

TEACHING HISTORY
AT KEY STAGE 2

History

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Z-39
NCC INSET RESOURCES

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INTRODUCTION

This book has been written for primary co-ordinators responsible for the implementation of National Curriculum history at Key Stage 2 (KS2). It is also of interest to individual classroom teachers. It seeks to build on existing good practice and to address some important issues, e.g. how to use the attainment targets (ATs) to plan valid historical activities and plan for progression across the key stage. It should be read alongside the Order (*History in the National Curriculum (England)*, DES/HMSO, 1991) and NSG (*History Non-Statutory Guidance*, NCC, 1991).

The advice in this book should not be seen as prescriptive. Ideas for activities should be seen as suggestions which can be amended and altered to suit local requirements. The advice in this book draws on the views and ideas of teachers.

This document is not designed to be read in one sitting. It is a resource designed to develop practice over the next two to three years. It should be referred to as and when appropriate.

Guidance is provided on the following:

- creating a coherent KS2 history course;
- planning study units;
- using the ATs to plan valid historical activities;
- planning for progression.

The INSET activities follow up the main themes explored in the preceding chapter. It is not expected that schools will have the time to undertake more than one or two activities in any one year. A range of activities has been included so that schools can select those which meet their needs.

A bibliography is provided in Appendix A, and Appendix B contains useful addresses.



1 THE ROLE OF THE CO-ORDINATOR

The history co-ordinator's role in managing the implementation of National Curriculum history involves working with colleagues to undertake the following tasks.

ENSURING UNDERSTANDING OF THE REQUIREMENTS OF THE ORDER

The history Order provides a framework which enables teachers to plan valid and worthwhile activities which will challenge and motivate children and develop their historical understanding. The Order consists of the attainment targets (ATs) and the programmes of study (PoS). The PoS include both the General Requirements and individual study units. These elements of the Order need to be linked at all levels of planning and teaching. Helping colleagues to develop their understanding of the relationship between the different parts of the Order is an important part of the role of the co-ordinator. Guidance on understanding the requirements of the Order can be found on pages B1-10 of NSG and in *Teaching History at Key Stage 1* (NCC, 1993).

PREPARATION OF POLICY DOCUMENTS, CURRICULUM PLANS AND SCHEMES OF WORK FOR HISTORY

Sections C and D of NSG provide advice on preparing policy documents, curriculum plans and schemes of work. Filing schemes of work for study units centrally can enable teachers to share ideas and plan for continuity and progression. All teachers should be aware of how their units relate to the whole key stage plan. Planning study units in detail can ensure that there is a balance of work towards each of the ATs and the three strands in AT1: *Knowledge and understanding of history*. Detailed planning can help to identify opportunities for assessment as part of everyday teaching and learning.

Part of the role of the co-ordinator is to encourage a balance of approaches across the key stage. Without some form of co-ordination there is a danger that units will be taught in isolation from each other. In order to establish progression and a balance of approaches across the key stage, it is important that the co-ordinator audits approaches and sets a framework for work in each year. The co-ordinator should also audit the amount of time spent on history to ensure that the curriculum does not become unbalanced. Chapter 2 shows how aspects of the Order can be used to plan a coherent course in history across the key stage. INSET Activity 2 provides guidance on setting a framework across the key stage.

ENCOURAGING STAFF TO DEVELOP VALID HISTORICAL ACTIVITIES THAT ARE APPROPRIATE FOR CHILDREN AT DIFFERENT STAGES OF DEVELOPMENT AND WHICH WILL ENABLE CHILDREN TO PROGRESS

Chapter 4 discusses ways in which the ATs can be used to plan valid historical activities. Chapters 5-9 provide examples of activities related to both the ATs and the KS2 PoS which can be adapted to suit the requirements of individual teachers.



HELPING COLLEAGUES TO DEVELOP THEIR SUBJECT EXPERTISE

Working with colleagues to develop subject expertise involves:

- looking at the processes involved in the study of history;
- helping colleagues to extend their knowledge of the content in the study units.

Our knowledge of what happened in the past is based on the interpretation of evidence derived from sources. Information about past events is placed by the historian in an explanatory framework which gives it meaning and sets it in a wider context. Although much of the historical record is not in doubt, interpretations of events and periods have changed as historians discover new evidence or stress the significance of different factors. Through the ATs National Curriculum history tries to help children understand the process by which these interpretations of history are produced. AT3: *The use of historical sources* describes the different skills required to extract and use information from sources. AT1: *Knowledge and understanding of history*, enables children to explain the past through studying the causes of events, looking at change over time and the key features of particular periods and events. AT2: *Interpretations of history* is designed to help children understand how interpretations are created and identify the factors which influence an interpretation. Discussing the ATs can help colleagues to explore the nature of history.

Some aspects of National Curriculum history may be new to colleagues. One way of developing knowledge of the content in the study units is to ensure that a resource box for a study unit includes recent history books written for adults. Another is to ask a colleague from either a local primary or secondary school who has an interest in a particular period to come and provide an INSET session. The Historical Association provides guidance on the content of particular study units (their address is shown in Appendix B), as do some local education authority (LEA) publications.

COLLECTING TEACHING RESOURCES

The Order requires the use of a range of historical sources. Creating resource boxes for each study unit can ensure that all the resources for a topic are to hand.

Many KS2 schools will teach history in mixed-ability and/or mixed-aged groups. Most books are pitched at a particular level. Sometimes, otherwise attractive texts may not be appropriate for all children. Teachers may wish to provide different books and sources dependent on the aptitude of children in their class. When choosing texts for children of different abilities, including for children with special educational needs, teachers will want to consider the difficulty of text, the amount of information it provides and layout. It is not always the case that short amounts of text are easier to use. It can also be helpful to provide a range of resources, e.g. picture cards for sorting and sequencing, photographs from magazines, posters and replica artefacts.

DEVELOPING A COMMON ASSESSMENT AND RECORDING POLICY

Teacher assessment is nothing new, teachers have always found out what their children can do and have used the information to plan future work. The ATs provide a focus for structuring activities and enable children's attainment to be assessed against common objectives.

Co-ordinators can help teachers assess children's achievements in history through:

- ensuring that across the range of activities in a unit there are opportunities for children to develop their understanding of the content in the study unit and to display achievement against the three strands of AT1 and in AT2 and AT3;
- discussing the meaning of the ATs and SoA in the context of particular activities and pieces of work;
- enabling teachers to compare judgements about children's attainment both within the school and with other KS1, KS2 and KS3 schools;
- developing a common marking, recording and reporting policy.

LIAISING WITH KEY STAGE 1 AND KEY STAGE 3 TEACHERS

Work in KS2 will need to build on children's experiences in KS1. This key stage provides children with some of the basic skills and vocabulary necessary for work in KS2. *Teaching History at Key Stage 1* (NCC, 1993) shows how the key elements of the PoS can be used to plan for progression across KS1.

It is important that teachers in KS3 are made aware of the progress children have made in KS2. Many KS3 teachers are unaware of the knowledge and understanding children have developed at KS2 and there is thus a danger that children can mark time in Year 7. Good liaison can overcome this.

Useful techniques to promote continuity and progression can include:

- making teachers in other key stages aware of schemes of work and activities used at KS2;
- developing a common assessment and recording procedure across key stages;
- compiling folders of work which show teachers' judgements of pupil achievement in the context of different pieces of work.

It will not be possible to accomplish all these tasks at once. It can, therefore, be helpful to prepare an action plan and to prioritise tasks. One way of doing this is outlined in INSET Activity 1.

INSET ACTIVITY 1

Evaluating planning and teaching

Suggested INSET time

Half a day.

Purpose

To evaluate the planning and teaching of history at KS2.

Resources

History in the National Curriculum, DES/HMSO, 1991.
Handbook for the Inspection of Schools, OFSTED/HMSO, 1993.
School policy documents and planning documents for history.

Task 1

Carry out an audit of your school's teaching of history by considering the following questions.

- Is there a designated co-ordinator for history who is responsible for preparing policy documents, co-ordinating resources and providing advice and support?
- Has the school's teaching of history been audited in relation to the requirements of National Curriculum history?
- Is there a policy statement for history, a curriculum plan and schemes of work?
- Are activities planned in relation to the ATs and the content in the PoS?
- Are activities planned to develop progression over the key stage?
- Are children helped to develop a sense of chronology?
- Do children have adequate access to artefacts, pictures and photographs and other sources?
- Do teachers employ a range of techniques including:
 - (i) whole class presentation using, where appropriate, audio and visual resources;
 - (ii) asking questions and promoting discussion;
 - (iii) group work and individual study?
- Are children encouraged to ask questions about the past?
- Do the children have opportunities to communicate their understanding of history, orally, visually and in writing?
- Are there opportunities for fieldwork and visits?
- Is there an INSET plan to develop staff expertise in the teaching of history?
- Is there a policy on assessment and recording?
- Does the policy work in practice?
- How effective are the liaison arrangements with KS1 and KS3 teachers?
- How often will policy documents, schemes of work and activities be reviewed?

Task 2

In the light of your responses to the questions above, prepare an action plan. Prioritise the tasks and decide which are short term, which are long term and which are ongoing. Decide how you are going to build in a system to review whether the tasks are accomplished.

2 ACHIEVING COHERENCE ACROSS KEY STAGE 2

An important part of the role of the co-ordinator is to ensure that children receive a balanced and coherent course in history. This is unlikely to happen if teachers treat individual units in isolation. It is an important part of the work of a co-ordinator to help teachers to identify which aspects of a unit will be highlighted in order to achieve a balance of approaches across the key stage. The statutory General Requirements can help in this process.

The focus statement at the beginning of the PoS provides an overall objective for developing children's knowledge across the key stage.

Pupils should be taught about important episodes and developments in Britain's past from Roman to modern times. They should have opportunities to investigate local history. They should be taught about ancient civilisations and the history of other parts of the world. They should be helped to develop a sense of chronology and to learn about changes in everyday life over long periods of time.

USING THE GENERAL REQUIREMENTS

Unless teachers see the key stage as a whole, children may experience a series of disconnected study units. The General Requirements describe some of the methods and approaches to teaching history which need to be considered both across the key stage and in planning any topic or theme. They can be used to construct a unifying framework across the key stage which can influence the planning of individual units. Both core and supplementary units have an important part to play in building up children's knowledge of different types of history and their ability to place events in a chronological framework. Teachers can use the General Requirements to identify which aspects of historical knowledge will be stressed in each unit. Diagram 1 explains the importance of the General Requirements.

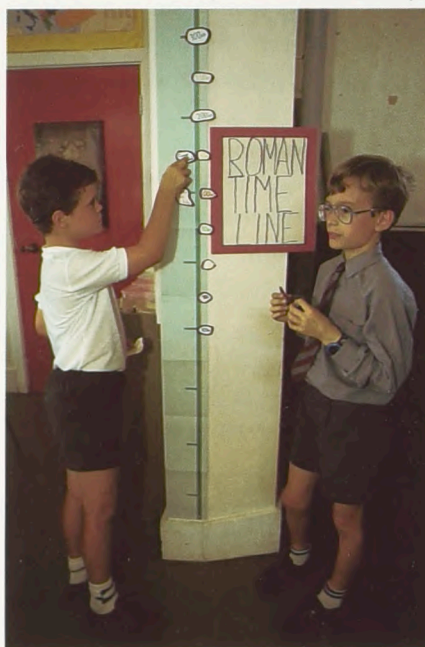
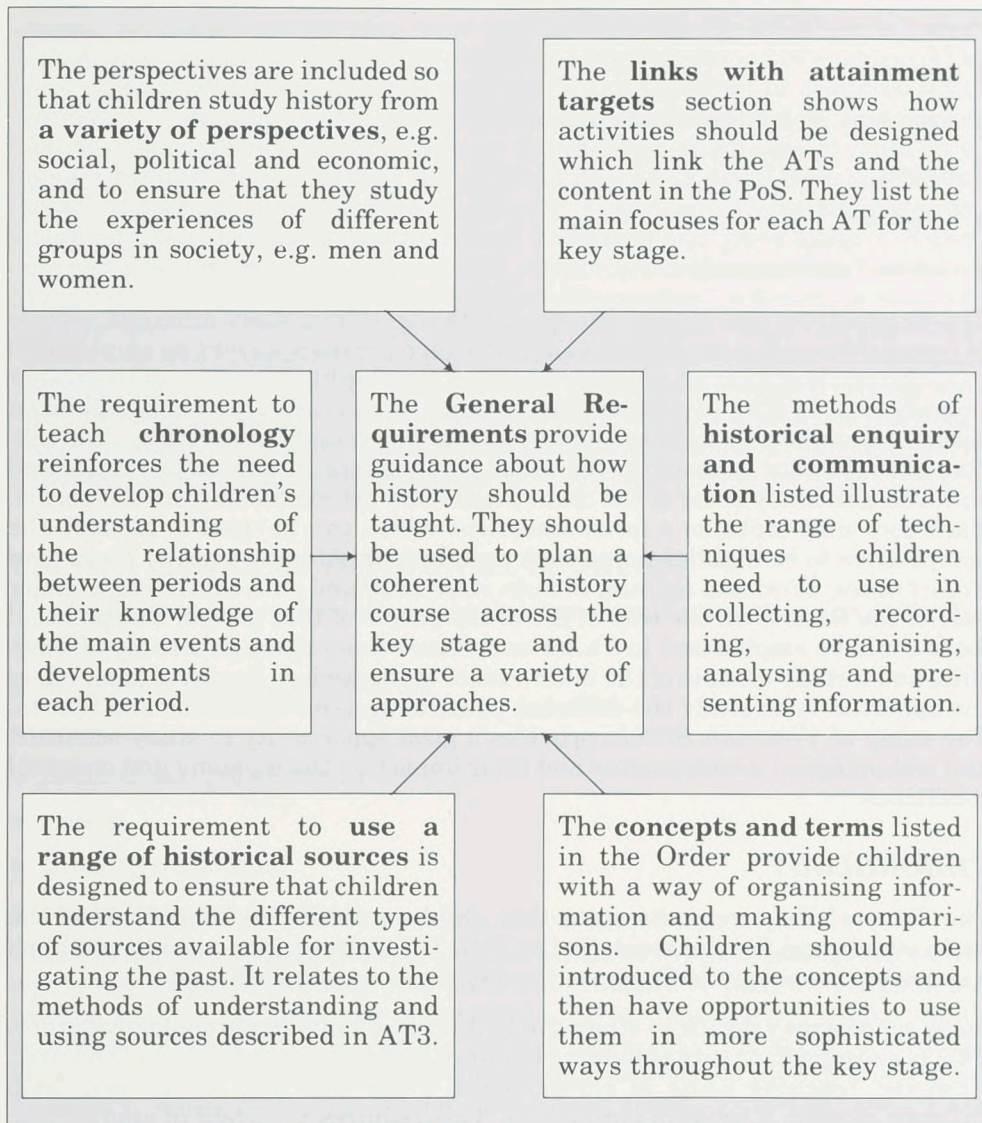


Diagram 1: Why the General Requirements of the Key Stage 2 programmes of study are important



A VARIETY OF PERSPECTIVES

The General Requirements state that there should be reference to a variety of perspectives across the key stage:

- *political;*
- *economic, technological and scientific;*
- *social;*
- *religious;*
- *cultural and aesthetic.*

The perspectives are designed to ensure that children study different aspects of past societies. It is important to decide which perspective will be emphasised in each unit but it is not necessary to plan for absolute equality of treatment in each unit. In KS2 it is likely that a major focus in all nine units will be on social, economic and cultural history. This is acceptable providing that substantial reference is made to the other perspectives in one or two units and children also study some of the main events and personalities from the period. Each core unit contains a focus statement which can be used to identify the perspectives to be highlighted in each unit. In four of the core units, *Tudor and Stuart times*, *Victorian Britain*, *Britain since 1930* and *Ancient Greece*, a major part of the focus is on the way of life of the people of that period. The political focus could be emphasised in *Tudor and Stuart times* through a study of kingship, and a study of some of the main events of the period. *Ancient Greece* offers the opportunity to study the different political systems of Athens and Sparta. The study of *Victorian Britain* provides a good opportunity to study scientific and technological developments and their impact on the economy and on social conditions.

CHRONOLOGY

The General Requirements state that children should be taught about the main events and developments in the PoS. This refers to the need to establish a sense of chronology both across the key stage and in each unit.

Some schools may decide to study the British core units in chronological order. This is an important way of helping children build up a mental map of the past. However, teaching units in chronological order will not, on its own, help children develop a sense of chronology. This requires a variety of approaches. One way of helping children develop a map of the past is to ensure that they are encouraged to make references back to events and developments in previous units and see the links between periods. For example, a study of popular culture in the period in the unit *Britain since 1930* can be linked back to the scientific developments in *Victorian Britain* which made possible the development of radio, cinema and television.

Timelines can also be used to develop an overall sense of chronology.

One school created a whole school timeline around their large, centrally placed, school hall. As each class completed a study unit, they decided which pieces of work they could use to show the main events of the period and give other children a flavour of what that period was like. When the display was finished at the end of the summer term, the Year 5 and 6 classes discussed what broad trends they could identify from the information on the timeline. The Year 3 and 4 children used the timeline to talk about any similarities and differences they could identify between the periods they had studied.

In another school, computer-based timelines were used to build up an overarching sense of chronology. Each class had a number of disks which were used to create timelines linked to the different perspectives: economic, social, religious, etc. As each unit was covered the children entered key dates and events on a timeline covering many centuries of history. The program allowed them to scroll backwards and forwards in different time intervals — decades, years, centuries. It also enabled them to write brief entries about the events they chose to record. Since the program could only hold a limited amount of text the children needed to make decisions about which aspects of an event were historically significant. Using the program enabled them to create simultaneous timelines and gave them a broad chronological framework. For example, when the class studied the history of Benin they were able to relate some of the events in Benin to contemporaneous events in Britain. It was hoped that by the end of the key stage each class would have built up a sizable chronological database. This would provide data for the last unit in the schools' curriculum plan: a study of *Food and farming* across 3000 years of history. The intention was to use the timeline program to identify some of the changes in food and farming from ancient Greece to the present day.

USING A RANGE OF HISTORICAL SOURCES

The Order lists the variety of sources children should encounter across the key stage:

- *documents and printed sources;*
- *artefacts;*
- *pictures and photographs;*
- *music;*
- *buildings and sites;*
- *computer-based materials.*

There is not an equality of weighting for all these types of source. Across the whole key stage the greatest emphasis will probably be placed on documents, printed sources, pictures and photographs. Nevertheless, each source should receive significant attention across the key stage, and this makes a strategic view of how sources are deployed and emphasised across all the study units necessary. Some units, e.g. *Tudor and Stuart times*, *Victorian Britain* and *Britain since 1930*, provide good opportunities to use music as a source. A broad view of the use of sources across the key stage will also encourage staff to consider how work can be made progressively more challenging as children move from Year 3 to Year 6. Diagram 2 shows how one school planned its use of buildings and sites across the key stage to ensure that fieldwork in history became progressively more challenging. The school was fortunate in that several of these sites were close to the school and did not require transport.

Diagram 2: Plan for the use of historical sites across the key stage

Year	Unit	Visit	Focus for visit
3	<i>Invaders and settlers</i>	Roman Fort	Identifying parts of the fort on a plan. Using evidence from the fort to build up a picture of what happened in each area. Creating a concept keyboard file to explain the different areas of the fort to visitors.
3	<i>Ancient Egypt</i>	No visit	
4	<i>Tudor and Stuart times</i>	Elizabethan country house	Collecting information for a display about the following aspects: building styles, preparing food and drink, furniture and furnishings, the daily life of different social groups.
4	Local study (Tudors)	Minor domestic architecture, e.g. houses belonging to yeoman farmers, townspeople, etc.	Visit based on a problem-solving approach to history. Having studied examples of styles of architecture which form part of the 'Great Rebuilding', recording information in order to plan an extension of a sixteenth-century house.
4	<i>Exploration and encounters 1450 to 1550</i>	No visit	
5	<i>Victorian Britain</i>	Industrial Museum	Finding out about how the interpretations of life in the past in museum displays were devised. Assessing how they might be improved.
5	<i>Local history</i>	Victorian streets	Investigating changes in the street over time. Relating changes to other developments, e.g. changes in building styles, standards of living. Relating evidence from the houses to other evidence, e.g. census material.
6	<i>Ancient Greece</i>	No visit	
6	<i>Food and farming</i>	Visit to a farm	Studying the history of a farm and identifying changes over time based on interviews with the farmer, looking at the farm buildings, hedgerow dating. Relating evidence from the visit to information from other sources, e.g. old maps. Producing a display to show how changes at the farm might be related to more widespread changes in farming.

CONCEPTS AND TERMS

The Order lists a number of concepts and terms which should be taught through the core units: *monarch, court, parliament, nation, civilisations, invasion, conquest, settlement, conversion, slavery, trades, industry*. The concepts and terms can give children the vocabulary with which to make sense of the past. Children will first develop an understanding of these terms by meeting them in a context, for example, the idea of slavery might be met in the context of *Ancient Greece*. However, children's understanding of the term should also be developed over the key stage so that they can understand, for example, why nineteenth-century factory children were also described as slaves. Children should begin to realise that some of the terms have implied value judgements, e.g. the term conquest carries with it the idea of cataclysmic change while settlement sometimes implies a more peaceful assimilation of people. Learning how terms are used to describe changes is an important part of work towards AT2: *Interpretations of history*.

