

プロジェクト報告

What does it mean to study the past for different UK nations? Comparative analysis of history curriculum in England and Scotland using semantic analysis

E. Zaitseva
Liverpool John Moores University, UK

Abstract

In the current climate of tensions between globalisation and strengthening of national consciousness importance of historical narratives that are passed on to younger generations cannot be underestimated. The paper explores place of history as a subject in school curriculum of the two UK nations. Key documents outlining curriculum experiences and learning outcomes in the National Curriculum of England and Curriculum for Excellence in Scotland are compared using semantic analysis software Leximancer. Automated semantic analysis allows to visualise similarities and differences between two sets of documents, and to explore key messages conveyed by creators of the curriculums. The discussion is focused on implications of both approaches for the future of history as a subject.

The school curriculum goes to the heart of our conception of ourselves as a civil society. We define the values and the aspirations we hold, collectively, through our choices of what to teach our children. This is why debates about the curriculum are always impassioned, always heated and always difficult...

(Martin Johnson, Subject to change: new thinking on the curriculum)

Two nations – two different educational traditions

Educational traditions of the two UK nations, Scotland and England, are different. The qualification system, curriculum structure and examination system represent some of the differences. Scottish system is characterised by a wider range of mandatory subjects at secondary level and a greater breadth of learning guided by a framework of curriculum guidance. English approach aims at providing a more, structured and prescribed curriculum, a smaller range of subjects and early specialism.

In English system there are well defined formal assessments at 7, 11, 14 and 16, while Scottish arrangements for assessment provide much more scope to teacher involvement until the stage of public examinations around S3 –S4 levels¹⁾ (Raffe et al, 1999).

The differences are rooted deeply in the historical past. Scottish education is regarded as ‘a powerful embodiment of cultural values that have developed over many centuries’ (Humes, 2015, p.133). It had been widely asserted in Scottish historical narratives that ‘there were three key pillars of Scottish society which retained a strong degree of independence and related to a strongly differentiated national identity since 1707: church, the law and education’ (Brisard et al, 2003, p. 6). As Smith (2016) pointed out, education system in Scotland has always been underpinned by values which contrast with England: prioritising breadth rather than depth and inclusivity over elitism. English education is often described as being child-centred and individualistic, where content of education should be selected in the light of individual differences (Pepin, 1998).

Even before the devolution of powers from the Westminster to the Scottish Parliament that took place after the 1997 referendum, Scotland wasn’t a straightforward adopter of the central initiatives. They were rather reactive in their response whether to delay, accept, adapt or reject initiatives originating in

1) S3 is the third year of schooling in Scottish secondary schools, and is roughly equivalent to Year 10 in England. Most pupils are 14 or 15 years old at the end of S3. At the end of S4 most pupils are 15 or 16 years old.

Westminster, and more interested in pursuing domestic agendas (Brisard et al, 2003). Following devolution, the Scottish Executive has got the full political responsibility for education.

From 1986 onwards the Whitehall Government gave a rapidly increasing number of powers to the Secretary of State for Education, who is the main driving force behind all major changes in compulsory education (Tomlinson, 2001).

Place of history in the National Curriculum of England and the Curriculum for Excellence in Scotland

Curriculum reforms in both countries were initiated as a result of falling standards and perceived failure of educational system to prepare pupils for the real world. Debates around new National Curriculum in England took place in 2010-2014. After a series of consultations between 2011 and 2013, the new curriculum teaching started in September 2014. Distinctive features of the new curriculum include enhanced coverage of topics in mathematics and English on primary level, and more rigorous GCSE and A-Levels curriculum and examination, with English, mathematics and sciences being the main focus of the reforms (Department for Education, 2013).

A revised programme of study for history was also part of the new National Curriculum. It increased coverage of the world history, while requiring all children to be taught the essential narrative of their country's past. Teachers were given a greater level of flexibility over lesson structure. The main emphasis of the new curriculum was put on chronology, so that children could understand how key events and people link to and follow one another and how they sit in the context of Britain's history (Zaitseva, 2015, p.64).

The new curriculum was supported by many eminent UK historians, including David Starkey and Niall Ferguson, but also criticised for overwhelming quantity of the material, high level of detail and heavy focus on British history which fails to demonstrate interconnectedness of civilisations and nations (Burns, 2014).

Scotland's new Curriculum for Excellence was formally implemented in the 2010-2011 academic year, following an extended period of reflection since its first inception in 2004 (Priestley & Minty, 2013). Transition from old 5-14 Curriculum to the new Curriculum for Excellence was seen as an opportunity to include a coherent sense of national story and national identity (Wood, 1998). Although it was written by a

coalition of Labour and Liberal Democrats, new curriculum was enthusiastically adopted by the Scottish National Party without alternations.

The curriculum philosophy was based around constructivism, aiming to develop four capacities in young people - confident individuals, successful learners, responsible citizens and effective contributors (Priestley & Minty, 2013, p.39). Interdisciplinary learning, designed to providing a wider, more flexible range of subjects and courses for children and young people aged three to 18, and encouraged the integration of knowledge, skills and understanding across different areas of the curriculum, was at the heart of the reform (Humes, 2013).

A selection of topics are undertaken each year and school and teachers have responsibility for all the subjects being represented in a balanced way over the seven Primary years. The Curriculum for Excellence outcomes were more loosely framed than previously, being less specific and less prescriptive in content²⁾ (Priestly & Minty, 2013).

