

# Humanities SL INSET

# History

**March 2021**

**Kate Moore**

# Introductions, plan for the morning

- Welcome & introductions
- How this session is going to work (hopefully!)

## **Main foci**

- Co-ordinator role & curriculum audit
- EYFS and progression through KS1 to KS2 in history
- Story and narrative in history
- Diversity & the curriculum (BLM/Black history and other opportunities)

*(using polls, break out group discussion & a task)*

# POLLS - Who's here today? - 1

How long have you been subject leader for history?

- 5 yrs +
- 1-5yrs
- Less than one year
- Just this term

# POLLS - Who's here today? - 2

Which key stages do you have responsibility for?

- EYFS + KS1
- KS1 only
- KS2 only
- KS 1 & 2
- All key stages

# POLLS - Who's here today? - 3

- When did your own history education stop?
- At 14
- At 16 (GCSE)
- At 18 (A' level)
- With a history degree?

## POLLS - Who's here today? - 4

- Do you have responsibility for geography too?
- Yes/no

## **Bearing in mind the role of the subject leader in auditing provision....**

- Re-visiting planning and preparation with progression in mind EYFS>KS1>2
- Building on pupils' existing knowledge and anticipating future learning
- Implications for teachers' subject knowledge.

## ... and given that ...

- Ofsted is alive and well – and has survived the pandemic!! – so the emphasis is (happily) still on delivering the whole curriculum.
- The lockdown will have meant that individual children and groups of children have had very variable access to the humanities.

**What challenges face you in your role.... *See slide 9***



# Group discussion – the last 6 months and the curriculum

- **What have been any developments and issues for history** (especially those arising since November)? What are you finding now that the children are back?
- What strategies have schools used to support learning over the Covid year?
- What are the implications for teaching and learning in the light of lost time and ongoing constraints? What provisions are in place in the case of disruption?
- What resources (on-line & other) have you seen/found that have been useful – & that you'd like to share with colleagues?
- As subject leader, what are your priorities for the future?

# Reminder about the NC programme of study and the central role for enquiry

- The really useful guidance document for both progression and disciplinary knowledge and historical enquiry is found here:

<http://www.collaborativelearning.org/05assessment.pdf>

- And a useful article on enquiry at KS1 is here:

<http://www.collaborativelearning.org/09enquiry.pdf>

- And here for KS1 & 2:

- <http://www.collaborativelearning.org/02enquiry.pdf>

- <http://www.collaborativelearning.org/12enquiry.pdf>

Thinking through **PROGRESSION** from EYFS (taking in the revised EYFS framework) to year 6 with a particular focus on **story** and **narrative**.....

<https://www.gov.uk/government/publications/early-adopter-schools-eyfs-framework>

- What are the implications of the new early learning goals and their relationship to the national curriculum?
- How can we exploit ‘story’ with an eye to KS1 & 2?  
&
- keep Black and women’s history in our sights (contd. from previous session)?

# Brent early responder schools.

Ark Academy

Ark Franklin Primary Academy

Avigdor Hirsch Torah Temimah Primary School

Byron Court Primary School

Carlton Vale Infant School

Fryent Primary School

Gladstone Park Primary School

Islamia Primary School

John Keble CofE Primary School

Maple Walk School

Mitchell Brook Primary School

Mora Primary School

Mount Stewart Infant School

Salisbury Primary School

St Robert Southwell RC Primary School

Uxendon Manor Primary School

Wembley Primary School

## **Understanding the World**

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

## **ELG: Past and Present**

Children at the expected level of development will: -

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

# ELG: People, Culture and Communities

Children at the expected level of development will: -

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

# ELG: The Natural World

Children at the expected level of development will: -

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.



**History** - as written (or relayed) accounts of periods, events and people

- A way of **ordering** experience (Bruner)
- Making **narratives** of past events
- Selecting and ordering events to make coherent **interpretations**

# A useful way of looking at history .....

## Bruner: narrative & logico-scientific modes

- **Narrative mode** – constructs 2 ‘landscapes’ simultaneously (action and consciousness)
- **Logico-scientific** (or paradigmatic) **mode** – works through categorization or conceptualization.

