

# History



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The National Curriculum for England [www.nc.uk.net](http://www.nc.uk.net)

Key stages 1–3



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# Foreword

The National Curriculum lies at the heart of our policies to raise standards. It sets out a clear, full and statutory entitlement to learning for all pupils. It determines the content of what will be taught, and sets attainment targets for learning. It also determines how performance will be assessed and reported. An effective National Curriculum therefore gives teachers, pupils, parents, employers and their wider community a clear and shared understanding of the skills and knowledge that young people will gain at school. It allows schools to meet the individual learning needs of pupils and to develop a distinctive character and ethos rooted in their local communities. And it provides a framework within which all partners in education can support young people on the road to further learning.

Getting the National Curriculum right presents difficult choices and balances. It must be robust enough to define and defend the core of knowledge and cultural experience which is the entitlement of every pupil, and at the same time flexible enough to give teachers the scope to build their teaching around it in ways which will enhance its delivery to their pupils.

The focus of this National Curriculum, together with the wider school curriculum, is therefore to ensure that pupils develop from an early age the essential literacy and numeracy skills they need to learn; to provide them with a guaranteed, full and rounded entitlement to learning; to foster their creativity; and to give teachers discretion to find the best ways to inspire in their pupils a joy and commitment to learning that will last a lifetime.

An entitlement to learning must be an entitlement for all pupils. This National Curriculum includes for the first time a detailed, overarching statement on inclusion which makes clear the principles schools must follow in their teaching right across the curriculum, to ensure that all pupils have the chance to succeed, whatever their individual needs and the potential barriers to their learning may be.

Equality of opportunity is one of a broad set of common values and purposes which underpin the school curriculum and the work of schools. These also include a commitment to valuing ourselves, our families and other relationships, the wider groups to which we belong, the diversity in our society and the environment in which we live. Until now, ours was one of the few national curricula not to have a statement of rationale setting out the fundamental principles underlying the curriculum. The handbooks for primary and secondary teachers include for the first time such a statement.

This is also the first National Curriculum in England to include citizenship, from September 2002, as part of the statutory curriculum for secondary schools. Education in citizenship and democracy will provide coherence in the way in which all pupils are helped to develop a full understanding of their roles and responsibilities as citizens in a modern democracy. It will play an important role, alongside other aspects of the curriculum and school life, in helping pupils to deal with difficult moral and social questions that arise in their lives and in society. The handbooks also provide for the first time a national framework for the teaching of personal, social and health education. Both elements reflect the fact that education is also about helping pupils to develop the knowledge, skills and understanding they need to live confident, healthy, independent lives, as individuals, parents, workers and members of society.



Rt Hon David Blunkett  
Secretary of State for Education  
and Employment



Sir William Stubbs  
Chairman, Qualifications  
and Curriculum Authority

# About this booklet

This booklet:

- sets out the legal requirements of the National Curriculum in England for history
- provides information to help teachers implement history in their schools.

It has been written for coordinators, subject leaders and those who teach history, and is one of a series of separate booklets for each National Curriculum subject.

The National Curriculum for pupils aged five to 11 is set out in the handbook for primary teachers.

The National Curriculum for pupils aged 11 to 16 is set out in the handbook for secondary teachers.

All these publications, and materials that support the teaching, learning and assessment of history, can be found on the National Curriculum web site at [www.nc.uk.net](http://www.nc.uk.net).

# About history in the National Curriculum

## The structure of the National Curriculum

The programmes of study<sup>1</sup> set out what pupils should be taught, and the attainment target sets out the expected standards of pupils' performance. It is for schools to choose how they organise their school curriculum to include the programmes of study for history.

### The programmes of study

The programmes of study set out what pupils should be taught in history at key stages 1, 2 and 3 and provide the basis to plan schemes of work. When planning, schools should also consider the general teaching requirements for inclusion, use of language and use of information and communication technology that apply across the programmes of study.

The **Knowledge, skills and understanding** in the programmes of study identify the aspects of history in which pupils make progress:

- chronological understanding
- knowledge and understanding of events, people and changes in the past
- historical interpretation
- historical enquiry
- organisation and communication.

These aspects of history are developed through teaching the content relating to local, national, European and world history set out in **Breadth of study** at each key stage. It is not necessary for all of the aspects to be developed in each of the areas studied nor do they need to be taught separately.

Schools may find the DfEE/QCA exemplar schemes of work at key stages 1, 2 and 3 helpful to show how the programmes of study and attainment target can be translated into practical, manageable teaching plans.

<sup>1</sup> The Education Act 1996, section 353b, defines a programme of study as the 'matters, skills and processes' that should be taught to pupils of different abilities and maturities during the key stage.



## Attainment target and level descriptions

The attainment target for history sets out the ‘knowledge, skills and understanding that pupils of different abilities and maturities are expected to have by the end of each key stage<sup>2</sup>. The attainment target consists of eight level descriptions of increasing difficulty, plus a description for exceptional performance above level 8. Each level description describes the types and range of performance that pupils working at that level should characteristically demonstrate.

In history, the level descriptions indicate progression in the five aspects of the knowledge, skills and understanding set out in the programme of study.

The level descriptions provide the basis on which to make judgements about pupils’ performance at the end of key stages 1, 2 and 3. At key stage 4, national qualifications are the main means of assessing attainment in history.

Range of levels within which the great majority of pupils are expected to work	Expected attainment for the majority of pupils at the end of the key stage
Key stage 1 <b>1–3</b>	at age 7 <b>2</b>
Key stage 2 <b>2–5</b>	at age 11 <b>4</b>
Key stage 3 <b>3–7</b>	at age 14 <b>5/6</b>

## Assessing attainment at the end of a key stage

In deciding on a pupil’s level of attainment at the end of a key stage, teachers should judge which description best fits the pupil’s performance. When doing so, each description should be considered alongside descriptions for adjacent levels.

Arrangements for statutory assessment at the end of each key stage are set out in detail in QCA’s annual booklets about assessment and reporting arrangements.

<sup>2</sup> As defined by the Education Act 1996, section 353a.



## Learning across the National Curriculum

The importance of history to pupils' education is set out on page 14. The handbooks for primary and secondary teachers also set out in general terms how the National Curriculum can promote learning across the curriculum in a number of areas such as spiritual, moral, social and cultural development, key skills and thinking skills. The examples below indicate specific ways in which the teaching of history can contribute to learning across the curriculum.

### Promoting pupils' spiritual, moral, social and cultural development through history

For example, history provides opportunities to promote:

- *spiritual development*, through helping pupils to appreciate the achievements of past societies [for example, the pyramids, cathedrals, illuminated manuscripts] and to understand the motivation of individuals who made sacrifices for a particular cause
- *moral development*, through helping pupils to recognise that actions have consequences by considering the results of events and decisions, and to explore how different interpretations of the past reflect different viewpoints and values
- *social development*, through identifying how different societies were organised in the past and considering different political structures [for example, democratic, autocratic, hierarchical]
- *cultural development*, through helping pupils recognise differences and similarities between cultures and within cultures over time, and explore a range of sources and different interpretations of what constitutes culture and cultural development.

### Promoting citizenship through history

History can play a significant part in promoting citizenship through, for example:

- developing pupils' knowledge and understanding about political aspects of history, including central and local government, the key characteristics of parliamentary and other forms of government, the development of the franchise, the role of national and international organisations, and examples of different forms of action to effect change
- providing opportunities for pupils to discuss the nature and diversity of societies in Britain and the wider world
- developing pupils' enquiry and communication skills and, in particular, the ability to critically evaluate evidence and analyse interpretations.

