Functional Skills Support Programme

Developing functional skills in history

department for
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Please check all website references carefully to see if they have changed and substitute other references where appropriate.

Contents

Key to references

This booklet contains three contexts that highlight opportunities for pupils to develop and apply functional skills (FS), and personal, learning and thinking skills (PLTS). Coloured boxes indicate which specific skills are being developed. Within the boxes the following references have been used:

Reference	Explanation
FS.Eng.L1/SLC	Functional English level 1 – Speaking, listening and communication
FS.Eng.L1/R	Functional English level 1 – Reading
FS.Eng.L1/W	Functional English level 1 – Writing
FS.Ma. L1/	Functional mathematics level 1 followed by reference to one of the three interrelated process skills: representing, analysing and interpreting
FS.ICT.L1/UsingICT	Functional ICT level 1 – Using ICT
FS.ICT.L1/F&S	Functional ICT level 1 – Finding and selecting information
FS.ICT.L1/DP&CI	Functional ICT level 1 – Developing, presenting and communicating information
PLTS	Personal learning and thinking skills followed by reference to one of the six groups of skills

Developing functional skills in history

What are functional skills?

'History prepares pupils for the future, equipping them with the knowledge and skills that are prized in adult life, enhancing employability and developing an ability to take part in a democratic society.'

The importance of history, National Curriculum 2007[1]

Functional skills underpin and complement many of the key processes in history. They are the core elements of English, mathematics and ICT that enable pupils independently to:

- apply and adapt their knowledge and understanding to a range of contexts
- solve problems in familiar and unfamiliar situations
- gather, interpret and communicate information effectively and confidently.

Each of the three skills has a set of performance statements based on three key areas:

Functional English	Functional mathematics	Functional ICT
- Speaking, listening and communication - Reading - Writing	- Representing – selecting the mathematics and information required to model a situation - Analysing – processing and using mathematics - Interpreting and communicating the results of the analysis	- Using ICT - Finding and selecting information - Developing, presenting and communicating information

The skills are embedded through the programmes of study in the new secondary curriculum at both Key Stage 3 and Key Stage 4 and form an essential part of GCSE and new Diploma courses. Alongside the new Framework for personal, learning and thinking skills, functional skills are fundamental to learning across the curriculum and are key to success for pupils, both now and in their future.

For further information about the functional skills visit: www.ofqual.gov.uk/2578.aspx and www.qcda.gov.uk/6062.aspx

'Functional skills provide opportunities for learners to link skills development in one subject area to other studies, and life beyond school. In history functional skills support the key processes, providing an opportunity for learners to develop their expertise in history and garner some life skills making their transition to further study or the world of work smoother.'

Subject leader

1   The importance of history, National Curriculum 2007 KS3 Programme of Study. © Qualifications and Curriculum Authority. Used with kind permission.

The curriculum opportunities in the programmes of study for all subjects, combined with many of the key processes, have been designed to ensure that pupils have **planned** opportunities to transfer the functional skills they are developing to as many varied and relevant situations as possible.

> **For more information relating to the role of functional skills in Foundation Learning, GCSEs, Diplomas and apprenticeships visit: www.dcsf.gov.uk/14-19/**

What does this mean for learners?

Pupils who are able to apply functional skills effectively will make better progress in history and in the rest of their studies. They will not only engage in the content of what is being taught but will become more actively involved in the learning process. They will understand the purpose of the English, mathematics and ICT skills they are transferring and securing and will take greater responsibility for furthering their own progress.

What does this mean for me as a history teacher?

The diagram on page 8 captures the learning process that you will need to support in order to ensure that pupils secure their functional skills. This process is not linear but cyclical and should respond to the needs of the learners and inform their future learning.

Effective teaching will enhance the development of skills. Pupils need planned opportunities to 'have a go' – to select from and experiment with the skills they have learnt elsewhere in the curriculum, applying them with an increasing degree of independence to new and varied contexts. These should have both relevance to the learner and a real purpose in relation to the subject.

Through peer- and self-assessment and teacher feedback, pupils then need to reflect on the progress they are making and to identify particular aspects of their skills development that need further reinforcement.

What functional skills can be developed and applied to history?

Historical contexts and problems provide a rich opportunity for pupils to draw from and apply a range of functional skills. The increased emphasis on historical enquiry means that history teachers will naturally be providing more open-ended, problem-solving tasks that require pupils to take greater ownership of their learning and to:

- devise and refine their own hypotheses
- plan and carry out investigations
- select and deploy evidence to reach and justify their conclusions.

Pupils develop competence and confidence in using functional skills in an interrelated way. Their functionality develops over time as they learn to select and apply the skills needed to tackle particular tasks. Subject teachers can support this process by ensuring that pupils have access to the full range of skills. The following tables contain a few examples of ways in which functional skills can be deployed in history.

Functional English

Learning through discussion from text and through writing is integral to functional English and to the activities that you will ask your pupils to complete as part of your history syllabus. However, pupils will also need to deploy functional English skills such as those captured in the table below.

