

History

■ TEACHING HISTORY
AT KEY STAGE 1

GB

Z-39

NCC INSET RESOURCES

(1,93)1



NATIONAL
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COUNCIL

Teaching history at Key Stage ... / National Curriculum Council. -
Skeldergate : NCC. - (NCC inset resources)

GB Z-39(1,93)1

Key Stage 1. - 1. publ. - 1993. - 78 S. : Ill.
ISBN 1-85838-005-7

94/1585

Georg-Eckert-Institut BS78



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TEACHING HISTORY AT KEY STAGE 1

NCC is grateful to the following who helped in the preparation of these materials: Teresa Clarke (Inspector) and the teachers from the Lewisham LEA Project; Nigel Stinton (The University of Northumbria at Newcastle), Neil Tonge (Inspector), Lynne Potter (Advisory Teacher), and the teachers from the Newcastle LEA Project; Christine Counsell (Advisory Teacher), David Aldred (Advisory Teacher), Maggie Wright, Tony McAleavy (Inspector), Gloucestershire LEA; Patricia Harrison, formerly Knowsley LEA; English Heritage; Rosie Barker (Educational Consultant); and the teachers who read and commented on the materials. NCC also acknowledges the help of CCW and SEAC.

Photographs: p.29, Bromley LEA; p.39, Sally & Richard Greenhill; p.53, York Castle Museum; p.69, Sue Bennett; all others Lewisham LEA.

Georg-Eckert-Institut
für internationale
Schulbuchforschung
Braunschweig
-Schulbuchbibliothek -

94/1585

£6 rrp
ISBN 1 85838 005 7
First published 1993
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Typeset by Blackpool Typesetting Services Ltd, Blackpool, England

Printed in Great Britain

The National Curriculum Council is an exempt charity under the Charities Act 1960.

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2-39(1,93)1



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FOREWORD

Key Stage 1 lays important foundations for the development of children's knowledge and understanding in all areas of the curriculum. History is no exception. The main focus of history at Key Stage 1 is on developing children's awareness of the past and of the ways in which it was different from the present. Children should also be introduced to sources of different types. By the end of the key stage children should have developed a framework of knowledge within which they can make sense of their immediate past and begin to understand a period in the past beyond living memory. They should also be helped to develop a sense of chronology. This book provides guidance on how teachers can design activities which will help children develop the knowledge, understanding and skills required for Key Stage 1.

The teaching of history has an important role to play in ensuring that the Key Stage 1 curriculum has both breadth and balance. It can also provide a context for developing children's skills in reading, writing and numeracy. Teachers will need to prioritise time for these important areas of the curriculum.

This book is one of a series of NCC publications designed to promote good practice in the teaching of history. NCC's monitoring of National Curriculum history identified that Key Stage 1 teachers would like further guidance on how best to plan for progression and how to differentiate activities to ensure that they are sufficiently challenging for children of different aptitudes. This book was written in response to those requests. I would be interested to have feedback from readers as to how far it meets your needs.

David Pascall
Chairman, National Curriculum Council

March 1993

INTRODUCTION

The introduction of National Curriculum history has resulted in major developments in the teaching of history at Key Stage 1 (KS1). Much good practice is taking place in primary classrooms and many teachers have realised that knowledge and understanding, once thought inaccessible to infants, is well within their grasp.

This book seeks to build on existing good practice and to address some important outstanding issues, for example how to plan for progression across the key stage and develop activities which enable work to be differentiated according to children's aptitudes and abilities.

You should not attempt to read this document all in one sitting. It is a resource designed to develop practice over the next 2-3 years. It should be used as and when appropriate. One way of using it would be to read Chapters 1, 2 and 3 and then select one of the other chapters or one type of source from Chapter 6.

This book is written to develop the teaching of history in a school but it is not designed to put history at the heart of the curriculum. Although there is a requirement to cover the elements of the programmes of study (PoS), teachers should feel free to decide the depth and extent of coverage. History can provide a context for the teaching of other subjects and for developing children's skills in reading, writing and numeracy.



This book has been written for a primary co-ordinator responsible for the implementation of National Curriculum history at KS1. It provides guidance on:

- planning the KS1 PoS;
- designing valid historical activities;
- planning for progression and differentiation.

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

Understand the requirements of the Order

Helping colleagues develop their understanding of the requirements of the Order is the most important part of the role of the co-ordinator. A clear understanding of the nature and purposes of National Curriculum history should influence colleagues in their day-to-day teaching and enable them to plan for progression. Guidance on understanding the requirements of the Order can be found on pages B1–10 of *History Non-statutory Guidance* (NCC, 1991) (NSG) and in Chapters 2 and 3 of this book.

Prepare policy documents, curriculum plans and schemes of work

Sections C and D of the NSG provide help with preparing policy documents, curriculum plans and schemes of work. A scheme of work should indicate which aspects of the PoS will be covered in any one year. Some schools will wish to use the same scheme of work for 2 or 3 years. This has several advantages since resources can be acquired and teaching activities be developed. It is still possible to vary approaches from year to year.

Policy documents will need to be refined and changed. They will also need to be monitored and reviewed since it is all too easy to create a perfect scheme on paper that bears little relationship to classroom practice.

Develop valid historical activities that are appropriate for children at different stages of development and which will enable children to progress

Chapters 4, 5 and 6 of this book provide examples of activities related to both the attainment targets (ATs) and the KS1 PoS which can be adapted to suit the requirements of individual teachers. An invaluable resource is a file of activities for colleagues to use as and when they wish.

Collect teaching resources

The Order (*History in the National Curriculum (England)*, DES/HMSO, 1991) requires the use of a range of historical sources and other materials. Creating resource boxes can help save time in the future by ensuring that all the resources are to hand. Small schools might consider forming a co-operative cluster with nearby schools to share resources. Appendix C lists the contents of a typical resource box.

It will not be possible to accomplish all of these tasks at once. It can, therefore, be helpful to prepare an action plan and to prioritise tasks. An example of this follows.

Short-term

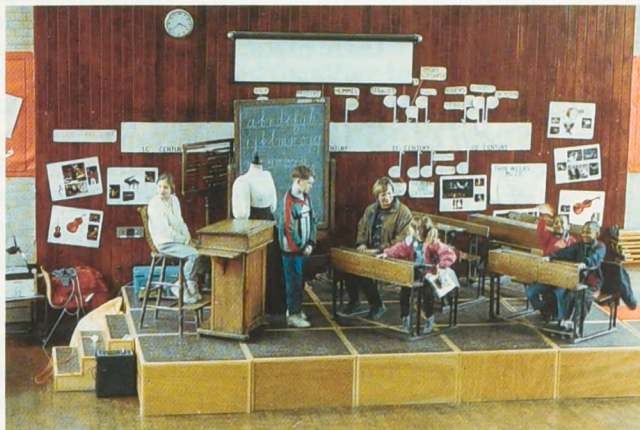
- Audit the school's existing teaching of history in relation to the requirements of National Curriculum history.
- If necessary, prepare an action plan to ensure that there is a policy document, curriculum plan and a scheme of work for each term or half term. Ensure that there is reference to history in the school's development plan.
- Purchase, collect, evaluate, organise and document resources.
- Select one element of the PoS to develop with colleagues, e.g. the use of artefacts. Run an INSET session on this element using an activity from this book.

On-going

- Discuss teaching approaches with colleagues regularly.
- Put good ideas, activities or approaches to teaching history in a teaching file for use by other colleagues.
- Prepare an INSET plan to develop colleagues' understanding of other elements of the PoS using the activities in this book.
- When appropriate, review:
 - policy documents;
 - curriculum plans;
 - schemes of work;
 - individual activities;
 - resources;
 - children's achievements.

For general principles of curriculum planning teachers should refer to NCC's forthcoming guidance on planning for KS2.

Guidance on running INSET meetings can be found in S. Harrison and K. Theaker, *Curriculum Leadership and Co-ordination in the Primary School*, Guild House Press (1989).



The programme of study

The KS1 programme of study (PoS) consists of one study unit. This is made up of three sections:

- five key elements;
- links with ATs;
- historical enquiry and communication.

The five key elements set out the ways in which children can be helped to develop an awareness of the past through the use of the following.

1. Various types of stories from different periods and cultures.
2. A range of historical sources, including music, artefacts and written sources.

Pupils should also be taught about the following.

3. Changes in everyday life, work, leisure and culture in the context of the following time periods:
 - their own lives and those of their families;
 - the life of the British people since the Second World War;
 - the life of people in the past in a period beyond living memory.
4. The lives of various types of famous men and women.
5. Past events of different types which have been remembered and commemorated.

It is not necessary to teach all the key elements of the PoS in any one year, but they must be covered across the key stage.

The section in the Order on links with the ATs gives examples of activities to show how the ATs can be linked with the content to be taught in KS1.

The section on historical enquiry and communication identifies the ways children should find out about the past and communicate their historical knowledge and understanding.

Planning the Key Stage 1 programme of study

If children's study of history is not planned, there is a danger that they will repeat aspects of the PoS or that their experience of history will be a series of unrelated episodes. The key elements of the PoS provide a framework that enables teachers to plan a variety of approaches over the key stage. Systematic planning also helps to develop children's knowledge of the three time periods identified in the PoS.

Before planning the PoS over the key stage, it can be helpful to audit existing coverage of the key elements. This will ensure that valuable resources and approaches can still be used. Diagram 2 can be used to record where the key elements are already covered. Many co-ordinators will wish to introduce children to historical work in Reception. There is, however, no statutory requirement to teach history in Reception.

Once the existing coverage of the PoS has been identified, the remaining key elements which are not already covered can be built in. Diagram 1 shows how this can be done. In this diagram, each element is covered once but many teachers may decide to cover the same elements of the PoS in a number of different contexts. Many teachers will wish to design activities for use in Reception which prepare children for future work in history. History also provides a context for developing other areas of the curriculum, e.g. English, art and music.

Diagram 1: Coverage of the elements of the PoS in each year

Year group	Elements of the PoS
Reception (There is no statutory requirement to teach history in Reception)	Personal timelines Toys now and then using artefacts Homes through time using pictures Stories about children in the past
Year 1	Family timelines Schools then and now using oral evidence and the use of school buildings Stories about famous people, e.g. Guy Fawkes, Mary Seacole Myths and legends Eyewitness accounts of historical events An aspect of local history
Year 2	Shopping now and then Life in Britain in the 1950s, 1960s and 1970s using music, artefacts and pictures Timelines in decades A local area in the past (linked with a contrasting local study) Life in Victorian times Visit to a museum
There would be opportunities in each year to use a variety of stories.	

The elements can be linked together to create an historical topic, for example schools in the past, Victorian times, homes and houses in the past. There does not need to be an historical topic in every term provided that there are sufficient opportunities for children to undertake historical work in each year.

Some teachers may wish to link history with other subjects. This needs careful planning to ensure progression in all the subjects involved. Planning should start from the subject Orders and then identify possible links.

Diagram 3 shows a sequence of units of work for Reception, Year 1 and Year 2. History is built into some of these topics but the amount of time allocated to the subject will vary from term to term and topic to topic.

Diagram 2: A table to record coverage of key elements of the PoS across the key stage

	Reception	Year 1	Year 2
<p>Stories:</p> <ul style="list-style-type: none"> ● myths and legends; ● historical events; ● eyewitness accounts; ● fictional stories set in the past. 			
<p>Sources:</p> <ul style="list-style-type: none"> ● artefacts; ● pictures and photographs; ● music; ● adults talking about their own past; ● written sources; ● buildings and sites; ● computer-based material. 			
<p>Historical periods:</p> <ul style="list-style-type: none"> ● changes in their own lives and those of their family and adults around them; ● changes in the way of life of the British people since the Second World War; ● the way of life of people in a period in the past beyond living memory. 			
<p>Historical events:</p> <ul style="list-style-type: none"> ● local; ● national; ● events in other countries; ● festivals and commemorations. 			
<p>The lives of famous men and women, for example:</p> <ul style="list-style-type: none"> ● rulers; ● saints; ● artists; ● engineers, inventors; ● explorers. 			

NB: Coverage of the elements should be balanced across the key stage. It is not necessary to cover each element every year.

Diagram 3: KS1 curriculum plan

Year	Autumn term			Spring term		Summer term	
Reception	<i>Animals</i> Science, geography	<i>Toys</i> History, science	<i>The Christmas Story</i>	<i>Ourselves</i> Science, geography, history		<i>Homes</i> Geography, history	<i>Journeys</i> Geography, history
Year 1	<i>School days</i> History	<i>Colour and light</i> Science	<i>Family Christmas</i>	<i>People who help us</i> History, geography	<i>Our local area</i> Geography, history	<i>Growth and change</i> Science, geography	<i>Our families</i> Science, history
Year 2	<i>Food</i> Science, geography	<i>Shops and shopping</i> Geography, history	<i>Christmas shopping</i>	<i>Senses</i> Science	<i>How they used to live</i> History	<i>Contrasting local study</i> Geography, history	<i>Victorians</i> History, science

Work in history could also be linked to day-to-day activities, and seasonal events, e.g. festivals, topical events, stories.

Diagram 4 shows another way of planning the PoS for history. This plan identifies opportunities for historical work. Individual teachers can then choose where they will highlight history in a topic and which activities they will pursue in depth. Each teacher is required to ensure that the way they tailor the plan to their individual needs ensures coverage of the key elements and enables children to undertake sustained work on history. The sources which will be used have been identified next to the topic.

Developing children's historical knowledge

The PoS states that children should have opportunities to investigate:

- changes in their own lives and those of their family or adults around them;
- changes in the way of life of the British people since the Second World War;
- the way of life of people in a period of the past beyond living memory.

Historical study should start from children's own experiences. Handled with sensitivity this allows children to explore their own past and that of their family. Over the key stage work should be structured so that children develop an awareness of changes in the way of life since the Second World War and of a period beyond living memory. An important aspect of planning is ensuring that the chosen themes build up children's knowledge and understanding of these periods in the past.

Conclusion

Planning the PoS in detail allows resources and sources to be acquired and activities to be developed and refined. It also enables teachers to plan for progression in the use of a range of sources and to ensure that children develop their knowledge of the three time periods identified in the PoS. Spontaneity and different approaches are still recognised. Many of the approaches allow children to pursue particular interests and teachers can still respond to day-to-day occurrences, for example the interesting artefact brought in by a child or the enthusiasm aroused through reading a story about the past.



