

Humanities SL INSET

History

November 2022

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Introductions, plan for the morning

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

Main foci

- Co-ordinator role & current issues
- Embedding concepts - EYFS > KS1 > KS2
(continuity & change, similarity & difference, interpretation)
- Focus on archaeology & physical evidence
- Teachers' subject knowledge + chronological understanding
- What's new? + ideas to share

(group discussion & a task)

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

Which key stages do you have responsibility for?

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

Who's here today? - 2

- When did your own history education stop?
 - At 14
 - At 16 (GCSE)
 - At 18 (A' level)
 - With a history degree?
- Do you have responsibility for geography too?
 - Yes/no

Bearing in mind the role of the subject leader in auditing provision.... Some constants:

- Reviewing planning and preparation with progression in mind EYFS>KS1>2 > 3
- Ensuring curriculum coherence
- Building on pupils' existing knowledge and anticipating future learning
- Implications for teachers' subject knowledge.

... and given that ...

- Ofsted is alive and well – and has the pandemic! – so the emphasis is (happily) still on delivering the whole curriculum.
- The 2+ years of covid 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 7*

Developments and issues in history (arising over the last year) – group discussion

- strategies adopted to support learning?
- recommended resources, websites etc.
- implications for teaching and learning in the light of lost time and ongoing constraints
- Ofsted & history (any recent experiences?)
- priorities as subject leader?

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>

- <https://www.thinkinghistory.co.uk/ResourceBase/downloads/PH70Enquiry.pdf>

Elements of historical 'knowledge'

- Substantive knowledge incl. dates, events, people etc.
- Historical concepts (first order) e.g. empire, trade, power, monarchy
- Second order concepts/key ideas e.g. **continuity & change, similarity & difference, significance, cause & consequence, evidence, interpretations**

What the NC says

NB Distinguish between substantive knowledge: teachers vs pupils

- ... should know where the people and events they study fit within a chronological framework and identify **similarities and differences between ways of life in different periods.**

This is made more challenging at Key Stage 2, which requires that:

- Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives **within and across** the periods they study. They should note **connections, contrasts and trends over time.**

And

This also requires teaching concepts such as **change, continuity, similarity and difference, depth and overview** and an understanding of '***the long arc of development*** and the complexity of specific aspects of the content'. In short, **relating the topic which you are focusing on to a bigger picture is fundamental to the history curriculum**

Ensuring curriculum coherence – implications for planning

Coherence should be applied at different levels –

- within a lesson,
- a series of lessons,
- a key stage,
- the history curriculum as a whole.

It is about the planning of content, ideas and activities in a way that allows pupils to **make links and see patterns and reinforce what has been acquired earlier**. In other words, pupils progress. Work done earlier should lay the foundations for later work.

Big Picture checklist – questions for the teacher:

- Have you related your topic to its bigger picture of the past? e.g. relate Benin to a broad picture of Africa's past or the Romans to their place in the story of Britain (between Celts & Iron Age and coming of Germanic & Scandinavian peoples).
- Have you related your topic to its chronological context in an engaging way? e.g. using time-lines, grouping/labelling pictures and comparing relative time-spans of periods in the past.
- Have you related your topic to its bigger geographical context? What was happening elsewhere in the world? Are there links, comparisons and contrasts with the period associated with your topic?
Contd.>

>Contd.

- Are you repeatedly making comparisons across and between different times? Are you providing opportunities for pupils to develop an increasingly complex big picture?
- Do the children have opportunities to reflect on how they are developing their big picture? e.g. challenging stereotypes and anachronisms as their understanding of different times in the past unfolds.
- Do the children have opportunities to make links between British, local and world history, combining overview and depth studies?

Re-visiting long-term planning

- Start with purposes of history, aims, key stage criteria – not the CONTENT list
- Enquiry – key questions, objectives, progression from EYFS to KS2, KS1-KS2, and KS2-3 should underpin your long-term curriculum plan.
- Consider your Key Stage plan and how children progressively build up their picture of the past – with respect to both skills and knowledge through overviews, revisiting topics where appropriate.
- Identify topics which will be covered in depth and those which will contribute to overviews
- Identify how many topics you intend to focus on.
- Consider how you will approach linked learning with other subjects in meeting the above.

