



Avoiding Misconceptions with Primary History

Autumn

Spring

Summer

Advice from Key Research Documents

"The best forms of assessment pick up children's misunderstandings quickly and provide early opportunities to help children who need extra teaching and practice. Training can also help staff to be alert to children's misconceptions during teaching and practice." (OFSTED, Rich Encounters, 2023)

"Staff who had received subject-specific training were quick to spot when children had misunderstood something during a lesson. They could then explain the concepts more clearly to the children who did not understand. This meant that misconceptions and gaps in the children's knowledge were less likely to become permanent. Effective day-to-day assessment kept these teachers well informed." (OFSTED, Rich Encounters, 2023)

"It is useful for teachers in the school to have a shared understanding of what pupils need to know. This goes beyond a simple list of topics and includes specific aspects and content of topics. Decisions about what content to emphasise can be based on a number of rationales; these include ensuring breadth and securing important knowledge for future learning. Emphasising core knowledge must be balanced with ensuring a rich hinterland." (OFSTED, Rich Encounters, 2023)

"To be effective, formative assessment must allow teachers to draw valid inferences about pupils' knowledge that they can act on and address specific gaps, misconceptions or knowledge that the assessments have identified." (OFSTED, Rich Encounters, 2023)

EYFS experiences

Our Home Town

SC: Civilisations

DC: Sources and Evidence

What can I find out about my hometown?

Avoiding possible misconceptions:

For children to truly understand different civilizations, it's important that they realise that they live in a civilisation themselves otherwise they will see the concept of civilization as something that is other or alien to themselves and they won't make valuable connections.

Family History:

SC: Childhood

DC: Historical significance

What toys did my grandparents play with as children?

Avoiding possible misconceptions:

Children may think that they grandparents played with very basic toys made from wood. In fact, today's grandparents quite possibly would have played with basic tabletop computer games and consoles. Obviously, technology has moved on considerably, but it is unlikely that today's grandparents would have played with a hoop and a stick.

Welcoming Others/ Hospitality

SC: Migration DC: Historical significance

How long have my family lived in Thornton?
Why did they move here?

Avoiding possible misconceptions:

Children may presume that their family have always lived in the local area. They may not realise that some of their relatives could have migrated from other areas or countries. Families may have fixed ideas about migration and why people travel from other countries to live in the UK; they may be worried about migration and have a negative perspective. This unit gently reminds children of the importance of welcoming others and being hospitable as an introduction to migration.

	<u>People who help us, e.g., Head teachers</u> SC: Power & Leadership DC: Sources and Evidence How have our head teachers helped our school and our pupils? Avoiding possible misconceptions: It is very difficult for children to understand the impact a leader can have unless they have had the experience of being led and experienced the benefits of good leadership for themselves. For example, head teachers often have a vision in place to improve their school. A head teacher might have developed, for example, a forest school or they may have updated the school library. Pupils could spend time with the head teacher in the forest school or the new library as a way of understanding that leaders help people and change things for the better. Obviously, this unit will support children's later understanding around the concept of leadership.	<u>Ella Fitzgerald/ Black History</u> SC: Justice and Equality DC: Causes Why did Ella have to be so brave? Avoiding possible misconceptions: Ella was arrested and taken to jail because she broke the law by singing to a mixed-race audience. A common misconception with younger children is that prisoners, in jail, are all bank robbers. They might not realise that someone could be placed in prison just for standing up for human rights, justice and equality. Children may also struggle to believe that the levels of discrimination Ella Fitzgerald and others faced existed, as they don't see such behaviours or experiences now. It is therefore important that children understand that it is because of historic events have shaped society and how we live today.	Traditional Tales / Stories linked to trade SC: Trade DC: Similarities and differences How and why have people traded in stories? Avoiding possible misconceptions: Children may not understand some of the difficulties and challenges related to managing businesses and engaging in trade. They may not realise that people have not always traded in money, but people may have bartered, exchanging one good for another as a way of supporting each other within a civilization or community. In a simple way, stories such as Jack and the Beanstalk and The Elves and the Shoemaker can introduce the concept of trade by exploring mistakes that people can make when bartering and trading or focussing on the challenges connected to running your own business and managing accounts.
Willow Class (Year 1)	NC: Events beyond living memory that are significant nationally or globally. Substantive concept: Civilisation Disciplinary concept: Cause (and consequences) <u>Great Fire of London</u> Avoiding possible misconceptions: Children may think that disasters happen spontaneously. A child might worry that the Great Fire of London could come to their own town. They may not realise that specific disasters have been caused by a chain of	NC: The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of lives in different periods. Substantive concept: Leaders and pioneers Disciplinary concept: Historical significance <u>George Stephenson</u> Avoiding possible misconceptions: Children may presume that life has always been the way it currently is. They may think	NC: Changes within living memory. Where appropriate these should be used to reveal aspects of change in national life. Substantive concept: Trade Disciplinary concept: Change and continuity <u>The development of Fleetwood</u> Avoiding possible misconceptions: Children may presume that Fleetwood has always been the way it is now. In the past, Fleetwood was a thriving fishing port and known as the gateway to the Lake District and Scotland, bustling with tourists. Children may