The concepts and terms provide an important way of planning for progression. By using the concepts and terms in different situations children will come to understand them in ways which go beyond dictionary definitions. Children in Year 4 studying the court of an ancient Egyptian pharaoh might concentrate on the daily routine of the pharaoh and the sort of people who served him or her. Children in Year 6 studying the court of Queen Elizabeth I might be introduced in a simple way to the different court factions and the idea of patronage. For example, one Year 6 class used the computer program *Elizabethan Court* (Longmans, 1990, now out of print) to find out what they would have needed to do to be successful at court. They were then able to reflect on the importance of the patronage and the part the court played in the government of Elizabethan England.

The Order requires the teaching of the concepts in the core units. However, they can provide a link to the supplementary units. One of the main threads which can be developed across the key stage is the idea of change and progress. The term civilisation is an important tool in discussing this idea. For example, children who study an ancient civilisation in Year 4 might discuss in simple terms what might be the characteristics of a civilised society. Through the use of questions and discussion, they can be helped to realise the importance of laws or the way in which the structure and size of towns enabled specialised trades to develop. By Year 6 children might be able to use their understanding of the term civilisation in the context of the clash of two different civilisations: the Aztec and the Spanish.

ENQUIRY AND COMMUNICATION

The requirement that children should investigate historical issues on their own is an important aspect of the General Requirements. The development of research skills and the systematic use of the school library form an important part of the curriculum at KS2. This can be linked to work towards the third strand of AT1, which aims to develop children's understanding of the key features of past situations, and aspects of AT3, which develop children's ability to put together information from historical sources.

In one school teachers spent part of a staff meeting identifying parts of core units which could form the basis of structured research projects, and thereby help children understand key features of different periods (AT1 Strand iii).

Invaders and settlers

Everyday life in town and country. Houses and home life. Religious life.

Tudor and Stuart times

The way of life of different groups in town and country. Trade and transport. Music and drama, including Shakespeare. Religion in everyday life.

Victorian Britain

Child labour. Public health. Education. Victorian families. Houses and home life.

Britain since 1930

Popular culture, including fashion, music and sport. The impact of radio, the cinema and television.

Ancient Greece

Athens and Sparta. Citizens and slaves. Agriculture and trade. Sea transport. The lives of men, women and children. Sport.

Exploration and encounters 1450 to 1550

Life on-board ships on transoceanic voyages. The Aztec way of life. Aztec crafts and technology. Aztec art and architecture. Differences between European and Aztec civilisation.

Teachers in another school made a list of study skills they wanted to develop across the key stage. Many of these skills, which were initially taught in the context of English, were applied and refined in the context of work in history.

- Posing pertinent questions for an enquiry and setting hypotheses.
- Planning investigations.
- Finding and identifying information including:
 - the use of contents pages, chapter headings, indexes, library classification systems;
 - developing reading skills such as skimming to gain an overall impression of a text, scanning to locate specific pieces of information.
- Making succinct notes using headings and subheadings.
- Analysing and organising information.

Once they had identified the skills, the teachers decided when they would be introduced and how they would be developed from year to year. The teachers felt that enabling children to become active enquirers on their own account would mean both teachers and children could work more effectively. It would also provide more time for the teachers to help children to analyse information.

Establishing a framework across the key stage

In order to set a framework for coherence across the key stage, one co-ordinator mapped the coverage of the General Requirements in all the topics. In discussion with the teachers she refined the coverage of the different aspects to establish a broad focus in each unit. This enabled the teachers to concentrate on particular aspects and made their treatment of the content much more manageable. Diagram 3 shows the results of the staff's work.

Overlap between key stages

Planning for coherence also involves looking at the possible overlap between key stages. In mixed-age classes which include Year 2 and Year 3 children, teachers may need to teach both the KS1 and KS2 PoS. It is possible to structure work so that it is appropriate to Year 2 and Year 3 children. For example, one teacher used work on the Romans as the *period of the past beyond living memory* for Year 2 children and as her detailed study for Year 3 children working on *Invaders and settlers*. The next year she changed her detailed study to the Vikings so that the Year 2 children would not repeat work. Her other KS2 unit involved the study of *local history* and she varied the approach each year.

There is some overlap between the study units in KS2 and KS3. The historical periods of four of the KS2 core units are revisited in KS3 and children will return to study The Romans, the Tudors and Stuarts, Victorian Britain and the Second World War. This needs careful planning if children are to build on knowledge and understanding acquired in KS2. The focus statements for the KS2 and KS3 units provide a way of planning for progression. In general, work at KS3 becomes more conceptual and involves children examining a wider number of variables. For example, the focus in *Victorian Britain* is on men, women and children at different levels of society and how they were affected by industrialisation. In the KS3 unit, *Expansion, trade and industry*, the focus is on the growth of trade, the consequences of this for British society and efforts to make parliament more responsive to the demands of new social groups.

Diagram 3: A framework to help ensure coherence related to the General Requirements across the key stage

Study unit	Year taught	Which perspectives are highlighted in this unit?	Which type of sources are emphasised?	Enquiry skills developed	Coverage of social, cultural and ethnic diversity	Concepts and terms
<i>Invaders and settlers</i> (detailed study of Romans)	3	<i>Economic, social, religious</i>	Pictures, artefacts	Contents pages, chapter headings	Ethnic diversity of Roman army	Settlement, invasion, conquest, conversion
<i>Local history</i> (study of our village over a long period of time)	3	<i>Economic, social</i>	Documents, pictures, artefacts, buildings and sites	Skimming and scanning	Lives of rich and poor in the village	Settlement, trades, industry
<i>Tudor and Stuart times</i>	4	<i>Political, social, cultural, aesthetic, religious</i>	Documents, pictures, artefacts, buildings, sites, music	Indexes, making notes, headings	Lives of rich and poor, social diversity of Britain, Huguenot settlers	Monarch, court, parliament, nation
<i>Exploration and encounters 1450 to 1550</i>	4	<i>Scientific, technological, political, social, religious</i>	Pictures, documents	Simple library classification	Contrasts between Spanish and Aztec way of life	Civilisations, invasion, conquest, conversion
<i>Ancient Greece</i>	5	<i>Political, cultural, aesthetic, social</i>	Pictures, artefacts	Using references, setting questions	Contrasts between Athens and Sparta	Civilisations, slavery, trades
<i>Victorian Britain</i>	5	<i>Technological, economic, scientific</i>	Pictures, artefacts, buildings and sites, documents, music	Classifying information	Diversity of people—Irish immigration, Black people in Britain	Industry, nation, parliament
<i>Local history</i> (aspect of Victorians)	5	<i>Religious, social, cultural</i>	Documents, computer-based materials, buildings and sites	More advanced library classification	Lives of rich and poor	Trades, industry
<i>Domestic life, families and childhood</i>	6	<i>Social, economic, cultural</i>	Pictures, documents, music	Headings and subheadings	Differences between types of families, role of men and women across periods, families in different cultures	Trades
<i>Benin</i>	6	<i>All perspectives</i>	Artefacts, pictures and photographs	Extended enquiry	Social structure of Benin	Monarch, civilisation, nation, slavery

INSET ACTIVITY 2

Planning for coherence across Key Stage 2

Suggested INSET time 1 hour per task.

Purpose To review the coherence of key stage plans.

Resources Photocopies of Diagrams 3 and 4.
History in the National Curriculum, DES/HMSO, 1991.
School policy documents and curriculum plans.
Schemes of work for study units.

Task 1 Look at the example of a framework given in Diagram 3. Make a list of all the study units taught in your school at KS2. For each unit discuss your coverage of each of the perspectives.

- Political.
- Economic, technological and scientific.
- Social.
- Religious.
- Cultural and aesthetic.

Identify the perspectives covered on a copy of Diagram 4.

How could work on each perspective be used to develop children's sense of chronology?

Task 2 Audit the range of sources used in each unit. Is there an opportunity for work on each of the prescribed types of source?

- Documents and printed sources.
- Artefacts.
- Pictures and photographs.
- Music.
- Buildings and sites.
- Computer-based materials.

Identify coverage of these aspects on your copy of Diagram 4. Discuss the balance of time allocated to each source across the key stage. How appropriate is this balance?

Task 3 Look at the list of enquiry and communication skills identified on page 17 of the Order. Discuss how it might be possible to build these into work across the key stage. Identify which topics in the units provide opportunities for structured research projects. Identify these on your copy of Diagram 4.

Task 4 Audit your coverage of the requirement to cover the social, cultural and ethnic diversity of the societies studied in each unit. Discuss the concepts and terms needed for each unit. Chart your coverage on your copy of Diagram 4.

Diagram 4: A framework for planning work related to the General Requirements

Study unit	Year taught	Which perspectives are highlighted in this unit?	Which type of sources are emphasised?	Enquiry skills developed	Coverage of social, cultural and ethnic diversity	Concepts and terms

3 PLANNING STUDY UNITS

The Order lists the study units which must be taught across the key stage. Each of the units should be allocated a similar amount of curriculum time. There are four main types of unit:

- core units;
- thematic units which enable children to study change over a longer period of time (Category A);
- local history units (Category B);
- non-European units (Category C).

The underlying rationale of each type of unit should influence the way it is planned and taught.

CORE UNITS

Each core unit is made up of a focus statement, a list of main themes and a list of the content which should be used to exemplify aspects of those themes. The focus statement provides guidance on the way in which the content should be treated. In most of the core units there is a focus on the way of life of the people being studied but each unit has other requirements. Diagram 5 identifies the main focus for each unit and the major themes which must be taught.



Diagram 5: Areas of knowledge in the Key Stage 2 core study units

<i>Invaders and settlers: Romans, Anglo-Saxons and Vikings in Britain</i>	<p>Focus: Effects of Roman, Anglo-Saxon and Viking invasions and settlements; Britain as part of a wider European world.</p> <p>Key elements: Invasions and settlements 55 BC to early eleventh century; detailed study of one of the invasions; reasons for invasion; way of life of settlers; legacy of settlement.</p>
<i>Tudor and Stuart times</i>	<p>Focus: Way of life of people at all levels of society; well-documented events and personalities.</p> <p>Key elements: Rulers and court life; people in town and country; scientific and cultural achievements; exploration and empire; religious issues.</p>
<i>Victorian Britain</i>	<p>Focus: Legacy of Victorian Britain; the way of life of men, women and children at all levels of society; and how they were affected by industrialisation.</p> <p>Key elements: Economic developments; public welfare; religion; scientific and cultural achievements; domestic life.</p>
<i>Britain since 1930</i>	<p>Focus: Connections between the present and events in Britain's recent past; major events and developments; way of life of different social groups.</p> <p>Key elements: Economic developments; impact of the Second World War; social changes; scientific developments; religion; cultural changes.</p>
<i>Ancient Greece</i>	<p>Focus: The legacy of ancient Greece to the modern world; way of life, beliefs and achievements of the ancient Greeks.</p> <p>Key elements: The city state; economy; everyday life; religion and thought; arts; relations with other peoples; legacy of ancient Greece.</p>
<i>Exploration and encounters 1450 to 1550</i>	<p>Focus: Reasons for the voyages of exploration; the Spanish voyages; the nature of Aztec civilisation; the encounter between the two cultures and its results.</p> <p>Key elements: Voyages of exploration; the Aztecs; the Spanish conquest.</p>

Exploration and encounters 1450 to 1550

The unit *Exploration and encounters 1450 to 1550* has a very different focus from the other core units because it is about the clash of two cultures. The focus in this unit is on the reasons for the voyages of exploration, the nature of Aztec civilisation and the encounter between the two cultures. The balance of time allocated to these three aspects of the unit needs to be planned very carefully, otherwise there is a danger that the main focus of the unit could be lost. Diagram 6 shows how one teacher planned the unit in outline to ensure that her children would have time to study the impact of the Spanish conquest of Mexico. Two hours per week were allocated to the unit.

Diagram 6: Broad plan for Exploration and encounters 1450 to 1550

Weeks	Content (key questions)
1	The world in the fifteenth century. Use of maps and other sources. (What did people know about their world in the fifteenth century? How did they know?)
2-3	The reasons for the voyages of discovery including Columbus' voyage. (Why did Columbus set sail? Why was he successful? How have views about Columbus' achievements changed?)
4-5	Life on board ship, navigation, Columbus' voyages. (What was life on board ship like?)
5-7	The Aztec way of life. (How do we know about the Aztecs?)
8	Differences between European and Aztec civilisations. (What were the differences between the Spanish and Aztec ways of life?)
9-10	Cortes and the Spanish conquest of Mexico. (Why did Cortes conquer the Aztecs?)
11	The legacy of the conquest. Different interpretations of Columbus and the Spanish conquest of South and Latin America. (What difference did the conquest make? How has the conquest been interpreted?)
12	Trade and piracy. (Who benefited from the conquest of America?)

THEMATIC UNITS

A thematic unit involves the study of an aspect of history over a long period of time, e.g. *Food and farming*. The unit should be designed so that children gain an overview of major trends and developments and become aware of some of the reasons why changes have come about and of the principal consequences of such changes.

Diagram 7: An example of an outline plan for a thematic unit

The aims of a thematic unit are to help children to:	For example, in <i>Food and farming</i> :
<ul style="list-style-type: none"> ● build up a broad chronological framework; ● understand how and why some features of the past have survived into the present; ● realise that the rate of change can differ from period to period; ● understand that while some things have changed dramatically, others change more slowly. 	<ul style="list-style-type: none"> ● the dates and periods when agricultural changes took place; ● how aspects of farming such as ploughing and harvesting remained constant although the processes were mechanised by the middle of the twentieth century; ● how the agricultural revolution of the eighteenth century was a period of rapid change compared to the medieval period; ● how, although there were changes in farming in the nineteenth century, most people's diet changed more slowly.

Some schools have decided to integrate thematic units into core units, e.g. each core unit taught might have a major focus on *Domestic life, families and childhood*. There are substantial drawbacks to this approach. Studying aspects of a thematic unit in core units can help children relate developments in, for example, domestic life to the period being studied. However, it does not help children to understand change over time. Unless a substantial amount of time is spent on revisiting work done previously, the main purpose of these units will be lost. Few Year 6 children can remember what they studied in Year 3 and Year 4 in any detail, nor will they be able to refer backwards and forwards over time without help from the teacher.

Diagram 8 shows a plan for a unit on *Food and farming* which develops these aspects of the unit as well as an understanding of particular features of the time periods studied. In this example the teacher has adopted a chronological approach using four main time periods as a basis for analysing change. Although it would have been possible to study some themes, e.g. food production or farming communities, across long time periods, she felt that her children needed to use a structured chronological framework in order to enable them to acquire the relevant knowledge to make comparisons.



Diagram 8: Supplementary unit category A (thematic unit)

Year 6

Title: *Food and farming*

Focus: How the development of farming methods and food production has affected the development of communities

Key questions, ideas, content (concepts)	Activities/teaching and learning methods	Resources	ATs	Links with other subjects
Where does our food come from today? (industry)	Children discuss the food they have eaten in the last couple of days. They make charts and analyse its composition, e.g. carbohydrates, vitamins, etc. They discuss what is needed for a balanced diet. Children bring in labels of food they eat regularly. They identify where this has come from and locate the place of origin on a map.	Food labels; maps of the World, Britain.		Health education – healthy diet. Mathematics – handling data. Science – factors which contribute to good health and diet. Geography – revision of map skills.
What did people eat in prehistoric times?	Children use a collection of evidence about life in prehistoric times, e.g. cave paintings, skeletons, pictures of the prehistoric environment. Working in groups they produce a display showing the food sources of prehistoric man. Class discussion about the possible different roles of men and women, methods of hunting and gathering and the need to be peripatetic. Children locate their display on a timeline.	Pictures of cave paintings; life in prehistoric times. String or paper for class timeline.	AT1 (iii) – different features of an historical period. AT3 – putting together information from historical sources.	English – speaking and listening.
Why did the development of farming mean that people could live in settled communities? How did this help the growth of civilisation? (civilisations, nation, settlement)	Teacher presentation about food and farming in Ancient Egypt using slides of tomb paintings, funerary models. Children identify what has changed and what people learnt about food and farming between the prehistoric period and Ancient Egypt. Children research the invention of the wheel, domestication of animals, farming of cereals, etc., and the significance of these changes. They produce a diagram to show the significance of these developments. (Children add to the class timeline identifying main features of Egyptian farming.)	Slides of tomb paintings; models showing aspects of food and farming. Books on early civilisations; Egypt; the development of farming in the Neolithic period. Ideas for diagrams showing results of inventions.	AT1 (i) – describing changes over a period of time, looking at different types of change. AT1 (ii) – looking at the reasons for developments.	Technology – advances in design. English – more advanced reading skills, use of indexes.

<p>How was farming organised in a Tudor village? (trades)</p>	<p>Working in groups children research the social organisation and structure of daily and seasonal work in a Midland village during the Tudor period. Topics studied include: the field systems, common land, diet, food and cooking, animals, seasonal tasks, the social structure of the village. Children use written sources, pre- enclosure maps, and artefacts. Where possible, they visit a village and identify ridge and furrow, the layout of the fields.</p> <p>Teacher presentation about different types of farming found in Wales, Scotland, and upland regions. Children add to the display on the timeline. Children discuss the usefulness of the sources they used.</p>	<p>Pre-enclosure maps; written sources; artefacts; collection of books.</p>	<p>AT3 – putting together information from historical sources commenting on the value of sources.</p> <p>AT1 (iii) – looking at the different features of historical situations and how they relate to each other.</p>	<p>English – comparison of accounts, more advanced reading skills, use of indexes.</p> <p>Geography – revision of map skills.</p> <p>Science – factors which contribute to good health diet; action of heat on everyday materials, e.g. cooking.</p> <p>English – speaking and listening.</p>
<p>What difference did the changes in farming in the eighteenth and nineteenth centuries make to peoples' lives and diets?</p>	<p>Teacher presentation about changes in farming in the eighteenth and nineteenth centuries.</p> <p>Children look at the new inventions and research what impact they had on farming. They prepare a presentation to show the changes in farming and discuss which aspects stayed the same.</p> <p>Children use a post-enclosure map to identify changes to a village as a result of enclosure. They write about these changes.</p> <p>Working in groups children look at the information about the diets of ordinary people in 1750, 1800, 1850, 1900. They identify what changed and whether diet improved as a result of changes in farming.</p>	<p>Filmstrip showing main inventions, e.g. seed drill, horse hoe, threshing machines.</p> <p>Chart showing inventions.</p> <p>Post-enclosure map.</p> <p>Information about diet at various times in the eighteenth and nineteenth centuries.</p>	<p>AT1 (i) – describing changes over a period of time and identifying change and continuity.</p> <p>AT1 (i) – looking at the relationship between change and progress.</p>	<p>English – more advanced reading skills, use of indexes, preparing a talk for presentation.</p> <p>Technology – development of a product.</p> <p>Geography – revision of map skills.</p> <p>English – comparison of sources of information.</p> <p>Science – factors which contribute to good health; diet.</p>

Diagram 8 continued

Key questions, ideas, content (concepts)	Activities/teaching and learning methods	Resources	ATs	Links with other subjects
How has food and farming changed in the last 50–60 years? (industry)	<p>Children construct a questionnaire and interview old people about the changes they can remember in food and farming in their lifetimes.</p> <p>Children compare the accounts and relate them to other sources including literary ones. They discuss the accuracy of these popular accounts.</p>	<p>Tape recorders.</p> <p>Books about life in villages, e.g. R. Blythe, <i>Akenfield – Portrait of an English Village</i>; R. Parker, <i>The Common Stream</i>.</p>	AT2 – looking at different interpretations and evaluating the accuracy of popular accounts.	<p>Geography – investigating present-day farming</p> <p>Health education – diet</p> <p>English – constructing and analysing questionnaire</p>
How has farming and food changed over time?	Children study the timeline they have constructed in the classroom showing some of the changes in food and farming. They identify periods of slow and rapid change and discuss what factors may have led to changes and developments. They identify these factors on a diagram.	Class timeline showing changes in food and farming over a long period of time.	<p>AT1 (i) – looking at changes over time.</p> <p>AT1 (ii) – identifying the causes of changes.</p>	

THE LOCAL HISTORY UNIT

The local history unit provides children with an opportunity to relate the knowledge, skills and understanding developed through study of the core units to the history of a local community. In most cases this will be their own local community, although in some instances it might involve work based on a field trip to another locality. As part of their study of local history children can engage in extended enquiries and in some instances take part in genuine historical research. The HMI booklet *Aspects of Primary Education: The Teaching and Learning of History and Geography* (HMSO, 1989) contains case studies of good practice in local studies.

The Order sets out three types of local units in their study of the British core units which can be taught. Two of these are studies in depth, one is similar to the thematic unit in that it enables children to study developments over a long period of time.

