# The role and impact of Knowledge Organisers in the classroom: How can history teachers best make use of Knowledge Organisers at GCSE to facilitate meaningful retrieval practice?

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A Research & Development Project

Submitted for the MSc Learning & Teaching 2020

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**Abstract**

This project explored the usage and impact of Knowledge Organisers (KOs) in the history classroom, to support the retrieval of substantive knowledge for GCSE. The secondary history department in question had concerns that knowledge retrieved in classroom quizzes was not being effectively utilised in an applied exam setting. The study aimed to make retrieval practice using KOs more meaningful for students, in order to support them to use substantive knowledge in an exam setting and to ensure their motivation for the subject was not negatively impacted by the continued focus on substantive knowledge. Participants in the study were a mixed ability Year 10 cohort studying GCSE history, working remotely using a virtual learning platform due to school closures in March 2020. The study used a combination of online survey, task choice and teacher assessment to draw conclusions about student attitudes and preferences towards retrieval and KOs, as well as performance in exam style questions. Results showed that students found the more varied KO retrieval activities engaging and more useful for answering exam-style questions. Overall, this suggests that students would benefit from engaging in retrieval practice, using knowledge organisers, that is more varied than short-answer quizzes. Therefore, the department should instead include retrieval activities that rely not merely on the recalling of factual information, but also provide students with an opportunity to use substantive factual knowledge alongside other historical knowledge, for example to reach judgements about causation or to consider context and period.

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## Introduction

The retention of knowledge has become even more of a pressing issue across subjects since the introduction of the new 9-1 GCSE specification from 2016. Burn, McCrory and Fordham (2013) comment that the new examinations have 'posed new challenges - or reminded [teachers] of old ones' and require teachers to think more carefully about 'strategies for securing more effective retention and recall' (38). This challenge has coincided with an increased interest in cognitive psychology amongst teachers and school leaders (Nilsson, 2013), offering a possible panacea. Books such as 'Why don't students like school?' (Willingham, 2011) and 'make it stick – The Science of Successful Learning' (Brown, Roediger and McDaniel, 2014)' drawing on cognitive science, promote ideas such as retrieval practice and interleaving. Some schools have even gone as far as to have retrieval practice an explicit 10-minute segment of every lesson taught (Jones, 2019). For a number of teachers in the history community, the use of some of the ideas that have emerged from cognitive psychology, like low-stakes quizzing and knowledge organisers (KOs), has been met with some scepticism. An Education Endowment Foundation blog points to a number of key pitfalls in the implementation of retrieval practice effectively in a classroom setting (Coe, 2019). Additionally, in practitioner investigations history teachers have found that low stakes testing was not sufficient to 'secure knowledge and effect 'far transfer' of that knowledge' (Dennis, 2016, 27). Coming to the conclusion that a key issue of the 'one size fits all' approach to cognitive psychology led to the removal of' the complexity inherent in [ideas] and to ignore the rich traditions associated with learning within our subject' (Dennis, 2016, 28.) Furthermore, there is a concern that by placing too much emphasis on the factual elements of history, the "finger-tip knowledge" required to answer exam questions, students are losing sight of history as a discipline, and historical knowledge is being reduced to merely facts (Burn and Todd, 2018).

In my Part 2 project, I explored the perspectives of my own department towards using KOs to facilitate retrieval practice in the form of low-stakes quizzing. The conclusions drawn suggest that although my department was able to see the benefits of KOs for the GCSE level, there were clear concerns about their use by the students with how they were to be designed and also with the impact that they may have in the distortion of history for students (Wilkins, 2019). My desire moving forward was therefore to continue to explore how retrieval practice and KOs can be used by my department to facilitate meaningful retrieval practice, and the extent to which this can be done without students themselves losing sight of history as a discipline.

However, this research became more complicated in late March 2020. With only two days' notice, the government announced the unprecedented closure of all schools in the UK in order to combat the spread of the Covid-19 virus (BBC, 20th March 2020). At the time there was no planned timeline for closure and any contingency work seemed wholly inadequate when faced with the description 'indefinitely'. Schools had limited time to prepare, consequently we prioritised training staff and students to use online platforms, creating a virtual timetable to streamline student work and working out which students would not be able to use the internet as easily as others. At this point KS4 became a sticking point for the history department. Our department debated how to proceed and came to the conclusion that we should use the time to support students as best we could to engage in meaningful retrieval practice virtually and not teach any new content. This had a dual purpose, supporting retention but also to attempt to build up their confidence and engagement with the virtual platform, doing what we could to mitigate the effects that this extended absence could have on their return to school as Year 11 students.

**Aims of the research project**

The school in question is a mixed-sex academy converter school in an outer London borough. It has approximately 900 students on roll and was awarded an Outstanding Ofsted grading in 2018. The school has a slightly above average intake of both SEN and PP students. Overall, the school performs well above average in the measurement of pupil progress and over 65% of students are entered for the EBacc measurement (UK Gov, National Statistics, *Anonymous* 2020). In September 2017 the assistant headteacher in charge of T&L and the schools T&L group (of which I was a member) established a series of CPD sessions focused around memory. These were called 'Mastering Memory Monday' and were held in CPD time on a Monday 3-4pm. These sessions included a number of key ideas that had emerged from cognitive science, including interleaving the curriculum, spaced repetition, low-stakes retrieval quizzes and self-quizzing using KOs. This CPD focus is what encouraged me to examine my department's perspectives on KOs in my Part Two assignment (Wilkins, 2019), which has led to the department since ensuring that KOs were created for each of the GCSE units we teach, to support students with self-quizzing, to support us with in class retrieval practice and to make key knowledge for the GCSE units explicitly clear to the students (Kirby, 2015).

Although we believe that students generally responded well to the quizzes and felt the KOs were useful *(Appendix A)*, we still found a number of issues with our use of KOs. In particular, we questioned the extent to which, in their current form, KOs and low-stakes quizzes improved students' ability to retain information. We suspected as a department that part of the issue was the far transfer of knowledge from quiz to exam practice. We were concerned that students weren't seeing the knowledge for the short quizzes as being useful beyond that specific application, or were unable to use the substantive knowledge from these quizzes effectively within their writing (Dennis, 2016, 27). This discussion led us to suspect that the types of retrieval

practice we were using may not be sufficiently meaningful to allow students to sufficiently create a schema of substantive knowledge that they could effectively use in other contexts, an idea explored in Chapter 3 of 'make it stick - The Science of Successful Learning' entitled - Mix Up Your Practice (Brown et al, 2014).

In order to determine whether our suspicions had any basis, we decided to compare a GCSE Level (Year 11) recent, low level stakes quiz on three key areas of knowledge (Early Elizabethan England: Education, Relations with Spain and Mary Queen of Scots) with students PPE (Pre-Public Exam) performance on these areas two weeks later. Although the Year 11 students knew there would be questions in the exam on these topics, there was no lesson time dedicated to them at all, outside of the quiz administered. We wanted to analyse the data to explore our suspicions and begin to determine whether or not there was any basis at all for them. This was achieved by attempting to identify discernible correlation between what the students 'knew' for the quiz, and what they were able to successfully write about in the exam *(Appendix A)*.

Another key element of our discussions as a department is the balance between preparing students for the GCSE examination, and helping them to improve as historians. Although these are not always mutually exclusive, the nature of the exam questions at GCSE and the perceived difficulty students seem to have with retaining the amount of knowledge needed to do well under the new framework, has meant that at times we have been concerned that the focus of our exam interventions is distorting students' perspectives on the nature of history as a discipline. The danger that students saw the curriculum as 'chronologically ordered factual descriptions of past realities which are hardly meaningful for students' (Van Straaten, 2016, 480-481). In addition, we were concerned that a number of LAP (Low Achieving Pupils) could be disengaging from the subject due to not only poor exam scores but poor quiz scores too (Atkinson, 1978), the intervention although designed to help them retain information, instead could create further

anxiety at the amount of knowledge to retain, further demotivating them in the subject at the GCSE level. Even though these quizzes are described as low-stakes and, have no impact on termly reporting or assessment, students 'attach greater value to those successes that [they] are less likely to obtain,' (Galloway et al, 1998, 93) and therefore could have been perceiving their failure at these quizzes as their failure in the subject of history itself. It was therefore crucial that there be some element in my intervention designed that allowed me to examine students' perspectives on, and motivation in history to guard against negative impact in these areas.

Covid-19 meant the retention of knowledge became a more pressing issue for our department. With a potential five months off school and reliance on online software such as google classroom, retrieval of GCSE substantive knowledge has become even more central to our focus as a team, especially when considering the Year 10 cohort. As a department, we were concerned that not all students would engage with the work set online and of those who did, we were unsure of how many would be able to grapple effectively with the number of new concepts or ideas they would be encountering. We determined a list of topics we felt that the students could work on independently and decided that if the school closures continued beyond this point, that we should switch our focus to the retrieval of previously taught units. This was decided in order to begin revision for the next academic year and to ensure that whatever work we set was accessible for students did not require the introduction of new ideas. This meant that come September the work covered should not require re-teaching for all students upon the return to school. Although perhaps best described as the least-worst option, questions persisted. Which students would engage with the online work? For how long? What could they cope with? How would they feel? But, most importantly - If the school closure were to last until September how could we best use the virtual platforms to ensure that the students' needs were being met?

## Literature Review

This review will examine existing literature on debates around meaningful retrieval practice using KOs in the hope to answer the following Research Questions (1) Why retrieval practice? (2) What does it mean to use retrieval practice meaningfully in history? (3) What issues may emerge when retrieval is done from a distance and through a virtual learning platform? Through examining literature around these areas, I could begin to explore more fully some of my concerns around our use of KOs as a department and begin to consider our next steps as a department to make their use as meaningful as possible for our GCSE students, under the current climate.

### 1. Why retrieval practice?

As acknowledged in my Part Two project 'What are history teacher's views on the use of KOs?' within the context of history, the debate between substantive knowledge and skills is far from new (Wilkins, 2019, 8). Popularisation of cognitive science has meant ideas such as Cognitive Load Theory (CLT) and interleaving are being explored by many secondary schools, struggling to adapt to the demands of the new GCSE and to improve student performance more generally. 'There appears to be a clear educational – and increasingly parental – consensus on the benefits of cognitive science and 'educational neuroscience'.' (Battle of Ideas, 2017). Within the history community there has been some strong support for the ideas from cognitive science to be used within the classroom though caution has also been recommended (Fordham, 2017). Michael Fordham (2017, 40) notes the importance of both history teachers' selection of the precise 'disciplinary knowledge that we expect pupils to learn' and the 'need to create opportunities for retrieving these ideas', key principles of retrieval practice in cognitive science. Whilst history teachers have at times been sceptical of retrieval practice it is important to note 'that the basic

idea – that disciplinary knowledge can be revisited at multiple times across a curriculum – is in keeping with the findings of cognitive psychology' (Fordham, 2017, 40).

Retrieval in the history classroom is vital as we retrieve in lessons what students already know and understand about the past in order to create explicit links to new learning. Designing the curriculum this way makes sure that we are creating meaningful links to prior learning and 'thinking carefully about *what* we want pupils to commit to memory, and at what points in the curriculum' (Fordham, 2017, 40). The importance of this is explored in 'How Students Learn: History in the Classroom' (Donovan and Bransford, 2004) where three key principles of learning are explored. The first of these principles 'Engaging Prior Understandings' draws on the idea that knowledge must be constructed carefully taking prior knowledge into consideration, that all 'new understandings are constructed on a foundation of existing understanding and experiences' (Donovan and Bransford, 2004, 4). Whilst this is 'a powerful support for further learning' where retrieval of understanding helps support the understanding of new ideas, 'it can also lead to the development of conceptions that can act as barriers to learning' (Donovan and Bransford, 2004, 5). Their second principle, 'the Essential Role of Factual Knowledge and Conceptual Frameworks in Understanding' again draws on cognitive science. In this principle Donovan and Bransford discuss the importance of conceptual frameworks in which factual knowledge and critical concepts are placed, these being given meaning by multiple representations (2004, 6). 'Using concepts to organise information stored in memory allows for much more effective retrieval and application' (Donovan and Bransford, 2004, 7). It is therefore clear that as history teachers we should be engaging with ideas around retrieval to facilitate the construction of these frameworks, retrieving and reinforcing the key knowledge (both substantive and disciplinary), to create a meaningful history curriculum for our students.

Finally, Donovan and Bransford (2004, 10) discuss the importance of metacognition and that 'helping students become effective learners' is a vital part of supporting student success. This third principle of learning 'The Importance of Self-Monitoring' emphasises the role of the teacher in 'supporting students to become aware of and engaged in their own learning' (Donovan and Bransford, 2004, 12). Retrieval practice can play a role here as well, as by effectively supporting students to retrieve prior knowledge they can support their own learning. Furthermore, '[a]ctively seeking out feedback (and then using it) is a hallmark of a metacognitive learner, as it can help them monitor, direct and evaluate their subsequent learning more effectively' (InnerDrive, 2018). How to effectively support metacognition in the classroom is explored by Blake Harvard in his blog, 'The Effortful Educator - Applying Cognitive Psychology to the classroom'. Harvard here uses retrieval practice to 'impress upon [his] students that use of other strategies, like spaced practice and dual coding, will further aid to improve and solidify retention of the material.' (Harvard, 2017) Part of his use of these strategies is to ensure these students are confident in understanding how to study and that 'these learning strategies become their norm for studying. It's not something extra, it is what they do to practice and learn' (Harvard, 2017).

Overall, the increased focus on retrieval practice in school should undoubtedly be viewed positively, there are clearly lessons to be learned from cognitive science and history departments should be participating in debates and ensuring that they are part of the conversation. Retrieval practice is not going anywhere so the engagement of history departments is vital, 'only history teachers and those with enough disciplinary understanding can effectively prioritise substantive knowledge in history and circumvent the pitfalls' (Wilkins, 2019, 32). It is only through assessing these strategies within the history classroom that we can make retrieval effective at supporting students both learn effectively, and develop an understanding themselves of how they do so.

**(a) Knowledge Organisers (KOs)**

Although it must be acknowledged that debates around retrieval do not directly connect to the use of KOs within the literature, the department in which I work has decided to use KOs at the GCSE level in order to facilitate retrieval practice. Research from my part 2 concluded 'they create an accessible structure to facilitate retrieval practice and low-stakes testing of the identified material' (Wilkins, 2019, 19) as a department we agreed we would implement them at the GCSE level to support retrieval. The use of KOs in the classroom has been a recent development, and as such, there is a lack of peer-reviewed research into their effectiveness. Much of the discussion about their use and application, therefore, comes from blogs and educational websites. For this reason, there is not a sufficient wide range of peer reviewed articles to draw upon for consideration, limiting the examination of literature on KOs for the time being.

Joe Kirby defines a KO as something that sets out the important, useful and powerful knowledge on a topic on a single page (Kirby, 2015). Mark Miller (2018), writing for the chartered college of teaching argues that KOs are a way to organise knowledge in a way to facilitate the retrieval of a foundation of factual knowledge. KOs can therefore be used to construct 'complex architectures of knowledge stored in long-term memory, with a view to automating their use (Paas et al., 2004)' as cited in (Miller 2018). Thereby reducing extraneous cognitive load on the students by automating the recall of the most key knowledge of a topic. KOs also arguably support students to use retrieval practice outside of the classroom as they 'should also be presented in such a way that it can be easily tested, to maximise the opportunity for retrieval practice' (Miller 2018). Within his article, Miller elaborates on the need for teachers to ensure that students are trained up and 'aware of how and when to use these strategies themselves' (Miller 2018). Drawing on work from the EEF, Miller (2018) sets out an ideal where '[f]or students to get the most out of

this, we can encourage them to use the metacognitive regulation cycle: plan how to undertake the task; monitor the effectiveness of the strategy; evaluate the overall success (EEF, 2018)' as cited in (Miller 2018). Outlining tasks that include flashcards, self-quizzing, elaborative interrogation, and concept mapping. (Miller 2018).

However, KOs have been met with some scepticism by members of the history community. In an interview for Schoolsweek (Murray, 2017) Christine Counsell described them as 'a fad' arguing that although they may be 'quite useful in some circumstances, but they're about one per cent of the business of thinking about knowledge' (Murray, 2017) Counsell was concerned that KOs may turn 'learning into 'something quite arid and dry' or oversimplifying complicated concepts, particularly in the arts and humanities' (Murray, 2017). Arguing that they may detract from 'The little examples, the stories, the illustrations, the richness, the dwelling on this but not that, you know, and the times when you as a teacher go off-piste with your passion' (Murray, 2017). It is therefore clear that the use of KOs in the classroom must be carefully considered, and used in circumstances where they support student recall and retention, not as a replacement for a thorough and rich knowledge centred curriculum.

Overall, KOs are clearly designed to benefit students, to specify the exact knowledge that the teacher has determined students need to know, in an accessible structure that allows students to focus their attention and self-quiz on high priority knowledge within history. A clear conclusion drawn also being the importance of these KOs being constructed carefully by history teachers, in order to deliberately identify priority knowledge for students, which is understood and taught effectively in the classroom. However, no KO can replace the rich variety of knowledge that students encounter within the classroom, it cannot help them develop an understanding of the core and peripheral knowledge that is essential to history, or develop a clear sense of period, or

be enthused by the passion of their teachers. That does not mean however that KOs do not have a place, they can still be used effectively by teachers to specify what students need to know for their GCSE, and provide a clear tool for use by students to self-quiz and make automatic key knowledge for their exam. 'Knowledge organisers are not a silver bullet, but they can form a central part of any knowledge-based curriculum when used in this systematic, evidence-informed way.' (Miller, 2018) Nevertheless, it is important to remember that there is no rigorous research into their usage within the history classroom at any key stage, and this means that intentions and aim of their usage aside, they are at this time still untested and this must be taken into consideration.

## 2. What does it mean to use retrieval practice meaningfully in history?

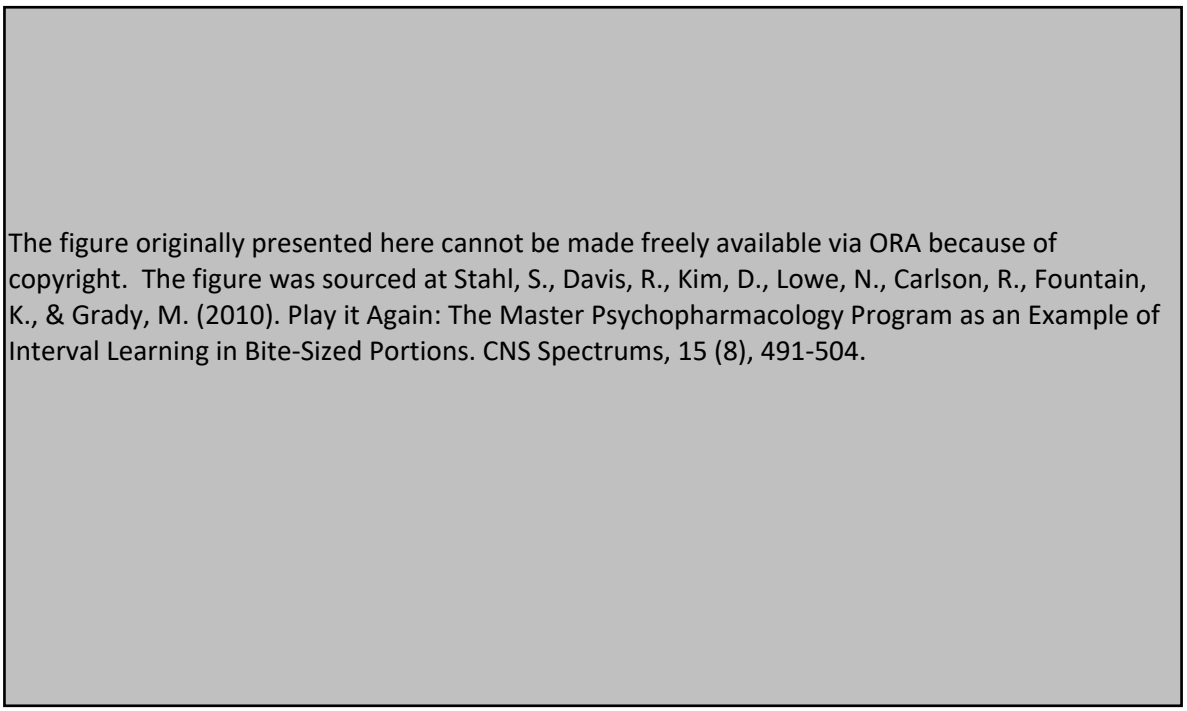
One of the key discussions held with my Head of Department, has been around how meaningful retrieval practice is to help students to succeed in history. As a teacher, I have often questioned whether the short answer quizzes being used by the department were really helping the students improve in history, not only in regards to both their fingertip knowledge, but also their ability to apply this knowledge across contexts and ask questions of this knowledge. Was retrieval practice, in its current form, truly meaningful for student understanding? In order to examine how to make retrieval practice meaningful in the context of history it is important to consider not just what the literature considers to be effective retrieval practice, but also key criticisms of retrieval practice, and the extent to which effective retrieval practice can be made meaningful for learning. The desire being to enable students to learn 'complex educational materials as assessed on measures

of inference making and knowledge application' (Karpicke and Grimaldi, 2012, 401) within the context of the history classroom.

**(a) What makes effective retrieval practice?**

Firstly, retrieval practice must be designed to interrupt the 'forgetting curve'; the process of forgetting information to ensure that key ideas are retained by the brain. This process of forgetting was first explored by Ebbinghaus (1913)[1], considered the 'father' of the scientific study of memory (Brown et al, 2014, 259). Ebbinghaus's ideas are fundamental for understanding retrieval practice. Despite originating in the 1880s the concept of the forgetting curve, which notes that we lose approximately 70% of what we have just heard or read very quickly and the last 30% slowly, but just as surely, is one that has been repeated and found to be overwhelmingly accepted. (e.g. Murre JM, Dros J, 2015) The question left for cognitive scientists therefore has been not if there is a forgetting curve, but how best to ensure that this key process of forgetting is best interrupted.

[1] 1913 refers to the first English publication of Ebbinghaus work from 1885.




One important way to interrupt the forgetting curve is to ensure that we test the material that is being learned. This is known as the testing effect or the retrieval practice effect. This is explored by David Didau, whose book 'What if everything you knew about education was wrong?' notes that 'the benefits of testing include direct effects on retention and indirect benefits on metacognition, teaching and learning' (Didau, 2015, 235). Jeffrey D. Karpicke in his examination of Retrieval-Based Learning notes that where previously retrieval has been 'considered merely the assessment of learning that occurred in prior experience' (Karpicke, 2012, 157) instead it is 'the key process for understanding learning … because all expressions of knowledge involve retrieval cues that are available in a given context.' (Karpicke, 2012, 162) Instead of seeing retrieval merely as a measure for what students know, we need to understand that retrieval itself 'alters the diagnostic value of retrieval cues and improves one's ability to retrieve knowledge again in the future.' (Karpicke, 2012, 162). Here Karpicke draws on his own investigation into active retrieval, which supports Didau's conclusion that, 'studying material once and testing three times leads to about 80 percent improved retention over studying three times and testing once.' (Didau, 2015, 235).

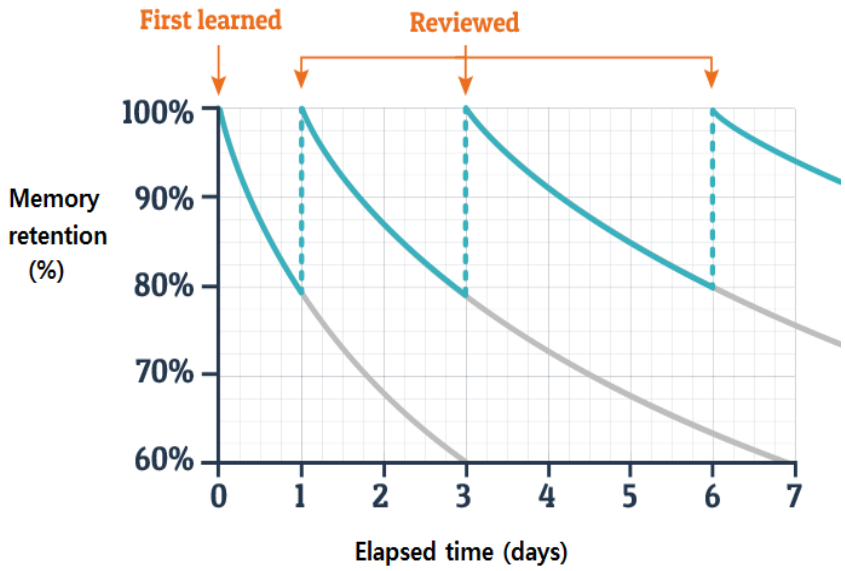
Another key element necessary for retrieval practice to be considered by experts to be effective, is the need for repetition. Willingham notes that 'It is virtually impossible to become proficient at a mental task without extended practice.' (Willingham, 2009, 107). Repetition is necessary according to Willingham as it helps the learner not just know the information, but automatizes it and makes it into something that no longer requires working brain capacity to recall and apply. (Willingham, 2009, 114-5) The basis for this idea can be found in Cognitive Load Theory (CLT), developed by John Sweller (1988) which centres 'around the idea that our working memory – the part of our mind that processes what we are currently doing – can only deal with a limited amount of information at one time.' (Shibli and West, 2018). Sweller's findings are often referenced in relation to classroom practice and have even been described as essential[2] by prominent voices in the education field. (Shibli and West 2018) Sweller's key findings determine that a person is at best only able to handle several new pieces of information at once, and when required to process or utilize this knowledge for a problem or in application this number reduces to between 2-3 (Sweller 1988). This implies that Willingham's desire to automate knowledge, is essential for students to be able to effectively use the knowledge retained. Having access to this fingertip knowledge is also explored in Daisy Christodoulou's book 'Seven Myths about Education' (2014) which points out that problem solving requires us to draw "on all the knowledge that we have committed to long-term memory. The more knowledge we have the more types of problems we are able to solve (63)." Cultivating this fingertip knowledge reduces cognitive load and allows the person to free up working memory in order to process information. As Brown et al argue (2014) 'Repeated recall appears to help memory consolidate into a cohesive representation in the brain and to strengthen and multiply neural routes by which the knowledge can later be retrieved' (29). Therefore, repeated practice is a key element of retrieval if it is to be effective, as without

[2] Dylan Wiliam tweeted on 26 January 2017 that he had 'come to the conclusion Sweller's Cognitive Load Theory is the single most important thing for teachers to know.'

automating the key information and reducing Cognitive Load for students, retrieval practice is unlikely to support students effectively to both recall and use the information required in the context in which it is to be applied.

A further key element in ensuring that retrieval practice is effective is the importance of repetition being spaced as opposed to massed. In 'Making it stick' (2014) Brown et al explore a number of empirical studies that look at the effect of repeated practice on interrupting the forgetting curve, and determined that 'multiple sessions of retrieval practice' are not only better but also much more so 'if the test sessions are spaced out.' (32) This is because '[w]hen retrieval practice is spaced, allowing some forgetting to occur between tests, it leads to stronger long-term retention than when it is massed'. (32). This claim appears to continue to hold weight when applied more specifically to a classroom setting. Agarwal, Bain and Chamberlain (2012) examine retrieval practice in authentic classroom settings, despite the context of the investigation being in the United States, the results are arguably relevant for students in the UK context. Over a research project, that worked with 1,400 middle school pupils (aged 11-15) it was determined not only 'that retrieval practice enhances long-term classroom learning' but also that 'delayed quizzes are particularly potent for retention'. (Agarwal, Bain and Chamberlain, 2012, 441). In order to effectively disrupt the forgetting curve, it is therefore vital not only that we repeat practice, but also that we use spaced practice (See below **Fig.2** from Bo Ae Chun and Heo hae ja, 2018).

