

Developing “Past and Present” in EYFS as a foundation for Primary History



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<https://www.history.org.uk/primary/module/8749/local-significant-individuals/9878/london>

Teaching about the Russian Invasion of Ukraine





T.E.A.C.H.

Teaching Emotive and
Controversial History 3-19



A Report from The Historical Association on
the Challenges and Opportunities for Teaching
Emotive and Controversial History 3-19

<https://www.history.org.uk/secondary/resource/780/the-teach-report>

<https://theconversation.com/how-to-talk-to-children-about-the-invasion-of-ukraine-and-why-those-conversations-are-important-177983>



newsround

▶ Watch Newsround

Russia launches attack on Ukraine

💬 View Comments (237)

🕒 24 Feb 2022 Last updated at 15:59



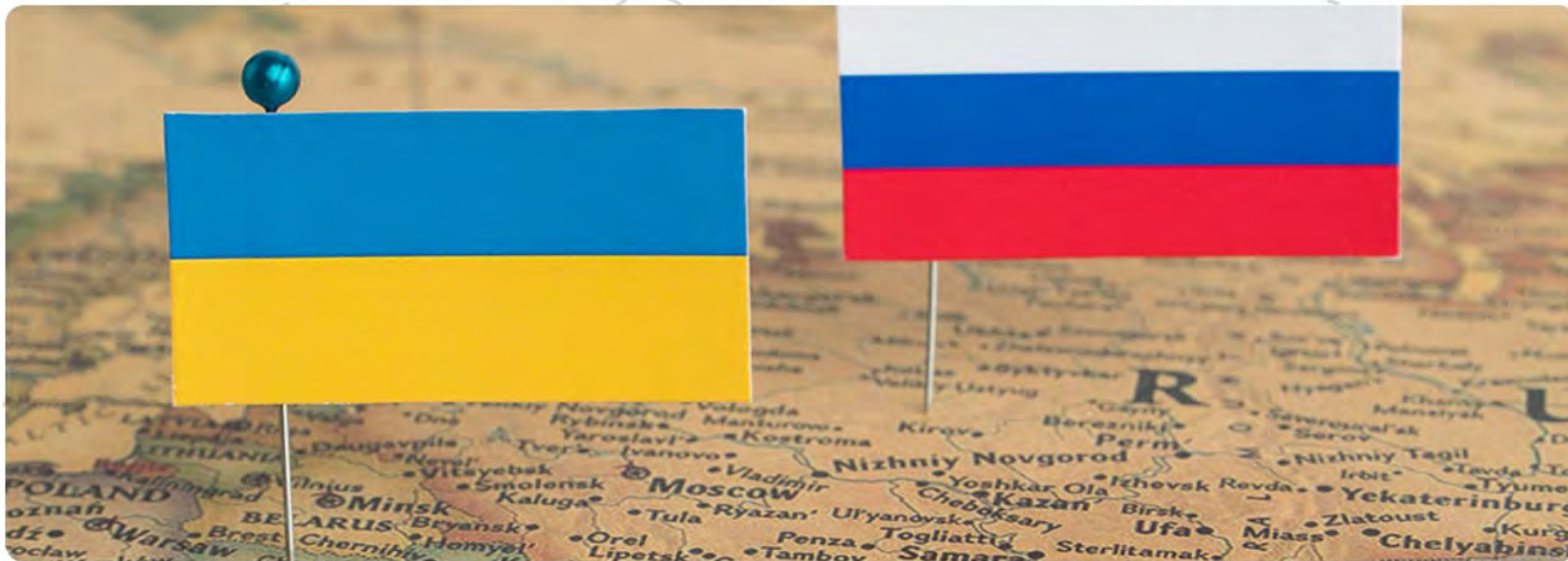
<https://www.bbc.co.uk/newsround/60417806>

Teaching the War in Ukraine: Resources Recommended by Educators

#TEACHING AND LEARNING

Clare Sisisky, GEBG Executive Director

February 28, 2022



<https://gebg.org/teaching-the-war-in-ukraine-resources-recommended-by-educators-2/>

Planning a whole school Platinum Jubilee celebration



<https://www.history.org.uk/primary/resource/10335/webinar-on-demand-planning-a-primary-platinum-jub>

Weaving African History into the Primary History Curriculum

This session will take place on
Thursday 24th March 2022
4:00 - 6:00pm



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MEET THE EXPERT

The London West Alliance is pleased to invite you to an afternoon CPD facilitated by

Andrew Wrenn



FROM THE STONE AGE TO 1066 ENHANCING SUBJECT KNOWLEDGE AT KS2

This practical series of three webinars will give an academic overview of KS2 Primary History content relating to British History from the Stone Age to 1066, enhancing subject knowledge so that the period can be taught in greater depth in line with NC and OFSTED expectations. At the same time, the content will be presented as medium-term plans organised rigorous historical enquiry questions relating to the second-order concepts of disciplinary knowledge such as cause and consequence. Suggestions for pupil activities will also be given.