Functional English	Example of how applied in history
Make relevant and extended contributions to discussions, allowing for and responding to others' input *(Speaking, listening and communication)*	When exploring causes of events and factors contributing to themes explored in an historical context
Detect point of view, implicit meaning and/or bias *(Reading)*	When looking at historical sources and data
Use language, format and structure suitable for purpose and audience *(Writing)*	When communicating the results of historical enquiries or investigations in writing

Functional mathematics

Mathematical skills of **representing, analysing and interpreting** can be used and developed in a wide range of ways in history. For example:

Functional mathematics	Example of how applied in history
Collect and record discrete data and organise and represent information in different ways *(Analysing)*	When presenting historical sequences and information in a time line using a linear scale or when using quantitative measures (e.g. population, episodes of change) to compare within and across periods in history
Extract and interpret information *(Interpreting and communicating)*	Using statistical data (e.g. industrial production, mortality rates) to identify trends and critical shifts over time and presenting justifications for findings using appropriate mathematical diagrams (charts, tables, graphs, etc)
Use probability to assess the likelihood of an outcome *(Representing)*	When explaining the reasons for historical events and changes

Functional ICT

History provides a rich vein of opportunity for pupils to use, apply and secure ICT skills in new contexts.

Functional ICT	Example of how applied in history
Select appropriate hardware, software and other digital assets to create or process the information needed *(Using ICT)*	When investigating an historical problem or issue
Make use of multiple sources of information *(Finding and selecting information)*	Such as using census data, digitised artefacts and social history records to prepare a report on a given topic
Enter, develop, format and present information for a specific purpose *(Developing, presenting and communicating information)*	Using text, images and graphs as part of a presentation to demonstrate arguments or trends throughout history

How can I secure the development of functional skills within my lessons?

As a history teacher you can support a cohesive and planned approach to the skills development of your pupils by:

- familiarising yourself with the functional skills criteria (see reference on page 3)

- talking to your colleagues, for example those in the English, mathematics and ICT departments, about how and when certain functional skills are being taught

- making clear from the beginning of a teaching sequence both the subject learning objectives that will need to be achieved and the functional skills that will be developed and applied

- referring at regular intervals in lessons to the objectives and to the functional skills that are being used, in order to encourage pupils to assess their progress and to inform where they need to focus next

- designing problem-based activities, both within history and, where possible, in conjunction with other subject areas, that provide pupils with the opportunity to make choices about which functional skills they will use, individually and in combination, to seek solutions to challenges that are real, relevant and purposeful

- encouraging pupils to reflect on their learning, using probing questions that ask them to identify how they have used their functional skills and how they can transfer and apply these skills to other contexts within and beyond history and the school.

What's in this booklet?

Three teaching sequences

The booklet contains three worked examples of teaching sequences that support how an organisation might embed and support the development of functional skills within history as follows:

1. **Key Stage 3 teaching sequence:** Investigating the industrial revolution

2. **Key Stage 3 teaching sequence:** The suffragette movement

3. **Key Stage 4 teaching sequence:** Medicine in the ancient world

Each teaching sequence exemplifies three key principles:

- Problem-solving needs to be at the core of planning for functional skills.

- Real, purposeful and relevant contexts are essential for engagement and applied learning.

- Supporting pupils to progress and use functional skills independently is the ultimate goal.

Functional skills focus

The teaching sequences support the development of a range of functional skills, for example speaking and listening as well as reading and writing. In mathematics pupils will usually deploy the skills of representing, analysing and interpreting in an integrated way to solve problems. Similarly, the functional skills of using ICT systems, finding and selecting information, developing, presenting and communicating information will also be used together.

However, within each sequence particular functional English, mathematics and ICT skills have been highlighted within the learning focus to show how they can be explicitly developed and applied. History teachers would need to consider how, over a period of time, teaching sequences support the development and application of a broad skills set.

Functional skills progression

In line with the English, mathematics and ICT programmes of study, functional skills have been mapped at level 1 to the Key Stage 3 examples and at level 2 to the Key Stage 4 example. However, it is important to note that these are target levels to be achieved **at the end of** each of these key stages and that some learners will be working towards securing their functional skills at lower levels, and some at higher. The teaching sequences can be tailored to the needs of your learners as appropriate.

A learner's **level of performance** in functional skills and the **level of demand** of a task depend on the interplay of four factors which are critical to success:

- the **complexity** of tasks and problems and the contexts in which they are embedded

- the **technical demand** of the content that might be applied in these contexts

- a learner's level of **familiarity** with the type of task or problem and context

- the level of **independence** required of the learner.

The need for **problem-solving** underpins all of them. The four factors are a key to reflection on **progress** in functional skills. For more detail see the diagram on page 8 and visit the Functional skills qualifications criteria on the Ofqual website.

Personal, learning and thinking skills

Functional skills and personal, learning and thinking skills work together to build independent, confident and successful learners. Therefore, references to opportunities to develop specific personal, learning and thinking skills have also been provided.

