This guide aims to help busy elementary teachers make the best use of a whole range of evidence for teaching history in schools today, covering areas of study at both Key Stages 1 and 2 (in the British school system). The guide includes: clear, richly illustrated explanatory text for the non-expert, with practical advice and project ideas; how to ask the right questions, teach key skills, use objects, games, documents, and interpretations of the past; ideas for Key Stage 1, from looking at houses or famous people or events, to using stories and timelines; the Romans in Britain; the Anglo-Saxons and the Vikings; Tudor life; Victoria's England and Britain since 1930; case studies of places relating to each period; and reproducible activity sheets for classroom use or on site visits. Contains a list of selected annotated resources for further reading. (BT)
ENGLISH HERITAGE

PRIMARY HISTORY

USING THE EVIDENCE OF THE HISTORIC ENVIRONMENT
Primary History was written by members of the English Heritage Education Service: Mike Corbishley, Jennie Fordham, Susan Gay, Liz Hollinshead, Suzanne Spicer, David Walmsley with help from Amanda Feather and Ken Glen. Additional writing by Oliver Aston, formerly Primary Adviser with Shropshire LEA, now a freelance in-service provider.

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Cover: Pupils on a visit to Eltham Palace, London.
Opposite: Pupils on a visit to Lindisfarne Priory, Northumberland.

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PRIMARY HISTORY

USING THE EVIDENCE OF THE HISTORIC ENVIRONMENT

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ENGLISH HERITAGE
To those of us working in heritage education, the most exciting new developments have been in primary history. Many teachers in primary schools have taken up the challenges of National Curriculum history and turned them into opportunities to excite pupils with a discovery of the past. But it has not just been a discovery of past cultures through textbooks. Teachers have used the past around them - in their own schools, in the locality and through the parents and grandparents of their pupils. Many schools have built up collections of locally related objects and documents. Some schools have made recordings of residents and set up projects in which their own pupils have been carrying out real historical detective work.

This book has been written especially for primary teachers. As you turn its pages you will find illustrations of real evidence, help and advice to bring history alive for your pupils. Inside you will find sections on historical enquiry and periods of the past specified in the National Curriculum

- activity sheets which you can photocopy to use with your pupils in the classroom or out in the historic environment
- case studies of places or subject areas.

Mike Corbishley, Head of Education, English Heritage.
AREAS OF STUDY:  
KEY STAGE 1
This section looks in detail at areas of the history curriculum which can be studied at KS1.

My house 30-34
Looking at houses helps pupils think carefully about their own houses and, using the Activity Sheets, provides interesting extension work into Now, Long Ago and Very Long Ago.

People and events 35-37
Famous people and events suggests ways of using stories and timelines. These ideas are developed in Big history book and Make a drama.

AREAS OF STUDY:  
KEY STAGE 2
This section provides an introduction to each area of study at KS2. After each period introduction there is at least one Case Study.

The Romans 38-41
The Romans in Britain outlines the main areas of Roman life and is followed by a Case Study on A Roman Villa, Lullingstone in Kent.

The Anglo-Saxons 42-45
The Anglo-Saxons relates the history of their settlement in Britain, with a Case Study on An Anglo-Saxon Village, West Stow in Suffolk.

The Vikings 46-49
The Vikings were not just pirate warriors - they also settled large parts of Britain. The Case Study is of A Viking Town, York and the Jorvik Viking Centre.

The Tudors 50-53
Tudor Life outlines the Tudor period in Britain and gives the background to some of the evidence from houses and forts. The Case Study is of The Tudor House and takes as its example Kirby Hall, Northamptonshire.

The Victorians 54-59
Victoria's England concentrates on the life and influences of the queen and Prince Albert. There are two Case Studies for this period - Victorian Civic Pride looks at Birmingham in the Victorian period and Life in a Country House is a study of Brodsworth Hall, near Doncaster.

Mid-century Britain 60-63
Britain since 1930 looks at the types of evidence which you can use for this period and details the major changes in people's lives, including the role of women and the changes in leisure activities.

Local studies 64-69
Three Case Studies complete this section for KS2: Investigating a locality shows you how easy it is to investigate a place using documents and observation, The impact of war looks at the evidence of the Second World War on Dover and The remnants of war investigates some of the clues still to be found in our landscape for this period.

Further reading and information 70-72
This section has a list of books and other classroom resources which you may use to take individual topics further.
WHAT IS THE EVIDENCE FOR THE PAST?
‘The past is all around us’ is a phrase you will often have heard. But what does it mean? Put simply, it means that in Britain our environment has been shaped, altered, added to and partly destroyed many times over the centuries. In fact, since we now know that human beings were here at least half a million years ago, there has been great scope for change. We know that there are hardly any ‘natural’ landscapes left in Britain. You will find evidence of human occupation and use of our landscape, practically everywhere. This evidence might be very obvious for example:

- an ancient building such as a cathedral
- or a constructed landscape such as parkland around a country house

or it might be harder to spot without help such as:

- the remains of a medieval town plan hidden within modern town developments
- or evidence of some ancient settlement from scatters of material, such as flints or pottery or bones, in a field, or earthworks.

IN YOUR STREET
The past is not somewhere which is a long coach journey from your school. Here is a city street which has seen many changes since the last century. Investigating the past in your own neighbourhood may allow you to make more out-of-school visits and collect resources, such as maps and other documents more easily. Pupils could draw, rather than photograph, rows of buildings like these.
The layers of our past
Wherever you live or teach, you will simply be inhabiting the topmost layer of the past. Where your school is, what materials it is built of, even what it is called will probably have been influenced by what or who was there before. It is sometimes hard for pupils to see the layers of the past. Too often we are told to get back into the past without any help. Have you ever heard anyone say, on an ancient site, 'Imagine what it was like as a Roman soldier/Saxon farmer/medieval monk/slave/mill worker here'? It is not easy to make that imaginative leap into the past. But there are ways of constructing 'stepping stones' which can help pupils.

Parish churches usually have had a number of additions, such as porches or chapels.

This is an obvious example of an addition to a modern house.

A clear example of a blocked-in window and a street name to investigate.

Use a chart like this to encourage careful observation:

- Original features
- Remains of earlier features
- Additions
- EXAMPLE: blocked window
- EXAMPLE: porch

Travel back into the past from the present. Start where your pupils are - in their homes or in the school classroom.

Encourage your pupils to think about the shape of a familiar environment and ask them to look for similar evidence in older buildings or ancient sites.

Look for simple changes in homes, in school and in modern streets. It will help them discover changes more easily in past environments.

Ask the same questions about three different buildings.

- Why are particular building materials used?
- Does the shape of the building help us work out what it was used for?
- Is there any evidence to suggest that it might be a new or old building?
ASKING THE RIGHT QUESTIONS

By looking closely at a building and asking relevant questions you can encourage pupils to find out about it for themselves. There are five types of questions which can be used as a framework in examining the evidence. They are:

- **WHAT** questions: what is this place for? What needs was this building designed to meet?

- **HOW** questions: how was it built?

- **WHY** questions: why was it built? Why was it built here?

- **WHEN** questions: when was it built? When was it changed?

- **WHO** questions: who built it? Who lived here?

What and how questions make a good starting point for any work on site. They require pupils to think about a building as a system, as a place people lived or worked or worshipped in and as a building designed to meet certain needs. Once the what and how questions have been investigated there will be lots of information to help in working out the who, when and why.

**WHEN WAS IT BUILT?**
Pupils can try to decide if they think a house is older or younger than the house they live in, or other houses in the town or village around them.

**WHEN WAS IT CHANGED?**
The shape of windows and doors is a good indication of the date of a building, but they are also the features which get most often updated. Houses are constantly being modified to meet new needs and new demands. Alterations can reflect a need for more space, more status, keeping up with fashion, or a change of use in the building. Changes in brick and stonework, lines of old arches and bricked up fireplaces or windows, new-looking pipes and different shaped windows can all provide valuable clues about changes which have taken place over time.

Use the photocopiable activity *Looking at change* and ask pupils to decide which of these houses came first, then try to put them all in chronological order.

Ask your pupils to look out for different building materials.

[Diagram of doors from different periods]
Looking at change

Label the pictures of this house from 1 to 6 in date order

LEFT: You will easily find a range of different doors and windows in any built-up area.

RIGHT: Classical influence continued to dominate more modest town houses until the Victorian period. These are in Hackney, London.
Because we live in such a crowded place, it is inevitable that sometimes the old will have to give way to the new. The issues involved in choosing to preserve part of our past are complex but pupils should be encouraged to think about them. After all, they will need to live with the decisions made by us today. Just think of the problems we have to put up with today because of some 1960s' building designs!

Take these invented issues set out in a newspaper format (opposite), or find real ones from your own area. There are more ideas for dealing with issues of conservation, especially in newspapers, in Further reading and information.

Topics for issues could include:

**Hospitals**
- Nineteenth-century hospitals were built to very different standards to those of today. Like schools of the same period, they are not necessarily easy to convert or adapt.
- The building itself may be protected by law. If the health trust decides to sell the building, it may be saved by adapting it for other uses, such as flats.

**War memorials**
- War memorials are still valued today by communities and many local people will still be related to those who died during the two World Wars.
- Memorials were usually positioned so that they could be seen from a number of different points in the town or village, perhaps on an island at the meeting of three or more roads. Road patterns, and use, have changed enormously since the last war.

**Medieval bridges**
- A good example of an ancient monument with no practical use today.
- However, it is an important landmark which people would not want to see destroyed.
- Local examples of large sums of money being released by the Lottery for 'heritage' or arts projects could be discussed.

**Churches**
- The parish church will often be the oldest building in the locality. Many are protected by law.
- Any alteration or additions to protected buildings must receive consent and archaeological and survey work must be carried out in advance.
- People often feel that ancient monument or historic building protection should not stand in the way of 'progress'.

**Pubs**
- Here there might be a question of whether we should replicate old buildings. Pubs are often places where 'old' things are displayed - for example, iron ploughs or antique ships' wheels - often quite out of context.
- Do people really hate 'modern' buildings? Or are we afraid that the 'new' will not fit in with the 'old'?
- Are we losing another part of our heritage when the names of pubs are changed? For example, from The Queen's Head to the Slug and Lettuce?
Local residents angry over closure plans

Residents in the Greenfields area of town today learnt of new health trust plans to close the emergency department of the hospital. Local campaigner, John Hoskyns said, "We knew that sooner or later the Trust would admit that our 100 year old hospital would close. When the emergency department goes, that'll be it". A Trust spokeswoman issued a statement which emphasised its commitment to providing local health care for local people, but admitted that maintaining an old building was too costly for them.

"IT'S AN OUTRAGE SAYS WAR VETERAN"

Bryan Magee, 85-year war veteran from the Alder Tree estate, was in blistering mood today after he found out that the roads department of the County Council were going to move the War Memorial. "My comrades are commemorated there as well as a generation before them who fell in the Great War. It's simply not right to dismantle it and put up a plaque in the town hall. I'm getting up a petition and I've got 30 signatures already." The War Memorial was put up after the First World War by public subscription and further names were added after 1945. The memorial was the work of a local firm, Cosby & Sons, formerly at Union Street (now the Co-op).

"WE NEED ROOM TO PRAY" SAYS LOCAL CONGREGATION

Local worshippers at St Margaret's, Great Blessingford, are hoping that their diocese will give permission for a new room to be added to their church. Churchwarden Jill Hanratty said, "We know the church is very old but we must move with the times. We need better facilities like toilets and a room for nursing mothers if we are to attract a younger congregation". The country's archaeologists say the church's origins are Saxon and that it had been altered and added to in the 12th to 14th centuries.

LOTTERY LOLLY FOR LOCAL LANDMARK

Villagers at Great Brentley were overjoyed yesterday as news reached them that their bid for Lottery money had been successful. Now £167,000 will be available to repair the ancient medieval packhorse bridge which is the centre piece of their village. The bridge was closed to traffic in 1974 after dangerous cracks were discovered and a new bridge built. Repairs then were only £2,500 - the cost of maintaining ancient monuments has certainly risen since then!

DRINKERS FLEE BLAZING PUB

It wasn’t ‘Time gentlemen please’ which landlord, Ken McVitie aged 28, shouted at about closing time on Saturday at the King’s Head in Lambs Lane. He was shocked to discover a fire raging in the cellar and the pub had to be evacuated. The fire had taken hold even before the local fire service could reach the pub. The pub is one of the town’s few historic buildings and was dated to 1765. Its timber structure has been almost entirely destroyed. Mr McVitie is determined to carry on though, "We will simply have to build a replica King’s Head. My customers like to drink in familiar surroundings".

INSIDE

Your pet could win a walking holiday for two along fabulous Hadrian’s Wall

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DOM’S DIGGERS

On the ring road - you can’t miss us.
MY CLASS IS IN RUINS

Many teachers worry about visiting and using ruined sites - ancient monuments - with their classes. Some believe that the 'country house' is easier because it is full of things to see. In fact ruins, without the accumulated junk of the past, can often be more stimulating for pupils. It can make them think and use their imagination. It is also an opportunity to investigate interpretations that people in the present, and the recent past, have put on the remains.

