

PRIMARY HISTORY

The primary education journal of The Historical Association

Issue 75 / Spring 2017



Bringing the Civil War to life

Why is diversity so important? How can we approach it?

Exploring the collections of Victorian naturalists

Teaching pre-history outside the classroom

Making the most of the post-1066 unit: looking at continuity and change over 10,000 years

Charles Darwin: exploring the man behind the beard – studying the lives of significant individuals in the past

Learning about the past through 'ourselves and our families'

A local history investigation in Key Stage 2: probably one of the best resourced themes you can find – your local railway

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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
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French refugee children during the First World War.

The year 2017 has ushered in a period of turbulence, both at home and abroad, where the one constant seems to be change. According to figures published by the United Nations, the number of refugees in the world has reached the highest level ever recorded, with a record 65 million people forced to flee their homes in the last two years. How do we help the children we teach to make sense of the world – in a meaningful and yet appropriate way? How can we use the past to make sense of the present?

Our assembly page in this issue suggests one approach. It looks at the childhood experiences of Judith Kerr (the well-known author of the *Mog* books and *The Tiger Who Came to Tea*) who fled Nazi Germany in the Second World War. In her article, Ilona Aronovsky suggests how Kerr's story can help children to understand the stories of child refugees, both now and in the past.

We also look again at diversity. How can we use history to explore gender, ethnicity, religion and forces such as migration? Whether as class teacher or as history co-ordinator, it is always worth reflecting on the periods of history that we teach. What do we cover? Who do we cover? Why? Whose perspective might be missing? How can we address this? Our article 'Why is diversity so important?' by Alison Gove-Humphries, Paul Bracey and Darius Jackson considers these very questions. This is not about radical change, but a chance to reflect, revisit and refine. The article suggests ways that approaches to familiar topics such as Tudor England or Roman Britain might be both broadened and deepened. It gives suggestions of how to embed diversity within your history curriculum, enriching the schemes of work that you might already have in place.

Over to you!

We would love to hear examples of where you've really made a difference in your history teaching. It could be an exciting approach to local history, it could be a new way of teaching an old topic, or a tried and tested lesson which works every time. If you would like to share your ideas, please do get in touch. Written contributions should be 600 words per page, under the title 'it worked for me'. So if it works, let us know.

A new feature in this edition is an article written by Alf Wilkinson entitled 'One of my favourite history places'. Do you have a favourite history place? If so, please write and tell us about it. Articles should be no more than 750 words long and, if your work is published, you could win a year's free subscription to *Primary History*.

Helen Crawford

In our Summer 2017 issue:

Women in Ancient Greece
Communication through the ages
Developing a Coherent Curriculum
Teaching Houses and Homes in EYFS
Comparing William Caxton and
Tim Berners-Lee

HA Primary News

As I write from a snowy, cold and grey London, thinking of spring and the year ahead cheers me up. The HA have got lots of exciting things lined up for you this year.

I am sure that many were buoyed by the education minister's comments that primary schools are rising to the challenge of the education reforms following the publication of the primary school league tables in December, but what impact do primary schools really feel the reforms are having?

We kicked the year off with our *Becoming an Effective Primary History Co-ordinator* CPD days. These proved to be extremely popular and I bring exciting news that due to demand, we have now put in place an extra date for this course to take place in Manchester on 28 June (venue TBC). We will also be repeating the London course later on this year. Look out for news coming soon.

Also brand-new for 2017 is our two-year offer for primary trainees. Whichever route you are taking to becoming a qualified primary teacher, you can now benefit from two years of HA membership for just £58 – that's less than £2.50 per month for access to all of the support you need to teach history effectively in primary schools.

This year marks the 70th anniversary of Indian Independence, among many other significant anniversaries. The HA will be marking these with podcasts and resources.

This March we will launch our survey of history in English primary schools for 2017. It is two years since our last survey and we are keen to see how the new primary

history curriculum is developing over time. Please look out for news of the survey this spring and urge your colleagues in other schools to fill the survey in as well. It will only take 10-15 minutes to complete and it provides invaluable research for us not only to use in lobbying and campaigns on your behalf, but also in informing what support we need to provide to support primary history education. You don't have to be a member of the HA to take part, but you do need to be currently teaching in a school in England that caters for the 5-11 age range (not necessarily exclusively).

Our spring forums take place in March. Both the Northern Forum and London Forum will take place on 30 March. Booking for both is open now. They are popular events so please book early to avoid disappointment. The theme of the Northern Forum will be making connections while London will focus on the power of the particular at the Tower of London. You can book for both events at the following links:

London: www.history.org.uk/go/LondonHistoryForumMar2017

Leeds: www.history.org.uk/go/NorthernForumMar2017

Our annual conference takes place on 12 and 13 May in Manchester. We have a great programme lined up for you including Michael Wood, Penelope Harnett and Chris Trevor among many others. Early bird booking will close at the end of February, so keep a look out for alerts in order to take advantage of the best rates.

A reminder that we have some great competitions lined up for you in 2017. Our Historical Fiction

competition is now well under way. Why not get your students in Years 5 and 6 to bring the past to life? You can find out full details of how your students can enter on our website: www.history.org.uk/go/HistoricalFiction2017

Also launched is the Young Historian competition for those budding historians in your class. If you know children who would like to write about local history, or the British involvement in the Second World War – or you have a school history magazine that you want to shout about, then why not look into entering? You can find further details here: www.history.org.uk/go/YoungHistorian2017

We also have new resources for you this year. Recently published is a new scheme of work on ancient Sumer, and coming soon are schemes of work on Walter Tull and the Romans. We will also have a new raft of podcasts on the Anglo-Saxons which are great for teacher subject knowledge. In fact we offer well over 300 podcasts, all delivered by academic historians in an accessible manner covering a large number of historical periods and topics. If you need to brush up your subject knowledge, perhaps listening while tidying up your classroom or carrying out some other task, why not access our podcast series? They are there for teachers and students alike to use.

We are also excited that we may be able to bring you some exciting CPD and resource opportunities this year. More news of this anon. Until then, go well all of you.

Mel Jones
HA Education Officer

Learning about the past through 'ourselves and our families'

Sandra Kirkland

'Ourselves and our families' is a popular theme in foundation settings and Reception classes. It is often undertaken at the beginning of the academic year, although it can be taught later when teachers have a better understanding of children's home circumstances. This theme can provide many opportunities for children to develop their understanding of the past.

Curriculum links

Activities and experiences could support children being able to 'talk about past and present events in their own lives and in the lives of family members' and knowing about 'similarities and differences between themselves and others, and among families, communities and traditions'. These statements form part of the Early Learning Goal relating to Understanding the World: people and communities.

Look at us!

One starting point is to ask the children to bring in a photograph of themselves as a baby. Photos make for an interesting display and can also be placed on an observation table. A range of resources such as lenses, observation frames and mark-making equipment can be provided, and the children encouraged to look carefully at the photographs and begin to identify similarities and differences.

This activity encourages the children to take part in simple historical enquiry. Key questions such as 'how have we changed?' and 'how have we stayed the same?'



allow children to begin to develop their understanding of change and continuity.

What about you?

Invite parents/carers or grandparents to lend photographs of themselves on their first day at school, and use these to compare and contrast with photos of the children starting school for the first time. This is an engaging way to introduce children to a photograph or image being a historical source. Encourage the children to talk about how they sort and group the pictures and use this as an opportunity to develop their vocabulary by modelling phrases such as, 'when granny was a little girl', 'when daddy was at school' as well as simple terms such as 'a long time ago'.

By talking about what they can see in the photographs, specific historical vocabulary relating to objects and images may also be

developed. This could include words such as satchel, milk bottle, ink pen, and blackboard.

Who's coming to visit?

Inviting visitors into the class is a good way of engaging children, and introduces oral history as another way we can learn about the past.

It is crucial that visitors have a very clear idea about what their role is, and content has been discussed beforehand. The children may have their own questions for the visitor and it is a good idea to develop these with the class before the visit. Questions might include: What do you remember about your first day at school? What happened at playtime? What did your classroom look like? How was it different to our room? What was your favourite lesson? Why? What was the school bell? What did you have for lunch?



What about role-play?

Adapting the role-play area into a baby's nursery is another way to develop children's understanding of their own past. The children can be actively involved in setting up this area. Provide them with a range of resources and ask them to sort which were used when they were a baby, and items that they associate with the present. This provides a genuine reason for sorting resources between past and present.

Alternatively, the children could develop the role-play area into a 'museum' with artefacts relating to the time when their parents or grandparents were children. Artefacts could include toys, clothes and household items. This gives another reason for children to observe, investigate and sort. The artefacts could provide children with mark-making opportunities such as creating information cards or labels for the exhibits in their museum. During this activity the children could make a simple timeline of some of the artefacts, including ones from their own lives.

Parents/carers could be invited to visit the 'museum' with the child acting as guide, to allow them to demonstrate and celebrate all their learning relating to this theme.



Resources

DfE (2014) *Statutory Framework for the Early Years Foundation Stage*.

Crawford, H. (2015) 'Using role-play to develop young children's understanding of the past' in *Primary History 71*, Autumn 2015.

Sandra Kirkland is an Associate Lecturer at the University of Northampton and the University of Derby

Why is diversity so important?

How can we approach it?

Alison Gove-Humphries, Paul Bracey and Darius Jackson

Imagine what the following scenarios tell you about the past – a Tudor role-play of Queen Elizabeth visiting Kenilworth Castle; a photograph of London during the Blitz; a picture of Viking warriors attacking Lindisfarne monastery. The first of the images can perhaps draw on a family visit to an event or a school trip, provide a sense of fun and relate to ways in which the past is typically presented to people. Each image provides a vivid picture of a time in the past and is a great lead-in to a topic.

Having said that, if they are the only images which children have of different times in the past they would clearly present a stereotypical view of the periods in which each event happened. Teaching diversity provides an essential means of ensuring that children and adults can critically evaluate how well such images relate to different times, by providing insights into the lives of a diverse range of people.

What does the National Curriculum say?

The National Curriculum makes a broad reference to diversity. When defining purposes of studying history, it states that pupils should understand:

...the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

(DfE, 2013).

The aims of the curriculum include the following: reference to 'these islands'; 'how Britain has influenced and been influenced by the wider world'; 'characteristics of past non-European societies'; 'understanding the connections between local, regional, national and international history [and] between cultural, economic, military, political, religious and social history' (DfE, 2013). Non-statutory examples that illustrate diversity include Rosa Parks and Mary Seacole as significant individuals at Key Stage 1

and topics such as Benin and Islamic Civilisation at Key Stage 2. Although they reflect Black or non-anglocentric perceptions of the past, they only go so far in helping children to understand the diverse experiences of people in the past. There is a need to plan for learning about diverse experiences of people within and between societies as a matter of course, in order to provide a holistic understanding of the past.

If you refer to the Historical Association website, the section relating to diversity has an article by Ilona Aronovsky which provides a rich range of examples and approaches to developing diversity. This article sets out to complement this section, by providing some strategies for implementing an organic approach to diversity in your history teaching.

From big picture history to diversity

How can diversity be developed to provide a more holistic understanding of the past and in so doing enable us to teach primary history as effectively as possible? In order to appreciate that there was more to life than living in Elizabeth's court or being a marauding Viking, it is necessary to find out what different people were doing and what was happening in different places at that time. By looking at the rich, the poor and a range of jobs, homes and people's lives in different localities we can get a more broadly-based understanding of the time. Given that you cannot teach everything, however, it is necessary to have some criteria for selecting what we teach. Overall, we agree with Claire (1996):

In the real world everyone belongs to all three categories since each of us is male/female, and middle, upper and working class, and from an ethnic minority or the white English group in British society. In an inclusive curriculum there are good reasons for not treating race, gender and class separately, not just to match the real world but



Rosa Parks



Mary Seacole

also to avoid the danger of creating hierarchies or forgetting links.

(Claire, 1996, p.10)

You need to relate this to big picture history – which requires providing children with a chronologically-secure knowledge of the past, together with teaching British, local and world history as a structure for understanding the past. At the same time, it requires us to consider people in ‘these islands, together with those from different localities and the nations of England, Scotland, Wales and Ireland’ and in other parts of the world. Diversity requires us to consider strands such as gender, the rich and poor and the experiences of people from different ethnicities within societies. By acknowledging links, similarities and differences between all of these dimensions it is possible to provide a more meaningful appreciation of the past than one which does not go beyond narrowly focusing on the exploits of Elizabeth I, London during the Blitz or Viking warriors.

It is also possible for this to provide a basis for pupils to identify different aspects of the past and use it as a background to understanding the world in which they live. You could contrast our stated scenarios with the following – Queen Elizabeth I at court could be contrasted with her meeting with the ‘pirate’ Grace O’Malley, alias Gaelic chieftain Granuaile, or pictures of a variety of women in Elizabethan times. While teaching the London Blitz, you could produce a

photo of Ita Ekpenyon – an African air raid warden in Marylebone. Viking warriors could be contrasted with accounts of Vikings engaged in domestic chores.

How can we plan for this?

In planning we need to consider the following:

- ensuring that children have the opportunity to study a range of people’s experiences within topics – men, women, people from different ethnicities, regions and localities. At Key Stage 1 select individuals such as Rosa Parks, Grace O’ Malley, Mary Seacole and Nelson Mandela as well as Florence Nightingale. Some topics such as the Romans, Saxons and Vikings could also be linked to broader themes such as people who have come to Britain up to the present day.
- ensuring that children are involved in developing their understanding of diversity through the process by which we teach it. We need to allow them to ask open questions of pictures and sources and not be too worried if we can’t always provide the answers. This is a learning point in itself. For example, children can start by exploring the life of Elizabeth I and deciding what this tells them about the time. This could be followed by exercises which look at the experiences of rich and poor people, together with Black migrants in Tudor times. This could provide an opportunity to reflect on their perceptions of the time in which we live.

This will enable them to have a more profound understanding of diversity in the past and challenge their own and other's misconceptions.

- ensuring that children treat diversity historically. For example, a study of the First World War could start by focusing on the life of Walter Tull, a footballer who became the first black officer. He was exceptional; it would be inappropriate to assume that his experience reflected the experiences of all black soldiers. A local study at Key Stage 2 could have the question – How well would soldiers from our locality have recognised Walter's story? This could be followed by exploring the lives of other soldiers from the locality, other parts of Britain and the rest of the world.
- ensuring that children are aware that there are gaps and omissions in a variety of sources (e.g. textbooks, pictures) and that women and people from ethnic minorities are often either under-represented or not acknowledged. For example, making children aware that Roman soldiers were likely to have come from different parts of the Empire and of the variety of roles that women have played at different times in the past.

In conclusion, consider diversity when deciding both what to teach and how this relates to children's learning of the past.

Case study 1: Does learning about Elizabeth I tell us all we need to know about Tudor Women?



Queen Elizabeth was exceptional in her power and authority as a monarch, while other women in Tudor times were unable to do certain jobs such as becoming lawyers or holding political power. However, rich women could be significant at court and play important roles in organising family estates and giving medical help to the poor. Poor women did a

wide range of jobs – silk-making, printing, working on the land and shop-keeping for example.

