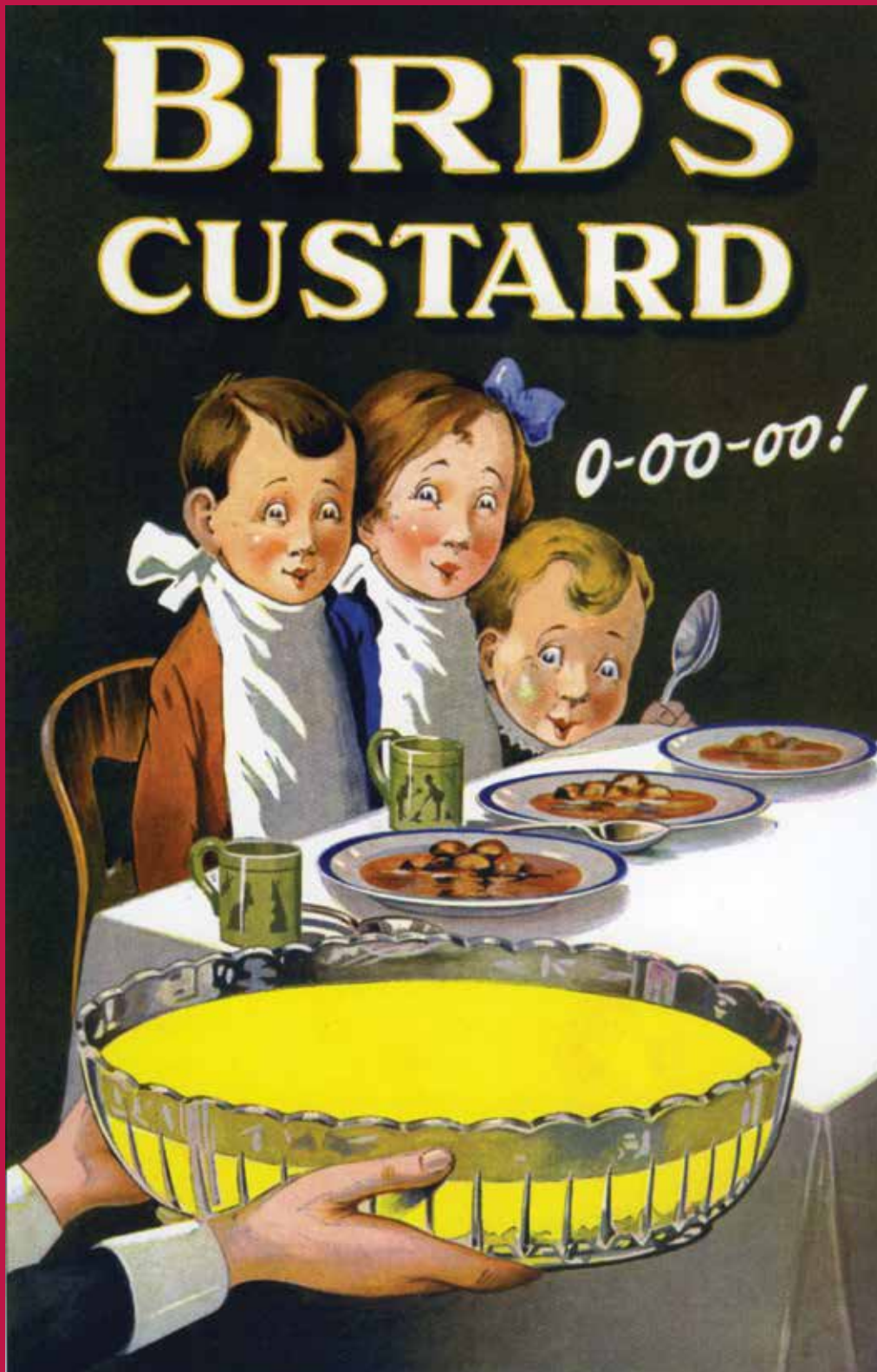


PRIMARY HISTORY

The primary education journal of The Historical Association

Issue 80 / Autumn 2018



Bird's Custard advert c. 1920 – © Pictorial Press Ltd / Alamy Stock Photo

Castles: distinguishing fact and fiction in the early years curriculum

Ordinary Roman life: using authentic artefacts to achieve meaning

Good practice in primary history: celebrating outstanding history teaching through the Quality Mark scheme

To boldly go: exploring the explorers for primary history

Elizabethan times: Just banquets and fun? Developing a sense of period and chronology by exploring an aspect of the past since 1066

Strange goings-on: exploring the benefits of learning history through outdoor pedagogy – a case study for Year 5

How can old advertisements be used in the primary classroom?

Tracking pupil progress: What can the primary history co-ordinator do?

Women in parliament since 1918: 100 years of suffrage

The potty timeline: an effective way of using timelines

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

The Historical Association
Write Your Own Historical
Fiction Prize



Historical Association
The voice for history

Become a Chartered Teacher of History?

- ✓ Four years of teaching experience
- ✓ Pursue a challenging career while continuing to gain recognition for your work
- ✓ Committed to the development of educational excellence in your school and the wider professional community

Chartered Teacher of History is designed to ensure that primary teachers who choose to remain within the classroom have their contributions recognised, and to provide the evidence for a possible stepping-stone to promotion.

Our Chartered Teacher of History (CTHist) accreditation will be launched this autumn and is open to all sectors of education from early years to further and continuing education.*

This accreditation confers a distinction on its holder in recognition of a high level of expertise in terms of both historical knowledge and understanding and age-appropriate pedagogy, as well as a commitment to continued development in these areas. It follows the same rigorous standards of other successful Chartered Teacher schemes.

The programme aims to:

- recognise the excellence and commitment of individual teachers of primary history
- celebrate the importance of history teaching within primary education
- promote the development of leadership in primary history education

Who can apply?

Chartered Teacher of History is open to anyone who can demonstrate ongoing involvement in the teaching of history and/or education of those teaching history at any level and context within a primary environment.**

To register for the September 2018 scheme, please email:
melanie.jones@history.org.uk

* University lecturers are advised to contact the Royal Historical Society.

** whether you are a school-based applicant or from, for example, the museum/heritage sector in an early-years or primary environment.



Historical Association
The voice for history

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in this issue



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

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

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

Primary History is published three times a year and is available at substantial discounts to members of the Historical Association. Membership including *Primary History* is £41.50 for individuals, £70.00 for schools and other corporate bodies and £35.50 for students and NQTs.

The Historical Association would never pretend that it understands what is the best primary history practice. On the contrary it recognises that such practice probably does not exist. Even outstanding ideas can turn into something disastrous if the teacher does not make the most of it or understand the context of the children being taught.

This journal thrives on the fact that there are numerous ways of improving children's knowledge and understanding in history. It also operates according to some fairly strict principles. We do not welcome dogma in our pages. The author who believes they have a good idea or approach that has stood up to some realistic classroom situations is always welcome, especially when it is obvious that it can be used beyond the confines of one classroom or school. The author who is certain that only their approach is the right one is unlikely to get past the editorial board.

Our evidence suggests that the key to a successful article is to have practical ideas, ideally with academic underpinning, that can be recognised by teachers as something possible in their classroom with relatively easy adaptation. We are keen also to avoid subtle advertising of products. Many of the articles we decide to publish are those which teachers can see are feasible within an ordinary school.

This edition has tried to follow those principles – good ideas of a practical nature that are relevant to different circumstances. Early years will always have articles in this journal just as will the different aspects identified in Key Stage 2. Likewise there are articles on sources, on developing historical understanding and on ways in which history fits into the broader curriculum. Many of the articles look at themes being taught in many schools and suggest some slightly different ways of covering it, perhaps introducing different perspectives or people. Many readers will be subject leaders and we are always keen to suggest ways in which they might carry out tasks effectively and realistically.

The Historical Association probably has a good a handle on what is going on in history classrooms through its reach. It locates good practice through initiatives such as Quality Mark and Chartered Teacher as well as through events and training but the picture can never be any more than partial. One of the joys of the Association is finding excellent practice – often almost by accident. Our knowledge may be the tip of an iceberg so we are always on the look out for good practice. Yet that is only part of our mission. We want to celebrate good teaching and what better way than through the pages of *Primary History*. This is not the first request for colleagues to cast aside their modesty and share their successes with others. You do not need to be a gifted writer – we can get around that. All we want is details of things that have worked in primary history and benefited the children.

Tim Lomas

In our Spring 2019 issue:

Stone Age

Islam Trade and Pilgrimage

Medicine

Wright and beyond

LGBT Month

Local family over time

HA Primary News

Welcome to the new academic year and I hope your new term has started well. New for you this autumn is a scheme of work covering aspects of World War II. Members will be able to find this on the HA website:
www.history.org.uk/go/PrimarySchemesWork

Over the summer you may have noticed that the DfE launched a new curriculum fund. Following their call for pilot schools to bid for Curriculum Development Funds, the HA sought clarification specifically connected to disciplinary understanding. Within the guidance, the DfE set out its criteria for programmes, one of which was that they should be structured on the basis of teacher-led instruction rather than enquiry-based learning. As enquiry underpins history teaching, this was of concern to many teachers. The DfE has since clarified that references to enquiry-based learning within the guidance refer to a pedagogic approach where lessons are based around the principle of children discovering facts for themselves, rather than to the process of enquiry as it relates to history for example.

Ofsted have recently published research that will lead in to their new framework, which will be published in spring 2019 for consultation and then with schools for September 2019. The focus of the new framework will be on curriculum intent, implementation and impact both at senior leadership and subject level. In addition to a broad and balanced curriculum, there will be a number of key indicators underpinning a good curriculum design that will form part of the framework.

A reminder that there are still places available on our *Becoming*

an Effective Primary History Co-ordinator and *Practical Approaches to Primary History* CPD courses for 2018/19:

- 5 January 2019 – Birmingham
- 11 March and 10 June 2019 – Leeds
- 17 June 2019 – London

Look out for booking details in the CPD area of the HA website.

Also confirmed are the dates for our next round of forums. The London History Forum will take place on 22 November at Windsor Castle. To commemorate the 100th anniversary of the end of the First World War, the forum will include a keynote speech from Dr Sophie Gordon, curator of the Royal Photograph Collection, looking at how conflict has been preserved for national memory; meanwhile workshop sessions from Jane Fremantle and Yvonne Thomas will take in aspects of other conflicts and remembrance. The event will include a free tour of Windsor Castle. For details and booking, visit the HA website:
www.history.org.uk/go/ConflictAndRemembrance

The Northern History Forum will take place on November 14 at Leeds Trinity University. With a keynote speech from Richard Kennett on curriculum design, plus a great range of primary workshops from Helen Crawford, Abbi Robinson Nelson, Ailsa Fidler and Carl Newbould, along with networking, exhibition and refreshments, it's a must for teachers in the region.
www.history.org.uk/go/YorkshireHistoryForum

Our Chartered Teacher of History programme is now open for

registration. The status of Chartered Teacher of History confers on its holder a recognition of their high quality subject knowledge and understanding of age-appropriate pedagogy. Individuals awarded the status will show evidence of continued engagement with the subject and a commitment to continued professional development.

Along with all the details you need for registration, you can find FAQs, criteria, evidence guidance and sample applications on our website:
www.history.org.uk/primary/categories/CTHist

Finally, congratulations to teachers and students all round. Firstly a big congratulations to the winners of our 2018 Historical Fiction competition. Well done to Emily Jones of St Hilary's School for being a winner in the best-story category for *The Day the Red Guards Came* and to Ahlam Ali Yusuf of John Burns Primary School for her story *Escaping the Wire – the unknown tale of Fernando Lopez* which also won in the best-story category. Alice Pilott of The Queen's Lower School, Chester won in the best-character category with her story *Nowhere to Run*. Our congratulations to her too. You can read the winning entries on our website:
www.history.org.uk/go/FictionCompetition18

Congratulations also to our primary Teacher Fellows who have completed their course on the Age of Revolutions. They have now submitted their outcome resources and we look forward to publishing some of these for you to use over the coming months.

Mel Jones
HA Education Manager



Historical Association
The voice for history

Up and coming CPD events from the HA

HA Forum

Yorkshire History Forum: curriculum matters

Wednesday 14 November, 4–8pm
Venue: Leeds Trinity University

This term's Yorkshire History Forum takes a look at the importance of curriculum design. With Ofsted focus and research shifting towards greater scrutiny of curriculum choices and rationale, the forum provides teachers and schools with an opportunity to really think about the history curriculum and how it meets pupil needs in terms of content, approach and pupil progress.

The keynote speech from Richard Kennett will focus on making a coherent curriculum and a choice of Primary workshops includes building vocabulary work and progression into history, leading Primary history successfully, creating memories at EYFS and using drama and storytelling to connect to the past.

Add to that an exhibition and refreshments – this is a date for your diary not to miss! Book now at: www.history.org.uk/go/YorkshireHistoryForum

HA Forum

London History Forum: conflict and remembrance

Thursday 22 November, 4–8pm
Venue: Windsor Castle

To commemorate the 100th anniversary of the Armistice, this London History Forum will home in on different conflicts and how we remember them. Delegates will have the opportunity for a free tour of the historic venue of Windsor Castle.

Primary workshops will include a hands-on interactive session from Jane Fremantle looking at artefacts and maps in relation to battles at Windsor Castle, and Yvonne Thomas exploring women's contribution to war.

A keynote speech from Dr Sophie Gordon, head of the Royal Photograph Collection, will look at how different conflicts over the last 150 years have been captured on film and preserved for national memory.

Book now at: www.history.org.uk/go/2018LondonHistoryForum

Teaching the Anglo-Saxons

Monday 26 November, 9.30am–4pm
Venue: British Library, London

Bring your knowledge and teaching of this high-profile curriculum topic fully up to speed at this partnership conference with the British Library, which includes free access to the landmark exhibition *Anglo-Saxon Kingdoms: Art, Word, War*.

Historian and broadcaster Michael Wood will put women back into the study of the Anglo-Saxons in his keynote on Aethelflaed, 'The Lady of the Mercians'. Participants will also benefit from practical Primary sessions to support classroom teaching on what we can learn from Anglo-Saxon treasures and the will of Wynflaed, one of the earliest surviving wills from England in the name of a woman.

HA members receive a 20% discount and concessionary tickets are also available for trainees and NQTs. Book now at: www.history.org.uk/go/AngloSaxonsCPD





Save the date

Practical approaches to teaching primary history

Birmingham – Friday 25 January 2019
Leeds – Monday 11 March 2019
London – Monday 17 June 2019

'A totally brilliant course. Interactive activities to develop curiosity with my class.'

Discover what makes quality teaching of history by exploring how to ensure coverage of the National Curriculum through practical creative methods.

Course leader Chris Trevor will help:

- Present practical ways to encourage a 'hands on' approach and ways to put the story back into history
- Inspire you how to achieve an engaging, interactive approach through the use of artefacts, pictures and other historical sources
- Unpick the National Curriculum, to fully understand how to ensure coverage of the aims with progression and challenge for all
- Provide the opportunity to explore some fantastic resources to bring history alive with a wide range of books, games, packs and artefacts which you can try before you buy!

For more details visit:
www.history.org.uk/go/PracticalPrimaryHistory

Becoming an effective primary history subject leader

Leeds – Monday 10 June 2019
10.00am–4.30pm

'Lots of excellent ideas and resources! Practical and achievable guidance about tackling the history co-ordinator role.'

Have you just been appointed as subject co-ordinator or subject leader for history in your school? Have you been in the role for some time, but never had any proper training?

Join Chris Trevor on a journey through the most important elements of primary history subject leadership.

The course will cover:

- making the case for history with senior leaders
- enthusing others and leading staff meetings about history
- exploring practical approaches to developing an innovative, inclusive and effective history curriculum in your school
- suggestions on steps towards efficient action planning and how to make a wider impact
- opportunities to discuss current issues in primary history education
- a chance to share resources and assessment approaches, plus much more

For more details visit:
www.history.org.uk/go/EffectivePrimaryLead

Historical Association Annual Conference

Friday 17 and
Saturday 18 May 2019
Venue: Crowne Plaza Hotel, Chester

Join us in the beautiful and historic city of Chester for the opportunity to meet other Primary teachers who share an interest in history and join in the history community. Share ideas and experiences, listen to some amazing historical talks, get some brilliant ideas to take back to school, talk to publishers in the exhibition hall and generally have an amazing time with over 300 fellow teachers and historians.

Don't just take our word for it, here's what some of the Primary delegates had to say about Conference 2018:

'First class CPD. Felt buzzing with ideas and enthusiasm to take away to really drive history forward in my school.'

'The HA Annual Conference was five stars! Rich, engaging, inspiring CPD, a chance to network and even an opportunity to meet Tracy Borman!'

'This is an amazing conference. I have come away with lots of ideas and a reminder of why I love teaching history.'

Register your interest now by emailing:
events@history.org.uk

To find out more about all our upcoming CPD courses, visit

www.history.org.uk/events

Castles: distinguishing fact and fiction in the early years curriculum

Sue Temple

Castles is a popular topic which fits well into the expectations for Early Years Foundation Stage (EYFS) and the Key Stage 1 National Curriculum. This article focuses on suggestions for the EYFS but there are links in the resources section for Key Stage 1 articles previously published. If you are based near a castle, then this can become the basis of an interesting and engaging theme.

For children in the EYFS, exploring castles fits primarily into Understanding the World but it can also support other learning areas, depending on the activities chosen and developed. Understanding the World is primarily about 'guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places', (DfE 2017). In terms of the Early Learning goals the history has to be teased out: 'Children know about similarities and differences in relation to places, ... talk about changes.' (Ibid)

Younger children can find it difficult to distinguish between fact and fiction and so with a theme such as this it can become confusing for them when we are reading fairy stories based in castles, dressing up as knights and princesses and talking about dragons! A visit to the local castle can help the children to appreciate that real people lived in them once, and what their lives would have been like, helping the children to begin to make distinctions between what really happened and what are fairy stories. A visit seems to



Carlisle Castle

be a key element in developing understanding.