The three webinars are:

FROM FLINT TO IRON; How did Britain change from the Stone Age to the Iron Age?
Wednesday 9th February 2022 From 4:00 - 6:00pm

FROM CELTS TO ROMANS; What have the Romans ever done for us?
Thursday 19th May 2022 From 4:00 - 6:00pm

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[https://lamptonschool.s3.amazonaws.com/uploads/document/
LWA-CPD-booklet-2021-22.pdf?t=1647251682](https://lamptonschool.s3.amazonaws.com/uploads/document/LWA-CPD-booklet-2021-22.pdf?t=1647251682)

Mathematics

Early Learning Goals

Number
Children at the expected level of development will have a deep understanding of number to 10, including the composition of each number to 5.
Subitise (recognise quantities without counting) up to 5.
Automatically recall (without reference to rhymes, fingers or other aids) number bonds up to 5.

Numerical Patterns
Children at the expected level of development will verbally count beyond 20, recognising the pattern of the counting system.
Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
Explore and represent patterns within numbers up to 10.



Understanding the World

Early Learning Goals

Past and Present
Children at the expected level of development will understand the lives of the people and their roles in society, including similarities and differences in the past and now, experiences and what has been read in class through settings, encountered in storytelling.

People, Culture and Communities
Children at the expected level of development will describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
Know some similarities and differences between different regions and cultural communities in the country, drawing on their experiences and what has been read in class.
Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate -

The Natural World
Children at the expected level of development will explore the natural world, making use of pictures, maps and other resources to describe the environment.



Physical Development

Early Learning Goals

Gross Motor Skills
Children at the expected level of development will negotiate space and obstacles safely, with consideration for themselves and others.
Demonstrate strength, balance and coordination when playing.
Move energetically, such as running, jumping, dancing, hopping, skipping, ...

Fine Motor Skills
Children at the expected level of development will hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.
Use a range of small tools, including scissors, paint brushes and cutlery.
Draw to show accuracy and care when



Personal, Social & Emotional Development

Early Learning Goals

Self-Regulation
Children at the expected level of development will show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self
Children at the expected level of development will be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
Explain the reasons for rules, know right from wrong and try to behave accordingly.
Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships
Children at the expected level of development will work and play with others, taking turns and sharing.
Form positive relationships and friendships.
Show respect for others.




Literacy

Early Learning Goals

Comprehension
Children at the expected level of development will demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
Anticipate where appropriate key events in stories.
Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word Reading
Children at the expected level of development will say a sound for each letter in the alphabet and at least 10 digraphs.
Read words consistently with their phonic knowledge by sound-blending.
Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing
Children at the expected level of development will write recognisably, which includes spelling words.



Expressive arts and design

Early Learning Goals

Creating with Materials
Children at the expected level of development will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
Share their creations, explaining the process they have used.
Make use of props and materials when role playing characters, events and stories.

Being Imaginative and Expressive
Children at the expected level of development will invent, adapt and recount narratives and stories with peers and their teacher.
Sing a range of well-known nursery rhymes and songs.
Perform songs, rhymes, poems and stories with others and when appropriate try to move in tune with music.



Communication & Language

Early Learning Goals

Listening, Attention and Understanding
Children at the expected level of development will listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
Make comments about what they have heard and ask questions to clarify their understanding.
Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking
Children at the expected level of development will participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.



Kindergarten

Understanding the world

People and communities:

children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

Understanding the world

People and communities:

Past and present: children at the expected level of development will:

- talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

Components of chronological understanding by Ian Dawson

Language and terminology

from words such as before and after to AD, CE, BC, BCE, Roman, Tudor to sequence, duration, chronology

The “big picture” of events across time

also referred to in the National Curriculum as “a chronological framework”. This means that children gradually build up a sense of how periods and events fit together in sequence.

