



Tutor Notes

for the **History**
Short Course



Tutor Notes

for the **History Short Course:**

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Tutor Notes



for the History Short Course: Concepts Grid

These Tutor Notes have been written to aid your delivery of the History Short Course. Every student will need their own copy of the History Short Course book, which contains all the challenges across the six modules; this guidance gives suggestions and advice about how you might tackle each challenge with your students. The Short Course will also help students to develop their mastery of key historical concepts and the specific challenges that focus on each of these are detailed in the grid below.

	Module 1: Local History		Module 2: British History – Our Island Stories		Module 3: Britain, the Empire and the World		Module 4: History from Below		Module 5: European History		Module 6: History in the World	
	A	B	A	B	A	B	A	B	A	B	A	B
Evidence	1, 3, 5, 7, 8, 9		3, 8		2, 3, 4, 6, 7		4, 5, 7	5	3, 8, 9	6	3, 5	2
Continuity and change	2, 4	1, 4	4	1			2, 9	2, 5	1, 3, 4, 7	2, 5	7, 8	3
Significance	6	3	1, 7	3	5	6	3, 6	4	2, 5	3	1, 2	1, 5
Interpretation		2	3, 6		9	3, 4, 5	1, 4, 5, 7, 8	1, 5	6, 8, 9	1, 6	6	4, 6
Chronology			2, 9	2, 4, 5	1		9	4	3		4	
Diversity			5		6		1, 5, 6, 7, 8	3, 4	4	4	9	
Enquiry					8							
Cause and consequence						1		3				
Communication						2						

For more information about registering your centre with ASDAN and other administrative processes related to the History Short Course, please download the free Quick Guide to Short Courses from:
www.asdan.org.uk/secure_area/short_courses_secure

Tutor Notes



for the History Short Course: Module 1: Local History



Introduction

This module helps students develop the skills necessary to study local history. Every place, large or small, has its own history, and each place is unique. It might be very old, listed in Domesday Book in 1086 for instance, or even older – it might have a Roman, Saxon or Viking name! All the challenges in Section A focus on specific sources for local history (people, documents, maps or photographs) that will help students get to know their local area and what has happened there. The Section B challenges build on this and encourage them to do their own local study, depending on their own interests and ideas.

The sources suggested here are not the only ones they might use. You might be able to find old maps or aerial photographs of your area, or there might be an active Local History Society that will be happy to help your group. You might go to a local coffee morning or old people's home and ask if anyone has old photographs or film of the area. It is amazing what turns up! Be prepared to follow up all kinds of leads. Students could write a letter to the local paper, saying your school is doing a local history project and asking for help. And of course the local library will have a local studies section with census data, Trade Directories, old newspapers and so on. Once you start you will be amazed at how much you can discover about your area.





Module 1: Section A

Local History

1 There is a series of English Heritage websites (Images of England, Pastscape, Heritage Explorer, Viewfinder) that allow you to search for images by town, village, postcode or map. These websites and others can be used to find and save images of your area in past times. Students might be able to get copies of images owned by local people too – why not write to the local newspaper, or ask neighbours and friends?

2 Students might be able to find someone who has lived in your area all their life, or a friend or relative who has lived there for a long time.

3 Most censuses up to 1911 are now available online, or your local library (local studies section) will have copies.

4 Trade Directories are a fascinating source of detailed information about a county. They were published by companies to make a profit. They came out nearly every year from Victorian times until the 1960s. Your local library will have a selection. Students could find the entry for your town or village, and discover what it tells you about the area. If you can, choose several Trade Directories over a period of, say, 50 years.

5 Near the back of a Trade Directory you will usually find two sections of adverts – one from national firms and one from local firms. Students should choose a couple of local adverts, for firms in your area, perhaps that tell you something that surprises them about life then. They can photocopy the adverts and take them back to school, before explaining to the rest of the class why they have chosen those adverts, and what they tell us about the local area.

6 It is often possible to get hold of reprints of old newspapers from the newspaper office, or your local library will have copies, often on microfilm. If you can't get hold of a local newspaper, try a national one instead. Students should look for a story that interests them, and that tells them something they didn't already know about life in the past. Students could write a letter to the newspaper editor, telling them why they find their chosen story interesting.

7 Students could use the Internet, write to the local council planning department, or the local paper. Maps might help too!



Module 1: Section A

Local History

8 The Commonwealth War Graves Commission maintains the graves of all soldiers killed since 1914. Their website, <http://www.cwgc.org> will have details of every soldier. If students go to the website <http://www.cwgc.org/find-war-dead.aspx>, they can insert the details for their chosen name from the war memorial.

9 Ask students to read carefully what is written on the gravestones and see if they can find any interesting stories. Are there any family names they recognise? If you have already looked at census returns or Trade Directories you should be familiar with many of the more important families in the area.



Module 1: Section B Local History

1 'See the guidance for Section A Challenge 1 for ideas about how to find old photographs of your area.

2 Many museums have displays showing the local area throughout history. Ensure students reflect on what they have learnt from their visit. Your class could produce an A3 display for your wall or a PowerPoint presentation.

3 These websites may help with this challenge:

- <http://www.leicestershirechurches.co.uk/#/read-your-church/4546886528>
- <http://www.britainexpress.com/historic-churches.htm>
- <http://www.britainexpress.com/church-history.htm>
- http://www.bbc.co.uk/history/trail/church_state/

4 As long as your school is more than about 20 years old it is bound to have changed over time. However, you could also choose to focus this challenge on an older school in the area. Interviewing people of different ages about their experience of attending school would provide good evidence for this challenge.

Tutor Notes



for the **History Short Course:** **Module 2: British History – Our Island Stories**



Introduction

This unit aims to develop students' knowledge and understanding of British history over the past 2,000 years. Some tasks are designed specifically to examine history in overview, developing students' chronological understanding, while others focus on specific people and events, which are placed in their historical context. In terms of content, the focus is on political history 'from above' – the development of political power, the monarchy, conflict and co-operation, and the development of the United Kingdom, for example.





Module 2: Section A

British History - Our Island Stories

1 The purpose of this task is for students to consider the historical significance of individuals in history. In order to explain why these people are important enough to appear on the banknotes, they should try to find out and explain:

- what they are remembered for
- their achievements
- the impact they had in Britain
- the historical context in which they succeeded

Details of who is on the current banknotes can be found on the Bank of England website:
<http://www.bankofengland.co.uk/banknotes/Pages/current/default.aspx>

2 This task should help students to develop their knowledge and understanding of British monarchs. Ideally, this task will be done as part of a group, allowing students to develop a chronological overview of monarchs and be able to compare their successes and failures. Students should research the monarch and select key events, achievements, failures, battles, etc. It might be useful for students to be given categories of information to investigate, e.g. Wars/battles; Peace at home; Famous for; Key events/changes during reign. This will encourage students to reach judgements about the success/failure of the monarch researched.

