

Key debates:

- The importance of disciplinary knowledge in driving curricular development
- The idea of a 'knowledge-rich' curriculum
- Traditional vs progressive?

Who should I follow on Twitter?



There are many fantastic practitioners to follow on Twitter – in lots of cases they will also tweet blog posts to follow up as well. These are just a few of the people whose ideas and practice I have found particularly useful.

Alex Ford - @apf102
Paula Lobo - @PaulaLoboWorth
Claire Holliss - @CityoyenneClaire
Carolyn Massey - @starcross25
Matt Stanford - @stanf80
Louis Everett - @LouisEverett1
Michael Riley - @Michaelshp
Ian Dawson - @BearWithOneEar
Miss Southern History - @MissSouthern23
Richard Kennett - @kenradical
Geraint Brown - @geraintbrown
Dale Banham - @dale_banham
Ali Messer - @freedreed59
Elizabeth Carr - @EG_Carr
Rachel Foster - @rachelfoster08
James Woodcock - @JamesVWoodcock
Catherine Priggs - @CatPriggs



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On The Blogosphere

A wonderful example of teacher practice showing how deep disciplinary knowledge drives curricular thinking can be found in the work of James Carroll. Carroll's work has been particularly influential in terms of encouraging students to engage meaningfully with historians' accounts of the past

<https://jcarrollhistory.com/publications/>

Another wonderful example of history teachers seeking to broaden the curriculum offer can be found in the 'Meanwhile Elsewhere' project. This began on Twitter when Richard Kennett (KS3 Humanities lead at Redland Green School, Bristol), posted a resource he had developed to help year 7 students learn more non-European history. This was picked up by Will Bailey-Watson (Lecturer in Education with History specialism at Reading University) and together, with the input of many History teachers nationally, they created this resource <https://meanwhileelsewhereinhistory.wordpress.com/about/>

Michael Fordham is another one to follow. Formerly a Head of History he is now Subject Lead for History at the Inspiration Trust. He blogs extensively both on History specific matters but also the wider educational philosophies that underpin much current debate.

<https://clioetcetera.com/author/mfordham/>

Christine Counsell, Director of Education at the Inspiration Trust and formerly Senior Lecturer in Education at the University of Cambridge Faculty of Education is a must-follow. The blog below develops further much of her published work referenced elsewhere.

<https://thedignityofthethingblog.wordpress.com/>

What should I read?

A starting point for any teachers interested in the three key debates is the work of E. D. Hirsch. A good place to begin is *Why Knowledge Matters* (Harvard, 2016) in which Hirsch unpicks educational development and practice and suggests that a curriculum driven by knowledge is critical. Hirsch has been incredibly influential on elements of practice in the UK today, particularly among history teachers and ITT providers. From Hirsch's insistence on knowledge-rich curricular a clear case has been made for a system of education where the disciplinary 'what' is privileged over the pedagogic 'how'. Crucially, this curricular theorising is something that practitioners increasingly insist needs to be happening not just at class or department level but also at SLT level. On the application of these ideas a great place to start is *Knowledge and the Future School*, eds Michael Young and David Lambert (Bloomsbury, 2015). Telescoping in even further, with a purely History-based focus *Debates in History Teaching*, ed Ian Davies (Routledge, 2017) has a useful section entitled 'Debating curriculum issues in History'. In this, a variety of teacher educators and classroom practitioners consider curricular challenges ranging from how to develop historical frameworks, to evidential enquiry and the importance of substantive knowledge.

Bound up in these wider debates are also the practice of schools whose approaches have been considered controversial, particularly the Michaela School in Brent. Although much of the controversy surrounding Michaela relates to its behaviour policy its mission and ethos are very much informed by the ideas of Hirsch and the importance of knowledge leading to cultural literacy and thereby being a means of achieving social justice. The Michaela approach is not to all tastes but it has passionate advocates and its own publication *Battle Hymn of the Tiger Teachers*, Katherine Birbalsingh (2016) outlines the philosophy which drives the school. Making sense of the response to Michaela is a good way of getting a handle on the wider 'traditional vs progressive' debate. Another good place to find out more is Tom Sherrington's blog piece here <https://teacherhead.com/2014/03/15/the-progressive-traditional-pedagogy-tree/>