*we are concerned with the meshing of the two:*

- **Historical enquiry** = logico-scientific mode of thought, enhanced by ‘narrative’ of experience.
- <http://www.collaborativelearning.org/04enquiry.pdf>

# Question stem - Link to key concepts and key skills

- 'What was it like in/for ...?' Features of societies
- 'Why was ... So important to the ... people?' Features of societies
- 'What were the differences ...?' Change
- 'How did life change...?' Change
- 'Was life in ... always ...?' Change
- 'Why did ...?' Causation
- 'What were the effects ...?' Causation
- 'Why do we remember ...?' Causation
- 'Does ...tell us the truth about ...?' Interpretations
- 'Why do people disagree about ...?' Interpretations
- 'Was ... a hero/ villain as portrayed?' Interpretations
- 'What can we find out about ...?' Enquiry
- 'What was it like ...?' Enquiry
- 'How do we know ...?' Evidence
- 'What do the songs, paintings, letters, etc, tell us ...?' Evidence

# How best to lay the foundations -

**Language and vocabulary** related to the passing of time .... simple chronology and sequencing events

## **Change and continuity**

- Making connections between the present and the past
- Similarity and difference
- Role play and empathy
- Handling objects
- Observing
- **QUESTIONING!**

# **The new exemplification for 'Understanding the World' emphasises the importance of giving children -**

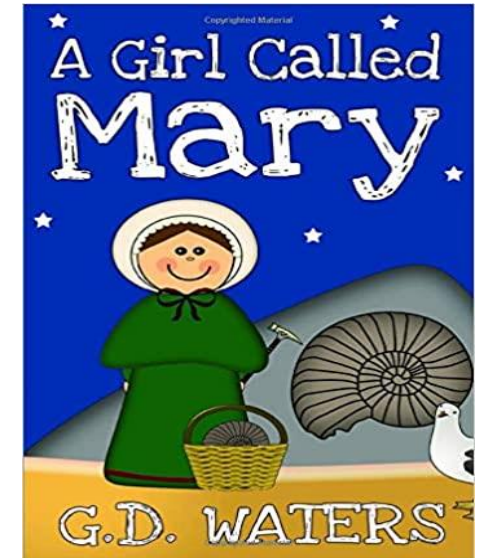
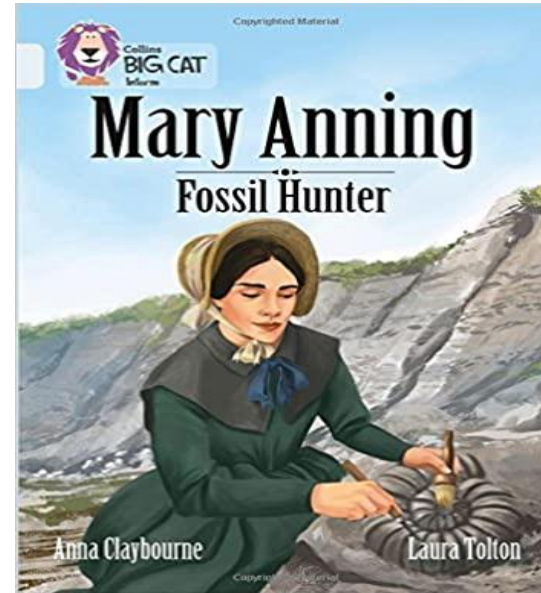
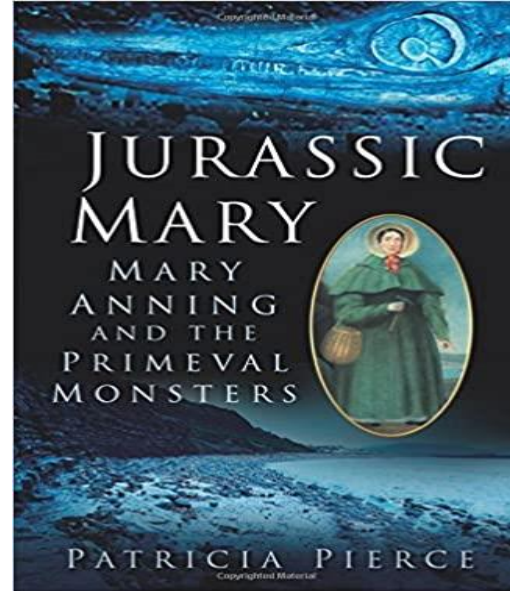
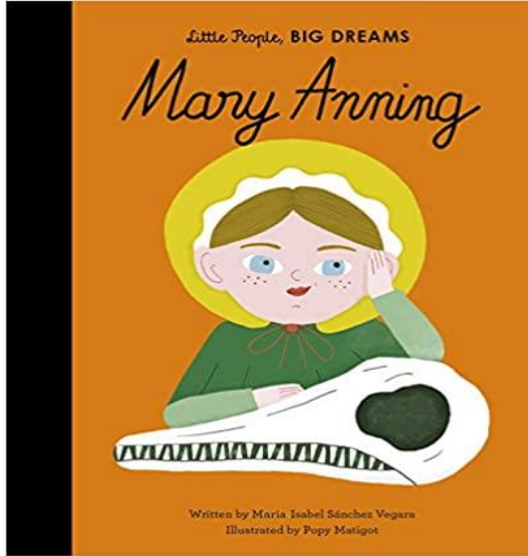
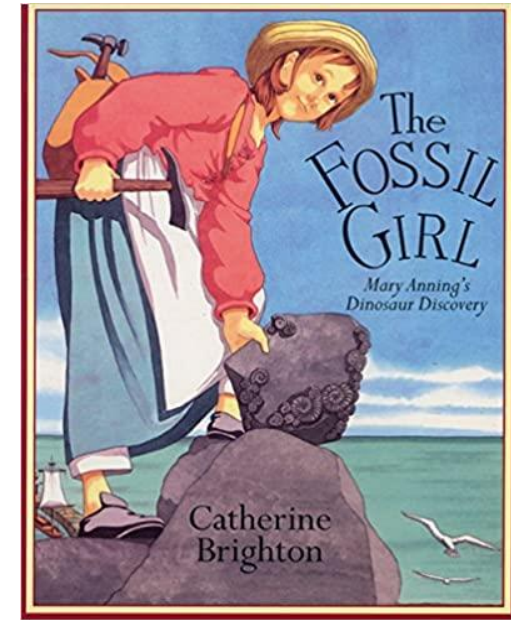
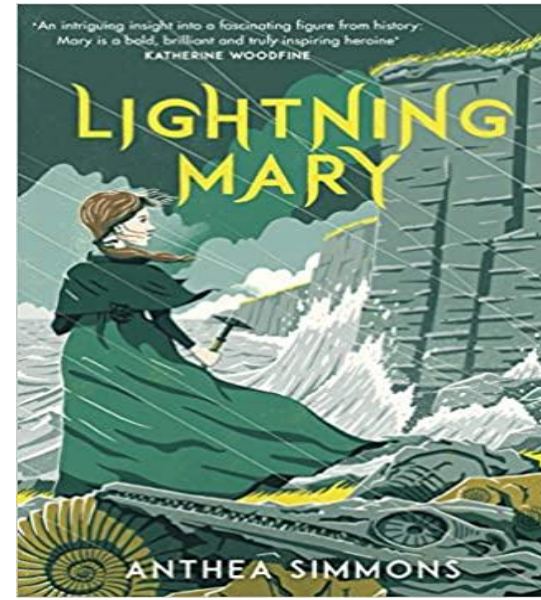
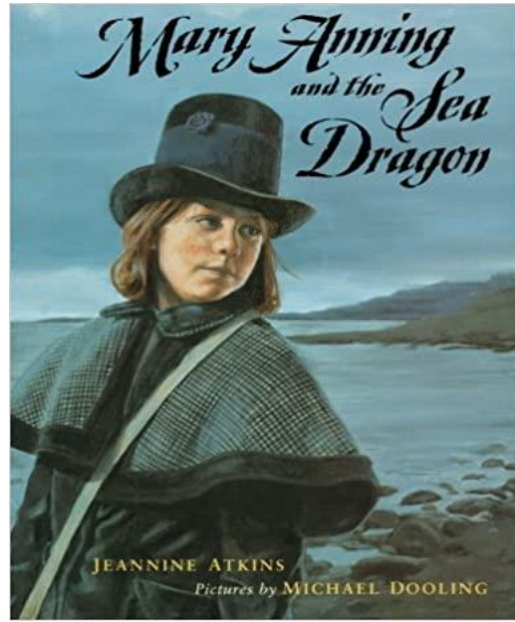
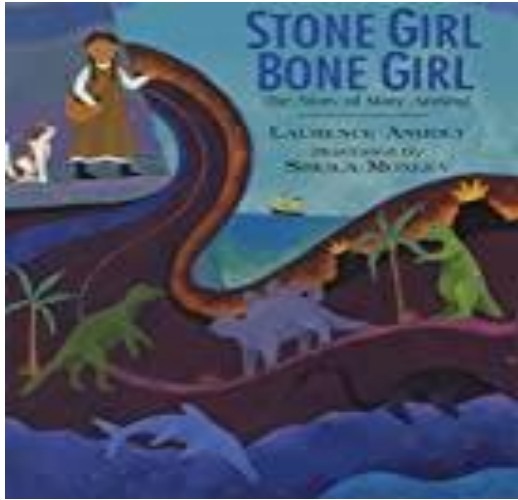
## **A 'range of personal experiences'.**

