



Planning, teaching and assessing the curriculum for pupils with learning difficulties

# History



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## Introduction

### What is the purpose of this guidance?

This guidance supports the planning, development and implementation of the curriculum for pupils with learning difficulties. It draws on effective practice across a range of schools and can be used in mainstream and special primary and secondary schools, specialised units and independent schools. It also provides support to the range of services that work with these schools.

The guidance can be used with the school's own material, the national curriculum and the frameworks for teaching literacy and mathematics to:

- confirm the statutory entitlement to learning for all pupils and build on the principles of inclusion set out in the national curriculum
- help schools develop an inclusive curriculum by:
  - setting suitable learning challenges
  - responding to pupils' diverse learning needs
  - including all learners by overcoming potential barriers to learning and assessment
- provide a stimulus to revisit and revise existing schemes of work or a basis to develop new ones.

### Who are the pupils?

The guidance relates to all pupils aged between 5 and 16 who have learning difficulties, regardless of factors such as their ethnicity, culture, religion, home language, family background or gender, or the extent of their other difficulties. This includes pupils who are unlikely to achieve above level 2 at key stage 4. (These pupils are usually described as having severe or profound and multiple learning difficulties.) This also includes pupils with learning difficulties who may be working at age-related expectations in some subjects but are well below this in others. (These pupils, along with those with other significant difficulties, are often described as having moderate learning difficulties.)

### Who is the guidance for?

The guidance supports the work of a range of adults who are concerned with meeting the needs of pupils with learning difficulties. This includes class teachers, subject coordinators, special educational needs coordinators (SENCOs), senior managers, teaching assistants, parents,

carers, governors, therapists, local authority and advisory support services, and professionals from health, social services and the voluntary sector. Throughout these materials, the term 'staff' is used to refer to all those concerned with the education of these pupils.

## What is in the guidance?

The guidance contains:

- support on developing and planning the curriculum
- support on developing skills across the curriculum
- subject materials on planning, teaching and assessing each national curriculum subject; religious education (RE); and personal, social and health education (PSHE) and citizenship. These include descriptions of pupils' attainment showing progress up to level 1 of the national curriculum, which can be used to recognise attainment and structure teaching.

## What are the subject materials?

The subject materials support staff in planning appropriate learning opportunities. The materials do not represent a separate curriculum for pupils with learning difficulties or an alternative to the national curriculum. They demonstrate a process for developing access to the national curriculum and support staff in developing their own curriculum to respond to the needs of their pupils at each key stage. The materials offer one approach to meeting this challenge. Schools may already have effective structures or may wish to adopt different approaches.

The materials identify learning opportunities relevant to each subject. They demonstrate appropriate learning across the scope of the national curriculum from the earliest levels. They are intended to increase schools' confidence in their capacity to provide appropriate access to the national curriculum.

A common framework for these materials has been used. In each subject, appropriate learning for pupils with diverse needs at each key stage has been identified. Those aspects of the programmes of study that may create particular difficulties are also discussed, as well as aspects that may be unsuitable at a particular key stage. The suggested activities can be used to develop ideas for relevant, accessible and challenging experiences in curriculum plans.

## Responding to pupils' needs when teaching history

### The importance of history to pupils with learning difficulties

Learning history helps pupils develop curiosity in, and an understanding of, the past. Pupils learn about the recent past, the more distant past of other people, both famous and ordinary, and how their own role in their family and community has changed.

In particular, studying history offers pupils with learning difficulties opportunities to:

- develop knowledge and understanding of the sequences, routines and chronological patterns that make up their world
- develop an understanding of their personal history alongside understanding about events in the world and what shapes them
- develop knowledge and understanding of how people lived in other times and how those times were different from today
- experience a range of representations of the past
- use a range of evidence to find out about the past.

In response to these opportunities, pupils can make progress in history by:

- increasing the breadth and depth of their experience and knowledge
- moving from studying the familiar to the less familiar, *for example, from the recent past to the distant past*
- gaining an increasing understanding of historical concepts, *such as the reasons for, and results of, past events*
- demonstrating a greater proficiency in the use of historical skills
- communicating knowledge and understanding in a variety of ways with increasing accuracy.

### Modifying the history programmes of study

The statutory inclusion statement of the national curriculum requires staff to modify the programmes of study to give all pupils relevant and appropriately challenging work at each key stage. Staff should teach knowledge, skills and understanding in ways that match and challenge their pupils' abilities.