Preparation is particularly important as pupils will not be used to seeing what is, essentially, a plan of a building with, perhaps, some walls surviving to roof height. You could use some of these ideas before you make a site visit:

- Get your pupils to make a plan of their own classroom. Make sure that they add the position of windows and, in particular, doors. They should plot in any features, such as built-in cupboards, sinks and radiators. Desks, worktops, bookcases and chairs should also be added.

- If you provide them with a plan of the site, they could identify other features, such as fireplaces or a water supply.

- Get them to look for clues to upper floors which have long since gone - for example, holes for floor joists, fireplaces and windows set high in a wall and the remains of staircases.

- Ask them to question the evidence they can see - for example, does a room with fine decoration, a grand fireplace and large windows tell us that it was for someone important? Do tiny slit-like windows, thick walls and stout entrances indicate a defensive structure?

- Sometimes only the foundations of buildings survive. Explain what foundations are and look for modern ones in buildings being built now.

Once on site you might use these ideas:

- Ask your pupils to walk around the site themselves, perhaps working in pairs or small groups. Tell them that they must only enter rooms through the doorways - never walk over the walls. Ask them to try to make sense of what they are investigating. Where are the entrances? Are there any windows?

- Get them to look for clues to upper floors which have long since gone - for example, holes for floor joists, fireplaces and windows set high in a wall and the remains of staircases.

- Ask them to question the evidence they can see - for example, does a room with fine decoration, a grand fireplace and large windows tell us that it was for someone important? Do tiny slit-like windows, thick walls and stout entrances indicate a defensive structure?

- Sometimes only the foundations of buildings survive. Explain what foundations are and look for modern ones in buildings being built now.

Back at school you might return to the plan they prepared of their classroom and ask them how an archaeologist of the future might interpret the remains. How did people get in and out? What was the room used for and by what sort of people?
ORGANISATION CHECKLIST
Always check that you have:

☐ made the purpose of the visit clear to all colleagues and helpers concerned
☐ confirmed all bookings in writing
☐ checked insurance cover
☐ completed a Risk Assessment form if required by your school or LEA
☐ obtained permission slips from all parents of pupils intending to go on the visit
☐ received enough voluntary contributions to cover the cost of the visit
☐ informed parents why the visit is taking place, what clothing pupils should wear, what time
the coach is due back at school, what the lunch arrangements are and how much money (if
any) their children might need
☐ booked the coach and checked times with the company
☐ organised adequate staff supervision/ratio
☐ informed other colleagues that you will be out of school on the day
☐ organised appropriate provision for any pupil with special needs
☐ gathered all the necessary equipment and first aid boxes
☐ compiled an accurate register of all pupils on the visit and that you have left a copy with the
school secretary
☐ left emergency contact numbers for the site with the school secretary.

RESOURCES CHECKLIST
The following list contains basic requirements and would need to be amended in light of
the planned on-site activities:

☐ clipboards (one per pupil)
☐ suitable paper for recording observations
   (A4 size)
☐ large drawing boards and paper (A3 size)
☐ writing/drawing equipment for each pupil
   (pencils are more useful than pens)
☐ measuring equipment
☐ a box of art equipment
☐ tape recorder(s)
☐ Polaroid or digital camera(s)
☐ video camcorder(s)
☐ plans of the site
☐ first aid box.
How many times, on a visit to an historic site, have you said to your class something like ‘Have a good look round and make a few notes on what you see’? But this can be a demanding task for many pupils, and the skill of note taking is too important to be left to chance.

DEVELOPING NOTE TAKING
One way to develop note taking is to encourage simple annotations of sketches made on site. In the drawing of Coalport Bridge, the Y5 pupil has used brief comments to augment observations on the structure of the bridge. Notice how technical, historical and personal information makes this a useful working document, not just a collection of random jottings. Simple annotations, too, could be made on photographs, perhaps Polaroids developed on site or added later in the classroom.

Initial sketches
The use of notes on initial sketches can be used in two ways. First, to provide prompts for further research back at school into, for example, when the building was constructed. Pupils might also think about whether all the sections were built at the same time.

Coalport Bridge, Coalport.

Five arch bridge
Steady arch unlike Iron Bridge (semi-circle)
½ up → ½ down

Coalport Bridge
3rd of a circle
Cast at Abram Darby's factory at Coalbrookdale.
Over Severn

Brick over stone over Severn

r-ribs (arches)
in stone by

Rust is flaking
Rust is rough
Is black, brown

Not over 2 ton
10 mph

Coalport Bridge
Built: 1818
2nd bridge after Woodbridge
Traffic bridge
and why different materials were used for different sections. Second, to provide working notes for a more detailed and revised sketch as part of communicating history in a variety of ways.

**MAKING OBSERVATIONS**

Another strategy is to encourage limited observation. In the open-ended activity sheet for a visit to Harlech Castle, the pupil has been confined to three observations. Notice, too, how this Y6 historian is beginning to make guesses and pose further questions. She used further resources as the visit developed to answer some of her own questions.

**PRE-VISIT PREPARATION**

There are useful activities that can be done in school prior to any visit that will encourage successful note taking. These need not be related to the planned visit but will begin to develop the skills of note taking and annotating a sketch. For example:

- give small groups of pupils an old artefact or object and ask them to write five words that describe what they see
- extend this activity by passing the objects around and asking for one or two short sentences

**OTHER RECORDING METHODS**

There are, of course, other ways that pupils can record their observations. Many schools now have an increasingly sophisticated range of equipment - from audio and video recorders to digital cameras. You could also try producing specially-designed activity sheets or problem-solving scenarios.

Note taking, however, remains the simplest and cheapest key skill to teach and to use.

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**VISITING SITES**

- give pupils a short piece of historical narrative, for example a suitable news item from last week's local paper. Ask them to use a highlighter to pick out the significant words. You could extend this activity to writing three key sentences that summarise the item.
Whether your school is in an urban or rural area, it will not be very far away from a churchyard or municipal cemetery. Here you will find an exciting source of real historical evidence to examine, record and analyse. The most striking aspect of graveyards in this country is the number of memorials inside a relatively small space - perhaps as many as 20 million survive in this country today. You might find some medieval memorials in your nearest church or churchyard, but you are more likely to see grave-stones from the eighteenth and nineteenth centuries.

**SYMBOLISM**
Symbols in carvings or statues are often used on memorials to convey a message about attitudes to death, as these examples show.

- **hour glass/ scythe**
- **mortality**
- **angel**
- **time/life has passed**
- **clasped hands**
- **farewell**
- **skull & crossed bones**
- **guardian (often with hands pointing towards heaven)**

**MAKING A RECORDING**
Recording the information is important, and real, historical work which your pupils can do. You could use a specially-designed recording form (see page 70) but they should, at least, be recording the following information:

- inscription
- any decoration
- shape of memorial
- condition of memorial
- type(s) of material used.

Try recording grave-stones and memorials with a still or video camera.
ANALYSING THE DATA

A whole wealth of data can be collected from graveyard memorials which you can analyse back at school, for example:

- by putting the gravestones in chronological order and seeing how decoration and inscriptions vary from century to century
- by showing the periods when some parts of the graveyard were used
- by drawing family trees from inscriptions
- by investigating mortality statistics (for example, the age at death of all males)
- by making a graph of the most popular first names of people who died during a specific period (for example, from 1850-1950).

IMPORTANT

Always get permission to take your class to visit and record the gravestones in a churchyard. You will need to be especially careful about going into areas:

- where burials still take place
- where graves have regular visitors
- which have been set aside for wild plants.

Gravestones often have lichen growing on them. Do not allow your pupils to rub it off to read the inscription. Careful observation, and sometimes glancing light, will usually allow worn or obscured inscriptions to be read.
HISTORICAL ENQUIRY

AN OBJECT LESSON

WHY USE OBJECTS?
Don't you just hate those museums or country houses which make it plain to you, the teacher, that your class shouldn't even think of touching anything! Of course, there will be very good reasons why some objects, and even some buildings, should be kept behind barriers. But people like to touch things. You can only learn a certain amount by observation. Objects (even replicas) brought into the classroom may help you motivate pupils more than the written word or discussion. 'Things' being handled by pupils will usually spark an interest, then curiosity which you can channel into further research.

DEVELOPING SKILLS
Handling objects will help your pupils develop a number of skills including:
- handling and observing
- comparing, deducing and evaluating
- recognising and identifying
- expressing themselves clearly
- classifying
- recording and presenting.

Asking questions
Get your pupils to ask questions of the objects, perhaps using the chart opposite. You could encourage your pupils to devise their own questions. The question you should never start with is 'What is it?' or 'What is the name for this?'. This question will simply close down other observations and deductions.

CLOSE Observation
A good way to develop close observation is to start with a familiar object. It might be a piece of classroom furniture, such as a chair, or something smaller, such as a pencil. You could talk your pupils through the observation and deduction stages. Use other objects or constructions in the classroom to reinforce deductions. For example, if they conclude that the chair is made of wood, look for other examples of the materials which surround them and you.

RECORDING
Close observation can be accompanied by recording. Think about using a number of techniques to suit your own pupils, for example:
- careful drawing from different angles
- written description
- tape-recorded or video-taped description

Asking questions
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**LOOKING AT AN OBJECT**

<table>
<thead>
<tr>
<th>The main things to think about</th>
<th>Some further questions to ask</th>
<th>Things found out by looking</th>
<th>Things to be researched</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOW WAS IT MADE?</td>
<td>By hand? By machine? Fixed together by what?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WHAT WAS IT MADE FOR?</td>
<td>Used for? Has the use changed?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WHAT IS IT WORTH?</td>
<td>To those who made it? To those who used it? To you? To a museum?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**THE MYSTERY OBJECT**

One good way of encouraging observation and deduction is to provide pupils with a mystery object. It is not always easy to find something which no pupil will have seen before. Few modern items will work (although almost no pupils in urban schools will recognize a clay pigeon!). Some objects from the last war or from the Victorian period will usually suffice.

The idea of the 'mystery object' is to take away the knowledge of what it is (what it is called). This helps pupils concentrate on thinking carefully and reaching conclusions based on the evidence they hold in their hands.
LEARNING FROM FRAGMENTS
It is one thing to use whole objects in the classroom. It is quite another to ask pupils to cope with fragments of objects. Archaeologists work mostly from fragments - pieces of broken bone, bits of pottery, discarded building materials. They usually only find a fragment of what once formed the whole picture. Many things rot away or are re-used in a completely different situation. Here are some games to play with your class to help them look at evidence.

KEY STAGE IDEAS

At KS1

- Play the 'Feely Bag Game'. Put an object in a cloth bag or pillow case. Ask one pupil to put her hands inside and describe to the others what she can feel - but without giving it a name. The others have to guess what the hidden object is.

You could start with familiar objects and move onto historic ones.

At KS2

- Play the 'Left Luggage Game'. Put a number of objects inside a suitcase. Ask a group of pupils to investigate each object and try to work out what sort of person owned the suitcase and its objects. Do the contents indicate where he (or is it a she) was going to, or was he coming from somewhere?

THE SKELETON GAME
Ask one of your class to 'play dead'. Tell them 'This is ............. What can we find out about .........? But we can't ask her any questions. We have to figure out what kind of person she is only from what she is wearing and carrying.' You can then discuss the difficulties of building up a picture from slender evidence.

THE POTATO GAME.
Give each pupil in a group a potato (or you could equally use an apple) and ask them to write down a detailed description so that other members of the group cannot see what they have written. When they have finished, collect the potatoes and put them in the centre. Pupils must find the right potato as the descriptions are read out. Alternatively, this exercise can be done by drawn rather than written descriptions.

PUPILS PLAYING THE 'LEFT LUGGAGE GAME'.
THE DUSTBIN GAME

Here is a photograph of a ‘slice through’ a real dustbin. You could easily produce similar evidence by tipping out the classroom’s waste paper basket after a day’s use. There are two routes you can guide your class along:

Route 1
Archaeologists are like police detectives - looking for the smallest clues to help them find out what happened in the past. What does this rubbish tell us about the people who threw it away? Ask pupils to give the evidence to answer questions such as

- Are there any children in this family?
- What kinds of food do they eat?
- Do they have any pets?
- What sort of pets and how many?
- What season of the year is it?
Are they Easter eggs wrappers or bits of Christmas decorations?

Ask your pupils if the dustbin rubbish can tell us anything else.

Route 2
In the past, people got rid of their rubbish wherever they could - they dug pits, threw it into ditches, filled hollows in the landscape, used old wells and spread it on fields. Let’s imagine that this dustbin-full has been buried somewhere. After some time (depending on soil conditions) quite a lot of it will have rotted away. Organic material (that is, things which were once living such as paper or wood) will tend to rot quicker than inorganic things (that is, things which were never ‘alive’, such as plastic or metal).

The large dark areas here are rubbish pits exposed by archaeologists at the Saxon settlement of West Heslerton (see page 42).

TASK
Ask pupils to work out what the archaeologist might be left with after all the organic material had rotted away. How difficult might it be, then, to reach conclusions about the people who threw this rubbish away?
EVIDENCE FROM DOCUMENTS

WHAT ARE DOCUMENTS?
Documentary evidence comes in many different forms - from handwritten parchments to photographs. Though all documents are important evidence for studying the past, only some are stored securely in record offices (see below). You will find many interesting and useful sources in your own locality.