3 This task requires students to look at the way monarchs have been represented by using images produced when the monarch was alive. Students will need to choose at least three images of their chosen monarch. Encourage them to find pictures, such as paintings, that were produced during (or shortly after) their reign. There are lots [of pictures] for monarchs who ruled for a long time or were very powerful, such as Elizabeth I or Henry VIII. They will need to look carefully at the way the monarch is dressed, what they are doing in the picture, what objects they are holding and what else is in the picture in the foreground or background. The work should allow students to compare the different images and to place them in chronological order. They will find out how people at the time represented the monarch.

4 This task will help students gain an overview of the changing relationship of England, Ireland, Scotland and Wales. By researching the history and design of the Union Flag (commonly known as the Union Jack), students will learn about when different nations joined and/or left the UK. Students could find out about the history behind the individual flags as part of their explanation – St Andrew's, St George's and St Patrick's. They may also be interested in other proposed versions of the flag, including recent designs created to represent modern multicultural Britain.



Module 2: Section A

British History - Our Island Stories

5 This task focuses on the diversity of people's experiences during the First or Second World Wars. Students should be encouraged to choose different stories from the same war in order to find out about diversity. This might include people who fought on land, at sea or in the air and in different countries or 'theatres' of war. There are many sources of information for researching these stories – it may be that students have family history stories that they could use. However, students should stick to using contemporary (primary) sources.

The Forgotten Voices series of books offer a huge variety of material. Online material includes the BBC's People's War archive on World War Two: <http://www.bbc.co.uk/history/ww2peopleswar/>

Similarly, the National Archives' education resources cover experiences of both world wars: <http://www.nationalarchives.gov.uk/education/default.htm>

6 Examining interpretations of history requires students to look at how people in later times have represented the past, whether in films, pictures, museum displays, fiction, non-fiction, websites, reconstructions and so on. These are representations that have been produced after the period being studied, rather than at the time. Many events and individuals have been interpreted in a rich variety of ways and these interpretations change over time. Usually, it is more contested areas of history that offer the greatest variety of interpretations. For example, students could look at different interpretations of Oliver Cromwell, as depicted in popular film, Horrible Histories, Irish history websites, or Victorian statues. Students should focus on what the interpretation says, how the creator has shown this and how the interpretations differ before exploring why. They could do their own research to find out how 'accurate' the interpretation is.

7 This task enables students to look at the connection between individuals and their context and examines the significance of rebels and rebellions. By examining rebels and protest movements, students will engage with the social and political context of the period. There are many different characters and groups to choose from, including Hereward the Wake, Wat Tyler and the Peasants' Revolt, the Pilgrimage of Grace, John Lilburne and the Levellers, the Chartists, Emmeline Pankhurst and the Suffragettes, Guy Fawkes, Wycliffe and the Lollards, the Luddites, Captain Swing. This work would be a worthwhile group task, in which students could compare and contrast their findings, gaining a chronological overview of British protest and rebellion. They could be asked to think about similarities and differences over time. Individually, the students could consider how significant the rebel was in history.



Module 2: Section A

British History - Our Island Stories

8 Students will often be familiar with local historical sites and memorials, such as the war memorial. However, it is worth contacting your local history society in order to get more detail on any local sites if you are unfamiliar with the area. If possible, organise a visit to a local site and see how they tell the local story in connection with the national story. If looking at war memorials, examine the following websites for details on war memorials and cemeteries:

- <http://www.roll-of-honour.com> (this site lists local war dead by county and town/village)
- <http://www.cwgc.org> (the Commonwealth War Graves Commission looks after the memorials and cemeteries)

9 Students could work as part of a group to produce a detailed map or a timeline that presents this information. For more information on conflicts since 1945, see the Armed Forces Memorial, which commemorates those who have died serving in the British armed forces since 1945, at: <http://www.thenma.org.uk/about-us/armed-forces-memorial/about-the-memorial/>

There are also resources for this task available at: <http://remembrance.ccceducation.org/> which offer details on the conflicts and ideas for memorial design.



Module 2: Section B

British History - Our Island Stories

1 There are hundreds of possible sites that students could choose to use for this task. However, the focus is on gaining a chronological overview of the different periods of British history, so they need to choose between five and 10 sites from different periods, possibly including Roman Britain, Vikings & Anglo-Saxons, Norman Britain, Middle Ages, Tudor & Stuarts, Age of Empire, Industrial Revolution, 20th Century. Also encourage students to choose sites in different parts of the UK. English Heritage <http://www.english-heritage.org.uk/> and the National Trust <http://www.nationaltrust.org.uk/> are good starting points for the research. You might choose to create a set of 20 or more possible sites from which to choose, asking students to think about the criteria (chronology and geography) in order to choose.

There are also good examples of choices in online articles, such as this one from The Guardian: <http://www.guardian.co.uk/travel/2011/apr/18/readers-tips-uk-historic-sites>

2 This task will develop students' chronological knowledge of British Prime Ministers. The criteria chosen for the Top Trump cards will help them to compare the successes and failures of these leaders and to reach judgements about the most important ones.

An example of this kind of activity, for monarchs, can be found on Ian Dawson's 'Thinking History' website at: <http://www.thinkinghistory.co.uk/ActivityBase/BigStoryOfMonarchy.html>

3 This task asks students to reflect on the significance of individuals, which they represent in their designs. In portraying the 'greatness' of the individuals, they will need to consider the statue's posture, what they will be wearing, holding, doing, what else might be on the statue and what any plaque or inscription might say. If more than one student completes this task, they could have a 'Dragon's Den' competition to decide which design gets chosen and their colleagues could be on the panel. Information about the Fourth Plinth can be found at: <http://www.london.gov.uk/fourthplinth/>

4 This task develops students' chronological understanding by focusing on thematic stories, for which they must identify and select events. Students will require careful support materials to help them select periods, events and themes. Periods might include Roman Britain, Vikings & Anglo-Saxons, Norman Britain, Middle Ages, Tudor & Stuarts, Age of Empire, Industrial Revolution, 20th Century. When preparing event cards as a resource, the possible themes should be kept in mind (e.g. the story of power and democracy, conflict & co-operation, England-Ireland-Scotland-Wales). See the British Library timelines for helpful detail on periods and events: <http://www.bl.uk/learning/histcitizen/index.html> The BBC's timeline offers useful periodisation: http://www.bbc.co.uk/history/british/launch_tl_british.shtml



