

November 2020

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Humanities SL INSET History

Introductions, plan for the morning

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

Main foci

- Co-ordinator role & curriculum audit
- 'Mastery' in history
- Enquiry
- Diversity & the curriculum (BLM/Black history and other opportunities)

(using polls, break out group discussions & 2 tasks)



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 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 March)?
- What strategies have schools used to support learning since Covid struck?
- What are the implications for teaching and learning in the light of current 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?

Break out rooms for discussion (1)

See next slide (11)

1. Links Re: mastery & enquiry (for chat section)

- <http://www.collaborativelearning.org/05assessment.pdf>
- <http://www.collaborativelearning.org/05enquiry.pdf>
- <http://www.collaborativelearning.org/04coordinator.pdf>
- <http://www.collaborativelearning.org/activities.html>

Mastery in history

- What is meant by **‘mastery in history’**? What do we want it to mean?
- “the level of achievement of a particular standard or how well a student needs to know something in order to apply that skill,”
- expert skill or knowledge
- ***What does this look like?***

Mastery Model of Learning History and Geograph y

1. Procedural knowledge – particular, discrete and often
decontextualised ‘knowing’;
2. Concept building – formulating general and often
abstract ‘big ideas’ from the particular and
discrete
information which learners ‘know’;
3. Procedural fluency – applying concepts in new
and
unfamiliar contexts – connected, joined and
linked
‘thinking as a historian or geographer’.

Caveats

Theory generated from experience in maths and speaks to linear subjects (and certain aspects of subjects) more easily than to the humanities

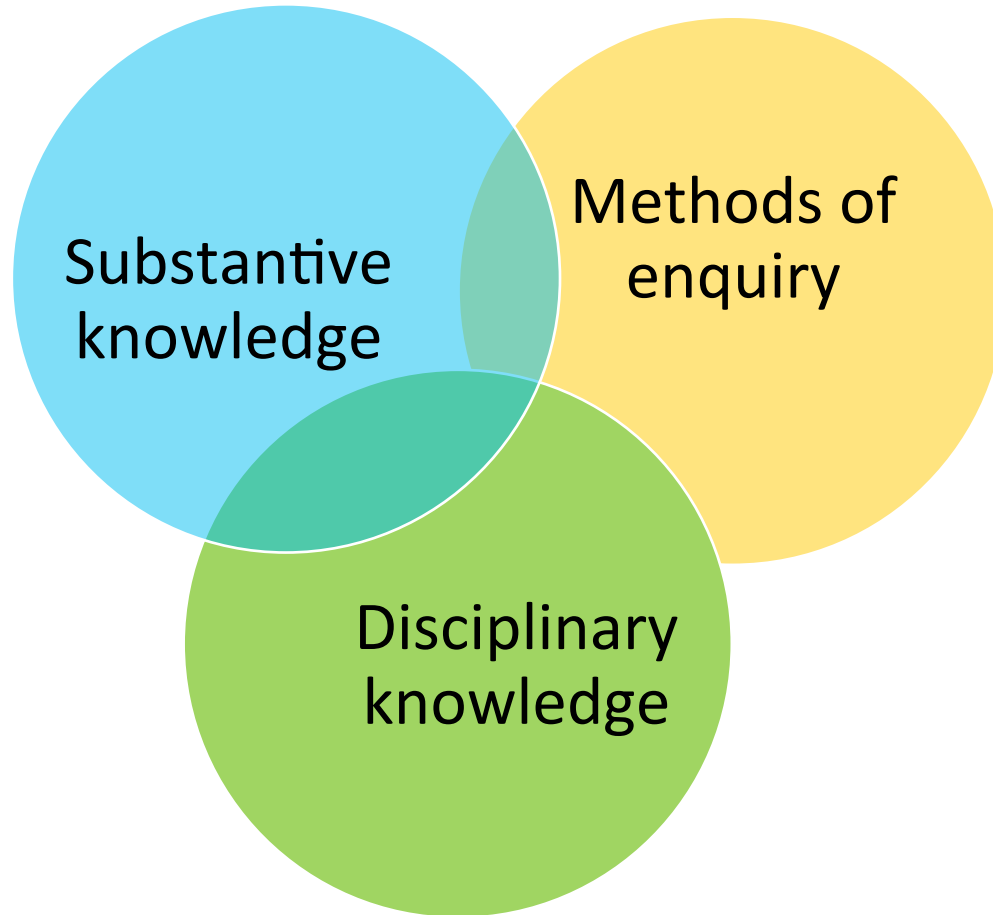
Humanities – and especially history is far too 'messy'

