



**AJS History
Learning Journeys
Year 3**

Ashley Junior School

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

Skill	<u>By the end of year 3</u>
<p><u>Chronology</u> - developing an understanding of the chronology of the people, events, periods or civilizations studied.</p>	<p>Uses and understands phrases such as 'over three hundred years ago' and AD/BC or BCE/CE</p>
<p><u>Characteristic Features</u> - can identify characteristic features of events, people, periods or civilizations studied.</p>	<p>Can describe main features associated with the period/civilization studied, mostly using period specific language.</p>
<p><u>Continuity and Change</u> - develop an understanding that while many aspects of life changed for people over time, change was not necessarily universal nor occurred at a consistent rate.</p>	<p>Can describe some changes in history over a period of time and identify some things which stayed the same.</p>
<p><u>Cause and Consequence</u> - develop an understanding that changes in the past usually resulted from several factors and that the consequences of those changes affected people differently, or not at all, depending on a range of other factors.</p>	<p>Can describe the causes and/or consequences of an important historical event offering more than one example of its results</p>

Skill	<u>By the end of year 3</u>
<p><u>Historical Significance</u> - develop an understanding that significance in historical terms, implies that the impact of an event, person's actions or change was widespread, wide ranging or lasted for some considerable time (possibly into the present).</p>	<p>Understands that events, people and developments are considered significant if they resulted in change (had consequences for people at the time and/or over time).</p>
<p><u>Historical Interpretation</u> - building an understanding that all history is to some extent a construct, the reliability of which depends on the type and range of evidence available about a person, period or civilization and the aims or view of those that developed the construct.</p>	<p>Can recognise differences between versions of the same event and can give a simple explanation of why we might have more than one version.</p>
<p><u>Historical Enquiry</u> - the development and increasingly sophisticated use of historical skills and the ability to communicate findings of historical studies.</p>	<p>Can describe in simple terms how sources reveal important information about the past. Recognises that the absence of certain types of sources can make it more difficult to draw conclusions</p>

Hampshire
Planning-
Skills we need to be
demonstrating. Built
upon in each year group.

HOW DO WE KNOW?

WHAT QUESTIONS DO WE ASK OF THE PAST? HOW? WHAT? WHERE? WHEN? WHY? WHO?

HOW CAN WE FIND OUT? HOW DO WE EVALUATE THE EVIDENCE?

HOW DO WE KNOW?

WHAT MATTERS? WHY DOES IT MATTER?

CAUSE AND EFFECT

- What were the causes of past events?
- What were the effects?



CHANGE & CONTINUITY

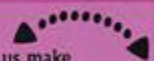
- What has changed?
- What has remained the same?



THINKING LIKE A HISTORIAN

USING THE PAST

- How does the past help us make sense of the present?



TURNING POINTS

- How did past decisions or actions affect future choices?



THROUGH THEIR EYES

- How did people in the past view their world?



WHAT QUESTIONS DO WE ASK OF THE PAST? HOW? WHAT? WHERE? WHEN? WHY? WHO?

HOW CAN WE FIND OUT? HOW DO WE EVALUATE THE EVIDENCE?

WHAT MATTERS? WHY DOES IT MATTER?

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HOW CAN WE FIND OUT? HOW DO WE EVALUATE THE EVIDENCE?

WHAT MATTERS? WHY DOES IT MATTER?

HOW DO WE KNOW?

A HISTORIAN
is someone who...

uses clues and tools to study the past

wonders about the past

connects the past to the present



shares their knowledge of the past

explores the world around them

uses their imagination

A HISTORIAN
is someone like you!

Year Group	Year 3		Year 4			Year 5		Year 6	
Unit/Period	Stone Age to Iron Age	Roman impact on Britain	Anglo-Saxon settlement	Anglo-Saxon Viking Conflict	Local history study	Civilisations Ancient Egypt	Ancient Greece	British study WW 1&2	Non-Euro study
Chronology	WALT: identify the Prehistoric Period and the durations of time within it.					WALT: identify ancient civilisations and their legacies	WALT: establish the chronological context of the Ancient Greeks		
Characteristic features						WALT: identify ancient civilisations and their legacies			
Continuity and change	WALT: recognise how religious beliefs changed from the Stone Age to Iron Age period						WALT: explore the similarities and differences between the Greek city states		
Cause and consequence							WALT: identify Alexander the Great's role in spreading Greek culture		
Historical significance	WALT: understand the significance of the achievements of Stone Age man					WALT: understand the process and beliefs behind mummification making links to today's world	WALT: identify Alexander the Great's role in spreading Greek culture		
Historical interpretation						WALT: use artefacts and sources of evidence to understand Ancient Egyptian life	WALT: recognise the impact of the Ancient Greeks on the western world		
Historical enquiry	WALT: enquire- How and why did prehistoric people build megalithic structures?					WALT: use our enquiry skills - Would the Ancient Egyptians have achieved so much without the Nile?	WALT: are the Ancient Greek achievements overrated?		

Light use of skill	Clear practice	Strong emphasis
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Whole school skills map

Hampshire say:
 Not all skills covered in all topics.
 Each skill/process should be visited at least twice in a key stage and at higher level in the later visit.
 Light use of skill/
 overt practice/
 strong emphasis on skill.

Historical understanding and skills for primary history

Chronological understanding – building historical vocabulary and an understanding of the order in which periods and events occurred.	The combination of these builds children's 'mental map' of the past.
Recognising and differentiating between the characteristic features of different periods in the past.	
Change and continuity – building an understanding of how and why change occurred over and between periods of the past, whilst other things remained the same, and that changes were not necessarily universal nor did they occur at a consistent rate.	
Cause and consequence – recognising why events and changes occurred and what happened as a result; understanding that change is often the result of a range of factors and that consequences may affect people differently, or not at all, depending on a range of other factors.	
Significance – assessing the impact of events and individuals over time since they happened/ lived, by examining how widespread, wide ranging and lasting their impact was.	
Interpretations – developing an understanding that all history is to some extent a construct, the reliability of which depends on the type and range of evidence available about a person, period or civilization and the aims or view of those that developed the construct; learning to critically examine representations of the past.	
Enquiry – learning how to use historical skills in increasingly sophisticated ways; developing the ability to ask perceptive questions, think critically, weigh evidence, sift arguments, make judgements and to communicate the findings of historical studies.	

History Skills

For all year groups.
Covered across the year group in topics, with varying degrees of depth. Next slides give suggestions to activities.

Key Stage 2

At Key Stage 2 developing children's chronological understanding is about developing the *secure chronological understanding* the National Curriculum talks about. This means developing a secure understanding of early British history and knowing where the world units they must study sit in relation to British history and each other, as well as at least one study which extends beyond 1066 (possibly two if your local study is post 1066).

- Begin every new study by locating the period or civilization on a timeline and referring backwards / forwards to other children may have already studied. If you are embarking on a world study, make sure you look at what events were happening in Britain at around the same time as well as in other world civilizations and use a world map or globe alongside your timeline to place the civilization in context geographically as well as historically. It is important children begin to recognise the durations of and intervals between the periods and civilizations they study and where some may overlap, so discuss this too whenever you are using the timeline.



- Continue to grow and use the contents of class/year group **Timeboxes** by adding images relating to Key Stage 2 units as and when different year groups study them and use these in conjunction with a timeline, e.g. to informally to gauge how well children's grasp of the chronology of early Britain is growing - can they link images from their Stone, Bronze and Iron Age or Roman studies into the correct part of a timeline. You might even get children to pick what image or images best represent the person, event, period or civilization they have studied to add to their timebox. Regular use of the box both in relation to historical studies and informally, at other times, will help children to slowly build a picture of the past. By Year 6 the box should contain images relating to studies from Year 1 or Year 3 right up to Year 6 as well as some that are outside the scope of their studies.
- Continue to develop children's chronological vocabulary, perhaps by providing a word bank of useful words and phrases to do with the ordering and passing of time, e.g. meanwhile, at the same time, while this was happening, first, finally, later etc.
- As the current Key Stage 2 does not cover much British history beyond 1066 make sure you include some images from later periods in the timebox and/or on your timeline, e.g. part of the Bayeux Tapestry, Magna Carta, a Norman castle, Red and white roses for Wars of the Roses, famous monarchs (not just Tudor ones and queen Victoria), Mary Rose (sinking and raising), cavaliers and roundheads, Peterloo massacre, Battle of Waterloo, WW1, Battle of Britain etc. as well as images representing important scientific and technological discoveries and events in world history, e.g. Persian empire, Byzantine empire, European Renaissance, discovery of Americas/Australia, slavery/end of slavery, American War of Independence, French Revolution, etc.



Promoting Chronological Understanding

Developing Historical Skills and Promoting Historical Understanding in Primary History

- There might be instances where children create or annotate timelines, for example for your local study or for the unit designed to extend children's knowledge beyond 1066. As always it is important to use the timelines to explore important questions about what they show, e.g. *Are there any important events that lead to big changes? Is life constantly improving or are there periods when life is getting worse (wars/disease etc)? Is life getting better/worse for all?*
- Use **human timelines** (children holding representative cards line up to create the timeline) to demonstrate:
 - the overlap/interval between civilizations.
 - similarities/differences between what was happening in Britain at any given time and what was happening in another part of the world e.g. in Egypt, Greece, Mayan lands or within the early Islamic civilization, Shang China, Indus Valley etc.

Key Stage 2

- Annotating period scenes using the **with and without knowledge** strategy can be a good way to release any prior knowledge of a period and to assess knowledge gained during a study. Scenes of Neolithic life or Iron Age life could work well for this. However, be careful that the image you choose is not perpetuating stereotypes of the period concerned. You could even insert an anachronistic item into the scene and warn them that you expect everyone to find it, just to make sure they really study the image carefully!
- Giving each child themed **history placemats** which feature lots of images relating to the period or civilization concerned, a word bank (period specific words) and possibly a timeline can help develop pupil's awareness of characteristic features of the different periods or civilizations they study at Key Stage 2. If they are laminated, they would probably last for a year or two before needing to be replaced.
- It is worth developing basic period specific word banks or glossaries for each history unit children study. These might initially be on a history themed placement, but children could add new words and definitions to these as their topics progress and they make new discoveries. Researching the definitions will develop children's knowledge of the period and the glossary will also aid spelling, which is good, as some historical/ archaeological terms can be quite tricky.
- Using **under the cloth** or **what's the link** as hooks into a new study will both help you assess children's prior knowledge of the topic and furnish them with some initial ideas about the civilization or period concerned, upon which to build more knowledge.
- Using the **curator's dilemma** strategy towards the end of a study, where pupils have to select artefacts that best represent the period or civilization they have been studying will force children to consider not only the civilization's characteristics and achievements but also think which of them are the most significant.



Building an Understanding of Characteristic Features of Periods from the Past

Developing Historical Skills and Promoting Historical Understanding in Primary History

- The **Dear producer** strategy can also be used for pupils to demonstrate their learning by producing a storyboard or similar to send to a Producer at the BBC to advise him how to create or improve a TV programme about the historical period/ civilization they are studying. In doing this children will be showing they understand the significant characteristics and achievements of the period or civilization and explaining their importance.
- Try **put yourselves in their shoes** when studying stone age cultures (Britain/Maya) or bronze age cultures (Britain/ Shang dynasty/ Indus Valley/ Ancient Egypt/ Ancient Sumer). There is a risk that children may consider peoples from these very ancient periods as uncivilized or less intelligent than people today because of the clothes they wore, the homes they built and the tools and weapons they had. Children need to understand the clothes they wore, homes they built and tools and weapons they used are what the materials and technology that were available at the time allowed them to make.
- **Would I lie to you** could also be used to dispel the myth of ancient people being uncivilized by focusing on carefully selected artefacts/images of artefacts like polished stone hand axes and beautifully polished and shaped jet buttons from the Bronze Age. These attest to the amazing things that could be achieved using only the simplest stone or metal tools and the enormous skill of their makers. Similarly, major features such as Stonehenge and the dozens of other features in its surrounding landscape, Sumerian and Indus Valley cities, and Egyptian pyramids and temples are such amazing achievements that it is hard to comprehend they were built so long ago using the simplest hand tools and manpower.



Key Stage 2

In key stage 2 children should explore change and continuity across and between the periods and civilizations they study and begin to understand that changes may not have impacted everyone in the same way. Similarly the impact of changes may only have spread slowly across different countries or areas, perhaps not impacting at all in the furthest reaches of a civilization.

- At Key Stage 2 rope or hula hoop 'Venn diagrams' are ideal for exploring change and continuity in multiple contexts within or across periods. Hence this would be ideal to look at *Changes in Britain from the Stone Age to the Iron Age* (National Curriculum 2013). Many of the changes between these periods were due to

technological and agricultural developments which could be explored by asking pupils to place images/artefacts/some written sources into the rings. *Do other pupils agree with all the placements? Did people only use stone/bone/antler tools in the Stone Age?* Complications, such as similar tools or weapons being made of stone, bronze or iron, will need debating - is it change or continuity? This will lead into later work looking at the impact of metals: *How did life improve once people were able to smelt metals for the first time (copper/bronze)? What further improvements came with the knowledge to make iron?*



- Much of the Key Stage 2 curriculum lends itself to considering the long term impact, or legacy, of various civilizations or peoples. So what did the Egyptians, Greeks, Romans, Saxons, Vikings, early Islamic civilization ever do for us? The History Curriculum Centre's Greek loan collections feature this idea quite strongly, indeed some items in the collection are not in fact old objects but are modern manifestations of ancient Greek ideas. Similarly [Picture Pelmanism](#) using pairs of images where one is from the present and its pair is from a period in the past offers an engaging way to illustrate that often things we think of as modern, can in fact be traced back in time – sometimes a very long way back in time! Surprising pairs like this concrete lorry and the concrete dome of the Pantheon in Rome add even more engagement to the mix and are likely to make the ideas memorable.



- In some cases changes that happened may not have lasted once circumstances changed again. For example, during the Roman period in Britain a lot of things changed but not all of them continued after Roman control of Britain ended. Pupils may struggle to find enough information about this in any books or websites they are likely to use, so you may have to research and collate the information and make bespoke resources that enable pupils to explore these ideas. For the Roman unit the History Curriculum Centre's *Roman Impact on Britain* enquiry pack includes a card sorting activity that explores just this.

Introduction

This publication details practical classroom activities that are designed to develop children's ability to successfully use historical skills (second order concepts) and to promote the development of children's 'mental map' of the past (rather than their specific knowledge of particular periods, events or civilizations). However, we do not advocate teaching historical skills discretely, rather we recommend developing children's historical skills within their historical studies. To achieve this you need to plan which skills best fit in the history topics or units children study across a key stage. Once you have planned which skills will be the focus of any particular study or enquiry, you can then plan in some activities selected from the relative section in this publication to support the development of that skill. This will ensure that you have a really strong chance of enhancing children's ability to successfully use that focus skill.

Promoting an Understanding of Change and Continuity

Developing Historical Skills and Promoting Historical Understanding in Primary History

- However, there can be long term consequences that may only be apparent centuries later. For example, the quest for knowledge that drove people in the early Islamic civilization led to classical learning from the Roman, Greek and Egyptian civilizations being preserved in Arabic books. Later, during the Renaissance, these were translated back into Latin. Without this happening works we still have of Aristotle, Plato etc. could have been completely lost to us today. This is explored in our *Roman Impact on Britain* enquiry pack via an activity called *Across the Ages*.



Similarly many of the new foodstuffs the Romans introduced to Britain for their own use became part of the British diet, which improved the health of the local population and has continued to do so over the centuries since. Recently, modern DNA testing has shown that some Britons whose families have been in Britain for centuries and may consider themselves as entirely 'British' have the genes of people who came from other parts of the Roman Empire, including north Africa and parts of Asia. This has only been discovered in recent years now that we have the knowledge and technology to look at genes in living people and, more recently, in ancient DNA (aDNA) from people that may have been dead for centuries.

Key Stage 2

- By key stage 2 pupils will be looking at ranges of causes and consequences for past changes and events and grouping and possibly prioritising them. For causes **push me, pull me** is aimed at helping pupils see that even within a range of factors that led people in the past to take some important action e.g. going to war, moving from their homelands, there would be *push* factors and *pull* factors. For example, just as there are many reasons people move from place to place today, there were many reasons why the different peoples who came to Britain in the past came here, not all of them for what Britain offered (pull factors) but also because of difficulties they might be trying to escape in their homelands (push factors). You might use a range of images or objects to give clues as to what the different push and pull factors might have been in any particular context.



- The strategy **conscience alley**, where pupils go into role as confidants or advisors to someone who is about to undertake a risky endeavour, works well to make children consider what might have been gained versus what risks the action might entail. This might link to the Romans, Saxon or Vikings planning to come to Britain or Iceni tribesmen advising Boudicca what to do after the Romans seized their land. Some children are tasked with coming up with as many arguments for the action as they can, whilst others have to think of as many



against the action as they can. These will be used to persuade/ dissuade the person who is about to embark on the risky endeavour to go head or abandon their plan.

- The **talking heads** strategy would work well towards the end of a Key Stage 2 enquiry where children have gained plenty of insight into events where two peoples came into conflict for example, the Romans v Britons or Saxons v Vikings. Initially task some groups with pooling ideas about Roman/ Saxon/ Viking reasons for coming to, or settling in Britain, whilst other groups pool ideas about the impact new arrivals had on the existing population at the time. When all ideas are exhausted, set up the talking heads activity where pairs, with each in role as someone from different sides of the conflict take turns to offer insights from their designated perspective. As each child explains why they did something as a Briton/ Roman/ Saxon/ Viking, their partner then explains what impact (consequence) the other's actions had upon them. Pupils could use prepared prompt cards in case they dry up. Afterwards, in a round up you can collect all the children's ideas about the causes and consequences linked to your study.



Promoting an Understanding of Cause and Consequence

Developing Historical Skills and Promoting Historical Understanding in Primary History

Promoting an Understanding of Historical Significance

Children need to understand that historical significance is different from fame. During their primary years they should also begin to look at ways of assessing or measuring significance. Initially this may just be by ranking a person or civilizations achievements, but they should move on to assessing significance against criteria to identify how widespread (geographically and socially) and lasting a person's society's or event's impact has been. Generally, children will easily recognise improvement as important but may struggle to see that things that made life worse can be significant too.

Importantly, over time children need understand that the perceived significance of a past event, person or society may change over time and/or might be considered differently by other societies or people.

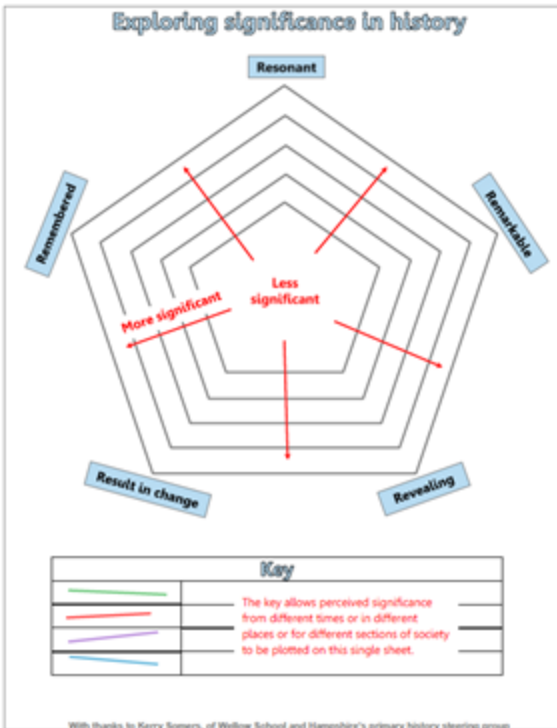
Key Stage 2

- Strategies like **on balance...**, or **what's hot and what's not** will also be of use at Key Stage 2. However, **hall of fame** where children have to develop presentations for particular people, or innovations to be included in the *Hall of Fame*, is probably better as children are using their research to build arguments for and against different aspects of the period or civilization they are studying and then debating which has the best case for being voted in (i.e. is the most significant).
- Later in Key Stage 2 strategies such as **top trumps** and **stamp collection** that require children to rank the significance of different aspects of, e.g. a civilization's legacy, may be more appropriate as children have to justify both their choices and how they ranked them against each other.
- In order to compare perceived significance at different times, from different perspectives or places children could use a **significance pentagon** (opposite) which was adapted by Kerry Somers of Hampshire's primary history steering group from a geography resource.



Promoting an Understanding of Historical Significance

Developing Historical Skills and Promoting Historical Understanding in Primary History



Key Stage 2

- Regularly pursuing activities where children have to identify similarities and differences between sources relating to a period or civilization will help them develop an understanding that different sources can include (or exclude) different information or focus on particular aspects of a period, and that therefore they are *interpretations*.
- Contemporary accounts of major past events (made at the time) may be very different from interpretative accounts made long after the events concerned. For example, the surviving contemporary sources describing the arrival of the Romans, Saxons or Vikings in Britain were mainly made by those who could write. So the Romans themselves wrote about their arrival in Britain and their reception by different British tribes, but there are no contemporary accounts from British tribes. The most contemporary source we have about the arrival in Britain of the Anglo-Saxons is from a Christian Romano-British monk who was not happy with the arrival of people he saw as heathens. Finally, accounts relating to early Viking raids were made by the monks working in the rich monasteries they raided and understandably are the source of the long-standing impression of Vikings as vicious, destructive thugs. By comparing such accounts with later interpretative accounts children can begin to develop an understanding of how and why interpretations can change and develop over time.
- Try the quick strategy **text book trawl** when studying ancient civilizations, do all the information books you are using include information about the same aspects of the civilization? If not, which aspects do they all cover, and which aspects are only covered in one or two books? Can children think why there might be differences? Possibly space restraints, the book's focus, or maybe some aspects were considered to be more interesting than others.
- Representations are another aspect of interpretation. Ensuring children experience a wide range of historical sources, including artefacts, site and museum visits, as well as images and written sources will develop children's understanding that past events, people and periods can be *represented* in different ways.
- Get different groups within classes to select what they deem to be important information, images or artefacts for a class museum or display about the civilization or period they are studying. Just as with text book trawl there are likely to be differences between what each group selects to display - discuss this with children making clear that in effect each group has developed a slightly different



interpretation of the civilization or period, and this is in effect what every book, website, TV programme, and real museum does too. They have to select what items they include, which will be driven by who their audience is (children/ adults/ teenagers etc), what their purpose is (to entertain/ educate /persuade etc), what can they actually get or afford, what they have room for and their own interests.

Promoting an Understanding of Historical Interpretation

Developing Historical Skills and Promoting Historical Understanding in Primary History

Promoting an Understanding of Historical Interpretation

Any source created after the people, events, periods, civilizations, it depicts or represents is an **interpretation** or representation of the past. Paintings, websites, books and other writings, TV programmes, statues and monuments, museums etc. are interpretations. Even photographs can be interpretive if, for example, they are staged or cropped. Using the word *interpretation* from very early in children's education will help build this understanding. Over their school career pupils need to develop an understanding that all history is to some extent a construct, the reliability of which depends on the aims or view of those that developed the construct and/or the type and range of evidence available about a person, period or civilization.

- The **beat the textbook** strategy can be used to help children understand the influence intended audience or purpose can have on interpretations of history. First find a factually correct paragraph from one of the books you are using to support your study. Then task different groups to amend the paragraph to suit a different audience or purpose e.g. to make it more interesting for children who are younger than themselves, or to make it sound more exciting, or to make it sound more/less important. The resulting paragraphs, all about the same thing should all be different and show that the purpose and audience for which anything is being written, will change what is written.
- We tend to view museums as custodians of the past where we can experience a true representation of the past. However, by year 6 you might ask children to consider how far that can be true when they:
 - only display a limited number of objects or pictures relating to any period or civilization due to space, cost and availability factors;
 - depend on people visiting the museum to help fund them so have to make the displays interesting in some way to draw people in. Hence they mainly display their most iconic objects which probably means they were owned by the elite, not ordinary people, so are unrepresentative of the whole population. Also usually only the most robust objects survive, again these were probably owned by the elite.



This means even museum displays are interpretations of the past.

At Key Stage 2

In Key Stage 2, children should increasingly be looking at the provenance of sources (when they were created and by whom) and using the information to decide which sources might be considered more/most reliable or useful and why. You should also be using the terms 'contemporary', to describe sources from the time and 'interpretive' to describe any sources created after the events or period concerned.

- Help children to develop their questioning skills by playing five minute games of **twenty questions**. Here you explain you are thinking about something but children have to find out what it is by asking you questions. BUT they only have 20 questions in which to find the answer before you tell them what it is, AND you will only answer Yes, No or Invalid to any question.



As each question is asked use five-bar gates (||||) to log them. Pupils soon learn that not phrasing questions carefully will waste questions. They also learn they have to pay attention to what is being said so they do not repeat questions (and get a repeated answer) for no gain. With plenty of practice pupils become more strategic in their questioning as they begin to understand the type of questions that will narrow down the field to home in on the correct answer within the 20 questions.

- Children should be encouraged to properly interrogate picture sources through activities like **annotating pictures**, and **with/without knowledge** which are described in the Glossary of Techniques and Strategies document. To stretch children however, **layers of meaning** (aka identify, deduce, infer) is a good option.

