

Key Stages 2–3

History

in the National Curriculum for Wales



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- Audience** Teachers, headteachers and governing bodies of maintained schools in Wales; local authorities; regional consortia; initial teacher training providers; teacher unions and school representative bodies; church diocesan authorities; national bodies in Wales with an interest in education.
- Overview** This document sets out the Welsh Assembly Government's requirements for history in the national curriculum for Wales. It is issued pursuant to the powers contained in Section 108 of the Education Act 2002 and which are vested in the Welsh Ministers. The Welsh Ministers form part of the Welsh Assembly Government.
- Action required** Teachers, headteachers and governing bodies of maintained schools must ensure that the legal requirements set out in this document are implemented in line with the dates specified in the Foreword.
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- Additional copies** This document can be accessed from the Learning Wales website at gov.wales/learning

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Foreword

This document sets out the revised national curriculum for **history** in Wales.

The structure of the national curriculum

The national curriculum applies to pupils of compulsory school age in maintained schools. It is organised on the basis of three key stages, which are broadly as follows*:

	Pupils' ages	Year groups
Key Stage 2	7–11	3–6
Key Stage 3	11–14	7–9
Key Stage 4	14–16	10–11

In Wales, the following subjects are included in the national curriculum at the key stages shown:

Key Stage 2	English, Welsh, mathematics, science, design and technology, information and communication technology, history, geography, art and design, music and physical education.
Key Stage 3	As at Key Stage 2, plus a modern foreign language.
Key Stage 4	English, Welsh, mathematics, science and physical education.

For each subject, in each of the key stages listed above, programmes of study set out what pupils should be taught and, for Key Stages 2 and 3, attainment targets set out the expected standards of pupils' performance.

At the end of Key Stages 2 and 3, standards of pupils' performance are set out in eight level descriptions of increasing difficulty, with an additional description above Level 8 to help teachers in differentiating Exceptional Performance.

At Key Stage 4, external qualifications are the main means of assessing attainment in the national curriculum. The Welsh Assembly Government publishes annually the list of qualifications that, under Section 96 of the Learning and Skills Act 2000, are approved for use with pupils of compulsory school age.

* The key stages are defined precisely in Section 103 of the Education Act 2002.

Including all learners

The revised national curriculum contains a section on including all learners which clarifies learner entitlement and schools' responsibilities.

Implementation dates

The revised programmes of study and attainment targets for **history** become legal requirements by means of an Order made by the Welsh Assembly Government and come into effect on:

- 1 August 2008 for Years 3, 4 and 5 and Years 7 and 8
- 1 August 2009 for Year 6 and Year 9.

From these dates the existing national curriculum for **history** is superseded.

Welsh Assembly Government
January 2008

Including all learners

Responsibilities of schools

Under the United Nations Convention on the Rights of the Child and the Welsh Assembly Government's overarching strategy document *Rights to Action*, all children and young people must be provided with an education that develops their personality and talents to the full. The Education Act 2002 further strengthens schools' duty to safeguard and promote the welfare of all children and young people.

The equal opportunities legislation which covers age, disability, gender, race, religion and belief and sexual orientation further places a duty on schools in Wales towards present and prospective learners to eliminate discrimination and harassment, to promote positive attitudes and equal opportunities and encourage participation in all areas of school life.

Schools should develop in every learner a sense of personal and cultural identity that is receptive and respectful towards others. Schools should plan across the curriculum to develop the knowledge and understanding, skills, values and attitudes that will enable learners to participate in our multi-ethnic society in Wales. Schools should develop approaches that support the ethnic and cultural identities of all learners and reflect a range of perspectives, to engage learners and prepare them for life as global citizens.

Schools must work to reduce environmental and social barriers to inclusion and offer opportunities for all learners to achieve their full potential in preparation for further learning and life. Where appropriate, schools will need to plan and work with specialist services to ensure relevant and accessible learning experiences.

For learners with disabilities in particular, they should:

- improve access to the curriculum
- make physical improvements to increase participation in education
- provide information in appropriate formats.

Schools should seek advice regarding reasonable adjustments, alternative/adapted activities and appropriate equipment and resources which may be used to support the full participation of all learners including those who use a means of communication other than speech.

