

History Parent Workshop



What is History?

History is the study of the past. It enables us to make sense of what is happening now and what may happen in the future. People have been able to learn what happened in the past by examining and analysing objects from the past. In history, we call these sources. This includes books, newspapers, and letters. Artefacts like pottery, tools, and human or animal remains have contributed greatly to historical enquiries and to our understanding of the past. A person who studies **history** is called a historian. Primary (first-hand/original) and secondary (second-hand) sources are used throughout the teaching of history.

There are lots of skills taught in history including:

- Chronological understanding (the order of events and lifetimes), organising and communicating these
- The use and identification of primary and secondary sources
- The use of timelines and the vocabulary involved e.g. BC and AD (BC stands for Before Christ and AD stands for **Anno Domini**, which is Latin for 'in the year of the Lord').
- Understanding the influences of history on our lives today, their continuity and changes
- Discussing past events and interpreting them for their cause and consequence
- Historical enquiry
- Using a range of evidence from the past
- Recognising a range of similarities and differences between then and now

Who learns history?

Children in Years 1-6 have half-termly topics which are either geography or history focused. Each year group has at least 3 history topics per year. Children in Reception and Nursery learn and take part in activities based on their EYFS educational programme 'Understanding the World' which has the foundation knowledge and skills to support their child when working towards and entering the National Curriculum in Year 1 in history.

Who leads history? Miss Fudge

History at Dean Field



Whole School Overview 2021-2022

Term	Autumn 1 6 weeks	Autumn 2 7 weeks	Spring 1 7 Weeks	Spring 2 7 weeks	Summer 1 5 Weeks	Summer 2: 7 Weeks
Nursery	All About Me Gingerbread Man Autumn	Bonfire Night People Who Help Us Jolly Xmas Postman	Antarctica Chinese New Year Valentines	In the Garden Growing and Planting Jack and the Beanstalk	Farms The Three Little Pigs	Dinosaurs Travel and Transport
Rec	All About Me The Little Red Hen	People Who Help Us Celebrations	Under the Sea	Growing Easter	Dinosaurs	Space Transition
Year 1	Paddington's Adventures Geography focus	Childhood Then and Now History focus	It's Good to be Me. Science focused	Sensational Safari Geography focus	Sensational Safari / Geography focus Influential Individuals History focus	Influential Individuals History focus
Year 2	Where We Live Geography focus	A Walk in the Park Geography focus	Circle of Life Science focus	Sensational Shibden Local history focus	Fire, Fire! History focus	Sun, Sea and Sand Geography focus
Year 3	The UK Geography focus	Romans History focus	Dinosaurs Science focus	American Adventures Geography focus	Invaders and Settlers History focus	Invaders and Settlers History focus
Year 4	Brazil Geography focus	Ancient Egypt History focus	Antarctic Adventure Geography focus	Stone Age History focus	Bronze and Iron Age History focus	Yorkshire Geography focus
Year 5	Early Islamic Civilisations History Focus	Water World Geography focus	Space Science/History focus	Ancient Greece History Focus	Biomes Geography focus	London Geography focus
Year 6	World War 2 History focus	Crime and Punishment History focus	Extreme Earth Geography focus	Extreme Earth Geography focus	If We Could Talk to the Animals Arts Focus	Invaders and Settlers History Focus

Each topic includes an Excellence and Enjoyment day to 'hook' the children into the learning and provide them with real experiences. This could be in the form of a trip, visitor or workshop.

History taught at Dean Field



Teachers in Years 1-6 plan using the National Curriculum.

They use these objectives provided to plan exciting lessons to teach the children about history.

This provides the knowledge of the history curriculum.

History Progression of Skills – EYFS – Y6

Teachers also use a progression of skills document to ensure history skills are built upon in each year. Teachers highlight the document for their year group to identify what has already been taught and what the children are working towards in that subject. This follows them through the school.

