

# Humanities SL INSET

# History

June 2021

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# Introductions, plan for the morning

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

## **Main foci**

- Co-ordinator role & curriculum audit
  - Progression EYFS through KS1 to KS2
  - Developing & securing historical knowledge
  - Intervening to lay down chronological understanding
  - Brent Museum & Archive service supporting history in Brent schools
- (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***



# **Developments and issues in history** (arising since March) –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
- priorities for next year 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>

# Elements of historical 'knowledge'

- Substantive knowledge incl. dates, events,
- Historical concepts (first order)
- Second order concepts (key ideas) e.g.

# 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

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 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.
- 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?
- 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
- Enquire – 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.
- 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 the 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 & primary history (pre-covid)

<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.”***

- 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.

# 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: 2<sup>nd</sup> 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*).



# Uses of knowledge organisers

- For teachers or pupils?
- What is their function?
- Active or passive?

# 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.

## TASK – using the audit tool below (slide 28) ...

- How many answers do you currently have to the following questions?
- What do you need to do to increase your knowledge as subject leader?
- How will you go about assessing current and future need?
- Then what?

<b>In planning to ensure progression through teaching (British, local and world history):</b>	<b>Currently?</b>	<b>Possible changes/developments?</b>
Where/when (in the curriculum) and how do pupils develop a chronologically secure knowledge and understanding of British, local and world history ... establishing clear narratives within and across the periods they study?		
When do they note connections, contrasts and trends over time and develop the appropriate use of historical terms?		
How regularly do pupils address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance?		
How often do they construct informed responses that involve thoughtful selection and organisation of relevant historical information?		
Where/when do they encounter and come to understand how knowledge of the past is constructed from a range of sources and that different versions of past events may exist?		
Are teachers combining overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content?		

**Planning for chronological  
understanding ....**

# Chronology is important!

*Time is probably the concept which is **fundamental to history**, more so than any of the others. Since it is an **abstract concept**, it is known to be one of the hardest ideas for young children to understand.*

Hoodless, P. (2008)

*Chronology provides the **backbone of the historical narrative**; without it we are left with an amorphous mass of unstructured information.*

Fines, J & Nichol J. (1997)

# The problem...

*...some pupils found it difficult to place the historical episodes they have studied within any coherent long-term narrative. They knew about particular event, characters and periods but did not have an overview. Their chronological understanding was often underdeveloped and so they found it difficult to link developments together.*

Ofsted (2011) History for All

# Some CL activities to support chronological understanding

- <http://www.collaborativelearning.org/maejemison.pdf>  
<http://www.collaborativelearning.org/slaverebellions.pdf>
- <http://www.collaborativelearning.org/anglosaxondates.pdf>
- <http://www.collaborativelearning.org/vikingdates.pdf>
- <http://www.collaborativelearning.org/timeandplace.pdf>
- <http://www.collaborativelearning.org/broadsweep.pdf>
- <http://www.collaborativelearning.org/vikingdatesminibooks.pdf>
- <http://www.collaborativelearning.org/minibooks.pdf>



# Thinking History activities ...

- <http://www.thinkinghistory.co.uk/chronology/index.htm>
- <http://www.thinkinghistory.co.uk/ActivityBase/BigHumanTimeline.html>
- <http://www.thinkinghistory.co.uk/ActivityKS/ActivityKS2.html>
- <http://www.thinkinghistory.co.uk/ActivityBase/DurationTimelines.html>

# The components of chronological knowledge and understanding

- Language and terminology – from words such as ‘before’ and ‘after’ to AD, BC/CE century, Roman, Tudor to sequence, duration, chronology etc.
- The big picture of events across time – ‘a chronological framework’ and ‘the long arc of development’. This means that children gradually build up a sense of how periods and events fit together in sequence.
- Sequence – not simply knowing that the Romans came before the Saxons but also understanding why putting events in the correct sequence is important for explaining why events took place.
- Duration – developing a sense of the length of time, for example that the era of Roman Britain was nearly six times longer than the Victorian period.
- Sense of period – understanding what’s special and distinctive about a period of history, not simply what happened during that period.

# Making timelines 'live'

- a time-line – washing line across the room (H&S permitting), lining (wall) paper around the room, using the children as a human time-line wearing tabards (refer to PH 67) and/or use lengths of cards to compare lengths of time associated with different periods in the past on a time-line.
- Giving timelines purpose – a tool in the armoury – enabling pupils to devise them for themselves – for diverse purposes including assessment
- Encourage their use as collaborative activities – building knowledge across the key stage/s

# Core tenets

- a) Developing chronological understanding is centrally important in History
- b) Focus teaching and learning on the individual components of chronology (slide 31)
- c) Create activities to tackle the problems students have in learning e.g. 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> centuries; BC/AD/CE
- d) Effective long-term understanding requires repetition – regular rapid reinforcement
- e) Make it memorable by using lively, physical, involving activities
- f) Go beyond 1066 – remember to incorporate the local and thematic studies to bring history up to date. Focus on changes in aspects of everyday life and make the most of descriptions from children's literature etc. to build on ideas of continuity and change.