For more information relating to personal, learning and thinking skills visit:
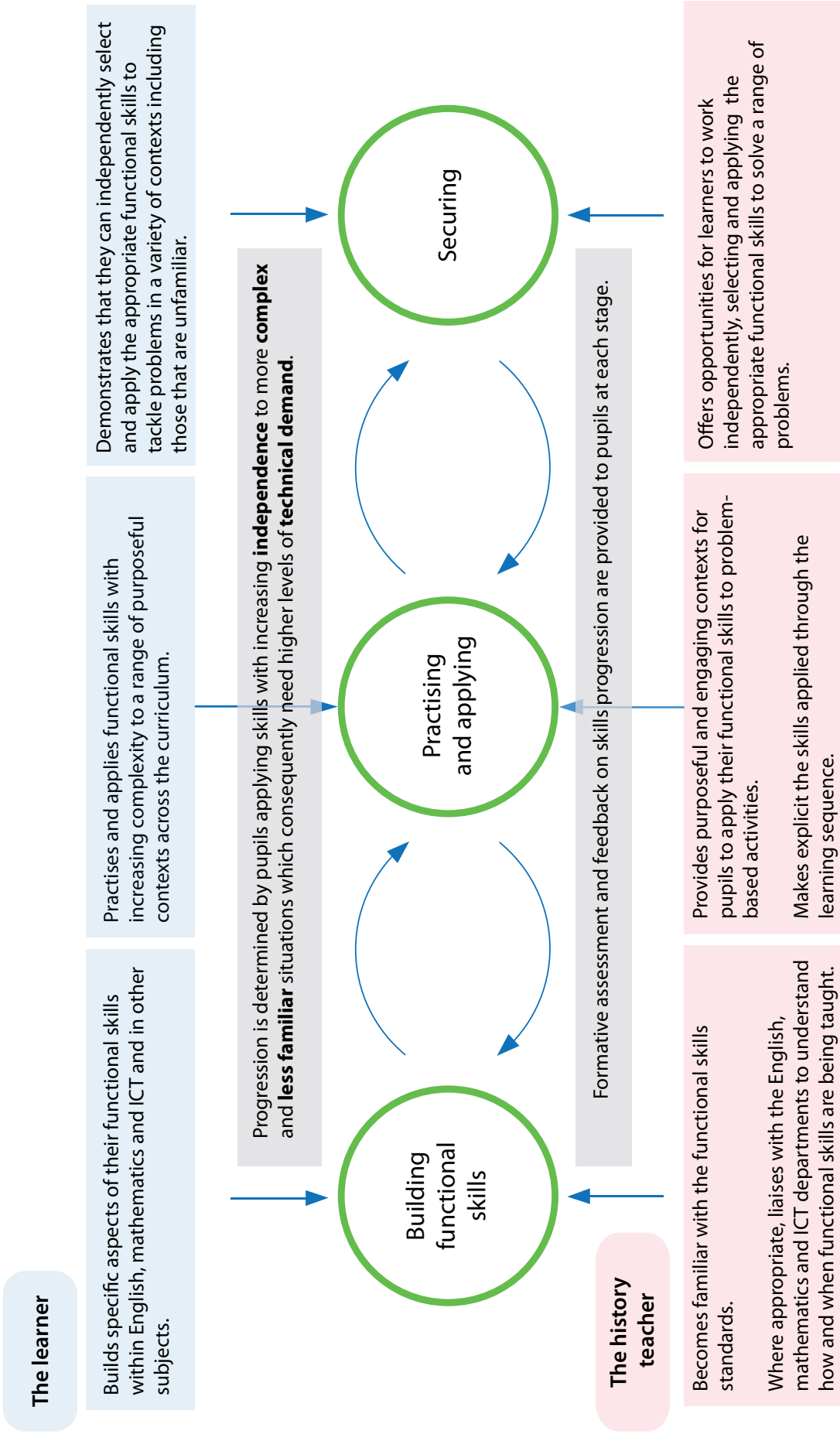**http://curriculum.qcda.gov.uk/key-stages-3-and-4/skills/plts/**

How can I use this booklet?

You can use the examples that follow, plus the additional information contained within this booklet, to:

- provide ideas that will inform your own planning (see planning tool on page 18)

- open a dialogue with teachers in your school who have the primary responsibility for delivering functional skills to find out more

- begin a discussion with other colleagues within your department about how to enhance functional skills development within history lessons

- raise challenges and opportunities concerning working within and between subjects in your organisation.

For the key to the functional skills references that have been used in each context please see the grid on page 2.

Developing and securing functional skills

The learner

Builds specific aspects of their functional skills within English, mathematics and ICT and in other subjects.

Practises and applies functional skills with increasing complexity to a range of purposeful contexts across the curriculum.

Demonstrates that they can independently select and apply the appropriate functional skills to tackle problems in a variety of contexts including those that are unfamiliar.

Progression is determined by pupils applying skills with increasing **independence** to more **complex** and **less familiar** situations which consequently need higher levels of **technical demand.**

Securing

Practising and applying

Building functional skills

The history teacher

Becomes familiar with the functional skills standards.

Where appropriate, liaises with the English, mathematics and ICT departments to understand how and when functional skills are being taught.

Provides purposeful and engaging contexts for pupils to apply their functional skills to problem-based activities.

Makes explicit the skills applied through the learning sequence.

Formative assessment and feedback on skills progression are provided to pupils at each stage.

Offers opportunities for learners to work independently, selecting and applying the appropriate functional skills to solve a range of problems.

For more information relating to the teaching and learning of functional skills visit: www.standards.dcsf.gov.uk/nationalstrategies/ and choose Secondary and then select functional skills.