Progression of Skills in History			
EYFS History Skills			
Changes within living memory <ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history. Understand the ways I have changed. Talk about the changes that have happened within my family lifetime e.g. talking to grandparents about holiday etc. Talk about the lives of the people around them and their roles in society. 	Events beyond living memory <ul style="list-style-type: none"> Comment on images of familiar situations in the past 	The lives of significant individuals in the past <ul style="list-style-type: none"> Compare and contrast characters from stories, including figures from the past Understand the past through settings, characters and events encountered in books read in class and storytelling. 	Significant historical events, people and places in their own locality <ul style="list-style-type: none"> Identify some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
By the end of Reception pupils will be able to <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Understand the past through settings, characters and events encountered in books read in class and storytelling 			
Key Vocabulary Today, yesterday, tomorrow, present, past, future, when I was little, remember, ago, order, sequence, old, new, then, now			

Aspect	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	Begin to talk about the difference between things that have happened in the past (to others) and are happening at present (to themselves). Sequence a set of events or objects. Begin to use a timeline to place important events.	Orally discuss changes in own lifetime using vocabulary such as when I was younger, five years ago. Place people, events and objects from the time periods studied in order of when they happened. Place important events on a timeline with some understanding of different lengths of time.	The children are to become familiar with the terms AD (Anno Domini) and BC (Before Christ). They need to be aware that these are religious terms created by the Romans. As not everyone follows this calendar, the children need to be aware of the non-religious equivalents of BCE (Before the Common Era) and CE (the Common Era). Divide a timeline into BC/ BCE and AD/ CE. Place previously studied historical events in chronological order. Describe dates and order significant events from within the period studied.	The children are to use the terms AD/BC as introduced in year 3 as well as using prior learning to explain that the Romans created this religious terminology. The children need to confidently use the non-religious equivalents of BCE and BC. Divide a timeline BC/ BCE and AD/ CE and sequence significant events and dates. The children need to consider how they could space the events (without a scale) to show greater amounts of time. Describe the main changes in a period in history and start to	Divide a timeline BC/ BCE and AD/ CE using a scale provided by the teacher. A scale should help to show the different amounts of time between time periods and events within a certain area of study. Order significant events, movements and dates on a timeline. Describe the main changes in a period in history and why this has happened. Analyse how two historical events occurred concurrently in different locations including any links between the two.	Divide a timeline BC/ BCE and AD/ CE using a scale provided by the teacher. A scale should help to show the different amounts of time between time periods and events within a certain area of study. HA – Can these children create their own scale? Order significant events, movements and dates on a timeline. Describe the main changes in a period in history. Research and analyse how two historical events occurred concurrently in different locations including any links between the two.

History Progression of Vocabulary

To support children's progression of vocabulary the history leads across the Trust worked together to identify key history focused vocabulary to support children's learning across the school. This is then used to inform planning and to ensure children are exposed to a range of vocabulary, building upon their prior learning. Here is an example:

Year	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Vocabulary	Baby	A long time ago	Aftermath	AD (Anno Domini)	Afterlife	Analyse	Abolished
	Before	After	Artefact	Ancient	Analyse	Bias	Accurate
	Child/ren	Before	Beyond living memory	Archeologist	Civilization	Concurrent	Alliance
Key historical vocabulary which is to be included within Must Knows	Family	Born / birth	Britain	BC (Before Christ)	Conflicting	Context	Contrasting
	Family tree	Compare similarities/differences	Briton	BCE (Before Common Era)	Culture	Derive	Enemies
	Grandparents	Chronological order	Cause	CE (Common Era)	Current	Evaluate evidence	Justice
	New	Early	Change	Century	Dictated	Hierarchy	Law
	Old	Era	Chronology	Conquer/ed	Historical argument	Hypothesis	Literature
	Parent/s	Enquiry	Consequence	Conquest	Historical question	Implications	Major influence
	Today	Future	Continuity	Democracy	Impact	Informed response	Reconnaissance
	Toddler	History	Decade	Different accounts of history	Influence	Investigate	Research
	Tomorrow	Impact	Earlier	Empire	Interpret	Misinformation	Summarise
Key historical vocabulary linked to the skills that shall be developed	When I was little/born	King	Evidence	Excavate	Justify	Opinion	Viewpoint
	When mummy and daddy were little	Living memory	Eye witness	Historian	Persuasion	Propaganda	
	Yesterday	Monarch/y	Fact	Empire	Point of view		
		Museum	Historian	Excavate	Pharaohs		
		New	Investigate	Historian	Recent history		
		Now	Later	Influence on the wider world	Reliability		
		Old	Main events	Interpretation	Shape our lives		
		Past	Parliament	Invade/ry	Time difference		
		Period	Permanent	Legacy	Time period		
					Version		