Stage 1: Select a picture of Queen Elizabeth I. Ask the question – What does this suggest about the lives of women in Elizabethan times?

Stage 2: Look at four other pictures of other Elizabethan women. Ask the question –

What more do these tell you about the lives of Elizabethan women? How typical was Queen Elizabeth I?

Stage 3: Create a grid with the following titles: Rich, Poor, Jobs, Punishments, Power, Other. The children sort cards relating to different characteristics of women's lives in Tudor England. These cards are one of the resources you can download on the HA website with the Primary History Scheme of Work/The Elizabethans/All banquets and fun?

Stage 4: Children review a textbook and/or a school website (e.g. BBC Bitesize www.bbc.co.uk/guides/ztqbr82) to assess how accurately it reflects the diverse nature of women's lives in Tudor times.

Review: How well does our study of Elizabeth I tell us about women's lives in Tudor times?

Case study 2: What does the Lant Street teenager tell us about Roman Britain?

In 2015 2,000 skeletons were found in London dating back to prehistoric and Roman times. Using DNA, archaeologists have made some very interesting discoveries, including the skeleton of a 14-year-old girl, since named the Lant Street teenager. The website shows a reconstruction of what she may have looked like, together with a clip of an archaeologist telling us about her – that she came from Africa, had lived in London at least three years and was blue-eyed. Other skeletons include Mansell Street man whose ancestry was north African, a gladiator from Eastern Europe and Harper Road woman, a native Briton who adopted Roman ways soon after the conquest. As this involves using skeletons, you may want to look at the website to reflect on any sensitive issues that may be involved.



Table 1: Some people who have come to Britain from earliest times to the present day (This relates to Case Study 3)

The Normans 1066	Flemish weavers – 1200-1400	Africans – AD 43	Jewish people – late 19th/mid 20th centuries
We came as invaders and our leader became King of England.	We came to weave cloth in the wool trade.	Some of us came over as Roman soldiers and settlers.	We came as we were being attacked because of our religion.
Huguenots 16th /17th century	Irish people mid-19th century	Caribbean people – especially 1940s onwards	People from India, Bangladesh and Pakistan – especially 1940s onwards
We came because we were being attacked because of our religion.	We have come for work for many years but especially when there was a famine in our country.	We helped Britain in the First and Second World Wars and have come here to work.	We helped Britain in the First and Second World Wars and have come here to work.
People from Poland and Eastern Europe – 1940s	People from Poland and eastern Europe – today	People from Australia, New Zealand and Canada – especially 1940s onwards	Africans in the 17th and 18th century
We came because our countries were invaded during and after the Second World War	We have come for work.	We helped Britain in the First and Second World Wars and have come here to work.	Many of us were brought over as servants and slaves.

Stage 1: You could begin with the picture of a typical Roman soldier or a picture in your textbook of Romans in Britain. The children consider the following questions – What does it tell you about the Romans? What doesn't it tell you?

Stage 2: Look at the picture of the skeleton of the Lant Street teenager. Children decide in small groups what questions they would like to ask the archaeologists about the skeleton.

Stage 3: Teacher is hot-seated as an archaeologist using the reconstruction picture from the website. You could also draw on the other finds – Mansell Street man, the Gladiator from Eastern Europe and Harper Road woman. The children could watch 'Septimius Severus and black Roman soldiers' (BBC Bitesize) to see how far this resource answers questions raised during the hot seating.

Review: Children consider how far this has changed their views of the Romans in Britain.

Case study 3: What has a twentieth-century Polish grave in Worcester got to do with our lesson on the Romans?

Polish people have been coming to the UK since the early twentieth century. They mainly came for employment or to set up their own businesses. During the Second World War the majority of Poles came

to the United Kingdom after the Germany and the Soviet Union invaded their country. The Polish made a significant contribution to Britain during the war; many then settled here after it ended.

This grave is in Astwood Cemetery, Worcester. Jan Przyszlak came to be a soldier (*zoltnier*) in the Second World War – as should be spotted from the dates on his grave



Stage 1: Look at the picture of the Polish grave. Ask children the following questions: What can you learn about the people who have come to this country? What questions do you have? How far does information card help you to answer them?

Stage 2: Using a map of Britain, Europe and the world, the teacher models where s/he comes from, his/her parents and grandparents. Children are given maps and have five minutes to talk about their backgrounds to each other. Ask a couple of children to say what they've learnt about each other.

Stage 3: Get the children to look at an information card that tells you why the Polish community came to this country after the war.

Stage 4: Children sequence cards (See Table 1) showing why people have come to Britain from earliest times to the present day. Children group the cards into reasons why people came to Britain.

Stage 5: Children select the cards which have most in common with why the Romans came.

Stage 6: Children select the cards which have most in common with the reasons why Polish people came in the 1940s and 1950s.

Review: The class discusses the following question – Has finding Jan's grave in Worcester got anything in common with our lesson on the Romans or not? Explain why you think this.

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Alison Gove-Humphries was formerly history adviser for Birmingham, and Senior School Improvement adviser until she recently retired. She is also a member of Midlands History Forum Committee

Darius A. Jackson, Lecturer in Holocaust and History Education, UCL, Centre for Holocaust Education.



HA resources

Ilona Aronovsky, 'Diversity and the History Curriculum'. Available as a PDF on the HA website. Published in *Primary History*, 65 (Autumn 2013). This issue includes a range of articles devoted to diversity and inclusion.

Paul Bracey (Spring 2015) 'From Home to the Front: World War I (1914-18) in the Primary Classroom' in *Primary History*, 69, pp. 14-19. Bracey tells how the story of Walter Tull, a footballer and the first British black officer in the First World War, relates to the theme of diversity.

Go to Primary Scheme of Work/The Elizabethans/ Beyond Elizabeth's Court: What was it like to live in Elizabeth times? on the HA website and download the PDF. The section also includes Tudor Women cards as a card-sorting activity.



Resources

BBC (2007) 'Septimius Severus and black Roman soldiers', BBC Bitesize. Available at www.bbc.co.uk/education/clips/z4sfb9q

Ghosh, P. (2015) 'DNA study finds London was ethnically diverse from start', *BBC News*. Available at: www.bbc.co.uk/news/science-environment-34809804 -

The National Holocaust Education Centre, Acre Edge Road, Laxton, Newark, Nottinghamshire, NG22 0PA. Website: www.nationalholocaustcentre.net/ This museum has a Key Stage 2 exhibition called 'Journeys' which focuses on the Kindertransport as well as presentations from survivors.

IIS (n.d.) *Ireland in Schools*. Available at www.iisresource.org This site includes a range of resources which bring an Irish dimension to many aspects of diversity.

National Archives (n.d.) *Moving Here: 200 years of migration in England*. Available at <http://webarchive.nationalarchives.gov.uk/> and www.movinghere.org.uk/

National Archives (n.d.) *The Black Presence: Black settlers in Tudor times*. Available at www.nationalarchives.gov.uk/pathways/blackhistory/early_times/settlers.htm

NBHA (n.d.) *Northampton Black History Association*. Available at www.northants-black-history.org.uk/ The education tab in this includes several teaching resource such as Key Stage 1 and 2 packs related to Walter Tull.

Westminster City Archives *Westminster At War*. Available at www.westendatwar.org.uk/page/itaekpenyon05?path=0p3p11p - Ita Ekpenyon

Zosia Biegus, 'Polish Resettlement Camps in the UK 1946-1969', www.polishresettlementcampsintheuk.co.uk/camps2.htm

Bracey, P., Gove-Humphries, A. and Jackson, D. (2011) 'Teaching diversity in the history classroom' in Davies, I. (ed.) *Debates in History Teaching*. London: Routledge, pp. 172-85. This textbook is in process of being revised to relate to National Curriculum 2014. It includes references to debates associated with diversity.

Claire, H. (1996) *Reclaiming our Pasts: equality and diversity in the primary school*, Place of publication: Trentham Books. Although written some time ago this text provides useful insights and support in teaching diversity.

Charles Darwin:

exploring the man behind the beard
– studying the lives of significant
individuals in the past

Sally Stafford

Studying the life of Charles Darwin is an exciting way to meet the requirement in Key Stage 1 to teach significant individuals. But what do we actually know about him, beyond the words 'evolution', '*Beagle* voyage' and 'natural selection'? The letters that Darwin exchanged are a significant primary source to help us understand his personality, family life, friendships and, importantly, the way that he carried out his research. The Darwin Correspondence Project (www.darwinproject.ac.uk) is compiling a comprehensive print and online collection of all his correspondence – amounting to about 15,000 letters.

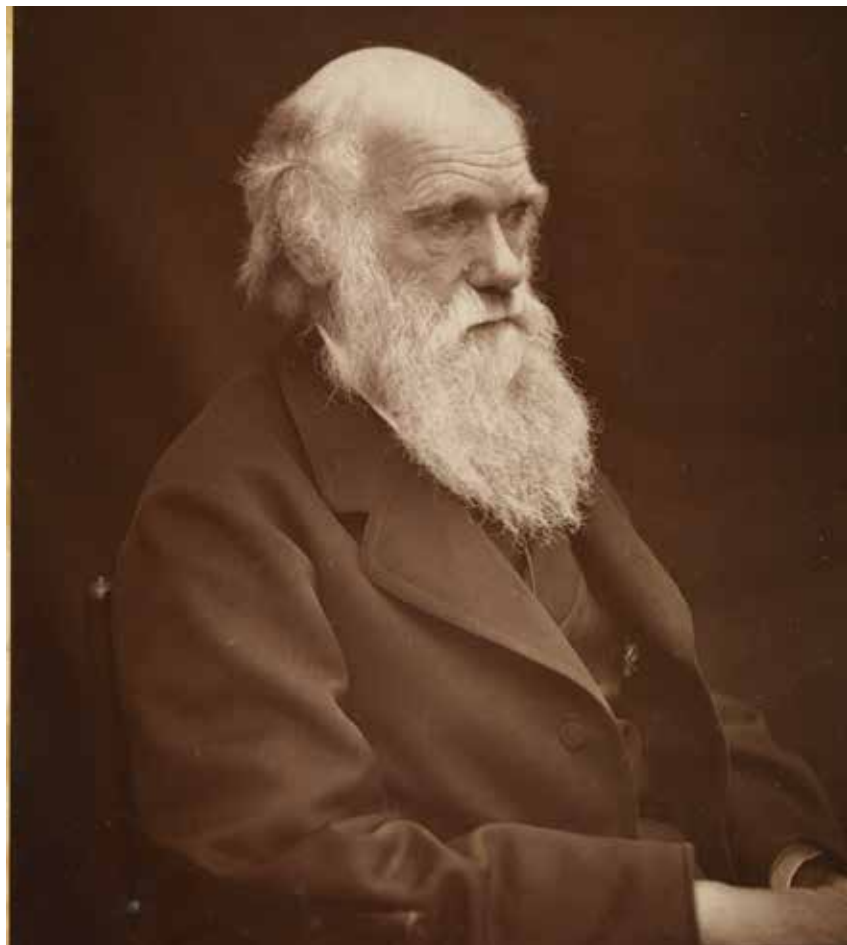
Over the course of his life Darwin wrote to around 2,000 people across the world. He exchanged letters with everyone from the curator of the Botanic Gardens in Calcutta (to ask about the behaviour of his garden worms) to Prime Minister Gladstone (to seek a pension for his colleague Alfred Wallace). In the days before internet and easy travel, it was wise to take advantage of an amazing postal system that made multiple deliveries per day. The world came to him, via letters, giving him access to an enormous scientific network, enabling him to further his research.

Darwin's life in letters

Darwin was often a reluctant scholar. His academic career at the renowned medical school at the University of Edinburgh was short-lived and during his subsequent time at Christ's College in Cambridge, he rarely attended lectures. He preferred instead to explore the byways and hedgerows of the fens, amassing an impressive and competitive beetle collection. His appetite and curiosity for the natural world was exceptional but his formal studies were often neglected, as was noticed by his friends and tutors.

The *Beagle* voyage

It was this enthusiasm for nature that led to him being invited to join HMS *Beagle* on a map-making

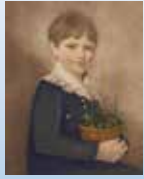


voyage, exploring the coast of South America. John Stevens Henslow, Darwin's botany professor, was one of those initially invited to join but who recommended Darwin in his place. He acknowledged that Darwin was not a 'finished naturalist' but his indefatigable curiosity made him the man most suited to the job.

Darwin needed the financial backing of his father but also sought his approval for the venture. Sadly his father had a number of (quite reasonable) objections. Darwin summarised these in a list that he sent to his uncle, whom he hoped might persuade his father to change his mind.

Charles Darwin timeline

Darwin event



12 February 1809
Darwin is born

September 1818
Darwin joins Shrewsbury school

October 1825
Darwin begins studying medicine at University of Edinburgh but leaves after two years, finding the sight of blood difficult and studying medicine dull

January 1828
Darwin begins studying for a BA degree at Christ's College Cambridge, with a possible career in the Anglican church in mind

August 1831
Darwin is invited to join HMS Beagle on a two year surveying voyage around the coast of South America

March 1833
Darwin is horrified by his experiences on slavery plantations

December 1831
Darwin joins Captain FitzRoy aboard HMS Beagle. The voyage lasts for almost five years and takes him all around the world

29 January 1839
Darwin marries Emma Wedgwood (his first cousin). Emma assists Darwin throughout his life. They have 10 children, 7 of whom survive to adulthood

1810

1820

1830

1840

UK scientific and political events

September 1818
The first blood transfusion is carried out on a human by Dr James Blundell

October 1825
Royal charter is granted to the Geological Society

January 1828
Mary Anning discovers Britain's first pterosaur fossil at Lyme Regis on the south coast

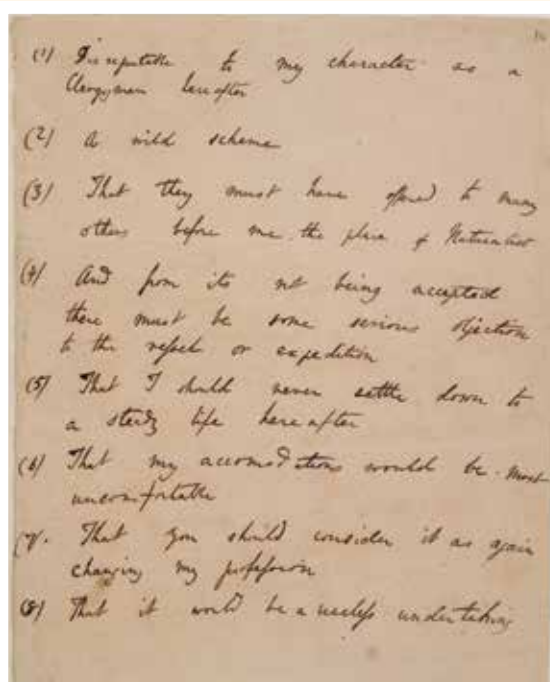
August 1831
First meeting of the British Association for the Advancement of Science

