



HISTORY

IN THE NATIONAL CURRICULUM

DRAFT PROPOSALS

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The Rt Hon JOHN PATTEN MP

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15 April 1994

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REVIEW OF THE NATIONAL CURRICULUM

Thank you for your letter of 30 March enclosing the Authority's advice on a revised National Curriculum in England in the form of proposed consultation documents. I am extremely grateful to the Authority's members and officers, and to all those teachers and others on the advisory groups, for all their hard work, and I congratulate all concerned on the progress which has been made against a very tight timetable.

This letter gives my response to SCAA's advice and commissions the Authority to undertake a statutory consultation on my proposals in England. For those subjects for which there is currently a joint Order for England and Wales (English, maths, science, technology, modern foreign languages and PE), the Secretary of State for Wales and I propose that there should continue to be a joint Order. John Redwood is replying separately to the Chairman of the Curriculum and Assessment Authority for Wales.

I am particularly pleased to see the emphasis given to competitive team games in key stages 1-3 of the PE Order, and your recommendation that games should be made a requirement at key stage 4 for the first time. I am also content to adopt SCAA's other proposals, subject to the following:

- i. I propose to include in other appropriate subject Orders, in addition to the Order for English, a reference to the need for teachers to give attention to the quality of pupils' English in the course of their work on these subjects. Such is the need to raise standards of literacy that I believe it is vital that teachers of other subjects, in addition to English teachers, should take every opportunity to improve their pupils' ability to speak and write correct English, not least so that pupils can gain full benefit from every subject;
- ii. I propose to clarify the intention that pupils should be specifically required to study British history at key stage 1;
- iii. I propose to include more non-statutory examples in the final Orders. I believe that this would, for most subjects, be more helpful to teachers and more efficient than publishing separate non-statutory guidance. I am concerned to keep the volume of documents going to schools to the absolute minimum although I note that the Authority advised that guidance would be particularly helpful for Information Technology;
- iv. now that the ten-level scale will not be used for assessment beyond key stage 3, I am minded not to retain levels 9 and 10 provided that I can be satisfied that this would not prove to be a disincentive to higher achievement for the most able pupils and their teachers.

I shall want to consider carefully these points, together with the other key issues highlighted in the Authority's consultation documents, in the light of SCAA's further advice following consultation. I would be grateful, therefore, if you would ensure that the above points are addressed in the course of consultation.

As to the detailed arrangements for consultation, you will know that, in respect of proposals for new National Curriculum Orders published after 1 October 1993, I am required by section 242 of the Education Act 1993 to make such arrangements as I consider appropriate. I am grateful for, and agree, the Authority's advice on what those arrangements should be, in particular:

- i. that those consulted should include maintained schools, city technology colleges, local education authorities, and groups representing teachers, parents and employers, together with the other bodies listed in the introductory consultation document;
- ii. that the consultation should begin on 9 May and last until the end of July;
- iii. that the Authority should provide me with an analysis of responses, together with further advice, by the end of September;

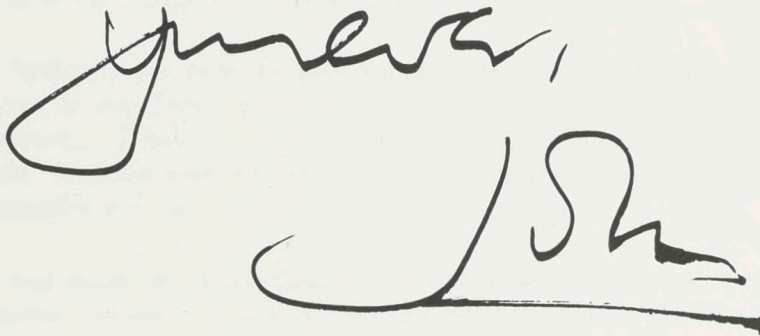
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- iv. that a report on the outcome of consultation should be published, and the Authority should also make available on request individual responses unless individual consultees would wish those responses to remain confidential.

Following SCAA's further advice, and subject to Parliamentary approval, I intend to make new Orders for all ten National Curriculum subjects and to circulate them to schools and others in January 1995. The Orders will come into force on 1 August 1995 in respect of all pupils in key stages 1-3, on 1 August 1996 in respect of pupils in the first year of key stage 4, and on 1 August 1997 in respect of all other pupils in key stage 4.

I would be grateful if the Authority would now proceed to consultation on the revised curricula, drawing the attention of all those consulted to this letter.

I am copying this to the Secretary of State for Wales.

A handwritten signature in black ink, appearing to read 'John Patten', with a large, sweeping flourish underneath.

JOHN PATTEN



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From the Chairman
Sir Ron Dearing CB

The Rt Hon John Patten, MP
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30 March 1994

Dear Secretary of State

REVIEW OF SUBJECT CURRICULA

The Authority has now completed its review of the individual subject Orders on the lines set out in my final report of December 1993 on the National Curriculum and its assessment. I have pleasure in enclosing our proposals for each National Curriculum subject, together with an overview document summarising the changes and outlining the consultation process.