History Working at Depth Questions

To further challenge pupils in history, the history leads from across the Trust have worked together to create a bank of greater-depth/debate style questions to further probe children's geographical thinking in Y1-6, in EYFS the staff are constantly engaging in conversations and interactions daily in order to prepare children for these when they enter Year 1. These are linked to each topic and build upon children's prior learning. Here is an example:

Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	<p><u>Paddington's Adventures:</u> Would you rather live in Peru or England?</p> <p>Where should Paddington visit whilst he's in Halifax?</p> <p>What would Paddington's ideal adventure be?</p>	<p><u>Where We Live</u></p> <p>What would be your perfect day out in your community?</p> <p>If you were to move house, where would you go? Why?</p> <p>How could you improve where you live?</p>	<p><u>The UK:</u> Should the UK be one united country, or remain as four separate countries?</p> <p>What if the Piece Hall had been demolished (as planned) in 1971?</p> <p>Should we have more rural or urban areas?</p> <p>Are urban or rural areas more important?</p> <p>Do you prefer rural or urban areas?</p>	<p><u>Brazil:</u> Why protect the Amazon Rainforest?</p> <p>Which is a better place to live, Rio or Brasilia?</p> <p>Which is a better holiday destination, Rio or Brasilia?</p> <p>Which city should be the capital of Brazil?</p>	<p><u>Ancient Islamic Civilisations:</u></p> <p>Would you rather live then or now?</p> <p>Would you prefer to live in Baghdad or Britain in AD 900?</p> <p>How has medicine improved overtime?</p>	<p><u>WW2:</u> Was Germany to blame for the outbreak of WW1?</p> <p>Was WW2 necessary?</p> <p>Should the UK have remained neutral?</p> <p>Were all Germans to blame for WW2?</p> <p>How did the Treaty of Versailles lead to the outbreak of WW2?</p>

History Medium Term Plans

From the National Curriculum objectives and progressions of skills and using the progression of vocabulary and greater depth questions, teachers then work across the Trust to create a sequence of learning for the topic called a Medium Term Plan. Here is an example:

 Curriculum Medium Term Plan / Planning Sequence					
Term: Autumn 2		Theme: Childhood then and Now			
Year group:1		Classes: Portugal, New Zealand, Fiji and China			
Prior Learning: Understanding the world (EYFS.) Early Learning Goal (ELG13)Children talk about past and present events in their own lives and in the lives of family members.					
Victorian Christmas songs Practise throughout the ½ term to record on Seesaw for parents in the last week- 12 Days of Christmas, When Santa got stuck up the chimney and We wish you a merry Christmas.					
	Subject focus	Skills coverage	NC Objectives	Tasks	Vocabulary Introduced
Week 1	History - what is history?	Begin to talk about the difference between things that have happened in the past (to others) and are happening at present (to themselves). Verbally share facts about people/events before living memory.	Verbally share facts about people/events before living memory. Look at books, photographs, online sources and artefacts to find out about the past.	Starter What is history? Show the children pictures from different time periods. Ask the children if they have heard of the word 'history'. Main Explain to the children that history is what has happened. It is in the past. Can the children think of 3 things that they have done in the past. E.g. I was born, I started school, I went to Manor Heath Park. Show the children some things that happened a long time ago e.g. dinosaurs, castles, old cars. Explain that these are all from the past. Using the IWB sort pictures into old things (things from the past) and new things (current things). Task Core - Can you sort pictures into past and present? sort pictures of past (then) and present (now). SEN/BA - to sort objects of old objects and new. Plenary Introduce the new topic of Childhood Then and Now. Explain that we are going to be looking at different aspects of childhood such as toys, school, work, houses and Christmas and looking at how they have changed from the Victorian era to now. Children to write a list of things that they would like to learn about during the Victorian era. Yellows to record and add to Seesaw.	Before Change Historian Past Present Old New Now Then Young(er) Future Since I was born