### Promoting key skills through history

For example, history provides opportunities for pupils to develop the key skills of:

- *communication*, through reading and responding to a range of sources of information including pictures and graphs when planning and carrying out historical enquiries, and through taking part in discussions, asking and answering questions about the past and presenting findings in a variety of ways
- *application of number*, through using dates to calculate the length of time between events, or the average life span of people living in the local area from headstones, and through carrying out calculations from databases as part of historical enquiries into trends and developments

- *IT*, through using the internet, CD-ROMs and e-mail for historical enquiries, developing databases [for example, of census returns], sorting, editing, reorganising and structuring information on screen, and presenting their findings
- *working with others*, through planning and carrying out historical enquiries that are classroom based or take place on a visit to a museum, gallery or site in small groups with specific historical questions to answer
- *improving own learning and performance*, through reviewing their work at regular intervals, setting targets for improvement and assessing their achievement
- *problem solving*, through finding out about the past by investigating a specific question or issue, deciding what information they need to know, identifying relevant sources of information and discussing their conclusions.

### Promoting other aspects of the curriculum

For example, history provides opportunities to promote:

- *thinking skills*, through work on processing and evaluating information, describing and explaining events and actions, and carrying out investigations of past events
- *financial capability*, through developing pupils' understanding of the economic factors that affect people in different classes of society and of the impact of economic and technological development on societies at different times in the past
- *education for sustainable development*, through developing pupils' skills of enquiry, critical thinking and communication, and knowledge and understanding of how past actions, choices and values may impact on future societies, economies and environments.





# The programmes of study for history



# A common structure and design for all subjects

## The programmes of study

The National Curriculum programmes of study have been given a common structure and a common design.

In each subject, at each key stage, the main column **1** contains the programme of study, which sets out two sorts of requirements:

- **Knowledge, skills and understanding** **2** – what has to be taught in the subject during the key stage
- **Breadth of study** **3** – the contexts, activities, areas of study and range of experiences through which the **Knowledge, skills and understanding** should be taught.

Schools are not required by law to teach the content in grey type. This includes the examples in the main column [printed inside square brackets], all text in the margins **4** and information and examples in the inclusion statement. In the programmes of study *italic type* is used to emphasise options, where schools and teachers can choose between requirements.

## The programmes of study for English, mathematics and science

The programmes of study for English and science contain sections that correspond directly to the attainment targets for each subject. In mathematics this one-to-one correspondence does not hold for all key stages – see the mathematics programme of study for more information. In English, the three sections of the programme of study each contain **Breadth of study** requirements. In mathematics and science there is a single, separate set of **Breadth of study** requirements for each key stage.

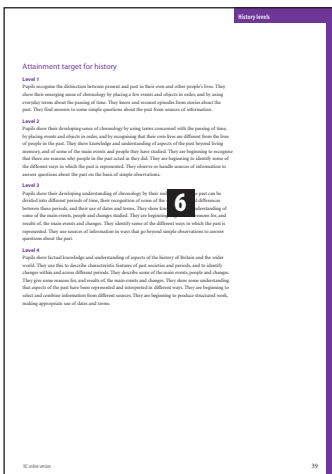
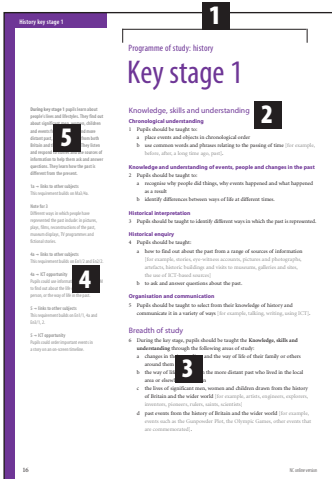
## The programmes of study in the non-core foundation subjects

In these subjects (except for citizenship) the programme of study simply contains two sets of requirements – **Knowledge, skills and understanding** and **Breadth of study**. The programmes of study for citizenship contain no **Breadth of study** requirements.

## Information in the margins

At the start of each key stage, the margin begins with a summary **5** of the main things that pupils will learn during the key stage. The margins also contain four other types of non-statutory information:

- notes giving key information that should be taken into account when teaching the subject
- notes giving definitions of words and phrases in the programmes of study
- suggested opportunities for pupils to use information and communication technology (ICT) as they learn the subject
- some key links with other subjects indicating connections between teaching requirements, and suggesting how a requirement in one subject can build on the requirements in another in the same key stage.



## The referencing system

References work as follows:

### A reference in ...

Physical education key stage 2

### ... reads ...

11a, 11b → links to other subjects  
These requirements build on Gg/2c.

### ... and means ...

Physical education key stage 2, requirements 11a and 11b build on geography (key stage 2), paragraph 2, requirement c.

Art and design key stage 1

4a → links to other subjects  
This requirement builds on Ma3/2a, 2c, 2d.

Art and design key stage 1, requirement 4a builds on mathematics (key stage 1), Ma3 Shape, space and measures, paragraph 2, requirements a, c and d.

Citizenship key stage 3

1a → links to other subjects  
This requirement builds on Hi/10, 13.

Citizenship key stage 3, requirement 1a builds on history (key stage 3) paragraphs 10 and 13.

## The attainment target

The attainment target **6** is at the end of this booklet.





### The importance of history

History fires pupils' curiosity about the past in Britain and the wider world. Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, pupils develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience, and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values.

In history, pupils find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence, and argue for their point of view – skills that are prized in adult life.

Dear Ma and Pa

The train journey was awful. The air raid siren went off and none of us knew where the nearest shelter was. Winifred cried, that little baby!

We were taken to the village hall. Winifred looked awful, she had dirty hands and face and she was still crying. Lots of people wanted to take me away but I would not go without Winifred and no-one wanted her. We were the last children except for another boy who looked even worse than Winifred!

In the end an old lady came in and had a look at us. I prayed that she would take the boy. She was a small fat lady with a knobby walking stick. She took us - just my luck!

Her name is Mrs. Stick. Mrs. Stick is very strict on manners and rations. She puts up the blackouts at three o'clock when it is still total daylight. I hope this letter will not upset you too much Ma,

Miss you and Pa

Lots of love Marion.



History is made by people. When you understand people, you can live a full life.

Charles Miller Smith, Chairman, Imperial Chemical Industries PLC

History adds colour to the curriculum. It tells you about how the princes and the people fit together – or fight. That’s life itself. If you miss out on that, you miss out on some of the most exotic, colourful characters you’ll have the chance to learn about at school.

Brian Walden, Author and Television Presenter

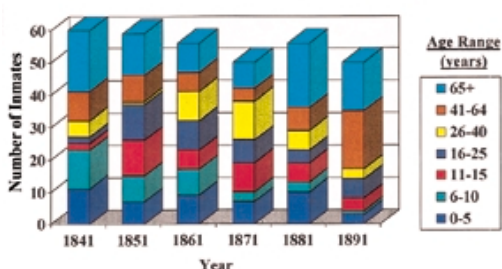
History is an unusual discipline. Its core is hard fact that you cannot get away from and have to learn to master. At the same time you have to be deductive, perceptive and imaginative in the use of that fact.

Dr Christine Carpenter, University of Cambridge

How do you know who you are unless you know where you’ve come from? How can you tell what’s going to happen, unless you know what’s happened before? History isn’t just about the past. It’s about why we are who we are – and about what’s next.

