

PRIMARY HISTORY

The primary education journal of The Historical Association

Issue 72 / Spring 2016



Beyond compare:

a study of Beatrix Potter and Benjamin Zephaniah



Using artefacts to develop young children's understanding of the past

History supporting global learning

A development study for Key Stage 2: poverty in Britain

Why bother with transition between History at Key Stages 2 and 3?

Searching for the Shang in Shropshire

Using myths and legends in the classroom

Resourcing primary history: how to avoid going for any old thing

**CENTRE SPREAD
DOUBLE SIDED
PULL-OUT POSTER**

What can you do with a trade directory?

Which of these is a significant individual and why?

INVESTIGATING ANCIENT AND MODERN EGYPT AND THE RIVER NILE AT KS2

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SUPPORTING EFFECTIVE GEOGRAPHY AND HISTORY LEARNING

Manchester Tuesday 14 June 2016

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Using the example of Egypt and the River Nile, this one-day course will explore how careful choice of content in one subject can extend what your pupils will achieve in another.

PRESENTERS

Ben Ballin - Geographical Association Consultant and member of Primary Geography Editorial Board and

Alf Wilkinson - Historical Association Consultant and member of Primary History Editorial Board

AIMS AND OUTCOMES

- Feel more confident in developing outstanding geography and history teaching and learning that meets the requirements of the National Curriculum
- Understand how to use learning in one subject as a stimulus for learning in the other
- Develop a coherent picture of both world history and geography
- Take away a range of ideas that you can use in school to support your, and your colleagues', teaching.

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Historical Association
The voice for history

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PRIMARY HISTORY

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CENTRE SPREAD DOUBLE SIDED PULL-OUT POSTER

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trade directory?

Which of these is a significant
individual and why?

IDEAS FOR ASSEMBLIES
Bev Forrest and Stuart Tiffany



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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.

I think that we can all agree that one thing that a good teacher needs is enthusiasm. Having started at a new school last September, I have been busy working away, planning new lessons, making new resources and designing my new schemes of work. I am enthusiastic about delivering useful, effective and challenging history teaching that takes my pupils on a journey and leaves them with a deeper understanding and developed skills, none of which would be possible without creativity. Creativity can lead to well-selected topics of study, excitingly planned and resourced lessons, impactful and stimulating learning and perceptive pupil responses. So much of this edition of *Primary History* inspires creativity and shows the range in which different approaches can lead to some extraordinary experiences and learning.

Good luck to the schools who have already signed up for the Quality Mark scheme, and congratulations to London Fields Primary School on their Gold Award; an opportunity to find out more about their process is included. I hope this proactive response to the subject inspires more to follow their lead.

This edition of *Primary History* is packed full with ideas about how to enhance and enlarge our teaching of history. Helen Crawford puts forward a range of approaches to foster creative participation and learning outcomes for pupils when using artefacts with EYFS, while Joyce Hallam's use of the Global Learning Programme at Hawkshead Esthwaite Primary School is both fascinating and inspiring. Sue Temple's approach to Key Stage 1's 'significant individuals' comparison is refreshing and yet another opportunity to see creative 'out of the box' thinking. Allison Robinson's Key Stage 2 development study examines poverty across the ages, with the emphasis on pupils engaging with evidence and making their own judgements. The creative approach to post-1066 history, through depth enquiry and philosophical discussion, is well worth exploring. Equally, Alun Morgan's article is a wonderful insight into an amazing opportunity for two schools in Shropshire who were able to learn about the Shang, with direct links to Chinese archaeologists on the scene. If that's not inspiring for our pupils, I don't know what is!

Andrew Wrenn's article on transition between Key Stages 2 and 3 confirms the significance of our work in primary teaching and encourages us to prepare our pupils for their history learning journey up to and after Key Stage 2, while Alf Wilkinson not only gives me a new reason to introduce chocolate to my classroom, but also insights into the treasures to be unearthed in Victorian trade directories. We have ideas for assemblies, which highlight Olympians we may not be familiar with, posters to broaden thinking on significant individuals, an opportunity to engage with the centenary of the Battle of the Somme and Tim Lomas's exploration of good resourcing, which focuses the mind on how resources enhance learning and how important it is to strive for the best resources, whether introducing new topics or when teaching the tried and tested.

Personally, it has helped me to broaden my thinking and to make me realise how important it is to apply my own creativity as effectively as possible. *Primary History's* articles and resources over the past seven editions have built up to form a solid, useful and inspiring foundation for primary teachers, and the Historical Association does what a strong foundation should do – it supports teachers. Let's use our own creativity, resourcefulness and experience, combined with the great ideas on offer within these pages and on the HA website, to stimulate our pupils and bring this subject to life!

Polly Tucknott is a member of the *Primary History* editorial board and Head of History at Lanesborough Prep School, Guildford.

HA Primary News

The 'History Matters' group has highlighted the extremely low numbers of black history teachers in England. A recent study into primary and secondary teachers' perceptions of diversity and Black History found that primary subject leaders were less likely to attach importance to these dimensions than their counterparts in secondary schools. Nevertheless, the findings provided insights into how some subject leaders in both sectors used them as threads or within topics in their curriculum. The study argues that this provides a model for developing Black History as a means of understanding the past which is applicable to meeting the needs of all children. This should include relating Black History, or indeed any other aspect of diversity within a broadly based narrative of the past. An article about the study can be found in P. Bracey's 'Shaping the Future – Black History and Diversity: teacher perceptions and implications for curriculum development' in *Education 3–13: International Journal of Primary, Elementary and Early Years Education*, 44, no. 1 (2016).

Ofsted has appointed a new national lead for history. We will watch with interest the development of the subject under a new lead in this new phase for history in schools as a new curriculum and assessment procedure embeds in primary and secondary schools and with the prospect of 90% of students in secondary schools being entered for EBacc subjects at Key Stage 4 in the future. History of course is one.

The Historical Association's 2015 survey of history teaching in primary schools is now published. Thank you to the over 300 teachers and school leaders who

participated. The report shows a picture of a willingness and enthusiasm from teachers to get to grips with curriculum 2014, but a stark picture of a lack of training and preparation due to lack of funding for history. While the majority of respondents indicated no change to the status of history following curriculum 2014, it will be interesting to see how this develops going forwards given the increased literacy targets now in place. You can access the full survey report here: www.history.org.uk/resources/primary_news_2589.html

We now have 50 schools taking part in our Quality Mark scheme. We have a number of assessments taking place this spring so we look forward to keeping you updated with details of awards made. In the meantime, a case study of the London Fields School is now available on our website: www.history.org.uk/resources/primary_resource_8714.html

We have lots of exciting CPD lined up for you this spring/summer. First, our forum events are taking place in Leeds on 16 March, Exeter on 13 April and London on 18 April. You can find details of all and how to book on our website:

Leeds : www.history.org.uk/resources/primary_news_2571.html

Exeter: www.history.org.uk/resources/primary_news_2583.html

London: www.history.org.uk/resources/primary_news_2596.html

If you are interested in how you can harness learning outside the classroom in history at upper Key Stage 2, you might find our partnership CPD event with the Council for Learning Outside the Classroom of interest, taking place

in Nottinghamshire in April. You can find details here: www.history.org.uk/resources/primary_news_2577.html

Now that the curriculum has had a little time to embed, you may now be turning your attention to how you might be able to join things up. If you are teaching Ancient Egypt, you may be interested in our partnership CPD events with the Geographical Association, taking place in Manchester and London in June looking at how you can extend what your pupils can achieve in both history and geography through a look at Egypt and the river Nile. You can find details here: www.history.org.uk/resources/primary_news_2584.html

We have exciting news about our education projects, funded by the Agincourt 600 Trust. We have now published a brand new fully-resourced bilingual enquiry taking in both history and French. This enquiry is aimed at a year 6/7 transition audience and you can access it here: www.history.org.uk/resources/primary_resource_8704.html

We look forward to bringing you news of our trip to France in my next update.

Finally, our historical fiction competition for 2016 is now launched. You can find out details here: www.history.org.uk/resources/primary_news_2567.html

Mel Jones
HA Education Officer

Using artefacts to develop young children's understanding of the past

Helen Crawford

In the children's picture book *Wilfrid Gordon McDonald Partridge*, Wilfrid is a small boy who meets Miss Nancy, an old lady who has lost her memory. Wilfrid wants to help, and so he carefully fills a basket with special objects and takes them to her. He places a medal in her hand and she remembers her brother, who went to war and never came back. She holds a shell to her ear and remembers taking a tram to the seaside long, long ago. Miss Nancy starts to remember.

The story is a wonderful way to introduce to young children the idea that artefacts are a door through which we can explore the past.

Creating memory boxes

Understanding past and present events in children's own lives is a key learning outcome for the foundation stage. Memory boxes (like the one Wilfrid made for Miss Nancy) are a great way to build up your own class's collection of artefacts that are significant for the children you teach.

A collective memory box can build up a time-line of a life in the year of your class. It could include mementoes from class trips, photos of the first day of the school year, examples of children's work from displays, a costume from a class assembly or thank-you cards from visitors.

Each time the children revisit the memory box, they will be encouraged to think historically — to recall, to use language relating

Wilfrid makes a memory box to help Miss Nancy remember the past.



Guillermo Jorge Manuel José
Escrito por Mem Fox

Ilustrado por Julie Vivas

EDICIONES EKARÉ

to time, to talk in the past tense and to remember significant times, people and places.

Exploring artefacts with young children

Artefacts are an especially good source for children in EYFS because, unlike many other forms of historical evidence, they do not require the ability to read or write. As such, they can engage even the youngest child in your class.

Children respond to what they can see, hear, touch and smell. Handling artefacts gives them the opportunity to engage with all their senses. Placing the artefact first in a feely bag (before the children even get a chance to see it) invites discovery-based learning and enquiry.

Children can develop their classification skills by grouping and sorting artefacts by size, colour,

weight and shape. Placing the objects in chronological order on a time-line will develop early sequencing skills.

Focused questions will help the children engage with what they see: what does this object remind you of? What do you think it is made from? Who might have used it? Is it handmade or machine-made? Does it have any marks? What might they mean? This type of questioning will encourage discussion and develop key communication and language skills.

How can I use artefacts in the classroom?

To introduce a new topic or learning theme – starting your new topic with a single artefact is a great way to engage the children's interest and attention, especially if it is 'posted to the class' and arrives in a parcel which needs to be carefully unwrapped.

To enhance role-play – placing artefacts in the role-play area (for example, a rotary dial telephone) gives children the opportunity to engage first-hand with primary sources in a meaningful context.

To develop home-school links – asking parents and grandparents to bring in objects from home (a treasured teddy, an old school uniform, a pocket watch) helps children begin to understand their own family histories, and how the lives of others might differ from their own.

To bring a story to life – the classic picture book *Peepo!* has glorious illustrations which depict an everyday household during the Second World War. Displaying some of the artefacts from the story (a tin bath, a coal bucket) helps children to bring this setting to life, and to understand how homes were both similar and different in the past.

To promote creative development – ask the children to draw an artefact or recreate it using

Collecting artefacts to share with your class



modelling materials. Magnifying glasses are a fun way for children to focus on key details and to develop their observational skills.

To learn about key people from history – artefacts can tell us more about the lives of people in the past. A hot-seating activity could feature a range of objects to illustrate everyday life in a particular

period (e.g. Mary Seacole could bring in different glass medicine bottles, a Victorian school-teacher could bring in chalk and slate boards).

Helen Crawford is Headteacher of St Joan of Arc School and an Associate Lecturer at Northampton University.



Resources

Mem Fox, with illustrations by Julie Vivas (1984) *Wilfrid Gordon McDonald Partridge*, San Diego, California: Kane Miller.

Janet & Allan Ahlberg (1981) *Peepo!*, London: Puffin.

History supporting global learning

Joyce Hallam

Introduction

I am the teaching head of a small village primary school, Hawkshead Esthwaite Primary, in Cumbria. We have, for the last year been one of the first Centres for Excellence for the Global Learning Programme (GLP). The GLP is a Department for International Development (DFID) initiative which began in September 2013 and hopes to see Global Learning become part of the curriculum in at least 50% of schools in the next five years. Having already established global learning within the ethos of our school and in many areas of the curriculum, the GLP presented an opportunity to audit our existing practice and look for ways to develop and improve what we did. In addition, with the advent of the new National Curriculum, which in my view was sadly lacking in any global focus, there was the challenge of marrying up the NC and the GLP to produce a bespoke curriculum for our school. Supporting 16 partner schools including two secondary schools, we have over the last year developed a planning format which provides opportunities for global learning to be integrated into almost all areas of the curriculum (see Hallam, J. and Cosh, R. [2015] 'A Good Curriculum is a Global Curriculum'). In this article I will provide some examples of how history can be a key player in supporting children's understanding of global concepts, skills and attitudes and can make a major contribution to their understanding of the complexities of living in an interdependent twenty-first-century world.

Global learning and history

The National Curriculum for History states that:

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.

This clearly fits in with one of the key aims of global learning, which is 'Knowledge of developing countries, their economies, histories and human geography'.

In his editorial on the new primary history curriculum in *Primary History* 66 Professor Jon Nichol points out:

...a new draft 2014 NC for history that responded positively to the argument that it should reflect the multi-faceted blend of major and minor narratives that underlie each citizen's national identity. Identity's historical tap- and side-roots penetrate and draw sustenance and support from the layers of World, Classical, European and British history accreted from prehistoric times

The need to make the history curriculum reflect the global, multi-cultural, globally interdependent nature of twenty-first-century Britain forced the changes between the first and final draft of the new history curriculum.