For learners whose first language is neither English nor Welsh, schools should take specific action to help them learn both English and Welsh through the curriculum. Schools should provide learners with material that is appropriate to their ability, previous education and experience, and which extends their language development. Schools should also encourage the use of learners' home languages for learning.

Learner entitlement

Schools in Wales should ensure that all learners are engaged as full members of their school communities, accessing the wider curriculum and all school activities and working wherever possible alongside their peers. Schools should teach all programmes of study and frameworks in ways appropriate to learners' developing maturities and abilities and ensure that learners are able to use fully their preferred means of communication to access the curriculum. In order to extend their learning, learners should experience a variety of learning and teaching styles.

To enable all learners to access relevant skills, knowledge and understanding at an appropriate level, schools may use content from earlier phases or key stages within the curriculum. Schools should use material in ways suitable for the learners' age, experience, understanding and prior achievement to engage them in the learning process.

For learners working significantly below the expected levels at any key stage, schools should use the needs of the learner as a starting point and adapt the programmes of study accordingly. Sufficient flexibility exists within the curriculum to meet the needs of learners without the need for disapplication. In exceptional cases, individual learners may be disapplied, usually on a temporary basis, but group or large-scale disapplications should not be used.

Where it is not possible to cover the content of all of the programmes of study for each key stage, the statutory requirement to provide a broad, balanced curriculum can be met by selecting appropriate topics/themes from the curriculum as contexts for learning.

For more-able and talented learners working at higher levels, schools should provide greater challenge by using material in ways that extend breadth and depth of study and opportunities for independent learning. The level of demand may also be increased through the development and application of thinking, and communication, ICT and number skills across the curriculum.

Schools should choose material that will:

- provide a meaningful, relevant and motivating curriculum for their learners
- meet the specific needs of their learners and further their all-round development.

Learners of all abilities should have access to appropriate assessment and accreditation.

Skills across the curriculum

A non-statutory *Skills framework for 3 to 19-year-olds in Wales* has been developed in order to provide guidance about continuity and progression in developing thinking, communication, ICT and number for learners from 3–19.

At Key Stages 2 and 3, learners should be given opportunities to build on skills they have started to acquire and develop during the Foundation Phase. Learners should continue to acquire, develop, practise, apply and refine these skills through group and individual tasks in a variety of contexts across the curriculum. Progress can be seen in terms of the refinement of these skills and by their application to tasks that move from: concrete to abstract; simple to complex; personal to the 'big picture'; familiar to unfamiliar; and supported to independent and interdependent.

For 14–19 learners, the framework should provide the basis for making effective progress in these skills, which can be assessed through a range of qualifications, including Key Skills.

Developing thinking



Learners develop their thinking across the curriculum through the processes of **planning, developing** and **reflecting**.

In **history**, learners develop their thinking skills through historical enquiry and reflection on key questions, ideas and interpretations.

Developing communication



Learners develop their communication skills across the curriculum through the skills of **oracy, reading, writing** and **wider communication**.

In **history**, learners develop their skills of oracy, reading and writing and wider communication skills through using aural and written sources and communicating ideas, opinions, arguments and conclusions.

Developing ICT



Learners develop their ICT skills across the curriculum by **finding, developing, creating and presenting information and ideas** and by using a wide range of equipment and software.

In **history**, learners develop their ICT skills by using technology in enquiries, and to develop and present their findings.

Developing number



Learners develop their number skills across the curriculum by **using mathematical information, calculating, and interpreting and presenting findings.**

In **history**, learners develop their number skills through developing chronological awareness, using conventions relating to time, and making use of data, *e.g. census returns and statistics.*

Learning across the curriculum

At Key Stages 2 and 3, learners should be given opportunities to build on the experiences gained during the Foundation Phase, and to promote their knowledge and understanding of Wales, their personal and social development and well-being, and their awareness of the world of work.

At Key Stage 4, learners' knowledge and understanding should be developed and applied within the contexts of their individual 14–19 pathways including the Learning Core.

