

# History

Key Stage 3 Non Statutory Guidance  
for History

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# Section 01

## Purpose of this Guidance

This guidance is part of the support and implementation package for the Revised Northern Ireland Curriculum (hereafter referred to as Northern Ireland Curriculum) already with your school that includes:

- The Statutory Curriculum at Key Stage 3: Supplementary Guidance; and
- The Curriculum Support and Implementation Box.

Both these resources and additional learning and teaching materials are also available at [www.nicurriculum.org.uk](http://www.nicurriculum.org.uk).

History is part of the minimum requirement for every pupil at Key Stage 3. This guidance seeks to build on good practice and to provide heads of department with information and practical approaches to help them plan and roll-out the requirements for History in a manageable way. The guidance explains and provides interpretation of the statutory requirements for History.

There are departmental questions and activities after each section which can help you and the members of your department to reflect on and evaluate your current practice and identify actions for departmental planning.

The questions and activities follow *The 4A's Model for Planning* as documented in the booklet, *Planning for the Revised Curriculum at Key Stage 3*, in your school's Curriculum Support and Implementation Box. Working through this guidance and its accompanying activities means that your department will be well on course for rolling out the Northern Ireland Curriculum.



# Section 02

## History in the Northern Ireland Curriculum

The Northern Ireland Curriculum aims to empower pupils to achieve their potential and to make informed and responsible choices and decisions throughout their lives as individuals, as contributors to society, and as contributors to the economy and the environment. History has a significant role to play in this as it connects pupils with their past and helps them to construct a narrative of their own lives, raising their awareness of where they came from and how they got here. Studying History teaches pupils to question and to contest the origin and context of received information past and present, thus equipping them with critical thinking skills to engage with important events and issues in the world.

For History to be relevant in the Northern Ireland Curriculum it must meet the curriculum objectives. These are: developing pupils as individuals, as contributors to society and as contributors to the economy and environment.

### Meeting Curriculum Objectives

History **develops pupils as individuals** by:

- helping pupils to understand the past so that they can begin to make sense of the world they live in today and can learn to investigate where their present values and attitudes come from;
- developing their understanding of how the past has helped shape their identity today so that they begin to have a sense of belonging to their own community and country;
- gaining some understanding of the needs and perspectives of others in the past so that they learn to appreciate differences in human behaviour.

History **develops pupils as contributors to society** by:

- giving pupils a sense of the structure of past societies and how people in these societies interacted with one another and with other societies different to their own;
- understanding how people from the past related to one another and to their surroundings and circumstances helps make pupils aware of values and lifestyles that are different from their own;
- exploring the moral dilemmas faced by whole societies confronted by ethical and moral issues so that they understand the complexity of making reasoned explanations and judgements.

History **develops pupils as contributors to the economy and environment** by:

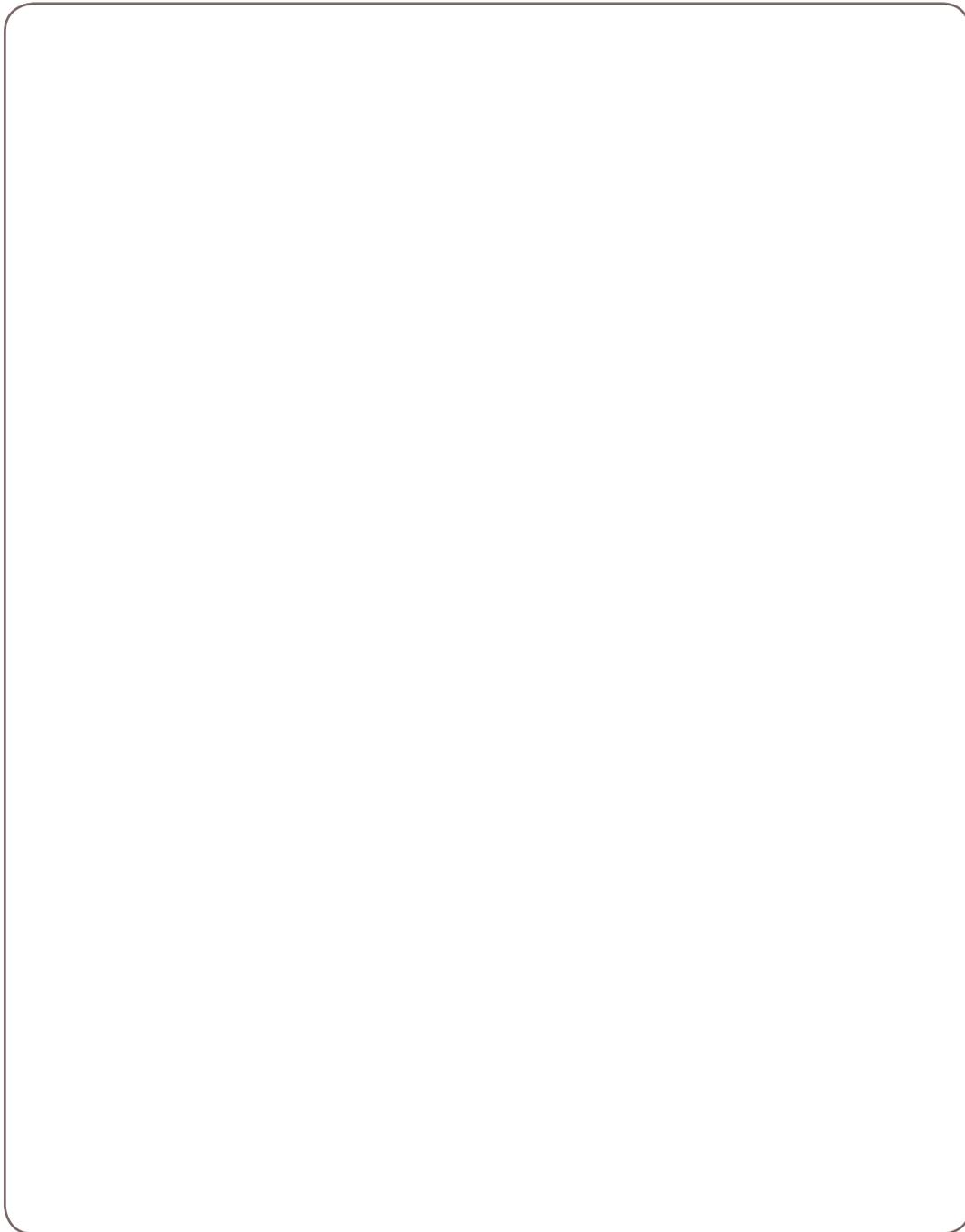
- investigating how the global economy has changed by providing them with the knowledge of what has gone before and the factors for advancing or hindering the growth of the economy and the environment in the past;
- examining the ways in which past societies helped sustain their environment and what lessons pupils can learn about taking responsibility for their environment in their own changing world.

## Questions for Departments

In order to contribute to the curriculum objectives during key stage 3, what do we want our pupils in History to:

- know (knowledge and understanding);
- be able to do (skills);
- be like (attitudes and dispositions)?

## Action

A large, empty rounded rectangular box with a thin black border, intended for departments to write their action plans or responses to the questions above.

# Section 03

## Links to Key Stage 2 and Key Stage 4

### 3.1 Key Stage 2

History is a contributory element to the The World Around Us at Key Stage 1 and 2, along with Geography and Science and Technology.

The World Around Us is organised under the following four interrelated strands:

- **Interdependence;**
- **Place;**
- **Movement and Energy;**
- **Change Over Time.**

The statutory requirements for The World Around Us at **Key Stage 2** are set out below.

Through the contributory elements of, History, Geography, and Science and Technology, teachers should enable pupils to develop knowledge, understanding and skills in:

#### Interdependence

Pupils should be enabled to explore:

- how they and others interact in the world;
- how living things rely on each other within the natural world;
- interdependence of people and the environment and how this has been accelerated over time by advances in transport and communications;
- the effect of people on the natural and built environment over time.

#### Place

Pupils should be enabled to explore:

- how place influences the nature of life;
- ways in which people, plants and animals depend on the features and materials in places and how they adapt to their environment; features of, and variations in places, including physical, human, climatic, vegetation and animal life;
- our place in the universe;
- change over time in places;
- positive and negative effects of natural and human events upon place over time.

#### Movement and Energy

Pupils should be enabled to explore:

- the causes and effect of energy, forces and movement;
- causes that affect the movement of people and animals;
- how movement can be accelerated by human and natural events such as wars, earthquakes, famine or floods;
- positive and negative consequences of movement and its impact on people, places and interdependence.

## Change over Time

Pupils should be enabled to explore:

- how change is a feature of the human and natural world and may have consequences for our lives and the world around us;
- ways in which change occurs over both short and long periods of time in the human and natural world;
- the effects of positive and negative changes globally and how we contribute to some of these changes.

In fulfilling the statutory requirements, teachers should provide a balance of experiences across, History, Geography and Science and Technology and to connect these where possible.

In addition, teaching in The World Around Us should provide opportunities for children as they move through Key Stages 1 and 2 to progress:

- **from** making first hand observations and collecting primary data **to** examining and collecting real data and samples from the world around them;
- **from** identifying similarities and differences **to** investigating similarities and differences, patterns and change;
- **from** using everyday language **to** increasingly precise use of subject specific vocabulary, notation and symbols;
- **from** sequencing objects and events on a time line in chronological order **to** developing a sense of change over time and how the past has affected the present.

## 3.2 Key Stage 4

The flexible framework at Key Stage 3 allows:

- teachers to provide the foundations for Key Stage 4 study;
- pupils to become more independent learners.

Key Stage 3 experiences should provide a sound basis for further study at Key Stage 4. The knowledge, understanding and skills outlined in the minimum requirements for Key Stage 3 History provide a framework that enables teachers to tailor the breadth and depth of coverage to meet the needs and interests of their pupils.

The changing emphasis of Key Stage 3 aims to promote more independent and flexible learners who have the skills and capabilities to address the demands of GCSE and beyond.

At Key Stage 4 those pupils who elect to continue with further study in History can follow the specifications in Entry Level or GCSE History. Details of the specifications are available on the CCEA website. At the time of writing, GCSE specifications are currently being reviewed.

For those pupils who elect not to continue with further study of History their experiences during the key stage should have provided them with the historical knowledge, understanding and skills necessary to help them engage meaningfully with *real* and *relevant* issues in their world.

# Section 04

## Understanding the Statutory Requirements for History

This section includes explanation of:

- The Layout of the Statutory Requirements;
- Knowledge, Understanding and Skills;
- Curriculum Objectives and Key Elements;
- Learning Outcomes;
- Thinking Skills and Personal Capabilities.

### 4.1 The Layout of the Statutory Requirements

**Objectives**  
The curriculum objectives provide the real and relevant contexts in which historical knowledge, understanding and skills are developed. The objectives should be developed through the key stage.