March 1833
Slavery Abolition Act abolishes slavery throughout the British Empire (with some exceptions)

29 January 1839
World's first commercial electric telegraph comes into operation

December 1831
British Royal Navy officer James Clark Ross locates the position of the North Magnetic Pole on the Boothia Peninsula

Darwin depicted on the back of a beetle clutching his net, drawn by his friend Albert Way



The list of Darwin's father's objections to his son joining the voyage aboard HMS Beagle



November 1872

Darwin publishes 'The Expression of Emotions in Man and Animals', in which he explores the roots of characteristics and expressions

May 1881

Darwin publishes his last book, 'The Formation of Vegetable Mould through the Actions of Worms'. The book outsells all his previous publications

19 April 1882

Darwin dies. Following petitions from the friends and colleagues it is agreed he should receive a ceremonial funeral and be buried at Westminster Abbey rather than in St Mary's churchyard at his home in Downe

24 November 1859

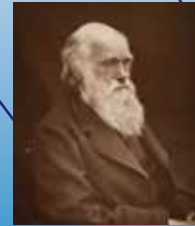
Darwin publishes 'On the Origin of Species by Means of Natural Selection'. It is immediately a best seller although reviews are divided

March 1871

Darwin publishes 'The Descent of Man' focussing on human evolution and sexual selection. He is satirised as an ape in the popular press

July 1875

Darwin publishes 'Insectivorous Plants' 16 years after making his first observations about their ability to digest proteins



1850

1860

1870

1880

24 November 1859

Elizabeth Blackwell becomes the first woman doctor to be entered on the UK medical register

March 1871

The census in the UK is the first to record economic and mental status

November 1872

The Ballot Act introduces secret ballots in UK elections

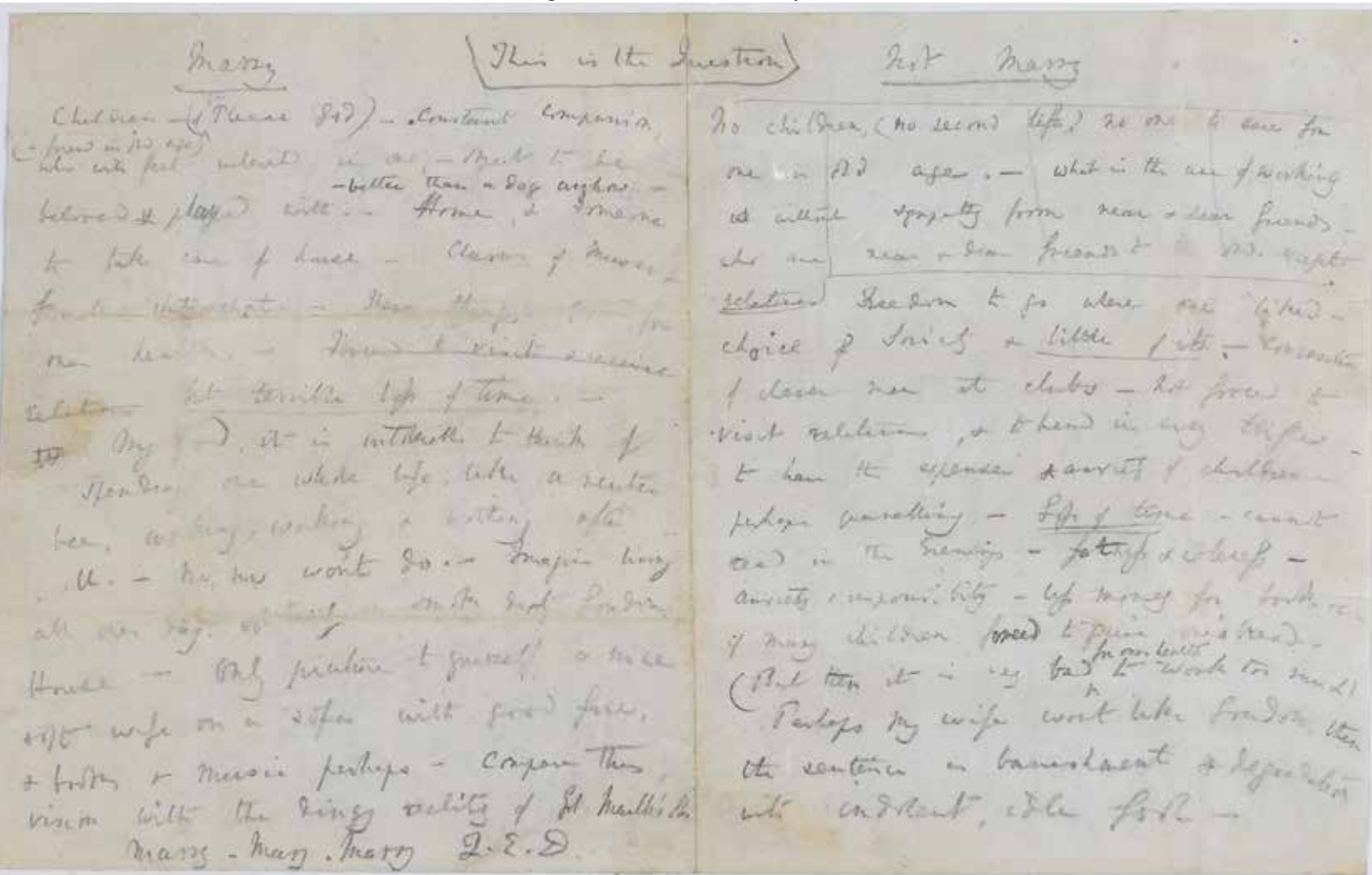
July 1875

The Public Health Act is passed to improve poor urban living conditions

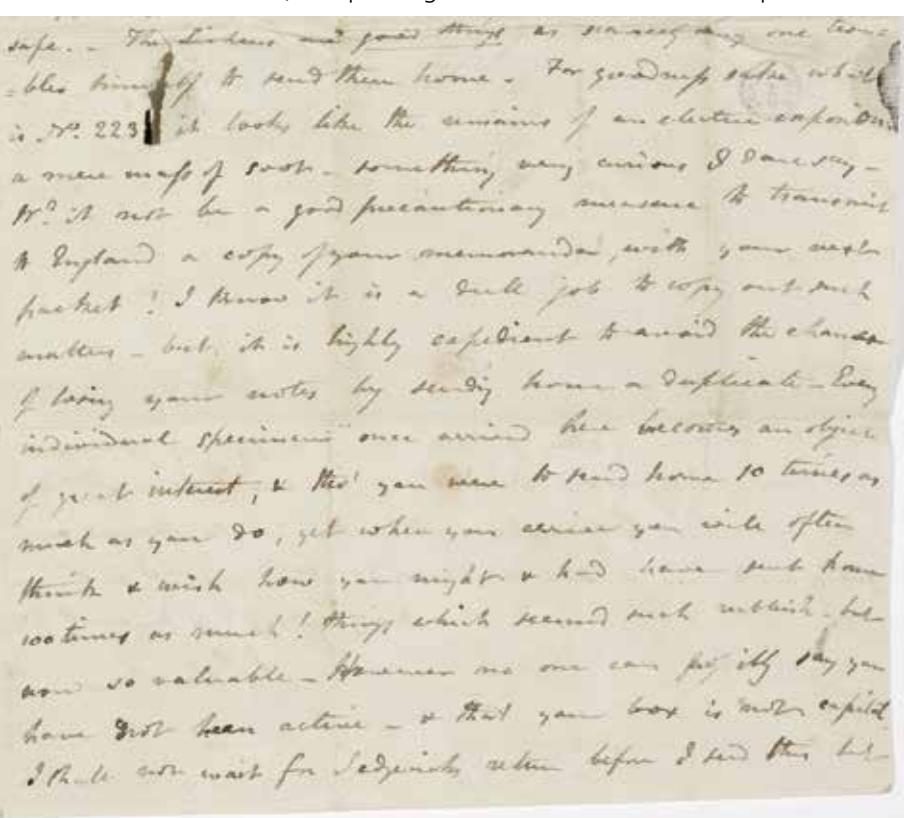
May 1881

The Natural History Museum is opened in London





Extract of a letter from Darwin's Botany Professor, John Stevens Henslow, complaining of the state of some of his specimens



The letter did the trick; Darwin's father consented and the ship left Plymouth on 27 December 1831 returning on 2 October 1836. For a young man, such an epic round-the-world voyage (for which there was no guarantee of a safe return) must have been daunting as well as exciting. An equivalent today would probably be space travel and, when asked, children often say that they wouldn't want to leave their families and friends in those circumstances.

Aboard the *Beagle* Darwin suffered many hardships in his small, shared cabin and through his letters home, we know that he was seasick throughout the voyage. Time on land exceeded all his hopes, however, and Darwin described his mind as a 'hurricane of delight and astonishment,' on viewing the diversity of the natural world. He packed up endless specimens of rock, plant, insect and animal, making use of empty sauce bottles, pill boxes and whatever else he had to hand, to store his treasures. On opening the cargo back in Cambridge, however, Henslow asked Darwin to improve his packing and preservation techniques as some mice were 'rather mouldy' and an unidentifiable

specimen had become 'a mere mass of soot'. The letters reveal Darwin's enthusiasm, but also his journey to becoming a scientist and his pitfalls and victories along the way.

Home again

In the spirit of a man of science, when it came to the question of marriage a few years later, Darwin made a list of the pros and cons to help him decide.

He concluded that although visiting relatives would be time-consuming and a dull distraction, a wife would be a constant companion and 'better than a dog anyhow'. Darwin married Emma Wedgwood (his first cousin) on 29 January 1839. The letters indicate that theirs was a happy and devoted marriage; they had 10 children, although only seven survived to adulthood. The household at Down House in Kent was noisy and lively, enhanced, no doubt, by the fact that Darwin had a slide constructed for his children as a more exciting alternative to using the stairs. From birth his children were the subjects of his observations, as they grew older they assisted him in his experiments and research.

Darwin's big idea

After settling at Down, Darwin travelled infrequently, partly due to ill health. His home became his lab and his international correspondents were his research team. He dissected animals on his kitchen table, received strange specimens in the post and fed left-over roast beef to his carnivorous plants.

Contrary to popular belief, he did not publish his findings the moment he returned from his voyage, but spent years reviewing and researching the specimen collections that he had made. He needed to be certain that his conclusions were sound. His most famous work, *On the Origin of Species by Means of Natural Selection*, was finally published in 1859, although he had circulated a draft manuscript to his colleagues several years previously.

There is some debate as to whether he would have published even then, had he not been prompted by a letter he received from Alfred Wallace which outlined similar ideas to that of his own. Wallace had independently come to the same conclusions about how evolution worked, but he had not spent the previous 23 years amassing the evidence for his ideas. Although the concept of evolution was not new in 1859, understanding how it occurred, through the mechanism of natural selection, was ground-breaking, and potentially threatening to Victorian culture and religious values.

Darwin's book sealed his international scientific reputation but it wasn't his only publication. He continued to elaborate on the subject of evolution in several other works, while his last book was about the activities of the humble earthworm. He died in 1882 at the age of 73 and is buried in Westminster Abbey.

Why study Darwin as a 'significant life'?

- He is significant. His views changed how we understand the natural world.
- It introduces him as a person before children have to get to grips with his scientific ideas in Key Stage 2.
- He is now mentioned specifically in the primary science curriculum.
- He provides a link with the key emphasis in Key Stage 1 science on 'observing the natural world'
- His enthusiasm and curiosity for the natural world is engaging and infectious.
- His correspondence gives an insight into aspects of nineteenth-century culture and society.

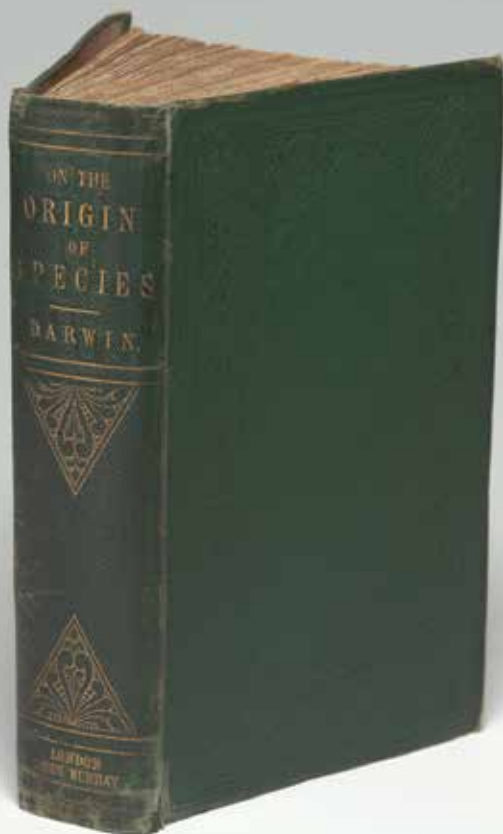
Sally Stafford is Education and Outreach Officer for the Darwin Correspondence Project



Key ideas

Help children to grasp aspects of Darwin's personality, how he worked and what his letters can show us:

- Communicate to children that one of the most important British scientists was driven by an endless curiosity to find out about every aspect of the natural world. Encourage them to become observers of their world and to develop enquiring minds.
- After the *Beagle* voyage Darwin worked from home, conducting experiments with everyday things that he had around him. Science does not have to happen in a laboratory.
- Darwin was able to communicate with a huge network of fellow scientists around the world through letters. Discoveries are made through sharing information and communicating with others.
- Letters are an important dimension to historical enquiry. They teach us about the language and vocabulary that was used at the time. They teach us about what life was like for the author of the letter and what they thought about the world around them.