Curriculum Cymreig (7–14) and Wales, Europe and the World (14–19)



Learners aged 7–14 should be given opportunities to develop and apply their knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales. Learners aged 14–19 should have opportunities for active engagement in understanding the political, social, economic and cultural aspects of Wales as part of the world as a whole. For 14–19 learners, this is part of their Learning Core entitlement and is a requirement at Key Stage 4.

History contributes to the Curriculum Cymreig by making local and Welsh history a focus of the study and helping learners to understand the factors that have shaped Wales and other countries today.

Personal and social education



Learners should be given opportunities to promote their health and emotional well-being and moral and spiritual development; to become active citizens and promote sustainable development and global citizenship; and to prepare for lifelong learning. For 14–19 learners, this is a part of their Learning Core entitlement and is a requirement at Key Stage 4.

History contributes to learners' personal and social education by developing their skills of enquiry and critical thinking; their understanding of different views and interpretations of people and events; and of the way in which people have affected their environment in the past. It gives learners an historical context in which to set their lives.

Careers and the world of work



Learners aged 11–19 should be given opportunities to develop their awareness of careers and the world of work and how their studies contribute to their readiness for a working life. For 14–19 learners, this is a part of their Learning Core entitlement and is a requirement at Key Stage 4.

History contributes to learners' awareness of careers and the world of work by developing their understanding of the factors that have shaped the world of work in the past, the ways in which social and industrial reforms happened, the changes across different periods and within the same period, and the changes that happened in the twentieth century. It also contributes to their readiness for a working life by developing skills of analysis of evidence and argument, of detecting bias and prejudice, and of constructing an argument or interpretation of events based on evidence.

Progression in history

Knowledge and Understanding of the World in the Foundation Phase (embracing history)

Children should experience the familiar world through enquiry, investigating the indoor and outdoor environment in a safe and systematic way. They should be given experiences that help them to increase their curiosity about the world around them and help them to begin to understand past events, people and places, living things, and the work people do. Using all their senses, they should be encouraged to enjoy learning by exploration, enquiry, experimentation, asking questions and trying to find answers. They should learn to demonstrate care, responsibility, concern and respect for all living things and the environment. They should develop and communicate using an increasing range of appropriate vocabulary. They should learn to express their own ideas, opinions and feelings with imagination, creativity and sensitivity. The children's skills should be developed across all Areas of Learning through participation in experiential learning activities and through the use of sources such as stories, photographs, maps, models and ICT.

History at Key Stage 2

At Key Stage 2, learners build on the skills, knowledge and understanding acquired during the Foundation Phase. They have experiences that make history enjoyable, interesting and significant. They develop their curiosity about the past, the characteristics of different periods, from early times to the present, and the ways in which they are different from each other and from the present. They learn by enquiry about the ways of life of different people in these periods of history, drawing on important developments, key events and notable people in their locality, Wales and Britain. They engage in stimulating and focused historical enquiry using a wide range of sources, including representations and interpretations of the past, and organise and communicate their skills, knowledge and understanding in an increasing variety of ways.

History at Key Stage 3

At Key Stage 3, learners build on the skills, knowledge and understanding acquired at Key Stage 2. They have experiences that make history enjoyable, interesting and significant, and that will enable them to engage as active citizens with issues of sustainable development and global citizenship. They learn by enquiry about the main political, economic, social and cultural features of selected periods from the histories of Wales and Britain during the last millennium. They place these developments in context by enquiring into the history of their own locality, the historical experiences of the countries that make up the British Isles, and aspects of European and world history. They learn about the diversity of people's experience in each selected period, and develop their understanding of causation and change over time. They study aspects of the past in depth, and the differing spiritual and moral values of the periods studied. They establish their sense of chronology, and use and evaluate a range of historical sources and interpretations. They communicate and record their knowledge and understanding with increasing independence.



Skills

Chronological awareness



Pupils should be given opportunities to:

1. use timelines to sequence events
2. use appropriate key words to estimate, measure and describe the passage of time.

Historical knowledge and understanding

Pupils should be given opportunities to:

1. identify differences between ways of life at different times
2. identify significant people and describe events within and across periods
3. understand why people did things, what caused specific events and the consequences of those events.