The areas from the new history curriculum which have been developed to date with global plans at our school are:

- Invaders and Settlers – Year 5/6
- Crime and Punishment – Year 5/6
- The Benin – Year 5/6
- Stone Age to Bronze Age – Year 3/4

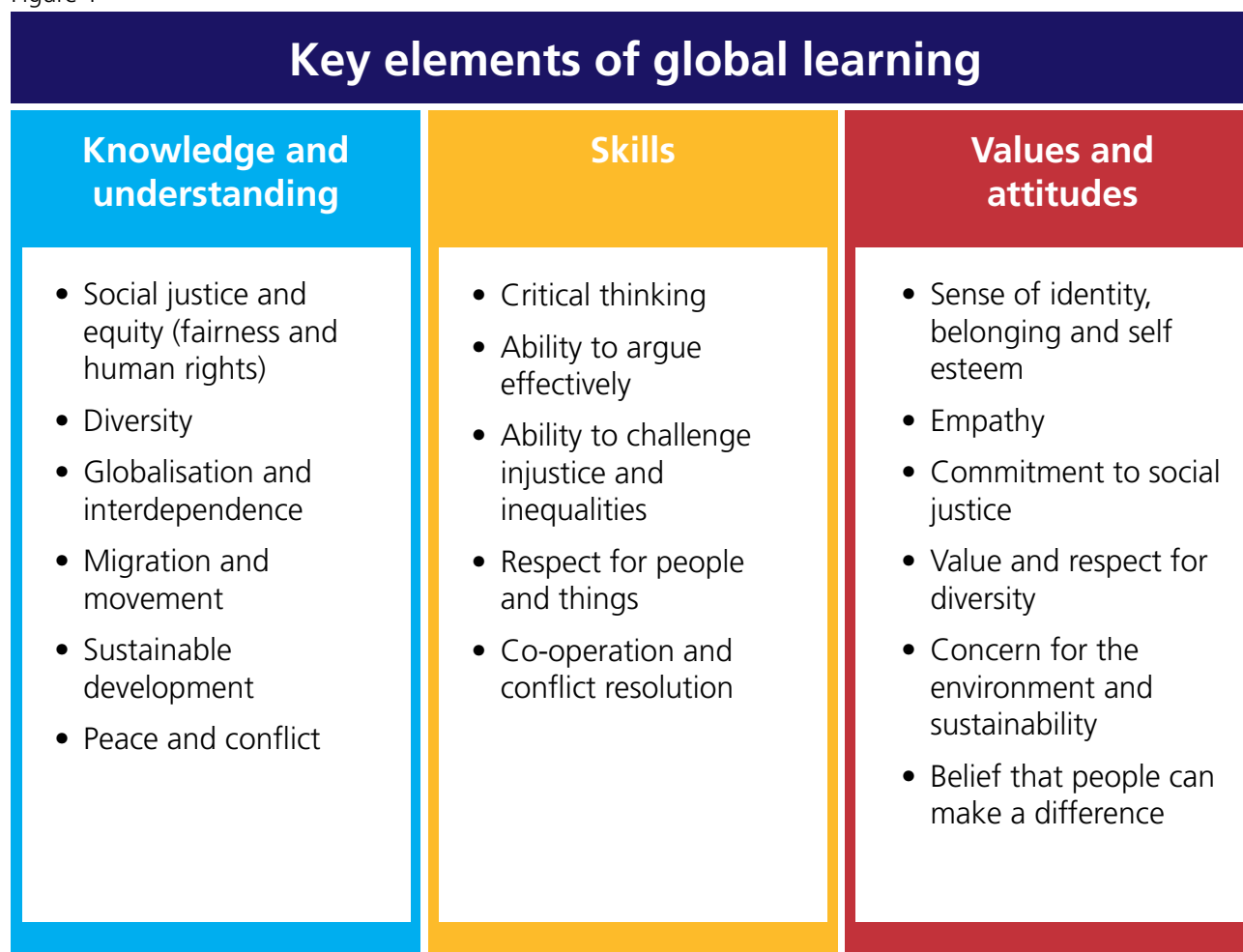
We will in the next year of our two year cycle make global plans for:

- Ancient Greece
- The Indus Valley
- Local history – including famous local people such as William Wordsworth and Beatrix Potter

Elements of global planning

There are three main elements to hold in mind when considering how to incorporate global planning into any subject; in this case, we are focusing on history. They are: knowledge and understanding; skills; values and attitudes (see Figure 1). These key elements have been around as a framework for global learning

Figure 1



for some time; significantly they are the structure suggested by Oxfam in their approach to global learning. They have been developed by the GLP with slightly differing terminology but to all intents and purposes make for a sound basic framework on which to build thinking and planning globally. These elements have been incorporated into a simple planning template to ensure that teachers consider how they can support history knowledge for any given unit of study and enhance the pedagogy used to deliver the teaching material (see Figure 2). Every plan will list the significant learning outcomes for the unit of study which will be subject-focused. The challenge to the teacher is then to consider the global elements that could be explored and developed within that unit of study and come up with key questions to open up opportunities for this to happen. The teacher highlights the global elements in bold to give a quick overview of what will be covered that incorporates a global dimension.

The GLP website provides a wealth of resources and links to support planning for global learning, with specific subject support and case studies for history.

For each of the above units of history at our school, a simple global plan template has been developed (see Figure 2) to support the main, detailed history plan for teaching these units at Key Stage 2. I will focus on the

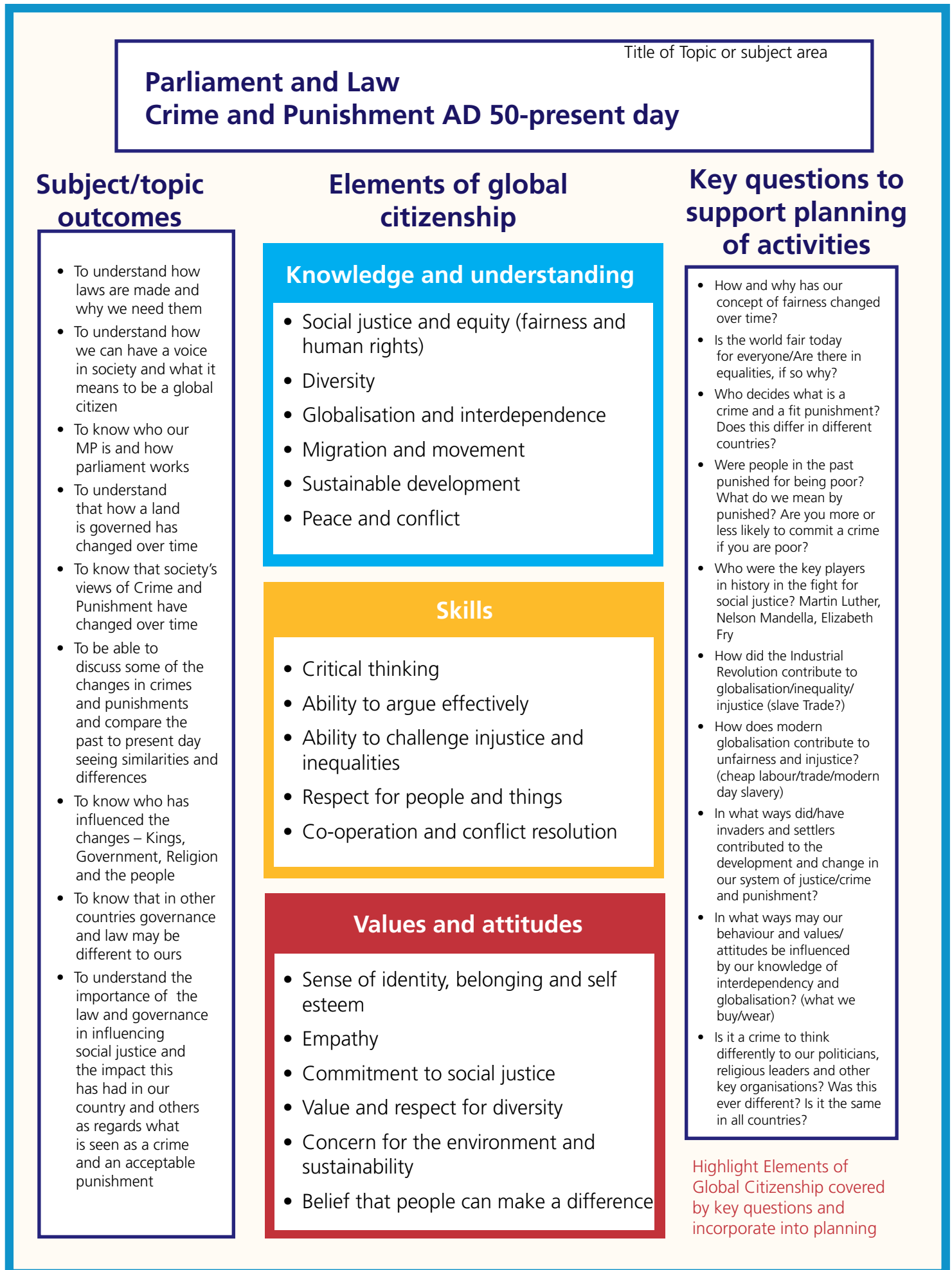
development of the upper Key Stage 2 plans, i.e. for Years 5 and 6 (see Figures, 3, 4 and 5 for plans).

Every school will have its own planning format and it is for this reason that the global plan template has been designed in a basic way to allow it to sit alongside any school's planning. The history plan for this unit will be detailed and outline a range of activities to fulfil the learning outcomes. The global thinking will influence how these activities are conducted and make the material relevant and topical to today's students. Armed with sound historical knowledge of how and why people from all different countries came to settle in Britain, teacher-led P4C (Philosophy for Children) discussion can enable students to explore their own identity and views on people from other cultures and traditions. It can challenge stereotyping and open up debate on current issues related to immigration and world conflicts between peoples of different cultures. It can develop skills of empathy, respect and critical thinking and challenge a 'one world view', all of which helps to develop global skills and attitudes as well as historical skills and attitudes – many of which overlap.

The bigger picture

One of the issues that has been raised by Ofsted as a weakness in history is that students do not always make the links between different units of history

Figure 2: Examples of how the planning with blanks template was used to support any school's main medium term plan.



they study and set them in the context of the bigger picture; In *Primary History* 66, Michael Maddison, one of Her Majesty's Inspectors of Schools, wrote:

In addition, the curriculum does not require teachers to make links between the historical topics studied. The resulting weakness in pupils' understanding of chronology and developments over time is not helped by the absence of accurate time-lines from classroom walls in many schools visited.

The new curriculum seeks to address this and is strong to emphasise the need for pupils to set each unit studied in the wider context of what they already know and the bigger picture, enabling them, over time, to build up a reasoned, chronological time-line of historical events. From my work on linking history to the global curriculum and planning to date, I would say that time and again, the global elements are providing an excellent way to make those links and to relate the historical main ideas to the modern twenty-first-century world.

Making the links and building on prior knowledge

From studying *Invaders and Settlers* the Year 5/6 class went on the following year to study *Crime and Punishment*, then *The Benin*. Figures 3, 4 and 5 give examples taken from the global plans, showing how these units provided material to make links back to *Invaders and Settlers*.

Why is global learning so important to our school?

I feel it is absolutely necessary to enhance the new NC with global learning, and history provides an excellent vehicle for delivering the GLP. The new National Curriculum is pretty traditional and does not, in my view, contain all the necessary elements for twenty-first-century living; sustainability and citizenship are not even part of the statutory curriculum any more at Key Stage 2! To that end, marrying the GLP to the new National Curriculum is essential to ensure that children are fully equipped to understand the challenges of the future. At our school, global learning permeates all areas of learning and is embedded in the school ethos. We have since 2007 been linked to schools in Ghana and South Africa and recently returned from a visit to Ghana to share the GLP. The Ghanaian school had visited us with pupils, prior to our visit. It is not just about linking and international work, however. It is also about ensuring that the global knowledge, skills and values are reinforced and taught across the curriculum particularly at Key Stage 2. It helps to raise awareness of other cultures and traditions, builds understanding and challenges misconceptions and stereotyping of other people. It helps to develop children's thinking and broadens their understanding of the world around them, past and present.

Figure 3

Example of using global planning for a unit of study on *Invaders and Settlers*

- Why did people migrate to Britain?
- Where did people come from?
- Who are we descended from?
- Where did our culture come from?
- Teams of children – Celts, Romans, Scots, Anglo-Saxons, Vikings, Normans – research and justify why they settled in Britain.
- Why did they stay?
- How did they learn to get alongside each other/solve wars/create peace/justice/fairness?
- How did they develop a sense of belonging and identity?
- Why did systems break down – what key events brought changes?
- How do we know what happened – evidence/artefacts?
- What can we learn from history?
- Who are our nation today in the twenty-first-century?
- What countries do they come from?
- How would we feel as a newcomer in a country?
- What impact have they had on our culture and values?
- What significant changes have occurred as a result of migration in the last 50-100 years?

How has this influenced the history content we teach?

Global issues of today cannot be understood properly without a good grounding in history. It is essential to understand the past and the role of Great Britain in the world if students are to understand the pertinent issues in the world today. It helps to set things in context and helps children ponder on why countries respond to Great Britain as they do and why Great Britain still has such an influence in the world.

One of the approaches we use is P4C (Philosophy for Children) which encourages debate and thinking that is open-ended, students coming up with enquiry questions at the start of a unit and working out how to find answers. We help them to learn to respect different viewpoints, be critical and examine the evidence and stories. We are beginning to recognise the importance of setting the area of history into the bigger picture to develop chronology and awareness of what else was going on in the world at the time. We

Figure 4

Crime and Punishment

- In what ways did/have invaders and settlers contributed to the development and change in our system of justice/crime and punishment?
- In what ways may our behaviour and values/attitudes be influenced by our knowledge of interdependency and globalisation?
- How did the industrial revolution contribute to globalisation/inequality/injustice (slave trade)?
- Is it a crime to think differently to our politicians, religious leaders and other key organisations? Was this ever different? Is it the same in all countries?

often use drama and practical activities e.g. creating the Benin Museum which is an activity being mirrored by our link school in Ghana; this helps to give students some ownership and purpose about what they are studying. This particular unit will go on to challenge them to look at their own sense of belonging and identity: Who are they? What is important to them today? There are many opportunities to develop skills such as empathy and critical thinking – essential history skills and essential global skills.

Why is global learning so important?

Global learning for me is setting as much of the children's learning as possible in a global context, either explicitly or implicitly, so children become increasingly aware of their interconnectedness to other parts of the world. As a result, they hopefully have an increasing understanding of issues such as sustainability, social justice and poverty and they develop the ability to see things from a range of perspectives which challenges them to take

Figure 5

The Benin

- Children will understand how past cultures influence present-day traditions and beliefs at home and in Africa – Benin/Nigeria)
- Children will consider the influence of global connectedness and increased knowledge of belief systems and traditional cultures.
- How does our culture and tradition affect our sense of belonging to a community?
- How did society ensure peace and resolve conflicts in the Benin?
- What kinds of systems operate in those societies today?
- How are human rights being denied or observed? (Nigerian school-girls issue)

responsibility and make a difference to the world around them. History provides an essential grounding in helping them to deepen their understanding of these often complex issues.

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JHallam, J. and Cosh, R. (2015) 'A Good Curriculum is a Global Curriculum' in P. Bamber and A. Bullivant (eds) *Moving from the Edge to the Centre: the role of education for sustainable development and global citizenship in a meaningful curriculum*, Teacher Education for Equity and Sustainability Network (TEESNet) 2014 Conference Proceedings..

Jon Nichol, *Primary History*, 66, p. 4.

Michael Maddison HMI (2014) 'The National Curriculum for History from September 2014: the view from Ofsted' in *Primary History*, 66, pp. 5-7.

Global Learning Programme website:
<http://globaldimension.org.uk/glp>

Joyce Hallam is Head Teacher at Hawkshead Esthwaite Primary School.



The Global Learning Programme

The Global Learning Programme is a ground-breaking programme that is creating a national network of schools, committed to equipping their students to make a positive contribution to a globalised world by helping their teachers to deliver effective teaching and learning about development and global issues at Key Stages 2 and 3. It is funded by the DfID.

Why not become a Global Learning Programme Expert Centre? Find out more, including how to become an expert centre, at: <https://globaldimension.org.uk/glp/page/10567>, or visit the HA website at: Global Learning Programme in Primary Resources.

Figure 5

Walking in the footsteps of others – EMPATHY...UNDERSTANDING..CRITICAL THINKING, OTHER CULTURES and VALUES, WAR/PEACE, RESPECT....

Romans



Vikings



Beyond compare

a study of Beatrix Potter and Benjamin Zephaniah

Sue Temple

The Key Stage 1 National Curriculum encourages teachers to teach their pupils about ‘the lives of significant individuals in the past who have contributed to national and international achievements.’ (DfE, 2014, p. 205). Some teachers have begun to move away from the old favourite subject of Florence Nightingale and as this year is the 150th anniversary of the birth of Beatrix Potter I would like to suggest giving her some consideration for a change. The National Curriculum goes further though: ‘Some should be used to compare aspects of life in different periods’, so for this piece of work I’m asking you to consider a rather more unusual pairing. To compare with Beatrix Potter, I suggest exploring the life of Benjamin Zephaniah. Further more unusual comparisons can be found on this issue’s poster.