A clear focus on what the peoples' lives would have been like will help your children to begin to appreciate the similarities, but more likely the differences, between then and now. Every castle will be slightly different so do visit beforehand – English Heritage/Historic England and the National Trust encourage this by offering free preliminary visits for teachers.

The castle in general – function and form

It makes sense to examine some photographs, and perhaps virtual tours, of a variety of castles before visiting with Key Stage 1 children. With EYFS children it might be wise to look at key features of the castle you will be visiting so that they have some things to look out for. If you are doing a self-led visit, then I would have some key questions ready but then be guided by the children's curiosity – what do they want to explore and find out about? The following are some suggestions. You would not have

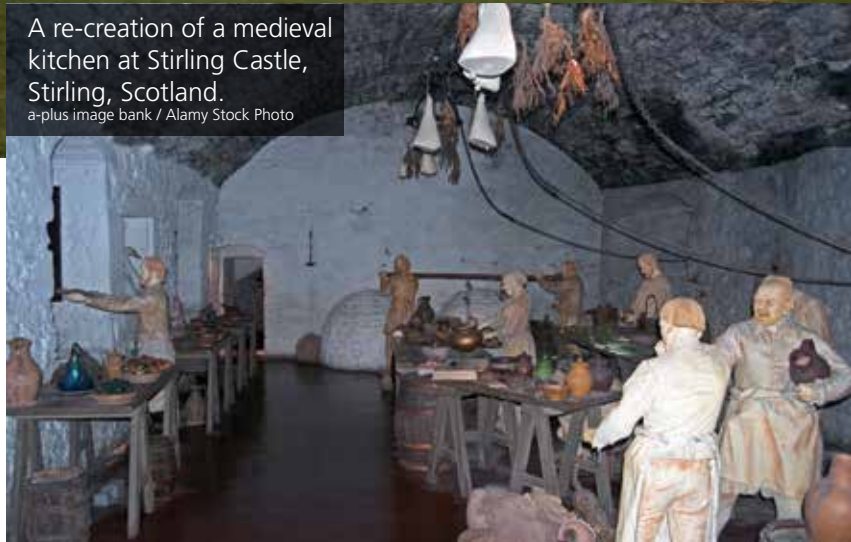
time to do all of these in one visit, and indeed not all will be applicable in every castle, but they will give you some starting points.

- What was the castle built from?
- Is it the same as our houses and homes? Early castles were built of wood, but then stone castles replaced them, usually on the same spot.
- Is there a plan of the castle showing how it would have been?
- Why was it built there?
- Can you see a long way from the top? This draws attention to one of the key features of defence. The guards would have plenty of notice of invaders.
- How did the people make sure they were safe in the castle? Depending on the age of the children you could explore the different defences – portcullis, moat, drawbridge, battlements, cannons, slits for windows for firing our arrows. The defences will depend on the particular period of history the castle is most famous for. At Dover

Warkworth Castle



A re-creation of a medieval kitchen at Stirling Castle, Stirling, Scotland.
a-plus image bank / Alamy Stock Photo



Castle there is an emphasis on World War II, while Warkworth Castle is much more medieval.

Daily lives of the people

- Who lived in the castle?
This may have been royalty, significant families or even garrisons of soldiers. In medieval times there would have been the main family (landed gentry of some description) and then all the people who looked after them. This could mean that the castle was like a small village with many people working there.
- What jobs did people have?
The lord and lady would have needed a small army of people looking after them. This would have included chambermaids, guards and knights, jesters and musicians, blacksmiths, candlemakers, marshals for the horses, spinners and weavers, cooks and general kitchen servants.
- Where did they sleep? What would their beds have been like? Depending on their status

in the castle this could have been a four-poster bed with hangings to give some privacy to sleeping in the stables with the horses!

- Did they have toilets? Can they find the garderobes? What happened to the waste? Where did they keep their clothes? In the garderobe – the smell was believed to keep the moths away!
- Where did they cook? Castles often have the kitchens remaining – it can be possible to see the enormous fireplaces where whole animals such as pigs, boars or deer would have been spit-roasted. Some castles also have the remains of bread ovens – these would have been

kept permanently heated and used daily to feed all the people who lived there.

- What did they eat? Many of the foods we are familiar with were not available in the past. Everyone ate lots of bread, white for richer people and darker rye bread for the poorer peasants. Pottage, a kind of soup-stew made from oats, would be eaten by everyone. There were no shops in villages so everyone had to grow their own produce; diets often consisted of turnips, beans, peas, leeks etc. in season supplemented with meat from their pigs. Most peasants kept pigs as they ate acorns in the woods and so did not need

expensive food. Mutton (older sheep) was also commonly eaten. Rabbit, hare, boar and deer were available to be hunted but tended to be found on land owned by the local lord so poaching was common. Fish from local rivers could also be caught but trout and salmon belonged to the gentry and permission had to be sought to fish. Villagers would have drunk milk and water, but milk does not stay fresh for long and the water in the rivers was not always clean. Ale was made from barley and this was watered down for children. On special occasions there would have been banquets serving whole pigs and swans with sweet dishes.

- How did they keep warm? No central heating, hence the enormous open fires with tapestries on the walls to try and keep out the draughts. No electricity so candles would be needed in huge quantities. Glass would have been very expensive, so windows were kept small meaning not much natural light.
- What did they do for fun? During the day the men might have gone hunting, or jousting while the women embroidered, or walked in the gardens. During the evenings the jester and musicians would have been tasked with keeping them entertained. Few people could read and write so it would only be the privileged few who could read books or write letters.

Follow up activities

Role play area – but be careful not to relapse into just knights and princesses, try to provide resources for other jobs in the castle, such as cooking pots and tack for horses.

Construction – making junk models both large (TV and washing machine boxes work well!) and smaller individual ones. Making castles from construction kits such as duplo or wooden blocks.

Art and Design – Design and make shields, lance/sword for jousting, cover for your horse or bunting for a tournament, design and make stained glass windows for the chapel, tapestries to keep out the draughts, make a castle using shapes, can you sew a 'plunder pouch' for the king to keep his money in,

Small world – Try to get hold of a wooden castle, or make one to use your dolls house figures and play people in.

Communication and Language – using new and appropriate language – keep, battlements, jousting, dungeons, fireplace, tapestry, trebuchet, banquet etc. Encourage asking questions and justifying their answers – how do you know that? What makes you think that? Can you tell jokes like a jester? There are hundreds of stories based around castles so plenty of choice. Non-fiction books can be used too.

Sand and Water – Making sandcastles, can they build a moat for a castle?

Physical development – learn a medieval dance, make up their own dance to suitable medieval music. Have a pageant or tournament – you can get inflatable jousting equipment so set up a tent, some bunting and a washing line to run next to, and use hobby horses. Celebrate with a 'banquet' afterwards: you could make a pig's head and swan from mod roc and then have medieval fruit salad (figs, dates etc.) and gingerbread shield biscuits. In order for the children to understand all the jobs a page would need to do looking after the horses, you could arrange for a local stable to bring one of their horses to school.

Assessment

Ask the children to draw what they think a castle looks like, at the beginning and again at the end as an assessment. Encourage the children to talk about their drawings so that you can assess their understanding. Older children could label their drawings to demonstrate what they have learnt.

Sue Temple is Senior Lecturer and Programme Leader at the University of Cumbria and a member of the HA's Primary Committee.



Resources

Individual English Heritage sites have teacher packs which include information about the history and suggested activities.

Barnaby Bear visits a castle
www.bbc.com/education/clips/zqr4d2p

Liz Jones's lesson on Key Stage 1 Castles available at:
www.history.org.uk/primary/resource/3681/castles-homes-in-the-past

This includes suggestions for planning and photographs of displays.
www.history.org.uk/primary/resource/2985/homes-in-the-past-castles

Liz Jones gives more details of a cross curricular topic on castles.

More information for your own subject knowledge – Montfichet Castle
www.history.org.uk/primary/categories/676/resource/9104/one-of-my-favourite-history-places

Video tour of Rochester Castle – lots of others available
www.youtube.com/watch?v=T4YHn424okw



Thinking about the new academic year? Think Quality Mark

Catherine Smith with students from Granville School in Kent.

Whether you already have high-quality history provision or you want to create it, it's time you considered registering for the Historical Association's Quality Mark.

The QM framework provides a platform to analyse history provision in your school and pathways to success, backed up by evidence and support. It is a CPD tool that gives you:

- 12 months to complete
- Allows you to reflect and share good practice
- Build team spirit
- Share the achievement and gain recognition for history in your school



Catherine Smith on the QM experience:

Before starting the quality mark, we were aiming to celebrate history in the school and also evaluate and improve our provision. I think our biggest success was improving our team work. We have a very busy timetable with lots of subject specialisation and it is difficult to carve out time for subject meetings.

The impact of gaining a gold quality mark has been to greatly encourage pupils, teachers and parents. The girls are so proud to have a 'gold' award, the teachers have been given a boost and the parents feel that they have chosen the right school for their child! Working towards the quality mark meant that we carefully reviewed the curriculum and tweaked it where we thought necessary, especially with regard to enquiry questions. We also reviewed the teaching and learning of history, and the process of collecting evidence across the year groups was valuable in ensuring that there was a breadth of activities. The process has made us more ambitious for our pupils in terms of achievement; teachers have been reminded of the skills and concepts of the subject and focused their teaching and assessment accordingly. As the head of history, I initially found the long list of criteria rather daunting, but once I started to upload documents to the online portfolio, I found I grew in confidence and also had a better grasp of where we were and what needed doing. The headmistress of the school is thrilled with the award and we will be displaying the logo proudly on our website. The whole process has been a lot of work but satisfying.

To find out more about what the quality mark can offer you and your school visit:
www.history.org.uk/go/PQM

Ordinary Roman life: using authentic artefacts to achieve meaning

Hugh Moore

How do we make connections with past lives through authentic artefacts? My research evidence suggests that pupils do not really like having to imagine they are... (an evacuee or a Roman for example) but do like engaging with and thinking about the reality of past lives. It has been surprising that even the most (seemingly) trivial artefact can promote deep thinking about past lives provided it can tell a story.

How, therefore, does an artefact tell a story? Many years ago I used the broken amphora rim (in Figure 1) and a host of other artefacts to write a story of a day in the life of a fictional Roman boy in the mid-third century. However, as I now know that is not how an artefact can tell a story because in this context the pupils appear to accord it a similar status to that of the fiction.

Therefore, in thinking about the Romans at leisure I wanted the pupils to make connections with the past through authentic evidence in a way that best reflects the discipline of history. This article focuses on thinking about Roman lives through the kind of relatively low-grade artefact that you may be able to source for use in school such as the pottery fragment above or perhaps a partially legible coin. Such simple evidence can be used effectively for meaningful reflection on past lives – in the case below with the humble mosquito.

In the late second or early third century a possible tutor and

Figure 1: Roman amphora rim



savant to the sons of the Roman emperor Severus named Quintus Serenus/Sammonicus advised how those suffering from marsh fever (*hemitritaios* [ancient Greek], malaria) might rid themselves of the disease partly through the inscribing of a papyrus with the magic word-matrix (written as a triangle) 'abracadabra' which was then tied to the neck (Q. Serenus, *Liber Medicinalis* p. 51). In the aetiology of this phrase 'abracadabra', and our reflection on mosquitoes, it is possible to see the power of making links with past experiences which aren't simply concerned with interpreting motive. It also shows that the links may be made through the most ephemeral of evidence – i.e. a word.

How do artefacts help understanding?

A starting point might be the work of Collingwood (1946, pp. 231-249) and Cooper (1991,

pp. 33-42) who referred to the *a priori* imagination, the deductive imaginary picture of the past that the historian can create. The historian collects evidence, locates it in space and time, makes it fit within the historical context and then fills the gaps to assemble a narrative.

Artefacts often also allow for intimate perspectives of ordinary lives in the past. For example, Chronis (2015, pp. 180-5) talks about how missing narrative can be both manifest and substantiated through artefacts. This can be achieved by using material artefacts as a story-telling mechanism. This is the idea of narrative co-construction (bringing one's own experiences as cues to partake in meaning making). Through their research they identify that the viewers of artefacts are using them to fill narrative gaps – it is a non-verbal and personal access to

knowledge. One is often particularly impressed where something ancient is broadly similar to something modern. It is a way of relating the distant past to one's own life, through comparisons and recognition of similarities. The objects function as bridges between the past and the present. Artefacts can evoke the presence of the past through the imagination and may allow the viewer to enter, just a little, into life lived in the past (Chronis, 2015, pp. 187-188). Other research has confirmed the potential power of artefacts such as Crownshaw's 2007 work on photographs and memory in terms of the Holocaust.

Using the broken amphora rim in the classroom

Firstly, I wanted the pupils to understand the fragment as an object that was used by Romans. In order to do this I asked them to look carefully at the fragment in Figure 1. I gave them clues that it might be an olive oil amphora and then asked them to find out what a complete one would look like (see Figure 2). Once they had done this they photographed it and drew in the rest of the amphora. Then we discussed where the amphora was made and how the oil it contained was brought by ship to the north and sold from a shop. Lastly we looked at how, once it was empty, it would probably have been broken and discarded on a rubbish pile (here I showed them images of Monte Testaccio in Rome which is a 35-metre-high mound of broken olive oil amphorae).

Secondly, I wanted the pupils to think about the uses of olive oil in Roman life. To do this they engaged in a further process of research which led to an attempt to follow a Roman recipe, we used one called, 'boiled lettuce leaves with onions' from Renfrew (1985:42).

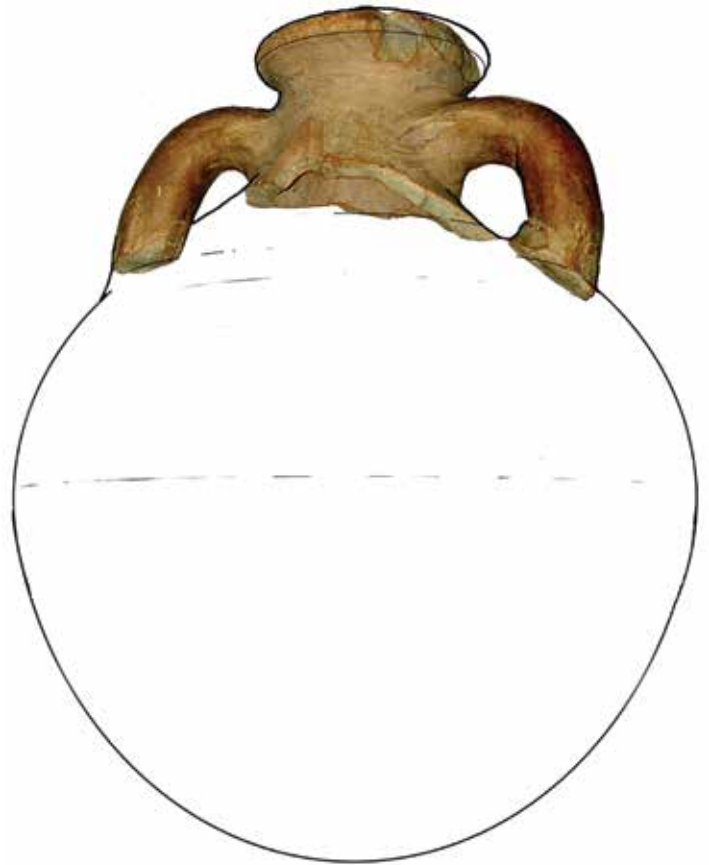
To make this dish you need to boil some lettuce for two minutes with bicarbonate of soda. Next, you remove it from the water and then pour over a sauce made from lovage, celery seeds, oregano, wine, olive oil, mint and onion which has been boiled for 30 minutes. In a further exploration of the uses of olive oil in Roman life we also engaged in a trial of a replica Roman olive oil lamp and cleaned some dirty skin by rubbing it with oil and then scraping it with a replica strigil.

The conclusion

One of the satisfying aspects of this lay in watching how the pupils' views of this artefact changed. Through this type of activity, attitudes and awareness both changed. The initial response was rather unenthusiastic. Following these activities the tone became much more positive. They were more engaged and their interest and awareness of Roman social life was considerably enhanced. The message therefore seems to be that even the simplest of artefacts can be used to enhance engagement and motivation, as well as knowledge and understanding of a historical topic.

Hugh Moore works at the University of Cumbria

Figure 2:



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Good practice in primary history:

celebrating outstanding history teaching through the Quality Mark scheme

Bev Forrest and Mel Jones

This article aims to cover two separate but related aspects. Firstly, using the evidence of Quality Mark visits to primary schools, Bev Forrest identifies and explains some of the best practice observed on these visits. Secondly, Mel Jones focuses on one specific case study illustrating the type of primary history practice characteristic of the Quality Mark Gold Standard. The emphasis in this case study is on the quality of the subject leadership.

The History Quality Mark was introduced in 2016 following a successful pilot scheme. It was devised as a way to enable schools to gain recognition for excellence in the subject and to support the development of learning and teaching in history. Primary schools eagerly signed up for the scheme even more than secondary schools. These schools cover all sizes, include special schools and the independent sector, and can even be found abroad.

It is particularly inspiring to see just what can be done in some schools in challenging areas and also those with tight budgets when teachers including senior leaders recognize the value of embracing a project. These schools recognising the impact of the Mark are keen to sustain the progress they have made and some are now at the stage of renewing their status, sometimes at a higher level.

Recent research into the impact of the Mark demonstrates it taking place on a number of levels. The opportunity it provides for evaluation and development has had a marked influence on school improvement. Teaching in history across the school has been revitalized through preparation for the Mark and teachers talk about a renewed interest in the subject not just for them but for pupils too. The good work within history has also spread across the curriculum with many schools adopting the practices within the

Mark to support development in other subject areas. Subject leaders involved in the scheme reported increased levels of confidence and a positive impact on their career development with many moving into senior management posts following completion of the award.