This strategy asks children to go further than just identifying things from the picture, it also asks them to make deductions or inferences that go beyond the content of the image. Photographs of ancient sites might work well for this activity, for example photographs of the Neolithic settlement on Skara Brae or of the Mayan city Chichen Itza in the Yucatan.



- The strategy **from where I sit** where children describe what they can see from a given point within an image, would work well to help pupils to understand that even people living through important historical events would not necessarily have a clear picture of everything that was happening around them. For example, within the iconic Cowdray Engraving of the Mary Rose sinking that is featured in the Mary Rose Museum, Portsmouth, how many people would be aware the ship (circled) has all but sunk and just part of a mast is above water?



Not everyone certainly, as many are watching the French fleet offshore and may have missed events in the harbour. Similarly, for events such as the Great Fire of London, or the Battle of Hastings, even those involved may only have witnessed a tiny fraction of the action – a case of *cannot see the wood for the trees* perhaps?

Developing Good Enquiry Skills

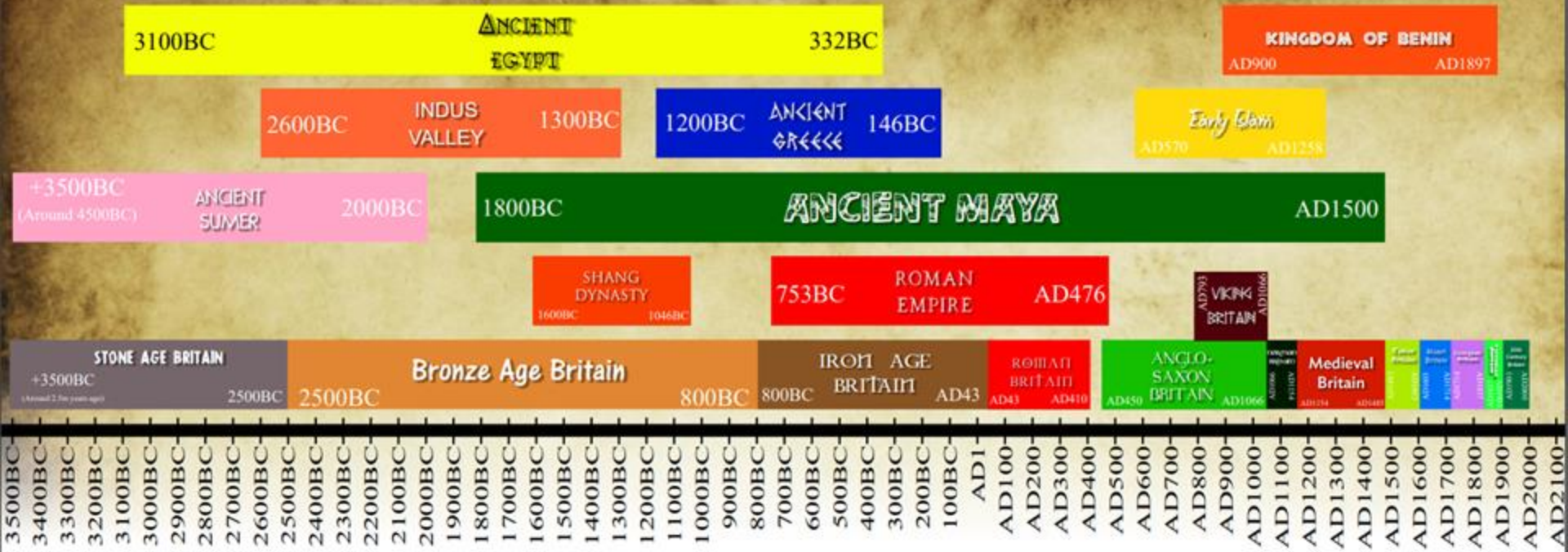
Developing Historical Skills and Promoting Historical Understanding in Primary History

- Children need to regularly participate in activities that ask them to extract particular information from historical sources such as contemporary maps, diaries, newspapers and paintings or other images. **Prove it** is one strategy which could be used, it involves children checking the statements you have given them against a range of different sources to find the source(s) that prove or disprove the statements.
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- When children are working with a range of sources of information (artefacts, images, books, vetted websites etc.) trying to find information about the attributes or achievements of the period or civilization, giving them a table or **grid to fill in** will really help them to interrogate and compare/contrast the sources more successfully.
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- The **dear producer/ editor** strategy can be used to make pupils critically analyse film or TV excerpts, websites and books. Does the film/TV clip, website or book offer an accurate interpretation of the civilization or period concerned? If not what information or aspects are omitted or over emphasised? If children were producers/editors how would they improve the film/TV clip, website or book?
- 
- Encourage children to try to corroborate what written sources say, by using other sources. Corroborative sources need not necessarily be written sources, for example, contemporary written sources often vilify the Vikings as murderous thugs, whilst contemporary artefacts show they were very skilled in making intricate metal, wood or bone artefacts such as fine bone chess sets and jewellery and traded widely. Later, interpretative written sources tend to give a more balanced view of the Vikings. The reason for this is to do with the provenance of the contemporary written sources which were often from monks who worked in the rich monasteries some of which had been raided and terrorised by Viking raiding parties. Hence it is unsurprising they vilified the Vikings, whereas later sources hopefully considered a wider range of evidence about the Vikings and their achievements before assessing their exploits.
- Another limitation of sources that children should begin to consider in KS2 is how much evidence actually exists to support an opinion about a past person, event or civilization. In general, the elite classes are best represented by the evidence that survives from the past. Poorer classes, women, children and minorities are usually poorly represented in the historical or archaeological record. So, you should be questioning children to ensure they do not draw conclusions that are too sweeping – *Did this apply to everyone? Was it the same for the poor or just for the rich?* For example, in relation to the Shang Dynasty in China, most evidence comes from just one burial tomb, that of Lady Fu Hao. Hence it is difficult to draw conclusions about what life for ordinary people living in Shang dynasty China was like, but some conclusions might be drawn about life for the elite.

Developing Good Enquiry Skills

Historical enquiry encompasses the ability to interrogate historical sources in increasingly sophisticated ways and to *construct informed responses that involve thoughtful selection and organisation of relevant historical information*. (National Curriculum for history 2013). Ensuring colleagues use the word 'source' in their teaching and utilise as wide a range of historical sources as possible within the various historical topics children undertake, will greatly enhance their enquiry skills.

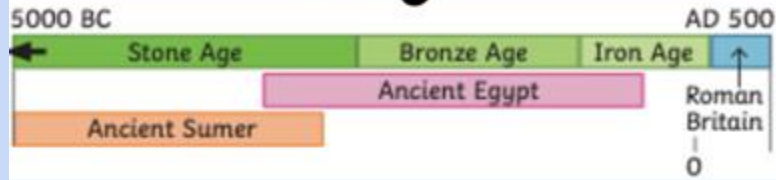
KS2 WORLD HISTORY TIMELINE



Draw attention to concept of prehistoric period - before written records. Stone Age to Iron Age, vast period of time.

Stone Age to the Iron Age

Where in the World?



The village of Skara Brae is built in Orkney. The people who live there are beginning to farm their own food and build homes instead of travelling from place to place.

Bronze begins to be used in Britain to make weapons and tools.

'Celtic' culture begins to arrive in Britain and tribal kingdoms develop.

The first hillforts are constructed.

3000 BC

Construction starts on Stonehenge in Wiltshire. It will take around 1000 years for it to be finished.

2500 BC

'Bell Beaker' culture arrives in Britain. These people are named for their distinctive decorative pottery.

2100 BC

1800 BC

The first large copper mines are dug.

1200 BC

800 BC

Iron begins to be used in Britain to make tools and weapons, instead of bronze.

AD 43

The Romans invade Britain.

Stone Age to the Iron Age

Life in the Stone Age

The Stone Age is named after the stone tools that the earliest humans used to help them survive. They used them to kill animals, such as mammoths, for their meat, bone marrow and skins. The bones were also useful for making tools, such as needles to sew skins together.

People in the Stone Age moved around from place to place with the seasons, in order to keep safe and warm and follow the animals they hunted



Skara Brae

Skara Brae was discovered after a storm in AD 1850 removed the earth that had been covering it. It is a village of 8 houses, linked by covered passageways.

Not all of the houses were built at the same time. The later ones are slightly bigger but they have very similar features, such as a central firepit and stone shelves. The village tells us a lot about life in the late Stone Age, including what people ate and what sort of tools they used.

Stonehenge

Stonehenge is a famous prehistoric monument in southern England, built at the end of the Stone Age and into the Bronze Age. Originally, it was just an earthwork and up to 150 people were buried there.

The huge stones that we see were added in different stages. Some were brought from 240 miles away in Wales.



Stone Age to the Iron Age

Hillforts

People in the **Bronze Age** and **Iron Age** lived in roundhouses. These could be very large and would have housed any people. One household might have had two houses, one for living and one for cooking and making things.

In the Iron Age, these houses were sometimes rectangular and were often gathered in farming communities on hills. These were known as **hillforts**.

Between 500 and 100 BC, many parts of Britain were dominated by hillforts. These settlements provided a home for hundreds, and later thousands of people.



Druids

Druids were the priests of the tribes we call **Celts**. Their jobs was to communicate with the more than 400 gods that the people of the tribes believed in. they believed the gods lived in nature. The main festivals were based around important times in the farming year. The Druids sacrificed food, precious objects and even humans to keep the gods happy.

Druids were also like doctors and lawyers. They found cures in plants and resolved disagreements. Their opinions were more important than those of the kind. It took at least 20 years to train to be a Druid. However, we only know about them from what the Romans wrote down.



**Year 3 Learning Journey:
Changes from Stone Age to Iron Age**

Enquiry: When do you think it was better to be alive- Stone Age, Bronze Age or Iron Age?

WALT: enquire - When do you think it was better to be alive - Stone Age, Bronze Age or Iron Age?

WALT:investigate how and why prehistoric people built megalithic structures

WALT:identify and compare key features of settlements from prehistory with today

WALT:identify the changes in housing throughout the Prehistoric Period

WALT:identify the changes in society from the Stone Age to the Iron Age

WALT:recognise how religious beliefs changed from the Stone Age to Iron Age period

WALT:understand the forms and importance of prehistoric entertainment

WALT:understand the methods of food collection in prehistoric Britain

WALT: understand the significance of the achievements of Stone Age man

Key skills:
Chronology
Historical enquiry
Historical significance
Historical interpretation

Key Vocabulary:
Stone Age
Iron Age
Neolithic hunter-gatherers/farmers
Iron Age hill forts
Time period/ era
Chronology/ chronological
Sources of evidence
Legacy
Cause/consequence

WALT:identify the Prehistoric Period and the durations of time within it.

Prehistory timeline 				
The Early Stone Age (Paleolithic) 500,000 BC - 8000 BC	The Middle Stone Age (Mesolithic) 8000 BC - 4000 BC	The Late Stone Age (Neolithic) 4000 BC - 2500 BC	The Bronze Age 2500 BC - 700 BC	The Iron Age 700 BC - AD 43

Retrieval:

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Key Questions:

1) What were some of the achievements of the Stone Age?

2) When was it better to be alive – the Stone Age, the Bronze age or the Iron Age?

3) Why were megalithic structures built?



Year 3 Learning Journey: Changes from Stone Age to Iron Age

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Key skills:

Chronology
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The Early Stone Age (Paleolithic) 500,000 BC - 8000 BC	The Middle Stone Age (Mesolithic) 8000 BC - 4000 BC	The Late Stone Age (Neolithic) 4000 BC - 2500 BC	The Bronze Age 2500 BC - 700 BC	The Iron Age 700 BC - AD 43
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Topic Enquiry Question: Was the Iron Age better than the Stone Age because more happened in it?

WALT: identify the Prehistoric Period and the durations of time within it.

(Skills - [chronology](#), [historical significance](#), [characteristic features](#))

Disciplinary knowledge - demonstrate knowledge and use of historian skills

Timeline lesson identifying the different ages within this whole period. Discuss the meaning of 'prehistory' and 'duration'.

Key question. Why do you think it goes from Stone Age to Iron Age?

Draw out the advancement of human thinking and abilities.

Do refer to Ancient Egypt happening at the same time and how different that was which they will explore in Year 5.

Stone Age (3000BC - 2500BC) Yr3

Bronze Age (2500BC - 800BC)

Iron Age (800BC - 43 AD)

Roman Britain (43 AD - 410 AD)

Ancient Egypt (3100BC - 550BC)

Indus Valley (2600BC - 1300BC)

Shang Dynasty (1600BC - 1046BC)

Ancient Sumer (3500BC - 2000BC)

WALT: understand the significance of the achievements of Stone Age man

(Skills - [historical enquiry](#), [historical significance](#))

Substantive knowledge - knowledge of the past, content including people, events, ideas.

Allow children to express opinions about what they believe to be the most important achievements of the people in this time period.

WALT: identify the changes in housing throughout the Prehistoric Period

(Skills - [change and continuity](#), [characteristic features](#))

Substantive knowledge - knowledge of the past, content including people, events, ideas.

WALT: identify the changes in society from the Stone Age to the Iron Age

(Skills - [change and continuity](#), [characteristic features](#))

Substantive knowledge - knowledge of the past, content including people, events, ideas.

Establish the differences, give the children the opportunity to think about and choose which part of society they would have wanted to live in encouraging them to explain why with evidence provided. Key question: Is there anything from society structure of prehistoric period that we see in society today? - Can the children relate the History knowledge gained in this lesson to today?

WALT: understand the methods of food production in prehistoric Britain

(Skills - [historical enquiry](#))

Substantive knowledge - knowledge of the past, content including people, events, ideas.

How did food collecting change? From hunter-gatherer to farmer. Which would you rather have been and why?

WALT:understand importance and forms of prehistoric entertainment

(Skills - [change and continuity](#))

Discuss the entertainment of Stone Age to Iron Age. Iron Age we know from Roman recounts but are they reliable? Opportunity to do wall painting task - create a 'cave' with a desk and sheet to crawl underneath and make a Stone Age cave drawing with chalks.

WALT:recognise how religious beliefs changed from the Stone Age to Iron Age period

(Skills - [change and continuity](#))

Discuss how little is known about beliefs but evidence of burial plots suggest they developed and we still follow the ritual today.

WALT:identify and compare key features of settlements from prehistory with today

(Skills - [change and continuity](#))

Skara Brae- the site, layout, how the concept of community is developing. Compare to modern day communities- similarities and differences.

Which community would they prefer to live in and why?

<https://www.nessofbrodgar.co.uk/visit-skara-brae-virtually-with-new-digital-3d-model/>

WALT: investigate how and why prehistoric people built megalithic structures

(skills - [historical enquiry](#))

Discuss that lots of 'henges' were built. Nearest one? What was their purpose? Share all the reasons why people believe they were built. What do the children believe to be the reason given the information they have?

WALT: enquire - When do you think it was better to be alive - Stone Age, Bronze Age or Iron Age?

This could be presented as a final task rather than a complete lesson with a WALT. Choose a method for the children to express their opinion - comic strip, speech bubble, diary entry

Plant the seed that in future history journeys moving through the school they need to consider what civilisations achieved, how things changed/progressed.

The Roman Empire

The Roman Empire – the name used for the land that was controlled by the Romans, including parts of Europe, the Middle East and North Africa.

Where in the World?



54 BC: THE SECOND RAID

Julius Caesar tried to take over Britain again. This time, he took bigger and stronger legions and had some success. Some British tribes were forced to pay tributes (luxury items, such as gold, slaves or soldiers) in order to carry on living how they were.

The Roman Empire: 44 BC

The Roman Empire: AD 305

AD 60: Boudicca's Rebellion

The Romans decided that the Iceni tribe needed to start paying taxes but Queen Boudicca, the ruler of the tribe, refused to let this happen and formed an army to fight the Romans. Thousands of people died in these battles but the Romans eventually won.

55 BC: THE FIRST RAID

Julius Caesar wanted to extend his Roman Empire so he attempted to invade Britain but the Celts fought back and the Romans returned to Gallia (modern-day France).

AD 43: Invasion

The new emperor, Claudius, was determined to make more of Britain part of his Roman Empire and started a successful invasion. Many Celts realised how powerful this Roman army was and agreed to obey Roman laws and pay taxes. Other tribes of Celts continued to fight against the Romans, who never gained full control of Britain.

AD 122: Hadrian's Wall

The Caledonian tribes (today's Scotland) fought battles against the Romans who had tried to take their land. The Romans wanted a way to separate their land from the Picts so the Roman emperor, Hadrian, ordered a wall to be built to protect the Roman's land. The wall was 177km long with castles, guarded turrets, major forts, barracks, bathhouses and even hospitals.

The Roman Empire

The Romans built elaborately designed Roman baths where people would go to relax and socialize. Some of these impressive buildings still remain today.



The Romans were famous for building long, straight roads to transport legions (armies), supplies, trading goods and messages from the emperor. You can still see some Roman roads today, 2000 years after they were built.

Early in Roman times, the Roman people believed in many different gods and goddesses whom they believed controlled different aspects of their lives, such as time, love and the seas.





Year 3 Learning Journey:
The Roman Empire and its impact on Britain

Enquiry - How did the Romans impact upon the people and culture of Britain?

WALT: enquire - How did the Romans impact upon the people and culture of Britain?

WALT: To understand the continuity and change within society from the Iron Age to Roman Britain

WALT: To understand the changes and continuity between Roman housing and Celtic

WALT: To understand the achievements of the Romans and the impact that they had on Britain

WALT: To understand why and when Britain was invaded

WALT: To understand where the Romans and Roman Britain fits into a continuing chronological narrative

WALT: identify the chronological context of Roman Britain

Key Vocabulary -

Empire
Romans
Invasion
Resistance
Legacy
Sources of evidence
Cause/consequence
Chronology/chronological
Time period/ era

Key skills:

Chronology
Cause and consequence
Continuity and change
Historical enquiry
Historical significance
Historical interpretation

Retrieval:

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Key Questions:

1) What did the Romans build in Britain?.....

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Year 3 Learning Journey:
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Enquiry - How did the Romans impact upon the people and culture of Britain?

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Key Vocabulary -

Empire
Romans
Invasion
Resistance
Legacy
Sources of evidence
Cause/consequence
Chronology/chronological
Time period/ era

2) When did the Romans invade Britain and how long did they stay?

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3) Why was there resistance to the Romans?

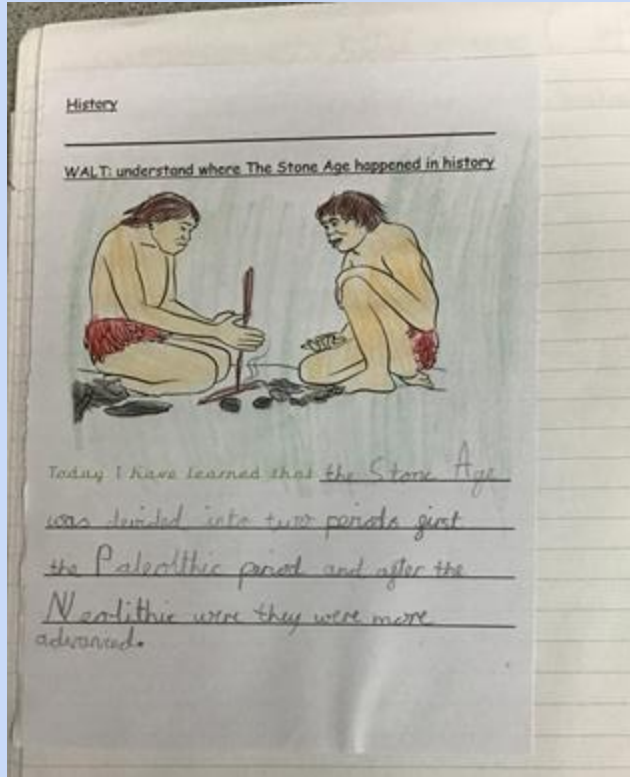
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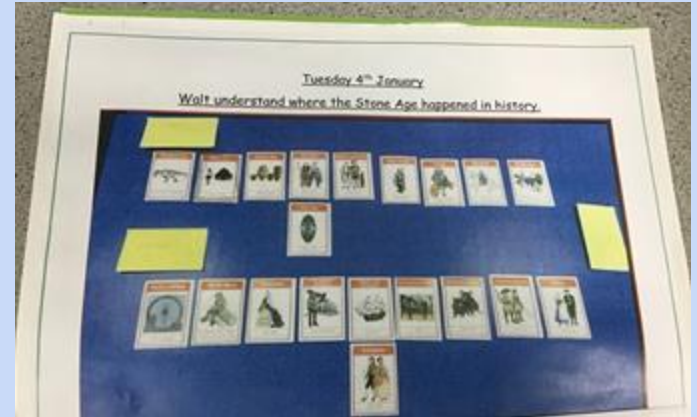
WALT: understand where the Stone Age happened in history



Vocab:
Paleolithic
Neolithic
Stone Age

Skill:
chronology

Vocab: civilisation
Duration
Time period
Look at Stone Age to
Iron Age



Tuesday 11th January

History

WALT: discover how humans lived in Palaeolithic times

Human beings first appeared in Africa

Palaeolithic means old stone



Tribes

During Palaeolithic times, humans lived in tribes of about 20 or 30 people.

They lived in caves or huts

They were Nomads and travelled from one area to another looking for somewhere to hunt and gather food

Some of their favourite foods were bison, deer, wild berries and mammoths!



Rituals

People held rituals to worship nature and ask for food. They prayed to the sun and the rain

They held funerals when someone died



Fire

Fire was discovered in Palaeolithic times

The first fire began by lightning hitting the ground

Humans learnt to make fire in two ways. By rubbing a stick against a tree trunk or by rubbing two stones together.

Fire was so important because it kept the people in the tribe warm at night and in the winter

With fire, the people could cook tasty food.



Art

The first cave paintings were made on the walls and ceilings of the caves they lived in. Cave art was used to decorate the caves because they liked to live in beautiful homes.

Their paintings showed humans hunting

They made the paint from soil, blood and plants

They painted using their fingers or paintbrushes

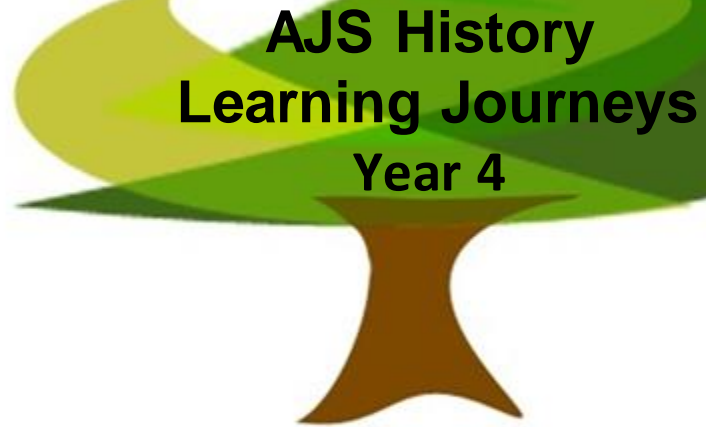
Tools

In Palaeolithic times, the first tools were made from stone. Tools were made for fishing and hunting

WALT: discover how humans lived in Palaeolithic times

Skill:

Characteristic features



Ashley Junior School

There is an element of choice for the bullet points listed below. Each point must be studied but consider which of the options is most pertinent to your children's context, locality and would offer the most enriching knowledge:

- An overview of all 4 civilisations and one of the following in depth: Achievements of the earliest civilisations: **Ancient Sumer, The Indus Valley, Ancient Egypt or the Shang Dynasty of Ancient China.**
- A non-European study: **Early Islamic civilisation, The Maya, Benin**
- A post-1066 study of a theme or aspect of British history that extends children's chronological understanding: **changing aspect of society, legacy of Roman or Greek civilisation or a turning point in British history such as the industrial revolution, migration or the First World war**

A local history study. While this can seem a daunting, it offers such a wonderful opportunity for children to understand the way in which their locality developed to what they see around them today. It can also be enhanced by linking all the British history taught in Key Stage 2 to their locality... local settlements, key archaeological sites or the kingdom they would have been living in at different points through time. Take the time to contact your local museums, heritage or history groups to support as they will offer a plethora of support.

- 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.

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.

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

Skill	<u>By the end of year 4</u>	Skill	<u>By the end of year 4</u>
<u>Chronology</u> - developing an understanding of the chronology of the people, events, periods or civilizations studied.	Begins to understand historical periods overlap each other and vary in length. Uses more precise chronological language.	<u>Historical Significance</u> - develop an understanding that significance in historical terms, implies that the impact of an event, person's actions or change was widespread, wide ranging or lasted for some considerable time (possibly into the present).	Can identify significance reveals something about history or contemporary life.
<u>Characteristic Features</u> - can identify characteristic features of events, people, periods or civilizations studied.	Can give simple explanations that not everyone in the past lived the same way. Consistently uses period specific language in explanations.	<u>Historical Interpretation</u> - building an understanding that all history is to some extent a construct, the reliability of which depends on the type and range of evidence available about a person, period or civilization and the aims or view of those that developed the construct.	Can describe how different interpretations arise. Understands that historical understanding is continuously being revised; if we find new evidence we have to rewrite the past.
<u>Continuity and Change</u> - develop an understanding that while many aspects of life changed for people over time, change was not necessarily universal nor occurred at a consistent rate.	Can describe and give some examples of a range of changes at particular points in history while some things remained the same. Can explain why changes in different places might be connected in some way.	<u>Historical Enquiry</u> - the development and increasingly sophisticated use of historical skills and the ability to communicate findings of historical studies.	Can describe and question the origins and purposes of sources using knowledge of periods and civilizations. Asks perceptive questions. Knows how to find, select and utilise suitable information and sources to formulate and investigate hypothesis.
<u>Cause and Consequence</u> - develop an understanding that changes in the past usually resulted from several factors and that the consequences of those changes affected people differently, or not at all, depending on a range of other factors.	Can describe with simple examples different types of causes seeing that events happen for different reasons not just human action.		