Interpretations of history

Pupils should be given opportunities to:

1. identify the ways in which the past is represented and interpreted
2. distinguish between 'fact' and 'opinion', giving some evidence/knowledge-based reasons for this.

Range

Pupils should develop their historical skills, knowledge and understanding through learning about a range of historical contexts. These should be based primarily on the local area within the wider context of Wales, but including examples from Britain and other countries. The focus should be on the characteristics of daily life during the selected contexts. One aspect of daily life (either houses and homes or food and farming or transport) should be studied in all contexts.




Pupils should be given opportunities to:

- **study**
 - the daily life of people living in **either** the time of the Iron Age Celts **or** the Romans
 - the daily life of people living **either** in the Age of the Princes **or** in the time of the Tudors **or** the time of the Stuarts
 - changes to people's daily lives in the locality in the nineteenth century
 - the differences in people's daily lives in two contrasting periods of the twentieth century


Historical enquiry

Pupils should be given opportunities to:

1. ask and answer relevant questions about the past
2. plan the investigative approach to be used, suggesting how to find relevant information
3. use a range of sources, including ICT, *e.g. artefacts, buildings and sites, adults talking about their own past, visual sources, data and appropriate written sources* 
4. reflect on their findings and the investigative approach used.

Organisation and communication

Pupils should be given opportunities to:

1. select, record, and organise historical information
2. communicate ideas, opinions and conclusions with increasing independence in a variety of ways, including ICT, *e.g. graphs, charts, extended writing, visual and oral presentations.* 

- **carry out**

- investigations into the history around them and into the life of people at different times and places in the past

- **ask and answer the questions**

- what do you know about life at this time; how do you know this and how can you find out more?
- what was life like for rich and for poor people, for men, women and children, *e.g. houses, food and farming, transport, education, clothes, celebrations, pastimes?*

- were there significant changes in people's lives at this time and, if so, why?
- how have the daily lives of people at this time been represented and interpreted and why?
- what impact did people of this time have on their environment?



Skills

Chronological awareness





Pupils should be given opportunities to:

1. use a range of chronological frameworks
2. explain links between people, events and changes within and across the periods studied
3. use specialist vocabulary to describe historical periods and the passage of time.

Historical knowledge and understanding


Pupils should be given opportunities to:

1. recognise the characteristic features of the periods, situations and societies studied and the diversity of experience within each one 
2. describe, analyse and explain patterns and relationships, e.g. *the causes and consequences of the historical events, situations and changes studied*



3. evaluate the significance of the main events, people and changes studied. 

Interpretations of history

Pupils should be given opportunities to:

1. consider differing views and representations of some historical events, people and changes, and understand how and why they have been interpreted in these ways 
2. apply their historical knowledge to analyse and evaluate interpretations
3. identify and begin to assess why some historical interpretations are more valid than others.

Range

Pupils should be given opportunities to develop their historical skills and to build on their knowledge and understanding of the characteristics of daily life in the past by focusing on political, economic, social, religious and cultural history in the following contexts.  

Pupils should be given opportunities to:

- explore and interpret the following historical contexts in chronological order
 - how the coming of the Normans affected Wales and Britain between 1000 and 1500

- the change and conflict in Wales and Britain between 1500 and 1760
- the changes that happened in Wales, Britain and the wider world between 1760 and 1914 and people's reactions to them
- how some twentieth century individuals and events have shaped our world today

- carry out
 - investigations into historical issues on a range of scales, from the local to the international

Historical enquiry

Pupils should be given opportunities to:

1. ask and answer significant questions
2. identify strategies for historical enquiry
3. independently use a range of historical sources in their historical context, including documents, artefacts, visual sources, buildings and sites, music and oral accounts, statistical and numerical data, interpretations and representations, and a variety of ICT sources
4. select and summarise information accurately from sources
5. record and evaluate the information acquired, reaching reasoned conclusions.



Organisation and communication

Pupils should be given opportunities to:

1. select, recall and organise historical information with increasing independence and accuracy
2. begin to organise ideas and arguments to help them to understand the historical issues and developments studied
3. use the necessary vocabulary to communicate findings, ideas and opinions with increasing independence in a variety of ways, including extended writing, graphs, charts, diagrams, visual and oral presentations and a range of ICT.