Implications for medium-term planning:

- Communicate with other teachers to identify opportunities for progression with respect to content and skills – both through planning and assessment across the key stage
- Identify opportunities for overview lessons with respect to a broader map of the past related to the long-term plan as well as opportunities within individual topics e.g. compare Viking and Elizabethan voyages or Roman with Anglo-saxon settlements.
- Identify overview and depth studies within topics you are teaching

Strategies & routines to underpin pupils grasp of the *'long arc of development'*.

1. Vocabulary: Apply vocabulary relating to time and periods of time.
2. Sequence: Sequence historical periods and objects, situations, events and people of different periods of time in chronological order.
3. Time-line: Place objects, situations, events and people on a time-line.
4. Characteristic features: Use/identify characteristic features in texts and images to place objects, situations, events and people in the correct periods of time.
5. **Compare and contrast:** Compare and contrast different historical periods to **identify changes, differences and similarities in the way people lived within and across periods.**

Ofsted

Ofsted & primary history (pre-covid) findings

<https://educationinspection.blog.gov.uk/2021/04/27/history-in-outstanding-primary-schools/>

‘We saw some excellent examples of schools that had **carefully considered the building blocks of progress in history, identifying knowledge that was essential to pupils’ understanding of new material.** Several schools paid lots of attention to **building up pupils’ knowledge of substantive concepts, such as empire, tax, trade and invasion.** They are crucial components of pupils’ comprehension of new material because they are **abstract ideas**, and therefore difficult to grasp, but are also used very commonly in history. In a number of schools, we were impressed by **the range and security of pupils’ knowledge of some of these concepts.** Schools secured these by **using appropriately challenging vocabulary** in lessons, **explicitly teaching these concepts, using them regularly in context and, sometimes, by assessing pupils’ knowledge of identified concepts.**’

NB PH 84 Ailsa Fidler

Also

‘In some schools, we were also impressed with **pupils’ chronological knowledge**. This is pupils’ knowledge **of broad developments and historical periods, and their ‘mental timeline’ of the past**. This knowledge supports pupils to place their learning in context both in history and across other subjects. In a number of schools, **this knowledge was regularly revisited and assessed**, and pupils were securing historical knowledge as **coherent narratives**. Inspectors were pleased to hear pupils confidently discussing broader developments across the periods they had studied, and drawing on **secure and well-organised knowledge of events and periods.**’

NB PH 67 Hilary Cooper

But

Pupil knowledge was **less secure** in those schools where **leaders and teachers had not identified the knowledge** that was most important for pupils to learn and remember. Often, these schools did not assess pupils' knowledge of the history content they had learned and therefore were not able to ensure that all pupils were making progress in their knowledge of history. In some of these schools, not enough priority was given to pupils building their historical knowledge. Inspectors saw some lesson activities that were not well-designed to secure pupils' knowledge.

And

- We also saw generally weaker practice in the teaching of disciplinary knowledge. This is knowledge of how historians study the past and construct accounts. In most schools, pupils' knowledge in this area was not secure. We saw a lot of teaching that encouraged misconceptions about the discipline of history. Often, this was because pupils were asked to make complex historical judgements **without enough knowledge to support these.**
- In many schools, **historical concepts were poorly understood.** Teaching sometimes focused on pupils making their own judgements about significance, rather than learning about how others have attributed significance to topics or events. Similarly, pupils were encouraged to 'come up with their own interpretations' about the past without enough knowledge to do so successfully, rather than learning about how and why historians construct different interpretations of the past.

“Teacher subject knowledge seemed to be an important factor in the quality of education in this area, but also across history in general.”

(Ofsted)

- Schools that had support from subject-specialists – whether from school staff, a multi-academy trust or local authority, or through subject associations – often had higher-quality plans in place.

SO

- Who are the subject specialists in your school?
- Are you signed up to membership of the **Historical Association** or any other?
- Do teachers know about the support available via web-based organisations e.g. HA, SHP, Thinking History, Key stage history...

SO -----

- **secure the knowledge needed to continue to access content in history.**
- **identify the knowledge most important for pupils to learn and remember**
- Identify the knowledge needed **by the teacher**
- **Avoid** anachronistic (writing) tasks or making complex historical judgements without enough knowledge to support them
- Pay attention to the way historians analyse the past. For example, don't ask pupils to label sources as either 'reliable' or 'unreliable' using simplistic criteria. Context is everything.
- Re: 2nd order concepts – avoid pupils making their own judgements about significance without adequate knowledge – better to learn about how others have attributed significance to topics or events. Similarly, for interpretations (*pupils were encouraged to 'come up with their own interpretations' about the past without enough knowledge to do so successfully, rather than learning about how and why historians construct different interpretations of the past*).