TYPES OF DOCUMENTS
The list of documents below is by no means exhaustive but does include the most useful for studying people and places with pupils.

Census records were first collected in 1801 and a similar exercise has been carried out every ten years since then (with the exception of 1941). From 1841 the information collected was more precise.

Parish registers were introduced to record the main events in the lives of Christians - births and baptisms, marriages and burials - and were kept (in theory) in each parish from 1538 onwards.

Maps exist for some sections of the country from the medieval period. Maps of estates become more common from the sixteenth century. Maps were drawn up under the Enclosure Acts of the eighteenth and nineteenth centuries. The Ordnance Survey began to map the whole country on a scale of 1 inch to 1 mile from the beginning of the nineteenth century. Tithe maps and accompanying documents, called awards, were drawn up for most places between 1836 and 1850 to work out how much each landowner or tenant owed the church in tithe.

Photographs exist in large numbers from the nineteenth century onwards. They can catch the mood of the time and provide invaluable evidence for events, people and places.
Local directories
Trades or Post Office directories were like the Yellow Pages of the nineteenth century. They provide a wealth of information, for example, lists of householders, trades and shops, important buildings and communication routes. These examples come from Kelly's Directory of Essex, 1895.

PARKESTON QUAY, formed by the Great Eastern Railway Co. and opened for traffic in 1883, is situated upon the Stour, 2/4 miles up the river, and was constructed for developing their Continental traffic. This quay, with station and loop line, occupied four years in construction, and cost about £500,000. Although a little higher up the river than the old pier, there is a saving of time in starting from Parkeston quay, on account of the clearer course, and consequently the boat train leaves London later than hitherto. About 600 acres of land have been acquired by the company, the greater portion reclaimed from the bed of the river, by a curved embankment 24 miles long; in the centre of the curve is the quay, 1,800 feet long, affording berths for seven vessels, while seven more can be moored in the river. The quay wall is formed by screw piles, those in front being 2 feet in diameter, and those at the back being 1 foot 6 in.; between them are concrete cylinders of seven rings each, and 9 feet in outside diameter, sunk in pairs. On the quay are two goods warehouses, each 520 feet long by 200 feet wide. A passenger gangway 40 feet wide leads to the central building of 350 feet frontage, which serves for a station and hotel. All the buildings and platforms are erected upon piles, of which there are more than 1,000, sunk to the ancient bed of the river.

The church of St. Nicholas is a structure of white brick in the debased Perpendicular style, consisting of chancel, nave, aisles and an embattled western tower, with pinnacles and spire, containing a clock and 8 bells: it was rebuilt and enlarged in 1839 by subscription and a rate: there are three partially-stained windows in the chancel, and in the vestry is a tablet containing the names of the vicars of this church from 1336 to 1874: there are 1,500 sittings, of which 1,000 are free. The register dates from the year 1550. The living is a vicarage, average tithe rent-charge £45, net yearly value £251, in the gift of J. E. A. Gwynne esq. F.S.A. of Folkington manor, Polegate, Sussex.

St. Nicholas Mission room, Bathside, erected in May, 1879, is a wooden building, and will seat 40 persons.

There is an iron Mission church at Parkeston, seating about 100 persons.

FINDING THE RECORDS
Documents can be found in local or county record offices and in local study sections of public libraries.

- Always work out in advance how you want to use documents as part of your curriculum work.

- Go and see what records and facilities are available.

- Ask if the office or library has an education officer or special school packs.

- Try the internet to access local archive information.

BEST COPY AVAILABLE 25
COMMUNITY RECORDS
Sources of documentary evidence are easy to collect from parents, governors and friends. Most people have records of their families going back at least one generation. Some of the most common are illustrated here.

School records
If you are lucky your school will have records stored there. If not you should enquire at your nearest record office. Look out for:

Log books The principal teacher had to make an entry at least once a week. You will find information about a variety of subjects such as attendance, punishments, national events, weather, illness and pupils’ achievements.

School log book entries.

At KS1
- Use a collection of old photographs of people and buildings with photographs of surroundings which are familiar to them (family, school, locality) and ask pupils to look for differences (such as clothes, hairstyles, cars) and similarities (buildings unchanged, postboxes).

KEY STAGE IDEAS
- Introduce them to the idea of documents by comparing present-day documents (such as bus pass, passport, credit card, supermarket till receipt, train ticket) with older documents in the original or facsimile (such as shop receipt, old bus/train ticket, ration book).
- Use old photographs to look for the number of changes which have taken place, for example fashions, technology, different building materials, words and styles used for shop or industry advertisements.
- Using one or two examples, look at the way language has changed in documents. For example, compare the words used to describe a business in a post office directory with the way a similar business is described in the Yellow Pages.

At KS 2
- Use a modern map/street plan to plot which parts of their local surroundings still exist and which are now missing or have been changed. Compare with older maps from the local studies collection.
AN EYE FOR DETAIL

Photographs are an easy historical source to come by. Most towns and many villages have books of old photos published about them. Your local record office, museum or library will have collections. You can find them in old newspapers as well. You could also make your own collection. Look out for postcards in book or antique shops, but don’t forget to ask parents of your pupils or other people in your area.

WHAT'S GOING ON HERE?
This photo (RIGHT) was taken c1903. It shows the bandstand built in 1889 when Clacton had a resident German band as well as visiting regimental military bands. You could enlarge this picture and ask pupils to think about the following, perhaps using a magnifying glass:

- What are the clues which indicate that the sea is in front of this picture (man with binoculars, children looking over fence, people sitting in deckchairs facing that way, glass panels around the bandstand to keep the wind off?)
- The sorts of clothes people are wearing (how many types of hats?). Compare these with what people would wear today at the seaside.
- There is a pram and a pushchair. How do they differ from ones in use today?

You might follow up by looking at documentary evidence. The census and ticket returns show the popularity of Clacton on Sea:

Census 1891: 651
Census 1901: 7,456
Pier tickets 1883: 92,873
Pier tickets 1893: 327,450

SPOTTING CHANGES
These two photographs (BELOW) are of Exeter, Devon, taken 42 years apart. They are from English Heritage’s National Monuments Record. You could ask your pupils to look out and discuss:

- Changes over time. For example, the 1946 photograph shows areas of bomb damage which have been filled in by 1988.
- Land use. For example, areas close to the river were used for industry in 1946 but had been redeveloped for housing by 1988.
- New roads. For example, while some main roads have survived on the 1988 photograph, it is clear that Exeter now has a major inner city road system with roundabouts, flyovers and bridges.
"There is no such thing as a fact in history". Discuss.

This might be a good starting point for you to begin thinking about how to teach interpretation of history. Everything you see, hear or read has been presented to us through an interpreter. The interpreter might be

- an historian reading a manuscript and giving a view of what it means
- an archaeologist analysing the results of an excavation or a survey of a landscape and publishing a report of what it appears to mean
- a restorer of the physical fabric of an historic site who draws on evidence from elsewhere to re-create what a building might have looked like
- an interpreter or writer who presents a story of what a particular part of the past seems to be, through displays, exhibitions, guidebooks, guided tours or re-enactments.

In some places the interpretation can be in the form of actual reconstruction. You can see examples on pages 48-49 from The Jorvik Viking Centre. This physical reconstruction of part of a Roman fort in Germany was based on excavation of the site. Archaeologists and Roman historians can argue about whether it is a 'correct' reconstruction but at least it provides the visitor with an impression of what it might have been like here in Roman times.

The refectory at Rievaulx Abbey, North Yorkshire with an artist's impression. How much is based on the evidence seen on site and how much has been left to the artist's own interpretation?
ARTISTS' IMPRESSIONS
Many historic sites and museums use artists' impressions of what a place or an object or an event might have looked like in the past. They are probably the most readily accessible resource for both classroom and on-site use (see page 71 for further information). They are particularly useful for site visits because:

- they recreate missing parts of a site to help pupils to understand about life in the past
- they can be used as an example of the way in which the past is interpreted
- they provide an additional type of visual source to supplement photographs, paintings or illustrated manuscripts
- they allow pupils to identify aspects of the site which have remained unchanged (continuity) and those parts which have been altered (change)
- they help teachers show how a building might have looked at a particular point in its history
- they provide an accessible resource not dependent on a pupil's reading ability.

This full size Neolithic figure was deliberately dressed in two halves:
- the half on the right shows a rather raggedly-dressed man coping with his existence. The clothes are dull and are based on surviving evidence.
- the other half on the left shows a much more colourful figure. His body is painted and tattooed and his clothes are much better made and has different types of jewellery attached.

The two halves represent the extremes of interpretation in two respects. First they represent some people's view that prehistoric people lived dull, rather barbaric lives while others that prehistoric people at this time were generally quite sophisticated - or they would not have been able to create a society which produced amazing monuments such as Avebury and Stonehenge. Second, the 'dull' half is based purely on surviving evidence from fragments of fabric from graves, while the 'colourful' half uses evidence from elsewhere in Neolithic Britain (and Europe) where tattooed skin and beautifully-made jewellery has survived.
AN ANGLO-SAXON HERMITAGE

HISTORICAL BACKGROUND

Lindisfarne Priory was founded in 635 by Aidan, a monk from the island monastery of Iona in southwest Scotland. King Oswald had invited him to convert his kingdom of Northumbria to Christianity. The island site provided a degree of seclusion for the monks, to which they had been accustomed on Iona, while being easily accessible from the mainland and under the protection the royal fortress of Bamburgh six miles away.

The Priory’s most famous inhabitant in the seventh century was Cuthbert, who later became Bishop of Lindisfarne from 685-7. He was noted for his travels to preach to the north’s scattered communities, his desire to live a solitary life on St Cuthbert’s Island and the island of Inner Farne (both are close to Lindisfarne), his affinity with birds and animals and his miracles of healing. After his death, Cuthbert was canonised and his grave became the focus of pilgrimages, one of the most important centres of Christianity in Anglo-Saxon England.

THE TASK

English Heritage, the guardians of Lindisfarne Priory, wanted to show the public, in guidebooks and exhibition displays, what St Cuthbert’s hermitage on the island of Inner Farne may have looked like in the late seventh century AD. The medium chosen was an artist’s painting. The painter chosen was Peter Dunn, a reconstruction artist employed by English Heritage.

THE PROCESS

Peter used a number of sources to complete the reconstruction:

- documentary evidence, both primary sources (such as the Venerable Bede’s Ecclesiastical History of the English People and Life of Cuthbert) and secondary sources (such as archaeological or historical investigations).
- photographs, plans and maps
- information and opinion from archaeologists and historians.

Later Cuthbert... entered upon the contemplative life of a hermit in silent retreat from the world. Now it was a place utterly barren of water, corn or trees, and unsuitable besides for human habitation because frequented by evil spirits. After driving out these enemies he built for himself on the island with the help of the brothers a small dwelling, containing only the essential buildings, an oratory and a communal living-room surrounded by an earthwork.

Bede, after visiting the island around 721.

Stage 2

This stage included three detailed sketches which were gradually altered as archaeologists compared Peter’s drawing with the available evidence and their own knowledge. The example below incorporated some of the questions asked by Peter and comments from the archaeologists.

Stage 1

The first stage was to use the most accessible sources to produce a rough sketch. The finished painting had to be based on real evi-
Stage 3
The final stage was to complete the reconstruction in colour, incorporating all the latest comments. At this stage Peter had to ensure that the right colours were being used for the natural surroundings of the hermitage (the rock formations, for example) as well as for the construction materials.

One of the second stage roughs.

Peter Dunn's reconstruction painting of St Cuthbert's hermitage on Inner Farne as it might have appeared in the late seventh century AD.
The next time you are walking down your local street, look at the fronts of the buildings. Then look up. Buildings are not just built simply of brick, stone or concrete. You will be very surprised at how much decoration will catch your eye.

Why do buildings have decoration on them? To help you work out the reasons, tick the boxes below these pictures. A word of warning though! There is no single answer and there could be other reasons which you could add yourself.

- impress people going inside
- remind the owner of other parts of the world
- show off the latest style
- be decorative
- advertise a company
- show off craft skills
- impress passers by
- remind the owner of a different part of the world
- be fashionable at the time
- stand out from other buildings
- advertise a company
- show off craft skills
○ be eye-catching
○ advertise a company
○ show off craft skills

○ impress
○ look like a building from a different part of the world
○ be fashionable at the time
○ advertise a company

○ show what went on inside
○ use mass-produced decorative materials
○ show that the owner was rich and very educated

○ impress
○ use mass-produced decorative materials
○ pretend to be a very posh building
LOOKING AT HOUSES

Key Stage 1 children already know a lot about houses from their own direct experience and from stories. You can build on this to explore how people lived beyond our memories, by using the stepping stones of similarities and differences. Start by asking your class for all the things that go to build up a house - walls, roof, windows, doors. Then explore what there might be inside.