Need therefore – to define what it should mean in our subjects.

...more caveats re: the humanities

- Likely to span a wide range of time and processes (in maths it seems to focus on mastering the aims, objectives & content of a lesson or particular transaction before moving on to the next topic, process or stage) i.e. an incremental or linear model.
- In the humanities, progress will be relative to context and involve a number of strands developed over a longer period. It is incremental but far more difficult to assess piecemeal.
- The research cites frequent testing (and repetition) as a reliable mechanism for setting to memory and consolidating learning. If we are to adopt these practices, we must be clear about what it is useful to test, when and how frequently and balance this against the amount of curriculum time available and range of desirable learning experiences we want to provide.
- Must not risk 'reductionism' to a narrow focus of fact checking to the exclusion of a more 'holistic' web of substantive subject knowledge, conceptual development and enquiry methodology.

History - lesson & curriculum ingredients



Substantive knowledge

This is factual content about people and events. You cannot teach history without historical facts. However, a fact in isolation means very little unless it is put in context. Thus, substantive knowledge is also about how facts are framed chronologically and how facts are linked together and connections made across and within time periods. Substantive knowledge is also about exploring key concepts such as power, empire, democracy and trade. Children will need to understand these concepts if they are to make sense of what they are learning.


Disciplinary knowledge

This is sometimes known as *second-order concepts* or *procedural knowledge*. This is how historians debate history. It is therefore a question of considering why something happens (causation) why it might be important (significance) and how it can be viewed in different ways (interpretation). It is also about understanding continuity and change and giving children a sense of period so that they can have some understanding of what life was like at a different period of time.

Methods of enquiry

The third circle is about how children will investigate history and communicate it. A good history lesson should be framed around a key question for the children to investigate and they should have opportunities to ask questions about sources that they use and draw conclusions from the evidence. They should be able to use a variety of ways of communicating their responses.

The curriculum as the model for progression

- If the schemes of work are planned well under the umbrella of an overarching enquiry question and each lesson supports and extends the next then children will be able to make progress in their understanding of history. The curriculum itself is therefore the model for progression.
 - pupils should come away from their history lesson curious, motivated and keen to know more.
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- A large yellow triangle is positioned in the bottom right corner of the slide, pointing towards the top right.

Why is Historical Enquiry SO important?

Anyone 'doing' history, from pupils in primary school to those doing research and writing books, is undertaking enquiries, i.e. aiming to answer questions and deepen their knowledge and understanding. Enquiry is one of the cornerstones of the discipline of History, providing a common thread as children progress and mature from primary to secondary school.

Historical Enquiry's place in mastery

It's important that the enquiry process is made explicit so that pupils can use it with **increasing independence** as they mature. It's equally important that children appreciate that enquiry is a **common thread** in their study of history. One reason children can find history difficult is because they constantly feel they're starting again. They think each new topic is completely different because it features new names, dates, places etc. This new detail acts as camouflage, preventing pupils realising that they can use what they've learned before to help them with a new topic. In contrast the **enquiry process** is the same each time, regardless of the historical topic or period, and children **gain confidence** because they know the steps to take in exploring a new topic.

So what is the process of Enquiry?

A pragmatic approach or definition:

- a) look at a source or two
- b) ask questions about this material
- c) suggest a hypothesis (a possible answer) to your question/s
- d) investigate some more source material
- e) use this new material to test and build your hypothesis until you reach an answer you are happy with.