Must Knows

Teachers create must knows linked to each area of the history curriculum to support the children in their learning. This also helps them to revise and remember. You will see these on your child's seesaw account or on the curriculum tab on our website. Children highlight these as part of their self-assessment.

Year 1 Autumn Term 2 Must Knows - Childhood Then and Now


Top Vocabulary
Victorian Era - period of time when Queen Victoria was queen
Victorian children - children who lived in the Victorian Era
Reign - period of time when a person rules
Chronological order - putting events in order that they happened
Poor - people who do not have a lot of money
Rich - people who have lots of money
Governess - a woman who lives with a family and teaches their children at home
Servant - a servant is someone who is employed to work at another person's home
Past - a period of time when something has already happened
Present - a period of time that is happening now
Passing of time vocabulary examples
before I was born, a long time ago, since I was born, before, after, old, older, new and modern

Christmas Traditions started in the Victorian Era



Christmas trees Christmas cards Christmas crackers

Victorian Toys



peg dolls alphabet blocks
marbles Jack in a box
rocking horse cup and ball


Jobs

Chimney sweep - cleaning soot from inside a chimney

Coal mining - taking coal from underground


Factories - a place where things are made e.g. clothes and carpets

Items in a Victorian Classroom



slate and chalk desk and chair
abacus blackboard

Timeline of Key Events in Queen Victoria's Life



Queen Victoria

1819 Victoria is born.

1837 Victoria becomes Queen.

1840 Victoria marries her cousin Albert.

1861 Albert dies (Victoria wears black for the rest of her life).

1901 Queen Victoria dies.

Must Knows
Year 1 - Childhood Then and Now





Key Facts

- The Victorians were the people who lived during the reign of Queen Victoria.
- For part of the Victorian era, most poor children worked doing dangerous jobs in factories, coal mines and as chimney sweeps for little amounts of money.
- Not many people could read or write but Queen Victoria made sure all children went to school.
- Some items you would find in a Victorian classroom were: slate and chalk, an abacus, desks and a blackboard
- Some toys that Victorian children played with were: peg dolls, cup and balls, marbles, rocking horses, alphabet blocks and a jack in a box.
- Many Christmas traditions that were introduced in the Victorian era are: decorating Christmas trees, sending Christmas cards and enjoying Christmas crackers.

Inclusivity: Supporting ALL children

Some children may need extra support in order to achieve in history. At Dean Field we encourage 'Learning Without Limits' and therefore incorporate a teaching to the top style approach where all children are exposed to the same learning but ensure high quality support is in place to assist children's individual needs to get there.

Therefore your child may...

- Complete learning verbally and have this posted on their Seesaw account rather than written in books
 - Have additional 1-1 or small group work supported by an adult
- Have a differentiated task which is more 'hands on' and verbal to accommodate their needs
- Have their own personalised 'Must Knows' to aim to achieve smaller steps in the subject before moving on
- Be involved or make use of Topic Talking Tubs to support discussion and understanding
 - Have different objectives within the lesson, taken from our BSquared resource

Topic Working Wall

Each class has a working wall for topic. Depending on whether the current topic is geography or history based will depend on the content. The working wall is up-to-date and developed as a class and children can use this in lessons to support their learning.

Topic Board WAGOLL – Focus is History but Geography should be the same but with geography related content.

Topic Working wall title. Topic title. Subject specific title.

Vocabulary – taken from Must Knows and vocabulary progression document and added to when needed – great use of pictorial support for SEND too.

Excellence is title with steps to success learning to support SEND and **working wall content** to support current learning for that lesson.