Hampshire
Planning-
Skills we need to
be demonstrating.
Built upon in each
year group.

HOW DO WE KNOW?

WHAT QUESTIONS DO WE ASK OF THE PAST? HOW? WHAT? WHERE? WHEN? WHY? WHO?

HOW CAN WE FIND OUT? HOW DO WE EVALUATE THE EVIDENCE?

HOW DO WE KNOW?

WHAT MATTERS? WHY DOES IT MATTER?

CAUSE AND EFFECT

- What were the causes of past events?
- What were the effects?



CHANGE & CONTINUITY

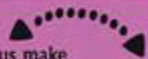
- What has changed?
- What has remained the same?



THINKING LIKE A HISTORIAN

USING THE PAST

- How does the past help us make sense of the present?



TURNING POINTS

- How did past decisions or actions affect future choices?



THROUGH THEIR EYES

- How did people in the past view their world?



WHAT MATTERS? WHY DOES IT MATTER?

HOW CAN WE FIND OUT? HOW DO WE EVALUATE THE EVIDENCE?

WHAT QUESTIONS DO WE ASK OF THE PAST? HOW? WHAT? WHERE? WHEN? WHY? WHO?

HOW DO WE KNOW?

HOW DO WE KNOW?

WHAT QUESTIONS DO WE ASK OF THE PAST? HOW? WHAT? WHERE? WHEN? WHY? WHO?

HOW CAN WE FIND OUT? HOW DO WE EVALUATE THE EVIDENCE?

WHAT MATTERS? WHY DOES IT MATTER?

WHAT QUESTIONS DO WE ASK OF THE PAST? HOW? WHAT? WHERE? WHEN? WHY? WHO?

HOW CAN WE FIND OUT? HOW DO WE EVALUATE THE EVIDENCE?

WHAT MATTERS? WHY DOES IT MATTER?

A HISTORIAN is someone who...

uses clues and tools to study the past

shares their knowledge of the past

wonders about the past

explores the world around them

connects the past to the present

uses their imagination



A HISTORIAN is someone like you!

Historical understanding and skills for primary history

Chronological understanding – building historical vocabulary and an understanding of the order in which periods and events occurred.	The combination of these builds children's 'mental map' of the past.
Recognising and differentiating between the characteristic features of different periods in the past.	
Change and continuity – building an understanding of how and why change occurred over and between periods of the past, whilst other things remained the same, and that changes were not necessarily universal nor did they occur at a consistent rate.	
Cause and consequence – recognising why events and changes occurred and what happened as a result; understanding that change is often the result of a range of factors and that consequences may affect people differently, or not at all, depending on a range of other factors.	
Significance – assessing the impact of events and individuals over time since they happened/ lived, by examining how widespread, wide ranging and lasting their impact was.	
Interpretations – developing an understanding that all history is to some extent a construct, the reliability of which depends on the type and range of evidence available about a person, period or civilization and the aims or view of those that developed the construct; learning to critically examine representations of the past.	
Enquiry – learning how to use historical skills in increasingly sophisticated ways; developing the ability to ask perceptive questions, think critically, weigh evidence, sift arguments, make judgements and to communicate the findings of historical studies.	

History Skills

For all year groups.
Covered across the year group in topics, with varying degrees of depth. Next slides give suggestions to activities.

Key Stage 2

At Key Stage 2 developing children's chronological understanding is about developing the *secure chronological understanding* the National Curriculum talks about. This means developing a secure understanding of early British history and knowing where the world units they must study sit in relation to British history and each other, as well as at least one study which extends beyond 1066 (possibly two if your local study is post 1066).

- Begin every new study by locating the period or civilization on a timeline and referring backwards / forwards to other children may have already studied. If you are embarking on a world study, make sure you look at what events were happening in Britain at around the same time as well as in other world civilizations and use a world map or globe alongside your timeline to place the civilization in context geographically as well as historically. It is important children begin to recognise the durations of and intervals between the periods and civilizations they study and where some may overlap, so discuss this too whenever you are using the timeline.



- Continue to grow and use the contents of class/year group **Timeboxes** by adding images relating to Key Stage 2 units as and when different year groups study them and use these in conjunction with a timeline, e.g. to informally to gauge how well children's grasp of the chronology of early Britain is growing - can they link images from their Stone, Bronze and Iron Age or Roman studies into the correct part of a timeline. You might even get children to pick what image or images best represent the person, event, period or civilization they have studied to add to their timebox. Regular use of the box both in relation to historical studies and informally, at other times, will help children to slowly build a picture of the past. By Year 6 the box should contain images relating to studies from Year 1 or Year 3 right up to Year 6 as well as some that are outside the scope of their studies.
- Continue to develop children's chronological vocabulary, perhaps by providing a word bank of useful words and phrases to do with the ordering and passing of time, e.g. meanwhile, at the same time, while this was happening, first, finally, later etc.
- As the current Key Stage 2 does not cover much British history beyond 1066 make sure you include some images from later periods in the timebox and/or on your timeline, e.g. part of the Bayeux Tapestry, Magna Carta, a Norman castle, Red and white roses for Wars of the Roses, famous monarchs (not just Tudor ones and queen Victoria), Mary Rose (sinking and raising), cavaliers and roundheads, Peterloo massacre, Battle of Waterloo, WW1, Battle of Britain etc. as well as images representing important scientific and technological discoveries and events in world history, e.g. Persian empire, Byzantine empire, European Renaissance, discovery of Americas/Australia, slavery/end of slavery, American War of Independence, French Revolution, etc.



Promoting Chronological Understanding

Developing Historical Skills and Promoting Historical Understanding in Primary History

- There might be instances where children create or annotate timelines, for example for your local study or for the unit designed to extend children's knowledge beyond 1066. As always it is important to use the timelines to explore important questions about what they show, e.g. *Are there any important events that lead to big changes? Is life constantly improving or are there periods when life is getting worse (wars/disease etc)? Is life getting better/worse for all?*
- Use **human timelines** (children holding representative cards line up to create the timeline) to demonstrate:
 - the overlap/interval between civilizations.
 - similarities/differences between what was happening in Britain at any given time and what was happening in another part of the world e.g. in Egypt, Greece, Mayan lands or within the early Islamic civilization, Shang China, Indus Valley etc.

Key Stage 2

- Annotating period scenes using the **with and without knowledge** strategy can be a good way to release any prior knowledge of a period and to assess knowledge gained during a study. Scenes of Neolithic life or Iron Age life could work well for this. However, be careful that the image you choose is not perpetuating stereotypes of the period concerned. You could even insert an anachronistic item into the scene and warn them that you expect everyone to find it, just to make sure they really study the image carefully!
- Giving each child themed **history placemats** which feature lots of images relating to the period or civilization concerned, a word bank (period specific words) and possibly a timeline can help develop pupil's awareness of characteristic features of the different periods or civilizations they study at Key Stage 2. If they are laminated, they would probably last for a year or two before needing to be replaced.
- It is worth developing basic period specific word banks or glossaries for each history unit children study. These might initially be on a history themed placement, but children could add new words and definitions to these as their topics progress and they make new discoveries. Researching the definitions will develop children's knowledge of the period and the glossary will also aid spelling, which is good, as some historical/ archaeological terms can be quite tricky.
- Using **under the cloth** or **what's the link** as hooks into a new study will both help you assess children's prior knowledge of the topic and furnish them with some initial ideas about the civilization or period concerned, upon which to build more knowledge.
- Using the **curator's dilemma** strategy towards the end of a study, where pupils have to select artefacts that best represent the period or civilization they have been studying will force children to consider not only the civilization's characteristics and achievements but also think which of them are the most significant.



Building an Understanding of Characteristic Features of Periods from the Past

Developing Historical Skills and Promoting Historical Understanding in Primary History

- The **Dear producer** strategy can also be used for pupils to demonstrate their learning by producing a storyboard or similar to send to a Producer at the BBC to advise him how to create or improve a TV programme about the historical period/ civilization they are studying. In doing this children will be showing they understand the significant characteristics and achievements of the period or civilization and explaining their importance.
- Try **put yourselves in their shoes** when studying stone age cultures (Britain/Maya) or bronze age cultures (Britain/ Shang dynasty/ Indus Valley/ Ancient Egypt/ Ancient Sumer). There is a risk that children may consider peoples from these very ancient periods as uncivilized or less intelligent than people today because of the clothes they wore, the homes they built and the tools and weapons they had. Children need to understand the clothes they wore, homes they built and tools and weapons they used are what the materials and technology that were available at the time allowed them to make.
- **Would I lie to you** could also be used to dispel the myth of ancient people being uncivilized by focusing on carefully selected artefacts/images of artefacts like polished stone hand axes and beautifully polished and shaped jet buttons from the Bronze Age. These attest to the amazing things that could be achieved using only the simplest stone or metal tools and the enormous skill of their makers. Similarly, major features such as Stonehenge and the dozens of other features in its surrounding landscape, Sumerian and Indus Valley cities, and Egyptian pyramids and temples are such amazing achievements that it is hard to comprehend they were built so long ago using the simplest hand tools and manpower.



Key Stage 2

In key stage 2 children should explore change and continuity across and between the periods and civilizations they study and begin to understand that changes may not have impacted everyone in the same way. Similarly the impact of changes may only have spread slowly across different countries or areas, perhaps not impacting at all in the furthest reaches of a civilization.

- At Key Stage 2 rope or hula hoop 'Venn diagrams' are ideal for exploring change and continuity in multiple contexts within or across periods. Hence this would be ideal to look at *Changes in Britain from the Stone Age to the Iron Age* (National Curriculum 2013). Many of the changes between these periods were due to

technological and agricultural developments which could be explored by asking pupils to place images/artefacts/some written sources into the rings. *Do other pupils agree with all the placements? Did people only use stone/bone/antler tools in the Stone Age?* Complications, such as similar tools or weapons being made of stone, bronze or iron, will need debating - is it change or continuity? This will lead into later work looking at the impact of metals: *How did life improve once people were able to smelt metals for the first time (copper/bronze)? What further improvements came with the knowledge to make iron?*



- Much of the Key Stage 2 curriculum lends itself to considering the long term impact, or legacy, of various civilizations or peoples. So what did the Egyptians, Greeks, Romans, Saxons, Vikings, early Islamic civilization ever do for us? The History Curriculum Centre's Greek loan collections feature this idea quite strongly, indeed some items in the collection are not in fact old objects but are modern manifestations of ancient Greek ideas. Similarly [Picture Pelmanism](#) using pairs of images where one is from the present and its pair is from a period in the past offers an engaging way to illustrate that often things we think of as modern, can in fact be traced back in time – sometimes a very long way back in time! Surprising pairs like this concrete lorry and the concrete dome of the Pantheon in Rome add even more engagement to the mix and are likely to make the ideas memorable.



- In some cases changes that happened may not have lasted once circumstances changed again. For example, during the Roman period in Britain a lot of things changed but not all of them continued after Roman control of Britain ended. Pupils may struggle to find enough information about this in any books or websites they are likely to use, so you may have to research and collate the information and make bespoke resources that enable pupils to explore these ideas. For the Roman unit the History Curriculum Centre's *Roman Impact on Britain* enquiry pack includes a card sorting activity that explores just this.

Introduction

This publication details practical classroom activities that are designed to develop children's ability to successfully use historical skills (second order concepts) and to promote the development of children's 'mental map' of the past (rather than their specific knowledge of particular periods, events or civilizations). However, we do not advocate teaching historical skills discretely, rather we recommend developing children's historical skills within their historical studies. To achieve this you need to plan which skills best fit in the history topics or units children study across a key stage. Once you have planned which skills will be the focus of any particular study or enquiry, you can then plan in some activities selected from the relative section in this publication to support the development of that skill. This will ensure that you have a really strong chance of enhancing children's ability to successfully use that focus skill.

Promoting an Understanding of Change and Continuity

Developing Historical Skills and Promoting Historical Understanding in Primary History

- However, there can be long term consequences that may only be apparent centuries later. For example, the quest for knowledge that drove people in the early Islamic civilization led to classical learning from the Roman, Greek and Egyptian civilizations being preserved in Arabic books. Later, during the Renaissance, these were translated back into Latin. Without this happening works we still have of Aristotle, Plato etc. could have been completely lost to us today. This is explored in our *Roman Impact on Britain* enquiry pack via an activity called *Across the Ages*.



Similarly many of the new foodstuffs the Romans introduced to Britain for their own use became part of the British diet, which improved the health of the local population and has continued to do so over the centuries since. Recently, modern DNA testing has shown that some Britons whose families have been in Britain for centuries and may consider themselves as entirely 'British' have the genes of people who came from other parts of the Roman Empire, including north Africa and parts of Asia. This has only been discovered in recent years now that we have the knowledge and technology to look at genes in living people and, more recently, in ancient DNA (aDNA) from people that may have been dead for centuries.

Key Stage 2

- By key stage 2 pupils will be looking at ranges of causes and consequences for past changes and events and grouping and possibly prioritising them. For causes **push me, pull me** is aimed at helping pupils see that even within a range of factors that led people in the past to take some important action e.g. going to war, moving from their homelands, there would be *push* factors and *pull* factors. For example, just as there are many reasons people move from place to place today, there were many reasons why the different peoples who came to Britain in the past came here, not all of them for what Britain offered (pull factors) but also because of difficulties they might be trying to escape in their homelands (push factors). You might use a range of images or objects to give clues as to what the different push and pull factors might have been in any particular context.



- The strategy **conscience alley**, where pupils go into role as confidants or advisors to someone who is about to undertake a risky endeavour, works well to make children consider what might have been gained versus what risks the action might entail. This might link to the Romans, Saxon or Vikings planning to come to Britain or Iceni tribesmen advising Boudicca what to do after the Romans seized their land. Some children are tasked with coming up with as many arguments for the action as they can, whilst others have to think of as many



against the action as they can. These will be used to persuade/ dissuade the person who is about to embark on the risky endeavour to go head or abandon their plan.

- The **talking heads** strategy would work well towards the end of a Key Stage 2 enquiry where children have gained plenty of insight into events where two peoples came into conflict for example, the Romans v Britons or Saxons v Vikings. Initially task some groups with pooling ideas about Roman/ Saxon/ Viking reasons for coming to, or settling in Britain, whilst other groups pool ideas about the impact new arrivals had on the existing population at the time. When all ideas are exhausted, set up the talking heads activity where pairs, with each in role as someone from different sides of the conflict take turns to offer insights from their designated perspective. As each child explains why they did something as a Briton/ Roman/ Saxon/ Viking, their partner then explains what impact (consequence) the other's actions had upon them. Pupils could use prepared prompt cards in case they dry up. Afterwards, in a round up you can collect all the children's ideas about the causes and consequences linked to your study.



Promoting an Understanding of Cause and Consequence




Developing Historical Skills and Promoting Historical Understanding in Primary History

Promoting an Understanding of Historical Significance

Children need to understand that historical significance is different from fame. During their primary years they should also begin to look at ways of assessing or measuring significance. Initially this may just be by ranking a person or civilizations achievements, but they should move on to assessing significance against criteria to identify how widespread (geographically and socially) and lasting a person's society's or event's impact has been. Generally, children will easily recognise improvement as important but may struggle to see that things that made life worse can be significant too.

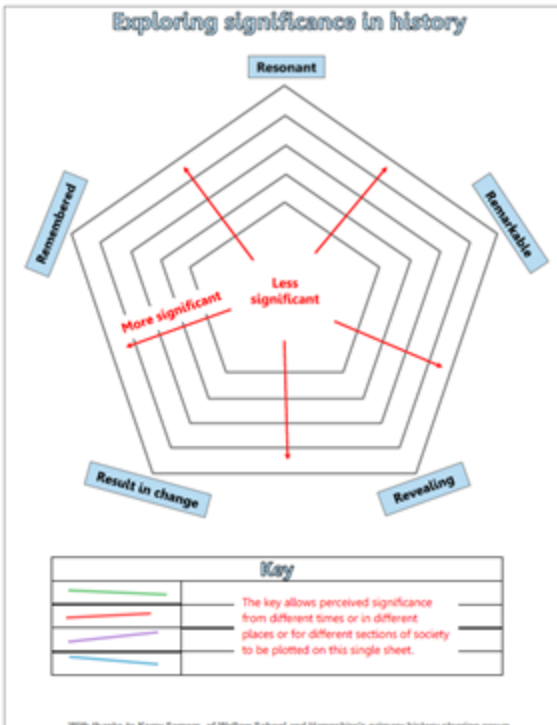
Importantly, over time children need understand that the perceived significance of a past event, person or society may change over time and/or might be considered differently by other societies or people.

Key Stage 2

- Strategies like **on balance...**, or **what's hot and what's not** will also be of use at Key Stage 2. However, **hall of fame** where children have to develop presentations for particular people, or innovations to be included in the *Hall of Fame*, is probably better as children are using their research to build arguments for and against different aspects of the period or civilization they are studying and then debating which has the best case for being voted in (i.e. is the most significant). 
- Later in Key Stage 2 strategies such as **top trumps** and **stamp collection** that require children to rank the significance of different aspects of, e.g. a civilization's legacy, may be more appropriate as children have to justify both their choices and how they ranked them against each other. 

- In order to compare perceived significance at different times, from different perspectives or places children could use a **significance pentagon** (opposite) which was adapted by Kerry Somers of Hampshire's primary history steering group from a geography resource.

Promoting an Understanding of Historical Significance

Developing Historical Skills and Promoting Historical Understanding in Primary History



Key Stage 2

- Regularly pursuing activities where children have to identify similarities and differences between sources relating to a period or civilization will help them develop an understanding that different sources can include (or exclude) different information or focus on particular aspects of a period, and that therefore they are *interpretations*.
- Contemporary accounts of major past events (made at the time) may be very different from interpretative accounts made long after the events concerned. For example, the surviving contemporary sources describing the arrival of the Romans, Saxons or Vikings in Britain were mainly made by those who could write. So the Romans themselves wrote about their arrival in Britain and their reception by different British tribes, but there are no contemporary accounts from British tribes. The most contemporary source we have about the arrival in Britain of the Anglo-Saxons is from a Christian Romano-British monk who was not happy with the arrival of people he saw as heathens. Finally, accounts relating to early Viking raids were made by the monks working in the rich monasteries they raided and understandably are the source of the long-standing impression of Vikings as vicious, destructive thugs. By comparing such accounts with later interpretative accounts children can begin to develop an understanding of how and why interpretations can change and develop over time.
- Try the quick strategy **text book trawl** when studying ancient civilizations, do all the information books you are using include information about the same aspects of the civilization? If not, which aspects do they all cover, and which aspects are only covered in one or two books? Can children think why there might be differences? Possibly space restraints, the book's focus, or maybe some aspects were considered to be more interesting than others.
- Representations are another aspect of interpretation. Ensuring children experience a wide range of historical sources, including artefacts, site and museum visits, as well as images and written sources will develop children's understanding that past events, people and periods can be *represented* in different ways.
- Get different groups within classes to select what they deem to be important information, images or artefacts for a class museum or display about the civilization or period they are studying. Just as with text book trawl there are likely to be differences between what each group selects to display - discuss this with children making clear that in effect each group has developed a slightly different



interpretation of the civilization or period, and this is in effect what every book, website, TV programme, and real museum does too. They have to select what items they include, which will be driven by who their audience is (children/ adults/ teenagers etc), what their purpose is (to entertain/ educate /persuade etc), what can they actually get or afford, what they have room for and their own interests.

Promoting an Understanding of Historical Interpretation

Developing Historical Skills and Promoting Historical Understanding in Primary History

Promoting an Understanding of Historical Interpretation

Any source created after the people, events, periods, civilizations, it depicts or represents is an **interpretation** or representation of the past. Paintings, websites, books and other writings, TV programmes, statues and monuments, museums etc. are interpretations. Even photographs can be interpretive if, for example, they are staged or cropped. Using the word *interpretation* from very early in children's education will help build this understanding. Over their school career pupils need to develop an understanding that all history is to some extent a construct, the reliability of which depends on the aims or view of those that developed the construct and/or the type and range of evidence available about a person, period or civilization.

- The **beat the textbook** strategy can be used to help children understand the influence intended audience or purpose can have on interpretations of history. First find a factually correct paragraph from one of the books you are using to support your study. Then task different groups to amend the paragraph to suit a different audience or purpose e.g. to make it more interesting for children who are younger than themselves, or to make it sound more exciting, or to make it sound more/less important. The resulting paragraphs, all about the same thing should all be different and show that the purpose and audience for which anything is being written, will change what is written.
- We tend to view museums as custodians of the past where we can experience a true representation of the past. However, by year 6 you might ask children to consider how far that can be true when they:
 - only display a limited number of objects or pictures relating to any period or civilization due to space, cost and availability factors;
 - depend on people visiting the museum to help fund them so have to make the displays interesting in some way to draw people in. Hence they mainly display their most iconic objects which probably means they were owned by the elite, not ordinary people, so are unrepresentative of the whole population. Also usually only the most robust objects survive, again these were probably owned by the elite.



This means even museum displays are interpretations of the past.

At Key Stage 2

In Key Stage 2, children should increasingly be looking at the provenance of sources (when they were created and by whom) and using the information to decide which sources might be considered more/most reliable or useful and why. You should also be using the terms 'contemporary', to describe sources from the time and 'interpretive' to describe any sources created after the events or period concerned.

- Help children to develop their questioning skills by playing five minute games of **twenty questions**. Here you explain you are thinking about something but children have to find out what it is by asking you questions. BUT they only have 20 questions in which to find the answer before you tell them what it is, AND you will only answer Yes, No or Invalid to any question.



As each question is asked use five-bar gates (||||) to log them. Pupils soon learn that not phrasing questions carefully will waste questions. They also learn they have to pay attention to what is being said so they do not repeat questions (and get a repeated answer) for no gain. With plenty of practice pupils become more strategic in their questioning as they begin to understand the type of questions that will narrow down the field to home in on the correct answer within the 20 questions.

- Children should be encouraged to properly interrogate picture sources through activities like **annotating pictures**, and **with/without knowledge** which are described in the Glossary of Techniques and Strategies document. To stretch children however, **layers of meaning** (aka identify, deduce, infer) is a good option.

This strategy asks children to go further than just identifying things from the picture, it also asks them to make deductions or inferences that go beyond the content of the image. Photographs of ancient sites might work well for this activity, for example photographs of the Neolithic settlement on Skara Brae or of the Mayan city Chichen Itza in the Yucatan.



- The strategy **from where I sit** where children describe what they can see from a given point within an image, would work well to help pupils to understand that even people living through important historical events would not necessarily have a clear picture of everything that was happening around them. For example, within the iconic Cowdray Engraving of the Mary Rose sinking that is featured in the Mary Rose Museum, Portsmouth, how many people would be aware the ship (circled) has all but sunk and just part of a mast is above water?



Not everyone certainly, as many are watching the French fleet offshore and may have missed events in the harbour. Similarly, for events such as the Great Fire of London, or the Battle of Hastings, even those involved may only have witnessed a tiny fraction of the action – a case of *cannot see the wood for the trees* perhaps?

Developing Good Enquiry Skills

Developing Historical Skills and Promoting Historical Understanding in Primary History

- Children need to regularly participate in activities that ask them to extract particular information from historical sources such as contemporary maps, diaries, newspapers and paintings or other images. **Prove it** is one strategy which could be used, it involves children checking the statements you have given them against a range of different sources to find the source(s) that prove or disprove the statements.
- 
- When children are working with a range of sources of information (artefacts, images, books, vetted websites etc.) trying to find information about the attributes or achievements of the period or civilization, giving them a table or **grid to fill in** will really help them to interrogate and compare/contrast the sources more successfully.
- 
- The **dear producer/ editor** strategy can be used to make pupils critically analyse film or TV excerpts, websites and books. Does the film/TV clip, website or book offer an accurate interpretation of the civilization or period concerned? If not what information or aspects are omitted or over emphasised? If children were producers/editors how would they improve the film/TV clip, website or book?
- 
- Encourage children to try to corroborate what written sources say, by using other sources. Corroborative sources need not necessarily be written sources, for example, contemporary written sources often vilify the Vikings as murderous thugs, whilst contemporary artefacts show they were very skilled in making intricate metal, wood or bone artefacts such as fine bone chess sets and jewellery and traded widely. Later, interpretative written sources tend to give a more balanced view of the Vikings. The reason for this is to do with the provenance of the contemporary written sources which were often from monks who worked in the rich monasteries some of which had been raided and terrorised by Viking raiding parties. Hence it is unsurprising they vilified the Vikings, whereas later sources hopefully considered a wider range of evidence about the Vikings and their achievements before assessing their exploits.
- Another limitation of sources that children should begin to consider in KS2 is how much evidence actually exists to support an opinion about a past person, event or civilization. In general, the elite classes are best represented by the evidence that survives from the past. Poorer classes, women, children and minorities are usually poorly represented in the historical or archaeological record. So, you should be questioning children to ensure they do not draw conclusions that are too sweeping – *Did this apply to everyone? Was it the same for the poor or just for the rich?* For example, in relation to the Shang Dynasty in China, most evidence comes from just one burial tomb, that of Lady Fu Hao. Hence it is difficult to draw conclusions about what life for ordinary people living in Shang dynasty China was like, but some conclusions might be drawn about life for the elite.

