

*History*

■ TEACHING HISTORY  
AT KEY STAGE 3

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# TEACHING HISTORY AT KEY STAGE 3

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# FOREWORD

The Key Stage 3 history course plays a particularly important part in pupils' historical education, as for some this will be their final experience of school history. By the end of the key stage pupils should have developed a broad knowledge and understanding of British history and its relationship to European and world history. They should have also developed the appropriate skills and competencies described in the attainment targets. The attainment targets and statements of attainment can help teachers plan activities which are rigorous and challenging. In meeting the requirements of the statements of attainment, pupils will need to demonstrate knowledge and understanding of the content in the programme of study.

The advice in this book is designed to support teachers in using the structure of National Curriculum history to improve practice. NCC's monitoring programme has identified that teachers would like further guidance on:

- linking the attainment targets and programmes of study in planning and teaching;
- understanding and using the attainment targets, and in particular Attainment Target 2;
- planning activities which cover some aspects of the content in depth and others in outline;
- planning for progression and differentiation.

This book is designed to provide the help that teachers have requested. I should be interested to receive feedback from readers on how well you feel this book meets your requirements.

David Pascall  
Chairman, National Curriculum Council  
March, 1993



# INTRODUCTION

This book has been written for Key Stage 3 (KS3) heads of departments and teachers of history. It should be used alongside the Order (*History in the National Curriculum (England)*, DES/HMSO, 1991) and non-statutory guidance (NSG) (*History Non-Statutory Guidance*, NCC, 1991).

It aims to help teachers to:

- link the attainment targets (ATs) and programmes of study (PoS) in planning and teaching;
- interpret the ATs and statements of attainment (SoA);
- create a coherent KS3 history course;
- plan for progression and differentiation.

The book also contains INSET activities which are designed to be used as part of a programme of school-based INSET. They can also be used by readers to reflect on their own practice.



The PoS at Key Stage 3 is made up of two distinct parts:

- the general requirements for the key stage;
- the details of the individual study units.

Understandably, teachers are drawn to the description of the individual study units which they are required to teach. There is, however, a danger that insufficient attention is paid to the General Requirements (*History in the National Curriculum*, HMSO/DES, 1991, pages 33–35), which form a preamble to the specific units. This would be unfortunate as the General Requirements are statutory and intended to help clarify a number of important issues which are common to all the study units.

The opening remarks of the PoS state that: *Pupils should be taught to understand how developments from the early Middle Ages to the era of the Second World War helped shape the economy, society, culture and political structure of modern Britain. They should have opportunities to study developments in Europe and the non-European world, and be helped to understand how the histories of different countries are linked. They should be taught about ancient Rome and its legacy to Britain, Europe and the world.* This is unlikely to happen unless teachers see the KS3 PoS as the basis for a single coherent course in history. Unless the key stage is seen as a whole, pupils will experience a series of largely disconnected study units. The General Requirements can be used to establish a unifying framework across the whole key stage. Using a framework should make constructing an individual study unit easier because it helps to establish how a particular unit can contribute to the overall curriculum. A sense of the study unit as a building block for a larger edifice can enable teachers to make decisions about those elements of the unit that should be given particular emphasis. The supplementary units should play an important part in creating this sense of a coherent course across the key stage.

### **ASPECTS OF THE GENERAL REQUIREMENTS AND WHOLE KEY STAGE PLANNING**

#### ***Prescribed concepts***

The Order lists a number of concepts which should be taught through the core study units. A few of these are specific to individual units, for example 'fascism'. The majority of the listed concepts can be applied across different units. For example, in all three of the core British units reference should be made to 'government', 'parliament', 'Church', 'state' and 'monarchy'. By using and re-using concepts in different study units it is possible to give pupils a depth of understanding of terms which goes far beyond dictionary definitions. The terms involve abstractions which some pupils may find difficult. However, it is by frequently encountering demanding ideas in different contexts that pupils are most likely to achieve a good understanding.

The concepts and terms can be used as a stock of ideas which can help pupils describe particular events and provide them with analytical tools for future study. For example, the debate over whether Rome should have had a **republican** or **monarchical** government at the time of Julius Caesar and Augustus should provide pupils with concepts to make sense of the political divide of the 1640s and 1650s. These classical and seventeenth-century examples can be referred to when pupils analyse the clash of **democracies** and **dictatorships** during *The era of the Second World War*. Pupils would not be learning that these were identical events but their understanding would be deepened by reference to other examples of disagreement about the fundamentals of political organisation. Providing pupils with an understanding of political concepts and terms is an important part of preparing them to be informed citizens.

The concepts have an important role in linking the three British core units, *Medieval realms*, *The making of the United Kingdom* and *Expansion, trade and industry*. A key theme across these units is the development of Parliament 1066–1900. This development shows both aspects of change and continuity. Pupils' ability to think about these changes will depend on their understanding of the relevant concepts.

The Order only requires the teaching of the listed concepts in the core units at KS3. However, the supplementary units can be used to develop pupils' understanding of concepts and to plan for coherence across the key stage. For example, in a study of *Castles and cathedrals* teachers could seek to extend understanding of 'Church', 'feudalism', 'nobility' and 'peasantry' acquired in work on *Medieval realms*. Pupils considering the causes of the French Revolution could revisit the same concepts and obtain a greater understanding of terms, such as feudalism. Many of the listed concepts arise from a study of European history. The non-European supplementary unit provides an opportunity to see if these terms are helpful when analysing non-European societies, and to consider additional, culturally specific terms such as 'jihad' or 'hajj' in the context of Islam.

### ***A variety of perspectives across the key stage***

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

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

The perspectives (PESC) are designed to ensure a broad experience of history for pupils. It is important to decide which perspective will be emphasised in each unit but it is not necessary to ensure absolute equality of treatment. Over the eight study units political and social history may well receive more attention than cultural and aesthetic. This is acceptable as long as there is some substantial reference to the cultural and aesthetic perspectives. The emphasis in the core units is set by the focus statement at the top of each unit. In *Expansion, trade and industry*, for example, the economic and social perspectives are highlighted. Teachers need to identify the perspectives which will be emphasised in each core unit. The supplementary units can then be used to ensure a proper measure of breadth. (The non-European unit differs from all other units in that there is a requirement to make reference to all of the perspectives in the unit.)

The perspectives can be used to link historical knowledge across distinct study units. This helps both in managing the content and in planning for progression. Although the degree of emphasis will vary from unit to unit, the KS3 history course is about political, economic, social and cultural developments from Roman times to 1945. By using the perspectives to identify threads teachers can build in references to previous content and encourage pupils to apply and consolidate their knowledge. For example, the unit *Expansion, trade and industry* requires study of the Reform Act of 1832. Understanding of this act will be enhanced by knowledge relating to earlier development in the history of Parliament. Referring back to other salient events not only helps to make sense of the events of 1832 but reinforces and deepens understanding of previous periods. Cross-referencing of this kind can also help to underpin a pupil's sense of overall chronology.

The extent to which the required perspectives can serve to link knowledge across the key stage can be exemplified with reference to one particular perspective. Diagram 1 shows how one school mapped the religious perspective across the key stage.

Diagram 1: One school's mapping of the religious perspective across KS3

Study unit	Coverage of this perspective
1. <i>The Roman Empire</i>	<i>Religion in the Empire, including Emperor Constantine and the development of Christianity (PoS)</i>
2. <i>Medieval realms</i>	<i>The idea of Christendom . . . relations of the monarchy with the Church . . . the beliefs and influence of the Church (PoS)</i>
3. <i>Castles and cathedrals</i>	<i>The religious functions of cathedrals. The clergy and religious orders in secular and monastic castles. Cathedrals as communities (NSG)</i>
4. <i>The making of the United Kingdom</i>	<i>Religious differences and relations between Roman Catholics, Anglicans and Nonconformists (PoS)</i>
5. <i>The French Revolution</i>	The role of the Catholic Church in pre-revolutionary France
6. <i>Expansion, trade and industry</i>	<i>Religious differences and links between religion and social reform (PoS)</i>
7. <i>The era of the Second World War</i>	Judaism and anti-semitism as background to the Holocaust
8. <i>Islamic civilisations</i>	<i>The life and work of the Prophet Muhammad. The Quran (Koran), the Hadith, the Five Pillars, Shari'ah (law) (NSG)</i>

The mapping exercise helped staff to clarify their responsibility for this historical perspective. They identified a backbone of knowledge relating to the evolution of Christianity: the early Church, the dominance of the Catholic Church in medieval Western Christendom, the fissures of the Reformation and the impact of industrialisation on belief. The supplementary unit on *Castles and cathedrals* provided an opportunity for substantial emphasis about the relationship between faith and society in medieval times. The unit on Islam enabled pupils to undertake a significant study of how another world religion shaped the lives of many people over a period of centuries. Identifying the religious perspective enabled teachers to build on work from previous years and enabled them to discuss how work in religious studies could contribute to pupils' work in history.

### Chronology

The General Requirements state that *pupils should be taught about the chronology of the main events and developments in the programme of study*. This refers to the need to establish a sense of chronology both within any study unit and in relation to the PoS. The cross-referencing of concepts and perspectives should contribute to the growth of a broad chronological framework.

Some of the supplementary units cover time periods which overlap with core units. This provides an opportunity to create timelines which identify contemporaneous developments of different types or in different locations. Thus, a study of Mughal India could lead to pupils creating a time line 1500–1800 that juxtaposed significant events in India with developments in Britain drawn from a recapitulation of work done in *The making of the United Kingdom*. Similarly a study of *Castles and cathedrals* will necessarily focus on the evolution of these buildings over time and this could be used as a way of revisiting a chronological framework established during work on *Medieval realms*.

Pages 32–34 illustrate some different ways of developing chronological understanding.

### ***The range of historical sources***

The Order lists the variety of sources which pupils should encounter across the key stage. Documents and pictures will feature in almost all study units. Other sources may receive less attention over the three years but ought to be highlighted at particular times. The study of *The Roman Empire*, for example, provides an opportunity to emphasise the archaeological contribution to historical knowledge through more extended work on artefacts and sites. Similarly the value of folk song as an historical source could be explored in relative depth in a study of social aspects of the Industrial Revolution.

Work towards AT3 will enable pupils to show their ability to draw information from sources. It will also enable them to evaluate the usefulness and reliability of sources. While this analytical work is a vital part of a rigorous historical education, sources can be used to serve other purposes. Good history teaching can help people to enjoy the remains of the past, in the form of art, literature, music and historic buildings.

Sources can also contribute to the development of an understanding of the characteristics of different periods and a sense of chronology. This depends on building up a background of knowledge which pupils can draw upon when making sense of subsequent periods. Understanding the significance of the printed Bible in sixteenth- and seventeenth-century Britain depends on referencing back to the hand-written world of medieval learning. The novelty of a Renaissance building such as the Banqueting Hall of Inigo Jones needs to be contrasted with Gothic architecture and requires referring back to the classical models on which the building is based.

### ***Investigating historical topics and communicating knowledge and understanding***

The requirement to investigate topics in a variety of ways should be applied in different contexts: from routine brief activities to more extended research. Occasional opportunities for more substantial research need to be built into the individual study units. These investigations demand careful planning so that there is a sufficient level of increased difficulty between, for example, a Year 7 project on the experience of different groups in ancient Rome and an investigation by Year 9 pupils into the Home Front during the Second World War. Teachers should decide which aspects of content lend themselves to activities of this kind and how to develop the general reference skills required.

Pupils should have opportunities to present their work in a variety of ways using a variety of techniques. Chapter 4 discusses how activities and methods of presentation can be related to learning objectives.

### ***Summing up work across the key stage***

Many teachers will wish to provide pupils with time to consider work they have done across the key stage. Some aspects of the PoS enable pupils to link content from different study units. For example, work on the influence of Roman culture on European civilisation or the development of the English language requires pupils to consider change and continuity over long periods. These might profitably be built into other units as the opportunity arises.



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## INSET ACTIVITY 1

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### *Planning for coherence across Key Stage 3*

**Suggested INSET time** 2 hours.

**Purpose** To review the coherence of key stage plans.

**Resources** *History in the National Curriculum*, DES/HMSO, 1991.  
Photocopy of Diagrams 1 and 2.  
Departmental policy documents and curriculum plans.  
Schemes of work for study units.

- Task**
1. Make a list of all the study units taught in your school at KS3.
    - For each unit identify which of the following prescribed concepts are relevant — government, parliament, Church, state, empire, monarchy, republic, treaty, revolution, reform, class, feudalism, nobility, peasantry, trade, industrialisation, communism, fascism, democracy, dictatorship.
    - For each unit identify any additional concepts which are important for a full understanding of the period.

Discuss how much overlap there is between the concepts in different study units. Is it possible to build in reference to prior work on particular concepts when planning units?
  2. Study Diagram 1. Take one of the following perspectives and use Diagram 2 to map your department's coverage across the core and supplementary units.
    - Political.
    - Economic, technological and scientific.
    - Social.
    - Religious.
    - Cultural and aesthetic.

Identify those units where this perspective will be given a particular emphasis. Discuss ways of drawing upon previous work in order to reinforce and consolidate understanding.
  3. Audit the range of sources that your department uses at KS3. Is there an opportunity for substantial work on each of the prescribed types of source?
    - Documents and printed sources.
    - Artefacts.
    - Pictures and photographs.
    - Music.
    - Buildings and sites.
    - Computer-based materials.

Discuss the balance of time allocated to each source across the key stage. How appropriate is this balance?

Diagram 2: Chart for INSET Activity 1

Perspective	
Study unit	Coverage of this perspective

**PROGRESSION IN NATIONAL CURRICULUM HISTORY**

Work at all key stages should be planned so that pupils develop:

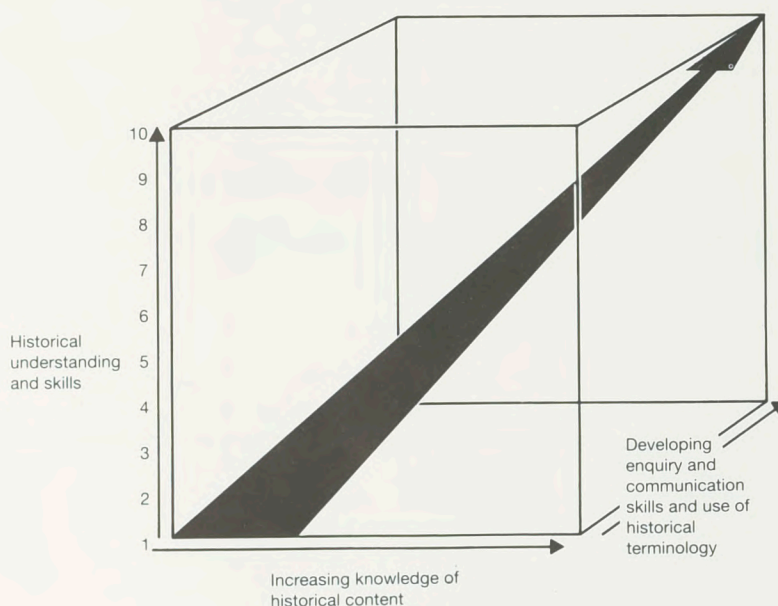
- a detailed knowledge and understanding of the past;
- increased understanding of historical terminology and concepts;
- the ability to use an increasing number of more complex sources;
- improved investigative, organisational and communication skills.

The history Order provides a framework to help teachers plan for progression through the use of the following elements.

1. The ATs and the SoA which describe the knowledge, understanding and skills which pupils need to acquire.
2. The study units in the PoS which set out the content pupils must be taught. (As they progress pupils will need to show a deeper and wider knowledge of the historical content in the PoS.)
3. The General Requirements in the PoS which are designed to ensure that pupils should:
  - use a range of historical sources;
  - develop enquiry and investigative skills;
  - develop organisational and communication skills;
  - be helped to understand the essential terms and concepts in the PoS.

These elements need to be planned together if pupils are to receive a balanced, coherent and worthwhile historical education. Diagram 3 below illustrates the general relationship between pupil progression and the elements of National Curriculum history.

*Diagram 3: The relationship between pupil progression and the elements of National Curriculum history*

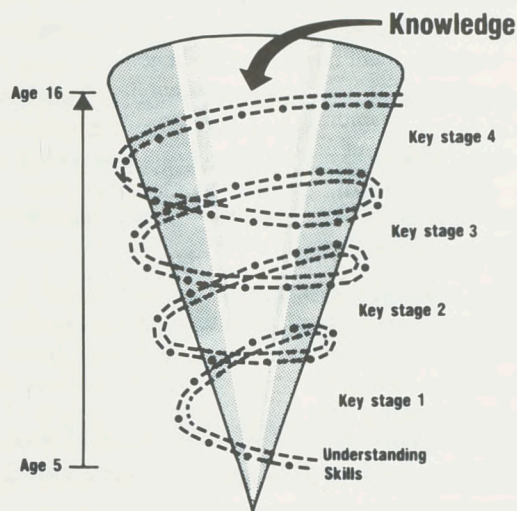


The following sections provide further explanation on how the Order can be used to plan for progression in pupils' historical understanding.

## **PROGRESSION IN HISTORICAL KNOWLEDGE**

The three ATs, Knowledge and understanding of history, Interpretations of history and The use of historical sources, all require historical knowledge. Diagram 4 illustrates how knowledge and understanding are inseparable elements in the study of history. It also shows that attainment at the higher levels requires a wider and deeper knowledge of the content in the PoS.

*Diagram 4: The 'twin helix' model of knowledge and understanding (from History for ages 5 to 16, DES/HMSO, 1990)*



Developing knowledge and understanding will involve pupils in acquiring both outline and detailed knowledge of historical events and periods. Identifying which aspects of content to teach in outline and which in depth is an important aspect of planning a unit. The focus statement at the top of a core unit should be a major factor in deciding depth of treatment. Both outline and in-depth knowledge have an important part to play in developing historical understanding.

Teachers can encourage pupils to use their knowledge of periods and topics previously studied to reinforce outline knowledge and to help them compare and contrast particular themes or aspects. This can be achieved through appropriate questioning and recapping. It is also possible to develop outline knowledge through 'broad brush' approaches, for example by summing up religious changes in Tudor times on a wall chart or by comparing aspects of society in 1600 with aspects of society in 1700.

It is not always necessary to link the development of historical knowledge to work on sources, although this can be one method employed. Pupils can acquire historical knowledge through teacher exposition, through structured investigations of text and reference books and through the location and selection of relevant information, for example through the use of information retrieval software. Whatever method used it is important to develop pupils' historical understanding. For example, asking 'When was Charles I executed?' will test recall not understanding. Asking 'Why was Charles I executed?' not only requires pupils to know about the end of the Civil War and the attitudes of those who signed Charles' death warrant but also to make judgements about the relative importance of various factors.

As they progress, pupils will need to be able to display relevant outline knowledge to explain events and to set events in context. They will also need detailed knowledge of particular events and situations. For example, pupils could draw upon outline knowledge of the changing relationship between Tudor monarchs and their Parliaments as part of a discussion of the causes of the Civil War.