In the Curriculum for Excellence history is taught as part of a subject called Social Studies (it also includes Geography, Science, Health, Technology and Information Technology). This was based on a belief that 'through Social Studies, children and young people develop their understanding of the world by learning about other people and their values, in different times, places and circumstances; they also develop their understanding of their environment and of how it has been shaped.' (Education Scotland, 2018)

The new approach attracted a whole range of opinions – from a cautious optimism to fierce criticism of the historians and teachers themselves (Priestley & Humes, 2010; Priestly, 2018; Smith, 2016, Paterson, 2018). Some secondary teachers were viewing Curriculum for Excellence as a possible threat to their subject, and resenting emergent practices of inter-disciplinary learning. Smith (2016) called new curriculum much less critical and much less historical.

The aim of this research is to 'visualise' and explore landscapes of the two curriculums in order to identify similarities and differences, and to see how history,

2) Curriculum for Excellence covers all stages mainly until S3 (up to 14 y.o). For S4 onwards, although technically still part of the Curriculum for Excellence, the subjects are more governed by the requirements of Scottish Qualifications Authority.

as a subject, is depicted in both curriculum narratives.

Computer-aided data analysis

Use of computer-aided tools for assisting with text analysis in social sciences and humanities has been advocated by many authors (Grimmer & Stewart, 2013). Not only these instruments allow to conduct analysis in a time-efficient and consistent manner (especially when analysing large volumes of data), they help researchers to discover new categories, to explore quantities of the terminology used, to find patterns and connections within the data and therefore helping with gaining a new perspective on the data source being researched (Stewart & Chacraborty, 2010; Scott & Smith, 2005).

The system which is particularly popular with researchers in humanities and social sciences is text-mining software Leximancer, developed at the University of Queensland (Smith & Humphreys, 2006; Cretchley et al, 2010). Leximancer, a tool for visualising conceptual and thematic structure of a text, has been used in comparative analysis of social media sources (Luck & Ginanti, 2013), in archival research (Smith, 2006), for exploration of professional identity of new teachers (Leonard and Roberst, 2014), in evaluation of an undergraduate university curriculum (Noble et al, 2011) and for understanding of students feedback (Zaitseva et al, 2013), to name just a few areas of its application.

The software is particularly helpful when analysing text with a short paragraph structure (such as survey responses, guidelines, policies), allowing researchers 'viewing bodies of data in graphical format ... and navigating through the records whilst mining the text for deeper contextual associations' (Stewart & Chakraborty, 2010, p.).

The software automatically identifies concepts and connections between them by data mining the text and visually represents the findings as a concept map (Smith & Humphreys, 2006). Based on an assumption that a concept is characterised by words that tend to appear in conjunction with it, the software measures how relevant one word is to a set of other words. Only words that passed a certain 'relevance weight threshold', established by the software, would form concepts, although this parameter could be manually adjusted. One of the advantages of this form of analysis is that it is

highly inclusive and objective as every sentence contributes to overall understanding. 'The concept map that emerges from this analysis ... is in essence a text-driven, not researcher-driven representation' (Dodgson et al., 2008).

Leximancer uses a clustering algorithm to allow easy visualisation of the emergent themes (clusters of connected concepts) among the conceptual relationships. This is done automatically by the software; a dynamic scroll bar interface allows researcher to see the themes with the highest level of connectivity (by setting the scroll bar at 100% resolution) or to explore smaller concept clusters by reducing the percentage.

An attractive feature for researchers is that the tool does not only determine the key concepts, themes and associated sentiments, but also provides critical information about the proximity of concepts and their location. This is especially useful for longitudinal and comparative analysis where differences in the texts could be identified from the positioning of concepts on the map.

As stated by Jackson and Trochim (2002), qualitative data pose an interesting obstacle to validity: if researchers know nothing about the subject, they cannot capture meaning effectively and, conversely, knowing a lot about the subject could bring biases to the research. 'Concept mapping helps to ease this tension somewhat by combining statistical analysis and human judgment' (Jackson & Trochim, 2002, p. 329).

There are limitations to what the software analysis can achieve. Complexity of language implies that automated content analysis methods will never replace careful and close reading of the text, but computer assisted methods are best thought of as amplifying and augmenting careful reading and thoughtful analysis (Grimmer and Stewart, 2013, p. 2)

Aims of the research and methodology of the analysis

The aim of this research is to explore how history, historical knowledge and national identity are represented in school curriculums in England and Scotland. This is done through visualising and exploring landscapes of the two curriculums, guided by outcomes of the computer-aided semantic analysis.

The following key documents outlining curriculum experiences and learning

outcomes of the National Curriculum of England for history were combined into one file for analysis:

- History programmes of study: key stages 1 and 2³⁾ (Department for Education, 2013 (a))
- History programmes of study: key stage 3 (Department for Education, 2013 (b)), and
- Progression in history under the 2014 National Curriculum: A guide for schools (Byrom, 2013).

Two documents describing Social Studies experiences, outcomes and benchmarks in the Curriculum for Excellence in Scotland were also collated into one document:

- Curriculum for Excellence: Experiences and Outcomes (Social Studies) (Education Scotland, 2017 (a))
- Benchmarks Social Studies (Education Scotland, 2017 (b))

This analysis doesn't attempt to look at progression through different levels of study, neither does it separate curriculum experiences and benchmarks as language used is often similar in both sections (terminology is mirrored). We also understand that we are not comparing 'like to like' as Scottish Social Studies curriculum is more broad than English National Curriculum for history, but we believe that key messages and patterns still could be identified.

The files were uploaded onto the Leximancer software and processed using standard (default) settings. No dictionary modifications (e.g. combining singular and plural form of the same word or merging identical words in capitalised or non-capitalised form) were undertaken, as our search experience demonstrated that these subtle difference could provide additional insights into the meaning behind each concept (Zaitseva et al, 2013). Sentiment analysis wasn't activated due to not being relevant to this particular research task.

