

3.1 Curriculum Design: How innovative and engaging is the history curriculum? *The handbook gives a detailed guide to the philosophy of the History department: how members of staff approach the subject, how the curriculum is adapted to encourage personal interests and specialisms and how students are well prepared for the demands of History in later study and higher education. Also included in this document is the curriculum for Years 7-9, showing how those approaches to History are put into practise.*

3.6 Historical Thinking: How well does the history curriculum develop historical thinking? *Local, national, international content is all featured. Year 8 SOW focuses on 'home' and 'away'. One Year 7 module is devoted entirely to local history (Portsmouth Curriculum). Development in historical thinking is well integrated into each SOW.*

Our approach to the study of History

1. All periods in the past are of interest and worthwhile of academic study. Our syllabus tries to reflect this by giving pupils the opportunity to study a wide variety of topics ranging from the Medieval to the 20th century. Where feasible, we enable pupils to select areas and periods they prefer. This is especially true at GCSE and at A Level where a choice of courses is offered.
2. As teachers of history, we reflect a diversity of personal enthusiasms and interests with regard to our subject. We recognise this, and within practical constraint, try to devise programmes of study especially in the Sixth Form, that enables us to share our particular specialisms with our students. We tend to teach best, that which we most enjoy ourselves.
3. As professional colleagues we prefer to have a certain degree of freedom about our teaching methods and the depth to which we teach certain topics outside public exam classes. Some may choose to linger longer on a certain topic; some may prefer to linger more elsewhere. The Common Tasks, end of year exams and schemes of work ensure though that we do not work in 'splendid isolation'.
4. Our pupils have the right to expect a variety of teaching styles from their history teacher over the course of one or two years. Some of our teaching will be didactic and none the worse for that. Some will focus on individual research and learning. Some will be role-play. Some will involve the use of ICT. The video too will feature in a number of lessons. What is important is not that specific methods are dictated for specific topics, but that colleagues use their professional judgement to ensure the delivery of a variety of learning experiences over the year. Our schemes of work are intended to give ideas on how this might be achieved.

5. We believe that considerable benefit is derived from taking history beyond the confines of the classroom and textbook. A wide range of trips both at home and abroad, residential and non-residential enables pupils to be enriched not only historically but also culturally and socially.
6. Just as 'no man is an island', no academic subject is too. We actively pursue ways of promoting links with other subjects be it promoting literacy with the English Department, foreign travel with Economics and Business or moral/ethical issues with PRS such as a Holocaust Survivor event for Y9. We have worked jointly with Drama to organise drama trips/events of mutual interest. We also make productive links with the wider community. These include: the War Memorials Trust, Old Portmuthians, and local primary schools (Great War Sign Up! Activities June 2014)
7. As professional colleagues, we value mutual support and an exchange of ideas, lesson ideas and resources. We endeavour to share our ideas freely and willingly. The shared resources on the T Drive are one formal way that this is achieved, as well as through weekly departmental meetings and more informal discussion.
8. Much value can be gained from studying the history around us. Our involvement in the Portsmouth Curriculum and a study of the more local dimension to the past aids this.
9. History is an academically rigorous and demanding subject, as well as an immensely one rewarding to master. We aim to encourage the fainthearted, and to stretch the most able. From September 2008 we sometimes loosely set for some GCSE classes where option blocks permit this. Where there are 2 classes in an option block, a higher and a lower set are sometimes created. The lower set is smaller in number, and care is taken when creating sets regarding the particular mixture of pupils in any one set. No tiered papers are set by the exam boards. We aim essentially for differentiation by outcome. The same tasks are set, the same resources provided, the differentiation comes with the use and ingenuity to which these are put.
10. Through our teaching of the subject in an imaginative and lively fashion, we hope to inculcate in our pupils a lifelong interest and awareness in the subject regardless of academic level to which they have studied the subject.
11. Recognising that exams may not bring out the best in all historians, we enable our pupils in Years 7 to 9 to make up 25% of their final summer exam marks by way of two or three formally structured coursework tasks during the year. Where there more than two tasks, the average of the best two is used to calculate the coursework component element of the final exam mark.

Magna Carta in Y7, religious upheavals in the Early Modern period in Y8, and slavery/changing role of women in Y9. We do not teach citizenship or 'British values' explicitly, but aspire via our syllabus to promote not just intellectual curiosity but also an awareness of the rights and responsibilities of responsible citizenship in the 21st century. Only by studying the past can pupils fully appreciate how we have come to be where we are today.

