Issue 93 / Spring 2023

PRIMARY HISTORY

The primary education journal of the Historical Association



CENTRE SPREAD PULL-OUT POSTER

What continuities and change can you see in coronations from the distant to recent past?

Some objects used or presented at a coronation

The wheels (and horses….) on the bus

The Coronation

Teaching Robin Hood at Key Stage 1

How local history can bridge the gap from teaching Understanding the World in the EYFS to teaching history in Key Stage 1

Teaching about the German Occupation of Jersey through the Occupation Tapestry

The Amesbury Archer

Baghdad: what were its connections across the medieval world?

Significance: how can pupils ask questions about the past and tie it to their present experiences?

Teaching about 'these islands' since 1066

What's in your pocket, Peg? A story book about living in Jersey during German Occupation in World War II

Significant anniversaries: the infamous Beeching Report 1963

My favourite monument: The Acropolis, Athens, Greece

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ANNUAL 2023 CONFERENCE

FRIDAY 12 & SATURDAY 13 MAY 2023

DoubleTree by Hilton Harrogate Majestic Hotel & Spa



JOIN US IN HARROGATE IN MAY

We are delighted to be back in Harrogate for the HA Annual Conference in the heart of Yorkshire. It's the perfect place to tackle the key issues affecting the primary history community while being inspired by a fantastic line-up of speakers.

This year's conference offers a broad range of primary-specific workshops, history subject knowledge talks, fringe sessions and some great visits and networking opportunities. This year we've added a cross-phase pathway of sessions that deals with questions that concern teachers across the key stages and those interested in transition. Whether you are at the start of your teaching career or an established teacher or trainer, there is a varied range of CPD to meet your needs. You'll find there is always something taking place to capture your interest.

We're delighted that the Saturday morning keynote will be given by Professor Mary Beard, the world-renowned classical historian. Cambridge professor and a fellow of Newnham College, she has written numerous books, including the Wolfson Prize-winning *Pompeii*, the best-selling *SPQR* and the thought-provoking *Women & Power*.

Turn over for a taste of the programme.

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This year's programme continues to offer a bumper line-up of talks and workshops. Below is a small taste of the offering available, both hybrid (📹) and in person.

DEDICATED KEYNOTES

DAWSON LECTURE

How should young people 'feel' and 'do' history? How may this shape their world?

Thinking about most of the five- to 16-year-olds who learn history with us, what is school history really for? How do we want a sense of history to have meaning for our students throughout their lives? Martin Spafford will explore a number of questions and connections in the second annual Dawson Lecture.

FRIDAY EVENING

Behind the scenes with historians as media advisers

How does the historical detail get translated to the screen? Can the historian convince the film-maker that reality is better than fiction, or do we all just have to remember that with good film and TV comes a suspension of belief in what is true? Join us for this conversation chaired by Peter Mandler about how historians have advised on film and television programmes and helped the creation of history for our entertainment. It will include historian Hannah Greig, who has advised on several shows, including the popular series *Bridgerton*.

SATURDAY MORNING

Mary Beard – 'Was it tough at the top?' How to study the Roman emperor

In this keynote, Mary Beard will explore the subject of the Roman emperor as an entity, drawing on research for her upcoming book about the role and nature of the Roman emperor and the fact and fiction of these ancient rulers. This is a session not to be missed!

How case studies will help you to review, refresh and renew the history curriculum Michael Maddison 📹	**Supporting children with SEND in history lessons** Sue Temple	**Developing disciplinary knowledge in history** Juli Ryzop and Alex Pethick
What/who/where to cover in Key Stage 1 local history? Chris Trevor 📹	**Linking the ancient world – Egypt, Greece and Rome** Glenn Carter 📹	**Why is it intimidating to teach Black and Brown history?** Paula Sofowora
Weighing significance: what makes a turning point at Key Stage 2? Andrew Wrenn 📹	**Into the unknown – a study of explorers at Key Stages 1 and 2** Susie Townsend	**Referencing digital and historical mapping to develop concepts across primary history** Judy Clarke
Understanding the 'meanwhile' – teaching global chronology in primary history Nick Latham	**Harnessing the power of objects: building an enquiry around artefacts** Emmy Quinn	**Dialogue in the primary classroom and children's fluency with substantive historical vocabulary** Patricia Hannam

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GRAMME

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PUT THE HISTORY AT THE HEART OF YOUR CURRICULUM

How case studies will help you to review, refresh and renew the history curriculum – Michael Maddison makes use of case studies from history leaders and teachers across the country to explore solutions to the common constraints that influence curriculum planning in primary history.

Developing disciplinary knowledge in history – Juli Ryzop and Alex Pethick look at how to ensure that children build a deep understanding of the discipline of history, including how historians study the past and construct accounts.

Using an enquiry-based approach to explore and critically evaluate life in Roman Britain – Jane Ainsworth and Alice Case discuss strategies for encouraging pupils to critically evaluate a range of primary source materials that reveal a diverse picture of life in Roman Britain.





GAIN THE CONFIDENCE TO TEACH MORE DIVERSE HISTORIES

Why is it intimidating to teach Black and Brown history? – Join Paula Sofowora for an interactive session looking at why it is important to understand privilege and challenge negative stereotypes, including ideas to make the subject more expansive and engaging.

Early Islamic history – fascinating, relevant and powerful to teach! – Stuart Tiffany introduces the early Islamic civilisation as part of the non-European study requirement of the National Curriculum, including chronological and geographical context and ideas for relevant enquiry questions.

Teaching about 'these islands' – Paul Bracey considers what 'these islands' might mean and whose histories are included, and the implications of this for the way in which we plan and teach history in the primary classroom.





CONFRONT CURRICULAR ISSUES IN THE CLASSROOM

Supporting children with SEND in history lessons – Sue Temple explores some ways in which to support primary-aged children with SEND in history lessons, including a variety of practical approaches to incorporate in your lessons or planning.

Writing as an historian: creating robust cross-curricular links between history and English – This workshop from Sarah Whitehouse will focus on oracy and writing. Be engaged and inspired by how historical sources can be used to develop historical interpretation and successful writing outcomes.

Exploring ideas of sustainability through environmental and landscape history – Increasing emphasis is being placed on the importance of teaching children about climate change. Karin Doull presents practical ways to help children look at humans' past interactions with their environment.





Early Bird discount ends on 20 March 2023

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Issue 93 | Spring 2023

PRIMARY HISTORY



Cover image
A scene from the Bayeux Tapestry depicting the coronation of Harold Godwinson

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Advertising enquiries to telephone: 020 7820 5985

Printed in Great Britain by
Stephens & George Print Group
Dowlais, Merthyr Tydfil, CF48 3TD

ISSN 0040-06109

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

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

Suggestions and comments are very welcome and should be sent to: The Chairholder, Helen Crawford, 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 £47.00 for individuals, £77.00 for schools and other corporate bodies, and £39.00 for students and ECTs.



Be the springboard for exceptional history in your school

Chartered Teacher of History (CTHist) and the **Quality Mark (QM)** are two tools that can be springboards for creating, maintaining or improving history provision in your school. Commence independently or together to offer a complementary approach to recognising and promoting history provision in your primary school.



Both programmes aim to:

- recognise the excellence and commitment of primary history
- allow space to reflect and share good practice
- celebrate the importance of history teaching within primary education
- promote the development of staff in primary history education

QM and CTHist – a great partnership

The *QM framework* provides a platform to analyse history provision in your school and pathways to success, backed up by evidence and support, while the *Chartered Teacher of History* accreditation confers a distinction on its holder in recognition of a high level of expertise in terms of both historical knowledge and understanding and age-appropriate pedagogy. Each accreditation can support and supplement the work of the other and together can make for a strong partnership, providing recognised and valued awards.

To find out more about both these schemes, visit

www.history.org.uk/primary

editorial

The coronation of Charles III in May 2023 will encompass a symbolic event which is an unpreceded experience for anyone under the age of 70. However, its significance goes back to the distant past and forms part of our understanding of the nature and role of the monarchy. In this edition Karin Doull's article makes reference both to coronations in the past and to symbolism associated with the ceremony, building on articles in *Primary History 92* which focused on the passing of the Crown in 2022.

The monarchy provides a central thread when looking back at changes and continuities within our national past. This said, it is but one of many strands which encompass the diversity and significance of peoples' experiences in the past. Polly Gillow considers what makes particular people and events significant and how this relates to our understanding of the past. Tim Lomas provides a timely consideration of the anniversary of the Beeching Report and its implications for railways. Emily Rotchell provides an insight into ways in which changes in everyday transport can be brought alive with early years children. The tale of Robin Hood is a mixture of fragmentary evidence, myths and stories which Matthew Soissick has related to children at Key Stage 1. Richard Harrison and Nichola Philpott respectively show how the Amesbury and Acropolis archaeological evidence contributes to an understanding of the past.

Several articles focus on the way in which the past cannot be neatly defined within geographical contexts or experiences. Karin Doull's study of Baghdad and its links and connections with different parts of the world demonstrates the importance of relating specific historical topics within a wider geographical context. Finally, articles undertaken by myself, Penny Byrne and Helen Otterwell provide an insight into the values of appreciating the different experiences of people in different parts of 'these islands' to enhance an understanding of the complexity of the past

Paul Bracey is a member of the HA Committee and *Primary History* editorial board.

In the next edition we have articles on

Putting paintings into historical context at Key Stage 1,
a school perspective on teaching British History,
Benin, the Wars of the Roses, Windrush 75 and the HA Primary Survey.

The wheels (and horses….) on the bus

Emily Rotchell

A theme in the Early Years will have many cross-curricular links, encompassing many of the different areas of learning in the Early Years Foundation Stage (EYFS) Statutory Framework. The focus for this article is on historical elements of Understanding the World; however there will be some cross-over into other areas of learning too.

Early Years Statutory Framework (EYFS) links

Two clear curriculum links (for history) for a topic on buses which have been outlined in this article include:

The 'Understanding the World' Early Learning Goal within the Early Year Foundation Stage (EYFS) Statutory Framework, says that children are expected to:

- talk about the lives of the people around them and their roles in society;
- know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; and
- understand the past through settings, characters and events encountered in books read in class and storytelling. (DfE, 2021:14).

Developing curiosity

Young children show curiosity in all sorts of ways, for example, by asking questions and exploring new objects. How historical understanding develops in the Early Years can be facilitated by topics and questions set by the teacher, or often prompted by the children themselves – giving them interest and ownership of their learning. Therefore, if you are wanting to have an upcoming theme on Buses, why not start with a trip on the bus and/or a visit to a local transport museum or bus depot (where possible). The thoughts and ideas of the children from visits and journeys such as these can then feed into your planning.



Routemaster bus at the London Transport Museum Depot

Starting with the familiar… or new experiences

This could include talking about children's experiences of buses. Have they travelled on one? Where have they seen buses? What might buses be for? What do they look like? Do children know anyone who works on or with buses. A lot of children will also be familiar with the song, 'The Wheels on the Bus'. Depending on location and experience, the familiarity and regularity of buses for the children will vary widely. Through the children's current understanding of buses, can we extend their historical understanding of how buses came about and how they have changed over time?

Focus activity

Shillibeer's Omnibus, circa 1830
©TfL from the London Transport Museum collection.



Articulated/'bendy' buses at Victoria Bus Station, 2005
©TfL from the London Transport Museum collection.



Similarities and Differences that children may notice in the images, or could be encouraged to spot through questioning include:

Similarities	Differences
Both were designed to carry passengers	The jobs on the bus were different
Both have wheels	One is bendy
Both can transport several people	One has more than one size of wheel
Both have people working (driver/rider)	One can carry a lot more passengers than the other
Both are going / have been on a journey	One has horses

Focus activities

The London Transport Museum website is a great source of information for discovering buses through time (www.ltmuseum.co.uk). For example, there are many photographs and images of buses from when they first came about to the present day. These could be used for example for a focus activity, 'Spot the differences and spot the similarities,' with two different images of buses through time (differences could be marked in one colour and similarities in another).

The first example image that could be used for this activity is Shillibeer's Omnibus, circa 1830. The second example image, also from the London Transport Museum is of articulated/'bendy' buses at Victoria Bus Station, 2005.

The children may notice other things in the images too, such as the different clothing the people are wearing in the photographs. Through questioning, children may be able to think of ideas as to why some of these similarities and differences exist. Through teacher knowledge and understanding, further elements could be explored, such as the fact that both buses were for journeys within London. This links nicely with the Development Matters guidance that suggests that in Reception, children should be able to comment on images of familiar situations in the past (DfE 2021; 109).

With a wider selection of photographs and images of buses, another focus activity may be for children to sort the buses into groups. The sorting categories will be dependent on the photographs and images you have selected but could include: old and new, colours of the buses or types of wheels for example. The children may also be able to suggest some of their own sorting categories.

In addition, you could create with the children a 'timeline' of buses. This would enable a deeper understanding of how buses have changed over time from horse drawn, to steam, to electric trolley buses, to motor buses and more recently some inclusion of electric buses.
www.busweb.co.uk/the-history-of-the-bus/



Vintage British Leyland bus

Role play area

The role play area could be turned into an historical bus, perhaps one with a conductor – not only to appreciate roles in history but to give children the opportunity to take on that role and understand what it entailed. In conjunction with the children, before the role play area is set up, plan what is needed. Questions to prompt the setting up might include:

- What did old buses look like?
- What jobs were there on the buses?
- How did people get their tickets? What did they use to get these (a lot of children in Early Years may only be familiar with contactless forms of payment).
- Where might the bus take you?
- How do you know where to get on and off?
- Where does a bus go when it has finished its journey?

Free-flow activities/continuous provision: with adult support where needed

The activities might revolve around all things buses and transport, from history to modern day depending on your theme.

- Use of the role play area as mentioned above.
- Use historical maps for children to explore potential routes the old buses might have taken (where possible make sure these are large scale). Maps from the 1890s and 1950s can be accessed via Digimap for Schools (schools need a subscription or you can try a free trial if your school doesn't have access). The train lines are also shown on these maps.
- Have a play map with different forms of toy transport available to use alongside other small world materials.
- Have a selection of fiction and non-fiction books available, suitable for this age phase (see panel).
- Get children involved in drawing chalk maps and routes in the outdoor area and considering how these might be used.
- Jigsaw pictures of old and new buses (if an adult is available, they can encourage discussion and observation skills).
- Kits to create transport (e.g. Duplo) and/or junk modelling of old and new buses.



5 things to know about buses

- The word 'bus' actually comes from Latin '*omnibus*' which means 'for all'.
- The omnibus, born in the 1820s, could carry passengers with horses required to pull it. France was the first to test the innovation.
- In 1935 electric trolleybuses, powered using the same overhead lines as trams, began to replace trams in London.
- The late 1890s is largely considered the start of motorised bus operations.
- Electric buses are now becoming more commonplace. Have you spotted one?

Group of schoolchildren waiting to get on a bus



Conclusion

Think about your pupils' experiences of buses as a starting point. Also consider changes in buses over time, not just worldwide but in your local area. As well as changes in the buses themselves, have there been other changes such as routes and timetables. Buses may often sit within a wider topic on transport. It is perhaps worth thinking about the future of transport too.

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Department for Education (2021) *Statutory Framework for the Early Years Foundation Stage - Setting the standards for learning, development and care for children from birth to five*, London: DfE. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf (accessed 20.10.22).

Emily Rotchell is a Senior Lecturer in Primary Initial Teacher Education at the University of Roehampton.

Resources

Story books to use with children about buses

Cleveland-Peck, P. (2015) *You Can't Take an Elephant on the Bus*, London: Bloomsbury. This book starts with why you can't take an elephant on a bus and continues with lots of other animals and forms of travelling and why they are not a suitable way of travelling. It all rhymes and includes a funny ending.

Oke, J. and Oke, J. (2005) *The Naughty Bus*, Budleigh Salterton: Little Knowall Publishing. Tells the story of a bus as if it were being played with by a child.

Pena, M. de la (2017) *Last Stop on Market Street*. London: Puffin.

Watt, F. (2013) *Wind-up Bus* (Wind-up Books), London: Usborne Publishing.

Other bus books suitable for this age range include: *Maisy's Bus* by Lucy Cousins, *That's not my bus . . .*(sensory books) by Fiona Watt, *Whizzy Wheels – My First London Bus* by Marion Billet, *Bernie Bus Goes To…* series by Lisa Lister.

For more historical documents, including photographs, artwork, maps and signs, you can search the London Transport Museum Collections website www.ltmuseum/collections. Please note that if you are not close to London, you can book virtual visits to the London Transport Museum www.ltmuseum.co.uk/schools

The 'bus web' website holds information on bus museums and the history of the bus as well as more general information about buses www.busweb.co.uk

The following provides a sound recording:

https://sound-effects.bbcrewind.co.uk/search?q=routemaster%20bell%20ring

Non-fiction books

Historical books about buses are largely aimed at an adult audience. However, more generalised transport history books will make a welcome addition to the book corner for this topic, especially if they contain buses. Here are a few suggestions:

Howell, I. (2021) *Transport* (Info Buzz: History), London: Franklin Watts.
A book published in 2022, not aimed at EYFS, but a lovely source of information for the teacher to share snippets with the class.

Ralphs, M. and Ricado, R. (2022), *Transported: 50 vehicles that changed the world*, London, UK: Nosy Crow.

Spengler, K. (2011) *Illustrated Timeline of Transportation* (Visual Timelines in History), Bloomington, US: Picture Window Book.

The Coronation

Karin Doull

On 6 May 2023 King Charles III, together with Camilla, the Queen Consort, will be crowned in Westminster Abbey. The Coronation provides rich opportunities for history lessons at both Key Stage 1 and Key Stage 2. At Key Stage 1 it naturally lends itself to Key Stage 1 'changes within living memory' comparing the coronation in 2022 with that of Elizabeth II in 1953. At Key Stage 2 it relates to a post-1066 thematic study and/or comparisons with King Edgar's coronation in Anglo-Saxon times. This provides opportunities for children to consider substantive concepts such as the monarchy together with disciplinary concepts such as continuity and change, which can be explored through considering both the nature of the coronation ceremony and the role of the monarchy over time.

The ceremony in May will be conducted by the Archbishop of Canterbury, Justin Welby. It is expected that the King will adapt the coronation ceremony to reflect some of the changes that have occurred within the country since the late Queen Elizabeth II was crowned in 1953. The King is also aware of the importance of tradition, and so much of the core of the ceremony will remain consistent with past rituals.

You can find a video of the celebrations for the late Queen's coronation here:
www.royal.uk/the-queens-accession-and-coronation
It gives some useful images of the gowns and robes that were worn.

Possible misconception

Charles will not become king when he is crowned as he became the monarch the moment his mother died. He has been proclaimed king through the ceremony of 'Accession' which took place on 10 September 2022. The coronation is a symbolic and religious ceremony.

There are many elements within the ceremony which each have specific significance. This article will help you recognise and understand some of these so that you can explain them to your classes.

[There is also a lot of specific vocabulary so I would advocate creating a word bank, particularly for older children. I have highlighted key words in green]

How old is the main coronation ceremony?

The basis for our tradition traces back over 1,000 years to the Anglo-Saxon period. The shape of our current service was originally devised in the time of King Edgar the Peaceful in 973 AD.



The earliest form of the coronation oath was created by the then archbishop Dunstan. Edgar's wife, Aelfthryth, was crowned alongside him, which was the first time this had happened. Edgar was crowned not in Westminster Abbey (as this had not yet been built) but at Bath. St Dunstan describes this in a poem in the Anglo-Saxon chronicles:

973
Here was Edgar,
ruler of Angles,
in full assembly,
hallowed king,
at the old city
Akemanscester ;
but it the islanders,
beorns, by another word,
name Bath.
There was much bliss
on that blessed day
to all occasioned,
which children of men
name and call
Pentecost's day.
There was a heap of priests;
of monks a large band,
as I have heard,
of sage ones, gathered.

Harold Godwinson was the first and last Anglo-Saxon to be crowned in Westminster Abbey. This had been consecrated only 12 days earlier on Christmas Day by the old King, Edward the Confessor. Harold was

'Here sits Harold, King of the English'



crowned on Epiphany (1066), an important Christian festival, by Archbishop Stigand. On Christmas Day (1066) the new Norman monarch William I was crowned in Westminster Abbey but not by Stigand as he was out of favour!

