

PRIMARY HISTORY

The primary education journal of The Historical Association

Issue 73 / Summer 2016



So was everyone an ancient Egyptian?

Developing an understanding of the world in ancient times

How do pupils understand historical time?

Time for a story: using stories in the Early Years and Foundation Stage

What confuses primary children in history and what can we do about it?

Teaching about my school in the past using original sources

The Stone Age conundrum: making use of a local site to develop historical knowledge of and enthusiasm for the Stone Age

Using Horrible History to develop primary literacy and history

WHEN $2 + 2 = 5$!
Teaching history and geography together in a meaningful way

Primary history and fundamental British values

Our Iron Age challenge: developing historical understanding through building an iron age house

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Issue 73 | Summer 2016

PRIMARY HISTORY

in this issue



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Letters, articles and other contributions to the magazine are welcome. They should be typed, double spaced, on one side of the paper. Please keep references to a minimum. A direct style free from jargon is preferred. Photographs and children's work are welcome. The maximum article length is 1,500 words. Send to: The Editor, *Primary History* c/o The Historical Association, 59a Kennington Park Road, London SE11 4JH.

Publication of a contribution in *Primary History* does not necessarily imply the Historical Association's approval of the opinions expressed in it. The Primary Committee of the Association has particular responsibility for matters of interest to primary teachers and schools.

Suggestions and comments are very welcome and should be sent to: the Chairholder, Jerome Freeman, c/o The Historical Association.

Primary History is published three times a year and is available at substantial discounts to members of the Historical Association. Membership including *Primary History* is £38.00 for individuals, £64.00 for schools and other corporate bodies and £32 for students and NQTs.

The most recent Historical Association survey for primary schools indicates that there is a great deal that teachers like about the current curriculum. One of the joys of history teaching is that there is always something new that can be introduced either to well-trodden themes or new ones. Where new material has been introduced, such as the pre-Roman societies, both teachers and pupils have enjoyed the content.

One of the more negative features of past versions of the National Curriculum was the gradual emergence of similar ways to teach it – national schemes of work, commercial teaching plans, a limited number of mainstream publishers' resources and formulaic assessment schemes all contributed to this. One could go from school to school looking at a primary school's history documentation and recognise a general sameness.

The fact was that the published National Curriculum was the history curriculum for most schools and how it was taught and monitored was fairly limited. Nowadays with more new themes, options and opportunities for some schools such as academies to veer from the official curriculum few seem to have done so. Those that have done so, seem to have been influenced more in terms of what they can cut out or what they can retain from what they were teaching in the past.

This is not altogether a bad thing – few of us old enough to remember pre-National Curriculum days would want to return to hit and miss history which so often was limited, lacking a real rationale and incoherent. History is at least taught with some seriousness in most schools and it is relatively popular among teachers and pupils. With teachers pressurised in so many directions, many are glad to have something concrete to turn to which seems reasonably successful.

There is inevitably a 'but' to this. Sameness and conformity to what is easily available can rarely be a permanent fix. What provides the best history is the evolution of teaching and learning to fit the unique circumstances of different classes of pupils. It needs to benefit from the constant flow of new ideas and resources. Tweaking can increase the motivation of teachers and children. Improving systems of monitoring progress can also be vital in enhancing the quality of pupils experience.

This is why we believe that this journal continues to be vital for effective teaching in history. It rarely urges uniformity and it rarely advocates revolution. It aims to allow teachers to think about some of their teaching and to consider some realistic ways in which they can develop their practice. It allows teachers gradually to try something out within the wider context of their schemes of work. Often the gains are considerable and each edition introduces something that many will not have thought about. If it does not work in your context, there is often little lost. These articles do not lead to a dismantling of your whole edifice.

Of course if nothing we produce ever seems of interest or workable then we would want to know but we believe that this is not the case. The editorial committee knows that this journal does not provide all the answers that teachers are often seeking and tries hard to link it with a vast range of other resources. We are conscious that the Historical Association's offering appears overwhelming to teachers – we try hard but we know that we will always hear 'why did we not know about this?' With a multi-faceted approach including the website, schemes of work, forums, quality marks and new ideas such as chartered teachers, we know there is much that can be missed. Our contribution in this edition is a poster outlining some of the opportunities. We hope you find this useful and interesting along with the rest of this edition.

Tim Lomas

HA Primary News

We recently spent a wonderful two days in Harrogate for the HA annual conference. It was great to see so many primary teachers there taking part in two days packed full of great history CPD to develop their history teaching and planning. If you missed it this year, don't forget to make a date in your diary for 12/13 May 2017 when we will be in Manchester.

We hurtle towards the summer amidst the furore over SATS. England sees protests with some parents keeping their children away from school. Meanwhile in Scotland, testing is being brought back, having been abandoned in the past. The debate over whether academisation represents the best future for our schools is also in the news. There has been some passionate debate and mixed reports of academy success and failure in the media and from Ofsted. We would like to hear from you on this issue. Do you teach in a school where academy status has had a positive impact on your history provision, for example in terms of funding or curriculum design/provision? You can share your stories on our forum (hyperlink) or by emailing Mel Jones at: melaniej@history.org.uk

It has recently been discovered that metallic-based ink was used to write on the Herculaneum Scrolls which were buried by the eruption of Mount Vesuvius in AD79. This discovery puts back the use of such inks by several centuries.

Over the last year, we know that you have been getting used to teaching new topics and a new curriculum, and now that these are bedding in, it's time to get more creative and innovative. The HA has been here to help you with plenty

of CPD opportunities. Here are just a few of the opportunities coming up in the near future:

- Supporting effective history and geography learning through a study of Ancient Egypt: London and Manchester: June 2016
- Effective historical enquiry in your locality: June 2016
- Northern History Forum, Leeds. November 16

Our historical fiction competition has drawn to a close for another year and our judging schools and panels of pupil judges have been busily helping us to create a shortlist. Our final judging panel are looking forward to judging shortlisted entries and we hope to inform winners in the first week of July. In the meantime, if you would like to read entries from previous winners, you can find them here: www.history.org.uk/resources/primary_resources_245.html

As the first year of full roll-out closes, our history Quality Mark scheme continues to go from strength to strength. We are looking forward to many assessments and awards in the coming months. Turn to pages 40 to 41 for a celebration of those schools who have been awarded in the 2015/16 round so far.

Our fully-funded trip to Agincourt in France took place in March. Funded by Agincourt 600, children from five schools across the country visited class CM2 of the École Primaire in Auchy and spent time at the medieval centre in Agincourt as well as visiting the battlefield itself. You can find one school's account of the trip on page 34 to 37. Now



that schools have returned, they are continuing their contact with class CM2 via Moodle in order to collaborate on designs for a new monument or guide to the battle told from both perspectives. We look forward to sharing their results with you.

By the time you read this, the HA will have launched a brand new website, packed full of great features and easy to navigate. We hope you like it as much as we do. We will be very interested to hear what you think.

The HA is a proud partner on the Global Learning Programme who have just launched a new resource based upon migration for Key Stage 2. You can find out more here: www.history.org.uk/resources/primary_resource_8741.html

Finally, let me take this opportunity to wish you all a relaxing summer break. We look forward to bringing you news of lots of exciting resources and events coming this autumn.

Mel Jones
HA Education Officer

How do pupils understand historical time?

Some evidence from England and the Netherlands

Marjan De Groot-Reuvekamp and Penelope Harnett

One of the key aims of the English history National Curriculum is to ensure that pupils 'know and understand the history of these islands as a coherent, chronological narrative'. Teaching chronology is also important in the Netherlands. In this article we cover some aspects of teaching and recent research from the Netherlands that can help inform our teaching about the understanding of time.

Chronology and the understanding of historical time

The understanding of historical time combines what is often referred to as 'chronology' (objectively measurable) and historically experienced time, sometimes referred to as 'a sense of time'. Understanding time is not an isolated element. It is about the understanding of events, people and changes in the past and includes understanding concepts like causes and effects, changes, similarities and differences within and between periods, and how they affected people's lives. In Dutch primary schools history is hardly taught to young children. Teachers often cite the fact that young children do not have an understanding of historical time, because: 'they first have to learn the vocabulary of clock and calendar time, like today, yesterday and the names of the days in the week.' Yet this needs squaring with the fact that young children are often fascinated by historical stories, for example on knights

and castles, and ask questions about historical themes that they encounter through television programmes or museum visits.

Chronology in English and Dutch schools

In the Netherlands primary education is aimed at children aged 4 to 12. There is no 'state curriculum'; attainment aims are fixed through *Core objectives* (Table 1), that should be reached by the end of primary school. These leave a considerable amount of freedom. Having said that, for history the vast majority of teachers follow textbooks, starting from ages 8/9.

Evidence in both the Netherlands and England indicates that the

teaching and learning of historical time are not always very well implemented in schools. Although chronology features in both the English National Curriculum and the Dutch Core Objectives, many aspects are not well covered. In the research for this article, only a quarter of the English teachers pay attention to the chronological order of historical periods consistently and the majority of teachers in both countries do not use time-lines (Table 2).

In England primary pupils are expected to 'develop a chronologically secure knowledge and understanding of British, local and world history' from the historical periods which they study. Similarly in the Netherlands, since 2006 the Dutch curriculum has

Table 1: Core objectives for history in the Dutch primary curriculum.

Students should learn:

1. to use simple historical sources and **the vocabulary of time and periods of time**;
2. about the characteristic aspects of one of the following **eras**: hunters and farmers; Greeks and Romans; monks and knights; cities and states; discoverers and reformers; regents and princes; wigs and revolutions; citizens and steam engines; the world wars and the Holocaust; television and computer, with the **canon** as basis for illustration;
3. about the important historical persons and events from Dutch history and connect these with examples from world history.

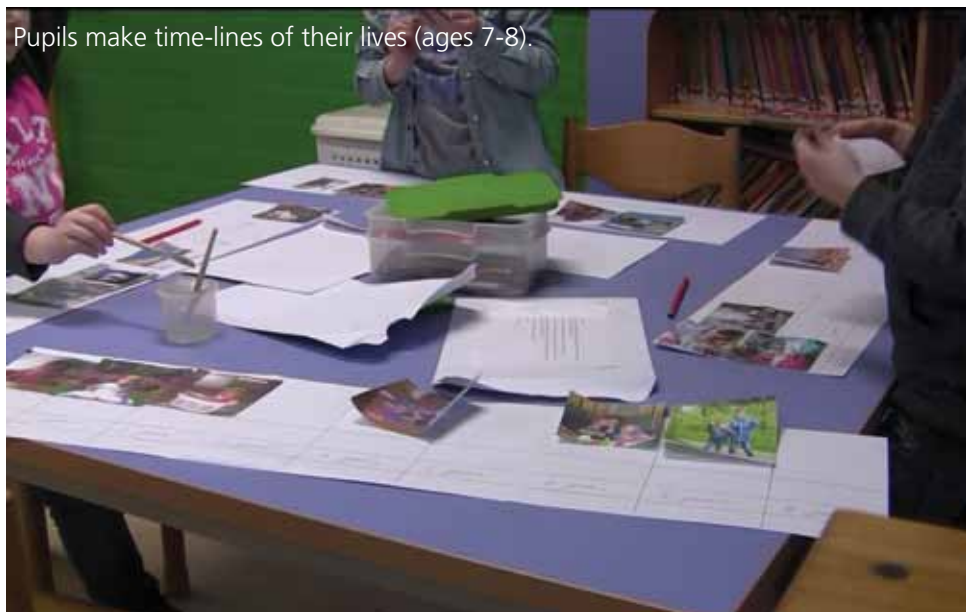
contained a framework of ten eras that are mostly taught chronologically. These ten eras have broad historical labels such as the Era of Citizens and Steam Engines. In 2007 the 'Canon of Dutch History and Culture' was added: an overview of 'what everyone ought to know, at the very least, about the history and culture of the Netherlands'. The canon is a chart with a series of 50 'windows', arranged chronologically on a time-line (e.g. the Roman Times, William of Orange, Rembrandt, Anne Frank and slavery).

Progression in understanding historical time

Teaching periods in chronological order, however, does not guarantee that pupils will develop their understanding of historical time. It is important to gain as many insights as possible into how pupils acquire understanding of historical time.

What we have come up with based on our research is three stages of understanding – *emergent*, *initial* and *continued*. Table 3 on p. 9 has developed this by defining pupils' skills and knowledge for each stage, based on five objectives on the understanding of historical time. The model is not age-related. Pupils' development in chronology seems a continuous process: there is no particular moment when pupils leave one stage and enter the next. Important elements in the model include the development from concrete to abstract knowledge and the use of the vocabulary of time, from broad descriptions to specific dating.

Linked to this we also devised two paper-and-pencil tests for younger and older pupils with, for each stage, multiple-choice items that corresponded with the five objectives. We conducted the tests in seven Dutch primary schools with 1,457 pupils. The results showed that in all three stages pupils in higher-grade classes significantly outperformed pupils in lower-grade classes. Furthermore, in all grades there seems to be room for improvement, especially for ages 6-9 where pupils have hardly had any teaching on the understanding of historical time. Pupils ages 9-12 could improve on level C.



Time-line level B: beginning understanding of historical time (ages 7-8).



Time-line level C: continued understanding of historical time (ages 10-11).



Table 2: Percentages of respondents who responded 'regularly' and 'always' in a survey of practices on the teaching of historical time. (De Groot-Reuvekamp, Van Boxtel, Ros & Harnett, 2014)

Practices of teaching historical time	England		The Netherlands	
	Teachers n=27	Trainers n=20	Teachers n=48	Trainers n=33
During the history lessons the chronological order of historical periods is consistently paid attention to.	37%	25%	74%	53%
In each classroom there is a large class time-line on which events, people and changes are placed in the correct historical period.	45%	25%	49%	47%
For lessons about the understanding of historical time we only follow textbooks.	7%	0%	66%	61%
For the development of the understanding of historical time we develop lessons and/or materials ourselves.	77%	55%	32%	19%
From the start of Key Stage 1, grade 3, students are taught about events, people and changes in different historical periods.	93%	65%	30%	19%
The development of students' understanding of historical time is monitored and recorded systematically.	37%	0%	36%	3%

What does this mean for teaching about time in primary schools?

A number of strategies seem to assist understanding of historical time:

- Teachers should consistently pay attention to the objectives of historical time as outlined in Table 3.
- Sequence and the dates of historical periods can be addressed more explicitly
- The use of time-lines can be intensified and improved starting from the creation of pupils' own personal time-lines or family time lines and moving towards larger-scale and more complex historical time-lines.
- The use of pictures, stories and computer technology can act as stimuli for the understanding of historical time.
- Visual clues linked with dates as points of reference can provide useful opportunities for pupils to talk about differences and changes between historical periods which can build up their knowledge of historical time.



Resources

Chapman, T. (1993) 'Teaching chronology through time-lines' in *Teaching History*, 73, pp.25-29.

De Groot-Reuvekamp, M., Van Boxtel, C., Ros, A. and Harnett, P. (2014) 'The Understanding of Historical Time in the Primary History Curriculum in England and the Netherlands' in *Journal of Curriculum Studies*, 46, no. 4, pp. 487-514.

De Groot-Reuvekamp, M., Ros, A., Van Boxtel, C. and Oort, F. (2015) 'Primary school pupils' performances in understanding historical time' in *Education 3-13: International Journal of Primary, Elementary and Early years education*.
<http://dx.doi.org.10.1080/03004279.2015.1075053>

Harnett, P. (1993) 'Identifying Progression in Children's Understanding: the use of visual materials to assess primary school children's learning in history' in *Cambridge Journal of Education*, 23, no. 2, pp. 137-154.

Hoodless, P. (1996) *Time and Time-lines in the Primary School*, London: Historical Association.

Primary History 59 was devoted to chronology and contains a range of useful articles including those by Barton, Cooper, Hoodless and Pickford.

Stow, W. and Haydn, T. (2000) 'Issues in the teaching of chronology' in J. Arthur and R. Phillips (eds) *Issues in the Teaching of History*, London: Routledge, pp. 83-97.

Conclusion

The development of pupils' understanding of historical time requires thoughtful teaching linked to objectives, with regular assessments, good time-lines and good planning through all years of primary school. We hope that this article will be of use to teachers in their planning, monitoring and assessment of pupils' developing understanding.

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She is currently working on her PhD at the University of Amsterdam on the improvement of the understanding of historical time for pupils aged 6 -12. Marjan would like to thank the English and Dutch teachers who have helped her in her research.

Penelope Harnett is Emerita Professor at the University of the West of England, Bristol.