Developing pupils' Knowledge, Understanding and Skills	(Objective 1) Developing pupils as Individuals	(Objective 2) Developing pupils as Contributors to Society
<p>Through engagement with a range of stimuli including peers, poetry, prose, drama, non-fiction, media and multimedia which enhance creativity and stimulate curiosity and imagination, pupils should have opportunities to become critical, creative and effective communicators by:</p> <ul style="list-style-type: none"> <li>• expressing meaning, feelings and viewpoints;</li> <li>• talking, to include debate, role-play, interviews, presentations and group discussions;</li> <li>• listening actively and reporting;</li> <li>• reading and viewing for key ideas, engagement and empathy;</li> <li>• writing and presenting in different forms for different audiences and purposes;</li> <li>• participating in a range of drama;</li> <li>• interpreting visual stimuli including moving image;</li> <li>• developing an understanding of the forms, genres and methods of communication and an understanding of how messages are created;</li> <li>• developing their knowledge of how language works and their accuracy in using the conventions of language, including spelling, punctuation and grammar;</li> </ul>	<p>Pupils should have opportunities to:</p> <p>Engage, through language, with their peers and with fictional and real-life characters and situations, to explore their own emotions and develop creative potential, for example, discuss what they would have done or how they would have felt when faced with a situation in a novel; produce a digital portfolio highlighting their personal qualities etc.</p>	<p>Pupils should have opportunities to:</p> <p>Use literature, drama, poetry or the moving image to explore others' needs and rights, for example, consider the needs of a fictional character; participate in a role play involving conflicting rights etc. [Key Element: Citizenship]</p> <p>Explore how different cultures and beliefs are</p>
<p>... and other texts;</p>	<p>and television etc. Create a campaign to promote a health and safety issue such as dealing with misuse of substances. Improvise a scene demonstrating peer support or peer pressure about a health related issue. [Key Element: Personal Health]</p> <p>Explore issues related to Moral Character : Demonstrate a willingness to challenge stereotypical, biased or distorted viewpoints with appropriately sensitive, informed and balanced responses, for example, discuss moral choices of real-life and fictional characters; take responsibility for choices and actions. [Key Element: Moral Character]</p> <p>Explore the use of language and imagery in conveying and evoking a variety of powerful feelings, for example, comment on a film, novel, performance or poem which has stimulated a personal insight. [Key Element: Spiritual Awareness]</p>	<p>Explore issues related to Ethical Awareness : Investigate and evaluate communication techniques used to explore a relevant ethical issue, for example, track coverage of the same issue in a range of media; design and produce own current affairs programme/news sheet for a young audience etc. [Key Element: Ethical Awareness]</p>
<p><b>Learning Outcomes</b></p> <p>The learning outcomes require the demonstration of skills and application of knowledge and understanding of English and Media Education.</p> <p>Pupils should be able to:</p>	<ul style="list-style-type: none"> <li>• research and manage information where appropriate;</li> <li>• show deeper understanding of issues and making informed decisions, using Mathematics and ICT where appropriate;</li> <li>• demonstrate creativity and imagination;</li> <li>• work effectively with others;</li> <li>• demonstrate self-reflection and improve own performance;</li> <li>• communicate effectively using a range of media (including image) showing clear awareness of audience and purpose and</li> <li>• attention to accuracy and detail.</li> </ul>	<p>related to Economic Awareness : ... of economics on the lives of people, debate whether you should be employed by child labour; consider the consequences of financial difficulties (literature, Economic Awareness)</p> <p>an effective communication campaign, produce promotional material, design and produce own current affairs programme/news sheet for a young audience etc. [Key Element: Ethical Awareness]</p> <p>Education for Sustainable Development</p>

**Exemplar**  
See back cover for an A3 version of the Statutory Requirements for History with additional guidance and examples

The Historical Knowledge Understanding and Skills to be developed during Key Stage 3

The objectives are made up of Key Elements. These provide opportunities for subjects to connect with Learning for Life and Work and with other subjects.

**Learning Outcomes**  
These state the skills and capabilities that pupils should be able to demonstrate throughout the key stage in the context of History.

NB: Teachers may develop activities that combine many of the statutory requirements. Aspects highlighted in BOLD (including each of the Key Elements) are met.


## 4.2 Knowledge, Understanding and Skills

The first column in the statements of minimum requirement for History is headed “Developing pupils’ Knowledge, Understanding and Skills”.

- In the Northern Ireland Curriculum, knowledge is promoted as a means to understanding and as a context for demonstration of skills.
- Everything in this column is a statutory requirement for the key stage as a whole; not for individual years within the key stage. However, the frequency of these experiences during the key stage is discretionary.
- It is intended that schools interpret and develop these requirements as appropriate to their own contexts.
- The skills referred to in the heading “Knowledge, Understanding and Skills” for every Area of Learning refer to subject specific skills.
- The recursive nature of History means that the bullet points in the Knowledge, Understanding and Skills column are likely be covered a number of times in each academic year within the key stage.

The table below seeks to explain, illustrate and expand on the bullet points under Knowledge, Understanding and Skills.

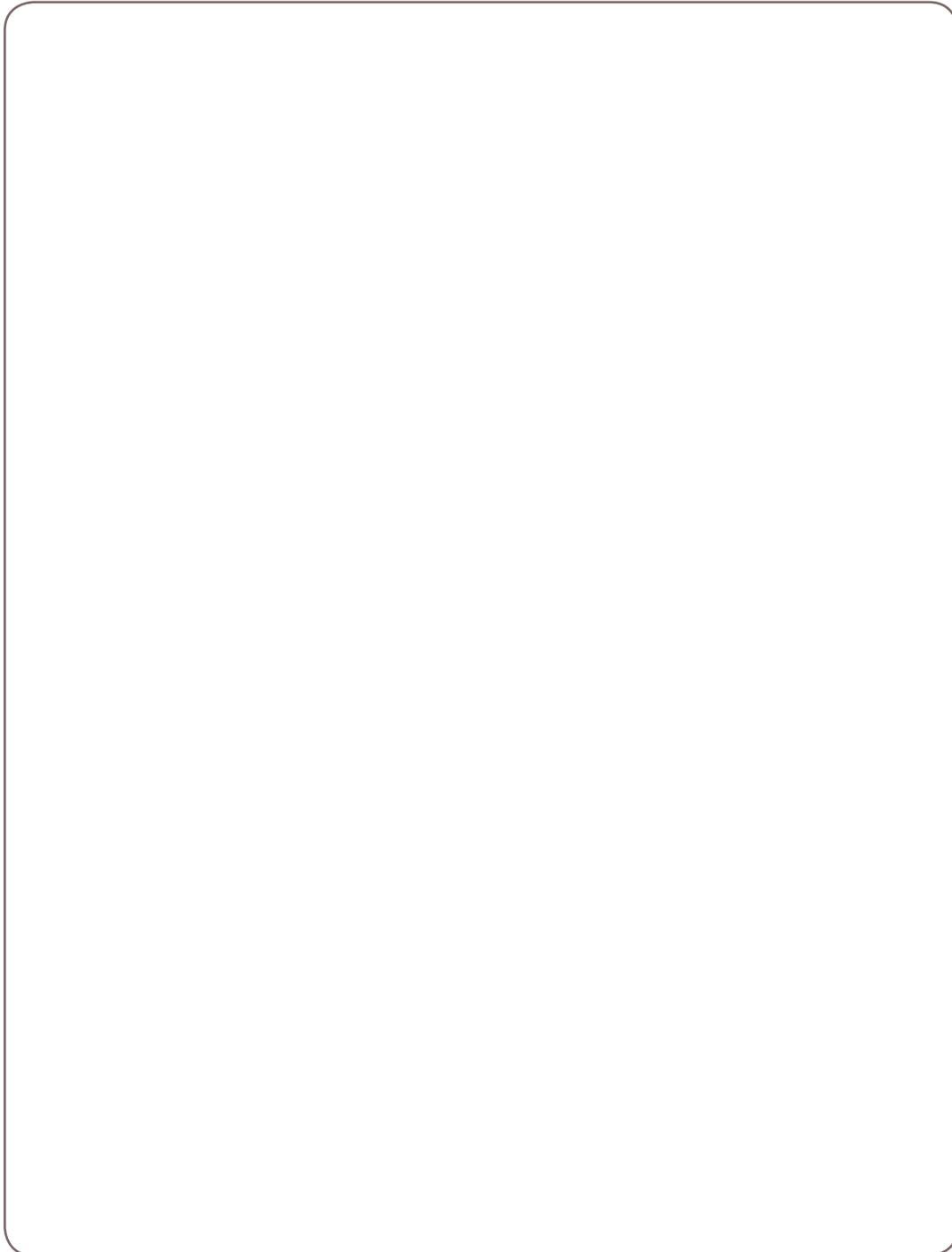
Developing pupils’ Knowledge, Understanding and Skills	Supporting notes
<p>Investigate the past and its impact on our world today through an understanding of:</p> <ul style="list-style-type: none"> <li>• different perspectives and interpretations;</li> <li>• causes and effects;</li> <li>• continuity and change;</li> <li>• progression and regression;</li> </ul> <p>and by developing:</p> <ul style="list-style-type: none"> <li>• the enquiry skills to undertake historical investigations;</li> <li>• critical thinking skills to evaluate a range of evidence and appreciate different interpretations;</li> <li>• creative thinking skills in their approach to solving problems and making decisions;</li> </ul>	<p>Historical skills and concepts provide an essential context for evaluating present institutions, politics and cultures and these skills should be developed and practised throughout the key stage.</p> <p>History lends itself to an enquiry approach, both through site visits and the exploration of relevant issues past and present. This encourages active participation with pupils finding out for themselves, making choices and drawing conclusions based on evidence. The starting points for enquiry can be hypotheses or key questions which the pupils can identify and devise. The development of such an approach is good preparation for study at Key Stage 4 and beyond. Many of the issues which History addresses have no single answer or solution and are rich contexts for pupils to develop their problem solving and decision making skills.</p>

Developing pupils' Knowledge, Understanding and Skills	Supporting notes
<ul style="list-style-type: none"> <li>• chronological awareness and the ability to make connections between historical periods, events and turning points;</li>   <li>• an ability to challenge stereotypical biased or distorted viewpoints with appropriately sensitive, informed, and balanced responses;</li> </ul> <p>through a broad and balanced range of</p> <ul style="list-style-type: none"> <li>• historical periods;</li> <li>• Irish, British, European and global contexts;</li> <li>• significant political, social, economic, cultural, and religious developments.</li> </ul>	<p>Pupils should develop chronological skills and awareness through the events, people and changes within and across the periods of time they study.</p> <p>Source analysis and interpretation skills should be developed throughout the key stage so that pupils recognise and appreciate different interpretations of History.</p> <p>Pupils should have opportunities to study a range of different historical contexts and periods of time (for example, local, national, European and world).</p> <p>One of the key strengths of History is that it helps pupils to become more thoughtful and inquisitive individuals by developing their understanding of both past and present and to learn from the mistakes of the past. History helps them to develop the skills to look beyond the obvious to ask questions and to express their own opinions. History therefore provides relevant contexts to develop knowledge, understanding and skills.</p> <p>These are the principles that define what History is about. It is important that pupils are aware of these so that they can see <b>why</b> they are studying the Normans, or the Holocaust or the Industrial Revolution.</p> <p>By defining the subject in these broader terms (rather than Historical periods) pupils have a better overview of what the subject is about and teachers have greater flexibility in choosing themes, topics and periods they wish to develop. These principles will be revisited in a range of different contexts throughout the key stage.</p>

## Questions for Departments

- What is the balance between Historical knowledge, understanding and skills in our current provision?
- What are the implications for future learning and teaching at Key Stage 3?

## Action




### 4.3 Curriculum Objectives and Key Elements

The curriculum objectives are broken down into key elements. The key elements are a vehicle for ensuring that History directly connects to the whole curriculum objectives. The key elements also provide a means for connecting learning in History to other subjects and to Learning for Life and Work. Using Learning for Life and Work to make connections is explored further in Section 5.3.

The table below shows how each curriculum objective is linked to specific key elements.