'All men submitted to him and swore oaths to him' (*Anglo-Saxon Chronicle,* 1066)

You can see from this illustration in a section of the Bayeux Tapestry that Harold is seated on a **throne** wearing a **crown.** In one hand he holds an **orb with a cross**, in the other he holds a **sceptre**. He is being presented with a **sword**.

Activity

Aske the children to explore this image. What can they see?
What type of place is it? If children have looked previously at the Bayeux Tapestry they may recognise the style and be able to place it (link to previous learning).
Can the children name some of the symbols of royalty that they can see? They may be able to recognise them from film footage of the late Queen's funeral (link to prior experience).
Create word bank of specific terms.

Possible misconception

A monarch is CROWNED in a CORONATION not CORONATED. This latter word is not a correct term.

There is also a lot of specific vocabulary so I would advocate creating a word bank particularly for older children. I have highlighted key words or terms in green.

What role does the Liber Regalis play?

The order of service was written into a medieval illuminated manuscript called the **Liber Regalis** (Royal Book) between 1308 and 1382. It contained the order for coronation of:

- a king alone
- a king with a consort
- for the consort alone and
- for a queen alone

This version was used up to and including for that of Elizabeth I. It was written in Latin, the language of the Catholic church.

Edward VI used a protestant form of the service, Mary I returned to the Catholic version and Elizabeth had the Catholic version with some additional Protestant elements. James I and VI had the service translated into English. The core of the document remained unchanged throughout.

Activity

Think about why an order of service like this is necessary. Who might need to know about it? How would it help people? How complicated do you think an order of service for a coronation or state funeral is (refer back to ceremonial for late Queen's funeral)?
Where else might we find an order of service (funeral, graduation, wedding, joining guides/scouts)?

Think of a tradition that you might have within your family or friends that you would like to record so that you can remember how to do it. Write your own order of service for this.

The order of events during the Coronation

The event is carefully choreographed and is filled with religious and royal symbolism.

- **Presentation and acclamation** – the new monarch is shown to the assembled people who show they recognise him and accept him by their responses.
- Giving of the **oath** – the king will be asked to make promises about how he will reign.
- **Anointing or hallowing** – this is the most sacred part of the ceremony when the archbishop will anoint him with holy oil to consecrate or dedicate him to the religious purpose of his role.
- **Investiture** – here he will be presented with symbols of his office including being actually crowned with St Edward's Crown.
- **Homage** – at this point the peers, bishops, other members of the royal family will pledge their allegiance to the king. The monarch then withdraws to another chapel where he changes into the Imperial Robe and puts on the Imperial Crown.
- **Procession** – the King and Queen Consort process down the abbey and out into the State coach for a procession through London. This allows the ordinary people to see and acknowledge the new king.

The Queen Consort will also be crowned at the ceremony but we do not know yet at what point this will happen.

What is worn in the ceremony?

Special clothes are worn at different parts of the service and have symbolic meaning. The order of wear is listed in the in Liber Regalis. The robes are made new each time except for Supertunica and Robe Royal which have been worn by kings since the coronation of George I in 1821. As a queen, Elizabeth II had to have some different outfits constructed. The robes are generally made by the Royal School of Needlework. The monarch will decide what different symbols they want to include on the Robe of State and Robe of Estate.

Point in ceremony	Name of outfit	Description	Image from previous kings and Queen Elizabeth II
Presentation and Acclamation	**Robe of State**	Long crimson lined with ermine adorned with gold lace with cape of ermine	
Giving of the Oath			
Anointing or Hallowing	**Colobium Sindonis** (Shroud tunic)	Simplicity to stand bare before God	
Investiture followed by Giving and receiving Homage	**Supertunica** (worn over Colobium Sindonis) Gold silk and lace with national symbols of home nations **Pallium Regale** or Robe Royal (worn over Supertunica) at moment of crowning. National symbols and imperial eagle. Demonstrates divine nature of king and priestly role.	Cloth of Gold dating to time of George I (for kings)	 
Procession	**Imperial Robe** or **Robe of Estate**	6.5-metre purple silk velvet with ermine lining and cape	

The symbolic objects

The Crown Jewels are made of gold and silver decorated with sumptuous and sometimes very ancient jewels. The originals were almost all melted down by Cromwell and then remade from records in 1660 with the return of Charles II.

- Sceptre with cross – this is a symbol of the monarch's temporal or earthly power and holds the Star of Africa Diamond or Cullinan I.
- Orb and cross – these represent the power of God and show that the monarch reigns with authority from God – Henry VIII was the first to use this in 1509.
- Crown of St Edward – made of gold and completed in 1661 for Charles II, it includes 444 jewels and precious stones.
- The Sovereign's Ring – used from William IV in 1831. This symbolises the monarch's marriage to the nation.
  - It has an octagonal sapphire overlaid with a cross of rubies representing the St George's Cross (England) and St Andrew's Cross (Scotland).
  - Rubies symbolise all kingly virtues.
- Sceptre with Dove or Rod of Equity and Mercy – this is emblematic of the monarch's spiritual role. The dove represents the Holy Ghost.
- Imperial Crown – Made in 1937 for George VI and a copy of Queen Victoria's. This features jewels from across the world including:
  - Black Prince's Ruby (actually a spinel) given to Edward III in 1376 by King Peter of Castile.
  - The Stuart Sapphire saved by Charles II and taken into exile with him.
  - St Edward's Sapphire, the oldest gemstone taken from the ring of the Confessor in 12th century.
  - Pearls (3) belonging to Elizabeth I.
  - Cullinan II diamond.

Activity

Look at other images of crowns. If you were designing your own, what would it look like? What shapes might you include with it and why include those? What stones would you choose and why include them? You can also find out about the symbolic meanings of different gemstones, to make it very special.





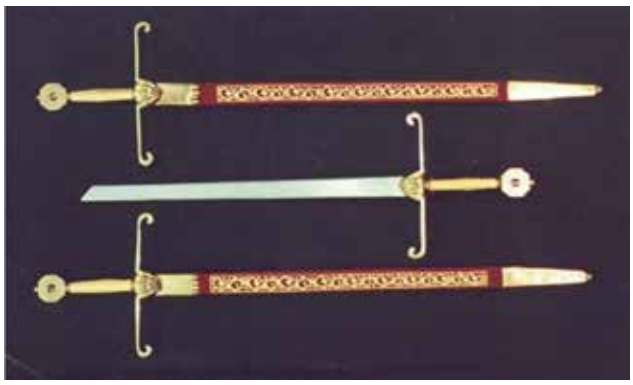
Imperial State Crown



Crown Jewels

Other objects that are presented or used

The Sword of **Temporal Justice** – to show their role as head of the armed forces.
The Sword of **Mercy (Curtana)** – the end is blunt and squared to symbolise mercy.
The Sword of **Spiritual Justice** – to show their role as Defender of the Faith.




St George's Spurs


Ampulla and spoon


Queen Elizabeth II's Armills


The Sovereign's Sceptre

Spurs used by Charles II known as St George's Spurs, they are emblems of knighthood and chivalry. The **Armills** are gold bracelets of sincerity and wisdom – Queen Elizabeth's had a clasp in the shape of a Tudor rose.

For the anointing the Coronation Spoon is used. This is the only piece to survive when Oliver Cromwell sold off or melted down the Crown Jewels after the Civil War in the 1600s. The spoon is made of silver gilt with four pearls. It has a ridge down the middle of it. What do you think this could be for? It dates from the 1100s, possibly made for Henry II or Richard I. The **consecrated** or holy oil is poured from an **ampulla** shaped like an eagle

Images and information about the Crown Jewels and regalia can be found here:
www.rct.uk/collection/themes/Trails/the-crown-jewels

What is special about the throne?

Finally the throne, as all kings and Queens must have a throne! It is known as the Coronation Chair or St Edward's Chair. It was made in 1296 to enclose the Stone of Scone that Edward had brought from Scotland. It was made of oak and carved with birds, animals and foliage. It has been used since 1308. The seat has a hole in it to accommodate the Stone.

The Stone of Scone was used to crown the kings of Scotland and was venerated there. Many Scots continued to be upset that it had been stolen from them and so in 1950 it was stolen by Scottish nationalists. It was recovered in 1951 and used in the Queen's coronation.


The Coronation Chair, with the Stone of Scone, Westminster Abbey, London, 1937

Activity 1

Set up a room with a special chair on a dais. Make a heavy robe/cloak with a crown. Dress up and sit a child on the throne: ask them how they feel. Then ask them to walk around with robe and crown. How does it make them feel? Do these objects help to make them feel special in some way?

Activity 2

Research the stories linked to the Stone of Scone and find out why it was so special to the Scots. Create a poster with the information. Do you think it is a good thing that it was returned to Scotland? Why? Who was the first Scottish king crowned on it?

In 1296 King Edward I takes the Stone of Scone as spoils of war





The Stone of Scone is returned to Scotland, 30 November 1996

Conclusion

The coronation is a highly symbolic as well as religious ceremony where the monarch is recognised and consecrated to his or her role. Each of the previous kings or queens have adapted the service in some way to reflect hemselves while maintaining the essence of the ancient rite. It will be interesting to see how King Charles will organise his. It should however be a joyous and colourful spectacle shaped anew by these age-old traditions. Once again ceremonial pagentry will be on show and, I suspect, the world will be watching.

In 1996 it was returned to the Scottish people although it is returned (by agreement) to Westminster Abbey for coronations. It is still being used for its original function after 700 years. You can find more information here: www.westminster-abbey.org/about-the-abbey/history/the-coronation-chair

Updates on the coronation will be given here: www.royal.uk

Karin Doull is a freelance consultant and writer and an Honorary Research Fellow of the University of Roehampton. She is also a member of the HA Primary Committee.

CPD coming up this spring

Historical Association
The voice for history

There is still time to book on a range of HA CPD on offer this spring.
Here is an outline of primary CPD coming up for the rest of this term.
The CPD calendar for the summer term will be published at the end of March.

Webinar series: Building better primary history

Date/time	Title	Focus	Format
Until 22 April*	Key principles for building an effective Key Stage 2 history curriculum	Subject issues and pedagogy	Recording
Until 22 April*	Developing pupils' understanding of interpretations in primary history	Subject issues and pedagogy	Recording
Wednesday 22 March 4.00 pm–5.00 pm	Successful monitoring, moderation and collaboration in primary history	Subject issues and pedagogy	Live webinar

Free for HA members: Develop your subject knowledge

Date/time	Title	Focus	Format
Thursday 23 March 4.00 pm–5.00 pm	An aspect of early Benin	Subject knowledge	Live webinar
Wednesday 19 April 7.30 pm–8.30 pm	Virtual Branch – A short history of Islamic thought	Subject knowledge	Live webinar
Thursday 27 April 4.00 pm–5.00 pm	Teaching the 'people's history' of the Munich crisis and appeasement: mental health, class, gender and diversity	Subject knowledge	Live webinar

Member support webinars

Date/time	Title	Focus	Format
Wednesday 29 March 4.00 pm–5.00 pm	Peopling London, 47AD–1960	Subject knowledge and pedagogy	Live webinar

Teaching British history that extends chronological knowledge beyond 1066

Date/time	Title	Focus	Format
Available January–March	How significant was the Spanish Armada?	Subject knowledge and pedagogy	On-demand webinar
Available January–March	How has the monarchy changed over time?	Subject knowledge and pedagogy	On-demand webinar
Available January–March	How has crime and punishment changed from the Anglo–Saxons to the present?	Subject knowledge and pedagogy	On-demand webinar

*(recording only available if a block booking is made)

Book your place now at: **www.history.org.uk/go/cpd-primary**

Becoming an effective primary history subject leader



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

Join us for this course in which course leader Chris Trevor will take you on a journey through the most important elements of primary history subject leadership.

Course content

The course covers key elements of primary history subject leadership, such as:

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

Plus much more... Look out for dates of the summer cohort published in our summer CPD calendar coming in March.

Marking the Coronation of King Charles III

2023 is a historic year marking the first crowning of a British monarch and his consort for 70 years. Schools and communities up and down the country will be finding ways to mark the occasion. The HA is here to support work you might be doing with children leading up to the Coronation on Saturday 6 May.

- In this edition, you'll find articles and posters with ideas to help you mark the Coronation (*see pages 10–15 and the centre-page poster*).
- Why not take part in our Write Your Own Historical Fiction competition? The theme this year is coronations. You can find further details here: **www.history.org.uk/go/FictionCompetition23**
- Look out for teaching resources based on the history, significance and symbolism of coronations coming soon to our website.

Teaching Robin Hood at Key Stage 1

Matthew Sossick

Introduction

The stories of Robin Hood, which date from the Middle Ages, are integral to an understanding of British history. Although historians have not been able to identify a single historical figure that can be called Robin Hood, rooted in evidence, the myth or legend of Robin Hood has had a significant influence on English culture for hundreds of years. Just as the Greek myths inform us about the historic culture of Ancient Greece, Robin Hood reveals much about the values and culture of English society from the Middle Ages to the present. Robin Hood has significance in relation to an understanding of English identity and can be explored through the Key Stage 1 curriculum in terms of the lives of significant individuals, with a caveat about whether he existed or not.

Timeline

A timeline such as the one below could be used to help children locate the Robin Hood legends in time, with the caveat that we don't really know when and if Robin Hood lived. We can explain that the Robin Hood legends come from the medieval period. And we can point to where this is by using the timeline and locating where other familiar figures or events from Key Stage 1 are placed.

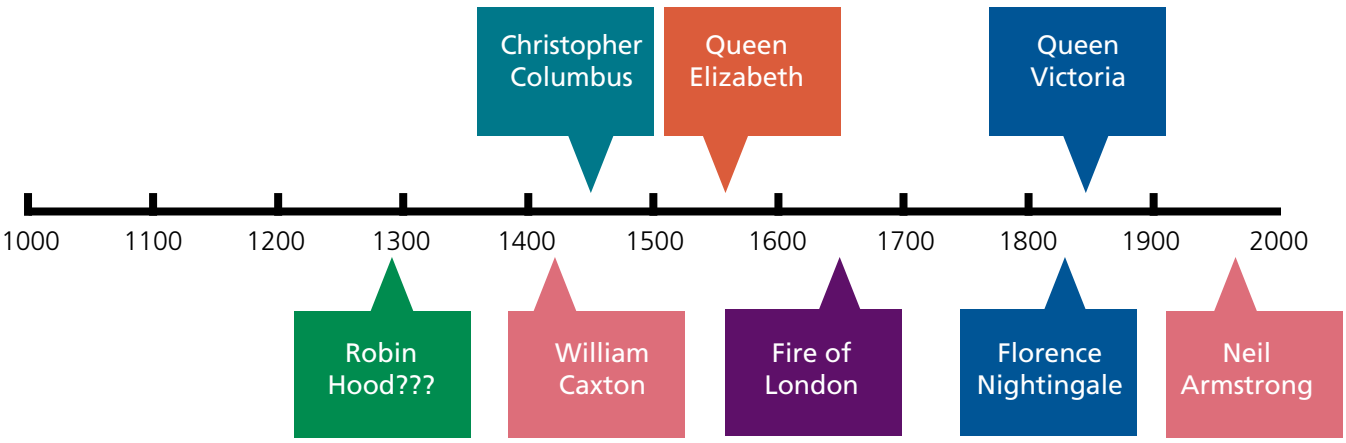
The stories

Start by reading the children a story about Robin Hood. Ask them to identify who the key characters are and what were the main things that happened. Ask them if they thought there were any heroes in the story, and what did people wear. You could show them a film clip of Robin Hood and ask them if any of the things they had heard in the story matched the clip. Here we begin to use similarity and difference using sources.

Using the images of Robin Hood, ask them to identify the things he is wearing or holding, using images such as the one on the right.

Robin wears a green tunic and a hat with a feather. Talk to the children about where he lived and why wearing green might be a good idea as camouflage.







A statue of the famous story of Robin Hood meeting and fighting Little John

We can compare what Robin is said to have worn with what modern soldiers wear when they are operating in forests or jungles, to get children thinking about similarity and difference. Introduce the children to some of the key vocabulary that will be important to this topic.

Key vocabulary

Outlaw – a criminal, a robber, who steals from other people.

Friar – someone who works for the church and is a member of a group.

Sheriff – someone in charge of law and order in an area.

Talk about the popularity of the longbow in England in the Middle Ages. It was a weapon that all Englishmen were encouraged to practise every week and there were even laws passed enforcing this practice. This helped kings to have strong and skilled soldiers that they could take into battles. The longbow helped the English to win many battles during the Middle Ages. Ask the children to think about how weapons have changed and why people don't use longbows in battles anymore and which weapons have replaced them that we have now.

Using traditional stories can be a way into learning about a sense of period.

Outlaw

Discuss the fact that Robin was an outlaw and that this meant he was a criminal. Ask them why hiding in a forest was useful if you were a criminal. Tell the children some of the stories about what happened to Robin before he was an outlaw and why he was criminalised. Ask them to think about whether it was fair that he was made an outlaw. Comparisons could be made across history, of people who have broken the law because they felt they were tackling injustice. A good example would be a comparison with Emily Pankhurst and the suffragettes.

Introduce the range of characters in the story including the Sheriff of Nottingham and the Merry Men. There are numerous video clips that the children can work with that would help them visualise the stories. There are also some helpful articles for teachers to support their subject knowledge, such as the *National Geographic* article on Robin Hood and one from *Historic UK*.

Role-play activity

Ask children to role-play some of the Robin Hood stories. Move around the room joining in with the role plays or asking children to explain what they are doing. These can be excellent assessment opportunities. This model of teacher interaction is brilliantly demonstrated on the topic of Florence Nightingale on one of the episodes of Teachers TV which can be used to prepare for these lessons. www.youtube.com/watch?v=wDpGV_pwlqY

Ask children to draw on their subject knowledge to inform their role plays. Address misconceptions as the role plays develop and praise children for drawing on the characteristic features they have learnt.

Stealing from the rich to give to the poor

Talk to the children about the fact that Robin Hood was an outlaw who stole from the rich to give to the poor. Ask them who would have liked and disliked Robin. Get the children to discuss whether they think

Robin was a hero and why people might have liked to hear these stories. You could compare Robin Hood to other people who try to support the poor today such as Marcus Rashford and his campaign to make sure all children have school dinners. The suffragettes also broke the law because they thought the law was unfair. Using other examples helps to give a wider historical perspective to compare Robin Hood to.

Legacy

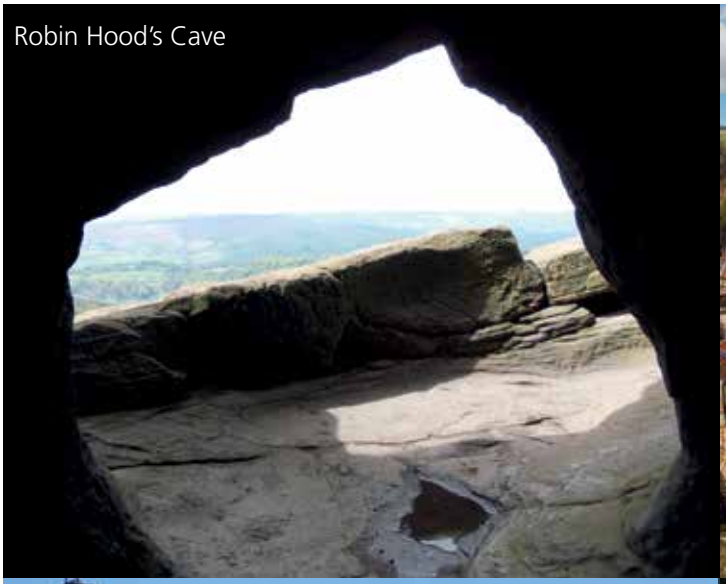
Place names can give us insights into the history of an area. The legacy of the Robin Hood stories is evident when looking at place names on a map, particularly of the Midlands and Yorkshire. For instance, we have Robin Hood Airport near Doncaster. That the area should choose to call its international airport after this English hero in 2005 shows the enduring appeal of these myths (although the airport was rebranded as Doncaster Sheffield Airport and, subsequently closed in November 2022). Ask children why people might name places after Robin Hood today? In Derbyshire there is Robin Hood's Cave and Robin Hood's Stoop and in Yorkshire we have Robin Hood's Well and Robin Hood's Bay. Show children on a map where these places are located, as well as Sherwood Forest, in relation to where their school is, to start building a sense of place using a map.