# Pairs card game to address tenet C.

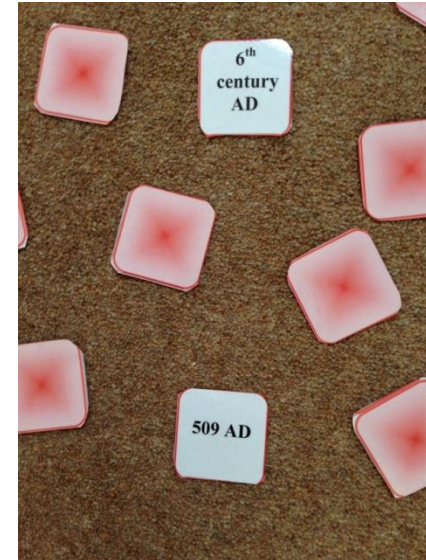
Its aim is to reinforce children's understanding of chronology in an interesting way. There is a date for each century and children simply have to match the two. You can use CE, BC and AD

1) Children lay all the cards out face downwards



2) Children uncover the correct pairings

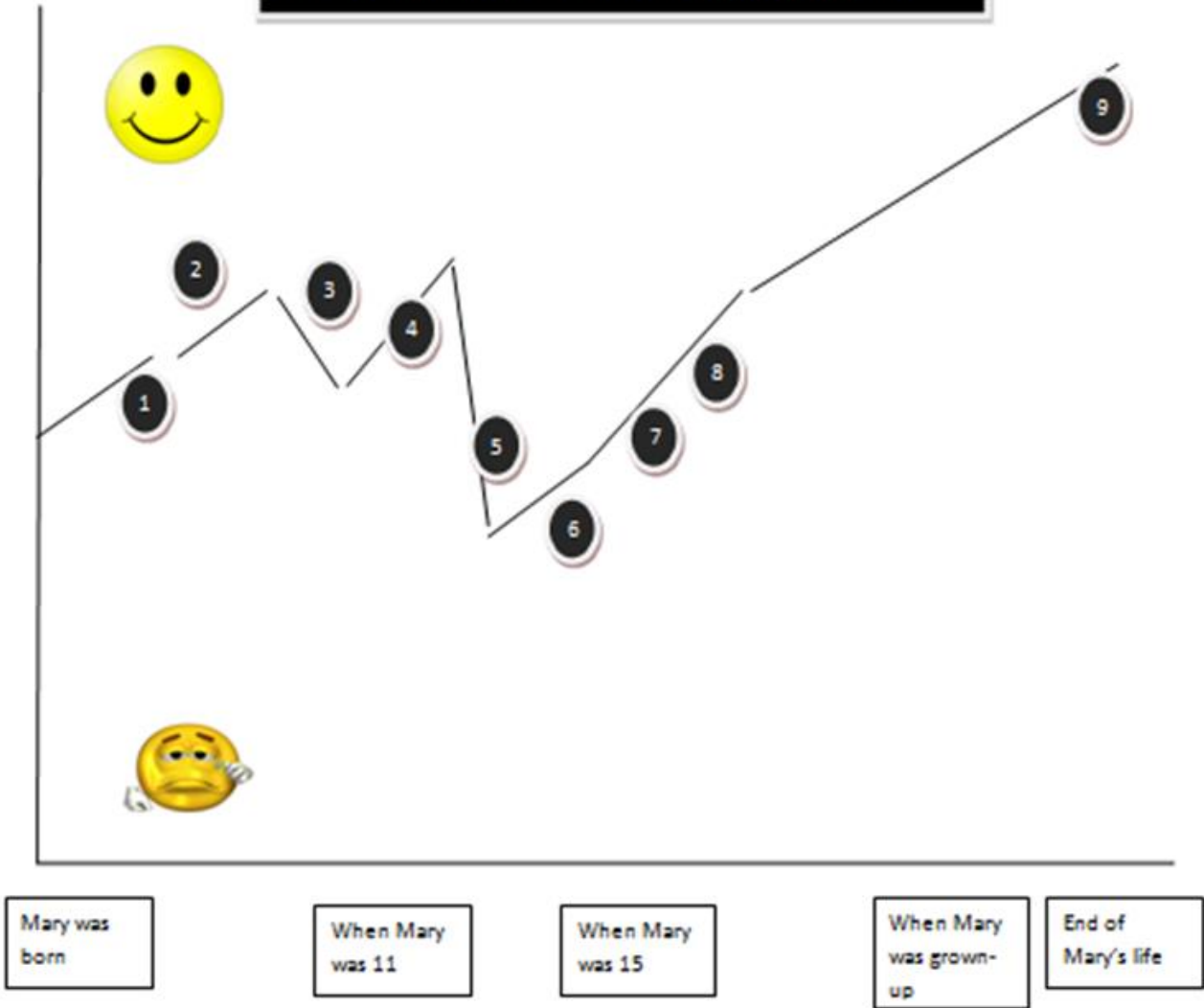
3) the winner is the one with the most correct sets of pairs