One benefit of the Mark is the Historical Association (HA) getting a much clearer picture of what is happening in schools, not just in those areas of outstanding practice but also in those aspects where even the best schools are struggling. Previously the annual subject report from Ofsted would have fulfilled this role but this information has been sadly missing in recent times. The information provided through the Quality Mark enables the HA to target areas strategically for the development of training and resources. In this article we will be showcasing areas of good practice found in the Quality Mark schools in each of the criteria. It is hoped that by reading about these schools you too will be inspired to embark on the Quality Mark journey and reap the same rewards.

Teaching and learning

This is a broad area but at its heart is ensuring that teaching results in effective learning for all pupils. In the most successful schools assessed, the teachers were skilled at developing the pupils as historians and consequently pupils had a strong sense of exactly what is history and its value. In one school, Year 5 pupils recognised how their own experiences would become part of history as they discussed the departure from the EU and how this would have a dramatic impact on the future. They also discussed how we should learn from mistakes made in the past and how, in the topics studied, refugees and invasion had parallels with current events. Subject-specialist vocabulary was introduced at an early age and as a result they quickly began to use these terms with confidence and accuracy.

One of the children's favourite activities was the ancient Greek food tasting, which included pomegranates, honey, oil, bread and goats cheese.



At a time when teachers' creativity is once again often being stifled by innovations in some areas of the curriculum, it is refreshing to visit schools where teachers are prepared to be bold in their choices of approach. In one Year 2 lesson observed, the teacher started out the lesson in role as Orville Wright leading the pupils in a fast-paced whole-class activity recreating the awe and wonder of first flight before moving on to use film clips to support discussion followed by a range of small group activities. In these the pupils framed questions to pose to Wright, sequenced examples of different forms of flight and matched images and statements about development in flight. The pupils were provided with question starters to ensure they devised quality questions and within the sequencing activity the choice of images challenged their possible misconceptions. All pupils were engaged throughout the session and were provided with opportunities to communicate the depth of their knowledge and understanding.

Leadership

This has often been the strongest area in the schools visited. The subject leaders involved represented all stages of a teacher's career, including some in their first few years of teaching who considered the assessment process as an ideal way of improving the status of the subject in the school and through that their own position. Some had the benefit of a strong subject background having studied the subject at degree level, while others had not studied the subject beyond Year 9. Yet within this diversity what united them was their passion for the subject and a willingness to continue to develop their expertise while in the role. The impact



During a maths themed lesson, pupils made Icarus flyers then tested them to see which could fly the furthest.

was strongest where the passion of the subject leader was accompanied by a shared set of aspirations within the senior leadership team. Here are just two examples, taken from many, of the effectiveness of leadership: one where the leader is focusing on systems within the school, the other where the leader is at a stage where they can focus on sharing good practice beyond the school.

In one school the subject leader utilised a range of approaches to give her a strong overview of exactly what was happening in the school. These approaches included lesson observations, end-of-topic teacher audits, book scrutinies and reviews of pupil progress records. This enabled her to identify not only pockets of good practice to be shared but also areas of weakness where resources and training should be targeted. Within subsequent staff meetings and training days she was given time to share her findings and then provide input where weaknesses occurred particularly within assessment. Time was also taken to develop a common vision for teaching the subject to be embedded across the school. Common models of working were generated which teachers could then use, thus generating greater confidence. Where teachers needed further support, for example in planning the Maya topic, she was prepared to undertake team planning.

In one gold award school the subject leader identified a gap in training opportunities for teachers in the local area. Following the removal of levels within the National Curriculum, teachers were finding difficulty in identifying and tracking progression. With backing from her headteacher she formed an informal local cluster group to develop subject-leader confidence in this area and also to provide a forum for sharing other good practice. This step highlighted what was happening in her school and enhanced her own and the school's status in the region.

Curriculum

A review of the curriculum of successful schools demonstrates that there is no one fail-safe approach to teaching history. Some schools followed a topic approach with strong cross-curricular links, while others chose to teach the subject discretely. Yet what united these schools was how the staff had extracted the best from a variety of materials, including those from published schemes, to shape their curriculum and ensured that it matched the needs and interests of the pupils in their school.

In one school a topic on inventions provided a platform for celebrating the achievements of inventors representative of the diverse cultural backgrounds of the pupils within the school. This included the Polish inventor Casimir Zeglen whose work included the development of the bullet-proof vest. One school chose to study early Islamic civilisation in a

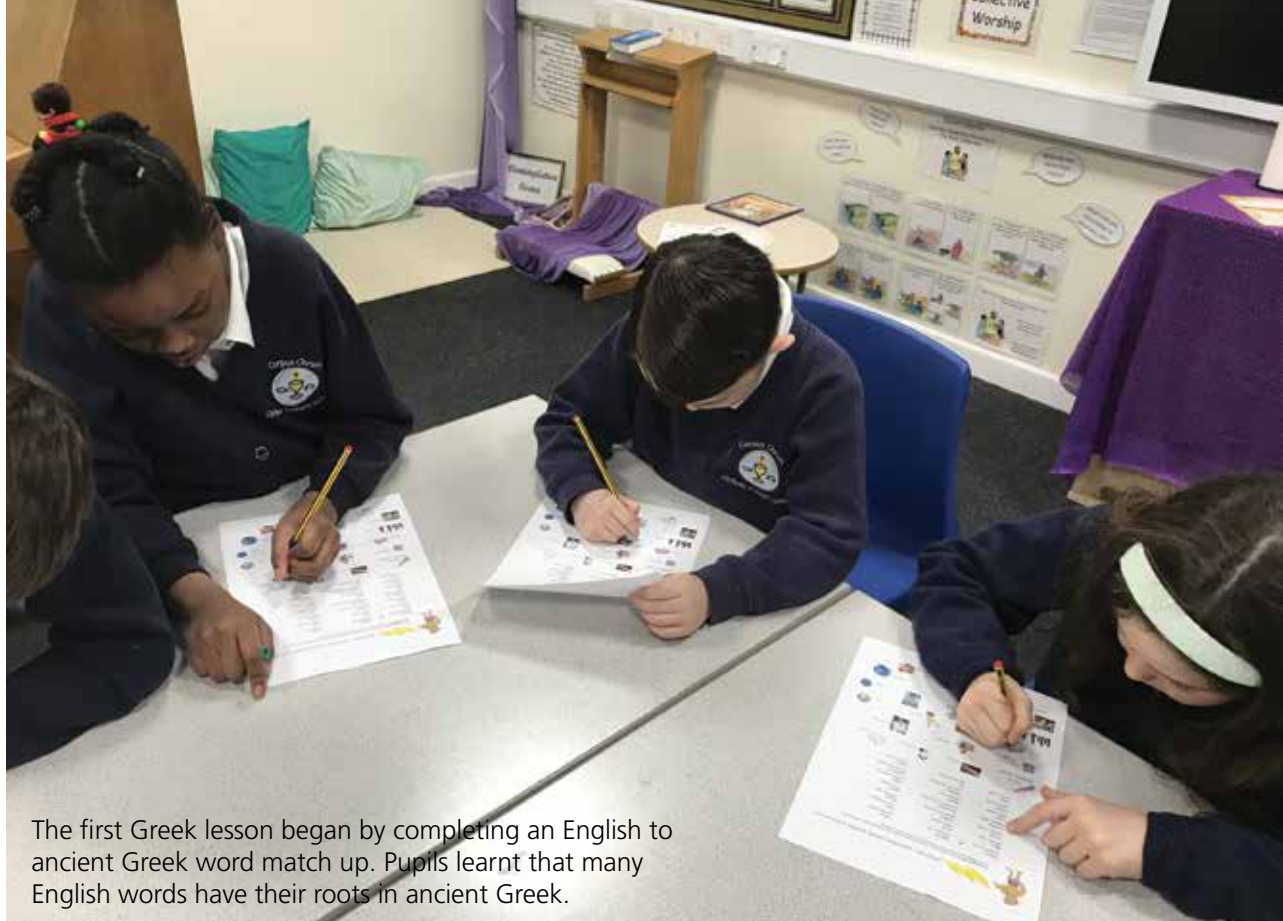
predominantly white school within a culturally diverse area. Another included a focus on Empire soldiers in its coverage of the First World War where many of the pupils' families had originally migrated from the Indian sub-continent. In some schools the pupils helped to shape the curriculum content particularly in Year 6. One group of pupils requested a fashion topic and another was able to select their own individual focus area in local history.

These schools also recognised that the National Curriculum was just a starting point for developing the subject and used imaginative ways to increase coverage. They realised this was particularly important for maintaining interest and progress in the subject in those periods when history was not formally taught. They were also flexible in their choices, so that when an anniversary or news item occurred they would use the opportunity to capture the children's interest. In one school Children in Need day provided the platform for looking at childhood over time. In another a series of themed First World War assemblies had been delivered. The use of history-themed days was also very effective in introducing areas beyond the content of the National Curriculum. The selection of texts within literacy also supported coverage of history. One school chose to include Treasure Island within a pirate theme and on another occasion studied Shakespeare's plays. Skills in such areas as questioning continued to be developed across other subjects.

Achievement

This has been found to be one of the most challenging areas for applicants. Establishing quality monitoring and tracking systems and using them effectively to impact on progress takes time. In the most successful schools insightful headteachers gave the subject leaders the necessary time out of class to develop this area. Time was also given for moderation as without a shared understanding of pupil development it was easy to identify incorrectly some groups as having

Enrichment is often the strongest aspect of the Quality Mark criteria in schools visited. At Corpus Christi School in Leeds the teachers are passionate about broadening the experiences of all the children and finding something where each child can excel. As part of this vision they have recently set up an Ancient Greek club attended by pupils in Year 5. The club is part of the Classics for All programme which is freely available to schools nationally. The pupils have loved finding out more about the topics they have studied in lessons as part of the Ancient Greek topic. They are also beginning to learn some of the language and look at the broader culture of the area.



The first Greek lesson began by completing an English to ancient Greek word match up. Pupils learnt that many English words have their roots in ancient Greek.

made little progress while in others progress may be inflated.

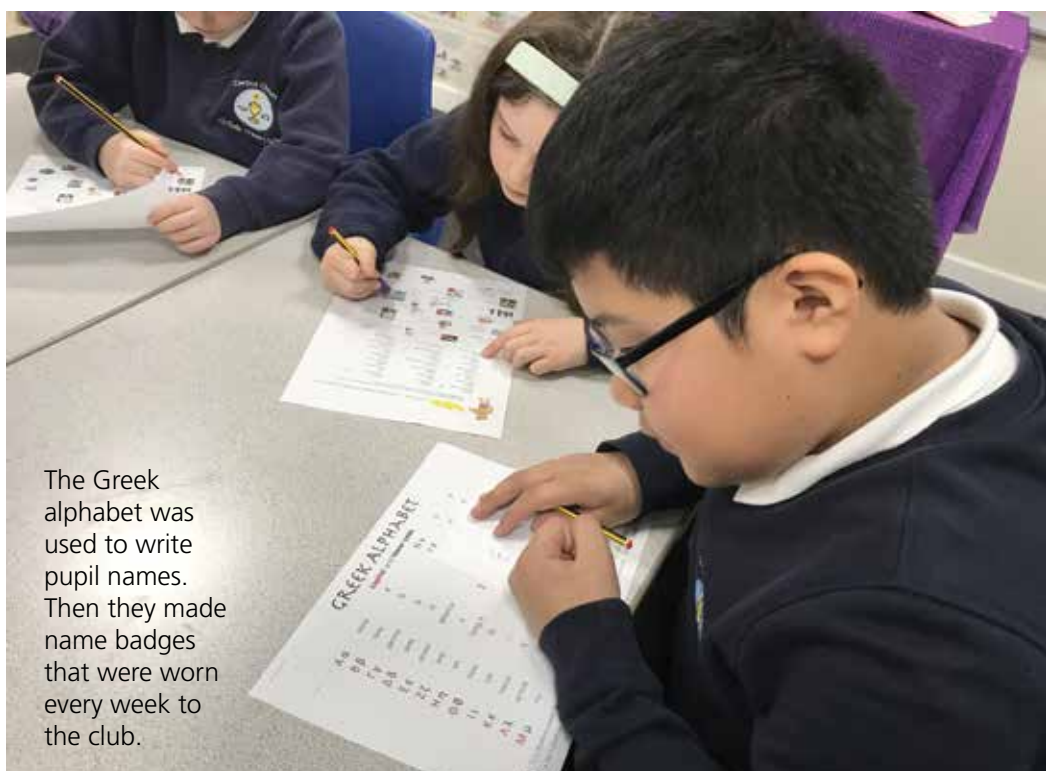
One subject leader had chosen to have a particular assessment focus on a skill, concept or knowledge per topic to support in depth understanding of progression. She had mapped these out over the key stage to ensure coverage.

In one school the high status of the subject ensured that achievement in history is celebrated. A history achievement board is prominently displayed and rewards can be gained for the subject. Pupils can choose to extend their learning in the subject through selecting history-focused homework.

Enrichment

In this area we are looking to find classroom environments that inspire pupils to learn and teachers seeking imaginative ways to enhance the pupils learning experiences beyond the classroom. These steps enrich not just the subject but the whole curriculum and school life. In many of the schools visited this was a particularly strong area and it was inspiring to see how teachers embraced this even in locations which appeared to offer few opportunities and when faced with very limited resources.

The inclusion of visits and visitors is undeniably an essential aspect of enriching pupils' experience and



The Greek alphabet was used to write pupil names. Then they made name badges that were worn every week to the club.

one seen in all the schools visited. Yet one school had taken this a step further by having a programme of visits not just for pupils but for parents too. Appreciating that many parents failed to travel beyond the confines of their town and knew little about its history or its links with national events, the school saw to it that parents were given the opportunity to visit nearby cities and also local sites. The school believed that by enriching the lives of the parents they would be more likely to create these experiences for their children. The school has found that parents are now

Case study

Burnley Brow Primary School, Oldham

Many history coordinators are thrown into their roles having received little or no training in either the teaching of history or the leadership of the subject. Leading the subject can be daunting, but, done well, it can raise standards, improve pupil motivation and can be a stepping stone to senior leadership roles in school.

So what does effective leadership of primary history look like? We asked Abbi Robinson Nelson from QM Gold Award school Burnley Brow Primary in Oldham.

Abbi has been in post for two and a half years and has been working hard to develop the subject through the Quality Mark process. An important element in the success is the excellent knowledge, not just in terms of history subject knowledge, but also in pedagogy. Another characteristic is the passion for enthusing and supporting colleagues. Added to the mix is the strong support of the senior leadership team who clearly understand the potential of history to enrich the lives of the pupils.

Abbi took time to develop her leadership of the subject, such as through team teaching in some year groups for example with NQTs. This support has been targeted in those areas requiring the most impact. Information from the scrutiny of a range of evidence including lesson observations, audits and reviews of pupils' work has helped to identify these focus areas.

Another important area of subject leadership is training. The support of senior leaders for Abbi's leadership has meant that she has been able to undertake a range of CPD opportunities. This is of limited value in itself but she has passed on knowledge and understanding gained from the CPD to the rest of the staff. Abbi has also been given time in staff meetings and training days to develop teaching in the subject across the school based upon the knowledge she has developed herself. This support for the dissemination of subject-based CPD is vital in the development of provision. At Burnley Brow, dissemination has resulted in a shared ethos about the teaching of the subject, with common principles being embedded throughout the school. This common approach benefits pupils in the application of models of good practice they can apply to any topic studied.

The views of pupils are actively sought to help develop provision, for example through the school council. In

response to requests from staff, Abbi delivered a session on the development of questioning skills. She is now developing networks beyond the school through cluster meetings where good practice is shared. Most recently she has offered to support a teacher at a local school preparing for their own Quality Mark assessment. Abbi reports being impressed and grateful for the resources provided by the Historical Association and directs the staff to appropriate materials to enhance the quality of their planning and teaching. Good subject leaders seem to know how to make the best of their HA membership.

The school is working hard to develop links with parents. Any feedback received for example via email communication, at coffee mornings etc., is acted upon. The work in history has been used as a model of good practice for other foundation subject leaders to follow and will provide a driver for overall school improvement in the future, so the headteacher at the school indicates. The trajectory that she has set for development of history in the school will be rolled out to other subjects.

Abbi sums up her challenges and how far she feels she has come:

When I initially volunteered for the role of leader of history I felt daunted and more than a little overwhelmed. I am passionate about history as a means of driving progression across all areas of the curriculum and have always had a great interest in all things historical, but had absolutely no experience in leading any subject, like many other history co-ordinators across our primary schools.

Coupled with this, individual foundation subjects had not been led separately in our school for some time, but rather maintained across two or more cohorts along with all the other curriculum subjects. This meant that I needed to rethink the approach to the teaching and monitoring of history and look at content and progression of skills and knowledge across the whole school. Luckily, leadership of core subjects in our school was very strong, and I decided to base my leadership of history upon these models. I performed an initial audit of the subject and found the HA QM criteria to be extremely helpful when identifying our areas of strength and points for improvement.

The next step was to establish a routine which would allow for a constant cycle of monitoring and reviewing

of teaching and learning within history. Again, I based this on the core subject model and use drop in lesson observations, planning scrutiny, environment walks, book scrutiny and children's voices. Initially this was a little time-consuming to set up, but now this cycle is in place I find that I need less time to perform these tasks, and they quickly and clearly highlight any areas for development or support.

I am also very lucky in that I work with a fantastic staff who are all willing to get on board with changes and have embraced fun learning opportunities whole-

heartedly. Leading the subject has been a fantastic experience both personally and professionally and has really given me the chance to stretch and develop my skills in different directions. It has also had a positive impact on children's interest in the subject and has strengthened the profile of history teaching across the school. I love it, and look forward to another year in the role!

Burnley Brow School attained the Gold Quality Mark in the summer of 2017.

more informed and confident about how to make the most out of any visits they do make and to go beyond the usual family and shopping visits by taking the children to museums and galleries. They also found that parents were more likely to contribute to local heritage projects and to engage with the school generally.