Most of us will be familiar with the stories of Beatrix Potter – Peter Rabbit, Squirrel Nutkin and Mrs Twiggyswinkle. Potter can be seen as a ‘significant’ person as a children’s author alone but an exploration of her life could be the basis of a really interesting project for young children. It is not difficult to think of a significant person to study independently – it can be more problematic to find a suitable comparison. For younger children we want to be able to draw out both the similarities and differences of the two chosen people and so care needs to be taken in deciding. I hope you will agree that Benjamin Zephaniah makes an interesting contrast.

Now that we can move away from the tag of ‘famous’, though I would argue both these characters are significant *and* famous, teachers still need to be careful to ensure that the people their children study represent a range of gender, race, religious and cultural backgrounds. In the article ‘Cross-Curricular Project on a Famous (or not so famous!) Person’ (*Primary History*, 53), Lisa MacGregor and I argued that choosing a local character or someone who could be an inspiration to the children should influence you when making these kinds of decisions. Beatrix Potter and Benjamin Zephaniah have significant differences between them, not least their gender, upbringing

Time-line of Beatrix Potter’s life

28 July 1866

Helen Beatrix Potter is born

1872

William, her brother, is born

1878

Governess Miss Hammond is employed – she encourages Beatrix’s love of drawings and watercolours.

1880

Beatrix begins to keep a diary

1893

Writes letters to the children of Miss Hammond (now Mrs More)

1897

Sent the paper ‘The Germination of spores of Aganiceae’ to the Linnean Society

1900

Sent illustrations to a greetings card company. They paid her £6 (£350 today)

1901

Privately published *The Tale of Peter Rabbit*.

1902

Warne & Company publish *The Tale of Peter Rabbit*. They publish a further 24 stories.

1905

Became engaged to Norman Warne but he died. Purchased Hill Top, Near Sawrey, Lake District.

1913

Married William Heelis.

1922 onwards

Became a successful landowner and breeder of Herdwick sheep.

1943

Died of complications following bronchitis. Left 4,000 acres, 14 farms and several cottages to the National Trust. This estate later became the basis of the Lake District National Park.

2015

A new Beatrix Potter story, *The Tale of Kitty-in-Boots* is found in the archives. This will be published by Penguin Books, with illustrations by Quentin Blake, in September 2016 to mark the 150th anniversary of her birth.

and cultural backgrounds and influences upon them as they matured but they also have many similarities. They both wrote stories for children which have been read around the world, both suffered from prejudice, and both can be described as activists.

My suggestion would be to teach about Beatrix Potter first and then introduce Benjamin Zephaniah and compare and contrast his life to hers as you go along. I think teaching about both together could be confusing for younger children. This project has been developed to ensure the children are making progression in their historical skills as much of the Key Stage 1 aims are developed. Further details of suggested activities follow below

References

Temple, S. and MacGregor, L. (2009) 'Cross-Curricular Project on a Famous (or not so famous!) Person' in *Primary History*, 53, pp. 33-35. Temple, S. and MacGregor, L. (2009) 'Challenging Preconceived Ideas' in C. Rowley and H. Cooper (eds) *Cross-Curricular Approaches to Teaching and Learning*, London: Sage.

Sue Temple is Senior Lecturer, University of Cumbria and a member of the editorial board of *Primary History*.

Suggested historical activities

- *'Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.'*
- Chronology of Beatrix Potter – arrange photographs in chronological order – give a justification for the order.
- *'They should know where the people and events they study fit within a chronological framework.'*
- Find the Victorian era on your class time-line and add Beatrix Potter's birth and death dates on here discussing how this fits in with any topics you have taught so far with the class.
- *'Identify similarities and differences between ways of life in different periods.'*
- Investigate a Victorian childhood compared with a modern-day poorer childhood – explore some typical Victorian toys and compare with modern-day toys.
- Complete a chart showing the similarities and differences between the two people.
- *'They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.'*
- Watch YouTube video of interview with Zephaniah – annotate a photograph of him with notes about what they have learned.
- *'They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.'*
- Invite a member of the local National Trust to come and explain how the Trust was established and what it does.
- Invite a farmer to come in and talk about sheep-farming and why Herdwick sheep are so well suited to the Lake District.

Beatrix Potter

Early life

Beatrix was born Helen Beatrix Potter on 28 July 1866 into a privileged family where she enjoyed a typically Victorian upbringing. Along with her brother William, born six years later, she was educated by private governesses. One governess in particular, Miss Hammond, encouraged Potter's love of drawing and natural science. Although discouraged by her parents from developing her intellect, Beatrix studied and painted fungi, leading to her being highly respected in this field.

Influences

Beatrix read many children's stories including the Kate Greenaway books, Hans Christian Anderson stories and Edward Lear nonsensical poems like 'The Owl and the Pussycat'. The Potter children had many pets while growing up which Beatrix used in her stories. The family had holidays in Scotland and the Lake District, which encouraged her love of animals and the landscape.

Personal life

Potter met Norman Warne as he was one of the three brothers who published her work. They wished to marry but her parents were not impressed by his social standing and soon after they became engaged he died. Shortly after this she bought Hill Top using a small inheritance and the proceeds from her work. She moved to this property, which had probably originally been intended as a holiday home for the married couple. There she met William Heelis, a local solicitor, whom she married in 1913, despite her parent's objections. The couple had no children.

Achievements

Potter applied to work at Kew Gardens but her 'amateur' status and the fact she was a woman led the Director to reject her. Potter also wrote a paper on 'The germination of the spores of Aganiceae' (Fungi) which she submitted to the Linnean Society in 1897. As a female she could not present the paper herself or even be present when it was read. In 1900, in an attempt to be independent of her parents, Potter sent some of her illustrations to a greetings card company – they paid her £6 (nearly £350 now) and this led her to privately publish her first book in 1901. Potter wrote many letters to the children of her governess, illustrating them with small paintings of animals. It was in one of these letters that she wrote a short story, *Peter Rabbit*, to amuse Noel, the eldest of these children. With the encouragement of her former governess this became her first book. A further 24 stories for children were published – many based on her family pets and the animals found around Near Sawrey.

In later life Potter became a Herdwick sheep-breeder of some repute, judging competitions at local fairs and shows. The couple added many other farms to their growing property portfolio. Potter was friendly with Cannon Hardwicke Drummond Rawnsley who was one of the three founder members of the National Trust, a cause close to her heart. On her death Potter left her estate of 4,000 acres and 14 farms to the National Trust – this comprises much of what is now the Lake District National Park. Her watercolour paintings of fungi, which now reside in the Armitage Museum & Library, are still consulted by mycologists to identify fungi.

Benjamin Zephaniah

Early life

Benjamin was born into a large family in Handsworth, Birmingham on 15 April 1958. His father was a postman and his mother a nurse. Benjamin had a rather turbulent childhood. His mother eventually took him from the family home, leaving his siblings, to get away from his abusive father. Zephaniah makes no secret of the fact that he was expelled from school at the age of 13 and has been in prison for burglary and he acknowledges that without the success of his poetry his life could have turned out very differently.

Influences

Benjamin's mother shared much from his Jamaican heritage including the Anansi spider stories, music and poetry.

Although he left at school at 13 and is dyslexic, Benjamin started writing very early in his life – he performed for the first time in church at the age of 10 and by the age of 15 was relatively well known around Birmingham, speaking his poetry on local and international issues.

Personal life

Zephaniah lived in London for many years but in 2008 he decided to move to a small village in Lincolnshire explaining he wanted to be part of a community. He divided his time between there and Beijing. In 1989 he married Amina, a theatre administrator, but they divorced in 2001. He has no children. In 2011 Zephaniah became poet-in-residence (an annual position) for Keats's House in London. Zephaniah is an enthusiastic supporter of Aston Villa F.C.

Achievements

Zephaniah has published adult and children's poetry and also adult fiction.

Zephaniah aimed to popularise poetry, by reaching people who would not traditionally have read books and certainly not the poetry portrayed by academia as written only by dead people. He brought his poetry to life by appearing on stage performing it himself at live events or on the television and in this way he built up a huge following. Based on Jamaican rhythms, his poetry was political, musical, radical and relevant to a wide range of ages and backgrounds. In the 1980s his dub (reggae) poetry could often be heard at youth demonstrations protesting against unemployment, homelessness and the National Front.

In the 1990s his books, record releases and television appearances increased in Britain, although he has concentrated on performing outside Europe. Zephaniah performs where the oral tradition of story-telling and poetry is strongest – South Africa, Zimbabwe, India, Pakistan and Colombia are just some of his most popular tours. Over a 22-day period in 1991 he performed on every continent on this planet.

In 1995 his first book of poetry for children, *Talking Turkeys*, necessitated a rush reprint after just six weeks. It went to the top of the children's book list and stayed there for months.

On the death of Bob Marley, another notable reggae artist, Zephaniah was the first person to record with the Wailers. They recorded a tribute to Nelson Mandela – 'Free South Africa' by Benjamin Zephaniah and the Wailers was recorded at Marley's Tuff Gong Studio in Kingston, Jamaica. While in prison on Robben Island Mandela heard the tribute and following his release he asked to meet Zephaniah. This relationship led to Zephaniah working with children in South African townships and hosting the then South African President's Two Nations Concert at the Royal Albert Hall in July 1996.



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Edward Paice

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Janina Ramirez

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Primary Pathway

Friday – Session 1

Saturday – Session 2

Vikings: ruthless killers or peaceful settlers?

Sarah Whitehouse

University of the West of England

The Vikings have been a popular choice for primary schools in the past and continue to be in the National Curriculum 2014. This does not mean that teaching the Vikings is easy – there is much that we do not know about them! This workshop will explore alternative interpretations of the Vikings from cold-blooded killers to traders and settlers using an enquiry approach to learning. Key questions will be: 'Who were the Vikings?' 'How have they been represented?' 'What did the Vikings believe about women, religion and exploring?' It will also dispel any myths such as the one that claims the Vikings had horns on their helmets!

Friday – Session 1

To 1066 & beyond!

Helen Maddison

Lady Elizabeth Hastings' Primary School

What can you realistically hope for from a bunch of Year 4 and Year 5 pupils in a history lesson? How much 'history' can they really do when they are 8-10 years old? If you fancy finding out, then come along to this session... You might be surprised! We'll take a look at some 'real' children's work, tried and tested lessons, and further adventurous suggestions for tackling the breadth and depth of British history from AD 43 to 1066 and beyond!

Friday – Session 2

Saturday – Session 4

10,000 years BC workshop: exploring prehistory with a hands-on approach

Chris Trevor

Education consultant

This session will cover an introduction to archaeology and chronology. A variety of methods to engage children in investigating the Old Stone Age will be shared. There will be ideas for encouraging historically-valid questions, enquiry and suggestions for how you could include extended writing and cross-curricular maths. Finally, you will be given ideas for following up the Changes from Stone Age to Iron Age unit.

Friday – Session 2

Saturday – Session 2

Going beyond the topic: making links and connections at Key Stage 1 and Key Stage 2

Paul Bracey and Helen Crawford

School of Education, University of Northampton

The purpose of the workshop is to consider ways of relating topics to their broader chronological context, and to demonstrate an understanding of local, national and global dimensions in history teaching using approaches which are appropriate to Key Stages 1 and 2.

Friday – Session 3

Working towards quality: applying for the Quality Mark and how the process can help you develop excellent history learning and teaching in your school

Beverley Forrest

Leeds Trinity University

Sue Temple

University of Cumbria

Bev Forrest from Leeds Trinity University will explore some of the aspects of applying for the History Quality Mark but even if you're not at that stage yet she will demonstrate ideas to take back and implement in your school. This workshop will also be beneficial to new history co-ordinators wishing to develop the subject in their school.

Friday – Session 3

Ancient and modern: making sense of the Egyptians

Alf Wilkinson

Consultant & author

Ben Ballin

Consultant to the Geographical Association

This session will provide some practical suggestions on how you might combine the Key Stage 2 history unit Ancient Civilisation, the geography of Egypt and global learning into a meaningful scheme of work. We will use enquiry learning, critical thinking and stories to explore past and present issues in order to help our pupils make greater sense of the Egyptians in the Key Stage 2 classroom. In partnership with the Geographical Association and Global Learning Programme

Friday – Session 4

Saturday – Session 3

Describe, explain, decide. Understanding the processes of historical enquiry at Key Stage 1

Penelope Harnett

University of the West of England

In this session we will explore some approaches to developing historical enquiry skills with young children. The workshop will draw on a recent project with Year 2 pupils exploring 'How do historians learn about the past?'. It will evaluate potential starting points for investigations and share ideas on how pupils' progress in historical understanding may be assessed.

Friday – Session 4

Introducing the Ancient Maya to the classroom

Diane Davies

Ancient Maya Specialist

This session will briefly look at the remarkable achievements of the Maya civilisation and popular misunderstandings will be corrected. Participants will also try their hand at calculating Maya numbers and determining dates in their calendar. Examples of cross-curricular teaching activities will be given as well as accurate online resources.

Saturday – Session 1

Walking in the footsteps of Dame Elizabeth

Karin Doull

University of Roehampton

The Brick Lane Circle project 'Human stories and the East India Company' is a Heritage Lottery Fund-funded grant that seeks to use community volunteers to research exciting EIC records to tell the story of some of the individuals involved with the company across almost 300 years. This session will describe some of the processes used to select and bring to life the story of one particular character. The focus of the session will be on investigating how a range of sources can be used to bring stories from the past to life. It will consider how this might be translated into the classroom and the implications for teaching. It will look at how one particular story can be linked to a wider context.

Saturday – Session 1

History and literacy: supporting each other

Sue Temple

University of Cumbria

Aimed mainly at Key Stage 1 and Early Years teachers, this session will also be useful for co-ordinators. Using the idea of transforming information to support learning we will explore how aspects of the history curriculum can be used to support and develop reading and writing skills. Examples from the Great Fire of London and local history will be used. This will be a mainly interactive session with some practical activities to try with your class.

Saturday – Session 3

Britain's love affair with chocolate

Karin Doull

University of Roehampton

This session will look at an aspect of British life across a number of different periods. It will consider how chocolate has moved from an exotic import to a staple of British cultural identity. The workshop will look at its introduction in the sixteenth century, the growth of popularity in the eighteenth century, the influence of the great chocolate manufacturers of the nineteenth century and the changing view of the product through advertising in the twentieth and twenty-first centuries. The session will seek to put these areas into a national context. A love of chocolate is not a prerequisite for attendance at this session!

Saturday – Session 4

Making sense of time-chronology for beginners!

Beverley Forrest

Leeds Trinity University

Stuart Tiffany

Farsley Farfield Primary School

Bev and Stuart will introduce you to a range of ways in which you can make the teaching of time meaningful and fun for learners of all ages in the primary school. Strong areas of focus will be the use of timelines and the development of a whole-school approach to teaching chronology. This session is aimed both at teachers in the early stages of their career and also those seeking to review their approach to teaching this challenging area of history.

A development study for Key Stage 2: poverty in Britain

Allison Robinson

One of the requirements for Key Stage 2 history is for some history that extends beyond 1066. Various suggestions have been made including an examination of change within a social theme. The example given is Crime and Punishment but the opportunities for something interesting are vast. This article focuses on a study of poverty across the ages – a theme that can certainly engage children but also give them an understanding of change over time.