### **USING THE ATs TO PLAN FOR PROGRESSION IN HISTORICAL UNDERSTANDING AND SKILLS**

The ATs define what history is all about: the development of knowledge about the past, of understanding of why and how things happened and the appreciation of how we know about the past. The SoA provide a framework to plan for the development of pupils' historical knowledge, skills and understanding. They identify the stages through which pupils are likely to pass in developing the abilities identified in each AT. Each SoA is incomplete until it is applied to a specific piece of historical content. That is why at the top of each AT the Order states that *Demonstrating their knowledge of the historical content in the programmes of study, pupils should be able to . . .* The SoA only come to life when they are related to an historical event or theme.

An AT is made up of all the skills and concepts in the SoA. Teachers should see these as the overall objective. SoA should not be seen as hurdles which always require discrete tasks but as broad indicators for planning. Activities should arise naturally from the historical topic and theme being taught. They should enable pupils to develop their overall knowledge of the event. SoA, therefore, need to be linked appropriately to the specific historical content in order to become teaching and learning objectives.

In some National Curriculum subjects attainment of one level is dependent on mastery of previous levels, and as each successive level is achieved the lower levels are left behind. In history pupils need time to refine and develop skills in lower level SoA in more challenging contexts. Teachers will, therefore, want to provide opportunities for pupils to develop their skills and understanding by revisiting the competencies described in SoA already attained. It may also be appropriate to introduce skills and competencies from higher levels as preparation for future work. (Chapter 4 considers this issue in more detail.)

The General Requirements contain a section *Links with the attainment targets*. This demonstrates the links between each AT and aspects of the PoS. Across all four key stages these sections further indicate progression by defining broad stages in each AT. These are identified in Chapters 5–9, which show how these broad stages can be used in planning.

### **PROGRESSION IN ENQUIRY AND COMMUNICATION**

The General Requirements state that pupils should have opportunities to investigate topics in a variety of ways, including investigating topics on their own. Enquiry is also explicit in AT3 where the SoA at Levels 5 and 6 refer to the utility of sources 'for a particular enquiry'. Pupils need to be taught some of the skills necessary for successful enquiry work. They should become used to:

- identifying topics for investigation;
- posing questions about the chosen investigation;
- identifying sources that could be used in the investigation;
- collecting recording and organising the information;
- making judgements and drawing conclusions.

Pupils will need to develop their ability to communicate effectively. This involves enabling pupils to:

- plan and organise work;
- produce well-structured narratives, explanations and descriptions, both orally and in writing;
- contribute to discussion and debate;
- select and deploy relevant information and use evidence from sources to support an argument;
- use clear well-structured written and spoken English.

(NSG identifies a broad progression in enquiry and communication skills from key stage to key stage.)

The General Requirements state that pupils should have opportunities to communicate the results of their work through extended writing of different types. Extended writing enables pupils to display their understanding of the ways in which complex factors relate to each other. This is an essential aspect of the higher level SoA. Chapter 4 discusses ways of using a sequence of activities to help pupils progress to longer pieces of work.

### ***PROGRESSION IN USING HISTORICAL CONCEPTS AND TERMS***

Historical concepts and terms can be used to plan for progression across the key stage. Work about, for example, conflicting political views, the complexity of social organisation, and the impact of religion, is likely to be a constant feature of history teaching whether pupils are studying medieval monarchy or the rise of Hitler. Topics such as these require pupils to draw on a stock of historical concepts and terms. Teachers should ensure that these concepts are explored in an increasingly demanding way.

### ***PROGRESSION AND CONTINUITY BETWEEN KS2 AND KS3***

Progression is, to an extent, built into the demands of the PoS. At KS1 children are introduced to ways of investigating the past; by KS4 most pupils are expected to understand demanding concepts relating to twentieth-century history. Teachers at KS3 should be aware of this overall progression but should pay particular attention to the progression between KS2 and KS3. Apart from the content in *Medieval realms*, the content of all core study units is touched on significantly in the KS2 core units. Teachers need to be clear how work at KS3 can build upon, rather than duplicate, the earlier course of study. Guidance on this matter is to be found by comparing the relevant study unit statements. For example, at KS2 the main focus in *Tudor and Stuart times* is on the way of life of people at all levels of society and well-documented events and personalities of the period. The focus in *The making of the United Kingdom* is on the political unification of Britain and on the changing relationships between Crown, Parliament and people.

### ***USING ASSESSMENT TO PLAN FOR PROGRESSION***

Assessment is an important part of planning for progression. As part of their day-to-day teaching, teachers will be collecting evidence and making judgements about the progress of individual pupils. This information should be used to identify the needs of pupils and should inform the planning of future work.

Pupils can be involved in their own assessment by reviewing their work and negotiating targets for further learning. They will, therefore, need to know the objectives for each unit or piece of work.

SEAC has provided guidance on methods of teacher assessment. These publications are listed in the bibliography at the end of this book.

# HISTORICAL KNOWLEDGE AT KEY STAGE 3

The PoS provides a number of principles for identifying which areas need to be taught in depth. The focus statement and the list of key elements show the main emphasis in each core unit. Diagram 5 shows these aspects of knowledge from each of the core units. Teachers also need to identify the knowledge in each supplementary unit to be taught.

The General Requirements also provide guidance on how content should be treated across the key stage. Pupils should acquire substantial knowledge of the different perspectives, for example economic, technological and scientific. There is also a requirement to make links between past events and *the economy, society, culture and political structure of modern Britain*.

Diagram 5: Areas of knowledge in the core study units

<i>The Roman Empire</i>	<p><b>Focus:</b> Growth and extent of Empire; society and government; legacy of Rome.</p> <p><b>Key elements:</b> The development of the Empire; the economy of the Empire; Roman society; Roman culture and its legacy.</p>
<i>Medieval realms</i>	<p><b>Focus:</b> The development of the medieval monarchy; the way of life of the peoples of the British Isles.</p> <p><b>Key elements:</b> Britain and the wider world; the development of the English monarchy; medieval society; the legacy of medieval culture.</p>
<i>The making of the United Kingdom</i>	<p><b>Focus:</b> The political unification of Britain; the changing relationships between Crown, Parliament and people.</p> <p><b>Key elements:</b> The political unification of Britain; the power of the monarchy and its relationship with Parliament and people; changes in ideas and the arts; the diversity of British society.</p>
<i>Expansion, trade and industry</i>	<p><b>Focus:</b> Growth of trade and industry; consequences for Empire and British society; efforts to make Parliament more responsive to the demands of new social groups.</p> <p><b>Key elements:</b> Social and economic change in Britain; the culture of industrial Britain; Britain's world-wide expansion; the political development of Britain.</p>
<i>The era of the Second World War</i>	<p><b>Focus:</b> Developing conflict between democracies and dictatorships; the impact of the war; post-war reconstruction.</p> <p><b>Key elements:</b> Developments in Europe in the 1930s; the experience of war; immediate consequences of war.</p>

## IDENTIFYING DETAILED KNOWLEDGE IN A STUDY UNIT

A clear picture of the detailed knowledge that can be derived from a study unit can make the planning of work much easier and ensure that any study unit will have an internal coherence and not appear to pupils as a series of unrelated episodes. The focus statement provides an important indicator about the way in which knowledge in a unit should be treated. In *Medieval realms*, as shown below, there should be an emphasis on the evolution of the monarchy and of society. These two themes enable pupils to develop their understanding of the required concepts such as ‘government’ and ‘nobility’. The conflict between John and the barons or the Peasants’ Revolt becomes more significant set alongside the broad picture of the changing nature of royal power or of the decline of the manorial system. It is also important to see how far the knowledge acquired in the core units will help pupils see how developments in these periods help to shape the economy, society, culture and political structure of modern Britain.

Because the ATs are central to the study of history, some content will inevitably lead to a study of change within and between periods and some will require study of the causes and consequences of events. Similarly, other topics can help pupils develop a sense of period. Identifying areas of knowledge in a study unit can therefore help identify which topics are directly related to the three strands of AT1. Diagram 6 shows how this was done for the unit *Medieval realms*.

Diagram 6: Checklist used to identify fundamental knowledge in a core study unit

Study Unit: <i>Medieval realms</i>	
1. What areas of knowledge are suggested by the focus statement?	Development of the medieval monarchy. The way of life of the peoples of the British Isles.
2. What required concepts support these areas of knowledge?	Monarchy, government, parliament. Church, feudalism, nobility, peasantry.
3. What opportunities do these areas of knowledge provide for developing:	
(a) a sense of chronology/change?	Changing power of Kings during Middle Ages. Changes in society, especially the rise and fall of serfdom.
(b) awareness of key developments/events?	Landmarks in history of monarchy, 1066, Magna Carta (1215), the death of Becket and the Peasants’ Revolt.
(c) knowledge and understanding of the characteristics of a period?	Middle Ages as an ‘age of faith.’ The feudal system and the medieval village.

Each area of content will contain issues which can be turned into questions which pupils can study, for example Why was Becket killed? How did the power of English medieval kings change from 1066 to 1485? These key questions can be used to structure work in the classroom.

The following example shows how the focus statement of the unit *Expansion, trade and industry* was used to create key questions and how these relate to the ATs. The focus states that: *Pupils should be taught about the impact on Britain of industrialisation and world-wide expansion. The focus should be on the growth of trade and industry, the consequences of this for the British Empire and British society, and efforts to make Parliament more responsive to the demands of new social groups. Reference should be made to the histories of England, Ireland, Scotland and Wales.*

### **Possible key questions**

1. How did the British economy change 1750–1900? Were these changes common to all parts of Britain? AT1 Strand (i)
2. Why was there a revolution in the cotton industry 1750–1870? AT1 (ii)
3. What caused the growth of the British Empire? AT1 (ii), AT2
4. What can we learn from sources about life during the Industrial Revolution? AT1 (iii), AT3
5. How were MPs elected before 1832? AT1 (iii) How did this change? AT1 (i)
6. What were the causes of Chartism? AT1 (ii)

### **SKETCHING OUT THE CONTENT ACROSS A UNIT**

Once detailed knowledge for each study unit has been identified this needs to be related to the time available. Teachers may find it helpful to sketch out the broad ‘shape’ of the unit, before planning in detail with a matrix such as the one in NSG. Diagram 7 shows how one history department produced a quick sketch showing the structure for their treatment of *The era of the Second World War*.

This unit contains a lot of important content. Diagram 7 shows how one department rendered this manageable in the time available. The three component parts of the plan are derived directly from the focus statement and key themes found in the PoS. This analysis of the content was undertaken in a single departmental meeting. It provided a way of organising the content which led to three key questions which could be given to pupils as organising ideas.

1. Why did the war happen?
2. What was the war like for ordinary people?
3. What were the results of the war?

### **USING THE ATs IN UNIT PLANNING**

The teachers who developed the plan shown in Diagram 7 were anxious to see how the content in the study unit related to ATs. The pupils began with a three-week study of the varied long- and short-term causes of the war. This resulted in a substantial piece of work allowing them to display their knowledge of the causes of the war (AT1, ii). At the end of the introductory three weeks, pupils were presented with the assertion (suitably paraphrased) by A. J. P. Taylor that the Treaty of Versailles can be said to have caused the Second World War. The intention was that they would have enough knowledge of the Treaty of Versailles, the world slump, the rise of Hitler and Appeasement, to reach their own informed judgements on the adequacy of Taylor’s explanation. This represents, of course, work on interpretations as found in AT2.

Diagram 7: Plan showing the broad coverage of the content in the unit. The era of the Second World War

Weeks	
1	<p style="text-align: center;"><b>The causes of the war</b></p> <p>Emphasis on causation (AT1, ii) and interpretations (AT2). Analysis of variety of causes. Consider A. J. P. Taylor's thesis that the main cause was the Versailles settlement of 1919.</p>
2	
3	
4	<p style="text-align: center;"><b>The experience of the war</b></p> <p>Emphasis on understanding the complex nature of the war across Europe, Asia and the rest of the world (AT1, iii), using a range of source material to illustrate the human cost of war (AT3).</p> <p>Establish chronology of events in European and Pacific arenas. Consider role of war leaders. Detailed source-based study of contrasting experience of:</p> <ul style="list-style-type: none"> <li>● the British home front;</li> <li>● German civilians;</li> <li>● The Jewish Holocaust;</li> <li>● The Russian front;</li> <li>● Hiroshima.</li> </ul>
5	
6	
7	
8	
9	
10	
11	
12	<p style="text-align: center;"><b>The legacy of the war</b></p> <p>Emphasis on situation at the end of hostilities (AT1, i and iii) and consequences of war (AT1, ii).</p>
13	
14	

The major part of the work was about the experience of the war. This weighting was derived from the description of content in the PoS. The teachers used the eight weeks out of the total of 14 to give pupils a grasp of the chronology of the war in Europe and the Pacific and the role of the important protagonists: Hitler, Churchill, Stalin and Roosevelt. Having understood the 'Story' of the war, pupils were able to use contemporary source material to find out how the war was experienced by ordinary people in different parts of the world. This work was related to AT1 (iii) and AT3.

The concluding section of work concentrated on the situation at the end of the war, and the consequences of the war. In this three-week section, pupils could further explore ideas about cause and consequence related to AT1 (ii).

Planning of this sort involves considerable connections between ATs and content. In the case of the central section on the experience of war, it was the intention of the teachers to spend a significant amount of time developing a knowledge of the main events and personalities of the period. Relating the ATs to substantial areas of content enables pupils to develop the knowledge which is necessary if they are to show evidence of achievement. This is particularly important at high levels.

### **USING THE ATs TO DEFINE KNOWLEDGE**

The study units detail the content pupils should be taught in the core units at KS3, but this is not in itself sufficient. It is only when a level of analysis is taking place that information about the past is placed in a framework that ensures that it is understood. The ATs can be used to ensure that there is sufficient intellectual challenge in the coverage of content. The relationship between the ATs and the PoS helps teachers translate knowledge of content into historical understanding. The outcome of KS3 should be not only an informed mind, but a perceptive and analytical one.

While the PoS indicates areas of historical content, the SoA suggest the depth of knowledge that can be expected of pupils of different ability.

## **LINKS BETWEEN AT1 AND HISTORICAL KNOWLEDGE**

The three examples below, drawn from the core study unit 4, *Expansion, trade and industry: Britain 1750 to 1990*, show the depth of treatment of a topic required by the SoA.

### **AT1 (i): How much can we expect pupils to know about industrialisation?**

The core study unit *Expansion, trade and industry*, has, as part of its focus statement, a requirement to teach about *the growth of trade and industry, 1750–1900*. Few would dispute the importance of the area as part of a wider framework of historical knowledge. However, industrialisation can be understood with varying degrees of complexity. Without further guidance, teachers could conclude that their pupils should find out about how the cotton mills of the late eighteenth century introduced a new factory-based way of working that ultimately transformed the British economy. This is true, but able 14 year olds will be able to take this further. Knowing about changes in the textile industry can enable pupils to work towards AT1 (i) Level 3: *Demonstrating their knowledge of the historical content in the programmes of study, pupils should be able to describe changes over a period of time*. However, a simplistic view of industrial change which is effectively limited to knowledge of changes in textiles would not allow pupils to advance much above Level 3. It would certainly not enable pupils to show evidence of AT1 (i) Level 7: *Demonstrating their knowledge of the historical content in the programmes of study, pupils should be able to show an awareness that patterns of change can be complex*. A wider knowledge base is required by the Level 7 statement. For attainment at this level, pupils require knowledge of the variable progress of industrialisation. While cotton and woollen production went over to a factory system, most people continued to work outside the factory system in farms and workshops throughout the nineteenth century; while new factories were springing up in Lancashire and Yorkshire, older industrial areas such as the Weald were in a state of collapse. Thus the level of knowledge can be extended by considering the teaching objectives embodied in the statements at higher levels.

### **AT1 (ii): How much can we expect pupils to know about the Agricultural Revolution in eighteenth-century Britain?**

The PoS for *Expansion, trade and industry* states that *Pupils should be taught about changes in agriculture*. A teacher could translate this into a scheme of work which helped pupils to understand:

- the extent to which farming output increased;
- that this increase was caused by several factors including enclosure and the use of new crops.

If understanding of terms like enclosure and crop rotation was sufficiently sustained, a pupil could then show evidence of the AT1 (ii) statement at Level 4: *Demonstrating their knowledge of the historical content in the programmes of study, pupils should be able to show an awareness that historical events usually have more than one cause and consequence*. However, knowledge of this sort would not be sufficient for a pupil to show evidence of the Level 6 statement for AT1 (ii). If, for example, they had a further knowledge of enclosure, they would appreciate that much of Britain was not affected by parliamentary enclosure and that even in the English Midlands it was the final stage in a process that had been going on for centuries. Pupils could then understand that for much of Britain, enclosure was not a very important cause of the rise in output. With this sort of depth of knowledge, pupils would be better placed to demonstrate their ability *to recognise that causes and consequences can vary in importance*, AT1 (ii) Level 6.

### ***AT1 (iii): How much can we expect pupils to know about British politics on the eve of the 1832 Reform Act?***

Pupils must study the Reform Act of 1832. An understanding of this turning point in constitutional history depends upon some knowledge of the unreformed system that predated 1832 and people's political views at the time. AT1 (iii) concerns *key features of past situations*. In order to show evidence of the Level 4 statement, pupils will need to know about the highly unrepresentative nature of the franchise before 1832 and the exclusion from borough representation of great commercial cities such as Birmingham, Sheffield and Leeds. This broad view of the situation is a pre-requisite for higher order analysis. At Level 6, for example, there is reference to the *different ideas and attitudes of people in an historical period*. In the context of 1832, pupils at this level need knowledge of some of the key players in the drama of that year and their contrasting attitudes towards reform. They need to know, for example, about the way leading Whigs like Lord Grey wanted reform in order to preserve the power of the aristocracy.

These three examples reinforce the emphasis on the connection between the PoS and ATs which is made at the very beginning of the statutory Order for history: *pupils will not be able to satisfy the statements of attainment without demonstrating a knowledge and understanding of the historical content of the appropriate programmes of study (History in the National Curriculum, HMSO/DES, 1991, p.1)*. The SoA can thus be used to help define how much knowledge and understanding of the historical content pupils require.

### ***HISTORICAL KNOWLEDGE AND ATs 2 AND 3***

AT1 is called Knowledge and understanding of history. AT2 and AT3 are also concerned with historical knowledge. These ATs are about the way our knowledge of the past is acquired. We learn about the past from a variety of media. Some of these representations of the past are more trustworthy than others. AT2 is intended to help pupils reflect on the quality of the knowledge that they find in different interpretations. A novel about Elizabeth I may be highly entertaining, but is it accurate? For pupils to answer the question, they need to **know** about certain features of the reign of Elizabeth. By applying this knowledge to an assessment of particular interpretation, pupils can further reinforce their grasp of the original content matter.

As in science, pupils need some insight into the method by which knowledge is established. The process of deriving knowledge from sources is the concern of AT3. By using sources themselves, pupils can gain an insight into how we know about the past. AT3 and AT2 provide an opportunity to apply and strengthen prior knowledge. Sources, for example, describing the events of 1381 may only make sense if the reader already knows about the manorial system and the nature of villeinage. The sources, if properly used, will help to deepen this knowledge. AT3 can help pupils to see that knowledge should be supported by evidence.



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## INSET ACTIVITY 2

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### *Historical knowledge at Key Stage 3*

**Suggested INSET time** 2 hours.

**Purpose** To consider how the Order can be used as a basis for planning how to develop pupils' historical knowledge and understanding.

