

Issues in Leading Primary History II



Andrew Wrenn

Teacher Fellow of the Historical Association

andrew__wrenn@btinternet.com





KEEP
CALM
AND
Ask

Agony Uncle




Ofsted
Outstanding



WOLF BROTHER

MICHELLE PAVER

THE MULTI-MILLION COPY BESTSELLING AUTHOR

Living with the Flintstones !

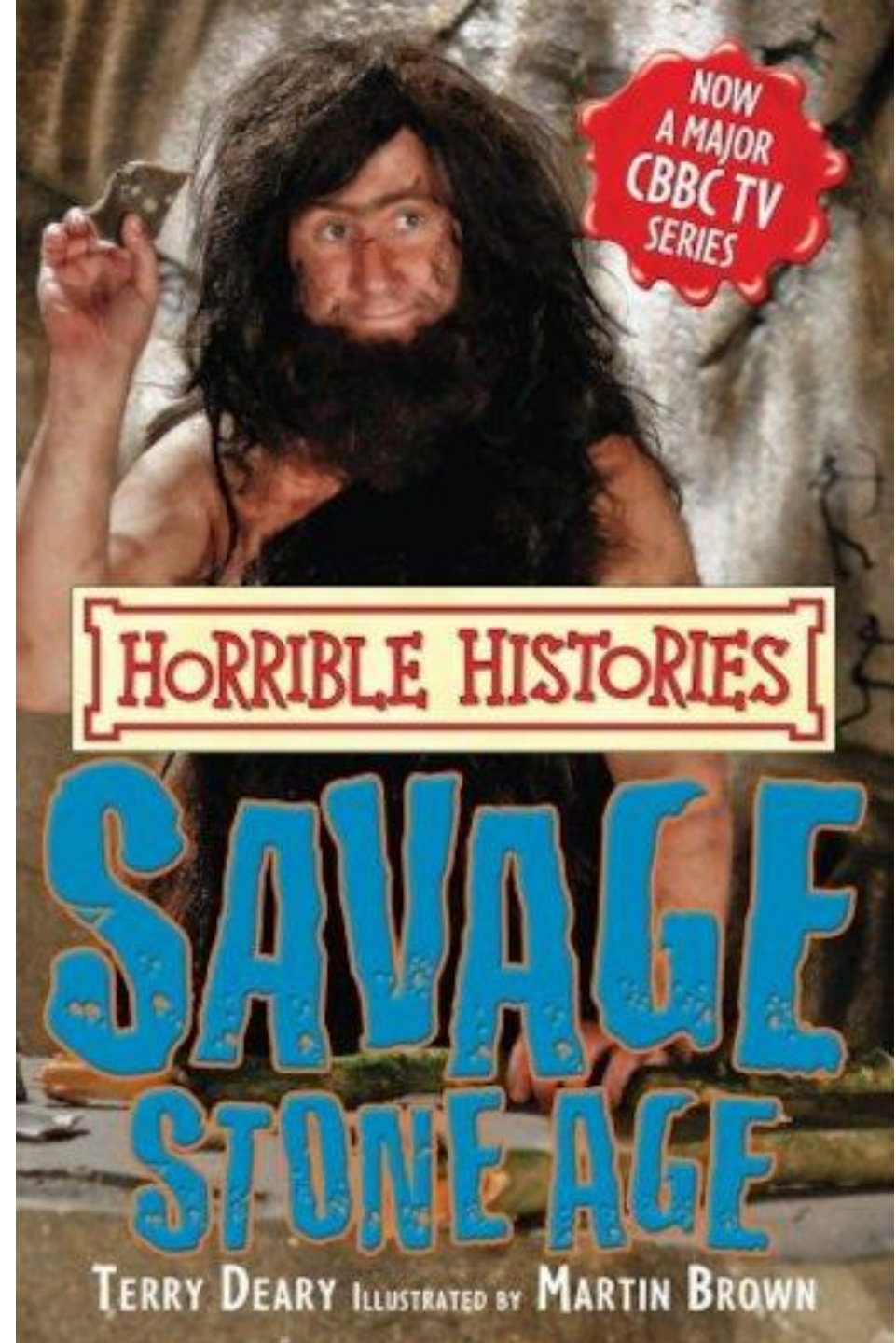








THE FLINTSTONES



NOW
A MAJOR
CBC TV
SERIES

HORRIBLE HISTORIES

SAVAGE STONE AGE

TERRY DEARY ILLUSTRATED BY MARTIN BROWN

Dinosaurs and Cavemen



LEQ: How are I related to a Cavewoman?

Did the dinosaurs become extinct?

What is a fossil?

- Language
- Reading
- Writing
- Math
- Science
- History
- Art
- Music
- Physical Education
- Character Education
- Health
- Environmental Education
- Technology
- Foreign Languages
- Special Education
- Gifted/Talented
- Other



Can you walk like an Egyptian?













Dear diary,

I couldn't sleep last night. All I could think about was leaving my family and being sent miles and miles away. My brother was already a million miles away serving in the navy. I didn't think I could bear being away from my parents as well.

This morning we arrived at the station and waited on the platform. My mind was going a mile a minute worrying about what was going to happen when I got to Devon. What if no-one wanted to host me? What if my host family were mean and strict? What if I couldn't make any friends?

My daddy gave my hand a squeeze and smiled at me before mama scooped me up into a hug. I felt a whole lot better after that.

Much too soon I was sitting on my own on the train, waving to my parents through the grubby window. A small boy in a smart blazer and shorts was clinging to his mother. I watched as the tall train guard gently guided him into my train compartment. Sniffling, he stared at me. "Hi. I'm Jane," I smiled. "You can sit with me if you like."

"Thank you," he murmured.

11/11 understood what evacuation means and write a diary entry.

Dear Diary,

I am so worried that we've got to move to another place to avoid all the bombing.

I saw a lot of people affected by this evacuation. Most of the evacuees are children but other evacuees include mothers with young children, pregnant women and disabled people.

Dad says that Britain doesn't have enough soldiers to fight so all men aged between 18 and 41 are required to leave and fight.

