Teacher’s Guide

About Key Stage 3 History
by Aaron Wilkes

Introduction

The first Folens History series by Aaron Wilkes – published in 2003, and now published by Oxford University Press – has become one of the best-selling Key Stage 3 series in recent years. The series stuck rigidly to the idea that any books used in a History classroom should be as entertaining and as relevant as possible. To put it simply, children learn best when they are interested! And any half-decent teacher knows that if a class of students is hooked early on in a lesson by a disgusting picture, a curious title or a thought-provoking objective, a highly productive learning environment is created. The series successfully revamped traditionally ‘boring’ topics and surrounded the more interesting ones with academic rigour. There was a deliberate attempt to present the work in a way that made students go ‘Ugh!’ when they read the story of Thomas Becket’s murder, or ‘Yuk!’ when they examine medieval living conditions, or count their blessings when they study child labour during the 19th century. The books were dotted with weird facts (‘Fact’ boxes), extension opportunities (‘Hungry for More’), correct historical vocabulary (‘Wise-up Words’) and formal assessments (‘Have you been learning?’).

New opportunities

In 2008, a revised programme of study – and developments in classroom technology that are now becoming the norm – gave us the chance to refresh and renew the series. The second edition of the Folens History series, now published by Oxford University Press as Key Stage 3 History by Aaron Wilkes, attempts to take on board the key themes that underpin the revisions and incorporate them in a series of that will inspire and engage a new generation of learners.

A flexible approach

The 2008 programme is made up of a broad framework of historical periods and strands. Students are still required to study aspects of British, European, and world history from medieval to modern times but the encouragement of an enquiry-based approach means teachers can focus on key aspects of the
past within (and across) periods. Key Stage 3 History by Aaron Wilkes allows teachers to do this by implementing six themed enquiries in each of the four books. These enquiries focus on:

- Tolerance
- Political power
- England’s relationship with Scotland, Wales, and Ireland
- Britain in a worldwide context
- Crime and punishment
- Religion

For example, the development of political power is the focus of a historical enquiry (Who rules?) across all four books. In this enquiry, students will assess the changing relationship between the Crown and the Church and later the Crown and Parliament. This includes examining topics such as Thomas Becket, Magna Carta, the Glorious Revolution, and the nature and motives of protest movements such as the Luddites, Chartists, and suffragettes.

**A diverse approach**

Teachers have been asked to pay particular attention to diversity – highlighted as a key concept of history and as a curriculum dimension. In the series, Black and Asian history and Women’s history are covered in detail. Particular attention is paid to the work of Olaudah Equiano and William Cuffay (Book 3, *Industry, Reform and Empire: 1750–1900*), the contribution of Black and Asian soldiers in the Great War (Book 4, *Technology, War and Identities: A World Study After 1900*), the impact of immigration to Britain in the 20th century (Book 4, *Technology, War and Identities: A World Study After 1900*) and civil rights in the USA (Book 4, *Technology, War and Identities: A World Study After 1900*). Strong female figures studied include Elizabeth I, Joan of Arc, Florence Nightingale, Mary Seacole, the suffragettes, and other important cultural icons of the 20th century.

**A chance to develop students’ chronological understanding**

Greater emphasis has been placed on developing students’ chronological understanding. By the end of Key Stage 3, students are expected to have developed a secure chronological framework of the past, so that they can identify and understand some of the major periods, events and developments in British, European, and world history. Key Stage 3 History by Aaron Wilkes provides an effective chronological base for teachers to do this throughout the
whole of Key Stage 3. The books are written in chronological order – starting in the medieval period and going through to the 21st century. Within each book and CD-ROM students are encouraged to develop their understanding of the relevant historical conventions by using precise dates, correct vocabulary, and chronological terms.

A student’s sense of chronology, sequence, and duration is developed through repeated overviews, summative tasks, Historical Enquiries, and concept-specific work sections. For example, in Book 2, *Renaissance, Revolution and Reformation: Britain 1485–1750*, the development of man’s scientific understanding is presented within a chronological framework as students study the change from the ‘Age of Faith’ to the ‘Scientific Revolution’.