The Northern Ireland curriculum should provide relevant learning opportunities to help each pupil develop as:		
Objective 1 An individual	Objective 2 A contributor to society	Objective 3 A contributor to the economy and the environment
<p><b>Key Elements</b></p> <p>Personal Understanding Mutual Understanding Personal Health Moral Character Spiritual Awareness</p>	<p><b>Key Elements</b></p> <p>Citizenship Cultural Understanding Media Awareness Ethical Awareness</p>	<p><b>Key Elements</b></p> <p>Employability Economic Awareness Education for Sustainable Development</p>

For example, developing pupils as individuals (Objective 1) will require a focus on the key elements of 'Personal Understanding', 'Mutual understanding', 'Personal Health', 'Moral Character' and 'Spiritual Awareness'.

Each subject must contribute to all key elements across the key stage. Some subjects will have more naturally occurring opportunities to promote certain key elements.

The key elements that History contributes to more fully are:

- Personal Understanding;
- Citizenship;
- Cultural Understanding;
- Media awareness;
- Ethical Awareness.

The key elements offer opportunities to make meaningful links with other subjects and promote coherence across the whole curriculum and facilitate more collaborative planning and teaching. The table overleaf provides examples of some of the questions which may help to explore and explain what is meant by each key element in History.

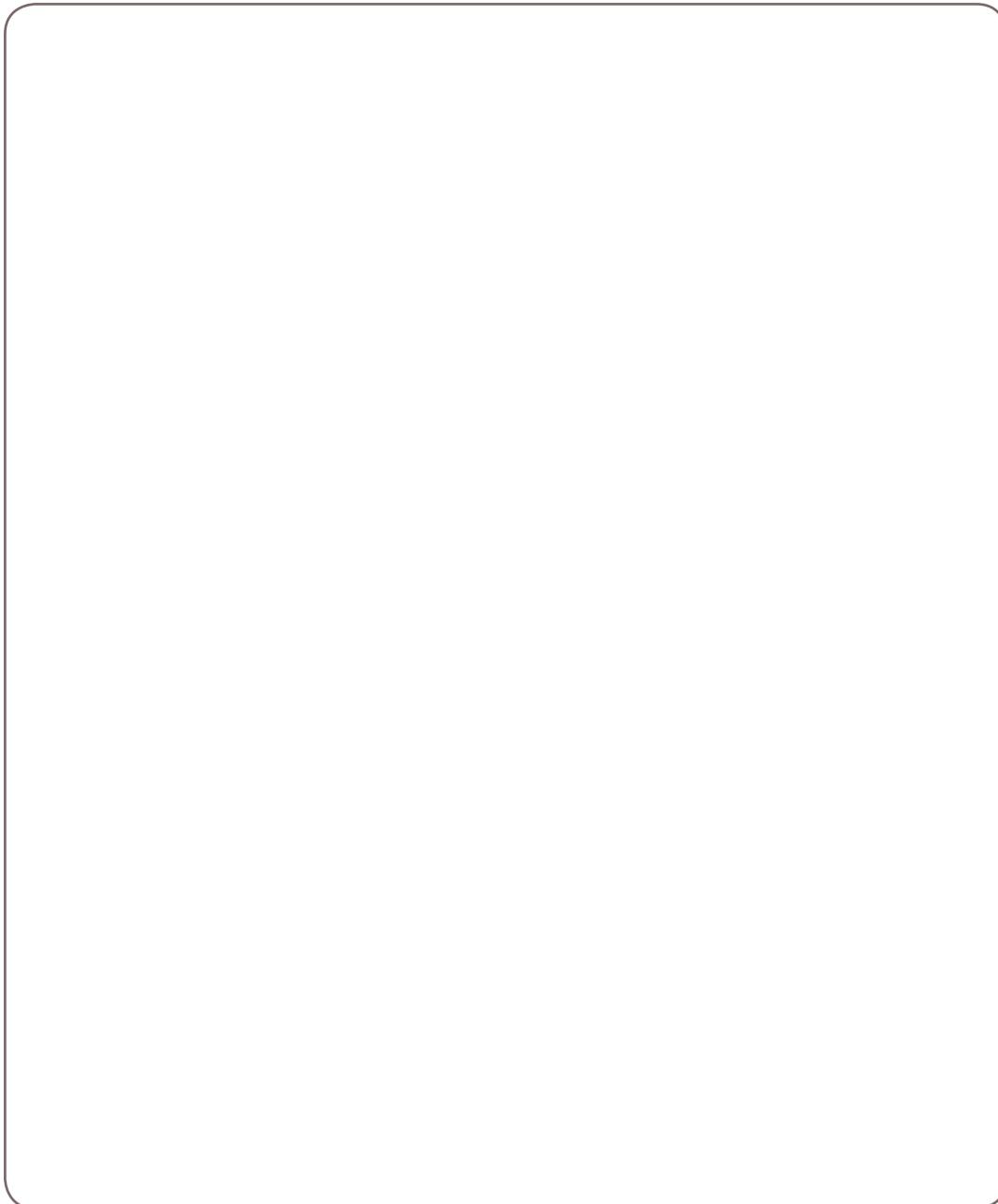
## Developing the Key Elements in History

Developing pupils as .... individuals	.... contributors to society	.... contributors to the economy and environment
<p><b>Personal Understanding</b> Who am I? How did I get here? How has the past helped to shape who I am today?</p> <p><b>Mutual Understanding</b> What do we think about other people who lived in the past? What made them different to us? How did they treat each other? What might it be like to live as someone else in the past?</p> <p><b>Personal Health</b> How does what happened in the past affect my health and wellbeing? If I had lived in a different time, would my personal health have been better or worse?</p> <p><b>Moral Character</b> What ideas or beliefs are really important to me? How does this compare with the ideas and beliefs of some individuals who lived in the past? What actions did these individuals take to show these ideas were important to them? What can I learn from this about myself?</p> <p><b>Spiritual Awareness</b> What in the world inspires me? What inspired people in past societies? What aspects of their world did people in the past ask questions about? What aspects of my world have I questions about?</p>	<p><b>Citizenship</b> What is right or wrong about the world, locally, nationally, globally? How does this compare to the world at different periods of time? Was life equal for all in the past? What happens when democracy breaks down? Which people made a difference? Can we make a difference today?</p> <p><b>Cultural Understanding</b> What would it be like to live at a different time in the past? Why did people act as they did? What are the main cultural differences between living now and at sometime else in the past?</p> <p><b>Media Awareness</b> How were events in the past represented? Were the headlines/conclusions based on real evidence? Why was it reported like this? How could we communicate effectively?</p> <p><b>Ethical Awareness</b> Who made the big decisions in the past? What were their values, motives? What were the consequences of action/inaction? How could things be more ethical?</p>	<p><b>Employability</b> What employability skills do we develop in History? What do historians do? What history skills might a lawyer/journalist/archaeologist use in a typical day?</p> <p><b>Economic Awareness</b> What have been the main changes in the workplace for different sections of society over time? How have local and global economies changed over time?</p> <p><b>Education for Sustainable Development</b> What methods did some societies in the past use to care for the place in which they lived? What measures did they take to sustain this, in order to hand this place on to the next generation? What were the threats which may have prevented the latter from happening?</p>

## Questions for Departments

- What key elements do we
  - address well?
  - need to focus more on?
  - not address at all?
- Are there any key elements that we could develop with another department to promote connected learning?
- How could we use the curriculum objectives or key elements as drivers in our departmental planning?
- What are the implications for our resources?

## Action




## 4.4 Learning Outcomes

**Learning Outcomes** incorporate the skills and capabilities pupils should be able to demonstrate throughout Key Stage 3 in each subject strand. These are similar across each subject strand and promote the infusion of the **cross-curricular skills** (Communication, Using Mathematics and Using ICT) (please refer to Appendix 1 for further guidance on the cross-curricular skills). The learning outcomes also promote the infusion of **Thinking Skills and Personal Capabilities** (also refer to Appendix 2 for further guidance on Thinking Skills and Personal Capabilities).

As with all subjects, it is statutory for teachers to provide opportunities for pupils to **acquire** and **develop** the cross-curricular skills and the Thinking Skills and Personal Capabilities in History. Pupils should also be given opportunities to demonstrate their skills and application of knowledge and understanding of History to meet the learning outcomes.

### Evidence for Learning Outcomes

Evidence of the application of skills, knowledge and understanding for a learning outcome can be demonstrated at any point in the learning process. Learning outcomes can be based on process or product. They may be evidenced by teacher, pupil or peer assessment of a range of pupils' work and performance, including work generated using ICT. The nature of feedback on learning outcomes can be qualitative, quantitative, verbal or written to suit the purpose of the assessment.

### Using and Recording Evidence

The number of occasions when learning outcomes are internally recorded, the system for internal recording and the use made of internal records is at the discretion of departments in line with whole school policy. Learning outcomes can be demonstrated through formal or informal assessment, formative and /or summative assessment.

Evidence of Learning Outcomes can be:

- recorded informally, that is, primarily for feedback to pupils and for teacher reference;
- recorded formally, that is, in line with departmental and internal whole school assessment policy requirements;
- used to inform reporting, for example, in relation to Pupil Profile requirements.

## Skills and the Learning Outcomes

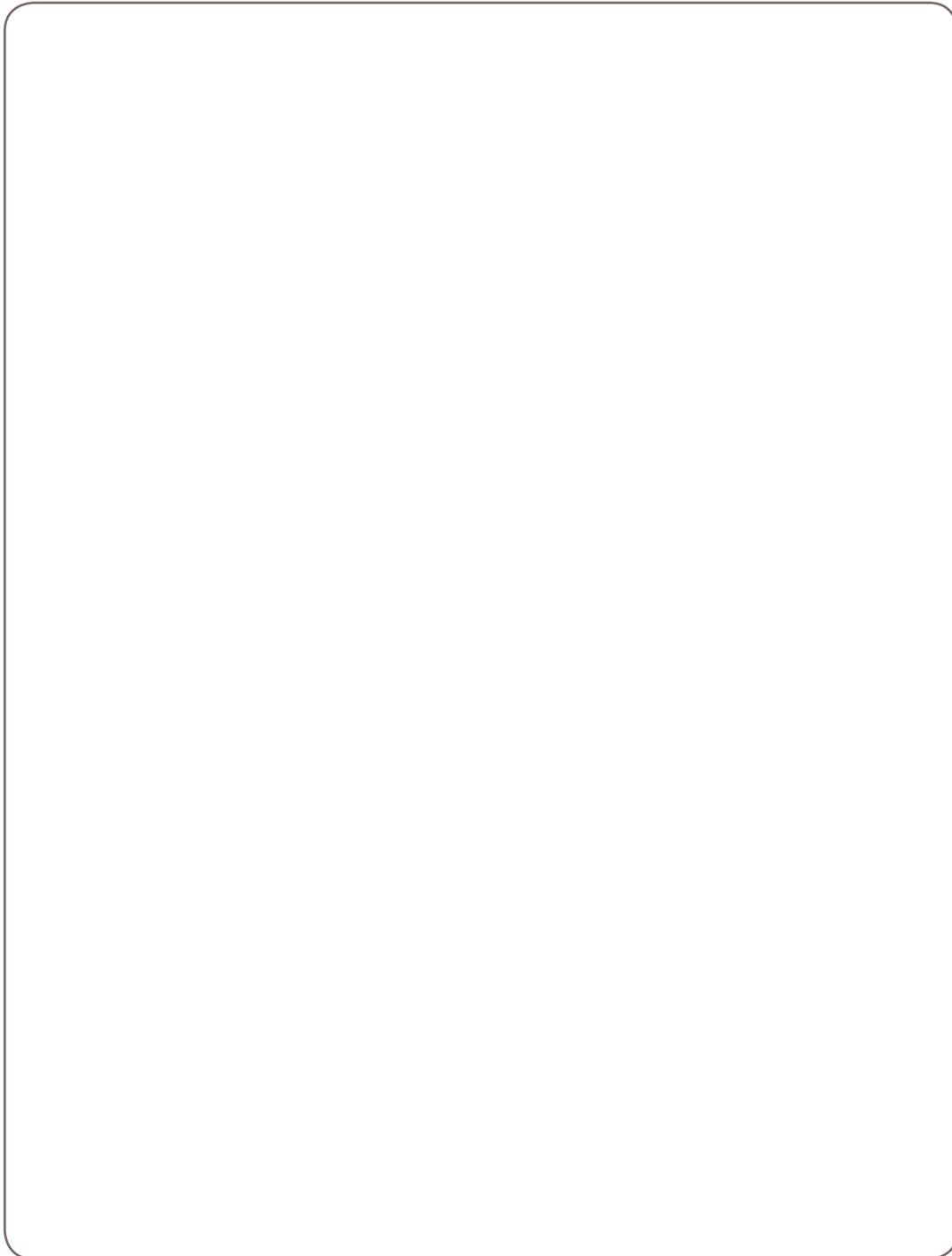
The relationship between the learning outcomes and the cross-curricular skills and Thinking Skills and Personal Capabilities is set out in the table below.