Context 1: Key Stage 3 – Investigating the industrial revolution

Aims and overview

This module will enable learners to draw on selected functional skills to study themes and concepts as part of an historical study. Transferable functional skills will be used to analyse, make sense of, and respond to information exploring the key concept of changes and continuity in the context of British industrial history. This module is often taught in Year 8 and will build on basic historical skills that the learners have already encountered.

The big question

Why did industry and employment change between 1750 and 1900?

Learning focus – history

Pupils should be able to:

- identify and investigate, individually and as part of a team, specific historical questions or issues, making and testing hypotheses

- identify, select and use a range of historical sources, including textual, visual and oral sources, artefacts and the historic environment

- evaluate the sources used in order to reach reasoned conclusions

- present and organise accounts and explanations about the past that are coherent, structured and substantiated, using chronological conventions and historical vocabulary.

Learning focus – functional skills target: level 1

This teaching sequence supports the development of a range of functional skills. However, particular functional English, mathematics and ICT skills have been highlighted and annotated below to model for illustrative purposes how they can be explicitly developed and applied.

English	**Mathematics**	**ICT**
Speaking, listening and communication, reading and writing	Representing, analysing and interpreting	Using ICT, finding and selecting information, developing, presenting and communicating information
Speaking, listening and communication: Take full part in formal/informal discussions and exchanges that include unfamiliar subjects.	*Representing:* Identify and obtain necessary information to tackle the problem.	*Developing, presenting and communicating information:* Use appropriate software to meet the requirements of a straightforward data handling task.

Stage and focus	Learning outcomes
Stage 1 – The context Introduce the 'big question' – Why did industry and employment change between 1750 and 1900? Ask pupils to discuss, in groups, the meaning of the terms 'industry' and 'employment'; what they think the physical signs of them are; and what effects they have on landscape and environment. Relate ideas to businesses and industries in their area or region. Then feed back responses, using concept-mapping software, if available, to record and share their views.	Pupils clarify through discussion what they understand by 'history today'. Pupils explain views through effective software use.
Stage 2 – Research and exploration Ask pupils which focuses could be explored to answer the question, Britain 1750–1900: what changed? Elicit from them ideas such as: trade and markets; scientific development; people movement; the work of inventors and entrepreneurs. Then draw out the need to look at specific factors or trends, and what evidence might be obtained. For example: ● How could **numerical/mathematical data** be used (e.g. changes in population over time, trend in numbers of people employed in cities)? ● What **written data or sources** could help (e.g. public records, personal histories, newspaper articles)? ● In each case, what format is this data likely to be presented in and where might we find it? What problems might the data present? Pupils work in groups or individually, as appropriate, to organise their enquiries and conduct research. Here pupils have an opportunity to access electronic databases (such as archives, census materials, etc.) to support their enquiry. Pupils feed back through an interim plenary, so will need to decide how best to present both statistical and other data (e.g. through verbal explanation and/or graphically, using mathematical representations such as line graphs, bar charts or pie charts) to highlight the significant features they wish to explain. They should explain the different types of sources, texts and data they have accessed, and describe what they have concluded from their initial research.	Pupils explain the different evidence they need. Pupils recognise that data from the past takes a variety of forms and that this may pose problems (e.g. isolated statistics without comparators). Pupils recognise that ICT systems can support rapid access and effective filtering to find relevant material. Functionality is demonstrated by the ability to select and accurately construct appropriate representations.
Stage 3 – Deploying ideas and information The industrial revolution would not have been possible without scientific innovation. Ask pupils to select key industries that have been affected by scientific development. Drawing on previous investigations, focus research around specific inventors. Following that, pupils could: ● role-play a situation based on character and fact cards in which selected inventors present their respective innovations to a suitable audience (e.g. industrialists) ● discuss in a debate scenario (e.g. balloon debate) the effects of selected key inventors on society ● create a class record to present their findings and provide navigation to the different inventors. In all cases, pupils should consider both what arguments would be used to persuade the audience and what arguments might be used against the technical developments.	Pupils recognise the innovations and perspectives of the inventors and adopt a suitably formal presentation style. Pupils demonstrate that they can combine and refine different forms of information to develop and present their ideas in different ways for different audiences.

PLTS
Reflective learners

FS.ICT.L1/DP&CI
Use field names and data types to organise information.

FS.Ma.L1/ Representing
Choose to extract and interpret information from tables, diagrams, charts, etc.

FS.Eng.L1/SLC
Contribute to formal discussion of ideas and opinions.

FS.ICT .L1/ DP&CI Combine information within a publication for a familiar audience and purpose.

Stage and focus	Learning outcomes
Stage 4 – Consolidating and reflecting (moving towards functional skills level 2) Pupils now convey their findings through either: ● concise, logical written reports; or ● oral/multi-modal presentations which are used to answer the 'big question'.	Pupils select from key data and other evidence to write or present persuasively their argument for the invention.
They should draw on persuasive but appropriately analytical language to answer the question, and support what they have to say by reference to mathematical data and other evidence, using appropriate presentational formats. Ask the pupils to be 'inventive' in how they use aspects of ICT to communicate their findings. This is a particular opportunity for independent application of pupils' functional skills: the increased technical demand will come from having to synthesise and draw on a range of skills from different disciplines, which they select and deploy. Conclude by reflecting on the functional skills they have deployed and also the learning that has emerged out of the historical work conducted.	Pupils demonstrate how ICT can enhance the presentation of historical subject matter through innovative ways.