**A way of encouraging the development of skills**

The Second Edition provides a stimulating backdrop for promoting students’ knowledge, encouraging their communication skills and understanding historical evidence. Some topics, such as *The Princes in the Tower* (Book 1, *Invasion, Plague and Murder: Britain 1066–1485*), *Shakespeare or Fakespeare* (Book 2, *Renaissance, Revolution and Reformation: Britain 1485–1750*) or *Emily Davison* (Book 4, *Technology, War and Identities: A World Study After 1900*), encourage students to evaluate a wide variety of historical evidence. They will be required to use a number of strategies and enquiry techniques to arrive at effective and reasoned conclusions. In each book, there are specific spreads which are designed to help students develop insights into values, beliefs and motives and encourage key processes, such as the ability to communicate ideas clearly and persuasively. Other topics, such as *Choose your weapons!* (Book 1, *Invasion, Plague and Murder: Britain 1066–1485*) and *How religious were the Tudor monarchs?* (Book 2, *Renaissance, Revolution and Reformation: Britain 1485–1750*), focus on the ideas of change and continuity. The key concept of cause and consequence forms the central focus of topics such as *Why was there an English Civil War?* (Book 2, *Renaissance, Revolution and Reformation: Britain 1485–1750*) and *Why did the population explode?* (Book 3, *Industry, Reform and Empire: Britain 1750–1900*).

**Key concepts: Significance and interpretation**

The two concepts of significance and interpretation are vital for a student’s understanding of the past. In Book 1, *Invasion, Plague and Murder: Britain 1066–1485*, students are encouraged to identify and assess the significance
of the Norman Invasion of Britain. In Book 2, *Renaissance, Revolution and Reformation: Britain 1485–1750*, they are asked to judge the significance of the Reformation. In Book 3, *Industry, Reform and Empire: Britain 1750–1900*, students get the chance to analyse and explain different types of historical interpretation when they study the success or otherwise of the British Empire. In Book 4, *Technology, War and Identities: A World Study After 1900*, they are asked to interpret the importance of the peace deals at the end of World War One.

**A Citizenship resource**

*Key Stage 3 History by Aaron Wilkes* provides a stimulating history-based approach to teaching Citizenship by addressing many of the issues, knowledge, skills, and understanding required by the Citizenship curriculum. For example, the value of democratic constitutions and the dangers of nationalisation and totalitarianism are covered in Book 4, when students address the rise of fascism and communism and their impact on the 20th century.

- Britain’s long history of cultural diversity is covered in depth throughout the series in the Historical Enquiries.
- The importance of resolving conflict fairly is covered in Book 4, *Technology, War and Identities: A World Study After 1900*, when the Paris Peace Treaties and their impact on Central Europe, the Balkans and Middle East is discussed.
- The impact of world events on British History (and vice versa) is covered throughout the series from the Crusades, to Columbus, to Britain’s Empire and modern terrorism.
1 Teacher’s Guide

Britain before the Industrial Revolution

Rationale

Between 1750 and 1900, Britain experienced change on an unprecedented scale. The social, cultural, technological and industrial revolutions Britain witnessed during these 150 years proved to be the template for the rest of the world to follow and were the primary reasons for Britain’s rise to pre-eminence. In order for the students to comprehend the sheer drama and enormity of these changes, they need to have a firm grasp of what they were a change from. This is what we have attempted to do in What was Britain like in 1750?.

Painting with a very broad brush, we outline Britain’s demographics, system of government, mortality rates, economy and culture in 1750. For obvious reasons, much of this should be familiar to the students from the Year 8 curriculum, but six weeks of summer holiday can have incredible effects on a student’s memory! This section serves as a bridge between Years 8 and 9, ensuring that the continuation and chronology of British history is not lost.

Possible starters

Ask the students to cast their minds back to their Year 8 History lessons. Display a series of questions about the Tudor and Stuart periods on the board, such as: ‘Who ruled Britain?’, ‘What killed people?’, ‘How did people make money?’, ‘What did people do for fun?’. Ask the students to answer just one question (of their choosing) and then ask for volunteers until all questions have been answered, verbally, as a group. This will enable the students to identify areas of continuity and change by the lesson’s end.

