



Historical Association

The voice for history

HA Annual Conference

20 & 21 May 2016

Majestic Hotel, Harrogate

History <supporting> Literacy with Key Stage 1 Children

Sue Temple

University of Cumbria

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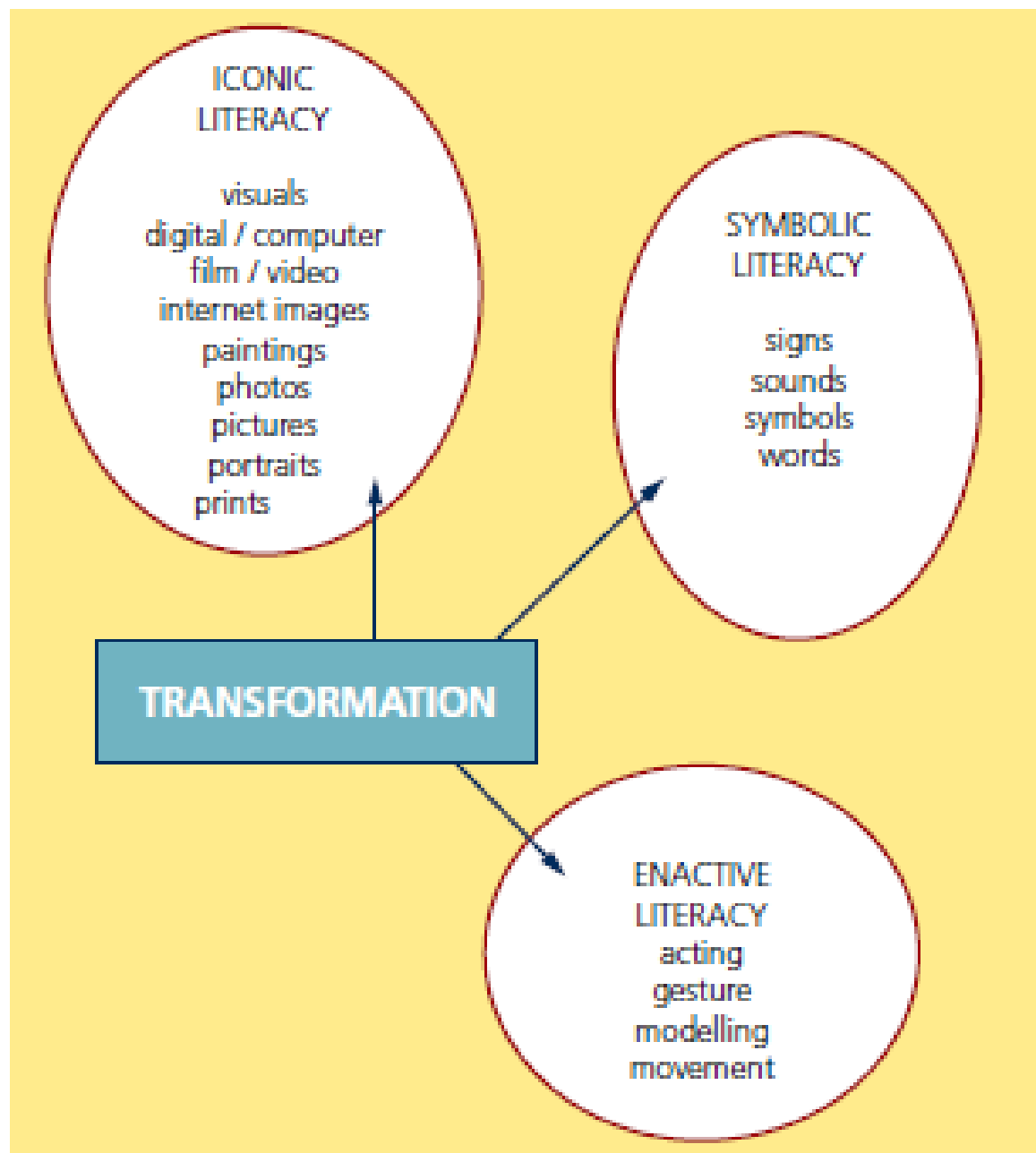
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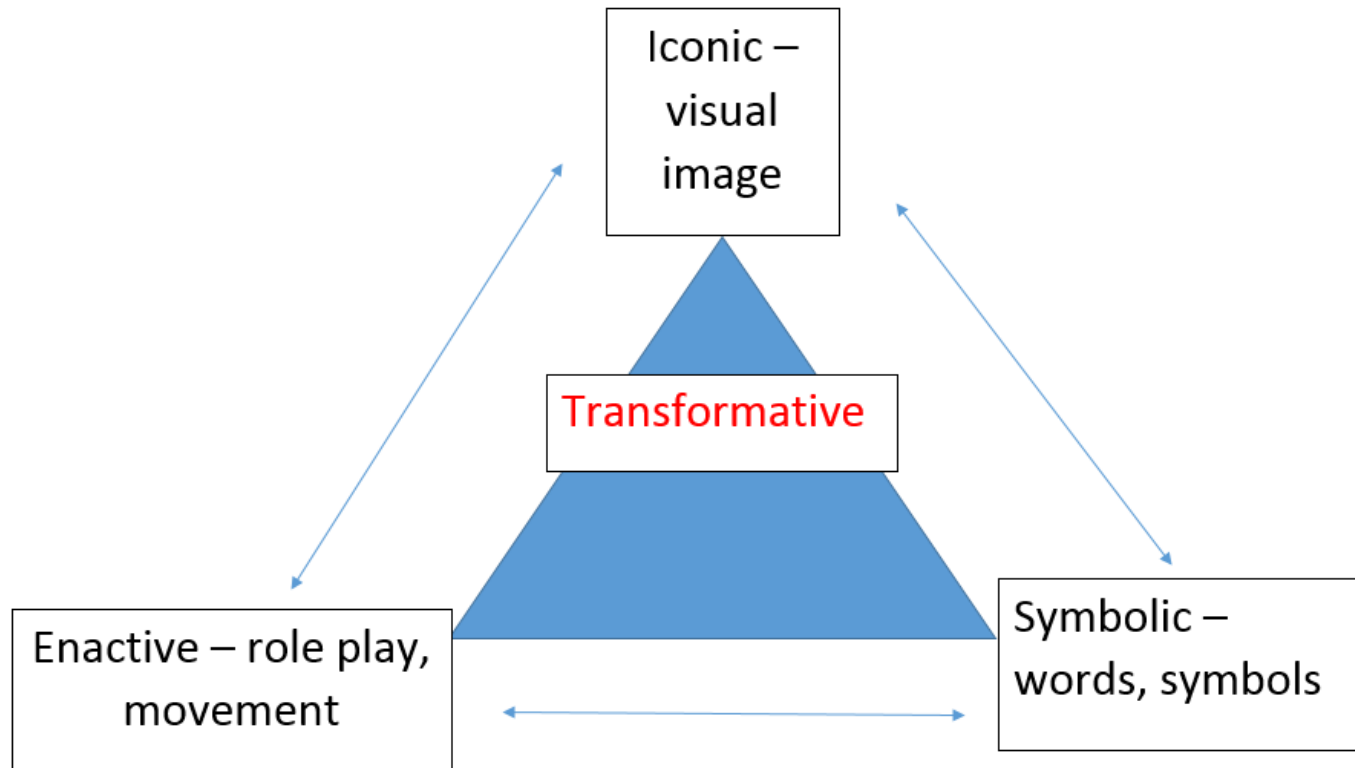
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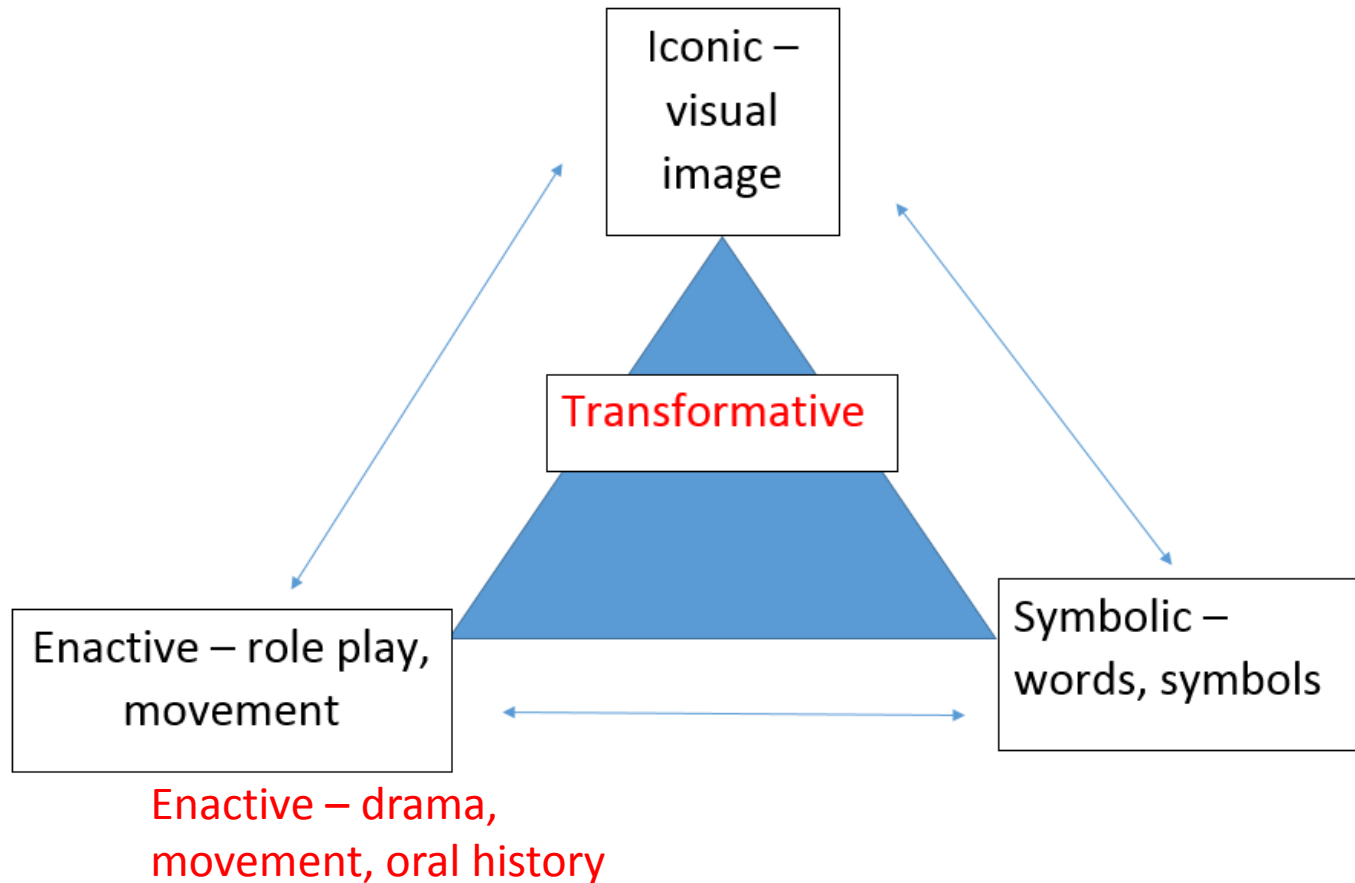
history.org.uk



