



### ICT in History at Key Stage 3

In History pupils develop a curiosity about the past in Britain and the wider world. Pupils consider how the past influences the present and what past societies were like, how they organised their politics and what beliefs and cultures influenced people's actions. As they do this pupils develop a chronological framework for the knowledge of significant events and people.

#### The QCA Schemes of work

The QCA schemes of work identify the following ways in which ICT can be used in support of History:

- Use of the Internet and CD-ROMs for research
- Use of word processing, desktop publishing, presentation or web authoring software to present work
- Use of databases and spreadsheets to analyse and present findings
- E-mail to exchange ideas with others, conduct interviews
- Concept mapping software to brainstorm and organise ideas

A timeline is useful for all Units of work.

### Year 7

#### Unit 1 Introductory Unit

Use a computer generated timeline to add names of historical individuals. Use CD-ROMs or the Internet to find out information. Create a database to analyse sources of information about the past. Use websites for information about current news or local studies and compare different versions of events. Create web pages about historical landscapes or buildings.

#### Unit 2 How did medieval monarchs keep control?

Use a word processor to organise the events of 1066 into chronological order. Use writing frames to answer key historical questions e.g. Why did William of Normandy grasp control of England? Interrogate the Domesday Book entries. Interrogate a large database of medieval castles to find out information about castles in William's reign. Use the Internet to find out about the type of castles built by William. Use presentation software to describe the positive or negative effects of John's rule.

#### Unit 3 How hard was life for medieval people in town and country?

Create a database to enter, analyse and evaluate local data. Use a word-processed template to answer the question "Why was the Black Death so terrifying?"

#### Unit 4 How did the medieval church affect people's lives?

Use the Internet to explore, for example, Wharram Percy, to find information about medieval buildings. Use a CD-ROM to show a doom painting to discuss impact on medieval parishioners. Discuss how knowledge is transmitted compared with today's mass media and ICT. Listen to Chaucer's work on a CD-ROM. Discuss what makes human beings suspicious or afraid of each other using pre-selected web sites about why medieval Christians are afraid of Jews.

### **Unit 5 Elizabeth I**

Use a drawing program to create a diagram of causes of the Reformation. Use a presentation program to create a storyboard describing religious changes experienced during the reigns of Edward and Mary and summarising Catholic and Protestant beliefs.

### **Unit 6 What were the achievements of the Islamic states?**

Use a presentation program to focus on exploration of the spread of Islam.  
Design linked web pages or a multimedia presentation to illustrate Islamic civilisation.

### **Year 8**

#### **Unit 7 Images of an age**

Use a portrait of a monarch from a CD-ROM to annotate with other accounts of the monarch's appearance. Use the Internet to compare two alleged portraits of Olaudah Equiano.

#### **Unit 8 The Civil wars**

Use a word processor to sort the causes of the civil wars under headings and justify analysis to class. Create linked web pages or a multimedia presentation to analyse the Battle of Naseby using a digital plan of the battle. Investigate Cromwell's reputation as a harsh dictator, using a CD-ROM.

#### **Unit 9 From Glorious revolution to the '45**

Communicate by e-mail with pupils in Scotland regarding the Scottish political, educational and legal systems.

#### **Unit 10 France 1789-1794**

Use a drawing or desktop publishing program to combine images from a variety of sources e.g. CD-ROM, Internet, digital images to produce a before and after poster regarding the French Revolution. Use a newsroom simulation to create a newspaper about the French Revolution. Investigate L'Ouverture on a CD-ROM or the Internet and paste information into a writing frame. Use word processing to organise and edit writing.

#### **Unit 11 Industrial changes: action and reaction**

Create linked web pages or a multimedia presentation for an interactive guide for visitors to their town. E-mail other schools on local studies.

#### **Unit 12: What was British middle-class life like?**

Use digital images and text and digitised maps to record middle class life. Exchange information with other schools. Use census data to investigate the growth of the middle classes. Use the Internet to investigate types of shops and shopping.

#### **Unit 13 Mughal India and the coming of the British 1526-1857**

Create linked web pages or a multimedia presentation to display an aspect of Mughal civilisation, using a range of resources including the Internet. Use text about Aurangzeb's reign – use key word searches to identify arguments for against him being a successful ruler.

### **Year 8/9**

#### **Unit 14 The British Empire**

Structured Internet search to find out relevant information about a significant event/person. Desktop publish a newspaper report on a missionary or missionary society.

#### **Unit 16 The Franchise**

Use the Internet to research women who struggled against inequality.

## **Year 9**

### **Unit 15 Black peoples of America**

Use the Internet to research African cultures. Use presentation software to present a debate on black people in America today. Select and organise information about the suffragette campaigns. Create a spreadsheet on the changing range of women's occupations by 1918. Analyse data and present graphs.

### **Unit 17 Divided Ireland**

Use a spreadsheet of Irish and Northern Irish population data to test out scenarios of population increase.

### **Unit 18 Hot war, cold war**

Collect data from local war memorials and create a database or spreadsheet. Compare data on local casualties with the size of population locally and nationally. Use e-mail to interview people with experience of the war in different parts of Europe.

### **Unit 19 How and why did the holocaust happen?**

Research Anne Frank on the Internet. Produce concept maps to prioritise factors.

### **Unit 20 Twentieth-century medicine**

Use web publishing or presentation software to compare the health of families in two periods. Design and create a spreadsheet on the health service contributions. Use the Internet to research international agencies.

### **Unit 21 From Aristotle to the Atom**

Discuss the ICT tools to research and present work on individuals involved in the scientific revolution.

### **Unit 22 The role of the individual: for good or ill**

Use word processing to create a structured narrative. Compare web sites with different attitudes to interpretations of an individual e.g. British and US websites or British and Irish websites.

### **Long term planning**

The skills needed for these Units of work should already have been developed in ICT lessons.

### **Assessment**

At Key Stage 3 the ICT needed to support the History units will usually have been taught separately and should be assessed during ICT lessons. Where the History department has responsibility for delivering sections of the ICT curriculum ICT will need to be recorded and assessed.

### Key Stage 3 Software for History Checklist

A timeline to which items can be added is useful across the Units of work.		
<b>Year 7</b>		
QCA Unit	Application	Software
Unit 1	CD-ROM (Historical individuals) Web authoring program	
Unit 2	Word processor Database of medieval castles Presentation software	
Unit 3	Database	
Unit 4	CD-ROM – Medieval times CD-ROM Chaucer's work	
Unit 5	Drawing program Presentation program	
Unit 6	Web authoring program Presentation program	
<b>Year 8</b>		
Unit 7	CD-ROM - Monarch	
Unit 8	Word processor Web authoring program Presentation program Digital plan of battle of Naseby	
Unit 9	E-mail	
Unit 10	Desktop publishing program	
Unit 11	Web authoring program Presentation program E-mail	
Unit 12	Internet or CD-ROMs of middle class life	
Unit 13	Web authoring program Presentation program	
<b>Year 8/9</b>		
Unit 14	Desktop publishing program	
Unit 16	Internet	
<b>Year 9</b>		
Unit 15	Presentation program Spreadsheet	
Unit 17	Spreadsheet	
Unit 18	Database or spreadsheet	
Unit 19	Internet Concept mapping software	
Unit 20	Web authoring program Presentation program Spreadsheet	
Unit 22	Word processing. Internet	