Table 3: Developmental model for pupils' understanding of historical time. (De Groot-Reuvekamp, Ros, Van Boxtel & Oort, 2015)

Objectives	Stage A – Emergent understanding	Stage B – Initial understanding	Stage C – Continued understanding
1. Vocabulary Apply the vocabulary relating to time and periods of time.	Apply relative terms relating to time, such as: most long ago – a very long time ago – a long time ago – not so long ago – now.	Apply the names of historical eras that are most recent and most long ago and terms such as the eras of: <i>Television and Computer, the World Wars, Steam engines, Roman times and Middle Ages</i> . Recognize dates AD.	Apply the names of the historical eras/periods and terms like Prehistory, Middle Ages and Golden Age. Apply dates AD and BC and the relation between dates and centuries.
2. Sequence Sequence historical periods and objects, situations, events and people of different periods of time in chronological order.	Sequence pictures of objects and situations concerning everyday life, like lifestyle, clothing, architecture and transport.	Sequence some historical periods (objective 1) and pictures of well-known people and tangible events, e.g. inventions.	Sequence, events, people and historical periods
3. Time-line Place objects, situations, events and people on a time-line.	Use a simple time-line that portrays the course of time from (very) long ago until now.	Use a time-line with names of historical era's (objective 1).	Use a time-line with dates AD and BC.
4. Characteristic features Use/identify characteristic features in texts and images to place objects, situations, events and people in the correct periods of time.	Use /identify everyday life characteristic features of past periods (lifestyle, clothing, architecture and transport).	Use /identify social and cultural characteristic features of some historical eras (objective 1).	Identify social, cultural, economic and political characteristic features of the ten historical eras in national, European and World history.
5. Compare and contrast Compare and contrast different historical periods to identify changes, differences and similarities in the way people lived within and across periods.	Identify differences in everyday life of people in the past and the present in tangible examples through history and related to generations of parents and grandparents.	Identify changes, differences and similarities in the way people lived across historical periods.	Identify changes, differences and similarities in the way people lived <i>within</i> and across historical periods.

Note: The abbreviations AD and BC can be substituted by CE and BCE (Common Era and Before Common Era).

Figure 1: The ten eras.



Time for a story:

using stories in the Early Years and Foundation Stage

Sue Temple

Stories are an important part of a young child's way of making sense of their world. Hilary Cooper's excellent article 'Why Stories?' explores some of the reasons why stories are important to young children and their growing 'understanding of the world'. This article is going to explore some recommended stories and how we might use them in a slightly more focussed way to ensure the historical element of the area of learning is strengthened and developed. If we did not have enough justification the Listening and Attention aspect of Communication in the Early Years Framework supports the use of stories explaining that children should 'listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions'.
www.history.org.uk/resources/primary_resource_7478.html

Fiction/non fiction

Children need to understand the differences between fact and fiction so reading stories like *Where the Wild Things are* (Sendak 1963) and then discussing where Max's imagination takes over from reality helps young children to begin to grasp this important concept. Reading non-fiction books about real people as well as fairy stories and making this distinction in your discussions helps children separate fact from fiction. 'They answer "how" and "why" questions about their experiences and in response to stories or events.' (EYFS)

Grandparents

Family members, especially grandparents, are a wonderful resource to help young children understand that as time passes we all grow up and the changes this brings in our abilities and how we look. In stories this is a particularly rich seam which authors explore:

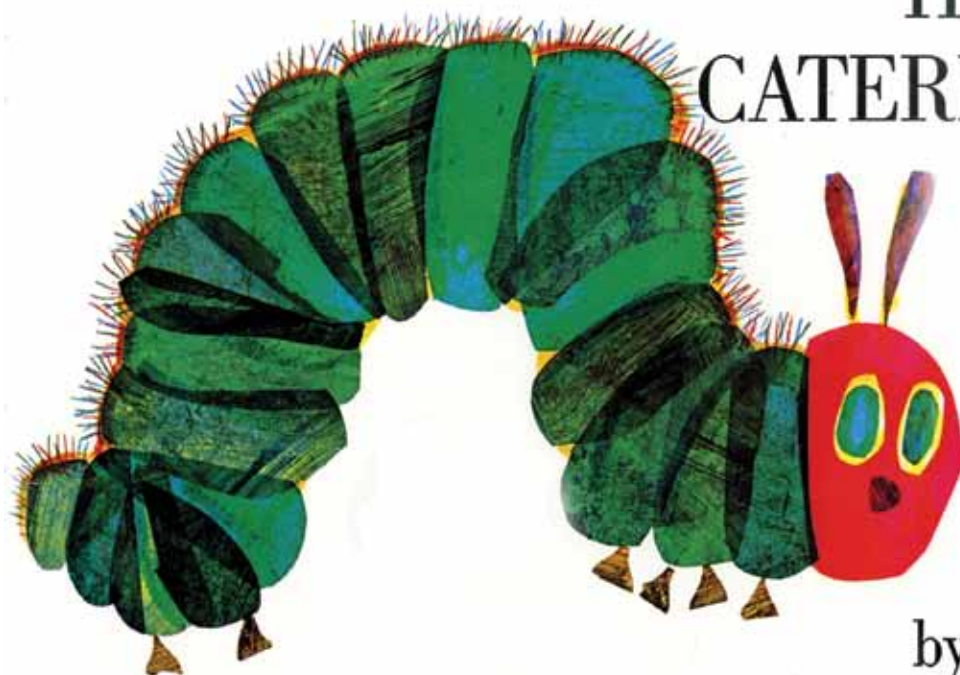
The Toymaker (Waddell and Milne, 1993) is a delightful book in two parts – in the first section a grandmother is looking back at her childhood with her toymaker father and in the second half, as a grandmother, she meets her friends and tells her grandchild about her past self, making a toy representing her father.



In *Grandpa Bodley and the Photographs* (Castle and Bowman, 1993) the grandson finds a box of photographs which the pair talk through together – including the coronation of Elizabear! The death of *Granpa* at the end of John Burningham's 2003 book of the same name became a bit of a talking point among my trainees, wondering whether they could actually read this book with their children – but children have to cope with death too and the remainder of this book explores the relationship between Granpa and his granddaughter in a realistic and informative way. Not a book to pick up immediately after a child loses a family member but useful to explore relationships and memories of relations who have died.



THE VERY HUNGRY CATERPILLAR



by Eric Carle

A sense of time

The Very Hungry Caterpillar (Carle, 1969) does not perhaps spring to mind when thinking of discussing history but it is very useful to introduce and reinforce the days of the week and the concept of the passage of time. Several other more science-based stories do this very well, for example *Life Cycles: Acorn to Oak Tree* (de le Bédoyère, 2012) and *The Tiny Seed* (Carle, 2005) create opportunities to use time words like first, last, next etc and develop an early understanding of sequencing.

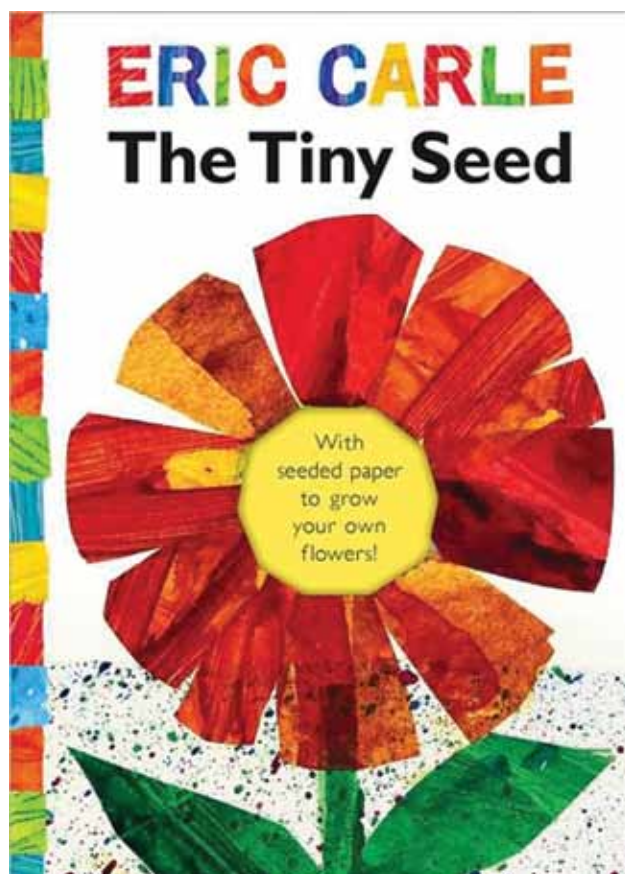
Other perspectives

All children struggle to understand the concept of different points of view so exploring this through a familiar basic story like *The Three Little Pigs* but from the perspective of the wolf as told in *The True Story of the Three Little Pigs!* (Scieszka and Smith, 1991) can help children to begin to understand this important concept.

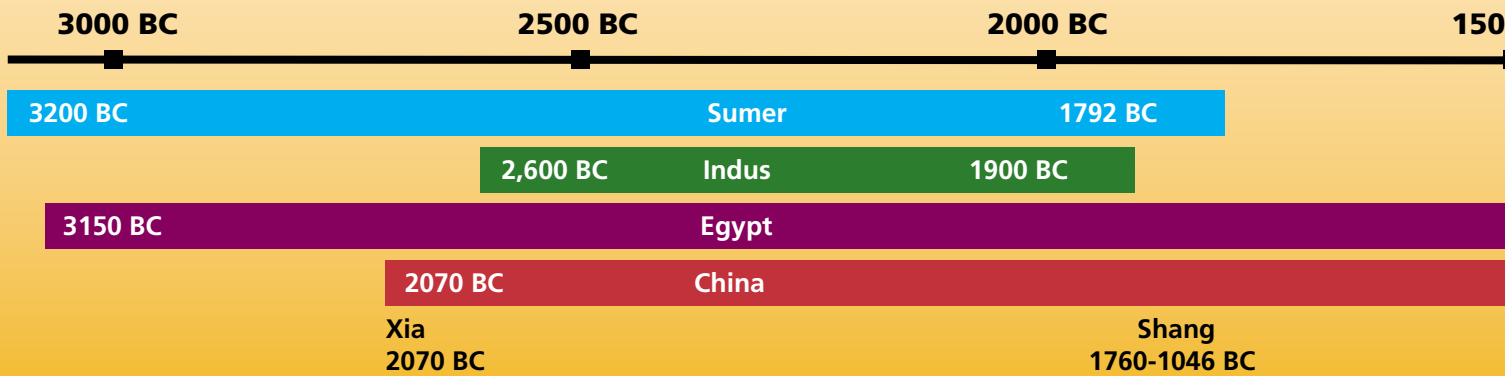
There are many stories which support discussions about 'Ourselves' or 'Myself', a common theme in EY classrooms, so in this article I have focused on other rather more tricky aspects. It is not always easy to find stories with a 'history' focus suitable for Early Years children but actually once you begin to see the potential in stories like the ones described here it becomes easier to develop and focus on those important ideas and concepts. The Early Years Framework expects 'children [to] talk about past and present events in their own lives and in the lives of family members ... They know about similarities and differences between themselves and others, and among families, communities and traditions' and

'children have and develop their own ideas, make links between ideas' – these stories and others like them will help you to do this with the children in your care.

Sue Temple is senior lecturer in primary history at the University of Cumbria. She is a member of the *Primary History* editorial team.



A comparative time-line of the first civilisations



So was everyone an ancient Egyptian?

Developing an understanding of the world in ancient times

Paul Bracey

I will be honest – no child has actually asked me if the world was ever full of Ancient Egyptians! Having said that, by focusing on one part of the world, children are left with either this impression or the idea that nothing was happening elsewhere in the world. Clearly, concerns related to this issue have underpinned National Curriculum 2014 which requires the following:

the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China (DfE, 2013, p192)

This clearly requires children to be aware of what was happening in different parts of the world so that they appreciate that there was more to human development than the achievements of a single culture. At the same time teaching topics without a sense of chronology could leave children with the

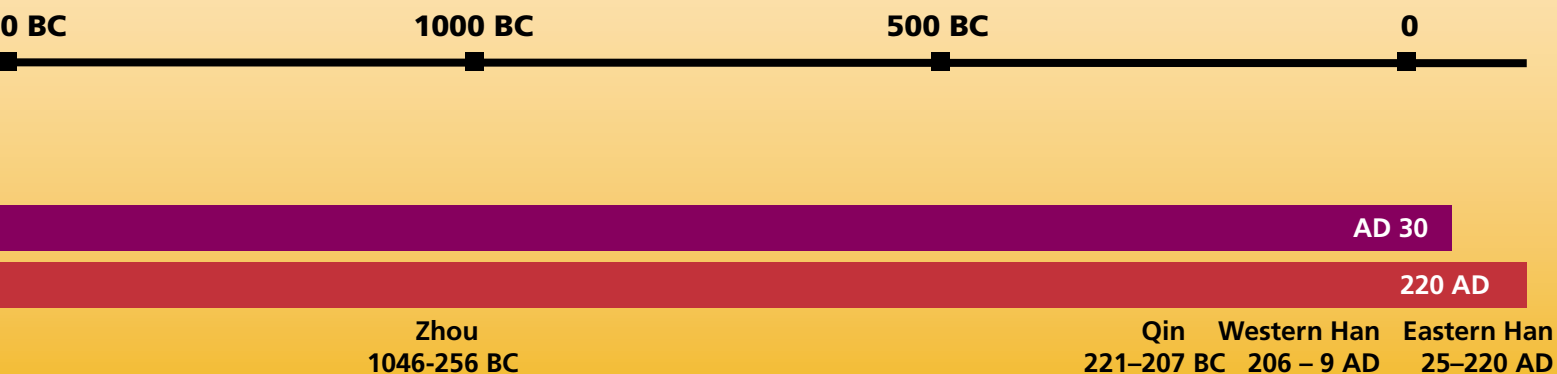
impression that the Egyptians, Vikings and Tudors occupied comparable time periods. The National Curriculum requires that:

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history ... [and] combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

(DfE, 2013 pp189-90)

This is particularly important when considering the length of time which early civilisations lasted as well as their significance in human development up to the twenty-first century.

How can we go about this? A useful starting point is to look at the time-line at the top of this page which shows Ancient Sumer, the Indus Valley, Ancient Egypt



and the Shang Dynasty. They existed at the same time, although the duration of each of them differed.

The following summarises each of them. Fuller details are available in recent editions of *Primary History*.

- Ancient Sumer has been called 'the cradle of civilisation'. It developed around the Tigris-Euphrates rivers which are in modern Iraq from 3200 BC until it became part of the Babylonian Empire in 1792 BC. Sumer was associated with the development of the first cities, writing and the wheel.
- The Indus Valley Civilisation emerged from about 2600 BC beside a river which flows through modern Pakistan and began to decline in about 1900 BC. It was also associated with towns, trade, early drainage systems and rich remains including early writing.
- Ancient Egypt evolved around the River Nile from about 3150 BC and ultimately declined as an individual culture in the reign of Cleopatra in 30 BC, becoming part of the Roman Empire. It is often associated with writing, trade and the pyramids.

- The Shang Dynasty developed around the Yellow River in China from about 1760-1046 BC and is associated with the development of writing, the calendar, chariots, large underground tombs, bronze bowls and weapons.

Besides the time frame, there are other common features. All of these civilisations emerged by rivers in warmer parts of the world and were supported by agricultural communities. There is also evidence that each developed a stratified social structure, a belief in the afterlife as well as innovations which have had a long-lasting legacy. It is possible to compare what was happening in these civilisations with what was happening in Britain by looking at the poster in *Primary History* 69 (Spring 2015).

Teachers are likely to want to depict these societies on a map of the world, but there are other aspects that need to be considered. First, these were not the only places where developments were taking place and it is important that children do not think that this was the case. For example, in South

and Central America early cultures developed in the Andes from 3000 BC and pre-classic the Mayan Civilisation developed from 2000 BC.

Moreover, even within China, the Shang was one of several dynasties even if it was the first important one. The Zhou dynasty introduced the use of coins, while the short reign of the Qin is associated with the Great Wall and the tomb containing the Terracotta Army and the Han developed the use of paper and iron tools. Ancient China civilisation represents over two thousand years of history which may provide a more appropriate way of comparing this part of the world with the other civilisations than focusing on a single dynasty.

How can we enable children to appreciate the links and connections between these civilisations as well as developing their broader understanding of the past?

The following might well engage children in relating an early civilisation to its broader historical and spatial context:

- **Use time-lines to relate a civilisation to its spatial and chronological context** – use web-based timelines and/or the

card activity associated with this article to find out when the civilisation took place, how this compared with other early civilisations and more recent developments such as the Roman, Saxon and Viking migrations to Britain, the Tudors, Victorians and World War II – the comparatively short time periods of the latter. Hopefully children will appreciate that the length of time associated with a civilisation does not necessarily reflect its significance.

- **Compare the location and basic characteristics of the chosen early civilisation with the other three civilisations.** The children could locate pictures and basic information about each civilisation on a world map and be asked to find where they developed. Hopefully they will deduce that each emerged close to the Equator and by rivers – so helping trade and agriculture. They could use enquiry questions such as: How were they ruled? What did they believe? What were their most important achievements? This could begin with the activity on p. 17, followed by research using the web (see list of website) and textbooks related to each of the civilisations (see *Primary History* articles in the reference list).
- **Make meaningful comparisons between the chosen depth civilisation and what was happening elsewhere at appropriate points in this civilisation.** For example, the pyramids in Egypt can be compared with the large underground

burials, such as that of Fu Hao in Shang China and the terracotta warriors from the Qin Dynasty. Children might point out that both indicate a belief in the afterlife, as well as the wealth of powerful individuals at that time. Both cultures initially buried slaves to help in the next world, a costly practice which gave way to the use of clay replicas, represented by ushabti in Egypt and the clay warriors in China. This could be developed more fully by exploring an alternative civilisation through visits to places such as the British Museum or Compton Verney in Warwickshire (www.comptonverney.org.uk), which have extensive collection of Ancient Chinese bronzes.