These will give children an early foundation into how historians use different sources of evidence to construct and frame their interpretations of the past including: -

- visiting museums or sites of historical interest and engaging with their local community.
- oral history,
- investigating artefacts,
- looking closely at a variety of images,
- exploring buildings

# The story of Mary Anning

- Told aurally/orally on 8<sup>th</sup> March 2021 (International Women's Day) on Home School History, BBC 4
- The story according to the Natural History Museum;  
<https://www.nhm.ac.uk/discover/mary-anning-unsung-hero.html>
- <https://www.natgeokids.com/uk/discover/history/general-history/mary-anning-facts/>
- Variety of children's story books – aimed at different ages and reading levels (see next slide)



# Enquiry into 'significance' and individuals who lived in the past

See guidance on **Key Enquiry Questions** for primary schools studying significant historical events or personalities in their own locality (KS1 and 2)

<http://www.collaborativelearning.org/13enquiry.pdf>



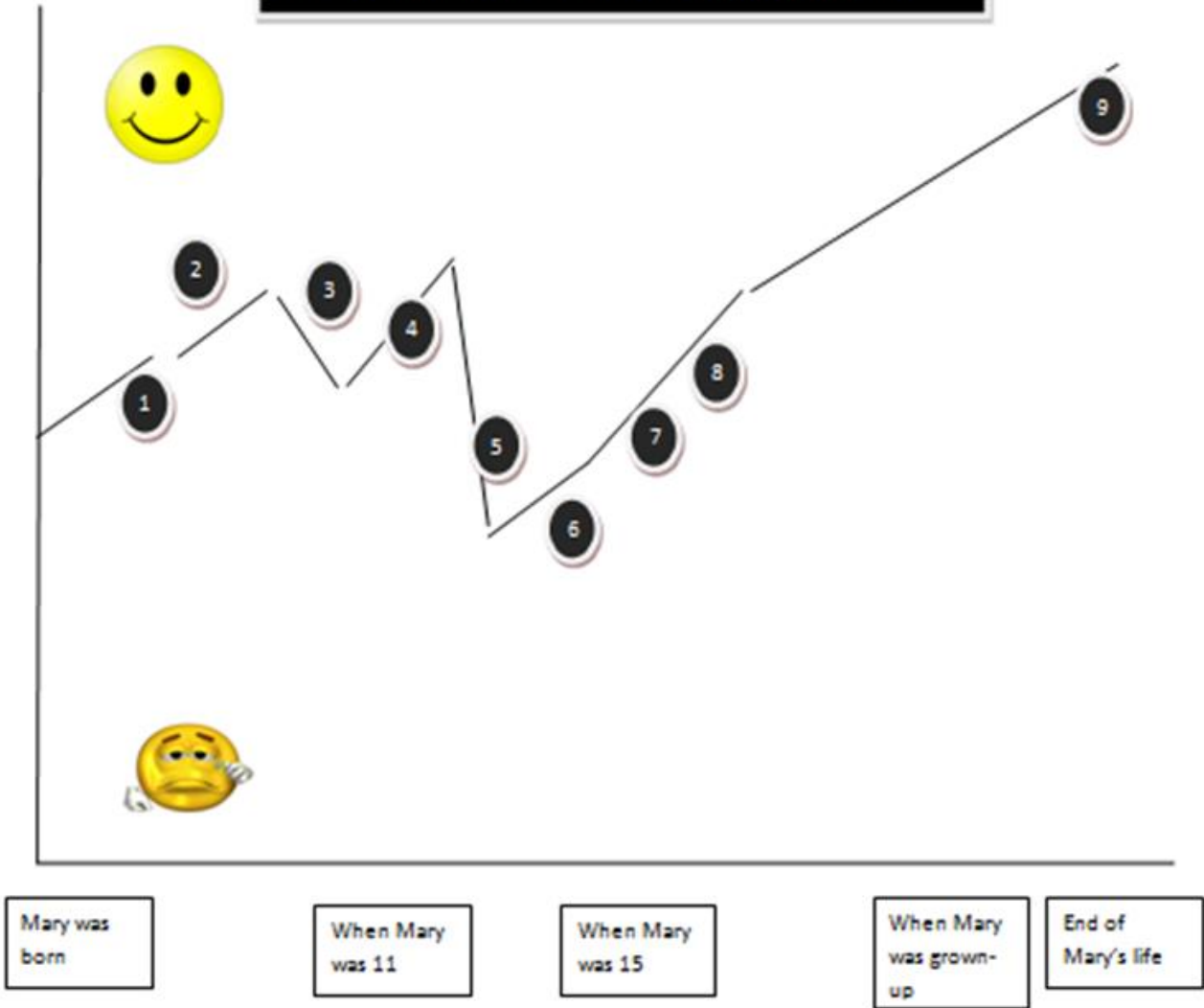
# Who was Rosa Parks & why do we remember her?