Hungry for More?

- Students could prepare a presentation or research project answering one of the above questions for 1750.
- Ask students to do a modern version of the four-page spread based on the world they live in. This is a great homework task or group project and students should enjoy the whole idea of researching and summarising ‘How people make money’, ‘How people get around’, ‘Who rules’ and ‘How people have fun’ in today’s world. Note: This can also be a starter too – a basic question and answer session on today’s world.
2 Teacher’s Guide

From farming to factories

Rationale

This chapter is arguably the most important chapter in the whole book. All of the remarkable social, economic and cultural changes that took place throughout the world during the eighteenth and nineteenth centuries can be traced back to Britain’s agricultural and industrial revolutions. Neither of us has particularly happy memories of studying the Industrial Revolution when we were students but there is absolutely no reason why this should be the case. When the developments and inventions that sprang from Britain during this period are constantly linked to their wide-ranging and dramatic consequences, the students can’t fail to see their importance and relevance to their own lives.

It is a tricky enough business trying to define exactly what the Industrial Revolution was and why it happened to somebody who understands what the terms mechanization, industrialization and urbanization mean. It is impossible to do so to someone who doesn’t understand these terms. For this reason, we save that task for later on and plough straight in with the things that contributed towards the enormous changes of the Industrial Revolution.

One of most important factors in enabling the Industrial Revolution to take place was the growth in population – and this is where we have chosen to begin. In *Why did the population ‘explode’?* the students are required to sift through the reasons for the rise in population and categorize them. In effect, they are planning an essay but will not realise this until they come to the final task. In our experience, Work question 4 (actually writing the essay) makes an ideal homework assignment.

The agricultural revolution enabled the population boom to continue and we decided to completely revise the approach to it for this new edition. Examining the changes that took place in farming may not be the topic that immediately leaps to mind when attempting to engage a challenging group. With that in mind, we chose the title *What a fat pig!* and an image of an unlikely looking animal that would both amuse and intrigue the most challenging of students. The desire to find out why the pig looks the way it does will cause the students to read through changes of enclosure, crop rotation and new equipment before reaching the section on selective breeding.

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The initial objective of *No more homework!* from a teacher’s point of view is to clearly outline what the domestic system was and how it operated. This then allows you to convey the impact of technology and examine the reasons for the shift to factory production. Rather than concentrate literally on the nuts and bolts of the technology involved (which we had to endure while at school), we shift the emphasis to the advantages they brought – namely the economies of scale. This theme is obviously couched in language that the students will readily understand and, by the end of this lesson, they will be able to identify the key features of both the domestic and factory systems of manufacture – and the advantages that the factory system had in terms of making money.

As previously stated, we believe that the Industrial Revolution is at its most accessible when the students are constantly confronted by the impact it had. For this reason, the following lesson is titled *How did factories create towns?*. This lesson not only outlines just how the factories acted like magnets and emptied the countryside and heralded the arrival of some our biggest and most well-known cities, but it also outlines how a steam engine works and the reasons for its wholesale adoption as the source of power of choice. The negative impact of steam power is also touched on here – but addressed in much greater detail later on in the book.

The impact that the factory system had on the lives of ordinary workers is examined through *Peter the pauper*. This is essentially an empathy task that, while being an examination of factory conditions and practices through cartoons and sources, also allows the students to make a direct comparison with their own lives and ‘Peter’s’.

It would be unthinkable to look at the industrialization of Britain without looking at two of the main factors that allowed it to take place – the iron and coal industries. *What was ‘black gold’?* not only looks at why the demand for coal rocketed after 1750, but it also examines the impact this had on the people who had to go deeper and deeper to get it. By reading through the story of a 15-year-old miner, the students gain an understanding of the dangers he faced on a daily basis. The importance of iron, its increasing use and the role played by the Darbys in the developments in its production are all addressed in *A new ‘Age of iron’*.