Diagram 4: KS1 curriculum plan

Theme Year	All about me		Games and celebrations		Places		People		Food and clothing		Travel and exploration	
	Historical aspects	Links to PoS	Historical aspects	Links to PoS	Historical aspects	Links to PoS	Historical aspects	Links to PoS	Historical aspects	Links to PoS	Historical aspects	Links to PoS
Year 1	Myself: my life so far; birthdays; special events in my life; my family; my family's day; my family tree in photographs; my parents' and grandparents' lives when they were five	Sources: music, photographs, artefacts, adults talking about the past, written sources Stories: about grand-parents, eyewitness accounts Knowledge: changes in their own lives and the lives of their families	Festivals: how we celebrate, e.g. Guy Fawkes, Christmas; how we celebrate now and in the past, e.g. Olympic games; family celebrations now and then	Sources: artefacts, music, adults talking about the past Stories: Christmas, myths and legends about festivals Knowledge: changes between parents' and grandparents' time	My locality: focus on the area around the school; looking for clues on old buildings; parents' and grand-parents' homes now and in the past; moving house; changes in lifestyle	Sources: artefacts, buildings and sites, photographs, oral evidence, computer-based materials Stories: eyewitness accounts, fictional stories Knowledge: changes in houses between today, parents' and grandparents' time	Work people do: work people do now and in the past; changes in particular jobs; stories of famous people in the past	Sources: oral evidence, pictures, photographs, computer-based material Stories: Mary Seacole, Florence Nightingale, Robert Peel Knowledge: famous people, changes in jobs, e.g. police, nursing	Clothes: clothes for different purposes; what I wore at different ages; what people wore in the past, grand-parents' day, long ago; clothes in different cultures, e.g. Vikings, Victorian times	Sources: artefacts, pictures, oral evidence, written sources Stories: about children in the past, e.g. textile mills Knowledge: changes in clothing over time, reasons for changes, different periods, Victorian, Tudor	Holidays: now and in the past; places visited on holiday; travel; holiday amusements	Sources: pictures, oral evidence, music, buildings and sites, written sources Stories: eyewitness accounts, stories about holidays Knowledge: changes in travel, Victorian seaside
Year 2	My school: how old is our school? Looking for clues—buildings/ oral evidence; schools now and in the past, similarities and differences	Sources: photographs, artefacts, written sources, buildings and sites, computer-based material Stories: eyewitness accounts, school stories Knowledge: schools in grand-parents' time, Victorian times	Amusements in the past: games and toys in parents' and grandparents' time; playground and street games; Victorian Christmas	Sources: artefacts, music, written sources Stories: fictional stories, eyewitness accounts Knowledge: rich and poor in Victorian times	Buildings: famous buildings in the locality; buildings for different purposes; famous buildings, e.g. Pyramids, Taj Mahal, castles	Sources: buildings and sites, photographs Stories: myths, legends, e.g. King Arthur, Great Fire of London; fictional stories about buildings, e.g. Pyramids Knowledge: changes in buildings over a long time; timeline to show changes	Famous people: famous people in the community; people in the past, local, national, world; famous people in myths and legends and in other countries, e.g. Cleopatra, Ghandi	Sources: adults talking about their own past, written sources Stories: historical events, e.g. Queen Elizabeth I and the Armada Knowledge: stories of famous people	Food: parents' and grandparents' memories of food; food in different decades, e.g. rationing in Second World War; cooking in Tudor and Victorian times compared to now	Sources: artefacts, pictures, oral evidence, buildings, music, written sources Stories: life during the Second World War rationing Knowledge: changes in food and cooking, Tudor, Victorian and present day	Famous explorers: travel in the past, e.g. Christopher Columbus, Mary Kingsley, David Livingston, Amundsen; famous people connected with travel, e.g. George Stephenson, Richard Trevithick	Sources: pictures and photographs Stories: historical events, eyewitness accounts, legends about travel, e.g. Saint Brendan Knowledge: famous travellers

- In this plan history could be included in the scheme of work. Each unit of work in history could be linked to content from other subjects, e.g. science, geography. This is not included on the plan.
- In Year 1 children study their own history, life within living memory and life in Britain since the Second World War. Study of life in Britain since the Second World War continues in Year 2, where there is also a focus on Victorian times.
- Mixed-age classes with Years 1 and 2 children can develop a rolling programme based on the suggestions for Years 1 and 2. Classes which contain children from Years 2 and 3 can use one of the KS2 study units as a basis for studying a period beyond living memory.

INSET ACTIVITY 1

Reviewing curriculum plans for history KS1

Suggested INSET time

1-2 hours.

Purpose

To consider the strengths and weaknesses of a curriculum plan.

Resources

History in the National Curriculum, DES/HMSO, 1991.
History Non-Statutory Guidance, NCC, 1991.
Your school's curriculum plan for Key Stage 1.

Task

Look at your plan for KS1 and discuss the following points.

- Does the plan meet the requirements of the Order?
- Is there a clear structure across the key stage (i.e. Reception, Year 1, Year 2)?
- How does the planning for each year build on the previous year's work?
- How do the historical studies fit into the whole curriculum plan?
- Will the aspects of work chosen allow children to build up their knowledge of the three time periods identified in the PoS?
- How has the plan been structured to facilitate progression from KS1 to KS2?
- What resources have been specifically identified for Reception, Year 1 and Year 2?
- Is there a balance of resources for use with each year group, i.e. photographs, artefacts?
- What kind of fieldwork will the children be involved in?

3

USING THE ATTAINMENT TARGETS AND STATEMENTS OF ATTAINMENT TO PLAN TEACHING AND LEARNING

The attainment targets and statements of attainment

The attainment targets (ATs) define what good history is all about, knowing and understanding what the past was like, understanding why and how things happened and appreciating how we know about the past. The statements of attainment (SoA) for Levels 1–3 identify the skills and concepts which provide the foundation for later work in history. The ‘links to the attainment targets’ section in the Order provides a useful starting point for understanding the skills and concepts which should be developed in KS1.

Diagram 5: History ATs (Levels 1-4)

	AT1 Knowledge and understanding of history			AT2 Interpretations of history	AT3 The use of historical sources
	Strand (i): change and continuity	Strand (ii): causes and consequences	Strand (iii): knowing about and understanding key features of past situations		
Level 1	a) place in sequence events in a story about the past	b) give reasons for their own actions		understand that stories may be about real people or fictional characters	communicate information acquired from an historical source
Level 2	a) place familiar objects in chronological order	b) suggest reasons why people in the past acted as they did	c) identify differences between past and present times	show an awareness that different stories about the past can give different versions of what happened	recognise that historical sources can stimulate and help answer questions about the past
Level 3	a) describe changes over a period of time	b) give a reason for an historical event or development	c) identify differences between times in the past	distinguish between a fact and a point of view	make deductions from historical sources
Level 4	a) recognise that over time some things changed and others stayed the same	b) show an awareness that historical events usually have more than one cause and consequence	c) describe different features of an historical period	show an understanding that deficiencies in evidence may lead to different interpretations of the past	put together information drawn from different historical sources

NB: Level 4 is included to show the sort of progression in the SoA. It is not meant to indicate that KS1 children will achieve this level of understanding.



AT1 contains three strands. These are identified in Diagram 5. Strand (i) is concerned with helping children identify change and continuity between different times in the past. Strand (ii) provides a structure for explaining the causes and consequences of events. Work related to these strands should enable children to see the past as dynamic and changing. In KS1 work linked to Strands (i) and (ii) will concentrate on changes over a period of time and on the motives behind people's actions and the causes of events and historical developments.

Strand (iii) is designed to help children build up a sense of period and understand what it was like to live in the past. It enables children to understand the past as different to the present, often with different values and attitudes. In KS1 work on this strand will concentrate on explaining similarities and differences between past and present times and between different periods. This will help children to realise that the past was not one undifferentiated mass and that one period was different to another. Work with children of this age will concentrate on building up an understanding of the characteristics of different periods through the use of a range of sources and through stories. Although children can be introduced to the idea that people in the past had different beliefs, a mature understanding of values and attitudes will not be possible at this key stage.

AT2 is concerned with enabling children to understand and evaluate how people have interpreted the past. Interpretations can include pictures, stories, films, songs and written accounts. In KS1 children can be helped to understand that pictures and stories can give different versions of the past. When telling stories teachers can make children aware that some stories are about people who really lived while other characters are made up. Through the use of simple sorting exercises children can be helped to classify parts of stories as statements of fact or opinion.

AT3 introduces children to the idea that historical knowledge is based on evidence derived from sources. Using sources to find out about the past will involve children in asking questions to find out information from sources and making deductions based on the information in the source.

Children must demonstrate their understanding of the historical concepts and skills in the ATs in the context of the content in the PoS. For example, a child describing changes over a period of time might demonstrate his or her understanding by talking about the changes in domestic life which took place between three time periods: Victorian times, when grandma was growing up, and now. Alternatively, he or she could talk about changes in schools in the same time periods. **Because of the link between the ATs and the PoS, both parts of the Order must be used when planning activities.** The ATs are, however, integral to study history and opportunities to develop the skills and concepts in the ATs will arise naturally from the content in the PoS.

The SoA provide a guide to the progression in each AT and indicate the stages through which children may progress in developing the ability in each AT. When using the SoA to assess children's achievement, three aspects need to be considered as well as the wording of the statement. These are:

- the pitch and age at which children could be expected to attain the SoA;
- the amount of knowledge children are expected to know to attain the SoA;
- the nature of the task and the context in which it is set.

The pitch of the SoA is linked to the age and ability at which the children could be expected to achieve the level. For example, it would be possible for children to demonstrate an understanding of the difference between a fact and point of view (AT2 Level 3) with varying degrees of sophistication. To show evidence of Level 3 in AT2, children should be asked to identify the difference between simple statements of fact which can be checked against evidence and obvious value judgements, for example:

- the fire of London started in a baker's shop (fact);
- the people were silly to build their houses so close together (point of view).

The SoA must be related to the content in the PoS. As children progress up the levels it is expected that they will draw on more detailed and complex content drawn from the PoS. Initial work in history will concentrate on individual stories, extracting information from one source and helping children link actions with reasons and motives. The SoA for Level 1 reflect this. By Level 2 children should be able to demonstrate some knowledge of aspects of life in a time in the past and give reasons why people in the past acted as they did. At Level 3 children will need to describe changes over time and give reasons for an event or development. They will also need to draw upon knowledge of two time periods in the past.*

In some National Curriculum subjects attainment of one level is dependent on a mastery of previous levels, and as each successive level is achieved, the lower levels are left behind. In history the skills and concepts in each statement of attainment continue to be important. Children therefore need opportunities to refine and develop skills in more challenging contexts. For example, children in Year 2 will still need to put events in sequence before they can go on to explain the causes of an event.

When planning activities to develop children's historical understanding, it can be helpful to use questions linked to the ideas embodied in the SoA. Diagram 6 shows how questions can be related to the aspects of ATs covered in KS1. These questions can also be used as prompts to help children focus on historical issues.

* *The Key Stage 1 History Standard Assessment Tasks*, SEAC, 1993 provide examples of assessment activities and describe the achievement necessary to attain a level. The *KS1 School Assessment Folder*, SEAC, 1993, Section C4 provides an interpretation of the statements of attainment. *Children's Work Assessed* will provide examples of work together with a commentary about the attainment displayed by children in particular pieces of work.

Diagram 6: Historical questions relating to Levels 1–3

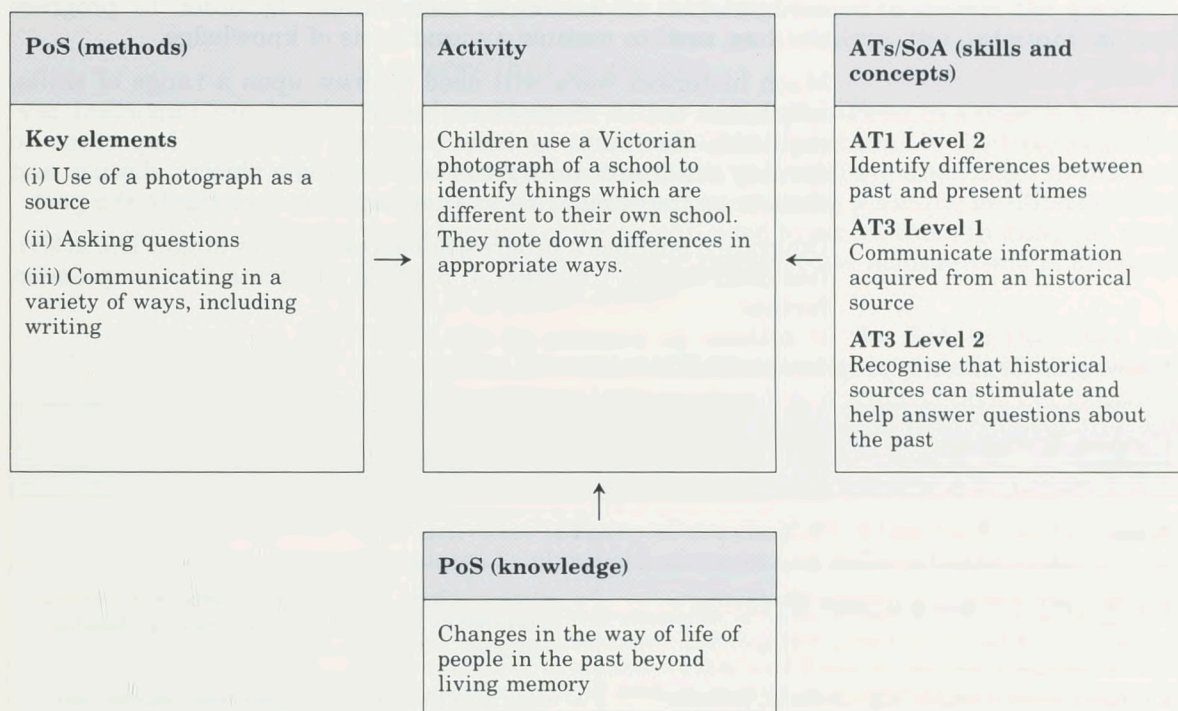
AT1 Knowledge and understanding of history	AT2 Interpretations of history	AT3 The use of historical sources
<p>Strand (i) Change and continuity</p> <p>This strand requires children to:</p> <ul style="list-style-type: none"> ● sequence events and objects; <ul style="list-style-type: none"> Which came first/next/last? What 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? <p>Strand (ii) Causes and consequences</p> <p>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? <p>Strand (iii) Knowing about and understanding key features of past situations</p> <p>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? 	<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? 	<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?

Designing valid historical tasks

Understanding the ATs and SoA will help to ensure that activities used in teaching history are valid historical tasks. Planning activities will normally involve thinking about three things:

- the skills and concepts involved (ATs and SoA);
- the knowledge and understanding children need to acquire (PoS);
- the sources and methods of enquiry children are to use (PoS).

Diagram 7: How the ATs and PoS are linked in any activity



There are some activities often used in teaching history which do not fulfil the requirements for valid historical tasks, for example simple colouring of pictures, joining up dots, some cloze procedure activities. **Such activities will not produce evidence of attainment against the National Curriculum 10-level scale for history, nor will they aid children's progression in historical understanding.**

Some activities, such as sequencing stories, producing simple graphs and writing descriptions, will cover more than one National Curriculum subject. Although this can help reduce curriculum overload and allow children to see links between subjects, it is essential to decide which subject is being emphasised at any one time. It is also important to identify differences between subjects, for example sketching an artefact may not develop children's artistic skills if the emphasis is on using a sketch to record information. Concentrating on one subject at a time enables teachers to plan for progression and record individual attainment. Subsequently another aspect of the activity could be developed, for example an investigation of a picture could be aimed at AT3 and the presentation of the information could be aimed at English AT1 (Speaking and listening).

A sequence of activities, rather than one discrete activity, can enable children to extend their knowledge and understanding and enable them to move from purely observational skills to making deductions, comparisons and generalisations. For example, children can progress from sorting artefacts under the headings old and new, to looking at similarities and differences between old and new artefacts. They can then give reasons for the differences.

Planning for progression

Progression in history involves developing children’s historical understanding and skills in relation to an ever increasing accumulation of historical information. In order to progress children need to acquire a sound basis of knowledge.