13. To prepare children to be able to think and work effectively under pressure of time - this is particularly the case in preparing them for written examinations.
14. To enable the pupils to become ever more resourceful in their pursuit of historical material so that they take on a degree of responsibility for their own independent learning.

. Summary of the History and politics syllabuses at PGS

Year Seven

Medieval Realms , c.1066 - c1430

This course follows the main outlines of the National Curriculum. It begins with Norman Conquest and the Battle of Hastings and then covers aspects of Norman rule through the building of castles and the Domesday Book. The importance of the Medieval Church is also covered, and the conflict between Henry II and Thomas Becket. The reign of King John is also surveyed and in particular historical judgments about him. There is also a brief study of the rise of Islam, as background to a unit on the Crusades. A project on medieval life is undertaken at the end of the Summer Term. Three common assessment tasks are undertaken during the course of the year. These take an essay/source based format, and are intended to enhance pupils' essay writing skills and ensure that a common core is being taught by all colleagues. Some internal moderation of these tasks takes place by the HOD.

Year Eight

The Early Modern Period at Home and Away c.1500 - c.1750

The Year 8 course takes a more thematic approach compared to Year 7 and seeks to focus on five main issues and problems of the 16th and 17th centuries:

How did the Tudors come to power and retain power?

Religious changes in the 16th century

European voyages of discovery

The causes and course of the English Civil War

Life in Cromwell's England

Four Common Assessment Tasks are completed during the course of the year.

Year Nine

An Introduction to the Modern World c. 1750-1939

This course is designed to focus on some of the key events of this period, most notably the developments in slavery, the Industrial Revolution (in outline and with a special focus on Brunel) the changing role of women in Great Britain, and aspects of the two world wars of this century. Again, four Common

Assessment Tasks are undertaken during the year. Essays on the British

Empire, General Haig and votes for women, and a source based task on slavery.

The best two marks count towards 12.5% each of the summer exam mark. The time after exams is spent on an individual project. The precise nature of these is selected by the class teacher but generally focus on the 20th century.

Examples can include: a set of mini projects based on 'We didn't Start the Fire' by Billy Joel, the US Civil War, Heroes and Villains, or a study of the concept of revolutions.

3.2 Enquiry: How is enquiry used to effectively develop pupils' historical thinking and understanding? *Each scheme of work is shaped by an enquiry topic. The Year 8 scheme of work is listed below.*

Year 8 – The Changing World

Unit 1 – Henry VII

Timescale 8 lessons

Enquiry question Why did Henry break from Rome?

Suggested Content Catherine of Aragon, heirs, Anne Boleyn, Wolsey, Divorce, Cromwell

Skills Causation

Resources Textbook, boardworks

Assessment

Common Assessment Task – Why did Henry break from Rome?

Other opportunities for extended writing: What problems did Henry face at the start of his reign? Why did Wolsey lose his position?

Unit 2 - The Tudors

Timescale 4 lessons

Enquiry question How much did life in England change as a result of the break with Rome?

Suggested Content Religious changes under Edward and Mary monarchs, Pilgrimage of Grace, other rebellions, recreation

Skills change and continuity

Resources

Boardworks, Powerpoints/electronic resources on T drive

Textbook: The Making of the UK p.2-11

Textbook: Societies in Change (SHP Discovering the Past Yr8) P.26-34

Textbook: Digging Deeper – Britain 1500-1750 p.50-53

Assessment

Written conclusion: 'How much did life change after the break from Rome?'

Unit 3 - Elizabeth

Timescale 6 lessons

Enquiry question How successful was Elizabeth I?

Suggested Content Marriage, religious settlement, Armada, Poor Law, Portraits

Skills Source Analysis

Resources Text book, boardworks, R drive

Assessment

Common Assessment Task: Source assessment evaluating Elizabethan portraits and propaganda

Other opportunities for extended writing: Explain how Elizabeth used portraits to show her power. How popular was Elizabeth's religious settlement? Does Elizabeth deserve her reputation as one of England's greatest monarchs?

Unit 4 – The Civil War

Timescale 10 lessons

Enquiry question Why did Charles lose his head?

Suggested Content Gunpowder plot, taxes, religious changes, disputes with parliament, events of the Civil War

Skills Causation

Resources Powerpoints on T drive, SHP Textbook p.42-63, The Making of the UK p.26-47

Assessment

Common Assessment Task: To what extent was religion the main cause of the Civil War?

