

Doing Local History

A Plea!

Have you done some interesting local history that has been successful in your school? We are looking for volunteers to submit local history lesson ideas. If you have an interesting local history unit that you would like to share, then we want to hear from you! We are hoping to create a database of local history lessons on our website, so that our members will not only be able to share ideas and examples of practice, but also learn a little more about how local history can enrich the curriculum. If you would like to share an example of local history with us, please email Mel Jones on melaniej@history.org.uk. We look forward to hearing from you!

in this issue

- 04** EDITORIAL
- 05** IN MY VIEW: 'BE BLOODY, BOLD AND RESOLUTE' TWO POSSIBLE INTERPRETATIONS OF 'LOCAL HISTORY' — Colin Richards
- 06** IN MY VIEW: DOING LOCAL HISTORY — John Fines
- 08** IN MY VIEW: LOCAL HISTORY FOR CHILDREN: THROUGH THE EYES OF A B.ED. STUDENT — Tom Connelly
- 09** IN MY VIEW: HOW CAN CITIZENSHIP EDUCATION CONTRIBUTE TO EFFECTIVE LOCAL HISTORY? — Chris Waller
- 10** THINK BUBBLE: MAKING UP YOUR OWN MIND — Peter Vass
- 11** THE HISTORY TEACHER'S CRAFT: 'DOING LOCAL HISTORY' THROUGH THE EYES OF W.G. HOSKINS: MAXEY, A FENLAND VILLAGE — W.G. Hoskins
- 15** LOCAL HISTORY FIELD WORK – TOP TEN POINTERS FOR SUCCESS — Nuffield Primary History Project
- 16** A LOCAL HISTORY TOOLKIT — Alf Wilkinson
- 18** BRANCHING OUT: LOCAL RAILWAY HISTORY – USING VISUAL SOURCES — Jane Card
- 21** PLANNING FOR LOCAL HISTORY IN THE NEW CURRICULUM: A TEACHER'S PERSPECTIVE — Barbara Sands
- 23** 'DOING LOCAL HISTORY' AND THE 2012 OLYMPICS — Melanie Jones
- 25** A VIEW FROM THE CLASSROOM : TEACHERS TV, THE STAFFORDSHIRE HOARD AND 'DOING HISTORY' — Cathie McIlroy
- 26** INTRODUCING TEACHERS TO LOCAL HISTORY: THE FUSEHILL LOCAL HISTORY PROJECT — Sue Temple
- 28** URBAN SPACES NEAR YOU — Jacqui Dean
- 29** CASE STUDY 1: SALTAIRE: PLANNING FOR AN EFFECTIVE LEARNING EXPERIENCE ON A LIVING SITE — Bev Forrest
- 32** CASE STUDY 2: ORAL HISTORY: A SOURCE OF EVIDENCE FOR CHILDREN IN THE PRIMARY CLASSROOM — Mick Anderson
- 34** CASE STUDY 3: USING A LOCAL HISTORICAL FIGURE AS A STIMULUS FOR HISTORY IN THE ENGLISH NATIONAL CURRICULUM: SAMUEL PLIMSOLL AND BRISTOL — Ben Screech
- 36** CASE STUDY 4: 'DOING LOCAL HISTORY' THROUGH MAPS AND DRAMA — John Fines
- 40** CASE STUDY 5: ICT AND LOCAL HISTORY: THE BOLHAM QUEEN ELIZABETH II GOLDEN JUBILEE PROJECT [BJP] 1952-2002 — Laura Austin
- 44** RESOURCES, AND INTERNET LINKS — Jacqui Dean

The Historical Association
59a Kennington Park Road
London SE11 4JH
Telephone: 020 7735 3901
Fax: 020 7582 4989

Advertising
full page/half page/insert
enquiries to telephone: 020 7820 5985

© The Historical Association 2010
all rights reserved
Registered charity 1120261
Incorporated by Royal Charter

Printed in Great Britain by
Blackmore, Longmead,
Shaftesbury, Dorset, SP7 8PX

ISSN 0966-6559

GENERAL EDITOR
Jon Nichol The Historical Association

EDITORIAL COMMITTEE
Hilary Cooper, Jacqui Dean, Penelope Harnett,
Tim Lomas and Peter Vass

PUBLISHER Rebecca Sullivan
DESIGN AND LAYOUT Martin Hoare

PRESIDENT Professor Anne Curry
DEPUTY PRESIDENT Heather Scott
HONORARY TREASURER Kingsley Jones
HONORARY SECRETARY Dr Trevor James
CHIEF EXECUTIVE Rebecca Sullivan

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 (address left).

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, Rick Weights, 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 £31.00 for individuals, £48.00 for schools and other corporate bodies and £27.00 for students and NQTs.

Introduction: 'Doing Local History'

The Labour government's proposed new *Primary National Curriculum* and the *Cambridge Primary Review* (see *Primary History* 53, Autumn 2009), both stress the importance of pupils' environment – home, school, neighbourhood and community – to their education. Colin Richards' In My View paper, *Be Bloody, Bold and Resolute*, p.5, details the curricular context for Local History, hopefully from 2011, in the new *National Primary Curriculum*, while John Fines in *Doing Local History*, p.6, raises fundamental questions about the role and purpose of Local History for both children and adults.

While it is a cliché that we are all *Living History*, the immediacy of the past in a cultural, physical, emotional, cognitive and familial sense brings the present to life in a form that no other discipline can offer. In this edition of *Primary History* we focus upon Local History as an area to enrich the lives of pupils, parents, teachers, other staff and the whole school curriculum. And, which as Tom Connolly suggests in his *Local History For Children: Through The Eyes Of A B.Ed Student*, p.8, is fun, exciting and genuinely rewarding. Crucially, Chris Waller in *How Can Citizenship Education Contribute To Effective Local History?* p.9, looks at Local History from the Citizenship Education perspective.

'Doing Local History': process and skills

The contemporary history curriculum.

We have argued that history in the primary curriculum should be seen through the lens of the contemporary world – the issues that we agree are of major, vital importance to us all: see *Primary History* 40, Summer 2005: *A History Curriculum For The 21st Century: From Russia With Love*. Crucially, history empowers pupils, through understanding their temporal, historical roots, to make sense of contemporary concerns such as threats to the environment, global warming, business and industry, sport and leisure, and culture.

History as a life skill. Here the skills, processes, protocols and second order concepts involved in 'Doing History' equip pupils from 5-16 with a vital life skill. History's protocols of investigation, from identifying a topic to presenting findings, draw upon a common methodology. But, the protocols take significantly different

forms for different modes of enquiry, such as biography, economic history and imperial history. Local History is one such mode of enquiry. It can be applied in the thousands of different contexts that teachers encounter. But, what is that methodology?

W.G. Hoskins. W.G. Hoskins was the father of Local History, both as an academic discipline and as the populist activity that we all enjoy: his *Making of the English Landscape* series introduced a whole generation to the joys of Local History. In one of his academic papers, *Maxey, A Fenland Village*, p.11, he provides us, unwittingly, with an insight into the mind of the local historian: How do you start? What do you do to answer the questions you have raised and test hypotheses you frame? How do you find and process your sources: both first hand and others? What do you do with your resulting evidence? What kinds of conclusions can you reach? How do you present your findings? For over thirty years I have found Hoskins' *Maxey* to be an inspirational delight, and I am genuinely pleased to share this treasure with a wider audience.

Getting started

So, where do we start if we haven't a clue about Local History? The Nuffield Primary History Project's *Top Ten Pointers For Success*, p.15, suggests starting points, ideas that Barbara Sands mirrors in her piece on pp.21-22. Alf Wilkinson's *A Local History Toolkit*, p.16, provides a clear, brief introduction to where to begin in terms of sources. In detail, Jane Card's *Branching Out*, p.18, shows how you can use a visual source, a painting, to illuminate railway Local History. Sue Temple illuminates in *Introducing Teachers to Local History*, p.26, how teachers can use a local building as a starting point for Local History, while Jacqui Dean's *Local History and Urban Spaces Near You*, p.28, details how a major project enables children to study the urban environment through an historical lens.

'Doing Local History': content [facts]

The articles quoted so far have all been fact-full, suggesting how Local History can provide perspective, depth and illumination of major national movements, concerns, events, local figures and even kings and queens – John Fines' anecdote in *'Doing Local History'*, p.7, is a particularly poignant, illuminative insight. Every teacher can 'Do Local History' as circumstance dictates; we have already introduced how to investigate a

local building, a local issue and a local figure. Past editions of *Primary History* deal with two other generic major Local History topics: the *History Of A School* and *Personal, Family History*, see www.history.org.uk.

The Case Studies in this edition show how the ideas presented so far can underpin outstanding teaching and learning. Bev Forrest's Case Study 1, *The Saltaire Project - Planning For An Effective Learning Experience On A Living Site*, p.29, provides a plethora of ideas and approaches for using a local historical site. Mick Anderson's Case Study 2, *Oral History: A Source Of Evidence For Children In The Primary Classroom*, p.32, links the idea of 'Doing History' to the actuality of working with children. Ben Screech's Case Study 4, p.34, suggests how a local, significant figure – in this case *Samuel Plimsoll* – can be a Local History peg. John Fines' Case Study 4, *'Doing Local History' Through Maps And Drama*, p.36, illuminates the pedagogies of using maps and drama. Laura Austin's Case Study 5, *The Bolham Queen Elizabeth II Golden Jubilee Project [BJP] 1952-2002*, p.40, demonstrates one approach built around cutting-edge ICT using local history to bring to life a major national event.

Curriculum update and guidance: a state of flux

The General Election has produced chaos as the new *Primary National Curriculum* is in abeyance. However, Cathie McIlroy introduces the potential role of Teachers' TV in a programme based on Local History filmed at her school: *Teachers TV, The Staffordshire Hoard And 'Doing History'*, p.25. Barbara Sands, p.21, examines the possibility for Local History in the next decade through the eyes of a classroom teacher and Melanie Jones gives advice, p.23, on the Local History dimension for all primary schools of the 2012 Olympics. Crucially, the Historical Association has also produced 'bridging' guidance to help teachers in the current state of flux, see www.history.org.uk/.

Primary History: the digital age

Throughout this edition we provide Internet links to articles, resources and information to provide you with a plethora of accessible, relevant materials. Jacqui Dean's *Resources And Internet Links*, p.44, provides key information.

Jon Nichol, Professor of Innovation and Enterprise, The Historical Association

'Be bloody, bold and resolute'

TWO POSSIBLE INTERPRETATIONS OF 'LOCAL HISTORY'

— Colin Richards

As a pre-Plowden primary teacher who queued to get my copy of that report in 1967 and as a contributory author to the Cambridge Primary Review (Alexander, 2009) forty-two years later I can claim, not an authoritative nor a detached perspective, but at least an informed view of the recent history of English primary education. That view infused my writing of chapter 3 of the Cambridge Primary Review, which like all historical sources needs and deserves to be challenged.

The Review as a whole provides three perspectives on primary education. Rather than its cumbersome, instantly forgettable title, *Children, their World, their Education* I would have preferred *English Primary Education: what was, what is and what could be* – a title that echoes Edmund Holmes' classic text of 1911 (Holmes, 1911) and which reminds us that the Review relates not to the universal system of primary education but to our 'local' (English, not even UK) system.

Chapter 3 begins by characterizing that 'local' variant of primary education as an educational palimpsest, a much amended 'manuscript' on which later alterations and attempted deletions have not completely effaced or concealed earlier 'text'. As teachers of primary history you need to interrogate that palimpsest if you are to consider how to react to the latest curriculum changes proposed for 2011.

The chapter's 'local history' focuses, particularly but not only, on curriculum, assessment and pedagogy as it relates developments from the Plowden Report of 1967 to the Rose and Cambridge Reviews of 2009 in terms of four phases, each of which, it claims, has left its mark (sometimes blurred, sometimes distorted) on current policy and practice. Importantly for my argument, each of the phases is given a descriptive title based on the *degrees of freedom* experienced by those working in primary education and each ends at, or just before, a political/educational landmark. These are:

1967-76 :	Primary Education Unchallenged
1976-87 :	Primary Education Challenged
1987-97:	Primary Education Regulated
1997-2009	Primary Education Dominated

Note: the dates and the titles will not have the same resonance for parts of the United Kingdom other than England; they are an essential part of the 'local history' of English policy and practice.

On my interpretation (itself contestable!), that history demonstrates an ever-increasing level of curricular and pedagogic prescription and micromanagement and a consequent diminution in teacher autonomy as the latter moved through from the licensed autonomy of phase 1 (above) through the monitored autonomy of phase 2, the regulated autonomy of phase 3 to the rhetorical, but in reality almost non-existent, autonomy of phase 4. On the way there were intimations of flexibility that proved chimerical, as in the Dearing Review of 1993 which promised 20% of time supposedly freed up from national requirements only to be overtaken by the introduction of

severely prescriptive national strategies that effectively put an end to all hope of a broad and balanced curriculum involving proper consideration of historical and other forms of understanding.

We now come to the present time. Again there are intimations of greater flexibility that could involve greater play for 'local history' – in the more usual interpretation of that phrase. Although the new primary curriculum planned for introduction in 2011 has considerable limitations, summarized in the Autumn issue of *Primary History* and elaborated elsewhere (Richards, 2010), the guidance issued by QCA claims to allow you as teachers 'increased flexibility to tailor learning to local circumstances and the needs of all children in your school's care' and 'encourages a focus on deeper learning through a range of curriculum opportunities and cross-curricular studies.' (QCA, 2010). Likewise (but even more so!) the Cambridge Primary Review proposes a locally-determined community curriculum for those of its eight domains where this is appropriate and feasible, especially, in my view, the domain of place and time. It argues that such a curriculum should identify the particular local needs which it should address and the distinctive educational opportunities which the local community and environment provide.

Thus both developments are arguing for flexibility and for a local dimension to the primary curriculum. Local history, whether in the form of family history, school history, industrial history or whatever, is admirably placed to provide localized study. Such local studies 'can really help to anchor children's understanding of a variety of topics and subjects in a secure way' (as indicated elsewhere in this issue) and serve as 'a clear point of continuity with the Key Stage 3 curriculum and so could present good opportunities for best practice developments in terms of transition work' (Historical Association, 2009).

I urge you to take the government at its word, call its bluff and seize this long-awaited opportunity for local history, flexibly interpreted and taught. Although he isn't part of 'local' history in either interpretation of the phrase, I remind you of the advice offered to Macbeth: 'Be bloody, bold and resolute'!!

Colin Richards is Emeritus Professor at the University of Cumbria and a former senior primary HMI

References

- Alexander, R. et al (2009) *Children, their World, their Education*, London: Routledge
- Holmes, E. (1911) *What is and What might Be: a study of education in general and elementary education in particular*, London: Constable
- Richards, C. (2010) 'The English Primary Curriculum and its Assessment: a critique of three recent reports', *Education 3-13*
- QCA (2010) *Introducing the New Primary Curriculum: guidance for primary schools*, London: QCA
- Historical Association (2009) 'The Historical Association's response to the Rose Review', *Primary History* 53

Doing local history

— John Fines

Editorial comment: 'Doing Local History' permeates John Fines' oeuvre on the teaching of history – it is both warp and weft. In introducing a Local History case study John outlined the nature and purposes of Local History. The second extract illuminates how Local History is all around us and immediately accessible to children, parents and staff, while his third piece shows how Local History can draw upon an infinite number of topics. The final thought-provoking paragraph raises the role of Local History in educating for citizenship through giving an historical, contextualised sense of community and social cohesion that makes education an immediate, real and living experience.

The nature and purpose of Local History for schools

Local History has no real prescribed content. If you live in the middle of a new town, then your locality is quite different from that of a school sited in the shadow of a great castle. Wherever you are, your environment and its story will be different, and there is no way in which we can write a general prescription that will suit all regions.

Totnes Castle



That is not a sad thing, but really joyful – the riches inherent in Local History can often be fresher, more filled with delight than the pawed over remains of the national story. Because the locality is yours, it must mean more to you and make a fuller, richer, more lively picture than distance-learning of the lives of dead Prime Ministers.

Above all, Local History makes the best practice grounds for all those skills of the historian that we so grandly state are essential to children's education. Documents, available from the Local Record Office [and now even on-line] because

they are about our area; diaries; letters; newspaper cuttings; maps that look as dull as old boots, all call out for a close critical reading because they are about 'our' subject.

Pictures can tell us so much about change – what was our world like without cars, without street furniture, without supermarkets? Old people become treasured sources of human memory and we have to learn how to ask our questions clearly, with tact and diplomacy, and occasionally loudly if we are going to get our answers.

We then must make sense of it all, and the beauty of Local History is that it is rare that an historian has done this particular task before. There are no 'answers' to turn to, no opinions to be learned, no explanations to be copied. Here you are on your own, you have got to do the job of being an historian and to communicate your findings, fairly and in a balanced and thoughtful manner. Hard work, but much learning is involved.

History around us

Things close to school can be valuable. A walk down a road of Edwardian speculator-built terrace houses, observing their pattern book decoration, looking at changes in style where a new builder takes over or time advances, being shocked by infill development – this can all be good work, of great value.

Close observation is difficult for children, so you will need to teach them to look up and down, to see the barge-boards and the foot-scrapers and to take careful notes of their findings. Often it is valuable to pause and sketch, not just to have a record to take home (a camera will do that better

Foot scraper
outside house





for you) but to help the children look really hard. I call this 'looking through the end of a pencil', and children quickly see the point!

A trip to a local parish church can reveal a lot. If you are doing the Tudors, for example, think what a church would have been like with a screen and rood loft, with the priest with his back to the people whispering at the altar. If you were standing without you would feel that something magical was going on there, especially as you looked up to see Heaven and Hell painted on either side of the chancel arch.