You will recall that I concluded in my report that urgent action was needed to reduce the statutorily required content of the National Curriculum and that the review of individual subjects should be guided by the need to:

- simplify and clarify the programmes of study
- reduce the volume of material to be taught
- reduce overall prescription so as to give more scope for professional judgement
- ensure that the Orders are written in a way which offers maximum support to the classroom teacher.

I believe we have made good progress in meeting these objectives and commend the proposals to you as a basis for consultation between May and July. Our consultation plans, including a proposed list of consultees, are summarised in the overview document enclosed. We see the consultation as a key element of the review process and believe that the views of teachers and others will be critical to the formulation of final Orders. The key objectives of the consultation will be:

- to explain the changes proposed from the existing curriculum and the rationale for the new drafts;
- to enable feedback from a wide range of consultees to inform further improvements to the proposals.

I look forward to receiving your agreement to proceed.

The Authority is indebted to those who served on the subject and key stage advisory groups, which have worked so hard between January and March to advise us in this task. The Curriculum Council for Wales has worked with us in the development of proposals for subjects where Orders are currently common to England and Wales.

I am copying this letter and the proposals to the Secretary of State for Wales.

Yours sincerely

Rae Deane

INTRODUCTION

This document contains the proposals for the history curriculum. These are for consultation. The consultation period lasts until 29 July. It would be helpful if you would submit your views on the response form provided with the consultation pack.

THE AIM OF THE REVIEW

In all subjects, the overall aim of the review was to reduce the statutory content in line with the recommendations in Sir Ron Dearing's Final Report. In addition, for all subjects, the opportunity has been taken to:

- clarify the knowledge, understanding and skills to be taught;
- remove unhelpful areas of overlap between key stages and across subjects;
- make progression more explicit both across and within key stages;
- establish a clearer relationship between the programmes of study and attainment targets which is consistent across subjects;
- replace statements of attainment with level descriptions (except for music, art and physical education) as described below;
- extend access to pupils of all abilities;
- rectify any known areas of weakness within the current Orders.

FROM STATEMENTS OF ATTAINMENT TO LEVEL DESCRIPTIONS

The Dearing Report argued the need to reduce the complexity surrounding the 10-level scale. It raised particular concern about the fragmentation of teaching and learning which resulted from teachers planning work from the statements of attainment, and canvassed the possibility of a new approach to defining levels through level descriptions.

In developing this approach, the Authority has thought carefully about the relationship between the programmes of study and the level descriptions. We have concluded that it is the programmes of study which should guide the planning, teaching and day-to-day assessment of pupils' work. The essential function of the level descriptions is to assist in the making of summary judgements about pupils' achievement as a basis for reporting at the end of a key stage.

The Advisory Groups have worked hard to develop the level descriptions, and SCAA has concluded that there is a real advantage in moving from the present plethora of detailed statements of attainment to a synoptic description of the key elements that characterise achievement at a particular level. Their adoption removes much of the complexity of the present system and corresponds more realistically to the nature of pupils' progress.

Level descriptions will help with summative assessment by indicating the types and range of performance which pupils working at a particular level should characteristically demonstrate. In deciding on a pupil's level of attainment, teachers should judge which level description 'best fits' that pupil's performance. Teachers will be able to balance one element against another using professional judgement rather than counting numbers of statements of attainment mastered and using a mechanical rule. The introduction of level descriptions will reinforce earlier messages that there is no need for the use of elaborate tick-lists as a basis for assessment.

The proposals include 200 level descriptions for the subjects structured in terms of the 10-level scale in place of the 966 statements of attainment which currently exist. We would welcome comments on whether level descriptions provide a more manageable and satisfactory basis for making judgements about pupils' level of attainment than do statements of attainment.

LEVELS 9 AND 10

The decision to retain GCSE grades A* to G means that the 10-level scale now relates only to Key Stages 1 to 3. The scale has not been recalibrated, thus retaining broad equivalence with the levels in the current Orders. We believe that there remains a clear need to encourage and recognise high attainment, but questions have been raised during the review process about the necessity and desirability of retaining Levels 9 and 10 in the new Orders. The Authority therefore invites views on whether these levels should be removed from the new Orders on the basis that the achievement of the most able pupils could be recognised, as appropriate, through early entries for GCSE.

SPECIAL EDUCATIONAL NEEDS

The Dearing Report recommended that where pupils needed to work at levels below those which were defined in National Curriculum Orders for each key stage, they should be able to do so without recourse to a statement of special educational needs. In order to achieve this a number of measures has been taken.

Firstly, subject and key stage advisory groups were asked to write key stage programmes of study in a way which ensured that at each key stage there are elements of the programmes of study which can be taught at Level 1.

Secondly, where necessary, provision is made at each key stage for a minority of pupils at either end of the ability range to work from earlier or later key stage programmes of study. In the past, for many pupils, such provision would have meant disapplication or modification to the programme of study set out in statements of special educational needs. The greater flexibility in the proposals should reduce the need for disapplication and modification.

The recommendations of the Dearing Report on assessment for pupils with special educational needs are also being taken forward by SCAA; it is hoped that these measures will increase access to the National Curriculum for all pupils.

