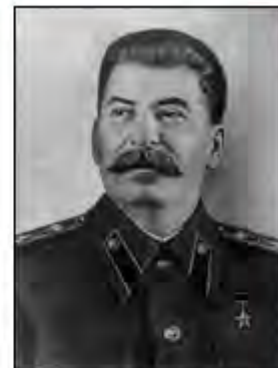
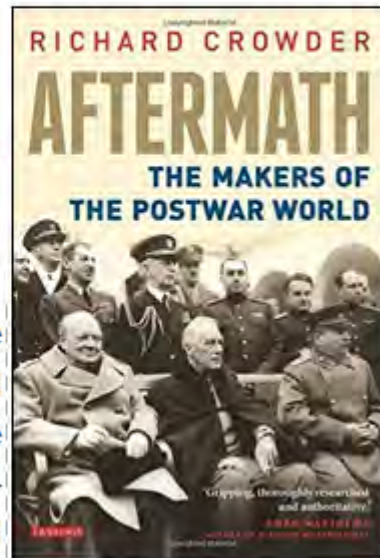


5.1 History Enriching the Curriculum: How does history enrich the whole curriculum life of the school? *There are several clubs run by the History department aimed at pupils across the curriculum, which aim to extend pupils' understanding of history and its importance in daily life. These include the Senior History Society, a club aimed at GCSE and A Level pupils which invites speakers from the local community and further afield to talk about their historical specialisms, and the History film club, which invites middle school pupils (Year 7 and 8) to watch historical films and increase their awareness of historical issues.*

## Senior History Society Lecture

### Richard Crowder OP: 'The Makers of the Post- War World'

The end of the Second World War saw the decline of the great European empires and the dramatic rise of two superpowers—the United States and the Soviet Union. Following the publication of his highly acclaimed account of the events of 1945-9, Richard Crowder returns to PGS to give an account of the impact of globalisation, the tensions between Moscow and the West and the re-building of a war-stricken world.



**Friday 16th October**

**4pm-5pm BCSC**

**Coffee &  
biscuits  
provided**



# HISTORY FILM CLUB!

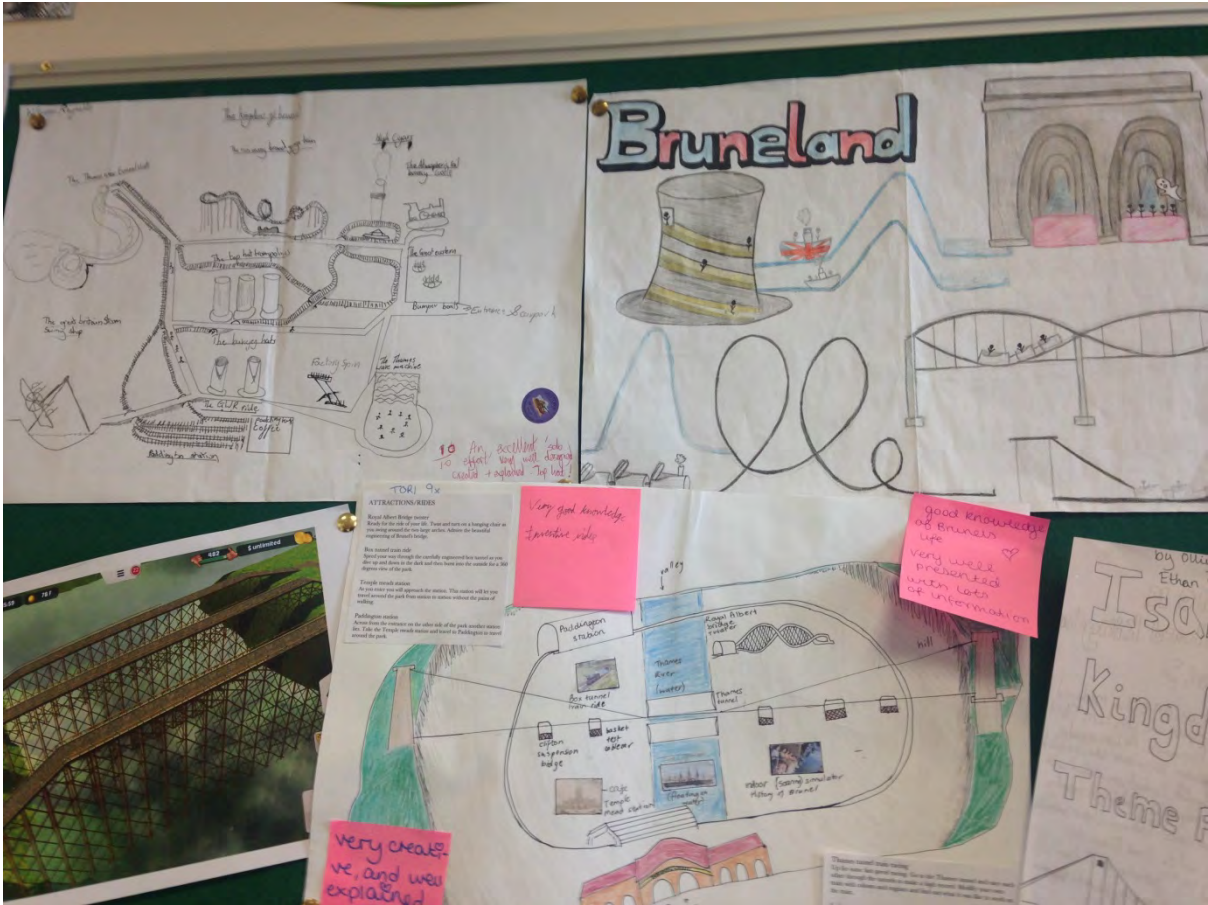
BRING YOUR OWN LUNCH,  
WE'LL PROVIDE THE POPCORN!