**Figure 2.**




Spaced practice works so well in part because the effort required to recall information produces a level of desirable difficulty, that is that the act of having to think harder about something helps you to more effectively remember it next time. David Didau suggests that this desirable difficulty in the testing effect is important as it 'requires more effort to retrieve items from memory …[therefore] each time we attempt to retrieve something, we're actually re-storing it.' (Didau, 2015, 240) This builds on the work of Bjork (1994) who determined that it is better for memory that there is successful but difficult processing, than it would be if the processing were easier but also successful. This theory was examined by Pyc and Rawson in 2009, who, across two experiments, tested Bjork's framework and found that 'as the difficulty of retrieval during practice increased, final test performance increased' (Pyc and Rawson. 2009, 437). These experiments, although based on university undergraduates in the US, drew clear conclusions that Bjork's (1994) framework did hold true and that 'successful but difficult retrievals will be better for memory than successful but easy retrievals.' (Pyc and Rawson, 2009, 444). It is therefore clear that spaced practice is essential for effective retrieval, not only to ensure that the forgetting curve is interrupted but also to create desired difficulty to support long term retrieval from memory.

Desirable difficulty is also an essential part of effective retrieval practice. This is because trying to independently come up with an answer, rather than have it given, leads to better retention of that answer even when it was wrong (as long as corrective feedback is provided). This is explored in 'Making it Stick' (Brown et al, 2014) in the chapter 'Embrace Difficulties' that draws on a number of studies[3] . The chapter explains that answer generation, having to supply as opposed to pick an answer, strengthens the retrieval as it is higher-order as opposed to passively receiving answers (Brown et al, 2014, 87). The chapter notes that '[o]ne explanation for this effect is the idea that you cast about for a solution, retrieving related knowledge from memory, you strengthen the route to a gap in your knowledge even before the answer is provided to fill it and, when you do fill it, connections are made to the related material that is fresh in your mind from the effort.' (88) So even if the attempt is unsuccessful it can 'encourage deep processing of the answer which is later supplied, creating fertile ground for its encoding, in a way that simply reading the answer cannot.' (Brown et al, 2014, 88). Demonstrating that desirable difficulty is essential for effective retrieval practice not only in regards to spacing and effort of retrieval, but also in the generation of answers as long as correctional feedback is provided.

As explained above, for answer generation, feedback is essential for the correction of misconceptions and is a key component for ensuring that these misconceptions do not become embedded and students do not accidentally store in memory the incorrect information. However, research also suggests that feedback is essential in retrieval practice as it is also beneficial for student's low confidence correct answers. Butler, Karpicke and Roediger (2008) note that

[3] Studies include L.L. Jacoby, On interpreting the effects of repetition: Solving a problem versus remembering a solution, Journal of Verbal Learning and Verbal Behavior 17 (1978), 649-667, and N.J. Slamecka & P. Graf, The generation effect: Delineation of a phenomenon, Journal of Experimental Psychology: Human Learning and Memory 4 (1978), 592-604. More recently, the act of generation before a learning episode has also been shown to enhance performance; see L.E. Richland, N. Kornell, & L.S. Kao, The pretesting effect: Do unsuccessful retrieval attempts enhance learning? Journal of Experimental Psychology:Applied 15 (2009), 243-257. [Brown et al, 2014, 269]

research suggests that 'testing often improves later retention even when students are not given feedback…and providing feedback produces even greater gains in long-term retention.' (918) However, in this study they explore the idea that this is also true because the feedback creates greater certainty in previously low confidence correct responses and does not only correct misconceptions for learners. (Butler, Karpicke and Roediger, 2008, 918). Although once again[4] based on a studies from the US with undergraduates as test subjects, the overall conclusion suggests that not only was prior testing 'further enhanced when feedback was provided' in the case where responses were initially incorrect, but also that correct responses benefitted and the 'positive effect of feedback was greatest for low-confidence correct responses.' (Butler et al, 2008, 925). This suggests that feedback is both an essential tool for effective retrieval practice in the role of answer correction, and also useful in reinforcing correct answers, particularly when these are low-confidence answers.

It is important that students are both able to recall and use information in an applied setting, at GCSE for an extended piece of writing or exam practice. Recalled knowledge must therefore be transferable into different contexts within the classroom. In 'Why don't students like school?' Willingham (2009) argues that retrieval practice helps transfer because it is the practice 'that makes deep structures more obvious' allowing a student's brain to more effectively store 'functional relationships between concepts … just as it stores the meaning of individual words' (Willingham, 2009, 123). Willingham also discusses the idea of folding practice into more advanced skills, 'the smart way to go is to distribute practice not only across time but also across activities' (Willingham, 2009, 125). This suggests that retrieval practice itself enables the students to utilise the knowledge retrieved in a variety of contexts within the classroom, through using

[4] One key criticism of much research on retrieval practice to date has been the limited number of classroom studies conducted and the overall reliance on basic and applied laboratory studies. (Kuepper-Tetzel C, 2017)

retrieval practice effectively alone. This idea is further explored in 'making it stick' where varied practice, that is completing different types of retrieval, is described as an essential component of retrieval practice, as 'it improves your ability to transfer learning from one situation and apply it successfully to another' (Brown et al, 2014, 51). Varied practice is described as being more cognitively challenging than massed practice (of the same thing) and data from neuroimaging studies suggest that 'learning gained though less challenging, massed form of practice is encoded in a simpler or comparatively impoverished representation than the learning gained from the varied' (Brown et al, 2014, 51). This suggests that retrieval using merely short answer quizzing, would not be equipping our students to apply knowledge effectively within the classroom. The advantage of 'interleaving and variation is that they help us learn better how to assess context and discriminate between problems, selecting and applying the correct solution from a range of possibilities.' (Brown et al, 2014, 53).

(b) **What are the criticisms of retrieval practice within the history classroom?**

Despite the huge focus on cognitive science in the classroom over the last few years, there is much criticism of the attention given to and lessons drawn from retrieval practice within education. There is concern that the focus that schools have on retrieval practice and quizzing, is taking attention and focus away from ensuring that the history curriculum is meeting the affective needs of the students it serves. Barton in his chapter 'The Denial of Desire' (2009) claims that a key issue with pupil regard of history as a subject is that 'it has been associated with some of the worst excesses of transmission-oriented instruction - boring lectures, poorly written textbooks and memorization of factual information' (Barton, 2009, 266). Barton (2009) cautions that unless the history curriculum enables students to 'connect school knowledge to their lives outside of school' then they may come to 'compartmentalize school history in much the same way they do

school science - as a set of propositions to be affirmed while in class but otherwise ignored' (Barton 2009, 279-80). This idea is supported by Van Straaten, Wilschut and Oostdam (2016) who argue strongly that relevance is essential in history teaching, relevance defined as 'allowing students to recognise and experience what history has to do with themselves, with today's society and their general understanding of human existence' (Wilschut, Van Straaten and Van Riessen, 2013 as cited in Van Straaten, Wilschut and Oostdam, 2016, 482). Van Straaten et al discuss the importance of a history classroom where relationships are established between past present and future (Van Straaten et al, 2016). This enables students to effectively construct new knowledge where 'incidents, facts and events in history are interpreted in the context of general conceptual frameworks, thus relating new knowledge to already existing knowledge which also enables generalisations' (Jadallah 2000, in Van Straaten et al 2016, 484). In addition, by suggesting strategies that focus on building relevance into the curriculum, Van Straaten, Wilschut and Oostdam attempt to make history more meaningful and motivating for pupils by giving increased attention to 'building a personal identity, becoming a citizen and understanding the human condition', relating historical knowledge 'to the lives of students and the society of which they are part' (Van Straaten et al, 2016, 483-4). Barton also suggests that history education plays a key role in students' formation of identity. Although this is not necessarily the aim of educators, particularly in the UK, 'young people seem determined to use history as a source of identification' (Barton, 2009, 275). It is therefore arguably a responsibility of teachers to recognise that 'history will become more meaningful if it strives to develop identities that are complex, diverse and inclusive' (Barton, 2009, 275). As ultimately, '[w]hether history educators consider current social identities to be relevant to the curriculum or not, students certainly do, and we ignore their perspectives at our peril.' (Barton, 2009, 275).

In order for history to be meaningful for students, the social purposes and usefulness of the discipline should also be made clear within the curriculum. History is made interesting for students when they have a better understanding of its use and social purpose. This is already a 'neglected element of subject pedagogy - with many teachers focusing on content coverage and teaching approaches at the expense of explaining to pupils why they are learning about something' (Yan Pong & Morris 2002, in F. Marton and P. Morris (eds) as cited in Haydn and Harris 2010, 256). Not only is history important to help them develop identity, but also 'achieve goals that they recognise as important' (Barton 2009, 279). These include 'the origin of contemporary social issues, making moral judgments, providing lessons for the present and learning about societies that differ from their own' (Barton & Levstik 2004 in Barton 2009, 279). Therefore, it is important that history teachers 'do not make assumptions about pupils' understanding of the purposes or benefits' of history and must 'do more to explain these ideas and purposes to their students' (Haydn & Harris 2010, 256). By focusing on the retrieval of factual information, we are failing to help students consider the benefits of 'doing history' or assuming this is something already understood by pupils, potentially rendering the subject inert and lifeless for them in the classroom.

Clearly, if the history curriculum fails to take the affective needs of students into consideration, then students will fail to find meaning in their experience of secondary history. It is important therefore to consider, not only the benefits of effective retrieval practice, but also to acknowledge the potential affective costs of the relentless focus on the recall of factual information. In order to create a meaningful curriculum for students, these needs should be considered fully and be taken into account when planning retrieval interventions. There is a real danger that, without meaning to, we could be creating an impression of the subject that views key ideas such as identity

formation and meaning making from the past as lesser than the ability to recall factual information.

As well as detracting from meeting the affective needs of students, retrieval practice could be seen to be resulting in a distortion of both the discipline of history and of knowledge itself. By focusing students on fingertip knowledge, in particular specific factual information for use in an exam or exam like setting, teachers may be distorting the students' view of what knowledge is within the discipline of history. Firstly, this can be seen by overlooking the precise disciplinary knowledge of second-order concepts which are so important to history education. These second-order, procedural concepts in history are vital to shape the way that substantive knowledge is understood, organised and debated. These concepts form a crucial aspect of the National Curriculum in history, where it is noted that a history curriculum should enable pupils to 'understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses' (DfE 2013). By using KOs to structure the substantive content of history, there is a possibility that we are taking away the opportunities students have to engage fully in creating their own structured accounts, and drawing links themselves. The prioritising of substantive knowledge also reduces the attention given to, and perhaps the importance of, key disciplinary concepts in history. This may be an unintended consequence of the use of KOs however, when you give something time in CPD, in lessons and in homework, it will give the appearance of it being something that is important. If you spend more time talking about and encouraging thinking about retrieval than key concepts in history, then that is what students will remember from their history lessons.

It is also important to consider the distortion of substantive knowledge itself as a possible side-effect of this focus on retrieval practice. In her chapter 'The fertility of substantive knowledge' (2017) Christine Counsell discusses the important and emancipatory nature of substantive knowledge within history. To adequately build up substantive knowledge we must understand that it consists not merely of singular facts such as the events of D-Day or the stipulations of Elizabeth's 1559 Act of Uniformity, but also substantive generalisations. These generalisations are a fundamental part of knowledge in history and include what an 'act' is, what parliament is and how it would have been the same and different (comparatively) at the time of both the above examples. Counsell emphasises the importance of 'systematic planning to render substantive knowledge functional', stressing the need for not only 'multiple resonances' of these terms to aid full understanding but the recognition that generalised terms like 'peasants' and 'revolution' are themselves 'generalisations about which historians argue'. (Counsell, 2017, 81) The quizzing of fingertip knowledge that is often part of the retrieval practice, even when systematic, could be failing to build up the 'long-term 'residue knowledge' that the detail fingertip knowledge leaves behind, such as broad understanding of the institutions of the period' (Counsell, 2017, 81). Instead of focusing on just recall of facts, Counsell speculates that what is required to unleash the potential of substantive knowledge is clear and systematic planning 'and by doing the slow, time-consuming work of pulling … pupils into multiple, memorable stories, until the sub-surface associations become to be sufficiently available for recognition of abstract words.' (Counsell, 2017, 84) Therefore, the result of the focus on retrieval and recall of only fingertip factual knowledge could be damaging both in its failure to deal in any way with disciplinary knowledge of second order concepts, such as causation or significance, but also in its distortion of substantive knowledge to merely the fingertip, quick quiz answers and ignoring the true transferable power of substantive knowledge to be appreciated.

**(c) How can history teachers make retrieval practice using KOs more meaningful at GCSE?**

Overall, there are several key elements to understanding the make-up of effective retrieval practice, according to cognitive science. Although not all of the elements have been fully tested in the context of UK classrooms, research suggests that effective retrieval practice contains elements of testing, answer generation, spaced repetition and variety to generate desirable difficulty, and feedback provided to the students. These elements should allow for sufficient interruption of the 'forgetting curve' (Ebbinghaus) and help students to retain knowledge more effectively. However, it is important to distinguish between the ability to effectively recall knowledge, in different contexts and the ability to use substantive knowledge meaningfully within the classroom. Therefore, in order for retrieval practice to be considered meaningful for students, it must be effective without having a negative impact on the students' motivation, engagement and understanding of the discipline of history itself. It is clear that the use of retrieval is important for helping students in the subject of history and therefore it should be a part of a curriculum, used appropriately and effectively in a varied way to support students with recall of key substantive knowledge for success. However, it is important that the time and attention spent on retrieval practice by students doesn't overshadow or overplay its importance against other vital parts of a meaningful curriculum.

**(3) What issues may emerge when retrieval is done from a distance and through a virtual learning platform?**

Retrieval practice, though common for all schools to discuss, has come even more to the forefront of education under lockdown and with schools working remotely with students. A number of blogs have argued that students should, as far as possible at this time, not be learning new material at a distance and that this period should be used for retrieval of previously taught content (e.g. Rollet, 2020, Riley, 2020). However, supporting meaningful retrieval practice using KOs becomes more complicated, when unable to work directly with students in the classroom. Virtual distance learning has been hastily adopted by schools and due to Covid-19 restrictions, is the only way in which we are currently able to work with, instruct and teach the majority of our students. The current situation could have implications on any intervention carried out in regards to pupil engagement, quality of work, attitudes, motivation and understanding. Ultimately, the impact of this scale and rate of change to education cannot be fully understood at this time, and implications of the virtual distanced element to this intervention are unlikely to be able to be explained by an examination of the literature. However, it is my hope that there may be some ideas that prove useful when considering the impact of the current situation.

One key issue that has emerged from the closure of school buildings and virtual learning has been the issues surrounding the access to computers and the internet for pupils to be able to engage properly with the virtual classroom, as well as an adequate environment in which to do so. As early as March 2020, newspapers were commenting on the 'digital divide' (Cook, 2020), highlighting the impact that remote learning could have on poorer families who may not have adequate access to the internet and devices at home. As early as 1997, there has been recognition of the fact that lack of access to ICT in schools will disadvantage pupils (Stevenson, 1997). This issue has more recently become one that has spilled from the classroom into the

home as pupils from more disadvantaged backgrounds are less able to afford ICT equipment to support their children's education. This Digital Divide is defined by Livingstone & Helper (2007, 672) as divisions "within and across societies according to those that have access to digital technologies (including the internet) and those that do not." With an increasingly digitised world this becomes more important and the divide greater, our work and schooling becomes reliant on online communication and working. According to the Office of National Statistics, in 2019 93% of homes had access to the internet, increasing to 100% in households with children. However, this includes access to the internet via mobile data, which may mean that students are trying to access online learning via a smartphone or tablet. As Livingstone & Helper note '[a]s in other developed countries, ... there are very few children who do not use the internet, unlike their parents and adults in general, making the simple assertion of a binary divide between haves and have-nots, or users and non-users, no longer applicable to young people' (2007, 690). In fact, 'In 2018, 12% of students between the ages of 11 and 18 said they had no internet access from a computer or tablet, according to data from the Office for National Statistics. That leaves 700,000 students struggling to log into remote learning services' (Cook, 2020).

This issue is exacerbated by the number of parents working from home which means many more 'students could be left using aging laptops or their smartphones to try to access online learning systems.' (Cook, 2020). This could have a huge impact on students' abilities to engage fully with schooling, and is likely to have a greater impact on students who are Pupil Premium or come from more socio-economically deprived backgrounds. A Sutton Trust Report on the impact of Covid- 19 shows that in fact "In the most deprived schools, 15% of teachers report that more than a third of their students would not have adequate access to an electronic device for learning from home, compared to only 2% in the most affluent state schools." (Cullinane and Montacute, 2020) Despite the government's promise to provide laptops for some of the most disadvantaged Year 10

pupils (Coghlan, 2020), delays have meant that the 'Majority of free laptops won't be delivered until June' (Whittaker, 2020). Aside from issues around internet access, there are a number of other factors which may hinder a student's ability to engage with work remotely. With whole families working from home together, and space at a premium, having the ability to work is hard for some pupils. Distractions within the household have been frequently blamed for an inability of pupils to complete work (Benson, 1988), these issues likely to be exacerbated under lockdown. Furthermore, this is likely to have a greater impact on pupils from more disadvantaged backgrounds, due to them being less likely to have an appropriate place to study (McGuire and Lyons, 1985). Recent research on the issue from the Sutton Trust has also shown that part of the issue is also parents confidence in supporting their children who are home learning as '[w]hile 42% of parents overall were confident supporting all of their children, this figure was higher for middle class parents (47%) compared to working class parents (37%) (Cullinane and Montacute, 2020). This highlights further the expectation that Covid-19 will disproportionately negatively impact students from disadvantaged backgrounds, and this must be taken into consideration for any intervention carried out.

A further issue that arises with distance virtual learning, is the lack of motivation to engage properly with school demonstrated by some students during the lockdown period. Some students have hardly engaged at all with work set during the period, and some students have been completing tasks hurriedly, and sometimes not completing tasks of any real level of difficulty, or putting in minimal effort when doing so. BBC News has reported on parents really struggling to motivate their children to engage with online work and has reported on parents concerned about the long-term motivational impact of students being off school (e.g. Sellgren, May 2020). It comes as no surprise to many that completing academic tasks outside of the school environment (e.g. homework) is more motivationally challenging than in school completion (Wolters, 2011 and Xu,

2008b in Xu, 2013, 457). This is likely because it requires greater self-regulation from pupils where there is the lure of other activities (Fries, Dietz and Schmid,2008 in Xu, 2013, 457) and is taking place in an environment that is less supportive and structured. (Corno and Xu, 2004 and Wolters, 2003 in Xu, 2013, 457). If we understand homework to be a proxy of distance learning, it could also be the case that girls are more likely to be able to manage this motivation (Pajares 2002 in Xu 2013), and expend better effort on this homework. (Xu and Corneo 2006 in Xu 2013). Although motivation for distance learning may not follow the same pattern as homework motivation, there may be some similarity - as students who struggle to motivate themselves to complete homework will find these same obstacles affecting their overall engagement with distance learning.

A final area for consideration is the problems caused by willing and equipped students being unable to understand instructions or resources and being unable to access the work without the support of a teacher. Often, students who may have Special Educational Needs (SEN Pupils) or those who struggle academically at school are often unable to access homework, and this pattern has the potential to be as much the case during distance learning. This is because 'Students across the range of SEN issues can struggle with working memory and organisational skills.' and therefore 'Homework often ends up being yet another experience of failure' (Soibelmann, 2013). Students who struggle to access work in the classroom are likely to struggle more at home where they lack the supportive environment of their teachers, LSAs and their peers. This issue may be further exacerbated when trying to complete work over a virtual learning platform, with no experience using this software, and very little training. Although the British Government has produced guidance to '[h]elp children with SEND continue their education during coronavirus (COVID-19)' (DfE April 2020) and allowed all pupils with educational health care plans (EHCP) to continue to receive schooling during the crisis (DfE March 2020), a number of students, like those

with moderate SEN needs or low achieving students, are likely to be less likely to access work remotely and work independently.

Overall, the situation is difficult to comment on. The impacts of a nationwide lockdown on education will be far-reaching and difficult to pin down. Therefore, it is important to acknowledge that any insights on retrieval gathered in this context may not transfer easily to the classroom, whether that be in terms of students' attitudes, motivations or outcomes. It is however likely that engagement will not be as high amongst those who come from disadvantaged backgrounds such as Pupil Premium (PP) students or those on Free School Meals (FSM), students with special educational needs, students of low ability and also those students who are disaffected with school and education.

**Key takeaways from the literature:**

- History teachers should engage with debates around retrieval practice, research strongly suggests that retrieval supports students with long-term retention of knowledge and more subject specific work would be useful to ensure that retrieval practice is used more appropriately in the history classroom.
- KOs have been created to support students to recall automatically key, priority knowledge for a unit, reduce cognitive load and support their learning.
- KOs may distort knowledge and reduce the emphasis on other forms of knowledge in history which are also important for student success.
- For retrieval practice to be meaningful it must be both effective and meet the affective needs of pupils.
- Retrieval practice needs to create desirable difficulty, knowledge needs to be repeatedly retrieved and interleaved to best interrupt the forgetting curve. Retrieval practice should also be varied in order to support far transfer of substantive knowledge.
- History teachers must be careful not to allow the focus on substantive knowledge to detract from other types of knowledge in history, or to reduce the nature of history as a discipline to merely facts.
- Carrying out work and schooling from a distance and via a virtual learning platform is likely to impact student engagement and motivation.
- It is likely to be the case that disadvantaged students are less likely to be able to engage with any interventions carried out due to Covid-19
- We cannot at this stage confidently predict the extent of the impact of lockdown and coronavirus on students' abilities to engage with an intervention from home, or their success in doing so. This is likely to mean that results will be very different than in a traditional classroom setting.

**Intervention aims**

The overall aim of the intervention was to improve the way we were using KOs and to make retrieval practice more meaningful for students. As the literature has made clear, in order to do this, we need to consider: effective retrieval practice; retrieval practice that enables the students to use recalled knowledge in exam contexts and retrieval practice that does not distort history or reduce it to inert facts. Clear issues exist with how retrieval practice was being used within my department, because retrieval practice had become synonymous with short answer quizzes. This has been shown to be ineffective both through our own department's small investigation *(Appendix A)* and what has been demonstrated by the literature. The aims of this research were therefore to work with my department to develop our use of KOs and retrieval practice to support our students in the history classroom.

Since the department's introduction to mastering memory from CPD sessions in 2017, our department would set KO revision on previous units as homework for students, quizzing them on key factual information at the start of the next lesson. Our aim in this was to help students to recall key facts from previous units of work, supporting them in the retention of this information for assessment. Myself and my head of department felt that this was having a very limited impact, and decided to see whether students were using the factual information they were recalling in a quiz, in a Pre-Public Exam (*Appendix A*). Though it was difficult to quantify it seemed apparent that although the students seem to like the KOs, the information they were recalling was not being transferred to their examinations. In fact, 'amongst a high number of Low-Achieving Pupils and some Middle Achieving pupils, low scores on their Elizabeth papers, could have been improved by simply writing down the same facts that they got correct on their quiz paper' *Appendix A*. Though a limited investigation, it did make clear that some of our suspicions were worth investigating and that retrieval practice in our department needed to be developed. My

aim for this research project was therefore to run an intervention to see if I could develop retrieval practice so that students could be using the information from KOs in different ways. To be effective this type of retrieval needed to create desirable difficulty through the variation of activities, something we were not doing previously. It was also my hope to create tasks that took emphasis away from the regurgitation of facts and instead towards using recalled factual information to analyse, evaluate and reach judgements, to be doing more history with retrieval.

The literature highlighted a number of key insights for this intervention. In line with our context we were keen that the intervention should use KOs in a way that provides students with an opportunity to use substantive factual knowledge alongside other historical knowledge, for example to reach judgements about causation or to consider context and period. Furthermore, for retrieval practice to be meaningful it must be both effective and meet the affective needs of pupils. If possible, the intervention should afford students the opportunity to engage in a task that they view as having meaning and relevance, through relation to their own lives or building their understanding of the human condition. Moreover, the intervention also needs to be pitched to create desirable difficulty: knowledge needs to be repeatedly retrieved and interleaved to best interrupt the forgetting curve and it should also be varied in order to support far transfer of substantive knowledge. For these reasons, the intervention should also be on a unit that students have not studied for some time and the activities included should be varied in nature. The literature also draws out some important considerations for the project in regards to virtual learning. Although there is no way to accurately predict the scale of the impact of Covid-19 on the engagement and participation of students it is likely to mean that any result collected would be very different than in a traditional classroom setting.

A number of research questions have therefore emerged, which have framed my intervention.

1. *(Q1) What would meaningful retrieval practice using KOs look like in my context?*
2. *(Q2) Can more meaningful retrieval practice using KOs support student success in exam questions?*
3. *(Q3) How do the use of KOs impact student motivation in history?*

For my investigation, the use of practitioner research best enabled me to focus on improving both my practice and the practice of my department, rather than an alternative aim of knowledge as the outcome of my research (Elliott, 1991). Practitioner research best enabled me to develop professional expert knowledge about KOs and retrieval practice within my specific context (Menter, 2011, 26) and supported me to make change more systematic and sustainable for my department (Menter, 2011, 10). Having the opportunity to design and carry out an intervention that could lead to real improvement within my classroom practice and within my department (Menter, 2011, 12) has been a key aim of my participation in this project.

**Limitations caused by Covid-19**

In March 2020 as schools closed due to the coronavirus pandemic, it became necessary to rethink how I could best design this intervention to support my students with retrieval practice as a form of distance learning. The interruption of normal schooling and sudden switch to 'home learning' using a virtual learning platform had a number of implications for my intervention. Firstly, the time-scale was impacted as three hours of lesson time per week became only one allocated 'lesson' per week due to the school's virtual timetable (*Appendix B*). Secondly, we were aware that not all students would necessarily engage with online schooling, for a number of reasons. Furthermore, lessons were to take the format of work set and marked via Google Classroom, due to safeguarding procedures no zoom lessons, visual or auditory communication was to be permitted between staff and students in their homes. Work was to be set at 8:30am each day and completed and submitted by students by 6:00pm the same evening. This was to allow flexibility

for families and students dealing with a new situation. These understandable regulations did however impact on the type of intervention I was able to design and implement with my GCSE students.

Although my head of department was still happy for the intervention to take place, the constantly changing nature of the pandemic meant that he could only allocate three weeks of virtual learning time to the intervention, immediately following the Easter break. I had to create an intervention that could be delivered by my whole department by posting the work on Google Classroom over three weeks, with less than normal communication between us as a team and between us and the students. Due to these barriers, I felt the best course of action was to explore the use of KOs with a focus on activity type, engagement levels and support for an exam question over some other areas I could explore. A number of interesting ideas emerged from the literature in regard to the importance of feedback in retrieval (Butler et al, 2008), further investigating the impact of KOs on students' understanding of knowledge in history (Counsell, 2017) and ensuring our students better understand the purpose and benefits of the subject (Haydn & Harris 2010). Although I would ideally have planned an intervention that was able to examine or explore these areas, due to the constraints caused by school closure this was not possible.

**Year 10**

The choice made by my department was to carry out the retrieval intervention with Year 10. This choice was made for a number of reasons. This group contained the highest number of GCSE students of any cohort, 98 students. This cohort was also well placed to benefit from the study looking at retrieval of knowledge, as they are half way through the course and therefore having more choice of material to retrieve as part of the intervention. This year group had also been

chosen, instead of Year 11, as the students were less likely to be detrimentally affected by any time taken to conduct research within the lessons. The Year 10 cohort also had used both retrieval quizzes and KOs as part of their lessons in the last academic year, leaving them better able to compare their own perspectives on retrieval practice more readily than the current Year 9 students. This decision was not changed following the outbreak of Covid-19 and it was determined that Year 10 was still the best choice of group to examine for the project.

