The children found their interpretation differed from that of the programme. When asked which interpretation they thought was more accurate, they at first said, 'The TV must be right. They'd know'. But S. went on to ask, 'How do they know?':

\[H.\] They got books and papers to look at ... and the census and things.
\[S.\] We looked at the census ... they might have made some up ... to fill in the story.
\[M.\] Wouldn't have been a story otherwise, unless \textit{everything} was written down.
\[S.\] We looked at the census. And we made bits up.
\[K.\] No we didn't; we got it from a newspaper.
\[S.\] I had to think of some things to put in ...

The children concluded that the 'concrete' things in the video – clothes, furniture and equipment – were well-documented and in some cases still exist and so were probably accurately depicted. However, evidence for more abstract areas, such as relationships between servants or between servants and employers, did not exist or was incomplete.

6 History for subject specialists

In order to complete the assignment at the end of this section you should:

- Explore the further reading for subject specialists.
- Familiarise yourself with the national curriculum Orders, non-statutory guidance and NCC Inset resources for history.
- Identify the content areas of the history study units that you are unfamiliar with and read up on those periods/topics which are new to you.
- Explore available opportunities to discover more about children's thinking in history, for example conceptual understanding.
- Talk to colleagues with responsibility for history about assessment, planning at class and whole-school levels, effective teaching approaches, resources and implications of the national curriculum history documentation for teachers and schools, for example how do teachers ensure children gain a local, national and global perspective in primary history?
- Build up a 'History in the News' file of newspaper and journal articles and advertising materials relating to primary history, such as \textit{The Times Educational Supplement} (TES) which produces twice-yearly history supplements.

The NCC Resource List in this Resource Box provides some useful starting points.
ACTIVITY 11

Design a unit of work as a discrete history topic or as the history component in an integrated theme at key stage 1 or key stage 2, drawing on the national curriculum programmes of study. If possible include any teaching and evaluation you were able to undertake related to this unit of work. For upper primary option students it is strongly recommended that you choose a past non-European society as this will be most beneficial to you as a potential history co-ordinator and to your host school.

This task will require you to:

- negotiate an appropriate unit of work for your school situation, i.e. which fits in with school policy and planning, through discussion with the co-ordinator and appropriate class teacher;
- illustrate how your unit of work relates to the previous and future stages of schooling in advancing pupils' understanding of your chosen topic and history;
- indicate what procedures you would use to assess this work;
- discuss how your chosen topic relates to the nature and aims of primary history in a national curriculum context;
- include examples of appropriate teaching resources and examples of valid historical activities to meet the range of levels of achievement of pupils in your class.

6.1 Further reading for subject specialists

CURRICULUM COUNCIL FOR WALES (CCW) (1991) History in the National Curriculum: non-statutory guidance for teachers, Cardiff, CCW.

CURRICULUM COUNCIL FOR WALES (CCW) (1992) INSET Activities for National Curriculum History, Cardiff, CCW.


NATIONAL CURRICULUM COUNCIL (NCC) (1993) INSET Resources: Teaching History at KS1, Teaching History at KS2: an introduction to the non-European study units, York, NCC.

6.2 Professional development and teaching history

National organisations

The following national organisations support the continuing professional development of teachers by publishing journals and/or organising courses and conferences. Details of local support for teaching history are available from the LEA or Professional Development Centre.

CADW
Brunel House
2 Fitzalan Road
Cardiff
South Glamorgan CF2 1YV
Tel: 01222 465511

CADW produces information sheets. Heritage, its newsheet, is produced three times a year and is available to members of 'Heritage of Wales'.

Department of the Environment (Northern Ireland)
Historic Monuments and Buildings Branch
5-33 Hill Street
Belfast BT1 2LA
Tel: 01232 235000

English Heritage Education Service
Keysign House
429 Oxford Street
London W12R 2HD
Tel: 0171 973 3000

The Journal of the English Heritage Education Service is issued free three times a year. Telephone to be put on the mailing list.