Outcomes of the automated analysis consisted of an interactive⁴⁾ concept map (see Figure 2 as an example), interactive concept relevance table (e.g. Table 1) and

3) 'Key stages' of the National Curriculum break down as follows: Key Stage 1: 5 to 7 years old, key Stage 2: 7 to 11 years old, Key Stage 3: 11-14 years old.

4) Interactive means that by clicking on a concept, researcher could explore its meaning by accessing all instances (sentences and phrases) that contributed to creation of the concept. The same principle applies to the relevance tables.

theme relevance table (e.g. Table 2). Although the mapping process is completed automatically, making sense of the map and establishing meaning behind each concept is researcher's task.

After initial exploration of the concept maps (examining the most relevant concepts and associated quotes), we focused our analysis on the concept clusters (themes) at 50% view, considering key concepts and their linkages within each theme. 50% resolution, from our experience, represents the most convenient level of connectivity for interpretation. We purposefully looked for terminology related to the historical knowledge, specifically subject content (people, events, chronology) and also historical concepts and skills that pupils are supposed to develop as part of the curriculum.

The concept maps generated were then compared to determine the key differences in the curriculum narratives. In reading the concept map the following principles were taken into account:

- The size of the concept point denotes relevance through its frequency and connectedness with other concepts (the bigger, the more relevant).
- Concepts that appear together frequently in the text settle close together on the map. Concepts with a direct link are most likely to be mentioned together as a set phrase or expression; those without a direct link, but situated in a close proximity, are likely to be mentioned together in a unit of analysis (for example, in the same section or paragraph of the document).
- Thematic circles aid interpretation by grouping the clusters of connected concepts. Concepts located in overlapping areas of the thematic circles, belong to both/all themes.
- Concepts are differentiated as name-like and word-like. Name-like concepts are identified by upper case (could be a 'proper' noun or just a frequently repeated regular word). In the analysis, name-like concepts are not treated very differently from word-like concepts (Leximancer Guide).

To separate concepts from the regular words in the text of this article, concepts are accentuated in italic font.

History in the National Curriculum of England: findings

Thirty three concepts were generated from the combined documents, two of them were name-like concepts (*Britain and British*) (Table 1). The most relevant (frequently mentioned and well connected) concepts with relevance of 45% and more) were *historical, history, knowledge, past, events* and *understanding*.








100% thematic view shows that *historical* and *depth* are the themes with highest level of connectivity and semantic relevance (Figure 1).

The concept map with 50% thematic resolution (Table 2, Figure 1) revealed that the most relevant themes were *historical, history, aspects, including, study, people* and *Britain*.

Table 1 NCFE: Concept relevance table

Ranked Concepts		Export ▾	
Name-Like	Count	Relevance	
<i>British</i>	17	28%	
<i>Britain</i>	16	27%	
Word-Like	Count	Relevance	
historical	60	100%	
history	58	97%	
knowledge	36	60%	
past	29	48%	
events	29	48%	
understanding	28	47%	
study	27	45%	
terms	25	42%	
different	24	40%	
people	24	40%	
world	23	38%	
time	22	37%	
pupils	22	37%	
concepts	20	33%	
aspects	19	32%	
significant	18	30%	
used	18	30%	
including	18	30%	
connections	17	28%	
periods	16	27%	
questions	16	27%	
key	16	27%	
historically	15	25%	
contrasts	14	23%	
learning	14	23%	
understand	12	20%	
change	12	20%	
present	12	20%	
constructed	11	18%	
depth	10	17%	
relevant	8	13%	

Table 2 NCfE: Theme relevance table (50% view)

Theme	Connectivity	Relevance
<u>historical</u>	100%	
<u>history</u>	72%	
<u>aspects</u>	15%	
<u>including</u>	14%	
<u>study</u>	13%	
<u>people</u>	09%	
<u>Britain</u>	02%	

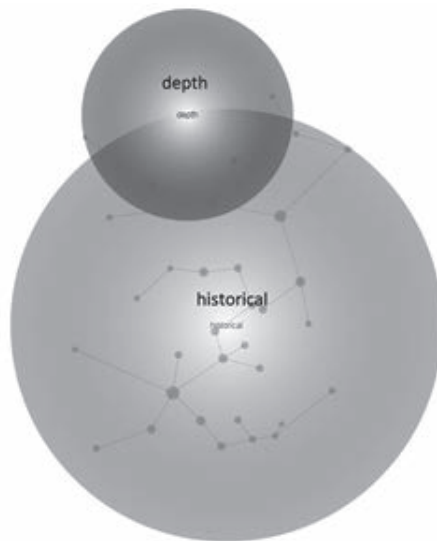


Figure 1 NCfE: Thematic map (100% view)

events (people), past and terms (periods).

Understanding and mastering historical concepts and their instrumental role in learning history is written large in the National Curriculum, with complexity and degree of concept abstraction increasing on higher levels of study:

... ensure that all pupils ... understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse...

deeper understanding of more complex issues and of abstract ideas, closer integration of history's key concepts...

Use historical terms and concepts in increasingly sophisticated ways...

Historical *terms*, relevant to different periods/time, are closely positioned to the *concepts*:

... deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' ...

The subtleties of using appropriate historical terms and how they may or may not be applied in any period...

They should use a wide vocabulary of everyday historical terms...

Knowledge of historical *events* and *people* (a separate, smaller theme closely positioned to *historical*) were also frequently mentioned in the text:

Such abstract ideas (e.g. concepts) can only be learned through studying actual historical people, events and developments.

They should know where the people and events they study fit within a chronological framework...

Pupils should identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time.

Narrative around *questions* (linked to *used* and *constructed*) is a prominent part of the theme, indicating importance of developing historical curiosity in pupils. This method of enquiry and communication is also progressing from level to level:

Be curious about people and show interest in stories', while on upper levels ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement...

[Pupils] should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance...