HA resources

An interesting series of podcasts for staff, by the directors of the Darwin Correspondence Project, looking at Darwin's early life, the *Beagle* voyage, *On the Origin of Species*, human evolution and legacy:

www.history.org.uk/historian/categories/564/module/6941/podcast-series-charles-darwin/6947/the-darwin-correspondence-project

Dave Martin explores aspects of Darwin's life through a comparison of statues of him in Cambridge and Shrewsbury:

www.history.org.uk/historian/categories/503/resource/8771/out-and-about-charles-darwin-a-voyage-of-discovery



Places to visit

Visit Shrewsbury to see Darwin's birthplace, school and childhood haunts.

www.discoverdarwin.co.uk

Down House and garden, Kent. Darwin settled here after marriage, raised his family, conducted his research and wrote his books here. Visits are self-led with multi-media guides and interactive interpretation.

www.english-heritage.org.uk/visit/places/home-of-charles-darwin-down-house

Natural History Museum, London, houses an extensive collection of Darwin's specimens and materials. www.nhm.ac.uk/

University Museum of Zoology, Cambridge, houses a number of Darwin's natural history collections including the beetles he collected whilst at Cambridge.

www.museum.zoo.cam.ac.uk/

(Note: Museum is closed until early 2017)

Sedgwick Museum of Earth Sciences, Cambridge; exhibition explores Darwin's geological collections and includes the tools he used on the *Beagle* voyage.

www.sedgwickmuseum.org/



Websites

Multi-disciplinary downloadable resources using Darwin's letters for Key Stages 1-3, by the Darwin Correspondence Project:
<https://www.darwinproject.ac.uk/>

BBC Darwin timeline includes useful short films, articles and podcasts about key events in Darwin's life, mainly for teachers:
www.bbc.co.uk/timelines/zq8gcdm

Royal Museums Greenwich, an online account of Darwin's life and the *Beagle* voyage:
www.rmg.co.uk/discover/explore/charles-darwin
www.rmg.co.uk/discover/explore/hms-beagle

Wellcome Trust pages link to many other useful sites, including the BBC, Open University and the Natural History Museum:
<http://www.wellcometreeoflife.org/about-tree-of-life/about-darwin/>

Following in Darwin's footsteps: story-book published by Kew Gardens. Download from:
www.greatplanthunt.org/teachers

Co-ordinator notes

Charles Darwin makes a good individual for Key Stage 1 pupils – after all he is a person that even those who have not studied history seriously can often recognise, and he has even appeared on British currency. He is also an individual with a good historical story behind him. The co-ordinator, however, is likely to want more than a good story and will want to address some valid history objectives. Among the teaching and learning, one might consider aspects such as:

1. What did Darwin actually achieve? They could imagine making a film about his importance and they are allowed 5-6 key achievements. Different children's lists could be compared (this helps develop an understanding of cause/effect and significance).
2. Use some evidence such as a photograph of Darwin's study (including today's reconstructed study at Down House) and ask children to make inferences about what Darwin did and how he did it (www.darwinproject.ac.uk/learning/7-11/detecting-darwin) (Activity 1: Who lives here?). This can then be supplemented by some other sources related to Darwin such as photos, letters and drawings for children to piece together what sort of person he was. (www.darwinproject.ac.uk/learning/7-11/detecting-darwin) (Activity 2: Piecing things together) This can help develop an understanding of the understanding how evidence is used and associated problems, producing historical accounts and inferences.
3. Find another person whom children can compare with Darwin. It needs to be someone where meaningful comparisons can be made and questions asked such as 'who achieved more for the world?', 'who had more problems or difficulties?' or "whom do you admire more?" (this can cover objectives related to similarity and difference, cause and effect or significance).
4. There are a number of possible people with interesting stories, many of them related in some way to Darwin's work. Why not the Victorian Mary Anning, the Dorset fossil-hunter? Or someone with an even more interesting story to tell such as George Washington Carver (1864-1943), born into slavery and like Darwin an explorer as well as botanist whose achievements as a practical plant doctor could be said to have led him to the first instant coffee and peanut butter.
5. Create an annotated timeline of both Darwin and whom he is being compared with, showing both the significant dates but also perhaps noting occasions when they might have been uplifted or sad. Ask them to explain these periods and use the timeline to discuss who faced more personal difficulties (this can cover objectives related to similarity and difference, change, motivation, cause and effect).
6. Ask children to investigate Darwin's travels on the *Beagle* – where did he go? What was he likely to have seen? What were these places like? Are these places different today? (an opportunity for some cross-curricular work including geography and science as well as historical reconstruction).

One of my favourite history places

Alf Wilkinson, explores Mount Fitchet Castle, in Essex – one of his favourite history places.



As every schoolchild knows, William the Conqueror landed near Hastings in 1066, pursuing his claim to the throne of England. He was accompanied by the pope's blessing, but also by an army of adventurers who had been promised land and wealth if the invasion was successful. After defeating the Saxons William had to impose his authority on England, and this he did by allocating land to his followers and encouraging them to build motte and bailey castles. During his 20-year reign over 80 were built, some being completed in less than 20 days. Of course the Normans didn't do the building – the local peasants were forced to labour away until the castle was completed. Today we are used to visiting great stone castles, like Beaumaris or Harlech, which are the high point of the castle-builder's art. Yet Mountfitchet is completely different: it is the only wooden motte and bailey castle in the world to have been reconstructed on its original site!



Built on a hill overlooking the village, the castle is impressive. You can immediately see why it was built where it was. Main communication routes run along the bottom of the hill, yet neither the railway to Cambridge nor the Stansted Airport flight-path in any way detract from a sense of location. Climbing the steep path to the bailey impresses upon you what a good defensive position this is, and that's without trying to get over the bridge into the motte.

The bailey is full of clever little touches – animals roaming freely, huts to live in, store rooms and animal pens, a well and a gallows, complete with villain strung up as a warning to others. The place smells! It is easy to imagine everyday life going on in this bailey in the 1070s, especially if you visit on a cold and windy day. You might have been secure from the Saxons, but you would not exactly have been comfortable. You can visit the blacksmith, the candle-maker and even the herbalist and see reconstructions of their houses and tools. Together, it all adds up to an evocative reconstruction of Norman life for the ordinary people.



Crossing the rickety wooden bridge over the moat into the motte you come to an altogether different place. The keep or lord's house is much more substantial,

strongly made of thick timbers. Climbing the stairs you reach the castellated roof, the last line of defence in case of attack. The inside walls are lined with tapestries to keep the draughts out. Even so the rich are well wrapped up in thick furs and with a big fire, emphasising the difference between lord and villain. The lord and lady are surrounded by their armed retainers, giving a clear flavour of the difficult times. After all, William was faced with a series of serious rebellions right through to 1075 when Earl Waltheof looted York.

There aren't many places where you can almost feel the past come alive, but Mountfitchet is one of them. It is a place I return to, to recharge the batteries and to remember that history is about people, ordinary people as well as kings and queens, and that they faced huge challenges too in going about their daily

business. William's successful invasion may have changed the political history of England, but most people still faced the same challenges of surviving, of getting enough to eat and keeping warm in uncertain times. Sounds like 2017 really!

As I write this in this on a wintry morning, with the weather blowing a gale and pouring down with rain, perhaps my favourite history place is in a comfy chair by a roaring fire with a good history book! I wonder which is your favourite history place?

If you would like to tell us about your favourite history place in a future edition of *Primary History*, in about 700 words, please email: alf.wilkinson@history.org.uk

Chalke Valley History Festival



In a beautiful valley in south Wiltshire, the Chalke Valley History Festival – by far the biggest history festival in the UK – will take place again in 2017, from 26 June to 2 July. The big-name speakers, the re-enactors, the displays, including the fly-pasts, have been lined up. But did you know about the Chalke Valley Schools History Festival?



It's a great day out for your students. There are talks on key topics from your curriculum by expert speakers. There is a full range of 'Living History', covering themes such as the Iron Age, early Saxons, 100 Years War, the Plantagenets. They will meet re-enactors and history story-tellers. They can get up close to historic vehicles. They will experience exciting displays, including a fully-manned 1917 trench. They will be immersed in history they never knew about.

The days 27 and 29 June are aimed at Year 6, to get them even more enthused for history. All the details are on the website: <http://cvhf.org.uk/>

There's something else you ought to know about the festival: each year a good slice of the money it generates is handed out by the Chalke Valley History Trust in the form of grants to benefit history in schools. This could be, for example, by supporting your visits to historic sites, setting up a history club or doing some research. Simply apply through <http://chalkevalleyhistorytrust.org.uk/>

A local history investigation in Key Stage 2:

probably one of the best resourced themes you can find – your local railway

Tim Lomas

Railways make one of the best themes for a historical study. No place has ever been far from a railway station even if Dr Beeching wiped out one-third of the network in the 1960s. Few places of any size, and indeed often of no real size, lacked a railway station. Railways often have a fascination for those of all ages. For children Thomas the Tank Engine is probably among the most famous, but there are many others. So much fiction has trains as a central theme whether mysteries, murders or romances. One can easily visit or investigate a railway either as a modern mode of transport or on one of the many heritage railways, and even long-lost lines can often be traced in part on the ground. Even when not possible, the website and other sources yield an incredible number of old films and websites such as 'Disused Stations' (at the last count well over 2,000 of them) as well as masses of YouTube films which enable much of British railway history to be traced.

There is thus plenty of material resource but how can this be turned into meaningful history? One immediate opportunity is that of fitting a local historical situation into a broader context. Second is the opportunity to do some interesting and relevant imaginative work based on local sources. Third, there is scope to address relevant historical concepts such as causation and change. This article presents some ideas for a school thinking that a local railway might

form a relevant and interesting local history theme for Key Stage 2 pupils.

Try these sources – maps, photographs and film, timetables, tickets, physical remains. Together these can help answer some worthwhile historical questions such as:

- How were people and goods moved before the railways came?
- When did the railway arrive in the locality and why did it come then? What did those building the local railway hope to achieve?
- Who actually used the railway?
- How did the railway keep going?
- What were the main changes that the railway brought?
- Why did so many people stop using their local railway?
- What can we learn about the railway from what survives today?

Obviously not all of these questions are relevant if the local community is still lucky enough to possess its local railway but, even here, many of the same issues can be covered and additional questions asked such as how the railway managed to survive here when it disappeared in many other places.

Using the questions above, teachers may want to consider some of the following:

How were people and goods moved before the railways came?

This gives pupils an opportunity to look at sources referencing earlier forms of transport such as horses, canals and early roads. They can make inferences about transporting goods and people and the challenges especially in terms of speed, quantities of goods and danger. What might it mean for how far people travelled, what type of goods could be moved and what could not and how the transport system might have held back progress? Some imaginative work might be possible on a journey at the time. If local sources exist, it would be desirable to use them but the pupils should also see that transport deficiencies did not just affect the locality and were a national problem.

When did the railway arrive in the locality and why did it come then? What did local people hope from the building of a railway?

Railways appeared for a range of different reasons. This enquiry will allow some work to be done on the early technology – the invention of the railway system, the needs created by the industrial changes and how people were attracted to invest in railways. They can look at some pictures of early trains and railways and make inferences about attitudes and possible benefits.

Pupils can do some investigation as to how the local railway arrived, where it ran and some details on who supported it and who might have opposed it. They can look at maps to chart its route and do some imaginative work such as who asking who would have been likely to use it. Some key developments affecting railways nationally and locally could be plotted on a timeline.

Who actually used the railway?

This may provide an opportunity for pupils to do some detective work. They might look at a timetable. From it you can ask them to make some deductions on who might have wanted to travel given the times of the trains. They can look at some photographs showing crowds at stations and work out the type of passengers. Alternatively, they can look at photographs of freight trains and try to work out the type of goods being conveyed, e.g. coal, milk, cattle. This can be supplemented by looking at old maps for clues about what lay near to railway lines such as mines, quarries or farms near the line especially if there is evidence of sidings linked to the line. Some of those local industries can be investigated further such as working out what was produced, what was it used for, where was it likely to be sent, when the business was active and perhaps drawing conclusions about how essential the local railway was to the local community. Do they think that the investors and constructors of the railway would be pleased or disappointed by the progress of their railway?

How did the railway keep going?

This enables pupils to look at the idea of change and development. They can construct a timeline showing key developments such as extensions, new stations, local industry opening up or closing, new local lines which might provide completion or other transport such as trams and bus routes. Any local

The two images below are of the same station, Millers Dale – a disused station in the Derbyshire Peak District. It was the heart of its local community and even served as the village post office and had a refreshment room. It closed to passengers in 1967 and is now part of the very popular Monsal Trail. One photograph shows the railway in its heyday, the other what remains today.

Figure 1



Figure 2



closures could also be plotted. Pupils could be asked to draw some conclusions about what impact this may have had on the local railway. They could also look at timetables from different periods to see if the times of train services changed and who might have used the trains at different times of the day. They might even be able to draw some inferences about people's lives, e.g. were there trains very early in the day or very late at night? Photographic evidence of station

platforms might enable them to infer other traffic such as milk churns and parcels. Even a letterbox on the station or a lineside postal mail pick-up might enable further deductions to be made.

What were the main changes that the railway brought?

Some causation work here. The task of pupils would be to see if they can make any causal

Figure 3: Among useful sources are railway timetables. They exist for all regions and lines. The most famous is Bradshaw's, but there are many others. Table 41 below shows the timetable for one particular line in the mid-twentieth century.



Table 41

DARLINGTON and RICHMOND

September 1953

		WEEKDAYS													
Miles			pm	am			am	am	am	am	pm	pm	pm	pm	pm
			4J55	12 55	....	....	....	3 50	75X50	10 5	....	12 18	2 0	3 20	5 35
	1 London (King's Cross)	dep	10J28	5 0	..	..	6. 40	10 5	11 30	1p56	3 7	4 9	5 43	8 4	9 27
	2 Newcastle	dep	11 15	2 14	....	....	7H45	10 0	11 15	12G50	2 35	5F 3	5 32	7 50	....
	DARLINGTON ..	dep	12 18	6 20	6 27	7 55	8 58	11 20	1 5	3 10	4 15	5 54	6 55	9 20	10 50
2½	Croft Spa	"	12 23	..	6 32	8 0	..	11 25	1 10	3 15	4 20	5 59	7 0	9 25	10 55
7½	Moulton	"	12 32	6 33	..	8 11	9 11	11 34	1 19	3 24	4 31	6 10	7 9	9 34	11 4
9½	Scorton	"	12 37	6 39	..	8 16	9 16	11 39	1 24	3 29	4 36	6 15	7 14	9 39	11 9
11½	Catterick Bridge ..	"	12 43	6 45	..	8 21	9 20	11 43	1 28	3 33	4 40	6 19	7 18	9 43	11 13
15	RICHMOND	arr	12 52	6 54	....	8 30	9 29	11 52	1 37	3 42	4 49	6 28	7 27	9 52	11 22

		SUNDAYS													
			pm	am	am	pm	pm	pm	pm	pm	pm				
	1 London (King's Cross)	dep	11D45	7 5	10 20	12 20	..	4 18	6 7	..	8 42	..	..	..	..
	2 Newcastle	dep	....	7 0	11 0	....	2 55	4 35	....	7 40	....	....	....	....	..
	DARLINGTON ..	dep	12 10	6 35	8 40	11 55	1 30	4 10	5 42	7 35	9 5	10 20	..	..	..
	Croft Spa	"	12 15	..	8 45	12 0	..	..	5 47	..	9 10	10 25	..	..	..
	Moulton	"	12 24	6 47	8 54	12 9	..	4 22	5 56	7 47	9 19	10 34	..	..	..
	Scorton	"	12 29	6 52	8 59	12 14	1 45	4 27	6 1	7 52	9 24	10 39	..	..	..
	Catterick Bridge ..	"	12 35	6 58	9 3	12 18	1 49	4 32	6 5	7 56	9 28	10 43	..	..	..
	RICHMOND	arr	12 44	7 5	9 10	12 25	1 56	4 39	6 12	8 3	9 35	10 50	....	..	..

connections between local developments and the railway and to discuss with each other how secure their judgements are. For example, population growth could be plotted alongside the development of the railway or the development of local industry. It might also be possible to examine the social and economic side – photographs of station staff often show how many people were involved even at relatively small stations such as station masters, booking clerks, porters, those in the goods sheds, signalmen, level crossing keepers besides the drivers, firemen, cleaners,

guards and so on. Some even had station horses and cats. They could be asked to investigate what these jobs entailed, which would be regarded as the elite jobs and whether they notice anything unusual, e.g. the relative paucity of women employees.