The Historical Association
59a Kennington Park Road
London SE11 4JH
Tel: 0171 735 3901

The Historical Association (HA) organises day conferences throughout the year on both subject updates and teaching history. It also organises an annual two-day conference on teaching history in September.

HA has a primary sub-committee, Primary History, which has particular responsibility for matters of interest to primary teachers and schools. It publishes a magazine Primary History three times a year as well as holding national conferences specifically for primary teachers.

All members receive a fully illustrated quarterly magazine, The Historian, which contains feature articles. HA also publishes the magazine Teaching History, pamphlets and Historians' Association Studies for members on a variety of topics. Back copies of pamphlets are available to members at a reduced rate. Membership for PGCE students is half price.
The object of this journal is to make the latest research into Irish history accessible to a wide audience and also provide a forum for the local historian. A special section is devoted to the history curriculum in schools, both North and South, to inform students and teachers alike of the latest developments in the syllabus and to keep them abreast of publications on their subject.

Humanities Association
45 Cushy Cow Lane
Ryton
Tyne and Wear NE40 3NL
Tel: 0191 413 2262

The membership fee covers a subscription to the Humanities Resource magazine, which gives interpretations and information on the rapidly changing national scene, as well as practical ideas for the classroom. The association holds an annual conference on teaching humanities.

National Trust
36 Queen Anne's Gate
London SW1H 9AS
Tel: 0171 222 9251

The National Trust of Northern Ireland
Rowallane House
Saintfield
Co. Down
Northern Ireland BT24 7HL
Tel: 01238 510721

National Trust properties represent a rich resource bank for schools. In some regions of the Trust, courses are organised for teachers at particular properties. Schools can subscribe to corporate membership of the National Trust. They receive the magazine The National Trust Education Supplement.

Schools History Project
Trinity and All Saints College
Brownberrie Lane
Horsforth
Leeds
Tel: 0113 258 4341

The project supports history teachers in a number of ways:
HISTORY FOR SUBJECT SPECIALISTS

- It provides INSET (in-service training) on all aspects of teaching and assessing history.
- It issues a journal for history teachers, Discoveries, twice a year. This includes news, articles and examples of teaching materials.
- An annual conference is held every Easter. This is regularly attended by over 250 teachers and offers plenary sessions by major speakers and dozens of different practical workshops.
- The project has its own GCSE syllabus for key stage 4 which is offered through MEG. INSET, teachers’ guidance and textbooks related to the syllabus are available.
- A series of textbooks entitled Discovering the Past has been published for key stage 3.

Women's History Network

c/o Jane Rendall
Department of History
The University
Heslington
York YO1 5DD

Women's History Network publishes a newsletter three times a year, providing information about research, publications and conferences on women's history. There is a group which focuses on teaching history. An annual conference is organised with input from major speakers at plenary sessions together with dozens of workshops on a wide range of women's history. Local groups also organise regional conferences and meetings.

History journals

British Journal of Holocaust Education
Gainsborough House
11 Gainsborough Road
London E11 1RS

Discoveries
Schools History Project
Trinity and All Saints College
Brownberrie Lane
Horsforth
Leeds

Hindsight
University of Cambridge
Department of Education
17 Trumpington Street
Cambridge CB2 1QA

Contemporary Record
(Journal of Contemporary British History)
Gainsborough House
11 Gainsborough Road
London E11 1RS

Gender and History
Blackwell Publishers – Periodicals
108 Cowley Road
Oxford OX4 1JF

The Historian
(Magazine of the Historical Association)
Historical Association
59a Kennington Park Road
London SE11 4JH
History Ireland
Hiram Morgan
Institute of Irish Studies
Queen's University
Belfast
Northern Ireland

History
(Journal of the Historical Association)
Blackwell Publishers – Periodicals
108 Cowley Road
Oxford OX4 1JF

History Workshop
(Journal of Socialist and Feminist Historians)
Oxford University Press
Pinkhill House
Southfield Road
Eynsham OX8 1JJ