**Resources** *History in the National Curriculum*, DES/HMSO, 1991.  
Photocopy of pages 18 and 19.  
Photocopy of Diagrams 5-9.  
Plans for study units.

- Task**
1. Look back at Diagram 5 on page 14. It shows the areas of knowledge which should be highlighted during each of the core study units. Discuss how far this provides a way of considering the content of these units. Produce a similar chart for the supplementary units undertaken in your school. A blank grid, Diagram 8 opposite, is provided for this.
  2. Read pages 18 and 19. It describes how the AT1 SoA make increasing expectations of pupil knowledge as the levels get higher. The examples come from *Expansion, trade and industry*. With a colleague, test out this idea on another study unit. Take the statements for each strand of AT1 at Levels 3 and 7. How much knowledge of topics taken from another study unit can be expected of pupils in order to show evidence of the requirements of these different level statements?
  3. Look at Diagram 6 on page 15, which shows a checklist used to identify fundamental knowledge in *Medieval realms*. Complete a similar checklist for another KS3 study unit. A blank grid is provided for this, which you may photocopy (Diagram 9, page 22).
  4. Diagram 7 on page 17 shows how one department sketched out the content of a study unit in broad blocks across the time allocated. Discuss how useful this broad planning is. Construct a similar plan for one of your study units.

Diagram 8: Blank grid for INSET Activity 2

<b>For each of the supplementary units you teach, identify the areas of knowledge which you expect pupils to acquire.</b>	
	<b>Focus:</b>  <b>Key elements:</b>
	<b>Focus:</b>  <b>Key elements:</b>
	<b>Focus:</b>  <b>Key elements:</b>

Diagram 9: Blank grid for INSET Activity 2

Study unit:	
1. What areas of knowledge are suggested by the focus statement?	
2. What required concepts support these areas of knowledge?	
3. What opportunities do these areas of knowledge provide for developing:  (a) a sense of chronology/change?	
  (b) awareness of key developments/events?	
  (c) knowledge and understanding of the characteristics of a period?	

When devising work to cover part of the KS3 PoS, teachers should identify which of the ATs relates to this particular aspect of historical content. Reference to the levels of the ATs will help to ensure an appropriate measure of challenge for pupils of different aptitudes. Used properly, the SoA can provide a valuable checklist of learning objectives, and can ensure that historical content is organised for pupils, with the right degree of direction and rigour.

Each SoA is prefaced in the statutory Order with the phrase *Demonstrating their knowledge of the historical content in the programmes of study, pupils should be able to . . .* Problems will arise if teachers pay insufficient attention to this stem statement, and mistakenly see the SoA removed from the specific content of the PoS. For example, at AT3 Level 6 the requirement to *compare the usefulness of different historical sources as evidence for a particular enquiry*, could be translated into a formulaic question, such as ‘Are picture sources as useful as written sources?’ There is little merit in these generic questions. Questions need to be linked to an area of content and specific sources. Generic questions are not likely to encourage interest in, or understanding of, the past. The abstract concepts underpinning the SoA only come to life when they are closely linked to real examples: ‘How useful are these sources in researching what happened to the princes in the Tower?’ ‘How far do the sources help us to understand women’s lives during the Roman Empire?’

A proper emphasis on content will prevent some SoA, especially those in AT1, being read as a series of general laws about human behaviour in the past. History is about particular past situations. The PoS lists these. The SoA are only of value in so far as they help pupils understand and explain real events, such as the French Revolution.

The SoA are primarily teaching and learning objectives. They need to be seen in conjunction with the content in the PoS. National Curriculum assessment involves establishing how far these teaching and learning objectives have been achieved. Undue concern about assessment may lead teachers to apply the levels too narrowly when planning activities. The ideas behind the SoA should not cease to be part of work in history simply because a pupil has reached a particular level. In AT3, for example, the Level 3 statement refers to deductions from historical sources. There are no further references to deduction from sources in the higher statements. It would be obviously absurd to ignore all work involving inferential analysis, simply because a pupil was operating above Level 3 in AT3. This aspect of history should remain central to history teaching irrespective of the age or aptitude of the pupil and inferential thinking is required for the higher levels of AT3. It is equally true, that some higher level statements contain ideas which could be introduced in a suitably simplified fashion, to pupils who have not attained the level concerned. At Level 7, for example, in AT2 pupils are required to *describe the strengths and weaknesses of different interpretations of an historical event or development*. Work comparing, in an elementary way, the accuracy of a painting and an historical novel which give an interpretation of the Civil War may not be challenging enough to warrant attainment at Level 7, but could be a useful introduction to the ideas behind the Level 7 statement. Teachers should, therefore, feel confident about using the SoA as flexible planning tools.

### A RANGE OF TECHNIQUES

Teachers have long established an extensive repertory of approaches to the teaching of history. This variety of teaching and learning styles is given a statutory basis in the requirement that pupils should have *opportunities to present results orally, visually and in writing, using a range of techniques including extended writing of different types*. Variety is not only important in order to maintain interest and motivation, but also because without a combination of activities, pupils will not be able to show breadth of understanding. Short written questions, drama, debate, extended writing and diagrammatic work can all be used in the course of a study unit. These different methods are not entirely interchangeable. The choice of activity should be

guided by the nature of the ideas the teacher is trying to teach. The level statements can help to clarify these ideas and help to identify an appropriate method of teaching and learning. Thus, while drama may be suitable for work towards AT1 (iii) Level 6, *describe the different ideas and attitudes of people in an historical situation*, drama would be much less useful in work towards AT2 Level 7, *describe the strengths and weaknesses of different interpretations of an historical event or development*. There is a need, therefore, to relate activities very clearly to the specific learning objectives described by the different SoA.

The SoA can also be used to identify insufficiently demanding activities. Tasks involving the colouring in of photocopied pictures, and other similarly undemanding activities, are of little value. In the limited time available for history at KS3, it is essential that teachers seek to provide intellectually challenging work. The use of the ATs as a planning tool will naturally lead teachers away from these limited and limiting tasks because they make little or no contribution to knowledge and understanding as outlined by the SoA. Undemanding tasks, often involving reading comprehension but no historical analysis, are commonly given to lower attaining pupils. This can be self-defeating, because without some element of intellectual engagement and challenge, their historical understanding cannot develop. Thoughtful use of the ATs can lead to such pupils being set activities which are accessible but also demanding and historical.

### **EXTENDED WRITING**

The only method of communication that is given explicit mention in the statutory Order is extended writing. Extended written work can help pupils to demonstrate the inter-relationship of factors that often typifies higher order thinking in history. The brief written answers that pupils sometimes undertake in response to textbook questions can fail to allow them to handle simultaneously a number of variables. The use of extended writing can encourage pupils to marshal a more complex argument. Many of the SoA are concerned with the variety and complexity of life in the past: *show how different features in an historical situation relate to each other, show an awareness that different people's ideas and attitudes are often related to their circumstances*. Pupils can be helped to show their grasp of complex historical events if they know how to present their arguments in well-structured written work.

In order to develop their ability to present historical narrative analysis and description, it may be helpful if pupils experience:

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

#### ***Extended writing as the culmination of a number of related activities***

In one school, Year 7 pupils spent a number of lessons looking at the short- and long-term changes that followed on from the Norman Conquest. The extract opposite is from the teacher's scheme of work.



Exploration of AT1 (i): long- and short-term changes, change and continuity, differing attitudes towards change, is change always beneficial?

A complex study broken into several parts.

1. Understanding the changes the Normans introduced.

Divide the class into Normans and Saxons. Use text book for information. Normans must find out how the country was subdued. Saxons find out about rebellions and reactions to conquest. This will lead on to discussion of early castles, feudal system, curfew. Pupils show the consequences for Normans and Saxons of the initial phase of Conquest.

Use extract from Gloucester Domesday. Work in pairs and work out what has happened to Saxon landowners.

2. Understanding change and continuity, long- and short-term change.

Get pupils back into Norman and Saxon groups. How have their lives changed? What aspects of life have changed very little?

3. Long-term changes.

Detailed study of selected long-term changes brought about by Conquest. Emphasis on two aspects of change: new architectural influences from Normandy and France, import of French and Latin words into English language.

Pupils sketch differences between Saxon Church at Deerhurst and Norman work at Tewkesbury. Pupils listen to and comment on differences between tapes of *The Battle of Maldon* and *Chaucer's Canterbury Tales*. Use dictionaries to research words of Old English, French and Latin origin. Discuss any patterns: why are most 'government' words Latin or French, while most farm animal names are Saxon?

4. Produce written assignment to bring together all aspects of the impact of the Conquest.

Pupils were given a sheet explaining a basic framework which they would use to construct their answers. With this framework, and the knowledge they had acquired over a number of lessons, most were able to produce extended written work of quality.

Below is the first page of an extended study of the immediate and long-term changes brought about by the Conquest. It was the climax of a sequence of activities planned towards AT1 (i).

A.T.1 Assignment: Changes Brought  
about by the Norman Conquest.

Introduction.

In 1066 after the Norman Conquest the only real immediate changes <sup>words</sup> was that Britain had a new king, there were slaves in the people's villages, there were foreign people in Britain (the Normans), the common people had a new lord, and the common people had to bake their bread and grind their grain in the lords oven and mill. Because the common people could not speak French or Latin they could not understand their lord, so their lord had to learn some English. Gradually there became more and more changes in Britain. The longest change of all was the language. English became a mixture of lots of different languages. I will now try and explain what main changes took place in Britain over the years, and which people liked the changes better than others.

### **Extended writing and the lower attaining pupil**

The previous example shows an able Year 7 pupil tackling a substantial piece of written work. With less able pupils the basic principles remain the same; pupils need to be given appropriate guidance on the **structure** of the written work and the work is best undertaken as the final stage of a **sequence of related activities**.

The next example is taken from the work of a Year 9 pupil with learning difficulties who was considered to be in the least able 10% of his mixed-ability year group. Pupils were studying *Expansion, trade and industry*. The class worked on the political development of Britain over a number of weeks, through a series of activities on the unreformed eighteenth-century system, popular protests and Peterloo, 1832 and the rise of Chartism. At the end of this work the teacher introduced the idea of an extended piece of writing. Great emphasis was placed on the idea that pupils should look back through their exercise books to choose the right information. The activity was undertaken by the whole year group, but a small number of less able pupils was given a highly structured guide to the extended writing task. The resulting work contained many inaccuracies, but the teacher was delighted at how successfully many of the lower attaining pupils had grasped the principles of organising and selecting from a daunting body of information. Although some of the work had glaring errors, this also proved useful to the teacher as it helped her to evaluate how far the more abstract ideas of this topic had been understood. The written marking tended to stress the positive; this was a chance to praise and boost the self-confidence of pupils for whom academic success was a rarity. In discussion with individuals, the teacher was able to explain those aspects of the topic that had been misunderstood.

#### **Politics in the eighteenth and early nineteenth centuries**

Write the above title in your books. You are now going to write an essay! This is a **long** piece of writing which must be carefully organised into paragraphs.

Organise it like this.

First paragraph begins: *In the eighteenth century the political system was organised like this*. Then explain how it was organised. (House of Lords, Commons, etc. How people voted. Who voted, etc.)

Second paragraph begins: *However, there were lots of problems with this system*. Then explain carefully why the system was increasingly unfair. Who was dissatisfied with it, etc.

Third paragraph begins: *Many people therefore protested against the system*. Describe carefully how middle and working class people protested. How did they fight for change (remember the causes of the 1832 Reform Act)? You could mention Peterloo in this paragraph.

Fourth paragraph begins: *In 1832 some important changes were introduced*. Describe these changes very carefully. Who did they affect? Why were they important?, etc.

Final paragraph begins: *After the 1832 Reform Act many working people were very disappointed*. Here, you should explain the Chartist movement—how it arose, what the Chartists wanted, why it failed, etc.

**Remember: use dates wherever possible so that the reader knows what period you are talking about. Avoid waffle: use relevant facts wherever possible.**

Politics in the eighteenth and early  
nineteenth centuries

In the eighteenth centuries  
the political system was organised  
like this. The king had most power  
at this time and then there was  
parliament the house of lords and  
the house of commons. The people  
in the houses were voted in at  
elections but these were crude  
and <sup>corrupt</sup> ~~stupid~~. People were black  
mailed. <sup>good</sup>.

However, there were a lot of  
problems with this system. Like  
the elections which I have <sup>mentioned</sup>  
and there were Rotten boroughs  
and pocket boroughs and  
~~connected~~ with the elections was  
the fact that only upper class  
people could vote. <sup>good</sup>.

### **BROAD-BRUSH AND IN-DEPTH ACTIVITIES**

Pupils need time to explore some topics in depth. Without detailed study of particular events, more able pupils are unlikely to have enough knowledge to show their ability to understand the complexities of change, cause and particular historical situations. Similarly, less able pupils are likely to be baffled by a course that has a constantly shifting focus. They need time to become familiar with specific people and events. To provide these opportunities for work in depth, teachers need to distinguish between aspects of content which will be taught using a 'broad-brush' approach and those that will be the basis for more detailed study. The focus statements in the core units provide a guide to elements of content which should be given special emphasis.

#### ***Is broad-brush work necessarily superficial and unchallenging?***

Some teachers are unhappy at the idea of putting a different weighting on to various aspects of content, on the grounds that the broad-brush work will inevitably be superficial. This could be the case if the elements of content in each study unit were seen as unrelated items of historical information. However, if each study unit is planned to give pupils a coherent experience, it is perfectly possible to integrate broad-brush and in-depth approaches in a way that avoids superficiality. In, for example, the study unit *Medieval realms* teachers might legitimately decide to spend only a short time explicitly teaching about the idea of *Christendom* and the extent to which the *British Isles* were part of a wider European world. Having established the meaning of Christendom, pupils have a reference point that can be used in later more substantial work on the medieval Church, feudalism and the development of medieval architecture. None of these three topics makes full sense without reference to the wider world of Europe and Christendom. The later application of knowledge initially gained in a broad-brush lesson enhances the quality of subsequent in-depth work.

While broad-brush lessons may be intended to provide knowledge required for later work, they can also be intellectually demanding in their own right. Broad-brush work lends itself to a relatively formal style of teaching, with a significant proportion of teacher exposition. This can be done in a way that has pace, and must also involve pupil activities, albeit brief ones, that test and develop understanding of the key ideas. The following two examples show how broad-brush work can require analytical thought on the part of pupils.

### ***The making of the United Kingdom***

One history department wished to provide in depth work on the causes of the Civil War, the personality and achievements of Cromwell and the nature of the 'Glorious Revolution'. Before they could look at these topics, it was decided that pupils needed a sense of the chronology of change and the key points of political disagreement 1600–1750. This was introduced in a single lesson through teacher exposition and the help of diagrams showing how the English government functioned in 1640, 1649 and 1701. Pupils were then given a worksheet, shown in Diagram 10 which required them to think about the varying distribution of power at each of these dates.

### ***Expansion, trade and industry***

One teacher wished to introduce the idea of economic change 1750–1900 in very broad terms, before pupils embarked on more substantial work on the causes and impact of industrialisation. She decided to spend one 50-minute lesson establishing a sense of the variable pace of change, and she used the example of agrarian change as a means of doing this. She produced a very detailed lesson plan for this one broad-brush lesson.

#### **Learning objectives**

Knowledge: by the end of the lesson pupils will have some awareness of the extent, type and uneven pace and spread of agricultural change. Pupils will be able to describe the changes using terms such as 'rapid', 'gradual', 'uneven', 'patchy', 'beneficial' to some groups, 'detrimental' to others. These terms relate to the ideas described in AT1 (i), Levels 5–7.

Concepts: knowledge gained in this sequence of activities will support the teaching of concepts elsewhere in the study unit, e.g. labouring classes, industrialisation.

#### **Plan**

1. Quick revision of knowledge gained in *The making of the United Kingdom* on life in the countryside and agriculture. Discussion with teacher summarising/leading using OHP.
2. Teacher gives simple outline of main changes 1750–1900. Emphasis on quantifiable change: numbers who had left the land, rise in food production, etc. This needs to be brief and striking, not long and detailed.
3. Pupils given a set of eight pictures showing farming methods ranging from 1750–1900. These contain pictures which cannot be sequenced on the basis of logic alone, e.g. 1890 picture of threshing by hand, 1830 picture of threshing machine. Pupils attempt to sequence the pictures chronologically.
4. Teacher discusses the problems pupils encountered in sequencing pictures. Pupils asked to suggest what this tells us about the pace and extent of change. Teacher supports this by introducing information about regional variations and uneven pace of change. Summary of key points that have arisen in lesson.

*Diagram 10: Worksheet designed to help pupils understand the changes in the distribution of political power 1640–1701*

The following 0–5 scale is about how much power different groups or people had in the country at a particular time.

0 — 1 — 2 — 3 — 4 — 5  
 No power ————— Some power ————— All power

Fill in this table and then stick it in your book.

In a group, put the number from the scale which you think applies to that person or group of people in that particular year on the table, e.g. if you think the King had all power in 1649 put 5 under 1649 in the first line across. Discuss your group's findings with another group.

	1640	1649	1701
The King			
The House of Lords			
The House of Commons			
The Church of England			
The Army			
The Common People			

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## INSET ACTIVITY 3

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### *Valid historical activities*

**Suggested INSET time** 2 hours.

**Purpose** To consider how the ATs should be linked to the General Requirements and the content in the PoS to plan valid historical activities.  
To consider other factors which should be borne in mind when planning valid historical activities.

**Resources** *History in the National Curriculum*, DES/HMSO, 1991.  
Photocopy of Diagram 11.  
Schemes of work for study units.

- Task**
1. Read the section in the Order on *Links with attainment targets* at KS3 (p.34). Identify through discussion the differences between each of the ATs and the three strands of AT1. Photocopy on to card and cut up the examples of pupil activities relating to *Expansion, trade and industry* (Diagram 11). Give each colleague some cards. Ask them to read out a card. For each one, try to achieve agreement with colleagues as to which AT or ATs the activities are intended to cover. Look at the description of this study unit on page 43 of the Order. How much of the content would be covered by these activities?
  2. Identify one study unit which you are planning to teach. Select about six SoA at random, from across the ATs. For each one consider how appropriate the following teaching and learning methods is likely to be:
    - drama and role-play (based on knowledge of the event or person);
    - diagrammatic work;
    - brief written answers;
    - extended writing;
    - debate.
  3. Identify for one study unit aspects of content that you would wish to study in depth and those which you would cover using a broad-brush approach. Discuss why you have decided which areas to teach in depth and which in outline. Construct a lesson plan for the broad-brush treatment of a topic in such a way that the pupils will be challenged intellectually by the content.

Diagram 11: Cards to cut out for INSET Activity 3

Compare life in Manchester with life in rural Northamptonshire in 1830.	Make a biographical study of Lord Shaftesbury.	Collect information about different attitudes to the Corn Laws.
Examine the causes and consequences of the 1832 Reform Act.	Study music hall songs as a source for late Victorian England.	Examine why many people became Chartists.
Investigate whether 'The Indian Mutiny' is an accurate title.	Write about a visit to a preserved steam railway.	List the inventions in the cotton textile industry in the eighteenth century.
Describe the differences between: (1) a journey by stage coach and (2) a journey on the new railway.	Investigate the archaeology of local churches and chapels.	Explain how Parliamentary enclosures changed the countryside and the lives of country people.
Visit an industrial museum to discover how far it can answer questions about working and living during the Industrial Revolution.	Use the poem 'The Charge of the Light Brigade' to teach about interpretations of the Crimean War.	Investigate how the arrival of the railway affected the local area.
Investigate why population grew in the late eighteenth and early nineteenth centuries.	Compare the writings of historians on how the Industrial Revolution affected the lives of working people.	Use a variety of different textbooks to study the British Empire.

