

History training

Session 1 –

Unpicking the curriculum and skills and concepts in history

Agenda

EYFS

What is 'history' in the EYFS framework?

What should a 4 year old know about history?

Things to do and not to do in EYFS

KS1

What does the National Curriculum say about KS1?

What kind of topics are covered in KS1?

Keeping KS1 relevant

KS2

What does the National Curriculum say about KS2?

How is KS2 different from KS1?

Developing a coherent KS2 curriculum

Skills and Concepts in history

What are they?

Substantive and disciplinary – what do these mean?

Breaking the concepts down



History programmes of study: key stages 1 and 2

National curriculum in England

Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

History – key stages 1 and 2

- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Schools are not required by law to teach the example content in [square brackets] or the content indicated as being ‘non-statutory’.

Subject content

Key stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They 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. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

Key stage 2

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 develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age

Examples (non-statutory)

This could include:

- late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- Bronze Age religion, technology and travel, for example, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture

- the Roman Empire and its impact on Britain

Examples (non-statutory)

This could include:

- Julius Caesar's attempted invasion in 55-54 BC
- the Roman Empire by AD 42 and the power of its army
- successful invasion by Claudius and conquest, including Hadrian's Wall
- British resistance, for example, Boudica
- 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

History – key stages 1 and 2

- Britain's settlement by Anglo-Saxons and Scots

Examples (non-statutory)

This could include:

- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- Scots invasions from Ireland to north Britain (now Scotland)
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture
- Christian conversion – Canterbury, Iona and Lindisfarne

- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Examples (non-statutory)

This could include:

- Viking raids and invasion
- resistance by Alfred the Great and Athelstan, first king of England
- further Viking invasions and Danegeld
- Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066

- a local history study

Examples (non-statutory)

- a depth study linked to one of the British areas of study listed above
- a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Examples (non-statutory)

- the changing power of monarchs using case studies such as John, Anne and Victoria
 - changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century
 - the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
 - a significant turning point in British history, for example, the first railways or the Battle of Britain
-
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
 - Ancient Greece – a study of Greek life and achievements and their influence on the western world
 - a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

© Crown copyright 2013

You may re-use this information (excluding logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/ or email: psi@nationalarchives.gsi.gov.uk.

Reference: DFE-00173-2013

SCITT – History (Session 1)

EYFS

What does the EYFS framework focus on?

What purpose does history in EFYS serve?

What should we do?

What shouldn't we do?

KS1

What are the 4 main strands for KS1?

Why SHOULD we think carefully about these topics?

What should we think about when choosing topics?

SCITT – History (Session 1)

KS2

What makes a coherent curriculum?

What should we consider in KS2?

Stone Age to Iron Age

Roman Empire

Anglo-Saxons and Scots

Anglo-Saxons and Vikings

What should we consider for the local study?

What should we consider for the post-1066 study?

What does the curriculum say about the earliest civilisations?

What should we consider about the Greek study?

What should we consider about the contrasting non-European study?

What kinds of concepts can we use to keep our curriculum coherent?

SCITT – History (Session 1)

Skills and concepts

What are the major disciplinary concepts?

What are examples of substantive concepts?

Constructing the past

Chronology/Sequencing the past

Continuity and change

Cause and effect

Significance and interpretation

Historical Enquiry

Sources as evidence

Vocabulary and communication

If you were going to plan a history topic, what might be your first thoughts?

Constructing the Past

Mycenae Civilisation of Ancient Greece, Palace at Knossos, circa 1350 BC, Bronze Age Greece