Much historical work will need to draw upon a range of skills, which are not in themselves historical but are important prerequisites for work in history. It is, therefore, important to develop children’s ability to sketch, handle objects, discuss and observe at the same time as they begin to investigate the past.

Diagram 8 outlines a progression across the key stage. The activities described in Chapters 4, 5 and 6 illustrate this progression further.

Diagram 8: Sources of progression at KS1

Planning for progression at KS1 is likely to include helping children progress:	
From	To
<ul style="list-style-type: none"> ● simple sequencing, e.g. pictures illustrating a story ● talking about a source, e.g. artefacts, pictures ● working on questions set by the teacher ● knowledge of change in their own lives 	<ul style="list-style-type: none"> ● relating objects, pictures and events on a timeline measured in standard units of time, e.g. decades, centuries ● being able to make deductions from sources and simple generalisations based on asking more complex questions and using a range of sources ● asking their own questions and working individually in order to gain information they need ● knowledge about people and events in other times, e.g. when grandfather was little, Victorian times

Differentiation

Differentiation is one way of enabling children to progress by planning work appropriate to individual development. It can involve planning:

- a common task for all children, for example children could use a photograph to find out about life in the 1940s;
- different tasks for children at different levels of ability, for example using photographs some children could identify the similarities and differences with their own experiences and environment. Others could be set the question 'Did everybody live like this?' Using the same photographs they would identify which other sources they might need to answer the question. They could then collect and analyse the information and present their conclusions.

When planning for a wide range of children in a class it is important to consider what is practical in relation to the time available and to ensure children have the requisite knowledge to attempt tasks. Common tasks require as much planning as differentiated tasks because children will need to access them in different ways and have opportunities to demonstrate achievement at different levels in different media.

Tasks can be planned in relation to the SoA so that they are appropriate for children of different levels of ability. It is possible to plan a common task in relation to a group of SoA. For example, a sequence of activities can be designed to help children find out information from a picture and to give reasons for their deductions. This will enable them to work towards AT1 Levels 1-3.*

The activities in many of the chapters of this book can be used as templates to plan both common and differentiated tasks.

*Throughout this book examples of tasks linked to SoA are given to help teachers plan for progression. Showing how a task is related to SoA does not imply that children will achieve that level if they do the task. Judgements about attainment can only be made in relation to children's work from a number of contexts.

INSET ACTIVITY 2

Developing an understanding of the ATs and SoA

Suggested INSET time

1-2 hours.

Purpose

To help colleagues understand the nature of the ATs and SoA.

Resources

History in the National Curriculum, DES/HMSO, 1991.
Sufficient photocopies of pages 21 and 22 for teachers to use (enlarged if necessary), and of Diagram 5 on page 13.

Task 1

Use the section *Links with the attainment targets* on p.14 of the Order and the diagram on page 13 to explain the ATs and show how activities should be linked to the SoA. Explain that activities can cover more than one AT.

Photocopy and cut up enough copies of the activities on page 21 for colleagues to work in pairs or small groups. (It can be helpful to place each set of cards in an envelope.)

Using the chart on page 22 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:

- sequencing artefacts along a timeline (AT1 Level 2);
- looking at houses in nearby street to find out about life in the 1890s. Using the census to find out who lived in a house (AT3 Levels 1-3).

Diagram 9: Activities related to SoA

Level	AT1 Strand (i)	AT1 Strand (ii)	AT1 Strand (iii)	AT2	AT3
1	Sequence cards showing the story of Fire of London.	Explain why they have drawn a picture in a particular way.		Listen to the story of Jack and the Beanstalk and say whether the people in the story are real or made up.	Draw an artefact and label it to show historically important information.
2	Using a simple timeline, put family photographs of three different generations in chronological order.	Discuss why people in the past had their portraits painted.	Look at a photograph of the school in the past and identify differences between now and then.	Look at two different picture sequences illustrating the story of Robert the Bruce. Identify the pictures which show the same events and ones which are different.	Look at old toys and ask questions about games and toys children played with in the past. Visit a museum to find out some of the answers.
3	Look at a sequence of pictures showing changes in lamps and lighting. Describe what has changed.	Explain why lighting and lamps have changed between 1850 and today.	Look at a photograph of a street in 1890 and in 1940, identify the differences between the two periods. How were the streets lit in 1890 and in 1948?	Look at a list of statements from a story about Guy Fawkes. Decide which are fact and which are points of view.	Investigate a suitcase containing artefacts belonging to someone who lived during the Second World War. Decide what things they can say definitely about the person and what they can guess at.
4	Create a display showing how road transport has changed over time.	Explain why the Romans invaded Britain.	Write about the Romans in Britain describing different features of Roman Britain, e.g. technology, clothes, houses.	Compare their own drawings of a Roman villa based on the archaeological evidence from the site, with a drawing produced by an archaeologist.	Use information from pictures, artefacts to write about life in Roman Britain.

Diagram 10: Chart for sorting activity

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

DEVELOPING CHILDREN'S SENSE OF TIME AND CHRONOLOGY

Developing children's sense of time and chronology provides them with a mental framework to make sense of the past. It is a process which starts before formal schooling begins and continues in other key stages. An understanding of the ways in which time is measured and a knowledge of the chronology of the main events and developments in past periods is central to the study of history. A number of related concepts are involved in developing a child's sense of time and chronology. They include:

- the development of an increasingly sophisticated vocabulary connected with time, for example now and then, year, decade, century;
- the ability to sequence, for example using stories, days of the week, months, artefacts, pictures;
- the development of both a sense of period and of chronology to provide children with a framework for understanding the past, for example grandmother's time, Edwardian times;
- the ability to understand change and continuity.

Young children need constant opportunities to develop a sense of the passing of time and their place in it. From the earliest songs and rhymes about the days of the week, to activities which enable children to place events or objects on timelines measured in decades and centuries, children are experiencing what time is and how it can be measured.

Developing children's vocabulary and understanding of the concept of time

Children need to be taught vocabulary connected with the passing of time. They also need opportunities to use this vocabulary in a variety of ways if they are to develop their understanding of the concepts involved. An ability to understand and use words connected with the passing of time is particularly important for work relating to AT1. Children will start by knowing how old they are and will learn the days of the week. Through talking about events and festivals, like birthdays, Christmas and Divali, they will begin to understand years and seasons. At the same time, they will be learning the names of the months and seasons and the date.

Progression in AT1, particularly in Strands (i) and (iii), is closely linked to children's understanding of number. At the earliest stages children can use simple pairs of words to talk about differences between two times in the past, for example 'now' and 'then', 'before' and 'after'. They will then move on to use non-standard measures of time such as 'a long time ago' and 'grandmother's time'. However, in order to identify specific times in the past, compare them with each other and talk about change and continuity, children need to learn standard measures of time, for example week, year, century.

Once the concept of a year is established children need to be taught to apply this standard measure. They will, therefore, need to know and understand place values to at least 100, be able to count in tens and count forwards and backwards over 10. Although years are numbered in thousands, hundreds, tens and units, it is not necessary for children to know and understand numbers and place value beyond 1000 to talk about dates in the twentieth century, since their attention can be focused on changes in the tens and unit digits. Children may need help in making distinctions between the year people were born and their age. For example, some children think that a person born in 1926 is older than a person born in 1920 because 26 is a bigger number than 20.

***Planning for
progression and
differentiation***

The activities in Diagram 11 have been designed to develop children's sense of chronology across KS1. They illustrate a broad progression. Some activities can be made more challenging and then repeated in a variety of contexts. By selecting the activities appropriate for the children's level of ability, teachers can ensure that classroom work is suitably differentiated. For example, Year 2 children can be given a task designed for Reception children if they are still operating at that level.

Some of the activities, for example Activities 5 and 6 for Reception children, are not in themselves historical. However, they lay important foundations for later work and enable children to work towards the concepts in the SoA. **Because the activities are not related to historical content, they would not provide evidence of attainment against the National Curriculum scale.**

The success of many of the activities will depend on skilful questioning by the teacher. This should enable children to:

- use vocabulary related to time, for example which is older, newer;
- identify change and continuity, for example what could you do when you were little, what can you do now?
- give reasons for developments, for example irons have changed because we have electricity;
- use different methods of measuring the passage of time, for example years, age, decades.

Where activities are identified as being appropriate for both Year 1 and Year 2 care should be taken to avoid repetition of the activity.

Diagram 11: Activities to develop a progression in children's sense of chronology across KS1

Activity	Related vocabulary	Year	Commentary
<p>1. Myself</p> <p>Children can be asked to bring in photographs of themselves as a baby and a recent photograph. The class can discuss differences between babies and four or five year olds. Children can make a class book to illustrate the differences they have identified,</p> <p>e.g. Babies can cry I can talk Babies can crawl I can walk</p>	<p>Young, before, after, now</p>	<p>Reception Year 1</p>	<p>A class book showing the differences between the children as babies and as four or five year olds is the simplest form of timeline as well as an early sequencing activity. Using photographs for the activity enables children to begin to communicate information from historical sources.</p>
<p>2. People of different ages</p> <p>These activities extend children's understanding of change over time from themselves to other people. These can include:</p> <ul style="list-style-type: none"> ● sequencing pictures of babies, school children, young adults, middle-aged and old people; ● sequencing objects belonging to people of different ages, e.g. a babygrow, skipping rope, shoes, umbrella; ● matching objects to people, e.g. drawing an object out of a bag, discussing it and matching it with a picture of a person of the right age, such as babygrow to baby. 	<p>Old, young, before, after, older, younger</p>	<p>Reception Year 1</p>	<p>These activities can be done as a class or in groups. If children's vocabulary and understanding of change over time are to develop, teachers need to structure their questions carefully. The pictures used should portray real people not models. Both objects and pictures should be chosen to reflect cultural diversity and to avoid gender stereotyping.</p>
<p>3. Sequencing artefacts</p> <p>Sequencing artefacts or pictures of artefacts can help children develop a sense of change over time and of now and then. The activity can be developed through the following steps:</p> <ul style="list-style-type: none"> ● distinguishing between a new and an old object (Reception); ● sequencing three or more artefacts from distinct periods which are distant from each other (Year 1); ● sequencing artefacts closer together in time (Year 2). 	<p>Old, oldest, new, newer, newest, now, then</p>	<p>Reception Year 1 Year 2</p>	<p>The objects chosen for this activity should be designed for a similar purpose. Children should be able to decide which is the oldest through simple observations. This activity can be made more complex by using objects of different types or by drawing on more complex criteria for sequencing the artefacts (see Chapter 6).</p>

Activity	Related vocabulary	Year	Commentary
<p>4. Sequencing pictures</p> <p>Children could be asked to sequence pictures which illustrate the different types of stories required by the PoS. The activity can be made more complex by increasing the number of pictures and by developing the plot and characterisation in the story so that it becomes more complex.</p>	<p>First, last, before, after, beginning, middle, end</p>	<p>Reception Year 1</p>	<p>Sequencing pictures from stories enables children to understand the concept of causation AT1 Strand (ii).</p>
<p>5. My day</p> <p>Children could sort pictures under headings, e.g. what happens during the day, what happens at night? They could talk about what happens at different times of the day, morning, afternoon and evening and make picture books to show this.</p>	<p>Morning, afternoon, night-time</p>	<p>Reception Year 1</p>	<p>Concepts need to be reinforced by repetition and questioning, e.g. what happens in the afternoon. A collection of pictures showing events which happen at different times of the school day can be a resource for several classes.</p>
<p>6. Our day/week</p> <p>Children could talk about what happens on different days in school. They might make charts showing activities which happen on different days.</p>	<p>O'clock, hours, yesterday, today, tomorrow, days of the week</p>	<p>Reception Year 1</p>	<p>Although these activities seem simple many children take a long time to develop a sense of the pattern of days, months, seasons and years. Any activities that extend their use of terms, such as before and after, last year and this year are the basis for later work.</p>
<p>7. Seasons: timeline of seasons</p> <p>Children could draw pictures showing what happens at different seasons. They might sort pictures of the seasons and relate these to the months of the year. Poems, songs and stories could be used to extend children's ability to describe what happens at different times of the year. Further work could involve children investigating how festivals linked with seasons, e.g. Christmas, were celebrated in the past.</p>	<p>Spring, Summer, Autumn, Winter</p>	<p>Year 1</p>	<p>Studying the changes in the seasons can help children become aware of the passing of time and begin to develop a framework for describing the passage of time in a year.</p>

Diagram 11 continued

Activity	Related vocabulary	Year	Commentary
<p>8. A year: months of the year timeline</p> <p>The class could make a graph or chart showing the number of birthdays in each month. This might be used to answer questions. Children could discuss what happens at different times of the year, e.g., holidays, Christmas, Divali, Passover. Children could make circular cards to show what happens in particular months. They might be taught about the origins of the names of months.</p>	<p>Months of the year, this year, next year</p>	<p>Year 1</p>	<p>Changing a wall calendar will help to make children learn the months but they also need to see how dates and months change during the year and are used to measure time.</p>
<p>9. My life</p> <p>This is a development of the first activity: Myself. Children could be asked to bring pictures of themselves aged 1, 2, 3, 4, 5. They could sequence the photographs and create a zig-zag book showing how they have grown up. Children could sequence toys from different stages in their lives. Children might try sequencing each others' photographs or artefacts, as well as their own. They could talk about what they remember about the times when they were younger. Children might talk about memories and build up a record of their own history. The activity could be extended from a study of children's own personal history to looking at unknown children. Children could be asked to sort pictures of children of different ages and might create a timeline using the photographs.</p>	<p>The past, ago, remember, event, memories, before, after, earlier, later, most recent</p>	<p>Year 1 Year 2</p>	<p>During the activity it is important that questions are used to teach vocabulary and concepts related to time, e.g. was this photograph taken <i>before</i> or <i>after</i> that one? Which is the <i>earliest</i>, <i>latest</i>, <i>most recent</i> photograph? Some children find it difficult to relate age to the number of years they have lived. Teachers can help children make this connection through questioning.</p>
<p>10. Living memory: generations</p> <p>Children could be asked to talk about photographs of themselves aged 1 or 2 and a photograph of a parent at the same age. Discussion should be focused on the idea of generations and the passage of time, e.g. how old are the two children, are they still that age? Children could then talk about the age of the photograph, e.g. which is older, which was taken first, how do you know? The activity might be extended by using toys which are linked to the people in the photographs. Questions could be used to focus the children's attention on the similarities and differences between the artefacts. Teachers could also use photographs and artefacts from their own childhood.</p>	<p>Now, then, in the past, long ago</p>	<p>Year 1 Year 2</p>	<p>Children's awareness of the past before they were born can be developed through comparisons of their own lives with those of known adults. By investigating the childhood of both parents and grandparents, children can be taught to make two jumps back into the past. The different generations then become a non-standard measure of the passage of time.</p>