Developing Good Enquiry Skills

Historical enquiry encompasses the ability to interrogate historical sources in increasingly sophisticated ways and to *construct informed responses that involve thoughtful selection and organisation of relevant historical information*. (National Curriculum for history 2013). Ensuring colleagues use the word 'source' in their teaching and utilise as wide a range of historical sources as possible within the various historical topics children undertake, will greatly enhance their enquiry skills.

Knowledge

Lesson content needs to build upon two different types of knowledge. In each journey, the use of these two has been highlighted where possible and thought should be given to content and questioning within the lesson.

Disciplinary knowledge - demonstrate knowledge and use of historian skills

Substantive knowledge - the 'substance' of the learning, the knowledge of the past, content including people, events, ideas.

Sources of evidence

Commonly, we use the terms primary and secondary evidence to refer to sources used in history.

These terms need revisiting in each year group with a growing focus on what these sources of evidence can tell us. This will form part of a child's disciplinary knowledge and is an area that needs to demonstrate progression as they move through from LKS2 to UKS2.

On the next slide are the types of questions we can use to ask questions and I have highlighted particular questions that I think need using dependent on year group to demonstrate progression.

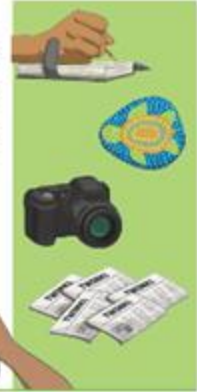
Primary, Secondary and Tertiary Sources

What is a Primary Source?

A primary source is an original first-hand account of an event, topic or historical period in time. Anything that contains original information on a specific event, topic or period in time is considered a primary source. They are produced at the time of the specific event by a person who has experienced it. Primary sources can also be made after an event has occurred in the form of personal memoirs or oral histories.

Examples of Primary Sources:

- letters, diaries and journals (personal thoughts)
- original photographs
- newspaper reports
- speeches, autobiographies and memoirs
- plays, paintings and songs
- research data and surveys



What is a Secondary Source?

A secondary source is a second-hand account that interprets or critiques primary sources. They often analyse and draw conclusions from events that are discussed or featured in primary sources.

Examples of Secondary Sources:

- textbooks
- essays and reviews
- commentaries



What is a Tertiary Source?

A tertiary source provides an overview or summary of a topic. They may contain both primary and secondary sources. The information found in tertiary sources are factual, and does not include any analysis or critiques.

Examples of Tertiary Sources:

- databases
- bibliographies
- directories and textbooks
- almanacs



Why use sources?

Key points

Introducing children to sources, even at a very young age, is an important part of understanding the disciplinary nature of history. One of the key ideas we need to get pupils to understand is that history is based on sources, which are used as evidence. They also need to understand that sources come in many forms.

While teachers know they should use sources, practice is varied and discussions with pupils suggest that many find work with some sources boring and mechanistic. Pupils are rarely interested in sources for their own sake, although seeing a very old source or artefact in its original state should be something all pupils experience. Nor should teachers see simple immersion in sources as a way of improving historical competence. Things need to be done with these sources.

There are several ways of using sources in a valid and stimulating way:

- to illustrate – although this should not be overdone
- to develop the imagination
- to clarify old questions and pose new ones
- to help develop historical knowledge and understanding
- to help convey a sense of period
- to use as evidence to make inferences and interpretations

What are the key ideas we want primary-age pupils to have?

Sources are traces left behind by people in the past. Not everything has been left behind so there are gaps in our knowledge. The traces come in different forms: some of it written, some as artefacts, etc.

Some historical issues have many sources, with others having hardly any. For some topics there are too many sources for us to handle.

Often it is chance that causes sources to survive, although those in authority tend to have produced more sources.

It is not just that there are gaps – some sources are unreliable as evidence about what happened, perhaps because they are inaccurate, incomplete or prejudiced. It means they always need handling carefully.

There is a difference between the source and evidence. The source is not automatically evidence. It is the

historian/investigator who turns a source into evidence for a particular question. The source comes from the past whereas the evidence comes from the present. The good historian/investigator can ask very many questions about sources.

Although there are problems with all sources, some are more trustworthy than others. To see how trustworthy a source might be, we need to ask questions, such as about the author of the source, how the source was produced and what has happened to it.

Reliable and useful are not the same as far as sources are concerned. A source can be unreliable but can still be useful for answering some historical questions.

Evidence used by historians sometimes comes from one source but usually it comes from several. Sometimes sources for a topic may say different things and give different impressions. Historians/investigators have to work out what is most likely to be the most realistic.

Much can be extracted from sources and used as evidence for issues that the original author never intended.

It is possible, sometimes probable, that different people will read different things into the same source – maybe using it as evidence for different points of view.

What are some of the problems with using sources in the primary classroom?

- Many sources, especially written ones, are difficult to understand in their original form, e.g. due to language or their state of preservation.
- Too much editing and simplification, however, can produce distortion and prevent pupils being involved in the central historical task of selecting and interpreting material.
- Pupils can become bored by over-frequent use of source material.
- Too many questions about sources are either low level (e.g. simple comprehension or mechanistic) or are contrived questions about reliability and usefulness.
- Sources are better understood by pupils when they understand the context in which they were produced and have a good awareness of the key features of the period.

What types of question can we ask primary pupils about sources?

These can include questions about:

how a document or artefact is constructed

what it can tell us

inferences that can be drawn from the source

reasons why it was produced

inferences about author/compiler and what type of person they may have been

similarities and differences between sources

what the source can be used as evidence for – advantages and disadvantages, significance for a particular enquiry

evaluating the source – opinion, fact, fiction, judgement, contradictions, exaggeration, inaccuracy

criteria we could use to determine a source's reliability and usefulness

sorting sources into types

usefulness for an enquiry or to substantiate a conclusion, compared with other sources

distortion, unreliability

interpreting the information in the source

what may have been the intended message or purpose

typicality of the source

which sources to use when producing their own accounts

what the key information is in a source for a particular question

what a source might look like if it presented a particular slant on something

questions we could ask about the source

Yr 3

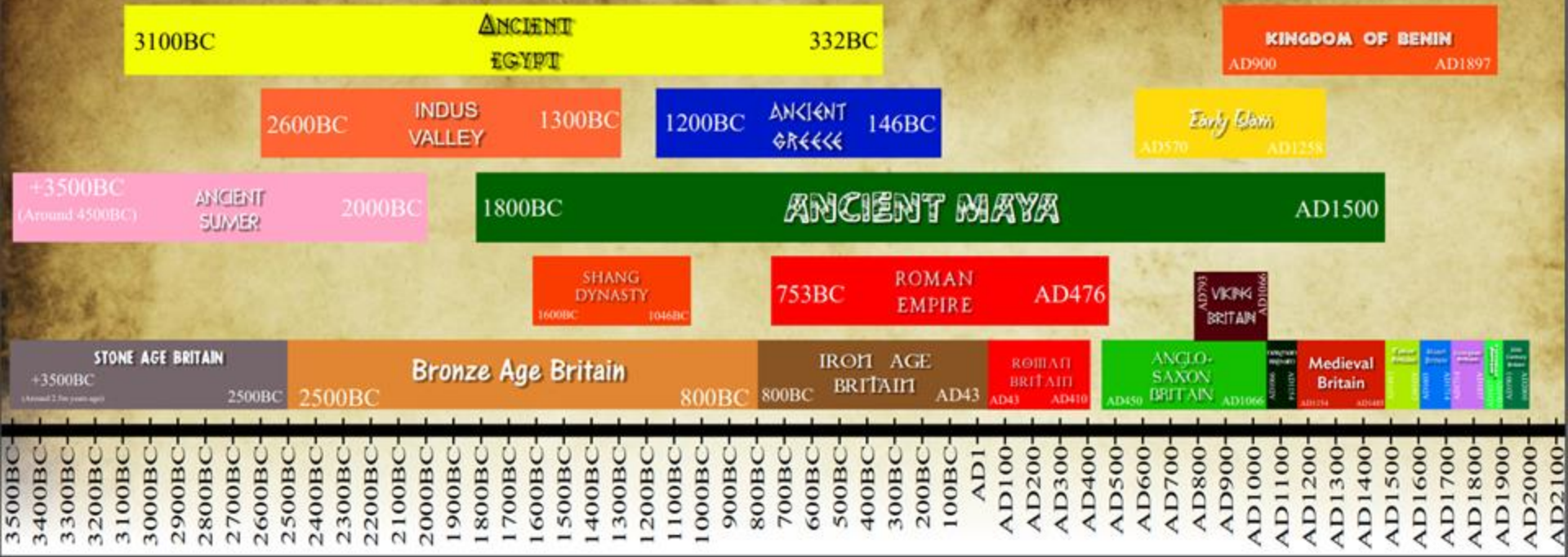
Yr 4

Yr 5

Yr 6

In some ways the best questions are genuine historical enquiry tasks, which avoid questions becoming contrived or mechanistic. Clearly not all would be suitable for primary pupils of all ages, and teachers need to be selective. Primary pupils should develop their ability to locate, interpret and use sources to answer a specific historical question.

KS2 WORLD HISTORY TIMELINE



Draw attention to Anglo-Saxons and Vikings were at the same time in British history.



Year 4 Learning Journey: Britain's settlement by Anglo-Saxons and Scots

Enquiry: Who did the Anglo-Saxons think they were - raiders or settlers?

WALT: enquire - Who did the Anglo-Saxons think they were - raiders or settlers?



WALT: analyse and describe Anglo-Saxon artefacts and explain what they can teach us about Anglo-Saxon culture (Home learning project)

WALT: explore Anglo-Saxon village life

Key skills:

- Chronology
- Cause and consequence
- Continuity and change
- Historical enquiry
- Historical significance
- Historical interpretation



WALT: understand how Anglo-Saxon settlements influenced Britain's place names today (Geography skill: location)

Key Vocabulary -

- Anglo Saxons
- Vikings
- Normans
- Invasion/raids
- Peasants/peasantry
- Empire
- Settlement
- Kingdom
- Culture
- Laws
- Justice
- Legacy
- Point of view
- Sources of evidence
- Cause/consequence
- Chronology/chronological
- Time period/era

WALT: identify why, where and when the Anglo-Saxons invaded Britain (Geography skill: location)

WALT: place Anglo-Saxon Britain on a chronological timeline



Enquiry: Who did the Anglo-Saxons think they were - raiders or settlers?

WALT:place Anglo-Saxon Britain on a chronological timeline

(Skills - [chronology](#))

Substantive knowledge - knowledge of the past, content including people, events, ideas.

Timeline lesson identifying Roman era. Sequence keyevents for Anglo- Saxons on timeline.

WALT: identify why, where and when the Anglo-Saxons and Scots invaded Britain

(Skills - chronology, [historical significance](#))

Substantive knowledge - knowledge of the past, content including people, events, ideas.

Identify countries that Anglo-Saxons came from- old names and modern names. Note seas crossed (geog links)

WALT: understand how Anglo- Saxon settlements influenced Britain's place names today

(Skills - [continuity and change](#), [characteristic features](#))

Substantive knowledge - knowledge of the past, content including people, events, ideas.

Look at Anglo-Saxon place names - make links to local area.(geog link)

WALT:explore Anglo-Saxon village life

(Skills - continuity and change, characteristic features,)

Substantive knowledge - knowledge of the past, content including people, events, ideas.

Look at jobs people had and village layout. Needs of a settlement - key point for discussion (geog link)

WALT: analyse and describe Anglo-Saxon artefacts and explain what they can teach us about Anglo-Saxon culture

(Skills - historical enquiry, historical interpretation, historical significance)

Disciplinary knowledge - demonstrate knowledge and use of historian skills

Share a range of artefacts, what is it made from? What was it for? Who would have owned it? Make links to society levels.

Lead into a home learning project to make own artefact.

WALT: enquire - Who did the Anglo-Saxons think they were - raiders or settlers?

Substantive knowledge - knowledge of the past, content including people, events, ideas.

Disciplinary knowledge - demonstrate knowledge and use of historian skills

Bring together information from the learning journey. Write a diary - a day in the life of - will it sound like the diary of a raider or a settler?

Think about the things mentioned in it. Could depend on the artefact they made.

- 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

Retrieval:

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Year 4 Learning Journey: Britain's settlement by Anglo-Saxons and Scots

Enquiry: Who did the Anglo-Saxons think they were - raiders or settlers?

WALT:use historical evidence to draw a conclusion about the person buried at Sutton Hoo

WALT:know about paganism and Christianity in Britain

WALT:explore Anglo Saxon society and culture

WALT:ask questions about and evaluate a range of Anglo Saxon artefacts

WALT:discover who the Picts and Scots were and where they lived

WALT:identify why, where and when the Anglo-Saxons invaded Britain

WALT: find out how we know about the past

Key skills:

- Chronology
- Cause and consequence
- Continuity and change
- Historical enquiry
- Historical significance
- Historical interpretation

Key Vocabulary -

- Anglo Saxons
- Vikings
- Normans
- Invasion/raids
- Peasants/peasantry
- Empire
- Settlement
- Kingdom
- Culture
- Laws
- Justice
- Legacy
- Point of view
- Sources of evidence
- Cause/consequence
- Chronology/chronological
- Time period/ era



Key Questions:

1) When and why did the Anglo- Saxons invade Britain?

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2) Explain the difference between paganism and Christianity:

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3) How do Anglo- Saxon artefacts tell us whether they were raiders or settlers?

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Year 4 Learning Journey: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
Enquiry: Who was more dominant in the struggle for the Kingdom of England, the Anglo-Saxons or the Vikings?

WALT: Enquire - Who was more dominant in the struggle for the Kingdom of England, the Anglo-Saxons or the Vikings?

WALT: explain how the last Anglo-Saxon kings shaped Britain

Lesson 5 Last Kings Timeline

Lesson 5 Kingly Facts T or F?5

WALT: explain who King Ethelred II was and why he introduced Danegeld

Lesson 4 resources

WALT: compare the success and discuss the significance of Anglo-Saxons kings during the Viking period

WALT: explain how the legal system worked in Anglo-Saxon and Viking Britain

WALT: identify and explain key aspects of Viking life

Lesson 2 resources

WALT: identify why, where and when the Vikings raided Britain

Key skills:

- Chronology
- Cause and consequence
- Continuity and change
- Historical enquiry
- Historical significance
- Historical interpretation

Key Vocabulary -

- Anglo Saxons
- Vikings
- Normans
- Invasion/raids
- Peasants/peasantry
- Empire
- Settlement
- Kingdom
- Culture
- Laws
- Justice
- Legacy
- Point of view
- Sources of evidence
- Cause/consequence
- Chronology/chronological
- Time period/era





Year 4 Learning Journey: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Enquiry: Who was more dominant in the struggle for the Kingdom of England, the Anglo-Saxons or the Vikings?

WALT: Enquire - Who was more dominant in the struggle for the Kingdom of England, the Anglo-Saxons or the Vikings?

WALT: explain how the last Anglo-Saxon kings shaped Britain

WALT: explain who King Ethelred II was why he introduced Danegeld

WALT: compare the success and discuss the significance of Anglo-Saxons kings during the Viking period

WALT: explain how the legal system worked in Anglo-Saxon and Viking Britain

Key skills:

- Chronology
- Cause and consequence
- Continuity and change
- Historical enquiry
- Historical significance
- Historical interpretation

Key Vocabulary -

- Anglo Saxons
- Vikings
- Normans
- Invasion/raids
- Peasants/peasantry
- Empire
- Settlement
- Kingdom
- Culture
- Laws
- Justice
- Legacy
- Point of view
- Sources of evidence
- Cause/consequence
- Chronology/chronological
- Time period/era

WALT: identify and explain key aspects of Viking life

WALT: identify why, where and when the Vikings raided Britain



Enquiry: Who was more dominant in the struggle for the Kingdom of England, the Anglo-Saxons or the Vikings?

WALT: identify why, where and when the Vikings raided Britain

(Skills - [chronology](#))

Substantive knowledge - knowledge of the past, content including people, events, ideas.

Timeline as part of lesson. Identify key events for Vikings on timeline.

WALT: identify and explain key aspects of Viking life

(Skills - [continuity and change](#), characteristic features.)

Substantive knowledge - knowledge of the past, content including people, events, ideas.

Disciplinary knowledge - demonstrate knowledge and use of historian skills

WALT: explain how the legal system worked in Anglo-Saxon and Viking Britain

(Skills - continuity and change, [characteristic features](#).)

Substantive knowledge - knowledge of the past, content including people, events, ideas.

WALT: compare the success and discuss the significance of Anglo-Saxons kings during the Viking period

(Skills - continuity and change, [historical significance](#), [cause and consequence](#))

Substantive knowledge - knowledge of the past, content including people, events, ideas.

WALT: explain who King Ethelred II was why he introduced Danegeld

(Skills - continuity and change, [historical significance](#), [cause and consequence](#))

Substantive knowledge - knowledge of the past, content including people, events, ideas.

WALT: explain how the last Anglo-Saxon kings shaped Britain

(Skills - chronology, continuity and change, [historical significance](#), [cause and consequence](#))

Substantive knowledge - knowledge of the past, content including people, events, ideas.

WALT: Enquire - Who was more dominant in the struggle for the Kingdom of England, the Anglo-Saxons or the Vikings?

(Skills - [historical enquiry](#), continuity and change, [historical significance](#), [cause and consequence](#))

Substantive knowledge - knowledge of the past, content including people, events, ideas.

Disciplinary knowledge - demonstrate knowledge and use of historian skills

- 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

Retrieval:

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Year 4 Learning Journey: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Enquiry: Who was more dominant in the struggle for the Kingdom of England, the Anglo-Saxons or the Vikings?

WALT: Enquire - Who was more dominant in the struggle for the Kingdom of England, the Anglo-Saxons or the Vikings?

WALT: explain how the last Anglo-Saxon kings shaped Britain

WALT: explain who King Ethelred II was why he introduced Danegeld

WALT: compare the success and discuss the significance of Anglo-Saxons kings during the Viking period

WALT: explain how the legal system worked in Anglo-Saxon and Viking Britain

WALT: identify and explain key aspects of Viking life

WALT: identify why, where and when the Vikings raided Britain

Key skills:
 Chronology
 Cause and consequence
 Continuity and change
 Historical enquiry
 Historical significance
 Historical interpretation

Key Vocabulary -
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 Empire
 Settlement
 Kingdom
 Culture
 Laws
 Justice
 Legacy
 Point of view
 Sources of evidence
 Cause/consequence
 Chronology/chronological
 Time period/ era



Key Questions:

1) What differences are there between Anglo-Saxons and Vikings?

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2) When did the Vikings arrive in Britain?

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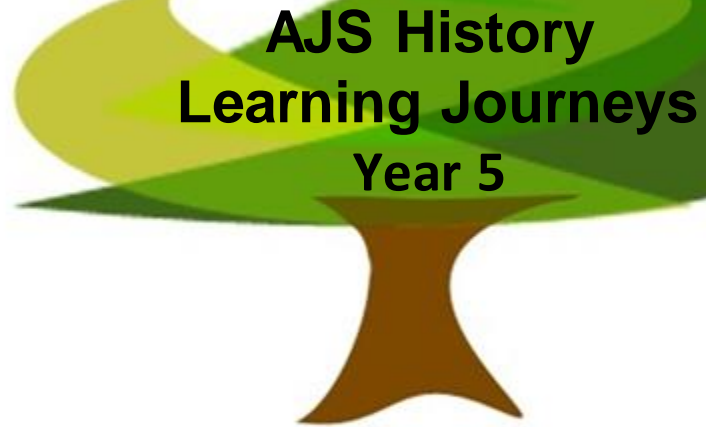
3) Why did King Ethelred II introduce Danegeld?

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Ashley Junior School

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.

- 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

HOW DO WE KNOW?

WHAT QUESTIONS DO WE ASK OF THE PAST? HOW? WHAT? WHERE? WHEN? WHY? WHO?

HOW CAN WE FIND OUT? HOW DO WE EVALUATE THE EVIDENCE?

HOW DO WE KNOW?

WHAT MATTERS? WHY DOES IT MATTER?

CAUSE AND EFFECT

- What were the causes of past events?
- What were the effects?



CHANGE & CONTINUITY

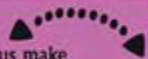
- What has changed?
- What has remained the same?



THINKING LIKE A HISTORIAN

USING THE PAST

- How does the past help us make sense of the present?



TURNING POINTS

- How did past decisions or actions affect future choices?



THROUGH THEIR EYES

- How did people in the past view their world?



WHAT MATTERS? WHY DOES IT MATTER?

HOW CAN WE FIND OUT? HOW DO WE EVALUATE THE EVIDENCE?

WHAT QUESTIONS DO WE ASK OF THE PAST? HOW? WHAT? WHERE? WHEN? WHY? WHO?

HOW DO WE KNOW?

HOW DO WE KNOW?

WHAT QUESTIONS DO WE ASK OF THE PAST? HOW? WHAT? WHERE? WHEN? WHY? WHO?

HOW CAN WE FIND OUT? HOW DO WE EVALUATE THE EVIDENCE?

WHAT MATTERS? WHY DOES IT MATTER?

WHAT QUESTIONS DO WE ASK OF THE PAST? HOW? WHAT? WHERE? WHEN? WHY? WHO?

HOW CAN WE FIND OUT? HOW DO WE EVALUATE THE EVIDENCE?

WHAT MATTERS? WHY DOES IT MATTER?

A HISTORIAN is someone who...

uses clues and tools to study the past

wonders about the past

connects the past to the present



shares their knowledge of the past

explores the world around them

uses their imagination

A HISTORIAN is someone like you!

Skill	<u>By the end of year 5</u>
<p><u>Chronology</u> - developing an understanding of the chronology of the people, events, periods or civilizations studied.</p>	<p>Understand that past civilizations overlap with others in the different parts of the world, and that their respective durations vary.</p>
<p><u>Characteristic Features</u> - can identify characteristic features of events, people, periods or civilizations studied.</p>	<p>Understand that some past civilizations in different parts of the world have some important similarities. Can identify and make links between significant characteristics of a period/civilization studied and others studied previously.</p>
<p><u>Continuity and Change</u> - develop an understanding that while many aspects of life changed for people over time, change was not necessarily universal nor occurred at a consistent rate.</p>	<p>Can give simple explanations with simple examples of why change happened during particular events/periods. Understands that there are usually a combination of reasons for a change. Understands that changes do not impact everyone in the same way or at the same time.</p>
<p><u>Cause and Consequence</u> - develop an understanding that changes in the past usually resulted from several factors and that the consequences of those changes affected people differently, or not at all, depending on a range of other factors.</p>	<p>Can explain consequences in term of immediate and longer term effects and/or that people were affected differently. Can link causes or explain that one cause might be linked to another making an event much more likely to happen.</p>

Hampshire
Planning-
Skills we need
to be
demonstrating.
Built upon in
each year
group.

Skill	<u>By the end of year 5</u>
<p><u>Historical Significance</u> - develop an understanding that significance in historical terms, implies that the impact of an event, person's actions or change was widespread, wide ranging or lasted for some considerable time (possibly into the present).</p>	<p>Can use criteria to make judgements as to the significance of events, people or developments within a particular historical narrative.</p>
<p><u>Historical Interpretation</u> - building an understanding that all history is to some extent a construct, the reliability of which depends on the type and range of evidence available about a person, period or civilization and the aims or view of those that developed the construct.</p>	<p>Understands that different accounts of the past emerge for various reasons- different people might give a different emphasis. Understands that some interpretations are more reliable than others.</p>
<p><u>Historical Enquiry</u> - the development and increasingly sophisticated use of historical skills and the ability to communicate findings of historical studies.</p>	<p>Can explain with examples why a source might be unreliable. Can construct simple reasoned arguments about aspects of events, periods and civilizations studied.</p>

Historical understanding and skills for primary history

Chronological understanding – building historical vocabulary and an understanding of the order in which periods and events occurred.	The combination of these builds children's 'mental map' of the past.
Recognising and differentiating between the characteristic features of different periods in the past.	
Change and continuity – building an understanding of how and why change occurred over and between periods of the past, whilst other things remained the same, and that changes were not necessarily universal nor did they occur at a consistent rate.	
Cause and consequence – recognising why events and changes occurred and what happened as a result; understanding that change is often the result of a range of factors and that consequences may affect people differently, or not at all, depending on a range of other factors.	
Significance – assessing the impact of events and individuals over time since they happened/ lived, by examining how widespread, wide ranging and lasting their impact was.	
Interpretations – developing an understanding that all history is to some extent a construct, the reliability of which depends on the type and range of evidence available about a person, period or civilization and the aims or view of those that developed the construct; learning to critically examine representations of the past.	
Enquiry – learning how to use historical skills in increasingly sophisticated ways; developing the ability to ask perceptive questions, think critically, weigh evidence, sift arguments, make judgements and to communicate the findings of historical studies.	

