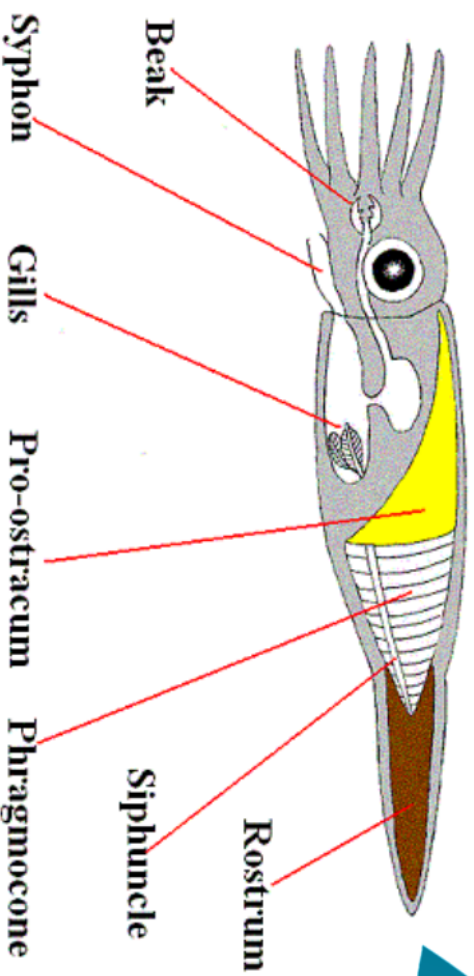


**Today is the day that you might
touch the oldest thing you have
ever touched...**



...But can you find it?

Belemnite



Belemnite Anatomy



Guess the age?

First appeared 360 millions years ago!

(Last ones about 65 million years ago)

It has been said that “Those who do not study history are doomed to repeat it.”

What might this mean?

Observing
Sorting and grouping
Comparing
Sequencing
Classifying
Asking/answering questions
Enquiring
Investigating
Exploring and experimenting
Thinking
Listening
Solving problems
Making decisions
Recording
Predicting and testing
Communicating
Reflecting
Evaluating
Describing
Knowledge

Skills



Can history provide development?





5

Historical Skills

Chronological awareness

Knowledge and understanding

Interpretations of history

Historical enquiry

Communication
and organisation

Chronological understanding

Pupils should be taught to place events and objects in chronological order use common words and phrases relating to the passing of time [for example, before, after, a long time ago, past].

Knowledge and understanding of events, people and changes in the past

Pupils should be taught to recognise why people did things, why events happened and what happened as a result identify differences between ways of life at different times.

Historical interpretation

Pupils should be taught to identify different ways in which the past is represented.



Historical enquiry

Pupils should be taught how to find out about the past from a range of sources of information [for example, stories, eye-witness accounts, pictures and photographs, artefacts, historic buildings and visits to museums, galleries and sites, the use of ICT-based sources to ask and answer questions about the past.

Organisation and communication

Pupils should be taught to select from their knowledge of history and communicate it in a variety of ways [for example, talking, writing, using ICT].

What's your opinion?

Is there a skill that should
take precedence?

Should one be taught first?

Learning Pathway

Can you work together to try to put the sessions into an order?

Think about continuity and progression.



Is it OK for Tom to teach the Tudors in yr 4?

*Can he choose any area in History?
Egyptians in year 4?*



Pupils should be given opportunities to:

Range

Pupils should develop their historical skills, knowledge and understanding through learning about a range of historical contexts. These should be based primarily on the local area within the wider context of Wales, but including examples from Britain and other countries. The focus should be on the characteristics of daily life during the selected contexts. One aspect of daily life (either houses and homes or food and farming or transport) should be studied in all contexts.



Pupils should be given opportunities to:

- **study**
 - the daily life of people living in **either** the time of the Iron Age Celts **or** the Romans
 - the daily life of people living **either** in the Age of the Princes **or** in the time of the Tudors **or** the time of the Stuarts
 - changes to people's daily lives in the locality in the nineteenth century
 - the differences in people's daily lives in two contrasting periods of the twentieth century

Pupils should be given opportunities to:

- **study**
 - the daily life of people living in **either** the time of the Iron Age Celts **or** the Romans
 - the daily life of people living **either** in the Age of the Princes **or** in the time of the Tudors **or** the time of the Stuarts
- changes to people's daily lives in the locality in the nineteenth century
- the differences in people's daily lives in two contrasting periods of the twentieth century



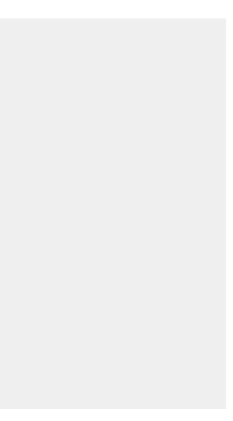
Why did Tom
teach Tudors in
yr 4 and not the
Victorians?

