

PRIMARY HISTORY

Issue 67 / Summer 2014

The primary education journal of The Historical Association

National Curriculum History 2014:

Meeting the Challenge EYFS, KS1 and KS2



EYFS: Why stories?

Chronology: Developing a coherent knowledge and understanding of Britain's past and of the wider world

Teaching Ancient Egypt

Eweka's story: Benin, Big Picture History and The National Curriculum for History 2014

Victorians

Who lived in and changed Britain from the Iron Age to Robin Hood?

Teaching about significant individuals at Key Stage 1

War memorials as a local history resource

Curriculum planning: which non-European society?

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

Helping our pupils to gain a coherent knowledge and understanding of Britain's past and that of the wider world

Key Stage 2 in the new National Curriculum: What pupils should know, do and understand



HA Quality Mark Pilot Update: First Quality Mark Awarded!

Our Quality Mark schools have been busy working towards our self-assessment framework over the last 6 months and our team of assessors have been working hard to pull the assessment process together to provide for an achievable yet rigorous award that really does designate a badge of quality. We are pleased to announce that on June 12th, our first quality mark was awarded. The successful school, based in York achieved gold award status. They provided a portfolio and were visited by two assessors who thoroughly enjoyed talking to staff, students and seeing some of the fantastic history provision that the school offers. We look forward to working with the other 19 schools involved in the pilot process to award many more quality marks before the end of the pilot phase. Look out for further news and case study materials for our Quality Mark coming soon to our website.

We expect full roll out of the mark in spring 2015. If you would like to register your interest and be the first to know when national registration is open, then please email Mel Jones on melaniej@history.org.uk



The
Historical Association
The voice for history

Issue 67 | Summer 2014

PRIMARY HISTORY

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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.

opinions expressed in it. The Primary Committee of the Association has particular responsibility for matters of interest to primary teachers and schools. Suggestions and comments are very welcome and should be sent to: the Chairholder, Jerome Freeman, c/o The Historical Association.

Primary History is published three times a year and is available at substantial discounts to members of the Historical Association. Membership including *Primary History* is £37.00 for individuals, £62.00 for schools and other corporate bodies and £31.50 for students and NQTs.

Harold Wilson's dictum 'a week is a long time in politics' suggests that the years of politically-created curricular turmoil since the 1980s are an eternity. From 1989 state education has seen enough U-turns and changes of direction to delight the most fiendish maze-planner. As the BBC's April 2014 radio programme on primary history and the national curriculum, *How Do Children Learn History?* noted, history has at different times been the beneficiary and then the victim of changing government policy.

The latest twist in the story was a beneficial one – in July 2013 the government accepted the need for a history curriculum the framework of which reflected the multiple narratives, histories, of twenty-first century British citizens in multi-faith, multi-cultural and multi-ethnic communities with their interpretations of a common British past. The content statutory requirement for the 2014 National Curriculum for History for 5–11-year-olds is brief:

Key Stage 1

1. changes within living memory
2. events beyond living memory that are significant nationally or globally
3. the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.
4. significant historical events, people and places in their own locality.

Key Stage 2

1. changes in Britain from the Stone Age to the Iron Age
2. the Roman Empire and its impact on Britain
3. Britain's settlement by Anglo-Saxons and Scots
4. the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
5. a local history study
6. a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
7. the achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumer; the Indus Valley; Ancient Egypt; The

- Shang Dynasty of Ancient China
8. Ancient Greece – a study of Greek life and achievements and their influence on the western world
9. a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilisation, including a study of Baghdad c. AD 900; Mayan civilisation c. AD 900; Benin (West Africa) c. AD 900-1300.

The Historical Association (HA) has launched a comprehensive programme to help schools deal with the considerable challenge of teaching the 2014 NC for History's content.

Concerning overview the curriculum is clear: pupil development of historical understanding within a chronological framework set against a background of Britain's past and present wider world situation. Learners also develop the wide range of skills and concepts that holistically through 'doing history' develops historical understanding.

Primary History 66 introduced the HA response to the 2014 NC for History with clear and detailed guidance for teaching key areas of its content and central aspects of planning, assessment and conceptual understanding. *PH 67* continues this pattern, planned for *PH 66-71*.

Continuing Professional Development (CPD)

In this issue Melanie Jones's Primary News, p. 5, sets the scene through providing a comprehensive overview of the HA's overall provision for KS1 and KS2. Crucial is CPD – our primary survey showed that the overwhelming request from schools is for school-based Inset. ICT is central to this: the HA is well equipped to be a one-stop shop with resources, teaching accounts and plans, subject contents briefings, podcasts and guidance and advice on key areas such as chronology and progression. In addition, the HA Quality Mark is an excellent medium for schools systematically to 'improve and ensure their curriculum is creative and maps progression effectively.'

Chronology Hilary Cooper, pp. 8-15, introduces a comprehensive review of teaching chronology, the crucial, central

aspect of the 2014 NC for History. She combines theory, research findings and academic scholarship with classroom practice, an area that Mathew Sossick's case study, pp. 34-35, further illuminates.

Early Years Foundation (EYFS)

This edition's paper on an aspect of EYFS history, pp. 6-7, examines the central role of stories in teaching history to EYFS pupils.

KS1 Within the overall plan for *PH 66-71* to cover the 2014 NC for History, Penelope Harnett, pp. 36-43, provides an overview of one of the four KS1 topics – **topic 3**, 'the lives of significant individuals in the past who have contributed to national and international achievements'.

KS2 Similarly, for KS2, *PH 67* explores aspects of four KS2 **topics, 5, 6, 7 and 9**.

Local History, **topic 5**, is an element in each of *PH 66-71*. Ruth Cavender, pp. 44-45, introduces the study of war memorials – also the topic for the back cover, p. 47.

Sue Temple, pp. 30-33, explores how to teach the existing NC topic on the Victorians to implement the 2014 NC's **topic 6**.

The Internet's plethora of resources, information and materials plus the pupils' active use of it as a tool in their learning is a major opportunity for history teachers. Karin Doull, pp. 16-21, illuminates what the Internet offers in her paper on teaching a KS2 **topic 7** on Ancient Egypt. Karin includes three teaching activities at the cutting edge of current practice.

Topic 9, 'a non-European society' is particularly challenging. *Primary History* lucky draws on the extensive experience of Paul Bracey, pp. 24-29, teaching about the Benin – that a Classroom Museum case study, pp. 24-25, brings to life for pupils. Alf Wilkinson provides guidance on choosing a non-European society to teach.

Our hope is that *PH 67* will empower effective teaching of 2014 NC History.

Professor Jon Nichol

HA Primary News

The Historical Association has been busy supporting you as you prepare to implement the new primary National Curriculum. *Primary History 66* was packed full of resources, subject knowledge updates, guidance and support and this next issue offers more of the same great support.

We are also supporting your preparation at professional development events across the country in partnership with the Cambridge Primary Review team and Pearson. You can find the full programme of events here: www.history.org.uk/resources/events_news_2024.html

We were also at the Education Show in Birmingham in March in partnership with Scholastic and most recently at the Schools History Project primary conference in London. In April, we hosted another hugely successful round of forums. The Northern and London History Forums surrounded the centenary of the First World War and were very well attended. Look out for details of our next round of forums coming soon. In the meantime, save 21 October for the next London History Forum and 19 November for the next Northern History Forum. Our huge thanks go to Bev Forrest and the team at Leeds Trinity University and the British Library for all their hard work and support for the forums.

Our annual conference took place in May in Stratford Upon Avon. We were pleased to see so many primary teachers and educators there and this year we have added a second strand to our primary pathway. Thank you to all those who attended and helped to make this year's conference our best yet. We look forward to next year's conference in Bristol on 8/9 May.

We have also been busy developing the subject knowledge support that you need for the new history curriculum through our web resources, CPD and podcasts, why not try our new podcasts on Ancient Greece and Rome? You can access them here: www.history.org.uk/resources/primary_news_2066.html

Further podcasts covering new curriculum topics are on their way and we also have a whole range of podcasts covering British and world history, including Baghdad c. 900 under the Abbasid Caliphate. Why not search our podcast timeline? www.history.org.uk/podcasts/

If you have considered mapping the new content but are unsure how you might map progression then you might find our assessment and progression supplement useful. You can find it here: www.history.org.uk/resources/primary_resource_7235.html This supplement provides you with the thinking to get you started as well as some helpful mapping grids which we are currently working to expand to include guidance for EYFS. In addition to this, you can also find some examples of new curriculum mapping donated by schools that were part of a workshop delivered by Dr Michael Maddison (HMI Ofsted National Lead for History) at this year's annual conference. This handy pack of curriculum mapping examples from several different primary contexts may be just the thing you need to get your thinking started. You can find them here: www.history.org.uk/resources/primary_news_2160.html

You might also be interested to know that our pilot scheme for the Historical Association Quality Mark is now fully under way, with full roll-out expected in the spring of 2015.

Our first QM school has now been assessed. Look out for further news coming soon. The Quality Mark will provide a great tool for schools looking to improve and ensure that their curriculum is creative and maps progression effectively. All young people deserve to be taught history at the highest standard. Any mark of quality needs validation and as such a visit from a trained professional will need to be part of the process. These experts cannot offer their time free.

With Ofsted subject inspections for history provision in schools no longer taking place, we want every school to have the opportunity to achieve the Quality Mark, but with school budgets being cut and becoming vastly over-stretched this is not always possible. The HA is a charity that relies on membership and donations to survive financially and we cannot afford to do this from our existing funds. This is where you, our members come in. We are all passionate about history which is why we are setting up an appeal. If all our members donated **just £1** we could raise enough funding to make the Quality Mark accessible either on a free or subsidised basis to a large number of schools that need help to afford the process. Look out for news of our Virgin fundraising appeal coming soon through our website.

As you know, our Primary Education Committee of experts in primary history education is busily preparing resources and schemes of work to help you deliver high-quality history in the new curriculum. Look out for new schemes of work on the Great Fire of London, the Egyptians, significant individuals and Local History plus chronological units looking at the history of the book and storytelling all coming soon.

Mel Jones, HA Education Officer

Why stories?

Hilary Cooper

During the Early Years and Foundation Stage children should listen to stories, ask how and why and talk about the past (DfE 2012). Young children are comfortable with stories. Through stories children extend their knowledge. They create new worlds through the powers of imagination. Stories allow children to move from the present into other worlds, to explore emotion, intention, behaviour, conflicts, loves, hatreds, loyalties and complex motives beyond their experience. Stories recount events in sequence, transmit information, and introduce new vocabulary. Stories help children to think critically, to question and discuss ideas which help them begin to understand the past.

www.history.org.uk/file_download.php?ts=1380287768&id=12897

Which stories?

Fairy stories

Children need, eventually, to know that history is based on sources, traces of the past which remain, but first they must, gradually, cross the bridge between fantasy and reality. Because fairy stories are often not logical they help children to examine the relationship between fantasy and reality. One five-year-old, asked if he thought that *Jack and the Beanstalk* was a true story, said that the giant was not real because he knew there were no giants but he thought that Jack's mother was real, 'because my mum talks to me like that'! By the age of six, many children can be quite confident in sorting books into 'reality' and 'fantasy'. Fairy stories provide the opportunity to talk about motives, about good and evil and the behaviour of all sorts of different people, wise, foolish, good, evil, rich and poor. And they are illustrated with pictures of past times: carriages, windmills, goose-girls, and castles...

www.history.org.uk/file_download.php?ts=1204285674&id=280

Different versions of fairy stories

There are many versions of fairy stories written for a modern audience. Can children understand that these are different versions of the same events, not different stories; for example *Little Red Riding Hood* told from the wolf's perspective (Shaskan, 2012) or the wolf's version of *The Three Little Pigs* (Trizidas and Oxenbury, 2003)? *The Barefoot Book of Fairy Tales* (Doyle, 2006) contains stories from around the world.

Myths, folk tales and legends

Myths are fictitious stories involving supernatural people, actions and events. Legends and folk tales are folk memories of events handed down orally.

When children begin to distinguish between what may be real and what may be fantasy in fairy stories they will relish a fresh challenge in understanding the dual role of fantasy and reality in myths, legends and folk tales because they are full of metaphor, symbol and imagery in which 'pretend' and reality interact. By questioning traditional stories children try to resolve issues, speculate and hypothesise about behaviour and beliefs. Myths and folk tales from Africa, the Caribbean, India and China encourage children to understand cultures, values and attitudes other than their own. Folk tales deal with values and beliefs, heroism, compassion, hopes and fears, jealousy, betrayal and rough justice in ways that young children can engage with. Children can compare different versions of the same tale.

www.history.org.uk/file_download.php?ts=1308570845&id=8485

www.history.org.uk/file_download.php?ts=1204285717&id=579

Fictional Stories about growth, change

Children can relate their own experiences to stories such as *When I was Little: a Four Year Old's Memoir of her Youth* (Curtis, 1995), *I'm a Big Brother* (Cole, 2010) or *Grandpa* (Birmingham, 2002). Such stories are a wonderful way of making children aware of changes over time in their own lives and families.

www.history.org.uk/file_download.php?ts=1204285674&id=280

Oral stories

Asking older people to tell their own stories about when they were small, and about life before they were born, can illustrate time and change in personal ways accessible to the youngest children. Different grannies and granddads will tell their different stories, reflecting the rich variety of human experiences in a community. Or oral stories might be eye-witnesses' accounts of events.

www.history.org.uk/file_download.php?ts=1204285675&id=286

Fictional stories about the past

These provide another opportunity for children to reason, based on their own experience and

knowledge. These five-year-olds are discussing *Bill and Pete go Down the Nile* (de Paolo, 1988). Aaron knew 'the sphinx and the pyramids are true' because he had seen them on television and in pictures. Theo agreed. He had learnt about them from his mum. So, as Ayodele concluded: 'parts are about real things, but crocodiles and birds can't talk'.

True historical stories

Is the story of Grace Darling true? Throughout the story these four- and five-year-olds rowed the boat, or made sound effects for the storm. Afterwards most of them said that they thought it was a true story, but had difficulty saying why. But Katie did not agree. She reasoned that 'The fishermen wouldn't have gone out in a storm. Nor would Grace. It was dangerous and her Daddy would have gone on his own. My Daddy wouldn't take me out in a storm.'

- www.history.org.uk/file_download.php?ts=1204285696&id=451
- www.history.org.uk/file_download.php?ts=1204285696&id=454
- www.history.org.uk/file_download.php?ts=1204285669&id=236

Talking about stories

To engage children in discussing stories teachers need to ask questions, to allow children to express their different ideas, listen to each other and reflect and also to ask their own questions (see Table 1). It is not the accuracy of each child's ideas that is important but the reasoning used to support them and maybe a change in thinking at the end of a discussion. The table shows examples of questions and of children's answers.

If you want to see more Historical Association:
E-CPD Storytelling,
E-CPD History in the Foundation Stage and Key Stage 1

Hilary Cooper is Emeritus Professor at the University of Cumbria.

Table 1: Storytelling and Discussion Key Stage 1 Exemplars: Columbus the Explorer; Magellan at Key Stage 1

Possible questions	Some responses from 4–5-year-olds
<p>How do you know if a story from a long time ago is true? Do you think this really happened? Why do you think that?</p>	<p>'If I've heard of the people, like Robin Hood, I know it's true. Also if people are wearing old clothes.' 'I'd know it was true if it's about something I know – like dinosaurs.' 'You think if people can do things or not.'</p>
Time questions	
<p>Sequence: What do you think will happen next? What happened next? Who can tell me the story? Cause, effect: Why do you think that happened? Similarity, difference, then, now: Do we have these (do this, wear this) today? Why not? What do we have today instead?</p>	<p>Discussing a story about Princess Victoria Theo thought that 'the king was old, like my granddad. He's 70 and he's got a stick.' But he decided the king lived before his granddad because, 'The coach is from the olden days, like in cowboys. I saw a coach like that on tele. You don't get cowboys now – only on tele. They lived about 200 years ago. Also the globe in the picture is different from my teacher's globe.'</p>
Vocabulary	
<p>What do you think this is? How do you know? Has anyone else ever seen one? Where? What do you think it is for? How do you think it works? Who do you think used it? Time language: Before, after, now, then, old, new Perhaps..probably...</p>	<p>Five-year-olds described, with relish, the pictures in a story about castles: 'That's a GARGOYLE; And that's the PORTCULLIS.' Another group enjoyed explaining that Mrs. Tiggy-Winkle was a WASHERWOMAN and was an EXCELLENT CLEAR STARCHER. 'The sphinx is very old but it looks new because it has been cleaned. I saw a picture about it on tele.'</p>
Motives	
<p>Why do you think s/he did (said) this?</p>	<p>Discussing why Old Boney wanted to attack England (Garland, <i>Seeing Red</i>, 1996): 'He wanted power; to be king of England, take land, make English soldiers fight for him, get hold of money.'</p>
Interpretations	
<p>Are these stories/ accounts, pictures the same? Why? Why not?</p>	<p>Oral history; WWI: Mrs W lived in London. Mrs I lived in rural Scotland, 'They both lived in WWI. Why didn't Mrs Wilkinson say all about the war like Mrs Isaacs did?' 'Because they both lived in different countries...'</p>

Chronology: Developing a coherent knowledge and understanding of Britain's past and of the wider world

Hilary Cooper

Introduction

First, this article considers the reasons why it is essential for children to develop a chronological framework. Next it considers ways in which this framework is necessary for the development of the time concepts set out in the National Curriculum for History, and how these contribute to the broad aims of the history curriculum. Then it considers how the statutory requirements can be planned for and assessed, at Key Stages 1 and 2.