Module 2: Section B

British History - Our Island Stories

5 As with challenge B4, students will develop their chronological understanding in this task. In choosing objects, they will need guidance on the key periods and events in British history (e.g. Roman Britain, Vikings & Anglo-Saxons, Norman Britain, Middle Ages, Tudor & Stuarts, Age of Empire, Industrial Revolution, 20th Century). The British Library timeline will help identify periods/events and also has a sources timeline: <http://www.bl.uk/learning/histcitizen/index.html>

The British Museum's History of the World in 100 Objects will provide useful ideas:

http://www.britishmuseum.org/explore/a_history_of_the_world.aspx This project focused on objects of art, industry, technology and arms and such categories could be useful in keeping a broad range of artefacts selected. The object should be linked to the bigger picture when writing the plaques.

Finally, students could consider the relative utility of objects in terms of what they tell us or represent about British history.

Tutor Notes



for the **History Short Course:** **Module 3: Britain, the Empire and the World**



Introduction

The British Empire has had a huge impact on Britain and the world. It has affected millions of people's lives. In Britain today, without most of us realising it, there are reminders of the Empire and its impact on us around us. Some people are proud of the British Empire and think that it was a force for good. Others disagree and think it was a force for evil. The aim of this unit is to help our students open their eyes and to understand how the British Empire has shaped their own and other people's worlds.

The Section A challenges focus on finding out what the British Empire was like, why it grew and how different people have felt about it, both British and natives. The challenges encourage the students to analyse a variety of different sources and to look at historians' views. This will help them paint a picture of the British Empire. The Section B challenges build on this work and require the students to construct their own history in the form of a more substantive end product.

By completing this unit your students will be able to see reminders of the British Empire all around them and realise that it still affects millions of people today.





Module 3: Section A

Britain, the Empire and the World

1 The purpose behind this task is for the students to consider how the British Empire evolved over time and to develop their knowledge and understanding of the Empire. Ideally this task should be done in pairs. They should then compare their timelines with other pairs. You should find that different groups have chosen different significant events. Encourage the students to think about why this is. They can also consider how long it took for Britain to actually develop a large and powerful Empire.

Here are some suggestions of dates or events that you could give to your students:

- 1815: British East India Company seize Ceylon from the Dutch
- 1664: Dutch settlement of New Amsterdam handed over to the British, later renamed New York
- 1788: Settlement of the penal colony of Botany Bay, later known as Sydney, New South Wales
- 1573: Humphrey Gilbert claims Newfoundland in the name of Queen Elizabeth I
- 1757: Robert Clive defeats the Nawab of Bengal and establishes a puppet ruler in India
- 1841: British seize Hong Kong from China – this became a trading post in the East for the British
- 1600: British East India Company established
- 1613: British East India Company establishes a factory on the Indian west coast. By the 1800s, the East India Company controlled much of India
- 1829: The colony of Western Australia is founded
- 1882: British military occupation of Egypt

If you use the events above you could copy them onto card and cut them up, or you could type them into a Word document. The students could then drag and drop, or cut and paste, them into the correct place. They could then use the Internet to find out more about each event before making their own illustrated version. Alternatively you could ask the students to use the Internet to find out their own events. It is well worth showing some bad and good examples of timelines before allowing the students to start.

2 The idea behind this task is for your students to understand how vast the British Empire was. By searching the phrase 'the sun never sets on the British Empire' on the Internet, your students should quickly get an answer. Next, provide them with a paper or digital copy of a blank world map. Give them a list of countries that made up the Empire. You can find this on the Internet by searching for 'Commonwealth countries'. Students can label and shade in the countries, then work out if the sun never actually set.

3 The idea here is get your students to see that images and representations are made for a purpose. This is good higher order work. This link provides lots of images of adverts which used the Empire to sell its products:
<http://www.britishempire.co.uk/media/advertising/advertising.htm>

Ask your students to take two or three adverts then, for each one, they can:

- work out what product is being advertised
- describe how the Empire has been used in the advert
- explain whether they think the advert gives a positive or a negative image of the British Empire



Module 3: Section A

Britain, the Empire and the World

4

Here your students are asked to understand the diversity of different peoples' experiences of the Empire. Some characters have been provided for you below as a starting point for the drama piece. It may well be worth setting the drama piece in a real situation, such as the parade for Queen Victoria's Golden Jubilee in 1897. The piece could include:

- where each person comes from
- what their life is like
- how the British Empire has affected them

People:

- **Ignatius Sancho**
Sancho was a famous black writer and musician who was born on a slave ship traveling between West Africa and Grenada. As a small boy living in Grenada Sancho's mother died and his father killed himself. Sancho went to London as a child and became a butler. In 1773 he opened a grocery shop in London.
- **George Loveless**
Loveless was a farm worker from Dorset who in 1834 set up a small Trade Union to protest against poor pay and working conditions. This was illegal and Loveless was transported to Australia as a criminal where he spent a number of years doing hard labour. He returned to Dorset when he had served his time.
- **The last Oba Of Benin**
Benin was a small country on the west coast of Africa in what we now know as Nigeria. The Kings of Benin were called Obas and were thought by the people to have God-like powers. Small statues were made of each Oba's head. In 1897 the British army attacked Benin, captured the Oba in his palace and burned Benin City to the ground. Many important artefacts from Benin were taken by the British and can now be seen in the British Museum.
- **Lord Baden Powell**
Lord Baden Powell founded the Scouting movement after serving as a General in the British army. He became a national hero during the Boer Wars in South Africa at the turn of the 20th century.
- **Mohandas Karamchand Gandhi**
Gandhi was born in India in 1869. He trained as a lawyer in London and then he worked for an Indian law firm in South Africa where he was appalled at the treatment of Indian immigrants. He returned to India and campaigned peacefully to end British rule in India – after a long campaign he was successful. In 1948 he was assassinated in India.
- **William Beckford**
Beckford was born in Jamaica in 1707. His family owned a large sugar plantation and used black slaves to work the land. He became very rich by selling sugar back to Britain. He moved to London and increased his profits further.
- **Mary Calvert**
Mary Calvert was a missionary who went to work on the islands of Fiji in 1838 with her husband, James. Her mission was to persuade the natives to become Christians.
- **Chief Crowfoot**
Chief Crowfoot was the chief of a tribe in Canada. In 1876 he refused to join the famous American chief Sitting Bull in his fight against the United States army.