Staff can modify the history programmes of study for pupils with learning difficulties by:

- choosing material from earlier key stages
- maintaining and reinforcing previous learning as well as introducing new knowledge, skills and understanding
- focusing on one aspect or a limited number of aspects, in depth or in outline, of the age-related programmes of study
- including experiences that let pupils at early stages of learning gain knowledge, skills and understanding of history in the context of everyday activities
- helping pupils find out about their personal history through daily routines and sequences, then helping them find out about recent and past history by using their senses to explore artefacts, sites and reconstructions.

### Chronological understanding

For all pupils, chronological understanding can be about their own past as well as that of others. Work on this aspect of history may need to be ongoing across all key stages. It can be about their recent past and sequences in their own lives. A variety of indicators, *such as objects of reference, photographs and symbols*, can help pupils understand work in this area. A range of historical periods can be covered to help pupils develop further their chronological understanding. Developing a chronological understanding of history across the key stages can help pupils to:

- communicate their understanding of how time passes in a variety of ways and, for some, use vocabulary about the passage of time and about times they have studied
- understand and recall their involvement in past events
- place events in chronological order.

### Knowledge and understanding of events, people and changes in the past

For all pupils, knowledge and understanding of events, people and changes in their own lives will be very important across all key stages. Pupils can develop their knowledge and understanding of the distant past with work on studies from the relevant key stage programme of study.

Developing a knowledge and understanding of events, people and changes in the past across the key stages can help pupils to:

- recognise representations of themselves and other people in past events
- recall and communicate about events from their own past
- identify differences and similarities between life today and life in the more distant past, as well as in different places and other countries
- know why things happened and why people acted as they did.

### Historical interpretation

For some pupils, historical interpretation can mean experiencing different representations of the past. Some pupils can begin to understand that there are different ways of looking at or explaining an event. They can develop this understanding by making links with events in their own lives. Some pupils can learn that there are different points of view by using a range of evidence in their study of history. Learning how to interpret history across the key stages can help them to understand that there may be different versions of what happened in the past.

### Historical enquiry

For some pupils, historical enquiry can mean exploring at a sensory level, *for example, handling artefacts or other sources of information and answering questions about them*. Learning how to enquire about history across the key stages can help pupils to:

- experience and investigate a range of sources of information
- ask and answer questions about the past
- choose and record information in a variety of ways.

### Organisation and communication

There are many different ways pupils can organise and communicate the knowledge, skills and understanding they gain. They can use objects of reference, pictures, symbols, augmentative and alternative communication devices and specialist computer programs. Learning about organisation and communication across the key stages can help pupils to:

- communicate their understanding of the past using their own ways of communicating as well as conventional ways
- recall, select and present information about their work in history.



## Improving access to the history curriculum

Staff can make history more accessible by focusing on the senses. They can improve access by:

- using materials and resources that pupils can experience and understand through sight, sound, taste or smell, *for example, food made from historical recipes, film, artefacts, historical clothing and music*
- organising activities and experiences that reconstruct the past, *for example, simulated environments, theatre, role play, reconstructions, a multi-sensory environment such as a London Blitz night and DVD or film reconstructions of historical events*
- giving pupils first-hand experience of site visits and fieldwork.

History can help pupils develop their broader communication and literacy skills through encouraging interaction with other pupils as well as staff.

With some pupils, communication and literacy skills will develop as they use a range of visual, written and tactile materials, *for example, large print, symbols and symbol text*. These skills also develop as pupils use information and communication technology (ICT) and other technological aids. Pupils' other skills will develop as they use alternative and augmentative communication, *for example, body movements, eye gaze, facial expressions and gestures including pointing and signing*.

There is no requirement to teach history at key stage 4. However, for many pupils, history offers satisfying challenges both as a subject in its own right and as a way of developing skills in many other areas of the curriculum.

## Opportunities and activities at key stage 1

Much of the history programme of study at key stage 1 is relevant to pupils with learning difficulties. With modification, it can provide stimulating and challenging learning opportunities.

The focus of teaching history at key stage 1 may be on giving pupils opportunities to:

- associate the passage of time with a variety of indicators, *such as symbols or pictures*
- recognise themselves and familiar people in representations of the very recent past
- recall events from their recent past with the help of words or pictures or in other ways
- identify some distinctions between their own past and present, *for example, physical differences, changing abilities*
- experience stories of famous people and events from the past
- recognise the more obvious differences in the way that people lived in the more distant past compared with their own lives
- use a range of historical sources.