Why chronology is essential

History is about finding out about life in different times and places in the past, but also how and why societies changed. Primary school children have become very good at using sources to find out about past times, but because of chronological gaps in the previous curriculum (jumping between Vikings and Tudors, Victorians and the mid-twentieth century), they can have little understanding of why and how the changes between these periods came about. They were expected to understand time concepts (cause and effect, similarity and difference, continuity and change), but had no way of knowing how Saxons and Vikings morphed into Elizabethan England or the Victorians into 1940s

Figure 1: Chronology is not just kings and queens and dates!



England. So we did not try too hard to teach them about change across periods.

But time concepts lie at the heart of history. And, as with all kinds of knowledge and understanding, they need to be learned consistently and in increasingly complex ways, over time. Learning how to use sources and create and compare accounts, unless these skills are learned in relation to a chronological framework, is not history. And time concepts need to be explicitly taught. Alan Hodkinson's research showed us that the quality and explicit teaching of chronology, built into planning, is the most significant factor in accelerating children's historical knowledge and

understanding. Chronology is not just kings and queens!

Chronology and the National Curriculum

Chronology means the sequencing of events in time using dates. Chronology provides an essential framework within which to discuss other concepts relating to the passing of time, required in the National Curriculum. This states that pupils should develop 'chronological understanding from the earliest times to the present day'. This framework will enable them to understand the *process of change*. This process involves understanding concepts of *cause and effect*, *continuity and change*, in order to understand, for example, 'how people's lives have

Table 1: Possible guide /checklist for planning at Key Stage 1 Years 1 and 2

Is there a range of types of content? Why is each significant?	Is there a range of geographical scope ?	Does content cover a long period of time?	What teaching strategies? Have you planned opportunities over Years 1 and 2 for children to:
<p>Events</p> <p>People</p> <p>Changes</p>	<p>Which are local?</p> <p>Which are national?</p> <p>Which are of global significance?</p>	<p>Which are within living memory?</p> <p>Which are beyond living memory?</p> <p>Distant past?</p>	<p>Put content in a chronological framework?</p> <p>Discuss similarities and differences between ways of life in different periods studied?</p> <p>Select increasingly wide range of time vocabulary and historical terms to use in discussing questions?</p> <p>Ask and answer questions about parts of stories or other sources?</p> <p>Understand a variety of ways in which we find out about the past (e.g. oral, artefacts, buildings, sites, local sources, paintings, photographs)?</p> <p>Identify some of the ways in which the past is interpreted; illustrations in books, oral accounts? (e.g. different older people's accounts of their childhood, stories in different books, perhaps from different periods, film clips?)</p>

shaped this nation' and 'how Britain has influenced and been influenced by the wider world'. Pupils need to understand which people, events and changes are *significant* and *why*, in order to understand 'significant aspects of the wider world' and so to *find connections* and *contrasts* within societies and between and societies. Understanding these concepts enables children to learn to '*ask valid questions* and *write their own accounts*'.

Planning for chronology at Key Stage 1

The curriculum at Key Stage 1 requires that children should progress through learning about people, events and changes, within living memory, locally and nationally and beyond living memory globally, why they are significant and how they changed things, within a chronological time frame, introducing the idea of historical periods when appropriate and using time vocabulary. Table 1 shows a checklist for planning chronology across Years 1 and 2, which ensures that a range of significant events, people and changes is selected, which covers a long period of time and that local, national and geographical dimensions are included. The fourth column suggests teaching

strategies which enable children to find out about this content in ways which reflect the aims of the National Curriculum.

Table 1 may be used as a checklist to ensure that planning for chronology over Years 1 and 2 reflects the content and enquiry processes embedded in the National Curriculum

Some ideas for teaching chronology at Key Stage 1

It is the questions teachers – and children – ask during the following activities and the reasons they give which are important.

- What do you think is the correct order, why do you think that?
- How are these similar/different?
- Why?
- How did they affect people's lives?
- Why do you think this changed?

Listening to the reasons children give and discussing these is essential. Maybe they give different reasons. Can they explain why? It is also important to plan to

Figure 2: KS1 Discuss these photographs. Sequence? Duration? Time vocabulary? Similarities/differences? Narrative?



use the language of time (before, after, long ago etc.) and in due course of the measurement of time.

Sequence family photographs (children, teacher, headteacher in Figure 2) and discuss time concepts: 17 teaching ideas

Figure 2 Discuss these photographs

1. Sequence activities during a day, then days of week, months of year, seasons.
2. Put scenes from a story in sequence and explain.
3. Causes and effects of events in stories.
4. Draw picture stories.
5. Put picture stories on class time-line. Discuss sequence, changes, similarities, differences, time intervals.
6. Questionnaires for parents to complete, pupils draw own time-line, put information from questionnaire on time-line (Cooper 2006:143).
7. Interviews with older people about changes in the locality and causes and consequences of changes: Victorian schools replaced by modern buildings, corner shops by supermarkets, holidays.
8. Street visit to identify traces of the past: initials on post boxes, coal hole covers, horse troughs, upper storeys of shops.
9. Comparing photographs of the same place, or of the same people, at different times.
10. Sequencing artefacts or making sets of old and new.
11. Invite a mother and baby into school. Sort sets of clothes (or toys) of a five year old and of a baby; make books of things I can do and things a baby can do.

12. Compare an old and contemporary map of the locality.
13. Compare advertisements from now and in the past.
14. Collect and sequence local postcards.
15. Borrow clothes from previous periods from amateur dramatic society and discuss time concepts.
16. Compare contemporary children's books and children's books from past times.
17. Discuss illustrations of nursery rhymes and folk tales: windmill, clothes, chimney sweep, carriage.

Progression in chronology: years 1-2

Within the activities above there are many variables which can make the same activity more difficult. Some changes are easier to understand than others (technological, social, aesthetic). More items can be added to a sequence, with closer time intervals. Intervals may range from a child's personal experience, to parents' and grandparents' memories and further to the distant past. Stories may have more events, more complex causes, involving greater understanding of human behaviour or pictures with more detail.

It is also important to move from units of measurement involving parts of the day, days, months, seasons and years to some visual way of measuring years, then centuries – perhaps a class time-line with each 100 years in a different colour, maybe encouraging children to collect images or selected categories of images, at different times and attach to the timeline with Blu-Tac or with pegs to a 'washing line'). There is some research into children's sequencing of pictures, but little else. So it is important for teachers to devise increasingly complex activities and observe how children respond.

Table 2: A chronology checklist for a study unit during Key Stage 2

Study unit Term Year	How is planning incorporated to build on KS1 and on previous years in KS2, with reference to:	How does planning take into account progression in new KS2 requirements?	What opportunities are there for extending the time scale studied beyond 1066?	Are local, national and global dimensions included? If so, how?
	<p>Developing chronologically secure knowledge and understanding?</p> <p>Establishing narratives across and within periods?</p> <p>Developing use of increasingly sophisticated historical terms?</p> <p>Addressing and sometimes devising questions about</p> <ul style="list-style-type: none"> • Time and change • Cause • Similarity/difference • Significance? <p>Understanding how out knowledge is constructed from a range of sources?</p>	<p>Note connections, trends contrasts over time?</p> <p>Construct informed responses through thoughtful selection of relevant historical material?</p>		

Some snippets from conversations about time overheard at Key Stage 1

Living memory

Salma, Year 2: My Mum's the oldest person I know. I never got to see my Mum's Dad. He lived in Bangladesh. When I first got here everyone was carrying me because I was very small. My Mum was crying because her Dad had died. I was about three... Grandads and aunts tell about how things were before you were born. They have photographs...

Changes in the locality

Year 2 children were asked to compare pictures of a milkman today and in the past.

Mathew: That's easy. The old one's black-and-white.

Amy: Did people have carts and horses because electricity wasn't invented?

Mathew: The milk's not in bottles. It's in big metal pots.

Colin: And there's no roof on the cart. That's why the milkman's wearing a hat.

(But Amy did not understand the kind of question they are being asked.)

Amy: Both milkmen have got moustaches. And our milkman hasn't, but he's got a dog and it's called Bones.

Continuity and change

Year 2 children discuss *Once There Were Giants* (Waddell, 1989), which shows pictures of 'me' as a baby at the beginning and at the end of the book 'me' is seen looking after her own baby, in the same room, surrounded by the same members of her family, but room and people looking different after the intervening decades. This discussion shows how children reached the conclusion that 'me' was the mother at the end of the book.

Teacher: Are these two pictures the same?

Aminur: Yes.

Teacher: Are you sure?

Aminur: No. There are different people in them.

Teacher: Who is different?

Sehrish: The Mum. She had a red jumper and her hair is black.

Teacher: Is it the same Mum?

All: Yes.

Sehrish: No it isn't. It's 'ME'. 'Me' is the baby's Mum.

Group: Oh Yes. She's grown up hasn't she? (etc.)

Koiesur: That's Uncle Tom. He's got a beard.

Teacher: That's right. Is there anything else you recognise in the picture?

Aminur: The carpet.

Ayesha: It's a bit pink (faded) now.

Koiesur: There's a mirror on the wall, but it's a bigger mirror...

They go on to discuss clothes and hairstyles.

Figure 3: Part of Christian, James and Ryan's note-taking sheet

Preparation notes for TV programme / magazine article / interview on.....
for the series **ITH News**

		Picture reference
1.	What did not change much for a long time?	Farming 6000 years A
	Between what dates was there not much change?	4500 BC 1500 AD G
	How long was this?	6000 years
	Can you think of some reasons why there was little change?	a) The systems worked b) people were tougher c) technology wasn't advanced d) e)
2	How do you think this affected people's lives?	they were resilient
3	What changed in a very short time	The Fylt size DEF size changed c sheep cattles
	When? Between ... and ...	
	Why do you think this changed so quickly?	a) because technology was more advanced C b) the mass production changed fast c) d)

Similarities and differences

Year 1 children listened to the story, *Bill and Pete go Down the Nile* (de Paolo, 1988), which led to a discussion about 'the past'.

Yasmeen: History means a long time ago – in the olden days. Aeroplanes were not like they are now. They were funny and flapping around. My Granny is old. She was born in Africa before the war came. I think the crocodile is old because it's crinkly like my gran.

Shellie: No, it's probably been in the water a long time. (Reasoning is here faulty because based on limited knowledge.) Egyptian Mummies are from a long time ago – before my Mum was born. (But Yasmeen's next remark was based on knowledge and was subtle and accurate.)

Yasmeen: The sphinx is very, very old, but it looks new because it has been cleaned. I saw a programme about it on tele.

Aaron: I went to a dinosaur museum. They lived in the olden days, even before people were here, but they got killed off...

Figure 4: Unrolling the timeline



Medium-term planning for chronology at Key Stage 2

Table 2 shows a suggested plan and checklist for a study unit or medium term plan at Key Stage 2, which needs to be created, discussed and reviewed, in relation to the other study units for each year at Key Stage 2. The second column records aspects of the Key Stage 1 planning grid and ways in which this is built on in medium-term plans throughout Key Stage 2. The third column records progression, during the same year, in any other study units taught during this year, which offer opportunities to extend the time-scale beyond 1066. The fourth column records progression in any national or global study units taught during this year.

Case study: planning a lesson

Y6 Lesson Plan Day 1: Talking and writing about time and change

Learning objectives: to

1. develop a chronologically secure understanding over 6,500 years in the British Isles;
2. establish narratives across this period within and between four themes, making connections between them: agriculture, transport, beliefs, homes;
3. address and devise questions about changes: causes/effects, similarity/difference, duration, rapid and slow changes, impact on people's lives;
4. construct knowledge from (photographs of) a range of sources: archaeological site reconstructions, buildings, landscapes, ships, wheeled transport, medieval illuminations, paintings;

Figure 5: Discussing the time-lines



Figure 6: Writing a script for a television interview.



- ask valid questions and construct informed written responses, through selection of relevant material, in chosen genre.

Resources

- 30 images related to each theme, cut out from a secondary school textbook (cheap!), each stuck on to a plain postcard, with the date and information in the caption stuck on reverse side (laminated for re-use).
- Four time-lines in different colours of florists' 'ribbon', each marked at 100-year intervals (1m. representing 200 years), over 6,500 years.
- Blu-Tack for attaching images in appropriate positions.
- Individual note-taking sheets; see Figure 3.

Activity

- Quick recap of chronology skills: centuries, calculating duration, BCE/CE.
- In four groups children unroll four time-lines in playground and secure with Blu-Tack.
- In each group children discuss where to place cards on time-line, discuss questions on note-taking sheet and complete it. Adults listen, question, respond to questions, cue, discuss.

Overheard during discussion (formative assessment)

- Disagreement
Three boys sitting on a step talking to the headteacher, who had come to see what they were doing.' We're having a really interesting disagreement...'

- Questioning
Girl asks, 'But how long IS a short time? – 300 years – or not....?'
Group of boys. 'But some things in transport did not last for a long time or a short time. They *gradually* improved – like improved carriages, then improvements in trains, 1830 experiment, then steam – then diesel...'
- Were changes always for the better?
'Some things changed for the better, like living longer and better health treatments...'.
'Things get better for some and not for others. There are always some poor people.'
'I'd rather have fought on a battlefield with lances and axes than in today's warfare.' 'And women and children weren't involved in those days. They were far away from the battlefield.'
'Why did they build all these little houses (prefabs) when most people already had brick houses?'
'I'd rather have grown my own food and been able to walk to see my friends than having to buy it and go by bus to see them.'
- Continuity between past and present
This discussion led to an awareness of continuity between past and present. 'Warfare has got far worse... kills more people ...and it's going on in Syria AT THIS VERY MINUTE.'
- Stimuli for further investigations
J. was intrigued by a picture of an 100 AD Iron Age horse mask (Stanwick Horse Mask, www.britishmuseum.org) and discussed with me the importance of the horse as a symbol in the Iron Age. He considered the fact that we do not really know what it symbolised. He immediately enthused his group to want to 'find out more about the Iron Age'.

J. was anxious to point out that there were other concurrent, more advanced civilisations during the time these time-lines described. He planned to do a time-line for the Greeks and the Egyptians and to find out more about Cambodia, which he had found interesting when studying the Vietnam War in a topic on the 1960s.

- Making connections
The transport group discussed connections between the invention of steam power, steam trains, steam power to drain mines and mine coal and to make iron.
 - ‘Why did they have these little chapels in the nineteenth century when all the towns and villages already had a big church?’ This led to making links with people’s move to towns and work in mines and factories and their need for different kinds of worship.
- **Is it OK to guess?**
 - The group working on ‘beliefs’ engaged in animated discussion about the role of ‘guessing’ in history, when we cannot know and to what extent this was valuable.
 - ‘We think they took so much effort over so many years that they (stone circles and henges) must have been to do with their beliefs. Were they about the seasons, sun worship, a meeting place for believers? We shall never know.’
- Issues
A. brought me pictures of a farmhouse and a suburban terrace house, both with the same range of dates.
Question – ‘Why do they have the same (mid nineteenth century) dates?’ – then she discovered that there were two other houses with these dates – Why?
This led to a discussion about differences between town and country and different social and economic status, which became increasingly apparent in the Victorian period.
- Different rates of change
B. Why is there a picture of a steam-powered threshing machine, ‘introduced in mid nineteenth century’ and also one of farm horses working on the land in the 1940s...
- Continuity and change – overlaps
C. showed me a picture of a nineteenth-century farmhouse and said that she lived in a house like that and ‘I was born in 2001’, which led to further discussion about continuity.

Lesson day 2

- The teacher modelled how to develop a note-taking sheet as a written TV interview and suggested other formats. The class immediately engaged with the idea. Many also researched questions which had arisen previous day, using the internet, and integrated them into their writing.

Notes to writing in a chosen genre

Christian, James and Ryan developed their notes and discussion into a television interview.