What characterises the primary curriculum?

- Strong British chronological thread – from the earliest times until 1066
- Elements of world history from early civilisations – contemporary with medieval period in Europe
- Use of locality for field studies
- Absence of documentary sources for pre-Roman period/s; limited written sources until 1066
- Reliance on physical evidence/ archaeology

| Knowledge / understanding of British history | Local history | Knowledge / understanding of wider world history | | Notes etc. Time relationships etc. |
|--|---------------|---|--|--|
| Changes in Britain from the Stone Age to the Iron Age | | The achievements of the earliest civilizations; depth study of one of: ① Sumer | | c.40,000BC/BCE – c.AD1 Iron Age and Romans overlap in Britain + with later (ancient) Greece |
| | | ① Indus Valley ① Egypt ① Shang Dynasty | Ancient Greece – life, achievements, influence | Ancient Greece overlaps with ‘ancient civilisations’ (early) and the ‘Roman Empire’ (later) |
| The Roman Empire and its impact on Britain | | | | 1 st – 5 th centuries AD |
| Britain’s settlement by Anglo-Saxons and Scots | | | | 5 th - 11 th centuries AD |
| Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor | | Non-European society that contrasts with British history: ① early Islamic civilizations inc. study of Baghdad c 900AD ① Mayan civilization c. 900 AD ① Benin (west Africa) c. 900-1300 | | 8 th – 11 th centuries AD The non-European study is designed to provide a comparison. However – 900 is too early for Benin and much better to tackle a later period – sources are richer for 14-16 th centuries AD |
| | A local study | | | One can do the local through any one or more of the British units i.e. depth or longitudinal (across time) study/ies |
| An aspect or theme of British history that extends pupils’ chronological knowledge beyond 1066 | | | | |

Stone Age to Iron Age (Britain) – possible learning objectives

Chronological understanding

NC: understand the history of these islands as a coherent, chronological narrative:

- Pupils should be able to order Stone/ Bronze and Iron Age on a timeline, and understand BC (BCE)/ AD (CE)
- Pupils should have some understanding of the long-term timescales involved and causes for change.
- Pupils aware prehistory lasts longer in Britain than in Europe, aware of some **connections between local, national and international** (ie can place Pyramid building on timeline)
- *Palaeolithic, Mesolithic, Neolithic? Ice Age and climate change?*

Historical enquiry

NC: understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims.

Archaeology

- Pupils aware that **archaeological remains** are the only form of evidence (prehistory = before written records)
- Pupils can explain what archaeologists do and know about some prehistoric archaeological evidence
- Pupils able to discuss interpretation debates

Possible learning objectives contd:

Natural Resources

- Pupils understand what natural resources were available and used by prehistoric people at different periods (Flint/ wood/ fire/ copper ore/ iron ore etc.) Understand importance of climate and seasons.

Technology change

- Pupils understand the skill and processes involved in flint knapping/ pottery/ farming & making bread/ bronze and iron smelting etc.
- Pupils understand how changes in technology led to changes in society. (ie the social structure needed to build Stonehenge.)

Artistic crafts

- Pupils appreciate that people were making things of beauty as well as for use. (pottery, jewellery, weapons).

Beliefs

Pupils understand that:

- it is likely that early people made offerings to gods (sacred rivers)
- Stonehenge probably related to season changes and prayer and may have been linked to death rites.

Wealth & status

Pupils understand that:

- initially people only made what they needed. (Trade and exchange rather than a monetary system.)
- Surplus wealth led to development of social status.
- Coins don't appear till late in Iron Age, (status symbol rather than for shopping). Coins copied from Gaul/Romans and first originated from Greeks.

Concepts and key ideas

- **Similarity /difference** – between civilizations; peoples; across time
- **Continuity and change** – changes within and across different periods and societies;
- **Interpretations** – assessing meaning; exploring uses and function etc.
- **Chronology** & long stretches of time
- Nature of the available **evidence** – role of archaeology, written records, ???



We can find out lots about the Romans
(or any other early society) by looking
at archaeological evidence



It's an **archaeologist's** job to look
at **evidence**, such as **artefacts**
and buildings, from the past and
to try and **interpret** them!

Could YOU be an archaeologist?