Sequence

Not simply knowing that the Tudors came before the Stuarts but also understanding why putting events in the correct sequence is important for explaining why events took place

Duration

Developing a sense of the length of time for example that the era of Roman Britain was nearly 6 times longer than the Victorian period

Sense of period

Understanding what is special and distinctive about a period of history, not simply what happened during that period

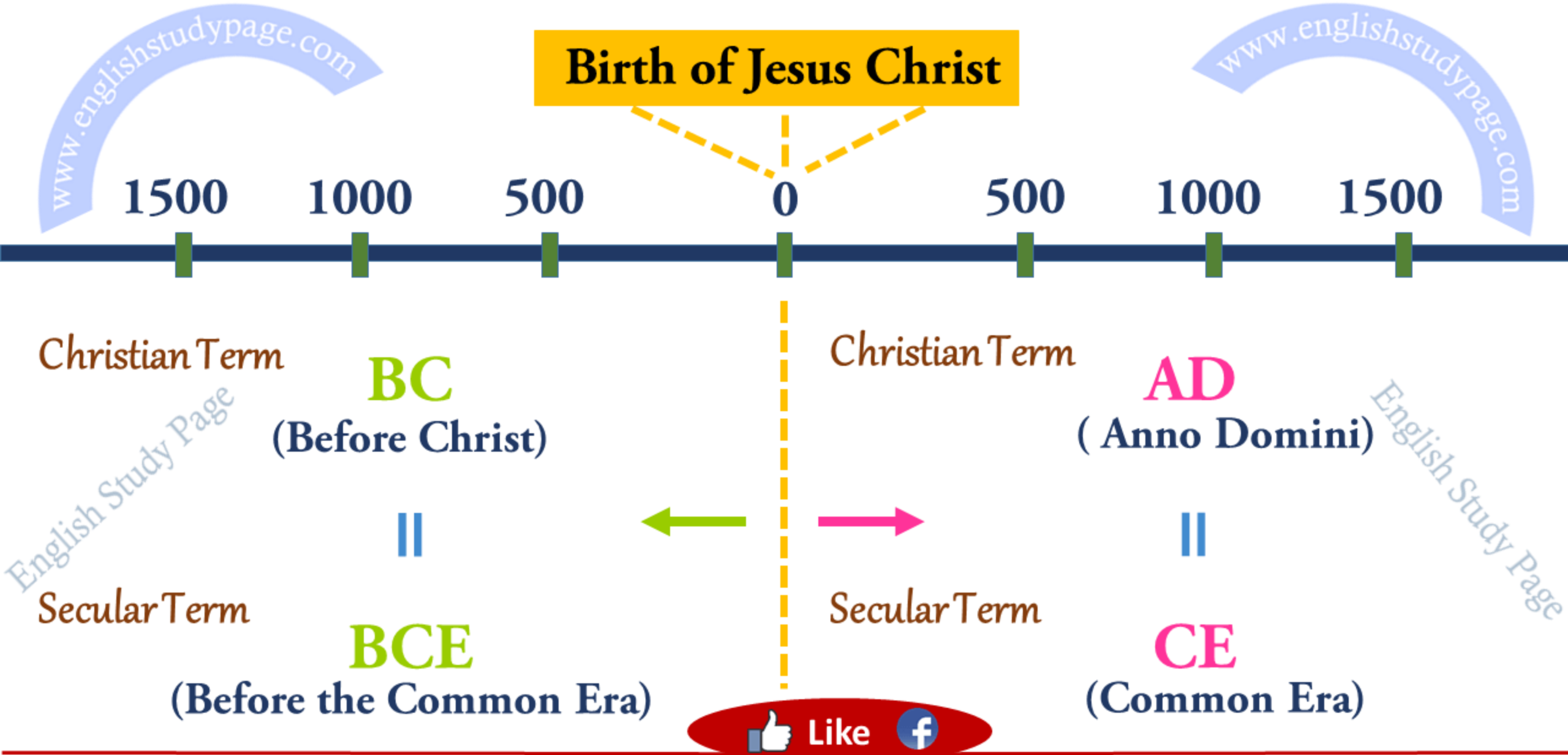
Language and terminology

from words such as before and after to AD, CE, BC, BCE, Roman, Tudor to sequence, duration, chronology

“In the EYFS this might take the form of: using words such as: before, after, now, then, autumn, winter, spring, summer, tomorrow, yesterday, days of the week, months of the year, this week, next week,

Using mathematical language relating to number and counting”

BC/AD or BCE/CE (Historical Terms)