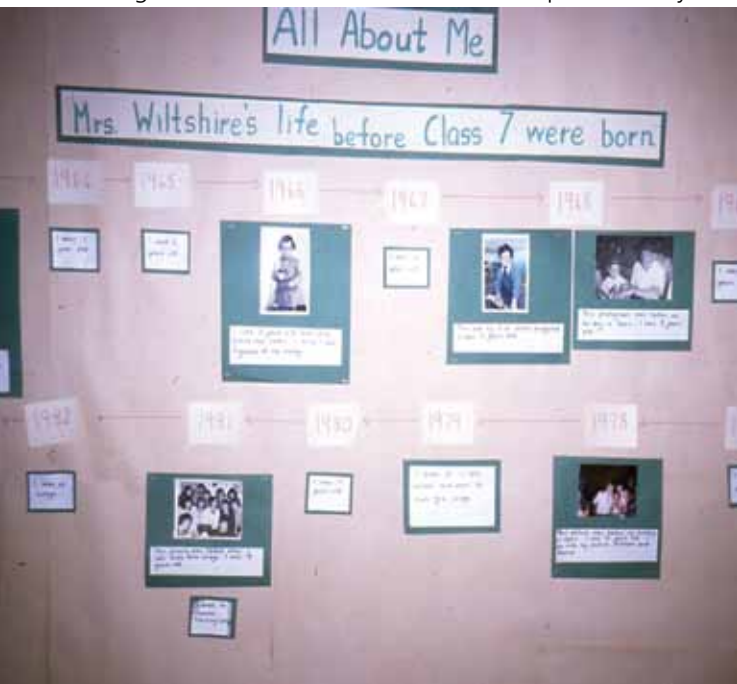
- Presenter 1: Hello and welcome to HHH News. I am Bob Hale and today we will be meeting a special guest, Dr Geoffrey Moreson, Curator of the British Museum.
- Presenter 2: So Dr Moreson, I have read, in your recent article in *The Times*, that farming didn’t change for a long time, more than one thousand years?
- Geoffrey: A lot more than that!: Between 4500BC and 1500AD, about 6,000 years.
- Presenter 2: So please tell me, why didn’t farming change for such a long time?
- Geoffrey: The main reason was simple, people didn’t want or need to change, they had a perfectly good system as it was.
- Presenter 1: But we must remember that farming started over 10,000 years ago, in Egypt?
- Geoffrey: Yes, it started when the ancient hunter-gatherers settled down in one place and started planting and harvesting crops.
- Presenter 2: But when did things change? I mean, it’s hugely different today!
- Geoffrey: It first started revolutionising when the Tudor sheep-farmers kept huge flocks of sheep and started to export their wool. Although it only really took off in the 1700s when rich landowners bought up huge tracts of land and experimented breeding larger animals and growing corn in new ways. And by the 1800s people started mechanised methods, for example steam-powered threshing machines. But farming was only fully mechanised in the twentieth century and horses were still used to plough up to the 1940s.
- Presenter 2: And the last question I’m going to ask is for the viewers, how do you think that the changes in farming have affected our lives today? ...

So Bob Hale cleverly passes the question of the effects of agricultural change to his audience.

Assessment

Assessment is, of course, built into each stage of planning. But a chronological framework must also be planned for, through regularly revisiting and reinforcing what has been learned, through activities and questions, which enable children to make connections and comparisons, and identify trends. These activities are likely to be enjoyable and successful if they involve

Figure 7: The headteacher's time line spanned 50 years



images, participation, dressing up, moving around, telling stories out loud and real individuals rather than events.

- **21 children each wear paper 'tabards' numbered 1-21, representing each century in the Common Era (AD).**

Each wears a symbol typical of their century (e.g. Roman shield, Saxon helmet). This can be used in increasingly complex ways:

1. Can you stand in a semi circle (for greater visibility) in sequence?
2. How long did different periods last?
3. Do some periods overlap?
4. What are the dates in your century?
5. When did x live or y happen?
6. How long between people or events?
7. What was it like to live in your century?
8. Where does this object belong?
9. What changed between x and y?
10. Tell us a story from your century. Pass on the story from one person to the next. Which is the most significant person or event? (With thanks to Ian Dawson.)

- **Picture sorting**

Groups: Identify which period a picture belongs to. What are the clues?

Sort pictures into periods; justify your choice.

Locate pictures on a time-line.

Suggest an anachronistic picture for a period. Find pictures to add to a period.

Divide cards in a period into sub-groups

(e.g. warfare, religion, homes, music, art, rich,

poor, town, country). Which subsets are similar in different periods? If you lived in this period would everything you saw, used etc. belong to this period. Why not?

Progression in understanding chronology and time concepts

The National Curriculum sets out the enquiry skills

children are to learn at each Key Stage and requires teachers to assess children's understanding of what has been taught. This wisely avoids positing a detailed pattern of progression. (However suggested patterns of progression can be found at www.history.org.uk/resources/primary_resource_5866.html Research has shown that the variables are very complex and that 'teaching to the target' can constrain the very sophisticated thinking of which young children are capable. Research has also shown that the most significant variable is the quality of teaching.

So it is essential that teachers across year groups and age phases work together in medium-term planning to ensure that there is a realistic but challenging continuum of progression in the chronological thinking skills they plan to develop. Since the focus of learning history is, rightly, the 'big picture' working as a team is more important than ever.

Hilary Cooper is Emeritus Professor at the University of Cumbria.



Resources

Primary History 59 Teaching Chronology (2011)

www.history.org.uk/resources/primary_resource_4872.html

Barton, K. (2004) Helping students to make sense of historical time

www.history.org.uk/resources/primary_resource_272.html

Blanch, C. (2011) Chronology and local history Year 6

www.history.org.uk/resources/primary_resource_4898.html

Card, J. (2011) Scene Shifting: using visuals for chronology

www.history.org.uk/resources/primary_resource_4893.html

Guest, G. (2001) Looking at buildings as a source of developing historical enquiries

www.history.org.uk/resources/primary_resource_183.html

Hodkinson, A. (2001) Enhancing Temporal Cognition: practical activities for the primary classroom

www.history.org.uk/resources/primary_resource_182.html

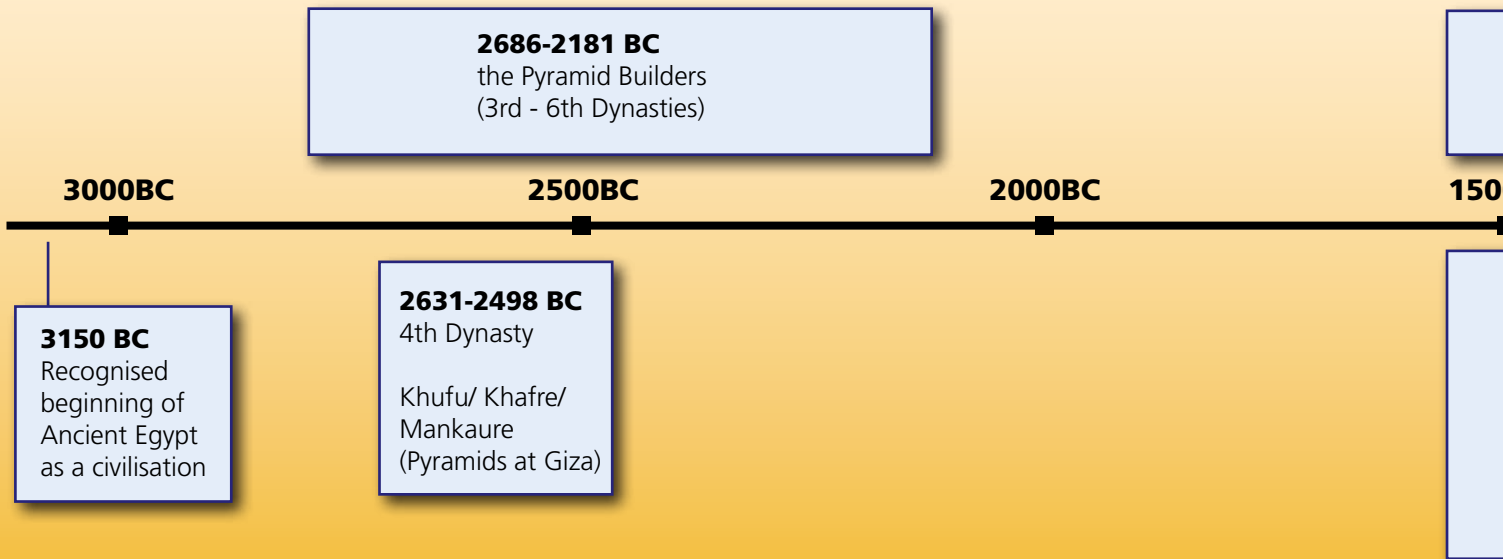
Hoodless, P. (2010) Chronology E-CPD

www.history.org.uk/resources/primary_resource_1743.html

Percival, J. (2012) Chronology Through ICT

www.history.org.uk/resources/primary_resource_6101.html

Ancient Egypt time-line



Teaching Ancient Egypt

Karin Doull

[**editorial note** The paper has two sections: a background briefing about Ancient Egypt with a time-line and map that introduces the second section's three teaching activities on: 1. building the Great Pyramid of Giza, 2. Hatshepsut, Egypt's great woman pharaoh and 3. Akhenaten and his attempt to revolutionise Egyptian religion.]

Briefing: 'The Splendour That Was Egypt' – Section 1

'Hail to thee, O Nile! Who manifests thyself over this land, and comes to give life to Egypt!'

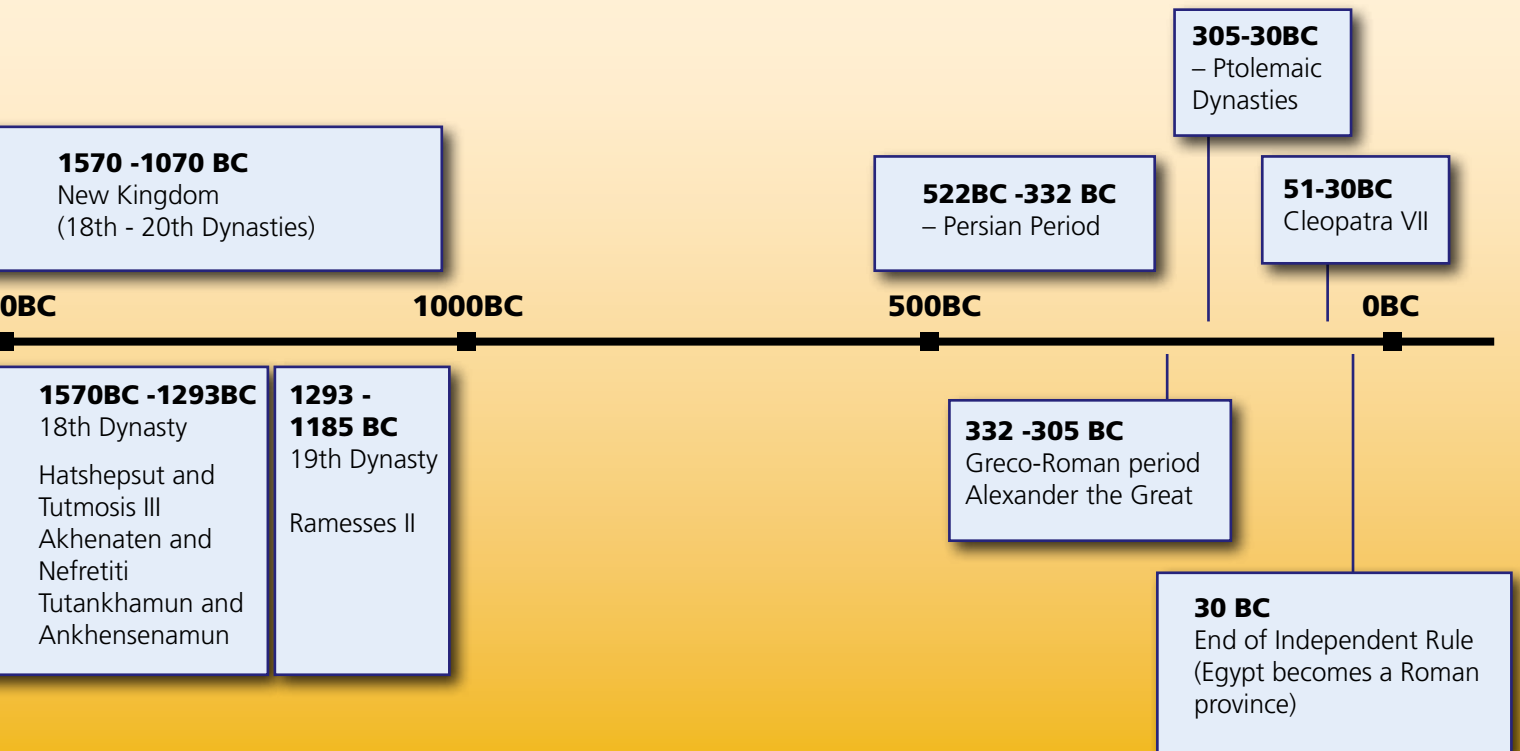
The ancient and enduring civilisation of Egypt owed its prosperity to the Nile and its regular inundations that provided fertility and stability, (see Figure 1). The Nile, with its prevailing winds in one direction and currents in the other, also facilitated

communication and trade. The river provided the fertile black silt that allowed agriculture to flourish and so provided for the growing population. The desert contained mineral riches as well as copious durable building material for the monumental construction projects. It is through these massive stone relics that we principally know of this civilisation today. The work of archaeologists such as Sir Flinders Petrie, Howard Carter and Margaret Murray reconstructed some of the splendour that so captivated public interest. Egypt has exerted a mysterious fascination for tourists since Greeks such as Herodotus, www.gutenberg.org/files/2131/2131-h/2131-h.htm started visiting in the fifth century BC. Even today many still flock to see some of the ancient wonders that remain.

The civilisation of Egypt spanned 3,000 years, (see time-line above).

How then to introduce such a spread of history to children within a possibly tight time-frame? As always subject knowledge is key. Without a sound understanding of the different facets of this vast empire it is impossible to select what is significant. It is vital to put themes and activities into an historical context. Investigating the process of mummification without considering what it tells us about Egyptian beliefs, hopes and fears is superficial at best. We should seek to challenge some of the misconceptions that persist about this civilisation, such as that it did not change over the 3,000 years or that the pyramids were built by slaves.

In order to navigate through this mass of information it makes sense to either focus on a particular character (pharaoh or Egyptologist) or select different events or themes



across the period. Life in Egypt was not static; the empire waxed and waned. In the middle of the period, around 1350BC, the pharaoh Amenhotep III changed his name to Akhenaten, changed his capital from Thebes to Akhetaten and changed the gods of Egypt from a pantheon of many to a single sun god. He also created a new vibrant style of art (Amarna period). Tutankhamun married Akhenaten’s daughter and inherited a land divided by these new beliefs but as all know he was to die young after returning Egypt to the old gods. His belongings show evidence of the Amarna style however and we are still left with mysteries around his sudden death. This central period makes an excellent focus for a study.

Another strategy for investigating the period is to consider some of the themes that shape the period and use specific individuals to illustrate them. Our starting point could be to ask what Egypt was about and how we might visualise this civilisation. Monumental building works is clearly one aspect with the pyramids at Giza providing a classic example. Trade was the life blood of the empire and Hatshepsut’s trading expedition a useful illustration of this. Religion and art have shaped our image of this period and the lives of Akhenaten and Tutankhamun, respectively, can be used to investigate these aspects. Finally with Cleopatra we have the decline of Egypt as an individual culture. Alongside all of these ancient individuals we have the work and lives of the archaeologists who brought us the fragments of their stories.

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Figure 1: Ancient Egypt



Activity 1: The age of the pyramids

Key question

Who built the Great Pyramid at Giza?

Learning intention

Select and combine information from different sources

Assessment criteria

Can the children use information from a variety of sources to explain how the pyramids came to be built?

Can the children evaluate the usefulness of Herodotus as a source?