**Research Design**

**Figure 3 - Intervention Plan (Overview)**

| Week of intervention | ***Week 1*** | ***Week 2*** | ***Week 3*** | ***Post Intervention*** |
|---|---|---|---|---|
| Student virtual work | ● SURVEY 1<br>● Activity Choice 1 | ● Activity Choice 2 | ● Exam Application / Assessment Point<br>● SURVEY 2 | ● Feedback on 12 Mark Question |
| Class Teacher Expectations | *Teacher records Activity choice of each student* | *Teacher records Activity choice of each student* | *Teacher records question choice of student and mark.* | *Teacher feedback point with feedforward as per school policy.* |
| Data Collected | ● Pre and Post Survey results (Q3)<br>● Activity Choice 1, 2 (Q1), (Q3)<br>● Practice Exam Results (Q2), (Q3)<br>● Engagement data [Weeks 1-8 of Virtual Learning] (Collected by LWI) (Q3) | | | |

1. **(Q1) What would meaningful retrieval practice using KOs look like in my context?**

In order to ensure that retrieval practice was more meaningful, I decided to try to better vary the types of retrieval practice that students were engaging with. To do so, I created a series of activities in which students could use substantive knowledge to complete a task or activity, supported by KOs from the unit. As a department, we agreed to use a unit that we had studied within the academic year, but one that had been completed much earlier in the year, Crime and Punishment (Edexcel GCSE history Paper 1). Although we considered using a unit from the previous academic year, it was determined by our department that this may prove to be too much of a challenge for some of students working virtually and from home and result in lower engagement from some of them. It also was decided in discussion with my head of department that looking at law enforcement from c1000-c2000 would be ideally placed to allow students to

think about thematic changes from the 'Crime and Punishment' unit over a number of activities, providing enough desirable difficulty for retrieval practice to be worthwhile.

For the activities in question, it was important that they each supported students to use factual information in order to: reach judgements: consider history having relevance to their everyday lives or engage with second order concepts in history. I therefore decided to create four separate activities that each dealt with law enforcement, allowing the students to self-select two of the activities to complete over a two-week period. Each of the activities needed to deal with the entire 1000-year period of law enforcement as this is an important consideration for a thematic study of change over time. *[To see all activities as they were posted on Google Classroom please see Appendix C]*

**Activity 1**

After reading Barton (2009) and Van Straaten et al. (2016) as part of my literature review, I felt it was important that I tried to design an activity that enabled students to 'connect school knowledge to their lives outside of school' (Barton 2009) and establish relationships between past and present (Van Straaten et al, 2016). I therefore decided to create an activity that linked to the ongoing coronavirus pandemic. At the time of the intervention in April 2020 there was much discussion in the news and online about lockdown and those breaking lockdown regulations[5], for this reason I wanted to find a way to connect this nationwide discussion to the students' knowledge of differing types of law enforcement. It was my hope that by doing so, I would enable the students to engage with an activity that both utilised their substantive knowledge to reach a judgement, and still resonated with the students' own experiences. The activity asked students to write a letter to the Prime Minister of the UK (Boris Johnson) from an expert in historical law

**5** For example: BBC *'Coronavirus: More than 9,000 fines for lockdown breaches'* April 2020

enforcement to evaluate different types of community and alternative forms of law enforcement, that may allow the government to better enforce lockdown on the population.

***Activity 1***

*Calling all historians! Boris Johnson, recovering from Covid-19 has sent a request to all students of Crime and Punishment to help him out. (not really – but go with me on this). He is concerned about the high number of people who are STILL not following the rules of lockdown, he needs inspiration for different types of law enforcement that could help. What different types of law enforcement over the last 1000 years could he borrow (temporarily of course)?!*

- *Community based law enforcement (Tithings, Hue and Cry, Neighbourhood Watch)*
- *Police Activity (The beat, CCTV, specialist training and equipment)*
- *Deterrent – Could punishment be used to prevent people breaking the law [not technically law enforcement, but we can use it here].*

*Write a report for Mr Johnson evaluating the above [pros/cons] and help him decide what, if anything he should do!*

**Activity 2**

It was important to me within the intervention that there was the opportunity for students to engage clearly with the use of substantive knowledge alongside second-order concepts. As the Crime and Punishment unit is thematic study I decided to create an activity that asked students to consider change over time. To so I utilised the 'mixed constitutions framework' introduced by Michael Fordham in Teaching History (Fordham, 2014) [Full figures – *Appendix I*]. From this, I determined that one of the activities that would enable students to think about changes in law enforcement across the period was to create a timeline of key events. I wanted them to consider the changes within and across periods that shaped law enforcement and then evaluate the changes they felt had the biggest impact, explaining their justification. It was my hope that this activity would help them recall key events in relation to one another and better consider the evolution of law enforcement over the period.

***Activity 2***

*Create an A4 timeline focusing on only LAW ENFORCEMENT from c1000-c2000*

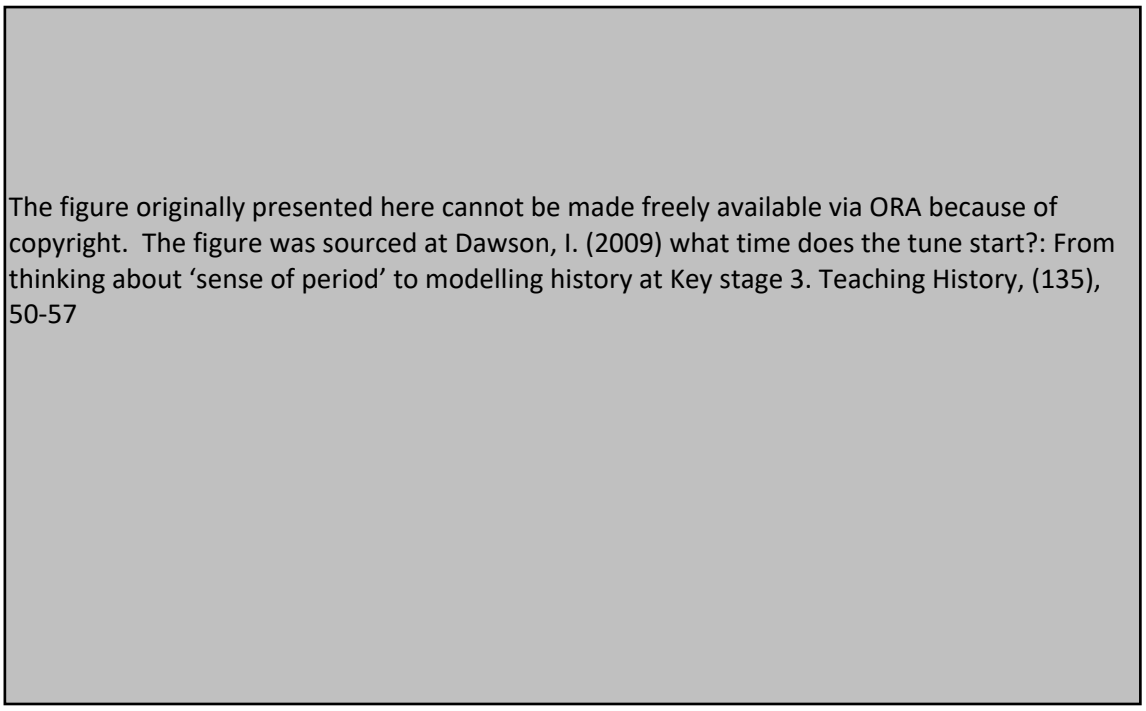
*Write it using your KO and try to reproduce it at least once from memory if you can.*

*Challenge – Highlight the 5 most significant changes in law enforcement from your timeline and explain briefly why each of them are so important.*

**Activity 3**

After reading Counsell (2017) I began to explore ways I could use retrieval practice to better help students consider 'broad understanding of the institutions of the period', instead of focusing merely on fingertip knowledge (Counsell, 2017). I turned to Ian Dawson in *Teaching History* whose 2009 article, 'what time does the tune start?: From thinking about 'sense of period' to modelling history at Key stage 3' discussed ideas for helping students define a sense of period.

**Figure 4.** (Ian Dawson, 2009)




From this, I decided to create an activity that would ask students to consider using their substantive knowledge to place different types of law enforcement within each period and envision what law enforcement would look like within time periods. I therefore asked students to create an opening image or collage to 'open' a Law Enforcement museum exhibition. It was my hope that by getting them to create these images, they would be creating a visual sense of period

in their head through thinking about things like what they would have worn, what buildings would look like, and what level of technology would have existed.

***Activity 3***

*You are creating an exhibition for the police museum on the changes in Law Enforcement from 1000-2000. They have asked you to create (digitally or by hand) 6 scenes that 'summarise' or 'encapsulate' law enforcement in **that** period – to start each section of the museum off.*

*You can draw a picture, or create a collage using images online – ideally it needs to be clear what time period your scenes show just by looking at them.*

*Scene 1 – Anglo Saxon Law Enforcement (1000)*

*Scene 2 – Norman Law Enforcement (1066-1152)*

*Scene 3 – Tudor Law Enforcement (1500s)*

*Scene 4 – Georgian Law Enforcement (1700s)*

*Scene 5 – Victorian Law Enforcement (1800s)*

*Scene 6 – Modern Law Enforcement (Today)*

**Activity 4**

For the last activity, I wanted students to have to evaluate the significance of substantive knowledge and reach judgements about law enforcement in the period. This is a skill that is important for the exam and so I once again use the mixed constitutions framework to create an activity. The first part of the activity was chosen to ask students to self-select what events or facts they felt had significance within the period which supported them to reach a judgement on which factors (Religion, Attitudes & Ideas, Government, Science and Technology, Individuals, Poverty & Wealth -R.A.G.S.I.P.) had the greatest influence in law enforcement. These factors are used consistently throughout the unit, and being able to reach judgements of this nature is an important skill for success in the paper. Therefore, I wanted to design an activity that used substantive knowledge from the KOs to mimic the thinking that would be expected of them in an examined context, to ask them to consider importance and reach judgements that are justified using factual information.

***Activity 4***

*(Please complete all parts)*

1) *Factual Selection*

   *Extract the 10 most key facts about law enforcement from 1000-2000, write them in chronological order and ensure they have the time period/date within them.*

   *E.g. – Robert Peel founded Britain's first centralised police force, the Metropolitan Police, in London (1829).*

2) *Enquiry Outcome Conclusion*

   *Write a PEEL paragraph in answer to each:*

   *Which RAGSIP factor had the greatest influence over Law Enforcement between:*

a) *1000-1700*
b) *1700-2000*

Overall, the activities designed for the intervention intended to offer the students the opportunity to recall and engage with factual information about law enforcement from c1000-c2000 using KOs in a variety of different ways. Crucially, no two activities were the same yet each activity asked students to utilise similar factual information (obtained from the same KOs), across both weeks. For each of the activities the students had to do something with their substantive knowledge, and think about law enforcement in relation to answering wider questions, relating to their own life, developing a sense of period or considering the importance of events. It was my hope that this would make retrieval practice more meaningful for the students by engaging them in retrieval activities that better enabled them to engage in historical thinking as well as encouraging them to repeatedly recall specific factual information from a previously studied unit. From examining the activities chosen by the students and their submission of these activities compared to other lessons of virtual learning, I hoped that I could begin to better understand how different students engaged with this type of retrieval practice, which could have implications for my department's use of activities such as these in the future.

**2. (Q2) Can more meaningful retrieval practice using KOs support student success in exam questions?**

In order for retrieval practice to be meaningful, it should also support GCSE students to answer exam questions and succeed in exam settings. For this reason, in week three of the intervention students selected and answered a 12-mark exam question on law enforcement. The students had a choice of three questions that broadly covered the chronology of the unit *[Appendix C].*

- *Explain why law enforcement changed from 1066-1500. [12 marks]*
- *Explain why law enforcement changed from 1600-1900. [12 marks]*
- *Explain why policing has changed so much since 1900. [12 marks]*

The responses to these questions, once submitted, were marked by the class teacher for each student and both the mark awarded and question chosen recorded. As these practice exam questions were conducted at home with no real time limit or normal examination conditions it would not be possible to determine whether the students' success in the exam questions were supported by the retrieval activities. Nevertheless, the exam question part of the intervention was important for a number of reasons. Firstly, it was important to determine that the activities carried out did not have a detrimental impact on students' ability to answer an exam question, by confusing them or steering them in a direction that would cause them to make mistakes in an examination setting. By recording this data and comparing scores to students' prior data from school, we could perhaps begin to draw some tentative conclusions about the impact of the activities on student's practice exam performance in a homework or similar setting. Secondly, it was important to measure the students' own perceptions of whether or not the activities helped support them to answer the exam questions. In order for retrieval practice to support student success, it is important to understand how the activities impacted student confidence in being able to answer exam questions, especially in settings where they may not have direct access to teacher support. Finally, in order for the department to remain in line with the school feedback policy, which stipulated marking of work with feedback every 2-3 weeks for Year 10, it was

important that we had a point within the time allocated that teachers could confidently provide feedback to students. As a 12-mark question has a clear and familiar format for staff and students, it was determined that this type of question best lent itself to accurate marking and meaningful feedback for students, without placing any increased pressure on the workload of the department. Overall, although it would not be possible to determine whether my intervention supported students to succeed in exam questions, by asking students to practice one and record the data, I could answer a number of key questions about the impact of the activities.

**3. (Q3) How do the use of KOs impact student motivation in history?**

As part of the intervention, it was important to ensure that students' motivation for history was not negatively impacted by their use of KOs. As part of developing meaningful retrieval practice, I hoped to understand more about how students themselves viewed history as a subject, knowledge in history, KOs and different forms of retrieval practice. By doing so I could begin to better acknowledge the impact that retrieval practice using KOs had had on students' perceptions of the subject, the potential impact on motivation at GCSE and how my intervention may have impacted these impressions from our students. I therefore designed two surveys to be carried out pre and post intervention, using Google Forms *[Appendix D]*. The surveys were posted on Google Classroom alongside the work for that week, but students could opt out from completing the surveys, if they wished.

There are a number of advantages to carrying out an online survey to understand student perceptions, that should be understood. Firstly, electronic surveys are useful because of the 'ease of survey editing and analysis, faster transmission and response time, and higher response rates' (Hawkes, 2005). This is particularly important considering the online nature of school work at the time of the intervention, where this is likely the only viable way of obtaining student perceptions.

In addition, '[r]esearch has also shown that electronic survey respondents may answer more candidly and provide more detailed responses to open-ended questions than respondents in paper surveys or interviews' (Hawkes, 2005), this is important as ideally we would like to obtain honest results from students, if possible. However, the online nature of these surveys also presents a barrier to some student being able to access and participate, this is 'especially problematic when working with low socioeconomic status' (Hawkes, 2005) in addition there may also be technical issues for students who can access such as being logged off, changing answers, mispressing buttons and other issues that may result in less reliable results than written forms or oral communication (Hawkes, 2005). From considering the situation around Covid-19, virtual schooling and the advantages, it seemed best to issue an electronic survey in order to collate student perspectives.

**Pre-Survey (Survey 1)** *[Appendix D]*

This survey's primary aim was to understand students' perspectives on the subject of history at GCSE before the intervention. This included examining whether they enjoy the subject, found it difficult and why they felt it matters. I also wanted to ask about their already existing ideas around KOs, retrieval practice and knowledge in history in order to get students to consider carefully their own impressions before perhaps being influenced by the intervention activities. Finally, I wanted to know how they themselves felt about the short answer quizzes they did as retrieval practice, and whether they found retrieval practice useful in its current format. This pre-quiz had less than ten questions, with a mixture of open ended and answer selection to enable the students to engage as much or as little as they felt comfortable doing.

**Post - Survey (Survey 2)** *[Appendix D]*

Following the intervention, I wanted to find out how students felt about this 'new' way of doing retrieval practice. I wanted to understand reasons behind their choices of activities, how they felt

about these activities compared to the quizzes they would normally do and the use of KOs and factual knowledge versus other skills in order to complete these activities. I also wanted to know whether or not the students felt that these retrieval activities supported them to answer the exam question, or whether their perspectives on retrieval practice had changed at all as a result of the intervention. The post- intervention quiz had 12 questions and was again a mixture of open and closed questions, with a higher proportion of open questions than the first survey. This is because I wanted students to have the opportunity to clearly share their perceptions of the activities with the department. However, very few of the questions were compulsory to answer as I did not want to add unnecessary pressure to the students who had opted to take part.

Overall, the surveys carried out covered a broad set of questions in order to try to better understand the impact that retrieval in general and the intervention could be having on our students. If answered by enough pupils, the survey would support my understanding of students' perspectives on these important areas and whether their needs were being met by our department's use of retrieval practice. Although I wanted to have the opportunity to delve deeper into these issues and develop a better understanding of exactly how our GCSE students felt about retrieval, the use of KOs and the intervention, I made the decision to keep the surveys short and broad for a number of reasons. Firstly, due to the coronavirus pandemic and uncertain nature of the period, I was reluctant to add extra pressure to any of our students outside normal schooling. I was conscious of the time pressure that surveys may have taken up as well as the distanced nature of the survey which may have made students feel unsure about what the purpose of the survey was or what they were expected to say. Although I considered following up some of the surveys with more detailed 1-1 or small group conversations with students about their responses, the school safeguarding policy around virtual schooling (*Appendix B*) and above concerns made me determine that this would not be in the students' best interests.

Overall, my investigation's primary concern was improving the nature of retrieval practice activities using KOs deployed by my department. It was my hope that by conducting this practitioner research I could help the department think more carefully about how we use KOs to retrieve factual knowledge. I hoped that by doing so I could make the use of KOs more meaningful for our students.

The data that would help inform the success of the intervention:

- student choice of activities, and level of overall engagement
- student performance in a subsequent GCSE practice exam question
- student perspectives on the activities, the subject, KOs and retrieval practice.

The success of the intervention could be seen in the data through:

- high engagement with the activities (across different groups of students)
- positive reactions to the activities from students within the survey
- student perception that the KOs remain a useful tool for retrieval practice
- exam question scores that are broadly in line with or higher than previous attainment data
- survey results that suggest that students are motivated in history, enjoy the subject at the GCSE level, recognise the role retrieval practice and recognise knowledge in history as not being limited to substantive knowledge.

**Ethical considerations**

In the carrying out of practitioner research within a school, it is important to reflect fully on the ethical impact of any research conducted, and to comply fully with both the University of Oxford's Central University Research Ethics Committee (CUREC) and the British Education Research Association (BERA). Despite most of my research falling directly under the type of work I would

carry out ordinarily in my role as a Lead Practitioner and classroom teacher, it is vital to reflect on further ethical principles.

At the start of my research I applied directly for CUREC approval in order to carry out my investigation. This process resulted in careful advanced planning of the nature of the work I would be doing and applying for consent for the research to be carried out directly with my head teacher. I ensured that my department and students were aware of my interest in improving retrieval practice, and that I would be working on this with them over the course of the academic year. Where surveys were required of students, participants always had the right to opt out, and all other work as part of the research project was contained within the normal business of the classroom, as that looked at the time of the intervention (April-May 2020). I also opted for surveys rather than face to face discussion with pupils in order to gain a broader understanding of students' views across the year group and in order to reduce the impact of the teacher / student relationship that may have altered the nature of the answers provided. Research suggests that this power dynamic can result in students giving teachers the answers they believe they want to hear, rather than their true feelings (Altrichter, 1993, 102). Although unable to remove the power dynamic completely from the investigation, it was my hope that the impact would be reduced by creating an online survey that reduced pressure on students to respond and respond in a certain way. The questions were designed to understand students' feelings without making them feel they were being tested, most of the questions centred around their perceptions and preferences and the survey was framed to students as an investigation by our department to improve retrieval practice. This was intended to create an atmosphere in which the students felt that their opinions were valued, hopefully reducing any concerns on their part at 'doing it wrong' and emphasising their role as having valued and recognised insights into their own learning.

Another important ethical consideration was to ensure that my research had minimal impact on the workload of my department. It was important to consider potential issues arising from my dual role as a teacher and researcher and to minimise bureaucratic or time burdens imposed on members of my department or students as part of my research. This includes time to carry out interventions or collect data. For this reason, all collection of data by staff was set within the school's normal feedback policy at the time of the intervention and all communication with my department regarding the intervention occurred as close as possible to normal operation within pre-set department meetings and conversations. In addition, all surveys and work carried out by pupils fell well within the time allocated to history as part of the Virtual Learning Timetable (A*ppendix B*) and so pupils never participated in the investigation in any way outside of this time.

All work carried out as part of the intervention took place via Google Forms or Google Docs. This made the storage of responses and exam answers more practically straightforward and increased anonymity when marking work, as student handwriting was disguised. All student work and survey data was stored in secure folders on Google, following the same practices as is expected by staff at the school. As soon as possible student data was anonymised and no data that would allow the school, staff or pupils to be recognised has been made available. All data storage has complied fully with the requirements of both the school's GDPR policy, BERA guidelines and the 2008 Data Protection Act.

Due to Covid-19 I had to think even more carefully about undue pressure on staff and pupils caused by my intervention. The UK lockdown was a stressful and difficult time for many people, and it was even more important to ensure that my intervention did not cause any stress, anxiety or pressure on my team or the pupils. In discussion with my head of department, he assured me that he remained a willing and enthusiastic participant in research, but it was decided to involve

another colleague less in the intervention planning due to other pressures that he was under at this time. When designing the research intervention, I ensured that all work required for staff and students fell squarely within normal operations for feedback, data collection and work expectation. This meant ensuring that time was allowed within each lesson posted for the completion of surveys. Although this meant that the scope for my questionnaire and time I had to carry out the research was reduced from what I had originally intended, it was important to ensure that all research carried out fully considered the ethical implications.

**Collaboration**

The aims of the research project, initial investigations, intervention activities and results, have been designed and put in place in collaboration with members of my department. As a small team of three full time teachers, much of the initial discussion around retrieval practice and the identification of issues to be explored, has come from our department's reflection on student results and work in lessons. Throughout all stages of the investigation, my head of department in particular has requested to be kept involved in the process, and time was allocated in a number of department meetings to discuss the intervention and its direction. My head of department continued to be involved in the process of intervention design during lockdown, and had a key role to play in helping me better consider the ethical implications of my research and to better ground my ideas from the literature into impactful, practical activities that could be utilized by the department. His enthusiasm for the research, his interest in reading some of the literature and his passion for developing our use of KOs in the classroom, has helped me to appreciate the impact and value that this type of practitioner research can have on my department's practice. Although it was my initial desire to have all members of the team equally invested in the process of developing retrieval practice, ethical considerations have prevented this from being fully realised, as in February 2020 one of my colleagues was placed on a department support plan. As a result, it

was determined that involvement with extra discussions on the research project would cause unnecessary extra strain on that member of staff, and the majority of discussion and reflection from this point were conducted bilaterally with myself and my head of department.

Following lockdown and further discussion with the senior leadership team at my school, it was determined that retrieval practice would once again be a core element for school wide CPD in the academic year 2020-2021. For this reason, I was asked in my role as a Lead Practitioner to support the planning and development of this CPD for all staff, my MLT research being recognised by the school as providing me with the expertise in this field to take a leading role on this. One concrete example of this seen in the July 2020 INSET where the Teaching and Learning priorities for the next year were outlined and shared with all existing and new staff. Work taken directly from this research project can be seen within the slides. (*Appendix F*). I am therefore looking forward to using what I have gained throughout this process to work more closely not just with my own department but across the school to support the development of retrieval practice over the next academic year.

**Results**

**1. Activity Choice, Engagement and Practice Question Scores by group.**

(See *Appendix H* for all data)

| **COHORT [98]** | **CHOICE 1** | **CHOICE 2** | **TOTAL** | **%** | | **EXAM QUESTION** | | |
|---|---|---|---|---|---|---|---|---|
| No Engagement | 27 | 28 | 55 | 28% | | No engagement | 30 | 30% |
| Activity 1 | 38 | 15 | 53 | 27% | | At current grade or higher | 42 | 43% |
| Activity 2 | 21 | 34 | 55 | 28% | | near current grade | 11 | 11% |
| Activity 3 | 10 | 15 | 25 | 13% | | below current grade | 10 | 10% |
| Activity 4 | 2 | 6 | 8 | 4% | | significantly below current grade | 5 | 5% |

- *Results suggest approximately ⅓ of students did not engage with the intervention*
- *Of those that did there was a clear preference for Activity 1 and Activity 2*
- *Results suggest students performed broadly in line with prior attainment data.*

| **BOYS [49]** | **CHOICE 1** | **CHOICE 2** | **TOTAL** | **%** | | **EXAM QUESTION** | | |
|---|---|---|---|---|---|---|---|---|
| No Engagement | 17 | 17 | 34 | 35% | | No engagement | 19 | 38% |
| Activity 1 | 20 | 5 | 25 | 26% | | At current grade or higher | 17 | 35% |
| Activity 2 | 5 | 16 | 21 | 21% | | near current grade | 3 | 6% |
| Activity 3 | 5 | 8 | 13 | 13% | | below current grade | 7 | 14% |
| Activity 4 | 2 | 3 | 5 | 5% | | significantly below current grade | 3 | 6% |

| **GIRLS [49]** | **CHOICE 1** | **CHOICE 2** | **TOTAL** | **%** | | **EXAM QUESTION** | | |
|---|---|---|---|---|---|---|---|---|
| No Engagement | 10 | 11 | 21 | 21% | | No engagement | 11 | 22% |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Activity 1 | 18 | 10 | 28 | 29% | | At current grade or higher | 25 | 51% |
| Activity 2 | 16 | 18 | 34 | 35% | | near current grade | 8 | 16% |
| Activity 3 | 5 | 7 | 12 | 12% | | below current grade | 3 | 6% |
| Activity 4 | 0 | 3 | 3 | 3% | | significantly below current grade | 2 | 4% |

- *Results suggest that girls were more likely than boys to engage with the intervention*
- *Both preferred Activity 1 and 2. Preference varies slightly between boys and girls though this is better explained by ability grouping than gender preference.*
- *Girls generally outperformed boys in the 12-mark exam question.*

| **HAPS [42]** | **CHOICE 1** | **CHOICE 2** | **TOTAL** | **%** | | **EXAM QUESTION** | | |
|---|---|---|---|---|---|---|---|---|
| No Engagement | 5 | 3 | 8 | 9% | | No engagement | 3 | 7% |
| Activity 1 | 21 | 7 | 28 | 33% | | At current grade or higher | 27 | 64% |
| Activity 2 | 13 | 19 | 32 | 38% | | near current grade | 7 | 16% |
| Activity 3 | 3 | 8 | 11 | 13% | | below current grade | 4 | 9% |
| Activity 4 | 0 | 5 | 5 | 6% | | significantly below current grade | 1 | 2% |

| **MAPS [31]** | **CHOICE 1** | **CHOICE 2** | **TOTAL** | **%** | | **EXAM QUESTION** | | |
|---|---|---|---|---|---|---|---|---|
| No Engagement | 7 | 8 | 15 | 24% | | No engagement | 11 | 35% |
| Activity 1 | 12 | 5 | 17 | 27% | | At current grade or higher | 12 | 39% |
| Activity 2 | 4 | 11 | 15 | 24% | | near current grade | 1 | 3% |
| Activity 3 | 6 | 7 | 13 | 21% | | below current grade | 4 | 13% |
| Activity 4 | 2 | 0 | 2 | 3% | | significantly | 3 | 10% |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | | | below current grade | | |

| **LAPS [25]** | **CHOICE 1** | **CHOICE 2** | **TOTAL** | **%** | | **EXAM QUESTION** | | |
|---|---|---|---|---|---|---|---|---|
| No Engagement | 15 | 17 | 32 | 64% | | No engagement | 16 | 64% |
| Activity 1 | 5 | 3 | 8 | 16% | | At current grade or higher | 3 | 12% |
| Activity 2 | 4 | 4 | 8 | 16% | | near current grade | 3 | 12% |
| Activity 3 | 1 | 0 | 1 | 2% | | below current grade | 2 | 8% |
| Activity 4 | 0 | 1 | 1 | 2% | | significantly below current grade | 1 | 4% |

- *Low Attaining Pupils (LAPS) were the least likely to engage with the intervention, with High Attaining Pupils (HAPS) the most likely.*
- *Across all attainment groups, there was a strong preference for Activities 1 and 2 with Middle Attaining Pupils (MAPS) also electing to do Activity 3 higher than any other group.*
- *High Attaining Pupils also showed preference for Activity 2 over Activity 1, this activity being preferred by a high number of HAPS girls (who make up 60% of the HAPS in the cohort)*
- *In general, higher attaining pupils are more likely to engage with and perform well on the 12-mark exam question than lower attaining pupils.*

**2. Engagement levels across virtual learning.**

*(* **Intervention weeks**)*

| Week | Teacher 1 | Teacher 3 | Teacher 2 | Total |
|---|---|---|---|---|
| 1 | 36 | 20 | 18 | 76% |
| 2 | 37 | 16 | 15 | 69% |
| **3*** | **39** | **16** | **16** | **72%** |
| **4*** | **38** | **15** | **17** | **71%** |
| **5*** | **38** | **14** | **16** | **70%** |
| 6 | 38 | 15 | 13 | 67% |

| | | | | |
|---|---|---|---|---|
| 7 | 37 | 16 | 14 | 68% |
| 8 | 37 | 15 | 13 | 66% |

- *Although ⅓ of students did not engage with the intervention, this broadly mirrors student participation in virtual learning across the 8 weeks measured.*
- *There is a slight increase in participation during the intervention, but this is not a significant amount.*

**3. Survey Findings**

(See *Appendix H* for full survey results)

***(a) Student perception of activities***

Overall, the survey suggests that many students had a preference for the retrieval activities over traditional quizzing. Over 33% of students showed a preference with 54% responding neutral. Only 12.5% of students said they did not prefer the activities in the intervention to short-answer quizzes. Students described the activities they chose as '*the most interesting*' having '*creativity*' and that they '*find timelines useful*'. Though not all students gave reasons for their choice of activity a number referenced '*interest*' and '*creativity*' directly in explaining their choice. A second common reason given for the selection of activities was that it was '*useful for revision*', '*most relevant*' or '*most effective*' This suggests student perception of the activity supporting them to succeed is also an important consideration for some students. One area in which preference for traditional quizzes was expressed was the element of competition and '*desire to get your score up*', however limitations of quizzes were noted with one student commenting that '*I can recall short answers but I then struggle to recall long answers, especially in essays*.'