Now imagine the paintings whitewashed over, the screen down, the altar removed, a communion table with the priest behind it facing the people, speaking the liturgy in clear loud English. Some change – a revolution rather than a reformation, and it can all be imagined with ease in any cruciform church.

Choosing content

In working with two schools we developed two approaches to Local History in school. There could have been twenty-two, two hundred and two, but this is just how we taught it in two schools. The first account records a piece of work that grew out of maps, concentrated on a local building and ended up as a great debate on an idea – welfare, see pages 36-39. Every school can find an older building (many schools are that themselves) on which to focus, all areas have maps, finding the idea is the fun of the thing.

The second piece of work focuses on a local hero. Every area has one such, however unlikely it might seem, and when they are discovered they lead us on in great excitement to learn more.

Community and social cohesion

Local History can help establish a consciousness of a group within the larger society in the past. The message: 'We have been here longer than you think, and we have known ourselves, and kept ourselves in times past when it was

much harder', is in many various ways a rich one. There are problems here too, for I think that the simple recording, for example of black presence, can be merely an antiquarian activity that says nothing and therefore shames itself.

However, there are plenty of occasions when one can feel the power. I recall teaching on the south coast a class of top juniors with just one black girl in it. We were doing a Local History topic and I had dug up heaps of resources, including a record of a ship being beached in 1555 just half a mile from where the classroom was now. A pirate couldn't quite get the ship home and had to run her ashore, and so the local owner of the rights stepped in and an enquiry took place. In the enquiry the pirate declared that when he had taken her there was nothing aboard but 'negurs'.

Although all the children were embarrassed by this, I asked them to look more closely at the evidence and read its meaning. If there were 'negurs' aboard when he took it and he beached it as an empty ship, what had happened in between? It took ages, and a mounting sense of shock, to realise the appalling truth – that he had thrown the lot overboard to drown in order to get his prize home.

Several weeks later we came across an entry in the churchwarden's accounts about a collection taken up to buy out an Englishman who had been taken by the Barbary pirates. The black girl looked puzzled for a while, and then asked for confirmation: 'Do you mean that Africans came here, to these coasts, and took white men slaves?' She could hardly believe her ears, nor could she restrain a little smile of revenge.

The resources for this kind of Local History teaching, genuine citizenship education, are everywhere, waiting for us to pick them up; we need only to ask the right questions and look in the right places. Every record office, every local collection in every public library in the land contains materials.

John Fines was President of the HA

Local history for children:

THROUGH THE EYES OF A B.ED. STUDENT

— Tom Connelly



My favourite subject in primary school was always history. I loved everything about history, but in particular I liked learning about the history of the local area. I went to school in a small Yorkshire town where the population boomed during the Industrial Revolution with the building of mills and factories. Many of these buildings still stand today; some have been converted and some have been demolished. Thanks to the diverse nature of the buildings and area we were able to use the locality for many different topics, but in particular the Victorians: how they lived and social change during the nineteenth century.

The locality is a fantastic resource which is not used enough. By going out into the locality you are giving children the chance to explore their surroundings, look in detail at things they have always taken for granted, appreciate their local area and encouraging them to ask questions and suggest possible answers. Through going out into the community and asking children to observe and make recordings of their findings we are also teaching them about citizenship and developing them into good citizens who appreciate and have respect for their local area.

A study of the locality does not have to cost the school, or parents, any money. The only costs possibly incurred could be the price paid to release support assistants from other classes to enable them to accompany the children on walking visits around the school, although even this could be minimised by using parent helpers and volunteers. When thinking about teaching history, I always try to imagine it from the child's point of view and to challenge possible misconceptions. Children might think that a historian is a shabby, slightly eccentric person who spends all his/her time in libraries and museums, yet by using the

locality we can show children that historians get up and get out into the community, collecting evidence to use in

their findings. This has a clear link to primary and secondary resources, and looking at the reliability of a source. If a house has a plaque above the door to say it was built in 1900 then there is a good chance that it was. This means children can see the fact for themselves and are not relying on being told by their class teacher. Children do their own investigations, draw their own conclusions and take a responsibility for their own learning.

Using the locality can be very cross-curricular as well and lends itself to a whole range of different possibilities. Whilst studying WWII with a year six class, we arranged a trip on a local steam train and they dressed and acted as evacuees for the day. They loved getting dressed up, having a character and exploring the setting as their character would have done. It made history come to life for them and made it relevant, by seeing it through a child's eyes rather than an adult reporting on it many years later, and got them interested and engaged. Every school will have something in the locality which they could use for the study of history.

This may be confined to the school grounds, observing the different buildings and judging which is older, or it could be within the wider community through investigations. All in all, in my view the locality is a wonderful free resource that can offer so much to children of all ages and all abilities that it should not be wasted. We should all take full advantage of it and use it to its full potential to engage and interest the children we teach.

Tom Connelly is a second year Primary Education student at Trinity and All Saints, Leeds

HOW CAN CITIZENSHIP EDUCATION CONTRIBUTE TO EFFECTIVE LOCAL HISTORY?

— Chris Waller

Introduction

Citizenship education in primary schools asks children to dig deeply into issues, to gain skills to become advocates and champions for the views of themselves and others and to be confident to take action on issues that matter to them. Local history should provide an opportunity for children to undertake authentic investigations that interest them and take action on things that concern them. In this piece the Association of Citizenship Teachers suggest two examples of how trainee citizenship education teachers and partner organisations are tackling this opportunity in the revised primary curriculum. The context is a course at Middlesex University – Trent Park

Local History, Geography and Citizenship [Social Studies] – Trent Park

Cross-curricular local investigation

At Middlesex University primary student teachers use Trent Park as a resource for their cross-curricular local investigation 'Making Connections'. Students focus on investigation, creating questions to stimulate teaching and learning opportunities and using fieldwork and resources to design creative opportunities for cross-curricular studies. History, geography and citizenship links are a major focus, in preparation for the new primary curriculum.

Trent Park – history

Trent Park has a varied history as a hunting park, as the home of Philip Sassoon, as a place for political receptions and socialite parties, as an interrogation centre for high-ranking enemy officers during the Second World War and currently as a university campus; see http://en.wikipedia.org/wiki/Trent_Park#History.

Contemporary issues: discussion and debate

Debate about land use, social class, public accessibility and environmental sustainability all develop students' understanding of the potential of using the local area to investigate citizenship in action. This idea is developed further in another project 'River', which enables students to investigate similar issues in an environment less familiar to them, i.e. between the bridges on the River Thames.

Early Years, Key Stage 1 and Key Stage 2

Activities for Early Years and Key Stage 1 include 'journey sticks' which are used to develop an awareness of time, place, memory and identity in order to model processes that will enable young children to begin to play an active part in the life of their neighbourhood. Key Stage 2 work includes ways of working with a range of sources for local history to identify cultural and social change and identify the way in which citizens in the past have worked to modify their locality.



Campaign! Make An Impact [CMAI] and The British Library

CMAI www.bl.uk/learning/citizenship/campaign/campaignhome.html is an innovative British Library-led initiative that uses history to inspire young people into active citizenship. In this initiative, young people study historical campaigns through original sources, exploring citizenship issues such as human rights and justice. Next they look at historical campaign skills and then finally run their own campaigns about issues that they want to confront, such as knife crime, bullying, the right to be heard, in fact anything that affects young people today. There are many examples on the CMAI website, including tools to help in historical research, campaigning activities and effective voice. Evidence from the past two years shows that young people leave a project feeling empowered, that they know how to change things, and with a renewed interest in history.

CMAI – Inspiring pupils and teachers

Though not a primary matter, one school saw its history GCSE class more than double in size following Year 9 involvement in a project. Often teachers can see directly the inspirational impact of the historical campaign in young people's campaigns. This is a classic example of how an authentic and historical context can lead to using citizenship education skills in a school or community setting.

CMAI – A national initiative

This has been such a successful approach that the British Library is now working with the Museums, Libraries and Archives Council to roll the project out to museums and both primary and secondary schools across England through regional champions.

Chris Waller, Professional Officer, Association of Citizenship Teachers, <http://www.teachingcitizenship.org.uk/>

THINK BUBBLE

MAKING UP YOUR OWN MIND

The future of Historical, Geographical and Social Understanding is, once again, very much in the balance. As I've started running in-service sessions on it I suppose it must have some sort of credibility, if only in the eyes of my paymasters. However, whatever the outcome of the forthcoming General Election, I think we can assume that something like H, G and S U will be included in a future primary curriculum, whatever its political hue. This being the case, a locality study will certainly be a feature. The emergence of the creative curriculum in recent years as a suitable hook on which to hang, what used to be called in the good ole days, the cross-curricular approach, provides opportunities for schools to be more flexible in their curriculum planning and – now here's an idea – involve teachers more directly in project design.

Local study has always provided a key focus for this sort of work, with its obvious incorporation of historical, geographical and scientific enquiry. My personal memory (not as good as it used to be!) of local studies with children recalls visiting churches in the Fens the size of cathedrals, harbour-side

surveys in North Devon and, more recently, studying laundries in East Oxford as part of a Year 2/3 houses and homes investigation. What is most interesting about these projects was that they all included, implicitly rather than explicitly, historical, geographical and social features. The '*essential knowledge*' identified in the new National Curriculum Primary handbook¹ puts more edge on this and presents an agenda which will require teachers to interpret rather carefully if they intend to draw specific aspects of history and geography from it. Item 'b', for example, focuses on *how and why places and environments develop, how they can be sustained and how they might change in the future*. There is also a hint that local study can contribute to children gaining a better understanding of society and their role within it – a sort of 'community cohesion' in action! It envisages children will see *how societies are organised and shaped by people's values and actions, and how communities can live and work together*. Clearly, with such an agenda it is possible that history might again get lost in a soup of past, present and future, with children becoming confused about the purposes of their investigations – shades of the minestrone of 1978!

THE BIG POINT

Some years back I wrote a piece for *Primary History* which sought to encourage teachers to let children make up their own minds about the places they visit.² When I visit museums and historical sites today I am disappointed to see the tyranny of the work-sheet still very much in evidence. The key purpose seems to be that as long as the children tick the boxes and answer the appropriate numbered question then everyone goes home happy. Learning, as a priority, usually comes third behind crowd control and finding a suitable spot for lunch. The environment, whether it's historic, geographic or social, should be for children a puzzle, a problem that needs to be questioned, pondered, interpreted and imagined. Whether it's what our church looked like in the Middle Ages, or how a piece of waste land might be better used, or the impact of selling off a school playing field ten years ago, the locality is always a rich source for children's enquiry whatever direction it might take. Those familiar buildings that they pass every day on the way to school can hold the key to life in past times of which they are blissfully unaware. What is their significance? How do we find out

more about them? What's going to happen to them in the future? In a local study children need to engage with these questions if the outcome of their investigations is to give them an enhanced understanding of and, ideally, an affection for their community. This seems to me to be a creative curriculum. My concern is that the current generation of teachers have had very little experience at planning and teaching in this way – not their fault – it's just the way primary practice has evolved. Will schools prioritise this mode of working in the future? Who knows? I hope so, they have the opportunity, they must make up their own minds.

References

The National Curriculum Handbook (2010) p.36
Vass, P. (2005) *Piecing Together the Puzzle: Some Thoughts on Historical Sites*. in *Primary History*, Issue 39.

Peter Vass is Tutor in History Education at the Westminster Institute of Education, Oxford Brookes University

The history teacher's craft:

'DOING LOCAL HISTORY' THROUGH THE EYES OF W.G. HOSKINS: MAXEY, A FENLAND VILLAGE

— W.G. Hoskins

Editorial comment: When teaching local history we all have an idea of what it is: both as a body of knowledge – information, dates, facts and substantive concepts – and as what that knowledge is based on: the skills, processes, procedures, protocols and syntactic concepts involved in 'Doing History'.

Our teaching of local history is based upon our existing beliefs and understanding of what 'doing' it involves. How can we deepen our knowledge of this?

W.G. Hoskins, our greatest local historian, can help. His book, *Fieldwork in Local History* (1967) contains an essay that vividly illuminates what 'Doing Local History' means. Hoskins' essay 'Farewell to Fieldwork' tells the story of a Fenland village Maxey – see http://en.wikipedia.org/wiki/Maxey,_Cambridgeshire#cite_note-4. He introduces us to the local historian as detective and problem solver; the framer of questions to drive on an enquiry; the hunter out of clues; the field worker; the hypothesiser and speculator; and the user of a vivid, creative historical imagination to answer questions and prove/disprove hypotheses, understand the past and to bring its people and communities to life.

It might be useful to relate Hoskins' view of history to the seven Nuffield Primary History principles, a Dutch Model of Historical Thinking and the English National Curriculum for History. And, while you are reading the essay, what light does he throw upon the British *History and Identity* debate, i.e. what is he claiming about British identity in the light of what he discovered about Maxey? Clue: Are we Celts or Germans? Look at when he was writing!

W.G. Hoskins 'Farewell to Fieldwork'

I began this book (*Fieldwork in Local History*) by saying I had been born in Devon, in an ancient city surrounded by then unspoilt country which was full of interesting problems for an inquiring youngster. Now, towards the close of a working life but with the same inquiring mind, I live in the east midlands, not far from the edge of the wide enormous fens – it is about twenty miles to the Fen Edge near the Lincolnshire town of Bourne – and have the benefit of two distinctive stretches of country to study.

The problems raised by these new landscapes are on the face of them very different from those I used to wrestle with

forty years and more ago in the south-west, but certain basic questions remain the same. Once upon a time my vision stopped at the pages of Domesday Book and I was interested in tracing the continuity of rural life, in great detail, from the eleventh century to the present day. Now I look back increasingly to Roman times and beyond. I now believe that in many parts of England there has been an unbroken succession of life since the Iron Age, above all in the more fertile parts of the country but perhaps in less favoured regions also. The Teutonic School has done, in my view, great harm to early English history by postulating a catastrophic break between Roman Britain and Anglo-Saxon England.

There are various common-sense reasons for rejecting this view. It was a pure assumption, but by adopting it the Teutonic School have bedevilled much history that has been written since.¹ Fortunately the tide of historical thinking seems to be turning against it. The beauty of local history, and of the fieldwork connected with it, is that it involves so much close detail. It is micro-history. It uses the microscope upon a small piece of country and studies it without preconceptions, as far as this is humanly possible. A basic working knowledge of general English history is obviously desirable; but there is much to be said for being self-taught, for never having sat at the feet of some immense authority laying down the law in unforgettable terms. Instead, everything comes fresh, bright-polished, and newly-minted to the eager eye.

A few weeks ago Maxey was but a name on the map to me: now it is an obsession. The village lies in the deep Fens between Stamford and Spalding, just to the south of the little town of Market Deeping. Drifting across the Fens, too early for a luncheon at Spalding, I thought we would deviate to look at Maxey church, which I had never seen and about which I knew nothing, not having brought Pevsner's Northamptonshire with me.

We passed through a large and at first sight shapeless village, but no church appeared as we circled round the place and headed again for the open country. Then there it was, standing all alone far from the village, large and grey, massive Norman tower-locked. No matter: the seed had already been sown. Why was this great church standing alone, nearly a mile from the village? A church standing far from its parishioners is as provocative a start as the discovery of the body at the outset of a detective story.

St Peter's Church – Maxey



When I returned home and gathered the few references around me and read in them, it grew even more mysterious and exciting. Normally, when an ancient parish church stands far from its village like this, one is safe in assuming that the village has migrated at some date towards another focus, perhaps a bridge or a busy main road. But it appeared that Saxon-Norman pottery had been found in the present village, indicating that it had been settled at least by the eleventh century. Yet the church, which was built (rebuilt is more correct) between about 1100 and 1180, seemed to take no account of the new site of the village (if it was a new site). Moreover, a migration as early as the eleventh century is also something to be explained. This then was the basic problem which had been raised by the first sight of this grey Norman church standing so magnificently alone; but the more I read and thought about it the more complicated the topographical problems became.

Fortunately, there were sources for the early history and topography of Maxey beyond the average in usefulness, not least the remarkable recent excavation of a Dark Age settlement. There were also of course the customary maddening gaps in the sources.

The first step in any exploration of this kind is to ascertain the meaning of the place-name. Often it tells us nothing much, but in the case of Maxey it was a good start. It also raised further problems. The name first occurs in tenth-century charters as Macuseige with minor variations, with the meaning of 'Maccus's island'. Maccus is a Scandinavian overlord substituted for an earlier English name. The archaeological evidence, which will be considered in a moment, shows that there was a settlement here long before the Danish partition of this part of England in the late 870s.

'Maccus's island' lay between two arms of the Welland, one of which – that on the southern side – has been nearly

eradicated on the one-inch map but is still a major obstacle on the ground. Even now this piece of country is virtually an island, about 4¾ miles long from east to west, and 1½ miles across from north to south at its widest. A Roman road runs across the western end of the island, and a Roman canal (Car Dyke) cuts across the eastern side.

The island is now divided between the old ecclesiastical parishes of Maxey and Northborough, with a total area of 3379 acres between them.² This must have been the approximate area of Maccus's estate when he took over, perhaps towards the end of the ninth century. The whole island is composed of Fen Margin Gravels, and so afforded a dry site, raised a few feet above the surrounding fens, for settlers from Neolithic times onwards. Excavations and air-photographs have shown considerable evidences of Neolithic occupation, including a 'cursus' running across the island for over a mile; Bronze Age burial mounds; Iron Age and Roman enclosures (possibly small fields); and finally an important Dark Age village site E.N.E. of the church and nearly half-way towards the present village. This village – possibly of sixth-seventh century date, though no date other than 'Dark Age' is yet offered by the archaeologists – stood in the centre of a gravel ridge about seven feet above the surrounding plain.³

Various other facts bearing upon the early topography of the island emerge from tenth-century charters. The charter of Bishop Aethelwold (c. 963), which recites his gifts to Peterborough Abbey upon its restoration, mentions inter alia Maxey and 'the other Maxey'. This remarkable reference would suggest that the present village of Maxey, and the Dark Age site which has recently been excavated, were the two villages in question. One might go further and suggest that when Maccus took over the estate his Danish followers partitioned some of the land, perhaps land not yet brought into cultivation by the Old English in the earlier settlement, and founded a new village about half a mile or so to the

east of the old one. The tradition of there having been two villages survived as late as the seventeenth century, for Speed's map of Northamptonshire in 1611 shows the present village as Maxey East, the implication being that there had been a village to the west nearer the church.