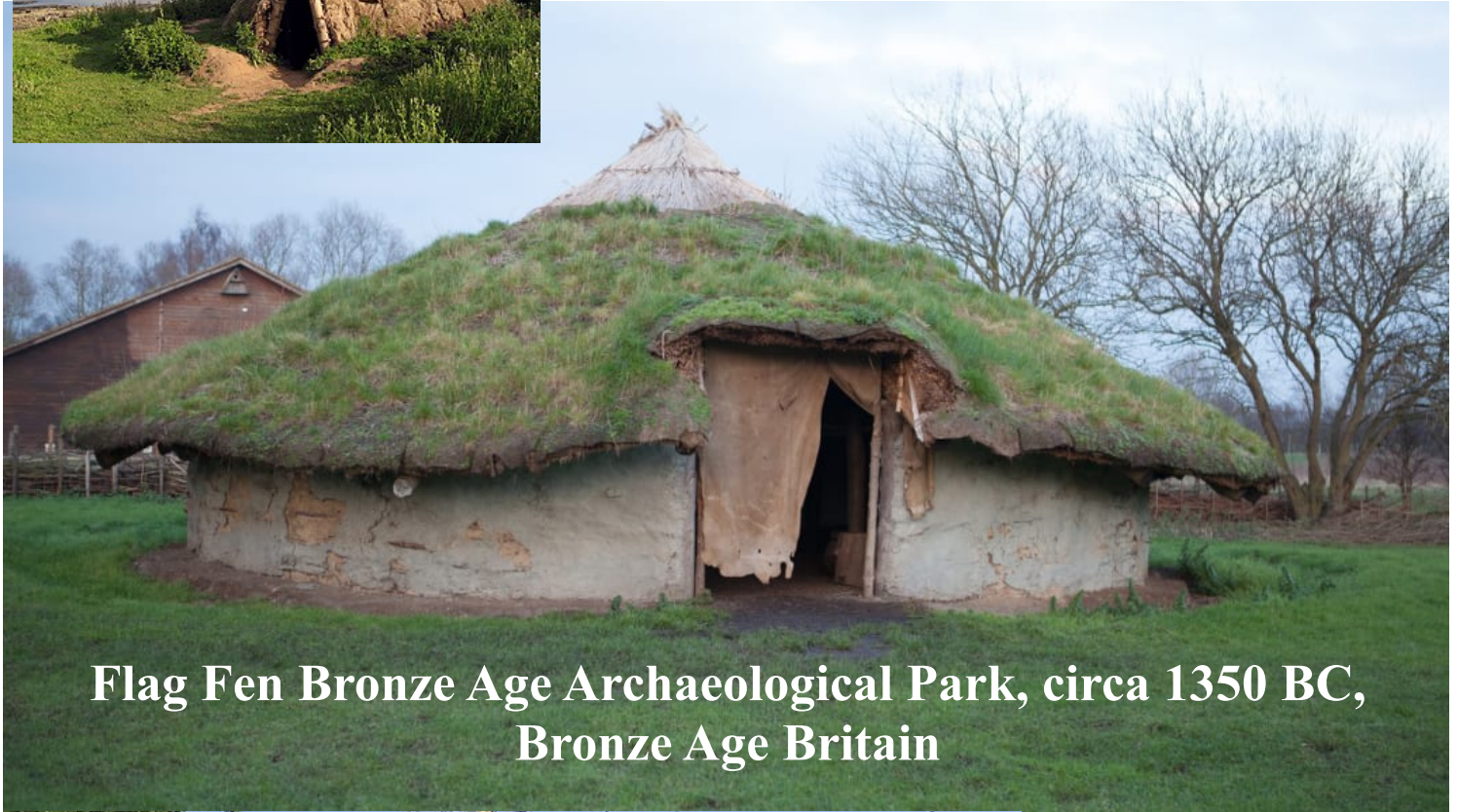
Flag Fen Bronze Age Archaeological Park, circa 1350 BC, Bronze Age Britain

How do these pictures show the narrative of the Bronze Age in Ancient Greece compared to Prehistoric Britain ?

Constructing the Past



Howick House, Mesolithic (Middle Stone Age), around 7600 BC



**Flag Fen Bronze Age Archaeological Park, circa 1350 BC,
Bronze Age Britain**



**Iron Age
roundhouse,
Chiltern, circa
AD 50**

How do these pictures show the ‘story’ of housing in Prehistoric Britain?

Can you see any connections or trends over time?