The first strand of AT1 is concerned with the analysis of change and continuity in history.

### **USING THE LANGUAGE OF CHRONOLOGY**

The General Requirements state that pupils should be able to *use words and phrases related to the passing of time, including period, era and decade*. This gives them the 'technical language' necessary to describe change. The specified terms do not themselves involve thought about the passing of time; it is comparisons across periods, eras and decades that enhance the discussion of change. The use of precise 'period terms' will help pupils to develop their chronological sense. In discussing **Roman Britain** teachers need to refer back to **Iron Age Britain** and forward to **Anglo-Saxon England**. Pupils need to be aware of periods adjacent to the one they are studying. The age of the **French Revolution** only makes sense if pupils have some understanding of the **Ancien Regime** and **Napoleonic France**. Periods, eras and decades provide essential organising ideas with which one can begin to analyse particular events. It is, therefore, useful to identify the essential 'period terms' that will be used in any study unit as part of the planning process.

### **PERIODS AND THE DYNAMIC OF CHANGE**

It would be wrong to see the study units at KS3 as static 'patch studies'. Emphasis on AT1(i) should ensure that pupils get a sense of the changing nature of the societies they are studying. By KS3 there should be a greater stress on the dynamics of change within a period. Britain was 'medieval' in both 1066 and 1450, but buildings, costume and language had changed beyond all recognition between these dates. At KS3 pupils should combine elements of AT1 (i) and AT1 (iii), so that they understand the unifying features of any period but also that each period is characterised by change of different types.

### **WORK ON TIMELINES AT KS3**

Chronological knowledge and understanding can be underpinned by diagrammatic work. Frequent reference to timelines is one way of fulfilling the requirement to teach *about the chronology of the main events and developments in the programme of study*. Timelines are widely used in history at KS1 and KS2. There is, therefore, a need to ensure that at KS3 work on timelines builds upon previous learning and is sufficiently demanding. Pupils must be required to think about the material they are sequencing. The following examples show two approaches to timelines that involve the analysis, as well as the presentation of chronology.

#### ***A timeline which embodies a chain of causation***

In this example, the teacher wanted to establish an understanding of the outline of the war in the Pacific during the Second World War. Pupils were given eight jumbled cards, each one describing an event from Pearl Harbor to the Japanese surrender. They then researched the dates of each event from textbooks in order to confirm the correctness of their logic. This is a useful device when working on events which amount to a clearly structured story.

*Diagram 12: Making a timeline of the war in the Pacific*

These events have been jumbled up. See if you and your partner can work out the order in which they happened.	
The Japanese devastate the US Navy by attacking Pearl Harbor without warning. USA declares war on Japan.	The Japanese surrender to the USA.
The USA start to recapture Pacific Islands starting with Guadalcanal in the Solomon Islands.	The Americans are reluctant to go to war.
The Americans drop two atomic bombs on Japan to make them surrender.	The Americans recapture Okinawa, an island close to Japan.
The Japanese navy is badly damaged in the Battle of Midway Island. After this the Americans begin to recapture territory.	The Japanese sweep across the Pacific conquering many territories including Singapore.

***A timeline which requires pupil judgement on the significance of events***

Pupils working on the study unit *The making of the United Kingdom* were asked to construct a timeline on political unification. The teacher was keen to explore the complexity of the subject, and, in particular, the fact that some events made the British Isles more united politically during 1500-1750, while other developments pulled in the opposite direction. Pupils were therefore required not only to order the events chronologically, but also to make a decision as to whether each event contributed to greater unity or greater division.



Diagram 13: Constructing a timeline on political unification 1500–1750

Fill in the table and then mount it in your exercise book.

Greater unity	Greater division of the British Isles
1500	
1600	
1700	
1750	

Look at the following list of events.

- The Welsh Acts of Union.
- The Scottish Act of Union.
- James VI of Scotland becomes King of England.
- Protestant settlers from Scotland take land in Ulster.
- The Jacobite rebellions.
- Irish Catholics rebel and attack Protestant settlers.

For each event you must:

- find out when it happened;
- decide whether you think it made the British Isles more united or more divided;
- mark the event in one of the columns on your table.

## **WHAT EXAMPLES OF CHANGE AND CONTINUITY SHOULD BE STUDIED AT KS3?**

At KS1 the emphasis should be on tangible, everyday examples of change. At KS3 it can still be useful to refer to concrete instances of change and continuity in order to reinforce understanding. However, by this stage the main focus should have shifted towards more abstract and challenging examples. The focus statement in *The making of the United Kingdom*, highlights moves towards the political unification of the British Isles and the changing relationship between Crowns, Parliaments and peoples. It is reasonable to expect that pupils will undertake some work towards AT1 (i) while looking at these two substantial examples of change and continuity.

The prescribed concepts play a significant part in work on change. Some of the terms refer to dramatic change—**reform, revolution, industrialisation**. Other listed concepts, such as **Church, Parliament, Empire**, can be the basis for the study of long-term change and continuity.

The study units themselves provide contrasting opportunities for the investigation of different types of change. The Roman and medieval units deal with a broad sweep of change and considerable continuity over many centuries; by contrast *The era of the Second World War* is about a short-lived, but intense period of dramatic change and discontinuity.

The variety of change can be further explored through the supplementary study units. Units on Reformation or the French Revolution provide examples of dramatic change. The non-European unit is a chance for pupils to reflect on long-term patterns of change and continuity stretching over many centuries. In selecting a British supplementary unit teachers have the freedom to choose a further example of traumatic change and discontinuity, such as the First World War, or a study of gradual change and continuity, such as *Castles and cathedrals*.

## **PROGRESSION IN LEARNING ABOUT CHANGE AND CONTINUITY**

The level statements for AT1 (i) suggest a pattern of progression in the development of knowledge and understanding about change.

- At Levels 1–2 pupils can develop the awareness that there is a **chronological pattern** to the past.
- At Levels 3–5 pupils are able to **describe change and continuity and changes of different types**.
- At Level 6 and above pupils can **explain changes and understand the complexity of change**.

These categories can be readily translated into pupil activities of varying degrees of difficulty.

- Elementary work will concentrate on sequencing and understanding the importance of chronological sequence.
- The next stage involves pupils writing narrative accounts of specific changes.
- Higher order work will be concerned with the analysis of change and continuity.

Work on change and continuity will need to be supported by a substantial level of knowledge about the changes under consideration. Using extensive knowledge, pupils can reflect profitably on the positive and negative consequences of change and the complexity of change. Good work in the classroom can arise when pupils are encouraged to challenge simplistic ideas about change. Having discussed urbanisation and industrialisation in the heyday of the Industrial Revolution, pupils in one school were given extracts from Defoe's *Tour of Britain*, describing the bustling commercial life of English towns before 1750. More able pupils had little difficulty seeing that Britain was far from being a simple, rural society before industrialisation.

Some of the most interesting activities exploring change involve pupils considering the value of the terms we regularly use to describe historical change. This can be linked to AT2 because much historiography is concerned with re-assessing the scale of change in the past, for example the debate about the pace and scale of industrialisation in Britain and the accuracy of the term Industrial Revolution with its suggestion of cataclysmic change. In one school, Year 9 pupils investigated the 'Agricultural Revolution'. They looked at a number of eighteenth-century developments in agriculture. For each development they were told to give a score depending on how revolutionary they considered the particular change to be: 0/10 meant that no change at all had occurred, 10/10 indicated a complete transformation. Having looked at a number of developments, pupils were asked to decide whether they thought a revolution had taken place in farming.

The following worksheet on Jethro Tull gives the flavour of this investigation into the term 'Agricultural Revolution'.

### The work of Jethro Tull

Jethro Tull (1674–1741) wrote a famous book *The Horse-Hoeing Husbandry* which was published in 1731. In this book he advised farmers to abandon the 'broadcast' system of planting seeds, according to which seeds were simply scattered on the ground by hand. Instead of the broadcast system, Tull developed a machine called a seed-drill, which could plant the seed in regular rows. Although Tull's seed-drill became famous, experiments with similar machines had been going on for many years.

### How important were Tull's ideas?

Source 1: A school textbook

*Tull's ideas on drilling and hoeing were to have a great influence on farmers in the future.* D. P. Titley, *Machines, Money and Men*, 1969.

Source 2: An eighteenth-century view

*The spirit of drilling died with Mr Tull. His drill plough was complex, weak and difficult and expensive to repair. It is of a high price, very difficult to obtain.* A. Young, *The Rural Economy*, 1770.

Source 3: A nineteenth-century view

*August 7th 1823, Thursley, Surrey. The villagers have sown their fields broadcast: they have no means of destroying the weeds by the plough. I saw half a dozen men hoeing, and poking and muddling.* W. Cobbett, *Rural Rides*, 1825.

Source 4: A twentieth-century view

*In most of the eastern counties broadcast sowing has been abandoned, and wheat is now put in with a drill, but broadcast sowing is still in quite common use in the West and the North.* T. Hennell, *Change in the Farm*, 1934.

1. What does the writer of Source 1 think about Tull's importance?
2. What can we learn from Sources 2–4 about Tull's importance?
3. Give Jethro Tull a score out of ten to show how important you think his seed-drill was. Explain why you have given him this score.

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## INSET ACTIVITY 4

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### *Change and continuity*

**Suggested INSET time**

2 hours.

**Purpose**

To consider ways of planning work to ensure a progression in pupils' understanding of change and continuity.

**Resources**

*History in the National Curriculum*, DES/HMSO, 1991.  
Schemes of work for study units.

**Task**

1. Consider the core study unit *The making of the United Kingdom*. A large number of terms are used by historians to describe this period. Discuss the following list and identify those terms that are essential for use with a Year 8 class working on this unit.

Tudor, Henrician, Elizabethan, Stuart, Hanoverian, Georgian, Civil War, Interregnum, Commonwealth, Restoration, Jacobite, sixteenth, seventeenth and eighteenth centuries, Renaissance, Reformation, Shakespearean, early modern, pre-industrial, the scientific revolution.

Select another study unit and identify your own list of essential 'period terms'. Discuss your list with a colleague and justify your choice of terms.

2. (i) Discuss ways of using timelines at KS3 so that there is sufficient intellectual challenge in timeline work.  
(ii) Consider the important political, economic, social and religious changes that pupils will encounter in the core study unit, *Expansion, trade and industry*. How can pupils construct a timeline for *Britain 1750–1900* so that they are required to show their understanding of the different kinds of change?
3. Higher order work on AT1 (i) will involve pupils studying significant examples of change so that they can show 'an understanding that change and progress are not the same' and 'an awareness that patterns of change can be complex'. For each study unit at KS3, identify one example of change that is sufficiently substantial to allow pupils to acquire sufficient knowledge to explore ideas in depth.

Work on causation has been central to history teaching since the subject established itself within the school curriculum in the last century. Some Victorian educationalists were unhappy about the inclusion of history on the timetable on the grounds that learning about the history of events lacked the rigour and challenge of subjects like mathematics and classics. As C. H. K. Marten wrote in 1901: [*In history*] it is the teacher who must generalise from and analyse facts: who must give his judgement on men and events: who must explain causes and estimate effects (quoted in: M. W. Keatinge *Studies in the Teaching of History*, Adam and Charles Black, 1910, p. 19, now out of print). Marten thought this was an unsatisfactory situation: teachers should not be doing all the intellectual work, pupils themselves should be generalising, analysing, judging and explaining. Today, as in 1901, teachers need to ensure that work on causation goes beyond the reciting of lists of causes and consequences provided by the teacher. One way of doing this is to devise work which tests pupils' knowledge and reasoning ability and requires them to explain in a convincing way how causes and consequences are linked to events.

AT1 (ii) is about causation and can be used to ensure the systematic analysis of past events.

The level statements of AT1 (ii) provide a number of pointers to enable the construction of rigorous learning and to help pupils explain why specific events happened. At the lowest levels it is sufficient for pupils to see **cause** as synonymous with  **motive**. Things happen because people decide to make them happen. At Level 1, pupils can identify their own motives, at Level 2 they can make sensible suggestions about other people's motives. At Levels 3 and above, motives remain an important part of causal analysis, but pupils need to show themselves to be capable of understanding impersonal causes.

One school, in preparing for *The era of the Second World War*, devised an activity that was intended to discriminate between understanding of motive and of cause. Pupils spent two weeks finding out about German expansionism from the Sudetenland crisis to the attack on the USSR. Having established the chronology of events and some of the detail of the German take-over, pupils were required to reflect on the causes of German expansionism. They were given a number of reasons to explain German plans, including the following.

A	Hitler hated Stalin.
B	Hitler believed that Germans were stronger and cleverer than Poles, Russians and many other people.
C	The 1919 peace treaty took land from Germany and gave it to France, Poland and other countries.
D	British government policy before 1939 was to avoid war with Germany at all costs.

For each reason, pupils were asked to explain how there would be a link between the statement and German actions. Clearly, statements A and B refer to Hitler's motives and are more accessible than statements C and D, which refer to impersonal causes. In teaching this activity, teachers found that pupils needed knowledge as well as aptitude to identify the connections. At the most elementary level they needed to know who Stalin was: for higher order responses, pupils needed a detailed grasp of appeasement to understand the causal connection between British foreign policy and German actions.

## WORKING OUT MOTIVES AND CAUSES FROM CONTEMPORARY SOURCES

One way of investigating the causes of an event or situation is to provide source material and invite pupils to work out from descriptions of events clues as to the reasons for the events. The distinction between motives and causes is useful here. Contemporary written sources such as the example below, often supply explicit information on the motives of people in the past but it is usually necessary to infer general causes from such sources.

Consider the activity below which was set for Year 7 pupils.

The following description tells how the rebels in 1381 stormed the Tower of London.

*Wat Tayler, Jack Straw and John Ball, with 400 other people, went in the Tower. They smashed up room after room until they came to the Archbishop of Canterbury. They took him outside and beheaded him together with the treasurer and two companions. They put the four heads on poles and carried them through the streets of London and set them high upon London Bridge. This comes from the Chronicles of Jean Froissart and it was written shortly after the Peasants' Revolt. Does this source add to your understanding of why there was a rebellion?*

Some pupils replied with answers that simply echoed the story itself. *It shows that they must have hated the Archbishop because they cut his head off.* The answers of more able pupils moved beyond surface detail and related the death of the Archbishop to earlier work they had done on the Peasants' Revolt. *There was a rebellion because they were really violent towards the government. The Archbishop was a government minister and they probably killed him because they didn't like the government taxes.* The pupil above uses contextual evidence to deduce that the killing of the Archbishop was one instance of a more general anti-government sentiment.

## MORE DEMANDING WORK ON THE CAUSES AND CONSEQUENCES OF EVENTS AND SITUATIONS

The SoA at Levels 3–7 refer to a number of characteristics of more mature explanations of the causes of particular events and situations, including reference to:

- the multi-causal nature of events;
- different types of cause and consequence;
- the relative importance of different causes and consequences;
- the inter-connectedness of causes.

Responses that amount to no more than unsubstantiated assertions or lists of factors based on reading comprehension are not proof that pupils can use these ideas to help explain events in the past. Pupils need activities which oblige them to explain the connections between cause and effect. Valid pupil responses are likely to include three elements:

- **knowledge** of the detail of the event and its background;
- a **reasoned understanding** of how particular causal relationships work;
- knowledge of particular **evidence** to support a view of how factors have operated.

## THE IMPORTANCE OF NARRATIVE OF EVENTS

Only when pupils know what happened is there sense in considering why it happened. The first task is to establish the narrative of the event under consideration. Narrative will naturally lead to a discussion of the immediate or short-term causes of the event. Such causes can often be inferred from the story. Pupils looking, for example, at how Becket died can easily suggest reasons why he was killed from the story of his martyrdom.

## **BACKGROUND KNOWLEDGE AND UNDERLYING CAUSES**

While the narrative of events can enable pupils to establish immediate and short-term causes, it is much less likely to suggest long-term or underlying causes. Pupils are best placed to understand this type of cause if the analysis of cause forms part of a longer study. A knowledge of the events of 1789 will suggest short-term explanations for the Revolution, but previous work on the nature of the Ancien Regime is necessary for a proper discussion of long-term causation. For this reason, work on causation is best done as part of a sequence of lessons and not as a free-standing investigation.

## **FROM ASSERTION TO REASONED UNDERSTANDING**

Pupils can be taught to say that there is likely to be more than one cause for an event or that causes come in different types. These formulaic responses are of little value although they can provide a starting point for sustained analysis. Work of quality must show a reasoned understanding of the links between causes and events. The following case study shows how one department sought to devise activities that genuinely tested this understanding. The work involved the study of the causes of the Swing riots of 1830.

### ***Understanding multi-causal relationships***

Pupils began by learning about one small episode in the riots: the destruction of a threshing machine in Tetbury in Gloucestershire. They then looked at contemporary sources suggesting that some rioters were angry at their low pay. On the basis of these sources, pupils were asked: 'These sources do not mention threshing machines. Does this mean that the threshing machines were not a cause of the riots?' This led to some lively discussion at the end of which most pupils understood that the existence of a second cause did not invalidate the first cause, as action can be caused by more than one factor.

### ***Using valid criteria to evaluate causes***

When asking pupils to comment on the importance of a cause, it is important that they use sensible criteria. Historians evaluate the importance of causes through the application of logic and an assessment of the evidence. Pupils can be helped to use the same criteria. In the work on the Swing riots pupils were given a view of the most important long-term cause of the riots taken from the writings of John and Barbara Hammond (*The Village Labourer 1760-1832*, Longman, 1911, now out of print). The Hammonds, writing before the First World War, saw the riots as primarily a consequence of enclosure. This view is now discredited on the grounds that many of the centres of the disturbances were only slightly affected by parliamentary enclosure. The worksheet opposite tested pupil understanding of this reasoning.