Activity	Related vocabulary	Year	Commentary
<p>11. Learning about the recent past: decades</p> <p>Children can begin to develop an understanding of decades by ordering pictures of themselves and members of their family. They should start by ordering photographs of themselves at different ages using a timeline going backwards from the present. Above each photograph the children write the age they were when the photograph was taken. Photographs of siblings can be added to the timeline in the appropriate place. The timeline can then be extended by using photographs of parents and grandparents at different ages. Artefacts from different periods can be added to the timeline or can be ordered in a similar way. Children should be helped to make generalisations about some of the decades shown on the timeline, e.g. when grandma was a little girl, when daddy was a baby.</p> <p>Children's understanding of different decades in the twentieth century can be developed by creating timelines which link objects, pictures, music from each decade. Children could use the timeline to discuss what has changed and what has stayed the same.</p>	Decade, past, present	Year 2	<p>This activity helps children begin to understand how to use standard measures of time. The teacher will need to help the children calibrate the timeline working backwards from the present. Most Year 2 children will understand that if the most recent photograph was taken this year then the photograph can be labelled with the current year. They can then be shown that the next photograph, depicting the child one year younger, must have been taken the previous year. By emphasising the last two figures of each date, children's attention can be focused on tens and units. Some children may have problems counting back over a ten to the next decade.</p> <p>(When using two photographs of adults, one taken now and the other in childhood, most children will happily place the current photograph in the current year. Many may need help working out where to place the photograph of the adult as a baby.)</p>

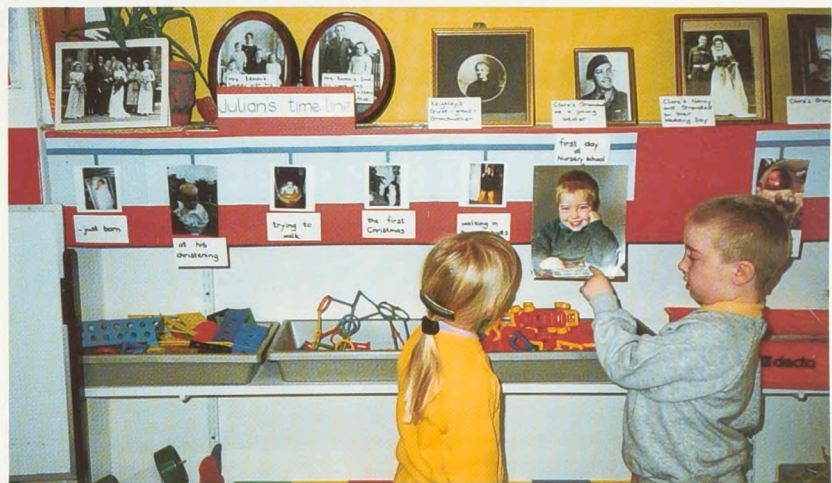
Links with the attainment targets and programme of study

Activities designed to help children develop a sense of chronology will have strong links with AT1. In the initial stages children will be sequencing events and be putting objects in chronological order. The sense of chronology developed through these activities will enable children to describe changes over a period of time and identify differences between past and present times. In many of the activities children will be communicating information from an historical source (AT3).

As they progress children can be introduced to different periods in the past. This may be through the use of historical event stories, for example the Fire of London, or through studying an aspect of a past society, for example children in Victorian times. Children can be helped to develop an understanding of some of the characteristics of a period in the past through looking at pictures illustrating a story and then being asked to find similar pictures in reference books. They can then make a display about the period. In order to begin to fix this period on a timeline children can be asked to sequence a collection of pictures showing kitchens, transport or clothes from different periods between the time studied and the present day. Once the sequence of pictures is correct the timeline can be labelled and children asked to identify what stayed the same and what changed.

Timelines

Timelines can enable children to locate people, objects and events on a scale and thus work out when one event happened relative to others. The scale can range from one showing the events of a single day to a century. Timelines can be produced in a variety of formats. They should be constantly used and referred to by teachers and children.



Some different kinds of timelines

1. Washing line timelines

These can be strung across the classroom with markers or pegs to show time intervals. Children can hang pictures, mobiles or models in the appropriate place on the timeline.

2. Three-dimensional timelines

These provide a point of reference for children and can be placed in a corner or on a window sill. They can contain pictures, artefacts, clothes, photographs. Children can add items to the timeline.

3. Whole-school timelines

The upper part of a hall can be used by children to create a timeline for the whole school. Individual classes can put their work on the appropriate part of the timeline.

4. My wheel of life

Children can create a timeline showing the different stages in their life in the form of a wheel.

5. Clock face timeline

These use the 12 hours of a clock face to show the passing of time. They are particularly useful for showing how long ago a period was, but may be too complex for most KS1 children.

6. Computer programs

Some computer programs will produce timelines. These have the advantage that they can be easily altered and stored. They will also print out to scale.

INSET ACTIVITY 3

Developing children's sense of time and chronology

Suggested INSET time

2 hours.

Purpose

- To discuss the knowledge, skills and vocabulary required for sequencing and chronology work.
- To consider how these could be developed with children.

Resources

Pens, paper, flip chart, marker pens.

Task 1: postcards illustrating buildings, transport or costumes at different periods.

Task 2: pairs of pictures illustrating, for example, portraits, farming, cooking at different periods (the pictures should be covered with sticky-back plastic).

Task 1

Ask staff to work in pairs or small groups. Give each group a set of about eight postcards. Ask them to put five of the cards in chronological order. Then ask them to put the remaining cards into the correct place in the sequence. When they have done this, ask them to discuss which elements of the pictures led them to decide on that order.

Ask each pair to explain the reasons for their sequence to the whole group. Note the reasons on a flip chart.

Ask each group to discuss the following questions.

- How did they tackle the task and how might the children approach such a task? What clues did they use to sequence the pictures?
- How many pictures could children use to start with? When could the number be increased?
- What help would children need?
- What vocabulary would the children need: older, newer, modern, etc?
- How can children develop criteria for sequencing pictures?

Task 2

Ask the staff to work in pairs or small groups. Give each pair or group a picture and two different coloured water-based pens. Give them five minutes to look at the picture and discuss what they can see in it. Then ask them to take one of the coloured pens and identify anything in the picture which is different from today. Ask them to use the other coloured pen to mark on the things which are the same. They may also wish to make a list of other changes which are not easy to mark on the picture.

Ask the whole group to discuss the differences and similarities which have been identified. Consider the following questions.

- Do the number of differences give the children a basis for putting pictures in chronological order? Are the pictures with the fewest differences from today, depictions of the most modern object or person?
- What deductions did they make from the picture?

Give each pair or group a second picture based on a similar theme to the first one. Ask them to place the two pictures side by side on a large sheet of paper and divide the paper into two columns entitled 'Similarities' and 'Differences'. Then ask them to list or discuss all the similarities and differences between the two pictures. When they have finished, ask them to discuss the following questions.

- Were two pictures easier to use than one?

Ask them to try the activity using two photographs.

- Are pictures easier to use than photographs in order to identify similarities and differences?
- How does this activity help children work towards AT1 (i) Level 3, AT1 (ii) Level 3, AT1 (iii) Level 3 and AT3 Level 3?

Story has long been considered an appropriate method of teaching history to infants. A good, well-told story, commands attention and can lead to discussion, question and answer. The attraction of story lies in its narrative power, through which it appeals to children's curiosity, emotions and imagination. It is an effective way of extending vocabulary, introducing new knowledge and addressing moral issues. Listening to, retelling and creating stories are activities which appeal to children of all abilities.

Story can be:

- a way of recounting the past;
- a form of historical explanation;
- an interpretation;
- a method of communication;
- a source of evidence;
- a teaching strategy.

The Order states that children should develop an awareness of the past through stories from different periods. These include:

- well-known myths and legends;
- stories about historical events;
- eyewitness accounts of historical events;
- fictional stories set in the past.

Fictional stories set in the past are likely to be among the first type of story children encounter. These could include:

- stories with an explicit emphasis on the passing of time, for example Emma and Paul Rogers, *Our House* (Walker Books, 1991);
- stories about families, for example Martin Waddell, *My Great Grandpa* (Walker Books, 1990);
- stories which focus on the historical significance of objects, for example Tony Bradman, *The Sandal* (illustrated by Phillippe Dupasquier) (Penguin, 1990).

Teachers may also choose to use some stories which are not in themselves historical to help children develop a sense of chronology, or to look at motives and reasons for actions and enable children to distinguish between fact and fiction. **Stories of this type will not enable children to display achievement against the National Curriculum scale for history because they do not contain historical information.**

Across the key stage children will encounter a range of eyewitness accounts ranging from parents' and other adults' accounts of their own lives to simple stories based on historical sources, for

example the story of the Fire of London from the diary of Samuel Pepys. Myths and legends vary in complexity and need to be handled with care because children may find them difficult to understand. Although quite young children enjoy the fantastical element in myths, many find it difficult to separate the historical elements of stories like Robin Hood or King Arthur from the fictional. Myths and legends, however, can be used to help children understand past cultures and to discuss how people in the past explained phenomena they did not understand.

The requirement to teach about the lives of famous people, past events which have been commemorated and changes in lifestyles in different periods can also be approached through story. Story in this instance is a vehicle for teaching the prescribed knowledge in the PoS.

Progression in the use of story does not necessarily depend on the type of story selected but rather upon the complexity of the story, the way it is told and the work which is based upon it. Progression will also depend on the type of questions asked by the teacher. These involve moving from questions which require straightforward observations and recall (e.g. when did it happen? how many were there?) to questions which seek explanation of events (e.g. why did something happen?). Children can then be asked to make deductions or to evaluate the story (e.g. do you believe it happened like this?).

The use of story can be linked to the ATs in the following ways.

AT1 Strand (i) Change and continuity

AT1 Level 1 requires children to sequence events from a story. Children can sequence pictures, statements or their own drawings. The ability to retell a story, and thereby to decide on which parts are significant, is a starting point which later work in history will extend. Story can also be a starting point for looking at change. After sequencing a story children can be asked to identify what changed for the individuals in the story.

AT1 Strand (ii) Causes and consequences

Activities based on stories allow children to explore why things happened and the consequences of events and actions. One way of doing this would be to ask children to add labels to pictures of events in order to explore the motivation behind people's actions.

AT1 Strand (iii) Knowing about and understanding key features of past situations

Examples from the four types of stories which contain details about life in past times can be used as a basis for work related to this strand. As they progress children will also need to acquire background information from other historical sources and reference books.

AT2

Stories are a good starting point to approach the ideas which lie behind AT2. After hearing a story, children can be asked whether it is about real people or fictional characters. This issue needs to be handled with sensitivity particularly when using stories from different cultures or when talking about characters like Father Christmas. It is best to use stories which are clearly based on fact or fiction. Young children may identify some mythical characters as real because they behave in ways which seem real to children. For example, after hearing the story of Jack and the Beanstalk,

one child said the giant was fictional but Jack's mother was real because she told Jack off. Stories about some historical characters, for example Alfred the Great, have non-fictional and mythical elements attached to them. When asking questions of children, teachers should talk about elements which indicate unreality in a myth or fairy story and elements which can help prove someone actually lived. Sequencing stories can help children identify differences between two stories about the same event.

AT3 Stories, for example myths and legends, oral history, eyewitness accounts, are a type of source. Children can use them to find out about the period from which the story comes. The section on using written sources gives some ideas for using story as a source.

Ways of using story in the classroom

There are three main ways of using story in the classroom, each has a different function in building up historical understanding. They involve:

- examining the structure of a story;
- using the story as a stimulus for work on an historical theme;
- looking at the different versions of a story and studying how and why they differ.



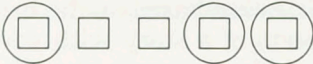

Examining the structure of a story

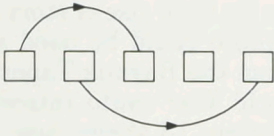
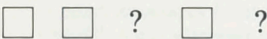
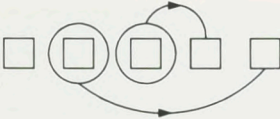
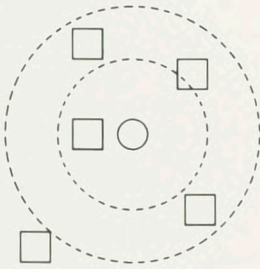
The activities in Diagram 12 enable children to discuss the order in which events happened and the causes of events. They also enable children to understand change and continuity, chronology and time conventions. The activities involve the use of pictures cut up from old story books and are ideal for use with children at the beginning stages of literacy. The number of pictures used can range from three to 20.

The activities provide a pool of ideas which can be used as appropriate. Although children should start by talking about two or three pictures, it should not be assumed that degree of difficulty depends on the number of pictures used. Progression will depend on the way an activity is used, the complexity of the story and the accessibility of the pictures. The activities are based on the use of pictures depicting the events and aspects of a story with which children have already become familiar, for example the life of Florence Nightingale. Ideally some of the pictures should have a clear place in the sequence, while others should illustrate aspects of the story, for example soldiers fighting, which could fit into a number of places.

Diagram 12: Activities which allow children to explore the structure of a story

Examples are based on the story of Florence Nightingale.