Module 3: Section A

Britain, the Empire and the World

5 This fun activity is meant to allow your students to understand that our diet has been enhanced by food from the Empire and beyond. After completing the food diary, your students could use the Internet to find out about the origins of each food type. They could then record this on a map.

6 You could use YouTube to find a version of Rule Britannia being performed. If your students are struggling to come up with their own words, it is always useful to give them a 'word bank'. You can then ask them to justify their choices.

Word bank:

- Proud
- Shy
- Patriotic
- Weak
- Positive
- Powerful
- Generous
- Selfish
- Unity
- Negative

By then discussing whether this feeling was the same for everyone living under the Empire, students should consider the 'conquerors' and the 'conquered'.

7 There are many different 'heroes of the Empire' that could be considered. Your students could analyse a famous painting of Robert Clive, or Lord Nelson, or Gandhi.

There is a well-known painting called 'The Death of General Wolfe' by Benjamin West. Wolfe was a young general in the British army who led his troops in an impossible battle against the French at Quebec. Although outnumbered, his men won a famous victory – and saved British colonies from being taken by France... for a while. Wolfe was killed and this painting shows his death scene. It was painted in 1770, and can easily be found on the Internet. By looking closely at the painting students will begin to see the different techniques that the artist has used to make Wolfe look heroic. You may want them to find certain things in the painting as a starting point. Then you can move on and look at Wolfe. It is really important for your students to have a little background knowledge about the event or the person you choose as this will help them to make sense of the image.

8 Coming up with good questions is a vital skill in history. Asking questions is as important as answering them. It is worth considering what makes a good and a bad interview question. To support your students you could provide them with cards of possible interview questions. Individuals or pairs could then sort the questions into 'good' or 'bad', or 'open' or 'closed'. They can then use these questions to come up with their own.



Module 3: Section A

Britain, the Empire and the World

9 The purpose of this task is to introduce your students to the realms of historical interpretations. Two famous historians who hold opposing views about the Empire are Denis Judd and Lawrence James.

Judd wrote *Empire: The British Imperial Experience from 1765 to the present*. You could use the following extract as your first account, or shorten it further:

'When the British boasted that, 'the sun never set on the British Empire', critics said that this was because God didn't trust the British in the dark. Much of what the British got up to in their empire was selfish and destructive. The British pretended that their rule was based on the consent of those they had conquered but they were wrong. The colonised people were given no say in the running of their countries. Lands were conquered by the British for selfish reasons, not to improve the lives of the locals.

British rule damaged the economies of the lands they ruled. Perhaps the worst damage was the self-esteem of the colonised people. The British treated the people they ruled like children. To be ruled by people from a distant land who often tried to destroy your culture was a humiliating experience.'

James wrote *The Rise and Fall of the British Empire*. You could use this extract as a starting point:

'At first the British Empire was about making money, but during the 19th and 20th centuries the British Empire improved the lives of millions of people.

The Empire was governed for the benefit of the natives. The Empire was never perfect, but colonial rulers were honest and dedicated men who were often respected by the local people. The British Empire was run according to the rule of law. The rulers couldn't do as they wished but had to answer to Parliament in London.

Important cultural changes took place in British colonies. The local people were educated in British schools and attended Christian churches. English was widely spoken throughout the Empire and this means that former British colonies are in a strong position to trade in the modern world.'

You could ask your students to:

- work out which historian thinks the British Empire was good and which one thinks it was bad
- find as many ways as you can that they disagree with each other
- consider why they might hold such opposing views



Module 3: Section B

Britain, the Empire and the World

1 This centres on the concept of causation. You can find the information in numerous textbooks or on the Internet. There is a good, accessible chapter which covers these events in *The Impact of Empire* by Byrom, Culpin and Riley (2003) published by John Murray. You could also support this with clips from the film *Gandhi*.

2 This task can be viewed as writing a web version of *Horrible Histories*. It is worth analysing some pages or chapters of any *Horrible Histories* book to look at and decide what to include in the website. You can also evaluate some children's educational websites first as a model. It is important to think about the number of words per page, the use of images and the general layout.

3 Plaques are an excellent vehicle for historical interpretation. The students will need to research an individual and assess their historical significance.

It might be worth using Ian Dawson's criteria for significance:

Reasons for a person being significant. If they:

- changed events at the time they lived
- improved lots of people's lives – or made them worse
- changed people's ideas
- had a long-lasting impact on their country or the world
- had been a really good or a very bad example to other people of how to live or behave

There is a really good example of this using Olaudah Equiano. The lesson has been created by Donald Cummings. It may need to be adapted slightly.

Visit: http://www.historyresourcecupboard.co.uk/content/?page_id=1221 Alternatively read *Triumph Shows* in *Teaching History* # 148.

There is also information about a plaque that has recently been erected to Arthur Wharton in Manchester here: <http://www.bbc.co.uk/news/uk-england-manchester-19519666>. Arthur was Britain's first black footballer.

4 This is in essence an extension of challenge A1. You could use textbooks and the Internet to get your students to research some of the events listed in the notes for A1. It is sometimes worth giving links to pages that you have looked at first rather than getting students to trawl through many poor websites.

5 This builds on challenge A10. There is a good short documentary which discusses the positives and negatives of Britain's control of India here: <http://www.youtube.com/watch?v=E9wO-NoP7h4&feature=related>

You can use the Internet to search for different images. Remember to be careful about copyright.



Module 3: Section B

Britain, the Empire and the World

6 The idea here is for the research project to focus on the legacy or significance of the British Empire. Students could consider sports such as rugby and cricket, while food is also a very good area for research. It is worth looking at an Internet encyclopaedia to research countries such as:

- India
- Australia
- Canada
- South Africa
- New Zealand

Tutor Notes



for the **History Short Course:** **Module 4: History From Below**



Introduction

The history from below unit focuses on the histories of the ordinary people of this country; those who have been oppressed or lacking opportunities in the past; those whose voices are less often heard. The unit homes in on specific groups of people looking at the challenges they have made for greater rights and power. Section A is designed to equip students with an appreciation of the different groups of people that may have lacked opportunities in the past and also that different people and groups of people have had different experiences in the past. This section will test the historical skills of interpretation, diversity and evidence handling/enquiry as well as ASDAN skills.

