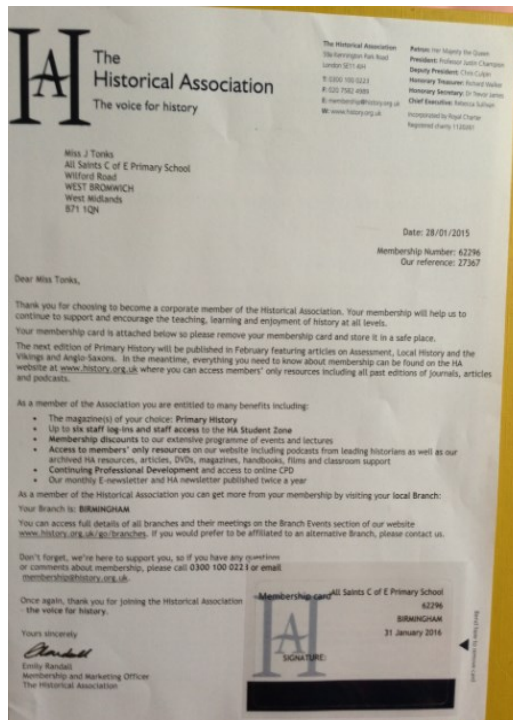
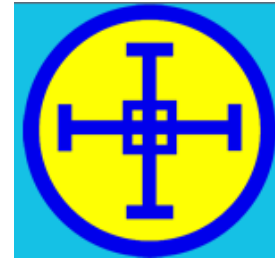


2.5 CPD Programme: How does the school ensure effective CPD in history? What impact does an effective CPD programme in history have on learning and teaching?

Here is evidence of our Historical Association membership along with external CPD training. Over the page are screen grabs where good practice and resources have been shared during internal history CPD with staff to make a positive impact on learning and teaching. This feedback was the result of book trawls, learning walks and pupil interviews with children.



Outstanding History - Birmingham, 7th July 2015

Thank you for booking onto this course. We are pleased to be able to send you the final details for next week. [You can download them by clicking here.](#)

We look forward to welcoming you and are sure you will find it a stimulating and enjoyable day.

Colin
Company Director

[Delivering the New Primary History Curriculum \(Making It Outstanding\)](#)

Hosted by Coeus Education LTD

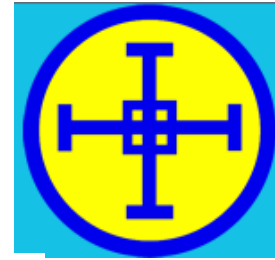
Tuesday, 7 July 2015 from 09:30 to 15:30 (BST)

Macdonald Burlington Hotel, 126 New Street, Birmingham B2 4JQ | [Directions](#)

[Print Tickets](#) [Contact the Organiser](#)

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2.5 CPD Programme: How does the school ensure effective CPD in history? What impact does an effective CPD programme in history have on learning and teaching?

Continued...

Staff Meeting Slides.

The curriculum aims 'to ensure that pupils leave primary school with a more sophisticated grasp of chronology, and a more coherent knowledge and understanding of Britain's past and that of the wider world than has been the case in recent years.'

The programmes of study at Key Stage 1 have undergone some minor changes, but those for Key Stage 2 have been changed markedly.

At Key Stage 1 the programmes of study focus on four points, all of which must be covered:

1. changes within living memory
2. events beyond living memory that are significant nationally or globally
3. the lives of significant individuals in the past who have contributed to national and international achievements
4. significant historical events, people and places in their own locality.

The Key Stage 1 requirements are not too dissimilar to the old structure. What is particularly new is that in selecting the lives of significant individuals in the past to be studied, teachers should make sure the pupils sometimes compare aspects of life in different periods. The programme of study gives a number of examples

The programmes of study at Key Stage 1 have undergone some minor changes, but those for Key Stage 2 have been changed markedly.

Ways of Recording in Books

There are some important changes to the current programmes of study at Key Stage 2. All but one named aspect of the content falls before 1066, and the core content is British history from earliest times to 1066. Schools are also required to select a theme in British history that extends pupils' chronological knowledge beyond 1066.

To cover the history content, teachers are expected to teach using a mix of overviews and depth studies.

At Key Stage 2 the programmes of study focus on nine points, all of which must be covered:

1. changes in Britain from the Stone Age to the Iron Age
2. the Roman Empire and its impact on Britain
3. Britain's settlement by Anglo-Saxons and Scots
4. the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
5. a local history study
6. a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
7. the achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of one of four named civilisations
8. Ancient Greece – a study of Greek life and achievements and their influence on the western world
9. a non-European society that provides contrasts with British history – one study chosen from a list of three named societies.