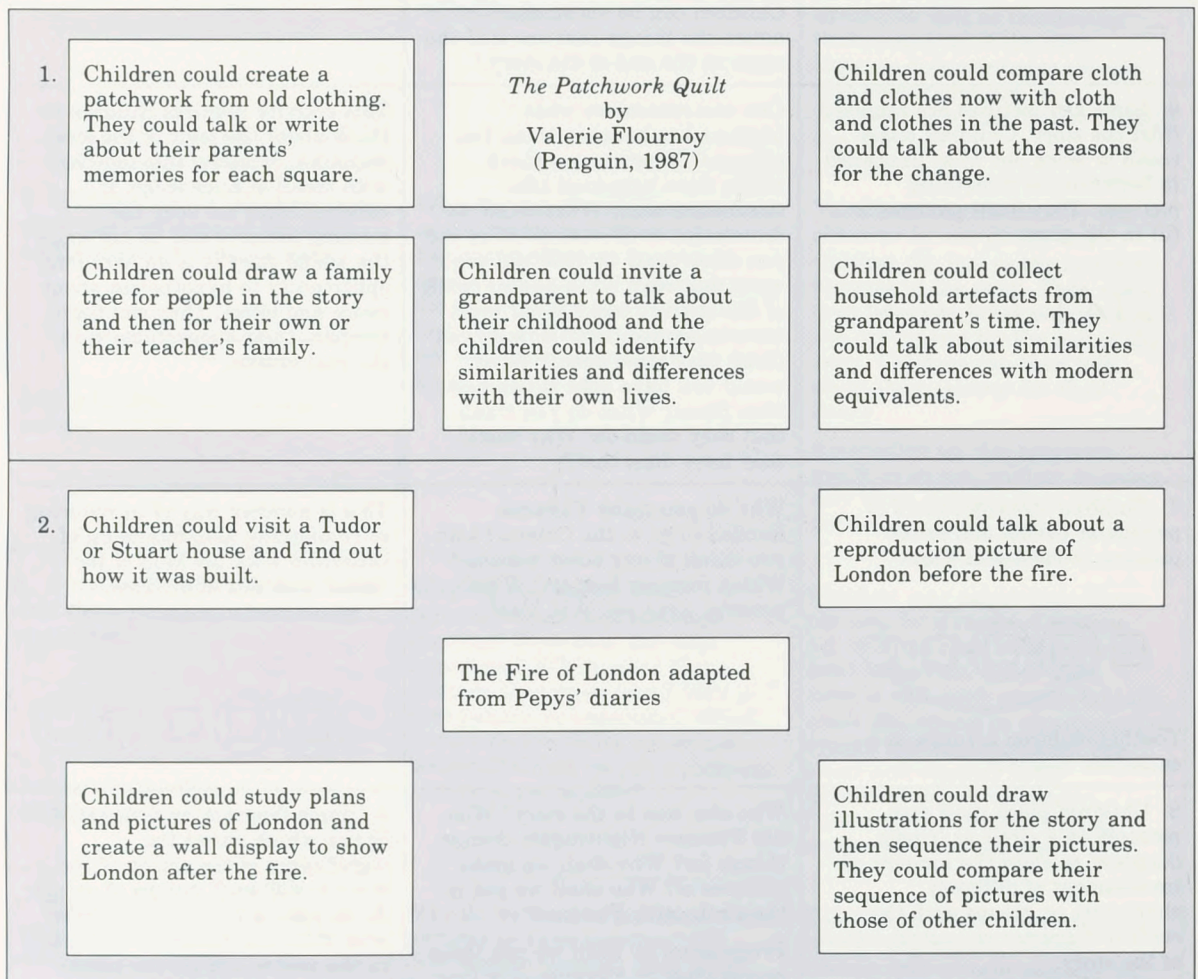
Activities	Questions	Commentary
<p>1. Children arrange pictures in order so that they tell the story.</p> 	<p>Which pictures did you decide were near the beginning of the story? Which were near the end? Why? Why did you put that picture there? How did you know that this picture came after that one? Why does this picture <i>have</i> to be towards the end of the story? Tell me the story and point to the pictures as you tell it. Find the right pictures while this group tells the story.</p>	<p>The questioning here encourages children to think about <i>why</i> they sequenced the pictures as they did. This helps them to think about the relationship between one picture/event and the next. Talking about the sequencing activity they are doing with their peers and/or the teacher gets children used to talking about the shape and pattern of a series of events, as well as reinforcing understanding of the story. Because disagreements arise it also encourages further questioning by the children about the story.</p>
<p>2. Children decide which pictures show the <i>beginning</i> of the story and/or middle/end of the story.</p>  <p>Compare with other pairs or groups.</p>	<p>Why did you choose those pictures as the beginning? How is your beginning different from that group's beginning? Which pictures did we all agree <i>had</i> to be at the beginning? Which pictures are we not very sure about? How do we know it is the end?</p>	<p>Variations on this activity can be achieved by not giving the children the last or the last few pictures in the story. They can then be asked: what picture(s) will you draw/paint for the end of the story. Children can then talk about their reasons for their choice.</p> <p>A variation on this approach would be to ask children to select only three pictures from the sequence to tell a story.</p>
<p>3. If you had to tell the story with only three pictures, which would you choose?</p>  <p>Compare with other children's/groups' versions.</p>	<p>Why did you choose these pictures? Were they the most exciting? Were they the most important? Which parts of the story do they come from? Why is that picture so important? Which picture do you think we cannot miss out? Could we put a different picture in the middle?</p>	<p>Children may select their three pictures for a range of reasons, e.g. it is the most exciting or the most important. All of their criteria will elicit purposeful talk about the timing or significance of events. The significance of one event over another is an important aspect of history. Follow-up can include writing captions for the pictures.</p>
<p>4. Children discuss how close or far apart the pictures should be according to timescale.</p> 	<p>Why do we need to put these two pictures so close together? Did that happen straight after that? Do you think that this happened on the next day or much later? How much later? How far apart shall we put these two pictures? Why do we need to put these two pictures much further apart than these two? How long after (1) did (2) take place?</p>	<p>This can be made extremely easy or very challenging indeed. Clearly only certain pictures will be suitable. The time period covered needs to suit the child's stage of development in the use of time vocabulary. Using imprecise time periods will help children think about time differences. Stories with precise time reference, a week, a year, etc., would be excellent for introducing or reinforcing more specific time vocabulary.</p>

Activities	Questions	Commentary
<p>5. Children decide which pictures show how things <i>changed</i> for different characters or groups in the story.</p> 	<p>What changed for Florence Nightingale after she went to the Crimea? For the soldiers? For the doctors? For the nurses who came with her? For the nurses back at home? Which pictures can we choose which show these changes? How many things changed during the story? (While the idea of continuity is not explicitly mentioned until Level 4 of AT1 (i), with certain stories containing appropriate examples it is possible to introduce the idea of 'staying the same' as a way of reinforcing the contrasting idea of change. Children can be encouraged to notice the things that are still the same at the end of the story.)</p>	<p>This is a very concrete and visual way of introducing the difficult idea of change. Questions can first focus upon how things change for different characters within the story and then 'before and after' pictures can be selected. By focusing upon what changed for certain individuals or groups, the idea of change is made less abstract and more immediate and personal. The notion of long-term change arising out of the action of the story can follow on from this.</p>
<p>6. Some key pictures are removed from the story. Children <i>either</i> recall <i>or</i> work out what happened in between the remaining pictures. They draw pictures to fill in the gaps.</p> 	<p>Can you remember what happened in between these two pictures? What do you think might have happened after that/before that? What could we draw/paint to show that? Why did you draw that? <i>Or</i> How did you work that out? What do you think of this group's idea? What must have happened first? How do you think that came about? What would you have done if you had been there? What do you think that they could do? Why would they have done that?</p>	<p>This activity requires children to think about the logic of the story sequence, bringing this together with recall of knowledge. If children have not seen the missing pictures and do not know the whole story it is an excellent opportunity to hypothesise about cause and effect. They can then compare their suggestions with the real events.</p>
<p>7. Children identify causes of particular events and select pictures to represent these.</p>  <p>Teacher/children arrange as a causation diagram.</p>	<p>Why do you think Florence decided to go to the Crimea? Can you think of any other reasons? Which pictures help us? Which pictures gave you that idea?</p>	<p>This is another way of introducing or reinforcing understanding of causation with the help of the visual stimulus of pictures.</p>
<p>8. Children place their own pictures on a circle or 'ripple diagram' to show the amount of involvement of different characters or groups with the central character or central action of the story.</p> 	<p>Who else was in the story? Who did Florence Nightingale change things for? Who shall we make pictures of? Who shall we put in the circle with Florence?</p> <p>Progression to: shall we put these people close to Florence or a long way away? Whose lives were changed a lot by Florence?</p>	<p>A 'ripple diagram' is a versatile device which shows the significance of the action of the story to different groups of people. At its simplest it is just a circle with the main action or character in the centre and all the people who were affected in some way around it. It can be used as a simple tool for recording all the different people involved in the story. Once children are used to this idea the 'ripples' can be used to represent: (i) time (e.g. nurses/hospitals <i>now</i> in the outermost ring), (ii) space, (iii) amount of change or (iv) amount of contact with the central character or event.</p>

Using the story as a stimulus for work on an historical theme

Using stories as a stimulus for other work is a common approach at KS1. Examples drawn from four types of story can be used as points to examine changes in lifestyles, or a particular period. Teachers should identify clear objectives for their use of story, for example a story about Harold and William could be used as a starting point to look at the evidence from the Bayeux Tapestry. A fictional story about the Second World War could introduce work on rationing during the war. Diagram 13 shows how two different stories can be used as starting points for historical themes.

Diagram 13: Ideas for using a story as a basis for work on an historical theme



Looking at different versions of a story and studying how and why they differ

Children can explore the idea that there are different versions of stories through seeing how stories can be told in different media and understanding how the type of media can change the story. They can also compare different versions of traditional stories and see how the perspective of the person telling the story can help to change it. Many stories allow children to explore the differences between a fact and point of view. This can be approached through asking children to identify whether simple statements from the story are facts or points of view.

Activities which make the structure of a story clear enable children to explore how different versions of a story were created through:

- discussing where an event goes in a story;
- examining the factors which cause disagreement, for example memory, error;
- developing the vocabulary and conceptual understanding to talk about the shape of a story and to compare different versions, for example beginning, middle and end.

Activities based on looking at different versions allow children to work towards AT2.



INSET ACTIVITY 4

Using stories

Using a story in relation to AT1

Suggested INSET time 1-2 hours.

Purpose To plan activities based on the use of story.

Resources *History in the National Curriculum*, DES/HMSO, 1991.
Story books drawn from the categories listed in the PoS.

Task 1

In pairs select a story to use.

1. Look at the SoA for AT1 (ii) and think of as many questions as you can to help children explore the ideas behind this strand (Causes and consequences). (Try to think of as many Why did . . .? and Why do you think . . .? questions as you can. Try to see which questions lead to Level 2 and which lead to Level 3.)
2. Now think of as many questions as you can linked to AT1 (iii) (Knowing about and understanding key features of past situations).
3. Using your questions as a starting point, design two or three activities which would reinforce children's understanding of the story and the causes of events and actions which it describes.
4. How could you use the story to help children learn about period in which the story is set?

Using a story in relation to AT2

Suggested INSET time 1–2 hours.

Purpose To help colleagues plan tasks which link the ATs and the PoS.

Resources *History in the National Curriculum*, DES/HMSO, 1991.
Photocopies of pages 42 and 43.
A collection of story books appropriate for KS1 children.

Task 2

AT2 is about developing children's understanding that the past is represented in many ways, for example pictures, films, television programmes. At KS1 children should develop an awareness of these different interpretations and begin to distinguish between different versions of events. They should begin to test interpretations against available evidence.

1. Look at Diagram 14 on pages 42 and 43 and familiarise yourself with the SoA for AT2.
2. Select a story book or books and decide how you could use it to teach towards some of the concepts and skills in AT2 Levels 1–3. Plan a sequence of activities for your children. Such work could involve the following resources:
 - use of other books or a video telling the same story;
 - children's own written, painted or drawn versions of stories or accounts of a visit to an historic site;
 - sections of the story developed by different groups of children.
3. AT1 Strand (i) requires children to place events in a story about the past. How does work related to AT1 help to prepare children for work linked with AT2?

Diagram 14: Interpretations of the SoA for AT2

Level	SoA	Commentary	Link to PoS	Questions to aid progression
1	Understand that stories may be about real people or fictional characters.	The distinction between real and fictional can be examined at a range of levels. At Level 1 it is taken to mean the simple distinction between a person who has lived and a fictional character. Teachers should establish the idea of real people by using stories the children can clearly identify as real. They can also bring in adults to talk about their past experiences.	Myths, legends, fictional stories set in the past allow children to distinguish between real people and fictional characters. In the early stages children can talk about the differences between talking animals and real people. Achievement at this level, however, requires them to distinguish between a real person and a fictional human character.	Is the story about a real person or an imaginary person? Do you think he/she really existed? Why?
2	Show an awareness that different stories about the past can give different versions of what happened.	The understanding that there are different versions of the past can occur at different levels of sophistication. At Level 2 children should realise that the past can be presented in different ways, e.g. stories, film. Children should recognise that one version of the past can be different from another, e.g. in two different stories of a Victorian chimney sweep. Enabling children to understand that there are often two versions of events in their own lives can provide a starting point for looking at different versions of past events.	All the different types of story required by the PoS can be used to help children understand that there are different versions of the same event. Listening to two adults talking about their experiences in the Second World War can also help children recognise there is more than one version of the past.	Why do you think this story was told this way? Does this book give a different version of the story from the one you know? What other versions do you know? How does your set of pictures differ from mine? What are the differences between these two pictures/accounts/stories?

Diagram 14 continued

Level	SoA	Commentary	Link to PoS	Questions to aid progression
3	Distinguish between a fact and a point of view.	At Level 3 children should be able to distinguish between a simple statement of fact which can be checked against evidence or an obvious value statement which reflects a point of view. For example, the statement <i>the Gunpowder Plot happened about 400 years ago</i> is an obvious fact, while the statement <i>Guy Fawkes was the most important conspirator</i> is a point of view.	Children can identify facts and points of view in stories about the past. One way of doing this is to use fact and point of view statements, linked to a story, e.g. the Fire of London.	Is this a fact or is this what the writer thought? Is this a fact, or is it an opinion? Why?
4	Show an understanding that deficiencies of evidence may lead to different interpretations of the past.	This statement is concerned with developing children's ability to recognise that the sources for any study will be incomplete. Children should be helped to understand that in order to communicate information about the past it is necessary to make deductions from the available evidence. There will be a recognition that some sources have been destroyed or that the evidence was never recorded.	Some historical events or enquiries enable children to explore the concept of deficiencies of evidence, e.g. reconstruction drawings based on archaeological evidence. Children will need to demonstrate knowledge of particular events, periods or issues to achieve this SoA.	How do interpretations differ? What do we know about this, what evidence is this based on? Why is this interpretation different from that one? How much evidence have we got? Why can we only make an informed suggestion about this?

NB: Level 4 is included to show the sort of progression in the SoA. It is not meant to indicate that KS1 children will achieve this level of understanding.

The PoS for KS1 states that children should have opportunities to learn about the past from a range of historical sources. Historical sources should include artefacts, pictures, photographs and written sources from the period in the past being studied, for example the Victorian period. Activities based on sources should be planned so that they contribute to children's knowledge of the everyday life, work, leisure and culture of people in the past. Teachers should plan the use of sources, including artefacts and pictures, across the key stage so that initially children encounter artefacts and pictures from familiar situations and later move to those more distant in time and place. Care should be taken to ensure that the experiences of men, women and children are reflected in the selection of sources.

Selecting sources to develop both a sense of chronology and period

Sources can be selected to:

- illustrate change over time, for example a set of photographs showing a local street in 1890, 1930 and 1970 or a series of similar objects from different points in time;
- provide a sense of period, for example items such as toys, clothes, books from the 1950s can help to illustrate what life was like for children in that period.

During the key stage teachers will need to use sources selected on both these criteria.

Choice of periods should be related to the time periods identified in the PoS.

Introducing children to sources

If children are to use sources to gain information and investigate the past they must be taught to:

- observe and handle pictures, artefacts, photographs;
- ask historical questions;
- record information in a variety of ways, for example using sketches, notes, tape recorders;
- develop their vocabulary so they are able to describe what they can see;
- communicate information in a variety of ways.

Some of these are not historical skills but they are important pre-conditions for historical investigation. Many of these skills can be developed through games which are enjoyable and will also promote understanding.* Skills should not be taught in isolation but developed in conjunction with children's historical investigations.

* A number of activities to develop children's skills of observation and recording can be found in G. Durbin, S. Morris and S. Wilkinson, *A Teacher's Guide to Learning From Objects*, English Heritage, 1990.

Observing and recording

Children need to be taught how to observe and record. These are not skills which can be taught once and for all. Teachers will, therefore, need to reinforce and extend children's understanding of, for example, sketching, notetaking and observing.

Drawing is a valuable method of recording. Children should be taught how to sketch objects quickly and accurately in order to record information, as well as having opportunities to concentrate on artistic expression.

Labelling pictures and sketches can help children pick out the most important features for any investigation. In the early stages teachers can help by adding labels and notes after discussion with children. They can also provide labels for children to stick on their own drawings, for example 'the oldest iron', 'a modern iron'.

It is often better to ask children to concentrate on one or two features of an object or to look for similarities and differences. Learning to look for salient features is an important skill. Children using written sources can be asked to look for things they can read, for example the date a children's story book was printed or the prices on a shopping list.

KS1 children should learn how to measure and estimate distances. Such skills can be of value when investigating historic sites. By the end of KS1, children should be able to use non-standard units of measurement, for example they could measure how many paces wide a wall is or how many times their height it might be.