The two peoples lived peaceably side by side: there was ample land for all and no need to fight about it. The charter of 963 gives the names of a number of proprietors of land and their sureties. Among the former names were two English, two Danish, two probably Danish, and one uncertain. Among the names of the sureties were two English, ten Danish, one probably Danish, and one uncertain. Here we have the two peoples side by side, and the fact that their names appear in the same document would suggest that they were co-existing, to use the modern jargon, in a peaceful fashion.⁴

Unfortunately, Maxey is not separately recorded in Domesday Book. It then belonged to Peterborough Abbey and the abbey's lands are not distinguished from each other. Hence we cannot see whether the social structure of the two villages differed in some significant way in the eleventh century. When I wrote the history of the Leicestershire village of Wigston Magna some years ago, I was obliged to postulate from the evidence of Domesday Book that an English and a Scandinavian community existed side by side in 1086; and here too the Old English village had changed its name when the new Scandinavian overlord (Vikings) took over the estate.

I cited several examples in Leicestershire of double villas of this kind, suggesting that the Danes either founded another village a short distance away from an Old English village or at least formed a distinct community in the original village, probably in a separate quarter. It seems likely that this is the explanation of the two villages at Maxey, the Old English village near the church and the Danish one to the east. The evidence of this mixture of peoples is still to be seen, for on entering the churchyard at Northborough, the other village on the old island, the first headstone that catches the eye is to some Kettles. This is a pure Danish personal name going back to the ninth and tenth centuries. And it may not be fanciful to see the other people of pre-Conquest days

commemorated in another headstone a few yards away, to the English family. The fieldworker's day should always include the inspection of the churchyard.

Besides the two Maxeys, and Northborough already mentioned, there were at least two other early settlements on the island. These were Nunton and Lolham, one half a mile to the west of the church and the other about half a mile to the south. Nunton, now Nunton Lodge, was formerly a village. It was named after Nunna, certainly an Old English personal name, and first occurs in the charter of c.963. Lolham, now Lolham Hall, was also a village. The derivation of the name is uncertain, but it stands beside King Street, a Roman road, between the two crossings of the Welland branches, a bleak cold spot for a good bit of the year. The most likely meaning of the name is a shelter of some kind (see *Place-Names of Northamptonshire*, p. 238). It is first recorded in a Thorney charter of c.1150 but undoubtedly goes back as a settlement well into pre-Conquest times.

We now return to the problem of the parish church and its isolated position. One possible explanation is that with Nunton to the south, Lolham to the west, and the Maxeys to the east, the church was built at this lonely spot as being central to the four villages, or to the three villages if we assume that the first church was built before the Danish Conquest. This is a very plausible theory, but there are other possibilities which cannot be ruled out.

The simplest alternative explanation is that the Dark Age village extended much nearer to the church than the excavations recently made had revealed. The excavation was an emergency dig before extensive gravel diggings destroyed the site forever, and did not claim to be exhaustive. Air photographs show a pattern of enclosures, some of them small enough to be homestead sites, in fields immediately to the east and west of the church. The seven rectangular buildings already found probably represent only a part of the Dark Age village. The parish church may originally have stood very close to the Old English village, the village which for some reason and at some unknown date ceased to exist.

But even this is not the end of the story, for a second visit to the church revealed a significant clue which had not

1 Nuffield principles: W.G. Hoskins and his readers

	Nuffield Principles for teaching History	Farewell to Fieldwork: Evidence
1.	Challenge: challenge the reader – problem solving	
2.	Questioning: ask questions and frame hypotheses	
3.	Study in depth: detailed knowledge is real knowledge	
4.	Genuine historical sources: use or refer to these throughout	
5.	Economy in the use of Sources	
6.	Mediation: make the topic and sources accessible to the reader	
7.	Communicate using an appropriate mode or genre.	

been spotted on the first occasion. This was that the church was in fact built upon a distinct rise in the ground, which I estimated to be about five feet above the surrounding ground. Small differences like this are of much greater significance in this type of country than they would be anywhere else. Moreover, when one walks round the outside of the church this slight elevation seems to take the form of a circular mound, and one suddenly realizes that Maxey church may have been built here precisely because it was already a great burial mound, a hallowed site in prehistoric and perhaps later times. Such a continuity of hallowed sites from pre-Christian times into the Christian period is not unknown elsewhere. In Dorset the parish church of Moreton is built upon a conspicuous burial mound. Fimber church in Yorkshire is built upon a Bronze Age barrow which was later used as a pagan Anglian burial-place; and Edlesborough in Buckinghamshire was built upon 'Eadwulf's barrow' from which it takes its name.

There is clearly a wide range of fieldwork to be done in the old island of Maxey, though most of the new evidence will come from archaeological excavation of many periods rather than above-ground fieldwork. Air photographs show a remarkable amount of suggestive markings in the ground for the whole of the prehistoric period and running into Romano-British times. Both Nunton and Lolham are the sites of deserted medieval villages which could be recognized on the surface. Nunton consists today of Nunton Lodge and two cottages, but in the tax assessments of 1301 and 1524 it could muster eleven taxpayers, probably representing as many households. And at Lolham, now a Hall and two cottages, there were twelve taxpayers in 1301.

At Northborough there is the site of the Anglian burh to be discovered. It was north burh' in relation to the burh which subsequently became Peterborough. At Maxey itself the rather formless street-plan calls for exploration: it looks suspiciously like the remains of a larger and more symmetrical plan. I have no doubt that as one explored the ground and the documents relating to this island whole new ranges of inquiry would open up which are at the moment unsuspected.

Thus the small tract of country that one passes with scarcely a glance on the main road from Stamford to Spalding, of which the only conspicuous feature is the lonely church of St. Peter and St. Paul, has now become, even in this tentative exploration which leaves so much unanswered, an ancient island with a clear-cut identity of its own, its fertile loam occupied by men in Neolithic times, in the Bronze and Iron Ages, by Romans, by early English and by Danes, perhaps a continuous occupation so far as farming goes for thousands of years, its surface marked by dark lines and spots, by mounds, amid the wide acres of rustling barley today.

References

1. To develop this criticism would take half a book and would be quite out of place here. My O'Donnell lecture on 'Maps and Landscapes', already referred to, will develop this theme when it is published.
2. The one-inch map shows a civil parish of Deeping Gate on the island also, but this was taken out of Maxey at a late date and has no historical meaning.
3. The archaeology of the island is dealt with in Reports of the Welland Valley Research Committee for 1962-3 and 1963-4, and in Medieval Archaeology for 1964.
4. See 'A Dark Age Settlement at Maxey, Northants' in Medieval Archaeology, vol. VIII (1964), p. 22.

Hoskins, (1967) *Fieldwork in Local History*

For W.G. Hoskins – see

<http://family.jrank.org/pages/2753/W-G-Hoskins.html>

For photos of Maxey past and present:

www.maxey.co.uk/sitearchive_photos.htm

St. Peter's Church, Maxey through the ages

www.maxeychurch.co.uk/index1.html

Follow-up: W.G. Hoskins and Professional Development

When you have read *Farewell to Fieldwork* examine to what extent it reflects the Nuffield History Project's seven principles and the model of historical thinking?

W.G. Hoskins was Britain's leading local Historian.

2 A Dutch model of historical thinking

	Historical Thinking Involves:	Farewell to Fieldwork: Evidence
1.	Ask historical questions	
2.	Contextualise: • Place	
3.	Contextualise: • Time	
4.	Put forward a claim and support it with argumentation	
5.	Organise information into a narrative	
6.	Describe processes of change: • Compare • Explain • Use Sources	
7.	Use historical concepts: • Substantive • Syntactic	

LOCAL HISTORY FIELD WORK

TOP TEN POINTERS FOR SUCCESS

— Nuffield Primary History Project

Successful Local History fieldwork

How can you and your children get the most out of a site visit? Read this brief account of an example of Local History fieldwork with children: it was based on the NPHP Top Ten Pointers:

We focused on changes in one local set of shops (in Magdalen Road) and looked at the impact of the World War II Exeter blitz on the area.

The topic was a local study incorporating history and geography, developing children's historical understanding. To develop as fully as possible the children's sense of time and place, we used a variety of resources (artefacts, books, pictures, TV, street directories, map, buildings, people) and approaches (detective work, handling artefacts, questioning, oral history, story, observational drawing, reading documents and pictures, fieldwork, comparing now and then, correlating different sources of evidence).

In week one we introduced the children to the idea of evidence with a dustbin game detective exercise: I had collected several items of 'rubbish' from shops in Magdalen Road. These I put into a black bin liner, telling the children that they were 'rubbish' clues about our mystery road. Working as detectives, the children identified both the shop from which each item came and the name of the road.

This initial lesson set the scene for the Case Study of the Magdalen Road fieldwork that you can download from: www.primaryhistory.org/lessons/magdalen-road,19,RSC.html

NPHP Local History Top Ten Features [use as a mental checklist]

- 1 Interest and enjoyment – Choose something that you find stimulating and potentially highly enjoyable.
- 2 Choose a topic that the children can personally relate to and become involved with.
- 3 Preparation – Prepare thoroughly in terms of:
 - reconnaissance
 - background knowledge and information
 - resources and materials, including historical / geographical sources
 - teaching ideas and approaches, pupil learning strategies.
- 4 Administration – Make sure this is secure: health and safety, parental permissions, adult support, proper equipment in terms of tasks you set the pupils.
- 5 Problem Solving / Investigation / Challenge – Make solving problems a central element of the experience:

Figure 1 Magdalen Road Almshouses, Exeter



face the children with genuine problems and dilemmas that the people they are studying faced. Overlapping with problem solving is:

- 6 Active learning: drama/simulation/role play – Bringing the past to life frequently crosses the boundary between History and drama/simulation/role play.
- 7 Oracy – A major factor: discussion, debate, narration, reporting all play a major part.
- 8 Pair and small group work – Pupils working in pairs and as small groups, with complementary roles and tasks.
- 9 Creativity and Imagination – the informed imagination and creativity play a major part in pupils bringing the past to life and understanding why and how things happened. Allow room for speculation, open-ended thinking and even fantasy.
- 10 Work and presentation – Pupils working on and presenting their ideas and findings using an appropriate genre and mode/medium: this is essential. Use modern media as **natural** – Internet, digital cameras, recorders.

Working in this way will massively improve pupil literacy: literacy that is active, engaged and contextualised in the richest possible contexts.

Nuffield Primary History Project has run from the early 1990s. Details and resources can be found on www.primaryhistory.org

A local history toolkit

— Alf Wilkinson

Introduction

In this short paper you will discover some of the tools for 'doing' local history. They are based on where I live: you can get similar types of sources from where you live, work or teach. Your main source will be a local library or record office, but there is now a great deal of material you can download from the Internet.

Getting you thinking

If you can, visit your local local studies library and records office. The staff and archivists will be only too happy to help, if you have a clear idea of what you want. There you should find the following:

Tools for local history:

1. Aerial photographs. They make an excellent starting point for exploring your neighbourhood. Pupils love to pick out key features and compare them to the buildings, roads and landscape of today.
2. Old Maps. OS maps, of various scales, are particularly useful for showing change over the century. Try the 6" to a mile maps to really look in detail at the area around you.
3. Trade Directories. These are a fascinating source of detailed information about your area. They were published throughout the Victorian period and beyond.

directories over a period of time you can trace some families in a similar way to using census material.

4. Census data. Censuses have been taken at ten-year intervals since 1801. At present 1901 and 1911 are available online to view, although you have to pay to download them. You will find microfilm/fiche copies of your local census in your local studies library or record office.
5. Old Photographs. This one shows the village water pump in use. Elderly residents in the village can usually tell you where pumps and other **street furniture** (e.g. benches, post boxes, bus stops, public toilets) were situated. We arranged a coffee morning in the local chapel and asked residents to loan us their old photographs. Many were happy to do so.



6. Old Newspapers. Many local newspapers have been in existence for hundreds of years, and are a great source of local history. The British Library has recently digitised its collection, so your local paper might be available online. Otherwise visit your local library or county records office!

Kelly's Directory, 1913

This entry describes the village and its services, but it lists all the main landowners and trades people. By using several

Great Hale. The area of Great Hale township is 3,696 acres; rateable value, £5,634; the population in 1911 was 530, and in Hale Magna ecclesiastical parish, 812.

LITTLE HALE township is one mile south of Great Hale. Rear-Admiral the Marquess of Bristol M.V.O. who is lord of the manor, Edward Hussey Packe esq. and the trustees of the late H. Bound esq. are the principal landowners. The soil is in some parts light loam and in others clay, subsoil, clay and stone. The chief crops are wheat, barley, oats, beans, seeds and turnips. The area is 2,481 acres of land and 7 of water; rateable value, £3,051; population in 1911, 282.

Parish Clerk, John Ingall.

GREAT HALE.

Harris George Henry, Old Vicarage
McKenzie Rev. Frederick (vicar).
Vicarage

COMMERCIAL.

Asher Leonard, farmer
Atkinson John, shopkeeper
Baker William R. farmer, Manor ho
Barnett Robert William, baker
Burks William, cattle dealer
Cartwright William, milk dealer
Challand Lawrence Gilbert Ernest,
farmer, Rookery farm
French George, Rose & Crown P.H.
Gray Tom, horse dealer, The Laurels
Green John Richard, butcher
Harris Charles Edward & Son,
farmers, Fen
Harris George Henry, farmer
Hides Joseph John, farmer
Hodson Henry W. boot maker
Hollingsworth George, hawker
Ingall John, carpenter, wheelwright &
parish clerk
Jesop William, farm bailiff to Mrs.
Frederick William Sneath
Johnson Frederick, farmer, Fen
Key Francis, higgler

HALLINGTON is a parish with a station on the Louth of Sidney Sussex College, Cambridge, who resides at

Masters Richard, grocer & draper
Mastin Brothers, farmers
Neuverson John Thomas, farmer
Pullen George Edward, farmer
Shaw Robert Delaney Cooke, farmer
Simpson Charles, farmer, Fen
Simsen Joseph, farmer
Smith Charles, farmer
Taylor Thomas, market gardener
Thorpe Arthur Robert, boot maker
Tointon Brothers, farmers
Wakelin Walter, Nag's Head P.H.
Walker William Henry, blacksmith
Ward Rhoda (Mrs.), grocer & baker,
Post office
Ward Richard, joiner
Wheatman David, farmer, Fen
Wilkinson George, baker & grocer
Wilson Henry, higgler
Woods Charlotte (Mrs.), market gar-
dener
Woods Thos. Bettison, market garden-

LITTLE HALE.

COMMERCIAL.

Atkinson Edward, painter
Brown John, farm foreman to Mr.
George Page

Godington John, shopkeeper
Dickinson Thomas, Bowling Green P.H.
Faulkner Charles Henry, farm bailiff
to the exors. of Mr. Arthur Green,
The Grange
Fletcher Robert Marshall, farmer, Fen
Fulforth Charles, joiner & farmer,
Post office
Fulforth William, farmer, Fen
Harmston Thomas, farmer, Fen
Harris Edward, farmer, Fen
Hollingsworth Charles, farm manager
for Mr. Matthew Holmes
Humberstone Thomas, farmer, Nor-
manton farm
Key John, farmer
Lawson Henry, farmer, Fen
Maddison May (Mrs.), shopkeeper
Mapletoft William, farmer, Fen
Nickolls Thos. farmer, Lawnfield ho
Priestley Charles, farmer & overseer
Rickett Edith (Mrs.), farmer
Saggins William, farmer
Stennett Joseph, farmer, Fen
Tasker Thos. L. blacksmith & shopkpr
Tomlinson George William, farmer,
Willoughby house
Walker Thomas, farmer, Manor house
Wetherell James Fredk. wheelwright

The village pub, the village shop (both of which can be traced through trade directories) and an old lady who could not stand still long enough for the Victorian camera!



- 7 Old advertisements. Trade Directories had pages of these at the back, but old newspapers are equally useful for finding the unusual, and different.

This one, from Kelly's Lincolnshire Directory, suggests a very different world from today:

Kelly's Directory, 1885

1885.] COUNTY ADVERTISEMENTS. 33

GRIMSBY

CO-OPERATIVE ICE COMPANY

LIMITED,

IMPORTERS OF PURE

NORWEGIAN BLOCK ICE.

Ice promptly sent by Goods or Fish Train upon receipt of order.

For Prices, &c., apply to

W. JACKSON, Manager,

FISH DOCK, GRIMSBY.

[8]

Imagine a world where ice is delivered by train to your door! What a great source to explain change and continuity.

Oral History. You may be lucky enough to live in a village with a large number of families who have lived in the area for a long time. Ask them about the local school. My father-in-law had Italian prisoners of war working on his farm during World War Two – an interesting way into both the war and local history!

Contact your local history society. One of their members might be working on your neighbourhood. Even if no-one is, they will know where the relevant records are kept. And they will know lots of interesting anecdotes, like the story of the sailor who is buried in my local churchyard. Apparently he was walking home from the Napoleonic Wars, with lots of **prize money** and stopped for a drink in the local pub. Next morning he was found robbed and murdered on the turnpike.... and his murderer was never caught.