Given these opportunities in history at key stage 1:

<b>all</b> pupils with learning difficulties (including those with the most profound disabilities)	learn about the passage of time through daily routines and contact with objects and people, using terms about time. They experience a range of stories about famous people and events from the past. They look at photographs and pictures of themselves as very young children and now, and have opportunities to handle sources and view local historical sites.
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**most** pupils with learning difficulties (including those with severe difficulties in learning) who will develop further skills, knowledge and understanding in most aspects of the subject learn about their personal history and how they have changed over time. They have opportunities to consider differences between the past and the present through work on stories and sources.

**a few** pupils with learning difficulties who will develop further aspects of knowledge, skills and understanding in the subject learn about the differences between lives of people in the present day and lives of others in the distant past from stories. They have opportunities to find out about the past using sources.

Some parts of the key stage 1 programme of study, such as recognising why people did things, why events happened and what happened as a result, may be too demanding for some pupils. Such parts may become less demanding as pupils get older, but it may not be appropriate to teach these parts to some pupils during this key stage. It may be more appropriate to draw on materials from *Practice guidance for the early years foundation stage* (DCSF00266-2008BKT-EN). The following activities show how this can be done and provide examples of approaches staff can take with units of work in history.

### The passage of time

Ongoing work across the curriculum about the passage of time in pupils' own lives will strengthen wider historical knowledge, skills and understanding.

#### ***Pupils develop understanding of sequence and change***

They may:

- find out about cause and effect through repeated interactions with people and objects, *for example, a person associated with a particular event, objects of reference which show them that an*

*activity will soon start, a switch used to turn on a picture-making program on a computer*

- use objects of reference to identify the next activity to be done
- recognise themselves and other people they know in a video of events that may have happened the same day
- identify and find out about themselves at earlier ages using video and photographs to recognise their own celebrations, *such as birthdays, school events, past achievements and possessions*
- sequence items about their lives, *for example, photographs of themselves at different ages, personal items used at different times, pictures or symbols of events in their school day.*

### Toys and games

Pupils take part in different games from another time.

***Pupils identify differences between ways of life at different times***

They may:

- experience toys, games and hobbies enjoyed by people in the past, *for example, be helped by adults to play physical or musical games*
- play with reproduction toys, *such as tops and hoops*
- have a music hall night using recording devices they can switch on and off
- make books about their favourite activities and use the books to find out how their activities are different from those of people in the past
- sort objects, pictures and symbols of toys and games into new and old.

### Anniversaries and celebrations

Pupils make a multi-sensory display linked to events such as Bonfire Night, New Year's Eve, Diwali and Easter.

#### *Pupils learn about anniversaries and communicate their findings*

They may:

- help prepare for celebrations and anniversaries, *for example, by making visits, producing artwork, listening to music, stories and poetry, and acting out parts linked to the event*
- begin to ask questions about anniversaries by investigating artefacts that relate to the event
- tell the story of the event through pictures, symbols or words.

## Opportunities and activities at key stage 2

Much of the history programme of study at key stage 2 is relevant to pupils with learning difficulties. With modification, it can provide stimulating and challenging learning opportunities.

The focus of teaching history at key stage 2 may be on giving pupils opportunities to:

- know that they and others were different in the past and that they took part in a number of past events
- put in chronological order objects, pictures or symbols about events in their own past and stories about different periods
- recognise a range of differences in the way that people lived in the distant past compared with their own lives
- experience a range of histories including aspects of local, British, European and world history
- experience a range of representations of the past
- explore a range of historical sources.

Given these opportunities in history at key stage 2:

<p><b>all</b> pupils with learning difficulties (including those with the most profound disabilities)</p>	<p>continue to learn about their own past. They experience aspects of the lives of people in the past from different places and periods of history. They have opportunities to experience a range of historical sources and communicate views and feelings about the past.</p>
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<p><b>most</b> pupils with learning difficulties (including those with severe difficulties in learning) who will develop further skills, knowledge and understanding in most aspects of the subject</p>	<p>have opportunities to sequence some key events from historical stories and begin to learn about significant people and different periods.</p>
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a few pupils with learning difficulties who will develop further aspects of knowledge, skills and understanding in the subject learn about different periods and places in the past and make distinctions between life now and then. They have opportunities to answer questions about the past using a range of sources.

Some parts of the key stage 2 programme of study may be too demanding for some pupils. These parts may be:

- identifying and describing the reasons for, and results of, historical events and what changed in the periods studied
- linking the main events, situations and changes in and across the different periods and people studied
- recognising that the past is represented in different ways and giving reasons for this.