Cross-curricular opportunities

possible follow up option:

Geography – The role of tourism today in Egypt

www.youtube.com/watch?v=zwiic6BoleQ The Road to Giza



Activity

1	Read Herodotus' account of who had the great pyramid built and who built it – what key points does he bring out? Is this a valid account of what happened? Who does he say built the pyramids? Task = to see if Herodotus's account was reliable
2	Split class into six groups – give each class a segment of video to watch from BBC Building the Great Pyramid (available on YouTube in six nine-minute segments) www.youtube.com/watch?v=zwiic6BoleQ While watching take notes to answer the following questions: <ul style="list-style-type: none"> • What did the workers do? • How did the workers live? • Why did they do it?
3	Label children within group with a-d/ a-e depending on numbers. Put all the children with the individual letters together e.g. all 'a's together in one group.
4	Give out information packs with different themes to research (taken from the following websites) The galleries: www.aeraweb.org/projects/lost-city/ The Royal Administrative Bureau: www.aeraweb.org/projects/lost-city/ Eastern Town and Western town: www.pbs.org/wgbh/nova/ancient/who-built-the-pyramids.html Feeding the workers: www.livescience.com/28961-ancient-giza-pyramid-builders-camp-unearthed.html Gangs and Graffiti: www.pbs.org/wgbh/nova/ancient/lehner-giza.html
5	Together ask them to pool information about the organisation of the pyramid-builders using images and simple information as well as the notes from the video. They also need to focus on their given area.
6	Each group contributes to a class poster – must include <ul style="list-style-type: none"> • An image with caption • Three key facts about their focus area • A reason why the workers wanted to be involved
7	Post individual response 'I think Herodotus was wrong/right about the building of the pyramid because... ' into class box. See what the class as a whole thinks about Herodotus.
8	Finish by showing the image of the 'Solar Barque' of Khufu. Question 'What do you think this was for?' http://egyptsites.wordpress.com/2009/02/25/the-solar-boat-museum/

Herodotus's account of building the Great Pyramid

How can we find out about the building of the *great pyramid of Giza*? One clue comes from Herodotus, an ancient Greek who travelled around Egypt some 2000 years after the Egyptians constructed the *great pyramid*.

On his journey Herodotus visited the great pyramid and tried to find out all he could about it from studying it closely and the people he talked to. Herodotus tells us what he found out in his book, *An Account of Egypt*. Herodotus said the pyramid's builder was the pharaoh or king Cheops: we now know his name was Khifu.

Cheops [Khifu]... ordered all the Egyptians to work for him. So some were told to drag stones from the stone-quarries in the Arabian mountains to the Nile, and others he ordered to receive the stones after they had been carried down the river in boats, and to drag them towards the pyramid's site. A hundred thousand men for three months at a time worked on this for ten years. [A]

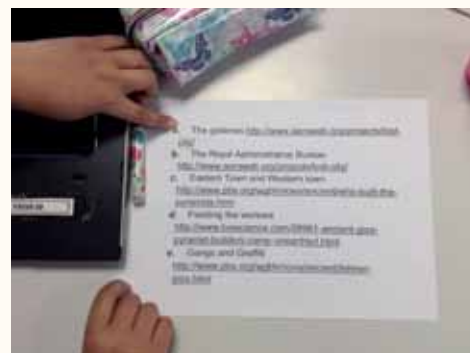
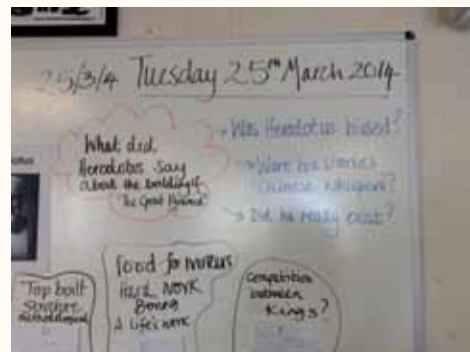
Building the pyramid took twenty years. The pyramid's base is square, each side is 250 metres long... It is built of stone smoothed and fitted together in the most perfect manner, not one of the stones being less than 10 metres, in length. This pyramid was made after the manner of steps which some call "stages". [B]

When they had made the base, they raised the remaining stones with machines made of short pieces of timber, raising them first from the ground to the first stage of the steps. When a stone got up to this it was placed upon another machine standing on the first stage, and so from this it was drawn to the second stage upon another machine. For each stage there were as many machines as needed to carry up the stones... [C]

The workmen finished off the highest part of the pyramid first, and then went on to finish the next one down. Lastly, they finished the parts of it nearest the ground and the lower levels. [D]

On the pyramid is told in Egyptian writing how much was spent on radishes and onions and leeks for the workmen. If I rightly remember what the interpreter said in reading to me this inscription, was a sum of one thousand six hundred talents of silver. If this is so, how much time besides is likely to have been spent upon the iron with which they worked, and upon bread and clothing for the workmen as they were building the pyramid for the time already mentioned? Besides, they were busy for a long time in cutting and bringing the stones and in working at the underground diggings. [E]

This pharaoh, the Egyptians said, reigned fifty years; and after he was dead his brother Chephren succeeded to the kingdom. This king ... also made a pyramid, not as big as the former (this I know, having myself also measured it). [F]



Activity 2: Trade and the woman pharaoh

Key question

Why did Hatshepsut send an expedition to Punt?

Learning intention

Children give reasons for and results of main events in the period studied

Assessment criteria

Can the children create a board game that illustrates why Egyptians traded?

Cross-curricular opportunities

Possible follow up option:

English – Story scroll or drama to retell the story of the shipwrecked sailor c 2200BC

www.reshafim.org.il/ad/egypt/texts/the_shipwrecked_sailor.htm

Activity

1	Collect a range of images of different types of Ancient Egyptian boats – useful sites are: http://egyptsites.wordpress.com/2009/02/25/the-solar-boat-museum/ www.phouka.com/tr/egypt/photos/giza/solarBoat-01.html www.reshafim.org.il/ad/egypt/timelines/topics/navigation.htm www.britishmuseum.org/PDF/Ward.pdf www.touregypt.net/featurestories/aboard.htm www.pbs.org/wgbh/nova/ancient/punt-ship.html	5	Whole-class teacher led discussion Look at map with trade routes – explain why Egypt was trading = giving surplus resources/goods for things it needs from Egypt: Gold/gold with silver in it (electrum)/ papyrus/linen/grain/glass/artefacts to Egypt: cedar (Lebanon)/ebony and ivory/ leopard skins/ ostrich feathers (African interior)/ Frankincense & myrrh/cinnamon/baboons/monkeys (Punt) raw lapis lazuli (Afghanistan) copper (Cyprus) and gold and electrum from Nubia until Egypt invaded Nubia Gather examples of these raw materials – smell frankincense and myrrh – look and feel lapis/smell cedar/ feel ostrich feather/linen and papyrus http://www.reshafim.org.il/ad/egypt/trade/ Look at image of Hatshepsut's trading expedition Teacher info on: http://digital.library.upenn.edu/women/edwards/pharaohs/pharaohs-8.html Interactive images on: www.pbs.org/wgbh/nova/ancient/expedition-punt.html What can they see? Why might there be soldiers with the expedition?
2	Give children selection of images of boats – complete table as group or pair Give children categories e.g wood/metal/rope. Grade for amount (traffic lights, triangles or icons) Leave possibility for children to add their own category. <ul style="list-style-type: none">• What are boats made of?• How do they move?• Where might they be sailing?• Why are they travelling? Key points to be aware of: <ul style="list-style-type: none">• not much metal used – rope used to connect• wood – not long straight planks like Vikings – jigsaw pieces together• only wind and people power• papyrus bundles not liable to be recognised• carrying people/good/blocks of stone – link to previous session	6	Group task Design a board game related to trade in Egypt – design board and rules – make up board and counters in DT or art session (prepare information packs with images, and written accounts – see reshafim site for sources) Demonstrate and model a board game if possible to ensure pupils know that it: <ul style="list-style-type: none">• must have rules;• must have title;• must have clear purpose;• must include at least five trade items;• must have hazards.
3	As whole class draw conclusions from group/pair task. 'We think boats were mainly made of ... because...'	7	End with letter from Suppiluliuma to Akhenaten about trade
4	Give children pictures /icons of the three different types of craft (river/sea and personal) and place icons on map showing where they might travel. http://3.bp.blogspot.com/_Gtno7TdEu4s/TUraqD7WG9I/AAAAAAAAAAh0/qHAWYX3VTvQ/s1600/AncientEgyptMap.jpg		

Activity 3: The age of the pyramids

Key question

What did Akhenaten do that made him so hated?

Learning intention

Understand that the past is represented and interpreted in different ways

Assessment criteria

Can the children demonstrate that they recognise that there will be different viewpoints of Akhenaten's actions?



Activity

- 1 Individual research of gods and goddesses from pantheon of gods.
Ensure each child has a different god or goddess.
Draw and colour using stylised form and traditional colours (see www.pyramidofman.com/Proportions.htm).
Present to class 'I am the God ... and I watch over ...'

- 2 **Teacher with mask** (www.historywiz.com/galleries/akhenaten.htm)
'I am the pharaoh Amenhotep IV [meaning "Amun is content"]
I have had a revelation. There are not lots of gods, there is only one, the Aten!
Change mask (www.touregypt.net/featuresstories/picture09152003.htm)
'I am now called Akhenaten [meaning "The living spirit of the Aten"] I am the high priest for the Aten – there is only one god in Egypt. I have changed life across Egypt:
I have closed the temples and chased out the priests
I have used the army to enforce my will
I have changed how we worship from dark to light
I have changed how pharaohs are depicted – I show you me as I really am!
I have moved my capital city and built a new one in the desert
I will no longer use Thebes and Memphis
I have found the horizon of the Aten as I was led there by the God
My beautiful queen and I are high priest, the royal family is touched by the Aten, you worship us.'

- 3 Sort statements into new and old system:
 - Many gods – one god
 - Household deities – royal family
 - Worship led by priests – worship led by pharaoh
 - Stylised representation – naturalistic art
 - Religious capital and administrative capital separate – one capital focused around pharaoh
 - Dark secret centre to temple – temple open to light and sun

- 4 Group activity: discuss implications for different people of this change – priest, artist, everyday family, soldier, princess. Try to consider positives and negatives

- 5 Individual: Give out images of different characters – speech bubble thoughts around changes



IDEAS FOR ASSEMBLIES

Here are some suggestions for assemblies over the next few months. For this edition we have chosen an **overarching theme of significant women in history** to link your assemblies. We have also looked for a link between the women to the month in which your assembly is being delivered. A common approach when introducing each of the women could be to invite the children to consider if they think they are significant and whether they find them inspirational.

Some of the figures we have selected for inclusion in your assemblies are taken from those recommended within the National Curriculum at Key Stage 1.

Assemblies could be a way to introduce your selected figures for study within history. Within our selection we have endeavoured to reflect the diversity of ways in which women could be seen to have achieved significance, often challenging boundaries and conventions.

July

- Disappearance of the pilot Amelia Mary Earhart, 2 July 1937;
- Emmeline Pankhurst, leader of the British suffragette movement, was born on 14 July 1857;
- First gold medal awarded to a woman at the Olympic Games in Paris. Charlotte Cooper won her medal playing tennis on 22 July 1900. She also won five singles titles at Wimbledon.

September

- Birth of the popular children's author and conservationist Beatrix Potter, 4 September 1893;
- Death of the missionary Mother Teresa, 5 September 1997. She was awarded the Nobel Peace Prize in 1979;
- 'Single Form (September)', 1961. Title of one of Barbara Hepworth's pieces of sculpture. She went on to create a large version in bronze which is sited outside the HQ of the United Nations in New York.

October

- Kathy Sullivan was the first woman to walk in space on 11 October 1984;
- The British nurse Edith Cavell was executed on 12 October 1915;
- Rosa Parks, the American civil rights campaigner, died 24 October 2005.

November

- six year old Ruby Bridges goes to a previously all-white school in New Orleans, USA, 14 November 1960;
- Margaret Thatcher announced she would step down as the first female Prime Minister of the UK on 22 November 1990;
- Nancy Astor became the first female MP when she was elected on 28 November 1919.

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It worked for me – One approach to our assembly theme

Amelia Earhart



Open the assembly with a question 'Who has taken themselves out of their comfort zone?' and take some suggestions of how the children have done this.

Now introduce Amelia Earhart

- The first female pilot to fly across the Atlantic Ocean on 20 May 1932.
- Continued to challenge herself and set records even though people who tried it before had failed and sometimes died.
- Through her teaching went on to inspire more women to become pilots.



Was Amelia challenging herself to do things out of the ordinary?

- Challenging boundaries for women
- In March 1937 she was going to set off to fly around the world. Even after technical difficulties she went ahead with the journey.
- On 2 July Amelia and her crew went missing and were never seen again.

Close assembly with thoughts to take away

- Set yourself a target and decide what you need to do to achieve it.
- Stretch and challenge yourself to show what you are truly capable of.



These ideas could lead on to further discussion back in class. Also in the future you may choose to compare Amelia with other significant women, including the British pilot Amy Johnson.



Eweka's story: Benin, Big Picture History and the National Curriculum for History 2014

Paul Bracey, Chad
McDonald, Kayleigh
Billins, Kerry Kaup and
Michael Knight

Plaque depicting chief flanked by
two warriors, Benin, AD 1550-1650.
Exhibit from the African Collection,
Peabody Museum, Harvard University,
Cambridge, Massachusetts, USA.

The prospect of teaching Benin as a non-European Study within the time frame 900-1300 AD is challenging! Traditional oral evidence suggests that the critical event during this period in Benin's past was a transition from the Ogiso to the Eweka Dynasty, named after its first Oba, which resulted in it having close links with a neighbouring kingdom called Ife. This account has been challenged by some historians who question the nature of its relationship with Ife. All very interesting you may say but how do we relate this in any meaningful, or to be honest, interesting way with primary children? This can be resolved by relating this period in Benin's history to a 'Big Picture' of the past.¹ Making connections between Benin, Africa, Britain and world history at different times enables us to consider the significance of Eweka's story.

What do we know about Africa today?

As a starter activity it is appropriate to begin with identifying the children's perceptions of Africa. This can be challenged by providing them with pictures

which show either the diverse nature of the continent. The following relates to how a group of my students produced a class museum using African objects borrowed from Northampton Museum.

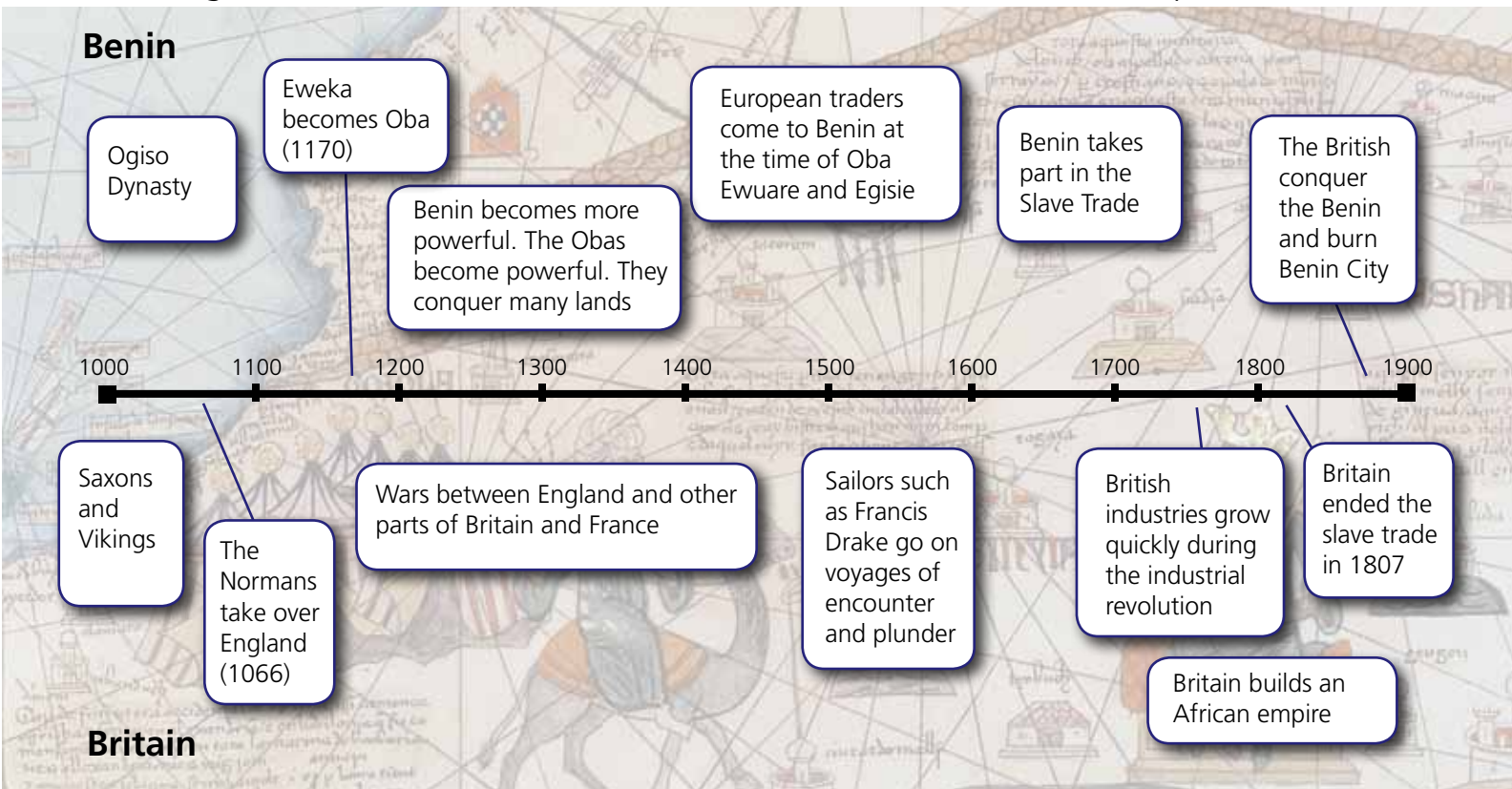
Learning through historical objects: a classroom museum case study

The following classroom activity was produced by Chad McDonald, Kayleigh Bills, Keryy Billins, Kerry Kaup and Micael Knight, four of Paul Bracey's history specialist students on the Primary Education course at the University of Northampton, during a half-day session with year 3 / 4 children at Yelvertoft Primary School. This is the students reflection of what took place.