Learning Outcomes	Cross-Curricular Skills/Thinking Skills and Personal Capabilities
<b>Research and manage information effectively, including Using Mathematics and Using ICT where appropriate</b>	Managing Information Communication Using Mathematics Using ICT
<b>Show deeper understanding by thinking critically and flexibly, solving problems and making informed decisions, demonstrating Using Mathematics and Using ICT where appropriate</b>	Thinking, Problem-Solving Decision-Making Using Mathematics Using ICT
<b>Demonstrate creativity and initiative when developing ideas and following them through</b>	Being Creative
<b>Work effectively with others</b>	Working with Others
<b>Demonstrate self-management by working systematically, persisting with tasks, evaluating and improving own performance</b>	Self-Management
<b>Communicate effectively in oral, visual, written and ICT formats, showing clear awareness of audience and purpose</b>	Communication Using ICT

## Questions for Departments

- How can we plan for Learning Outcomes?
- How can our existing departmental assessment policy be amended to make reference to the Learning Outcomes?
- Which Learning Outcomes will be the most challenging for our department?

## Action



## 4.5 Thinking Skills and Personal Capabilities

The Thinking Skills and Personal Capabilities framework consists of five overlapping sets of skills:

- Managing Information;
- Thinking, Problem-Solving, Decision-Making;
- Being Creative;
- Working with Others;
- Self-Management.

These sets or strands are broken down into specific skills in order to facilitate lesson planning and to provide criteria against which pupils' performances can be assessed and reported.

Many of the skills are not new and are already being developed across a range of subjects. This single framework aims to make the development of thinking skills and personal capabilities more structured and explicit, to encourage application across a range of contexts and to provide a common language that pupils and teachers can use to talk about their thinking and learning.

There are a number of teaching strategies that will promote the development of TS & PCs generally, for example; setting open ended tasks, effective questioning, using thinking frames and diagrams, reflecting and talking about thinking and learning, providing meaningful opportunities for collaborative learning etc.

Many of these activities also support the principles of Assessment for Learning. The big shift is to focus on opportunities in History where a specific thinking skill or personal capability will help deepen understanding of a particular concept or context. The context in turn provides opportunities for the instruction, development and practice of the thinking skill/personal capability. This can lead to lessons where there is the parallel development of subject knowledge and understanding as well as the development of, for example, a particular mode of thinking. This approach is known as infusion.

Planning for infusion involves:

- a) looking across a series of units of work for year 8 and identifying where the most appropriate contexts are to introduce and develop specific skills, such as evaluating the most appropriate information, justifying opinions, reaching agreement within a group etc.;
- b) identifying the specific skills and capabilities best developed through History and setting up contexts to introduce and practice them, such as: comparing and contrasting, examining options and weighing up pros and cons, taking turns, sharing and co-operating etc.

This explicit approach to developing thinking skills and personal capabilities provides opportunities to observe, record, feedback and report on pupils' strengths and areas for future focus in terms of their development in Thinking Skills and Personal Capabilities. It also enables pupils to transfer particular Thinking Skills or personal/interpersonal capabilities to other contexts. Continuing Professional Development materials have been developed to promote the infusion of thinking skills and personal capabilities across the curriculum. These materials are available at [www.nicurriculum.org.uk](http://www.nicurriculum.org.uk).

More guidance on the relationship between History and the Thinking Skills and Personal Capabilities and the cross-curricular skills can be found in Appendix 2.

### Questions for Departments

- How can History meaningfully develop each strand of the Thinking Skills and Personal Capabilities framework?
- Where are key opportunities in History for infusion?

### Action



# Section 05

## Approaches to Learning and Teaching

### 5.1 Key Messages

#### Flexibility

Teachers now have the opportunity to use the minimum requirement statements to devise schemes and units of work in History that follow the needs and interests of the pupil. This does not necessarily mean throwing out schemes of work that have been carefully developed over the years. It provides opportunities for teachers to build on those units that best engage and develop their pupils and replace or revitalise those units that did not engage the pupils so much.

#### Relevance

Teachers have opportunities to look for themes or issues that are real and relevant to the lives of pupils today. The skills and the concepts that are addressed in History can be developed through exploring current issues in the media that pupils express an interest in.

#### Integrated

The History requirement is written to help teachers see alternatives to the teaching of discrete historical periods and to form units of work that integrate the knowledge and understanding from discrete periods to help pupils gain a better understanding of the past and how studying it can help them to make sense of the world in which they live.

#### Values Based

The statements of requirement may provide opportunities for pupils to reflect on moral, ethical, spiritual, social and cultural dimensions of historical issues relating to human behaviour in the past and to consider their own views and opinions about them.

#### Action Orientated

There are also opportunities for pupils to be challenged about individual and collective social and environmental responsibilities. Furthermore opportunities could be provided for pupils to act – individually or as a whole class/school – on those areas of concern; for example drawing up a charter for protecting threatened historic buildings in their locality, participating in workshops and debates with museums and heritage centres, and developing and promoting links with local councillors and MLAs to raise awareness about the necessity of preserving their past. Valuable links can be made here to a Citizenship Action Project.

#### Future Focused

Pupils are challenged to think about the type of world they would like to share in years to come and how best to achieve it. They will also have opportunities to explore how the skills developed through History might help them in the future.

## 5.2 Assessment for Learning

'Assessment for Learning' is an approach that can support the learning and teaching process. Assessment for Learning focuses on the learning process (rather than the end product) and attempts not to prove learning, but rather improve it. It is formative assessment. It is a way for us to take stock of learning during the process and it can help inform us of how the learning is progressing.

In Assessment for Learning:

- there is a high emphasis on *transferable learning*;
- assessment becomes a much more *transparent process* because it is based on critical information that is shared with the learners;
- learners are able to take *responsibility* for their own learning and for aspects of assessment.

It is not something extra or 'bolted on' that you have to do. Rather it neatly integrates with your existing classroom practice.

Assessment for Learning involves the following key actions:

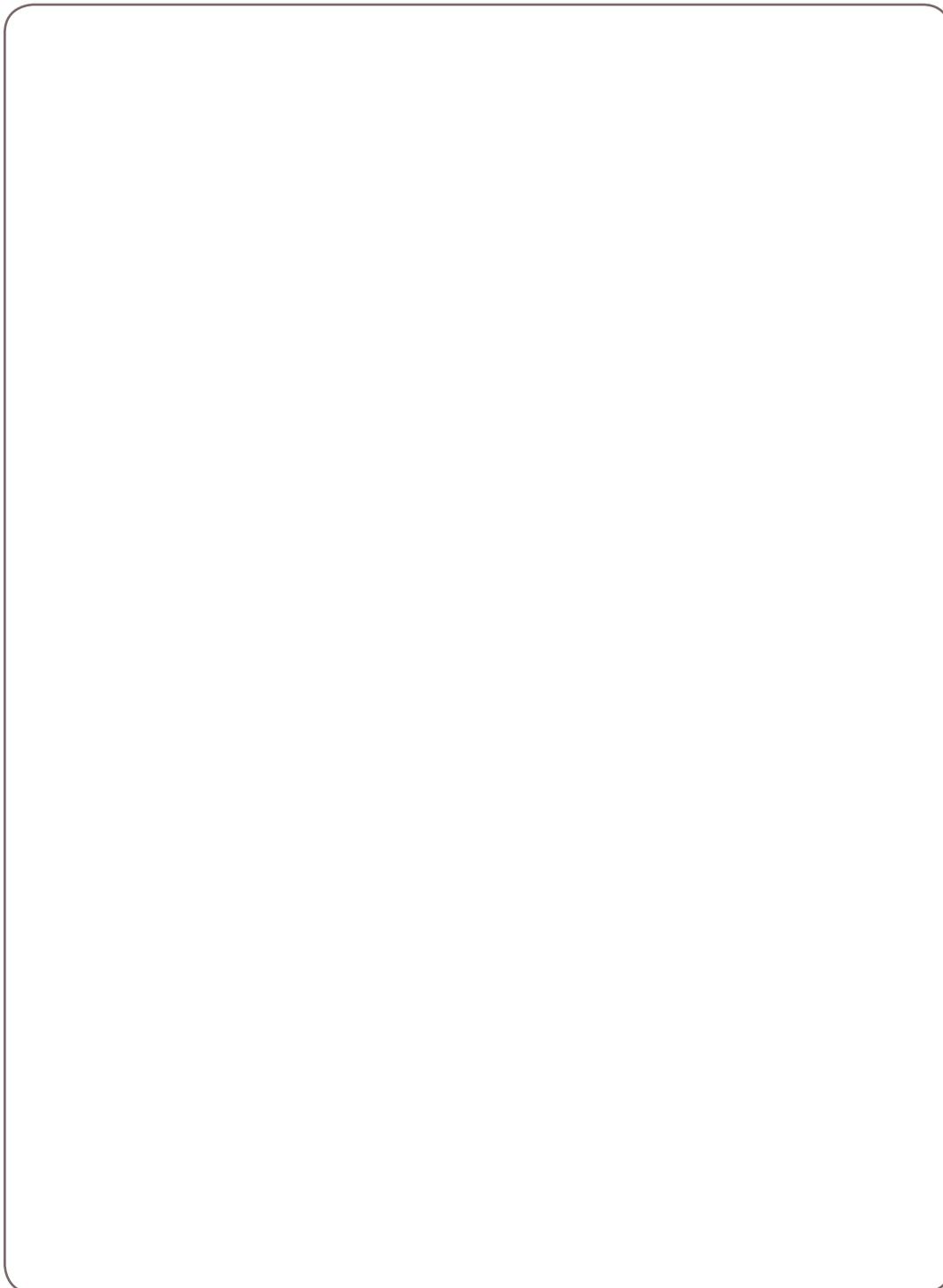
<p><b>Sharing learning intentions</b></p>	<p>A learning intention is a description of what teachers want pupils to know, understand or be able to do by the end of an activity. It tells pupils what the focus for learning is going to be. It helps both teachers and pupils to focus on the learning rather than the activity, for example: Identify what pupils will be learning (We are learning to.....) Explain the reason for learning (We are learning this because.....)</p>
<p><b>Sharing and negotiating success criteria</b></p>	<p>Success criteria are statements that help pupils recognise if they have been successful in their learning. Pupils may be involved in deciding these. They summarise the processes or characteristics needed for success and they always link directly to the learning intention. They essentially spell out the steps or constituents required to achieve the learning intention, offering specific guidance on how to be successful.</p>
<p><b>Giving feedback to pupils</b></p>	<p>Quality feedback is essential for effective learning and teaching. Feedback can motivate pupils by building self-esteem and reinforcing the positive. To be truly formative the feedback must inform the next steps in the learning process. For example, when offering written feedback:</p> <ol style="list-style-type: none"> <li>1. Find two occasions where they have achieved success (symbols can be used);</li> <li>2. Identify an aspect of their work that they can immediately improve;</li> <li>3. Provide them with a prompt or strategy on how to improve;</li> <li>4. Give them time to make this improvement.</li> </ol>
<p><b>Effective questioning</b></p>	<p>Effective questioning is about asking questions in a way that elicits maximum feedback from pupils, which can then be used to evaluate, plan and extend learning, for example:</p> <ul style="list-style-type: none"> <li>• <b>Ask better questions:</b> ask 'open' questions or reframe questions where there is no single correct answer and pupils are rewarded for exploring options and sharing possible solutions;</li> <li>• <b>Ask questions better:</b> provide pupils with time to think; by increasing the wait time to 3 or 5 seconds between posing the question and asking for the answer, teachers can make a significant difference to the question's effectiveness.</li> </ul>
<p><b>Self and peer assessment</b></p>	<p>Pupil reflection promotes independent learning, communication and support in the classroom. Teachers can develop pupil reflection in the classroom through the use of peer and self-assessment and self-evaluation.</p>

Continuing Professional Development materials have been provided for schools to promote Assessment for Learning.