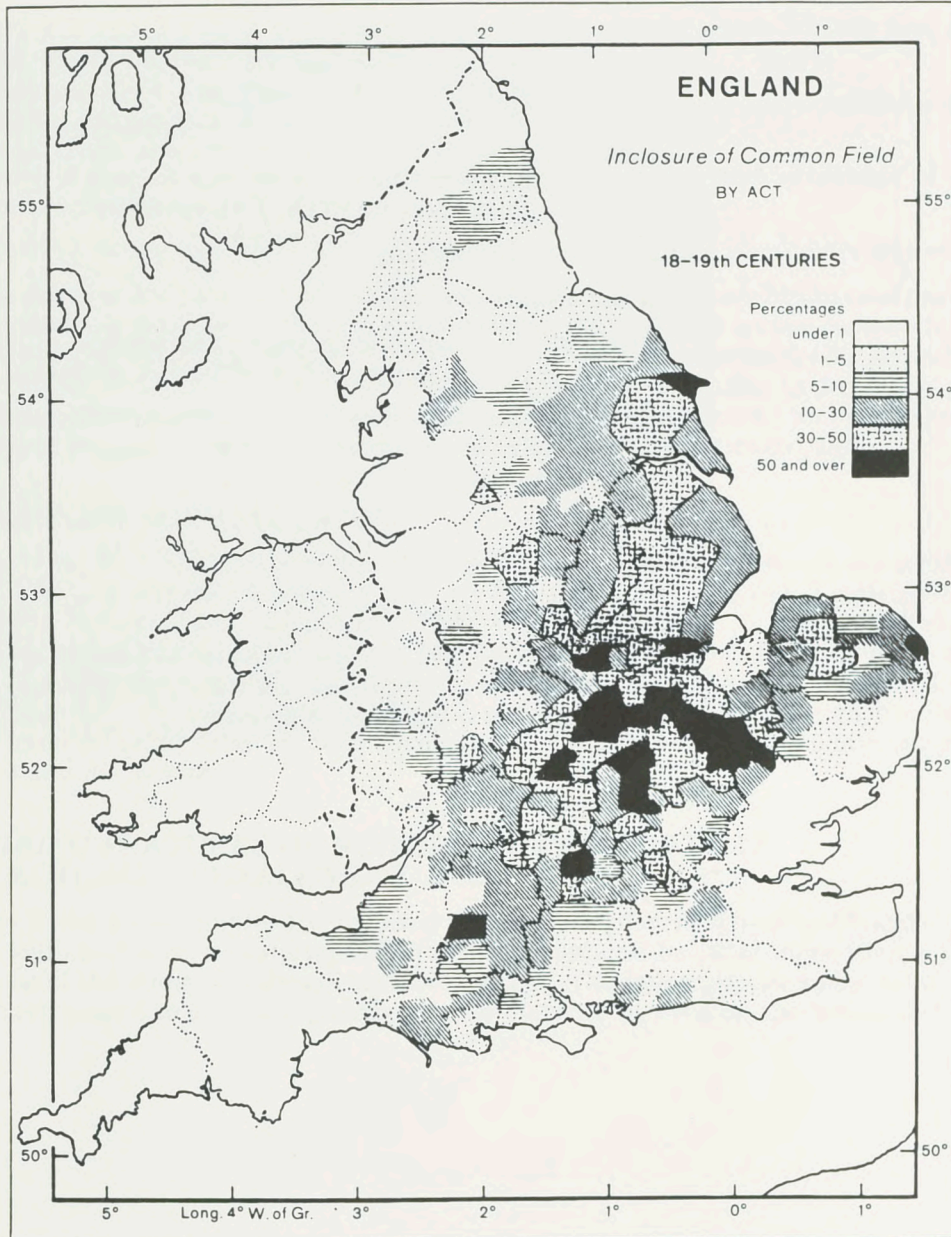
### Long Term Causes of the 1830 Riots

In 1911 the historians J. and B. Hammond wrote a book on the farm labourers in the eighteenth and nineteenth centuries. This excerpt summarises their views on the Swing riots.

*We think that enclosure was a major cause of the riots. In many villages enclosure meant that poor villagers lost land and the right to graze animals. They became desperate and their anger exploded in the riots of 1830.*

Do you think this is a convincing explanation? Look at the following information.

1. The main centres for the Swing riots were the counties of Kent, Sussex, Berkshire, Hampshire, Wiltshire, Cambridgeshire, Norfolk, Suffolk.
2. Map showing main areas for enclosure.



(Taken from E. C. K. Gonner, in *The Making of the English Landscape*, Penguin, 1981.)

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## INSET ACTIVITY 5

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### *Cause and consequence*

**Suggested INSET time** 2 hours.

**Purpose** To consider ways of planning work to ensure a progression in pupils' understanding of cause and consequence.

**Resources** *History in the National Curriculum*, DES/HMSO, 1991.  
Schemes of work for study units.  
Contemporary source material which establishes the narrative of an important event.

### **Task**

1. Look at the content involved in a KS3 study unit and identify opportunities for significant work on causation. Take one of these and attempt to distinguish between the conscious motives of the participants and more impersonal causes of the event. Devise an activity for pupils which tests how far pupils understand the link between:

- motives and actions;
- causes and events.

Discuss how much **background knowledge** pupils need for a full understanding of the pattern of causation.

2. Find some contemporary source material which establishes the narrative of an important event. How much could pupils learn from this source about:

- motives;
- short-term causes;
- long-term causes?

3. For each of the AT1 (ii) SoA at Levels 4-7 devise an activity that tests how far pupils have a reasoned understanding of how causes or consequences operate.

An understanding of the characteristics of different periods is a pre-requisite for virtually all advanced work in history. A detailed picture of what life was like at particular times in the past provides a foundation for the understanding of change and causation. Without sufficient knowledge of the relevant period, pupils cannot begin to assess the work of an historical interpretation or the significance of a source. In the terms of the National Curriculum, the third strand of AT1 describes the characteristics of a developing sense of period.

The level statements for the third strand of AT1 provide a useful checklist of key ideas in this AT.

- At Levels 2 and 3 pupils can make simple **comparisons** across periods and can avoid obvious anachronisms when so doing.
- The Level 4 and 5 statements are concerned with a detailed understanding of specific historical **situations**.
- At Level 6 and above there is an emphasis on the **ideas and attitudes** of people in historical situations.

These three elements are worth bearing in mind when planning pupil activities at KS3.

A mature grasp of an historical period will be underpinned by the ability to **compare** periods, to understand the detailed mechanics of **situations** and to reflect on the complexity of **ideas and attitudes**. In selecting aspects of the PoS suitable for work towards this strand, teachers need to identify situations that entail a variety of ideas and attitudes. In any study unit there will be some content which is primarily about change and its causes and consequences and other topics that are concerned with the features of life at a particular time.

### **COMPARISONS ACROSS PERIODS**

Elementary work on features of historical situations is closely connected to the establishment of a chronological framework in work towards AT1 (i). The Level 2 and 3 statements refer to comparisons *between past and present times* and *between times in the past*. Teachers can provide opportunities for comparisons by looking for contrasts with both the present day and features of earlier study units. Thus, work on the relations between the Tudor monarchs and their Parliaments could be supported by references to the power of Sovereign, Prime Minister and Parliament today and to both medieval parliaments and the relationship between Augustus and his senate.

### **DESCRIBING FEATURES OF HISTORICAL PERIODS IN AN INTELLECTUALLY CHALLENGING WAY**

At Levels 4 and above, pupils are required to describe different features of historical periods. Without sufficient care, descriptions of life in the past can be little more than a derivative paraphrase of the words of a single textbook author. The following examples show how some schools have sought to ensure a greater sense of purpose in work on the features of historical periods.

### ***Pupils can research aspects of a period from a variety of books***

This is one way of meeting the requirement for historical enquiry and communication. Extended research based on a variety of resources is particularly suitable for work on historical situations. Topics like the medieval village or the home front in the Second World War have generated a great variety of appropriate resources and can provide stimulus for pupils of very different abilities. Most teachers are well aware of the dangers of the unstructured project. The enquiry and communication requirements can be used with pupils as a means of inculcating a systematic approach to research.

Diagram 14 shows a worksheet used by teachers to help pupils follow a structured approach to research. Pupils used the blank boxes to record their progress through the different stages of the activity.

*Diagram 14: Helping pupils structure their research*

<b>Life in Ancient Rome</b>	
1. Work out the key questions about life in Rome to which you are going to find the answers.	
2. Make a list of all the library books that have information relevant to your questions.	
3. Collect information in notes and pictures.	
4. Sort your information under headings based on your key questions.	
5. Write-up or word-process your information and present it either as a folder or wall display.	
6. Get ready to answer questions about your work in a class discussion of the projects.	

### ***Pupils can identify and describe features of a period from a 'panoramic' contemporary source***

Some sources are sufficiently wide ranging in scope to provide a very broad picture of the society from which they come, or at least a significant aspect of it. Thus, a number of contrasting extracts from the 1851 census can give a vivid sense of the social and regional diversity of Britain during industrialisation. For the period 1500-1750 there are many accounts of travellers, such as Leland, Fiennes and Defoe, who toured much of Britain. Chaucer's Prologue to the Canterbury Tales provides a snapshot of medieval society from the knight whose military adventures had taken him across the known world to the humble ploughman who spends his time threshing, dyking and digging.

### ***Pupils can analyse a variety of sources relating to a period or topic***

A varied anthology of extracts from contemporary sources can be provided for pupils to analyse. Work arising from the study of such gobbets tends to be better if there is a clear problem to be solved or question to be answered. More elementary work will tend to focus on identifying the characteristics of the period or topic. Thus a number of sources could be used to demonstrate the hardship of life for working children in the cotton mills in the 1830s. As pupils progress it is possible to present selections of sources that emphasise the complexity of the situation and require them to rationalise this complexity. In a study, for example, of the Reformation as a European turning point, pupils considered a range of sources illustrating attitudes towards the Catholic Church in England on the eve of the Henrician Reformation. Some sources suggested a high degree of anti-clerical feeling in London in the 1520s; other sources suggested the continuing popularity of Catholic practices in much of provincial England. More able pupils were able to reconcile the apparent contradiction by commenting that the popularity of the Catholic Church varied from place to place, depending on a variety of factors, for example, one pupil suggested that people were more traditional in the countryside compared to a big city. The complexity of a situation can be analysed if pupils are given a simplistic view of an historical situation and invited to evaluate its worth. Pupils could, for example, consider the view that 'Women were badly treated in medieval Britain'. Sources could be chosen to show that while women were discriminated against in a great number of ways, some individual women were extremely powerful.

### ***Pupils can consider an interpretation of a period or situation and assess how far it does justice to the topic***

As an introduction to a short study of transport and trade in the Roman Empire, pupils considered the folk wisdom that 'Roman roads were always straight'. Using extracts from Ordnance Survey maps and photographs of surviving Roman roads in Britain, pupils discovered that many Roman roads were far from straight. At a different level, one history department considering life in the Roman Empire took as its starting point the declaration by Gibbon in his *Decline and Fall* (quoted in: C. Wells, *The Roman Empire*, Fontana, 1984) that the Empire between 96 and 178 AD was the happiest time in the whole of human history: *If a man were called to fix the period in the history of the world, during which the condition of the human race was most happy and prosperous, he would, without hesitation, name that which elapsed from the death of Domitian to the accession of Commodus.* With suitable commentary from teachers the idea behind Gibbon's eighteenth-century prose was made accessible to most pupils. Pupils then used a combination of contemporary and later sources for life in the second century AD. By comparing life then and now they were able to reach their own conclusions about whether the age of Rome was the 'most happy' period.

### ***Pupils can use role-play and drama to express and develop their understanding of a period or situation***

Many teachers have used role-play and drama as part of their repertory of teaching styles. While there are clearly difficulties if these activities are not sustained by sufficient knowledge, at best, role-play and drama can add considerably to the pupils' grasp of the topic.

When learning about the social structure of Tudor England, pupils could be asked to copy a diagram showing a 'social pyramid' from Queen Elizabeth down to a wandering beggar. Many pupils will fail to understand fully the significance of such a diagram. A more demanding activity can be based on a very simple role-play. Each member of the class is given a different role card describing a real person from Elizabethan England. The class is assembled in a random line and each pupil must talk to his or her immediate neighbours and decide which of them is of a higher or lower status. Pupils proceed to move up or down the line until the whole hierarchy of Tudor society is established.

The PoS can naturally provide situations suitable for dramatic reconstruction. Teachers need to take care to establish a sufficient level of knowledge so that the role-play or drama is genuinely historical. This needs suitable preparation. In work on the French Revolution, pupils were put into large groups and told that they were going to stage a village meeting to produce a 'cahier de doléances' or statement of grievances to be presented to the meeting of the Estates General. Prior to the role-play they were required to research specific features of the 'ancien regime' in order to work out their list of grievances. After the role-play, each pupil wrote up their own 'cahier'. Their knowledge of the features of pre-Revolutionary France had been extended by the role-play as well as their preparatory researches.



### ***PESC AND HISTORICAL SITUATIONS***

The Order requires teachers to pay attention to different perspectives across the key stage. It is also possible to approach these different perspectives within a single period or topic as a way of exploring the inter-relationship of political, economic, social and cultural factors (PESC). This can be done as part of work towards AT1 (iii). A study, for example, of the power of the medieval Church with one group of Year 7 pupils was organised around the key question 'Why was the Church powerful in the Middle Ages?' Pupils were given a sheet suggesting that they should look for information about: Churchmen in the government; Money and the Church; What people believed; The Church and its buildings. These categories were, of course, based on the PESC perspectives. Pupils then researched the medieval Church from a number of textbooks. Each piece of information was sorted on the basis of the PESC categories. Finally pupils produced a written answer to the original question on the power of the Church which drew upon each perspective and made clear their understanding of the inter-relationship between the life of the Church and wider features of the period.

### ***TEACHING ABOUT IDEAS AND ATTITUDES***

At Level 6 there is explicit reference in the SoA to *the different ideas and attitudes of people in an historical situation*. It should not be thought that reference to ideas is the preserve only of pupils operating at Level 6 or above. The statement in the General Requirements for the key stage describing work towards this strand, suggests that **all pupils** should have a chance to *study the ideas, beliefs and attitudes of people in past societies, relating them to their circumstances*.

Reflection on the reasons behind actions is also linked with work on motive suggested by AT1 (i) at Levels 1 and 2. While much work on historical situations will make reference to ideas, at Level 6 and above, there must be a substantial knowledge of the characteristic beliefs of the period in question. A pupil studying *Britain 1750–1900* at KS3 should know about, for example, the belief in *laissez faire* and free trade which was typical of the age. The Level 6 statement also refers to an understanding of **different** ideas. Pupils should know about the variety of beliefs and the fact that in all societies there were conflicting ideas, beliefs and attitudes. The pupil studying *Britain 1750–1900* should know that as well as a belief in *laissez faire* and free trade, there was also a tradition of protectionism and a growing belief in government intervention in daily life.

### **INFERENCEAL WORK**

At Level 6 pupils are required to **describe** the different ideas and attitudes of the period. There is a need to ensure that work that is descriptive is also sufficiently challenging. This may be achieved through a consideration of a manifesto of beliefs, such as the points of the People's Charter. It can also be done by developing pupil abilities to **infer** ideas and attitudes from actions. Very few people in the past have left a conscious statement of their ideas and attitudes: for the most part, historians have to work out beliefs by reflecting on actions. For example, through discussing the events of 1215 and studying extracts from Magna Carter, pupils can infer how far the barons believed in the liberties of ordinary people and how far they believed in the pursuit of a narrow self-interest. Work at this level will often focus on how far different ideas led to conflict: the religious and political arguments in Britain 1500–1750 are an obvious example of a clash of ideas that ultimately caused physical violence and social upheaval.

### **IDEAS AND CIRCUMSTANCES**

At Level 7 and above, the SoA emphasise the need to analyse and explain different ideas and attitudes. The Level 7 statement stresses the link with circumstances. It is important to remember that the statement describes how beliefs are *often related to* circumstances. Teachers should avoid suggesting a crude deterministic link between circumstance and viewpoint. One effective approach is to look at a range of ideas and beliefs at a moment of crisis and encourage pupils to reflect on why people of different backgrounds often hold distinctive views. The debate, for example, on the Corn Laws in the 1840s was described to one group of Year 9 pupils so that they understood that, broadly speaking, cotton manufacturers wanted to scrap the Laws, while farmers and landlords wished to retain them. Pupils were then obliged to research and explain this connection between background and beliefs.

In curriculum materials produced by one school on *The making of the United Kingdom* pupils were introduced to some seventeenth-century families. Inventories were used to provide a sense of the contrasting backgrounds of these families. Pupils were then able to trace connections between family circumstances and the conflicting political allegiances of individuals. At this relatively demanding level the distinction between the strands of AT1 begins to blur as pupils handle simultaneously ideas about significant change, the causes of events and the nature of historical situations.

### **SOCIAL DIVERSITY**

The General Requirements at KS3 refer to the need to teach about *the social, cultural, religious and ethnic diversity of the societies studied and the experiences of men and women in these societies*. While these issues will arise naturally in many parts of work in history, AT1 (iii) is particularly important in this respect. It is in the analysis of past situations and societies that teachers have the most substantial means to explore the role of women and the diversity of social groups.

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## INSET ACTIVITY 6

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### *Historical situations*

**Suggested INSET time** 2 hours.

**Purpose** To consider ways of planning work to ensure progression in pupils' understanding of historical situations.

**Resources** *History in the National Curriculum*, DES/HMSO, 1991.  
Photocopy of pages 43–46.  
Photocopy of Diagram 15.  
Schemes of work for study units.

**Task**

1. Identify suitable topics from the KS3 PoS for work on historical situations.

Read pages 43–46. They list a number of strategies for work which enable pupils to describe past situations but are also intellectually challenging. Take one topic from the PoS and discuss the relative merits of each of these approaches.

2. Take another one of the topics which you have identified as having potential for AT1 (iii). Discuss how far you could use this one topic to meet the General Requirements to:

- teach history from a variety of perspectives;
- teach about the social, cultural, religious and ethnic diversity and the experience of men and women.

3. Look at the list of topics based on aspects of the KS3 PoS in Diagram 15, page 49. Use a copy of the diagram to identify those ideas, attitudes and beliefs which are necessary to make full sense of each topic.

Diagram 15: Chart for INSET Activity 6

Topic	Ideas, attitudes and beliefs
Family and society in the Roman Empire	
Magna Carta	
The structure of medieval society	
The English Civil War	
Religious differences 1500-1750	
The British Empire	
The Great Reform Act	

An individual's view of history is dependent not only on knowledge of the events of the past but also on the way such events are presented. These presentations of the past come in a variety of forms and are of varying quality. Pupils should learn how to make discriminating assessments of the different interpretations they meet in books, films and in a range of media.

AT2 is about understanding how interpretations of the past are constructed and how and why these interpretations may differ. A full picture of AT2 cannot be achieved simply by reading individual SoA. These statements contain references which are not exclusive to the consideration of interpretations. Understanding the difference, for example, between a fact and a point of view does not necessarily require thought about the way history is interpreted. Before planning work around SoA, a broader view of the whole AT is needed. This is provided in the General Requirements for KS3.

The section *Links to the Attainment Targets*, provides definitive and statutory guidance on how to translate AT2 into classroom practice. It states that:

*Pupils should have opportunities . . . to:*

- *identify differences in the ways in which past events have been interpreted;*
- *consider reasons why interpretations of the past differ;*
- *develop an understanding that interpretations of the past can be conveyed in different ways through a variety of media.*

*History in the National Curriculum, HMSO/DES, 1991, p. 34*

This provides a central definition of AT2 for KS3 pupils. Underlying the General Requirements is the idea that the past is depicted or explained in many different ways and that we should encourage pupils to think critically about how these different interpretations come about.

If pupils are to make sense of the range of interpretations they need an analytical 'vocabulary'. The SoA provide the vocabulary and opportunities to reflect in a discriminating way on how the past is represented. Within the 10 levels for AT2 there are three threads which can help teachers to plan work about interpretations.

- Interpretations combine fact and fiction, imagination and points of view.
- Interpretations are dependent, if they are of historical worth, on evidence.
- Differences between interpretations can be explained by reference, among other things, to purpose and intended audience, and to the background of the author of any interpretation.

