



Secondary History Newsletter **Spring 2008 Edition**

Dear Head of History

Welcome to the spring edition of the Norfolk History newsletter. There have been some exciting things going on in History in Norfolk in the last term:

Black History Month and Slavery at the Castle Museum

I would like to thank Martin Fitzgibbons at Acle for inviting me to attend events linked with the celebration of Black History month in October. Both students, staff and SMT evaluated this as an extremely successful event. Also, I was very privileged to accompany a group of students from The Hewett to the Castle Museum in November 07. They were taking part in a Theatre in Education (TIE) programme linked to the abolition of slavery. The students interacted with an abolitionist and a plantation owner as they learned more about aspects of the slavery debate and Norfolk's role in the abolition of slavery. The Norfolk Records Office have also produced a very informative pack for teachers and students to use. Please see Alex Atherton's article for more details.

Gressenhall: Was the workhouse really so bad?

Year 9 students from Oriel, Stalham and Downham Market have again taken part in the TIE programme at Gressenhall and to date over 2000 students have now used the 'model' to engage and enthuse students in the issue of the working of the poor law in Norfolk in the 19th century. I have attached a quick overview of the carousel of activities linked with the structure of the day. If any other departments would like to find out more about this then please contact Colly Mudie at colly.mudie@norfolk.gov.uk Tel : 01603 493662.

New Curriculum

Jo Philpott has already started her work as a Regional Subject Adviser for History and I know many of you will be interested in attending the History Regional Conference on the 11th March 08. Her quick update is attached as part of the newsletter.

Visits to Germany

Three History teachers from Norfolk were able to take advantage of the half term visit to Germany, courtesy of the German Embassy. Some extracts from Derek Winterbourn's (Aylsham) account follow below.

History Questionnaire - Special Plea regarding the completion of the 2008 History Questionnaire. Last year several Heads of Departments kindly provided me with relevant information for the Norfolk History Position Paper. This year Terry Haydn and I would like to share information about possible changes /challenges facing History departments in light of key developments. I would be very grateful if everyone could complete this and return to me at the PDC by half term (8th February 08) I do realise that this will take about 15 minutes to complete but both of us would very much value your support with this request .

Anne Roe

Contact details:

Anne Roe

Tel No: 01603 433276

E-mail : anne.roe@norfolk.gov.uk



History Network Meetings in Spring term 2008

Norwich KS3/4 Network meeting on 4th February 2008 2.30 – 5.30. This will be held at the Norwich PDC and will be focused on the new curriculum.

West Norfolk KS3/4 Network meeting on 6th February 2008. This will be held at WNPDC and this too will be focused on the new curriculum

NB IT IS ESSENTIAL TO COMPLETE THE BOOKING FORM FOR THESE FREE MEETINGS AND RETURN TO SARAH BULLOCK AT THE PDC BY 28TH JANUARY LATEST TO SECURE A PLACE.

Summer Term

Essential Norfolk History Subject Leader Conference (and other History colleagues) for 2008

This will be on 27th June 2008 at Norwich Castle with guest national key speaker(s) and a selection of workshops during the afternoon.

Please put this date in your diary – more details to follow next term.

PLEASE SEE BOOKING FORMS ATTACHED FOR YOU TO SEND BACK OR GO ON LINE

<http://advisoryservice.norfolk.gov.uk>

History Questionnaire - information requested

Please return to :

Anne Roe
Norwich Professional Development Centre
Woodside Road
Norwich
NR79QL
Tel: 01603 433276
Fax: 01603 700236

**Return Date – Please could you return this form as soon as possible or
by 8th February 2008 latest**

Name of School :

Head of Department :

Time allocation for History	2007/8	Intended changes?
Time allocation for Key Stage 3 Is this the same for all year groups?	Yes/ No	
Time allocation for Key Stage 4		
Time allocation for Key Stage 5		
Examination Board and syllabus topics	2007/8	Intended changes to option block systems?
GCSE		
AS/ A2		

Numbers of students studying History post 14	2007/8	Comments
<p><u>GCSE YEAR 11</u> Current numbers in year 11 Number of year 11 classes</p> <p><u>GCSE Year 10</u> Current numbers in year 10 Number of year 10 classes</p> <p>Next years option numbers if known</p> <p><u>AS and A2</u> AS- numbers and classes</p> <p>A2 - numbers and classes</p>		
Use of ICT / access to ICT	2007/8	Forthcoming changes/ any comments you would like to add about access issues
<p>Do you have data projectors in any of your history classrooms ?</p> <p>How many interactive whiteboards are there within the dept?</p> <p>Do you (and/or students) have access to the internet during lessons</p> <p>Do you have specific timetabled slots within ICT suites for each year group or is this facility available via a bookable system?</p>	Yes/No Number?	