Step 1: Learn to speak 'archaeologist'



To be an archaeologist you need to

Archaeology: ~~learn some new words~~ The study of the lives of people in the past via 'material remains' (i.e. physical evidence)

Evidence: Information to support an idea/
interpretation

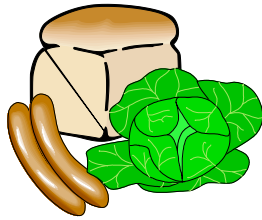
Artefact: Any object made or changed by people

Interpret: To try and explain what something means

Excavate: To dig up and record archaeological



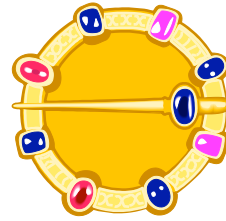
Step 2: Rot or Not? What would survive for 1000 years?



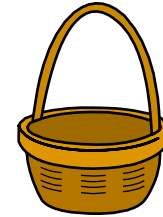
Food



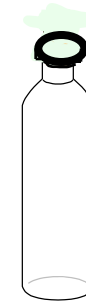
Pottery



Metal



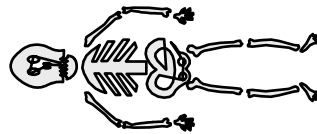
Wood



Glass



Fabric



Bones



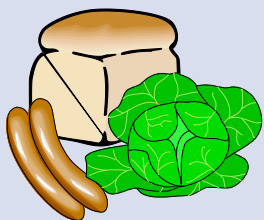
Leather



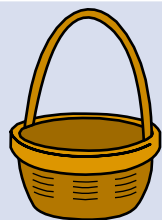
Step 2: Rot or Not?



Rot



Food



Wood



Fabric

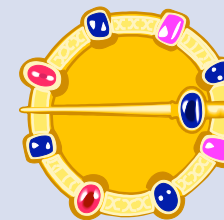


Leather

Not



Pottery



Metal



Glass



Bones

Who lived in these islands in the earliest days and how did people's lives change over time?

| Key (enquiry) questions | Learning objectives Children should learn: | Learning experiences/ possible teaching activities | Learning outcomes Children: | Points to note. Concepts, vocabulary etc. |
|---|---|---|---|---|
| <p>Who were the first people to live in Britain?</p> <p>How, when & why did they come to be here?</p> | <ul style="list-style-type: none"> • That once the land was 'empty' of people • To relate their own experience to the concept of movement of people • To develop a sense of the very long period of time that this unit covers | | <ul style="list-style-type: none"> • Recognise that people have always moved & for a variety of reasons. • Understand that 'humankind' goes back a long way • Develop a sense of 'time' and 'past' | <p>Ice Ages</p> <p>Pre-history (needs defining)</p> <p>Time, past</p> <p>Migration & following the 'food'</p> <p>Evolutionary strands (?)</p> |
| <p>What would Britain have been like when they first arrived?</p> | <ul style="list-style-type: none"> • That geography influences the way people live • That the geography of Britain has changed over time | | <ul style="list-style-type: none"> • Understand that both landscape, biome and weather have changed over time • Understand that Britain has not always been a collection of islands | <p>Land bridge with Europe (North Sea comes with end of Ice Age & rising sea levels)</p> <p>Animal & plant life</p> <p>Change</p> <p>Similarity and difference</p> |
| <p>How and where did they live?</p> <p>How did they keep warm?</p> <p>What did they eat?</p> | <ul style="list-style-type: none"> • To hypothesise about where and how they might have lived and what they might have eaten. • To deduce how they may have found shelter and kept warm. • To survey a range of evidence for lives of prehistoric people | | <ul style="list-style-type: none"> • Begin to appreciate the nature of historical enquiry and the role for historical/archaeological evidence • Learn the importance of asking historical questions. • Draw a range of conclusions from the available evidence | <p>Hunters & hunting</p> <p>Gathering (berries, plants etc.)</p> <p>Basic needs</p> <p>Cave dwelling + early shelters</p> <p>Tools + weapons (flint + wood + antlers, bone)</p> |
| <p>How do we know?</p> <p>What evidence do we have?</p> | <ul style="list-style-type: none"> • To understand the role of archaeology and the importance of the 'dig' • To familiarises ourselves with the types and range of sources of evidence for the prehistoric period | | <ul style="list-style-type: none"> • Appreciate that by systematically retrieving and interpreting the evidence, we can make educated guesses about the distant past. • Learn how to draw tentative conclusions from the available evidence | <p>Archaeology</p> <p>Artefacts</p> <p>Fossilised remains</p> <p>Forensic science e.g. soil samples</p> <p>Graves, grave goods & skeletal remains (+DNA)</p> <p>geology</p> |