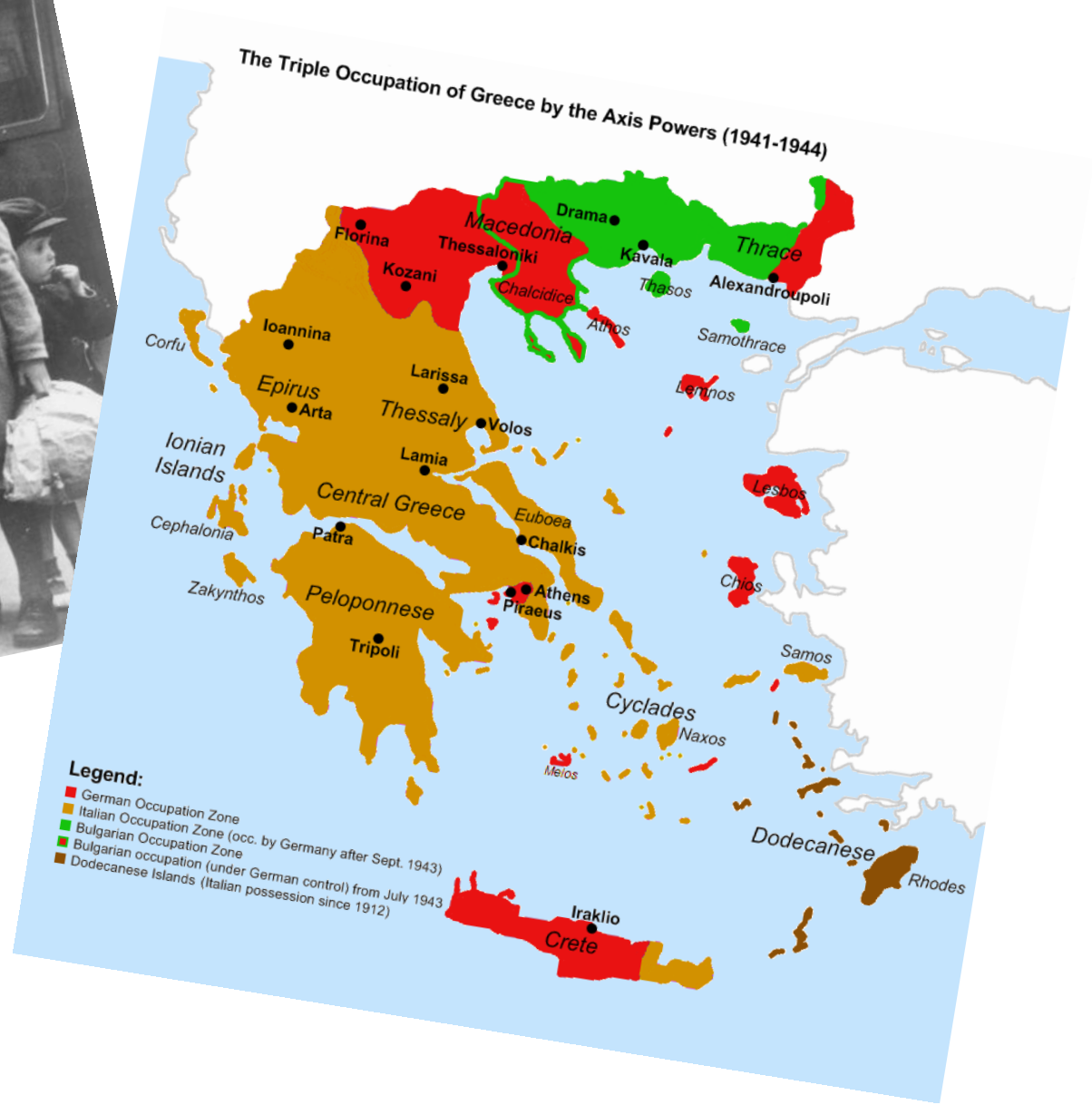
The good part of the evacuation is that we will be kept safe from bombs and we will live in a peaceful countryside. The only part of the evacuation is that we will miss our parents and we will have our things and stay with people who are not our own.

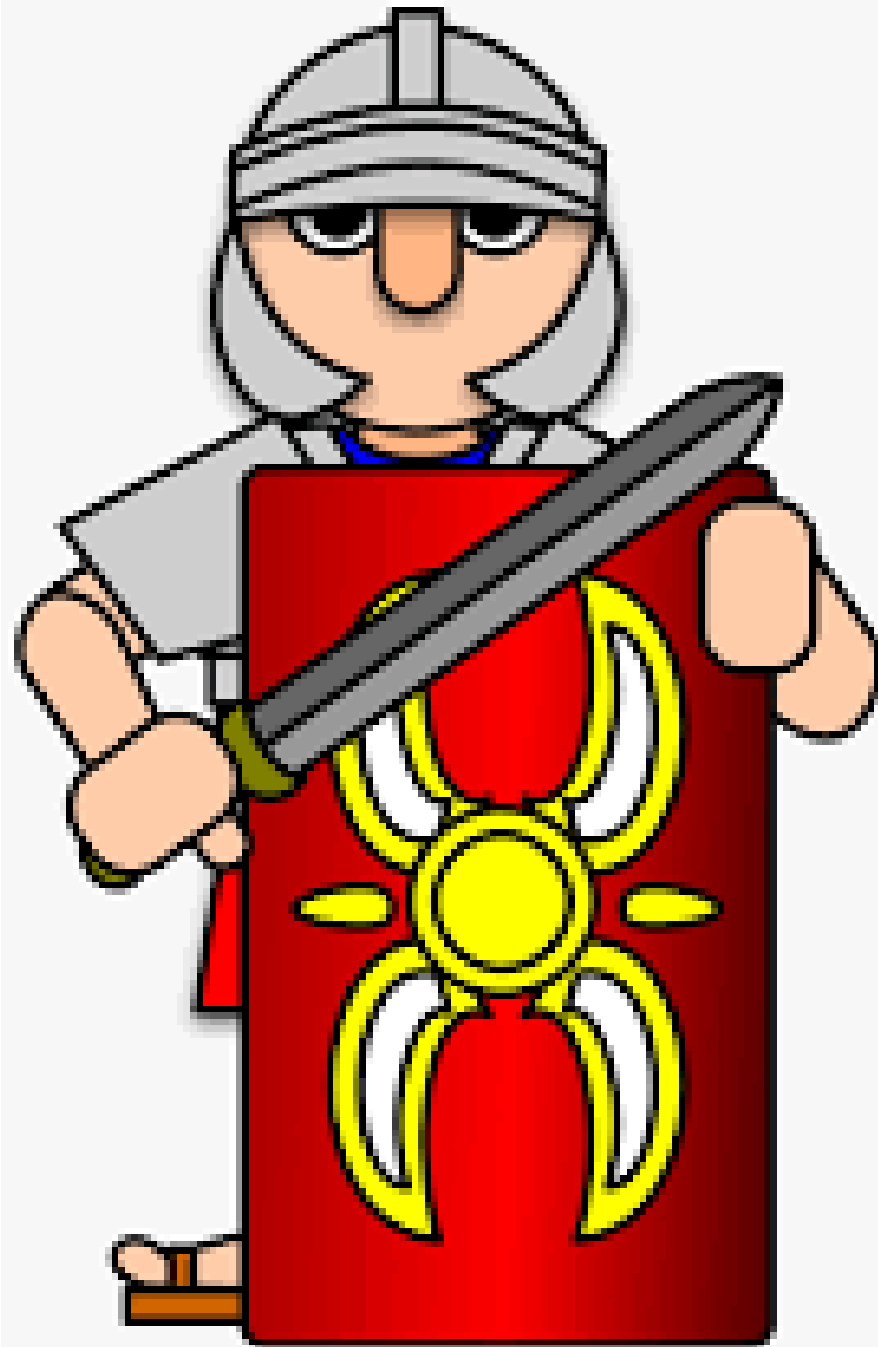
I packed a few things like clothes, towel, toothbrush, a warm coat but most important of all is my hairbrush - bunny which I will hug every night.