Tony Robinson, Actor and Television Presenter

**A Graph Showing the Ages of Inmates at the Workhouse From Census Data (1841-1891)**



The graph shows us that in 1841 just over one third of the population of Ringwood Workhouse were children aged between 0 and 15 years of age. This figure slowly declines to about a third in 1881 and then drops significantly to about one sixth of the total population of the workhouse. This could just be a one off, however, as there is no data from any further censuses to show that the trend continues to be so low.

## Programme of study: history

## Key stage 1

During key stage 1 pupils learn about people's lives and lifestyles. They find out about significant men, women, children and events from the recent and more distant past, including those from both Britain and the wider world. They listen and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present.

## 1a → links to other subjects

This requirement builds on Ma3/4a.

## Note for 3

Different ways in which people have represented the past include: in pictures, plays, films, reconstructions of the past, museum displays, TV programmes and fictional stories.

## 4a → links to other subjects

This requirement builds on En1/2 and En2/2.

## 4a → ICT opportunity

Pupils could use information from a CD-ROM to find out about the life of a significant person, or the way of life in the past.

## 5 → links to other subjects

This requirement builds on En1/1, 4a and En3/1, 2.

## 5 → ICT opportunity

Pupils could order important events in a story on an on-screen timeline.

## Knowledge, skills and understanding

**Chronological understanding**

- 1 Pupils should be taught to:
  - a place events and objects in chronological order
  - b use common words and phrases relating to the passing of time [for example, before, after, a long time ago, past].

**Knowledge and understanding of events, people and changes in the past**

- 2 Pupils should be taught to:
  - a recognise why people did things, why events happened and what happened as a result
  - b identify differences between ways of life at different times.

**Historical interpretation**

- 3 Pupils should be taught to identify different ways in which the past is represented.

**Historical enquiry**

- 4 Pupils should be taught:
  - a how to find out about the past from a range of sources of information [for example, stories, eye-witness accounts, pictures and photographs, artefacts, historic buildings and visits to museums, galleries and sites, the use of ICT-based sources]
  - b to ask and answer questions about the past.

**Organisation and communication**

- 5 Pupils should be taught to select from their knowledge of history and communicate it in a variety of ways [for example, talking, writing, using ICT].

**Breadth of study**

- 6 During the key stage, pupils should be taught the **Knowledge, skills and understanding** through the following areas of study:
  - a changes in their own lives and the way of life of their family or others around them
  - b the way of life of people in the more distant past who lived in the local area or elsewhere in Britain
  - c the lives of significant men, women and children drawn from the history of Britain and the wider world [for example, artists, engineers, explorers, inventors, pioneers, rulers, saints, scientists]
  - d past events from the history of Britain and the wider world [for example, events such as the Gunpowder Plot, the Olympic Games, other events that are commemorated].

## Programme of study: history

# Key stage 2

## Knowledge, skills and understanding

### Chronological understanding

- 1 Pupils should be taught to:
  - a place events, people and changes into correct periods of time
  - b use dates and vocabulary relating to the passing of time, including ancient, modern, BC, AD, century and decade.

### Knowledge and understanding of events, people and changes in the past

- 2 Pupils should be taught:
  - a about characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past
  - b about the social, cultural, religious and ethnic diversity of the societies studied, in Britain and the wider world
  - c to identify and describe reasons for, and results of, historical events, situations, and changes in the periods studied
  - d to describe and make links between the main events, situations and changes within and across the different periods and societies studied.

### Historical interpretation

- 3 Pupils should be taught to recognise that the past is represented and interpreted in different ways, and to give reasons for this.

### Historical enquiry

- 4 Pupils should be taught:
  - a how to find out about the events, people and changes studied from an appropriate range of sources of information, including ICT-based sources [for example, documents, printed sources, CD-ROMS, databases, pictures and photographs, music, artefacts, historic buildings and visits to museums, galleries and sites]
  - b to ask and answer questions, and to select and record information relevant to the focus of the enquiry.

### Organisation and communication

- 5 Pupils should be taught to:
  - a recall, select and organise historical information
  - b use dates and historical vocabulary to describe the periods studied
  - c communicate their knowledge and understanding of history in a variety of ways [for example, drawing, writing, by using ICT].

During key stage 2 pupils learn about significant people, events and places from both the recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways.

#### Note for 3

People represent and interpret the past in many different ways, including: in pictures, plays, films, reconstructions, museum displays, and fictional and non-fiction accounts. Interpretations reflect the circumstances in which they are made, the available evidence, and the intentions of those who make them (for example, writers, archaeologists, historians, film-makers).

#### 4a → links to other subjects

This requirement builds on En1/2 and En2/1d, 2, 3 and ICT/1a, 1c, 2a.

#### 4b → ICT opportunity

Pupils could use a census database to search for information and identify and explain patterns of change.

#### 5c → links to other subjects

This requirement builds on En1/1, 3, 4a and En3/1, 2.

#### 5c → ICT opportunity

Pupils could use digitised maps to identify and colour-code features important to local study.

**Note for Breadth of study**

Not all of the aspects of the **Knowledge, skills and understanding** need be developed in each study.

**Note for 7**

The local history study could be a discrete study in any period of the history of Britain, or it could be related to one of the specified British studies.

**Note for 9**

An overview study could consider significant themes across the period, for example, government and religion, patterns of settlement, farming, social structure, trade and everyday life. An in-depth study could consider in detail the effects of the arrival and settlement by one particular group of peoples – for example, the Vikings – and include, where appropriate, significant events and the role of individuals.

**Breadth of study**

- 6 During the key stage, pupils should be taught the **Knowledge, skills and understanding** through a local history study, three British history studies, a European history study and a world history study.

**Local history study**

- 7 A study investigating how an aspect in the local area has changed over a long period of time, *or* how the locality was affected by a significant national *or* local event *or* development *or* by the work of a significant individual.

**British history**

- 8 In their study of British history, pupils should be taught about:
- the Romans, Anglo-Saxons and Vikings; Britain and the wider world in Tudor times; and *either* Victorian Britain *or* Britain since 1930
  - aspects of the histories of England, Ireland, Scotland and Wales, where appropriate, and about the history of Britain in its European and wider world context, in these periods.

**Romans, Anglo-Saxons and Vikings in Britain**

- 9 An overview study of how British society was shaped by the movement and settlement of different peoples in the period before the Norman Conquest and an in-depth study of how British society was affected by Roman *or* Anglo-Saxon *or* Viking settlement.

**Britain and the wider world in Tudor times**

- 10 A study of some significant events and individuals, including Tudor monarchs, who shaped this period and of the everyday lives of men, women and children from different sections of society.

**Victorian Britain or Britain since 1930**

- 11 Teachers can choose between a study of Victorian Britain *or* Britain since 1930.

**Victorian Britain**

- A study of the impact of significant individuals, events and changes in work and transport on the lives of men, women and children from different sections of society.

**Britain since 1930**

- A study of the impact of the Second World War *or* social and technological changes that have taken place since 1930, on the lives of men, women and children from different sections of society.

**A European history study**

- 12 A study of the way of life, beliefs and achievements of the people living in Ancient Greece and the influence of their civilisation on the world today.

## A world history study

13 A study of the key features, including the everyday lives of men, women and children, of a past society *selected from*: Ancient Egypt, Ancient Sumer, the Assyrian Empire, the Indus Valley, the Maya, Benin, *or* the Aztecs.

