



## ICT in History at Key Stages 1 & 2

In History pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this pupils develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience and understand more about themselves. They find evidence, weigh it up and reach their own conclusions.

### The QCA Schemes of work

The QCA schemes of work refer to areas of ICT activity, which can support work in History.

- Use of time-lines
- CD-ROMs or the Internet for research
- Graphics, word-processing or desk-top publishing software to present work
- Data handling software to analyse surveys

A timeline is required throughout Key Stages 1 and 2.

The following paragraphs identify the History units where ICT *could* be used to enhance learning, though it is not always specifically required in the Unit of work.

### Key Stage 1

#### Unit 4 Why do we remember Florence Nightingale?

The Internet or CD-ROMs could be used to research the life of Florence Nightingale and a word-processor used to present work.

#### Unit 5 How do we know about the Great Fire of London?

The Internet or CD-ROMs could be used for portraits of Charles II, Samuel Pepys or Sir Christopher Wren.

### Key Stage 2

#### Unit 6A Why have people invaded and settled in Britain in the past? A Roman case Study.

The Internet or CD-ROMs could be used to research the Romans.

#### Unit 6B Why have people invaded and settled in Britain in the past? An Anglo-Saxon Study.

The Internet or CD-ROMs could be used to research the Anglo Saxons.

#### Unit 6C Why have people invaded and settled in Britain in the past? A Viking case Study.

The Internet or CD-ROMs could be used to research the Vikings.

#### Unit 7 Why did Henry VIII marry six times?

The Internet or CD-ROMs could be used to research Henry VIII and his 6 wives.

#### Unit 8 What were the differences between the lives of rich and poor people in Tudor times?

The Internet or CD-ROMs could be used to research the Tudors.

#### Unit 9 What was it like for children in the Second World War?

The Internet or CD-ROMs could be used to research the Second World War.

**Unit 10 What can we find out about ancient Egypt from what has survived?**

The Internet or CD-ROMs could be used to research ancient Egypt.

**Unit 11 What was it like for children living in Victorian Britain?**

The Internet or CD-ROMs could be used to research the Victorians. Census datafiles could be used to inform research.

**Unit 12 How did life change in our locality in Victorian times?**

The Internet or CD-ROMs could be used to research the Victorians. Databases or multimedia software could be used to record changes in the locality over a period of time. Census datafiles could be used to inform research.

**Unit 13 How has life changed in Britain since 1948?**

The Internet or CD-ROMs could be used to research Britain post 1948.

**Unit 14 Who were the ancient Greeks?**

The Internet or CD-ROMs could be used to research the ancient Greeks. A graphics package could be used to produce illustrations in the style of painting on Greek pottery.

**Unit 15 How do we use ancient Greek ideas today?**

The Internet or CD-ROMs could be used to research the ancient Greeks. Word processing or desktop publishing could be used to produce the "Guide to the Olympics"

**Unit 16 How can we find out about the Indus Valley civilisation?**

The Internet or CD-ROMs could be used to research the Indus Valley.

**Unit 17 What are we remembering on Remembrance Day?**

The Internet or CD-ROMs could be used to research World War II. Word processing or desktop publishing could be used to record details from war memorials.

**Unit 18 What was it like to live here in the past?**

The Internet or CD-ROMs could be used to research buildings of the past and unfamiliar occupations. A database could be used to sort and present information on the possessions in a house.

**Unit 19 What were the effects of Tudor exploration?**

The Internet or CD-ROMs could be used to research Tudor exploration. Writing frameworks could be produced for eyewitness accounts.

**Unit 20 What can we learn about recent history from studying the life of a famous person?**

The Internet or CD-ROMs could be used to research a famous person.

**Long term Planning**

At KS1 & 2 the ICT units that support the History activities will generally have been taught already. In Year 1 some aspects of ICT Unit 2C Finding information should be covered to enable pupils to use a CD-ROM effectively.

**Hardware**

A digital camera is useful to record, for example, visits to the locality.

**Assessment**

At KS1 & 2 the ICT needed to support the History units will usually have been taught separately, and should be assessed during ICT lessons. When assessing History work that has involved ICT it is important to assess the achievement of History objectives and not ICT objectives. Some teachers may wish to combine teaching of ICT and History. In this case it is important to assess achievement of ICT and History objectives separately.

## Key Stage 1 and 2 Software and Hardware for History Checklist

### Key Stage 1

All Units	Timeline	
Units 4/5	Internet access or a CD-ROM encyclopaedia	

### Key Stage 2

All Units	Timeline	
Units 6-20	CD-ROMs or the Internet covering:	
	The Romans	
	Anglo-Saxons	
	Vikings	
	Tudors	
	Second World war	
	The Egyptians	
	Victorian Britain	
	The Greeks	
	The Indus Valley	
	Tudor exploration	
Unit 11/12	Census datafiles	
Unit 12/18	Database	
Unit 14	Graphics package	
Unit 15	Word processor	