History

History is the second relevant theme (98% relevance), covering a wider area on the concept map that is connected to *knowledge*, *world* and *study* (latter belongs to a separate concept cluster). The narrative surrounding this concept includes purpose of studying history and growing historical 'chronologically secure knowledge' (Department of Education, (a)):

... high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world...

One particularly important aspect of longer-term learning concerns the pupils' chronological knowledge, both in terms of sequencing periods of history and of having a clear sense of characteristic features of those periods.

Knowledge (connected to *learning*) covers both knowledge as a generic term and knowledge of specific periods, people and events that pupils are expected to master:

Knowledge /understanding of British history Changes in Britain from the Stone Age to the Iron Age; The Roman Empire and its impact on Britain Britain's settlement by Anglo-Saxons and Scots; Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor...

This "Now knowledge" will relate to the particular period and issue being studied while reinforcing knowledge from earlier work as appropriate to strengthen "hereafter knowledge".

Explain own knowledge and understanding, and asks appropriate questions

...

Connections and *contrasts* are two other centrally-positioned concepts situated between *knowledge* and *time*. These are essential elements of historical enquiry skills that pupils are supposed to develop:

Understand connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales...

[give an example of] a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

Pupils should identify significant events, make connections, draw contrasts,

and analyse trends within periods and over long arcs of time.

With the new curriculum covering a broader range of historical topics and events, the concept *significant* is an indicator of the content that is expected to be learned as part of both British and the world history:

... significant turning point in British history, for example, the first railways or the Battle of Britain...

... study in depth into a significant turning point, for example, the Neolithic Revolution...

[include] ... at least one study of a significant society or issue in world history and its interconnections with other world developments [for example, Mughal India 1526-1857; China's Qing dynasty 1644-1911; Changing Russian empires c.1800-1989; USA in the 20th century]

[include] ... the lives of significant individuals in the past who have contributed to national and international achievements...

Understanding (linked to *significant*) is related to both factual knowledge and ability to understand abstract historical concepts, sources and narratives:

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past.

... deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'

Understand that different versions of the past may exist, giving some reasons for this...

Britain

Quotes behind concept *Britain* (connected to *history* through *world*) demonstrate that British history is the cornerstone of the curriculum and shapes the narratives around national identity:

... understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world

Describe social, cultural, religious and ethnic diversity in Britain...

Enlightenment in Europe and Britain, with links back to 17th-century

thinkers and scientists and the founding of the Royal Society...

Study

Study, a central concept of the same theme, is connected to British and depth. It suggests topic(s) that require special attention and should be covered in more depth:

... development of the British Empire with a depth study (for example, of India)

... study of an aspect of social history, such as the impact through time of the migration of people to, from and within the British Isles...

... first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China

Including and aspects

Including and *aspects* are indicative of areas/topics that are advised to be included/covered in the subject delivery:

Elizabethan religious settlement and conflict with Catholics (including Scotland, Spain and Ireland)

... frame historically valid questions and create their own structured accounts, including written narratives and analyses

... understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.

In summary, English curriculum gives history a robust disciplinary framework with a good range of knowledge, concepts and processes that have to be mastered by pupils. *Historical* and *history* are highly relevant concepts and themes, embracing key terms and concepts such as chronological understanding; change and continuity, historical significance, historical enquiry and questioning. The need of in-depth study of British history alongside the world history is clearly articulated as an essential vehicle in the development of British identity. Knowledge of local history is less pronounced in the curriculum narrative though, and not reflected on the concept map.

Including and *aspects*, as benchmark related concepts, are indicative of a detailed, comprehensive and encompassing nature of learning outcomes. Studying history *in*

depth is a theme that have a highest level of connectivity.

History in the Scottish Curriculum for Excellence (Social Studies) : findings

Thirty five concepts were generated from analysis of the Scottish curriculum for Social Studies; two of them were name-like concepts (*Scotland* and *Describes*) (Table 1). The most relevant concepts with relevance of 45% and more were *least* (*at least*) (100% relevance), *impact*, *past*, *different* and *people*.

100% thematic view shows that impact and least were the themes with highest level of connectivity and semantic relevance (Figure 1).

The concept map with 50% thematic resolution (Table 2, Figure 1) revealed that the most relevant themes were *impact*, *different*, *local*, *least*, *example*, *learning*, *informed* and *weather*.

The concept map generated didn't contain *history* as a separate concept as there were only two explicit references to history in the original document. *Historical*, despite more frequent mentions, also didn't pass the relevance threshold to form a unique concept. As the nature of the subject is rather broad, covering a number of disciplines within Social Studies, we specifically looked at the themes and concepts that had a reference to historical knowledge, skills and concepts that pupils are supposed to develop.

Table 3 CfE: Concept relevance table

Ranked Concepts		Export
Name-Like	Count	Relevance
<i>Scotland</i>	20	29%
<i>Describes</i>	18	26%
Word-Like	Count	Relevance
least	68	100%
impact	46	68%
past	40	59%
different	38	56%
people	31	46%
example	30	44%
learning	27	40%
local	26	38%
ways	25	37%
environment	25	37%
society	25	37%
area	24	35%
evidence	23	34%
features	21	31%
level	21	31%
use	20	29%
informed	19	28%
weather	18	26%
information	17	25%
types	17	25%
activity	17	25%
discuss	17	25%
explain	16	24%
world	16	24%
discussion	16	24%
needs	16	24%
assess	15	22%
economic	14	21%
influence	13	19%
present	12	18%
development	12	18%
making	11	16%
responsibilities	10	15%

Table 4 CfE: Theme relevance table (50% view)

Theme	Connectivity	Relevance
impact	100%	
different	60%	
local	33%	
least	15%	
example	06%	
learning	05%	
informed	05%	
weather	02%	