### Examples for 7: the local history study

*Aspects in the local area that have changed*: education; population movement; houses and housing; religious practices; treatment of the poor and care of the sick; law and order; sport and leisure.

*Effects of national events or developments*: prehistoric settlers; the building of a castle or the development of a town; the Civil War; the plague or a cholera epidemic; the settlement of people from different cultures in the area.

### Examples for 9: Romans, Anglo-Saxons and Vikings in Britain

*Effects of Roman settlement*: the Roman Conquest and occupation of Britain; Boudicca, Caratacus and resistance to Roman rule; the building of Hadrian's Wall, roads, villas and towns by the Romans; Roman settlement in the local area.

*Effects of Anglo-Saxon settlement*: the arrival and settlement of the Anglo-Saxons; the conversion to Christianity, the lives of monks and nuns, for example Bede and Hilda; religious beliefs and customs, including the Sutton Hoo and other ship burials, and myths and legends; Anglo-Saxon settlement in the local area.

*Effects of Viking settlement*: Viking raids and settlement; King Alfred and Anglo-Saxon resistance to the Vikings; King Cnut and the Danes; Jorvik and other Viking settlements; heroic poems and sagas; Viking settlement in the local area.

### Examples for 10: Britain and the wider world in Tudor times

*Significant individuals and events*: Henry VIII, Thomas More and the break with Rome; Francis Drake and the Armada; the reign of Elizabeth and the roles played by Mary Queen of Scots and the Earl of Essex; John and Sebastian Cabot, Walter Raleigh and exploration; William Shakespeare and the Elizabethan Theatre.

*Everyday life*: life for the rich and poor; differences between town and country life; education; ships and seafaring, merchants, traders and settlers; trade with Africa, Asia and America; food and entertainment; medicine and health; Tudor buildings in the local area; the impact of the closing down of a religious community on the local area.

### Examples for 11a: Victorian Britain

*Impact of significant individuals and events*: Lord Shaftesbury and the welfare of children; Robert Owen, Elizabeth Fry and improving the lives of ordinary people; Queen Victoria, Prince Albert and the Great Exhibition; Florence Nightingale, Mary Seacole and the Crimean War; Robert Stephenson, Isambard Kingdom Brunel and their impact on travel in Britain and to the wider world; David Livingstone, Mary Kingsley and world exploration; Alexander Graham Bell and the telephone.

*Impact of changes to work and transport*: the factory system and working life for men, women and children; education in factories and schools; the growth of industrial towns; service in the army, royal navy and merchant navy; ships and seafaring; rail travel, seaside holidays and entertainment; the impact of the railways on the local area; the impact of the building of factories on the local area.

### Examples for 11b: Britain since 1930

*Impact of the Second World War*: the Blitz and evacuation; rationing; serving in the land army or the home guard; new technologies such as code breaking; the Second World War in the local area.

*Impact of social and technological changes*: the depression; the introduction of the National Health Service; the Festival of Britain; immigration and emigration; living in new towns; fairer working and living conditions for all; impact of domestic appliances in the home; radio, cinema, television and John Logie Baird; car manufacture and Alec Issigonis; developments in aviation by people such as Amy Johnson and Frank Whittle; new technologies; space travel.

### Examples for 12: a European study of ancient Greece

*Aspects of the way of life*: arts and architecture; houses, cities and public buildings; citizens and slaves; education for girls and boys; language; medicine, health and hygiene; games and leisure including the Olympic Games; plays and the theatre; ships and trading; soldiers and warfare.

*Beliefs and achievements*: the city states of Athens and Sparta; gods and goddesses, myths, legends, beliefs and customs; Pheidippides and the battle of Marathon; Pericles and the building of the Parthenon; the conquests of Philip of Macedon and Alexander the Great; great scholars and discoverers.

### Examples for 13: a world study of a past society

*Key features*: the society in relation to other contemporary societies; chronology; the reasons for the rise and fall of the civilisation; significant places and individuals; distinctive contribution to history.

*Aspects of everyday life*: houses and cities; arts and architecture; technology, work and leisure; food, health and medicine; pictures, words and communication; rulers and ruled; beliefs, customs and legends, gods and goddesses; temples and tombs; wealth and economy; transport and exploration; wars and warfare.

## Programme of study: history

## Key stage 3

During key stage 3 pupils learn about significant individuals and events in the history of Britain from the Middle Ages to the twentieth century. They also learn about key aspects of European and world history. They show their understanding by making connections between events and changes in the different periods and areas studied, and by comparing the structure of societies and economic, cultural and political developments. They evaluate and use sources of information, using their historical knowledge to analyse the past and explain how it can be represented and interpreted in different ways.

**Note for 3**

People represent and interpret the past in many different ways, including: in pictures, plays, films, reconstructions, museum displays, and fictional and non-fiction accounts. Interpretations reflect the circumstances in which they are made, the available evidence, and the intentions of those who make them (for example, writers, archaeologists, historians, film-makers).

**4a → links to other subjects**

This requirement builds on En1/2 and En2/1a–1f, 4, 5 and ICT/1a–1c.

**4b → ICT opportunity**

Pupils could use a spreadsheet or a data file of information about an historical event to search and analyse patterns, for example, mortality rates.

**5c → links to other subjects**

This requirement builds on En1/1, 3 and En3/1e–1o.

## Knowledge, skills and understanding

**Chronological understanding**

- 1 Pupils should be taught to recognise and make appropriate use of dates, vocabulary and conventions that describe historical periods and the passing of time.

**Knowledge and understanding of events, people and changes in the past**

- 2 Pupils should be taught:
  - a to describe and analyse the relationships between the characteristic features of the periods and societies studied including the experiences and range of ideas, beliefs and attitudes of men, women and children in the past
  - b about the social, cultural, religious and ethnic diversity of the societies studied, both in Britain and the wider world
  - c to analyse and explain the reasons for, and results of, the historical events, situations and changes in the periods studied
  - d to identify trends, both within and across different periods, and links between local, British, European and world history
  - e to consider the significance of the main events, people and changes studied.

**Historical interpretation**

- 3 Pupils should be taught:
  - a how and why historical events, people, situations and changes have been interpreted in different ways
  - b to evaluate interpretations.

**Historical enquiry**

- 4 Pupils should be taught to:
  - a identify, select and use a range of appropriate sources of information including oral accounts, documents, printed sources, the media, artefacts, pictures, photographs, music, museums, buildings and sites, and ICT-based sources as a basis for independent historical enquiries
  - b evaluate the sources used, select and record information relevant to the enquiry and reach conclusions.

**Organisation and communication**

- 5 Pupils should be taught to:
  - a recall, prioritise and select historical information
  - b accurately select and use chronological conventions and historical vocabulary appropriate to the periods studied to organise historical information
  - c communicate their knowledge and understanding of history, using a range of techniques, including spoken language, structured narratives, substantiated explanations and the use of ICT.

## Breadth of study

- 6 During the key stage, pupils should be taught the **Knowledge, skills and understanding** through three British studies, a European study and two world studies.
- 7 In their study of local, British, European and world history, pupils should be taught about:
- significant events, people and changes from the recent and more distant past
  - history from a variety of perspectives including political, religious, social, cultural, aesthetic, economic, technological and scientific
  - aspects of the histories of England, Ireland, Scotland and Wales where appropriate
  - the history of Britain in its European and wider world context
  - some aspects in overview and others in depth.

