

History



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The National Curriculum for England www.nc.uk.net



About history in the National Curriculum

The structure of the National Curriculum

The programmes of study¹ set out what pupils should be taught, and the attainment target sets out the expected standards of pupils' performance. It is for schools to choose how they organise their school curriculum to include the programmes of study for history.

The programmes of study

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

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

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

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

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

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

The programmes of study for history





The importance of history

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

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

Dear Ma and Pa

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

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

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

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

Miss you and Pa

Lots of love Marion.

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

Charles Miller Smith, Chairman, Imperial Chemical Industries PLC

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

Brian Walden, Author and Television Presenter

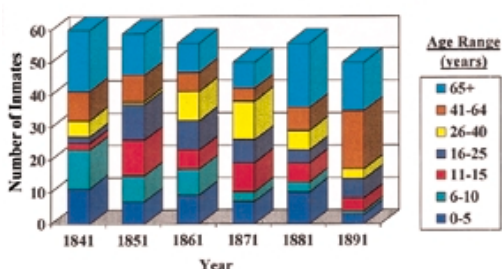
History is an unusual discipline. Its core is hard fact that you cannot get away from and have to learn to master. At the same time you have to be deductive, perceptive and imaginative in the use of that fact.

Dr Christine Carpenter, University of Cambridge

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

Tony Robinson, Actor and Television Presenter

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



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

Programme of study: history

Key stage 1

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

1a → links to other subjects

This requirement builds on Ma3/4a.

Note for 3

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

4a → links to other subjects

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

4a → ICT opportunity

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

5 → links to other subjects

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

5 → ICT opportunity

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

Knowledge, skills and understanding

Chronological understanding

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

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

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

Historical interpretation

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

Historical enquiry

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

Organisation and communication

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

Breadth of study

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

Programme of study: history

Key stage 2

Knowledge, skills and understanding

Chronological understanding

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

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

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

Historical interpretation

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

Historical enquiry

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

Organisation and communication

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

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

Note for 3

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

4a → links to other subjects

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

4b → ICT opportunity

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

5c → links to other subjects

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

5c → ICT opportunity

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

Note for Breadth of study

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

Note for 7

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

Note for 9

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

Breadth of study

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

Local history study

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

British history

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

Romans, Anglo-Saxons and Vikings in Britain

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

Britain and the wider world in Tudor times

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

Victorian Britain or Britain since 1930

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

Victorian Britain

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

Britain since 1930

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

A European history study

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

A world history study

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

Examples for 7: the local history study

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

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

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

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

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

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

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

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

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

Examples for 11a: Victorian Britain

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

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

Examples for 11b: Britain since 1930

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

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

Examples for 12: a European study of ancient Greece

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

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

Examples for 13: a world study of a past society

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

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

The attainment target for history



About the attainment target

An attainment target sets out the ‘knowledge, skills and understanding that pupils of different abilities and maturities are expected to have by the end of each key stage’¹. Except in the case of citizenship², attainment targets consist of eight level descriptions of increasing difficulty, plus a description for exceptional performance above level 8. Each level description describes the types and range of performance that pupils working at that level should characteristically demonstrate.

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

Range of levels within which the great majority of pupils are expected to work		Expected attainment for the majority of pupils at the end of the key stage	
Key stage 1	1–3	at age 7	2
Key stage 2	2–5	at age 11	4
Key stage 3	3–7	at age 14	5/6³

Assessing attainment at the end of a key stage

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

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

¹ As defined by the Education Act 1996, section 353a.

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

³ Including modern foreign languages.

Attainment target for history

Level 1

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

Level 2

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

Level 3

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

Level 4

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

Level 5

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

Level 6

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

Level 7

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

Level 8

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

Exceptional performance

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