

Programme of Study for History at Key Stage 2

2

KEY STAGE

Introduction

The aim of history at Key Stage 2 is to develop, in broad outline, pupils' awareness of selected periods in the history of Ireland, Britain and the wider world and to provide opportunities to study related, or other chosen, topics in more depth.

The content of the programme of study is set out under:

- Historical Skills and Concepts; and
- Three Study Units, one in each year of the key stage,
 - Life in Early Times,
 - The Vikings,
 - Life in Victorian Times.

There is no requirement to study the units in the order in which they are presented. However, if this option is exercised, it will be necessary to ensure that the pupils have a full understanding of chronological order. Making links within and across the different study units will help pupils develop a chronological framework. At least one opportunity must be taken to allow pupils to investigate an aspect of history in their local area, either close to home, if possible, or elsewhere in Northern Ireland or Ireland. Suggestions for the development of a local dimension are provided in each of the units.

Approaches to History at Key Stage 2

By providing opportunities to investigate a range of historical sources (including pictures, photographs, objects, artefacts, written sources, buildings and site visits, and museum reconstructions) pupils will begin to recognise the importance of evidence in piecing together our knowledge of the past and that it can be done in different ways.

By providing opportunities to look at history from different angles, such as the social and economic conditions of the periods, the cultural and religious beliefs of the people living then, their crafts, technological and scientific knowledge, pupils will begin to recognise that history comprises a variety of perspectives.

By providing opportunities to investigate periods from a variety of points of view, *for example, the monks and the Viking raiders, the Victorian rich and poor*, pupils will begin to recognise that there can be different views and interpretations of the past depending on the evidence and stand-point from which it is viewed or constructed.

Progression in history will also be achieved by:

- developing and reinforcing the following historical skills and concepts as an integral part of the work undertaken to deliver the historical content;
- increasing the range and depth of pupils' knowledge and understanding of the different periods and their ability to communicate this.

Contribution to Educational (Cross-curricular) Themes

Throughout work relating to the programme of study, pupils should have opportunities to engage in discussion and to undertake activities which fulfil the objectives of the cross-curricular themes. In some cases the objectives of the themes overlap. For example, Education for Mutual Understanding (EMU), Cultural Heritage (CH) and Health Education have strands which relate to personal development and the environment. In such cases, the examples listed, and therefore associated subject work, will be contributing to more than one of the themes.

The opportunities listed in this section should not be treated as a check list to be covered, but as illustrations of some of the ways in which the cross-curricular themes can be highlighted or developed as an integral part of history-related activity.

Pupils should be given opportunities to:

EMU/Cultural Heritage/Health Education

- understand and appreciate their own way of life, their environment and culture and that of others, and the interdependence of people by exploring
 - how their identity, way of life and culture has been shaped by influences from the local and wider world, and how Ireland is, and has been, interdependent with other parts of these islands and beyond through time, *for example, from earliest times, (farming, crafts); Viking migration and influences (language, settlement and trade); Victorian influences (industrial development, the built environment);*
 - the culture and lifestyle of people who are different from them in order to question and challenge stereotypes, *for example, that stone age people were not intelligent; that the Vikings wore horned helmets and were always violent and barbaric; that all Victorians exploited children;*
 - ways in which the use of natural resources through time has affected the local and global environment, *for example, industrialisation since Victorian times; conflict which has arisen in the past over the use of resources, for example, coal, and how conflict has been resolved, or compromises reached, for example, smokeless fuels, smokeless zones, control of industrial emissions;*
 - aspects of the way of life, health and hygiene of people through time which have changed or remained the same;
 - the work of people in the past who tried to improve the health of people and the environment, *for example, local enquiries into health and sanitary conditions in Belfast and the regulation of working conditions;*

Information Technology

- use a word processor to write descriptions of people and ways of life;
- enter census or other information into a data base to present information in a variety of forms.

Historical Skills and Concepts

Pupils should have opportunities to develop:

a chronological awareness by

- using words or phrases related to the divisions of time, for example, pupils could use phrases such as early times, BC, AD, Viking times, Victorian times, century;
- sequencing events and changes in the periods studied, for example, pupils could make a simple timeline of the period, marking major events and changes;

b a sense of the past and a range and depth of knowledge and understanding, by identifying