Step 1: The children's preconceptions of Africa

We explored the children's preconceptions by getting them to record their ideas individually on post-it notes. They were asked to keep these safe for later in

Looking at Benin and Britain from the time of Eweka until the British conquest in 1897



the session, where they would be used to see if their impressions of Africa had changed.

Step 2: Becoming curators

We then got them to undertake a 'chocolate-box' activity. The objects were spread across the classroom tables and the children silently walked around the room, observing them, while African music played in the background. The children shared their ideas on how the objects could be categorised.

We discussed how the children thought the objects reached this country. We developed definitions of the terms 'museum' and 'exhibition' using a think, pair and share approach. The children's recent trip to a museum ensured that they had a wide range of ideas to draw upon.

Step 3: Setting up the museum

It was collectively agreed that we would need to find out more about the objects before setting up our museum. The children were provided with curator badges and tasked with examining the objects in order to produce sketches of them. Then they had to sort information cards so that they were placed with the correct artefacts. Next, each child utilised their sketches, information cards and class discussions to create labels for the different objects in the museum. We wanted to ensure that the afternoon's work had a real purpose, so we invited parents and teachers to visit the museum, with the children acting as knowledgeable curators.

Figure 1: Representing Africa through a classroom museum



Step 4: Re-considering Africa – drawing their own conclusions

Finally, we returned to the children's preconceptions to draw the journey to a close. We asked the children to share their ideas and were amazed by the maturity of the responses given, including 'I thought they were all poor, but they aren't' and 'They weren't all slaves'. We had not specifically taught these ideas, but using an interactive approach, the children were beginning to reflect and challenge the stereotyped ideas they had previously had about Africa, without prior teacher prompting.

Acknowledgements: We would like to thank Julie Walsh, the Headteacher, staff and children at Yelvertoft School, together with Northampton Museum and Art Gallery for world objects from their 'Ethnography' loan boxes

Figure 2: Benin Bell



What does Africa's Big Picture of the past tell us?

After gaining an insight into diversity within Africa today it is appropriate to explore Africa's past. A school textbook written by Bowden and Wilson (2009) provides a well written and visually attractive overview of African history from earliest times which is ideal for this task.² Children could be asked to produce mini spider diagrams researching key moments and people such as: *Our ancestors; Hunter gatherers; Ancient Egypt; Olaudah Equiano; Great Kingdoms, Europeans Scramble for Africa*. This could be followed by producing a display in which they have to justify what they consider to be the most noteworthy features or events in Africa's past. Once this overview which explores links and connections across Africa's past is made it is time to indicate how Benin, which forms part of modern Nigeria, relates to this broader picture of Africa's past.³

The Benin Bronzes: if objects could speak what story would they tell?

The Benin Bronzes are perhaps its most renowned features but they are to be found far beyond the kingdom from which they came and are located within major national museums such as the British Museum or Metropolitan Museum in New York as well as in smaller collections. A freely downloadable resource pack provides a basis for exploring how the bronzes shown in Figures 2 and 3 were taken from

Benin.⁴ Initial questions focused on questions such as What can we see? What do they tell us? What do we want to find out?

After this the children can be given 'Curator prompt sheets'. One of these explains the 'Lost Wax Process' by which the bronzes were made. This sophisticated technology involved intricate carving of the object in wax supported on a clay shape then covering it in clay to create a mould and melting the wax to leave a cavity into which molten bronze is poured. Children can extend this task by raising and answering questions about a range of artefacts from Benin on the British Museum website or ideally visit a museum to analyse the bronzes first hand.⁵

The Ancient Greeks must have made the Benin Bronzes

The Benin Bronzes must have been taken there by the Portuguese traders (Sir Harry Johnston in 1910)

At this point the children can consider statements which said the bronzes were made by the Ancient Greeks, or Portuguese travellers or people from the island of Atlantis. These views reflected late Victorian attitudes towards African people, believing they were incapable of creating artworks such as the Benin Bronzes. Archaeological evidence challenges this, suggesting the first bronzes were produced in the thirteenth century, long before Europeans arrived. A final exercise is a card-sequencing activity which explores how the bronzes ended up in both our national and local museums, following the events leading up to the British siege and destruction of Benin City in 1897.

Why did this happen?

By the late nineteenth century the impact of 'the European Scramble for Africa' involved the continent being divided between rival powers. A British massacre of government officials in Benin led to the removal of the Oba from power and the dispersal of its Bronzes throughout the world. The quality of the bronzes explains why some people deny that they could have been produced by local people. This naturally raises questions about what Benin was like before this time.

Why was Benin worth visiting in Tudor and Stuart times?

The National Curriculum 2014 does not specify which post-1066 period of British history should be taught. However, in order to support children's developing

map of the past it is important to build up a time-line which compares aspects of Benin's past with what was happening with Britain. An overview lesson looking at images of life in Britain in Tudor and Stuart times, including the lives of rich and poor people, together with living and working in towns and the countryside would provide an appropriate basis for comparison with Benin.

What was significant about this time?

From the fifteenth century onwards European travellers undertook voyages of encounter to find sea routes to buy gold in places like Timbuktu, seek support with the Crusades and find new routes to get spices and silks in the East. This could involve a card-sorting exercise examining why seafarers from Britain and other parts of Europe went around the coast of Africa at this time. Benin was at the height of its power ruling over a large kingdom and traders came to it to buy other goods such as ivory and eventually slaves – although this was to be less significant in Benin than some other states. At this time the Oba lived in a palace and was both a religious and secular ruler. Bronzes depicting rulers were worshipped after their death and the making of these sacred objects saw the rise of specialised guilds.

What were British attitudes to Africa?

Travellers' tales were usually positive, almost certainly reflecting the hope of developing trade links. Similarly, the BBC DVD *Black Britons* (2006) includes an imaginative depiction of the work of John Blanc, based on a painting of a black trumpeter at the Tudor court. However, the teacher guide accompanying the DVD provides a different perspective on Africa.⁶ This included Elizabeth I's proclamation wanting to remove black people from England, together with the role of John Hawkins in establishing the slave trade, although this was to become more significant in the seventeenth and eighteenth centuries.

How could children gain an insight into what Benin was like?

This could be undertaken by a time-slip question such as 'Imagine that you arrived in Benin in 1600 with Dr Who. What would you put in a travel guide for future travellers from the twenty-first century?' Macdonald (1998) used this approach to explore Benin through a range of artist's drawings.⁷ Although this book may be out of print it is definitely worth trying to obtain it given the way in which its illustrations bring the topic to life. By allocating different pictures such as the Oba's Palace, the City Walls and the Market to different groups this task could provide opportunities for group presentations. The children could suggest what archaeological evidence the artist would have needed to draw each picture. An illustration on pp. 16-17 is based on a drawing by Olfert Dapper who lived in the Netherlands in the seventeenth century. Dapper's picture is well known and can be found in *Midwinter* (1994, p.55) and it is also easily found on the internet.⁸ The children could compare the two

Figure 3: Benin Warrior



Figure 4: Jacob Egharevba's story of Eweka

The Ogiso Dynasty ruled Benin in the twelfth century. Oba (the King) Owodo, the last Ogiso ruler banished his only son Elalderhan from Benin, after lies were told about him by Esagho his senior wife. Three years later the lies told about him were found to be untrue and messengers were sent to ask him to return home but he refused. He even dug pits to protect himself and many soldiers were killed when they fell into them. The people of Benin had hoped that he would become the next Oba but gave up this idea on hearing what had happened to the soldiers.

Owodo did not rule over his people very well and they eventually banished him. For the next few years they did not have an Oba but they asked Evian, one of the most important men in Benin to look after them. However, the people were not happy when Evian tried to make his eldest son the next ruler saying that only an Oba could do this. The people of Benin asked Odudua, the powerful Oba of a neighbouring city called Ife, to send one of his sons to be their ruler.

In about 1170 A.D. Odudua sent Prince Oranmiyan, his son, to rule over the people of Benin. Oranmiyan lived in a palace which was built for him in Benin, married a beautiful lady called Erinwinde and had a son called Eweka. However, Oranmiyan said that only someone born in Benin should rule it and made his son the Oba. This was to be called the Eweka dynasty.

Figure 5: Challenging Egharevba's Story

After wandering in the forest Ekaldherhan came to Ife where he won the hearts of the people.

His knowledge of how to rule, magical powers and kindly bearing led to him becoming the ruler of Ife.

Some years later his father asked him to return to Benin. He refused but sent his son Oranimiyan in his place.

pictures in order to see how far the textbook used the original source. The picture shows a procession with the Oba (the king) in the centre, together with a town including three churches in the background. This picture can be compared with pictures of European towns at that time. Similarly the procession could be compared with processions undertaken by European monarchs such as Elizabeth I (Midwinter, 1994 p.66). Children could consider what this suggests about attitudes towards Africa. The fact that Dapper never visited Benin but relied on the stories of people who went there could encourage children to consider questions such as How accurate is it? How important is this? The critical issue here is that it showed a very positive attitude from a person living in Europe.

Benin's first rulers were called the Ogiso and this story is associated with the arrival of a new Oba called Eweka. It was from this time that Benin's empire is believed to have particularly grown alongside developments in trade. The story of Eweka directly relates to the period 900-1300 which is distinctive in that it was a time when people in Africa and Britain knew little about each other. An insight into this can be provided by looking at the Mappa Mundi produced by a monk in twelfth-century England.⁹ Here the dominance of Christian images shows how the monk saw the world. However, the value of the map for this task is that it shows only a vague idea of Africa. The monk had certainly not heard of Benin.

Plan a story board to show the story of Eweka

This story requires children to explore and appreciate insights provided by oral tradition. Storytellers or Griots have traditionally told stories of the past in African history to pass them on to successive generations. Children could explore this by looking at a picture, such as the one shown in MacDonald (1998, p.22) Children can investigate the traditional account through the following task to create a story board, working as a production team.¹⁰

A traditional story of Eweka's story was given by a well known Benin historian called Jacob Egharevba. Figure 4

provided a simplified version of Egharevba's traditional version of what took place. More recently, historians such as Akinola have found that a number of people have challenged Egharevba's interpretation of how Eweka came to power.¹¹ Once the production team have completed their work they can be presented with a challenge from a historian who put forward a different story.¹² The three revised cards in Figure 5 could then be used to challenge the original flow diagram or storyboard for a new film production.

Finally, a Chinese whispers task would be used to explain why different stories have emerged, leading to a discussion about what the different stories from Benin tell us. It may be interesting to speculate why people want to promote the importance of their local identity. Following this children could compare the story of Eweka's accession to the throne with events in Britain between 900 and 1300 such as the wars between the Vikings and Normans and Saxons. It would also be useful to compare Benin with other parts of the world using resources on early Islamic civilisation and Mayan civilisation. Finally, children could compare the significance of Eweka's story with the other events in Benin's past which they have studied.

REFERENCES

- 1 The following articles provide a good insight into Big Picture history: Corfield, P. (2009) 'Teaching history's big pictures: including continuity and change' in *Teaching History*, 136, *Shaping the Past Edition*, pp. 53-59 and Howson, J. (2009) 'Potential and pitfalls in teaching "big pictures" of the past' in *ibid.*, pp.24-33.
- 2 Bowden, R. and Wilson, R. (2009) *African Focus: ancient Africa*, London: Heinemann.
- 3 at your own level is provided by Parker, J. and Rathbone, R. (2007) *African History: a very short introduction*, Oxford: Oxford University Press. A brief but clear outline of Benin's past and further teaching ideas can be found in Claire, H. (1999) *Reclaiming our pasts: equality and diversity in the primary curriculum*, Stoke: Trentham.
- 4 Bracey, P., Martin, D. and Burdett, S. (2008) *Representations of Empire: learning through Objects* (Key Stages 2 and 3), Northampton: Northampton Black History Association. <http://northants-black-history.org.uk/education>.
- 5 [www. Benin Art\(n.d\) http://britishmuseum.org/search_results.aspx?searchText=BENIN](http://www.BeninArt(n.d)http://britishmuseum.org/search_results.aspx?searchText=BENIN)
- 6 BBC Active (2006) *Black Britons DVD Plus*, Harlow: Educational Publishers.
- 7 MacDonald, F. (1998) *Metropolis: ancient African town*, London: Franklin Watts.
- 8 Midwinter, C. (1994) *Benin: an African kingdom*, Godalming: World Wildlife Fund.
- 9 [www.Mappa Mundi \(c.1200\) http://herefordcathedral.org/visit-us/mappa-mundi-1](http://www.MappaMundi(c.1200)http://herefordcathedral.org/visit-us/mappa-mundi-1)
- 10 Egharevba, J. (1991) *A Short History of Benin*, Ibadan: Ibadan University Press.
- 11 Akinola G. (1976) 'The Origin of the Eweka Dynasty of Benin: a study in the use and abuse of oral traditions' in *Journal of the Historical Society of Nigeria*, VIII, No.3, December, pp.22-35, indicated that by the 1970s some people were challenging the traditional story of Benin's links with Ife. Oral traditions tell us much about what people today consider important in their past. If you want to find more about current understanding of oral tradition I recommend that you look at Tosh, J. (2010) *The Pursuit of History*, 5th edn, Harlow: Pearson, pp.305-306.
- 12 Current understanding of oral tradition of the distant past is that it tells us more about how people want to see their past than an exact record of what happened. You might like to explore this more.

This article was written by **Paul Bracey**, Senior Lecturer in Education, but includes a section produced by **Chad MacDonald, Kayleigh Billins, Kerry Kaup** and **Michael Knight**, former History Specialists on the Primary Education course at the University of Northampton.

What the co-ordinator might do:

Benin

The inclusion of Benin in the first National Curriculum has helped ensure a reasonable range of accessible resources on this theme so it makes for a useful and feasible study for primary teachers.

If the original National Curriculum resources are not available, good materials can be found on the British Museum website. As suggested in the article it can challenge perceptions about Africa and can provide some useful links with other areas of the curriculum such as geography, art and design and technology. At the very least, it needs to be made clear how the historic Benin differs from the present country of that name.

This article has plenty of teaching ideas that help develop appropriate skills, knowledge and understanding. As part of the planning, the co-ordinator might want to ensure that, at the end of the teaching programme, the pupils have at least grasped the following key ideas.

- Benin was a fairly well-organised and sophisticated society with a quite well-developed royal family with the Oba as its head long before the colonial powers arrived;
- The society flourished for several centuries until declining from the height of its power from the 17th century;
- Its success depended on a mixture of conquest and trade in such commodities as ivory, pepper and palm oil;
- Although there are few written sources describing Benin in its heyday there are surviving artefacts and site evidence and a strong reliance on oral tradition;
- Although it is famous for its amazing bronzes, it had other notable features such as its military fortifications, palaces and city walls;
- While it had many achievements, not everyone did well in Benin. Benin was responsible for building up an empire and it had some involvement in slavery but less than many other kingdoms.