NOW AND THEN

Use the different features on the *Now, Long Ago and Very Long Ago* (pages 32-34) as a hook to hang on snippets of information about the time. For example, windows in the modern and Victorian period are different in design but both are large because glass could be produced cheaply and in large sheets, but in medieval times glass was produced by hand and was so valuable that only rich people could afford it, and they took it with them when they moved house. As a result, most people had glassless windows, protected by wooden shutters or bars. Similarly, lighting has changed over time. In the medieval period, beeswax candles were used by the rich, and the poor had foul-smelling tallow ones or rushes dipped in mutton fat. All created a smoky atmosphere. The Victorians had firstly oil lamps, then gas light, and now there is clean, very bright, electric light. A good way to show pupils at first hand the dim, flickering lighting available in medieval times is to bring a candle into school and light it in a darkened classroom (check smoke alarm tolerance first!). You can take comparisons further using your own research with the pupils. For example, how clothes were washed, or floors cleaned.

Sorting it out

Use the pictures at the bottom of the *Now, Long Ago and Very Long Ago* pages for recognition and classification exercises: photocopy the pages, cut the bottom strips off omitting the caption, and cut into individual features, then ask pupils to put them into groups according to function, or match them up with the features in the big pictures.

Finding out

Enlist the help of parents and grandparents and ask for objects from a 1950s' house. See if you can find one near school to look at, even if it is just from the outside. Pupils can create a collage of a 1950s' house from their own sketches of the real thing, or copied from books, or by collecting pictures from magazines. They can be presented in the same format as the pictures in this book, and displayed on the wall or as information to accompany a class museum. Better still, ask a grandparent to come in and talk about what daily life was like then.

Visits

If you go to visit an old house, use the picture of the modern house
and its features as a checklist, discovering similarities and differences. Alternatively, cut down on distractions and home in on just one feature and examine it really closely, like the cooking arrangements or the lighting, the windows, or the furniture.

**CROSS CURRICULAR**
Incorporate other subjects into your investigation of houses. Read the story of *The Three Little Pigs* in the Literacy Hour to introduce the idea that houses need to be made from appropriate materials. Follow this up by bringing some straw, twigs and a brick into school and leaving them outside for a couple of days to see what happens to them.

Look at the houses in the immediate vicinity of the school to see what they are made of, and use potato prints to make pictures of them back in class. If you visit an unfurnished house, pace out the size of the rooms, then get pupils to do the same to their own living rooms and compare the differences.

Draw a stylised picture of a square house with a triangular roof, rectangular windows and a door with a circular door knob, then ask pupils how many of these shapes they can see on their way to school, or on a walk in the area.

Ask pupils for words to describe the different features in the pictures of the three different houses in this book, like wall, door, bed, roof, and bring in comparative words, like bigger and biggest. Enter the words you want them to know in a huge outline on the classroom wall of a house with a downstairs, upstairs and attic; classify the words first into easy (downstairs), less easy (upstairs) and hard (attic). When pupils can spell all the words downstairs, they can move upstairs, and after that the attic, adding in their own names above the roof.

Use the Literacy Hour to read stories about how people lived, and what they ate. Make up a story about a child losing something in one of the houses in this book, and get your pupils to develop it by thinking of places where the object might be hidden.
See how many of the small pictures you can match up to the big pictures.
See how many of the small pictures you can match up to the big pictures

light  window  floor  lavatory  ceiling
See how many of the small pictures you can match up to the big pictures.
FAMOUS PEOPLE AND EVENTS

STORIES AS TIMELINES
Stories are generally more memorable if they are accompanied by pictures. You can go one better than this and make a connection between imagination and reality by introducing your class to three-dimensional material from the time of the story. The simplest way to do this is to capitalise on what your town has to offer by way of buildings or objects in your local museum. If your town is fairly old, pick out buildings or places associated with one particular period, and work out a route that takes in some of them. Choose someone famous from that time and use the events in that person’s life, or notable inventions or discoveries that happened during that time, to make up a timeline in class. Then take your class on your trail around town, making drawings or taking photographs of features from the same period to add into the timeline back in class.

MAKING A TIMELINE
Introduce the idea of timelines to your class by starting with a timeline of a child of their age. Cut out pictures of a very small baby in a crib, a child in a pushchair, on a tricycle or toy car, on a bike, and lastly a child in school. Give a picture each to five pupils, and let the rest of the class, working together, move the holders of the pictures about in a line until they have arranged them into chronological order. Stretch a washing line on the floor in front of the human timeline, and attach the first picture to it. Ask someone to measure out one foot’s length from the first picture and add the second picture there, and so on. Explain that each foot’s span represents a year, then calculate the age of the historical figure whose timeline you want to do, and ask one pupil to measure it out in foot spans along a new line.
If you are within travelling distance of a place where a famous event happened, use it to help your pupils create their own story using a simple storyboard. Tell your own version of the event first, show any pictures you have, and then ask the class for words which describe the main character. Why not make use of the Literacy Hour for this? Pupils can draw the main person in their storyboard, adding the name, and anything they can write about what he or she was like.

On site, encourage pupils to relate as much of the story as they can remember, and find out where the events happened. Ask for words to describe the place, and how pupils think the character felt, and get a helper to note them down. They can draw the different events of the story, using the background they can see, but adding their own figures.

Back in school, group your pupils into sets of five and let them transfer one illustration each from their storyboard, including one made into a cover picture, onto large sheets of sugar paper. Use the pictures to remind pupils of the words they collected, and discuss simple sentences that they can write under the pictures (or word process and paste on) to form the story. Bind these together to produce big picture books, and swap them around so that groups can read each other’s work to the rest of the class.

King Charles was captured by Parliament’s army and was imprisoned in Carisbrooke Castle on the Isle of Wight. He tried to escape through a window but got stuck between the bars. He was caught and returned to prison.

A STORYBOARD

Charles I with his family.

Carisbrooke Castle.

A window like the one in which Charles was stuck.
MAKE A DRAMA

Instead of writing and drawing the event, your class could make their own play based on it. You may actually live near to the scene of a famous event, like a battle, or where someone showed exceptional courage or where something was launched or used for the first time. If not, find out what historic places there are locally that would provide somewhere safe for you to work with your class, and choose an event from that period. Tell the story during Literacy Hour, and again on site, with the class filling in the exciting bits.

Discuss with them how the characters might feel and react, and if the place that they are in might have an effect on this. For instance, is it a cold, windy place which would make the historical characters shiver and hunch themselves up, or is it a huge, intimidating room, which might make them feel small and nervous?

Talk together about how emotions can be expressed not just in the face but also by body language, by getting them to freeze into different appropriate poses. You may need to start with situations that they already know about first, like finding a spider in the bath. Work the 'freezes' up into groups forming tableaux of the story, and then talk together about what each character might say, or think, at that point.

You can either finish your drama here, as a series of tableaux with each pupil contributing a line or even just a word, and you providing the linking storyline between each group, or use the tableaux as an end or starting point to a scene, with pupils acting out the story.

Boscobel House, Shropshire.

The open trap door to the priest's hole is under the window.

Prince Charles, son of Charles I, escaped to Boscobel House after being defeated in battle. Firstly he hid in an oak tree all day whilst the army searched in the bushes underneath, and the next day he crouched in a priest hole, about one metre square, just beneath the floorboards at the top of the house. Charles was nearly two metres tall. He escaped by dressing up as the servant of Lady Jane Lane, who lived nearby, and they fled to France. Charles later returned and became King Charles II.
WHO WERE THE ROMANS?
The Romans were a whole mix of different peoples - 60 million people living in a number of different provinces which made up the Roman Empire. Although it is difficult to say exactly when Rome began to develop, the Romans used to teach their children that the city was founded in 753 BC. It was over a thousand years later that the Roman Empire came to an end.

ROMAN BRITAIN
But how did Britain fit into this huge empire? The province of Britannia was added in the first century AD and was on the furthest limits of the Roman world. While it is clearly important to us, as a significant part of our early history, it was only a very small, and mostly insignificant, part of the Roman Empire.

It is important to help pupils understand that the Romans did not come to an empty barren landscape, inhabited only by a few uncivilised tribes but that the native Britons already had complex societies and sophisticated cultures.

Conquest
The Romans invaded Britain on three separate occasions. Julius Caesar led expeditions in 55 and 54 BC and, after winning some battles, made treaty arrangements with and imposed taxes on some of the tribes.

The conquest of Britain did not begin until AD 43 when an army of 40,000, sent by the Emperor Claudius, landed at Richborough and defeated the tribes of the south east and established Britain as a province of the Roman Empire, with a permanent Roman presence.

A province of Rome
The first Roman sites were built for and by the army. Civilian settlements (called vici) grew up around the forts. As the army moved on to conquer more of the island, some of these sites became towns, often populated by retired soldiers. By about AD 60 most of England south and east of a line from the Wash to the Bristol Channel was under Roman control.

By the second century a very large part of Britain was Roman. Its limits to the north were defined by Hadrian's Wall (Hadrian visited Britain in AD 122) and later by the Antonine Wall.

In the end Britain was a prosperous province for some time but by the late third century was beginning to suffer attacks along its southern shores from Saxons and Gauls. In the fourth century the power of the Roman Empire was waning and Britain was ruled by usurpers who had seized power.

In the early years of the fifth century more troops were removed and from about AD 407 the Roman administration probably ceased to pay the few troops left in Britain. In AD 410 the Emperor Honorius wrote to the British that they could no longer rely on the Roman Empire for support and that they must look to their own defences.

Building Hadrian’s Wall
The stone and earth frontier of Hadrian’s Wall stretched 117 kilometres across northern Britain. At the time of the conquest of Britain, soldiers did not normally serve in the province where they had been
Hadrian's Wall was born. The Wall was built and manned by soldiers from a number of the provinces in the north-western parts of the empire, from Hungary and Bulgaria, for example, as well as those from Gaul and Germany.

LIFE IN ROMAN BRITAIN
The occupation of Britain by the Romans brought a number of new aspects to life for people in the province. Each of these topics provides opportunities for extension work in other curriculum subjects.

Leisure
People all over the Roman world went in very large numbers to see performances of various sorts:
- to attend plays, concerts and poetry readings in a theatre
- to see shows of gladiatorial combat, often involving fights with wild animals in an amphitheatre
- to watch, and bet on, chariot racing in a stadium.

Civic pride
Roman citizens expected to find the same sorts of buildings, and facilities, all over the Empire. The town council needed to develop
- buildings for town administration and business - a forum (a large open space) for business, open air meetings and ceremonies, perhaps a macellum (a market hall), a basilica (a very large ailed hall) for town administration, law courts or business
- places for entertainment and leisure - public baths, perhaps a theatre or amphitheatre
- a range of temples
- basic services, such as streets, rubbish collection, water supply and sewage facilities.

Industry
Some industries, such as the mining of metal ores, came under government control but many others were carried out by individual craftsmen working inside towns, such as potters and leather workers.

Religion
For the Romans, religion was part of everyday life. Every house had a small shrine where the statues of the lares, the gods of the household, were kept. In towns you would expect to find temples, statues and altars to a number of different gods, for example:
- the main Roman gods and goddesses, Jupiter, Juno and Minerva
- lesser gods but connected with a particular aspect of life such as trade
- the Emperor
- native gods and Roman gods combined, such as Sulis (Celtic) Minerva (Roman) and in later periods Christian churches.

Burial
It was forbidden, under Roman law, to bury anyone within the limits or walls of a town. Roads leading out of settlements were usually lined with tombs and simpler burial places. You will find evidence from Roman burials in tombstones in museums.
LULLINGSTONE
ROMAN VILLA

Lullingstone Roman Villa lay at the heart of a large agricultural estate. Dating from the first century AD, it was occupied for nearly 250 years. In the second century the villa was remodelled and a bath suite added. At the end of the third century an underfloor heating system was installed in three rooms and intricate mosaics laid. Towards the end of the fourth century the villa building was altered to accommodate a Christian chapel.

AD 100-150
Evidence
Small villa building constructed of timber and clay on footings of mortared flint (locally available stone). A block of rooms had a verandah in front and two projecting wings, one of which had a cellar below.

Interpretation
The quality of the building's construction suggests that the owner was a Romano-British farmer. The plan of the villa is typical of many built in this period of prosperity in Roman Britain. The cellar may have been used for storing food.

Plan of the first masonry villa.

AD 150-275
Evidence
The villa is extensively altered. The basic plan was added to on each end. The cellar now has other stairs built and has elaborate wall paintings. In the second phase of alterations a bath-suite is added to the southern end of the villa. Finds from the excavations of this period include fine quality pottery and glass.

Interpretation
The wealth shown in both the finds and the alterations to the house suggest a very rich owner. The baths alone indicate great expense, not only in the construction but also in the slaves/servants needed to maintain and run it.

Plan of the remodeled villa, with the baths added, AD 150-200.
AD 275-350

Evidence
At the end of the third century the villa is remodelled again with a row of heated rooms added. The baths were converted and enlarged. In the mid-fourth century a large dining room was added in a style found in other villas and town houses throughout the Empire. Mosaic floors are also laid including one with a Latin text. Carved busts from this period were found stored in the cellar after AD 350. A large granary and a temple-mausoleum were built at this time outside the main villa building.