DO YOU KNOW?
THEATRE

27 BC - 1453

SAXONS

410 - 1066

VIKINGS

800 - 1066

NORMANS

1066 - 1485

TUDOR

1485 - 1603

STUARTS

1603 - 1714

GEORGIAN

1714 - 1830

VICTORIAN

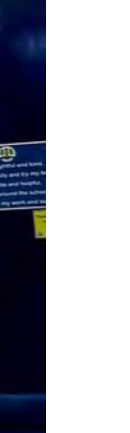
1830 - 1901

WORLD WAR I

1914 - 1918

WORLD WAR II

1939 - 1945

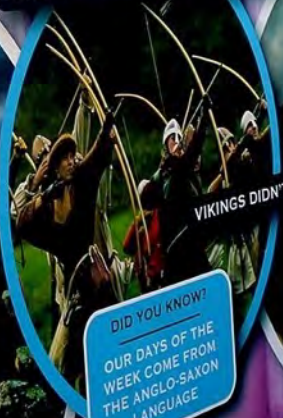


DO YOU KNOW?
THE ROMANS WERE AMAZING ARCHITECTS AND ENGINEERS

ENGLISH MONARCHY AND LAWS FORMED

DO YOU KNOW?
THE VIKINGS WERE AMAZING SHIPBUILDERS

DO YOU KNOW?
ANNE BOLEYN WAS THE WIFE OF ELIZABETH I



VIKINGS DIDN'T WEAR HORNED HELMETS!