THE NON-EUROPEAN UNIT

The non-European unit is different from the core units in that the history of the civilisation studied must be approached through all of the perspectives. Children should also be introduced to the use of archaeological evidence and to the key features of these civilisations including the lives of men and women. *History at Key Stage 2: An Introduction to the Non-European Study Units* (NCC, 1993) provides guidance on planning this unit.

PLANNING THE TREATMENT OF CONTENT IN A STUDY UNIT

The structure of the Order and the General Requirements provide important pointers to planning units and managing the content. Units also need to be planned in relation to the time available. Teachers will need to make judgements about how much content to teach in depth and how much in outline in relation to the time allocated to history. In many instances history might best be taught in half-term blocks. It is not necessary to include an aspect of history in all units of work.

Using the focus statement in core units

The focus statement at the top of each core unit provides an important indication of how content should be treated. It can help in identifying which bits of content should be treated in depth and which in outline. Most of the KS2 focus statements indicate an emphasis on social and economic history. However, each focus statement can be used to give a unit a particular slant.

For example, one Year 3 teacher used the focus statement in life in *Victorian Britain* to give an overall sense of direction to a half-term's project. The focus statement for this unit states that: *Pupils should be introduced to life in Victorian Britain and its legacy to the present day. The focus should be on men, women and children at different levels of society in different areas of Victorian England, Wales, Scotland and Ireland, and on how they were affected by industrialisation.*

In planning the unit, the teacher was influenced by the need to present the material in a lively imaginative way. He felt that his Year 3 class could not cope with too many abstract ideas nor with an approach that simply looked at one development, e.g. the growth of towns or developments in education in isolation. He thought that his class would be able to understand the significance of the main developments in the period if they concentrated on how they affected the lives of different groups of people. In order to do this he decided to focus on the history of three families:

- the Royal Family;
- a middle class family living in Cardiff;
- a poor family living in Manchester.

At the beginning of the project the class drew a family tree for each family. Using slides, census material and artefacts the teacher built up a picture of the way of life of each of the three families. This involved some detailed work on domestic life. (AT1 Strand iii and AT3)

Over the next few weeks the children studied the history of each of the families. The study of Queen Victoria's family allowed the teacher to present information and devise activities which covered the following topics.

- The coming of the railways; the work of George Stephenson and Brunel; reasons for the growth of railways and royal railway travel. This focused on reasons for the growth of railways and descriptions of royal railway travel. (AT1 Strands ii and iii)
- The story of the Crystal Palace; inventions and scientific discoveries; trade and the Empire; descriptions of Victoria's visit to the Great Exhibition. This focused on descriptions of Victoria's visit to the Exhibition and where some of the exhibits had come from. The children also sequenced some inventions and related them to a timeline. (AT3, AT1 Strand iii)

The study of the middle class family brought in work on the following topics.

- The importance of religion in the lives of the Victorians; Sunday schools, churches and chapels. This focused on a study of a variety of sources, e.g. pictures of churches and chapels, descriptions of Sunday schools as part of a study of a Victorian Sunday. (AT3, AT1 Strand iii) Children also considered different interpretations of the importance of religion in Victorian times. (AT2)
- Inventions and scientific discoveries; art; photography; literature (work including gas and electric lighting, photography and optical toys). This focused on identifying evidence of changes in living standards using pictures from different periods and how these changes depended on new inventions. Children also studied the lives of some inventors and writers and made optical toys. (AT1 Strands i and iii)
- Domestic service. This focused on using sources to study the work of servants in a large middle class household. (AT3, AT1 Strand iii)

The study of the poor family led to work on the following topics.

- Child labour; steam power; mass production (AT3); different interpretations of life in the factories using films and stories. This focused on looking at different interpretations of the life of factory children. (AT2)
- Migration from Ireland; the growth of towns; public health. This focused on a study of some of the sources about life in Victorian towns and the work of Edwin Chadwick. (AT3)
- Education. This focused on a comparison of their own school and a Victorian school. (AT1 Strand iii)

The study of each historical issue included a teacher presentation which provided an outline of the main events or background for a topic and some activities which enabled children to follow up an aspect in detail. For example, the teacher talked about when and why cotton factories were established in order to provide children with the broad outline of developments. The children then used pictures and written sources to find out what life was like in the factories. Because the focus of the unit was on how children were affected by industrialisation, the teacher decided that it was not necessary for the class to be given detailed information about all the inventions which led to the factory system. In some instances the teacher made reference to what was happening in other parts of Britain.

Throughout the project, information, including significant dates, was recorded on a class timeline. At the end of the project this was used to study how the lives of the families had changed throughout the period.

Using the attainment targets to plan

It is possible to use the ATs to shape the treatment of content in a unit. This is particularly the case with the three strands of AT1 which help children develop a sense of chronology and change, an awareness of key developments, and knowledge and understanding of the characteristics of a period. Diagram 9 shows how one teacher used AT1 to structure an in-depth study of the Vikings as part of the unit *Invaders and settlers*.

Diagram 9: Checklist used to identify fundamental knowledge in a core study unit

Study Unit: <i>Invaders and settlers</i>	
1. Which areas of knowledge are suggested by the focus statement?	Impact of invasions and settlements, Britain as part of a wider European world.
2. What required concepts support these areas of knowledge?	Invasion, conquest, slavery and settlement.
3. What opportunities do these areas of knowledge provide for developing:	
(a) a sense of chronology/change?	What has changed as a result of the conquest/settlement; place names and language; Britain as part of a wider European world.
(b) awareness of key developments/events?	Reasons for the Viking raids; the search for land, trade and raw materials.
(c) knowledge and understanding of the characteristics of a period?	Everyday life in town and country houses and home life styles of art and architecture.

Once the broad shape of the unit had been decided, the teacher used key questions to identify how each aspect of content would be taught.

Using key questions

NSG suggests that one way to plan units is to use a matrix which draws together the different aspects of the Order which need to be considered when planning a unit. Identifying key questions is an essential aspect of this method of planning. Key questions will, in part, arise from the historical content or

theme being studied. They will also relate to the ATs. An overarching key question can be used to set a general direction either for the whole study unit or for a part of a study unit. For example, one teacher decided to use the key question ‘Did the Second World War change the way people lived in Britain?’ as a major focus for *Life in Britain since 1930*. The key question can be broken down into sub-questions as a basis for planning more detailed work. These can be related to the ATs.

Key questions arising from the ATs are likely to include the following.

- What changed as a result of this event? What stayed the same? Was the change for the better? (AT1 Strand i)
- Why did this happen? What happened after this? Why did this person behave in this way? (AT1 Strand ii)
- What was it like? Why was it like this? What did people believe at that time? (AT1 Strand iii)
- What are the differences between these interpretations? How and why has this interpretation been created? (AT2)
- What do we want to find out about? How can we find out about our chosen line of enquiry? What do these sources tell us about? How useful is this source? (AT3)

These questions should be related to the content in the study units. For example, Diagram 10 shows how key questions could be constructed based on the content listed in the unit on *Ancient Greece*.

Diagram 10: Key questions for the unit on Ancient Greece

Topic: Ancient Greece	Key questions
<i>The city state</i>	What were the differences between Athens and Sparta?
<i>The economy</i>	How did the Greeks make their living?
<i>Everyday life</i>	How can we find out about the lives of ordinary people?
<i>Greek religion and thought</i>	What did the Greeks believe?
<i>The arts</i>	What did the Greeks contribute to the development of art and architecture?
<i>Relations with other peoples</i>	Why did the Persian Wars take place?
<i>The legacy of Greece</i>	How is life today influenced by the achievements of ancient Greece?

Key questions can give a focus to planning and set a direction for the teaching activities. Once questions have been identified for different themes they can then be linked, other questions added and some themes can be integrated. Diagram 11 opposite shows how this can be done.

Diagram 11: Core study unit Ancient Greece

Year 5

Title: *Ancient Greece*

Focus: The way of life, beliefs and achievements of the ancient Greeks

Key questions, ideas, content (concepts)	Activities/teaching and learning methods	Resources	ATs	Links with other subjects
How do we know about ancient Greece?	Working in groups children are given some sources about life in ancient Greece. Each group is given a different type of source, e.g. a vase painting, pictures of an artefact, versions of a Greek myth, pictures of a Greek site, e.g. Olympia or the Acropolis. They brainstorm a list of questions which the source might help them answer. They then tell the rest of the class what information they have found out about ancient Greece, and what other information they would like to find out. Children construct a wall display of their ideas about life in ancient Greece to test out during the project.	Pictures from Greek vases, pictures of artefacts, temples, etc. Versions of Greek myths.	AT3 – making deductions from historical sources, putting together information from sources and discussion of the usefulness of different sources.	English – speaking and listening, discussion, identifying questions.
What was ancient Greece like? What features of the countryside would influence the daily life of the Greeks? (settlement)	Teacher presentation using slides/video and maps of Greek countryside. Children discuss the importance of the sea, and probable influence of climate and vegetation on the way of life of the Greeks. Children annotate a map of Greece and the Mediterranean to show location of Athens, Sparta, Olympia.	Video/slides showing Greek countryside. Map of Greece.		Geography – mapwork and atlas skills, relationship between physical geography and climate and farming.
How can we find out about daily life in ancient Athens?	Children are given some reconstruction drawings showing life in ancient Athens. They look at the available evidence and discuss how they could test how accurate the interpretation might be.	Reconstruction drawings of life in Athens, e.g. in Greek houses, dress, the Acropolis.	AT2 – looking at interpretations. AT3 – putting together information from sources.	

Key questions, ideas, content (concepts)	Activities/teaching and learning methods	Resources	ATs	Links with other subjects
What was life like for different types of people, e.g. women, men, slaves?	Working in groups children research different topics: Food and farming Homes and houses Buildings Slaves Sport Lives of women and girls Warfare Education	Collection of books/resources about life in ancient Athens.	AT1 (iii) – describing features of a period: looking at how features are related to each other.	English – more advanced reading skills, use of indexes, preparation for a presentation, speaking and listening. Art – characteristics of Greek art.
How was Athens governed? (civilisations, trades, slavery, settlement)	Children present the findings to the class and reflect on the accuracy of the interpretations they studied at the beginning of the project. Teacher presentation about how Athens was governed. Drama and role-play using imaginary characters to show how women and slaves were excluded from government. Discussion of democracy in Athens compared with twentieth-century Britain. Possible re-enactment of debate about whether to send an exhibition to Sicily based on events recorded by Thucydides in 415 BC.	Pieces of pottery for voting in role-play. Extracts adapted from Thucydides.		Citizenship – role of government laws, being a citizen in the past. English – drama and debate.
Who were the Spartans? How and why were they different from the Athenians? (civilisations)	Teacher presentation about life in Sparta looking at government, warfare, role of women, education, social structure. Children create a diagram to show differences between Athens and Sparta.	Slides, filmstrip about life in Sparta.	AT1 (iii) – describing features of an historical period.	English – identifying ways of representing differences.
Why was the sea so important to the ancient Greeks? How did they travel? What type of ships did they use? (trades, industry)	Children discuss methods of travel in Greece and identify why the sea was important. They study pictures of different types of ships, e.g. traders, triremes. Children study changes in ship design. They look at pictures of different cargoes and map trade routes in the Mediterranean. They design a 'museum' display about ships and shipping and evaluate how accurate each others' interpretations are.	Pictures of different types of Greek ships. Maps of Mediterranean showing what was produced in different places.	AT3 – putting together information from sources. AT1 (iii) – describing features of an historical period. AT2 – looking at the accuracy of interpretations and how they depend on sources.	English – more advanced reading skills, discussion of how accurate and complete their displays are, handwriting for display. Technology – changes in design of ships.

<p>What happened at the Battles of Marathon and Salamis? Why were the Greeks fighting the Persians? (invasion, conquest)</p>	<p>Teacher presentation of the story of either the battle of Marathon or Salamis. Children sequence cards showing the events leading up to the battle. They produce a diagram to show the causes of either the Persian success at Marathon or the Greek victory at Salamis.</p>	<p>Accounts of Marathon or Salamis. Maps of area of battle. Sequencing cards.</p>	<p>AT1 (ii) – causes of the wars between the Persians and the Greeks.</p>	<p>English – listening to story. Geography – mapwork.</p>
<p>How did the Greeks explain their universe? What were the roles of myths, legends, science and philosophy? (civilisations)</p>	<p>Children listen to some Greek myths. They retell one of them for a different audience or in a different format, e.g. a puppet play, story for younger children. Discussion of the truth or falsehood of myths, e.g. the story of Theseus.</p> <p>Children produce filecards for a computer database of famous Greek scientists and philosophers. They discuss what the Greeks knew about the universe.</p>	<p>Books of Greek myths.</p> <p>Computer database.</p>	<p>AT1 (iii) – different features of an historical period.</p>	<p>Religious education – Greek mythology. English – retelling a story for a different audience. Mathematics – angles, number systems.</p>
<p>What happened to ancient Greece? How is our life affected by the achievements of the ancient Greeks? (civilisations)</p>	<p>Children construct a timeline showing main events in Greek history using prepared cards.</p> <p>Working in groups children are given pictures and artefacts showing Greek influences, e.g. eighteenth-century paintings, nineteenth-century buildings. They rate on a scale of 1-5 how far the Greeks influenced the design of these objects and buildings. Discussion about the use of Greek words in English and the use of the Greek alphabet in mathematics.</p>	<p>Cards, pictures showing influence of Greeks on later civilisations.</p>	<p>AT1 (ii) – consequences of Greek civilisation.</p>	<p>Art – characteristics of Greek art.</p>
<p>Has our view of the Greeks changed?</p>	<p>Children look at their display about Greek life created at the beginning of the project. They identify anything they would like to change and evaluate what they have learnt.</p>	<p>Original display. Pupil profile sheets.</p>	<p>AT2 – looking at how interpretations depend on knowledge.</p>	<p>English – speaking and listening.</p>

Major questions may need to be broken down into their component parts. For example, in the section on Greek ships children could be encouraged to ask the following questions.

- How do we know about Greek ships?
- What can we work out about Greek ships from illustrations on Greek vases?
- Were there different kinds of ships? Did Greek ships change over time?
- What was life like on board the ships?
- How were ships used for trade and war?

Identifying what children should know in depth and what they should know in outline

Once the broad outline of a scheme of work has been prepared, it can be helpful to identify which areas of content will be studied in outline and which in detail.

One teacher decided to emphasise the following areas of knowledge in the unit on *Ancient Greece*.

Children will know in detail about:

- the differences between Athens and Sparta, e.g. the difference between the city of Athens and settlement in Sparta, the different social groups in Sparta compared with Athens, the way in which children were brought up in the two states, methods of government;
- how we can use evidence to find out about daily life in Athens, e.g. artefacts, vase paintings, written evidence;
- ships, warfare, the Battle of Salamis;
- sport and leisure, the Olympic Games;
- religion, language and literature stories of Greek myths and legends, e.g. Odysseus, Theseus and the Minotaur, Hercules, Greek drama, the story of Socrates.

Children will know in outline about:

- the Greek heritage, including the influence of Greek art and architecture, scientific developments;
- religion, Greek gods;
- agriculture;
- trade, the extent of the Greek influence;
- the Persian Wars, Greece and Rome.

One way of managing the content and planning for progression is to identify the essential information required for any topic, e.g. a study of Greek ships. The essential information will depend on the historical question asked, e.g. the essential information would be different for a study of warships compared to a general study of Greek shipping, and will also, of course, vary according to the age and conceptual development of the children.

The use of a variety of teaching and learning strategies

Good teaching in history requires the use of a variety of teaching and learning strategies. This is important not only to sustain children's interest but also to aid progression. Within a study unit teachers should ensure that children encounter a variety of approaches including research, observational and diagrammatic work, drama and role-play, extended writing, individual, pair and group work. The type of activity should be guided by the purpose of the work.

Much of the stimulus and intellectual challenge of school history comes from skilful teacher exposition. This can include the well-told story, descriptions of the background to an historical event using slides or filmstrips or posing a series of questions as a basis for an historical enquiry. Teacher presentation coupled with the use of timelines can set events in context and establish links and connections. Such activities can set the pace of a project, allow for recap-ping and draw investigations to a conclusion. Teacher exposition need not be narrowly didactic, especially when it is coupled with pupil activities designed to reinforce learning.

It is not possible to teach all the content in the time available if every topic is approached through the use of sources or through first-hand experience. Well-designed class lessons, the use of video and tape recordings of radio programmes can enable children to build up outline knowledge of the content. This can provide a framework for more detailed investigations. Background information, which can be provided at different points in an enquiry, gives children the basis to enable them to become active enquirers on their own account.

Evaluating the treatment of content in a study unit

It is important that the co-ordinator monitors the treatment of content in schemes of work for study units to ensure that children develop both in-depth and outline knowledge. There is a danger that one area of content can be stressed at the expense of others. For example, it would be inappropriate to reduce the unit *Britain since 1930* to a study of evacuees. This would not provide children with a broad overview of the period in relation to the focus statement.



INSET ACTIVITY 3

Reviewing schemes of work for study units

Suggested INSET time 2 hours.

Purpose To evaluate schemes of work for history study units (KS2 and KS3).

Resources *History in the National Curriculum*, DES/HMSO, 1991.
History Non-Statutory Guidance, NCC, 1991 (pages C20, C21 and D6).
Schemes of work for study units (e.g. NSG pages G1–G3, and Diagrams 5 and 11 from this book).

Task Many schools are planning study units together and sharing ideas. This activity provides a way of evaluating a variety of different plans. It can also be used as a guide to planning units.

Select one or two schemes of work, preferably for the same study unit, and read page D6 of NSG. Compare the approaches to planning used. You may find it helpful to consider some of the following points.

- Are the key questions, issues and ideas related to the focus statement for the unit? Will they help children understand the main features of the historical period or issue being studied?
- Does the choice of content meet the statutory requirements? (Teachers will, of course, decide for themselves how much detailed factual content is required for each topic or theme in a unit. They will, however, need to ensure that the content is treated in ways which enable children to understand the broad outlines of a period or theme, as well as allowing them to investigate some issues in depth.)
- Are there opportunities to work towards all three ATs?
- Will the activities enable children to develop a sense of chronology?
- Will the activities enable children to develop their knowledge and understanding of the period being studied?
- Will children be able to use the range of sources identified in the Order? (See also NSG pages C20 and C21.)
- Do the activities provide opportunities for assessment?
- Are there links with other subjects? How might they be developed?
- Are there opportunities to develop information technology capability?
- How have the requirements to teach about the social, cultural, religious and ethnic diversity of societies and the experiences of men and women been met?
- Do the topics cover the different perspectives (political; economic, technological and scientific; social; religious; cultural and aesthetic)?

4 VALID HISTORICAL ACTIVITIES

Valid and worthwhile activities develop children's historical knowledge, understanding and skills in relation to both the ATs and the content in the PoS. Tasks should be devised which enable children to explore the content in the study units in relation to concepts and skills in the ATs. Used well, the SoA can help teachers plan activities which become increasingly more demanding across the key stage. Planning activities in relation to the ATs and the skills and concepts in the SoA ensures that assessment can be part of everyday teaching and learning.

USING THE ATTAINMENT TARGETS TO PLAN WORK IN HISTORY

The ATs are made up of the SoA. These set out the stages through which children can be expected to pass from 5-16. They are broad indicators of progression, rather than a rigid hierarchy, where achievement of one level is a necessary pre-condition for the next. Reference to the levels of the ATs will help to ensure a measure of challenge for children of different aptitudes.

In history each SoA is incomplete until it is applied to a specific piece of historical content. The statement at the top of the Order for each AT, *Demonstrating their knowledge of the historical content in the programmes of study, pupils should be able to . . .*, must be applied to every SoA. This means that all the ATs require children to draw upon knowledge and not just AT1 which has knowledge in its title. Children will need to select, use and when necessary recall detailed and relevant information from the appropriate study unit. This assumes increasing importance with each succeeding level.

Progression in children's historical understanding is not easily encapsulated in single level statements. Children are likely to display achievement across a range of levels and may well regress when faced with a new topic. This is why it is important to understand the broad progression in the ATs and the way in which they can be used to set teaching and learning objectives. The section *Links with the attainment targets* on page 16 of the Order shows how this can be done. Diagram 12 shows progression between KS1 and KS2 based on this section. There are similar sections for each key stage which help to establish progression from one key stage to another.



Diagram 12: Progression between Key Stage 1 and Key Stage 2, based on the sections Links with the attainment targets in the Order

	KS1	KS2
AT1: (i) Change and continuity	<ul style="list-style-type: none"> ● use common words and phrases relating to the passing of time, e.g. old, new, before, after, long ago, days of the week, months, years; 	<ul style="list-style-type: none"> ● use words and phrases relating to the passing of time, including ancient, medieval, modern, BC, AD, century; ● study different kinds of historical change; ● make connections between events and situations in different periods of history;
AT1: (ii) Cause and consequence	<ul style="list-style-type: none"> ● identify a sequence of events and talk about why they happened; 	<ul style="list-style-type: none"> ● investigate the causes and consequences of historical events;
AT1: (iii) Knowing about and understanding key features of past situations	<ul style="list-style-type: none"> ● observe differences between ways of life at different times in the past; 	<ul style="list-style-type: none"> ● make connections between different features of a past society;
AT2: Interpretations of history	<ul style="list-style-type: none"> ● develop awareness of different ways of representing past events; ● distinguish between different versions of events; 	<ul style="list-style-type: none"> ● develop awareness of different ways of representing past events; ● investigate differences between versions of past events; ● examine reasons why versions of the past differ;
AT3: The use of historical sources	<ul style="list-style-type: none"> ● find out about the past from different types of historical source. 	<ul style="list-style-type: none"> ● extract information from and comment on a range of historical sources related to a task.