FRIDAYS 1.15 - N6





5.2 Classroom Environment: How does the classroom environment encourage enthusiasm for history, learning and reflect the high status of history within the school? *Achievement is celebrated across all year groups. There is a display board in the department which informs pupils of what happened in history 'on this day', whilst there is also a WW2 display related to PGS pupils evacuated during the war in the school library.*












5.3 Website and Communications: How does history contribute to the school's online communications? *Articles and other features written and created by pupils are published daily on a blog called Portsmouth Point, the link to which can be found on the school website. The History department has its own dedicated tab on the blog. Examples of pupil work can be seen below.*



THE PORTSMOUTH GRAMMAR SCHOOL

Telephone: (023) 9236 0036 Email: info@pgs.org.uk

Search




[Nursery](#)
[Junior](#)
[Senior](#)
[Sixth Form](#)
[Alumni & Friends](#)

[About Us](#)
[Admissions](#)
[Our Location](#)
[News & Events](#)
[Parents](#)
[Publications](#)
[Contact Us](#)

The Portsmouth Grammar School > Publications > **Portsmouth Point**

Publications

Get involved and share


What's inside?

- School Diaries >
- Horizons >
- The Portmuthian >
- Portsmouth Point >**
- OPUS >
- Prizegiving >
- Monographs >

Latest News

- Order! Mr Speaker visits PGS >
- Last Days of Choir >
- On the Buzzer >
- Oxbridge Success >
- Bringing New Life to Music >

**APPLY TODAY**



PORTSMOUTH POINT  
INSPIRATION ISSUE

PortsmouthPoint\_Winter 2015

If other PGS publications showcase what the school does, Portsmouth Point is a celebration of all that it thinks. This twice-yearly publication is a platform for pupils, staff and other contributors to develop and expound stimulating ideas and opinions.

**Portsmouth Point – Inspiration – Autumn 2015**

**Portsmouth Point – Human Rights, Summer 2015**

**Portsmouth Point – Change, Autumn 2014**

# PORTSMOUTH POINT



[Home](#) [Twitter](#) [Contact](#) [How to Comment](#) [What's the Point?](#)

[Current Affairs](#) [Art and Literature](#) [Science and Tech](#) [Film and Drama](#) [Music](#) [History](#) [Philosophy and Religion](#)

Friday, 15 January 2016

## Adolf History: His Struggle to Power

by **Corin Nelson-Smith**

In his book *Hitler, A Study in Tyranny*, Alan Bullock ( 1952 ) divided Hitler's life into three sections, which I am going to use to structure my biography plus a paragraph about his childhood.

Hitler didn't somehow trick his followers into adoring him, he formed a bond between himself and his people, by telling them what they should be thinking, and then telling them what they wanted to hear. He planted some ideas in peoples heads, and grew the ones he knew people already had. This is called charisma, and was the basis of his leadership, and his struggle to power.