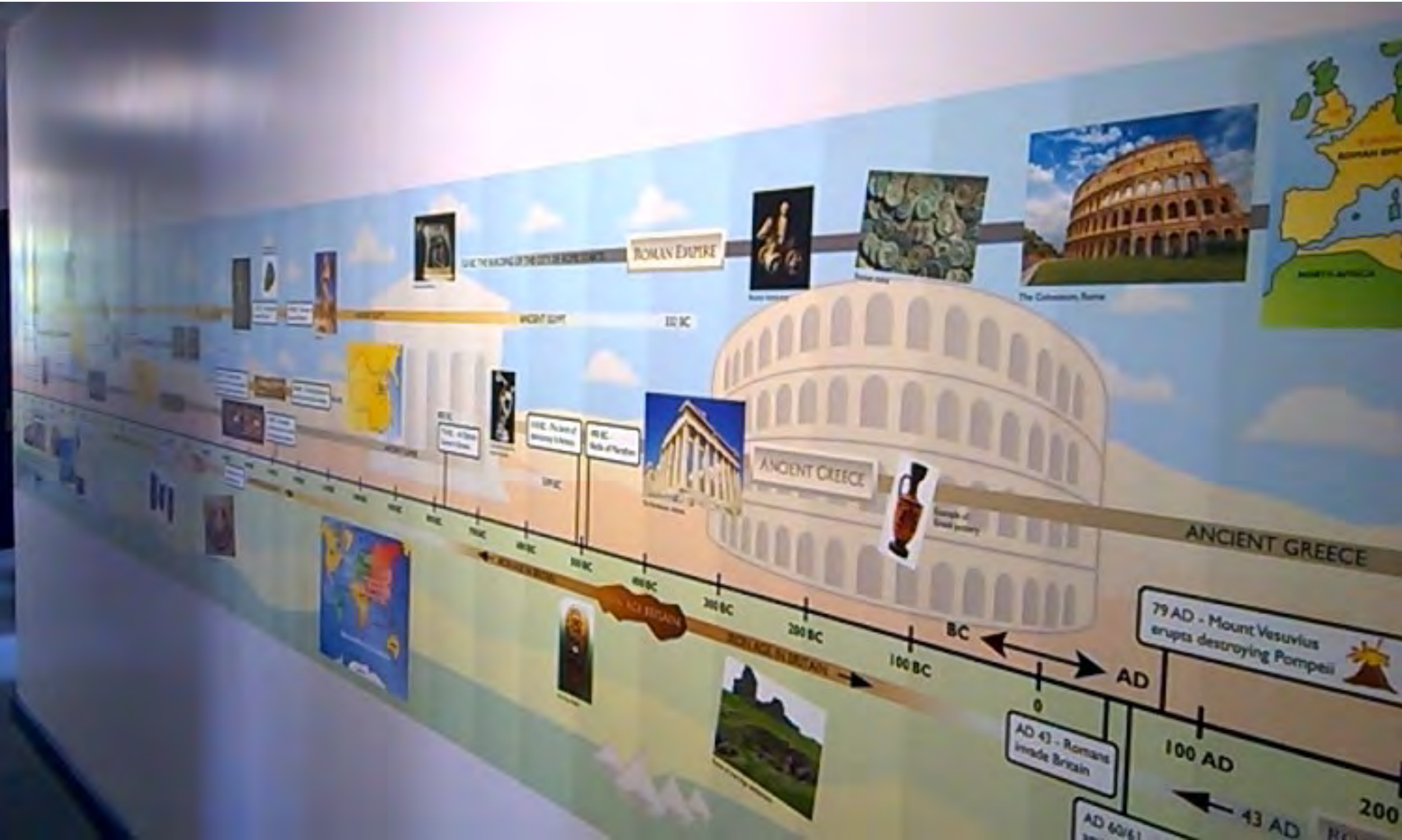
DO YOU KNOW?
OUR DAYS OF THE WEEK CAME FROM THE ANGLO-SAXON LANGUAGE

BATTLE OF HASTINGS 1066



DEMOCRACY

THE GREAT WALL BUILT IN 128







JUNE

SUNDAY

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY



JULY



The “big picture” of events across time

also referred to in the National Curriculum as “a chronological framework“. This means that children gradually build up a sense of how periods and events fit together in sequence.

“Building a timeline as the school year progresses, including special events and children’s birthdays, interacting with it regularly”

Damienne Clarke, Primary History 86,



brush teeth

What's this child doing? Who brushes their teeth? When do you brush your teeth? Why do we brush our teeth? Who brushes their teeth every day?



Get dressed



breakfast



brush teeth



nursery



lunch time



story time



play at home



dinner



relax



book and bedtime



September

In September we celebrated Anna's Birthday, learned about Space, and had a visit from the Fire Department.

October

In October, We visited Daniel's Petting Farm. We got to see many animals.

We also dressed up for Halloween.

November

In November, we learned about Thanksgiving.

December

In December, Santa came to visit.







Sequence

Not simply knowing that the Tudors came before the Stuarts but also understanding why putting events in the correct sequence is important for explaining why events took place

“Listening to stories, answering questions about stories, retelling stories in different ways, offering reasons why things happened in stories or why characters made certain choices, considering what might have happened if they’ve done something different instead

*Explaining and exploring daily routines, using a visual timetable in class
Engaging in role-play”*

Damienne Clarke, Primary History 86,

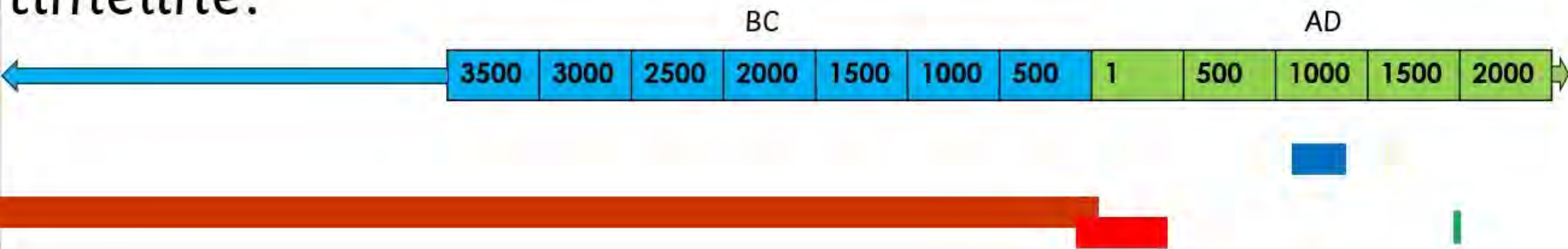


Duration

Developing a sense of the length of time for example that the era of Roman Britain was nearly 6 times longer than the Victorian period

“Beginning to understand the structure of their week (five days in school and two days at home during the weekend), that there is a weeks holiday coming up”

Let's place our current history learning on our timeline:



With your learning partner, decide then tell me about what this timeline of our current learning tells us!

Which has the longest duration?

Which has the shortest duration?

How do you know?

Key:

Stone Age to Iron Age

Roman Britain

Castles

Great Fire of London

Black history month

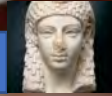


Ancient Egypt depth study

- How do we know when Ancient Egypt began?



Queen Cleopatra d. 30
BC/BCE



Pre-dynastic
period 5,000
BC/BCE



Ancient Egypt depth study

- Why is it difficult to tell what King Tutankhamun died of?



Queen Cleopatra d. 30
BC/BCE



Tutankhamum d.1323
BC/BCE



Pre-dynastic
period 5,000
BC/BCE



Ancient Egypt depth study

- Was Cleopatra *really* a Greek?