	events and multiple factors. The Great Fire of London, for example, spread quickly causing significant damage to the city because of a range of specific factors that were particular to that city. At that time, houses were made of flammable materials and streets were overcrowded. People used open flames for lighting, eating and cooking etc.	that we have always had certain inventions like railways and locomotive engines. George Stephenson's inventions have revolutionized the way people could travel on the railways and they placed Britain as a world leader in terms of developing train travel for decades to follow.	believe that Blackpool has always been the main and thus first town on the Fylde coast to attract tourists. However, Fleetwood welcomed visitors in the early 1800's, 40-50 years before the construction of Blackpool promenade or the piers.
Maple Class (Year 2)	NC: Significant historical events, people and places in their own locality. Substantive concept: Civilisation Disciplinary concept: Historical significance <u>Remembering Local Soldiers</u> Avoiding possible misconceptions: Children could think when seeing televised, national remembrance events that such events are for other people in other locations. They may be unaware of the cenotaph in Thornton, why it is there and who it commemorates. It is important for children to understand that soldiers were/are recruited from all areas of the country and therefore residents of Thornton will have experienced loss. Children may also think that remembrance is for soldiers in the past like WW1 and WW2, not more recent and current conflicts.	NC: The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of lives in different periods. Substantive concept: Justice & equality Disciplinary concept: Historical significance <u>Beatrix Potter and Benjamin Zephaniah</u> Children may not appreciate or understand the difficulties authors face to get their work published, now or in the past. Due to prior learning, children may be able to refer to difficulties Benjamin Zephaniah faced relating to his skin colour, but be unaware that in the past there was disparity in the treatment of females compare to males in the same field. Children can sometimes view significant individuals within one area and not believe they can use their status to influence other projects or areas of life.	NC: Significant historical events, people and places in their own locality. Substantive concept: Trade Disciplinary concept: Historical significance <u>Thornton Windmill</u> (Local study) Avoiding possible misconceptions: Children may presume that the windmill has always been a landmark to look at with no purpose. It is likely they are unaware of the buildings uses in the past or it's significance in developing the area of Thornton. Without the windmill bring trade, employment and prosperity to the area, Thornton would have remained a rural farming community. The recent renovations may cause confusion about the age of the windmill and children should know that the mill was built over 23 years ago, 100 years before Blackpool Tower.
Year 3	NC: Changes in Britain from the Stone Age to the Iron Age Substantive concept: Childhood Disciplinary concept: change and continuity <u>Stone Age to Iron Age</u> Avoiding possible misconceptions: Children may think that all children's experiences of childhood, in the past, have been very similar to their own. Understanding that children in prehistory did not attend	NC: A study of the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared (Ancient Sumer; The Indus Valley; The Shang Dynasty of Ancient China; and Ancient Egypt) Substantive concept: Civilisations Disciplinary concept: sources and evidence <u>Ancient Civilisations</u> Avoiding possible misconceptions:	NC: A depth study of Ancient Egypt Substantive concept: Civilisations Disciplinary concept: sources and evidence, <u>Ancient Civilisations (inc. Ancient Egypt)</u> Avoiding possible misconceptions: Children often have a very narrow experience of death and burials. Due to the images often used to show the archaeological finds within tombs from Ancient Egypt, children may believe that the plethora of precious metals,

