

PRIMARY

The Teaching of History in Primary Schools

**Implementing the Revised
National Curriculum**

Third Edition

Hilary Cooper

A David Fulton Book



Teaching Of History In Primary Schools Implementing The Revised National Curriculum

Lez Smart



Teaching Of History In Primary Schools Implementing The Revised National Curriculum:

The Teaching of History in Primary Schools Hilary Cooper,2014-05-22 Updated in response to the 2000 revision of the National Curriculum this text explores ways in which curriculum balance and coherence can be achieved and a rich and exciting primary history curriculum retained while not underestimating the demands of literacy numeracy and ICT

Teaching of History in Primary Schools Hilary Cooper,2000 *Teaching History in Primary Schools* Pat Hoodless,2008-07-30 This book introduces trainees and newly qualified teachers to the teaching of history in primary schools and covers key concepts skills and knowledge for the history curriculum at Foundation Stage KS1 and KS2 Contents include planning teaching and learning strategies assessment reflection and evaluation as well as a range of practical ideas for classroom activities and cross curricular themes Each chapter is underpinned by national and international research also included are links to important themes such as citizenship out of school learning sustainability diversity and inclusive practice Throughout content is related to new initiatives such as Every Child Matters and Excellence and Enjoyment **The Primary Teacher's Guide To The New National Curriculum** Kate Ashcroft,Professor Kate Ashcroft,David Palacio,2002-09-11 This guide gives an overview of the curriculum arrangements which took effect in August 1995 The book outlines the main changes to the original National Curriculum and gives examples of ways to teach the new curriculum together with enquiry tasks to take the teacher forward It also covers each of the subjects of the revised National Curriculum locating them within a context of whole curriculum planning Looking at issues of differentiation the book explores those additional elements of the curriculum such as cross curricular themes and drama that primary schools will wish to cover

Creative Teaching: History in the Primary Classroom Rosie Turner-Bisset,2012-12-06 Designed specifically for teachers with little subject knowledge or experience in history this book provides trainees with the confidence they need to teach primary history Based on Curriculum 2000 the book provides valuable step by step guidance on how to create plan develop organize and assess high quality teaching activities in primary history This book is full of teaching approaches practical ideas teaching activities real life case studies and vignettes of good teaching practice covers both conventional and modern approaches such as drama role play story telling music and dance and explains how each approach can be adapted to suit all primary ages and abilities Children with a range of learning needs and styles respond with enthusiasm to a wide variety of teaching approaches and this book provides trainee teachers with that repertoire and variety **Issues in History**

Teaching James Arthur,UNIVERSITY OF WALES SWANSEA ROBERT PHILLIPS,2012-10-02 Written by a range of history professionals including HMIs this book provides excellent ideas on the teaching learning and organization of history in primary and secondary schools **Bringing History Alive through Local People and Places** Lynne Dixon,Alison

Hales,2013-12-04 A much needed and delightful book It shows how history can be taught with the meaningful experiences of each child at its centre making connections between the child the locality and community the national and global past and