## Questions for Departments

- What are the benefits of Assessment for Learning actions in our classroom?
- Which of these Assessment for Learning key actions are part of our existing classroom practice?
- Which do we need to give more attention to?
- How do we do this?

## Action

A large, empty rounded rectangular box with a thin black border, intended for recording actions or responses to the questions above.

## 5.3 Connecting the Learning

The Northern Ireland Curriculum is designed to accommodate links across subjects. Many natural links exist, although they may be under-exploited. Where these links are identified and planned for, they have the potential to make learning more meaningful, informed and purposeful. Opportunities to connect the learning can range from small and informal links between subjects to more formally planned and extensive whole school partnerships.

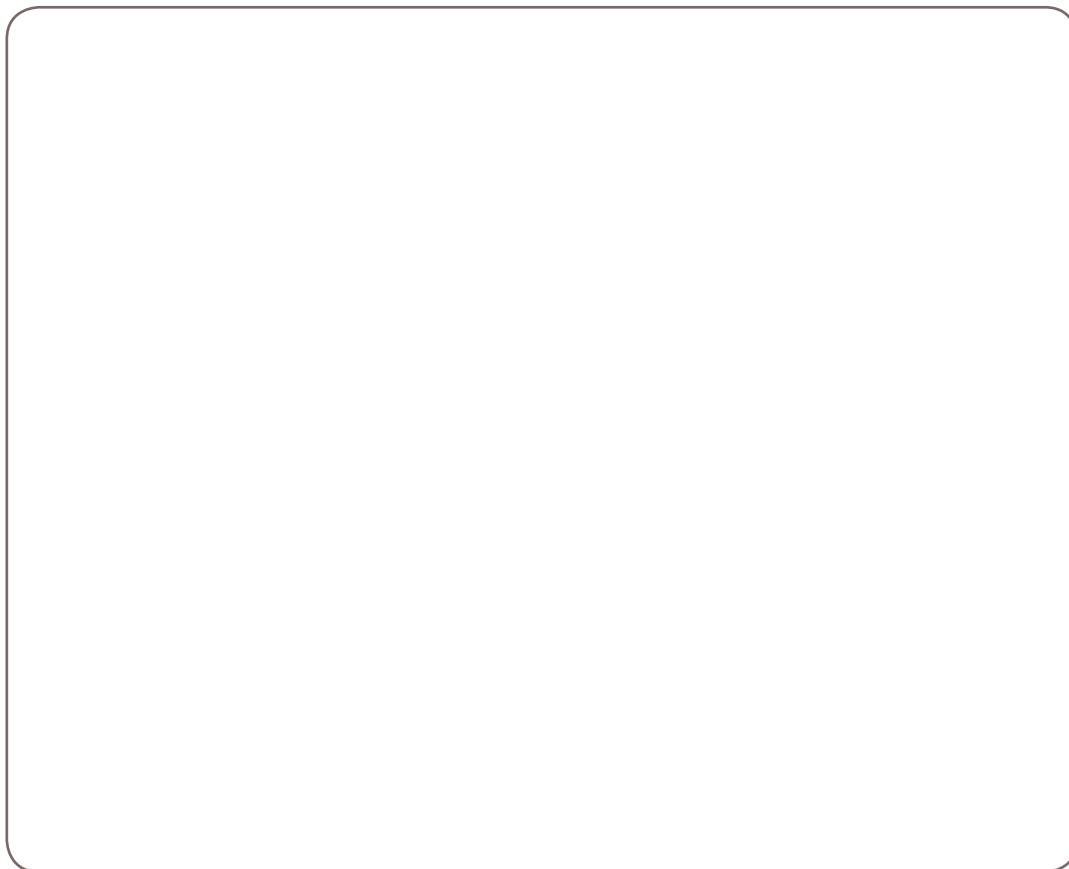
Any of the following could be used as drivers for connected learning between two or more subjects:

- Skills/Learning Outcomes;
- Key Elements;
- Themes;
- Knowledge;
- Concepts;
- Learning experiences;
- Learning for Life Work;
- Other suitable approaches.

### Questions for Departments

- Which of these could best be used as a starting point to make meaningful connections with other subjects?

### Action



(Examples of connecting learning across subjects are available in the thematic and collaborative units).

## Connecting to Learning for Life and Work (LLW)

One way of beginning to make connections is to use Learning for Life and Work as a focus. The four subject strands within Learning for Life and Work (Home Economics, Local and Global Citizenship, Employability and Personal Development) contribute directly to the three curriculum objectives to develop the young person as:

- an individual;
- a contributor to society;
- a contributor to the economy and environment.

The other Areas of Learning also contribute to the curriculum objectives and Learning for Life and Work. Well planned and organised work within subjects make a distinctive and natural contribution to Learning for Life and Work and help to strengthen and enrich its provision as a whole.

Teachers have flexibility to enhance the breadth and depth of their subject's contribution to Learning for Life and Work. History teachers can therefore:

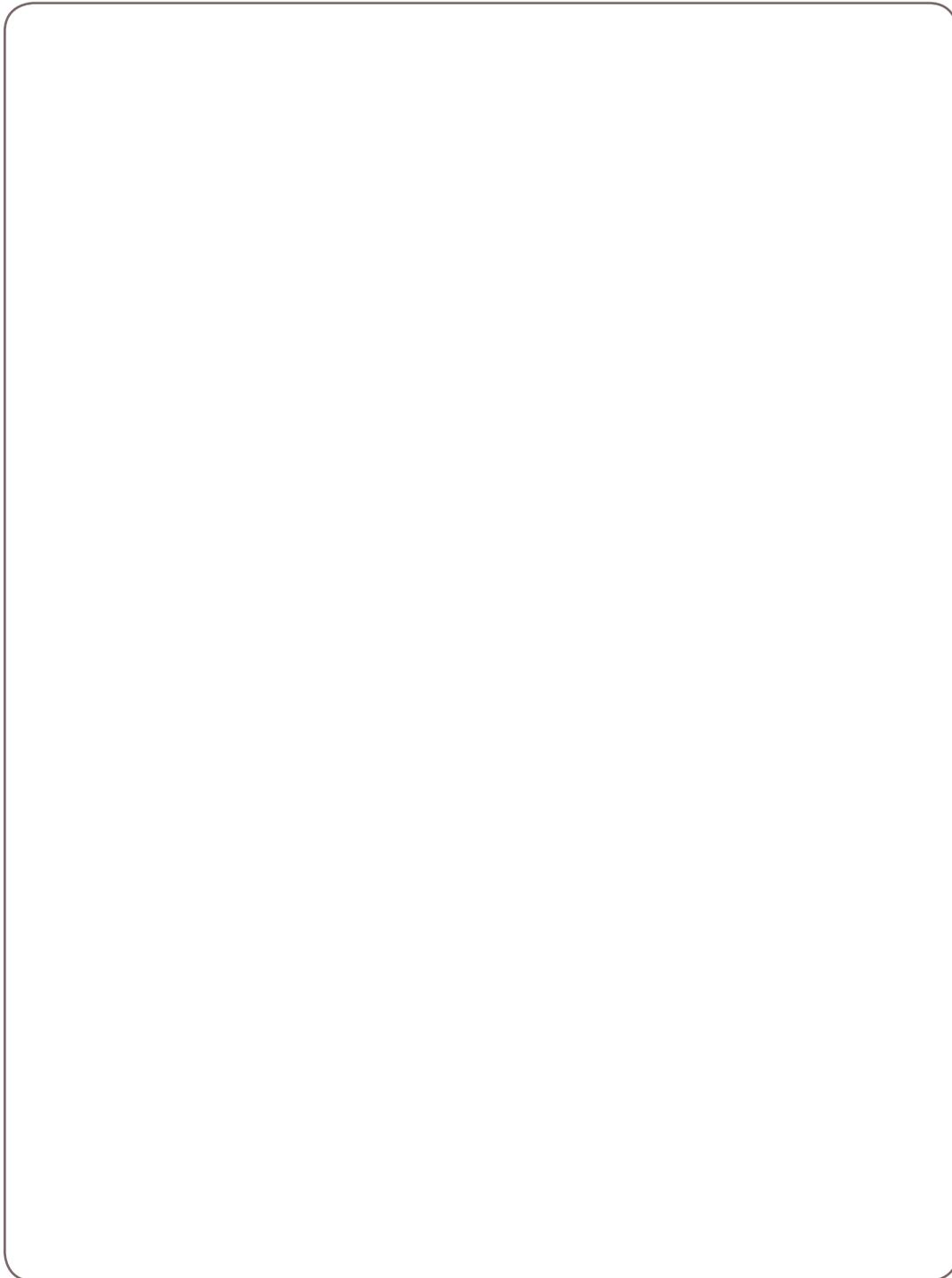
- raise awareness about the Learning for Life and Work key concepts;
- develop more detailed understanding about the Learning for Life and Work key concepts within their subject context;
- explore particular Learning for Life and Work key concepts. When delivered in sufficient depth, an area of Learning/subject strand can take full responsibility for meeting a particular statement of requirement.

More detailed guidance in linking History with Learning for Life and Work (with a Local and Global Citizenship focus) is provided in Appendix 3.

## Questions for Departments

- Which aspects of our current practice promote connected learning?
- What are the issues around the management of connected learning?
- How will we know that pupils are learning to make connections?