### Britain 1066–1500

- 8 A study of major features of Britain's medieval past: the development of the monarchy, and significant events and characteristic features of the lives of people living throughout the British Isles, including the local area if appropriate.

### Britain 1500–1750

- 9 A study of crowns, parliaments and people: the major political, religious and social changes affecting people throughout the British Isles, including the local area if appropriate.

#### Examples for 8: Britain 1066–1500

*The development of the monarchy and significant events:* the Norman Conquest including the Battle of Hastings; the Domesday survey; Matilda and Stephen; Henry II and Thomas Becket; Richard I, Salah ad-Din and the Crusades; John and the Magna Carta; John in Ireland; Edward I in Wales and Edward III in Scotland; the Black Death; the Peasants' Revolt; Henry V, Henry VI, Joan of Arc and the Hundred Years' War; the Wars of the Roses.

*Characteristic features of life:* the structure of medieval society; the influence of communities of monks and nuns; towns, guilds and charters; the Jews, Hansards and Staplers and overseas trade; religious and secular art and architecture; the impact of the written and printed word including monastic writings; life as reflected in the work of Geoffrey Chaucer and the Paston letters.

#### Examples for 9: Britain 1500–1750

*Political and religious changes:* reformation and religious settlement; relations with other European countries in the sixteenth century; the Plantations in Ireland; religious persecution and the voyage of the Pilgrim Fathers; Charles I and the Civil Wars; Oliver Cromwell and the Commonwealth including relations with Scotland and Ireland; Charles II and the Restoration; Mary, William III and the Glorious Revolution; Queen Anne, Marlborough and Blenheim; the effects of the Acts of Union on Wales; relations between England and Scotland, the impact of the Treaty of Union and the Jacobite rebellions.

*Social changes:* the Elizabethan poor laws; the foundation and fortunes of the East India Company; the changing role of women; the rebuilding of London; life in restoration London; law and order; advances in medicine and surgery including the work of William Harvey; the founding of the Royal Society and the scientific discoveries of Isaac Newton, Robert Boyle and Edmund Halley; developments in the arts and architecture.

#### Note for Breadth of study

Not all of the aspects of the **Knowledge, skills and understanding** need be developed in each study.

#### Note for 7e

An overview study could consider the main issues within a period or across periods and identify and analyse links and trends.

An in-depth study could consider events, people or changes in detail, for example, analysing the reasons for an event, its consequences, different interpretations of its significance, and links with other events or changes.

**Britain 1750–1900**

10 A study of how expansion of trade and colonisation, industrialisation and political changes affected the United Kingdom, including the local area.

**A European study before 1914**

11 A study of a significant period *or* event in the pre-history or history of Europe.

**A world study before 1900**

12 A study of the cultures, beliefs and achievements of an African, American, Asian *or* Australasian society in the past (other than those included in the programme of study for key stage 2).

**A world study after 1900**

13 A study of some of the significant individuals, events and developments from across the twentieth century, including the two World Wars, the Holocaust, the Cold War, and their impact on Britain, Europe and the wider world.

**Examples for 10: Britain 1750–1900**

*Expansion of trade and colonisation:* the American Revolution; the Napoleonic Wars and the role of Nelson and Wellington; the development of Empire and colonial rule in India, South-East Asia or Africa; the Opium Wars in China.

*Industrialisation:* industrialisation in the local area; changes in agriculture and rural life; the development of legislation to improve working and living conditions; the role of scientists and inventors such as Edward Jenner, Humphry Davy, James Watt, Michael Faraday, Mary Somerville, Charles Darwin; the impact of industrialisation on cultural developments such as the works of William Hogarth, J M W Turner, Jane Austen, Charles Dickens, George Eliot; Gustav Holst, Henry Wood, William Gilbert and Arthur Sullivan.

*Political changes:* the abolition of slavery and the slave trade in the British Empire, and the work of reformers such as William Wilberforce and Olaudah Equiano; Chartism; the extension of the franchise; the development of political parties; relations between Ireland and Britain; the role of political leaders such as: Queen Victoria, Robert Peel, William Gladstone, Benjamin Disraeli; the role of reformers such as John Howard and Elizabeth Garret.

**Examples for 11: European study before 1914**

*Periods:* the Neolithic Revolution; the Roman Empire; Europe in the time of Charlemagne; astronomy, navigation, exploration and trade in the early modern period; Spain under Philip II; the Dutch Republic in the seventeenth century; the Ottoman Empire in the sixteenth and seventeenth centuries; France at the time of the Sun King; the reign of Peter the Great.

*Events:* the Crusades against Islam; the Italian Renaissance; Reformation and Counter-Reformation in the sixteenth century; the Thirty Years War; the French Revolution and the Napoleonic era; the revolutions of 1848; German and Italian Unification; European imperialism in the nineteenth century.



**Examples for 12: a world study before 1900**

*Societies in the past:* Islamic civilisations (seventh to sixteenth centuries); the Qin Dynasty in China; Imperial China from the First Emperor to Kublai Khan; the Manchu invasion and the fall of the Ming dynasty; India from the Mughal Empire to the coming of the British; the civilisations of Peru; indigenous peoples of North America; black peoples of the Americas; the West African empires; Japan under the Shoguns; Tokugawa Japan; the Phoenicians; the Maoris; Muhammad and Makkah; the empires of Islam in Africa; the Sikhs and the Mahrattas; the Zulu kingdoms.

**Examples for 13: a world study after 1900**

*Individuals:* Winston Churchill; Adolf Hitler; Joseph Stalin; Benito Mussolini; Franklin Roosevelt; Mahatma Gandhi; Mao Zedong; Martin Luther King.

*Events:* the Western Front in the First World War; the Russian Revolution; the Depression and the New Deal in the USA; the rise of National Socialism in Germany; the emergence of Japan as a major world power; the partition of Ireland and its impact; the rise of modern China; the Vietnam War; the fall of the Berlin Wall.

*Developments:* the changing role and status of women; the extension of the franchise in Britain and the work of reformers such as Christabel and Emmeline Pankhurst; the Welfare State; the origins and role of the United Nations, including the UN Charter and Universal Declaration of Human Rights; the break up of the overseas empires of European countries; the origins and development of the Commonwealth and its impact; the development of the European Union; the impact on the lives of people in different parts of the world of changes in the arts, communications, science and technology, such as the work of Marie Curie, Albert Einstein, and of James Watson, Francis Crick, Rosalind Franklin and Maurice Wilkins on the structure of DNA.



# General teaching requirements



# Inclusion: providing effective learning opportunities for all pupils

Schools have a responsibility to provide a broad and balanced curriculum for all pupils. The National Curriculum is the starting point for planning a school curriculum that meets the specific needs of individuals and groups of pupils. This statutory inclusion statement on providing effective learning opportunities for all pupils outlines how teachers can modify, as necessary, the National Curriculum programmes of study to provide all pupils with relevant and appropriately challenging work at each key stage. It sets out three principles that are essential to developing a more inclusive curriculum:

- A Setting suitable learning challenges
- B Responding to pupils' diverse learning needs
- C Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Applying these principles should keep to a minimum the need for aspects of the National Curriculum to be disapplied for a pupil.

Schools are able to provide other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of pupils such as speech and language therapy and mobility training.

## Three principles for inclusion

In planning and teaching the National Curriculum, teachers are required to have due regard to the following principles.