| | | | | |
|--|---|--|---|--|
| <p>What might their art be telling us?</p> | <ul style="list-style-type: none"> To learn about the theories established by archaeologists & historians | | <ul style="list-style-type: none"> Understand that conclusions are tentative and based on different factors (e.g. knowledge of belief systems in the world today; artistic techniques and styles;) | <p>Beliefs & attitudes, Ritual, Skills</p> <p>Anthropology</p> <p>Sculpture, painting, jewellery & ornaments etc</p> |
| <p>When and how did people come to settle in permanent places?</p> | <ul style="list-style-type: none"> that in time, people were able to manage the land and sustain farming in one place | | <ul style="list-style-type: none"> Understand the meaning of 'settlement' Appreciate the significance of farming and agriculture | <p>Clearing forests, early farming</p> <p>Fences & enclosures</p> <p>Early ploughs + other tools</p> <p>Domestication of animals</p> <p>Metal-working, clay-working</p> <p>Post holes + evidence for houses</p> |
| <p>How long before we have written evidence for life in Britain?</p> | <ul style="list-style-type: none"> To understand the distinction between history and pre-history To develop a sense of chronology and of time passing | | <ul style="list-style-type: none"> understand that before the Romans, we have little or no written evidence for life in Britain gain an idea of the relative stretch of time (e.g. against the 2000 years since the Romans | <p>Large numbers!!</p> <p>Iron Age and the coming of the Romans</p> |
| <p>What can we learn from the things they made and left behind?</p> | <ul style="list-style-type: none"> About one or more important sites &/or artefacts and why they are significant | | <ul style="list-style-type: none"> Recognise why e.g. Stonehenge is a World Heritage site today | <p>Opportunity for a case study and/or fieldwork, museum visit etc.</p> <p>Tools, cave art, jewellery, pottery, monuments, burial mounds & graves</p> |
| <p>How did life change over the period we call the Stone, bronze and iron ages?</p> <p>Can we identify which were the turning points for how people lived in the distant past?</p> | <ul style="list-style-type: none"> To select and record information about ways of life in the Stone, Bronze and Iron Ages To compare & contrast lifestyles over time and place To place the Stone, Bronze and Iron ages in a chronological framework | | <ul style="list-style-type: none"> Suggest similarities and differences between the lives of people at different stages in pre-history and/or in different areas of Britain. Locate on a timeline (or lines) the phases of development & points of change that they have identified | <p>The role of technology and scientific processes: fire, metal smelting; flint knapping, bone working & tool-making; domestication of crops & animals/farming</p> <p>Settlement; trade and communication; building techniques</p> |

Skara Brae – a case study

Nobody knew the settlement of Skara Brae existed until 1850 when a violent storm ravaged the Bay of Skail in the Orkney Isles and revealed the Neolithic (New Stone Age) village of Skara Brae buried beneath the sand dunes. It is the best preserved Neolithic village in northern Europe, dating from between 3,200 and 2,200 BC.

Skara Brae forms part of what has become an amazing collection of Stone Age archaeological sites in the Orkney Islands (off the north coast of Scotland) and they are now recognized as being a major centre of civilization in Northern Europe.

Skara Brae – a case study



What did they find at Skara Brae?



What did they find at Skara Brae?



..... ??



..... ???



..... ?????



..... ??????

In one house, 3,250+ beads were found - made of the teeth of many different animals, beautifully polished and shining white. They were graded from the very small teeth of rabbits and lambs to the larger teeth of sheep and cows. There were nearly a hundred ivory beads with two great teeth of the killer-whale. Some have been assembled here to make a necklace (a best guess?)



Plans



- Evidence for continuity





Reminders about enquiry

- Don't always be the person posing the questions
- Allow and encourage questions from the children
- Remember to make the enquiry process explicit and understood as a regular disciplinary thread.
- Anticipate progression in how the children handle enquiries.
- Be ready to provide reference material at strategic moments to move an enquiry along (and to have questions up your sleeve).