Interpretation
The owners were clearly wealthy to rebuild and decorate the villa but the busts, which were carved in the Mediterranean style, indicate an important person coming to the province of Britain from a more central part of the Roman Empire.

The size of the granary suggests that the villa was the centre of a large agricultural estate.

Mosaic floor in the main room of the villa.

Plan of the villa after AD 350-425, showing the large apsed dining room.

AD 350-425

Evidence
The heated rooms and rooms over the cellar on the north side of the villa are converted into a chapel and ante room. Wall paintings with Christian symbols and figures decorated the walls. There was evidence of occupation into the fifth century but the baths were in disuse. A serious fire gutted much of the house.

Interpretation
The family had adopted Christianity and were still using the house. Perhaps in the early fifth century the villa became unoccupied but we think the chapel remained in use.
WHO WERE THE ANGLO-SAXONS?
Before the end of the fourth century AD, the coasts around Britain were under attack from a number of new invaders. The Irish and the Picts attacked the west and the north. Saxons and other peoples, together known as Anglo-Saxons, sailed across from Europe.

Anglo-Saxon is the name we use now to describe several different peoples:

- Angles, Saxons and Jutes came from northern Germany and Scandinavia
- Frisians and Franks came from lands which are now part of France, Holland and part of Germany.

SETTLING IN BRITAIN
By the middle of the fifth century there were Anglo-Saxons settled in the eastern part of Britain, from north of the Humber to the south coast. Gradually the Anglo-Saxons moved west, driving out the British warlords and, by the beginning of the sixth century, they had settled widely in Britain.

Villages and cemeteries
Archaeologists have discovered and excavated a number of Anglo-Saxon settlements (see page 44) and burial sites. Anglo-Saxons were often buried with objects which they might need for their journey to the afterlife such as clothes, jewellery and other valuable possessions. Swords and spears are often found buried with men but everyday objects are also common - combs made of bone, knives and brooches, for example.

Anglo-Saxon clothes
Evidence from burial sites allows us to tell what some Anglo-Saxons wore. Women often wore long flowing gowns fastened at the shoulder with big brooches, and at the waist they had a purse hanging from a belt. They wore jewellery of all sorts including necklaces, pins, rings and bracelets. Men usually wore short tunics, leggings and laced boots. They also wore cloaks fastened with big brooches.

Sutton Hoo
One of the most remarkable discoveries from this period was the grave of an Anglo-Saxon leader at Sutton Hoo in Suffolk. The leader, who may have been Raewald, a king of East Anglia who died in about AD 625, was buried in a ship with a remarkable collection of fine objects (now to be seen in the British Museum).
THE COMING OF CHRISTIANITY

Christianity had been introduced into Ireland in the fifth century and an Irish monk, Columba, founded a monastery on the island of Iona on the west coast of Scotland. Missionaries came from there to settle on the island of Lindisfarne in the kingdom of Northumbria (see page 26). In AD 597 Pope Gregory I sent a group of about fifty missionaries, led by Augustine, to convert the English. King Aethelbert of Kent received the missionaries and allowed them to build a church in Canterbury. Augustine became England's first archbishop.

Monasteries and learning

Between AD 650 and 850 Anglo-Saxon kings and their bishops built hundreds of monasteries. These early monasteries included a variety of people as well as priests, nuns and monks. The monasteries, with churches which were often elaborately built in stone, became centres of learning and art. Some monks, skilled in calligraphy and drawing, copied the stories of the Bible and the lives of saints for others to read. These manuscripts were often beautifully decorated.

In the monastery at Jarrow in Northumbria, the greatest Anglo-Saxon scholar, Bede, wrote his *Ecclesiastical History of the English People*, finished in AD 731.

PROTECTING THE KINGDOMS

By the time of Bede Anglo-Saxon kings were becoming more powerful and ruled over larger areas of the country. In the seventh and eighth centuries the kingdom of Mercia was the richest and strongest. The Mercian king, Offa, who ruled from AD 738 to 796, controlled more resources than any other king and was regarded by some as the king of all England.

In the 780s Offa decided to put a stop to the Welsh tribes who kept raiding his western borders. He built a great ditch up to 2.5 metres high and up to 20 metres wide to keep them out. His great dyke can still be seen.

But Anglo-Saxon power was not to last. Towards the end of the eighth century everything was to change again as new invaders appeared (see page 46).
A large number of Anglo-Saxon settlements have been identified from land surveys, aerial photography and from excavation. There were different types of settlement, from farmsteads for a single family to villages. Some villages are quite small (perhaps up to eight houses) but others are more extensive. The settlement at Mucking in Essex was found to have over two hundred buildings when excavated.

**WEST STOW**

The Anglo-Saxon village of West Stow in Suffolk has been almost completely excavated and partly reconstructed. The site was excavated between 1965 and 1972 and is now open to the public. An Anglo-Saxon cemetery had been discovered there in the nineteenth century. The village itself survived because it was protected by a sand dune which had blown over it in a great storm around 1300.

Anglo-Saxon settlers chose West Stow to live in around AD 420. By about AD 600 the villagers began to drift away and by AD 650 West Stow was completely abandoned.

**The village and its buildings**

Only three or four families lived in the small village of West Stow - called Stowa in the Domesday Book. Each family had two sorts of buildings, both made of wood with thatched roofs. One (called a hall by archaeologists) had a hearth in the centre. The other type of building is called a sunken house. It had a wooden tent-like structure over a dug-out area below the wooden floor. Sometimes people lived in these sunken houses, but usually they were workshops or stores.

Skilled craftspeople came to the village regularly to make pottery, pins and combs from bone and objects of iron, such as knives.
West Stow 'hall' building.

The river was a source of water, fish and birds and was also a means of communication.

Food and farming
The people of Stowa farmed the land around them. Archaeological evidence tells us that they cultivated wheat, rye, barley, oats and peas in the fields around the village. We know that they bred animals because the bones of cattle, sheep, pigs, geese and chickens have been found. We also know that they hunted (deer and wild fowl) and fished to add to their diet. They also kept horses, dogs and cats.

Reconstructed building at West Stow.

USING WEST STOW
The village is open for visiting schools (details on page 71) and has a visitor centre as well as a good range of resource material for teachers and pupils. Several buildings have been reconstructed with some furniture and fittings and sometimes there are costumed interpreters on site.
WHO WERE THE VIKINGS?
The Vikings came from Scandinavia, countries now known as Norway, Sweden and Denmark. The name ‘Viking’ comes from the word vikingr which means pirate or raider. Vikings were not always raiders, some were also traders and travelled throughout Europe selling goods and slaves. They first attacked Britain in AD 793 at Lindisfarne and continued to raid and attack until they controlled large areas of north and east England.

Why they came to Britain
They first came to plunder - seeking treasure and slaves, attacking all down the east coast of England. They knew of the wealth donated by kings to monasteries. As the Scandinavian population increased the division of land could not support large families. Many Norwegian Viking farmsteads clung to the sides of mountains or the sides of fjords where there was not much arable land to divide up. Britain and North Europe, however, had a much warmer climate than the home-lands of the Vikings and the land was often much easier to farm. When they settled they became farmers and fishermen.

How did they get here?
The Vikings sailed to other lands in longboats. These were cleverly designed and could sail fast under sail power or manpower. They were ideal for exploration and as a weapon of conquest. The hull was shallow for river travel and shaped to run ashore at speed on beaches. It was light enough to be carried overland to the next river or rolled along on logs. The ships could be up to 25 metres long and 6 metres wide. Around 36 men could man the oars. The sails were 10 metres broad and 6 metres high. The prow was carved into a monstrous figure of a dragon to strike terror into an enemy.

VIKING WARRIORS
An Arab traveller who came across Viking warriors in Russia wrote: ‘They have huge bodies and great courage. Each warrior usually carries with him some craftsman’s tools such as an axe. He fights on foot with a spear and a shield. He
carries a sword and dagger and has a throwing spear slung across his back.'

The warriors fighting in Russia probably wore tunics of padded leather with heavy chain-mail shirts over the top. On their heads they wore helmets with protective strips which covered their noses and surrounded their eyes. These helmets did not have horns. Chain-mail protected their necks.

**Weapons**

Their weapons included spears, axes with a blade needing two hands, and brightly coloured wooden circular shields.

Swords were highly prized, with names like 'Leg-biter' and 'Gleam of Battle'.

**VIKING LIFE**

Not all Viking men were warriors. Most were farmers, growing crops such as wheat, barley and rye and keeping animals such as sheep, goats, cattle, pigs, and chickens. Others hunted or fished using hooks, nets and harpoons to catch fish, seals, walruses and whales.

The women worked in the home, preparing meals, looking after children, making clothes and looking after the animals.

They lived as large extended families usually in one house. The main room was used for sleeping and eating and was heated by an open fireplace or hearth in the middle with only a hole in the roof to let out the smoke. Windows did not have glass; wooden shutters were used instead. They slept on raised platforms and wrapped themselves in rugs and animal furs to keep warm.

**Viking clothes**

Most of their clothes were made from wool or linen. Rich people could afford more expensive materials such as silk. They liked to wear colourful clothes and both men and women wore jewellery. Viking men and women liked to look good, and some ironed their clothes using heavy lumps of glass heated on a fire. We know that they also combed their hair, beards and moustaches as beautifully carved combs have been found made from deer’s antler or bone.

Men hung their personal belongings such as a knife, comb or purse from their belt. From a brooch women hung personal objects such as a knife, comb, and keys (valuables were stored in chests with strong locks).

Women wore long dresses and shawls which were often patterned. They wore their hair long and knotted. Those who could afford jewellery wore brooches, huge arm-rings and glass beads.

Men wore a shirt, trousers and a long tunic. Their cloaks were fastened at the right shoulder or hip (so keeping the sword arm free) by a brooch or ring pin. On their feet they wore shoes made of leather.

**VIKING AFTERLIFE**

Viking warriors believed death in combat was the greatest honour you could achieve. Once dead they were immediately taken to Asgard, the home of the gods. Odin’s handmaidens, the Valkyries, would take them to his hall, Valhalla, where they would be served drink as their wounds healed.

Wealthy warriors were often buried or cremated with all the goods that they would need for the life hereafter - food and drink, clothes, sword, horse, dog and ship (to carry them to the next world). Longboats were used for the burials of Viking kings and queens and legends say that some Viking warlords were cremated in their longships as they sailed into the night.

**VIKING GODS**

The Vikings believed in many gods. Some of our weekdays are named after Viking gods.

**Tuesday** is named after Tyr, god of warriors.

**Wednesday** is named after Woden (Germanic spelling) or Odin

**Thursday** is named after Thor, god of thunder

**Friday** is named after Freya, the goddess of fertility
The bustling modern city of York, now a place which attracts thousands of tourists, has a very long history revealed by archaeologists in recent excavations throughout the city. It was once a legionary fortress and was then one of the main towns of Roman Britain. Roman records tell us it was called Eburacum. Later it became the Anglo-Saxon capital of Northumbria and was called Eoforwic.

THE COMING OF THE VIKINGS
In AD 865 a ‘great army’ (as the English called it) of Vikings landed in East Anglia to begin an extended campaign in England. They headed straight for Eoforwic and attacked the town on 1 November 866. They captured the city easily as the Northumbrians were divided by civil war. The Vikings left an Anglo-Saxon called Egbert to rule in their name.

Although the Northumbrians regrouped in an attempt to drive out the Vikings in 867, they were unsuccessful and a great number were killed. In 876 part of the ‘great army’, under the leadership of Halfdan, settled in and around the town which they now called Jorvik and made it the capital of the kingdom of York. Jorvik remained the centre of the Viking kingdom until 954.

A trading centre
When the Vikings first came to York it was already a busy trading centre. It stands on the River Ouse and ships could easily reach it from the North Sea. Viking Jorvik was a large bustling place of about 10,000 people, described by one writer who visited it as ‘filled with treasures of merchants from many lands’. But Jorvik was also known for its crafts and industries. Many different goods were made there including glass beads, combs, hairpins, needles and gaming counters of bone and a large variety of leather objects, such as shoes and purses.

Viking houses
Archaeologists have found a number of Viking houses in a street called Coppergate. The word *gata* is a Danish Viking word for ‘street’. The word ‘copper’ comes from the cupmakers (*koppr* means cup) who had their workshops there. The remains of the houses show us how ordinary people lived. The houses were quite small (about 7 by 4.4 metres) built inside long strips of land running back from the street and divided from neighbouring plots by wooden wattle fences. The houses were also built of wood and were open inside with no inner walls. The family slept and ate in the one space with an open fire in the centre. There may have been benches against the walls and perhaps a table and a chest to store valuables, bedding and clothes. The area at the back of houses was filled with workshops, yards, storage and rubbish pits and cesspits.
THE JORVIK VIKING CENTRE

After the excavations at Coppergate were finished a project was developed to preserve some of the remains in situ. The Jorvik Viking Centre now welcomes visitors to investigate the real remains of the houses and the thousands of objects which came from them as well as careful reconstructions and what archaeologists think the evidence tells us. The Jorvik Viking Centre is therefore a good place for schools to 

- see real evidence from the Viking period
- find out about the archaeological process from excavation to conservation of objects
- observe and ask questions about the reconstructions.