Most primary schools visited had inspiring displays both celebrating and supporting learning. Within the most successful schools the use of timelines was embraced not just in classrooms but also throughout the school. One school had a popular whole-school timeline displayed in the corridor that spanned the school year. On this timeline, classes added any special events, visits made or visitors to the school. For younger pupils this supported the development of their understanding of time, and for older pupils it served as a way of celebrating the things they had done while also exciting them about possible future experiences as they would move up the classes. In another area of the school a large-scale timeline featured topics studied by the different classes in history, and added to the display were significant events in the history of the school and the local area. This display powerfully reinforced pupils' understanding of big-picture history where they could see the links between local, national and international events and the range of events occurring at a particular time. Inside the classrooms were smaller timelines at child height featuring the topics studied over the year, introduced pupils not just to the sequence of events but also to interval and duration.

Next steps

This article is designed to showcase and celebrate all that is good in history teaching in our primary schools, yet assessments have identified there are still some areas where we need to focus our attention. The quality of feedback for pupils, particularly marking, usually needs improvement in even the best schools. Too often it is found to focus on literacy even when clear history objectives have been set. This results in

pupils having no direction on how to improve in the subject. Coupled with this is the realisation that many teachers can not provide next steps to pupils as they themselves are unclear what progression looks like.

With regard to the curriculum in Key Stage 2 the teaching of the post-1066 topic is often weak. Many schools still view this as an opportunity to retain pre-2014 topics such as the Home Front without any adaptation. Even when they are looking at a theme they are failing to grasp the need to link the content to that already taught in the pre-1066 units. Pupils at Key Stage 1 being taught a very narrow range of significant people and events often results in limited progress being made principally within the development of chronological understanding and a sense of period.

Both pupils and teachers are still failing to grasp the big picture of history and are continuing to look at topics and periods in isolation. Strengthening the use of timelines particularly parallel timelines would go some way to help to support children's understanding in this area.

If you would like to learn more about the Quality Mark process then take a look at the information on the HA website. Even if you feel you are not yet ready to take that first step towards the award there is still a great deal you can learn from the featured case studies of successful schools on how to improve learning and teaching in the subject in your own school.

Bev Forrest is a primary teacher trainer and educational consultant. She is chair of the HA's Primary History Committee and a History Quality Mark assessor.

Mel Jones is the CPD Officer for the Historical Association and oversees the Quality Mark award.

To boldly go: exploring the explorers for primary history

Karin Doull

Exploration and a curiosity about the world are key human characteristics that have shaped and continue to shape our behaviour. Nowhere is this more true than with younger children who relish the opportunity to investigate their environment and all it contains. Promoting this natural curiosity and introducing stimulating challenge should surely be a feature of every classroom. History is a natural subject to foster enquiry and exploration with expectations that it should “inspire pupils’ *curiosity* about the human past” (DfE 2014). Included within the subject content is requirement to *investigate* the lives of significant individuals.

Amongst the significant individuals are those who wanted to find out about the world that was not just around the corner. Along the way they saw strange sights, encountered unexpected dangers, met people different to themselves and brought home the stories of their adventures. Penelope Harnett has already introduced the Islamic explorer Ibn Battuta (*PH* 67 Summer 2014). She suggested how to consider him not only within his own historical context but also within a wider focus on exploration. The theme of exploration is a rich one encompassing different types of journeying. Three such types are identified here with examples:

TYPE 1: Confronting snow and ice

Alexandra David Neel
Matthew Henson
Prince Harry and Walking With The Wounded

TYPE 2: Braving jungles and heat

Mary Kingsley
Henry Mouhot
Alexander von Humboldt

TYPE 3: Setting off across the sea

Guidridur Thorbjarnardottir
Zheng He
Francis Drake

Summary biographies are included below.

Developing historical thinking

Cause and consequence

While curiosity and a sense of adventure may have sparked our explorers’ interest, there were other motivating forces. Underlying each of these explorers were specific reasons why they undertook their expeditions. It is key that we focus on **why** they did what they did and what **impact** they had. For each of the different environments it is important to consider **how** physical conditions affected humans, livestock and equipment as all these elements impacted on the explorer.

Characteristic features

You can use images and accounts to identify how an expedition relates to a particular historical context. Why were expeditions happening at this time? It is also worthwhile focusing on identifying similarities and differences across the periods.

Chronology

It is helpful to create a timeline of exploration. Can the children add their own key individuals? They might then look for patterns and trends, asking whether there are any points that were particularly important for exploration and why this might have been.

Historical interpretation

History shapes our view of the past but it is continually revised in the light of new evidence and changing perceptions. Has our view of these people and their achievements changed over time? Is it possible that someone who was seen as a hero at one time is now viewed differently?

Historical enquiry

Images and maps are two of our most powerful sources of evidence here. Accounts of journeys and the words of the explorers are also powerful, however, and so documentary evidence should also be considered as a way of engaging in historical enquiry.

TYPE 1: Confronting snow and ice

Alexandra David-Neel 1868–1969

Alexandra David-Neel was a spiritualist explorer with a fascination for the orient. She travelled across India, Tibet, China, Japan and Korea. Alexandra was born in France but grew up, in her early years, in Belgium. From an early age she was interested in travel and by the age of eighteen had travelled by herself to Spain, Switzerland and England. She studied singing and sang opera in Paris. She was also fascinated by Buddhism and converted around the age of 21. Alexandra married but after a short period she decided to set off for India. She was not to return for fourteen years. During that time she became famous for her many journeys, especially to the then forbidden city of Lhasa in Tibet, which was closed to foreigners. She undertook that journey with a single trusted companion disguised as beggar. Just to be on the safe side however she had a compass, purse of money and pistol in her pocket. She did eventually return to France and died in Provence aged almost 101. She brought her expedition partner back with her and adopted him as a son.

Matthew Henson 1866–1955

Matthew Henson was an African-American explorer who with Commander Robert Peary sought to be the first to the geographical North Pole. As a young man Matthew signed on to merchant ships travelling to China, Japan, Africa and the Russian Arctic. At some point in these travels he met Robert Peary and they then worked together for over twenty years. Peary undertook a number of expeditions to the Arctic. Matthew was his right-hand man. He was both navigator and craftsman. He traded with the Inuit, learned their language and became a skilled handler of dog sledges, driving Inuit style. The Inuit named him Mahri Pahluk meaning 'Matthew the kind one'. Matthew was not originally feted as much as Robert Peary over the achievement of finding the geographical north (indeed there is some debate that they did not identify the correct spot). Recognition came much later. After his momentous exploit he returned to America and worked for thirty years for US Customs.

Prince Harry (Duke of Sussex) and Walking With The Wounded 2015

Walking With The Wounded is a charity that was initiated to provide support to injured veterans to help them become rehabilitated and find employment. The charity holds fundraising events that usually involve some form of physical challenge. Prince Harry is a patron of the charity. In 2015 three teams from four countries challenged each other to race across 200 miles to the South Pole. The teams from USA, UK and the Commonwealth (Australia and Canada) were made up of four injured veterans each. They would ski across the landscape pulling sledges with

their provisions and accommodation. Due to adverse weather conditions and the deteriorating health of some of the veterans it was decided to forgo the race element. The teams crossed the line together. A film crew followed the exploits of the expedition.

Extreme cold, snow, rocks and ice, mountainous terrain and treacherous weather patterns create some of the most inhospitable conditions on the planet. Arctic and Antarctic explorers have long had to combat unstable shifting ice flows and freezing whiteout conditions. High mountains can create similar problems as well as creating problems with breathing.

Possible activities

How to protect yourself against the elements:

- What type of clothes are people wearing?
- What can you see that looks similar?
- What looks different? Why do you think this is?
- Do you think that all these people were going to the same type of place? Why do you think that?

Look at these pictures of different landscapes. Looking at the explorers clothes, can you match them to the type of land they were travelling through?



Alexandra David-Neel

Can you put the pictures below in chronological order? They show Alex at different times of her life.



Looking at Alexandra in her robes (picture above left), Can you find out which religion they belong to? Does this give us any idea about why Alexandra was travelling in this area?

Here you would need to explain about Tibet and its importance to Buddhist faith and scholarship. How do you think she would have felt seeing Lhasa and knowing she was only one of a few Europeans to have done so? This would allow you to make a link to Buddhism in RE. These photos are in black and white – look at some modern images from the area to see the sort of colours that Alexandra would have seen.



What does this quote from Alexandra tell us about why she liked to travel?

Who knows the flower best? – the one who reads about it in a book, or the one who finds it wild on the mountainside?



Here is an image of Alexandra travelling near Tibet. Can you find her in the picture? What is she riding on?

Alexandra preferred to travel by herself using local people to help her. Which other of our explorers worked closely with the people that lived in the area? Why do you think it was useful to seek local help?

Here you can talk to the children about how local people know their homelands and how to survive in them. You could look at the Inuit lifestyle and how these people helped Matthew Henson understand his environment just as Alexandra's guide Aphur Yonden helped her appreciate the Himalayan mountains.

Motivation

Why do people travel to dangerous parts of the world through difficult terrain? Get children to look at the two quotes below. Highlight key words such as 'challenge' and 'difficulties'. Discuss what this shows about why people want to undertake challenges and how they feel when they succeed.

Matthew Henson

There can be no conquest to the man who dwells in the narrow and small environment of a grovelling life, and there can be no vision to the man the horizon of whose vision is limited by the bounds of self. But the great things of the world, the great accomplishments of the world, have been achieved by men who had high ideals and who have received great visions. The path is not easy, the climbing is rugged and hard, but the glory at the end is worthwhile.

Ed Parker, the expedition's director and co-founder of the Walking With The Wounded charity:

We always knew that this wasn't going to be easy, but that is what makes the challenge so exciting. Our aim was to show that, despite injury, young men and women from our armed forces can still achieve great things. We came down here, determined to get 12 men and women, all injured in conflict, to the South Pole, and this is what we have done. The feeling is incredible.

Get the children to use some of these key words with images of explorers and landscapes to create a poster to explain why people seek to explore such inhospitable places.

You can also use these picture books to introduce or supplement information about Alexandra David Neel and Matthew Henson.

- 1 *Keep On!: The Story of Matthew Henson, Co-Discoverer of the North Pole*, Paperback – 2015 Debbie Hopkinson, Peachtree Publishers.
- 2 *Far Beyond the Garden Gate: Alexandra David-Neel's journey to Lhasa*, Hardback – 2002 by Don Brown, Houghton Mifflin.

TYPE 2: Braving jungles and heat

Mary Kingsley 1862–1900

Mary Kingsley's father was a traveller and Mary helped him to write up his reports. She also read his travel books. Unfortunately, her mother was sick and required constant attention so Mary was unable to leave her. Mary had no formal schooling as she remained secluded at home. As Mary's father also became ill she became even more isolated. On her parent's death Mary's life changed dramatically. Mary sold up the house and headed out for adventures. She landed initially in the Canary Islands and then set off for West Africa. She wanted to collect samples of fish, plants and insects. In August 1893 she arrived in Sierra Leone, a single, unaccompanied woman. She set off on her first great expedition into the interior, returning in December 1894. After writing her first book she set off again. She was the first woman to climb Mount Cameroon, West Africa's highest peak. She traded with local tribes to finance her expeditions. She gathered a range of specimens as well as ethnographic and anthropological observations, particularly of the Feng tribe. One day she hit a crocodile on the snout with a paddle as it was trying to climb into the canoe. She died in Simonstown, South Africa where she was nursing Boer prisoners with typhoid who had been taken by the British in the Boer War.

Henri Mouhot 1826–1861

A French naturalist and explorer, renowned for his reports of the ruins of the Angkor Capital of the ancient Khmer civilisation of Cambodia (Kampuchea), including the stunning temple of Angkor Wat. The temple complex was built and used between the period of 1001–1300 (similar to the development of the Tower of London). Henri was born in France but later travelled to Russia to work as a language tutor. He travelled extensively in Europe. He was interested in early photography and natural science. He moved to England in 1856. He undertook botanical expeditions to Indo-China supported by the Royal Geographical Society and the Zoological Society of London. He was

interested in ornithology and conchology. He travelled by fishing boat, elephant, horses, oxen and on foot in his expeditions. He kept extensive travel journals of the observations he made. He was accompanied by his dog Tina Tine. He died of malaria in 1861 and was buried by his servants, Phrai and Deng, on the banks of a river in Laos. The notes of his expedition were taken to the French consulate by his servants. They were published posthumously and generated great interest in the west for Angkor Wat and the other ruins.

Alexander von Humboldt 1769–1859

Alexander was a Prussian polymath, geographer, naturalist explorer and geologist. He was most interested in botanical geography. He developed an interest in geology while working in mines. He was also interested in astronomy, which he used to help with navigation. He made extensive maps of his expeditions and designed precision instruments to measure his findings. From 1799–1804 he travelled extensively in Latin America, visiting Cuba, Venezuela, Mexico, Ecuador and Peru. These expeditions were financed by the Bourbons of Spain. In 1800 he investigated and wrote about electric eels, a shocking experience for him and his friend. He carefully observed and made meticulous measurements of plants and animals *in situ*. He was able to show how biology, meteorology and geology led to explaining where plants grew. This meticulous form of measurement became known as Humboldtian Science. Charles Darwin was influenced by Alexander's ideas.

Activities

Looking at images of our three jungle explorers what do you think of what they are wearing? Do you think that these clothes would be the best to wear in hot steamy jungles? Find some images of people working in jungle environments today and compare their clothes. How are they the same or different? What sort of clothes were the people who lived in the jungles wearing?



Henri Mouhot



Mary Kingsley

Alexander von Humboldt (on left seated)



Mary felt that her skirts were very useful, as she said in her book *Travels in West Africa*:

It is at these times that you realize the blessings of a good thick skirt. Had I paid heed to the advice of many people in England and adopted masculine garments, I should have been spiked to the bone and done for. Whereas, save for a good many bruises, here I was with the fullness of my skirt tucked under me, sitting on nine ebony spikes some twelve inches long, in comparative comfort.

Think about how you would prepare for an expedition of this sort.

Loving the jungle

Compare these three descriptions of the jungle. How are they the same and how are they different? Could you create a collage or multimedia representation of one of these descriptions? Could you store this digitally and add sounds?

Rocky mounds and naked boulders were covered with large thick-scaled Iguanas, Gecko-lizards and spotted Salamanders. Motionless with uplifted heads and widely extended mouths they seem to inhale the heated air in ecstasy. The larger animals at such time take refuge in the deep recesses of the forest, the birds nestle beneath the foliage of the trees, or in the clefts of the rocks; but if in this apparent stillness of nature we listen closely for the faintest tone, we detect, a dull muffled sound, a buzzing and humming of insects close to the earth, in the lower strata of the atmosphere. Everything proclaims a world of active organic forces. In every shrub, in the bark of trees, in the perforated ground ... life is everywhere audibly manifest. It is one of the many voices of nature revealed.

Alexander von Humboldt

One entry written near Phetchabun reads:

The profound stillness of this forest, and its luxuriant tropical vegetation, are indescribable, and at this midnight hour impress me deeply. The sky is serene, the air fresh, and the moon's rays only penetrate here and there, through the foliage, in patches, which appear on the ground like pieces of white paper dispersed by the wind. Nothing breaks the silence but a few dead leaves rustling to the earth, the murmur of a brook which flows over its pebbly bed at my feet, and the frogs answering each other on either side, and whose croaking resembles the hoarse barking of a dog. Now and then I can distinguish the flapping of the bats, attracted by the flame of the torch which is fastened to a branch of the tree under which my tiger-skin is spread; or, at longer intervals, the cry of some panther calling its mate.

Henri Mouhot

The mangrove swamp follows the general rule for West Africa, and night in it is noisier than the day. After dark it is full of noises; grunts from I know not what, splashes from jumping fish, the peculiar whirr of rushing crabs, and quaint creaking and groaning sounds from the trees; and - above all in eeriness - the strange whine and sighing cough of crocodiles. I shall never forget one moonlight night I spent in a mangrove swamp. I was not lost, we had gone away into the swamp from the main river, so that the natives of a village with an evil reputation should not come across us when they were out fishing. Now and again the strong musky smell came that meant a crocodile close by.

Mary Kingsley

Motivation

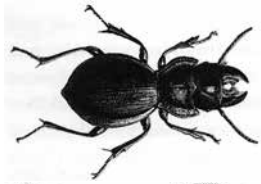
All three of these explorers were undertaking scientific explorations. Information was shared with scientific communities in the west. Why do you think it was important to record and then share what they had discovered? Here is what Alexander wanted to do:

I shall try to find out how the forces of nature interreact upon one another and how the geographic environment influences plant and animal life. In other words, I must find out about the unity of nature.

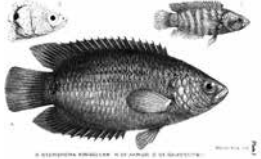
The following were named after our explorers:



Humboldt Lily



Beetle named after
Henri Mouhot



Fish named after
Mary Kingsley

What would you like to have named after you and why?

Hidden Wonders

What would you have thought if you had come upon these two sites deep in the jungle? Can you find out what the places look like now? Can you draw your own fantastic landscape?



Pavilion of Angkor Wat



Natural rock bridge,
Icononzo, Columbia

You can also use this picture book to introduce or supplement information about Mary Kingsley:

Uncommon Traveler: Mary Kingsley in Africa, 2003
Don Brown, Houghton Mifflin.

TYPE 3:

Setting off across the sea

Guidridur Thorbjarnardottir

Guidridur or Guidrid was born around 980 and was a Norse explorer who lived in Iceland. She was the daughter of a chieftain and journeyed with him to Greenland with Eric the Red. There she married for the first time although her husband Thorir died of illness. Next Guidrid married Leif Eriksson's younger brother Thorstein and travelled to Vinland with him. During the winter Thorstein also died. Guidrid returned to Greenland where she married again for the third time. Thorfinn Karlsefni was a merchant of good standing. Guidrid managed to persuade him to try to settle in Vinland. They set off with a company of sixty men, five women and various types of livestock and supplies. While in Vinland (Newfoundland) Guidrid gives birth to Snorri Thorfinnsson, the first European born in North America. Their settlement failed when relationships with the native Americans turned to violence. Guidrid and Snorri returned to Iceland. She later converted to Christianity, travelled to Rome, may have met the Pope, returned to Iceland and lived the rest of her life as a nun and hermit.