History Skills

For all year groups. Covered across the year group in topics, with varying degrees of depth. Next slides give suggestions to activities.

Key Stage 2

At Key Stage 2 developing children's chronological understanding is about developing *the secure chronological understanding* the National Curriculum talks about. This means developing a secure understanding of early British history and knowing where the world units they must study sit in relation to British history and each other, as well as at least one study which extends beyond 1066 (possibly two if your local study is post 1066).

- Begin every new study by locating the period or civilization on a timeline and referring backwards / forwards to other children may have already studied. If you are embarking on a world study, make sure you look at what events were happening in Britain at around the same time as well as in other world civilizations and use a world map or globe alongside your timeline to place the civilization in context geographically as well as historically. It is important children begin to recognise the durations of and intervals between the periods and civilizations they study and where some may overlap, so discuss this too whenever you are using the timeline.



- Continue to grow and use the contents of class/year group **Timeboxes** by adding images relating to Key Stage 2 units as and when different year groups study them and use these in conjunction with a timeline, e.g. to informally to gauge how well children's grasp of the chronology of early Britain is growing - can they link images from their Stone, Bronze and Iron Age or Roman studies into the correct part of a timeline. You might even get children to pick what image or images best represent the person, event, period or civilization they have studied to add to their timebox. Regular use of the box both in relation to historical studies and informally, at other times, will help children to slowly build a picture of the past. By Year 6 the box should contain images relating to studies from Year 1 or Year 3 right up to Year 6 as well as some that are outside the scope of their studies.
- Continue to develop children's chronological vocabulary, perhaps by providing a word bank of useful words and phrases to do with the ordering and passing of time, e.g. meanwhile, at the same time, while this was happening, first, finally, later etc.
- As the current Key Stage 2 does not cover much British history beyond 1065 make sure you include some images from later periods in the timebox and/or on your timeline, e.g. part of the Bayeux Tapestry, Magna Carta, a Norman castle, Red and white roses for Wars of the Roses, famous monarchs (not just Tudor ones and queen Victoria), Mary Rose (sinking and raising), cavaliers and roundheads, Peterloo massacre, Battle of Waterloo, WW1, Battle of Britain etc. as well as images representing important scientific and technological discoveries and events in world history, e.g. Persian empire, Byzantine empire, European Renaissance, discovery of Americas/Australia, slavery/end of slavery, American War of Independence, French Revolution, etc.



Promoting Chronological Understanding

Developing Historical Skills and Promoting Historical Understanding in Primary History

- There might be instances where children create or annotate timelines, for example for your local study or for the unit designed to extend children's knowledge beyond 1066. As always it is important to use the timelines to explore important questions about what they show, e.g. *Are there any important events that lead to big changes? Is life constantly improving or are there periods when life is getting worse (wars/disease etc)? Is life getting better/worse for all?*
- Use **human timelines** (children holding representative cards line up to create the timeline) to demonstrate:
 - the overlap/interval between civilizations.
 - similarities/differences between what was happening in Britain at any given time and what was happening in another part of the world e.g. in Egypt, Greece, Mayan lands or within the early Islamic civilization, Shang China, Indus Valley etc.

Key Stage 2

- Annotating period scenes using the **with and without knowledge** strategy can be a good way to release any prior knowledge of a period and to assess knowledge gained during a study. Scenes of Neolithic life or Iron Age life could work well for this. However, be careful that the image you choose is not perpetuating stereotypes of the period concerned. You could even insert an anachronistic item into the scene and warn them that you expect everyone to find it, just to make sure they really study the image carefully!
- Giving each child themed **history placemats** which feature lots of images relating to the period or civilization concerned, a word bank (period specific words) and possibly a timeline can help develop pupil's awareness of characteristic features of the different periods or civilizations they study at Key Stage 2. If they are laminated, they would probably last for a year or two before needing to be replaced.
- It is worth developing basic period specific word banks or glossaries for each history unit children study. These might initially be on a history themed placement, but children could add new words and definitions to these as their topics progress and they make new discoveries. Researching the definitions will develop children's knowledge of the period and the glossary will also aid spelling, which is good, as some historical/ archaeological terms can be quite tricky.
- Using **under the cloth** or **what's the link** as hooks into a new study will both help you assess children's prior knowledge of the topic and furnish them with some initial ideas about the civilization or period concerned, upon which to build more knowledge.
- Using the **curator's dilemma** strategy towards the end of a study, where pupils have to select artefacts that best represent the period or civilization they have been studying will force children to consider not only the civilization's characteristics and achievements but also think which of them are the most significant.



Building an Understanding of Characteristic Features of Periods from the Past

Developing Historical Skills and Promoting Historical Understanding in Primary History

- The **Dear producer** strategy can also be used for pupils to demonstrate their learning by producing a storyboard or similar to send to a Producer at the BBC to advise him how to create or improve a TV programme about the historical period/ civilization they are studying. In doing this children will be showing they understand the significant characteristics and achievements of the period or civilization and explaining their importance.
- Try **put yourselves in their shoes** when studying stone age cultures (Britain/Maya) or bronze age cultures (Britain/ Shang dynasty/ Indus Valley/ Ancient Egypt/ Ancient Sumer). There is a risk that children may consider peoples from these very ancient periods as uncivilized or less intelligent than people today because of the clothes they wore, the homes they built and the tools and weapons they had. Children need to understand the clothes they wore, homes they built and tools and weapons they used are what the materials and technology that were available at the time allowed them to make.
- **Would I lie to you** could also be used to dispel the myth of ancient people being uncivilized by focusing on carefully selected artefacts/images of artefacts like polished stone hand axes and beautifully polished and shaped jet buttons from the Bronze Age. These attest to the amazing things that could be achieved using only the simplest stone or metal tools and the enormous skill of their makers. Similarly, major features such as Stonehenge and the dozens of other features in its surrounding landscape, Sumerian and Indus Valley cities, and Egyptian pyramids and temples are such amazing achievements that it is hard to comprehend they were built so long ago using the simplest hand tools and manpower.



Key Stage 2

In key stage 2 children should explore change and continuity across and between the periods and civilizations they study and begin to understand that changes may not have impacted everyone in the same way. Similarly the impact of changes may only have spread slowly across different countries or areas, perhaps not impacting at all in the furthest reaches of a civilization.

- At Key Stage 2 rope or hula hoop 'Venn diagrams' are ideal for exploring change and continuity in multiple contexts within or across periods. Hence this would be ideal to look at *Changes in Britain from the Stone Age to the Iron Age* (National Curriculum 2013). Many of the changes between these periods were due to

technological and agricultural developments which could be explored by asking pupils to place images/artefacts/some written sources into the rings. *Do other pupils agree with all the placements? Did people only use stone/bone/antler tools in the Stone Age?* Complications, such as similar tools or weapons being made of stone, bronze or iron, will need debating - is it change or continuity? This will lead into later work looking at the impact of metals: *How did life improve once people were able to smelt metals for the first time (copper/bronze)? What further improvements came with the knowledge to make iron?*



- Much of the Key Stage 2 curriculum lends itself to considering the long term impact, or legacy, of various civilizations or peoples. So what did the Egyptians, Greeks, Romans, Saxons, Vikings, early Islamic civilization ever do for us? The History Curriculum Centre's Greek loan collections feature this idea quite strongly, indeed some items in the collection are not in fact old objects but are modern manifestations of ancient Greek ideas. Similarly [Picture Pelmanism](#) using pairs of images where one is from the present and its pair is from a period in the past offers an engaging way to illustrate that often things we think of as modern, can in fact be traced back in time – sometimes a very long way back in time! Surprising pairs like this concrete lorry and the concrete dome of the Pantheon in Rome add even more engagement to the mix and are likely to make the ideas memorable.



- In some cases changes that happened may not have lasted once circumstances changed again. For example, during the Roman period in Britain a lot of things changed but not all of them continued after Roman control of Britain ended. Pupils may struggle to find enough information about this in any books or websites they are likely to use, so you may have to research and collate the information and make bespoke resources that enable pupils to explore these ideas. For the Roman unit the History Curriculum Centre's *Roman Impact on Britain* enquiry pack includes a card sorting activity that explores just this.

Introduction

This publication details practical classroom activities that are designed to develop children's ability to successfully use historical skills (second order concepts) and to promote the development of children's 'mental map' of the past (rather than their specific knowledge of particular periods, events or civilizations). However, we do not advocate teaching historical skills discretely, rather we recommend developing children's historical skills within their historical studies. To achieve this you need to plan which skills best fit in the history topics or units children study across a key stage. Once you have planned which skills will be the focus of any particular study or enquiry, you can then plan in some activities selected from the relative section in this publication to support the development of that skill. This will ensure that you have a really strong chance of enhancing children's ability to successfully use that focus skill.

Promoting an Understanding of Change and Continuity

Developing Historical Skills and Promoting Historical Understanding in Primary History

- However, there can be long term consequences that may only be apparent centuries later. For example, the quest for knowledge that drove people in the early Islamic civilization led to classical learning from the Roman, Greek and Egyptian civilizations being preserved in Arabic books. Later, during the Renaissance, these were translated back into Latin. Without this happening works we still have of Aristotle, Plato etc. could have been completely lost to us today. This is explored in our *Roman Impact on Britain* enquiry pack via an activity called *Across the Ages*.



Similarly many of the new foodstuffs the Romans introduced to Britain for their own use became part of the British diet, which improved the health of the local population and has continued to do so over the centuries since. Recently, modern DNA testing has shown that some Britons whose families have been in Britain for centuries and may consider themselves as entirely 'British' have the genes of people who came from other parts of the Roman Empire, including north Africa and parts of Asia. This has only been discovered in recent years now that we have the knowledge and technology to look at genes in living people and, more recently, in ancient DNA (aDNA) from people that may have been dead for centuries.

Key Stage 2

- By key stage 2 pupils will be looking at ranges of causes and consequences for past changes and events and grouping and possibly prioritising them. For causes **push me, pull me** is aimed at helping pupils see that even within a range of factors that led people in the past to take some important action e.g. going to war, moving from their homelands, there would be *push* factors and *pull* factors. For example, just as there are many reasons people move from place to place today, there were many reasons why the different peoples who came to Britain in the past came here, not all of them for what Britain offered (pull factors) but also because of difficulties they might be trying to escape in their homelands (push factors). You might use a range of images or objects to give clues as to what the different push and pull factors might have been in any particular context.



- The strategy **conscience alley**, where pupils go into role as confidants or advisors to someone who is about to undertake a risky endeavour, works well to make children consider what might have been gained versus what risks the action might entail. This might link to the Romans, Saxon or Vikings planning to come to Britain or Iceni tribesmen advising Boudicca what to do after the Romans seized their land. Some children are tasked with coming up with as many arguments for the action as they can, whilst others have to think of as many



against the action as they can. These will be used to persuade/ dissuade the person who is about to embark on the risky endeavour to go head or abandon their plan.

- The **talking heads** strategy would work well towards the end of a Key Stage 2 enquiry where children have gained plenty of insight into events where two peoples came into conflict for example, the Romans v Britons or Saxons v Vikings. Initially task some groups with pooling ideas about Roman/ Saxon/ Viking reasons for coming to, or settling in Britain, whilst other groups pool ideas about the impact new arrivals had on the existing population at the time. When all ideas are exhausted, set up the talking heads activity where pairs, with each in role as someone from different sides of the conflict take turns to offer insights from their designated perspective. As each child explains why they did something as a Briton/ Roman/ Saxon/ Viking, their partner then explains what impact (consequence) the other's actions had upon them. Pupils could use prepared prompt cards in case they dry up. Afterwards, in a round up you can collect all the children's ideas about the causes and consequences linked to your study.



Promoting an Understanding of Cause and Consequence




Developing Historical Skills and Promoting Historical Understanding in Primary History

Promoting an Understanding of Historical Significance

Children need to understand that historical significance is different from fame. During their primary years they should also begin to look at ways of assessing or measuring significance. Initially this may just be by ranking a person or civilizations achievements, but they should move on to assessing significance against criteria to identify how widespread (geographically and socially) and lasting a person's society's or event's impact has been. Generally, children will easily recognise improvement as important but may struggle to see that things that made life worse can be significant too.

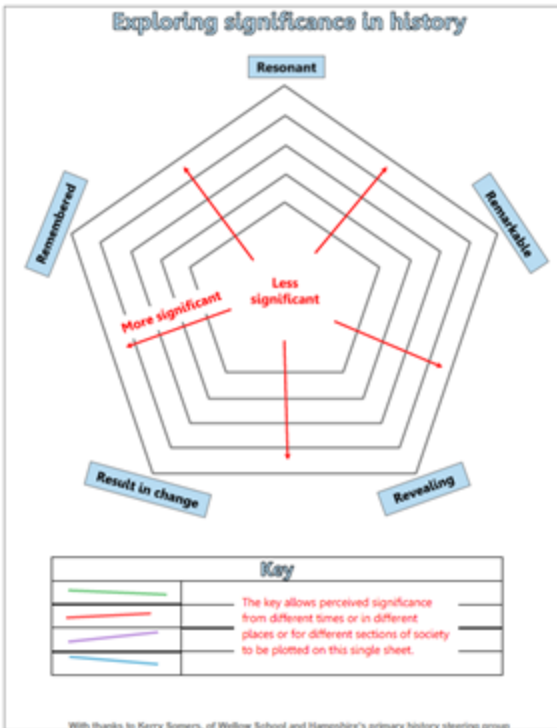
Importantly, over time children need understand that the perceived significance of a past event, person or society may change over time and/or might be considered differently by other societies or people.

Key Stage 2

- Strategies like **on balance...**, or **what's hot and what's not** will also be of use at Key Stage 2. However, **hall of fame** where children have to develop presentations for particular people, or innovations to be included in the *Hall of Fame*, is probably better as children are using their research to build arguments for and against different aspects of the period or civilization they are studying and then debating which has the best case for being voted in (i.e. is the most significant). 
- Later in Key Stage 2 strategies such as **top trumps** and **stamp collection** that require children to rank the significance of different aspects of, e.g. a civilization's legacy, may be more appropriate as children have to justify both their choices and how they ranked them against each other. 

- In order to compare perceived significance at different times, from different perspectives or places children could use a **significance pentagon** (opposite) which was adapted by Kerry Somers of Hampshire's primary history steering group from a geography resource.

Promoting an Understanding of Historical Significance

Developing Historical Skills and Promoting Historical Understanding in Primary History



Key Stage 2

- Regularly pursuing activities where children have to identify similarities and differences between sources relating to a period or civilization will help them develop an understanding that different sources can include (or exclude) different information or focus on particular aspects of a period, and that therefore they are *interpretations*.
- Contemporary accounts of major past events (made at the time) may be very different from interpretative accounts made long after the events concerned. For example, the surviving contemporary sources describing the arrival of the Romans, Saxons or Vikings in Britain were mainly made by those who could write. So the Romans themselves wrote about their arrival in Britain and their reception by different British tribes, but there are no contemporary accounts from British tribes. The most contemporary source we have about the arrival in Britain of the Anglo-Saxons is from a Christian Romano-British monk who was not happy with the arrival of people he saw as heathens. Finally, accounts relating to early Viking raids were made by the monks working in the rich monasteries they raided and understandably are the source of the long-standing impression of Vikings as vicious, destructive thugs. By comparing such accounts with later interpretative accounts children can begin to develop an understanding of how and why interpretations can change and develop over time.
- Try the quick strategy **text book trawl** when studying ancient civilizations, do all the information books you are using include information about the same aspects of the civilization? If not, which aspects do they all cover, and which aspects are only covered in one or two books? Can children think why there might be differences? Possibly space restraints, the book's focus, or maybe some aspects were considered to be more interesting than others.
- Representations are another aspect of interpretation. Ensuring children experience a wide range of historical sources, including artefacts, site and museum visits, as well as images and written sources will develop children's understanding that past events, people and periods can be *represented* in different ways.
- Get different groups within classes to select what they deem to be important information, images or artefacts for a class museum or display about the civilization or period they are studying. Just as with text book trawl there are likely to be differences between what each group selects to display - discuss this with children making clear that in effect each group has developed a slightly different



interpretation of the civilization or period, and this is in effect what every book, website, TV programme, and real museum does too. They have to select what items they include, which will be driven by who their audience is (children/ adults/ teenagers etc), what their purpose is (to entertain/ educate /persuade etc), what can they actually get or afford, what they have room for and their own interests.

Promoting an Understanding of Historical Interpretation

Developing Historical Skills and Promoting Historical Understanding in Primary History

Promoting an Understanding of Historical Interpretation

Any source created after the people, events, periods, civilizations, it depicts or represents is an **interpretation** or representation of the past. Paintings, websites, books and other writings, TV programmes, statues and monuments, museums etc. are interpretations. Even photographs can be interpretative if, for example, they are staged or cropped. Using the word *interpretation* from very early in children's education will help build this understanding. Over their school career pupils need to develop an understanding that all history is to some extent a construct, the reliability of which depends on the aims or view of those that developed the construct and/or the type and range of evidence available about a person, period or civilization.

- The **beat the textbook** strategy can be used to help children understand the influence intended audience or purpose can have on interpretations of history. First find a factually correct paragraph from one of the books you are using to support your study. Then task different groups to amend the paragraph to suit a different audience or purpose e.g. to make it more interesting for children who are younger than themselves, or to make it sound more exciting, or to make it sound more/less important. The resulting paragraphs, all about the same thing should all be different and show that the purpose and audience for which anything is being written, will change what is written.
- We tend to view museums as custodians of the past where we can experience a true representation of the past. However, by year 6 you might ask children to consider how far that can be true when they:
 - only display a limited number of objects or pictures relating to any period or civilization due to space, cost and availability factors;
 - depend on people visiting the museum to help fund them so have to make the displays interesting in some way to draw people in. Hence they mainly display their most iconic objects which probably means they were owned by the elite, not ordinary people, so are unrepresentative of the whole population. Also usually only the most robust objects survive, again these were probably owned by the elite.



This means even museum displays are interpretations of the past.

At Key Stage 2

In Key Stage 2, children should increasingly be looking at the provenance of sources (when they were created and by whom) and using the information to decide which sources might be considered more/most reliable or useful and why. You should also be using the terms 'contemporary', to describe sources from the time and 'interpretive' to describe any sources created after the events or period concerned.

- Help children to develop their questioning skills by playing five minute games of **twenty questions**. Here you explain you are thinking about something but children have to find out what it is by asking you questions. BUT they only have 20 questions in which to find the answer before you tell them what it is, AND you will only answer Yes, No or Invalid to any question.



As each question is asked use five-bar gates (|||||) to log them. Pupils soon learn that not phrasing questions carefully will waste questions. They also learn they have to pay attention to what is being said so they do not repeat questions (and get a repeated answer) for no gain. With plenty of practice pupils become more strategic in their questioning as they begin to understand the type of questions that will narrow down the field to home in on the correct answer within the 20 questions.

- Children should be encouraged to properly interrogate picture sources through activities like **annotating pictures**, and **with/without knowledge** which are described in the Glossary of Techniques and Strategies document. To stretch children however, **layers of meaning** (aka identify, deduce, infer) is a good option.

This strategy asks children to go further than just identifying things from the picture, it also asks them to make deductions or inferences that go beyond the content of the image. Photographs of ancient sites might work well for this activity, for example photographs of the Neolithic settlement on Skara Brae or of the Mayan city Chichen Itza in the Yucatan.



- The strategy **from where I sit** where children describe what they can see from a given point within an image, would work well to help pupils to understand that even people living through important historical events would not necessarily have a clear picture of everything that was happening around them. For example, within the iconic Cowdray Engraving of the Mary Rose sinking that is featured in the Mary Rose Museum, Portsmouth, how many people would be aware the ship (circled) has all but sunk and just part of a mast is above water?



Not everyone certainly, as many are watching the French fleet offshore and may have missed events in the harbour. Similarly, for events such as the Great Fire of London, or the Battle of Hastings, even those involved may only have witnessed a tiny fraction of the action – a case of *cannot see the wood for the trees* perhaps?

Developing Good Enquiry Skills

Developing Historical Skills and Promoting Historical Understanding in Primary History

- Children need to regularly participate in activities that ask them to extract particular information from historical sources such as contemporary maps, diaries, newspapers and paintings or other images. **Prove it** is one strategy which could be used, it involves children checking the statements you have given them against a range of different sources to find the source(s) that prove or disprove the statements.



- When children are working with a range of sources of information (artefacts, images, books, vetted websites etc.) trying to find information about the attributes or achievements of the period or civilization, giving them a table or **grid to fill in** will really help them to interrogate and compare/contrast the sources more successfully.



- The **dear producer/ editor** strategy can be used to make pupils critically analyse film or TV excerpts, websites and books. Does the film/TV clip, website or book offer an accurate interpretation of the civilization or period concerned? If not what information or aspects are omitted or over emphasised? If children were producers/editors how would they improve the film/TV clip, website or book?



- Encourage children to try to corroborate what written sources say, by using other sources. Corroborative sources need not necessarily be written sources, for example, contemporary written sources often vilify the Vikings as murderous thugs, whilst contemporary artefacts show they were very skilled in making intricate metal, wood or bone artefacts such as fine bone chess sets and jewellery and traded widely. Later, interpretative written sources tend to give a more balanced view of the Vikings. The reason for this is to do with the provenance of the contemporary written sources which were often from monks who worked in the rich monasteries some of which had been raided and terrorised by Viking raiding parties. Hence it is unsurprising they vilified the Vikings, whereas later sources hopefully considered a wider range of evidence about the Vikings and their achievements before assessing their exploits.

- Another limitation of sources that children should begin to consider in KS2 is how much evidence actually exists to support an opinion about a past person, event or civilization. In general, the elite classes are best represented by the evidence that survives from the past. Poorer classes, women, children and minorities are usually poorly represented in the historical or archaeological record. So, you should be questioning children to ensure they do not draw conclusions that are too sweeping – *Did this apply to everyone? Was it the same for the poor or just for the rich?* For example, in relation to the Shang Dynasty in China, most evidence comes from just one burial tomb, that of Lady Fu Hao. Hence it is difficult to draw conclusions about what life for ordinary people living in Shang dynasty China was like, but some conclusions might be drawn about life for the elite.

Developing Good Enquiry Skills

Historical enquiry encompasses the ability to interrogate historical sources in increasingly sophisticated ways and to *construct informed responses that involve thoughtful selection and organisation of relevant historical information*. (National Curriculum for history 2013). Ensuring colleagues use the word 'source' in their teaching and utilise as wide a range of historical sources as possible within the various historical topics children undertake, will greatly enhance their enquiry skills.

Year Group	Year 3		Year 4			Year 5		Year 6	
Unit/Period	Stone Age to Iron Age	Roman impact on Britain	Anglo-Saxon settlement	Anglo- Saxon Viking Conflict	Local history study	Civilisations Ancient Egypt	Ancient Greece	British study WW 1&2	Non-Euro study
Chronology	WALT: identify the Prehistoric Period and the durations of time within it.					WALT: identify ancient civilisations and their legacies	WALT: establish the chronological context of the Ancient Greeks		
Characteristic features						WALT: identify ancient civilisations and their legacies			
Continuity and change	WALT: recognise how religious beliefs changed from the Stone Age to Iron Age period						WALT: explore the similarities and differences between the Greek city states		
Cause and consequence							WALT: identify Alexander the Great's role in spreading Greek culture		
Historical significance	WALT: understand the significance of the achievements of Stone Age man						WALT: identify Alexander the Great's role in spreading Greek culture		
Historical interpretation						mummification making links to today's world	WALT: use artefacts and sources of evidence to understand Ancient Egyptian life	WALT: recognise the impact of the Ancient Greeks on the western world	
Historical enquiry	WALT: enquire- How and why did prehistoric people build megalithic structures?					WALT: use our enquiry skills - Would the Ancient Egyptians have achieved so much without the Nile?	WALT: are the Ancient Greek achievements overrated?		

AH - To update

Whole school skills map

Hampshire say:
 Not all skills covered in all topics.
 Each skill/process should be visited at least twice in a key stage and at higher level in the later visit.
 Light use of skill/
 overt practice/
 strong emphasis on skill.

Light use of skill	Clear practice	Strong emphasis
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Knowledge

Lesson content needs to build upon two different types of knowledge. In each journey, the use of these two has been highlighted where possible and thought should be given to content and questioning within the lesson.

Disciplinary knowledge - demonstrate knowledge and use of historian skills

Substantive knowledge - the 'substance' of the learning, the knowledge of the past, content including people, events, ideas.

Sources of evidence

Commonly, we use the terms primary and secondary evidence to refer to sources used in history.

These terms need revisiting in each year group with a growing focus on what these sources of evidence can tell us. This will form part of a child's disciplinary knowledge and is an area that needs to demonstrate progression as they move through from LKS2 to UKS2.

On the next slide are the types of questions we can use to ask questions and I have highlighted particular questions that I think need using dependent on year group to demonstrate progression.