I hope the war will end soon and we will start a new happy life.

Well done!











HISTORY MONTH



What are the strengths and weaknesses of Primary History within the school?

Strengths

Weaknesses

Strengths and weaknesses of Primary History within the school

Strengths

- History content links to cross curricular themes and key literacy texts
- Children are engaged by the use of entertaining resources and creative activities
- Feedback is given on children's work
- Timelines are displayed in each classroom
- Black History Month is celebrated each year
- The headteacher wants to motivate the mainly white children of the working class council estate the school serves.

Weaknesses

- The status of foundation subjects like history within the school is low. The school puts too much confidence in a past 'outstanding' OFSTED judgement. The budget and time allocation for subject leadership have been cut.
- The commercial scheme adopted by the school leaves significant gaps in coverage of National Curriculum requirements
- Links to cross curricular themes are sometimes weak and tenuous
- The actual history content within some themes is very superficial
- Too often tasking and feedback are based on literacy rather than history objectives
- Tasking and activities sometimes prioritise entertainment value over rigorous learning. They may reinforce misconceptions about the past
- Classroom timelines promote misconceptions about the past
- Diversity in the Primary History Curriculum is restricted to Black History Month

Questions for reflection

- How might you prioritise what to do if you were the subject leader?
- How might you tackle the issue of teaching and resources unintentionally fostering or reinforcing misconceptions about the past?
- How might you ensure that planning becomes more rigorous?
- How might you ensure that assessment became more subject specific?
- How might you address introducing more diverse content?
- How might you handle the politics of the school SLT?

**1913 Birth
of Rosa
McCauley**

**1915
Moved to
Pine Level**



**1929 Left
school**



Iron Age 700 BCE



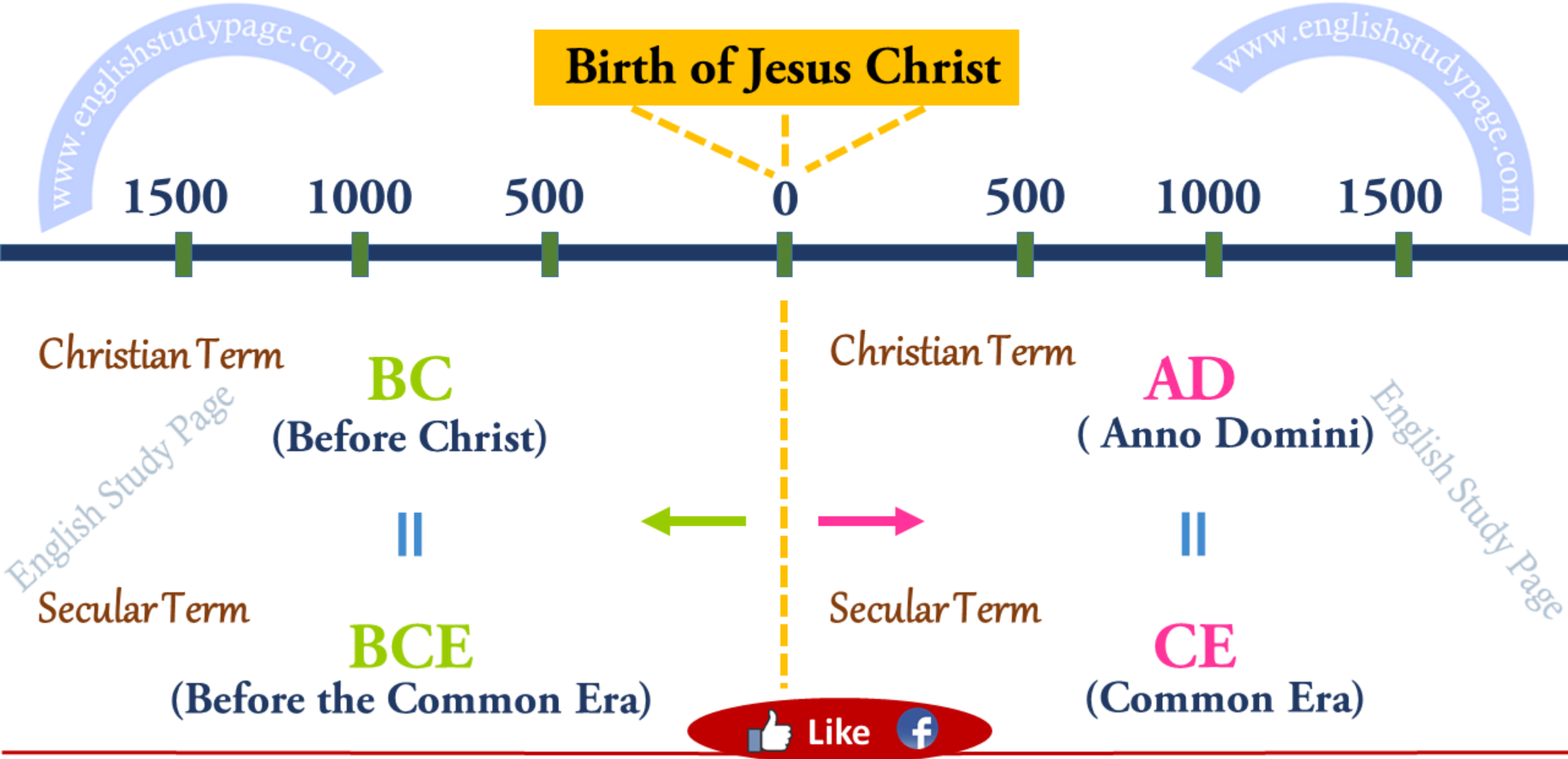
Bronze Age 2,500 BCE



Neolithic Period of
the Stone Age 4,300
BCE



BC/AD or BCE/CE (Historical Terms)