Young children can use tape recorders and cameras with some proficiency. Children will need a clear brief for such work, for example to find and photograph different types of windows or to find and describe a limited number of kitchen implements.

Activities which can help develop observational skills include the following.

Kim's game

Children often find it difficult to concentrate on observing objects, Kim's game can help develop concentration.

A number of objects are placed on a tray. Let children look at it for a minute. The tray is covered and the children are asked to write down as many objects as they can remember. A variation of the game is to ask children to remember a particular category, for example old objects or smooth objects.

Using mirrors, magnifying glasses and frames

Children often find it difficult to sketch large objects or buildings. Framing part of the building or picture or asking them to draw what they can see reflected in a mirror enables them to concentrate on a significant feature or detail. Using magnifying glasses helps children look at the detail of objects like coins.

Identifying key features

Covering pictures with laminate and asking children to circle parts of the picture with washable felt-tip pen can help children focus on the picture. For example, one teacher asked children using a picture of a street scene to circle anything in the picture which would not be found in a street today.

Feelie bags

Putting objects in cloth bags and asking children to feel, describe and identify the objects can help children describe the less obvious features of an object.

Describing objects

Describing objects in a variety of ways helps develop children's vocabulary and their ability to pick out details. For example, two children sit back to back, one describes an object or a picture to another who has to identify it from the description.

Sorting and classifying

Sorting and classifying are important information handling skills which enable children to make sense of the mass of information presented to them. To do this they have to observe and record information in a variety of ways. Sorting and classifying activities include:

- sorting according to age, shape, function;
- making lists under headings, such as fact and fiction or now and then.

Children should be asked to devise their own categories as well as using headings prepared by the teacher. They should be asked to explain their reasons for sorting in a particular way.

Developing children's vocabulary

Children need to learn the appropriate vocabulary to describe and talk about sources. Vocabulary can be introduced by the teacher through:

- asking children to brainstorm words to describe pictures or objects;
- providing lists of words on the blackboard, in rough books or on cards, for children to use in written work;
- asking one child to describe an object to another child who has to guess what it is.

Asking questions

Progression in the use of sources depends in part on children's ability to ask appropriate historical questions and then to find out the answers either from the source(s) themselves or from other information. Children should be helped to ask questions and to answer them from the source(s) they are using.

When using some types of sources, such as pictures or artefacts, it can be helpful to work through the following stages.

- Start with very broad and general questions. Ask what children can see or know. For example, what can you see in this picture? What can you tell me about this object?
- Encourage children to speculate on the purpose of an object. For example, what clothing is the person wearing and how it might have been made? What do you think this object might have been used for?
- Give children any factual information they might need to enable them to make sense of their observations. Introduce them to any specialised vocabulary they might need. For example, children could be told biographical details about the people in a picture.
- Highlight any details they may have missed, or which they need to look at in detail.

Giving reasons and making deductions

Initially children will ask simple questions and extract information from sources. It is important that they learn to give reasons as part of their answers. Teachers can help this process by asking children to explain their answers and by encouraging them to give reasons. Children working in pairs can be asked to make sure their partner gives a reason for an answer. As children learn to write they can be asked to use phrases such as:

I think this because . . .

I can tell this because . . .

I can prove this because . . .

Making deductions involves children going beyond the basic information in a source and working out what they can make an informed suggestion about. A group looking at a picture of a street in 1890 might notice that all the transport was horse drawn, they might then deduce that cars had not been invented or were very uncommon.

Children can also be given simple prompt sheets to help them in this process, such as shown in Diagram 15 overleaf.



Diagram 15: An example of a prompt sheet to develop children's ability to make reasoned deductions

What I can see	What I can work out	What I need to find out

To gain maximum benefit from their investigation of sources, children must know something about the context in which the picture, artefact, building was made. For example, knowing about Elizabeth I's character and reign can help children interpret a portrait of her. This information does not always need to be provided at the start of an investigation but without it children will be unable to deduce as much information.

Progression and differentiation

Many historical sources can be used with children at different levels of ability, enabling teachers to link the activity to a number of SoA. The nature of each child's enquiry will need to be matched to their ability. For example, in a Year 2 class there will be children who will be able to be analytical in their enquiries, while others will only be at the level of observation and description.

Understanding how the use of sources relates to the progression in the ATs can ensure that appropriate activities are planned for children. For example, a series of activities on the topic toys and games could be based on the use of the following resources:

- a collection of old toys bought in a local junk shop;
- toys brought in by the children;
- pictures and photographs of children playing with toys;
- information books about toys and games in the past.



Diagram 16: Examples of activities for a project using pictures and artefacts to investigate toys and games in the past

Activity	Method of differentiation
1. Discussion of children's favourite toys and games.	Through teacher questioning.
2. An adult talks about toys when she was young and shows the children some of her old toys.	Through teacher questioning and through the questions asked by children.
3. Sequencing exercises based on a collection of toys.	More challenging activities would involve children sequencing against a timeline using non-standard measures or using artefacts closer together in time. Children who find writing difficult could be given typed labels to use.
4. Activities based on pictures. <ul style="list-style-type: none"> ● Looking at similarities and differences using two pictures of toys in the 1950s and now. ● Asking questions using a picture of children playing in a street in the 1950s. ● Extension activity: comparing a picture of a Victorian Street showing children playing games with a similar picture of a street in the 1950s. 	More challenging activities could involve pupils asking and answering more complex questions and giving reasons for their observations. They can use information books to find out why things have changed. Pupils could be helped by teacher intervention and questioning. Extension activities could also be provided.
5. Interviews with grandparents about toys and games in the 1950s. Children prepare and record the interviews and use the tapes to make a list of toys and games used in the past which are different to those used today.	Children who find asking questions difficult could practise using open-ended questions on tape. Children could be asked to plan questions on paper. All groups could use a tape recorder for interviews.
6. Class discussion of why toys, games and entertainments have changed. Collect data about how many parents/grandparents had televisions, radios when they were young.	Children could be asked to record changes between now and then either verbally or in writing depending on their ability. All children could make a contribution to the class display showing how many parents/grandparents had a television when they were young. Information books available to extend the activity.

Diagram 17: How activities can be related to the SoA, in order to help develop teacher questioning, and help in planning for assessment

Level	AT1 (i)	AT1 (ii)	AT1 (iii)	AT2	AT3
1		Ask the children to talk about what toys they have. Why do they choose to play with some toys and not others?		Use fictional stories about toys coming to life. Ask the children whether the stories are true or fictional. How do we know?	Ask the children to describe what they can see in the picture. What are the people doing? What are they wearing?
2	Ask children to sequence a collection of toys or pictures in chronological order. Ask the children the following questions. Which is the oldest? Which is the newest? Have you got any toys like the ones in the collection/pictures? Which is your oldest toy?	Talk about the games and entertainments in the 1950s and 1960s. Why did people not watch television or videos in the 1950s?	Use laminated pictures of toys in the past and a picture of toys today. Ask the children to ring in blue things which are the same and in red things which are different. Make a list of questions to ask a visitor about toys and games in the past.		Use a picture of children playing with toys. Ask the children whether the picture will help them answer the following questions. What toys did children have? Did girls play with some toys and not boys? What clothes did children wear? Did they have computer games? Ask the children to make up some questions of their own to which they would like to find answers.
3	Ask the children to compare two pictures from different periods showing children playing games in the street. Compare a photograph from the 1940s with one from the 1960s focusing on toys and clothes. What has changed?	Ask the children why to give reasons why they think games and entertainments have changed from the 1940s to the 1960s.	Ask the children to extend their investigation by looking at pictures of games in Tudor times and Victorian times. Give them a chart with the headings Tudor and Victorian times. Get them to sketch or write about some things which have stayed the same and some things which are different in the relevant columns.		Use two pictures from one period showing children playing with toys and games. Ask the children what they can definitely find out from the picture and what they can work out, e.g. I can see that the poor children have few toys. I can work out that china dolls were very expensive.

ARTEFACTS

The terms artefact and object are interchangeable. The use of the word artefact does not imply that special objects must be used. All objects can provide evidence about the past. Using artefacts or objects in the classroom can help children learn about social, economic and cultural history.

Artefacts can play a vital role in developing a sense of change through time and a sense of period. Different types of object will be required depending on which of these two ideas teachers wish to develop. Groups of objects could be selected to build up an understanding of the characteristics of a particular period, or a couple of objects from each period could be used to develop children's sense of chronology. For example, a class museum could be organised so that it demonstrated either chronological change through the evolution of objects or the 'flavour' of a period through a collection of items from a single point in the past. The most able children at KS1 should have some opportunity for reflecting on the fact that 'long ago' was not a single uniform period.

Choosing artefacts to use

Children should have opportunities to handle artefacts. Victorian and later objects can usually be found in junk shops and children can often borrow a range of objects from their families. Finding objects from earlier periods is more difficult, although some replicas are available. Museum loan services can provide some examples of artefacts. In the absence of artefacts from the distant past it is, of course, legitimate to use pictures.

All artefacts have some historical value, although some will be more valuable than others. Schools which build up collections of artefacts should ensure that they are catalogued and preserved from decay or damage. Local museums will normally be able to give guidance on conservation and security.

Working with artefacts in the classroom

There are a number of elements involved in successful work with artefacts.

- Activities using artefacts should be designed to develop children's historical understanding in relation to the ATs, for example examining change and continuity, cause and consequence and understanding key features of past times. Diagram 18 shows how these ideas can help create key questions around which work can be organised, for example what difference did the discovery of electricity make to the way people ironed clothes?
- Sufficient opportunity should be provided for children to ask historical questions about objects at the beginning of their investigation. By learning to ask appropriate questions, children will be able to deduce more information from the object. It is important to begin by asking open-ended questions. Questions such as 'how old is it?' may close down discussion if it cannot be answered. Children should become accustomed to asking questions such as the following.

Description

How does it feel? (texture, temperature, weight . . .)

What does it look like? (shape, colour, size, decoration/ marking . . .)

What do you think it is made of? (wood, metal, plastic, fabric . . .)

How do you think it was made? (hand-made, mass produced . . .)

Do you think it has been used? (signs of wear, repair . . .)

Use/function

What might it have been for? (play, domestic use, travel . . .)

Where might it have been used? (playroom, kitchen, garden . . .)

Who might have used it? (child, servant, labourer, driver . . .)

When might it have been used? (time of day, occasion . . .)

General

Would there have been many/few of these? (related to function)

Would it have been valuable? (based on materials, complexity)

What do you think the object can tell us about the people who made it? (life style, values, skills, interests, occupation . . .)

What do you think the object can tell us about the period in which it was made? (nature of society, hierarchies, for example in domestic service or at work . . .)

Children should be encouraged to give reasons for their answers. They should also be given historical background to develop their knowledge further.

- Children need to build up background knowledge of a particular period in order to make sense of how objects were used and the lives of people who used them.
- Activities should be designed so that children of different ages and aptitudes are given appropriate tasks, and so that as children move through KS1 they are given more challenging activities.

Activities can be made more challenging by:

- starting with objects a long way apart in time, for example now and Victorian times, and shortening the time intervals, for example using objects from the 1940s, 1950s, 1960s;
- moving from familiar to unfamiliar objects, for example moving from using toys to more unfamiliar domestic items;
- moving from sequencing artefacts, for example a Roman lamp and Victorian lamp, to using a variety of artefacts from the same period, for example a gas mask, ration book, recipe book to find out about the different features of a past time;
- using other sources, for example old photographs, books, oral evidence to extend the work with the artefacts;
- ensuring children have to draw on previously acquired knowledge.

Diagram 18 shows ways in which the activities based on using artefacts can be linked to the ATs.

Diagram 18: Looking at Victorian and modern kitchen equipment

How have objects changed over time? AT1 Strand (i)

Why do you think the design of objects has changed? AT1 Strand (ii)

Which are the older/more recent objects? How do we know which are the old objects and which objects are modern? AT1 Strand (i)

Are all the modern objects better than the old ones? Compare your answer with your neighbour and see whether you agree. AT1 Strand (i)

What are the differences between Victorian kitchen equipment and modern equipment? AT1 Strand (iii)

Compare the Victorian objects with objects in a present-day picture book about life in Victorian times. Did the artist get the picture right? AT2

What do these objects tell us about cooking in the past? Who might have used them? Using old photographs and written accounts, what can we learn about the life of a Victorian kitchen maid? AT3

What would it have been like to use Victorian equipment? How was cooking in the past different to today? Was it harder or easier? AT1 Strand (i)



Progression in the use of artefacts

Children with elementary levels of historical understanding will require simple, straightforward activities. As they progress it will be necessary to present material that makes possible more challenging work. The activities in the next section show how this can be done. They do not represent a prescribed set of activities but a pool of ideas from which teachers can choose. Diagram 19 illustrates a broad progression in the use of artefacts.

Diagram 19: A broad progression in the use of artefacts at KS1

From	To
Distinguishing between modern and old objects and identifying differences.	Distinguishing between objects from different times in the past and using knowledge to sequence them on a timeline.
Describing differences between objects of varying age.	Suggesting reasons why the design of an object has changed over time.
Understanding that two different objects come from the same period in the past.	Drawing conclusions from a study of objects about life in a particular period in the past.

Diagram 20 shows a progression from introductory activities based on the use of artefacts to more challenging ones.

Diagram 20: Progression in the use of artefacts

Starting points	More challenging activities
<p>Activities</p> <ul style="list-style-type: none"> ● Sort out their own clothes and children's clothes from the 1890s and talk about the differences. ● Sequence two objects of the same type, for example a modern and old hot water bottle. Draw them and label the differences. Sequence objects of different types, for example a flat iron and a radio from different periods. ● Talk about the age and appearance of objects and suggest why one is older than the other, for example an 1930s radio and a modern transistor radio. ● Match Victorian kitchen objects and modern objects to pictures of Victorian and modern kitchens. Talk about the difference between the objects. ● Talk about two or three teddy bears and sort them into old and new using the appearance of the bears as the only criteria. ● Give children a picture covered with laminate of an old and modern lamp. Ask children to circle the things which are different in one colour and the things which are the same in another. ● Play shops with a collection of boxes, bottles and money from the 1950s. ● Look at a group of three objects, for example a school slate, an old reading book and a modern pen and decide which is the odd one out. ● Sort a collection of Edwardian and modern washing equipment into two categories. ● Create a display about themselves when they were a baby. 	<p>Activities</p> <ul style="list-style-type: none"> ● Sort a collection of bits of Roman pottery and Victorian pottery into groups. Give reasons why they have placed the pieces into the different categories. ● Sequence a collection of artefacts from different periods, for example iron or glass bottles. Talk about similarities and differences, for example shape, size, materials used and the amount of wear and tear. Display the answers as a chart or labelled drawings. ● Use a timeline showing different decades from 1910 to 1980 to sequence a group of objects, for example an old radio, video game and tin box. Use reference books to check the sequence. ● Look at outline drawings of a Victorian kitchen and a kitchen in the 1930s. Use a collection of kitchen implements from both periods. Decide which object belongs to each period, use reference books to check their judgements. ● Talk about a collection of toy bears, including a perfect undamaged early twentieth-century bear and discuss changes in design, for example style, construction and materials. Sequence the bears using different criteria, for example wear and tear, style, construction and materials. Construct a timeline showing changes in the design of the bears. ● Draw a Victorian lamp and a Roman lamp and use reference books to find out about and explain the differences between Roman and Victorian lamps. Suggest reasons why the objects have changed. ● Use a bag of objects which could have belonged to a boy or girl in the 1950s and work out from the clues what the child was like and what games he or she played. ● Use a collection of objects from a Victorian school to find out about education in Victorian times. ● Use the objects in a Victorian doll's house to talk about the life of children or servants in the past. ● Construct a timeline which includes objects, pictures and photographs from the 1930s, 1940s, 1950s. Use the timeline to identify differences between the 1930s, 1940s and 1950s.