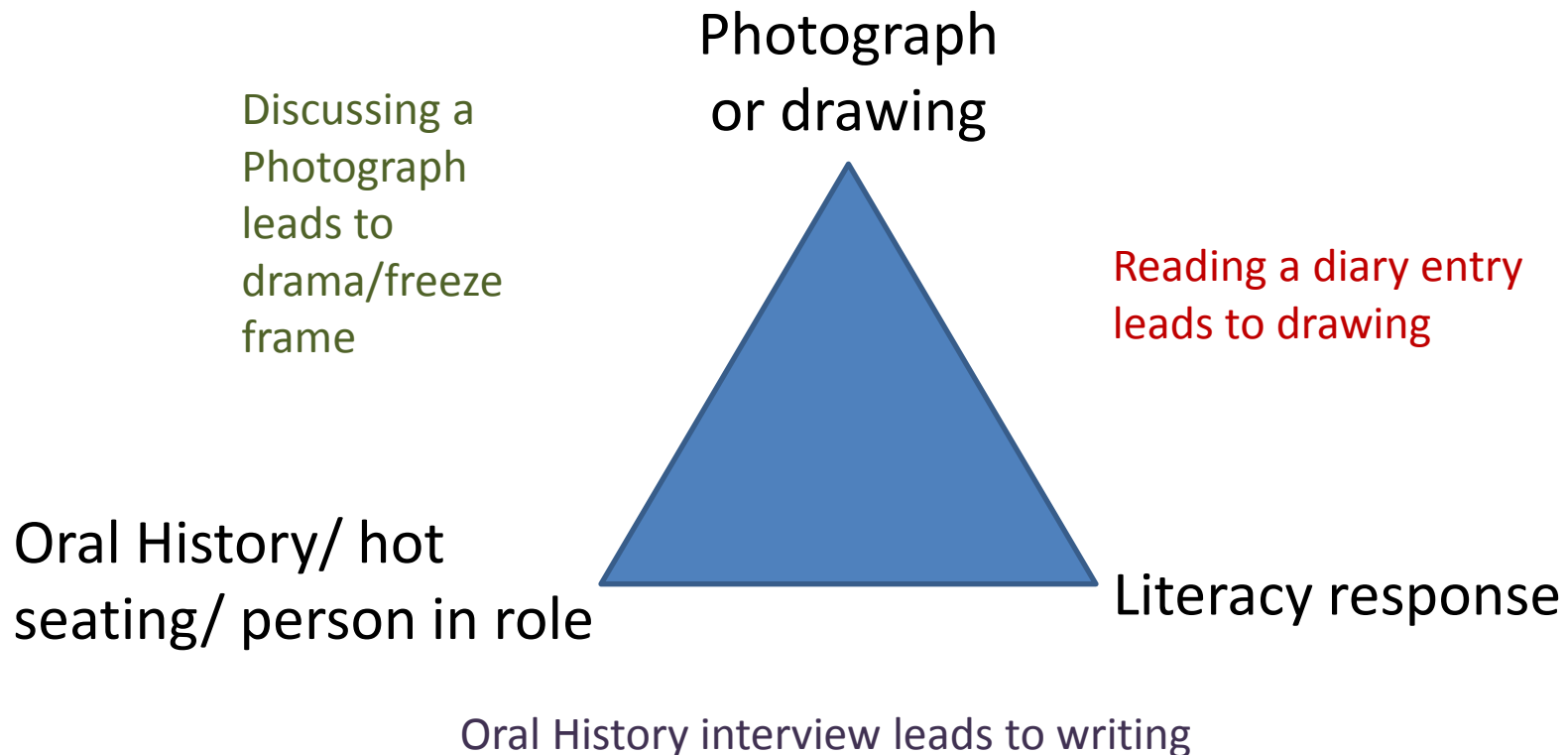
Transforming = Learning



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How does this work in the classroom?



Key Stage 1 History Breadth of Study

- Changes within living memory
- Famous events beyond living memory
- Significant people
- Significant events/people/places in own locality

Key Stage 1 English

- Year 1

learn how to **organise their ideas in writing**...ensure that their teaching develops pupils' **oral vocabulary** as well as their ability to understand and use a variety of grammatical structures.

Pupils should be taught to: write sentences by:

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- **sequencing** sentences to form short narratives
- **discuss** what they have written with the teacher or other pupils

- Year 2

discussing the **sequence of events** in books and how items of information are related... Pupils should learn about **cause and effect** in both narrative and non-fiction (for example, what has prompted a character's behaviour in a story; **why certain dates are commemorated annually**). 'Thinking aloud' when reading to pupils may help them to understand what skilled readers do.

- Discussion should be demonstrated to pupils. They should be guided to participate in it and they should be helped to **consider the opinions of others**. They should receive feedback on their discussions.
- **Role-play and other drama techniques** can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to.
- **writing narratives about personal experiences and those of others (real and fictional)**
- **writing about real events**

consider what they are going to write before beginning by:

- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence
- *Non Statutory-*