DID YOU KNOW?
INVENTED THE
THEATRE



27 BC - 1453

SAXONS

410 - 1066

VIKINGS

800 - 1066

NORMANS

1066 - 1485

TUDOR

1485 - 1603

STUARTS

1603 - 1714

GEORGIAN

1714 - 1830

VICTORIAN

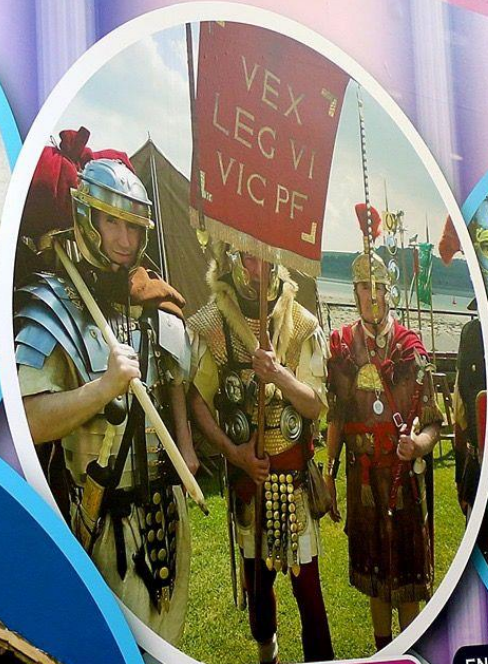
1837 - 1901

WORLD WAR I

1914 - 1918

WORLD WAR II

1939 - 1945



DID YOU KNOW?
THE ROMANS WERE
AMAZING ARCHITECTS
AND ENGINEERS



ENGLISH MONARCHY AND LAWS FORMED

DID YOU KNOW?
THE VIKINGS
WERE AMAZING
SHIPBUILDERS



VIKINGS DIDN'T WEAR HORNED HELMETS!

DID YOU KNOW?
OUR DAYS OF THE
WEEK CAME FROM
THE ANGLO-SAXON
LANGUAGE

DID YOU KNOW?
HENRY VIII
DROPPED THE
DORMANT BLOOD
LAW

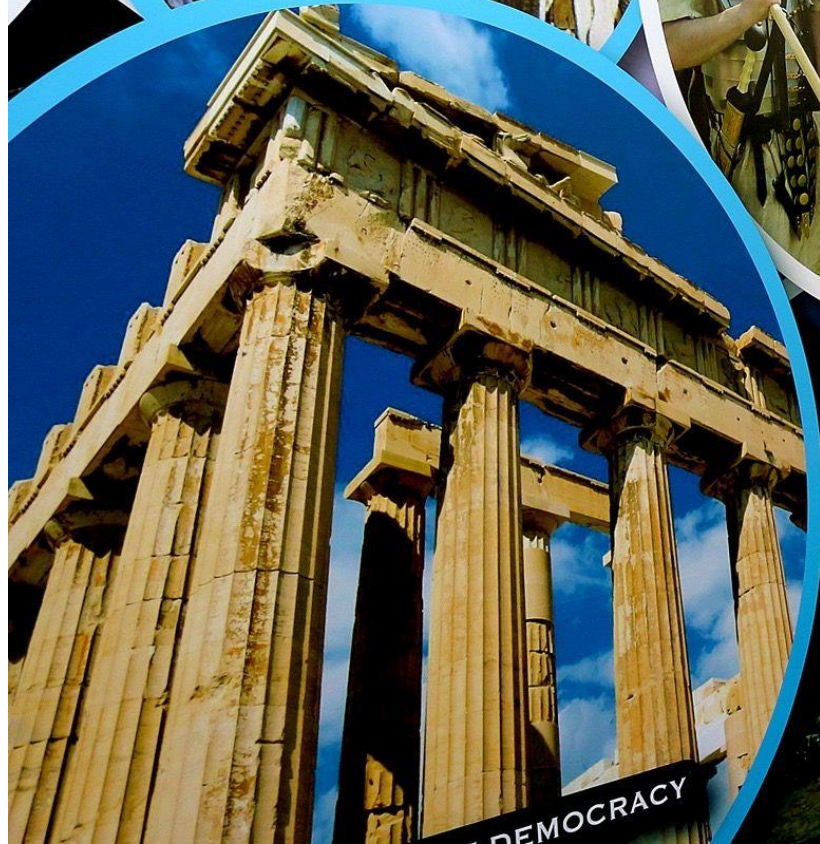


HENRY VIII CROWNED LAMB

ANNE BOLEYN
WAS THE WIFE OF
ELIZABETH I



THE FAMILIES OF THE
TUDORS



DEMOCRACY

HENRY II'S WALL BUILT IN 1188





Two curriculum lenses of historical knowledge

- **Substantive knowledge (content)** – breadth, balance, sequencing, depth and rigour
- **Disciplinary Knowledge (second order concepts)** – major concepts that shape how history is organised or thought about as a subject e.g. cause and consequence



What is substantive knowledge or content?



KS1 Content

- 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 etc]
- significant historical events, people and places in their own **locality**.

KS2 Content

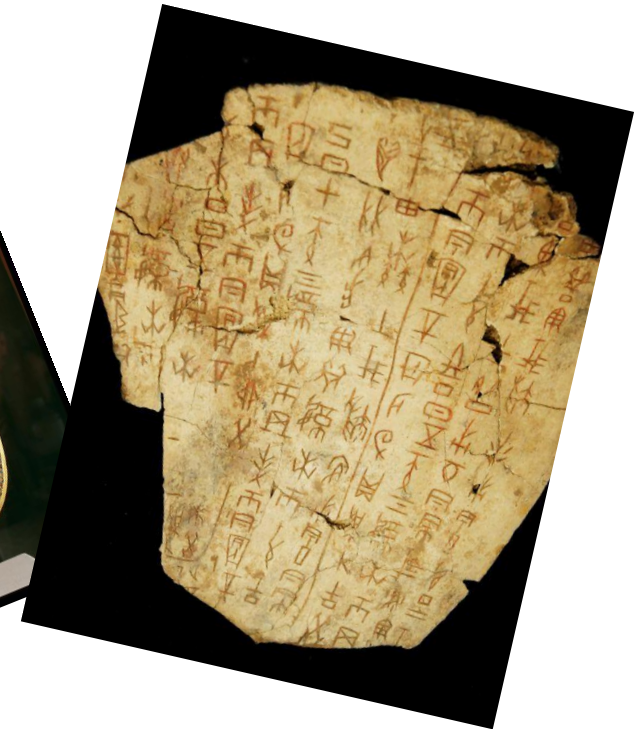
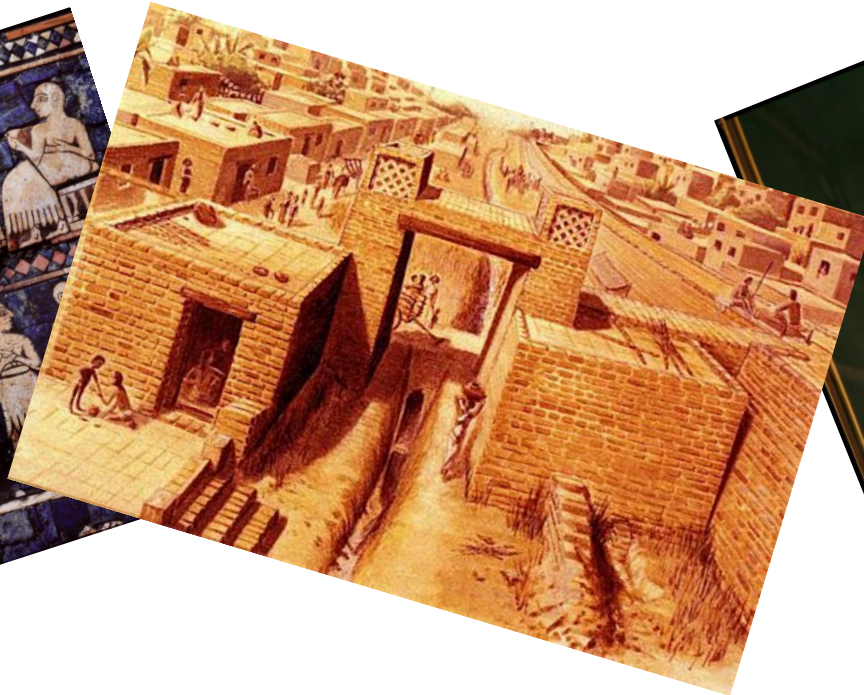
- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