<http://www.thinkinghistory.co.uk/ActivityBase/EnquiryImportance.html>

- Enquiries' are sometimes seen as one-off 'mystery' items but this is a complete misconception.
- An Enquiry can last half a term, a term or even longer.
- They may begin by focussing on a single discovery or excavation (as at [Sutton Hoo](#) for example) but such a mystery enquiry is best seen as a 'mystery starter', an intriguing doorway into a much more substantial enquiry.

Using the Sutton Hoo excavation as an example - think of it as the smallest of a series of Russian dolls building a scheme of work

1. What did they discover at Sutton Hoo?



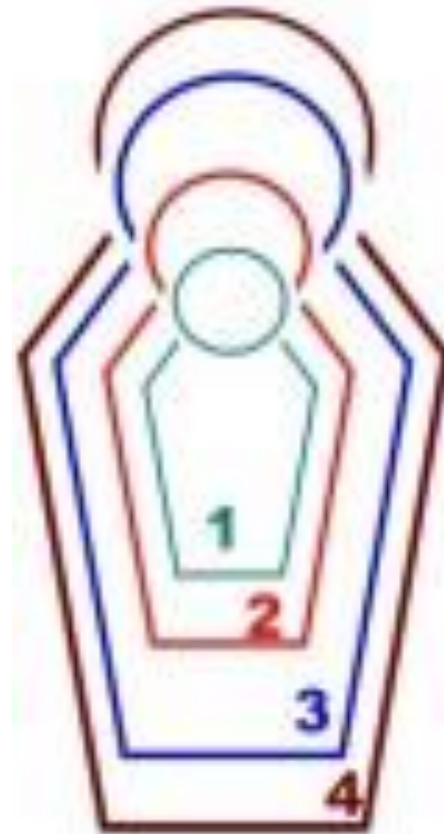
2. What do the Sutton Hoo discoveries tell us about the Anglo-Saxon peoples?



3. What did the Anglo-Saxons do for us?
Did they really change lives of the British people?



4. Who made the bigger difference to people in Britain - the Romans or the Anglo-Saxons?



and
another
thing

- We can never know, study or learn everything there is that falls under the definition of 'history', topic or period – we therefore need to find ways of selecting and rationalising to make studies manageable ...
- Enquiry provides both a rationale and a route through a wealth of content by giving focus and providing possible learning pathways.

BUT...

- We have to anticipate in our planning what knowledge will be required to make the most of what an enquiry has to offer.
- And then – contrive that learners are able to encounter or acquire this at appropriate points on the way through.
- We also need to have thought about how one topic or period relates to and builds on those that have gone before – and find ways of making that explicit to learners – essential for ‘chronological understanding’.

SO – what are the implications for teachers’ subject knowledge?

AND

•••••

- Having a scheme of work full of enthusing enquiry questions is not enough to develop pupil's understanding of **ENQUIRY** if all the posing of questions and structuring of enquiry is done by the teacher. An effective scheme must help pupils build the ability to ask their own questions and plan their own way through enquiries, simultaneously **using and developing their understanding of historical enquiry.**

Links re: task 1 – Sutton Hoo

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

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

- <http://www.thinkinghistory.co.uk/ActivityBase/SuttonHooBurial.html>
- <http://www.thinkinghistory.co.uk/ActivityBase/SuttonHooBackground.html>
- <http://www.thinkinghistory.co.uk/ActivityBase/SuttonHooEnquiry.html>

Task 1 – Sutton Hoo case study

- **Review** the Sutton Hoo enquiry as a scheme of work/sequence of learning
<http://www.collaborativelearning.org/05enquiry.pdf>
- **Refer** to HA Progression in History document
<http://www.collaborativelearning.org/05assessment.pdf>
- **In your groups** – select a segment & think through responses to the set of ‘deep dive’ questions on the next slide.
- You will be **feeding back** on those aspects in bold so spend more time on them...

