National Curriculum
History Working Group

FINAL REPORT

April 1990

Department of Education and Science and the Welsh Office

Rockingham Castle Market Harborough Leicestershire

LE16 8TH

From Commander L M M Saunders Watson DL

The Rt Hon John MacGregor OBE MP
Secretary of State for Education
and Science

The Rt Hon Peter Walker MP
Secretary of State for
Wales

31 January 1990

Dear Secretaries of State,

I attach herewith the final report of the National Curriculum History Working Group which contains our recommendations on a framework for school history. The report represents the unanimous views of the Group and enjoys the full support of the History Committee for Wales.

In your response to our interim report you asked us to address three particular issues: to ensure that pupils will gain a proper grasp of chronology, to increase the emphasis on British history, and to look again at our approach to historical knowledge to ensure that it can be assessed. We have considered these issues in great depth and the results of our deliberations are set out in the report. In particular, we have given much thought to alternative methods of achieving our common objective of ensuring that historical knowledge should be taught, learned and assessed. We are convinced that the right way to achieve this is by placing specific historical information in the programmes of study, which have statutory weight, and assessing pupils' acquisition and understanding of that information through the attainment targets, which also have statutory weight. We have devised a way of doing so which is both flexible to operate, relatively simple to implement, and allows some scope for freedom of choice, without any loss of rigour.

Our course is based on a series of History Study Units for each of which we have prepared a detailed programme of study, based on a common format. We have summarised in a four-dimensional model the political, economic, social and cultural aspects of history in order to ensure that the subject is taught in a broad and balanced way as part of a coherent course. It also allows links to be made to other subjects in the curriculum while retaining the integrity of history.

Many of our ideas break new ground and will therefore have implications for initial and in-service training for teachers, and in the provision of resource material. We believe, however, that our course will stimulate the imagination of teachers and pupils alike and we hope that it will be seen as an opportunity for some exciting new approaches to the subject.

Recent events in China and in Eastern Europe have lent added relevance to our work and re-inforced our view that the design of our course of school history, while conforming to its own particular discipline, should be flexible enough to respond to changing circumstances and perspectives. In the years to come, it should be capable of accommodating the outcome of reviews of its historical content.

We have been greatly encouraged by the public interest and support for our work. We have have drawn upon the many contributions sent to us by organisations and individuals, upon visits to schools, museums, archives, study centres, and historic sites, and upon much valuable advice received both within and outside Britain.

It is with great pleasure that I acknowledge the close co-operation and warm friendly support of our colleagues on the History Committee for Wales under the chairmanship of Professor Rees Davies. Through their advice, and the presence on both our committees of Dr Gareth Elwyn Jones, they have made a strong contribution to our work.

For me, personally, it has been a signal honour to chair such a lively, stimulating, and dedicated group of people. I cannot praise too highly their commitment to the work and the long hours of their time that they gave unstintingly. Each member of the Group has made in his or her own way a major contribution. In particular I wish to single out the quite outstanding support we have received from our observer representative of Her Majesty's Inspectorate, Mr Roger Hennessey, and from our secretariat so ably led by Miss Jennifer Worsfold without whom the Group's ideas would not have found expression in this report.

It has been an exciting and exacting year for all of us and while we are conscious that we could have spent more time in making further refinements, we are confident that we have recommended a course of history which, approached in a positive way, will fire the enthusiasm of teachers, raise standards, and restore history to its rightful place at the centre of the school curriculum.

Yours sincerely

Michael Saunders Watson

National Curriculum:
History Committee for Wales,
Crown Offices,
Cathays Park,
Cardiff CF1 3NQ.

Y Cwricwlwm Cenedlaethol:
Pwyllgor Hanes Dros Gymru,
Swyddfeydd y Goron,
Parc Cathays,
Caerdydd CF1 3NQ.

25 January 1990

Commander L M M Saunders Watson
Chairman
History Working Group
Department of Education and Science
Elizabeth House
York Road
London SEI 7PH

Dear Michael

I am very grateful to you for giving me and my colleagues on the management team of the History Committee for Wales the opportunity to read the final draft of the History Working Group's Report. As you are aware, the History Working Group and the History Committee for Wales have kept in very close touch with each other since they were initially established. We have, therefore, been fully apprised in Wales of the thoughts of your Group on the National Curriculum as they have evolved over the last few months.

I write to let you know that the History Committee for Wales is happy to endorse the framework for the teaching of history in schools under the National Curriculum now being put forward in your Final Report. In particular the Committee endorses your Group's views on a single Profile Component, the choice of Attainment Targets and the notion of core and optional History Study Units. It also reaffirms its full support for the History Working Group's view, now fully elaborated in your Final Report, that the interests of history as a subject are best secured by including historical knowledge in the programmes of study rather than in the attainment targets and statements of attainment.

The History Committee for Wales is happy, therefore, to adopt the general framework for the teaching of history in schools now being recommended by the History Working Group in its Final Report. The Committee now intends to complete its own Final Report, to be submitted to the Secretary of State for Wales in April 1990, setting out its recommendations for a complete and balanced curriculum for history in schools in Wales, in the light of the History Working Group's final recommendations.

May I also take this opportunity to thank you personally, your management team and your secretariat for your close and friendly co-operation with the History Committee for Wales over the last year or so? Like you, I feel indebted to Dr Gareth Elwyn Jones for his sterling services in acting as a member of both the Group and the Committee and for keeping both of them so well in touch with each other.

Yours sincerely

R. L. Davies

Chairman
National Curriculum History Committee for Wales

Contents

Appendices

Introduction

Our task

i The National Curriculum History Working Group was set up on 13 January 1989 by the Secretaries of State for Education and Science and for Wales, to make recommendations on attainment targets and programmes of study for history within the National Curriculum.

ii Our full terms of reference and the supplementary guidance issued to the Chairman are set out in Appendices 1 and 2, and the membership of the Group is listed at Appendix 3.

iii In June 1989 we produced an interim report, outlining our provisional thinking on attainment targets and programmes of study for history, and the contribution that history should make to the overall school curriculum. That report was published in August 1989.

iv The Secretary of State for Wales established separately a History Committee for Wales which, liaising closely with the History Working Group, produced in June 1989 preliminary advice outlining the content of Welsh history and the extent to which Welsh perspectives should influence the wider study of history.

v The History Committee for Wales has to submit a final report to the Secretary of State for Wales by April 1990 setting out and justifying a balanced and complete curriculum for history in Wales, in the light of the final recommendations of the History Working Group.

vi The Committee's terms of reference are set out at Appendix 4 and the membership of the Committee is listed at Appendix 5.

vii We have sought throughout the report to make our meaning clear to a wide readership including professional historians, teachers and the general public. We have however had to adopt the terminology relating to the National Curriculum which is enshrined in the Education Reform Act 1988. Some terms – profile components; attainment targets; statements of attainment; programmes of study – are used frequently in the report. We direct our readers' attention, if they are not already familiar with the terminology, to the glossary of terms at Appendix 6.

Sources and responses

viii We had available to us the interim report of the Geography Working Group, proposals made by the Secretaries of State on the final reports of the Science, Mathematics, Design and Technology and English Working Groups, consultation reports on these proposals from the National Curriculum Council, and for Mathematics, Science, and English (for key stage 1), the statutory orders. In addition we studied relevant published HMI reports and papers, in particular **'Curriculum Matters 11: History from 5 to 16'**, and the earlier **'History in the Primary and Secondary Years: an HMI view'**; also **'Report by HM Inspectorate on an inspection of GCSE humanities courses in 20 schools'** and **'Aspects of Primary Education: The Teaching and Learning of History and Geography'**.

ix We have received a number of documents, videos, books, periodicals and pamphlets illustrating the work of many individuals, groups and organisations concerned with the study of history. In addition we have taken evidence, formal and informal, written and oral, from a wide range of experts and others across the field of history, and from anyone else who wished to contribute. Following publication of the interim report, we received nearly 1000 responses. The correspondence clearly indicated a very high degree of public interest in the subject of history itself, and in the particular importance of school history.

x We have visited places of historic importance, museums, and other educational resource centres to see for ourselves different, practical, ways of making history interesting, exciting and enjoyable, in line with the wording of paragraph 5 of the supplementary guidance to the Chairman (Appendix 2).

xi As well as different parts of England, we also visited Scotland, Wales, Northen Ireland, the Republic of Ireland, France and Switzerland. All these visits were valuable in informing us about how history is taught and learned elsewhere and in providing a range of viewpoints on British history. Much of the information and views we gleaned from these visits is incorporated in this report.

Acknowledgements

xii We are extremely grateful for, and very much appreciate, all the help given, and all material received, from the individuals and organisations who have taken the time and trouble to write to us and to meet us. We valued highly the assistance from teachers, professional historians, and others who helped us to draw up the programmes of study.

xiii As we had hoped, publication of our interim report stimulated the continuing public debate about the teaching of history in schools. It also focused attention on the long-standing debate about how British people define their identity in terms of how they see their past. In this respect our views on the nature of British history (Chapter 4) received much support.

1 History in the school curriculum

Introduction

1.1 History is a splendid subject for study at any age but particularly so in school. Children are by nature curious and the past provides a feast for that curiosity.

1.2 The words 'history' and 'the past' are often used as synonyms but there is an important distinction between 'the past' – which embraces everything that ever happened, and 'history' which chronicles, investigates, and explains the past.

1.3 To have integrity, the study of history must be grounded in a thorough knowledge of the past; must employ rigorous historical method – the way in which historians carry out their task; and must involve a range of interpretations and explanations. **Together, these elements make an organic whole; if any one of them is missing the outcome is not history.**

1.4 To guarantee that these elements (which we describe in greater detail in Chapter 2) are inter-related and have proper emphasis, we have placed them in the programmes of study and in the attainment targets, both of which are statutory. By this means we can ensure that the teaching of history in schools is not characterised by undisciplined use of the imagination, nor by exercises designed to develop skills in isolation from a solid foundation of historical information, nor by the mere acquisition of quantities of historical information that contribute little, if anything, to an enduring understanding of the past.

1.5 There exist many, often strongly-held and divergent, opinions about school history. Even before publication of our interim report we were aware of this from our own experience, from the volume of correspondence received, and from meetings held with a range of people. We considered it neither desirable nor possible to search for formulae which could please everyone but drew up our proposals according to our terms of reference.

1.6 We were impressed by the scale of responses to our interim report which overwhelmingly confirmed that history is a critically important subject in the school curriculum. Almost all respondents supported our outline of the fundamental purposes of the study of history in schools and we reproduce them below, modified to take account of some of the comments expressed.

The purposes of school history

1.7 We consider that the purposes of school history are:

i) **to help understand the present in the context of the past.** There is nothing in the present that cannot be better understood in the light of its historical context and origins;

ii) **to arouse interest in the past.** History naturally arouses curiosity, raises fundamental questions, and generates speculation;

iii) **to help to give pupils a sense of identity.** Through history pupils can learn about the origins and story of their family and of other groups to which they belong, of their community and country, and of institutions, beliefs, values, customs, and underlying shared assumptions;

iv) **to help to give pupils an understanding of their own cultural roots and shared inheritances.** No standard, uniform culture can be imposed on the young in so culturally diverse a society as exists in Britain, yet much is shared in common. Although questions about the origins and nature of British culture are complex, school history can put shared inheritances in their historical context;

v) **to contribute to pupils' knowledge and understanding of other countries and other cultures in the modern world.** Education in British society should be rooted in toleration and respect cultural variety. Studying the history of other societies from their own perspectives and for their own sake counteracts tendencies to insularity, without devaluing British achievements, values and traditions;

vi) **to train the mind by means of disciplined study.** History relies heavily upon disciplined enquiry, systematic analysis and evaluation, argument, logical rigour and a search for the truth;

vii) **to introduce pupils to the distinctive methodology of historians.** Historians attempt to construct their own coherent accounts of the past by the rigorous testing of evidence which is often incomplete; the skills involved in doing this have benefits beyond the study of history;

viii) **to enrich other areas of the curriculum.** History draws on the record of the entire human past; it is a subject of immense breadth which can both inform, and draw upon, other areas of the curriculum;

ix) **to prepare pupils for adult life.** History gives pupils a framework of reference, opportunities for

the informed use of leisure, and a critically sharpened intelligence with which to make sense of current affairs. History is a priceless preparation for citizenship, work, and leisure. It encourages pupils to approach them from angles not considered by other subjects or forms of study in the curriculum.

1.8 These arguments for history's central place in the school curriculum are developed in other parts of this report. Not all of them, taken individually, apply solely to the study of history; taken together they are what makes history unique.

1.9 If history is to make its important and particular contribution in the school curriculum it must be **challenging, relevant and interesting.** We want to give all pupils a knowledge and sense of history that will contribute to their general understanding and development. Many pupils will find the study of history intrinsically interesting and may wish to continue their studies into further and higher education or to take them up again later in adult life. Our proposals lay a solid foundation for building on in this way. More generally, and in relation to preparation for adult life, we have been struck by the high regard paid by potential employers to the skills and understanding developed through a study of history.

1.10 **The history course which we outline in this report aims to secure high standards through breadth of coverage, balance of approach, and coherence of structure.** It has been designed in the knowledge that school history requires constant evaluation, discussion, and recasting as the study of history takes new directions, as society changes, and as world events introduce new perspectives.

1.11 Some of our proposals break new ground; others maintain continuity with what we judge to be the best current practice in schools. We recognise the value of continuity with the best of current practice in terms of human and physical resources, and have taken this into account, but we could not use continuity as the sole criterion for the selection of historical content.

The nature of school history today

1.12 At first sight, the present state of history in schools looks complicated. Patterns only emerge when it is closely scrutinised. While it can reasonably be claimed that virtually all pupils have had to study some history in their years at school, before the advent of the National Curriculum there was no guarantee that this would be the case.

1.13 Taken as a whole, school history in England and Wales is varied in quality, quantity and organisation. All pupils should receive the best possible teaching in history and much less needs to be left to chance than has recently too often been the case.

1.14 At the same time, there have been some impressive achievements in school history. Teaching and learning have changed considerably in both primary and secondary schools. More emphasis than hitherto has been placed on the processes of historical enquiry, on working with sources, on fieldwork, on visiting museums and historic sites, on using archives, TV, videos, and information technology, and on encouraging pupils to find things out for themselves. But these developments have not occurred uniformly.

1.15 Recent changes have often been accompanied by more interesting styles of teaching and learning. Primary-age pupils can perform more demanding tasks than traditionally had been thought possible, and secondary school pupils can do work which respects good historical methodology. However, history as a subject in the school curriculum is declining. It has an increasingly tenuous place in the primary curriculum and it is under threat in a growing number of secondary schools, both in terms of the number of pupils studying it, and as a coherent, rigorous and free-standing course of study.

1.16 A recent HMI report 'Aspects of Primary Education: The Teaching and Learning of History and Geography' concluded that history is a seriously under-represented subject in primary schools. History was found to receive 'little or no attention' in two out of three infant classes. The situation was rather better in junior schools, but even here history was under-emphasised or not taught in half of the sample of schools inspected.

1.17 In primary schools 'history' is rarely identified as a separate subject: it is most frequently taught through 'topics'. Where a topic is founded on a specific subject, such as history, the overall quality of the work tends to be better than where the topic is a general one not led by any particular discipline, for example, 'flight'. Overall, primary school pupils' experience of learning any history is patchy; liaison between primary and secondary teachers with regard to history teaching is rare. The absence of a planned structure is the principal reason why some pupils study particular historical themes two or even three times. Such unplanned and time-wasting duplication is properly a matter of national and parental concern.

1.18 In the report noted above, HMI said of primary school history: 'the standards of work achieved in history, whether taught separately or as part of topic work, were very disappointing. In only one in five infant

schools and departments and one in three junior schools were standards judged to be satisfactory or better'.

1.19 History in primary schools therefore presents the paradox of occasionally fine work set in uncertain curricular patterns and too rarely part of a definite curriculum plan.

1.20 History's most secure position in the curriculum is in the first three years (Y7 to Y9*) of secondary schools. It is usually at this stage that the subject first appears in its own right and that most pupils study it. Most Y7 to Y9 history courses are chronologically-based and run from the early civilisations to relatively modern times. British (or rather English) history has a considerable share of this syllabus, although the specific topics chosen may vary from school to school. There are often large chronological leaps and the terminal dates of these courses can differ: some courses reach as far as the present day, others only extend to Victorian times or even earlier.

1.21 In Y7 about a third of the pupils study history within 'humanities' courses, but this diminishes to some 7% in Y9. In these early secondary years 'humanities' courses are often framed around definite elements of history and geography. There has recently been some growth in 'humanities' courses in Y10 and Y11; these come in various forms and the place of history in them is not always clear or well-defined.

1.22 In Y10 to Y11 history usually becomes optional. Some 40% of pupils choose to study it for GCSE. That proportion has declined in the last decade. **The result is that more than half of pupils study no history after the age of 14.** We believe there are many reasons for this: the pressure on the timetable; the choice of options available; and possibly a lack of appreciation of the value of training in historical skills.

1.23 There are over 30 'Mode 1' GCSE history syllabi, and additional 'Mode 2' and 'Mode 3' syllabi. There seems, however, to be no underlying rationale for this diversity of GCSE course provision. In practice, three syllabi predominate in England: the Schools History Project; British economic and social history (from about 1750); and modern world history. The history of modern Britain and Europe has modest popularity. In Wales the most favoured course is organised on modular grounds, and includes Welsh history.

1.24 The advent of GCSE, and the establishment of criteria common to all 16+ syllabi and examinations has started to introduce some valuable characteristics into all Y10 to Y11 history courses. Some of these characteristics had their origins in the former Schools Council History Project, 13 to 16, (now the Schools History Project) which embodied, in turn, much of the new thinking about school history. Proponents of these developments emphasised the educational value of pupils using historical methodology and investigating the nature of history. New ways of assessing these skills and capacities were developed and some of them were later embodied in the GCSE.

1.25 Similar approaches to teaching and learning spread in primary schools also. In secondary schools the structure of some of the work, however, became confused: some syllabi still remain congested with information, some concentrate on one period or theme of history, others on another. There has been growing public concern over the supposed absence of British history in GCSE courses and over some aspects of evidence-based or skills-based history. Critics have pointed to the amount of time that this sort of approach required and the other areas of history which had to be forgone as a result. Confusion has surrounded some concepts, such as 'empathy', and some of the strategies by which history has been taught, for example, in 'humanities' courses.

1.26 We have no wish to take sides in these debates. They seem to an extent contrived, or to rest on thin evidence, or even misapprehension. The distinction between traditional and new forms of history has almost certainly been exaggerated.

1.27 Having identified the strengths and weaknesses of school history, we take seriously the need to renew faith in history as a subject for study in schools. In designing a course of school history therefore we have endeavoured to effect the following improvements:

i) to achieve a minimum common base of school history for all pupils;

ii) to fortify the position of history in primary schools;

iii) to improve continuity in the study of history, between primary and secondary schools;

iv) to strengthen the position of the subject as a rigorous course of study in many secondary school syllabi;

v) to guarantee an acceptable minimum of British history;

vi) to minimise the threat posed to the continuity and quality of education of pupils moving from one school to another during a key stage;

vii) to simplify teacher training, the production of resources, and public examination arrangements.

*Appendix 7 sets out the new description for school year groups

History and the rest of the school curriculum

1.28 The study of history, by virtue of its scope and perspectives, offers many opportunities for relating to other subjects within the school curriculum. In particular there are substantial links between history and the core and foundation subjects in the National Curriculum. We discuss these, and related cross-curricular dimensions, issues and themes in Chapter 11.

History for pupils aged 16 to 19

1.29 Although this report contains our recommendations for the National Curriculum, for pupils aged 5 to 16, it has a bearing on pupils who wish to pursue study in history beyond GCSE level. For the first time, those who plan curricula for the 16 to 19 age group will have a predictable base on which to rest their policies, in terms of the historical information, understanding and skills that pupils will have been taught up to the age of 16. This foundation should be of benefit to the designers and teachers of A-level and AS courses and teaching staff in further and higher education.

2 Structure of the history course

Introduction

2.1 Our terms of reference require us to propose attainment targets grouped within profile components and supported by programmes of study. We sought to ensure that together these deliver the historical knowledge, historical understanding and historical skills – all carefully related – necessary for a National Curriculum history course for all pupils aged 5 to 16.

2.2 Underpinning the National Curriculum is a system of assessment and reporting designed, in particular, to enable teachers and parents to know what progress pupils have made at given points in their education and what the implications are for the next stage of their schooling. This involves:

i) the identification of clear objectives, or attainment targets, for the knowledge, skills and understanding which pupils of different abilities and maturities should be expected to have acquired by the end of the academic year in which they reach the key ages of 7, 11, 14 and 16;

ii) the amplification of each attainment target into a number of statements of attainment (related to the 10 levels of attainment specified in the reports of the Task Group on Assessment and Testing – TGAT), spelling out the objectives for learning, and what a pupil needs to have achieved in order to be assessed as having reached that level;

iii) the clustering of related attainment targets into profile components which will be the units in which the results of assessment are reported; and

iv) the specification of programmes of study which are addressed to teachers, and are the means of achieving attainment targets. These do not comprise everything that a teacher should teach, any more than the attainment targets represent everything that a pupil should learn.

2.3 We comment in more detail on programmes of study in Chapter 6, and Chapter 7 gives full details of the attainment targets. However, it may be helpful at this point to list the four attainment targets we are recommending, since reference will be made to them throughout the report:

Attainment target 1: Understanding history in its setting

Attainment target 2: Understanding points of view and interpretations of history

Attainment target 3: Acquiring and evaluating historical information

Attainment target 4: Organising and communicating the results of historical study

The philosophy underlying the course structure

2.4 The National Curriculum is based on a view of the educational system being divided into four key stages which correspond roughly to the infant, junior, lower secondary and upper secondary phases of schooling. (The key stages of compulsory education are described in Section 3 of the Education Reform Act.)

2.5 We have designed a course of history over these key stages which will:

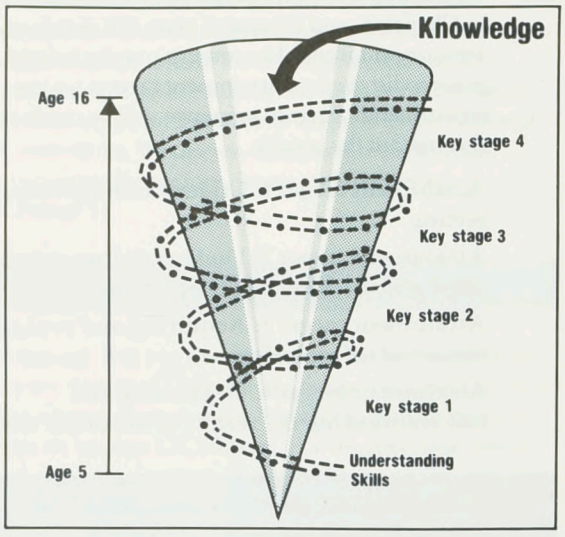
i) offer planned progression, through increasing demands on pupils' knowledge, understanding and skills;

ii) relate the nature of historical study to the intellectual growth and development of pupils; and

iii) respect chronology and be broadly chronological in structure.

2.6 The general philosophy underlying our proposed structure can be described diagrammatically (Fig 1) by means of the 'cone' and 'helix':

Fig 1



In this diagram (which is purely indicative, and not an attempt to depict a set of precise geometrical relationships) the **cone** represents the broadening and necessary accumulation of historical information as a pupil moves from age 5 to age 16 through the four key stages. A pupil's growing understanding and skills are represented in the diagram by the **twin helix.** One helix represents increasing understanding and conceptual sophistication and the other helix represents increasing refinement and competence in performing historical tasks. The twin helix and the cone are inter-dependent and of equal importance; no more should be read into the diagram than that.

History Study Units

2.7 Our proposed course structure is built up from what we have called **History Study Units** (HSUs) – a term which may be wanting in elegance but which is at least plain, accurate and comprehensible (and we hope, avoids confusion with other terms currently in use such as topic, project, module etc).

2.8 The History Study Units comprise a compulsory 'core' of British, European and world history supported and amplified by 'options' from a given list, together with a limited number which may be devised by a school according to specific ground-rules. We intend that local history should support both the 'core' and the 'options'. We have also proposed that some of the School Designed History Study Units must be devoted specifically to local history; these two approaches to local history are described more fully in paragraphs 4.30 to 4.34.

2.9 There are therefore three types of History Study Unit, each contributing in a distinct way to the overall coherence of the course:

i) **core History Study Units** – selected areas of British, European and world history which must be taught;

ii) **optional History Study Units** – some designed to reinforce the core History Study Units; others to broaden the field of study. They vary in length and intensity: some cover long-term developments; some deal with relatively short turning-points in history; and

iii) **School Designed History Study Units** – the design of which has been left to a school. These will be discretionary but subject to definite **ground rules** which we have drawn up (Annex B to Chapter 5) and which will keep them in line with the other History Study Units. School Designed History Study Units will enable teachers to draw on their own professional skills and knowledge, enterprise, and enthusiasm. Schools may also emphasise what they feel is important, without eroding the principles on which the history course is based.

2.10 **Our overall objective has been to design a course of history for pupils from the age of 5 to age 16 which gives equal weight to knowledge, understanding and skills; a course which will combine rigour, intellectual excitement, and planned programming.**

3 The essence of history

Introduction

3.1 In this Chapter we consider the nature of historical knowledge and the means by which it should be taught and assessed. We then discuss the issues of chronology, heritage and interpretations which, with knowledge, comprise the essence of history.

The nature of historical knowledge

3.2 In the discussion of the school curriculum it is necessary to distinguish three common uses of the word 'knowledge':

i) knowledge as 'information': the basic facts – for example, in history, events, places, dates and names;

ii) knowledge as 'understanding': the facts studied in relation to other facts and evidence about them, and placed in an explanatory framework which enables their significance to be perceived;

iii) knowledge as 'content': the subject matter of study – for example, in history, a period or theme.

3.3 These uses are not exclusive but their relationship, particularly between the first two, is important if the nature of historical knowledge is to be clearly understood.

3.4 In order to know about, or understand, an historical event we need to acquire historical information but the constituents of that information – the names, dates, and places – provide only the starting points for understanding. Without understanding, history is reduced to parrot learning and assessment to a parlour memory game. In the case of the French Revolution, the answer to the question 'What was the date of Louis XVI's execution?' may tell us something about the pupils' powers of recollection but nothing about their understanding of the great issues of social conflict, social change and the effect of the Revolution outside France. Such items of information are the building blocks upon which a true understanding of the event must be based.

3.5 **In the study of history the essential objective must be the acquisition of knowledge as understanding.** It is that understanding which provides the frame of reference within which the items of information, the historical facts, find their place and meaning. **Knowledge as understanding cannot be achieved without a knowledge of historical information,** and the wider the base of information the greater the potential for developing understanding through the perception of significant connections and relationships. The learning of facts alone is not in itself sufficient for understanding.

3.6 While this is generally true of many branches of knowledge, history differs from most others in its central concern with the actions of people and the significance and consequences of those actions. Historical events cannot be understood without reference to the motives and beliefs of the participants, although there can be no absolute certainty why they acted as they did. Despite their professional concern for evidence and rigour, historians cannot therefore describe the past with the objectivity of natural scientists. They have to make a selection from the mass of evidence available and offer an interpretation of why and how events occurred as they did. Their viewpoints will at times differ and their perceptions will change over time. Contemporary events continually change historians' perceptions of what went before. This aspect of historical understanding has been dramatically underlined during the period we have been sitting when events in Eastern Europe have changed the established perspective of post-war Europe.

Historical knowledge and the attainment targets

3.7 Attainment targets are the backbone of the National Curriculum. They are the means by which a pupil's progress in a subject is measured and assessed. In our interim report we identified five attainment targets which were concerned with the understanding and processing of historical information. The information itself was contained in the programmes of study. In his response to that report, the Secretary of State expressed concern as to whether this approach put sufficient emphasis on the importance of acquiring historical knowledge and on ensuring that knowledge could be assessed. He asked us to look again at this matter with a view to including essential historical knowledge in the attainment targets.

3.8 We have done so with great care but we have concluded that the best, and indeed the only, practical way to ensure that historical knowledge as information is taught, learned, and assessed, is by clearly spelling out the essential historical information in the programmes of study and assessing it through the attainment targets. The programmes of study carry the same statutory force as the attainment targets and teachers are required to teach the knowledge contained

in them. The attainment targets measure pupils' ability to demonstrate their acquisition of that knowledge expressed through their historical understanding and skills. In this way we have managed to relate historical knowledge as information to historical knowledge as understanding and to ensure that the former is learned just as well as if it were included in the attainment targets. Moreover the course that we have recommended is simple, straightforward, flexible and economic and avoids a number of very serious difficulties.

3.9 These difficulties became evident when we attempted to reconcile the progressive 10-level structure of the attainment targets with the nature of historical knowledge, which itself lacks an obvious logical progression. We tried various methods of specifying **historical knowledge as information** in the attainment targets and we discuss them below and in more detail in Annex A to this Chapter. Each time, we came across practical problems which were either insuperable or the resolution of which would require attainment targets of unacceptable complexity. So far as **historical understanding** is concerned, the problems were more manageable although it has to be said that establishing a proper progression of historical understanding and skills over 10 levels in an intelligible fashion is not an easy task. We believe we have achieved it however and our results are contained in Chapter 7.

Alternative approaches to placing historical information in attainment targets

3.10 In our consideration of placing historical knowledge as information in the attainment targets we identified two possible models:

i) a range of attainment targets each of which would have separate strands specifying an area of historical information together with the understanding and skills relating to that information;

ii) a range of attainment targets relating specifically to historical information with separate attainment targets for understanding and skills.

3.11 Under either of these models the historical information could be organised in one of three different ways:

i) it could be given a geographical frame of reference: for example, local, British, European, or world history;

ii) it could be related to a particular period of history: for example, ancient history, the Middle Ages, or the nineteenth century;

iii) it could have a thematic frame of reference: for example, the Industrial Revolution, the American civil war, Hitler, or military history.

3.12 When we examined these alternatives we found that they each presented methodological problems in varying degrees which can be summarised as follows:

i) Chronology
We have recommended a broad chronological structure for the course which we develop in more detail in paragraphs 3.17 to 3.26 below. Where historical information is contained in a specific attainment target then chronological inconsistencies are bound to arise. Furthermore, since the information to be taught would be distributed between the 10 levels that make up each attainment target, it would have to be set out by level in chronological sequence. But this rests on the nonsensical proposition that earlier history is easier to learn than later history. To avoid confining study of early history to younger pupils, older pupils would have to be able to revisit areas of previous study. But that in turn would be ruled out by the fact that they were working towards higher levels related to later history.

ii) Levelling
The levelling process itself gives rise to a number of further problems where historical information is concerned:

a) it is difficult to devise a satisfactory rationale for levelling historical information. One fact or period is not necessarily more important or difficult than another;

b) any selection of historical facts for assessment purposes must be arbitrary, and hence controversial, particularly when applied to levels of attainment;

c) where slow-learners are concerned, there is a risk that they would continue to be taught the same topic for long periods of time and would be denied learning some areas of history altogether;

d) any class is bound to contain children at more than one level and the teacher could, therefore, be faced with teaching several different periods of history simultaneously.

iii) Complexity
Where historical information is combined with understanding and skills in one attainment target there will inevitably be a very large number of statements of attainment if full justice is to be done to understanding concepts, points of view, and the various skills. If we take our recommended attainment targets and their constituent strands (see Annex A to Chapter 7) as a guide, there would need to be a minimum of six statements at each level within each attainment target. Alternatively, if there were to be separate attainment

targets for historical information, understanding, and skills, then the number of targets would be greatly increased and the risk would be run that the information might be learned in isolation from understanding.

iv) Rigidity
Reference had been made in paragraph 3.12 i) to the chronological rigidity which would be introduced by placing historical information in the attainment targets. It also would apply in other areas:

a) with knowledge in the attainment targets having statutory force, the information contained would all have to be taught, and there would be no scope for options or School Designed History Study Units. We believe these to be of the greatest importance in giving a freedom of choice, and enabling a wider range of History Study Units to be offered;
b) there is a very real danger that placing historical information in the attainment targets could be seen as a step down the road to an 'official history' in the arbitrary selection and levelling of facts, and in the relating of perspectives to specific areas of history within an attainment target;
c) once historical knowledge is contained in the attainment targets the content becomes very difficult to alter, and perspectives may fail to reflect changing views of history. Historical scholarship will become frozen.

Historical information in the programmes of study

3.13 Faced with these problems we returned to the recommendation made in our interim report where we placed historical information in the programmes of study. This has a great advantage in that at once it reduces the number and complexity of the attainment targets and permits much greater flexibility for chronological ordering, for allowing some freedom of choice, and for designing a properly broad, balanced, and coherent course of history. It also allows a much wider selection of historical content than would be possible if historical knowledge were confined in the attainment targets. **We are however concerned to ensure that historical information will be taught, learned and properly assessed.** We have, therefore, specified in each programme of study the essential knowledge which must be taught, and without which the objectives set by the attainment targets cannot be achieved. In the Annexes to Chapter 7 our statements for each attainment target include examples from the programmes of study to indicate the kind of historical information and understanding relevant to each statement.

3.14 **The attainment targets and the programmes of study are thus fully complementary; neither can provide a basis for learning and assessment without the other and both have statutory force.**

3.15 In each programme of study the essential information has been indicated in broad terms but including, where appropriate, specific events, dates, and people. We have supplemented it with examples of additional information to support and amplify the prescribed content, for the guidance of teachers. We believe that the amount of essential information which we have included is manageable and will provide a firm and predictable basis for assessment without restricting scope for teachers to exercise initiative, judgement and imagination in designing schemes of work for their pupils. Their professional skills will be vital to the quality of the work delivered under our proposals for the history curriculum.

3.16 The approach recommended above was overwhelmingly welcomed by the respondents to our interim report. The very few that supported the inclusion of knowledge (in the sense of historical information) in the attainment targets notably failed to address the serious problems described in paragraph 3.12.

Chronology

3.17 In his response to our interim report, the Secretary of State welcomed our view that chronology is a necessary component of the study of history and encouraged us to reflect it in our recommendations for the framework of a history curriculum and the order in which the History Study Units should be taught within the key stages.

3.18 By 'historical chronology' we mean the sequence of events in time. A grasp of that sequence is fundamental to an understanding of the relationship between events, and such concepts as cause and change. **Chronology therefore provides a mental framework or map which gives significance and coherence to the study of history. We believe that a school history course should respect chronology and be broadly chronological in structure.**

3.19 The simplest form of chronological teaching would be linear, moving forward in a straight time-line from prehistory to the present day. Alternatively it could move backwards along the time-line, starting from the present. It may be appropriate – for example in the early years of pupils' schooling – to start at both ends simultaneously. Or, within a broadly forward-moving

chronological approach, there might with advantage be a planned overlap: for example at the transition between primary and secondary phases of education.

3.20 The adoption of an invariably linear approach to the teaching of history would require justification in terms of the interests and abilities of pupils at different ages. The underlying assumption would have to be that earlier periods of history are more readily understood by younger pupils, while recent events are intelligible only to pupils in the later years of school. We do not believe that this is correct. With sufficient care in selection, historical content from any period can be taught at a level appropriate to the understanding of pupils at any age.

3.21 The youngest school pupils may best be helped to acquire a sense of the past by working backwards in time from their immediate and familiar situation: their family and neighbourhood. We have taken that as the starting point for our proposed programme of study in key stage 1. In later years, a course of study which includes a strong chronological thread is more likely to develop and reinforce the mental map than one which jumps forwards and backwards in time in a disorientating way. But variety and contrast are the spice of history, and a theme taken out of sequence does not have to be disorientating if teachers are careful to place it on the map and underline connections, similarities and differences. There are well-known techniques for doing this, for example, time-lines and sequencing. Furthermore, it is important to include opportunities for older pupils to explore a wider frame of reference, by revisiting periods of history to which they were introduced at an earlier age.

3.22 There are also practical considerations which constrain the teaching of school history in a strictly chronological order. For all schools to have to teach the same History Study Unit in the same term of the same year, would be uneconomic in the use of resources. It would also pose great difficulties for museums and historic sites visited as an integral part of the study being undertaken. Museums, libraries, archives and other resource centres which supply schools with loans of documents, artefacts, slides and other material might find the simultaneous demand from schools more than they could deal with. Such a degree of inflexibility is therefore clearly to be avoided.

3.23 A strictly chronological approach to teaching by age would also present some primary schools in which pupils of more than one age group are taught together, with a particular problem. We recognise that it would not always be practicable, nor in the pupils' best interests, to divide the class into sub-groups taught separately.

3.24 We have therefore designed our course of school history in a way which will ensure a strong chronological thread, but which permits sufficient flexibility for the study of some historical content out of strict sequence, both in the interests of intellectual variety and in recognition of the practical constraints. Both primary and secondary schools are encouraged to cover broad spans of time thoroughly, and in a way that avoids repetition and overlap – except where we have planned for optional History Study Units to support and reinforce the core, and for the revisiting of an historical period, studied from a different viewpoint and with maturer understanding.

3.25 In the next two Chapters we develop the rationale for the history course. Its essential chronological features are as follows:

i) in key stage 1 pupils are introduced to chronological conventions, and led to a gradual understanding of the past, starting from their own situation;

ii) in key stages 2 and 3 we recommend (in paragraphs 5.30 and 5.31) the order in which the British core History Study Units should be taught, so as to be sure that British history is taught in a chronological order;

iii) all History Study Units within a key stage are placed in a broad, though not rigid, chronological order, so that where appropriate they can support the British core History Study Units. Key stage 2 involves a broad chronological sweep from earliest times to the present day; key stage 3 ranges up to the nineteenth century; and key stage 4 is essentially concerned with twentieth century history;

iv) to permit a broader chronological sweep we have recommended long-term optional History Study Units in key stage 2, and that the School Designed History Study Units in key stages 3 and 4 should cover a long time-span.

3.26 We do not think it necessary or desirable to recommend in which specific term the individual History Study Units should be taught. We consider that our recommendations will be sufficient to ensure the development of the chronological framework necessary for all pupils' understanding of history.

'Heritage'

3.27 We have been careful to minimise the use of the word 'heritage' because it has various meanings and is in danger of becoming unhelpfully vague. For historical purposes the word 'inheritance' may be more precise in its meaning, implying 'that which the past has bequeathed to us' – and which it is for individual people to interpret, employing the knowledge and skills of

history. While all people in Britain partake to a greater or lesser extent of a shared 'inheritance', they also have their own individual, group, family, etc 'inheritances' which are inter-related. The study of history should respect and make clear this pattern of inheritances.

Interpretations of history

3.28 The study of history necessarily includes interpretations of history and its nature. This has three distinct but related aspects:

i) an acquaintance with the writings of historians and a knowledge of typical historical controversies, relating to the content of the course;

ii) an understanding that history has been written, sung, spoken about, painted, filmed, and dramatised by all kinds of people for all kinds of reasons; and

iii) an understanding that some histories have a high profile, others are hardly known, yet others (like the history of the differing roles of men and women) are now finding a place in the main arena of history.

3.29 There is a further major reason why we have included interpretations and points of view under the second of our attainment targets. Many people have expressed deep concern that school history will be used as propaganda; that governments of one political hue or another will try to subvert it for the purpose of indoctrination or social engineering. In some other societies the integrity of the teaching of history has been distorted by such objectives and there will always be those who seek to impose a particular view of society through an interpretation of history. We hope our recommended attainment targets may allay such fears. The best possible safeguard is an education which instils a respect for evidence. Pupils should come to understand that historical objectivity is an ideal always to be pursued, though it may never be completely realised; that historical theories and interpretations are there to be constantly re-examined; that there is no final answer to any historical question; and that there are no monopolies of the truth. If our history course can lead to such a level of awareness it will be a valuable training for future citizens of a democracy.

Annex A to Chapter 3

Attainment targets containing knowledge: some technical problems

Introduction

A1.1 This Annex amplifies the points expressed in paragraphs 3.7 to 3.16 of Chapter 3 and rehearses the main technical problems inherent in designing attainment targets which contain historical knowledge. Some of the categories overlap, but most of them are discrete.

A1.2 There could be two main forms of knowledge-based attainment targets in history:

i) an attainment target, or targets, which combine historical information with its understanding, or its processing, or both; for example an attainment target devoted to the Industrial Revolution would contain information about inventors, entrepreneurs, machines, factories etc as well as say, the causes, effects and some interpretations of industrialisation in Britain;

ii) an attainment target, or targets, concerned entirely with information. This kind of attainment target would have to be matched by others devoted to historical understanding and processes, and the two sets of attainment targets would have to be related.

A1.3 Attainment targets containing historical information could be designed along the following lines:

i) geographically-based history attainment targets which might cover, for example, local, British, European or world history;

ii) history attainment targets which might cover a period of history; for example, ancient history, the Middle Ages, or the nineteenth century;

iii) thematic history attainment targets which might cover an historical topic, an event, a person, or an aspect of history; for example, the Industrial Revolution, Hitler, or military history.

A1.4 There are some problems common to all these information-based attainment targets, although they bear with different weight on each category of attainment target.

Chronology

A2.1 The chronological setting of subject matter is an inescapable characteristic of history; it presents difficulties for all forms of information-based attainment target. In the case of a set of information-based attainment targets devoted to different geographical areas or themes there would be considerable difficulty in keeping the treatment of each attainment target in some kind of broad chronological relationship with its fellows. Since developments and events do not follow the same patterns or move at the same pace in different places, keeping a number of attainment targets 'in kilter' would not be easy: it might require elaborate programmes of study or non-statutory guidance.

A2.2 Chronological difficulties are most obvious in the setting of geographically-based attainment targets and those thematic or period-based attainment targets which might cover fairly long spans of time. In these cases it would be hard to avoid using the levels of attainment as chronological steps. For example, in a geographically-based attainment target on British history, level 1 might be Roman Britain, level 2 the Vikings in Britain, level 3 Norman Britain, and so on up to the twentieth century. A thematic attainment target say, 'land transport through history' might be concerned with the invention of the wheel at level 1 and with the building of the railways at level 10. Attainment targets arranged like this present acute educational difficulties (see paragraph A3.3).

Levelling

A3.1 The requirement that the knowledge, understanding and skills in attainment targets have to be prescribed in 10 levels of ascending difficulty presents problems of an historical and pedagogical nature when historical information is placed in attainment targets.

A3.2 The historical problems are:

i) there is no defensible rationale for assigning information to any given level or number of levels, be it two, ten or more than ten; any attempt to do so would be arbitrary and contentious;

ii) there is no rationale for assuming that earlier periods of history are necessarily less difficult to know than later periods of history, although a chronologically-based system of levelling knowledge would rest on that assumption. For example, there is no obvious reason why the study of the Wars of the Roses should be 'easier' than that of the Civil War or why the study of the Industrial Revolution should be 'harder' than that of the Reformation;

iii) the judgement that one historical fact is of more or less importance than another must always appeal to a wider historical context. But that is a matter of interpretation; there will always be argument both about the appropriate context, and the relative importance of such contexts.

iv) in the case of thematic attainment targets devoted to events or people, it is hard to see how one could establish, by any kind of criteria, what might be (for example) level 7 of knowing about the Reformation, or how one might 'level' knowledge of the battle of Trafalgar, or Lloyd George, except by the simple accumulation of facts;

v) basing levels of attainment on the amount of information known by a pupil raises two sets of questions related to the matter of context: which information will be selected as acceptable for purposes of assessment, and how will an assessor know that the information provides the basis of understanding? While understanding is not possible without a basis of information, it does not follow that learning and recalling information is the same as understanding its importance, seeing it in context, deriving insights from it, etc.

A3.3 The pedagogical problems are:

i) in attainment targets which organised levels of attainment on a chronological basis, or topic basis, slower learning pupils might fall behind their fellows and 'mark time' in an early period of history or lower-level topic, while the rest of the class moved on towards the twentieth century or higher-level topics. This situation would run counter to our wish to give all pupils a broad, balanced and coherent historical education, similar in most respects for all pupils, in accordance with the letter and spirit of the National Curriculum;

ii) mixed-ability classes would inevitably contain sub-groups who would be studying entirely different topics where the levels of attainment were based on separate topics or chronological periods; this would present considerable difficulties of classroom organisation. For example, a secondary school class in key stage 3 might contain pupils studying up to five different historical topics simultaneously, since key stage 3 assumes a span of levels 3 to 7 in the attainment targets.

Complexity

A4.1 If attainment targets were information-based, there would either need to be a great multiplicity of them, to reflect the many major topics which exist in history, or there would be extremely congested 'portmanteau' attainment targets which tried to cover a collection of topics. For British history alone we have identified eight discrete topics which would either have to be separate attainment targets, or merge into a single, large, attainment target devoted to British history.

A4.2 Mixed attainment targets, which combined information with its understanding, or its processing, would be complicated in another way: they would have to embody not only the information (with all the problems that presents) but also a number of strands reflecting levels of attainment concerned with its understanding, processing, etc. The resulting matrix would be formidably complex.

Rigidity

A5.1 If information were placed in attainment targets the resulting course of history would be composed of a single core, without any options, and with no chance for schools to design topics of their own, to take advantage of local interests, ceremonies, enthusiasms, etc.

A5.2 The selection of information for information-based attainment targets would inevitably be controversial. To select information, or to reject it, is to affirm the importance or significance of certain items, and to deny the importance of others. No system of selecting historical information is immune from this problem, but we feel that placing information in attainment targets intensifies the problem because there will be, as noted above, no options, no alternatives, and no room for manoeuvre on the part of schools.

A5.3 The assignment of information to levels of attainment represents another value judgement, another source of inflexibility of interpretation, and another fruitful source of disagreement.

A5.4 The need for regular review and updating of information is particularly pressing in history. But information enshrined in attainment targets would tend to freeze there; either a means would have to be found of updating the information and its interpretation, or it would begin to date. It is also difficult to see how the history curriculum could adjust to rapidly-changing circumstances (cf Eastern Europe in late 1989) if information were held fast in attainment targets.

