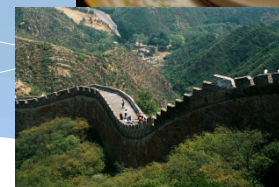


Exploring Primary History Through Local People and Places

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Aims for today

- * Consider how we can bring history alive for learners through local people and places
- * What do we mean by ‘the local’ and the child as the ‘local’?
- * The importance of enquiry and chronology as key concepts to underpin learning.
- * Consider how this fits in with mastery within historical learning.

Linking to the National Curriculum

1. Local events & people at KS1
2. A Local History at KS2
3. Broader British story – history up to 1066 and beyond
4. An example of more recent history
5. Linking to aspects of the wider world
6. Chronological understanding

Local history and the local in history: a discernible difference!

The idea of the child as the local



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Why use the local for history in the primary classroom?

The Significance of People and Places



The importance of **people** to engage learning

Generous benefactor

Party man

Entrepreneur



Ruthless opportunist

Lovable rogue

Heartless swindler

Colonel North, prior owner of our Mansion site at Avery Hill and arguably a very significant local Victorian of his time! Links with Leeds (national) Built his fortunes from Nitrates in South America (Global)

The personal also matters!

- * We can use our own histories
- * We all have unique personal and family histories

The importance of **place** to engage learning:

- **Reality**
- **Authenticity**
- **Cultural**

Every place has a history.....

‘.....even the dullest suburb of a dreary town or the most woebegone hamlet in a dismal county’

C. Lewis in ‘Particular Places’ 1989

Local, national & global links through:

People
Trends
Events
Migration
Exploration
Trade
Empire
Culture

At the grass roots, you can also find the national story (Woods, 2012)

Local history is a piece of a giant jigsaw (Collicott, 1986)

Issues in dealing with values and beliefs

How we feel about 'people and place' will very much be determined by:

- * Our own (personal) beliefs and values
- * Our professional values
- * Children

Hales A., (2018) [The local in history: personal and community history and its impact on identity](#), Education 3-13, [Volume 46 Issue 6](#),

A fun way into the local!



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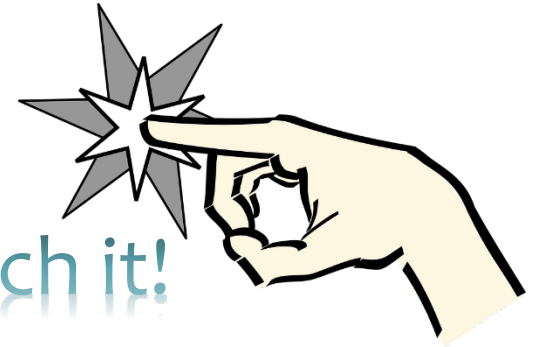
Picture it!



Find it!



Hear it!



Touch it!



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See it!



Talk it!

Ask it!

Enquiry

And the importance of talk and questions!

Using Hilary Cooper's trio of questions:

What do we know for certain?

What can we make a reasonable guess about?

What do we want to find out?

Chronology

What does it really mean?

It is complex and not done well in schools.

Chronology is not just about sequencing dates. It is much more!

Should be an inherent part of all teaching, taught in different ways and contexts to develop skills **and**

As part of each lesson to enable children to make links and connections.

Timelines should be non negotiable in classrooms!

Primary History through the Local and Mastery

What do we mean by mastery?

What do we need to consider when planning?

Mastery and avoiding cognitive overload



Relevance -

- Why have you chosen what you have and what is the purpose of the learning?
- Is it relevant to the children?
- Is it manageable?
- How we might avoid cognitive overload.

Mastery and Deep and Sustained learning



Does the learning progress?

- Development of skills to aid enquiry?
- Vocabulary
- Chronology
- Questions - teacher and children?

Are there opportunities to practise and apply learning in different contexts?

A useful starting point would be to consider the following questions to explore what the students bring to the learning:

What do I know specifically about my class, groups of students and individuals?

What are their interests? This does not have to be history or local specific at this stage but will serve as a starting point.

Where do the students live/come from - what is their local?

Do they have specific connections with the school's locality i.e. are their family from the local originally, or do they work within it?

Are there connections with other possible 'locals'?

What is the prior learning of the students? This information is not always accessible so plan an 'assess and review' lesson to find out.

A walk

An audit of the local area:

- Signs of change
- Plaques and dates
- Architectural details & features
- Buildings and land use
 - Street furniture
 - Street names
- Anomalies & curiosities

A Rummage & a Forage

Do you know where your
local history library /
archives are?

Do you know what is kept
there?

Look out for local initiatives

Who do you know in your local community: groups, local clubs, the older community, local business people, places of worship, neighbours.....



When you have become familiar with some of the evidence:

Decide what type(s) of types of evidence you want to use in the lesson:

- Pictures/photographs of the physical/built environment

- Maps

- Notes taken from observations

- Sketches

- Notes from conversations

- Oral testimony

- Documentary evidence (census, trade directories, newspapers etc)

What links are there? How can I promote active learning?

Making history resources relevant to a class

Take account of:

- * Children's family circumstances
- * Cultural and religious background of the children
- * Experiences of teacher / local community etc.

Make sure that teaching and learning activities:

- * Start with the local area and children's own knowledge base and build on their personal and local links
- * Focus on small localities but put them into a wider context
- * Relevant and tangible links are made between resources ie people and places, events and time.

Books to hopefully help and inspire!