- **Relate the depth civilisation to its 'bigger picture'.** The legacy of achievements made by early civilisations can also be compared with other times in the past. For example, the children could investigate the Lascaux caves (18000 BC) early writing in Ancient Egypt (3300 BC) Caxton's printing press (1475 AD) and computers (twentieth Century) looking at issues such as: What did people do before them? How did they change people's lives? Which has had the most important impact?

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Resources

DfE (2013) *The National Curriculum in England Key Stages 1 and 2: framework document*.

Recent editions of *Primary History* contain a number of important and relevant articles including:

Doull, K. (2014) 'Teaching about Ancient Egypt' in *PH* 67, pp. 16-21.

Aronovsky, I. (2014) 'Investigating the Indus Valley' in *PH* 68, pp. 30-35.

Parker Heath, C. (2015) 'Ancient Sumer' in *PH* 69, pp. 28-33.

Wilkinson, A. (2015) 'The Shang: what can we tell about an ancient civilisation from one tomb?' in *PH* 70, pp. 32-38.



Websites

The following sites are helpful in relating an early civilisation to its bigger picture:

www.timemaps.com/history

This provides an excellent opportunity to look at different societies in the world over time – allowing for comparison and a sense of time.

www.ancientcivilizations.co.uk/home

This is located on the British Museum website and provides opportunities to find information to compare different civilisations around themes such as cities.

www.bbc.co.uk/schools/primaryhistory/indus_valley/

This looks at the Indus Valley and also provides some information about the location of the early civilisation

Classroom activities:

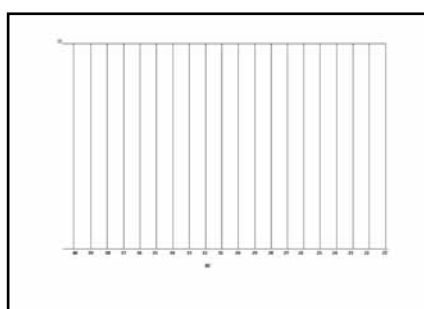
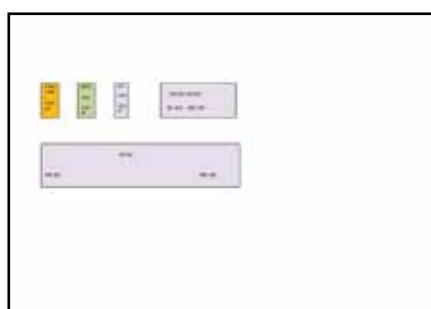
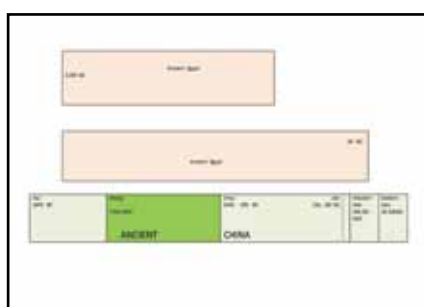
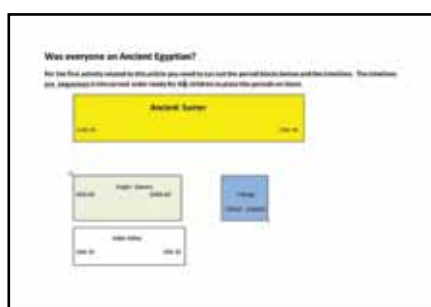
what can we find out about the ancient world?

Objective: identifying and explaining similarities and differences across different civilisations.

Preparation for the lesson: The time-line and cards provided in the poster can be used for Activity 1. You will need to print off four copies of the time-line and label centuries from 5000 BC to the present day so that children can place the civilisation strips on them as a basis for your discussion. The dates allocated to each civilisation vary between sources but here they are based on that given in the recent *Primary History* articles listed on p. 14 (see Resources). You also need to photocopy Figures 2 and 3 and obtain world maps for Activity 2.

Activity 1: What does our interactive time-line tell us?

The children put the four civilisation strips on the time-line, together with strips showing more recent periods such as the Anglo-Saxons, Vikings and Tudors and consider the following questions - What does this tell us? What questions do we think are worth asking about these civilisations and societies?



The full version of this resource can be downloaded from the online version of this issue at: www.history.org.uk

Activity 2: Matching places and pictures

The children put maps/information cards of Ancient Egypt, Sumer, the Shang Dynasty and the Indus Valley Civilisations on to a world map. Working in groups, they use textbooks or websites to answer their questions.

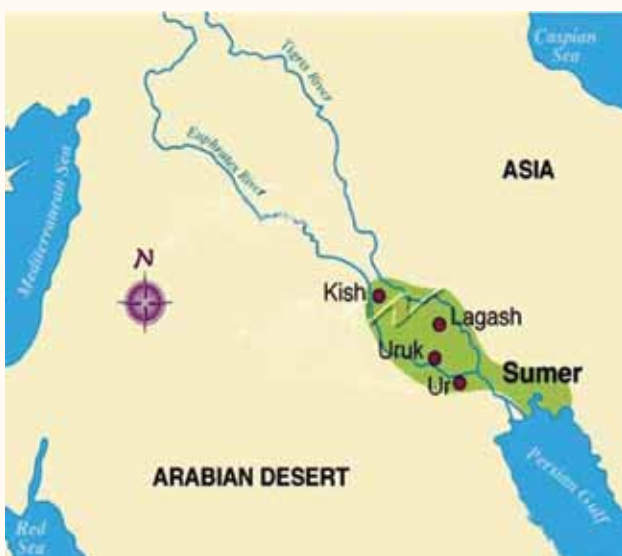
Ancient Egypt



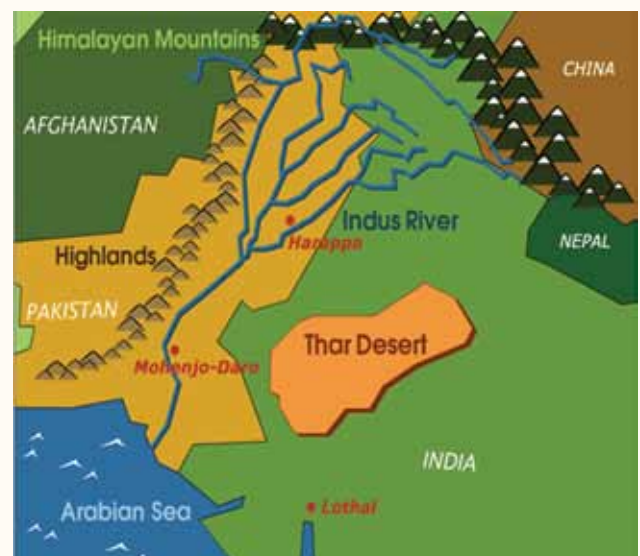
The Shang Dynasty



Ancient Sumer



Ancient Indus Valley



1. Ancient Egypt

3500 BC The Egyptians settled by the River Nile and ruled from about 3500 BC to 500 BC.



2. The Shang Dynasty

The Shang lived in the area by the Yellow River in China and ruled from 1600 BC to 1100 BC. Anyang was one of their capital cities.



3. Ancient Sumer

They lived by the River Tigris and Euphrates (in modern Iraq) between about 4500 BC and 2000 BC. They built cities by the rivers.

They could weave, write, and make pots and use things made out of metal.



4. Ancient Indus Valley

People settled by the River Indus which flows through modern Pakistan. The Indus Valley Civilisation was important by 2600 BC and ended in 1500 BC. They built great cities like Mohenjo Daro.



What confuses primary children in history and what can we do about it?

Tim Lomas

Young children who automatically see shiny things as new no matter what their age, those who mix up technology from one age with another, those who dismiss people in the past as stupid because they did not have the possessions we have today, those who equate the age of a pictorial image with the age of the people within it. All these are relatively common misconceptions which children have.

This is not an article about 'historical howlers' but a serious look at some of these misconceptions. While it may be amusing to look at some of the common ones, there is a serious point behind it. Without being aware of them, pupils are likely to repeat them and, in doing so, have a distorted grasp of history. Teachers need both to be aware and to devise teaching strategies to challenge and amend them.

Good teaching cannot exist unless one is aware of the likely problems that pupils have when learning history. Without this awareness, they are likely to continue to operate in a confused world and repeat errors. Surface impressions can often mask considerable gaps in real understanding, something only remedied by close and worthwhile questioning. Questions can so often flatter to deceive.

The article focuses not just on misconceptions but on perceptions and lack of awareness. It begins by outlining some of these and then goes on to consider how teachers might help address them. They might include:

What are the signs?

Confused chronology/anachronism and no sense of duration

What you might see:

- children drawing images such as modern technology in scenes of ancient times;
- mixing artefacts from different periods;
- confusing things a long time ago with more recent ones – having little idea really of whether something was a long time ago or more recent.

Alan Hodgkinson referred to a child asking a class question – if Cleopatra had not been bitten by the asp, would she still be alive today?

- having no grasp that some things lasted a long time and others were more recent – perhaps not surprisingly many will struggle to see the huge lengths of time occupied by the Stone and Bronze Ages;
- unable to make any links between the different history they have covered. History in primary schools is often taught in blocks – partly a symptom of the National Curriculum being divided into study units or areas of study. This may make history understandable, interesting and manageable. The downside is that pupils tend to see history as episodic, divided into blocks with few links between them. Many primary children thus see their history in a tunnel-visioned way;
- huge problems with the mathematical dimension of time, .i.e. abbreviations such as AD (CE) and BC (BCE).

Confusion and simplicity with why things happened and what were the results and why people in the past acted as they did

What you might see:

- being content with a single reason for an event;
- the reasons for an event are just a list of unconnected factors;
- not being able to see that some reasons for things and results may have been more important than others;
- believing things were bound to happen in the way they did – i.e. the result was inevitable and could not have turned out differently;
- a judgemental and simple way of looking at why people did things – often they were 'stupid';
- lacking a grasp of what makes humans tick. Perhaps not surprisingly, pupils have a limited chronological experience of life so their grasp of the human situation can be very restricted. They find

it difficult to understand people not just because they lived a long time ago but also because their lifestyles were so different and they were adults. The outcome is that pupils often see people in the past as amusing, brutal and inferior as well as two-dimensional. The end result can be a lack of care and respect.

- Stereotypical views of people in the past and historical situations. It may well be that different types of people are lumped into a single category sharing common characteristics. This can apply to groups such as old people, black people, women and various countries.

Misunderstanding sources and finding difficulty with historical investigations

What you might see:

- seeing sources just as a way of gathering information – accepting them at face value;
- alternatively dismissing sources altogether and not seeing how they can be used to answer history questions – adopting a totally defeatist attitude;
- having a simplified view of what sources are. Pupils often do not see a source in its original context so get a simplified and distorted view as they have been adapted to make classroom use easier. Many pupils never realise that sources were often long, convoluted and with many irrelevancies with regard to their particular enquiry.
- having difficulty carrying out a useful historical investigation – often resorting to much copying and uncritical description rather than showing any higher-order skills.
- not seeing that sources can show that there are different valid ways of looking at things. If there are different viewpoints, many pupils believe that only one can be right and the rest must be wrong.
- confusing a real source with a reconstruction even one that reconstructs a different event.

What can we do about it?

Clearly there is no quick universal answer and many of these challenges will be addressed by consistent good teaching and effective learning. As a starting point, it might be worth taking note of the following:

1. A major reason why pupils become confused is simply that they lack historical knowledge. While throwing out masses of content is hardly a panacea, it is important that pupils have access to enough historical material about themes, individuals and situations. Without adequate historical knowledge, pupils will always find it difficult to assess the importance of things since they have too few reference points. **So the first requirement is sufficient time for the subject.**
2. Even with enough content, it can easily become a

forgotten blur of masses of facts with proper tasks and questions. One way of improving learning is for **children to be encouraged to see links and connections between what they are doing and what they have covered previously.**

Tasks that ask them to make links, to compare and detect similarities and differences can also prove effective. This ultimately helps them decide whether some particular event was unusual or typical.

3. Carefully choose the content so that it invites contrasts and provides interest. All valid history falls at the first hurdle if the teaching does not **build in enough interesting and varied content so that the children can establish a chronology, identify the key events, people, changes and developments and how and why things turned out as they did.** Checking that planning allows this to happen is a positive step to avoiding confusion.
4. While not a task solely for history, adding any **general knowledge** helps historical understanding, e.g. the human situation through reading, a sense of place through geography, historical inventions through science and technology. The teacher cannot cover everything. Stimulating pupils' curiosity and interest especially through reading is a key way of reducing historical misunderstanding and broadening historical awareness.
5. An awareness of the **key historical concepts** and building these into planning so that they are developed and revisited. The National Curriculum draws attention to some of the key concepts to aid historical understanding such as cause and consequence, change and continuity, significance, the use of evidence and interpretations. It is vital that these are developed in a progressive way by focused tasks and questions. Pupils understand, for example, that various causes often contribute to an event or historical situation, that sources need to be used carefully when answering a historical question, that ideally sources should be checked against other sources, that people, events and countries can be represented and seen in a range of valid ways. Targeted questions are vital rather than general tasks such as 'investigate what life was like in Roman Britain' or 'imagine the local town 100 years ago'. Such general tasks can mask confusion and misinterpretation – often hidden by extensive copying and plagiarism from books and internet.
6. Having an awareness of progression. All those teaching history should have **some awareness of what it means to get better at history** in terms of historical knowledge and understanding (a good example is the Rising Stars Progression Framework). It means ascertaining that pupils have good content knowledge. This sometimes

Some examples of tasks that help address misunderstanding and confusion

Activity 1:

This is a reconstruction in a modern source about the Roman invasion of Britain. Half the class could be shown this image for a short period of time – say 30 seconds. The other half do not see it. Then working in pairs, the observers have to describe to the non-observers what is happening. The non-observers then draw or describe the scene and the events depicted.

Why does this help deal with misconceptions?

This can help pupils understand that sources and interpretations are not always reliable. The class will recall different features showing that sources do not always provide universal truths – even eyewitnesses.

Taken from: <http://history.parkfieldict.co.uk/romans/roman-invasions>

Activity 2:

Pupils can look at houses from two different periods in the past – in this case Ancient Greece and Egypt. They could be asked to make inferences, e.g. Who might have lived in houses like this? What are the similarities and differences? What does this tell us about life at the time? Imagine a day in the life etc.

Why does this help deal with misconceptions?

It can help address four particular misconceptions. First, that a particular historical situation or concept was not identical in the past. In the past everyday terms such as government, ruler, village and house had different meanings. Pupils need to build up a database to help broaden their understanding. Second, it helps shatter the myth that people in the past were inferior, stupid and incapable. Third, although the evidence may not be complete we can make some sensible deductions about what it was like to live in the past. Last, by comparing two societies it shows that we can make links between different societies rather than depict the past as separate episodes unconnected to each other.

Activity 3:

Pupils at any key stage can look at an image of a local scene like this and be asked to interpret what they see. Then ideally ask them to link to a now-and-then question – e.g. What would a person going back in a time machine to this period notice most? Alternatively what can work as well is the other way around – what would a person from this scene most notice if they were transported to this same street today?

Why does this help deal with misconceptions?

It helps address a historical concept – change, similarity and difference. Above all it helps children understand that there is a link between past and present rather than seeing the past as something done and dusted. It can help build up a wider three-dimensional database of the past and help enhance their local knowledge. It might also help them to understand that different people might identify different things that they see as significant.

<http://history.powys.org.uk/school1/welshpool/broad.shtml>

Activity 4:

Here children can be given two sources, in this instances about mill-workers in Victorian times. The first is by a Mr Gaskell.

‘Any man who has stood near where workers leave the cotton mills would have to admit it would be impossible to spot an uglier set of men or women or boys and girls. Their complexion is sallow and pale and their features flat. They are very small with the average height of 400 men being only 5 foot 6 inches. Many of them have bow legs. A great many women and girls are lame or walk awkwardly. Nearly all have flat feet. Their hair is thin and straight. The men often have a patchy beard. They look sad and dejected and they sprawl around.’

The second extract is by a Mr Ure.

‘Some of you may not believe me when I say I have never seen such pleasant faces and fine figures. Those working for Mr Ashton in his weaving factory walk tall and stand up straight. Many of them are very neat and wear neat handkerchiefs on their heads. Many of them are very beautiful.’

Pupils can be asked what the main differences are. They could be asked to draw a picture of a mill-worker from these accounts – half based on one account and half on the other. They could then be asked to think of reasons why there might be differences and asked whether they believe one more than the other. They could also be asked how they might like to check these sources.

Why does this help deal with misconceptions?