Zheng He

Zheng He was born in 1371 in the foothills of the Himalayan Mountains to a family of Persian Muslims. He was called Ha Me and his father served the Mongol Empire. The Ming dynasty invaded Ha Me's home area when he was about 10. He was captured and castrated before being given to the emperor's fourth son Zhu Di. Zhu Di and Ha Me formed a close bond. Ha Me became a skilled and powerful soldier. Zhu Di came to rely on his loyalty. In 1402 Zhu Di seized power becoming the emperor Yongle. He made Ha Me head of palace servants and changed his name to Zheng He (pronounced Jung Ha). The emperor was ambitious to extend China's power. He built a fleet of 3,500 ships and put Zheng He in command of them. On the first voyage Zheng He had 62 giant treasure ships, 200 other ships and 28,000 armed troops. Zheng He made seven voyages around the South China Sea, Indian Ocean and over towards East Africa. The fleet did not colonise or conquer but they did 'discipline' any that failed to acknowledge the might of China. Zheng He died at sea on his seventh voyage, between 1431 and 1433.

Francis Drake

Francis Drake was born around 1540 in Devon. Although his family moved to Kent when he was a boy he remained linked to Devon for the remainder of his life. He was a sea captain, privateer, sometime slave trader (with his cousin Hawkins), adventurer, rascal and a rogue. The English called him a hero and the Spanish a pirate. He was staunchly protestant and hated the Spanish, particularly the Inquisition. He undertook the second circumnavigation of the world between 1577 and 1580, returning with only one ship. That one ship

was full of Spanish treasure, however. He was knighted in the docks on his return. He was second in command of the English fleet that opposed the Spanish Armada. He had a reputation for attacking and sacking Spanish towns and outposts including Cadiz. On his circumnavigation he claimed California for England naming it Nova Albion in 1579. He died of dysentery off the coast of Panama, once more attacking the Spanish, and was buried at sea.

Different Ships

Look at the three ships below and their different sizes:



A viking Knarr – this was used for Atlantic expeditions, it was 16 metres long and 4.6 metres wide. It had a crew of between 20 and 30 people.

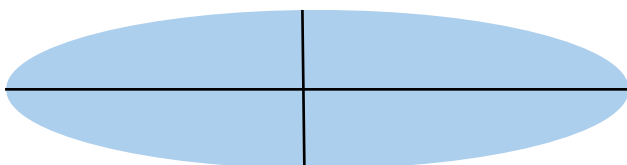


Zheng He's fleet with the treasure ship in the middle. It was 110–124 metres long and 49–51 metres wide, with nine staggered masts and 24 cannons. He also had equine ships (with horses), supply, troop, warships, patrol boats and water tankers!



Drake set off with the *Pelican* and four other ships to sail around the world. Halfway through the voyage he renamed the *Pelican* the *Golden Hind*. It was the only one to return. It was 31 metres long and 6 metres wide, armed with 22 cannons and carrying a crew of 80. Only 56 sailors survived the voyage.

For each ship draw a line (in centimetres) the length of the ship. Halfway along draw a horizontal line through it the width of the ship. Then draw a rough oval shape around the lines (see below). Cut out each ship and lay them on top of each other. *How do the sizes compare? Which is the biggest or smallest? Why do you think this was so? When you look at the pictures, what is the same and different about them?*



What did they find?

Read out loud these accounts about the voyages.

Together there were a hundred and sixty men aboard the three ships. They sailed first to the Western Settlement and then out to Bear Isles. From there they sailed for two days with a northerly wind before they sighted land. They rowed to shore in their boats and explored the country; here they found huge slabs of stone, many of them twenty-four feet across [the Greenland Saga says that two men could easily lie outstretched on them with their soles touching]. They saw many arctic foxes there. They named the country Helluland [the land of flat rocks]. Then they sailed for two days more, with their course turning from south to southeast, and reached a land with great forests and many animals. Off the shore to the southeast lay an island, and here they killed a bear. For this reason they called it Bear Island, while they named the country itself Markland [forest land] because of the woods.

https://archive.org/stream/voyagestovinland013593mbp/voyagestovinland013593mbp_djvu.txt

One of the chiefest among them having on a time received a cap of the Generals head, which he did daily where, removing himself but a little from us, with an arrow pierced his legge deeply, causing the blood to stream out upon the ground: signifying thereby, how unfaindly he loved him, and giving therein a covenant of peace. The number of men which here did frequent our company, were about fifty persons. Within, in the southernmost part of this bay, there is a river of fresh water, with a great many profitable Hands: of which, some have alwaies such store of Scales or sea-wolves, as were able to maintain a huge army of men. Other Hands, being many and great, are so replenished with birds and foule, as if there were no other victuals: a wonderful multitude of people might be nourished by the increase of them for many posterities. Of these we killed some with shot, and some with staves, and took some with our hands from mens heads and shoulders, upon which they lighted. We could not perceive that the people of the country had any sort of boat or canoe, to come to these Hands.

(A Hand was an amount of land.)

https://archive.org/stream/worldencompassed16drak/worldencompassed16drak_djvu.txt

In a table, record what the explorers found that would help them.

Trees	This would give wood for making houses and ships
River of fresh water	Drinking water and water for cooking and washing

This is a comment from Zeng He about his voyages. Do you think he liked sailing?

[We have] traversed over a hundred thousand li of vast ocean [and have] beheld great ocean waves, rising as high as the sky and swelling and swelling endlessly. Whether in dense fog and drizzling rain or in wind-driven waves rising like mountains, no matter what the sudden changes in sea conditions, we spread our cloudlike sails aloft and sailed by the stars day and night.

www.khanacademy.org/partner-content/big-history-project/expansion-interconnection/exploration-interconnection/a/zheng-he

How might we remember them?

With a statue?

With a coat of arms and motto? *Sic Parvis Magna* (so the small become great) was Drake's motto and he was a self-made man. Drake's coat of arms has a wavy line for the sea and two pole stars, Artic and Antarctic, for the circumnavigation of the world.

With a postage stamp? There are a number of picture books for Zheng He.

Think of different ways that you could remember our explorers. One thing further that you could do would be to create a timeline and show when they lived and went exploring. Try to challenge children's perceptions of who an explorer might be. Consider the different motivations that people had for their adventures and perhaps some of the consequences of their actions. New picture books are becoming available all the time to investigate new people. Watch out for one from Random Press on Alexander von Humboldt. If you want to find out about more women explorers you might look at the Trowel Blazers website (<https://trowelblazers.com/>). Whom can you find to introduce to your class?

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Robert Dudley welcoming Queen Elizabeth I to Kenilworth Castle, Warwickshire, July 1575
Heritage Image Partnership Ltd / Alamy Stock Photo

Elizabethan times:

Just banquets and fun? Developing a sense of period and chronology by exploring an aspect of the past since 1066

Paul Bracey

Although much of the Key Stage 2 history curriculum relates to the period before 1066, we are expected to include:

a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (DfE, 2013,p.5)

This raises two questions:

- How can a post-1066 topic be related to the rest of the primary history curriculum?
- How can we ensure that it relates to a broader understanding of the past? Without careful thought the topic could become isolated from the rest of Key Stage 2. Should this happen, the extent to which the

topic contributes to a broadly-based understanding of the past would be compromised.

A thematic study such as schools, homes, or crime and punishment addresses this by covering the whole period from 1066 to the present day with opportunities for making links either side of 1066. However, the relationship between aspects of the past, such as the Battle of Britain or the introduction of the railways, to the rest of the primary history curriculum is more challenging. This article sets out to address this issue by focusing on the reign of Elizabeth I (1558–1603), a period far removed in time from both 1066 and the present day. It is based on the understanding that children need to develop both an understanding of the world at the time of Elizabeth I and how this can be related to its broader chronological context.

A re-enactment of Queen Elizabeth I at Kenilworth Castle



How can we develop a sense of the Elizabethan period?

The Elizabethan period has been called a Golden Age and is typically associated with exploration, trade, prosperity and relative peace. The title of this article 'Elizabethan times: just banquets and fun?' relates to typical images which we may have of her reign. The above photograph shows an English Heritage event at Kenilworth Castle re-enacting her visit to Robert Dudley, the Earl of Leicester. Elizabeth was undertaking a 'Progress' around the country, with expenses met by her ambitious and obliging hosts. The Queen's visit was preceded by extensive rebuilding and featured lavish entertainments throughout her time there.

This provides a useful starting point for examining the period – essentially providing an idea of power, wealth and fun experienced by the nobility. There are of course many alternative locations to Kenilworth Castle which can be used as an introductory stimulus, such as Hardwick Hall in Derbyshire and Kirby Hall in Northamptonshire. The period is also associated with the work of William Shakespeare and the Globe Theatre in London, or his birthplace in Stratford which could also provide a good starting point for exploring the period.

How well does Elizabeth's visit to Kenilworth reflect the daily lives of different people in Elizabethan times?

The experiences of the nobility at Elizabeth's court reflected the life of a privileged section of society and this needs to be balanced with an examination of the lives of a range of people, such as members of the gentry, yeoman farmers, merchants, servants, labourers and beggars. There is also a need to consider the experiences of people who lived in the towns and countryside as well as different jobs, entertainments and the level of poverty, which are readily found in school texts and websites related to this period. Elizabeth I had considerable power and it is important to compare this with the role of other rich and poor women at the time, including those at court, managing

their husband's estates or supporting the sick, as well as spinners and labourers in the fields etc. In order to cover a range of experiences children could work in groups to research the lives of different people such as a noble woman at Elizabeth's court, a wealthy woman, a merchant, a labourer and a spinner, to hot seat in front of the class. This also provides an opportunity to appreciate how far the other attributes of the Golden Age were experienced by different classes of people.

Although the period was a time of prosperity for many people, this was not always the case for everyone. Poor harvests and poverty towards the end of Elizabeth's reign brought the possibility of social unrest, which was dealt with by the introduction of Parish Relief and the Poor Law, alongside draconian proclamations to deal with people believed to be vagabonds or the undeserving poor. This situation also had implications for the black community when Elizabeth issued a proclamation in 1601 calling for them to be removed:

The Queen is highly discontented to understand the great number of Negroes and blackamoors which are (living in England); who are fostered (supported) here, to the great annoyance of her own people who are unhappy at the help these people receive, as also most of them are infidels (non-Christians) having no understanding of Christ and the Gospel. Casper van Senden should be helped in taking these Negroes and blackamoors to be transported.

The relative peace of Elizabethan times was fragile, to say the least. The Spanish Armada of 1588 provided the greatest challenge during her reign, reflecting the sharp divide between Catholic and Protestant powers at this time. Elizabeth put herself as head of the church, adopting a form of Protestantism which retained some Catholic traditions. However, she expected everyone to

The Armada portrait of Elizabeth I





attend Church of England services, fining those who did not. From 1580 the Pope ordered Catholic priests called Jesuits to make England Catholic again. Such threats to the Crown did not go unheeded and when caught those involved were brutally punished.

How well does as our study of Elizabeth I reflect the world at this time?

An exclusive focus on Elizabethan England provides an inward-looking Anglocentric perception of the time. This has implications for how children develop their understanding of 'these islands' and the wider world. An 'islands' as opposed to an Anglocentric approach can be exemplified through the experiences of Mary Queen of Scots and Grace O'Malley.

Mary Queen of Scots was the cousin of Elizabeth I and a Catholic which made her a potential threat to the English throne. However, focusing exclusively on this would not do justice to either Mary or developments within 'these islands'. Mary was married into the French throne when she was a child as a means of strengthening links between Catholic Scotland and France. After the death of her husband she returned to Scotland which had become Protestant during her absence and was ruled by powerful nobles. Conflict and scandal led to her imprisonment in Scotland

and she escaped to England. Her arrival in England presented a difficulty for Elizabeth as she represented a Catholic alternative to the throne. Consequently, she was imprisoned in a number of locations including Carlisle Castle, Bolton Castle, Tutbury Castle, Sheffield Castle and finally Fotheringhay Castle. Following her suspected involvement in a plot against Elizabeth she was executed. By placing Mary at the centre of the story rather than her execution it is possible to go beyond an Anglocentric approach to this topic. This can be achieved by building your lesson around the question: 'Why did Mary Queen of Scots have so many enemies?'

Grace O'Malley ruled an area in the west of Ireland and has been called a 'Pirate Queen'. She was certainly warlike on occasions but key events in her life were associated with difficulties she had with an Englishman called Lord Bingham, who had been appointed as the governor of Connaught. Elizabeth's reign is associated with Protestants being sent to rule over Catholic Ireland which was perceived as a threat. The story of Grace's life provides an Irish perspective into what was happening at this time. Her role could also be compared with the English privateer (government sanctioned pirate) Sir Francis Drake who attacked Spanish ships. In the case of both Mary Queen of Scots and Grace O'Malley it is necessary to put the person at the centre of your investigation.

When considering a global perspective it is important to appreciate that 'these islands' only represented what was happening in a small corner of the globe. Focusing exclusively on the exploits of people like Sir Francis Drake can give the impression that different parts of the world did not have a meaningful existence before the arrival of sailors from Britain and Europe. This is typically reflected in textbook depictions of Drake which focus on his exploits against the Spanish ships and his voyage around the world in 1577. The children can start by giving their insights of the world having studied Drake and then go on to look at people in different parts of the world at this time such as the Mughals under Akbar, Benin, and the Aztecs prior to the arrival of the Spanish, before going back to assess their first perceptions. This provides an opportunity for children to critically question the story presented to them in published resources.

How can we relate Elizabethan times to a broader chronological understanding of the past?

The above provides a sense of period with respect to space and diversity. However, in order to have a sense of how the Elizabethan period fits into a coherent sense of the past it is important to emphasise how it relates to a broader chronological context. There are many opportunities to do this such as:

(1) Relating specific events to their context

- When studying Mary Queen of Scots it is important to look at the Tudor family tree to establish how she was related to Elizabeth.
- When studying Elizabeth it is helpful to make links with previous events affecting her reign such as Henry VIII's break with Rome. This could be undertaken with a card sorting exercise linking key events to the different Tudor monarchs.

(2) Relating the Elizabethan period to its wider chronological context

- Elizabethan times can be located on a timeline that relates to previous topics which have been taught – this could involve using an online or card-based British or world timeline, putting tabards on the children and creating a physical timeline across the room, hall or playground or quickly constructing it on the IWB.
- The Elizabethan period can be compared with other times such as the Romans or Vikings, through general themes such as homes, clothes, work and travel. This provides opportunities to revisit previous topics as a basis for exploring continuities and changes over time. Towards the end of Key Stage 2, different groups could compare the period with a range of different times and discuss which had the most and least in common.

(3) Relating topics covered within Elizabethan times to their broader chronological context – this could include one or more of the following:

- Compare Elizabeth I with other monarchs or leaders living at different times in the past. A useful starting point would be to compare the number of kings and queens who have ruled since 1066 and discuss the reasons for this before selecting two or three for comparison. Alternatively, Elizabeth I could be directly compared and contrasted with Boudicca, Victoria and/or Elizabeth II to consider how these powerful women have dealt with very different political and social contexts.
- A study of Elizabeth's visit to Kenilworth Castle in 1575 when it was a palace can be compared to what it was like at different times in the past – as a military fortress during the Middle Ages and a rustic ruin in the eighteenth and nineteenth centuries when it became a romantic tourist attraction.
- Compare the treatment of the poor in Elizabethan times with the role of monasteries in the Middle Ages, Victorian times and after the introduction of the Welfare State.
- Compare the experiences of black settlers in Elizabethan times with other migrants who have come to Britain, from prehistoric times to the present day.
- Compare the lives and status of women in Tudor times with Ancient Greece, Viking times, the period associated with the suffragettes and the 1918 Act, World War II and today.
- Compare the Elizabethan explorers with the Vikings and the moon landings.
- Compare events such as the Spanish Armada in 1588 with the Norman Conquest 1066 or Dunkirk 1940, around the key question – when was it the most dangerous time to live?



The Withdrawal from Dunkirk, June 1940
© IWM (Art.IWM ART LD 305)

(4) Relating the study of Elizabeth to an 'unfolding appreciation of the past'

The purpose of this article has not been to criticise the use of role-play events or visits that provide stereotypical perceptions of times in the past. They can be fun and help to ignite an interest in the past. However, what is important is to develop a questioning and critical approach that challenges an ethnocentric or narrowly defined representation of the past. This can be done by developing opportunities for children to reflect upon and question their perceptions as a central feature of their learning – questioning their initial perceptions of the image presented by a role play which focused on Elizabeth's visit to Kenilworth as they find out about the lives of different people in 'these islands' and the world, together with how life at this time relates to other times in the past.

The questions below relate to a Primary History scheme of work on the Historical Association website which draws on some of the ideas that have been considered in the above sections. However, it is also underpinned by the use of reflective questions which are intended to encourage children to question their perception of the past as their framework of reference increases through the course of the scheme. Elizabethan times are but one aspect of the time since 1066 and children will continue to build on what they have learnt by relating it to whatever topic they study next.

Elizabethan times: all banquets and fun?

All banquets and fun? What does the Elizabethan re-enactment suggest?

What do we understand by Elizabethan times? When did they take place?

What does Elizabeth's visit to Kenilworth tell us?

Elizabethan times: how safe was it?

Does the story of Sir Francis Drake tell us all we need to know about the Tudor world?

Beyond Elizabeth's court? What was it like to live in Elizabethan times?

Elizabethan times. Were they really associated with banquets and fun?

Paul Bracey is Senior Lecturer in Education at the University of Northampton. He is a member of the Historical Association's Primary Committee and *Primary History* editorial board.