COMMENTARY ON THE PROPOSALS FOR HISTORY

The Order has been revised to reduce overload and increase flexibility. The new proposals define the essential knowledge, understanding and skills to be taught at each key stage.

The proposals:

- ensure a predominant emphasis on British history;
- provide opportunities to study classical history and aspects of local, European and world history;
- provide increased opportunities for pupils at Key Stage 3 to study twentieth-century history;
- remove major areas of overlap between key stages, but still provide opportunities to study in greater depth at Key Stage 3 some periods taught in Key Stage 2, for example Victorian Britain;
- recognise the investment in resources, both human and material, which has been made by teachers;
- clarify what constitutes progression in history within and between key stages;
- define the key elements of history to be used in summarising pupils' progress in history at the end of each key stage;
- extend access to pupils of all abilities.

The new proposals differ from the current Order in that:

- content has been reduced in all three key stages;
- the knowledge, understanding and skills to be taught have been clarified;
- progression across and within key stages has been made more explicit;
- a single attainment target called *History* replaces the old attainment targets;
- level descriptions have been introduced to replace statements of attainment – these provide a summary of performance and allow teachers to judge which level best describes a pupil's performance.

REDUCTION OF CONTENT

At Key Stage 1, reduction in content has been achieved by:

- reducing the number of time periods taught from three to two;
- removing the requirements to study myths, legends and fictional stories set in the past and to use music and computer-based material;
- making exemplary, rather than statutory, some of the types of events which pupils need to be taught about.

At Key Stage 2, reduction in content has been achieved by:

- reducing the number of core units to be studied to four;
- reducing the amount of prescribed content in units, either by reducing overlap, for example by removing the requirement to teach Stuart Britain at this key stage, or by making previously prescribed content exemplary, for example in the unit on Romans, Anglo-Saxons and Vikings;
- making some content more specific, for example the treatment of the Second World War in Britain since 1930;
- restructuring units to increase clarity and make the required depth of treatment clearer, for example Romans, Anglo-Saxons and Vikings;
- making the focus statement more precise and ensuring that the content is directly related to the focus;
- making the extension studies less prescriptive.

At Key Stage 3, reduction in content has been achieved by:

- reducing the number of units to six by making The Roman Empire an option and removing the requirement to teach Supplementary Unit A;
- reducing the amount of prescribed content in units by making the focus statement more precise and ensuring that the content is directly related to the focus;
- restructuring units to increase clarity about what should be covered in outline and what should be treated in depth;
- removing the requirement that the two supplementary units make the same demands as the core units.

RESTRUCTURING THE PROGRAMMES OF STUDY

The Key Stage 1 Programme of Study has been reorganised along the same lines as Key Stages 2 and 3. At Key Stage 1 the specification of content precedes the identification of key elements, which apply across the key stage and do not represent separate or additional items of content.

The Key Stage 2 Programme of Study contains four units with specifically prescribed content, and four extension studies based on specific criteria. These are: a local study, a thematic study, a study in depth and a non-European study. The units and extension studies are not weighted and the assumption is that teachers will spend more time on the core units than on the extension studies. This flexible model enables teachers to extend or complement the four core units in a variety of ways.

At Key Stage 3 some restructuring has taken place in recognition that the statutory history curriculum will now end at age 14. Two units have been revised to incorporate aspects which were previously in the Key Stage 4 Programme of Study. The two units on nineteenth- and twentieth-century history have been substantially reworked. Each unit now requires outline treatment of the main features of the period and a study of a related topic in order to:

- ensure that all pupils are taught a broad outline of modern British and world history;
- allow teachers to determine the emphasis in these two units so that they can relate them to whatever GCSE course may be followed in Key Stage 4.

As for Key Stage 2, the assumption is that teachers will spend more time on core units than on the supplementary units.

PROGRESSION

In all key stages a common format has been adopted to make clearer the knowledge, understanding and skills which should be taught to promote pupils' progress in history. Each key stage has the following components.

The introduction to each key stage

This summarises the main ways in which knowledge, understanding and skills should be developed in that key stage.

The historical content for each key stage

This allows pupils to develop an increasing knowledge and understanding of local, British, European and world history. The detailed specification of content at Key Stages 2 and 3 is in the units.

The key elements

The key elements help to characterise areas of progression in pupils' knowledge, understanding and skills. They are closely related to each other and should be developed across the key stage through the study of the historical content in the programme of study. They provide the main objectives for teaching, learning and assessment, and include aspects of study formerly included in the attainment targets.

■ Attainment target

As attainment targets now identify the key components for summarising pupils' performance, one attainment target called *History* is proposed. A single attainment target:

- emphasises the interrelatedness of the various elements of historical knowledge, understanding and skills;
- avoids fragmentation and an artificial divide between knowledge, understanding and skills;
- reduces the burden of assessment and recording.

LEVEL DESCRIPTIONS

The level descriptions relate to the main characteristics of history outlined in the key elements and study units in each programme of study. They are designed to provide a description of a pupil's performance as a whole and should be considered in their entirety. They show how the following components relate to each other:

- range and depth of factual knowledge;
- knowledge, understanding and awareness of periods, events and issues;
- ability to communicate historical knowledge and understanding;
- knowledge, understanding and ability to analyse a variety of information and interpretations of history.