Section B is more enquiry based and will test the historical skills/concepts of chronology, significance, change and continuity, causation and enquiry as well as ASDAN skills. Please consult the concepts grid on page 4 to find out which concepts are covered by each task in this module.





Module 4: Section A History From Below

1 Students can use any textbook available in the history department for this task, but the textbook will need to contain a good number of images of people. Students should consider the range of people shown, paying attention to some or all of the following: gender, politics, ethnicity, wealth, status, geography, jobs.

2 It is recommended that students compare the power hierarchy/distribution today with a period in history when ordinary people had far fewer rights and the monarchy and/or Church held greater power (e.g. the medieval feudal period or the Reformation period) so they can appreciate the level of change in terms of power distribution. An Internet search will provide diagrams of the feudal hierarchy and targeted books will often contain diagrams of the social structure of the period they are investigating. The social hierarchy of today can be based on students' own perceptions, which may vary from student to student. They must be able to identify both the political hierarchy and the social hierarchy. The issue of social grouping and status is controversial and will depend on the students' own background and point of view. The National Readership Survey data is sometimes used in reference to social groupings in Britain: <http://www.nrs.co.uk/lifestyle.html>. This data groups people according to their professional status and earning power, but students may choose any method of identifying people.



Module 4: Section A History From Below

3 An Internet search can produce results and there also YouTube channels that can be used in order to listen to songs. However, this is more applicable to songs from the 20th century. Earlier protest songs may require reading of lyrics. Examples of protest songs that could be looked are listed below. This is not an exhaustive list and other British protest songs may also be used. Students should ensure that the five songs they examine are from different periods of history. They should be able to explain what each protest song is about, what messages are being given and how. This information should be used to influence their designs.

Song	Possible source(s)
When Adam Delved and Eve Span <i>very short rhyme of the 14th century</i>	
A Song for the Pilgrims of Grace <i>written in support of protesters during the 1536 Pilgrimage of Grace</i>	http://www.wwnorton.com/college/english/nael/16century/topic_3/pmballad.htm
The Diggers' Song	http://www.folkinfo.org/songs/displaysong.php?songid=177 http://www.youtube.com/watch?v=OA4FTIz2Zrw
Rights of Woman <i>written in 1792 by 'a lady' in support of female rights</i>	sniff.numachi.com/pages/tiRGHTWOMN;ttGODSAVE.html
The Triumph of General Ludd	http://www.youtube.com/watch?v=cuBgeGKPGZI (starts at 06.55) http://www.allthelyrics.com/lyrics/chumbawamba/the_triumph_of_general_ludd-lyrics-409597.html
The Chartist Anthem <i>c. 1843</i>	http://www.youtube.com/watch?v=waRwJZFojmw http://www.lyricsmode.com/lyrics/c/chumbawamba/chartist_anthem.html
Hanging on the Old Barbed Wire <i>contains the word "bloody" in the lyrics</i>	http://www.youtube.com/watch?v=norVzaTPkOI http://www.lyricsmode.com/lyrics/c/chumbawamba/hanging_on_the_old_barbed_wire.html
The H-Bomb's Thunder <i>CND song</i>	http://www.youtube.com/watch?v=bZroIA--wxc http://www.traditionalmusic.co.uk/song-midis/H-Bombs_Thunder.htm
Universal Soldier <i>Donovan's anti-war song.</i>	http://www.youtube.com/watch?v=to5d4p4aYiQ&feature=fvst http://www.lyricsmode.com/lyrics/d/donovan/universal_soldier.html
Give Peace a Chance, by John Lennon <i>this song became a high profile anti-Vietnam war song</i>	http://www.youtube.com/watch?v=kg8rISi5MIA
The Peace Train, by Cat Stevens	http://www.lyricsmode.com/lyrics/c/cat_stevens/peace_train.html http://www.youtube.com/watch?v=MZ5iHgcPnHA
Into the Void, by Black Sabbath	http://www.lyricsmode.com/lyrics/q/queens_of_the_stone_age/into_the_void_black_sabbath_cover.html http://www.youtube.com/watch?v=p7NqaU6E_yU
Two Tribes, by Frankie Goes to Hollywood	http://www.lyricsmode.com/lyrics/f/frankie_goes_to_hollywood/two_tribes.html http://www.youtube.com/watch?v=RTOQUUnvI3CA
Whip Them Down, by The Selecter	http://www.youtube.com/watch?v=xT6V4mGTExo



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4 The reports/accounts may be given to the student by the teacher or found by the student. Recent events such as the summer 2011 riots may be covered, any newspaper/media channel should contain reports, here are some examples:

- <http://www.guardian.co.uk/uk/london-riots>
- <http://www.bbc.co.uk/news/uk-england-london-14450248>
- <http://www.independent.co.uk/news/uk/crime/the-2011-riots-what-happened-what-now-2337267.html>
- <http://www.dailymail.co.uk/news/article-2023949/London-riots-2011-Hackney-Croydon-violence-shows-sign-abating.html>

Other examples of riots in British history that may be used are the Swing Riots, Peterloo, Chartist uprisings, Easter Rising, football riots, Brixton riots, Toxteth riots, Broadwater Farm, prison riots such as Strangeways, Bloody Sunday or poll tax riots. Students may use any other UK riot, but care should be taken to choose a riot rather than a larger rebellion. Students should examine the reports/accounts for bias and highlight those parts of the account that they think are the author's opinion rather than the actual facts of the event. It may help students to do some additional research about their chosen riot before looking at accounts. Accounts are likely to be from newspaper articles, but any written account may be used. Students should gain an appreciation of interpretations and bias, and be able to distinguish fact from opinion.

5 Students should research both the suffrage and anti-suffrage campaign as well as the wider campaign for women's rights before they design their posters. The suffrage campaign did not reach its height until after Queen Victoria's death. Although part of the campaign in Victoria's time did concern the vote for women, Victoria's comments relate to the wider issue of female rights in the 19th century and students should be encouraged to explore this as well as the lack of vote. Which other types of inequality were women experiencing in the Victorian period? Why might some people, including women, not support the female rights campaign? Before designing their posters, students should consider what the aim of their poster is going to be and why.

6 The cases of Oscar Wilde, Alan Turing and Duncan Lustig-Prean & Jeanette Smith can be used as three cases over time to examine rights and attitudes. Wilde was imprisoned, Turing narrowly avoided imprisonment through agreeing to "treatment" and Lustig-Prean & Smith were part of a group of four who won a case of unfair dismissal from the British armed forces on the grounds of homosexuality in the European courts. These cases can be added to or substituted by any other, but cases used should enable students to pick out change and continuity over time. They should consider the level of change and continuity and, where change exists, why they think things changed. There are many timelines available on the Internet like this one: <http://www.guardian.co.uk/politics/2003/jun/30/immigrationpolicy.gayrights1> which may provide a useful starting point for research.