Possible Key stage 1 task re: Sutton Hoo

- Without worrying about the wider Anglo-Saxon context – you might focus on a single aspect that could be customised for an enquiry e.g.
- An archaeological dig and physical evidence – perhaps a sand tray with buried objects/artefacts
- Or
- A single or group of objects
- The helmet is one of the British Museum's Teaching History with 100 objects
- <http://www.teachinghistory100.org/>
- http://www.teachinghistory100.org/objects/sutton_hoo_helmet
- <https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-britain/classroom-resource-sutton-hoo-introduction>

Deep Dive type questions...(viz.Ofsted)

- How well is a series of lessons sequenced within the intended curriculum **and how well do they provide purposeful opportunities for pupils' progression** through it?
- What is the **purpose** of a lesson or task, **how does it fit into a sequence of lessons over time, and what do pupils already know and understand.**
- How are teachers supported to both develop their subject knowledge alongside pedagogical knowledge and to teach the component knowledge leading to NC outcomes?
- How are teachers supported to ask specific questions related to the school curriculum content? ... e.g. **'give me an example of something that is a taught in Y2 that is built on in Y4 and Y6'**
- **How have you built on learning in Y3? ... in Y5?**

Task resources

Resources

- Likely focused 'deep dive' questions posed by inspectors (previous slide no 37)
- Progression in History document
<http://www.collaborativelearning.org/05assessment.pdf>
- Sutton Hoo enquiry/sequence of work
<http://www.collaborativelearning.org/05enquiry.pdf>

Book/pupils' work scrutiny - indicators

Table 3: Book scrutiny indicators selected for the pilot

Building on previous learning	Depth and breadth of coverage	Pupils' progress	Practice
<p>Pupils' knowledge is consistently, coherently and logically sequenced so that it can develop incrementally over time. There is a progression from the simpler and/or more concrete concepts to the more complex and/or abstract ones. Pupils' work shows that they have developed their knowledge and skills over time.</p>	<p>The content of the tasks and pupils' work show that pupils learn a suitably broad range of topics within a subject. Tasks also allow pupils to deepen their knowledge of the subject by requiring thought on their part, understanding of subject-specific concepts and making connections to prior knowledge.</p>	<p>Pupils make strong progress from their starting points. They acquire knowledge and understanding appropriate to their starting points.</p>	<p>Pupils are regularly given opportunities to revisit and practice what they know to deepen and solidify their understanding in a discipline. They can recall information effectively, which shows that learning is durable. Any misconceptions are addressed and there is evidence to show that pupils have overcome these in future work.</p>

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://www.bbc.co.uk/bitesize/topics/zqhyb9q/articles/zbgxbd>
- <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
- **Stuart** on CL ‘work in progress’ & collaborative learning and talk under covid??

<http://www.collaborativelearning.org/activities.html>

Task 2 - Case study – Walter Tull

- Look through the resources relating to Walter Tull – (ignore the HA descriptor of the SoW being 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?
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- A large yellow triangle is positioned in the bottom right corner of the slide, pointing towards the top right.

- <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://www.bbc.co.uk/bitesize/topics/zqhyb9q/articles/zbqxbdm>
- <http://www.collaborativelearning.org/19enquiry.pdf>