Within the survey the majority of respondents (68%) noted that the activities relied on using facts, but over 48% described the activities as being more useful than traditional quizzes for revision generally, and in supporting them to answer the 12-mark exam question. Over 87% described the activities as being as useful or more useful than in class quizzes, students commenting that it gave

them '*an idea on the different ways to complete retrieval activities*' and helped them '*see there are many more ways to revise'*.

**(b) Student perception and use of KOs**

Overall, the survey suggests that 88% of students found KOs useful for revision at least some of the time. Furthermore, 42% of students had strong reliance on the KOs in order to complete the activities. However, it is important to note that 58% of students responded that they had to look elsewhere for 'a little' information in order to complete the activities, with only 33% able to rely on the KO knowledge, only one student noting '*I used the knowledge organiser to aid my memory*'. However, students have commented that they '*like them* (KOs) *a lot more now*' that they '*use the knowledge organisers more now'* and that *'I like the knowledge organisers as I have one place to look that will have the basic information that I need'.*

**(c) Importance of substantive knowledge**

Overall 90% of our students hold the belief that substantive knowledge is important in history. With a high proportion citing the amount of content as a key reason as to why the subject was difficult. When further explaining, they did note that these facts were not enough, the comments here alluding to a number of other types of knowledge. For example, contextual knowledge, with pupils noting that '*background*' *'contextual links*', and '*Being able to tell something like you were there when it happened*.' were also important. A number of responses also noted the importance of source skills (e.g. *inference*), being able to construct arguments, create links between factors and reach judgements. Finally, a high portion of responses referenced exam question structure, style and technique.

Though most students commented that they relied mostly on facts to complete the intervention activities, there were some students who recognised their need to draw on other types of knowledge. One student noted *'you needed to use application of knowledge for the letter as you have to apply it to modern day life.'* another commenting on the need to use *'explanations and tried to link key facts to the importance of law enforcement and its changes*'. One student even directly noted the need to *'use context to accurately explain the scenarios of the different decades of law enforcement.'*. Therefore, though not always aware and able to fully articulate different types of knowledge, there seems to be at least some awareness that only facts are not enough to do history.

**(d) Motivation and engagement in history.**

Overall, the students' responses suggest that 84% of students enjoy the study of history at the GCSE level, despite 76% perceiving it as difficult. Students' responses suggest that they find the subject 'interesting' and a high number commented that it is important because we can better understand our lives and how humans have developed. Comments like '*shaping society*' and *'understand the present*' frequently appear as well as comments themed around ensuring that humans do not repeat mistakes.

**Methods of Analysis**

In order to examine my data once collected, I collected the raw data from the intervention across all classes, including baseline data from each student and placed this onto one spreadsheet. I then downloaded all individual survey results by student and question for both the pre and post survey. From an initial examination of the data, I decided to group the data from the intervention by gender and by the attainment groups used by the school, in order to examine the patterns that emerged. This was achieved by a thematic sweep of the available data, identifying any overall ideas that were visible. This thematic analysis was chosen, as I felt this form of inductive data analysis 'both works to reflect reality and to unpick or unravel the surface of 'reality' (Braun and Clarke 2006, 8). From this I was better able to ask questions of the data, and set out to see what these results and the survey data could reveal about the specific questions I had set out to answer in my research, supporting me to keep my analysis focused. I was able to 'rely on intuition and sensing, rather than being bound by hard and fast rules of analysis' (Braun and Clarke, 2006 in Savin-Baden and Major, 2013, 440). The questions that I aimed to answer were:

1. *(Q1) What would meaningful retrieval practice using KOs look like in my context?*
2. *(Q2) Can more meaningful retrieval practice using KOs support student success in exam questions?*
3. *(Q3) How do the use of KOs impact student motivation in history?*

In order to ensure that I was able to effectively use survey data, through thematic analysis I defined and named four areas of focus that would help me best be able to answer the above questions. These areas were identified through an initial review of the themes, and consideration of my research questions to help focus this analysis. I then examined both surveys for responses that would help me investigate each area. The areas chosen were: *(a) Student perception of activities (b) Student perception and use of KOs (c) Importance of substantive knowledge (d) Motivation and engagement in history.* From this I was able to take clear notes on what the survey

results revealed for each section separately, and draw conclusions from what emerged. This inductive method of analysis was helpful to me as 'the process of immersion in data and considering connection and interconnections' (Savin-Baden and Major, 2013, 440) is what enabled me to see what ideas emerged from the data and draw my conclusions.

It is important to note that there were clear limitations to my investigation and analysis. From the investigation carried out, there are a number of questions I am unable to answer such as the ability of KOs to support students in exam questions, this is because the results of the exam practice cannot be relied upon to suggest with any confidence a positive relationship between the activities and exam success. However, I was able draw some limited conclusions about student perception of KOs and the activities. The only data I can use to determine the impact of KOs combined with the focused activities is student perception, collected via the surveys. The limitations of this data are also evident, the completion rate and low attrition rate between surveys, suggest we cannot rely on the data fully to be representative of the year group (75% Survey 1, 49% Survey 2).

Additionally, survey responses where students were asked to give reasons or type in their own responses found that answers were usually quite short and undeveloped, limiting the amount I was able to determine from some questions. It is also important to note that some of the questions asked did not help me further my investigation, and did not prove useful in drawing out conclusions about the intervention or students' perspectives. This suggests I could have designed better surveys in order to gain more useful responses for my investigation.

One further consideration of my methods of analysis, is my examination of the data. It is clear from my research that I was looking to answer specific questions and draw out conclusions that would help my department better use KOs. This lens through which I have examined, grouped and analysed the data is therefore subjective and may not have enabled me to identify all that is revealed by the data, both the surveys and activity data collected. I also have taken this into consideration when examining conclusions drawn, as these may have emerged through being 'looked for' in the results, and tenuous results or correlations between results may have been exaggerated in order to draw clear conclusions from the data. As a result, every effort has been taken to look objectively at the data and carefully consider the validity of conclusions drawn.

## Conclusions

### 1. *(Q1) What would meaningful retrieval practice using KOs look like in my context?*

Retrieval practice could be improved in my context by using a variety of activities for students to apply recalled knowledge. This could be achieved through activities in which students used the specified substantive factual knowledge recalled from KOs to: reach judgements: consider the relevance of history to everyday life and engage with second order concepts in history.

From examining survey results it is clear that KOs should continue to be a tool used by our department to support student retrieval practice, though we should change the way we use them in order to improve the impact that they are having within our department. Students' overwhelmingly expressed positive feelings towards the KOs and better developed their understanding of how they can be used in different ways by participating in the different types of activities using them. Though it has also been made clear that the KOs alone are not always seen as enough to support some retrieval activities, they are nevertheless seemingly valued by students as a foundation.

The results from the intervention do suggest that in order for retrieval practice using KOs to be more meaningful, we should be planning more varied activities. In particular, students showed a strong preference across groups for an activity that made history relevant to their lives and situations. Through the survey they expressed their preference for the activities as they found them '*interesting*' and '*creative'*, which suggests that as a department we should do more to engage students with retrieval practice in this way. Students also showed preference for the timeline activity, which was directly useful to the unit in question, considered alongside student responses it is clear that within the cohort students will engage more with tasks they perceive as being relevant to the course or effective for revision. This suggests that as a department we

should think carefully about different forms of retrieval practice we are using KOs for across different GCSE units in our planning. In addition, it is important to note that across the cohort, very few students selected Activity 4. This activity was inspired by the mixed constitutions framework, and may not have been chosen for a number of reasons that need more investigation. From the results collected it cannot be discerned whether there was a dislike for Activity 4, confusion on the part of the students as to what was expected, a preference for the other activities or some other reason it was not chosen.

Another important consideration is the planning of activities that students find useful to support their answering on exam questions. Results from the survey suggest that varied activities were perceived by most students as being at least as useful, but there were some students who still expressed preference for short answer quizzes, which suggests that these should not be abandoned completely by the department.

This is supported by the literature which suggests that varying activities is a crucial element of effective retrieval practice, Willingham recommending that retrieval practice is distributed 'not only across time but also across activities' (Willingham, 2009, 125) this being important as it better enables students to 'transfer learning from one situation and apply it successfully in another' (Brown et al, 2014, 51). This is an important consideration for our department, as it was this inability of students to use quizzed knowledge in an exam setting that began this investigation initially *(Appendix A)*. Being able to design an intervention that not only allows our department to better recognise the importance of not only varying retrieval to support our students but also do so in a way that better engages them to 'connect school knowledge to their lives outside of school' (Barton, 2009, 279) has also been a worthwhile endeavour. Thinking more carefully about designing activities that help students to consider history as being related 'to the lives of students and the society of which they are part' (Van Straaten et al, 2016, 483-4) or supporting them to

think more about historical second order concepts, has helped our team better consider the impact of some of our exam focused intervention. We have been able to reflect as a department on the importance of ensuring that activities, revision and retrieval is taking the wider needs of the pupil into consideration, and not only their exam marks.

It is important to recognise that as a small-scale and entirely virtual intervention, the results collected cannot be relied upon entirely to determine the best way for us to use KOs in the classroom. Due to the limitations caused by Covid-19 classroom impact cannot be assessed, as no in-classroom activities were able to take place. In addition, we are unable to see the impact of the intervention on around 30% of students, many of whom are LAPS, due to their lack of engagement with the intervention activities and virtual learning. Moreover, though we can draw out some conclusions about student preferences, it is important that we recognise as a department that this type of survey data cannot always be relied upon to be an accurate reflection of student beliefs. Students may be in part responding to questions in a way that they feel will please their teachers, or confirm the teacher expectations (Altrichter, 1993, 112), in addition there is no clear way of knowing the impact of lockdown or virtual school on their feeling towards their teachers and education and this may also skew the results collected. Whatever tentative suggestions emerge for the ways we should be asking students to retrieve using KOs in the next academic year, we should continue to tread carefully and reflect as a department on their usage and impact.

***2. (Q2) Can more meaningful retrieval practice using KOs support student success in exam questions?***

The literature does suggest that varied practice, as outlined above, could better support students to answer exam style questions. Due to it being more cognitively challenging, varied practice helps students to 'learn better how to assess context and discriminate between problems, selecting and applying the correct solutions from a range of possibilities' (Brown et al, 2014, 53). However, in examining students' practice exam question scores and comparing these results with performance in previous assessments, it is clear that the activities had no perceivable impact on student outcomes.

Across gender, and ability range from the students that engaged with the intervention there was broad performance in line with previous academic achievement in assessments. Due to the conditions in which these questions were answered, no conclusions can be drawn at this stage about the use of KOS in this way being able to better support students in exam situations. However, there was some consensus among students that the activities helped them prepare at least as well as a short answer quiz would, with 42% noting that these activities were more useful in helping them prepare for the exam question than short answer quiz questions. It is also important to recognise that from the results there seems to be no indication that the activities confused students, or had any perceived negative impact on students' ability to engage with or answer an exam question. Therefore, despite suggestions from the literature that an intervention of this type may be able to better serve students' preparation for examinations, this is not a conclusion that can be drawn from the intervention designed.

### *3. (Q3) How do the use of KOs impact student motivation in history?*

One important area of consideration throughout the intervention was the unintended consequences of such an explicit focus on factual and substantive knowledge in history. We were concerned that the focus we had on using KOs to specify key knowledge, in order to answer short-answer quizzes may have been detrimental for some students, it was therefore important to try to ensure this was considered within the intervention. From examining levels of student engagement in virtual learning across an eight-week period, and considering student responses to the survey, it seems clear that the intervention has not had any apparent obvious negative effects on students' motivation in history.

Survey results suggest that students, although perceiving history as a difficult subject due to content pressures, overwhelmingly enjoy the subject at the GCSE level and have some recognition for its place and importance in wider society. Moreover, the survey results also suggest that our students do have some understanding of different types of knowledge required in history. Survey responses before and after the intervention discuss links, contexts, judgments and a number of other phrases that imply some awareness of knowledge that is broader than facts.

However, this cannot be said for certain. This was a limited survey, showing only a snapshot of our student's understanding of history, with limited questions that did not allow our department to draw a full and complete understanding of how our students view knowledge in history or perceive the subject. The nature of the conditions in which the survey was taken, as well as the perspectives of those unwilling or unable to participate may also have heavily skewed the results obtained. In addition, students are likely to express positivity towards a chosen subject at GCSE when asked by their teachers and this may not reflect their true feelings towards the subject, this

may be down to a desire to paint a positive picture of themselves and their teacher (Altrichter, 1993, 112). Therefore, continuing to be aware of student motivation and engagement in our subject is important. In particular, as a department, we should look to more carefully examine student perceptions of historical knowledge (Barton, 2009), different types of substantive knowledge (Counsell, 2017) and second order concepts. We must continue to be aware of our ability to focus too much on finger-tip knowledge, and ensure we do not distort the nature of history for our students (Burn and Todd, 2018).

**Implications**

On the whole, the students' responses both to the activities and from the survey results, suggest that the intervention was at least partially successful in helping improve the way we use KOs as a department. However, it is clear that much more research is needed in this area. The usage by students and teachers of KOs, and the impact they have remains an area in which little research has been conducted. Within the parameters of this research I wasn't able to explore the role of feedback that the literature highlights so this needs further examination. My data suggests there is an impact on students' ideas regarding history, this too needs further unpacking and consideration.

As a result of working together as a department, and collaborating at different stages of the intervention, a number of lessons have been learned. Firstly, engaging in this type of practitioner research has been invaluable to our department, as we have developed a much better understanding of the theory surrounding retrieval practice, the benefits and challenges of its use in our setting. We have the opportunity to make clear improvements in our own department practice as a result of undertaking this project. Despite the numerous limitations across a number of stages caused by Covid-19 and school closures, this has not been a barrier to making improvements and clear next steps have emerged for us. As a department we aim to utilise CPD

and meeting time to consider how we plan retrieval activities in the same way we would plan lesson activities, ensuring that our tasks don't only rely on the retrieval of fingertip knowledge to answer short questions. In my Teaching and Learning role within the school, I will strive to encourage both our department and other departments to think more carefully about the way we are asking students to use knowledge and KOs. It is my hope that as a result, over the next year our history retrieval activities will become more varied in nature, and be focused on supporting students to use substantive knowledge in meaningful ways, for both subject progress and to support exam success. Where possible within this we will also try to plan activities that can link history to the world outside the classroom, and be relevant to the lives of the students we teach.

Though we recognise that this is not a panacea for solving the myriad of issues with retrieval practice in the subject, the intervention suggests that there may be clear benefits for our students if we try to do this. However, it remains to be seen what the situation will look like in a classroom setting. We must continue to be wary of the rate and pace of change in education settings at the moment, and what this may mean for our students. As a department, and as an individual it remains a key finding from this investigation that a focus on factual knowledge has issues, and can distort history for students and therefore it is important that we continue to reflect on the impact of any intervention with students by considering their needs and not just their exam results.

I am pleased with the progress and outcome of my intervention, despite the challenges faced. As I continue to take a leading role in developing retrieval practice in my school, I feel that this project (and Part 2 – Wilkins, 2019) has helped me develop an in-depth understanding of KOs and their usage to facilitate more meaningful retrieval practice. Through engaging in this process, I have developed not only my knowledge and expertise in this area, but also my ability to work collaboratively with a team to engage critically with existing literature and enact meaningful change for students in our context.

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**Appendix A**

**Pre- intervention exploration on Knowledge Organisers**

**Exploration 1 - The perceived usefulness of KOs by Year 10 students**

**Aims**

Before undertaking work on KOs with Year 10, I was curious how they felt about them as being helpful for quiz preparation. Therefore, I set out a knowledge quiz on a topic we had studied recently (post-Christmas) the students had the option of taking a Knowledge Organiser to support them, even though it wasn't a requirement. The students had to collect the Knowledge Organiser themselves, they weren't handed out (I felt all students would take one if they were).

**Homework**

Date Set: Tuesday 4th February / Due Date: Tuesday 11th February 2020

Year 10 Retrieval Quiz Homework - Crime and Punishment.

Year 10, you will have a short knowledge quiz next week (Tuesday double lesson) 10-15 questions based on crime and law enforcement post-1900.

Please use your homework time this week to prepare for the quiz. You can ask someone at home to test you. Make Flashcards (like Mr C------ PSHCE lesson, or use self-quizzing.

In order to help you prepare you can use your exercise books, the textbook copies you have and if you collected one in the lesson a Knowledge Organiser.

**Knowledge Organisers Collected:** 33/50 [4 students absent]

This *suggests* that students themselves felt that the KOs *may* be helpful in helping them prepare for the quiz, therefore exploring student attitudes to KOs is something I would like to look into.

**Exploration 2 - Knowledge Quiz/Far Transfer of Knowledge (Year 11 QUIZ - Pre-Public Exam)**

**Aims**

As a department, we suspected that the knowledge quizzes we were conducting with GCSE level students were being seen as separate from knowledge for use in an exam or essay setting. In order to see if this was perhaps the case, we decided to set a quiz for our Year 11 students on three areas that we (and they) knew were being tested in an upcoming exam. This short quiz was the only in-lesson support given to the students in preparation for that part of the exam (as the focus of revision was on the Cold War segment, something that they hadn't been tested on within the academic year).

**Homework set**

Date Set: Friday 31st January / Date Due: Friday 7th February

Elizabeth Quiz - Key Exam Areas (M.Q.O.S / Spain / Education)

Please prepare for a short quiz 10-15 questions on Elizabethan England next Friday 7th February (in lesson). The topics for the quiz are - Mary Queen of Scots, Spain and Education. Use your exercise Elizabeth KOs and Revision Guide / Exercise book (red).

**Quiz Questions**

**Early Elizabethan Quiz**

**Education**

1. Which group believed that learning was important for humans to further themselves? (1)

2. Why did Protestantism encourage learning? (1)

3. Which social groups attended Elizabethan Grammar schools? (1)

4. What did Parish and Petty schools teach? (1)

5. What education did girls generally receive in Elizabethan England? (2)

**Spain**

1. How did Privateers contribute to declining England – Spain relations? (2)

2. How did Elizabeth *indirectly* support Dutch rebels in the Spanish Netherlands before 1585? (2)

3. How did Elizabeth *directly* support the Dutch rebels in 1585? (2)

4. What was the raid on Cadiz and how did it impact the war between England and Spain? (2)

**Mary Queen of Scots**

1. Why was Mary QOS a contender for the throne of England? (1)

2. Give 2 reasons that many Catholics supported Mary QOS? (2)

4. Why would many see Mary as a more *stable* Queen than Elizabeth? (1)

5. What support did Mary QOS have from abroad? (1)

6. How did involvement in the Babington plot lead to Mary QOS's execution? (2)

**Findings**

It is not possible to clearly draw any form of correlation between the quiz and exam as students have been instructed to revise these areas over the February half term break and therefore this

revision will likely be a large factor in determining what students have been able to write about in the PPE exam.

What is interesting however, is that amongst a high number of Low-Achieving Pupils and some Middle Achieving pupils, low scores on their Elizabeth papers, could have been improved by simply writing down the same facts that they got correct on their quiz paper. This was clear in five students in my Year 11 history class who all answered the question correctly on how Protestants wanted people to read the bible, which encouraged some people to learn how to read, yet did not mention this fact in their exam question, and scored only a Level 1 or Level 2 answers in this 12 mark explain why question. Of the 5 questions asked about education the only fact that appeared in these 5 papers was that 3 of the number wrote that girls received no real education in Elizabethan England.

Similarly, amongst some of the papers of the High Achieving Pupils, despite most getting above 80% on the quiz, very few students (6 in total) mentioned the word humanists in their answers, and only 7 discussed the facts that Mary Queen of Scots had a son and heir in their exam answers, despite answering these questions correctly in the quiz. It is important to note that without these specific facts, the overwhelming majority of High-Achieving students did incredibly well in their exam overall, likely supported by the focused revision and narrow range of topics.

Though this exploration is clearly unable to fully support the ideas the department had about far transfer, they do perhaps suggest that the quizzes we are using for retrieval aren't fully supporting students to use that knowledge with confidence in an exam setting. Therefore, the issue deserves further exploration by our department.

**Appendix B**

## Virtual learning timetable

Simpler than school timetable; all students in the year group are working on the same subject each day; easier for students and teachers to manage their time.

| Day / year group | 7 | 8 | 9 | 10 | 12 |
|---|---|---|---|---|---|
| Monday | Maths<br>Geography<br>History<br>*Reading* | English<br>Science<br>DT<br>PE (exercise) | Maths<br>French/<br>Spanish<br>Exercise<br>*Own research* | Science<br>English<br>Option B ('ab')<br>*Reading* | Follow new in-school TT + independent study |
| Tuesday | English<br>RE<br>Music<br>PE (exercise) | Maths<br>Geography<br>History<br>*Reading* | English<br>Science<br>Option C<br>*Reading* | Maths<br>French/<br>Spanish<br>Exercise<br>*Own priority revision* | Follow new in-school TT + independent study |
| Wednesday | Science<br>Drama/ dance<br>Computer Science<br>*Reading* | English<br>RE<br>Music<br>PE (exercise) | Maths<br>Science<br>Geography/History<br>Exercise | English<br>Science<br>Option C | Follow new in-school TT + independent study |
| Thursday | Maths<br>Art<br>French /Spanish<br>PE (exercise)<br>*ELC/own research project* | Science<br>Drama/ dance<br>Computer Science<br>*Reading* | English<br>Maths<br>Option A<br>*Reading* | Maths<br>Science<br>Geography/History<br>Exercise<br>*Reading* | Follow new in-school TT + independent study |
| Friday | English<br>Science<br>DT<br>PE (exercise)<br>*Reading* | Maths<br>Art<br>French /Spanish<br>PE (exercise)<br>*ELC/own research project* | Science<br>English<br>Option B ('ab')<br>Exercise | English<br>Maths<br>Option A<br>Exercise | Follow new in-school TT + independent study |
| | Math/Eng/ Sci: 2x a week,<br>Other subjects: 1x a week | Math/Eng/ Sci: 2x a week,<br>Other subjects: 1x a week | Math/Eng/ Sci: 1 hour, 3x a week,<br>Other subjects: 2 hrs, x1 a week | Math/Eng/ Sci: 1 hour, 3x a week,<br>Other subjects: 2 hrs, x1 a week | KS5: set 1 hour of work (eg questions) for your scheduled lesson; + at least 1 hr of homework/ revision per lesson |

Y11 Student perspective: “It’s Wednesday so I need to do 1 hour of maths, 1 hour of French/Spanish, 1 hour of art which is my ‘Option C’ and some exercise. I will also do an hour of revision in the subject I need to focus on the most, which is science.

Y7 student perspective: “It’s Wednesday so I need to do the learning set by Science, drama/dance, and computer science.”

Y13 student perspective: “It’s Wednesday and I normally have double maths and chemistry on a Wednesday so I can expect my teachers to set me learning on Google classroom for those lessons. I will also work through one of the past papers I have printed for each subject.

**Key Staff Messages for Online Safeguarding from DSL**

**Virtual Learning has additional Safeguarding issues we need to consider. Few points to note below to keep everyone safe and happy.**

1. Don’t call parents from your home. This puts you in a vulnerable position. Any students who are not engaging, flag them with your HOD. We may start targeting key year groups - but in a centralised, systematic way.
2. If you ever use Google hangouts (6th form teachers only), ensure it is only voice (not video) and double check with Rachel prior. We are writing protocol for this so all 6th formers do it correctly. Don’t do it if you are not comfortable with it.
3. We are checking in our 7 Child In Need (CIN) families regularly.
4. We have a targeted list of ‘vulnerable students’ that we are engaging (via phone, text, email etc). They know we haven’t forgotten about them.
5. We are setting up a supermarket voucher system for our FSM students (112)
6. HoYs are doing an ace job keeping the students smiling via daily Year Group boards
7. Kooth.com is an excellent resource for online mental health support for students so we are referring students to this when they need it.
8. If you are struggling with anything, please let me know. Talk to your line manager or drop me a line and /or we can call and have a chat. I’m more than happy to talk through any issues you have.

**Appendix C**

Google classroom work as posted. Please be aware that the assignment description may be slightly different from teacher to teacher when uploaded to google classroom, but the posted document with instructions for students would have been identical for each student in Year 10 that week. Alongside the work the Crime and Punishment KOs were also shared with students, please see *Appendix E* for complete KOs as shared.

**Google Classroom work as posted - Week 1**

**Assignment Description:**

Hi Year 10,

For the next few weeks, we will be looking at retrieval practice using Knowledge Organisers.

In order to help the department, do this more effectively, it would be fantastic if you wouldn't mind taking part in a few short online surveys over the next few weeks.