## Action



## 5.4 Active Learning

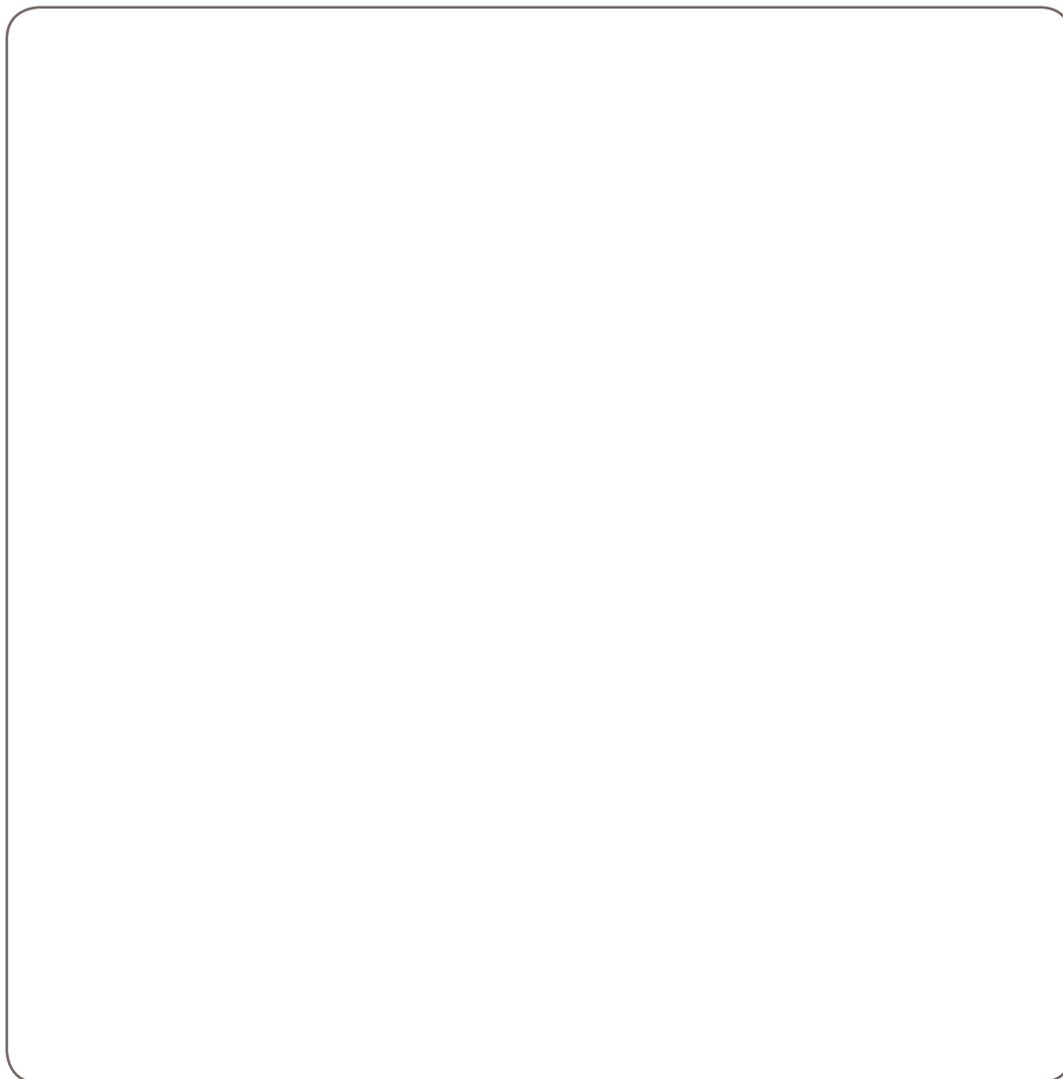
Engaging pupils more in their learning and providing them with opportunities to demonstrate thinking skills and personal capabilities requires an approach beyond traditional didactic methods.

The glossary, *Active Learning and Teaching Methods for Key Stage 3*, is available from [www.nicurriculum.org.uk](http://www.nicurriculum.org.uk) and is included in the Curriculum Support and Implementation Box. This resource contains a wide range of active and experiential strategies to promote pupils' participation and engagement.

### Questions for Departments

- What active learning strategies might work for us?
- How does the climate in our classrooms support the use of active learning?
- What are the implications for classroom management?

### Action





# Section 06

## Auditing and Planning

It is important to evaluate existing schemes of work in relation to the statutory requirements for History within the Northern Ireland Curriculum. Departmental planning for the Northern Ireland Curriculum should be informed by an evaluation process and may result in a completely fresh approach.

### 6.1 Conducting a Departmental Audit

When planning to carry out a departmental audit, refer to the training materials *Planning for the Revised Curriculum at Key Stage 3*. Used in conjunction with the following guidance, departments can decide how to evaluate existing and planned provision.

Audits are a starting point for the long term planning process. There are a number of possible 'ways-in' to carrying out an audit. Some of these are outlined in the table below. Further details are available at [www.nicurriculum.org.uk](http://www.nicurriculum.org.uk).

Starting Point for Audit	Description of Process
Curriculum Objectives	<b>What</b> do we teach and <b>why</b> ? Look at how the topics currently taught address the broad curriculum objectives. The objectives provide a rationale for the topic. The key elements can provide the footholds into the objectives.
Key Elements	Check where units of work contain aspects of the key elements, or could be re-focused to suit. Check for coverage across the key stage. Remove excessive duplication, add material to address any omissions.
Thinking Skills and Personal Capabilities	Starting with current units of work it is possible to audit the provision of Thinking Skills and Personal Capabilities using the statements from the "From – To Progress Map". After completing an audit in this way, gaps in provision can easily be detected and it will then be possible to develop opportunities to ensure overall coverage in a year and progression across the key stage.
Learning Experiences	List the categories of learning experience from the 'Big Picture' document in a column. Beside each, match the units of work in your scheme which fit with the category. Assess the coverage: is there a good mixture and variety of experience planned?
'Blue Skies'	Begin with aspirations for a completely new scheme of work, and work up details so as to match planned experiences with Northern Ireland Curriculum requirements.

It is important to find out whether or not schemes of work are suitable for meeting the detail of the statutory requirements. Departmental planning for the Northern Ireland Curriculum should be informed by this process and may result in a completely fresh approach.

## 6.2 Long, Medium and Short Term Planning

### Long Term Planning

In producing long term plans or schemes of work you need to think about:

- how History is delivered across the whole key stage;
- how History links with the wider curriculum objectives;
- how and when to develop specific skills and capabilities across the key stage;
- how History can actively link with other curricular areas;
- how History aligns with whole school development/circumstances.

### Medium Term Planning

In planning units of work, you need to think about:

- identifying big questions/issues to engage pupils and support an enquiry based approach;
- the learning and teaching activities and strategies to develop the skills;
- how to build in time for monitoring, evaluating and reviewing.

### Short Term Planning

In planning a lesson or series of lessons, you need to think about:

- making the learning intentions explicit to clarify what you want the pupils to know, understand and be able to do;
- agreeing and negotiating with the pupils what success in this task/ activity will look like;
- using a launch activity to engage the pupils and develop their sense of inquiry;
- using a range of activities/challenges;
- supporting and prompting pupil performance;
- planning plenaries to feedback, reflect on thinking and learning, make connections to other learning and set up next lesson(s).

Curriculum development is a process and requires ongoing evaluation.  
Try figuring out why some lessons work, while others don't succeed as we would like.

For any scheme of work/ lesson or series of lessons it might be useful to ask:

- How well did the pupils respond to that?
  - Did they enjoy it?
  - Did they see the relevance?
  - Were they motivated to learn?
- How well did they achieve?
  - What evidence of achievement was there?
  - Was there evidence of deep learning?
  - How did I collect it?
- What modifications could I make?
  - Could I adapt the content?
  - Do I need to adapt the learning resources/materials?
  - Do I need to change the learning activities?
- When did I last experience a “buzz” in the classroom?
  - What theme/issue were the pupils learning about?
  - What was the big enquiry/key question?
  - What activity(ies) were they doing?
  - What was the purpose of their learning?
  - Why did I choose these particular resources to use with those pupils?

The staged implementation of the Northern Ireland Curriculum is designed to help schools manage change in education. History has an important role to play in the lives of pupils and this role is likely to continue within the Northern Ireland Curriculum.

This guidance has been designed to be a practical help to heads of department and History teachers at key stage 3 and should be used in conjunction with the whole school development plan and other relevant documentation.

Every History department and school is different and will develop a focus to suit their needs and the needs of their pupils.

Working through this guidance and its accompanying activities will help your department in addressing the opportunities and challenges of the Northern Ireland Curriculum.



# Appendices

## Appendix 1

### Cross-Curricular Skills

#### Communication Across the Curriculum

Communication is central to the whole curriculum. Pupils should be able to communicate in order to express themselves socially, emotionally and physically, to develop as individuals, engage with others and contribute as members of society.

Pupils should be given opportunities to engage with and demonstrate the skill of communication and to transfer their knowledge about communication concepts and skills to real-life meaningful contexts across the curriculum.

The modes of communication include talking and listening, reading and writing. However, effective communication also includes non-verbal modes of communication, wider literacy and the use of multimedia and ICT technologies which may combine different modes. Pupils are therefore encouraged to become effective communicators by using a range of techniques, forms and media to convey information and ideas creatively and appropriately.

The requirements for Communication are set out below.

Across the curriculum, at a level appropriate to their ability, pupils should be enabled to develop skills in:

#### Talking and Listening

Pupils should be enabled to:

- listen to and take part in discussions, explanations, role-plays and presentations;
- contribute comments, ask questions and respond to others' points of view;
- communicate information, ideas, opinions, feelings and imaginings, using an expanding vocabulary;
- structure their talk and speak clearly and so that ideas can be understood by others;
- adapt ways of speaking to audience and situation;
- use non-verbal methods to express ideas and engage with the listener.

#### Reading

Pupils should be enabled to:

- read a range of texts\* for information, ideas and enjoyment;
- use a range of strategies to read with increasing independence;
- find, select and use information from a range of sources;
- understand and explore ideas, events and features in texts\*;
- use evidence from texts\* to explain opinions.

\* Texts refer to ideas that are organised to communicate and present a message in written, spoken, visual and symbolic forms.

#### Writing

Pupils should be enabled to:

- talk about, plan and edit work;
- communicate information, meaning, feelings, imaginings and ideas in a clear and organised way;
- develop, express and present ideas in a variety of forms and formats, using traditional and digital resources, for different audiences and purposes;
- write with increasing accuracy and proficiency.

## Using Mathematics Across the Curriculum

Using Mathematics is the skill of applying mathematical concepts, processes and understanding appropriately in a variety of contexts. Ideally these should be in relevant real life situations that require a mathematical dimension.

Pupils are likely to acquire and consolidate their mathematical knowledge, concepts and skills within the area of learning for Mathematics and Numeracy. However, they should be given opportunities to transfer their understanding, as appropriate, to other contexts across the curriculum. Pupils can demonstrate their mathematical knowledge, understanding and skills in a variety of ways to communicate, manage information, think critically, solve problems and make decisions.

The requirements for Using Mathematics are set out below.

Across the curriculum, at a level appropriate to their ability, pupils should be enabled to:

- choose the appropriate materials, equipment and mathematics to use in a particular situation;
- use mathematical knowledge and concepts accurately;
- work systematically and check their work;
- use mathematics to solve problems and make decisions;
- develop methods and strategies, including mental mathematics;
- explore ideas, make and test predictions and think creatively;
- identify and collect information;
- read, interpret, organise and present information in mathematical formats;
- use mathematical understanding and language to ask and answer questions, talk about and discuss ideas and explain ways of working;
- develop financial capability;
- use ICT to solve problems and/or present their work.

## Using Information and Communications Technology Across the Curriculum

Using Information and Communications Technology (ICT) provides powerful tools and contexts to support meaningful learning and has the potential to transform and enrich pupils' learning experiences and environments across the curriculum. The creative use of ICT can empower learners to become independent, self-motivated and flexible, helping in turn to develop self-esteem and positive attitudes to learning, with which to realise their full potential. It also provides opportunities to collaborate within and beyond the classroom to pose questions, take risks and respond positively to 'what if' questions.