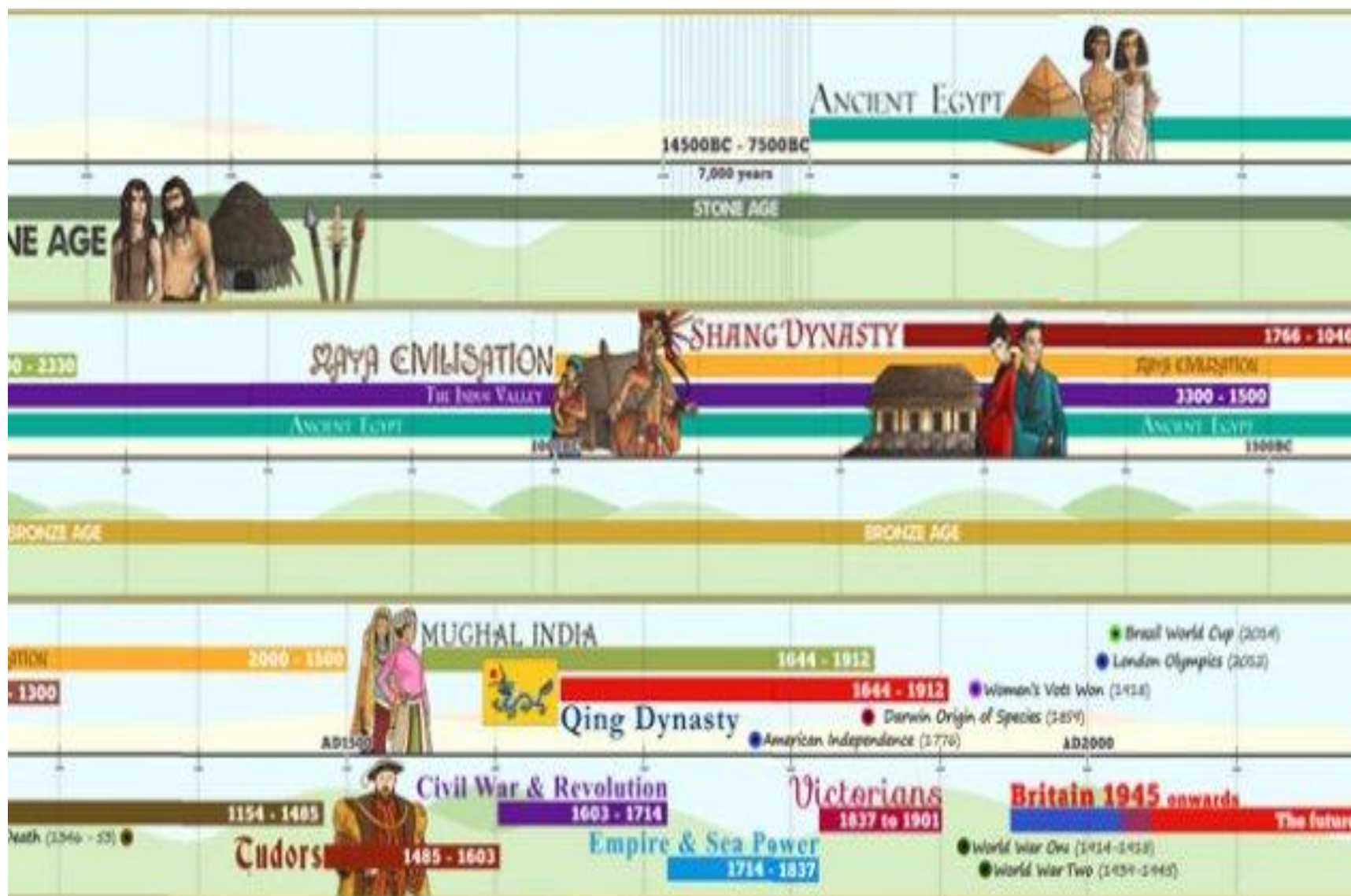
# What does a good timeline look like?