HISTORY PROGRAMMES OF STUDY

The examples printed in italics are non-statutory.

Pupils should be given opportunities to apply and develop their information technology (IT) capability in their study of history, where appropriate.

The programme of study for each key stage should be taught to all or the great majority of pupils in the key stage, in ways appropriate to their abilities. However, for the small number of pupils who may need the provision, teachers may select material from earlier or later key stages where this is necessary to enable individual pupils to progress and demonstrate achievement. Such material should be presented in contexts suitable to the pupil's age.

Appropriate provision should be made for pupils who need to use:

- means of communication other than speech, including computers, technological aids, signing, symbols or lip-reading;
- non-sighted methods of reading, such as Braille, or need to acquire information in a non-visual or non-aural way;
- technological aids in producing written work;
- aids to allow access to practical activities within and beyond school.

KEY STAGE 1 PROGRAMME OF STUDY

Across the key stage, pupils should be given opportunities to develop an awareness of the past and of the ways in which it was different from the present. They should be taught about changes in their own lives and those of their families and localities; and about notable events and personalities. They should be helped to develop an awareness of chronology and should be introduced to sources of information of different types.

Progressing from familiar situations to those more distant in time and place, pupils should be taught about the everyday life, work, leisure and culture of men, women and children in the past, *eg clothes, houses, diet, shops, jobs, transport, entertainment*. They should be taught about:

- changes in their own lives and those of their family or adults around them;
- aspects of the way of life of people in the past beyond living memory.

Across the key stage, pupils should be taught about:

- the lives of different kinds of famous men and women, *eg rulers, saints, artists, engineers, explorers, inventors, pioneers*;
- past events of different types, *eg local and national events, events in other countries and events which have been remembered and commemorated by succeeding generations, such as centenaries, religious festivals, anniversaries, the Gunpowder Plot, the Olympic Games*.

Key elements

The key elements outlined below are closely related to each other. They should be developed across the key stage through the study of the historical content outlined above.

1. Pupils should be given opportunities to develop a sense of chronology, to sequence events and objects, and to use common words and phrases relating to the passing of time, *eg old, new, before, after, long ago, days of the week, months, years*.
2. Pupils should be helped to develop an awareness of the past through stories from different periods and cultures, including stories and eyewitness accounts of historical events.
3. Pupils should be helped to develop an awareness of why people did things, why events happened and what happened as a result. They should be given opportunities to identify differences between ways of life at different times.
4. Pupils should be introduced to some of the different ways in which the past is represented, *eg pictures, written accounts, films, television programmes, plays, songs, reproductions of objects, museum displays*.
5. Pupils should be helped to develop an awareness of some of the ways in which they can find out about the past. They should be encouraged to ask questions about the past and should have opportunities to learn about the past from a range of sources of information, including artefacts, pictures and photographs, adults talking about their own past, written sources, and buildings and sites.
6. Pupils should have opportunities to communicate their awareness and understanding of history in a variety of ways, including orally, visually and in writing.

KEY STAGE 2 PROGRAMME OF STUDY

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

Pupils should be taught **FOUR** core units and **FOUR** extension studies.

The four core units are:

- (1) Romans, Anglo-Saxons and Vikings in Britain
- (2) Life in Tudor times

EITHER (3) Victorian Britain

OR (4) Britain Since 1930

- (5) Ancient Greece.

The four extension studies should extend or complement the core units.

Key elements

The key elements outlined below are closely related. They build on the knowledge, understanding and skills outlined at Key Stage 1 and should be developed across the key stage through the study of the historical content in the programme of study.

1. Pupils should be introduced to the study of history from a variety of perspectives: political; economic, technological and scientific; social; religious; cultural and aesthetic.
2. Pupils should be taught about the chronology of the main events and developments in the programme of study. They should be taught to use dates and terms relating to the passing of time, including ancient, modern, BC, AD, century and decade, and terms which define different periods, *eg Tudor, Victorian*.
3. Pupils should be given opportunities to extend their historical knowledge by learning about aspects of the programme of study in depth. They should be helped to make links and connections between the main events and developments studied, both within and across periods.
4. Pupils should be taught about features of particular periods or situations. They should be taught about the social, cultural, religious and ethnic diversity of the societies studied and the experiences of men and women in these societies. They should be taught about the ideas, beliefs and attitudes of people in the past.
5. Pupils should be taught to describe and identify reasons for and results of historical events, developments or changes in the periods studied.
6. Where appropriate, pupils should be given opportunities to consider how and why some aspects of the past have been interpreted differently.
7. Pupils should have opportunities to learn about the periods studied from a range of sources of information, including documents and printed sources, artefacts, pictures and photographs, music, and buildings and sites. They should be helped to understand the value of historical sources for the periods studied. They should have opportunities to ask and answer questions, choose sources for use in finding out about an historical topic, and collect and record information.

8. Pupils should be shown how to organise and communicate historical knowledge and understanding in a variety of ways. They should have opportunities to:

- recall, select and organise historical information, dates and terms;
- demonstrate their knowledge and understanding of history orally, visually and in writing, using a range of techniques, including the writing of narratives and descriptions.