HA resources

Bracey, P. (2017) 'Elizabethan times: All banquets and fun', Primary Scheme of Work. The Historical Association. The scheme exemplifies some activities considered in this article. Available at: www.history.org.uk/go/SchemeOfWorkElizabethans

Bracey, P., Jackson, D. and Gove-Humphries, A. (2017) 'Why is diversity so important? How can we approach it?' in *Primary History*, 75, pp. 8–12. This article includes an activity related to women in Tudor times. www.history.org.uk/go/PrimaryHistory75

Lyndon, D. (2006) 'Integrating Black British History into the National Curriculum' in *Teaching History*, 122, pp. 37–43. Although this is intended for Key Stage 3 children, the activity related to Elizabeth and Black Tudors could easily be adapted to Key Stage 2. Available at: www.history.org.uk/go/BlackBritishHistory

Wilkinson, A. (2017) 'Making the most of the post-1066 unit: looking at continuity and change over 10,000 years' in *Primary History*, 75, pp. 38–43. This article relates to a long-term thematic study. However, you could compare its reference to an Elizabethan house with homes at different times in the past to relate the period associated with this article to a broader historical context. www.history.org.uk/go/PrimaryHistory75



Places to visit

Burghley House

Stamford, Lincolnshire, PE39 3JY

Hardwick Hall

Doe, Lea, Chesterfield, Derbyshire, S44 5QJ

Kenilworth Castle

Kenilworth, CV8 1NG

Kirby Hall

Kirby Lane, Corby, NN17 3EN

Shakespeare's Globe

21 New Globe Walk, Bankside, London, SE1 9DT

Shakespeare Centre

Henley St, Stratford-upon-Avon, CV37 6QW



Resources

This period has an extensive range of school texts – the following relate specifically to this article:

BBC Active (2006) *Black Britons DVD Plus*, Harlow: Educational Publishers LLP.

DfE. (2013) *History programmes of study: Key Stages 1 and 2 National Curriculum in England*. Department for Education.

Morris, R.K. (2010) *Kenilworth Castle*, London: English Heritage.

Shephard, C. and Moore, A. (1995) *Making the United Kingdom: Teacher Resource Book*, pp. 22–24. This provides information sheets which children sort and place on a timeline.

The following relate to specific aspects of this topic:

Elizabeth I

Gheeraerts the Younger, M. (1592) 'Elizabeth I, the Ditchley portrait', available from:

<https://www.npg.org.uk/collections/search/portrait/mw02079/Queen-Elizabeth-I-The-Ditchley-portrait>

BBC (n.d.) *Primary School Radio – Tudors* BBC.

Available from:

http://downloads.bbc.co.uk/schoolradio/pdfs/history/henry_elizabeth.pdf

This involves a light-hearted sketch related to the reign of Elizabeth – which should not be taken at face value! For example, you could get children to listen to it and challenge references made to the story of Mary Queen of Scots.

Kenilworth Castle

English Heritage Teacher's Kit. Kenilworth Castle.

Available from: www.english-heritage.org.uk/content/learn/schools/2374266/teachers-kits/kenilworth-teachers-kit-2015

Mary Queen of Scots

Hilliard, N. (c.1610) 'Mary Queen of Scots'. Oil on panel. National Portrait Gallery, London. Available from www.npg.org.

The National Archives (n.d.) 'Murder at Kirk o'Field: what happened in 1567, available at:

www.nationalarchives.gov.uk/education/resources/kirk-o-field/

The Spanish Armada

Loutherbourg, Phillippe-Louise (1796) 'Defeat of the Spanish Armada, 8 August 1588', National Maritime Museum, available at: <http://collections.rmg.co.uk/collections/objects/11756.html>

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BBC Radio clip (n.d.) 'The Spanish Armada: a young boy remembers fighting the Spanish Armada'.

Learning School: audio resources for primary schools, available at:

www.bbc.co.uk/radio/play/p050qgd3

Grace O'Malley – the impact of the Tudors in Ireland

Day, R. (1996). *Time Traveller 2*, Dublin: JC Fallon.

Chambers, A. (2003) *Granuaile: Ireland's Pirate Queen, Grace O'Malley c. 1530–1603*, 4th ed.

Dublin: Wolfhound.

Llywelyn, M. (2001) *Granuaile: pirate queen*, Dublin: O'Brien.

The experiences of black people in Tudor times

National Archives website which is available at:

www.nationalarchives.gov.uk/pathways/blackhistory/early_times/set

The wider world at the time of the Tudors

The British Museum website has some useful resources:

www.teachinghistory100.org/objects/about_the_object/mughal_painting

www.britishmuseum.org/pdf/KingdomOfBenin_Presentation.pdf

Strange goings-on:

exploring the benefits of learning history through outdoor pedagogy – a case study for Year 5

Richard Harris and Helen Bilton

Learning history outside the classroom has tremendous benefits. This article looks at one such example where children can get an immersive, residential historical experience. This not only provides a memorable learning experience, but the combination of an evocative setting, together with carefully crafted activities taught using an outdoor pedagogy, allows children to develop a stronger (and more easily recalled) knowledge of the past, and deeper understanding of people and events in the past.

Ufton Court, a Tudor manor house, set in quiet and extensive grounds in Berkshire, provides the setting for this approach to learning about the past. In particular this article draws largely upon observations and data collected in November 2017, as well as an earlier evaluation. From this it is possible to provide key principles for effective historical learning through outdoor pedagogy.

The setting and the programme

Ufton Court was once home to Lord Lovell, part of the inner circle of Edward IV's and Richard III's households. During Tudor times the manor was bought by Lady Marvyn, who enlarged the house and is largely responsible for its current appearance. The house then passed into the Perkins family, who were devout Catholics during Elizabethan times. It is this family who provide the core theme of this residential work. During Elizabeth's reign the house was raided on several occasions by the local constables and militia in the search for Catholic priests and signs of Catholic worship. Simply staying in such an amazing house is an incredible experience for children and helps set the mood for the history programmes available. In addition, in the grounds are a number of reconstructed buildings from Celtic and Anglo-Saxon times, including a farm. Ufton Court offers children the opportunity to learn about the Celts, Romans and Anglo-Saxons, but the focus here is on the Tudors. For each programme there are a range of activities to choose from, but these are all built around a central narrative and enquiry question which provides the focus for learning throughout the residential programme.

Each programme has a specific outdoor learning objective, namely to develop confidence, self-esteem and resilience. The other objectives are history specific: one aim is to counter children's potential negative misconceptions of people in the past and to appreciate their skill and resourcefulness, the other is specific to the period studied, and in the case of the Tudors is to appreciate the effects of religious tensions.

Learning about the Tudors

While the Tudors is no longer a specific theme in Key Stage 2 history, there are plenty of good opportunities through the post-1066 study or local history. In this instance, the Year 5 class from John Rankin Junior School had been studying the Tudors as part of local history.

Prior to the visit the children had done an overview of the period by talking about key events and the different monarchs, using timelines; understandably there was a particular focus on religious changes. The children had then spent time looking at aspects of everyday life.

When the children arrived at Ufton Court the scene was quickly set. The children were told the year is 1599, and according to the Act for restraining Popish recusants, passed in 1593, the class are to become petty constables, charged with investigating the 'strange goings-on' at Ufton Court and the activities of the Perkins family. Across the next three days the class would investigate evidence of 'strange goings-on' through the programme outlined in Figure 1.

Follow up work

On their return to school the children did a number of activities. They created their own Tudor portrait, drawing on the points about symbolism they had learnt. They were also given the freedom to conduct some independent research on the Tudor monarchs of their choice, exploring key events and features of life at the time. And making links with the English curriculum, the children did diary writing and created historical stories, drawing on their experiences at Ufton Court.

Figure 1: Programme selected by the school for their Tudor 'experience'

What evidence is there of 'strange goings-on' at Ufton Court?	
Activity	Description
Day 1	
What evidence is there of 'strange goings-on?' Exploring the grounds.	Exploring the grounds and the exterior of the house, with expert questioning from the Ufton Court staff, to look for any unusual clues. For example the house has a buttress, where the brickwork at one end of the house has obviously been disturbed (which is actually the result of hollowing out the external wall to create a secret passage into the house from a nearby ice house!).
A–Z of ideas.	This is an approach used in Philosophy for Children (P4C), where the class are asked to record any thoughts or ideas next to the appropriate letter of the alphabet. The children could go and add anything to the list at any time; this therefore became a valuable prompt for them throughout the stay.
What evidence is there of 'strange goings-on?' Exploring the house.	The children are given a map of the house, which includes several questions/clues – they then explore the house in small groups and investigate for themselves symbols of Catholic worship built into the decoration of the rooms and potential signs of priest holes, before reporting back for a discussion of their findings.
What evidence is there around the house that Lord Perkins is wealthy and a Catholic? Photomapping.	Working in small groups, the children are given a series of photos. They have to locate where these are in the grounds and record what they can see in terms of wealth and possible Catholic connections.
Has the family got Catholic connections? Brass rubbings. And how can you record your findings? Quill and ink making.	The class are split for these activities and rotate between them. During the brass rubbing they look for signs of Catholic symbols. The point of making a quill and ink is to write an official report on the findings the children had made as petty constables during the day about any 'strange goings-on'.
What story does the portrait tell?	Looking at a range of portraits in the house, the children learn about symbolism in paintings of the period.
Day 2	
Why was it the law to shoot arrows? Archery. And how hard was life for the poorer Tudors? Wattling.	The class are again split and rotate between these activities. They are taught how to shoot arrows and explore why this was an essential activity in Tudor times. The children are also taught how to weave a basket using willow. For both activities the children could also question the house 'servants' who lead the activities about any 'strange goings-on'.
What evidence is there around the house that Lord Perkins is wealthy and a Catholic? Orienteering.	This activity is similar to the photomapping exercise but develops the children's map reading skills.
Why have a banquet? An Elizabethan banquet.	Children learn about the social hierarchy through such events, as well as about costume (and what this reveals about the period), etiquette and entertainment, and get to experience this by dressing in period costume and attending a feast and taking part in Tudor entertainments.
Day 3	
Why should my religion matter? 'The reckoning'.	The children take on different roles as members of the Perkins family, a Catholic priest and petty constables and the local militia to re-enact the raid in 1599.



However the approach adopted in the programme at Ufton Court appears to address many of these concerns. Firstly the degree of detailed knowledge the children were able to retain and recall was very impressive – the children were visited a few weeks after the residential programme had finished and were able to recall very specific and precise knowledge. What was also noticeable was the ease with which they were able to remember things.

In addition, the children's overview knowledge of the Tudor monarchs and the religious changes were substantially more secure compared to before the visit. Also, due to the use of an enquiry-based approach, the children were also able to construct a coherent account of what was happening at Ufton Court in the sixteenth century and apply their knowledge appropriately.

The impact on children's historical learning

This might have been fun but what was gained in terms of historical learning?

Creating 'stickable' knowledge

One of the current debates around history is how to ensure young people gain a 'rich' knowledge of the past that they are also able to recall and apply effectively. One of the issues with this is that it seems to emphasise history as a 'factual' subject and that success depends on the ability to retain and remember things. This can make history seem overwhelming at times.

Judging people in the past on their own merits

An explicit objective was to help the children appreciate the resourcefulness and ingenuity of people in the past rather than look at things through their own twenty-first century eyes. There was substantial success in this area. For example, during the first activity of the Tudor programme the children were asked to find the remains of a pond; once they realised that many of them were standing in it there was a discussion about the other remains of ponds, and what they would be used for. The children were then walked over to a building near the manor house and asked to figure out what it was – eventually they were

told it was a Tudor ice house and faced north. They were then able to figure out that the ice came from the nearby ponds, why the ice was needed and were then able to explain why a north-facing ice house would be such a good idea. On the following day the children had to make a willow basket, using a wattling technique. Subsequent discussions about what this technique could also be used to make, such as fences, led to a realisation of the scale and amount of work needed to do something as relatively mundane as fencing a field. Consequently the children on this visit showed a nuanced and sophisticated appreciation of people in the past; as James, one of the children, said 'they [the people in Tudor times] were good at using stuff around them' and they were 'clever, resourceful people'; a typical response from the children who were on the visit.

Other impacts

As the teachers who have been on the programme explain, it also allows the children to have an immersive and intensive experience; one of the teachers actually highlighted that the programme enabled him to cover more history in a couple of days than he could manage in a term. One of the other teachers commented that her class had become 'easier to teach' as they were both more knowledgeable and more profoundly engaged with the subject.

It was evident that one of the benefits was the children's increased levels of enjoyment and engagement with history. This was clear in findings reported by parents, the class teachers and the children themselves. As Luke, one of the children, said: 'I learnt more whilst staying there than at school. It is the best experience I have ever had.' This was a sentiment obvious from many of the children. For Daisy the whole thing was great fun and 'educational', while Harry felt that all the activities were enjoyable and noted that 'fun ways help you engage more' and 'helps you learn more'.

The principles behind the success of this approach

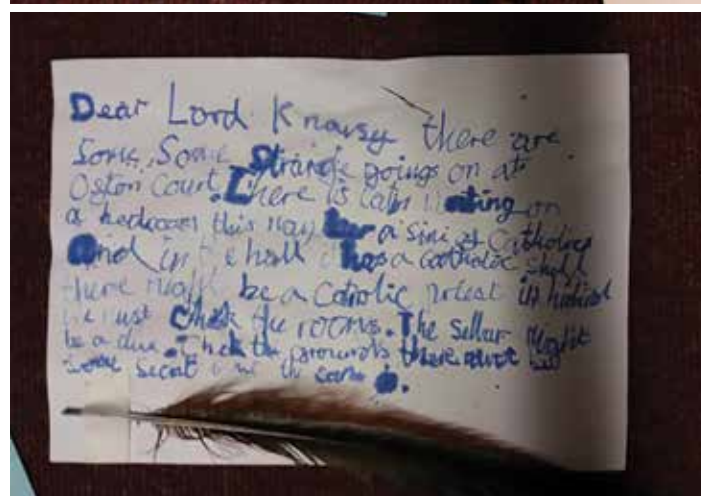
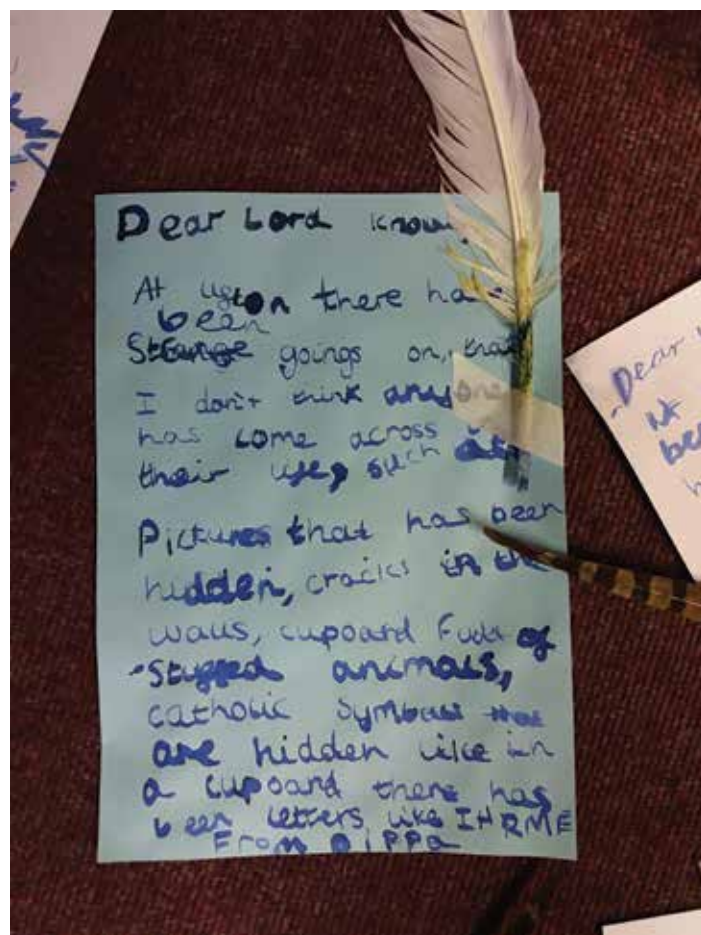
At the heart of the success of the programmes run at Ufton Court is a set of pedagogical principles.

An enquiry-based, narrative approach

Each history programme is built around specific learning objectives. These are largely captured in an enquiry question, which is also wrapped around a narrative.

Enquiry questions are seen as an effective way to provide a more coherent learning experience – a 'good' enquiry question should be engaging and provide a clear focus on a historical concept or process, so the children are not just learning the facts of the past but are exploring some aspect of the nature of

Letters from the children as 'petty constables' to the local JP explaining what they had discovered about 'strange goings-on' in the house



the past. In this case the enquiry 'What evidence is there of "strange goings-on" at Ufton Court?' meant there was a clear focus on the religious tensions during the Tudor period, and was tied to the specific events which happened at Ufton Court in the late sixteenth century.

The enquiry approach, along with the narrative, provides a level of coherence, and gives the activities more purpose. For example, the quill and ink making was ostensibly looking at a small feature of Tudor life and was an enjoyable activity in its own right. However, linking it to the overarching enquiry turned this into a more purposeful activity, as the children had to use the ink and quill they had made to write an

A child experiencing the challenge of wattling



official report about what they had discovered that day relating to the 'strange goings-on' at Ufton Court (see examples of children's writing).

An experiential, discovery approach

The use of an enquiry approach also means that there is something for the children to figure out (and which is based in historical fact). By giving the children a genuine historical role as petty constables (from which they can be promoted or demoted depending on the quality of their contribution) also helped emphasise the idea that the class would be exploring things for themselves. For example the children had to explore the house and grounds to look for signs of 'unusual' activity or religious symbols – they were skilfully supported through this process by the teaching staff at Ufton Court, but also given considerable freedom to ask questions and try to work things out for themselves. This helped with knowledge retention as, once back at school and several weeks later, the children could recall the different Catholic symbols located throughout the fabric of the house, and remembered how they found the priest holes via some of the clues in the exterior brickwork and unusual buttress that had to be built, and recalled the size and positioning of the fireplaces.

One of the teachers said that the value of the residential programme was that it allowed the children to feel like they were there; she gave the example of the raid where she described how the children who took on roles of the Perkins family appeared genuinely frightened during the re-enactment. Although the school had run its own history days, such as an Anglo-Saxon day, the teacher recognised that the experience at Ufton Court helped provide a more meaningful and memorable experience for the children.