Why did so many local people stop using their local railway?

Maybe this provides an opportunity to do some statistical work. It is relatively easy to get hold of

Figure 4: Cross Gates station, Leeds in the early twentieth century. Pupils can make inferences about the type of person using local railway stations.



ticket sales at individual stations. These can be plotted and assessed. In most cases there was a gradual, sometimes steep decline not reversed until comparatively recent times. Pupils could be asked to speculate on why this was the case. They might again look at maps, perhaps noting the location of stations, where new settlement was developing and where bus routes were. The distance of local industry from the railway may also be noted.

It might be possible to provide a series of images allowing pupils to work out why railways lost their appeal, e.g. the times of trains, the distance from stations and the relative costs of bus and rail transport. Pupils could be given a series of images such as a milk tanker, a heavy lorry, a family car, a bus, even a strike notice and asked to work out why people may have preferred alternatives. Rather than give pupils the total impression that railways were in continuous decline, they might be able to look at what the local railway did in times such as war. Pupils' knowledge could be reinforced by examining how and when the local railway declined (or how it managed to survive as a sizeable number did). Dr Beeching can be mentioned but it is important to note that many lines closed prior to Dr Beeching – some even before 1930. There are often newspaper cuttings or even film of the last day of the railway. Pupils might do some imaginative work and calculate the views and hardships caused by the closing of the railway. They might be able to debate whether the local railway could have been saved – and if so how. It might be useful to show that the locality was not unique, pointing out that many other local railways also closed.

Figure 5: Rail posters can illustrate how railways hoped to attract a particular clientele. This example is for Lowestoft in Suffolk.



What can we learn about the railway from surviving evidence?

In a few cases all traces of a past local railway have disappeared, but this is rare. This could be a field exercise to look for clues of the existence of their local railway and what this evidence may tell us about the railway in the past, e.g. a surviving converted station was a long way from the town or village, maybe up a very steep hill. Often old railways have been converted to footpaths or cycle ways.

Figure 6: A station resurrected. Hampton Loade on the Severn Valley preserved heritage railway in Shropshire. Pupils can use such sites to help an understanding of their local railway but also can use them to compare their success in the past and present.



Landscape evidence might include bridges, tunnels and embankments or even place-names such as Station Road or The Sidings. Above all few places are far from a heritage railway (the United Kingdom has more than anywhere else) running again on part or all of a former local railway. Pupils could be asked to use this evidence to compare the picture they have built up over the course of this unit of work. Do they faithfully reproduce what used to exist? Above all pupils might wrestle with the conundrum why a heritage railway can thrive today but the same line was unviable in the past. Pupils can be led to understand that there is a difference between a tourist attraction running at peak season, with trains not running at anti-social hours or in the depths of winter and heavily relying on volunteers and merchandising, and a line which must run every working day on commercial terms.

Finding out more

As mentioned in this title, railways are an incredibly well-resourced topic. Any search will reveal masses

of film, image and text about every railway in Britain. Wikipedia has every line covered and histories and sources can be obtained from the excellent Disused Stations website (www.disused-stations.org.uk). Railway sources such as posters, tickets and timetables are also easily available. A good source is the National Railway Museum website (www.nrm.org.uk/). There are also many local history groups and railway associations who have some excellent material such as the Cornwall Railway Society (which ranges well beyond Cornwall). www.cornwallrailwaysociety.org.uk/ Flickr seems also to have an inordinate number of railway enthusiasts displaying their collections. For those wanting hard copy, railway histories are available from some companies that specialise in local railway history such as the Middleton Press. www.middletonpress.co.uk/ and Oakwood Press www.oakwoodpress.co.uk/ (now run by Stenlake publishing).

Tim Lomas is honorary secretary of the Historical Association and a member of the Primary History Committee.

Bringing the Civil War to life in Somerset

Vivien Southall

As a lecturer in education teaching humanities at Plymouth University, I spend my time encouraging student teachers to move away from writing lesson plans with a focus on research and recording, to creating lessons that are dynamic – engaging children in historical activities to develop a passion for history. Student teachers' own experiences of primary education have often been structured by the QCA lesson exemplars that were followed closely by many schools when the National Curriculum was first introduced. I decided to choose an aspect of history that they were unlikely to have been taught in their primary schools. The aim was to demonstrate how a subject that some student teachers describe as 'dry' when they are first asked to research it, can be brought to life. These interactive activities are not dependent on strong literacy skills, which themselves can form a barrier to children developing their historical skills, knowledge and understanding.

I chose the Civil War as the topic and situated it in the south-west as part of local studies. This had been taught as an Initial Teacher Education module for two years. I decided it was time to take some of the activities into school, to see how they worked in practice with a class of children.

Two student teachers and myself were kindly offered the opportunity to work with Key Stage 2 in a two-class village school, Sampford Arundel Primary, in Somerset.

This involved 19 children across Years 3-6. This presented challenges in differentiation as the children's abilities covered such a wide span. Each lesson had an overall objective with the success criteria being carefully differentiated. This allowed some



Objective

Construct informed responses that involve thoughtful selection and organisation.
Develop appropriate use of historical terms.

Success criteria

Years 3 and 4

Lower ability – I can ask valid questions and draw on a number of sources when contributing ideas for enforcing or surviving a siege.

Middle ability – I can devise and answer historically valid questions by offering some ideas for enforcing or surviving a siege and explaining why these are appropriate.

Higher ability – I am able to respond to the strategies offered by the other side and independently develop strategies that can be explained by referring to learning about the period so far.

Years 5 and 6

Lower ability – I can draw on my learning about the period and the strategies employed by the other side to develop viable strategies to enforce or survive a siege.

Middle ability – I am able to independently draw on my learning about the period and the strategies employed by the other side to develop viable strategies to enforce or survive a siege and to predict what the other side might do in response.

Higher ability – I am able to offer appropriate strategies to enforce or survive a siege that are developed from my knowledge of the period through my learning so far. I am able to robustly defend my strategy drawing on my learning from a variety of sources.

Rising stars is a helpful website to support differentiation in planning.
www.risingstars-uk.com/Subjects/History/Voyagers/Free-Stuff/Progression-Frameworks-for-History-and-Geography

Figure 1: The Roundheads and Cavaliers being drilled as militia



Figure 2: Pupils re-enacting Taunton under siege and discussing tactics.



Figure 3: Children discussing how to successfully besiege Taunton.



activities to be the same for all children, and other activities to be aimed specifically at different groups.

An active approach was important to allow all children to engage and make good progress. The children did not record formally but were asked to make notes, which could be used to help develop their ideas and arguments in each activity. The use of note-making was intended to allow children time to think and jot ideas down before sharing them, allowing those who need longer to think the necessary time to get their ideas organised. However, time restrictions meant that this did not happen as much as would have been beneficial.

Historical overview: Much unrest had been caused by Charles I's policy of heavy taxation to pay for wars, as well as his sympathy towards Catholicism. Ralph Hopton took a very active part during the English Civil War in trying to secure the south-west for the Royalist cause. He was an MP and a soldier. He held Cornwall and much of Devon and Somerset until the Royalists were finally defeated, and the south-west controlled by the Parliamentarians from the middle of the 1640s.

Day 1

The children were divided into Royalists and Parliamentarians and were dressed appropriately so that they began to identify with one side. We were later able to explore the biases that they were developing in favour of their own party and to consider how biases may be detected in the sources that we looked at from the period. The children needed to gain some information about the Royalists, Parliamentarians and Oliver Cromwell at the beginning of the topic to take part in the activities. To do this they looked at paintings, some written information and quotations from Cromwell and his contemporaries, to describe and identify the principles and values of each side, as well as Cromwell's motivation, while explaining how they had reached these conclusions.

The children used skills of questioning, inference and deduction to work out and compare what life was like in the mid-seventeenth century and particularly for each party. They further explored bias by giving presentations about Cromwell from either a Royalist or Parliamentarian stance. One Year 3 child was adamant that it was good that Christmas was banned by the Parliamentarians, as it has become so commercialised. He sympathised with Cromwell, even when the rest of his group were struggling to present Cromwell and his anti-festivity beliefs positively. Another child was very distressed that she was a Royalist and so was expected to criticise Cromwell; she was allowed to

change allegiance. This demonstrated that even early on day one the children were beginning to identify with their cause and empathise with people living in the mid-seventeenth century. The children were developing as historians. As Hilary Cooper has said:

Interpreting historical evidence involves not only internal argument, but also debate with others, testing inferences against evidence from other sources and considering other points of view. It means then supporting opinions with arguments, accepting that there is not always a 'right' answer, that there may be equally valid but different interpretations, and that some questions cannot be answered.¹

The Victorian painting 'And when did you last see your father?' by William Frederick Yeames was displayed on the Interactive board. The children held an animated discussion to work out what was happening, drawing on the information that they had gained so far, which demonstrated that they were able to apply their knowledge to interrogate the image. We then considered the historical accuracy of the image which was painted 200 years after the event and how we might interpret the message that the painter was conveying. During all of these discussions the children were able to compare the two sides and see how their different approaches caused tension and led to the Civil War. The children then moved into the playground and stood as two armies to be drilled in the codes of conduct that were current at the time (see Figure 1). Again, they remembered lots of these codes and used them in the later scenarios and drama activities.

We moved on to a scenario activity, where the Parliamentarians were under siege in Taunton (in a circle of chairs in the playground) with the Royalists in the countryside outside. The children were involved in possibility thinking (Cooper, 2013 p.21), developing interesting strategies to enable their party to be successful in taking or retaining ownership of the town, despite the difficulties that were presented to them at each step (see figure 2).² Four scenarios were given which introduced, for example; famine, disease or the coming winter. Their answers clearly demonstrated that they were able to reason using the information that they had gained so far. For example, they debated how to make a ladder to invade Taunton as the code of conduct said that they were not allowed to cut down trees, until one child remembered that this only applied to fruit trees. They challenged each other by asking questions about the efficacy of solutions and refined their ideas. They were then able to be creative in their solutions, deciding to send a few soldiers up the ladder as a decoy while they attacked in numbers from a different angle. Russell Jones and Dominic Wyse found in their research that often conflict is found to be part of creative teaching.³ They concluded, however, that, 'The conflicts they [the children] discussed were productive conflicts

Figure 4: Large map on playground made with skipping ropes and labels on which the children moved around to re-enact the Civil War in the south-west.



that led to creative places in the classroom.' This was demonstrated repeatedly during our two days (see Figure 3).

Day 2

The story of the Civil War in the south-west was acted out on a big map made with skipping ropes on the playground (see Figure 4). The children made town names, researched the locations on maps and iPads and placed them on the playground map. The children became individual historical characters from the war, which they researched using the internet. They moved around the map as the narrative was read out, with lots of booing and cheering from each side.

Sir Ralph Hopton was put on trial but managed to convince the jury that he was innocent. Both the prosecution and the defence had witnesses that provided evidence making connections between the information they had been given and using historical terms, to form their arguments (see figure 5). For

Figure 5: Ralph Hopton was put on trial for bringing armed men into Cornwall.



Figure 6: The children wrote an oath to sign pledging Plymouth's allegiance to Parliament.



Figure 7: The big battle carried out on the school field.



Figure 8: Parliamentarian Taunton being attacked by the Royalists.



example, the prosecution accused him of running over farms, too much partying and killing people for no reason – again in contravention of the code of conduct for war. The defence claimed that he was fair, he 'trained them all the same' and Ralph said that he 'gave up his food for his fellow soldiers'. The children brought up and discussed the impartiality of the jury that was made up from two people from each side and considered whether the original jury would have been fair. This again, reinforced the significance of bias and the need to consider the origins of any historical source they use.

The battle of Braddock Down was acted out with the children imagining being positioned on two ridges where they discussed their tactics, again selecting the relevant information they had learnt, to inform their arguments and decisions. A battle ensued and the children were able to explain why their side was or was not successful. This was compared to the events in the historical battle. Back in the classroom, the younger children placed events cards into chronological order, the middle children did freeze-frame photos of events to put into a PowerPoint, and the older children created a documentary to describe the narrative of the war in the south-west. At this point we were running short on time, but the children could have spent much more time on these activities to reinforce both the chronology and the narrative.

The children were then told that Plymouth was under siege and groups of children either wrote a rallying speech to call the people of Plymouth to stand firm for the Parliamentarians or an oath for them to sign (see Figure 6). The children selected and organised the relevant facts: for example, about partying, not drinking, wearing sober clothes and the wise use of money, or Parliamentarians



Figure 9: The children were able to identify with the activity as it was based on their local area enabling them to identify where their village was on the map.



loving God and wanting love and friendship for everybody. These were then presented to the class. Children began to organise their historical knowledge and to understand some abstract concepts about motivation of groups of people. 'History is packed with concepts, many of which are abstract. They must be taught actively to ensure that children's understanding of concepts matches that of adults.'⁴

Towards the end of the day we moved to the playing field for the long awaited big battle. Each side had a base with cones in and each child had rugby tags. The children discussed tactics for gaining as many tags and enemy cones as possible, using the landscape to move unobserved. We stopped the battle after a while so that the children could consider the effectiveness of their strategy and improve it (see Figure 7). There was a clear win for the Parliamentarians. We discussed the importance of the decisions that people make to create history and that history isn't an inevitable predetermined narrative. The day ended with a cream tea to illustrate that both sides had to settle and live together after the Civil War was over.

The children enjoyed the two days and developed their ability to use many historical skills to improve their knowledge and understanding of conflict in history. Christopher Russell believes that:

*Historical skills are important as they develop critical reasoning and analytical skills. This may also include the capacity for solving problems, thinking creatively and justifying decisions. These are desirable attributes for children to possess.*⁵

Each session was carefully planned with clear, differentiated objectives which allowed for assessment to take place through observation, while the children are engaged in the activities. Paul Bowen writes: 'Perhaps the most important feature of creative teaching in history is that of risk-taking: doing something novel, different and unexpected which has no predetermined outcome.'⁶ My hope is that our student teachers will be encouraged to take risks in their teaching to develop children's perceptions of themselves as historians.

Jane Major, Acting Head Teacher, Sampford Arundel Primary School, Wellington Somerset

All the children in our Key Stage 2 class were extremely keen guinea-pigs for Vivien's activities and embraced the practical role-play with enthusiasm. Most children made some effort to dress up in some way for the occasion, with a few children really entering into the spirit of the seventeenth-century costumes. The class is accustomed to widely differentiated activities due to the nature of our school community, and responded positively to the varying styles of input over the two days.

The class was clearly very engaged and earnest discussions about the two sides could be heard taking place around the playground and on lunch tables during the two days. When asked to think about the impact of the experience several weeks later, it was the practical activities which had made the most lasting impression, proving what we all know about such learning. William (Year 5) commented:

You learn more by doing something than just listening to the teacher. It was really fun and I thought the information was really interesting.