Further activities **Creative play**

Creative play can help children build up a sense of period, for example through playing shops with a collection of 1940s objects or taking part in a Victorian washing day. Teachers will need to structure the activities so that they become more challenging across the key stage.

The class museum

Creating a class museum is an activity which can be adapted to suit a variety of requirements. Children can bring in a variety of 'old' objects or the museum can be planned to illustrate a particular theme, for example life in the 1950s or games across the centuries. It is important that children are given opportunities to work with the objects, for example draw, classify, label, handle them and to relate them to other sources and to information about the past.

The suitcase exercise

Children can be presented with a bag or suitcase containing objects and make deductions about what they can work out about the person who owned the bag from the objects.

Adults talking about objects they used in the past

Parents or other adults can bring in objects from their own past and talk about them and how they were used. For example, in one school a parent brought in objects she had used as a child in Ghana and talked about her childhood in a wealthy home as compared to the experiences of a girl from a poor home.



Archaeology

There is potential for the use of archaeological evidence in KS1. Talking about how archaeologists use objects to find out about the past can help children learn about the importance of knowing where the object was found. Activities linked with this idea include the following.

Stratigraphy

In order to help children understand that the oldest evidence on an archaeological site is at the bottom, children can construct an excavation in a fish tank. Each day an object can be placed in a fish tank and covered with soil or sand of a different colour. Children can see how the object placed in the tank on the first day will be at the bottom of the tank.

An excavation in the sand tray

Children can carefully excavate objects buried in a sand tray or on a piece of waste ground, record and clean them. They can then talk about what they can learn about the past from the object.

Rubbish bags

Examining rubbish can tell archaeologists a lot about the past. Children can be given a selection of clean rubbish from a family and asked to make deductions about the people who threw it away.

Preservation and decay

Children can conduct experiments to measure what happens to different materials when they have been buried in the ground.

INSET ACTIVITY 5

Using artefacts

Suggested INSET time

2 hours.

Purpose

To develop activities based on the use of artefacts.

Resources

Collection of artefacts linked to a topic you are going to teach, e.g. toys, cooking and eating, shopping.

Pens, paper.

Task 1

Ask colleagues to work in pairs and discuss what objects they could use in order to develop a child's sense of chronology. How would they select objects in order to develop:

- the distinction between 'now', 'when I was a baby', 'when grandma was a little girl', 'long ago';
- the idea that some things change dramatically while some changes are very gradual;
- discussion of why changes happen?

Task 2

Ask colleagues to work in pairs and discuss the objects they could use to develop a sense of period of either the 1940s or Victorian times. How would they select objects in order to develop:

- understanding of how objects were used in the past;
- a sense of how men, women and children lived in this period?

Task 3

Ask colleagues to work in groups. Give them two or three objects from the collection. Ask them to list as many questions as they can about the artefacts. Ask each group to exchange their questions with another group and to see how many questions they can answer. Which questions would infants be able to answer?

Ask each group to plan two or three activities linked to the use of the whole collection of artefacts.

PICTURES AND PHOTOGRAPHS

Pictures and photographs are a widely available source. In order to interpret a picture there is no need to be able to read or write, so they are a good historical source to use with children in the early stages of literacy. Children need to be taught how to interpret pictures and photographs. Teachers will also need to select appropriate pictures so that children are not presented with pictorial sources which are too complex for them or will not help them pursue a particular line of investigation.

Choosing pictures to use

Pictures can be found to relate to most topics. It is easy to acquire a range of photographs dating from the late nineteenth century to the present day. Reproductions of pictures and portraits from the sixteenth century can also be found without difficulty. Different kinds of pictures and photographs which might be used in KS1 include:

- portraits;
- paintings or photographs of social scenes, for example schools, street scenes, homes, shopping, the seaside;
- pictures of reconstructions of past times, for example a Victorian school room or a Viking Street;
- modern photographs of historic sites.

Aspects which need to be considered when choosing pictures include the following.

- Pictures and photographs need to be well defined and detail needs to be in focus.
- Where possible, children should have opportunities to see originals of paintings not just slides or postcards.
- Children should be provided with sources which reflect the cultural and ethnic diversity of the society they are studying. They should be able to use sources which give information about different social and ethnic groups. As portraits and pictures were very expensive until the invention of photography, this may mean using other sources alongside pictures.
- If children are using pictures to look for similarity and difference, they find it easier to use pictures which contrast dramatically with the present. For example, it is easier to compare a Victorian rather than a 1950s kitchen with a modern kitchen.

Introducing children to using pictures and photographs

It is important to ensure that children become familiar with asking questions about pictures, such as the following.

- What do you think the picture/photograph is about?
- Where do you think the photograph was taken?
- When do you think the picture was painted or the photograph taken (related to familiar points in the past)?
- What can the photograph/picture tell us about life at the time?
- What is similar/different to life today?

Children should give reasons for their answers. They should be given further information to help them develop their knowledge.

Children often find the difference between the age of the picture and the age of people in the picture confusing. They may regard all pictures of old people as old and pictures of children as new regardless of any other evidence. This confusion can continue into KS2. Questioning and discussion can help solve this difficulty.

Children are often unfamiliar with black and white photographs. Some believe all old photographs are black and white and that all colour photographs will eventually turn into black and white pictures. They will describe black and white photographs as 'pictures that have lost their colour'. It is, therefore, important that children are introduced to modern black and white photographs.

Group portraits are often more difficult to use than individual portraits. Children should gain experience by using single portraits of individuals. It can be useful to introduce group portraits by using school or family photographs with which children are familiar.

Costume is an important element used by children for dating pictures. Children should be helped to recognise changes in costumes. Bringing in samples of cloth for children to touch can add another dimension to looking at pictures.

The SoA can be used to plan activities which develop children's historical understanding.



Diagram 21: Examples of activities based on the use of pictures linked to ATs

AT1 (i)

- Put photographs of people in order of the age of the people in the picture. Talk about different times in people's lives, e.g. baby, child, adult, etc.
- Listen to a story and sequence some of the illustrations. Talk about the beginning, middle and end of the story.
- Sequence photographs of themselves. Talk about when they were a baby, when they were 2. Identify what has changed and what has stayed the same.
- Put pictures of familiar people, objects or buildings in chronological order. Talk about what has changed and what has stayed the same.
- Use dating evidence, e.g. dated pictures of costumes or cars, sequence pictures on a timeline. Talk about what has changed over a period of time.

AT1 (ii)

- Suggest reasons for the actions of people in a picture.
- Having sequenced pictures of cars or costumes on a timeline AT1 (i), give simple reasons why some things have changed.
- After comparing a Victorian and modern kitchen AT1 (iii), draw on previously acquired knowledge to explain changes between cooking in Victorian times and cooking today.

AT1 (iii)

- Talk about what they can see in pictures and photographs of familiar people and places.
- Compare pictures of familiar scenes, such as schools or streets with similar scenes today. Identify similarities and differences.
- Compare pictures from two different periods in the past. Identify similarities and differences.
- Make increasingly detailed comparisons of pictures from different times in the past.

AT2

- Sort a collection of pictures into those which show real people and those which show fictional characters.
- Talk about the differences between two illustrations of the same event, e.g. two illustrations of the Gunpowder Plot.
- Explain why two illustrations might show a character from history in different ways.

AT3

- Talk about what they can see in a picture.
- Ask questions about pictures and photographs and work out whether they can answer them.
- Talk about why a picture was painted or a photograph taken in a particular way.
- Make deductions based on the evidence in the picture.
- Use a collection of pictures to write about a particular situation or event, e.g. washday in Victorian times.

INSET ACTIVITY 6

Using pictures

Suggested INSET time

1-2 hours.

Purpose

To help develop activities related to the use of pictures.

To think about the types of questions children can ask and the need for working with pictures.

Resources

A set of postcards of portraits, pens, paper, flip chart and marker pens.

Task

Ask colleagues to work in pairs or groups. Give each group or pair a picture (or position a poster so all can see it easily). Give them about 10-15 minutes to look at the picture and list all the questions they could ask about the picture.

When all the groups have completed the task ask them to report back to the whole group. Write the questions down on the flip chart. Some of the questions will be particular to one painting. Some will be more general in nature. Discuss the following questions.

- What kinds of questions have they asked and what prompted them?
- How can children be encouraged to ask questions about pictorial sources?

Ask each pair or group to answer the questions bearing in mind the following.

- Were they just communicating what they could see in the picture, making deductions from it, or using knowledge they had already?
- What specialised and descriptive vocabulary did they need to describe what they could see in the picture? How much of this vocabulary will children have? How could they help the children develop the vocabulary?
- How can children be given sufficient knowledge to extend their answers?

ADULTS TALKING ABOUT THEIR OWN PAST

Adults talking about their own past can make history come alive. By talking about their own experiences, adults can help children understand what it was like to live at particular times in the past. Adults talking about the time when they were young can help young children develop chronological understanding. As well as interviewing adults and listening to them talking about the past, children could listen to pre-recorded tapes. Some of these are available from oral history collections in local libraries.

Teachers need to choose interviewees carefully. For example, some children will not find it easy to interview parents or grandparents because of their family background. It is better to ask children to interview the adults who care for them or an older person they know. Many adults working in the school, for example, cooks, cleaners and headteachers, can talk about their own histories or what it was like to be young in a particular decade. Teachers can draw on their own history in relation to different themes throughout the key stage.

Oral history can provide an effective link with the community and many old people's homes and day centres welcome links with schools. Organisations such as Age Concern, libraries and local history societies can provide information about oral history or help with making contacts.

It is important to brief any adult who is going to talk to children. Interviewees will need to know something about the age of the class, the ability of the children, the types of questions children may ask and the objectives for the session. Many adults will not be used to answering children's questions in a systematic way. They can be briefed before the interview so that they know how to answer questions in sufficient detail.

It can be helpful to focus on a particular aspect of life in the past, for example washing day or life during the Second World War. This makes it easier for children to structure their questions. The visitor can also bring in things to show the children and prepare their talk.



There are a variety of ways of helping children prepare for a visit or interview. They can practice interviews on each other, record questions on tape, make notes of questions, prepare a simple questionnaire and devise a recording sheet.

Children will often ask closed questions which will only elicit a yes or no answer. When preparing for an interview it can be helpful to see if children can find questions which cannot be answered by a simple yes or no.

It is not necessary for children to record information on every occasion. Asking them to collect specific information can help to focus their attention. Recording information in writing may be difficult for some children, however a variety of other strategies can be used. Children can tape information or collect data on a simple recording sheet. They can be asked to write down or draw a sketch of things which are different to their own lives. For example, when one lady came into to talk about bath night when she was little, children drew a sketch or noted down anything that was different to their own bath time. Groups of children can be asked to collect information on particular aspects. For example, when a speaker was talking about her childhood amusements, one group of Year 2 children asked questions and collected information about her favourite books, another about toys and a third about games.

Helping children concentrate on particular things can make follow-up work easier to structure. Children can develop charts showing similarities and differences between the time they have found out about and the present. Other techniques can include the use of tableau and role-play based on the interviews. Children can produce books about their interviews or computer overlays with extracts from interviews.

MUSIC

Music can be used to investigate how people lived in the past. It provides evidence about the work, leisure, everyday life and culture of people in the past. Music includes not only purely instrumental pieces but ballads and songs. It is important not to confuse using music as an historical source with using music as a form of communication, or as a way of introducing variety into lessons. Stories of the lives of composers provide a link to National Curriculum music.

Songs are an easily accessible historical source. Children can be introduced to a variety of songs, including folk songs about working life in the past, nursery rhymes related to historical characters, medieval and Tudor songs and madrigals, traditional songs from other cultures.

It is possible to obtain tapes of music from different times in the past. These can be placed in the listening corner and children can use cassette players to listen to them and identify the period from which the music comes. In one school the use of music from different decades from the 1890s to the 1990s was linked to a timeline. Children could select costumes from the relevant decade to wear. They also learnt dances from the relevant period and recorded their comments about the music on a database.

Music and dance can be used to develop children's historical understanding in relation to all three ATs.

AT1 Some songs and ballads are a form of narrative. They can be used to familiarise children with past events and can be treated in similar ways to story.

By comparing the different styles of music or dance from two periods, children can see how music and entertainment has changed. For example, children could compare popular music today with popular music in the 1930s and 1960s.

Music and dance can be used to help children develop an understanding of a particular period. As part of a study of Victorian life, children could match different types of Victorian music, e.g. dance, religious, fairground, music hall, to pictures of appropriate settings.

AT2 Many interpretations of the past involve music, for example films, television programmes. Children can talk about how the music influences the way in which pictures are interpreted.

AT3 Music can enable children to acquire evidence about the past. Music can be used with other sources to talk about how people entertained themselves in the past. For example, children could find out about Elizabethan music and dancing from paintings and by listening to dance music.

Some songs, such as Ring-a-Ring-a-Roses, which is about the plague, can provide evidence about past events.

WRITTEN SOURCES

Children should be introduced to written sources from the period in the past they are studying. Any object from the past that incorporates some text is a written source. Many of these sources are appropriate for young children who are just beginning to understand simple written words. Old bus tickets, gravestones and shopping lists can provide genuine historical data with a minimal amount of print. At times the distinction between written sources, artefacts, pictures and photographs will break down. Many old objects combine simple words with striking pictures. Postcards, advertisements and retail packaging often have this combination of the visual and the written, and the juxtaposition of the two can make the words more accessible.

Using written sources

The dramatic progress in literacy that most children make during KS1 has clear implications for the choice and suitability of written sources. In Reception a child may be looking at a Victorian alphabet book. By Year 2 the same child may be able to read with some fluency a letter home from an evacuee. Teachers will need to provide increasingly challenging written sources as children grow in maturity.

At KS1 children need as much structure as possible to help them organise their use of written sources. One simple technique is to provide them with a series of true or false statements for a written source. Children read the document, or have it read to them, and they indicate whether a particular piece of information is or is not contained in the source.

Children will naturally be drawn to the visual aspects of any source that combines the written and the pictorial. One paradoxical way of encouraging them to make greater use of the printed word is to give them initially a version of the source with the words removed. The children are asked what they can work out from the source about 'X'. They are then given the full version including the words and can see how much more information is provided by the writing.

Teachers should not assume that because a source is difficult for a child to read that it is of no use as a stimulus for work in history. Some written or printed sources can help children develop a sense of period without requiring a complete mastery of the text itself. For example, a Victorian family Bible or story book can give children a sense of the past. Teachers and other adults can, of course, read or tape extracts from difficult texts.