Information on page 71 includes details about the Centre and also about the nearby Archaeological Resource Centre (ARC).

VIKING NAMES

The names of many of our towns and villages can be attributed to the Vikings. This is as a result of land distribution which saw large areas broken up into smaller units which would need new names. Endings to place names often have Viking origins:

- by - village
- beck - stream
- biggin(g) - building
- borough - fort
- car(r) - brushwood, especially on swampy ground
- dale - valley
- fell - hill
- force - waterfall
- forth - fjord
- garth - enclosure or garden
- gate - track/path
- gill - deep glen with stream at bottom
- haven - harbours
- hest / hest - horse-race or horse track
- holm - small island in river or bay
- ing - pasture/meadow
- keld - well or spring
- kirk - church
- lund - grove
- mire - bog or swamp
- ness - headland
- raise - cairn
- scale - house
- scar / skear - isolated rock in the sea
- scough / scow - wood
- slack - slope on edge of mountain
- tarn - pond
- thorpe - a smaller settlement or outpost of an estate
- thwaite - clearing
- toft - piece of ground
- wath - ford
- wick - market places
- with - wood

A reconstruction of a Viking house at the Jorvik Viking Centre.
TUDOR LIFE

THE TUDOR PERIOD
The Tudor period began when Henry Tudor was crowned Henry VII after defeating Richard III in a war which practically annihilated the aristocracy. Following a period of peace and consolidation, his son, Henry VIII, stirred up radical changes when he broke with Rome, closed the monasteries and provoked invasion from France.

The pot of religious unrest simmered quietly throughout the short reign of Edward VI, and boiled over under Catholic Mary. Only under the last Tudor monarch, Elizabeth I, who died in 1603, was a sense of tolerance and continuity restored.

Many buildings from the period are left to show the changes that happened. The ruins of the once powerful abbeys remain, as do the massive fortifications along the south coast. The new breed of opportunistic courtiers, who replaced the aristocracy, built themselves great houses (some in the remains of monasteries) to show off their new status, and some went further and founded colleges, schools and other public buildings. Not so grand, but more likely to be in travelling distance of your school, are the town houses of the merchants, or the brick or timber-framed halls of the small landowners.

CLUES TO LOOK FOR IN TUDOR BUILDINGS
When King Henry VIII closed the monasteries, he also displaced the leaders of architectural fashion. Up until then the grand palaces had tended to copy the gothic doorways and traceried windows of the abbeys. With a temporary halt put on ecclesiastical building, the classical influence, which had been slowly creeping in, began to gain more ground.

Major elements, like symmetry, and the rectangular shape of windows, were adopted, and decorative details, like classical columns, pediments and friezes began to appear on grand buildings. But people still favoured elements from the previous age, like the towers, turrets and battlements which had been an essential feature of castles, and which now became busy additions to private and public buildings. When the popularity of these started to fade they were replaced by the Elizabethan love of devices like initials and scrolls.

Features to look for

- door
- window
- fireplace
- ceiling design
- linenfold panelling

Titchfield Abbey, Hampshire, was converted into a Tudor mansion. The gatehouse, with its battlements and towers, looks back to the medieval period, but the clean straight lines of the windows and the balanced towers make the building look symmetrical.
Building materials
Advances in technology had a huge influence on how buildings looked. Developments in the manufacture of glass made it more available and at less cost, so windows became larger. The panes of glass were still small, held together with lead strips often in decorative patterns.

Brick became the new prestigious building material. It was easier to handle than stone, uniform in size and as it was more resistant to heat, it enabled people to have as many fireplaces as they could afford, and led to a proliferation of chimney stacks. Up until now, most ordinary homes had a central hearth from which smoke escaped through the roof, and were therefore usually single storied, or the hearth was in a hall which rose the whole height of the house. Now more storeys could be added, and the old high-ceilinged hall had a dividing floor inserted.

Fireplaces were a tremendous advance in terms of comfort, and it also encouraged decoration of ceilings where before the sooty deposits left by smoke made this impracticable.

New techniques in carpentry gave rise to fashionable, highly ornate staircases, and widespread use of wainscoting, or wooden panels, to line interior walls, making rooms warmer. Many of these were carved to represent folds of linen.

BUILDINGS FOR DEFENCE
As protection against the threat of attack from France, Henry VIII built a string of forts along the south coast.

The forts accommodated a huge number of cannon, but they also had to withstand fire as well as deliver it. For this they needed very thick walls, and a rounded shape to deflect and reduce the impact of the cannon balls. Unlike medieval castles, these forts were not baronial homes, but were garrisons for trained men, and accommodation was basic.

TIMBER-FRAMED HOUSES
In areas where stone, or clay for brick-making, were not plentiful, people lived in timber-framed houses. The wooden parts were made to fit before they were put up, rather like a kit. Carpenters' marks, identifying the pieces, are often still visible.

As trees became scarcer, shorter straight sections of wood were used, and the pattern of close uprights gave way to more widely-spaced timbers strengthened by cross braces. Later still, even smaller sections were used, giving rise to intricate patterns. The infill was often wattle and daub, which consisted of interwoven branches plastered over with mud, reinforced by dung or chopped straw.

As bricks became cheaper they were used in a herringbone pattern as the infill.

To give extra space and stability, the upper storeys could be built slightly larger than the one beneath, creating an overhang called a jetty. In towns this led to street houses leaning out towards each other, blocking out light and increasing the fire hazard.
Throughout the medieval period and into Tudor times, the dwellings of the rich were home to large households, including not only the owner’s family, but also high-ranking servants, semi-permanent guests and extended family, and a vast range of servants. Housing all these at the beginning of the medieval period had been simple; everyone lived, ate, slept, and carried out business in a great hall, except for the lord’s family and guests, who used a private room at one end, and cooking, which went on in rooms or buildings at the other end.

KIRBY HALL
Kirby Hall in Northamptonshire was completed in about 1590 by Sir Christopher Hatton, a favourite courtier of Elizabeth I. It is now roofless in parts. It was designed to make a grand statement about its owner, and from a distance gives an impression of symmetry and order, with matching windows, chimneys and gables. Guests entered via a long avenue of trees into an outer courtyard, and then an inner courtyard before entering the interior. The prolonged access was a deliberate ploy to ensure visitors were aware of the magnificence of the building and therefore the wealth and power of the owner.

Inside, another long walk awaited guests. After waiting in the Great Hall, a massive room used for entertaining, while a servant informed the lord, they would ascend the great staircase and pass through the State Rooms, a series of progressively higher status rooms, until, if they were important enough, they reached the lord’s Best Bedchamber. This was a public, not a private room like bedrooms now. The State Rooms included the Great Chamber, where family meals were served, the Great Withdrawing Room, which may have contained, among other things, a billiards table, and the Best Bedroom. Smaller rooms, called pallet chambers, lay between some of the bedrooms; this was where personal servants slept on a removeable pallet or mattress.

Another important room was the Long Gallery, which has now disappeared, and which was where exercise was taken on rainy days, and where the family portraits were hung. It spread along the whole of the upper floor of one range of the courtyard; the rest of the ranges were high-ranking servants’ and guests’ quarters. There are no bathrooms at Kirby - water was carried to hip baths in bedrooms, and the equivalent of the lavatory was a close stool, which contained a pot to be emptied by a servant.

The kitchens were well away from the State Rooms, in their traditional position at the other side of the Great Hall. This was to ensure that no smells or sounds of cooking permeated there, but it did mean that servants had a long way to carry food.

The fashionable house
The man employed to build Kirby was Thomas Thorpe, who used fashionable classical details from the new books on architectural design which were coming over from the continent. The inner courtyard shows many of these copied designs; a loggia, columns, friezes, scallop shells, vases and carvings. Huge windows occupy either side of the entrance porch to the house. At this point the old fights with the new - the window on the right is large because it is part of the impressive two-storey hall, and important rooms always had large windows. The window to the left of the porch matches it to display the new trend for classical symmetry, but the rooms behind it belong to the service area, which would not normally have large windows. The space behind is actually divided horizontally to accommodate the first floor rooms.

The Elizabethans lived in an age of exploration of new lands, in which voyagers brought back exotic plants and fruit. This fed a Tudor desire for impressive
gardens, full of new plants. Kirby's
garden is symmetrically arranged,
and was regarded as a place for
formal recreation - an extension of
the living space. In order to create
it, the village church and graveyard
were removed.

VISITING HOUSES
If you intend to visit a furnished	house, ask pupils to write a list of
the rooms they would find in a
modern house. On site, they can
use this as a checklist, adding to it
all the extra rooms which have no
modern equivalent, like the Great
Hall, which will give you the
opportunity to open up the discus-
sion about difference in lifestyle
between now and then. The check-
list will also lead to questions about
rooms which they might expect to
find, but which are missing in a
Tudor house, like the bathroom.
Preparation for visiting an unfur-
nished or partly ruined house
is different, as the indications to
the function of the room have to
be looked for more carefully.
Clues to look for are:

- size - the larger and taller the
  room the more important it gener-
  ally was

- windows - high status rooms had
  the largest windows

- doors - impressive rooms often
  had impressive doorways

- fireplaces - the presence of a fire-
  place indicated a living room,
  rather than one used for storage.
  Size and decoration reflected the
  room's status, except for the
  kitchen, where the fireplace was
  huge but plain

- wall, floor and ceiling covering -
  the quality of these reflects the
  importance and sometimes the
  function of the room. Channels in
  the floor leading to drains shows a
  kitchen or storage area

- position - where a room is in
  relation to other rooms may tell
  you about its function. For exam-
  ple, an undecorated, windowless
  room near a kitchen is likely to be
  a storage or service area.

Pupils can enter what they think
the function of the rooms were
onto a blank plan, and then
compare their deductions with the
official plan. A good exercise in
encouraging pupils to think hard
about what the house was like
when lived in is to ask them to cre-
ate their own interpretation panels
for the site, telling others, perhaps
younger pupils, how the rooms
were used and furnished. This can
be a stimulus for their own
research back in school and could
lead to their own drawings, based
on sketches they make during the
visit, on how each room may have
originally looked.
Queen Victoria reigned from 1837 till 1901. Her long reign saw candle lighting give way to gas then to electricity, the introduction of state education, transport revolutionised by the spread of the railways, and Charles Darwin's ideas on evolution challenging the basis of society. Throughout all these changes the figure of Victoria remained constant, as the head of the country and its empire.

WHO WAS QUEEN VICTORIA?
Victoria was born in London, in 1819. Her father, the Duke of Kent, died when she was only eight months old and her uncle, King William IV, had no children, so Victoria became the heir to the throne. From the age of thirteen she kept a diary, writing it daily until she died, filling 122 volumes with details of her thoughts and activities.

In 1840, the young Queen married her cousin, Prince Albert of Saxe-Coburg. In November the same year their first child, Victoria, was born; she was followed by eight more brothers and sisters.

OSBORNE HOUSE
The family had three royal residences: Buckingham Palace, Windsor Castle and the Royal Pavilion at Brighton, but none of these was suitable for the private needs of a young, growing family. Victoria longed for a place where she could relax, away from the public eye, and Albert wanted to replicate some of the experiences of his own childhood for his children.

The Queen knew and liked the Isle of Wight, having visited it twice as a child. Osborne House was chosen as the family's holiday home. It was close enough to London, yet its island location ensured its seclusion. However, the house was too small for the royal family and the household. Thomas Cubitt was employed to build a new wing, and then to demolish the existing house and to build further wings for the royal household and guests. The entire cost was to be met from the private income of Victoria and Albert. The family moved in after the first phase of building was completed in 1846.

Life at Osborne House
The royal family established a regular pattern of visits to Osborne, usually visiting four times a year. The Queen loved fresh air, and spent as much time as possible outdoors, starting with breakfast. Her journal makes many references to the time she spent reading and writing under the shelter of trees or a small tent, in the grounds of the house. She also recorded her first experience of sea bathing:

'Drove down to the beach with my maid and went into a bathing machine, where I undressed and bathed in the sea (for the first time in my life) where a very nice woman attended me. I thought it was delightful.'
ful until I put my head under water, when I thought I would be stifled.'
Queen Victoria's Journal, quoted in Dear Osborne, by John Matson

Prince Albert spent much of his time on managing the estate at Osborne, putting into practice his theories on landscaping, drainage and recycling. Each of the children looked after their own piece of garden. In the evenings, the family entertained themselves by putting on concerts and amateur dramatics, or by playing charades.

INFLUENCE OF ALBERT
Although the Prince was never completely accepted by British society, his influence on Victoria, the upbringing of their children, the running of the royal household and the encouragement of the arts and sciences in Britain was immense. He had a great interest in architecture, and was involved in several schemes, including the construction of Balmoral Castle and rebuilding at Buckingham Palace. Albert was President of the Royal Society of Arts, which, under his leadership, staged the Great Exhibition of Arts and Manufacturers in 1851. This was the world's first international exhibition, set up in Hyde Park, London, in the Crystal Palace, a building specially designed in iron and glass. It aimed to celebrate the achievements in arts, industry and technology of Britain and her empire. The exhibition was a tremendous success. Six million people visited it, and proceeds from the tickets left a surplus. Prince Albert persuaded the government to use this money to purchase and develop land to the south of Hyde Park, building a series of institutions to promote the study of arts and sciences. The museum complex at South Kensington, and the Albert Hall, were the result of this initiative, which was not completed till after Albert's death.