Mia (Year 6) had enjoyed the courtroom scenes:

I was Sir Ralph Hopton and we had to stick to the parts. I was put on trial – apparently I had been chopping down fruit trees which was against the law then. In the court the Parliamentarians asked such good questions and I argued so well that I was let off, so I didn't have to go to prison! We had two kings, Jacob was King Charles the first and John was Charles the second. Jacob had his head chopped off – that really happened. [In history, not 2016 real life!]

The younger members of the class also learned and retained plenty of information. Abbie (Year 4) explained her perception of the differences between the Cavaliers and the Parliamentarians:

Before the war the Cavaliers loved partying and the Parliamentarians didn't. I was pleased I was a Royalist – we all had hats to show which group we were in.

Georgiana (Year 4) enjoyed making the map on the playground out of skipping ropes and putting on all the places where things happened:

It was really fun and at the end the Parliamentarians won because they chopped King Charles's head off. The Royalists were lucky though because then they had King Charles the second and he brought back the partying.

Oscar (Year 3) said:

We learned lots of things like when it [the Civil War] started and when it finished. I was a French prince who was a Cavalier. It was brilliant!

Nicola Mackenzie, B.Ed (Hons) Primary (Science) student Plymouth University

As a 2nd year B.Ed Primary student I was grateful to join our lecturer on these few days in school. Seeing how the differing ages and abilities of the children could be covered by the same subject was interesting. The immersion in the topic worked really well, particularly for children who may struggle with subjects involving written aspects. The children were able to relax in the knowledge that there was no emphasis on their use of English, allowing them to focus on their historical skills. This approach would be especially useful for EAL and certain SEN children.

A highlight was watching the children immerse themselves in the characters they were allocated. Researching their character allowed them to understand the reasoning behind their choices and who they were. Placing this subject within a local context for the children, with names and places they were familiar with, allowed them to have a closer affinity with the topic (see Figure 9). I believe the children learnt more from having the opportunity to explore history from a new angle. Particularly fascinating was how the children questioned the reasons behind the scenarios.

It would be interesting to have the opportunity to spend a term with a similar class using this approach over a longer period of time, perhaps using a cross-curricular approach to the Civil War. This would allow children to extend their knowledge of the lives surrounding the characters involved. This might enable them to build a deeper understanding of how we approach history, and how life for them has changed as a result.

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- 5 Russell, C. (2016) *Essential Primary History*, London and New York: Open University Press McGraw-Hill Education, p. 37.
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What the co-ordinator might do

This article clearly shows the enjoyment that both teachers and pupils had from a topic that is less familiar in primary schools. If schools are tempted to use this theme with their Key Stage 2 pupils, there are some issues the co-ordinator might usefully consider:

1. First, decide what is the purpose of studying it – is the emphasis on a local history study, or part of a thematic study (such as conflict through the ages) or as something that provides a contrast or extends the chronology past other Key Stage 2 themes? Deciding this will help determine the focus of content and objectives.
2. This will be a chronological period unfamiliar to most pupils. Some background will be needed – where does it fit on the timeline? What other kinds of things were going on at this time? What was society like – some key occurrences might help place it such as some monarchs, plague and fire. They might look at images of aspects such as buildings, fashion, food, town and country as well as warfare to give some context to the period.
3. The Civil War can be complicated especially in terms of motivation and causes. It is as well to assume that pupils' initial understanding of key terms such as parliament and monarch or civil war is limited and some clear definitions are needed. Even secondary children find such terms problematical.
4. Some key facts about the Civil War would need to be established – why did conflict take place and people become so worked up? It is worth ensuring that this is not too simplistic. While there is a great temptation to see it as polarised between king and parliament, or even more narrowly as Charles I versus Cromwell, it was more complex, with families divided, and most cursing both sides and wanting neutrality. Some key battles such as Edgehill, Marston Moor and Naseby need to be placed alongside local events.
5. Nor should the war be seen as gentlemanly and full of dashing heroes such as Prince Rupert. This was a bloody affair with mortality probably unsurpassed in British history. While the local may well be worth emphasising, this heavily involved Scotland and Ireland and there is a fair amount of brutality. It is also worth emphasising that the war did not just involve men. The stories of women such as Lady Harley and Lady Bankes are worthy of some mention.
6. Any planning needs to ensure that key concepts are emphasised rather than just the local people and events. This article shows that there are good opportunities to plan activities related to source evaluation, cause, consequence, motivation and interpretations. Comparison with conflict in other places and ages might also be considered. Attempts need to be made to try to get children to have some understanding of the period, rather than just as modern-day people in 'fancy dress' having twentieth-century beliefs. Although challenging, some attempt needs to be made to get the children to consider why people got so worked up about issues such as religion and the divine right of kings.
7. Some worthwhile questions that might get children thinking could include those related to why people had such strong feelings, how people were treated including the enemy and captured places, how reliable the evidence is, how the war affected men and women and what might have been some of the longer-term effects. Do pupils imagine that things just returned to normal or was this a real turning point? Any good teaching is likely to extend things beyond the fighting to refer to the outcome, the execution of Charles I, the rule of Cromwell and why the Protectorate did not last.
8. There are likely to be many interesting and varied sources – paintings, engravings, written sources such as diaries, letters, pamphlets and sites (many local castles were destroyed in the Civil War).

Tim Lomas



Teaching pre-history outside the classroom

Elaine Skates

From a visit to a local museum or heritage site, to using bushcraft skills to give pupils first-hand experience of what it might have been like to live in ancient times, teaching prehistory outside the classroom can really give this area of the curriculum the wow factor.

The inclusion of prehistory in the Key Stage 2 curriculum can present many challenges for teachers. The first challenge is the breadth which the period covers – spanning a period of almost one million years of human development. It begins from the evolution of the first humans who gradually learnt to harness fire and work flint into primitive tools, through to the culturally fascinating and sophisticated societies which emerged during the Bronze Age and Iron Age. This is a complex period for teachers and pupils to get to grips with, and can seem daunting.

The changes in the way people lived from the early Stone Age to the Iron Age were dramatic – more so than in any other period since – and they present a fantastic opportunity for teachers to introduce the skills of historical enquiry, encouraging children to address and devise historically valid questions about change, cause, similarity and difference.

Another challenge for teachers is the obvious lack of oral or written evidence, which can make this period

even more difficult for children to understand. Most of what we know about prehistoric Britain comes from archaeological evidence. This presents countless opportunities for learning about archaeology outside the classroom and understanding how historians make sense of physical sources of evidence.

Using learning outside the classroom (LOtC) to support classroom teaching of prehistory can help to bring this period of history to life, by giving children a real-world experience of what it was like to live in prehistoric times.

The benefits of introducing LOtC activities in your prehistory lessons include:

- having a 'wow' factor to introduce a topic
- multi-sensory and memorable learning
- a real-world experience of prehistoric life
- developing pupils' skills of historical enquiry
- enabling children to empathise with the people who lived in prehistoric times
- supporting a thematic curriculum through cross-curricular opportunities



Gathering around the fire

You do not need to venture very far or spend much money to bring prehistory to life. Your own school grounds or local area can provide the ideal venue for some really imaginative historical enquiries.

Where did people live?

Many children may have misconceptions about what life in prehistoric Britain looked like. For example they may have a stereotypical view that prehistoric people always lived in caves. This assumption can be challenged by a den-building activity to highlight that Stone Age people built their own shelters and used tents and temporary shelters when travelling. Evidence has been found of permanent structures in the later Stone Age.

Children could use sticks, leaves or fabrics to create dens in the school grounds using whatever natural materials they can find. Other materials can be supplied by teachers to represent the types of resources available at that time – woven woollen cloths and animal skins, for example. Decorate your den with prehistoric art to provide atmospheric spaces for storytelling or Stone Age-related creative writing. Stone Age art could be created using natural writing materials such as charcoals or chalks. Children could even mix dirt or charcoal from a fire with animal fat and water to make their own Stone Age paints. Display the art in the den using string and pegs, or decorate school walls or playground surfaces.

What did Stone Age people believe to be important?

Stone Age art such as carvings and cave paintings have been found in Britain as well as mainland Europe. Look at examples of cave art from Britain and elsewhere and compare their similarities and differences. Based on the evidence from objects and art, decide what would

Collecting resources from the local environment



be typical finds, and make inferences about what was important to people in this period.

Recreate some typical Stone Age art using different techniques and materials. Discuss how the art demonstrates what was important to Stone Age people, and make some 'cave art' depicting what children consider to be important to people today.

Use a candlelit den to stage a shadow puppet show, where the children can retell their own stories about Stone Age life. Blankets and sheets, tables and chairs can make excellent classroom dens – not quite the way

Creating a shelter from natural materials.



Stone Age people would have done it – but these will make atmospheric spaces for storytelling and to inspire writing.

What was Stonehenge for?

Stonehenge was built over hundreds of years from 3000 to 1500BC. There are many theories about its use – is it an ancient clock/ astronomy tool, a sacrificial monument or a funeral temple?

Construct your own monolith to make your mark on the landscape. Using evidence from photographs of henges from around the world, decide what would be typical features, and then build your own henge on a large or a small scale. Provide pupils with some building materials such as boxes, soft play bricks or stones, sticks and logs. Once pupils have built a henge, discuss different theories about why people might have built them. What could they use it for? Can pupils tell the time using their henge? Does it have healing powers? How does it make them feel?

You may have a prehistoric feature in your local landscape. The Historic Environment Record www.heritagegateway.org.uk/gateway/default.aspx enables you to search for prehistoric features in your area. You may have evidence of a prehistoric dwelling site on your doorstep without even knowing it!

How did changes in technology affect the diet of Stone Age people?

Children may have an image of Stone Age people hunting mammoth in open plains, whereas for many Stone Age Britons the habitat would have been predominantly dense woodland – hunting small game and foraging would have been significant sources of food. Spending time exploring woodland environments will give children a far more realistic first-hand experience of the Stone Age environment.

Humans harnessed fire for the first time around 400,000BC. Some historians believe that cooking food enabled humans to access calories more efficiently, which led to the development of larger brains and

more time being available for experimentation and cultural development. This led to further advancements for humans. Pupils could conduct an experiment, timing and comparing how long it takes them to eat cooked carrots and raw carrots. Which is easier to eat and digest? What could the significance of being able to cook food have had for Stone Age people?

Find out what artefacts are held at your local museum or library. Many offer handling sessions or have resource boxes which you can borrow to enable your pupils to examine objects and tools from Stone Age, Bronze Age and Iron Age life to understand how technology changed and the impact it had on the lives of prehistoric people.

How easy was it to survive in the Stone Age?

A Forest School area or local woodland is the ideal place to explore the Stone Age environment and think about what people would have needed to do to stay alive. Bushcraft activities will give pupils a vivid understanding of aspects of Stone Age life. If you do not have the skills to deliver bushcraft activities, you will find providers in your area who can support you in delivering these activities.

Activities could include shelter building using natural materials, fire-lighting activities using flints and bow drills, cooking Stone Age food on a campfire, making simple tools by whittling sticks, foraging for edible foods, a virtual hunt where children take pictures of the animals they could hunt and eat, collecting stones and naturally found materials to make jewellery. A wild school foraging guide can be downloaded from www.wildfoodschool.co.uk. Discuss the similarities and differences between Stone Age life and modern life. How was life harder in the Stone Age? Was it easier in some ways? What is good/bad about Stone Age life compared with life today?

How did people's diet change from the Stone Age to the Iron Age? What was the impact of these changes?

Historians believe that the advent of farming around 4000BC was one of the most significant changes in human history, having a dramatic impact on the way people lived. Moving from a nomadic lifestyle to permanent dwellings and villages ultimately resulted in trade and warfare as people took ownership of their land.

There are some interesting questions to be explored about the development of farming – was life really easier once farming was introduced? Some cooking with Stone Age, Bronze Age and Iron Age ingredients could lead to the question of whether diet was really

more varied for Bronze Age farmers than for Stone Age hunter-gatherers, as well as highlighting that many crops grown today did not exist in Bronze Age and Iron Age Britain.

To investigate the impact of farming on diet and lifestyle, explore a Stone Age style diet by foraging for edible plants and berries. Then research the plants and animals that would have been farmed during the Bronze and Iron Ages as farming techniques developed. These include cereals such as barley and wheat, lamb, pork and beef, beans and pulses, edible leaves, fruit and some vegetables such as parsnip. Many modern vegetables – carrots, broccoli, asparagus, potatoes – did not then exist.

Grow food that would have been cultivated in the Iron Age in your school garden, then use the produce to make your own Iron Age recipe. Typical Iron Age meals were stews, porridge and soups cooked in open pots, accompanied by bread. Many prehistoric recipes can be found on the cookit website.
<http://cookit.e2bn.org/>

Look at the evidence of the different tools and vessels that were used. What do these tell us about how people cooked and what they ate? Discuss the differences in the food, and how this would affect the people eating it. What impact would farming have had on lifestyles? Compare what prehistoric people ate, and how they procured food with how we source and prepare food today.

Elaine Skates is chief executive, at the Council for Learning Outside the Classroom.



Websites

The Council for Learning Outside the Classroom

www.lotc.org.uk

English Heritage

www.english-heritage.org.uk/learn/story-of-england/prehistory

History Cookbook

cookit.e2bn.org/historycookbook/index-29-prehistoric.html

Wild Food Foraging Courses

www.wildfoodschool.co.uk

The Historic Environment Record

www.heritagegateway.org.uk/gateway/default.asp

Prehistoric Britain timeline

900,000BC

The first humans arrive in Britain from mainland Europe. They were a different species of human to us today. Britain is joined to Europe (no sea in between). Mammoth, rhino and giant beavers live in 'Britain'.

500,000BC

The oldest human remains so far found in England, at Boxgrove in Sussex, belonged to a six-foot tall man of the species *Homo heidelbergensis*.

300,000-35,000BC

Short, stocky Neanderthals are present in Britain.

42,000-26,000BC

Cave-dwelling modern humans are present in Britain.

25,000BC

Most of Britain is plunged into an ice age and becomes uninhabitable to humans.

13,000BC

As the ice age ends modern humans recolonise Britain. The earliest known cave art in England is found at Creswell Crags, Derbyshire.

8500BC

As the climate warms, forests grow all over Britain.

6500BC

Britain becomes an island.

4000BC

Evidence of the first farmers in Britain – the Neolithic or new Stone age begins.

3000BC

The first stone circles are erected.

2100BC

The Bronze age begins as people begin to use bronze to make tools.

1650BC

Trade routes begin to form.

1200BC

Evidence of small villages.

700BC

The Iron age begins as iron replaces bronze as the most useful metal. Most people are farmers, craftsmen or trades people.

500BC

The Celts arrive from central Europe – farmers who are also a warlike people.