Change over time should not mean a mad rush through everything so that children just see a swathe of developments without the opportunity to explore things in depth. In fact, the note for co-ordinators below gives some characteristics that might illustrate a topic such as poverty through the ages.

1. Does it allow pupils to gain an overview of the topic across an extensive period of time?
2. Does it allow pupils to examine some issues in depth?
3. Does it allow a range of sources to be introduced?
4. Will it help pupils gain a great understanding of historical concepts such as change, causation and evidence?
5. Will it provide interesting content?
6. Will it allow pupils to engage with the information and make their own judgements?
7. Will it enable links to be made between the past and the present?

Mothers handing over their babies at the Foundling Hospital.
The Foundling Museum



The aim, therefore, in a limited amount of teaching time, is to look at some key features affecting the poor through the ages allowing pupils to engage with the evidence. A topic such as poverty is extremely relevant to the world we live in today but it will need handling carefully to avoid making it too political and reinforcing stereotypes about the poor. Throughout history, people have had views on how to respond to poverty and today is no exception. While quite difficult to grasp, the issue of poverty has always been a complex one and the aim of this study would be subverted if the pupils ended up thinking there were simple solutions.

Nevertheless, it is helpful if pupils can be made to think through the issues historically and use their

Depth enquiry	Depth enquiry	Depth enquiry
How much success did the Tudors and Victorians have in solving poverty?	How far has one person you have investigated made a valuable contribution to ending poverty?	Is there much evidence that this area in the past has done much to deal with poverty?
Main concepts: Cause and Consequence	Significance	Change and continuity

understanding to challenge or support a hypothesis even in the primary school.

Launching the work

Why not provide the pupils with a statement such as the famous one from Nelson Mandela – ‘Poverty is not an accident. It is man-made and can be overcome and eradicated by the actions of human beings’ (the video of the speech can be found at www.makepovertyhistory.org). Perhaps this can be simplified as briefly as ‘Poverty does not happen by accident. Human beings cause it and human beings can solve it’. This can be laminated and placed in a prominent position in the classroom. Once pupils know what their central task is – for example, to agree with this, disagree with it or part support and part disagree, the teaching can begin.

A good next step is to think of the way the rest of the topic is being taught. This often benefits from a series of sub-questions or themes. These might fit the bill:

- What sort of people have you met so far in history that you can describe as poor?
- What might be some of the things you might notice about people who live in poverty in the past (and maybe now)?
- Why do you think those who were in charge of the country worried about the poor?
- How might we find out about the poor in the past especially since they did not often write or record their experiences?
- Investigate two to three periods of life for the poor and what the authorities did for the poor.
- Compare these three periods and ask the pupils to come to decisions about who had the best ideas. Which was most successful? Could they have done things differently?

- What are the main differences between poverty today and the way it is dealt with compared with periods in the past?
- Can you find one particular individual or group who has made a significant contribution towards eradicating poverty in a particular place or period?
- Overall have things improved for the poor over time and is it better to be poor now than in the past?

There is not space in this article to address all these themes but hopefully the following can provide some guidance on the type of teaching and learning that might take place especially through the depth enquiries.

Before launching into any history, some more general introduction into the context of poverty and the poor might be worthwhile. Philosophy for Children might seem an unlikely friend of primary age children but it has proved to be really effective. For teachers unfamiliar with philosophy for children, the p4c.com website offers an introduction about how to encourage pupils to work from a stimulus – a quote, image or object – to devise and develop their questioning skills. Mandela’s quote can be used for this purpose. Pupils share views, question assumptions and develop opinions – all skills which cross over brilliantly into historical enquiry. They might consider issues such as ‘what do you understand by poverty?’ and ‘how do you know it is there?’

Pupils may of course be unfamiliar with time periods especially after 1066 so any accompanying work is likely to need time-lines and other activities to show pupils when and how long various events and developments featured. This can be an effective way of linking depth enquiries so that pupils can see the relationship and sequence of periods such as medieval, Tudor, Victorian, post-Second World War etc.



Enquiry 1: poverty in Tudor and Victorian times

Poverty in Tudor times

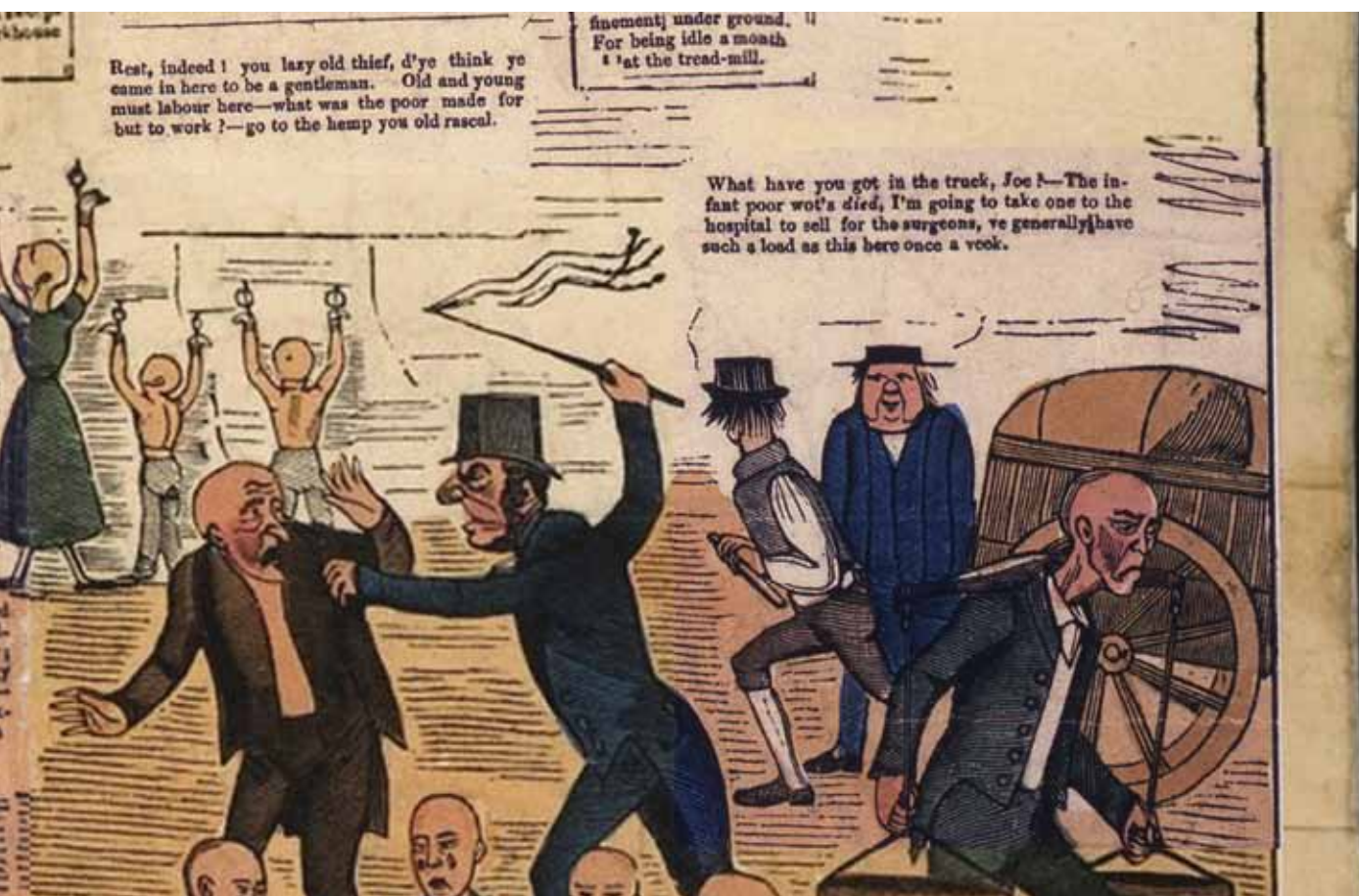
This might form one of the more detailed enquiries. Some key ideas that teachers may want to get over are:

- Traditionally the monasteries were places that looked after the poor in medieval and early Tudor times but Henry VIII closed the monasteries down.
- Larger numbers of people and the loss of old types of job made the problem of poverty worse for many people. This was not helped by poor harvests and higher food prices.
- Many had to leave the countryside as fewer people were needed to work the land. Many of them went to towns hoping for a better life.
- This was not always possible so many became beggars and what were known as 'vagrants and vagabonds'.
- This worried those in charge of the country who feared they might cause crime and riot.
- Their answer was a series of laws – what became known as the Old Poor Law. Those made responsible for looking after the poor were the local people (the parishes). This remained the situation with some changes until Victorian times.

Poverty in Victorian times

The following does not represent the whole of what needs teaching. Some selection is needed to make sense of a complicated picture but some useful information about the Victorian period might include:

- The old system of dealing with poor was becoming very inefficient by the early 1800s – too costly and not doing its job and many of those who had to contribute to supporting the poor were very unhappy.
- An investigation called a Royal Commission in 1832 was designed to try to solve this.
- They decided it was not possible to continue just relying on local parishes. They also felt that it was important that looking after the poor should cost less and only help those who really needed help.
- The government passed a law in 1834 called The Poor Law Amendment Act. One of its main features was that workhouses should be set up for those who able to work but were poor.
- The central government now had a key role but this system did not make it easy for those in genuine hardship caused by factors beyond their control.
- If people needed help, they would have to go into the workhouse where they would be given food and clothing in exchange for doing hard work.
- The workhouses were to remain until the twentieth



century despite many objections and some preferring to starve rather than going into the workhouse.

Such information can introduce sources. There are plenty of pictorial sources of Tudor beggars being whipped, images of the workhouse including photographs and descriptions such as those in *Oliver Twist*. Pupils could be asked to:

- consider why poverty probably got worse in Tudor times – perhaps using a card-sorting exercise with facts that they have to sort and prioritise perhaps in a Diamond 9 arrangement;
- interpret the sources – compare and use sources such as designing a poster that gives a different message to a Victorian anti-Poor Law poster. The National Archives have some helpful resources see www.nationalarchives.gov.uk;
- compare the reasons for and attitudes to poverty in the two periods;
- compare the methods;
- produce their own reports, e.g. acting as Royal Commissioners or producing posters for and against the new law. They can present these to the rest of the class;
- produce an imaginative account, visual image etc of life in the workhouse based on valid sources such

as descriptions or pictorial evidence;

- consider how those in charge felt about the poor;
- whether they identified different types of poor;
- how fair the systems were – who might approve and who object;
- how far it solved the problems of poverty etc.;
- create a glossary of new words, phrases and terms learnt from this investigation.

Enquiry 2: the role of an individual

Case studies of the role of an individual are always worth covering. One possibility is Thomas Coram, a good example as it is both moving and inspirational. His horror at the sight of abandoned babies in London in the 1720s roused him to do something. Not everyone was in favour of his idea to establish a hospital for deserted children, and severe opposition led to 17 years of campaigning for support and financial backing.

Persistence, patience and the art of petitioning paid off. The king signed a Royal Charter in 1739 to establish the hospital. The announcement in 1741 that the hospital would receive babies on 25 March, from 8pm until all places were filled, was a tremendous

personal victory. By midnight of that date, all available places were taken and the mothers sent away. The children were baptised and renamed and so began a new life in the hospital.

The hospital kept detailed records and determined that a note should be made of 'any peculiar thing' left with a child. Today the Foundling Museum displays these 'peculiar things' – tiny tokens, scraps of fabric and notes which were left with the children as identifiers, should the parent ever be in a position to come and reclaim their child.

To keep the hospital going, Coram gave artists and writers an opportunity to be involved in the charity and the hospital became the first public art gallery.

Today the Coram children's charity supports and arranges adoption for children in need. The hospital set the pattern for charitable organisations in England.

This activity lends itself to several questions and tasks. They could include:

- Drama Launch: starting in role as a parent about to leave his/her baby at the Foundling Hospital in 1741. In role tell them of your desperate situation. Pupils discuss what happened next.
- Pupil research into his life and how he set up the Foundling Hospital – what were the most important aspects of his work? Are there any aspects they don't admire about him?
- Why was there a need for his work?
- Write diaries as a 'foundling' including aspects such as chores and weekly activities. They could also write stories and play scripts of how their foundling was abandoned or create a 'billet' – the sheet of information needed on admission with details of



their child. They might also use textiles and art to make tokens to be left with their foundling.

- Do some persuasive writing to convince other people to support Coram in his work.
- Research the last children at the hospital in the Foundling Voices collection.
- What were the short term and longer-term benefits?
- How does Coram's work compare with other attempts to improve the condition of the poor such as laws?
- How has the work of the Coram Foundation changed from what Thomas Coram did originally?
- How does his work compare with another individual such as Chadwick or Barnardo?
- Cross-curricular work. The hospital had many supporters including Hogarth, Dickens and Handel, who gave an annual performance of *The Messiah* to raise funds. *Oliver Twist* and other works were inspired by Dickens' visits to the foundling hospital. In a modern twist, Jacqueline Wilson's novel, *Hetty Feather* tells the story of a foundling left at the hospital. Pupils could investigate the roles



Places to visit

Local libraries, museums and churchyards

Thackray Medical Museum, Leeds

Workhouse Museum & Gardens,
Ripon, North Yorkshire

The Foundling Museum, London

The Workhouse, Southwell, Nottinghamshire
(National Trust)

and achievements of some of these supporters.

- It could end with a 'This is Your Life' style presentation to the trustees of today's Foundling Museum to outline the work, achievements and significance of Thomas Coram.

Enquiry 3: the local area

There might be good opportunities to investigate local evidence of poverty both in the field and through written records. For example, there may be surviving almshouses or areas which once housed the poor. The workhouse may well have survived as a building. There is plenty of evidence on the workhouses website at www.workhouses.org.uk which covers every workhouse in the country. Visits to a graveyard might enable pupils to do some work on rich and poor in the past. They might be able to use written sources such as poor law records, old photographs, newspapers, commissions, maps etc to help them reconstruct aspects of life in the past. For example, locating factories and industries in operation during Victorian times can stimulate research into child labour and the campaigns and legislation against it.

Various activities are possible such as:

- Producing reports of poverty in the locality – where was it worst?
- How did the authorities try to solve it?
- Does the situation seem worse here than elsewhere?
- Research child labour in Victorian times and the Acts which tried to abolish it. Find out where the factories and industries were in your area and mark them on your map.
- Is there any evidence of improvement?
- How do various sources seem to depict poverty and the poor?
- There might be opportunities to visit a local museum where there are relevant resources and maybe reconstructions showing past life in the local area.
- They could present their findings in various formats such as an episode of Tony Robinson's 'Walking through Britain' to show how poverty has affected their area and what efforts have been made to eradicate it.
- Oral history work, e.g. with elderly people, should capture memories of hardship in the past supplemented by photographs.