Search This Blog

Other Labels:

- Creative Writing
- Economics
- Food
- Hackers
- Language
- Personal
- Photography
- Psychology
- Sport
- Travel
- Vlogs
- Blog Exclusive (1792)



# Отечественная война 1812 года – ‘the Great Patriotic War of 1812’ Emperor Napoleon’s Embarrassment.

by Ethan Creamer



Napoleon - by Ingres

Napoleon Bonaparte has to be one of the most inspirational political leaders of history: his Empire stretched from France across the Rhine into Germany, across the Pyrenees in Spain and his influence extended as far as modern day Poland with powerful allies at times including Prussia and Austria. The only country in Europe which had not otherwise been taken by Napoleon or allied to him was Great Britain. Emperor of the French since 1804, it was only in 1812, with the efforts of the Russian Empire which decimated Napoleon’s Grand Armée, that his hold on Europe began to crumble. 18th June this year marked 200 years since the decisive Battle of Waterloo which finished his restored rule as Emperor of the French when he abdicated only four days after the Battle led by the Duke of Wellington. The Battle ended over a decade of Napoleon’s dominance in European affairs, and Europe was significantly altered after the reign of Napoleon. The Russian campaign of 1812 is what ultimately spelt the end for Napoleon’s reign in 1814 when he was exiled to the Island of Elba.

Napoleon’s Invasion of Russia in 1812 was a military disaster: he did not have in place the correct logistical infrastructure.

The French did not comprehend the willingness of the Russians to deploy scorched-earth tactics, and, despite never losing a major pitched battle before taking Moscow, within six months Napoleon had retreated from Russia. When nearly 650,000 French, German and Polish soldiers marched into Russia across the Niemen River on the political excuse of liberating the Duchy of Warsaw (now eastern Poland and parts of Lithuania and Belarus) from the threat of the Russian Empire, they were victorious in a number of skirmishes, and Napoleon believed that a quick and decisive victory was on the cards, and taking Moscow, the spiritual and ancient capital of the Russian people, would bring the Tsar to negotiations. He could have not been more wrong. The Russian Empire at the time covered a vast area, covering the

5.3 Website and Communications: How does history contribute to the school's online communications? *The History department has its own dedicated page on the VLE section of the school website, which features links to classroom & homework resources, revision ideas and opportunities for independent learning.*

The screenshot displays the Portsmouth Grammar School VLE website. At the top, the school's crest and name are on the left, followed by a 'Welcome' message and a navigation menu: Home, Subjects, Homework, e-LIBRARY, PGSmile, PGWeb, Dashboard, Yellow Book, Red Book, and Logout. A Google search bar is on the right. The main content area features a 'History' section with a house icon and three links: <http://tutor2u.net/>, <http://www.bbc.co.uk/bitesize/ks3/history/>, and <http://www.schoolhistory.co.uk/quizzes/>. To the right, a section titled 'Some great e-sources to support your progress' includes logos for the school's e-LIBRARY, HERITAGE Library Catalogue, Complete Issues, Online Journals, and et ECONOMICS TODAY. Below these are logos for totalpolitics and HistoryToday. A 'My Subject Resources' section follows, with a dropdown menu set to 'History'. It contains two rows of resource icons: the first row includes '00. Homework', '07. Year 7', '08. Year 8', '09. Year 9', '10. Year 10', '11. Year 11', '12.13. Year 12/13', 'DJF', and 'Dr Galliver's Classes'; the second row includes 'Italian Unification', 'Miss Rickard's Classes', 'History revision Ideas Year 7.docx', 'History revision Ideas Year 9.docx', 'History Revision Ideas Year8.docx', and 'The Peel Web'.



5.4 Links across subjects and schools: How effectively does history link with other subjects within the school and beyond? *Two years ago, the History department led a project on war and remembrance which invited pupils from local primary schools to learn about the events and impact of the First World War.*

## Portsmouth pupils sign up to learn about First World War



**IT'S** been almost 100 years since the start of the Great War.

Now, Portsmouth Grammar School has opened its doors to younger pupils from schools across the area to invite them to learn more about the conflict in a scheme called The Great War Sign-Up.

ADVERTISING

**2**  
comments



**HAVE  
YOUR SAY**



Children from Sheet Primary School, Sheet near Petersfield, were given an example by Andy Robertshaw, 57, of how soldiers in the Great War were kitted out. Picture: Malcolm Wells (141901-7481)

Children from Fernhurst Juniors in Southsea and Sheet Primary in Petersfield paid a visit yesterday.

Pupils took part in different projects from making poppies in art to designing obstacle courses for tanks in science. They studied art, English and psychology.

Year 5 teacher at Fernhurst Juniors Sam Humphries said: 'In November we're doing a whole week of remembrance.

'It's a nice way of getting this year group involved as they will be in Year 6.

'World War One is history but it's important that it is remembered. The children understand the sacrifices that people made to allow us to have our freedom today.



'They have enjoyed what they have been doing today and have been very enthusiastic about it.'