- <https://www.natgeokids.com/uk/discover/history/general-history/rosa-parks/>
- <https://www.hamilton-trust.org.uk/blog/learn-about-rosa-parks/>
- <https://www.bbc.co.uk/teach/class-clips-video/true-stories-rosa-parks/z7rtvk7>

# Possible activities:

- Story telling – hearing the story
- story sequencing using a series of picture or caption cards
- Living graph tracking the ups and downs of Mary Anning's life (see next slide from Key Stage History website – uses : *Stone girl, Bone girl* by Laurence Anholt © Frances Lincoln as its basis
- Role play or 'introduce me' activity
- Information gap activity (e.g. 3 accounts – all slightly different and each with gaps that can be filled from the other accounts.
- NB see attachments for range of collaborative activity types @ <http://www.collaborativelearning.org/londonhumanities.html> & <http://www.collaborativelearning.org/tracks.pdf>

# The Ups and Downs of Mary Anning's life



NOT TO SCALE

## Task – re: slides 29 - 36

- Choose 1 or 2 of the 8 story-related activities on the slides below (and attachment sent in advance) and discuss what aspects of the history PoS they support – refer to the documents listed in slide 18
- <http://www.collaborativelearning.org/05assessment.pdf>
- <http://www.collaborativelearning.org/09enquiry.pdf>
- <http://www.collaborativelearning.org/02enquiry.pdf>
- <http://www.collaborativelearning.org/12enquiry.pdf>
- Can you think of a good story to use at each key stage (EY, KS1, KS2)?
- What skills and concepts will children be developing?

**Arrange pictures in order so they tell the story.**

## **Questions**

- Which picture/s will you put near the beginning of the story? (why?)
- Which picture/s will you put near the end of the story? (why?)
- What is happening in the middle?
- Why did you put that picture there?
- How did you know that this picture came after that one?
- Why does this picture *have* to be towards the end of the story?
- How can you check it out?

## Decide which pictures show the beginning of the story and/or middle/end of the story

Compare with other groups/pairs:

### Questions

- Why did you choose those pictures at the beginning?
- How is your groups' beginning different from that group's beginning?
- Which pictures did we all agree *had* to be at the beginning?
- Which pictures are we not sure about? How do we know that it is the end?

**If you had to tell the story using only 3 pictures – which would they be? – why?**

Compare with other children's/groups' versions – how and why are they different?

- **Questions**

- Why did you choose these pictures?
- Were they the most exciting/important?
- Which picture do you think we can't miss out? Could we put a different picture in the middle?

Discuss how close or far apart the pictures should be according to **timescale**.

## Questions

- Why do we need to put these 2 pictures so close together? Did that happen straight after that?
- Do you think this happened on the next day or much later? – why?
- How much later?
- How far apart should we put these 2 pictures?
- Why do we need to put these 2 pictures much further apart than these 2?
- How long after (1) did (2) take place?