Such parts may become less demanding as pupils get older, but it may not be appropriate to teach these parts to some pupils during this key stage. It may be more appropriate to teach the more demanding parts of the programme of study for key stage 1. Throughout key stage 2, staff can maintain and reinforce the knowledge, skills and understanding introduced during key stage 1 by applying these in different periods, topics or areas, and introduce new learning. The following activities show how this can be done and provide examples of approaches staff can take with units of work in history.

### The passage of time

Ongoing work across the curriculum about the passage of time in pupils' own lives will strengthen wider historical knowledge, skills and understanding.

#### *Pupils continue to develop their understanding of sequence and change*

They may:

- recognise themselves and other people they know in photographs and videos of events that took place earlier the same day or the day before

- put in order photographs of themselves at different ages, or personal objects used at different times in their lives, or pictures of key events in their daily and weekly lives
- communicate about how their interests and appearance have changed over time.

### Victorian Britain

Pupils explore aspects of the lives of Victorian children.

#### *Pupils learn about characteristic features of periods*

They may:

- experience, with guidance, some of the sights, sounds and smells of life in the distant past, through artefacts, site visits, musical experiences and dramatic reconstructions
- experience the pastimes, celebrations and routines of Victorian people using stories and role play, and answer simple questions about them
- recognise a range of differences in the way that people lived in Victorian times compared with their own lives
- with words, pictures or symbols, tell the story of the daily life of a child in Victorian times and contrast this with their own life using supported story-telling, drama and role play
- answer questions about a range of sources, *for example, 'What do you think this was for?' or 'What does this picture show us about what happened in schools in Victorian times?'* in their exploration of sources, *such as artefacts or historical sites*
- use vocabulary in signs, symbols or words relating to the theme, *for example, 'poverty', 'Queen Victoria'*
- begin to recognise that Victorian life has been represented in different ways, *for example, in pictures, films, museum displays.*



### The history of my local area

Using different media, pupils make a record of local history.

#### ***Pupils find out about the past and communicate their findings***

They may:

- visit local places at different and contrasting stages of historical development and, as far as possible, explore these with adult support, *for example, a quiet Victorian church and a bustling modern shopping centre, a canal and a railway station, a country lane and a modern road*. With help, some pupils might take photographs and make audio and video recordings of the different places, and use these later as starting points for drama, art and music
- visit museums and experience a range of artefacts and reconstructions of the local area
- explore the local area, find old and new buildings, and answer some questions about them
- examine photographs and pictures of the same area at different times and find differences and similarities
- retell the history of the area through artwork, *for example, create a tapestry of events, buildings, and how local people used to live*
- use vocabulary relating to the passage of time, *for example, 'a long time ago', 'before', 'after'*
- interview people who live in the local area now and invite some of the older people into the school to tell their stories.

## Opportunities and activities at key stage 3

Much of the history programme of study at key stage 3 is relevant to pupils with learning difficulties. With modification, it can provide stimulating and challenging learning opportunities.

The focus of teaching history at key stage 3 may be on giving pupils opportunities to:

- identify a range of differences between their own past and present and communicate how they behaved in different ways at different times of their lives
- continue to develop an understanding of the similarities and differences between different times in the past
- place some events, people and changes into correct periods of time
- consider significant events and people from British, European and world history and why events or actions happened
- experience different interpretations
- select sources to find out more about an aspect of the past
- communicate their knowledge and understanding of the past in a variety of ways.

Given these opportunities in history at key stage 3:

<p><b>all</b> pupils with learning difficulties (including those with the most profound disabilities)</p>	<p>continue to develop and extend their understanding of their personal history. They experience aspects of the lives of others in different places and periods in the past. They have opportunities to experience a range of historical sources and interpretations and to communicate their views.</p>
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<p><b>most</b> pupils with learning difficulties (including those with severe difficulties in learning) who will develop further skills, knowledge and understanding in most aspects of the subject</p>	<p>learn about events, periods and people. They have opportunities to use different sources to ask and answer questions to find out about aspects of the past.</p>
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**a few** pupils with learning difficulties who will develop further aspects of knowledge, skills and understanding in the subject learn to place events and people in the correct time periods. They have opportunities to select some information from sources and to communicate their historical knowledge and understanding.

Some parts of the key stage 3 programme of study may be too demanding for some pupils. These parts may be:

- understanding dates, vocabulary and conventions that describe historical periods
- analysing and explaining the reasons for, and results of, historical events, situations and changes in the periods studied
- evaluating a range of interpretations of the past to assess their validity
- identifying and explaining change and continuity within and across periods of history.