Locating Robin Hood as a topic linked to the National Curriculum

If a school is located near any of the landmarks named after Robin Hood then this topic can be related to local history. We can also link this topic to the concepts of identifying some basic characteristic features of the Middle Ages and identifying similarities and differences with modern life. We can start to develop some sense of chronology by showing children where the Middle Ages are on a timeline.

Example:

Talk to the children about how people moved around in the Middle Ages. The children could complete a Venn diagram about transport in the Middle Ages and how people move around today. They will need the teachers' help to do the latter. Where the two circles intersect, we will be left with; travelling by foot, horse or boat. Compare that to the wide range of transport options we have today.


Robin Hood's Cave


Robin Hood's Bay, North Yorkshire



Robin Hood Airport


Statue of Robin Hood near Nottingham Castle

Are the stories true?

Ask the children why they think people might have liked to tell stories about Robin Hood. You could give children a simple card sort with ideas to stimulate their thinking. Talk to the children about how people liked to tell stories as a way of sharing news and there were some people who would travel around making a living by spreading good stories. The more exciting the story, the more money the storyteller would make, and the more people would want to listen. We can put the stories of Robin Hood into this context where stories would be changed and exaggerated by the storyteller. We can ask the children about how we find out if someone in the past really lived. Explain that we don't definitely know whether Robin Hood was real and that because of this, Robin Hood is a myth or a legend. We don't really know if he was ever a real person but people have been telling stories about him for hundreds of years. There is some limited historical evidence but most of what we know about Robin Hood comes from storytelling rather than historical evidence. Ask children to explain why they think people might still tell his stories today even if we don't know if they are true.

Matthew Soissick is Deputy Dean and Head of Initial Teacher Education at the University of Roehampton and a member of the *Primary History* editorial board.

Resources

Websites which include film extracts

Extracts from Walt Disney *Robin Hood*

www.youtube.com/watch?v=QLhYSw67pdg

www.youtube.com/watch?v=NoMuQMY5xog

Robin Hood: Prince of Thieves – Battle over in the forest

www.youtube.com/watch?v=63SZNlHJsQc

www.youtube.com/watch?v=55YsKdNRtDw

Modelling a teaching approach

www.youtube.com/watch?v=wDpGV_pwlqY

Background subject knowledge

Rubén Valdés Miyares, J. (2019) 'Who was the real Robin Hood?' in *National Geographic*, available at: www.nationalgeographic.co.uk/history/2019/02/who-was-the-real-robin-hood

Johnson, B. (n.d) 'Robin Hood' in *Historic UK*, available at: www.historic-uk.com/HistoryUK/HistoryofEngland/Robin-Hood/

Write Your Own Historical Fiction competition 2023

Get your pupils to bring the past to life





Write Your Own Historical Fiction is a national competition for pupils in Years 5 to 9.

To take part in the competition, pupils need to write their own piece of historical fiction. Given that 2023 will be the year of a royal coronation, to mark the occasion, this year's competition entries must be linked to the theme of coronations.

Pupils' stories can be about a real coronation and the events surrounding it – whether it's an Egyptian ruler, the Oba of Benin or an Anglo-Saxon king – or it might be a fictional coronation but in an accurate and real historical context.

Closing date for entries is **Friday 9 June 2023**.



For more details on the competition including the fantastic prizes on offer to schools and students visit:

www.history.org.uk/go/FictionComp23



School children visiting a care home in the Bristol area

How local history can bridge the gap from teaching Understanding the World in the EYFS to teaching history in Key Stage 1

Stuart Boydell and Verity Downing

A year on from the 2021 *Development Matters* and it is now much clearer how the changes in the Early Years Foundation Stage (EYFS) curriculum, with its emphasis on the role of communities, place, space and histories, has provided greater support for teachers and children to make the transition from the Understanding the World (UW) to history in Key Stage 1.

The policy changes contained within the 2021 documentation have enhanced the opportunities for continuity in teaching practices and greater scope for progression across all three primary phases. This has given greater significance to the learning about the past within the Early Years as it is now firmly established as the introduction to pupils' history learning.

What are the new aims for the EYFS?

It is now expected that by the end of the EYFS, children will have developed a basic understanding of some complex social aspects. These include: an awareness and respect of the lives of others in relation to their own, the ability to make observations and comparisons between life today and life in the past and become increasingly responsive to their local surroundings. It is expected that this will contribute to a child's sense of their own identity, social and cultural belonging and social responsibility. Of course, with all learning opportunities, some pupils will exceed the expectations, while others will need additional support. Therefore, careful provision to assist them in accessing the Key Stage 1 curriculum remains a critical consideration during the transition period. A lot will also be dependent upon individual EYFS settings' circumstances, with some settings having greater or lesser access to sources of historical significance. All this will need to be considered carefully when planning a new topic.

The 2021 EYFS curriculum has retained some elements of the old *Development Matters* documentation and

Nursery school children finding out about their locality through walking along a street



continues the requirement for pupils to learn through the familiar system of continuous provision. Teachers are encouraged to plan history projects in the EYFS using a child's existing knowledge and interests as a starting point to introduce new information and new learning experiences.

The 2021 *Development Matters* has given EYFS teachers the room to be creative and imaginative by encouraging them to develop a curriculum that is unique, relevant to the setting and, above all, relatable for their pupils. Consequently, Early Years teachers are being called upon to orchestrate carefully considered provision that is rooted in an understanding of their pupils' interests and experiences. A recent example of this can be seen in how, when a group of Reception children started to express an interest in technology and an understanding of how things work, the teachers encouraged their students to bring old phones and computers into the classroom. The children were then able to explore and gain an insight into how technology has changed over time. This opportunity afforded these very young children the chance to begin to think chronologically. This class's lessons were then extended by looking at images of older technology. Additionally, another scheme of work explored the life story (to date) and significance of Greta Thunberg's work, following her visit to the local area which was attended by a number of children in the school.

EYFS teachers should capitalise on the recognition of their professional competency to develop their provision and teaching in a way more tailored than ever before. This will result in history and culture, in their abstract forms, becoming concrete, tangible, and accessible to children before they are introduced to the National Curriculum.

Early Years teachers and management teams who are embracing the full extent of these opportunities, are beginning to benefit from the wealth of learning opportunities available within their local communities. The opportunities, of course, will be location-specific, but initiatives such as allocating a section of their site to be repurposed as a community allotment or book-swap hub, are possible. Moving beyond the school gates, pupils will learn from trips to local care homes where meetings with residents help children to see the changes in people over the course of a lifetime.



Old dial telephone



A BBC Micro computer which was used in most British schools during the 1980s



1980s plastic teapot toy house with figures

When planning for daily Understanding the World activities that focus on people and their communities, teachers might consider the potential for cross-curricular links to help provide children with integrated and immersive learning experiences. Opportunities involving music, art, dance and cooking are being used to teach and discuss different countries and cultures with young pupils. This will be of particular significance to children from different cultural backgrounds and can lead to learning about children's families from other parts of the world. Celebrations such as Diwali, Holi and the Asian Lunar New Year festival are always superb cultural events which lend themselves well to immersive learning that covers aspects of RE, geography and history.

When providing Understanding the World learning opportunities that centre specifically on local and personal history, teachers can call upon their pupils' family members to visit and talk about their lives, and especially their childhood, to open the discussion of past and present. These opportunities lend themselves easily to role-play areas where children can learn to play with toys, listen to music or dress up in clothes from different eras. To a child in Reception, the 1980s are as alien as the 1880s, and there is a lot of fun to be had playing with old computers and the old dial phones!

The transition into Key Stage 1

In the EYFS, it is crucial that pupils are presented with opportunities to explore history and culturally-based concepts that have an immediate connection to their understanding of their environment and life experiences. This will support them to become accustomed to regularly interacting with these concepts when they move into Key Stage 1, and beyond into Key Stage 2, as here, pupils will begin to interact with local history in more stand-alone and distinctive lessons.

Developing a link between pupils in Reception and Year 1 could be beneficial in creating a smooth and successful key stage transition. Teachers from both key stages should make a concerted effort to collaborate their attention and time to foster this. Where the timetable and project timescales allow, it could be arranged, as an example, for Key Stage 1 pupils to spend time in Reception classrooms talking with the younger pupils about their history topic. Such an approach benefits both key stages as Reception pupils often respond well to peer-to-peer learning, while Key Stage 1 pupils will have the opportunity to consolidate their understanding.

Local history in Key Stage 1

When planning a local history project, teachers should actively ensure that their schemes of work include a clearly defined focus of communities in the past to act as a guide for historical-based investigations. Local

history within the National Curriculum states that pupils need to learn about key significant local people, as well as local historical events and places in the past. The HA have gone a considerable way to support primary teachers in these areas and are currently publishing a growing number of databases listing significant people by their geographical region.

Planning a local history scheme of work in Key Stage 1

When planning, teachers need to be mindful of not only the story of the local history and its people, but the current cultural backgrounds of the children within their school. Some areas of local history will need to be covered carefully with a strong awareness of any potentially sensitive topics. The history of the architecture in areas of Bristol and Bath, for example, will inevitably include the role of colonialism and slavery in the shaping of these cities. Such local history should not be avoided, but instead, taught in a sensitive and age-appropriate manner.

To build upon the skills being developed within the EYFS, teachers in Key Stage 1 need to be well prepared. Decisions about the period of history / event / significant local person that will be the most appropriate for specific year groups and the school's geographical context need to be carefully integrated into the school's history provision to see how local history can enhance children's understanding in other areas of the subject. As with all history schemes of work, teachers need to determine the main enquiry question and outline which key historical skills the pupils will be expected to develop. From this, the scheme of work will lend itself to developing a programme of activities and secondary enquiry questions which will guide the progression of the project.

Such skill-development can be seen in how the teaching of chronology progresses. For example, while in the early years, a group of children looked at the origins of writing from cave paintings to the emergence of hieroglyphs as a recognisable 'alphabet'. In Year 1, this theme was built upon within the children's Knights and Castles topic where the scheme of work included exploring the stylistic differences between handwriting in the late Middle Ages and modern script. The enquiry question for this aspect of the term-long project asked the simple question: 'Could people in the Middle Ages understand our language today?' Although it was not the primary focus of the scheme of work, its role within the wider project helped explore key language from the period along with the etymology of some common modern English words.

As part of the planning process, teachers should make the most of local experts such as librarians, museum employees and members of historical societies. These organisations and individuals are invaluable sources of both information and resources. The more real-life artefacts and evidence that teachers can present to their classes for children to interact with, the more valuable and memorable the learning experiences will be. Local experts are also handy sounding-boards for learning about any potentially hidden aspects of local characters' lives and local history that teachers need to be fully aware of before planning a scheme of work.

To summarise

The 2021 EYFS guidance has paved the way for teachers in the EYFS and Key Stage 1 to work together to create a continuum of skill development and academic progression which bridges the two phases. The alignment of the *Development Matters* requirement to teach about people and communities, now and in the past, with the National Curriculum's inclusion of local history, means that using a school's geographical location has become a richly beneficial area for skill development, and inextricably links teaching Understanding the World and Key Stage 1 history.

Stuart Boydell is a Chartered History Teacher, a member of the Historical Association Primary Committee and an EdD doctoral researcher exploring decolonising the History curriculums within the independent preparatory school sector.

Verity Downing is an Early Years Practitioner, an EdD doctoral researcher in early education and gender, and a member of the editorial board for the Chartered College of Teaching's Early Childhood Hub.

Resources

DfE (2021) 'Early years foundation stage (EYFS) statutory framework', www.gov.uk/government/publications/early-years-foundation-stage-framework--2

Foundling Museum – Early Years www.foundlingmuseum.org.uk/visit-us/schools/early-years/

Historical Association resources

Boydell, S. (2021) 'EYFS scheme of work', Historical Associationh www.history.org.uk/primary/resource/9197/eyfs-scheme-of-work

'Local significant individuals', Historical Association www.history.org.uk/primary/module/8749/local-significant-individuals

The Amesbury Archer

Richard Harris

One of the requirements for the Key Stage 2 history curriculum is that children learn about changes in Britain from the Stone Age to the Iron Age. In some ways this is a challenging period to teach – the evidential record is patchy, it is open to interpretation, and there are few concrete examples of events, people and places to make it feel 'real'. Yet there are some fabulous opportunities for children to engage in some fascinating archaeological works to bring this period to life. For anyone wanting to find out more about this period and to learn more about the fascinating stories from this era, I would thoroughly recommend Professor Alice Roberts's book *Ancestors*. This book explores prehistoric Britain through seven burials, from the Palaeolithic to the Iron Age.

This article looks at one of these burials, the Amesbury Archer, which offers a wonderful chance for children to investigate an extraordinary burial. In 2002, a team from Wessex Archaeology were conducting a low-key excavation of a site in preparation for the building of a new school. The site was within a couple of miles of the famous Stonehenge. The archaeologists were working on two burial sites, which had been found by chance as they had not appeared on any aerial photographs or geophysical surveys. One of the burial sites contained 32 graves from the Romano-British period. The other site was not going to be excavated; instead the plan was to preserve the site by moving the proposed school building. There were however two features the archaeologists realised would be under a new road (that could not be moved), so the decision was taken to start excavating these on a Friday, with a view to getting the burials completely lifted by the end of the day. As they dug the archaeologists realised these two burials dated from the Bronze Age, so were a lot earlier than the Romano-British burials. The larger of the two features in particular turned out to be a very complicated dig – not only were the archaeologists discovering a rich array of finds around the bones of an individual burial, but they also noticed the gleam of something special. Among the items were a couple of small gold objects – an extraordinarily rare find. In fact this is one of the earliest known examples of gold work in northwest Europe, and the earliest in Britain. Having found such astonishing

Figure 1: The gold items found in the burial. These are only a few centimetres long



items, the archaeological team had to work all through the night and over the bank holiday weekend to unearth all the remains in the grave before out of the discoveries news leaked.

The story of the discovery of the burial is exciting in its own right and could be used to discuss questions about what archaeologists do and how they work, e.g. how do they choose what to uncover and what do they choose to leave in situ, and why, what should be done with the items that are discovered and so forth. Children can be introduced to the topic using the enquiry approach proposed by Ian Dawson in *Primary History* 70. There are five stages to this process:

1. Show the children one or two pieces of evidence to intrigue them.
2. Get children to ask questions.
3. Get children to suggest possible hypotheses.
4. Provide more information.
5. Develop fuller answers.

Stage 1 – introducing the children to some of the evidence. Tell the story of the excavation but for the time being leave out any details of what the archaeologists discovered – try to create a 'cliff-hanger' moment! Introduce a couple of the finds.

Figure 2: Arrowheads found with the burial



Figure 3: A bone pin



Figure 4: Three copper 'tangs' (blades of knives)



Stage 2. The children can ask questions about the artefacts, together with the person they were buried with. In order to support this is is helpful to make use of the following questions devised by Alf Wilkinson in *Primary History 85*.

a) Design and construction
What is it made of? How is it made? When was it made? Who made it? How does it work? Does it come apart? How does it go back together? Why do you think it was made this way?

b) Appearance
What does it look like? What does it feel like? Does it smell? Is it heavy, or light? Has it been used, or is it new? Has it been altered, or is it in its original condition?

c) Value of the object
Do you think it is valuable? Was it valuable when it was made? Was it an 'everyday' object? Did it make people's lives easier? Was it a special object for special occasions?

d) Function
Why was it made? What was it used for? Who would have used it? Where would they have used it? Is it easy or difficult to use?

These could be supplemented by questions about the person in the burial:

a) The person
How old were they? What did they wear? What might they have looked like? Where might they have come from?

b) Their job/role
What did they do? What can we find out about them from what has been left behind?

c) Their lifestyle
Were they rich/poor? Were they important? What clues do the objects give us about their lifestyle?

The gold items are intriguing and archaeologists are unsure of their use. Each one is made from a flat oval of gold, and there is a tang protruding from one side, which has then been bent around the piece of gold, so that it curls around to the front. Each has also been embossed with a double row of dots. The Wessex archaeological website refers to them as earrings or hair tresses, whereas Alice Roberts believes they may belong to some form of headdress. The arrowheads are easier to identify and the fact that there are so many spread across the grave and on top of the body suggest that they were an important part of this person's life.

Stage 3 – from these discussions, get the children to suggest answers to the questions they have been discussing, about the person buried in this grave and the objects found with them.

Stage 4 – provide more clues. These can either be given out individually, a few at a time, or all together.

The bone pin in Figure 3 was most likely used to secure an item of clothing together, probably some form of cloak that has subsequently rotted away. The existence of a shale ring among the finds also gives a hint about the clothing worn, as it is believed this was most likely used to secure a leather strap – perhaps around a cloak. The three copper 'tangs' are the blades of knives, minus their handles (which would most probably have been fashioned out of bone or wood). These items, along with the cushion stone in Figure 4, suggest that this person was connected in some way to metal working. The discovery of an antler tool, which is believed to be used in metal working, does add to the suggestion that this person was a

Figure 5: A cushion stone for metal working



metal worker or involved in metal working. The fact that copper items were found potentially places this burial just prior to the development of bronze. It may be worth discussing with the children the nature of different metals as copper is a 'soft' metal, and so in many ways not an ideal metal from which to create tools, so perhaps these items were status symbols.

The wrist guards (Figure 6) are most probably linked to the arrowheads and strengthen the idea that the is person was an archer. The wrist guards would have

Figure 6: Two stone wrist guards



most likely been secured to the wrists using leather straps to the wrists, to protect them from the bow-string as an arrow would have been fired.

The Beaker pots are also interesting. No other burial includes this number of pots – typically only one such pot is found in the graves that have been discovered. The decoration on two of the pots is unusual compared to other pots that have been discovered – these two pots have a design pressed into them using a fine plaited cord. Two of the other pots have been decorated by using a comb – this style of decoration tends to be found in Bronze Age burials in Scotland. The final pot seems more typical, with a decoration made by pressing a single cord into the clay to create a series of horizontal lines.

At this point, it may be worth pulling together what the children now know and understand about this

Figure 7: Beaker pottery – five pots like this were found in the burial, although none of them were intact



individual, but also ask whether there are still any unanswered questions, or indeed new questions. Hopefully the children would ask about the individual and what do we know about them – if not they can be directed towards such questions. This is where links can be made to science and also to geography, as we can talk about the actual bones of the body and what they reveal.

In both feet, two of his bones had fused, indicating he may have had flat feet. In his jaw, there was a hole level with the root of his right lower first molar, which indicates he most probably suffered with an abscess, but this had healed over before he died. His left leg was also misshapen, particularly around the kneecap, which appears to be completely missing. There also seem to be slight deformities to the spine. The missing patella could either have been from birth or may have been caused by an injury in later life. He clearly had some form of disability but the other goods found with him suggest he was treated with great respect at the time of his death. His bones also suggest he was aged between 35 and 45 years old. Radiocarbon dating of the bones – drilling out around 500 milligrams of bone, which is then filtered to around 30 milligrams of collagen which in turn is then testable – showed that the person lived around 2400–2200 BCE. In addition, oxygen isotope analysis of dental enamel can identify where someone came from. Minerals connected to a local climate and geology get stored in teeth enamel, and oxygen and strontium isotopes from water sources provide a strong indicator of location. It can be hard to identify a precise location, but the isotope analysis suggests this person originally came from central Europe, possibly the Alpine region. This then raises questions about travel – how did he come to be in Wiltshire, when did he migrate, what attracted him to the region and so forth. Unfortunately such questions can only be answered speculatively.

The children should now be in a position to develop a fuller answer – Stage 5 of Ian Dawson's enquiry process – where they can be encouraged to use the language of certainty in presenting their conclusions. What things are they certain of, what things are probable, what is possible and what is speculation? Alternatively, if you want to extend the enquiry, it would be possible to introduce the finds from the second, smaller excavation. This also revealed a body, of a younger man aged 25–30. Radiocarbon dating places him in the same time period as the Archer. This body was also discovered with a pair of gold items, in the same style as the Archer's. Analysis of the bones showed this individual had the same fusion of bones in his feet as the Archer, suggesting that this person was related to the Archer – potentially father and son. Interestingly, oxygen isotope analysis of the teeth showed that in this case this individual was probably raised in southern England. This suggests that the Archer had migrated at a younger age and either travelled with family who settled in this part of Wiltshire or met someone in the area following their travels.