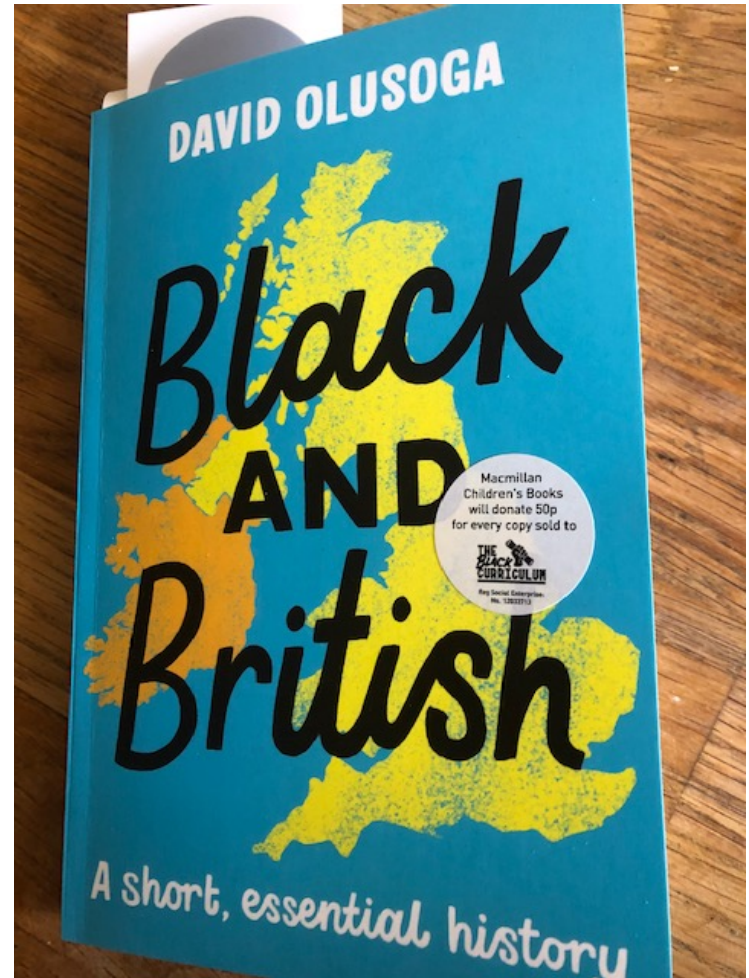
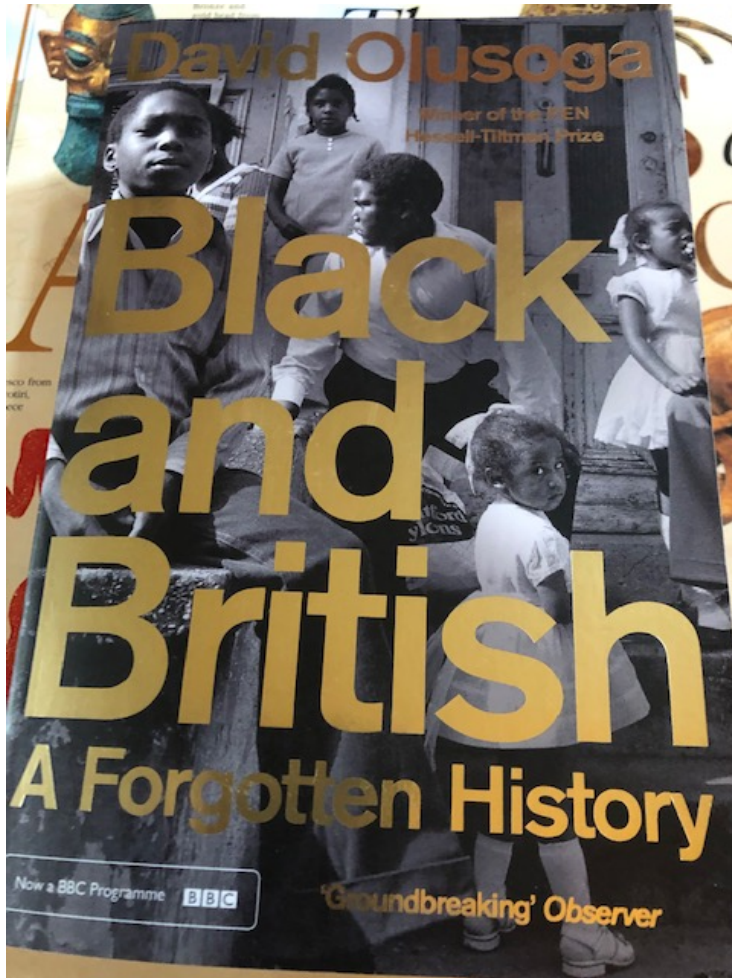
Re: Walter Tull - resources

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>



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.

Diversity - criteria to use for your history policy



Priorities
for next
time