4 The general rationale for our course of school history

Introduction

4.1 In Chapter 2 we set out the structure of our course. It can be seen from this that we are not in favour of an unvarying national history syllabus but have deliberately included some choice and variety in our proposals. We recognise that, of all the subjects in the National Curriculum, history should not be prescribed in perpetuity but should be subject to periodic review (paragraph 9.33). We also recognise the practical problems created by the shortage or absence of resources. There is a genuine dilemma facing anyone who designs a curriculum: how to balance what is educationally desirable with what is feasible within the limits of time, finance, expertise, and available teaching materials.

4.2 In the following paragraphs we set out our approach to the various factors that contributed to the general rationale for our proposed course.

Selection of historical content for a course of school history

4.3 It is impossible to teach, or learn, everything about the past; it is therefore necessary to select from the vast stock of what might be studied about the past. Making such a selection tends to affirm the importance of what is included, even though what is excluded is not necessarily of lesser importance.

4.4 In our interim report we referred to the difficulty of making hard choices. Though we stressed that omitting certain topics of historical significance was not to deny their importance, the exclusion of some topics from our provisional selection met with considerable opposition. In our final selection we have taken account of these strongly-held views; we are grateful for the many thoughtful and helpful suggestions received and have made certain adjustments. Inevitably, this has meant omitting or reducing other topics, which may attract further criticism. This is the dilemma of selection.

4.5 To provide a common base for teaching and for assessment within the National Curriculum there has to be a degree of prescription and some common curriculum. We have accordingly grasped the nettle and made our selection. Before doing so we addressed a range of factors which bear on the process of selection.

Breadth

4.6 In our interim report we identified criteria for the selection of content, which in turn were based on the fundamental purposes of school history set out in paragraph 1.7. We summarise these under the general heading of breadth. The content should:

i) pay attention to the various **dimensions** of the study of history: technological as well as political developments; to 'ancient' as well as 'modern' history; to the experiences of many peoples and the achievements of different cultures; it should also make easier the inter-relationship of local, national, and world history;

ii) give opportunities for different **interpretations** and illustrate a range of points of view;

iii) help teachers and pupils to raise fundamental questions about **human society:** moral, ethical, social, economic etc;

iv) introduce pupils to a range of their historical **inheritances,** some of which are shared and others individual. A course of history ought to make clear to pupils that current social, economic, political, cultural and technological arrangements are not to be taken for granted as universal forms, but that they derive from the past;

v) develop a wide range of **skills** derived from historical methodology;

vi) support the complete range of **attainment targets** for history outlined in this report (see Chapter 7).

Balance

4.7 We recognise that 'balance' depends to a large extent on the perceptions of the beholder but nevertheless consider that a balanced course of school history should embrace a range of historical periods, of spans of historical study, of perspectives, of social or civic factors, and geographical locations. **Primarily, however, it should be suited to the growing intellectual maturity and sophistication of the pupils.**

4.8 It should provide a balance of historical period: ancient, medieval and modern history, for example. Without an awareness of ancient and medieval history, a pupil will have a very restricted sense of the human past and a somewhat circumscribed understanding of recent history. Balance needs to be achieved within the key stages and throughout the course.

4.9 Allied to this is the need for pupils to have experience of different spans of historical study: very long-term studies; and more intense studies of shorter periods. We have offered pupils a variety of these, enabling them to relate short studies in depth to longer studies.

4.10 We also considered the social or civic value of history in preparing young people for adult life and the responsibilities of citizenship. It is important that pupils are enabled to make up their own minds and that they have the knowledge and skills to do so.

4.11 There must also be a wide range of perspectives: history studied and perceived from many standpoints, for example, history of the rich, the poor, of men and of women, of different ethnic groups, of particular ideologies in their human context. Through attainment target 2 we hope that pupils will come to realise that there are inevitably many such interpretations and uses of history. The design of the programmes of study also ensures that this balance of perspectives is respected.

4.12 Part of our balance is geographical and cultural: the full range of History Study Units from key stage 1 to key stage 4 is intended to offer a good balance of local, national and world history, albeit a necessarily selective one. We expand on this aspect in paragraphs 4.16 to 4.34.

4.13 The study of history has many dimensions. We have particularly identified: Political; Economic, technological and scientific; Social and religious; and Cultural and aesthetic. We regard this **PESC formula** as one of the most significant of our recommendations in the contribution which it offers towards achieving balance. We have designed the format of the programme of study (paragraph 6.11) for each History Study Unit so that there is historical information under each of these headings. Whilst there has necessarily to be a degree of arbitrariness in the design and use of this formula, it is a deliberate attempt to give weight to the different dimensions of historical study. It is, however, intended to offer pragmatic assistance to teachers, not be a definitive, rigid categorisation.

4.14 We have arranged the full course of school history through the key stages in such a way that the PESC balance is in reasonable equilibrium. In preparing schemes of work (see paragraphs 6.5 to 6.10) teachers are free to take advantage of PESC and add their own emphases but they will need to keep a close watch on two related issues: the need to maintain an overall balance in the treatment of history; and the need to exploit the cross-curricular possibilities of the subject.

Coherence

4.15 We need to ensure that our course is coherent, that it fits together into an organic whole, with its component parts able to stand by themselves as well as supporting each other. This coherence is achieved by ensuring that:

i) each History Study Unit is capable of delivering all the attainment targets;

ii) each programme of study follows the PESC formula in its treatment of historical subject matter;

iii) the History Study Units have explicit links within and across key stages;

iv) School Designed History Study Units are drawn up using the same format as those for the core and optional History Study Units; and

v) the History Study Units together provide a broad chronological framework.

British history

4.16 In paragraph 4.12 we referred to the need to consider geographical balance; we discuss this in more depth in the following paragraphs.

4.17 Paragraph 4 of the supplementary guidance to the Chairman (Appendix 2) stipulates that in the National Curriculum for history:

'the programmes of study should have at the core the history of Britain, the record of its past and, in particular, its political, constitutional and cultural heritage.'

4.18 We welcome this statement and have included major elements of British history in the course; taken overall the course is weighted in favour of British history.

4.19 An understanding of British history should be the foundation of pupils' historical learning, since it is the main framework of their immediate experience, in political, economic, social, and cultural terms.

4.20 We believe that to study the history of Britain solely in political terms is but one part of the story. The political history of the British Isles, and of their inter-relationships, is complex. While England has dominated much of this history, its relationships with its neighbours and vice versa have been uneven over time. Wales may have been an integral political component of 'England and Wales' for centuries, but many aspects of Welsh society, particularly its culture, are notably distinct from English culture. The difference is most marked in that Wales possesses a language of its own – a fact that has been recognised by

the inclusion of Welsh as a core or foundation subject in the National Curriculum. Scotland may have been united with England since 1707 but it also retains a distinct culture and religious tradition, as well as its own legal, educational, and administrative systems. Ireland has sometimes been a 'part' of Britain, in political terms, and sometimes not.

4.21 Processes of migration have added further languages and cultures to the longer-established ones of Britain. People have come to Britain from near and far: for example Celts, Romans, Anglo-Saxons, Vikings, Normans, Jews, Huguenots, Poles, Ukrainians, people from Africa, from Asia, and from the Caribbean. An even greater number of people has migrated from Britain, for example to the USA, Canada, New Zealand and Australia. For centuries, people have also migrated within Britain: there are regional differences, not only of speech but in customs, cuisine, sports, architecture, and many other things. The study of history is concerned with the causes and effects of these movements and their profound consequences for the shaping of British culture.

4.22 We do not, therefore, perceive Britain as an undifferentiated mass. Furthermore, although they have much in common, individuals also have different inheritances specific to country, region, ethnic grouping, religion, gender and social class. We do not believe that school history can be so finely-tuned as to accommodate all of this range all the time, but it must make pupils aware of the richness and variety of British culture and its historical origins. The selection and design of History Study Units reflect this variety.

English, Welsh, Scottish and Irish perspectives on British history

4.23 In placing British history at the centre of our selection of History Study Units therefore we have recognised that England's role in the history of Britain, though often dominant, has by no means been exclusive. While it would be optimistic to expect that a basically English – oriented approach to British history (in further and higher education as well as in schools) should be replaced at a stroke by a truly British history syllabus, the National Curriculum will provide a clear opportunity to take the first steps in that direction. Essential elements of Welsh, Scottish and Irish history have therefore been included in the programmes of study.

4.24 In the interim report we set out advice given to us by the History Committee for Wales relating to the Welsh perspective on the British history component of the National Curriculum history course. We have since received evidence that, duly modified, the advice would serve as a formula for Scottish and Irish perspectives on British history as well and thus give impetus towards the objective of truly British history.

4.25 The bed-rock British component of the National Curriculum history course is therefore to be guaranteed as follows:

i) by including adequate and clear reference to some of the major episodes, figures, and trends in English, Welsh, Scottish and Irish history;

ii) by illustrating major elements of British history, where appropriate, by examples drawn from English, Welsh, Scottish and Irish history; and

iii) by doing justice to the rich diversity of the political, economic, social and cultural history of the British Isles, offering comparative examples from the whole of the British Isles where these serve to enhance historical understanding, such as the response to the challenge of the Reformation or the differing pace and experience of industrialisation.

European and world history

4.26 We have placed British history at the centre of our proposals, but that does not mean that it is, or has to be, pivotal. It is important not only to consider Britain's relationships with other parts of the world, and its contribution to world history but also to study other aspects of world history for their own sake.

4.27 The comparative study of the history of societies and countries other than Britain can help a pupil to see the history of his or her own country in a fresh light and from a new perspective.

4.28 There are good reasons for studying European history in particular. Britain is part of Europe. Its history has helped to shape and been shaped by that of its European neighbours. Its culture shares many common roots and characteristics with that of the rest of Europe. Political and economic ties with Western Europe are growing stronger. It is therefore important that British pupils should understand the European past. The profound changes which are taking place in Eastern Europe underline the need to understand the origin of contemporary developments which have a bearing on pupils' future lives.

4.29 In selecting History Study Units dealing with European and world history we have been guided by the following:

i) paragraph 4 of the supplementary guidance to the Chairman: '[the programmes of study] should also take account of Britain's evolution and its

changing role as a European, Commonwealth and world power influencing and being influenced by ideas, movements and events elsewhere in the world';

ii) '[the programmes of study] should also recognise and develop an awareness of classical civilisations';

iii) the need to enable pupils to acquire an historical awareness appropriate to living in a quickly-changing Europe;

iv) the need to introduce pupils to the history of nations or regions outside Europe and to give opportunities for teachers to broaden their pupils' perspectives by studying civilisations of great interest in themselves.

Local history

4.30 We support the well-developed tradition of studying local history in school, both in the primary and secondary phases. Attainment target 1 is concerned, amongst other things, with putting historical information in its setting and one major dimension of this setting is the immediate locality.

4.31 There are two distinct strands of local history. We support both, and teachers will need to decide when one, or an emphasis on one, is more appropriate than the other.

4.32 The first involves taking local examples to illustrate national, European and world history. For example, the Industrial Revolution or Roman Britain might be exemplified by a local canal or the site of a Roman villa. Local records may show the presence of a visitor from a distant country (which might at that point in time be unusual), or a local citizen who had connections of one kind or another with other countries and cultures.

4.33 The second involves taking the locality and its community as a comprehensive field for study. This can offer excellent opportunites for the development of historical skills, particularly those of sharp and informed observation and perception of the inter-connections of different aspects of history.

4.34 Each and every History Study Unit can be explored for its local history possibilities: attainment targets 1 and 3 encourage this approach, and the design of some British History Study Units explicitly invites the incorporation of some local studies, while many of the others leave plenty of scope for local interpretation within a national framework.

Historical significance

4.35 History Study Units should have historical significance. It would be unrealistic to suggest that there could be a consensus about what is, or is not, significant in history, or that what is defined as significant in this report will be accepted as such by all people, still less for all time. Amongst the criteria we adopted for assessing significance of an event, and which consequently influenced the choice of History Study Units has been the durability of its effects, the number of people affected, the perceived significance of the event to people both at the time and later with the benefit of hindsight. Although these criteria might tend towards endorsing the importance of the familiar, we have tried both to interpret 'importance' in broad terms and also to introduce some relatively unfamiliar, but no less important, material.

4.36 All historical study, to a greater or lesser extent, will challenge pupils with the unfamiliar; we have therefore deliberately sought to introduce pupils to the study of countries or societies removed from their immediate experience or previous knowledge. Through the study of countries and societies from their own perspectives we aim to help pupils to appreciate the diversity of human society and to see their own society in a wider context.

Practical considerations

4.37 Having established this broad rationale, we had to fine-tune it before making our final selection of History Study Units. In doing so we had to face a considerable narrowing-down of choice – a problem that faces any designer of a history course.

4.38 The filtering process that involves the refining of selection from a broad range focuses on two considerations. First, there is the pragmatic point that, in spite of the breadth of history, there is a limited amount that is familiar and makes sense to most people. This comment is particularly applicable to school history. We have taken careful note of the common and popular fields of school history and found that there is, in practice, a fairly limited range of choice. Secondly, there is the consideration of resources: the stock of teachers' expertise, books, artefacts, films etc has been relatively fixed – and it certainly cannot be changed overnight.

4.39 We have taken account of these practical considerations but have nevertheless held to our conviction that the **present range of choice in school history needs to be broadened and deepened.**

4.40 Having drawn up our list of History Study Units, we tested them – individually, by key stage, and over the whole course – against the following set of criteria in order to measure their practicality, balance and coherence:

i) Balance: do the History Study Units, taken together:

- cover place, location, culture etc?
- cover periods?
- offer a good spread of 'shapes': long-term; short-term; intense or depth study; local history?
- contribute to the total amount of British history?
- offer a reasonable overall balance in line with our PESC formula (paragraph 4.13)?

ii) Coherence: does the History Study Unit:

- contribute to a broad chronological structure?
- lead to other History Study Units, follow from others, offer linkage within and between key stages?

iii) Appropriateness: does the History Study Unit:

- relate to the development of pupils' intellects and understanding at the particular point in the 5 to 16 course where it is likely to be taught?
- provide an effective vehicle for teaching the knowledge, skills and understanding likely to be assessed under the attainment targets?

iv) Teachability: does the History Study Unit:

- build on the availability of existing resources?
- make use of the existence of teacher expertise?
- have any relationship to existing similar themes?
- contribute a degree of interest, excitement and enjoyment?
- appear 'digestible' in terms of breadth, depth, intensity of knowledge required, etc?

4.41 Although not every one of our History Study Units will satisfy all these criteria, most of them satisfy most of the criteria. Those that fail in some respects were included because they were regarded as being of sufficient importance to warrant being exceptions to the rule. The outcome of this work, our final selection of History Study Units, will be found in Chapter 5.

5 Allocation of History Study Units to key stages

Introduction

5.1 In Chapter 4 we set out the general rationale underlying our proposed history course 5 to 16. In this Chapter we consider the detailed rationale for each key stage, leading to the selection and allocation of History Study Units. The Chapter should be read in conjunction with its Annex A which contains the list of History Study Units. The ground-rules for the design of School Designed History Study Units are contained in Annex B to this Chapter.

Rationale for key stage 1

5.2 In this first key stage, for pupils aged 5 to 7, we based the components on the pupils' own personal histories and that of their localities and the adults around them. Pupils in key stage 1 will start to acquire a sense of time, and some of the conventions of time. They will learn that there is a 'past' and that it can be studied through its traces and through books and stories. Pupils will also be beginning to distinguish between fantasy and reality.

Rationale for key stage 2

5.3 The History Study Units in key stage 2 offer a logical bridge between key stages 1 and 3. Taken as a whole, they are constructed of generally familiar materials and build on the teaching approaches established in key stage 1. Whilst they give scope to teachers, they also offer a greater degree of progression and reliability of provision than generally prevails at present in primary school history.

5.4 The History Study Units are not intended to be a 'slog through the centuries' but to dwell in some depth on periods and topics which:

i) are generally accepted as being important and significant;

ii) are known to be popular with young pupils;

iii) offer possibilities of work with a wide variety of sources; and

iv) have potential for local history.

5.5 The core History Study Units in key stage 2 lay the foundations of an understanding of the history of Britain, as well as an introduction to that of the wider world. To illustrate the point: the History Study Unit 'Invaders and settlers: the Romans, Anglo-Saxons and Vikings in Britain' helps to set the scene for later work in this and other key stages which will give insights into some of the origins of the ethnically and culturally diverse nature of British society. 'Life in Britain since 1930' enables pupils to gain some understanding of the immediate past by using a wide range of approaches including oral history, film, and television. The full range of British core History Study Units provides a grounding in British history from the earliest to modern times.

5.6 The two core units concerned with world history have been chosen in part because they are interesting, reasonably well resourced, and introduce pupils to the world beyond Britain. One offers links with British history ('Exploration and encounters: c1450 to c1550') in that its account of Spanish and Portuguese voyages of exploration can be complemented by pupils' learning of British navigators and explorers, and its account of encounters and conquests in the Americas can be linked with Britain's later growth as a colonial and imperial power. The other offers a marked contrast with British history ('Ancient civilisations: Egypt and Greece'). Further History Study Units in this and other key stages offer links and contrasts in this way: these early History Study Units set a pattern, particularly in use of the PESC formula, the effects of which will become familiar as the pupils grow older.

5.7 Schools have a choice between teaching 'Victorian Britain' or 'Life in Britain since 1930'. If, however, they wish to do both, the alternative could be selected in place of a School Designed History Study Unit. The attractions of doing this are strong: there is a programme of study for each, and both are already popular with teachers and pupils; they are also relatively well-resourced in terms of literature, television, museums, and dramatic re-creations.

5.8 The main set of optional History Study Units has been designed on the basis of themes which stretch through centuries and so offer a path into chronological understanding. This reinforces the more traditional approach to chronology in the core History Study Units. Each theme starts in early times, is accessible, and relates to activities which are basic to human experience. Themes can be taught readily to mixed-age groups, and they lend themselves well to the more rigorously-conceived forms of topic work for schools which wish to arrange their curricula in that way. Finally, each theme links local, national, and world history, and offers attractive possibilities for the development of a wide range of skills.

5.9 In key stage 2 we propose three School Designed History Study Units and prescribe local history for at least one of these. Local history is popular and generally highly successful in primary schools. The 'ground-rules' (Annex B to this Chapter) build on best practice to ensure rigour, and to guide teachers who may be new to this kind of work.

Rationale for key stage 3

5.10 By the start of key stage 3 pupils should have acquired a broad chronological framework and a background in some important periods of British history. They should also have enough awareness of European and world history to have developed a sense of its diversity and richness. In addition they should have acquired a sufficient understanding of the nature and methods of history. They should thus be able to learn from History Study Units which contain more contrasting and varied approaches to the subject than those in the earlier key stages.

5.11 We recommend four core History Study Units in key stage 3. Three of these have been designed to give pupils a good survey of British history from medieval times to the start of the twentieth century. This is, however, no superficial 'outlines' course. By selecting a limited number of major themes only, we have endeavoured to keep the course content within reasonable bounds. At first sight 'The making of the United Kingdom: c1500 to c1750' would appear to have a strong political emphasis and 'Expansion, trade and industry: Britain c1750 to c1900' would appear to have an economic and technological emphasis. The programmes of study for each of these History Study Units will however demonstrate that the PESC formula (paragraph 4.13) allows science, technology and the arts to be given plenty of space. Taken as a whole, these core History Study Units show how Britain developed politically and became a parliamentary democracy; how England, Wales and Scotland were united, and how Britain shared in and contributed to the mainstream of European culture. These core History Study Units are also designed to provide a firm basis for the British core History Study Unit in key stage 4.

5.12 The core History Study Unit 'The Roman Empire' is devoted to classical history, and is well-balanced in PESC terms; it continues a long and successful tradition of teaching pupils about classical civilisations, and can draw upon a large quantity of available resources. It should also help pupils to understand how and why Rome was important to European history and to the development of the Christian faith.

5.13 The optional History Study Units in key stage 3 have been arranged in four sets, so that a school will have to teach one of the following:

i) a topic which informs and extends the study of the British core History Study Units, and which permits a study in depth whilst avoiding any undue duplication;

Note: a partial exception to this rule is 'Britain and the Great War: 1914 to 1918' whose subject matter falls slightly later than the main period covered in this key stage. We judge the topic to be important and (gauged by the volume of correspondence generated by its perceived absence in the interim report) one which commands very strong popular support and provides a useful link between the British core History Study Units of key stage 3 and key stage 4.

ii) a topic involving a study of a major European turning point before 1914; a period of great creativity or intensity of experience. The History Study Unit 'Reformation and religious diversity in Western Europe in C16th' links British and European history;

iii) a topic involving a study of a non-Western culture from its own perspective. We recognise that the advent of such History Study Units will generate some initial resource problems, but we feel equally strongly that it is essential to develop the broader view of history represented by these History Study Units, a view which has received widespread support. Through 'Islamic civilisation up to early C16th', for example, teachers can introduce pupils to the history of a major culture which contrasts with European society, but which has had a major impact on it;

iv) a topic involving a study of the Americas; these History Study Units offer contrasting approaches to history which are important for understanding world history.

5.14 In each of the four sets of options we have included a School Designed History Study Unit, although not more than two can be chosen. To keep all the History Study Units in key stage 3 balanced, these School Designed History Study Units would have to be designed to meet the requirements of Lists A to D in their organisation and emphasis; the notes on School Designed History Study Units (Annex B) give further details. The remaining School Designed History Study Unit for key stage 3 is long-term in nature, and based on British social history – with a local emphasis if a school so wishes. Thus, in key stage 3, schools have the opportunity for between one and three School Designed History Study Units which allow some freedom of choice, and an opportunity for teachers to balance the programme with either contrasting or complementary History Study Units.

5.15 Taken as a whole, therefore, the History Study Units in key stage 3 have a pattern which will:

i) encompass British, European and world history;

ii) help pupils to learn about long-term developments, but also about more intense and short-term ones;

iii) give good opportunities for introducing pupils to the variety and richness of history from their own locality to the Far East and the Americas;

iv) be conducive to the development of understanding and skills based on a wide range of sources at an appropriate point in pupils' intellectual development; and

v) lead naturally to the twentieth century History Study Units in key stage 4.

Rationale for key stage 4

5.16 The History Study Units in this key stage have been designed to round off the full course of history which started in key stage 1. It differs from present arrangements for pupils in key stage 4 which tend to be based on relatively free-standing and self-contained GCSE syllabi. We have tried to ensure some continuity with the present system and the fact that the first group of pupils entering key stage 4 will not do so until the Autumn of 1994 should allow time for planning and effecting a transition.

5.17 In designing key stage 4 we have also borne in mind that this part of the history course has a special role to play in preparing pupils for informed citizenship.

5.18 Key stage 4 completes the core course in British history but, because of the volume and complexity of modern British history, we have chosen three major and formative periods within one core History Study Unit 'Britain in the twentieth century'. Our selection comprises two units out of the the following three: 1906-14 (with a political emphasis); 1929-39 (with an economic emphasis); and 1960-69 (with a social and cultural emphasis). There are also important elements of British history in the core History Study Unit 'The era of the Second World War' and in the optional History Study Units in key stage 4.

5.19 The second core History Study Unit involves links between British, European and world history: 'The era of the Second World War'. This History Study Unit deals not only with a major turning point in modern history, but also supplies pupils with essential background knowledge to other History Study Units, and to many current affairs. There is a close link between this History Study Unit and the options in List A, in particular the History Study Unit 'East and West: Europe 1948 to the present day'. This is broadly-based and, through the PESC formula (paragraph 4.13), deals with far more than political issues. Other options which bear strongly on Europe are: 'Russia and the USSR: 1905 to the present day' and 'The United States of America: 1917 to the present day'.

5.20 The optional History Study Units have been selected to satisfy particular criteria in our general rationale. They comprise more detailed and intensive studies of the histories of certain foreign countries within fairly limited periods of time. We have arranged matters so that whichever country is chosen as an option, certain key issues are bound to be taught and learned, rather in the manner suggested by the GCSE national criteria. These issues include industrialisation, conflict, technological change, the emergence of new powers and the continuing search for international peace.

5.21 We have included History Study Units dealing with China, Japan, Africa south of the Sahara, and India and Pakistan in order to complete our policy of including non-Western history. These units also develop an understanding of certain key issues, such as 'development' and its problems, nationalism and nation-building and the modern world economic and political order.

5.22 We have allowed considerable choice in key stage 4, in response to comments received on our interim report, but are confident that the operation of the PESC formula and of the emphasis on key issues will ensure that whatever combination of History Study Units is chosen, pupils will receive a thorough grounding in modern British, European and world history, and many contemporary issues. We have, however, suggested a pattern of options that is designed to prevent undue specialisation.

5.23 The School Designed History Study Unit in key stage 4 has ground-rules which require some revisiting of earlier periods of British history. It will offer an important opportunity for drawing threads together towards the end of the course, and of taking a longer-term view of history, at a time when pupils' ranges of reference are at their most developed.

5.24 Our choice of long-term and short-term themes, of British and other history, combined with the PESC arrangements, should result in a well-balanced set of History Study Units which builds on a good deal of successful present-day work in key stage 4.

Rations of time

5.25 Paragraphs 9 and 10 of the supplementary guidance to the Chairman (Appendix 2) state that, in framing our recommendations, we should assume that in England normally the equivalent of some three to four periods of a 40 period weekly timetable, or the equivalent of that in, for example, primary schools, which do not organise a timetable in periods, will be available for the teaching of history for pupils aged from 5 to 14, and 14 to 16 for pupils studying to GCSE level, and two periods a week in key stage 4 where pupils do not take history to GCSE level (see also paragraphs 8.28 to 8.35).

5.26 Many of the teachers who responded to our interim report commented that this amount of time was not at present available for history in the curriculum, and they expressed doubts that it would be made available after 1991 when National Curriculum history starts to be implemented.

5.27 Although we recognise the many constraints on the school timetable, we have nonetheless recommended a coherent course of history which is designed to occupy the time assumptions we were given. **We strongly recommend that, to ensure that history is restored to a central place in the curriculum, it be accorded this amount of time in the school timetable.**

5.28 For planning purposes, we have made broad assumptions about the length of time to be occupied by a History Study Unit. Generally, and excluding key stage 1, we have estimated that a History Study Unit will take about one term, but a 'term' is a flexible span of time; each History Study Unit should be covered in about 10-12 weeks. In key stage 2 we have suggested 10 History Study Units in a key stage occupying 12 terms; this arrangement gives leeway to teachers, especially those who might wish to give a particular History Study Unit longer treatment. Schools may wish to vary the time they devote to teaching History Study Units. Our suggestions regarding the relationship between History Study Units and the school calendar are only intended to be practical guidelines, arising from our working assumptions.

Chronological order of British core History Study Units

5.29 In paragraph 3.25 we referred to the chronological features of our course and our recommendation that in key stages 2 and 3 the British core History Study Units be taught in a chronological order.

5.30 In key stage 2 there are three British core History Study Units to be taught in a key stage spanning four school years. We recommend that they be taught in chronological order over the key stage and not more than one in any one school year.

5.31 In key stage 3 there are three British core History Study Units to be taught in a key stage spanning three school years. We recommend that, in chronological order, one be taught in each of the three school years.

5.32 In key stage 4 there is a single British core History Study Unit 'Britain in the twentieth century' in a key stage which spans two years. We leave schools to decide in which of the two school years this History Study Unit should be taught.

Annex A
to Chapter 5

History Study Units by key stage

Preface

In this Annex we set out the allocation of History Study Units to each key stage. For ease of reference we have allocated a number to each one (excluding the School Designed History Study Units). The programme of study for each History Study Unit is in Annex A to Chapter 6.

Annex A to Chapter 5

History Study Units by key stage

Key stage 1

(Ages 5 to 7, 2 years, 6 terms)

HSU1 In this first key stage we adopted a straightforward approach designed to introduce pupils to the idea of time, and to people viewed in an historical dimension. The single History Study Unit is made up of the following components:

i) an element to introduce the past and a sense of time asking the questions 'Who am I?' and 'When and where am I?';

ii) people (including family) within living memory: life in the 1930s, 40s, 50s, 60s, and so on; and

iii) an introduction to historical personalities and events through stories from prehistory to the present day; poetry, pictures, TV and radio, local, national and topical festivals.

Key stage 2

(Ages 7 to 11, 4 years, 12 terms)

Core History Study Units:

*HSU2 Invaders and settlers: the Romans, Anglo-Saxons and Vikings in Britain;

*HSU3 Life in Tudor and Stuart times;

A choice of either:

*HSU4 Victorian Britain; or

*HSU5 Life in Britain since 1930;

HSU6 Ancient civilisations: Egypt and Greece;

HSU7 Exploration and encounters: c1450 to c1550.

Optional History Study Units:

A choice of two from the following list:

HSU8 Ships and seafarers through history;

HSU9 Food and farming through history;

HSU10 Houses and places of worship through history;

HSU11 The development of writing and printing;

HSU12 Land transport through history;

HSU13 Domestic life, families and childhood in Roman and Victorian times.

School Designed History Study Units:

Three, of which at least one, and not more than two, must be based on local history. If the school did not wish to take up the offer of the remaining School Designed History Study Unit(s), the remaining option from the core History Study Units ('Victorian Britain' or 'Life in Britain since 1930') could be selected, or selection could be made from the list of Optional History Study Units set out above.

*Note: see paragraph 5.30

Key stage 3

(Ages 11 to 14, 3 years, 9 terms)

Core History Study Units:

*HSU14 Medieval realms: c1066 to c1500;
*HSU15 The making of the United Kingdom: c1500 to c1750;
*HSU16 Expansion, trade and industry: Britain c1750 to c1900;
HSU17 The Roman Empire.

Optional History Study Units:

A choice of one from each of the following lists but not more than two School Designed History Study Units to be selected from Lists A to D:

List A:

HSU18 Castles and cathedrals: c1066 to c1500;
HSU19 Culture and society in Ireland up to early C20th;
HSU20 The British Empire at its zenith: 1877 to 1905;
HSU21 Britain and the Great War: 1914 to 1918;
School Designed History Study Unit which informs and extends the study of the British core History Study Units.

List B:

HSU22 Reformation and religious diversity in Western Europe in C16th;
HSU23 The Italian Renaissance;
HSU24 The French Revolution and the Napoleonic era;
School Designed History Study Unit involving the study of a major European turning point before 1914.

List C:

HSU25 Islamic civilisation up to early C16th;
HSU26 Imperial China: 221BC to the Mongol conquest 1279AD;
HSU27 India from the Mughal empire to the coming of the British: 1526 to 1805;
School Designed History Study Unit involving the study of a non-Western culture from its own perspective.

List D:

HSU28 Native peoples of the Americas;
HSU29 Black peoples of the Americas: C16th to early C20th;
HSU30 The American Revolution;
HSU31 The American frontier: c1650 to c1900;
School Designed History Study Unit involving the study of the Americas.

School Designed History Study Unit:

One, long-term in nature, based on British social history.

*Note: see paragraph 5.31

Key stage 4

(Ages 14 to 16, 2 years, 5 terms [6 terms less 1 for examinations])

Core History Study Units:

*HSU32 Britain in the twentieth century;
HSU33 The era of the Second World War: 1933 to 1948.

Optional History Study Units:

A choice of one from List A and one from List B:

List A:

HSU34 East and West: Europe 1948 to the present day;
HSU35 Russia and the USSR: 1905 to the present day;
HSU36 The United States of America: 1917 to the present day.

List B:

HSU37 India and Pakistan 1930 to 1964;
HSU38 Africa south of the Sahara since 1945;
HSU39 Japan: 1868 to the present day;
HSU40 China: 1937 to the present day.

School Designed History Study Unit:

One, based on revisiting British history, studied over a long time-span (starting at least before 1500 and reaching up to the present day).

*Note: see paragraph 5.32

Annex B to Chapter 5

Ground rules for School Designed History Study Units

Introduction

B1.1 In key stages 2, 3 and 4 we have presented opportunities for schools to design History Study Units of their own. The School Designed History Study Units give teachers the opportunity:

i) to reflect the special interests of schools and their judgement of the particular needs and circumstances of their pupils;

ii) to develop their own particular skills in their chosen fields of specialism; and

iii) to take particular account of local history which has both a major significance in its own right and is an important, and convenient, resource to exemplify the broad picture of history as a whole.

B1.2 School Designed History Study Units need to reinforce the central intentions and purposes of the National Curriculum history course and not threaten its coherence. We have therefore recommended that the programme of study for a School Designed History Study Unit should be prepared in the same format as that of all other History Study Units, thus offering clear guidance to teachers, assessors and others on what it is intended to deliver. Paragraph 6.11 of Chapter 6 sets out this format.

Specific ground rules for School Designed History Study Units

B2.1 All School Designed History Study Units should:

i) support all attainment targets;

ii) be drawn up in accordance with the standard format for all programmes of study (see paragraph 6.11 in Chapter 6);

iii) link, in accordance with the standard format for programmes of study (see paragraph 6.11 in Chapter 6), with other History Study Units;

iv) keep people at the centre of their field of study and not dwell exclusively on abstract issues.

Local History Study Units

B3.1 Local history School Designed History Study Units, like others, should follow the standard format for programmes of study. Local history has unrivalled opportunities for using the local environment as a source, as well as using archives, museums, local memories etc.

B3.2 Links can be made to local history in all History Study Units, particularly those concerned with British history, wherever appropriate; School Designed History Study Units, especially where we state that they should be based on local history, will offer in many instances additional opportunities to teach local history in depth and afford it concentrated attention.

B3.3 In drawing up a programme of study, the teacher should stress the cross-curricular matters inherent in history and endeavour to use local history as a means of teaching these in a familiar or practical context.

School Designed History Study Units in key stage 2

B4.1 There are three School Designed History Study Units, of which at least one, and not more than two, must be based on local history. If a school chooses two School Designed History Study Units on local history:

i) these should not be taught consecutively since such an arrangement might distort the course; and

ii) they should contrast in their approach to local history. Whatever approach is adopted it should involve a proper investigation of an historical issue and not be merely an accumulation of facts about the local area. We recommend that there be three categories and none should be treated more than once:

a) long-term, for example, an investigation of an aspect of the local community over a long period of history;

b) short-term, for example, an investigation of an aspect of the local community during a particular event or decade;

c) a detailed investigation of an aspect of history dealt with more broadly in another History Study Unit, for example, child workers in the Industrial Revolution or schooling in Victorian times.

School Designed History Study Units in key stage 3

B5.1 We have listed a School Designed History Study Unit as an option in each of Lists A to D of the optional History Study Units for this key stage, but stipulated that only two may be selected. In addition there is a further School Designed History Study Unit based on British history.

B5.2 List A: topics chosen for this School Designed History Study Unit must be drawn from British history before 1900. The topic should have good links with at least one of the British core History Study Units in this key stage so as to support, amplify or inform it. The statements under the headings 'Purpose' and 'Links' in the programme of study should make it clear how this

will be done. (The School Designed History Study Unit may, but need not, be on local history.) The topic chosen may be either long-term or short-term in nature, but in deciding which category to adopt a school should bear in mind the need to keep its key stage 3 history programme in balance. Examples: the Scottish wars of independence; the Peasants' Revolt; Victorian art and architecture.

B5.3 List B: the topic chosen for this School Designed History Study Unit should be drawn from European history before 1914 and involve the study of a major European turning point. It may be based on the history of a single nation, but should have some European significance beyond that nation. The statement under the heading 'Purpose' should make clear why the topic chosen is a significant turning point in European history. Examples: Periclean Athens; the reign of Constantine; the reign of Charlemagne; the Black Death; the reign of Louis XIV; the reign of Tsar Peter the Great; industrialisation in Europe; nation-building in C19th Europe.

B5.4 List C: the School Designed History Study Unit should involve the study of a non-European society or culture 'from within' and in its own right, not just from the point of view of its relationship to Britain or Europe. It may be selected from any period of history up to 1900 but, because of the opportunity offered under List D, should not involve study of peoples of the Americas. Examples: societies or cultures from pre-colonial Africa; or the Middle East, such as the Assyrians C12th to C7th BC.

B5.5 List D: this School Designed History Study Unit should deal with a significant topic in the history of the Americas. It could be either a long-term theme, for example, the history of the Caribbean area, or a short-term topic chosen to touch on important issues, for example, the American Civil War 1861 to 1865.

B5.6 By way of offsetting the more political and economic emphases of the British core History Study Units in this key stage, the remaining School Designed History Study Unit should be long-term in nature and based on British social history. The topic chosen should have good links with at least one British core History Study Unit in this key stage. The statements under the headings 'Purpose' and 'Links' in the programme of study should make clear how this is to be done. Although the focus will be on social history, other dimensions of history: political; economic; cultural etc; must also be dealt with. In this School Designed History Study Unit 'long-term' means a span of time long enough to demonstrate changes over different social structures and involving at least three centuries. Examples: sport and society; crime and punishment; roads.

School Designed History Study Unit in key stage 4

B6.1 There is one School Designed History Study Unit of a thematic nature revisiting British history, studied over a long time-span starting at least before 1500 and reaching up to the present day. As other History Study Units in this key stage are concerned almost exclusively with twentieth century history, this School Designed History Study Unit will provide both chronological depth and give older, more mature, pupils the opportunity to draw some threads together towards the end of their history course. Examples: education; women in society; public health; immigrants in Britain; Parliament.

6 Programmes of study

Introduction

6.1 Our terms of reference require us to specify programmes of study, which are addressed to teachers, and are the means of achieving the attainment targets (see Chapter 7). They do not comprise everything that a teacher will teach but they should provide the foundation for schemes of work for use in the classroom.

6.2 We have explained in Chapter 3 our reasons for putting historical knowledge as information in the programmes of study and not in the attainment targets. We have however been particularly careful to ensure that the programmes of study and the attainment targets are linked so that the historical information in the programmes of study is drawn upon, and is the basis for measuring pupils' achievements through the statements of attainment in the attainment targets (see the Annexes to Chapter 7).

6.3 As pupils progress from key stage 1 to key stage 4 their body of historical information should accumulate and make possible increasing conceptual sophistication. This should deepen historical understanding, and provide the basis for the development of advanced skills (see paragraph 8.5). The programmes of study have been designed to make this possible.

6.4 In practical terms, we intend that in teaching the programme of study for a particular History Study Unit, a teacher should adjust the information, skills and ideas covered according to the capacities and needs of individual pupils. Assessment by the teacher and through SATs (see paragraphs 8.18 to 8.26), will demonstrate to what extent pupils know the essential historical information included in the programme of study, and which levels they have achieved in their understanding and skills.

Schemes of work

6.5 Annex A to this Chapter contains programmes of study for each core and optional History Study Unit. The programme of study tells the teacher, quickly, and we hope comprehensibly, what the History Study Unit is about; what kinds of understanding should be communicated, what important facts need to be taught; what important concepts should be explained to, and learned by, pupils. The next stage is for the teacher to take this raw material and to turn it into a scheme of work. To assist with this, full non-statutory guidance will be provided by the National Curriculum Council.

6.6 The History Study Units relate to different chronological spans. The titles of some indicate particular dates, others a broader boundary, for example, 'early C16th', whilst others have an even wider range, for example, 'through history'. Teachers will need to judge for themselves whether, and to what extent, they feel it necessary to set the scene for a particular History Study Unit or to make reference to the aftermath or long-term effects of its subject matter. We would caution that, whilst this kind of refinement can be both helpful and illuminating, it necessarily encroaches on the time available for teaching the content of the programme of study (see paragraph 5.28).

6.7 In apportioning historical information in the programmes of study to the four PESC columns (see paragraph 6.11) we have ensured that each History Study Unit has breadth, balance and coherence. Although political and economic dimensions of history feature in present school history courses, we have allocated the social, religious, cultural and aesthetic dimensions of history more extensive treatment than they currently receive. We have also ensured that important aspects of European and world history are treated in a similar way, thus offering greater breadth of treatment and balanced presentation than has usually been the case.

6.8 We did not set out to provide an even quantity of material, or emphasis, for each PESC column; there are often 'imbalances' arising from the nature of subject matter of the History Study Unit. Teachers will need to take account of the different emphases or 'imbalances' of different History Study Units, both in making their choice of optional History Study Units and in designing schemes of work.

6.9 Historical information given in the 'essential' PESC columns of each programme of study must be taught, but this does not mean that all essential information must be given equal weight. In some instances, no more than a careful mention in context may be required, whilst in others the teacher may wish to devote a considerable amount of time to an aspect of the subject which is described in only two or three words. In preparing a scheme of work teachers can combine the essential information in any way they consider is appropriate.

6.10 One or two of the 'events' included in our History Study Units are the subject of considerable academic debates. For example, was there a definite 'Renaissance'? Can we really speak of an 'Industrial Revolution'? We are aware of these debates, but we do

not feel that they have been sufficiently conclusive, nor have they altered public perceptions to an extent worthy of abandoning the terms by which they have become known. Teachers will in any case be able to draw pupils' attention to issues of historical scholarship when addressing questions of interpretations and points of view, which can be assessed as part of attainment target 2.

Structure of the programmes of study

6.11 The programme of study for each History Study Unit in key stages 2 to 4 has the same standard format (Fig 2).

Fig 2 Format of each programme of study in key stages 2 to 4.

Title of History Study Unit

Key stage: Core/Option
HSU number

Purpose	**sets out the aims of this History Study Unit in relation to the rationale for the key stage in which it is included.**	
Links	*cross-refer to other related History Study Units.*	
Focus	**describes, for teaching purposes, the main emphases of the History Study Unit.** *It also exemplifies particular ways in which the History Study Unit contributes to the attainment targets.*	
Concepts	*are examples of key ideas to help teachers organise the programme of study.*	

[PESC columns] The four dimensions of historical knowledge, include (in broad terms):

Political	*Economic, technological and scientific*	*Social and religious*	*Cultural and aesthetic*
concerned with how people are governed and exercise political power; how nations relate to each other in peace and war;	people's use of resources, including the means of production, the creation and distribution of wealth and trade; people's understanding and use of technology and science;	ways of life and the size and shape of societies; the nature of class, gender roles, and ethnicity; religions and beliefs;	human creativity in art, architecture, music, drama, dance, language and literature as well as all aspects of popular culture.
Essential information	**Essential information**	**Essential information**	**Essential information**
offers a basis for assessment, has a statutory basis, and must be taught.	offers a basis for assessment, has a statutory basis, and must be taught.	offers a basis for assessment, has a statutory basis, and must be taught.	offers a basis for assessment, has a statutory basis, and must be taught.
Exemplary information *is only for the guidance of teachers and is not part of the assessment process; they may or may not use it in their schemes of work, and they may of course add other material as they see fit.*	***Exemplary information*** *is only for the guidance of teachers and is not part of the assessment process; they may or may not use it in their schemes of work, and they may of course add other material as they see fit.*	***Exemplary information*** *is only for the guidance of teachers and is not part of the assessment process; they may or may not use it in their schemes of work, and they may of course add other material as they see fit.*	***Exemplary information*** *is only for the guidance of teachers and is not part of the assessment process; they may or may not use it in their schemes of work, and they may of course add other material as they see fit.*

Annex A
to Chapter 6

Programmes of study for each History Study Unit

Preface

In this Annex we set out a programme of study in respect of each of the History Study Units listed in Annex A to Chapter 5 (excluding of course the School Designed History Study Units for the design of which we supplied ground-rules in Annex B to Chapter 5). For ease of reference a contents list is printed below.

Programme of study for key stage 1

KS1: Core
HSU1

Purpose

1.1 The purpose of the programme of study in key stage 1 is to introduce pupils to the 'past'. Teachers should ensure that pupils understand that there is a past, that people learn about it, measure it, and describe it. Pupils should experience a planned programme of activities which progressively develops an historical perspective. Their learning should be based on an understanding of simple historical evidence of different kinds, as well as on stories and memories, to nourish and enrich conceptions of what the past was like. Pupils should begin to make simple comparisons between the past and the present, and so gain an increasingly systematic sense of the relative positions of different events within a time span.

Links

2.1 Activities should be designed to lay the foundations of understanding of time and chronology. Teachers should be aware of the History Study Units for the remaining key stages, particularly those for key stage 2, and make cross-references as appropriate.

Focus and structure

3.1 Teachers should pace the work in history so that it relates closely to the intellectual development of young pupils. Work can be organised in a variety of ways, but it should follow this pattern:

Y1

i) conventions of time: now, then, days of the week, months, years;

ii) pupils' own histories;

iii) events in pupils' lives and of adults around them: local emphasis;

iv) some stories about the past.

Y2

i) local studies developing a sense of chronology;

ii) stories which build on earlier work so as to add to a knowledge of local, national and world history and which help pupils to distinguish between fantasy and reality;

iii) taking advantage of ceremonies, anniversaries etc when they arise, to contribute to an understanding of local, national and world history;

iv) the use of artefacts and pictures to study the past.

Balance

4.1 The PESC formula (paragraph 4.13 of the report) has to be adjusted or modified for this key stage because of the early stage of pupils' development. Teachers should ensure that the topics, stories, and activities by which they introduce pupils to the study of history are reasonably balanced, both in terms of locality and of aspects of history. For example, some topics will deal with kings and queens, others with inventors and pioneers, and others with the everyday life, work, and leisure in the past of children and adults.

Historical sources

5.1 Teachers should encourage pupils to use a wide range of historical sources which should include those mentioned in the following paragraphs.

Artefacts

5.2 Throughout this key stage teachers should ensure that pupils have experience of handling a wide range of historical objects, so as to gather information about the past by studying and speculating upon the origins and use of artefacts, comparing them in terms of age and sophistication and asking who made and used them.

Visual material

5.3 Teachers should help pupils to increase their understanding of the past by the study of a wide range of pictures, photographs, maps and other visual material. These should be carefully chosen so that they are intelligible and interesting to young pupils.

Oral history

5.4 Teachers should give pupils opportunities to explore the history of the recent past through listening to parents, grandparents and other adults talking about their experiences, particular events they have lived through, or the physical environment in which these took place.