Resources

Primary History, 48, History, Drama and the Classroom Edition, Spring 2008. Includes article about Mantle of the Expert technique.

www.coram.org.uk

Website of Coram, the modern charity supporting vulnerable children which began with Thomas Coram's work. Gives historical information and facts about famous supporters.

www.gresham.ac.uk

The website of Gresham College includes a pdf and transcript of the lecture 'London's Forgotten Children: Thomas Coram and the Foundling Hospital' given by Dame Gillian Pugh in March 2012.

www.workhouses.org.uk

An excellent website with information about Poor Laws, detailing every workhouse in the country with original documents and images.

www.foundlingmuseum.org

The website of The Foundling Museum is linked to Foundling Voices, audio interviews, photographs and film preserving the memories of 74 former foundlings.

www.mylearning.org/historyofleeds/povertyandriches

Teachers' notes, activities and linked resources. Great photographic resource.

www.makepovertyhistory.org/schools

Teaching resources include links to ten charities working to relieve poverty throughout the world. Extracts from Mandela's speech are on the website.

- Produce a local guidebook for tourists on poverty in the past.
- Cross-curricular links can be made, e.g. with RE/citizenship with pupils investigating what their locality does to support poverty today, e.g. by means of charity shops, support offered to the underprivileged and homeless by churches and the local council. They could plan and carry out a fundraising event for their chosen charity.

Ending the topic

At the end of the investigation, return to Mandela's original statement. Ask again if they agree with it and how much evidence can they provide to support or contradict it. It will be an effective way of summarising their overall understanding of the topic. Pupils should give their answers and reasons without any input from teacher or discussion with peers. Afterwards allow them to share their views and discuss in groups if they have changed opinion or remained the same and reasons why.

Allison Robinson is a part-time teacher and history co-ordinator at Crofton Junior School Wakefield. She works independently in primary schools offering history CPD and curriculum planning.

Why bother with transition between history at Key Stages 2 and 3?

Andrew Wrenn

It can sometimes seem that the primary and secondary phases of education live in isolation from each other. After all, most primary teachers are generalists (despite sometimes having specialist experience of a particular curriculum area), having to turn their hands to all subjects on the curriculum whatever they feel about them. Most secondary teachers on the other hand are specialists and prefer to stick to their own area of expertise (which can limit their thinking). Communication across the phases is not always easy. Yet the National Curriculum subjects expect pupils to experience a coherent programme of study spanning from 5 to 16. In addition according to a recently published Ofsted report (September 2015) called 'Key Stage 3 – the wasted years?' effective transition arrangements between Key Stage 2 and 3 has never been more important to ensuring pupil progress. Two of its key recommendations are to ensure that 'transition from Key Stage 2 to 3 focuses as much on pupils academic needs as it does their pastoral needs' and urges the creation of 'better cross-phase partnerships with primary schools to ensure that Key Stage 3 teachers build on pupils' prior knowledge, understanding and skills'. But what has a primary school to gain from such a partnership?

Potentially improved subject knowledge

Secondary history departments sometimes include excellent subject

specialists who may be able to share their deep knowledge of particular content and work with primary teachers when planning unfamiliar topics. They may also be able to point to the most recent and accessible summaries of academic knowledge, such as those provided by Historical Association podcasts.

Potentially improved knowledge of subject-specific teaching and learning strategies

Primary teachers may well be expert in some subject areas and have an outstanding grasp of teaching and learning in general, but they will have less knowledge and experience with methodology that may be particularly appropriate in an individual subject. Not all teaching methods necessarily work equally as well across all subjects. What counts as effective science teaching does not necessarily work in RE. Some secondary history specialists have been highly trained and also teach the subject most of the time. They think and breathe the teaching of history in a way which is not possible in most primary schools. This knowledge could be invaluable, introducing fresh approaches and strategies to enhance the teaching of primary history.

Planning for coherence 1 – avoiding content clashes

The purpose of study statement and aims of National Curriculum

history form a common rubric for the programme of studies for each key stage. It is assumed that history will be planned in such a way that pupils will build their historical knowledge coherently, developing a more sophisticated grasp of subject-specific concepts and processes as they progress. Lack of communication between teachers of Key Stage 2 and 3 history could easily stymie that ambition, however. Many secondary schools still start their Year 7 history with the Norman Conquest yet the events of 1066 are sometimes now taught in Year 6 as part of 'the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor'. Without communication between primary and secondary schools pupils could find themselves covering the same content twice within the space of six months.

At Key Stage 1 pupils are expected to study 'significant historical events, people and places in their own locality' while at Key Stage 2 for example pupils are expected to study 'an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066' and also 'a local history study'. These requirements have spurred many primary schools to mine sometimes neglected aspects of local history and have also generated visits to historic local sites that can be linked to either local history or core requirements of British History from the Stone Age to 1066 at Key Stage 2. This

has led to an upsurge, for example in the Peterborough area, of visits to Flag Fen, a major archaeological site of the Bronze Age. Imagine then how bored a secondary pupil might be if they find that their secondary history teacher has also organised an identical visit to Flag Fen as part of the Key Stage 3 requirement for pupils to cover 'a local history study' and 'an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066'. The key phrase in the Key Stage 3 rubric is 'consolidates and extends'. A second visit to Flag Fen at secondary level could help to consolidate and extend knowledge of a topic most likely first covered as part of British pre-history at Key Stage 2 in Years 3 and 4 but this would have to be planned for. The secondary school would need to know exactly what their pupils have already studied about the Bronze Age, what they did on their visit to Flag Fen and what they can recall of any of it. A second visit at secondary level would need to be planned carefully so that it complemented what pupils already knew and extended that knowledge with activities that challenged the older child in greater depth. This would not be possible if no communication had taken place between the primary and secondary schools concerned.

Planning for coherence 2 – from communication to collaboration

Rather than just exchange planning details there is also the potential for active collaborative planning. Some examples follow.

- Choices of content and when they are taught could be made that avoid unnecessary repetition and plan for effective revisiting of a period or topic. Thus a primary and secondary partnership in the Peterborough area might choose a particular aspect of the Bronze Age to focus on in Key Stage 2 for their visit to Flag Fen while the



secondary school revisits the period at Key Stage 3 with a deliberately different focus in greater depth.

- Secondary and primary teachers working together could plan a transition unit to be taught in Year 6 as part of 'the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor' which deliberately prepared pupils for the focus of medieval history in Year 7.
- Primary and secondary teachers could observe each other's lessons and teach by arrangement in each other's schools. This can be a real eye-opener. When observing what Year 6 pupils were capable of a secondary history teacher once exclaimed 'If they can do that in Year 6, what am I doing with my Year 8's?!'
- Examples of pupil work could be exchanged so that it is clear to teachers in the partnership what kind of attainment particular year groups are capable of so that expectations are consistent. Conversations around the thorny issue of assessment could be held so that more consistency might be established between phases. With National Curriculum levels having been abolished there is a great variety of approaches

towards assessment across different schools. Where rigorous systems can be made compatible with each other this can aid coherent planning.

- Primary and secondary teachers can work together developing materials and approaches that focus on particular historical concepts and approaches. For example, historical significance was introduced as a new feature of Key Stages 1 and 2 history in 2014. It has been taught for longer at Key Stage 3 and primary teachers might gain insights about teaching the concept from secondary colleagues.
- Secondary colleagues can also gain insight from some primary approaches that may be more creative and engaging than methods used at Key Stage 2.

It can sometimes appear daunting for a primary school to approach a secondary school. Yet the increased pressure on history departments with the introduction of new examinations and the importance of the subject as a component of the English Baccalaureate, primary teachers may find that they are pushing at an open door. Also if it is found that a local secondary is unable or unwilling to collaborate then the Historical Association may be able to link a primary school to a secondary history department that is interested in fostering transition across phases in the subject.

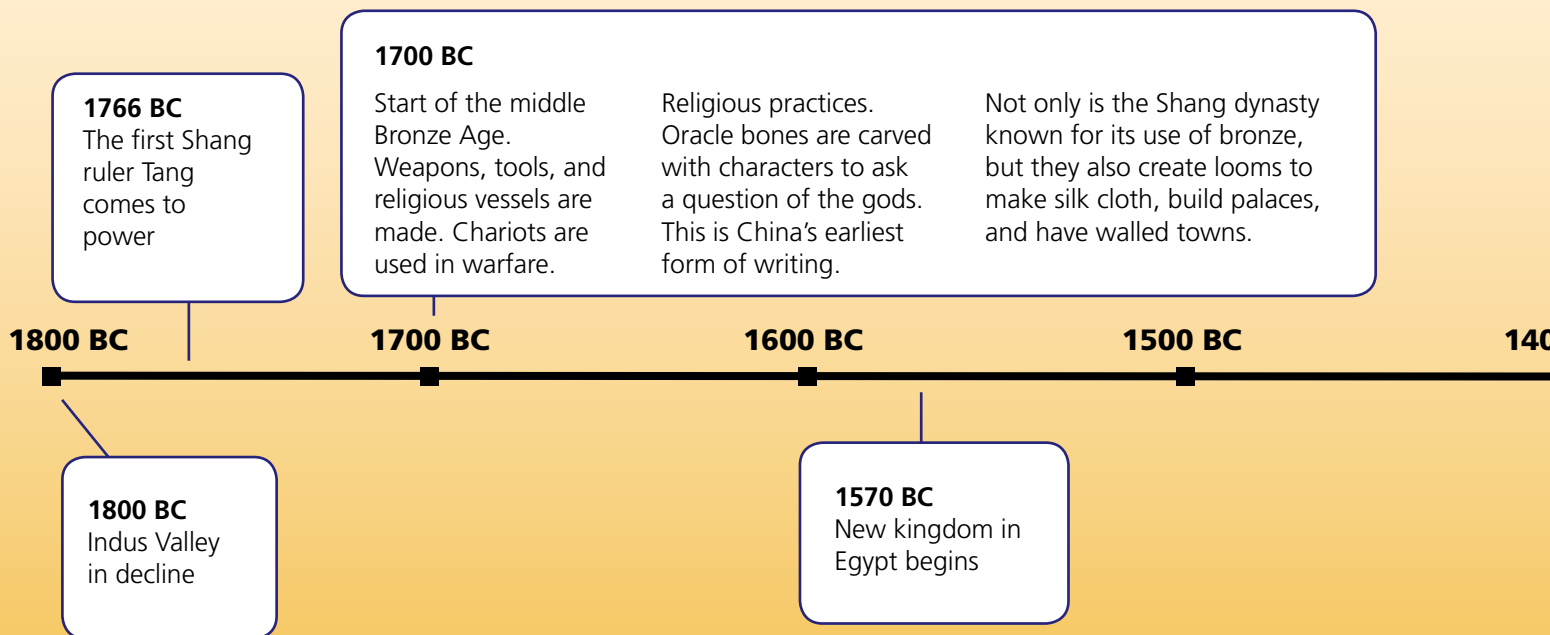
For more information and materials on transition between Key Stage 2 and 3 history see the following resources on the HA website.

www.history.org.uk/resources/primary_resource_3616_127.html

www.history.org.uk/resources/primary_resource_7814_127.html

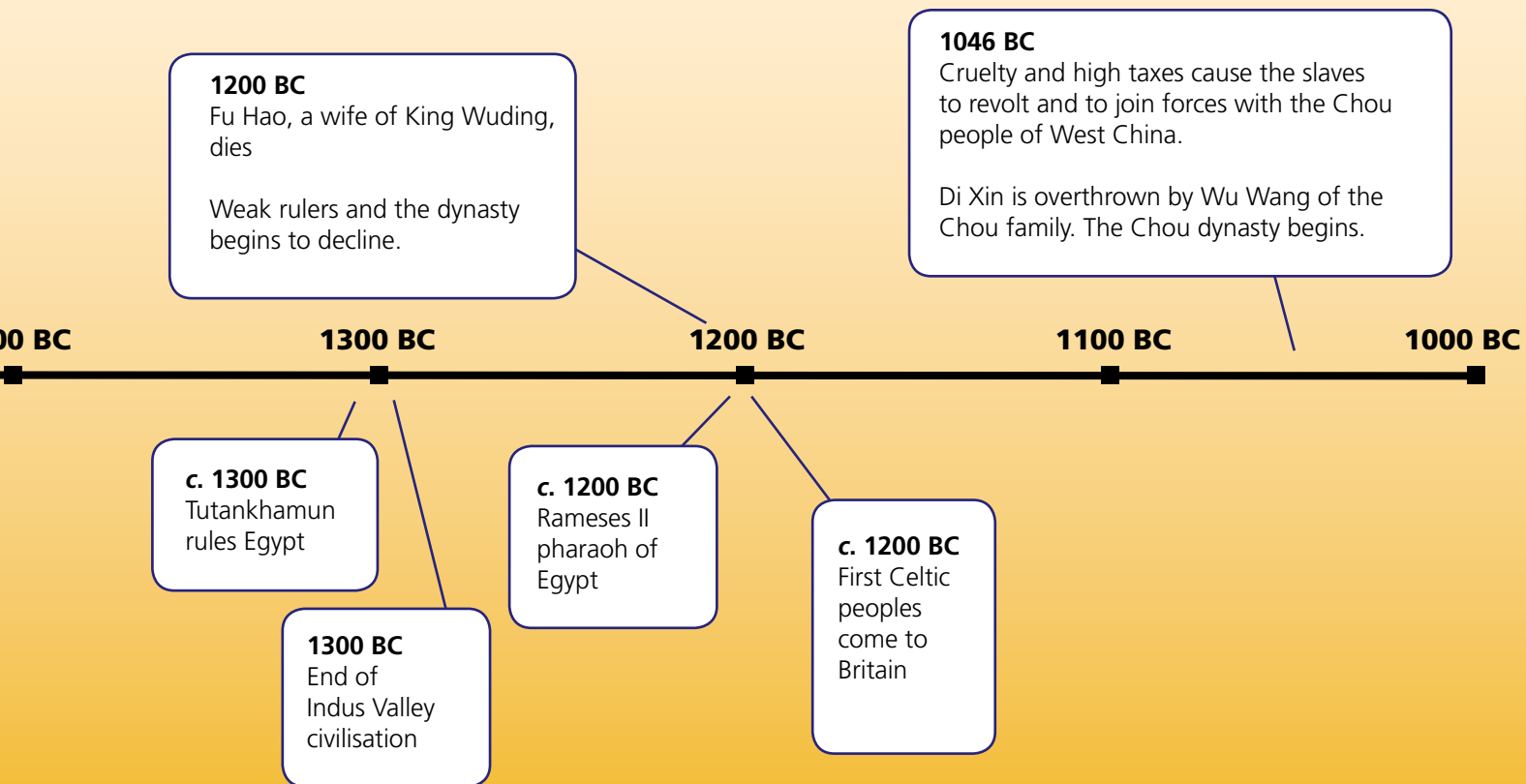
Andrew Wrenn is an history education consultant, former LA Humanities Advisor and an honorary Fellow of the HA.

The Shang Dynasty time-line



Searching for the Shang in Shropshire

Alun Morgan



Introduction

The introduction of the new primary curriculum in September 2014 presented a range of challenges for primary schools. Within the history orders for Key Stage 2 were new areas of study including prehistoric Britain as a compulsory study, and new optional study areas of early Islamic civilisation and Shang China. The Chinese Arts and Culture Centre has recently opened in Telford and an interesting curriculum development project was born.¹ How could we bring Shang China to life for children in Shropshire?

Two schools were invited to take part and see if we could make it work. Norbury CE Primary is a very small rural school in South Shropshire with 50 children on roll taught in two all-age key stage classes;² Pontesbury CE Primary is a medium-sized school of 196 children taught in single-age classes.³ Both headteachers were keen to participate and a focus was agreed in both schools. The work was supported by myself as history adviser and Grace Tong from the Chinese Cultural Centre, who has direct links to China, a range of cultural links to broaden any investigation and a growing collection of replica artefacts from the Shang period. An initial meeting was held in each school to explore the historical background, share the expertise of Grace, myself and the class teachers and explore ways in which the schools wished to approach the planning. Out of these meetings outline structures were developed.