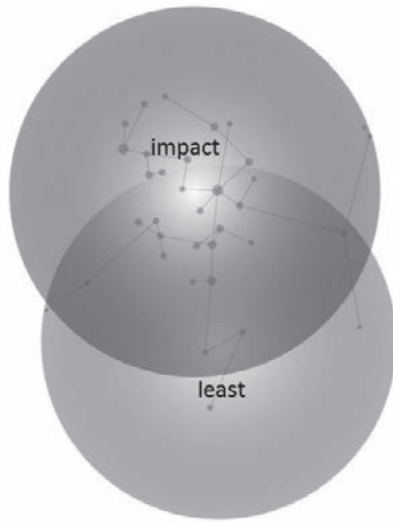


Figure 3 CfE: Thematic map (100% view)

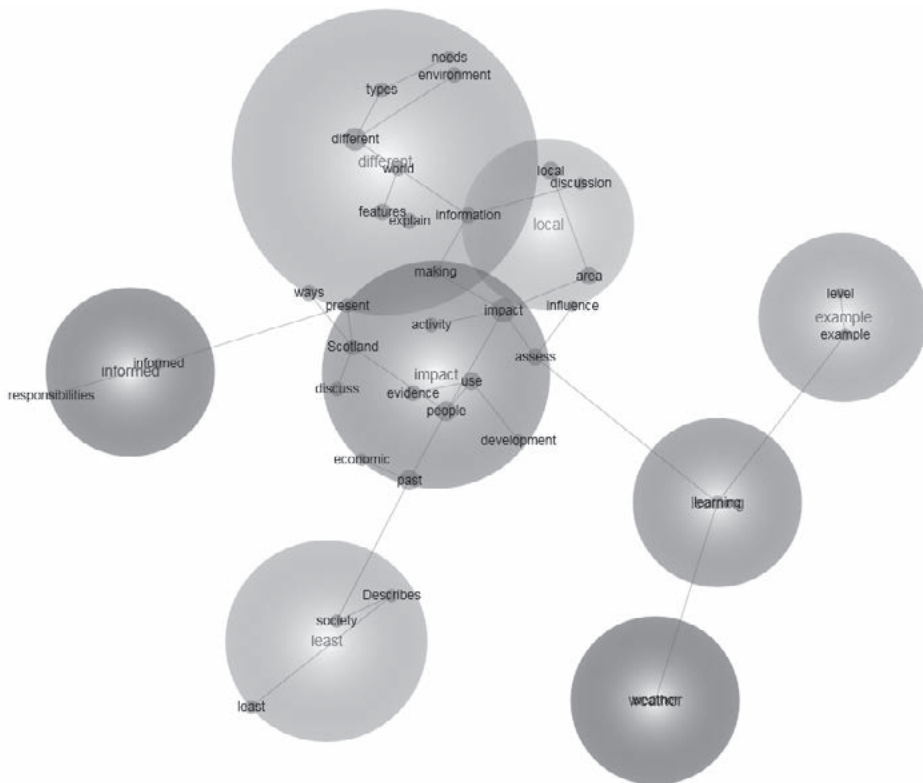


Figure 4 Curriculum for Excellence (Social Studies) : Concept map

Content related words identified from the concept map were: local area; local needs; Scotland ways, society, economic past, people, different world, world features.

Skills and concepts words were: describes, explain, present, assess influence, assess impact, discussion, influence, and use evidence.

Impact

Impact, a densely populated theme, has a highest connectivity and relevance (100%); the concept is directly connected to *activity*, *people*, *area*, *assess* and *making*. The theme also includes a number of potentially relevant concepts that we will explore later in this section: e.g. *past*, *Scotland* and *evidence*.

Impact is a broad concept covering all areas of Social Studies, including environmental impact, impact of natural disasters and climate change, impact of discrimination in society on people's lives. There were a number of references about impact of a major social economic or social change in the past on people's lives, as well as other history related connotations:

Provides at least two valid opinions about the possible motives of those involved in a significant turning point or event in history. Provides a valid opinion of the impact of this significant historical event.

Suggests at least three changes which have taken place in Scotland's industry. Provides at least two positive and negative impacts of one of these changes.

I can explain why a group of people from beyond Scotland settled here in the past and discuss the impact they have had on the life and culture of Scotland.

Analyses the impact on the societies of the meeting of cultures in the past, drawing at least two valid conclusions.

Through researching, I can identify possible causes of a past conflict and report on the impact it has had on the lives of people at that time.

Past

Past has got direct links with *economic*, *people* and *society* and, via *people*, to *Scotland*, suggesting a broad reference to history. Analysis of the quotes demonstrated that the term, although used in relation to past events and historical artefacts, has been mentioned in a generic way, not specifying a particular historical period:

I have investigated a meeting of cultures in the past and can analyse the

impact on the societies involved.

Identifies at least two different types of evidence which can provide information about the past, for example, pictures, family stories, artefacts

I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences.

I can discuss why people and events from a particular time in the past were important, placing them within a historical sequence.

Scotland

Scotland was connected to the main skills related terminology, such as *discuss, present, evidence*, indicating that Scotland's past is articulated in more level of details in relation to skills that pupils are supposed to develop as well as other learning outcomes:

I can interpret historical evidence from a range of periods to help build a picture of Scotland's heritage and my sense of chronology.

I can explain why a group of people from beyond Scotland settled here in the past and discuss the impact they have had on the life and culture of Scotland.

I can explain the similarities and differences between the lifestyles, values and attitudes of people in the past by comparing Scotland with a society in Europe or elsewhere.

Evidence

Evidence is one of the concepts that has got a strong presence throughout the Scottish curriculum and in its parts related to historical knowledge.