Making the most of the post-1066 unit:

looking at continuity and change over 10,000 years

Alf Wilkinson

Introduction

The 'aspect or theme of British history that extends pupils' chronological knowledge beyond 1066' unit is designed to *extend the period of study beyond 1066* to help pupils develop a coherent picture of British history. You might use it as a way to continue to study the Tudors, or Victorians or even World War Two, utilising your existing schemes of work and resources. But I think this is missing a trick. This study unit gives you a perfect opportunity to study a theme or a topic from the Stone Age to today, helping pupils build up a 'Big Picture' of change throughout the whole Key Stage 2 history course. And in that case it is best, in my opinion, undertaken at the end of the course – in Year 6.

For this article I would like to use the example of houses through the ages, as a way to develop understanding of continuity and change, as well as chronological understanding. You might also, as it is aimed at Year 6, help them to continue to develop their enquiry skills, and how to communicate ideas in history. By the end of Year 6 most pupils should be able to research, work and present their ideas in a more independent manner.

Reinforcing chronological understanding

Make a series of tabards for pupils to wear, for each of the periods of British history they have studied (see Figure 1 for examples). If you prefer you could use pieces of A4 paper instead. You might like to have two or even three examples from each period to involve more of the class in the timeline activity. Add examples from medieval, Tudor, Victorian and twentieth-century Britain that they might know, either from their local history unit or perhaps Key Stage 1 significant people or events. Issue the tabards or A4 sheets one at a time and get the class to make a living timeline across the front of the classroom. As each pupil joins the line discuss with the whole class if the pupil is standing in

the correct place. Make sure to emphasise the gaps between individuals too – Anglo-Saxon England lasted 600 years, whereas Stone Age to Iron Age was 10,000 years! Continue until you have produced an agreed class timeline.

Next, ask one 'Roman' person, for example, to tell the class *one* thing that is different in Roman Britain to Stone Age or Iron Age Britain. Follow this up by asking the class to tell you *one* thing that is similar. Record the answers on an interactive white board or a flip chart for later. You might end up with a table similar to that in Figure 1. This is intended to emphasise the continuities as well as the changes in what they have already studied. We tend to be rather good at discussing change, but less effective at picking out the continuities between periods. An activity like this will help remind your children of the range of history they have already studied as well as introducing the idea of continuity and change.

Houses through time

We've chosen houses through time as the theme for this article because it is very difficult to envisage studying any of the periods of British history without at least a passing mention of houses. You might start by revisiting *Primary History* 66, pp. 26-27. In that issue we used the example of houses from Stone Age to Iron Age, and asked pupils to look carefully at



House on display at Bede's World, Jarrow.



photographs of a house from each period. We asked them to identify building materials and what they thought it would be like to live in each house. Finally, we asked them to identify similarity and change. You might also like to use the BBC 'Class Clips' short film 'building a Celtic house': (www.bbc.co.uk/education/clips/zqxtsbk) or the 'Class Clips' five-minute film 'Iron Age Homes': (www.bbc.co.uk/education/clips/z92y4j6) to get a better impression of what it might have been like living in such a house. The key point is that the pupils should already know much of this from their study of Stone Age to Iron Age – you are merely revisiting existing learning, and starting from what they already know.

Roman houses

There may be the remains of a Roman villa very near you. You might have studied this as part of your local history topic. You will certainly have talked about villas while studying Roman Britain. You may even have used 'A Tour of a Roman Villa': (www.bbc.co.uk/education/clips/z7k8q6f) or 'Roman Innovations for Urban Living': (www.bbc.co.uk/education/clips/z6nfb9q) Either way, the key questions remain – what differentiated Roman houses from earlier homes? Were water supplies, toilets and baths really important? How comfortable and cosy were Roman houses? Pupils will almost certainly suggest they would prefer to live in a Roman villa than an Iron Age house, but why? After

Figure 1: Examples of periods of British history to use in the timeline activity.

Period	Significant events	
Stone Age to Iron Age	Stonehenge built	Cheddar Man dies
Roman Britain	Julius Caesar invades	Hadrian's Wall built
Anglo-Saxons	Sutton Hoo ship burial	King Alfred fights the Vikings
Vikings	Vikings raid Lindisfarne Abbey	Cnut becomes king of England
Medieval times	William the Conqueror invades England	The Black Death kills around 40% of the population
Tudor (and Stuart) times	Elizabeth I becomes queen	Great Fire of London
Victorian times	Queen Victoria becomes queen	Going to school made compulsory
World War II	London Blitz	End of World War II

Figure 2: Inventory of Clement Swallow, of Warwickshire, who died in 1571

- *Item certayne Rynges*
- *Item viii kyne and heighfers wth iiii calves*
- *Item iiii yonge bestes*
- *Item ii Geldynges wth saddells brydells etc.*
- *Item wood & coale*
- *Item the swyne yonge & olde*
- *Item three shepe*
- *Item ii quarter of wheate & more*
- *Item in malte & barley Vi quarter & vi strike or theraboughte*
- *Item pease iiii strike or theraboughtes*
- *Item in the parler one bedsted wth the beddyng stooles chayers cuschyns & other furniture for a parler*
- *Item v Coffers contaynyng xvii pere of shetes vii horde clothes iiii dozen of table napkyns vi towells or thereabought wth other linnen & other suche stuffe*
- *Item iiii other coffers & iiii caskettes*
- *Item vi candelstyckes wth the pewter cuppes trenchers & other necessaryes for a buttry*
- *Item brasse pottes pannes cobberdes awndyrns trevettes spittes fyre shovells & other furnytur to a kytchyn*
- *Item bakon & beyffe*
- *Item certayne hordes & spyning wheles a chese presse & suche like other stuffe in the buttyng house*
- *Item vessells in the bruyng house mylke house wth other stuff co[n]teyned in them & other houses of office*
- *Item A malte myll wth a skele & other necessaryes in the myll house*
- *Item olde Iron & other stuffe in ye store house & other outhouses*
- *item butter & chese*
- *Item woll hempe flaxe hoppes & other necessaryes in the chest chamber*
- *Item salt fyshe stock fyshe & other necessaryes in ye fyshe house*
- *Item hennes geyse capons duckes wth implementes for those & the like houses of office*
- *Item A bell nettes etc. for larkynge*
- *Item the necessary furnytur for ii servantes beddes*
- *Item in the grete chamber a bedsted with beddyng & other furnytur for a chamber*
- *Item furniture for ii beddes in ye Inner chamber within the grete chamber wth bedde posts & Ropes etc*
- *Item a flocke bedd wth other furnytur for more servantes*
- *Item in the Studie a presse wth hys Apparell & hys there & ellswheare wth hattes capes etc. & other necessaryes in the same co[n]teyned*
- *Item bootes spurres swyrde/dagger wth other necessaryes for Rydyng*
- *Item one coffer wth clothes lynyng sayes carsey & such like stuffe*
- *Item certayne lawe bookes & other bookes wth other tryfles of small valew.*

exploring the differences don't forget to repeat the activity but this time focusing on the similarities. Finally, you might ask if all Roman houses were the same. We know Romans liked living in towns much more than earlier peoples (and Anglo-Saxons and Vikings for that matter too!) Were town houses more cramped, closer together, smaller than villas in the country? And what happened if you didn't have a lot of money – what kind of house would you live in then?

Anglo-Saxon and Viking houses

Anglo-Saxons and Vikings both preferred to live and work in villages and small settlements. Many were farmers. You might ask whether Anglo-Saxon and Viking houses were more like Roman houses or Stone Age to Iron Age houses. They were, in fact, much more like Iron Age homes than Roman ones. Again, the key questions focus on similarity and difference. You might use the websites of West Stow Anglo-Saxon Village, Jorvik, or Bede's World to explore houses from this period, or use the Sutton Hoo Treasures to deduce from the goods found in the 'empty grave' what a rich Anglo-Saxon's house would be like. Again, this is building on what they already know to explore continuity and change from 10,000BC to AD1066. Up until this period there are probably more continuities than changes, perhaps with the exception of Roman villas.

Houses post-1066: what were medieval houses like?

Look carefully at the photograph on page 39. It shows a modern reconstruction of a house built around the time of the Normans. Ask the children what it would have been like to live in. Was this the house of a wealthy person, an ordinary person or a poor person? What would you find inside it? And where do you think they would go to the toilet? Where would they have a bath? Sleep? Cook? Eat? Do some research and see if you can discover what would be inside a house like this. Again, finish up by exploring the similarities and the differences between this house, and those houses from earlier times that the children have already studied.

How do we know what Tudor houses were like?

Figure 2 is an inventory, or list of goods belonging to a person who has died. It tells us all the things Clement Swallow owned. If

you look at the list carefully you can work out what kind of house he lived in, what he did for a living, whether he was rich or poor, how many rooms his house had, and so on. We have left the inventory in 'Tudor' spelling, but if they persevere the children should be able to read it – it is quite phonetic spelling!

Ask the children what the house is made of. What would it be like to live in? Is it similar to the house they thought Clement Swallow lived in? Finally, ask them what else, besides these two pieces of evidence, they might need to know to be sure they knew what Tudor houses were like. You might also, if you wish, ask them to compare this house with their own home, in terms of materials, comfort, warmth, toilet facilities and space.

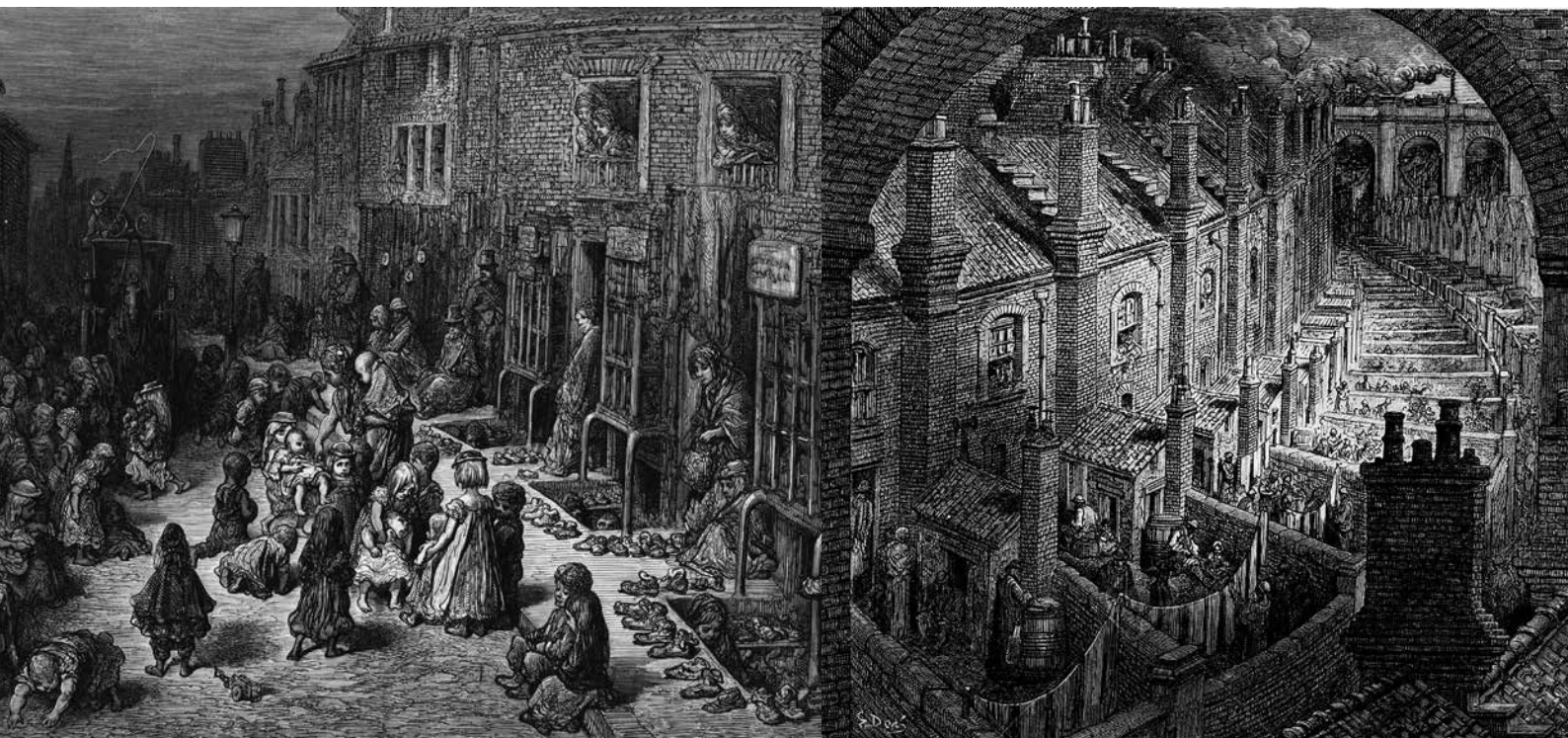
Now look at this photograph of a Tudor house:



What was wrong with Victorian houses?

Both of these images below are contemporary sources showing life in a Victorian town. What would it have been like to live in such a town? Get the children to research an industrial town or city near you, and draw up a labelled 'identikit' Victorian house. Of course there are houses for the rich, and houses for the poor, town houses and country houses, so there is no such thing as an 'identikit' Victorian house. Hopefully, your children's research will come up with several different houses!

What the children ought to focus on is what made living in Victorian towns and cities so bad – the overcrowding, dirty water, few toilets, pollution, epidemics of killer diseases like cholera and typhoid. It is not surprising that children and young people especially were at risk. But how different is this from Tudor times? Or Anglo-Saxon times? Or even Roman times for many people? Going to the toilet, and getting supplies of clean water were a problem for most people throughout most of history. Not everyone went to as much trouble as the Romans to make sure there was a good water supply....and most Roman



A prefabricated house – ‘prefab’ – preserved at the Imperial War Museum, Duxford.



water was delivered to houses in lead pipes, which is bad for you!

Twentieth-century housing

Why did people want to continue living in ‘Prefabs’ when the government wanted to re-house them?

Over 1.5 million prefabs like the one shown in the above photograph were built by local councils very quickly and cheaply after World War II to replace houses destroyed by the German air force during the war. They contained a number of innovations. The house retained a coal-fire, but it contained a back boiler to create both central heating and a constant supply of hot water. The bathroom included a flushing toilet and man-sized bath with hot running water. In the kitchen were housed such modern luxuries as a built-in oven, refrigerator and water heater. They had either two or three bedrooms. Families were desperate to live in one – they were much better than what people were used to. When it became time to replace them many families refused to move out, preferring to stay in prefabs rather than move to a new ‘tower block’ or house.

Ask the children to research prefabs after World War II, and work out why they were so attractive to live in at the time. What were the changes that people liked?

What does this tell us about most of the houses people lived in during the 1930s and 1940s if prefabs were seen to be so much better?

Pulling it all together

Finally, we need to ask the children to think about the ‘Big Picture’ of housing from the Stone Age to today. They might perhaps draw up a table, highlighting the materials, heating, utilities, and so on for each period. They might make a film or a radio documentary. By Year 6 they ought to be able to decide for themselves just how they would like to communicate their ideas. Perhaps you might ask them in which period, other than their own, they would have preferred to live. Where would they have been healthier? Warmer? Well fed? Safe? We’re quite sure there won’t be just one answer – there is, of course, no ‘right’ answer; it depends on the evidence you use and the emphasis you place on one aspect or another. The point of the activity is that by thinking about houses over such a long period of time the children will have begun to develop a keen understanding of both continuity and change, and perhaps come to the conclusion that, as far as houses are concerned, perhaps the continuities are as important as the changes.