Planning

At Norbury the focus was on a differentiated approach suitable for the ages and abilities of the Year 3-6 class, with opportunities to develop wider curriculum links with other subjects. A working title of 'Long Ago and Far Away' was used to set the scene with a twin focus on developing enquiry skills and historical knowledge and understanding. The pitch of the work was determined using the local authority progression guidance materials – see Figures 1 and 2.

The investigation was planned to explore the following key questions.

- What magical cities and places can we find out about through story?
- What do you think it would be like if you actually discovered a fairy-tale city?
- What stories do the dragon bones tell us about Yin Xu?
- What did historians and archaeologists find out about the people who lived in Yin Xu?
- What are they finding out today?
- Would you like to have lived in Yin Xu?

At Pontesbury the focus was on the Year 5 and Year 6 classes with a sharper historical focus and feeding in to the school's existing improvement priority to provide

challenge for more able children. The working title for this approach was 'Prove It! What do we know about Shang China and how do we know it?' This was a more challenging approach to reflect the age of the children, but also the school's overall development priority of stretching the more able. The focus was very much more on the enquiry skills as reflected in Figure 6 which draws in the Key Stage 3 expectations.

This investigation was planned to explore the following key questions.

- What was Britain like in the Bronze Age?
- Why is evidence important to historians?
- How accurate is the BBC cartoon in telling us about Shang China?⁴
- How do we know about Shang China?
- How do archaeologists work to help the historians?
- How does Bronze Age China compare to Bronze Age Britain?
- What do we know for sure about the Shang Chinese? What are we less sure about?

In both schools all of the teaching was done by the teachers with some specialist input and artefacts supplied by Grace. Both schools found that with the input from Grace there was sufficient appropriate material to support the investigations for the ability range of the children. Below are two illustrations of the work carried out by the schools. Opposite are two illustrations of the work carried out by the schools. In Figure 3 children at Norbury are developing a mind map to show the information that can be gleaned from examining the oracle bones about life in Shang China.

In Figure 4 pupils at Pontesbury have studied a wide range of evidence about Shang China including the oracle bones (see Figure 5 on p. 32), film, artefacts, the records of the Grand Historian and archaeological evidence and have recorded the information they have gathered. Further work used the probability statements taken from Ian Dawson's excellent Thinking History website to determine the relative reliability of the evidence.⁵ The picture shows information that children had gathered in their research. The templates for the statements can be found at: www.thinkinghistory.co.uk/EnquirySkill/downloads/EnquiryVocab.pdf

Figure 1

Historical enquiry	
Beginning KS2	To end KS2
Use sources of information to make statements about the past that go beyond simple observations. Begin to ask and answer their own questions of sources.	Draw together information from an increasing range of sources including ICT. Draw together information from sources about the complexity of life in a past period. Identify why sources are useful for particular tasks. Relate the details of sources to their background knowledge of a topic.

Figure 2

Knowledge and understanding	
Beginning KS2	To end KS2
Acquires knowledge of the past from stories and eye-witness accounts.	Understand that people in past societies had a range of views. Describe the links between different features of past situations. Describe the actions of people in distant and unfamiliar historical settings.

Figure 3



The highlight for both schools was planned to be a video conference link-up to Chinese archaeologists working on the excavations at Ying Xu. Due to technical difficulties beyond the control of the school the link-up only took place with children at Pontesbury School. Both classes were in one classroom with prepared questions that had either arisen from their research or which they had not been able to find answers to in their research. Also

present was Grace to provide some valuable linguistic support, myself and the head of history from the secondary school that the Year 6 children would be transferring to in the autumn.

The morning was one of those magical, almost surreal moments when you have to pinch yourself to realise what is happening. Approximately 60 children in rural Shropshire are questioning two

Chinese archaeologists half a world away about the most recent discoveries and developments in the investigation into Shang China. Questions asked covered what were the most recent discoveries, questions checking the judgements the children had previously made about the reliability of evidence they had seen, the relative sizes and value of objects discovered, the size of Ying Xu, and more information about Lady Fu Hao

Figure 4



Figure 5: Shang oracle bones ‘Dragon Bones’



and her tomb. They also found out that significant numbers of other Shang cities had been discovered. Cutting-edge history was taking place before our eyes.

Conclusion

Both schools had boldly volunteered to undertake the project and had found that the children’s horizons had been considerably expanded. At Norbury the findings of their work were displayed to parents as part of an open afternoon with the children explaining to their parents what they had found out about Lady Fu Hao, Shang China, Shang mathematics and showing them some of the artefacts relating to the period. At Norbury we were able to ask the children what they thought was the most important thing they had found out about the Shang Chinese. A sample of comments included:

The oracle bones, because without them we wouldn’t have found out

Figure 6

Historical enquiry		
Beginning KS2	To end KS2	To end KS3
Use sources of information to make statements about the past that go beyond simple observations. Begin to ask and answer their own questions of sources.	Draw together information from an increasing range of sources including ICT. Draw together information from sources about the complexity of life in a past period. Identify why sources are useful for particular tasks. Relate the details of sources to their background knowledge of a topic.	Synthesise and reconcile information from a range of demanding sources. Draw together information from sources to independently start to reach substantiated conclusions. Evaluate the validity of a source for an investigation by reference to both internal evidence and background knowledge. Develop a deeper understanding of a source by detailed reference to the context in which it was produced.

anything about these people. The oracle bones gave us lots of information.

Before I started this topic I knew about the Stone Age, Bronze, and Iron Age but I didn't realise that they happened differently in different parts of the world.

Just that we now know about these people. A hundred years no one knew anything about them – people thought they were legends. Now we know they really existed.

Both schools had risen to a great challenge and had gone with their children on a journey of enquiry that had been really successful. The children had been engaged and excited in exploring an area of history that was totally new to them all. Like all good

enquiries the teachers agreed that there were lots of things they had not covered and which could form further focuses for a revisit of Shang China. While there are only two age-appropriate information books currently available on the topic the materials and input from Grace and the Chinese Cultural Centre plus the internet had made this a teachable topic in the classroom.

REFERENCES

- ¹ www.culturekind.org.uk/
- ² www.norbury.shropshire.sch.uk/
- ³ www.pontesburyprimary.org.uk/
- ⁴ www.bbc.co.uk/programmes/p02m87kp
- ⁵ www.thinkinghistory.co.uk/index.php

Alun Morgan was LA Advisor for Shropshire until he retired recently.

The Bronze Age in Britain

Shang China is a Bronze Age society. Pupils will almost certainly have already studied Bronze Age Britain. You might use their work on Bronze Age Britain to ask questions about the Shang:

- what do they already know about Bronze Age societies?
- what did they wear?
- what did they eat?
- what crops did they grow?
- what weapons did they use?
- what were their houses like?
- how did bronze change society?

You could then go on to compare and contrast the Shang with Bronze Age Britain – how are they similar, and how are they different?

You might then consider a recent news story:

Bronze Age discoveries in Cambridgeshire

In January 2016 archaeologists reported the discovery of the best preserved Bronze Age remains ever found in Britain. Excavations at a quarry at Must Farm, Cambridgeshire, date to around 1000-800BC. It seems a fire destroyed the houses and the contents have been preserved in the silt. Pots still full of food that was being cooked, glass beads used for decoration, textiles preserved in the peat, even a dagger have been found on the site. One archaeologist claims the site, in a quarry, is 'Britain's Pompeii' where a catastrophe has helped us to see what everyday life was really like in the Bronze Age. The remains are thought to be the best preserved Bronze Age dwellings ever found. The remains, once preserved and documented, are expected to be put on display in Peterborough.

- how does this story change the way I might teach Bronze Age Britain?



HA CPD in
partnership
with the
Council for
Learning
Outside the
Classroom

History on your doorstep:

using the historic
environment to enhance
learning in history

10am-1pm, 25 April 2016

Southwell Minster, Nottinghamshire

The local study has been re-emphasised by Curriculum 2014. We know that it is not always immediately obvious how we might make innovative use of the local historic environment to enhance learning in history. This half-day course held at LOfC quality-mark badge-holder Southwell Minster will equip you with the tools to understand the features of a high-quality study of the historic environment and show you how to apply these tools to other historic sites.

Join the HA and CLOtC for an inspiring half-day of professional development in the wonderful setting of Southwell Minster, all for just £100 per delegate for HA members (higher rates apply for non-members).



To find out how you can
book your place, visit:

**[www.history.org.uk/resources/
primary_news_2577.html](http://www.history.org.uk/resources/primary_news_2577.html)**

Using myths and legends in the classroom

Alf Wilkinson

Children love stories. This story, how the Maya got chocolate, helps us to understand the Maya view of the world, the relationships between the Maya and their Gods, and what the Maya believed in. If you have a favourite myth and legend you use in the classroom please do let us know, and we will try to feature it in a future edition of *Primary History*. There is a new resource on the HA website exploring how to use myths and legends in the classroom: www.history.org.uk/resources/primary_resources_286.html

How the Maya got chocolate

Kukulkan was one of the Maya gods. He was shown as a feathered serpent. He loved the Maya, and helped them discover how to grow maize and turn it into a kind of bread called tortilla. The Maya enjoyed this so much that maize became their main crop. Kukulkan and the other Maya gods also helped the Maya to grow many other crops in their tropical rainforest home, with the exception of chocolate – that was to be reserved especially as a treat for the gods.

One day Kukulkan was particularly happy, and wanted to give a very special gift to the Maya. So he told the other gods he would like to give the Maya the gift of chocolate. The gods were not amused – in fact they made Kukulkan promise that he would never, ever, do such a thing. In the eyes of the gods if the Maya had chocolate then they too would be gods, and what was the point of that? This decision made Kukulkan very unhappy, because he loved the Maya and wanted to do anything he could that would make them happy.

One night, unable to sleep, Kukulkan decided he just had to steal a cocoa tree and take it from Heaven to earth and give it to the Maya. He would plant it, and show the Maya how to grow cocoa, how to harvest the pods, how to dry them and then how to turn the dried pods into the gods' favourite drink. Wouldn't that make the Maya happy! And if the Maya were happy, then so was Kukulkan. So that is what he did. He stole a small cocoa tree and sneaked out from Heaven and took it to Earth and gave it to the Maya. He showed them the special places cocoa trees need



to grow – not too hot, not too dry, plenty of water, underneath other taller trees. He showed them everything they needed to know to be able to grow and harvest the cocoa and to turn it into chocolate. He even showed them how to make the gods' special drink, carefully pouring the chocolate from one cup to another until it was nice and frothy – just right to drink.

The Maya were so thankful to Kukulkan that they built him a huge temple in their city of Chichen Itza. It was in the shape of a pyramid, with 91 steps on each side leading to the platform on the top. They carefully lined it up with the sun so that on the spring and autumn equinoxes, the late afternoon sun struck off the north-west corner of the pyramid and cast a series of shadows, creating the illusion of a feathered serpent 'crawling' down the pyramid! The rest of the Maya gods were so angry with Kukulkan and what he had done that they banished him from Heaven, leaving him to live on earth, with the Maya, in his temple. Every year since then, the Maya have held a festival in April in celebration of the cocoa god.

And so that is the story of how the Maya came to love chocolate.

Alf Wilkinson is a member of the HA's Primary Committee and of the editorial board of *Primary History*. He is an experienced deliverer of CPD.



Celebrating Success:

London Fields Primary School
achieves Gold Award Quality Mark

Mel Jones

London Fields is a larger than average primary school situated in Hackney, east London. The school was rated Outstanding by Ofsted in 2011 and again in 2015. The school has a challenging context with free school meals, minority ethnic groups and English as an Additional Language all far in excess of the national average.

Having been to HA Primary History conferences, the history co-ordinator at the school, Sarah Winsor, had learnt a lot of new teaching ideas and developed her own subject knowledge which she was eager to share with the other teachers. The school had done a huge amount of work to develop an engaging, investigative and progressive programme of study for history in line with the new curriculum expectations and felt that the process of auditing and collating their evidence would help to further improve the learning experience they were providing and highlight any gaps that they could work on.

Awards like this cannot be gained by one person alone and the history co-ordinator was lucky to have a supportive, forward-thinking leadership team to turn to and an enthusiastic staff who were eager to extend their own knowledge and teaching as well as the learning in their classroom. They began by looking at each individual criterion and listing ways in which they could evidence each one. This highlighted any gaps and areas for improvement which they could then spend the following months addressing.

There was a huge amount of dialogue between the teachers and history co-ordinator concerning any gaps they felt they had in their own practice, which was then followed up with CPD opportunities and subsequently regular support with adapting the medium-term plans to ensure that the children were gaining the necessary skills they needed to develop as historians. Collaborating with other schools, community events and opportunities for external learning further ensured that the children acquired a passion for the subject.

One of the key strengths that the assessor pointed to in the school's evaluation was the consistently high standard of expectation and questioning, carefully built around well-thought-out enquiries that were clearly matched to what it means to make progress in history. Pupils were consistently encouraged to see the value in learning the subject and talked very enthusiastically about their learning.

Another was the strong leadership for the subject within the school as well as the mutual support from staff and leadership. The status that history enjoyed in the school was the result of strong dialogue and discussion between staff as well as effective leadership of the subject to put plans into place. Careful monitoring of the subject, through observations, discussion and feedback all helped to feed into a



development plan. The history co-ordinator supported staff to ensure that key identified priorities were met through CPD and the school regularly supported history teaching in other schools.

The curriculum reform of 2014 has been seen by the school as an opportunity to innovate the history curriculum in a way that really suits the context of the school and meets pupils' needs. The Structure of Observed Learning Outcomes (SOLO) describes increasing levels of complexity in pupils' understanding and ability in subjects. It has received criticism, as has the similar Bloom's taxonomy, but rather than adopting it as a straitjacket, the school uses the SOLO and growth mindset initiatives effectively to deepen pupils' understanding.

While assessment procedures at the school had not yet been finalised, and the marking of work with history feedback was still in development, it was clear that all staff teaching history had a clear grasp of progression in many areas of the subject including knowledge, chronological understanding and use of evidence and interpretations and progress was clearly being monitored.

The range of history enrichment activities at the school was impressive and part of an on-going programme. As an example of this, the school developed a democracy week that enabled a history element to include work on Magna Carta and the growth of parliament. The school also regularly worked alongside other schools and heritage providers on various enrichment projects, and as a result of one such project, pupils from the school had work displayed in the Museum of London.

London Fields provided a clear example of a primary school who are committed to delivering a purposeful and engaging history curriculum that encourages children to be lifelong learners in the subject. For the full case study, visit www.history.org.uk/resources/primary_resource_8714_284.html

Mel Jones is the HA's Education Officer

IDEAS FOR ASSEMBLIES...

A series of whole-school or class assemblies planned for the weeks leading up to the Olympic Games in 2016 provides an excellent opportunity to introduce or reinforce pupils' understanding of significance. Over the weeks the pupils will be introduced to inspirational stories taken from previous games and through this be invited to develop their own criteria for significance. Classes could nominate their own figure for commemoration, a vote held and the final assembly would be a celebration of the most worthy Olympian's achievement.