concepts of time Throughout the authors empower teachers to adopt their philosophy by showing them how to plan select resources and strategies and reflect on ideas and case studies Hilary Cooper Emeritus professor of history and pedagogy The University of Cumbria UK Bringing History Alive through Local People and Places puts the local environment and community at the heart of history showing how it can be used as the context for successful history teaching across the primary age range It considers how to develop children s concepts and skills through local history how to link local national and global aspects of history and helps you develop your own historical knowledge understanding and confidence in teaching the subject Practical topics explored include Investigating children s cultural and geographical roots through fieldwork Finding and visiting local museums archives and heritage sights Choosing and using resources Using significant people events and buildings to link with national history Environmental education and sustainable development through local history Understanding the links between history and everyday life Planning and assessing history Based on the latest research and practice in the field Bringing History Alive through Local People and Places offers an exciting template of creative ideas and activities to show teachers how they can make history relevant to all children Teaching History Creatively Hilary Cooper,2016-11-10 The fully updated second edition of Teaching History Creatively introduces teachers to the wealth of available approaches to historical enquiry ensuring creative effective learning This book clearly sets out the processes of historical enquiry demonstrating how these are integrally linked with key criteria of creativity and helps readers to employ those features of creativity in the classroom Underpinned by theory and research it offers informed and practical support and is illustrated throughout with examples of children s work Key themes addressed include investigating sources using archives in your own research project becoming historical agents and history detectives drama for exploring events myths and legends communicating historical understanding creatively With brand new chapters from the Stone Ages to the Iron Age using prehistoric sources The withdrawal of the Romans and the conquest and settlement of Britain by the Anglo Saxons in addition to many new case studies this exciting edition puts an emphasis on accessible recent research new evidence and interpretations and encourages the creative dynamism of the study of history Teaching History Creatively provides vivid and rich examples of the creative use of sources of approaches to understanding chronology and concepts of time and of strategies to create interpretations It is an essential purchase for any teacher or educator who wishes to embed creative approaches to teaching history in their classroom *History and English in the Primary School* Pat Hoodless,2002-01-22 Changes to the primary curriculum over recent years have widened choice for all yet the current wave of thinking seems determined to retreat back to basics This vibrant volume examines the many ways in which history can include and complement the teaching of English to the greater benefit of both Enthusiastic practitioners explain how lively classroom activities can influence the level of children s literacy which means that the importance of the basics is recognised without compromising on the choice of subjects open to children History emerges as a wonderful tool for exploring not only language

and literature but also as a way of stimulating the imagination and encouraging talk The contributors here are all passionate about this vital link between two complementary subject areas and will convincingly win you over The book is an invaluable companion for the student teacher primary teacher and teacher educator *History 5-11* Hilary Cooper, 2017-11-27 Now in its third edition *History 5 11* aims to make teaching about the past exciting and stimulating for both teachers and children Focusing on the English National Curriculum for History 2013 and with an emphasis on the importance of learning about the past through the processes of historical enquiry *History 5 11* contains case studies lesson planning guidance and methods to develop pupils historical understanding It offers creative and innovative ways to teach the subject of history refreshing teachers confidence in teaching the 2013 curriculum and is illustrated by new case studies and research This fully updated third edition includes References to the 2013 National Curriculum its aims and purposes and its content and processes for Key Stages 1 2 Guidance on making local national and global connections between societies over time Planning for assessment and progression New research and illustrative case studies New sections on local history and links to oracy Updates to all existing chapters Reflection on practice and research undergraduate Masters level and PhD This textbook is an invaluable resource to all trainee and practising primary teachers interested in teaching history in an accessible dynamic and above all enjoyable way **Identity, Trauma, Sensitive and Controversial Issues in the Teaching of History**

Hilary Cooper, Jon Nichol, 2015-10-13 History Education is a politically contested subject It can be used to both promote xenophobia and to develop critical thinking multiple perspectives and tolerance Accordingly this book critically examines complex issues and constructivist approaches that make history relevant to students understanding of the modern world As such it has global appeal especially in North and South America Canada Europe and Asia The book s authors address the major challenges that History Education faces in an era of globalisation digital revolution and international terror nationalism and sectarian and religious conflict and warfare Central to this volume are controversial issues trauma and questions of personal and national identity from a wide range of international settings and perspectives The research in this book was undertaken by leading history educators from every continent Their interdisciplinary research represents an important contribution to the teaching of social sciences social psychology civic education programmes history and history education in schools colleges and universities The book offers new approaches to history educators at all levels In addition the chapters offer potential as required reading for students to both develop an international perspective and to compare and contrast their own situations with those that the book covers Section I considers issues related to identity how can history education promote social coherence in multicultural societies in societies divided by sectarianism or countries adapting to regime changes whether Communist or Fascist including for example South Africa previously Communist countries of Eastern Europe and previous dictatorships in South America and Western Europe It discusses such questions as How important is it that students learn the content of history through the processes of historical enquiry What should that content be and who

should decide it educators or politicians What is the role of textbooks and who should write and select them Should history be taught as a discrete discipline or as part of a citizenship or social sciences curriculum Sections II and III explore ways in which memory of sensitive issues related to the past to war or to massacres may be addressed Are there new methodologies or approaches which make this possible How can students understand situations involving intolerance and injustice