In our experience, once you have firmly established what life in early industrial Britain was like in the students’ minds, the more astute amongst them may well ask why things are not so draconian and harsh today –
particularly when it comes to the lives of children and teenagers. With that in mind, we decided to end this section of the book with *The end of the ‘cripple factory’*, which charts the legislation that was passed to protect the health and safety of ordinary workers. This might not sound the most intriguing of topics to a 13- or 14-year-old, which is why we chose such an emotive title and introduction; but the role of the government in a free market is something students are eager to pass judgement on.

**Possible starters**

- Ask the class to define what the word ‘population’ means. Once that has been established, pose the question: ‘What could make the population get bigger or smaller?’ They should eventually mention new births, deaths and immigration and are then in a position to examine why Britain’s population experienced such a dramatic increase.

- Source some pictures from the Internet of the typical exaggerated portraits of farmyard animals from the eighteenth and nineteenth centuries – not just pigs as featured in the book. Pose the questions: ‘Why would farmers want bigger and fatter animals?’ and ‘How would farmers get bigger and fatter animals?’.

- Ask the students to list five of their belongings that they know were made in a factory. This presents them with very few difficulties and they will quickly write down their phone, games console, MP3 player and so on. Then ask them to write down five things in their home that they think were handmade. This they will find far more difficult and it helps to prove the point that nearly everything is factory-built today. You can then introduce the concept that this wasn’t always the case and that the change occurred right here in the period you are studying.

- Explain to the students that you have decided to build a factory but that it is in the middle of nowhere and that no one lives there. Ask for three volunteers to come and work in your factory and get them to stand up. Explain that you now have a population of four. Then explain that your workers need houses, shops, transport and so on, and ask for volunteers to fulfil these various roles. Again, ask your volunteers to stand. Using the diagram from page 20 of the Student Book as a guide, keep asking for volunteers until the entire class is standing. Ask what the population was when you built your factory. Ask what the population is now. Ask what created the population growth. The point should be made that it was the factory that both directly and indirectly attracted people to the area.
• Write four titles on the board: Sleep, Leisure/Free time, School and Work. Ask the students to work out how many hours they spend doing each of them in 24 hours. Your plenary can be to compare their day with Peter’s day, featured on pages 24–26.

• A great starter for What was ‘black gold’? is to bring in a lump of coal (or a few). Ask the students to think about what it is, where it comes from, what it is made from, what it is used for and so on. You might want to ask them to prepare five questions they would like the lump of coal to answer if it were able to speak!

• Pose the students the questions: ‘At what age are people allowed to work?’ and ‘At what age can you leave full-time education?’. This will make the point that, today, the priority in a child’s life is education. You can then go on to make the point that for the vast majority of the history of mankind, this was not the case. There was no such thing as childhood and if you were old enough to walk, you were old enough to work. It could be argued that childhood as we know it began in the wake of the Industrial Revolution.

hungry for more?

• The examination of trends in population could be extended through a look at Britain’s censuses. This could include looking at the male population after the Great War and the modern aging population.

• The agricultural revolution opens up all sorts of possibilities for collaboration with the Science department. Nitrogen fixing crops, high-yield varieties and the modern debate over genetically modified foods can all be viewed as a continuation of the agricultural revolution.

• Industrialization may have happened in Britain first, but it has been repeated around the world ever since. The current changes that are affecting China descend directly from Arkwright and this is something that can be explored in collaboration with the Geography department.

• The emptying of the countryside and the expansion of towns is the perfect opportunity for a local history project. The vast majority of schools will be within reach of an area that experienced dramatic changes and expansion during the Industrial Revolution. Ask the students to bring in some photographs of their area, town or village at various points in history.

• The role and importance of fossil fuels in recent and current human development makes an ideal extension task, and it reinforces the point that mankind’s dependence on fossil fuels began during the Industrial Revolution.
3 Teacher’s Guide

How was transport improved?

Rationale

At first glance, the changes to Britain’s transport network in the eighteenth and nineteenth centuries may not sound the most enthralling topic for a teenager. However, first impressions really can be deceptive and, in our experience, this section of the book really captures the students’ imaginations and causes them to re-evaluate the world around them.