- *Pupils should understand, through being shown these, the skills and processes essential to writing: that is, **thinking aloud as they collect ideas, drafting**, and re-reading to check their meaning is clear.*
- *Drama and role-play can contribute to the quality of pupils' writing by providing opportunities for pupils to develop and order their ideas through playing roles and improvising scenes in various settings.*
- *Pupils might draw on and use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.*

Learn how to use –

- the present and past tenses correctly and consistently including the progressive form
- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)



- Who? Who are these people..
- What? What is happening...
- Why? Why did this happen...
- When? When did it happen..
- How? How did it happen... How can we find out about this?

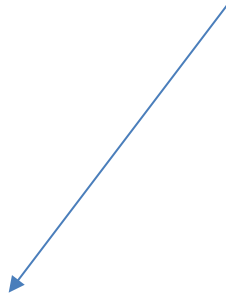
- Interpretation/Evaluation of sources activity

Responding to the visual image

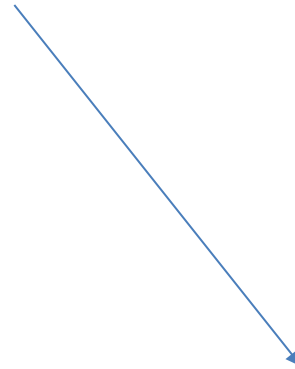
- Play I spy – could split into teams, could give appropriate initial sounds etc
- Devise a title for the picture
- Annotate for the senses – what could you see/hear/smell/ feel if you were here?
- Choose a small section of the picture – freeze frame what the people are doing

Starting from the symbolic or enactive

Read part of an eye witness account e.g. Samuel Pepys's Diary or interview an eye witness from a more recent event



hot seat
the 'eye
witness'



draw the scene
they are describing

Oral History

- Interview me!
- Devise some questions about my experiences the weekend of Carlisle Floods
- How could you record this?
- What could the children do with this?
- How could you use it to develop literacy?

- <http://www.mylearning.org/intermediate-interactive.asp?type=4&journeyid=546>
- <http://www.openculture.com/2013/11/fly-through-17th-century-london.html>
- Sue.Temple@cumbria.ac.uk