Using IT in Primary School History Lez Smart,1996-01-11 The UK National Curriculum requires children to develop an IT capability through the different subject areas This book for non IT specialists aims to help humanities teachers use IT to enhance and facilitate children s learning The author considers how children s historical and geographical knowledge skills and understanding can be better developed through use of IT and how their IT capability can be developed in this context

Pinning Down the Past Mike Corbishley,2014-04-17 In a relatively short period of time the pursuit of archaeology has evolved from an antiquarian interest to a specialised scientific activity Part of this evolution has always included the interest of the public and archaeologists efforts to educate them As each new method and technique is developed and each new specialism is created the challenge of making archaeology available as a learning resource grows with it Today for example the issues which surround archaeology and heritage such as the pressures of tourism on sites now form part of many formal educational curricula This book the first to deal with the subject in such depth examines the place of education and outreach within the wider archaeological community Written by one of Britain s leading archaeological educationalists it charts the sometimes difficult and painful growth and development of education and archaeology Packed full of informative and enlightening case studies from the circus at Colchester to Sutton Hoo and Hadrian s Wall this work examines exactly how we have reached the point we are at where that place is and suggests areas for future development By drawing upon many decades of experience at the front line of archaeological education the author has produced a key text that will play a major role in the on going development of the heritage industry Publisher s website

Inter- and Intracultural Differences in European History Textbooks Carol Morgan,2005 Papers from a conference held in Feb 2002 at the University of Bath

Learning ICT in the Humanities Tony Pickford,2013-05-24 Providing practical guidance on enhancing learning through ICT in the humanities this book is made up of a series of projects that supplement augment and extend the QCA ICT scheme and provide much needed links with Units in other subjects schemes of work It includes examples and advice on enhancing learning through ICT in history geography and RE fact cards that support each project and clearly outline its benefits in relation to teaching and learning examples of how activities work in real classrooms links to research inspection evidence and background reading to support each project adaptable planning examples and practical ideas provided on an accompanying CD ROM Suitable for all trainee and practising primary teachers

Equality in the Primary School Dave Hill,Leena Helavaara Robertson,2009-10-22 Drawing on a wealth of knowledge from a diverse group of contributors this volume addresses the importance of going beyond equal opportunities The contributors provide a compelling argument for

promoting equality in primary schools Issues covered include social class race gender sexual orientation disability and special educational needs with reference to all subjects taught at primary school level History 3-11 Hilary Cooper,2006-11-21 Replacing the bestselling The Teaching of History in Primary Schools acclaimed author Hilary Cooper returns with this invaluable resource showing how to sustain a dynamic history curriculum in the classroom Exploring Time and Place Through Play Hilary Cooper,2012-09-10 This book is packed with fun and exciting activities that enable the child to make sense of the world that they live in and relate it to their own experiences in order to enhance their personal and social development Going Public Bronwyn Dalley,Jock Phillips,2001 This is a collection of essays in the rapidly growing field of public history The essays are short think pieces by leading writers and scholars which explore the connections between specific aspects of public history and the broader field of New Zealand history in general and show some new and challenging ways of looking at the past The contributions cover new media academic vs public history the Waitangi Tribunal Treaty claims research official war history government history the origins of public history museums heritage freelance research and writing public history in popular culture and state funded reference histories

Representing the Holocaust in Children's Literature Lydia Kokkola,2013-10-15 Writing about the Holocaust and writing for young readers evoke two quite separate sets of concerns which are not always mutually compatible The first half of Representing the Holocaust focuses on how literary material can present historically verifiable material The second half examines how such materials will be perceived by young readers whether they will be able to determine any boundaries between fictionality and factuality and what motivates young readers to keep reading The work concludes by placing the study in the context of Holocaust education

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