Visit your local museum. The Museum of Lincolnshire Life, for example, has a terrific collection of farm carts, machinery, etc that helps to bring to life rural history. There is also a WW1 tank – built, of course, in Lincoln – as well as the Regimental Museum of the Lincolnshire Regiment.

Now it's your turn

Which of these tools do you think are the most useful for studying local history? Why?

Alf Wilkinson is the HA's National Subject Lead for the rollout of the new secondary curriculum

BRANCHING OUT:

LOCAL RAILWAY HISTORY - USING VISUAL SOURCES

— Jane Card



Introduction

Before the 1960s British Rail's spider-web network of railway lines reached every town and thousands of villages. Where you live would have been within a thirty minute journey from a station; see www.joyce.whitchurch.btinternet.co.uk/maps.htm – scroll down to look at the two maps of the pre – 1961 and post 1969 rail networks.). Most schools are near a disused railway line and station. Pupils can research their local railway and set it into the context of national transport developments: roads, canals and railways: horses, steam power [trains] and the internal combustion engine [cars, buses and lorries].

Images for Local History

Visual images

Local and national railway history 'visuals' provide evidence that all pupils can access, see Primary History 49. The range is huge and easily available in local history books, pamphlets

and from a local studies library. Such images include:

- photographs that link "as it was" and "is now";
- postcards – remember these were the only visual images universally available before 1900!
- railways posters that advertise and advise;
- cartoons and paintings that highlight current concerns, social assumptions and attitudes. paintings transmit multi-layered messages about the society in which they were produced.
- cartoons that provide pithy often humorous comment,
- maps and plans
- railway timetables
- film, video and Internet 'clips': just type railway history into the YouTube search facility



However, one Victorian visual image stands out as an excellent starting point for any study involving railways: William Powell Frith's *The Railway Station*.

I used Frith's painting as *initial stimulus material* to teach a local history topic based around Didcot and the Great Western Railway. The clearest image, an engraving is on www.victorianweb.org/painting/frith/paintings/5.html. For a better idea of the original colours, put William Powell Frith into www.liverpoolmuseums.org.uk/search/sitesearch.aspx. Downloaded, we used Frith's painting on our whiteboard for whole-class interaction. The picture also prints off well – previously we have used a set of laminated A2 versions, one between two pupils. As a resource, they are robust and long lasting.

Aims and Objectives

Frith's painting can introduce a railway focused local history lesson or lessons. The painting is perfect for the new Primary

Curriculum's *Historical, Geographical and Social Studies* theme. Using history as a tool and resource it illuminates the factually based concepts of transport/communications because it portrays the *many personal and social* purposes for rail travel – including fleeing from a crime! For heavy industry, see note 2. It is also valuable in developing history-as-enquiry concepts of cause, change, evidence and chronology. And, it provides an excellent context for literacy: oracy, reading and pupil communication using written and multi-modal genres and media.

The Railway Station's historical context

The context is the Industrial Revolution and the impact of railways from c. 1830 onwards. When Frith painted his picture, the railway age was at its height – including a speculative railway mania in railway shares. A GCSE social and economic history textbook will give you all the background facts you need to contextualise your local history study.

The Railway Station – social and moral messages

Frith is famous for his panoramic paintings of crowds - his pictures were hugely popular with the public, including Queen Victoria and Prince Albert. Pictures like *The Railway Station* were celebrations of Victorian society's industrial achievements that could also tell social and moral stories.

A contemporary pamphlet illuminates the moral message of each incident in *The Railway Station*: something that makes the painting such a wonderful teaching resource. Downloaded or scanned in, *The Railway Station* can be projected onto a whiteboard. It also prints off well. I use it as both Initial Stimulus Material that can trigger off and pull together teacher and pupil research on local railways.

In *The Railway Station* we can see from left to right:

- An official telling a woman that her pet dog must travel in the guard's van.
- A gamekeeper with dogs.
- The engine driver talking to Mr. Louis Flatow – who commissioned the painting from Frith. He wanted to be painted as the driver, but the train driver said no!
- A family going on holiday, being rushed by a fussy mother for fear of missing the train.
- A sailor saying goodbye his family.
- Frith and his own family sending their two sons off to boarding school. (Ask pupils to look for the clue that suggests this). This family group was seen as typically and admirably Anglo-Saxon i.e. English.
- A cabbie demanding more payment from a foreigner (identified by his beard and fur coat); the latter's wife is arguing – viewed as unladylike behaviour.
- An army recruiting sergeant taking leave of his family.
- A porter
- A potential criminal, identified by his facial features, leaving his weeping mother to join the army.
- An upper-class wedding group.
- Detective Sergeants Michael Haydon and James Brett, real, famous Scotland Yard detectives, arresting a criminal as he tries to escape. The criminal's facial features white-collar crime like fraud, while those of his horrified wife suggested her innocence and suffering.

Here are visual images of some results of the growth of railways – the rise of boarding schools, the chance to travel cheaply to a holiday destination, links to law enforcement [If you read Sherlock Holmes you might remember that in emergencies he ordered a special train], and the mixing – up to a point – of social classes, see note 3.

Some ideas of can you use Frith's painting with pupils

When using such a detailed image....

- ask pupils to scrutinise it by looking up and down, side to side and corner to corner helps them to absorb the content and give the picture a title.
- Ask them to come up in pairs with three questions they would like to ask Frith about the painting. Pool the class answers – you can use these as a focus for enquiry.

- "What can you see?" a non-threatening and inclusive way to start pupils contributing ideas also stimulates queries.
- "Can you find....." or an "I spy with my little eye" games introduces an element of fun and competition, while enabling the teacher both to draw attention to important features and to talk about the people, scenes and events in the picture.
- The picture is a natural focus for pupil talk and class story telling; teacher and pupil questions focusing on the feelings and motives of the figures can spark pupil ideas. Examples are:
 - ▶ "Why the little girl in the wedding party crying?"
 - ▶ "Why might the thief have tried to escape by train?"
 - ▶ "Where might the rushing family be going?"
- It is possible to link these stories to your own locality by imagining that one of the groups travelled to it by train, describing their purpose for travel and journey. Cartoons which might help to build this up can be found at: www.wandleys.demon.co.uk/punchpix.htm
- (where I recommend "The Block System" for accessible humour), and by using the search engine of www.cartoons.ac.uk/ – type in railways for a vast selection right up to the present day.

Conclusion

A local history study of railways can develop understanding of change in a locality. The huge range of images are a stimulating resources that are easily available and accessible, and which can be used with written, printed and other sources.

References

- 1 The clearest image of the *Railway Station*, an engraving, is on www.victorianweb.org/painting/frith/paintings/5.html (For a better idea of the original colours, put William Powell Frith into www.liverpoolmuseums.org.uk/search/sitesearch.aspx)
- 2 The 1844 Railways Act made railway companies provide one up and one down cheap train each day which stopped at every station, charging 1/2d per mile; it also said that third class carriages must be attached to passenger trains rather than goods trains. The law allowing third class passengers to use trains leaving at convenient times of day did not, however, come in until after 1862, so the social mix is limited in extent. A good tabulation of such results can be found on: www.bbc.co.uk/schools/gcsebitesize/history/bseh/transport/effectsofthenewrailwaysrev2.shtml
- 3 The picture directly lacks any reference to the heavy industry that enabled the railways to develop and which they served, although you can do this indirectly through asking questions about the train and the station and concept-webbing the answers. For heavy industry you can use William Bell Scott's *Iron and Coal* (1861) that celebrates industry on Tyneside. Go to www.victorianweb.org/painting/scott/paintings/6.html Note that there are two trains – one in the top right corner, making deliveries, and the design for another, on which the foundry men are working, in the bottom right corner.

Jane Card is an experienced teacher who researches and writes on the use of visual historical sources

PLANNING FOR LOCAL HISTORY IN THE NEW CURRICULUM:

A TEACHER'S PERSPECTIVE

— Barbara Sands

Editorial comment: Barbara writes from the viewpoint of a classroom teacher facing the challenge of 'Doing local history' for the first time.

Introduction: It Started With A Wish

What would most primary-age children like to have on their doorstep? A swimming pool, a playground, a leisure centre, a cinema? Where would they like it to be? Where would they be allowed to build it? In order to understand why their community is how it is, the children need to have an understanding of how it developed and the circumstances that made it as it is now.

Getting started

- Begin your study of local history with a review of current provision and facilities around your school and its neighbourhood: Schools, doctors' surgeries, libraries, shops, restaurants, pubs, etc.
- Ask the children to complete a simple questionnaire to rate the quality of the features and to present the findings in a suitable way, *eg chart, graph, poster or similar*.
- Carry out a street-by-street survey of houses. What style and size and age are the houses? Notice that they are often grouped in the same style and age. Are they placed around a central point *eg* a church or marketplace, or are they placed along a main thoroughfare, thereby creating a Ribbon Development? Are there houses with windows which were blocked in because of the Window Tax 1696-1851? What steps did people take to avoid this tax? (www.longparish.org.uk/history/windowtax.htm)



- Do street names give a clue to what was there previously *eg* Badgers Drift, Monks Meadow and The Buthay (where archers practised their skills).
- Where is the church in relation to the town/village? If it is located on the outskirts, somewhat separate, why is this?

- Are there buildings with dates on them? Does a building's architecture or name give clues to a previous use *eg* the large front windows of a former shop? Has building usage changed and why?



- Draw a class map of the area and annotate with findings.



- Investigate terms such as 'green belt' and 'brown field' sites. Go onto your local authority website's 'planning' link or www.communities.gov.uk/planningandbuilding/planning/ for more technical guidance.
- Sketch different house designs, noting particularly the materials used, the design of the windows, etc.
- Carry out a survey of parents' jobs and present their findings using ICT.
- Look at current land usage by scrutinising your local Ordnance Survey map. This opens up possibilities for developing map skills, and particularly for familiarising children with the off-road treasures in their area, such as nature reserves and antiquities.
- Design and write a tourist leaflet to attract visitors to the place and ask them to identify a route around the area that visitors could follow to give them a good idea of the character of the place.

Next

- Place a notice in the Parish Magazine asking for old photographs or for visitors who are willing to come and talk about the locality as it was when they were young.
- Download a page from a census eg 1901, and present graphs to show jobs at this time. Page downloads cost approximately £5 per image and may be searched by area.
- Consult Church leaflets: they are often a source of local history.
- Is there a clue in the name of your town or village which tells us its history? Kingswood and Bath, for instance. The following website gives derivations for some common British place names: www.domesdaybook.co.uk/places.html
- Search for your town/village name + history. You may find that an enthusiast has already done a lot of research, which can guide your studies beyond living memory.
- Are there any landmarks which give clues to past or present activity?
- Play the Time Team game www.channel4.com/history/microsites/T/timeteam/game.html
- Do you know of any famous residents, either past or present? What is their legacy?

What Was It Like To Live Here In The Past?

Children should synthesise what it was like to live in their locality in the past.

- Walk the children around the local area to identify the main features and changes that are occurring.
- Ask the children to sketch or photograph a range of attractive and unattractive places and locate these on a large-scale map.

Arrange a visit by an archaeologist, an architect, a town planner, a builder. Personal Health and Social Education – look at careers. This can link with KS2 Life Skills activities – an introduction to various careers, whereby visitors are invited to describe the job they do, and visits can be made to local businesses.

Our Future History

Reflect on the lyrics of Joni Mitchell's song "Big Yellow Taxi" – "They paved Paradise and put up a parking lot".

- What features of their locality do the children think will be important to people in the future and why?
- What will survive and why?
- What would they like to see preserved?

Consider in the first instance how people have altered their houses to meet their needs, how barns have been converted into homes and where new by-pass roads have been built.

- What things in our locality will be treasured, and what will be let go?
- What will archaeologists be raving about one hundred years from now?



References:

www.standards.dfes.gov.uk/schemes2/
www.1901censusonline.com
 "How Places Change" by Barbara Taylor (publisher A&C Black) ISBN 0-7136-6365-0
www.infobritain.co.uk/English_Villages.htm
www.awtwaysintowildlife.org.uk
www.show.me.uk/site/news/STO544.html

Barbara Sands teaches in South Gloucestershire

'DOING LOCAL HISTORY' AND THE 2012 OLYMPICS

— Mel Jones

Introduction

With the 2012 London Olympics rapidly approaching, you are probably marvelling at what a once-in-a-lifetime opportunity this is and what amazing classroom teaching opportunities it might bring. You have probably already been inundated with ideas for your history lessons linking the Olympic movement to the Ancient Greeks. But history has far more than this to offer.

The autumn 2009 edition of *Primary Subjects*¹ produced by Council for Subject Associations [CfSA] and DCSF, in partnership with the Historical Association, has already put together a pack of teaching ideas for schools in preparation for 2012 with a pull-out section for each subject. This has some specific interest that can be built into a fantastic project. The links below can either be used in terms of a project – or as a starting point for research for those who are not sure where to start!

Ideas for Bringing the Olympics to Life Through History

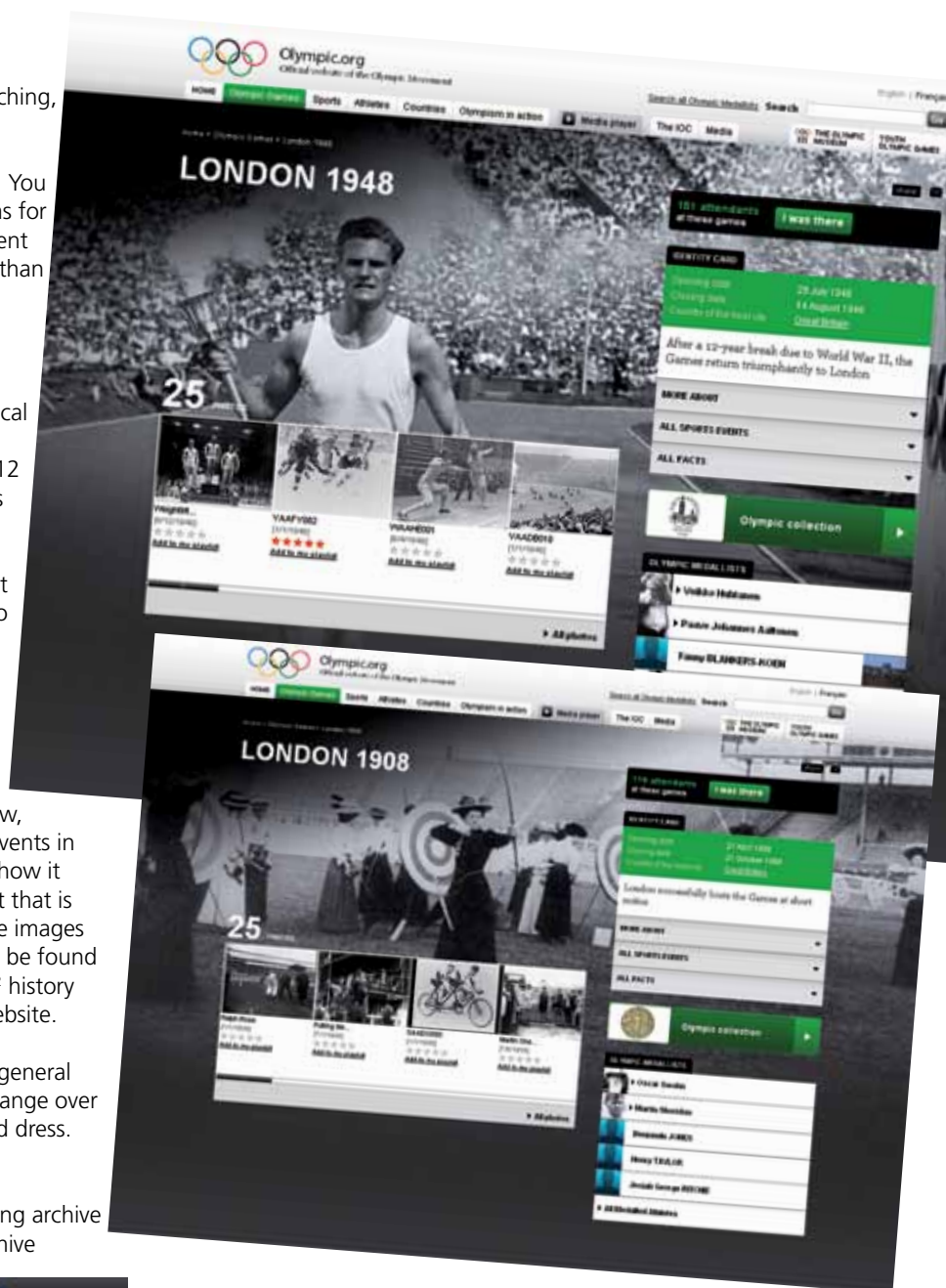
1) Compare and Contrast

Britain has hosted the Olympics twice before now, in 1908 and 1948, and a comparison of these events in terms of what this can tell us about Britain and how it has changed since 1908 is an easy starting point that is suggested in the *Primary Subjects* pamphlet. The images of both the 1908 event and the 1948 event can be found readily on the internet, for example on the BBC² history website, or the official Olympic Commission³ website.

This can provide a useful starting point in more general terms for pupils to compare and contrast the change over time in terms of venues, events, competitors and dress.

2) Oral and documental History

This starting point can then be built upon by using archive material with pupils. There is a great deal of archive



material out there that can be thrown up by a simple search, but these sites may well prove a good start.

These two⁴ pages⁵ are from the official website of the Olympic movement. They hold a great archive about all past Olympics, as well as the past two British games. You can view photographs, video footage and research facts about the games down to the design of the medals and who lit the Olympic flame!