- some of the characteristic features of past societies and some of the main events, for example, pupils could describe the main features of early Viking or Victorian society, such as the way people lived;
- some similarities and differences between ways of life at different times, for example, pupils could identify how lifestyle differed within and across periods studied, such as between the old stone age and the new stone age;
- some things which have changed and some things which have remained the same, for example, pupils could consider how basic tools remained the same but the material that they were made of differed;
- some of the feelings people may have had at a time in the past, for example, pupils could consider how Irish monks viewed the Vikings or how the Victorian rich thought about the poor;

c awareness of evidence, historical enquiry and interpretations by

- using sources of information appropriate to their age and ability to gain information about an aspect of the past, for example, pupils could use photographs or make visits to local museums to describe what life was like in early Viking or Victorian times;
- recognising that sources sometimes offer different versions of the past, for example, pupils could compare how the monks described the Vikings in the Annals of Ulster with the images in Viking sagas;
- extracting factual information from a range of appropriate sources to make obvious statements about the past, for example, pupils could use photographs and descriptions together to describe conditions in a workhouse;
- talking about some of the different ways in which the past is represented, for example, pupils could talk about how films of the past and interpretive centres present a view or interpretation of the past which sometimes may not be totally accurate;

d communication by

- describing orally, and in writing, the main events of a story organised in sentences, for example, pupils could tell the story of a Viking raid;
- constructing basic historical narratives describing what happened organised in paragraphs, for example, pupils could give a description of life in a Victorian big house or workhouse.

Life in Early Times

The unit should focus on the distinctive features of life in early times along with developments in human skills which led to the achievements of early people in Ireland and elsewhere and the impact which these had on their lifestyles.

Pupils should be given opportunities to investigate parts a, b and c of the unit:

a Life in the Middle Stone Age

- the basic essentials of life, shelter, food, clothing;
- hunting and gathering;
- implements and weapons;

b Life in the New Stone Age

- the spread of farming and settlement, taming of animals, cultivation of crops;
- the development of pottery and tools;

c one of the following topics

- a local dimension linked to 'Life in Early Times', for example, pupils could investigate evidence of early settlement in their local area, or sites such as the Giant's Ring, Mount Sandal, Beaghmore Stone Circle or Navan Fort;
- a topic linked to 'Life in Early Times', for example, pupils could investigate worship in early times, crafts in the Bronze and Iron Age, Ancient Egypt, Ancient Rome, the Celtic way of life;
- a topic of their own choice unrelated to 'Life in Early Times', for example, pupils could investigate a topic based on individual interest, existing planning or resourcing; or
- a local study of their own choice unrelated to 'Life in Early Times', for example, pupils could investigate an aspect of the community over a long period of time, such as, housing, work, education, place-names, surnames, or an aspect of the community over a short period of time, such as, an individual, a family, a building, an event.

The Vikings

The unit should focus on the nature of Viking society in Scandinavia and the impact of Viking raiders and settlers on Ireland and elsewhere.

Pupils should be given opportunities to investigate parts a, b and c of the unit:

- a Viking way of life at home
 - homeland, farming, fishing, shipbuilding, trade, religion, clothes;
 - pressure on the land;
- b Viking expansion and settlement abroad
 - exploration, raiding, trading and settlements;
 - Viking impact on Early Christian Ireland;
- c one of the following topics
 - **a local dimension linked to the Vikings**, for example, pupils could investigate evidence of Viking activity or settlement in Ireland or Britain in areas such as Strangford Lough, Nendrum, Woodquay/Dublin, Yorvik/York;
 - **a topic linked to the Vikings**, for example, pupils could investigate; Early Christian Ireland, Anglo-Saxon Society, Viking myths and legends, Viking legacy in the British Isles related to crafts, language, archaeological evidence, the Vikings in Northern America;
 - **a topic of their own choice unrelated to the Vikings**, for example, pupils could investigate a topic based on individual interest, existing planning or resourcing; or
 - **a local study of their own choice unrelated to the Vikings**, for example, pupils could investigate a topic based on an aspect of the community over a long period of time, such as housing, work, education, place-names, surnames, or an aspect of the community over a short period of time, such as an individual, a family, a building, an event.

Life in Victorian Times

The unit should focus on the lives of people in both town and country at different levels of Victorian society in both Britain and Ireland, and some of the significant changes and developments of the Victorian era.

Pupils should be given opportunities to investigate parts a and b of the unit:

a Victorian life in town and country

- the Victorian poor;
- living and working conditions on farms and in factories;
- movement from country to town;
- the Victorian middle class;
- the Big House;

b one of the following topics

- a local dimension linked to 'Life in Victorian Times', for example, pupils could investigate evidence of Victorian times in their area, Victorian buildings, a 'big house', evidence of the Great Famine, a work house, exhibits and themes in local museums and folk parks;
- a topic linked to 'Life in Victorian Times', for example, pupils could investigate the Great Famine, emigration, inventions and technology, transport, education, leisure and pastimes;
- a topic of their own choice unrelated to 'Life in Victorian Times', for example, pupils could investigate a topic based on individual interest, existing planning or resourcing; or
- a local study of their own choice unrelated to 'Life in Victorian Times', for example, pupils could investigate an aspect of the community over a long period of time, such as housing, work, education, place-names, surnames, or an aspect of the community over a short period of time, such as, an individual, a family, a building, an event.