Children will need opportunities to re-visit skills and concepts in lower level SoA. For example, the ability to make deductions from historical sources is required at Level 3 but this skill will be an important aspect of higher order work where children put together information from sources or work out how useful a source might be for a particular enquiry. Being able to make deductions will also support work towards the other ATs. Although work in KS2 will centre round Levels 2–5, children can be introduced to some of the skills and concepts in the higher level SoA. For example, children’s understanding of the ideas and attitudes of people in the past does not appear till Level 6 but this does not mean that they cannot discuss the beliefs and attitudes of people in past societies earlier in KS2.

In using ATs to plan activities, it is important to see the skills and concepts in all the SoA or a group of SoA as the overall objective. Together they make up the AT. SoA are not discrete hurdles which require specific tasks. To use them in this way could result in a narrow view which might distort the teaching of the historical content. For example, merely distinguishing between fact and point of view statements about the Gunpowder Plot will not allow children to develop knowledge and understanding of the event itself. Activities must be set in a context which enables children to understand an event or topic as a whole.

The SoA are primarily teaching and learning objectives. They can be used as an aid to plan broad approaches to the content of a study unit and to plan activities and sequences of activities. Particular aspects of history will relate to some ATs or SoA, e.g. looking at changes between life in 1500 and life in 1600 (AT1 Strand i) or the reasons why the Spanish Armada was unsuccessful (AT1 Strand ii). Individual SoA can be used to give a particular focus to some activities, e.g. after studying the history of their local village in the nineteenth century, children discussed the value of the census returns of 1851 for their project on life in a nineteenth-century village (AT3 Level 5).

Important skills and concepts for initial work in history are identified in the lower level SoA. They provide useful pointers for structuring work for children with special educational needs. The KS1 non-statutory materials (*Key Stage 1, History Standard Assessment Tasks*, SEAC, 1993) provide examples of work related to these ideas, as do the approaches in progression and differentiation in KS3 (*Teaching History to Pupils with Severe and Moderate Learning Difficulties*, CCW, due 1994). These approaches could be used in the context of the KS2 PoS.

When planning activities to develop children’s historical understanding, it can be helpful to use questions linked to ideas embodied in the SoA. Diagram 13 shows how questions can be related to the ideas behind the SoA at Levels 1–5. These questions can be used to enable children to focus on historical issues.

Chapters 5–9 illustrate how the stages in each AT can be used to plan suitably challenging work across the key stage in relation to each AT.

It is important to recognise that there are some activities often used in history which cannot be related to the ATs, e.g. colouring of pictures, joining up dots to reveal pictures of past scenes, and some cloze procedure activities. These will not develop children’s historical understanding. It is also important to realise that activities which may be related to other curriculum areas, e.g. producing a collage of Greek designs, will only enhance children’s historical understanding if they are presented as part of a broader and more rigorous historical study.

Before planning activities for a study unit it can be helpful to establish what children already know about a topic so that the activities extend and deepen children’s knowledge and understanding. It can also be helpful to see initial activities, e.g. sorting, sequencing and diagrammatic work, as part of a sequence which leads to a more extended work, e.g. an oral presentation or narrative or descriptive writing.

Diagram 13: Historical questions relating to Levels 1–5

AT1: Knowledge and understanding of history	AT2: Interpretations of history	AT3: The use of historical sources
<p>Strand (i) Change and continuity This strand requires children to:</p> <ul style="list-style-type: none"> ● sequence events and objects; <ul style="list-style-type: none"> Which came first/next/last? Which order did that happen in? Which is the oldest/most recent? ● identify what has changed or has remained the same; <ul style="list-style-type: none"> What has changed? What has remained the same? Why did this change but not that? ● Identify different types of change. <ul style="list-style-type: none"> Are some changes more significant than others? Can you group any of the changes you have identified? <p>Strand (ii) Cause and consequence This strand requires children to:</p> <ul style="list-style-type: none"> ● identify why things happened; <ul style="list-style-type: none"> Why did this happen? Why did he/she/they do that? ● identify the consequences of an event or situation; <ul style="list-style-type: none"> What effect did this have? What were the results of this? ● categorise causes and consequences. <ul style="list-style-type: none"> Can you group the causes/ consequences? Which reason/reasons is/are most important? <p>Strand (iii) Knowing about and understanding key features of past situations This strand requires children to:</p> <ul style="list-style-type: none"> ● identify differences and similarities between now and then; <ul style="list-style-type: none"> How was it different from today? How was it similar to the present? ● identify differences and similarities between periods in the past; <ul style="list-style-type: none"> How was one period different from the other(s)? In what ways were things similar in this period to another? ● identify different features within a period; <ul style="list-style-type: none"> How did people live/think during this period? Did it happen differently in different places? ● make relationships between different features of a past society and thus begin to gain a 'sense of period'. <ul style="list-style-type: none"> How do these features relate to one another? 	<p>This AT requires children to:</p> <ul style="list-style-type: none"> ● understand that stories can be about real or imaginary people; <ul style="list-style-type: none"> Are the people in the story real? Why do you think that? How could you work out whether they really lived? ● develop awareness of different ways in which past events are represented; <ul style="list-style-type: none"> Does this book give a different version of the story to this illustration? This poster shows us one view, can we find others? Is this fact or simply opinion? How do we know? What other versions of this story do you know? ● investigate differences between versions of past events; <ul style="list-style-type: none"> How do the interpretations differ? What different information do they give us? Are some more believable than others? Why? ● examine reasons why versions of the past differ. <ul style="list-style-type: none"> Who produced the interpretation and what was their standpoint? Why were the interpretations produced? How does this person know what happened? 	<p>This AT requires children to:</p> <ul style="list-style-type: none"> ● investigate sources to find out information about the past; <ul style="list-style-type: none"> What does this source tell us about the past? ● work things out (make inferences) from a source; <ul style="list-style-type: none"> What can we work out from this source? Who do you think made, wrote, drew it? Where might it have come from? Who might have used it? How can you tell? How can you find out? What can this source tell us beyond what we can read in it? ● put together (synthesise) information from different sources; <ul style="list-style-type: none"> What can you find out from these different sources? ● consider how useful a source is for a particular line of enquiry or investigation. <ul style="list-style-type: none"> How useful is this/are these source/sources? Do the sources help us find out what really happened? Are some kinds of sources more useful than others for this enquiry?

Extended writing

The Order requires children to present results of their work orally, visually and in writing using a range of techniques. Sorting exercises and sequencing diagrammatic work should be seen as preludes to more extended pieces of work. Both narrative and descriptive writing are identified in the non-statutory examples as particularly suited to KS2. Children should have opportunities to write both short answers and longer pieces of work. More extended writing can enable children to demonstrate what they know and to develop their descriptions or narratives. In order to develop their ability to present historical narratives and descriptions, it may be helpful if children experience:

- a structured approach to writing;
- writing as the final stage in a sequence of activities.

In one Year 6 class children considered the range of attitudes towards evacuation and evacuees in wartime Britain. This was researched from a range of contemporary sources. After children had done their preliminary researches the teacher led a whole class discussion of their findings. She drew out from the children the fact that different types of people tended to have distinctive views about evacuation and evacuees. She then took the discussion a stage further and enabled some of the children to see that within the types or categories of people there was often a mixture of feelings and viewpoints. The children were then given a framework which enabled them to differentiate between the different viewpoints. An example of the work produced as a culmination of this activity is shown below.

Evacuation : Points of View

<p>Parents: Parents at that time must have felt some happiness that their children would be safe from bombs and harmful gases. They could also feel very sad to think their children would be going to a totally different place with a know family. But over all I think they must have felt pleased evacuation had been thought of just for the safety of their children's lives.</p>	<p>Teachers Teachers may have felt pleased about evacuation for the safety of the children's lives. Some teachers may have felt responsible if a child did not like the family they were with. Teachers knew they had to go so they could teach the evacuees in community places and might have felt scared deep down.</p>
<p>Host families: families who would be willing to put children up would have thought that evacuation was important in towns that were in great of being bombed. Other families were just glad to have an extra pair of hands. Some families thought they would be having a poor child and would not fit their ways of life. Also people were encouraged by the money they would be getting.</p>	<p>Children: The thought of going away must have made children excited because some of them had never been on a train and never saw the country, animals or walked for miles without seeing a house. But some didn't like evacuation.</p>
<p>family but deep down evacuation seemed good to the children that they knew they would be safe from bombs and would not get in the way.</p>	<p>Government The government thought the idea evacuation was just for the safety of British children. Because they knew lots of people would die but the children would be safe in the country. They knew they were doing the right thing and each child's parents would agree.</p> <p style="text-align: right;">E 5/6</p>

INSET ACTIVITY 4

Using the attainment targets and statements of attainment in the context of planning activities

Suggested INSET time 1 hour per task.

Purpose To help colleagues understand the nature of the ATs and SoA and how they can be used to plan activities.

Resources Photocopies of Diagrams 12–15.
History in the National Curriculum, DES/HMSO, 1991 (pages 14 and 16).
Examples of activities from National Curriculum textbooks.

Task 1 Use the sections *Links with the attainment targets* in the Order, and Diagrams 12 and 13, to explain the ATs and show how activities can be linked to the SoA. Explain that activities can cover more than one AT.

Photocopy and cut up enough copies of the activities in Diagram 15 for colleagues to work in pairs or small groups. (It can be helpful to place each set of cards in an envelope.)

Using Diagram 14, ask colleagues to sort out the activities into three categories, those related to AT1, AT2 and AT3. Then ask them to divide the AT1 activities into the three strands. The activities can then be sorted in order of difficulty and linked to relevant SoA.

Ask colleagues to compare their charts. Were any activities hard to place? Why? Do any activities cover more than one AT?

Task 2 Ask colleagues to discuss in pairs how two or three of the activities they use to teach history relate to the ATs and SoA. For example:

- sorting pictures of life in Tudor times into categories, such as pictures of agriculture, urban or court life (AT1 Strand iii);
- looking at various sources which provide evidence about life during the Blitz and preparing a display (AT3).

Task 3 Collect some examples of teaching activities from National Curriculum textbooks. Discuss how these relate to the ATs. Are they valid activities which will develop children's understanding?

Diagram 14: Chart for sorting activity

AT1: Knowledge and understanding of history			AT2: Interpretations of history	AT3: The use of historical sources
(i) Change and continuity	(ii) Cause and consequence	(iii) Knowing about and understanding key features of past situations		

Diagram 15: Activities related to attainment targets

AT1 (i)	AT1 (ii)	AT1 (iii)	AT2	AT3
<p>Make a wall display of Tudor monarchs in chronological order.</p>	<p>Give some reasons for the outbreak of the Plague in 1665.</p>	<p>Compare the design of Viking ships with the ones used by Columbus.</p>	<p>Watch a section of the film 'Oliver'. Discuss whether it gives a true picture of Victorian life.</p>	<p>Make simple deductions about life in Victorian schools using extracts from Victorian school log books.</p>
<p>Write about changes in the design of ships in the sixteenth and seventeenth centuries.</p>	<p>Draw a diagram to show the consequences of scientific discoveries in the nineteenth century.</p>	<p>Produce a wall display about town life in Tudor times.</p>	<p>Compare a Tudor inventory to a reconstructed Tudor room in a museum or stately home.</p>	<p>Use a museum visit to show how we can answer questions about the past, e.g. what methods of navigation were used by late fifteenth-century sailors.</p>
<p>Draw a diagram to show change and continuity in farming in the nineteenth century.</p>	<p>Discuss which was the most important reason why Cortes conquered the Aztecs.</p>	<p>Write about the changes in a village as a result of enclosure.</p>	<p>Discuss how different opinions at the time and more recent research have produced different versions of the story of the Gunpowder Plot.</p>	<p>Using information from the study of artefacts, written sources and pictures, write about different aspects of Greek society.</p>

5 CHANGE AND CONTINUITY

DESCRIBING AND EXPLAINING HISTORICAL CHANGE

The first strand of AT1 is concerned with the **process of change**. The past is distinctive from the present because some aspects of life are constantly changing. The idea of change is, therefore, at the heart of history. AT1 also involves the idea of **continuity**—that is, the way in which some features of life remain unchanged over a number of years.

At KS2 success in describing and explaining change and continuity depends upon the acquisition and application of a number of important skills. These are identified in the General Requirements section of the PoS, where it states that: *Pupils should have opportunities to . . .*

- *use words and phrases relating to the passing of time, including ancient, medieval, modern, BC, AD, century;*
- *study different kinds of historical change . . .*
- *make connections between events and situations in different periods of history . . .*

PROGRESSION ACROSS THE KEY STAGE

By the end of KS1 most children should have understood that the past was different to our own world. At KS2 the majority of children should learn to go beyond the identification of differences through time to considering different types of changes and how change has taken place. To describe change accurately children need to be able to distinguish between change and continuity, and between changes of different types. There are several elements to this more mature understanding of change.

- It is dependent on and linked to **chronological understanding**.
- It is an essentially **comparative** concept, requiring a level of detailed knowledge about distinct situations or the situations before and after an important development.
- Most significant changes in history were also highly **complex**, and involved the inter-relationship of a series of factors.

Aspects of the programmes of study and change and chronology

The KS2 PoS requires teachers to help children *develop a sense of chronology*. Chronological knowledge relates to an individual's ability to place events in a correct sequence using appropriate words and phrases relating to the passing of time. Understanding of change is not possible without a chronological framework. At KS1 the language of chronology should be largely everyday terms, such as *old, new, before, after, long ago, days of the week, months, years*. By KS2 there is a need to start using the more technical language of the historian, including *ancient, medieval, modern, BC, AD, century*.

The General Requirements state that: *Pupils should be taught about the chronology of the main events and developments in the programme of study*. This obligation can be translated into classroom practice at three, equally important, levels.

- Children should encounter the broad sweep of time from pre-history to the present. As the key stage progresses teachers can make comparisons across study units to reinforce this chronological overview. The long-term thematic supplementary unit can help develop children's awareness of change across long periods of time.
- Most study units focus on a particular period or society. Teachers should establish a timeline describing changes within each period that helps children understand change within periods.
- Each main event or development has its own chronology. Besides a broad outline of change over many years children need to consider the sequence or 'story' which lies behind any event or development.

WAYS OF TEACHING ABOUT CHANGE AND CONTINUITY

The diagram below illustrates a broad progression in helping children understand change in history.

Diagram 16: A summary view of progression in work on change

From	To
<ul style="list-style-type: none"> ● Activities involving the use of everyday terms relating to the passing of time: old, new, before, after, long ago, days of the week, months, years. ● Understanding the sequence of events in an historical story. ● Identification of simple differences over time. ● Awareness of obvious contrasts between past and present. ● Production of basic timelines which present information in the correct chronological order. ● Description of particular, concrete examples of change. 	<ul style="list-style-type: none"> ● Activities that require the correct use of historical terms relating to the passing of time: ancient, medieval, modern, BC, AD, century. ● Placing pictures, artefacts and other sources in correct chronological sequence through the application of period knowledge. ● Extended written descriptions of changes over a period of time. ● Understanding that there is usually both change and continuity in any development through time. ● Production of complex timelines that require the analysis of changes through time. ● Ability to analyse change through the use of general, abstract terms such as gradual or rapid, important or unimportant, economic or religious.

Developing a simple understanding of change and chronology

In the initial stages of work in history children will need to be helped to recognise simple changes. A number of strategies can be used to develop this basic understanding of change through time.

- Sequencing events in historical stories

Any story for children set in the past may illustrate changes over a period of time. Children can undertake a variety of sorting exercises which develop their understanding of these changes. (*Teaching History at Key Stage 1*, NCC, 1993, gives examples of these type of activities.)

- Sequencing everyday examples of change through time

Children can learn how common features of everyday life have changed. They can study, for example, how costume or architecture changed 1500–1700, or 1930–1990. Having established some understanding of the topic, they can use this knowledge to place pictures showing clothes or buildings at particular times in the correct order.

- Showing change diagrammatically

Children can produce diagrams showing change over time. For example, children could sort artefacts from 1890 and 1990 into two groups and then draw a diagram to show the things which had changed. Timelines can also be used to develop a sense of change over time. (*Teaching History at Key Stage 1*, NCC, 1993, shows how timelines can be used to develop children's sense of chronology.)

- Looking at sources which illustrate change

Sources of all kinds can be a stimulus for the identification and analysis of change. Often work will focus on the comparison of sources from different times, e.g. comparing photographs of street scenes at different times.

Looking at change in more detail

- Enquiries into particular examples of change

Children can research topics relating to change and continuity. The results of these findings can be communicated orally and in written form. Enquiries can range from a simple descriptive account of change to a sustained analysis of change and continuity and the complexity of change.

- Timelines and making sense of complex changes

Timelines can be used to show a lot more than a sequence of dates. In the unit *Tudor and Stuart times*, the PoS refers to *Tudor and Stuart rulers; major events, including the break with Rome, the Armada, Gunpowder plot, Civil War and Restoration*. A timeline can obviously be used to demonstrate, in visual form, the chronological order of kings, queens and events. This is important but it is only the starting point. The timeline can also be used to give children some insight into the nature of the changes that underpin this list of people and events. The distinction between dramatic change and constant features is similar to the idea that some changes take place suddenly while other changes are far more gradual. On a timeline a distinct notation can be used to show that some changes on a timeline happened very rapidly, while other changes took place over many years. In one class, for example, children were told to use red ink when writing about 'quick changes' and black when describing 'slow changes'.

Timelines can be produced with several columns running against the time axis. These columns can be organised under different categories, such as Who was in charge? What did buildings look like? What did people believe? In each case there is no single answer which was true throughout the period 1500–1700 because politics, architecture and religion were all subject to change. Children could either research these issues or sort out into the right category prepared information cards supplied by the teacher. Timelines showing distinct themes in this way can be used to make accessible relatively abstract terms or ideas. Developments described in the PoS, such as *the break with Rome* or *the beginnings of the British Empire* were each made up of a series of particular events over a long period of time. By mapping out these events on a thematic timeline children can be encouraged to see the more abstract **trend** from the pattern of particular events. A complex

timeline of this sort places side by side a substantial body of information. Children can be encouraged to look for connections across the categories. Children can then be asked relatively demanding questions, such as ‘What problems did people have in Tudor times that we do not have today?’ Children can find the answers by a thoughtful reading of the timeline.

- Using sources to investigate change in more detail

Many written sources follow a chronological format. Children can use such sources, or simplified versions, to identify patterns of change.

In one school the class looked at a transcript of the births for each year of the seventeenth century from the local parish register. They plotted the annual number of births as a graph and were able to see variations in the numbers over the century. Similarly, another class was able to show in bar chart form the fall in the number of farm labourers in one part of Victorian England by using information for their village from each ten yearly census 1851–1891. The graphical display of these chronological patterns will naturally lead some children to ask why particular changes took place.

During the core study unit *Invaders and settlers*, one teacher made use of the Anglo-Saxon Chronicle. This contemporary source records the history of the Anglo-Saxon people in chronological format. Year 3 children were given photocopies of a range of extracts describing the wars between Saxons and Vikings, from the first attack on Lindisfarne to the defeat of the Vikings by Alfred. The text was difficult so the teacher read it through carefully and explained many of the references. The class had maps prepared by the teacher so that they could see the location of places like Wessex and Athelney. After discussing the matter in small groups, the children used different coloured pens to indicate entries which showed Viking victories and Viking disasters.

SAXONS V VIKINGS!

793 The heathen Vikings attacked and miserably destroyed God's church in Lindisfarne. They stole much and slaughtered many.

794 The heathen Vikings raided Northumbria and robbed the monastery at Jarrow. One of the Viking leaders was killed at Jarrow. Some of their ships were destroyed by storm. The Vikings onboard either drowned or were killed when they got to shore.

851 350 Viking ships sailed up the Thames. They were attacked by an army from Wessex. The Vikings were beaten and there was a great massacre of the Vikings.

867 A Viking army spent winter in East Anglia and then marched to York. The people of Northumbria attacked York but were slaughtered by the Vikings.

870 The Vikings returned to East Anglia. They killed the king of East Anglia and took all his land. They destroyed all the monasteries in East Anglia.

872 Alfred became king of Wessex. A month later he attacked the whole Viking army. At first Alfred seemed to be winning but in the end his men had to run away.