Vocabulary

- Prehistoric
- battle
- tribe
- archaeologist
- artefacts
- Skara Brae
- mammoth
- Neolithic
- Stonehenge
- chronological

Excellence is...

Palaeolithic

- Old Stone Age
- Earliest humans
- Sheltered in caves

Mesolithic

- Middle period
- Started to build circular structures
- On the move

Neolithic

- New Stone Age
- Started to set up farms
- Started using stone to build

As historians... we have...

- Used evidence from the past.
- Described changes over a prehistorical period of time.

What is History? Description – printed and displayed.

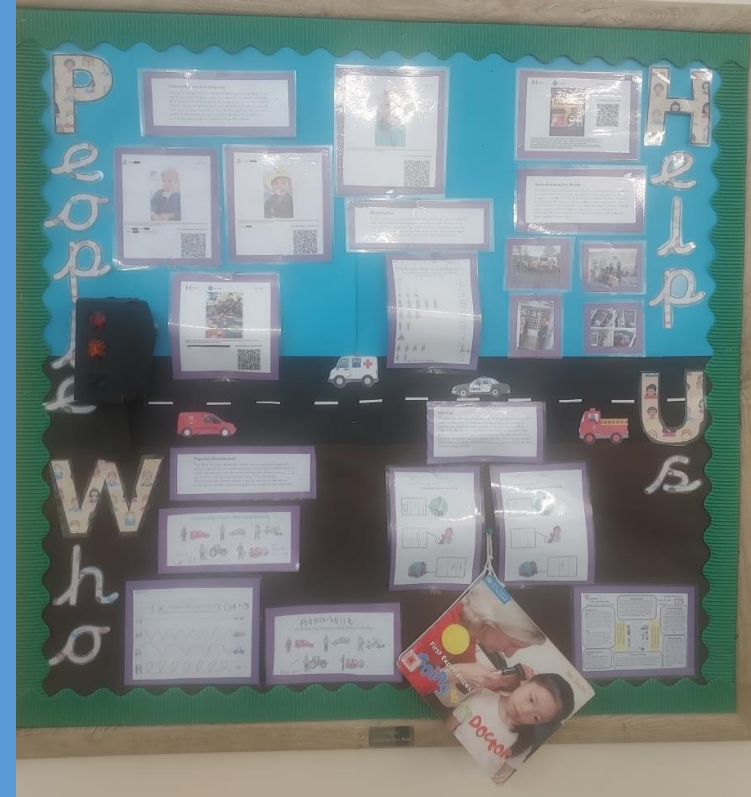
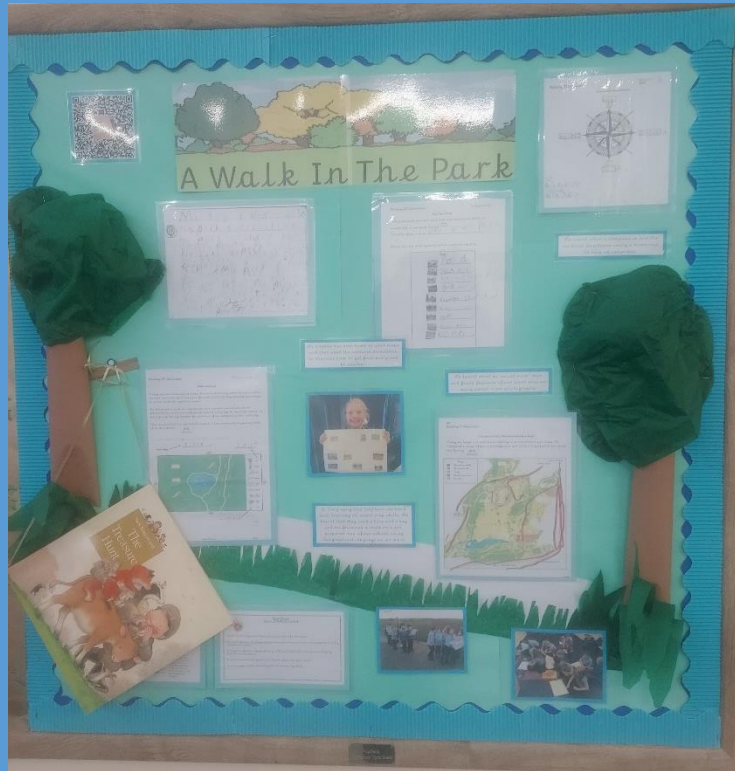
Current Topic Must Knows and Key Facts.