Primary, Secondary and Tertiary Sources

What is a Primary Source?

A primary source is an original first-hand account of an event, topic or historical period in time. Anything that contains original information on a specific event, topic or period in time is considered a primary source. They are produced at the time of the specific event by a person who has experienced it. Primary sources can also be made after an event has occurred in the form of personal memoirs or oral histories.

Examples of Primary Sources:

- letters, diaries and journals (personal thoughts)
- original photographs
- newspaper reports
- speeches, autobiographies and memoirs
- plays, paintings and songs
- research data and surveys



What is a Secondary Source?

A secondary source is a second-hand account that interprets or critiques primary sources. They often analyse and draw conclusions from events that are discussed or featured in primary sources.

Examples of Secondary Sources:

- textbooks
- essays and reviews
- commentaries



What is a Tertiary Source?

A tertiary source provides an overview or summary of a topic. They may contain both primary and secondary sources. The information found in tertiary sources are factual, and does not include any analysis or critiques.

Examples of Tertiary Sources:

- databases
- bibliographies
- directories and textbooks
- almanacs



Why use sources?

Key points

Introducing children to sources, even at a very young age, is an important part of understanding the disciplinary nature of history. One of the key ideas we need to get pupils to understand is that history is based on sources, which are used as evidence. They also need to understand that sources come in many forms.

While teachers know they should use sources, practice is varied and discussions with pupils suggest that many find work with some sources boring and mechanistic. Pupils are rarely interested in sources for their own sake, although seeing a very old source or artefact in its original state should be something all pupils experience. Nor should teachers see simple immersion in sources as a way of improving historical competence. Things need to be done with these sources.

There are several ways of using sources in a valid and stimulating way:

- to illustrate – although this should not be overdone
- to develop the imagination
- to clarify old questions and pose new ones
- to help develop historical knowledge and understanding
- to help convey a sense of period
- to use as evidence to make inferences and interpretations

What are the key ideas we want primary-age pupils to have?

Sources are traces left behind by people in the past. Not everything has been left behind so there are gaps in our knowledge. The traces come in different forms: some of it written, some as artefacts, etc.

Some historical issues have many sources, with others having hardly any. For some topics there are too many sources for us to handle.

Often it is chance that causes sources to survive, although those in authority tend to have produced more sources.

It is not just that there are gaps – some sources are unreliable as evidence about what happened, perhaps because they are inaccurate, incomplete or prejudiced. It means they always need handling carefully.

There is a difference between the source and evidence. The source is not automatically evidence. It is the

historian/investigator who turns a source into evidence for a particular question. The source comes from the past whereas the evidence comes from the present. The good historian/investigator can ask very many questions about sources.

Although there are problems with all sources, some are more trustworthy than others. To see how trustworthy a source might be, we need to ask questions, such as about the author of the source, how the source was produced and what has happened to it.

Reliable and useful are not the same as far as sources are concerned. A source can be unreliable but can still be useful for answering some historical questions.

Evidence used by historians sometimes comes from one source but usually it comes from several. Sometimes sources for a topic may say different things and give different impressions. Historians/investigators have to work out what is most likely to be the most realistic.

Much can be extracted from sources and used as evidence for issues that the original author never intended.

It is possible, sometimes probable, that different people will read different things into the same source – maybe using it as evidence for different points of view.

What are some of the problems with using sources in the primary classroom?

- Many sources, especially written ones, are difficult to understand in their original form, e.g. due to language or their state of preservation.
- Too much editing and simplification, however, can produce distortion and prevent pupils being involved in the central historical task of selecting and interpreting material.
- Pupils can become bored by over-frequent use of source material.
- Too many questions about sources are either low level (e.g. simple comprehension or mechanistic) or are contrived questions about reliability and usefulness.
- Sources are better understood by pupils when they understand the context in which they were produced and have a good awareness of the key features of the period.

What types of question can we ask primary pupils about sources?

These can include questions about:

how a document or artefact is constructed

what it can tell us

inferences that can be drawn from the source

reasons why it was produced

inferences about author/compiler and what type of person they may have been

similarities and differences between sources

what the source can be used as evidence for – advantages and disadvantages, significance for a particular enquiry

evaluating the source – opinion, fact, fiction, judgement, contradictions, exaggeration, inaccuracy

criteria we could use to determine a source's reliability and usefulness

sorting sources into types

usefulness for an enquiry or to substantiate a conclusion, compared with other sources

distortion, unreliability

interpreting the information in the source

what may have been the intended message or purpose

typicality of the source

which sources to use when producing their own accounts

what the key information is in a source for a particular question

what a source might look like if it presented a particular slant on something

questions we could ask about the source

Yr 3

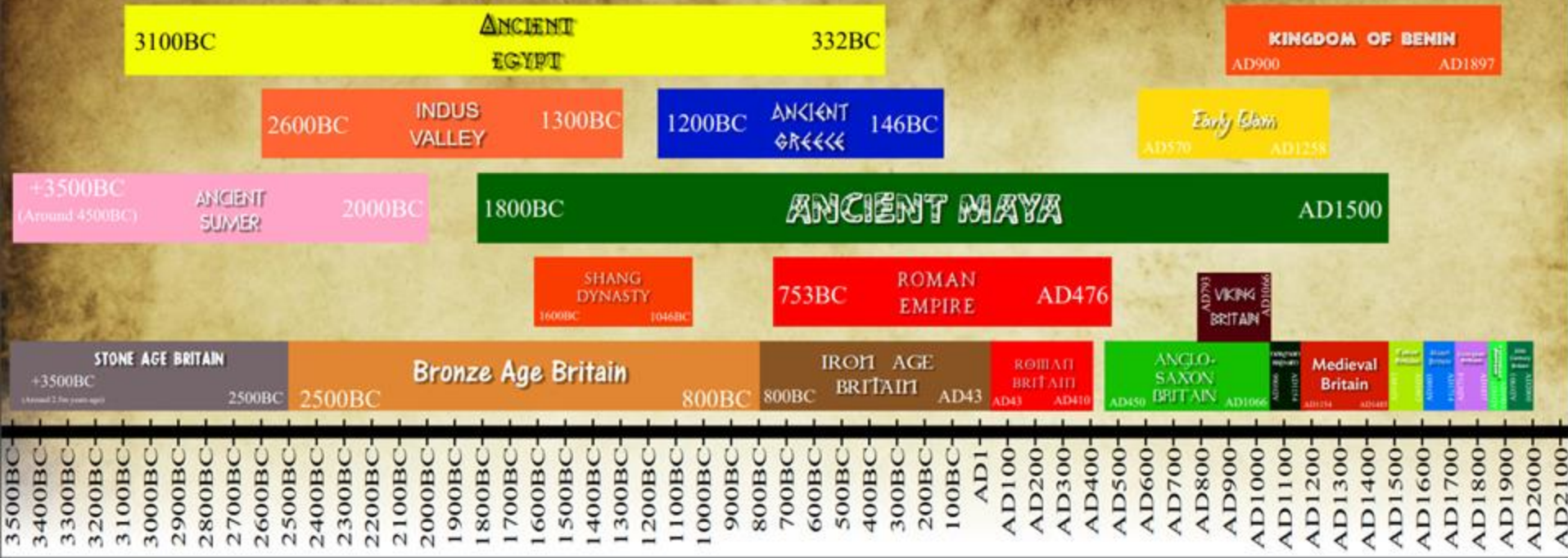
Yr 4

Yr 5

Yr 6

In some ways the best questions are genuine historical enquiry tasks, which avoid questions becoming contrived or mechanistic. Clearly not all would be suitable for primary pupils of all ages, and teachers need to be selective. Primary pupils should develop their ability to locate, interpret and use sources to answer a specific historical question.

KS2 WORLD HISTORY TIMELINE



Ancient Egypt

Draw attention to how Ancient Egypt is a part of the prehistoric period of history and running alongside the Stone Age to Iron Age in Britain. Consider the similarities and differences between the way of life in Egypt and the way of life in prehistoric Britain studied in year 3.

Ancient Greece

Highlight again what was happening elsewhere in the world at the same time, periods of history already covered in year 3 and year 5. Pose the question - Do you think they were aware of what was happening elsewhere in the world?



Year 5 Learning Journey:
Achievements of the earliest civilisations -
Ancient Egypt

Enquiry: Would the Ancient Egyptians have achieved so much without the Nile?

WALT:use our enquiry skills -
Would the Ancient Egyptians have achieved so much without the Nile?



WALT:understand the process and beliefs behind mummification making links to today's world

WALT:research the achievements of Ancient Egyptians and their impact on today's world

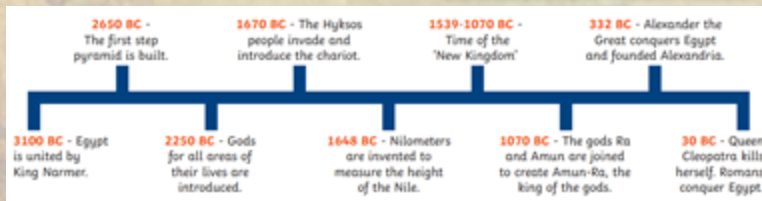


WALT:use artefacts and sources of evidence to understand Ancient Egyptian life

WALT: identify ancient civilisations and their legacies

Key skills:
 Chronology
 Historical enquiry
 Historical significance
 Historical interpretation

Key Vocabulary:
 Ancient Egypt/Egyptians
 Civilizations
 Legacy
 Empire
 Architecture
 Social
 Religious
 Technological
 Cultural
 Afterlife
 Sources of evidence
 Time period/era
 Chronology/chronological
 Century





**Year 5 Learning Journey:
Achievements of the earliest civilisations -
Ancient Egypt**

Enquiry: Would the Ancient Egyptians have
achieved so much without the Nile?

WALT:use our enquiry skills -
Would the Ancient Egyptians have achieved
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WALT:understand the process and beliefs behind
mummification making links to today's world

WALT:research the achievements of
Ancient Egyptians and their impact on
today's world

WALT:use artefacts and sources of evidence
to understand Ancient Egyptian life

WALT: identify ancient
civilisations and their
legacies



- Key Vocabulary:**
- Ancient Egypt/Egyptians
 - Civilizations
 - Legacy
 - Empire
 - Architecture
 - Social
 - Religious
 - Technological
 - Cultural
 - Afterlife
 - Sources of evidence
 - Time period/era
 - Chronology/chronological
 - Century



- Key skills:**
- Chronology
 - Historical enquiry
 - Historical significance
 - Historical interpretation

Retrieval:

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Year 5 Learning Journey:
Achievements of the earliest civilisations -
Ancient Egypt

Enquiry: Would the Ancient Egyptians have achieved so much without the Nile?

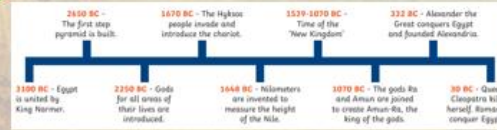
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WALT: identify ancient civilisations and their legacies



Key skills:
Chronology
Historical enquiry
Historical significance
Historical interpretation

Key Vocabulary:
Ancient Egypt/Egyptians
Civilizations
Legacy
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Sources of evidence
Time period/era
Chronology/chronological
Century



Key Questions:

1) What were the Egyptians biggest achievements?

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2) When were the first Egyptian pyramids built?

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3) Why was the Nile so important to the Egyptain civilization?

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Enquiry: Would the Ancient Egyptians have achieved so much without the Nile?

WALT: identify ancient civilisations and their legacies

(Skills - [chronology](#), [historical significance](#), [characteristic features](#))

Substantive knowledge - knowledge of the past, content including people, events, ideas.

Ancient Sumer/ Indus valley/Shang Dynasty of China/Ancient Egypt <https://www.history-rocks.com/early-civilisations> (ppt and resources - recommend!)

Timeline lesson identifying the different civilisations, discuss similarities and differences - links to previous civilisations studied in other year groups. Show a timeline and ask what they notice about some of the periods that they've studied so far. They should look at the fact that some of them overlap and have happened at the same time, just in different places around the world. Ask how they were similar/different to each other.

Research the achievements of each civilisation and annotate a timeline with the achievements.

Stone Age (3000BC - 2500BC) Yr3

Bronze Age (2500BC - 800BC)

Iron Age (800BC - 43AD)

Roman Britain (43AD - 410AD)

Ancient Egypt (3100BC - 550BC)

Indus Valley (2600BC - 1300BC)

Shang Dynasty (1600BC - 1046BC)

Ancient Sumer (3500BC - 2000BC)

WALT: use artefacts and sources of evidence to understand Ancient Egyptian life

(Skills - [historical enquiry](#), [historical interpretation](#))

Disciplinary knowledge - demonstrate knowledge and use of historian skills

Objects if possible, photos. Discuss types of source/evidence and their reliability -

WALT: research the achievements of Ancient Egyptians and their impact on today's world

(Skills - historical enquiry, historical interpretation)

Substantive knowledge - knowledge of the past, content including people, events, ideas.

<https://www.youtube.com/watch?v=W-TrIJKpOuA> Ancient Egypt achievements clip

Highlight that the Egyptians had lots of achievements which made them an important civilisation - buildings, paper, maths, calendar, writing, medicine, language, agriculture/farming, mummification to preserve the dead (focus in later lesson) **pyramids**

Explain why each of these is important and ask how these things are relevant today? Can you see evidence of these things in OUR world now? Do they still use these things in Egypt now?

WALT: understand the process and beliefs behind mummification making links to today's world

(Skills - historical significance)

Substantive knowledge - knowledge of the past, content including people, events, ideas.

Discuss 'polytheistic' nature of the Egyptians and that they had some interesting beliefs. Who else like? Romans in year 3 Anglo Saxons in year 4. Discuss idea of **after life** and its importance to Egyptians. Look at mummification.

WALT: use our enquiry skills - Would the Ancient Egyptians have achieved so much without the Nile?

(Skills - historical enquiry, historical interpretation, historical significance)

Substantive knowledge - knowledge of the past, content including people, events, ideas.

Disciplinary knowledge - demonstrate knowledge and use of historian skills

Using enquiry skills from journey, answer the question. Think about its function and whether or not it was central to the civilisation.



Year 5 Learning Journey:
Ancient Greece its achievements and influence
on the western world

Enquiry: *Are the Ancient Greek achievements overrated?*

WALT:debate- Are the Ancient Greek achievements overrated?

WALT:establish Alexander the Great's role in spreading Greek culture

WALT:recognise the impact of the Ancient Greeks on the western world

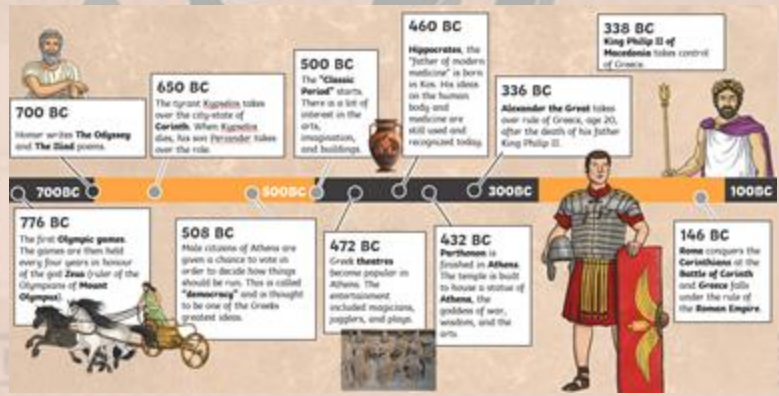
WALT:identify and evaluate major Greek achievements

WALT:explore the similarities and differences between the Greek city states

WALT:identify the chronological context of the Ancient Greeks

Key skills:
 Chronology
 Cause and consequence
 Continuity and change
 Historical enquiry
 Historical significance
 Historical interpretation

Key Vocabulary -
 Ancient Greece/Greeks
 Civilizations
 Legacy
 Empire
 Architecture
 Social
 Religious
 Political
 Technological
 Cultural
 Democracy
 War/Peace
 Sources of evidence
 Time period/era
 Chronology/chronological
 Century





Year 5 Learning Journey:
Ancient Greece its achievements
and influence on the western world

WALT:debate- Are the Ancient Greek achievements overrated?

WALT:establish Alexander the Great's role in spreading Greek culture

WALT:recognise the impact of the Ancient Greeks on the western world

WALT:identify and evaluate major Greek achievements

WALT:explore the similarities and differences between the Greek city states

WALT:identify the chronological context of the Ancient Greeks

Key skills:
Chronology
Cause and consequence
Continuity and change
Historical enquiry
Historical significance
Historical interpretation

Key Vocabulary -
Ancient Greece/Greeks
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War/Peace
Sources of evidence
Time period/era
Chronology/chronological
Century

Retrieval:

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Key Questions:

1) What other civilisations existed at the same time as The Greeks?

2) Name and describe three major Greek achievements.

3) How did Alexander the Great spread Greek culture?

Year 5 Learning Journey:
Ancient Greece its achievements and influence on the western world
Enquiry: *Are the Ancient Greek achievements overrated?*

WALT:debate- Are the Ancient Greek achievements overrated?

WALT:establish Alexander the Great's role in spreading Greek culture

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Sources of evidence
Time period/era
Chronology/chronological
Century

Timeline:

- 700 BC** Homer writes *The Odyssey* and *The Iliad* epics.
- 650 BC** The Lycurgus legend takes over the city-state of **Crete**. When Lycurgus dies, his law book is passed over the city.
- 500 BC** The Lycurgus legend takes over the city-state of **Crete**. When Lycurgus dies, his law book is passed over the city.
- 440 BC** Hippocrates, the "Father of modern medicine" is born in Kos. His ideas on how the human body and medicine are still used and respected today.
- 336 BC** King Philip II of Macedonia takes control of Greece.
- 336 BC** Alexander the Great takes over rule of Greece age 20, after the death of his father King Philip II.
- 336 BC** Alexander the Great takes over rule of Greece age 20, after the death of his father King Philip II.
- 1000 BC**
- 776 BC** The first Olympic games. The games are then held every four years in honour of the god **Zeus** brother of the Olympian god **Poseidon**.
- 508 BC** Athen citizens of Athens are given a chance to vote in order to elect their leaders. This is called **Democracy** and is thought to be one of the world's earliest uses.
- 472 BC** **Comic books** become popular in Athens. They included messages, puns, and jokes.
- 432 BC** **Parkinson's Disease** is named in Athens. The temple is built to honor a statue of **Athena**, the goddess of war, wisdom, and the arts.
- 146 BC** **Rome** conquers the **Carthage** in the **Battle of Carthage** and Greece falls under the rule of the **Roman Empire**.

Enquiry: *Are the Ancient Greek achievements overrated?*

WALT:establish the chronological context of the Ancient Greeks

(Skills- [chronology](#))

Disciplinary knowledge - demonstrate knowledge and use of historian skills

Substantive knowledge - knowledge of the past, content including people, events, ideas.

Revisit timeline. What else was happening in the world at the time? Make any links to previous areas of study.

WALT:explore the similarities and differences between the Greek city states

(Skills- [continuity and change](#), [cause and consequence](#), [historical significance](#) and [historical interpretation](#))

Substantive knowledge - knowledge of the past, content including people, events, ideas.

Key question - Were all of the Greeks the same or different? How and why? Athens/Sparta culture, sports, society

WALT:identify and evaluate major Greek achievements

(Skills - cause and consequence, historical significance and historical interpretation)

Substantive knowledge - knowledge of the past, content including people, events, ideas.

Key question - What did they achieve? Lots -Philosophy, maths, buildings, medicine, trading, coins, science, empire. Discuss any links they can make to the achievements of

[Ancient Egypt](#) and [Romans from Yr3](#)

WALT:recognise the impact of the Ancient Greeks on the western world

(Skills - historical significance, historical interpretation, continuity and change, cause and consequence)

Substantive knowledge - knowledge of the past, content including people, events, ideas.

Disciplinary knowledge - demonstrate knowledge and use of historian skills

Link to achievements in the previous lesson. Can they make further links to legacies from other civilizations studied in [Yr3](#) and [Yr4](#)?

WALT:identify Alexander the Great's role in spreading Greek culture

(Skills- historical significance, historical interpretation, cause and consequence, continuity and change)

Substantive knowledge - knowledge of the past, content including people, events, ideas.

How important was Alexander the Great's empire? Who else have you studied that played a similar role? - [Alfred the Great defeating the Vikings Yr4](#)

What was the impact of Alexander's empire? What were the effects on people? - culture, language, way of life. How did he spread Greek culture?

WALT:debate- Are the Ancient Greek achievements overrated?

Substantive knowledge - knowledge of the past, content including people, events, ideas.

Disciplinary knowledge - demonstrate knowledge and use of historian skills

Covering the enquiry question hold a debate (using a Greek skill) for the children to consider all the things the Greek achieved and if they are overrated.

English lesson?



**AJS History
Learning Journeys
Year 6**

Ashley Junior School

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.

- 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.

- 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

HOW DO WE KNOW?

WHAT QUESTIONS DO WE ASK OF THE PAST? HOW? WHAT? WHERE? WHEN? WHY? WHO?

HOW CAN WE FIND OUT? HOW DO WE EVALUATE THE EVIDENCE?

HOW DO WE KNOW?

WHAT MATTERS? WHY DOES IT MATTER?

CAUSE AND EFFECT

- What were the causes of past events?
- What were the effects?



CHANGE & CONTINUITY

- What has changed?
- What has remained the same?



THINKING LIKE A HISTORIAN

USING THE PAST

- How does the past help us make sense of the present?



TURNING POINTS

- How did past decisions or actions affect future choices?



THROUGH THEIR EYES

- How did people in the past view their world?



WHAT QUESTIONS DO WE ASK OF THE PAST? HOW? WHAT? WHERE? WHEN? WHY? WHO?

HOW CAN WE FIND OUT? HOW DO WE EVALUATE THE EVIDENCE?

WHAT MATTERS? WHY DOES IT MATTER?

HOW DO WE KNOW?

HOW CAN WE FIND OUT? HOW DO WE EVALUATE THE EVIDENCE?

WHAT QUESTIONS DO WE ASK OF THE PAST? HOW? WHAT? WHERE? WHEN? WHY? WHO?

WHAT QUESTIONS DO WE ASK OF THE PAST? HOW? WHAT? WHERE? WHEN? WHY? WHO?

HOW CAN WE FIND OUT? HOW DO WE EVALUATE THE EVIDENCE?

WHAT MATTERS? WHY DOES IT MATTER?

A HISTORIAN is someone who...

uses clues and tools to study the past

shares their knowledge of the past

wonders about the past

explores the world around them

connects the past to the present

uses their imagination



A HISTORIAN is someone like you!

Skill	<u>By the end of year 6</u>	Skill	<u>By the end of year 6</u>
<p><u>Chronology</u> - developing an understanding of the chronology of the people, events, periods or civilizations studied.</p>	<p>Can accurately place civilizations/periods studied, in chronological order and may take account of some overlap in duration and intervals between them.</p>	<p><u>Historical Significance</u> - develop an understanding that significance in historical terms, implies that the impact of an event, person's actions or change was widespread, wide ranging or lasted for some considerable time (possibly into the present).</p>	<p>Can make judgements about historical significance against criteria. Recognises that historical significance varies over time, and by the interpretations of those ascribing that significance (provenance).</p>
<p><u>Characteristic Features</u> - can identify characteristic features of events, people, periods or civilizations studied.</p>	<p>Can contrast and make some significant links between civilizations/periods studied. Can give reasoned explanations with reference to significant examples of some connections between ways of life in the different civilizations and periods studied.</p>	<p><u>Historical Interpretation</u> - building an understanding that all history is to some extent a construct, the reliability of which depends on the type and range of evidence available about a person, period or civilization and the aims or view of those that developed the construct.</p>	<p>Understands that all history is to some extent a construct (interpretation) and can identify a range of reasons for this. Understands that interpretations can be questioned on the grounds of the range of evidence used to support them or due to the aims of the creator of the interpretation (provenance).</p>
<p><u>Continuity and Change</u> - develop an understanding that while many aspects of life changed for people over time, change was not necessarily universal nor occurred at a consistent rate.</p>	<p>Understands that changes in different places and periods are connected. Has an overview of the kinds of things that impact on history and are continuous through time and the kinds of things impacting change significantly.</p>	<p><u>Historical Enquiry</u> - the development and increasingly sophisticated use of historical skills and the ability to communicate findings of historical studies.</p>	<p>Can construct reasoned arguments about events, periods or civilizations studied. Can question source reliability with reference to the period or civilization and/or the provenance of a source, considering why different sources may give conflicting information and offering reasons for this.</p>
<p><u>Cause and Consequence</u> - develop an understanding that changes in the past usually resulted from several factors and that the consequences of those changes affected people differently, or not at all, depending on a range of other factors.</p>	<p>Can explain causes and consequences of quite complex events, even though they might still link some in a simple way.</p>		

Hampshire Planning-Skills we need to be demonstrating. Built upon in each year group.