IRON AGE (600 BCE)

Many hundreds of years pass. People have found out how to produce the metal iron and they use it to make better tools and weapons. The village has prospered, but there are battles with neighbouring tribes, who are fierce rivals. The chief has built a fort on the hillside to protect the village from invasion.



BOATING
Little boats called coracles are made out of sticks and animal skin.



FANCY OUTFITS
Natural dyes found in earth and plants are used to make colourful clothes.



WOODEN FORT
The chief has built a stronghold, called a fort, on the hill. It is made of wood.



TOP MAN
After the warriors and the priests, the blacksmith is the most important man in the village.



STEALING CATTLE
A rival tribe has arrived to steal the villagers' cattle. They have travelled here on a wheeled wagon.



RIVER RITUAL
Priests offer captured enemy weapons to the gods by throwing them into the river.



FAST FARMING
To help people farm, a more efficient plough has been invented. It is made from iron.



EXOTIC GOODS
A foreign trader has sailed up the river. The villagers are eager to buy his wine, silverware, and pots.



WOODEN STATUES
Can you find three wooden statues set up by the villagers to honour the gods?

ROMAN TIMES (100 CE)

The Roman Empire has spread across much of Europe, bringing a new way of life. Our village has become a town with hundreds of people. The town has large stone and brick buildings, shops, taverns, a temple, and a school. A bridge has been built across the river for the first time. Professional soldiers are stationed in the fort.

SCHOOL DAYS
Children from rich families attend school. Can you find the schoolroom where a lesson is taking place?



TOWN HOUSE
A rich family lives in a town house, called a domus. The domus has beautiful statues and paintings.



BATHTIME
People use the luxurious bath-house in the town to bathe or just to relax and socialize.



SLAVE LABOUR
Most hard work is done by slaves. Find a batch of slaves arriving in their chains.



NATIVE HUTS
Some of the inhabitants of the old village still live in their wooden, thatched huts.



EATING OUT
Most people go to the taverns for hot food because they live in small flats that do not have kitchens.



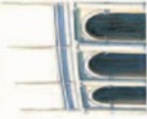
IMPORTED GOODS
Merchant ships bring goods from all over the Empire. Wine is stored in containers called amphorae.