Other opportunities for extended writing: Why was Charles so unpopular? News article on the arrest of the 5MPs. Why did parliament win the Civil War? Why was Charles executed?

Unit 5 - Cromwell

Timescale 6 lessons

Enquiry question Does Oliver Cromwell deserve his reputation?

Suggested Content Puritans, regicide, Ireland, Lord Protector

Skills Source analysis and interpretations

Resources Puritan reforms – Making of the UK p.54-55, Diggers and Levellers – SHP p. 68-60, handouts in box files in office, Cromwell – Making of the UK p.47-57, SHP p.64-69, W Drive videos – Cromwell video and Making of the UK video

Assessment

Debate – Does Cromwell deserve his reputation? Written conclusion

Any of these possible opportunities for extended writing: How did life change under the Puritans? How reliable is the evidence for Cromwell's actions in Ireland?

Unit 6 – Bill of Rights

Timescale 4 lessons

Enquiry question Was the Bill of Rights a continuation of Magna Carta?

Suggested Content Restoration, Glorious Revolution, Bill of Rights,

Skills Change and Continuity

Resources Textbook, Year 7 work

Assessment Why was a Bill of Rights needed?

Unit 7 - Empire

Timescale 8 lessons

Enquiry question Is the Empire something to be proud of?

Suggested Content Why was the Empire formed? Brief overview of India, Australia, USA and issues encountered there.

Skills Causation, interpretation, source work

Resources Text book, R drive

Assessment

Common Assessment Task: Did the British Empire have a positive impact?

Other opportunities for extended writing: Why did the Empire grow? Is the Empire something to be proud of?

Unit 8 – The Slave Trade

Timescale 10 lessons

Enquiry question

Suggested Content The trade triangle, the middle passage, life on plantations, abolition in the UK

Skills: source skills and causation

Resources: R Drive, Black Peoples of America Text book

Assessment: Opportunities for extended writing could include: Source evaluation and analysis, creative piece on the middle passage or life on the plantations, essay on how important was Wilberforce to the abolition of slavery in the UK.

Unit 9 - Civil Rights (after Year 8 exams)

Timescale 8 lessons

Enquiry question How did life change after abolition?

Suggested Content: Civil War, Reconstruction, KKK, Emmet Til, Rosa Parks, MLK

Skills change and continuity

Resources R Drive, Black Peoples of America Text book

Assessment: News article on Emmet Til murder, comparison of US and GB

3.3 Broad and Balanced Curriculum: How does history contribute to the delivery of a broad and balanced curriculum? How broad and balanced is the history curriculum? *GCSE and A Level students are able to choose from two courses, each providing different periods, locations and approaches to the study of history.*

Modern World History, 1919 - present day

This is a two-year course leading to GCSE. Topics studied will complement the Year Nine course, but should not overlap to any great degree. The main topics covered can include: Nazi Germany, the Russian Revolutions and Stalin's Russia and International Relations 1919-60. There is also a choice of topics for Section C in Paper 2 namely: Vietnam, Race Relations in the USA and Northern Ireland. Vietnam is the topic currently taught to classes. The new AQA B Modern World syllabus 9145 has been followed by Y10 from September 2014. The Controlled Assessment unit is on the British People in War.

Schools History Project

This was introduced as an additional option from September 2003. The rationale behind this is to give pupils a wider choice of subject matter, and to incorporate aspects of social history into a GCSE course. Topics covered include, Medicine and Public Health through the ages, Nazi Germany and Controlled Assessment on an aspect of local history for which Royal Victoria Country Park at Netley has been chosen. The new AQA History A 9140 SHP syllabus has been followed from September 2014.

Sixth Form

A new A Level syllabus came into effect in September 2015. PGS History and Politics Department follows:

History: OCR History A (H505) with both Early and Late Modern options
Government and Politics: AQA

The current Y13 follow the old OCR syllabus, H506.

Government and Politics: AQA with AS modules in UK Politics and A2 modules on US Government and Politics

In addition, from September 2009, the IB has been taught at both SL and HL

Two A Level courses are offered by the department. These are:

Early Modern History

This course studied over two years, covers several modules from the OCR History syllabus. Modules are taught on both British and European topics. Among the areas studied are: the German Reformation and the rule of Charles V 1500-59, the Later Tudors, England 1547-1603, and a thematic study of Popular Culture and the Witchcraze of the 16th and 17th Centuries. There is also a topic based essay (Y100) of between 3000 and 4000 words. This will probably be based around a taught unit on the Catholic Reformation.