The most logical approach to Britain’s transport revolution is a chronological one and we begin the investigation by looking at the state of Britain’s roads in 1750. After establishing that the changes in manufacturing placed new demands on the transport system, Turnpike fever! outlines the problems with the original network. That done, the role and purposes of the turnpike trusts are explained, along with the specific technology used in the construction of the new roads. In our experience, students are often amazed that so much thought and effort goes into ‘simple’ roads but the net benefit of the turnpikes is clear to them when they see they dramatically reduced travel times between London and Edinburgh.

The next development in Britain’s transport system was the construction of the canal network, so that is the topic we decided to tackle next in Canal mania! The reign of the canal was a very short one but, like the turnpike, it grew out of a demand from the industrialists. The lesson begins by establishing why the improved roads were still not good enough and why some industrialists turned to building canals. Once the engineering peculiarities of canals (aqueducts, locks, construction and so on) have been addressed, we move on to their problems – opening the door to the final instalment of Britain’s nineteenth-century transport revolution.

Iron horses deals with exactly what locomotives were, why they were superior to actual horses, and where and when the first locomotive railway was built. It is in Train reaction! where the students learn of the incredible effect this had on life in Britain. By examining the effect that a dramatically quicker transport system had on the lives of people in Britain, students begin to appreciate everyday things, such as football and days at the seaside, in a new way. They can readily appreciate how the railways made travelling for these reasons possible and how the turnpikes and canals were stages in its evolution.
learned in this way, students cannot fail to see the relevance and importance of this area of study.

Possible starters

- Ask the students to list as many different modes of transport as they can. Then ask them to put their list in order of fastest to slowest. Finally, ask the students to tick the modes of transport that they believe were available to people in 1750.
- As you work through the transport revolution, your plenary from one lesson can also serve as your starter for the next lesson. For example, a starter for *Iron horses* may be to list two problems with canals.

Hungry for More?

- It is very probable that there will be considerable changes in transport within the students' lifetimes. A good extension task would be to look at why changes need to take place and what shape the next transport revolution might take. Will things continue to get quicker? For example, it now takes more time to cross the Atlantic Ocean than it did in the 1980s because Concorde is no longer financially viable.
- The students, by the end of this chapter, will know the history and development of a number of different types of transport. As a research project or a group task (that could end with class presentations), ask students to pick another type of transport (car, motorbike, aeroplane, bicycle, skateboard etc.) and charts its history and development.
4 Teacher’s Guide

The age of invention

Rationale

Gadgets, gizmos and the latest devices are always at the forefront of young people’s minds, as each generation re-invents what the generation before produced. The phonograph became the gramophone, then the record player, the CD player and, now, the MP3 or MP4 player – and that’s not to mention tapes and mini-discs! But it all had to start somewhere and what students find fascinating about The rise of the machines, is trying to imagine a world without a myriad of easily accessible labour-saving devices. Being faced with the thought of only ever hearing live music, never seeing a photo of themselves, not riding a bike and never being able to take a cold drink from the fridge will leave many aghast. The vast majority of students will own, or have access to, a telephone that is also a camera and a music player, and it will often come as a genuine shock to some that none of these items even existed independently before the nineteenth century. It is a perfect vehicle for highlighting the importance of this period in young people’s minds and, for this reason, we included this lesson on mass-produced labour-saving devices.

We also felt that this point in the book was perfect for a lesson that ties all the changes that have been studied up to now. So what was the Industrial Revolution and why did it happen? requires the students to take a more strategic view of their Year 9 History studies. With the exception of the role played by the British Empire, all of the factors that contributed to and allowed the Industrial Revolution to happen should already be familiar to the students. It draws on their existing knowledge and requires them to establish links between the factors – illustrating, as is so often the case in history, that these factors are interdependent on each other and that their importance cannot be judged in isolation.

Possible starters

- Pick a labour-saving device such as the telephone. Ask the students what labour the telephone ‘saves’. How would people have to communicate without them? Then ask the students to list as many labour-saving devices in their homes as they can think of.
Hungry for More?