- **carry out**
 - investigations into the history around them and into the life of people at different times and places in the past
- **ask and answer the questions**
 - what do you know about life at this time; how do you know this and how can you find out more?
 - what was life like for rich and for poor people, for men, women and children, e.g. *houses, food and farming, transport, education, clothes, celebrations, pastimes?*

- were there significant changes in people's lives at this time and, if so, why?
- how have the daily lives of people at this time been represented and interpreted and why?
- what impact did people of this time have on their environment?



Do any lessons in 'Learning Pathway' address some of these aspects of the 'Range'?



Can you identify where the

historical skills are being developed?



HHHmmm...what were they again?

- 1) Chronological Awareness
- 2) Historical Knowledge and Understanding
- 3) Interpretations of History
- 4) Historical Enquiry
- 5) Organisation and Communication

Developing communication



Developing ICT



Developing thinking



Developing number



What about the Key skills?

Back to the pathway!



Wider Curriculum?

YCC

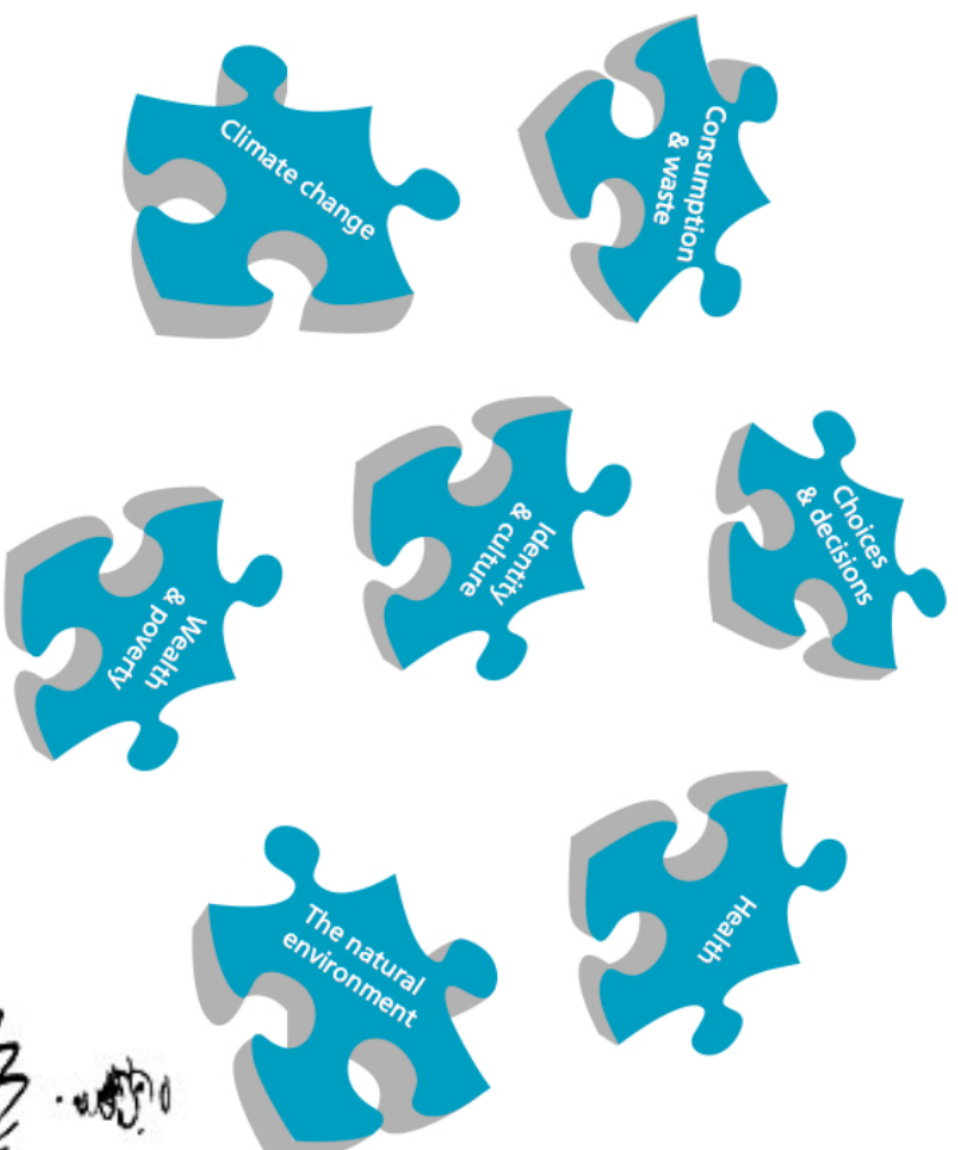
PSE

ESDGC



Links in
learning
pathway?





ESDGC themes?



History+ ESDGC - Key Stage Two

ECAD4006