British
Core
Study
Units
Stone
Age to
1066

Usually in
Year 5/6

KS2 Content

- 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



KS2 Content

- 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.



The founding of Rome



Romulus and Remus were twin boys who were left in a basket on the Tiber River when they were babies as their father, the King, was afraid that one day they would overthrow him and take his throne.

They were found and raised by a she-wolf and later by a shepherd. As the boys grew older they became natural leaders, after they discovered their true identity they went on to establish their own city.

The twins eventually came to the place where Rome is located today but neither could decide on which hill to build the city on. Each started to build their cities on different hills but one day fought over this. Romulus killed Remus and officially founded the city on April 21, 753 BC, making himself king, and naming it Rome after himself.

Roman Beliefs

In the earlier Roman times, the Roman people believed in many different gods and goddesses whom they believed controlled different aspects of their lives.



In 313AD, with Emperor Constantine's edict of toleration, Rome was converted to Christianity. Before then Christians were persecuted for their religion. The Roman Empire allowed Christianity to spread easily and it continues in the form of the Roman Catholic Church that has its heart in Rome's Vatican City.



The Romans



Daily life of Romans

Clothing



Men wore a knee-length tunic and important men would wear a toga. Women wore a longer tunic than men and would wear a dress called a stola over their tunics. Boys wore a knee-length tunic and a bulga (jacket around their necks) to protect them from evil spirits. For girls this piece of jewellery was called a lunula. Romans wore leather sandals on their feet.

School



Roman children started school at the age of seven. Wealthy children could be taught by a tutor, whilst others went to public school. Poor children could not go to school and were often sent out to work young.

Food



The Romans ate a wide variety of foods, sourced from across the empire. The diets of the rich and poor were very different. They generally ate 3 meals a day and dinner was usually the biggest.

Housing



Poor Romans lived in small, cramped houses called insulae. These could house up to 30 Romans. Rich Romans lived in villa domus and they had slaves to run the household.

Jobs



Roman citizens could work as farmers, merchants, soldiers, craftsmen, entertainers, lawyers, teachers and in the Roman government.

Leisure



The Romans would visit bath houses as a social activity. For the wealthy, dinner parties would feature music, dancing, and poetry readings. Going to watch the games was very popular and in Rome the famous colosseum could seat about 50,000 spectators who came to watch events including gladiatorial combats and wild animal hunts.

The Roman Army

As the Empire grew bigger the army had to fight further away from home. Being a soldier became a full-time job - they were no longer sent home when a battle ended.

These full-time soldiers were well-trained and disciplined. They had to be tough and confident in the use of a number of weapons. They would march over 20 miles a day with heavy things to carry and they were also skilled engineers and craftsmen because they had to build roads, bridges and forts.



Recruits had to be at least 20 years old and they joined for 25 years after which they were given money and land to farm in their retirement.

A centurion commanded 80 men divided into ten sections of eight. Six centuries of eighty men formed a cohort, and ten cohorts made up a legion (about 5,000).

Spread of the Roman Empire

Rome reached its peak of power in the 2nd century around the year 117 AD under the rule of the great Roman emperor Trajan. Virtually all of the coastline along the Mediterranean Sea was part of the Roman Empire. This included Spain, Italy, France, southern Britain, Turkey, Israel, Egypt, and northern Africa.



Rome ruled much of Europe around the Mediterranean for over 1000 years. However, the inner workings of the Roman Empire began to decline starting around 200 AD. By 400 AD Rome was struggling under the weight of its giant empire. The city of Rome finally fell in 476 AD.

The main enquiry question
is.....

**Key knowledge/learning
from each lesson**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Substantive concepts explored this term

highlight: Empire, Civilization, Migration ,
War, Trade, Tax, Religion, Monarchy

Disciplinary concepts explored this term

highlight: Cause and Consequence, Change
and Continuity, Similarity and Difference,
Historical Interpretations, Significance,
Handling Evidence

My curiosity questions- add a question
after each lesson

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

A blank outline map of the area/region.
Add details after each lesson

Vocabulary we will need to use and
understand

Glossary- add the definition against
the word once you have discovered
the meaning

