

## Current History Research

**Source:** Tim Jenner HMI, Subject Lead for History (History in Outstanding Primary Schools - Gov.uk blog posts)

**Date:** 2021

### Summary:

- History is vital to a rich and broad primary education. It helps pupils to make sense of the present as well as the past, and to appreciate the complexity and diversity of human societies and development
- Identify knowledge that is essential to pupils' understanding of new material
- Substantive concepts such as empire, tax, trade and invasion are crucial components of pupils' comprehension of new material because these are abstract ideas and therefore difficult to grasp but are commonly used in history
- Appropriately challenging vocabulary lessons should explicitly teach these concepts, using them regularly in context and by assessing pupils' knowledge of identified concepts
- Knowledge should be regularly revisited and assessed
- SEND children should receive an ambitious curriculum and given careful individual and/or group support to secure the knowledge they need to continue to access content in history
- Disciplinary knowledge should give opportunity for children to learn about how and why historians construct different interpretations of the past

**Source:** M. De Grout-Reuvekamp & P. Harnett (Historical Association)

**Date:** 2016

### Summary:

- Teaching periods in chronological order, however, does not guarantee that pupils will develop their understanding of historical time. It is important to gain as many insights as possible into how pupils acquire understanding of historical time
- Developmental model for pupils' understanding of historical time

Objectives	Stage A – Emergent understanding	Stage B – Initial understanding	Stage C – Continued understanding
<b>1. Vocabulary</b> Apply the vocabulary relating to time and periods of time.	Apply relative terms relating to time, such as: most long ago – a very long time ago – a long time ago – not so long ago – now.	Apply the names of historical eras that are most recent and most long ago and terms such as the eras of: <i>Television and Computer, the World Wars, Steam engines, Roman times and Middle Ages.</i>  Recognize dates AD.	Apply the names of the historical eras/periods and terms like Prehistory, Middle Ages and Golden Age.  Apply dates AD and BC and the relation between dates and centuries.
<b>2. Sequence</b> Sequence historical periods and objects, situations, events and people of different periods of time in chronological order.	Sequence pictures of objects and situations concerning everyday life, like lifestyle, clothing, architecture and transport.	Sequence some historical periods (objective 1) and pictures of well-known people and tangible events, e.g. inventions.	Sequence, events, people and historical periods
<b>3. Time-line</b> Place objects, situations, events and people on a time-line.	Use a simple time-line that portrays the course of time from (very) long ago until now.	Use a time-line with names of historical eras (objective 1).	Use a time-line with dates AD and BC.
<b>4. Characteristic features</b> Use/identify characteristic features in texts and images to place objects, situations, events and people in the correct periods of time.	Use /identify everyday life characteristic features of past periods (lifestyle, clothing, architecture and transport).	Use /identify social and cultural characteristic features of some historical eras (objective 1).	Identify social, cultural, economic and political characteristic features of the ten historical eras in national, European and World history.
<b>5. Compare and contrast</b> Compare and contrast different historical periods to identify changes, differences and similarities in the way people lived within and across periods.	Identify differences in everyday life of people in the past and the present in tangible examples through history and related to generations of parents and grandparents.	Identify changes, differences and similarities in the way people lived across historical periods.	Identify changes, differences and similarities in the way people lived <i>within</i> and across historical periods.

- The model is not age-related. Pupils' development in chronology seems a continuous process: there is no particular moment when pupils leave one stage and enter the next. Important elements in the model include the development from concrete to abstract knowledge and the use of the vocabulary of time, from broad descriptions to specific dating.
- Teachers should consistently pay attention to the objectives of historical time
- Sequence and the dates of historical periods can be addressed more explicitly
- The use of time-lines can be intensified and improved starting from the creation of pupils' own personal time-lines or family time lines and moving towards larger-scale and more complex historical time-lines
- The use of pictures, stories and computer technology can act as stimuli for the understanding of historical time
- Visual clues linked with dates as points of reference can provide useful opportunities for pupils to talk about differences and changes between historical periods which can build up their knowledge of historical time

**Source:** M. Maddison (Historical Association)

**Date:** 2015

### **Summary:**

- The Prevent Strategy makes it clear that there is a duty for schools to promote the values outlined within it. This duty has been strengthened and reinforced by the Department for Education's advice on 'Promoting fundamental British values as part of SMSC in maintained schools' (November 2014) and The Counter Terrorism and Security Act (March 2015). The current framework for Ofsted's inspections also highlights the importance of promoting British values
- The key point for history teachers is that they should be alert to:
  - planning to explore aspects of British values throughout each of the history topics they teach
  - making links to the values as when opportunities arise
  - responding to pupils' comments and questions which occur as the teaching unfolds

**Source:** J. Byrom (Historical Association)

**Date:** 2014

### **Summary:**

- Planning in history must always consider long-term learning and how knowledge building plays into this
- One particularly important aspect of longer-term learning concerns the pupils' chronological knowledge both in terms of sequencing periods of history and having a clear sense of characteristic features of those periods
- Another aspect of longer-term knowledge that should endure is the development of a range of historical terms in their appropriate context. This should be developed over time and by careful introduction, reinforcement and review
- The same is true of children's grasp of history's key concepts such as change, causation or historical significance
- As children work with these key concepts in a wealth of different historical contexts, the effect is cumulative and children will progressively grasp the subtleties involved

**Source:** Daniel Willingham (*Why Don't Students Like School?: A Cognitive Scientist Answers Questions About How the Mind Works and What it Means for the Classroom*)

**Date:** 2009

### **Summary:**

- A classroom informed by cognitive science consists of the 'must haves' (child's states of mind) and the 'could dos' (the teacher's behaviours that alter the child's states of mind)
- History 'must haves': factual knowledge of vocabulary and abstract concepts, proficiency is impossible without practice, progress requires feedback

- History 'could dos': retrieval practice, interleaving and comparing examples