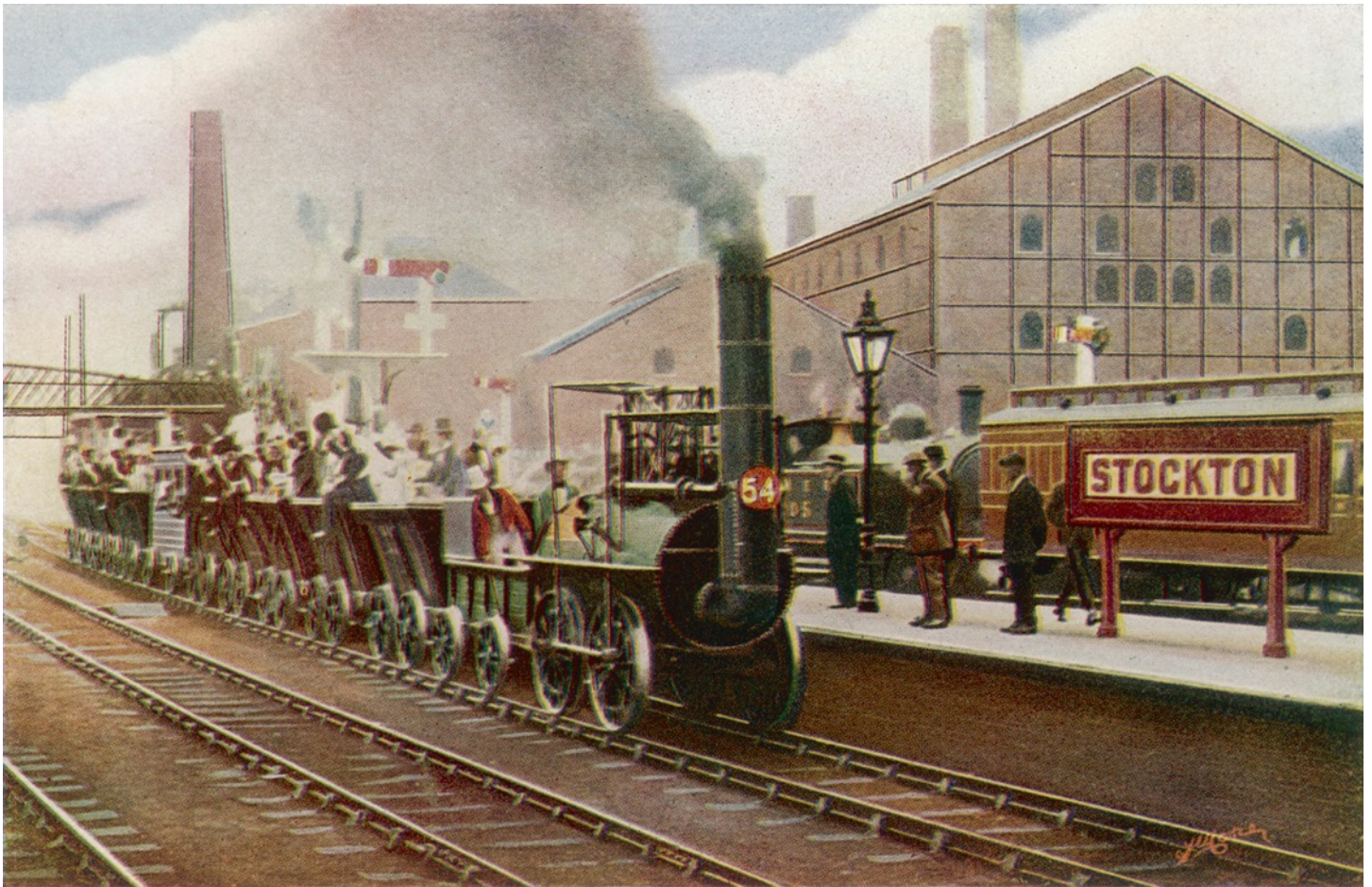
READY FOR ACTION
The fort is where Roman soldiers are stationed. They drill and march, so they are always ready for action.



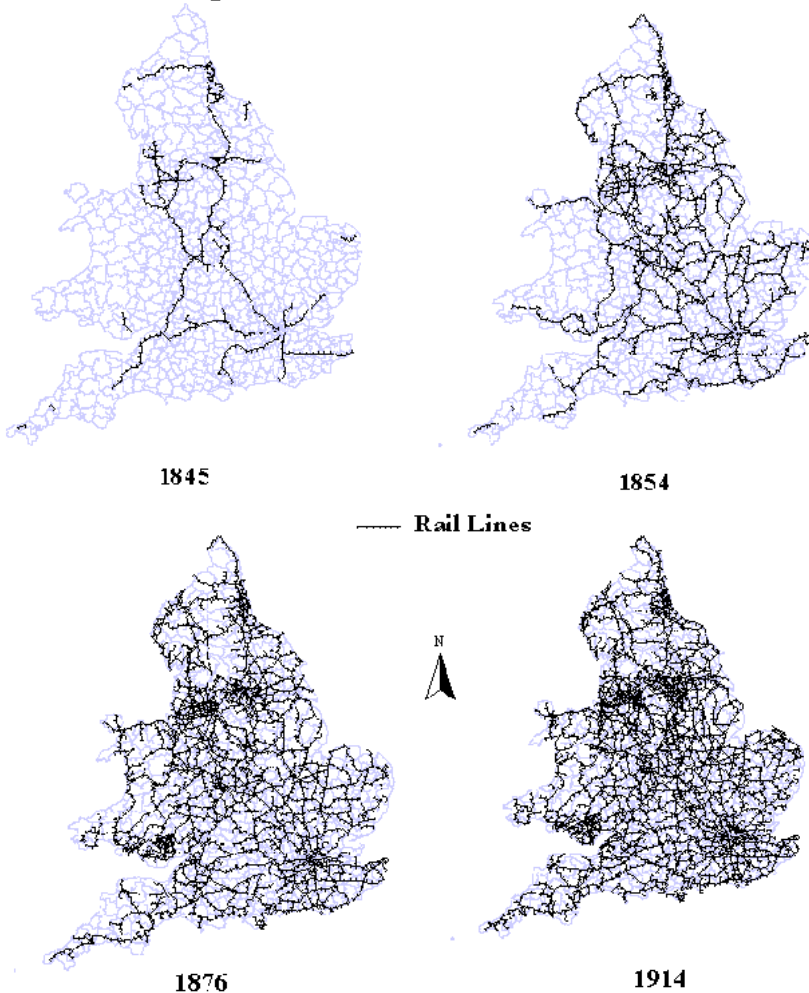
CROWD-PLEASER
In the amphitheatre, gladiators often fight to the death to amuse the crowd.