Queen Cleopatra d. 30
BC/BCE



Tutankhamum d.1323
BC/BCE



Pre-dynastic
period 5,000
BC/BCE



Sense of period

Understanding what is special and distinctive about a period of history, not simply what happened during that period

“Describing aspects of their own lives and the lives of others, including parents and grandparents, recognising change and similarities and differences (e.g. toys they like to play with and toys their grandparents played with.”







He sees his sisters fishing
With a brown stocking net
And dresses tucked in knickers
And legs shiny wet.



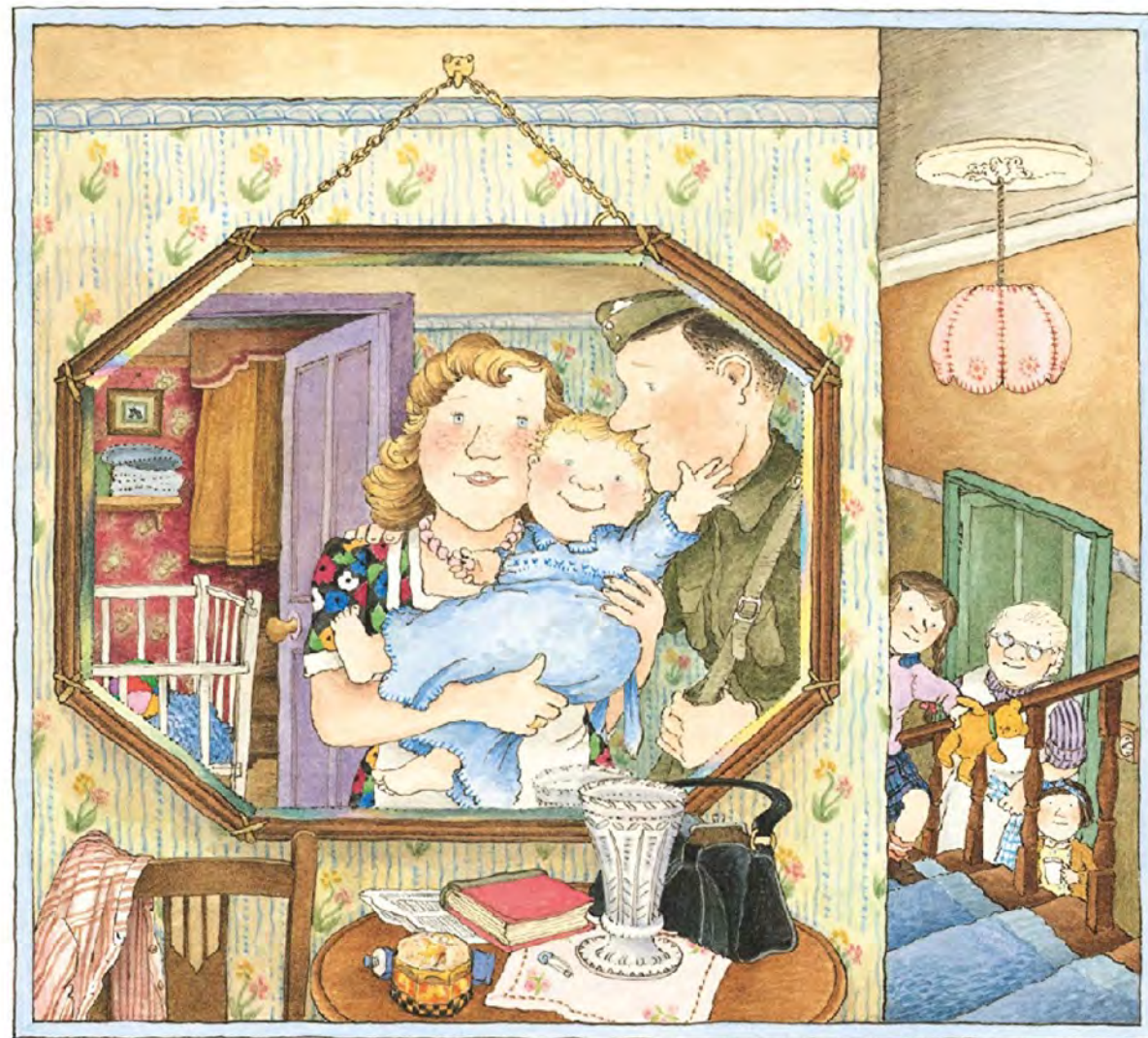
He sees the tassels blowing
On his grandma's shawl
And the fringe on the pushchair
And his teddy
And his ball.