### A Setting suitable learning challenges

- 1 Teachers should aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. The National Curriculum programmes of study set out what most pupils should be taught at each key stage – but teachers should teach the knowledge, skills and understanding in ways that suit their pupils' abilities. This may mean choosing knowledge, skills and understanding from earlier or later key stages so that individual pupils can make progress and show what they can achieve. Where it is appropriate for pupils to make extensive use of content from an earlier key stage, there may not be time to teach all aspects of the age-related programmes of study. A similarly flexible approach will be needed to take account of any gaps in pupils' learning resulting from missed or interrupted schooling [for example, that may be experienced by travellers, refugees, those in care or those with long-term medical conditions, including pupils with neurological problems, such as head injuries, and those with degenerative conditions].

- 2 For pupils whose attainments fall significantly below the expected levels at a particular key stage, a much greater degree of differentiation will be necessary. In these circumstances, teachers may need to use the content of the programmes of study as a resource or to provide a context, in planning learning appropriate to the age and requirements of their pupils.<sup>1</sup>
- 3 For pupils whose attainments significantly exceed the expected level of attainment within one or more subjects during a particular key stage, teachers will need to plan suitably challenging work. As well as drawing on materials from later key stages or higher levels of study, teachers may plan further differentiation by extending the breadth and depth of study within individual subjects or by planning work which draws on the content of different subjects.<sup>2</sup>

## B Responding to pupils' diverse learning needs

- 1 When planning, teachers should set high expectations and provide opportunities for all pupils to achieve, including boys and girls, pupils with special educational needs, pupils with disabilities, pupils from all social and cultural backgrounds, pupils of different ethnic groups including travellers, refugees and asylum seekers, and those from diverse linguistic backgrounds. Teachers need to be aware that pupils bring to school different experiences, interests and strengths which will influence the way in which they learn. Teachers should plan their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively.
- 2 To ensure that they meet the full range of pupils' needs, teachers should be aware of the requirements of the equal opportunities legislation that covers race, gender and disability.<sup>3</sup>
- 3 Teachers should take specific action to respond to pupils' diverse needs by:
  - a creating effective learning environments
  - b securing their motivation and concentration
  - c providing equality of opportunity through teaching approaches
  - d using appropriate assessment approaches
  - e setting targets for learning.

### Examples for B/3a – creating effective learning environments

Teachers create effective learning environments in which:

- the contribution of all pupils is valued
- all pupils can feel secure and are able to contribute appropriately
- stereotypical views are challenged and pupils learn to appreciate and view positively differences in others, whether arising from race, gender, ability or disability

<sup>1</sup> Teachers may find QCA's guidance on planning work for pupils with learning difficulties a helpful companion to the programmes of study.

<sup>2</sup> Teachers may find QCA's guidance on meeting the requirements of gifted and talented pupils a helpful companion to the programmes of study.

<sup>3</sup> The Sex Discrimination Act 1975, the Race Relations Act 1976, the Disability Discrimination Act 1995.

- pupils learn to take responsibility for their actions and behaviours both in school and in the wider community
- all forms of bullying and harassment, including racial harassment, are challenged
- pupils are enabled to participate safely in clothing appropriate to their religious beliefs, particularly in subjects such as science, design and technology and physical education.

#### **Examples for B/3b – securing motivation and concentration**

Teachers secure pupils' motivation and concentration by:

- using teaching approaches appropriate to different learning styles
- using, where appropriate, a range of organisational approaches, such as setting, grouping or individual work, to ensure that learning needs are properly addressed
- varying subject content and presentation so that this matches their learning needs
- planning work which builds on their interests and cultural experiences
- planning appropriately challenging work for those whose ability and understanding are in advance of their language skills
- using materials which reflect social and cultural diversity and provide positive images of race, gender and disability
- planning and monitoring the pace of work so that they all have a chance to learn effectively and achieve success
- taking action to maintain interest and continuity of learning for pupils who may be absent for extended periods of time.

#### **Examples for B/3c – providing equality of opportunity**

Teaching approaches that provide equality of opportunity include:

- ensuring that boys and girls are able to participate in the same curriculum, particularly in science, design and technology and physical education
- taking account of the interests and concerns of boys and girls by using a range of activities and contexts for work and allowing a variety of interpretations and outcomes, particularly in English, science, design and technology, ICT, art and design, music and physical education
- avoiding gender stereotyping when organising pupils into groups, assigning them to activities or arranging access to equipment, particularly in science, design and technology, ICT, music and physical education
- taking account of pupils' specific religious or cultural beliefs relating to the representation of ideas or experiences or to the use of particular types of equipment, particularly in science, design and technology, ICT and art and design
- enabling the fullest possible participation of pupils with disabilities or particular medical needs in all subjects, offering positive role models and making provision, where necessary, to facilitate access to activities with appropriate support, aids or adaptations. (See **Overcoming potential barriers to learning and assessment for individuals and groups of pupils.**)

**Examples for B/3d – using appropriate assessment approaches**

Teachers use appropriate assessment approaches that:

- allow for different learning styles and ensure that pupils are given the chance and encouragement to demonstrate their competence and attainment through appropriate means
- are familiar to the pupils and for which they have been adequately prepared
- use materials which are free from discrimination and stereotyping in any form
- provide clear and unambiguous feedback to pupils to aid further learning.

**Examples for B/3e – setting targets for learning**

Teachers set targets for learning that:

- build on pupils' knowledge, experiences, interests and strengths to improve areas of weakness and demonstrate progression over time
- are attainable and yet challenging and help pupils to develop their self-esteem and confidence in their ability to learn.

## **C Overcoming potential barriers to learning and assessment for individuals and groups of pupils**

A minority of pupils will have particular learning and assessment requirements which go beyond the provisions described in sections A and B and, if not addressed, could create barriers to learning. These requirements are likely to arise as a consequence of a pupil having a special educational need or disability or may be linked to a pupil's progress in learning English as an additional language.

- 1 Teachers must take account of these requirements and make provision, where necessary, to support individuals or groups of pupils to enable them to participate effectively in the curriculum and assessment activities. During end of key stage assessments, teachers should bear in mind that special arrangements are available to support individual pupils.

### **Pupils with special educational needs**

- 2 Curriculum planning and assessment for pupils with special educational needs must take account of the type and extent of the difficulty experienced by the pupil. Teachers will encounter a wide range of pupils with special educational needs, some of whom will also have disabilities (see paragraphs C/4 and C/5). In many cases, the action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEN Code of Practice. A smaller number of pupils may need access to specialist equipment and approaches or to alternative or adapted activities, consistent with school-based intervention augmented by advice and support from external specialists as described in the SEN Code of Practice, or, in exceptional circumstances, with a statement of special educational need.



Teachers should, where appropriate, work closely with representatives of other agencies who may be supporting the pupil.

- 3 Teachers should take specific action to provide access to learning for pupils with special educational needs by:
  - a providing for pupils who need help with communication, language and literacy
  - b planning, where necessary, to develop pupils' understanding through the use of all available senses and experiences
  - c planning for pupils' full participation in learning and in physical and practical activities
  - d helping pupils to manage their behaviour, to take part in learning effectively and safely, and, at key stage 4, to prepare for work
  - e helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

**Examples for C/3a – helping with communication, language and literacy**

Teachers provide for pupils who need help with communication, language and literacy through:

- using texts that pupils can read and understand
- using visual and written materials in different formats, including large print, symbol text and Braille
- using ICT, other technological aids and taped materials
- using alternative and augmentative communication, including signs and symbols
- using translators, communicators and amanuenses.