Professional Learning and Development Booking Form

Return to:

Sarah Bullock
Children's Services
Norfolk Advisory Service
Professional Development Centre
Woodside Road
Norwich, NR7 9QL

Tel: 01603 433276
Fax: 01603 700236

From:

Name

School/Organisation

Address

.....

Date:.....Tel:.....

School DCSF No. (926)

Course Title: History KS3/4 Network Meeting - Secondary

Workshop choice(s):

Venue: Norwich PDC

Date:

Course Code/
Event Ref.

ESTB1 C

Title	Forename	Surname (block capitals please)	£ Cost (ex.VAT)

Please do not send a cheque with this booking form.

TOTAL £0.0

Special Requirements: It is our policy to ensure that we provide access for all people. Meat and vegetarian meals come as standard. If you have any other special requirements, please state here so that we can try to help you.

For your convenience why not book on-line at <http://advisoryservice.norfolk.gov.uk>

Booking(s) authorised by:

..... **Signature**

..... **Title**

Cancellation Policy: For cancellations made by the school/establishment more than 28 working days prior to the course date, a £15 administration fee will be levied per person. The full fee will be charged for cancellations made within 28 working days of the course date. Free courses will incur a £15 administration fee for non-attendance or if cancelled within 5 working days of the course date.

In exceptional circumstances, and at the discretion of Children's Services or should Children's Services cancel the course, either the fee paid will be refunded in total, or the course will be rescheduled for a mutually convenient date.

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Tel: 01603 433276
Fax: 01603 700236

From:

Name

School/Organisation

Address

.....

Date:.....Tel:.....

School DCSF No. (926)

Course Title: History KS3/4 Network Meeting - Secondary

Workshop choice(s):

Venue: West Norfolk PDC

Date:

Course Code/
Event Ref.

ESTB1 D

Title	Forename	Surname (block capitals please)	£ Cost (ex.VAT)

Please do not send a cheque with this booking form.

TOTAL £0.0

Special Requirements: It is our policy to ensure that we provide access for all people. Meat and vegetarian meals come as standard. If you have any other special requirements, please state here so that we can try to help you.

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NEW HISTORY CURRICULUM

The new curriculum for 11-14 year olds has now been launched and many schools are beginning to plan for the new KS3 for September 2008. There are many changes in the new curriculum and the emphasis is on a 'big picture' and links across subjects. This means there are common features to all subjects including history. As history teachers we are used to using concepts and processes in our planning and this good practice has been recognised at QCA in the new history orders. The importance of history statement identifies the values of teaching history and will generate discussion and debate within departments. The six key concepts of chronology, causation, change and continuity, interpretations and significance are completed with the introduction of diversity as a concept. This will challenge the thinking of many history teachers especially in terms of progression. The key processes of enquiry, evidence and communication will encourage children to develop their methods of learning and finally more flexibility in range and content removes the time defined barriers and promotes themes across time.

To support teachers in their understanding and planning of the new curriculum the Historical Association, supported by the CfBT, have appointed Regional Advisors to host a regional conference and further network support in each county. The East of England conference is on March 11th and subject leaders can book their place by following the attached link.

<http://www.cfbt.com/teach/newsecondarycurriculum.aspx>

As Regional Advisor I am looking forward to working with history teachers across Norfolk in order to provide the best possible history provision for our pupils. Together with Anne Roe a series of network meetings have been planned to support and guide departments through planning for the new programme of study. As part of this an additional network meeting will take place on Wednesday, April 9th 2008 at Dereham Neatherd High School from 2.00 pm-5.30 pm in order to expand on issues raised at the Regional Conference.

Further information on the new curriculum can be found on the QCA web site and you can email me at eastanglia@history.org.uk with any queries relating to the new curriculum. Support and guidance materials will also be available in the New Year at the HA and CfBT web sites.

Joanne Philpott
Regional History Advisor (East of England)
Historical Association



The Hewett School Slavery Project by Alex Atherton

It all started with an invitation to the launch of the 200 years on project at the Norfolk Record Office last spring. At last a really tangible, local history element on a national & international topic!

I have always enjoyed teaching about the Slave Trade in the British Empire & have treated the topic as a controversial issue in terms of British history, but now there was the chance to bring the issues right home to the responses of people in Norwich & Norfolk at the time.