The Albert Memorial
The death of Albert from typhoid in 1861 changed Victoria's life completely. She went into deep mourning, and led a very secluded life for the next ten years. To commemorate her husband and his work, and as a focus for the nation's grief, a memorial was planned. The winning design, chosen by the Queen, was by George Gilbert Scott, and was in the Gothic revival style. The centrepiece was an outsize bronze statue of the Prince, seated, with the catalogue of the Great Exhibition in his hand. The memorial contained dozens of statues, representing Albert's many different interests and works, including statues to agriculture, commerce, manufacture and engineering.

THE VICTORIAN FAMILY
The ‘family’ was one of the cornerstones of Victorian society, and provides a worthwhile focus for your pupils’ investigation. The process of photography was invented by Fox Talbot in 1838, and taking photographs of family groups quickly became fashionable. By the 1880s, this popularity had spread to the lower levels of society. The spread of relatively cheap photographic studios encouraged even the poor to record their families for posterity.

Victoria and Albert with all their children, on the terrace at Osborne House in 1857.
VICTORIAN CIVIC PRIDE

The economic accomplishments of Britain during the nineteenth century made it a world dominating industrial power. The Victorians showed off this new confidence and wealth by building large imposing buildings, usually in city centres.

In 1835 a law was passed allowing towns and cities to administer their own affairs by the election of a town council. Previously, towns were run by the aristocracy - the local lord of the manor. Now many town councils embarked upon a redevelopment of their cities.

The Victorians believed in improving people’s health and minds. To this end much of the redevelopment by town councils involved not just the provision of clean water supplies and effective sewage treatment, but also the building of museums, schools and colleges.

As the British Empire grew so the need for commercial organisations such as banks and insurance companies grew. Many were located in these new city centres.

BIRMINGHAM CITY CENTRE

During the nineteenth century Birmingham became a centre of manufacturing. It was known as ‘the workshop of the world’. The city grew and became very wealthy. Factories were built and the population rapidly increased.

BIRMINGHAM CITY CENTRE

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WHAT EVIDENCE IS THERE OF VICTORIAN LIFE IN BIRMINGHAM CITY CENTRE?

Historical enquiry

You can use a question like this to frame your historical enquiry into an aspect of Victorian Britain. It will provide your pupils with the opportunity to investigate a
question using a variety of historical sources - to ask questions and to record their findings. You will find similar sources in your own locality.

**Historical sources**
Sources can be found in the Birmingham Central Library and by visiting the city centre.

**Maps**
Compare the 1889 map of Birmingham city centre with a modern map of the same area. What changes have occurred? What remains? What has disappeared? Look at the names of streets and buildings. What clues do they give of Victorian development? Why do you think these changes occurred? What does it tell us about the Victorians?

**Photographs**
Photographs of Birmingham’s past and present can also be used to show change over time. They provide evidence of the life of the city centre and the people who lived and worked there.

**Architecture**
The Victorians favoured two types of architectural style for their civic buildings.

**Classical:** Similar style to Greek and Roman temples columns and porticos. Strong use of squares, circles and triangles.

**Gothic:** Narrow windows, turrets, bell towers and high gables. Pointed or perpendicular arches and ‘mock’ battlements.

Get pupils to look for these architectural styles as clues to dating a building. Occasionally buildings, as with the Council House, have a foundation stone. Encourage your pupils to look closely at a building because it can often provide many clues to answer their enquiry.

Also ask pupils to look at the decoration on buildings as the Victorians often used decorative friezes on their civic buildings to show off their importance.

**Monuments**
In Birmingham city centre there are various monuments that you can use as evidence of Victorian development. The most obvious is the statue of Queen Victoria in Victoria Square. Another is the Chamberlain Memorial fountain in Chamberlain Square.

**Names**
The names of streets and buildings can be a clue to their history. Encourage pupils to gather evidence of names from maps and from observing names while visiting the city centre.
Brodsworth Hall was built in 1861-63 by Charles Sabine Thellusson after inheriting a substantial sum of money in a family will. It was built in the Italianate style, replacing an earlier hall on the site. The south (sunnier side) provided comfortable accommodation for the family while the north side contained the servants' wing, reusing materials from the earlier hall.

The garden is typically Victorian, consisting of mown lawns, formal flower gardens, a rose garden, a walled garden, a summer house and a quarry garden with a fern dell.

When the Hall was built fifteen servants were employed. However over time this number was reduced.

The entrance hall and the halls leading off it show the tastes and interests of the family. They are designed to impress and are used to display many possessions.

**THE FAMILY AT LEISURE**
Many rooms had a specific leisure function. In addition to a library and study, Brodsworth Hall has a Billiard Room and a Drawing Room. After dinner, ladies and gentlemen retired separately. The ladies would go to the Drawing Room, where music could be played and the men would go to the Billiard Room. This room would also be used to smoke and discuss mutual interests which, for the Thellusson family, would include racing and sailing. The Lathe Room was used by Charles Thellusson for his woodwork hobby.

The garden was also used for recreation - walking, cycling, riding, sledging and skating. The Target House allowed the family to practise archery in bad weather, while in summer they would play croquet on the specially created lawn. The garden could also be a venue for social events such as family gatherings or garden parties.

Children too had their own particular living areas. These were well away from the main family rooms downstairs so that they would not disturb the adults or distract the servants.

**THE SERVANTS AT WORK**
When looking at the work of the servants it is useful to keep asking:
- what has changed
- what caused these changes
- what effect did this have on the running of the Hall.

**The Kitchen**
The kitchen contains many mass-produced objects and basic labour-saving devices. They show how attempts were made to reduce the amount of manual labour an time needed for specific functions. These developments would ultimately require fewer servants and demonstrate the impact of mass production on working life.

Look particularly at:
- cooking methods - what fuels and processes were used
Rather than trying to study everything in the kitchen give each pupil a specific item or problem to research. For example this late nineteenth-century refrigerator solves the problem of keeping food fresh and demonstrates advances in manufacturing processes. Explain what effect this item would have on the work of kitchen servants.

- storage methods - how and where food was stored
- which objects are still in use today and how have they changed
- which gadgets are still in use and how have they been improved
- what materials were used for cooking implements.

Contrast the room where food was prepared to the room where it was served and consumed by the family. Compare the utensils in the kitchen to those used in the dining room. How do they differ? Why do they differ? Would the servants use the crockery and cutlery in the dining room in the same way as those in the kitchen?

This room was used not only to entertain but also to impress. How can pupils tell this?

When the Hall was built there was no supply of water or source of power. Look at:

- how the servants delivered cold and hot water to different rooms and then disposed of it. Originally there was only one bathroom. What does this suggest about sanitary arrangements? How pleasant would this be for the servants?
- how would the servants have kept the Hall warm and well-lit. What specific tasks would be required? How easy would this have been? What were the implications for the servants of coal fires or oil lamps? What changes have occurred since the Hall was built?

Identify what technological achievements made life easier for the servants at Brodsworth, but at what eventual cost.

**Woodlands Colliery Village**

This village was built 1907-9 on Thellusson land to provide the workers of Brodsworth Main Colliery with improved living conditions. It was designed as a ‘garden village’ in the Arts and Crafts tradition and all houses have gardens. The houses are built of brick and in blocks of two to five. Some homes had a large living room, scullery and three bedrooms, others had a parlour, kitchen, scullery, three bedrooms and a bathroom. Land in the centre of the village was designated for a school, a co-operative store, an Anglican and a Wesleyan church and a Methodist chapel.

Aerial view of Woodlands. Note the symmetrical layout, indicative of a desire for order, and the enclosed green spaces, used for communal and recreational purposes.
The advantage of studying a period of history within living memory is that we can take advantage of primary sources from those who were actually there. There are photographs, newspapers, documentary films and the reminiscences of people who remember. There will also be many artefacts surviving from the period itself.

- Look out for old photographs, newspapers and magazines
- Speak to people you know
- Search for interesting things connected with the war.

Valuable sources of information are local newspapers, often stored in the local library on microfilm. Pupils can use a number of different sources to study the social attitudes, wartime dangers and deprivation, financial problems, rationing and life after the war in the welfare state. Many people who remember the thirties and forties are only too willing to share their experiences and pupils can talk to them, ask questions and establish useful links. Your study could be based around the Second World War or could follow themes through a longer period. You will need to consider how lives in Britain changed as a result of the Second World War.

**Look out for information in:**
- Libraries
- Museums
- Local Records Offices
- Local History Libraries
- Tourist Information Offices

### Activity

What design features were included in a typical suburban 1930s' house?

Consider both inside and outside the house.

How were the new suburbs of the thirties different from the terraces of the Victorian period?

How would families have heated rooms and water?

Visit a typical thirties suburb in your town. Note the original features and the new additions.
HOW HAVE PEOPLE’S LIVES CHANGED SINCE THE 1930s?

At home
In the 1930s it was possible to buy an average suburban semi-detached house for about £400. Mains water, gas and electricity were available in most towns although not in rural areas. Furniture was being produced on a large scale making it cheaper and more affordable. This enabled large numbers of people to furnish their homes in the new style which used pastel colours, geometric shapes and decorative motifs.

Many of the new houses of the 1930s had gardens and a garage even though most families did not possess a car. Although there was access to a better standard of living for many, unemployment and poverty were not far away. The economic depression and high unemployment were a constant threat to the new standard of living. Large areas of big cities suffered from high unemployment, poor housing and poverty.

The role of women
The main type of work for women in the 1930s was in domestic service, shop assistants or in offices. For many women, marriage meant automatic dismissal from their paid jobs, so most wives and mothers did not work outside the home. The outbreak of the Second World War brought a dramatic change to the lives of many women. As men were ordered to serve in the armed forces, their peacetime jobs still had to be done. Women had to do these jobs, many going out to work for the first time. The Women’s Land Army was formed to fill the places of the thousands of farmworkers who had gone to serve in the armed forces. Millions of women went to work in factories and shipyards learning to do mechanics and engineering.

As the war continued women were called on to join the armed forces themselves and eventually most women between the ages of 18 and 50 were working towards the war effort. Only mothers with young children were exempt.

Leisure
In 1938, an Act of Parliament entitled a large number of workers to holiday pay which meant that for the first time, workers could go on holiday for a week without a loss of earnings. Many people were able to go on holiday for the first time. Holiday camps became popular and cheap rail travel gave people the opportunity of travelling further afield. Holidays abroad,

A soldier, a farm worker and a landgirl at East Grinstead, May 1943.
been televised and watched by so many. The increase of television in the 1950s led to the closure of hundreds of cinemas but it opened up a new cultural experience, which has had an increasing effect on our lives ever since.

**Radio and television**

Listening to the radio became more frequent during the war. Radio broadcasts by the BBC were an invaluable source of information and entertainment and a large number of households had access to a wireless. The radio brought news of national and international events, sport and entertainment into the home. All types of information were available from medical advice to cooking ideas. Entertainment included comedy programmes. After the war, two new programmes were added - the Light Programme in 1945 and the Third Programme in 1946.

The BBC began a regular television service in 1936 which was suspended during the war but resumed in 1946. Initially there were very few viewers but television gradually gained in popularity and by the Coronation over 20 million people watched as Queen Elizabeth II was crowned. This was the first time such an event had recital by the resident organist! Cinema audiences soon dropped off when TV became common in the 1950s.

**Health**

In the 1930s, many places still had large areas with poor housing which caused illness and infectious diseases to spread quickly. Lack of money also led to a poor diet which caused yet more illness. Only the very poor were entitled to free medical treatment. Everyone else had to pay for medicines, staying in hospital, dental care and spectacles. Diphtheria and tuberculosis were still common and medical and dental care was still fairly basic in comparison with today’s standards.

In 1948, the National Health Service was set up to care for all citizens in need of medical treatment. If the cost had stopped people from visiting a doctor or dentist or optician before, it was no longer to be the reason. Drugs and treatment could be prescribed, regardless of the ability to pay. It was paid for out of taxes.

**Transport**

Despite petrol rationing and wartime priorities, motor car ownership grew from 1.7 million in 1938 to 4.4 million in 1950. The Road Traffic Act of 1934 introduced driving tests and in 1935 a 30 mph speed limit. The volume of traffic in the 1930s was very different to today. The new town plans created after the war included larger numbers of houses with their own garage.

**Rationing**

With the war, everyone could find a job which meant people now had money but they had nothing to spend it on! Supplies were rationed to ensure that everyone had a fair chance of obtaining basic foodstuffs and other items. Britain depended on imported foods and supply ships were vulnerable to attack, so food was in limited supply. Waste food, potato peelings and tea leaves were collected for pig swill. Old newspapers were used as wrapping paper. Clothes rationing was introduced because factories were turned over to making uniforms.