- **ask and answer the questions**

- what historical knowledge do you have about this period; how did you gain it and what else would you like to know?
- what were the key changes in this period; what impact did these changes have on your locality, Wales, Britain and, where relevant, the world?
- what are the different opinions about this period? Why are there these differences? Which do you consider most valid?

- what important links can you see within this period and across other periods you have studied?
- what significance does this period of history have for our world today?

Attainment target

Level descriptions

The following level descriptions describe the types and range of performance that pupils working at a particular level should characteristically demonstrate. In deciding on a pupil's level of attainment at the end of a key stage, teachers should judge which description best fits the pupil's performance. Each description should be considered in conjunction with the descriptions for adjacent levels.

By the end of Key Stage 2, the performance of the great majority of pupils should be within the range of Levels 2 to 5, and by the end of Key Stage 3 within the range 3 to 7. Level 8 is available for very able pupils and, to help teachers differentiate Exceptional Performance at Key Stage 3, a description above Level 8 is provided.

Level 1

Pupils show awareness of the distinction between present and past in their own and other people's lives. They show their emerging sense of chronology by using everyday terms about the passing of time and by sequencing a few events and objects. They know and recount episodes from stories about the past. They are beginning to recognise representations of the past, and to ask and find answers to simple questions from sources. They recognise and group items of information to communicate their awareness of the past.

Level 2

Pupils show their developing sense of chronology by using terms concerned with the passing of time, by ordering events and objects and by making distinctions between aspects of their own lives and past times. They demonstrate knowledge of aspects of the past and of some of the main events and people they have studied. They are beginning to recognise that there are reasons why people in the past acted as they did and that there are different ways of representing the past. They ask and answer questions about the past by making simple observations from historical sources. They are beginning to select, organise and communicate items of information about the past.

Level 3

Pupils show their understanding of chronology by their increasing awareness that the past can be divided into different periods of time and their recognition of some of the similarities and differences between these periods. They demonstrate knowledge of some of the main events, people and changes studied. They are beginning to suggest a few reasons for, and results of, the main events and changes. They identify some of the different ways in which the past is represented. They ask questions about the past and suggest methods of finding answers by using historical sources, and select, organise and communicate historical information in a variety of ways, including ICT.

Level 4

Pupils' work shows knowledge and understanding of aspects of the history of Wales and Britain and other areas of content. They use this to describe the characteristic features of past societies and periods and to identify changes within and across periods. They describe some of the main events, people and changes. They give some of the causes and consequences of the main events and changes and start to make links between them. They show how some aspects of the past have been represented and interpreted in different ways. They are beginning to select and combine information from historical sources to support an historical enquiry and evaluate its success. They are beginning to produce structured work, making appropriate use of dates and terms.

Level 5

Pupils' work shows an increasing depth of knowledge and understanding of aspects of the history of Wales, Britain and other areas of content. They use this to describe, and to begin to make links between, features of past societies and periods. They describe events, people and changes. They describe and make links between the relevant causes and consequences of events and changes. They know that some events, people and changes have been interpreted in different ways and suggest possible reasons for this. Using their knowledge and understanding, pupils are beginning to ask historical questions and evaluate historical sources. They identify those which are useful to answer specific enquiries and evaluate the success of their strategies. They select and organise information to produce structured work, making appropriate use of dates and some specialist terms.

Level 6

Pupils use their knowledge and understanding of the history of Wales, Britain and other areas of content, to describe past societies and periods and to make links between features within and across periods. They examine, and are beginning to analyse, the causes and consequences of events and changes. Pupils describe and are beginning to explain different historical interpretations of events, people and changes. They apply their knowledge and understanding to develop lines of enquiry, and identify and evaluate historical sources which they use critically to reach and support conclusions. They evaluate and reflect on their work and the method used. They select, organise and deploy relevant information to produce structured work, making appropriate use of dates and specialist terms.