Examining the Amesbury Archer provides an interesting and unique insight into the Bronze Age. Clearly the Archer was not an ordinary individual. The range of goods found buried with him hints at a highly respected individual – possibly some form of chieftain or religious figure – suggesting some form of social hierarchy. The clues from the excavations also provide insight into a mobile society, and a highly skilled one, with signs of metalworking skills and other crafts. A focus on a specific burial like this also provides a wonderful way to demonstrate the power of an enquiry approach to children, which will hopefully feed into their understanding of how we come to make sense of the past.

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Resources

General reading

Roberts, A. (2021) *Ancestors: a prehistory of Britain in seven burials*, London: Simon & Schuster.

HA resources

Articles which provide insights into enquiry-based learning

Dawson, I. (2015) 'Enquiry: developing puzzling, enjoyable, effective historical investigations' in *Primary History*, *70*, pp. 8–14.

Wilkinson, A. (2020) 'What can you tell about the Vikings from a chess piece?' in *Primary History, 85*, pp. 30–33.

Articles related to the Bronze Age

Birrell, G. and Green, M. (2015) 'Who's afraid of the Big Bad Bronze Age?' in *Primary History*, *71*, pp. 40–45.

Pickford, T. (2018) 'The Standing Stone' in *Primary History*, *81*, pp. 34–39.

Pryor, F., Morris, H. and Wessex Archaeology (2014) 'Stone Age to Iron Age – overview and depth' in *Primary History, 66*, pp. 20–29 – includes reference to Amesbury Archer.

Wilkinson, A. (2019) 'Re-thinking the Stone Age to Bronze Age' in *Primary History*, *81*, pp. 42–44.

Wilkinson, A. (2021) 'How did a volcano affect life in the Bronze Age?' in *Primary History*, *87*, pp. 12–13.

HA Scheme of Work for primary history

Changes in Britain from the Stone Age to the Iron Age, www.history.org.uk/primary/resource/7537/scheme-of-work-stone-age-to-iron-age

Baghdad:

What were its connections across the medieval world?

Karin Doull

I have seen the great cities, including those noted for their durable construction. I have seen such cities in the districts of Syria, in Byzantine territory, and in other provinces, but I have never seen a city of greater height, more perfect circularity, more endowed with superior merits or possessing more spacious gates or more perfect defences than … the city of Abu Jafar al-Mansur.

9th-century author Al-Jahiz



Aerial view of the walled city of Baghdad as it might have appeared in the 8th century

Baghdad of the Abbasid Caliphate was an architectural marvel, a round city protected by huge walls and surrounded by an intricate canal system. At the centre lay the caliph's palace with a cupola of green, and the Great Mosque. The city was a series of concentric circles. The surrounding walls were over 240 metres high crowned with battlements and encircled by a deep moat. The city walls were made of bricks interlaced with reed bundles as were the buildings inside the city. Four equidistant gates opened onto four avenues that led straight to the heart of the city. Huge gatehouses guarded the city. They looked out over palm groves, fields, canals and bridges made of boats tied together and the growing suburbs in the west. Al Mansur was the caliph who designed and created the city. It is said that he liked to look out of the Khorasan gatehouse towards the river Tigris, in the afternoon when the sun was hot.

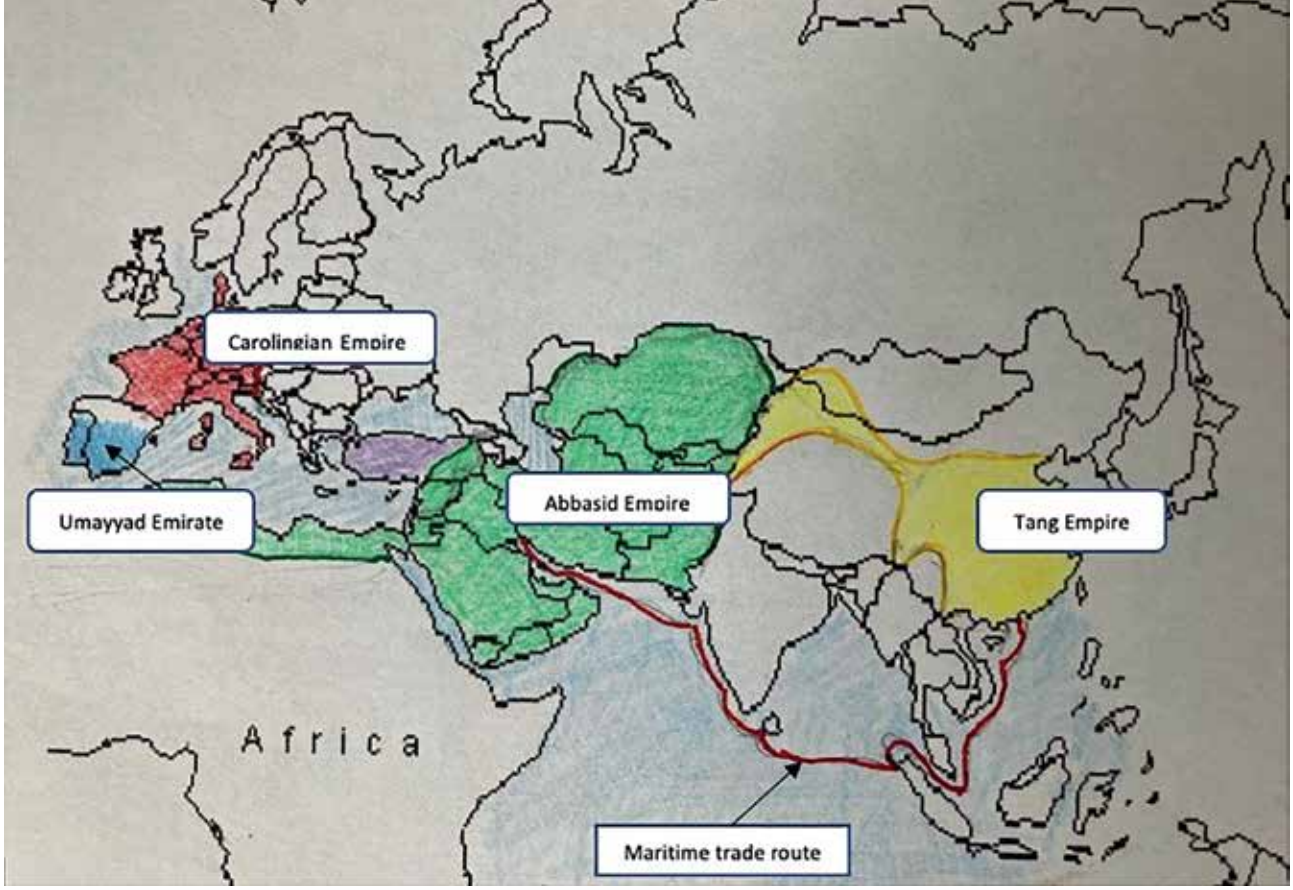
Four key roads bisected the city, feeding in trade from across the world. The roads into the city were originally lined with vaulted arcades for merchants' shops and bazaars but these quickly spread to outside the city. The centre of the city was open and sacrosanct to the caliph, who was the only one who could ride across it. The inner ring housed palaces of the caliph's children and royal staff. The outer ring was for military and state offices. The city was essentially a royal preserve. These features reflect the significance of Baghdad – what follows will provide an insight into how it compared with other civilisations, and links and connections with other important powers.

Activity

Could the class design a model of the city as a perfect series of concentric circles bisected by gates? Children could each create a building to fit into the elements of the city including the great mosque and palace. They could also look at architectural designs and patterns of decoration. These short videos could provide background information.

www.bbc.co.uk/bitesize/topics/z3tg4wx/articles/zpq2m39#z268dp30

www.youtube.com/watch?v=yfVj50dWCC4



Nearly a million people lived in and around this capital of an extensive and vibrant empire. Scholars came from across the known world to study in the House of Wisdom. There were two hospitals and an observatory. It was the hub of a vast trade network. The culture of the city shaped and was shaped by ideas from China to western Europe. This article will look at two of those interactions.

The **substantive concepts** considered within this article are trade, culture and diplomacy.

The key **disciplinary concepts** are significance and comparison identifying links and connections.

Who were the other superpowers at this time?

In the map above you can see some of the main influential regions.

- Tang Dynasty of China (yellow)
- The Abbasid Caliphate (green)
- The Carolingian Empire (red)
- The Byzantine Empire (purple, but not labelled)
- The Umayyad Emirate (blue)

Meanwhile, in England, the Anglo-Saxons were beginning to consolidate into a single kingdom.

This article will look at trading links between Baghdad and these empires, particularly focusing on the significance of links with the Tang and Carolingian empires.

Activity

One of the first activities that you could think about here to draw out the comparisons between different empires is to use the map: look at the size of these different empires and the scope of land that they controlled. Could this be compared with other civilisations that pupils may have looked at such as the Roman Empire or the territories of the Shang Dynasty? On a plain world map you could also colour in the areas controlled by Benin or the Maya.

You can then look at substantive concepts by considering – what do we mean by empire, caliphate, dynasty, emirate, kingdom and what would the rules of these places be called? How are the meanings of these terms the same or different?

What was the significance of Baghdad as a centre of imports and exports?

Baghdad stood at the centre of trade routes along the river Tigris almost equidistant between Mosul in the north and Basra in the south. Basra was a major port situated on the Persian Gulf and providing a sea route to India, Indonesia, Japan and China. Mosul linked into the land routes eastwards to Nishapur and Samarqand and then west to Cairo and Antioch and north to Russia.

Trade, people and letters all travelled backwards and forwards along the vast land and sea trade routes, with Baghdad forming an important central hub. Produce along the long route travelled by horse and camel. Different trade items such as heavier goods or fragile objects could be carried by sea.

Chart 1

Goods being traded	Origin of goods
Paper, silk, peacocks, medicine, ceramics (china), ink	China
Tigers, elephants, cotton, ivory, minerals, medicines, chess, spices, sandalwood and cedar	India
Diamonds, garnets, spices	Sri Lanka
Fur, honey, wax, amber, swords	Russia
Linen, horses, saffron, carpets	Azerbaijan
Textiles, wool, rugs	Armenia
Copper, gold, precious stones, textiles, crops	Egypt
Incense, precious stones	Yemen
Pearls, linen, textiles, cedar, olives, perfume, gum, swords	Byzantium

Activity

Make cards of the different goods. Have a large map on the table with different locations marked. Can the children as a group match goods to locations? What does this show about what people **in Baghdad** wanted to buy or sell? For a plenary you could get the children to play a question-and-answer game, using the question – Where would you go to get … ?

What links did Baghdad have with China?

It was during the time of the Abbasids that trade really developed with the Tang Empire in China. There was much for Baghdad to gain from links and connections with this empire which was strong and open to developing trade and exchanging ideas. The Chinese also had knowledge of papermaking which spread and so helped to create works for the House of Wisdom. The trade with them in plants and spices also encouraged the spread of medical knowledge.

Travel accounts were written of these journeys, giving advice about where to stay, what is traded, types of money, where to stop for water and provisions. They also set up commercial centres at stopping points along the route between Baghdad and China. They would have reached Guangzhou, the main trade port in China. Sulaiman al Tajir (in 851 CE), a Muslim merchant and traveller wrote, 'spices, pearls and jade piled up mountain high'. Arab traders set up commercial centres along the route but Guangzhou was to become the most important. Arab travellers built mosques and schools there and lived affluent lives arranging business ventures.



Foreign traders waiting to be presented at court in Guangzhou

Trips between Bagdad and Guangzhou were arduous, taking just under a year. Most voyages were set up by professional merchants along with commercial agents. They would arrive between May and June in order to be presented at court and gain permission to trade. Time was spent waiting to arrange for the goods to be collected and prepared. Then they would be delayed until the monsoon winds allowed a return around November or December. The ships would bring products to China such as incense, and return with ceramics and silk.

Activity 1
How do goods travel from China now?

Today the same sea voyage would take 26 days at 10 knots or 9 days at 30 knots. This website allows you to calculate how long a journey takes. Children could look at how long a voyage would take between other stopping points along the route such as Somnath and Calcut (india). Chittagong, Srivijaya
http://ports.com/sea-route/

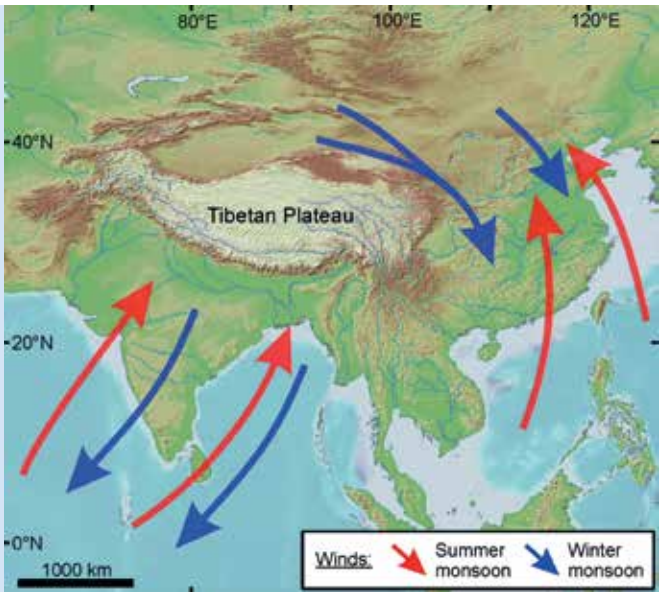
What are the main similarities and differences between making a seas journey between Basra and China today with merchants and travellers in the nineth century?

Activity 2

Background information: The journey from Basra (the port that would have been used by merchants from Baghdad and its surrounding area) to Guangzhou took just under a year and was dependent on the winds blowing in the right direction. The distance is 6,305 nautical miles.

Find out about monsoon winds and how they work. What are their implications for peoples' lives today? How would they have affected travellers going from Basra to Guangzhou?

Plot the journey on a map and have two cut out ships, an Arabian one and a Chinese one. Let the children move them along the route and explain what they might bring back (use chart above).



What was in the ship and what does it tell us about links between Baghdad and the Middle East and China?

In 1998 fishermen diving for sea cucumbers found a wreck near the Belitung Islands in Indonesia. Inside were over 60,000 objects made in China during the Tang Dynasty. Among the finds it is possible to see the importance of trade between the Middle East, Baghdad and China.

- Artefacts showed that it was a polyglot crew which included people from the middle east as well as southeast and at least one Chinese merchant. The ship was made of planks sewn together with ropes without nails , a technique from the Persian Gulf – the area dominated by Baghdad.
- Changa bowls from China were the most common objects found.
- Green ware bowls from southern China and white ware from northern China, often used for drinking which used shapes and designs popular in Baghdad.
- Some gold articles which may possibly have been intended as diplomatic gifts.
- Ceramic objects with sculpted animals and moulded designs which included Chinese designs with dragons and fish. Objects were also patterned with splashes of green and destined for Middle East markets.
- Most surprisingly there were some bowls in blue and white using a colour imported from the Middle East. This was long before blue and white became a popular colour combination for China.
- There were turquoise-coloured ceramics from the Abbasid Empire.

Activity

Match the objects to their descriptions.
Which one is the most important as an historical artefact to tell you about trade between China and Abbasid Caliphate? Why do you think this?









What was the significance of links between Baghdad and Charlemagne?

Harun Al-Rashid, Caliph of the Abbasid Empire, wanted to develop good relations with the Carolingian empire of Charlemagne because:

- There were tensions with the Byzantium Empire for Al-Rashid and Charlemagne as all three tried to extend their territories and influence.
- In Spain the Umayyed Emirate was directly opposed to the Abassid Empire. Although both were Muslim states the Umayyad dynasty had been deposed by the Abassids and so was determined to try to return to power. They were also seeking to expand northwards into Charlemagne's lands.

Charlemagne wanted a strong partner in the East and in 798 CE sent gifts of friendship to Al-Rashid. In 801 CE Al-Rasid returned the favour sending his own offerings. He dispatched three men, Lantfrid, Sigimund and Isaac, the Jew with the offerings. The most important of these offerings was a large Asian elephant called Abul-Abbas. They travelled through the middle east and along the coast of north Africa. The journey was long and arduous and soon only Isaac and Abul-Abbas were left. Charlemagne received messages from them and sent a fleet of ships to carry the elephant across the Mediterranean sea. He arrived near Genoa (Italy) in 801 CE. They waited in northern Italy over winter setting out to cross the alps in the spring. It took almost another year before he and Issaac reached Aachen (Germany) where the emperor waited. They arrived on 20 July 802 CE. The elephant's arrival was recorded in the Royal Frankish Annals:

> *On 20th July (802) Isaac arrived with the elephant and the other gifts ..... and he delivered them to the emperor at Aachen. The name of the elephant was Abul-Abass*

Along with the elephant Al-Rashid sent a number of other gifts such as textiles, silks, perfume, tents with multi-coloured curtains, brass candelabra, ivory chessmen and an autonomic water clock.

> *But what particularly attracted the attention of the curious, was a clock worked by water. The dial was composed of twelve small doors, which represented the division of the hours; each door opened at the hour it was intended to represent, and out of it came the same number of little balls, which fell one by one, at equal distances of time, on a brass drum. It might be told by the eye what hour it was by the number of doors that were open; and by the ear, by the number of balls that fell. When it was twelve o'clock twelve horsemen in miniature issued at the same time and, marching round the dial, shut all of the doors.*
> https://muslimheritage.com/baghdad-clock/#harun

The elephant lived with Charlemagne for eight years. He was with the emperor by the Rhine on a military expedition when he died in 810 CE.



Activity 1

Map the journey that Abul-Abbas made (Baghdad, Damascus, Jerusalem, Alexandria, Tunisia, Carthage, Genoa, Alps, Gent, Rheims, Aachen). What difficulties do you think he might have encountered? For example, think of what the physical terrain might have been like.

Activity 2

Research Islamic water clocks and automaton and investigate how a water clock might work.

Conclusion

While trade fed the needs of the empire, bringing necessities and luxury items, it also linked the empire to other parts of the world. Ideas, culture and technology were also exchanged, particularly between societies that were open to the new or the different. When we look at particular civilisations, we should be considering these links and connections. They enable us to be more effective in identifying what was significant for those people and societies.

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Resources

HA Resources

Doull K. (2019) Trade and pilgrimage in the Abbasid Caliphate. *Primary History* Issue 81pp33-39

Ismail, A. (2015) Early Islamic civilisation. *Primary History* Issue 69, pp34-42

Websites

Video animation of the ancient city of Baghdad
www.youtube.com/watch?v=jPez2MFFKAQ

The Baghdad water clock
https://muslimheritage.com/baghdad-clock/#harun

Belitung shipwreck
www.google.com/search?q=belitung+shipwreck&oq=Belitung+shipwreck&aqs=chrome.0.0i512l2j0i22i30.2739j0j15&sourceid=chrome&ie=UTF

https://en.wikipedia.org/wiki/Belitung_shipwreck

Significance:

how can pupils ask questions about the past and tie it to their present experiences?

Polly Gillow

What makes a person or event significant? When looking at the past, some people or events stand out in our minds. Individuals such as Florence Nightingale or Walter Tull at Key Stage 1 or events such as the Blitz at Key Stage 2 may have particular resonance. However, if we attach particular importance to a person or event it is essential to consider what actually makes them significant. Clearly it is important for children to draw on as much information as possible when determining what or who is significant. However, what we consider as significant will depend on our interpretations based upon factors such as where we live, our perspectives, and then can alter further over time, be reassessed or revised with further information. Models to support the teaching of significance have been available for some considerable time – I am exemplifying this with reference to Geoffrey Partington (1980) and Christine Counsell (2008). Partington developed a model which gives judgement criteria for pupils to examine the information and make conclusions on its significance through the following:

Importance:	To people living at the time.
Profundity:	How deeply people's lives were affected by it.
Quantity:	How many lives were affected.
Durability:	For how long people's lives were affected.
Relevance:	The extent to which the event has contributed to an increased understanding of present life.

