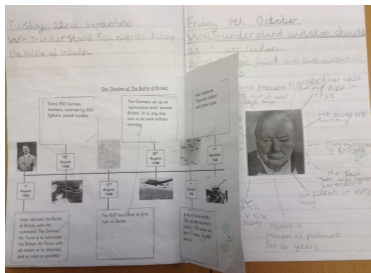
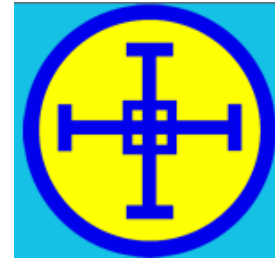


2.4 Support of Staff: How effectively does the subject leader support specific staff? How is the subject leader supported?

Here is evidence of the history coordinator providing an opportunity for staff to expand their knowledge of teaching chronology and how this was subsequently used by teachers. Chronology was chosen due to staff feedback and an area to develop following pupil interviews and book trawls.



Teaching Chronology

Learning about the complex concept of chronology is often considered very challenging for young children, yet this understanding underpins children's developing sense of period, as well as key concepts such as change and causation. It is a challenging concept to teach because of its abstract nature and children's many misconceptions illustrate the difficulties they experience in understanding and using it. Chronology, however, contributes to children's sense of identity and helps them create a context for understanding the present. In order to grasp and consider the 'big questions' of history, children need to establish in their own minds a chronology of events to enable them to make connections between them and see the wider implications of their studies in history' - Historical Association

- 'History mysteries'. Children select sources which provide them with clues as to the specific period being taught.
- Using statistical sources such as census (links to maths)
- Timelines (creating human timelines, interactive timelines - BBC)
- Using the local environment (looking at buildings)
- Historical fiction
- Visual sources (photographs, paintings, objects)

[Extend Page](#)