878 The Viking army attacked Wessex in the middle of winter and captured most of it. Alfred the king and a few companions escaped and hid in woods and marshes. After Easter set up camp at Athelney in Somerset. The local men came to join him and he started to fight back against the Viking army. Soon Alfred was joined by other men from Wiltshire and Hampshire. When he felt strong enough Alfred attacked the whole Viking army at Edington. Alfred won and the Vikings agreed to leave his kingdom.

≡ = Vikings winning
≡ = Vikings losing

- Using historic sites and buildings to examine change

Most non-written and many written sources do not follow a chronological format. There are a few important exceptions to this. Significant archaeological sites commonly provide evidence over a sequence of periods. For archaeologists the stratigraphy of a site is a kind of timeline which they use to categorise and understand their finds. There are computer programs that simulate the process of digging through the distinct layers or periods. These can be used to reinforce chronological understanding. Equivalent activities are possible without the use of information technology.

In one school a teacher constructed an imaginary archaeological site in London with layers of finds from throughout the Tudor and Stuart period. The class used the dates of coins and the styles of pottery to date different layers. Once a chronology is established, children like real archaeologists can use their background knowledge to reflect on the changes on the site. In this case, having previously done work on the Great Fire of London, children could make sense of the destruction layer dated to the 1660s and a shift to stone and brick as building materials.

Looking at change and continuity

By the end of KS2 many children should be able to understand that while some things change, other things can remain the same. Children can be given a series of pieces of information about a period and asked to sort them into **change** or **continuity** categories.

Timelines can be used to show continuity as well as change. Features of a period which remained constant could be shown as a thread running through the whole period.

Children in one school were given an assortment of pictures. Some of the pictures showed dramatic, specific events—such as the Armada, the Gunpowder Plot and the Great Fire—other pictures illustrated characteristic features of the whole period—such as the poor state of inland transport, the importance of the countryside and the gap between rich and poor. The children were asked to distinguish between ‘events’ and ‘features’. A special notation was used on a class timeline to show that the events were ‘one off’, unique occurrences, while the features were as true in 1650 as they were in 1485.

Children can use contemporary sources from different dates to identify points of change and continuity. Able children will be able to understand that the same sources can offer evidence of both change and continuity. Two pictures of harvesting at different dates may show people using identical sickles to cut the crop (= continuity), while wearing very different costume (= change).

Long-standing historic buildings are often an embodiment of both change and continuity through time. The thematic units allow the study of such developments across long periods of time. In, for example, study of *Houses and places of worship* children can be given a tangible sense of chronological development. They could see, for example, how a present-day royal palace serves some similar functions to those it had in the Middle Ages, although its physical appearance has been altered dramatically by Victorian restoration. Historic parish churches are particularly suitable for work of this kind.

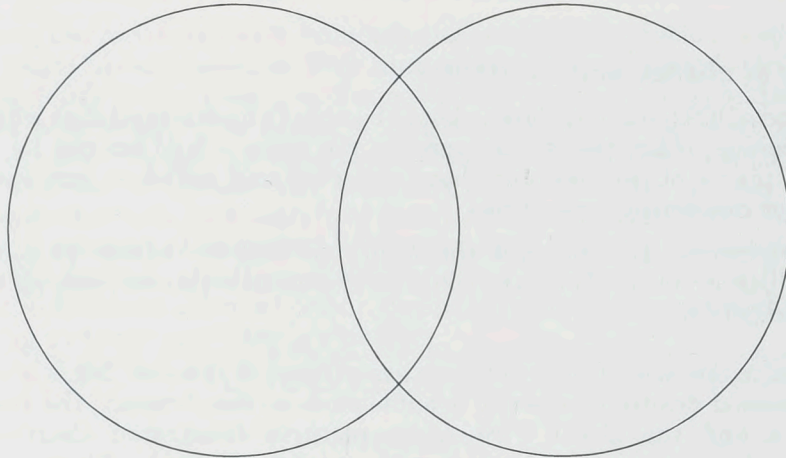
In analysing contrasting sources as evidence for change and continuity, teachers may wish to use a form of Venn diagram to help children organise their thoughts. If two sources are being compared, children need a diagram showing two partially interlocking circles. The area of overlap is the place where children should write down any evidence of continuity based on common features in the two sources. Evidence of change should be represented by statements about the distinctive characteristics of the sources placed in the other parts of the two circles.

The following example show how this technique was used by children looking at a copy of *The Times* for 1805 and a modern edition. This was done as part of a study unit on *Writing and printing*. Having identified both changes and continuities the Year 5 children were asked to try to explain why the changes had taken place.

NEWSPAPERS PAST AND PRESENT

The Times 1805

The Times today



NEWSPAPERS PAST AND PRESENT

We looked at two newspapers, a copy of *The Times* from 1805 and one from 1993. We noticed what had changed, and why it had changed.

Changes	Reasons
There are not any pictures in the old news paper.	Because there were not cameras in 1805.
The paper is yellow in the news paper in 1805 and white in 1993.	Because when the paper is old it goes out of colour.
The title in 1805 is different to the one in 1993.	Because in 1805 they had different writing to us now and you can read it better.
There are not many pages in the 1805 newspaper.	Because in 1805 they could not get news from around the world.
There were not any crosswords in 1805	I think because they had not been invented yet.
The mast has changed from 1805	Because they changed it so you could see it better.

Different kinds of change

The Level 5 statement for AT1(i) refers to the ability to *distinguish between different kinds of historical change*. Although only more able children will be able to operate at this level in a sustained way, all children ought to have an opportunity to study changes of different kinds. The entitlement of all to this aspect of historical work is reinforced by the section in the General Requirements for KS2 history which states that: *Pupils should have opportunities to . . . study different kinds of historical change*. The prescribed perspectives can help teachers to choose a range of significant examples of change across the key stage:

- political change;
- economic, technological and scientific change;
- social change;
- religious change;
- cultural and aesthetic change.

The content of some units lends itself particularly well to the consideration of specific types of change. A study of *Ships and seafarers*, for example, is likely to emphasise the importance of technological change. By contrast, the PoS for *Britain since 1930* lays particular emphasis on the importance of cultural changes, including changes in *popular culture . . . fashion, music and sport . . . radio, the cinema and television, changes in architecture*.

Children can show that they understand the difference between changes of different kinds by doing sorting exercises in which they are given specific examples of change and asked to place them in the correct category.

While occasional use of such sorting exercises will be valuable, they are not the only way for children to show that they can *distinguish between different kinds of historical change*. Children can also show their understanding in a less mechanistic way by the use of appropriate terminology when describing the impact of a particular change on people in the past. A mature description of any change is likely to provide answers to the following questions, and in the process reveal evidence of this ability to distinguish the following.

- Was this an important change?
- Was this a dramatic or gradual change?
- Did this change affect different people in different ways?
- Did this change make life better or worse?
- Did this change take place in lots of countries at the same time or was this a change that only took place in the local area?

INSET ACTIVITY 5

Change and continuity

Suggested INSET time

2–3 hours.

Purpose

To consider ways of helping children develop an understanding of change and continuity.

Resources

Photocopies of pages 43 and 44.
History in the National Curriculum, DES/HMSO, 1991.
Schemes of work for study units.

Task 1

Compare all four of the British core study units. Are there any common areas of content that could be used when making comparisons of change across study units? You could, for example, look at the way religion or family life is touched upon in each unit. Identify any period terms, e.g. ancient, medieval, modern, which could help children describe changes in a unit and across all four units.

Task 2

Choose either *Victorian Britain* or *Britain since 1930*.

For this study unit, what examples are there to exemplify the following ideas about change?

- Over time some things change while others stay the same.
- Some changes are gradual, while others are dramatic.

For your chosen examples, is it possible to devise activities that extend understanding of these ideas?

Task 3

Look at pages 43 and 44. They describe some ways of using timelines which involve children reflecting on the complex nature of change. Consider the category A unit you are planning to teach which is about change over a long period of time, e.g. *Food and farming*. How can children construct a timeline which develops their understanding of different kinds of historical change?

6 CAUSE AND CONSEQUENCE

MAKING SENSE OF CAUSE AND EFFECT

The second strand of AT1 describes ways in which children can be introduced to the analysis of causes and consequences. Two fundamental questions underpin work towards this part of AT1.

- Why did this event happen?
- What were the results of this event?

The General Requirements section of the PoS describes how: *Pupils should have opportunities to . . . investigate the causes and consequences of historical events.*

Considering why people in the past acted as they did or why events happened can help children make sense of their own actions and other events in the world around them. They can learn that the reasons behind significant actions are often complex and this can help them to avoid seeing the actions of others in simplistic terms.

PROGRESSION IN CAUSE AND CONSEQUENCE

Identifying motives and causes

The first step towards work on cause is taken when each individual becomes able to reflect sensibly on the reasons behind personal actions. For this reason Level 1 refers to the ability to *give reasons for their own actions*. Children must show the need to consider actions in an historical context. While the majority of children at KS2 will be operating above Level 1, teachers can continue to refer to examples from the children's own experience in order to exemplify some of the ideas about cause and effect which they will meet in history. Many of the concepts which underpin the higher levels will seem more accessible if comparisons are frequently made to familiar situations.

As children progress beyond simple reflections on their own actions, they should naturally move on to the consideration of why people in the past acted as they did. Underlying the SoA is the idea that children should first attempt to identify **motives** before they move on to the larger and often more difficult task of describing **causes**. The Level 2 SoA focuses on motives; at Level 4 the SoA refers to causes. A motive is the conscious intention which leads an individual to act in a particular way. A cause is any valid reason, conscious or otherwise, which can be listed to explain why an event took place. A motive is one example of a cause but there are also other, more abstract types of cause. These distinctions are probably best examined through an example. In studying *Exploration and encounters 1450 to 1550*, children could consider the motives which led Columbus to mount his expedition. This would involve speculating on why he decided to cross the Atlantic. More able children could understand that the voyage to the New World was also the result of more general causes, such as difficulties in the overland spice trade and the state of geographical knowledge in the late Middle Ages.

Introducing the idea of consequences

Motives lead to actions; actions have consequences. Consequences are not given any explicit mention in the SoA until Level 4 but children operating at below Level 4 can still be introduced to the idea of consequences. There are various ways of exploring links between intentions and outcomes. Simple board games can be designed to show that events are shaped by human decisions. A board game could, for example, show possible routes that a Viking trader could use to travel from a Danish port to Jorvik. Children choose different routes and experience different fortunes. They can then appreciate that the success or failure of the journey can be a result or consequence of a particular decision. Computer simulations often have a similar format, with the player encountering a series of dilemmas and having to make a choice and then live with the consequences.

Making connections

The SoA for Levels 3–5 suggest that children have moved beyond the relatively concrete world of motives to a consideration of more abstract ideas about cause and effect. As children grow in maturity they should encounter examples of cause and consequence which relate to broad trends and developments. This enlarged perspective is seen at Level 3, where the Order gives, as an example of a valid activity, *Select from a list of possible causes one reason why in Victorian times railways became a more important form of transport than canals*. The shift from canals to railways is an enormous development, and clearly it cannot be explained simply by reference to individual motives. At this level and beyond children need to be able to refer to impersonal causes as well as conscious personal motives.

At Level 4 children should be able to *show an awareness that historical events usually have more than one cause and consequence*. An in-depth study of cause and effect ought naturally to provide opportunities for children to see that simplistic explanations are not enough. Some stories of events contain reference to several casual factors. With sufficient guidance, the general questions ‘Why did this happen?’ and ‘What happened as a result?’ can be used to elicit answers that refer to several causes or consequences.

Types of cause and consequence

At Level 5 the SoA refers to the ability to *identify different types of cause and consequence*. There are many different but valid ways of categorising types of cause and consequence:

- some events are a consequence of the action of **influential individuals**, other events result from **great popular movements**;
- sometimes **chance** plays an important part in the shaping of events;
- causes and consequences can vary **geographically**;
- some factors **accelerate** events, while other factors **hinder** change;
- causes and consequences can be **political, economic, technological and scientific, social, religious or cultural and aesthetic**;
- both causes and consequences can be **long term or short term, gradual or sudden**;
- particular factors can **vary in importance**.

This list of types refers to the sort of technical terms used by historians when describing cause and effect. It is possible to set up sorting exercises which develop children’s ability to use these terms successfully. Children could be given pictures with brief captions showing a number of causes of a particular event. They could be asked to sort the causes into, for example, either short-term or long-term factors.

WAYS OF HELPING CHILDREN UNDERSTAND CAUSATION

The diagram below shows a broad progression in ways of helping children understand cause and consequence.

Diagram 17: A summary view of progression in cause and consequence

From	To
<ul style="list-style-type: none"> ● Ability to make sensible comments about one’s own actions. ● Emphasis on individual thoughts and motives. ● Assumption that any event is likely to have a single cause. ● Description of cause or consequence in simple terms. 	<ul style="list-style-type: none"> ● Capacity to analyse the actions of people in distant and unfamiliar historical settings. ● Emphasis on more general and impersonal causes. ● Ability to explain the way events usually have several causes and consequences. ● Analysis of cause and consequence with reference to abstract ideas such as short term and long term.

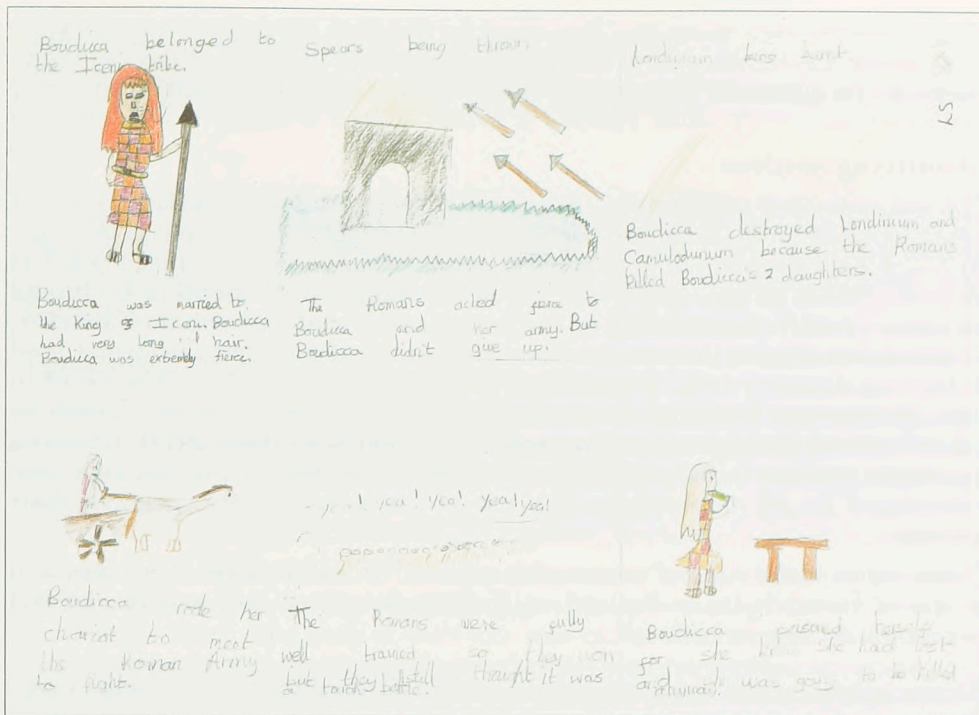
Telling the story

In any work on causation it is necessary to establish the sequence of events or the nature of the development that is to be explained. In other words, children need to know the story before they can reflect on likely causes and motives. Any valid narrative account of an event or development is likely to contain important clues relating to causation. Children should be encouraged to recognise the importance of the sequence of events: often a story constitutes a chain of causation and the order of events is of great significance.

In the example of work opposite, Year 4 children were asked to re-tell the Boudicca story in picture form in order to test how far they understood the sequence of incidents that makes up the story of the rebellion.

Using a story to reflect on causation

Stories about the past usually say **what happened** and suggest **why it happened**. Children can be encouraged to make this distinction and given opportunities to identify information relevant to the question ‘why did this happen?’ This can be done with a story told by the teacher, found in a fiction or non-fiction book or based on a contemporary source.



Sequencing parts of a story can be used to reinforce knowledge of events and to understand the causes of events. If the timescale of the story is sufficiently extended, work of this kind can also reinforce chronological understanding.

In the following example a teacher of a class of Year 4 and Year 5 children took the story of the build up to the Armada and made it into a kind of flow chart.

Between 1520 and 1550 countries in Europe became divided into Catholic and Protestant countries. The most important Catholic country was Spain.

In 1558 a new ruler took charge in England. She was called Queen Elizabeth. She had to decide whether England should be Catholic or Protestant. Elizabeth said that England should be a Protestant country.

The King of Spain was called Philip. He heard that Elizabeth had made England a Protestant country. He was very angry.

Spain was very rich. Ships brought gold and silver to Spain from America. The English were jealous. In the 1570s English ships attacked Spanish ships to rob the gold and silver.

King Philip of Spain fought a war with Protestant people in Holland. In 1585 Queen Elizabeth decided to help the Protestants. She sent money and soldiers to Holland. Philip was cross.

Philip decided to conquer England. In 1588 he sent a great armada of ships as part of his plan to attack England.

The children were given the flow chart in the form of jumbled up information cards. Their task was to sort out the cards into the right order and then answer the question 'Why do you think Philip sent the Armada?'

Identifying motives

The non-statutory assessment tasks at KS1 suggest some practical ways of enabling children to think purposefully about the motives of people in the past. At Level 2 children are able to *suggest reasons why people in the past acted as they did*. **To be of any historical value the suggestions need to be based on some specific knowledge of the actions of a real historical character.** Children can express their suggestions in a variety of ways but the format used in the non-statutory tasks is one effective approach. Children could be asked to take at least two historical characters they had studied. They could then be asked to think about what each character did and **why they did it**. Children put words into the mouths of pictures of these characters. Valid responses are encouraged by an emphasis on the use of the key word 'because' in their answers.

These same ideas can, of course, be explored in other ways. Children can be given research tasks focused on finding out about the motives behind important actions in history.

In one school a class was given a number of reference books and groups took turns trying to find out why Charles I was beheaded. Each group was given a pro forma on which to write up the results of their enquiries. These sheets all had an introductory stem statement that stressed the key word 'because'.

'Charles had his head cut off because . . .'

Activities of this kind can lead to role-play. Children can be given an historical personality. They can be told about a specific action of this person and asked to find out why their personality acted in this way. These explanations can be presented in role to the rest of the class. Other children can interrogate the person to find out more about the relevant motives. **While this can be a lively way of exploring a question of causation, great care is needed to ensure that the role-play is rooted in historical knowledge rather than speculation or unsupported imagination.**

Timelines which illustrate cause and effect

Timelines can be used to support work on motive and cause. Mini-timelines can be used to plot the causes or consequences of important events.

In one school children were given a series of explanations of why Henry VIII divorced Catherine of Aragon.

- All through his life Henry was desperate to have a son who would become King after him.
- Catherine only had one baby who lived, she was a girl called Mary.
- Henry met and fell in love with Anne Boleyn.
- When Henry married Catherine he was sure that she would give him a baby boy.

The children were asked to find out when each of these situations took place. They then produced a small timeline, illustrated with appropriate period details to show the sequence of events. As a result the children were better placed to understand that there was more than one reason for the divorce and that some factors were operating long before Henry met Anne.

Using sources to investigate causes of an event

Often written sources are in narrative form and tell the story of an event. Children can be asked to use the source to identify clues which suggest causes or motives.

A mixed class of Year 3 and Year 4 children read together the account of Boudicca's rebellion based on the writings of Tacitus. They were then asked to find at least three clues as to why there was a rebellion against the Romans.

The story of Boudicca

A Roman writer called Tacitus wrote down the story of how Queen Boudicca went to war against the Romans. Read what Tacitus said. Then see if you can find three or more clues in the story that tell us why Boudicca attacked the Romans.

When the Romans came to Britain there were lots of different British tribes. Each tribe was a group of people with its own king. One tribe was called the Iceni. The king of the Iceni was called Prasutagus. He lived a long time and was very rich. Just before he died he decided to divide up his lands and give half to the Romans and half to his two daughters. He thought this would make the Romans happy.

The Romans wanted all his lands. When Prasutagus died the Romans came and took all his lands. His wife was called Boudicca. The Romans attacked Boudicca and her two daughters. The Romans treated them like slaves. All the chief men of the Iceni had their own farms. The Romans came and took all these farms for themselves.

Boudicca and the other Iceni people were very angry. They had been cross with the Romans even before Prasutagus had died. Old Roman soldiers had moved in to a place called Colchester, in the middle of the Iceni lands. These old soldiers had thrown some Iceni people out of their farms and taken them for themselves. The Romans had put up a temple in Colchester. They made the Iceni pay money to help build and look after the temple.

Boudicca and her people decided to attack the Romans in Colchester. This was because the Romans had not bothered to build a wall around their town. There were very few Roman soldiers in Colchester. It was easy for Boudicca to capture Colchester and kill all the Romans.

Why did Boudicca attack the Romans?

1. Because the Romans conquered their Land.
2. The Romans were being greedy and not taking half the land but taking all the land and farms
3. The Romans barged in and started throwing people out of their houses and living there themselves.
4. The Romans were not nice to Boudicca. They started attacking her.