The main issue here is two very depictions of the same historical situation. It can help pupils understand that there can be two or more valid depictions and it does not necessarily mean that one is wrong. There may be reasons for the differences, e.g. showing that there could be variation and not one stereotypical picture. They also need to know that the best way to address these differences is to do some further probing. That is what historians do – look for further evidence to cross-check and see whether one is more typical than the other or find out a bit more about the authors to see whether they have any reasons for distorting things.

means testing recall – even if this seems unfashionable. It means returning to test memory of previous topics so that the wider picture can be established. It means testing the same concepts in a range of different contexts. So often teachers have fallen into the trap of believing a pupil or class has grasped something when they have demonstrated it once. The evidence suggests that real understanding is only gained from reapplying and embedding this understanding in different contexts such as different topics.

7. Introducing some **historical vocabulary with different meanings** over time to show that there is no one stereotypical view, e.g. family, home, transport, princess, king, weapon, village life, religion.
8. Focusing on **higher-order thinking** in history. Pupils sometimes have excellent avoidance tactics in higher-order thinking. They can be content with surface and limited answers. They need to understand and to demonstrate that the best history answers are not simple ones such as one cause and one effect or one view about a person but instead we need them to recognise the uncertainty of their answers – something they should certainly be grasping by the later primary years.
9. Checking that **the pupils understand what they have to do**. Conventionally good history uses many different command words in its question – hopefully far more than ‘what’. Misconceptions and misinterpretations could well be less extensive if teachers check that pupils do grasp the meaning

of words such as **compare and contrast, compose, comment on, have a debate, define, describe, discuss, explain, establish, give an account, how, how far, how reliable, how different, how similar, how useful, interpret, investigate, list, outline, prove, recall, review, state, summarise, to what extent, what.**

10. Think of ways we can check that they have fully grasped something, that it is embedded and secure. It means specifically assessing some of these areas of misunderstanding and then re-checking later with different content. Some examples are provided above.

Conclusion

This article has not tried to cover all of the misconceptions and misunderstandings that might occur in the primary history classroom – just some of the more common ones. Addressing these misunderstandings is part and parcel of the good teacher’s repertoire. Rather than pupils being told they have got it wrong, often the best way is for the teacher to realise what has not been grasped but for them to then devise strategies so that the pupils improve their understanding almost without realising that they misunderstood in the first place.

Tim Lomas is Honorary Secretary of the Historical Association, a former principal education inspector and author as well as member of the Primary, Secondary and Branches Committees of the HA as well as the *Primary History* editorial board.

Teaching about my school in the past using original sources

or

why would I want those old books in my classroom?

Sarah Leach

Introduction

It has always been recognised that good primary history is able to connect the past with the world the children currently inhabit. That is why focusing on schools can be so useful. If there is one experience the children have definitely had, it is experiencing school life, so there are immediately possibilities for first-hand comparisons with school life in the past.

The history of education, while arguably fascinating in its own right, can also throw up many ideas for cross-curricular work within the modern classroom, and you can gain some of those ideas just by using a pile of grubby old books!

The school where you teach may have a small archive of its own, and there lurking among the dusty tomes could be an undiscovered freely-available resource for teaching and learning. If your school is a more modern building it may have been replaced or been merged with an older school, and the records held previously will still be held somewhere: it will just require a little

research to track them down. If the records are lost or your school is entirely new, you can still find records from other schools at your local library, educational or community archive, or other places where they can lend you materials such as Artemis Leeds.

What kind of grubby old books?

Log books

One of the best sources of investigating school history is by looking at log books. A log book is a school diary and so much more. It is effectively a comprehensive written account of all the events, activities and happenings of any significance within the school. Just as a captain of a ship is required to write a 'captain's log', schools for much of the nineteenth and twentieth centuries had to keep a record of some of the main issues affecting the school. The one I use is a huge volume, and it runs from 1896 to 1940. It is a delightful and informative way of gleaning snippets of social history which bring each school year to life. Here are some examples:

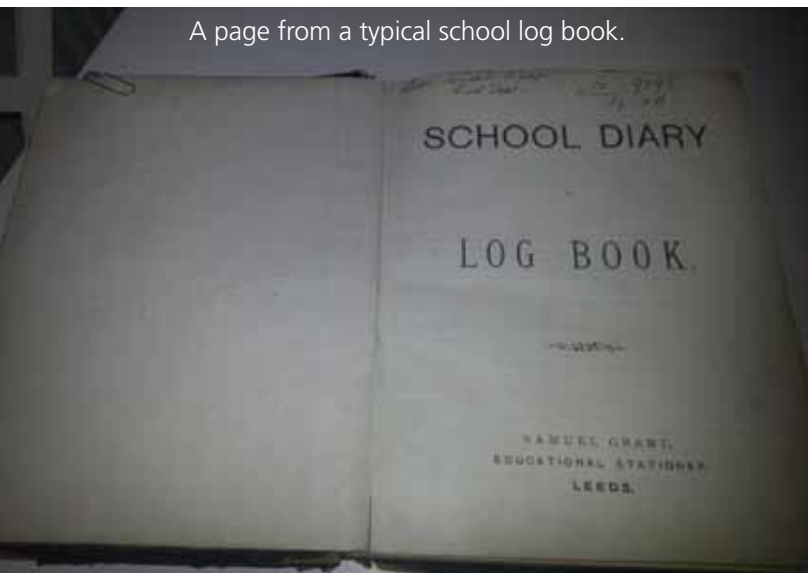
Aug 21 1896, School re-opened on Monday. Four scholars admitted. Visit of Reverend manager daily. Received specimens and charts for object lessons.

Nov 6, Attendance thin on Thursday and Friday as the weather was extremely cold and wet.

31st Jan 1928, 100 senior girls and three teachers attended the Museum lecture on "Wonders of the Sea" by M. Crowther. Fourteen girls attended the Lord Mayor's tea party.

Log books often provide insights into national and international history. Looking at log books during wartime such as the Boer War, First World War and Second World War can show how these wars impinged upon local communities.

A page from a typical school log book.



Books that may have existed in a Victorian classroom.



Attendance books

These are registers of attendance and reasons for absence. They illustrate the differences through the years. Attendance up to the 1880s was not compulsory, and had to be paid for ('school pence'). Attendance picks up when it becomes a legal requirement to attend, but is still low, and the registers record the efforts of attendance officers and teachers in their struggle to keep numbers healthy. Non-attendances and rewards for attendance are recorded a great deal both here and in the log books and the thinking is actually very similar to the developments in our own schools over recent years. They are also an excellent resource of old names and diseases which classes love, especially if some of the surnames still exist in the area today.

Admission books

These list those arriving and leaving the school. Details vary but usually there are details of where a child (and their family) came from or where they went next. This allows pupils to trace movement. They might also be able to speculate on why people left. In some areas, the arrivals and departures involved migration perhaps due to economic circumstances. Sadly they also reflect mortality. Although the children should not be led to believe that pupils in past times were constantly dying, mortality rates were higher than today and causes of death are usually given.

Punishment books

A great resource to bring a bit of 'horrible history' into the classroom. In the 'historical schoolroom' here in Leeds the cane, finger stocks and punishment books are guaranteed to stir up excitement and interest, and are the most asked-about resource among the children in the out-of-role discussion at the end of every session. Each time a child received corporal punishment in any form, the punishment, along with the offence, was recorded in this book. It serves as an interesting illustration of historical attitudes within schools. For example: 'biting a boys finger – two strokes of the cane', 'repeated insolence – two strokes of the cane', 'writing with the left hand – three strokes of the cane'. Incidents such as 'slapping about the head' are also recorded and it always engenders lively discussion when read out in class.

Old photographs

Often a neglected source of information, they show the dress style (particularly school and class photos), attitudes and emotions involved and often the types of lessons and school settings that were used. They are great for comparison and discussion between what existed in the past and their lives today.

Old text and story books

These are an excellent resource, one of the best, and contain a wealth of practical concrete information

about the activities involved in the day-to-day life of schools throughout history. Also possible within this category are old pupils exercise books.

While this article is largely about written sources, artefacts may also be useful as shown in the photograph below.



Objects from a Victorian classroom.

How can the school use this topic within the National Curriculum?

It is a topic that can be useful at Key Stage 1 or Key Stage 2 – even within the foundation curriculum. The sources can often be made accessible to very young children.

- changes within living memory – such as comparing school life now, in their parents' and grandparents' times or using the memories of older members of staff
- significant events, people and places in their own locality – the local school can be seen as a significant place and teachers important members of the community
- a Key Stage 2 local history study
- a study of an aspect or theme in British history that extends pupils' chronological understanding beyond 1066 – such as education through the ages focusing on changes, perhaps going back to Greek or Roman times but looking at aspects of education in Tudor or Victorian times, wartime and today.

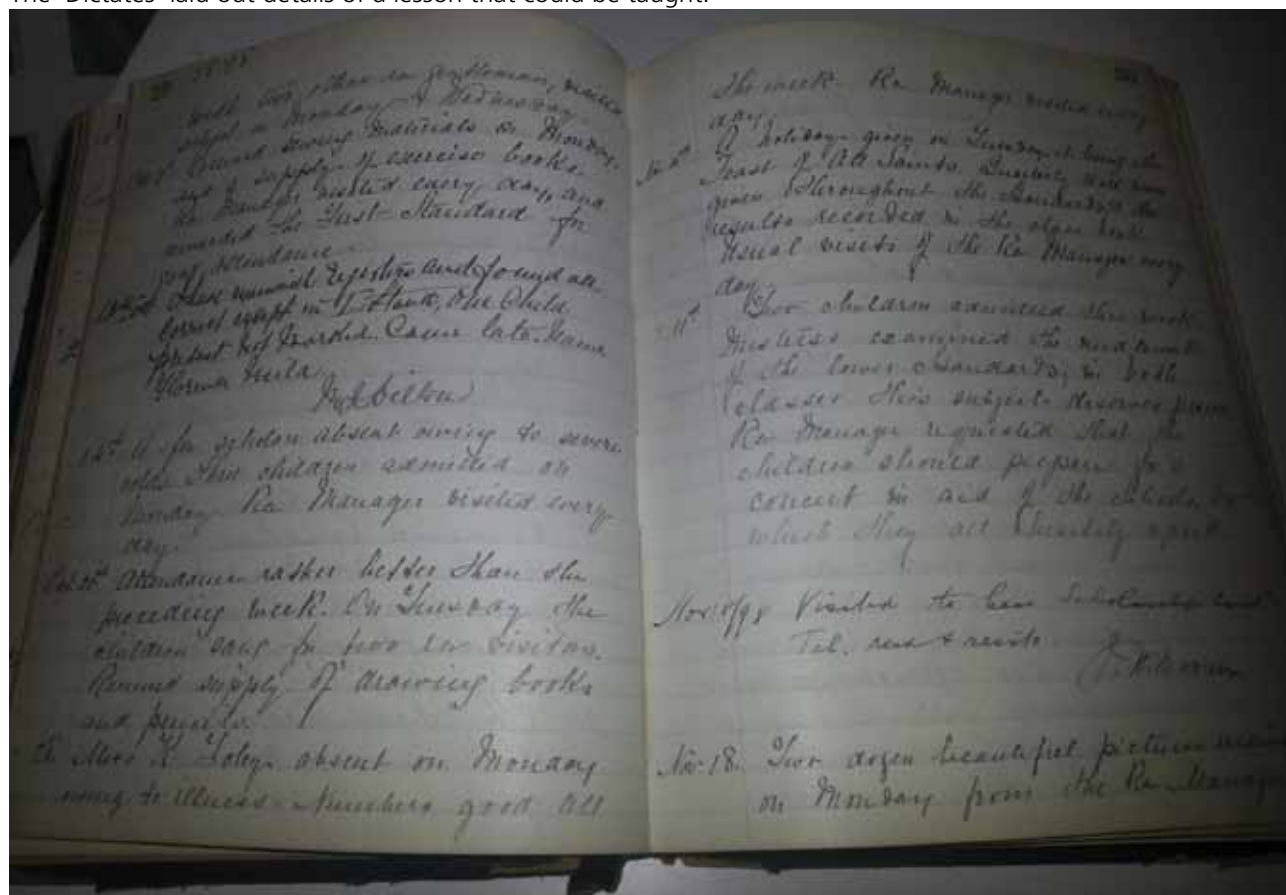
There are some potentially exciting enquiries such as:

- How pleasant was life in schools in this area 100 years ago?
- If a pupil from [a date in the past] were transported here today, how different would schools seem to them?
- From the evidence you have, describe a typical day in a Victorian school.
- How much did an event (e.g. war) matter to children at this time? (looking at how the war impinged upon children through examining sources such as log books).
- Does much seem to have changed between [first date in the past] and [second date in the past]?
- What can we learn about teachers OR attendance OR lessons OR punishments (some aspect of education in the past)?
- Can you remember looking at children in other topics we have covered (e.g. Greece, Rome)? What do you think are the main similarities and differences between any education then and what you have just studied?
- Which period of history seems to have had the best schools? Do give reasons why you have made this choice.

Using enquiries such as this, it is possible to have some really engaging activities that help develop historical understanding. For example:

- Compare a modern and a historical register (attendance book) looking at the reasons for absence and asking children to make inferences about illness and even attitudes towards going to school. It might also be useful to compare attendance registers from different types of school such as those with rich and those with poor children, those in the countryside and those in towns.
- Give each pupil the name of a pupil on the historical register and ask them to imagine their life for the day – such as what happened to them, what they felt about things. The work should be based on evidence.
- Compare how registers were kept then with now such as comparing methods of data storage and efficiency.
- Use a series of extracts from the log book. Ask pupils to make some deductions about how schools were run, lessons, the teachers and children. How different are things today? Can they explain the reasons for any differences? The number of extracts and the language can be selected depending on the ages and abilities of the class.
- Produce a log book which might be relevant to the school today (even over a period of time). Discuss

The 'Dictates' laid out details of a lesson that could be taught.



what historians in the future might be able to learn from it.

- Compare photographs of a class in the past and today – the task could be made a little more challenging by comparing the class from more than two dates so that they can detect and try to explain changes.
- Using old volumes of *Popular Educator*, which many schools used in the past and which contained lesson plans for every day in geography, botany, French, handwriting, mathematics, a lesson could be replicated (or even a day) with pupils using old resources such as fountain pens. Schools were very fond of 'Dictates' where they copied out poems, sayings, facts and figures, using 'finest scrip'. The pupils then signed the work at the bottom. Class could do modern-day 'dictates' or simply copy an old one from the resource. Similarly the pupils could attempt old mathematics lessons with tables, old ways of recording sums (maths) or moral verse 'dictates' for RE or PHSE.

Some pitfalls to be aware of

While so much can be achieved using these sources and topics, a little care should be exercised. Politically incorrect language and ideas in all old books are an issue as is some Victorian phraseology which can be particularly embarrassing or condescending. All extracts need to be checked before handing them out. The writing in many originals or transcripts of originals can be particularly challenging to read. A typed-out accompaniment may help in some cases. There may even be health and safety issues. Check for bugs and mould before using old documents; you may need to

wear gloves to protect yourself and the item. Care also needs to be taken with some of the information. In some places local families mentioned in documents such as punishment books still exist and sensitivity needs to be shown.

Most of the examples referred to above can be carried out in any classroom. Even if the school has not kept any records – many have been encouraged to deposit them in the local archives – transcripts are often available. Many are available electronically these days. It may well be that the whole thing can be made even more authentic by a visit to an old schoolroom. A surprising number of museums have reconstructed schoolrooms and opportunities to engage in re-enactments.

Conclusion

Children looking at their local school through a close investigation of sources make an ideal theme for children. It is one they can relate to but also the theme allows for the development of historical understanding, skills and knowledge. It allows concepts such as change, similarity and difference to be addressed, for accessible evidence to be used and for linking the local, national and even global perspectives. The sources can be of many types – written, pictorial, artefacts, reconstructions and oral history. It all makes for a worthwhile and stimulating topic that can actually include some original research.

Sarah Leach is Teacher in Residence, Historical Schoolroom, Leeds Industrial Museum at Armley Mills. The Historical Schoolroom is a service provided by Artemis, who are in turn part of Artforms Leeds.

The Stone Age conundrum: making use of a local site to develop historical knowledge of and enthusiasm for the Stone Age

James Taylor

History – the very word makes the primary teacher in me feel excited. There are simply so many variables, so many dark nooks and crannies of history to explore and so many different angles through which to draw in a class of eager young minds. Thanks to a well-executed history lesson even the most stubborn and dejected child cannot hold out against re-enacting an inglorious battle or the beauty of entering the tomb of a lost pharaoh or the disgust of discovering child slavery.

There was a feeling among many primary teachers that the previous National Curriculum had run its course. Some change was overdue. But what a change! The first new topic I was to tackle with my Year 5/6 class was 'Stone Age to Iron Age'. As I sat down to plan I quickly realised two very important things. First, there are lots of 'holes' in our historical knowledge regarding this period of time. In fact, many of the Neolithic sites found in the UK raise more questions than answers. Second, at present and for many different reasons, currently there are virtually no Neolithic artefacts available for teaching this subject at primary level. Nothing for children to touch, explore or discuss during their history lessons.

For the first time I felt scared of teaching history. How would I engage children in learning about a time we define as 'prehistory'? How would I make it exciting? It would mean some in-depth planning and wide reading. The lack of artefacts to help the teaching was a harder issue to solve. Many Neolithic artefacts seemed either too expensive to buy or locked in museum cabinets.