Over the next two weeks, the work set for history will be a choice, you will have four activities explained below.

Each week, this week and next week, you will complete ONE of the activities below using your Crime and Punishment knowledge organisers. These activities are all retrieval practice from this year's Crime and Punishment Unit.

In the third week you will be completing a 12-mark exam question about law enforcement. (You will have a choice of questions) and there will be a final survey.

**Posted Document:**

Hi Year 10,

For the next few weeks, we will be looking at retrieval practice using Knowledge Organisers.

In order to help the department, do this more effectively, it would be fantastic if you wouldn't mind taking part in two short online surveys over the next few weeks.

1) Please complete the attached survey.

2) Please see the attached document and complete ONE of the activities listed.

**Task One:**

Please complete the online survey if you can by following this link. If the link does not work please contact your history teacher or Ms ------. https://forms…..

If you feel uncomfortable answering the survey for any reason - you do not HAVE to do so. The aims of the survey is just to see how we can make retrieval practice more meaningful for Year 10 students at GCSE.

**Task Two:**

Over the next two weeks, the work set for history will be a choice, you will have four activities explained below.

Each week – (including today) you will complete **ONE** of the activities below using your Crime and Punishment knowledge organisers. These activities are all retrieval from this year's Crime and Punishment Unit.

In the third week you will be completing a 12-mark exam question about law enforcement. (You will have a choice of questions) and there will be a final survey.

Please scroll down to see the choice of Activities. Please choose **ONE** to complete today.

***Activity 1***

*Calling all historians! Boris Johnson, recovering from Covid-19 has sent a request to all students of Crime and Punishment to help him out. (not really – but go with me on this). He is concerned about the high number of people who are STILL not following the rules of lockdown, he needs inspiration for different types of law enforcement that could help. What different types of law enforcement over the last 1000 years could he borrow (temporarily of course)?!*

- *Community based law enforcement (Tithings, Hue and Cry, Neighbourhood Watch)*
- *Police Activity (The beat, CCTV, specialist training and equipment)*
- *Deterrent – Could punishment be used to prevent people breaking the law [not technically law enforcement, but we can use it here].*

*Write a report for Mr Johnson evaluating the above [pros/cons] and help him decide what, if anything he should do!*

***Activity 2***

*Create an A4 timeline focusing on only LAW ENFORCEMENT from c1000-c2000*

*Write it using your KO and try to reproduce it at least once from memory if you can.*

*Challenge – Highlight the 5 most significant changes in law enforcement from your timeline and explain briefly why each of them are so important.*

***Activity 3***

*You are creating an exhibition for the police museum on the changes in Law Enforcement from 1000-2000. They have asked you to create (digitally or by hand) 6 scenes that 'summarise' or 'encapsulate' law enforcement in **that** period – to start each section of the museum off.*

*You can draw a picture, or create a collage using images online – ideally it needs to be clear what time period your scenes show just by looking at them.*

*Scene 1 – Anglo Saxon Law Enforcement (1000)*

*Scene 2 – Norman Law Enforcement (1066-1152)*

*Scene 3 – Tudor Law Enforcement (1500s)*

*Scene 4 – Georgian Law Enforcement (1700s)*

*Scene 5 – Victorian Law Enforcement (1800s)*

*Scene 6 – Modern Law Enforcement (Today)*

***Activity 4***

*(Please complete all parts)*

1) *Factual Selection*

*Extract the 10 most key facts about law enforcement from 1000-2000, write them in chronological order and ensure they have the time period/date within them.*

*E.g. – Robert Peel founded Britain's first centralised police force, the Metropolitan Police, in London (1829).*

2) *Enquiry Outcome Conclusion*

*Write a PEEL paragraph in answer to each:*

*Which RAGSIP factor had the greatest influence over Law Enforcement between:*

*a) 1000-1700*
*b) 1700-2000*

**Google Classroom work as posted - Week 2**

**Assignment Description:**

Good Morning Year 10!

The same as last week you will complete ONE of the activities below using your Crime and Punishment knowledge organisers. Please note this cannot be the same activity that you completed last week.

(Next week you will be completing a 12-mark exam question about law enforcement. (You will have a choice of questions) and there will be a final survey.)

Please do not hesitate to contact me if you need anything. Leaving a comment on here or on your work.

Best, Miss

**Posted Document:**

Hi Year 10,

For the next few weeks, we will be looking at retrieval practice using Knowledge Organisers.

**Task:**

Continuing from last week – You will have a choice of activity.

The same as last week you will complete ONE of the activities below using your Crime and Punishment knowledge organisers. These activities are all retrieval from this year's Crime and Punishment Unit.

Next week you will be completing a 12-mark exam question about law enforcement. (You will have a choice of questions) and there will be a final survey.

Please scroll down to see the choice of Activities. Please choose **ONE** to complete today. This cannot be the same activity that you completed last week.

***Activity 1***

*Calling all historians! Boris Johnson, recovering from Covid-19 has sent a request to all students of Crime and Punishment to help him out. (not really – but go with me on this). He is concerned about the high number of people who are STILL not following the rules of lockdown, he needs inspiration for different types of law enforcement that could help. What different types of law enforcement over the last 1000 years could he borrow (temporarily of course)?!*

- *Community based law enforcement (Tithings, Hue and Cry, Neighbourhood Watch)*
- *Police Activity (The beat, CCTV, specialist training and equipment)*
- *Deterrent – Could punishment be used to prevent people breaking the law [not technically law enforcement, but we can use it here].*

*Write a report for Mr Johnson evaluating the above [pros/cons] and help him decide what, if anything he should do!*

***Activity 2***

*Create an A4 timeline focusing on only LAW ENFORCEMENT from c1000-c2000*

*Write it using your KO and try to reproduce it at least once from memory if you can.*

*Challenge – Highlight the 5 most significant changes in law enforcement from your timeline and explain briefly why each of them are so important.*

***Activity 3***

*You are creating an exhibition for the police museum on the changes in Law Enforcement from 1000-2000. They have asked you to create (digitally or by hand) 6 scenes that 'summarise' or 'encapsulate' law enforcement in* ***that*** *period – to start each section of the museum off.*

*You can draw a picture, or create a collage using images online – ideally it needs to be clear what time period your scenes show just by looking at them.*

*Scene 1 – Anglo Saxon Law Enforcement (1000)*

*Scene 2 – Norman Law Enforcement (1066-1152)*

*Scene 3 – Tudor Law Enforcement (1500s)*

*Scene 4 – Georgian Law Enforcement (1700s)*

*Scene 5 – Victorian Law Enforcement (1800s)*

*Scene 6 – Modern Law Enforcement (Today)*

***Activity 4***

*(Please complete all parts)*

1) *Factual Selection*

   *Extract the 10 most key facts about law enforcement from 1000-2000, write them in chronological order and ensure they have the time period/date within them.*

   *E.g. – Robert Peel founded Britain's first centralised police force, the Metropolitan Police, in London (1829).*

2) *Enquiry Outcome Conclusion*

   *Write a PEEL paragraph in answer to each:*

   *Which RAGSIP factor had the greatest influence over Law Enforcement between:*

a) *1000-1700*
b) *1700-2000*

## Google Classroom work as posted - Week 3

**Assignment Description:**

Good Morning Year 10! This week your talk is to complete a 12 mark Exam Question on Law Enforcement. There are three questions to choose from, but please only complete ONE question.

You should write 3x PEEL paragraphs, remember each paragraph should have 2-3 pieces of evidence. You may want to consider using RAGSIP factors as a way of structuring your argument, though this is a bit easier with some questions than with others. See the mark scheme attached.

Please complete the exam question BEFORE the survey!

Once you have finished that please complete the survey - the last one now!

Thank you, as always for being so brilliant even when times are hard.

**Posted Document:**

Year 10 - Week 5
Please complete:

1: ANY ONE of the Exam questions below
2: The Survey

Thank you very much for this Year 10.

**Task One:**
Choose and answer ONE of the following
They are all 12 mark [Explain why] Questions, therefore you should write 3x P.E.E.L Paragraphs in answer to the questions. No conclusion is necessary.

(a) Explain why law enforcement changed from 1066-1500.

(b) Explain why law enforcement changed from 1600-1900.

(c) Explain why policing has changed so much since 1900.

**Task Two:**

Please answer the questions in this survey to the best of your ability. Many Thanks.
If you feel uncomfortable answering the survey for any reason - you do not HAVE to do so. The aims of the survey is just to see how we can make retrieval practice more meaningful for Year 10 students at GCSE.
https://forms…….

**Markscheme**

| | | |
|---|---|---|
| | ● **Explanations** are simple, lacking development and might not focus on the question.<br>● **Knowledge** is limited.<br>● **Organisation:** Points are not organised in a logical way.<br>● *Maximum of 5 marks if only two factors.* | **1- 6 marks** |
| | ● **Explanations** are developed and mainly focus on the question.<br>● **Knowledge** is accurate and relevant and supports the explanations.<br>● **Organisation:** The points are generally organised logically and there are some ***LINKS*** back to the question.<br>● *Maximum of 8 marks if only two factors.* | **7-9 marks** |
| | ● **Explanations** are developed and focus on the question.<br>● **Knowledge** is precise and detailed and supports the explanations.<br>● **Organisation:** The answer is clearly organised into **three** separate factors and there are ***LINKS*** back to the question. | **10-12 marks** |

**Appendix D**

**Survey Questions (* denotes a compulsory question)**

**Pre-Survey - Survey 1**

1. Do you enjoy studying history at the GCSE level?*

   *(Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree)*

2. History is a difficult subject to study.*

   *(Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree)*

   2b. Why/why not *(Optional - open answer question)*

3. Do you find Knowledge Organisers useful for history revision?*

   *(yes always, yes sometimes, not really, not at all, I have never used one)*

4. Why do we do retrieval practice? *(Open answer question)*
5. How do you feel about the short answer quizzes we do in history?*

   *(I like them 1 - 2 - 3 - 4 - 5 - I don't like them)*

   5b. Why do you like / dislike the short answer quizzes you do in history? *(Optional - open answer question)*

   5c. The score I get in retrieval quizzes matters to me*

   *(Matters a lot 1 - 2 - 3 - 4 - 5 - Doesn't matter at all)*

6. Does retrieval practice help you get better at history? *(Open answer question)*
7. Specific facts about a topic are important in history

   *(Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree)*

8. Aside from facts, what else is important to succeed at history in your opinion. *(Open answer question)*
9. Why do you think the subject of history is important? *(Open answer question)**

**Post-Survey - Survey 2**

1. Which Activities did you choose?

   *(Activity 1, Activity 2, Activity 3, Activity 4)*

2. Why did you choose the above activities? *(Open answer question)*
3. I prefer doing retrieval activities (as above) toa quizzes*

   *(Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree)*

4. I find activities (as above) more useful for revision than quizzes.*

   *(Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree)*

5. How much did the activities rely on using facts*

*(Very much 1 - 2 - 3 - 4 - 5 - Not at all)*

6. Did you need to use more than facts to complete the activities you chose? Please explain. *(Open answer question)*
7. How much did you rely on your knowledge organisers (KO) to complete the activity*

   *(Very much 1 - 2 - 3 - 4 - 5 - Not at all)*

8. Did you have to look elsewhere for any historical knowledge in order to complete the activity?*

   *(Yes a lot, Yes, a little, No)*

9. How did you find the exam question you answered today?*

   *(Easy 1 - 2 - 3 - 4 - 5 - Hard)*

10. How far did the activities you selected help you prepare for the exam question?*

    *(It helped a lot, it helped more than a normal quiz, it helped the same as a normal quiz, it didn't help much, it didn't help at all)*

11. Have the activities changed your perception on retrieval or Knowledge Organisers?*
12. Is there anything else you wish to say about retrieval or the activities?

**Appendix E**

Knowledge Organisers - Crime and Punishment [Versions used by department in Academic Year 2019-2020]

| | Crimes | Policing | Trials | Punishment | Key Factors |
|---|---|---|---|---|---|
| **Saxons** | **Crimes against the person:**<br>Assault / murder<br><br>**Crimes against property:**<br>Theft<br><br>**Crimes against authority:**<br>Treason<br><br>**Moral crimes – links to Church:**<br>Drunkenness, adultery, etc. | **Community-based**<br>Hue and cry<br>Tithings | **Community-based**<br>Local courts for most cases<br>Local jury (knew accused)<br>King's Court for serious cases<br><br>**Religious influence**<br>Oath to ensure honesty<br>Trial by ordeal: God decides. (e.g. Hot Iron) | **Punishments:**<br>Wergild; fines; corporal punishment; maiming; capital punishment; NOT prison<br><br>**Purpose**<br>Compensation - Wergild<br>Retribution – severity of punishment matched crime<br>Deterrent –pain / public humiliation (linked to community) | **Religion**<br>Massive influence of Christian religion; deep belief in God<br>Influence on moral crimes: e.g. drunkenness, adultery<br>Development of heresy – crimes against Church beliefs<br>Sanctuary linked to mercy<br>Trials:<br>oaths to 'prove' honesty of accused / witnesses / jury;<br>Trial by Ordeal – 'God decides' to 1215;<br>lenient Church Courts for clergy: Benefit of the Clergy; Neck verse, claiming sanctuary<br>Mercy in punishment (people wanted to be tried in church)<br><br>**Attitudes and Ideas**<br>Local community central to crime and punishment<br>Agricultural - small villages but also growth of towns<br>Importance of community in policing, trials & punishment.<br>Importance of religion<br>'Social crime' under Normans, e.g. Forest Laws.<br><br>**Government**<br>Normans (1066-1200) 7,000 minority among 2million Saxons. Issues of control and deterrence.<br>Laws introduced to maintain authority of king over population.<br>Later Middle Ages: Norman / Saxon divisions faded.<br><br>**Science and technology**<br>Domination by religion<br><br>**Individuals**<br>William the Conqueror – Norman laws, harshness, personal love of hunting. |
| **Normans** | **As above, plus:**<br>● Most Saxon laws retained<br>● Murdrum law - control<br>● Forest Laws: protect hunting. seen as unfair 'social crime'<br>● Concept of the 'King's Peace' – crimes were against king. | **As above, plus:**<br>● Forest Officials (to patrol Forests) | **As above, plus:**<br>● Trial by Ordeal now included trial by combat.<br>● Church courts introduced for moral crimes (e.g. adultery)<br>● Priests always tried in church courts but everyone else only for moral crimes. | **As above, except:**<br>● Wergild abolished; fines to king - breach of 'King's Peace'<br>● Murdrum Fine: if the killer of a Norman is not found, all in nearest village must pay hefty fine to king.<br>● Increase in crimes punishable by death or mutilation<br>● Retribution and deterrent main purposes<br>● Forest Laws: blinding, castration, execution. | |
| **Late Medieval** | **As above, except:**<br>● Murdrum fine abolished c.1350<br>● Forest Laws abolished 1217<br>● Heresy Laws from 1382 (Lollards)<br>● Statute of Labourers 1351 | **Developments:**<br>● New roles, e.g. Parish Constable, 1285; Night Watchmen (local volunteers)<br>● 1400s, end of tithings | **Developments:**<br>Influence of the king increases:<br>● 1194, Coroners created<br>● 1215 end of Trial by Ordeal<br>● 1361, Justices of the Peace<br>● King's court for serious crimes | **As above, plus:**<br>● Introduction of 'hanged, drawn and quartered' punishment for treason.<br>● Execution reduces within the period<br>● Burning used for heresy. | |

| | | | | |
|---|---|---|---|---|
| **Early Modern period, c.1500–c.1700** | **Crimes**<br>As before, and, in addition:<br>**Heresy and treason (often interlinked):**<br>● Heresy: even more important in the context of the Reformation; heresy particularly linked to Catholic Church.<br>● Treason: threat to the state from religious and other opponents e.g. Elizabeth and James against Catholic plotters (e.g. 1605 Gunpowder Plot).<br>**Gunpowder Plot, 1605**<br>● Catholic plot aimed to wipe out King James I and ruling class; linked to depth of Catholic / Protestant religious division; plotters included Robert Catesby and Guido Fawkes; plot discovered by Robert Cecil; plotters tortured (rack), tried and found guilty; hideous public execution – hung, drawn and quartered; great publicity – public execution, published drawings, official rejoicing and laws against Catholics (Popish Recusants Act, 1606).<br>● The severity of punishment, publicity, thanksgiving and repression of Catholics reflected danger of the plot.<br>**Witchcraft**<br>● Roughly 1,000 executed (usually hanged) 1542-1736.<br>● Rise in witchcraft linked to religious, social and political developments.<br>Religious – massive change and division of Reformation; Protestant belief that Devil active in people's lives (including 'familiars'); James I's *Demonologie*, 1597.<br>Social – growing rich / poor divide; growing hostility to women: from 'wise women' to witches.<br>Political – disorder of Civil War period (esp.1640s) – the 'world turned upside-down'. | **Policing and trials**<br>**Generally as before:**<br>● Still community-based, e.g. hue and cry; Town Constables and Town Watch.<br>● Decline in effectiveness in larger towns<br>● Professional 'thief-takers' (Jonathan Wild).<br>● Church courts abolished under Henry VIII. | **Punishment**<br>**Generally as before:**<br>● Fines<br>● Corporal punishment - stocks, pillory, whipping, maiming.<br>● Mary I burns 284 protestants at the stake (Heresy)<br>● Bridewell / House of Correction – including hard labour – for vagabonds.<br>● Transportation – 50-80,000, initially to America. Linked to concepts of deterrence, retribution, removal and, to an extent, reform / rehabilitation - chance to create new life. Also helps England to populate and secure colonies.<br>● Capital punishment – hanging.<br>● NOT prison.<br>**Treason punishment: Gunpowder Plot**<br>● Plotters tortured using the rack.<br>● Hideous public execution – hung, drawn and quartered.<br>● Great publicity – including public execution, published drawings, etc.<br>● The severity of punishment reflected extreme aims and danger of plot.<br><br>**Developments:**<br>● Beginning of the Bloody Code (see post), c.1688.<br><br>**Purpose of punishment:**<br>● Retribution – severity of punishment matched crime (treason – hanged, drawn and quartered; repeat offences maiming, etc.).<br>● Deterrent – painful / humiliating public punishment (linked to cost and lack of policing).<br>● Removal – return to parish, Houses of Correction (1576), transportation.<br>● Reform / rehabilitation – to an extent in Houses of Correction and transportation. | **Key Factors**<br>**Religion**<br>● Change and instability in Reformation - causing Catholic / Protestant division - had effect over whole period.<br>● Rise of Puritanism (extreme Protestantism) linked to witchcraft, moral crimes and vagrancy – idle. E.g. Matthew Hopkins.<br>● Use of heresy laws (mainly to c.1558) to deal with religious opponents.<br>● Gunpowder Plot links religion to attack on government.<br><br>**Attitudes**<br>● Still dominated by harsh concepts such as retribution and deterrent and humiliating public punishment.<br>● Domination of religious division and religious ideas:<br>○ Catholic / Protestant hostility and suspicion.<br>○ Belief in active involvement of Devil in society.<br>● Decreasing respect for women (witchcraft).<br>● Increasing social tension caused by growth in gap between rich and poor.<br>○ Hostility of vagabonds.<br>○ Links to witchcraft (poor women).<br>○ Development of Bloody Code after c.1688.<br>○ Concepts of 'social crimes' remain, e.g. smuggling / poaching.<br><br>**Government**<br>● Constant religious change under Henry VIII (Religious change led to rise of Protestantism), Edward VI (Protestant), Mary I (Bloody Mary) (Catholic), Elizabeth I (Protestant) and James I (Protestant). Religious division led to connections between witchcraft, heresy and treason. |

| | | | | |
|---|---|---|---|---|
| | ● Individuals – James I; Matthew Hopkins in East Anglia, 1645-1647. 300 mainly women accused and 112 executed by hanging.<br>● Key Acts:<br>1542 Witchcraft Act (serious crime, could be punished by death) ; 1604 Witchcraft Act (death penalty for anyone summoning evil spirits)<br>● Decline in accusations of witchcraft after 1660s linked to rise in scientific ideas, decrease in poverty, end of civil war.<br><br>**Vagabondage:** linked to social and religious developments.<br>● Social problems – rising population, unemployment, field enclosure, homeless in search of work, belief in links to crime, role of press / pamphlets<br>● Religion – Protestant belief in work / hostility to laziness – 'the Devil makes work for idle hands'.<br>● 1495 Vagabonds and Beggars Act; 1547 Vagrancy Act; 1601 Poor Law Act. Treatment increasingly harsh, until 1601 – local tax introduced to support poor (poor relief), could be sent to houses of correction.<br><br>**Others:**<br>● Rise of smuggling / poaching, 1671 Game Act<br>● Puritan moral laws, 1650s.<br>During period of Puritan political control (1649-60) when England a Republic. | | | ● Political instability and division due to the Civil Wars (1642-1651/60) had impact. (esp. on witchcraft)<br>● Close links between the government and the established Church of England. Gunpowder Plot an attack on both.<br>● Use of treason laws to deal with opponents.<br><br>**Science and technology**<br>● Growth of towns continued.<br>● Increasing influence of science (e.g. Royal Society, 1662) challenges superstition (e.g. witchcraft).<br><br>**Individuals**<br>● Monarchs.<br>● Gunpowder Plotters.<br>● Matthew Hopkins.<br>● Charles II – set up the Royal Society.<br><br>**Poverty**<br>● Growing division between rich and poor.<br>● Low income and low involvement (e.g. absence of prisons, policing, etc.).<br>● Exacerbated by growth in population, 6mil by 1700. |

| (Extended) eighteenth century, c.17 | Crimes | Policing | Punishment | Key Factors |
|---|---|---|---|---|
| | **Generally as before:**<br>● Treason – still most serious crime.<br>● Witchcraft: no longer crime; end of wide belief in witches / supernatural due to growth of influence of science (e.g. 1662 Royal Society) and Enlightenment ideas; 1716 – last execution; 1736 – new law declares magic and witchcraft are not real.<br>● Vagabondage: continues to be considered a crime.<br><br>**Smuggling:**<br>● Generally luxury goods, e.g. tea, wine, spirits, silk which government import duties made expensive. Import duties main source of government income.<br>● Thousands of smugglers and some violent organised gangs (Hawkhurst Gang).<br>● Seen as 'social crime' with cross-class participation.<br>● Hard for government to combat due to ineffective customs force, long coast-line, support / alibis for smugglers.<br>● Decreased after William Pitt (1780s) and Robert Peel, etc. reduced import duties.<br><br>**Poaching:**<br>● Long-term laws against poaching (e.g. Forest Laws, 1671 Game Act): hunting game restricted to larger landowners.<br>● Seen as 'social crime' so poachers often protected by public.<br>● Many poachers did so to survive / supplement meagre diet. Some gangs.<br>● Black Act, 1723 made poaching capital crime. Repealed 1823.<br><br>**Highway robbery:**<br>● Rise in late 17th/C18th: most common in this period: linked to increased wealth and | **Initially as before:**<br>● Community-based, unpaid.<br>● Villages – hue and cry.<br>● Town Constables and Town Watch. Some towns paid these people but many unpaid and ineffective.<br><br>**Developments:**<br>● Continued decline in effectiveness of community-based methods due to growth of towns and cities.<br>● Bow Street Runners, 1748 – early 1800s.<br>Henry and John Fielding's small London-based Bow Street police force.<br>Sought to deter by increased likelihood of detection.<br>Collected and shared evidence.<br>After 1785 Runners paid by government.<br>Similar methods used by other forces in the London / Middlesex area.<br>● Attitudes towards a professional police force: many people saw police as expensive and dangerous intrusion in people's freedoms.<br>● 1829, Creation of Metropolitan Police, see below. | **Initially as before:**<br>● Fines; corporal punishment - stocks, pillory, whipping, maiming; capital punishment – hanging (see Bloody Code, below); Transportation to America until c.1776, 1787 Australia; Houses of Correction, etc. - NOT prison, initially.<br><br>**Developments:**<br>**Bloody Code, c.1688-1820s:**<br>● Large rise in number of capital crimes (from 50 in 1688 to 225 by 1810). Linked to increased social divisions and desire of ruling class to secure life & property.<br>● Concept strongly linked to deterrence: harshest punishment / public execution (e.g. Tyburn, London).<br>● Not very effective as victims, witnesses, juries reluctant to support prosecutions; majority of sentences commuted (changed) to other punishment (esp. transportation and prison) - by 1820 only 5% executed; additionally public executions linked to further crime and disorder.<br>● End of Bloody Code – see below.<br><br>**Transportation to America, c.1620-1776:**<br>● See reasons for transportation, above.<br>● Old punishment but increasingly an alternative to death.<br>● After American Independence, 1776, new location needed.<br><br>**Transportation to Australia, 1787-1868:**<br>● Transportation old punishment but increasingly used as alternative to death. 160,000 transported (1/6 women).<br>● Initially a strong deterrent due to separation from homeland, use of hulks, long / dangerous voyage and hard / primitive conditions in Australia.<br>● Purpose: more humane alternative to death; removal of criminals; population of new colonies; elements of rehabilitation through new chance. Sentences usually 7/14 years: convicts earned 'ticket of leave'. | **Religion**<br>● Decline in importance though Church still influential.<br>● Strong Christian motivation of reformers such as Howard and Fry.<br><br>**Attitudes**<br>● Initially mainly agricultural. Increasingly urban as Industrial Revolution began to have an impact.<br>● Still dominated by harsh concepts such as retribution and deterrent and humiliating public punishment.<br>● Some evidence of tenderness, e.g. under Bloody Code victims, witnesses, juries, etc. wouldn't push case and death sentences increasingly commuted to prison / transportation, etc.<br>● Evidence of reform / rehabilitation ideas through Christian-influenced reformers, e.g. Howard and Fry.<br>● Low involvement by government or public: Prisons uncontrolled and conditions terrible.<br>Few effective police forces except around London (Bow Street Runners).<br><br>**Government**<br>● Ruling class fear of threat of crime: strong efforts to protect their lives and property, e.g. Bloody Code.<br>● After 1789 increasing political fears due to threat of repeat of the French Revolution (1789 - ) in England.<br>● Government generally low income (mainly customs duties) and ineffective: main focus – fighting wars.<br>● Government / parliament passed laws to protect their property, e.g. Bloody Code generally, poaching. |