Some children at KS2 can work out motives and causes from relatively difficult sources. This process is more likely to be successful if they are given a significant degree of structure within which to reflect upon the reasons behind an event.

In one school Year 3 children were studying the conquistadors as part of *Exploration and encounters 1450 to 1550*. This work came towards the end of the unit at a point when children had acquired a good grasp of the voyages of exploration and the nature of Aztec civilisation. The teacher introduced the Spanish conquest of the Aztec Empire through a whole class lesson involving exposition and the use of audio-visual resources. During the next session a small group of more able children was asked to use sources to answer the question 'Why did Cortes go to Mexico?' This allowed children to show both insight into the motives of Cortes and the capacity to combine information from different sources. Below is the worksheet they were given.

Why did Cortes go to Mexico? Was it:

- (A) because he was a Christian and he wanted to tell the Aztecs all about Jesus;
- (B) because he was greedy and wanted to make himself rich and powerful.

Look at these descriptions of what Cortes did in Mexico and decide whether you think A or B is right.

Cortes meets Montezuma

An Aztec, known as the Mexican Chronicler, wrote about what happened when Cortes and his men reached the lands ruled over by Montezuma.

Montezuma sent magicians to see if they could put a spell on the Spanish. The magicians returned and said that their magic did not work against Cortes. After this Montezuma gave orders that everybody should be friendly towards the Spanish and should give them everything they needed. Cortes and his men were given all sorts of gifts. Many of these were thrown away but when the Spanish were given gold they were very pleased and started to smile. Cortes and his men seemed to be overjoyed by the gold.

Montezuma decided that Cortes must be a god who had come down from the sky to visit them. One of the Spanish men, called Diaz, wrote down what happened when Cortes reached the Aztec capital and met Montezuma.

Montezuma himself welcomed Cortes and his men. He gave them lots of presents of flowers and gold. Montezuma bowed down before Cortes and thanked him for coming down from the sky. Cortes said to Montezuma, 'Do not be frightened. We are your friends.' A week later Cortes and his men attacked Montezuma and put him in prison. With Montezuma in prison, Cortes was then able to collect gold for himself from all over the Aztec Empire.

Why did Cortes Go to Mexico?

because Cortes was greedy and all he thought about was himself. I think he is greedy because Mexican chronicler and Diaz were around when he was. The Mexican chronicler says that Montezuma gave Cortes lots of gifts but he threw them away until Montezuma gave him gold and he kept it. Diaz says that Cortes said to Montezuma that he was his friend but a week later Cortes and his men attacked Montezuma and locked him up in prison. Then Cortes took all the gold he could find. I don't think he went to tell the Aztecs about Jesus because Diaz and Mexican chronicler didn't write anything about Jesus. I don't think Cortes is very interested in Jesus all he is interested in is himself.

The teacher was delighted with the work and the way in which relatively young children had tackled quite demanding sources. The next step for these able children was to discuss whether the choice between 'greed' or 'Christianity' was fair. Through discussion, the children were able to see that it is quite common in everyday life to do something for several reasons. In the case of Cortes the evidence suggests greed as a motive, but it is possible to be motivated simultaneously by both economic and religious factors.

Using logical analysis to explore causation

Multiple choice questions which require children to use a combination of knowledge and logic in order to sort out the correct ending to a statement can be used to develop understanding of cause and consequence. Here are some examples which a teacher produced during the course of two different study units.

Ancient Egyptians mummified bodies because:

- they wanted to stop the spread of disease;
- they wanted to show the bodies in museums;
- they believed that the bodies were needed for the next life.

As a result of the Great Fire of London:

- Wren built some fine new churches;
- much of London was abandoned and never rebuilt;
- the king ordered that all wooden houses throughout the country should be pulled down.

Diagrams, sorting cards and complex causes

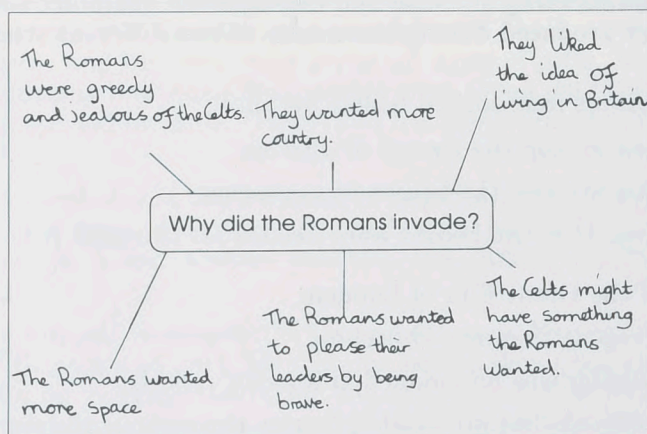
The idea of several causes and consequences operating simultaneously naturally lends itself to diagrammatic work or to activities that involve the arrangements of cards representing causes and consequences. Each of the ideas that underpin the SoA at Levels 3–5 can be profitably explored through diagrams or card-sorting exercises. Diagram 18 shows how this can be done.

Diagram 18: Using cards and diagrams to develop understanding of cause and consequence

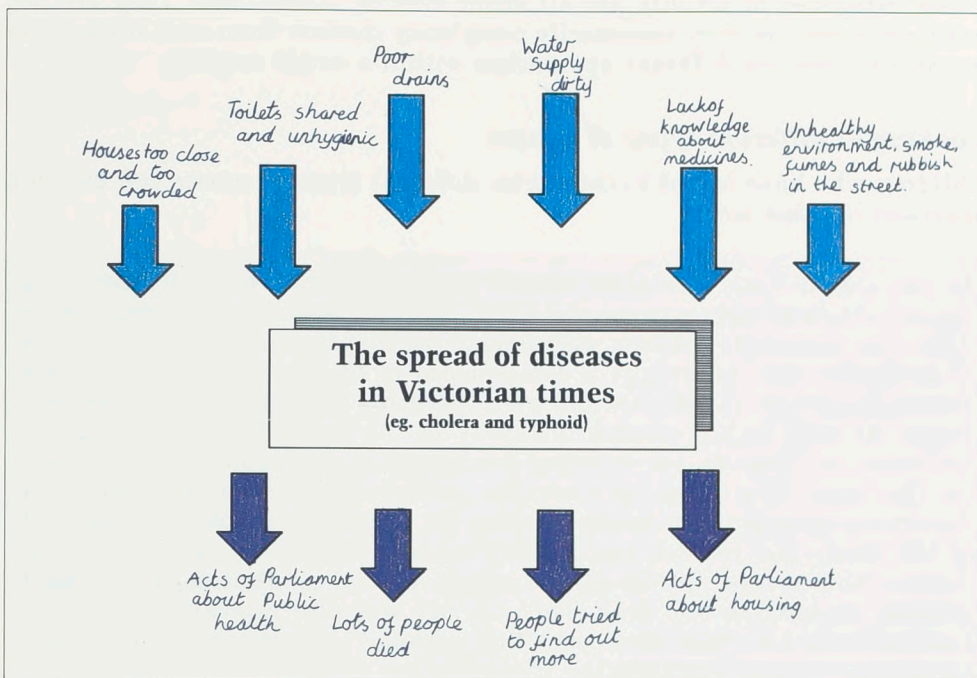
Level	SoA	Related diagram or card-sorting activity
3	<ul style="list-style-type: none"> give a reason for an historical event or development. 	Children can construct simple flow charts which show how individual causes lead to events, and events have consequences. Cards can be provided which include a mixture of relevant and irrelevant causes or consequences; children are required to identify relevant factors.
4	<ul style="list-style-type: none"> show an awareness that historical events usually have more than one cause and consequence. 	Children can construct diagrams showing how several causes or consequences are related to a particular event. Cards showing a range of causal factors can be used to prompt discussion about the complexity of cause and effect.
5	<ul style="list-style-type: none"> identify different types of cause and consequence. 	Children can use a distinct notation to indicate different types of cause or consequence on diagrams; long- and short-terms factors, for example, could be shown in different colours. Cards showing causes and consequences can be sorted into piles of different types; one pile, for example, for political consequences and another for social consequences.

The following two examples show causation diagrams from either end of the key stage.

A Year 3 child produced a diagram in response to the question ‘Why did the Romans invade?’ The class had spent some time finding out about the sort of people the Romans were. Each child was then asked to think of as many reasons as possible to explain the decision to invade Britain.



A Year 6 child used a diagram to show the complex causes and consequences of major epidemics in nineteenth-century Britain. This came at the end of a study of medical problems in Victorian Britain. The teacher led a whole class discussion of the causes and consequences of the outbreak of cholera and typhoid. She then provided a framework on which each child tried to summarise the various reasons and results of the epidemics.



Diagrammatic work can be a useful prelude to more extended writing since it can help children structure their ideas before producing narratives and descriptions.

Making connections

Higher order work on cause and consequence depends on the ability to make and understand connections. Children should not only learn that A caused B, but they should also be able to go further and explain why A led to B. They need to become increasingly familiar with ways of looking for answers to the question ‘Why did this happen?’ Designing activities which ask children to make connections is one way of ensuring intellectually challenging work on causation. This can be done in several different ways.

- The teacher can tell the story of an important aspect of history or the life of an important historical figure. Children can be asked to identify any suggestions in the story which help us to understand the reasons behind the action of the story.
- Children can look at historical sources relevant to a particular event and try to identify clues in the sources which shed light on why the event took place.
- Once they have acquired a level of background knowledge about a development children can begin to form their own theories about likely causes.
- Teachers can devise sorting exercises which require children to distinguish statements about causation from other information.

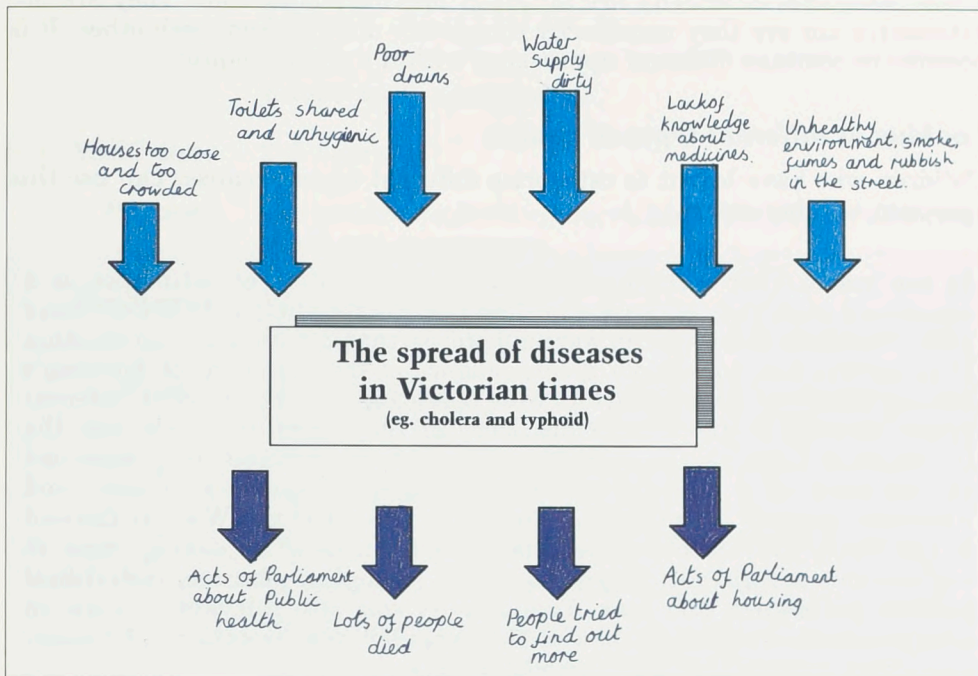
These categories of activity are all about making connections. They are not exhaustive nor are they necessarily completely distinct from each other. It is possible to combine different approaches within a single enquiry.

Looking at different types of causes

Children who have learnt to categorise different types of causes can use this approach in other work.

In one school Year 6 children looked at the invention of antibiotics as a significant case study of cause and effect, during the study unit *Britain since 1930*. The more able children were able to see that the successful production of penicillin was not simply a consequence of the ‘accident’ of Fleming’s famous discovery. Several factors were operating and they were of different types. As well as the chance discovery of the penicillin mould and the brilliance of Fleming, the eventual production of a reliable drug depended on the work of a team of scientists including Florey and Chain, and American interest in antibiotics during the Second World War. At the end of the study the teacher tested their understanding by asking them to explain how several factors played a part—including **chance, individual genius, teamwork** and **war**. This activity was also relevant to work on interpretations in that it showed that popular interpretations of history sometimes contain less than the whole truth.





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Looking at different types of causes

Children who have learnt to categorise different types of causes can use this approach in other work.

In one school Year 6 children looked at the invention of antibiotics as a significant case study of cause and effect, during the study unit *Britain since 1930*. The more able children were able to see that the successful production of penicillin was not simply a consequence of the ‘accident’ of Fleming’s famous discovery. Several factors were operating and they were of different types. As well as the chance discovery of the penicillin mould and the brilliance of Fleming, the eventual production of a reliable drug depended on the work of a team of scientists including Florey and Chain, and American interest in antibiotics during the Second World War. At the end of the study the teacher tested their understanding by asking them to explain how several factors played a part—including **chance, individual genius, teamwork** and **war**. This activity was also relevant to work on interpretations in that it showed that popular interpretations of history sometimes contain less than the whole truth.



INSET ACTIVITY 6

Cause and consequence

Suggested INSET time

2–3 hours.

Purpose

To consider ways of helping children develop an understanding of cause and consequence.

Resources

Photocopies of page 50.
History in the National Curriculum, DES/HMSO, 1991.

Task 1

The following list gives two topics from a number of core study units. For each unit discuss which is the better topic for work on cause and consequence.

Invaders and settlers

- The Roman conquest and settlement of Britain.
- Britain as part of the Roman Empire.

Tudor and Stuart times

- Trade and transport.
- Explorers, including Drake and Raleigh, and their voyages.

Victorian Britain

- Houses and home life.
- New forms of transport, including railways.

Task 2

Look at page 50 where the distinction between a motive and a cause is explained. Working with a colleague, make a list of a number of important events mentioned in the KS2 PoS. For each one consider if it is possible to explain the event:

- with reference exclusively to the motives of people involved in the event;
- through a combination of motives and more general causes.

Task 3

Choose an event, studied at KS2, which has a large number of causes and consequences. Put a selection of these causes and consequences onto cards. Discuss how these cards could be used:

- to enable children to understand the difference between a cause and a consequence;
- to develop children's awareness that historical events usually have more than one cause and consequence;
- to enable children to identify different categories of cause and consequence.

Task 4

Identify a story or some source material that includes some information relating to why an event took place or the life of a famous person. Discuss how this could be used as a stimulus for work on understanding causation.

7 FEATURES OF HISTORICAL SITUATIONS

ANALYSING DIFFERENT FEATURES OF HISTORICAL SITUATIONS

The third strand of AT1 is concerned with children's sense of period. Any student of a period in history needs to find out about what life was like for people at the time. At KS2 children should begin to see how different aspects of life were related to each other. This issue of establishing links between features of past periods is highlighted in the General Requirements for KS2 PoS, where it says: *Pupils should have opportunities to . . . make connections between different features of a past society.*

This strand is closely related to the other two strands of AT1. Work on features of historical situations provides children with the detailed knowledge to understand change over time and the causes of events.

PROGRESSION IN WORK ON PERIODS AND SITUATIONS

The SoA provide a useful checklist of key ideas in this AT. There is no statement relating to this strand at Level 1.

At Levels 2 and 3 children can make simple **comparisons** across periods and can avoid anachronisms when so doing.

The Level 4 and 5 statements are concerned with a detailed understanding of specific historical **situations**.

Comparisons across time

Levels 2 and 3 describe a preliminary stage in helping children acquire a sense of period. At this stage emphasis should be placed on establishing differences between:

- the period studied and the present day;
- contrasting times in the past.

To understand a period fully one must have a mental picture of life at the time and how it compares both with the present and other historic periods. A first step towards this full understanding is the ability to make comparisons over time which are not marred by anachronism. An anachronism occurs when aspects of life from another period are incorrectly placed in a picture of life at a particular time. The comparison of periods is referred to in the SoA at Levels 2 and 3. At Level 2 children can *identify differences between past and present times*. By Level 3 children can successfully *identify differences between times in the past*. These ideas are closely related to the understanding of change as described in the first strand of AT1.

The following examples of children's work show comparisons of this sort. The first example shows a Year 4 child identifying differences between a modern town and a Roman town on the same site.

Cirencester and Corinium

- I. Cirencester has a church and Corinium does not.
- II. Corinium's forum is in the middle of the town, Cirencester's market place is next to the church.
- III. Corinium has straight roads Cirencester couldn't build them.
- IV. Corinium's got a wall around it, Cirencester has a ring around it to keep all the busy traffic out!
- V. Corinium has the Roman name.
- VI. Cirencester is much bigger.
- VII. Corinium has four main gates, Cirencester just has roads.

The second piece of work illustrates how children can make comparisons between different times. This Year 5 child has studied printing in the fifteenth century and in the early nineteenth century.

What has changed in printing
between Gutenberg 1400's and 1800's

They did not have parlour presses in their front rooms in 1400's

They did not have iron in 1400's

Their machines could not rust because they were made of wood in 1400's

There are more people doing it in 1800's

They have bigger machines in 1800's

They had big rollers in 1800's

It is easier in the 1800's

They had wooden machines in the old days

What has stayed the same

Some machines are still small

They still use ink to print

They still use machines

Some machines still need a lot of people to work them

They still use single letters

They still use paper to print onto

Good

Describing features of situations and periods

At Levels 4 and 5 children are required to describe specific historical situations. There is a need to make sure that work relating to situations is sufficiently challenging. Simply paraphrasing descriptions of life in the past from textbooks or library books is not a very satisfactory way of exploring how far children understand what life was like in a period in the past. There are several ways of ensuring an appropriate level of challenge in work on historical situations, and examples of these are given later in this chapter.

Ideas and attitudes

It is not until Level 6 that the third strand of AT1 explicitly refers to the different ideas and attitudes that form part of any significant historical period or situation. The great majority of KS2 children will not be able to analyse ideas and attitudes in a sufficiently sustained way to achieve Level 6. At the same time the requirements of the PoS will automatically lead all KS2 children to spend some time learning about the beliefs of people in the past. Such work can form a valuable introduction to later activities analysing ideas and attitudes. The example of work on page 37 in Chapter 4 shows how children explored different ideas and attitudes to evacuation as a result of the Blitz.

WAYS OF TEACHING ABOUT SITUATIONS AND PERIODS

Diagram 19: A summary view of progression in work on situations and periods

From	To
<ul style="list-style-type: none">● Emphasis on comparisons between past and present and between different times in the past.● Ability to identify or avoid simple anachronism when talking about a time in the past.● Basic understanding of the way people in the past had different ideas from people today.● Ability to identify differences in sources from different periods.	<ul style="list-style-type: none">● Detailed description of different features of past situations.● Explanation of the relationship between the different features of a past situation.● Understanding that people in past societies had a whole range of views.● Ability to draw together information from sources about the complexity of life in a past period.

The history research project

The development of research skills and the systematic use of the school library often form an important part of the curriculum at KS2. Work towards the third strand of AT1 can be used to develop these skills further. Many aspects of the PoS refer to features of life during particular periods, and these are often well resourced with attractive information books.

In one school teachers spent part of a staff meeting identifying parts of the core study units which seemed to relate to features of historical situations, and which could form the basis of structured research projects. They quickly compiled a list of topics that included, for example:

Invaders and settlers – everyday life in town and country, houses and home life, religious life.



Tudor and Stuart times – the way of life of different groups in town and country, trade and transport, religion in everyday life.

Research projects are one way, although not the only way, to meet the requirements for *Historical enquiry and communication* which forms part of the preamble to the KS2 PoS. This part of the statutory Order can be translated into a flow chart describing the necessary stages of a well-organised project, using the points listed below.

- Children should be involved in the design of precise **questions** which they will answer as a result of their research.
- They should be helped to identify and **choose** resources relevant to their questions.
- Children should **collect and record** relevant information.
- Children should **select and organise** their information.
- The results of the enquiry should be presented **using a range of appropriate techniques**.

Research from library books is more likely to lead to work of quality if it is highly structured, with a clear question to be answered and resources which are accessible and which allow children to succeed. The research does not always need to be of a very extended nature.

In one school Year 4 children undertook a relatively brief but purposeful enquiry from a number of books into the differences between life in Athens and Sparta. They were told to present their findings in written and pictorial form.