**Decide which pictures show how things *changed* for different characters or groups in the story**

## **Questions**

- What changed for character X after s/he did Y?
- - for other characters/groups etc in the story?
- Which pictures can we choose which show these changes?
- How many things changed during the story?
- Do you think any things stayed the same throughout the story?

**Some key pictures are taken away from the story.....can you recall or work out what happened in between the remaining pictures?...Draw pictures to fill the gaps.**

### **Questions**

- Can you remember what happened between these two pictures?
- What do you think might have happened after that/before that?
- What could we draw to show that?
- How did you work that out?
- What do you think of this group's idea?
- What must have happened first?
- How do you think that came about?
- What would you have done if you had been there?
- What do you think that they could do?
- Why would they have done that?

Identify **causes** of particular events and select pictures to represent these.

Arrange as a causation/motivation diagram:

- **Questions**
- Why do you think X went to..../did .../said....etc
- Can you think of any other possible reasons?
- Which pictures help us?
- Which pictures gave you that idea?

Place your pictures on a circle or ripple diagram/inference chart to show the amount of involvement of different characters or groups with the central character or central action of the story.

## Questions

- Who else was in the story?
- Who did X change things for?
- Who shall we make pictures of?
- Whom shall we put in the centre **O** with X?
- Shall we put these people close to X or a long way away?
- Whose lives were changed a lot by X? – in what ways?

# Developing subject skills through activities

## Zone of Relevance

Why did the fire get out of control and destroy so much of London?



# Developing subject skills through activities

## The Tablecloth

**IMAGE**

What can you see?

What can you guess/infer?

What don't we know/can't guess from the picture?

What enquiry questions do we want to find out?

# News – Netflix film – The Dig

Last time (in November) we examined an enquiry into the discovery of the Sutton Hoo ship burial – this film (showing now and reviewed in a number of places e.g.

<https://www.newscientist.com/article/mg24933202-000-netflixs-the-dig-review-an-archaeology-drama-with-impeccable-acting/> ) tells the story of that discovery (with a few poetic licences) and conveys its significance for Anglo-Saxon history. It highlights a number of possible enquiries in addition to the story of the excavation and early finds.....

For example – the mystery of the empty grave; society at the time of the dig (1938/9) and social class; artefacts as evidence and interpreting clues; empathizing and understanding the people involved et al.

# Vary the ways that children encounter stories

Oral and aural experience

- youtube and other digital sources
- TV and radio
- Stories at bedtime
- Stories through literacy
- Assemblies
- Visiting speakers
- Stories children tell to each other (e.g. what they did at the weekend)
- Stories they hear within the family (*when I was little ....*)



Grandma's Bill by Martin Waddell (Orchard Books, 1991)  
My Great Grandpa by Martin Waddell (Walker Books, 2001)  
My Two Grannies by Floella Benjamin (Frances Lincoln, 2009) #  
Coming to England by Floella Benjamin (Macmillan, 2020)  
Peepo by Janet and Allan Ahlberg (Puffin, 2011)  
The Growing Story by Ruth Krauss and Helen Oxenbury (Harper Collins, 2016)  
Once There Were Giants by Martin Waddell (Walker Books, 2001)  
A House That Once Was by Julie Fogliano / Lane Smith (Two Hoots, 2018)  
Peepo by Janet and Allan Ahlberg (Puffin, 2011)  
Our House by Emma Rogers and Paul Rogers (Candlewick, 1993)  
The Toymaker by Martin Waddell (Walker Books, 1993)  
Too Many toys! By Heidi Deedman (Walker Books, 2015)  
Lost in the Toy Museum: an adventure by David Lucas (Walker Books, 2011)  
Dogger by Shirley Hughes (Random House, 1979)  
Brown Paper Bear by Catherine Allison (Macmillan, 2005)

## Information gap activity on Samuel Coleridge-Taylor 1875 – 1912 (not to be confused with Samuel Taylor Coleridge 1772-1834)

<http://www.collaborativelearning.org/sctinformationgap.pdf>

- <http://www.collaborativelearning.org/historyblack.html>
- <http://www.collaborativelearning.org/sctinformationgap.pdf>