Christine Counsell has provided 5Rs (2008) as a framework for analysis and judgement which I have found particularly helpful:

Remarkable:	The event/development was remarked upon by people at the time and/or since.
Remembered:	The event/development was important at some stage in history within the collective memory of a group or groups.
Resonant:	People like to make analogies with it; it is possible to connect with experiences, beliefs or situations across time and space.
Resulting in change:	It had consequences for the future.
Revealing:	It reveals some other aspect of the past.

In order to introduce the concept I like to explain my own version of the 'lake of history', which has been honed into a script by now. I find that the abstract explanation, by way of a placing the pupil in the centre, helps to teach the concept as well as show the personal judgement needed to assess historical significance.

> Imagine you are standing on the very edge of a vast lake, with the water lapping against your toes, and the lake stretching off into the distance, so you can see the trees on the other side, faintly through the distant mist. You stoop and pick up a stone from the ground and throw it out into the lake, and watch as the ripples spread out and reach the edge where you are standing, gently splashing against your feet. The lake is History, and you are standing on the very closest edge of it. The waves are the historical significance of the person, place, thing, discovery, invention, or whatever is being studied, and the stone which is thrown into the lake represents the topic itself. Maybe the stone thrown into the lake happens to be thrown on a windy day, where the surface of the lake is disturbed and the ripples caused do not make much progress before disappearing? Maybe the stone is thrown on a perfectly still day, not a puff of wind and

Harriet Quimby with a Moisant monoplane on a tour of America c.1911



the surface of the lake a mirror; the ripples now reaching out easily across the lake? Now imagine the stone falls into the lake and its ripples begin to spread, right when another, much bigger boulder is thrown into the lake at the same time, and the resulting ripples easily overpower those of the first stone. Or a stone plops into the water and no ripples seem to spread, until close to the water's edge, like a wave which only develops close to the seashore, ripples come to the surface. All these are examples of how our judgement of the significance of the studied event depends upon our being able to experience it and upon what is around. We can't judge an event to be significant if there is no-one on the water's edge to see the ripples, and we can't look at the significance of an event without needing to consider what is around, connected to or similar to our chosen event.

The lake of history can be used to discuss historical silences also. The idea of absences in historical record can be introduced as no one watching the lake. Similarly perspectives and interpretation can be introduced by discussing who watches the lake. If women are not allowed to watch the lake, pupils can then discuss how the judgements of what is valued as significant can be affected by gender bias, as well as so many other biases which have affected the interpretation of history over time.

Obviously the lake analogy is not a fail-safe when it comes to the breadth and complexity of the analysis of historical significance, however I have found that it is a very successful way to use an abstract scenario to not only introduce significance yet also to ensure that it is seen to be a human, reactive and subjective judgement, which can lead to very interesting discussions with pupils about who and what can be deemed to be significant, and why.

Examples should be given from history, to help pupils visualise. There are so many different examples which can be given, and these can very much be tailored to the topic being taught. Some examples I have used before are given here.

For a ripple it is possible to ask the children who has heard of the groundbreaking female pilot Harriet Quimby. In my experience the children have not heard of Harriet! A useful basis for this is provided in Karin Doull's article – Three first-class ladies – teaching significant individuals in Key Stage 1 in *Primary History 81*. The significance given to her achievement at the time was affected by the fact that the papers were swept up in reporting the sinking of the *Titanic*, but using Counsell's model to examine Quimby's story we can judge how significant she was through:

Remarkable: The event/development was remarked upon by people at the time and/or since: her achievements as a female aviator, the reporting of her flights, and attendance at events to see her fly.

Remembered: The event/development was important at some stage in history within the collective memory of a group or groups: her role within the history of aviation as an early pioneer, a US postage stamp commemorating her achievements (although that

came almost 80 years after her Channel crossing) and increased commemoration of her life.

Resonant: People like to make analogies with it; it is possible to connect with experiences, beliefs or situations across time and space: the experiences and achievements of later aviators, or female pioneers in all fields, or any who have striven to be the first to achieve a goal in a field where they may not have been traditionally expected to do so. Her 1912 article for *Good Housekeeping* stated that flying was a 'perfectly dignified sport for women', which leads pupils into discussion about what barriers are currently in place for particular groups in society, how attitudes have changed since 1912 and how they might change in the future, and which modern pioneers are acting in the manner of Quimby today. She was also an inspiration for Amelia Earhart, thus linking her to other well-known pioneers.

Resulting in change: It had consequences for the future: the development of aviation and encouragement for more women to participate, improvements in safety protocols as a result of lessons learnt from the accident which resulted in her death.

Revealing: It reveals some other aspect of the past: attitudes towards early aviation and that of women – even her glamorous, self-designed, purple satin flying suit played on the perception of women, and parallels can be drawn between that and whether girls at school are allowed to wear trousers for school uniform or are obliged to wear dresses and skirts.

When choosing an historical example which does not gain significance until later, and serves as a good story for a stone which creates ripples at the edge of the lake rather than the centre, then Viking Harald Bluetooth is a great example, and well-explained in a short video by Tom Scott (www.youtube.com/watch?v=VdmQp9M9jUo).



The role of Harald Bluetooth as the father of modern Denmark, uniting the tribes of Denmark into a single kingdom, may appear to have relevance only for Denmark, yet the use of his name in runic form to create the Bluetooth logo, and the insinuation that his act of national unity embodies the rationale behind the connecting and uniting nature of Bluetooth technology means that our pupils will recognise him immediately. The significance of Harald Bluetooth clearly has changed as a result of his name's use for such a commonplace piece of technology, which reinforces how significance can alter as a result of a change in viewpoint. Harald Bluetooth's significance to Danish history will be very different compared with his significance to us and our experiences of technology and remote learning, for example.

Another example of significance being attributed through later analysis is Hedy Lamarr and her contributions to the development of Wi-Fi. As a Hollywood film star she was known for her beauty, grace and acting talents, yet her talents as an inventor led her to create radio frequency-hopping technology for the US military during World War II, with the intention of using this technology to guide torpedoes accurately in war. The technology was not used by the US Navy yet the technology was revisited later on in the twentieth century and is considered to have been the foundation for Wi-Fi, GPS and Bluetooth. She was posthumously recognised for her contributions by being inducted into the National Inventors Hall of Fame in 2014, having passed away in 2000.

Everything we teach can be examined for its significance, even just at the initial stage of pupils asking questions about why the teacher has chosen the content itself. Having a framework to guide questioning and enable questions about their own learning will not only increase the understanding of the subject content, and increase the critical awareness of the impact of the subject content, but will also increase the contemporary relevance to our pupils of that which we teach.

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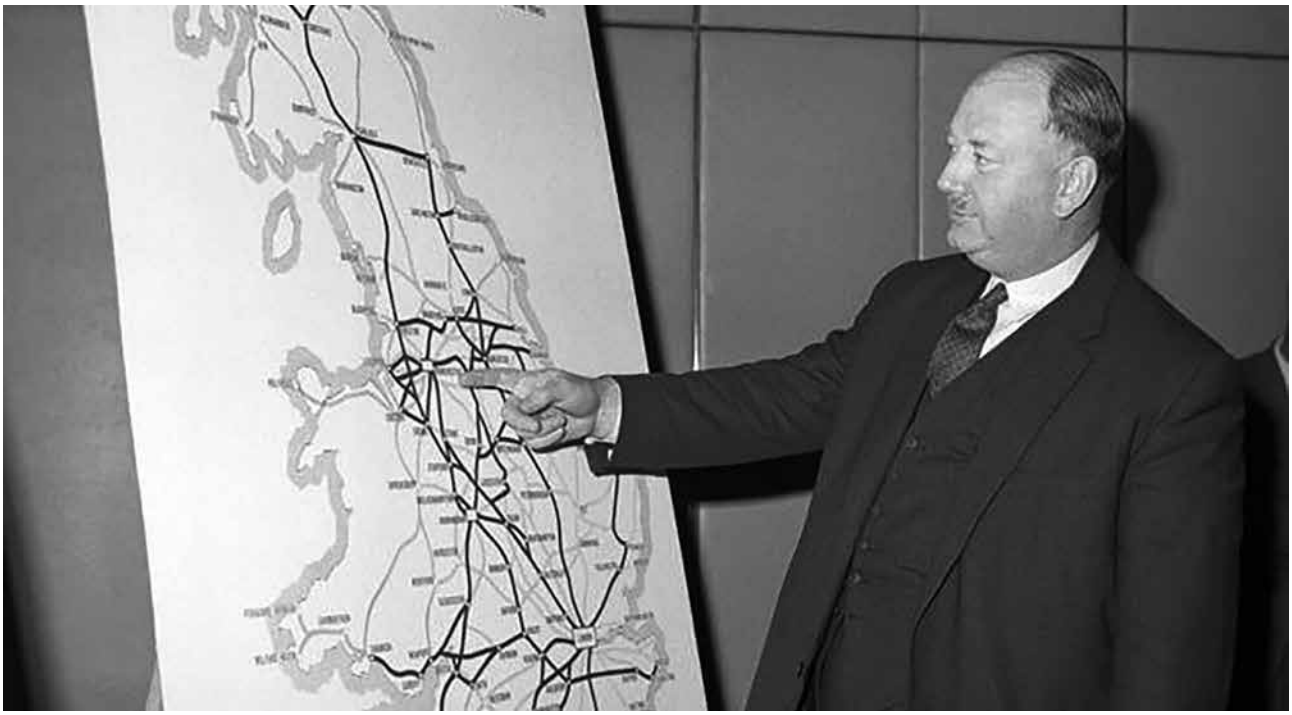
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Significant anniversaries:

The infamous Beeching Report 1963

Tim Lomas

March 2023 sees the anniversary of a report that had profound significance on social history and which affected many parts of the United Kingdom. There is every chance that it had an effect close to your school especially if you are in a more rural or coastal area.

The Beeching Report, called *The Reshaping of British Railways,* saw the light of day on 27 March 1963. For many it was a disaster as it brought about the end of many railway services that had been the lifeline for many communities. The report has often been labelled as notorious and misguided. For many Beeching has been portrayed as a savage butcher and villain depriving communities of a vital link often unnecessarily. Like all things historical though there is much that schools can do to look a little more closely to see whether the generalisation is a fair one.

What makes it a worthwhile anniversary to cover?

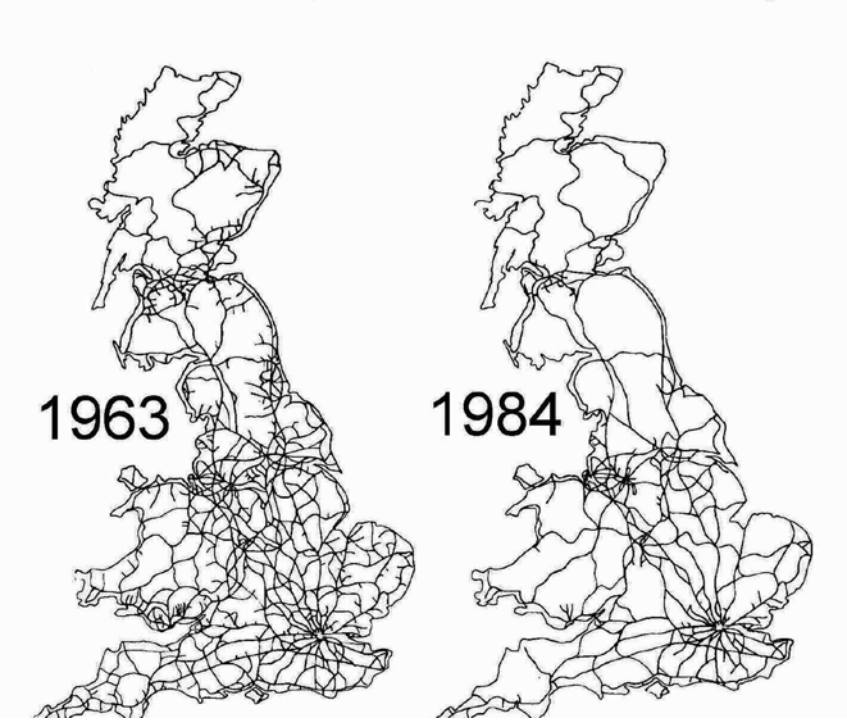
For schools there are a number of aspects that can make it a worthwhile anniversary.

a. The impact was likely to have been felt locally and it should be possible to look at short-term and longer-term effects;
b. It is a comparatively recent event so can draw on a range of sources such as maps, newspapers, photographs, oral testimony and even field evidence;
c. The various myths associated with it can be examined along with representations and interpretations. There is a valid debate to be had as to whether the railways were butchered or whether it laid the necessary groundwork for the later success of the British railway system;
d. It can provide guidance on how decisions are made, helping pupils with their understanding of citizenship. There are also some other good cross-curricular links;
e. It is a topic that can be covered in both Key Stages 1 and 2 either as part of local history or a look at a significant event. It could even be a theme for a primary school 'history club' to investigate.

Who was Dr Beeching and why is his report so infamous?

Dr Richard Beeching was a businessman brought in to solve a problem – the huge losses the railways were making. He was appointed Chairman of the British Transport Commission. By 1955 only five per cent of transport was by rail. After their heavy use in the war, they were in a poor state of repair and were nationalised in 1948. The report stressed that the railways should be run as a profitable business. It recommended in total the closure of 2,363 railway stations (over half of the total) and some 5,000 miles of track (30% of the total) and 67,700 railway jobs. There were huge protests about almost every proposed closure but the majority were still closed even if the process took some time. The closures peaked at around 1,000 miles a year in the 1960s but fell back sharply in the 1970s. There have just been occasional ones since then. In 1965 Beeching returned to his main job at ICT, already with a reputation for wielding the axe.

A map of British railway lines in 1963 just before Beeching, and in 1984



Were the recommendations justified? The case for the report

- The railways were losing £100 million a year. It was calculated that a railway route needed 6,000 passengers a week with some freight traffic or 10,000 passengers without freight to break even. Many lines carried fewer than 1,000 passengers;
- Use by passengers and industry was rapidly declining as more people had cars;
- The railways had been run down and although there had been earlier plans to modernise them much needed to be done – the war had had caused significant damage to the system.
- The closure of the railways did not just start with the Beeching Report – nearly 4,500 miles of lines were closed from the end of World War I up to Beeching;
- Some railway lines carried hardly any passengers. Half the railway stations open in 1960 earned less than £10,000 a year and a third of route miles carried 1% of total passengers.
- Beeching was concerned as much with planning a future for the railways, not closing it down – for example, with freight traffic he recommended concentrating on bulk traffic using containers rather than small wagons. It was followed in 1965 by another report calling for investment in major railway routes covering 3,000 miles.
- While the closure statistics show a huge decimation, some lines were kept for freight rather than passengers and some of the closures were duplicate lines running between the same places.

Were the recommendations justified? The case against the report

- The closures were often regarded as terrible for a local community and generated enormous hardship for a sizeable number;
- Some areas were especially badly hit – coastal resorts were often targeted;
- There was heavy criticism of the way that Beeching gathered and presented his evidence. He also paid little attention to reducing costs. Some lines also listed made very little loss. Statistics were not always gathered accurately, with usage often under-estimated;
- The cutting off of communities meant that people were deterred from using the profitable main lines as they thought it easier to use a car or coach for a whole journey rather than drive to the nearest main line station. Likewise freight went the whole way on lorries rather than to the nearest railhead;
- After Beeching, the railways still did not come anywhere near making a profit and it became necessary to subsidise railways as their social benefits were recognised.
- The fact that several stations and lines have been reopened suggests that mistakes were made. For example, one of the last to close in the 1960s was the 1969 closure of the Waverley line from Carlisle to Edinburgh in 1969 but 35 miles were reopened in recent years;



Isolated communities served by rail – Riccarton Junction in the Borders closed in 1969 cutting it off from much contact with the outside world



Riccarton in splendid isolation – a trackless wilderness after closure



New uses for an old railway station – Torrington station is now the Puffing Billy Café on the Tarka Way long-distance walk

- What seemed sound – reducing duplicate routes in reality meant that trains could not be run when that one line was blocked as in former days when they could be diverted onto an alternative route;
- The ultimate decision was not Beeching's. The report could have been rejected but the government largely approved the closures although some were rejected. In addition the government closed some lines that were not named in the Beeching Report. There was extreme dissatisfaction from some that the Minister of Transport who approved many of the closures was Ernest Marples who had made his fortune from the road-building industry;
- Some opposition was effective – the fact that rail services survive in places such as the holiday resorts of Devon and Cornwall, the Ise of Wight and the far north of Scotland were due to a variety of circumstances such as political pressure, the poor state of roads, and the inadequate bus services.

What might schools cover as part of the Beeching anniversary?

- The location of railways in your area. What has closed and what has survived? Can use maps to compare before and after regarding railway lines and facilities. Pupils can explore information about their local railway (could be at different levels – a station, a line, a local network) and attitudes towards closure, e.g. using photographs, newspapers, statistics and oral memories. Do parents and grandparents remember the railway? What was it like using it?
- Focus on causation – why did some railways survive and others did not? What was the effect of the railway closing? Pupils can investigate whether communities were cut off and how replacement bus services fared (many disappeared within two years as they were slow and unpopular).
- Imagine life just before Beeching on a country or industrial railway. What was it like? A visit to one of the many heritage lines may be possible.
- Fieldwork – evidence of the remains such as closed stations, old bridges and other buildings, clues to a former existence such as street names (including quite a few Beeching Closes!), names of inns (Railway Inn or Station Hotel). There could be some focus linked with geography on the changed landscape. What has happened to the old railways? (Most were sold off but some are preserved heritage lines, some walk and cycle ways such as the Camel Trail, some reverted to farmland, became houses or industrial units, converted to roads and some even converted into tram routes or guided busways.)
- Examine how local people responded to closure proposals. How do people protest responsibly? Case studies of petitions and campaigns can be used. For example, a major supporter of the Railway Development Group was the famous poet John Betjeman. Interview people who experienced the closure of their local railway. What can they remember of using the railway? What did they feel about its closure? Do they feel the same or different about it now?
- How have viewpoints and attitudes changed? The railways make a good theme for examining changing views – the

attitude to the railways has veered from vital for the country such as for industrial development and supporting the war effort, to a reputation for being old fashioned and an unnecessary millstone, through to part of the new Britain with a major role in the future – look at Channel Tunnel, HS2, London Underground. They are now regarded in some areas as a vital part of the community rather than just viewed from an economic standpoint. This is evidenced by reopenings in the Scottish borders, on Dartmoor, and the Robin Hood Line in Nottinghamshire. Until Covid, the British railway system was the fastest growing network in Europe.

- Discussion and debate – What would you have done in the circumstances? How far should we blame Beeching? Is there a future for the railways?

Some vocabulary that can be used

- Branch lines
- Campaigns
- Communities
- Containers
- Freight
- Main line
- Subsidise
- Petitions
- Profit and loss
- Social benefit
- Uneconomic/ economic

Tim Lomas is a Vice President of the HA, a member of the Primary Committee and of the *Primary History* editorial board.

Resources

HA scheme of work: Primary: Local History – transport, see www.history.org.uk/primary/resource/7536/scheme-of-work-local-history-transport

www.networkrail.co.uk/who-we-are/our-history/making-the-connection/dr-beechings-axe/

www.railwaysarchive.co.uk/docsummary.php?docID=13.

Richard Faulkner and Charles Austin (2012) 'Holding the line: how Britain's railways were saved' 0 860936-47-3.

Charles Loft (2013) 'Last Trains: Dr Beeching and the death of rural England' 978 184954 5006.

Some websites for researching Beeching:

www.rail.co.uk/rail-news/2013/the-beeching-report/ – analysis 50 years on.

http://disused-stations.org.uk/ – accounts and images of many stations and their railway history including a high proportion of those closed as a result of Beeching.

https://historyindoors.co.uk/necessary-or-evil-beechings-cuts-to-britains-railways-in-the-1960s/ – discussion of the pros and cons.

www.nationalarchives.gov.uk/railways/ – background to key events in railway history to provide context and some sources.

www.birminghammail.co.uk/news/uk-news/gallery/beeching-report-fifty-years-mirrorpix-2038556
An example to illustrate the type of article that can be found covering local and national effects of Beeching. A simple website search is likely to yield hundreds of examples.