Timeline- add dates after each lesson

Sample medium term plan on the Stone Age

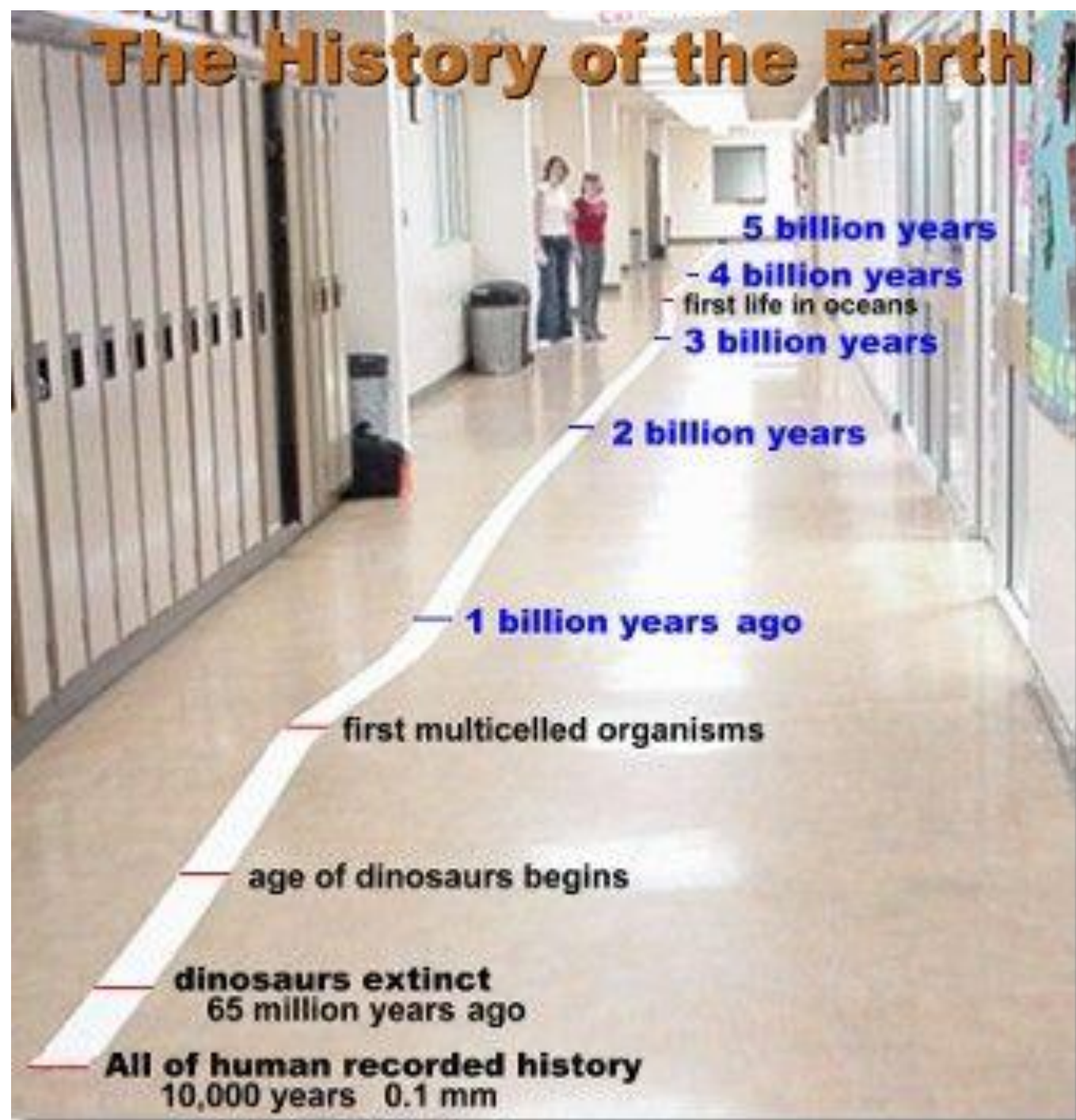
- How do we know that Stone Age people and dinosaurs **never** lived at the same time?
- What can cave paintings tell us about how Stone Age people lived?
- Why did Stone Age people start to farm if it made their lives harder?
- How much can we trust the Horrible Histories programmes when they make Stone Age people seem funny and stupid?

How do we know that Stone Age people and dinosaurs *never* lived at the same time?





The History of the Earth



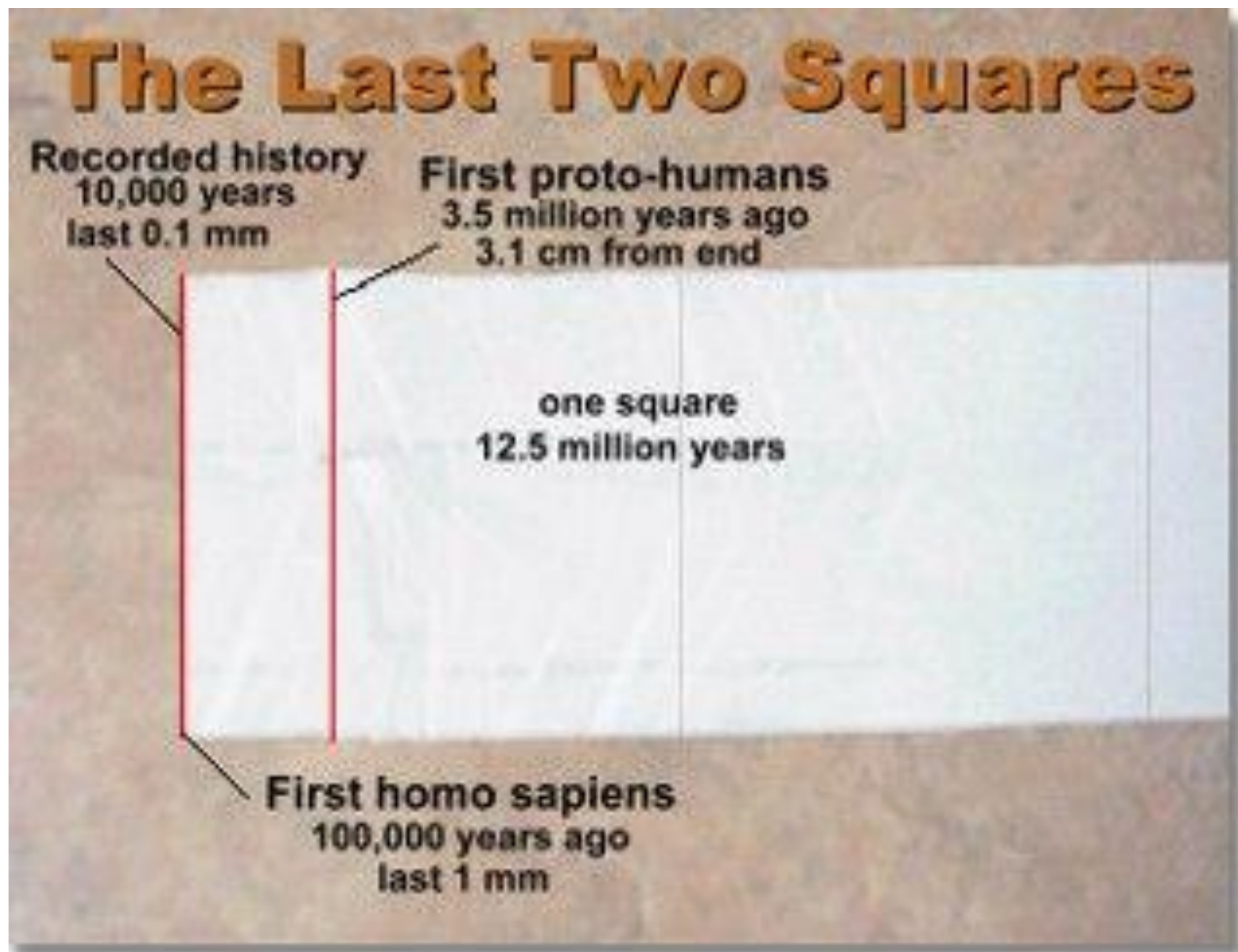
The Last Two Squares

Recorded history
10,000 years
last 0.1 mm

First proto-humans
3.5 million years ago
3.1 cm from end

one square
12.5 million years

First homo sapiens
100,000 years ago
last 1 mm



What can cave paintings tell us about how Stone Age people lived?