Fortunately, Neolithic evidence can be found in many areas on the ground. During my drive to work one morning it dawned on me. I passed a landmark, millennia old, set in the back corner of a field. It was free to visit, exciting and with enough potential to unlock a deeper learning experience. Ofsted (2011) has already reminded us that history teaching which

makes use of local provision can be effective and enriching.

There are around 300 long barrows and prehistoric burial chambers across the UK, the majority of which are free to visit with plenty of background research available online. Uley Long Barrow in Gloucestershire, known locally as Hetty Pegler's Tump, is a 37-metre long, partially-reconstructed Neolithic burial chamber overlooking the Severn Valley.

The lessons

What was planned was a series of three lessons, sitting within a topic of nine lessons, focusing specifically on developing a depth of historical knowledge and understanding of Neolithic burial rituals and the importance of links with 'the ancestors'.

Session one:

Early new Stone Age burials and their significance to a changing Britain

Location: classroom-based

Outcomes:

To make inferences based on evidence about artefacts found during Dartmoor excavation.

Prior learning:

When the Neolithic period occurred; hunter-gatherers to farmers; the developing idea of land ownership.

This session set the foundation of knowledge and understanding for the three sessions. Following lunch the children were taken into the school hall. Taking on the role of a leading archaeologist, I welcomed the group and explained that they had been gathered together because they were the world's leading experts in Neolithic burials. Drama is a valuable approach to teaching history (Turner-Bisset, 2005) and I find



it an excellent method for empowering children to take on the 'mantle of the expert' during their historic research. Drama is a particularly powerful teaching method for children in Key Stage 2 because the children engage in role-play in a much more sophisticated manner (Chaplin, 2008); for these reasons historical drama is a method I would continue to use in session two.

I explained that an exciting discovery had just taken place on Dartmoor. My team had uncovered an exceptionally well preserved-grave, a world first. The grave itself was filled with a wealth of Neolithic artefacts, but we were not sure exactly what they are. I went on to explain that we needed the children's expertise to examine and explain what these Neolithic artefacts are. This opening was lively and grabbed the children's attention. For history to hold weight in a child's mind and in order to set it apart from fiction, it is essential that children know that the history we teach is real.

This session was based completely on the White Horse Hill dig in Dartmoor during which many artefacts were discovered in 2011. To ensure that the children understood the reality of the event and to continue to build the momentum, I played them extracts and images from the BBC News reporting of the discovery.



The children, working in mixed-ability groupings, were given ten images of artefacts discovered during the Dartmoor dig. Using peer discussion to support and develop inference, the children had three questions to answer for each artefact.

- 1 I think the item is...
- 2 I think it was buried with them because...
- 3 What does this tell me about the person?

Speaking and listening skills were fostered and extended thinking. Mixed-ability groupings worked



well with lower-attaining children actively participating in high-level peer discussions, some of which were quite heated. This in turn developed excellent critical thinking and reasoning in order to justify their own inferences for each artefact with minimum teacher intervention.

The class shared their inferences and we discussed them in detail allowing each group time to explain their reasoning. At this stage, the real information surrounding each artefact was revealed. The children's reasoning and the accuracy of their identification was surprisingly good, especially as some of the objects were so obscure. To complete the session I explained the importance of the Dartmoor find and how it indicated a key change in the way historians understood how burials took place in Neolithic Britain.

Despite the success of the activity, the pictures of the artefacts simply did not have the impact of the real thing. They did not allow the children's senses to guide them. They could not feel the weight of an amber bead nor smell and touch the fibres of a 6,000-year-old tunic.

In addition, the children found it hard to find a sense of scale from the pictures. An amber bead looked like a rock and a small wooden ear-plug was easily mistaken for a wheel. The session was a success, but ideally the children needed to experience a tangible Neolithic artefact.



Session two: **Investigation of a Neolithic long barrow**

Location: Hetty Pegler's Tump

Outcomes:
To develop a depth of understanding of Neolithic burial chambers

Session two was the key session in the series, a visit to a local historical site and chance to investigate a Neolithic artefact. The children walked the 2.5 miles from the school to Uley Long Barrow. When we arrived at the field site we took our time to observe the tomb from

a distance. It was important to gauge an instant first reaction and to elicit the children's developing knowledge; why would it have been built on this spot?; who might have built it and why?; what other meaning might it have had other than just being a burial chamber? This would enable me to get a measure of the learning through-out the visit. The answers I received were well thought-out, with one child identifying that the tomb might have acted as a 'boundary marker' ensuring that all other tribes knew that this was their land.

To ensure an accurate depth of learning, Dr Heather Sebire of English Heritage agreed to meet the children on site. Dr Sebire invited the children to sit lining the banks either side of the barrow's

narrow entrance path. She then spoke in great detail to the children regarding the history of the site. The children were able to assimilate their prior learning with Dr Sebrie's talk and subsequently ask many highly relevant questions.

Dr Sebrie's talk scaffolded the children's ability to make clear links between their prior class-based learning and the site. The key to success seemed to be three linked elements:

- 1 Enough prior learning to understand the significance of the key artefact.
- 2 An exciting and engaging artefact.
- 3 A key person who instils a depth of learning and initiates an investigation about the artefact.

Following Dr Sebrie's talk she challenged the children to become 'forensic historians' and use this new knowledge to examine the history of the site in detail. To support the children in meeting this challenge we set up three teaching bases and the children were divided in groups, spending 15 minutes working at each. Base one was a chance to explore inside the long barrow. This enabled the children to experience the cold, dark damp atmosphere within the burial chamber. Uley barrow has a very low entrance and the children were required to crawl on their hands and knees to enter. Inside the chamber the children used maps taken from a Victorian excavation of the site to make notes and explore the site in relation to what they had been taught by Dr Sebrie. The children responded well discussing in detail the different ante-chambers and what their uses may have been.

At base two the children investigated the outside of the long barrow. The children took on the 'mantle of the expert' discussing reasons for the dip in the barrow's roof; the way in which the barrow's length had been shortened over time due to a landslide and looked

for evidence of the original Cotswold stone outer layer. Again the children made observations and inferences which were in turn supported by knowledge acquired from the talk and their prior learning. At base three the children used their depth of knowledge and understanding of the site to create an 'artist's impression' of the long barrow 5,000 years ago.

The use of drama at the site also proved excellent. The session ended with a recreation of a Neolithic burial ceremony, in which a child was chosen to 'play dead' and be wrapped in linen and carried to the entrance of the long barrow, while the rest of the class chanted and gave offerings to the ancestors. We discussed the fact that although we do not actually know how ceremonies would have taken place, an inference allows us to make a best guess based on the knowledge we have.

The field visit proved a real success achieving a sense of awe and wonder through direct interaction and investigation of a genuine Neolithic artefact, a greater depth of understanding in relation to the changes in Neolithic society together with a developing knowledge of the importance of burial chambers to Neolithic peoples. The visit also continued to instil within the children the 'mantle of the expert'. The children's depth of knowledge and breadth of understanding could simply not have been achieved without getting hands-on experience with the burial chamber.

Session three: **A cross-curricular response to the artefact**

Location: classroom-based

Outcomes: To present their findings and observations

Session three took place the day following the visit to Hetty Pegler's Tump. The class started with a

debrief discussion focusing on key information that they had learnt during the site visit, in particular anything that they were surprised about or key historical information they felt was important to share with their peers. Together we created a collage of information on the board. From this starting point I explained the task, 'to record the key facts, observations and information from our investigative work at the long barrow.'

The outcomes ranged from fact files, blogs, written reports, story-boards and detailed recounts. The depth of knowledge and understanding and the way in which it was presented was highly impressive.

Conclusion

The outcomes from these sessions have not broken new ground. Instead they have simply reiterated the importance of using high-quality artefacts and sites as tools for facilitating a depth of learning in history. This is especially important with the inclusion of pre-history which relies heavily on tangible artefacts. Artefacts for these periods in history are often highly valuable and quite rare; therefore the teacher needs to make use of artefacts such as long barrows which allow children to investigate and explore first-hand and can be used to instil a depth of knowledge and curiosity surrounding this fascinating and embryonic time in our country's history. Yet if these are not locally accessible, then using images of key artefacts for children to investigate can also be rewarding. Having said that, it is important to ensure these are delivered within a considered context and not just plucked out as random artefacts in their own right.

James Taylor is a Year 5/6 teacher at Harewood Junior School, Gloucester. He wrote this article while at Uley CE Primary School in Gloucestershire.



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Key Stage 2

Events

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Event

'Beating and Beyond: Discipline and Punishment in Roman Schools' - Dr Jamie Wood

Branch: Lincoln City

25 Apr

Event

Goths and Romans in

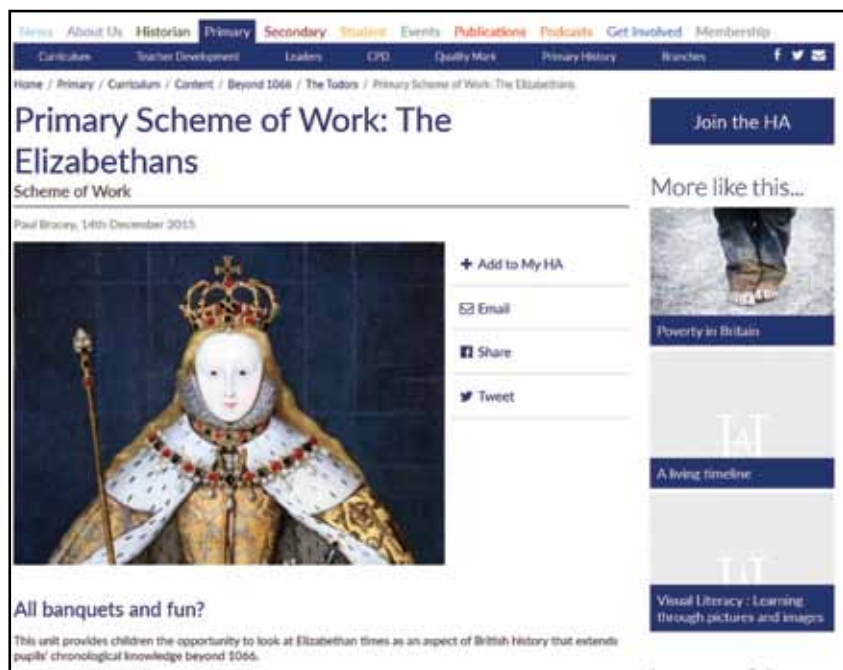
New HA Website – coming soon...

Over the last 18 months the Historical Association has been developing a new website to replace the current one. We have re-organised all our resources, simplified navigation and developed the search facility to make accessing the resources, guidance and news you want much easier.

We have separated our secondary teacher resources into four core areas: Curriculum, Teacher Development, Leaders and CPD.

The new site will integrate many of the old site's features but it will also introduce a number of innovations.

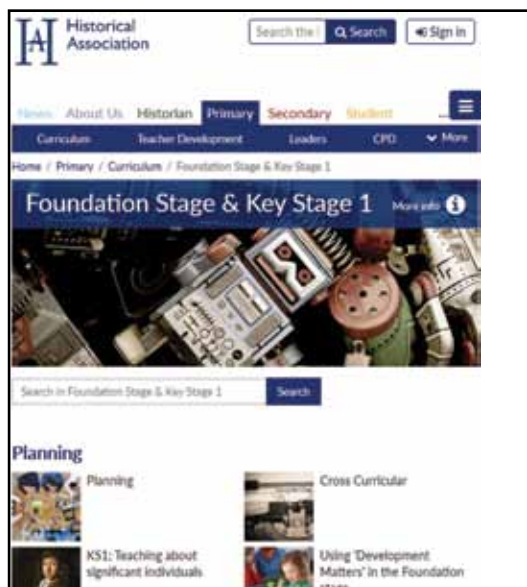
One of these new features will be the ability for users to search through all our content and save resources, news items, podcasts and events that they are interested in to an updated personal section of the website entitled 'My HA'. When members click on 'My HA' they will be brought to a personal home page where they can update their profile and membership but also access three sections entitled: My Saved Resources, My Events and My News. These sections will hold all the resources, events and news items that a user has saved as they look through the site and also show recently-published items that may interest them. This new 'Save to My HA' function will enable users to scan through the site, save



resources that interest them and then return to them as and when they wish.

In summer 2016 we shall be developing this function further so that not only will members be able to save resources to 'My HA' but they will also be able to create folders within 'My Saved Resources' which will enable them to manage those resources in useful collections. This means that if a member is interested in resources relating to 'the Stone Age' or 'Ancient Egypt' they could search through the site harvesting articles, pamphlets, podcasts and anything we have relating to those subjects and then put them together into a handy folder for them to access later. Users will also be able to create podcast playlists in this way.

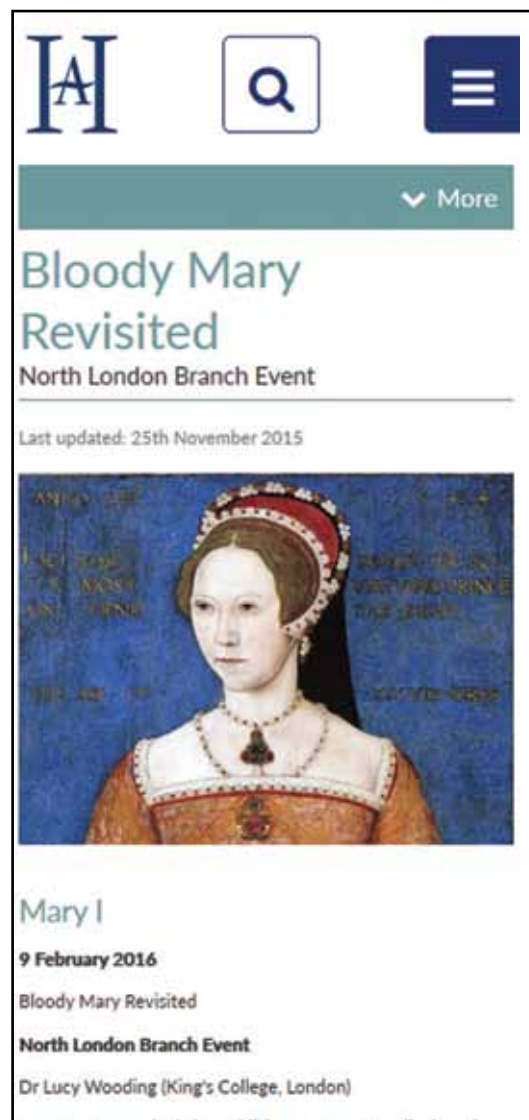
By the end of the year we hope that users and members will be able to harvest resources into folders and then share them with fellow members. In this way users and members



become curators of their own experience when using the HA website.

Later in 2016 we hope to make it possible for teachers and schools to share their folders with fellow members who may be teaching the same topic but don't want to re-invent the wheel.

We hope these new features will streamline members' experience of the website enabling them to get the most out of what we have to offer for the least amount of effort. The new site is also mobile-responsive enabling you to



access it on your laptop, tablet or mobile phone.

The new site will be going live at the end of April 2016 with a full roll-out of My Saved Resources features by autumn 2016.

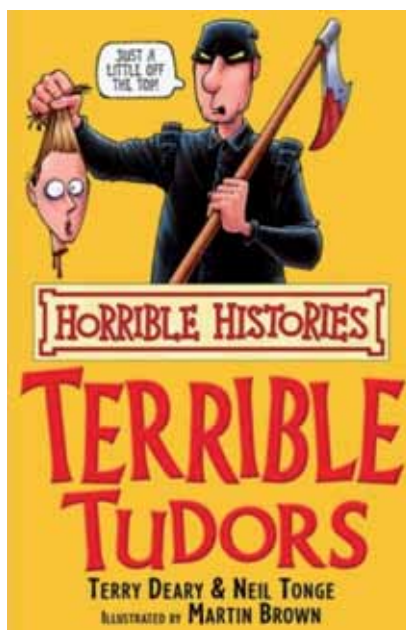
Using *Horrible History* to develop primary literacy and history

Jennifer Donovan

What prompted the use of *Terrible Tudors*?

When I started planning for my Key Stage 2 literacy lessons last year, I wanted to link them to my history topic, the Tudors, and I also needed them to cover a significant amount of non-fiction English objectives, having focused on fiction and poetry texts in the previous term. One of the non-fiction books that came to my mind to help me with this task was Terry Deary's and Neil Tonge's *Terrible Tudors*. This article relates to the Tudors but the *Horrible History* portfolio is large and covers many relevant topics and periods. In our school, the Tudors are taught as part of local history.

When I first acquired the book, I flicked through the pages with reservation, not really expecting to find an abundance of suitable material to support either my English planning or history planning. I had never used a *Horrible History* book before. My only experience of them was from watching CBBC video snippets on the TV, and seeing their cartoon-illustrated brightly-coloured book covers in the shops. I was sceptical about using the book as a teaching tool because I imagined the text to be, while full of interesting and amusing facts and dates about the Tudors, too humorous and simplified to use in the classroom. However, the text did seem suitable for my Key Stage 2 pupils. In addition, the



book was enthusiastically received by my pupils immediately. As a result, I ended up using most of the chapters in the book to support my English and history teaching.

