

History

primary
subjects

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engaging with globalisation

'Some experts see current globalisation as an extension of what has already occurred in previous periods of world history. We all live in a globalising world and we sometimes forget that the world we had between 1850 and 1914 was also very intensely integrated and that was true of capital movements, trade, immigration and information.' *Jacques de Lavosière, International Monetary Fund*

The Wikipedia definition of 'globalisation' is 'a process by which the people of the world are unified into a single society and function together (through) a combination of economic, technological, socio-cultural and political forces.' In this issue we shall be looking at what contribution history can make to the understanding of this process.

In reality, the process of globalisation can be seen in the sometimes bewilderingly fast pace of change in the world around us. This includes global access to the internet (there are internet cafes in places as remote as Kathmandu and São Paulo); the increasing ubiquity of mobile phones, more essential to the rural poor in Bangladesh or Africa than to our primary pupils; the all-pervading influence of multi-national brands such as Nike or McDonalds; rising consciousness of global warming; aircraft carrying Kenyan roses and other foreign produce bound for western supermarkets; the rapid

industrialisation of China and India; the mass movement of peoples across continents and countries in numbers rarely seen before.

So what contribution does history make to globalisation?

This question is especially interesting if globalisation is taken, as by some experts, to cover developments in only the last twenty years. The answer is a lot, because what goes on in the present always has a history, even if it appears to be a short one. Think of five year olds in key stage 1. If globalisation is only twenty years old, 75% of its history happened before they were even born. These pupils need to understand the history of the rapid changes they are experiencing, and they can do this through the primary history curriculum. For example, the key stage 1 programme of study requires the study of famous people and it could be a modern figure rather than, for example, Florence Nightingale.

To understand globalisation pupils need to see it in a historical context. As Niall Ferguson says, 'History is not just a walk down memory lane. It matters ... To understand who we are, where we go as a community ... as a nation ... we need to understand history.'

As subject leader, look for opportunities to understand globalisation by linking with historical topics on:

- the recent past
- the last 100 years or so
- more distant past.

Overleaf you can see what this might mean in practice.



The Tabula Rogeriana, drawn by al-Idrisi for Roger II of Sicily in 1154, is one of the most advanced ancient world maps



The NASA satellite image of the earth from space

Linking modern globalisation to the recent past

Key stage 1: What do we know about ...?

Display images of personalities that key stage 1 pupils might recognise, e.g. footballers, celebrities, etc., and place amongst them images of people who have instigated change in the last 25 years.

Ask the children what they know, or could infer from the photographs, about each personality in turn, only revealing

names and details afterwards. Distinguish between personal achievements and changes that each personality has made to society, and help the children to see that these changes are quite recent. Which people have made a difference to the way we live now?

Ask pairs of pupils or talking partners to discuss which personality might be the most important from the images shown and ask the children to talk about and justify their preferences.



Bill Gates



Mother Theresa



Nelson Mandela

Key stage 2: What's in a window?

Create a 'shop window' of basic food commodities from a supermarket today. Get pupils to mark on a world map where goods have come from and lead a discussion on how they might have got to this country e.g. by air, sea or road. From research (e.g. www.robertopicollection.com), repeat the process for the same commodities for a shop window in 1970, 1950 and 1930.

Lead a further discussion on how and why the shop window has changed. Why might some foods not be available at all? For example, rationing was introduced in Britain during the Second World War, and became if



Above: Shopping in the 1930s
Right: Modern shopping

anything more severe after 1945, restricting the range of goods available until the 1950s.



Why might foods from a wider variety of countries be available now? It is routine for shops to offer fresh produce from far-flung parts of the world, brought to us by refrigerated airfreight. Before this, some tropical fruit, like bananas, could survive the long sea voyage, but this would not apply to, say, kiwi fruit or fresh flowers. Also, goods produced in the British Empire, New Zealand butter for instance, were subject to lower import tariffs. Markets are now much less protected, making for freer, if not necessarily fairer, trade.