Richard Macguire, of the 200 Years On project & Sean Whyte of the Norfolk & Norwich race Equality Council came to The Hewett to trial their schools session during our Yr 9 Citizenship event last June. In the meantime I started working with Anne Roe & Katrina Silliprandi at Norwich Castle, to work out how we could use some of Richard's research on Norfolk connections with the slave trade in our Yr 9 scheme of work & incorporate a visit to NRO & the Castle.

It all coincided with the publication of the draft revised KS3 curriculum, with its new emphasis on significance & independent learning. I decided to continue to teach about the slave trade & then introduce a key enquiry question: *'What was the key turning point in the story of abolition of the slave trade?'* Students then had the opportunity to work in small groups to research the role & impact of different aspects of the abolition campaign:

- ❑ The sugar boycott*
- ❑ Parliament
- ❑ Rebellions on slave plantations*
- ❑ Images & the media*
- ❑ Olaudah Equiano*
- ❑ The case of the slave ship Zong
- ❑ Working class petitions
- ❑ Thomas Fowell Buxton*
- ❑ Norwich women*

The starred topics had strong links with Norfolk, either as archives at NRO or the collection at the castle. We then spent time assembling packs of information & resources for each topic.

Some proved more difficult than others & so had to be modified. For example, the pack on Parliament's contribution to abolition proved too difficult; I didn't have time to edit & transpose the abolition Acts of 1807 & 1833 & Richard's research had not gone as far as assessing the impact of the Acts on the Norfolk plantation owners, so that one was abandoned.



The Hewett school slavery project by Alex Atherton continued:

Having gathered the resources I devised a series of tasks for each pack. Here I was keen to provide a range of tasks that would enable students of all abilities to contribute to the work & the debate, so activities included designing a logo for the sugar boycott, annotating a painting by Briard of slave capture & writing an obituary for Thomas Fowell Buxton. In the meantime there were meetings at the Castle, with Katrina, Anne, Collie Mudie, Victoria Horth & Frank Meers from NRO, to arrange the visits.

We started the slavery project at Hewett with the new Yr 9, early in the Autumn term. It was augmented with a Black History Day for the whole year group, organised by Junior Johnson & Young Urbanites before half term & the visits took place over 3 days in November. The days were split between the Castle & NRO: a logistical feat in itself! Activities at NRO included looking at the 200 Years On exhibition with Richard, a case study of a rebellion & visiting one of the archive strong rooms. At the castle students met two characters: one a strong abolitionist, the other taking a brave pro-slavery stance, who was routinely slated by the students' arguments against slavery. They also took part in some excellent drama workshops depicting possible scenes & freeze-frames about slavery, allowing some valuable & thoughtful empathy.

Each visit culminated with a final debate at the Castle, which, as with all good ideas, we modified each time to improve the learning outcomes, so that by the third day we got it right!

Once back in the classroom we looked at how Norwich's contribution to the abolition campaign might be commemorated. Included in the packs were photographs of road names, blue plaques & gravestones of local campaigners. I asked the students to plot the places mentioned on a map, write an entry for a Norwich guidebook & design a memorial, which included deciding where the memorial should be placed & writing letters to councillors. This provided an active Citizenship element to the project & allowed us to assess the students' understanding of the local contribution to the abolition of slavery.

We also asked the students to evaluate the day & met in December to scrutinise their responses & plan for next year! All in all the project was a huge success & the students gained perceptive insight into this far from glorious episode in British history, with the added benefit of finding out the part played by many local people.



GRESSENHALL: WAS THE WORKHOUSE REALLY SO BAD ?

A brief description of the content of the carousel of interactive sessions following the initial orientation session . Students are in groups of roughly 20. The longest session is approximately 40 minutes.