I planned my English lessons so that my pupils read extracts from *Terrible Tudors* over approximately four weeks' worth of English lessons. The children were eager to engage with the book. Despite it containing many jokes on each page, the pupils demonstrated that they could respond to the text sensibly and appropriately once they understood the purpose for reading it. Each lesson usually began by reading from a different chapter of the book, which acted as a starter activity for either a speaking or writing main activity. The book also contained various fun comprehension quizzes and games throughout.

How did *Terrible Tudors* support English and history?

Two examples of how I used the *Terrible Tudors* text to help me formulate English lesson plans while also developing historical understanding were:

Lesson idea 1 – one-sided argument 'Margaret is not guilty of witchcraft!'

From the chapter 'Terrible Tudor Witches', pupils looked at a comic strip which told the story of a Tudor woman accused by the court of being a witch. They used the woman's story to create a piece of writing, persuading the courts that she was innocent. My pupils built a case for the woman by retrieving information from the *Terrible Tudors* text that was relevant to their task. They organised their arguments and evidence at the planning stages of writing, and structured their final piece of writing using paragraphs and suitable sentence openers such as 'Also...Moreover... Therefore...etc.' Pupils showcased their arguments by acting them out in court scenes. This had the advantage that it demonstrated different historical interpretations and viewpoints and how it was possible to construct history in different ways.

Lesson idea 2 – Balanced Argument: ‘Was Henry VIII a Good or Bad King?’

From the chapter ‘Terrible Tudor Kings and Queens’, pupils read facts on Henry VIII and determined whether they made him a ‘good’ or ‘bad’ king. They then looked at additional texts about Henry VIII so that they could cross-reference and supplement the information they had researched from *Terrible Tudors*. Pupils sorted their facts on Henry VIII into two categories before writing a two-sided argument of him. They chose appropriate adjectives with which to describe the king, based on their new-found knowledge of him. They looked at different examples of discursive writing in order to learn their distinctive features, such as having introductory and closing paragraphs and suitable openers like, ‘On the other hand...However...Some people think...etc.’ Besides the English objectives, this helped pupils understand how historical judgements are made including the use of evidence.

Other extended pieces of writing I was able to generate in my lessons using *Terrible Tudors* were:

Chapter title	Extended writing activity
Terrible Tudor food	Fictional recount ‘The day of the banquet’
Terrible Tudor clothes	Information text ‘Tudor fashion’ Instructions ‘How to make a ruff’
Terrible Shakespeare	Biography ‘The life of Shakespeare’

What were the drawbacks of using *Terrible Tudors* for teaching English and history?

- Like all books used in the classroom, the text needed differentiating to suit all levels of ability; some of the historical language was difficult for lower-ability pupils to understand, the font was a little too small in places for weaker readers, and some of the jokes went over the heads of certain pupils.
- The funny illustrations and jokes in the book and video clips sometimes distracted easily-excited pupils, so focusing these pupils was occasionally required.
- *Horrible Histories* video clips about the Tudors needed to be considered carefully before showing them to the class – the television show is much more comical than the book.
- The books can give a distorted view of history, persuading pupils that history was little more than a series of disasters and stupid behaviour. It was made clear to the pupils that it was not really a history book but more of a ‘fact book with jokes’.

How did these lessons link to my history teaching?

Beneath the sometimes gory facts and subversive humour in the book, there were frequent serious points and fascinating historical facts in it. One of the aims of the history curriculum is to get pupils to create their own structured accounts of history, including written narratives and analyses. The book inspired my pupils to produce their own Tudor-themed extended pieces of writing from reading it.

Another history aim is to help pupils understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. The book contained many references to historical sources when presenting facts about the Tudors, which meant the pupils learnt that facts are linked to historical evidence. It also gave my pupils the chance to question historical facts, such as reading the pages about whether Christopher Marlowe actually wrote the Shakespeare plays or not.

The Tudors are taught as part of the National Curriculum’s ‘local history’ because of the proximity of the school to Hampton Court Palace. It has the advantage of being a historical site constructed after 1066 that is significant in its locality. In the future, I hope to get the chance to teach pupils about crime and punishment from Anglo-Saxon times to the present, as part of the ‘beyond 1066’ unit. The *Terrible Tudors* chapter on ‘Tudor crimes and terrible punishments’ would certainly be on my list of resources to look at when planning these lessons.

Conclusion

If nothing else, it was fantastic to see pupils engage with a non-fiction text on a level normally reserved for an exciting novel. Many could not wait to read the next chapter of the book from lesson to lesson. They really enjoyed watching the *Terrible Tudor* video clips from the BBC Bitesize website too (which also had related lesson ideas on it).

According to an interview in the *Guardian* in 2012, Deary reportedly said he was unhappy that *Horrible Histories* had become a classroom text in some schools. ‘If they’re part of the curriculum, kids will get turned off them’ was his argument. In the same article, though, he stated that he had lost count of the number of parents who had told him their children ‘had never read a book before, and now just can’t put them down’. In my experience, with careful planning and the right teaching approach in the classroom, a *Horrible Histories* book can help boost pupil engagement and attainment levels in English and history.

Jennifer Donovan is a member of the Historical Association’s Primary History committee.

Commemorating Agincourt as part of the primary history curriculum

Mel Jones and Kerry Somers

In August 2015, the Historical Association was awarded a grant to carry out four education projects to commemorate the 600th anniversary of the Battle of Agincourt. The four projects were designed to appeal to different age groups across the curriculum. Two of the projects appealed to children in Key Stage 2. The first of these was an exhibition competition and the second was a bilingual history and French project which saw children visiting the Agincourt battlefield itself in northern France.

The *Do They Learn About Agincourt in France?* project saw children in Years 5, 6 and 7 taking part in a bilingual enquiry examining interpretations of the Battle of Agincourt. The HA commissioned the Association for Language Learning to be a part of the development of the enquiry which is published for open access on the HA website: www.history.org.uk/resources/primary_resource_8704_7.html

Schools were invited to apply to participate in the full project, which included a four-day residential trip to France and links with a French school in Auchy-lès-Hesdin. There were places available for four pupils aged 9-12 from five different schools. The HA received three applications for every place available, so choosing successful applicants was no easy task, but eventually five schools from different areas of the country were chosen to participate in a fully-funded visit to France.



Pupils from Wellow School in Romsey prepare for their visit to Agincourt by meeting a local archer.
Picture courtesy of the Southern Daily Echo, Southampton

The following account charts the experience of the project from the perspective of one successful applicant, Wellow School, from the initial historical enquiry to the visit itself. Now that they have returned from their visit, the hard work of liaising over the internet with their new French friends in class CM2 at the Ecole Primaire of Auchy to produce a new guide or monument to the battle begins...

All schools involved in the project are now communicating with their new friends in Auchy-lès-Hesdin through Moodle and email to collaborate on their project outcomes, which might be a new scripted audio-guide, a new written guide or the design of a new monument to the battle. Children have until the summer to be working with class CM2 on the

production of these and we look forward to seeing the results.

This is the teacher view but how did the children feel? The short answer is they loved it. The proof is in the diaries they produced. Above is one from Lucy.

Mel Jones is Education Officer at the Historical Association.

Agincourt trip: an account from Wellow Primary School, Hampshire

The primary curriculum for history states that we must teach an aspect of local history. This is a chance to be creative in our teaching, looking at changes or significant events that are directly relevant to our community, giving our children

ownership over their history and allowing them to own stories that they can share, to tell for generations.

We all have our favourite topics to teach but sometimes, stepping outside our comfort zone and teaching new aspects of local history can be rewarding and a rich learning opportunity where we learn alongside our pupils, breathing life into local history that is our duty to remember.

Recently, all of us at Wellow School were excited to hear that we were one of only five schools in the country chosen to take part in a trip to France to commemorate the 600th anniversary of the Battle of Agincourt. The Historical Association, with the help of Rayburn Tours, had organised a range of visits, enquiries and activities to teach the children about Henry V's famous battle.

The Battle of Agincourt is of particular relevance to Hampshire. Before leaving for the famous battle, Henry V's soldiers would have been camped in fields across the county, awaiting orders to board the hundreds of ships gathered at Southampton's port. From Southampton, Henry V and his troops, preparing for battle, left for Harfleur and onwards to victory at the battle of Agincourt. At Agincourt, Henry's greatly depleted and outnumbered army achieved the impossible, shocking the medieval world.

Delighted to be chosen, we knew we had to step away from the local topics we faithfully teach each year and embark on a new learning journey to find out exactly what this battle was about and why the history is of such relevance to us.

The Historical Association have published some free teaching materials that serve as a great starting point. See: www.history.org.uk/resources/primary_resource_8704,8705_7.html

We began by looking at the Hundred Years War, to put the battle of Agincourt in context, creating our own graphs to show the high and low points for England. The children were then able to make a direct comparison with the high and low points of the war for France.

The children welcomed a visit from local archer Alan Green, of Beaulieu Bowmen. The children were able to handle replica artefacts from the period including bows, crossbows, arrows and authentic costume. This visit helped the children to raise questions about the famous battle, some creating their own hypothesis to explain why the English were able to defeat the mighty French. The children were fascinated by the gruesome Southampton history, relishing the story of the Southampton Plot, learning how one of the men accused of plotting against the king was hung, drawn and quartered in front of the Bargate, which still

25th February 2016

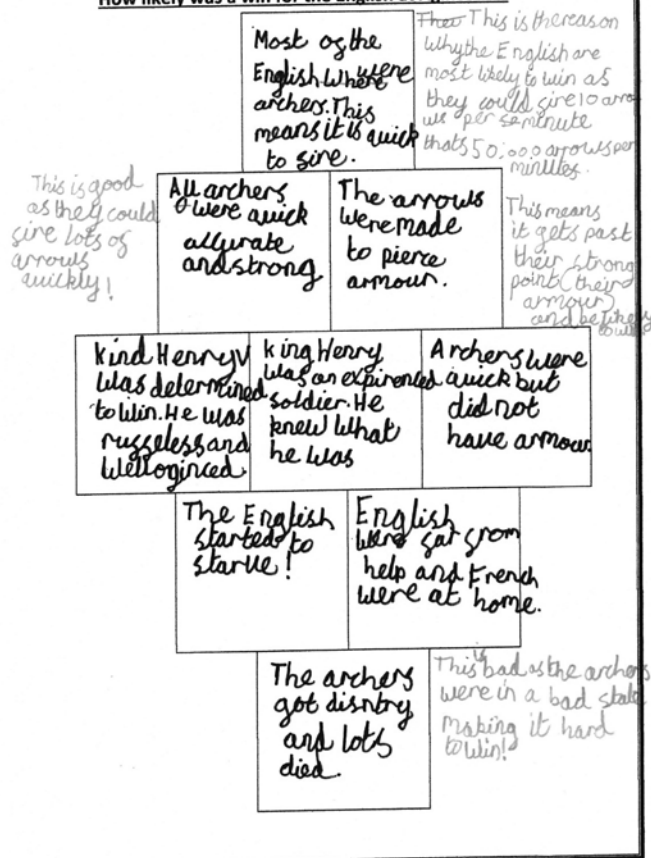
Graph showing the strengths and weaknesses of the English during the Hundred Year War



During the hundred year war, The England Army showed lots of strength. The English Army got off to a great start and then it went down again. I think the highest point of the war for England was when they defeated the dauphin's army at Verneuil. The lowest point was 1429, when Joan of Arc joined the french army to help get there land back. Frances high points and low points are, highest when it was 1375 when the English controlled a bit of France. there lowest point is when 1431 Joan of arc got killed.

25th February 2016

How likely was a win for the English at Agincourt?



A sample of Year 5's work on the Hundred Years War using the HA's Remembering Agincourt enquiry

stands in the city centre today.

The children next used historical sources to create a Diamond 9 to order and discuss the reasons that they felt the English were more likely to win and compared it with another they had created to suggest why the French were more likely to succeed. The children were very animated during discussion and we followed the session by designating the children to a side where they argued why they would be the winners and why the opposite side would fail.

With the anniversary of Shakespeare's death looming, in Literacy we were looking at some of the Bard's works. This was a great opportunity to look at the play *Henry V* and make comparisons with the real history. The children particularly enjoyed analysing and then creating their own speech for Henry V, to encourage the soldiers into battle. These will soon be on display at Tudor House to commemorate the life of Shakespeare. If you heard the passion with which the children read their speeches, I can guarantee that you, like me, would willingly follow them into battle!

The children really enjoyed learning the history of Agincourt, the historical accuracy of Shakespeare's interpretation and the opportunity for some of our children to visit



Wellow School on the battlefield.

History come alive: pupils and archers on the battlefield at Agincourt.



the real battlefield was a distinct bonus. We are now looking ahead to the final phase of the project in producing our battlefield guides.

The children were excited to visit the local primary school at Auchy-lès-Hesdin in France, where they practised their spoken French, introducing themselves to their new friends.

The children were able, along with their French peers, to visit the Medieval Centre at Agincourt. Here, they worked with history experts, to learn more about the famous battle. Two archers, dressed as if they were directly off the battlefield, used a family tree to explain why King Henry felt that he should be the true ruler of France. Henry V himself then asked the children for their advice on what he should get his men to do!

Using their prior learning, the children were determined to lead the army straight to Agincourt. But it was not that simple! A plan was needed! With our men so outnumbered, the children needed to think of a strategy. How could they organise their men to give themselves the best opportunity for success? Heads together, the children carefully decided how to organise their men before being led into the 'battle room.'

Using coloured cones as a key, each group of children lay out their army

exactly how they had decided to organise them and almost at once, the Agincourt archers were able to demonstrate to the children where the flaws were in each plan. The children loved this hands-on, very visual activity and it really got them thinking, not just about the strengths and weaknesses of each army, but also about the natural features and limitations of the actual battlefield.

The museum itself was very interesting and after a tour, the children were able to try their hand at archery. They also made their own shields, learning about which colours they were able to use. They could not place two coloured objects on top of each other in their designs. This 'rule' was to help to ensure that heraldic designs used on the shield could be easily distinguished at a distance.

The highlight of the trip was standing on the battlefield, gazing at the landscape and visualising the battle. The children could use their learning to determine exactly where the English army would have stood. The children also had the opportunity to look at a number of memorials dedicated to the Agincourt battle and began to decipher the intention of each memorial. Why would France wish to remember a battle that they had lost to the English? The children liked the memorial best that stood to remember all the men

Agincourt

3 March 2016

When I got to the Hippotel, I was really excited to meet new friends and learn about the Battle of Agincourt. As soon as I got to my room all I wanted to do was sleep in my luxurious looking bed! We went down stairs for dinner; I was really hungry and ate lots of food. When the main course came out it smelt delicious, and the pudding was lovely – it smelt as good as the main. The ice-breaker activities were really good and I made a lot of friends. They were really nice people. I liked the balloon game and the competition.

4 March 2016

Visiting the French school was next on our list. We met all the French children in a class and did a speed-dating activity. This was where we asked lots of questions in French – finding out their names and what their hobbies were. The French children had written a poem which we read together. It was really fun doing the Agincourt poem.

We travelled to the Azincourt Museum. There, we went round to a room where we left our bags. After that we sat on the floor and listened to two Agincourt archers and King Henry (I thought he was a bit bossy! He called lots of people cowards, because they wanted to go all the way back to England.) We split up into groups of girls and boys. First the girls did the archery, while the boys had a tour of the museum. I thought that the archery was really hard but fun and it was nice in the sun. Then we switched over and the tour was great and I learned so much about the battle – the lady giving it to us was really nice. We were all tired by then, but we were still excited, so we carried on. The shield making was great! I loved learning

about the colours and what they could and couldn't go with. Then we had a group picture and got back on the coach.

5 March 2016

When we got to Boulogne we went to the market, we got out our money and started to look around for things to buy (I bought a big bag of chocolates to eat on the coach) then we walked back up the hill, which was really hard to walk up. We went to this really awesome museum where we had a challenge to find out what some artefacts were – I didn't get any of them right! But the main thing was that it was really fun. After that we did a search and find, I felt like I was finding everything at first but then I had trouble finding two of them! We went for a really amazing hike and saw the town from up high (I took lots of pictures from up there) then we got told to get into our school groups and went shopping. In the sweet shop I bought some edible money. Then we went into a souvenir shop, after that we went back into the museum and had a look at the creepy basement. Our teacher kept on scaring me! Finally, we all got back together and travelled back to the hotel. When we arrived at the hotel some of us decided to take a trip to Le Touquet where we ate ice cream and visited the shops. In the evening we really enjoyed putting King Henry V on trial. I voted that he was guilty of killing his prisoners. After that we had to run back to the coach in the pouring rain before collapsing in bed.

6 March 2016

I felt mixed emotions about leaving as we had an amazing time but I was looking forward to seeing my family and telling them all about Agincourt.

Yours sincerely,
Lucy

who had died during the battle. On the memorial was a picture of a soldier that resembled neither the French nor English but rather a combination of both. The children then had the challenge to create their own memorial for the battle.