Sasha Swan, 10, said: 'It's interesting because it's good to know about history and it makes me wonder what it would be like if I was there.'

Robert James, 10, added: 'It's fun because we get to learn a lot about World War One which I don't know much about. Learning about the war interests me.'

Simon Lemieux is head of history and politics at Portsmouth Grammar School.

He said: 'At PGS, having been founded in 1732 and having a long tradition of sending former pupils into the armed services and with 130 old boys dying in the Great War we wanted to do something different and special and memorable to remember the 100th anniversary of the outbreak of the war.'

'From a historical perspective it was one of the defining events of the 20th century so we should learn about it as an event in history.'

Across the week, hundreds of pupils will take part in the Great War Sign-up.





5.4 Links across subjects and Schools: How effectively does history link with other subjects within the school and beyond? *Each year, the department undertakes a Year 9 trip to Ypres. This trip forms a natural strong link to the English department through the use of war poetry in the trip's scheme of work and planning. An extract from the work booklet shows this.*

## **Poperinge**

### **The execution post and cells**

In the Ypres Salient there are 73 known graves of soldiers shot at dawn and a further 3 commemorated on the Menin Gate. There is no indication of this on their headstones. Poperinge New Military cemetery holds an infamous record in that it contains the largest number of men to be executed by the British Army and buried in one place. The reason for this lies in the fact that such disciplinary matters were usually carried out when the battalions were in camp away from the front lines and Poperinge was one of the most important centres for military camps in the British sector.

In the courtyard between 1916 and 1919 a number of British Soldiers were executed. Records show at least 8 were definitely shot here. The

shooting post preserved here was used only for the final execution on 19th May 1919.

In all, 351 men were executed under the British Army Act during the Great War, 306 for 'military offences' such as desertion, cowardice etc, only the top 2 levels of military courts could impose the death penalty, the General and Field General Courts Martial. In total over 3000 men were sentenced to death by firing squad, so the great majority were reprieved.

The cells at Poperinge Town Hall were used to hold prisoners prior to the sentence being carried out.

## The Deserter

There was a man, - don't mind his name,  
Whom Fear had dogged by night and day,  
He could not face the German guns  
And so he turned and ran away.  
Just that - he turned and ran away,  
But who can judge him, you or I?  
God makes a man of flesh and blood  
Who yearns to live and not to die.  
And this man when he feared to die  
Was scared as any frightened child,  
His knees were shaking under him,  
His breath came fast, his eyes were wild.  
I've seen a hare with eyes as wild,  
With throbbing heart and sobbing breath.  
But oh! it shames one's soul to see  
A man in abject fear of death,  
But fear had gripped him, so had death:  
His number had gone up that day,  
They might not heed his frightened eyes,  
They shot him when the dawn was grey.  
Blindfolded, when the dawn was grey,  
He stood there in a place apart,  
The shots rang out and down he fell,  
An English bullet in his heart,  
An English bullet in his heart!  
But here's the irony of life, -  
His mother thinks he fought and fell  
A hero, foremost in the strife.  
So she goes proudly to the strife  
Her best, her hero son she gave.  
O well for her she does not know  
He lies in a deserter's grave.

Winifred Mary Letts 1882-1972, written 1916



## Essex Farm Advanced Dressing Station and John McCrae

A British Army Dressing Station was established in the rough dugouts on the western canal bank at the rear of Essex Farm Military Cemetery. Gradually during the war the dugouts were reinforced and built up with concrete. Dressing Stations were the first places a wounded soldier could expect to receive some real medical aid, staffed as it was by doctors and orderlies who would conduct triage and emergency surgery before passing casualties on to the field hospitals (Casualty Clearing Stations). Dressing Stations were around 5-7 miles from the front line.

John McCrae was a doctor with the Canadian Army Medical Corps. Whilst stationed at Essex Farm, in May 1915 he was moved to write the famous poem "In Flanders Fields". This was after one of his friends, Alexis Helmer, was killed and buried. Seeing the poppies blow around the graves led to the best known image of this poem. "In Flanders Fields" was published for the first time in Punch in December that year, and has since come to encapsulate the sacrifice of those who fought. He originally threw it away after writing it, but one of his friends pulled it out of the waste bin!