Attainment target

Level 7

Pupils make links between their outline and detailed knowledge and understanding of the history of Wales, Britain and other areas of content. They use this to analyse relationships between features of a particular period or society and to analyse the causes and consequences of events and changes. They explain how and why different historical interpretations have been produced. Pupils are beginning to show independence in developing strategies for lines of enquiry. They identify and evaluate historical sources, which they use critically in relation to specific questions. They are beginning to reach and reflect on their own substantiated conclusions. They select, organise and deploy relevant information to produce well-structured narratives, descriptions and explanations, making appropriate use of dates and specialist terms.

Level 8

Pupils use their outline and detailed knowledge and understanding of the history of Wales, Britain and other areas of content to analyse the relationships between events, people and changes, and between the features of past societies. Their explanations for, and analyses of, the causes and consequences of events and changes are set in their wider historical context. They analyse and explain different historical interpretations, and are beginning to evaluate them. Using their knowledge and understanding, they use historical sources critically. They define, carry out and evaluate enquiries about historical topics and independently reach their own substantiated conclusions. They select, organise and deploy relevant information to produce consistently well-structured narratives, descriptions and explanations, making appropriate use of dates and specialist terms.

Exceptional Performance

Pupils use their extensive and detailed knowledge and understanding of the history of Wales, Britain and other areas of content to analyse relationships between a wide range of events, people, ideas and changes and between the features of past societies. Their explanations for, and analyses of, the causes and consequences of events and changes are well substantiated and set in their wider historical context. They analyse links between events and developments which took place in different countries and in different periods. They make balanced judgements about the value of differing interpretations of historical events and developments in relation to their historical context. Drawing on their historical knowledge and understanding, they use historical sources critically, carry out enquiries about historical topics and independently reach and sustain substantiated and balanced conclusions based on historical analysis. They select, organise and deploy a wide range of relevant information to produce consistently well-structured narratives, descriptions and explanations, making appropriate use of dates and a range of sophisticated specialist terms.

National curriculum outcomes

The following national curriculum outcomes are non-statutory. They have been written to recognise the attainment of pupils working below Level 1. National Curriculum Outcomes 1, 2 and 3 align with the Foundation Phase Outcomes 1, 2 and 3.

Foundation Phase	National Curriculum
Foundation Phase Outcome 1	National Curriculum Outcome 1
Foundation Phase Outcome 2	National Curriculum Outcome 2
Foundation Phase Outcome 3	National Curriculum Outcome 3
Foundation Phase Outcome 4	National Curriculum Level 1
Foundation Phase Outcome 5	National Curriculum Level 2
Foundation Phase Outcome 6	National Curriculum Level 3

The national curriculum outcomes describe the types and range of performance that pupils working at a particular outcome should characteristically demonstrate. In deciding on a pupil's outcome of attainment at the end of a key stage, teachers should judge which description best fits the pupil's performance. Each description should be considered in conjunction with the descriptions for adjacent outcomes.

Outcome 1

Pupils explore their immediate and familiar environment and use words, signs or symbols to communicate their observations. They recognise themselves and familiar people in pictures and stories and show knowledge of daily routines. Pupils begin to use basic tools and assemble familiar resources.

Outcome 2

Pupils begin to group objects together, recognising similar characteristics. They handle and explore the use of a range of tools and materials safely to make simple constructions. Pupils make straightforward choices and respond to questions ('what?', 'where?') about recent events and familiar stories. They offer their own ideas, sometimes making connections to earlier experiences. Pupils begin to match specific activities to certain times of day or week and show some appreciation of differences between present and past. They gain confidence in finding their way in familiar surroundings, developing knowledge of roles of familiar people in school and the local community.

Outcome 3

Pupils sort objects and materials according to simple criteria, and with help safely cut, shape and assemble these to make simple products that are meaningful to them. They communicate their developing knowledge of items in everyday use and often ask 'how?' and 'why?'. Pupils may suggest where to find information and begin to record their observations and intentions using symbols, pictures, drawings or simple phrases. They take part in the planning of future activities and begin to make predictions by thinking about and talking through earlier experiences. Through enquiry, pupils are able to identify changes in their environment and in materials, natural features, pictures and artefacts. They are able to follow simple instructions and sequence events in stories and creative activities. Pupils are beginning to use everyday terms about their surroundings and the passing of time, remembering significant events in the past and anticipating events in the future.

Notes