Some other anniversaries

420 years since the death of Queen Elizabeth I – 23 March 1603

Elizabeth came to the throne in 1558 and some of the key events in her life can be found in an article in this edition of *Primary History* called 'These islands since 1066'. With her death King James VI of Scotland ascended the throne, uniting England and Scotland under a single British monarch.
www.history.com/this-day-in-history/queen-elizabeth-i-dies

60 years since the Bristol Bus Boycott began – 30 April 1963

This took place because the state-owned Bristol Omnibus Company refused to employ black or Asian bus crews. The boycott was led by youth worker Paul Stephenson and the West Indian Development Council and lasted for four months until the company backed down and overturned the colour bar. At this time there was widespread discrimination against black people in many cities but this dispute was to be a watershed moment and was to lead to interventions from politicians, church groups and the High Commissioner for Trinidad and Tobago, and led to meaningful changes in Britain's discriminatory laws.
www.blackhistorymonth.org.uk/article/section/civil-rights-movement/the-bristol-bus-boycott-of-1963/

50 years since the death of the artist Pablo Picasso – 8 April 1973

Pablo Picasso was born in Spain in 1881 but spent most of his adult life in France. During his career he produced over 20,000 paintings, drawings and sculptures and is regarded as one of the most influential artists of the twentieth century. The enormous range of his work has been categorised into different periods such as the Blue and Rose periods, influences from Africa, together with cubism and surrealism.
www.pablopicasso.org/

80 years since the Dambusters Raid – 16 May 1943

This famous World War II air raid was undertaken by Lancaster bombers of the 617 Squadron who used special bouncing bombs to destroy dams in Germany's industrial heartland. This led to extensive flooding, the destruction of twelve war factors, with many more damaged, along with the loss of life of 1,300 people. Eight of the 19 planes did not return and the impact on German war production was limited. However, the raid was a significant boost to the morale of people in Britain.
www.historyhit.com/what-was-the-dambusters-raid-in-world-war-two/
www.iwm.org.uk/history/the-incredible-story-of-the-dambusters-raid

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New guides on Quality Mark as a subject leader and pupils as historians will be published this year.





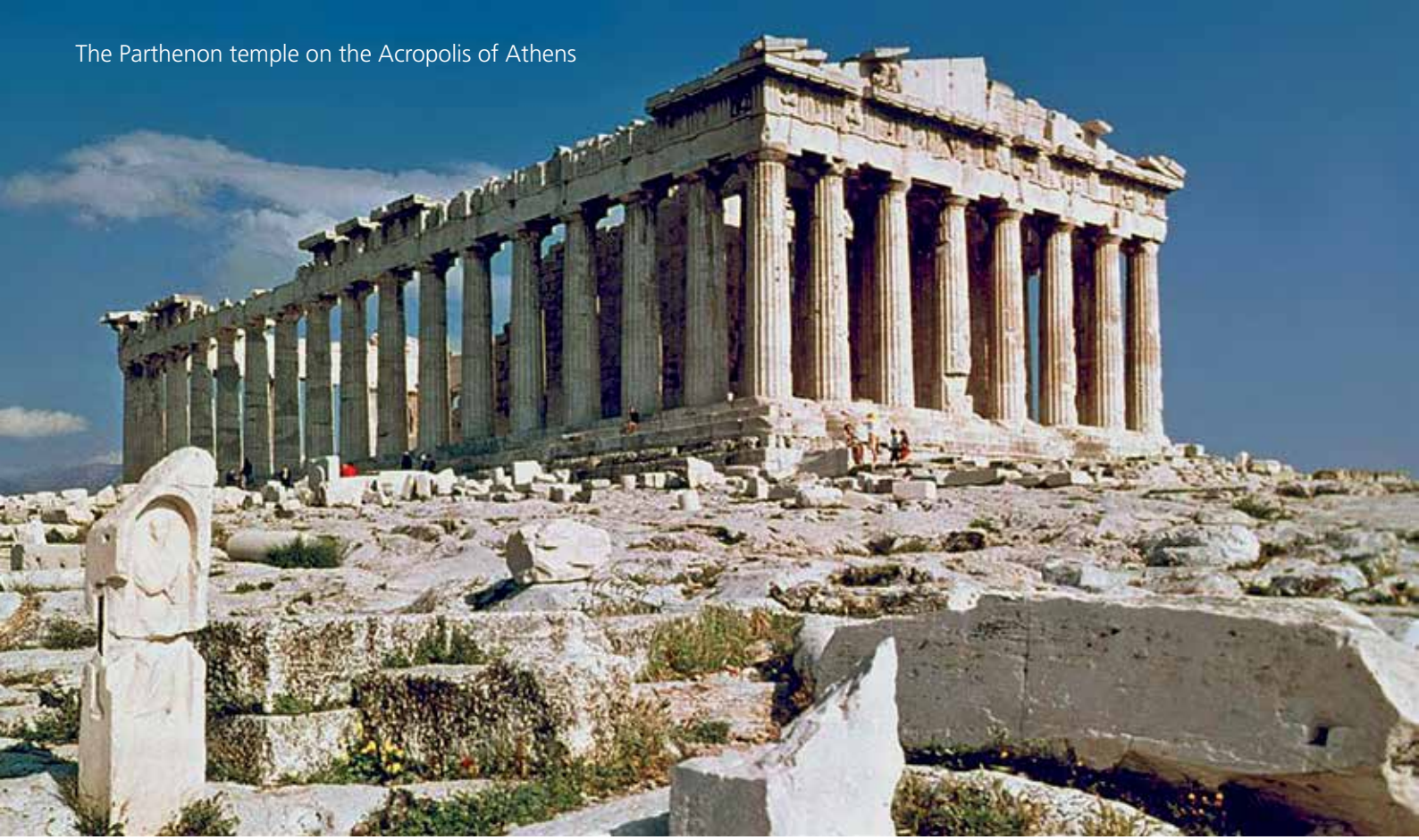


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The Parthenon temple on the Acropolis of Athens

My favourite monument: the Acropolis, Athens

Nichola Philpott

About 3,200 years old, the Acropolis of Athens supports the most stunning and complete collection of ancient Greek structures that still exist. Designated a UNESCO World Heritage site in 1987, it remains a mostly intact classical collection that fascinates those who study and visit it. I have always been intrigued by these historical constructions and often imagined what a wondrous sight it must have been in its prime.

Acropolis in Greek translates as '*acro*' (highest point) and '*polis*' (city), the name given to the hill upon which the collection of buildings sits. The hill has an average height of 156 metres, and reaching the top requires a hike up steep and rocky steps – a trip definitely not for the fainthearted!

However, the rewards upon reaching the summit are well worth the effort. The ancient gateway, or *Propylaea*, greets visitors upon arrival. Begun about 437 BCE, and designed by the architect Mnesicles, it originally contained banqueting halls and a gallery, and looks out on to the Parthenon temple. In ancient times, visitors would have been met by a huge nine-metre bronze statue of Athena, the patron goddess of Athens. The figure was so prominent, it was said to have been visible to sailors up to 72 km (45 mi) away!

Next to the Propylaea, visitors will discover the Temple of Athena Nike (goddess of victory). Work on the temple began around 426 BCE, and the interior was decorated with friezes depicting scenes of the gods. It was built to allow Athenians to worship and offer sacrifices during times of war, in the hope of garnering favour with the gods, particularly Athena, who was the protector of Athens.

Moving through the entrance, visitors come across the Erechtheion on the left and the imposing Parthenon on the right. The Erechtheion was built as a temple dedicated to the gods Athena and Poseidon. In ancient stories, the gods undertook a challenge and the Athenians were given the choice as to who would become their patron. Poseidon struck a rock with his trident (supposedly the blows of which can still be seen today), producing a spring of water, while Athena gave the gift of an olive tree (which still grows in the same location). The Athenians chose the olive tree, and olives became the main staple of their economy.

The Propylaea is the monumental gateway to the Acropolis, Athens

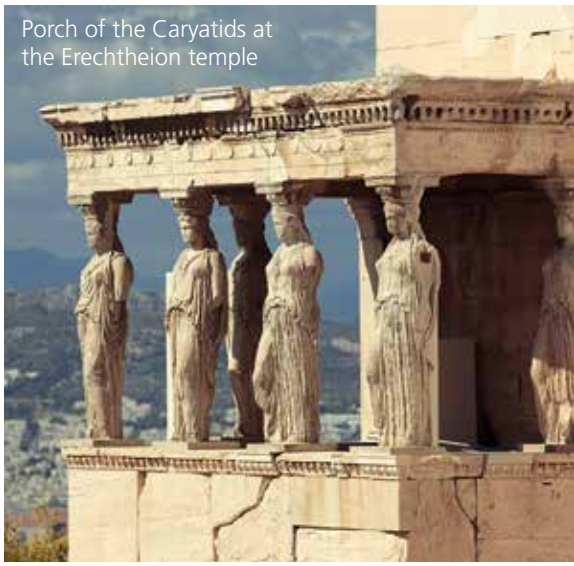


The most striking features of the temple are the six statues of Athena's maidens or *caryatids* that support the roof. Of the six original statues, five are currently on display in the Acropolis museum in Greece, while the sixth original is in the British Museum. With breathtaking beauty and detail, the sheer skill and talent of the stonemasons who created these statues is truly awe-inspiring.

Visitors are then treated to what is arguably the most famous building on the site – the Parthenon. Built between 447 and 438 BCE, the greatest architects and sculptors of the time used notions of mathematical formulae to give the illusion of symmetry where none exists – no straight lines are in fact used. Instead, Pythagorean triangles adorn the entrance and far side and even the floor bulges in the centre to give the illusion of being flat. The perimeter is lined with 10-metre (34-ft) tall marble columns made from 11 blocks stacked together, eight at either end and 17 along each side.

The main floor, or *cella*, consisted of two rooms divided by internal columns. Housed inside was a 3.6-m (12-ft) gold and ivory statue of Athena, wearing her shield and helmet, and holding a spear and a statue of victory. This was later said to have been stolen and transported to Constantinople, where it was melted down.

Adorning the interior walls were friezes depicting the *Panathenaea* (the festival to honour Athena), and the gods of the Greek pantheon. Outside were depictions of the battles between the gods and giants, the Greeks and the Amazons (or Persians), centaurs and lapiths (a mountain tribe) and even the Trojan war.



Porch of the Caryatids at the Erechtheion temple

The stunning triangular carvings at the peak of the temple, called pediments, were crafted by Phildias, a master sculptor who created scenes of the birth of Athens and Athena's battle with Poseidon. Sadly, these are now displayed in the Louvre Museum in Paris or at the British Museum in London, rather than at their original site.

The Acropolis of Athens has stood since ancient times yet continues to fascinate millions of visitors every year. I hope you will enjoy it as much as I do. Try transporting yourself there – imagine the ancient Greeks offering bread and olives to their protector, Athena!

Nichola Philpott recently completed her PGCE in Primary and Early Years Education and is currently in her first ECT year working in Key Stage 2.

Teaching about 'these islands' since 1066

Paul Bracey

This article builds on an earlier publication in *Primary History* Issue 89 which considered the history of 'these islands' before 1066 in the primary history curriculum. Both articles address the first aim of the National Curriculum which indicates that children should:

> *know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day*… (DfE, 2013, p. 1)

'These islands' consist of 6,000 islands off the coast of north-west Europe. Great Britain is a sovereign state which comprises the nations of England, Scotland, and Wales, while the United Kingdom also includes Northern Ireland. The Isle of Man and the Channel Islands are self-governing Crown dependencies but are not part of the United Kingdom. The Republic of Ireland is a nation state and does not accept the term British Isles as a collective description of the archipelago.

The period since 1066 relates to changing relationships and rivalries between various parts of 'these islands' which led to the establishment of the United Kingdom of Great Britain and Ireland. An understanding of the ways in which the United Kingdom came about provides a background to current issues associated with Scottish independence, the Northern Ireland Protocol, fishing rights disputes between Jersey and the European Union, and Gwynedd Council's proposal to abolish the title of Prince of Wales. Key events associated with the background to this include the incorporation of Wales into England by Henry VIII (1536–42), the Act of Union between England and Scotland (1707), and the Great Britain and Ireland Act of Union (1801) and the separation of the Irish Free State and Northern Ireland in 1922. The Isle of Man was ruled by Vikings from 800 AD, followed by Scotland and then England from the thirteenth century, gaining feudal independence in the fifteenth century. The Channel Islands have been associated with England since 1259. At the same time there are regional identities within each of the nations. For example, Polydore Vergil still saw Cornwall as outside England in Tudor times and many there still saw it as outside England with its own language etc. much later than 1066. It is also important to appreciate that there have been positive links and connections between the different parts of 'these islands' with respect to industrial achievement, science, medicine, shared contribution in wartime and exchange of ideas.

What are the implications of this for teaching history in the primary curriculum?

Key Stage 3 has a particular focus on the history of 'these islands' since 1066. However, it has relevance to many topics covered in the primary school, alongside other aspects of diversity such as ethnicity, class, gender, and religious belief, together with developing a local, national, and global framework of the past.

Teaching about 'these islands' at Key Stage 1

This can be done by including significant individuals from various parts of 'these islands' in your teaching including, for example, Grace O' Malley, an Irish Queen, Alexander Graham Bell, the Scottish born inventor who invented the telephone and Betsi Cadwaladr, a Welsh nurse who worked in the Crimea alongside Florence Nightingale. A topic such as journeys can include finding about out people from different part of both 'these islands' and various parts of the world.

Teaching about 'these islands' at Key Stage 2

Consider the following enquiry questions:

- Why did Henry VIII destroy the monasteries?
- Why was Mary Queen of Scots beheaded?
- What was the importance of the Liverpool to Manchester railway?
- What does the London Blitz tell us about World War II?

Each question provides a focus for an interesting historical issue. However, they provide a framework of the past from an English perspective, even though some of them draw on content beyond England.

An approach which relates to 'these islands' helps to provide a more holistic understanding of the past. This can be appreciated by looking at key developments and events since 1066 such as the Reformation, Industrial Revolution, and World War II.

The following two case studies relate to two topics – the Tudors and World War II – which remain popular choices in schools. The first topic shows how the impact of religious changes in the sixteenth century can be more fully appreciated by including the experiences of three powerful women born in England, Scotland, and Ireland. The second case study has been selected to show how children's understanding of World War II can be enhanced by looking at what happened in both the larger and smaller islands within 'these islands'.

Case study 1:

What do the stories of three queens – Elizabeth I, Mary Queen of Scots, and Grace O'Malley – tell us?



Queen Elizabeth I



Mary Queen of Scots



Grace O'Malley

The experience of these women reflects the impact of the religious changes associated with the Reformation and demonstrates how it affected these islands. The changes began in England with Henry VIII's split from the Catholic Church in Rome. Elizabeth was a Protestant queen facing the threat of invasion from Catholic countries, especially Spain, and the prospect of rebellion at home. Mary was a Catholic queen of Scotland, brought up in France, who returned to rule her kingdom at a time when it had become a Protestant country. Grace was a queen in the West of Ireland (there were rulers in various parts of Ireland), a Catholic country. Elizabeth feared that Ireland could be used as a base for Catholic countries such as Spain to invade England, and so sent English Protestants to rule over its people.

Each of these women faced threats during their lives, even though there were differences in each of their situations.

Activity 1

Introduce Elizabeth I, Mary Queen of Scots, and Grace O'Malley using the pictures.
(Note: we do not know what Grace looked like)

The children produce a time for each of Elizabeth I, Mary Queen of Scots, and Grace O'Malley using cards from information in Chart A.

The children produce fortune lines of their lives by moving cards above or below the timeline depending on how positive or negative the experience it relates to.

The children identify similarities and differences, links and connections between the three women. Answer the key question.

Figure 1:

Elizabeth I (1533–1603)	
1536: Henry VIII beheaded Elizabeth's mother and Elizabeth lost the right to become Queen.	**1570s +:** Elizabeth encouraged Protestant Englishmen to go to Catholic Ireland and rule because she feared Spain would use it as a base to invade England.
1544: Elizabeth was allowed to become Queen if her brother Edward and sister Mary died.	**1568:** Mary Queen of Scots, Elizabeth's cousin who was Catholic, lost her throne and came to England asking for protection – Elizabeth put Mary in prison so that she was not a threat to her own position.
1553: Edward died, and Elizabeth supported her sister Mary to become Queen.	**1587:** Francis Walsingham told Elizabeth that Mary Queen of Scots was engaged in a plot against her – Mary was executed.
1556: Mary wanted set to make England a Catholic country again and put Elizabeth in prison in case she could be used to oppose what was happening.	**1588:** King Philip II of Spain, a Catholic, sent a powerful Armada of ships to attack Elizabeth's Protestant England – this was a dangerous threat.
1558: Mary died, and Elizabeth became Queen.	**1588:** The Spanish Armada was defeated.
1570: The Pope excommunicated Elizabeth for making England a Protestant country – this encouraged Catholic powers like Philip II of Spain to invade.	**1603:** Elizabeth died

Figure 2:

Mary Queen of Scots (1542–87)

1542: Mary Queen of Scots was born. She was made Queen of Scotland six days after her birth. Scotland was a Catholic country.	**1550s:** Scotland changed from being a Catholic to a Protestant country – many powerful people did not want their Catholic Queen to rule over them.
1548: Mary Queen of Scots was sent to France to be brought up.	**1567:** Mary Queen of Scots was accused of being involved in her husband's murder.
1558: Mary Queen of Scots married Francis II of France.	**1568:** Mary Queen of Scots lost her throne and came to England for protection – Elizabeth saw her as a threat and put her in prison.
1559: Francis II died, and Mary returned to Scotland.	**1587:** Francis Walsingham told Elizabeth that Mary Queen of Scots was engaged in a plot against her – Mary was executed.

Figure 3:

Grace O'Malley (1530–1603)

1530: Grace O'Malley was born in the west of Ireland. Her family owned land and ships. She became a strong local ruler who fought battles on land and sea.	**1584:** Sir Richard Bingham put Grace in prison and condemned her to death, but she was rescued by her son-in-law.
1546: Grace married Donal O'Flaherty in 1546. Her husband captured a castle from the Joyce clan who ruled nearby.	**1593:** Grace is said to have met Elizabeth who said that she could have the land taken from her by Bingham returned. Grace retuned to Ireland to continue leading her men at sea.
1560: The Joyces ambushed and killed Donal but Grace was able to defend her castle against them.	**1595:** Grace sent ships to help Hugh Neil to fight the English. However, she encouraged her son Tibbot to fight the English.
1570s: Queen Elizabeth encouraged Protestant Englishmen to go to Catholic Ireland and rule because she feared Spain would use it as a base to invade England.	**1595:** Grace complained that English troops were quartered on her lands.
1584: Sir Richard Bingham, an Englishman, was appointed Governor of Connaught in 1584. He called Grace a traitor, fought against her and wanted to take her lands.	**1603:** Grace died – by this time, the English were becoming powerful in Ireland.

Case study 2:
How far does the Blitz tell us all we need to know about World War II?


The aftermath of a 9 September 1940 air raid on London


Rescue workers in Belfast after an air raid, 7 May 1941


A defused German parachute mine in Glasgow, 18 March 1941


The centre of Swansea after the Blitz

Images of the Blitz provide a central focus when we teach about World War II, typically with London and/or Coventry providing iconic images of what took place. This does of course not tell the whole story of the war – the experiences of men, women and children of different ages, ethnicities, in both towns and countryside providing an insight into the diverse breadth of experiences and contexts of the war.

How might reference to 'these islands' contribute to this broader understanding of what took place?

Firstly, the effects of bombing raids on Glasgow, Cardiff, Belfast, together with many other cities can be explored using photographs from the IWM website to ensure that children are aware of the impact of the Blitz throughout various parts of 'these islands'. The BBC Wales website www.bbc.co.uk/wales/history/sites/themes/ww2.shtml provides an opportunity to explore the Blitz more fully, possibly comparing it with either Coventry or London.

Secondly, evacuation from cities to the countryside saw children sent to different parts of 'these islands' for safety, with some children even being sent to stay with relatives in the Republic of Ireland (www.bbc.co.uk/history/ww2peopleswar/stories/70/a4056770.shtml), which remained neutral during the war. There are several historical novels which relate to this including *Goodnight Mr Tom* (evacuation within England), *Carrie's War* (evacuation to Wales), *Safe Harbour* (evacuation to the Republic of Ireland) and *Faraway Home* (a Kindertransportee in England and Northern Ireland).