FS.Eng.L1/SLC
Present information/ points of view clearly and in appropriate language.

FS.ICT.L1/DP&CI
Apply simple editing, formatting and layout techniques to meet needs, including text, tables, graphics, records, numbers, charts, graphs and other digital content.

Extending

● Pupils could produce further reports, written in their 'role' as an inventor and drawing on both emotive/ persuasive language and factual data, to persuade a business or government department (of the time) to invest.

● Encourage pupils to relate the findings to the area or region they live in. Create a record that presents the changes from 1750 to 1900 and then continues into the twentieth century and up to today.

● Consider appropriate ways of representing key data from the past and present in mathematical graphical charts, tables, grids, etc., perhaps as part of a presentation to an unfamiliar audience or group of people, explaining historical change. Reflect on how functional skills learned in a mathematical context can be transferred or applied in historical study. Clarify and articulate pupils' choices with regard to data decisions.

● Create a data bank of information about current industry and past industries that could be used by a presenter preparing an analysis of the industrial revolution's effect on society and equivalent industrial change today. Information should be sorted into folders, sub-folders, spreadsheets, documents, etc. as appropriate; talk about how this information may be accessed by a real user.

PLTS
Reflective learners

Useful resources

www.spartacus.schoolnet.co.uk Click on 'Industrial revolution' for information on inventors and industrial background.

www.nationalarchives.gov.uk Click on 'Education' and then 'Empire and industry 1750–1850' to find information about the industrial revolution.

www.schoolhistory.co.uk Click on 'Lessons' for resources to support the topic.

Context 2: Key Stage 3 – The suffragette movement

Aims and overview

This module will enable learners to investigate an historical topic whilst utilising selected functional skills to support the study. The functional skills will assist with the development of some of the key historical processes that pupils should be familiar with towards the end of their Key Stage 3 learning. Pupils will analyse, make sense of, and respond to information and source material about the development of women's rights and democracy in the early twentieth century. It is particularly suitable for Year 9.

The big question

Did the suffragette movement bring full democracy to women and men in the UK?

Learning focus – history

Pupils should be able to:

● build a chronological framework of periods and use this to place new knowledge in its historical context

● understand the diverse experiences and ideas, beliefs and attitudes of men, women and children in past societies and how these have shaped the world

● consider the significance of events, people and developments in their historical context and in the present day

● understand how historians and others form interpretations; understand why historians and others have interpreted events, people and situations in different ways through a range of media

● evaluate the sources used in order to reach reasoned conclusions

● reflect critically on historical questions or issues

● communicate their knowledge and understanding of history in a variety of ways, using chronological conventions and historical vocabulary.

Learning focus – functional skills target: level 1

This teaching sequence supports the development of a range of functional skills. However, particular functional English, mathematics and ICT skills have been highlighted and annotated below to model for illustrative purposes how they can be explicitly developed and applied.

English	Mathematics	ICT
Speaking, listening and communication, reading and writing	Representing, analysing and interpreting	Using ICT, finding and selecting information, developing, presenting and communicating information
Writing: Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience.	*Representing:* Identify and obtain necessary information to tackle the problem.	*Finding and selecting information:* Select information from a variety of ICT sources for a straightforward task.

Stage and focus	Learning outcomes	
Stage 1 – The context Introduce the 'big question' – Did the suffragette movement bring full democracy to women and men in the UK? – then ask pupils: • Why should we look at the development of different groups, such as women, and their impact on the past? • What do you know about current voting rights/systems in the UK and elsewhere? (see website link in 'Useful resources') Explore the terminology used and discuss the issues and context (e.g. what do pupils understand by the terms 'democracy', 'suffrage' , 'equal rights', 'universal franchise', etc?). Ask students to analyse a range of sources (e.g. websites, texts, etc.) and locate key information which tells them what proportion of the population could vote in 1913 and what the qualifiers for voting were. Ask pupils to consider how they can make valid comparisons between now and then (e.g. ratios). Having done this, they should explain what had changed: • by the end of the war but before women's suffrage • over the decades that followed.	Pupils understand some key political terminology and how it developed. Pupils compare and explain past/present historical contexts through use of a range of data measures.	**FS.Ma.L1/ Representing** Solve simple problems involving ratio, where one number is a multiple of the other.
Stage 2 – Research and exploration Working individually or within groups, pupils consider the concept of a 'citizen' and rights in a democracy. They analyse a variety of sources, including conducting online research, in relation to the suffragette movement and other campaigns for rights for women. They can investigate the following questions, making notes in a comparison grid: • What do the sources tell us about the views of those who produced them? (Pupils should identify the main ideas, such as what the movements were trying to achieve, what methods they used, how popular the different views they held were, and whether they conflicted with others' ideas.) • What can they tell us about society and attitudes at the time? • Why have these sources been preserved? • Do they present 'factual' information, or opinion – or both? Conclusions can then be written up in a longer response as a clear, logical analysis of the source material, or be presented either orally or via other media using appropriate ICT skills.	Pupils demonstrate consistent approaches to source materials, by eliciting the generic skills they are developing. Pupils draw reasoned conclusions and make historical points clearly in writing, using paragraphs to build towards an informed conclusion.	**PLTS** Independent enquirers **FS.ICT.L1/F&S** Recognise and take account of currency, relevance, bias and copyright when selecting and using information. **FS.Eng.L1/W** Present information in a logical sequence.
Stage 3 – Deploying ideas and information Pupils make appropriate notes on particular key figures and actions of the suffragette movement, and link findings with the key events of the time (e.g. social change, the First World War) and previous attempts to widen the franchise. As part of this, pupils should: • assess any new sources used and what they reveal; how do they help answer the 'big question'? • examine the suffragette movement in the wider context of political campaigns and changes in the voting and rights system in the UK during the nineteenth century and early twentieth century • consider the importance of key individuals and events on the development of the rights of women.	Pupils draw further conclusions from new material and sources.	