Module 4: Section A History From Below

7 The song title referenced can be found on YouTube. For other sources citing experiences of migration, the National Archives and the Moving Here website are good starting points: <http://www.movinghere.org.uk/> Students should compare the song – penned while on the Windrush ship, giving an insight into the hopes of immigrants – to the reality they faced as described in the other sources. They should consider reasons for differing interpretations.

8 Any period of British history can be chosen, but the lifestyles or aspects/perspectives of life in the pictures chosen should be different. The images may be chosen by the teacher or found by the student. <http://www.bl.uk/learning/histcitizen/medieval/rural/rurallife.html> shows an example that could be used from the medieval period. The images shown offer several different perspectives of medieval life. Students should consider how life may have been different and similar for those in each picture chosen and what interpretation of life at the particular time they offer. Is each story of life on its own accurate? Do both images together give an accurate picture of life at the chosen time? Stories may be written, drawn or acted.

9 In this task, students should find out the basic meaning of the word democracy, but also develop an appreciation that there are many different perceptions and forms of democracy. What kind of democracy operates in Britain today? At each chronological point students should consider who could and could not vote in Britain and how this compares to the definition they have formed of democracy. They should use this information to weigh up how democratic Britain was. For research, a good starting point might be the National Archives: <http://www.nationalarchives.gov.uk/education/>



Module 4: Section B

History From Below

1 The game can be presented in any format. Templates for popular TV show games such as Who Wants to be a Millionaire? can be found through a simple Internet search. This site gives an example of an American template that could be used with adaptation: <http://jc-schools.net/tutorials/ppt-games/>. Board games can also be made.

2 In this task, students should consider how the lives of children have changed over time. Several locations in Britain have childhood museums which may be of some support for research, like this one: <http://www.museumofchildhood.org.uk/home/>. Students should consider changes in the lives of children in several different areas (e.g. work, play, toys, leisure, education, relationships with adults, attitudes towards children, clothing, food). They should also consider whether there were any specific events that marked turning points in the lives of children and how far the impact of those events extended. When weighing up what has brought about the most change, students may find Christine Counsell's five Rs a useful support:

- How is the event remembered?
- What were the results?
- Why was it remarkable?
- Does it resonate today?
- What does it reveal about attitudes towards children at the time?

The Invention of Childhood was a major project and publication by the Open University and BBC Radio 4 in 2006, written by Professor Hugh Cunningham. Whilst the programmes that were originally aired cannot be accessed through this website any longer, the archive material and website links will provide a rich source of information: <http://www.open.edu/openlearn/whats-on/ou-on-the-bbc-the-invention-childhood>

3 In this task, students should use their skills of enquiry to examine the events surrounding the chosen migrations and gain an appreciation of the causes of each. Students should be able identify links between causes and through critical analysis be able to identify those that they feel are more significant than others and explain reasons for this. Examples of events leading to migration could be the expulsion of Jews in 1290, the Reformation, empire and the slave trade, enclosures and invasions such as the Roman, Anglo-Saxon or Norman.



Module 4: Section B History From Below

4 Any women from British history may be studied in this task, although each woman considered should have exercised power in different ways and no more than one should be a queen. A range of different women from diverse backgrounds and different time periods should be used. Some examples of possible women or types of women that students could use as the basis of their enquiry are listed below, although this is by no means an exhaustive list and students may use examples of women in British history that reflect their own diverse backgrounds and/or locality.

Any queen or queen consort of England, Boudicca, Aethelflaed, Hilda of Whitby, Edith of Polesworth, Annie Besant, Elizabeth Fry, Sylvia, Christabel or Emmeline Pankhurst, Elizabeth Garrett Anderson, Mary Seacole, Florence Nightingale, George Eliot, the Bronte sisters, Nell Gwyn, Bess of Hardwick, Margaret Clitherow, female campaigners, female war workers, Beatrice Webb, Margaret Thatcher, Shirley Williams, Mo Mowlam, Diane Abbott, or other female politicians, Betty Boothroyd, Noor Inayat Khan, Lillian Bilocca, Doreen Lawrence, Greenham Common women's peace camp, Mary Wollstonecroft, female actresses, musicians, singers, authors or journalists, female sports stars.

Students should consider what made each woman powerful. What obstacles did each woman face? What circumstances made it possible for her to exercise power? What type of power did she hold? Was she a decision maker, campaigner, figurehead, spiritual leader, professional? Or was it some other kind of power she was able to wield? Was this kind of action and power normal for a woman of her time? What makes her achievements remarkable?

5 By gathering the case studies of oral history in this task, students should gain an understanding of change/continuity over time. They should also be able to appreciate the significance of changes as well as identify reasons for change. It is recommended that students write a set of questions and agree it with a teacher before conducting interviews. Themes that could be considered within the interviews could relate to local issues or points of reference and/or common aspects of everyday life such as work, leisure, food, education and technology. Interview case studies can be presented in any way the student wishes, for example in writing, a display, a wiki, blog or website, a film, podcasts, a PowerPoint presentation. However, care should be taken that the evidence they collect focuses on how and why everyday life changed in the 20th century.

Tutor Notes



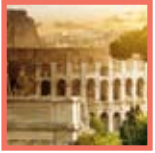
for the **History Short Course:** **Module 5: European History**



Introduction

The focus of this module is on European history, in an attempt to help students understand our neighbours better. The challenges are designed to cover as much or as little of the continent as you wish. They can focus on 20th century events, or on more distant times, depending on the interest and ability of the group. Many are deliberately open-ended in design, offering a variety of ways to proceed with the activity and present the results. Flexibility is the key.





Module 5: Section A European History

1 This activity is about change and continuity. It is designed to make students think about how countries grow in size – and sometimes shrink. The obvious recent example is Russia following the break-up of the Soviet Union in 1989. We tend to think of the map of Europe always being like it is today, yet in 1860, for example, there was no united Germany or Italy. An Internet image search for ‘maps of Europe’ with the relevant date will quickly bring up a selection of maps to choose from.

2 This research-led activity involves careful selection and presentation of findings. Asking what an individual’s greatest achievement is involves interpretation and significance of an individual’s importance, and requires students to select their own criteria in order to assess this. What makes someone successful? And how do you measure that? There is plenty of scope for debate and discussion here!