<p>Orientation session in the chapel for all students</p>	<p>Introduction to the various characters , the key issues, the format of the day and the importance of the plenary session and the final debate. Focus: Mary Simmonds (a widow) and her son seek admittance to the workhouse and discusses her circumstances with the workhouse master -Mr Scraggs.</p>
<p>Students in carousel groups</p> <p>Interview with the workhouse master - Mr Scraggs</p>	<p>Focus: brief meeting of the board of guardians of the workhouse in which Mr Scraggs (workhouse master) exhibits pride in the smooth, efficient and economic running of Gressenhall. Students are invited to vote on an important forthcoming issue - the provision of Christmas dinner for the inmates and discussion about the rise in numbers of 'Jacket women' (unmarried women set apart from other inmates by virtue of their distinguishable clothing) and its implications. Tour accompanying Mr Scraggs to one of the workhouse exercise yards; questioning and debate about issues linked with discipline and routines. The last part of this session is spent investigating the reasons for the allocation of more 'dignified' housing arrangements for some elderly couples at Cherry Tree Cottage attached to the workhouse</p>
<p>Interview with a 'casual' – a tramp called Issac Prendaghast</p>	<p>Meet Issac Prendaghast (tramp) in the workhouse corridor and explore the workhouse from an inmate's perspective and through student questioning. Students find out about the dormitories, the workrooms, the punishment cell and the reusable coffin! Witness and interact with the dialogue between Issac (showing contempt for the workhouse master) and Mr Scraggs.</p>
<p>The school room experience with Mr Bradfield</p>	<p>A taste of teaching nineteenth century style! Exploration of the issues: children within the workhouse receiving a free education, unlike children outside the workhouse; the difference between lessons for the boys (which were good at Gressenhall) and the girls (which were poor); education as an opportunity to escape the workhouse for young people of a similar age to themselves.</p>
<p>Document session in the library</p>	<p>Groups of 4 -5 students each working with source material (diet sheets, plans of Gressenhall, accounts, details of medical provision and photographs of rural life outside the workhouse) supported by museum staff.</p>
<p>Final Plenary session</p>	<p>Debate on Gressenhall – was the workhouse really so bad? The issues? The problems? The criteria? The questions? This acts as a bridging activity leading into further classwork back in school.</p>



**Pictures of Gressenhall Workhouse Visit
- courtesy of Downham Market High School**

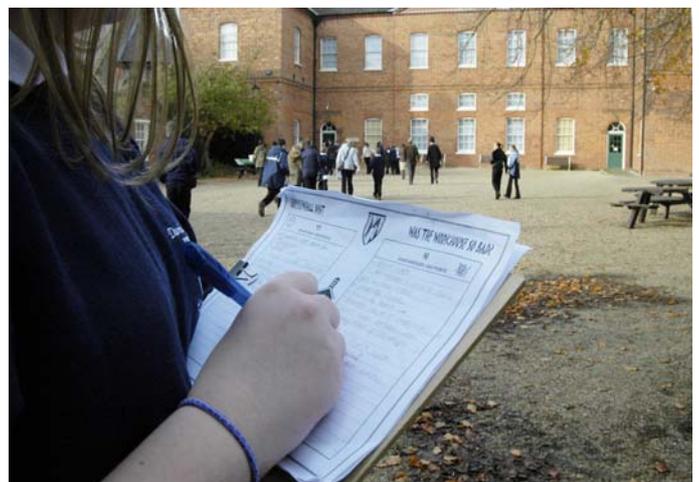
Issac the tramp and Mr Scraggs



The document session



**The graphic organiser used to
support note-taking**





Visit to Germany by Derek Winterbourn at Aylsham High School

I had a fantastic time, flying out from Norwich to Berlin via Amsterdam. Stayed in a nice hotel in the old Eastern quarter and ate at a restaurant frequented by Eric Honnecker - great food! Interesting architecture in the east but all is changing fast. Check Point Charlie is a wooden hut in the middle of what could be Oxford Street!



Visited two schools - but both of these were Gymnasiums with an English stream. Saw a show in Hackeshe Hofe which was a dead ringer of Cabaret. Visited museums on the island in the Spree including the German National History Museum. They have a copy of the death mask of Oliver Cromwell - God knows why! Anyway the walls at the back of the Museum still have the bullet holes from the Russian attack on the city. We visited the new Norman Foster Reichstag which is an amazing piece of architecture.



Visit to Germany by Derek Winterbourn at Aylsham High School continued:

We also visited the Sanssouci Palace at Potsdam which was amazing except that I didn't go a bundle on Frederick the Great's sense of art. In the end I stayed on an extra day to get a cheaper flight and managed a lovely walk through the Teagarten Park, which was amazing. That night I took the S-bahn out to Potsdam where I took in a concert by Kroke a Polish Jewish band from Krakow and returned via the Underground to a Saturday night in Berlin. We visited the Old Synagogue which had been destroyed not by the Nazis on Kristalnacht but by the RAF. Berlin is a city of two halves the affluent West and the still poor East. It is a wonderful city but still doesn't seem to be quite at ease with its past.



If you want to go I can assure you that it is a brilliant experience and the people are very welcoming. Anne Roe will probably have the details for next year. If you don't want to take it up just let me know and I'll put my name down to go again!!