Such parts may become less demanding as pupils get older, but it may not be appropriate to teach these parts to some pupils during this key stage. It may be more appropriate to teach the more demanding parts of the programme of study for the earlier key stages. Throughout key stage 3, staff can maintain and reinforce the knowledge, skills and understanding introduced during the earlier key stages by applying these in different areas, and introduce new learning. The following activities show how this can be done and provide examples of approaches staff can take with units of work in history.

### The passage of time

This work looks into and assesses how time passes in pupils' own lives.

***Pupils develop and deepen their understanding of sequences and change***

They may:

- further reinforce, extend and consolidate their association of the passage of time with a variety of indicators relating to their key

stage 3 experiences, *for example, objects of reference, symbols or pictures*

- remember what happened in the past and predict what may happen in the future using a variety of indicators to help them
- recognise themselves and people they know in photographs and videos of events that have taken place over a range of timescales
- communicate, with a variety of prompts, how their interests and appearance have changed over time
- communicate why they behaved differently at different times of their lives, *for example, talking about the changes in what they can do and how the changes were achieved, and what effect these changes have had on the expectations of others.*

### People in the Middle Ages

Pupils explore aspects of the lives of people in the Middle Ages and compare them to their own.

They may:

- with others, explore some of the sights, sounds and smells of the lives of people in the Middle Ages, *for example, through site visits, musical experiences, dramatic reconstructions, cookery, costumes*
- use words, pictures or symbols to tell the story of significant aspects of the life of a man or woman living in a town in medieval times, *for example, what they wore, what they ate, what their homes were like*, and communicate what they themselves would like and dislike about that person's life
- develop their sequencing skills by making a diary of 'a day in the life' of a child from medieval times and compare it to their own daily life
- identify differences and similarities across periods studied on a certain subject, *for example, how health care has changed, by comparing how people dealt with the Black Death with the use of medicines today*

- place some events, people and changes into the correct periods of time covered by the studies for key stage 3
- begin to recognise that medieval life is represented in different ways, *for example, in pictures, films, objects, museum displays*
- use common chronological language as well as more specific vocabulary, with some dates that relate to key stage 3 history studies and the passage of time, *for example, 'century', 'decade'*
- select from a limited range of sources to find out about an aspect of the past, *for example, use a textbook or the internet to find pictures that show what life was like in medieval times.*

## World War II

Pupils take part in reconstructions of what life was like in the Second World War.

They may:

- with others, explore some of the sights, sounds and smells of life during the Blitz, *for example, using multi-sensory recreations of an air raid, music of the time, dramatic reconstructions, cookery, costumes*
- use words, pictures or symbols to tell the story of significant aspects of the life of a child living through the war, *for example, what that child wore and ate and what his or her home was like, and communicate what they themselves would like and dislike about that child's life*
- develop their sequencing skills by making a diary of 'a day in the life' of a child being evacuated from his or her home in the city
- interview older people to find out what they remember about the war
- prepare and host a VE Day celebration, inviting local people who took part in the war
- compare different ways of looking at the war, *for example, in photographs and film and in stories, songs and poetry*
- use some specific vocabulary and dates that relate to the war, *for example 'the Blitz', 'air raid', 'evacuate', 1939, 1945.*

## Performance descriptions

These performance descriptions outline early learning and attainment before level 1 in eight levels, from P1 to P8.

The performance descriptions can be used by teachers in the same way as the national curriculum level descriptions to:

- decide which description best fits a pupil's performance over a period of time and in different contexts
- develop or support more focused day-to-day approaches to ongoing teacher assessment by using the descriptions to refine and develop long-, medium- and short-term planning
- track linear progress towards attainment at national curriculum level 1
- identify lateral progress by looking for related skills at similar levels across subjects
- record pupils' overall development and achievement, for example, at the end of a year or a key stage.

The performance descriptions for P1 to P3 are common across all subjects. They outline the types and range of general performance that some pupils with learning difficulties might characteristically demonstrate. Subject-focused examples are included to illustrate some of the ways in which staff might identify attainment in different subject contexts.

Levels P4 to P8 describe pupils' performance in a way that indicates the emergence of skills, knowledge and understanding in each subject. The descriptions are characteristic of the types of attainment the learners are likely to demonstrate.

**P1 (i)** Pupils encounter activities and experiences. They may be passive or resistant. They may show simple reflex responses, *for example, startling at sudden noises or movements*. Any participation is fully prompted.