I can interpret historical evidence from a range of periods

Uses evidence to form a valid opinion of evaluate conflicting sources of evidence

I am aware that different types of evidence can help me to find out about the past

I understand that evidence varies in the extent to which it can be trusted and can use this in learning about the past.

Uses both primary and secondary sources of evidence in an investigation about the past.

I can interpret historical evidence from a range of periods to help build a picture of Scotland's heritage and my sense of chronology.

Different

Different as a theme has the second highest level of connectivity with immediate connections to *world, environment, types, needs, features, explain, information*. Exploration of the quotes revealed that in addition to benchmarks/ learning outcomes reference (e.g. 'provide different types of evidence'), the word is often used for comparing and contrasting Scotland and other nations:

Identifies at least two different types of evidence which can provide information about the past, for example, pictures, family stories, artefacts.

I have explored how people lived in the past and have used imaginative play to show how their lives were different from my own and people around me

Provides an account with at least two simple explanations as to how and why society has developed in different ways comparing Scotland to another society in Europe or elsewhere

World

World was mentioned predominantly in the context of globalisation, ideologies, geographical world and climate, with only one indirect reference to historical past:

I can describe the main features of conflicting world belief systems in the past and can present informed views on the consequences of such conflict for societies then and since.

Local

Local as a concept was linked to area and through the area to impact with majority of references made about local communities, local attractions, and landscape. Only one explicit reference was related to history:

I can use evidence to recreate the story of a place or individual of local historical interest.

Least

Least, connected to *describes* and *society*, is a frequently mentioned benchmark related concept, quantifying knowledge and understanding: *Identifies at least two...*, *Describes at least three...*, *to measure and record at least two...*

Informed

Informed has been used mainly in the context of pupils demonstrating informed views and opinions and has got a limited history related connotations with informed view being the only one:

... can use my knowledge of a historical period to interpret the evidence and present an informed view...

I can express an informed view about the changing nature of conflict over time, appreciate its impact and empathise with the experiences of those involved.

Exploration of *example* and *learning* showed that both themes had a limited historical discourse.

If we were to briefly summarise the 'landscape' of the Scottish curriculum, we could conclude that it is visibly different from the English one. Neither *history* nor *historical* formed a concept on the map, with generic word *past* being most frequently used when referring to historical settings, events or people from previous historical periods. Interestingly, *weather* was referenced more frequently in the text than any other subject area of the Social Studies curriculum.

Curriculum content is clearly focused on the history of Scotland and it appeared that learning outcomes are also better articulated in this area. Local areas are more visible in the Scottish curriculum narrative than in the English one, although mentioned more in the context of other Social Studies subjects rather than in the historical context.

Vocabulary around historical skills and concepts that pupils are supposed to develop is more passive with *describes*, *explain* and *present* being most frequently used words. *Questioning*, that appeared strong in the English narrative, didn't surface on the Scottish concept map. *Evidence*, on the other hand, is better verbalised in the Scottish curriculum and has got a visible presence throughout parts of the curriculum related to historical knowledge.

Interestingly, the whole narrative around Social Studies, historical knowledge included, is articulated from perspective of *impact*, implying a marked effect, influence or consequences faced. This approach is questionable. 'Valid opinion of the impact' that pupils are encouraged to form or draw requires more clarification.

And finally, benchmarks, where '*at least*' dominates as an indicator of how much school children should know, could be seen as a deficit model approach, indicative of a limited number of knowledge 'units' required to demonstrate the knowledge/be assessed.

Concluding notes

Concept maps allow curriculum narratives to be viewed holistically (Noble et al, 2011) and differences in how history and historical knowledge are seen by creators of the curriculums are clearly emerged from the analysis.

Both curriculums in their own terms encourage pupils to *become aware of how historical accounts are constructed, the evidence upon which they are based, the motivations of those who construct accounts and the validity of those accounts in differing contexts* (National Curriculum Review, 2011, p.1). Both encourage them to *make judgements and defend those judgements with evidence* (ibid). The difference is that history of Scotland is the main 'playfield' in the Curriculum for Excellence, while English curriculum puts British history at the core.

The visible difference also lies in relation to the attitude to history as a discipline. English National Curriculum puts some efforts to preserve the subject, as conceptual relevance of historical terms, concepts and events is relatively high in the curriculum narrative. Curriculum is rich in substantive factual knowledge and chronological understanding, so even from a 'bird view' of a concept map it looks coherent and balanced. Examples of the content, although marked as 'non-statutory', are well structured and might be of help to new as well as more experience teachers.

Emphasis on depth of knowledge, especially in relation to British history is reflected in the thematic map with the highest (100%) level of relevance. World history is also visibly present and linked to British history.

The critical voices about National Curriculum being overloaded, that could lead to 'either topics remain uncovered or teacher will be skimming the surface, leaving pupils with little remembered useful knowledge of Britain and very little affection for the subject of history' (Burns, 2013), might be worthwhile to listen to. 2017 A-level results demonstrated that that while more students chose Politics (entries surge by 12.8 per cent), History saw an 8.1 per cent fall in entries at A-level this year (TES).

But the main weakness of the National Curriculum for history is that efforts to secure a prominent status for history have not been successful. As history is not compulsory post 14, teachers are forced to teach what students will choose to opt for, and do not have the kind of control of the curriculum many commentators imagine

they have (Fisher, 2004). Making history compulsory throughout secondary education will help to attract the most able students and hence practitioners, and the discipline avoiding inevitably decline.

Our analysis demonstrated that history in Scottish curriculum is diluted so much that it's almost undetectable. As Priestly rightly mentioned, new curriculum 'observed progressive reduction, narrowing of linguistic frames and selective use of value-frameworks' (Priesly, 2018). Smith (2016) also believes that characterisation of history as a 'social subject' in the Curriculum for Excellence might lead children to a distorted understanding of the past. The challenge of working with the curriculum lies with classroom teachers who must reconcile the competing aims of inducting children to Scottish society and teaching children something of the discipline of history.