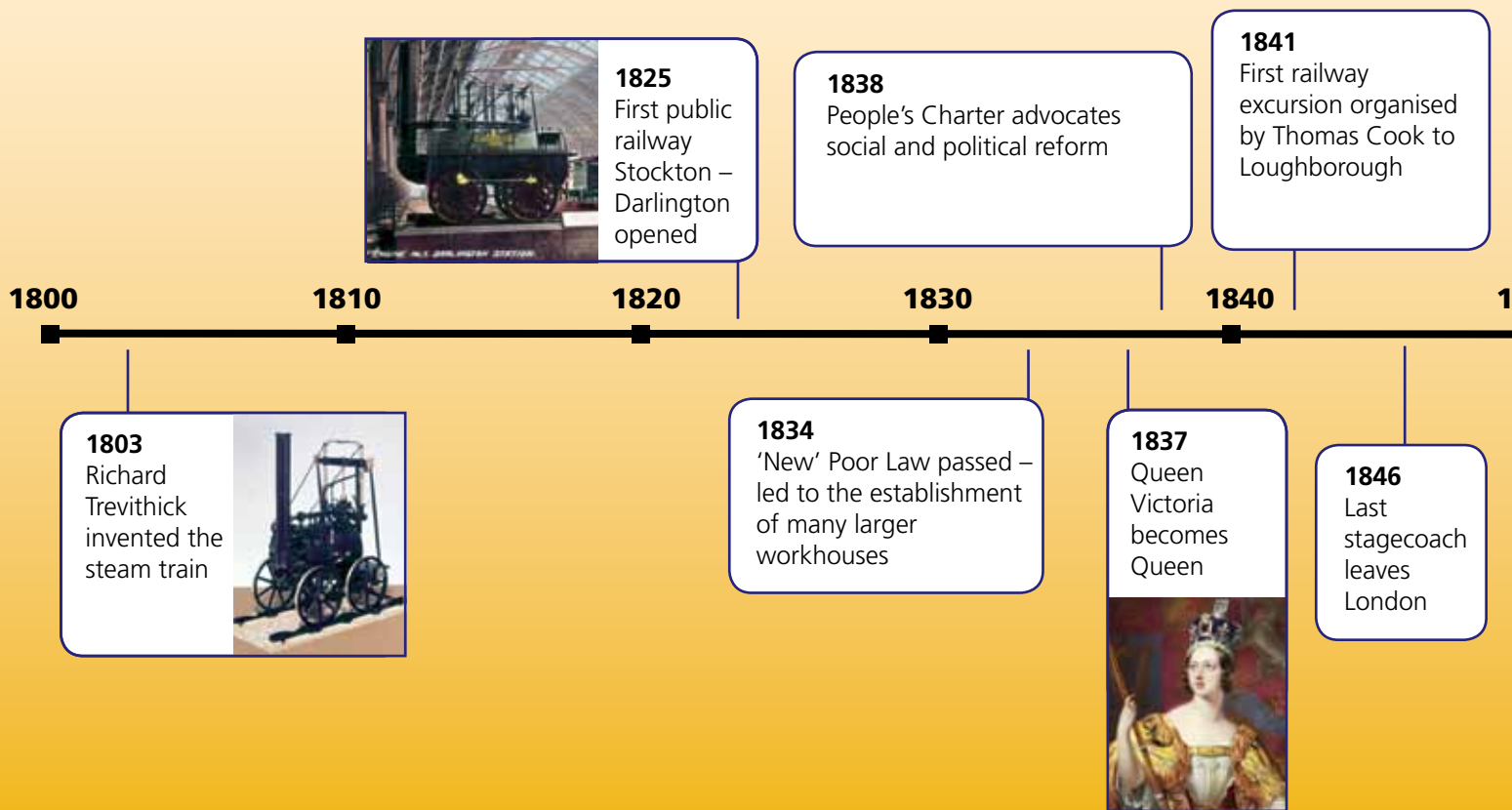
To add interest to the content, there are plenty of interesting stories about the various rulers and their families that can be found in the resources including stories of achievement, intrigue and disaster.

Useful comparisons can be made about the nature of their society compared to other places including England. Although this can be used to portray a positive image about Benin, their sophistication should not be pushed too far.

Tim Lomas



Victorian era time-line



Victorians

Sue Temple

The Victorians is a much-loved unit of work in many schools and some teachers were disappointed to see it had been removed but there are still ways to continue to teach it under the new National Curriculum. In many localities there will be a huge variety of Victorian buildings – including the school itself – so this is an excellent justification for incorporating Victorians into your Local Study.

The Victorian era was also a period of immense changes – in industry, society, technology and the world beyond Britain so it also fits well with the requirement for an extended study beyond 1066. This feature will help you to revise and revamp your planning for this interesting and thought-provoking period of history.

What happened in the Victorian era?

Queen Victoria came to the throne in 1837 and died in 1901. She gives her name to this era. Victoria married Albert, a distant cousin, but this was also seen as a 'love-match' – more unusual then than now. They went on to have 9 children but Albert died in 1861

and following his death Victoria wore mourning for the rest of her life which gives rise to our image of her as an older lady dressed all in black.

This was a period of great change in ordinary people's lives and historians have identified some important milestones. Britain was then one of the world's first industrialised nations.

The major changes were:

1 The population grew.

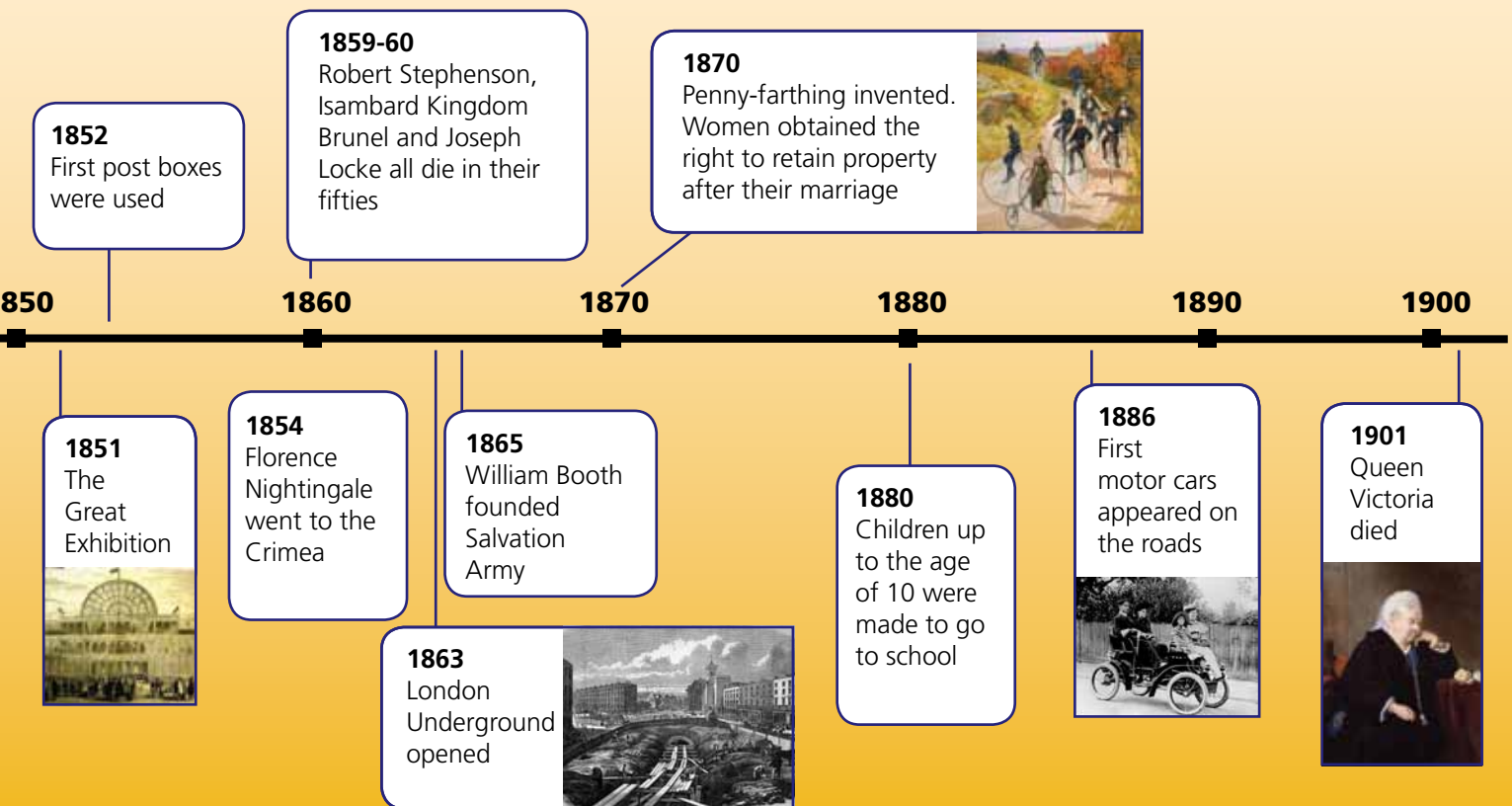
Between 1840 and 1900 it increased from around 20 million to 40 million people.

2 People at work

Many of these people, instead of working on the land or making things in their homes or small workshops (cottage industries), came to work in large factories in the towns and cities.

3 Factories

The development of factories was enabled by new inventions, particularly in cotton production, and in the production of power, particularly steam,



produced by the burning of coal. Previously energy was produced by wind, wood, water and animals and most people had worn wool rather than cotton. New inventions also changed life in the home considerably too.

4 The vote

The vote was eventually given to millions of working men. This reflected changes in society in general, in particular for women and children.

5 Women

All classes of women were disadvantaged compared to men. Women had few property rights and little chance of independence. Once married, women were not expected to work but most working-class girls went out to work in the mills and factories or as domestic servants. Divorce was practically impossible. The situation did begin to improve but no women had the vote in parliamentary elections until after 1900.

6 Education

Education was introduced to a much wider section of society.

7 Transport and communications

Transport and communications became faster with the invention of railways.

8 Trade

Britain was a great trading nation with a large navy. This enabled the import of raw materials



for manufacture and the widespread export of manufactured goods.

9 Empire

Britain was also the ruler of a great empire. By 1800 she ruled nearly 400 million people and one-fifth of the world's land surface. This helped her protect her trade but also developed a belief that Britain had a civilising role implying superiority over the non-European people she ruled. The existence of an empire also encouraged emigration to colonies such as Australia and Canada.

10 Migration in Britain

The population also shifted within Britain with the north and Wales becoming prosperous due to the existence of deposits of coal and iron while the south lost some of its importance. Many more people began to live in towns rather than the country.

Teaching the Victorians

There are many suitable themes based on the Victorian era but here we will focus on railways and homes as both demonstrate how an extended study could be developed.

The rapid growth of towns and cities in the nineteenth century and the improvements in communications can be very effectively demonstrated using local maps. The railways were an invention which had wide economic and social repercussions. The first railways were covered short distances and mainly carried coal not people. The first modern railway was the Liverpool to Manchester Railway of 1830 engineered by George Stephenson.

Passenger trains enabled people to travel more cheaply and quickly than ever before. For the first time it was possible to commute to work on the train, or go on holiday away from home even if you were not particularly wealthy. The invention of trams and the general improvement in roads also helped the movement of goods and people.

Suggested teaching activities

1. By comparing two large-scale maps of different dates, town expansion can be demonstrated. The two maps can be used to discuss themes such as:
 - transport (e.g. roads, canals, river and railways);
 - industry e.g. mills and agriculture (farms);
 - other Victorian institutions e.g. churches, hospitals, workhouses, barracks.
2. The two-large scale maps allow investigation of a small area and more detailed changes:
 - the development of farm land for housing, a discussion on sources of employment in a small area;
 - farming, quarrying, soldiering, being a servant in a large house.
3. The use of maps may be integrated with other documentary sources e.g. trade 'directories' which list houses and the jobs of their occupants. Trade directories should be available for your local area either on-line or in local libraries.
4. Using maps, directories and/or census figures, old photographs plus what can now be seen on the ground (see section on street furniture and houses) the children could construct a frieze portraying one street and its inhabitants at a particular moment in the Victorian period.
5. As well as identifying them on the map, railways can still be detected on the ground.

Many larger cities have classic Victorian buildings which are still in existence. They demonstrate Victorian architecture and engineering at its best in that it covered vast spaces using 'modern' materials i.e. iron and glass.

An excellent source for instigating social aspects of the railways is the painting by William Powell Frith called 'The Railway Station'. Much can be inferred from the detail of the painting about the stories behind the people in the picture and the reasons for their journeys as well as the differences between modern and past railways and passengers.
6. One of the heroes of Victorian engineering in general is Isambard Kingdom Brunel who designed both railways and steam ships.

'Famous Victorians' is a good area for individual and group research by children. Their research could be presented as a video programme with a 'This is Your Life' type flavour or radio/podcast interview.
7. While ultimately very successful, there was much initial objection to the building of the railways. The situation was similar to the enquiries into building new motorways today. It was believed that the agricultural land near the lines would become useless and that cows would be too frightened to give milk; canal-owners and workers resented the competition from a new form of transport.

These different points of view would make an excellent role-play of a formal planning meeting, as is done today, using maps, diagrams and proposing different routes.
8. While rather later in the period, *The Railway Children* could be a good introduction to the theme. Poetry connected with railways also exists. e.g. 'From a Railway Carriage' by R. L. Stevenson.

Victorian homes

The rapid growth of industrial towns for the factory workers led to closely-packed, often badly-built, housing which was not subject to any control. The wealthier middle and upper classes built large stone or brick houses often in the newly-developing suburbs.

This industrial housing tended to be the source of much disease. There was no adequate water supply and houses were damp and dark. The spread of cholera, typhus and consumption eventually prompted government control of public health and standards of housing.

Suggested teaching activities

1. Using a diagram of 'back to back' houses, list the disadvantages of such housing e.g. lack of toilets or 'privies', dense occupation, little light and air. Discuss the effect on people's health.
2. Most 'back to backs' have now been demolished but the terrace housing of wealthier Victorians still exists. The larger houses of the more affluent are also quite common.

Using either photographs or direct observation look at the differences between Victorian and modern housing and also at the difference between wealthy and poorer Victorian houses. Census records are useful for demonstrating the differences in the number of bedrooms compared to the number of people living in the house.

Identifying Victorian housing involves looking at the materials, design and structure of local housing and the development of a specialist vocabulary. Estate agents' photographs from local newspapers can be a useful resource to sort and label.

3. Most local libraries and museums have collections of photographs of street scenes for the late Victorian period. Many of these are published collections and are very useful for looking at the evidence of Victorian street-life as well as housing and discussing the changes between then and today.



Resources

Victorian Britain and the Victorian World

www.history.org.uk/resources/primary_resource_2482_2.html

The Victorians:

www.history.org.uk/resources/primary_resource_3422_119.html

Literature

Children's stories from the period that might be useful include:

The Secret Garden by Frances Hodgson Burnett.

The Little Princess by Frances Hodgson Burnett.

The Railway Children by E. Nesbit.

Tom's Midnight Garden by Philippa Pearce.

Street Child by Berlie Doherty

Oliver Twist by Charles Dickens.

Many smaller local museums will have handling collections or loan boxes but the large national museums have resource packs and information of great use for different themes available on their websites or through their education departments.



Places to visit

National Railway Museum, York.

Victoria and Albert Museum, London

Ironbridge Gorge Museum, Telford.

An open-air museum with a vast area of resources on Victorian industry including, packs, books and videos.

Castle Museum, York. Has a large shop and is worth visiting for its reconstructed Victorian streets and interiors.

The National Portrait Gallery, London.

Has slides and postcards of Victorian personalities. Of particular use is a set of four posters and educational notes produced by their education service.

Beamish Museum, County Durham.

Open-air museum which although set in 1911 represents the Victorian era very well.

Who lived in and changed Britain from the Iron Age to the time of Robin Hood c. 1200?

Matthew Sossick

'...if children are to ever fully appreciate history the development of historical time has to be central to our teaching methodologies'¹

Introduction

This lesson aims to provide an overview of this period, developing pupils' sense of chronology and their understanding of cause and consequence. The context for these ideas comes from an awareness that the PGCE students I teach often state that they have little sense of how periods of time sit in relation to each other and how they might overlap. It also springs from educational theories based on the value of social-constructivist approaches and the notion

that experiential learning is key to the development of frameworks for understanding history.

If children are exposed to chronology partly through time-lines over a long period, where the timelines are referred to on a regular basis and are not seen as mere decoration for the walls, then they can slowly engage with the abstract concept of historical time. In this lesson the period from 43 AD to 1300 AD is placed firmly within the wider time-line that the class is using. Children are encouraged to describe how long the period was and when it was in relation to the present day and other topics that they may be aware of or have studied. This can develop maths skills which are integral to learning historical time.



Step 1 Invasion and conquest

Inform the children that over this period Britain was invaded and conquered by a number of different people. Also make it clear that Britain had its own highly developed civilisation before 43 AD when the country was invaded and conquered.