	school and would have had to forage for their own food or hunt their own food is key to helping children realise that the concept of childhood, the way children have been viewed and the experiences of children have changed dramatically over time.	Children may think that what we have and do now is the way it has always been and that Ancient Civilisations lived in a peasantry way, lacking innovations, democracy and sophistication. They may think that any inventions in the past have been of British origin, so it is important they understand how Ancient Civilisations made advancements in the way they lived and that many of these are still used in our lives today. It is possible that children believe our knowledge of the past comes merely from the artefacts discovered, not through writings, buildings or rituals.	intricate jewellery and many trinkets was merely a display of the deceased’s wealth and fortune. They may be unaware of the important traditions associated with royal burials, the significance of artwork and that funerary goods were used to prepare the deceased for their travel and time within the afterlife. Tools and pets were often buried, along with food and drink to sustain the deceased on their journey.
Year 4	NC: a local history study Substantive concept: migration, Disciplinary concept: causes <u>Migration to Britain</u> Avoiding possible misconceptions: Children may have a very narrow experience of migration having only lived in Thornton during their lifetime or that people only move to get a bigger house. Personal experiences of their own families should be explored to show how movement can happen within and beyond the UK, along with some of the reasons for this. Currently, there is a lot of negativity and propaganda in the press regarding immigration. It is possible that children believe that all migrants come to Britain illegally, in small boats and for an easier life, taking off the British Government.	NC: The Roman Empire and its impact on Britain Substantive concept: migration Disciplinary concept: Sources and evidence, <u>Roman Ribchester</u> Avoiding possible misconceptions: Children know that artefacts can tell us about the past but are often not aware that discoveries in one area can evidence the changes that took place within an area over a set or several time periods. Children can believe that important historic events happened only in the larger cities. They therefore may not realise the importance of Ribchester and its strategic position at the crossroads of two Roman roads (Chester to Carlisle and Kirkham to York) and the crossing point over the River Ribble. Ribchester became the supply centre for the armies to the north whilst guarding these important roads. In later years the Romans used Ribchester as a veteran settlement.	NC: Britain’s settlement by Anglo-Saxons and Scots Substantive concept: migration Disciplinary concept: sources and evidence <u>Sutton Hoo Anglo-Saxons</u> Avoiding possible misconceptions: Children may have a very narrow experience of Funeral services, burials on the beliefs that communities can hold dear. The Sutton Hoo burial mound reveals a lot about Anglo-Saxon civilizations, their beliefs about the afterlife on the way that they celebrated unburied brave warrior heroes.
			NC: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Substantive concept: migration Disciplinary concept: historical interpretations <u>The Vikings</u> Avoiding possible misconceptions:

			Many portrayals of the Vikings in the media represent them as vicious or cruel. Children may think that the only reason the Vikings came to Britain was to raid, to steal and to kill. Whilst some Vikings did conduct raids on places such as Lindisfarne (Linda's Farm 😊) other Vikings were peaceful farmers, craftsman, artists and skilled seafarers. It's really important that we respect the people from the past and consider different interpretations of individuals and people groups Rather than based on learning around stereotypes.
Year 5	NC: A non-European society that provides contrasts with British history: Maya civilisation c. AD 900. Substantive concept: civilisation Disciplinary concept: sources and evidence <u>Maya monuments</u> Avoiding possible misconceptions: As the Maya civilisation began around 4000 years ago, with the temples and cities being abandoned since the 1500's, children may think that the Maya no longer exist. However, in Mexico and Central America there is still a population of approximately 7,000 million Maya who have kept their own language and forestry practises. It is important the children recognise a group of people or civilisation can still continue, even if their priorities and infrastructure changes: maintaining their authority buildings shifts to rural development. People often confuse the terms Maya and Mayan. Maya refers to the people and their culture. Mayan refers the languages spoken	NC: Ancient Greece – a study of Greek life and achievements and their influence on the western world. Substantive concept: leadership, Disciplinary concept: similarity and difference <u>Ancient Greece – life, achievements and it's legacy.</u> Avoiding possible misconceptions: The term and concept of democracy originates from Ancient Greece. Most children understand that this means a group of people are involved in decision making through voting, as this system is regularly used and discussed within school. Children may therefore believe this was a fair way to involve the population of Ancient Greece in the rule making and running of the civilisation. However, like in the UK until 1918, no women were allowed to vote. Furthermore, the vote was not open to all males in the population as voting rights were allocated based on wealth, status and parental heritage. This meant a huge proportion of the population were not represented. Despite establishing a democratic system, historians have discovered the	NC: A study of an aspect or theme in British history <i>that extends pupils' chronological knowledge</i> beyond 1066 Substantive concept: childhood Disciplinary concept: change and continuity <u>Thematic study beyond 1066- Education</u> Avoiding possible misconceptions: At Thornton Primary School, all children are welcome to attend and access free-education regardless of their gender, race, culture, spoken language, socio-economic background or any disability. Because of this, children at our school may believe this is how all schools are and have always been. Whilst there are some indications to segregation in the past at our school (by the carved plinth BOYS above the entrance), children may not understand it's meaning. Children should know that systems develop over time, both within living memory and beyond. Changes in education involve inclusivity, free-access, discipline and the subjects taught. The school's original log books will be used as evidence of educational practises from 1914 to the present day.