In organising their knowledge and understanding of history, pupils should be taught, and given opportunities to use, the vocabulary necessary to understand the periods and topics studied, including court, parliament, nation, civilisations, invasion, conquest, settlement, conversion, slavery, trade, industry, law.

Core Unit 1: Romans, Anglo-Saxons and Vikings in Britain

Pupils should be introduced to the early history of the British Isles and the ways in which British society was shaped by different peoples. They should have opportunities to study, in greater depth, ONE of: the Romans; Anglo-Saxons; Vikings.

Pupils should be taught **in outline** about invasions and settlements from 55 BC to the early eleventh century, including the following.

- The Roman conquest and occupation of Britain, and its impact on Celtic societies.
- Anglo-Saxon invasions and settlements.
- Viking raids and settlement.

Pupils should have opportunities to study in greater depth **ONE** of the three invasions, including reasons which prompted people to come to Britain, the way of life of the settlers and their impact on the peoples whom they conquered.

They should be taught **in greater depth** about **ONE** of the following.

ROMANS

- The Roman conquest and its impact on Britain, *eg the extent of Romanisation and its impact on Celtic society, Boudicca and resistance to Roman rule, the end of imperial rule*
- Everyday life, *eg houses and home life, religion*
- The legacy of Roman rule, *eg place names, Roman remains including roads, buildings and settlements*

OR ANGLO-SAXONS

- The arrival of the Anglo-Saxons and their impact on England, *eg early settlement, the conversion of the Anglo-Saxons to Christianity, King Alfred and Anglo-Saxon resistance to Viking incursions*
- Everyday life, *eg houses and home life, religion*
- The legacy of settlement, *eg place names, myths and legends, arts and architecture*

OR VIKINGS

- Viking raids and their impact on Britain, *eg their settlement in different parts of the British Isles, King Alfred and Anglo-Saxon resistance to Viking incursions*
- Everyday life, *eg houses and home life, religion*
- The legacy of settlement, *eg place names, myths and legends, arts and architecture*

Core Unit 2: Life in Tudor Times

Pupils should be introduced to some of the major events in Tudor times. The focus should be on Tudor monarchs, the way of life of people at different levels of society and the start of Britain's expansion overseas.

Pupils should be taught about the following.

Major events and people

- Tudor monarchs
- The break with Rome
- Exploration overseas, *eg Drake and Raleigh and their voyages*
- The Armada (1588)

The way of life of people at different levels of society

- Court life, *eg drama, music, the progresses of Elizabeth I, the role of a personality, such as Thomas More or the Earl of Essex*
- Ways of life in town and country
- Arts and architecture, including Shakespeare, *eg Elizabethan theatres, country houses and domestic buildings*

EITHER

Core Unit 3: Victorian Britain

Pupils should be introduced to the lives of men, women and children at different levels of society in Britain, and the ways in which they were affected by changes in industry and transport.

Pupils should be taught about the following.

Economic developments

- Steam power, factories and mass production, *eg economic growth and the provision of jobs, the impact of mass production on living and working conditions*
- The growth of railways, *eg the work of Stephenson and Brunel*

The lives of people in town and country at different levels of society

- At work, *eg factory life, Lord Shaftesbury and factory reform, Florence Nightingale and nursing, agriculture*
- At home, *eg family life, Victoria and the royal family, the role of religion, public health*
- At leisure, *eg music, sport, holidays, the Great Exhibition*
- At school, *eg Sunday schools, National and Board schools*

OR

Core Unit 4: Britain Since 1930

Pupils should be introduced to the lives of men, women and children at different levels of society and the ways in which they were affected by the Second World War and changes in technology and transport.

Pupils should be taught about the following.

Economic developments

- Changes in industry and transport, including the impact of new technologies, *eg motor cars, computers, space travel*

Britons at war

- The impact of the Second World War on the people of Britain, *eg evacuation, the Blitz, the armed forces, rationing*

The lives of people in different parts of Britain at different levels of society

- At home, *eg changes in the roles of men and women, diet and health, housing conditions*
- At work, *eg the Depression, changes in employment, automation, women at work*
- At leisure, *eg radio, cinema and television, the Festival of Britain, sport, holidays*

Core Unit 5: Ancient Greece

Pupils should be introduced to the civilisation of ancient Greece and its legacy to the modern world. The focus should be on the way of life, beliefs and achievements of the ancient Greeks.

Pupils should be taught about the following.

■ The city state

- Athens and Sparta, including everyday life, *eg citizens and slaves*
- Arts and architecture

■ Greek religion

- Myths and legends of Greek gods and goddesses, heroes and heroines

■ Relations with other peoples

- War and colonisation, *eg the Greeks in Southern Italy; Greeks and Persians, such as the stories of Marathon, Thermopylae and Salamis; the campaigns of Alexander the Great; the impact of Rome on Greece*

■ The legacy of Greece

- Influence on the modern world, *eg politics, sport, architecture, science*

Extension Studies

Extension studies extend and complement the core.