The parliamentary archive⁶ holds documents related to the Olympic Games and does give some indication about the support for them, including disgruntled notes about having to raise funds! The National Archive also provides a wealth

of links relating to the 1908⁷ and 1948⁸ Olympics, from repatriation issues for competing soldiers, to art, diaries and scrapbooks, to police reports and transport issues. There are a great many links here, although one word of caution: not all of the documents are held by the National Archive, and not all records are available free of charge. The London 2012 site does hold a limited stock of oral history and memories of the 1948 games, like this one⁹ from an accountant who was on the organising committee. This site from the BBC¹⁰ gives a factual outline of the games and also finishes with memories of the 1948 Olympics posted. These little snippets provide an interesting insight into the games from the perspective of the ordinary spectator.

Another site features audio interviews¹¹ with competitors from the 1948 games which are an excellent oral history resource. Radio 4¹² also provides a lovely audio memoir from the perspective of a competitor and a spectator of the 1948 Olympics sharing their happy memories together, from different perspectives.

There are also a number of books out there that not only provide a detailed account of the '48 Olympics, but also contain a wealth of interviews and quotes from competitors and spectators, like this one¹³ by Janie Hampton.

3) Local

Unfortunately, the fact that the Olympics in Great Britain have only ever been held in the London area means that local history surrounding the Olympics is, for most, hard to find – therefore we are dependent on the memories of those from other parts of the country who may have travelled to the games to watch or compete. In order to get a more local focus, it is worth pursuing the idea of oral history with the older generation. Why not get pupils to formulate a questionnaire for older family members or to take to older members of the community? Do they have any memories of the games? Did they go? You may be surprised – my own father-in-law travelled to the games all the way from South Wales as a child!

Local newspaper and museum¹⁴ archives can also be of help like this one¹⁵ for making links between the local area and the London Olympics.

If you want the memories of local people, then what better place to start than local councils or heritage centres? Some of these, especially in London are putting together memories of the 1948 Olympics, like these examples from Lewisham¹⁶ and Greenwich.¹⁷ It is also a good cross-curricular exercise to map the Olympic events to see where different events took place. In 1948. This may feed into a discussion about the differences in how people who lived far away from the games viewed them, in comparison with those who lived closer.

4) Your Archive

Discuss with pupils what they would want to remember about the 2012 games. What sort of things do they think it would be important for people in the future to know? How easy was it to find information about the 1908 and 1948 games? What types of information were they able to find? What did they want to know about the 1908 or '48 games that they were unable to find? How would they make sure that this information is available for people for the 2012

games? How will they record and store the information? What sorts of things can they include before the games start? What sorts of things will they need to add, either during the games or after they have taken place? If you explore these kinds of questions with pupils, they will be making decisions about what makes a good, sustainable archive and what sort of information should be included. The materials they create can then feed into some of the wider programmes that local councils are running, not to mention providing the community with a valuable resource for the future. For those of you who feel brave, why not try creating your own class database? There is a plethora of free, easy-to-follow applications on the web, or you could try making some web pages that could be shared on the school or council's sites.

By exploring the Olympics of the past with pupils and then making the whole experience relevant to their lives today by looking at ways to preserve the memory of 2012 you are, in a simple way, literally bringing history alive for pupils, showing them that they too will be making history.

Melanie Jones is the HA's Education Officer

References

- 1 www.history.org.uk/resources/primary_guide_2580_53.html
- 2 www.bbc.co.uk/history/british/modern/olympics_1948_gallery.shtml
- 3 www.olympic.org/en/content/Olympic-Games/All-Past-Olympic-Games/Summer/London-1948/
- 4 www.olympic.org/en/content/Olympic-Games/All-Past-Olympic-Games/Summer/London-1948/
- 5 www.olympic.org/en/content/Olympic-Games/All-Past-Olympic-Games/Summer/London-1908/
- 6 www.parliament.uk/parliamentary_publications_and_archives/parliamentary_archives/archives_olympics.cfm
- 7 www.nationalarchives.gov.uk/search/search_results.aspx?st=q&queryText=1908%20olympic%20games&aqqQueryText=1908%20olympic%20games&queryType=ALL&j=t
- 8 www.nationalarchives.gov.uk/search/search_results.aspx?st=q&queryText=1948%20olympic%20games&aqqQueryText=1948%20olympic%20games&queryType=ALL
- 9 www.london2012.com/blog/2007/11/memories-from-the-london-1948-games.php
- 10 http://news.bbc.co.uk/sport1/hi/other_sports/olympics_2012/4352644.stm
- 11 www.bbc.co.uk/london/content/articles/2008/08/22/1948_sports_feature.shtml
- 12 www.bbc.co.uk/radio4/youandyours/items/02/2005_34_fri.shtml
- 13 www.amazon.co.uk/gp/reader/1845134230/ref=sib_dp_pt#reader-link
- 14 www.culture24.org.uk/history+%2526+heritage/art59757
- 15 www.blackpoolgazette.co.uk/blackpoolnews/Blackpool-to-feature-in-Olympic.4464084.jp
- 16 <http://lewishamlegacy.wikidot.com/start>
- 17 www.greenwich.gov.uk/Greenwich/LeisureCulture/HistoryAndHeritage/HeritageCentre/RememberingThe1948Olympics.htm

A view from the classroom

TEACHERS TV, THE STAFFORDSHIRE HOARD AND 'DOING HISTORY'

— Cathie McIlroy



Introduction

When the Historical Association was approached by Teachers' TV to produce 'Great Ideas for Teaching History' at Key Stage 2, it was inevitable that I, as a full time teacher on the Primary Committee, would have no escape. My school agreed I could take part, with the involvement of two teachers, support staff and pupils in Key Stage 2. We planned the programmes in full expectation that the new National Curriculum for Primary would be implemented: hence this piece's presence in *Curriculum Advice and Guidance*.

Planning: principles and context

The planning forced me to think about what the essentials are for learning and doing history. How can children best understand the story of the past? If looking at the past is a mystery to be solved, then the key to finding the answers is by raising questions. Here was the starting point. The next issue was the context. Initially, I proposed to do an investigation into the *Staffordshire Hoard*, which I had trialled with a Year 2 class in the Autumn term as a small-scale Local History project. However, the Teachers TV remit required three episodes and two teachers. So, the two lower Key Stage 2 teachers agreed to join the project. The planning became a collaborative exercise between Jon Nichol from the HA Primary Committee, staff at my school, the producer from Teachers' TV and myself. We each brought different expertise and met to discuss and agree the final plans.

The teaching

The decision was made to focus on four, not three, separate but linked teaching episodes.

Pupils as detectives. First, in Year 3 there was an introductory investigation using a suitcase and its contents. This was a detective enquiry for pupils to raise questions, examine the evidence and make simple hypotheses about

the owner: a 7 year old child going on holiday. It is excellent as an introduction for children into finding out how what we leave behind may reveal about us.

Investigating artefacts. The second part was an investigation into some of the finds from the *Staffordshire Hoard*. The discovery of these amazing Anglo-Saxon artefacts has raised a huge number of questions for historians, archaeologists and experts to solve. We wanted to introduce the children to sources of evidence, to encourage them to raise their own questions, and to speculate upon some of the finds. The producer suggested we used a hessian bag, from which the items could be discovered. This created an element of suspense and had more visual effect.

Classroom archaeology. To further the theme of examining and questioning evidence, Tom Boodel led the children in Year 4 to take part in an archaeological dig in the classroom. This was an ambitious plan and resulted in lots of activity and questions to be resolved.

Classroom museum. Meanwhile, the pupils in Year 3 spent an afternoon creating their own artefacts for a class museum, based on some of the finds from the *Staffordshire Hoard*, using, clay, modelling material and glass beads. Elizabeth Powell, the art coordinator, helped pupils as they organised themselves to create a leaflet, tickets, display labels, and discussed roles to undertake when the museum opened for visitors the following morning. The final filming took place as pupils from Year 3 acted out roles as the Year 4 pupils were the first visitors to the class museum. Other classes from Foundation Stage to Year 6, and staff and parents, visited later.

Conclusion: learning

So now we wait to see what has emerged from the cutting room floor. What did we learn from the experience? The pupils were confident in raising questions and had no inhibitions about being filmed. The focus and planning need to be thorough, but there still has to be flexibility; we relied upon the pupils' questioning to move learning and understanding forward. Did we do things differently because we were being filmed? Staff discussed this and thought, no, though the time scale of two days' filming meant we had to achieve goals in a shorter time. Would we do anything differently another time? Undoubtedly, hindsight is ever there. The reward was seeing the interest and enthusiasm which 'Teachers' TV, The *Staffordshire Hoard* And 'Doing History' sparked in pupils, staff and parents/carers.

References: web links

www.staffordshirehoard.org.uk/artefacts/
www.teachers.tv/

Cathie McIlroy teachers at St. Gregory's Catholic Primary School, Smethwick, and is a member of the Historical Association's Primary History Committee

Introducing teachers to local history:

THE FUSEHILL WORKHOUSE PROJECT

— Sue Temple



Introduction

How can we introduce teachers and teacher trainees to 'Doing Local History' with their pupils? Perhaps involving them in a Local History project is the best approach – something I pioneered as an oral history project with my Initial Teacher Trainee History Specialists. The building our teaching room is based in was originally built as the Fusehill Workhouse in the 1880s. It successively became the Poor Law Institution and the City Hospital. In 1999 its new role was as one of the main buildings of the University of Cumbria. It was this varied past which led to my choice, as it gave lots of potential for local residents, who may have been involved with the building in some way, to be oral history sources.

The Local History project: oral history

With 17 students in the project I hoped for a variety of local resident volunteers – which is exactly what we got! The volunteers ranged from a gentleman who was sent to the temporary hospital based here during World War II to members of staff who were here when the University was being established. We invited all the volunteers to come and have a look around as we felt this would help to spark memories for them. We advertised for volunteers in the local paper and this led to one or two people volunteering neighbours or relatives – who subsequently refused to take part. One elderly lady who had been the maid for the

Master and Mistress of the Workhouse refused to talk to any of us as she was adamant that nothing she could remember would be very interesting! Of course disappointments like this have to be accepted and respected. We were able to persuade one or two, who preferred not to be interviewed, to write down their memories so we could add these to the archive of information we had built up.

Teacher preparation: sources

In order to ensure the students had a sound knowledge background we began to gather information and documents about the building, reflecting in practice the advice given on pages 16-17.

Maps and plans. We were able to find a plan of the original workhouse which indicated what each room was used for, and also Ordnance survey maps from 1865, 1901 and 1925 which showed the development of the surrounding area clearly. Our own University library also had copies of some maps from when the building was converted from a hospital to a university.

Photographs. We also found photographs of the original building showing the exercise yards at the front of the building in what is now our car park.

Documents. In the laundry building, which was pulled down as it was unsafe, staff found records and documents showing admissions, discharges and deaths from the workhouse, the fever hospital and the temporary hospital which was housed here during the two World Wars. These had been donated to the local archive office.

The census. Through examining the 1881 census the students realised that Fusehill had been an adult-only workhouse. They subsequently discovered that the children of these inmates were housed at St Mary's Workhouse in another area of Carlisle. Scrutiny of the census here meant we could identify those inmates who had probably previously been families – this created genuine empathy! Examining the 1891 census would also demonstrate which inmates remained there.

Secondary sources. The students also investigated the daily routines, typical meals and how the treatment of the poor has changed over the past 150 years. Although we could not find information specific to Fusehill Workhouse, we did find information from nearby workhouses and it is likely that they would have been of a similar nature.

The oral history interviews

Following this initial research, the students arranged to interview their volunteers in pairs. The transcripts of these interviews formed part of their assessment – but are also being used as part of an exhibition which we have developed about the Fusehill building.

Classroom practice: pupils 'Doing Local History'

One of our nearby schools decided to incorporate some of what we found out into their project on 'Homelessness'. Peter Vass's article on imagined biographies based on Luke Fildes 1874 painting *The Homeless* (Primary History 41, Autumn 2005) had been the basis for this and it was developed further to incorporate a local aspect.

The Year 6 children visited the site and used this as an opportunity to identify where the main entrance, Master's lodgings, and dining room would have been. They compared the maps and photographs with what is actually here now and made educated guesses about what happened where. A *Philosophy4Children* approach was also taken, exploring the idea of 'What is a Home?'

The children suggested 'Somewhere you eat and sleep', but others pointed out you got this in a workhouse or hospital. Then 'Somewhere your family lives with you' was considered, but of course what about those people who live alone? One child then said 'Where all your own things are around you', but this was challenged with 'What about an Old Folks Home?' They children agreed that although this has the title of 'home' it is not your *real* home. They eventually came to a decision that home is about *where* you *feel* at home.

Conclusion

Local history has so much potential to develop a genuine historical enquiry – there are no 'off the shelf' resources, so teachers and children can find out and learn together. This project could have been developed to incorporate lots of other aspects – there are always tough decisions to be made about what to use and what to leave out in history, but it is better to ensure the children

focus on a small-scale project in some depth than to skim the surface of a topic without experiencing a true enquiry which allows them to develop that satisfaction of knowing all about one aspect, and when that aspect is their own local area so much the better!

Sue Temple is a Senior Lecturer, University of Cumbria and Member of HA Primary History Committee

References and Website Links

Vass, P. (2005) 'Stories About People: Narrative, Imagined Biographies And Citizenship In The Key Stage 2 Curriculum', *History and Literacy*, Primary History 41 www.history.org.uk/

Philosophy4Children www.philosophy4children.co.uk/

My visit to the workhouse!

On the 21st of January 2010 I went to the university of Cumbria, Fusehill Street that used to be Fusehill workhouse. First we went to where the lodge would be where they would take there name, there age, they would get ~~them~~ give them there workhouse clothes.

Next they would make there way to the horrific place, ladies one way, men the other and children another. Notably we saw a elevator where we went in that would have been the masters room / house / office, it was there so he could see the whole grounds of the workhouse incase anyone tried to escape. Then we went to the dining room it was quite small considering they had to fit 600 people in it. The windows in the workhouse was quite fancy there was a bell on the roof if rang if it was tea or you had to come in from the exercise ground, and a ~~to the~~

After that we went to the chapel where catholics or christians would pray, church services would be on a wednesdays and Sundays

Then we went to the infirmary where old people went or people with diseases went but they still had to work. I was born there in 1999.

Urban spaces near you

— Jacqui Dean

Urban spaces such as parks and gardens offer a range of opportunities for children's learning. In these green patches children can investigate, observe, wonder, record and create.

Why choose local urban spaces to investigate?

- Children gain expertise, a depth of knowledge, about the area where they live. This helps to establish a sense of identity.
- They gain an awareness of the past, present and future, of continuity and change, within their local area.
- The children develop a sense of ownership, and therefore of responsibility, towards their local open spaces.
- Local spaces offer a perfect focus for cross-curricular work – without artificial connections between subject areas.



Edward VII post box
the Nuffield Foundation

The Nuffield Primary History Urban Spaces Project

The project centred on urban squares in London and Leeds; see www.primaryhistory.org/lessons/urban-spaces-near-you,112,RSC.html

Speaking and listening, and in particular questioning and debate, were at the heart of the projects. They were driven by three key questions:

1. What is the area like now, and how is it used?
2. What was the area like in the past, and how was it used then?
3. What might the area be like in the future, and how might we use it then?

The Leeds project

It is possible to create a stimulating unit even from unpromising spaces, such as a run-down square in inner-city Leeds. The Leeds unit covered six separate lessons, and focused on Blenheim Square, just up the road from the school. With a post-SATs Year 6 class we discovered the square's Victorian inhabitants, both upstairs and downstairs, did imaginative role play where temperance played a major part – and had great fun.

For an account of the Leeds teaching, see: www.primaryhistory.org/lessons/urban-spaces-inner-city-leeds,111,RSC.html

The London project

was cross-curricular, emphasising the creative linking of subjects to encourage more rounded learning. It incorporated history, geography, RE, art and design, literacy and science. Fieldwork was built in: for observation; recording and information-gathering; for performance of creative work; and as a stimulus for activities back in the classroom. See: www.primaryhistory.org/lessons/gordon-woburn-squares,118,RSC.html

You can use many of the ideas from the Nuffield Urban Spaces Project in your own area, whether it is urban, suburban or rural (for example: a time walk; census investigations; storytelling; role play; comparing now and then; observing patterns of usage; plant and animal habitats). Tracing the origins of the plants growing in urban parks and squares is a fascinating cross-curricular history/science activity – cities are as multicultural in terms of their plants as they are in terms of their human inhabitants.

All urban spaces have a history: you just have to find it. For the many sources of information about your local area, see Alf Wilkinson's article in this edition.

Jacqui Dean is co-director of the Nuffield Primary History Project and editor of its primary history website

SALTAIRE:

PLANNING FOR AN EFFECTIVE LEARNING EXPERIENCE ON A LIVING SITE

— Beverley Forrest

Introduction

In the autumn of 2009 I agreed to contribute to a project looking at how Saltaire village, Bradford could be developed as an educational site. This is a very popular site visited by many local schools, yet has little in the way of facilities or learning resources to help teachers in preparing for the visit or to support them while onsite. The project planned to look at how the development of resources would enhance the quality of the learning experience for children visiting the site and above all to ensure the visit was much more than just adding to their factual knowledge.

Why Saltaire?

Saltaire and Titus Salt

Saltaire was designated a UNESCO world heritage site in 2001. It is currently home to over a thousand residents and is a thriving commercial and tourist centre. Saltaire is named after the Victorian industrialist Titus Salt and the river Aire which runs through the village. Titus became one of the most successful industrialists of the period with his fortune made through the woollen industry. At that time woollen workers in Bradford lived in terrible conditions. Titus decided to build his new mill on a Greenfield site to get away from this environment. He chose a site with excellent transport links, close to both the railway and the canal. Titus realised that for his new mill to work efficiently he needed healthy and contented workers. He began to build the model village of Saltaire in 1851, taking 25 years to complete. It was planned with various zones for work and leisure and fortunately for us all the key buildings remain.