Alf Wilkinson is a member of the *Primary History* editorial board.

Notes for the co-ordinator

With a theme such as this being left to Year 6, it should be reasonable to have some fairly challenging expectations regarding knowledge and understanding. It might be useful to define a series of expectations which hopefully the majority of children would be able to achieve by the end of studying this theme. They might include:

Knowledge of houses:

- being able to identify some criteria independently by which they can measure homes – e.g. size, furnishing, construction;
- being able to define terms precisely such as house, home, building, storey;
- being able to recall some features of houses and their belongings covered in earlier years maybe including European and global homes;
- relating houses to a timeline and justifying their selection;
- recognising variety in different periods, e.g. understanding the differences in houses of rich and poor;
- knowing about and using some of the evidence relating to houses, e.g. adverts, tangible remains including ruins, plans, photographs, inventories and why some types of houses have left less evidence;
- being able to make some valid judgements about houses in particular periods and compare houses across periods of time;
- understanding why houses were made in the way they were at particular times.

Understanding of the idea of change and development:

- being able to identify aspects of change and continuity and why these might have occurred and why the two can exist side by side;
- being able to make valid judgements about when rapid and slower change occurred and why this may have happened;
- recognising the difference between change and progress;
- recognising and explaining some 'turning points' in the development of houses;
- being able to make judgements about progress and to back this up with evidence;
- recognise different types of change, e.g. technical, economic, cultural.

Tim Lomas



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Our Saturday keynote speaker is the fantastic **Michael Wood**. Michael enjoys the distinction of being both highly respected and immensely popular as a historian, and received the HA's Medlicott Medal in 2011. He is well known for presenting informative and accessible television shows such as *The Story of England*, *The Story of India* and *The Story of China*. He looks to return to his roots – and ours – in his lecture 'King Alfred and the Anglo-Saxons: the making of England'.



Immerse yourself in curriculum issues

Helen Crawford and **Paul Bracey** examine teaching diversity
Chris Trevor discusses creative ways to develop enquiry skills
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Sue Temple considers creative combinations between history and literacy

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www.haconference.com



History in the news



Black Death mass grave discovered in Lincolnshire

A Black Death burial pit has been discovered at Thornton Abbey in North Lincolnshire. 48 skeletons, including the remains of 27 children, were found at the site of a fourteenth-century monastery hospital. The Black Death arrived in Britain in 1348 and is believed to have killed up to 50% of the population.



Dress belonging to Queen Elizabeth I found in a Herefordshire church

An altar cloth, preserved for centuries in a small parish church in Bacton, Herefordshire, has recently been identified by experts as a piece of a sixteenth-century dress, belonging to Queen Elizabeth I. Experts on royal garments

have spent the past year piecing together clues about the beautifully embroidered textile, which had been cut up and used as an altar cloth. It is due to go on display in Hampton Court Palace.



Ancient city discovered by archaeologists in Egypt

Archaeologists in Egypt have unearthed a city dating back more than 5,000 years. Archaeological finds include large graves, buildings, pottery and tools. It is believed the city was home to important officials and tomb-builders. The latter may have been employed in the construction of royal graves in the nearby city of Abydos, close to the River Nile.



Nazi time capsule found in Poland

A Nazi time capsule dating back to 1934 has been discovered in

north-western Poland. It contains perfectly preserved photographs, newspapers, coins and two copies of Hitler's autobiography *Mein Kampf*. The copper cylinder was found by archaeologists in the Polish town of Zlocieniec. The capsule was buried under the site of the Ordensburg Krössinsee training facility, which was used to train future Nazi leaders.



Road tunnel for Stonehenge

The government has announced it will be investing in a new 2.9km tunnel to remove the A303 from the Stonehenge landscape. The idea has been backed by both English Heritage and the National Trust. However, concern has been expressed that the subterranean building work could damage the archaeological integrity of this World Heritage site.

Historical anniversaries in 2017



- February is the 100th anniversary of the Russian Revolution led by Bolshevik party leader Vladimir Lenin in Petrograd (now St Petersburg).
- April sees the 100th anniversary of the USA declaring war on Germany and entering the First World War.
- July is the 200th anniversary of the death of the novelist Jane Austen. She is buried in Winchester Cathedral.
- August is the 20th anniversary of Princess Diana's death in a car crash in Paris.
- November is the 150th anniversary of the birth of Marie Curie, the only person to have won a Nobel prize in two different sciences (physics and chemistry).
- December is the 50th anniversary of the first human heart transplant performed by Dr Christiaan Barnard and a team of 30 surgeons in Cape Town, South Africa.

Meet the editorial team



Paul Bracey is a Senior Lecturer in Education at the University of Northampton, a member of the Historical Association Primary Committee and Secretary of Midlands History Forum.



Linda Cooper has worked in primary education since 1995. During this time she has been a teacher and then an initial teacher educator. She has worked in initial teacher education for the last decade and she currently teaches primary history at the University of Chichester. She enjoys writing and has published academic texts in several areas including humanities, technology and early years.



Helen Crawford lives in Oxfordshire and is an Associate Lecturer in primary history at the University of Northampton. She is a former deputy headteacher and inclusion manager of two London primary schools. She is a member of the Primary Committee.



Karin Doull is a principal lecturer in primary history and Holocaust education at the University of Roehampton in south-west London. She taught in a number of London schools across the primary range. She is a member of the Primary Committee and a trustee of the Historical Association. She is interested in Holocaust education. She is passionate about helping student teachers discover the excitement of teaching history.



Alf Wilkinson lives in Lincolnshire. Now retired, he taught history for many years and worked for the HA running its CPD. He is a member of the Primary Committee, and author of many primary resources.



Bev Forrest lives in West Yorkshire. She has taught in both primary and secondary schools across the country and now trains primary teachers. She is a member of the Primary Committee, a trustee of the HA and established the Northern History Forum held in Leeds. Bev is particularly interested in exploring links between history and archaeology.



Tim Lomas is currently the Honorary Secretary of the HA and a member of its Primary, Secondary and Branches Committees as well as its Executive and Council. He is a former teacher, principal inspector, trainer, examiner and author and is currently also chair of the British Association for Local History.



Sue Temple works for the University of Cumbria based in Carlisle. She taught for 17 years in a variety of settings – including primary, early years and SEN before moving into ITE. Sue is an assessor for the Quality Mark and a member of the Primary Committee. She is interested in local history and using history to support literacy.



Polly Tucknott has taught from adult education to Key Stage 1, and is happiest working in Key Stage 2. Her favourite period to teach is medieval history, she dresses up only as characters from history textbooks for Book Week (Anne Boleyn is the best costume so far), reads the non-smutty kind of historical fiction and loves being able to spend the department's history budget on chain-mail!



IDEAS FOR ASSEMBLIES

The life stories of refugees: Judith Kerr

Judith Kerr, author of *The Tiger Who Came to Tea* and the *Mog* stories, came to Britain in 1936 with her brother Michael and their parents, Alfred and Julia Kerr. Her father was Jewish, an anti-Nazi, and famous theatre critic who fled Berlin as Hitler came to power in 1933, narrowly avoiding arrest. Their nerve-wracking train journey and subsequent lives in Switzerland, Paris and then on to London are portrayed in her semi-autobiographical book, *When Hitler Stole Pink Rabbit*. It gives a child's perspective of being a refugee, told through the story of 'Anna and Max'.

Assembly presentation

Key episodes in *When Hitler Stole Pink Rabbit* which can be shared and discussed with the children:

1. Secure and happy lives in Berlin – friends and delicious food cooked by Heimpi (their beloved nanny and housekeeper), sledging by moonlight. *What would the children be leaving behind?*
2. Flight – the children must pretend their father is ill in bed, and tell no one he has left the country or that they are packing to leave. The Reichstag fires are burning. *What was it like not to be able to say goodbye? Why did Anna leave her old Pink Rabbit behind and take a new toy?*
3. The train journey across the Swiss frontier and passport control – Kerr shows fear and tension felt by Max and Anna – their mother clutching her handbag, the children squabbling, and then laughing hysterically when a lady in their compartment reveals she has a real cat in her bag! *How must Anna and Max have felt when their father was there to meet them on the platform in Zurich?*
4. The Swiss guesthouse – a German, pro-Nazi guest orders her children not to play with Anna and Max. Neither Anna and Max nor the German children understand why. *Did they have a choice? How would Anna and Max have felt? How would the German children have felt?*
5. En route to France – they get on the wrong train, back to Germany. Anna notices the mistake in the nick of time, and they get off with their luggage at the last moment. *What might have happened if they had continued back to Germany?*
6. New schools in new countries – in Switzerland, Anna learns it is taboo for girls to turn cartwheels and play with boys. In France, the children are overcome with frustration at learning a new language. However, the French children and teachers are welcoming, friendly and supportive. They work hard, learn quickly and excel, as their parents expect them to do. *Have you ever tried to learn a new language? How do we make new children feel welcome in our school?*
7. Leaving for England – Anna begs her parents not to go ahead. They must stay together whatever the difficulties. Each move can be a new challenge and an adventure, as long as they are together. *Do you agree with Anna? Why or why not?*

Concluding discussion

The Kerrs were forced to leave, in danger of imminent arrest. *What makes people decide to become refugees and leave everything behind, or not to leave and stay? How did Anna come to understand the danger they were in? How did she understand what Nazi anti-semitism actually meant?*

In *When Hitler Stole Pink Rabbit*, Judith Kerr describes how Anna could face any danger as long as she had the security of a loving and strong family. The children could be asked (with sensitive handling) about the situation faced by many child refugees today, including those alone in camps in Europe.

Ilona Aronovsky is a former member of the HA Primary Committee and produces Teach Indus harappa.com/teach.

Resources

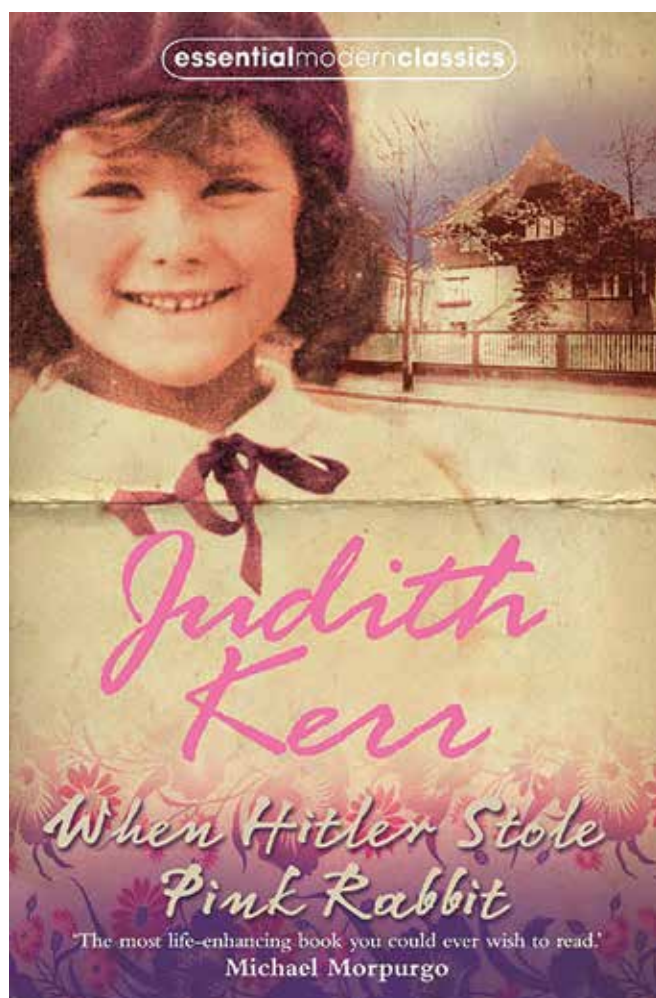
Judith Kerr, *When Hitler Stole Pink Rabbit* (HarperCollins, 2008). Book one in the trilogy *Out of the Hitler Time*.

C. Turner (2013) 'The Journey: World War II evacuees and Kindertransport' in *Primary History*, 65.

www.youtube.com/watch?v=7fY7WYwUMwE Judith Kerr reads from and discusses 'When Hitler Stole Pink Rabbit'

www.bbc.co.uk/news/magazine-25027090 BBC article on Judith Kerr and the story behind *The Tiger Who Came to Tea*

www.letterboxlibrary.com A wealth of resources on this topic, suitable for Key Stages 1 & 2



The Tiger Who Came to Tea



Judith Kerr

Exploring the collections of Victorian naturalists

Jules Wooding

Many museums around the country house natural history collections that offer children the opportunity to engage with a wide variety of species from around the world. Using the collections of Victorian explorers and naturalists offers children a historical perspective with a cross-curricular approach which has a great appeal. Yet for many, the larger collections of the Natural History Museum or Manchester Museum may be too far for the average class to visit. Look no farther than your local museum and you may find collections closer to home.

Many of these collections were brought back to the UK during the Victorian period by naturalists and explorers. Using a local naturalist could enable children to find out more about a 'significant historical person in their own locality' and offer an opportunity to provide a varied and exciting angle to a scheme of work. Many of these Victorian explorers left our shores venturing across the world to draw, document and collect, often returning home with a wealth of information and examples of exotic species, flora and fauna.

One such collection is housed at Wakefield Museum and reflects the travels and exploration of a local man, Charles Waterton. In the early nineteenth century Waterton travelled to South America and wrote about his 'wanderings' (travels). His writings are even said to have inspired Charles Darwin. Waterton's travels provide an insight into recording information, through the birds and animals he studied as he recorded in detail the birds, animals, flora and fauna through diaries and dip-pens. This offers a direct comparison to data collection in today's computer age! Areas of study could include locating the countries explorers visited on a world map, understanding how these pioneers travelled to distant countries years ago, finding out about the culture and history of these areas. When he returned to Walton Hall, Wakefield, in 1820, Waterton dedicated his life to observing and protecting the local wildlife, and created what is said to be the world's first nature reserve, building a stone wall around his estate to keep poachers out and the wildlife in, which could provide an opportunity for children to find out more about conservation.



Resources

www.wakefield.gov.uk/residents/events-and-culture/museums/wakefield-museum

www.nhm.ac.uk/schools/things-to-do-schools/explore-discover-guides/free.html

Visiting museums to see the results of these explorers' travels definitely adds benefit to the study. Waterton is an interesting character which is highlighted with Wakefield Museum's star object on display – the cayman, caught by Waterton himself in the South American rainforests. The cayman provides the 'wow' factor on a museum visit, giving young visitors an opportunity to explore the life and achievement of one significant local person in history through one of the specimens he brought back home.





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KS1 teacher from
Lyndhurst Primary School,
Southwark

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