Stage and focus	Learning outcomes
Stage 4 – Consolidating and reflecting Pupils reflect on how the study they have done has affected their thinking about democracy and their own right to vote. What do they think about the importance of voting and the universal franchise for democracy? Ask them to reflect in groups on the impact the campaigns had on other groups in society and on different types of women. They should also consider whether the methods the suffragettes used were legitimate, and how such actions by groups would be viewed today. Finally, pupils write a leaflet or campaign article aimed at a particular audience on the impact of the suffragettes on British democracy.	Pupils show how a range of facts and figures, and a suitable format/ structure, can convey the suffragette viewpoint or the importance of the universal franchise in democracy.

PLTS
Reflective learners

FS.Eng.L1/W
Use language, format and structure suitable for purpose and audience.

Extending (target functional skills level 2)

- Pupils explore which of the actions of the suffragettes could be used in a lobbying campaign today.

- Pupils examine the use of petitions in political lobbying in the past (e.g. how data was interpreted and presented). Why was the use of petitions so important? Did they influence decision-makers?

- Pupils plan a radio programme, website commemoration, or other media product/emission which details the achievements of the suffragettes and focuses on similar struggles for women's rights – discuss whether this could have relevance for women today in other parts of the world.

Useful resources

- **www.idea.int** Go to 'Areas of expertise' and select 'electoral processes' for voting facts and data.

- **www.spartacus.schoolnet.co.uk** Follow the link to 'Emancipation of Women'.

- **www.schoolhistory.co.uk** Click on 'Lessons' for resources to support the topic.

- **www.nationalarchives.gov.uk** Click on 'Education' and then 'Early 20th century 1901–1918' to find information about suffragettes.

Context 3: Key Stage 4 – Medicine in the ancient world

Aims and overview

Pupils will investigate a topic from a particular place and time and assess its impact. They will select from a range of functional skills to help them analyse, make sense of, and respond to information and source material about the developing approaches to medicine in the ancient world, considering the extent to which 'supernatural' approaches were replaced by natural ones.

The big question

Did Egyptian methods and ideas change medicine in the ancient world?

Learning focus – history

Pupils should be able to:

- develop skills of historical enquiry using a range of sources

- indicate an understanding of how past events are represented, interpreted and accorded significance for different reasons and purposes

- develop as effective, independent, critical and reflective thinkers

- demonstrate knowledge and coherent understanding of selected periods, societies and aspects of history

- arrange and organise their historical knowledge in ways that support their arguments and demonstrate creativity when communicating understanding to others

- recognise that their historical knowledge, understanding and skills assist with understanding of current events, enabling them to reflect on their role as responsible citizens

- develop skills for future historical studies.

Learning focus – functional skills target: level 2

This teaching sequence supports the development of a range of functional skills. However, particular functional English, mathematics and ICT skills have been highlighted and annotated below to model for illustrative purposes how they can be explicitly developed and applied.

English	Mathematics	ICT
Speaking, listening and communication, reading and writing	Representing, analysing and interpreting	Using ICT, finding and selecting information, developing, presenting and communicating information
Reading: Select, read and understand and compare texts and use them to gather information, ideas, arguments and opinions.	*Analysing*: Apply a range of mathematics to find solutions.	*Using ICT:* Select, interact with and use ICT systems safely and securely for a complex task in non-routine and unfamiliar contexts.

Stage and focus	Learning outcomes
Stage 1 – The context Ask pupils to consider how they can gain a perspective of 'ancient Egypt', 'pre-history', etc., in terms of the span of civilisations and rulers across the ancient world. Consider how constructing a time line could assist analysis. Pupils should discuss the following in groups: ● What would be the most useful form of timeline? For example, how well might it work as an interactive tool using ICT with hyperlinks to texts, sources, and so on, relevant to the topic? ● What would be the most appropriate scale, divisions and so on for the time line? To what extent does it need to be accurately set out to serve the purpose of the task? Ask pupils to discuss and review their existing understanding of medicine and belief in the ancient world. What well-known sources of evidence of medical practice or belief could be added to the time line? Now introduce the 'big question' – Did Egyptian methods and ideas change medicine in the ancient world? – and ask pupils whether the time line would tell us the answer, or is more needed?	Pupils clarify through the use of the time line as an ongoing tool what they learn about changes in medical knowledge. Pupils demonstrate through reflection how sources can help – or hinder – our view of a theme or topic's development. Pupils reflect on and explain how source-analysis skills transfer to other curriculum contexts.
Stage 2 – Research and exploration Present students with a number of further sources from the ancient world. After analysis in groups, ask them to consider: ● how they might best set out to answer the 'big question' using these sources; are there gaps in the information or knowledge? ● how they will record their findings/discussion; what will indicate that they have explored a range of angles and reached conclusions? Pupils should agree their course of action as a group, and write up individually a logical sequence from analysis to conclusion explaining what the sources tell them and how they contribute to the enquiry. As individuals, pupils should write a series of short, possibly timed, responses to the sources. Model for students how to use clear, coherent sentences in which supporting conjunctions (so, but, etc.) and connectives (however, nevertheless, moreover, etc.) are used, and how historical understanding is expressed and argued through their usage.	Pupils recognise when information or knowledge is missing. Pupils show that key information has been selected through note-taking. Pupils convey clear historical arguments using clear language style, conjunctions and connectives to express ideas.