3 Probably the easiest way to do this activity is to choose a city – for example, Berlin – and carry out an image search for photographs by date. Photographs from around 1900, for example, will have largely horse-drawn carriages, perhaps trams and trains, whereas later photographs will have modern buildings, shops and cars. You might let your students do the searching, or you might provide your students with photographs you have already found and printed off. The aim is to explore continuity and change, to help students to realise that there have been great changes, but in fact many things in cities – crowds, shopping, getting to work, etc. remain much the same.

4 Both World War One and World War Two had a profound impact on all the countries of Europe. Most students tend to study the war from a British perspective, and are well aware of the impact that both wars had on life in Britain. We tend to forget that other countries suffered too. This research activity is designed to encourage students to see the war from a different perspective, and to begin to try to assess the impact it had on others too. Some history textbooks look at the wars in other countries, but not many. You will probably have to use the Internet for research.

5 The focus of this activity is significance – why is the event chosen so important? Once that has been decided, the selection of information to appear on a memorial is relatively easy. To help you get started, this article shows a selection of war memorials: http://en.wikipedia.org/wiki/War_memorial. A Google image search for ‘memorials’ also brings up a huge selection of memorials of all shapes and sizes.



Module 5: Section A

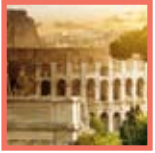
European History

6 Examining interpretations of history requires students to look at how people in later times have represented the past in films, pictures, museum displays, fiction, non-fiction, websites, reconstructions and so on. Many events and individuals have been interpreted in a variety of ways and these interpretations change over time. Students should focus on what the interpretation says, how the creator has shown this and how other interpretations differ before exploring why. They could do their own research to find out how accurate the interpretation is.

7 Revolutions make change, and the French and Russian Revolutions have had a major impact on the whole of Europe, not just on France and Russia. This activity asks students to focus on 'before' and 'after' in order to explore change and then to make a judgement on the extent of that change, as far as ordinary people are involved.

8 Portraits were a very important way for leaders to appear to their subjects before the age of photographs and television and were usually carefully managed. They are full of symbolism reflecting exactly what the leader – or sometimes the artist – wishes to say. Portraits are readily available in textbooks or on the web. You can find an example of how to analyse a portrait of Queen Elizabeth I on the Historical Association website at: http://www.history.org.uk/resources/resource_3750.html

9 This activity requires students to create their own interpretation of an event and to discuss its importance. Students should focus on what they regard as the most important aspect of the event before exploring why they think this.



Module 5: Section B

European History

1 Historians writing about Europe often disagree – students should find at least three things that they disagree about and discuss with a partner why they think the two historians hold such different views. It might be because one was writing a long time ago and one is writing now; or that new evidence has been found; or that the historians come from different countries or have different ideas about an event. Neither is automatically right or wrong – they probably just emphasise different things!

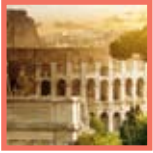
The aim of the activity is to show that it is common for historians to disagree, and it is OK to have different views to someone else, as long as you use evidence to support your view.

2 This activity takes three major topics – standard of living, rich and poor countries, the lives of women – and asks students to explore the degree of change over the 20th century. Are women better off now than in 1900? All are contested areas of debate among historians, and should provide plenty for students to research and report back on. You might wish to restrict the topic to one or two countries to make it more manageable.

3 This activity is not about the artwork, but about the images/people/events the students deem suitable for the new Euro notes. Examples of existing Euro bank notes can be found at: http://www.coinsworld.eu/info/euro-banknotes-designs/serie_10.asp or <http://withfriendship.com/user/levis/euro-banknotes.php>

4 Migration is an emotive subject and one that tends to dominate our news. It is invariably portrayed as a recent issue and as a problem. Yet migration has taken place throughout history, from the Israelites forced into Egypt in Biblical times to the eastern Europeans moving to Britain recently. Notable migrations include: the Jews moving from Russia into Poland and Germany, or into Britain around 1900; Germans moving east into Poland in 1940, only to be forced back into Germany at the end of World War Two; or perhaps North Africans coming to Europe; or the Huguenots forced out of France in the late 17th century. Migration has many causes, not just economic, and it is useful to focus on the impact of migrants on their new country. Britain, for instance, has changed in many ways since 1945 as a result of migrants bringing food, ideas and culture to this country.

5 There have been many changes in Europe in the last 20 years or so, with both the collapse of the Soviet Union and conflict in the Balkans. The Shared Histories project is an attempt to emphasise what people have in common, rather than what separates them, to promote harmony in Europe. You can find out more about the project at: http://www.coe.int/t/dg4/education/historyteaching/Projects/SharedHistories/OSLO2010info_en.pdf. Students could choose any conflict situation in the history of Europe, explore the issues separating the two sides and then decide how best to promote unity rather than division.



Module 5: Section B European History

6 Since 1945 the European Union has been the dream of many people, in an attempt to prevent further division and war. An important part of that union has been the idea of a European Parliament, elected by the people and making laws for the whole of the continent. Yet the idea remains divisive, especially in Britain. This activity asks students to weigh up the arguments for and against a European Parliament. It is again an area of debate where there is no one clear answer – it depends on which evidence you use and where you put your emphasis. It reinforces the view of history as having many different answers.

Tutor Notes

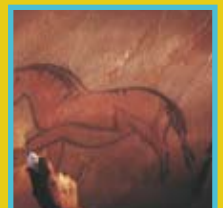


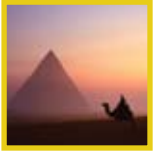
for the **History Short Course:** **Module 6: History in the World**



Introduction

The content of this module should relate to the history of countries or regions beyond Britain and Europe. This gives you and your students a very wide choice, but it is helpful to select just one or two countries or regions to focus on. Because the potential choice of content is so wide, the challenges have been structured around two collections of materials judged to be of historical significance that serve as an introduction to key developments in different contexts across the world. They focus on the use of two particular kinds of historical source – historical sites and artefacts – and the challenges are intended to help students think about how historians and archaeologists use this kind of evidence to find out about the past.