Pupils should be taught **FOUR** extension studies, one from each of the following categories.

A. A study of an aspect of the past over a long period of time

This study should:

- extend over a long period of time, *eg 1000 years*;
- cover an important historical issue;
- compare developments in different periods and places.

Examples of such studies are: ships and seafarers; food and farming; churches and places of worship; writing and printing; land transport; domestic life, families and childhood; emigration and immigration.

B. A study of local history

This study should be **ONE** of the following:

- an aspect of the local community over a long period of time, *eg education, leisure, religion*;
- an aspect of the local community during a short period of time or the local community's involvement in a particular event, *eg the Reformation in a local area, how the land was enclosed, the First World War*;
- an aspect of the local community which illustrates developments taught in core study units, *eg local fortifications, Anglo-Saxon settlement, life in the country house, child labour in the Industrial Revolution, new towns in the twentieth century*.

C. A study of a past non-European society

This study should:

- introduce pupils to the uses of archaeological evidence;
- cover key features, including the everyday lives of men and women.

This study should be chosen from:

- Ancient Egypt;
- Mesopotamia, *eg Ancient Sumer or the Assyrian Empire*;
- The Indus Valley;
- The Maya;
- Benin;
- The Aztecs.

D. A study in depth of an aspect of history related to the programme of study for Key Stage 2

This study should:

- cover an important historical issue;
- cover in detail an aspect of the past related to the programme of study.

Examples of such studies are: Greek temples and religion; the Greek colonies; Celtic Britain; a Stuart monarch, such as Mary Queen of Scots, or James I; the life of an inventor, explorer, reformer or scientist, such as Mary Kingsley, Christopher Columbus, David Livingstone, Edwin Chadwick, Sir Isaac Newton; rural life in Victorian England.

KEY STAGE 3 PROGRAMME OF STUDY

Pupils should be taught to understand how developments from the early Middle Ages to the twentieth century helped shape the economy, society, culture and political structure of modern Britain. They should have opportunities to study developments in Europe and the non-European world, and, drawing on their awareness of chronology, to make links and connections between historical events and developments in the different periods and areas studied. They should be given opportunities to use their historical knowledge to evaluate and use sources of information, and to construct accounts and explanations of historical events and developments.

Pupils should be taught **FOUR** core units and **TWO** supplementary units.

The four core units are:

- (1) Medieval Realms – Britain 1066 to 1500
- (2) The Making of the United Kingdom – Crowns, Parliaments and Peoples 1500 to 1750
- (3) Britain 1750 to circa 1900
- (4) The Twentieth-Century World.

Units 1, 2, 3 and 4 should be taught chronologically, at least one in each of the three school years of this key stage.

The two supplementary units should extend or complement the core units.

Key elements

The key elements outlined below are closely related to each other. They build on the knowledge, understanding and skills outlined at Key Stages 1 and 2, and should be developed across the key stage through the study of the historical content in the programme of study.

1. Pupils should be taught history from a variety of perspectives: political; economic, technological and scientific; social; religious; cultural and aesthetic.
2. Pupils should be taught about the chronology of the main events and developments in the programme of study. They should be taught to use dates and terms relating to the passing of time, through which events are organised for the purposes of historical study, *eg era, Reformation, Industrial Revolution, Hanoverian, Georgian*.
3. Pupils should have opportunities to extend their historical knowledge by learning about aspects of the programme of study in depth and through a local context. They should be helped to assess the significance of the main events, personalities and developments studied and, both within and across periods, to develop overviews of these events and developments.
4. Pupils should be taught about features of particular periods or situations and the ways in which they are interrelated. They should be taught about the social, cultural, religious and ethnic diversity of the societies studied and the experiences of men and women in these societies. They should be helped to analyse the ideas, beliefs and attitudes of people within the same, or in different, societies.
5. Pupils should be given opportunities to describe, analyse and explain reasons for and results of the historical events, developments and changes studied.
6. Where appropriate, pupils should be given opportunities to consider how and why some events, personalities or developments have been interpreted differently and how interpretations have been used. They should be given opportunities to analyse and evaluate interpretations.

7. Pupils should have opportunities to learn about the periods studied using a range of sources of information, including documents and printed sources, artefacts, pictures, photographs and films, buildings and sites, music, and oral accounts. They should be helped to investigate some historical topics on their own and should be taught how to evaluate sources in their historical context. They should be given opportunities to ask and answer significant questions, identify sources for an investigation and collect and record information relevant to a topic with increasing independence.
8. Pupils should be shown how to organise and communicate historical knowledge and understanding in a variety of ways. They should have opportunities to:
- recall, select and organise historical information, dates and terms;
 - demonstrate knowledge and understanding of history orally, visually and in writing, using a range of techniques, including narratives, descriptions, explanations and extended writing of different types.

In organising their knowledge and understanding of history, pupils should be given opportunities to select and deploy appropriate terms accurately and with increasing independence. They should be taught the terms necessary to understand the periods and topics studied, including government, parliament, Church, state, empire, monarchy, republic, treaty, revolution, reform, class, nobility, peasantry, law, trade, industrialisation, communism, fascism, democracy, dictatorship.