Local History Magazine
3 Devonshire Promenade
Lenton
Nottingham NG7 2DS

Museums Journal
Museums Association
34 Bloomsbury Way
London WC1A 2SF

Teaching History
Historical Association
59a Kennington Park Road
London SE11 4JH

The Welsh Historian
(Journal of the Association of History Teachers in Wales)
c/o Albert Gilby
Penglais Comprehensive School
Waunfawr
Aberystwyth
Dyfed SY23 3AW

History Today
83–4 Berwick Street
London W1V 3PJ

Humanities Resource
c/o 45 Cushy Cow Lane
Ryton
Tyne and Wear NE40 3NL

Journal of Education in Museums
Group for Education Museums
GEM Secretary
63 Navarino Road
Hackney
London E8 1AG

Oral History
(Journal of the Oral History Society)
BKT Subscription Services
Lansdown Mews
196 High Street
Tonbridge
Kent TN9 1EF

Women's History Review
Triangle Journals Ltd
PO Box 65
Wallingford
Oxfordshire OX10 OYG
Resources

Organisations, museums and galleries

Association for the Study of African, Caribbean and Asian Culture and History in Britain (ASACACHIB), ICS, 27–8 Russell Square, London WC1B 5DS.

The Benin Project, Northamptonshire Black History Group, Wellingborough REC, Victoria Centre, Park Road, Wellingborough N8 1HT.

The British Museum, Museum Street, London, WC1.

Butser Iron Age Village Farm (see the publication *The Butser Experiment* by P. J. Reynolds, published by The British Museum 1979).

English Heritage Education Service, Keysign House, 429 Oxford Street, London W1R 2HD.

The Historical Association, 59a Kennington Park Road, London SE11 4JH. A useful Historical Association publication is *School Museums and Primary History* by Wilkinson *et al.*, published in 1994.

The National Portrait Gallery, 2 St Martin's Place, London WC2H OHE.

The National Trust, 36 Queen Anne's Gate, London SW1H 9AS.

Victoria and Albert Museum, South Kensington, London, SW7 2RL. The Indian and South East Asian section (Microfiche number IS 153–1984) is particularly interesting.


The Yorvik Viking Centre, Coppergate, York.

Books, magazines, videos and computer software

*Our Facts*, RM Nimbus version 1988, from NCET, Science Park, Coventry CV4 7EZ.

*Asterix in Britain*, Goscinny (text) and Uderzo (illustrations) (1970) (trans. by Anthea Bell), Hodder Dargaud.


*Bringing History to Life: implementing the national curriculum*, The Historical Association. This series includes the following pamphlets:

2. The Romans in Britain, Alan Farmer and Alison Erwin. Adviser, Professor David Shotter, 1992
3. The Vikings, ed. John Fines and Tony Hopkins, 1992
4. Teaching the Aztecs: a cross-curricular perspective, Angela M. Horton, 1992
5. Teaching the Egyptians at Key Stage 2, Philip Watson, 1993
6. Teaching the Assyrians at Key Stage 2, Lorna Oakes, 1994
7 An Outline History of Benin for Key Stage 2, Andrew Forson, illustrated by Rosemary Forson, 1993
8 Teaching the Victorians at Key Stage 2, Bob Unwin, 1994


The Invasion of Britain (1986), Bristol, Bristol Classical Press.

Living History, English Heritage Events Diary, Keysign House, 429 Oxford Street, London W1R 2HD.

The Anglo-Saxons, a resource pack from West Stow Anglo-Saxon Village, St Edmundsbury Borough Council, West Stow Anglo Saxon Village Trust, Bury St Edmunds, Suffolk.

Place Name Data Base, a key data file, from ITV Schools Software/GSN Educational Software.

Extracts from the Diary of a Twelve-Year-Old Kentish Girl, Kent Archive Office 1986.

References


NATIONAL CURRICULUM COUNCIL (NCC) *National Curriculum Council GUIDANCE 3–8*, York, NCC.