The local environment

5.5 The vicinity of the school is an important source of historical evidence, whether it is an old village or a new estate. Teachers should use the local environment to enable pupils to develop their powers of observation and to ask historical questions.

5.6 Teachers should help pupils to begin to focus on selected aspects of the environment *for example one particular building* and then encourage more extended explorations of their environment *for example comparing buildings of different periods.*

Historical personalities and events

5.7 Teachers should introduce pupils to a range of historical personalities and events. These should include anniversaries, festivals, exhibitions and local events *for example Guy Fawkes, harvest, Christmas, centenaries.*

Stories

5.8 Teachers should use stories, including extracts from myths and legends, where appropriate, as a major source of knowledge about the past for young pupils. They should be used together with other historical sources to enable pupils both to visualise, and acquire information about, the lives of people in the past.

5.9 The repertoire of historical stories should be drawn from a variety of cultures and periods of time and include:

i) well-known myths and legends;

ii) stories about the past read or told at story-time;

iii) suitable extracts from reminiscences, memoirs and diaries;

iv) versions of real historical events told as fiction;

v) stories related to anniversaries as they occur;

vi) stories and historical writing which relate to other sources studied by the pupils.

5.10 Pupils should be encouraged to discuss how much of a story is true and how much is imagined.

Progression in work with historical sources

Attainment targets:

6.1 The programme of study supports attainment targets 1 to 4 as described in paragraphs 6.2 to 6.7 below.

6.2 **Attainment target 1:** through practice in sequencing and discussing why changes took place in the past; *for example using words such as year, season, past, present, and recognising why changes in the life of the pupil's family have taken place.*

6.3 **Attainment target 2:** through a variety of stories and through oral history so as to lead to discussion of different views of the past; *for example detecting obvious differences in accounts of the same story by two pupils.*

6.4 **Attainment target 3:** through examining artefacts, visual sources and the local environment; *for example deriving information from an old photograph of a local building or street scene and commenting on it.*

6.5 **Attainment target 4:** through pupils expressing their historical understanding in a variety of ways; *for example talking about the childhood of grandparents, and making drawings to illustrate an incident; writing, drama and model-making.*

6.6 A scheme of work for this key stage should ensure that pupils become familiar with different kinds of source materials. The range and sequence of use of historical sources should be planned systematically, so that pupils are encouraged to use increasingly difficult and complex sources; and to undertake increasingly difficult and complex tasks, from gathering information to comparison of several sources.

6.7 The statements of attainment for each attainment target show how pupils' achievement should progress. For pupils in this key stage progression relates to the development and refinement of:

i) pupils' understanding of the distinction between present and past, sequencing, and concepts of varying time intervals between events *for example the relative positions of Queen Elizabeth II – 'now', the Second World War – 'before parents were born', medieval castles – 'in the olden days', dinosaurs - 'very long ago';*

ii) pupils' understanding of the concept of change and stability in everyday life *for example fashions in clothing or different kinds of houses in different periods; artefacts, such as motor cars, which did not exist until they were invented in Queen Victoria's time;*

iii) pupils' ability to acquire and make sense of information about people, places, events and everyday life from historical stories;

iv) pupils' ability to recognise that some characters from the past actually lived, and others were imaginary *for example Florence Nightingale as compared with Sleeping Beauty.* Also that some famous people are still remembered today because of their actions or roles.

Asking historical questions

6.8 Teachers should encourage pupils to enquire about the past by means of:

i) asking questions: What was this object for? Who used it? Is it real, or a copy?

ii) speculating: suggesting sensible possible answers to questions;

iii) connecting and comparing new information with existing knowledge, or fitting a new piece of evidence into what is known already;

iv) investigating: asking why things were as they were; seeking and testing new explanations;

v) using historical evidence to inform the imagination: What was life like? What was that person like?

Invaders and settlers: the Romans, Anglo-Saxons and Vikings in Britain

KS2: Core
HSU 2

Purpose

This HSU aims to give pupils an introduction to early British history by showing how British society was gradually shaped by a succession of invading peoples with their different cultures, languages and influences.

Links

This HSU has links with the core HSU 'Ancient Civilisations: Egypt and Greece'; the optional HSUs in this key stage; and with the core HSU 'Medieval realms: c1066 to c1500' in key stage 3.

Focus

The focus should be on placing the three invasions and settlements in the broad time-span covered by this HSU, followed by a study in greater depth of one of the invasions, the motives for it, and the way of life of the subsequent settlers.

This HSU contributes in the following ways to the development of historical understanding and skills, to be assessed through the attainment targets:

It covers a long span of time and will assist teachers in developing their pupils' sense of chronology, and the ability to sequence events correctly as well as offering insight into major causes and effects (AT1). The period is rich in names which have significance in legend, myth and folklore and are regarded differently today from the views expressed in contemporary accounts: King Arthur; Boudicca/Boadicea; Alfred the Great etc (AT2). Pupils can be introduced to source materials in many forms, derived from visits to historic buildings, historic sites etc, archaeology, aerial photography, and literature (AT3). Models, collages, and fieldwork sketches, can be used as well as oral communication of findings (AT4).

Concepts

Invasion; Settlement; Conquest; Conversion; Language.

Political	Economic, technological and scientific	Social and religious	Cultural and aesthetic
Essential information	**Essential information**	**Essential information**	**Essential information**
1 Roman conquest. Resistance – Boudicca/Boadicea. Settlement and departure. 2 Anglo-Saxon invasions and settlement. Alfred, King of Wessex. 3 Viking raids and settlement.	1 Economic motives for invasion and migration. 2 Trade – goods, transport and routes.	1 Everyday life in town and country. Domestic life, gender roles in the different cultures. 2 Religious life. Celtic Christianity. Conversion of England by Celtic and Roman Christians.	1 Roman styles of art and architecture. 2 Anglo-Saxon pagan artefacts. Celtic and Anglo-Saxon Christian culture. 3 Norse sagas. 4 Place-names, language from all three peoples.
Exemplary information *1 Roman invasion, 43AD. Resistance of Celts and Picts. Boudicca's (Boadicea's) Revolt, 60AD. Romanisation. Hadrian's Wall. Departure of the Legions.* *2 Anglo-Saxon political institutions – monarch, fyrd, jury, moot. Witan. Making of Wales – Offa's Dyke, Laws of Hywel Dda.* *3 Guthrum and Danelaw. Canute.*	***Exemplary information*** *1 Romans – grain, metals. Anglo-Saxons and Vikings – land and settlement.* *2 Roman roads, towns, villas. Imports – wine, oil, manufactures. Exports – grain, wool, metals. Coinage. Anglo-Saxon and Viking ships, manufacturing.*	***Exemplary information*** *1 Roman town life – markets, shops, baths, houses. Villa life. Life in the army. Anglo-Saxon villages. Viking York.* *2 Roman and Viking gods. Roman Christianity. St Patrick. St Columba. St David. St Cuthbert. St Augustine. St Hilda of Whitby.*	***Exemplary information*** *1 Mosaics, metal and glassware. Letters from Vindolanda. Inscriptions.* *2 Sutton Hoo. Beowulf. Lindisfarne Gospels. Bede and Jarrow. Alfred and education. Anglo-Saxon Chronicle.* *3 Stories from Vikings in Scotland and Ireland.* *4 Local examples.*

Life in Tudor and Stuart times

KS2: Core
HSU 3

Purpose

This HSU gives pupils their first acquaintance with this very rich period which has shaped so much of Britain's subsequent history.

Links

This HSU has links with the HSU 'Exploration and encounters: c1450 to c1550' and with many of the optional HSUs at this key stage. The period is revisited in the core HSU 'The making of the United Kingdom: c1500 to c1750' at key stage 3.

Focus

The focus should be on some of the more colourful and well-documented events and people set in the context of the way of life at different levels of society and in different regions.

This HSU contributes in the following ways to the development of historical understanding and skills, to be assessed through the attainment targets:

In studying the major causes of the Civil War, pupils should be encouraged to distinguish between broad underlying causes, and the personal motives of those who took part in it (AT1). Opinion has been sharply divided about the actions of people such as: Henry VIII; Elizabeth I; Guy Fawkes; Charles I; and Oliver Cromwell (AT2). Sources of evidence can include buildings such as churches, and historic houses and cottages (AT3). Debate on some of the issues can be used as a form of presentation (AT4).

Concepts

Parliament; Monarch; Aristocrat; Gentry; Yeoman; Merchant; Labourer; Civil War.

Political	Economic, technological and scientific	Social and religious	Cultural and aesthetic
Essential information	**Essential information**	**Essential information**	**Essential information**
1 The courts of Henry VIII and Elizabeth I. 2 Armada, 1588. 3 Civil War: Charles I and Parliament. Oliver Cromwell.	1 Agriculture. 2 Towns, trade and transport. 3 Exploration. Drake. Raleigh. 4 Scientific discovery: Isaac Newton.	1 Life-styles of different social groups and regions. Great Plague, 1665. Great Fire of London, 1666. Wales in Tudor times. 2 Religious conflict and persecution. King James's Bible.	1 Architecture. 2 Music and drama.
Exemplary information *1 Power and personalities of monarchs and rulers. Tudor and Stuart monarchs. Thomas More. Wolsey.* *2 Raid on Cadiz; Philip II; fire-ships.* *3 Execution of Charles I, 1649. Restoration of Charles II, 1660.*	***Exemplary information*** *1 Arable and pastoral farming.* *2 Markets, fairs, roads, pack-horses. Women as managers of the home economy, herbalists.* *3 Drake's voyages 1577 to 1580. Raleigh and Virginia. Settlement of North America.* *4 William Harvey. Telescopes. Astronomy. Royal Society.*	***Exemplary information*** *1 The family in Tudor and Stuart times. Clothes and costume. 'The great re-building'. Crime and punishment. Beggars, attitudes to the poor. Health.* *2 Protestants and Catholics. Guy Fawkes and Gunpowder Plot, 1605.*	***Exemplary information*** *1 Great houses of this period.* *2 Dances, masques. Elizabethan theatre. Shakespeare.*

Victorian Britain

KS2: Core
HSU 4

Purpose

This HSU introduces pupils to important changes which shaped British society in ways that are still recognisable. It has abundant literary and physical evidence in very accessible forms.

Links

This HSU has links with several of the optional HSUs in this key stage, and is revisited in the core HSU 'Expansion, trade and industry: Britain c1750 to c1900' in key stage 3.

Focus

The focus should be on people, especially children, in different areas of Victorian Britain and at different levels of society, and on how they were affected by industrialisation.

This HSU contributes in the following ways to the development of historical understanding and skills, to be assessed through the attainment targets:

Teachers should encourage pupils to learn and speculate about the importance of inventors and engineers as causes of change, and about the consequences of such great developments as industrialisation and the building of railways (AT1). Teachers can explain that from the time of industrialisation onwards there has been a lively debate about its benefits and disadvantages (AT2). The range of evidence for Victorian enterprise, and the lives of ordinary people in C19th is immense. It includes: railway stations and engineering; museums; public, industrial and domestic architecture; domestic gadgets; children's toys and books; art and photography; archives; census returns (AT3). Information technology and re-enactment in costume can be used as forms of presentation (AT4).

Concepts

Government; Trade; Industry; Invention; Class; Immigration; Emigration; Public health; Nutrition.

Political	Economic, technological and scientific	Social and religious	Cultural and aesthetic
Essential information	**Essential information**	**Essential information**	**Essential information**
1 Queen Victoria, as national symbol. 2 Government and social reform.	1 Industry in England, Wales, Scotland and Ireland – factory system. Child labour. Steam-power. Mass production. 2 New forms of transport – railways. 3 Inventions and scientific discoveries. 4 Exploration.	1 Growth of towns and cities. 2 Housing. Home lives of the poor and middle class. Victorian mothers and fathers. Public health. Nutrition. 3 Population movements. 4 Importance of religion.	1 Architecture, art and literature. 2 Leisure and pastimes.
Exemplary information *1 Queen Victoria, 1837 to 1901. Empress. Jubilee celebrations. Prince Albert.* *2 Laws affecting children: in factories; in agriculture; as chimney-sweeps; in the mines; in prison. Children at school; payment by results. Factory and school inspectors. Shaftesbury. Sadler. Elizabeth Fry.*	***Exemplary information*** *1 Textiles, iron, steel, coal-mining.* *2 George Stephenson. Brunel. Changes brought by railway. Railway construction.* *3 Electric light, bicycle, photography, motor-car. Anaesthetics, antiseptics, vaccination. Water supply and sanitation.* *4 Explorers in Africa. Stanley. Livingstone.*	***Exemplary information*** *1 Population growth; local examples and national pattern. Urban jobs: lamplighter; groom; cabby; crossing-sweeper; charity worker.* *2 Types of housing. Domestic servants. Epidemics and disease. Child mortality. Potato famine. Mrs Beeton.* *3 Irish and Jewish immigration. British and Irish emigration. Movement to cities.* *4 Churches, chapels, Sunday schools, synagogues.*	***Exemplary information*** *1 Buildings: villas, back-to-backs; town halls; churches; chapels; mills. Details: letter boxes; stained glass; tiled porches; coal-holes. Victorian paintings and photographs. Charles Dickens. Lewis Carroll. Frances Hodgson Burnett.* *2 Music Hall. Music at home. Excursions by train; the seaside. Organised sport.*

Life in Britain since 1930

KS2: Core
HSU 5

Purpose

This HSU brings the study of British history within living memory. It emphasises the connections between past and present and provides good opportunities for oral evidence.

Links

This HSU builds on the programme of study for key stage 1. The period is revisited in the core HSU 'Britain in the twentieth century' in key stage 4.

Focus

The focus should be on some major events, developments and styles of life in different social groups and regions of Britain during the 1930s, during the Second World War, and in the decades since 1945.

This HSU contributes in the following ways to the development of historical understanding and skills, to be assessed through the attainment targets:

Because this HSU deals with a period within living memory of many adults, teachers can demonstrate to pupils more vividly than in many HSUs, the contrasts between continuity and change (AT1). Pupils can be shown examples of wartime propaganda which drew on historical myths, and different experiences of events such as the Blitz or evacuation which themselves have subsequently taken on mythic quality (AT2). Similarly, this HSU's proximity to the present makes available a wide range of up to date sources: films; newsreels; TV; videos; photographs; newspapers etc (AT3). Information technology and re-enactment in costume can be used as forms of presentation (AT4).

Concepts

Government; Industry; Depression; Employment; Evacuation; Public health; Nutrition; Affluence.

Political	Economic, technological and scientific	Social and religious	Cultural and aesthetic
Essential information	**Essential information**	**Essential information**	**Essential information**
1 Britain in the Second World War 1939 to 1945. Winston Churchill. 2 Government and social reform.	1 Changes in industry, some industries declining, some prospering. 2 Inventions and discoveries. 3 Environmental concerns.	1 Unemployment in the 1930s. 2 Life during the Second World War. 3 Changing patterns of life since 1945. Differentiation between men and women in work and politics.	1 Architecture and towns. Art. 2 Popular culture; fashion; music; sport. 3 Media.
Exemplary information *1 Battle of Britain, 1940. The Blitz. Local examples.* *2 'Dole' and means test in 1930s. National Assistance. National Health Service, 1948. Education. Votes at 18. Sex Discrimination Act, 1975.*	***Exemplary information*** *1 Textiles, mining, shipbuilding. The motor industry. Electronics. Tourism.* *2 Cameras, cinema, TV, cars, computers. Vaccinations.* *3 Water and air pollution. 'Greenhouse effect'.*	***Exemplary information*** *1 Contrasts of north and south. Jarrow Crusade.* *2 Evacuation, rationing.* *3 Housing and employment. Education. Health. Holidays. Leisure: car ownership; cinema; radio; TV. Changes in family life. Patterns of immigration and emigration. Class differences. Religion, and church-going.*	***Exemplary information*** *1 Townscapes – ribbon development. New Towns. High-rise blocks. Abstract art.* *2 Changes in ethnic patterns in Britain, leading to wider range of food, music, art. Pop stars. Mass media, changes in clothes for work and leisure, for men and women.* *3 Broadcasting. Newspapers. Periodicals.*

Ancient civilisations: Egypt and Greece

KS2: Core
HSU 6

Purpose

This HSU gives pupils their first introduction to the ancient world. It widens perspectives by presenting two civilisations, those of Egypt and Greece, which can readily be made accessible and exciting.

Links

This HSU links with the optional HSUs in this key stage, and with the core HSU 'The Roman Empire' in key stage 3.

Focus

The focus should be on life, beliefs and technological achievements of the ancient Egyptians and the ancient Greeks.

This HSU contributes in the following ways to the development of historical understanding and skills, to be assessed through the attainment targets:

The long time-scales in this HSU (Egypt 5000 to 1000BC; Greece 1500 to 200BC) will assist teachers in developing pupils' sense of chronology (AT1). Teachers can encourage reading from simple translations (AT2). The range of sources available is unusual and likely to exercise a strong hold on pupils' imaginations: museum objects; pictures of the pyramids; stories from the Bible (AT3). There is scope for posing straightforward questions about the two cultures and for presentation of findings through time-lines and a range of visual means (AT4).

Concepts

Pharaoh; Trade; Slavery; Democracy; Irrigation; Myths.

Political	Economic, technological and scientific	Social and religious	Cultural and aesthetic
Essential information	**Essential information**	**Essential information**	**Essential information**
1 Pharaohs in Egypt. 2 Cities in Greece.	1 Irrigation and agriculture of the Nile delta as basis of Egyptian civilisation. 2 Building technology used for the Pyramids. Parthenon. 3 Islands and coast of Greece. Trade as the basis of Greek civilisation. 4 Greek scientists.	1 Everyday life in Egypt and Greece. Slavery. 2 Egyptian and Greek gods.	1 Egyptian art – friezes. 2 Greek art, architecture, literature. Sport.
Exemplary information *1 Egypt: divine rulers. Codified laws. Tutankhamun. Cleopatra.* *2 City-states in Greece – different forms of government, including Athens. Sparta.*	***Exemplary information*** *1 Irrigation techniques; clocks, calendars, geometry.* *2 Mathematical calculation and use of mass labour.* *3 Ships. Coinage. Pottery.* *4 Hippocrates. Euclid.*	***Exemplary information*** *1 Housing, furniture, cooking, eating, clothes. Roles of men and women.* *Egypt: priests, officials, scribes, peasants, slaves.* *Greece: merchants, farmers, craftspeople, slaves.* *2 Egyptian religious practices: afterlife, mummies, tombs.* *Greek religious practices: temples, sacrifices, festivals. Oracles.*	***Exemplary information*** *1 Egyptian carving, painting, elaborate tombs, grave goods. Seals. Scarabs. Hieroglyphics.* *2 Greek pottery, plays, poetry. The Odyssey. Olympic Games.*

Exploration and encounters: c1450 to c1550

KS2: Core
HSU 7

Purpose

This HSU introduces pupils to dramatic developments in European and world history which brought Europeans into contact with non-European peoples. Young pupils can thus be made aware of a great conflict between very different civilisations.

Links

This HSU links with the core HSU 'Life in Tudor and Stuart times' and with the optional HSUs 'Ships and seafarers through history' and 'Food and farming through history'; it also has links with the American optional HSUs (List D) in key stage 3.

Focus

The focus should be on the reasons for the voyages of the Spanish, the nature of Aztec civilisation, the encounter between the two and its results.

This HSU contributes in the following ways to the development of historical understanding and skills, to be assessed through the attainment targets:

Teachers can encourage pupils to study the motives of the explorers and conquistadors, and to speculate upon the intended and unintended effects of the momentous encounters between European and other cultures in the C16th (AT1). The arguments about the short-term and long-term effects of these events have been the source of historical dispute (AT2). Teachers can use a range of sources on the different cultures and on the voyages of exploration – accounts, pictorial records and reconstructions (AT3). Descriptions and narrative are particularly important (AT4).

Concepts

Exploration; Conquests; Conversion; Trade; Empire.

Political	Economic, technological and scientific	Social and religious	Cultural and aesthetic
Essential information	**Essential information**	**Essential information**	**Essential information**
1 Map of the 'known' world in the late C15th. 2 Search for a westward route to the Spice Islands. Columbus's voyage, 1492. 3 Aztec Empire and its overthrow.	1 Medieval trade in spices. 2 Technical problems of trans-oceanic voyages. 3 Trade between Old World and New World. 4 Aztec and European technology.	1 Life on board ships on trans-oceanic voyages. 2 Aztec life. 3 Aztec and Spanish religion. 4 Impact of disease.	1 Art, artefacts and buildings of Aztecs. 2 European artefacts in connection with voyages and exploration.
Exemplary information *1 Location of empires and geographical features, including oceans.* *2 Reasons for Spanish patronage of Columbus. Voyage of Magellan's fleet, 1519 to 1522.* *3 Montezuma and his rule. Cortes and the conquistadors.*	***Exemplary information*** *1 Routes, origins, markets and profits of the spice trade.* *2 Journeys to East Atlantic islands. Navigation instruments.* *3 Transfer of goods: from Old World to New World – cattle, horses, sheep, pigs, sugar cane. From New World to Old World – maize, beans, potatoes, tomatoes, tobacco.* *4 Aztec civilisation with stone tools and without wheel. European military technology.*	***Exemplary information*** *1 Cramped conditions and disease.* *2 Aztec rulers, priests, craftwork and peasants. Lake-city of Tenochtitlan.* *3 Priests. Pyramid-temples. Human sacrifice. Motives of Spanish for conquest and conversion.* *4 Reduction of native population.*	***Exemplary information*** *1 Aztec pyramids. Woven goods. Costume. Picture-writing. Gold, silver and precious stones. Aztec legends. Quetzalcoatl.* *2 Maps; Mercator's projection. Woodcuts. Medals and coins.*

Ships and seafarers through history

KS2: Option HSU 8

Purpose

This is one of a number of thematic options offered at this key stage, aimed at helping pupils to link local, national and world history over a very long period. The theme of sea transport introduces pupils to the role of technology in influencing other aspects of history, in this case with particularly rich connections to the history of trade, the movement of peoples and the power of states.

Links

This HSU has links with all the core HSUs in this key stage.

Focus

The focus should be on the design and use of ships and the lives of those who built and sailed them; their effects on trade, war, cultural exchange and settlement. The HSU involves study of the Mediterranean galley, the Viking longship, the late medieval sailing-ship and the C18th man o'war.

This HSU contributes in the following ways to the development of historical understanding and skills, to be assessed through the attainment targets:

Teachers can draw attention to the powerful effects of technological development in maritime history, and the effects of navigation on trade and the quality of life (AT1). This HSU supplies opportunities for teachers to demonstrate different interpretations and points of view, for example between the 'romantic' and 'realistic' versions of life on board sailing ships (AT2). There is an abundance of historical evidence to draw on: preserved ships; maritime museums and art galleries; written and pictorial sources (AT3). When talking about or working with material concerned with ships and seafarers, teachers can encourage pupils to employ the correct use of historical and technical terms such as 'galley', 'navigate', etc (AT4).

Concepts

Trade; Technology; Turning-point; Navigation.

Political	Economic, technological and scientific	Social and religious	Cultural and aesthetic
Essential information	**Essential information**	**Essential information**	**Essential information**
1 Ships and fleets in war and peace. Battle of Trafalgar, 1805. Nelson.	1 Ships used from early times to increase wealth through fishing then trade. 2 Technology of oar-power – galleys, longships. 3 Improvements to sailing ships in medieval times. 4 Changes in ship design for military purposes. 5 Mapping and exploration.	1 Effects on lifestyle ashore of goods and products brought by sea. 2 Life in ports and fishing communities. 3 Life on board ships.	1 Design and decoration of ships. Ships in paintings. Sea, ships and seafarers in music and literature.
Exemplary information *1 Display of power. Exercise of power: examples of decisive battles such as Salamis, 480BC. Defence of trade-routes; blockades.*	***Exemplary information*** *1 Trade routes and goods of the Mediterranean world – wine, corn, olive oil, tin, copper, iron, silk, spices. Viking and medieval trade-routes. Arab trade-routes. North European deep-sea fishing and whaling.* *2 Speed, capacity, adaptation to sea or oceans.* *3 Stern-post rudder, compass, astrolabe, charts and maps.* *4 Forecastle. Aftercastle. Gundecks.* *5 Captain Cook. Joseph Banks.*	***Exemplary information*** *1 Spices, sugar, tea, tobacco, cotton.* *2 London, Venice, Hansa towns, Cardiff, Liverpool, Hull, Glasgow. Fishing villages. Minority ethnic communities in British ports. Domestic life. Press-gangs.* *3 Life on a galley, a Viking longship, the 'Mary Rose', the 'Victory'.*	***Exemplary information*** *1 Figureheads. Dutch maritime painters. J M W Turner. Sea-shanties. Hornpipe. Hymns. Scrimshaw. R L Stevenson's 'Treasure Island'.*

Food and farming through history

KS2: Option HSU 9

Purpose

This is one of a number of thematic options offered at this key stage, aimed at helping pupils to link local, national and world history over a very long period. Food production has been chosen as a theme which affects every society in the most basic way and which raises fundamental questions about the effect of food supplies in human history.

Links

This HSU has links with the British core HSUs in this key stage, and with the core HSU 'Ancient Civilisations: Egypt and Greece'.

Focus

The focus should be on grain production and communities in three periods and areas: ancient Near East and Far East, medieval Europe, C18th Britain.

This HSU contributes in the following ways to the development of historical understanding and skills, to be assessed through the attainment targets:

Teachers can draw attention to the long-term effects of discovery and innovative techniques in agriculture, in particular, the effects of the Neolithic agricultural revolution, the development of irrigation, and improvements to the plough (AT1). Teachers can also make clear that a range of views exists and has existed on the benefits of great agricultural change, especially its effects on rural life as a result of the enclosure of fields or the clearances of the Highlands, as well as the effects of these changes on landscape and ecology (AT2). Teachers can encourage pupils to draw on a wide range of sources available: old records, such as Domesday Book; agricultural buildings, implements and machinery; watermills and windmills; and the landscape itself (AT3). When talking about or working with material concerned with the history of food and farming, teachers can encourage pupils to employ the correct use of historical and technical terms such as 'irrigate', 'fertile', 'enclosure' etc (AT4).

Concepts

Agriculture; Irrigation; Manorial; Staple; Rotation of crops; Domestication of animals.

Political	Economic, technological and scientific	Social and religious	Cultural and aesthetic
Essential information	**Essential information**	**Essential information**	**Essential information**
1 Changes in food production in Neolithic times and political development: cities, states, empires. 2 The manorial system as a means of political power in medieval Europe. 3 Enclosures and clearances.	1 Technological developments in ancient times: cultivation of selected cereals; irrigation techniques. 2 Technological developments in the middle ages: changes in plough-design; draught animals. Changes in types of power to grind grain. 3 C18th changes in husbandry.	1 Religious and social life based on the farming year. Deities and festivals. 2 Roles of men, women and children in agriculture. 3 Ways of cooking and eating.	1 Art and artefacts, literature and customs about many aspects of farming.
Exemplary information *1 Mesopotamia/Indus/Nile/Yangtse river valleys. Food consumption in Greece and Rome.* *2 Medieval Europe: lords and peasants. Local examples.* *3 Local examples.*	***Exemplary information*** *1 Wheat, barley, oats, rye, millet, rice. (Maize, a non-cereal, the only above-ground staple in the Americas.) Egypt. Dykes. Shaduf.* *2 Mouldboard plough, ox-drawn. Strips and terraces (lynchets). Hand querns. Animal, water and wind-power.* *3 Crop-rotation: Norfolk 4-course. Fodder crops. Marling. Townshend. Coke.*	***Exemplary information*** *1 Cults of corn and fertility gods and goddesses. Harvest-festival. Ember-days: blessing the plough.* *2 Gender division in farming jobs. Children as bird scarers, stone-pickers.* *3 Diet. Bread in C18th.*	***Exemplary information*** *1 Carvings and wall-paintings from Babylon, Egypt. Luttrell Psalter. Farming stories from the Bible. Corn dollies.*

Houses and places of worship through history

KS2: Option HSU 10

Purpose

This is one of a number of thematic options offered at this key stage, aimed at helping pupils to link local, national and world history over a very long period. This HSU is concerned with buildings as a means of investigating the way of life of people at different periods in history.

Links

This HSU has links with the British core HSUs in this key stage and with the optional HSU 'Castles and cathedrals: c1066 to c1500' in key stage 3.

Focus

The focus is on certain types of buildings, and the ways of life of people who used them. The examples chosen are: houses in Roman and Victorian times; places of worship in medieval Britain and in Islamic countries.

This HSU contributes in the following ways to the development of historical understanding and skills, to be assessed through the attainment targets:

Teachers can help pupils to understand the principal causes of changes in building techniques and styles (technology; growing wealth; religious beliefs etc), and their effects, particularly in new forms, designs and sizes of buildings (AT1). Teachers can encourage pupils to consider the different ways in which people might use or see the same building (AT2). Teachers can take advantage of a wide range of historical sources for this HSU: the mass of buildings inherited from the past, as well as pictures and designs of old buildings (AT3). When talking about or working with material concerned with the history of houses and places of worship, for example, in labelling fieldwork sketches, teachers can encourage pupils to employ the correct use of historical and technical terms such as 'buttress', 'arch', 'foundation' etc (AT4).

Concepts

Domestic; Religious; Villa; Church; Mosque; Terrace; Architecture.

Political	Economic, technological and scientific	Social and religious	Cultural and aesthetic
Essential information	**Essential information**	**Essential information**	**Essential information**
1 Church and parish. Local government. 2 Laws about houses.	1 Technological problems of enclosing space and using different types of materials. 2 Domestic services.	1 The Roman household. 2 The Victorian household. 3 The medieval parish church. 4 The mosque in Islamic countries.	1 Styles and decoration in religious and domestic buildings studied.
Exemplary information *1 Parish government. Vestry. Local examples.* *2 Laws relating to light; quality of building; and sanitation.*	***Exemplary information*** *1 Roman villas, medieval churches, Islamic mosques, Victorian terraced housing. Arches, vaults. Timber-framed buildings. Bricks and glass made industrially.* *2 Water supplies. Sanitation. Lighting and heating.*	***Exemplary information*** *1 Range of house types, numbers and use of rooms; and the people who used them.* *2 Range of house types, numbers and use of rooms; and the people who used them.* *3 Worship, education and social centre; and the people who used it.* *4 Worship, education and social centre; and the people who used it.*	***Exemplary information*** *1 Mosaics and wall-paintings in Roman buildings. Pompeii. Tiles in mosques. Tiles, stained glass and porches in Victorian buildings. Wall-paintings and carvings in medieval churches. Designers, masons, builders.*

The development of writing and printing

KS2: Option HSU 11

Purpose

This is one of a number of thematic options offered at this key stage, aimed at helping pupils to link local, national and world history over a very long period. The theme introduces pupils to ideas about how culture is transmitted through writing and printing.

Links

This HSU has links with the core HSUs 'Life in Tudor and Stuart times' and 'Ancient civilisations: Egypt and Greece'.

Focus

The focus is on the nature and importance of writing and literacy at three points in time: the ancient world; the Christian Middle Ages and the time of the Renaissance and the Reformation.

This HSU contributes in the following ways to the development of historical understanding and skills, to be assessed through the attainment targets:

Teachers can help pupils to understand the dramatic effect of developments in writing and printing, particularly regarding the mass-production of documents arising from mechanical printing (AT1). Teachers can encourage pupils to consider what is meant by the 'invention' of printing (AT2). The sources of evidence for this HSU, to be found in museums, archives and libraries include: cuneiform tablets, seals, early manuscripts, printed documents and books, as well as writing implements and printing machinery (AT3). Pupils can attempt to reproduce for themselves some of the early techniques of writing and printing. When talking about or working with material concerned with the development of writing and printing, teachers can encourage pupils to employ the correct use of historical and technical terms such as 'papyrus', 'cuneiform', 'type', 'parchment', 'manuscript' etc (AT4).

Concepts

Communication; Writing; Symbol; Alphabet; Literacy; Law; Printing.

Political	Economic, technological and scientific	Social and religious	Cultural and aesthetic
Essential information	**Essential information**	**Essential information**	**Essential information**
1 Importance of written documents in law and government. 2 Control of writing and printing by royal governments and religious authorities.	1 Technological change: parchment, papyrus, paper. 2 Early European printing. Gutenberg. Caxton. 3 Trade and literacy.	1 Limitations on literacy. Importance of women in literary culture. 2 Church's role in preserving skills and knowledge in books. 3 Printed books in self-education.	1 Written and non-written culture. 2 Forms of writing. 3 Decoration of written texts and books. 4 Books and literacy in literature.
Exemplary information *1 Seals in ancient Babylon, Egypt and medieval Europe.* *2 Taxes on books and newspapers. Printing of pamphlets in opposition to authority. Censorship.*	***Exemplary information*** *1 Egypt. Medieval Christian advances: quills, parchment, illumination, bound books. Availability of paper.* *2 Invention of movable print. Increased communication.* *3 Trade methods encouraged, and came to require, basic literacy as well as transmitting knowledge.*	***Exemplary information*** *1 Scribes and schools. Women as scribes in ancient times. Women teaching their children to read in more modern times before universal schooling.* *2 Libraries in cathedrals and monasteries. Chained books. Service books, psalters.* *3 The Bible in English and in Welsh. Foxe's Book of Martyrs.*	***Exemplary information*** *1 Cave-paintings. Oral traditions. Song.* *2 Sumerian cuneiform. Egyptian hieroglyphics. Alphabets. Rosetta Stone. Handwriting.* *3 Illuminated manuscripts: Lindisfarne Gospels; Book of Kells. Samplers.* *4 Stories about the value of literacy. King Alfred. Mary Jones.*

Land transport through history

KS2: Option HSU 12

Purpose

This is one of a number of thematic options offered at this key stage, aimed at helping pupils to link local, national and world history over a very long period. The theme of land transport introduces pupils to the role of technology in influencing other aspects of history.

Links

This HSU has links with the British core HSUs in this key stage, and with the HSU 'Ancient Civilisations: Egypt and Greece'.

Focus

The focus should be on forms of land transport, chosen from different parts of the world and from different periods up to mid-C19th, and on how their capacities and limitations have affected society.

This HSU contributes in the following ways to the development of historical understanding and skills, to be assessed through the attainment targets:

Teachers can help pupils to understand that land transport demonstrates effectively the interplay of cause and effect in the short term as well as in the long term, and dramatic examples of change. In particular: the causes and effects of road building and improvement; the changes brought about by the wheel, or by railways (AT1). The development of new forms of land transport has often been the source of furious debate, for example the mixed reaction to the coming of the railways; a debate that still continues (AT2). Source materials are abundant: in the British road system itself; transport museums; preserved railways; documentary evidence in a wide range of forms: lading bills, tickets, timetables, records and memoirs (AT3). When talking about or working with material concerned with the history of land transport, for example, producing maps and diagrams, teachers can encourage pupils to employ the correct use of historical and technical terms such as 'road', 'toll', 'turnpike', 'highway', 'viaduct', 'aqueduct', 'excursion', 'voyage', etc (AT4).

Concepts

Benefit; Disadvantage; Trade; Network; Commuters.

Political	Economic, technological and scientific	Social and religious	Cultural and aesthetic
Essential information	**Essential information**	**Essential information**	**Essential information**
1 Importance of transport in establishing political authority and control through communications.	1 Transport before and after the wheel. 2 Road-building by Romans. Road-building in C18th Britain. 3 Inland water transport. 4 Railways.	1 Travellers for business, leisure or religious reasons. 2 Advantages and disadvantages of new forms of transport.	1 Land transport and travel in art and literature. 2 Transport architecture.
Exemplary information *1 Roman roads. Roads in China. General Wade's roads in Scotland. Railways linking East and West in USA. Railway links in Russia.*	***Exemplary information*** *1 Pyramids, Stonehenge. Wedge, roller. Wheeled vehicles. Ancient tracks and routes. Pack animals. Horses, mules, elephants, camels. Great Silk Road. Draught animals: bullock and oxen.* *2 Roman surveying and straight roads. Turnpikes. Stagecoaches. Macadam. Telford.* *3 Great rivers and canals of the world and their economic effects. Economic effects on coal, iron, pottery industries.* *4 Stockton and Darlington, 1825. Stephenson. 'Rocket', 1829.*	***Exemplary information*** *1 Merchants, tourists, pilgrims, pedlars, innkeepers, highway robbers. Lives of canal-boat people, stagecoach drivers.* *2 Internal migration. Effects of railways on business, commerce and leisure. Pollution and environmental effects.*	***Exemplary information*** *1 Chaucer's 'Canterbury Tales'. Travellers' tales – Marco Polo. Travelling acting companies. Prints of stagecoaches and early railways.* *2 Aqueducts and viaducts. Civil engineering.*

Domestic life, families and childhood in Roman and Victorian times

KS2: Option HSU 13

Purpose

This is one of a number of thematic options offered at this key stage, aimed at helping pupils to link local, national and world history over a very long period. This HSU uses the theme of domestic life, families and childhood to give pupils an historical perspective of time, change and different ways of life in the past.

Links

This HSU has links with the British core HSUs in this key stage and builds on the programme of study for key stage 1.

Focus

The focus should be on home and family in Roman and Victorian times. Contrasts of time, place and social class should be selected, and similarities and differences pointed out, as well as some of the factors causing them.

This HSU contributes in the following ways to the development of historical understanding and skills, to be assessed through the attainment targets:

Teachers can use this HSU to demonstrate a wide range of factors which have caused changes in family size, shape, functions, income, health – or lack of it, the technology of heating and lighting, and mobility (AT1). There are continuing controversies about the reasons for these changes and whether or not they were beneficial (AT2). There is a good range of historical source material for this HSU: old photographs, family albums, historic houses, domestic artefacts in museums or private collections, often within the pupil's own family; examples of games and nursery rhymes still in daily use, and literary evidence in diaries, parish records, census returns, biographies and memoirs (AT3). When talking about or working with material concerned with the history of domestic life, families and childhood, teachers can encourage pupils to employ the correct use of historical and technical terms such as 'generation', 'youth', 'adult', 'nursery' etc (AT4).

Concepts

Laws; Customs; Inheritance; Family; Authority.

Political	Economic, technological and scientific	Social and religious	Cultural and aesthetic
Essential information	**Essential information**	**Essential information**	**Essential information**
1 Laws affecting the family.	1 Domestic utensils and appliances. Consequences of inventions. 2 Toys.	1 Authority and gender roles: fatherhood, motherhood. 2 Size and extent of family. 3 Differences between social classes. 4 Family meals and festivals. 5 Religious practices and customs.	1 Changing styles and purposes of dress. 2 Representations of the family in paintings, photographs, and in literature. 3 Interior decor and furniture.
Exemplary information *1 Patriarchal family in Rome and in Britain. Inheritance, wardship, guardians, divorce.*	***Exemplary information*** *1 Baking. Spit roasting. Fire clay. Pots, pans. Cast iron. Mass produced appliances. Ice houses. Apicius. Mrs Beeton.* *2 Products of industrialisation and reflection of changing roles of children. Tops. Hoops. Ludo. Five-stones. See-saw. Local examples.*	***Exemplary information*** *1 The Roman family, the Victorian family. Discipline. Women as carers and healers; divisions of labour and responsibility in the home.* *2 The extended family: grandparents, aunts, uncles. Age of marriage; arranged marriages.* *3 Slaves and servants, degree of help in the home. Nursemaids, nannies, governesses.* *4 Family meals. Kitchen as a community. Formality and precedence.* *5 Household gods. Births. Marriages. Deaths. Prayers.*	***Exemplary information*** *1 Clothes for work, comfort and display.* *2 Pompeii. Pliny. Portraits, family photographs. Memorials. Children's books. Nursery rhymes.* *3 Local examples; museums and houses. Roman remains. Victorian advertisements.*

Medieval realms: c1066 to c1500

KS3: Core
HSU 14

Purpose

This HSU introduces pupils to the richness of Britain's medieval past.

Links

This HSU links with the other British core HSUs, and with the List A optional HSUs in this key stage, and builds on the British core HSU 'Invaders and settlers: the Romans, Anglo-Saxons and Vikings in Britain' in key stage 2.

Focus

This HSU is not intended to be a chronological survey of the political history of medieval Britain. The focus is on the establishment of the Norman monarchy and on the subsequent development of the institution of monarchy, including its relationship to the church and the barons, and the relationship between England and other parts of the British Isles. This HSU also focuses, especially through local examples, on life, worship and culture of people living in medieval times.

This HSU contributes in the following ways to the development of historical understanding and skills, to be assessed through the attainment targets:

Teachers can help pupils to understand the causes and effects of major events such as the Norman conquest and the Black Death, as well as continuity and change in the life of towns and villages (AT1). Teachers can make pupils aware of historical controversies which surround Magna Carta (AT2). Teachers will be able to use a good range of source materials: parish churches, castles, abbeys and other buildings and sites, the landscape, transcripts of documents such as court rolls and chronicles (AT3). When organising and expressing the results of historical study of the period, for example, posing a range of questions about the Peasants' Revolt, teachers can encourage pupils to employ the correct use of some of the concepts listed below and of historical and technical terms such as 'baron', 'peasant', 'monastic' etc (AT4).

Concepts

Invasion; Conquest; Monarchy; Lordship; Manorial system/feudalism; Parliament; Law; Towns and trade; National feeling; Population.

Political	Economic, technological and scientific	Social and religious	Cultural and aesthetic
Essential information	**Essential information**	**Essential information**	**Essential information**
1 The Norman Conquest. William's invasion. Battle of Hastings, 1066. 2 English medieval monarchy: relationship between church and laity. Magna Carta, 1215. Peasants' Revolt, 1381. 3 Relations between England, Scotland, Ireland and Wales. Rise of Gwynedd. Edward I in Wales and Scotland. Owain Glyndŵr, 1400. Robert Bruce. Bannockburn, 1314.	1 The medieval village economy. Domesday Book, 1086. 2 Towns and trade in medieval Britain. 3 The Black Death.	1 Kings, nobility, knights, free and unfree people. Law. Society in towns. 2 Religious beliefs; life and death. Power and influence of the Church. 3 Health and disease.	1 Architecture and buildings. 2 Literature and art. Chaucer. 3 English, and regional languages. Women and literacy. 4 Clothing and costume.
Exemplary information *1 Harold. Norman rule established, Norman followers rewarded. Castles.* *2 Henry II and Becket. Feudal tenure at national level – including changes. Origins of Parliament. Wat Tyler. Richard III. Henry VII. Battle of Bosworth, 1485.* *3 Normans in Wales and Ireland. Strongbow. Declaration of Arbroath, 1320. Llywelyn. English conquest of Wales.*	***Exemplary information*** *1 Local and regional variations to village economy and open fields. Women in the village economy.* *2 Growth of towns. Trade, fairs, markets, guilds, commerce. Wool and cloth trade – internal and external.* *3 Economic consequences of the Black Death. Demographic change.*	***Exemplary information*** *1 Local aspects of feudal systems. Local law courts. Burgesses, journeymen and apprentices.* *2 Monastic orders. Pilgrims. Lollards. Jews in medieval society.* *3 Contemporary views about causes and cures of illness. Women as healers.*	***Exemplary information*** *1 Castles, churches and cathedrals. Domestic buildings.* *2 Miracle plays; 'Canterbury Tales'. Illuminated manuscripts; Luttrell Psalter.* *3 Monks and nuns and education. Schools. Universities.* *4 Clothing for work and display. Heraldry.*

The making of the United Kingdom: c1500 to c1750

KS3: Core
HSU 15

Purpose

This HSU introduces pupils to some major themes in the history of early modern Britain.

Links

This HSU has links with 'Medieval realms: c1066 to c1500' and 'Expansion, trade and industry: Britain c1750 to c1900' and with the optional HSUs 'Culture and society in Ireland up to early C20th', 'Reformation and religious diversity in Western Europe in C16th', and 'The Italian Renaissance'.

Focus

The focus should be on two main themes: the uniting of Britain and the relationships between the crown, Parliament and people, exemplified in the crises of the seventeenth century.

This HSU contributes in the following ways to the development of historical understanding and skills, to be assessed through the attainment targets:

Teachers can help pupils to examine the long-term and short-term – or immediate – causes of the Civil War (AT1). Teachers can help pupils to understand that perceptions of the Civil War have been lively sources of historical debate, for example, the range of opinions about the life and works of Oliver Cromwell, or the 'revolutionary' nature of the Glorious Revolution of 1688 (AT2). Sources can include contemporary accounts and prints. When organising and expressing the results of historical study of the period, for example through a debate in class, teachers can encourage pupils to employ the correct use of some of the concepts listed below and of historical and other technical terms such as 'Puritan', 'liberty of conscience', 'science', 'superstition' etc (AT4).

Concepts

Parliament; Civil War; Nation; State; Revolution; Oligarchy; Classicism; Social mobility.