Late Modern History

This course studied over two years, covers modules from the OCR History syllabus. Modules are taught on a variety of British, American and European topics. Among the areas studied are: The American Revolution, 1740-1793, Britain 1900-1951, and a thematic study either: The Changing Nature of Warfare 1792-1945 or Russia and its Rulers 1855-1964. There is also a topic based essay (Y100) of between 3000 and 4000 words. The topics taught will vary somewhat according to the specialisms and interests of colleagues sharing the teaching of each set.

3.3 Broad and Balanced Curriculum: How does history contribute to the delivery of a broad and balanced curriculum? How broad and balanced is the History curriculum? *There is an enormous breadth of History options on offer for prospective A Level students, including options at A Level and IB.*

Sixth Form History @ **PGS**



A Level & IB Guide – for September
2016

Sixth Form History at PGS

Welcome to this guide explaining the different courses which you can study whilst in the Sixth Form at PGS.

First Step: Choose A Level or IB

<u>A Level (2 options)</u>		<u>IB</u>
Medieval & Early Modern (16th & 17th centuries)	Late Modern (19th & 20th centuries)	Exact content is determined by the teacher but examples include... <ul style="list-style-type: none">• US civil rights and Apartheid South Africa• Single Party states• Regional Study of the Americas

Be sure to make the **right decision! Speak to **the Careers Department** for careers advice & the **History Department** for specific advice on subject content.**

“In any moment of decision, the best thing you can do is the right thing, the next best thing is the wrong thing, and the worst thing you can do is nothing.”

Theodore Roosevelt



A Level courses in more detail:

Basic facts:

- We run two full A Level history courses in the Sixth Form: one is called the **Early Modern course** and covers aspects of **16th and 17th century history**, while the other one is the **Late Modern course** and covers aspects of **nineteenth and twentieth century history**. Both courses cover aspects of both **British and European/American history**. The exact order and subject of the modules varies year by year according to the combination of teachers for a set
- both courses contain roughly equal amounts of English and European history taught over 7 forty minute periods per week by two different teachers with 8 periods in Y13
- the exam board we use for both courses is OCR

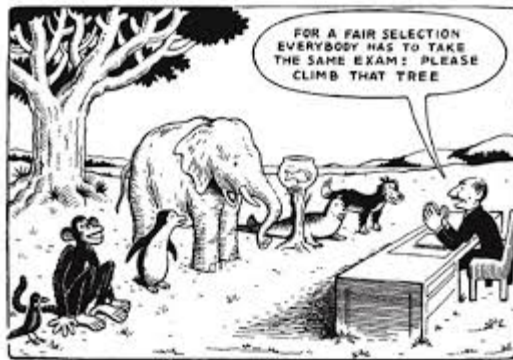
Link up with GCSE:

- Most if not all of you will have studied some modern twentieth century world history for GCSE, plenty of Hitler and Stalin etc! Both courses aim to build upon the skills both with sources and essay writing that you have acquired thus far. We try even with the Late Modern course to avoid too much duplication of subject matter, so that the topics you study are fresh and different.

Assessment

- Both courses are modular, that is to say that they are assessed in separate smaller parts. There are **four** modules in all including coursework. One exam is 1 hour long, one is 1 hour 30 minutes and one is 2 hours 30 minutes. The exams consist of a mixture of **document** and **essay** based questions. All exams are sat at the end of Y13

(Upper Sixth) . Coursework will be undertaken during the Autumn Term of Y13.



Topics you could study:

Early Modern course:

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- **Emperor Charles V**
- **German Reformation**
- **Elizabeth I**
- **The Witch Craze in Europe and beyond in the 16th and 17th centuries**
- **Philip II of Spain**

Late Modern Course:

- **British Political History 1918-1951**
- **Russia 1855-1956**
- **The History of Warfare 1792-1945**
- **The American Revolution**



Coursework

- **This comprises one piece of extended writing of between 3000 and 4000 words based around a taught subject but with some scope for you to develop your own title. It is marked internally and moderated externally. It comprises 20% of the final A Level mark.**



Skills needed to do well with A Level history

- **Read widely and thoroughly, and make sensible notes**
- **A willingness to ask your teachers for help and advice when you don't understand things**
- **The ability to organise your notes well, and to meet deadlines on time**
- **Be prepared to argue your case in class; even your teachers are not necessarily infallible!**
- **Write fluently and analytically**
- **Approach sources in a balanced and sensible fashion**
- **A belief that history is both enjoyable and relevant to the world of the 21st century**