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| **0 0 – 1 8 2 0 .** | solitary travel, ineffective banking, availability of horses and guns, poverty; demobilised soldiers.<br>● Image: dashing gentlemen who robbed rich (e.g. Dick Turpin); but poor main victims.<br>● Fall in early C19th: stagecoaches often with armed guards; increase in travel; growth of towns; controls on inns; mounted patrols around London; effective banking. | | ● Decline – see below.<br><br>**Prisons:**<br>● Historically prison used pre-trial / pre- execution, for debtors and vagabonds (Houses of Correction).<br>● Rise in use in C.18th as less harsh alternative to death in era of Bloody Code.<br>● Early conditions: crowded mixed cells – violence / abuse and 'schools for crime'; corrupt gaolers; disease 'gaol fever'; rich paid for better food / conditions.<br>● **Developments to 1820s:**<br>John Howard's 1770s investigations and writings (*State of Prisons, 1777*) regarding conditions, corruption; emphasis on rehabilitation.<br>Elizabeth Fry: Quaker; work with women and children prisoners; emphasis on Christian teaching, humane treatment and conditions, useful work, etc.<br>Both Howard and Fry believed that prisoners were reformable.<br>● Impact of reformers and developments after c.1820 see below.<br><br>**Purpose of punishment:**<br>● Retribution: severity of punishment partly matched crime. Although 225 capital crimes under Bloody Code, most sentences were commuted unless major crime.<br>● Deterrent: harsh / painful / humiliating public punishment but Bloody Code arguably ineffective. Transportation / early prison conditions very unpleasant.<br>● Removal: transportation; increasing use of prisons<br>● Reform / rehabilitation: to an extent in transportation and, to an increasing extend in prisons through influence of Howard and Fry. | ● Government low involvement (e.g. absence of prisons, policing, etc.). Government involvement much greater from 1820s onwards.<br><br>**Individuals**<br>● Prisons – John Howard and Elizabeth Fry – but real influence felt after c.1820 (e.g. Gaols Act, 1823).<br>● Policing – John / Henry Fielding and Bow Street Runners, but small-scale.<br><br>**Poverty and Wealth**<br>● Class divisions strong. Ruling classes passed laws to protect their property. Mass of population saw many laws as 'social crimes' and ignored them.<br>● England generally politically and religiously stable but division between rich landowning elite and poor.<br>● Government explicitly linked to landowning ruling classes: only c.7% of men have the vote.<br>● After end of French / Napoleonic Wars (1792-1815) economic depression and fears of political revolution intensify into early 1820s. |

| Nineteenth century, c.1820 – c.1900 | Crimes | Policing | Punishment | Key Factors |
|---|---|---|---|---|
| | **Trade Unions / political challenge to the ruling classes, e.g. the Tolpuddle Martyrs, 1834:**<br>Linked to social / economic and political divisions.<br>● Social / economic. Division between rich and poor; poverty and unemployment after French / Napoleonic Wars (1792-1815); desire of rich to safeguard their property.<br>● Political: ruling elite fear of repeat of French Revolution (1789- ) in Britain; ruling classes desire to exclude workers from political involvement. Desire of working classes to have a political voice when only 7% of men had vote.<br>● Events: Tolpuddle labourers formed, 1834, Friendly Society (trade union) to campaign for better wages; swore oath of secrecy.<br>● Trade Unions and secret oath seen as danger / challenge by ruling classes. Members tried (for oath) and sentenced to 7 years transportation. Big press and popular anger including petitions and marches. Freed 1836, returned 1839.<br><br>Longer-term restrictions on trade unions lifted in 1868. | **Policing developments after c.1820:**<br>● Metropolitan Police Act, 1829. Robert Peel, Home Secretary, persuaded parliament it was necessary: rising crime, controls on police powers, fear of radical protestors.<br>● Characteristics / equipment<br>Initially small force wearing non-military blue uniform.<br>Limited equipment including whistle and truncheon.<br>Decentralised – each town / county had own force – this stressed it wasn't central government control.<br>Initially some public opinion hostile.<br>● Developments:<br>1842 – first detectives.<br>1856 – towns / counties had to have police force.<br>1869 first National Crime Records.<br><br>1878 CID detectives created.<br>Use of fingerprinting and telegraph communication. | **Bloody Code and capital punishment after c.1820:**<br>● Bloody Code dismantled after c.1810 including<br>○ 1832 Punishment of Death Act – 60 capital crimes;<br>○ Criminal Law Consolidation Act, 1861 – 4 capital crimes;<br>○ 1868 abolition of public execution.<br><br>**Transportation to Australia, from c.1840s-1868:**<br>● **Decline:** hostility in Australia due to links to crime and demeaning nature; cost: c.£500,000 a year; improved conditions / 1851 Gold Rush made Australia desirable location.<br><br>**Prisons – developments after c.1820.**<br>● Influence of Howard / Fry on government especially Robert Peel (Home Secretary in 1820s) leading to Gaols Act, 1823.<br>● **Gaols Act, 1823.** Work of Robert Peel influenced by Howard and Fry. Improved prison conditions; paid warders; separated types of criminal; Christian instruction; visits by Prison Inspectors. (But only applied to 130 biggest prisons and sometimes ignored.)<br>● **Pentonville Prison, 1842: Separate System, c.1842-1860s/70s.**<br>● Separate System prison – model for 90 others built 1842-77.<br>● Purpose / reasons for change (from unreformed prisons):<br>Generally: belief that criminals reformable but also desire to deter; e.g. to put reform ideas into effect but in a tough way, e.g. teaching, useful work and sanitary conditions with solitary confinement.<br>Deterrent – loss of liberty; solitary confinement, etc.<br><br>Reform / rehabilitation through Christian teaching and opportunity for reflection; useful | **Religion**<br>● Humanitarian / moral influence of Christianity influences, for example, prison conditions and death penalty limits.<br><br>**Attitudes**<br>● Influence of Christianity on reformers, etc. (on prisons, death penalty).<br>● Initial belief that criminals reformable / could be rehabilitated, but later belief in unreformable criminal class.<br>● Acceptance of greater role for government; government greater wealth to afford to be involved (e.g. in prison building, creation of police force).<br>● Increasing belief that government must be involved to improve conditions of the working classes.<br>● Concept of 'social crimes' continued regarding poaching and smuggling.<br><br>**Government**<br>● Initially sought to protect ruling class interests (e.g. Tolpuddle Martyrs).<br>● Increasing role in society based on:<br>○ Acceptance of greater government role in French Wars, 1792-1815.<br>○ Increased government revenue due to increased national wealth and more taxation, e.g. income tax.<br>○ Development of moral conscience to help improve conditions / experience, e.g. prison conditions, working-class education.<br>○ Political necessity: after 1867 working classes were c.50% of voters – their demands had to be responded to.<br>● Evidence of increasing role: |

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| | | | work – learning skills; healthy / sanitary conditions; separation from negative influences. Influenced by reformers (Howard / Fry) regarding conditions, Christian teaching and useful work but Fry criticised the total separation.<br>● Conditions:<br>Each prisoner had own cell including hammock, toilet and basin, often loom. Kept separate from other prisoners at all times – masks worn in exercise yard / chapel. Some prisoners went mad due to separation.<br>● **Silent System, c.1860s-1902/1922.**<br>● Conditions:<br>Total silence at all times; 'Hard board, hard labour, hard fare'. Strict conditions, dull / monotonous food and useless monotonous work, e.g. crank and treadmill.<br>● Purpose / reasons for change (from Separate System):<br>cost of Separate System; press accusations that Separate System too soft; fear of rising crime – influence of press, garrotting scares in 1860s; growth of belief in separate - less evolved – criminal class which could not be reformed / rehabilitated, only deterred from crime; influence of Sir Edmund du Cane, Assistant Director of Prisons in late 19thC.<br>Deterrent – loss of liberty; harsh conditions, meaningless work.<br><br>Reform / rehabilitation – through some Christian teaching. | ○ Prisons: Gaols Act, 1823 and subsequent laws, etc.<br>○ Metropolitan Police Act, 1829 and subsequent laws, etc.<br>○ Laws regarding limiting death penalty.<br><br>**Science and technology**<br>● Industrialisation creating national wealth. Impact on transport, etc.<br>○ Impact of press, etc. in creating crimes scares (e.g. garrotting – 1860s).<br><br>**Individuals**<br>● Continuing influence of Christian-inspired reformers such as Howard and Fry.<br>● Massive influence of Robert Peel:<br>○ Home Secretary and Prime Minister during period 1822-1846. Very effective at persuading government / parliament of need for reform.<br>○ Influenced by Christian reformers.<br>○ Impact on prisons (Gaols Act) and policing, etc.<br><br>**Poverty and Wealth**<br>● Full impact of industrialisation creating a mainly urban / industrial society – factories, mines, etc. Great increase in wealth over this period.<br>● Initially deep social division between rich and poor: always evident but less divisive towards 1900.<br>● Improvement of working class experience over the period, especially after 1850s (Mid-Victorian economic boom):<br>○ Increased wages – better living conditions.<br>○ Better working conditions.<br>○ Improved education, especially after 1870. |

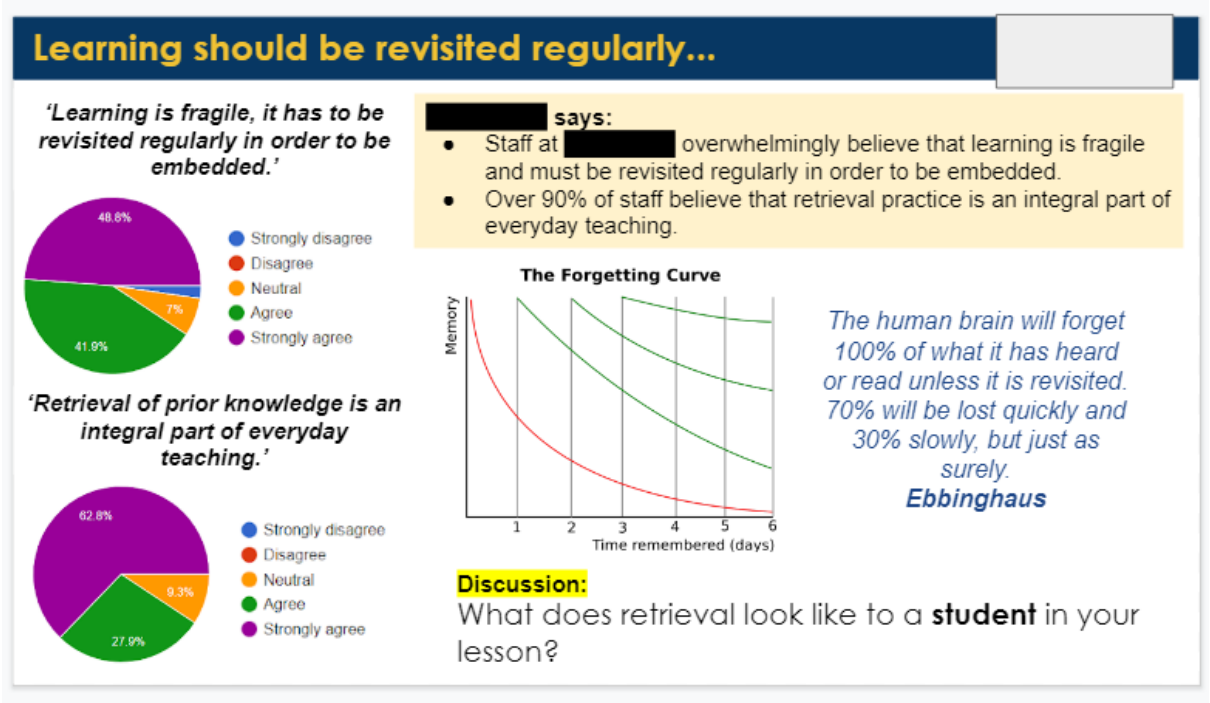
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| | | | | ○ Increased political rights:<br>▪ Trade Unions legalised, 1868.<br>▪ Many urban workers gained right to vote, 1867 / 1884. |

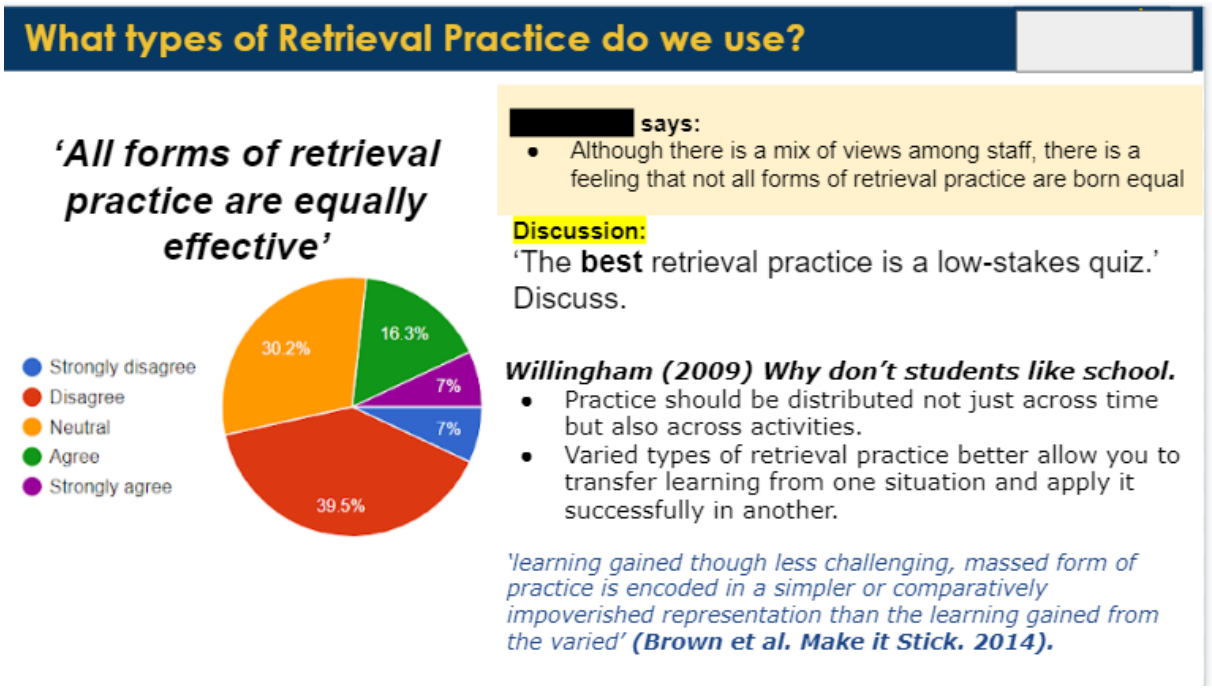
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| **Twentieth century to the present, c. 1900 – present.** | **Crimes**<br>**Conscientious objectors (COs)**<br>First World War – voluntary recruitment to 1916; Military Service Acts, Jan / May 1916 introduced conscription.<br>Conscription throughout WWII.<br>Moral / religious / political conscience meant some refused to fight / help war effort: Local Military Tribunal to judge cases: much tougher in WWI.<br>'Alternativists' prepared to do other work; 'Absolutists' no war work at all.<br>WWI treatment included prison, hard labour, some sent to front; WWII treatment more lenient.<br>WWI government (feared problems with call-up) and public (anger COs 'escaping' contribution to war effort) very hostile; WWII government less so.<br>Reasons for change: WWII government realised that majority would still fight; fighting Nazi Germany – wanted to eliminate any evidence of 'persecution' in Britain.<br>Potential comparisons to treatment of witches in 16th / 17th Cs.<br><br>**Homosexuality**<br>Prior to 1967 a crime. Sexual Offences Act, 1967 decriminalised homosexuality; Criminal Justice Act, 2005 outlawed homophobia.<br>Reasons for change: decline in religion-based intolerance / prejudice; liberal 1960s attitudes; role of Roy Jenkins; greater sexual tolerance in 21stC.<br><br>**Race**<br>Race Relations Act, 1968 made it illegal to refuse work / housing, etc. on racial grounds; Criminal Justice Act, 2005 stated that racial hatred made another crime worse; Racial and Religious Hatred Act added crime of spreading hatred.<br>Context: mass non-white immigration post-WWII, e.g. West Indians, Pakistanis, etc. Mass European, etc. immigration since 2000; asylum seekers from Afghanistan, Middle East, etc.<br>Reasons for change: context, above; hope for tolerant multi-cultural society; more liberal social attitudes; active intolerance of racial hatred, etc.<br><br>**Abortion**<br>Illegal before 1967: made legal, Abortion Act, 1967. | **Policing**<br>**Developments in policing:**<br>**Organisation:**<br>Now a small number of large police forces (43).<br><br>**Role of women:**<br>First WPCs in 1920s<br><br>**Training:**<br>1947, Police Training College.<br><br>**Equipment / transport:**<br>Police bicycles, 1909<br>Police cars, 1920s/30s<br>Two-way radio, 1930s<br>999 introduced<br><br>**Technological support:**<br>Fingerprint Branch, 1901.<br>National Fingerprint System.<br>Blood types discovered, 1901.<br>Progress in forensic science<br>First police computers, 1960s<br>Breathalysers, speed cameras<br>Police National Computer, 1980 with 25 million records<br>First DNA conviction, 1988<br>Automatic fingerprint Identification, 1995<br>National DNA database<br>CCTV / mass surveillance video<br>Biometric screening<br><br>**Specialist units:**<br>Fraud Squad<br>Specialist drugs units<br>Dog handling units<br>Special Branch<br><br>**Crime Prevention:**<br>1980s- Neighbourhood Watch<br>Similarities - old community-based policing<br><br>Differences – not compulsory; not a national system; only a help to professional police | **Punishment**<br>**PRISON developments:**<br>**From the Silent System to more humane prisons:**<br>1902 Hard labour (crank / treadmill) ended.<br>1922 End of Silent System; abolition of solitary confinement; visits allowed; end of convict crop / arrow uniforms, etc. (Alexander Patterson.)<br>1933 Open Prisons, e.g. New Hall, Wakefield. Rehabilitation - to prepare prisoners for normal life after prison.<br>1967 Parole – good behaviour led to reduced sentence.<br>Reasons for change: return of reform / rehabilitation ideas especially through influence, 1922-47, of Prisons Commissioner Alexander Patterson; sympathetic liberal ideas that there was not a 'criminal type' but that difficult individual experiences (at home / community) could negatively affect individuals.<br><br>**Development of alternatives to prison:**<br>1907 Probation Officers<br>1967 Suspended Sentences<br>1972 Community Service Orders<br>1990s / 2000s Electronic tagging; drug and alcohol treatment programmes; ASBOs; restorative justice.<br>Reasons: cost of prison; belief that prison could have a negative impact on inmates which might make a life of crime more likely; also see above.<br><br>**Treatment of young offenders:**<br>19thC young offenders kept in normal prisons.<br>1902 first Borstal<br>1948 Criminal Justice Act created Detention Centres and Attendance Centres<br>1963 / 1969 Children and Young Persons Acts: focus on caring; reduced age of criminal responsibility to 10; 1969 act – focus on caring and probation.<br>1982 Youth Custody Centres replaced Borstals<br>Reasons for changes: focus on rehabilitation; avoid negative impact of prison; influence of Alexander Patterson; view that many young offenders victims of negative domestic and social influences; young needed help not punishment; care for drug abusers, etc.<br><br>**DEATH PENALTY developments:**<br>In 1900 death penalty available for 4 crimes.<br>1908 / 1933 hanging of under 16s/18s ended.<br>1922 Infanticide Act<br>Miscarriages of justice / controversial executions: 1950 Timothy Evans; 1953 Derek Bentley; 1956 Ruth Ellis.<br>1957 Homicide Act restrictions | **Key Factors**<br>**Religion**<br>Continued moral / humanitarian influence of Church, e.g. opposition to death penalty.<br>Decline in influence of Christian religion seen in changes to 'moral' crimes such as homosexuality and abortion.<br><br>**Attitudes:**<br>Influence of liberal / humanitarian beliefs on definition of crimes, use of prisons / treatment of prisoners and on punishment.<br>Particular influence of Second World War: fighting Nazi persecution / intolerance / repression influenced desire to eliminate such negative influences in Britain.<br>Particular influence of tolerant / liberal / humanitarian influences in 1960s linked to eliminating traditional (often Christian religion-based) prejudices and restrictions on behaviour. Also evident in early 21stC regarding race, religion, sexuality, etc.<br>Changing attitudes towards sexual behaviour (abortion), sexual orientation (homosexuality) and towards race (racial toleration) leading to changes in 'crimes'.<br>Desire to combat intolerance: racism and religious hate crimes; homophobia.<br>Concepts of 'social crimes'<br>Continuity: small-scale smuggling and poaching.<br>Change: attitudes to drunk driving, speeding.<br>Mass immigration from 1940s onwards.<br>Greater toleration especially during / after WWII; 1960s; early 21stC.<br><br>**Government**<br>Changes to laws including on crimes; prisons, alternatives to prison, young offenders; death penalty; etc.<br><br>**Science and technology:**<br>Links to old crimes being committed in new ways, especially online but also terrorism<br>Developments in police equipment, databases, forensic science, etc.<br>Developments in alternatives to prison, e.g. electronic tagging, etc.<br><br>**Individuals** |

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| | Reasons for change: decline in religious attitudes; rise in feminism – control of bodies / lives; more liberal 1960s attitudes to sex; role of Roy Jenkins.<br><br>**Domestic violence:**<br>In past male seen as dominant in family; domestic violence a private concern; low police involvement.<br>1976 Domestic Violence Act gave women more rights; 1991, extended to include rape in marriage; 2014 extended to include controlling behaviour.<br>Reasons for change: rise in feminism; women's refusal to be controlled / abused.<br><br>**Transport - driving offences – speeding / drunk driving:**<br>In past considered a 'social crime' and ignored / laughed at.<br>Post-1967 limits on alcohol in blood plus government campaigns against drunk driving; old speeding laws much more vigorously enforced.<br>Reasons for change: rise in mass-car ownership / use; number of accidents.<br><br>**Drugs:**<br>In past legal but relatively little used; made illegal 1971 Misuse of Drugs Act.<br>Reasons for change: increased use in 1960s; harder / more dangerous drugs such as LSD, etc.<br>Modern debate about freedom to take drugs which don't harm others.<br><br>**Modern versions of old crimes:**<br>Terrorism: existed in past (e.g. Gunpowder Plot, 1605). In modern times linked to IRA (Irish Republican Army) in 1970s and 80s and to Al-Qaeda, 'Islamic State' in 2000s / 2010s.<br>**People-trafficking:** in past 'white slave trade' lured girls into prostitution. 21stC gangs can control immigrant girls in same way.<br>**Cybercrime: use of internet, etc. technology in crime:**<br>**Fraud** – pretending to be another to get bank details / money, etc. Existed in past, now on-line.<br>**Copyright theft** – stealing rights of artist / writer. In past included photocopying, etc. now downloads, etc.<br>**Extortion** – using threats / blackmail to make victim pay. Now often refers to online images / data. | | 1965 Murder Act + 1969 Amendment end use of death penalty 1998 final abolition.<br><br>Reasons for change: influence of government – changes to the law; changing public opinion linked to 1. Miscarriages of justice / controversial executions, e.g. Derrek Bentley; 2 influence of religion / humanitarianism / liberal attitudes; 3 influence of WWII including 1946 UN Charter on Human Rights. | Alexander Patterson, 1922-47: influence on prisons and young offenders; focus on reform / rehabilitation<br><br>Roy Jenkins, Home Secretary 1965-67: reforms including on abortion, homosexuality and death penalty |

**Appendix F**

School Inset Slides on Retrieval Practice, launching Teaching and Learning priorities 2020/2021.



**Appendix G**

*Intervention Activities and Exam Practice raw data*

| NAME | GENDER | TEACHER | CATS | H/M/L | KS4 Generic Target | Q1/4 | Q2/20 | SPR 1 - EUA % | LAST ASSESSMENT GRADE | Activity Choice (1) | Activity Choice (2) | EQ Choice | EQ Mark /12 | EQ SUCCESS |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Student 1 | F | TEACHER 2 | 85 | L | 4 | 2 | 10 | 50% | 4= | 0 | 0 | 3 | 5 | 4 |
| Student 2 | F | TEACHER 1 | 97 | L | 5 | 1 | 3 | 17 % | 1+ | 1 | 0 | 0 | 0 | 0 |
| Student 3 | F | TEACHER 1 | 122 | H | 7 | 3 | 12 | 63 % | 6- | 2 | 1 | 1 | 10 | 4 |
| Student 4 | F | TEACHER 1 | 109 | H | 7 | 4 | 13 | 71 % | 6+ | 2 | 3 | 1 | 9 | 3 |
| Student 5 | F | TEACHER 2 | 108 | M | 7 | 3 | 15 | 75% | 7= | 2 | 3 | 1 | 11 | 1 |
| Student 6 | F | TEACHER 3 | 93 | L | 4 | 2 | 10 | 50% | 4+ | 1 | 0 | 0 | 0 | 0 |
| Student 7 | F | TEACHER 3 | 101 | M | 6 | 3 | 6 | 38% | 3+ | 3 | 0 | 0 | 0 | 0 |
| Student 8 | M | TEACHER 3 | 74 | L | 5 | 0 | 0 | 0% | U | 0 | 0 | 0 | 0 | 0 |
| Student 9 | M | TEACHER 3 | 93 | M | 6 | 2 | 2 | 17% | U | 3 | 2 | 0 | 0 | 0 |
| Student 10 | F | TEACHER 1 | 79 | L | 5 | 1 | 5 | 25 % | 2= | 0 | 0 | 0 | 0 | 0 |
| Student 11 | F | TEACHER 1 | 107 | M | 6 | 3 | 11 | 58 % | 5= | 1 | 2 | 1 | 6 | 3 |
| Student 12 | M | TEACHER 1 | 112 | H | 7 | 3 | 9 | 50 % | 4+ | 1 | 2 | 3 | 10 | 4 |
| Student 13 | F | TEACHER 2* | 82 | M | 7 | 3 | 9 | 50% | 4= | 1 | 2 | 3 | 4 | 2 |
| Student 14 | M | TEACHER 2 | 101 | M | 7 | 4 | 11 | 63% | 6- | 1 | 2 | 3 | 7 | 2 |
| Student 15 | M | TEACHER 3 | 94 | M | 7 | 3 | 7 | 42% | 3+ | 0 | 3 | 0 | 0 | 0 |
| Student 16 | F | TEACHER 3 | 108 | H | 8 | 1 | 9 | 42% | 3+ | 1 | 2 | 3 | 7 | 4 |
| Student 17 | F | TEACHER 2 | 104 | M | 7 | 1 | 16 | 71% | 7- | 1 | 2 | 3 | 10 | 4 |
| Student 18 | M | TEACHER 1 | 110 | H | 8 | 4 | 15 | 79 % | 8- | 2 | 4 | 2 | 8 | 3 |
| Student 19 | F | TEACHER 1 | 101 | H | 8 | 4 | 15 | 79 % | 8- | 2 | 1 | 3 | 10 | 4 |
| Student 20 | M | TEACHER 1 | 107 | H | 8 | 3 | 14 | 71 % | 7- | 1 | 0 | 3 | 7 | 2 |
| Student 21 | F | TEACHER 2 | 83 | L | 4 | 2 | 7 | 38% | 3= | 2 | 1 | 0 | 0 | 0 |