Using role-play, the children finished their learning experience by putting Henry V on trial. After all, he had killed his prisoners during the battle which was totally against the knight's code of honour! Lots of 'characters' appeared as witnesses and the jury

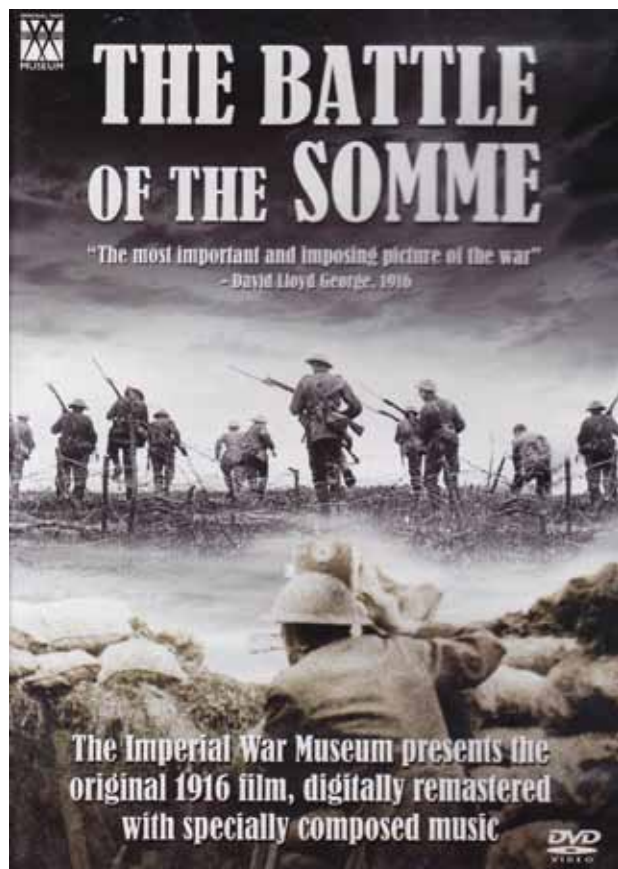
had a difficult decision to make! It seems so wrong to murder your defenceless prisoners! However, when you realise that Henry felt surrounded, French coming from in front while ransacking the baggage train from behind, you could argue that he had no choice. After all, as one child pointed out, he stopped killing them when he realised the danger was not there!

The trip was rounded off with a visit to Boulogne-sur-Mer the following day to look at the medieval old town and do some sight-seeing.

The French trip was an inspirational experience for our children and they learned so much about the battle. However, even without the trip, it was a fabulous topic to explore through the bilingual enquiry. The children were fully engaged with the content and it made an exciting and new learning experience which teachers and children were able to discover together.

Kerry Somers is a Year 5 teacher and head of History at Wellow Primary School, Romsey, Hampshire.

IDEAS FOR ASSEMBLIES...



Battle of the Somme

Commemorating the Battle of the Somme through an assembly is not an easy task and one which needs careful thought and preparation. This battle officially started on 1 July 1916, after a week-long artillery bombardment, though both British and French commanders had prepared for the offensive for several months. To highlight the location it is worth looking at a map of the area – the Somme is the name of the river. The area this battle focused on is only 22km yet thousands of men were mobilised for action.

Unlike those of our Allies, the British Army was quite small, but by 1916 Britain was prepared to undertake a major offensive. Many men who had volunteered from August 1914 were now trained to fight. Some of these men had been encouraged to volunteer together, to serve with their friends and colleagues in 'Pals' battalions – men from the same street or factory in urban areas, or the same village in more rural areas. The huge casualty toll therefore had devastating consequences for these areas.

Some tasks for children

- Use a visual of local volunteers training – talk to your local history librarian, Museum Education Officer, archive office or search online at the Imperial War Museum as there are many photographs available.
- Locate where the men lived who are commemorated on your local memorial – are there any photographs of them in the local newspapers? Do the houses they lived in still exist? Could their location be charted on a street map?
- Discuss what the training involved – handling weapons i.e. learning to kill, digging trenches, following orders and improving fitness.
- Consider the logistics of getting these men and their kit out to the Somme – the heavy reliance on our railway network. Look at a simple map of northern France showing the 'Front' where the fighting was taking place. How did the soldiers travel there?

Plans for the Battle of the Somme were prepared – the British Generals were certain this would be a decisive victory over the enemy in this small area of France. However, from February 1916 the Germans attacked the French at Verdun, putting the French Army under enormous strain. The French command appealed to their Allies, the British, to bring forward the proposed attack on the Somme in order to take the pressure off their army. In June tunnels were dug and explosives planted. From 24 June, big guns (artillery) started a week-long bombardment in an attempt to destroy the enemy trenches and barbed wire.

Some tasks for children

- What effect would this have on the British soldiers with constant noise day and night? What do you think the German soldiers would do – wait to die or hide away? Differences between British and German trenches can be useful discussions.

At 7.30am on 1 July the artillery stopped firing – how could anyone survive the week-long barrage? Explosives were detonated causing massive craters, the vibrations from which were felt across the Channel in southern England. As the soldiers went ‘over the top’ of their trenches on that fateful morning it became evident that their enemy had not been wiped out. Within minutes, many British soldiers were killed or injured. On 1 July there were over 57,000 casualties, and almost 20,000 killed, including many officers. These casualty figures are why we remember this battle perhaps more than many others. But the Battle of the Somme continued for a further 141 days, becoming one of attrition, until the final engagement on 18 November. Throughout the whole period the British gained a mere seven miles, with the loss of thousands of soldiers.

Some tasks for children

- Use a clip from the Imperial War Museum’s film *Battle of the Somme* which was made in 1916 – there were worries the film would have a negative effect on moral as it shows many wounded soldiers but it strengthened the resolve of the British people that this battle must not be in vain.
- Perhaps you could explore what happened to casualties, find out about the local convalescent homes and medical support. Is this the same for soldiers in modern conflicts?
- Additionally, you could show a photograph of the Thiepval memorial to the missing or your local war memorial. Check out the Commonwealth War Graves website to see if any of the names on the memorial are Somme casualties.
- You could end the assembly with a look at commemoration. What impact do you think the death of a soldier had on his family, his friends, his work colleagues, his community? Check out the Royal British Legion website for further ideas.

Useful resources

Imperial War Museum film and other online resources

www.iwmshop.org.uk/product/19580/Battle_of_the_Somme_1916_DVD?_ga=1.32491966.1487468275.1462191275
www.iwm.org.uk/corporate/projects-partnerships/first-world-war-centenary-partnership

British Legion resources

www.britishlegion.org.uk/remembrance/ww1-centenary/somme-100-toolkit?gclid=CITc3s6vu8wCFbEy0wodvhwHaA

Commonwealth War Graves www.cwgc.org
BBC WWI Resources for Primary Schools
www.bbc.co.uk/schools/0/ww1/25827997

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Celebrating top-quality history:

HA Quality Mark –
The First 12 Months

The HA Quality Mark is celebrating its first birthday in style. Over the first 12 months, close to 50 schools have registered to participate in the award which is a rolling programme that schools can register for at any time. From the date of registration schools have 12 months to complete the award and be assessed. You can find out more about the Quality Mark and how your school can participate here: www.history.org.uk/go/BecomeQM

Our assessors have been privileged to see some inspiring practice and dedication in portfolios and visits. We are working on sharing such examples in case studies. You can find a selection of currently-published case studies here: www.history.org.uk/go/PrimaryQM

Two of the key areas that assessors have been impressed with in primary assessments have been the development and understanding among teachers of the nature of progression in history. In some wonderfully creative ways, schools have raised the status of history both within their schools and beyond through leadership and involvement in community history projects.

The Quality Mark process is not easy, and it is a challenge, but our schools tell us just how rewarding it is:

We have thoroughly enjoyed the whole process throughout from which we have learned so much. Our assessor was such an amazing person. He passed on so much advice and wisdom and left us, as a school, and me personally, with many kind words that we will never forget. The next school that he is allocated to is extremely lucky – they will learn so much from him. I'm really eager to become involved in many more projects due to his guidance

We are exceedingly proud of all our Quality Mark schools and will be celebrating their success at a special event before Christmas. In the meantime, we hope you'll join us in giving them our best wishes on their brilliant achievement.

Huge congratulations to the following schools who have been awarded the HA Quality Mark for History so far in the 2015-16 registration round. We look forward to many more awards from this round being made over the coming months as the Quality Mark continues to roll out.

Gold Awards

School Name	Region	Primary/Secondary
London Fields	Hackney, London	Primary
Valley Community School	Bolton, Lancs	Primary
King Edward's Pre-School	Bath, Somerset	Primary
Holy Trinity CE School	Halifax, Yorkshire	Primary
All Saints CE Primary	West Bromwich, Midlands	Primary
Winstanley College	Wigan, Greater Manchester	Secondary
Portsmouth Grammar School	Portsmouth, Hampshire	Secondary

Silver Awards

School Name	Region	Primary/Secondary
St Bernadette's Catholic Primary School	Brighton, Sussex	Primary
Dunottar School	Reigate, Surrey	Secondary
Westholme School	Blackburn, Lancs	Secondary
Woking High School	Woking, Surrey	Secondary



Figure 1: The River Nile at night taken by NASA astronaut Scott Kelly on 27 July 2015.
NASA ISS044E022791



WHEN 2 + 2 = 5!

Teaching history and geography together in a meaningful way

Alf Wilkinson and Ben Ballin

This article explores some of the ways history and geography can be taught side by side, so that the sum of the parts adds up to more than the original. How can we teach history with geography and vice versa, to the benefit of both, while fulfilling the aims of both subjects?

In doing this, we take the examples of the Maya and Egypt, ancient and modern. In both instances, we will be looking at both past and present-day change, but also the sometimes-overlooked concept of continuity. Some things today may

be very similar to how they have been in the historical past, and this can give us insights into the past, as well as the way that geographical elements such as location and climate shape human activity.

As Ofsted reports, when topics are carefully constructed and delivered they can work really well. Too often, however, individual subjects, their skills and concepts and assessment, get 'lost' in the mix. Pupils don't think of themselves as studying 'history' or 'geography,' but doing topic work.

It is increasingly important (and not only for the 2014 English National Curriculum) that pupils know their history and their geography, and that it is explicit to them that this is what they are doing. Subjects count! This journal and *Primary Geography*, regularly reflect that.

Egypt and the Nile

Ancient Egypt is a perfect example for teaching history. It is a fascinating story of an ancient civilisation, pharaohs and pyramids, technology and warfare but which only makes sense if at the same

time you spend some time studying rivers. The whole wealth of Egypt – that allows an upper ruling class to develop – depends solely on the River Nile. The annual floods bring down silt as well as water that keep the narrow strip of land either side of the River Nile fertile. No floods = drought = starvation, as is clearly illustrated throughout Egyptian history.

Historical records have suggested the region was hit by a drought spanning several decades, around 4,200 years ago, which led to the demise of the Old Kingdom. Some sources even suggest that people were forced to extreme measures such as eating their own children. There have been dramatic changes in Egypt in the past as well as in recent times, embracing both history and geography. Egypt is not all about mummies, pyramids and pharaohs!

As historian Cameron Taylor recently said, 'the history of good farming land is the history of the world.' It is geography that tells us where that land might be, history that tells us what was done with it in the past, and geography which brings that human activity back up to date. If we look at a satellite image of the Nile today, we can still see the shape of an arm with an outstretched hand lit up at night: the banks of the Nile and its delta are where most Egyptians have always lived, from 4,000 years ago to the present day. We can make great links between studying Ancient Egypt, modern farming, land use and patterns of settlement – both in the Mediterranean and elsewhere.

If we look at transport, then much of Egypt's wealth comes from trading goods into the Mediterranean world, but also upriver into Africa. This gives us a link into discovering the names and locations of major countries, rivers and cities – even Khartoum and Lake Victoria: a focus for our locational knowledge. In his article in *Primary Geography*, Spring

Figure 2: Some key questions about the Maya.

History

- If the Mayans were Stone Age, does this mean they were a primitive people?
- What did the Ancient Mayans believe?
- What were Mayan cities like?
- Pyramids and hieroglyphs – how were these similar to, and different from, those in Ancient Egypt?
- How do we know about the Maya?
- What happened in AD 900? (catastrophe or relocation?)
- Why should we remember the Maya?

Geography

- Where in the world are the modern-day Maya?
- Looking at maps, how do these places compare to the main centres of the classic Mayan civilisation?
- What are the main features of the Yucatan Peninsula?
- What can we find out about the environment of the Yucatan Peninsula (e.g. forests and hurricanes)?
- What can we find out about the people of the Yucatan Peninsula (e.g. trade, tourism and the world of work)?
- What is everyday life like in the city of Cancun?
- What might the future look like for the modern-day Maya of the Yucatan Peninsula?

2014, Simon Collis includes some excellent downloadable activities which help pupils understand conflicts and water management issues across the different countries that use the modern-day Nile. By starting with Egypt's geography and moving on to its history, both the history of Ancient Egypt and the geography of Africa and the Mediterranean are studied in context, and enriched.

The Maya and Central America

Another example links in to a Key Stage 2 study of a region within the Americas. One of the history non-European society options is to study the Maya. It is a really interesting and worthwhile society to study – the greatest Stone-Age Meso-American civilisation. It can serve both as a contrast to the 'Stone

Age to Iron Age in Britain' theme in history but also as a rainforest community and geographical entity. Some historians suggest that the Maya were so successful at exploiting their rainforest environment that their huge cities – sometimes 50,000 strong – led to deforestation and caused climate change. Whatever the reason, many Maya cities 'disappear' from the record around AD 900-1000. How is that both for a history mystery and a link to contemporary society, where climate change and deforestation, especially in the Americas, is such an important topic of debate? The Mayan people today, living in much the same areas as their ancestors, face huge environmental, cultural and economic pressures, but are also proving adaptable to social and technological change. How might they ensure their survival

as a community within modern-day Mexico? History does not always have to repeat itself! This time, we think you would probably start with the history and then look at the geography. We offer some sample key questions in figure 2 that link the subjects together.

We would like to offer a point for you to consider when teaching about people, especially indigenous minorities, living in distant places. Nobel laureate and Mayan activist Rigoberta Menchú has said of modern-day Mayans: 'We are not myths of the past, ruins in the jungle or zoos. We are people and we want to be respected, not to be victims of intolerance and racism.' How do we ensure that we teach with appropriate empathy and understanding? To what extent does the same principle also apply to teaching about the past?

Finally, there is the opportunity to explore those parts of the globe that aren't looked at in detail in the Key Stage 2 curriculum. Asia doesn't figure much in the geography curriculum, although pupils are expected to know the major cities, countries, mountains and rivers of the world. If you choose to study the Shang Dynasty in China as one of history's 'Ancient Civilisations' instead of Egypt, then there is the opportunity to broaden locational knowledge of countries and key features; look at mountains such as Everest and significant rivers (the Yellow River was central to the growth of the Shang rulers, but was even more liable to flood and caused massive destruction than the River Nile). Again, this learning is in the context of a specific history study: it adds to pupils' understanding of the history they are studying while helping them improve their locational knowledge.

I hope we have shown that when you are planning either your history or your geography curriculum it is important to think about where the meaningful overlaps might be. It is perfectly possible to enhance our pupils' learning in one subject – clearly identifying

Rigoberta Menchú, Mayan activist, at the 2009 march on the anniversary of the signing of the Agreement on Identity and Rights of Indigenous Peoples drawn up by the government of Guatemala on 31 March 1995.



skills, concepts and assessment opportunities in that subject, and thus being able to track progress – while at the same time enhancing that learning by identifying ways of incorporating coherent work in other subjects so as to help pupils to achieve a better understanding of the world.

References

Cameron Taylor, in 'The Macbeth Trail', BBC Radio 4 Open Country 14 November 2015.

Simon Collis (Spring 2014) 'Refreshing Rivers' in *Primary Geography*.

Alf Wilkinson is a member of the *Primary History* editorial board, and **Ben Ballin** of that for *Primary Geography*. They have run workshops at recent HA and GA conferences on cross-subject planning for primary geography and history.

A version of this article also appeared in *Primary Geography*, Summer 2016.

How do we know about Ancient Egypt?



Jean-Léon Gérôme,
Bonaparte before the Sphinx (c.1868).

People have been fascinated by the artefacts and buildings of Ancient Egypt for centuries. When Napoleon invaded Egypt in 1798 he took archaeologists with him, discovering the Rosetta Stone that allowed us to translate Egyptian hieroglyphs. An Egypt Exploration Fund was set up in 1882, and many major museums around the world competed to have the 'best' collection of Ancient Egyptian artefacts. You might suggest pupils research the stories of Howard Carter, Jean-François Champollion, William Matthew Flinders Petrie, Giovanni Battista Belzoni, or many others. What contribution have each of them made to our understanding of Ancient Egypt?

Primary history and fundamental British values

Michael Maddison

In this article, Michael Maddison provides an overview of what schools must do in relation to promoting British values, as well as preventing extremism and radicalisation, and why it is so important that opportunities are taken in history to deal with these two pressing issues. It is an updated version of the workshop he led at the Historical Association Annual Conference in 2015. The editor would welcome any examples of good practice regarding the issues raised by this article.

Fundamental British values?