Political	Economic, technological and scientific	Social and religious	Cultural and aesthetic
Essential information	**Essential information**	**Essential information**	**Essential information**
1 The United Kingdom: Wales – Acts of 1536 and 1543; Scotland – Act of Union, 1707. Relationship with Ireland. 2 Changing relationship of Crown and Parliament. The era of the Civil War, 1639 to 1660. The 'Glorious Revolution', 1688.	1 Agriculture and landed society. Changes in wealth and power over the period. 2 Wealth from trade and colonies. 3 Science and superstition.	1 Social groups: monarchs, the court, nobility, gentry, farmers, yeomen, labourers. Merchants and craftspeople. Regional and social differences in life-style. The poor. 2 Religious tensions in England, Wales, Scotland and Ireland. Catholics, Anglicans, and Puritans. Links between religious and political motivation.	1 Patronage of court and nobility. 2 Literature. Shakespeare. Theatre. 3 The Renaissance in Britain – classical architecture and design. Christopher Wren. 4 Local and regional cultures.
Exemplary information *1 Wales: changes brought about by Act of Union. Scotland: accession of James I and VI. Jacobites: 1715, 1745. England's relationship with Ireland: Ulster Plantation, 1641 rising. Cromwell and massacres of Drogheda and Wexford. Ulster and Ireland in 1688 to 1690.* *2 Crowns and Parliaments under Henry VIII; Elizabeth I; James I; Charles I. Pym and Long Parliament. New Model Army: battles. Execution of Charles I. Protectorate. Charles II. Revolution settlement. Hanoverian Kings and Parliament in C18th.*	***Exemplary information*** *1 Distribution of wealth from land in England, Wales, Scotland and Ireland. Population, inflation and social change.* *2 Colonies and trading posts in America, the West Indies and India. Slave trade. Treaty of Utrecht, 1713.* *3 Astronomy and astrology. Royal Society. Newton. Halley.*	***Exemplary information*** *1 Diet, costume, housing and household effects – the 'great-rebuilding'. Changes in gender roles during the period. Black people in Britain. Elizabethan Poor Law, 1601.* *2 Presbyterians in Scotland, the Covenant. Laud and Anglicans. Non-conformity after 1660. Non-Jurors. Literacy, education and the Scriptures; Bible in Welsh, 1588. Prayer Books.*	***Exemplary information*** *1 Music. Masques. Portraits. Holbein. Van Dyck.* *2 Restoration and C18th drama. Milton. Pepys.* *3 Inigo Jones. Vanbrugh. Landscape gardens. 'Capability' Brown.* *4 Beliefs in witchcraft. Folk custom and sports.*

Expansion, trade and industry: Britain c1750 to c1900

KS3: Core
HSU 16

Purpose

This HSU lays the basis for understanding modern British society through the examination of the impact of industrialisation on Britain, in the context of Britain's world-wide expansion.

Links

This HSU has links with the British core HSU 'The making of the United Kingdom: c1500 to c1750' in this key stage, and to the British core HSU 'Britain in the twentieth century' in key stage 4. It also has links with several optional HSUs in key stage 3: 'The British Empire at its zenith: 1877 to 1905'; 'The French Revolution and the Napoleonic era'; 'India from the Mughal empire to the coming of the British: 1526 to 1805' and 'The American Revolution'.

Focus

The focus should be on trade and industrialisation as the main agents of British expansion; in Britain, on the struggle to make Parliament more responsive to the new society and abroad, an outline of the extent of Britain's sea-power and world-wide trade.

This HSU contributes in the following ways to the development of historical understanding and skills, to be assessed through the attainment targets:

Teachers can make clear to pupils that there is a range of possible causes and effects of the Industrial Revolution (AT1), but help pupils to understand that these causes and effects are essentially matters of argument and opinion resting on interpretation of historical evidence (AT2). Teachers can encourage pupils to work on as wide a range of source materials as is practicable: photographs; buildings and civil engineering; cartoons; industrial museums and sites; the reports of HM Inspectors of Factories; commissioners' reports etc (AT3). When organising and expressing the results of historical study of the period, for example, creating a database to explore information about living or working conditions, teachers can encourage pupils to employ the correct use of some of the concepts listed below and other historical and technical terms such as 'domestic system', 'engineer', 'Chartist' etc (AT4).

Concepts

Sea-power; Trade; Industrialisation; Exports; Urbanisation; Agriculture; Class; Capital; Labour; Victorian; Imperialism.

Political	Economic, technological and scientific	Social and religious	Cultural and aesthetic
Essential information	**Essential information**	**Essential information**	**Essential information**
1 Sea-power and extent of the British Empire: outline maps, 1770 and 1900. 2 Popular protest in England, Wales, Scotland and Ireland. Extension of the franchise; Reform Act, 1832.	1 Patterns of trade with the empire and elsewhere. Capital and the power of industry. 2 Industrial and agricultural change. 3 Scientific developments.	1 Living and working conditions in town and country. 2 Demography. 3 Religious diversity and social reform.	1 Architecture, art, literature and music of the period. Charles Dickens.
Exemplary information *1 Political, military, commercial motives for expansion. The Caribbean: sugar, slavery and aftermath of abolition. Australia: convicts, wool, and gold. China: tea, opium, Hong Kong.* *2 Parliament before 1832. Secret Ballot, 1872. Women's suffrage; women in local government. Peterloo, 1819. Corresponding Societies. Rebecca Riots. Chartism. The Charter and its rejection. Newport Rising, 1839. Reform Acts, 1867, 1884.*	***Exemplary information*** *1 Trade in sugar, tea, cotton, manufactured goods. Slave trade.* *2 Old industries: textiles, coal, iron. New industries: electricity, steel, chemicals. Steam. Drainage. Fertilisers.* *3 Faraday. Darwin.*	***Exemplary information*** *1 Working in factories and mines. Child labour. Housing. Public Health. Cholera epidemics. Impact of industry on family.* *2 Urbanisation and population growth. Irish and Jewish immigration. Black people in Britain. Emigration to the empire and elsewhere.* *3 Anglicans and non-conformists. The Wesleys and Methodism. General Booth and the Salvation Army. Philanthropy. Catholic emancipation, 1829. Evangelicals and Factory and Mines Acts. Abolition of slavery.*	***Exemplary information*** *1 Romanticism. Horace Walpole. Public buildings: local examples. Pubs, villas, terraced housing. Great Exhibition, 1851. Gainsborough. Constable. Pre-Raphaelites. Mrs Gaskell. The Brontës. Hymns and folk-songs.*

The Roman Empire

KS3: Core
HSU 17

Purpose

This HSU has been selected to develop pupils' knowledge of a classical civilisation and to help them understand how and why Rome was important to European and British history.

Links

This HSU has links with the British core HSU in key stage 2 'Invaders and settlers: the Romans, Anglo-Saxons and Vikings in Britain' and with the optional HSU in key stage 2 'Domestic life, families and childhood in Roman and Victorian times'.

Focus

The focus of this HSU should be on the growth and extent of the Roman Empire, Roman society and government, and the legacy of Rome. The main emphasis should be on the last years of the Republic and the early Imperial period.

This HSU contributes in the following ways to the development of historical understanding and skills, to be assessed through the attainment targets:

Teachers can help pupils to understand the main causes and effects of the growth of the Roman Empire, and of its decline (AT1). There is a large range of interpretations of Roman history, dating both from classical times (Tacitus) and later (Gibbon) and pupils can be encouraged to speculate about why the perceptions of historians and others differ (AT2). Source materials originating from Roman Britain are of especial use and relevance to this HSU, and pupils can be encouraged to understand the strengths and limitations of archaeological evidence, and its bearing on new interpretations of the past (AT2 and AT3). When organising and expressing the results of historical study of the period, for example through group presentation, teachers can encourage pupils to employ the correct use of some of the concepts listed below and of historical and technical terms such as 'senate', 'citizen', 'province' etc (AT4).

Concepts

Empire; Conquest; Citizenship; Emperor; Republic; Oligarchy; Barbarian; Classical.

Political	Economic, technological and scientific	Social and religious	Cultural and aesthetic
Essential information	**Essential information**	**Essential information**	**Essential information**
1 Expansion of Roman Empire. 2 The Republic. Julius Caesar; Emperor Augustus, 27BC. Nature of Imperial rule. 3 Decline of Roman Empire.	1 Rome's dependence on the provinces. Trade and communications. Towns. 2 Engineering. Roads, water system.	1 Importance of the family. Social structures. 2 Roman way of life, in Rome and the provinces. Leisure. 3 Religion in Rome. Emperor Constantine and the rise of Christianity.	1 Architecture, art and literature in the Roman Empire. 2 Influences of Roman culture on European civilisation.
Exemplary information *1 Hannibal and Punic Wars. Roman Army. Invasion of Britain, 43AD.* *2 Senate. Senatorial rule. Civil Wars, crossing the Rubicon, Ides of March. Early Emperors – Tiberius, Nero, Hadrian. Provincial administration. Roman law, citizenship. 'Romanisation' of provinces.* *3 Decline of army. Barbarian invasions – sack of Rome, 410.*	***Exemplary information*** *1 Taxation, roads, coinage. Town and country in the economy of Roman Britain. The villa economy. Mining, metalwork, pottery. Agriculture. Wine, olive oil.* *2 Road-building. Aqueducts, conduits. Public health.*	***Exemplary information*** *1 A Roman household. The Paterfamilias. Different gender and generation roles. Slaves.* *2 Houses, villas. Baths, theatre, circus, shops, schools. Extent of 'Romanisation'.* *3 Roman gods and goddesses. Early Christians in Rome, Britain. Christian legacy of Rome.*	***Exemplary information*** *1 Architectural remains: local examples. Mosaics, paintings. Ovid, Tacitus, Livy, Virgil. Theatre. Architecture. Oratory and debate.* *2 Classical themes in European art, literature and architecture.*

Castles and cathedrals: c1066 to c1500

KS3: Option HSU 18

Purpose

This HSU reinforces the study of medieval Britain by focusing pupils' attention on the most spectacular of the visual remains of medieval civilisation. Through the study of these buildings pupils will learn about the society which created and used them.

Links

This HSU has links with the British core HSU 'Medieval realms: c1066 to c1500'. It also has links with the optional HSU 'Houses and places of worship through history' in key stage 2.

Focus

The focus should be on castles and cathedrals and abbey churches as evidence of many aspects of medieval life and society.

This HSU contributes in the following ways to the development of historical understanding and skills, to be assessed through the attainment targets:

Teachers can help pupils to understand the political, military, economic and technological factors determining the siting and building of a castle or cathedral (AT1). Pupils can be taught that perceptions of castles or cathedrals have changed over time (AT2). Wherever practicable, castles and cathedrals can be visited and employed as first-hand source materials (AT3). When organising and expressing the results of historical study of the period, for example in accounts of a visit to an historical site, teachers can encourage pupils to employ the correct use of some of the concepts listed below and of historical and technical terms such as 'moat', 'keep', 'battlement', 'crenellation', 'buttress', 'monastic cathedral', 'aisle', 'nave', 'Lady Chapel', 'sanctuary' etc (AT4).

Concepts

Authority; Military; Political; Spiritual; Prestige; Style; Monasticism; Sanctuary.

Political	Economic, technological and scientific	Social and religious	Cultural and aesthetic
Essential information	**Essential information**	**Essential information**	**Essential information**
1 Castles as centres of military and political power. 2 Cathedrals and abbey churches as centres of religious and political power.	1 Building castles and cathedrals. 2 Changes in castle design as military technology changed. 3 Evolution in cathedral design. 4 Economic organisation of castles and cathedrals as communities. Economic role of castles and cathedrals in society.	1 Castles as homes and communities. 2 Cathedrals as manifestations of spiritual and religious authority. 3 Cathedrals as communities. Religious orders in secular and monastic cathedrals and abbeys.	1 Symbolism and decoration of castles. 2 Styles and symbolism of cathedrals and their decoration. 3 Castles and cathedrals in medieval art and literature.
Exemplary information *1 Strategic factors in siting some castles: Norman castles. Tower of London. Stirling Castle. Edward I's castles in North Wales. Royal and non-royal castles: Kings and Barons.* *2 Strategic factors in siting cathedrals and abbey churches: Durham, Chester, Norwich, Exeter. Bishops as political figures.*	***Exemplary information*** *1 Masons and other crafts. Materials, tools, mechanisms. Costs.* *2 Motte and bailey, square keeps, curtain walls, concentric castles.* *3 Barrel vault, rib vault, buttress, etc.* *4 Finance, storage, food and administration. Women and the running of castles. Wealth of castles and cathedrals; land ownership.*	***Exemplary information*** *1 Royal progresses. Organisation of the medieval household. Castles as administrative centres.* *2 Archbishops and Bishops. Priors. Abbots. Deans. Shrines, pilgrimages. Sanctuary.* *3 Work, worship and education in cathedrals. Alms givers.*	***Exemplary information*** *1 Display of authority and power. Heraldry. Carved stone and woodwork.* *2 Towers, spires, windows, stained glass; music; sculpture; tombs. Romanesque. Gothic. Decorative display.* *3 Manuscripts, paintings, poetry. Chivalry and courtly love.*

Culture and society in Ireland up to early C20th

KS3: Option HSU 19

Purpose

Historically the people of Ireland have shared many common experiences with other peoples of the British Isles, but there has also been much in Irish history that has been very distinctive. A long sweep of Irish history has, therefore, been chosen with the primary purpose of bringing out distinctive elements in Irish culture and society.

Links

This HSU runs parallel to, and so has links with, all the British HSUs in this key stage.

Focus

The focus should be on social and cultural themes: Irish culture from the Celtic 'Golden Age' onwards, together with the particular contributions of the various communities who settled in Ireland later. The political aspects of this HSU should be treated as a framework within which Irish culture and society can be studied.

This HSU contributes in the following ways to the development of historical understanding and skills, to be assessed through the attainment targets:

Teachers can help pupils to acquire some understanding of change and continuity over long periods of time including the survival of the Irish language, and the rapid social and economic changes of particular periods of Irish history such as in the C19th, a time when 'change' and 'progress' were by no means identical (AT1). This HSU supplies excellent material for demonstrating the different interpretations of particular events by different writers, for example, of the Celtic 'Golden Age'; the battle of the Boyne; and the Irish famine (AT2). Teachers can encourage pupils to use art, architecture and archaeology as well as literature as sources of historical evidence (AT3). When organising and expressing the results of historical study of the period, teachers can encourage pupils to employ the correct use of some of the concepts listed below and of historical and technical terms such as 'Gaelic', 'plantation', 'Pale', etc and to be precise in the distinctive use of particular terms such as Northern Ireland and Ulster (AT4).

Concepts

Culture; 'Golden Age'; Ascendancy; Migration; Famine; Nationalism; Agrarian; Emancipation.

Political	Economic, technological and scientific	Social and religious	Cultural and aesthetic
Essential information	**Essential information**	**Essential information**	**Essential information**
1 The peoples of Ireland: the Celts, Vikings, English, Scots. 2 Political institutions, government and sovereignty. 3 Unrest and protest.	1 Land ownership, use and settlement before the English. 2 Results of English settlement on use and ownership of land. Plantations. 3 Towns, trade and industry. 4 Demography; hunger; Irish links with USA and Britain. 5 Emergence of land-owning peasantry.	1 Celtic Christianity. 2 Viking towns. 'Old' Norman settlers; 'New' Plantation English – the Anglo-Irish. Scots in Ulster. 3 Religious divisions.	1 Celtic 'Golden Age'. 2 Culture of the Anglo-Irish C18th to C20th. 3 Gaelic culture. 4 Irish national culture in Gaelic and English.
Exemplary information *1 Celtic Ireland. Vikings and battle of Clontarf, 1014. Normans, 1168 to 1172. Elizabethan conquest, 1565 to 1603. Cromwell, 1649 to 1650. William III, 1688 to 1690.* *2 The High Kings – 'Brian Boru'. English crown and rule. Irish Parliament. Union of 1801.* *3 Rising of 1641. Wolfe Tone, 1798. Agrarian protest. Parnell and Home Rule. Easter, 1916. Partition, 1922. Eamon de Valera.*	***Exemplary information*** *1 Lords and peasants under the Irish kings.* *2 Norman manorial system. The Pale. Elizabethans and land confiscation. Scots in Ulster.* *3 Vikings and trade. Woollen cloth industry and the 1699 Act. Growth of Cork, Dublin, Belfast. Industry in Ulster.* *4 C19th pressure on land; population. Potato famine 1845/6; emigration.* *5 Land Purchase Acts.*	***Exemplary information*** *1 St Patrick. Irish monasticism. St Columba to Iona, 563.* *2 Dublin, Cork. Anglo-Irish society. Medieval monasticism and churches.* *3 The Reformation. Roman Catholics and the Penal Laws. Presbyterian Ulster. O'Connell and Catholic emancipation.*	***Exemplary information*** *1 Sculpture, crosses, illuminated manuscripts: Book of Kells. Jewellery; metalwork.* *2 Architecture – Dublin. Art and literature – Swift, Burke, Shaw, Wilde.* *3 C17th Gaelic poetry. Irish songs. Gaelic traditions in music, sport and dance as part of Irish nationalism.* *4 W B Yeats. James Joyce. J M Synge. Gaelic League.*

The British Empire at its zenith: 1877 to 1905

KS3: Option HSU 20

Purpose

This HSU introduces pupils to the history of the British Empire through the study in depth of a relatively short period. This was a time when the empire attracted a great deal of public attention and when many of the important issues raised by Britain's imperial past presented themselves most clearly.

Links

This HSU has links with the British core HSU 'Expansion, trade and industry: Britain c1750 to c1900'. It also prepares the ground for the British core HSU in key stage 4 'Britain in the twentieth century'.

Focus

Pupils should be made aware of the extent and nature of the British Empire in this period, but the main focus should be on debates within Britain about the empire, supplemented by a case study on either India or South Africa.

This HSU contributes in the following ways to the development of historical understanding and skills, to be assessed through the attainment targets:

Teachers can help pupils to examine the causes and effects of the expansion of the British Empire, and also of some particular events within it: the South African War 1899 to 1902; the development of nationalism in India (AT1). The British Empire was in its time, and has remained since, a source of strong debates regarding its origins, effects, benefits and disadvantages (AT2). There exists a range of source materials in Britain relating to the British Empire: documents; memorials; regimental museums; memorabilia; songs; words in the English vocabulary; photographs and personal accounts (AT3). When organising and expressing the results of historical study of the period, teachers can encourage pupils to employ the correct use of some of the concepts listed below and of historical and technical terms such as 'raw materials', 'Boer', 'jingoism' etc (AT4).

Concepts

Imperialism; Colony; Wealth; Race; Nationalism; Mission.

Political	Economic, technological and scientific	Social and religious	Cultural and aesthetic
Essential information	**Essential information**	**Essential information**	**Essential information**
1 Map of the British Empire at this time. Victoria as Queen and Empress, 1877. 2 Britain: ideals and responsibilities of empire. 3 Britain: contemporary criticisms of empire. 4 Either India: British administration and Indian National Congress. or South Africa: imperial interests and the Transvaal. Jameson Raid, 1895. South African War, 1899 to 1902.	1 Costs and benefits of empire to Britain. 2 Transfer of science, technology and expertise.	1 Popular imperial enthusiasm. 2 Religion and empire. 3 Men and women in imperial service. 4 People from the empire, in Britain.	1 Art, architecture and literature of the British Empire. 2 Popular imperial culture. 3 Sport.
Exemplary information *1 Size and extent of the British Empire.* *2 'Union of peoples': plans for imperial federation and greater military and commercial strength. Joseph Chamberlain.* *3 Gladstone and opposition to jingoism. Opposition to South African War. Critics of 'exploitation'.* *4 Either India: Curzon, Gokhale, Tilak. Syed Ahmed Khan.* *or South Africa: Milner, Kruger, Rhodes.*	***Exemplary information*** *1 Defence of British Empire. International rivalry. 'The Great Game': rivalry with Russia. Raw materials and markets. Emigration and employment.* *2 Railway and telegraphs in India and Africa. Tropical medicine: control of malaria. Plant transfers: cocoa and rubber.*	***Exemplary information*** *1 Victoria's Diamond Jubilee. Mafeking Night. Imperial education in schools. Baden Powell and scouting.* *2 Missions and missionaries.* *3 Civil and military experience.* *4 Students. Lawyers. Smuts. Gandhi. Anglophone education.*	***Exemplary information*** *1 Paintings. Photographs. Bombay's Victoria Station. Rudyard Kipling. Rider Haggard. Henry Newbolt. Monuments: local examples.* *2 Music hall songs, verses, memorabilia.* *3 Cricket. Polo.*

Britain and the Great War: 1914 to 1918

KS3: Option HSU 21

Purpose

This HSU provides a link between the period covered by the British core HSUs in this key stage and the twentieth century focus to key stage 4. Pupils will examine the way technology and industry determined the nature of the war and the ways in which the war quickened the pace of change in British society.

Links

This HSU has links with the British core HSU in this key stage, 'Expansion, trade and industry: Britain c1750 to c1900', and with the British core HSU in key stage 4, 'Britain in the twentieth century', as well as with the optional HSUs in key stage 4: 'Russia and the USSR: 1905 to the present day'; and 'The United States of America: 1917 to the present day'.

Focus

The focus should be on the technology of the war and the impact of the war on British society.

This HSU contributes in the following ways to the development of historical understanding and skills, to be assessed through the attainment targets:

Teachers can help pupils to understand that the Great War demonstrates the complexity of cause and effect on a broad and dramatic scale (AT1). There has existed since the time of the war, a rich literature of controversy about its causes, course and outcomes; and contemporary attitudes to war (AT2). The historical evidence relating to the Great War includes film; war memorials and cenotaphs; newspapers; photographs; memorabilia; and the collections of regimental museums (AT3). When organising and expressing the results of historical study of the period, for example, posing questions about the nature of the war, teachers can encourage pupils to employ the correct use of some of the concepts listed below and of historical and technical terms such as 'front', 'bombardment', 'rationing', 'propaganda' etc (AT4).

Concepts

Blockade; Patriotism; Total war; War of attrition; Conscription.

Political	Economic, technological and scientific	Social and religious	Cultural and aesthetic
Essential information	**Essential information**	**Essential information**	**Essential information**
1 The war at sea and in the trenches, 1914 to 1918. 2 The political impact of the war. Coalition government. Lloyd George.	1 Industrialised technology applied to warfare. 2 British war effort – direction of labour and employment of women.	1 Attitudes to war. Recruitment and conscription. Conscientious objectors. 2 Life in the trenches and at the Front. Life at home. 3 Women: at war and at home.	1 Poetry and literature. 2 Songs. 3 Cartoons. Paintings and posters. 4 Memorials.
Exemplary information *1 Failure of the Schlieffen Plan. Trench warfare, exemplified by the Somme or other battle. Sea blockade; U-boats; convoys. Jutland, 1916. Casualties.* *2 Survival of democratic institutions. Armistice signed 11 November, 1918. Representation of the People Act, 1918.*	***Exemplary information*** *1 Machine guns, submarines, aircraft, gas, wireless. Tanks. Motorised transport. Barbed wire. Mobilisation of huge armies. War as stimulus: advances in internal combustion engines, aircraft, nitrate chemicals. Medicine.* *2 Ministry of munitions. Women in factories, transport, farming. Principle of dilution. Wages. Increase in agricultural production and felling of forests.*	***Exemplary information*** *1 Patriotism. Recruitment campaigns. Propaganda, censorship.* *2 Health and supply. Imperial contribution to army. Rationing at home.* *3 VADs. Social results of wider employment and opportunities for women. Women in the armed forces. Edith Cavell.*	***Exemplary information*** *1 Wilfred Owen, Rupert Brooke, Siegfried Sassoon, Robert Graves.* *2 Songs of recruitment. Songs of protest.* *3 Dyson.* *4 War memorials: Menin Gate, Ypres; Vimy; local examples. 'Remembrance Day'.*

Reformation and religious diversity in Western Europe in C16th

KS3: Option HSU 22

Purpose

This HSU is concerned with a turning point in both British and European history. Its theme is the ending of the primacy of the Roman Catholic Church and the ensuing division of Western Europe into Roman Catholic and Protestant states in the sixteenth century.

Links

This HSU has important links with the British core HSU 'The making of the United Kingdom: c1500 to c1750'.

Focus

The focus should be on religious themes, set in the context of the C16th states and social changes taking place within them in the period 1517 to 1588.

This HSU contributes in the following ways to the development of historical understanding and skills, to be assessed through the attainment targets:

Teachers can help pupils to evaluate the importance of individual people (such as Luther or Henry VIII) in bringing about, or influencing, the course of the Reformation. Teachers can also show the immediate and long term effects of the Reformation, for example in the establishment of religious diversity in Europe; in the growth of both persecution and toleration; and in the development of the English and Welsh languages (AT1). This HSU supplies an effective basis for showing how religious or ideological belief can influence the interpretation of the past (AT2). The religious traditions and liturgy of modern Christian churches are themselves evidence of the Reformation, as are church buildings and decoration – or lack of it; the Bible in the vernacular; prayer books; contemporary woodcuts are further examples of the range of sources (AT3). When organising and expressing the results of historical study of the period, teachers can encourage pupils to employ the correct use of some of the concepts listed below and of historical and technical terms such as 'Papacy', 'Anglican', 'Presbyterian', 'martyr' etc (AT4).

Concepts

Church; Persecution; Protestant; Salvation; Theology; Authority.

Political	Economic, technological and scientific	Social and religious	Cultural and aesthetic
Essential information	**Essential information**	**Essential information**	**Essential information**
1 The political context of the states of Europe and their rivalries. Rulers and subjects. Religious settlements. 2 Wars and rebellions.	1 Economic context for Reformation. Redistribution of monastic lands.	1 The Roman Catholic church before and after the Reformation. 2 Luther and the Protestant challenge. 3 Protestantism in England, Wales, and Scotland. Persecution and religious refugees.	1 Paintings from Reformation Europe, especially portraits. 2 Architecture. 3 Books and literature.
Exemplary information *1 England: Henry VIII; Act of Supremacy, 1534. Scotland: Mary Stuart. Germany: Catholic and Protestant princes. Peace of Augsburg, 1555. Spanish Empire, including Netherlands.* *2 German peasants, 1524 to 1525. Pilgrimage of Grace, 1536. Dutch Revolt, from 1566. Armada, 1588.*	***Exemplary information*** *1 Wealth of Roman Catholic church. Dissolution of Monasteries, 1536 to 1539; local examples.*	***Exemplary information*** *1 Reformation Popes. Popular religion. Loyola. Inquisition. Recusants in Britain. Catholic missions: Parsons and Campion.* *2 Indulgences. 95 Theses at Wittenberg, 1517. Calvinism in Geneva.* *3 Bible in English. Cranmer's Book of Common Prayer, 1549. Puritanism. Reformation in Wales. Knox. The Scots Confession and the Book of Common Order. Movement of Catholics and Protestants across Europe.*	***Exemplary information*** *1 Holbein, Dürer, Cranach. Breughel.* *2 Churches of the Catholic Reformation. Changes in appearance of Protestant churches through the Reformation.* *3 Erasmus. Thomas More. Education and spread of literacy. Woodblock illustrations to books. Translations of Bible. Foxe's Book of Martyrs.*

The Italian Renaissance

KS3: Option
HSU 23

Purpose

This HSU is concerned with the Renaissance as an intellectual, artistic, philosophical and scientific turning-point in European history.

Links

This HSU has links with the British core HSU 'The making of the United Kingdom: c1500 to c1750' and with the optional HSU 'Islamic civilisation up to early C16th'.

Focus

The focus should be on Florence, with some reference to other Italian city-states, to illustrate the changes that took place in the late C15th to early C16th.

This HSU contributes in the following ways to the development of historical understanding and skills, to be assessed through the attainment targets:

Teachers can help pupils to understand that an apparently coherent phenomenon like the Renaissance in Northern Italy had a complex range of causes, some short and some long term (AT1). Teachers can demonstrate how these causes and their effects can be categorised: economic; political; personal; artistic; scientific; and philosophical; – but in context, not as arid lists (AT1). They can also help pupils to understand that historians differ in the ways in which they explain these causes and effects (AT2). Visual sources, especially of architecture, sculpture and paintings, are important for this HSU, and pupils can be led to understand the limitations of the necessary use of reproductions (AT3). When organising and expressing the results of historical study of the period, for example in devising captions for an exhibition or organising a database, teachers can encourage pupils to employ the correct use of some of the concepts listed below and of historical and technical terms such as 'patron', 'secular', 'anatomy' etc (AT4).

Concepts

Patronage; Wealth; Style; Classical; Scientific; Medieval; Renaissance.

Political	Economic, technological and scientific	Social and religious	Cultural and aesthetic
Essential information	**Essential information**	**Essential information**	**Essential information**
1 The Italian city-state. Medici in Florence. 2 Machiavelli and Florentine politics.	1 Italy in international trade: Florence, Venice. Wealth and display. 2 Scientific attitudes. Leonardo da Vinci.	1 Family dynasties. 2 Church as political force. Renaissance Popes. Savonarola. 3 Rulers and secularism.	1 Revival of classical influence. 2 Patrons and patronage. New forms of expression: Individualism. 3 Changes in style in painting and sculpture. Perspective, new paints. Michelangelo. 4 Architecture, literature and music.
Exemplary information *1 Lorenzo the Magnificent. Papal states, Milan, Venice, Siena.* *2 Keeping order; political control.*	***Exemplary information*** *1 Wool and cloth trade. Banking. Florentine merchants abroad. Trade and spread of ideas.* *2 Leonardo's notebooks. Flying machines. Water technology. Anatomy. Military technology. Vesalius. Paracelsus.*	***Exemplary information*** *1 Roles of sons and daughters. Borgia. Sforza. Medici.* *2 Alexander VI, Leo X. Nuns.* *3 Hospitals, orphanages.*	***Exemplary information*** *1 Classical influence, partly transferred to Western Europe via Muslims.* *2 Secular buildings, portraits, statues. Patronage of craftspeople. Villas, palaces as well as churches.* *3 Influence of Giotto. Botticelli. Donatello.* *4 Alberti. Brunelleschi. Palladio. Palestrina. Sonnets.*

The French Revolution and the Napoleonic era

KS3: Option HSU 24

Purpose

This HSU is intended to show that the French Revolution, and the ideas it generated, had permanent repercussions in France and beyond, and were important forces in the evolution of Europe.

Links

This HSU has links with the British core HSU 'Expansion, trade and industry: Britain c1750 to c1900'.

Focus

The focus should be on the causes and nature of the Revolution in France, on the impact on Europe of the Napoleonic Empire and on the legacy of both.

This HSU contributes in the following ways to the development of historical understanding and skills, to be assessed through the attainment targets:

Teachers can help pupils to learn about the possible causes and effects of the French Revolution, and the extent of change it brought about, in France and beyond (AT1). Pupils can be led to understand something of the wide range of interpretations that exist regarding the causes, nature, and effects of the French Revolution, or the nature of Napoleon's impact on Europe: conqueror, or liberator? (AT2). Sources include art, and written accounts in journals and novels; there is scope to explore the advantages and disadvantages of fiction as an historical source (AT3). When organising and expressing the results of historical study of the period, for example in explanatory accounts, teachers can encourage pupils to employ the correct use of some of the concepts listed below and of historical and technical terms such as 'royalist', 'terror', 'liberty', 'equality', 'fraternity', 'sansculottes', 'reactionary', 'blockade' etc (AT4).

Concepts

Monarchy; Aristocracy; Clergy; Ancien régime; Peasants; Bourgeoisie; Revolution; Republic; Reaction.

Political	Economic, technological and scientific	Social and religious	Cultural and aesthetic
Essential information	**Essential information**	**Essential information**	**Essential information**
1 The Revolution: Royal government in France. Fall of the Bastille, 14 July, 1789. Ideals of the Revolution. The Terror. War. 2 Napoleon: his regime in France; outline map of conquests; impact on Europe. Invasion of Russia, 1812. Waterloo, 1815.	1 Distribution of wealth in pre-Revolutionary France. 2 Gains and losses from Revolutionary upheaval. 3 British blockade and the Continental System.	1 Social structure in France before and after the Revolution. 2 Attacks on Christianity and survival of the Church.	1 Contemporary art and music. Subsequent interpretations.
Exemplary information *1 Louis XVI and limits to royal absolutism. Financial crisis. Estates-General. 'Rights of Man'. Sansculottes. Robespierre and Committee of Public Safety. Significant role of women. Execution of King, 1793. Royalists and local opposition: La Vendée. The Revolution and Britain: Edmund Burke; Tom Paine. Corresponding Societies. Mary Wollstonecraft.* *2 Re-organisation of government of France. Law and education. Repression. Spread of French ideas and reforms. Enemies of Napoleon. Nationalist opposition. Britain and Napoleon. Trafalgar and war at sea, 1805. Peninsular War.*	***Exemplary information*** *1 Peasants and seigneurs. Bourgeoisie and urban poor. Agriculture.* *2 Land re-distribution. Abolition of seigneurial rights. Napoleon and economic change.* *3 Inflation of 1790s. Dearth.*	***Exemplary information*** *1 Life at Versailles. Clergy, aristocracy, bourgeois elites. Effects of the Revolution on women.* *2 Napoleon and the Pope. Concordat: Restoration of the Church.*	***Exemplary information*** *1 David and revolutionary art. Goya. La Marseillaise. Beethoven's 'Eroica'. Dickens's 'Tale of Two Cities'. Thackeray's 'Vanity Fair'. Baroness Orczy's 'Scarlet Pimpernel'. Balzac's 'The Screech Owls'. Wordsworth.*

Islamic civilisation up to early C16th

KS3: Option HSU 25

Purpose

This HSU introduces pupils to the history of the formative centuries of the rise of Islam. It brings pupils into contact with a civilisation whose origins and main extent lie outside Europe, but which has had a powerful and creative impact upon Europe at many points.

Links

This HSU has some links with the optional HSU 'The Italian Renaissance'.

Focus

The focus should be on Islamic civilisation from its own perspective, concentrating on the Arabs and the Ottomans. The beliefs of Islam should be introduced to pupils in the context of the lives and achievements of Muslims. Pupils should be made aware of the geographical extent of Islamic expansion in this period, and its main stages. However, expansion and war, including conflicts with Christian Europe and the Crusades, need not be studied in detail.

This HSU contributes in the following ways to the development of historical understanding and skills, to be assessed through the attainment targets:

Teachers can help pupils to understand the importance of religion as a factor in history, and as a major cause of profound changes. They can lead pupils to compare the different rates of technological change in Christian Europe and Islamic countries at different times (AT1). Teachers can encourage pupils to compare the different points of view held about one another by Christians and Muslims, and the different interpretations which they give to the same events as a consequence (AT2). Source materials can include Islamic accounts and literature in translation, and pictures of Islamic calligraphy, engineering and architecture (AT3). When organising and expressing the results of historical study of the period, teachers can encourage pupils to employ the correct use of some of the concepts listed below and of historical and technical terms such as 'mosque', 'Ottoman', 'caliph', 'Quran' (Koran) etc (AT4).

Concepts

Caliphate; Jihad (holy war); Universal law; Cultural diversity; Haj (Pilgrimage); Technology.

Political	Economic, technological and scientific	Social and religious	Cultural and aesthetic
Essential information	**Essential information**	**Essential information**	**Essential information**
1 Map: expansion of Islam from Arabia. 2 Caliphate at Damascus and Baghdad. 3 Egypt and Syria under the Ayyubids. 4 Ottoman Empire: Constantinople, 1453.	1 Long distance trade. 2 Transfer of Chinese and Indian technology to the West.	1 Prophet Muhammad: migration from Mecca to Medina, 622. 2 Institutions of Islam. 3 Islamic towns and urban life. 4 Non-Muslims in Islamic lands.	1 Islamic architecture. 2 Calligraphy and decorative art. 3 Education. 4 Language and literature.
Exemplary information *1 Expansion: C7th and C8th to Europe, Persia and India. C11th to C15th, spread to West Africa and Indonesia.* *2 Shia opposition to Caliphate; battle of Kerbela, 680. Harun al-Rashid.* *3 Salah-ud-din (Saladin) and third Crusade.* *4 Mehmed the Conqueror. Suleiman the Magnificent.*	***Exemplary information*** *1 China, Persia, India, East Africa. Bazaars. Pepper trade: dhows traded from Timor to Beira – the Muslim Crescent.* *2 Water technology: irrigation, water supplies, water gardens. Navigation, astronomy, mathematics. Sail design, windmills, compass, wheelbarrow. Medicine: Rhazes. Avicenna.*	***Exemplary information*** *1 Muslim calendar. Quran (Koran).* *2 Sharia law. Family life, women, worship, pilgrimage, alms, fasting.* *3 Rulers, merchants, craftspeople.* *4 Jews and Christians.*	***Exemplary information*** *1 Mosques and secular buildings at Cairo, Isfahan, Istanbul, Cordoba. Alhambra.* *2 Carpets, ceramics, metalwork. Non-figurative representation. Miniatures.* *3 Schools, universities at Cairo, Baghdad, Granada.* *4 Poets and historians: Omar Khayyam. Arabic.*

Imperial China: 221BC to the Mongol conquest 1279AD

KS3: Option HSU 26

Purpose

This HSU introduces pupils to the history of a civilisation that evolved over many centuries and embraced the largest concentrations of people in the world. It is a civilisation that offers stimulating comparisons with the West.

Links

This HSU acts as a preparation for the optional HSU 'China: 1937 to the present day' in key stage 4.

Focus

This HSU is intended to provide an introduction to Chinese civilisation rather than requiring detailed study of several hundred years of Chinese history. The focus should, therefore, be on the institutions of Imperial China, on its art and culture and the lives and beliefs of the Chinese people.

This HSU contributes in the following ways to the development of historical understanding and skills, to be assessed through the attainment targets:

Teachers can show pupils examples of change and continuity over the very long time-span of this HSU (AT1). Teachers can lead pupils to gain insight into Chinese views of the non-Chinese world and of early Western views of China, how these have subsequently influenced the ways in which each has perceived the other, and how interpretations have been influenced by archaeological discoveries (AT2). Source materials can include artefacts, or pictures of artefacts, particularly those in jade, textiles or ceramics (AT3). When organising and expressing the results of historical study of the period, for example, when using pictorial information in an explanatory account of army or town life, teachers can encourage pupils to employ the correct use of some of the concepts listed below and of historical and technical terms such as 'dynasty', 'mandate of heaven', 'lacquer' etc (AT4).

Concepts

Emperor; Peasant; Bureaucracy; Elites; Stability.

Political	Economic, technological and scientific	Social and religious	Cultural and aesthetic
Essential information	**Essential information**	**Essential information**	**Essential information**
1 Dynasties and the territorial extent of their rule. First Empire, 221BC. Mongol conquest, 1279AD. 2 The role of emperors. 3 The role of aristocrats and officials.	1 Agriculture: the basis of the empire. 2 Handicrafts and technological advance. 3 Trade within and outside China. 4 Scientific knowledge.	1 Social relations – the family, the village, the town. 2 Religion – Confucianism, Buddhism.	1 Chinese art, artefacts and literature.
Exemplary information *1 Expansion of empire under Han dynasty, c200 BC to 220 AD. Collapse of Han and re-establishment of empire under Tang dynasty, 618 to 907. Song dynasty, 960 to 1297.* *2 Religious role of Emperor under mandate of heaven. Duties of rulers. Life at courts.* *3 Early aristocratic rule, later officials' appointment by examinations. Central and local administration.*	***Exemplary information*** *1 Rice cultivation and irrigation.* *2 Metal working; paper, printing; magnetic compass, porcelain, gunpowder.* *3 Silk trade – the Great Silk Road. Merchants: ships and river transport; canals.* *4 Mathematics, astronomy.*	***Exemplary information*** *1 Gender and generation roles in the home, the clan. Village and town life.* *2 Moral precepts of Confucianism – its role in government. Later rise of Buddhism and Taoism.*	***Exemplary information*** *1 Calligraphy. Painting: figures and landscapes. Ceramics, jade, lacquerwork, textiles, metalwork, armour, weapons. Terracotta warriors. Poetry. Costume.*

India from the Mughal empire to the coming of the British: 1526 to 1805

KS3: Option HSU 27

Purpose

This HSU introduces pupils to the history of the civilisation of a sub-continent with which Britain became deeply involved. It covers a period in which many of the features of modern South Asia became apparent.

Links

This HSU has some links with the British core HSU in this key stage 'Expansion, trade and industry: Britain c1750 to c1900' and with the optional HSU 'The British Empire at its zenith: 1877 to 1905'. It also prepares the ground for the optional HSU 'India and Pakistan: 1930 to 1964' in key stage 4.

Focus

The focus should be on the lives of the Indian people under two different systems: the Mughals and the early years of the East India Company. The emphasis in each case is on how the imperial system worked rather than on details of wars and conquests. Comparisons should be made between the two systems wherever possible.

This HSU contributes in the following ways to the development of historical understanding and skills, to be assessed through the attainment targets:

Teachers can help pupils to compare the motives of empire-builders and long-term and short-term causes of Mughal and British success (AT1). Contemporary debate about ethical issues is shown for example in the trial of Warren Hastings. Historians and others have debated the benefits and disadvantages of Mughal and British rule in India (AT2). Source materials can include translated Mughal as well as British accounts and paintings of India; comparison can be made between these sources as evidence (AT3). When organising and expressing the results of historical study of the period, teachers can encourage pupils to employ the correct use of some of the concepts listed below and of historical and technical terms such as 'Mughal', 'Hinduism', 'Islam', 'Sikhism', 'sepoy', 'caste' etc (AT4).

Concepts

Emperor; Empire; Peasant; Taxation; Trade.

Political	Economic, technological and scientific	Social and religious	Cultural and aesthetic
Essential information	**Essential information**	**Essential information**	**Essential information**
1 Regional diversity of India. 2 Extent and growth of Mughal Empire from 1526; extent and growth of British East India Company's conquests up to 1805: geographical and chronological outlines. 3 Study of one Mughal Emperor and one British Governor-General. 4 Mughal and British régimes.	1 Agriculture. Trade. Textiles.	1 Town life under Mughals and British. 2 Villages under Mughals and British. 3 Religious diversity.	1 Mughals as patrons of the arts. 2 Mughal art, sculpture, architecture. 3 British reaction to India.
Exemplary information *1 Bengal, Punjab, Sikhs, Marathas.* *2 Babur's invasion, victory at Panipat, 1526. Conquests by Aurangzeb in the Deccan, 1686 to 1687. Clive at Plassey, 1757; recall of Wellesley, 1805.* *3 Babur; Akbar; Shah Jahan; Aurangzeb. Clive; Warren Hastings; Wellesley.* *4 Armies, taxation and law courts. Changes in role of East India Company.*	***Exemplary information*** *1 Rice cultivation. Famines. Muslin, calico, silk. Crafts. East India Company and Indian merchants. Effects of British trading on Indian economy.*	***Exemplary information*** *1 Agra. Delhi. Calcutta. Madras. Bombay.* *2 Change and continuity in village life. The place of men and women in India.* *3 Majority and minority religions and relations between them. Muslims. Sikhs. Hindus, pilgrimages, temples, bhakhti.*	***Exemplary information*** *1 Humayun. Akbar. Jahangir.* *2 Miniatures, metalwork. Fatehpur Sikri, Sikandra, Taj Mahal. Myths, legends and epics.* *3 'Orientalism': William Jones. Paintings: Thomas Daniell, William Daniell.*

Native peoples of the Americas

KS3: Option
HSU 28

Purpose

This HSU is intended to introduce pupils to the history of peoples who had lived entirely separately from those of the rest of the world until the coming of Europeans to America, and of the main aspects of the initial encounters between European and native Americans.

Links

This HSU has links with, and builds on, the core HSU 'Exploration and encounters: c1450 to c1550' in key stage 2.

Focus

The emphasis in this HSU is on peoples in relation to their environment. Pupils should be given a brief outline knowledge of the range of peoples in the Americas before concentrating on the Incas and on one of the following: the Inuits; the Iroquois and Algonkian Indians of north-eastern America; the Maya.

This HSU contributes in the following ways to the development of historical understanding and skills, to be assessed through the attainment targets:

Teachers can help pupils to understand the contrasts between long-term continuities and sudden, even violent, changes, often of a profound kind: the rise and fall of Maya civilisation; or the sudden collapse of the Inca empire (AT1). Different views have been held at different times about the irruption of European civilisation into the 'New World' (AT2). Source materials can be used to demonstrate how the histories of non-literate societies are discovered by means of artefactual evidence (AT3). When organising and expressing the results of historical study of the period, teachers can encourage pupils to employ the correct use of some of the concepts listed below and of historical and technical terms such as 'Inuit', 'quipu', 'Quechua', 'centralise', 'nomadic', 'tepee' etc (AT4).

Concepts

Empire; Tribe; Hunter-gatherers; Settled agriculture; Trade; Tribute.

Political	Economic, technological and scientific	Social and religious	Cultural and aesthetic
Essential information	**Essential information**	**Essential information**	**Essential information**
1 Inca empire. Either Inuit clans or Indian tribes or Maya city-states. 2 Coming of Europeans in the sixteenth century.	1 Inca agriculture and technology in relation to Andean environment. 2 Either Inuit hunting and technology in Arctic; or Indian agriculture and technology in woodlands; or Maya agriculture and technology in rain forests.	1 Population. Demographic fluctuations. 2 Social structure. 3 Settlements: towns and villages. 4 Religion.	1 Art and artefacts. 2 Non-written sources.
Exemplary information *1 Inca empire, 1410 to 1532. Integration of conquered peoples, system of officials' record-keeping by knotted strings (quipus). Welfare systems.* *Either Inuits: spread of Thule culture from 1000AD.* *or Indians: Mohawk, Oneida, League of the Iroquois (Five Nations) and Powhatan Chiefdom in C16th and C17th.* *or Maya: city-states in 'Classic' period, 300 to 800AD.* *2 Inca: Pizarro's conquest, 1532.* *Either Inuits: Norse contact c1000AD to 1500AD, English explorers in C16th, whaling ships from C18th.* *or Indians: French on St Lawrence from 1540; English in Virginia from 1607.* *or Maya: Spanish conquest from 1520s.*	***Exemplary information*** *1 Incas: irrigation, terracing, foot ploughs, maize, potatoes, quinine, llamas. Textiles, pottery, gold work, bronze. Building in stone without mortar. Road system.* *2 Either Inuit: hunting; fishing. Iron, soapstone and bone tools; harpoons. Dog sledges, kayaks.* *or Indians: hunting for food and for furs to trade. Cultivation: maize, beans, tobacco. Tools and weapons. The impact of introducing horses to the Americas.* *or Maya: maize, beans. Ceramics, flint and obsidian work. Calendrical and mathematical systems.*	***Exemplary information*** *1 Incas: reduction of population after Spanish conquest.* *Either Inuit: population and Tundra environment.* *or Indians: losses from European diseases.* *or Maya: dispersal of population from cities.* *2 Incas: emperor, nobility, commoners, labourers.* *Either Inuits: Shamans and self-sufficient communities.* *or Indians: peace chiefs (Sachems), war chiefs, clans and families.* *or Maya: kings, nobility, commoners.* *3 Inca centres, Cuzco, Macchu Pichu.* *Either Inuit: winter houses and summer camps.* *or Indians: towns, villages and long houses.* *or Mayas: cities: Tikal, Palenque, Copan.* *4 Inca religion: Emperor as descendant of the sun.* *Either Inuit: Shamans and legends.* *or Indians: Shamans and legends.* *or Maya: gods, deified rulers, human sacrifice.*	***Exemplary information*** *1 Incas: temple and palace architecture, carving in stone and metals.* *Either Inuit: carving in ivory and soapstone.* *or Indians: carving in wood.* *or Maya: temple, palace and ball court architecture. Carved stones (stelae), wall paintings: Bonampak frescoes.* *2 Incas: Quechua and local languages. Lack of written script.* *Either Inuits: oral poetry, song, stories.* *or Indians: oral poetry, song, stories.* *or Maya: survival of texts, in hieroglyphics, calendars.*

Black peoples of the Americas: C16th to early C20th

KS3: Option
HSU 29

Purpose

This HSU is intended to enable pupils to study the history of the Americas through the experience of one of its major communities. Slavery will be a dominant theme in this HSU, but it is also concerned with the black experience in its widest sense.