**NB** *The Rime of the Ancient Mariner* by Samuel Taylor Coleridge (focus of *In our time* last week – to listen go to:

<https://www.bbc.co.uk/programmes/m000srdx> arguably one of the most famous poems

- Ian McKellen reads the poem here:  
<https://www.youtube.com/watch?v=1raSUYAr0s0>

## 2. Links re: task 2 - Walter Tull

- <http://www.collaborativelearning.org/waltertull.pdf>
- <http://www.collaborativelearning.org/14planning.pdf>
- [https://simple.wikipedia.org/wiki/Walter\\_Tull#:~:text=From%20Simple%20English%20Wikipedia%2C%20the%20free%20encyclopedia%20Walter,in%20the%20top%20division%20of%20the%20Football%20League](https://simple.wikipedia.org/wiki/Walter_Tull#:~:text=From%20Simple%20English%20Wikipedia%2C%20the%20free%20encyclopedia%20Walter,in%20the%20top%20division%20of%20the%20Football%20League)
- <https://www.bbc.co.uk/bitesize/topics/zqhyb9q/articles/zbgxbdm>
- <http://www.collaborativelearning.org/19enquiry.pdf>

# Addressing diversity and Black history @ KS1 and 2

## Walter Tull

- Workshop activity on role or significance of an individual – leading to a sequence of work/enquiry – choice of year group

# Case study – Walter Tull

- Look through the resources relating to Walter Tull – (ignore the HA descriptor of the SoW being for KS1)
- Choose a year group or key stage to focus on
- Can you ‘chart’ an enquiry/sequence of work along the lines of the Sutton Hoo/Anglo-Saxon example?
- What could the scope of such an enquiry be?
- How would you scaffold/support pupils to write their own narrative account?

# Re: Walter Tull - resources

- <http://www.collaborativelearning.org/waltertull.pdf>
- <http://www.collaborativelearning.org/14planning.pdf>
- [https://simple.wikipedia.org/wiki/Walter\\_Tull#:~:text=From%20Simple%20English%20Wikipedia%2C%20the%20free%20encyclopedia%20Walter,in%20the%20top%20division%20of%20the%20Football%20League](https://simple.wikipedia.org/wiki/Walter_Tull#:~:text=From%20Simple%20English%20Wikipedia%2C%20the%20free%20encyclopedia%20Walter,in%20the%20top%20division%20of%20the%20Football%20League)
- <https://www.bbc.co.uk/bitesize/topics/zqhyb9q/articles/zbgxbdm>
- <http://www.collaborativelearning.org/19enquiry.pdf>