**VOCABULARY**

You will want to introduce your pupils to words which were common in the recent past but perhaps are no longer used, or their meaning has changed. For example:

- **allied**
- **blitz**
- **conscription**
- **empire**
- **fascist**
- **radar**
- **recruit**
- **GI**

- **Anderson Shelter**
- **censor**
- **coupon**
- **evacuation**
- **identity card**
- **rationing**
- **refugee**
EVENTS IN EUROPE

1929  Wall Street Crash leads to Great Depression of the 1930s
1933  Hitler gains power in Germany and starts to build up army, navy and airforce
1936  Jarrow Hunger March
1937  Abdication of Edward VIII
1938  Outbreak of Spanish Civil War
1939  Holidays with Pay Act
1940  Germany invades Poland
1940  National register set up. Identity cards issued
1940  Evacuation of children from British cities, food rationing
1940  Germany invades Denmark, Norway, Holland, Belgium and France
1940  British forces evacuated from France Dunkirk
1940  Italy declares war on Britain and France
1940  Start of war in North Africa
1940  Battle of Britain
1940  Blitz in Britain
1940  Food rationing begins
1941  Germany and Italy invade Yugoslavia and Greece
1941  Japan attacks American fleet at Pearl Harbour
1942  Germans defeated in North Africa - El Alamein
1942  Millions of Jews murdered in concentration camps
1942  Baedeker raids on Britain's architectural heritage
1943  Main German army defeated in Russia
1944  Allies land in Normandy - D Day
1944  Most of France in Allied hands
1944  Russians advance on all fronts
1944  Heavy bombing of German cities
1945  Butler's Education Act Germans surrender. Hitler is dead
1945  Atom bombs dropped on Hiroshima and Nagasaki
1945  United Nations to be set up to keep world peace after the war
1946  Bread rationing
1947  Nuremberg Trials for war crimes
1947  Fuel crisis
1948  National Health Service
1949  NATO founded
1950  Outbreak of war in Korea
1951  The Festival of Britain
1954  No more food rationing!

This case study looks at buildings, maps and other sources for the village of Buckminster in Leicestershire. It is taken from a survey of three Leicestershire villages by a local research group (see page 72). You may find similar published research in your area. If not you will be able to look out for buildings to investigate and a range of easily accessible associated sources in your local library or record office.

**The Crescent**
The houses in The Crescent were built in 1892 replacing those in Bull Row which were put up in the 1830s. The census return for 1851 lists 166 people living here.

Today: houses are used mainly by estate workers and hardly altered.

**Brickyard Close**
The tithe award map of 1841 shows this area pockmarked with ponds created by the digging of clay. The census return of 1841 lists Charles Hopkins and Thomas Parkinson as brickmakers. The sale notice for 11 June 1873 says, “At the Buckminster Brick Yard the property of Mr Henson, Hovel boards, Planks, Brick Press, Well Sinking Frame, eight centres nine feet long, three Morticed Posts and Rails, 1000 Bundles of Reeds, Pantiles, Ridge Tiles and Bricks, quantity of Firewood and numerous effects.”

Today: Brickyard pond is used for fishing and is a haven for wildlife.

**Buckminster Village Institute**
The Institute “for the benefit of the working men of Buckminster and the surrounding villages” was founded in 1886 and paid for by the Earl of Dysart, the local squire who owned the entire village. The Institute had a large playroom with billiards, bagatelle, draughts and dominoes; a reading room with London and provincial papers, a library of 250 books and a table and writing materials; a committee room and caretaker’s quarters. The annual subscription was 5s “but the committee have the power to admit lads and labourers at 1d per week”.

Today: hall used is by local groups for meetings, as a polling station and for social gatherings.

**Buckminster School**
This school building was completed in 1899 on a new site opposite the former school which had been constructed in 1841. The Earl of Dysart paid for its construction and it was named ‘The Buckminster Unsectarian School’.
A house for the Head teacher was built opposite the school. Today: still the village school with building additions in 1989, and a temporary classroom added in 1997.

**IVY HOUSE**

This was once a public house called 'The Blue Bull'. Kelly's Post Office Directory of 1855 lists the landlord as Henry North and records that he was also a veterinary surgeon. The Blue Bull's licence was allowed to lapse at the wish of the Earl of Dysart. Its auction inventory contains a detailed inventory of each room and store.

Today: a private house.
NATIONAL EVENTS - LOCAL STORIES

Everyone has seen films about the Second World War, with politicians and generals taking life and death decisions, the evacuation of Dunkirk, and battles being fought at sea, in the air and on land. But how can we relate these events and activities to the local area where we teach? Traces of the Second World War are all around us - in buildings and open spaces, in people’s memories, in photographs and in official records. In fact there is so much information that sometimes the problem is one of selection from the vast mass available.

Teachers, as well as pupils, can get bogged down in detail. The trick is to focus on a specific event or place that can provide a starting point for a thorough local investigation.

The last shell to fall on Dover

The town of Dover was in a vulnerable position after the fall of France in May 1940. The town was in firing range of shells from heavy German guns across the Channel as well as in danger from bombing raids. Shells could fall at any time of the day or night. The town was hit by 2,226 shells (compared with 464 bombs), making shells the more feared hazard.

The place where each shell or bomb fell was carefully noted. Towards the end of the war a map was published by the local newspaper, showing these locations. This information would have been classified during the war, but presumably, by 4 May 1945, just before VE day, these restrictions were lifted.

The map can tell us something about the vulnerability of Dover, and which streets are likely to have been substantially rebuilt after the war. But it tells us nothing about what it was like to live in the town at that time, and gives no details about the physical effects of the shells and bombs.

When the last shell fell on Dover, no-one was aware that this really was the last one until afterwards. There are eye-witness accounts, although these are not very detailed, presumably because the event was not recalled until some time later.

All air raid damage was fully recorded as it happened. Dover, like other towns, was divided into sections, each with its own report centre. The Air Raid Precaution (ARP) personnel on duty would record, on specially printed forms, the position of the occurrence, any damage to essential utilities, whether there was a fire, which services were on the spot, as well as the exact time of the event.

Thus, when it was suggested that the shell which hit Hubbards umbrella shop was the ‘last shell to hit Dover’ it was possible to check in the records whether this was so.

I WAS THERE

Mr A.E Whittamore remembers:

‘I know where the last shell fell, because I was at the top of the street where it fell....I was at the top of Castle Street at the time, going home to where I lived down there.....there was, I think it was an umbrella shop, Hubbards, there, and that's where the very last shell hit, on the very last day of shelling, which is the TSB bank now...I heard it fall and ran, although it was silly running after it fell....’

Castle Street, Dover, today.

Castle Street today

Although a great deal of Dover has been completely rebuilt after the war, Castle Street is still quite recognisable, partly because of the landmark of Dover Castle. When you are asking your pupils to com-
The ARP report, detailing damage done by the shell that fell on Castle Street.

pare old and new photographs, or old photographs with places, get them to look for easily identifiable buildings to orientate themselves. Get them to look up, above the ground floor. Roof lines and shapes are often a useful orientation device. Sometimes the remains of old painted advertising or shop names can be found on the sides of buildings. Sometimes you can see the line of an earlier roof where an older building has been demolished. Comparing pre-war maps with modern equivalents can also help your pupils identify where the road layout has changed or where, for instance, a car park or open space replaced bomb-damaged buildings.

DO YOU REMEMBER?
Memories of those who lived through the events of the Second World War help bring the more official records alive. Get your pupils to make a list of the questions they would like to ask someone about their experiences.

How old were you?
Where did you live?
Did you go to school? Was the school evacuated to a safe area?
What can you remember about the food? What did you miss?
Do you remember using an air raid shelter? What was it like?
Was your street damaged by bombs or shells?
What one memory or experience of the war would you like to tell us about?
Do you remember the end of the war?

Pupils can interview and record local residents or members of their own family to create their own oral history archive.
There is still plenty of evidence for the Second World War in Britain. How many examples can you spot in the place where you live?

**BOMBING THE CITIES**

Between the summer of 1940 and the spring of 1941 the Germans maintained aerial bombing raids on Britain. On the first night of the Blitz (from the German blitzkrieg meaning 'lightening war') nearly 2000 people were killed or injured in London. Apart from London, Birmingham, Manchester, Coventry, Liverpool, Plymouth, Bristol and Glasgow were also key targets. In 1942 the Germans bombed Britain’s historic cities, in particular Bath, Norwich, Canterbury, Exeter and York. The air raids were nicknamed the ‘Baedeker raids’ on the assumption that the Luftwaffe had consulted the cultural guidebooks for locations.

This aerial photograph was taken by the RAF in 1948 and shows the damage caused by war-time bombing raids on Coventry. On the night of November 14, 1940 German bombs destroyed 40 acres (16 ha.) of the city. The front of the cathedral you can see here was left as an approach to a newly-built cathedral.
SHELTERING FROM ENEMY BOMBS

Air raid shelters like this one were built in thousands of gardens across the country. Many were dismantled after the war but others have survived as reminders of the conflict.

GUARDING THE LAND

When it was thought that the German army would cross over the Channel to Britain, a whole series of defences were put in to stop, or slow down, an invasion. ‘Pill-boxes’ of reinforced concrete were built for soldiers to guard strategic points, such as river crossings.

REMEMBERING THE WAR HONOURING THE DEAD

Almost every town and village has a war memorial commemorating the dead of the two World Wars. Memorials were often placed at important places in the locality, such as at crossroads, in churchyards or in public parks and squares.

This is part of a report in the local newspaper for Harwich, Essex in May 1919,

‘A meeting was held in the vestry of Harwich Church to consider the question of a war memorial to the men and women connected with Harwich Parish Church who fell in the war, and also what form this memorial should take. Many suggestions were made including a clock, a brass plate inside the church, a stained glass window in the east of the church and there was also a suggestion to put a large cross in the churchyard like many churches were doing. The putting up of an artistic oak screen in front of the chancel appeared the most popular of the suggestions, and it was unanimously decided.’

THE CASE OF THE MISSING RAILINGS

Iron railings outside houses were removed to be melted down and transformed into tanks, guns and ammunition. This picture was taken in April 1940 in Chalk Farm, London.

Look out for the evidence of where the iron railings once were. Sometimes the lead which held the railings in place survives.
FURTHER READING
AND INFORMATION

* indicates resources suitable for pupils
= indicates video
# indicates the English Heritage Education on Site series for teachers. The series includes titles on local studies (such as Using Historic Parks and Gardens), historic sites (such as Using Castles and Using Industrial Sites), National Curriculum subjects (such as Art and the Historic Environment) and other aspects of teaching and learning (such as History through role play). The full range of English Heritage Education titles is included in our catalogue, Resources (information on page 72).

General

Recording gravestones

Objects
= Archaeological Detectives, four A3-poster games and a video, English Heritage, 79 minutes, 1990/91.*

Documents

Photographs

Local environment
= Doorstep Discovery: working on a local history study. English Heritage, 30 minutes, 1993. Follows a group of trainee teachers carrying out local history studies around their college and on teaching practice in a primary school.
= Investigating History. Two programmes with teacher's notes and photocopiable sheets looking at work on ancient sites and in the locality. Produced by the BBC in association with English Heritage, 58 minutes, 1995.

Issues
Interpreting history

- According to the Evidence, English Heritage, 30 minutes, 1998. Looks at the way in which evidence for the past is presented. Some sequences for classroom showing.


Looking at houses


Storytelling


Anglo-Saxons

- Talkin' Saxon, English Heritage, 20 minutes, 1997.*


Vikings

- Talkin' Viking, English Heritage, 25 minutes, 1998.*


Victorians


2x90 minute cassettes also available.

For information about visiting Cressing Temple Barns, see page 72.

FURTHER READING AND INFORMATION

BEST COPY AVAILABLE
FURTHER READING AND INFORMATION

- Paws on the Past, English Heritage, 20 minutes, 1996. KS1
  pupils investigate life in a Victorian country house.*
  For information about visiting Brodsworth Hall, Down House and Osborne House (English Heritage) see below.

Mid-century Britain
- The Milk Jug Mystery, English Heritage, 20 minutes, 1997. KS1
  pupils comparing life today with the late 1940s.*

Local studies
Clinton, D, When Bacon was Sixpence a Pound: Victorian Life in Buckminster, Sewestern and Sproxton, Workers Educational Association, 1989.

Organisations
The Historical Association was founded in 1906 to bring together people who share an interest in the past. It promotes and assists the study of history at all levels and is very active in primary education. Membership gives the magazine ‘Primary History’ and many other benefits. For information contact: The Historical Association, 59a Kennington Park Road, London SE11 4JH. Tel: 0171 735 3901. Email: enquiry@history.org.uk
  WEB site www.history.org.uk
- The Young Archaeologists Club is open to all 9-16 year olds and gives a regular magazine, local branches, archaeological holidays and the National Archaeology Days. For information contact: Young Archaeologists Club, Council for British Archaeology, Bowes Morrell House, 111 Walmgate, York YO1 2UA. Tel: 01904 671417. Email: archaeology@compuserve.com
  The Council for British Archaeology also provides a service and publications for teachers. WEB site www.britarch.ac.uk/cha

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  www.english-heritage.org.uk
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- How to ask the right questions, teach key skills, use objects, games, documents and interpretations of the past
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- Victoria's England and Britain Since 1930
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