Thirdly, the experience of people from smaller islands – the Orkneys, Isle of Man and Channel Islands – provide distinctive insights into the impact of the war across 'these islands'. The Isle of Man's location meant that it was not bombed. This island was used to host several internment camps for people considered enemy aliens – regretfully this included many Jewish refugees, including some older Kindertransportees. The Orkney Islands had strategic importance but are especially remembered for the Italian Chapel built by Italian prisoners of war sent there for the duration of the war. The Channel Islands were the only part of 'these islands' to be invaded and occupied by the Germans – and consequently their experience challenges notions of the Blitz based on what was taking place in mainland Britain. You could choose to broadly look for similarities and differences between them and/or focus on looking at the experience of one island. This edition of *Primary History* includes two excellent articles which focus on the invasion of Jersey, Helen Otterwell

demonstrates how you can use an image from the Occupation Tapestry in the Maritime Museum, and Penny Byrne has produced an article based on her book *What's In Your Pocket Peg?* which provides an insight into the experiences of people on the island.

The Jersey War Tunnels website www.jerseywartunnels.com/history-stories/ has a section called History and Stories, through which you could direct children to extract information about hardships and responses faced by people living under German occupation.

Activity 2

What was it like to live on a small island during World War II? Looking for similarities and difference between the Orkneys, Isle of Man and the Channel Islands.

- The children look at the islands on a map and decide which was most likely to be attacked by the Germans. Why do you think this?
- The children look at photographs of the Italian Chapel (Orkney), Hutchinson Internment Camp (Isle of Man) and German soldiers in Guernsey (Channel Islands) and respond to the following questions – What can I see? What can I find out? What do I want to ask?
- The children use cards made from Figures 4, 5 and 6 to answer these questions.
- The children decide if they agree with their first opinion about which island was most likely to be attacked.
- The children decide how far learning about people's lives in smaller islands affects their answer to the question – How far does the Blitz tell us all we need to know about World War II?



Hutchinson Prison Camp, Isle of Man



German military band marching past Lloyds Bank on The Pollet, St Peter Port at Guernsey



The Italian Chapel in Orkney built by prisoners of war

Figure 4: The experience of smaller islands during World War II

The Isle of Man	
In 1940 the government feared Nazi spies from Europe – and decided to intern (imprison) many people from Germany and Austria on the Isle of Man – this included many Jewish refugees.	Experiences of internees (prisoners) varied – some gained from mixing with many highly educated people and attending lectures and concerts held in the camps, while others were lonely.
People on the Isle of Man helped with the war but did not experience bombing raids.	Several camps were set up in various parts of the island and included some private houses and hotels.

Figure 5: The experience of smaller islands during World War II

Orkney Islands	
British ships near Orkney could be attacked by German U-boats. HMS *Royal Oak* was attacked in October 1939 and sank. It was decided to build the Churchill Barrier across the water from mainland Orkney to a smaller island called Lamb Holm.	Italian prisoners of war arrived in Orkney in 1942 (There were many prisoner-of-war camps in various parts of Britain). They were made to build the Churchill Barrier between Orkney and Lam Holm. It was said this was for a road to join the islands because prisoners of war were not supposed to build defences.
The Germans dropped 228 bombs on Orkney in the first year of the war. The first civilian killed in the war was in Orkney – not London.	The prisoners built the Italian Chapel for church services using a Nissan hut and locally found materials.
Four airfields and defences were built in Orkney, and armed forces were sent there.	Conditions for the prisoners got better during the course of the war. especially after Italy changed sides and declared war on Germany in 1943.
Good relations between the Italian prisoners and people on Orkney continued after the end of World War II.	

Figure 6: The experience of smaller islands during World War II

The Channel Islands	
The British Government decided that it could not defend the Channel Islands and they were abandoned in the summer of 1940. The Germans bombed and invaded the Channel Islands in July 1940.	Over 25,000 people, especially children, were evacuated to mainland Britain. However, many people stayed on the islands – 41,101 people stayed on Jersey and 24,429 on Guernsey, with 270 remaining on the small island of Sark and 18 on the more distant island of Alderney.
German forces occupied the Channel Islands of Jersey, Guernsey, Alderney, and Sark.	The Germans fortified the islands, and the local people faced shortages and laws restricting what they could do.
Some people broke the laws by making their own wirelesses to listen to the BBC or hiding farm animals for food. If the Germans found out, they could be punished.	The British and American forces invaded mainland Europe following D-Day on 6 June 1944. The Channel Islands were not freed until 9 May 1945 (the day after VE Day).
Prisoners of war were brought to the islands from Europe as slave labour.	Punishments could be very harsh.

Both case studies relate to conflicts affecting 'these islands'. There are opportunities to include 'these islands' with other topics. For example, when teaching the Victorian period the BBC Bitesize 'How Victorian Scotland changed' provides a comparison with what was happening in England. More significantly, a study of the famine/hunger of 1845–49 can be used to counter positive images of the Victorian period associated with the Great Exhibition and the growth of railways. Thematic studies such as migration, castles and transport, for example, can also be enhanced by including reference to 'these islands'. This is not to say that references to 'these islands' should dominate all aspects of your teaching. However, it can provide a more holistic understanding of what took place than is possible through a narrowly defined English, Scottish, Welsh, Irish, or smaller island perspective.

Note: I wish to acknowledge work undertaken Professor Patrick Buckland, Marian McQueen and Sylvia Crompton which I drew upon when planning Activity 1.

Paul Bracey is a member of the Primary Education Committee and Editorial Board, Chair of Midlands History Forum, and a Primary History Consultant.

Resources

HA resources

Bracey, P. and Jackson, D. (2020) 'Migration to Britain through time', *Primary History, 85*, pp. 46–50 – this uses Ireland as a case study. Activities 2 and 3 could be adapted for use in a topic on Victorian Britain.

Bracey, P. (2021) 'Teaching "these islands" from prehistoric times to 1066', *Primary History*, *89*, pp. 12–17.

Bracey, P. (2020) 'One of my favourite history places: the Italian Chapel in Orkney', *Primary History, 84*, pp. 36–39. Information could be used to create materials for a Fortune line relating to the experiences of prisoners of war on Orkney.

HA KS1 Scheme of Work: *Grace O'Malley.*

Background reading for teachers

Kearney, H. (2006) *The British Isles*, Cambridge: Cambridge University Press.

Travers, T. (2020) *The Second World War and the 'Other British Isles': memory and heritage in the Isle of Man, Orkney, and the Channel Islands*, London: Bloomsbury.

School textbooks

Brougham, F. (2007) *The Great Famine* (Step up History), London: Evans.

Chambers, A. (2014) *The True Story of Grace O' Malley*, Cork: Collins.

Dick, R. (2006) *Mary Queen of Scots* (Step up History), London: Evans.

Llywelyn, M. (2001*) The Pirate Queen*, *Granuaile*, Dublin: O'Brien.

Historical fiction

Bowden, N. (1973) *Carrie's War*, London: Victor Gollancz.

Conlon-McKenna, M. (1995) *Safe Harbour*, Dublin: O'Brien.

Taylor, M. (1999) *Faraway Home*, Dublin: O'Brien.

Websites

DfE (2013) *History programmes of study: key stages 1 and 2 – national curriculum in England.* Department for Education. *Available at: assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239035/PRIMARY_national_curriculum_-_History.pdf*

Isle of Man in World War II
www.bbc.co.uk/news/world-europe-isle-of-man-36906504

Channel Islands
www.iwm.org.uk/history/how-the-germans-occupied-part-of-the-british-isles-in-the-second-world-war

Orkney in World War II
www.visitscotland.com/info/see-do/the-italian-chapel-p253741

Teaching resources

Imperial War Museum –this provides photographs and information related to the bombing of cities in various parts of Britain
www.iwm.org.uk/history/the-blitz-around-britain

BBC Wales – this relates to a wide range of periods including World War II
www.bbc.co.uk/wales/history/sites/themes/ww2.shtml

BBC Bitesize Scotland: People, past events and societies – this relates to topics such as the Victorians
www.bbc.co.uk/bitesize/subjects/zmj2n39

BBC (n.d.) World War 2 People's War – an archive of World War II memories
www.bbc.co.uk/history/ww2peopleswar/stories/70/a4056770.shtml

Jersey War Tunnels Museum website: History and Stories
www.jerseywartunnels.com/history-stories/

Ask about Ireland – Primary focus
www.askaboutireland.ie/learning-zone/primary-students/subjects/history/history-the-full-story/ireland-in-the-age-of-the/queen-elizabeth/

What's in your pocket, Peg?

A story book about living in Jersey during German Occupation in World War II

Penny Byrne

What's in your pocket, Peg? is a story book about Jersey which experienced German occupation throughout most of World War II. We wanted to create a book that appealed to children across different primary age groups, helping them to imagine the first-hand life experiences of a child alive at that time. The main story is aimed at middle primary. However, the repeating motif takes very young readers (nursery and reception) through the whole story and war, even though it is only a very short version. The timeline and information pages (inside front and back) are more usually used by Years 5 and 6.



While the Second World War is taught in many primary schools across the country, the majority of lessons that seek to invoke a child's 'experience of war' naturally tend to focus on the experience of living under threat of invasion – living through the Blitz, being evacuated, etc. Few lessons extend to discussing what occupation would have been like had the Germans actually won the Battle of Britain or otherwise succeeded in their war aims.

There was, however, one part of the British Isles that was successfully invaded by the German enemy and occupied through most of the war years. Despite having been demilitarised, the Channel Islands were a prime target for Hitler who was convinced that the Allies would use them as 'stepping stones' back into occupied Europe. The Channel Islands' tale of occupation and survival is a gripping part of our nation's war story that is rarely told outside of the Islands themselves, where 'Liberation Day' remains a potent and patriotic national holiday.

The experience of Channel Islanders living under occupation also reflected, much more closely, the ebb and flow of Germany's wartime success. When Hitler felt the war was going well, things went well in the Channel Islands and vice versa. A story set against the background of occupation thereby provided a much richer historical palette for teaching about the war than, perhaps, would have been available through a similar story set in mainland Britain.

By way of example, the soldiers sent to occupy Jersey were clearly very happy to come to a beautiful island rather than to the European frontline. They treated their posting almost as a kind of holiday, buying



souvenirs, sending postcards back to their friends and family, swimming in the Havre des Pas lido and generally being peaceful and friendly.

In time, however, their duties – and life on the Island – became more controlling and more aligned with those of an occupying force. During 1941, the number of occupying German soldiers steadily grew from just 2,000 to nearly 12,000, increasing the Island's population by nearly a third. As the war progressed, and Hitler's paranoia increased, Islanders suddenly found their beaches mined and their movements restricted by curfews. They were banned from driving their cars, listening to English radio stations and speaking their own language of Jèrriais (a form of Norman French).

By 1942, and in retaliation for the internment by the British of German citizens in Persia (now Iran), Hitler sought to 'round up' English citizens. He was intent on imprisoning ten British soldiers for every German captured. When the Channel Islands – Hitler's primary source of English citizens – only yielded 2,000 English-born men, he decided to take women and children too.

When, following D-Day, the German war machine came under real pressure, the Islands suffered terribly: the Germans brutally clamped down on dissent and the population starved.

This 'similar but different' cadence of British wartime history was felt to offer a valuable alternative historical context against which to portray a child's wartime experience. It was also felt to provide some interesting opportunities for discussion, and perhaps some clues to answering the question: 'What would life have been like if Germany had won the War?'

The storybook

What's in your pocket, Peg? is the story of three Island children and their cousin Peg. In 1940, Peg visits Jersey from England to help her pregnant aunt while her uncle is away fighting. She is, of course, unaware that she is about to get stranded on the Island for the duration of the War. The book takes the reader through the 'stages' of Jersey's occupation in a series of twelve episodic spreads. Each spread carries the repeating motif, 'What's in your pocket, Peg', with the revealed article proposed as representing the history of that moment.

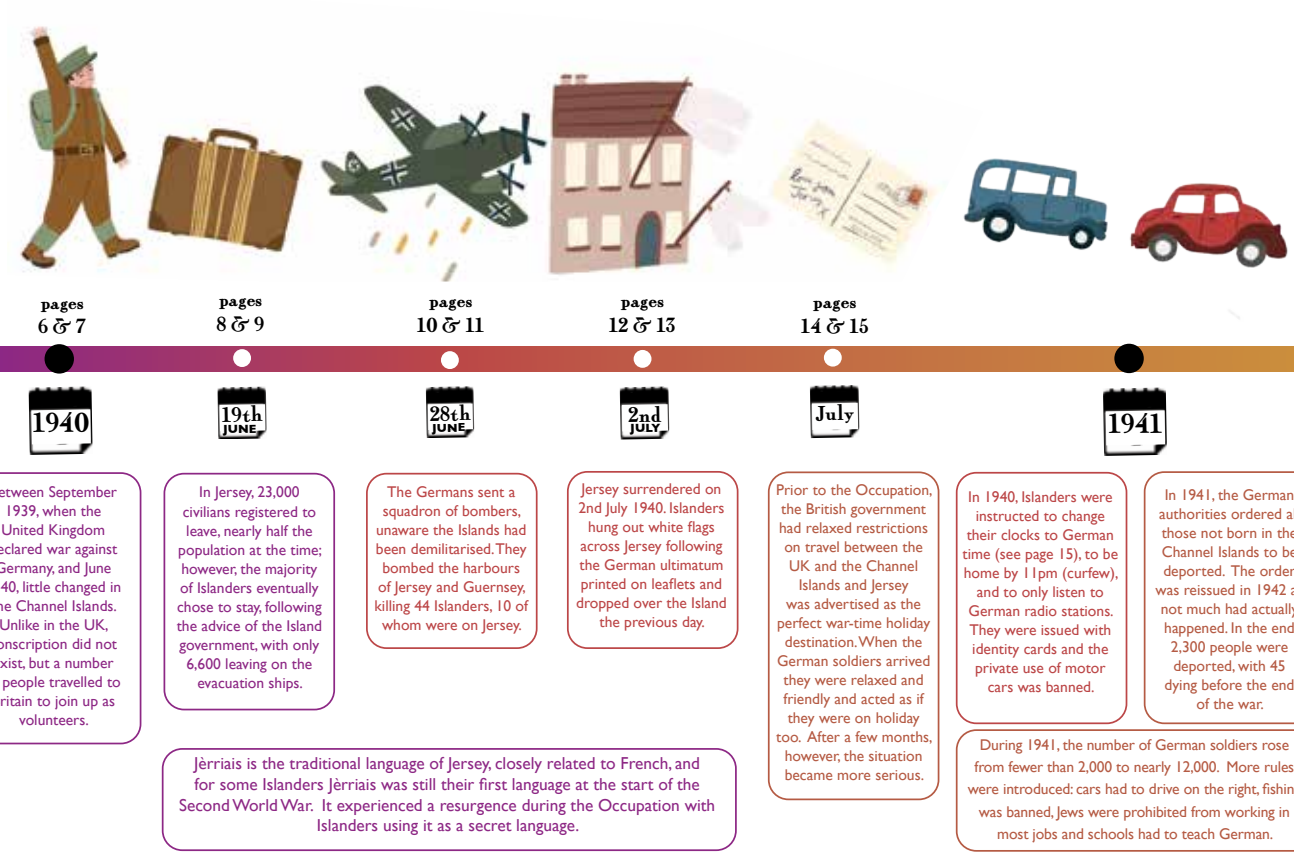
We looked to create a reading experience that worked equally well across a wide range of age and ability. The repeating motif is particularly effective for the younger reader while the inclusion of a detailed timeline and real historical artefacts shown on the inside covers is designed to intrigue and stretch older and more able pupils and encourage them to make (sometimes indirect) connections to particular elements within the story.

Visual pointers

We further sought to reflect how the book's characters would have been feeling at different stages of the Occupation by using our colour palette. The initial spread showing Peg's arrival is more colourful and optimistic. The spread showing the arrival of the occupying forces and the bombing of the harbour is quite dark and foreboding. As occupation grinds on and the daily lives of the Islanders becomes ever more challenging, so the colours become more grim and gloomy – browns, greys and dark greens.

On one page, we show a horse-drawn ambulance. This ambulance was, in fact, brought back out of Jersey's museum during the war because it was smaller and lighter than the modern ambulance and, with no petrol available, horses had to be redeployed to pull it to emergency situations. This illustrated how the increasing scarcity of resources mandated a regression of civilisation – almost a 'reversal of history' – with museum artefacts being brought back 'out of history' and into everyday use as the population were reduced to living at the most basic level.

Peg's Timeline 1940–1945



The Occupation endured for many years, and we sought to show the passing of time through the visual portrayal of the characters as well as in the narrative of the story.

When she arrives at the start of the book, Peg's aunt is heavily pregnant. However, her aunt's baby is nearly school age by the time liberation comes. When his father returns from the war, he hides behind his mum as he simply doesn't know this mysterious man who has suddenly arrived in his life. As with so much in the book, this experience was drawn from real life accounts.

Other visual cues are utilised to show the passage of time. Bab's teddy looks new at the start of the book but gets progressively more threadbare as the story goes on. The children also get grubbier as soap becomes more and more scarce. The reality is that by the end of the war, lots of children suffered from skin sores, and head lice was endemic.

Dual language

Each page of the book also contains an outline translation into Jèrriais. We were keen to include this translation not least to remind readers that, at the time of the Occupation, it was the first spoken language of many Islanders. Whilst many German soldiers spoke relatively good English, none could speak Jèrriais and this effectively gave the local population something of a ready-made 'secret language' (before it was banned by the Germans).

The repeating motif

As mentioned above, the repeated question on every page, 'What's in your pocket, Peg?', is designed to lead the younger children through the wartime account. From the earliest age, children collect 'important' things and put them in their pockets, so the motif represents something to which most children can immediately relate. A class might be asked what they currently have in their pockets and what that might tell future generations about the history of the moment.

Many of the items Peg pulls from her pocket were drawn from actual accounts of Islanders. For example, one Islander did actually use a pair of her tatty, old bloomers as a white flag of surrender (doubling up as a signal of her contempt for the invaders). Another young Islander recalls being sent to school with nothing but a raw turnip for lunch (she has not eaten turnip since). The orange at the end of the book appears in the account of another child who had been given the fruit at the end of the war and who, despite having heard of oranges, had never seen one. When his mother peeled it to be eaten, he cried because he thought she was spoiling it.

Developing an understanding of changes during the war

To provide further visual context to the story, we included a double-page timeline. The timeline is linked to the storyline through the inclusion of spot illustrations lifted from each page, and simple

Follow the Story through Time



pages 16 & 17 — 1942

In 1942 the radio ban was reinforced, this time with dire consequences. This increased local resentment towards the Germans because the radio was the only link Islanders had with the outside world. Many sought to undermine the rules with homemade crystal radio sets and underground news distribution networks.

pages 18 & 19 — 1943

The British government did not encourage resistance in the Channel Islands as, with such a small population, it would have been too easy to trace or track those involved. Instead, Islanders joined in Churchill's 'V' sign campaign by daubing the letter 'V' (for Victory) over German signs.

The Jersey Evening Post was printed throughout the Occupation. To deal with constant censorship from the Germans. who wrote their own propaganda articles, the editor would leave their English uncorrected, making it obvious to readers that it was written by the Germans.

pages 20 & 21 — 1944

Between 1941-1944 many forced labour camps were built in Jersey, including Lager Wick in Grouville, housing around 200 prisoners from France, North Africa and Spain.

pages 22 & 24 — Sept

pages 24 & 25 — 30th DEC

SS *Vega* was permitted to bring relief to the starving Islanders in December 1944. The Red Cross parcels came from Canada, Australia and New Zealand, bringing much needed medical and surgical supplies, 120,000 food parcels, diet supplement parcels for the sick, over 5 tons of salt and 4 tons of soap! SS *Vega* made five more trips to alleviate the Islanders' suffering. The German soldiers got nothing.

1945

pages 26 & 27 — 9th MAY

Liberation Day

"Hostilities will end officially at one minute after midnight tonight, but in the interests of saving lives the "Cease fire" began yesterday to be sounded all along the front, and our dear Channel Islands are also to be freed today."
Winston Churchill

Liberation Day is celebrated in Jersey and Guernsey as a national holiday.

pages 28 & 29 — June

Soldiers demobilised in 1945.
In St Helier Liberation Square has a celebration statue. You can still visit the War Tunnels, and at La Hougue Bie, an underground bunker houses an exhibition remembering those who came to the Island as forced labour.