Cause and effect



**The Extension of the Railway System
in England and Wales, 1845-1914**



What do you think caused the Stockton to Darlington railway to be built?

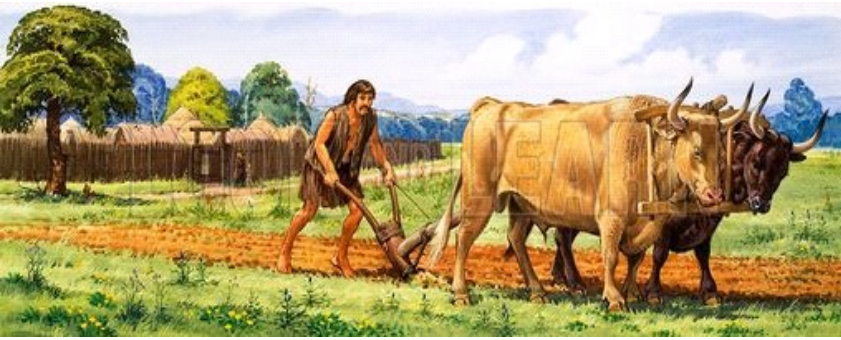
What impact do you think it had locally?

What impact do you think it had nationally?

What impact do you think it had internationally?

Significance and interpretation

Significance



Which of these do you think was the more significant invention and why?

Interpretation



What kinds of interpretations can you make about Christopher Columbus from this picture?

Power?

Society?

Technology?

Experiences of both people?

Significance for both sets of people?



An extract from the Anglo-Saxon Chronicle, written by Anglo-Saxon monks about the Viking raid on Lindisfarne in AD 793:

"Here terrible portents came about over the land of Northumbria, and miserably frightened the people: these were immense flashes of lightening, and fiery dragons were seen flying in the air. A great famine immediately followed these signs; and a little after that in the same year on 8 June the raiding of heathen men miserably devastated God's church in Lindisfarne island by looting and slaughter."