They hunted wild aurochs?



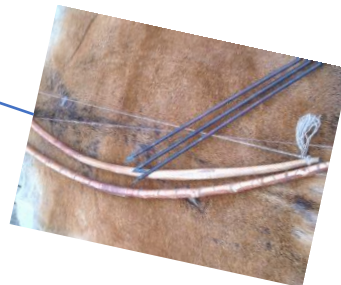
There were Horses in the Stone Age



Did they have deer or elk?



Hunters had bows and arrows



What can cave paintings tell us about how Stone Age people lived? Mark scheme

- **Working above expected standard**

Pupil clearly identifies individual features from within the cave painting and links them to specific, mostly accurate suggestions as to what these might be. May include an element of doubt or lack of certainty about links or inferences that have been made.

- **Working at expected standard**

Pupil identifies some features within the cave painting and makes suggestions as to what they might be or what they might prove.

- **Working towards expected standard**

Pupil identifies a single feature or some features within the cave painting. Some links or suggestions may be made but these may be weak, completely inaccurate or may not have been made at all

Why did Stone Age people start to farm if it actually made their life harder?

Life became harder because;

- Growing crops, herding animals and maintaining permanent settlements required **more labour** than hunting and gathering
- **Life expectancy fell- Sickness and disease spread more easily** because waste and sewage piled up and contaminated food and water supplies - sickness and disease could spread more easily because more people lived together in one place
- Permanent settlements could encourage **conflict and violence** over territory

1. Populations rose.

Farming was the only way of producing enough food to feed the growing number of people.

2. People had leisure time.

This gave them more time to experiment with other ways of producing food, such as growing crops.

3. Feasting

It became important as a way of gathering people together and of showing off an abundance of food. Only farming could produce enough food for feasting and crops for the production of alcohol.

4. Religion

Certain crops might have been grown to honour gods and to be used in worship. Animals might have been kept for sacrifice.

6. Farming produced more food

Farming supplemented hunting and foraging, eventually replacing it as a more efficient form of production.

5. Accident

Some people noticed that certain berries and cereals grew well in particular places. A few people started farming and the idea spread

How much can we trust the Horrible Histories programmes about the Stone Age?



The all purpose stone age tool set includes sharp stone, sharp stone, sharp stone...



I'm sure you've heard the Stone Age occurred,
For two and a half million years.
But there's more of Stone Age to engage,
Than maybe it first appears.

Dinosaurs, Neanderthals,
Let's make this clearer.
Didn't live together,
Came from different eras.
That's not all I can tell you,
So much more to be known.
About the many phases,
In the ages of stone.

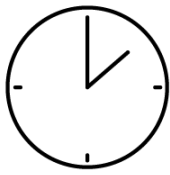
It's fine to define,
An era Palaeolithic.
But you're gonna have to be,
A little more specific.
Do you mean lower,
When ancient beings first used tools?
Or middle Palaeolithic,
When Neanderthal ruled?

That's when Homo sapiens,
Starts to emerge.
But just in Africa,
It's long before the global surge.
Not till upper Palaeolithic,
Forty thousand years ago.
Did Neanderthal and Homo sapiens say hello,
Neanderthal and Homo sapi,
Living in caveman harmony.

Language was invented,
Cave painting art.
Then Palaeolithic ended,
Which meant the start.
Of phase two-be-doo-be-doo-wap

This is where it starts to,
Get all scientific.
Palaeolithic's followed by,
The era Mesolithic.
Then Neanderthals are wiped out,
By the ice age – horrific!
After which the Neolithic age,
Was terrific.

Man learned to farm,
Built homes so they could
settle.
Then some other folks turned
up,
And they discovered metal.
Beaker men from Europe,
Found bronze and outgrown.
The simple and traditional
ways of stone.