Scottish identity and national heritage emerge strongly in the curriculum narrative, while British identity is virtually absent (there were more references to being a European citizen). Curriculum for Excellence aims to give learners a 'holistic understanding' of what it means to be a young Scot growing up in today's world, the only concern is that Scottish pupils as a result of this curriculum are more likely embrace the myth rather than question or developing informed and responsible scepticism (Slater, 1989).

While English curriculum is more likely to reference global influence, Scottish curriculum reference Europe in order to project a new positioning of Scotland in closer alignment with Europe – something that Grek & Ozqa (2010) also observed in their study.

Integrity of history as a discipline was clearly neglected in Scotland. Interestingly, most private schools in Scotland are ignoring reforms introduced in the state sector and continue teaching history in a traditional, discipline based way (Denholm, 2016).

Young and Muller (2010) pointed to dangers inherent in a weakening of traditional subject boundaries: an erosion of the distinction between academic knowledge and everyday knowledge, so that less experienced teachers might 'fall behind without knowing it, or miss out conceptual steps that may be vital later on' (p.23). So did Lindsey Paterson in his latest blog: 'Subject disciplines are not merely arbitrary. They are the refinement of knowledge that has been gradually built up over centuries. ...

If schools stop teaching structured knowledge, then inequality of access to knowledge will widen, because the children of the well-educated and the wealthy will get it in other ways (Paterson, 2018).

Both curriculums are now deeply embedded in the educational landscapes, so we shall wait and see how their respective aims will be achieved and what sort of impact they will make on to the pupils' standards and ability of educational system to prepare them to the real world outside their classrooms.

References:

- Brisard, E., Menter, I. & Smith, I. (2003) Convergence or divergence? Initial teacher education practice in England and Scotland, paper presented at the European Educational Research Conference, Hamburg, Germany, 17–20 September 2003, available online: <http://www.leeds.ac.uk/educol/documents/00003438.doc>
- Busby, E. (2017) A-level results 2017: Politics entries surge by 12.8 per cent, TES, 17 August. Available at: (<https://www.tes.com/news/school-news/breaking-news/a-level-results-2017-politics-entries-surge-128-cent>).
- Burns, J. (2013) 'Draft history curriculum 'list-like and too narrow'', BBC News, 11 April. Available at: <http://www.bbc.co.uk/news/education-22072703>
- Burns, A. (2014) The jewel in the curriculum: teaching the history of the British Empire. *International Journal of Historical*, 12(2), pp. 109–121
- Byrom, J. (2013) Progression in history under the 2014 National Curriculum: A guide for schools, The Historical Association, Available at: https://www.exeter.ac.uk/media/universityofexeter/collegeofsocialsciencesandinternationalstudies/education/pgce/pre-coursedocuments/pre-coursedocuments2018-19/Progression_in_History_under_the_2014_National_Curriculum.pdf
- Cretchley, J., Rooney, D., & Gallois, C. (2010a). Mapping a forty-year history with Leximancer: Themes and concepts in JCCP. *Journal of Cross-Cultural Psychology*, 41(3), pp. 318–328.
- Denholm, A. (2016) Scottish private schools shun 'restrictive' curriculum reforms, The Herald, Available at: http://www.heraldscotland.com/news/14544840.Scottish_private_schools_shun_restrictive_curriculum_reforms/
- Department for Education (2013 (a)). History programmes of study: key stages 1 and 2 National curriculum in England, Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239035/PRIMARY_national_curriculum_-_History.pdf
- Department for Education (2013 (b)). History programmes of study: key stage 3 National curriculum in England, Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239075/SECONDARY_national_curriculum_-_History.pdf
- Department for Education (2013 (c)). Reform of the National Curriculum in England. Available at: <https://ico.org.uk/media/about-the-ico/consultation-responses/2013/2134/consultation-document-reform-of-the-national-curriculum-20130207.pdf>
- Dodgson, M., Middleton, S., Rooney, D. and Cretchley, J. (2008) Content Analysis of Submissions