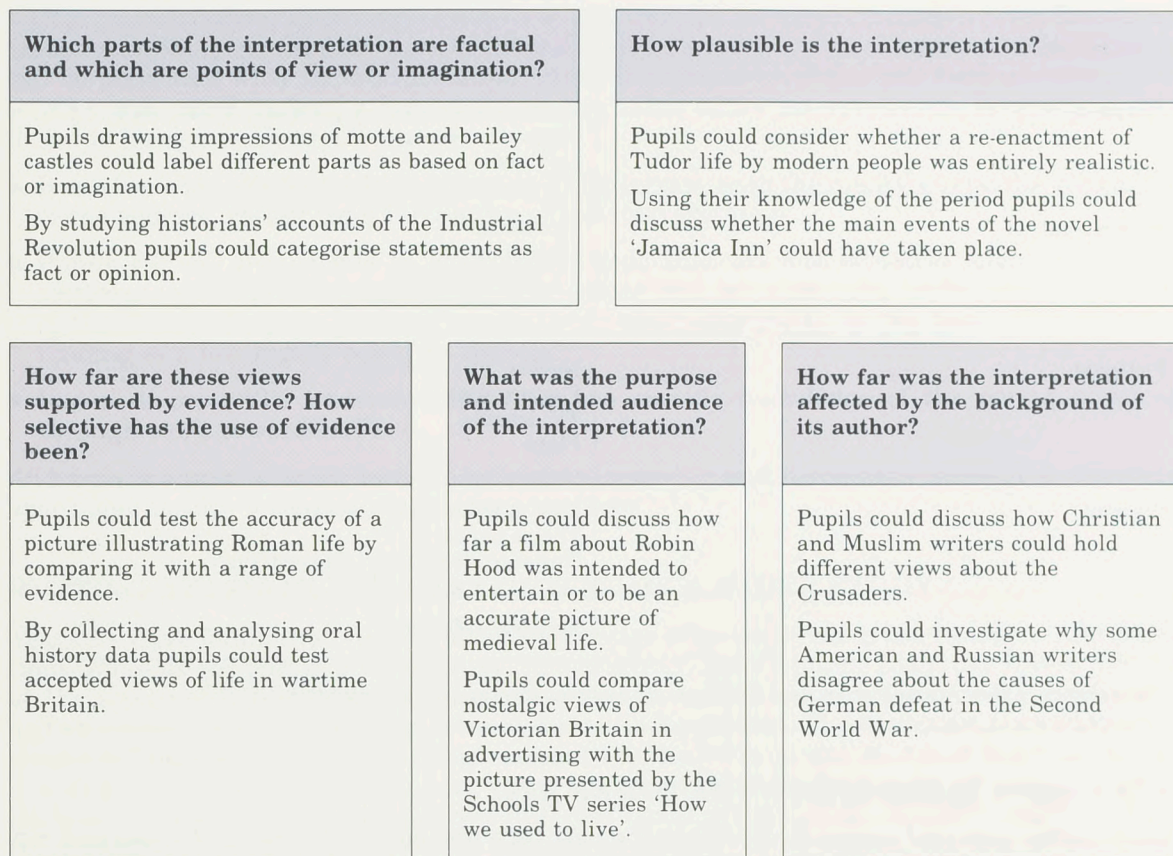
By planning pupil activities based on these threads teachers will be able to provide a genuinely historical analysis of interpretations. The threads derive from specific SoA and will naturally create opportunities for assessment.

### **KEY QUESTIONS FOR WORK ON INTERPRETATIONS OF HISTORY**

Diagram 16 gives a number of questions that can be used to guide teaching and learning about interpretations. These are derived from the SoA, but they are arranged here without reference to the levels, because they cover issues which should be explored by all pupils.

Much work towards AT2 will centre on consideration of the nature and historical validity of interpretations. Each key question should help to provide pupils with information on the basis of which they can make a judgement about these matters. The questions are supported by examples from the KS3 PoS. These activities vary in difficulty and complexity to show that work towards AT2 can be tailored to suit the age and aptitude of pupils.

Diagram 16: Key questions for work towards AT2



The definition of AT2 which can be found in the General Requirements emphasises the variety of interpretations of the past that exist. The world is full of all sorts of images of the past, ranging from television advertisements with an historical setting to the latest research of professional historians. Diagram 17 shows some of the diverse types of interpretation. Across KS3 teachers should seek to introduce pupils to the full range of interpretations. This means that work based on AT2 is best planned as part of a three-year cycle, with a balance of types of interpretation over the key stage. For any study unit teachers may wish to focus on one type of interpretation, during another unit it may be preferable to contrast two or more types of interpretation which provide different views of a topic.

It is important to realise that there is no necessary hierarchy of truthfulness or accuracy across the types of interpretation. Some academic research can be partisan and inaccurate. A popular novel or film can be based on a balanced and judicious use of evidence. The threads of AT2 and key questions can help pupils to evaluate the worth of an interpretation irrespective of type. Work related to the AT can help pupils assess the validity of interpretations through:

- knowledge of the historical content (AT1);
- consideration of the sources (AT3);
- formation of a judgement on the interpretation under study (AT2).

Diagram 17: Chart showing some types of interpretations of history

Types of interpretation	Examples
Academic	Books and journals by professional historians. Excavation reports. Lectures
Educational	Textbooks. Museums. TV documentaries. Artists' interpretations.
Fictional	Novels. Feature films. TV dramas. Plays.
Popular	Folk wisdom about the past. Theme parks. Nostalgic depictions in advertising.
Personal	Personal reflection.
The validity of the interpretation does not depend solely on the type of interpretation.	

### HOW DOES AT2 RELATE TO THE OTHER ATs?

People in the past and people interpreting the past both had points of view. It is important not to confuse contemporary attitudes and conscious interpretations of the past. The AT structure allows us to consider these different types of view point separately. The understanding of the motives and attitudes of people in past societies is a matter appropriate for AT1 rather than AT2. This is reflected in the SoA for AT1, particularly Strand (iii), where it states, for example, that *pupils should . . . describe the different ideas and attitudes of people in an historical situation*, AT1 (iii) Level 6.

Viewpoints of people in past situations will be found in primary source material and pupils will analyse such attitudes when evaluating sources in work towards AT3 and AT1 (iii). The points of view encountered in AT2 activities are distinct from this; an interpretation of history is a conscious reflection on the past.

While each AT has a particular meaning, work on AT2 should be closely linked to activities based on the other ATs. Assessing the validity of different interpretations in an historical way necessarily requires a level of knowledge and understanding about the period or topic which is the subject of the interpretation. In other words, it is not possible to undertake work towards AT2 without prior work based on AT1. The ideas behind AT1 (iii) are especially relevant because they require an understanding of the unique qualities of past situations. Speculating on the value of theories about the collapse of the Roman Empire without some grasp of the nature of the Roman world is likely to be a sterile, unhistorical activity. When judging the value of interpretations pupils will inevitably need to consider questions of evidence, and this can lead to source-based work aimed at AT3. To make good use of the relationship which exists between ATs it is necessary to plan AT2 work as part of a coherent scheme for a whole study unit. AT2 activities should not be presented as tests of skill without a context of background knowledge and a consideration of relevant evidence.

## CLASSROOM APPROACHES TO AT2

AT2 is, in part, about encouraging pupils to evaluate the worth of interpretations. For many teachers an obvious model for work of this kind may be existing source-based exercises; pupils can be presented with an interpretation, given a series of brief extracts from contemporary sources and asked to form a judgement on the value of the interpretation. In practice, this model is fraught with problems.

- It can become indistinguishable from an AT3 exercise, with the main focus on the reliability of the sources, rather than the nature of the interpretation.
- Pupils can be encouraged to draw conclusions that are not remotely substantiated: if historians spend professional lifetimes wrestling with an issue, such as the cause of the fall of the Roman Empire, how can pupils form valid judgements on the basis of 35 minutes reading of a few highly selective sources?
- It can divorce AT2 understanding from the specific knowledge of the period acquired through work towards AT1.

AT2 brings a new element into school history teaching and it requires some fresh thinking about appropriate teaching and learning methods.

## PUTTING AT2 FIRMLY IN THE CONTEXT OF A WIDER STUDY

Teachers have found that successful AT2 activities often arise when the focus on interpretations comes as one part of a wider study. In one school, Year 8 pupils spent one lesson looking at the image of Elizabethan England presented in some literature for tourists designed to attract visitors to a small market town by using its Tudor past. The literature showed modern people in Tudor costume 're-enacting' sixteenth-century life on the streets of the town during a 'living history day'. The pupils were asked how accurate they thought this re-enactment was likely to be. They were able to analyse different social groups in the sixteenth century. They recognised that while details like the costume were likely to be correct, the tourist literature told a very partial picture of Tudor life and omitted reference to the dirt, disease and vagrancy which also existed in the sixteenth century. They were only able to produce such responses about the lifestyle because they had spent some time prior to the lesson finding out about the lifestyle of different social groups in the sixteenth century in work towards AT1 (iii).

The teachers, in the work on the Tudor re-enactment, were anxious that pupils should not conclude that the tourist literature was wrong, but should appreciate that it was partial. Questions for pupils, therefore, emphasised the importance of the purpose and intended audience of the interpretation. This same point was explored in another school where Year 7 pupils considered a view of William the Conqueror based on in a 1950s Ladybird book (L. Du Garde Peach, *William the Conqueror*, Wills and Hepworth Ltd, 1956, now out of print). This portrayed William in a very positive light.

*William worked hard. He often acted as a judge in the court of law, and wherever he went he was always trying to find out what people thought and what they wanted. By means of the Domesday Book he knew exactly where everyone lived, and how much property they owned. This meant that for the first time in the history of England, it was possible to ensure that all the people paid their correct taxes to the King. And by means of the castles that were built all over the country by his Norman knights, William was able to keep the King's peace.*

Pupils came across this interpretation after a three-week study of the Conquest. As a result they had a degree of knowledge and understanding about William that enabled them to see the limitations of the Ladybird view. They were asked why the writer made no reference to the massacres and famine inflicted by William during the harrying of the North. They were able to see that the intended audience of very young children may have led the writer to exclude the more gruesome aspects of William's career.

Planning a sequence of lessons or activities which enable pupils to explore an interpretation can often result in a more sustained analysis. One teacher decided to develop a sequence of work to explore the idea of popular interpretations. The class had been studying the life of Mary Tudor and the events of her reign. The teacher then introduced the idea of 'folk interpretations', e.g. 'bad King John', 'Bloody Mary', 'Good Queen Bess'. A lively discussion of the role and value of these interpretations then ensued. The teacher then presented the interpretation of Mary as a 'tyrant and persecutor'. She showed how this interpretation was derived from Foxe's *Book of Martyrs* and how it had been adopted by other writers. The class then discussed how an historian would approach the task of writing an appraisal of Mary's reign and talked about how they could evaluate the worth of an interpretation. The pupils then wrote an essay discussing whether the epithet 'Bloody Mary' was a fair one.

In reviewing the exercise the teacher felt that pupils needed more guidance about how to relate the valid points they were making back to the title and purpose of the essay. Below is an extract from one pupil's essay, in which the pupil tries to rehabilitate Mary's reputation by explaining why she was disliked.

## Mary Tudor

### The Modern Verdict

Historians today try to weigh up evidence and avoid bias. They find new evidence or look at the old evidence more closely. Using this approach what would the modern verdict on Mary Tudor be?

Mary's marriage to Philip of Spain was extremely unpopular, but there were reasons that she did not marry an English nobleman. She needed a wealthy Catholic, suitable husband and there was not a wide choice. So she asked for the advice of an old friend, Charles VI, the man who had stuck by her and protected her while she was forbidden to see her mother. It was he who persuaded Philip to marry Mary. Philip was rich, noble and Catholic, nothing could go wrong. But the English did not like it. If Mary had married an English nobleman, it was likely that some people would have complained and other noblemen would have been jealous.

When Calais was lost people felt it a national disgrace, however it was inevitable that one day Calais would be lost. It was costing a lot to run and protect and the French wanted it back. So the English blamed Mary and Philip for its loss.

### USING PUPILS' OWN INTERPRETATIONS OF HISTORY

Pupils of all ages and abilities are asked to produce interpretations of different kinds as a regular part of a good history education. **The construction of interpretations is not, of itself, an AT2 activity.** However, if pupils are required to reflect on how they have formed their interpretations, this can lead to work towards AT2. In one Year 7 class pupils were given four pieces of evidence relating to the design of motte and bailey castles: an extract from the Bayeux Tapestry showing Dinan Castle, a contemporary account of the building of a Norman castle, post-hole evidence from Abinger Castle, and a photograph of the surviving motte at Thetford. Pupils were told to use the sources and their imagination to draw a reconstruction of a motte and bailey castle. They labelled their drawings to show the 'facts', i.e. the

information based on the sources, and the parts of the drawings that were imaginative. On the basis of this exercise teachers were able to draw out an understanding of the way interpretations combine elements of fact and also imagination and points of view.

Archaeological investigation provides another way in which pupils can construct their own interpretations of the past. One school used a computer program which contained information based on a real Roman site. Working in groups pupils simulated the excavation of the site. Using information about the artefacts and buildings found on the site they constructed their own interpretation of the function of the buildings. This work was aimed at AT3. They then compared their interpretations (AT2).

Another technique is for groups of pupils to be given source material about a character or event in the past. One group is given a collection of sources which might lead to a particular judgement being made, and the other group is given a collection of sources which could lead to an opposing viewpoint. Pupils can then compare their interpretations. **It is only this final part of the activity which is related to AT2.**

### **WORK INVOLVING REFLECTION ON THE PROCESS OF FORMING AN INTERPRETATION**

It is possible to give pupils some insights into how interpretations are constructed and how they often come to differ. In conjunction with English Heritage, one teacher produced an activity that enabled pupils to see how artists' impressions of ruined or altered sites are put together. In this case the interpretation was a modern picture of how Westminster Abbey may have looked in early Norman times. The artist had used a mixture of sources, as well as his own informed imagination to create the picture. Pupils were given some of these sources, such as a contemporary description and a photograph of the extant and similar nave at Jumieges. They were asked to see the links between each of the sources and the modern picture.

A similar approach was followed by a teacher in another school. As part of a study of Roman society pupils were asked to examine how interpretations depend on available evidence. Diagram 18 shows the worksheet they were given. The pupils were asked to draw a picture of a Roman lady based on the evidence available from an excavation report. They were also able to draw upon information in library books. This work was directed towards AT3. The pupils then compared their own interpretations with an illustration produced by an archaeologist (shown on page 57). This part of the activity was related to AT2. A visit from a member of the local archaeological unit was then used to help the pupils understand how archaeologists interpret evidence to create a representation of the past.

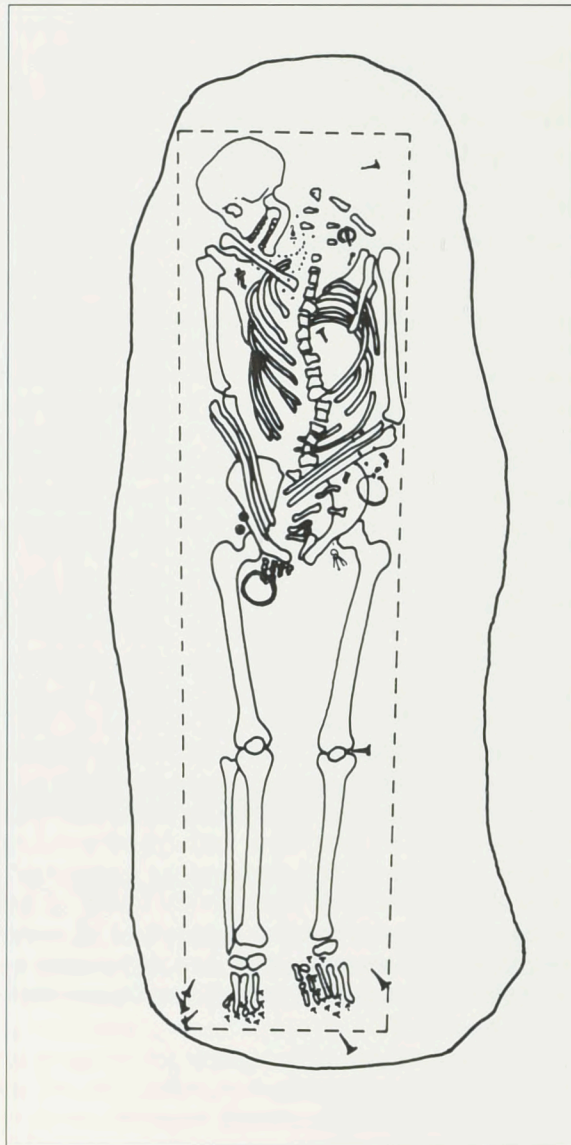
The emphasis on understanding the process of how an interpretation is created can also be profitably applied to historiography. Year 9 pupils in one school considered the academic debate about working class living standards in the early days of the Industrial Revolution. They were presented with two views: one, based on the work of Hartwell and Ashton, stressed the benefits of industrialisation and urbanisation, the other, based on the writings of Hobsbawm, described the hardships of life in the factory towns. Pupils of average and lower ability proved perfectly capable of understanding these two views. However, it would have been inappropriate to ask these same pupils to work out 'who was right?' Instead, pupils were given a series of statements about life at that time and asked to categorise these as facts and opinions and comment on how far each of the statements supported or contradicted the two views. Diagram 19 shows the worksheet they were given. Later, pupils were given a range of contemporary source material and asked what the supporters of each view would make of the sources. By the end of a sequence of lessons pupils had developed an understanding of how matters of opinion and emphasis on particular types of source can lead to disagreement among scholars.

*Diagram 18: A worksheet designed to enable pupils to understand the process by which archaeologists construct interpretations of the past*

Archaeologists digging a Roman cemetery site recently discovered a skeleton together with faint traces of a wooden coffin. The large nails that held the coffin together were still present. Most of the bodies in the cemetery were not placed in coffins. It was possible to tell from the bones that the body was a woman aged about 40 years.

A number of valuable objects had been carefully placed in the coffin. These included two coins from the reign of Claudius II, Roman Emperor AD 268–270. There were several pieces of jewellery; a gold earring, two brooches, a bead necklace and three bracelets, one made of beads. A pair of leather sandals seem to have been buried with the body, the leather had perished but a small number of nails from the sandals remained. Near the body was a small set of pieces of make-up equipment on a ring; these included tweezers, a scoop for ear-cleaning and nail-cleaners.

1. Label the different finds on the picture of the skeleton.
2. Using information from the cemetery and information from library books, draw a picture of what the woman might have looked like when she was alive.





*A gold earring.*



*Coins from the reign of  
Claudius II AD 268-270.*



*An archaeologist's illustration of the Roman lady.*

Diagram 19: Worksheet designed to enable pupils to consider the debate about standards of living during the Industrial Revolution

Statement	Fact/ opinion	For each statement of fact say which view it supports
1. Medical records show that in the new factory towns many people died before the age of 20.		
2. People moved to the new towns because they were paid better in factories than on farms.		
3. Town life was more interesting than country life.		
4. Factory bosses were cruel, hard men.		
5. Factory workers were more likely to be injured at work than farm workers.		
6. Sometimes factory apprentices were given school lessons. This was not true of young farm workers.		
7. In the early nineteenth century, soap was cheaper so people washed more often and were therefore healthier.		
8. Cotton clothes were cheap and easy to keep clean.		
9. Factory workers worked long hours.		
10. People could afford to have large families because there were plenty of jobs and better wages.		
11. There was no community spirit in the new towns.		
12. House building, improved sanitation and water supply all came about too slowly to save the workers from misery.		