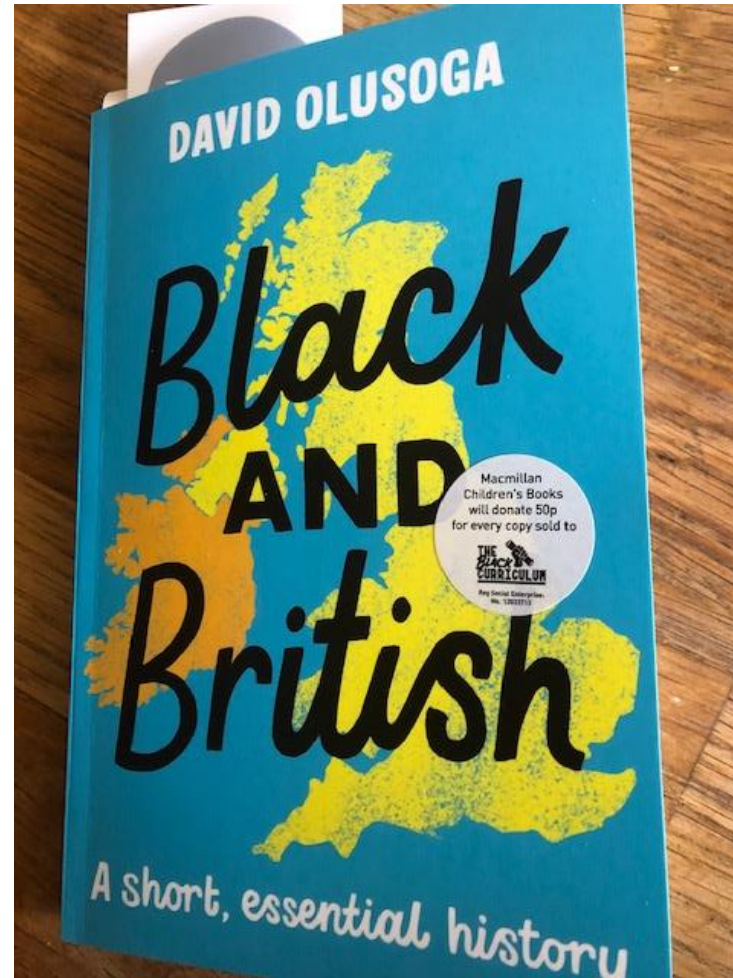
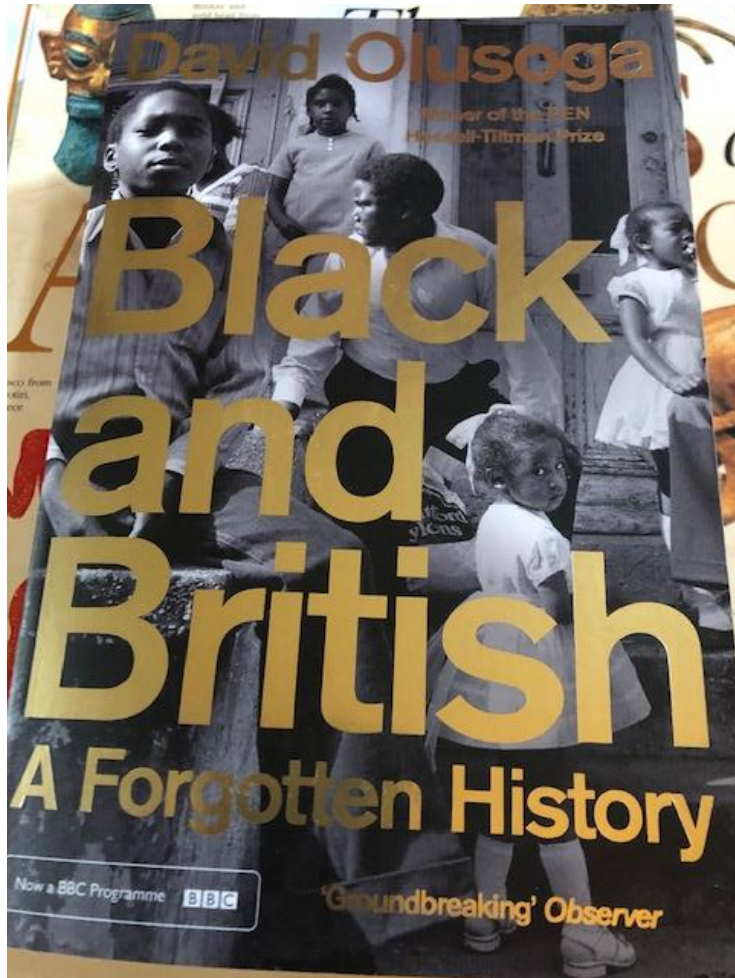
## 3. Links - More Black history ....

- <http://www.collaborativelearning.org/05misc.pdf>
- <http://www.collaborativelearning.org/historyblack.html>
- <https://www.bbc.co.uk/ideas/videos/how-one-womans-immortal-cells-changed-the-world/p08wr9gf>

# Resources

- Black history timeline (Guardian)  
<http://www.collaborativelearning.org/05misc.pdf>
- <http://www.collaborativelearning.org/historyblack.html>
- <https://www.bbc.co.uk/ideas/videos/how-one-womans-immortal-cells-changed-the-world/p08wr9gf>
- <https://www.bbc.co.uk/teach/class-clips-video/true-stories-rosa-parks/z7rtvk7> True stories - includes Rosa Parks, Harriet Tubman and Mary Anning





# Diversity - criteria to use for your history policy

1. Ensure that teaching and learning about diversity is related to all aspects of 'big-picture history' including local, regional and British, European and world history from the distant to recent past.
2. Where appropriate, include gender, ethnicity, and social class, religion, different regions and localities, in order to gain an insight into the diversity of people's experiences at different times in the past.
3. Examine gaps in the way in which textbooks and websites etc. reflect the diversity of people's experiences at given times in the past.
4. Go beyond looking at significant people, specific groups or events to understand the diverse experiences of people during specific periods and events in the past.