		influence of this varied greatly from city to city, and corruption evident in decision making.	
Sycamore (Year 6)	NC: A study of an aspect or theme in British history <i>that extends pupils' chronological knowledge</i> beyond 1066 e.g. a turning point in British history Substantive concept: Justice and equality Disciplinary concept: Historical interpretations <u>Guy Fawkes – the man who came within a whisker of changing England forever.</u> Avoiding possible misconceptions: Children will have experiences of bonfires and fireworks, but they may not have really considered who Guy Fawkes really was or his reasons for taking part in the Gunpowder Plot. They may not realise just how significant the foiling of this event was and how different our country could have been if the plotters had succeeded. Contemporary sources clearly show that Guy Fawkes was viewed in very different ways. Some people considered him to be religious, pious, brave and a faithful friend. Others considered him to be a very dangerous criminal who needed punishing severely. It is important that we seek to develop faithful interpretations of historical individuals that take into account their historical context, e.g. Guy Fawkes was alive at a time when Catholics were treated as second class citizens and they were treated very poorly by those in power which will have fuelled his desire to rebel.	NC: A local history study Substantive concept: Trade Disciplinary concept: Sources and evidence, <u>Transport developments in Thornton</u> Avoiding possible misconceptions: Children may think that what we have now is the way it has always been, with roads being the only form of transport used in Thornton. In the past, residents and business owners relied upon the rail network and even the waterways to move goods and travel. For example, barges were used to transport boulders from Fleetwood beach to build houses in Thornton and the rail network provided links to the port and the city of Preston for trade and travel. It is important that children understand that the transport networks changed, not solely upon the advancements in the motor industry, but as a direct link between the development and expansion of a town. Although the older modes of transport are no longer used within Thornton, this does not necessarily mean the vast increase in roads/road users are having a positive impact on the town. The local railway society are campaigning to reinstate the train line and service between Poulton and Thornton.	<u>WWII Evacuation</u> Substantive concept: childhood, migration Disciplinary concept: causes <u>Evacuee experiences in Britain:</u> Avoiding possible misconceptions: Images of children waiting at railway stations with their suitcase, ID tags and gas masks ready to be evacuated to the country are plentiful. These lead children to believe that it was compulsory for children to be evacuated - it was not. In some areas, uptake was low with families choosing to stay together. It is also not the case that poor city children were going to wealthy countryside homes. Wealthy children were evacuated, poor rural homes or families were used, and teachers were often evacuated with the children too. Some children are also unaware that evacuation was not uniquely a British experience as Nazi Germany organised it's own evacuation programme. The experiences of evacuees varied immensely and sadly not all children had a positive experience, with some exposed to neglect or abuse.

Our history long-term plan is based around the National Curriculum. Units are supported by material selected from the Historical Association's scheme of work, Primary History Magazine, BBC Teach, The English Heritage Website, Thinking History and support from Lancashire Consultants.