- by Leximancer [Internet]. Available at: <http://industry.gov.au/innovation/InnovationPolicy/Documents/LeximancerSubmissionAnalysis.pdf>
- Education Scotland (2013) Social Studies 3-18 Impact Report, available online: (<https://education.gov.scot/improvement/documents/socialstudies3to182013update.pdf>)
- Education Scotland (2017 (a)) Curriculum for Excellence: Experiences and Outcomes (Social Studies), Available at: [https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-\(building-from-the-statement-appendix-incl-btc1-5\)/Experiences%20and%20outcomes#all](https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-(building-from-the-statement-appendix-incl-btc1-5)/Experiences%20and%20outcomes#all)
- Education Scotland (2017 (b)) Benchmarks Social Studies, Available at: <https://education.gov.scot/improvement/documents/social%20studiesbenchmarks.pdf>
- Fisher, T. History in Education: An Ongoing Debate, *History Today*, 54 (3), Available at: <https://www.historytoday.com/trevor-fisher/history-education-ongoing-debate>
- Grimmer, J. & Stewart, B. (2013) Text as Data: The Promise and Pitfalls of Automatic Content Analysis Methods for Political Texts, *Political Analysis*, pp. 1-31, Available at: <https://web.stanford.edu/~jgrimmer/tad2.pdf>.
- Grek, S., & Ozga, J. (2010) Governing Education through data: Scotland, England and the European education policy space. *British Educational Research Journal*, 36(6), pp. 937-952.
- Humes, W. (2013) Curriculum for Excellence and Interdisciplinary Learning, *Scottish Educational Review*, 45 (1), 82-93. Available at: <http://www.ser.stir.ac.uk/pdf/358.pdf>
- Humes, W. (2015) 'Scotland: An Overview', in C. Brock, (ed.) (2015) *Education in the United Kingdom*. Bloomsbury, p.133
- Jackson, K. M. and Trochim, W. K. (2002) Concept Mapping as an Alternative Approach for the Analysis of Open-Ended Survey Responses. *Organizational Research Methods*. 5 (4), p. 329.
- Johnson, M. (2007) Subject to change: new thinking on the curriculum, *Association of Teachers and Lecturers*, Available at: <https://www.atl.org.uk/Images/Subject%20to%20change.pdf>
- Leonard, S.N., & Roberts, P. (2014). Performers and postulates: The role of evolving socio-historical contexts in shaping new teacher professional identities. *Critical Studies in Education*, 55(3), 303-318.
- Leximancer Guide, Available at: <https://info.leximancer.com/faq-language-support/>
- Luck, E. & Ginanti, A. (2013) Online Environmental Citizenship: Blogs, Green Marketing and consumer sentiment in the 21st Century, *Electronic Green Journal*, 1 (35) Available at: <https://eprints.qut.edu.au/59968/1/2013002545.pdf>
- Noble, C., O'Brien, M., Coombes, L., Shaw, P. N. & Nissen, L. (2011) Concept Mapping to Evaluate an Undergraduate Pharmacy Curriculum. *American Journal of Pharmaceutical Education*, 75 (3), Article 55. (2011). Available at: <http://www.ajpe.org/doi/abs/10.5688/ajpe75355>
- Paterson, L. (2018) Scotland's Curriculum for Excellence: the betrayal of a whole generation? [Blog] Available at: <http://blogs.lse.ac.uk/politicsandpolicy/curriculum-for-excellence/>
- Pepin, B. (1998) Curriculum, cultural traditions and pedagogy: understanding the work of teachers in England, France and Germany, paper presented at the European Conference for Educational Research, University of Ljubljana, Slovenia, September 17-20, available online: <http://www.leeds.ac.uk/educol/documents/000000872.htm>
- Priestley, M. and Humes, W. (2010) The Development of Scotland's Curriculum for Excellence: amnesia and déjà vu, *Oxford Review of Education*, 36 (3), 345-361.
- Priestley, M. & Minty, S. (2013) Curriculum for Excellence: 'A brilliant idea, but...', *Scottish Educational Review*, 45 (1), pp. 39-52

- Priestly, M. (2018) In Britain's battle over school curriculum, Celtic nations have got it right, *The Conversation*, available online: <https://theconversation.com/in-britains-battle-over-school-curriculum-celtic-nations-have-got-it-right-90277>
- Priestly, M. (2018) The school curriculum in the UK: divergence on the Celtic fringe, January 2018, Available at: <https://mripriestley.wordpress.com/tag/curriculum-for-excellence/>
- Raffe, D., Brannen, K., Croxford, L. & Martin, C. (1999) Comparing England, Scotland, Wales and Northern Ireland: The case for 'home internationals' in comparative research, *Comparative Education*, 35 (1), pp.25-41.
- Scott, N., & Smith, A. E. (2005) Use of automated content analysis techniques for event image assessment. *Tourism Recreation Research*, 30, pp. 87-91.
- Slater, J. (1989) *The Politics of History Teaching a humanity de-humanised?* Institute of Education, University of London.
- Smith, A. E., & Humphreys, M. S. (2006) Evaluation of unsupervised semantic mapping of natural language with Leximancer concept mapping. *Behavioral Research Methods*, 38 (2), pp. 262-279.
- Smith, J. (2016) History and Scotland's Curriculum for Excellence, [Blog], Thursday 18 August 2016, available online: <https://www.bera.ac.uk/blog/history-and-scotlands-curriculum-for-excellence>
- Smith, J. (2016) From Process to Parable: Socialisation and Instrumentality in the Scottish History Curriculum, 1991-2016. British Educational Research Association Annual Conference, 13.9.2016-15.9.2016, University of Leeds. Available at: <http://slideplayer.com/slide/11855023/>
- Stewart, G. & Chakraborty, A. (2010) Strategy Content Analysis for Service Identification: A Case Study on Government Agencies. Presented at the 5th Conference on Qualitative Research in IT, Brisbane, 29-30, Available at: <https://researchonline.jcu.edu.au/25633/1/QUALIT10.pdf>
- TES, Available at: <https://www.tes.com/articles/differences-between-teaching-england-and-scotland>
- The Historical Association (2011) National Curriculum Review (History), April, Available at: <https://www.history.org.uk/files/download/8031/1302796747>
- Tomlinson, S. (2001) *Education in a Post-Welfare Society*, Buckingham: Open University
- Wood, S. & Payne, F. (1999) The Scottish school history curriculum and issues of national identity. *The Curriculum Journal*, 10(1), pp. 107-121
- Young, M. & Muller, J. (2010) Three Educational Scenarios for the Future: lessons from the sociology of knowledge, *European Journal of Education*, 45 (1), 11-27 [Ihttp://www.education.uct.ac.za/sites/default/files/image_tool/images/104/scenarios.pdf](http://www.education.uct.ac.za/sites/default/files/image_tool/images/104/scenarios.pdf)
- Zaitseva, E. (2015) Role of History in School Education and Recent Developments in the National Curriculum in England, *Aoyama Gakuin Journal of International Studies*, Volume 2, p.55-70
- Zaitseva, E., Milsom, C. & Stewart, M. (2013) Connecting the Dots: Using Concept Maps for Interpreting Student Satisfaction, *Quality in Higher Education*, 19, pp. 225-247