To help develop skills in researching, handling and communicating information pupils should have opportunities, using ICT, to engage in genuine research and purposeful tasks set in meaningful contexts. They should be encouraged to re-work information, present and exchange their ideas and translate their thinking into creative products and productions which show an awareness of audience and purpose.

The requirements for Using ICT are set out below in bold.

Across the curriculum, at a level appropriate to their ability, pupils should be enabled to develop skills to:

### Explore

Pupils should be enabled to:

- access and manage data and information;
- research, select, process and interpret information;
- investigate, make predictions and solve problems through interaction with digital tools;
- understand how to keep safe and display acceptable online behaviour.

### Express

Pupils should be enabled to:

- create, develop, present and publish ideas and information using a range of digital media;
- create information and multimedia products using a range of assets.

### Exchange

Pupils should be enabled to:

- communicate using a range of contemporary methods and tools;
- share, collaborate, exchange and develop ideas digitally.

### Evaluate

Pupils should be enabled to:

- talk about, review and make improvements to work, reflecting on the process and outcome;
- consider the sources and resources used.

### Exhibit

Pupils should be enabled to:

- manage and present their stored work;
- showcase their learning across the curriculum.

### Cross-Curricular Skills in History

Cross-curricular skill	Communication	Using Mathematics	Using ICT
<p><b>Purpose</b></p>	<p>To provide opportunities for pupils to acquire, develop and demonstrate the cross curricular skill of Communication</p>	<p>To provide opportunities for pupils to acquire, develop and demonstrate the cross curricular skill of Using Mathematics</p>	<p>To provide opportunities for pupils to acquire, develop and demonstrate the cross curricular skill of Using ICT</p>
<p><b>Examples of processes</b></p>	<p>Discussion, presentation, demonstration, asking questions, reading text for information, using evidence from text to explain opinion, communicate information in a clear and organised way, present ideas in a variety of formats for different audiences and purposes, etc.</p>	<p>Use mathematical knowledge and concepts, use mathematics to solve problems and make decisions, mental mathematics, make and test predictions, data handling, using statistics, developing financial capability, etc.</p>	<p>Explore information using electronic tools, create, develop, present and publish ideas using a range of digital media, communicate electronically, etc.</p>
<p><b>Examples of contexts in History</b></p>	<ul style="list-style-type: none"> <li>Transforming information obtained from a wide range of sources into a speech/oral account and for different audiences</li> <li>Explaining opinions and ideas about historical issues by giving reasoned explanations for their choice of sources</li> <li>Contesting interpretations by being able to argue both sides before coming to a conclusion</li> <li>Shaping and deconstructing a range of historical sources and present these in different media forms e.g. cartoons, newspapers, leaflets, podcast, storyboard, film etc.</li> <li>Analysing small pieces of text from two or more sources as part of an interpretation enquiry on a major figure</li> <li>Communicating orally or visually the perspectives of different people in the past who took a moral stand or who acted ethically/unethically e.g. perpetrators/bystanders/rescuers/victims</li> </ul>	<ul style="list-style-type: none"> <li>Organising and presenting data (e.g. graphs, tables, charts, databases) in order to search and sort data in answer to an enquiry question</li> <li>Interrogating census material/emigration figures/population spreadsheets/trade figures etc. to find trends and connections across periods of time and understand progression</li> <li>Using a spreadsheet to process data relating to information obtained from Commonwealth Graves Commission or from a local war memorial</li> </ul>	<ul style="list-style-type: none"> <li>Using movie editing software to edit and transform information from digital archives/film/electronic board games/role plays/videos/speeches/debates/re-enactments/simulations/movies</li> <li>Creating multi media presentations which allow pupils to become their own directors/editors/artists/musicians/cameramen/researchers/script writers and actors</li> <li>Using a Power point presentation with sets of images on an important event/figure to debunk and decode interpretations</li> <li>Analysing film as a historical source in comparison with other types of sources</li> <li>Using a conference facility to post answers to a revision question and share the marking criteria</li> </ul>

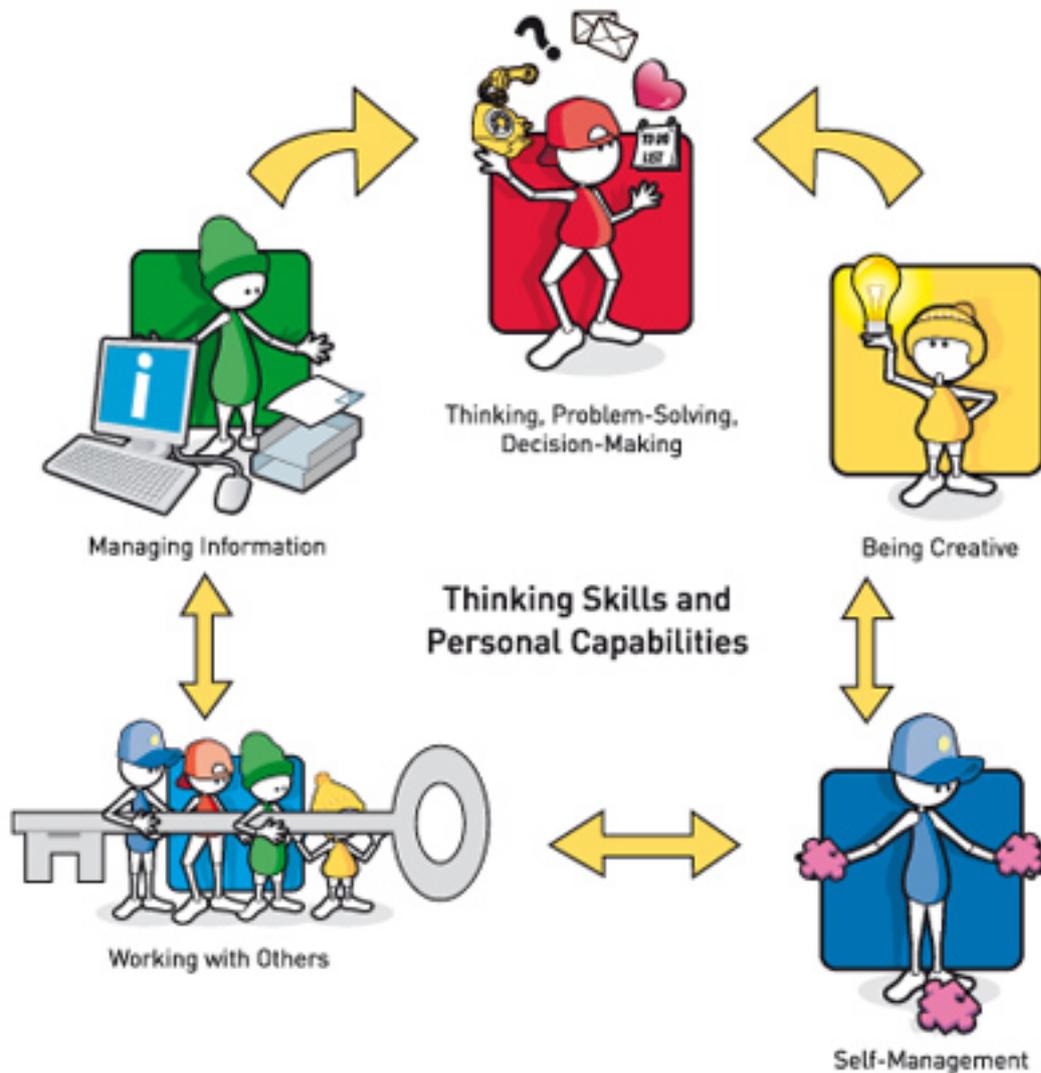
## Appendix 2

# Thinking Skills and Personal Capabilities

Thinking skills are tools that help children to go beyond the acquisition of knowledge in order to search for meaning, apply ideas, analyse patterns and relationships, create and design something new and monitor and evaluate their progress.

Personal and interpersonal skills and capabilities underpin success in all aspects of life. It is important, therefore, that children's self-esteem and self-confidence are explicitly fostered along with the ability to understand and manage their own emotions and to interact effectively with others.

Teachers should help children to develop Thinking Skills and Personal Capabilities by focusing on the following areas.



## Thinking Skills and Personal Capabilities

Thinking Skills and Personal Capabilities strands	Managing Information	Thinking, Problem-Solving and Decision-Making	Being Creative	Working with Others	Self-Management
<b>Purpose</b>	To develop learners' abilities in an information intensive environment	To engage pupils in active learning so that they can go beyond mere recall of factual information and the routine application of procedures	To encourage personal response of the learner by promoting dispositions for curiosity, exploration, experimentation and invention	To enable learners to engage in collaborative activities and to make the most of their learning when working with others	To help learners to become more self-directed so that they can manage their learning in new situations and in the longer term
<b>Examples of processes in which pupils are involved</b>	Asking, accessing, selecting, recording, integrating, communicating	Searching for meaning, deepening understanding, coping with challenges	Imagining, generating, inventing, taking risks for learning	Being collaborative, being sensitive to others' feelings, being fair and responsible	Evaluating strengths and weaknesses, setting goals and targets, managing and regulating self
<b>Examples of contexts in History</b>	Locating and collecting relevant information to sort, classify, sequence, compare/contrast and to analyse whole/part relationships when using historical sources as part of an enquiry  Interpreting historians' ideas on a particular event/issue and analyse why they differ  Collecting information from a range of historical sources about a significant episode in different formats e.g. flyer /leaflet /pamphlet/ song/poem/website about the Irish Famine	Analysing and evaluating different types of historical sources and assessing what value they have to a particular enquiry  Develop causal reasoning by explaining the outbreak of the First World War or the origins of a movement e.g. slavery/ women's suffrage  Explaining the similarities and differences between Arabic and Western medicine in the Middle Ages  Finding solutions to problems e.g. handling gaps in historical evidence	Designing a museum shelf about the Norman legacy  Suggest hypotheses and look for alternative outcomes e.g. the Union 1801  Framing/generating historical questions to begin a new enquiry e.g. what characterised the quality of life for poor people in medieval times?	Entering into the mind or feelings of a historical character through personal stories/eye witness accounts/ poetry/music and art in collaborative situations e.g. role play  Develop the criteria for judging the motivations/ actions of an individual in history as part of a group discussion  Using a reflective journal/learning log to develop their own sense of empathy e.g. their feelings around a controversial topic, such as slavery and share these with others	Planning and setting goals for a piece of research on a historical topic  Predicting the outcomes of their research  Improving own performance through the use of history skills walls/graffiti boards  Knowing the next steps pupils need to take to improve performance to make a historical account better for example giving one or two examples to illustrate a point

table continued below

Thinking Skills and Personal Capabilities strands	Managing Information	Thinking, Problem-Solving and Decision-Making	Being Creative	Working with Others	Self-Management
Examples of contexts in History				<p>Taking on different group roles e.g. facilitator/ resource manager/ reporter/ chairperson</p> <p>Experiencing collaborative talk and active listening as part of planning</p> <p>Checking learning against the objectives set and giving feedback about another pupil's performance</p> <p>Opportunities to reflect on both group and individual thinking</p>	<p>Managing their time and environment when carrying out their own research</p>