Links

This HSU has links with the British core HSUs and with the optional HSU 'The United States of America: 1917 to the present day' in key stage 4.

Focus

The focus should be on American slavery, and the forging of new identities and new cultures, concentrating on the British Caribbean and the USA from the beginning of slavery.

This HSU contributes in the following ways to the development of historical understanding and skills, to be assessed through the attainment targets:

Teachers can help pupils to understand the reasons why black people became so important a part of the labour force of America, as well as the reasons for, and the social and economic effects of, the abolition of slavery (AT1). This HSU provides a good basis for debates about the reasons for abolition and the nature of Reconstruction (AT2). Sources include prints and photographs; personal narratives; songs and music (AT3). When organising and expressing the results of historical study of the period, teachers can encourage pupils to employ the correct use of some of the concepts listed below and of historical and technical terms such as 'abolition', 'Maroon', 'Reconstruction', 'Pan-African' etc (AT4).

Concepts

Slavery; Colonial; Emancipation; Culture; Integration.

Political	Economic, technological and scientific	Social and religious	Cultural and aesthetic
Essential information	**Essential information**	**Essential information**	**Essential information**
1 The Colonial Empires and slavery. 2 Resistance to slavery. Haiti and Toussaint L'Ouverture. 3 White colonial independence and slavery. 4 End of slavery. 5 Black people in post-slavery politics.	1 Slave Trade; working, numbers and distribution. 2 Slave economies. Caribbean sugar. US cotton. 3 Economies after slavery. American South.	1 People in slave society. 2 Development of black communities after slavery. Individual leaders. 3 Religion during and after slavery.	1 Culture of slaves. 2 Post-slavery black culture. 3 Black-American visions of Africa.
Exemplary information *1 Portuguese: Brazil. Spanish: Venezuela and Cuba. French Caribbean, British Caribbean and slave colonies in North America.* *2 Maroons: 1831 Revolt in Jamaica. Nat Turner in Virginia.* *3 Jefferson and slavery.* *4 British emancipation, 1833. USA – 'Underground Railway' and Harriet Tubman; end of slavery in Northern States. Slavery and the Civil War. Lincoln. Emancipation, 1863.* *5 Haiti. British Caribbean. Reconstruction and voting in USA.*	***Exemplary information*** *1 Routes. Origins.* *2 Virginian tobacco.* *3 Share-croppers and plantations. Caribbean.*	***Exemplary information*** *1 Mortality, family structure.* *2 Persecution and discrimination. Blacks in cities, business and professions. First World War. Universal Negro Improvement Association (UNIA). National Association for the Advancement of Coloured People (NAACP). Booker T Washington. W E B Du Bois.* *3 Christianity and African survival in the Caribbean and USA. Post-slavery black churches and church leaders.*	***Exemplary information*** *1 African music and story. Christian spirituals, folk-songs.* *2 Poetry, jazz, painting in Haiti.* *3 Liberia. Marcus Garvey and Pan-Africanism.*

The American Revolution

KS3: Option
HSU 30

Purpose

This HSU examines an episode of crucial importance in the history of the Americas and of great significance for the world: the birth of the first post-colonial nation. It studies the process by which the ideas of freedom and equality were explicitly incorporated in a nation's identity, for the first time.

Links

This HSU has links with the core HSU 'Expansion, trade and industry: Britain c1750 to c1900' and with the optional HSUs: 'The British Empire at its zenith: 1877 to 1905' and 'The French Revolution and the Napoleonic era'.

Focus

The focus should be on the causes of the American Revolution and motives of participants on both sides and on the making of the American Constitution and the ideals embodied in it.

This HSU contributes in the following ways to the development of historical understanding and skills, to be assessed through the attainment targets:

Teachers can help pupils to categorise the suggested causes of a single great event in history, and to assess the relative importance of these causes (AT1). Different points of view were held at the time, by the American colonists and the British, and subsequent historical debates about the Revolution abound (AT2). Sources can include pictorial representations of the Revolution in art including popular engravings (AT3). When organising and expressing the results of historical study of the period, teachers can encourage pupils to employ the correct use of some of the concepts listed below and of historical and technical terms such as 'independence', 'loyalist', 'Congress' etc (AT4).

Concepts

Colony; Representation; Taxation; Freedom; Equality; Democracy; Constitution; Slavery.

Political	Economic, technological and scientific	Social and religious	Cultural and aesthetic
Essential information	**Essential information**	**Essential information**	**Essential information**
1 Map of 13 colonies. Stages of the Revolution. Declaration of Independence 4 July, 1776. George Washington. 2 Ideals of the Revolution. United States' Constitution.	1 Economic differences between colonies. 2 Economic motives for the Revolution.	1 Diversity of peoples and beliefs. 2 Loyalists and discontent.	1 Continuation and development of European cultural inheritances. 2 Painting and applied arts.
Exemplary information *1 Distinctions and differences between the colonies. Specific grievances. Stamp Act. Boston Tea Party, 1773. Paul Revere's ride, Lexington, Bunker Hill.* *2 'English liberties' versus unity of the empire and loyalism. Freedom, equality. 'No taxation without representation'. 'Magna Carta'. Tom Paine. Influence: Britain and Europe. Lafayette. Benjamin Franklin. Separation of powers.*	***Exemplary information*** *1 New England: trade, fishing, shipbuilding. Middle colonies: farming and trade. Southern colonies: plantation agriculture based on slavery, rice, tobacco.* *2 Wealth and prosperity of colonists. Navigation Acts.*	***Exemplary information*** *1 New England: Farmers, traders, urban, Puritan.* *Middle Colonies: Scots-Irish. Quakers. Germans, Presbyterians.* *Southern Colonies: planters, slaves, blacks, Anglicans, Baptists.* *2 Loyalists in Canada and USA. Indians: Joseph Brant, leader of Iroquois on British side. Popular discontent and upheaval.*	***Exemplary information*** *1 New England vernacular architecture. Virginian architecture. Jefferson and European thought. Philadelphia.* *2 Pictures of the Revolution. Painters – Gilbert Stuart. Furniture, quilts, stencilling. Popular music of the colonists.*

The American frontier: c1650 to c1900

KS3: Option HSU 31

Purpose

This HSU considers the American frontier as an important influence on the subsequent history of the USA. It provides opportunities to examine the contrast between historical evidence and subsequent, often glamorised, versions of this subject.

Links

This HSU has links with the core HSU 'Exploration and encounters: c1450 to c1550' in key stage 2 and with the optional HSU 'The United States of America: 1917 to the present day' in key stage 4.

Focus

The focus should be on the environment of the West, its problems and its peoples, the early frontier, and the opening up of the West in the C19th.

This HSU contributes in the following ways to the development of historical understanding and skills, to be assessed through the attainment targets:

Teachers can help pupils to understand the causes of the westward movement of the American frontier, and the particular motives of the people who settled in the West; also the main effects of this historic movement (AT1). Different views were held of each other by settlers and native peoples, by ranchers and homesteaders, and powerful myths owe their origins to these times (AT2). Source materials will, by their quantitative imbalance, demonstrate the difficulty of obtaining an accurate interpretation of some events (notably the clashes between settlers and native peoples) but they can include examples of the records made by the main participants in the events (AT3). When organising and expressing the results of historical study of the period, for example summarising an investigation into the myth and reality of life in the West in the 1870s, teachers can encourage pupils to employ the correct use of some of the concepts listed below and of historical and technical terms such as 'reservation', 'homesteader', 'rancher', 'gold rush', 'shaman', 'nomadic' etc (AT4).

Concepts

Frontier; Federal; Wilderness; Settlement; Migration; Religion; Culture.

Political	Economic, technological and scientific	Social and religious	Cultural and aesthetic
Essential information	**Essential information**	**Essential information**	**Essential information**
1 Movements westwards before Independence. 2 Expeditions and settlements. 3 Attitudes to the Frontier in C19th. 4 Clashes with the Plains Indians; Indian Wars.	1 Way of life of the Plains Indians. 2 Europeans moving west as trappers, traders, miners, ranchers. 3 Homesteading. Farming. 4 Investment.	1 Religious beliefs of Plains Indians. 2 Migrants and settlers. 3 Social groups. Women in the West. 4 Attitudes of settlers towards Indians.	1 Indian art. 2 Paintings of the West. 3 The West in popular culture.
Exemplary information *1 'Tidewater versus frontier' in early colonial period. Piedmont.* *2 Spanish in south-west. French in Mississippi Valley. Louisiana Purchase, 1803. Lewis and Clarke expedition, 1804 to 1806. Mexican Cession, 1848.* *3 Homestead Act, 1862. Statehood, including women's suffrage. 'The end of the frontier'.* *4 Reservations policy. Battle of Little Big Horn, 1876.*	***Exemplary information*** *1 Maize-growing. Buffalo-hunting. Indians trade of furs for guns, horses.* *2 Fur trappers and traders. California gold rush, 1849. Cattle trails from Texas to rail heads. Ranching on the plains.* *3 Relative land-hunger in Europe and Eastern USA. Reapers, wind-pumps, new seed, barbed wire.* *4 Trans-continental railway, 1869. Wells Fargo.*	***Exemplary information*** *1 Attitudes of Plains Indians towards land, life, death, old age, marriage, divorce, crime.* *2 Black people in the West. Social groups among migrants and settlers. Chinese railway workers. European nationalities.* *3 Cattle ranchers and homesteaders. Farmers, miners, educators. Mormons: Salt Lake City.* *4 Indian Reservations. Wounded Knee, 1890.*	***Exemplary information*** *1 Navajo and Sioux crafts: beadwork, weaving, printing.* *2 Catlin. Remington.* *3 Films, novels, comics. Mark Twain. James Fenimore Cooper. Popular heroes of the frontier: Davy Crockett, Daniel Boone.*

Britain in the twentieth century

KS4: Core
HSU 32

Purpose

This HSU is intended to give pupils an insight into the recent history of Britain through the study of two out of three significant periods in the twentieth century.

Links

This HSU has links with all the HSUs in this key stage, especially, 'The era of the Second World War: 1933 to 1948', and with the core HSU in key stage 3 'Expansion, trade and industry: Britain c1750 to c1900', and the optional HSU 'The British Empire at its zenith: 1877 to 1905'.

Focus

Teachers should focus on two out of the three periods: 1906–14 (political emphasis); 1929–39 (economic emphasis); and 1960–69 (social and cultural emphasis) and use them to highlight important developments in British history in the twentieth century. Notwithstanding the particular emphasis, the PESC dimensions will enable the period studies to be put in context.

This HSU contributes in the following ways to the development of historical understanding and skills, to be assessed through the attainment targets:

Teachers can help pupils to understand the major changes in British industrial patterns and the complex internal and external factors which caused them; they should also understand their social effects (AT1). There are continuing debates among historians and others about the changes which have taken place in British society in the C20th (AT2). The widest possible range of source materials can be employed: oral evidence; newspapers; films; artefacts; and examples drawn in particular from local sources (AT3). When organising and expressing the results of historical study of the period, for example in summarising and generalising about social trends, teachers can encourage pupils to employ the correct use of some of the concepts listed below and of historical and technical terms such as 'Edwardian', 'Conservative', 'Liberal', 'Labour', 'suffragette', 'dole', 'conservative', 'liberal', 'permissiveness', 'feminism', 'environment' etc (AT4).

Concepts

Relative prosperity; Relative decline; Inflation; Depression; Devaluation; Mixed economy; Welfare; Migration.

Political	Economic, technological and scientific	Social and religious	Cultural and aesthetic
Essential information	**Essential information**	**Essential information**	**Essential information**
1 1906-14: Achievements and problems of government. Irish nationalism. Suffragettes. Trades Unions. War, 1914. Asquith. Lloyd George. 2 1929-39: 1931 crisis and National Government. 3 1960-69: Conservative and Labour governments. Britain and Europe and the Commonwealth.	1 1906-14: Relative industrial decline. Technological developments. 2 1929-39: Economic depression: problems of old industry in England, Scotland, Wales and Northern Ireland. Economic recovery: new industries and their locations. 3 1960-69: Economic issues.	1 1906-14: Liberal welfare measures. 2 1929-39: Uneven effects of Depression in England, Wales, Scotland and Northern Ireland. 3 1960-69: Increased personal and social mobility. The 'permissive society'. Immigration.	1 1906-14: Arts and popular culture. 2 1929-39: Arts and popular culture. 3 1960-69: Arts and popular culture.
Exemplary information *1 1906-14: 1906 Election. 1909 Budget and constitutional crises. 1911 Parliament Act. Irish Home Rule. Ulster. Votes for women: aims and tactics. British Empire and trade. Triple Entente.* *2 1929-39: Attempt of Labour and then National Governments to deal with Depression. Ramsay MacDonald, Stanley Baldwin. Neville Chamberlain.* *3 1960-69: Government and economic management. 'Wind of change' speech. Harold Macmillan. Harold Wilson. Civil rights marches in Ulster. Deployment of troops, 1969. Applications to join EEC.*	***Exemplary information*** *1 1906-14: Foreign competition: USA, Germany. Typewriter, telephone, cinema, motorcar, electricity.* *2 1929-39: Gold Standard. Declining share of world trade. Effects in coal, shipbuilding, textiles. New manufacturing in Midlands and South East. Special Areas Act, 1936. Keynes. Housing. Re-armament.* *3 1960-69: 'Stop-go' policies. Balance of trade. Devaluation, 1967. 'Affluence'.*	***Exemplary information*** *1 1906-14: Seebohm Rowntree. Old age pensions. National Insurance Act, 1911. Infant welfare and school meals.* *2 1929-39: Jarrow Crusade; Ellen Wilkinson. 'Dole' and means test. Unemployment statistics, by region. Effects of Depression on gender roles.* *3 1960-69: Car ownership. Decline in religious observance. Relaxation of censorship. Abortion law reform. 'The pill'. CND and 'the bomb'. Commonwealth Immigration Acts. Race Relations Act, 1965.*	***Exemplary information*** *1 1906-14: Rudyard Kipling. H G Wells. Charles Rennie Mackintosh. Elgar. Holst. Music Hall. Fashion. Seaside holidays.* *2 1929-39: Art deco. W H Auden. T S Eliot. Evelyn Waugh. George Orwell. Organised sport. Noel Coward. Radio. Cinema.* *3 1960-69: Abstract and pop art. International success of pop and classical music and of fashions. TV and satire. Festivals. Sport and the media.*

The era of the Second World War: 1933 to 1948

KS4: Core
HSU 33

Purpose

This HSU introduces pupils to a great crisis in C20th history which has left an enduring mark on Britain, Europe and the rest of the world.

Links

This HSU has links with all the HSUs in this key stage.

Focus

The focus should be on the causes of the war; the nature of total war; the human impact of war on Britain and on other countries; and an overview of the ways in which Britain, Europe and the world were changed by the war.

This HSU contributes in the following ways to the development of historical understanding and skills, to be assessed through the attainment targets:

Teachers can help pupils to understand different types of cause, and can discuss their relative importance (AT1). Historical disputes surround the war and its causes. There are examples of the power of myth and propaganda before, during and after the war (AT2). Source materials can include the use of film, and photographic and personal memoirs, visits to museums and historic sites (AT3). When organising and expressing the results of historical study of the period, for example in sorting out some of the events under headings and synthesising information, teachers can encourage pupils to employ the correct use of some of the concepts listed below and of historical and technical terms such as 'appeasement', 'aggression', 'front', 'concentration camp', 'Holocaust', 'blitzkrieg' etc (AT4).

Concepts

Totalitarianism; Fascism; Nazism; Democracy; Genocide; War crimes; Propaganda.

Political	Economic, technological and scientific	Social and religious	Cultural and aesthetic
Essential information	**Essential information**	**Essential information**	**Essential information**
1 The causes of the war: Hitler. Britain and appeasement; invasion of Poland, 1939. 2 Outline map showing the Allies; Axis Powers; Theatres of war, 1939 to 1945. 3 Wartime leaders: Churchill, Roosevelt, Stalin. The Conferences. 4 The impact of war on politics of Europe: Superpowers; the origins of the Cold War.	1 Technology and nature of warfare. 2 The Atomic bomb. 3 Economic consequences of the war.	1 Casualties of war. Genocide: the Holocaust. Refugees, homeless, victims of bombing. Prisoners of war. 2 Civilian life in Britain.	1 Broadcasting. 2 Painting, posters. War films and literature. Entertainment.
Exemplary information *1 Hitler's aims: Mein Kampf, totalitarian dictatorship, racial views. Lebensraum, treaty revision. Rhineland, Anschluss. Chamberlain and Munich, 1938. Guarantees to Poland. Nazi-Soviet pact.* *2 Western Front; Eastern Front; North Africa; Atlantic and Pacific War.* *3 Teheran. Yalta. Potsdam.* *4 Divided Europe. Communist control in the East, multi-party democracies in the West. Weakening of colonial power in Asia. Truman doctrine. Establishment of the State of Israel, 1948.*	***Exemplary information*** *1 Tanks: Blitzkrieg; El Alamein; Kursk. Aeroplanes: Battle of Britain, 1940; radar; strategic bombing – 'Dambusters' and Dresden.* *Ships and submarines: carrier warfare; Midway; Coral Sea; Atlantic war. Convoys.* *Combined operations: Dunkirk, 1940; Normandy landings, 1944; Island-hopping – Okinawa and Iwo Jima.* *2 Manhattan project.* *3 Economic difficulties of Europe, USSR, and Japan. Supremacy of USA, the Marshall Plan.*	***Exemplary information*** *1 Auschwitz. Stalin's victims. The Blitz, Dresden, Hiroshima. Siege of Leningrad.* *2 Evacuation; rationing; total war. Propaganda. Aspirations for post-war world. Beveridge Report. Labour victory, 1945.*	***Exemplary information*** *1 Use of radio for propaganda, morale.* *2 Cartoons. Entertainments National Service Association (ENSA).*

East and West: Europe 1948 to the present day

KS4: Option HSU 34

Purpose

This HSU takes the story of Europe forward from the post-Second World War settlement so as to give pupils an understanding of how the great divide between Eastern and Western Europe was sustained until the late 1980s and of the movement towards closer co-operation in Western Europe.

Links

This HSU has links with all the HSUs in this key stage.

Focus

The focus should be on developments in Eastern and Western Europe. Equal weight should be given to each but a comprehensive coverage should not be attempted; instead, selected examples should be used.

This HSU contributes in the following ways to the development of historical understanding and skills, to be assessed through the attainment targets:

Teachers can help pupils to examine the reasons why Eastern and Western Europe developed in different ways after 1948; they can explore major examples of change and continuity within nations, and the extent to which East and West contrasted with, or resembled, each other (AT1). There are strong examples of myth and propaganda in post-war Europe (AT2). Source materials can include news media, used historically (AT3). When organising and expressing the results of historical study of the period, for example, when incorporating source material in an account of life in East and in West Germany, teachers can encourage pupils to employ the correct use of some of the concepts listed below and of historical and technical terms such as 'freedom', 'dictatorship', 'environment', 'affluence', 'high technology' etc (AT4).

Concepts

Cold War; Capitalism; Socialism; Communism; Social democracy; Totalitarian; Satellite; Economy; Tariff; Free trade; Glasnost; Perestroika.

Political	Economic, technological and scientific	Social and religious	Cultural and aesthetic
Essential information	**Essential information**	**Essential information**	**Essential information**
1 Political map of Europe in 1948. 2 Divided Germany: establishment of the states of East and West Germany; the Berlin blockade and airlift, 1948; Berlin Wall, 1961 to 1989. 3 Alliances of the West; NATO, EEC. 4 Eastern Europe; Soviet domination and resistance to it, Warsaw Pact.	1 Western Europe: economic co-operation, growth of economies. 2 Economies of Eastern Europe. 3 Growth of consumerism and environmental effects.	1 Movement of European peoples. 2 Women and family life in Eastern and Western Europe. 3 Religious worship in Eastern and Western Europe.	1 Culture across Europe.
Exemplary information *1 Geographical and political boundaries.* *2 Adenauer, Brandt, Ulbricht.* *3 Court of Human Rights; Council of Europe; European Parliament and Commission; Treaty of Rome, 1957; regionalism in EC countries.* *4 Stalinism. Yugoslavia under Tito; uprising in Hungary, 1956; 'Prague Spring', 1968; rise of Solidarity in Poland, 1980s; events of 1989 throughout Eastern Europe.*	***Exemplary information*** *1 Economic revival and Marshall Aid. The development of the Common Market. Concorde. Channel tunnel.* *2 COMECON. Centralised planning and state control.* *3 Energy use: cars, electrical goods. Acid rain. Nuclear energy. Chernobyl disaster.*	***Exemplary information*** *1 Refugees, migrant workers.* *2 Equal opportunities enshrined in European laws; childcare in different countries; individual women in public life.* *3 Jewish communities in, and emigration from, Western and Eastern Europe. Churches and political protest. Ethnic minorities.*	***Exemplary information*** *1 Common trends; national cultures; provincial and regional cultures. Literature, drama, dance, art, music, food, languages, sport. Tourism. Dissident culture.*

Russia and the USSR: 1905 to the present day

KS4: Option HSU 35

Purpose

This HSU introduces pupils to the history of one of the world's major powers whose internal history has had a major impact on a wide range of developments elsewhere in the C20th.

Links

This HSU has links with the core HSU 'The era of the Second World War: 1933 to 1948'.

Focus

The focus should be on: Russia under the Tsar after the 1905 Revolution; the causes and results of the 1917 Revolution; Stalin's remoulding of the economy and society of the USSR; and developments since Stalin.

This HSU contributes in the following ways to the development of historical understanding and skills, to be assessed through the attainment targets:

Teachers can help pupils to understand the vivid examples of change and continuity afforded by this HSU and the complex causation involved in an explanation of the Russian Revolution (AT1). There is a wealth of Soviet and Western historical explanation about the subject matter of this HSU, as well as examples of the power of myth and propaganda which have been used in connection with Russian and Soviet history (AT2). Source materials can include film and posters (AT3). When organising and expressing the results of historical study of the period, teachers can encourage pupils to employ the correct use of some of the concepts listed below and of historical and technical terms such as 'tsarist', 'Gulag', 'Stakhanovism', 'détente' etc (AT4).

Concepts

Autocracy; Revolution; Communism; Totalitarian; Stalinism; Industrialisation; Purge; Collectivisation; Patriotism; Cold War; Superpower; Glasnost; Perestroika.

Political	Economic, technological and scientific	Social and religious	Cultural and aesthetic
Essential information	**Essential information**	**Essential information**	**Essential information**
1 Tsarist rule. 2 Revolution of March and October 1917. 3 Stalin and Stalinism. 4 The Cold War. Glasnost.	1 Agricultural economy. 2 Economic planning. 3 Economic problems in post-Stalin years. 4 Perestroika.	1 Ethnic diversity. 2 Social change. 3 Religion under the Tsars and under Communism.	1 The arts before the Revolution. 2 The arts and the Communist state. 3 Dissidence.
Exemplary information *1 Nicholas II; Revolution of 1905. Duma. Rasputin. Russia and the First World War.* *2 Kerensky. The Bolsheviks. Lenin. Trotsky. Treaty of Brest-Litovsk, 1918. Civil War. The Whites and international reaction.* *3 Collectivisation. Purges, Kulaks liquidated, Stakhanovism, Gulags, Nazi-Soviet Pact, 1939. Great Patriotic War, 1941 to 1945.* *4 Khrushchev. Superpower. Confrontation: Cuba, 1962. Gorbachev.*	***Exemplary information*** *1 Rapid growth of the Russian economy in last years of the Tsars.* *2 'War Communism'. Famine, 1921. New Economic Policy (NEP). Five year plans. Stalin's industrialisation; collectivisation; sustained war effort.* *3 'Contradictions' in the economy – high defence spending. Sputniks and space. Shortages of food and consumer goods.* *4 Political solutions to economic problems.*	***Exemplary information*** *1 Outline of ethnic groups, including Russians.* *2 Rural, peasant society to urban industrial society. New towns, cities. Women at work – in medicine, politics. Losses in famine and wars.* *3 Russian Orthodox Church under Tsars. State atheism, attempts to create a secular state. Islam. Soviet Jews.*	***Exemplary information*** *1 Music, ballet, decorative arts. Stravinsky. Diaghilev. Fabergé.* *2 Poster art. Films: Eisenstein. Music: Prokofiev. Shostakovich. Monumental sculpture and architecture.* *3 Censorship and samizdat. Pasternak. Sakharov.*

The United States of America: 1917 to the present day

KS4: Option HSU 36

Purpose

This HSU is intended to give pupils some understanding of the development of what for most of the period has been the world's most powerful economy, of the working of the American political system, and an awareness of aspects of American culture. It is also concerned with America's role as a Superpower in the world, especially since the Second World War.

Links

This HSU has links with the core HSUs 'Britain in the twentieth century' and 'The era of the Second World War: 1933 to 1948' and with the American optional HSUs (List D) in key stage 3.

Focus

The focus should be on the world role of the USA since 1917, economic changes in the USA, and the efforts of a democratic system to deal with the consequences. Among social issues, special regard should be paid to civil rights.

This HSU contributes in the following ways to the development of historical understanding and skills, to be assessed through the attainment targets:

Teachers can help pupils to understand the different paces of change in the USA; this will require a good grasp of chronology (AT1). There are or have been disagreements within American society on a range of issues (segregation; environment; foreign policy; prohibition etc) (AT2). Source materials can include film, TV, and photographs of American life and culture (AT3). When organising and expressing the results of historical study of the period, teachers can encourage pupils to employ the correct use of some of the concepts listed below and of historical and technical terms such as 'crash', 'Prohibition', 'WASP', 'New Deal' etc (AT4).

Concepts

Boom; Depression; Isolationism; Superpower; Cold War; Civil rights.

Political	Economic, technological and scientific	Social and religious	Cultural and aesthetic
Essential information	**Essential information**	**Essential information**	**Essential information**
1 The USA after the First World War. 2 F D Roosevelt and the New Deal. 3 USA in Second World War and after. Cold War and role as Superpower. Civil rights struggles. Martin Luther King.	1 Economic boom of 1920s. 2 Depression and federal intervention. 3 Recovery in and after Second World War.	1 Ethnic diversity. Social and personal mobility. 2 Religious observance. 3 Social and moral issues.	1 American art, literature, music, drama and films. 2 Export of American culture.
Exemplary information *1 Woodrow Wilson and the '14 Points'. Treaty of Versailles rejected. 'Normalcy'. 'Isolationism'.* *2 Democrats and Republicans.* *3 Pearl Harbor, 1941. Hiroshima, 1945. NATO. Truman doctrine. McCarthyism. J F Kennedy. Cuba. Vietnam. Civil Rights legislation.*	***Exemplary information*** *1 Mass production of 1920s. Consumer goods – cars, radios. Advertising. Farming difficulties.* *2 Causes and results of the Wall Street Crash, 1929 – effects on USA and Europe. Unemployment. New Deal: federal government agencies. Tennessee Valley Authority.* *3 Second World War economy; 1950s prosperity. Space programme and science-based industries; first people on the Moon, 1969.*	***Exemplary information*** *1 Movement of black people; quota on immigration. Changes in attitudes – growth of black middle class. Impact of war. Hispanic immigration. Hardship and Depression. Population move to West Coast. Uneven distribution of wealth. 'Rugged individualism'.* *2 Popularity of religion.* *3 Temperance and Prohibition. Organised crime. Consumerism. Feminism. Environmentalism.*	***Exemplary information*** *1 Painters, writers, composers. Jazz, rock'n'roll. Hollywood.* *2 Films; pop; processed food; fashion; TV shows. Literature, magazines. Franchised outlets.*

India and Pakistan: 1930 to 1964

KS4: Option
HSU 37

Purpose

This HSU introduces pupils to the changes brought about in the modern world by the ending of European empires through a study of an important act of decolonisation and the early years of independent India and Pakistan.

Links

This HSU has links with the British core HSU 'Britain in the twentieth century' and with the optional HSUs in key stage 3, 'India from the Mughal empire to the coming of the British: 1526 to 1805' and 'The British Empire at its zenith: 1877 to 1905'.

Focus

The focus should be on: British India and changing British intentions towards Indian independence; Gandhi, Nehru and the Indian National Congress; Jinnah and the Muslim League; and India under Nehru up to 1964 and Pakistan up to 1958.

This HSU contributes in the following ways to the development of historical understanding and skills, to be assessed through the attainment targets:

Teachers can help pupils to understand the motives of individuals, and large groups of people, during a time of change, for example, Jinnah and the Muslim League and the part they played in the partition of 1947 (AT1). Different standpoints have been taken on major issues, for example, Indian, Pakistani, and British interpretations of independence and partition (AT2). Source materials can include oral, film and archival evidence (AT3). When organising and expressing the results of historical study of the period, teachers can encourage pupils to employ the correct use of some of the concepts listed below and of historical and technical terms such as 'Raj', 'Congress', etc (AT4).

Concepts

Independence; Nationalism; Nation; Modernisation; Religion; Non-violence; Partition.

Political	Economic, technological and scientific	Social and religious	Cultural and aesthetic
Essential information	**Essential information**	**Essential information**	**Essential information**
1 Government of India from the Raj to transfer of power. Partition, 1947. 2 Congress; Gandhi and Nehru. 3 Muslim League and Jinnah. 4 Independent India. 5 Pakistan to 1958.	1 Agriculture. 2 Industry. 3 Population pressure.	1 Religion and secularism and their influence in India and Pakistan. 2 Education.	1 Tradition and modern culture. British reactions to India.
Exemplary information *1 India and the Second World War. Indian civil service. Post-war British Labour government's policy. Mountbatten. Indian princes. Punjab massacres.* *2 Congress and Satyagraha. Salt March, 1930. Provincial governments after 1937. 1942 uprising. Indian National Army. Acceptance of Partition.* *3 Lahore Resolution, 1940.* *4 Nehru as Prime Minister. Congress rule. Non-alignment.* *5 Problems of East and West Pakistan. Military rule: Ayub Khan, 1958.*	***Exemplary information*** *1 Colonial legacy. Change after 1947: improved production of rice, wheat. Fertilisers, tractors, water-pumps, irrigation.* *2 Colonial legacy. Indian Planning Commission, 1950. New industries: steel, cement, chemicals.* *3 Rates of growth. Family planning.*	***Exemplary information*** *1 Gandhi's beliefs: non-violence; self-sufficiency. India as a secular state. Hindu way of life. Sikhs. Islam as a basis for Pakistan: Pakistan as an Islamic state.* *2 Spread of literacy. Universities.*	***Exemplary information*** *1 Painting, carving, temple art. Dance. Music. Film industry; films. Photographs. Poetry. Novels. Sport.*

Africa south of the Sahara since 1945

KS4: Option
HSU 38

Purpose

This HSU is concerned with the ending of colonialism in Africa and with developments after independence.

Links

This HSU has links with all the HSUs in this key stage, and with the British core HSU 'Expansion, trade and industry: Britain c1750 to c1900' and the optional HSU 'The British Empire at its zenith: 1877 to 1905' in key stage 3.

Focus

The focus should be on territories that were once under British rule, beginning with a general survey of developments affecting all of them. This outline is then examined in more detail in its application to two case-studies: South Africa; and one of: Ghana; Tanzania; Kenya; Zimbabwe.

This HSU contributes in the following ways to the development of historical understanding and skills, to be assessed through the attainment targets:

Teachers can help pupils to understand the main causes of the independence movement, and its effects (AT1). Teachers can lead pupils to gain insight into the complex patterns of continuity and change in Africa (AT1). Different points of view exist about the late colonial and post-colonial periods, and historians have approached these from different standpoints. There are good examples of the power of myth in popular history (AT2). Film and personal accounts are increasingly available plus newspaper accounts both from Africa and Britain (AT3). When organising and expressing the results of historical study of the period, teachers can encourage pupils to employ the correct use of some of the concepts listed below and of historical and technical terms such as 'colony', 'development', 'coup', etc (AT4).

Concepts

Nationalism; Identity; Colonialism; Resistance; Settlers; Independence; Cash crop; International Economy; Apartheid.

Political	Economic, technological and scientific	Social and religious	Cultural and aesthetic
Essential information	**Essential information**	**Essential information**	**Essential information**
1 Maps of Africa: before colonial partition; European empires in 1945; the present day. 2 Types of colonial rule and stages of British de-colonisation. 3 Post-independence. 4 South Africa: Nationalist victory, 1948: Apartheid; resistance; changes. 5 Either Ghana: independence, 1957. Nkrumah. or Tanzania: independence, 1961. Nyerere. or Kenya: independence, 1963. Kenyatta. or Zimbabwe: UDI, 1965; independence, 1980.	1 Population pressure. Food production. 2 'Development'. Urbanisation.	1 Social change. 2 Religious diversity. Christianity, Islam and traditional religions in Africa.	1 African cultural identity, in traditional and new forms.
Exemplary information *1 Politics of Africa.* *2 British settler and non-settler colonies and outline from 1957 to 1980 of African nationalism and resistance movements.* *3 New states. Democracy. Regional divisions. Military coups.* *4 South Africa: Group Areas Act. Bantustans. Sharpeville, 1960. African National Congress (ANC). Mandela. Soweto. Tutu.* *5 Either Ghana: Accra riots, 1948. Rise of Nkrumah and CPP. Response to economic difficulties post-independence.* *or Tanzania: TANU. Zanzibar. One-party state. Arusha declaration. Ujamaa.* *or Kenya: Mau-Mau, 1952. Response to post-independence economic growth and population rise.* *or Zimbabwe: Central African Federation, 1953 to 1963. Smith. Nkomo. Mugabe.*	***Exemplary information*** *1 Food and cash crops. World markets.* *2 Industrial projects and new technology. International loans and debts. Environment. Conservation. Tourism.*	***Exemplary information*** *1 Traditional leaders versus new elites of commerce or government. Improvements in child mortality, changing family structures. Spread of literacy.* *2 Christianity: Protestant churches, Roman Catholics, independent African churches. Islam. Traditional African religion.*	***Exemplary information*** *1 Traditional music and dance, costume and decorative arts. New music. Novels. Film industry. Sport and athletics.*

Japan: 1868 to the present day

KS4: Option
HSU 39

Purpose

This HSU charts Japan's rise to its present status of modern economic superpower and introduces pupils to the story of its political evolution and its role in world politics.

Links

This HSU links with the core HSU 'The era of the Second World War: 1933 to 1948', and it invites comparisons with all other HSUs in this key stage.

Focus

The focus should be on Japan's economic transformation put into the context of political and social developments.

This HSU contributes in the following ways to the development of historical understanding and skills, to be assessed through the attainment targets:

Teachers can help pupils to understand the striking contrasts of change and continuity in modern Japanese history (AT1). Japanese and Western interpretations of the expansion of Japan after 1868 can be seen both to agree and to differ (AT2). Sources can include film, painting and prints as well as statistics (AT3). When organising and expressing the results of historical study of the period, teachers can encourage pupils to employ the correct use of some of the concepts listed below and of historical and technical terms such as 'samurai', 'shogun', 'Restoration', 'expansion', 'co-prosperity', 'zaibatsu' etc (AT4).

Concepts

Industrialisation; Modernisation; Militarism; Imperialism; Emperor; Capitalism; Technology.

Political	Economic, technological and scientific	Social and religious	Cultural and aesthetic
Essential information	**Essential information**	**Essential information**	**Essential information**
1 'Opening up' of Japan to West and Meiji Restoration, 1868. 2 Domestic and international politics. 3 Japanese democracy since 1945.	1 Economy under the Shoguns. 2 Economic growth after 1868. 3 Post-1945 economy.	1 Society under the Shoguns. 2 Social changes and continuity after 1868. 3 Religion and beliefs.	1 Classical culture and new developments.
Exemplary information *1 Edo Shogunate. Perry and 'black ships'. Constitution of 1889.* *2 Role of Emperor. New army and navy. War with Russia, 1904 to 1905. Chinese war from 1937. Pearl Harbor, 1941. Hiroshima, Nagasaki, 1945.* *3 MacArthur and US occupation. Emperor and parliament.*	***Exemplary information*** *1 Pre-industrial economy. Intensive agriculture and pre-industrial manufacturing.* *2 Increased agricultural output. Industry: textiles, ship-building. Capital and the role of the state. Labour conditions. Foreign technology. Second World War. 'Co-prosperity sphere'.* *3 High rate of growth. Steel, ships. Movement to new industries: electronics, consumer durables. Exports.*	***Exemplary information*** *1 Samurai, merchants, peasants.* *2 Changes: establishment of businessmen and factory workers; urbanisation. Westernising: western dress, new schools, travel. Continuity: family life, role of women, rural society.* *3 Buddhism, Shintoism and Confucianism. Nationalism in age of war and expansion. Loyalty to Emperor, company, group, family.*	***Exemplary information*** *1 Noh theatre, wood-block printing, painting. Wood-carving, cloisonné, lacquerwork, Netsuke. Temples, gardens. Tea ceremony. Modern aesthetics – in music, films, novels, architecture. Sumo wrestling, golf, baseball.*

China: 1937 to the present day

KS4: Option
HSU 40

Purpose

This HSU is concerned with the Chinese Revolution: the seizure of power by the Communists and their subsequent attempts to transform China.

Links

This HSU has links with the core HSU 'The era of the Second World War: 1933 to 1948' and the optional HSU 'Japan: 1868 to the present day'. It also has links with the HSU in key stage 3 'Imperial China: 221BC to the Mongol conquest 1279AD'.

Focus

The focus should be on the main phases of change in the history of China since 1949.

This HSU contributes in the following ways to the development of historical understanding and skills, to be assessed through the attainment targets:

Teachers can help pupils to understand the complex pattern of change in China since 1937, particularly the way in which change characterises some aspects of Chinese life, but not others (AT1). Chinese, Western, or Soviet observers have often perceived the same event in different ways, and the reasons their perspectives differ can be explored (AT2). Source materials can include film and posters (AT3). When organising and expressing the results of historical study of the period, for example, when asking questions about communist rule after 1949, teachers can encourage pupils to employ the correct use of some of the concepts listed below and of historical or technical terms such as 'guerilla', 'peasant', 'cultural revolution', 'barefoot doctor' etc (AT4).

Concepts

Revolution; Socialism; Commune; Collectivisation; Mobilisation of the masses; Modernisation.

Political	Economic, technological and scientific	Social and religious	Cultural and aesthetic
Essential information	**Essential information**	**Essential information**	**Essential information**
1 Chinese Communist Party: Mao Zedong (Mao Tse-tung) and 1949 victory. 2 Communist rule after 1949. 3 Politics since death of Mao: reform and reaction. 4 Foreign relations.	1 Agricultural economy. 2 Industrial development.	1 Chinese society in 1937. 2 Social change since 1949.	1 Traditional Chinese culture under the Communists. 2 Revolutionary art and propaganda.
Exemplary information *1 Organisation of Chinese Communist Party (CCP), power and extent of support in 1937. War with Japan, 1937 to 1945. Guerilla strategy and its ideology. Defeat of Guomindang (Kuomintang) 1945 to 1949.* *2 The party, the state. Mass mobilisation. Zhou En-lai (Chou En-lai). Students and Mao: Red Guards. Jiang Qing (Mme Mao), 'Gang of Four', Hua Guofeng (Hua Kuo Feng). Dengziaoping (Deng Shiao Ping). Tiananmen Square.* *4 Korean War, 1950 to 1953. Sino-Soviet split, 1961. Taiwan; Nixon visit, 1972. Hong Kong.*	***Exemplary information*** *1 Land ownership in 1937. Collectivisation, 1953 to1956. Communes, 1958.* *2 Five Year Plan, 1953. The Great Leap Forward, 1958. New economic policy, 1961 to 1965. Four modernisations and subsequent economic problems.*	***Exemplary information*** *1 Family life, villages, literacy, religion. Social classes.* *2 Education, health – 'barefoot doctors'. Women in China. One-child policy. Survival of religion and customs; dress.*	***Exemplary information*** *1 Poetry, dance, opera, calligraphy.* *2 Posters, theatre, paintings. 'Thought Reform'. 'Quotations from Chairman Mao' (the little red book).*

7 Attainment targets

Introduction

7.1 This Chapter discusses our choice of attainment targets. In the Annexes to this Chapter we set out the statements of attainment for each attainment target: Annex A is organised by attainment target to show the progression of the 10 levels; Annex B has the same information but is organised to show for each of the 10 levels the statements appropriate to the four attainment targets.

7.2 The **content of a history course has to be chosen on historical grounds. The attainment targets,** which reflect the developing understanding of this content, and the skills by which it is processed, **have been worked out on educational grounds** and incorporate refinements which reflect the intellectual growth of pupils.

7.3 A pupil's historical understanding and ability to acquire, organise and express historical information and insights can be stratified and related to the 10 levels of attainment in our four attainment targets. However, for reasons stated in Chapter 3 historical information in isolation cannot be so stratified. This information must be taught and learned since it is not only important for its own sake, but it underpins and gives life to the attainment targets. Without it there can be no attainment targets; the more historical information pupils have, the more they will be in a position to understand as they proceed from key stage 1 to key stage 4. Or, putting it another way, historical knowledge as information must be assessed (as we intend it to be) in the only way that invests it with meaning: in context.

7.4 The attainment targets and levels of attainment and the assessment systems are essential:

i) to show teachers how to relate the attainment targets to the historical information set out in the programmes of study;

ii) to assess pupils' learning; and

iii) to enable pupils to acquire an increasing amount of historical information so that as they do so their understanding deepens and their skills develop.

7.5 In our interim report we proposed two profile components: the first was 'historical understanding', and the second was 'historical investigation and analysis'. Subsequent discussion with the School Examinations and Assessment Council (SEAC) confirmed that the profile component was to be used for the sole purpose of aggregated reporting (see paragraph 8.3 iii). We therefore concluded that one profile component would be sufficient for this purpose and simplify reporting procedures.

7.6 Our selection of attainment targets was welcomed by the majority of those responding to our interim report. Some of these respondents pointed out varying degrees of apparent overlap between the five attainment targets we had suggested. We have therefore reviewed them all and concluded that four will suffice, thus further simplifying the assessment process.

7.7 We distinguish between the need for pupils to know that history is a body of accumulated information and the interpretation, and re-interpretation, of that knowledge; and for pupils to know how history as an academic subject results from certain defined processes, which they themselves can operate. The first approach is emphasised in attainment targets 1 and 2, the second in attainment targets 3 and 4.

7.8 **We recommend that history in the National Curriculum should be organised as follows:**

Profile component: historical knowledge, skills and understanding

Attainment target 1: Understanding history in its setting

Attainment target 2: Understanding points of view and interpretations of history

Attainment target 3: Acquiring and evaluating historical information

Attainment target 4: Organising and communicating the results of historical study

The selection of attainment targets

7.9 **All the attainment targets relate closely to essential historical information embodied in the programmes of study and involve its accurate recall.** This necessary skill of recalling historical information – always in context – is required in order to demonstrate the acquisition of appropriate, and useful, knowledge.

7.10 Taking the attainment targets in order, we set out the thinking behind their selection:

Attainment target 1: Understanding history in its setting

7.11 This attainment target is concerned with the setting of **historical information.** History is fundamentally about understanding events over time and in a chronological structure. The concepts of change and continuity and of cause and effect are related to the chronological structure of history.

7.12 This attainment target assesses pupils' understanding of these concepts. Pupils should not gain the impression that history represents a continuous line of progress; they should discover that human affairs have developed at different speeds in different places and they have not infrequently zig-zagged or regressed. The concept of cause will help pupils to understand why things happened, what motivated people to act as they did and what were the effects. Pupils will come to understand that these concepts are useful but also have their limitations.

Attainment target 2: Understanding points of view and interpretations in history

7.13 Pupils should understand that history embraces both **historical information** and the interpretation of that information. Views of history are reconsidered as perceptions change and as historical methodology draws on modern technology, science and archaeological finds. We use the plural forms, 'points of view and interpretations', to emphasise the important requirement laid down by Sections 44 and 45 of the Education (No.2) Act 1986: to offer pupils a balanced presentation of opposing views. That implies the need for teachers to draw pupils' attention to different versions of an historical event.

Attainment target 3: Acquiring and evaluating historical information

7.14 As pupils acquire **historical information** and understanding so the foundation for developing historical skills grows firmer. As knowledge accumulates and becomes more complex so the skills of critical and objective analysis, the ability to form and test hypotheses, the ability to use the imagination in a disciplined way, and the capacity to read and to listen critically and comparatively, all become more important and increasingly refined.

7.15 Pupils should therefore progress in their ability to gauge the relative reliability and usefulness of a wide range of sources of evidence in seeking historical explanations. This attainment target is concerned with the ways in which pupils become involved in history as a process of discovery. It involves experience of different and increasingly complex sources. Written sources include original documents, books etc and also the writings of historians. Other sources of information include pictures, drama, film, music, artefacts, visits to museums and historic sites, and the local environment.