This work links with QCA History **Unit 9: What was it like for children in the Second World War?** and **Unit 13: How has life in Britain changed since 1948?**

Key stage 1/2 Phones or mobiles?

Select a product of modern technology that is in global use, e.g. the mobile phone. Ask pupils how and why they or their parents might use mobile phones. Create an ICT 'drop and drag' activity where pupils have to put historic images of phones, from their invention to the present, in chronological order. The early 'candlestick' models and original chunky mobiles will raise a laugh!

Ask pupils to consider which was the most important invention – the telephone itself, or the mobile.



Linking modern globalisation to the Victorians

History can also help pupils see that the immediate globalising trends of the last twenty years can be linked back to a development in the more distant past.



Key stage 1: Are children better off today than in Victorian times?

Through discussion, create a day's timetable for a typical pupil's experience at school and home in your class. Through pictures and artefacts, do the same for a child worker – a chimney sweep, a miner, or the little girl selling matches in the picture – in Victorian times. Lastly, create a timetable for a child worker in a developing country today. Discuss pupil responses to the enquiry question.

This work links to QCA History **Unit 11: What was it like for children living in Victorian Britain?**



The British Empire in 1914

certainly be within the current Commonwealth, e.g. India, Pakistan, the West Indies, Australia, etc). Ask pupils to mark these countries on a world map and guess what they have in common. Then display a map of the British Empire in 1914, showing these countries under British rule at the time. Discuss how this links to the playing of cricket today. Draw out that the countries where cricket is now most popular were once British controlled. The popularity of an originally English game is a legacy of a vanished empire.

Key stage 2: Why don't the Chinese play cricket?

Display a series of modern images showing cricket being played in different countries (invite pupils to infer which countries these might be by reference to the images). Reveal the countries (which will almost

Globalising trends in the distant past

Lastly parallels can be drawn between current globalisation and more remote periods when similar trends were arguably at work. At the end of key stage 2, pupils could reinforce prior learning by completing activities to answer the following enquiry questions in succession on a common theme.

Upper key stage 2: Were the Celts better off as part of the Roman Empire or as independent tribes?

There is a famous scene from the Monty Python film *The Life of Brian* where first century Palestinian Jews debate whether the benefits of Roman civilisation, such as roads and aqueducts, outweighed the loss of political independence. There are parallels with the Roman province of Britannia, which included the present day England and Wales. The Roman Empire imposed a way of life on the countries they conquered which bears comparison with current globalisation, e.g. a common trading system, a dominant language (Latin) and culture that nevertheless allowed room for local variants.



Hadrian's Wall

This work links to QCA History **Unit 6A: Why have people invaded and settled in Britain in the past? A Roman case study;** **Unit 6B: Why have people invaded and settled in Britain in the past? An Anglo-Saxon case study;** and **Unit 6C: Why have people invaded and settled in Britain in the past? A Viking case study.**

Upper key stage 2: What were the effects of European conquest on the native Americans?

The arrival of Europeans was a disaster for the indigenous peoples of the Americas. They suffered brutal conquest, cultural oppression, forced conversion and decimation by European diseases. It can be argued that there are parallels with the effects of globalisation today.

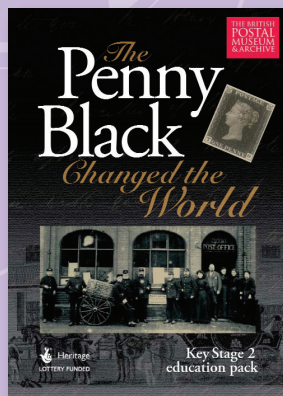
This work links to QCA History **Unit 8: What were the differences between the lives of rich and poor people in Tudor times?** and **Unit 19: What were the effects of Tudor exploration?**

History news

Resources to link history and globalisation

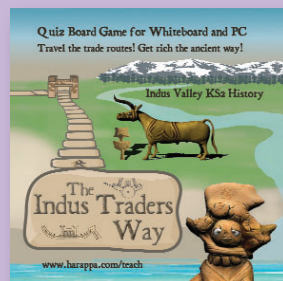
Globalising innovation in Victorian Britain