City		States	
Athens	Sparta	Athens	Sparta
In Athens if you have a baby you may only sell it.	In Sparta if you don't want your baby you may expose it.	WE ARE THE PEOPLE. WE DECIDE WHAT WE ARE GOING TO DO!	WE ARE THE QUEENS. DO AS WE SAY!
In Athens you have a good Navy.	In Sparta you have a good Army.	Athens had a democracy.	Sparta was ruled by kings.
In Athens women wore long dresses.	In Sparta girls wore dresses that went over their knees.		
In Athens only boys went to school.	In Sparta boys and girls went to school but only the clever ones would stay!	Athens had a good Navy. Sparta had a good Army.	
Athenians had sport to keep fit.	Spartans had sport so they'd be ready for war.	excellent.	
Good examples *			

One teacher developed the idea of mini-projects as a way of developing children's research skills, sustaining motivation, and ensuring that work had pace and direction. Children were accustomed to looking at information on a very small aspect of content, e.g. clothes worn by the Ancient Greeks or Egyptian Gods. The children were taught how to research using headings and subheadings. They frequently worked in small groups gathering information and then reported back to the class on different topics. The groups were then restructured with experts on different subjects and the information was used in a different way by the new group.

Using sources to find out about periods and situations

Some individual sources provide a wide range of information about a particular period or situation. A Victorian school log book, for example, is likely to offer a full and lively picture of the life of a school. Children could work on a number of distinct aspects of education from this single source.

- How good was the Victorian children's attendance?
- What subjects did the children study? Were there any differences between boys and girls?
- Were the teachers strict? What punishments did they use?

A different approach is to provide the class with a variety of different brief extracts from a number of sources. Children could investigate child labour in Victorian times from a collection of descriptions by different eye-witnesses. More able children could be encouraged to compare sources expressing conflicting opinions.

Drama, role-play and imaginative writing

The General Requirements for KS2 suggest that work relating to this strand should involve children making *connections between different features of a past society*. Imaginative work of many kinds can be a useful way of enabling children to draw together a number of threads. **For it to make a genuine contribution to historical understanding any creative activity needs to be rooted in a level of detailed knowledge about the period.** For this reason imaginative reconstructions of all kinds should only take place as part of a sequence of learning.

In one school a story about life in Victorian times was only attempted by a Year 6 class after the children had undertaken substantial research into the period. The class was given an extract from the 1881 Census for their locality. They focused on one particular family and did background work on the Victorian family, education, occupations and Christmas festivities. Finally, the class was asked to use its detailed knowledge to write a story about a Victorian Christmas which brought together all these aspects of life in the nineteenth century. The same teacher used a similar method to produce some imaginative writing on Victorian education. Children spent some time looking at the world of nineteenth-century education and used, among other things, the school's own log book. They discussed the way Victorian school inspectors worked, before producing their own versions of the report of a late nineteenth-century HMI.



VR

Her Majesty's Inspectors of Schools

Report on Highbridge School.....

The building is pleasant from the exterior, but is shabby on ^{the} interior. When I entered the classroom the children were yelling. They must be taught to be more orderly. As soon as they noticed me they quietened down. They were poor on Arithmetic. I set them a simple sum, and almost half the class failed. They were fair on reading and geography, and dreadful on writing and dictation. I had to cover my ears when they sang. It was like caterwauling.

The girls' sewing was not much better. One child could hardly be recommended at sewing a single hem.

After that I went to the headmaster's study to check on the punishment book. Several names appeared 3 or 4 times, such as Michael Evans and Samuel Smith. The daily attendance register was hopeless. One day only 6 children turned up. Disgraceful.

Finally may I say the school was inferior to almost every school I have visited.

Signed A. Silvers.....HMI

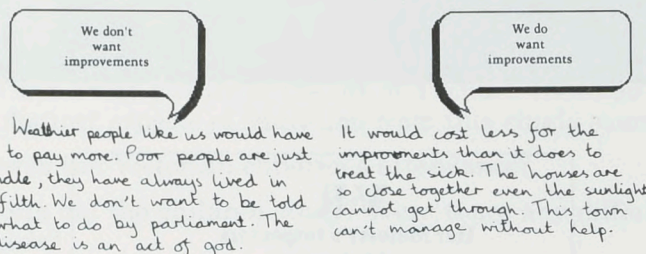
Interpretations and situations

Most historical interpretations present a picture of life in the past. Stories, films, advertisements and many other media appear to show 'what it used to be like'. Children can use their knowledge of a period or topic to evaluate the accuracy of an interpretation. There is, therefore, an important link between work towards AT2 and work related to AT1(iii). Children studying the career of Columbus could use their knowledge of conditions on board transoceanic voyages to assess the quality of the descriptions in an historical novel.

Ideas and attitudes

By the end of KS2 many children will be able to understand that people in past societies had a whole range of views, and that they often disagreed with each other.

In one Year 6 class children considered the public health debate in Victorian times and the fact that some wealthy people opposed costly sanitation schemes, while other wealthy people supported the same schemes. The teacher provided a chart on which children were able to explain the conflicting beliefs that led to these two viewpoints.



Across the key stage, teachers should help children undertake more challenging work on situations and periods. Below is a list of strategies that could be used.

- Children can undertake structured research. They can use information books to investigate particular aspects of life in the period concerned. Sources can be analysed to provide evidence for features of historic situations.
- Children can be given an interpretation of history which describes a situation in the past. They can be asked to research the background to the topic in order to see how the interpretation was arrived at or as a basis for discussion whether they agree with this view of the subject. This provides an important link with work towards AT2: *Interpretations of history*.
- Drama, imaginative writing and other media can be used to show an understanding of the relationship between features of historical situations.

INSET ACTIVITY 7

Features of historical situations

Suggested INSET time

2 hours.

Purpose

To consider ways of helping children develop an understanding of the features of historical situations.

Resources

Photocopies of pages 64–68.
History in the National Curriculum, DES/HMSO, 1991.

Task 1

Choose a KS2 history study unit and identify a topic or topics which could form the basis for a library research project and which could help children explore an understanding of events or periods. Look at the list on page 65 which describes a structured approach for projects relating to aspects of situations or periods. Discuss how suitable this approach would be for the topic(s) chosen.

Task 2

Identify an opportunity for work on past situations in the form of drama, role-play or creative writing. What prior knowledge would children need to acquire before undertaking the activity?

Task 3

Look at the examples of approaches to work on the different beliefs of people in past situations on pages 64–68. Choose another aspect of history content at KS2 which could be used to extend understanding of attitudes and beliefs. Devise activities to help children understand:

- the idea that there are differences and similarities between modern ideas and ideas of people in the past;
- the idea that people in the past had many different ideas influenced, in part, by their background.

8 INTERPRETATIONS OF HISTORY

DIFFERENT WAYS OF REPRESENTING PAST EVENTS

Throughout KS2 teachers should aim to help children acquire a body of knowledge about the past and some insight into how we know about the past. Children can learn about historical method through the analysis of source material surviving from the past; this is the concern of AT3: *The use of historical sources*. In practice most of our knowledge about the past does not come from personal investigation of sources, but is derived 'second-hand' from a great variety of other people's interpretations. The world is full of all sorts of images of the past, ranging from television advertisements with an historical setting to the latest researches of professional historians. These presentations of the past vary not only in form but also in terms of historical accuracy. Children need to begin to learn to make discriminating judgements about the different interpretations they meet in books, films and other media. AT2 is intended to meet this need. It should allow children to begin to reflect on the way interpretations of the past are put together and some of the reasons why interpretations of a single event often differ from each other.

Why do versions of the past differ?

History differs from, for example, science in that its subject matter no longer exists. Historians attempt to describe the past on the basis of the fragmentary evidence left by people who lived in the past. As a result there is a tentative quality to much historical judgement. At KS2 it would be easy to over-state the provisional nature of historical knowledge and leave children confused as to whether they can be sure about anything in history. In fact, there is a large measure of consensus about many important historical developments. No-one seriously challenges, for example, the view that Elizabeth I was an intelligent and powerful monarch. In considering different versions, therefore, teachers should be careful not to suggest that we cannot be really certain about anything that happened in history.

PLANNING WORK RELATED TO INTERPRETATIONS

For many teachers work on interpretations is a relatively new aspect of history teaching. The General Requirements of the KS2 PoS offer teachers definitive and statutory guidance on how to translate AT2 into classroom practice at KS2. *Pupils should have opportunities to . . .*

- *develop awareness of different ways of representing past events;*
- *investigate differences between versions of past events;*
- *examine reasons why versions of the past differ.*

To meet these requirements teachers need to build work towards AT2 into their schemes of work for study units. A successful approach to the AT is likely to involve a number of the following important ingredients.

- Work on AT2 depends on children encountering different views of past events. This should be co-ordinated across the key stage so that children meet an appropriate range of interpretations.
- An historical view of an interpretation depends on knowledge of the subject matter of the interpretation. Activities designed to explore interpretations should usually form part of a larger study of an historical topic.
- The design of individual assignments should seek to extend children's understanding of how and why interpretations portray the past in distinctive ways.

The range of interpretations

The General Requirements emphasise that the past is depicted in a variety of ways. Children need to understand how this variety comes about. Across the key stage children could encounter such interpretations as historical fiction, the writings of historians, textbooks, museum exhibitions, film and television programmes, and information technology software. In planning for AT2 it is necessary to consider the types of interpretation which can be emphasised in any study unit and across the key stage. Below is a list of the types of interpretation which children are likely to meet as part of the KS2 PoS.

- Non-fiction history books.
- Historical stories and novels.
- Drama about the past—theatre, television and film.
- Museum displays.
- Guides, guidebooks and displays at historic sites.
- Popular views of the past.
- Children's own interpretations.

In all study units there should be scope for considering interpretations that are found in non-fiction history books. For the most part, these are likely to be library books and textbooks written specifically for 7–11 year olds. However, teachers can also refer, in an appropriately simplified way, to interpretations found in books for older children and adults, and this can include reference to the work of professional historians. Opportunities to work on other interpretations will vary from unit to unit. There is, for example, no shortage of folk wisdom about life in Britain in the 1930s and 1940s or in Victorian times; popular views of history become less prevalent when the focus is on history which is more distant in time or space. Some units, such as *Invaders and settlers* or the non-European supplementary unit, can be opportunities for the consideration of museum displays. Other units, such as *Tudor and Stuart times*, have a wealth of associated historical fiction and films which can form the basis for some AT2 work.

When introducing children to the diversity of interpretations, teachers should not suggest that the accuracy of an interpretation depends on its type. History books and museum displays are not necessarily more trustworthy than films or historical novels. In each case accuracy is likely to be related to the extent to which the interpretation is rooted in evidence.

One teacher planning the Roman element of the study unit on *Invaders and settlers* listed all the possible interpretations which could be referred to during the topic.

- Novels by Rosemary Sutcliffe.
- Alan Sorrell's reconstruction pictures.
- Textbooks and library books.
- Models of Roman forts.
- Museum display at Lullingstone Roman Villa.
- Schools television programme on Roman Britain.

Children could reasonably be expected to encounter all of these types of interpretations as sources of information during a study unit. It is not always necessary to highlight the issue of interpretations when using these types of sources. The museum display at Lullingstone, for example, could be a starting point for work towards any of the history ATs.

Having identified some of the possible interpretations for the unit *Invaders and settlers*, the teacher in this case decided to use *The Eagle of the Ninth* (R. Sutcliffe, Puffin, 1977) as an interpretation of Roman Britain. Children read the story as part of their work in English and considered how far it was supported by evidence as part of their work in history.

Planning for work on interpretations in a study unit

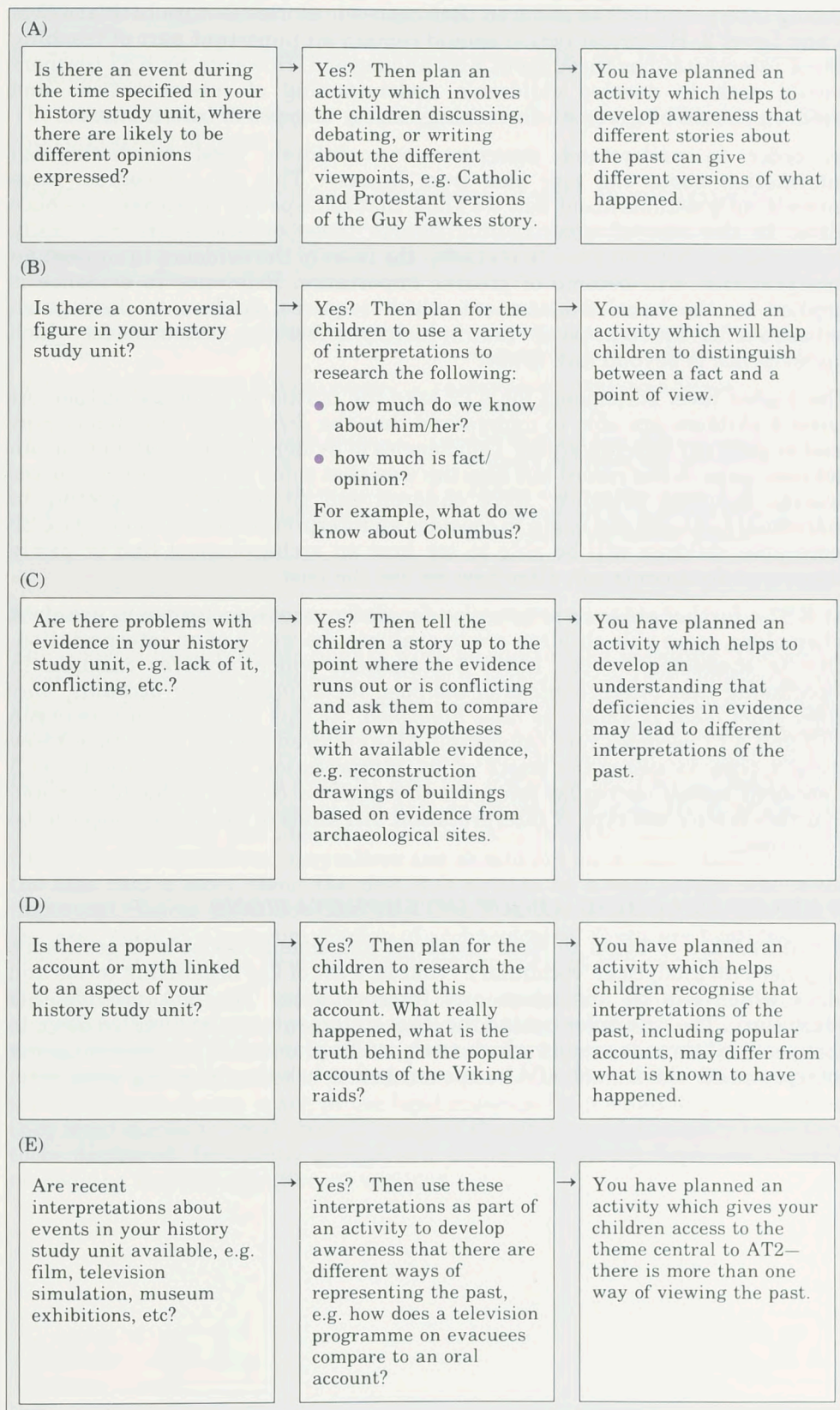
When planning for AT2 teachers may find it helpful to review the historical content for a whole study unit and assess which aspects may lend themselves particularly well to a focus on interpretations. Diagram 20 shows how teachers in one LEA approached this task in a systematic way.

HOW DOES ATTAINMENT TARGET 2 RELATE TO THE OTHER ATTAINMENT TARGETS?

The focus of AT2 is distinct from the other two ATs. It is important not to confuse work on interpretations (AT2) with the use of sources (AT3). People who lived in past societies and people interpreting the past both had points of view. The AT structure allows us to consider these different types of viewpoint separately. The understanding of the motives and attitudes of people in past societies is a matter appropriate for AT1 rather than AT2. AT1 involves, among other things, understanding why people in the past acted as they did and the different opinions of people from varying backgrounds. These motives and attitudes will also be found in primary sources, which can be analysed as part of AT3 work. The points of view encountered in AT2 activities are different; any interpretation of the past is a conscious reflection on the past. An interpretation is put together after the events of the past; usually it is put together much later and by people who were not themselves involved in the events.

- AT1 looks at what life was like in the past. This can include making sense of the viewpoints of people who lived at the time.
- AT2 is concerned with the varied ways in which people have reflected on the events of the past some time later.
- AT3 involves analysing sources surviving from the past; many of these will describe the ideas and attitudes of people who lived at the time.

Diagram 20: Ways of identifying opportunities for work towards Attainment Target 2 in a study unit



PROGRESSION IN THE ANALYSIS OF INTERPRETATIONS

At KS1 work will largely focus on stories about the past as a way of introducing interpretations to children. References to stories feature both at Level 1 and Level 2. Historical fiction should remain an important part of teaching about interpretations throughout KS2 and beyond. However, by KS2 teachers should seek to develop children's understanding of interpretations and children should be given an increasing variety of types of interpretation.

In order to understand interpretations children need to distinguish information about the real past from fantasy. This can, of course, raise interesting questions about how we know that some people in stories were once alive. In the case of some mythic figures these questions are not easily answered. As children grow in maturity the issue of the evidence to support an interpretation will become of greater importance. Reference to evidence is implied by the Level 3 statement which requires children to distinguish between a fact and a point of view; in history a 'fact' is a statement for which the evidence is beyond any doubt.

The higher level statements for AT2 take the matter of evidence further. At Level 4 children are able to understand that the *deficiencies in evidence may lead to different interpretations*. Deficiencies of evidence can be taken to mean not only gaps in the record but also the way that some untrustworthy sources provide deficient evidence. Here children can go beyond the spotting of individual facts and can begin to consider an interpretation as a whole. At KS2 more able children will be able to see how an archaeological find or newly discovered documents can alter how we see the past.

At KS2 a further stage in progression for work on interpretations is achieved when older, more able children are to evaluate the worth of an interpretation. This is suggested by the Level 5 statement which involves children in recognising that *interpretations of the past, including popular accounts, may differ from what is known to have happened*. At this point the link between AT2 and AT1 becomes very important. Able children can use what they know about a topic to assess the worth of an interpretation. Although the Level 5 statement makes particular reference to *popular accounts*, it should be noted that this is only one type of interpretation. All kinds of interpretations can be evaluated.

WAYS OF TEACHING ABOUT INTERPRETATIONS

If children are to begin to form historical judgements about interpretations they need an analytical 'vocabulary', that is, a set of key organising terms and ideas which can be applied to any interpretation. The SoA provide this vocabulary. The principles behind the level statements can be distilled down to three central threads around which work can be planned. When assessing any interpretation children should be encouraged to ask the following questions.

- How far does the interpretation combine fact, imagination and points of view?
- Can the interpretation can be supported by evidence?
- Why was the interpretation produced and how far may this affect its reliability?

The diagram below shows a progression in ways of teaching about interpretations of history.

Diagram 21: A summary view of progression in work on interpretations

From	To
<ul style="list-style-type: none"> ● Work on a narrow range of interpretations, with an emphasis on stories. ● Identifying differences between simple interpretations. ● Awareness that our knowledge of the past depends upon evidence. ● Ability to understand that there can be different versions of what happened in the past. 	<ul style="list-style-type: none"> ● Work on a wide variety of interpretations, such as history books, museum displays and historical novels. ● Explaining differences between interpretations. ● Ability to see how deficiencies in evidence influence interpretations. ● Ability to assess the accuracy of interpretations by reference to prior knowledge of the subject matter.

Helping children understand the concept of a ‘version’

The General Requirements refer to work on contrasting **versions**. The idea of a version is explicitly mentioned at Level 2, where it says that children should understand how different stories of the past *can give different versions of what happened*. Every interpretation of the past is a version of the past. When we read a book about history we experience not the past but the past as seen through another person’s eyes. At KS1 the nature of the PoS naturally leads to an emphasis on versions of the past as found in stories. By KS2 children should be meeting the idea of a version in a greater number of contexts. Children are themselves storytellers and should not have much difficulty with the idea that a story about the past was written by a real person who made important choices about how the story should be told. Other representations of the past, such as a museum display of archaeological finds, are less obviously versions but these can be used to explore the concept of a version.

Understanding about versions can be assisted by children themselves simulating the process of putting together an interpretation. In the case of the museum displays children could be presented with pictures and information relating to a large number of finds from a particular Saxon site. They could be told that there is only space in the local museum for a small display and that they must decide in small groups which of the finds are sufficiently important to be displayed. Inevitably groups will arrive at different decisions, thereby embodying the idea of different versions.

The materials produced by SEAC to assist KS1 teachers in the assessment of history contain some useful ideas on enabling children to understand the difficult idea of two versions that are different but both valid. These ideas could profitably be employed with some children at KS2. In the assessment materials it is suggested that children construct their own versions of an historical story which has been read to the whole class. By comparing their versions with other members of the class they can derive a clearer understanding of the way interpretations can differ.

Investigating differences between versions of the same event can be done using either:

- different examples of a single type of interpretation; or
- examples of different types of interpretation.

In work on *Invaders and settlers* this could mean:

- comparing the way Boudicca's rebellion was described in two different examples of an information book on Roman Britain;
- comparing the way life in a villa was described in a museum display and in a schools television programme.

Differences between interpretations can also be categorised into:

- occasions when information in one interpretation is simply absent from the other interpretation;
- examples of disagreement or contradiction between interpretations.