Here is a small selection of figures you may choose to introduce. Some are much more well-known and better resourced than others. We have tried to reflect a range of sports, an international perspective and also a balance related to gender. It is important for the pupils to recognise that it is not always the winner who is remembered, but the key element is the competitor's contribution. It is also a good idea to challenge the concept of fame and whether this is the same as being significant. You can also look at a competitor's career beyond the Olympics and how they went on to use their fame to inspire and help others. It may be possible to choose a figure from your locality as this could open up opportunities for engaging with your community. Ian Dawson's criteria for significance are a helpful reference tool for those of you wanting further support in understanding this concept.)

It could be that you choose to include someone who chose not to compete like the Scottish athlete Eric Liddell in the 1924 Olympics in Paris. For religious reasons he did not run in the heats of the 100 metres as they were held on a Sunday. He went on to win gold for the UK in another event and his story is featured with that of another medal-winner, Harold Abrahams, in the 1981 film *Chariots of Fire*. Another

example is provided by members of the Austrian swimming team who boycotted the 1936 Berlin Olympics as a protest against Hitler's treatment of the Jews.



Charlotte Reinagle Cooper

Significant female Olympians could be an area of focus. Charlotte Reinagle Cooper was the first woman to become an Olympic champion when she won the ladies' singles match for Great Britain in the 1900 Paris Games. The first modern Olympics had been held in 1896 but women were not allowed to compete. From a much earlier time period what about Cynisca of Sparta who was a female charioteer in the ancient Olympic games? She owned and trained a medal-winning team.

A well-known Olympian worthy of inclusion is the black athlete Jesse Owens who represented the USA in the 1936 Berlin Games. To the dismay of Adolf Hitler Owens went on to win medals for the 200m, 400m, 4x100m relay races and the long jump.



Dorando Pietri at the finish of the 1908 Olympics marathon.

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Stuart Tiffany is the history subject co-ordinator and a Year 5 teacher at Farsley Farfield School in Leeds.

'It worked for me': Pietri Dorando and the 1908 Marathon

Opening question – What is the hardest Olympic event and why?

Invite ideas from pupils. You may choose to offer them a number of events from which they could select.

- Discuss possible key features of difficulty perhaps relating to levels of skill and also the physical challenges involved.

The pupils may suggest that the Marathon is the most demanding of events because it is run over such a long distance that most people could not complete it. It also requires a high level of dedication to train for such a demanding event.

What qualities do the children believe are required to be a successful Olympic competitor and even a champion?

Collect ideas from the children on what they feel are the required characteristics. Begin to discuss if they feel they have any of these characteristics.

Introduce the 1908 Marathon and Dorando

Show the pupils a photograph of Dorando. Explain that his first major race was in Italy in 1904 where he beat a famous athlete wearing his ordinary work clothes! Why would this be so difficult? He then continued to be successful and by 1907 was considered the greatest distance runner in all Italy.

He qualified for the 1908 marathon in London by running the 25-mile course in 2 hours 38 minutes, which was considered an amazing time. The race took place on an incredibly hot July day, which would make running even harder!

- Ask if anyone would be brave enough to join in.

The race began and Dorando was running at a steady pace until around 20 miles when he began to advance on the leader. Point out that catching someone up would use incredible amounts of energy and determination. He did incredibly well and overtook the leader at 24 miles.

- How do they think he would feel at this time?

He entered the stadium in front of 75,000 people and, because of tiredness and dehydration, he went the wrong way and fell a total of four times and had to be helped up by the race umpires. It took him ten minutes to complete the final 350 metres but he crossed the line first. Look at a clip of the end of the race from the archives available via YouTube.

- How do they think he felt?

A sad ending?

Because he crossed the line with help, the American team lodged a complaint and Dorando was disqualified, meaning that the runner from the American team became the Olympic champion.

- Were they right to do this?
- What would you have done in their position?

Queen Alexandra presented him with a silver cup to replace the missing medal and Arthur Conan Doyle wrote a story about him in the *Daily Mail*. He became internationally famous and continued to run for another two years.

What can we learn?

Conclude by discussing what they can learn from Dorando's story. Relate it back to our original questions about the qualities of a champion. Was Dorando truly a champion? Would they have been able to continue to compete like Dorando did in his career after facing such a huge setback?

What can you do with a Victorian Trade Directory...?

Alf Wilkinson

What is a trade directory?

Trade directories are the equivalent of the telephone directory *and* the Yellow Pages. They were published on a county or city basis every year and contain detailed descriptions of every village and town in the county. They also contain pages and pages of advertisements, for both local and national companies. They are a real treasure trove of sources for local history. Various firms published them from the 1760s into the late 1960s in some cases. Perhaps the most famous is Kelly's Directory, but others include The Post Office, Pigot and Co, and Hunt and Company. Some firms published trade directories in only one part of the country, others published across the whole country. It is simply a matter of popping in to the local studies section of your local library, or the nearest Records Office, to find out what is available for your area.

Remember, these were commercial publications. They were primarily designed to be sold as works of reference for local people and businesses, so the person compiling the trade directory would try hard to include all the important people in every place in the listing. They would also try to sell advertising space to all local businesses. That is why trade directories are so useful to historians.

fine arches into the nave and aisles: at the south-east angle is a staircase turret formerly conducting to the roof loft and roof of the south aisle, in which, as well as in the north aisle, there is a trefoiled piscina and a locker: the font is cylindrical, with a tall arcading of plain pointed arches, and appears to be Late Transitional or Early English work: the nave is seated with high plain oak benches of the 16th century: it was restored in 1871-73: on the north side of the chancel is a brass to Antonie Newlove the elder, patron of this vicarage, ob. Oct. 5, 1597, and on the floor are inscribed slabs to Wm. Cawdron, ob. 1615; and two others of the same name, ob. 1719 and 1720: there are 250 sittings. The roof of the nave, which fell in on the 1st of April, 1890, was restored during the summer of 1891, at a cost of about £700; the old roof of the chancel was removed in the autumn of the same year, and a new oak roof erected, at a cost of about £450, by Mrs. Tomlinson and family; the east window was restored at the same time, and a brass tablet was also placed in the chancel, to Felix Tomlinson esq.	
Barnes Joseph, The Villa	Garton Samuel, farmer
Bugg George	Gibson & Co. coal & coke merchants
Rees Rev. John (vicar)	Gill George, farmer
Tomlinson Cecil, Thorpe Latimer	Grundy James, blacksmith
Tomlinson Erasmus	Handley Robert, baker
Tomlinson Mrs. Thorpe Latimer	Harmstone Jesse, farmer
Watling Robert Ellis	Harmstone Luke, farmer
Widdowson Thomas George	Harrison George, baker
COMMERCIAL.	
Alatt Samuel, farmer	Kirk Edward, farmer
Arnold William, shopkeeper	Kirk Robert, farmer
Bailey John, wheelwright	Lamb Edward, carpenter
Bailey Joseph, farmer, Fen	Lankham John, beer retailer, Fen
Barnes William, draper & grocer	Lawson Edward, farmer, Fen
Beech Isaac Slater, Nag's Head P.H. & painter	Leak John, Mitcheson, farmer
Borman Job, miller (wind)	Machin George, carpenter
Brickles John, farmer	Markham Tom & Clifton, rat catchers
Cemetery (George Morgan, clerk)	Musson Thomas, farmer, Fen
Cooper George, farmer	Newland John, boot maker, & reg. of births & deaths for Aswarby sub-dist
Everington Joseph, baker	Newland William, butcher
Forman Charles, beer retailer	Pacey Prudence (Miss), dress maker
Foster Edna (Mrs.), farmer, The Field	Parker Thomas, farmer, Fen
Foster Frank, butcher	Pidd Barnsdale, grocer & draper
Fulforth William, farmer	Pidd John Edward, baker & confectioner
Garton George, farmer, Fen	Pidcock & Co. maltsters
	Pridgeon Edward, farmer
	Pridgeon John, machine owner
	Reast William, bricklayer
	Robinson John, Willoughby Arms P.H. & carpenter
	Saunby George, market gardener
	Simpson Henry, shoe maker
	Skeritt Frank, baker
	Stennett John H. harness maker
	Taft George, carrier
	Taft John, farmer
	Taft Martha (Mrs.), grocer, Post office
	Thompson George, tailor
	Thorby William, Sun P.H.
	Tomlinson Cecil, farmer, Thorpe Latimer
	Tomlinson Erasmus, farmer
	Trevitt George, farmer
	Waddingham Robert, butcher
	Wawser Charles, cattle dealer
	Walters Thomas, farmer, Fen
	Widdowson Thos. Geo. frmr. & landownr
	Williams Jabez, bricklayer
	Wilson John, farmer, Fen
	Wilson Samuel, farmer
	Wood J. & C. & Co. coal merchants.
	Railway station
	Wykes James, baker

Entry for Helpringham, Lincolnshire, Kelly's Directory 1895.

What can it tell us?

Shown above is the entry for the village of Helpringham, in Lincolnshire, in 1895. At this time the population of the parish, including the Fen area around the village, was nearly 1,000 people. If you look carefully you can tell who the rich people are – they are listed first. Then there is a list of 'commercial' people. All the businesses in the village are listed. Look how many are farmers – but there are plenty more. Some occupations the children will recognise, like Job Borman, who is a miller (i.e. works a windmill) or Frank Foster the butcher. Others might need some research to discover what they did. It is an easy activity to ask

the children to list how many commercial people there are in the village today and compare modern Helpringham with Victorian Helpringham. Don't forget the text too – it tells us about the Post Office, what time letters arrive – the railway station and station master – but also about the Board School set up in 1876. There are 120 children in the school but only three teachers listed. How is that similar to their school today?

You can mine all kinds of information about the village from this entry. But if you were to combine this with the entries for, say 1885 and/or 1855 (or whatever is available in your local library) you have a very powerful tool for looking at change and continuity over that period. What happened to the number of public houses in the village, for example, over that time? Is a public house the same as a 'beer retailer'? Did the same families run the same farms? Did the number of commercial activities in the village increase or decrease? What changed most over the period? But equally, what remained the same?

Don't forget the adverts though. This one, shown right, intrigued me and set my children thinking: From Kelly's Directory for Lincolnshire, 1896.

Repairs done on the shortest notice at moderate charges.

SUTTON-ON-SEA.

BEECH HOTEL,

Overlooking the German Ocean. Fine Sandy Beach.

Excellent accommodation for Families and Parties. Restaurant, Dining Rooms and Billiard Room, and Bath Room. Suites of Rooms for Private Families adjoining the Hotel. 'Bus meets all trains.

TERMS VERY MODERATE.

FOR FULL PARTICULARS APPLY TO

THOMAS STEVENS, Proprietor,

SUTTON-ON-SEA, LINCOLNSHIRE.

1855.] MISCELLANEOUS. 23

Patronized by His Royal Highness Prince Albert and the Royal Family,
Her Majesty Christina of Spain, the Ex-Queen of the French, the Duke and Duchess of Brabant, the Princess Mary of Cambridge, the King of Portugal, and the Duke of Oporto.

MADAME TUSSAUD AND SONS' EXHIBITION,
BAZAAR, BAKER STREET, PORTMAN SQUARE.

THE HALL OF KINGS, SPLENDID PICTURE GALLERY, COMBINATION OF SCULPTURE, PAINTINGS, FIGURES
IN WAX, brought for the first time in Comparison; DECORATIONS OF AN EXPENSIVE CHARACTER, &c., &c.

THE MOST SPACIOUS SUITE OF EXHIBITION ROOMS IN EUROPE,
243 FEET LONG BY 48 FEET WIDE,
Enlarged as a debt of gratitude, on the part of the Messrs. TUSSAUD, for the unbounded support their lamented Mother
was honoured with in Great Britain during a period of fifty-two Years.

THE PICTURE GALLERY

Consists of a Collection of Full-length Portraits by Eminent Painters, as a Tribute to the Arts,
decorated in a style of Magnificence never before attempted in any Exhibition.

They have the happiness and distinguished honour to announce that it contains the
FULL-LENGTH PORTRAIT OF HER MAJESTY QUEEN VICTORIA,
IN HER SACERDOTAL ROBES,
Painted, with Her Majesty's most gracious Permission, by that Eminent Artist, SIR GEORGE HAYTER,
And is probably one of the Finest Works of that admired Painter. They have also the good fortune to possess the
Full-length Portrait of that amiable and popular Prince, from life, in the splendid Robes of the Garter, for which he
gave sittings,

HIS ROYAL HIGHNESS PRINCE ALBERT.
THE NEW ADDITIONS INCLUDE
PRINCE MENSCHIKOFF, EMPEROR AND EMPRESS OF THE FRENCH,
EMPEROR AND EMPRESS OF AUSTRIA,
THE ROYAL FAMILY, THE DUCHESS OF GLOUCESTER, THE EMPEROR OF RUSSIA,
THE SULTAN OF TURKEY, OMAR PACHA, LORD RAGLAN,
MARSHAL ST. ARNAUD, &c.

THE MAGNIFICENT PICTURE OF THE GREAT DUKE OF WELLINGTON
VISITING THE EFFIGY OF NAPOLEON, FOR WHICH HE SAT,
PAINTED BY SIR GEORGE HAYTER.

The Napoleon Rooms are completed. The Chamber of Comparative Physiognomy as usual. Admission. One Shilling;
Napoleon Rooms, Sixpence. Open from 11 till dusk, and from 7 till 10.

Sutton-on-Sea is a small seaside resort on the Lincolnshire coast. The Beech Hotel (why Beech and not Beach?) is obviously aiming at a particular clientele. Can your children work out who would go and stay there? How would they get to Sutton-on-Sea? How would you get to Sutton-on-Sea today? Other anomalies are that the hotel overlooks the 'German Ocean'. Why is it not called the German Ocean today? When did the name change? Why? One small simple advert can raise lots of questions. You might ask what it would be like to stay in the Beech Hotel. What does the hotel list as its attractions? Why is having a 'Bath Room' promoted in the advertisement? There's scope for some creative writing here, or a comparison with a recent holiday the children have been on, or perhaps linking back to their Key Stage 1 topic, starting from what the children already know about the seaside – learning always works best if you start from what the children already know! There are hundreds of adverts to choose from in each trade directory. I found one for a garage in Sleaford in Kelly's 1912 Lincolnshire Directory that was still trading today under the same family name.

There are also pages of national organisations advertising in the county trade directories. Kelly's Lincolnshire Directory for 1855 has the advert for Madame Tussauds in London shown on p. 41.

Some of your children will have been to Madame Tussaud's waxworks, and thus will have an idea of what it is. Use the advert to explore how it is similar to today, and how it is different. Again, they could plan a journey to London today, and in 1855, when the railway had recently arrived. How would they get to London? How long would it take? How much would it cost? Again, it is linking Victorian times to the present – giving the children a point of reference to learn from.

What can't it tell us?

Unlike census data, trade directories do not tell us people's age or place of birth. They don't even tell us their full address, so for that kind of information you need to combine both the census data and the entries from the trade directory. And of course they don't tell us anything at all about the ordinary people living in the village. People like the farm labourers, those who work for the coal merchant or the butcher do not appear here. All these people – and that is the vast majority of the population – are missing from history if we only use trade directories. Children only appear as the 'average attendance of 120' at the Board School, and women only appear if they are traders in their own right. So these trade directories are only a partial glimpse into life in the village of Helpringham in Victorian times, but they show us a part of village life that would be difficult to reconstruct in any other way.