FS.Ma.L2/ Analysing
Understand, use and calculate ratio and proportion, including problems involving scale.

FS.ICT.L2/ Using ICT
Select and use software applications to meet needs and solve complex problems. Manage files, folders and other media storage to enable efficient information retrieval.
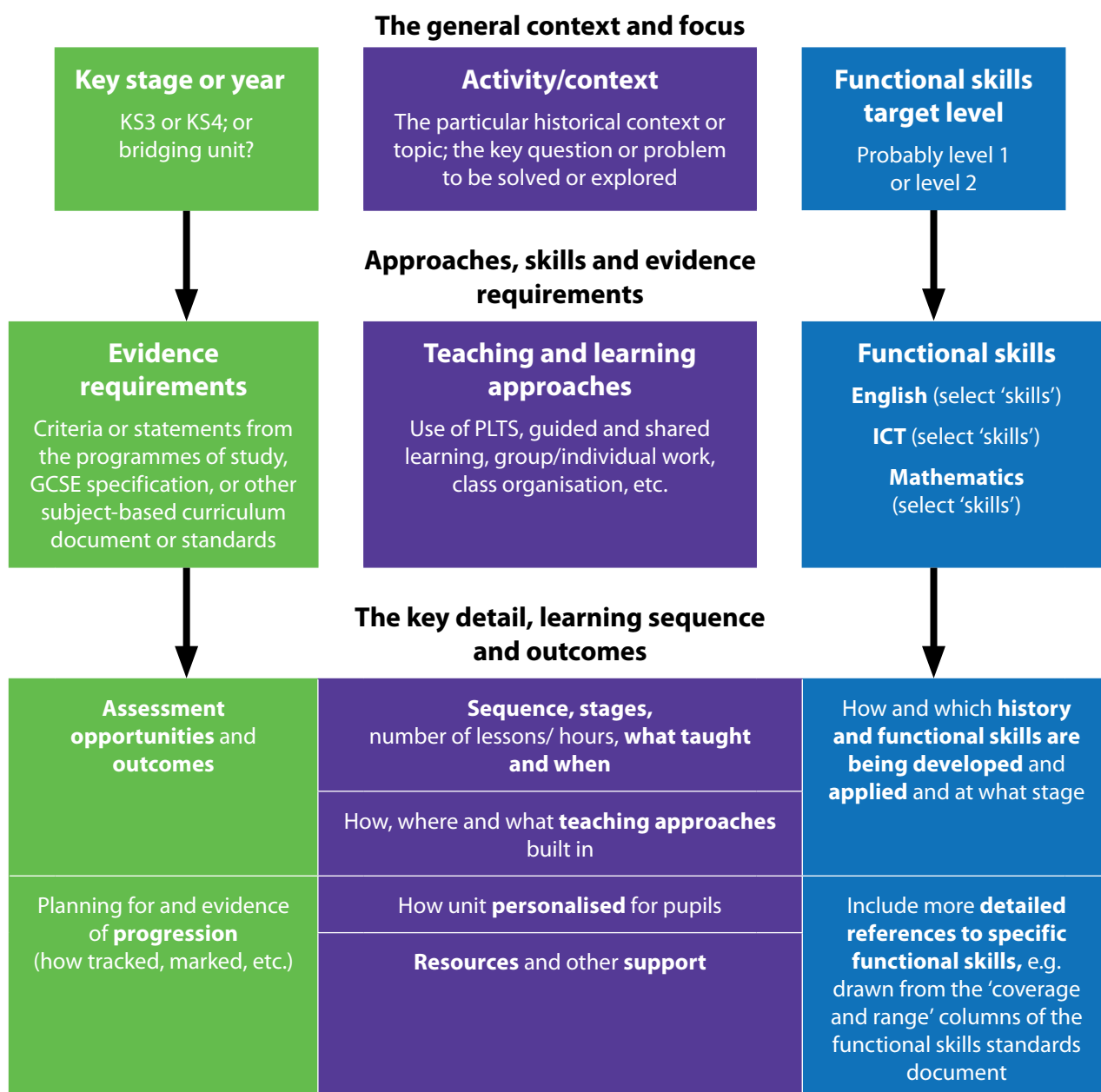
PLTS
Creative thinkers

FS.Eng.L2/R
Select and use different types of text to obtain and utilise relevant information.