Attainment target 4: Organising and communicating the results of historical study

7.16 **Historical information** will remain inert unless it is gathered, processed, and ultimately communicated in logical and systematic ways. History as a set of processes is concerned with the inter-relationship between the planning of an investigation, refining ideas, and organising and communicating findings based on historical evidence. This attainment target is concerned with all these processes and with bringing them together in a coherent exposition which can take a variety of forms including written narrative, formal reasoned explanation, discussion and argument or dramatic reconstruction. Communication in history requires concepts specific to the area of study, and this attainment target measures the mastery of such concepts.

Ranges of levels

7.17 In order to help us focus on the issues of pupils' progression within the programmes of study, we have adopted the following ranges of levels of attainment as reflecting our expectations about the levels of attainment of the majority of pupils in each key stage:

Key stage 1: levels 1 - 3
Key stage 2: levels 2 - 5
Key stage 3: levels 3 - 7
Key stage 4: levels 4 - 10

Statements of attainment

7.18 The attainment targets provide the learning objectives against which a pupil's progress and performance in history can be assessed systematically. The targets should be capable of achievement at various specified levels, so that a pupil's progress against an attainment target can be charted, and the

range of performance among pupils within a group can be identified.

7.19 The statements have been drawn up with the following in mind:

i) they should be specific enough to give a clear idea of what is expected and provide a sound basis for assessment and testing;

ii) they should offer a clear progression and be sufficiently challenging at all levels to raise expectations;

iii) they should accommodate pupils of different abilities reaching a level at different ages; and

iv) they should be illustrated with examples drawn from the programmes of study.

General principles of progression within attainment targets

7.20 In general, progression in the levels of attainment has been planned on the basis that greater historical awareness will be manifest in the development of the following, all of which are dependent upon an increasingly sophisticated basis of historical information. Pupils should be able to:

i) **cope with increasing amounts of historical information.** A growing mastery of historical information, techniques, and interpretations will allow pupils to exercise greater powers of selection, find relationships, and establish overviews;

ii) **show skill in selection.** Pupils should progress from heaping all information together to showing a greater ability to discriminate and focus on the more significant issues and give emphasis to these;

iii) **use concepts and imagination in a disciplined way.** Pupils should show increasing ability to cope with abstractions and use imagination in a disciplined way to sort out information, to see potential in the material to hand, to envisage different viewpoints, to find links and connections in information and to recognise the limitations of evidence of different kinds;

iv) **make comparisons and connections.** Pupils should show ability to select historical information of increasing complexity and abstraction across greater spans of time and space, and involving a greater number of dimensions of history;

v) **be aware of uncertainty.** Pupils should show an increasing awareness of gaps in, and problems caused by, the material and how it is interpreted; the increasing difficulty lies in avoiding dogmatism and aiming for a constructive uncertainty;

vi) **be relevant and precise.** Pupils should show an increasing concern for accuracy, and an awareness of what is or is not relevant to an historical argument; they should aim for precision not just with individual items of historical information but in producing summaries and making generalisations.

vii) **give explanations and summaries and make generalisations.** Pupils should progress from describing to explaining and drawing conclusions; the increasing difficulty lies in the recognition and assessment of significance;

viii) **plan, refine and communicate.** Pupils should be able to establish order and logic through the increasingly demanding processes of: selection; balancing; being consistent; rejecting the superfluous; posing suitable questions; using relevant terminology and organising concepts; and to express supporting statements clearly and appropriately;

ix) **show independence of thought.** Pupils should show an increasing independence in: posing questions; using and evaluating evidence; posing and testing hypotheses; inferring; comparing; contrasting; and communicating.

Statements of attainment for each attainment target

Preface

i This Annex contains the statements of attainment for each of the 10 levels of the four attainment targets. Each of the statements consists of a general descriptor and examples, or indicators, amplifying this descriptor. In addition there are examples drawn from the essential historical information contained in the programmes of study for the History Study Units. It will be readily apparent that pupils' ability to progress in historical understanding is inextricably bound to an increasingly sophisticated base of historical information.

ii Some care is needed in using the levels of attainment. Pupils studying history rarely progress neatly through a series of levels; their understanding tends to be sporadic and uneven. In drafting the statements we have taken account of research on how children learn in history.

iii Most of this research suggests that many factors help determine the levels pupils reach. They include: the way in which work is presented to the pupils; familiarity with material; interest; and teaching and learning styles. Moreover, pupils can seem to regress as well as progress.

iv An important feature of progression in history is reinforcement. Pupils may start to show mastery of a skill but not in every context. Only gradually will pupils apply the competence or understanding across a wide range of contexts - again showing the inextricable link between knowledge and understanding.

Note: Annex B to Chapter 7 shows the statements of attainment organised by the ten levels.

Attainment target 1: Understanding history in its setting

This attainment target is based on two strands:

a) understanding the concept of time and changes which occurred over time;

b) understanding the concepts of cause and effect.

Progression within this attainment target depends on increasing ability to understand the ideas of causation and change in history in relation to a growing stock of historical information in the programmes of study. Pupils should become more confident at using a variety of chronological conventions, and they should improve their ability to sequence, detect and comment on changes, continuity and developments over longer periods of time and in varying dimensions of history. Progression should also involve an increasing awareness of the factors affecting change, the relationship between changes, and the uneven nature of change, continuity, development, progression and regression in history. There should also be an increased understanding of the problems and issues involved in using the idea of change in history.

Progression in understanding causation will be assessed largely in terms of an increased awareness of the complexity of trying to explain why events happened in the past, why people acted as they did and why situations turned out as they did. Pupils should develop from lower levels when they are likely to offer uncomplicated reasons for events to higher levels when they are likely to recognise that explanations are rarely straightforward and that the causes, motives and intentions of human beings need careful assessment; and that some causes can be regarded as more important than others. There should also be an increased understanding of the problems and issues related to assigning causes and deducing consequences. As pupils progress through the levels there should be a greater awareness of how the concepts of change, cause and effect can be related to a growing number of historical events, people and situations.

Attainment target 1: Understanding history in its setting

LEVEL 1

Drawing on the historical information in the programmes of study, pupils should be able to:

Recognise everyday time conventions *(for example yesterday, today, before, after, old, new, past, present)*

Examples drawn from essential historical information in the programmes of study: *Relating these words and concepts to personal, family and community life.*

LEVEL 2

Drawing on the historical information in the programmes of study, pupils should be able to:

a) Place a few straightforward events in chronological sequence *(for example can put personal, family, and local events in sequence)*

Examples drawn from essential historical information in the programmes of study: *Putting in sequence, events in a simple historical story or a few local objects widely spaced in time.*

b) Demonstrate, by reference to stories of the past, an awareness that actions have consequences *(for example can recognise that people act for particular reasons)*

Examples drawn from essential historical information in the programmes of study: *That Troy is said to have fallen because the Trojans ignored warnings about the wooden horse. That Florence Nightingale helped those she nursed and gave an example to others in improving hospital conditions.*

LEVEL 3

Drawing on the historical information in the programmes of study, pupils should be able to:

a) Demonstrate awareness of a variety of changes within a short time span

(for example can recognise some similarities and differences between one generation and another)

Examples drawn from essential historical information in the programmes of study: *Recognise some similarities and differences in costume or technology, between the present and the childhood of adults such as parents and grandparents; recognise that local buildings used to be different and that there was a time when there were no cars; determine the order of a variety of historical pictures or artefacts.*

b) Demonstrate an awareness of human motivation illustrated by reference to events of the past

(for example can suggest answers to questions about why people acted in a certain way and why things happened as they did)

Examples drawn from essential historical information in the programmes of study: *Suggest answers to questions about human actions: to obtain more land, to obtain more money, to help and protect other people.*

LEVEL 4

Drawing on the historical information in the programmes of study, pupils should be able to:

a) Employ appropriate chronological conventions by using time-lines or other diagrammatic representation of historical issues

(for example can note conventions such as AD, BC, prehistoric, ancient, medieval)

Examples drawn from essential historical information in the programmes of study: *When studying transport or buildings, or ships and seafarers, noting on a time-line developments occurring in Roman, Anglo-Saxon and Viking times.*

b) Understand that historical events usually have more than one cause and consequence

(for example will see that some causes and consequences are more important than others)

Examples drawn from essential historical information in the programmes of study: *The reasons for the Great Plague, 1665 and the Great Fire of London, 1666. The results of the factory system in Victorian Britain.*

LEVEL 5

Drawing on the historical information in the programmes of study, pupils should be able to:

a) Demonstrate a clear understanding of change over varied time periods

(for example can link changes and discuss the nature and extent of these changes)

Examples drawn from essential historical information in the programmes of study: *Change and continuity in types and styles of buildings over centuries. The main changes in Britain since 1930 in terms of industry, gender roles, and social arrangements.*

b) Understand that historical events have different types of causes and consequences

(for example can distinguish between obvious long and short term causes and compare some causes and motives; can offer some basic inferences about situations, people, their feelings and motives including some of the possible choices available to them; will understand that some consequences were not intended and can distinguish those which were from those which were not)

Examples drawn from essential historical information in the programmes of study: *The reasons for the Reformation. The reasons for demographic change in C19th Britain. The consequences of the Spanish conquest of the New World. The reasons for, and effects of, some changes to death rates in a Victorian community.*

LEVEL 6

Drawing on the historical information in the programmes of study, pupils should be able to:

a) Recognise some of the complexities inherent in the idea of change, when explaining historical issues.

(for example will recognise that the sequence of changes is important, that changes are often connected, that developments happen at different rates at different times and that identical situations in history are unlikely; can reveal a clear understanding that change does not always mean progress, that changes can lead to new developments and can comment on the idea of progression and regression)

Examples drawn from essential historical information in the programmes of study: *Changes in the design and function of castles. The changing relationships between England, Wales, Scotland and Ireland. The role of technological developments in British industrialisation.*

b) When explaining historical issues, place some causes and consequences in a sensible order of importance

(for example will see that consecutive events do not necessarily have a causal link; can suggest how people at the time of an historical event viewed the causes and consequences, recognising the dangers of hindsight in assessing causation)

Examples drawn from essential historical information in the programmes of study: *Reasons for the extension of the franchise in the C19th. The causes of religious tensions in C16th Europe. How people at the time of the French Revolution viewed its causes and consequences.*

LEVEL 7

Drawing on the historical information in the programmes of study, pupils should be able to:

a) When explaining historical issues, show a detailed awareness of the idea of change

(for example will discuss changes in terms of progression and regression; can place in sequence a variety of changes across time; can recognise some of the problems of detecting specific patterns of change)

Examples drawn from essential historical information in the programmes of study: *Changing attitudes to the poor in C16th Britain. Accelerating pace of technological change from the C18th to the C20th.*

b) When examining historical issues, can draw the distinction between causes, intentions, motives and reasons

(for example will be able to apply a variety of common categories of causation, such as political, social, physical, economic and individual; will also be able to see how events might have been different if the causes had been different and how events often failed to conform to what was intended; can discuss the attitudes and motives of individuals and groups; can recognise some of the limitations to human actions; can understand that what is known now could not have been known by contemporaries)

Examples drawn from essential historical information in the programmes of study: *Reasons for the expansion of the British Empire in the late C19th. Attitudes and motives of the rulers of Renaissance Florence. Attitudes and motives of the Emperor Akbar and of the British in India. Intentions and motives of the Suffragettes.*

LEVEL 8

Drawing on the historical information in the programmes of study, pupils should be able to:

a) Apply extensive understanding of change to complex historical issues

(for example can discuss the importance of the order of change; can deploy accurately and effectively such terms as continuity, traditional, innovation; can link a wide range of changes including less obvious ones, as well as offering realistic ideas about the changes that might have occurred had circumstances been different)

Examples drawn from essential historical information in the programmes of study: *Changes in the relationships between European states since the Second World War. Changes and continuity in Africa before and after de-colonisation.*

b) Produce a well-argued hierarchy of causes for complex historical issues

(for example can make plausible suggestions as to how contemporaries assigned causes and anticipated consequences, recognising the confusion of many actions at the time, including the fact that people often act according to conflicting interests and values; can identify causation from fairly complex evidence; can recognise some of the factors affecting motivation and can place actions/motives in the relevant historical context; can recognise some of the problems in making judgements about causation such as the problems of evidence and people changing according to time and circumstances)

Examples drawn from essential historical information in the programmes of study: *Causes and consequences of the rise of the Trades Union movement in England, Scotland and Wales. Causes and consequences of changing gender roles in the C20th.*

LEVEL 9

Drawing on the historical information in the programmes of study, pupils should be able to:

a) Demonstrate an awareness of the problems inherent in the idea of change

(for example will be able to connect a variety of changes to the contemporary situation; can discuss why developments occurred in the order they did; can recognise the difficulties of being objective about progress and regression; can discuss effectively the factors affecting the rate of change)

Examples drawn from essential historical information in the programmes of study: *The USSR in the 1930s. India and Pakistan, before and after independence.*

b) Demonstrate an awareness of the problems inherent in the idea of causation

(for example can identify causes and consequences from complex and conflicting evidence; can recognise the values and attitudes on which human action is based and the way motivation is affected by society; can place motives and actions in a sound historical framework; can understand the web of causation and spiral effects of cause and consequence – in that one effect can be the cause of something else; can discuss differences between effects on individuals and effects on larger groups)

Examples drawn from essential historical information in the programmes of study: *Reasons for and effects of European migration since the Second World War. Reasons for and effects of the Cold War.*

LEVEL 10

Drawing on the historical information in the programmes of study, pupils should be able to:

Demonstrate a clear understanding of the complexities of the relationship between cause, consequence and change

(for example will be able to assess changes in the attitudes of people; can recognise how far changes can act as factors in causing other changes; can understand that the full extent of changes and developments can never be measured; can understand some of the main theories of change and causation; can see that assessing cause, change and consequence is affected by factors such as time, place, the scale and nature of the investigation and value judgements; can justify the hierarchy of causes and consequences for a complex historical issue; can discuss how far consequences might be legitimately predicted)

Examples drawn from essential historical information in the programmes of study: *The changes in Japan since the Second World War. The causes and effects of the partition of British India.*

Attainment target 2: Understanding points of view and interpretations of history

Progression within this attainment target will depend on an increased awareness of different interpretations and points of view about the past, why they arise and the uses to which they are put.

Working on the historical information in the programmes of study, at the lower levels pupils should begin to grasp inconsistencies and variations in different accounts of the past and recognise that the variations are not simply the result of carelessness or inaccuracy. Pupils should become more proficient at distinguishing between various interpretations and differences in accounts as well as explaining why historians and others can end up with different accounts and explanations of historical issues. Pupils should demonstrate a developing understanding of the influence of factors affecting interpretations and points of view such as: time, place, the nature of the sources used, the standpoint of the author, questions asked of the material, and the purpose in producing the account. At the highest levels pupils should appreciate the relationship between value systems and historical interpretations and the difficulties involved in trying to make history as objective as possible.

As pupils progress through the levels there should also be a greater awareness of a range of interpretations applied to a growing number of historical events, people and situations.

Attainment target 2:
Understanding points of view and interpretations of history

LEVEL 1

Drawing on the historical information in the programmes of study, pupils should be able to:

Respond to stories about the past

(for example can listen to a story about the past and offer comments)

Examples drawn from essential historical information in the programmes of study:
A story about life in a medieval castle.

LEVEL 2

Drawing on the historical information in the programmes of study, pupils should be able to:

Recognise that there can be more than one version of an historical event

(for example can detect obvious differences in two accounts of the same story; can recognise different emphases of various parts of a story)

Examples drawn from essential historical information in the programmes of study: *Pupils retelling or reporting a story they have heard about Florence Nightingale or the first impressions of a black family arriving in Britain in the 1950s will give different emphases to various parts of the story; other pupils should be able to detect these obvious differences.*

LEVEL 3

Drawing on the historical information in the programmes of study, pupils should be able to:

Comment on the nature of variations in the versions of an historical event

(for example will be able to recognise and distinguish different attitudes in stories of the same event)

Examples drawn from essential historical information in the programmes of study: *Distinguish different attitudes in two stories about Victorian schools or about Sir Francis Drake.*

LEVEL 4

Drawing on the historical information in the programmes of study, pupils should be able to:

Recognise that accounts of the past often disagree for valid reasons

(for example can recognise that there are different interpretations of the same event and that one view is not necessarily correct and the other wrong; can recognise that contemporaneous accounts differ from later ones; can recognise that some interpretations might be more firmly based in evidence than others)

Examples drawn from essential historical information in the programmes of study: *Recognise that there might be differences in interpretation or assessment of Boudicca (Boadicea), Henry VIII and the Reformation, overthrow of the Aztec empire by the Spanish.*

LEVEL 5

Drawing on the historical information in the programmes of study, pupils should be able to:

Understand some general reasons why there are different interpretations of historical issues

(for example will be able to distinguish opinion from facts and inormation and understand in a general way why there may be disagreements in the interpretations, such as lack of evidence, genuinely different viewpoints, lack of care in gathering and using information)

Examples drawn from essential historical information in the programmes of study: *The roles that women and children played in family life at different times. The impact of the enclosure of land in C18th Britain. Responses to the Second World War in an English, Welsh, Scottish or Irish town.*

LEVEL 6

Drawing on the historical information in the programmes of study, pupils should be able to:

Recognise that people influence interpretations of an historical issue in specific ways

(for example can understand that viewpoints are likely to vary according to time and place; that any later interpretation of events, people and situations may differ from how they were interpreted at the time; that interpretations change because of new evidence)

Examples drawn from essential historical information in the programmes of study: *The conflict between King John and the Barons. Edward I and his campaigns in Wales and Scotland. The motives for the acquisition of parts of the British Empire. The contribution of women to the war effort in the First World War.*

LEVEL 7

Drawing on the historical information in the programmes of study, pupils should be able to:

Demonstrate an awareness of the relationship between historical accounts and the sources used to compile them

(for example by using a variety of types of source, will understand that different interpretations may be arrived at from similar evidence and that much depends on the criteria selected to determine what is significant in the evidence)

Examples drawn from essential historical information in the programmes of study: *The course of the Reformation in Europe. The reasons for the American Revolution. Welsh uprisings against English kings. The origins and effects of the American slave trade.*

LEVEL 8

Drawing on the historical information in the programmes of study, pupils should be able to:

Evaluate historical interpretations in terms of distortion

(for example can show ability to analyse interpretations by asking relevant questions about the author, the investigative methods used, the criteria for selection of material, how gaps in the evidence have been dealt with; as a result of asking questions, will be able to detect some of the ways history is misused and rewritten; will be able to distinguish unwitting distortion from deliberate manipulation)

Examples drawn from essential historical information in the programmes of study: *The role of Gandhi in Indian independence. The motives behind US foreign policy in the C20th. The role of the British state in welfare provision. The Nazis' racist view of history, and their interpretation of Germany's defeat in 1919. Modern interpretations of Chinese and Japanese history.*

LEVEL 9

Drawing on the historical information in the programmes of study, pupils should be able to:

Discuss a range of problems and issues encountered when trying to make history 'objective'

(for example by referring to examples of the ways different historians have interpreted different issues, will notice problems of perspective and anachronism, and that society does not always want the most objective interpretations; that myths and 'larger than life' characters can be demanded; can recognise that most groups and societies want history on their side; that historical explanation requires generalisations to make it accessible and that these demand value judgements; that techniques such as forensic science and oral history can change generally-held views)

Examples drawn from essential historical information in the programmes of study: *Interpretations of the role of the Suffragettes or the origins of the Cold War. The assessment of the characters of Lloyd George, Churchill, Stalin, and President Roosevelt.*

LEVEL 10

Drawing on the historical information in the programmes of study, pupils should be able to:

Demonstrate understanding that values and interpretations affect historians in their assessment of historical issues

(for example will recognise that interpretations derive from diverse value systems and traditions; will be aware of the changing nature of interpretations of a wide range of history; will be able to discuss how interpretations change over time and place and why there are such variations, by citing prejudices, methods used, purpose and scope of the investigation etc)

Examples drawn from essential historical information in the programmes of study: *Long-term British social issues such as public health policy, the changing status of women, or cultural and religious diversity. Events such as the Russian Revolution, 1917; movements such as de-colonisation; and interpretations of the aims of Hitler.*

Attainment target 3: Acquiring and evaluating historical information

This attainment target is based on two strands:

a) knowing about sources and acquiring information from them;

b) knowing how to evaluate sources of various kinds, in order to find out about the past.

Progression in this attainment target will depend on pupils developing a growing facility for acquiring increasingly complex historical information from historical source material relating to the information in the programmes of study as well as the ability to evaluate this material in terms of its reliability and usefulness.

At the lower levels this is likely to consist of extracting straightforward information from sources including books, artefacts, and other non-written material and evaluating it in terms of more obvious characteristics such as the amount of information and its accuracy.

As pupils progress through the levels and are armed with a larger stock of historical information, they should become more adept at recognising and using greater quantities of often more complex source material and a variety of books concerned with a wider range of historical periods, places and dimensions. Pupils should also demonstrate an increasing independence in posing questions to evaluate different sources in terms of their usefulness and reliability when used for answering historical questions. Progression should also be manifest in a growing awareness of the problems inherent in using source materials and ways in which these problems can best be reconciled.

Attainment target 3: Acquiring and evaluating historical information

LEVEL 1

Drawing on the historical information in the programmes of study, pupils should be able to:

Acquire information derived from an historical source selected by the teacher

(for example can provide basic information after listening to or reading a story, or observing a TV programme or visual source such as a photograph or artefact)

Examples drawn from essential historical information in the programmes of study: *Studying a photograph of a village street in the 1880s, pictures of an old kitchen, or artefacts such as tools, clothes and coins from a museum.*

LEVEL 2

Drawing on the historical information in the programmes of study, pupils should be able to:

Acquire information from more than one type of historical source

(for example can obtain information by listening or reading or observing a story, a play, or a film)

Examples drawn from essential historical information in the programmes of study: *The story of the life of a child during a period of rationing, a brief play about the Blitz, or a film of a journey on a steam railway.*

LEVEL 3

Drawing on the historical information in the programmes of study, pupils should be able to:

a) Acquire historical information from a variety of sources which contain more information than is needed for a specific task

(for example can choose a relevant aspect by selecting details from sources)

Examples drawn from essential historical information in the programmes of study: *In studying Victorian Britain, selecting details about clothing from a photograph; or extracting straightforward information from topic books, maps, paintings, an IT database, simple graphs and statistics.*

b) Compare the value of some sources concerned with an historical issue

(for example will be able to recognise and comment on the amount of information provided by different sources; can recognise fictional aspects in historical accounts; can compare a contemporary account with that of a present day writer imagining what life was like)

Examples drawn from essential historical information in the programmes of study: *Tales of dragons in Norse sagas, gross exaggeration of the achievements of well-known or mythic historical characters such as King Arthur, or distortion, such as in a sanitised 'Merrie England' reconstruction in a medieval castle.*

LEVEL 4

Drawing on the historical information in the programmes of study, pupils should be able to:

a) Recognise which types of historical sources might be useful for a particular line of enquiry

(for example when studying extracts or whole sources such as books, diaries, photographs, censuses, drawings, artefacts, buildings and historic sites, can recognise the types of information they provide)

Examples drawn from essential historical information in the programmes of study: *Recognise that Pepys' diary is useful for accounts of the Great Fire, or photographs and censuses might be valuable for details of life in Victorian England, Wales, Scotland or Ireland or that drawings and museums can be used to provide information about early ships.*

b) Recognise some problems inherent in using a range of sources for a particular line of enquiry

(for example can understand that extracts from sources vary in terms of the amount of information they contain, their accuracy and points of view; can pose some straightforward questions to help establish the reliability of some sources)

Examples drawn from essential historical information in the programmes of study: *Sources for the voyage of Columbus. Sources on the role of women in Victorian times.*

LEVEL 5

Drawing on the historical information in the programmes of study, pupils should be able to:

a) Select types of sources which might be useful for providing information for an historical enquiry

(for example can gather different historical material relevant to the investigation and can reject the irrelevant)

Examples drawn from essential historical information in the programmes of study: *For an investigation of domestic life, families and childhood or (for a School Designed History Study Unit) the development of a local community, selecting local historical material including written descriptions, visual sources such as photographs and plans, statistical sources such as census returns or parish registers, tangible remains and oral evidence.*

b) Examine a variety of sources of evidence in terms of their contribution to an historical enquiry

(for example can pose questions to help assess the value of the sources such as the amount of information yielded, the accuracy, why they were compiled, when they were compiled, the distortion and what the sources do not reveal)

Examples drawn from essential historical information in the programmes of study: *The social status of slaves in ancient Greece. The beginning of the Civil War in Britain. Unemployment in the 1930s.*

LEVEL 6

Drawing on the historical information in the programmes of study, pupils should be able to:

Compare critically and cross-reference sources as evidence for historical issues

(for example can make straightforward comparisons between several sources – such as museums or historic sites dealing with a period or theme; can check for internal consistency and how the information compares with other sources dealing with similar issues)

Examples drawn from essential historical information in the programmes of study: *Extracts from court rolls and archaeological reports as well as aerial photographs relating to England at the time of the Black Death. Extracts from Factory Inspectors' reports, Poor Law records and photographs for investigating C19th social conditions in England, Wales, Scotland and Ireland.*

LEVEL 7

Drawing on the historical information in the programmes of study, pupils should be able to:

Recognise that the value of sources is determined largely by the questions asked about the evidence

(for example when looking at the evidence can point to gaps and inconsistencies and other problems such as obvious propaganda and opinion; where there are differences can offer some reasons and suggest which are likely to be more reliable; can recognise that it is often possible to make inferences beyond the obvious evidence)

Examples drawn from essential historical information in the programmes of study: *Evidence for the collapse of the Roman Empire. Evidence for the nature of slavery in C19th USA.*

LEVEL 8

Drawing on the historical information in the programmes of study, pupils should be able to:

Demonstrate the ability to use sources, despite their imperfections, when dealing with historical issues

(for example when examining a variety of sources, can recognise distortion; can discuss the purposes behind particular sources, the ways that some were meant to influence; can recognise that even 'facts' in sources can be open to manipulation because of the context in which they are used; can recognise that imperfect sources can be useful evidence)

Examples drawn from essential historical information in the programmes of study: *Sources dealing with the role of Jinnah in the foundation of the state of Pakistan, the Berlin blockade, or the Hungarian uprising of 1956.*

LEVEL 9

Drawing on the historical information in the programmes of study, pupils should be able to:

Show a good awareness of the nature, varied uses and limitations of the sources, the circumstances which led to their production and whether better evidence can be used

(for example can use different sources to fill gaps and reconcile inconsistencies)

Examples drawn from essential historical information in the programmes of study: *The rebuilding of Europe after the Second World War. The development of the civil rights movement in the USA. The changing status of women in C20th Russia and the USSR.*

LEVEL 10

Drawing on the historical information in the programmes of study, pupils should be able to:

Devise criteria to evaluate complex sources to investigate a range of historical issues

(for example can devise questions to test the usefulness of the evidence; can relate sources to the society which produced them; can assess some historians' work in the light of sources used)

Examples drawn from essential historical information in the programmes of study: *Post-colonial developments in Africa. The changing role of the State in C20th Britain. The suffrage issue and Edwardian society. The Cultural Revolution in China, 1967.*

Attainment target 4: Organising and communicating the results of historical study

Progression in this attainment target will depend on increasing ability to plan, refine and communicate the results of a wide range of historical studies derived from information in the programmes of study.

At the lower levels pupils are likely to be able to organise historical information from a growing range of material and to communicate it accurately in a variety of different ways appropriate to the occasion. They should become increasingly proficient at planning historical investigations and organising material independently involving progressively more complex historical issues. They need to demonstrate a growing capacity to pose a variety of initial questions for the historical task, and to extract and organise material from a greater range and quantity of sources. Pupils should show increasing discrimination when using the material, and should be able to refine the investigation in the light of their background knowledge and to demonstrate a growing awareness of the ways and means of effectively communicating the results of their study. The highest levels are likely to result in analytical, coherent, balanced, and well-informed discussions and presentations of historical problems.

Attainment target 4: Organising and communicating the results of historical study

LEVEL 1

Drawing on the historical information in the programmes of study, pupils should be able to:

Describe, orally, aspects of the past *(for example stories with an historical setting including fiction, family and personal history)*

Examples drawn from essential historical information in the programmes of study: *Refer to pictures such as those revealing a street 100 years ago, or mentioning prominent features from an historical site such as a castle or industrial museum.*

LEVEL 2

Drawing on the historical information in the programmes of study, pupils should be able to:

Communicate about the past (including stories, events, people and situations) in more than one medium *(for example can discuss with the teacher or in groups; can create drawings and diagrams; can reconstruct events and actions through drama and/or dance; can retell a story using descriptions and narrative; can use a time-line; can produce written work such as titles, missing words, sentences about historical events showing some ability to select one or two of the more important points about a story)*

Examples drawn from essential historical information in the programmes of study: *Demonstrate these capacities in relation to aspects of life of the previous two generations, particularly to the experiences of childhood.*

LEVEL 3

Drawing on the historical information in the programmes of study, pupils should be able to:

Select relevant historical material to communicate an aspect of the past in a variety of forms

(for example can communicate findings orally, selecting some of the more important issues; can make models and construct their own books and collages; can write a few sentences which make appropriate use of historical words; can make lists based on more than one source; can draft a diary entry from a history story using IT; can devise pictorial representation; can pose a few straightforward questions when pursuing a line of enquiry such as Where? When? What?)

Examples drawn from essential historical information in the programmes of study: *The study of a local historical figure, or a study of everyday life in ancient Egypt or classical Greece.*

LEVEL 4

Drawing on the historical information in the programmes of study, pupils should be able to:

Organise and present information from sources dealing with an historical issue, using a variety of appropriate forms

(for example can gather and group material, including using IT, from several sources under general headings; can make lists and cross-refer and communicate in a range of ways such as through narrative, imaginative writing, description, letters, eye-witness accounts, dramatisation, and through discussion using historical words accurately; can make notes from simple material; can produce fieldwork sketches; can use appropriate technology such as computers, videos; can devise sensible labels, captions and headings to written work and pictures)

Examples drawn from essential historical information in the programmes of study: *An account of the conflict between Alfred and the Danes. An account of the different roles of men and women in managing and staffing a large Victorian household. A description of Aztec society before the European invasion. A description of a Celtic, Roman, Anglo-Saxon or Viking archaeological site.*

LEVEL 5

Drawing on the historical information in the programmes of study, pupils should be able to:

Structure suitable material for different forms of communication, from sources dealing with an historical issue

(for example can pose a range of questions, following a consideration of the sources, about people, events and communities; can sort under discrete headings and present findings as a logical synthesis involving appropriate text, accurate use of relevant terms and concepts, discussion, diagrams and maps; can create a database to explore information; can transfer material from one form to another where appropriate)

Examples drawn from essential historical information in the programmes of study: *Questions about the development of writing and printing. Lives of men and women in Britain before and after the Second World War. Summary of the main effects of the growth of a particular means of transport. A database for the investigation of C19th migration into and within Britain.*

LEVEL 6

Drawing on the historical information in the programmes of study, pupils should be able to:

Provide a sound summary of a relevant historical investigation, omitting superfluous material

(for example will show ability to ask useful questions to investigate an historical issue and discriminate when using pictorial or statistical information, or information from site visits, in an explanatory account; can incorporate source material into a synthesis so that it is not copied out in its entirety; can identify some of the circumstances in which IT might be helpful in the communication; can discuss, argue and use historical terms in an accurate and suitable way)

Examples drawn from essential historical information in the programmes of study: *An examination of demographic and agrarian change in medieval England, Wales or Scotland. An examination of the conflict between the American settlers and the Plains Indians in the C19th.*

LEVEL 7

Drawing on the historical information in the programmes of study, pupils should be able to:

Select the relevant information to produce a full, accurate and balanced account, making use of some of the conventions of historical communication

(for example can use simple footnotes and appendices appropriately when relating an historical situation; can interrogate a range of IT databases to obtain relevant information to use in the communication; can relate orally, with accuracy and clarity, making appropriate use of historical terminology and concepts)

Examples drawn from essential historical information in the programmes of study: *Work on the impact of Islamic scientific and technological developments. An account of industrialisation and political unrest in C19th Britain. A piece of work tracing Irish cultural development over a period of time.*

LEVEL 8

Drawing on the historical information in the programmes of study, pupils should be able to:

Synthesise a wide range of complex and disparate information about an historical problem to produce a coherent and balanced explanation

(for example can reveal skills of selection, when formulating analytical and coherent arguments; can follow a logical progression of ideas; can devise a range of suitable questions to produce a piece of extended writing which reveals care in using appropriate historical terminology and concepts, and which contains valid summaries and generalisations; can show awareness of the appropriate use of graphs, IT, visual materials; can debate cogently a complex issue in written or oral form)

Examples drawn from essential historical information in the programmes of study: *Develop an argument about the British economy in the 1930s or discuss the reasons for Communist victory in China in 1949.*

LEVEL 9

Drawing on the historical information in the programmes of study, pupils should be able to:

Structure complex information in appropriate ways to sustain an analytical, coherent and balanced discussion on an historical problem

(for example can demonstrate ability to plan an investigation, devise a series of questions relevant to the enquiry, locate sources and refine the investigation in the light of the material obtained so as to focus on the most significant issues, communicating an awareness of the wider context; can link information to produce a cogent and well-argued discussion which reveals a good understanding of historical terms and concepts; can produce a visual and oral presentation involving the use of graphs, maps and diagrams and appropriate use of IT)

Examples drawn from essential historical information in the programmes of study: *Investigating and explaining the varying rates of economic or social change in post-war Europe or, in relation to a School Designed History Study Unit, the changing roles of women in society.*

LEVEL 10

Drawing on the historical information in the programmes of study, pupils should be able to:

Structure complex information in the most appropriate ways to sustain an analytical, coherent and balanced discussion about substantial historical problems, showing awareness of alternative approaches

(for example will be able to select independently a line of enquiry, posing initial questions, gathering and examining materials, and using the material obtained to refine the initial questions to produce a synthesis which focuses on the most significant issues; can show an awareness of the amount of evidence needed to sustain a case; can use inferential skills to evaluate viewpoints, to fill gaps and present each aspect in the most appropriate forms such as in footnotes, glossaries, tables, graphs or through narrative, descriptive, comparative, interpretative, explanatory or evaluative forms of writing; can relate work done to wider historical scholarship; can debate orally an historical controversy using appropriate strategies of presentation; can communicate a good understanding of the uses and limitations of a wide range of historical terms and concepts)

Examples drawn from essential historical information in the programmes of study: *Changing attitudes to race and civil rights in the USA in the C20th. The industrialisation of Russia and the USSR in the C20th.*

Annex B to Chapter 7

Statements of attainment for each attainment target, organised by the levels of attainment

Preface

In this Annex we set out, in the order of each level, the statements of attainment for each of the four attainment targets. The preface to Annex A and the introduction to each of the attainment targets, set out on pages 120, 126, 132, and 138 should be read in conjunction with this Annex.

Statements of attainment – LEVEL 1

Attainment target 1: Understanding history in its setting

Drawing on the historical information in the programmes of study, pupils should be able to:

Recognise everyday time conventions *(for example yesterday, today, before, after, old, new, past, present)*

Examples drawn from essential historical information in the programmes of study:
Relating these words and concepts to personal, family and community life.

Attainment target 2: Understanding points of view and interpretations of history

Drawing on the historical information in the programmes of study, pupils should be able to:

Respond to stories about the past *(for example can listen to a story about the past and offer comments)*

Examples drawn from essential historical information in the programmes of study:
A story about life in a medieval castle.

Attainment target 3: Acquiring and evaluating historical information

Drawing on the historical information in the programmes of study, pupils should be able to:

Acquire information derived from an historical source selected by the teacher

(for example can provide basic information after listening to or reading a story, or observing a TV programme or visual source such as a photograph or artefact)

Examples drawn from essential historical information in the programmes of study: *Studying a photograph of a village street in the 1880s, pictures of an old kitchen, or artefacts such as tools, clothes and coins from a museum.*

Attainment target 4: Organising and communicating the results of historical study

Drawing on the historical information in the programmes of study, pupils should be able to:

Describe, orally, aspects of the past

(for example stories with an historical setting including fiction, family and personal history)

Examples drawn from essential historical information in the programmes of study: *Refer to pictures such as those revealing a street 100 years ago, or mentioning prominent features from an historical site such as a castle or industrial museum.*

Statements of attainment – LEVEL 2

Attainment target 1: Understanding history in its setting

Drawing on the historical information in the programmes of study, pupils should be able to:

a) Place a few straightforward events in chronological sequence

(for example can put personal, family, and local events in sequence)

Examples drawn from essential historical information in the programmes of study: *Putting in sequence, events in a simple historical story or a few local objects widely spaced in time.*

b) Demonstrate, by reference to stories of the past, an awareness that actions have consequences

(for example can recognise that people act for particular reasons)

Examples drawn from essential historical information in the programmes of study: *That Troy is said to have fallen because the Trojans ignored warnings about the wooden horse. That Florence Nightingale helped those she nursed and gave an example to others in improving hospital conditions.*

Attainment target 2: Understanding points of view and interpretations of history

Drawing on the historical information in the programmes of study, pupils should be able to:

Recognise that there can be more than one version of an historical event

(for example can detect obvious differences in two accounts of the same story; can recognise different emphases of various parts of a story)

Examples drawn from essential historical information in the programmes of study: *Pupils retelling or reporting a story they have heard about Florence Nightingale or the first impressions of a black family arriving in Britain in the 1950s will give different emphases to various parts of the story; other pupils should be able to detect these obvious differences.*

Attainment target 3: Acquiring and evaluating historical information

Drawing on the historical information in the programmes of study, pupils should be able to:

Acquire information from more than one type of historical source

(for example can obtain information by listening or reading or observing a story, a play, or a film)

Examples drawn from essential historical information in the programmes of study: *The story of the life of a child during a period of rationing, a brief play about the Blitz, or a film of a journey on a steam railway.*

Attainment target 4: Organising and communicating the results of historical study

Drawing on the historical information in the programmes of study, pupils should be able to:

Communicate about the past (including stories, events, people and situations) in more than one medium

(for example can discuss with the teacher or in groups; can create drawings and diagrams; can reconstruct events and actions through drama and/or dance; can retell a story using descriptions and narrative; can use a time-line; can produce written work such as titles, missing words, sentences about historical events showing some ability to select one or two of the more important points about a story)

Examples drawn from essential historical information in the programmes of study: *Demonstrate these capacities in relation to aspects of life of the previous two generations, particularly to the experiences of childhood.*

Statements of attainment – LEVEL 3

Attainment target 1: Understanding history in its setting

Drawing on the historical information in the programmes of study, pupils should be able to:

a) Demonstrate awareness of a variety of changes within a short time span

(for example can recognise some similarities and differences between one generation and another)

Examples drawn from essential historical information in the programmes of study: *Recognise some similarities and differences in costume or technology, between the present and the childhood of adults such as parents and grandparents; recognise that local buildings used to be different and that there was a time when there were no cars; determine the order of a variety of historical pictures or artefacts.*

b) Demonstrate an awareness of human motivation illustrated by reference to events of the past

(for example can suggest answers to questions about why people acted in a certain way and why things happened as they did)

Examples drawn from essential historical information in the programmes of study: *Suggest answers to questions about human actions: to obtain more land, to obtain more money, to help and protect other people.*

Attainment target 2: Understanding points of view and interpretations of history

Drawing on the historical information in the programmes of study, pupils should be able to:

Comment on the nature of variations in the versions of an historical event

(for example will be able to recognise and distinguish different attitudes in stories of the same event)

Examples drawn from essential historical information in the programmes of study: *Distinguish different attitudes in two stories about Victorian schools or about Sir Francis Drake.*

Attainment target 3: Acquiring and evaluating historical information

Drawing on the historical information in the programmes of study, pupils should be able to:

a) Acquire historical information from a variety of sources which contain more information than is needed for a specific task

(for example can choose a relevant aspect by selecting details from sources)

Examples drawn from essential historical information in the programmes of study: *In studying Victorian Britain, selecting details about clothing from a photograph; or extracting straightforward information from topic books, maps, paintings, an IT database, simple graphs and statistics.*

b) Compare the value of some sources concerned with an historical issue

(for example will be able to recognise and comment on the amount of information provided by different sources; can recognise fictional aspects in historical accounts; can compare a contemporary account with that of a present day writer imagining what life was like)

Examples drawn from essential historical information in the programmes of study: *Tales of dragons in Norse sagas, gross exaggeration of the achievements of well-known or mythic historical characters such as King Arthur, or distortion, such as in a sanitised 'Merrie England' reconstruction in a medieval castle.*

Attainment target 4: Organising and communicating the results of historical study

Drawing on the historical information in the programmes of study, pupils should be able to:

Select relevant historical material to communicate an aspect of the past in a variety of forms

(for example can communicate findings orally, selecting some of the more important issues; can make models and construct their own books and collages; can write a few sentences which make appropriate use of historical words; can make lists based on more than one source; can draft a diary entry from a history story using IT; can devise pictorial representation; can pose a few straightforward questions when pursuing a line of enquiry such as Where? When? What?)