Trips

- **There is an annual History trip normally in the first week of the Easter holidays. Destinations in recent years have included: China, USA, Germany and Latvia/Lithuania. They are not compulsory by any means for A Level/IB historians, but you will be most welcome and such a trip may help your studies. For Easter 2016 a trip to Budapest is planned, and to Vietnam in October 2016**



Results

- **The History Department consistently gets very good results. Our A/B pass rate is consistently **over 90% (100% in 2015)** and **above the school average** most years. An average of 2-3 pupils go on to read the subject at Oxbridge alone every year – 4 in 2016**



IB Course in more detail:

Why choose IB History?

- **At GCSE you have experienced a range of different subjects within History, whether it be through the SHP or the Modern World options. IB History builds on your **core History skills** and develops them further taking an **international** and **diverse** group of Modern History topics.**



Content- What will be in the course?

Exact content will depend on the teacher and some topics are exclusively for Higher Level students (indicated HL). However an idea of the types of things you will study are listed below:

- **Paper 1 Rights and protest: civil rights in the USA 1954-65 and Apartheid South Africa 1948-64**
- **Paper 2 Single Party States (including: China, the USSR and Peron's Argentina) The Cold War**
- **Paper 3 (HL) Regional Study of The Americas**
 - **The US Civil War and Reconstruction 1820-77**
 - **Great Depression 1929-39 (covering the USA, Canada and Brazil)**



Coursework: a 2000 word Historical Investigation on a subject of your own choice (for both Levels in the course).



Skills- What will I learn to do?

- **History is an excellent subject for developing many skills that can be transferred into other subjects and disciplines. By studying IB History you will develop reasoning and analytical skills and practise your inquisitive ability by inquiring about events, motivations and opinions of historians. History students will be able to study events and opinions and will be interested in challenging this insight to the past through the eyes of the present. It is also an excellent preparation for the Extended Essay which all IB students must do.**

IB History students will need to:

- **Read widely and thoroughly, and make sensible notes**
- **Show a willingness to ask your teachers for help and advice when you don't understand things**
- **Organise your notes well, and to meet deadlines on time**

- **Be prepared to argue your case in class; even your teachers are not necessarily infallible!**
- **Write fluently and analytically**
- **Approach sources in a balanced and sensible fashion**
- **Believe that history is both enjoyable and relevant to the world of the 21st century**

Organisation- How is the course organised?

- **The course will be organised into 2 Levels – Higher and Standard which are taught separately.**

Assessment- How will I be assessed?

- **All students will have external exams in May of their Second Year and the different Levels will be assessed with the following weightings:**

Standard Level

- **Paper 1 (1 hour) 30%**
- **Paper 2 (1 ½ hours) 45%**
- **Internal Assessment (coursework) 25%**

Higher Level

- **Paper 1 (1 hour) 20%**
- **Paper 2 (1 ½ hours) 25%**
- **Paper 3 (2 ½ hours) 35%**
- **Internal Assessment (coursework) 20%**

“It is no use saying, 'We are doing our best.' You have got to succeed in doing what is necessary.” Winston Churchill



3.4 Time Allocation: How effectively is the status of history reflected in the curriculum? *This extract from the department handbook for 2015-16 shows that history is given an important place in the whole school curriculum. A Year 9 timetable is included for evidence.*

A summary of the current timetable:

Years 7-9: 2 lessons per week (40 minutes each)
 Years 10-11 (GCSE): 4 lessons per week
 Sixth Form: 7 periods per week for A Level in Y12, 8 per week in Y13
 6 periods per week for IB Higher Level
 4 periods per week for IB Standard Level

History is compulsory in the first three years, and thereafter becomes an option. Around 60% of Year Nine have opted for History as a GCSE option subject in recent years where it is normally the most popular GCSE option subject. At A Level, there are normally four A Level sets in each year with around 80-90 pupils in total studying History in the Sixth Form. There are currently 2 Politics and Government sets in both Year 12 and Year 13. For IB both Standard and Higher level sets are run, and History is a very popular Group Three option.