Saltaire today

Walking around Saltaire you can see the various grades of housing provided for the workers, from the 3 storey lodging buildings home to single workers to the grandest semidetached residencies lived in by the company managers, teachers etc. All the houses had running water, an outside toilet, gas lights and paved yards making these homes exceptional for this period. At the heart of village is Salts Mill now a shopping and cultural centre housing the Hockney Gallery. It is also home to many successful local businesses. Salt's example of town planning was so successful it was followed by many other industrialists of the period such as Cadbury at Bournville and Lever at Port Sunlight.

Taking up the challenge

Local History and Initial Teacher Training students

Trinity students studying for primary teaching at KS2 are on a 4 year programme, with 24 hours of the course devoted to the teaching of primary history. This module includes a session on local history. This session had always been centre based, focusing on the use of maps, photographs and written documents to develop children's understanding of the locality.

Pupil visits

While we had discussed the practicalities of off-site visits, I became increasingly aware that many of the students had little experience of accompanying children on a visit so were unable to make links between the theory and practice. As a result I was keen for the students to become involved in the Saltaire project for developing the educational use of the site and to assess whether this work could become a permanent feature of our course. The increasing emphasis on Learning outside the classroom and the arrival of a new primary curriculum also strengthens the need for developing this area.

Student ignorance

I was also saddened by the fact that the students lived in an area so rich in industrial and social history but knew little of it first hand and hoped that this visit may encourage them to explore their local environment further. While the majority of the students would have no problems in planning a visit a local single building or site, I believed something on the scale of Saltaire and the fact that this is a living environment posed many difficult issues for them to consider particularly related to safety and ethics.

Visiting the site:

Reconnaissance, Preparation and Reflection

Two groups of students visited the site. To quickly familiarise themselves with the location the visit commenced with a tour of the village with local guides. Following this the students looked at the potential of the site for educational purposes, particularly thinking about how the gains in learning are reinforced back in the classroom.

I also wanted them to consider the possible constraints of undertaking a visit to a site of this nature, and then looking at how these may be overcome. Back at the university a session was dedicated to discussing their findings and considering how teachers could be supported in planning and undertaking such a visit.

All the students enjoyed the visit, just like the children they too loved getting outside the classroom. Many were also in awe of the site, one commenting on the fact that they had lived in Bradford for 15 years but sadly didn't even know that this was here.

Issues arising from the student visit

While they found the site fascinating, the students felt that currently there was little to engage primary children.

The problem

They believed it was crucial to utilise the site to help children to grasp what it was like to live in this type of community in



the past. If they could get a sense of the lives of people from the Victorian period this would help to create a desire to find out more about the area and its past. They felt currently this was where problems occurred, as surrounded by the trappings of the 21st century, particularly cars it was difficult to imagine the sounds, smells and experience the feelings from the time.

Learning Centre – solution

They felt a key element in overcoming this and many of the issues related to visiting the site was the lack of a learning centre. They believed this would form the hub of a quality learning experience ideally focusing on role-play. Within the centre areas could be created where the children could experience both living and working conditions, possibly contrasting those in Saltaire with those more commonly experienced by workers at the time. They felt the opportunity for the children to wear period costume and to engage with objects from the time would provide for experiential learning and help to develop empathy.

Subject knowledge

The visit also emphasised for them their own lack of subject knowledge. Many of the students had not studied history since year 9 and knew little of the Victorian period or of other periods to set it in context. They hoped that the provision of a learning centre would result in the development of easily accessible materials which would help to enhance their knowledge. While they found it possible to access a number of primary resources via such sites as the local village site or English Heritage Viewfinder, they struggled to make these resources accessible to young children. They would also welcome access to worksheets, trails and lesson plans based on the primary resources which they could then adapt for their own groups.

Safety concerns

A key area of concern to the students was the physical nature of the site. It was difficult enough navigating the tiny streets and narrow pavements with a group of traffic aware



adults, so how would they ensure the safety of a group of young children.

- They discussed the feasibility of the council pedestrianising areas of the village, but felt this would be unreasonable. They appreciated this is a working community and while the needs of education and tourism should be addressed those of the community are paramount and this move would cause them great inconvenience.
- They then discussed the possibility of widening pavements and perhaps operating a one way system to cope with the resulting narrower roads. In the meantime it was suggested that staff and possibly pupils wear high visibility jackets. In terms of inclusion they felt that it was important to consider the needs of pupils with special needs, particularly those with mobility issues who may find the site difficult to access.
- Currently as there are no indoor facilities and it is difficult for coaches to remain parked on site, they felt Saltaire is very much a fair weather site. They felt the provision of a learning centre was crucial as this would provide a base with lunch, storage and toilet facilities.
- While the local community seemed happy on our visit to accommodate visitors, working with children in such an 'open environment' is a concern. The teacher regardless of any risk assessment carried out is still at

the mercy of day to day happenings. On one of our visits we experienced an incident with local youths which was quite threatening. The students felt it was also important to protect the privacy of the residents and wondered how this could be achieved with groups of children sketching and taking photographs outside their homes.

Preparation

While they welcomed the support of a local guide, they felt it was crucial to collaborate fully with them prior to the trip. This would avoid the walk focusing on the transfer of facts about the village. Armed with an awareness of pupils' prior knowledge they could begin to challenge them and get them to reflect on issues. Also it would be possible for the guide to pick up on sites or themes that had particularly interested the children in their classroom study.

Suggested key themes for study:

Cross Curricularity and the New Primary Curriculum: town planning

As part of the history course it was natural that the student's ideas for activities focused on this area of the curriculum. However many had a strong cross-curricular theme.

- One area was towns of the future and what could be learned by planners today from Salt's vision. Pupils could take ideas from Saltaire to plan their own towns of the future. They felt it would be interesting for the pupils to consider what has remained the same and why and which areas have changed. The use of maps and aerial photographs would aid this study both on site and once they had returned to the classroom.
- They also felt that through a study of Saltaire they could reflect upon the environment in which they live and to consider why it is the way it is and how it may be improved.

Active Learning – Focus and Purpose

To guide the collection of material while on site, the students felt it was crucial to give the pupils a strong sense of purpose.

- Drama Perhaps on their return to school they would be focusing on a drama presentation or a piece of creative writing on a child labourer's day.
- Debate It may be on preparing an argument for a debate on improving living conditions for all workers to be in line with those of Saltaire.
- Pupil choice – pupil voice They liked the idea of undertaking the guided walk but then getting the children their own focusing on the aspects that interested them.
- Pupils as experts Some students put forward the idea of the pupils becoming experts on a particular house. They could photograph or sketch it, looking at similarities and differences with others in the street and then on their return to the classroom find out more about past inhabitants from census returns. They could recreate a model of the house and together with other pupils compile a whole street for an exhibition.

- Recording information The students were keen to look at a variety of ways for pupils to record their information and feelings while on site. They suggested the use of hand held devices such as internet tablets and notebooks, voice recorders, video cameras, mobile phones and digital cameras. They felt this would ensure information would be easily accessible once back in the classroom, enabling pupils to work collaboratively on their ideas and then to communicate their findings to a wider audience.

A shared vision for the future:

3 Key elements

The students shared their views with the Bradford Project Team i/c Saltaire and found that all participants were in agreement that to enable teachers to provide a quality learning experience for children three key needs must be met:

1. the provision of a resource pack
2. access to a learning coordinator to support visits
3. ultimately the development of an education centre on the site.

The students felt that as money and planning would be an issue the most achievable of these in the short term would be the development of online learning resources.

Conclusion

The students welcomed the proposed new primary curriculum and the flexibility it should provide for them to develop units of cross-curricular work based around visits to similar sites. Very much they felt that the unique nature of Saltaire where a 21st century community lived in harmony with its Victorian past was one which should be shared and celebrated with local children. They appreciated the difficulties of undertaking a visit with primary pupils to such a site but felt that the challenges should be embraced and with thorough planning most could be overcome. They felt it was vital to have a very clear sense of vision when planning the visit to ensure the children would be experiencing something beyond that which could be undertaken in school. As a result of the positive universal approval of the students for the visit, it will become a feature of our course. We hope this will ensure our students can contribute to the future development of this fascinating part of their local history.

Thanks go to Jael Edwards, Kathy Cremin and Abigail Hackett the consultants who worked on the project and Rubina Khan of Yarnspinners Tours for their support and to the students of Leeds Trinity University College for undertaking the study.

Beverley Forrest is an Associate Principal Lecturer at Leeds Trinity University College and a member of the HA Primary Committee

Internet links

Saltaire Village Site: www.saltairvillage.info/

UNESCO World Heritage Site: <http://whc.unesco.org/>

ORAL HISTORY:

A SOURCE OF EVIDENCE FOR CHILDREN IN THE PRIMARY CLASSROOM

— Mick Anderson

Introduction

To help children develop a more rounded awareness of historical understanding, they should have the opportunity to examine different types of evidence. The National Curriculum states that, *"children should recognise that the past is represented and interpreted in different ways, and, to give reasons for this,"* (1999, p.105). These objectives can be achieved by providing pupils with opportunities to explore

ideas about events and people, from an appropriate range of sources including Oral History. In Unit 9 of the QCA (1998) Schemes of Work, three learning objectives can be met by including the experiences of a war veteran, for example from *HMS Belfast*:

- 1: an overview of how the war affected everyday lives;
- 2: how to find out about the war... from the recollections of someone who lived through it;
- 3: to be able to select information from sources.

John Wills
onboard HMS Belfast.



Main section

Planning

A scheme of work (medium term plan) requires careful planning to allow the children time to gain some prior knowledge of life during wartime, before a veteran's visit. Preparation and resources could include an ICT link via the *HMS Belfast* website, and by preparing some questions in class where the teacher can scaffold pupils' suggestions/ ideas, the children will be in a position to ask the veteran meaningful open-ended questions that invite descriptions and opinions.

A classroom visitor

From my experience as a teacher, young pupils are highly motivated when a visitor to the classroom is imminent. Depending on a school's locality, the children could of course encounter the veteran's experiences during an exciting school trip aboard *HMS Belfast*. I met John Wills on board the famous cruiser but assuming a school trip is out of the question, the veteran could bring to school a selection of photographs to support his recollections, and to provide stimulating visual resources for the pupils; for young children abstract thought often needs to be supported with concrete evidence to develop a deeper level of understanding.

The veteran should be made aware that his recollections might be tape-recorded or videoed to allow the children time for follow-up work afterwards. This would give the children a chance to compare the veteran's recollections with other documentary/video evidence.

- A selection of secondary evidence/material is generally available in most schools that the children can compare this with Oral History to check for reliability and different perspectives. The importance of having supporting evidence alongside personal memories should not be underestimated because as teachers we should be careful that the children do not believe everything just because a veteran was there; individual

recollections and facts do not mean that there are no alternative views of equal validity. For example, when I met veteran John Wills, he recalled rather proudly that there was nothing to fear from being aboard this 'steel fortress'. This lack of fear contrasts sharply however with the situation of a number of sailors aboard *Belfast* working below the deck line in the shell and magazine rooms; in the event of a fire the rooms would be immediately flooded – giving the crew little or no chance of escape.

- The children need to begin to understand that arguments/statements must be supported, and to be aware that there is often more than one 'right' answer.
- The Imperial War Museum's guide (2005) on the cruiser states that each shell room and magazine had a crew of 27, while the History Channel's DVD (2004) claims the crew number was 26. In this instance the children could ask the veteran to see if he can recall how many men it was.

Precautions: Ensuring success

I would also suggest that the class teacher should try to contact the veteran prior to a school visit to discuss some examples of questions, and to determine whether answers given are at a level accessible to the children. It is not only the answers from the veteran that the teacher must be aware of, but also the content he might include. For example, when I spoke to a veteran, one of his answers included watching the bodies of dead soldiers float by after the rivers in Korea began to thaw. This might be an answer that a teacher may not wish young children to be subjected to (although one could argue the case for including this fact of war, provided no graphic images are used to support it).

Conclusion

Historical enquiry Creating an opportunity where the children can engage with a veteran clearly involves the pupils in the process of historical enquiry – questioning and comparing evidence to increase knowledge and discover some experiences of ordinary people. Speaking and listening skills are enhanced and questioning and evaluating evidence ensure the children are active learners as opposed to passive receivers of knowledge.

Using Oral History in the primary classroom can help to develop pupils' historical skills of interpretation and enquiry through intergenerational learning. Children can compare different sources of evidence, documentary/oral as well as secondary/primary. Allowing the pupils the opportunity to meet a veteran – a source of evidence who not only witnessed, but played an important role in shaping the past - will give learning much more context, and will allow the children to begin thinking and working not only like a historian but as one.

Mick Anderson is a graduate of Kingston University and now a junior school teacher

References

- DfEE. (1999) *The National Curriculum*. London, Qualifications and Curriculum Authority.
 Imperial War Museum. (2005) *HMS Belfast*. London.
 QCA. (1998) *History: Schemes of Work*. DfEE Publications.
 The History Channel. (2004) *HMS Belfast: Steel Fortress* (DVD).
 HMS Belfast (2010) <http://hmsbelfast.iwm.org.uk/>



Using a local historical figure as a stimulus for history in the English National Curriculum:

SAMUEL PLIMSOLL AND BRISTOL

— Ben Screech

Editorial comment: Ben Screech indicates how new trainees are being trained to adapt to the opportunities that the *Historical, Geographical and Social Studies* area of the New National Curriculum offers.

Introduction: Samuel Plimsoll – an overview

The Bristol harbour side. A rainy afternoon in March 2010. A small crowd of people has gathered to witness the unveiling of a statue of one of Bristol's least known sons, Samuel Plimsoll. The crowd mainly consists of members of the *Hotwells and Cliftonwood Community Association* who have campaigned tirelessly for five years for the restoration of this statue to its rightful position alongside the docks that had inspired Plimsoll in his work. The Community Association has succeeded in its plea to have Plimsoll's bust erected in Bristol, it having been put into store. There has been a subsequent surge of interest locally in this extraordinary character.

Samuel Plimsoll was born in Bristol in 1825. He is famous for his 'Plimsoll line', a gauge painted on the hull of cargo ships that became submerged by water if the cargo on board was too heavy. In the mid-Victorian era, ships were departing from Bristol overloaded with cargo. They eventually earned the nickname 'coffin-ships' because of the numbers of sailors that drowned when their unseaworthy vessels sank. In 1877, thanks to Plimsoll, a legal limit was imposed on the weight of cargo that ships sailing from English docks could carry.

The story of Plimsoll highlights lesser-known individuals whose contribution to history can be as great as famous major players like Florence Nightingale. Local individuals give children a tangible link to the past that can then be developed, a key idea of both the Cambridge Primary Review and the New Primary Curriculum's *areas of study*, including *Historical, Geographical and Social Understanding*. The activities discussed below are transferable and involve three of the New Primary Curriculum's six *areas of study*.

1. Historical, Geographical and Social Understanding
2. Understanding English, Communication and Languages
3. Understanding the Arts

History

History fieldwork in Bristol docks is central, involving a visit to the ss Great Britain and local buildings such as the Hole in the Wall, said to be the inspiration for the infamous 'Spyglass Inn' in *Treasure Island*. The Long John Silver trust provides a selection of maps and ideas for Treasure Island themed activities (www.longjohnsilvertrust.co.uk), see below.

Geography

The primary use of geography in a topic about Plimsoll centres on maps: comparing maps from Bristol in the 19th century with modern maps of the docks area and its features, and maps that examine the trade-routes ships followed. This links closely to history.

An English topic

Robert Louis Stevenson's novel *Treasure Island* whisks children into the engaging fictional world of Victorian docks (largely based on Bristol's – Stevenson wrote the book whilst staying above a local pub). The beginning section of the novel deals with the captain's attempt at gathering a crew and making his boat seaworthy – a clear link to Plimsoll – in order to sail in search of the legendary Treasure Island.

