during the Roman occupation of Britain

1(ii) Card sorting activity: sort cards describing Roman and Celtic life and give reasons for similarities and differences.

-Interpretation

What did you find out, from reading the Roman Mystery books, about the Roman Empire? Use what you have found out about the Empire to write your own Roman Mystery, based on what you know.

-Causes/effects/ significance. Use books to find out why the Romans conquered Britain and the changes they made in Britain. Whole class share ideas and make notes. Discuss what you think was the Romans' most significant contribution and why. Make notes.

-Secondary and primary sources

After reading the Roman Soldier's Handbook, write either an application to join the Roman Army or a script of an interview, using this evidence.

Make a plan of either Lullingstone Roman Villa or Butser Iron Age Village. Use books to find out the furniture and artefacts which your site might have contained; draw them on your plan. Describe with drawings and captions.

Use books to describe, under headings, what daily life might have been like in Lullingstone Roman Villa and in Butser Iron Age Village.

-Interpretation.

Write a story board for a television programme, or magazine article about the impact of the Roman Empire on Britain.

Extracts from a student teachers' plans

Carol Mergatroyd is a trainee primary school teacher. Table 2 shows her medium term plans for a topic she taught to a class of 8- 9 year olds on 'The Vikings' during a second year teaching placement. This is her history plan for ten lessons, from which she would write detailed lesson plans. The table shows: the learning objectives for each lesson, the key questions the children would address in order to respond to these questions, the activities they would undertake in order to do so and the resources they would use. Carol's plan shows how the children were involved, at the beginning, in helping to plan the questions they would like to investigate, how they worked as a whole class, individually and groups, and how they used reference books, the internet, artefacts and also talked to visitor (her university history tutor) in role as Thor! Their research involved the processes of historical enquiry: finding information from secondary sources, making inferences and hypotheses about artefacts, trying to imagine the thoughts, feelings and motives of people in the past, based on evidence, and constructing accounts of their findings in different genres.

Table 2: A synopsis of a student teacher's medium term plan on The Vikings, for a class of 8-9 year olds.

| Lesson | Learning Objectives | Key Questions | Activities to investigate the questions | Resources |
|--------|---|---|---|--------------------------|
| 1 | To plan what you would like to learn about during our new topic | 1. What do you already know about the Vikings? 2. Have you ever heard of the Vikings? 3. Is there anything you would like to find out more about? | Write the answers to these questions in your Learning Journal | Pupil's Learning Journal |
| 2 | To learn about who the Vikings were and where they came from. | What did you find out in your Learning Journal task? Who were the Vikings? What do you think their homelands are like? Why do you think Vikings invaded other countries? | Use a globe to identify the following countries and make a key using a different colour for each: Denmark, Norway, Sweden, Britain. Use a red pencil to draw arrows showing the journeys of the Vikings. Explore land of the Vikings by looking at tourist information website, e.g. http://www.norway.org.uk/ | Globes, atlas, internet |

| Lesson | Learning Objectives | Key Questions | Activities to investigate the questions | Resources |
|--------|---|--|---|---|
| 3 | To explain terms 'invade' and 'settle'. To understand timeline where Viking period comes in relation to what else children know about English history. | When was the Viking period? Why did you group the concept cards relating to 'invade' and 'settle' as you did? | In groups construct time lines showing key events in British history; label and illustrate it. Find dictionary definitions of 'invade' and 'settle'; sort cards related to concepts 'invade' and 'settle'. | Sugar paper, pens. Cards showing words related to concepts of invasion and settlement, (e.g. stay, arrive, conquer, visit, remain, land) |
| 4, 5 | Whole day 'Viking workshop'; rotating groups: Myths and legends, food and drink, music and song, weapons and warfare. | What do we know about Viking life? | Write a recount of what you found out at the workshops' include lots of facts and a range of new vocabulary you learned. | Reference books relevant to workshop enquiries. |

| Lesson | Learning Objectives | Key Questions | Activities to investigate the questions | Resources |
|--------|--|---|--|---|
| 6,7 | To understand that by looking at artefacts closely, we can begin to imagine what life was like for other people in the past. | What do you think this object is? What do you think it was used for? Why? Who do you think used it? What prior knowledge did you use? | In rotating groups, find an object in the sand tray using tweezers; dust it, draw it, write answers to questions on record sheet. Decide on some questions about Viking weapons to as 'Thor' (history tutor) when he visits | Replica artefacts (bone comb, bowl, brooches, cup, Thor's hammer pendant) sand tray, tweezers, brushes. |
| 8 | To use ICT to research Viking weapons | What more can you find out about Viking weapons? Why did they need weapons? | In groups of 3 use Google to find out more about Viking weapons. Select important information. Use Text-ease to write a poster explaining Viking weapons, with illustrations. | 1 computer for each group of 3 children. Text0ease app. |
| 9 | To know the parts of a longboat. | What are the parts of a longboat called? | Draw a longboat and label parts. (Differentiation: Harry to also write explanation of parts. Beth to stick labels on a print of a longboat.) | Reference books with information on Viking boats. |
| 10 | To imagine what a voyage on a longboat might have been like. | If you were on a longboat what might you feel, see, do? | Brainstorm possible thoughts and feelings. Look at: http://www.bbc.co.uk/learningzone/clips/viking-longships/463.html Write a diary entry. | internet |

Conclusion

The aims, in planning a history study unit in this way, for developing pupils' knowledge, thinking and understanding, rather using a textbook have been discussed. To conclude it may be interesting to consider the skills the teacher needs in order to teach young children in this way.

First, I suggest, is the capacity to create a classroom ethos of relaxed, mutual respect between teacher and learners, so that children feel confident in explaining their points of view, maybe first in pairs, then groups, and so to the whole class. This requires teachers – and pupils - firstly, to value responses which may not be correct, and by questioning and cueing, to take children’s thinking further. Secondly, it requires detailed planning from the teacher, in which each lesson follows from previous learning, but also flexibility, so that if all, or some children did not achieve the learning objectives of the previous lesson, the teacher modifies plans, so that learning objectives for the previous lesson are revisited, in a different way for some, or for all pupils. Teachers, in any case, need to differentiate their plans so that children of different learning abilities are able to succeed at the tasks they are set. Thirdly, teachers need to be skilled at classroom organization, knowing when and why to organize children in mixed ability and in ability groups, how to create pairs and groups who will work effectively together. Fourthly, teachers need to plan learning around questions to investigate and to understand how investigations may be carried out. Finally I suggest that teachers, while they need essential understanding of what is to be taught and learned, should model the process of enquiry by engaging with their pupils in genuine enquiries.

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