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## INSET ACTIVITY 7

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### *Interpretations of history*

**Suggested INSET time**

2 hours.

**Purpose**

To consider ways of planning work related to AT2 to ensure a balance of approaches.

**Resources**

*History in the National Curriculum*, DES/HMSO, 1991.  
Schemes of work for study units.

**Task**

List the eight study units that the school teaches during KS3. For each unit identify one or two topics which could be the focus for AT2 work. Your aim should be a balance of activities related to AT2. To achieve a rough balance try to meet these requirements over the key stage.

1. There should be a variety of types of interpretations, such as: academic, educational, fictional, popular, personal and a comparison of different types of interpretation.
2. The focus for work should vary and could include:
  - the role of the individual;
  - important events;
  - the character of a period in the past;
  - the experience of different groups.
3. Activities should range across the required perspectives:
  - political;
  - economic, technological and scientific;
  - social;
  - religious;
  - cultural and aesthetic.
4. Activities should explore a variety of approaches to learning about interpretations, such as:
  - using prior knowledge of a topic to evaluate the worth of an interpretation;
  - using pupils' own interpretations to develop an understanding of the nature of interpretations;
  - looking at the process whereby historians and others construct their interpretations.

AT3 embodies a series of demanding ideas and provides a way of giving a problem-solving focus to teaching and learning in history. The SoA describe the pattern of progression in source analysis from the simple extraction of information, through the development of inference and synthesis to the evaluation of relevance and reliability.

### **WHAT IS THE RELATIONSHIP BETWEEN AT3 AND THE OTHER ATs?**

It is best to consider work towards AT3 with reference to facets of AT1. Sources are of no use to pupils unless they can provide evidence for some aspects of life in the past. The use of sources is not an end in itself. We turn to sources in order to find out:

- how things have changed;
- why events took place;
- what life was like in the past.

In other words, any exercise involving the use of sources should also make a contribution to the development of knowledge and understanding of history, as described in the strands of AT1. When planning AT3 activities teachers should, therefore, consider how the activity relates to AT1.

AT1 is important in another sense because it provides the knowledge that enables pupils to see individual sources in context. Sources relating to the events of 1215 or 1649 can be utilised most fully as part of a sequence of lessons that touch upon AT1 as well as AT3. Work on chronology, cause and the features of historical situations helps pupils to see the full significance of a contemporary document or picture. Sources can be used to introduce a topic or to deepen understanding during the course of a topic, but there is little historical value in activities that are free standing, decontextualised tests of skill.

AT2 and AT3 are concerned with different aspects of historical work. In AT2 pupils will consider interpretations of past events, such as the writings of modern historians or historical novelists. AT3 is about pupils' ability to extract information from sources and to analyse and evaluate their reliability and value. Some textbooks present extracts from subsequent interpretations and contemporary evidence under a blanket heading of 'sources', and in such a way that makes it difficult for pupils to distinguish between these two types of information. Pupils need to know that although a twentieth-century artist's impression of a gladiatorial contest and a contemporary mosaic showing gladiators are both sources, they are not equivalent or interchangeable.

While AT2 and AT3 are distinct, they can often be taught in tandem. Pupils doing AT2 work on the accuracy of an historical novel could study contemporary sources to see how far the author has remained faithful to the historical record; the element of source analysis would cover ground described in AT3.

### **PROGRESSION IN THE USE OF SOURCES**

The SoA describe two major elements in work towards AT3:

- the use of sources to derive knowledge about the past;
- the evaluation of the historical usefulness of sources.

These are broad characteristics of progression in both elements.

The first stage in constructing knowledge from sources is achieved when pupils can comprehend the literal meaning of the source, and extract and paraphrase items of historical information. Higher order work is typified by inferential analysis, whereby pupils use the literal information in a source in order to deduce further knowledge about the past. As pupils

progress, not only can they infer but they can also synthesise information from different sources into a single convincing account, and can successfully reconcile or arbitrate between apparent contradictions in different sources.

Evaluation of the usefulness of sources begins with pupils being able to assess correctly the relevance of a source for a particular enquiry. As pupils develop understanding they will be able to go further and comment on the reliability of sources with reference to criteria such as purpose, background of author, and existence of corroborative evidence.

As work becomes progressively more challenging the role of background knowledge should grow. Any reflection on a source is likely to be enhanced by:

- a wider knowledge of the subject matter of the source;
- information about the provenance of the source.

It is possible to meet the more elementary objectives of comprehension and relevance simply from internal evidence found within sources.

Work involving inference, synthesis and judgements about reliability depends on the interplay between internal evidence and a pupil's wider knowledge of the topic.

### ***Starving to death in the Lake District***

Consider the following source and the extent to which pupils could derive accurate knowledge and reflect on reliability purely on the basis of internal evidence.

Burials in Greystoke near Penrith, 1623.

29 January: A poor fellow was brought off the street into the house of Anthony Clemmerson, constable, where he died.

27 March: A poor hunger starved beggar child, Dorothy Patterson.

28 March: Thomas Simpson, a poor hunger starved beggar boy.

19 May: At night, James Irwin, a poor beggar stripling. He died in great misery.

12 July: Thomas, child of Richard Bell, a poor man, which child died for very want of food.

11 September: Leonard, son of Anthony Cowlman, deceased, which child died for want of food.

12 September: Jaine, wife of Anthony Cowlman, deceased, which woman died in Edward Dawson's barn.

What could a pupil learn from this source? Without having studied the topic or period it is possible to extract literal information on the basis of the internal evidence:

*It shows that some children died because they didn't have enough food.*

The application of inference is much more likely if pupils come across the source during a broader study of, for example, poverty and vagrancy 1500–1750. With the benefit of such a framework pupils could work out that in this part of northern England, the Poor Law of 1601 had not been entirely successful in stopping vagrancy.

This source was presented here without any contextual information. It is in fact an extract from a parish register. With this understanding one can begin to make some assumptions about its reliability. Sources are often presented with a minimal level of background information. Without information about provenance and some grasp of the nature of different types of source, work on the trustworthiness of sources can be little more than an opportunity to speculate. Knowing in this case that every parish was obliged by law to keep a record of all burials within its jurisdiction makes possible valid reasoning about the reliability of the extract.

Historians often try to discern **general** patterns from the **particular** instances they meet in individual sources. In moving towards inferential understanding, pupils should also be encouraged to establish general and more abstract principles from the specific, more concrete examples found in sources. For this process of generalisation to be worthwhile, pupils need

information on how **typical** individual sources are thought to be. Without some insight into the question of ‘typicality’ pupils can jump to some very dubious conclusions.

In the case of the register of burials from Greystoke pupils could understandably conclude that starvation was a routine cause of death in seventeenth-century England. This analysis would be supported by the folk wisdom that the pre-industrial peasantry was constantly threatened by famine. In fact, as Laslett and others have shown, this was not the case. There are no other English parish registers that show a comparably high level of famine to that found in Greystoke. The deaths here seem to have been part of a local subsistence crisis caused by harvest failures and the inaccessibility of this part of the Lake District. This example shows how important it is to train pupils to ask ‘How typical is this?’, and to provide enough information on sources so that they can find the answer.

*Diagram 20: Progression in source analysis*

More elementary		More challenging
Comprehension	↗ ↘	Inference Synthesising and reconciling
Understanding relevance	→	Understanding reliability
Dependence on internal evidence	→	Use of internal evidence and background knowledge
Emphasis on the particular	↗ ↘	Generalisations based on particular instances Awareness of how typical any source is

### **A VARIED APPROACH TO THE USE OF SOURCES**

Pupils rarely encounter written sources in anything other than highly selective, extremely short extracts. This does not remotely approximate to the way historians use sources when conducting research. Historians consider whole sources and aim to get to know them sufficiently well to be able to form valid judgements. It is difficult to ‘read between the lines’ if a source usually amounts to no more than two or three sentences: to select and deploy relevant information, and to develop inferential skills, pupils need at times to have access to more substantial sources.

Work on whole sources, or extended extracts, is not necessarily more difficult than the analysis of many briefer extracts. The use of large numbers of short quotations can bemuse less able pupils, who lack an opportunity to develop a view of the nature and significance of a source. There is a style and format to most written sources that is only apparent when a significant sample of the source is used. Diaries, court documents, tax rolls and militia lists follow a regular pattern. Once this pattern has been mastered, pupils can make easier and better sense of any individual entry. This means that, paradoxically, the longer an extract, the more accessible it can be.

Some longer sources are, undoubtedly, difficult but can still be used to good effect. Substantial extracts give a much better sense of the period from which they come than very short quotations. Antiquated or convoluted language is often part of this period flavour, and pupils do not need to understand every last word in order to get the gist of a source. Challenging pupils with difficult sources can, of course, be an opportunity to develop their skills in English.

Some sources have a narrative structure and give contemporary accounts of events. Without reading longer sources pupils will have little chance to understand the 'story' of an event, as it seemed to people at the time. Many sources of this kind, such as the diaries of Pepys or Kilvert, have literary merit which cannot be conveyed in the briefest of quotations.

Pupils who work exclusively on very short extracts will find it difficult to develop an understanding of the importance of the **context** of a source. The significance of a comment depends, among other things, on the extent to which it forms part of a bigger picture or argument. Good history teaching should discourage the distorting of the meaning of statements by taking them out of context. Unless care is taken, work on sources can have the opposite effect.

One school has developed occasional source work specifically aimed at reinforcing the importance of context. Small details of picture sources were removed from their setting and presented as evidence; pupils were later given the whole picture and encouraged to see the different views that could be formed from the extract and the larger picture. Similar work was done using written sources, such as the following exercise taken from the study unit on the Second World War.

We have been finding out about life in wartime Britain. How united and together did the British people feel at the time? Read this extract to see what George Orwell, a famous writer of the time, thought.

*England is the most class-ridden country under the sun. It is a land of snobbery and privilege, ruled largely by the old and the silly.*

George Orwell, 1941

Having produced answers to this question, pupils were given another, fuller version of the Orwell quotation (*The Lion and the Unicorn, Socialism and the English Genius*, Penguin, 1990).

What did you decide from reading Orwell's words? Did it show he felt England was very divided? Look at this fuller extract from what Orwell said and see if you change your mind.

*England is the most class-ridden country under the sun. It is a land of snobbery and privilege, ruled largely by the old and the silly. But in any calculation about it one has to take into account the tendency of nearly all its inhabitants to feel alike and act together in moments of supreme crisis.*

George Orwell, 1941

The fuller quotation has almost the exact opposite significance of the shorter extract.

### **EXTENDED WORK ON SOURCES**

In some units the use of a specific type of source can be extended over a sequence of lessons. Pupils looking at the complex impact of industrialisation on different parts of Britain could spend some time assessing evidence from the 1851 Census for a number of varied locations. Work on *Castles and cathedrals* often involves reflection on one or two sites, over a number of weeks. The extract from one pupil's four-page essay overleaf shows the result of some extended work on two castles, undertaken over a number of weeks. This depth of study enables work of real substance towards both AT3 and aspects of AT1.

I think that Goodrich is the strongest, because it is built on solid rock and Chepstow isn't, and also there is a very good view from Goodrich. Chepstow also has a good view, but not as good as the one from Goodrich. The solid rock makes Goodrich stronger, because the attackers can't tunnel underneath the castle, and with the good view, the defenders could have seen the attackers coming from miles away.



One school decided to highlight the use of oral evidence in the treatment of the Home Front during the Second World War. This unit provides an opportunity for the significant use of oral history by KS3. Having spent some time learning about wartime conditions pupils interviewed a large number of local elderly people about life during the war. This was linked to AT2 in that pupils were asked to investigate the accuracy of the popular view that there was a 'Blitz spirit'.

This exercise was highly successful. Pupils were well motivated and it served to strengthen ties with the local community. Questionnaires involved some standard questions with a scale of possible responses; the information from these was used to create an IT database. Other questions were more open-ended. In general, pupils concluded that there was something special about the spirit of people in wartime Britain. They also unearthed a mass of vivid detail that contributed strongly to that understanding of the period as described by the third strand of AT1. Below is an extract from one pupil's discussion of whether there was a Blitz spirit, based on an interview with her grandparents.

*Even though my nan and grandad and practically everyone in their street was growing vegetables, a small minority could not be bothered to put the small amount of effort into growing their own vegetables. One woman, called S.... H..., because she could not be bothered, went to the low extent of stealing from her neighbours. One night, S .... decided to take some of my nan and grandad's vegetables. My nan came downstairs to get a glass of water in the kitchen. She spotted someone out in the garden. My nan crept out into the garden behind the lady and caught her and told her that if she ever found out that she had been stealing from anyone again she would inform the authorities.*

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## INSET ACTIVITY 8

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### Using sources

#### Suggested INSET time

2 hours.

#### Purpose

To consider ways of planning work related to AT3.

#### Resources

*History in the National Curriculum*, DES/HMSO, 1991.  
Schemes of work for study units.  
A range of sources.

#### Task

1. Discuss the view that work with sources is best undertaken with some facet of AT1 in mind, as well as the demands of AT3. Choose a KS3 study unit. Identify sources from the period of this study unit that:
  - illustrate change across the period of the study time;
  - provide evidence for the causation of a specific event;
  - provide evidence of the features of an historical situation or period.
2. Using the sources you have identified for one of the above categories, devise questions to test pupil understanding of:
  - inference, synthesis, reliability, generalisation.
3. Discuss how far pupils need contextual knowledge about the topics that are described in sources, and the background of the people who produced them. Look at the following quotations describing life in the Blitz: how much contextual knowledge would pupils need to make full sense of these sources?

*Here they were, the people who rule a fourth of the globe. They had been imperialistic and had exploited (other peoples) but down in the Tubes they were demonstrating that they could take the same sort of punishment they had handed out (to others). They were a tough generation of Englishmen and I admired them in the shelters. They had Elizabethan fire in their guts.*

*These cruel bombings of London are, of course, part of Hitler's invasion plans. He hopes, by killing large numbers of civilians, and women and children, that he will terrorise and cow the people of this mighty imperial city. Little does he know the spirit of the British nation, or the tough fibre of the Londoners, who value freedom far above their lives.*

The provenance of each of these two quotations is explained on page 78.

4. Find examples of extended sources relating to a KS3 study unit. Discuss the feasibility of using such sources with pupils of varying ability.

**DIFFERENTIATION**

Differentiation is a term used to describe the process of matching activities to the needs of pupils of varying aptitude. Progression occurs when pupils are set increasingly demanding activities as they grow in maturity and understanding. Ensuring work is appropriately differentiated is an important way of enabling pupils to progress.

Across the years of KS3 teachers should plan work which is increasingly challenging. While the content of Year 7 and Year 9 is obviously going to vary, it is possible that expectations of pupil performance may not vary enough.

**BALANCING DIFFERENTIATION AND ENTITLEMENT FOR ALL**

While it is important that pupils undertake activities appropriate for their aptitude, too narrow an understanding of differentiation may lead to an unnecessarily divisive curriculum. The needs of different pupils should be balanced with the entitlement of all pupils to a broad, balanced experience of history. The study units make no reference to differentiation; they are an outline of the historical information which all pupils are entitled to, irrespective of their ability. It is the SoA that clarify how pupils of varying ability should demonstrate their knowledge and understanding of this common ground. The PoS defines a common entitlement, while the SoA suggest how this can be differentiated. Teachers may wish to make a distinction between entitlement and differentiation in their schemes of work. The following extract comes from a plan for the unit on *The Roman Empire*, in which the head of department tried to strike such a balance. The school was a large comprehensive, in which Year 7 pupils were set on an ability basis. The notes on differentiation refer to examples from the least and most able sets. The principles behind this style of planning could be transferred to schools using different setting arrangements.



*Diagram 21: Part of a plan for work on The Roman Empire showing pupil entitlement and methods of differentiation*

#### Targets for the term

These represent:

- a basic minimum which all pupils should achieve;
- broad suggestions as to how to provide differentiation.

#### Knowledge

Entitlement—by the end of the unit all pupils should have an outline knowledge of:

- the growth and extent of the Roman Empire;
- Roman society and government;
- the cultural and political legacy of Imperial Rome.

Differentiation—pupils should be introduced to the above at the level of their ability. They should be extended and challenged as much as is appropriate. For example:

- with the aid of a map, 7R4 should be able to explain the difference between the city of Rome and the Roman Empire as a whole; they should be able to select genuine reasons why the Roman Empire expanded from a longer list containing spurious reasons;
- 7R1 should be able to describe and **explain** the chronology of the Empire's growth, referring to periods of 'rapid' or 'gradual' change, and using a timeline of their own devising to support the argument.

#### Concepts

Entitlement—by the end of the unit pupils should be aware of the following concepts and terms:

- power, government, empire, republic, trade, slavery.

They should also all do preparatory work on terms that will be developed in later units:

- social, political, economic, cultural.

Differentiation—teachers should design activities to ensure **access** to the above ideas at the level of their pupils' ability. Work for all pupils on these concepts should be challenging. For example:

- as a result of their work, Set 4 should be able to recognise the word 'empire' and explain that the Roman Empire was ruled by a series of emperors;
- Set 1 should be able to explain the difference between the Republic and the Empire, and with reference to precise knowledge explain why this change in style of government took place.

#### Attainment

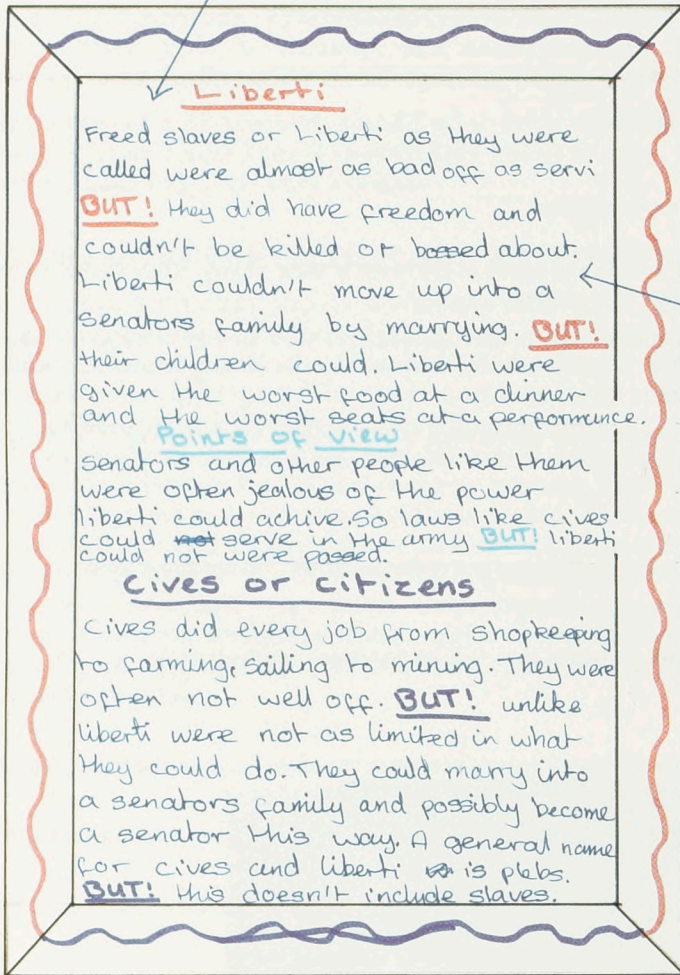
Entitlement—all pupils should undertake work based on the three strands of AT1. By the end of the unit they should all be able to:

- use contrasting ideas of change and continuity in their description of events;
- construct a causation diagram to explain events;
- demonstrate knowledge and understanding of the different social groups in the Roman world.