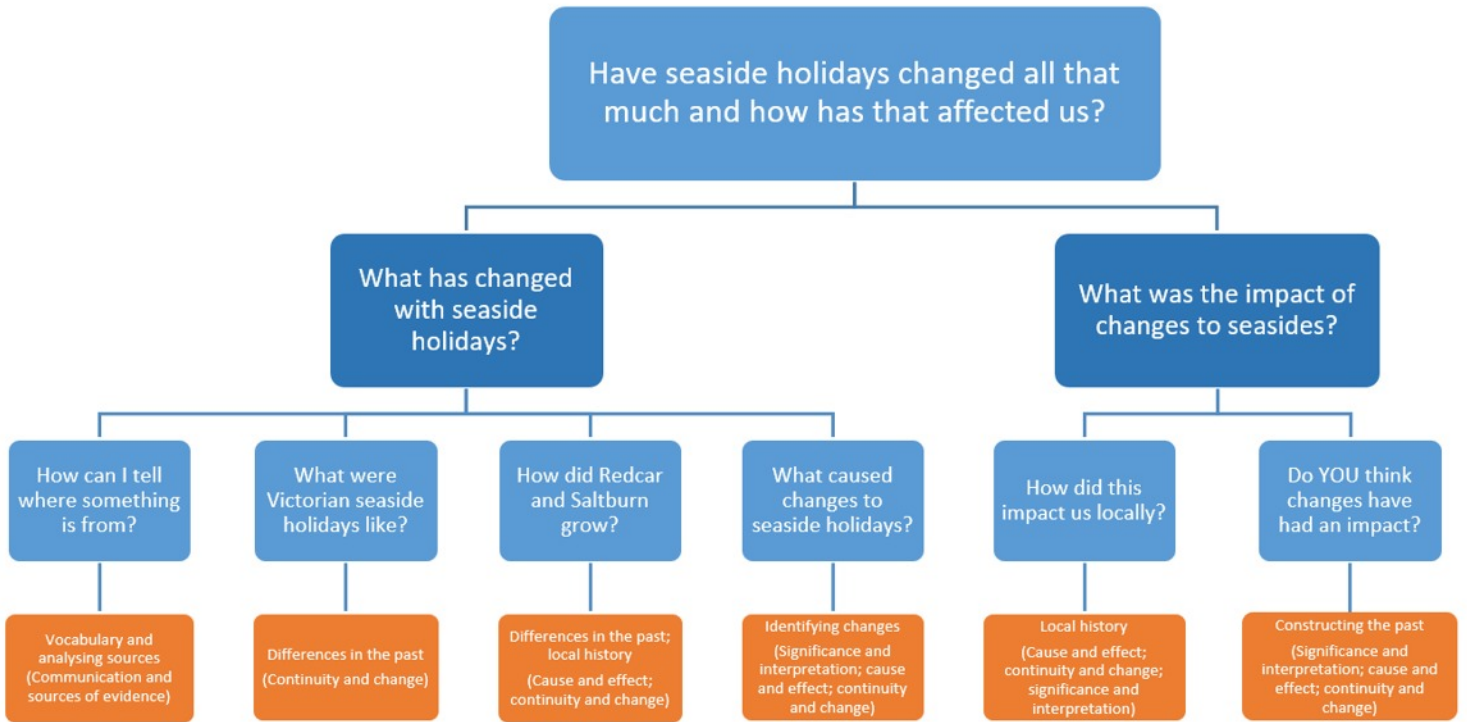
What kinds of interpretations do we have of the Vikings from this extract of the Anglo-Saxon Chronicle?

What do you notice about the language?

How is it useful? Is there any bias in there?

Historical Enquiry - an example model

KS1



KS2



Sources as evidence

KS1



What do you think these are?

What do you think they are made from?

Who might have used them?

Would we use them today?

KS2

An extract from Cassius Dio, a Roman historian writing about Boudicca, a Celtic queen who rebelled against the Romans in Britain:

'While this sort of child's play was going on in Rome, a terrible disaster occurred in Britain. Two cities were sacked, eighty thousand of the Romans and of their allies perished, and the island was lost to Rome. Moreover, all this ruin was brought upon the Romans by a woman, a fact which in itself caused them the greatest shame...But the person who was chiefly instrumental in rousing the natives and persuading them to fight the Romans, the person who was thought worthy to be their leader and who directed the conduct of the entire war, was Buduica, a Briton woman of the royal family and possessed of greater intelligence than often belongs to women...In stature she was very tall, in appearance most terrifying, in the glance of her eye most fierce, and her voice was harsh; a great mass of the tawniest hair fell to her hips; around her neck was a large golden necklace; and she wore a tunic of divers colours over which a thick mantle was fastened with a brooch. This was her invariable attire.'

What does this tell us about Boudicca? What does it tell us about the Romans? What other information do you think we need to know before just 'accepting' this as truth?

Vocabulary and communication

Write down 5 things that are 'significant' to you:

What do you think is significant for Stockton?

What is significant for the North East?

What do you think is significant for England?

What have you noticed about significance?