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| Student 22 | F | TEACHER 1 | 106 | H | 9 | 3 | 16 | 79 % | 8- | 1 | 2 | 2 | 11 | 4 |
| Student 23 | F | TEACHER 1 | 120 | H | 8 | 3 | 18 | 88 % | 9- | 1 | 2 | 3 | 10 | 4 |
| Student 24 | M | TEACHER 1 | 108 | H | 8 | 2 | 13 | 63 % | 6- | 1 | 2 | 1 | 11 | 4 |
| Student 25 | F | TEACHER 1 | 83 | L | 5 | 2 | 12 | 58 % | 5= | 2 | 4 | 1 | 7 | 3 |
| Student 26 | F | TEACHER 1 | | H | 8 | 3 | 15 | 75 % | 7= | 1 | 2 | 3 | 9 | 4 |
| Student 27 | F | TEACHER 2 | 92 | L | 5 | 3 | 9 | 50% | 4= | 0 | 2 | 0 | 0 | 0 |
| Student 28 | F | TEACHER 3 | 107 | H | 7 | 3 | 6 | 38% | 3+ | 3 | 2 | 3 | 7 | 4 |
| Student 29 | M | TEACHER 2 | 88 | L | 5 | 1 | 6 | 29% | 2+ | 0 | 0 | 0 | 0 | 0 |
| Student 30 | F | TEACHER 3 | 100 | M | 7 | 0 | 7 | 29% | 2+ | 0 | 0 | 0 | 0 | 0 |
| Student 31 | F | TEACHER 3 | 95 | M | 7 | 0 | 6 | 25% | 2= | 2 | 3 | 1 | 5 | 4 |
| Student 32 | M | TEACHER 1 | 75 | L | 5 | 1 | 8 | 38 % | 3+ | 2 | 0 | 0 | 0 | 0 |
| Student 33 | F | TEACHER 2 | 96 | M | 6 | 4 | 12 | 67% | 6= | 1 | 2 | 1 | 8 | 4 |
| Student 34 | M | TEACHER 3 | 91 | H | 7 | NA | NA | 0% | | 0 | 0 | 0 | 0 | 0 |
| Student 35 | M | TEACHER 1 | 81 | M | 6 | 2 | 1 | 13 % | 1= | 0 | 0 | 0 | 0 | 0 |
| Student 36 | F | TEACHER 1 | 108 | H | 8 | 3 | 18 | 88 % | 9- | 2 | 1 | 3 | 12 | 4 |
| Student 37 | M | TEACHER 3 | 115 | M | 7 | 3 | 6 | 38% | 3= | 1 | 3 | 1 | 0 | 1 |
| Student 38 | M | TEACHER 1 | 87 | M | 7 | abs | abs | abs | abs | 0 | 1 | 0 | 0 | 0 |
| Student 39 | F | TEACHER 1 | 117 | H | 8 | 4 | 12 | 67 % | 6= | 0 | 2 | 3 | 8 | 3 |
| Student 40 | M | TEACHER 1 | 100 | M | 7 | 2 | 5 | 29 % | 2+ | 0 | 0 | 0 | 0 | 0 |
| Student 41 | M | TEACHER 3 | 100 | M | 6 | 2 | 8 | 42% | 3+ | 4 | 2 | 0 | 0 | 0 |
| Student 42 | F | TEACHER 1 | 105 | H | 8 | 4 | 13 | 71 % | 7- | 0 | 1 | 3 | 9 | 4 |
| Student 43 | F | TEACHER 1 | 119 | H | 8 | 4 | 16 | 83 % | 8= | 2 | 3 | 2 | 8 | 2 |
| Student 44 | F | TEACHER 2 | 76 | L | 4 | ABS | ABS | 0% | ABS | 0 | 0 | 0 | 0 | 0 |
| Student 45 | F | TEACHER 1 | 104 | H | 7 | 2 | 14 | 67 % | 6= | 2 | 4 | 3 | 5 | 3 |
| Student 46 | F | TEACHER 1 | 86 | M | 6 | 3 | 9 | 50 % | 4= | 1 | 2 | 3 | 5 | 2 |
| Student 47 | F | TEACHER 1 | 79 | L | 5 | 4 | 4 | 33 % | 3- | 0 | 0 | 0 | 0 | 0 |
| Student 48 | M | TEACHER 3 | 84 | L | 5 | 2 | 6 | 33% | 3- | 1 | 2 | 1 | 2 | 2 |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Student 49 | M | TEACHER 3 | 82 | M | 5 | 3 | 0 | 13% | U | 3 | 1 | 3 | 6 | 4 |
| Student 50 | M | TEACHER 1 | | L | 5 | abs | abs | abs | abs | 0 | 0 | 0 | 0 | 0 |
| Student 51 | M | TEACHER 1 | 86 | M | 6 | abs | abs | abs | abs | 1 | 0 | 0 | 0 | 0 |
| Student 52 | F | TEACHER 1 | 120 | H | 8 | 4 | 15 | 79% | 7+ | 1 | 2 | 3 | 9 | 3 |
| Student 53 | F | TEACHER 2 | 96 | M | 6 | 2 | 14 | 67% | 6= | 1 | 0 | 1 | 9 | 4 |
| Student 54 | F | TEACHER 2 | 90 | M | 6 | 4 | 10 | 58% | 5= | 2 | 1 | 3 | 2 | 1 |
| Student 55 | F | TEACHER 1 | 109 | H | 7 | 3 | 13 | 67% | 6= | 1 | 3 | 2 | 8 | 3 |
| Student 56 | M | TEACHER 1 | 98 | H | 7 | 2 | 13 | 63% | 6- | 2 | 3 | 3 | 9 | 4 |
| Student 57 | M | TEACHER 3 | 113 | H | 8 | 3 | 12 | 63% | 6- | 0 | 2 | 2 | 0 | 0 |
| Student 58 | M | TEACHER 3 | 75 | L | 5 | 2 | 2 | 17% | 1 | 0 | 0 | 1,2, and 3 | 1 | 1 |
| Student 59 | M | TEACHER 1 | 124 | H | 8 | 4 | 14 | 75% | 7= | 1 | 4 | 2 | 9 | 4 |
| Student 60 | M | TEACHER 2 | 105 | H | 8 | 3 | 14 | 71% | 7- | 1 | 2 | 2 | 7 | 2 |
| Student 61 | F | TEACHER 3 | 116 | H | 8 | 3 | 9 | 50% | 4= | 3 | 2 | 1 | 8 | 4 |
| Student 62 | M | TEACHER 1 | 118 | H | 9 | 4 | 14 | 75% | 7= | 1 | 3 | 3 | 4 | 1 |
| Student 63 | F | TEACHER 1 | 114 | H | 8 | 3 | 15 | 75% | 7= | 2 | 3 | 3 | 11 | 4 |
| Student 64 | F | TEACHER 1 | 101 | H | 8 | 3 | 17 | 83% | 8= | 2 | 1 | 3 | 10 | 4 |
| Student 65 | M | TEACHER 1 | 83 | M | 7 | abs | abs | abs | abs | 1 | 2 | 3 | 8 | 4 |
| Student 66 | F | TEACHER 1 | 102 | M | 7 | 3 | 14 | 71% | 7- | 3 | 1 | 1 | 11 | 4 |
| Student 67 | M | TEACHER 1 | 107 | M | 7 | 4 | 6 | 42% | 3+ | 4 | 3 | 1 | 9 | 4 |
| Student 68 | F | TEACHER 2 | 102 | H | 8 | 4 | 16 | 83% | 8= | 1 | 2 | 3 | 10 | 4 |
| Student 69 | M | TEACHER 2 | 114 | H | 8 | 2 | 17 | 79% | 8- | 1 | 2 | 1 | 11 | 4 |
| Student 70 | M | TEACHER 1 | 81 | L | 4 | 2 | 1 | 13% | 1= | 0 | 0 | 3 | 4 | 2 |
| Student 71 | M | TEACHER 1 | 93 | M | 7 | 2 | 5 | 29% | 2+ | 0 | 0 | 0 | 0 | 0 |
| Student 72 | F | TEACHER 3 | 102 | H | 8 | 2 | 15 | 71% | 7 | 1 | 2 | 3 | 10 | 4 |
| Student 73 | F | TEACHER 3 | 122 | H | 8 | 3 | 13 | 67% | 6+ | 3 | 1 | 3 | 10 | 4 |
| Student 74 | M | TEACHER 1 | 98 | H | 7 | 2 | 17 | 79% | 8- | 1 | 2 | 3 | 8 | 4 |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Student 75 | M | TEACHER 3 | 123 | H | 8 | 4 | 9 | 54% | 5- | 1 | 4 | 3 | 9 | 4 |
| Student 76 | F | TEACHER 1 | 107 | H | 8 | 4 | 18 | 92 % | 9= | 2 | 4 | 3 | 12 | 4 |
| Student 77 | F | TEACHER 2 | | L | 5 | 3 | 11 | 58% | 5= | 0 | 0 | 0 | 0 | 0 |
| Student 78 | M | TEACHER 2 | 94 | M | 7 | 3 | 14 | 71% | 7- | 0 | 0 | 0 | 0 | 0 |
| Student 79 | M | TEACHER 3 | 101 | H | 8 | 3 | 8 | 46% | 4- | 0 | 0 | 2 | 0 | 0 |
| Student 80 | M | TEACHER 3 | 109 | M | 6 | 1 | 11 | 50% | 4= | 1 | 3 | 3 | 9 | 4 |
| Student 81 | F | TEACHER 1 | | H | 9 | 4 | 18 | 92 % | 9= | 1 | 2 | 3 | 12 | 4 |
| Student 82 | F | TEACHER 2 | | L | 4 | 1 | 10 | 46% | 4- | 0 | 0 | 0 | 0 | 0 |
| Student 83 | M | TEACHER 1 | 115 | H | 8 | 4 | 17 | 88 % | 9- | 1 | 2 | 3 | 11 | 4 |
| Student 84 | M | TEACHER 1 | 100 | M | 7 | 3 | 8 | 46 % | 4- | 2 | 1 | 1 | 7 | 4 |
| Student 85 | M | TEACHER 2 | 101 | H | 7 | 3 | 14 | 71% | 7- | 1 | 3 | 1 | 7 | 2 |
| Student 86 | M | TEACHER 3 | 83 | L | 4 | 1 | 1 | 8% | U | 0 | 0 | 0 | 0 | 0 |
| Student 87 | M | TEACHER 3 | 89 | L | 5 | 2 | 10 | 50% | 4= | 3 | 2 | 3 | 7 | 4 |
| Student 88 | F | TEACHER 1 | 113 | H | 8 | 0 | 14 | 58 % | 5+ | 2 | 3 | 3 | 7 | 3 |
| Student 89 | M | TEACHER 3 | 88 | L | 5 | 3 | 0 | 13% | U | 0 | 1 | 0 | 0 | 0 |
| Student 90 | M | TEACHER 3 | 89 | L | 5 | 2 | 3 | 21% | 2 | 1 | 2 | | 5 | 3 |
| Student 91 | M | TEACHER 1 | 99 | M | 7 | 3 | 3 | 25 % | 2- | 1 | 3 | 3 | 8 | 4 |
| Student 92 | M | TEACHER 1 | 99 | M | 5 | 4 | 10 | 58 % | 5+ | 3 | 2 | 3 | 10 | 4 |
| Student 93 | F | TEACHER 2 | 121 | H | 8 | 4 | 15 | 79% | 8- | 1 | 2 | 3 | 10 | 4 |
| Student 94 | M | TEACHER 1 | 96 | M | 7 | 3 | 15 | 75 % | 7= | 3 | 2 | 3 | 6 | 2 |
| Student 95 | F | TEACHER 2 | 125 | H | 9 | 4 | 17 | 88% | 9- | 2 | 1 | 1 | 10 | 4 |
| Student 96 | M | TEACHER 2* | 81 | L | 5 | | | | | 0 | 0 | 0 | 0 | 0 |
| Student 97 | M | TEACHER 2 | 80 | L | 5 | 2 | 11 | 54% | 5- | 2 | 1 | 3 | 7 | 4 |
| Student 98 | M | TEACHER 1 | 79 | L | 5 | 1 | 2 | 13 % | 1= | 1 | 0 | 3 | 4 | 3 |

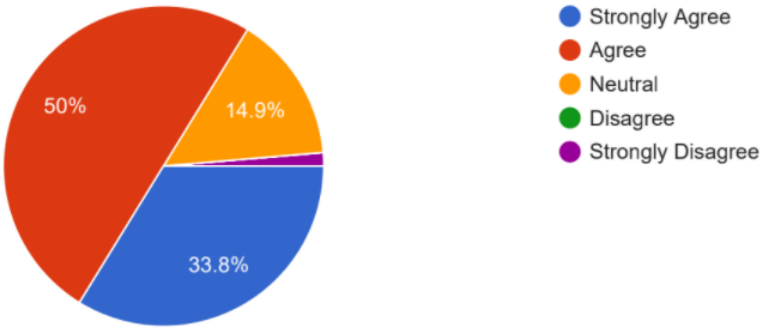
**Appendix H**

Full survey results.

SURVEY 1

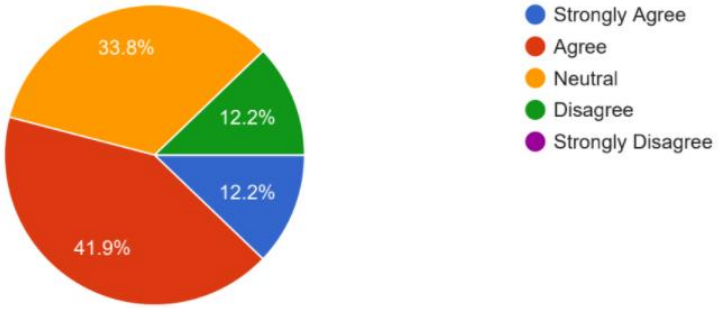
1. Do you enjoy studying history at the GCSE level?

74 responses




2. History is a difficult subject to study

74 responses



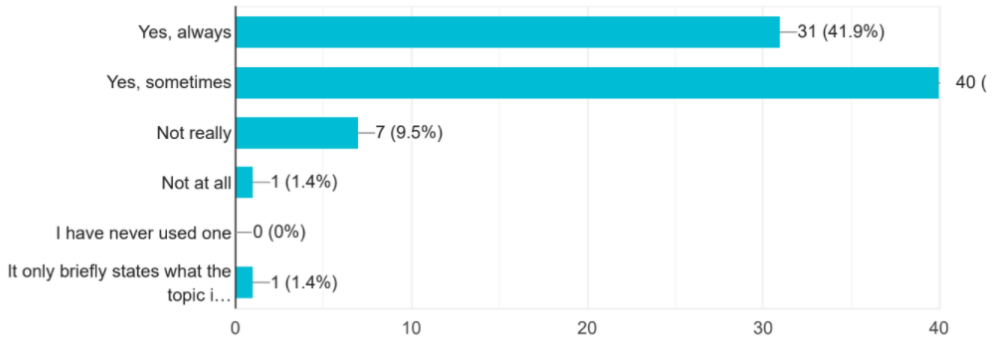

| **2b. Why is /isn't History a difficult subject to study?** |
|---|
| It is because the exam questions can be difficult but i still enjoy it as I find the subject interesting. |
| There is a lot of content to remember |
| it is hard to remember all dates |
| Large variety of topics and knowledge organozers |
| It's not that difficult to study, it's just hard to remember and revise all the content. |
| |

| |
|---|
| It's interesting |
| because of this i am working at home and in general working at home is hard because i cannot focous |
| i dont understand some of the context of it |
| I think it's cause I'm not good at writing peel paragraphs |
| It has a lot of content - when we're in school, we don't have many lessons a week yet we are expected to learn and memorise a lot of content. |
| |
| |
| The knowledge isn't difficult however the long exam questions are hard to write in the given time. |
| it can be difficult sometimes but you just need to revise the knowledge/understanding of the subject |
| |
| Lots of content |
| it is difficult as there is a lot of information to remember |
| There is a lot of knowledge to remember |
| There are a lot of dates/other things to learn |
| interesting |
| You have to remember a lot of content and memorise exam techniques |
| Arguing points comes naturally to me but trying to remember dates for the entire course is like trying to remember how to spell supercalifragilisticexpialidocious |
| Some time periods are harder to learn because they are more complicated than other time periods |
| History is usually easy to remember as it's very interesting and capturing |
| trying to retain all of the information |
| there is a lot of writing, and it is often difficult to finish tests. |
| There is a lot to memorise ( dates, who ruled what and when) but if you really enjoy history, you should find that easy |
| |
| Some of the dates are difficult to remember, but sometimes it's like remembering it like a story. |
| |
| There is a large amount of content that has to be taught and sometimes it can be hard to take everything in. |
| there is a lot of writing and analysis |
| History is not a difficult subject to study due to good teaching. |
| When you're interested in history you're more focused which just makes the studying easier. |
| there are a lot of key dates and specific events to remember |
| Remembering dates and matching them with events is crucial in order to do well in the subject |
| because I enjoy learning the subject and it links to other subjects I enjoy e.g English |
| i have a fantastic teacher who gives me the tools to do well in my assesments as well check my progress hroughout the course |
| Because there is a lot of things you need to learn about |
| History is a difficult subject because you not only have to write a lot but you also have to remember a lot and you have to make sure you thoroughly understand what you are taught,which can be difficult at times. |
| |
| Revision resources are structured well |
| it can be quite complicated at certain times but I try all the time |

| |
|---|
| because there is a lot to remember |
| I don’t understand the material and how to answer exam questions |
| alot of information to remember |
| miss ********* makes it easier to undertsand |
| it really depends on the person, personally it is one of my stronger subjects |
| There is a lot of different parts to it and sometimes I get muddled up |
| Lots of very specific key information to remember that can only be used effect If applied to the question correctly which is also difficult. |
| No reason |
| There is a lot of topics |
| |
| It's difficult because there's a lot to memorise. |
| It can be alot to take in and answering exam questions is hard sometimes. |
| There is a lot of information that you have to remember for exams as well as the dates. Linking information can also be difficult whilst answering 12/16 markers |
| Remembering dates and key information and structuring paragraphs is difficult |
| You have to memorise a lot of dates which can get confusing. |
| |
| It isnt hard if you keep on revising at home like we should |
| Their is a lot of subjects |
| because you have to remeber lots of dates and know how to answer specific questions |
| The questions in the exams can often be confusing |
| |
| alot to remeber dates, people, events and laying out the paragraphs |
| A lot of the questions are based on your opinion |
| there are often too many things to remember. dates are especially difficult. |
| It's all about memorising dates and events |
| A lot of information to revise for the tests |
| |
| So much content, sometimes difficult to understand, large and hard exam questions |
| it's hard because you need to know a lot to be good at it. |
| Everything is thoroughly gone through. |
| It involves the knowledge on how the people or government might have been over the time. |
| It depends on what we are learning in history |
| There are alot of dates that have to be revised |

3. Do you find Knowldge Organisers useful for history revision?

74 responses



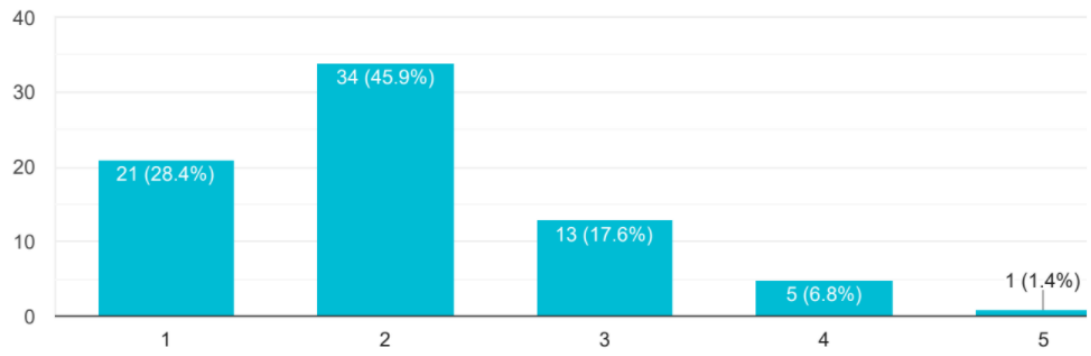

| **4. Why do we do retreival practice?** |
|---|
| So we remember the information that we have learnt in lessons. |
| To try and remember past content |
| so we dont forget what we learnt before |
| To keep what we have learnt srill in the forefront of our minds |
| To help us retain all of the previous content |
| To see what we remember |
| keep past knowledge in our heads |
| helps us retain info to help us and helps us study for test ext |
| so we can improve on our test marks fom looking at t old test that we done so we can be better . |
| So that we remind ourselves what we have done and that its not wasted |
| To see if we can remember/recall what we have previously learned. |
| |
| to keep the information in are heads |
| To revise and remind ourselves of previous topics |
| because its a good why to revise and use some kmowledge |
| |
| So I refresh my Memory of topics I might have forgotten |
| so we do not forget anything we have learnt in the past |
| To keep information fresh in our memories |
| to remember what we have learnt |
| to maintain key information |
| To go over and remember previous topics |
| To help us recall past information/modules of the course |
| So we can remember the different time periods we have studied |
| To revise over the most relevant content and ensure we're up to date |
| to improve our knowledge |
| so we don't forget the content we have learnt earlier in the course |
| To not forget what we have learnt ( there are a lot of chunky topics in History) |

| |
|---|
| To stop the forgetting curve |
| To remember the things we have learnt previously so we don't forget them all. |
| to remember stuff |
| To make sure we still remember and revise past units and topics. |
| as a source of revision |
| To ensure that content is not forgotten. |
| To make sure we don't forget the things we need to know. |
| to retain/remember information easily |
| In order to recall knowledge you may have forgotten as you have visited it less and less over time |
| To ensure past knowledge is constantly fixed in our brain |
| to keep our memeory sharp on topics we haven covered over a period of time |
| Do make sure that we understand what we are learning and to refresh our memory |
| We do retrieval practice to test our memory, on areas of the subject that we did a while ago, making sure we still understand what happened in that time period and why |
| |
| To recall past knowledge and make sure we still remember it |
| |
| to improve our knowledge and not forget |
| So we can have the information in our head always |
| to retrieve our previous learning |
| to refresh our brain so that we dont forget |
| so we don't forget the previous knowledge learned |
| so we can remember all the things we have learnt from the start |
| To help remember previous topics |
| To make sure we don't forget past topics |
| To recap things we previously learnt |
| |
| To remember important information we may have forgotten |
| To make sure we don't completely forget what we've learned. |
| In order to remember the information and not forget it whilst we learn other things |
| To remind ourselves about key information |
| To make sure the information has gone into your brain and you can access/remember it it. |
| |
| So we can retain some past knowledge |
| So we do not forget about the things we have already learnt about |
| to help remeber things that we have already learnt so we dont forget |
| To ensure we don't forget |
| to retain information |
| to be able to keep refreshing the information we have learnt |
| To ensure we remember the knowledge |
| |
| To find out where each student is struggling |

| |
|---|
| To keep on reminding us about the work we did so it's easier for our GCSE's |
| so we can refresh our memory on things we have learned previously |
| |
| To revise content to make sure we know it well |
| so we don't forget what we have done in the past |
| To make sure we don't forget |
| To recover previous topics |
| so we can revise and recap on what we've forgotten |

5. How do you feel about the short answer quizzes we do in history?

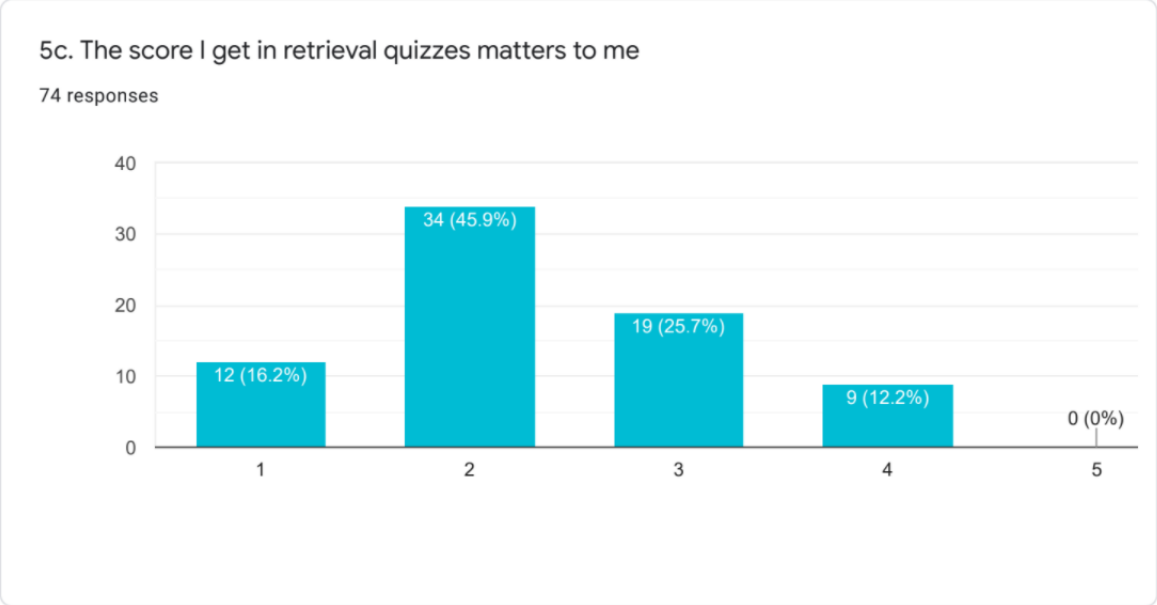
74 responses




| **5b. Why do you like / dislike the short answer quizzes you do in history?** |
|---|
| It provides me with extra revision and it helps me remember what i have learnt. |
| They help to remember things we thought we forgot |
| its good way to test knowledge |
| |
| They are quite helpful in telling us how well we're doing |
| |
| not too much to revise about if its a short answer |
| |
| they are just easier to answer |
| I think it helps remember things |
| I can recall short answers but I then struggle to recall long answers, especially in essays. |
| |
| i just do |
| It's an easy method of retrieving important knowkledge |
| i like them because they can refresh are memory of what we could of done previously |
| |
| It is good to know how much I can remember |
| I like them because it gives me a chance to see what I do and don't know/remember |

| |
|---|
| helps us to remember things that we haven't studied in a while |
| They can help to memorise certain things. |
| tests knowledge |
| Help me to remember key events from previous topics |
| They're kind of fun, but at the same time sometimes you can get competitively riled up. |
| I dont really mind them and theyre short |
| I like them because they are challenging |
| Easy way to see what you know |
| they are a quick and easy way to test ourselves on earlier contebt. |
| Helps us memorize small but important facts. |
| Quick retrievals |
| They help me remember short, useful facts that I think are easier to remember. |
| they help me remember things easier |
| They are a quick and easy way to remember past units. |
| they are an effective form of retrieval practice |
| They are useful in reviewing your understanding of the topic. |
| Because they're a lot like general knowledge questions |
| they help see what i know and what i need to know |
| It helps recall dates and events rather than recalling loads of information all at once |
| Because the questions produce information that is needed to include in exams E.g key dates and events |
| their short |
| Because it is a refresher so that I will be able to keep that in memory |
| I like like the short answer quizzes because its tests my memory and i can always go back and revise the things i didn't get correct. |
| |
| They help remember key facts |
| there is more to focus on and not a wider range to include in the answer |
| helps to remind you of previous topics |
| They’re are helpful yet challenging |
| there aren't really helpful |
| refresh your memory of the topic |
| there is little writing involved |
| im not sure |
| Help to think back to last year |
| They're a good way to test your memory |
| It breaks down each topic |
| |
| They're fun and easy to do. |
| They're an effective way to help us learn |
| It can sometimes be difficult to remember things especially when the time period is a wide range. However, it does help with general knowledge. |
| They're quick, challenging(sometimes) and fun |