**Examples for C/3b – developing understanding**

Teachers develop pupils' understanding through the use of all available senses and experiences, by:

- using materials and resources that pupils can access through sight, touch, sound, taste or smell
- using word descriptions and other stimuli to make up for a lack of first-hand experiences
- using ICT, visual and other materials to increase pupils' knowledge of the wider world
- encouraging pupils to take part in everyday activities such as play, drama, class visits and exploring the environment.

**Examples for C/3c – planning for full participation**

Teachers plan for pupils' full participation in learning and in physical and practical activities through:

- using specialist aids and equipment
- providing support from adults or peers when needed
- adapting tasks or environments
- providing alternative activities, where necessary.



**Examples for C/3d – managing behaviour**

Teachers help pupils to manage their behaviour, take part in learning effectively and safely, and, at key stage 4, prepare for work by:

- setting realistic demands and stating them explicitly
- using positive behaviour management, including a clear structure of rewards and sanctions
- giving pupils every chance and encouragement to develop the skills they need to work well with a partner or a group
- teaching pupils to value and respect the contribution of others
- encouraging and teaching independent working skills
- teaching essential safety rules.

**Examples for C/3e – managing emotions**

Teachers help individuals manage their emotions and take part in learning through:

- identifying aspects of learning in which the pupil will engage and plan short-term, easily achievable goals in selected activities
- providing positive feedback to reinforce and encourage learning and build self-esteem
- selecting tasks and materials sensitively to avoid unnecessary stress for the pupil
- creating a supportive learning environment in which the pupil feels safe and is able to engage with learning
- allowing time for the pupil to engage with learning and gradually increasing the range of activities and demands.

**Pupils with disabilities**

- 4 Not all pupils with disabilities will necessarily have special educational needs. Many pupils with disabilities learn alongside their peers with little need for additional resources beyond the aids which they use as part of their daily life, such as a wheelchair, a hearing aid or equipment to aid vision. Teachers must take action, however, in their planning to ensure that these pupils are enabled to participate as fully and effectively as possible within the National Curriculum and the statutory assessment arrangements. Potential areas of difficulty should be identified and addressed at the outset of work, without recourse to the formal provisions for disapplication.
- 5 Teachers should take specific action to enable the effective participation of pupils with disabilities by:
  - a planning appropriate amounts of time to allow for the satisfactory completion of tasks
  - b planning opportunities, where necessary, for the development of skills in practical aspects of the curriculum
  - c identifying aspects of programmes of study and attainment targets that may present specific difficulties for individuals.



**Examples for C/5a – planning to complete tasks**

Teachers plan appropriate amounts of time to allow pupils to complete tasks satisfactorily through:

- taking account of the very slow pace at which some pupils will be able to record work, either manually or with specialist equipment, and of the physical effort required
- being aware of the high levels of concentration necessary for some pupils when following or interpreting text or graphics, particularly when using vision aids or tactile methods, and of the tiredness which may result
- allocating sufficient time, opportunity and access to equipment for pupils to gain information through experimental work and detailed observation, including the use of microscopes
- being aware of the effort required by some pupils to follow oral work, whether through use of residual hearing, lip reading or a signer, and of the tiredness or loss of concentration which may occur.

**Examples for C/5b – developing skills in practical aspects**

Teachers create opportunities for the development of skills in practical aspects of the curriculum through:

- providing adapted, modified or alternative activities or approaches to learning in physical education and ensuring that these have integrity and equivalence to the National Curriculum and enable pupils to make appropriate progress
- providing alternative or adapted activities in science, art and design and design and technology for pupils who are unable to manipulate tools, equipment or materials or who may be allergic to certain types of materials
- ensuring that all pupils can be included and participate safely in geography fieldwork, local studies and visits to museums, historic buildings and sites.

**Examples for C/5c – overcoming specific difficulties**

Teachers overcome specific difficulties for individuals presented by aspects of the programmes of study and attainment targets through:

- using approaches to enable hearing impaired pupils to learn about sound in science and music
- helping visually impaired pupils to learn about light in science, to access maps and visual resources in geography and to evaluate different products in design and technology and images in art and design
- providing opportunities for pupils to develop strength in depth where they cannot meet the particular requirements of a subject, such as the visual requirements in art and design and the singing requirements in music
- discounting these aspects in appropriate individual cases when required to make a judgement against level descriptions.

### Pupils who are learning English as an additional language

- 6 Pupils for whom English is an additional language have diverse needs in terms of support necessary in English language learning. Planning should take account of such factors as the pupil's age, length of time in this country, previous educational experience and skills in other languages. Careful monitoring of each pupil's progress in the acquisition of English language skills and of subject knowledge and understanding will be necessary to confirm that no learning difficulties are present.
- 7 The ability of pupils for whom English is an additional language to take part in the National Curriculum may be ahead of their communication skills in English. Teachers should plan learning opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subject areas.
- 8 Teachers should take specific action to help pupils who are learning English as an additional language by:
  - a developing their spoken and written English
  - b ensuring access to the curriculum and to assessment.

#### Examples for C/8a – developing spoken and written English

Teachers develop pupils' spoken and written English through:

- ensuring that vocabulary work covers both the technical and everyday meaning of key words, metaphors and idioms
- explaining clearly how speaking and writing in English are structured to achieve different purposes, across a range of subjects
- providing a variety of reading material [for example, pupils' own work, the media, ICT, literature, reference books] that highlight the different ways English is used, especially those that help pupils to understand society and culture
- ensuring that there are effective opportunities for talk and that talk is used to support writing in all subjects
- where appropriate, encouraging pupils to transfer their knowledge, skills and understanding of one language to another, pointing out similarities and differences between languages
- building on pupils' experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another.

#### Examples for C/8b – ensuring access

Teachers make sure pupils have access to the curriculum and to assessment through:

- using accessible texts and materials that suit pupils' ages and levels of learning
- providing support by using ICT or video or audio materials, dictionaries and translators, readers and amanuenses
- using home or first language, where appropriate.



## Additional information for history

Teachers may find the following additional information helpful when implementing the statutory inclusion statement: **Providing effective learning opportunities for all pupils.** Teachers need to consider the full requirements of the inclusion statement when planning for individuals or groups of pupils. There is a specific reference to history in the examples for C/5b.

To overcome any potential barriers to learning in history, some pupils may require:

- support to access text, such as through prepared tapes, particularly when working with significant quantities of written materials or at speed
- help in tasks that require extended writing to communicate their detailed ideas through alternative communication methods, such as the use of ICT or speech to allow pupils to demonstrate their understanding and to maintain their concentration and motivation
- non-visual means to access sources of information when undertaking historical enquiry.

In assessment:

- when judgements against level descriptions are required, these should, where appropriate, allow for the provision above.



# Use of language across the curriculum

- 1 Pupils should be taught in all subjects to express themselves correctly and appropriately and to read accurately and with understanding. Since standard English, spoken and written, is the predominant language in which knowledge and skills are taught and learned, pupils should be taught to recognise and use standard English.

## Writing

- 2 In writing, pupils should be taught to use correct spelling and punctuation and follow grammatical conventions. They should also be taught to organise their writing in logical and coherent forms.

## Speaking

- 3 In speaking, pupils should be taught to use language precisely and cogently.

## Listening

- 4 Pupils should be taught to listen to others, and to respond and build on their ideas and views constructively.