Teaching about an historic innovation which had a worldwide impact is a good way of reinforcing current understandings of globalisation. In 2006 the British Postal Museum and Archive received lottery funding to create an excellent downloadable teaching resource: *The Penny Black Changed the World*. The educational materials follow good practice in primary history by arranging creative activities around challenging enquiry questions, such as 'What do we think we know about the Victorians?' and 'Did the Penny Black change the world?' Among the engaging but challenging activities included are the creation of a classroom museum using the online exhibits from the Phillips Collection, experimenting with inking and printing techniques, and writing an article for the *Illustrated London News* of 1890, reflecting on fifty years of change in the postal service since the introduction of the Penny Black. The materials and online gallery can be found at www.postalheritage.org.uk.



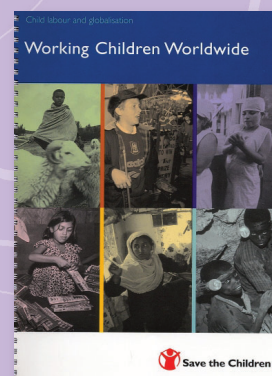
The economics of trade

One characteristic of globalisation is the increasingly complex pattern of international trade. History can play its part in helping pupils to appreciate some of the basic factors that shape economics. The Indus Education shop has recently published the *Indus Traders Way* Quiz Board Game for interactive whiteboard. Up to four teams or players travel to Indus cities far and wide loading trade goods on 'carts' or 'boats'. They can also barter 'trade goods' on screen, promoting negotiation and discussion. The CD-Rom is priced at £25.50 and is available from www.harappa.com/teach/publtradersway.html.



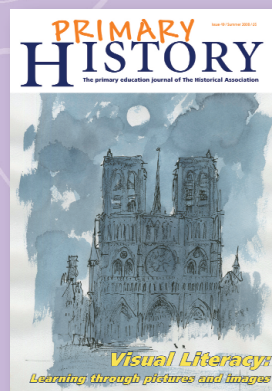
Linking past and present

One of the downsides of globalisation is the exploitation of child labour, whether stitching footballs for the British market or in sweatshops for well-known manufacturers of cheap imported clothes. Save the Children publish an education pack on child labour and globalisation called *Working Children Worldwide* (ISBN 978-1-84187-082-3). This cross-curricular pack for children aged 9-13 can be ordered from www.nbninternational.com at a cost of £15.



The Historical Association

The Historical Association exists to promote public understanding of and interest in history. Its website has a discrete section devoted to the support of teaching history in primary schools. There you can find valuable resources, links and reviews and by subscribing to membership of the association gain access to issues of *Primary History* online. This lively and topical journal promotes good practice in the subject at a time of continuing curriculum change.



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Primary History Journal

For the experienced history teacher, *Primary History* (published every term) provides a source of new ideas, an opportunity to keep up to date (or even ahead of the game), and to share articles on classroom developments being pioneered by colleagues in the field.

For the student or newly qualified teacher, *Primary History* provides valuable examples of lesson plans and active approaches to learning which have been proved to work in the primary classroom. The Journal has recently been enlarged and regular features include: In My View, History Co-ordinator's Dilemmas and Questions you have always wanted to ask about plus

- Up to date information on curricular developments and proposed policy changes. Practical ideas for work both within and outside the classroom.
- Guidance on how to use History in teaching core subjects such as Literacy, plus ways to develop its links with other subjects, for example, Citizenship.
- Examples of good practice.
- Information on resources available to primary teachers.
- Reviews of books suitable for years 1 - 4.
- Primary History* is edited by Penelope Harnett (University of the West of England, Bristol), contributing editors are: Dr Tim Lomas (Update and Reviews), Keith Dickson (KS2) and Jayne Woodhouse (KS1). Subscribe.

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