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information boxes underneath provide further historical detail as to what was happening at each stage of the war. These information boxes take the reader from September 1939, when Britain declared war on Germany, through to the Islands' surrender, to deportations, the creation of the labour camps (yes, even in the Channel Islands), the arrival of the Red Cross ship, SS *Vega*, loaded with food parcels for the starving Islanders and ending with demobilisation at the end of the War.

Encouraging questions

The inside front cover comprises a collage of historical artefacts; some photographic and some reproduced in the style of the book's illustrations, a mix designed to build for a young reader the bridge between 'reality' and the fictional account they are about to read. The collage includes photos of identity cards, curfew passes, fuel coupons, stamps, occupation currency, ration books, a telegram and a letter from King George VI. Each item is designed as a discussion point.

By way of example, we included a pocket watch. The Island was forced to switch from English time to German time – a change to which the Islanders were unsurprisingly very resistant. In the story, Peg has secretly kept her watch on England time, which would certainly have got her into trouble if it had been discovered. Only the most keen-eyed pupils will notice that, within the story, Peg's watch is running an hour behind the clock on the distant church tower.



The inside back cover is a collection of photographs. Some are well-known shots from the Jersey Archive, including one depicting the white cross painted in Royal Square after the Germans demanded the Island's surrender. Other photographs were sourced through a call-out on radio and social media.

Use of oral history and the capturing of Islanders' memories

One photograph of a small boy and his sister in their pram, was loaned to us by an elderly gentleman who spent over an hour explaining how his parents ran a nursing home that ended up taking in orphans during the war because they didn't have anywhere else to go. This was just one of many stories that accompanied the requested photographs and that made us realise there was still an extraordinary amount of history locked up within the personal memories of the elderly population – history that was being irretrievably lost with every passing year.

What's in your pocket, Peg? was a project designed not only to celebrate 75 years since the Islands' liberation, but also to condense the wartime experience of children of that era and convey it to the children of the third generation and beyond. This is effectively summed up by the following statement:

> *The Occupation was an extraordinarily difficult and yet defining time in our history, and one that we can keep alive for future generations by finding new ways to tell the stories of Islanders who lived through it.*
>
> Jonathan Carter, Jersey Heritage

Current projects

We are currently undertaking several projects which build on *What's in your pocket, Peg?* by producing a series of children's storybooks designed around key events in Jersey's history. The books' protagonists, a modern-day boy, Charlie, and his dog, Spud, touch items from the Island's past and are whisked back in time to have adventures, always meeting the same female protagonist, Lily, who lives within the relevant historical setting.

Despite its local relevance, *Charlie & Spud in the Stone Age* would work equally well as a teaching aid nationally. The story has at its heart the creation of a Neolithic tomb with an 18-metre tunnel. (Jersey children visit this local heritage site and one of the oldest buildings in the world – known locally as La Hougue Bie – as part of their curriculum learning.) The story hinges around a broken pot with a missing piece, based on a real Neolithic piece of pottery on display in Jersey's La Hougue Bie Museum. The book offers an explanation for the missing piece though, in its wider context, gives a compelling account of life in Neolithic times, with information corners explaining the importance of the development of axes, the changes in landscape from modern day and the types of foods our ancestors would have eaten.

In the second of the series, *Charlie & Spud and the Corn Riots*, Charlie and Spud get transported back to the eighteenth century to experience the Jersey 'Corn Riots'. This is also a topic on the local curriculum albeit one of some political complexity as well as historical uncertainty.

The conceit for both books, and for future books planned within the same series, is for the history to be presented through the eyes and comprehension of a modern-day child transported back in time and the explanations proffered by another child actually living through the historical events in question.

This formula for teaching history is neither novel nor new, but we believe it continues to prove hugely effective in its engagement of younger learners, and direct feedback from teachers has been unanimously positive. However, painstaking efforts have been made to ensure that the books and illustrations are historically accurate, or in some cases, accurate about the historical uncertainties, this is critical to their effectiveness as teaching aids.

In some ways, this is likely to be neither more nor less than the requirements for stories that were told and re-told for hundreds and thousands of years around the Neolithic campfires – designed both to entertain and to educate and, for achieving both ends, to be memorable.

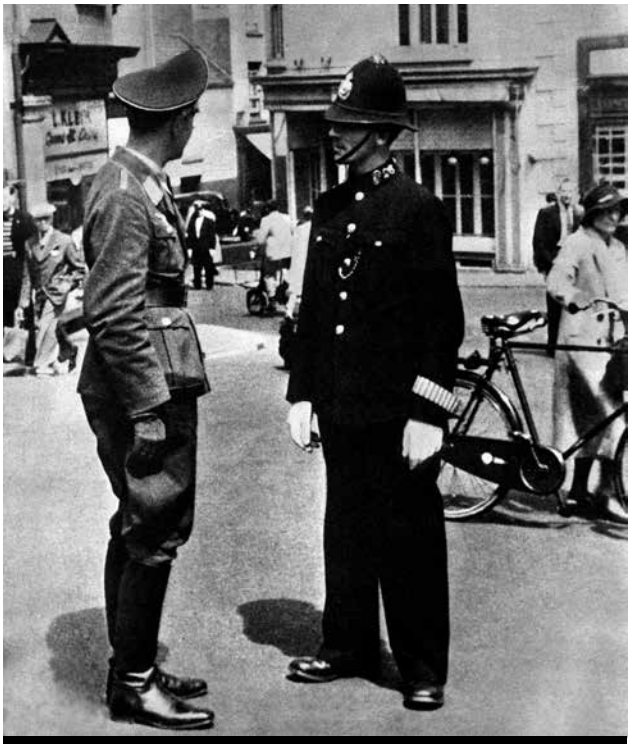
What's in your pocket, Peg? is available from www.pennybyrneauthor.com; all proceeds go to the named charities.

Penny Byrne is a freelance author and editor who wrote *What's in your pocket, Peg?*

Teaching about the German occupation of Jersey through the Occupation Tapestry

Helen Otterwell

The German Occupation and subsequent liberation of Jersey is particularly significant for schools in Jersey and is included in a new history curriculum being trialled for Key Stage 1 and 2 to be implemented in 2023. For children in Jersey, it relates to a significant event at Key Stage 1 and either a local study or aspect of World War II at Key Stage 2. For children in Jersey the knowledge gained within the study of the Occupation Tapestry and the German Ocacupation of the Channel Islands will allow pupils to engage with concepts of invasion and occupation but will also touch on abstract terms such as governance, democracy, and cause and consequence. The Occupation Tapestry's themes of invasion, occupation and liberation can allow us to place this local topic within a worldwide topic of World War II thus prompting us to investigate the concepts of significance and making connections. Using the tapestry as a source will allow the pupils to employ historical skills such as asking valid questions and creating their own accounts and analysis.



A Luftwaffe officer speaking with a British policeman in Jersey, during the Occupation of the Channel Islands

Finding out about what happened in Jersey at this time is also relevant to children living in other parts of Britain. The National Curriculum in England provides opportunities for children to study a topic or event since 1066 at Key Stage 2 and relates to the substantive and disciplinary concepts mentioned above. The Historical Association Survey for 2022 indicated that World War II is by far the most popular topic selected for this aspect of the course. Including the experiences of people living in Jersey would provide a more nuanced understanding of the war than is possible by restricting the study of the war to mainland, which faced the impact of bombing raids but not invasion.

History of the German Occupation

On 1 July 1940, German troops arrived to occupy Jersey and the Channel Islands. The Islands would stay occupied and under Nazi rule for the next five years until Liberation Day, 9 May 1945. It is a topic that every local schoolchild will come across at some point in their learning journey.

The island was under complete German control with restrictions and rules affecting every facet of the islanders' lives. Every person was required to register, and identification documents were required for all people over 14. Daily life of social clubs, activities and sporting clubs were monitored by the German authorities. Contact with anyone outside the island could only be done through infrequent Red Cross

German concrete Nazi bunker on Saint Ouens Bay, Jersey



message and there was no access to information or news from outside the island. Local news was monitored, and censors were in place.

Food was a vital concern and with outside sources cut off, although small quantities from France were permitted, Jersey had to become self-sufficient. Rationing for all goods was introduced, vehicles were acquired by the German Army. Education was affected, with a shortage of teachers and a lack of resources, the school-leaving age was raised to 15 to keep youngsters off the streets and all children were ordered to learn German.

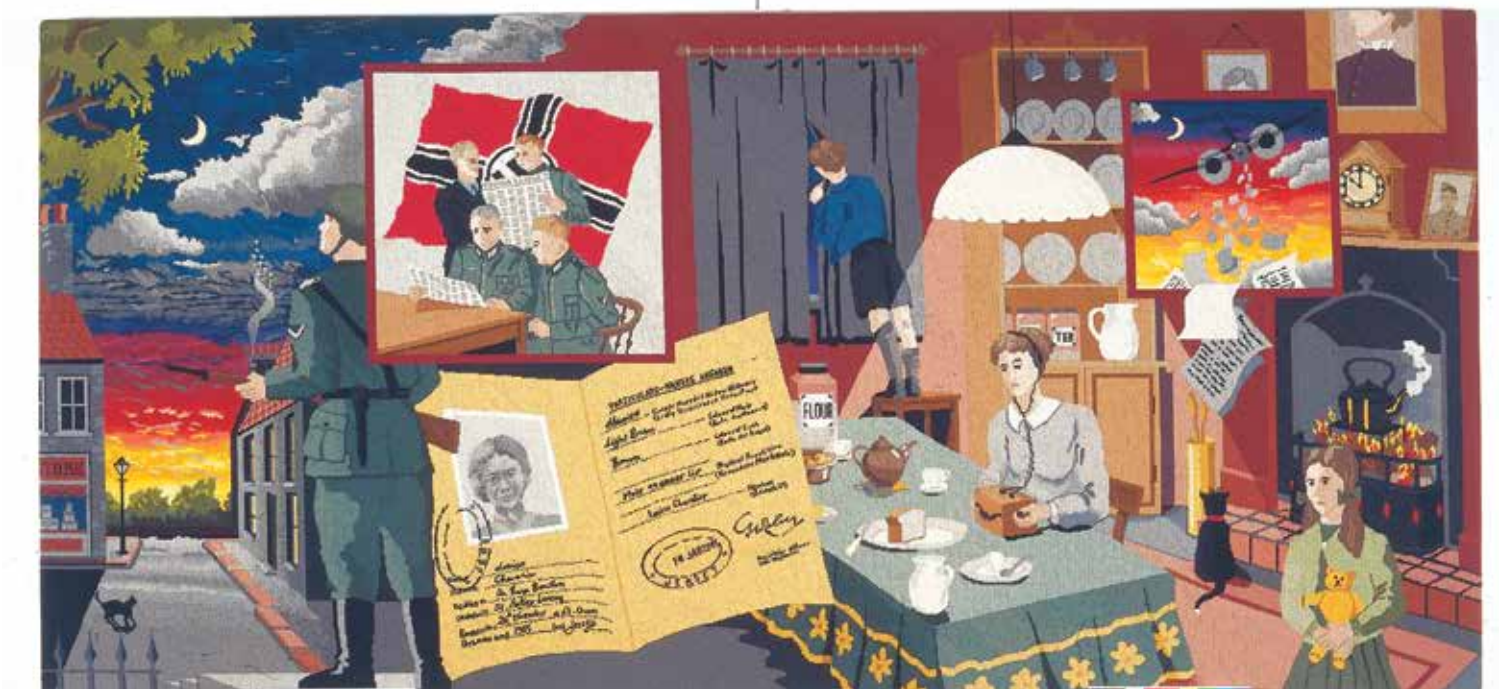
Jersey was turned into a concrete fortress with bunkers, defences and towers built around the island – an attempt to keep the island safe from possible Allied raids. Slave labourers in their thousands were brought from Russia, Spain, Poland, Czechoslovakia, Belgium, Holland and even north Africa to quarry and build these defences. The prisoners-of-war endured harsh conditions and many of them did not survive the treatment they received.

Following the invasion of 1940, Jersey was forced to pass laws by the German occupiers, requiring the identification of Jews. Not everyone who was Jewish came forward to be registered, but those in the island did so in a life of fear and under constant scrutiny.

In 1942, a high-level order was made that all people not born in the island, along with their families, were to be sent to German internment camps, about 1,200 being deported, despite protests by the island authorities.

The worst period came in the final year, following D-Day in June 1944, which islanders believed might be a sign that liberation for them was also on the way. However, this only meant that their only source of food from outside the island was now halted as the British regained control of mainland France. Salt, sugar, butter and eventually bread ran out, gas and electricity failed, and water was only pumped at intervals. There were no health supplies left and the hospital was unable to operate or even provide medicine or bandages. The cloud lifted briefly when the Red Cross ship the *Vega* was allowed to call at New Year, bringing in 750 tons of parcels of food, clothes and medicine and saving the starving, ill and desperate islanders. Despite hardship endured by both occupied and occupiers, the German forces had behaved decently towards islanders, directed by a commander deemed to be reasonable in his dealings. The German forces in Europe surrendered on 8 May but Jersey was not to be liberated until a day later, 9 May, when British troops arrived in HMS *Beagle*. Liberation Day had come, and islanders crowded into the town around a central hotel to see the Nazi flag lowered and the Union Flag raised. The islands were British again.

Panel number 3 – Restrictions



Using the Occupation Tapestry to teach about the German Occupation of Jersey

There are several opportunities for learning about the German Occupation in Jersey for schoolchildren and one of them is by visiting the Occupation Tapestry which is a large 13-panel tapestry housed in a side gallery at the Maritime Museum.

To celebrate the 50th anniversary of liberation, a tapestry was commissioned to tell the story of the German Occupation of Jersey. The story of the German Occupation was split into 12 panels, which tell the story in sequence, from the outbreak of war to liberation. A decision was made to use the community to help create the panels and each of the 12 parishes in the island 'hosted' a panel, where members of the community including school children could put in a stitch. The stunning 12 panels which form this tapestry, tell the story – authentically and in sequence. In 2017, a 13th panel was added on the theme of the legacies of the war and how we remember and record history.

Using the tapestry panels

Local schools visit the Occupation Tapestry to begin their learning about the German Occupation. This source-based study of observational exploration allows the children to examine a piece of visual art that tells many stories but also helps to develop their historical knowledge, practice their historical skills, and understand some concepts.

I am going to focus on one panel in the tapestry – which not only demonstrates how we use it with local schools, but also enables schools from other parts of Britain to include the experiences of people in Jersey when teaching World War II.

Using the source

Activity 1

Working in pairs or small groups the children look at the panel related to Restrictions in Jersey during World War II using the following framework – Observe, infer and know

OBSERVE – What can you see?

- A German guard stands watch at night with a weapon.
- The street is empty except for a cat with no lit streetlamps.
- German guards in front of a Nazi flag looking at newspapers.
- Identity card with a photograph of a person and personal details.
- A young boy looking out of a window through curtains that are drawn.
- Woman wearing headphones sitting at a dinner table with tea and bread.
- Young girl with a teddy bear.
- Plane flying away with newspapers flying from the back.
- There is a red and yellow sunset.
- There is a cat.
- There is a mother and two children.

INFER – What do you think this means?

- Jersey people were not allowed to go out at night.
- German soldiers had weapons.
- The German soldiers read the Jersey newspapers.
- The family are doing something secret.
- The lady is listening to something.
- Paper was being thrown out of planes.
- The father is missing.

Questions to ask pupils

- *Which restrictions can you identify in this panel?*
- *What restrictions affected the life of a child during the Occupation?*
- *Why would the German authorities have restrictions on going out at night-time?*
- *The German occupying force required that the people in the island had to carry identification cards – why do you think they did that?*
- *Why do you think the lady was listening to the radio in secret? What do you think would have happened if she had been discovered?*

KNOW – What do we know about this?

The teacher could provide the following information to enable children to appreciate the context in which the panel is located.

- A 10.00 pm curfew and blackout is imposed to control the civil population and to restrict movement. The threat of extending the curfew is also used as a punishment.
- In order to control what islanders can read, only one island daily newspaper, *The Evening Post*, is allowed and German censors check each edition.
- In July 1942, all wireless sets in the island are confiscated. The only way to hear the BBC news is on cat's whisker crystal sets or hidden wirelesses. This is an illegal activity, punished by imprisonment.
- The RAF drop information leaflets, news from England and France *Le Courrier de l'Air*. The possession of these leaflets is regarded by the occupying forces as a crime.
- There are food restrictions with little on the table.
- The occupying forces use personal registration as a method of controlling and defining the island community. From January 1941 onwards, all islanders over the age of 14 are required to always carry an ID card with them.

Source enquiry: What sources may have been used? What is the picture telling us?

Apart from the obvious historical learning from the panel, it can be used for learning about how to use and interpret historical sources – a vital skill for our young historians and a key component of the history curriculums in both Jersey and England. With respect to the Occupation Tapestry each panel has been designed with a combination of scenes based on a chosen subject using original sources of documents and photographs. How do we know about these events? Where is the original source material from to create visuals in the tapestry? The tapestry was designed to be a visual record of what happened during the Occupation and is an interpretation of sources to create a new piece of evidence. What was the perspective of the people producing it?

The sources used in the picture include:

- Identity cards issued for all islanders.
- German Occupying Force Orders – there were restrictions on wireless sets and the order in 1942 for all sets to be confiscated.
- Ration books detailing the amount and types of food available.
- German officer's uniform is from a photograph of the soldiers stationed in Jersey.
- Newspapers with 'News from England' dropped from planes.







There are opportunities to compare the Occupation Tapestry with tapestries related to previous events such as the Bayeux Tapestry depicting the Norman Conquest of England in 1066.The latter relates to the story of the victorious Normans and was probably commissioned in the 1070s by Bishop Odo of Bayeux, half-brother of William the Conqueror, and provides a contrast with the Occupation Tapestry which tells the story from the perspective of people who had been invaded. In 2016 the 950th anniversary of a preceding battle where the Saxons were successful has been commemorated in the production of the *Battle of Stamford Bridge Tapestry* (stamfordbridgetapestry.org.uk) and the process involved with producing this may provide some similarities with the Occupation Tapestry.

Activity 2

Match the list of sources used with what you can see in the picture of the tapestry.

What do you think the people who produced the tapestry felt about the effect of the war on Jersey?

Find out about the Bayeux Tapestry which told the story of the Norman invasion of England in 1066. What are the main similarities and differences between this and the Occupation Tapestry?

Making it personal: What might it have been like for people in the picture?

The stories that the tapestry tells are those of people's lives and how they were affected by the German Army being in control. The personal story depicted in this panel means that the children can engage much closer with the subject. It has not been uncommon for visiting children from a school to tell a story about how their great grandma had a hidden wireless radio or something else inspired by the pictures in the panels. This can create a conversation around 'What would you have done in the war? What do you think might have happened to your family?' Even if you do not live in Jersey, it is possible to raise these questions to empathise with what took place.

Activity 3

Making it personal. Look at Panel 3.
What are the children doing? Who might the lady in the picture be? Where might the father be?

There is an ID card for someone. Do you have any identification – what is it and why do you need to carry one?

What might the people in the picture be thinking? What can you tell about their lives from the picture?

A scene from the Bayeux Tapestry depicting the Battle of Hastings in 1066



Conclusion

The Occupation Tapestry is an invaluable resource that is highly visual and thus extremely accessible for children. This provides a vital tool for bringing the past to life and to tell this important story in a colourful and engaging way. However, the real significance of the story which it tells is the way that it relates to the unique experience of the Channel Islands, the only part of Britain to be occupied and ruled by the German Nazi Government, which in mainland Britain is a forgotten piece of World War II history. The tapestry provides a window into how British people in the Channel Islands lived with the enemy for five years. This story is important in providing a more holistic and nuanced understanding of World War II, which cannot by achieved by simply focusing on the impact of the Blitz on mainland Britain.

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Resources

Background reading

Sanders, P. (2005) *The British Channel Islands under German Occupation, 1940–45*. Jersey Heritage Trust: St Helier

Websites

www.frankfallaarchive.org/
https://padlet.com/JHEducation/dbzx90tne9p5d626