Step 2 A human time-line – 200 BC to 1300 AD: cards and tabards

Using an idea from Ian Dawson's 'Thinking History' website, create a human time-line to represent this period in more depth. Make cards for each of the centuries from 200 BC (a good chance to talk about BC and AD) to 1100 AD. Ask members of the class to stand in a line holding them up. Using sugar paper have some tabards ready (see tip on next page), that can hang over their shoulders with 'Celts', 'Romans', 'Anglo-Saxons' and 'Vikings' written on them. Start draping the tabards over the shoulders of the children holding up the relevant date. Immediately you can point out that when the Romans were here, the Celts had not disappeared. Some of the pupils can wear 'Celt' tabards and kneel in front of the Romans to show that they were still in Britain but were in many cases being subjugated.

Step 3 Invasion and settlement, 400-1300 AD

Next add on your Anglo-Saxon tabard to the person holding the year 400. Tell the pupils that they will be investigating why the Romans left and the Anglo-Saxons arrived later on in the lesson/s. Some of the children could be wearing Celt tabards, still kneeling in front of the Anglo-Saxons to show that Celts were and still are in Britain. Britain was as it is today a multi-ethnic society. When you get to the Vikings arriving in Britain other pupils can join the scene in the appropriate time slot with their tabards and other props showing that these different people occupied Britain at the same time. Explain that these people were often at war with each other. The pupils can have props to enliven the scene and can strike poses within the time-line pretending to do battle.

Step 4 The class timeline

The time-line can then be photographed and printed on to A4 sheets. A time-line of each century can then be pinned up on the wall showing the children as part of a dynamic time-line that they were part of and that they can refer back to. Chronology becomes something experiential, offering hooks for the pupils' imagination and understanding and making it less abstract.

The time-line ends with the year 1300 AD so that the crisis year of 1066 can be put in context. Children are introduced briefly to the chaos and confusion of that year showing how two different invaders wanted to rule the country and dislodge its Anglo-Saxon king.



Key ideas

Tip: A tabard can be made easily with sugar paper folded in half and a neck hole cut out

1066 and all that: a pupil representing 1066 can start out with an Anglo-Saxon tabard and a crown to represent Harold Godwinson. He has to march around the classroom several times and fight another pupil representing Harold Hardrada. This could also involve the whole class in a mock battle. Photograph this for your time-line. Harold Godwinson can then go on a long march again (ask how he and his troops are feeling and this time have a battle against William). Give the pupils a sense of why this is such a year of crisis.

Step 5 1066-1300

The time-line moves beyond 1066 so that the pupils can be shown who ruled and lived in Britain. Children wearing Norman tabards can stand to represent the Normans ruling over England while the Saxons kneel down to show that they were being subjugated. Mention that the Norman rulers spoke French until the fourteenth century and that they taxed the poorer Saxons (the pupils can be given a few key words to say in French to their poor Saxons). Mention that this gives rise to the Robin Hood legends. By capturing the pupils in the time-line we are aiming to make it memorable and provide a useful reference point during subsequent lessons. The time-line can place each historical group within their chronological context and provide a stimulus for finding out more about them. Having done this activity numerous times with PGCE students they always comment on the clarity it adds to their own understanding of the period. They are often surprised about how long the Romans were in Britain and how different peoples overlap with each other in history.

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REFERENCES

- ¹ Hodkinson, A. (2009) 'To date or not to date, that is the question: a critical examination of the employment of subjective time phrases in the teaching and learning of primary history' in *International Journal of Historical Learning Teaching and Research*, Volume 8, Number 2, London: Historical Association.

Teaching about significant individuals at Key Stage 1

Penelope Harnett

The history programme of study for Key Stage 1 requires pupils to be taught about:

The lives of significant individuals in the past who have contributed to national and international achievements, some of whom should be used to compare aspects of life in different periods.

There are still opportunities for Key Stage 1 teachers to include previously taught individuals, yet the new curriculum also provides exciting possibilities to extend the range of individuals whom children can learn about.

Selection of significant individuals

Some factors to take into account in the selection of individuals across Key Stage 1 might be:

- Ensuring that children learn about **a variety of people who have been important for different reasons**. For example, scientists, artists, inventors, monarchs, writers, musicians, explorers, sportspeople.
- Taking the opportunity to teach about **someone who has been significant for your local community**.
- Using the opportunity **to include people from different cultural backgrounds**, some of whom might be particularly significant for children in your class.
- Selecting **people from different periods of time** including individuals who lived a long time ago as well as individuals living nearer to children's own lives.
- Selecting individuals who might **enrich children's understanding in other curriculum areas** (e.g. an artist/musician/scientist).
- Considering some **individuals for an in-depth study** and other **individuals where children**

might learn about them through stories set in the past/ films/ reading books/ assemblies etc.

- **Comparing and contrasting an individual with another who achieved in a similar field**. (The National Curriculum makes some suggestions which include for example, Elizabeth I and Queen Victoria; Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and L.S. Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell).

Developing a scheme of work relating to significant individuals

Introductory activities for exploring significance

- **Explore with the children their understanding of important and significant people**. Starting points might include asking them for some suggestions about people whom they have heard about and what these people have achieved. Ask children to think about how we know about these people – who believes them to be important and why?
- Provide children with **pictures of well-known individuals and ask them to sort and group according to importance** and to explain reasons for their groupings. Point out that children may hold different views and give different reasons for explaining importance.
- Ask children to think about **who is important/significant in their own lives/school/communities** and provide opportunities for them to use these terms and provide explanations.

Introducing the individual

Select different representations of the individual e.g. statue, portrait, photograph, book illustration

so children develop their awareness of different sources of information.

- Ask the children to **comment on things they notice** about the individual.
- **What questions** would they like to ask the individual?
- Use some of their **questions to begin a question wall** and as **starting points for further enquiries**.

a) When did the individual live – chronology?

- Use a **classroom time-line** to show when the individual lived.
- Make a **living time-line** in the playground, where children represent different centuries and show where the individual fits into this sequence.
- **Plan a classroom time-line** for the whole year which can act as an ongoing record for children as they learn about significant people, events and different ways of life in the past.

As different items are added to the time-line throughout the year, there will be more activities which you can undertake to develop children's sense of chronology further.

Play chronology games asking children to place significant individuals/events in the correct order and provide opportunities to rehearse some important vocabulary associated with the passage of time. e.g. before/after; then/now; 100 years ago and some eras such as Victorians, Romans, ancient Egyptians.

b) Why is this individual remembered? What were the most important events in his/her life?

Tell/ read the children the story of the individual's life.

- Practise **sequencing activities** so that the children understand the main outline of events of the individual's life.
- Plan other activities to **enable the children to recount the story of his/her life**. e.g. drama activities to provide snapshots of different events; hot-seating the individual and asking him/her what they did; recording the most important events of his/her life and selecting the one which they think was the most important.

c) What were some of the features of the society when she/he lived?

Individuals are not always seen as significant when they were alive. In answering this question look for opportunities to help children to learn more about

Figure 1: A 13th-century book illustration showing a group of pilgrims on a Hajj.



the society where the individuals lived to provide a context for their lives. e.g. were these individuals seen as important at the time? Or have they become more significant later on? What sort of challenges did these individuals have to overcome? What was new in what they achieved?

d) What sources of information have been helpful for learning about this individual?

This enquiry provides the opportunity for children to think about how we know about this individual.

- What information do we have about his/her life?
- Is some information more useful than others?

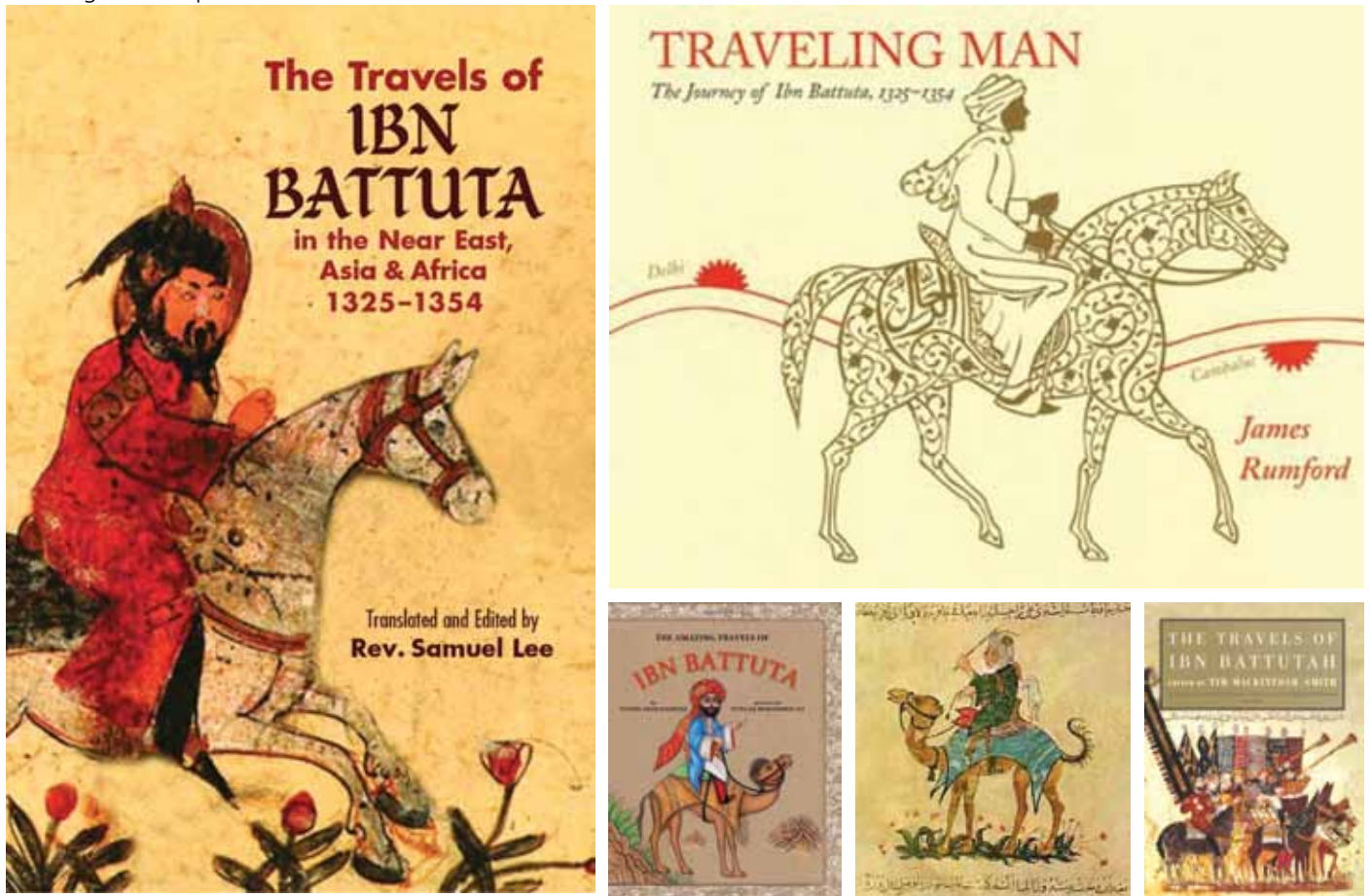
These questions help children to understand some of the ways in which we find out about the past and different ways in which it is represented.

e) How should we remember this individual and why?

This activity provides an opportunity for children to evaluate the achievements of the individual and ways in which he/she might be remembered.

- As the children learn about different significant people, they can begin to compare and contrast their different achievements with each other.

Figure 2: Representations of Ibn Battuta in literature



Planning for progression in children’s knowledge and understanding of significant individuals across Key Stage 1

The following suggestions may be useful in thinking about how to ensure there is progression in children’s knowledge and understanding.

- **Plan activities which build on children’s earlier experiences** so that they can draw on them as they learn about new individuals.
- **Identify some key questions** which would enable children to learn about individuals and use answers to these questions to help children to draw some comparisons between the individuals whom they have studied
- **Think about different resources** which children might become familiar with as they learn about significant individuals, so that by the end of the Key Stage they will have experienced working with a range of different sources of historical information (paintings, photographs, documents, artefacts, buildings, statues etc)
- **Plan opportunities to develop children’s chronological frameworks.** A classroom time-line showing when significant individuals lived could be useful.
- **Organise activities which develop children’s conceptual understanding** of what factors are

important in evaluating the significance of an individual over the Key Stage.

- **Ensure that children experience a range of different activities** to help them acquire historical knowledge and communicate their understanding of the past including a variety of speaking and listening activities (role-play; freeze-frames; play scripts; recounts; hot-seating; radio interviews; free play in play areas etc.)

The following activities illustrate how these enquiries may be developed through focusing on the life of Ibn Battuta

Background information

Ibn Battuta (1304-68) was a great explorer who was born in Tangier, Morocco. He spent nearly 30 years travelling and it is estimated that he travelled over 73,000 miles (117,500 Km) visiting the equivalent of 44 modern countries in his lifetime. This was a tremendous distance for travellers at the time and involved Ibn Battuta in meeting people from very different cultures.

Travels His travels took him across north Africa, Egypt, the Swahili coast towards Mecca. He travelled north through Syria, Turkey and Persia to Afghanistan. From

Figure 3: Map of Ibn Battuta's travels 1325 to 1354



there Ibn Battuta travelled throughout India to Sri Lanka and across to the eastern coast of China before beginning his journey back to Morocco. On another journey he crossed the Sahara desert and after several adventures finally reached the kingdom of Mali. When he returned from his travels in 1354, Ibn Battuta dictated an account of his journey, *A Gift to Those Who Contemplate the Wonders of Cities and the Marvels of Travelling* which is more commonly known as the *Rihla* meaning *The Journey*.

Remind children that travel was not easy when Ibn Battuta lived (his book includes numerous incidents when he was robbed and attacked and when the weather and climate created problems) and talk about the different ways in which he might have travelled across these landscapes – camel; donkey; by foot; boat. Sometimes he travelled on his own and at other times in a caravan with other travellers who grouped together for safety.

Stories of his journeys The stories of his journeys provide interesting insights into ways of life and customs at the time. He provides detailed descriptions of some of the places he visits and also recounts incidents of people whom he met. Copies of his manuscript were made and circulated in the years following his death. The first full edition of *The Journey* was printed between 1853 and 1858.

Remembering Ibn Battuta Today Ibn Battuta is commemorated in a number of ways. A crater on the moon has been named after him as has a themed shopping mall in Dubai. Having studied Ibn Battuta, ask the children how they think he should be remembered!

Two recent children's books tell the stories of his travels: James Rumford's *Traveling Man: the journey of Ibn Battuta* and Fatima Sharafeddine's *The Amazing Travels of Ibn Battuta* (see Resources, p. 40).

Teaching and learning about Ibn Battuta – activities

1. Introducing Ibn Battuta

- Begin by **talking to children about great explorers**. Do they know any explorers? Where did they travel? When did they live?
- **Look at a picture of Ibn Battuta** – ask children for their initial impressions of this explorer. What does the picture tell you about Ibn Battuta?
- Draw children's **attention to his clothes and means of travelling/luggage**. Ask children to think about **what they would like to know** about this person. **What questions** would they like to ask him?



Sources

The Pearl Fisheries in the Persian Gulf

In April and May many boats with divers and merchants come to the pearl fishery. The divers put a mask made from a tortoiseshell over their faces and also something looking like scissors (also made from a tortoiseshell) which they fasten to their nose. They tie a rope around their waist and dive into the water.

At the bottom of the sea the divers collect shells and put them into a bag which they carry around their neck. When they need to come up, the divers tug on the rope and they are pulled up to the surface of the water.

The divers take the shells out of their bags and open them. Inside the shells are pieces of flesh which are cut out with a knife, and when they come into contact with the air, they become hard and turn into pearls. Big and small pearls are gathered together. Some are given to the Sultan and the rest are sold to the merchants in the boats.

A description of the barid (postal service) in India

It is 50 days' journey from the province of Sind to the Sultan's capital in Delhi, but the Sultan can send letters from Delhi which reach Sind in five days. His messengers carry his letters very quickly in a relay.

For every mile there are three relay stops. These stops are villages where there are three pavilions. Messengers sit in the pavilions and are ready to leave whenever a letter comes. Each messenger has a long stick with copper bells at the top. When the messenger leaves he takes the letter in one hand and the stick with bells in his other and runs as quickly as he can.

When the men in the pavilions hear the sound of the bells they get ready to meet the messenger and take the letter on to the next relay stop. This method is also used to carry precious fruits to the Sultan. They put the fruits on woven baskets like plates to keep them safe.

Painters in China

The Chinese are very skilled craftspeople. One day I went through the painters' bazaar to the Sultan's palace with my friends. When I came back from the palace I walked through the bazaar again and saw that there were pictures of myself and my friends hung on the walls. They were amazing and looked just like us. We learned that when we were at the palace the painters had watched us and begun their paintings.