Examples drawn from essential historical information in the programmes of study: *The study of a local historical figure, or a study of everyday life in ancient Egypt or classical Greece.*

Statements of attainment – LEVEL 4

Attainment target 1: Understanding history in its setting

Drawing on the historical information in the programmes of study, pupils should be able to:

a) Employ appropriate chronological conventions by using time-lines or other diagrammatic representation of historical issues

(for example can note conventions such as AD, BC, prehistoric, ancient, medieval)

Examples drawn from essential historical information in the programmes of study: *When studying transport or buildings, or ships and seafarers, noting on a time-line developments occurring in Roman, Anglo-Saxon and Viking times.*

b) Understand that historical events usually have more than one cause and consequence

(for example will see that some causes and consequences are more important than others)

Examples drawn from essential historical information in the programmes of study: *The reasons for the Great Plague, 1665 and the Great Fire of London, 1666. The results of the factory system in Victorian Britain.*

Attainment target 2: Understanding points of view and interpretations of history

Drawing on the historical information in the programmes of study, pupils should be able to:

Recognise that accounts of the past often disagree for valid reasons

(for example can recognise that there are different interpretations of the same event and that one view is not necessarily correct and the other wrong; can recognise that contemporaneous accounts differ from later ones; can recognise that some interpretations might be more firmly based in evidence than others)

Examples drawn from essential historical information in the programmes of study: *Recognise that there might be differences in interpretation or assessment of Boudicca (Boadicea), Henry VIII and the Reformation, overthrow of the Aztec empire by the Spanish.*

Attainment target 3: Acquiring and evaluating historical information

Drawing on the historical information in the programmes of study, pupils should be able to:

a) Recognise which types of historical sources might be useful for a particular line of enquiry

(for example when studying extracts or whole sources such as books, diaries, photographs, censuses, drawings, artefacts, buildings and historic sites, can recognise the types of information they provide)

Examples drawn from essential historical information in the programmes of study: *Recognise that Pepys' diary is useful for accounts of the Great Fire, or photographs and censuses might be valuable for details of life in Victorian England, Wales, Scotland or Ireland or that drawings and museums can be used to provide information about early ships.*

b) Recognise some problems inherent in using a range of sources for a particular line of enquiry

(for example can understand that extracts from sources vary in terms of the amount of information they contain, their accuracy and points of view; can pose some straightforward questions to help establish the reliability of some sources)

Examples drawn from essential historical information in the programmes of study: *Sources for the voyage of Columbus. Sources on the role of women in Victorian times.*

Attainment target 4: Organising and communicating the results of historical study

Drawing on the historical information in the programmes of study, pupils should be able to:

Organise and present information from sources dealing with an historical issue, using a variety of appropriate forms

(for example can gather and group material, including using IT, from several sources under general headings; can make lists and cross-refer and communicate in a range of ways such as through narrative, imaginative writing, description, letters, eye-witness accounts, dramatisation, and through discussion using historical words accurately; can make notes from simple material; can produce fieldwork sketches; can use appropriate technology such as computers, videos; can devise sensible labels, captions and headings to written work and pictures)

Examples drawn from essential historical information in the programmes of study: *An account of the conflict between Alfred and the Danes. An account of the different roles of men and women in managing and staffing a large Victorian household. A description of Aztec society before the European invasion. A description of a Celtic, Roman, Anglo-Saxon or Viking archaeological site.*

Statements of attainment – LEVEL 5

Attainment target 1: Understanding history in its setting

Drawing on the historical information in the programmes of study, pupils should be able to:

a) Demonstrate a clear understanding of change over varied time periods

(for example can link changes and discuss the nature and extent of these changes)

Examples drawn from essential historical information in the programmes of study: *Change and continuity in types and styles of buildings over centuries. The main changes in Britain since 1930 in terms of industry, gender roles, and social arrangements.*

b) Understand that historical events have different types of causes and consequences

(for example can distinguish between obvious long and short term causes and compare some causes and motives; can offer some basic inferences about situations, people, their feelings and motives including some of the possible choices available to them; will understand that some consequences were not intended and can distinguish those which were from those which were not)

Examples drawn from essential historical information in the programmes of study: *The reasons for the Reformation. The reasons for demographic change in C19th Britain. The consequences of the Spanish conquest of the New World. The reasons for, and effects of, some changes to death rates in a Victorian community.*

Attainment target 2: Understanding points of view and interpretations of history

Drawing on the historical information in the programmes of study, pupils should be able to:

Understand some general reasons why there are different interpretations of historical issues

(for example will be able to distinguish opinion from facts and information and understand in a general way why there may be disagreements in the interpretations, such as lack of evidence, genuinely different viewpoints, lack of care in gathering and using information)

Examples drawn from essential historical information in the programmes of study: *The roles that women and children played in family life at different times. The impact of the enclosure of land in C18th Britain. Responses to the Second World War in an English, Welsh, Scottish or Irish town.*

Attainment target 3: Acquiring and evaluating historical information

Drawing on the historical information in the programmes of study, pupils should be able to:

a) Select types of sources which might be useful for providing information for an historical enquiry

(for example can gather different historical material relevant to the investigation and can reject the irrelevant)

Examples drawn from essential historical information in the programmes of study: *For an investigation of domestic life, families and childhood or (for a School Designed History Study Unit) the development of a local community, selecting local historical material including written descriptions, visual sources such as photographs and plans, statistical sources such as census returns or parish registers, tangible remains and oral evidence.*

b) Examine a variety of sources of evidence in terms of their contribution to an historical enquiry

(for example can pose questions to help assess the value of the sources such as the amount of information yielded, the accuracy, why they were compiled, when they were compiled, the distortion and what the sources do not reveal)

Examples drawn from essential historical information in the programmes of study: *The social status of slaves in ancient Greece. The beginning of the Civil War in Britain. Unemployment in the 1930s.*

Attainment target 4: Organising and communicating the results of historical study

Drawing on the historical information in the programmes of study, pupils should be able to:

Structure suitable material for different forms of communication, from sources dealing with an historical issue

(for example can pose a range of questions, following a consideration of the sources, about people, events and communities; can sort under discrete headings and present findings as a logical synthesis involving appropriate text, accurate use of relevant terms and concepts, discussion, diagrams and maps; can create a database to explore information; can transfer material from one form to another where appropriate)

Examples drawn from essential historical information in the programmes of study: *Questions about the development of writing and printing. Lives of men and women in Britain before and after the Second World War. Summary of the main effects of the growth of a particular means of transport. A database for the investigation of C19th migration into and within Britain.*

Statements of attainment – LEVEL 6

Attainment target 1: Understanding history in its setting

Drawing on the historical information in the programmes of study, pupils should be able to:

a) Recognise some of the complexities inherent in the idea of change, when explaining historical issues

(for example will recognise that the sequence of changes is important, that changes are often connected, that developments happen at different rates at different times and that identical situations in history are unlikely; can reveal a clear understanding that change does not always mean progress, that changes can lead to new developments and can comment on the idea of progression and regression)

Examples drawn from essential historical information in the programmes of study: *Changes in the design and function of castles. The changing relationships between England, Wales, Scotland and Ireland. The role of technological developments in British industrialisation.*

b) When explaining historical issues, place some causes and consequences in a sensible order of importance

(for example will see that consecutive events do not necessarily have a causal link; can suggest how people at the time of an historical event viewed the causes and consequences, recognising the dangers of hindsight in assessing causation)

Examples drawn from essential historical information in the programmes of study: *Reasons for the extension of the franchise in the C19th. The causes of religious tensions in C16th Europe. How people at the time of the French Revolution viewed its causes and consequences.*

Attainment target 2: Understanding points of view and interpretations of history

Drawing on the historical information in the programmes of study, pupils should be able to:

Recognise that people influence interpretations of an historical issue in specific ways

(for example can understand that viewpoints are likely to vary according to time and place; that any later interpretation of events, people and situations may differ from how they were interpreted at the time; that interpretations change because of new evidence)

Examples drawn from essential historical information in the programmes of study: *The conflict between King John and the Barons. Edward I and his campaigns in Wales and Scotland. The motives for the acquisition of parts of the British Empire. The contribution of women to the war effort in the First World War.*

Attainment target 3: Acquiring and evaluating historical information

Drawing on the historical information in the programmes of study, pupils should be able to:

Compare critically and cross-reference sources as evidence for historical issues

(for example can make straightforward comparisons between several sources – such as museums or historic sites dealing with a period or theme; can check for internal consistency and how the information compares with other sources dealing with similar issues)

Examples drawn from essential historical information in the programmes of study: *Extracts from court rolls and archaeological reports as well as aerial photographs relating to England at the time of the Black Death. Extracts from Factory Inspectors' reports, Poor Law records and photographs for investigating C19th social conditions in England, Wales, Scotland and Ireland.*

Attainment target 4: Organising and communicating the results of historical study

Drawing on the historical information in the programmes of study, pupils should be able to:

Provide a sound summary of a relevant historical investigation, omitting superfluous material

(for example will show ability to ask useful questions to investigate an historical issue and discriminate when using pictorial or statistical information, or information from site visits, in an explanatory account; can incorporate source material into a synthesis so that it is not copied out in its entirety; can identify some of the circumstances in which IT might be helpful in the communication; can discuss, argue and use historical terms in an accurate and suitable way)

Examples drawn from essential historical information in the programmes of study: *An examination of demographic and agrarian change in medieval England, Wales or Scotland. An examination of the conflict between the American settlers and the Plains Indians in the C19th.*

Statements of attainment – LEVEL 7

Attainment target 1: Understanding history in its setting

Drawing on the historical information in the programmes of study, pupils should be able to:

a) When explaining historical isssues, show a detailed awareness of the idea of change

(for example will discuss changes in terms of progression and regression; can place in sequence a variety of changes across time; can recognise some of the problems of detecting specific patterns of change)

Examples drawn from essential historical information in the programmes of study: *Changing attitudes to the poor in C16th Britain. Accelerating pace of technological change from the C18th to the C20th.*

b) When examining historical issues, can draw the distinction between causes, intentions, motives and reasons

(for example will be able to apply a variety of common categories of causation, such as political, social, physical, economic and individual; will also be able to see how events might have been different if the causes had been different and how events often failed to conform to what was intended; can discuss the attitudes and motives of individuals and groups; can recognise some of the limitations to human actions; can understand that what is known now could not have been known by contemporaries)

Examples drawn from essential historical information in the programmes of study: *Reasons for the expansion of the British Empire in the late C19th. Attitudes and motives of the rulers of Renaissance Florence. Attitudes and motives of the Emperor Akbar and of the British in India. Intentions and motives of the Suffragettes.*

Attainment target 2: Understanding points of view and interpretations of history

Drawing on the historical information in the programmes of study, pupils should be able to:

Demonstrate an awareness of the relationship between historical accounts and the sources used to compile them

(for example by using a variety of types of source, will understand that different interpretations may be arrived at from similar evidence and that much depends on the criteria selected to determine what is significant in the evidence)

Examples drawn from essential historical information in the programmes of study: *The course of the Reformation in Europe. The reasons for the American Revolution. Welsh uprisings against English kings. The origins and effects of the American slave trade.*

Attainment target 3: Acquiring and evaluating historical information

Drawing on the historical information in the programmes of study, pupils should be able to:

Recognise that the value of sources is determined largely by the questions asked about the evidence

(for example when looking at the evidence can point to gaps and inconsistencies and other problems such as obvious propaganda and opinion; where there are differences can offer some reasons and suggest which are likely to be more reliable; can recognise that it is often possible to make inferences beyond the obvious evidence)

Examples drawn from essential historical information in the programmes of study: *Evidence for the collapse of the Roman Empire. Evidence for the nature of slavery in C19th USA.*

Attainment target 4: Organising and communicating the results of historical study

Drawing on the historical information in the programmes of study, pupils should be able to:

Select the relevant information to produce a full, accurate and balanced account, making use of some of the conventions of historical communication

(for example can use simple footnotes and appendices appropriately when relating an historical situation; can interrogate a range of IT databases to obtain relevant information to use in the communication; can relate orally, with accuracy and clarity, making appropriate use of historical terminology and concepts)

Examples drawn from essential historical information in the programmes of study: *Work on the impact of Islamic scientific and technological developments. An account of industrialisation and political unrest in C19th Britain. A piece of work tracing Irish cultural development over a period of time.*

Statements of attainment – LEVEL 8

Attainment target 1: Understanding history in its setting

Drawing on the historical information in the programmes of study, pupils should be able to:

a) Apply extensive understanding of change to complex historical issues

(for example can discuss the importance of the order of change; can deploy accurately and effectively such terms as continuity, traditional, innovation; can link a wide range of changes including less obvious ones, as well as offering realistic ideas about the changes that might have occurred had circumstances been different)

Examples drawn from essential historical information in the programmes of study: *Changes in the relationships between European states since the Second World War. Changes and continuity in Africa before and after de-colonisation.*

b) Produce a well-argued hierarchy of causes for complex historical issues

(for example can make plausible suggestions as to how contemporaries assigned causes and anticipated consequences, recognising the confusion of many actions at the time, including the fact that people often act according to conflicting interests and values; can identify causation from fairly complex evidence; can recognise some of the factors affecting motivation and can place actions/motives in the relevant historical context; can recognise some of the problems in making judgements about causation such as the problems of evidence and people changing according to time and circumstances)

Examples drawn from essential historical information in the programmes of study: *Causes and consequences of the rise of the Trades Union movement in England, Scotland and Wales. Causes and consequences of changing gender roles in the C20th.*

Attainment target 2: Understanding points of view and interpretations of history

Drawing on the historical information in the programmes of study, pupils should be able to:

Evaluate historical interpretations in terms of distortion

(for example can show ability to analyse interpretations by asking relevant questions about the author, the investigative methods used, the criteria for selection of material, how gaps in the evidence have been dealt with; as a result of asking questions, will be able to detect some of the ways history is misused and rewritten; will be able to distinguish unwitting distortion from deliberate manipulation)

Examples drawn from essential historical information in the programmes of study: *The role of Gandhi in Indian independence. The motives behind US foreign policy in the C20th. The role of the British state in welfare provision. The Nazis' racist view of history, and their interpretation of Germany's defeat in 1919. Modern interpretations of Chinese and Japanese history.*

Attainment target 3: Acquiring and evaluating historical information

Drawing on the historical information in the programmes of study, pupils should be able to:

Demonstrate the ability to use sources, despite their imperfections, when dealing with historical issues

(for example when examining a variety of sources, can recognise distortion; can discuss the purposes behind particular sources, the ways that some were meant to influence; can recognise that even 'facts' in sources can be open to manipulation because of the context in which they are used; can recognise that imperfect sources can be useful evidence)

Examples drawn from essential historical information in the programmes of study: *Sources dealing with the role of Jinnah in the foundation of the state of Pakistan, the Berlin blockade, or the Hungarian uprising of 1956.*

Attainment target 4: Organising and communicating the results of historical study

Drawing on the historical information in the programmes of study, pupils should be able to:

Synthesise a wide range of complex and disparate information about an historical problem to produce a coherent and balanced explanation

(for example can reveal skills of selection, when formulating analytical and coherent arguments; can follow a logical progression of ideas; can devise a range of suitable questions to produce a piece of extended writing which reveals care in using appropriate historical terminology and concepts, and which contains valid summaries and generalisations; can show awareness of the appropriate use of graphs, IT, visual materials; can debate cogently a complex issue in written or oral form)

Examples drawn from essential historical information in the programmes of study: *Develop an argument about the British economy in the 1930s or discuss the reasons for Communist victory in China in 1949.*

Statements of attainment – LEVEL 9

Attainment target 1: Understanding history in its setting

Drawing on the historical information in the programmes of study, pupils should be able to:

a) Demonstrate an awareness of the problems inherent in the idea of change

(for example will be able to connect a variety of changes to the contemporary situation; can discuss why developments occurred in the order they did; can recognise the difficulties of being objective about progress and regression; can discuss effectively the factors affecting the rate of change)

Examples drawn from essential historical information in the programmes of study: *The USSR in the 1930s. India and Pakistan, before and after independence.*

b) Demonstrate an awareness of the problems inherent in the idea of causation

(for example can identify causes and consequences from complex and conflicting evidence; can recognise the values and attitudes on which human action is based and the way motivation is affected by society; can place motives and actions in a sound historical framework; can understand the web of causation and spiral effects of cause and consequence – in that one effect can be the cause of something else; can discuss differences between effects on individuals and effects on larger groups)

Examples drawn from essential historical information in the programmes of study: *Reasons for and effects of European migration since the Second World War. Reasons for and effects of the Cold War.*

Attainment target 2: Understanding points of view and interpretations of history

Drawing on the historical information in the programmes of study, pupils should be able to:

Discuss a range of problems and issues encountered when trying to make history 'objective'

(for example by referring to examples of the ways different historians have interpreted different issues, will notice problems of perspective and anachronism, and that society does not always want the most objective interpretations; that myths and 'larger than life' characters can be demanded; can recognise that most groups and societies want history on their side; that historical explanation requires generalisations to make it accessible and that these demand value judgements; that techniques such as forensic science and oral history can change generally-held views)

Examples drawn from essential historical information in the programmes of study: *Interpretations of the role of the Suffragettes or the origins of the Cold War. The assessment of the characters of Lloyd George, Churchill, Stalin and President Roosevelt.*

Attainment target 3: Acquiring and evaluating historical information

Drawing on the historical information in the programmes of study, pupils should be able to:

Show a good awareness of the nature, varied uses and limitations of the sources, the circumstances which led to their production and whether better evidence can be used

(for example can use different sources to fill gaps and reconcile inconsistencies)

Examples drawn from essential historical information in the programmes of study: *The rebuilding of Europe after the Second World War. The development of the civil rights movement in the USA. The changing status of women in C20th Russia and the USSR.*

Attainment target 4: Organising and communicating the results of historical study

Drawing on the historical information in the programmes of study, pupils should be able to:

Structure complex information in appropriate ways to sustain an analytical, coherent and balanced discussion on an historical problem

(for example can demonstrate ability to plan an investigation, devise a series of questions relevant to the enquiry, locate sources and refine the investigation in the light of the material obtained so as to focus on the most significant issues, communicating an awareness of the wider context; can link information to produce a cogent and well-argued discussion which reveals a good understanding of historical terms and concepts; can produce a visual and oral presentation involving the use of graphs, maps and diagrams and appropriate use of IT)

Examples drawn from essential historical information in the programmes of study: *Investigating and explaining the varying rates of economic or social change in post-war Europe or, in relation to a School Designed History Study Unit, the changing roles of women in society.*

Statements of attainment – LEVEL 10

Attainment target 1: Understanding history in its setting

Drawing on the historical information in the programmes of study, pupils should be able to:

Demonstrate a clear understanding of the complexities of the relationship between cause, consequence and change

(for example will be able to assess changes in the attitudes of people; can recognise how far changes can act as factors in causing other changes; can understand that the full extent of changes and developments can never be measured; can understand some of the main theories of change and causation; can see that assessing cause, change and consequence is affected by factors such as time, place, the scale and nature of the investigation and value judgements; can justify the hierarchy of causes and consequences for a complex historical issue; can discuss how far consequences might be legitimately predicted)

Examples drawn from essential historical information in the programmes of study: *The changes in Japan since the Second World War. The causes and effects of the partition of British India.*

Attainment target 2: Understanding points of view and interpretations of history

Drawing on the historical information in the programmes of study, pupils should be able to:

Demonstrate understanding that values and interpretations affect historians in their assessment of historical issues

(for example will recognise that interpretations derive from diverse value systems and traditions; will be aware of the changing nature of interpretations of a wide range of history; will be able to discuss how interpretations change over time and place and why there are such variations, by citing prejudices, methods used, purpose and scope of the investigation etc)

Examples drawn from essential historical information in the programmes of study: *Long-term British social issues such as public health policy, the changing status of women, or cultural and religious diversity. Events such as the Russian Revolution, 1917; movements such as de-colonisation; and interpretations of the aims of Hitler.*

Attainment target 3: Acquiring and evaluating historical information

Drawing on the historical information in the programmes of study, pupils should be able to:

Devise criteria to evaluate complex sources to investigate a range of historical issues

(for example can devise questions to test the usefulness of the evidence; can relate sources to the society which produced them; can assess some historians' work in the light of sources used)

Examples drawn from essential historical information in the programmes of study: *Post-colonial developments in Africa. The changing role of the State in C20th Britain. The suffrage issue and Edwardian society. The Cultural Revolution in China, 1967.*

Attainment target 4: Organising and communicating the results of historical study

Drawing on the historical information in the programmes of study, pupils should be able to:

Structure complex information in the most appropriate ways to sustain an analytical, coherent and balanced discussion about substantial historical problems, showing awareness of alternative approaches

(for example will be able to select independently a line of enquiry, posing initial questions, gathering and examining materials, and using the material obtained to refine the initial questions to produce a synthesis which focuses on the most significant issues; can show an awareness of the amount of evidence needed to sustain a case; can use inferential skills to evaluate viewpoints, to fill gaps and present each aspect in the most appropriate forms such as in footnotes, glossaries, tables, graphs or through narrative, descriptive, comparative, interpretative, explanatory or evaluative forms of writing; can relate work done to wider historical scholarship; can debate orally an historical controversy using appropriate strategies of presentation; can communicate a good understanding of the uses and limitations of a wide range of historical terms and concepts)

Examples drawn from essential historical information in the programmes of study: *Changing attitudes to race and civil rights in the USA in the C20th. The industrialisation of Russia and the USSR in the C20th.*

8 Assessment

Introduction

8.1 Our terms of reference require us to take account of the national framework for assessment and testing announced by the Government in June 1988 in response to the Task Group on Assessment and Testing (TGAT) reports. We were asked to offer advice in broad terms about assessment and testing in relation to the attainment targets we recommend; the grouping of those targets for purposes of reporting the results of assessment; and in particular what might appropriately be measured by nationally prescribed tests.

8.2 Since our interim report was published, the Secretary of State has accepted preliminary advice from SEAC about the translation into practice of the assessment framework and about the relationship between TGAT's 10 levels of attainment and GCSE. We have discussed these and other issues, relating to the assessment implications of our proposals, with SEAC. In the course of these discussions we learned that not all the issues which we identified in our interim report as requiring detailed consideration now needed to be addressed. There still remains some uncertainty about the framework and development of Standard Assessment Tasks (SATs) for history. We have therefore focused our attention on what we consider should be the main and enduring features in the assessment of history.

The national framework

8.3 The national framework entails:

i) attainment targets for knowledge, skills and understanding, expressed in up to 10 levels, as a basis for assessing and reporting on pupils' performance. In Chapter 7, we have recommended four attainment targets and in the Annexes to that Chapter we have set out, for all of these, the statements of attainment for each of the 10 levels;

ii) a combination of externally-determined assessment by nationally-set SATs, and teacher-determined assessment; we comment below on the application of these assessment methods to history;

iii) using assessment results 'formatively' to help teaching and to inform decisions about the next steps for a pupil, and 'summatively' to report to parents about pupils' progress in simple and clear terms. As explained in paragraph 7.5, for the purpose of aggregated reporting of performance in a class, school, LEA or nationally, and following discussions with SEAC, we have grouped our four attainment targets into a single profile component.

Issues in the assessment of history

8.4 Over the past decade or two there have been considerable advances in approaches to assessment in history. These have included ways of specifying the intended outcomes of study so that they are assessable with a much greater degree of certainty, validity and reliability; using criterion-referencing to demonstrate positive achievement against certain standards; methods of distinguishing pupils' acquisition and recall of historical information, and their mastery of skills; techniques for targeting questions more precisely so as to test particular competences; and devising a battery of assessment techniques to provide accuracy and flexibility over a wider range of content and methods of expression.

8.5 History has three distinctive characteristics which have important implications for assessment. First, the study of history embraces skills and knowledge in an indissoluble mutual relationship. Enhancing skills, and developing understanding, require a growing knowledge base of historical information. That information and the understanding which it fosters are themselves reinforced by the disciplined exercise of skills. **They should not be taught or assessed in isolation.**

8.6 Secondly, historical learning follows no simple linear pattern. Skills are not acquired once and for all at particular stages; they develop gradually through progressive refinement and sophistication. Similarly, a knowledge of history is not gained and mastered by the simple accumulation of facts. The facts need to be understood in context and against a background of increasing conceptual sophistication. Ground previously covered has often to be revisited, in order to extend the grasp of supporting detail, to deepen the understanding of causes and effects, and to allow generalisations to be made. Assessment needs to reflect these developmental strands.

8.7 Thirdly, attainment in history is linked to the growth of competence in language and communication skills and of the skills of enquiry, analysis and evaluation – yet at the same time these general capacities are fostered and shaped in a distinctive way through history, by virtue of the conceptual structure of the subject and

the nature of the material it uses. Assessment in history should therefore concentrate particularly on that which is peculiar to history.

Practical implications

8.8 We believe that all four attainment targets are capable of both external and teacher assessment (see paragraph 8.3 ii) above), at all key stages, and that the assessment arrangements should draw on all the approaches described above.

8.9 Pupils' attainment in history can be assessed in a wide variety of ways including written and oral work, drama, visual display, individual and group work, fieldwork and use of IT. We regard written work as important at all key stages, including key stage 1, where pupils should be encouraged to write short, simple, accounts to demonstrate their knowledge and understanding of what has been taught. We expect the emphasis on written work, in different forms, to increase progressively through the key stages, although the variety of forms of assessment should be present throughout.

8.10 The statements of attainment, which themselves cross-refer to and draw from, the programmes of study, will inform the way in which the teacher decides how to identify the learning needs of pupils, and to make adjustments to teaching to suit these needs.

8.11 Pupils' achievements in history can be measured in various ways, for example, by outcome or by task. **Differentiation by outcome** involves assessing pupils by setting them a common task and measuring their various responses to it. This approach has been adopted for GCSE and experience has shown that whilst it has advantages, notably avoiding problems associated with correctly targeting assessment tasks at the right level and the necessity of making prior assumptions about pupil responses to given tasks, it also presents problems. The principal difficulty is designing tasks common for all pupils, of a kind which will assess effectively the full range of ability.

8.12 **Differentiation by task** involves the setting of a number of tasks of varying difficulty appropriate to particular pupils' anticipated levels of attainment.

8.13 These two approaches do not represent opposite poles; each contains elements of the other. Each has its advantages and disadvantages but we feel that taken together they represent a fair and workable combination for the assessment of history. **Our recommendation is therefore for a combination of tasks common to all pupils which would be assessed by outcome coupled with tasks which become progressively more difficult.** By this means we would hope to ensure that pupils have access to a range of tasks, including the most challenging, and that they are given opportunities to demonstrate the highest levels of performance.

8.14 It is important that all pupils should have access to the same assessment tasks for their key stage, with no pre-determination or expectation of result.

Weighting

8.15 All four attainment targets should apply to all key stages. We have considered whether one or more of the attainment targets should be weighted, for assessment purposes, in favour of the others. We concluded that there was no compelling theoretical or practical basis for applying different weightings. If pupils responded to a question in terms of a lower-weighted attainment target then they could be disadvantaged if they had unwittingly emphasised this attainment target. **We therefore recommend that the attainment targets and the strands within them be given equal weight.**

Aggregation

8.16 We assume that in all four key stages, assessment would include not only all four attainment targets but also the strands identified in the statements of attainment. We are conscious of the difficulties which might be faced by teachers and others in determining that pupils have achieved a particular level where performance was uneven in different strands across the attainment targets. However, none of our attainment targets has more than two strands; **we therefore recommend that pupils should generally be required to achieve the same level in each strand before being awarded that level for the attainment target as a whole.**

8.17 If there should be a difference in performance between the two strands of an attainment target which would result in the pupil being assessed as being at the lower of the two levels, **we recommend that the pupil's good performance in the other strand should be especially noted and recorded.**

Teacher assessment

8.18 We believe that teachers, especially in primary schools, will need considerable guidance on the criteria, methods and ways of recording of teacher assessment. Embedded in the programmes of study, taken as a

whole, and integral to assessment, through the linkage with the statements of attainment, is the increasing stock of historical information which pupils should be enabled to acquire and should be able to demonstrate in assessment tasks.

8.19 We consider that assessment tasks should arise naturally from what is taking place in the classroom, not be a separate or 'bolt-on' exercise. Teachers should assess all four attainment targets, drawing on the programmes of study for the History Study Units taught in the school year; programmes of study have been designed to deliver all attainment targets. But the relative emphases of each attainment target in particular programmes of study may differ. For example, some programmes of study are likely to be richer in material for acquiring and evaluating historical information required in attainment target 3, others in helping pupils to understand broad concepts like causation and change, or different historical interpretations and points of view (attainment targets 1 and 2), others again might be more suitable for involving pupils in planning and carrying out an historical study culminating in a presentation (attainment target 4).

8.20 The historical information in the programmes of study can only be learned and retained in detail over short periods; yet the understanding of this information in context can be retained, and assessed, over a much longer period. Teachers have an essential role to play in assessing pupils' acquisition of historical information as they teach each History Study Unit. In addition they provide the picture of the pupils' intellectual development and historical understanding on a year by year basis. We therefore consider it to be essential that the teacher's assessment be looked at alongside the outcome of the SAT at the end of the key stage.

8.21 Teacher assessment and SATs should derive from the same principles if they are to support each other and to offer effective assessment in history. These principles include:

i) the need to encourage and support good classroom practice;

ii) the need to foster the development of good assessment practice – in particular to ensure that assessment results are as fair and reliable as possible;

iii) the need to ensure that assessment demands on teachers and pupils are practical in terms of time; and

iv) the need for assessment to fit naturally and easily into the curriculum.

Standard Assessment Tasks (SATs)

8.22 We have considered the principles which we would ask SEAC to bear in mind in relation to the development of SATs. These principles have their foundation in our belief that assessment must always be the servant of teaching and learning, not the master.

8.23 Historical knowledge as information is important, both for its own sake and as a means of developing skills and understanding. We have recommended that knowledge of historical information should always be assessed in context. In order to ensure that there is a known and predictable basis for such assessment we have designated 'essential' historical information in each programme of study. **We recommend, therefore, that SATs are always, and only, based on the 'essential' historical information in the programmes of study.**

8.24 An important element of progression in pupils' grasp of history is the ability to compare and contrast across an increasingly wide range of contexts and sources. We consider therefore that the assessment of levels of attainment should draw primarily on the essential historical information in the programme of study for the History Study Unit being followed in the term in which the assessment takes place but also, looking back in a more general way, on the history studied during that school year and, in order to assess the wider dimensions of historical understanding – chronology, concepts – on the history studied during the key stage. In order to effect such a broad approach, we advocate the delivery of summary lessons at the end of the teaching of each programme of study to re-capitulate the content and draw together the threads of what has been taught before moving on to the next programme of study. The inclusion of 'links' as part of the format (see paragraph 6.11) for each programme of study will also help the teacher to reinforce learning.

8.25 If, as we understand is likely, a SAT were to be administered in the first few weeks of a Summer term, this might raise both logistical and pedagogical problems. For planning purposes, we assumed that a History Study Unit would normally take the equivalent of one term to deliver (see paragraph 5.28). Since pupils' acquisition of historical information and understanding could reasonably be expected to progress during the teaching of the programme of study, a SAT administered at the beginning of the teaching of a programme of study might not do full justice to a pupil's actual and potential ability in history.

8.26 For this reason, and because the assessment of pupils' acquisition of historical information and

understanding is so important, **we recommend that a SAT be administered towards the end of the Spring term.** Teaching of the next History Study Unit would begin again in the Summer term.

Assessment of history with other subjects

8.27 We comment in paragraph 11.1 that the integrity of history, in the sense of its distinctive methods and nature, should not be compromised if it is to be used as a means of delivering cross-curricular subjects. This principle applies also to the assessment of history. If history is combined with other subjects, all the attainment targets specific to history should be present in the work being assessed, and the relevant programmes of study for the History Study Units should be delivered in their entirety. Where teaching is of a cross-curricular, or integrated, nature the history element should remain sufficiently clear and distinct for it to be assessed by reference to the statements of attainment for history and the relevant history programmes of study.

Key stage 4

8.28 We understand that the GCSE criteria for history will be revised as necessary in line with the National Curriculum attainment targets and programmes of study. Our recommendations for key stage 4 reflect what we regard as possible and desirable in a full GCSE course equivalent to 3 to 4 periods a week in Y10 and Y11. **We recommend that all schools offer the full 10% GCSE history course and that, wherever possible, pupils should be encouraged and given every incentive to take it.**

8.29 Although we regard 5% history for key stage 4 as better than none, we remain convinced that the full 10% course at key stage 4 completes the historical grounding in key stages 1 to 3 and contributes to the overall breadth, balance, and coherence of the National Curriculum history course.

8.30 We confirm the provisional recommendation in our interim report that a reduced history course at key stage 4 should not involve a reduction in the attainment targets. This means therefore that there would need to be a reduction either in the number of History Study Units or in the range of historical information included in the programmes of study for key stage 4.

8.31 Our difficulty and reluctance in making a recommendation on the content of the reduced course stems from our view that it is not possible, at the same time, to preserve balance, give a due emphasis on British history, and allow schools a significant degree of choice between History Study Units, all within a ration of 2 periods per week in key stage 4. First, pupils' historical understanding, especially at the higher levels, would be impeded by a lack of coverage if certain programmes of study for key stage 4 were either reduced or excluded from the full range of History Study Units for this key stage. Secondly, a hybrid, combined, or modular course which departed from the defined field of history recommended to be covered in key stage 4 would not be able to deliver a well-balanced course of history as we have designed it. Our over-riding concern however centres on the fact that, in terms of learning history, pupils taking a 5% course will be denied the full breadth of the course.

8.32 Reducing the content of the programmes of study for all the History Study Units in key stage 4 does not seem to us to be a serious option. We believe that it would be better to study fewer History Study Units well than all of them superficially.

8.33 As discussed in Chapter 4 of this report, we have followed our terms of reference which require us to provide **all** pupils with a balanced history curriculum, and the advice contained in the supplementary guidance to the Chairman to put British history at the heart of our proposals. To give schools a free choice of what they should teach to pupils who follow a reduced course of history in key stage 4 is at variance with this advice. **We recommend that the reduced course should comprise the two core History Study Units and a free choice of any other History Study Unit, excluding the School Designed History Study Unit, for this key stage.**

8.34 The History Study Units in key stage 4 are closely inter-related and form a coherent and organic whole. Pupils will have studied history since the age of 5 and should thus be able to bring a mature approach to the study of history, and appreciate the many links and connections between the History Study Units for this key stage. This breadth of historical information and understanding is essential for pupils aiming for a GCSE qualification.

8.35 Any reduction in the full range of History Study Units for this key stage will involve a corresponding reduction in potential breadth of historical knowledge and understanding. It is not normally to be expected that pupils who follow a reduced course for 2 periods per week will achieve the same levels of historical understanding and skills as those who follow the full course. However, their performance should be

assessed in relation to the same attainment targets, and the appropriate programmes of study. How such performance should be certificated must depend on the scope of assessment as well as the levels achieved. We are not saying that pupils who have taken the reduced course in key stage 4 should not be entered for GCSE. **But only pupils examined on the full course we have prepared for key stage 4, should be entitled to a GCSE history qualification.** Their performance against the attainment targets assessed in relation to the reduced course of study should be recorded separately in their records of achievement.

Pupils with special educational needs

8.36 History is accessible and of value to all pupils although assessment techniques and arrangements have not always been appropriate to pupils with special educational needs.

8.37 It is important that due regard is taken of the difficulties faced by individual pupils, especially in ensuring that they are not, inadvertently, excluded from showing what they can achieve by the nature of the tasks set for assessment purposes.

8.38 We took particular note of the recommendations made by the NCC on the Secretaries of State's proposals for English. **We recommend similarly that provision should be made to ensure that:**

i) **pupils unable to communicate by speech may use other means including the use of technology, signing, symbols or lip reading as alternatives to speaking and listening;**

ii) **pupils who need to use non-sighted methods of reading, such as Braille, may use alternatives which do not demand a visual approach, and that pupils who are physically unable to read aloud may use other means such as signing;**

iii) **pupils who depend upon the use of technological aids to produce their written work are enabled to do so.**

8.39 Teachers should take account of the human and technological aids available to enable all pupils with special educational needs to achieve their full potential. Overall, we would expect the NCC and SEAC to provide specific, but non-statutory, guidance for teachers in relation to the teaching of the programmes of study, and assessment through the attainment targets, for history.

8.40 We would expect such guidance to include information to help teachers of gifted pupils whose performance indicates achievement of levels higher than the ranges of levels for a particular key stage. In order not to disturb the progression and overall balance in the history course, we do not consider that it would be helpful to either the teacher or the pupil to embark upon the History Study Units designated for the next key stage. Instead, to enable pupils to work towards more sophisticated understanding and more developed deployment of skills, **we recommend that gifted pupils should be given access to, and encouragement to acquire, supplementary historical information and understanding relating to the History Study Unit in hand and be given tasks which will fully stretch their ability.**

9 Implementation

Introduction

9.1 We have always been aware, and the majority of respondents to our interim report confirmed this view, that introducing National Curriculum history would present many schools - especially primary schools - with a major challenge and would involve significant resource and other implications.

9.2 In many primary schools the introduction of the National Curriculum will involve teaching history for the first time. Some of the history that is presently taught to pupils in lower secondary classes (aged 11 to 13) will now be taught at the primary level. Secondary school teachers will therefore be able, for perhaps the first time in their professional lives, to build upon this foundation of history. At the moment they often have to assume that some of their pupils have little or no experience of studying history (a practice that results in some pupils covering the same subject matter more than once, sometimes in consecutive years). For pupils aged 14 to 16, secondary school history teachers will also need, from 1994 onwards, to develop new schemes of work.

Resources

9.3 We define 'resources' as meaning teachers, time, and materials. History starts in many primary schools from a low baseline and there is a variety of syllabi currently on offer in secondary schools. The establishment of a National Curriculum will unavoidably have implications for all three forms of resource; it will need well-prepared teachers; time; and reasonable access to a range of material.

9.4 At present some 40% of Y10 pupils opt for history; this is however an average figure and there are wide fluctuations. The National Curriculum will mean that all pupils study history until the age of 16 and for some schools this will have considerable staffing implications.

9.5 We have tried to effect as much continuity with present practice as appeared to us to be reasonable. Current stocks of resources, current teaching expertise and current timetable assumptions will not, however, be sufficient to deliver the full range of our recommendations. Successful implementation cannot be achieved without adequate provision.

Initial teacher training and in-service training

9.6 In spite of important parallels with current syllabi in our proposals, some of our suggestions will entail departures from common practice and will challenge widely-held assumptions.

9.7 Nevertheless, the course offers far greater predictability than exists currently in school history and ought to offer substantial assistance to those responsible for the initial and in-service training of teachers.

9.8 The professional challenges facing primary and secondary teachers as a result of our recommendations are to some extent similar to each other, but they also differ in important respects. In primary schools history has come to have so tenuous a presence that the National Curriculum, and our recommendations, represent a significant break from established practice.

9.9 There will be a need for many primary school teachers to learn about specific fields of history, and the essential nature and qualities of the subject, as well as learning how to organise work for pupils and assess their progress.

9.10 Many primary schools already have a co-ordinator for a group of subjects like environmental studies, social studies or humanities. The different approach to history teaching and the detailed nature of our programmes of study lead us to **recommend that there be a designated teacher for each primary school, or cluster of primary schools, with responsibility for National Curriculum history and to act as a point of reference and source of expertise.**

9.11 In secondary schools there are many more trained history teachers, increasingly familiar with the implications of syllabus design, assessment, and progression, thanks principally to the kind of work done in connection with the GCSE.

9.12 Most, perhaps four-fifths, of secondary teachers delivering history are history graduates or have specialist knowledge in the subject. For these teachers the transition to teaching different periods of history should present fewer problems. Some of our History Study Units involve particular fields of study which may be unfamiliar and it is in these areas that the greatest INSET challenge will lie. Secondary history

teachers will also need assistance in understanding and putting into practice the history attainment targets and programmes of study. There are, however, good foundations on which to build.

9.13 Both primary and secondary school teachers will have to deliver the National Curriculum course of history within strict rations of time. One important feature of future INSET therefore will be to help teachers to use this time to the best effect.

9.14 We recognise that the requirements of National Curriculum history will involve a challenge for those responsible for initial teacher training courses. Many of the courses already operate within severe constraints of time, but have some experience of adapting to new requirements. We are confident that new teachers will be trained sufficiently and in time to permit successful implementation of our proposals.

Curriculum materials

9.15 National Curriculum history is being introduced gradually and there is much continuity of the historical content with what is being taught in schools today, though not necessarily to the same age group as in our recommendations.

9.16 We recognise that there will be very significant resource implications in terms of textbooks and materials. Teachers have however made an impressive contribution in the past to the design of syllabi, the production of resources, and the design of new and improved forms of assessment.

9.17 In our interim report we stated that the time may now be ripe for extending these efforts, to create a new and broader community of interest in school history. The National Curriculum programmes of study for history will now supply a publicly known and common basis for school history. We suggested that there should be a greater involvement than at present of historians, both from within and outside academic life, as well as archaeologists and archivists, in the production of resources and the professional updating, through INSET, of teachers. New initiatives of this kind, which should supplement the work of teachers, not replace it, ought to inject the benefits of recent thought and writing, as well as the novelty and rigour which should come from these relatively untapped sources. This suggestion has been well received as a new initiative in bridging the gap between school and academic history.

9.18 Our course design of History Study Units will assist forward planning, and increase the opportunity of economies of scale in the production of books and other teaching materials. Interest shown by publishers and those involved in broadcasting and technology development in offering support to schools has been very keen. We were also impressed by the quality and economy of scale of material produced by history study centres and by groups of teachers who had worked together to produce material for mutual assistance.

9.19 The one area about which we must express some concern, given the emphasis on British history in our history course, is the lack of published or other material designed for schools which does justice to the full complexity of British history, despite the growing recognition of the cultural diversity of the British Isles and the importance of a broad view of British history.

Delivering history by various strategies

9.20 We have produced a framework for history that involves recommendations for the attainment targets and programmes of study required under the terms of the Education Reform Act 1988.

9.21 It is a matter for schools to decide how these attainment targets and programmes of study are to be delivered. We are aware that primary and secondary schools employ many teaching strategies such as topic work, integrated studies, combined studies, humanities, modular courses, and so on. It is, however, beyond our remit to recommend any particular way of delivering a course of history.

9.22 Many respondents to our interim report suggested that our proposals would favour, or result in, a single-subject approach since we have designed a course of study with its own structure and logic. We make no apology for this; our strategy derived both from the nature of history as a subject, and from our terms of reference.

9.23 We recognise the many links that history has with other subjects in the school curriculum and with cross-curricular topics. Inter-disciplinary or cross-curricular work is most effective when it is founded on a firm understanding of each separate discipline involved. Our main concern is the integrity of history as a subject whatever teaching strategy is used. **We recommend therefore that whatever curricular arrangement is adopted in order to deliver the history attainment targets and programmes of study, curricular strategies which tend to fragment the subject and its internal logic and coherence should be avoided.** The assessment arrangements and national monitoring procedures should indicate whether, and to what extent, curricular plans for delivering history are going awry.

9.24 We have referred in paragraph 3.23 to the difficulties that teaching our proposed British core History Study Units in chronological order will have for primary schools (especially small ones) where pupils of more than one age group are taught together. We would ask the NCC, when preparing the non-statutory guidance for teachers, to pay particular attention to this point.

Technical and vocational education (TVE)

9.25 The relationship of history to TVE is reciprocal: as a means of delivering the National Curriculum, TVE should help history; but history can also help the development of TVE. To date this opportunity has not been sufficiently exploited.

9.26 History syllabi for example, should include data on practical and fundamental aspects of human life in the past. One example might be how people grew and ground wheat and baked their daily bread. Some indication of the time taken for these tasks, and the number of people involved in them, throws light on the changing lives of men and women in the past, for example, and on how the time saved in these processes has made way for other activities. TVE also emphasises well-organised practical activity of a kind which will develop a range of skills. Without losing the integrity and coherence of history as a subject, history has an important role to play here also.

9.27 TVE operates within the framework of the National Curriculum. When schools and colleges which operate in TVE consortia formulate the content of pupils' programmes and decide the most appropriate forms of delivery, they should base these on the National Curriculum attainment targets and programmes of study for history. They should also have proper regard to the integrity of history which we have emphasised in this report.

Information technology

9.28 IT can offer powerful facilities in storing, classifying, retrieving, analysing and presenting information which can be of particular use in the study of history, particularly local history.

9.29 Examples of forms of IT which can assist with history teaching and learning include:

- word processing, which offers an important tool for organising, redrafting and presenting work;
- desk top publishing, which offers stimulating ways of dramatising and communicating history such as the production of 'newspaper pages' which can involve other subjects in the curriculum, especially English and Technology;
- specialised forms of database, such as the Census or specific 'time-line' programs which can contribute to understanding chronology;
- analysis of documentary sources through text databases by which pupils can interrogate a large amount of text;
- spreadsheets, which offer a powerful form of analysis for evidence based on figures;
- posing problems through simulations of historical events which respect evidence.

9.30 We have noted in the examples for the statements of attainment, for attainment target 4, where IT can be used to support the learning of history. We believe that IT will grow in value as a tool as more powerful computers offer greater ease of use, more flexibility in the form of information they can handle, more powerful analysis and graphic facilities, and greater storage capacity. As well as contributing to the teaching and learning of history, history in turn can make a significant contribution to the delivery of IT in the curriculum.

Making history interesting, exciting and enjoyable

9.31 We have designed both the structure and balance of our course, in terms of knowledge and skills, so that neither of these elements is preponderant. By this means we hope to prevent tedious or superficial forms of teaching and learning.

9.32 In addition to the textbooks and curriculum materials there is a rich variety of other resources which can be drawn upon to support the teaching of history, for example, museums, historic sites, and the media. In Chapter 10 we outline ideas for revealing to pupils that history is interesting, exciting and enjoyable.

Flexibility, new ideas and revision

9.33 The content of history courses requires constant evaluation and, almost certainly, regular re-casting. In order to inject new ideas and maintain high standards and level of interest in the historical knowledge selected; to identify and remove outdated material; and to add new material relevant to the changing needs of schools and of society **we recommend that the**

choice of History Study Units be regularly reviewed and/or the programmes of study be revised as and when appropriate.

9.34 In making this recommendation, however, we consider that there is merit in allowing the basic structure which is set up through the Statutory Orders for National Curriculum history, to endure for some years. The introduction of any new History Study Units will have both resource and teacher training implications.

9.35 Minor changes in emphasis are a different matter but even these need to be looked at in the context of the high degree of public and professional interest in school history. This interest can quickly assume a political dimension. Because of the sensitivity surrounding the teaching of history, **we recommend that any future revisions, which would be undertaken by the NCC, are carried out in such a way as to avoid what appears to be public suspicion that school history may be manipulated for political purposes.**

9.36 Provided the safeguards outlined above are observed, we envisage that, in due course, it would be desirable to add to, or adjust, the range of History Study Units.

10 Bringing history to life

Introduction

10.1 In our deliberations, we have been constantly aware of the need to reveal to pupils that history is interesting, exciting and enjoyable. We warmly endorse this part of our remit in paragraph 5 of the supplementary guidance to the Chairman (Appendix 2) and discuss briefly in this Chapter some ideas to this end.

10.2 We have taken evidence from those associated with the media, archives, museums, historic sites and educational resource centres, whose own work is directly related to fostering interest in the past and interpreting it in new and enjoyable ways. We have found no shortage of ideas. We also found that there is still a conventional wisdom amongst some teachers that museum and site visits are suitable only for occupying pupils at the end of the school year or for a 'treat' with only an incidental educational outcome. This is too narrow a focus for a potentially invaluable resource. **It is important that field trips, and museum and site visits, form an integral part of the school curriculum for history;** we have indicated, in exemplary form, in the programmes of study and in the attainment targets how use might be made of these visits.

10.3 **The use of all the senses can help convey an image of living in the past** in a way that a narrative account may fail to do. The rough feel of woven cloth, the smell of the stable or of primitive sanitation, the taste of food smoked over an open fire, the sound of horses' hooves on cobble stones, can evoke images as strong as the written or spoken word. Children can quickly become acquainted with differences between living in the past and living in the present through the use of, for example, artefacts from and visits to historic sites. They may learn, for example, of the physical efforts involved in former times when motorways, canals and railways were not available for the transport of daily essentials and of people themselves.

Drama, role-play, simulation and related approaches

10.4 Drama, role-play, re-enactments, simulation and related approaches to history also have considerable potential in giving pupils insight into the behaviour of people in the past and into their motivation, reactions and relationships. By such means pupils can explore, and come to imagine, aspects of history which they have already explored in other ways. These approaches can also be the source of good, imaginative writing, and they help to bring history to life. They need to be used with care so that the historical message is not lost in the telling or play-acting. Nonetheless, these means help to give pupils a sense of time and place.

10.5 These different approaches to history have their own rules. As well as respecting these rules (for example, those of good dramatic practice) they need to respect also the rules of good history – above all, **an uncompromising respect for evidence.** If these conditions are not met, then the work could be merely 'dressing up' or 'pretending' which, however valuable or enjoyable, is not necessarily sound history.

Literature

10.6 Books remain the most important single resource for learning history. The subject requires a wide range of types of book if it is to be studied to maximum effect. This range includes books giving a broad, synoptic treatment of topics, as well as more tightly-focused special works: for example biographies, monographs, short-term studies and historical fiction. Other forms of literary selection: old texts and new, contemporary pamphlets, and books written from various standpoints, are also helpful.

10.7 Pupils at all ages will benefit greatly from reading primary sources (or extracts from them), such as diaries, memoirs, broadsheets, newspapers, poetry and novels dating from the time and place being studied. For example, the diary of someone who sailed on a voyage of exploration could make the study of ships and seafarers vividly memorable. In a different way, reading a Victorian school text-book might bring alive the experience of schooling in the nineteenth century. By these means pupils can be encouraged to develop their own individual ideas of similarity and difference, and of continuity and change, between past and present.

10.8 Pupils should know that the study of history must involve considerable reading, and use of libraries. Pupils' use of primary sources in learning history should also be complemented by the study and evaluation of the writings of historians. The use of these and other secondary sources appears to have been unduly neglected in schools and ought to be given greater prominence than has traditionally been the case. As well as contributing to the study of history, some of these writings are memorable as literature in their own right.

10.9 By the age of 16 pupils should understand how to assess the books they are using: what is the date of publication? How long ago was it written? Who is the author? On what source or sources is it based? Is this book reliable, partisan? They should also have practised reference skills: knowing what to look for, where to find it, and when and how to use it. Teachers should ensure (especially in key stages 3 and 4) that reading and reference skills are an organised and consciously-planned part of the history course.

Archives

10.10 There are many sources of archival materials in England and Wales, most in the hands of local or national authorities and some in private collections. They offer, collectively, an extremely useful means of extending the resources of the teacher beyond the classroom, in particular:

- ranges of publications, transcripts and facsimiles;
- series of teaching portfolios on various themes;
- sound and film archive materials, equipment, microcomputers;
- exhibitions/competitions for schools;
- visits to search rooms (where appropriate).