Many of the 'quality' and commercial families that appear in the trade directory will be buried in the local cemetery or appear in memorials or memorial windows in the local church. Perhaps the way to get the best out of trade directories is to mine them for all the information they can tell us and then combine that with other readily available sources to try to build a bigger picture of life in

Victorian times. And of course, don't forget to try to link your local village to the national picture – questions like 'how typical was my village of life in Victorian times?' can be very useful here. Trade directories are readily available, very flexible resources for you to use as a way in to local history. After one lesson some of my children were cycling round the village trying to find out where the public houses had been, for example, or were talking to grandparents about what they could remember. Ask the right questions and leave the rest to your children.

Where can I find trade directories?

Visit your local library. The local studies section will have copies of some trade directories. You will be able to photocopy the relevant entries and adverts.

Visit your local Records Office. Let them know in advance what you are looking for and they will do all they can to help. The Records Office will have a more comprehensive collection of local Trade Directories.

Alf Wilkinson is a member of the HA's Primary Committee and of the editorial board of *Primary History*. He is an experienced deliverer of CPD.



Resources

Reading documents and simulation exemplar: Victorian trade directories: www.history.org.uk/resources/resource_3886.html

A4: Trade Directories: www.history.org.uk/resources/secondary_resource_5498,5670_11.html

Historical Directories of England and Wales: <http://specialcollections.le.ac.uk/cdm/landingpage/collection/p16445coll4>

Resourcing primary history:

how to avoid going for any old thing

Tim Lomas

The recent survey of history teaching in primary schools conducted by the Historical Association revealed that the majority of respondents felt that they were short of resources to teach the revised National Curriculum. Not surprisingly most schools look to find resources that do the job cheaply. It is a truism that there have probably never been more free resources accessible to the hard-pressed primary teacher. Increasingly these resources are available to download on the website.

Teachers are faced with the issue of making their selection from a vast array. *Primary History* probably has a greater range than almost any other subject. The following, for example, is probably not exhaustive.

- History textbooks
- Topic books
- Websites and software
- Podcasts
- Schemes of work
- Curriculum plans
- Individual lesson plans
- Worksheets
- Teaching and learning ideas
- Content updates
- Artefacts
- Music
- Written source material
- Visual material – pictures, film, cartoons, television programmes
- Audio material
- Historical sites
- Museum displays
- Reconstructions
- Historical journals and magazines
- Resources brought in from homes such as family heirlooms.



They can also be found in various places such as:

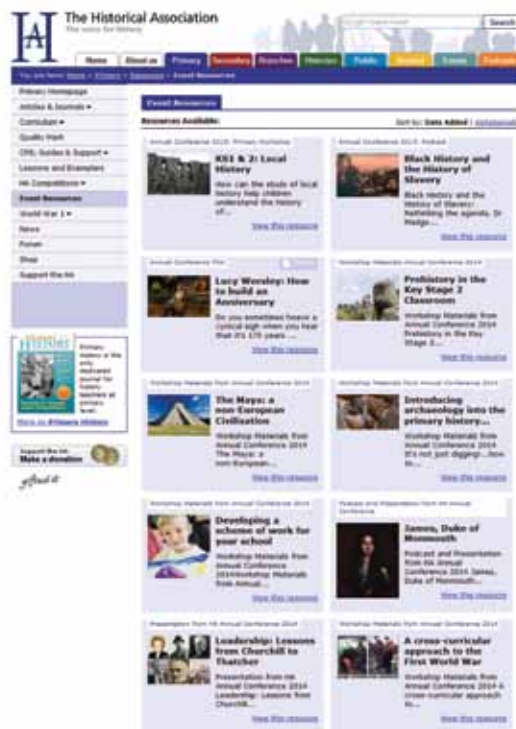
- Catalogues from publishers
- Google and other searches
- Recommendations from colleagues
- Organisations such as the Historical Association
- Museums, archives and libraries
- The media
- Powerpoint displays
- Charities
- Societies such as local history groups
- Other schools

Although schools often find difficulty with finding exactly what they would like, the issue is often not the quantity but the quality. It would be wrong to assume that there is an agreed list of what makes a good resource. Much depends on its purpose. Sometimes teachers are looking for background content, at other times for a good lesson, a suitable activity or an appropriate source. Sometimes teachers want the resource without adaptation while sometimes they want starting points.

So why bother with an article on suitable resources? The short answer is that there is a great deal of poor material that can inhibit rather than promote good history teaching. The aim of this article, therefore, is to put down some markers that might encourage teachers seeking to do their best for primary history to ask a few simple questions before using materials. It seems churlish to look a gift horse in the mouth but not all resources can be seen to enhance the quality of primary school history. Just because something is stated as aimed primarily at a specific part of the curriculum does not make it good.

This article aims to provide a checklist of some of the issues that schools might want to consider. Before even looking at the resource, it is always worth asking some initial questions before proceeding further. This can avoid unnecessary effort and expense.

1. How extensively do I and others in the school intend to use this resource, e.g. as a supplement or a major resource for a topic or theme?
2. What age and ability range needs to be covered by this resource?



3. Will they help provide some balance and variety to the range available?
4. What level of funding is there?
5. Am I really after content and/or sources and/or activities and/or teaching guidance such as plans?
6. Do I have the right equipment to do justice to the resource?
7. Has anyone who I respect recommended this resource?
8. Have I seen these resources being used?

When looking at a particular resource, four main areas are probably worth considering:

- 1 Content
- 2 Sources
- 3 Activities
- 4 Layout and organisation.

Some questions that might be worth asking for each could include some or all of the following.

Content

- Is the content clear and accessible to the age range of the pupils?
- Does it cover the range of matters listed in the National Curriculum or our planned curriculum?

- Does it go just for the conventional or is there some more unusual and interesting content? Is it accurate?
- Is it fair in its depiction?
- Is it designed to support a particular political, social, cultural or religious viewpoint or a charity, company or other organisation or even another nation?
- Is it balanced in its depictions giving an overall view of different dimensions and perspectives? Does it glorify particular groups of people, races or genders?
- Does it recognise that events can be viewed from different perspectives?
- Does it give enough attention to motivating the different pupils in the class and school?
- Does it make clear what is perceived fact and what is fiction, myth or legend?
- Although it may not be easy for the primary teacher to be 100% certain, it would be helpful to know if it is reasonably up-to-date in reflecting current historical scholarship.

Sources

- If the material includes sources, do they make clear what the sources are such as information about the author and maybe how and why it has been compiled?
- If they show depictions or interpretations such as Alfred burning the Cakes, is it clear that they are interpretations or reconstructions?
- Are the sources accessible to pupils, e.g. clarity, readability?
- Are they heavily pre-selected short gobbets? Is it clear if sources are included in their entirety or heavily edited or cropped?
- Do they give the pupils a chance to see documents in their original form?
- Does the range of sources provided give a balance, e.g.

images of events or are they all designed to paint a particular picture?

- Are there better ones that can be used? Are there some more unusual or rarer sources such as those for the locality?
- Is there some guidance on how teachers might use the sources?

Activities

Although not all resources have teaching activities, many do and often leave much to be desired.

- Do they challenge pupils to think historically – all ages and abilities and not some low-level ones for certain groups?
- Do they address concepts such as cause and effect? Change and development? Similarity and difference? Understanding and using sources and interpretations?
- If there are source activities are they contrived and mechanistic rather than used effectively for valid historical enquiries?
- Are the tasks appropriate for the ages of the pupils?
- Are they ridiculously ambitious or undoable in a normal classroom situation, e.g. 'research all you can about the Ancient Egyptians'?
- Are there too many low-level tasks, e.g. simple cloze procedure or just extracting isolated facts?
- Are they too heavily weighted towards curriculum areas other than history, e.g. are they too concerned with literacy, geography, art, drama or design technology?
- Do they encourage some rather longer, extended activities?
- Do they reflect progression in history? Do they allow pupils to pursue tasks in a range of contexts, e.g. as individuals, groups, out of the classroom? For homework?
- Do the resources provide teachers with some guidance on how pupils might approach

Figure 1

Historical Association primary schemes of work

Guidance on how to assess children's progress in history
How to select which significant individuals to teach in Key Stage 1
Guidance on planning and resourcing local history

KS1 unit:	Guy Fawkes and Nelson Mandela (in preparation)
KS1 unit:	Ibn Battuta
KS1 unit:	Beatrix Potter and Benjamin Zephaniah (in preparation)
KS1 unit:	Isambard Kingdom Brunel
KS1 unit:	Remembrance
KS1 unit:	Walter Tull (in preparation)
KS1 unit:	Sarah Forbes Bennet
KS1 unit:	Lives of children in the past (in preparation)
KS1 unit:	Significant events in the past – Great Fire of London
KS1 unit:	Significant events, people and places in the locality – schools
KS2 unit:	Stone Age to Iron Age
KS2 unit:	Stone Age and Archaeology (in preparation)
KS2 unit:	Roman Britain (in preparation)
KS2 unit:	Anglo-Saxons and Vikings
KS2 unit:	Local history – transport
KS2 unit:	Ancient Greece
KS2 unit:	Benin
KS2 unit:	Mayan civilisation
KS2 unit:	Shang Dynasty
KS2 unit:	Early Islamic civilisation
KS2 unit:	Indus Valley
KS2 unit:	Ancient Egypt
KS2 unit:	Ancient Egypt – wax and wane
KS2 unit:	Ancient Sumer (in preparation)
KS2 unit:	post-1066 study – books
KS2 unit:	post-1066 – the Tudors
KS2 unit:	The Georgians (in preparation)
KS2/3:	Transition unit



them? Do they give examples of possible answers with explanations of why some answers are better than others?

Layout and overall organisation

- Will pupils be able to use the resources easily, e.g. sub-headings, typeface, size, use of colours and white space, sentence length, abstractions, vagueness?
- Are images and text of sufficient size?
- Are photographs and other visual images clear?
- Are the acoustics/sound good enough?
- Are text, sources and activities close together?
- Does the material follow a logical order?
- Is it easy to divide up resources such as television programmes into manageable chunks?
- Are there hidden costs, e.g. free starters but costly but vital additions?
- If a teaching resource, is there sensible guidance for the teacher on how it can be used

for different groups of pupils, e.g. for different ages and abilities?

- Does it look as if it will age quickly?
- Can I sample it first, e.g. inspection copies?
- Can similar resources be obtained more cheaply, e.g. artefacts can be loaned at a fraction of the cost of replica artefacts?
- Are there any copyright issues or even health and safety issues, e.g. with some artefacts, child protection issues?

Clearly not all these need to be answered positively to make a resource worth using. Some teachers will be merely seeking a simple resource to supplement other materials they have. Others may well be seeking some grand multimedia approach containing clips, archival sources, sound and visuals and activities in an integrated package. Having said that, teachers in these straitened times have a duty to obtain value for money and to go further than surface impressions or seemingly simple criteria such as cost and ease of access.

Where does the Historical Association come in?

A good number of these questions can be addressed by using the resources of the Historical Association. The website contains a vast range of resources including podcasts, content updates and curriculum plans. This journal has a long tradition of supporting teachers with regard to their resources including teaching ideas, posters and resources that can be used directly in classrooms. Guidance and displays are often available at the Annual Conference as well as the growing range of regional forums. Local branches may be able to help especially with local resources.

Among the most popular of the HA's resources are those designed to support the current National Curriculum which are available free to members. The list is already extensive and continues to grow. Figure 1 on page 45 provides an update on the current list as an illustration of the type of resource that can be relied upon. Each will have been compiled by experts in their field and have taken account of the issues raised above.

Conclusion

This article is not meant to suggest that a vast number of criteria are needed to judge even the smallest resource. However, it is worth giving some reflection as funding is likely to be tight and the last thing schools want is to be saddled long term with resources that are not fit for purpose. The article is also designed to indicate that there is often limited excuse for arguing that there are no suitable teaching resources. There are often many but the issue is more about how to choose.

Tim Lomas is Honorary Secretary of the HA, a member of the HA Primary Committee, an author and former inspector.

Private David Johnston's First World War Hymn Book

Jules Wooding

2016 is the centenary of the Battle of the Somme, one of the most controversial battles in British history. The Somme campaign involved Kitchener's new volunteer army, the men who enlisted in 1914 and 1915, when, buoyed by patriotism, wanting adventure or in search of regular wages, men enthusiastically volunteered to fight. One such man was David Johnston from Carlisle. Born in 1887, he was a painter and decorator by trade. His wife had died in 1913, and both he and his two children lived with his parents. Yet in November 1914, aged 31, he signed up with the 11th Battalion, The Border Regiment (Lonsdales) to join many others in the British Army. David Johnston was fatally wounded on 1 July 1916, and died of his wounds nine days later. He was one of the 58,000 casualties on this fateful day.

Among the collections at Cumbria's Museum of Military Life, based within Carlisle Castle, is a hymn book which contains a Flanders poppy. A recognisable symbol of remembrance, this fragile flower has stood the test of time. The collections at the museum, like many military and local museums, reflect some of the personal stories of the soldiers who were involved in the war. Encouraging primary children to understand this conflict is not always easy but investigating their own personal history, perhaps bringing in items from home, or visiting the local memorial, provides an introduction to the topic.

In 1989, David Johnston's family donated various items to the museum, including the hymn book. Using his personal story, the museum helps children understand some key elements of the conflict from enlistment to remembrance. Organisations, local museums and archive centres, have produced a variety of resources and may offer workshops, object loan boxes or document packs, such as the Royal British Legion's free education pack, to provide teachers with ideas for learning about the First World War. The year 2016 provides an ideal opportunity to find out more about the Somme and those involved, thus enabling children to understand the impact of this major battle on the local community.

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



Resources

www.cumbriasmuseumofmilitarylife.org
www.history.org.uk/resources/primary.html
www.britishlegion.org.uk
www.cwgc.org
www.1914.org

The dearest idol I have known,
 Whate'er that idol be,
 Help me to tear it from Thy Throne,
 And worship only Thee.

So shall my walk be close with God,
 Calm and serene my frame;
 So purer light shall mark the road
 That leads me to the LAMB. Amen.

(C. H. 488: A. & M. 165.)

O GOD, our help in ages past,
 Our hope for years to come,
 Our shelter from the stormy blast,
 And our eternal home;

Beneath the shadow of Thy Throne
 Thy Saints have dwelt secure;
 Sufficient is Thine Arm alone,
 And our defence is sure.

Before the hills in order stood,
 Or earth received her frame,
 From everlasting Thou art God,
 To endless years the Same.

A thousand ages in Thy sight
 Are like an evening gone;
 Short as the watch that ends the night
 Before the rising sun.

Time, like an ever-rolling stream,
 Bears all its sons away;
 They fly forgotten, as a dream
 Dies at the opening day.

O God, our help in ages past,
 Our hope for years to come,
 Be Thou our guard while troubles last,
 And our eternal home. Amen.

(C. H. 493: A. & M. 271.)

O JESUS, I have promised
 To serve Thee to the end;

Be Thou for ever near me,

My Master and my Friend;

That I may not fear the battle

That starts by my side,

From the pathway,

Thou wilt be my guide.

Thou art ever near me:

Thou art ever near;

Thou art that dazzle,

Thou art the sounds I hear;

Thou art ever near me,

Thou art round me and within;

Thou art, Jesus, draw Thou nearer,

And shield my soul from sin.