Differentiation—pupils should be given work which makes possible attainment at the appropriate levels in AT1. For example:

- Set 4 should be able to explain why poor people were not likely to become senators, and that this did not change during the life of the Empire;
- Set 1 should be able to explain the extent of the differences between contrasting social groups and the relationship between these differences and access to power.

The plebs were often very poor and lived in dreadful conditions. But during the Empire Augustus tried to please them by giving them "bread and circuses."



During the Republic the plebs had people in government to look after their interests. They were the "tribunes of the people"

An example of a common task given different depth and emphasis for pupils of varying aptitude. All pupils produced diagrams showing social groups in ancient Rome. More able pupils, such as this one, were encouraged to stress the complexity of social groups. This is an exact from a much larger diagram.

liberti (freed slaves.)



Liberti were freed slaves.

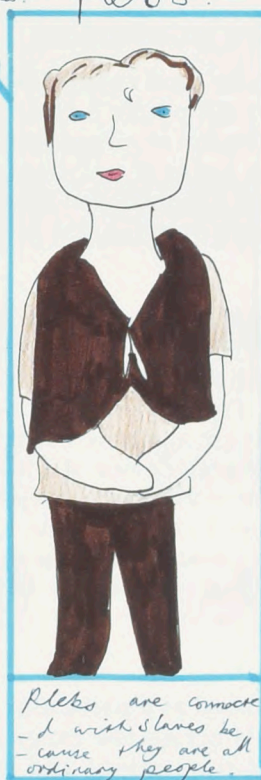
They were connected with ordinary slaves in the sense of similar families.

plebs.

slaves



Ordinary slaves' lifestyle changed when the Empire came in the 'Bread & Circuses' regime.



Plebs are connected with slaves because they are all ordinary people.

This pupil shows a basic understanding of the different social groups, but was not able to explain ideas of social mobility and complexity. Again this is an extract from a much larger diagram.

## **MANAGING DIFFERENTIATION IN THE CLASSROOM**

Good teaching in history ensures a balance between imparting information to pupils and helping them to become active enquirers on their own account. Pupils need to be taught how to use sources, collect information and present their work if they are to be able to work on their own.

Planning for differentiation needs to be tempered by realism. It is not possible to customise teaching and learning to meet all the individual needs of all pupils all the time. An exclusive diet of individualised programmed learning based on worksheets is not only laborious for the teacher, it is unlikely to excite and motivate pupils. The whole range of teaching methods allows opportunities for differentiation to meet individual learning needs.

### **EFFECTIVE FORMAL TEACHING**

Much of the excitement, motivation and intellectual stimulus in school history comes from the ability of the teacher to explain the past and promote whole class discussion. Teachers should use stories and evidence from the past to capture the imagination of pupils across the range of ability. Formal teaching supports differentiation when it is **inclusive**, so that all pupils are involved and engaged.

### **THE USE OF KEY QUESTIONS**

Key questions can be used to provide as much access as possible to pupils of varying ability. They can also give all pupils a clear sense of direction and structure in their history work. Each topic in a unit can be organised around a key question. The question would usually be used to introduce a series of activities, in which differentiation can be achieved in a variety of ways. At the end of a sequence of lessons all pupils should return to the key question and, in their own way, every pupil ought to have enough information to attempt an answer to the question.

### **PUPIL ACTIVITIES**

Work can be organised in a variety of ways to ensure an appropriate level of challenge for individual pupils. Teachers can use **open-ended tasks** that allow all pupils to respond at a level suitable to their aptitude. Alternatively, pupils can be given **focused tasks** that are designed to test specific levels of understanding. These can be presented as **stepped tasks** with a clear incline of difficulty. Stepped tasks should sometimes culminate in an open-ended task, requiring pupils to deploy the knowledge gained in the focused tasks. During a study unit, teachers will probably wish to draw upon this whole range of methods, and in planning it is useful to build in this variety of tasks into the design of a study unit.

### **RESOURCES**

Most books are pitched at a particular level and exclusive reliance on a single text can lead to problems for pupils across the range of ability. Sometimes, otherwise attractive and appropriate books contain questions and activities that are insufficiently challenging or varied. Where possible, teachers may wish to set a common question for all pupils working on a substantial investigation but to provide different books and sources dependent on ability.

### **TEACHER SUPPORT AND INTERVENTION**

In practice, much differentiation takes place informally in the classroom. Pupils can be given common tasks, and the teacher can give extra help or further stimulus in consultation with individual pupils. Teachers will naturally wish to give support of this kind to weaker pupils but it is important to ensure also that more able pupils also receive the level of individual intervention they need.

## GROUP MANAGEMENT

Pupils are likely to spend some time working individually, and some time working on co-operative tasks in pairs and small groups. Group work can enable pupils of all abilities to articulate and deepen their knowledge and understanding. Group work should always be planned to ensure that there is an appropriate measure of challenge in line with pupils' individual ability.

## PLANNING TASKS FOR PUPILS OF DIFFERENT ABILITIES

One school which teaches history in mixed-ability groups has designed a framework for differentiating work. As part of a range of materials, pupils are provided with a sheet of activities/exercises which broadly correspond to the range of pupil ability. ('Basic' for less able pupils, 'standard' mainly for pupils of average ability, 'extended' mainly for more able pupils.) However, the columns are not self-contained so that pupils are not confined to work in only one column, for example some less demanding activities can be placed in the extended column. Diagram 23 shows this approach.

All pupils were instructed to begin in the middle 'standard' column, but from that point on, each pupil was able to work at his/her own pace. The materials allow pupils to discuss their route through the activities. Diagram 22 shows how a number of alternatives might be taken, according to the needs of individual pupils.

Diagram 22: Possible pupil routes for 'Taking Sides'

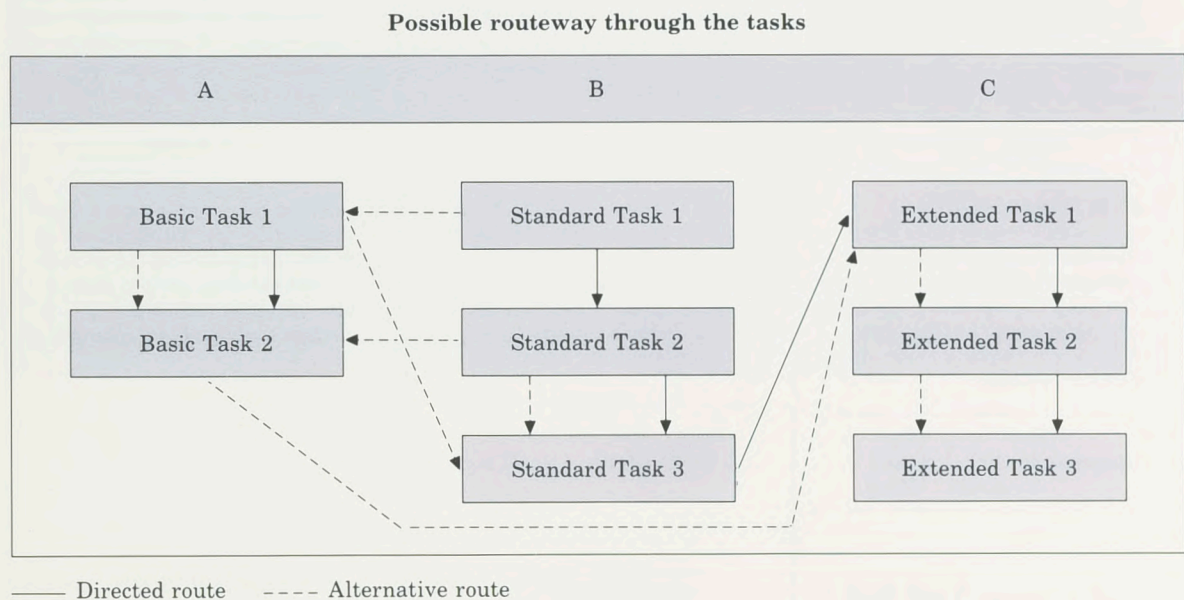


Diagram 23: A worksheet designed to enable pupils to explore the reasons why some people supported the King and others supported parliament

<b>The Civil War—'taking sides'</b>								
<p>The Civil War broke out in the summer of 1642. It was a contest between the supporters of the King and the supporters of Parliament. The King's soldiers were sometimes called Cavaliers and Parliament's were sometimes called Roundheads.</p> <p>In this exercise you will look at a number of sources which will help you to understand why some people supported the King and why some supported Parliament.</p> <p>Read sources A, B, C, D and E and then work through the questions. Make sure you begin in column B.</p>								
<b>A. Basic</b>	<b>B. Standard</b>	<b>C. Extended</b>						
<p>3. Look at source C. Two comments support the King and two support Parliament, but one supports neither. Copy the table below into your book and then write out the five comments, putting them in the correct column.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">For Parliament</th> <th style="width: 33%;">For Neither (Neutral)</th> <th style="width: 33%;">For the King</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"> </td> <td> </td> <td> </td> </tr> </tbody> </table>	For Parliament	For Neither (Neutral)	For the King				<p>1. Look at sources D and E.                      (a) Which side did Sir Thomas Myddelton support?                      (b) Which side did Sir John Owen support?                      (c) How did the sources help you to decide?</p> <p>2. Look at sources A and B. Write a description of the sort of person who supported the King and another description of the sort of person who supported Parliament.</p> <p>3. Look at the sources A, B, C, D and E. Which ones did you find were the most useful in helping you to find out why people supported either the King or Parliament? Give reasons for your answer.</p>	<p>1. Look at sources A and B. Use the outline map and shade in the areas controlled by the King and the areas controlled by Parliament. Add a key.</p> <p>2. Look at your answers to questions 2 and 3 in column B. Thomas Myddelton owned Chirk Castle. Can you find anything in the sources to explain why he supported Parliament and not the King? Explain your answer.</p> <p>3. Look at all of the sources. How reliable do you think these are to the historian who is trying to find out why people chose the side they did at the outbreak of the Civil War?</p>
For Parliament	For Neither (Neutral)	For the King						
<p>4. Look at sources A and B. In your book write out and finish the following sentences:</p> <p>(a) Most Catholics fought for .....</p> <p>(b) Most MPs were .....</p> <p>(c) Most of the south-east and London supported .....</p> <p>(d) Most of the west and Wales supported .....</p>								

## MAKING WRITTEN MATERIAL ACCESSIBLE TO PUPILS

History is a subject which is heavily dependent on written material. Difficulties with reading and writing obviously restrict the range of historical work that can be undertaken by pupils. However, work in history provides a positive opportunity for pupils who find reading and writing difficult to develop their communication skills. This will not take place if they are given a restricted and undemanding range of reading matter or limited opportunities to write. As well as developing skills in English, teachers should try to make sure that there is a significant element of historical learning in any activity based on the PoS.

One way of making text more accessible to pupils is to use a series of techniques to help them focus on key issues in a text. These can include highlighting text, sequencing activities, cloze procedure and re-presenting information. These techniques were developed through the DARTS project (Directed Activities Related to Text; further information about the project can be found in publications of the School's Council Project on the Effective Use of Reading, 1973–1976, published by Heinemann).

The box below shows a DARTs activity (adapted from C. Culpin, *The Making of the UK*, Collins, 1992), based on a letter written in 1575. The worksheet contains a sequencing of activities leading to a more open-ended question.

An extract from a book written in 1575 by a Dutch visitor to London, Van Meteren, quoted in C. Culpin, *The Making of the UK*, Collins, 1992.

*Wives in England are entirely in the power of their husbands, yet they are not kept so strictly as in Spain. Nor are they shut up . . . They go to market to buy what they like best to eat. They are well-dressed, fond of taking it easy and leave the care of the household to their STEWARDS. They sit in front of their doors, dressed in fine clothes, to see and be seen by passers-by. In all banquets and feasts they are shown the highest honour . . . All the rest of the time they spend in walking and riding, in playing at cards, in visiting their friends, conversing with their neighbours and making merry with them and childbirths and christenings. And all this with the permission of their husbands. This is why England is called the paradise of married women.*

(a) Underline/highlight as follows:

- in **red**—anything to do with wives and husbands in England;
- in **blue**—what wives do with their time;
- in **green**—relations between wives and other people.

(b) Ask three questions to find out things which you would like to know about before using this source.

(c) Was England 'a Paradise for married women'?

## HISTORY AND LOW ATTAINING PUPILS

Low attaining pupils should be given work which focuses on the development of historical understanding. The SoA can be used to check whether activities are contributing to a greater knowledge and understanding about the past. Work which involves drawing or filling in gaps in written passages is often unrelated to the ATs and will not contribute to the development of pupils' historical understanding.

In many comprehensive schools there is a co-ordinator for special educational needs (SEN), and often there are special educational needs support teachers working alongside history teachers in the classroom. It is important that these people should know how to make real historical understanding accessible for pupils with learning difficulties. The ATs can be used with non-specialist SEN staff as a guide to appropriate understanding in history.

Below is a list of the more abstract ideas that can be found at Levels 1–4 in the SoA, which sets learning objectives for low attaining KS3 pupils. These can also be used as a guide for planning, and as the basis for discussion with special educational needs staff.

Using their knowledge of information found in the core and supplementary study units, pupils should:

- develop a sense of **chronology**;
- show that they understand the **sequence** of an historical story or event;
- use terms such as **reason, motive** and **cause** when explaining why things happened in the past;
- avoid **anachronism** when describing life in the past;
- identify **differences** between past and present and periods in the past;
- distinguish between **historical reality** and **fiction**;
- apply the idea of **different versions** of past events;
- understand the difference between **fact** and **opinion**;
- develop the ability to make **deductions** from historical sources;
- develop the ability to formulate and answer **historical questions** when using sources.

Many of the ideas represented in the list above are likely to be difficult for low attaining KS3 pupils. The development of assessment at KS1 has shown that young pupils can master these ideas if they are presented in a carefully structured and clearly focused way. In work, for example, on fact and opinion 7 year olds were often able to sort sentences successfully as long as the statements were clearly polarised into strikingly factual or opinionated phrases. The demanding idea of two **versions**, which are different but both valid, has been successfully grasped by 7 year olds through work on historical stories. Having heard a story pupils can be invited to produce a simple strip cartoon showing events from the beginning, middle and end of the story. Pupils can compare their versions with their neighbours' and realise that, providing all the events are accurately related to the story, none of the versions is incorrect but that each selects different events as being significant. In work both on fact and opinion and different versions effective activities emerged because they were built around a limited number of specific SoA. (Teachers may find some of the ideas in NCC's books on teaching history at KS1 and KS2 useful in planning work for low attaining pupils.)

## **LOW ATTAINING PUPILS AND KNOWLEDGE**

Low attaining pupils need time to explore topics in depth. Constantly changing topics may confuse such pupils who need time to get to grips with the knowledge and terms which form part of any topic. Low attaining pupils can grasp apparently demanding concepts if teachers use everyday examples to embody the ideas; complex patterns of causation can be exemplified by an analysis of events in their own lives. Pupils can demonstrate relatively high levels of understanding with examples. These can be used as a bridge and applied to historical events.

### ***Two examples of in-depth work with less able pupils***

In one special school for pupils with moderate learning difficulties, the history co-ordinator was keen to ensure some depth of coverage in work undertaken by a Year 9 group working on *Expansion, trade and industry*. With AT1 (iii) in mind he wanted pupils to understand the complexity and variety of life in nineteenth-century Britain. He put a series of statements about Victorian life on a computer. Pupils gained access to the information through a series of concept keyboard overlays, which showed pictures of:

- a middle class birthday party;
- factory conditions;
- scenes from the British Empire;
- public schools and elementary schools;
- a middle class nursery.

Pupils could find out about the participants in each scene by pressing the relevant pictures on the overlay. They worked in groups on each of the pictures. Written 'tests' were also built into the program, so that after each picture pupils did some written work exploring their understanding of the information they had just encountered. These included some quite demanding inferential questions, such as 'Why do you think country people went to work in the cities?' Pupils worked extremely well on this sequence of activities and showed themselves capable of handling a relatively complex body of information.

In a Year 9 set for low attaining pupils at a comprehensive school, pupils spent three weeks looking at life in wartime Europe through the study of one source, *The Diary of Anne Frank* (Heinemann Education, 1990). With the benefit of such an extended investigation of one source, pupils were able to form quite a full picture of Anne's life in hiding. This led to some successful written work towards AT3.

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## **INSET ACTIVITY 9**

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### ***Differentiation***

***Suggested INSET time*** 2 hours.

***Purpose*** To consider how the Order can be used to plan differentiated approaches to historical topics and themes.

***Resources*** *History in the National Curriculum*, DES/HMSO, 1991.  
Photocopy of pages 66, 67 and 74.

- Task***
1. Read the section on 'balancing differentiation and entitlement for all' on pages 66 and 67. Take a small section of a study unit and attempt to plan in a similar way, identifying both basic minimum targets and scope for differentiation. How useful is this distinction?
  2. Look at the list on page 74. It shows 'learning objectives for low attaining pupils'. Devise a pupil work sheet for low attaining pupils, using these objectives to ensure a sense of purpose in the development of historical understanding.
  3. Select an element of content from one of the study units. Identify an AT or a strand of AT1 that could be applied to the teaching and learning of this aspect of content. Look at the individual statements from Level 3 to Level 7. Discuss whether the SoA are distinct from level to level, or whether they form a run of similar but increasingly challenging statements. If the SoA appear relatively distinct it may be necessary to develop focused tasks that are designed to test specific levels of understanding. If the SoA constitute a run of similar statements it may be possible to devise open-ended tasks that allow all pupils to respond at a level suitable to their aptitude. In the light of your discussion, plan appropriate activities that will provide differentiation for this element of content.

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*A Source Book of Teacher Assessment*, SEAC, 1990.

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*Teacher Assessment in Practice: KS3*, SEAC, 1991.

*Teaching History at Key Stage 1*, NCC, 1993.

*Teaching National Curriculum History with IT*, Historical Association, 1992.

## **Forthcoming publications**

*AT2 Interpretations of History*, CCW, 1993.

*Progression and Differentiation in History at Key Stage 3*, CCW, 1993.

*Teaching History at Key Stage 2*, NCC, 1993.

## APPENDIX

The provenance of each quotation on page 65 is as follows.

The first extract is from an American journalist Ben Robertson who was based in London during the Second World War. He wrote articles for a New York daily magazine called *PM*. The extract is quoted in a book *I Saw England* by Ben Robertson published in 1941 by Jarrolds (now out of print).

The second extract comes from a radio broadcast to the people of Britain made by Winston Churchill in 1940.







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