Oral/Auditory Learning	Visual/Verbal Learning
<ul style="list-style-type: none"> Recording spoken word with clips (e.g. Assorted from the Royal British Legion) Photograph evidence of children reading textbooks and articles Videoing discussions and debates and using a 'tiff' to stick into books Writing in different text types. Eg. a diary, a non-chronological report Including a still from a video clip Capturing role play and evidencing this in books. 	<ul style="list-style-type: none"> Creating leaflets Creating posters Writing and comprehension activities Photographs with explanations Cartoons with written text to support Enterprising and summarising texts Underlining and close activities Using captions or diagrams Cut and stick activities
Concrete Learning	Kinaesthetic Learning
<ul style="list-style-type: none"> Completing diagrams Drawing of artefacts Story-boarding events Drawing charts Using artefacts, photos and pictures Structured writing and thinking frames Flow charts and mind maps. Eg. screen shot notes made on your teaching SMART 	<ul style="list-style-type: none"> Physical sequence activities. Eg. smearing a human timeline and capturing for evidence in books. Physical actions to describe events—use of photographs to record evidence for books Group work—e.g. photographs of discussions Sequencing activities Making physical models Labelling diagrams with key words and phrases Sequencing usually while talking to the teacher Discussing roles using post-its to re-arrange ideas and explore links.

Top 5 Websites

- ★ <http://www.history.org.uk/index.php> - Individual Phase Usernames and Passwords
- ★ <http://www.bbc.co.uk/history>
- ★ <http://www.keystagehistory.co.uk/> - Username: **allsaintshistory** Password: **S@ints407**
- ★ <http://www.thinkinghistory.co.uk/ActivityKS/ActivityKS2.html>
- ★ <http://www.historytoday.com/>

Progression

Progression document attached as a separate file.

The model of progression in history is based on the idea of the spiral curriculum, where skills and concepts are revisited continually, at ever more sophisticated levels.

Cross Curricular Links

There are lots of ways to teach exciting, enquiry-led topics that link history with geography and social understanding.

- 1 - **History-led topic**, e.g. investigating historical sites and buildings includes elements of geography
- 2 - **Topic with two lead subjects**, such as history and literacy. Most of our lessons include the teaching of literacy
- 3 - **History could form one strand in a more general topic**. For example, Toys and games: The topic focused on forces in science, storytelling in English and objects and pictures in history.

History and other subjects

Traditionally history has been linked with geography. This makes sense, as all history is concerned with place as well as with time. Maps and plans and patterns of human settlement are an intrinsic part of history. History study units can combine equally well with art, design and technology, religious studies, music, drama, maths, and science.

For example, the creation of a Roman market involved during maths (market goods priced realistically), trading with 'real' Roman money) and art (the children spent a week making Roman pottery and mosaics, knives and jewellery, and drawing pictorial advertisements for their stalls).

Higher up the school you could build working models of ancient boats, a design and technology project as much as a history one.

History Through drama where children act as the 'expert' whether it may be a tour guide, a film producer, an expert of an artefact at a museum or hot-seating in role.

Through ICT - we increasingly use interactive whiteboards, the internet, word processing, databases, spreadsheets, art and presentation programmes, digital cameras, and video recording/editing as part of our teaching and learning.

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Archeology

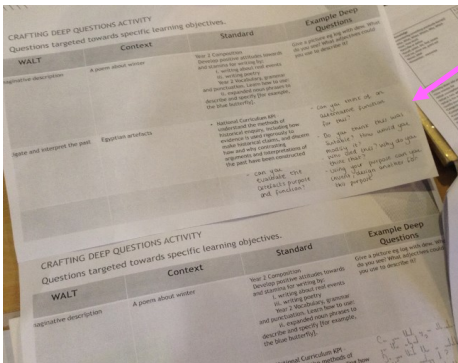
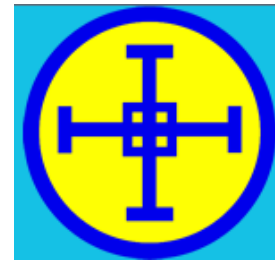
Tactile, Physical and Enactive engagement with archaeological remains stimulates, excites and promotes children's logical, imaginative, creative and deductive thinking. Through archaeology there are infinite opportunities for 'reasonable guesses' about sources and what they tell us about their owners

Archeology is FULL of questions - Where did people live? What did people eat? What did they believe? What clothes did they wear? What tools did they use? What impact did they have on the environment around them? - name a few!

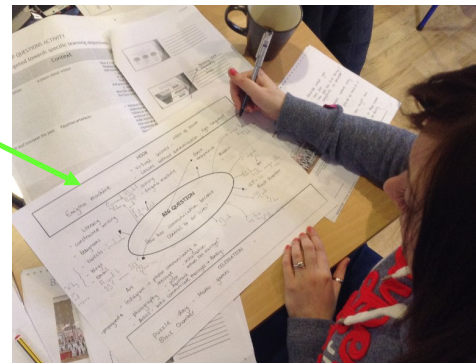
2.5 CPD Programme: How does the school ensure effective CPD in history? What impact does an effective CPD programme in history have on learning and teaching?

Continued...

Staff Inset Day evidence focusing on using questioning, developing mastery and using the outdoor learning to enhance other subjects.



Using **questioning** and **stimulating experiences** within history to support and challenge all pupils securing progress for all.



Human Timelines.
While a simple idea in its conception we explored how it can be developed to tackle quite complex ideas.



Scan this code using an app like **Qrafter** to watch our head teacher and deputy head teacher (during the same staff inset day as the images above) sharing feedback from recent pupil interviews about their learning in history