Stage and focus	Learning outcomes	
Stage 3 – Deploying ideas and information Pupils now consider a more focused question: How do other time periods or societies compare with that of the Egyptians (in this area)? Re-using the sources, they work in pairs or small groups to create a presentation for a selected group or audience (e.g. a local history group or tour group travelling to modern Egypt), explaining what they have learned from the sources. Drawing on a range of presentational devices, speaking skills and approaches, pupils consider and plan the best way to present and communicate the historical information, argument and conclusions in an engaging and appropriate way. They might consider how presentation, story-boarding or sequencing software might assist them. Pupils then present their presentation to an audience (e.g. to a live audience as indicated, or via a podcast or other digital delivery).	Pupils show through a logical presentation how evidence will be used for arguments and why it is suitable for the target audience. Pupils demonstrate their own knowledge of key concepts and their ability to convey them through presentation to an unfamiliar audience.	**FS.Eng.L2/R** Detect point of view, implicit meaning or bias. **FS.ICT.L2/Using ICT** Select and use software applications to meet needs and solve complex problems.
Stage 4 – Consolidating and reflecting Pupils reflect on their own and others' work through use of response/evaluation sheets which they complete during presentations. Sheets should be designed to assess three elements: ● the historical content and analysis conveyed ● the language and terminology used (in terms of relevance, clarity and suitability for the audience) ● the general presentation of the material (the deployment of appropriate devices – ICT, other supporting resources, etc.).		**PLTS** Reflective learners

Extending

● Pupils re-cast their presentation as an extended essay, providing in-depth and logical analysis of the question and reaching a considered conclusion.

● Prompted by probing questions, pupils reflect on how particular skills developed in this context could be applied in other contexts. What did they do that was specific to history? Were there any particular challenges in presenting sources and artefacts from the past?   **PLTS** Reflective learners

Useful resources

www.history.org.uk Go the 'Secondary' area, click on 'Resources for Teachers' and then search for 'medicine' to find a range of resources related to the topic, including ICT resources for GCSE history teachers.

Functional skills in history: A planning process

The planning diagram below provides a structure for planning a history activity or topic that integrates functional skills (FS). Note that it starts from the history activity or topic and that the functional skills are an integral part in the successful completion of the activity. It is a mistake to distort a history activity simply to ensure that it includes functional skills; however, the inclusion of functional skills may well allow for a greater degree of independent learning and skills application. A cross-curricular model would look different insofar as the focus would be on more than one subject area.

The general context and focus

Key stage or year	Activity/context	Functional skills target level
KS3 or KS4; or bridging unit?	The particular historical context or topic; the key question or problem to be solved or explored	Probably level 1 or level 2

Approaches, skills and evidence requirements

Evidence requirements	Teaching and learning approaches	Functional skills
Criteria or statements from the programmes of study, GCSE specification, or other subject-based curriculum document or standards	Use of PLTS, guided and shared learning, group/individual work, class organisation, etc.	**English** (select 'skills') **ICT** (select 'skills') **Mathematics** (select 'skills')

The key detail, learning sequence and outcomes

Assessment opportunities and outcomes	Sequence, stages, number of lessons/ hours, what taught and when	How and which history and functional skills are being developed and applied and at what stage
	How, where and what teaching approaches built in	
Planning for and evidence of progression (how tracked, marked, etc.)	How unit personalised for pupils	Include more detailed references to specific functional skills, e.g. drawn from the 'coverage and range' columns of the functional skills standards document
	Resources and other support	

Resources

Literacy and learning in history
DfES 0670-2004G

The purpose of this booklet is to help history teachers support the development of:

- learning through talk
- learning from text
- learning through writing.

Leading in learning: Exemplification in history
DfES 0056-2005 G

The purpose of the booklet is to demonstrate how history teachers can contribute to the development of pupils' learning and thinking skills. It provides examples of the 10 teaching strategies contained in the Leading in learning teachers' handbooks for Key Stage 3 Ref: DfES 0035-2005 G and Key Stage 4 Ref: 2111-2006DWO-EN, which are the main source of guidance for Leading in learning.

ICT across the curriculum: ICT in history
DfES 0192-2004G

The **ICT across the curriculum** (ICTAC) pack is a set of materials designed to promote the use of ICT across all subjects in schools. The ICT in history guide is designed to raise awareness of how ICT can be applied and developed in history, analyse the opportunities that exist in history for developing and applying ICT and consider how ICT can enhance the teaching and learning of history.

Pedagogy and practice: Teaching and learning in secondary schools DfES 0423-2004G

The **Pedagogy and practice** materials consist of a suite of 20 study guides supported by a series of video sequences on DVD. All the guides are helpful in the development of functional skills and independence, but those with particular relevance include: Teaching models; Group work; Guided learning; Active engagement techniques; Developing reading; Developing writing; Using ICT to enhance learning; Developing effective learners.

All of the materials listed are available for download from the National Strategies web area, along with the 10 other subject booklets in this series and a suite of e-learning modules.

Visit: **www.standards.dcsf.gov.uk/nationalstrategies**

A dedicated website for the Functional Skills Support Programme (FSSP) provides a first point of contact for all functional skills support. It includes the Learning and Skills Improvement Service (LSIS) training modules for functional skills for the post-16 sector and a series of booklets to support teaching functional skills in diplomas. The FSSP website can be accessed at: **www.fssupport.org**

For case studies and further guidance about planning for functional skills, visit: **http://curriculum.qcda. gov.uk/key-stages-3-and-4/skills** and select functional skills.

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