Final reflections

The programme offered by Ufton Court does appear to be unique in many ways. It uses an outdoor pedagogical approach and applies this to the learning of history. It offers an experiential and discovery-based historical programme, which provides a deeply memorable experience. This has clear learning gains. At the simplest level the children were able to recall with ease very specific details about what they had

learned. The adoption of an enquiry-based approach has a profound effect by providing children with a stronger, coherent narrative around which to think and to communicate their understanding. Not only are they able to demonstrate 'know what' knowledge, but the process of enquiry is allowing them to show some 'know how' knowledge as well – the children who had been on the Tudor programme were able to articulate clearly what evidence they had found to prove there were 'strange goings-on' at Ufton Court. They were also able to describe different features of life in Tudor times and show an appreciation for the skill and resourcefulness of these people.

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Suggested reading

Bilton, H. and Crook, A. (2016) *Exploring Outdoors Ages 3–11*, Abingdon: Routledge. This is a useful guide on how to encourage children's learning in an outdoor environment. The book explores principles and effective practice in creating a safe and happy environment. It traces each term of the year and focuses on the importance of role play and imaginative learning, planning activities for all weather conditions and how the National Curriculum can be applied to outdoor exploring.

Kendall, S. and Rodger, J. (2015) *Evaluation of learning away: final report*, London: Paul Hamlyn Foundation. This is a recent study in the impact of 'learning away' using innovative residential experiences as part of the curriculum. It found there were particularly significant gains in the quality of child-teacher relationships, young people's resilience, behaviour, attitude and commitment to work.

Rickinson, M., Dillon, J., Teamey, K., Morris, M., Young Choi, M., Sanders, D. and Benefield, P. (2004) *A review of research on outdoor learning*, Slough: NFER and King's College, London. This provides an overview of research into the impact of outdoor learning generally; much of the research highlights the benefits on children's personal and social development, but acknowledges that research on the cognitive gains of outdoor learning is more limited.

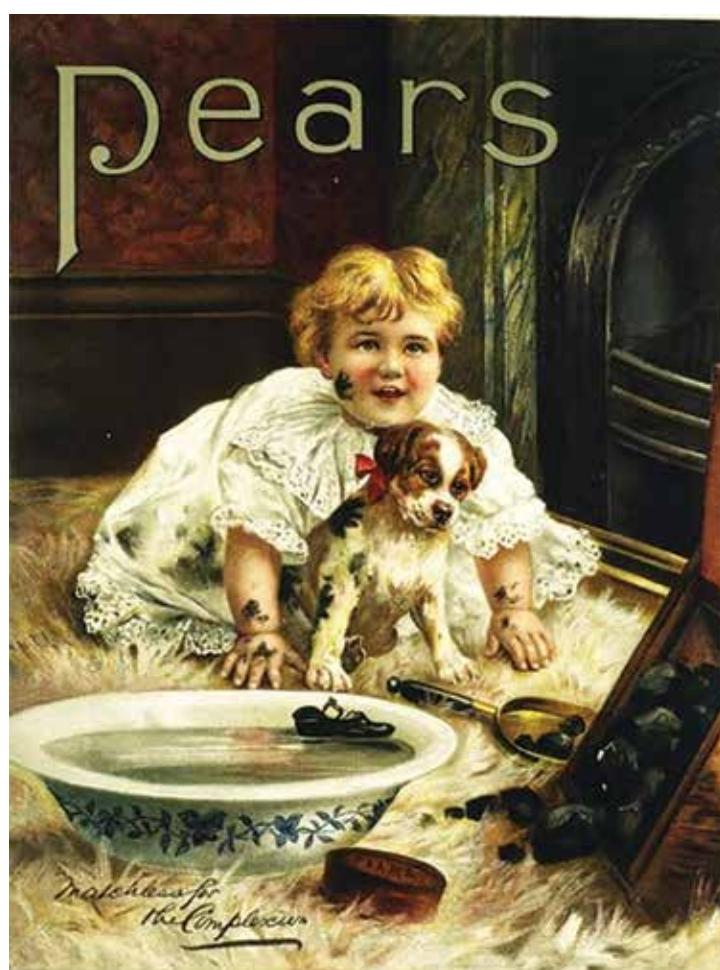
How can old advertisements be used in the primary classroom?

Tim Lomas

Advertising is a central part of our everyday lives. There are few ways to escape it and it has a long pedigree. It has long been recognised that it can help sell products through the power of the punch line or the visual image. Trade cards appeared as early as the eighteenth century and newspapers started to carry advertisements from the same century, greatly expanding this role in the nineteenth century. As time progressed, so did the methods – mail, catalogues, radio, telephone, television and more recently the web. Advertisements are an excellent source for children to use in the history classroom. The images often appeal to them and they can often be interpreted at face value as well as at a deeper level. They can learn what products existed at different times, whom products were aimed at, how the adverts were meant to persuade, as well as information that the original compilers never planned to convey such as contemporary attitudes, values and prejudices.

There are plentiful opportunities for pupils to compare the types and methods of advertising then and now. By looking at nineteenth-century adverts with their fanciful claims for medicine, for example, they can see how standards have changed as well as other laws such as those related to equality of opportunity. Other adverts were not immune from rubbishing a rival to enhance their own products or services. Pupils can examine changes in what was advertised. For example newspapers frequently advertised about runaway convicts, servants and spouses. They can examine who was targeted in the adverts – in the earliest days, it was more likely to be males but the nineteenth century saw much more targeting of women and later, of course, the profitable children's market.

Above all, pupils can look at what was targeted and what this tells us about particular times such as gender or racial stereotyping. Products often adopted a range of advertising methods. A classic front-runner was Pears who produced clever and innovative designs but followed this up with products such as the 'Pears Annual' and the 'Miss Pears' competition.



Many of the old advertisements are for products that still exist today. There may be opportunities to compare the advertisements for a product such as below to see how the advertising methods have changed. For example, 'Bisto' is still widely available today but children might consider why a version such as the one below might not be so acceptable today.

Although the topic has to be treated carefully, there can be value in considering why some products would not be allowed today. It was not so long ago that



tobacco in its various forms was a staple product for the advertisers. The advertisement below appeared in the Birmingham Daily Post in 1880. Pupils might want to consider how such advertising might take place today and what would not be allowed or encouraged today.

G ENERAL Servant (good) Wanted, immediately. Must be good cook.—5, St. Leonard's Place, Moseley. c5692
G ENERAL Servant Wanted, for London; who can cook, House-maid and nurse kept.—Apply, 17, Wholesy's Road. c5691
G ENERAL Servant (respectable) Wanted; about 20. From the country preferred.—Apply, 249, Moreley Road. c5694
G ENERAL Servant.—Wanted, a respectable young Woman, as General Servant.—Apply to Mrs. Diamond, third house in Alexandra Road, near Balsall Heath Road. c5693
G IRL (strong) Wanted, about 15.—Apply, 82, High Street, Birmingham. c5912
G IRL (respectable) Wanted, about 16. Small family. Good character indispensable. From country preferred.—117, Hockley Hill. c5962
G IRL (respectable) Wanted, age 16, to Assist in Household Duties. Comfortable home.—Address, N. 54, Daily Post. c5312
H OUSEKEEPER.—Required, immediately, by a Lady (27), a Re-engagement as Housekeeper to a Gentleman, Assistant Housekeeper, or any place of trust in a good hotel. Thoroughly domesticated, musical, and a good cook. Highest references.—Address, De la, Forest Hill School, Nottingham. c5655
H OUSEKEEPER.—Situation Wanted, to Gentleman. Educated. Good cook and manager. Age 33.—Address, L. 62, Daily Post. c5154
H OUSEKEEPER.—Wanted, immediately, respectable, middle-aged Person, and to Assist in Bar.—Address, L. 74, Daily Post. c5489

Sometimes pupils might be able to approach an advertisement at different levels. The example below is one instance. There is the immediate reaction of surprise that one could advertise a gun for sale by post in this country. At a deeper level, they could consider why it might be depicted as 'The Cyclists Friend' or what people might have thought of cycling. Was it dangerous? If so, does this advertisement suggest any reasons?

Another example of how an advert can be used at more than one level is shown opposite.

THE · CYCLIST'S · FRIEND.

12/-

12/-

"I fear no tramp."

No Lady or Gentleman Rider should be without one.

This lovely little shooter has Six Chambers, Ebony Handle, Folding Trigger, and is heavily Plated with Silver.

3ins. in length; easily carried in watch-pocket. Packed complete, with 100 Cartridges, Free by Rail, 13/3.

T. W. CARRYER & Co., Ltd., Gun Factors, Newcastle, Staffordshire.

Advertisements can be used to show how products have changed. A series of adverts can show changes, for example, in household technology such as domestic appliances. Pupils might thus use a series of adverts to chart changes and improvements – perhaps sequencing the adverts. The example below though can be used for much more than observing improvements. Pupils might also be asked to consider why such an advertisement for a washing machine is unlikely to be allowed today.

It is easy to assume that advertisements have always developed but pupils might also be able to think about ways in which some past advertisements and posters have been resurrected, e.g. for nostalgia or to reinforce a stereotypical image. Classic amongst these is the holiday posters, often produced by railway companies and which have had a recent new lease of life. Artists were often specially commissioned to design such posters enhancing both resorts and the travel companies. Posters such as that produced by the Great Western Railway for resorts such as Paignton can be used by pupils to consider what methods had been used to attract people, how images could and could not be used today.

Useful questions and tasks for pupils

Advertisements such as those shown here reveal the variety and range. In the primary classroom there are a number of useful questions that the teacher can ask pupils. They could include those such as:

- What information is the advert trying to give?
- Do you like this advert? Why do you say this?
- How is the advert trying to get over its message?
- Do you trust what the advert is saying?
- Of these adverts, which convinces you the most?
- Try to work out which order the adverts came in, using clues contained in them, putting the oldest first and the most recent last.
- How does this advert help us to understand... (e.g. topic, period, person)?
- Is this advert fair in the way it shows (depicts)... (e.g. women, children, people from other countries)?
- How might this advert be done differently today?
- Why would this advert not be allowed today?
- Which parts of this advert would be allowed today and which would not? Why is this?
- Design an advert in the style of the time to show.....
- What is 'nostalgia'? Find some examples of how it is used in advertisement.

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Tracking pupil progress

What can the primary history co-ordinator do?

Tim Lomas

Assessment issues crop up with regularity in the pages of this journal. They have also been mentioned frequently in inspections and in the schools assessed for the Quality Mark. The problem with some of the recommendations is that they anticipate massive amounts of time and energy being devoted to it when, in reality, most history co-ordinators have little or no time for carrying out extensive monitoring when much of the time is simply spent teaching.

The aim of this brief article is to suggest some basic principles and provide a few ideas for the hard-pressed co-ordinator focusing particularly on the essential roles – the how and the what.

1. The initial question to ask is: how much time am I likely to have to track pupil progress?
2. Is the amount of evidence available sufficient to give an accurate indication of pupil progress?
3. Is there some system in place – perhaps a school approach that requires some recording of quality? Can it be relied upon for history?
4. Does the tracking largely consider coverage (not to be ignored as it is important to check that the scheme of work has been delivered)? That by itself is not sufficient and needs to go beyond pupils' grasp of content to embrace their understanding particularly of key concepts such as change, chronology/sequence, causation, interpretations, significance and using evidence – nothing new here as they have been the mainstay of National Curriculum history from the outset.
5. What have I got to compare it with? I might have a wodge of pupil work in front of me but so what? I need to understand whether the overall quality is

good enough and whether the pupils are making sufficient progress.

6. Have I any idea what I can do with the information I have gathered from the tracking process?

Below are a few ideas that might help address some of those issues.

1. If time allows, try to track pupil progress in a number of ways – by looking at work, by looking at classrooms representing a range of years, by talking to pupils, by examining any records kept by teachers. If time is tight, making sure work is seen from different classes is a must, examining particularly work at different levels, e.g. lower, middle and higher attainers.
2. If looking at written work try to see work in different contexts and particularly for Pupils' history achievements rather than just the more general ones such as completeness, organisation, syntax etc. It is worth looking at their knowledge but also their understanding in a range of contexts – short and longer responses, diagrammatic work, using sources, recognising different viewpoints, being able to prioritise and sequence information. At the same time there can also be value in checking the way the teachers are marking the subject, eg. whether their annotations are history-specific.
3. Clearly if there is a school system for recording progress, use this but make sure it works for history. Giving just a grade such as A or 10 is of little value. If summative information is required, it may be a useful exercise for the co-ordinator to devise their own history specific descriptions, e.g. A= 'very good understanding of all the history topic(s), can recall key and other details accurately, can demonstrate

a clear understanding of the key concepts and can link historical topics and information'. Alternatively, E might be described as 'recalls only small, isolated bits of what has been covered and cannot organise information well. Cannot make many links or sequence information.' This does not mean that there is no room for tracking effort and enthusiasm or indeed their communication skills but there should be some attempt to consider history criteria in any system used.

4. The burden of devising a system to track pupil progress does not need to fall exclusively on the co-ordinator. There is a fair amount of advice and suggestions for measuring progress. Whilst no longer statutory, earlier versions of the National Curriculum provide indicators of progress through the level descriptions – though of course they were never intended for individual pieces of work but cumulatively over a period of time. The 'Rising Stars' Progression framework also provides a series of progression indicators for a number of strands covering history knowledge, concepts and historical enquiry. There are examples of statements for Key Stage 1, lower Key Stage 2 and upper Key Stage 2 representing those working towards expectation as well as those meeting and exceeding expectations. These can give useful pointers both to individual teachers as well as the co-ordinator intent on tracking pupil progress meaningfully.
5. Tracking also needs to consider not just standards but overall whether the progress has been sufficient and how that progress measures up when compared. A useful strategy is to have a benchmark series of pieces of work – which ideally are shared amongst all those teaching the subject. This work should be used as the benchmark when other work is looked at. It need not be work

from the school – there are advantages in using history examples from another school or series of schools to allow even more reliable comparisons, e.g. how does this Year 3 work from an average pupil compare with the work in the benchmark example? Above all, it is important that there is some description on the work to say why it has been assessed as it is.

6. While there is neither need nor time for extensive record keeping – experience suggests that a mass of grades or comments will cloud the water and have few practical uses. Far better to have a simple recording system such as after each topic where pupils are noted as having a good, satisfactory or inadequate grasp of the topic, alongside either another record or comment noting whether this represents good, average or poor progress compared with their earlier work. There can always be brief explanations if something appears atypical or worth commenting such as 'showed a particular interest in this topic' or 'missed chunks of this topic through absence'. Such should be enough to produce the annual reports. There may not be a mass of information but it will be manageable and will provide an easy way for the co-ordinator to see where the blips and successes are, where something is worth revisiting, whether a topic needs more attention or whether certain pupils are struggling or achieving more than might be expected.

www.risingstars-uk.com/Subjects/History/Voyagers/Free-Stuff/Progression-Frameworks-for-History-and-Geography. This enables free download on registering.

Tim Lomas is the Honorary Secretary of the Historical Association and a member of its Primary Committee.

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IDEAS FOR ASSEMBLIES...

A slightly different view of remembrance

The principle of this assembly is to show that positive events/developments can occur in the worst times and events of human history. To begin with, it is vital to ensure that the children (and staff!) know and understand that the First World War was not a good thing for most people. It is also important to stress that you are not trivialising the war either. It was a tragic four years and had dire consequences for millions of people. But, were there any positive outcomes that have impacted on life?

Outline the three positive impacts to consider:

- Some countries were created at the end of the war.
- Some women were enfranchised.
- Medical advances came about as a result of war.

First, discuss how Europe looked before the beginning of the First World War, using a map. Give children time to take in the map, and then pose the question: Which European countries can't you see? The children will hopefully identify countries like Poland missing and the fact that some of the countries have different names such as the number of 'Empires'. This is a term lots of children won't be familiar with. This can be followed up with questions such as: are there any countries that you don't recognise? Austro-Hungary

Three female munitions workers stand in front of 15-inch high explosive shells at the National Shell Filling Factory at Chilwell, Nottinghamshire, during the First World War.

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and the Ottoman Empire were enormous empires that ended as a result of the First World War. Then, follow this up with a map of Europe after 1918, which shows how the political landscape changed, including Ireland soon becoming an independent country, Russia becoming the Soviet Union and countries such as Poland being created as a result of the Treaty of Versailles. This would be especially pertinent if there were children from these countries at the school.

Second, and particularly pertinent in 2018, is the centenary of the Representation of the People



Act (1918), which enfranchised some women. Although this was not equality of voting, it was an important step forward. Ask the children who in this country can vote today. Then introduce the idea that before 1918 women could not vote. Their reactions to this can form a debate and further discussion in class. How does this link to the First World War? The role of women changed in the First World War: they worked in the munition factories during the war and drove vehicles. One view is that the vote was a reward for this work because they proved they could work hard and work in roles previously fulfilled by men.

Third, medical advances often occur during wars because of necessity. There were a number of medical advances that have saved millions of lives in the world that came from the First World War. Ask the question: does anyone know someone that needed a blood transfusion? Explain what it is, if needed. The first blood bank – known as a blood depot – was set up by the British in 1916. By 1918, they were regularly used and improved the chances of those injured on the battlefield. In addition, penicillin production was improved (produced 20

times better) in the Second World War because it was needed so badly. It is estimated to have saved 200 million lives since it was created.

I always finish an assembly with a thought to consider, alongside a poignant image for the children to reflect on. This one contained two separate messages to try and relate some of the ideas back to the children's own lives and experiences.

The first was: even in the most awful of situations, good things can happen, and we should always appreciate those as well as remember the bad.

The second was: Remember...

- We are lucky to be born when we are.
- We are lucky to be born where we are.
- We really do need to make the most of what we have.

Stuart Tiffany is a teacher at Westroyds Primary School and a member of the HA's Primary Committee.

Women in parliament since 1918

100 years of suffrage

Alf Wilkinson

First there was one.....