10.11 Although only a few repositories can offer the full range of services as well as professional assistance for teachers, taken as a whole, archives are an important resource because they provide a relatively accessible, broad-based service which has the potential to meet many subject requirements, and particularly that of history.

Radio, TV and films

10.12 Radio, TV and films have given a new and vivid impetus to the study of the past. School history can benefit greatly from these media, provided they are employed both critically and imaginatively and that they base their presentation of history on hard evidence, clearly presented and attributed.

10.13 The successful employment of both radio and TV as teaching and learning aids depends on teachers selecting and using them so as to ensure that they relate to the curriculum and are appropriate to work towards the levels of achievement at which pupils are aiming.

10.14 The aural and visual aspects of history provide a theoretically limitless potential for radio and TV school history broadcasting. But it must be recognised that the selective visual image of TV is potentially much more misleading – because more insidious – than misrepresentation in print. The National Curriculum offers an opportunity for a better and more effective partnership between school history, radio, and TV.

Oral history

10.15 The reminiscences and reflections of people provide one of the richest sources of information for the recent past. If used carefully and selectively, oral history can add colour and depth to historical studies. Memories of family, friends and members of school communities can add a new dimension to pupils' understanding. Since memory can be fallible, oral history can supply an opportunity for pupils to learn to subject primary source material to careful scrutiny. Oral evidence, like all historical evidence, should always be checked and compared with other sources where possible.

Museums and historic sites

10.16 Museums and historic buildings and sites, properly interpreted and used, have an enormous potential for bringing history to life and creating a lasting impression on the pupils. We have been much impressed with the work done in many museums, historic houses and sites, to offer interpretative facilities that relate specifically to the school curriculum. While these improvements have not spread uniformly across the country, their development is encouraging. They include special arrangements for the planning and structuring of school visits, and a systematic de-briefing afterwards, opportunities for role-play and other studies in an historic environment, and loans of museum objects to schools. These activities all contribute to broadening the range of historical evidence considered by pupils, in ways that engage all the senses and encourage exciting and imaginative work. They have a particular relevance for children with special educational needs.

10.17 It is necessary to stress the importance of proper preparation so that a visit takes place in the context of what is being taught in the classroom. Equally it is important that the objective of the visit is clearly set in advance so that the educational experience is not confused with too much irrelevant information.

10.18 As stated in paragraph 10.2, we feel strongly that visits not just to museums and historic houses, but to industrial history sites, and other historic buildings, should play a central part in the history curriculum where they can help reinforce what is being taught in the classroom.

Archaeology

10.19 Archaeology offers valuable assistance to much school history. Not only has the work of archaeologists past and present yielded important evidence to historians, but their methods are closely related, in particular, in their mutual respect for and interpretation of evidence. Teachers can use news reports of, or – exceptionally – visit, a recent discovery on an archaeological site to make historical enquiry exciting and to give it immediacy.

10.20 Accounts of archaeologists' achievements, for instance, the discovery of Tutankhamun's tomb, the Sutton Hoo burial ship, work on a deserted medieval village, a visit to an industrial history site, can all convey a special sense of the exhilaration that uncovering new historical evidence can bring. School history has already established fruitful connections with archaeology, and these should be strengthened.

11 Relationship of history to the rest of the school curriculum

Introduction

11.1 In this Chapter we consider the many links that can be made between history and the other subjects in the school curriculum, and the cross-curricular implications. The cross-curricular process is two-way: the subject of history can benefit from the insights, knowledge and methods of other subjects, just as it can and should contribute to them. This cross-fertilisation must not, however, be allowed to lead to any loss of rigour and the distinctive nature and methods of history must not be compromised.

English and Welsh

11.2 Pupils need a good command of the skills of reading, writing, talking and listening as prerequisites for studying any aspect of history; they need a sufficient grasp of English (or Welsh where appropriate) to analyse source materials and to communicate their findings. They also need as they grow older to understand that language has a life of its own, that it contains many clues to past activities in the origins of words, their changing meaning through time, and in the origins of place-names and idiom. Also, as they grow older, pupils need to appreciate stylistic subtleties that heighten or mask meaning; they need to understand that language and literature have historical and social contexts. In Chapter 10 we mention the use of literature in the study of history: fiction of a given period can be a good source of evidence; historical fiction can also be helpful as a source, but it needs careful handling.

Mathematics

11.3 Quantifying historical phenomena (populations, armies, trade, prices, etc), interpreting related statistics by tabulation, graphics etc, and the conversion of these into language are important elements in the study of history, as are the conventions of chronology. The study of history involves the practical application of mathematical techniques and terms (percentages, averages, the rules of number, the use of cardinal and ordinal numbers etc). The history of mathematics is an important element of human development and is drawn from different cultures.

Science

11.4 It is often through history lessons that pupils learn about the social origins and outcomes of scientific discoveries which have been major determinants of change. They can learn about some of the main achievements of scientists and the ways in which these achievements changed people's lives and views of the world, and they can learn that scientific development is a cumulative historical process. Simple science can demonstrate important past developments, for example the extraction of coal-gas and tar from coal, or the working of the steam-engine. Some of the techniques of the natural sciences are important tools for historians, for example, the dating of materials. The history of science gives insights into the intellectual life of many civilisations and the ways in which they perceive the world.

Design and technology

11.5 It is largely through the study of history that pupils learn about the social origins, processes and effects of technology and the achievements of designers, artisans, engineers, etc of the past – whose work has been a major influence in bringing about change in human society. Home economics can reinforce interest in past cultures, life-styles and standards of living. Through design and technology pupils can, for example, by constructing models, gain some insight into the thought-processes and achievements of people in the past. Pupils can also understand the life-styles of past ages through the study of costume design gained, for example, from works of art.

11.6 History can help to demonstrate, amongst other things:

- the social causes and effects of design and technology;
- the global interdependence of societies in relation to design and technology and how this has spread and grown;
- the advantages and disadvantages, costs and benefits of technology, based on historical evidence.

11.7 History can also benefit from employing design and technology in a wide range of ways to explore, explain and represent the past.

Modern foreign languages

11.8 Pupils ought to know the correct pronunciation and meaning of foreign words and phrases commonly encountered in the study of history. Although they will not need to have mastered a foreign language in order to study history, pupils with the requisite skills might well be encouraged to give practical application to a foreign language by handling source materials in another language. They should be introduced to the idea that no source can be properly evaluated except in its original language ie not in translation.

Geography

11.9 Much of history has been about conflicts over the use of, or access to, space. History and geography make closely-related contributions to learning, and benefit from each other in four different ways:

i) they benefit from each other's methods of enquiry, involving investigation of human issues and values, the interpretation of partial or distorted evidence, an attempt to see issues from other people's points of view and the making of reasoned judgements. In doing so they link with and borrow from the social sciences. The close links between economic geography and history are mutually supportive of both subjects. Pupils studying history also need a good knowledge of physical geography with its effects on settlement patterns, transport developments, etc;

ii) some of the skills of geographers, for example, mapping and map reading skills are useful to pupils in their study of history;

iii) the two subjects share themes such as transport, industry, agriculture, settlement, and population, to which each brings its own perspective;

iv) all patterns and issues of concern to geographers have their roots in past conditions and arrangements. An understanding of history is impossible without knowledge of its geographical context. This mutual relationship is particularly close in the immediate context of local studies.

The arts

11.10 In our programmes of study for the History Study Units we have indicated, systematically and specifically, the component cultural and aesthetic aspects of history.

11.11 This is for two reasons. First, the arts in their broadest sense offer a rich and incomparable range of primary sources for the study of history. They offer not only evidence of an obvious kind, but also contain more subtle clues about the past, for example, in the symbols they employ or the questions they suggest: Why did the artist paint in this way? What did contemporaries see in it? Who paid for this painting? Why do forms of music, dance, or drama change from age to age? Why do styles of architecture change?

11.12 Secondly, history can be a vehicle for the study of the arts themselves. It offers a broad context for this kind of work which calls for close co-operation between historians and other specialists.

Music and dance

11.13 Music in all its forms (religious, martial, folk, popular, classical, etc) is an important and vivid source of evidence about the past. Music has often had important social functions – entertaining people, celebrating triumphs, telling stories, displaying the prestige of patrons, and expressing deep national or social sentiments or the important concerns of individuals. It is insufficiently exploited as an historical source. Pupils can also use dance as a form of expression of historical understanding – derived for example from the study of artefacts, sculptures and paintings. History can explain the origins of traditional dances (morris dancing, maypole ceremonies, jigs and reels, etc) as well as later and modern dance forms.

Religious education

11.14 Religion is an essential part of human life and its importance has been recognised in the adoption of the social and religious dimension in our PESC formula (paragraph 4.13) for the programmes of study. History courses must, however, endeavour to treat religion historically, and not cross the boundary between studying the place of religion in history and urging this or that religious – or ideological - standpoint on pupils. We recognise that there are separate statutory arrangements for determining the place and content of religious education in the curriculum. We discuss the issue of history and moral education in paragraph 11.17.

Classics

11.15 We have included History Study Units which enable pupils to study classical civilisations. The cultures of Greece and Rome were marked by outstanding achievements of historical, political and philosophical thought, and also of art, architecture, literature, drama and technology. The periods are well-researched and documented and offer a useful insight into, and

comparison with, subsequent developments in Britain and elsewhere. The legacy and influence of ancient myth and legend can inspire pupils through listening to stories, creative writing, drama and other expressive arts as well as offering more advanced work involving interpretation and use of evidence.

Cross-curricular dimensions and themes

11.16 History also offers numerous possibilities for cross-curricular work. We set out below brief descriptions of some of the main opportunities of this kind. To order our thoughts on its cross-curricular attributes we found the following suggested nomenclature and categorisation offered by the NCC to be helpful, though we have not followed it in its entirety:

Cross-curricular dimensions: personal and social education; equal opportunities; multi-cultural education.

Cross-curricular themes: environmental education; economic and industrial awareness; health education; citizenship; careers education and guidance.

Cross-curricular skills and competences: communication skills (literacy, oracy, numeracy and graphicacy); problem-solving; study and thinking skills. These are dealt with mainly within our proposals for attainment targets and programmes of study; also in the references to teaching and learning in Chapter 10.

History and values

11.17 History raises moral questions. This is a crucial and highly sensitive issue and it appears in two ways:

i) the form of history, as advocated in this report, which supports the values of democratic societies: open-mindedness; respect for a range of possible interpretations based on evidence; objectivity. These qualities have by no means been universal in time or place; they have not always been adopted by historians themselves and they are not immune from challenge;

ii) much of the subject matter of history raises implicit or explicit moral questions, notably when human motivation and choice are involved and when the question of the ultimate importance of a great event or episode is discussed: was it 'good', or was it 'bad'?

11.18 Pupils should know and understand how people in the past arrived at their broadly shared values and gave them institutional form. The values which have been given such protection and which British people cherish today include freedom of conscience, of religion, of expression, and of political belief.

11.19 Teachers should not hold back from dealing with controversial questions of morality, or of values which unite or divide people. It is essential, however, that pupils are given a balanced presentation of opposing schools of thought. Material should be introduced at a time when pupils have sufficient maturity to possess the critical faculties to handle it appropriately.

Personal and social education (PSE)

11.20 Personal and social education aims to help pupils to be considerate towards others and to prepare them for an active and informed life within their family and community. This can be achieved through promoting a sense of achievement, confidence and competence. History can help pupils to obtain a sense of personal identity and a sense of the community and society, with all its differences and common roots.

Equal opportunities

11.21 Pupils of both sexes should have equal access to each subject within the National Curriculum. It is unlikely that difficulties of access to history lessons will arise, but many events in the past were recorded in terms of the 'heroic' deeds of men in battle etc, while both records and text-books fail to report adequately the role of women, so giving an unbalanced picture of the past.

11.22 History shows that social arrangements need not and will not always remain as they are. It also shows that certain groups have been treated more or less favourably in some societies than in others.

11.23 Teachers should give careful thought to differences in the historical roles of men and women and draw attention to them wherever it is appropriate. We have shown in the programmes of study some essential issues which affected men and women in different ways. Some teachers will want, and some pupils may urge, a more conscious and systematic approach to gender in their history classes. We recommend that, whatever weight is given to gender, it should be treated broadly, as one among many ways in which societies define and divide people. It is helpful to consider the implications of historical events for both men and

women and to avoid token lip-service to the history of women.

11.24 Our approach is intended to combat inherited stereotypes. Women should be studied not only as part of social history (where it is still assumed that they 'belong') but in contexts often treated as exclusively 'male', such as politics, war, commerce, and science. In this process the evidence for women's activities, often plentiful, should be heeded. In attempting to redress imbalances of perception through history teaching, it is important that the selection and interpretation of sources and topics should not become contrived or unbalanced in new ways.

Multi-cultural education

11.25 Britain has always been in one way or another a multi-cultural society. In drawing up our recommendations we have acknowledged this fact. In our view an ethnically diverse population strengthens rather than weakens the argument for including a substantial element of British history within the school curriculum, though it also places a high degree of responsibility on the manner in which the material is presented.

11.26 History's greatest contribution to multi-cultural education lies in imparting knowledge of the diversity of cultures within Britain, and in the development of the quality of open-mindedness which questions assumptions and demands evidence for points of view. It allows pupils to examine issues critically from a variety of perspectives and to reach reasoned conclusions. The historical knowledge base, from which we have selected our History Study Units, is culturally diverse; we have specifically included the study of non-Western civilisations from their own perspectives. The historical skills that pupils should acquire, such as advancing reasoned arguments, and taking account of a range of views, should assist in identifying, and thus combatting, racial and other forms of prejudice and stereotypical thinking.

Environmental education

11.27 History contributes to environmental education in three inter-related ways:

i) historical information and understanding are required in order to appreciate how the environment has been shaped by human activity and ideas about nature, how those activities have been shaped by environmental factors, and how the interaction is a continuing process;

ii) historical skills are needed to interpret written and graphical sources and physical remains which record long-term changes in the environment; and

iii) a concern for the environment and its inheritance from the past require an understanding of, and respect for, that inheritance encouraged by the study of history.

11.28 These three contributions apply not only to the built environment, which includes particular buildings, street names, parks, roads, railways and canals etc, but also to knowledge of, interpretation of, and concern for, the land and the landscape whether or not its shape at any time is the result of human activity, conscious or unconscious. The wilderness of the nineteenth-century American West, the hydraulic engineering of imperial China, and the enclosures of British arable land are all open to historical study.

Economic understanding

11.29 Many existing history courses contain valuable raw material for developing economic understanding, but the opportunity is insufficiently exploited. The study of history should include careful attention to the basic concepts of economics, and it should illustrate, in a wide range of contexts, fundamental economic issues such as the scarcity of resources and decisions which have to be made about establishing priorities for their use. The study of history should also encourage, where appropriate, the use of economic terms such as income, inflation, productivity, and investment. History lessons offer an excellent chance to develop economic understanding in a long-term context, to relate economic issues to the lives of people and to demonstrate how fundamental economic questions are, and have been, to human life. Our programmes of study encourage a close connection between history and economic understanding.

Citizenship

11.30 The study of history should equip young people to benefit from the rights, and exercise the responsibilities, of citizens in a representative democracy.

11.31 History is a vital element within the curriculum for the education of all citizens. Respect for people of other cultures and from other backgrounds; an informed curiosity about the wider world; an understanding of how rights and liberties develop and how they may be

threatened; some comprehension of what individuals can do within society and under the rule of law; all of these must be firmly grounded in an understanding of history.

11.32 The history of Parliament lies at the centre of British history, providing both an institutional framework and an introduction to the principle of government by consent. Other political and legal systems and the idea that laws can have different sources and embody different values should be introduced through the study of European and world history.

11.33 Through their history lessons pupils will learn that change is inherent in any democratic society and that democracy, like freedom, has to be won, is vulnerable, not perfectible, is valuable beyond price and needs to be maintained and defended. History should teach the basic terminology of politics, the skills required for political understanding, the ability to look at politics from different angles and to recognise a political issue. History should contribute to an independence of mind, a sense of fairness, and a readiness to act on behalf of the rights of others.

Appendix 1 National Curriculum History Working Group: terms of reference

Background

1 The Education Reform Act 1988 provides for the establishment of a National Curriculum of core and other foundation subjects for pupils of compulsory school age in England and Wales. The Act empowers the Secretary of State to specify, as he considers appropriate for each foundation subject, including history, that there should be clear objectives – attainment targets – for the knowledge, skills, and understanding which pupils of different abilities and maturities should be expected to have acquired by the end of the academic year in which they reach the ages of 7, 11, 14 and 16; and to promote them, programmes of study describing the content, skills and processes which need to be covered during each key stage of compulsory education. Taken together, the attainment targets and programmes of study will provide the basis for assessing a pupil's performance, in relation both to expected attainment and to the next steps needed for the pupil's development.

2 Both the objectives (attainment targets) and means of achieving them (programmes of study) should leave scope for teachers to use their professional talents and skills to develop their own schemes of work, within a statutory framework which is known to all. It is the task of the Working Group on History to advise on that framework for history.

The Task

3 The Working Group is asked to submit an interim report to the Secretaries of State by 30 June 1989 outlining and, as far as possible, exemplifying:

i) the contribution which history should make to the overall school curriculum and how that will inform the Group's thinking about attainment targets and programmes of study;

ii) its provisional thinking about the knowledge, skills and understanding which pupils of different abilities and maturities should be expected to have attained and be able to demonstrate at key ages; and the profile components into which attainment targets should be grouped;

iii) its thinking about the programmes of study which would be consistent with the attainment targets provisionally identified; and

iv) the key elements within those programmes of study that it considers to be essential at each key stage for all children throughout England and Wales, bearing in mind the need for a balanced history curriculum for all pupils and, in Wales, the need to allow room within that curriculum for appropriate attention to the history of Wales.

4 By Christmas 1989 the Working Group is to submit a final report to the Secretaries of State setting out and justifying its final recommendations on attainment targets and the programmes of study for history.

Approach

5 In carrying out its task the Group should consult informally and selectively with relevant interests and have regard to the work of other subject groups, in particular those on English, Welsh and, in due course, on geography. Additionally the Group should take account of:

i) the broad framework for assessment and testing announced by the Government on 7 June 1988 and subsequent development of it in the light of advice from the School Examinations and Assessment Council;

ii) the contributions which history can make to learning about other subjects and cross-curricular themes, and which they in turn can make to learning in history;

iii) best practice and the results of any relevant research and development;

iv) the work of the History Committee for Wales (HCW); and

v) the issues covered in the supplementary guidance to the Group's Chairman.

Appendix 2 Supplementary guidance to the Chairman of the History Working Group

1 This note amplifies some of the points outlined in the Working Group's terms of reference.

Attainment targets and differentiation

2 The attainment targets are expected to provide specific objectives so that pupils, teachers, parents and others have a clear idea of what is expected and to provide a sound basis for assessment and testing. They should allow scope for the very able, those of average ability, and the less able to show what they know and can do. It should not be necessary, particularly for pupils in the first two key stages, to have different attainment targets for children of different abilities. The targets should be capable of assessment at a range of levels and challenge each child to do the best that he or she can. They should raise expectations, particularly of pupils of middling and lower ability, as well as stretching and stimulating the most able. The Working Group should give particular thought to the application of attainment targets to lower attaining pupils and those with special educational needs. In advising on attainment targets, the Working Group should attempt to cover all areas of history and justify fully any recommendation that specific targets are not appropriate for particular aspects.

Programmes of study

3 The programmes of study should provide a detailed description of the content, skills and processes which all pupils need to be taught so that they can develop the knowledge and understanding they will need to progress through school and eventually to adult life and employment. This detailed description needs to be set within an outline or overall map of the history curriculum which takes account of what may be expected of pupils of different abilities.

4 The study of history in schools should help pupils come to understand how a free and democratic society has developed over the centuries. The programmes of study should have at the core the history of Britain, the record of its past and, in particular its political, constitutional and cultural heritage. They should take account of Britain's evolution and its changing role as a European, Commonwealth and world power influencing and being influenced by ideas, movements and events elsewhere in the world. They should also recognise and develop an awareness of the impact of classical civilisations. Overall, they should help pupils to acquire and develop an historical approach based on objective analysis of evidence while remaining consistent with Sections 44 and 45 of the Education (No 2) Act 1986 which prohibits political indoctrination and requires balanced presentation of opposing views.

5 Bearing in mind the general objectives described in paragraph 4 above, the programmes of study should give proper emphasis at each key stage to the content of historical knowledge and lay the foundation for the progressive development of the processes and skills of historical inquiry. They should foster: a sense of place and time and a grasp of chronology and historical techniques; and the capacity for historical understanding based on sound evidence. They should assist the progressive acquisition of skills in the collection, objective analysis, interpretation, discriminating use and reporting of evidence from a variety of sources. Above all, the programmes of study should seek to reveal to pupils that history is interesting, exciting and enjoyable, enabling teachers to draw imaginatively on a wide variety of teaching materials and historical sources, including appropriate local sources.

6 The development of attainment targets and programmes of study is likely to be an iterative process. Some consideration of content will probably come into the Working Group's thinking about attainment targets. It will also be necessary to take into account the general objectives and the contribution of history to the overall curriculum.

Special needs

7 The Education Reform Act 1988 provides that where a pupil has a statement of special needs under the 1981 Education Act, the statement should specify any National Curriculum requirements which should not apply or should be modified for that individual pupil. In addition, Orders or regulations under the 1988 Act can define the cases or circumstances in which the application of the National Curriculum provisions may be modified or disapplied for any foundation subject. The Working Group should consider and advise on whether any such adaptations would be appropriate and justified in the case of history.

Links with other subjects

8 By its nature, history has links with many subjects across the curriculum. It both contributes to learning in other areas and is itself promoted by work in those fields. It can benefit from knowledge and skills related to, for example, mathematics, information technology,

statistics and economics. There are clear links, particularly with English and Welsh, science, geography and technology; with art, music and foreign languages and with areas such as classical studies. The Working Group should take these and any other reciprocal connections into account in its recommendations for attainment targets, programmes of study and related assessment arrangements for history, bearing in mind in particular that all subjects should promote the development of good written English and numeracy. The overriding consideration should be that clear attainment targets and programmes of study that ensure continuity and coherence in what is taught and learnt are set for history, however it is organised within the curriculum.

Ages and stages; time allocations

9 The Working Group should assume that all pupils, other than those few whose statements of special educational need under the Education Act 1981 specify otherwise, will study history throughout their compulsory schooling and many are likely to take a GCSE in history or a subject which will involve a substantial element of history approved against relevant GCSE criteria.

10 In framing its recommendations the Working Group should assume that in England normally the equivalent of some 3-4 periods of a 40 period weekly timetable, or the equivalent of that in eg. primary schools which do not organise a timetable in periods, will be available for history, during primary schooling and for years 1-3 of secondary school. Beyond that stage the amount of time required will depend upon whether a GCSE or equivalent examination course in history is being followed. Where it is, the Group should assume, for a pupil in years 4 and 5 of secondary school, on average 4 periods. For other courses, including non-examination courses, the Group should assume that on average 2 periods a week will be available for history; the essential requirement is that the history studied should provide for worthwhile progress beyond what has already been achieved at the end of key stage three.

Assessment

11 Attainment targets will provide objectives against which pupils' progress and performance can be assessed. The main purpose of such assessment will be to show what a pupil has learnt and mastered, so as to enable teachers and parents to ensure that he or she is making adequate progress and to inform decisions about the next steps. The targets, and the associated criteria for successive levels of attainment within them, should therefore be sufficiently clearly specified so that they are capable of assessment and each conveys a unique description of the required performance, regardless of the age at which it is reached.

12 The main focus of the Group's work will be on attainment targets and programmes of study. However, it should take account of the broad framework for assessment and testing announced by the Government on 7 June 1988 in response to the reports of the Task Group on Assessment and Testing which included recommendations for the work of subject groups. In particular the Working Group should offer advice in broad terms about assessment and testing in relation to the attainment targets recommended, the grouping of those targets for purposes of reporting the results of assessment, and in particular what might appropriately be measured by nationally prescribed tests.

GCSE

13 Not all pupils will take GCSE examinations in history as such. However, in defining attainment targets and programmes of study the Working Group should take account of the GCSE National Criteria for history and other subjects with a history element - including in particular classical studies – so far as these are consistent with the approach in the terms of reference. The School Examinations and Assessment Council will be asked to advise on whether, and if so how, the GCSE criteria need to be revised to reflect the National Curriculum attainment targets and programmes of study for ages 14-16, and to approve syllabuses accordingly.

General principles

14 Generally in framing recommendations, the Group should consider the need for

- continuity and progression throughout the period of compulsory schooling and beyond
- breadth and balance
- relevance: the content and teaching of the various elements of the National Curriculum should bring out their relevance to and links with pupils' own experience and background and their practical application and continuing value to adult and working life
- all elements of the curriculum to contribute to the development of general personal qualities and competences in young people which will be of value to them in adult and working life – for example, self-reliance, self-discipline, a spirit of enterprise, a sense of social responsibility, the ability to work harmoniously with others, an ability to apply knowledge and use it to solve practical real life problems.

15 It will be important to bear in mind that the curriculum should provide equal opportunities for boys and girls. The Group should also take account of the ethnic diversity of the school population and society at large. Further guidance will be given on particular points to be considered in order to avoid unnecessary difficulties for children with special educational needs.

Wales

16 The Group will need to bear in mind that the Secretary of State for Wales wishes them to produce a framework of profile components, attainment targets and programmes of study which would be usable, with the necessary adaptation, in Wales. He has established a History Committee for Wales which is asked to take account of that framework in its work. Initially it is to produce advice, by 30 June 1989, giving outline recommendations for the content of Welsh history and its views on the extent to which Welsh perspectives should influence the wider study of history. For its final report, due by the end of March 1990, the Committee is asked to recommend a balanced overall curriculum for history in Wales, in the light of the final recommendations of the History Working Group. The History Working Group will need from the outset to liaise closely with the History Committee for Wales. The Committee's final report is intended to form the basis of the Secretary of State for Wales' consultations and draft Orders.

Implementation

17 The Government intends to make Orders under the 1988 Act requiring the core and foundation subjects to be taught from September 1989 to all pupils for a reasonable time in each of the first three key stages (ie ages 5-14): this will include history. Pupils who will then be in the fourth key stage (14–16) will already have made GCSE course choices, and the requirement will not therefore be extended to them until a later date.

18 No final decisions have yet been taken on when attainment targets and programmes of study should be introduced for history: these will be influenced by the Working Group's advice.

Appendix 3 Membership of the National Curriculum History Working Group

Chairman
Commander Michael Saunders Watson DL

Members

Mr Robert Guyver	Teacher, Wembury Primary School, Plymouth
Mr Jim Hendy	Director of Education, Stockport
Mr Henry Hobhouse	Author. Chairman of Somerset County Council
Dr Gareth Elwyn Jones	Reader in Education, University College of Wales, Swansea
Mr Peter Livsey	Adviser for history and geography for County Durham (from 1.2.89, Senior Education Adviser)
Mrs Ann Low-Beer	Lecturer in the Department of Education, University of Bristol
Professor Peter Marshall (from 1.7.89)	Rhodes Professor, Kings College, London
Dr Alice Prochaska	Secretary and Librarian of the Institute of Historical Research, University of London
Dr John Roberts (until 30.6.89)	Warden, Merton College, Oxford
Mrs Carol White	Head of history, Garth Hill School, Bracknell, Berkshire (from 1.1.90, General Adviser for history and social studies for Humberside)

Co-opted

Dr Tim Lomas (from 10.7.89)	Education Inspector (History), Lincolnshire LEA
Mr Chris Culpin (from 23.10.89)	Consultant. Author.

Observer

Mr Roger Hennessey	Her Majesty's Inspectorate

Secretariat
Miss Jenny Worsfold (Secretary)
Miss Cheryl Bailey
Ms Lesley Storey
Miss Susan Webb
Miss Emma John
Also: Mr Phil Snell
Mr John Goodwin

In attendance
Mr Anthony Chamier
Mr Barnie Baker
Also: Miss Jenny Bacon
Mr Michael Phipps

Appendix 4 History Committee for Wales: terms of reference

Background

1 The Education Reform Act 1988 provides for the establishment of a National Curriculum of core and other foundation subjects for pupils of compulsory school age in England and Wales. The Act empowers the Secretary of State to specify, as he considers appropriate for each foundation subject, including history, that there should be clear objectives – attainment targets – for the knowledge, skills and understanding which pupils of different abilities and maturities should be expected to have acquired by the end of the academic year in which they reach the ages 7, 11, 14 and 16; and to promote them, programmes of study describing the content, skills and processes which need to be covered during each key stage of compulsory education. Taken together, the attainment targets and programmes of study will provide the basis for assessing a pupil's performance, in relation both to expected attainment and to the next steps needed for the pupil's development.

2 Both the objectives (attainment targets) and means of achieving them (programmes of study) should leave scope for teachers to use their professional talents and skills to develop their own schemes of work, within a statutory framework which is known to all. It is the task of the Working Group on History to advise on that framework for history.

3 The History Committee for Wales is asked to liaise closely with the History Working Group and to submit preliminary advice to the Secretary of State by 30 June 1989 outlining:

i) the content of Welsh history which should be incorporated into the history curriculum in Wales;

ii) its preliminary advice on the extent to which Welsh perspectives should influence the wider study of history.

4 By April 1990 the History Committee for Wales is to submit to the Secretary of State a final report setting out and justifying a balanced and complete curriculum for history in Wales, in the light of the final recommendations of the History Working Group.

Approach

5 In carrying out its task the committee should consult informally and selectively with relevant interests and have regard to:

i) the terms of reference, supplementary guidance, ongoing work and Interim and Final Reports of the History Working Group;

ii) the broad framework for assessment and testing announced by the Government on 7 June 1988 and subsequent developments of it in the light of advice from the School Examinations and Assessment Council;

iii) the contributions which history can make to learning about other subjects and cross-curricular themes, and which they in turn can make to learning in history; and

iv) best practice and the results of any relevant research and development.

Appendix 5 Membership of the History Committee for Wales

Chairman	
Professor Rees Davies, FBA	Professor of history and Vice-Principal of University College of Wales, Aberystwyth
Members	
Dr Gareth Evans	Lecturer, Department of Education, University College of Wales, Aberystwyth
Mrs Gill Foley	Teacher, Cyfarthfa Junior School, Merthyr, Mid-Glamorgan
Mr Roy Harrison	Principal of British Coal Staff Training College, Buckinghamshire
Dr Gareth Elwyn Jones	Reader in Education, Department of Education, University College of Wales, Swansea
Mr Malcolm Jones	Assistant Principal, Educational Studies, Trinity College, Carmarthen
Mr Peris Jones-Evans	Head of history, Ysgol Y Berwyn, Bala, Gwynedd
Dr William Lambert	Deputy Examinations Secretary WJEC
Mr David Maddox	LEA Adviser, Mid-Glamorgan
Mr Robert Morris	Senior Lecturer, Bangor Normal College, Gwynedd
Mrs Ruth Powell	Deputy Headteacher, Cwmtawe Secondary School, Pontardawe, West Glamorgan
Mr John Vodden	Senior Producer, BBC Radio Wales (Schools)
Mr Richard Waller	Headteacher, Overmonnow Junior School, Monmouth, Gwent
Observer	
Mr Owen E. Jones	Her Majesty's Inspectorate (Wales)

Secretariat
Mrs Helen Thomas (Secretary)
Mr Paul Smith
Miss Christine Dando

Also: Mr Brian Duddridge
Mr Andrew George

Appendix 6 Glossary of terms

Assessment arrangements

The arrangements for assessment which will demonstrate pupils' achievement at the end of each key stage. They include a variety of assessment methods, including both testing and continuous assessment by teachers, and Standard Assessment Tasks (SATs).

Attainment targets

Objectives for each foundation subject of the National Curriculum, setting out the knowledge, skills, and understanding that pupils of different abilities and maturities are expected to develop. They are further defined at 10 levels of attainment by means of appropriate statements of attainment.

Basic curriculum

This comprises the National Curriculum and religious education (RE).

Concepts

Forms of generalising and categorising content; some are 'over-arching' and common to all history (cause, effect, change, etc) others tend to be more specific to time and place or field of study (Napoleonic, feudalism, Reformation, empire, technology, etc.)

Content

A word open to a range of interpretations, but employed in this report to mean the information which supports a given field of historical study; the subject matter of study (see paragraph 3.2).

Core subjects

English, mathematics and science and, in relation to schools in Wales which are Welsh speaking, Welsh.

Cross-curricular themes

Themes/subjects/issues crossing traditional subject boundaries, for example, economic awareness, citizenship or health education (see paragraph 11.16).

Curriculum Council for Wales (CCW)

This body performs the same functions as the National Curriculum Council (NCC), but with reference to the curriculum in Wales.

Differentiation

(i) Teaching the subject at different speeds or depth, or covering varying amounts of ground, or presenting the subject in different ways in order to meet the needs of pupils who have reached different levels of achievement and help them make further progress.

(ii) As generally employed in this report, the use of a range of assessment instruments to determine how and in what ways pupils differ in their attainment, from each other or with reference to a standard or norm.

Dimensions

We have outlined four specific dimensions of history as part of the format of each programme of study. These assist in cross-bracing the course of school history by offering breadth and coherence of study and allowing the linking and inter-relating of HSUs. The dimensions are set out in paragraph 4.13.

ERA

Education Reform Act 1988.

Foundation subjects

English, mathematics, science, technology (including design), history, geography, music, art and physical education, and also (for secondary-age pupils) a modern foreign language. Welsh is a foundation subject in schools in Wales which are not Welsh-speaking.

GCSE

Mode 1
Syllabuses are set and examinations conducted by the Examining Boards except for components such as coursework, practical and oral work which are assessed by teachers subject to external moderation.

Mode 2
Syllabuses are designed by schools with assessment conducted by the Boards except for those elements which, as for Mode 1, are suitable for internal assessment.

Mode 3
Syllabuses are designed by schools and assessed by them subject to moderation by the Boards.

Mixed Mode
This term is used to cover examinations which incorporate both Mode 1 and Mode 3 features.

History Study Unit (HSU)

See paragraphs 2.7 to 2.10.

Key stages

The periods in each pupil's education to which the elements of the National Curriculum apply. There are four key stages, normally related to the age of the majority of the pupils in a teaching group.
They are: 5 to 7; 7 to 11; 11 to 14; and 14 to 16.

Levels of attainment

The 10 different levels of attainment, as proposed in the Task Group on Assessment and Testing (TGAT) report, covering the span of performance likely to be found from the first reporting age (7) to the last (16). The average pupil would be at level two at age seven and would move up one level approximately every two years.

Links

Deliberately planned connections between different History Study Units designed to 'cross-brace' the course of history 5 to 16 by adding to its internal coherence.

Modifications and disapplications

Terms used to describe various arrangements for lifting all or part of the National Curriculum requirements for individuals, schools, or any other grouping specified by the Secretary of State.

Mythic

A way of treating past events or people so as to invest them with particular meaning, usually of a kind which seeks to explain or legitimate. A use of history which may not respect the strict canons of historical method, but which has a strong presence in most societies. This use of history is distinct from a second meaning which relates to purely fictitious myths.

National Curriculum (NC)

The core and other foundation subjects and their associated attainment targets, programmes of study and assessment arrangements.

National Curriculum Council (NCC)

Established under Section 14 of the Education Reform Act 1988 to keep all aspects of the curriculum for maintained schools under review and to advise the Secretary of State on such matters; to advise on, and to carry out, programmes of research and development connected with the curriculum; and to publish and disseminate information relating to the curriculum for schools.

PESC

See paragraph 4.13.

Profile components

Groups of attainment targets brought together for the reporting purposes.

Programmes of study

The matters, skills and processes which must be taught to pupils during each key stage in order for them to meet the objectives set out in the attainment targets.

Reporting ages

Also known as key ages or assessment ages. These are the four points at which performance against attainment targets and levels of attainment are subject to formal reported assessment. These are at or near the end of each key stage, when most pupils are likely to be 7, 11, 14, and 16 respectively.

School Designed History Study Unit (SDHSU)

A History Study Unit created by a school, according to the standard History Study Unit format and the 'ground rules' (see Annex B to Chapter 5) in key stages 2, 3 and 4. School Designed History Study Units can cover any field of history, but some are devoted to local history.

School Examinations and Assessment Council (SEAC)

Established under Sections 14 and 15 of the Education Reform Act 1988 to review and advise the Secretary of State for Education and Science and the Secretary of State for Wales on matters related to examinations and assessment arrangements. Under Section 5 of the Education Reform Act, SEAC is the body responsible for approving examination syllabuses for England and Wales.

Standard assessment tasks (SATs)

Externally prescribed assessments which may incorporate a variety of assessment methods. They will complement teachers' own assessments.

Statements of attainment

More precise objectives than the broader attainment targets, which will be defined within Statutory Orders. They are related to one of 10 levels of attainment on a single continuous scale, covering all four key stages.

Task Group on Assessment and Testing (TGAT)

Established in October 1987 to advise the Secretary of State on the practical considerations which should govern all assessment and testing within the National Curriculum. TGAT submitted its main report in December 1987, and its supplementary reports in March 1988.

Whole curriculum

The curriculum of a school, incorporating the basic curriculum and all other provision.

National Curriculum Council

circular number 2

A new description for school year groups

1 There has in England been no agreed description of the progress of pupils through all stages of schooling such as that in use in Scotland, in many European countries and in North America. Schools have used their own descriptions, usually based on a break at age 11, which is no longer universal. There is need for a simple and easily understood system.

2 The introduction of the National Curriculum from September 1989 underlines the need and provides the opportunity for a uniform description. The Secretary of State for Education and Science has agreed to the proposal of the National Curriculum Council that a system should be introduced. It will be used by DES, HMI and, we expect, local authorities and schools. NCC will use it in all circulars and guidance. It will not however be statutory.

3 The new description is as follows:

Key Stage*	New description	Abbreviation	Age of majority of pupils at the end of the academic year
	Reception†	R	5
1	Year 1	Y1	6
	Year 2	Y2	7
2	Year 3	Y3	8
	Year 4	Y4	9
	Year 5	Y5	10
	Year 6	Y6	11
3	Year 7	Y7	12
	Year 8	Y8	13
	Year 9	Y9	14
4	Year 10	Y10	15
	Year 11	Y11	16
—	Year 12	Y12	17
	Year 13	Y13	18

* The key stages of compulsory education are described in section 3 of the Education Reform Act. Assessment under the National Curriculum takes place at or near the end of each key stage.

† Key Stage 1 for the National Curriculum also includes those pupils in reception classes (R) who have reached compulsory school age. The new description does not cover nursery provision. Special arrangements for applying the National Curriculum to five year olds in school year 1989/90 are contained in NCC circular number 1.

continued overleaf

4 The new description will emphasise continuity from the beginning of compulsory schooling at 5 to the age of 18. It will encourage pupils and their parents to regard as normal the completion of thirteen years of full-time education.

5 Schools may wish to number year groups in accordance with the new description but will be under no obligation to do so.

February 1989

D G Graham CBE MA
Chairman and Chief Executive

Appendix 8 Responses to National Curriculum History Working Group's Interim Report

Introduction

1 In our interim report we said that we looked forward with interest to receiving comments which would help to inform our further discussions and deliberations. In the event about 1000 submissions and letters were received (see Annex A to Appendix 8). We are very grateful for the time and trouble taken in preparing these responses; we know that many people consulted colleagues, prepared draft timetables and schemes of work and even conducted various trials to see how our proposals might work in practice. All this represents a great deal of interest in our work and it has been most helpful to us.

2 We received many complaints about the tight timetable for consultations and non-availability of copies. However, although we had invited comments, the interim report was not a part of the statutory consultation process and accordingly was not automatically distributed to schools. In practice 17,500 reports were printed and distributed.

General

3 The responses were generally supportive of the report in terms of our overall approach, our criteria for selecting content and our stated intentions for the teaching of school history. There was, however, considerable criticism that the actual choice of content did not always reflect these aims. There was constructive comment on the choice of attainment targets. But anxiety was expressed about the implications of the Secretary of State's response for our final recommendations. The most frequently and strongly expressed concern related to the resource implications of our proposals.

Attainment targets

4 These were generally favourably received. Many respondents had taken the trouble to conduct trial tests and commented constructively on areas of overlap between the different targets, suggesting ways in which these could be overcome. For the most part this involved reducing the total number of attainment targets and grouping them under a single profile component. A few respondents thought the examples of proposed statements of attainment were too demanding.

Content

5 There were two general strands to the responses about the content of our proposed course. First, it was evident that our approach to chronology had not been made clear. Secondly, the support in general terms for the criteria for selection was modified by the criticism that these did not apparently justify the full range of our selected content. Many believed the History Study Units were chosen more randomly than the criteria for their choice would suggest, and that there was a less than full coherence in the exemplar programmes of study contained in the report.

6 Particular criticisms which featured in many submissions were:

i) there was too much content in key stages 2 to 4, although many people (and often the same ones) argued that some important historical information had been omitted;

ii) there was too much prescription and not enough free choice;

iii) many respondents commented that the proposals contained a good deal of British history and were anxious about the Secretary of State's request for more; most had realised that as well as the British History Study Units, many of the thematic History Study Units contained British history. A few responses supported an increase in History Study Units related to European history;

iv) there were many requests to transfer some History Study Units from key stage 2 to key stage 3 and from key stage 3 to key stage 4;

v) there was criticism that some of the proposed History Study Units could not be accommodated within the notional term or half-term assumed for planning purposes;

vi) there was general approval for the PESC model, except from some scientists who thought 'technological' was too limiting a term.

Key stages

7 Generally, the amount of critical comment was greater for key stages 3 and 4 than for key stages 1 and 2 but this needs to be viewed in the context that six times as many responses were received from those concerned with secondary education, as from those concerned with primary education. A number of points were made by a

few correspondents about the specific placing of historical information within History Study Units in a given key stage, and the difficulties for small primary schools if the teaching order of History Study Units were to be prescribed.

8 **Key stage 1** received little criticism except for fine detail.

9 **Key stage 2** was praised more by secondary teachers than primary teachers on the grounds that at last they would know what history had been taught in key stage 2. The concern of primary practitioners focused on what they perceived as excessive content and a conflict between the prescription of content and present practice of integrated or topic based work.

10 **Key stage 3** was criticised for essentially four reasons: First, that the choice of core and options appeared arbitrary, even erratic, for example, the American Revolution was compulsory but the French Revolution was optional. Secondly, that there was some discontinuity as a result of selection of historical periods. Thirdly, that some History Study Units were unsuitable, for example USSR (too difficult for KS3), Sport and Society (lacking weight) and Modern China, and Japan since the Shogunate, (too esoteric). Fourthly, the content of some History Study Units which had been included was regarded as of lesser importance than other content which had been omitted.

11 **Key stage 4** attracted the most unfavourable comment. It was thought that there was too much twentieth century history and that the options offered to revisit earlier periods were poorly chosen, the history of medicine being a popular alternative. The single most repeated objection related to the omission of the two World Wars and related studies such as Fascism. Some respondents mentioned the lack of Latin American and Irish history. Many lamented the absence of a School Designed Theme for this key stage and the effect of the suggested course on current ways of organising integrated humanities courses.

Assessment

12 Many correspondents were disappointed that we had been unable to comment more fully about assessment. However, virtually all expressed concern that the Secretary of State had asked us to reconsider including historical knowledge in attainment targets. A large number anticipated difficult areas of assessment which we would need to consider, such as the feasibility of 10 levels of attainment for each attainment target and of constructing a course for key stage 4 accorded 2 periods per week.

Resources

13 There were very few respondents who did not mention that successful implementation of our proposals was directly related to the provision of adequate resources. Many commented on the expenditure incurred in resourcing GCSE and the apparent 'waste' of these materials. Most complaints centred on the need to replace resources for existing popular themes with those for new ones. Doubts were expressed by many respondents about the realism of assuming the availability of 3 to 4 periods per week for teaching history throughout the statutory age range, bearing in mind the consequences for timetabling and staffing. Heavy INSET implications were foreseen. Many respondents were worried about their ability to arrange visits to museums and historic sites under the new charging regulations.

Summary

14 This necessarily brief summary of responses could give a misleading picture: criticisms tended to be expressed with greater force than compliments. The great majority of respondents welcomed our main proposals. In particular, there was strong support for our broad view of history; for our definition of British history; for our analysis of the nature and purposes of the subject; and for our treatment of attainment targets as a means of assessing historical knowledge, understanding and skills.

Annex A to Appendix 8

Summary of responses to the Interim Report

Colleges of further education	8
Higher education academics	37
Higher education teacher trainers	16
LEA associations	68
LEA officials	55
Organisations	123
Primary schools	52
Private individuals	97
Secondary schools	303
Teachers	230
Independent schools	9

Note: The allocation to a particular category was derived from information in a response. Each response was counted once, even though some responses incorporated the views of several individuals.

HMSO publications are available from:

HMSO Publications Centre
(Mail and telephone orders only)
PO Box 276, London, SW8 5DT
Telephone orders 01-873 9090
General enquiries 01-873 0011
(queuing system in operation for both numbers)

HMSO Bookshops
49 High Holborn, London, WC1V 6HB 01-873 0011 (counter service only)
258 Broad Street, Birmingham, B1 2HE 021-643 3740
Southey House, 33 Wine Street, Bristol, BS1 2BQ (0272) 264306
9-21 Princess Street, Manchester, M60 8AS 061-834 7201
80 Chichester Street, Belfast, BT1 4JY (0232) 238451
71 Lothian Road, Edinburgh, EH3 9AZ 031-228 4181

HMSO's Accredited Agents
(see Yellow Pages)

and through good booksellers

From 6 May 1990 the London telephone numbers above carry the prefix '071' instead of '01'.

£7.95 net
ISBN 0 11 270715 7

Prepared by the Department of Education and Science by the Central Office of Information April 1990.
Printed in the UK for HMSO. Dd8171945. EDUCJ0392NJ