### "In Flanders Fields"

*"In Flanders fields the poppies blow  
Between the crosses, row on row,  
That mark our place; and in the sky  
The larks, still bravely singing fly  
Scarce heard amid the guns below.*

*We are the dead. Short days ago  
We lived, felt dawn, saw sunset glow,  
Loved and were loved, and now we lie,  
In Flanders fields.*

*Take up our quarrel with the foe:  
To you from failing hands we throw  
The torch; be yours to hold it high.  
If ye break faith with those who die  
We shall not sleep, though poppies grow  
In Flanders fields. "*

### **Essex Farm Cemetery**

Buried in this cemetery is one of the youngest known casualties of the war, Private Joe Strudwick of the Rifle Brigade, aged just 15. The youngest soldier officially acknowledged is Private John Condon of the 2nd Royal Irish Regiment, who died 24th May 1915, aged just 14 and is buried in Poelkapelle British Cemetery. There is however debate as to whether he was actually 14 and indeed even buried in that grave. Some argue that the soldier really lying in that grave is Rifleman Patrick Fitzsimmons, and John Condon's body has never been identified and he was really 19 years old. See [www.cwgc.co.uk/Condonevidence.htm](http://www.cwgc.co.uk/Condonevidence.htm) for a more detailed discussion.

### **Langemarck: German Military Cemetery and Harry Patch plaque**

The 2 sites here are firstly the vast German cemetery which contains

Burials of the German dead at Langemark started in 1915 but increased between 1916 and 1918 as a result of a directive from the German High



5.5 Community Links: How is the wider community involved in history education at the school and beyond? *This scheme of work is instigated by a Year 8 trip to Hampton Court Palace. Pupils are required to undertake this individual investigative project following the trip.*

### **Common Assessment Checklist:**

### **How does Hampton Court Palace show Henry VIII's power?**

Make sure you have talked about.....

- ✓ Who built Hampton Court Palace?
- ✓ When and why did Henry take the Palace for himself?
- ✓ The Great Hall. What can you remember about the stained glass windows and tapestries of Abraham? Who ate here?
- ✓ The Watching Chamber- what was on the ceiling?
- ✓ The kitchens
- ✓ The gardens
- ✓ The tennis court- what does this show about Henry?
- ✓ The front quad- do you remember the chimneys? What about the brick work?
- ✓ The astronomical clock
- ✓ The Chapel Royal
- ✓ Can you add in anything you remember from the education sessions? What objects did you handle? What about the paintings we looked at?
- ✓ Anything else you can remember!

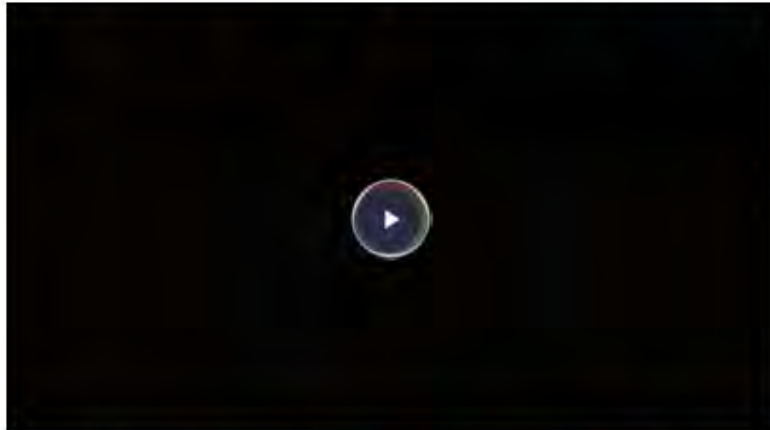
**This is a common assessment task- the mark you get will count towards your half term and your end of year grade for history.**

**Due in before half term break. You may design it on the computer or by hand.**



5.5 Community Links: How is the wider community involved in history education at the school and beyond? *In November 2014, the History department participated in a city-wide scheme, in which a select number of History students were chosen for a trip to the concentration camp at Auschwitz. The event was covered in the local news.*

## Students learn about darkest days of the war during Auschwitz visit



**STUDENTS** were taken on a journey back to the darkest days of the Second World War on a trip to Auschwitz.

Selected pupils from schools in the area visited Poland with the Holocaust Educational Trust as part of the project called Lessons from Auschwitz.

1  
comments



**HAVE  
YOUR SAY**



### Students learn of horrors of the camps

Ben Caldera, 17, is in Year 12 at Portsmouth Grammar School. He said: 'The opportunity to visit Auschwitz is one that I will certainly never forget.

'I found the whole experience extremely interesting and informative – as it widened my previously limited knowledge of the Holocaust to a great extent – but at the same time overwhelming and unbelievable.

'You just can't fully comprehend the sheer size and effects of the inhumane Holocaust until you have visited Auschwitz. I would strongly advise anyone to visit if they ever get the chance to do so.'