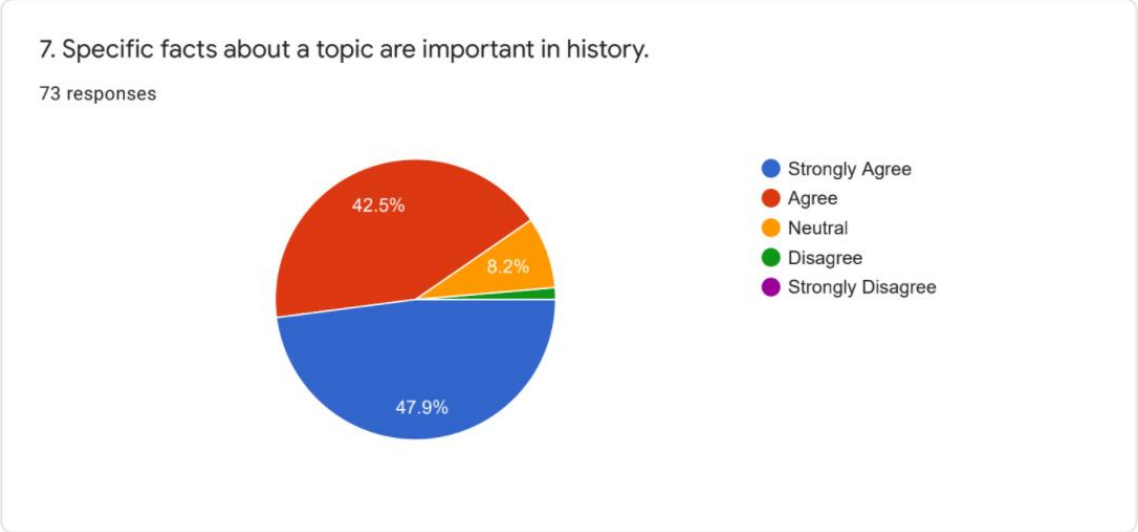
| |
|---|
| It helps me recall key things for that topic. |
| |
| It highlights what i need to work on |
| They don’t take much time |
| because they help with my memory |
| They help to revise important information |
| |
| I can remeber details but when it comes to the short test I get mixed up with different events |
| |
| they're good for retrieving past content but they often have nothing to do with the actual eou assessment |
| They help me find out where I struggle the most |
| |
| |
| Good retreival |
| i like them as you don't need to read as much and can give a short answer |
| They help us to remember. |
| Some of them are words so you can put 1 word straight away. |
| it help's me recap and remember what I've forgotten |
| They are quick and short but cover vital information on the subject. |




| **6. Does retrieval practice help you get better at history?** |
|---|
| Yes. |
| Kind of |
| yes |
| Sometimes |
| Yes |

| |
|---|
| |
| yes i think so |
| yes |
| yes sometimes |
| I think so |
| Sometimes. |
| |
| yes |
| Yes because it's easy to forget topics you don't go over again |
| yeah because it gives me the chance to reflective back |
| |
| Yes |
| yes |
| yes |
| yes, i think so. |
| yes |
| |
| Yes |
| Yes |
| Yes |
| yes, because if I get an answer wrong I look over that section of the topic to help me in the future |
| yes |
| A little bit |
| Kind of |
| Yes, it helps refresh my memory on previous topics. |
| yes |
| Yes |
| yes |
| I find that it helps remind us that we need to revise old content |
| Yes |
| yes |
| Yes |
| Yes, I think that revising previous topics helps me feel more confident about the topic |
| of course |
| Yes because it fills my head with more knowledge |
| Yes |
| |
| Yes |
| yes |
| agree |
| No |

| |
|---|
| sometimes |
| somewhat |
| i hope so? |
| a little bit |
| Yes |
| Yes |
| To recap |
| |
| To some extent. |
| Yes |
| Yes, it helps with general knowledge and to be able to remember key information. |
| It makes me think on what I need to improve on |
| Yes |
| |
| No, but it helps me to retain knowledge i learnt a long time ago |
| Yes |
| sometimes depends on the topic |
| Yes |
| yes |
| most of the time yes |
| Yes |
| yes |
| Yes |
| |
| refresh our memory |
| Yes |
| yh as you need to know everything to be good at history |
| Yes. |
| It improves my score I get each time |
| Yes |
| Yes, it allows me to look back and make improvements |




| **8. Aside from facts, what else is important to succeed at history in your opinion.** |
|---|
| Being able to answer exam questions. |
| Knowing how to write well and complex |
| |
| |
| The ability to revise large amounts of topics and the ability to infer and prove from a source |
| It is important to know how to write and structure the exam question answers. |
| |
| learning the background is interesting |
| local and extra online knowledge |
| to revise hard and get better test marks |
| Your writing cause if you mess that up it ruins everything |
| The will to actually revise the content. |
| |
| |
| Being able to make links between people/events/laws and explain how one led to the other by using your own judgement and overall knowledge.<br>Being able to decide what events/factors are most important and why. |
| you've got to have some knowledge on units you've done in the past as well as what unit your doing now |
| |
| Knowing Exam structure |
| |
| |
| Remembering dates |
| How to attack different types of questions |
| Exam technique and how you structure certain questions |
| Arguing a point based on the evidence given to you |
| Specific dates |
| English |

| |
|---|
| How to structure and answer essay questions |
| being able to structure exam questions well |
| Being good at English is definitely helpful ( essay writing). |
| |
| |
| revising more |
| The structure of my answers. |
| to know how to properly lay out your facts |
| understanding how to lay out answers to a question |
| Being able to tell something like you were there when it happened. |
| |
| Being able to do time management to write your essays in the exam |
| Having a strong argument in your work, being able to explain how the facts link to a certain question/ what is suggested by the key facts or dates |
| good teacher |
| Other than facts one of the most important things to succeed at history is revision and retrieval |
| REVISION.REVISION. You cannot walk into an exam/assessment in history without revision because you will struggle. If you revise effectively (what type of revision suites you the best) you would have higher chances to succeed in history. Also, asking for help from your peers or your teacher, especially your teacher because they can explain it in a way you understand. |
| |
| The ability to make points in a clear and concise manner.<br>Specific own knowledge<br>The ability to analyse sources well |
| Research |
| Being able to structure your writing correctly in exams |
| Understanding the material and getting help from teachers |
| its part of our gcse |
| if we do FF because you then know where you have gone wrong so can correct it next time |
| understanding how to answer the larger exam questions eg. the structure |
| |
| To be able to read the question and understand exactly how to answer it and what to include in your paragraphs. |
| Your style of writing |
| To work hard at achieving your grade |
| |
| Dates, overall knowledge of the topic, own knowledge. |
| Understanding the past and how things are now. |
| In my opinion, I think explaining the effects of key facts as well as knowing about certain people in history and their importance on the world today are also important to be able to link context. |
| Structured answers |
| Knowing how to write your answers according to the amount of marks in that question. |
| |
| Being able to use quotes to back up what you say |
| To do well in history you also need to be good at English |

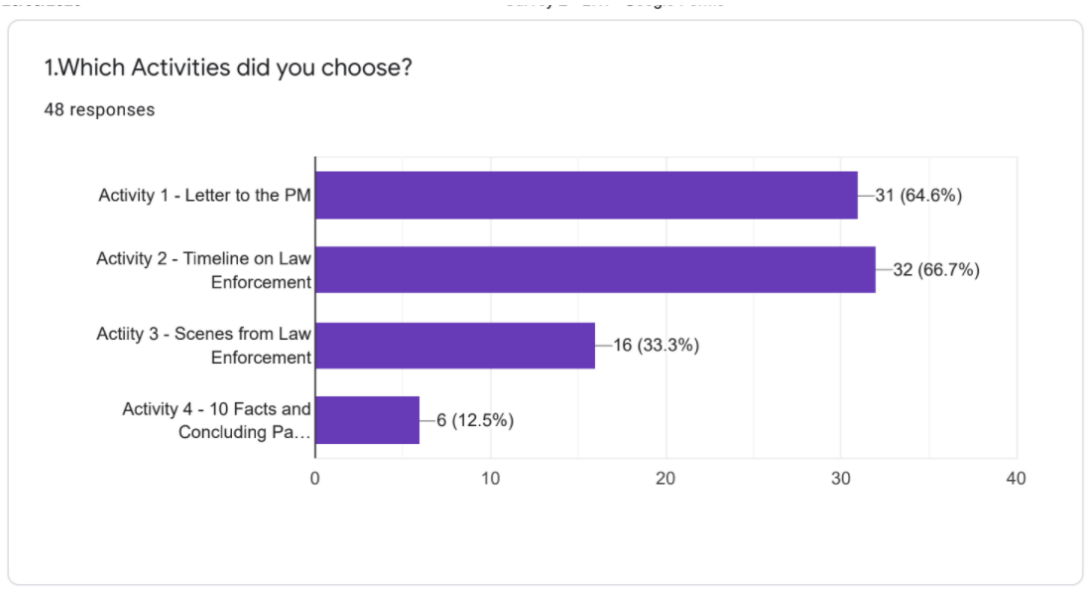
| |
|---|
| |
| Good understanding on how to answer the questions. |
| knowing how to structure different types of questions |
| how to plan the paragraphs out clearly and how to achieve high marks on tests |
| Exam structure |
| |
| A good way to revise and memorise |
| Good understanding of how to write a PEEL paragraph |
| your own knowledge |
| understanding and remembering of knowledge |
| lot and lot of retrieval practice |
| The ability to compare and link ideas. |
| The structure you use for your end of term or mid of term assessments and explain all your points but with limited knowledge so you shouldn't write too little or too much. |
| your future |
| A sophisticated, detailed style of writing, regarding structure and analysis |

| **9. Why do you think the subject of history is important?** |
|---|
| It helps us get a better understanding of our countries background. |
| Because learning about the past can help people in future situations |
| it teaches you about how the human race developed and how ideas changed over years |
| History repeats its self |
| Because it helps with english and helps to learn lots of information |
| To help get gcses |
| teaches us about our countries past or just our past |
| because there is alot to learn and it is good for you |
| it shows you how humanity has changed over the years |
| So that we remember the past the challenges and how we improved from that and life wasn't easy then and its not easy now but a lot easier than back then |
| Because the language/essay skills that come with the course will be useful in the future. |
| |
| to know what happened to human thought out history |
| Helps you get an understanding of how the world worked before us and what events led to our current time, shaping us as a society. |
| because its a way for you to learn what has happened in the past |
| |
| Good to know what happened in the past/ how we got here. You can also predict what will happen later in similar situations |
| So we can know about our past and how we have got to where we are today |
| As we can learn from the past |
| It's important to know what happened before, so that we know how we got to where we are now |
| Gives us a general knowledge of our history, helps you look at things in different ways |
| It gives me a better understanding of the modern problems that we face today (e.g. politics) |

| |
|---|
| Because history teaches us about what has happened, good and bag. This helps us to reflect on what we can do and what we shouldn't |
| So we can remember our history and learn from old mistakes |
| Because it allows you to understand your past |
| Allows us to understand our past and how it has now created our present day in some aspects |
| it allows us to understand the past, which helps us understand the present |
| It's important to learn about your country's past and how we have reached where we are now. |
| Good to know what happened in the past and see why these people struggle to do certain things |
| I think it is important to understand what happened before you, and how previous world leaders shaped what we have today. |
| as it teaches us about things that happened in the past |
| It obviously helps us to learn about our pasts which we wouldn't have known about otherwise and it teaches students about various real life problems such as hyperinflation that could happen again today. |
| it helps me understand the social, political and moral development of the western world |
| I think that it is important for young people to understand what shaped their society today |
| Because it's important to know what happened before you, and how everything in history made people and places what they are today. |
| you can learn from past events |
| It helps modern society learn from previous events and incidents |
| I think it is important to explore the past and have the deeper knowledge of certain events /times in the past. The skills used in writing about history are very helpful in other subjects and will be helpful for future jobs in history/literature as it highlights and explores sources/data. |
| find out about what came before and get an insight on what may come next |
| Because it tells you about your past and shows what other people have gone through to get to where we are today |
| It educates us on what happened in the past, if we ever come across a similar problem that happened in history that had a huge impact on government,politics and economy etc.. We can resolve that problem quite quickly without it being detrimental. |
| To learn about the history of the world |
| Situations in past events might be relevant to modern situations |
| Personally i think it is vital people know about the history of the world so the same mistakes are made again |
| history allows to understand our past |
| It teaches us about the past |
| we get to learn about the past |
| i am not sure |
| if it was super important then it wouldn't be optional |
| Because you get to learn about the amazing things that went on before us |
| As it is important to understand and learn about the actions of those in the past and how they have evolved to shape our society today. |
| It's important for you to learn about past events as it can help you learn for the future in case history repeats itself. |
| By learning about life before you |
| |
| So we can learn more about past important events and educate ourselves for the future. |
| It gives an insight to our past and allows me to understand the present more. |

| |
|---|
| I think it is important to learn about things that happened in the past to have a deeper understanding of why things are the way they are today and to have general knowledge. |
| To remind us of the mistakes of the past in order to not make them in the future (and its just interesting) |
| To teach you what happened in the past and we can then see if similar things happened then to now and see how to resolve the problems. |
| |
| It helps us to learn about our countries and other countries past as well as helping us to understand how the world has evolved to become what it is today. |
| So we can learn about what happened in the past |
| you can learn alot from history , everything that has happend in the past you can expand your knowledge |
| Some topics are very interestig. |
| because it helps you develop other skills that are important |
| it's important because the world has changed so much since those people in the past without them we would not treat people respectfully as we do today. |
| To learn about the past and the changes of society |
| to avoid the same problems that happened in the past ? |
| If you wanted to pursue in career in law or history studies, this subject will help you |
| It depends on what you want for your future but it's important to know the past |
| so we can understand the ways people lived before us and how we have changed |
| To obtain a greater understanding |
| it's not that important but to know about history is ok |
| To see the mistakes of the past and how not to make them today. |
| It's important because I can develop my writing skills for essay writing in English. |
| You can learn from things you didn't know before |
| It gives me more knowledge of the past and vital consequences that can be seen today |

**SURVEY 2**



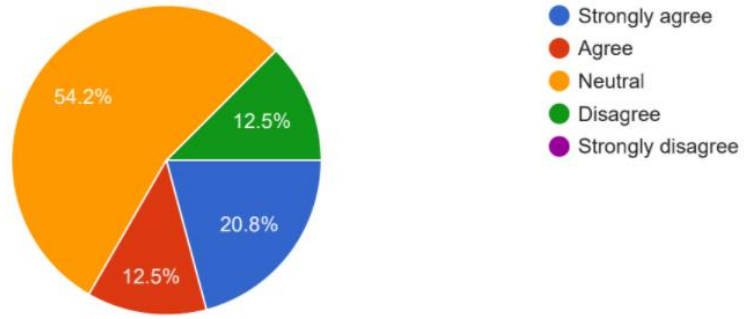

*NB: More accurate collation of this information in Appendix G*

| **2. Why did you choose the above activities?** |
| --- |
| They seemed more appealing and more enjoyable to me. |
| |
| Something I felt was easier for me to do |
| they required less effort |
| I thought they would be most effective as revision tasks. |
| Because I thought I could do well and apply my own knowledge |
| I felt like it would be easier for me and i wanted have to think too much |
| i just picked one |
| not sure I think just because I understood them a bit more them the others |
| |
| I felt like they were the best options for me to revise my learning sufficiently and creatively. |
| I know more about scenes from law enforcement |
| |
| |
| |
| Timeline on law enforcement |
| i like doing creative activities |
| They seemed the most interesting and useful to my learning |
| |
| |
| helps revision |
| It reminded me of how long certain practices lasted and significant dates |
| Because I did them in order |
| To wish Borris Johnson better because he had corona |
| Because they were interesting |
| I don't like to draw when I learn and I enjoy learning with timelines |
| I thought that they would be the most beneficial for me, as I think they would help me remember the information the most. |
| the letter to the PM involved a bit of creativity and I find timelines very useful. |
| |
| They seemed interesting for me to do, and I thought they were creative. |
| it looked the most interesting |
| I thought it would be interesting and different from tasks we do in school. |
| because they were in order |
| I chose these activities as I believed that they would be the most interesting, |
| I find history easier with pictures describing a scene, not just writing. |
| |
| They sounded the most interesting |
| because I feel they were the most relevant for retrieval practice |
| |
| |

| |
|---|
| More creative and easier. |
| |
| They interested me more |
| |
| both seemed intersting |
| I found them easy and was capable of completing them. |
| |
| |
| |
| The letter interested me the most and i thought that the timeline would be a useful revision resource. |
| The letter interested me the most and i thought that the timeline would be a useful revision resource. |
| |
| As they are retrieval |
| interesting |
| |
| |
| |
| I usually find timelines difficult so I attempted to challenge myself |
| I think the timeline can help me with later revision and the letter was good as it was fun to compare techniques used centuries ago to techniques used today. |
| I'm good as writing persuasive writing especially writing a letter to someone |
| |
| |
| |
| They seemed most relevant and helped me with my knowledge. |
| |
| because it seems easier to revise from |
| |
| |
| because it seems easier to revise from |
| Those were the tasks that i was the most interested in |
| |
| |
| most comfortable for me |
| The letter, to me, was a bit like exam practice and i usually struggle with timelines. |
| They were the most easiest activities and I could show a lot of my knowledge in History. |
| |
| They could be made with crwticity while serving its purpose for retrieval practice. |

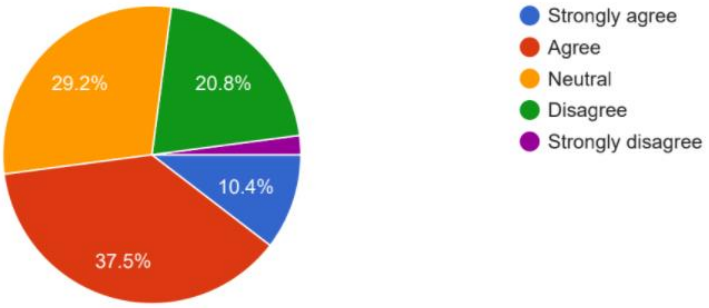
3. I prefer doing retrieval activities (as above) to quizzes

48 responses



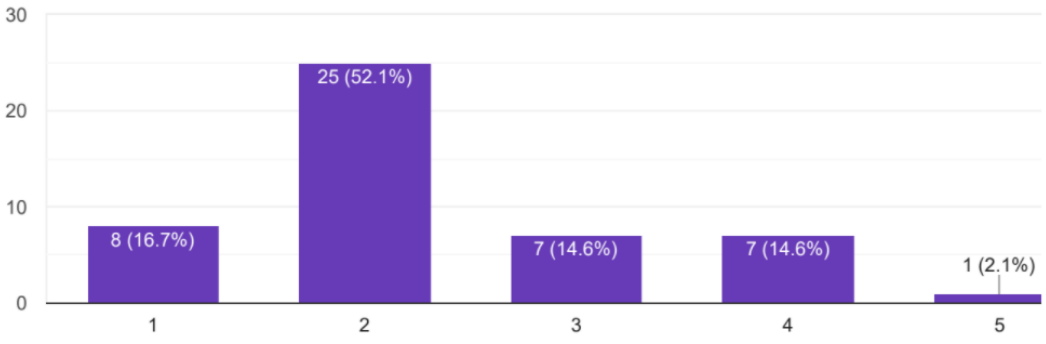

4. I find activities (as above) more useful for revision than quizzes.

48 responses




5. How much did the activities rely on using facts

48 responses



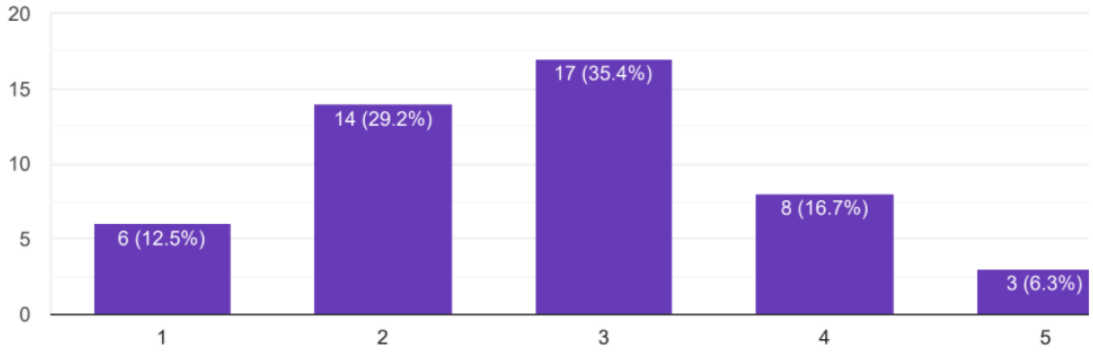
| **6. Did you need to use more than facts to complete the activities you chose? Please explain.** |
| --- |
| Yes because it could be helpful to back up the use of these facts with the use of general knowledge. |
| |
| |
| no |
| Yes, for some of these activities you needed to think and apply your own knowledge to the task. |
| Yes, I applied my own knowledge |
| not really |
| . |
| |
| |
| There was a sense of creative literature invloved as well as digital graphics but that it a good, fun way of revision. |
| No |
| |
| |
| |
| Yes |
| |
| yes, in the letter I had to also give my own opinion and the strengths/weaknesses of the methods |
| |
| |
| no, not really |
| |
| The facts is all you really need. From there it was just putting it into your own writing. |
| |
| No |
| no but I did need to know how to structure the letter when I was writing. |
| For the timeline, I only needed facts. However, for the letter task I had to consider the possible pros and cons for each law enforcement method. |
| for the letter to the PM, I had to relate different types of law enforcement to current events and I had to explain which I would choose which doesn't require facts, just your detailed opinion. for the timeline, I completely used facts. |
| |
| In my letter, I had to use context to accurately explain the scenarios of the different decades of law enforcement. |
| yes as i needed to include a lot as i was writing a letter to boris johnson |
| Yes, i needed to use structure to make the answer easy to understand. |
| yes, I had to use a good writing structure. |
| You had to firstly understand how to lay out your work and secondly undertand how to apply your knowledge to the task |
| I'm not sure. |
| |

| |
|---|
| No |
| I used key facts but also used explanations and tried to link key facts to the importance of law enforcement and its changes |
| |
| |
| Simple logic needed to be used to order certain facts in certain time periods. |
| |
| Yes, in some cases, I had to structure my points in an effective and concise way. |
| |
| yes, for the letter writing you needed to include your own knowledge of the situation that's happening today and include facts from the past. |
| yes i did |
| |
| |
| |
| No |
| No |
| |
| I used my book to recap |
| you had to have facts and knowledge to understand each task |
| |
| |
| |
| Yes, you needed organisation and structure as well as facts |
| Yes, I used the knowledge organiser to aid my memory |
| |
| |
| |
| |
| Yes, the activities helped me shape and structure paragraphs for exam questions. |
| |
| |
| |
| |
| |
| Yes, you need to be able to use your own words when explaining it |
| |
| |
| i used my own knowledge |
| Yes, you needed to use application of knowledge for the letter as you have to apply it to modern day life. |
| I might need to use more facts by looking at the Knowledge Organiser. |
| |

| |
|---|
| No I used the knowledge organisers to recollect facts. |
| |

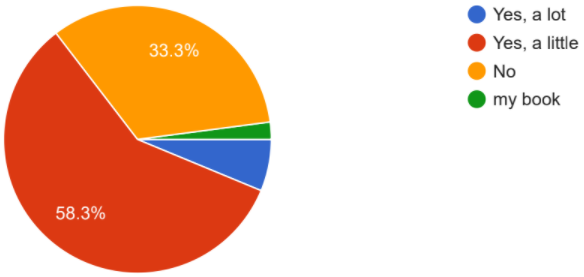
7. How much did you rely on your knowledge organisers (KO) to complete the activity

48 responses



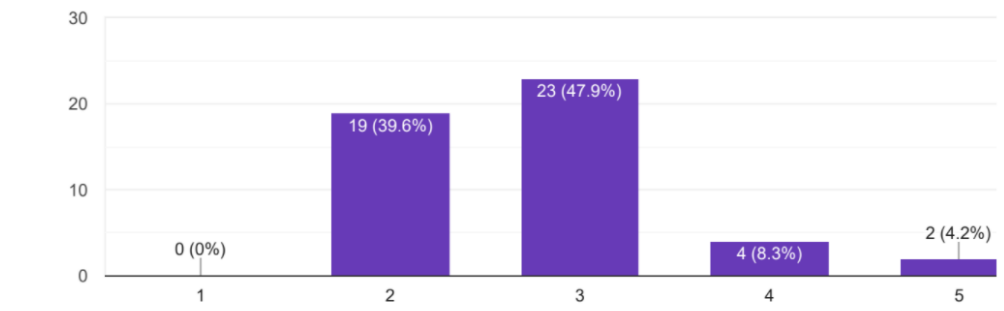

8. Did you have to look elsewhere for any historical knowledge in order to complete the activity?

48 responses



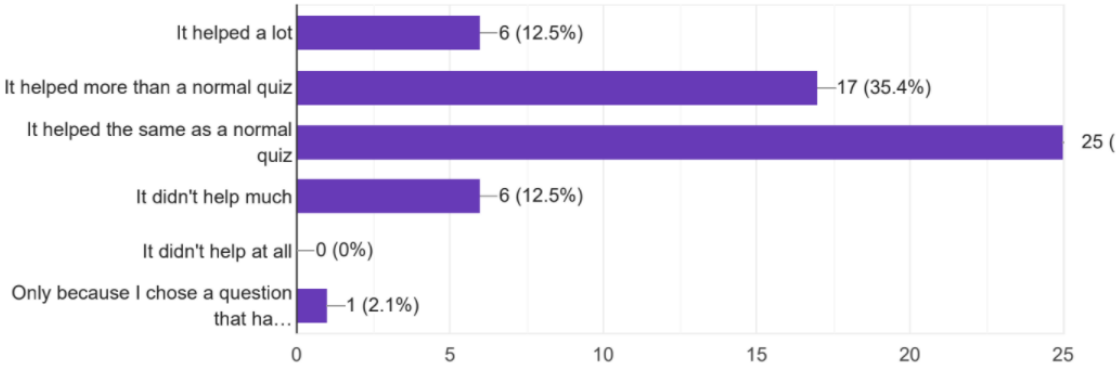
9. How did you find the exam question you answered today?

48 responses




10. How far did the activities you selected help you prepare for the exam question

48 responses




| **11. Have the activities changed your perception on retrieval or Knowledge Organisers?** |
|---|
| Yes |
| |
| not really |
| no |
| No, I prefer doing quizzes. |
| No |
| yes, i like them a lot more now |
| no |
| yes |
| |
| Yeah, a little because it gave me more time and free-revision learing to allow me to find the best ways to aid my education. |
| No |
| no |
| |
| |

| |
|---|
| Yes |
| im going to make more timelies, they are very helpful. |
| no |
| |
| |
| yes, a bit |
| Relatively, as it gave me an idea on the different ways to complete retrieval activities |
| I'm too stubborn for that |
| no |
| No |
| no |
| I have realised how useful Knowledge Organisers are |
| No |
| |
| Not in particular, but the activities were useful for retrieval to help me keep remembering all of the facts and dates to remember. |
| yes i use the knowlege organisers more now |
| No I have always thought they were useful. |
| no |
| I found that they are equally useful. |
| No. |
| |
| Yes |
| They have made me realise the importance of retrieval and how the content needs to be remembered every so often, in the long term |
| |
| |
| No |
| |
| No |
| |
| yes |
| no |
| |
| |
| |
| No |
| No |
| |
| yes it has helped me with revision |
| no |
| |
| |

| |
|---|
| |
| no |
| Yes, I can see there are many more ways to revise than just timelines. |
| yes |
| |
| |
| |
| Yes |
| |
| yes |
| |
| |
| yes |
| Yes |
| |
| |
| i don't have my OK because it at school |
| I think these activities are more effective retrieval for me |
| Yes I can research the internet for also the key facts. |
| |
| No |

| **12. Is there anything else you wish to say about retrieval or the activities?** |
|---|
| No |
| |
| |
| na im good m8 |
| |
| They help to prepare us |
| no |
| no |
| nah not really |
| |
| |
| No |
| |
| |
| |
| No |
| |

| |
|---|
| |
| |
| |
| |
| |
| No, not really. Thanks for asking though |
| |
| No |
| no |
| |
| I liked the activities with creativity / in which you had to use your imagination. |
| |
| |
| |
| |
| |
| no |
| |
| Personally I find the quizzes a lot better for retrieval as it motivates you to get your score up. |
| |
| No |
| I think that the Knowledge organisers are fantastic and really helpful! |
| |
| |
| |
| |
| They are a useful learning aid |
| |
| I don't think so |
| no |
| |
| |
| |
| I enjoyed them. |
| I enjoyed them. |
| |
| it has helped me with retrieval |
| no |
| |
| |
| |
| no |

| |
|---|
| I like the knowledge organisers as I have one place to look that will have the basic information that I need. |
| nope |
| |
| |
| |
| No |
| |
| |
| |
| |
| |
| I think I prefer a mixture of both because i think both are helpful |
| |
| |
| no nothing |
| No. |
| No, I'm fine on the retrieval and activities I receive in History. |
| |
| No |