## Appendix 3

# Connecting History with Learning for Life and Work (Local and Global Citizenship Focus)

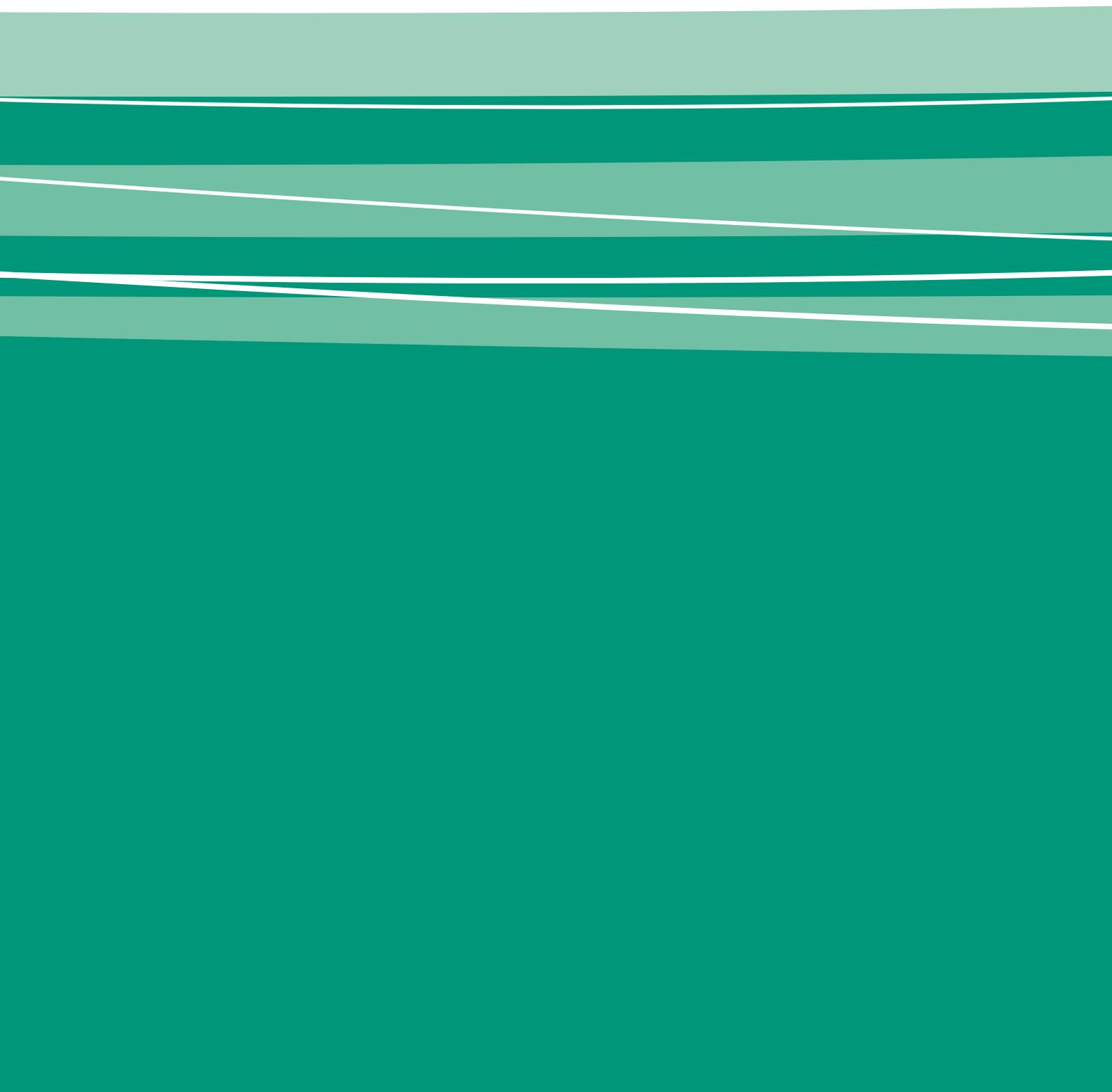
History (Key Elements)	Learning for Life and Work (Key Concepts/Themes)
<p>(Personal Understanding) Explore how history has affected their personal identity, culture and lifestyle. How did the arrival of the Normans help shape who I am today?</p>	<p>(Citizenship; Diversity and Inclusion) Investigate factors including religious and political, that influence individual and group identity. (Personal Development; Self Awareness) Explore and express a sense of self.</p>
<p>(Mutual Understanding) Investigate how history has been selectively interpreted to create stereotypical perceptions and to justify views and opinions.</p>	<p>(Citizenship; Diversity and inclusion) Investigate how and why conflict, including prejudice/stereotyping/sectarianism/racism may arise in the community.</p>
<p>(Citizenship) Investigate the long and short term causes and consequences of the partition of Ireland and how it has influenced Northern Ireland today.</p>	<p>(Citizenship Diversity and Inclusion) Investigate ways of managing conflict and promoting community relations/reconciliation. (Democracy and Active Participation) Investigate the basic characteristics of democracy Investigate why rules and laws are needed how they are enforced and how breaches of the law may affect the community.</p>
<p>(Economic Awareness) Investigate the changing nature of the local and global economies over time. Study the effects of factory conditions/mining/ chimney sweeping on children in 19th century? Why did trade unions arise? (A look at workers' conditions in 19th century Ulster)</p>	<p>(Human Rights and Social Responsibility) Investigate why it is important to uphold human rights standards in modern democratic societies, including meeting basic needs, protecting individuals and groups of people. Investigate how and why some people may experience inequality/social exclusion on the basis of their material circumstances in local and global contexts. (Equality and Social Justice) Explore the work of governmental and Non-Governmental Organisations which aim to promote equality and social justice.</p>
<p>(Education for Sustainable Development) Investigate the need to preserve history in the local and global environment. How and why did the American Indians sustain their environment for future generations? How can we learn from this?</p>	<p>(Democracy and Active Participation) Investigate an issue from a range of viewpoints and suggest action that might be taken to improve or resolve the situation, in a local or global context.</p>

## Environment and Society: History

The minimum content is set out below. The statutory requirements are set out in **bold** under Knowledge, Understanding and Skills in column 1, under the Curriculum Objectives and Key Elements in columns 2, 3 and 4 and in the Learning Outcomes at the bottom. Additional non-statutory guidance and suggestions are set out in plain text and italics.

<p><b>Developing pupils' Knowledge, Understanding and Skills</b></p>	<p><b>(Objective 1) Developing pupils as Individuals</b></p>	<p><b>(Objective 2) Developing pupils as Contributors to Society</b></p>	<p><b>(Objective 3) Developing pupils as Contributors to the Economy and the Environment</b></p>
<p>Pupils should have opportunities to:</p> <ul style="list-style-type: none"> <li>investigate the past and its impact on our world today through an understanding of: <ul style="list-style-type: none"> <li>different perspectives and interpretations;</li> <li>cause and effect;</li> <li>continuity and change;</li> <li>progression and regression;</li> </ul> </li> <li>and by developing: <ul style="list-style-type: none"> <li>the enquiry skills to undertake historical investigations;</li> <li>critical thinking skills to evaluate a range of evidence and appreciate different interpretations;</li> <li>creative thinking skills in their approach to solving problems and making decisions;</li> <li>chronological awareness and the ability to make connections between historical periods, events and turning points;</li> <li>an ability to challenge stereotypical, biased or distorted viewpoints with appropriately sensitive, informed and balanced responses;</li> </ul> </li> </ul> <p>through a broad and balanced range of:</p> <ul style="list-style-type: none"> <li>historical periods;</li> <li>Irish, British, European and global contexts;</li> <li>significant political, social, economic, cultural and religious development.</li> </ul>	<p>Pupils should have opportunities to:</p> <p>Explore how history has affected their personal identity, culture and lifestyle, for example, <i>how location/birthplace, family history, religion, nationality, sport, language, traditions etc. have been shaped by historical events such as Reformation, plantation, settlement, colonisation, emigration, immigration, etc.</i> (Key Element: <b>Personal Understanding</b>)</p> <p>Investigate how history has been selectively interpreted to create stereotypical perceptions and to justify views and actions, for example, <i>the Troubles, slavery, apartheid, Arab/Israeli conflict, etc.</i> (Key Element: <b>Mutual Understanding</b>)</p> <p>Investigate individuals who are considered to have taken a significant moral stand and examine their motivation and legacy, for example, <i>Galileo, Gandhi, Mandela, Martin Luther King, Rosa Parks, Oscar Schindler, etc.</i> (Key Element: <b>Moral Character</b>)</p> <p>Explore issues related to <b>Personal Health</b></p> <p>Investigate how and why health standards have changed over time, for example, <i>explore public health in another period and draw comparisons with modern health issues.</i> (Key Element: <b>Personal Health</b>)</p> <p><b>Explore issues related to Spiritual Awareness</b></p> <p>Investigate and evaluate the spiritual beliefs and legacy of civilisations, for example, <i>the Aztecs, Incas, Egyptians, Romans, Greeks, Native Americans, Medieval Christians, etc.</i> (Key Element: <b>Spiritual Awareness</b>)</p>	<p>Pupils should have opportunities to:</p> <p>Investigate the long and short term causes and consequences of the partition of Ireland and how it has influenced Northern Ireland today including key events and turning points. (Key Element: <b>Citizenship</b>)</p> <p>Investigate the impact of significant events/ideas of the 20th century on the world, for example, <i>war, women's rights, international terrorism, developments in transport and travel, technology, medicine, the arts, etc.</i> (Key Element: <b>Cultural Understanding</b>)</p> <p>Critically investigate and evaluate the power of the media in their representation of a significant historical event or individual, for example, through film, docudrama, novel, internet, newspaper, cartoon, etc. (Key Element: <b>Media Awareness</b>)</p> <p>Investigate critical issues in history or historical figures who have behaved ethically or unethically, for example, slavery, the use of atom bomb, the decision to declare war, the Holocaust, etc. (Key Element: <b>Ethical Awareness</b>)</p>	<p>Pupils should have opportunities to:</p> <p>Investigate how the skills developed through history will be useful in a range of careers, for example, <i>jobs involving advertising, advocacy, archiving, analysing problems, researching, campaigning, educating, mediating, report-writing, etc.</i></p> <p>Investigate the characteristics and achievements of entrepreneurs over time, for example, <i>Brunei, Harry Ferguson, William Dargan, etc.</i> (Key Element: <b>Employability</b>)</p> <p>Investigate the need to preserve history in the local and global environment, for example, <i>visit an important historical site and evaluate the measures taken to preserve it; create the case for a local building or site to be preserved.</i></p> <p>Explore the contribution of heritage tourism to society, the economy and the environment.</p> <p>Evaluate the environmental impact of wars or industrial revolution. (Key Element: <b>Education for Sustainable Development</b>)</p> <p>Explore issues related to <b>Economic Awareness</b></p> <p>Investigate the changing nature of local and global economies over time, for example, <i>exploration and trade, industrialisation, globalisation, women in the workplace, workers' rights, etc.</i></p> <p>Investigate the impact of technology in the workplace over time, for example, <i>the linen industry, telecommunications, computers, etc.</i> (Key Element: <b>Economic Awareness</b>)</p>
<p><b>Learning Outcomes</b></p> <p>The learning outcomes require the demonstration of skills and application of knowledge and understanding of History and its impact on the present.</p> <p>Pupils should be able to:</p>	<ul style="list-style-type: none"> <li>research and manage information effectively to investigate historical issues, including Using Mathematics and Using ICT where appropriate;</li> <li>show deeper historical understanding by thinking critically and flexibly, solving problems and making informed decisions, demonstrating Using Mathematics and Using ICT where appropriate;</li> <li>demonstrate creativity and initiative when developing ideas and following them through;</li> <li>work effectively with others;</li> <li>demonstrate self-management by working systematically, persisting with tasks, evaluating and improving own performance;</li> <li>communicate effectively in oral, visual, written, mathematical and ICT formats, showing clear awareness of audience and purpose.</li> </ul>		

NB: Teachers may develop activities that combine many of the statutory requirements, provided that, across the key stage, all of the statutory aspects highlighted in **BOLD** (including each of the Key Elements) are met.



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