Written sources can be transcribed and simplified, as long as a teacher makes clear to children that they are not looking at the original. Sometimes it is possible for children to look at the original alongside a transcript. It can be quite helpful to type out sources such as bills or receipts so that children can use them to find out the cost of items in the past. Even without these techniques there can be value in encouraging children to reflect on apparently 'difficult' sources. A child may not be able to read the

prose in an old newspaper but can compare it with a modern paper in terms of the use of photographs, size of headlines, price and types of advertisement. The very difficulty of making sense of old handwriting or old-fashioned terms can add an air of mystery and excitement to work in history.

Activities should be structured to allow children to use historical sources as part of an enquiry. For example, children looking at a parish register for the 1840s could take a sample of entries and investigate how many men and women getting married could write their name and how many simply made a mark. The level of illiteracy is likely to be high and children will naturally want to know why so many adults could not write. Other sources could then be introduced so that children could find out about working children in the 1840s.

Written sources and the ATs

While there is a strong link between AT3 and the use of written sources, there are ways in which they can be used for work related to the other ATs.

AT1 Understanding a chain of events

Some sources, such as diaries, newspaper accounts, contain narratives and, like stories, can allow children to understand a sequence of events. For example, a teacher could read aloud a simplified newspaper account of an act of bravery and children could draw an illustration of the beginning, middle and end of the story. Other written sources have no such narrative structure and offer instead a 'snapshot' of a particular moment or series of moments in the past. 'Snapshot' sources would include such items as a ticket for a football match, a garage bill for repairs to a damaged car, a school attendance register for one day.

Sequencing objects

Written sources can be used to develop children's sense of chronology. Children could compare, for example, school-books from today with those used by parents and grandparents as children. A collection of train tickets from contrasting decades could be placed in date sequence. These sequencing tasks can lead on to the exploration of more challenging ideas: children can talk and write about the way books or tickets have changed over time and attempt to identify elements that have remained constant.

Thinking about cause and motive

Many written sources can be used to introduce the ideas of cause and motive. Children in one school visited a Victorian schoolroom in costume and re-enacted with the help of museum staff a nineteenth-century lesson. Back at school the teacher read out extracts from a Victorian school log book which described how children were punished for truancy. The teacher asked why Victorian children might play truant. The children were able to use the knowledge they had gained of Victorian school life to make sensible suggestions.

Understanding past situations

Sequencing activities using written sources from different periods can help children work towards AT1 Strand (iii), as well as AT1 Strand (i). Compared with visual and archaeological material, written sources have the great advantage of often providing information about peoples' feelings in the past. By reading aloud a letter from a homesick evacuee a teacher can add a great deal to children's sense of what the Second World War was like for children.

AT2 AT2 is concerned with the way the past has been interpreted after the event rather than how events were described by people at the time. It is important not to confuse a written source, such as a diary produced by someone living through a period in the past, with an interpretation, such as a story or a play produced after the event. Written sources can be used to test the reliability of interpretations. At KS1 this could involve looking at whether a story is based on fact or is a wholly fictional account. At a more demanding level written sources provide scope for discussion of whether interpretations are based on fact or opinion. During a study of Victorian Christmas children could be given a simplified extract from the 1851 census for one family. Using the information gained in their study they could each make up a story about the family at Christmas. Their story could be an interpretation and the more able children could identify some elements that were factual and other parts that were made up.

AT3 At first children can only be expected to extract straightforward information from written sources. As they progress children should be encouraged to make deductions from sources. Making deductions will often involve children drawing background information or information from other sources. A class looking at the sale particulars for a large house in 1900 could begin by extracting simple details such as the number of bedrooms. More able children could deduce from the provision of stables that the people in the house used horses and not cars for their transport. As children grow in maturity they can appreciate that some conclusions are more definite than others. This can be achieved by asking them to indicate what they can be **certain about** from the source, and what they can **work out** from it.

BUILDINGS AND SITES

Using buildings and sites to investigate the past can give children a sense that the past was real and stimulate their imagination. Buildings and sites include the school and local environment as well as palaces, castles and cathedrals.

Successful work using buildings and sites needs careful preparation. A number of organisations, including English Heritage, The National Trust and some historic houses, provide guidance on organising visits.

Before visiting sites, children will need to develop observational skills (see page 45). They should be used to recording information in a variety of ways including drawing, sketching, making rubbings and using tape recorders.

Children should encounter different buildings and sites across the key stage. The local area will provide a rich resource for investigating changes since the Second World War. The use of buildings and sites can be linked to the three time periods presented in the PoS in the following ways.



Diagram 22: *The use of buildings and sites in relation to the three time periods in the PoS*

The period of children's own lives	— their homes, for example what has changed in your home since you were younger?
The life of the British people since the Second World War	— the school, a local street.
A period beyond living memory	— a Romano-British villa, Medieval castle, nineteenth-century house

Making sense of buildings and sites

Buildings and sites are about people. They are sited, planned and designed by people for use by people. Buildings are decorated, fitted out and furnished to meet someone's requirements or assumed requirements. Buildings, therefore, represent people's needs, tastes, values, skills, economic situations and life patterns. The evidence they provide relates to the people who commissioned them, to the architects, builders and crafts people who were responsible for their design and construction and to their purchasers and users.

Children should become familiar with asking questions about buildings, such as the following.

- Why might it have been built there? (availability of building materials, water supply, vantage point, defence . . .)
- Why do you think it was built this size? (cost of materials, wealth of people who used the building, desire to impress, size of family . . .)
- Why might it have been built this shape? (relation to function, tradition . . .)
- Why do you think it has this layout? (function, use, number of and status of people who lived there . . .)
- Why do you think it looks like this? (why this height? why these building materials? why these windows and doors? why this style of architecture? why this form of decoration? why this furniture? . . .)

Children should be encouraged to ask some of their own questions and set up individual enquiries as part of a visit to a site.

Diagram 23: Examples of activities based on the use of buildings and sites linked to ATs

AT1 (i)

- Sketch examples of windows and doors and use other information to put them in chronological order.
- Spot extensions to buildings by noticing new brick-work, roof coverings and colourings. Look for replacement windows and doors. Look for blocked windows and doors.
- Collect examples of features that have changed and those that have not, e.g. the number of doors and windows that have changed in a street. Draw conclusions about the extent of change.

AT1 (ii)

- Suggest reasons why people might have extended or modernised their homes.
- Suggest reasons why a building might be built in a particular place or way.
- Explain why a room or building might have been changed.

AT1 (iii)

- Talk about the differences between their house and an old house.
- Put labels on a picture, plan or model of a building to show the rooms for eating, sleeping, bathing, etc. Compare the result with their own house.
- Photograph the same scenes as found on old photographs and make a then and now display.
- Interview people who lived in a local street 50 years ago. Compare 50 years ago with the present.

AT2

- Tell a story related to the site. Discuss whether it could have happened or is just a made-up story.
- Using broken pieces of pottery which might have been used on a particular site, draw what the pot might have looked like. Make a display of the pictures of the pots drawn by the children and discuss the differences in the interpretations. Try to help children see the difference between historically valid reasons (lack of evidence) from everyday reasons (differing abilities in drawing).

AT3

- Prepare an activity sheet with a list of questions and ask children to see if there is any evidence to help them answer the questions. For example:
 - Was the room heated?
 - Did the children have toys to play with?
 - Did the windows have glass?
- Prepare an activity sheet directing children to consider particular features on a site. For example:
 - What do you know for certain from studying this Roman mosaic?
 - What can you work out from this mosaic about life in Roman times?
 - What more would you like to find out?

COMPUTER-BASED MATERIALS

Some historical sources are now available on computer. Information from tabular and statistical sources such as census returns or school admission record books are available on datafiles. New developments in technology, for example CD-ROM and Interactive video, are likely to make other sources, for example film, pictures, sounds, available to children in a computer-based format.

There is a difference between using computers to store and investigate historical sources and using information technology (IT) to make sources more accessible to children and enable them to present their work in a variety of ways. At KS1 children can use simple datafiles containing information from census returns or information about children evacuated in the Second World War. With the help of adults, children will be able to create simple datafiles using information about themselves or information they have collected from fieldwork.

It is a requirement of the PoS for all key stages that children should be given opportunities to develop IT capability.

Diagram 24 shows some of the ways in which computer-based materials can be used at KS1. It also shows the IT applications which can help develop children's IT capability and enable them to investigate sources and communicate information.

Examples of activities using IT to support the teaching of history in KS1

Children could:

- use an overlay keyboard to sequence events from a story about the past;
- sequence objects or events using a simple timeline program;
- use a word processor to write about changes over a period of time;
- compare maps and/or pictures placed on an overlay keyboard to find out about similarities and differences between two times in the past;
- answer and ask questions about a street in the past using an overlay keyboard;
- extract information about children in the past from a simple datafile linked to an overlay keyboard;
- with the help of adults, construct a simple datafile containing information about the toys adults remember playing with when young and then compare the results with their own favourite toys.

Diagram 24: Use of computer-based materials at KS1

Examples of computer-based materials (sources stored on computer)	Examples of IT applications which enable KS1 children to investigate historical sources and communicate information
<p>Census returns from 1851, 1861, 1871, 1881, 1891 can be used by KS1 children if they focus on one or two families or two or three headings from the census. For example, they could find out about numbers of children in the family or popular names from a simple datafile containing names, ages, admission of children.</p> <p>School admission registers record the names and ages of children attending school. Children could investigate the age of children attending school in the past</p> <p>Family history: Children could collect and record on a database (with adult assistance) information about themselves, hair colour, height, weight, etc. This can then be compared with information about children in the past, for example, children from a Dr Barnardo's home in Victorian times.</p> <p>Gravestones provide evidence about names and the age at which people died. Children can collect and record evidence from fieldwork.</p>	<p>Datafiles contain information from census returns, school admission registers, information about the children in the class. Datafiles can be manipulated by database software.</p> <p>Databases allow children to search for information and manipulate it. Databases allow children to present information in the form of graphs and charts.</p> <p>Word processors can enable children to present work and edit it easily. Overlay keyboards can be linked to word processors. Relevant vocabulary can be provided on the keyboard.</p> <p>Desk top publishing allows text and graphics to be mixed on screen. Children can produced simple broadsheets or newspapers.</p> <p>Timeline programs allow children to put information about themselves or past events on a timeline.</p> <p>CD-ROMs can contain pictures, animated sequences and sounds in varying proportions. These can be incorporated into other programs, e.g. a word processing package.</p> <p>Inter-active video is a method of using computers to control the presentation of video material.</p> <p>Overlay keyboards can allow children to use word processors and databases without having to use the normal keyboard. Programs such as TOUCH EXPLORER PLUS can enable children to use the overlay keyboard to explore pictures and photographs.</p>

INSET ACTIVITY 7

Evaluating planning and teaching

Suggested INSET time 2 hours.

Purpose To evaluate the planning and teaching of history at KS1.

Resources *History in the National Curriculum*, DES/HMSO, 1991.
School policy documents and planning document for history.
Photocopies of this page, and page 8.

Task 1

Discuss the following questions for evaluating planning and teaching at KS1. How appropriate do you think they are? Are there any missing?

- Is there is a designated co-ordinator for history who is responsible for policy documents, co-ordinates resources and provides advice and support?
- Is there a policy statement for history, a curriculum plan and schemes of work?
- Are the different elements of the PoS covered in planning and teaching (see page 8 for check list)?
- Are the activities planned in relation to the ATs and the content in the PoS?
- Are the activities planned to develop progression over the key stage? Are children helped to develop a sense of chronology?
- Do children have access to artefacts, pictures, 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 they have opportunities to communicate their awareness and understanding of history orally, visually and in writing?
- Are there are opportunities for fieldwork?

Do these questions provide a basis for establishing criteria for good practice? Use them to devise some criteria for evaluating your practice.

Task 2

- How far do you think your practice meets the criteria?
- Where practice does not meet the criteria, prepare an action plan to address the outstanding issues.

Task 3

Discuss the possibility of using part of the school's INSET budget to release teachers to observe each other's lessons. What would be the benefits of such a practice?

- General**
- Cooksey C. *A Teacher's Guide to Using Abbeys*, English Heritage 1992.
- Copeland T. *Maths and the Historic Environment*, English Heritage, 1991.
- Durbin G., Morris S., Wilkinson S. *A Teacher's Guide to Learning from Objects*, English Heritage, 1990.
- Harrison S., Theaker K. *Curriculum Leadership and Co-ordination in the Primary School*, Guild House Press, 1989.
- Keith C. *Using Listed Buildings*, English Heritage, 1991.
- Maddern E. *A Teacher's Guide to Storytelling at Historic Sites*, English Heritage, 1992.
- Morris S. *A Teacher's Guide to Using Portraits*, English Heritage, 1989.
- Pownall J., Hutson N. *Science and the Historic Environment*, English Heritage, 1992.
- Aspects of Primary Education: The Teaching and Learning of History and Geography*, HMSO, 1989.
- History at Key Stage 2: An Introduction to the Non-European Study Units*, NCC, 1993.
- History for Ages 5-16: Proposals of the Secretary of State for Education and Science*, DES, 1990.
- History from 5-16*, HMSO, 1988.
- History in the National Curriculum (England)*, DES/HMSO, 1991
- History in the National Curriculum: Non-statutory Guidance for teachers*, CCW, 1991.
- History Non-statutory Guidance*, NCC 1991.
- Implementing National Curriculum History*, NCC, 1992 (copies of the video which accompany this book should be available on loan from your LEA).
- INSET Activities for National Curriculum History*, CCW, 1992.
- The Key Stage 1 Curriculum*, Video, English Heritage, 1991.
- Key Stage 1, History Standard Assessment Tasks*, SEAC, 1993
- Primary Schools and Museums: Key Stage 1*, Ironbridge Gorge Museum, 1990.
- School Assessment Folders*, SEAC, 1991, 1992, 1993
- A Source Book of Teacher Assessment*, SEAC, 1990.
- Teaching History at Key Stage 3*, NCC, 1993.
- Teaching National Curriculum History with IT*, Historical Association, 1992.
- Under-fives and Museums*, Ironbridge Gorge Museum, 1989.
- Forthcoming publications**
- AT2 Interpretations of History*, CCW, 1993.
- Children's Work Assessed: History*, SEAC, 1993.
- Teaching History at Key Stage 2*, NCC, 1993.

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 Education Officer
The Kings Manor
York YO1 2EP
Tel: 0904 433925

Information about Information Technology can be obtained from:

- The National Council for Educational Technology
Sir William Lyons Road
Science Park
Coventry CV4 7EZ
Tel: 0203 416994

APPENDIX C

SUGGESTED CONTENTS FOR A HISTORY RESOURCE BOX

<i>Teachers' books</i>	Information for teachers.
<i>Children's books</i>	An example of one from any sets available in the school with the location of the set identified. Information books.
<i>Fiction books</i>	For the teacher to read to the class. For the children to read themselves.
<i>Audio visual aids</i>	Video cassettes Music cassettes Oral history tapes Filmstrips Slides Posters
<i>Sources</i>	Postcards Artefacts Photographs Pictures Documents Diaries Props and costumes for role-play or for use in structured play List of places to visit, including the guide book IT programs, including databases Newspapers/facsimiles Maps Checklist of items

Teaching History at Key Stage 1 shows how teachers can use the key elements of the programme of study and the attainment targets to plan for progression across the key stage. The book also contains INSET activities for teachers to use as part of a programme of school-based in-service training.

£6 rrp

ISBN: 1 85838 005 7

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25 Skeldergate, York YO1 2XL