Core Unit 1: Medieval Realms – Britain 1066 to 1500

Building on their study of the early history of Britain in Key Stage 2, pupils should be introduced to the major features of Britain's medieval past. The focus should be on the development of the medieval monarchy and the way of life of the peoples of the British Isles.

Pupils should be taught about the following.

■ The development of the English medieval monarchy

- The Norman conquest, including the Battle of Hastings (1066), and its impact
- Relations of the monarchy with the Church, barons and people, including Magna Carta (1215) and other key events, eg *the Peasants Revolt (1381)*, *the Wars of the Roses*
- The involvement of English monarchs in Ireland, Scotland, Wales and France

■ Medieval society

- The structure of medieval society, including the role of the Church, farming, crafts, towns and trade
- Health and disease, including the Black Death
- Arts and architecture

Core Unit 2: The Making of the United Kingdom – Crowns, Parliaments and Peoples 1500 to 1750

Building on their study of life in Tudor times in Key Stage 2, pupils should be introduced to the major political, religious and social changes which shaped the history of Britain during this period. The focus should be on the changing relationships between the Crown, Parliament and people.

Pupils should be taught about the following.

■ Political changes

- The power of the monarchy, and the changing relationships of the Crown, Parliament and people, which should include the Civil Wars, Interregnum, Restoration and Glorious Revolution
- The formation of the United Kingdom, including the Acts of Union 1536 and 1543 (Wales) and the Treaty of 1707 (Scotland) and the changing relationship between England and Ireland

■ Religious changes

- Religious changes and tensions in the sixteenth and seventeenth centuries

■ Social changes

- Changes in town and countryside and differences in wealth, lifestyle and culture

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Core Unit 3: Britain: 1750 to circa 1900

Pupils should be given an overview of major developments in the period and, in particular, of the impact on Britain of worldwide expansion, industrialisation and political developments. The focus should be on how these combined to shape nineteenth-century Britain.

Pupils should be taught **in outline** about the following.

■ Britain's worldwide expansion

- The growth of trade and empire and its impact on Britain and the colonies

■ Industrialisation

- Industrial change and its impact on the way of life of people at different levels of society

■ Political developments

- The influence of personalities and events, including the American Revolution, the French Revolution and the Napoleonic Wars
- Popular protest and reform
- The extension of the franchise, including the Reform Act of 1832

Pupils should have opportunities to study **in depth** at least one related topic, *eg Britain and the American Revolution; the Napoleonic Wars and key personalities such as Nelson and Wellington; the slave trade and its abolition; the development of Empire in an area such as India or Africa; the role of an inventor, entrepreneur, explorer or individual reformer; a political protest or reform movement such as Chartism; the role of a national political leader such as Pitt, Peel, Gladstone or Disraeli; relations between Ireland and Britain; the development of legislation to improve working and living conditions; the impact of the period on the development of the arts and architecture; industrialisation in a local area.*

Core Unit 4: The Twentieth-Century World

Pupils should be given an overview of some of the main events, developments and personalities of the twentieth century and how they have shaped the modern world.

Pupils should be taught **in outline** about the following.

- The First World War and its consequences
- The Second World War: its causes and course, including the Holocaust and the dropping of the atomic bomb
- The legacy of the Second World War on Britain and the world

Pupils should have opportunities to study **in depth** at least one related topic, *eg the Western Front; the Russian Revolution; the Depression; the rise of National Socialism in Germany; the role of an individual such as Churchill, Hitler, Stalin, Mussolini, Roosevelt or Gandhi; the changing role and status of women; the Welfare State; the origins of the United Nations, including the UN Charter and Universal Declaration of Human Rights; the break-up of the overseas empires of European countries; the origins of the Cold War; changes in the arts or architecture.*

Supplementary Units

Supplementary units extend or complement the core.

Pupils should be taught **TWO** units, one from each of Categories A and B.

A. A unit involving the study of an era or turning point in European history before 1914

This unit should:

- be based on an era or turning point of major historical significance;
- illustrate links between developments in different parts of Europe;
- examine the short- and long-term impact of the era or turning point.

Examples of these units are: the Roman Empire; the Crusades; the Italian Renaissance; Reformation and Counter-Reformation in the sixteenth century; the reign of Peter the Great; the French Revolution and the Napoleonic era; German and Italian unification.

B. A unit involving the study of a past non-European society

This unit should:

- focus on the key historical issues concerning people of non-European background in a past society in Asia, Africa, America or Australasia;
- involve study of the society over a long period of time;
- be based on a society or societies different from those listed in Category C of the programme of study for Key Stage 2.

Examples of these units are: Islamic civilisations (seventh to sixteenth centuries); Imperial China from the First Emperor to Kubla Khan; India from the Mughal Empire to the coming of the British; the civilisations of Peru; indigenous peoples of North America; black peoples of the Americas (sixteenth to early twentieth centuries).

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LEVEL DESCRIPTIONS FOR THE HISTORY ATTAINMENT TARGET

The following level descriptions describe the types and range of performance which pupils working at a particular level should characteristically demonstrate. In deciding on a pupil's level of attainment at the end of a key stage, teachers should judge which level description best fits the pupil's performance.