Much has been said and written about the duty of schools in relation to fundamental British values since the government laid out its views in the Prevent Strategy in 2011. For some commentators, the values are not exclusively British, nor are they the most fundamental ones; others believe there are more than those listed, and some argue that they are not even values. For the purposes of this article, it is perhaps helpful if these arguments are put to one side.

What are the designated British values?

The Prevent Strategy makes it clear that there is a duty for schools to promote the values outlined within it. This duty has been strengthened and reinforced by the Department for Education's non-statutory advice contained in *Promoting fundamental British values as part of SMSC in schools: departmental advice for maintained schools* (November 2014) [where SMSC

stands for 'Spiritual, moral, social and cultural development'] and The Counter Terrorism and Security Act 2015. The current framework for Ofsted's inspections also highlights the importance of promoting British values. As a result, the requirement upon schools is unequivocal.

The government's definition of British values, as set down in the Prevent Strategy 2011, has five key elements. They are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

To ensure that you are clear as to what each of these elements implies, it is worth looking at the detail given in the *Non-statutory departmental advice on promoting fundamental British values as part of SMSC in maintained schools*

(November 2014), which describes the understanding and knowledge expected of pupils as a result of schools promoting fundamental British values. This is:

- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety;
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts, maintain independence;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having

none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour;

- an understanding of the importance of identifying and combatting discrimination.

What might schools do?

In its non-statutory advice, the Department for Education gives examples of actions a school might take. It is acknowledged that the list given is by no means exhaustive and it includes examples such as:

- include in suitable parts of the curriculum, as appropriate for the age of pupils, material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries;
- ensure that all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils;
- use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view;
- use teaching resources from a wide variety of sources to help pupils understand a range of faiths, and
- consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values.

The importance of this list is that it demonstrates clearly that promoting British values relates to the whole school ethos and is part of the way in which a whole school community operates on a daily basis.

What might teachers do in history?

The key point for primary school teachers is that they should be alert to:

- planning to explore aspects of British values throughout each of the history topics they teach;
- making links to the values as when opportunities arise;
- responding to pupils' comments and questions which occur as the teaching unfolds.

To help achieve this, it would be extremely helpful if subject leaders and teachers in primary schools undertook a British values' audit. This would aim to achieve two things:

- first, to highlight when each of the five values are best explored in each year group and to allow for subsequent planning and preparation of materials and tasks
- second, to anticipate when pupils might raise questions and make comments which relate to or emanate from work which links to the values.

This audit is vital if teachers are to be ready to help pupils understand the importance of these values. We must also remember that if the values are not explained in the historical context from which they evolved, young people will not readily be able to understand why they are so much a part of our lives.

Extremism and radicalisation

An audit will also prompt you to think about how best to deal with preventing extremism and radicalisation, another important aspect of the Prevent strategy. **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. **Extremism** is defined in the 2011 Prevent strategy as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty

and mutual respect and tolerance of different faiths and beliefs. (Some schools also include in their definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.)

Misconceptions

1. When dealing with these two issues, it is important to use the correct terminology. Too often young people and adults refer to having to deal with radicals and radicalism. This is wholly inaccurate. British history is littered with examples of radicals who spoke, and even fought, for the values we now enjoy. The correct terms are radicalised and radicalisation.
2. The work to promote British values and prevent extremism only refers to what is happening in and emanating from current events in the Middle East. This is quite wrong. There is clearly a link to what is happening in Syria, for example. However, the duty to promote British values and prevent extremism encompasses individuals and groups from across the political spectrum.
3. It is sometimes reported that extremists target the vulnerable. It is worth bearing in mind that we are all vulnerable to the right messages, otherwise, why would advertisers bother? Teachers must assume that all pupils are vulnerable.
4. Whereas British values are part of a school's ethos, radicalisation and extremism are part of safeguarding. They are interrelated but are also quite different.
5. Although reference has been made by some commentators to people being more likely to be radicalised because they live in certain parts of the country, people of every age can be radicalised wherever and whenever they access the materials which influence them. In most cases this is via the internet. As a result, the process of radicalisation, which can

Islamist threat in UK playgrounds

9-YEAR-OLD SCHOOLBOY 'IS JIHADI EXTREMIST'

EXCLUSIVE
A NINE-YEAR-OLD boy has been reported to the authorities as Britain's youngest Islamist extremist. The youngster was one of more than 2,000 so-called extremists they were sent on a Government de-radicalisation scheme. **FULL STORY: PAGE 9**

lead to people having extremist views, can occur whenever a person logs on. Ensuring that pupils know how to keep themselves safe online is clearly relevant here.

Ofsted

The inspectorate is responsible for monitoring how well schools implement the Prevent duty. Its current framework makes several references to British values as well as radicalisation and extremism. These include:

Judging overall effectiveness: the quality and standards of education

135. The social development of pupils is shown by their:

- ... acceptance and engagement with the fundamental **British values** of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Judging the effectiveness of leadership in and management of the school

138. Inspectors will consider: ...

- how well the school prepares pupils positively for life in modern Britain and promotes the fundamental **British values** of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith;
- the effectiveness of leaders' and governors' work to raise awareness and keep pupils safe from the dangers of abuse, sexual exploitation, **radicalisation and extremism** and what the staff do when they suspect that pupils are vulnerable to these issues.

Summary

In ensuring that you help your pupils understand British values and that you tackle potential extremism and radicalisation, it would be helpful if primary school subject leaders and teachers in history spent some time this term and:

- undertook a British values' audit to:
 - highlight when each of the five values are best explored in each year group;
 - plan relevant materials and tasks;
 - anticipate when pupils might raise questions and make comments which relate to or emanate from work which links to the values;
 - prepare appropriate responses to such interventions.
- considered the following questions:

How well does your work in history contribute to the school's focus to promote British values (democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs) and prevent radicalisation and extremism?

 - How well are sensitive and controversial topics being taught in history?
 - How well are pupils made

aware of the importance of what they are studying in history to an understanding of the world in which they live today?

- How well are you preparing your pupils for life in Modern Britain?

Undertaking an audit and thinking about and discussing these issues with your colleagues will not provide you with all the answers. Nevertheless, these activities should help you in your work to promote British values and prevent radicalisation and extremism. They might also help you at your next inspection!

References

HM Government (July 2015) *Revised Prevent duty guidance: for England and Wales*.
Department for Education (November 2014) *Promoting fundamental British values as part of SMSC in schools: departmental advice for maintained schools*.
The Counter-Terrorism and Security Act 2015 (see www.legislation.gov.uk)
Ofsted (2015) *School Inspection Handbook*.

Michael Maddison is Deputy President of the HA. Between 2008 and 2015 he was one of Her Majesty's Inspectors of Schools and from 2008 to 2015 he was Ofsted's National Lead for history. He now works as an independent educational consultant.

Our Iron Age challenge: developing historical understanding through building an iron age house

Jessica Glenard, Suzanne Mohabir,
Jacob Short and Gabrielle Surman



Butser Ancient Farm in Hampshire.

The University of Chichester's three-year BA (Hons) Degree for Primary Education and Teaching involves learning how to provide rigorous and creative educational opportunities for children. The course involves one creativity module each year. The final one involves the development of skills and confidence in creating problem-solving.

Four of us were faced with the creative challenge linked to the Iron Age. This linked to the National Curriculum Key Stage 2 history curriculum: to understand changes in Britain from the Stone Age to the Iron Age. Chidham Parochial Primary School wished to build an Iron Age roundhouse and animal pen involving the children. It was essential that this not become just an exercise in building something of a historical nature without the historical context and understanding that went with it.

Various aims were established to:

- inspire curiosity to know more about the past
- develop children's subject knowledge and understanding of the Iron Age in an engaging manner
- develop an understanding of lifestyle and culture
- develop the notion of children as active historians
- provide hands-on, practical and creative learning.

The task began with a visit to the Butser Ancient Farm in Hampshire. This was a way of launching the Iron Age topic through the children seeing a reconstructed roundhouse as well as gaining valuable subject knowledge of the Iron Age from experts. They could observe some of the techniques such as wattling. At least, the historical dimension began with some realistic context and some parameters established to enable the pupils to picture typical Iron Age scenarios.

It provided the pupils with some initial questions based on what they had seen, such as:

- what materials do we use today which people in Iron Age times did not have?
- from what they had seen at Butser, what problems might they see in building a roundhouse?
- What do they imagine family life was like in an Iron Age roundhouse?
- How comfortable do they imagine life was?
- How did they manage to survive in Iron Age times?

Butser also gave us the added advantage in that we learnt how to construct such a building as well as sourcing some of the materials such as a clunch-building mixture. Further research was needed although most could be done online such as finding out what tools and materials were available. A visit to

the Museum of London also helped show how materials were put together.

Before the actual building, some more history was needed back in the classroom to ensure that the building process was not divorced from its time period. There are various options for the co-ordinator. For example, the Iron Age period could be shown on time-lines with some information provided about what went before in the Stone and Bronze Ages. Some of the main changes could be explained and how the Iron Age was superior technologically to the Bronze Age thanks to the potter's wheel and lathe and the quern. There might also be the opportunity to consider how we know about the period when there was little written evidence (although there are descriptions from later writers, especially the Romans). They could look at some surviving evidence including objects such as pottery, iron ploughs, boats and coins or aerial photographs of hillforts and burial mounds which they could use to make inferences about lifestyle and beliefs. Relevant vocabulary or terminology could be introduced or reinforced such as enclosure, central hearth, torc, wattle and daub, tribes, burial mound, hillfort and aerial photograph. Before starting on the roundhouses, the children could plan their own design and either talk or write about ways in which they think it might be constructed, how it might be furnished and what problems they might have in building one.

Following this wider context, the task of building the roundhouse could now begin. At Chidham School, this was done in the following way:

1. The students and the children prepared a base as Iron Age people did by digging out the stone and plants with trowels, forks and rakes.
2. The students inserted the structural posts (pea rods) to outline the shape of the



Constructing the roundhouse

roundhouse and animal pen pushing them right down to the base and then making them secure by pressing the soil.

3. From evidence gained from earlier research and from the visit to Butser, some of the older children began wattling between the posts using willow and changing direction as needed to fill the gaps and ensure all loose ends were tucked in. They continued this until all the walls were built to a similar height.
4. Clunch was made. This was the substance used to create the walls and constructed from mud, chalk, hay and water. The clunch was smoothed onto the wattle on the inside of the roundhouse until all the wattling was covered.
5. After waiting about a week to allow the clunch to dry, the process began again on the outside of the wattle.
6. The next step was to create a wooden structure to put in the middle of the roundhouse to support the roof.
7. Finally the reed matting was cut, rolled into small bundles and attached to the structure of the roof.

Constructing the roundhouse

Although some of the material had come from Butser, other bits were obtained through the school's community links including local independent businesses. All 60 children in the school were involved in at least part of this work. This helped give the whole school an understanding of how people in the past constructed a home. It enabled them to consider their own homes and ways in which houses were different both in structure, materials and design.

With such a major undertaking involving so many school pupils, it seemed fitting to conclude the practical dimension with a major afternoon event where parents and guardians were encouraged to come in and for the roundhouse to be opened officially. It was accompanied by a range of different activities associated with the Iron Age. This included making clay pottery, eating a traditional Iron Age meal, making ink and then using this for Iron Age paintings as well as designing and making traditional Iron Age jewellery. An added bonus was the presence of an 'Iron Age' civilian, a volunteer from Butser dressed in clothes

Little Woodbury, a reconstructed roundhouse at Butser Ancient Farm.



from the period and accompanied by a range of artefacts. It was organised in such a way that the children were teaching their parents the skills and knowledge they had acquired about the Iron Age. It obviously got the parents interested as they asked the children many pertinent questions which the pupils responded to enthusiastically and confidently.

After this, it would be easy to assume that would be the end of the matter but the subject co-ordinator might want to consider some ways of ensuring that this active approach to history had produced a rounded understanding of the Iron Age rather than just a roundhouse. The list below is not intended as a complete list that should be followed but any of these would help provide a wider picture of the Iron Age. For example, activities could include:

- Providing a series of images/ artefacts covering different historical periods and asking the children to select which they feel belong to the Iron Age giving reasons.
- Checking that they understand the significance of iron and why it was an improvement on the Stone and Bronze Ages.
- Reinforcing understanding through time-lines of when the Iron Age occurred and how long it lasted compared to other periods of history they might have studied. This could be accompanied by asking them to investigate and place on the time-line some significant Iron Age events, structures etc.
- Providing additional details of belongings such as shields, torcs, mirrors, coins and the description of imports (the later Roman writer Strabo listed ivory, glass vessels and exports as grain, cattle, gold, silver, iron, hides and slaves. Ask the pupils to use this evidence to make deductions about Iron Age life linked with the practical activities associated with the building of the roundhouse.
- Asking small groups to provide some key information from internet or book research on specific themes such as food, farming, health, fighting, clothes, crafts and travel/trade
- Discussing their roundhouse and explaining what might have been going on in Iron Age times in the vicinity of the roundhouse. They could draw or describe this and compare with others in the class.
- Asking them to debate how well they think they might have survived in the Iron Age – what particular challenges would they have had to face? This could lead into some investigation of hillforts such as Maiden Castle or Danebury and how violent a society this was. In what ways was an Iron Age castle different from later images of castles?
- There are plenty of images of Iron Age houses and life which are easily available and even a BBC recreation 'Living in the Past'. Show a variety and ask them to compare with their own roundhouse reconstruction. Ask them to evaluate their roundhouse and how they have recreated it. Would they now alter anything and, if so, what?
- Discussing how the Iron Age ended – did everything suddenly disappear when the Romans came? This could be linked to some coverage of how the local area was affected by the Iron Age and what remains today.

There is no question that this active approach to history deepened understanding of this period especially when coupled with a range of questions and enquiries related to the Iron Age. It also allowed some pupils misconceptions to be challenged such as their earlier belief that these were very primitive people. Clearly as teachers the high level of pupil enthusiasm was especially rewarding.

The authors are students at the University of Chichester. They were supported by Linda Cooper, Senior Lecturer in Primary Education at the University. Tim Lomas produced the co-ordinator ideas.

Using shoes as an historical source

Jules Wooding

There is something fascinating about what people wore in the past. From corsets to clogs, the evolution of clothing and footwear can give an insight into different periods of history, an excellent way of engaging with the past. Shoes, in some form or another, have been around from the earliest times. From Roman sandals to football trainers, footwear may have been designed for a particular activity or could be ornamental, provide protection for feet or reveal your status in society. The covering of our feet has an interesting history and provides an insight into customs and culture through the ages and across the globe.

Northampton Museum and Art Gallery is home to the largest collection of shoe heritage in the world, featuring more than 12,000 shoes from Egyptian footwear to contemporary British design. Among the collection are a pair of beautiful hand-sewn seventeenth-century latchet shoes, believed to have been owned and worn by Mary Radcliffe, daughter of Sir Francis Radcliffe of Ordsal, Lancashire. Lavishly designed, these shoes are unusual with their long square toe which was popular with King Charles II. The quality of the blue velvet and richness of the silver-gilt thread used in the embroidered design illustrate the expensive, fashionable footwear of the seventeenth century. Compare these to the fashionable, modern, mass-produced shoes that can be bought on the high street today!

Using footwear to investigate different materials and methods of construction or finding out where shoes were made and who would have worn them are questions which can lead to further exploration and enquiry about a particular society. Clothes can form an important aspect of social and economic history. A period such as the seventeenth century was a turbulent time in British history – what scenes would these shoes have witnessed? Why not take a walk in someone else's shoes, engaging children with the lives of people from the past? Encouraging children to look at clothing and compare their own attire with items worn in the past can provide a cross-curricular approach to history, and enables children to make direct connections through a familiar everyday object.

Jules Wooding is Learning and Access Officer, Cumbria's Museum of Military Life, and a member of the HA Primary Committee.



Prince Albert's boots

Pair of men's black leather Wellington boots, worn by Prince Albert, 1840-1850



Tom Thumb's boot

Tom Thumb was a famous Victorian midget. He wore these boots with a uniform imitating Napoleon Bonaparte



Queen Victoria's Shoes

Pair of white satin shoes worn by Queen Victoria on her wedding day, 10 February 1840.



Black leather dress Wellington boots 1830-1835

These boots have narrow square toes. The foot part, cut to resemble a slip on shoe with a bow at the front, is made of black patent leather. They were intended to be worn under trousers.



Women's silver lizard skin court shoes

Many would claim that Roger Vivier has created the most beautiful shoes of the 20th century. The Vivier shoe is his often innovative heel, named for the shape it mimics: spool, ball, needle, pyramid or escargot (snail)



Pair of women's black suede heel-less court shoes.

These shoes create the illusion that the wearer is suspended in mid air. André Perugia was the first to experiment with a heel-less shoe followed by Pinet. The sole tapers off into a steel plate support. Needless to say the idea did not catch on



Elephant Boot made in 1959 by Lotus Ltd, Northampton



Lady Mary Stanhope shoes worn c.1680.



Women's red velvet embroidered shoes, c. 1920.



Resources

www.northampton.gov.uk/museums

<http://vintagefashionguild.org/fashion-history/shoes-the-sole-provider/>

Rebecca Shawcross (2014) *Shoes: an illustrated history*, London: Bloomsbury