Pupil Record

General Information | Consent Details | External Exams | Extra Curricular | Awards and Sanctions

Timetable for [REDACTED]

Period No.	Monday	Tuesday	Wednesday	Thursday	Friday
1	RAP:Art 03	MR:English F1	BPL:Greek 1014	DPR:Physics 36	NSAD:French 2024
2	RAP:Art 03	ADL:Physical Education	BPL:Greek 1014	DPR:Physics 36	NSAD:French 2014
3	JMHT:BiologY L5	HES:Geography 2007	PAON:Chemistry K5	HES:Geography 2007	RLN:Mathematics 3002
4	HCS:Computing 3022	JMHT:BiologY L5	PAON:Chemistry K5	RLN:Mathematics 3002	MR:English F1
5	RLN:Mathematics 3002	JMHT:BiologY L5	MR:English L18	ASCC:History N6	JMIA:Money Management 3017
6	NSAD:French N3	RAP:Art 03	RJR:PRS A0	RJR:PRS A0	CJD:Games
7	BPL:Greek 2006	RLN:Mathematics 3002	JMIA:Money Management SF6	MR:English F1	CJD:Games
8	DPR:Physics 36	ASCC:History N6	JMIA:Money Management SF6	PAON:Chemistry K5	CJD:Games
9					
10					

3.5 Local Dimension: How effectively is the local environment used to support learning in history?
The school is lucky enough to be situated in an incredibly historic part of Portsmouth. This is taken advantage of in a Year 7 topic: students walk down the street on which PGS is situated, find various pieces of evidence to answer the set questions and make notes on this sheet. It raises awareness of the role their local environment has played in a national context, as well as encouraging students at an early stage to correctly support their answers with evidence.

The High Street History Trail.

What is the aim of this trail?

There are a number of reasons why you are going to start your Portsmouth Curriculum course in the High Street. On the school's door step is one of the most historic streets in Hampshire, and by learning from the history around us, you should be able to make sense of national and international events. Also understand how events are commemorated and why changes take place at different times. Finally, it will give you the opportunity to act as something of a detective, since not all answers are immediately obvious.

How to complete the trail?

Fill in your answers in the spaces below using proper sentences, you have 30 minutes to complete the trail and do be aware that the questions are not necessarily all in order. You need to be alert and eagle eyed at all times! As you will be working on a street you must behave at all times working individually or in small groups of no more than three people. Be particularly respectful of people's privacy so don't peer in people's front windows and ensure that you are not blocking the High Street. You do not need to go beyond the plague near the Square tower.

Your trail starts here!!!

1. This street has associations with several famous people, these include: Admiral Nelson, The Duke of Buckingham [a friend and minister to King James I and Charles I], John Pounds [an early pioneer in education], and Catherine of Braganza [wife of Charles II]. What are the connections of each one with the street, and describe some of the ways they are commemorated [remembered] in the street today.

George court near the CO op

Near number 10- it is clear from the plaque

John pounds church- it is clear from the plaque

House across the road

Catherine Braganza – she was married to Charles II in the church on Governors green

2. As you walk under the arches find out three early uses of buildings on the site of PGS, and what evidence tells us that the school cannot always have been on this site?

Richard I palace, a theatre and the barracks on the boards under the arch!!

3. Many of the buildings in today's High Street appear quite modern and less than 60 years old, what historical event is likely to explain this?

WWII and the blitz it is worth shoeing them buildings like number 10 and comparing this with very modern builds and just asking them to consider what major event in 20th century resulted in such destruction.

4. Stop for a minute outside the Cathedral and look at the building; do you think the building was designed and built at the same time? Give a reason or evidence to support your answer.

Built over four centuries. The main clue is the older building and its brick work which is an example for the 12th century!!! Whereas as the latter part of the building is 1920s

5. How do you know you could post a letter in the High Street in Queen Victoria's reign?

The post box next to the Duke of Bucks pub. There are her initials on the box

6. What find three important wars that are marked by memorials in the street?

Two are mentioned near the cathedral and obviously Nelson and there is another plaque down near the square tower.

7. Portsmouth as you would expect is a city by the sea- What are the special connection with USA and Australia?

There is a detailed plaque near the square tower.

8. Why is the Square Tower a special building in the High street?

Charles I bust shows that it was an important military building – it held the armoury for the monarch and garrison in Portsmouth until the 20th Century.

9. What evidence is there of any old naval weapons having a more peaceful role in the street today?

The two bollards by the post box next to the Duke of Bucks pub.

10. This street is called The High Street yet why does this seem a rather strange name now, given what it is used for today? What explanation would you offer?

It was a commercial centre but is now residential. So there use to be lots of shops and now houses.