The great majority of pupils should be working at Levels 1 to 3 by the end of Key Stage 1, Levels 2 to 5 by the end of Key Stage 2 and Levels 3 to 7 by the end of Key Stage 3. Levels 8 to 10 are available for the most able pupils at Key Stage 3.

■ Level 1

Pupils show awareness of the distinction between present and past in their own and other people's lives. They know and recount episodes from stories about the past. Their developing sense of chronology is shown by their ability to sequence events and objects and to use everyday terms about the passing of time. They are aware that they can find out about the past from sources of information.

■ Level 2

Pupils demonstrate factual knowledge of aspects of a time beyond living memory, and the personalities and events they have been taught about. Their sense of chronology is shown by their use of terms concerned with the passing of time to order events and objects, and by their ability to make distinctions between aspects of their own lives and past times. They suggest reasons why people in the past acted as they did. They are beginning to show awareness that the past is represented in different ways and to answer questions about the past using sources of information.

■ Level 3

Pupils demonstrate factual knowledge of a few of the events, people and periods from the appropriate programme of study. Their increasing understanding of chronology is shown through their awareness that the past can be divided into different periods of time and their recognition of some similarities and differences between these periods. They begin to identify reasons and results. They know that the past is represented in different ways and select information from sources to answer specific questions about the past.

■ Level 4

Pupils demonstrate factual knowledge of people, events and developments in the history of Britain and other countries drawn from the appropriate programme of study. They know about and describe the distinctive features of the past societies and periods they have studied and how some changed over time. They produce structured accounts of historical events, making use of dates and relevant terms. They describe reasons for, and results of, some events and developments. They know that the past is represented in different ways and are beginning to show understanding of some of the reasons for this. They begin to select sources of information to answer specific questions.

■ Level 5

Pupils demonstrate factual knowledge of a range of people, events and developments in the history of Britain and other countries drawn from the appropriate programme of study. They describe different aspects of past societies and periods they have studied and begin to make connections between them. They show why and how things changed. They produce structured accounts of historical events, making use of dates and relevant terms. They begin to offer explanations of events and developments. They know that some events have been interpreted in different ways and suggest reasons for this. Drawing on their historical knowledge, pupils identify and are beginning to evaluate sources of information for particular tasks.

■ Level 6

Pupils make links between different aspects of their factual knowledge of a range of people, events and developments in the history of Britain and other countries drawn from the appropriate Programme of Study. Their work shows some understanding of the relationships between distinctive features of past societies and periods. They select, organise and deploy information, making use of dates and terms, to produce well-structured work. They offer explanations of events, changes and developments. They identify and begin to explain different historical interpretations of some events, issues, topics and personalities. Drawing on their historical knowledge, pupils suggest lines of enquiry and identify sources of information which they use critically to find out about specific topics.

■ Level 7

Pupils make links between their outline and detailed factual knowledge of a range of people, events, and developments in the history of Britain and other countries drawn from the Key Stage 3 Programme of Study. Their work shows understanding of the distinctive features of past societies and periods. They begin to analyse the relationship between the features of a particular period or society. They select, organise and deploy information, making use of dates and terms, to produce well-structured work, and to substantiate explanations of events, changes and developments. They offer explanations why different interpretations of events, issues, topics and personalities have been produced. Drawing on their historical knowledge, pupils suggest lines of enquiry and use sources of information critically to produce reasoned conclusions in relation to specific topics.

■ Level 8

Pupils use their outline and detailed factual knowledge of a range of people, events, and developments in the history of Britain and other countries from the Key Stage 3 Programme of Study to produce narratives, descriptions, generalisations and explanations. They analyse the relationships between the features of past societies within and across periods. They select, organise and deploy information, making use of dates and terms, to produce consistently well-structured work, and to substantiate explanations for events, changes and developments with increasing independence. They begin to consider different interpretations of events, issues, topics and personalities critically. Drawing on their historical knowledge and using sources of information critically, they carry out enquiries about historical topics and reach substantiated conclusions.

■ Level 9

Pupils use their outline and detailed factual knowledge of a range of people, events, developments and ideas in different periods in the history of Britain and other countries from the Key Stage 3 Programme of Study to produce substantiated narratives, descriptions, generalisations and explanations. They select organise and deploy information showing how different aspects of events, issues, ideas, developments and periods are interrelated. They begin to explain links between events and developments which took place in different countries and in different periods. They produce evaluations of different interpretations of historical events and developments. Drawing on their historical knowledge, and using sources of information with discrimination, pupils reach and sustain substantiated conclusions.

■ Level 10

Pupils select, organise and deploy their outline and detailed factual knowledge of a range of people, events, developments and ideas in different periods in the history of Britain and other countries from the Key Stage 3 Programme of Study to produce consistently well-structured and substantiated narratives, descriptions, generalisations and explanations. They explain and analyse links between ideas, events and developments which took place in different periods and places. They make judgements about the respective strengths of differing interpretations of historical events and developments. Drawing on their historical knowledge, and using sources of information with discrimination, pupils reach and sustain substantiated and balanced conclusions.

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