**P1 (ii)** Pupils show emerging awareness of activities and experiences. They may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects, *for example, catching the smell of old fabric or wooden artefacts*. They may give intermittent reactions, *for example, sometimes becoming quiet or tense when going into an ancient building*.

**P2 (i)** Pupils begin to respond consistently to familiar people, events and objects. They react to new activities and experiences, *for example, looking to the source of unfamiliar sights and sounds in dramatisations of historical*

events. They begin to show interest in people, events and objects, *for example, tracking historical artefacts into or out of their field of awareness*. They accept and engage in coactive exploration, *for example, touching wood, stone or old brick structures during site visits*.

**P2 (ii)** Pupils begin to be proactive in their interactions. They communicate consistent preferences and affective responses, *for example, wanting to look at a particular photograph*. They recognise familiar people, events and objects, *for example, smiling at an item from their own family home*. They perform actions, often by trial and improvement, and they remember learned responses over short periods of time, *for example, patting an old toy*. They cooperate with shared exploration and supported participation, *for example, when handling historical artefacts*.

**P3 (i)** Pupils begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities, *for example, vocalising for more sound in a simulation of historical events*. They participate in shared activities with less support. They sustain concentration for short periods. They explore materials in increasingly complex ways, *for example, looking at, and touching, old objects*. They observe the results of their own actions with interest, *for example, when exploring an antique mechanical toy*. They remember learned responses over more extended periods, *for example, recalling gestures used in a dramatisation of a historical story from session to session*.

**P3 (ii)** Pupils use emerging conventional communication. They greet known people and may initiate interactions and activities, *for example, prompting an adult to look through a family album with them*. They can remember learned responses over increasing periods of time and may anticipate known events, *for example, becoming excited at a key moment in a video of a school trip or family holiday*. They may respond to options and choices with actions or gestures, *for example, eye-pointing to an old toy from their own past*. They actively explore objects and events for more extended periods, *for example, moving around a historical site*. They apply potential solutions systematically to problems, *for example, gesturing towards the location for a new activity at the end of a session*.

**P4** Pupils recognise themselves and other people in pictures of the recent past. They link the passage of time with a variety of indicators, *for example, weekend activities, summer holidays or seasonal changes*. They use single words, signs or symbols to confirm the function of everyday items from the past, *for example, 'cup', 'bed', 'house'*.

**P5** Pupils know they took part in past events and they listen and respond to familiar stories about their own past. They begin to communicate about activities and events in the past, *for example, saying or signing 'baby toys', in response to personal items from their own early childhood.* With some prompting or support, they answer simple questions about historical artefacts and buildings, *for example, identifying a bowl as being made out of wood.*

**P6** Pupils recognise and make comments about themselves and people they know in pictures of the more distant past. They recognise some obvious distinctions between the past and the present in their own lives and communicate about these, *for example, noting their attendance at a different school in the past.* They begin to pick historical artefacts out from collections of items, *for example, identifying old plates, items of clothing or hand tools.*

**P7** Pupils begin to recognise some distinctions between the past and present in other people's lives as well as their own and communicate about these in simple phrases and statements. They listen to and follow stories about people and events in the past as well as events in their own lives. They sort objects to given criteria, *for example, old toys and new toys.*

**P8** Pupils indicate if personal events and objects belong in the past or present. They begin to use some common words, signs or symbols to indicate the passage of time, *for example, now/then, today/yesterday.* They can recount episodes from their own past and some details from other historical events with prompts, *for example, past school or local events.* They answer simple questions about historical stories and artefacts.





## About this publication

### Who's it for?

This handbook is for all those who work with pupils with learning difficulties. This includes pupils who are often described as having severe, profound and multiple, or moderate learning difficulties. The guidance relates to all pupils aged 5 to 16 who are unlikely to achieve above level 2 at key stage 4.

### What's it about?

It provides support materials to schools for planning learning opportunities and activities in history for pupils in each key stage. It includes performance descriptions of early learning and attainment in the national curriculum.

### What's it for?

It will be useful in developing an inclusive curriculum. It can be used in mainstream schools, special primary and secondary schools, specialised units and independent schools. It can also support the range of services that work with pupils with learning difficulties.

### Related material

This handbook is part of a set of guidance on planning and teaching the curriculum for pupils with learning difficulties. The entire set, which includes general guidance, guidance on developing skills and subject guidance, can be found on the QCA website at [www.qca.org.uk/ld](http://www.qca.org.uk/ld).

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