As historians title with specific/focus outlining of skills taken from the progression of skills document for the subject, relevant to the topic. Updated throughout the topic.

Books relating to the topic for wider reading opportunities and reference. Displayed on your magnetic book shelf on the working wall.

Recording History Learning

We evidence our history work in our topic books throughout the year. We also save evidence and work in the history folders on our Seesaw accounts. To reflect the half-term before each class updates a curriculum board in the school foyer to showcase their learning. The boards are judged by our school councillors and the staff win a prize to share!



Embedded History



We also embed history into other areas of our school day. This includes:

- having a class timeline and adding topic and community based events which we have celebrated to understand chronology, the children's birth year is also added to this. It is built upon as they move through the school.
- going on different trips around England, a mix of local and non-local.
- themed events such as 'Black History Month' and 'Remembrance Day' with competitions to get involved in and whole school assemblies.
- providing homework projects and home challenges.
- using ICT programmes such as the children's Seesaw and PurpleMash accounts to complete activities.
- cross-curricular: using history skills in other lessons.
- variety of class story and home reading books about stories and famous people from the past e.g. 'Little People, Big Dreams' books in the library.
- whole school displays reflecting past work and also past events/people e.g. the sporting Olympic celebrities.
- topic boards in the school foyer, updated every half-term.



Assessments

Teachers use the assessment system Target Tracker to monitor each child's progress in history, tracking this each term and then plotting an end of year step judgement. This helps the teacher to plan efficiently and see what your child needs to do to improve in history. They then use this to inform you at parent's evening and in your child's report.

Name	Assessment	64 5w+	65 5s	66 5s+	67 6b	68 6b+	69 6w	70 6w+
	5s		● Yr5 Sum2					
Band 5 (8 statements)				Band 6 (16 statements)				
Chronological understanding	Use dates to order and place events on a timeline							
Historical enquiry	Compare sources of information available for the study of different times in the past							
Historical interpretations	Make comparisons between aspects of periods of history and the present day							
Historical interpretations	Understand that the type of information available depends on the period of time studied							
Historical interpretations	Evaluate the usefulness of a variety of sources							
Organisation and communication	Present findings and communicate knowledge and understanding in different ways							
Organisation and communication	Provide an account of a historical event based on more than one source							
Understanding of events, people and changes	Give some reasons for some important historical events							
Understanding of events, people and changes								
Understanding of events, people and changes								
Understanding of events, people and changes								

Key:

Black: not taught/not achieved

Red: working towards achieving

Blue: achieved

Monitoring History

All subjects are regularly monitored in a variety of ways at Dean Field. history is monitored by Miss Fudge through a yearly action plan which focuses on embedding, monitoring and introducing aspects to maintain a good curriculum for history across the school for all children.

Some ways this is done is by:

- Conducting pupil voice interviews and questionnaires
- Internal/cross Trust and External deep dives (lesson observations, staff interviews and book looks)
 - Learning walks (display checks)
 - Data drops and the analysis of this
 - Trip overviews
 - Resource monitoring
 - Checking of planning
 - Staff training (webinars, meetings, courses)
 - Celebrating staff and children's history achievements
- Subject lead keeping up to date with reading, research and training

Can you help us?

Do you work in a job which uses historian skills?

Do you know someone who does?

We would love to build some links with parents to our give our children context for their learning in the wider community, providing them with future aspirations.

If you have a background in any field of history and would be willing to talk to one of our year groups or in an assembly about what a job relating to history skills entails then please email the school office.

Thank you for the taking the time to read this presentation. If you would like to hear more about the teaching of history at Dean Field please ring the office and request an appointment to speak to Miss Fudge.