Module 6

History in the World

Historical sites: the list of World Heritage Sites selected by UNESCO

You should focus on the sites that have been selected for their cultural significance (rather than those chosen as sites of natural interest). The list and an interactive map of the sites can be found online at:

<http://whc.unesco.org/en/list>

UNESCO has also developed an education kit entitled 'World Heritage in Young Hands' and an English language version can be downloaded from <http://whc.unesco.org/en/educationkit/>

This includes ideas for a range of different teaching approaches including the use of drama. UNESCO has also run competitions in the past encouraging young people to campaign for the protection of sites in their local area, which may help to stimulate students' own ideas. See <http://whc.unesco.org/en/patrimonto/>

Artefacts or objects: the History of the World in 100 Objects

This collection of artefacts was chosen by the director of the British Museum in 2010 for a BBC radio series of 100 programmes each focused on a single object. The series was presented in chronological order with particular themes chosen for each week of five programmes.

The collection can be found online at:

<http://www.bbc.co.uk/ahistoryoftheworld/>

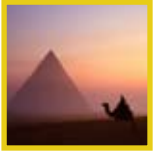
Since this was a radio series, examples of the programmes can be downloaded as podcasts, giving students models of how they might present their own work orally. The book that was written by Neil MacGregor to accompany the series (published in 2011 by Allen Lane) obviously provides a wealth of detail about each object and the history that it has been chosen to represent.



Online resources supporting these collections

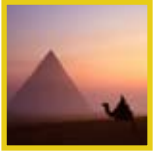
Both these sites offer a range of online resources that will allow you and your students to focus on the region and period of your choice. The interactive maps and timelines that are presented on each site could perhaps be used with the students, encouraging them to decide where they would like to focus their attention.

It is important to note that you do not have to use these particular collections, and indeed some of the challenges specifically invite you to look at other examples. However, the value of starting with official collections like these is that they can help students to see what criteria other people have used to argue that a particular development is significant in history. If they start by thinking about the criteria that other people have used, students can begin to develop their own arguments about what matters in the past and why, perhaps putting forward new criteria of their own.



Module 6: Section A History in the World

- 1 The two collections of resources (the list of UNESCO World Heritage Sites and 100 objects chosen by the British Museum) may be particularly helpful here in giving the students an overview of world history that will allow them to select a particular region to focus on. Students can use the interactive maps and timelines to identify the kinds of developments that others have chosen from particular regions, or to explore a particular region that they are interested in to decide whether they really do want to focus their attention there.
- 2 Students could be directed to the list of world heritage sites chosen by UNESCO, which has a list of specific criteria that need to be met to justify inclusion as a world heritage site. Students could use this list to help argue their case.
- 3 If you use the British Museum collection of 100 objects, the website and the radio programmes related to each object provide a lot of information about the history of the object, including how it has travelled since it was first made and where the raw materials have come from. The way in which the objects are grouped with others in the BBC series can also show thematic connections between different regions at the same time.
- 4 Again the details about each of the 100 objects provided on the British Museum website can be used for this task. You might want to work with objects from another online collection or a local museum that has historical exhibits collected from other regions of the world.
- 5 The details provided in the radio programmes or on the website of the British Museum collection of 100 objects can help students to look very closely at a particular object before connecting it with what is known from other sources. It may be helpful to ask students to work from just an image of the object first, making suggestions and posing questions that they then research using other sources.
- 6 Only a few objects or historical sites have actually prompted historians or archaeologists to revise their ideas about particular societies in the past, so it is important to make a good choice for this challenge. Many of the 100 objects chosen by the British Museum were specifically selected because their discovery showed us something new about particular groups of people. This is sometimes an important reason for the preservation of particular historical sites. Looking carefully at the reasons why each was selected can help you to judge which one(s) might be most appropriate.



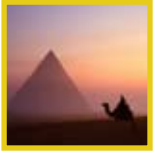
Module 6: Section A History in the World

7 A few of the objects in the British Museum collection have been chosen because of the way they have been changed and put to new uses over time or by different peoples, so you need to choose artefacts carefully for this challenge. Historical sites such as those chosen by UNESCO are likely to show more evidence of change over time – which might include the destruction of some parts of a building and the construction of others, as well as changes in the use of particular buildings or rooms.

8 While challenge A7 focuses on changes that have happened to particular objects or historical sites since they were first made or established, this task is about using a particular object or site as an example of a wider change that has happened in society. The object or site may not have changed at all since it was first created but the very fact that it was made as it was illustrates a particular change or development that had happened in that society, creating the need for this new kind of object, or new building.

Lots of the 100 objects chosen by the British Museum were picked out because of the changes in direction that they show. You can search for objects by particular themes such as religion or technology, and that may help you to find objects which best illustrate significant changes in regional or world history. The change does not have to be a sudden one. It can be quite a gradual process but it is important that the students can explain how the artefact shows things are moving in a new direction.

9 The UNESCO website provides lots of detail about specific World Heritage sites that the students could choose to focus on. Students might work in small groups to find out about the life and work of particular characters or types of people in the past and then join up in pairs to create conversations with someone who has been finding out about a different character.



Module 6: Section B History in the World

- 1** For this challenge, students need to choose an artefact that is not included in the BBC British Museum series of 100 objects. The object could come from another online exhibition, or from a local museum that displays artefacts from other parts of the world. Students can listen to podcasts of the BBC series History of the World in 100 Objects to give them an idea of how to present their own recordings.
- 2** The UNESCO website provides information about each particular heritage site included on their list. Students could also visit local sites that employ guides who work in character to help them think about the kind of background information they might need to provide.
- 3** This challenge could be carried out in two parts – allowing students to think about what objects and pictures of particular places can tell us about people’s lives, in the context of their own lives and those of their friends. Once they have become used to using these kinds of sources in a very familiar context, they can be encouraged to apply the same ideas to an unfamiliar time and place. Students could complete the first stage as an introduction to the module and only come back to the second stage right at the end of the module as a way of summing up what you they have learned about life in that part of the world at a particular time in history.
- 4** This might be a campaign directed at young people living in the region of the site – so students would need to think about why people in that region should value the site today, and what young people could do in practical terms to help. UNESCO has run competitions in the past to plan campaigns like this so you can get some ideas from the winning entries that are available on their website. Alternatively, the campaign could be directed at young people in England encouraging them to give money to help protect the site, which means that students need to explain why a site so far away should still matter to them.
- 5** This challenge needs to focus on a site that is not already on the UNESCO list of World Heritage sites. Students should look carefully at the selection criteria that are listed on the UNESCO website and direct their arguments to showing how the site fulfils these requirements.
- 6** This challenge might build on challenges A7 or A8. If students have already found out about important changes in how a particular site was used, or if they know how the site reflects important changes that were happening in that region, this can help them to think about the key developments that they could feature in their play.



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