During the key stage children ought to have opportunities to identify both types of difference. Examples that show disagreement or contradiction can be used to develop the understanding of fact and point of view as described in the Level 3 statement. It is legitimate for two people to have different opinions about some part of the past, but if there is a difference on a matter of fact then at least one party must be wrong. The distinction between fact and point of view is, therefore, a vital one in helping children to reflect on significant differences between versions of the past.

Everyday exemplification

It is important to remember that AT2 is about historical events. However, children are often able to develop a greater understanding of an idea if it is first applied to their own immediate world. Many activities designed to develop the understanding of interpretations of history can be applied to everyday situations relevant to KS2 children. Diagram 22 shows how one group of teachers attempted to identify ways of using everyday examples to support work on interpretations.



Diagram 22: How children can progress from everyday situations to historical events

Level	SoA	Example from everyday situations	Examples related to the PoS
2	<ul style="list-style-type: none"> show an awareness that different stories about the past can give different versions of what happened. 	<p>Two children talk about the same thing, e.g. school dinners, television programmes, being interviewed about sports day.</p> <p>Stress the differences in their reports.</p>	<p>Compare the life of a Roman soldier as described in a Rosemary Sutcliffe book and in a textbook.</p>
3	<ul style="list-style-type: none"> distinguish between a fact and a point of view. 	<p>Examine statements about television programmes, the classroom, school dinners, etc.</p> <p>Is it a fact? Is it a point of view? Play as a game in pairs.</p>	<p>Examine statements about the significant figure/event in the history study unit, e.g. Henry VIII.</p> <p>Is it a fact? Is it a point of view? How do we know?</p>
4	<ul style="list-style-type: none"> show an understanding that deficiencies in evidence may lead to different interpretations of the past. 	<p>If team-teaching, one teacher leaves the room for 10 minutes because of important message: children to make sensible guesses about 'missing' 10 minutes.</p> <p>What was the teacher doing? What happened?</p>	<p>Give different groups of children archaeological evidence about Ancient Egypt. Ask them to discuss which type of building the evidence may have come from.</p>
5	<ul style="list-style-type: none"> recognise that interpretations of the past, including popular accounts, may differ from what is known to have happened. 	<p>Compare accounts in the popular press about famous people. What are the people really like?</p> <p>Compare popular accounts of Father Christmas to stories of St Nicholas.</p>	<p>Compare popular accounts of the Vikings as pillagers compared to settlers.</p> <p>Was Columbus a hero? Did he really discover America?</p>

Establishing a level of sufficient prior knowledge about a topic

Before children can possibly reflect on the accuracy of an interpretation, they should first have some knowledge of the topic which is independent of the interpretation. Children operating at Level 1 may need some external knowledge so that they can make valid distinctions between stories about real or fictional characters. While some stories contain details which are so fantastic that they can be seen as fictional simply on the basis of common sense, other stories can be entirely realistic but can describe people who are fictional. Children need to be encouraged to ask not only 'Is this story about a real person?' but also 'How can we check whether this person really existed?' Confirmation of real or fictional status is to be found in the existence of evidence. We know that stories about Elizabeth I or Florence Nightingale describe people who really lived because we possess evidence of their lives in the form of letters, pictures and other sources. If children are not aware of any of this evidence their thoughts on the truth of a story will be purely speculative.

The importance of knowledge of the topic increases as children's attainment gets higher. At Level 5 children are forming judgements about the accuracy of interpretations. How can children know whether a film of life in Victorian times is trustworthy if the film is their only source of information on the matter? They need a level of knowledge prior to their work on the interpretation. For this reason it is often best to do work on the interpretations relatively late in the course of the study of a particular subject.

In one school, for example, children had spent three weeks studying conditions on board fifteenth-century ships before a visit to a replica of the flagship of Christopher Columbus. They were able to draw upon their knowledge of the topic and period in order to reflect upon how well the reconstruction had been done.

Explaining the process of interpretation

There will often be occasions when the complexity of an interpretation is so large that even the most able Year 6 children cannot be expected to have enough background knowledge to judge the accuracy of an interpretation. Valuable work can still be done on interpretations if the focus is placed on understanding how the interpretation was put together. Children can learn how authors, film-makers, historians and others use historical information in order to produce interpretations. It may be possible to ask people responsible for interpretations to tell children about their work. Local historians, for example, can describe how they arrived at their findings and can show children the use they made of different sources.

In one school work on *Invaders and settlers* led a teacher to look at the work of archaeologists as an example of a type of interpretation. She showed children impressions of life in Roman times based on archaeological research. It would have been absurd to invite children to suggest whether these impressions were accurate—they did not know enough to say. However, she was able to get a local field archaeologist to visit the school and to explain how archaeologists form their views as to what life used to be like. Later the archaeological unit produced a flow chart, in the form of a photo-story, to illustrate their work in a way that was accessible for KS2 children.

A number of aspects of the process of creating an interpretation is likely to lead to differences between interpretations. The list below shows how these can be expressed in the form of questions.

- Does this interpretation agree or disagree with what I know about the topic?
- Who was the interpretation produced for? Who was the intended audience?
- Was the interpretation made to entertain; to inform or educate; to sell a product?
- How has the author of the interpretation used historical sources?
- How far has imagination been used to embellish the interpretation?
- What was the background of the author of the interpretation?

In one LEA teachers made use of the grid shown in Diagram 23 when helping children to analyse these factors.

Diagram 23: Analysing interpretations of the past

Questions to ask Interpretations	Produced by?	Intended audience?	When produced?	Valid sources used?	Why produced?	Where produced?	How believable?

Using children's own interpretations

Virtually any worthwhile work in school history will require children to reflect on the past and in the process begin to construct their own interpretations of the past. **Of itself, creating an interpretation in the classroom does not necessarily lead to work towards AT2. It is only if the teacher asks children to consider how they went about their work that understanding of interpretations is likely to be enhanced.** This is shown in the following example based on work on *Ancient Egypt*.

Children in one class were divided into three groups. They were asked to draw a diagram to show the interior and exterior of an Egyptian house. However, each group was given different stimulus material to support the task. One group used a computer simulation of life in Ancient Egypt, another saw extracts from a film about Egypt, the third used a textbook and pictures of exhibits from the British Museum. The children discussed their findings and completed their drawings. Each group then chose a spokesperson to explain their drawings to the rest of the class. The groups produced very different drawings. The children then considered the reasons for this difference of approach. It was only at this point that they began to move forward in their understanding of interpretations. Most children were able to see that different interpretations had been shaped by the particular evidence that they had to hand and the extent to which they had used their imagination to make up for gaps in the evidence. This part of the work related directly to the Level 4 statement, *show an understanding that deficiencies in evidence may lead to different interpretations of the past.*

INSET ACTIVITY 8

Interpretations of history

Suggested INSET time

1 hour per task.

Purpose

To consider ways of planning work related to AT2.

Resources

Photocopies of pages 77–79.
History in the National Curriculum, DES/HMSO, 1991.

Task 1

There is a requirement to study different ways of representing past events at KS2. Look at your school's scheme of work for KS2. What opportunities are there for coverage of the following types of interpretation?

Interpretation	Opportunity at KS2
Non-fiction history books	
Stories about the past	
Films and other drama	
Museums and sites	
Popular views about the past	
Children's own interpretations	

Task 2

The General Requirements for KS2 state that children should have opportunities to:

- *investigate differences between versions of past events;*
- *examine reasons why versions of the past differ.*

Choose an event from the KS2 PoS for which you have more than one version. What background knowledge about the topic do children need before considering different versions of the event? Using the key questions on page 78 plan a sequence of lessons which would allow children to meet these two requirements.

Task 3

Look at pages 77–79. The text describes how teachers can use:

- children's own interpretations of the past;
- an understanding of the process that leads to an interpretation.

Discuss how these suggestions could be translated into learning activities for a study unit taught at your school.

9 WORKING WITH SOURCES

THE USE AND EVALUATION OF SOURCES

AT3 provides children with an opportunity to begin to understand how we can find out about the past. Our knowledge of the past is ultimately dependent on the analysis of surviving source material from the past. While KS2 children will not have the maturity to approach sources in the way that adult historians do, they can be introduced to some of the basic skills that underpin historical method. These skills are outlined in the General Requirements for the PoS, where it states that: *Pupils should have opportunities to . . . extract information from and comment on a range of historical sources.*

PROGRESSION IN THE USE OF SOURCES

The level statements for AT3 suggest a broad pattern of progression in the use of sources.

- Children begin by extracting obvious information from straightforward, individual sources.
- Simple sources can be used to provide answers to historical questions.
- Children can be encouraged to deduce or infer information in a way that goes beyond simple description or paraphrase.
- In seeking to answer an historical question children can draw together into one coherent account information extracted or deduced from different sources.
- Children can begin to evaluate whether particular sources are useful when attempting to answer historical questions.

Although these five points are drawn directly from the SoA at Levels 1–5, it should not be thought that the SoA can be set aside once they have been attained for assessment purposes. Level 2, for example, refers to the use of sources to *help answer questions about the past*. Able children may be operating some way above Level 2, but the idea of applying the sources to the answering of historical questions should remain an important part of their work towards AT3. These five key ideas should therefore be used flexibly when planning work.

At KS2 elementary work will concentrate on the extraction of simple information from straightforward sources. As children grow in maturity they can be introduced to two aspects of higher order work on sources:

- the development of inferential or deductive skills;
- analysis of the value of particular sources.



WAYS OF HELPING CHILDREN INVESTIGATE THE PAST USING SOURCES

Observational skills and work on sources

Learning from artefacts, historic buildings, photographs or documents depends on a whole range of investigational skills. Many of these skills are not exclusively or particularly historical. However, if children are deficient in general skills of observation and enquiry, historical understanding can suffer as a result. *Teaching History at Key Stage 1* (NCC, 1993) looks at ways of developing observational skills. English Heritage has also produced a number of publications which provide guidance on ways of enhancing children's observation of historical sources.

This shows how in one school children studying *Britain since 1930* were encouraged to observe an artefact very carefully, before considering its significance as a piece of evidence.

February 10th
Clothing Ration Book

Physical Features

It looks like an ordinary book that has stamps on it. On the pages there are coupons that you tear out.

It feels rough at the edges and quite warm.

The cover is red with black prints on. Inside there are different colour coupons. Yellow, magenta, olive and crimson. There are 16 coupons on each page.

It smells of dust and sand.

When you flick the pages it makes a clicking noise.

It is made of paper with two metal staples in it to hold it together.

I think it is manufactured because in the war they had to rush to get ready so they used machines.

I think it is complete because all the coupons are there and nothing has been taken away.

I don't think it has been altered because it looks right.

It is quite worn at the edges but you can still read everything that is written in it.

Construction

I think all the pages were made by machine and then put together by hand.

Diagram 24 below shows a broad progression in ways of helping children to use sources.

Diagram 24: A summary view of progression in the use of sources

From	To
<ul style="list-style-type: none"> ● Extracting obvious information from a simple source. ● Paraphrasing information found in a source. ● Understanding whether sources are relevant. ● Understanding the details found in an individual source. 	<ul style="list-style-type: none"> ● Drawing together information from several demanding sources. ● Making deductions from clues found in sources. ● Understanding whether sources are trustworthy. ● Relating the details of sources to background knowledge of a topic.

Deductive work

Two children were looking at an entry from a Victorian census. The teacher told them to write down what they could find out from the source. One child wrote, 'In this family there were seven children.' The other wrote, 'It looks as if they had large families in Victorian times.'

Both answers are correct, but the second is more interesting historically because the child is trying to go beyond the literal evidence to make a deduction about life in the past. This ability to move from the extraction or paraphrase of obvious details to the establishment of fresh knowledge through inference is an important part of the process of thinking historically.

The progression towards inferential or deductive thinking is suggested in the level statements for AT3. At Level 1 children are simply required to *communicate information acquired from an historical source*. By Level 3 they must *make deductions from historical sources*. There is no reference to deduction beyond Level 3, but deductive thinking underpins all the higher statements.

Young children may need considerable guidance and repeated use of cues to encourage them to think deductively. If they are given too open-ended an activity even relatively able children may do little more than paraphrase the information that is explicitly stated in the source. In the KS1 support materials the suggested cue was the phrase 'What can I work out from this source?'. Thus, one Year 2 child looking at a plan of a Victorian house wrote, 'I think that people travelled on horseback because there are stables, and carriages.' This child is operating inferentially because there was no explicit reference to transport in the source. He was also mature enough to cite the particular piece of explicit evidence that supports his deduction. Teachers have found that children often cope better with these demanding ideas if the concept is exemplified through everyday examples before it is set in an historical context. There is a constant need to remind children to supply explanations and evidence for their deductions.

In one school teachers helped children extract information from sources by systematically using the distinctions between:

- information that children **know for certain** from any source;
- **reasonable guesses** that children can make on the basis of the source.

The examples below and opposite show how this idea was applied with Year 3 children looking at a Roman carving showing shopping in Roman times, and Year 6 children looking at sources relating to conditions in the notorious Andover Workhouse.

What do you know FOR CERTAIN from these sources?
I know for certain that the Romans ate wild boar because there is a boars head hanging in the Shop. I know for certain that the Romans could make sickles. I know for certain that the Romans could carve stones.
What reasonable GUESSES can you make about it?
I think the dish hanging on chains is a weighing machine. I think the person sitting down in the butchers is a customer. I think the bowl in the butchers is for putting the meat in to take home.
What would you LIKE TO KNOW about it?
I would like to know what's in the drawer in the knife shop. I would like to know whether they sold anything else apart from knives in the knife shop. I would like to know what other meat they had.

Inference and background knowledge

In the example relating to Andover Workhouse the Year 6 child has correctly deduced that the diet was meant to be 'horrible' or at least not very appetising. Her inference about the 'bone house' on the plan of the workhouse is actually incorrect. The bone house was used for the deliberately tedious workhouse labour of bone-crushing and other monotonous tasks. At Andover there was a national uproar when it was discovered that inmates were reduced to eating these bones. This shows how inference is more likely to be accurate if the child has some body of background knowledge of the topic concerned. With the benefit of background knowledge children find it much easier to form valid generalisations from the particular evidence in a particular source.

Description of sources

The source is about the Andover Workhouse. It is a menu, a recipe and a timetable. It also has a diagram of the workhouse.

What can you tell for certain from these sources?

We definitely know what the workhouse looked like, and that the time table is for Summer and Winter. We know that the people ate meat on Tuesdays and Saturdays, on other days they ate cheese for protein. There was no choice or variety in their food and the men ate more. They worked 10 hours, slept 10 hours. The men and women were split up and did different work. The recipe is for gruel.

What can you make a good guess about from these sources?

You can guess from the recipe that the gruel was horrible. The bone house could have been where people were buried and the dead house where dying people went. The board room could have been for visitors.

What can't you tell from these sources?

We can't tell what happened in the yards, who owned the house and how many people stayed there. We can't tell if they liked it, where they ate and what they drank. You can't tell what they wore and what they did between 7pm-8pm and 6am-6.30am.

Using information from sources to investigate the past

Children can use the skills they have developed in extracting straightforward information from sources and their ability to make deductions to put together an account about an event or issue in the past. This involves selecting and organising the information rather than simply joining information from sources together. For example, children might use a range of sources to collect information about Elizabethan theatres and then produce a description of what an Elizabethan theatre was like.

The usefulness of an historical source

At Level 5 children are able to *comment on the usefulness of an historical source by reference to its content, as evidence for a particular enquiry*. This builds on earlier work where children are helped to understand that sources can answer questions about the past. The idea of the usefulness of sources should, therefore, feature in AT3 work for able children towards the end of the key stage. The concept can be introduced to younger or lower attaining children in a simplified fashion. Preliminary work on the utility of sources should stress the idea of relevance. Even very young children can see that if they are doing a project on *Ships and seafarers* a picture source showing a street scene in landlocked Birmingham is little use, while a picture of the Birkenhead shipyards may be of great use. Older, more able children need to go beyond the identification of relevance to work that involves reflection on whether a source is sufficiently trustworthy or typical to be of use.

Sources and historical enquiry

The Level 2 SoA refers to the relationship between sources and questions about the past. The idea that work on sources should be organised around key questions is reinforced by the Level 5 statement which suggests that children should evaluate the relevance of sources *as evidence for a particular enquiry*. How can teachers decide which questions to ask and which enquiries to undertake? In part this will be determined by the content emphasis of any study unit, and, for core units, the initial focus statement.

It may also help to plan work towards AT3 with the three distinct strands of AT1 in mind. For historians work on sources is a means of adding to knowledge and understanding about the past. The main facets of this knowledge and understanding are to be found in the strands of AT1.

- How has life changed through time?
- What were the causes and consequences of important historical developments?
- What was life like during particular periods in the past?

These key questions can be applied to the organisation of work towards AT3. Sources can provide evidence for **change, cause and consequence, and the nature of a situation or period in the past**. This means that AT3 work ought automatically to lead to knowledge and understanding as defined in the strands of AT1. The particular choice of sources will be dependent on the specific strand of AT1 that is under investigation.

- Sources can illustrate change. Sources from different times relating to the same topic can be used to provide evidence of change and continuity. (See pages 43–46.) For example, sources showing costume in about 1500 and in about 1700 could extend knowledge in relation to AT1 (i), with its emphasis on change.
- Sources can describe cause and consequence. Immediate causes and consequences can be apparent from accounts of important events. Longer term causes and consequences will only be evident from sources taken from a larger time perspective. For example, sources describing the motives of a person, like Florence Nightingale, could extend knowledge in relation to AT1 (ii), which is concerned with cause and consequence.
- Related groups of contemporaneous sources can provide evidence of the details of situations or periods in the past. (See page 66.) For example, sources illustrating life in Viking Jorvik could enhance knowledge in relation to AT1 (iii), with its focus on features of periods or situations in the past.

The following example shows how one teacher related a study of *Victorian Britain* to a supplementary unit on her local area, by researching sources which would link work on AT3 to AT1.

The teacher of a Year 6 class undertook a linked study of *Victorian Britain* and a supplementary study unit on the local area. She consulted the education officer at the local Records Office to find sources about a local farm which would support work towards both AT3 and the third strand of AT1, the analysis of different features of an historical situation. The class began by analysing a very detailed 25 inch Ordnance Survey map of 1884, which showed the layout of the farm buildings and the fields. From an entry from a trade directory of 1889 they discovered the name of the farmer, Frederick Gilbert Fowler. The children were then able to use the Census of 1881 to establish more about Frederick and his family. They found out that in 1881 he was 32, married to Emma, with five children ranging in age from four years to four months. His widowed mother, Nancy lived with the family. The Census also revealed that he farmed 140 acres and employed two adult labourers and a boy. From these sources children had begun to establish evidence so that they could *describe different features of an historical period* as required by AT1 (iii) Level 4. The teacher organised a trip to the farm so that, in terms of AT3, children were investigating *buildings and sites* as well as *documents and printed sources*. As a result many of the children had little difficulty producing written work that met the AT3 Level 4 statement that children should *put together information drawn from historical sources*. The teacher and education officer then decided to extend the enquiry by getting the children to find out both how the farm had changed since the 1880s, and how Frederick Fowler came to be the tenant of the farm in the 1880s (AT1 Strand i). This involved access to a new range of sources, and fresh opportunities to extend the children's ability to analyse evidence. The present farmer turned out to be the great grandson of the farmer of the 1880s. He was interviewed by children. Sale particulars from the early twentieth century provided a further snapshot of the farm and further evidence of change and continuity.



INSET ACTIVITY 9

Working with sources

Suggested INSET time 2 hours.

Purpose To consider ways of using sources.

Resources Photocopies of pages 86 and 87.
History in the National Curriculum, DES/HMSO, 1991.
Collection of sources relating to a KS2 study unit.

Task 1 Assemble a collection of three or four sources relating to a KS2 study unit. Discuss how it would be possible to use these sources:

- to extract straightforward information;
- to make inferences or deductions;
- to draw together information from two or more sources;
- to discuss the usefulness of sources.

Task 2 For the same collection of sources used in Task 1 above, discuss what background knowledge about the topic children would need to make full sense of the sources.

Task 3 Read pages 86 and 87. They describe how work towards AT3 can be linked to each of the three strands of AT1. Take the PoS for one particular core study unit. Is it possible to identify opportunities for children to use sources:

- to develop understanding of change;
- to extend understanding of cause and consequence;
- to develop children's sense of period?

APPENDIX A BIBLIOGRAPHY

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APPENDIX B USEFUL ADDRESSES

The Historical Association produces guides to teaching history and two journals *Teaching History* and *Primary History*.

- The Historical Association
59a Kennington Park Road
London SE11 4JH
Tel: 071 735 3901

Information about sites and monuments can be obtained from the following.

- The National Trust Education Manager
36 Queen Anne's Gate
London SW1H 9AS
Tel: 071 222 9251
- English Heritage Education Service
Keysign House
429 Oxford Street
London W1R 2HD
Tel: 071 973 3442/3
- Council for British Archaeology
Bowes Morrell House
111 Walmgate
York YO1 2UA
Tel: 0904 671417

Information about Information Technology can be obtained from:

- The National Council for Educational Technology
Milburn Hill Road
Science Park
Coventry CV4 7JJ
Tel: 0203 416994

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