

History Statutory Map Meeting – Minutes (13/11/13)

Present: LC, KM, MM, SC, JE-T plus student teacher observing.

Group looked at Historical Research document LC had compiled in order to answer the main question which formed a barrier to previous success in mapping:

DO CHILDREN NEED CHRONOLOGY?

- *Consensus that children do not need to be taught chronologically to understand chronology in History.*
- *Feeling that all classrooms should have a timeline / or a central school timeline.*
- *Getting children's passion for History crucial....the 'wow' factor.*
- *This is now a real opportunity to re-energise History where, perhaps, it isn't currently as exciting as it could/should be.*

SO....WHAT DO WE NEED TO CHANGE?

- *A possible example from the Irish curriculum is for each year group to have an early/middle/modern study. This was written off as it places chronology at the centre of decisions and may encourage 'shoe-horning' of themes.*
- *If our contention is that our guiding principles should be 'fitting the child to History not History to the child' then we now have a basis on which to map the statutory requirement for KS2.*

MAPPING COMMENTARY

- **Stone/Iron Age:** A discussion on the possibilities of a battle re-enactment on top of British Camp led the group to suggest that this would be a powerful, invigorating aspect for Year 3 to study.
- **Earliest Civilisations (Egypt):** We looked at this compared to the Greeks.
1. The cultural 'story' of Ancient Egypt revolves around the myth of the weighing of the heart and the legend of Seth and Osiris. These are both accessible to children of Year 4. 2. The iconography of wall paintings and hieroglyphics seems to hold a fascination with young children and along with the pantheon of Egyptian Gods seems more accessible than their Ancient Greek counter-parts.
- **Ancient Greece:** The freedom the NC allows with depth of study led us to place this outside of the blocking and suggest that this could be covered via a thematic week/concept. If this was yearly, we could vary the aspect of the Greeks (Democracy, Architecture, Language, Literature & Philosophy, Spartans & Athenians)
- **Non-European:** Mayan would fit well with existing Rainforests (Y3) and Islamic civilisation with India topic (Y4). As a school, we have a responsibility to foster tolerance and understanding of a strong cultural representation in our school.
- **Vikings & Anglo-Saxons:** Huge discussion here in terms of its interest/relevance/opportunity for local study. If the focus was 'Viking Raids & Invasion' then we would place this for Y3 children.
- **Romans & Impact on Britain & Anglo-Saxons & Scots /:** Romans is an excellent topic in terms of content for younger children but not Y3. Whilst we do not place chronology over pupil engagement, it naturally follows on to the Anglo-Saxons / Scots in Y5.

- **Local Study:** It was argued that this is intrinsically covered in most (although not all) of the historical concepts that we are placing. It will be covered, for example, in Iron Age using our model above. We placed this as an ‘umbrella’ structure.
- **British History since 1066:** At the moment, three classes cover this aspect: Y4 (WWII), Y5 (Tudors) & Y6 (Victorians & WWII). The idea of ‘Children’ across British History. Children in WWII in Y4, children in Tudor times in Y5 and children in Victorian times in Y6.

It was evident that we have a knowledgeable staff with regard Historical knowledge and understanding.

← Local Studies →			
Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> • Stone Age / Iron Age • Vikings / Anglo-Saxons • Non-European Society (Mayan) 	<ul style="list-style-type: none"> • Earliest Civilisations (Egypt) • Romans and Impact → • British History since 1066 - Children: World War II 	<ul style="list-style-type: none"> • Anglo-Saxons / Scots • British History since 1066 – Children: Tudors 	<ul style="list-style-type: none"> • Local Study – History of Worcester • British History since 1066 – Children: Victorians • British History since 1066 – Children: Britain Since 1930 (optional)
Ancient Greece theme week (yearly)			

Implications for staff:

Year 3 – Addition of Stone/Iron-Age but depth of this optional. Tweaking of Vikings with addition of Anglo-Saxons. Non-European Society involves tweaking of Rainforest topic.

Year 4 – Romans and Impact is an extra topic BUT depth of study is at staff discretion.

Year 5 – Anglo-Saxons Scots area should link into Tudors. Slight shift of focus with Tudor topic – ‘children’.

Year 6 – Can extend study beyond a term. Staff CPD essential regarding Worcester knowledge.