## Reading

- 5 In reading, pupils should be taught strategies to help them read with understanding, to locate and use information, to follow a process or argument and summarise, and to synthesise and adapt what they learn from their reading.
- 6 Pupils should be taught the technical and specialist vocabulary of subjects and how to use and spell these words. They should also be taught to use the patterns of language vital to understanding and expression in different subjects. These include the construction of sentences, paragraphs and texts that are often used in a subject [for example, language to express causality, chronology, logic, exploration, hypothesis, comparison, and how to ask questions and develop arguments].



# Use of information and communication technology across the curriculum

- 1 Pupils should be given opportunities<sup>1</sup> to apply and develop their ICT capability through the use of ICT tools to support their learning in all subjects (with the exception of physical education at key stages 1 and 2).
- 2 Pupils should be given opportunities to support their work by being taught to:
  - a find things out from a variety of sources, selecting and synthesising the information to meet their needs and developing an ability to question its accuracy, bias and plausibility
  - b develop their ideas using ICT tools to amend and refine their work and enhance its quality and accuracy
  - c exchange and share information, both directly and through electronic media
  - d review, modify and evaluate their work, reflecting critically on its quality, as it progresses.

<sup>1</sup> At key stage 1, there are no statutory requirements to teach the use of ICT in the programmes of study for the non-core foundation subjects. Teachers should use their judgement to decide where it is appropriate to teach the use of ICT across these subjects at key stage 1. At other key stages, there are statutory requirements to use ICT in all subjects, except physical education.

# The attainment target for history



# About the attainment target

An attainment target sets out the ‘knowledge, skills and understanding that pupils of different abilities and maturities are expected to have by the end of each key stage’<sup>1</sup>. Except in the case of citizenship<sup>2</sup>, attainment targets consist of eight level descriptions of increasing difficulty, plus a description for exceptional performance above level 8. Each level description describes the types and range of performance that pupils working at that level should characteristically demonstrate.

The level descriptions provide the basis for making judgements about pupils’ performance at the end of key stages 1, 2 and 3. At key stage 4, national qualifications are the main means of assessing attainment in history.

Range of levels within which the great majority of pupils are expected to work		Expected attainment for the majority of pupils at the end of the key stage	
Key stage 1	<b>1–3</b>	at age 7	<b>2</b>
Key stage 2	<b>2–5</b>	at age 11	<b>4</b>
Key stage 3	<b>3–7</b>	at age 14	<b>5/6<sup>3</sup></b>

## Assessing attainment at the end of a key stage

In deciding on a pupil’s level of attainment at the end of a key stage, teachers should judge which description best fits the pupil’s performance. When doing so, each description should be considered alongside descriptions for adjacent levels.

Arrangements for statutory assessment at the end of each key stage are set out in detail in QCA’s annual booklets about assessment and reporting arrangements.

<sup>1</sup> As defined by the Education Act 1996, section 353a.

<sup>2</sup> In citizenship, expected performance for the majority of pupils at the end of key stages 3 and 4 is set out in end of key stage descriptions.

<sup>3</sup> Including modern foreign languages.



## Attainment target for history

### Level 1

Pupils recognise the distinction between present and past in their own and other people's lives. They show their emerging sense of chronology by placing a few events and objects in order, and by using everyday terms about the passing of time. They know and recount episodes from stories about the past. They find answers to some simple questions about the past from sources of information.

### Level 2

Pupils show their developing sense of chronology by using terms concerned with the passing of time, by placing events and objects in order, and by recognising that their own lives are different from the lives of people in the past. They show knowledge and understanding of aspects of the past beyond living memory, and of some of the main events and people they have studied. They are beginning to recognise that there are reasons why people in the past acted as they did. They are beginning to identify some of the different ways in which the past is represented. They observe or handle sources of information to answer questions about the past on the basis of simple observations.

### Level 3

Pupils show their developing understanding of chronology by their realisation that the past can be divided into different periods of time, their recognition of some of the similarities and differences between these periods, and their use of dates and terms. They show knowledge and understanding of some of the main events, people and changes studied. They are beginning to give a few reasons for, and results of, the main events and changes. They identify some of the different ways in which the past is represented. They use sources of information in ways that go beyond simple observations to answer questions about the past.

### Level 4

Pupils show factual knowledge and understanding of aspects of the history of Britain and the wider world. They use this to describe characteristic features of past societies and periods, and to identify changes within and across different periods. They describe some of the main events, people and changes. They give some reasons for, and results of, the main events and changes. They show some understanding that aspects of the past have been represented and interpreted in different ways. They are beginning to select and combine information from different sources. They are beginning to produce structured work, making appropriate use of dates and terms.

**Level 5**

Pupils show increasing depth of factual knowledge and understanding of aspects of the history of Britain and the wider world. They use this to describe features of past societies and periods and to begin to make links between them. They describe events, people and changes. They describe and make links between events and changes and give reasons for, and results of, these events and changes. They know that some events, people and changes have been interpreted in different ways and suggest possible reasons for this. Using their knowledge and understanding, pupils are beginning to evaluate sources of information and identify those that are useful for particular tasks. They select and organise information to produce structured work, making appropriate use of dates and terms.

**Level 6**

Pupils use their factual knowledge and understanding of the history of Britain and the wider world to describe past societies and periods, and to make links between features within and across different periods. They examine and explain the reasons for, and results of, events and changes. Pupils describe, and begin to analyse, why there are different historical interpretations of events, people and changes. Using their knowledge and understanding, they identify and evaluate sources of information, which they use critically to reach and support conclusions. They select, organise and deploy relevant information to produce structured work, making appropriate use of dates and terms.

**Level 7**

Pupils make links between their factual knowledge and understanding of the history of Britain and the wider world. They use these links to analyse relationships between features of a particular period or society, and to analyse reasons for, and results of, events and changes. They explain how and why different historical interpretations have been produced. Pupils show some independence in following lines of enquiry, using their knowledge and understanding to identify, evaluate and use sources of information critically. They sometimes reach substantiated conclusions independently. They select, organise and use relevant information to produce well-structured narratives, descriptions and explanations, making appropriate use of dates and terms.

**Level 8**

Pupils use their factual knowledge and understanding of the history of Britain and the wider world to analyse the relationships between events, people and changes, and between the features of different past societies and cultures. Their explanations of reasons for, and results of, events and changes are set in a wider historical context. They analyse and explain different historical interpretations and are beginning to evaluate them. Drawing on their historical knowledge and understanding, they use sources of information critically, carry out historical enquiries, and reach substantiated conclusions independently. They select, organise and deploy relevant information to produce consistently well-structured narratives, descriptions and explanations, making appropriate use of dates and terms.

**Exceptional performance**

Pupils use their extensive and detailed factual knowledge and understanding of the history of Britain and the wider world to analyse relationships between a wide range of events, people, ideas and changes and between the features of different past societies and cultures. Their explanations and analyses of reasons for, and results of, events and changes, are well substantiated and set in their wider historical context. They analyse links between events and developments that took place in different countries and in different periods. They make balanced judgements based on their understanding of the historical context about the value of different interpretations of historical events and developments. Drawing on their historical knowledge and understanding, they use sources of information critically, carry out historical enquiries, develop, maintain and support an argument and reach and sustain substantiated and balanced conclusions independently. They select, organise and deploy a wide range of relevant information to produce consistently well-structured narratives, descriptions and explanations, making appropriate use of dates and terms.

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## About the work used in this document

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