It is the custom in China to paint everyone who visits them. If a foreigner does something bad, they send his painting around the country and look for the foreigner. When someone is found who looks like the painting, they arrest him.

Salt mines in Mali

I set out in a caravan with other merchants and reached Taghaza which is not a pretty village. The houses and mosque are built of blocks of sand. Their roofs are made from camel skins. There are no trees. People dig in the sand for slabs of salt. A camel can carry two slabs of salt. The slabs are cut into pieces and merchants sell the salt.

We spent ten unhappy days at Taghaza. There were a lot of flies and the water did not taste good. People load their caravans with water here before they set off to cross the desert.

2. Learning about different explorers through time

Use pictures to encourage children to talk about different explorers and what they achieved.

- Draw children's **attention to ways in which the explorers travelled**; how they dressed and what the explorers might have taken with them on their travels.
- Ask the children if there are any **similarities/differences** in the features they have observed in the pictures, e.g. do all explorers wear the same sort of clothes?
- Do they travel in similar ways?
- **Arrange the pictures** of the explorers shown in Figure 4 along a time-line to show when they lived.

3. Where did Ibn Battuta travel?

The map shows the extent of Ibn Battuta's journeys.

- Use the map to **help children locate** some of the places where Ibn Battuta travelled.
- **Encourage children to think about** how far he travelled and the different landscapes which he crossed; deserts, mountain ranges, seas, farming land, jungles, rivers, cities and villages. The website <http://ibnbattuta.berkeley.edu/> has some images of places he visited.

4. What are some of the stories which Ibn Battuta told about his journeys?

Read the story of Ibn Battuta from James Rumford's *Traveling Man* or Fatima Sharafeddine's *The Amazing Travels of Ibn Battuta*. Alternatively make up your own story about his travels using information from the websites listed in the resources.

- Help children to establish the **sequence of events** in Ibn Battuta's life and the distances he travelled.
- Use the stories in the sources section which come from Ibn Battuta's book to **help children learn about** some of the people Ibn Battuta met.
- Read the stories and **explain some of the vocabulary and terms** to the children. (Sultan, merchants, province, capital, messenger, pavilion, relay, bazaar, caravan, desert).
- **Find where these adventures occurred** on the map of his travels.
- **What do these stories tell us about life** in some of the countries which he visited?

The Pearl Fishery was on the coast of Iran in the Persian Gulf. Most pearls are now cultivated on

Figure 4: Images of famous explorers

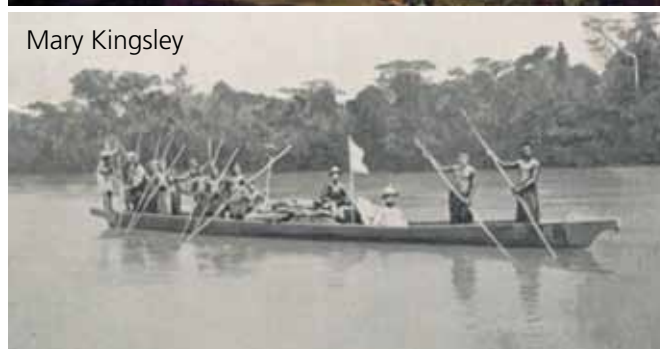


Figure 5: Ibn Battuta in Egypt, a 19th-century lithograph by Léon Benett



pearl farms, although some pearl-divers continue to work – often for the tourist industry.

- Children could **think about** the function of the tortoiseshell mask and nose clip and think about what divers might wear today.

The postal service in the Sind province was north-west of Delhi.

- Provide opportunities for children to **talk about** the different ways in which messages and precious goods are sent today and **compare with** the account given by Ibn Battuta. How do senders ensure that their messages are safely delivered?
- Talk with the children about **different ways in which we can record** what people look like today. How are pictures used to catch criminals today?

Figure 6: This stamp from Morocco commemorates the 700th anniversary since his birth



Taghaza in northern Mali was known for its salt mines from the thirteenth to the sixteenth centuries.

- Talk to the children about the **difficulties in keeping food fresh** and the importance of salt for preserving food.
- **Compare** ways of preserving food now with those used at the time of Ibn Battuta.

5. Drama – role-play and freeze-frame + interpretations

- Ask the children to **role-play** the different scenes and **make up their own dialogues** in role.
- Alternatively they might practise creating different **freeze-frames** of the scenes.
- **Encourage them to make some props** which they could use in the role-play (tortoiseshell masks; pearls; postal sticks with bells; slabs of salt). Use information from other sources to help them to recount *The Wonderful Life of Ibn Battuta* in different ways.

6. How do we know about Ibn Battuta?

Ibn Battuta dictated the stories about his journeys when he returned home after nearly 30 years' travelling.

- This raises an **interesting point for discussion** with the children – how did he remember all the adventures which he had? He relied on his memory and there are also parts which were copied from other travel books written at the time. Remind the children that his book was written by hand and early copies would also have all been made by hand.

Figure 7: The Ibn Battuta Mall is a large shopping mall on the Sheikh Zayed Road in Dubai



7. How should we remember Ibn Battuta?

The achievements of Ibn Battuta are commemorated in various ways. A shopping mall in Dubai is named after him, with different areas reflecting the different places where he travelled. Hotels have been named after Ibn Battuta and also a crater on the moon.

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Resources

Useful resources for Ibn Battuta and explorers

<http://ibnbattuta.berkeley.edu/> has some images of places he visited and useful information including further resources.

<http://predoc.org/docs/index-24380.html> - range of information and some pictures of where he travelled.

http://pustaka.islamnet.web.id/Bahtsul_Masaail/Biografi/Kumpulan%20Buku%20Tokoh%20Islam/Buku%20The%20Travels%20of%20Ibn%20Battuta/The%20Travels%20of%20Ibn%20

Battuta_54.htm provides a synopsis of his travels with pictures of places he visited.

www.journeytomeccagiantscreen.com/ Journey to Mecca. In the footsteps of Ibn Battuta
The site includes useful resources and education activities which could be adapted for younger children.

James Rumford (2001) *Traveling Man: the journey of Ibn Battuta*, Boston, Mass.: Houghton Mifflin. ISBN 0618083669

Fatima Sharafeddine (2014) *The Amazing Travels of Ibn Battuta*, Toronto: Groundwood. ISBN 15554984807

Resources for other explorers

www.bbc.co.uk/schools/primaryhistory/famouspeople/christopher_columbus/

www.ducksters.com/biography/explorers/ provides information about a range of explorers, mainly male and European

www.bbc.co.uk/science/space/solarsystem/astronauts/neil_armstrong



Key Stage 2 children researching the names on their local war memorial

War memorials as a local history resource

Ruth Cavender

War Memorials Trust (WMT) is the charity that works for the protection and conservation of war memorials in the UK. It defines a war memorial as 'any physical object created, erected or installed to commemorate those involved in or affected by a conflict or war' (WMT 2009, 'Definition of a war memorial' helpsheet). There are an estimated 100,000 war memorials in the UK with most communities having at least one. But they are such an intrinsic part of our landscape they can almost go unnoticed except at significant times of year such as 11 November.

War memorials vary enormously and have a long history, but the ones we tend to be most familiar with are the results of conflicts in the nineteenth and twentieth centuries, particularly the First and Second World Wars. The First World War was something of a turning point for memorialisation; around two-thirds of our war memorials are associated with that conflict and commemoration on such a scale was unprecedented. The number of war memorials in the UK means that there is likely to be at least one close to your school and this article explains how and why they can be used as a resource for teaching local history throughout the year.

Why use war memorials?

First World War centenary

The year 2014 marks the beginning of the centenary of the First World War. Over the coming years events will be taking place to commemorate and reflect on the war. The centenary provides an ideal opportunity for young people to begin to learn about the conflict and war memorials are a key element of this, as they are likely to have a prominent role in many commemorative events. War memorials are a physical reminder of the past and often the only remaining record of those who served and fell in war. Many are cherished but others may be at risk as time passes if they are allowed to fall into disrepair. It is therefore crucial that young people learn about war memorials and understand their importance so that they, the next generation that will be responsible for our heritage, are able to care for and protect them in the future.

National Curriculum links

A study of war memorials can help to fulfil the requirements of the new 2014 National Curriculum. Local history will be a feature of the curriculum at both primary key stages with Key Stage 1 also required to study 'events beyond living memory that are significant nationally or globally.' (DfE 2013, *History programmes of study: Key Stages 1 and 2*).

Activities such as researching names on war memorials can reveal the personal stories of those involved in conflict and investigating war memorial designs, for example, provides useful cross-curricular opportunities.

War memorials were the results of local community efforts to commemorate their fallen – there have never been any rules about what form they should take, who should be commemorated and how this should be done. As such they can provide fascinating insights into the past and, alongside other local history sources, also make a valuable contribution to wider historical enquiries around the effect of war on the community at different times and the community's response to this.

Accessibility

Many war memorials are located in prominent positions and of a fairly traditional design such as a cross or sculpture, but there may also be others that are smaller, such as plaques inside churches or village and town halls, and less familiar to you. Some are not immediately obvious as war memorials – they might be local community buildings such as a school or village hall, memorial gardens, paintings, books or stained glass windows. However the number of war memorials in the UK means that, whatever its type, there is likely to be at least one near your school.

This means that a visit to a memorial can easily be incorporated into your teaching, putting learning into a personal and local context.

Teaching ideas

The War Memorials Trust (WMT) runs a Learning Programme to help young people find out about war memorials, their history and how they can help to care for them. The Trust's learning website, www.learnaboutwarmemorials.org, provides a range of



Key Stage 1 pupils taking part in a Remembrance service at their local war memorial

materials designed to help teachers incorporate war memorials into their history teaching in the ways outlined above and make links with other areas of the curriculum such as art, ICT and citizenship. Topics covered by WMT's learning programme include:

- The history of war memorials and their role in Remembrance
- The continuing importance of war memorials and current threats to them, including metal theft
- Researching war memorials and using them as a source of information for a local history enquiry
- Researching the people named on war memorials
- War memorial designs and designing your own
- Contributing to War Memorials Online (www.warmemorialsonline.org.uk), an on-line record of the condition of war memorials, helping to identify those at risk

Each of these issues is covered by a full lesson plan with ideas for differentiation and further work, as well as teachers' helpsheets and pupil activities, which can be downloaded from:

www.learnaboutwarmemorials.org/primary

Ruth Cavender is the Learning Officer at War Memorials Trust

Curriculum Planning: which non-European society might we offer at school?

Alf Wilkinson

A non-European society that provides contrasts with British history – one study, chosen from:

- early Islamic civilization, including a study of Baghdad c. AD 900;
- Mayan civilization c. AD 900;
- Benin (West Africa) c. AD 900-1300.

That's quite clear then – there's a choice between early Islam, Central America or Africa. All of which if you are like me you know very little about! How do I teach them when there are few if any relevant resources on these topics? A future piece will explore resources, but you might like to start with *Primary History* 67, summer 2014 and its article on Benin. The Maya will follow in *PH68* and Baghdad in *PH69*.

The 'Purpose of Study' exhorts us to help pupils gain a 'coherent knowledge and understanding of Britain's past and that of the wider world.' Obviously the study of a non-European society plays a key part in this. But where do we start? Isn't it a shame that Africa mostly appears in the national curriculum as a story of Britain's empire and slavery? Or that Islam barely appears at all? Or America features as a War of Independence from Britain? How does that add to a coherent knowledge of the history of the wider world? So which option we choose will influence the balance of our curriculum and our pupils' world view.

The Maya, for instance, are regarded as Mesoamerica's greatest society. [Meso = Stone Age.... beginning to see the links?] They were probably, although

scientists still argue about this, responsible for their own downfall, by overpopulation, chopping down too many trees, altering the climate. Is this relevant to today or what? And of course Key Stage 2 geography's focus is on the Americas – Brazil and the rain forest, over-exploitation, climate change provide a clear link to the Maya civilisation of earlier times.

Benin of course is famous for its Bronzes that can be found in many British museums. When Europeans first visited Benin they thought Africans couldn't possibly have made such complex artworks. There's a way in to contemporary issues too. And although Benin didn't really exist in 900 AD, it is about the time of William the Conqueror that the first real dynasty appears. This gives us another clear link to explore. Benin becomes rich trading with Europeans – especially slaves. And of course you can carry on your study of Benin until 1897 when the British conquer Benin and turn it into a colony.

Baghdad was perhaps the greatest city in the world in 900 AD, having a population of over 1 million. It was the capital of the Arab world, famed for its learning, [The House of Wisdom collected together all the writings of Greeks, Romans and

Arabs, and scholars from all around the world flocked there] medicine and trade. And this continued until the city was captured by the Mongols in 1258. Again, if you want to provide a different vision of Muslims and the Arab World in your community then this is a great option to choose.

So, as you can see, the choice is quite a difficult one, and will largely depend on the interests of your teachers, the make-up of your school community and how you choose to link this topic with the rest of your school curriculum. The Maya have clear links amongst others to geography, art, numeracy and science, as well as to Stone Age Britain. Baghdad similarly has links to science, numeracy, geography, and Benin has links to technology as well as geography. Each brings its own unique contribution to a coherent understanding of the history of the wider world.

You can find out more about each of these non-European societies on the HA website, where there will be suggested Schemes of Work available before the start of the summer holidays.

Alf Wilkinson is CPD manager for the Historical Association.

Using the back cover image

Westonzoyland War Memorial

Ruth Cavender

The image on the back cover is of the war memorial in Westonzoyland, Somerset. It consists of a concrete plinth with a metal shell-case set on top, on the front of which is a plaque which reads:

'This shell was presented by Westonzoyland Parish Council to commemorate the memory of local men who served in the 1914-1918 war. It was erected by C&A Stacey Bros who served.'

The memorial is set within a wall at a roadside near the centre of the village of Westonzoyland. It was built around 1920 and was listed at Grade II in 1987.

This article suggests lessons for primary pupils that focus on Westonzoyland War Memorial. These ideas can also be adapted for use with other war memorials you in your own locality.

Visiting the memorial

Learning about any war memorial will be enhanced if pupils are able to visit it. If a visit to a local war memorial is not possible these ideas can be used with good quality photographs of other memorials.

Before any visit you will need to find out where your local war memorial is and what form it takes. War Memorials Online (www.warmemorialsonline.org.uk) and the Imperial War Museum's War Memorials Archive (www.iwm.org.uk/warmemorials) can help with this and allow you to consider which of the following teaching points are appropriate.

Teaching points

During a visit pupils could learn about:

- **The design of the memorial.** War memorial designs vary and each reflects the choices of the community that was responsible for its creation. Westonzoyland's memorial is an example of a more unusual design and pupils could find out why this was chosen. Westonzoyland's memorial could also be compared to photographs of other memorials in different localities, or this photograph used as a comparison with other memorials you visit, especially those that have a more 'traditional' design that children may associate more readily with memorialisation and Remembrance. This could lead on to pupils creating their own designs for a memorial.
- **The condition of the memorial.** Many war memorials are in good condition but others may be in need of repair or maintenance. Pupils can help

to care for these memorials by adding up-to-date information and photographs to the War Memorials Online website (www.warmemorialsonline.org.uk).

- **The memorial's history.** As with Westonzoyland's memorial, inscriptions often reveal considerable information about when it was erected, who is commemorated and who was responsible for the memorial's creation (in Westonzoyland's case the Parish Council). Such information can form part of a wider historical enquiry using local records, with pupils considering the impact of the conflict on the local community.
- **The people commemorated.** Many memorials list names of the fallen which pupils can record during the visit for researching later back at school. (If, like Westonzoyland, names are not recorded on the memorial a separate record may exist and it is worth checking local rolls of honour or parish records.) Pupils can develop questions about these people and use a range of information sources to find the answers, building up an idea of who those commemorated were. By 'getting to know' the people commemorated in this way pupils deepen their understanding of the significance of local memorials like the one at Westonzoyland.
- **The importance of the memorial.** Taking learning out of school by actually seeing memorials like the one at Westonzoyland, and undertaking some of the activities suggested here, can really bring the subject 'to life' for pupils and help them appreciate the emotional as well as the historical significance of it.

Advice on developing these points during a visit to Westonzoyland or other memorials and in further lessons is given on War Memorials Trust's learning website: www.learnaboutwarmemorials.org

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Resources

The back cover image is from English Heritage's Heritage Explorer website www.heritageexplorer.org.uk where teachers will find a searchable database of over 10,000 images, with captions and links to the history curriculum, that can be used free in the classroom, along with teaching resources including ready-made whiteboard lessons.



269615 Westonzoyland War Memorial © Michael Bass. Source: English Heritage. See the article on page 43 for more information on where to find a copy of this and more images or visit www.heritageexplorer.org.uk