

Skills and learning

History in the national curriculum for Wales

This document highlights those statements or sections in the programmes of study for history that provide explicit opportunities for

- developing thinking
- developing communication
- developing ICT
- developing number

and promoting

- Curriculum Cymreig and Wales Europe and the world
- personal and social education
- careers and the world of work.

The number and context of such opportunities are for schools to determine within their curriculum overview/curriculum planning.



## **Developing thinking**

Schools should provide opportunities, where appropriate, for learners to develop and apply 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.

In history, opportunities to develop thinking apply throughout the Skills and Range sections of the programmes of study for Key Stages 2 and 3.



## **Developing communication**

Schools should provide opportunities, where appropriate, for learners to develop and apply 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.

In history, opportunities to develop communication apply throughout the Skills and Range sections of the programmes of study for Key Stages 2 and 3.



## Developing ICT

Schools should provide opportunities, where appropriate, for learners to develop and apply 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.

### Key Stage 2

#### Skills

##### *Historical enquiry*

Pupils should be given opportunities to:

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.

##### *Organisation and communication*

Pupils should be given opportunities to:

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.

### Key Stage 3

#### Skills

##### *Historical enquiry*

Pupils should be given opportunities to:

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 .

##### *Organisation and communication*

Pupils should be given opportunities to:

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.



## Developing number

Schools should provide opportunities, where appropriate, for learners to develop and apply 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.

### Key Stage 2

#### 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.

### Key Stage 3

#### 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 enquiry*

Pupils should be given opportunities to:

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.

### *Organisation and communication*

Pupils should be given opportunities to:

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.



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

Schools should provide opportunities, where appropriate, for learners aged 7–14 to develop and apply 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.

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.

In history, opportunities to develop the Curriculum Cymreig apply throughout the Skills and Range sections of the programmes of study for Key Stages 2 and 3.





## **Personal and social education**

Schools should provide opportunities, where appropriate, for learners 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.

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.

### **Key Stage 2**

#### Skills

##### *Historical knowledge and understanding*

Pupils should be given opportunities to:

3. understand why people did things, what caused specific events and the consequences of those events.

#### 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.

### **Key Stage 3**

#### Skills

##### *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
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.

### 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.



## **Careers and the world of work**

Schools should provide opportunities, where appropriate, for learners aged 11–19 to develop their awareness of careers and the world of work and how their studies contribute to their readiness for a working life.

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.

### **Key Stage 3**

#### 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.