ICT

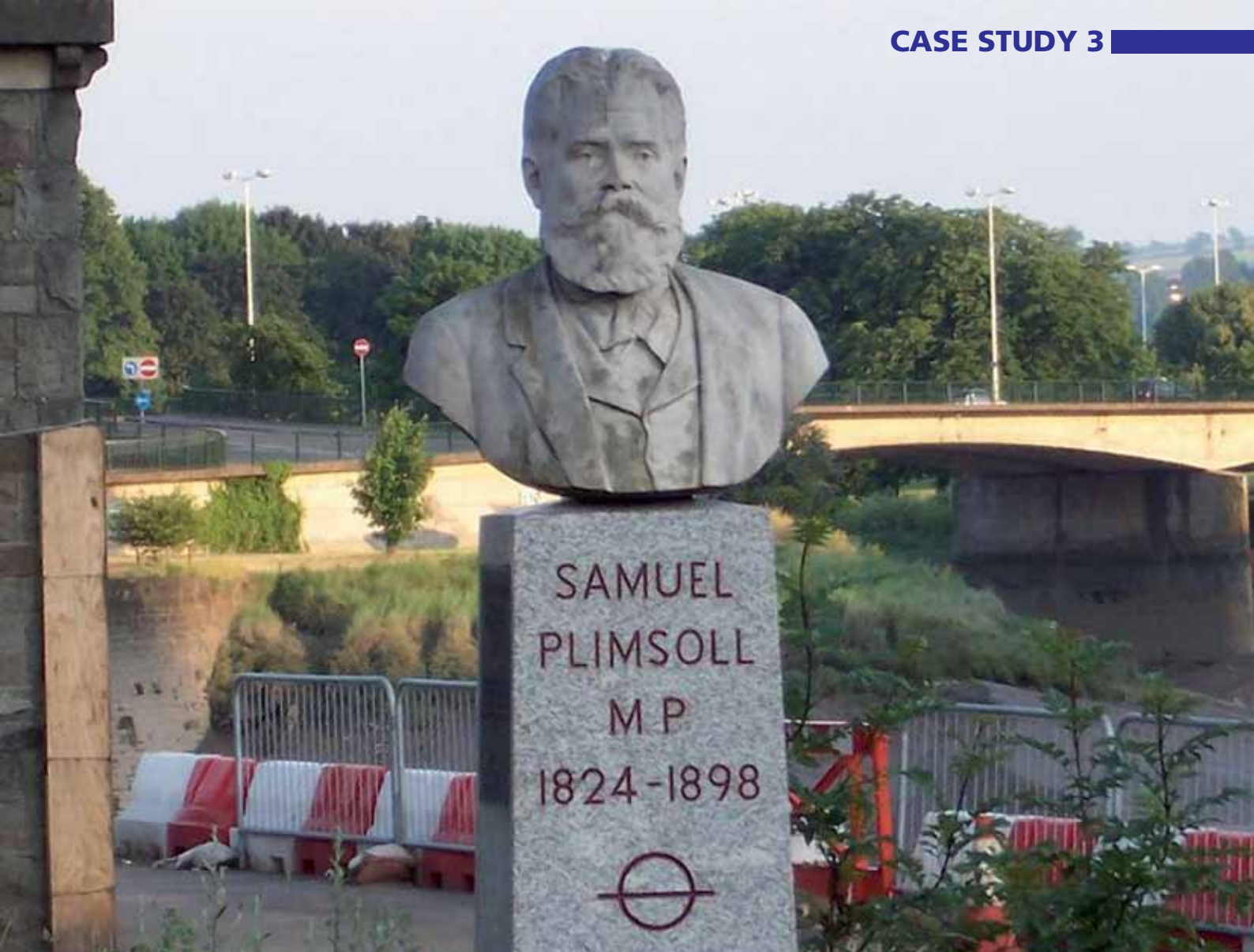
- Digital and mobile cameras for pupils to document their field-trip.
- Digital photos from the trip can be used to produce a 'photo journal' in the form of a diary or a blog including a narrative journey around Plimsoll's Bristol using Photostory.

Drama

Children's understanding improves through using drama techniques such as:

- 'hot-seating' (when the teacher or a child steps into the role of Plimsoll and fields questions), or
- 'conscience alley' (when a moral or ethical issue is argued for or against by each side of the class), or
- interviews with Samuel Plimsoll

All three would be effective ways of delivering this.



Music

There are countless songs about boats and the sea (including sea shanties, ballads and chants), all of which could be linked thematically to the topic of Samuel Plimsoll. There are some Victorian songs (of which recordings are available online at www.nicolettejones.com) specifically about him and his life. Writing songs about Samuel Plimsoll requires pupils to use an appropriate rhythm and rhyme scheme and to research the facts the lyrics are based upon.

Art

Pupil activities include:

- sketching the modern docks on their visit and comparing their sketches to Victorian etchings of the docks; then highlighting changes or developments since the Victorian era
- using clay or lolly sticks to construct their own boats (using images of Victorian ships as a stimulus) with their own Plimsoll lines.

Concluding comments

Plimsoll illustrates how a whole-class study of a local historical character (perhaps decided upon by a presentation given by groups of children, followed by a vote or ballot), helps to keep the teaching of history relevant, fresh and, most importantly, exciting.



Ben Screech is a PGCE student at the University of the West of England

'Doing local history' Through Maps And Drama

— John Fines

Editorial note: John Fines produced two case studies of Local History for the *Nuffield Primary History Project*. One on them is published here for the first time.

Introduction

The children we taught were two year six groups who had just started at Midhurst Intermediate School in West Sussex. Sue and Sandy wanted their children to have some time to settle down, and in the first instance they hoped to lead them gently towards the subject via work on family history and the nature of maps and plans.

Introducing plans

Sue had, for example, a useful time with her children looking at a rough plan of a shop she remembered from her childhood. The different goods were coded on the plan and this gave the children a chance to find their way around such material and to meditate on the enormous changes that have overtaken shops in the last two decades.

The resources: original documents [copies]

We had been provided by the archive education officer at West Sussex County Record Office a substantial pack of documents. Five maps of the area of the school taking us back over a century; census records; parish records; materials about Cowdray, the local 'big house'; and materials about the former workhouse, whose building survives about a quarter of a mile from the school. Sue and Sandy chose to start with the maps, so I prepared the first input.

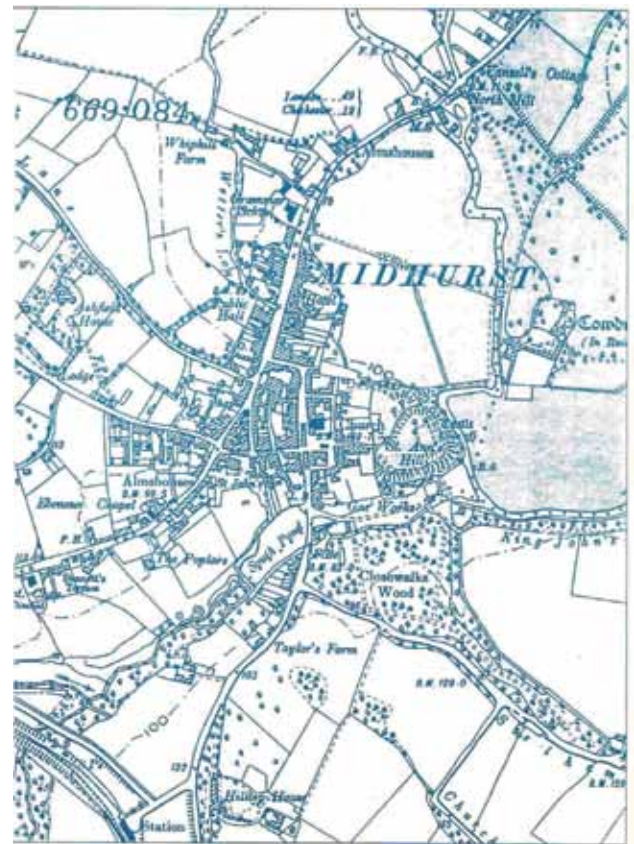
Lesson 1 – Introducing maps: stability and change

Teacher narrative. I began by talking with the class about my journey to school. I had been coming for twenty years or so and there were some things that were always there and some which had changed quite a bit.

- Houses had been altered, rebuilt or freshly built. Some now looked as though they had been there ages, but I knew they were newer than they looked [for the school site – consult Google maps]
- Other changes had happened – names for example. I was stopped in a traffic jam in Midhurst (nothing new there) and I looked over to a pub I once knew as 'The Three Horseshoes', and there it was: 'The Silver Horseshoe'.
- Just down the road was the new mini-roundabout we all remember causing such traffic problems while it was being built earlier that year.
- And beside it was the old mill – there had been a mill in Midhurst on that site since Domesday times. We calculated how long ago that was.

Pupil talk. The children threw in ideas – one said his house was 400 years old, and we worked out that Queen Elizabeth was on the throne then, but it was at a time of change between Tudors and Stuarts.

1954 map



Introducing a map. So we looked at our first map – a mere 39 years old.

- The children quickly saw that the strange name of the piece of ground on which their school was built – Wheelbarrow Castle – wasn't here, but neither was the school. We brooded about the name – I told them it wasn't in the *Place Name Society* book, and that it baffled everyone. Their guess was as good as any.
- Perhaps, they said, it was a castle that looked like a wheelbarrow. Or it belonged to a family called Wheelbarrow or they used wheelbarrows to tip boiling oil over the battlements. Perhaps, I said, it was a jokey name for the local tip, where people took their rubbish in wheelbarrows. Maybe, said the children, but it could also be that they invented the wheelbarrow here: perhaps a Mr. Wheelbarrow invented it, like the Earl of Sandwich who invented the sandwich.

Confidence, pupil speculation and questioning. The observer may feel that I have let the children diverge from the point here – we should be looking at the map. But maps are hard to look at, and after their first victory of seeing something there, they need a pause to relish their success and build their confidence. They need also to begin to learn to speculate, because they will find very little information that doesn't raise its own questions.

Investigating the map: questions and questioning

- So we got back to the map and looked for more detail.
- There seemed to be an entry to Wheelbarrow Castle, maybe steps. Perhaps these had always been there, or perhaps it was the beginning of the development of the school site.
- The allotments at the back were still here. A lot of houses didn't show on this map – not yet built?
- Farms are shown that now are houses – how did that come about?

We had to play with these questions time and again, for the children were mastering the notion that there is a difference between then and now, and that then (on the map) there were things that haven't survived and there weren't things that are there now (and so must have been built in between). These are quite complex ideas about time, as well as complex problems of map reading and recording.

Extracting data: Map 1 1954. Then and now Creating a timechart

So I asked the children next to draw two columns on a sheet of paper and head it 1954.

- At the head of the first column they should put **There**, (i.e. things we know now that were there then) and at the head of the second **Not There** (i.e. things we have now, but were not there then and therefore had to have been built between 1954 and now).
- I asked them to get three items in each column. To ask for a stated small number is always good, especially at this stage: it suggests a finite, do-able task, but it also offers a chance to congratulate everybody on doing it, and getting quick finishers to go on and do twelve entries.
- We found that one a snip, so we went back to 1938, which I said was a most important year because it was the year of my birth. The following year world war broke out. The children were impressed.

Change through time: Map 2 1938. More clues – cause and effect, speculation

Spotting clues – questions and questioning

So, about 60 years ago, lots of recognisable things, but some differences.

- There was Dodsley Farm and Budgenor Lodge, the allotments and, hello, what are these words – the words 'Council Cottages'.
- The children wondered whether they had Council Houses then. I said we should find out, but where were the cottages – the map bore no evidence of buildings at all.

- So what does this mean? The children were foxed for a while and then saw that these were planned. Were they there now? No. What is the explanation? Bombed in the war? Good idea but I didn't think too many bombs dropped round here.

Slowly they began to see a picture – Council Cottages planned, war came, no supplies, money or men, never got built.

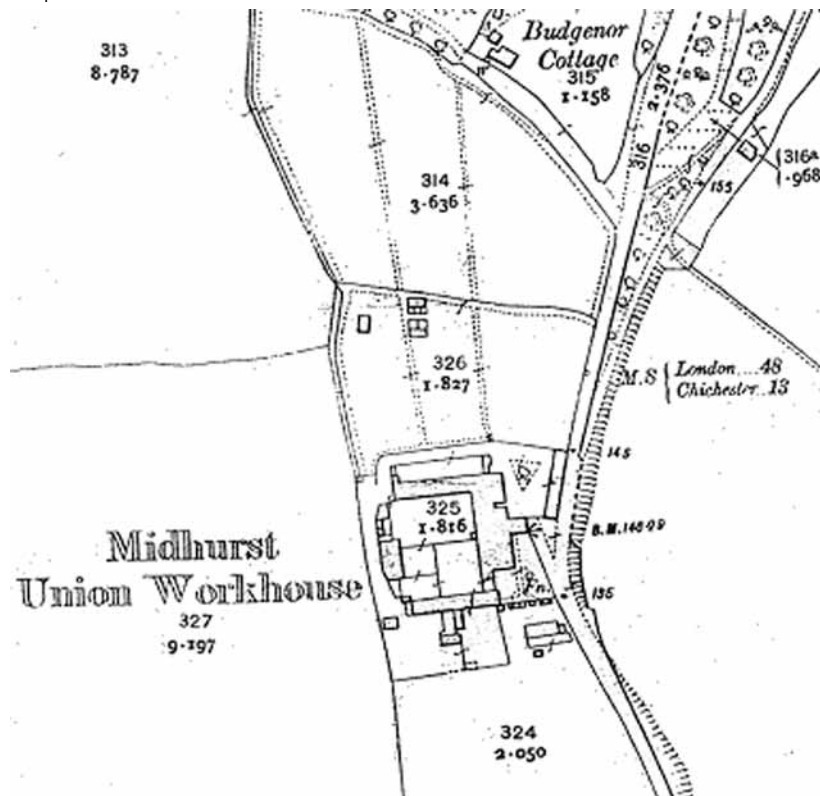
Explanation: discussion. Hooking that chain of thought out of the children took some time, and clearly the ablest were doing most of the work, but because all the children were sitting together doing the same task, the idea of reasoning out explanations was beginning to take. No time spent on such reasoning at this stages is wasted – it may seem slow but it is immensely worth while.

Change over a long time: Map 3 1910

Problems of scale. They added to their charts and we hurtled back to 1910 – a map with a different scale. The children found it hard to get used to it – 'The church has disappeared' – 'Is that likely, we know the church is immensely old, way off our time scale?' Slowly they saw – yes, it's off the edge of the mp, it is the scale that is foxing us again. Phew! It's all right, but for a moment we thought we had lost the church!

Budgenor Lodge and the workhouse. Then someone noticed something odd – there was Budgenor Lodge all right, but on this map it was called the Midhurst Union Workhouse. We puzzled over this name change, and I promised we would return to it.

Map – Midhurst Union Workhouse





Recording change and continuity : a time line

Timeline. But now we had to think about how to record all this stuff. A bit of a problem, but time lines solve most things. So we worked out how to display the intervals between the maps on the edge of a piece of paper.

Beginning, ending, continuing, changing, beginning and ending. We decided to draw links for various things on the paper itself:

- *going all through* (like the name Wheelbarrow Castle) or
- *changing* (like the workhouse) or
- *beginning* (like the golf course) or
- *ending*, Like Dodsley's Farm or
- *beginning and ending* (like the Council Cottages)

The lesson ends

Recording change in relation to time. What a complex task I left them with – and I did not expect them to do it right first time – that wasn't the point. You don't drive competently on your first driving lesson. They were practising with recording change in relation to time. As we saw from the children's work, some were still very confused, some did very well.

Lesson 2: The causes of change

Review

The next lesson we began by admiring all the hard work that had gone into the making of the time-lines and we began to try to read them a little.

- Did they show that change was equal at all times or were some periods more busy with changes than others?
- They puzzled away at the problem and falteringly declared that some times seemed to be thick with change but were not sure why.
- So we set out to think (as ever working as a whole class, occasionally breaking up for a quick hard think in twos or threes) what could have promoted all this change.

The causes of change: class discussion

They thought that the urge to improve was one of the most important factors – you knock down old things and rebuild

new to get things better. Clearly the need for access requires new roads, too.

- Sometimes things just decay and fall down and need clearing away and replacing. Some old houses get repaired and brought up to date (several children had personal experiences to offer here).
- Sometimes fires or floods happen – the children soon grouped these as natural disasters and one, out of nowhere, plucked the phrase 'Acts of God'. We pondered on that one for a bit.
- Getting poor is another cause of change – you have to sell up to rich developers (one farm boy spoke quite firmly of a field they had recently had to sell). The children also noted that some buildings stayed, but under a new name – the National School was now the Primary School.

[Editorial note: the class teased out four other reasons for change]

We had had a splendid wide-ranging discussion about the causes of change and now was the time to get a bit of focus into the picture.

Focus – Budgenor Lodge and the workhouse

Introducing the workhouse. So I asked them to consider why the building up the road changed its name from Midhurst Union Workhouse to Budgenor Lodge (we had already worked out that 'Budgenor' was a local place name). I explained that a workhouse was so called because the inmates (who couldn't survive outside) had to do work to cover the cost of their shelter, warmth, clothing and food. The children began to sniff around the edge of the idea, not liking it one bit.

Role play. I gave them a workhouse master in role, stirring up the idle poor to be grateful and put their backs into it.

- They hated him and began to plan ways to change. At first their ideas were all around force (they wanted quite a bit to deal with the workhouse master!) but I kept putting back to them the need to persuade.
- They tried some usual children's diversions – they said 'please' very movingly, and I explained I had to get on

with my job. They asked me to imagine what it was like to be poor, but I said I couldn't – that's why I was rich.

- They produced a child injured in an accident and I got her to hospital.
- At last, almost as the bell went, someone said, 'We must go to the government – it's no use arguing with him'.

I indicated quickly that I thought they were correct to write to their MP and should do so.

Lesson 3 The workhouse – reading a difficult and challenging text

At the end of the last lesson the class decided to write to their MP. To develop the historical understanding to do this, the class read a highly detailed account of life in the workhouse through the eyes of an inmate – John Castle. This proved difficult, but prepared the ground for lesson 4.

Lesson 4 Bringing the workhouse to life – dramatic role play

Life in the workhouse

Sandy had been doing some work with her children on the diet sheets from the Midhurst workhouse, and so I began the next lesson by wondering what people in the workhouse then might have said to a government inspector.

- I gave them a minute or two to collect their thoughts and then went round asking what residents had to say about the food. They were judicious and careful – one boy for example said that the food was 'Just enough' and a girl was quite clear that it was much better than what she had been used to before entering the workhouse (although it was equally not as good as she had expected).
- They homed in on the unhealthy quality of the food, and were quite critical about the lack of vegetables. Some felt the food would just make you fat, but not give the energy you needed to do all the work.
- As the inspector, I rejected all references to modern knowledge and terminology about diet, explaining that 'we' don't know about that sort of thing yet.

The children responded very well to this simple piece of role-play, so I set them next a far harder task.

Understanding change – arguing with the workhouse master

The challenge. I explained that I was interested to see how far they could understand how change happened and I put a lot of stress on this goal.