He sees the landing mirror
With its rainbow rim
And a mother with a baby
Just like him.



He sees the bedroom door
The cot made ready
His father kissing him goodnight
His ball
And his teddy.



He sees his father sleeping
In the big brass bed
And his mother too
With a hairnet on her head.



He sees the shadows moving
On the bedroom wall
And the sun at the window
And his teddy
And his ball.





He sees his father kneeling
With his sleeves rolled up
And the flannel on the table
And the soap
In a cup.



He sees his nightie warming
On the oven door
His sisters in the clothes-horse
Puddles on the floor.









Once There Were GIANTS



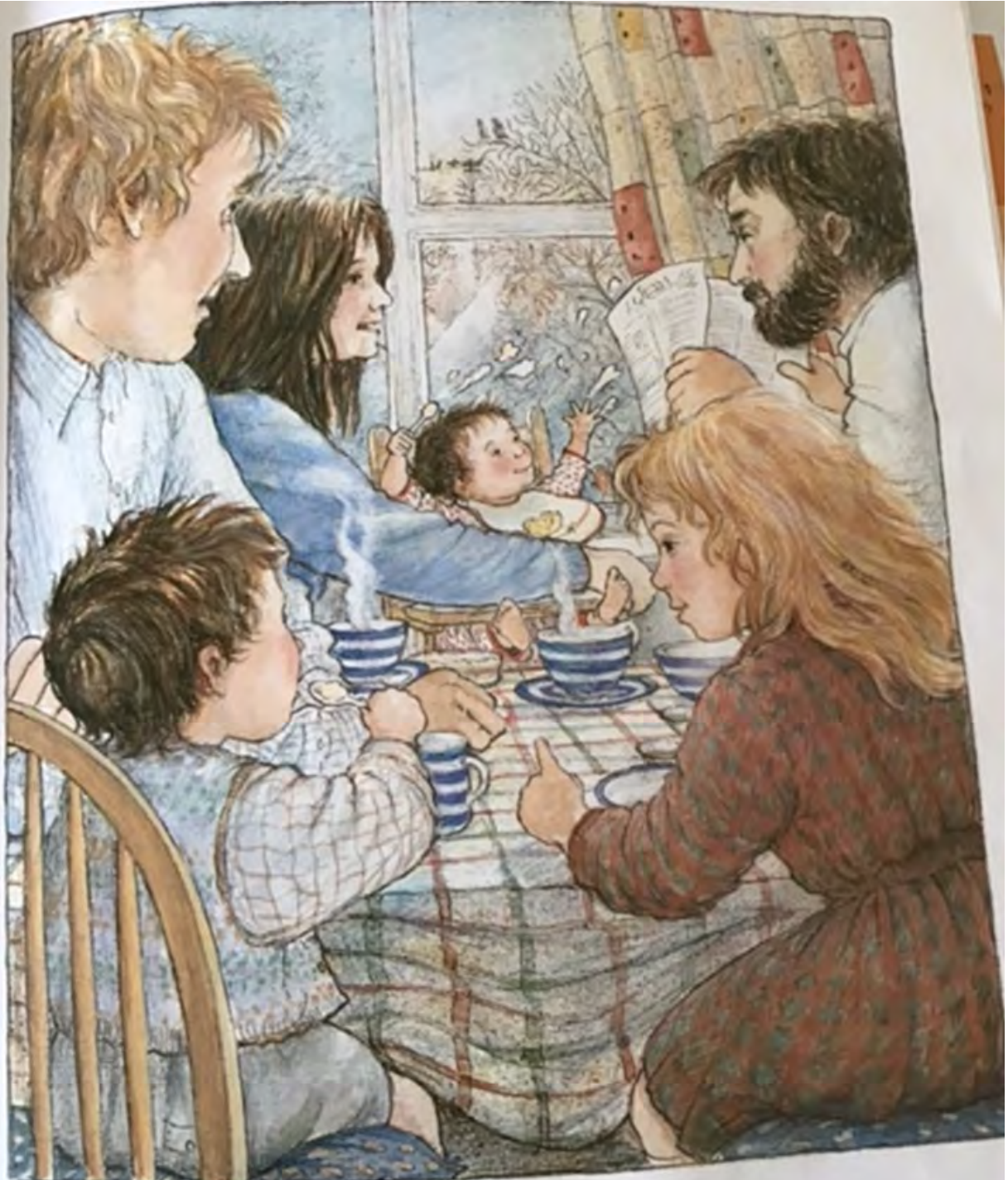
MARTIN WADDELL

illustrated by

PENNY DALE

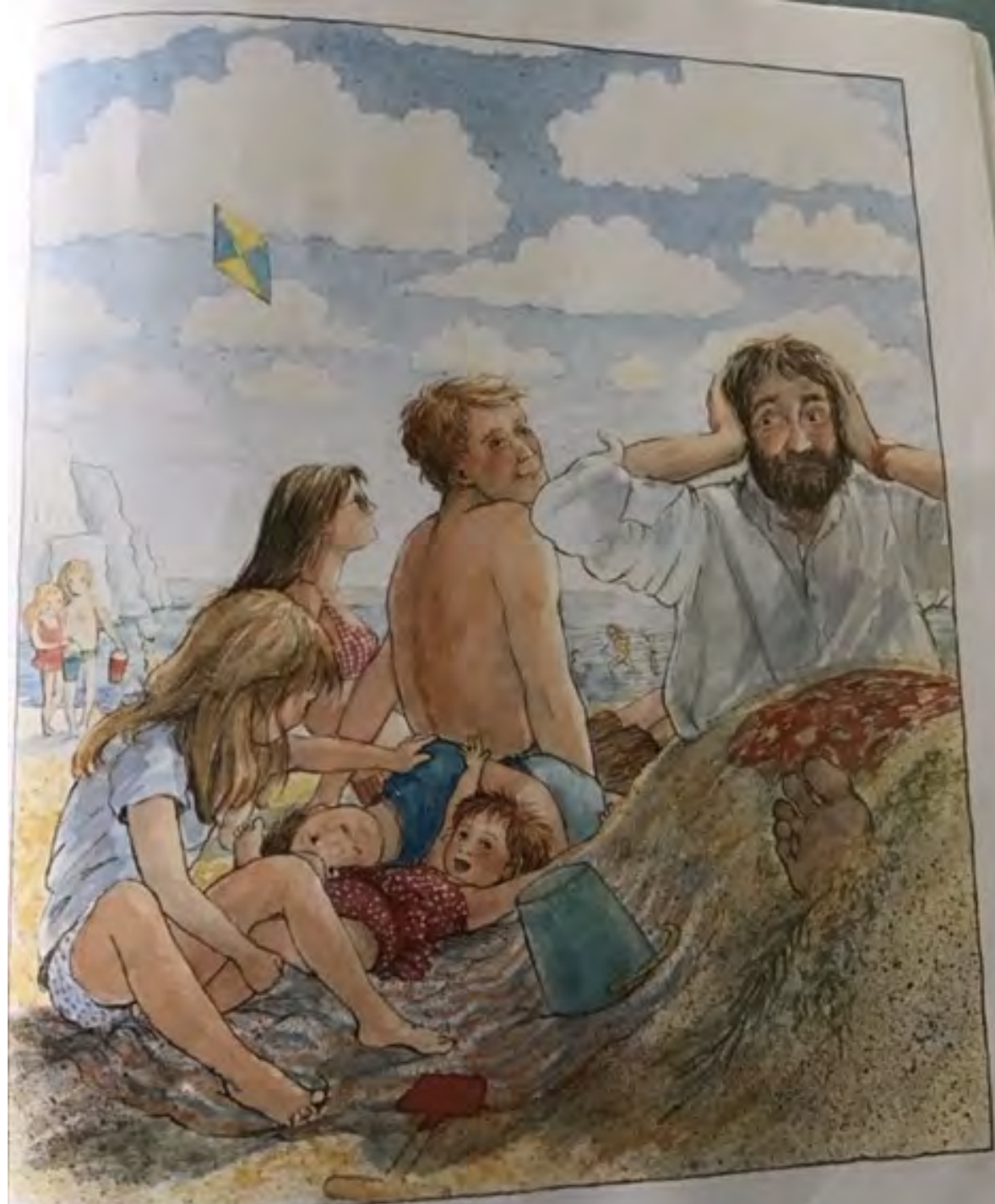




























Getting married

Primary School



Playgroup

Having a baby

Big School

5

10

15

20

25

30



Big School



Primary School



Getting married



Having a baby



Playgroup







Oh settle down, you two!

You stole it! Its mine!



He'll live.

She really hurt me Mum!







Spring, Summer, Autumn,
Winter

Hot, warm, mild, cold,
dry, wet

Happy, sad, surprised,
excited



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