Enquiry questions (to have up your sleeve)

- Who lived here/at Skara Brae?
- How did they live?
- Why did they leave?
- Where is Orkney? What is it like there?
- How do we know so much about the Stone Age and Iron Age ways of life on Orkney?
- Why has so much survived?
- What don't we know?
- What can we tell about the people's connections beyond Orkney?

Where is Orkney?



Interpreting the site and finds.



Reference info. to 'drop in'

- Since finding Skara Brae, other 'villages' have been discovered.
- In some cases, it is evident that some have been occupied by later peoples (e.g. Picts, Vikings)
- Recent excavations and discoveries at Ness of Brodgar revealing a 5000 year old complex – apparently unique in Europe & older than Skara Brae www.nessofbrodgar.co.uk
- More and more, finds in Orkney are showing through dating that these settlements predate those more famous ones in the south (Stonehenge, Avebury, etc.) and ideas and techniques have influenced the builders of those monuments.

Ref. info. continued

- Current thinking estimates 75 generations span the period of the Ness's development.
- Grooved ware pottery is linked to all major neolithic sites in Britain and Ireland and seems to have originated in Orkney.
- Some pottery techniques and drainage systems pre-date those used by the Romans by some 3,000 years.
- Stone artefacts include materials from Cumbria and west Scotland

| Name of Object | What I definitely know about this object | What I think I know/can hypothesise about this object | What I need to find out/where I might look for information |
|----------------|---|---|--|
| Object 1 |  | | |
| Object 2 |  | | |
| Object 3 |  | | |
| Object 4 |  | | |

Implications for the early years and KS1

- Providing multiple and varied opportunities to encounter and explore artefacts (may have to be photos or other media from time to time)
- Laying down and building, historical vocabulary
- Asking questions
- Developing tentative thinking and challenging the idea of right and wrong answers
- Using stories to explore concepts
- Encouraging (and listening to) children's talk
- Sorting and ordering objects (sequencing time)

A few story books



Investigating objects @ KS1

- What do you think this is?
- What do you think it is made of?
- What does it feel like?
- Who might have used it?
- How might it have been used?
- Where might you have found it/
would it have been used?
- ***What other questions do you want to ask about this object/
artefact?***



Mystery object with a clue added



CL links

- <http://www.collaborativelearning.org/05planning.pdf>
- <http://www.collaborativelearning.org/04planning.pdf>
- <http://www.collaborativelearning.org/01misc.pdf>
- <http://www.collaborativelearning.org/03misc.pdf>
- <http://www.collaborativelearning.org/03planning.pdf>
- <http://www.collaborativelearning.org/03pedagogy.pdf>
- <http://www.collaborativelearning.org/londonhumanitiesassessment.html>
- <http://www.collaborativelearning.org/04fieldwork.pdf>
- <http://www.collaborativelearning.org/09fieldwork.pdf>
- <http://www.collaborativelearning.org/02localstudies.pdf>
- [stonehenge-tk.pdf](#)
- <http://www.thinkinghistory.co.uk/ActivityBase/SkaraBrae.html>
- <http://www.thinkinghistory.co.uk/ActivityBase/SuttonHooBurial.html>
- Prehistory SoW (sample)
- HA SoW – Stone Age – Iron Age
- EH ppt re: neolithic revolution (KS3)
- Further reading – prehistory
- Global perspective – ancient civilisations (HA – Primary History)
- Here come the Vikings! (activities)
- Variety of knowledge organisers (prehistory, Romans, Egypt)
- Investigating objects/artefacts
- Investigating objects/artefacts – further questions
- Local study – investigating a site
- Stonehenge kit - EH
- Skara Brae activities
- Anglo Saxon enquiry (Sutton Hoo)

KS2 - The ability / disposition to:

- Continue to develop chronologically secure knowledge of history
- Establish clear narratives within and across periods studied
- Note connections, contrasts and trends over time
- Develop the appropriate use of historical terms
- Regularly address and sometimes devise historically valid questions
- Understand how knowledge of the past is constructed from a range of sources
- Construct informed responses by selecting and organising relevant historical information
- Understand that different versions of the past may exist, giving some reasons for this (Not explicitly stated but is natural progression between KS1 and KS3)

What's new? - sharing ideas

- Report back on Harmondsworth fieldwork
- Collaborative activities and work in progress – Stuart
- Ideas for the classroom and/or outdoor learning – all
- Useful resources – all
- Curriculum developments and/or review
- Local news??