Historical understanding and skills for primary history

Chronological understanding – building historical vocabulary and an understanding of the order in which periods and events occurred.	The combination of these builds children's 'mental map' of the past.
Recognising and differentiating between the characteristic features of different periods in the past.	
Change and continuity – building an understanding of how and why change occurred over and between periods of the past, whilst other things remained the same, and that changes were not necessarily universal nor did they occur at a consistent rate.	
Cause and consequence – recognising why events and changes occurred and what happened as a result; understanding that change is often the result of a range of factors and that consequences may affect people differently, or not at all, depending on a range of other factors.	
Significance – assessing the impact of events and individuals over time since they happened/ lived, by examining how widespread, wide ranging and lasting their impact was.	
Interpretations – developing an understanding that all history is to some extent a construct, the reliability of which depends on the type and range of evidence available about a person, period or civilization and the aims or view of those that developed the construct; learning to critically examine representations of the past.	
Enquiry – learning how to use historical skills in increasingly sophisticated ways; developing the ability to ask perceptive questions, think critically, weigh evidence, sift arguments, make judgements and to communicate the findings of historical studies.	

History Skills

For all year groups.
Covered across the year group in topics, with varying degrees of depth. Next slides give suggestions to activities.

Key Stage 2

At Key Stage 2 developing children's chronological understanding is about developing the *secure chronological understanding* the National Curriculum talks about. This means developing a secure understanding of early British history and knowing where the world units they must study sit in relation to British history and each other, as well as at least one study which extends beyond 1066 (possibly two if your local study is post 1066).

- Begin every new study by locating the period or civilization on a timeline and referring backwards / forwards to other children may have already studied. If you are embarking on a world study, make sure you look at what events were happening in Britain at around the same time as well as in other world civilizations and use a world map or globe alongside your timeline to place the civilization in context geographically as well as historically. It is important children begin to recognise the durations of and intervals between the periods and civilizations they study and where some may overlap, so discuss this too whenever you are using the timeline.



- Continue to grow and use the contents of class/year group **Timeboxes** by adding images relating to Key Stage 2 units as and when different year groups study them and use these in conjunction with a timeline, e.g. to informally to gauge how well children's grasp of the chronology of early Britain is growing - can they link images from their Stone, Bronze and Iron Age or Roman studies into the correct part of a timeline. You might even get children to pick what image or images best represent the person, event, period or civilization they have studied to add to their timebox. Regular use of the box both in relation to historical studies and informally, at other times, will help children to slowly build a picture of the past. By Year 6 the box should contain images relating to studies from Year 1 or Year 3 right up to Year 6 as well as some that are outside the scope of their studies.
- Continue to develop children's chronological vocabulary, perhaps by providing a word bank of useful words and phrases to do with the ordering and passing of time, e.g. meanwhile, at the same time, while this was happening, first, finally, later etc.
- As the current Key Stage 2 does not cover much British history beyond 1066 make sure you include some images from later periods in the timebox and/or on your timeline, e.g. part of the Bayeux Tapestry, Magna Carta, a Norman castle, Red and white roses for Wars of the Roses, famous monarchs (not just Tudor ones and queen Victoria), Mary Rose (sinking and raising), cavaliers and roundheads, Peterloo massacre, Battle of Waterloo, WW1, Battle of Britain etc. as well as images representing important scientific and technological discoveries and events in world history, e.g. Persian empire, Byzantine empire, European Renaissance, discovery of Americas/Australia, slavery/end of slavery, American War of Independence, French Revolution, etc.



Promoting Chronological Understanding

Developing Historical Skills and Promoting Historical Understanding in Primary History

- There might be instances where children create or annotate timelines, for example for your local study or for the unit designed to extend children's knowledge beyond 1066. As always it is important to use the timelines to explore important questions about what they show, e.g. *Are there any important events that lead to big changes? Is life constantly improving or are there periods when life is getting worse (wars/disease etc)? Is life getting better/worse for all?*
- Use **human timelines** (children holding representative cards line up to create the timeline) to demonstrate:
 - the overlap/interval between civilizations.
 - similarities/differences between what was happening in Britain at any given time and what was happening in another part of the world e.g. in Egypt, Greece, Mayan lands or within the early Islamic civilization, Shang China, Indus Valley etc.

Key Stage 2

- Annotating period scenes using the **with and without knowledge** strategy can be a good way to release any prior knowledge of a period and to assess knowledge gained during a study. Scenes of Neolithic life or Iron Age life could work well for this. However, be careful that the image you choose is not perpetuating stereotypes of the period concerned. You could even insert an anachronistic item into the scene and warn them that you expect everyone to find it, just to make sure they really study the image carefully!
- Giving each child themed **history placemats** which feature lots of images relating to the period or civilization concerned, a word bank (period specific words) and possibly a timeline can help develop pupil's awareness of characteristic features of the different periods or civilizations they study at Key Stage 2. If they are laminated, they would probably last for a year or two before needing to be replaced.
- It is worth developing basic period specific word banks or glossaries for each history unit children study. These might initially be on a history themed placement, but children could add new words and definitions to these as their topics progress and they make new discoveries. Researching the definitions will develop children's knowledge of the period and the glossary will also aid spelling, which is good, as some historical/ archaeological terms can be quite tricky.
- Using **under the cloth** or **what's the link** as hooks into a new study will both help you assess children's prior knowledge of the topic and furnish them with some initial ideas about the civilization or period concerned, upon which to build more knowledge.
- Using the **curator's dilemma** strategy towards the end of a study, where pupils have to select artefacts that best represent the period or civilization they have been studying will force children to consider not only the civilization's characteristics and achievements but also think which of them are the most significant.



Building an Understanding of Characteristic Features of Periods from the Past

Developing Historical Skills and Promoting Historical Understanding in Primary History

- The **Dear producer** strategy can also be used for pupils to demonstrate their learning by producing a storyboard or similar to send to a Producer at the BBC to advise him how to create or improve a TV programme about the historical period/ civilization they are studying. In doing this children will be showing they understand the significant characteristics and achievements of the period or civilization and explaining their importance.
- Try **put yourselves in their shoes** when studying stone age cultures (Britain/Maya) or bronze age cultures (Britain/ Shang dynasty/ Indus Valley/ Ancient Egypt/ Ancient Sumer). There is a risk that children may consider peoples from these very ancient periods as uncivilized or less intelligent than people today because of the clothes they wore, the homes they built and the tools and weapons they had. Children need to understand the clothes they wore, homes they built and tools and weapons they used are what the materials and technology that were available at the time allowed them to make.
- **Would I lie to you** could also be used to dispel the myth of ancient people being uncivilized by focusing on carefully selected artefacts/images of artefacts like polished stone hand axes and beautifully polished and shaped jet buttons from the Bronze Age. These attest to the amazing things that could be achieved using only the simplest stone or metal tools and the enormous skill of their makers. Similarly, major features such as Stonehenge and the dozens of other features in its surrounding landscape, Sumerian and Indus Valley cities, and Egyptian pyramids and temples are such amazing achievements that it is hard to comprehend they were built so long ago using the simplest hand tools and manpower.



Key Stage 2

In key stage 2 children should explore change and continuity across and between the periods and civilizations they study and begin to understand that changes may not have impacted everyone in the same way. Similarly the impact of changes may only have spread slowly across different countries or areas, perhaps not impacting at all in the furthest reaches of a civilization.

- At Key Stage 2 rope or hula hoop 'Venn diagrams' are ideal for exploring change and continuity in multiple contexts within or across periods. Hence this would be ideal to look at *Changes in Britain from the Stone Age to the Iron Age* (National Curriculum 2013). Many of the changes between these periods were due to

technological and agricultural developments which could be explored by asking pupils to place images/artefacts/some written sources into the rings. *Do other pupils agree with all the placements? Did people only use stone/bone/antler tools in the Stone Age?* Complications, such as similar tools or weapons being made of stone, bronze or iron, will need debating - is it change or continuity? This will lead into later work looking at the impact of metals: *How did life improve once people were able to smelt metals for the first time (copper/bronze)? What further improvements came with the knowledge to make iron?*



- Much of the Key Stage 2 curriculum lends itself to considering the long term impact, or legacy, of various civilizations or peoples. So what did the Egyptians, Greeks, Romans, Saxons, Vikings, early Islamic civilization ever do for us? The History Curriculum Centre's Greek loan collections feature this idea quite strongly, indeed some items in the collection are not in fact old objects but are modern manifestations of ancient Greek ideas. Similarly [Picture Pelmanism](#) using pairs of images where one is from the present and its pair is from a period in the past offers an engaging way to illustrate that often things we think of as modern, can in fact be traced back in time – sometimes a very long way back in time! Surprising pairs like this concrete lorry and the concrete dome of the Pantheon in Rome add even more engagement to the mix and are likely to make the ideas memorable.



- In some cases changes that happened may not have lasted once circumstances changed again. For example, during the Roman period in Britain a lot of things changed but not all of them continued after Roman control of Britain ended. Pupils may struggle to find enough information about this in any books or websites they are likely to use, so you may have to research and collate the information and make bespoke resources that enable pupils to explore these ideas. For the Roman unit the History Curriculum Centre's *Roman Impact on Britain* enquiry pack includes a card sorting activity that explores just this.

Introduction

This publication details practical classroom activities that are designed to develop children's ability to successfully use historical skills (second order concepts) and to promote the development of children's 'mental map' of the past (rather than their specific knowledge of particular periods, events or civilizations). However, we do not advocate teaching historical skills discretely, rather we recommend developing children's historical skills within their historical studies. To achieve this you need to plan which skills best fit in the history topics or units children study across a key stage. Once you have planned which skills will be the focus of any particular study or enquiry, you can then plan in some activities selected from the relative section in this publication to support the development of that skill. This will ensure that you have a really strong chance of enhancing children's ability to successfully use that focus skill.

Promoting an Understanding of Change and Continuity

Developing Historical Skills and Promoting Historical Understanding in Primary History

- However, there can be long term consequences that may only be apparent centuries later. For example, the quest for knowledge that drove people in the early Islamic civilization led to classical learning from the Roman, Greek and Egyptian civilizations being preserved in Arabic books. Later, during the Renaissance, these were translated back into Latin. Without this happening works we still have of Aristotle, Plato etc. could have been completely lost to us today. This is explored in our *Roman Impact on Britain* enquiry pack via an activity called *Across the Ages*.



Similarly many of the new foodstuffs the Romans introduced to Britain for their own use became part of the British diet, which improved the health of the local population and has continued to do so over the centuries since. Recently, modern DNA testing has shown that some Britons whose families have been in Britain for centuries and may consider themselves as entirely 'British' have the genes of people who came from other parts of the Roman Empire, including north Africa and parts of Asia. This has only been discovered in recent years now that we have the knowledge and technology to look at genes in living people and, more recently, in ancient DNA (aDNA) from people that may have been dead for centuries.

Key Stage 2

- By key stage 2 pupils will be looking at ranges of causes and consequences for past changes and events and grouping and possibly prioritising them. For causes **push me, pull me** is aimed at helping pupils see that even within a range of factors that led people in the past to take some important action e.g. going to war, moving from their homelands, there would be *push* factors and *pull* factors. For example, just as there are many reasons people move from place to place today, there were many reasons why the different peoples who came to Britain in the past came here, not all of them for what Britain offered (pull factors) but also because of difficulties they might be trying to escape in their homelands (push factors). You might use a range of images or objects to give clues as to what the different push and pull factors might have been in any particular context.



- The strategy **conscience alley**, where pupils go into role as confidants or advisors to someone who is about to undertake a risky endeavour, works well to make children consider what might have been gained versus what risks the action might entail. This might link to the Romans, Saxon or Vikings planning to come to Britain or Iceni tribesmen advising Boudicca what to do after the Romans seized their land. Some children are tasked with coming up with as many arguments for the action as they can, whilst others have to think of as many



against the action as they can. These will be used to persuade/ dissuade the person who is about to embark on the risky endeavour to go head or abandon their plan.

- The **talking heads** strategy would work well towards the end of a Key Stage 2 enquiry where children have gained plenty of insight into events where two peoples came into conflict for example, the Romans v Britons or Saxons v Vikings. Initially task some groups with pooling ideas about Roman/ Saxon/ Viking reasons for coming to, or settling in Britain, whilst other groups pool ideas about the impact new arrivals had on the existing population at the time. When all ideas are exhausted, set up the talking heads activity where pairs, with each in role as someone from different sides of the conflict take turns to offer insights from their designated perspective. As each child explains why they did something as a Briton/ Roman/ Saxon/ Viking, their partner then explains what impact (consequence) the other's actions had upon them. Pupils could use prepared prompt cards in case they dry up. Afterwards, in a round up you can collect all the children's ideas about the causes and consequences linked to your study.



Promoting an Understanding of Cause and Consequence




Developing Historical Skills and Promoting Historical Understanding in Primary History

Promoting an Understanding of Historical Significance

Children need to understand that historical significance is different from fame. During their primary years they should also begin to look at ways of assessing or measuring significance. Initially this may just be by ranking a person or civilizations achievements, but they should move on to assessing significance against criteria to identify how widespread (geographically and socially) and lasting a person's society's or event's impact has been. Generally, children will easily recognise improvement as important but may struggle to see that things that made life worse can be significant too.

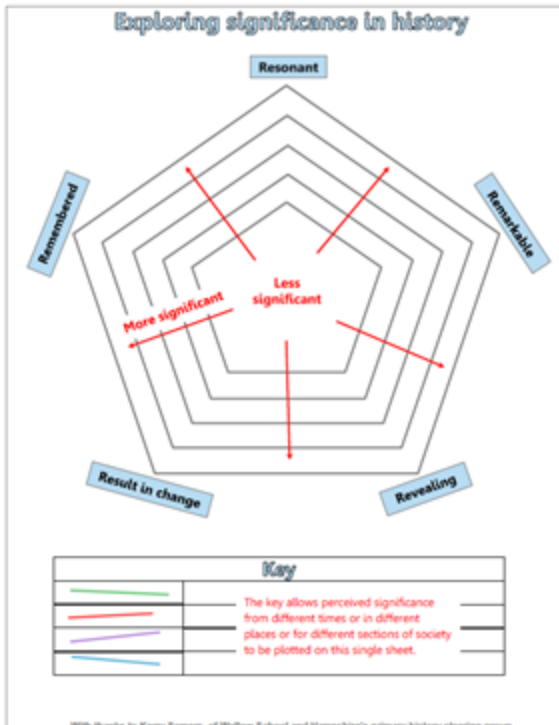
Importantly, over time children need understand that the perceived significance of a past event, person or society may change over time and/or might be considered differently by other societies or people.

Key Stage 2

- Strategies like **on balance...**, or **what's hot and what's not** will also be of use at Key Stage 2. However, **hall of fame** where children have to develop presentations for particular people, or innovations to be included in the *Hall of Fame*, is probably better as children are using their research to build arguments for and against different aspects of the period or civilization they are studying and then debating which has the best case for being voted in (i.e. is the most significant). 
- Later in Key Stage 2 strategies such as **top trumps** and **stamp collection** that require children to rank the significance of different aspects of, e.g. a civilization's legacy, may be more appropriate as children have to justify both their choices and how they ranked them against each other. 

- In order to compare perceived significance at different times, from different perspectives or places children could use a **significance pentagon** (opposite) which was adapted by Kerry Somers of Hampshire's primary history steering group from a geography resource.

Promoting an Understanding of Historical Significance

Developing Historical Skills and Promoting Historical Understanding in Primary History



Key Stage 2

- Regularly pursuing activities where children have to identify similarities and differences between sources relating to a period or civilization will help them develop an understanding that different sources can include (or exclude) different information or focus on particular aspects of a period, and that therefore they are *interpretations*.
- Contemporary accounts of major past events (made at the time) may be very different from interpretative accounts made long after the events concerned. For example, the surviving contemporary sources describing the arrival of the Romans, Saxons or Vikings in Britain were mainly made by those who could write. So the Romans themselves wrote about their arrival in Britain and their reception by different British tribes, but there are no contemporary accounts from British tribes. The most contemporary source we have about the arrival in Britain of the Anglo-Saxons is from a Christian Romano-British monk who was not happy with the arrival of people he saw as heathens. Finally, accounts relating to early Viking raids were made by the monks working in the rich monasteries they raided and understandably are the source of the long-standing impression of Vikings as vicious, destructive thugs. By comparing such accounts with later interpretative accounts children can begin to develop an understanding of how and why interpretations can change and develop over time.
- Try the quick strategy **text book trawl** when studying ancient civilizations, do all the information books you are using include information about the same aspects of the civilization? If not, which aspects do they all cover, and which aspects are only covered in one or two books? Can children think why there might be differences? Possibly space restraints, the book's focus, or maybe some aspects were considered to be more interesting than others.
- Representations are another aspect of interpretation. Ensuring children experience a wide range of historical sources, including artefacts, site and museum visits, as well as images and written sources will develop children's understanding that past events, people and periods can be *represented* in different ways.
- Get different groups within classes to select what they deem to be important information, images or artefacts for a class museum or display about the civilization or period they are studying. Just as with text book trawl there are likely to be differences between what each group selects to display - discuss this with children making clear that in effect each group has developed a slightly different



interpretation of the civilization or period, and this is in effect what every book, website, TV programme, and real museum does too. They have to select what items they include, which will be driven by who their audience is (children/ adults/ teenagers etc), what their purpose is (to entertain/ educate /persuade etc), what can they actually get or afford, what they have room for and their own interests.

Promoting an Understanding of Historical Interpretation

Developing Historical Skills and Promoting Historical Understanding in Primary History

Promoting an Understanding of Historical Interpretation

Any source created after the people, events, periods, civilizations, it depicts or represents is an **interpretation** or representation of the past. Paintings, websites, books and other writings, TV programmes, statues and monuments, museums etc. are interpretations. Even photographs can be interpretive if, for example, they are staged or cropped. Using the word *interpretation* from very early in children's education will help build this understanding. Over their school career pupils need to develop an understanding that all history is to some extent a construct, the reliability of which depends on the aims or view of those that developed the construct and/or the type and range of evidence available about a person, period or civilization.

- The **beat the textbook** strategy can be used to help children understand the influence intended audience or purpose can have on interpretations of history. First find a factually correct paragraph from one of the books you are using to support your study. Then task different groups to amend the paragraph to suit a different audience or purpose e.g. to make it more interesting for children who are younger than themselves, or to make it sound more exciting, or to make it sound more/less important. The resulting paragraphs, all about the same thing should all be different and show that the purpose and audience for which anything is being written, will change what is written.
- We tend to view museums as custodians of the past where we can experience a true representation of the past. However, by year 6 you might ask children to consider how far that can be true when they:
 - only display a limited number of objects or pictures relating to any period or civilization due to space, cost and availability factors;
 - depend on people visiting the museum to help fund them so have to make the displays interesting in some way to draw people in. Hence they mainly display their most iconic objects which probably means they were owned by the elite, not ordinary people, so are unrepresentative of the whole population. Also usually only the most robust objects survive, again these were probably owned by the elite.



This means even museum displays are interpretations of the past.

At Key Stage 2

In Key Stage 2, children should increasingly be looking at the provenance of sources (when they were created and by whom) and using the information to decide which sources might be considered more/most reliable or useful and why. You should also be using the terms 'contemporary', to describe sources from the time and 'interpretive' to describe any sources created after the events or period concerned.

- Help children to develop their questioning skills by playing five minute games of **twenty questions**. Here you explain you are thinking about something but children have to find out what it is by asking you questions. BUT they only have 20 questions in which to find the answer before you tell them what it is, AND you will only answer Yes, No or Invalid to any question.



As each question is asked use five-bar gates (|||||) to log them. Pupils soon learn that not phrasing questions carefully will waste questions. They also learn they have to pay attention to what is being said so they do not repeat questions (and get a repeated answer) for no gain. With plenty of practice pupils become more strategic in their questioning as they begin to understand the type of questions that will narrow down the field to home in on the correct answer within the 20 questions.

- Children should be encouraged to properly interrogate picture sources through activities like **annotating pictures**, and **with/without knowledge** which are described in the Glossary of Techniques and Strategies document. To stretch children however, **layers of meaning** (aka identify, deduce, infer) is a good option.

This strategy asks children to go further than just identifying things from the picture, it also asks them to make deductions or inferences that go beyond the content of the image. Photographs of ancient sites might work well for this activity, for example photographs of the Neolithic settlement on Skara Brae or of the Mayan city Chichen Itza in the Yucatan.



- The strategy **from where I sit** where children describe what they can see from a given point within an image, would work well to help pupils to understand that even people living through important historical events would not necessarily have a clear picture of everything that was happening around them. For example, within the iconic Cowdray Engraving of the Mary Rose sinking that is featured in the Mary Rose Museum, Portsmouth, how many people would be aware the ship (circled) has all but sunk and just part of a mast is above water?



Not everyone certainly, as many are watching the French fleet offshore and may have missed events in the harbour. Similarly, for events such as the Great Fire of London, or the Battle of Hastings, even those involved may only have witnessed a tiny fraction of the action – a case of *cannot see the wood for the trees* perhaps?

Developing Good Enquiry Skills

Developing Historical Skills and Promoting Historical Understanding in Primary History

- Children need to regularly participate in activities that ask them to extract particular information from historical sources such as contemporary maps, diaries, newspapers and paintings or other images. **Prove it** is one strategy which could be used, it involves children checking the statements you have given them against a range of different sources to find the source(s) that prove or disprove the statements.



- When children are working with a range of sources of information (artefacts, images, books, vetted websites etc.) trying to find information about the attributes or achievements of the period or civilization, giving them a table or **grid to fill in** will really help them to interrogate and compare/contrast the sources more successfully.



- The **dear producer/ editor** strategy can be used to make pupils critically analyse film or TV excerpts, websites and books. Does the film/TV clip, website or book offer an accurate interpretation of the civilization or period concerned? If not what information or aspects are omitted or over emphasised? If children were producers/editors how would they improve the film/TV clip, website or book?



- Encourage children to try to corroborate what written sources say, by using other sources. Corroborative sources need not necessarily be written sources, for example, contemporary written sources often vilify the Vikings as murderous thugs, whilst contemporary artefacts show they were very skilled in making intricate metal, wood or bone artefacts such as fine bone chess sets and jewellery and traded widely. Later, interpretative written sources tend to give a more balanced view of the Vikings. The reason for this is to do with the provenance of the contemporary written sources which were often from monks who worked in the rich monasteries some of which had been raided and terrorised by Viking raiding parties. Hence it is unsurprising they vilified the Vikings, whereas later sources hopefully considered a wider range of evidence about the Vikings and their achievements before assessing their exploits.

- Another limitation of sources that children should begin to consider in KS2 is how much evidence actually exists to support an opinion about a past person, event or civilization. In general, the elite classes are best represented by the evidence that survives from the past. Poorer classes, women, children and minorities are usually poorly represented in the historical or archaeological record. So, you should be questioning children to ensure they do not draw conclusions that are too sweeping – *Did this apply to everyone? Was it the same for the poor or just for the rich?* For example, in relation to the Shang Dynasty in China, most evidence comes from just one burial tomb, that of Lady Fu Hao. Hence it is difficult to draw conclusions about what life for ordinary people living in Shang dynasty China was like, but some conclusions might be drawn about life for the elite.

Developing Good Enquiry Skills

Historical enquiry encompasses the ability to interrogate historical sources in increasingly sophisticated ways and to *construct informed responses that involve thoughtful selection and organisation of relevant historical information*. (National Curriculum for history 2013). Ensuring colleagues use the word 'source' in their teaching and utilise as wide a range of historical sources as possible within the various historical topics children undertake, will greatly enhance their enquiry skills.

Knowledge

Lesson content needs to build upon two different types of knowledge. In each journey, the use of these two has been highlighted where possible and thought should be given to content and questioning within the lesson.

Disciplinary knowledge - demonstrate knowledge and use of historian skills

Substantive knowledge - the 'substance' of the learning, the knowledge of the past, content including people, events, ideas.

Sources of evidence

Commonly, we use the terms primary and secondary evidence to refer to sources used in history.

These terms need revisiting in each year group with a growing focus on what these sources of evidence can tell us. This will form part of a child's disciplinary knowledge and is an area that needs to demonstrate progression as they move through from LKS2 to UKS2.

On the next slide are the types of questions we can use to ask questions and I have highlighted particular questions that I think need using dependent on year group to demonstrate progression.

Primary, Secondary and Tertiary Sources

What is a Primary Source?

A primary source is an original first-hand account of an event, topic or historical period in time. Anything that contains original information on a specific event, topic or period in time is considered a primary source. They are produced at the time of the specific event by a person who has experienced it. Primary sources can also be made after an event has occurred in the form of personal memoirs or oral histories.

Examples of Primary Sources:

- letters, diaries and journals (personal thoughts)
- original photographs
- newspaper reports
- speeches, autobiographies and memoirs
- plays, paintings and songs
- research data and surveys



What is a Secondary Source?

A secondary source is a second-hand account that interprets or critiques primary sources. They often analyse and draw conclusions from events that are discussed or featured in primary sources.

Examples of Secondary Sources:

- textbooks
- essays and reviews
- commentaries



What is a Tertiary Source?

A tertiary source provides an overview or summary of a topic. They may contain both primary and secondary sources. The information found in tertiary sources are factual, and does not include any analysis or critiques.

Examples of Tertiary Sources:

- databases
- bibliographies
- directories and textbooks
- almanacs



Why use sources?

Key points

Introducing children to sources, even at a very young age, is an important part of understanding the disciplinary nature of history. One of the key ideas we need to get pupils to understand is that history is based on sources, which are used as evidence. They also need to understand that sources come in many forms.