At the 1918 election just one woman, Constance Markievicz, won a seat, in Dublin, for Sinn Féin. She was in prison at the time. At the time, of course, the whole of Ireland was part of the United Kingdom. All 73 Sinn Féin MPs refused to take up their seats, and so the first woman to actually sit in Parliament was Nancy Astor, Conservative Party, elected at a by-election in 1919, for Plymouth Sutton. She succeeded her husband as MP. The first Cabinet Minister was Margaret Bondfield, Labour Party, in 1929. She was Minister for Labour. The first Prime Minister was Margaret Thatcher, in 1979. Today, there are 208 female MPs. That is very nearly one third of all MPs. And let us not forget the House of Lords where there are 206 Peers, 25% of the total. Good progress but some way to go.

During this time there have been so many notable MPs and peers, often with interesting studies that can be used almost with any primary age group. For example:



Mhairi Black, Scottish Nationalist Party, elected in 2015, is the youngest MP. She was just 20 when she was elected for Paisley. She was still a student when she was elected to Parliament.



Ellen Wilkinson, Labour Party, elected in 1924 for Middlesbrough and again in 1935 for Jarrow, where she took part in the famous Jarrow March to London to protest about the closure of all the town's shipyards in 1936. She was known as 'Red Ellen', both for her bright red hair and for her fiery speeches.



Barbara Castle, Labour Party, was elected in 1945 and remained an MP until 1979. She is perhaps best remembered as the minister to introduce seat belts in cars and the breathalyser. She was largely responsible for the Equal Pay Act of 1970, which followed a

strike at the Ford car plant in Dagenham which is the focus of the recent feature film *Made in Dagenham*.



Margaret Thatcher, Conservative Party, was elected in 1959. She was Education Secretary in 1970, famous as 'the milk snatcher,' for stopping free milk for schoolchildren aged 7–11. She replaced Ted Heath as leader of the party in 1975 and became Prime

Minister in 1979. She remained Prime Minister until 1990. She is perhaps most remembered for two things – the Falklands War in 1982 and the coal miners' strike of 1984–85.



Rachel Treweek, the Right Reverend Lord Bishop of Gloucester. In 2015 Rachel was made the first female bishop in charge of a diocese, and thus eligible to sit in the House of Lords along with the other leading bishops of the Church of England. She was made a priest in 1995.



Baroness (Floella) Benjamin became a life peer in the House of Lords in 2010, representing the Liberal Democrats. Before that, she had a successful career in children's television, presenting programmes like *Play School* and *Play Away*, as well as lots of other programmes and films. She also runs several businesses and has written 20 books.



Constance Markievicz, the very first woman MP, represented Sinn Féin and was elected for Dublin in 1918. For the previous 10 years she had been involved in nationalist politics, and had taken part in the Easter Rising in 1916, when Ireland tried to get independence from Britain. She was sentenced to death but reprieved and sent to prison instead because she was a woman.



Jo Cox, Labour Party, was elected for the Batley and Spen constituency in 2015. She was murdered by an extremist in June 2016 on her way to hold a surgery [a regular meeting with voters] in her constituency. Her killer was jailed for life.

Some things to think about

- Some women in parliament talk of it as an 'Old Boy's Club,' and that it is a hard struggle for a woman to become an MP. It is only very recently that there have been more than a handful of female MPs in Parliament. Does this matter? Is it important to have as many female MPs as male MPs? After all, women do make up half of the population. What exactly do women bring to Parliament?
- Draw a timeline to show the different number of female MPs and female peers. Do you notice any patterns? Have some female MPs and peers made very significant contributions?
- What do MPs do all day? When they are not in the House of Commons, what do they do? They cannot be making laws all the time, can they? How important are they to the way the country is run? Are they well paid? What are the hours they work? Does that make it easier, or harder, for a woman to be an MP?
- How dangerous is it being an MP? As we have seen above, Jo Cox was murdered in her constituency doing her everyday work of meeting with her voters and dealing with their complaints and problems. Have other MPs been killed while working as an MP? One Prime Minister, Spencer Perceval, was murdered in the House of Commons in 1812.
- Does your own constituency have, or had in the past, a female MP? Research their lives and achievements. Or you could choose one from our list above to research. Would you say that the female MP you have researched is a Significant Individual?
- If you have a female MP, produce a list of questions you would like to ask her – about her life, her work, what she likes about politics, what she dislikes about politics. We're sure you can think of many more. Invite her into school to talk to you and answer your questions, or you could do a 'question and answer' session by computer or videolink.
- Finally, do you think that having so many female MPs makes a difference to government and the way we live in Britain today?



Resources

Parliament and women

www.parliament.uk/about/parliament-and-women/

50:50 <https://5050parliament.co.uk/>

Women in Parliament *Primary History* 77

Women in Parliament *Primary History* 78

Alf Wilkinson is a member of the HA's Primary Committee.

History in the news

Never Such Innocence

Never Such Innocence

is a charity dedicated to educating young people about the First World War, impact and legacy. The fourth and final resource explores the different stages of the war. Themes range widely and cover Ireland, New Zealand and remembrance. Further information at: www.neversuchinnocence.com

Apologies

Edition 79 had an excellent article by Lisa MacGregor. By mistake the title appeared as 'using role-play to develop young children's understanding of the past'. It was clear that article should have been titled 'using artefacts...'. We apologise for this mistake.



Early Years

A pilot has been taking place on the Early Years Profile. It has some changes that could impact on history for the very youngest pupils. Under the 'Understanding the World' section, there is a sub-section of 'Past and Present'. It states that children at the expected level of development will:

- talk about the lives of people around them and their roles in society;
- know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- recall some important narratives, characters and figures from the past, encountered in books they have read in class.

Teaching local history

Local history is a key part of the primary history curriculum. While many teachers enjoy teaching it, others find it challenging. One real help is a new book by Professor Geoff Timmins. Produced by the British Association for Local History, *Exploring Local History: A Practical Guide for Teachers in Primary and Secondary Schools* consists of detailed guidance and case studies. It demonstrates how a range of sources can be used in the classroom. ISBN: 978-0-948140-03-7.

Ofsted and the curriculum

An important paper was published (on the Gov.uk website) in September. Amanda Spielman, HMCI, spoke about the dearth of deep thinking on the curriculum in some schools although she recognised that there was good practice. She stated that there was a need to place more emphasis on curriculum intent and design rather than just on outcomes such as test results. The focus on outcomes had led to curriculum narrowing in upper Key Stage 2 in some schools. Three types were identified – knowledge-led, knowledge-engaged (often linking skills and knowledge) and skills-led. Schools that saw subjects as disciplines, catered for local contexts and organised visits were viewed favourably. Progression was important but she felt that it was less well planned in subjects such as history.

A new framework is due out that is claimed to be grounded in research evidence. It will focus on the three I's – intent, implementation and impact. Ofsted recognise that a good curriculum heeds pupil background, the discipline of subjects, content breadth and depth, progression, purposeful assessment, and ownership and leadership of the curriculum.



Historical Association
The voice for history

New scheme of work for members



The Blitz: all we need to know about World War II?

It's ready, set, go for the autumn term! To support our members in the new school year we've published a brand new scheme of work focusing on World War II as an aspect of British history that extends pupils' knowledge beyond 1066. This 8-part enquiry is usable in full or in sections including:

- the significance of the Blitz
- the global context of the war
- the role of children beyond evacuee experiences
- the impact on people in the locality
- *plus much more*

As always this scheme of work includes learning objectives, key content and lesson ideas, resources and assessment criteria. If you're looking for additional support, don't forget to check out our full library of schemes of work covering all curriculum units, available exclusively to members throughout the year.

Access the new resource at
history.org.uk/go/ww2sow

One of my favourite history places

Helen Crawford explores Durham Cathedral

Clearview / Alamy Stock Photo

*Grey towers of Durham! ...
Yet well I love thy mix'd and massive piles,
Half church of God, half castle 'gainst the Scot,
And long to roam these venerable aisles,
With records stored of deeds long since forgot.*
– Sir Walter Scott

The best thing about Durham Cathedral is how it impresses on every scale and from every viewpoint. As you approach the city by train, it looms over the skyline hugging the River Wear and even dwarfing its imposing neighbour, Durham Castle. When you finally make the steep walk up towards cathedral green, the building towers above you. Inside it is even more impressive.

The cathedral was originally built in 1093 as a monastic centre for a community of Benedictine monks. But its story really begins before this date, stretching back to the ecclesiastical community of the north east and the death of St Cuthbert in 687. In the late tenth century Cuthbert's body was spirited away from Lindisfarne by monks fleeing Viking raiders. According to legend, the cart carrying the coffin suddenly stopped on its journey south and could not be moved any further. One of the monks had a vision of Cuthbert demanding to be taken to a place called Dunholme. The monks were unsure where to go until they overheard a milkmaid in search of a lost cow, last seen heading to Dunholme (Durham). They followed the maid, the cart miraculously began to move and Cuthbert was finally laid to rest. A small chapel was built to house his remains, and later the cathedral itself.



Twelfth century fresco of St Cuthbert
Holmes Garden Photos / Alamy Stock Photo



Norman columns in Durham Cathedral
T.M.O.Buildings / Alamy Stock Photo

One of the highlights of any visit to the cathedral is viewing the final resting place of St Cuthbert in his shrine. The remains and contents of his wooden coffin can also be seen as part of the cathedral's Open Treasure exhibition.

The cathedral was also of political importance. For many years, its occupants presided over a 'buffer state' between England and Scotland. In 1075 the bishops of Durham were designated prince-bishops, giving them secular powers in return for their support for the English crown. The prince-bishops had the right to mint their own coins, levy taxes and raise an army, as long as they remained loyal to the king of England. This special designation was not formally revoked until 1836 and the county of Durham is still referred to as the land of the prince-bishops.

Not surprisingly for a building almost a thousand years old, the cathedral is crammed full of fascinating features. There is a sanctuary knocker dating from the twelfth century which offered freedom from

arrest. Fugitives from the law could rap the knocker and be given 37 days of sanctuary. There are huge Norman columns which support the roof. The columns are noteworthy for their bold geometric patterns which are likely to have been modelled on the old St Peter's in Rome. There are monastic cloisters and a fourteenth-century monks' dormitory. There is a chapel dedicated to the military endeavours of the Durham Light Infantry, and embroidered banners celebrating Durham's mining heritage. And there is an accurate scale representation of the cathedral, made from 300,000 pieces of Lego.

The cathedral continues to reveal its secrets. During building work in 2013, two mass graves were uncovered. Research showed that they contained the remains of some of the 3000 Scottish soldiers who were incarcerated in the cathedral and castle by Oliver Cromwell following the battle of Dunbar in 1650. The soldiers were so cold that they burned much of the woodwork in the cathedral, but they supposedly saved the fifteenth century Prior Castell clock because it is embellished with a thistle, the symbol of Scotland. So why is Durham Cathedral my favourite history place? It is partly for the building itself and its dominance over the landscape; partly for the story of its construction and how it came to be. But it is also because the cathedral shows how one place can tell us so much about a thousand years of our history.

Helen Crawford is Senior Lecturer in Humanities at the University of Northampton and a member of the HA's Primary Committee.



The Sanctuary knocker
Nic Hamilton / Alamy Stock Photo

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: K.Doull@roehampton.ac.uk

The potty timeline: an effective way of using timelines

Alison Mansell

Timelines are a constant source of fascination. Rows of events and time periods all jostling for position on an eternal line, cramming together or strung out with wide gaps between them. In our primary classrooms, however, the vastness of timelines can be diminished as we crop them on computers and 'shrink to fit' on an A4 sheet. How could Year 3 grasp the vastness of 'early civilisations' using timelines. There was only one possible answer – loo roll!

According to the DfE, children 'should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods'. Reynolds and Hodkinson state that 'chronology is the air that history breathes and without it children's historical understanding is limited' but remind practitioners that 'timelines do not serve any useful purpose in the promotion of time concepts if merely used for display'.

The Potty Timeline was first inspired by seeing photographs of schoolchildren working out historical eras on large pieces of paper and placing them together and/or concurrently on the ground. The concept of measuring the intervals and working out if they overlapped was exciting but an easy system of measurement was needed that would be universal and readily available. Cue a short YouTube video with 57 hits of a Key Stage 3 teacher using loo roll to demonstrate the length of a millennium. The Potty Timeline was born – funny, informative and easy to create. Not to mention, memorable!

Case study

The Year 3 lesson begins with essential vocabulary definitions: *chronology, decade, century, millennium, event, period*. A single sheet of loo roll laminated to coloured A4 cardboard is introduced which has been divided by felt-tip lines into ten segments. Explain that each segment of the sheet is a decade. A whole sheet of loo roll is a century. Counting out ten whole sheets of loo roll gives us a millennium.

The children help to unfurl a prepared roll of loo paper from a set position at the front of the room – ideally

the hall so that they see the roll moving to their left. A dotted line has been marked in felt tip along the perforated line of every tenth sheet, demarcating each millennium. With care the loo roll begins to wrap around the hall. Discuss how many millennia are represented on the loo roll timeline.

Returning to the start position, discuss the present and the recent past. Set a point on the line for the current year and add the arrow card AD 2000. We consider where AD 1000 might be added and ask where 0 would be. Children think about the significance of this year and place a nativity picture at this point.

Counting back to 1000 BC then 2000 BC and 3000 BC, discuss the meaning of AD and BC(E). Children come out to add the millennia arrows as we follow the timeline around the hall. We take a pause for the children to get into their time machines and walk the timeline. They discover that the numbers are getting bigger as they go back in time.

Events (world history)

An explanation of an historical event is given and the teacher models placing an arrowed picture of the event on the timeline. Each group is given an event to discuss. Representatives come up to explain their thinking and place the event on the timeline. Another event is given to each group from a different period in history and the process repeated.

Periods (world history)

Periods and eras are explained. Their mathematical potential is unravelled on the large whiteboard as together the class work out the duration of the period. They are further asked to round this period to the nearest 100 years.

Groups are given a period of history e.g. Ancient Egyptians. They work out the length of time, round it to the nearest 100, then roll out and tear off the required number of sheets of loo roll e.g. 800 years = 8 sheets of loo roll. They then mark a line in felt tip (with a designated colour) across the width of the sheets.

When groups are ready, the children place their time period in parallel to the timeline. At this point all the children will be up and accessing the timeline, searching for the correct location and then positioning their time period as accurately as possible. It is at this point that they discover how periods of time overlap and see how civilisations existed concurrently.

'We can't put ours down as it overlaps, Miss.'

'How could the map help us?'

Children are now challenged about how they could use the large world map in the centre of the hall to explain their discovery. The penny begins to drop and the buzz around the hall is that civilisations can happen at the same time but in different world locations. Groups are given post-it notes to complete (*civilisation, duration and location*) and place on the world map in the correct location.

With the children standing along the timeline, each group is now given the opportunity to explain why they have placed their period timelines in their chosen location. Through questioning, they further explain why certain periods are able to overlap.

Extension – periods (British history)

With a Year 5 class studying Romans in Britain, the next question arose quite naturally – *'What was happening in Britain?'* This led perfectly on to repeating the period task with Roman Rule, Vikings etc. The higher-ability group became extremely excited with the Stone Age period, firstly by its length, then by their distance from the rest of the class as they trotted back along the timeline to find their start and end position. When completed, the children were given the opportunity to walk the timeline and see British history in the context of world history.

And the final question – *'What about the dinosaurs, Miss?'* A picture card with the date 65+ million years is shown. *'Where would you put this on our timeline?'* *'It won't fit, Miss.'* *'How long would our timeline need to be?'*



Tudor carousel activity



Measuring time periods



Placing Ancient Greece on the main timeline

The ensuing discussion is usually around how far away we would need to go and how much loo roll we would need! Another revelation.

Adaptations for Key Stage 1 and Reception

The main body of the session is similar, but focuses on British history. The group activity is a carousel of 'history station' tasks: Victorian – dress as a Victorian lady, Tudor – make a pomander, Medieval – build a lego castle, Vikings – design a shield, Anglo Saxons – make pottery from playdough, Romans – draw and label a soldier, based on books and pictures, Stone Age – build Stonehenge from jenga. In addition, Reception bring a block each to the session, and 'build a timeline' prior to the introduction of loo roll. Towards the end of the session, all the 'stations' are placed in time order along the length of the timeline, then the children get into the time machine (a circular rug), turn around, and 'step back in time' by *walking backwards along the blocks*, encouraged to look at the history stations on their journey.

Reflection

Reynolds and Hodkinson (PH 59) highlighted Ofsted's concerns in some primary classrooms: 'Although the timeline in question had the events in the right order (sequence), there was no attempt to show the distance between events (interval) and for how long each event lasted (duration).' Hoodless (1996) adds: 'to be fully understood, the timeline needs to become an integral part of work on an historical theme.' The loo roll timeline can be referred to or revisited as children progress through the topic and move onto other periods of history. Misconceptions can be addressed over intervals between eras and there can also be discussions over how there is a more gradual process of change than perhaps they have previously understood. In addition there are wonderful opportunities for maths. 'Decisions about organisation, scale and measurement will involve the application of mathematical concepts and skills' (Hoodless).

And finally – what the children thought....

'I now know what AD and BC mean.'

'Lots of things happened at the same time but in different places.'

'That was fun, Miss! I like history.'

Resources

Loo roll, a large space, a whiteboard on an easel, large world map, chronology vocabulary cards, clipboards, felt tips, 'carousel stations'.

Photographs © Rudston Primary School, Liverpool.

Alison Mansell teaches at Lunts Heath Primary School, Widnes.

Setting up the timeline



Time cards placed at 500 year intervals



Resources

DfE (2013) 'The National Curriculum in England: framework document', available at: www.gov.uk/government/uploads/system/uploads/attachment_data/file/239035/PRIMARY_national_curriculum_-_History.pdf

Hodkinson, A. (2009) 'Planning for chronological understanding' in *Primary History*, 53, pp. 17–19.

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Unveiling the loo roll



Walking the timelines



Discussing time periods



Walking the timelines