- A bit of a mess! Accessible.
- Gives pupils a sense of period and also duration/interval (as important as sequence)
- Provides opportunities for looking at where things overlap
- Looks at what is happening in differing contexts- local, national, international
- Memorable
- Of no use at all if it isn't used!

# The Ups and Downs of Mary Anning's life



NOT TO SCALE







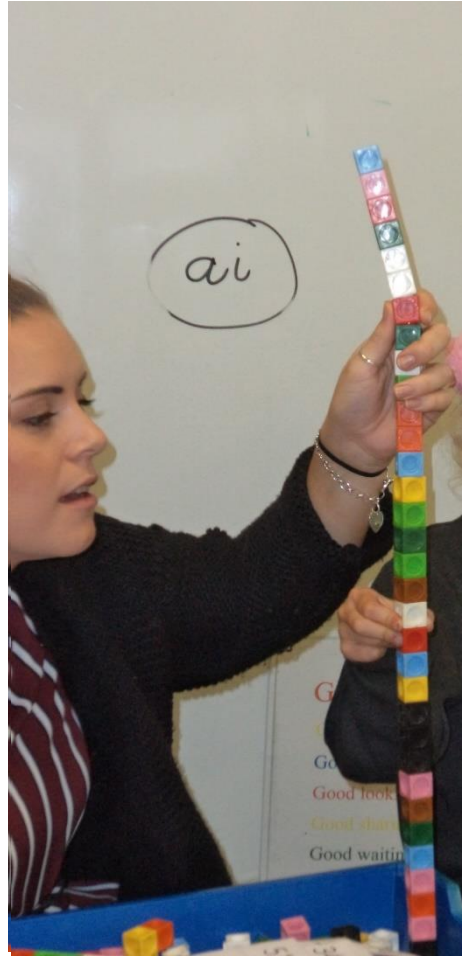
# Periods of History:

- Stone Age – Palaeolithic, Mesolithic, Neolithic
- How would you help children remember the features of these periods of history?

# Year 1:

- An idea when working on a significant individual; e.g. Queen Victoria, Mary Seacole, Isambard Kingdom Brunel
- Children represent years of life using multilink and compare with adults in the room.
- They then explore the idea of duration.

# A visual representation of periods of time



# Building on it



# Key Stage 2

## Year 3:

- Key concepts: Language of chronology and 'periods' of history.
- Context: e.g Prehistory and Ancient civilisations and Ancient Greece.

# Key Terminology:

- Introduce during Stone Age and reinforce during Ancient Egypt, Ancient Greece and other topics.
- Use dating convention (e.g. BCE and CE **or** BC and AD) consistently.
- **Chronological order** is a term used across various subjects so they are familiar.

Here the children sequence dates from the Egyptian period.



# Year 4 and 5 – Progression:

- Scaled timelines.
- A task for you all to try...





# Scaled timelines – Y5:

In front of you are a selection of events from a civilization in history.

- 1) Decide on a suitable scale for your timeline given the length of your paper.
- 2) Plot the points accurately.

# Challenge.....

- Some of you are Viking
- Some of you are Anglo-Saxon
- Go and find a partner with the opposite civilization.
- Which events link you together?
- What questions can you ask based on these events?

# Links made – spot the spelling error?

Wednesday 17<sup>th</sup> September

Lo: Using timelines to understand the chronology of different civilisations

At the same time as the Greek civilisation in the Mediterranean, the Roman civilisation was in the Southern Europe and the Egyptian empire in civilisation in North Africa. were all around at the same times. ~~W~~ Good. They existed concurrently!

The Vikings and Aztecs were around at the same time. The Vikings were around from 793 CE and the Aztecs were around from 1195 CE and to 1522 CE. Super. Can you tell me where in the world they were.

# Chronology – use it or lose it!

Chronology:

- Promotes understanding
- Promotes enquiry
- Makes links
- Is integral to teaching history.

# Remember geography & opportunities to develop locational knowledge

- locality, UK countries & capital cities, non-European 'place' (KS1), European countries & regions, Americas, Russia
- Continents, equator, Tropics, hemispheres, oceans, Poles,
- Locational contexts for physical geography e.g. coasts, rivers, volcanoes
- Longitude, latitude, grid references
- Story – where in the world.....?
- History curriculum e.g. use a base map of the the Mediterranean to plot Greece, Egypt, Rome .....
- Reach into the Middle East to pick up on Mesopotamia and Sumer, Baghdad and Islamic civilisations and the Indus Valley
- ..and further east again – for the Shang Dynasty
- Look west for the Maya and central America

# Collaborative Learning Project

- [www.collaborativelearning.org](http://www.collaborativelearning.org)
- And for the dedicated page for London humanities teachers:
- <http://www.collaborativelearning.org/londonhumanities.html>