While teachers know they should use sources, practice is varied and discussions with pupils suggest that many find work with some sources boring and mechanistic. Pupils are rarely interested in sources for their own sake, although seeing a very old source or artefact in its original state should be something all pupils experience. Nor should teachers see simple immersion in sources as a way of improving historical competence. Things need to be done with these sources.

There are several ways of using sources in a valid and stimulating way:

- to illustrate – although this should not be overdone
- to develop the imagination
- to clarify old questions and pose new ones
- to help develop historical knowledge and understanding
- to help convey a sense of period
- to use as evidence to make inferences and interpretations

What are the key ideas we want primary-age pupils to have?

Sources are traces left behind by people in the past. Not everything has been left behind so there are gaps in our knowledge. The traces come in different forms: some of it written, some as artefacts, etc.

Some historical issues have many sources, with others having hardly any. For some topics there are too many sources for us to handle.

Often it is chance that causes sources to survive, although those in authority tend to have produced more sources.

It is not just that there are gaps – some sources are unreliable as evidence about what happened, perhaps because they are inaccurate, incomplete or prejudiced. It means they always need handling carefully.

There is a difference between the source and evidence. The source is not automatically evidence. It is the

historian/investigator who turns a source into evidence for a particular question. The source comes from the past whereas the evidence comes from the present. The good historian/investigator can ask very many questions about sources.

Although there are problems with all sources, some are more trustworthy than others. To see how trustworthy a source might be, we need to ask questions, such as about the author of the source, how the source was produced and what has happened to it.

Reliable and useful are not the same as far as sources are concerned. A source can be unreliable but can still be useful for answering some historical questions.

Evidence used by historians sometimes comes from one source but usually it comes from several. Sometimes sources for a topic may say different things and give different impressions. Historians/investigators have to work out what is most likely to be the most realistic.

Much can be extracted from sources and used as evidence for issues that the original author never intended.

It is possible, sometimes probable, that different people will read different things into the same source – maybe using it as evidence for different points of view.

What are some of the problems with using sources in the primary classroom?

- Many sources, especially written ones, are difficult to understand in their original form, e.g. due to language or their state of preservation.
- Too much editing and simplification, however, can produce distortion and prevent pupils being involved in the central historical task of selecting and interpreting material.
- Pupils can become bored by over-frequent use of source material.
- Too many questions about sources are either low level (e.g. simple comprehension or mechanistic) or are contrived questions about reliability and usefulness.
- Sources are better understood by pupils when they understand the context in which they were produced and have a good awareness of the key features of the period.

What types of question can we ask primary pupils about sources?

These can include questions about:

how a document or artefact is constructed

what it can tell us

inferences that can be drawn from the source

reasons why it was produced

inferences about author/compiler and what type of person they may have been

similarities and differences between sources

what the source can be used as evidence for – advantages and disadvantages, significance for a particular enquiry

evaluating the source – opinion, fact, fiction, judgement, contradictions, exaggeration, inaccuracy

criteria we could use to determine a source's reliability and usefulness

sorting sources into types

usefulness for an enquiry or to substantiate a conclusion, compared with other sources

distortion, unreliability

interpreting the information in the source

what may have been the intended message or purpose

typicality of the source

which sources to use when producing their own accounts

what the key information is in a source for a particular question

what a source might look like if it presented a particular slant on something

questions we could ask about the source

Yr 3

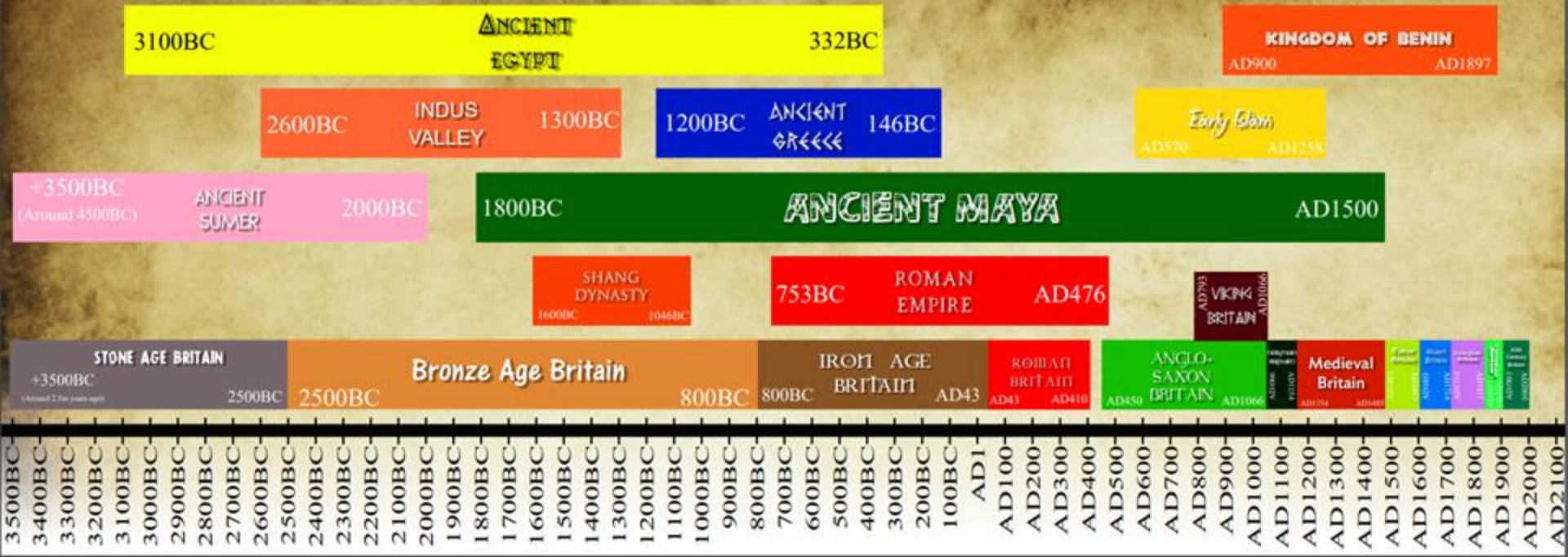
Yr 4

Yr 5

Yr 6

In some ways the best questions are genuine historical enquiry tasks, which avoid questions becoming contrived or mechanistic. Clearly not all would be suitable for primary pupils of all ages, and teachers need to be selective. Primary pupils should develop their ability to locate, interpret and use sources to answer a specific historical question.

KS2 WORLD HISTORY TIMELINE



Draw attention to short era compared to others.

Give consideration to what was happening in Britain at the same time. Draw on any similarities and differences that can be made.



Year 6 Learning Journey:
Early Islamic Civilisation; A Study of Baghdad c.AD900
Enquiry: How has the 'Golden Age' influenced our world today?

WALT: enquire -How has the 'Golden Age' influenced our world today?



WALT: establish how and why Islamic learning reached Europe

WALT: research and evaluate significant Early Islamic discoveries



WALT: recognise the House of Wisdom as an innovative centre for learning

Key skills:

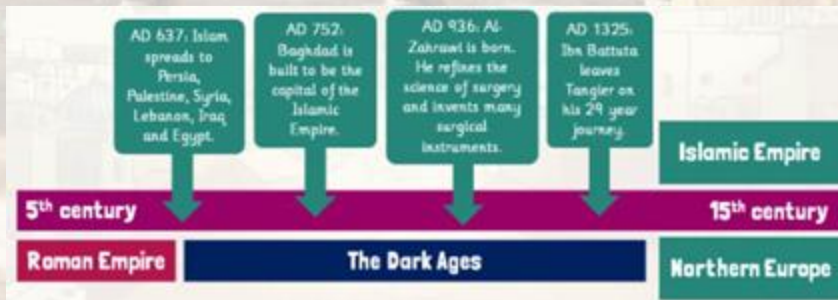
- Chronology
- Cause and consequence
- Continuity and change
- Historical enquiry
- Historical significance
- Historical interpretation

WALT: locate Baghdad and its place in the world

Key Vocabulary -

- Dynasty
- Golden Age
- Caliph
- Century
- Settlement
- Kingdom
- Culture
- Laws
- Justice
- Legacy
- Point of view
- Sources of evidence
- Cause/consequence
- Chronology/chronological
- Time period/era

WALT: identify the chronological context of Early Islam



Topic Enquiry:
How has the 'Golden Age' influenced our world today?

WALT: identify the chronological context of Early Islam.

(Skills - [chronology](#), [historical significance](#), [characteristic features](#))

Timeline lesson identifying the different ages running alongside this period with a focus on Anglo-Saxon/Viking/Norman/Medieval Britain - the Dark Ages.

- What can they remember about this period from year 4? ('22-'23 year 6 covered Anglo-Saxons in Spring 1 lockdown so knowledge potentially limited) Discuss - What was life like in England during the Dark Ages. What would your day have been like? Were people happy?

('23-'24 year 6 will have completed a diary writing entry at close of year 4 journey - see year 4 journey)

Suggest using the Golden Age/Dark Age comparison pictures from booklet. Also see the first slides on the HA Baghdad slides.

Decide with your partner which images are of the 'Golden Age' and which are of the 'Dark Age'.

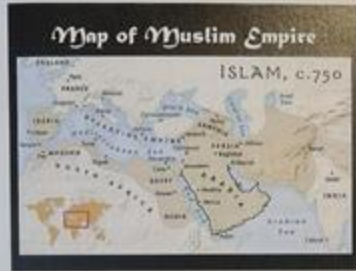
Annotate your ideas around the images why you think this.





Using the world map and map of the Middle East, describe where Baghdad is in the modern world.

At its largest point the Islamic Golden Age stretched from Spain to India. Which other modern day countries did it cover?





Baghdad

Caliph al-Mansur chose the city's location because of its proximity to water and critical link in trade routes. These factors made the city a breeding ground of culture and knowledge and, in turn, encouraged population growth.

Water

Baghdad's location between the Tigris and Euphrates River provided an abundance of water in a dry climate, allowing households to have a plentiful supply, which was uncommon during this time.

Trade

Baghdad is set right on the Khurasan Road, which was one of the major routes from all directions. During the construction of the city, the major roads into the city, in order to funnel traffic into the city.

The Kufah Gate was on a major road that pilgrims took to bridges over the canals and Euphrates River to the city. The people into the city, and around these entrances markets sprang up drawing people from all of the Middle East to Baghdad.

Baghdad's location between the Tigris and Euphrates Rivers drew destinations such as China, India and Antennia, drawing even more people.



THE ROLE OF BAGHDAD IN THE ANCIENT ISLAMIC CIVILISATION

BAGHDAD was built in 752 as the new capital of the Islamic Empire by the second Abbasid caliph, al Mansur, and followed traditional Persian design. It was built in a circle, about 1km in diameter, with the mosque and guard headquarters in the centre and houses around the city walls.



LOCATION, LOCATION, LOCATION

The location of Baghdad was crucial. Its mild climate, easy-to-defend position, and its proximity to both water and established trade routes made Baghdad a great success. Major roads crossed through the city and many traders set up markets around the entrances. Major roads crossed through the city and many traders set up markets around the entrances.

AT THE HEIGHT OF ITS SUCCESS, THERE WERE ESTIMATED TO BE AROUND ONE AND A HALF MILLION PEOPLE LIVING IN BAGHDAD.

BANKING

Due to the extensive trading, a banking system developed which encouraged more people to settle in or close to the city.



THE PURSUIT OF LEARNING

As the population increased, many schools were built including the Hanifi school of Islamic law which still exists today. The Bayt al-Hikma (House of Wisdom) was a centre for education and research in many areas where scholars also translated great works of other cultures into Arabic, such as writing by Plato and Aristotle. There was a huge emphasis on the value of knowledge.

BOOKSTORES AND LIBRARIES

As more books were written and translated, libraries and bookstores were built. Baghdad became a large, well educated and multicultural city where people were making advances in medicine, science, astronomy, philosophy and numeracy. It was amongst the largest cities in the world.

WALT:locate Baghdad and its place in the world (Skills - [change and continuity](#))

Use booklet resources. See [HA images](#)

WALT: recognise the House of Wisdom as an innovative centre for learning

(Skills - [historical enquiry](#), [historical significance](#))

Substantive knowledge - knowledge of the past, content including people, events, ideas.

Discuss its rise and fall (If you have time you could split this lesson into two)

Twinkl ppt is a good enough starting place for lesson delivery follow this link - [The House of Wisdom](#) and [HA planning enquiry 2](#)

Worksheets mentioned in the ppt are added at the end of the presentation if they are wanted...

Question to ask at the end - Can you think of a place or places today that could be a modern day equivalent to the House of Wisdom serving the same or similar purpose?





Highlighted in film:
Al- Jazari - engineer
Ibn Al-Haytham - camera obscura
Abbas Ibn Firnas - flight
Al-Zahrawi -surgery (catgut, tools)
Al Lijli Al- Astrulabi - astrolabes

WALT:research and evaluate significant Early Islam discoveries
(Skills - [change and continuity](#), [characteristic features](#))

Disciplinary knowledge - demonstrate knowledge and use of historian skills.

Use 1001 inventions film clip as a hook for research into different discoveries.

Opportunity to use historian skills - find sources of evidence, make links and give consideration to how the discoveries are in use today in preparation for enquiry question lesson at the end of the journey.

<https://www.1001inventions.com/> great website for exploring online exhibits



WALT:establish how and why Early Islam reached Europe

(Skills - [change and continuity](#), [cause and consequence](#), [characteristic features](#))

Disciplinary knowledge - demonstrate knowledge and use of historian skills

Consider the reliability of information shared at the time. Who was recording it? How was it recorded? What evidence is available today? Some things are interpretations - sources focusing on a particular aspect. (See interpretations slide- 'Beat the textbook' strategy as task suggestion)

Consider the link between Dark Age and Golden Age - King Offa's coin <http://muslimmuseum.org.uk/king-offas-dinar/>

Also consider different sources of evidence- see sources of evidence slide to frame questioning.

See [HA Baghdad slides 9 and 10](#).

[HA planning - enquiry 5](#)

[Monk,princess,doctor, trader notes](#)

WALT:enquire -How has the 'Golden Age' influenced our world today?

(Skills - [historical enquiry](#), [historical significance](#))

Disciplinary knowledge - demonstrate knowledge and use of historian skills

Substantive knowledge - knowledge of the past, content including people, events, ideas.

Set as a writing task - give English skill success criteria and history success criteria.

Suggestions - magazine article or write a recount in role as one of the children from the film

History SC:I can use knowledge of the past to discuss links between the discoveries of Early Islam and our modern world (substantive knowledge)

I can distinguish between different sources of evidence to support my opinion (disciplinary knowledge)

Give thought to what would our world today be like if the Golden Age hadn't influenced it.

'Without the influence of the Golden Age our world would...'

Retrieval



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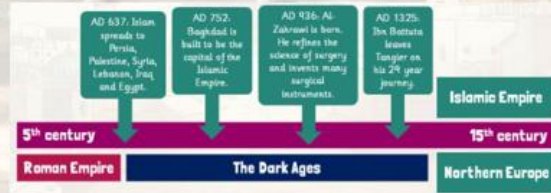
WALT: recognise the House of Wisdom as an innovative centre for learning

WALT: locate Baghdad and its place in the world

WALT: identify the chronological context of Early Islam

Key skills:
Chronology
Cause and consequence
Continuity and change
Historical enquiry
Historical significance
Historical interpretation

Key Vocabulary -
Dynasty
Golden Age
Caliph
Century
Settlement
Kingdom
Culture
Laws
Justice
Legacy
Point of view
Sources of evidence
Cause/consequence
Chronology/chronological
Time period/ era



Key Questions:

1) What was the House of Wisdom?

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2) When did Baghdad become the capital of the Islamic Empire?

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3) Why did Ibn Battuta undertake his first journey?

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**Year 6 Learning Journey:
Local History Study of Ashley**

Enquiry: Is local history important? What can we learn about ourselves from our local history?

WALT: Evaluate the most significant changes in Ashley and its' local school over time

WALT: Investigate life at Ashley Senior School in the 1960's/ 70's.

WALT: Using personal accounts, consider the impact of WW2 on Ashley Senior School.

WALT: Establish how the arrival of the railway changed life in Ashley.

WALT: Research the first school in Ashley through a variety of sources.

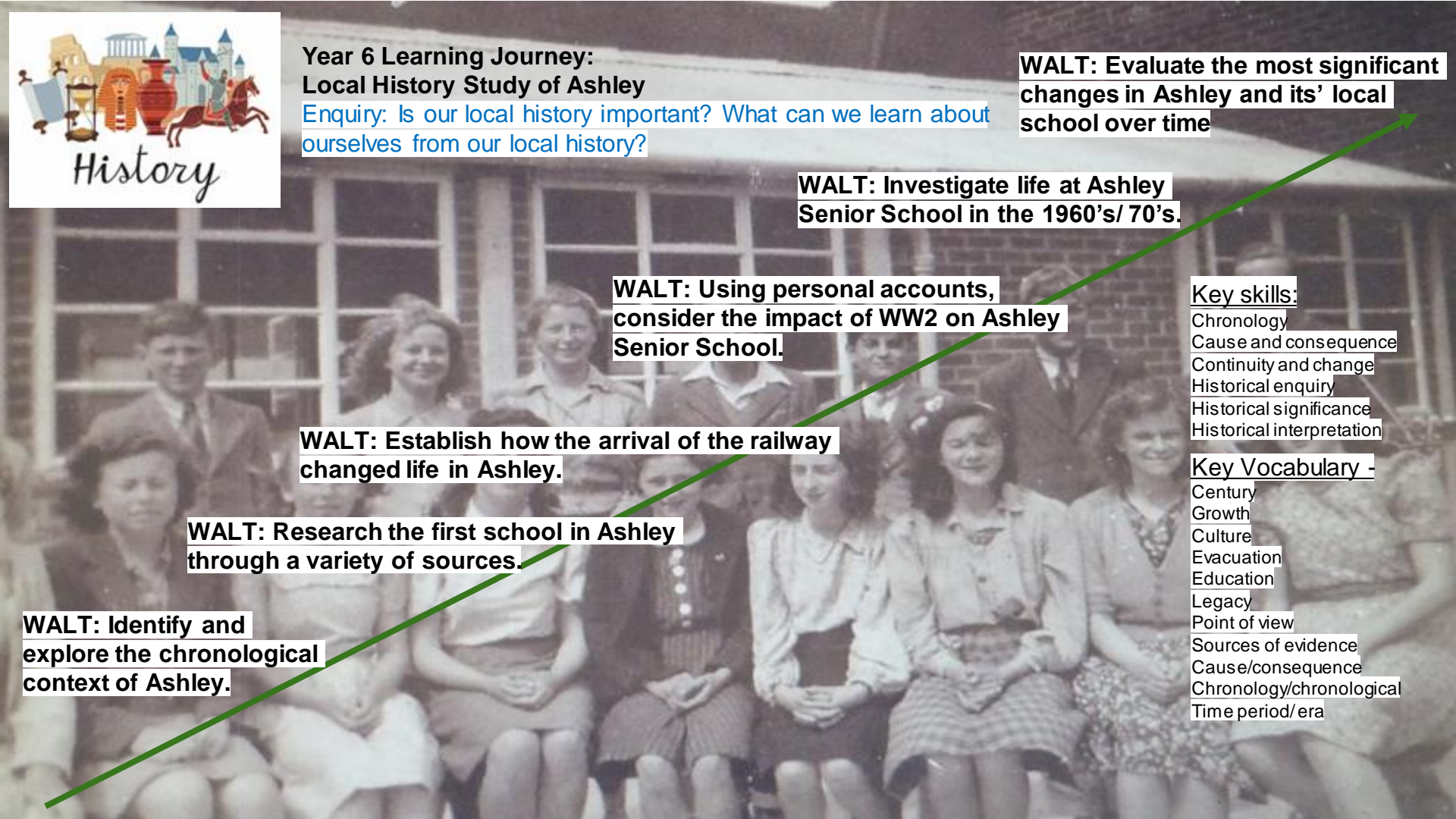
WALT: Identify and explore the chronological context of Ashley.

Key skills:

- Chronology
- Cause and consequence
- Continuity and change
- Historical enquiry
- Historical significance
- Historical interpretation

Key Vocabulary -

- Century
- Growth
- Culture
- Evacuation
- Education
- Legacy
- Point of view
- Sources of evidence
- Cause/consequence
- Chronology/chronological
- Time period/era



Retrieval:

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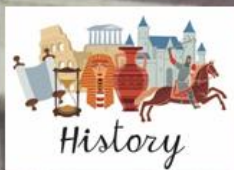
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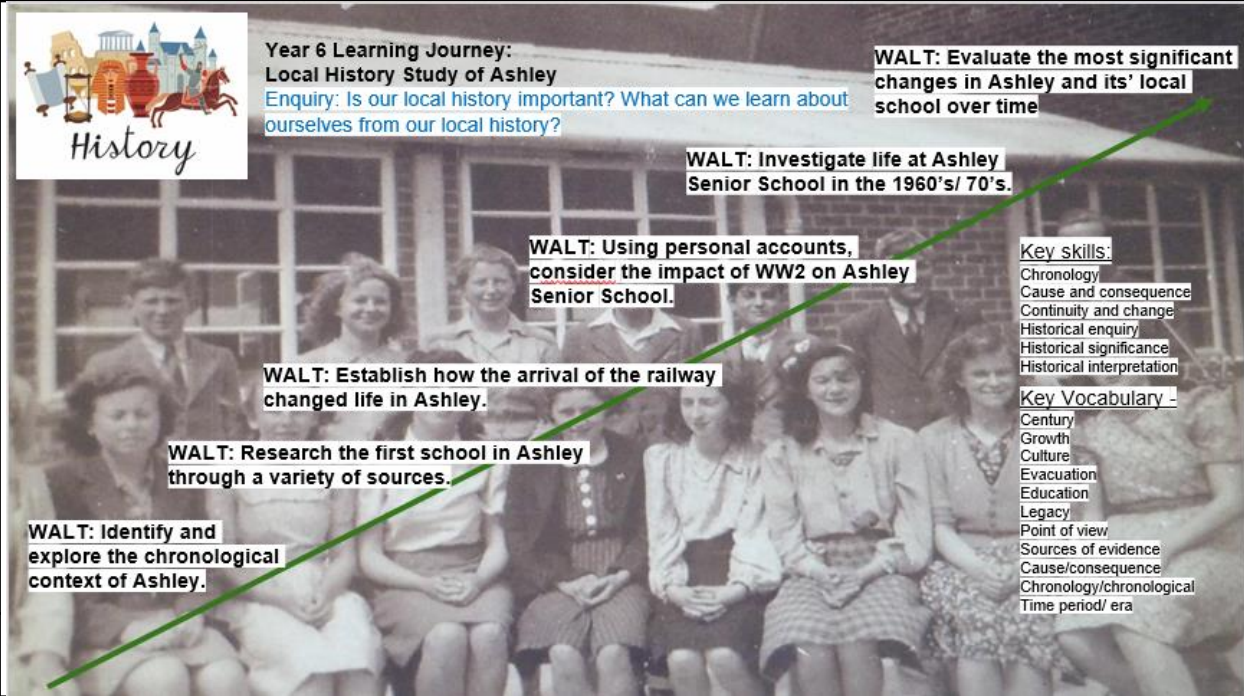
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Key skills:

Chronology
Cause and consequence
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Key Vocabulary -

Century
Growth
Culture
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Key Questions:

1. What impact did the arrival of the railway have on the local area?

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2. Name one change in Ashley School over time and explain the reason for it?

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3. Which sources of evidence were most useful in telling us what life was really like in Ashley in the past?

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<https://www.historyextra.com/period/second-world-war/how-pigeons-used-ww2-operation/>

<https://www.bbc.co.uk/bitesize/clips/zwc8jxs> - animals ww1

<https://www.bbc.co.uk/bitesize/topics/zqhyb9q/articles/z7g9mfr> - sgt stubby

Key enquiry question - How did the use of animals and technology change between WW1 and WW2?

Which played a more vital role to the soldiers of WW1 and WW2, the use of animals or the development of tanks? What could each aspect offer?

Heroic horses or terrifying tanks, which was more vital on the frontline of WW1 and WW2?

Consider maintenance, effect on mental well-being (War Horse - companionship but hard work to look after)

V Conditions inside the tank- cramped, dangerous but

Letter from trenches could include animal details - rats because of lice

When and why did war happen?

Frontline- what was it like?

How were animals used? Medals created/awarded - success stories about animals making a difference when used. Consider all then focus on horse role - died in battles, used as transport.

Needed something to cross no- mans land so development of tanks

Development of tanks. How were tanks used? How did they change and develop?

Move to second world war - compare use of horses now to use of tanks - developments.

Debate - which played a more vital role?

W3321	ELCARDO THE THISTLE
W3322	CURYLL NEDD-NEATH HAWK
W3323	THE NEW FOREST
W3324	NEWCASTLE-ON-TYNE II
W3325	NEWCASTLE-ON-TYNE I

The New Forest Spitfire fund.
Money raised at school fete

<https://miltonheritagesociety.co.uk/chapters/ashley/ashley-gallery/>

<http://www.airhistory.org.uk/spitfire/gifts.html>



54	KL DL
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Squadron 54 Code KL DL