Now

5,000 years ago

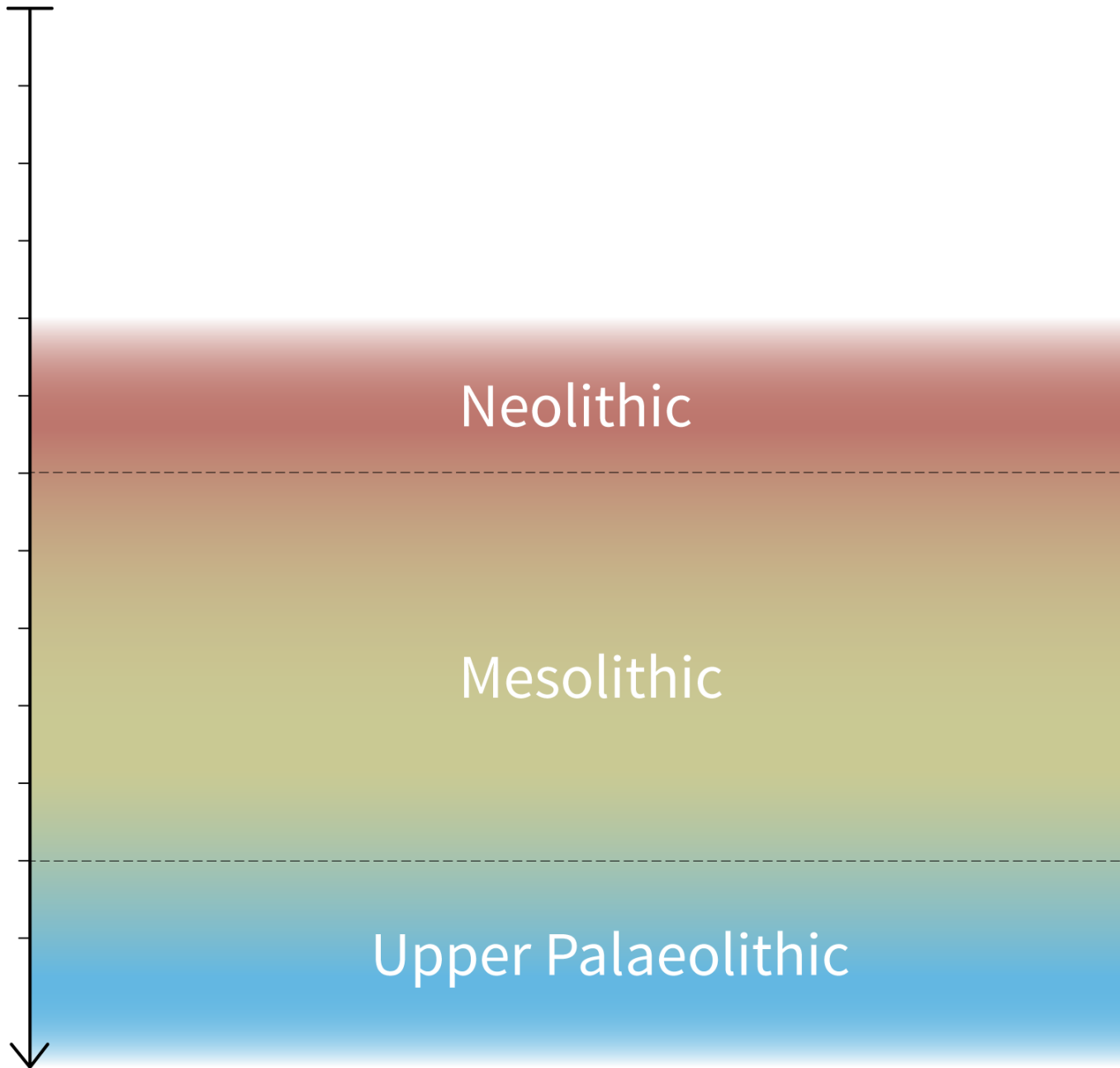
10,000 years ago

11,000 years ago

Neolithic

Mesolithic

Upper Palaeolithic



What is the difference between an original source and an historical interpretation?

- Original sources of evidence date **from the time** of an event, person or period
- Historical interpretations date **from after the time** of an event , person or period, reflecting on it or them.

Interpretations are *any* reflections on the past from after the time ranging from academic to popular



What are the characteristics of teaching historical interpretations?

“When the main focus of children’s work is on how people in later times have reconstructed and presented the past”.

M.Riley

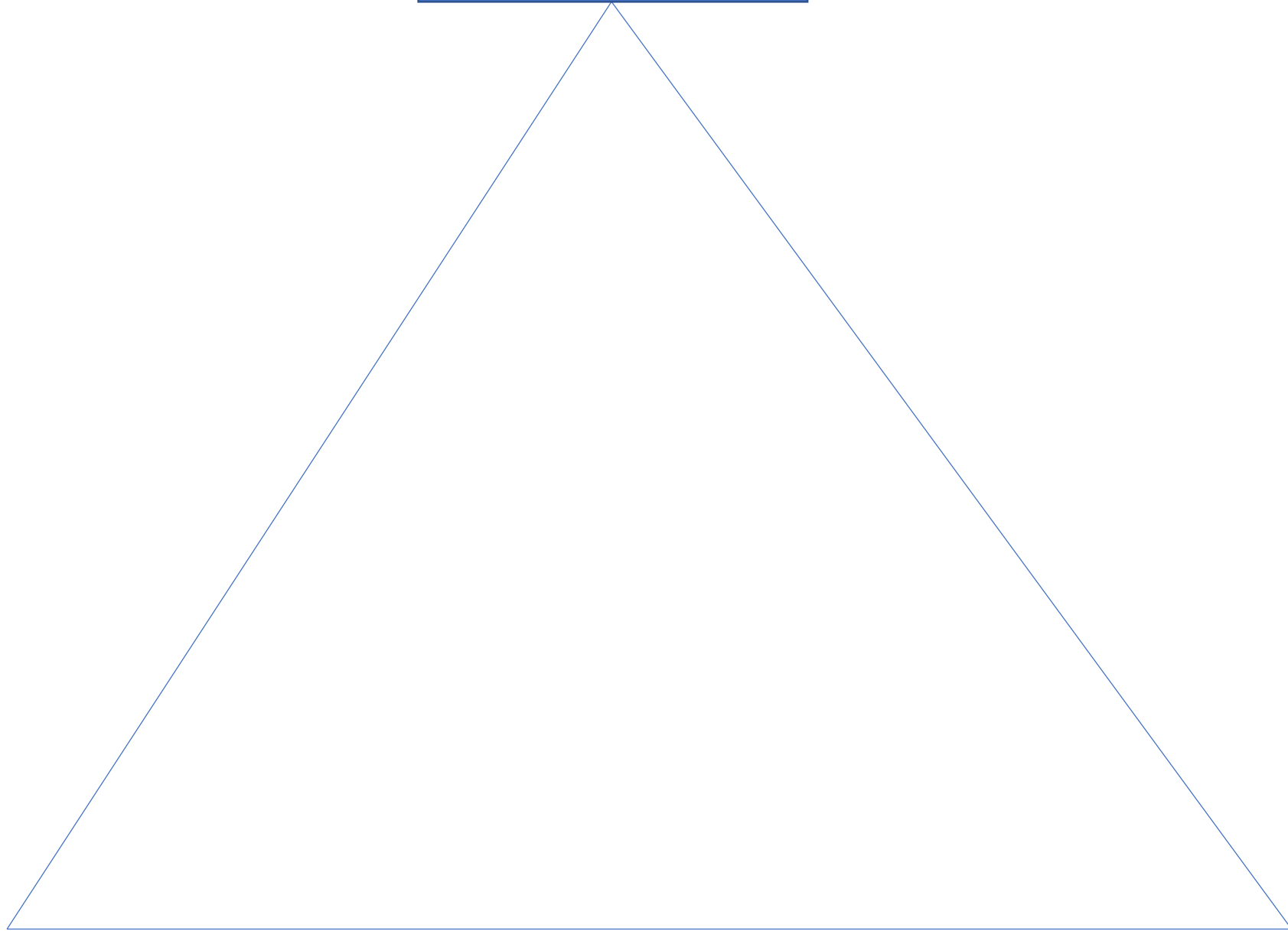
“Interpretations combine fact, fiction imagination and point of view”.

T MaCaleavy

Fiction/Imagination

Fact

Point of View



How much can we trust the Horrible Histories programmes about the Stone Age?

1

2

3

4

5

Completely

A bit

Not at all

How much can we trust the Horrible Histories programmes about the Stone Age?

On the one hand.....



On the other hand.....



Overall, I think that.....

How accurate is my evacuees dairy?

- My dairy is accurate because I included this information.....
.....
- I know this information is accurate because.....
.....
- I made these things up.....
- I included these because.....

PRIMARY HISTORY

The primary education journal of The Historical Association



Diversity:
guidance for history subject
leaders and teachers



<https://www.history.org.uk/primary/module/8749/local-significant-individuals/9878/london>





Clive of India

First British
governor of the
Bengal presidency

Market Drayton

A controversial person on both a personal and wider historical stage. He did much to carry out the British conquest of India and establish the links between Britain and India that last to the present.

With older children a question could focus around how we should remember him, or could be linked to a comparison with Admiral Benbow.

Victorian

http://www.bbc.co.uk/shropshire/content/articles/2005/03/29/robert_clive_feature.shtml



CLIVE OF INDIA'S HOME



BUILT WITH SLAVE FORTUNES



BUILT WITH SLAVE FORTUNES