- To start us off I set them to keep their roles, but, in pairs, to visit the workhouse master (whom we christened 'Mr Pudding' in deference to my girth) and try to get him to improve the diet. I said that Mr Pudding would really want to keep things as they were, and that he was not necessarily a nice, reasonable man.
- They would have to plan, in pairs, how to approach this barrier to change and try to break him down.

The children enjoyed the challenge. They tried a variety of techniques. Some were odiously ingratiating (which got

them some way forward); others tried to win sympathy by appearing as aged or sick or just terribly weak people. Some tried practical suggestions – let's grow our own vegetables, and some tried bribery – with better food, we would work much harder for you.

- One brave girl stood up to me boldly so I put her on bread and water and finally turned her out.
- I did, grumbling furiously, buy a few seeds to plant out at the back, but insisted I would check their rate of work improvement
- I told them they were idle, shiftless people who had no understanding of the nature and purpose of the place to which they had been sent.

The children loved the conflict, and some remained stuck at this level – i.e. how to do down Mr Pudding. But I indicated that if they really wanted to change things they must go outside the workhouse. Perhaps our exile had told her story.

The letters to the MP

We now asked the children to write to their MP about the workhouse, and they wrote some powerful letters.

Lesson 5 The Parliamentary debate

In the next lesson I began with the children as their MP and tried out my speech (using their ideas entirely) to see how it might sound.

- The children were most interested, and at once said, 'Couldn't we do it in class like Parliament, them over there and them over there' and I said that was my intention. But first, just as I had to practice my speech, so they would have to prepare for Parliament. I was in the opposition and I guessed the Prime Minister and the government would oppose my ideas.
- So we needed two sides, however much the whole class was on the side of closing down the workhouse. They paired off, one to be government, one opposition, to sketch out speeches and to try out speeches. They asked whether they could use 'voices' and I said that was fine so long as they thought they could keep it up. After a very few minutes they were ready.
- Sue took her place as the speaker, while I joined the opposition. There was quite a bit of 'Parliamentary behaviour' but she was a stern speaker, and the children bobbed up and down with some strong contributions – the government asking where the money was to come from and why the citizens of Midhurst despised the word 'work', and the opposition begging for just one grain of understanding from the other side.
- There was wide participation and great excitement but a hung result.

The bell went, and we must consider next time.

Editorial comment: The account of the teaching ends here – but clearly the pupils had become actively and deeply involved in social and welfare issues and how 'Doing History' with vigour and imagination was a highly stimulating, rewarding and educative experience.

John Fines was President of the HA

ICT AND LOCAL HISTORY:

THE BOLHAM QUEEN ELIZABETH II GOLDEN JUBILEE PROJECT [BJP] 1952-2002

— Laura Austin

Introduction

It is the year 3002 AD. The spaceship hovers over the surface of the earth, locked in to the spot where the Bolham time capsule is buried.

One thousand years ago the fifteen 9 and 10 year old pupils of **Bolham School, Devon**, prepared a time capsule that tells about Bolham village's history in the fifty-year reign of Queen Elizabeth from 1952-2002 AD.

The captain of the spaceship uses his lasers to open up the time capsule so that he and his crew can read the CDROM. The CDROM contains what the children had found out about Bolham; for example, maps, plans, photographs, school logbooks, drawings, interviews, stories, newspapers and tape and video recordings.

You can download the CD Rom from <http://centres.exeter.ac.uk/historyresource/resources/ICTresources.htm#Virtual%20Field%20Worker>

The Bolham Jubilee Project [BJP]

Background

The Bolham Jubilee Project was based at a small rural primary school in Bolham village, about one mile from Tiverton. The focus of the BJP was the golden jubilee of Queen Elizabeth II.

The BJP was the outcome of a *Best Practice Research Scholarship* built around school and higher education collaboration that combined HE expertise and teacher action research. The CD uses a hyperlink 'shell' Virtual Field Worker that you can create using Microsoft Word: it is downloadable from the Historical Association and History Resource websites: www.historyresources.org and www.history.org.uk

The BJP involved a group of 15 Year 5 pupils from a mixed Year 5/6 class for five weeks. The pupils were available in April and May, ironically during the time that the Year 6 pupils in the mixed age class were dedicating time to their educationally rewarding and stimulating preparation for Year 6 SATS.

The village and local community were also fully involved: through pupils their parents, relatives and friends; a survey of all households in the village and those who helped mount the exhibition and who visited it.

What were our goals [Aims and Objectives / Intended Learning Outcomes]?

1. To develop a record of the local community looking back over the first fifty years of Queen Elizabeth II's reign
2. To develop the record in an electronic form that all members of the community could access, via a CDROM and the Internet
3. To involve pupils, parents, teachers and the local community in the planning, recording, collection, collation, organisation and presentation of the information.

The project had four phases:

1 planning and preparation; 2 data collection; 3 preparation of the CD Rom and the exhibition; 4 The exhibition.

1 Planning and preparation

The timetable

We worked out a timetable of work to be done in the five weeks before the exhibition based upon the bid for the Best Practice Research Scholarship.

Introducing the project to the pupils

In the opening lesson we informed the pupils of what the project involved, giving them a handout that they took home.

What do we have to do?

It is our job to get the time capsule ready. How can we go about this task over the next six weeks? There are three things to find out about:

- The village over the past fifty years
- What parents can tell us about changes in their lifetimes, and what they can give their children to bring in to school for our Queen Elizabeth II exhibition
- What the pupils in the school can tell us about how they live.

How will we do it?

We will have to work in the same way as **detectives**. This means asking questions, finding answers, sorting out the clues and making sense of the information that we have got.

Then we will have to use what we have found out to prepare and present our **Queen Elizabeth II Jubilee exhibition**. We will keep a record of our exhibition as a CD ROM – the one the spaceship finds.

So, there is a huge amount to do, and not much time to do it in!

How will we work?

We will have to work as a team – with each of us having different jobs to do. This will mean that we have to share out the tasks between us, and help each other as much as we can.

Who will we work with?

A group of teachers, parents and helpers will give you all the support you need – but the Jubilee Exhibition will be all your own work.

The pupils' questions and the questionnaire

The central feature of the project was to use pupil questions as 'the driver.' Crucial was the R.G. Collingwood idea of pupil questions as the engine to drive on the historical enquiry. Without questions there can be no Local History investigation. So:

- we put up a list of stimulus words on the board for the children to think about when coming up with questions to ask Bolham villagers about their lives and about Bolham over the past fifty years;
- we asked the fifteen 9/10 year olds to work by themselves and jot down any questions they could think of;
- then they worked in pairs and a three on a joint list of questions they would like to ask the villagers;
- finally we pooled their questions and listed them on the board:

The pupils raised 62 fascinating questions: after removing duplicate questions we were left with 36:

1. Did you have a car?
2. Did you go to school?
3. Did you have a car 50 years ago?
4. Did you have a horse?
5. Did you have any pets?
6. Did you have kids?
7. Did you have lots of friends?
8. Did you have lots of money?
9. Did you live with your family?
10. Did your clothes smell nice?
11. How big was the school?
12. How did you get around?
13. How many pets did you have?
14. How much was cars 50 years ago?
15. Was food expensive?
16. Was the food nice?
17. Was you married?
18. Was your family living near you?
19. Were neighbours friendly?
20. Were people friendly or horrid like nowadays?
21. Were the prices low or high?
22. What clothes did you wear?
23. What did you play at school or at home?
24. What kind of food did you have?
25. What kind of radio and TV was there?
26. What would you like in sandwiches most?

figure 1

Bolham Golden Jubilee questionnaire

Can you please help us with our Golden Jubilee project? The pupils of year 5 at *Bolham Primary School* are carrying out a survey of how the village has changed over the past fifty years for the Golden Jubilee of Queen Elizabeth.

The pupils will present what they find out in our village jubilee exhibition and put the information on a CD-ROM.

The children have worked out questions that they would like to ask you. Many of the questions can be answered with a tick in a box. If you have extra information to add, **please write this in the space provided**. For other questions, there is only space **to write information**.

The questions are listed below in three sections: *The Railway, School* and *The Village Community*.

We should very be grateful if you could give us permission to use the information that you provide for the CD-ROM that we will be producing for pupils and parents.

27. What sort of money did you have?
28. What was your childhood like?
29. What was your life like?
30. What was your job?
31. What were clothes like?
32. What were the clothes like in Bolham in 1952?
33. What were the shops like?
34. What were the shops?
35. Where was your house?
36. Who were your friends?

The pupils' questionnaire

Using the pupils' questions, we prepared a questionnaire which we then sent to every house in the village. Figure 1 is the questionnaire's introduction; the questionnaire can be downloaded from: www.history.org.uk

Potential sources of data

In addition to the questionnaire we decided to collect as much relevant data as we could think of. This included:

- a] Map and trade directories
 - need map: get 6" / 25" if available
 - type out the 1947 trade directory and/or copy it; enlarge; make 15 copies
- b] Village survey and questionnaire – questions children would like to ask about the people in order to do the survey
 - things that would interest the children
 - idea of interviewing – schedule, about how things have changed / life in Bolham over the past fifty years
 - people visiting the school
 - stories about the village, people, events, etc.

figure 2

Bolham Exhibition – Aide Memoire	
Area	Progress
Map – colour code changes since 1952 - houses - railway - road around map – put up photographs and pictures of buildings, road, railway in 1952 and now	We have the map Some photographs already taken Action Decide on pictures of places to be taken before next week.
Photographs – village today	This is underway – but need to make sure we have a reasonable set to go with the questionnaire information – new built areas, Bolham house, pumping station and leat Action to be organised for next week Laura to chase photos from Dick and Janet Busby, the Old Chapel
Jobs – 1947	1947 Directory – we have this and can cut up and display as needed
Questionnaire	All data entered from 12 forms – sent to Laura and Kate Action – decision to be taken on how to present data Jon and Laura to liaise
Pie Chart	Kate has information Action – Kate to do
Photographs of pupils since 1952	Laura to provide Action – Laura to sort out
How we did our project	Information available Action – Jon to sort out
Display	Action Jon to chase display boards from Lukes Work out timetable / when to be done for the display day

- photographs / pictures
- school museum / collection – collection for the jubilee

c] Parental input

- stories from their own childhood, including memories of Bolham
- school museum – idea of parents sending in objects / things from the past

d] Pupil input: the pupils' world

- stories, events, interests, things
- a Domesday survey of their world, perceptions of
- Record Office / collections

2 Data collection and processing

The data collection phase of the project lasted for three weeks: then we had to process and collate the information / evidence from our sources to both answer the pupils' questions and prepare the CD ROM. The pupils

- 1 photographed sites within the village;
- 2 administered the questionnaire to all houses in the village;
- 3 interviewed villagers and collected historical data from them.

In addition, we visited the Local History library at Exeter to obtain visual and documentary evidence about Bolham.

We and the pupils collated the information taken from: the twelve questionnaires returned; interviews and pictures villagers had supplied; the photographs of current sites and buildings shown on historical photographs we had received; and the documentary information from the Local History library in Exeter. Figure 2 indicates what was involved.

3 Preparing the CD ROM and the school exhibition

When we had collated and organised the data, we then prepared the CD ROM and the Bolham Exhibition. The pupils helped design the CD ROM, a central feature was moving around the map of Bolham (Figure 3) so as to download photographs of scenes today and in the past; for example, the change to the railway (see Figure 4). Hyperlinks from the map to images and text are the central feature of Virtual Field Worker.

Figure 3 The CD ROM map



The University of Exeter produced the CD ROM while the school – staff and pupils – prepared the exhibition, see: www.history.org.uk

The preparation of *The Golden Jubilee Exhibition* was taxing and demanding, involving the coordination of teachers, pupils and villagers. It included:

- a) A printout of the headings for the exhibition
- b) Printout of the questionnaire replies in a form for public consumption: all personal details taken out, one area per sheet
- c) Exhibition headings
 - these are sorted into areas so kids can work on them for display purposes
 - each area inside plastic wallets within the bid sheets of card – I have sorted out the questionnaire information to match the headings on the Exhibition Sheets
- d) *The Golden Jubilee Exhibition* guide.

4 The exhibition

The exhibition was a great success and we provided CD ROMs for all pupils and villagers. The whole village flocked to see the displays, and verbal feedback was most positive.

Conclusion

The Exhibition was a great success and we provided CD Roms for all pupils and villagers. The five weeks were both exhilarating and exhausting for all concerned: this short

article hopefully will encourage others to realise the potential that Virtual Field Explorer presents. It is 'low tech' ICT, using features of MS Word. As a Local History project it shows the potential that such an approach has for the development of Historical, Geographical and Social Understanding.

In terms of pupil benefits, review of the project, including structured interviews with the children, suggested the following social and educational benefits:

- the creation, development and production of the questionnaire;
- the distribution of the questionnaire that involved visiting all houses in the village;
- meeting and discussing with local people how Bolham had changed since 1952;
- reading of the questionnaires, discussing them and extracting data;
- collation of information
- the production of the Jubilee Exhibition.

Laura Austin is head of Bolham Primary School, Devon



Figure 4 Bolham Halt – then and now



RESOURCES AND INTERNET LINKS

— Jacqui Dean

Websites

For a broad range of resources and ideas:

www.history.org.uk/ www.historyresource.org

Materials and resources for local projects:

www.EnglandsPastforEveryone.org.uk/schools

English Heritage: www.english-heritage.org.uk/
www.english-heritage.org.uk/nmr (National Monuments Record of photos, etc.)

Historic buildings, villages, sites:

www.engagingplaces.org.uk/teaching+and+learning/art62811 www.longparish.org.uk/history/windowtax.htm
www.communities.gov.uk/planningandbuilding/planning/
www.infobritain.co.uk/English_Villages.htm
www.awtwaysintowildlife.org.uk

1901 census online: www.1901censusonline.com

Resources from museums/galleries UK:

www.show.me.uk/site/news/STO544.html

Domesday book: www.domesdaybook.co.uk/places.html

Archaeology game: www.channel4.com/history/microsites/T/timeteam/game.html

Citizenship: www.teachingcitizenship.org.uk/

Local history stories: www.bbc.co.uk/legacies/

BBC online local history course:

www.bbc.co.uk/history/trail/local_history/

Local history groups: www.local-history.co.uk/Groups/
www.local-history.co.uk/ (resources, info, contacts)
www.balh.co.uk/ (British Association for Local History)

Saltaire Village Site: www.saltairevillage.info/

UNESCO World Heritage Site: <http://whc.unesco.org/>

Victorian railways: www.victorianweb.org/painting/frith/paintings/5.html and www.liverpoolmuseums.org.uk/search/sitesearch.aspx (search for William Frith)
www.cartoons.ac.uk/ and www.wandleys.demon.co.uk/punchpix.htm (cartoons)
www.bbc.co.uk/schools/gcsebitesize/history/bseh/transport/effectsofthenewrailwaysrev2.shtml
www.victorianweb.org/painting/scott/paintings/6.html

World War II evacuees: <http://images.icnetwork.co.uk/upl/birmpost/sep2009/4/5/image-1-for-war-evacueesremember-the-big-move-gallery-777503767.jpg>

In Bristol: www.longjohnsilvertrust.co.uk
www.nicolettejones.com (songs about Plimsoll)

HMS Belfast (2010) <http://hmsbelfast.iwm.org.uk/>
The History Channel. (2004) *HMS Belfast: Steel Fortress* (DVD)

Olympic Games sites: www.history.org.uk/resources/primary_guide_2580_53.html
www.bbc.co.uk/history/british/modern/olympics_1948_gallery.shtml
www.olympic.org/en/content/Olympic-Games/All-Past-Olympic-Games/Summer/London-1948/
www.olympic.org/en/content/Olympic-Games/All-Past-Olympic-Games/Summer/London-1948/
www.olympic.org/en/content/Olympic-Games/All-Past-Olympic-Games/Summer/London-1908/
www.parliament.uk/parliamentary_publications_and_archives/parliamentary_archives/archives_olympics.cfm
www.nationalarchives.gov.uk/search/search_results.aspx?st=q&queryText=1908%20olympic%20games&aqqQueryText=1908%20olympic%20games&queryType=ALL&j=t
www.nationalarchives.gov.uk/search/search_results.aspx?st=q&queryText=1948%20olympic%20games&aqqQueryText=1948%20olympic%20games&queryType=ALL
www.london2012.com/blog/2007/11/memories-from-thelondon-1948-games.php
http://news.bbc.co.uk/sport1/hi/other_sports/olympics_2012/4352644.stm
www.bbc.co.uk/london/content/articles/2008/08/22/1948_sports_feature.shtml
www.bbc.co.uk/radio4/youandyou/02/2005_34_fri.shtml
www.amazon.co.uk/gp/reader/1845134230/ref=sib_dp_pt#reader-link
www.culture24.org.uk/history+%2526+heritage/art59757
www.blackpoolgazette.co.uk/blackpoolnews/Blackpool-tofeature-in-Olympic.4464084.jp
<http://lewishamlegacy.wikidot.com/start>
www.greenwich.gov.uk/Greenwich/LeisureCulture/HistoryAndHeritage/HeritageCentre/RememberingThe1948Olympics.htm

Nuffield Urban Spaces project: www.primaryhistory.org/lessons/urban-spaces-nearyou,112,RSC.html
www.primaryhistory.org/lessons/urban-spaces-inner-cityleeds,111,RSC.html
www.primaryhistory.org/lessons/gordon-woburnsquares,118,RSC.html

Nuffield Local History lessons: www.primaryhistory.org/lessons/a-local-study,51,SAR.html (including Magdalen Road)

Printed resources:

Purkis, S (1993) *A Teacher's Guide to Using School Buildings*, English Heritage
Taylor, B (2002) *How Places Change (Going Places)*, A&CBlack, ISBN 0-7136-6365-0

If you type 'Local History books' into Amazon, there is a range to choose from.