- Ask the students to invent their own labour-saving device of the future. This involves them identifying a problem and then designing a way to overcome it. This would be an ideal collaborative task with the Technology department.
- Set students an interesting challenge based on Morse code:
  - Ask them what part Morse code played in the Titanic story.
  - Challenge them to tell you where they hear Morse code very often. (The answer is on the default text message alert on their mobile phones. ‘SMS’, which in Morse code is ‘. . . – – . . .’ or ‘dot, dot, dot, dash, dash, dot, dot, dot’ is the sound they hear when they have a text message. SMS stands for Satellite Messaging Service!)
5 Teacher’s Guide

Terrible towns

Rationale

One of the most striking and important social effects of the Industrial Revolution was the prevalence of unsanitary living conditions in the new industrial towns. What made Sheffield stink? examines the dramatic expansion in the populations of these towns and the problems this caused for the people who had to live in them. By examining the large cartoon, students can identify the dangers, conventions and typical experiences of people living in nineteenth-century slums. In our experience, students are instantly engaged by tasks like this one, when they are required to scour the detailed cartoon to find the pictures that match the captions.

Once we have established in the students’ minds just how bad the inner cities were, the ‘why, how and who’ of sorting them out is dealt with in How was public health improved?. The belief in miasma always raises a few smiles in the classroom (toilet smells normally do) but students are able to see the logic in the theory, as bad smells invariably accompany bacteria. This lesson also highlights the importance of clean water and sewers – something the vast majority of students will not have considered before (especially sewers).

Although the typical experiences of the working classes will now be familiar to the students, we felt it was important to make them aware of the fact this wasn’t the case for all sections of society. A class act examines the strict class boundaries that existed in eighteenth and nineteenth-century Britain and outlines the opportunities and occupations that were dictated by what class a person belonged to. Education, housing (both quality and location), type of employment and opportunity to travel all depended on the class that a person was born into – and the stark contrast is not lost on the students. This can quickly lead to discussions on class mobility and merit versus birthright, as well as comparisons with the opportunities and injustices in today’s society.

POSSIBLE STARTERS

- Source a photograph of some slum/back-to-back housing from the nineteenth century. The students will be familiar with this type of housing (from Coronation Street if nowhere else) but will not have considered how many of the facilities/amenities arrived. Give out the picture and ask the
students to label what is missing (street lights, road signs, litter bins, drains and so on).

- Explain that the average life expectancy today is 75. In 1900, it was around 50 and in 1800 it was about 40. Ask the students to list as many reasons for this increase as possible. You can then reveal that it is in no small part due to some of the rather mundane and everyday measures taken in public health.

- Give out or display three images on an interactive whiteboard. One image should be of a man in a cloth cap, one a man in a bowler hat and one a man in a top hat. Ask the students to decide who belongs to the working class, middle class and upper class, and explain why they have made the choices they have.

- William Hogarth’s *Gin Lane* is a wonderful resource too. Give students a copy or display it on a whiteboard and get the students to look for the drunk mother dropping her baby, the house falling apart, the gin-drinking baby etc. Task 1 in the Have You Been Learning section on page 118 deals with *Gin Lane* too.

**HUNGRY FOR MORE?**

- There are many books on the market (especially at Christmas) that contain collections of photographs of local areas in days gone by. It should be a fairly straightforward task to identify an area that has undergone considerable changes and could be considered part of the ‘slum-clearing’ measures of post-war Britain. The exact ‘when’, ‘how’ and ‘why’ this happened could form the basis of a local history project.

- Comparisons could be made between nineteenth-century Britain and a less economically developed country today, in terms of their life expectancy. Parallels could be drawn between the reasons for early deaths (unclean water) in order to give the students a new perspective on the importance of public health.
6 Teacher’s Guide

Could you get justice in Victorian Britain?

Historical Enquiry

Rationale

As it says at the beginning of this Historical Enquiry, crime and punishment is big news. It is a rare day that doesn’t have a crime story in the top three news items and it is something that all students are both aware of and have an interest in. Its inclusion in this book is justified further by the fact that the years between 1750 and 1900 were key in the development of today’s criminal justice system.

*Law and disorder* introduces the students to the concept of a Britain without a police force and the blunt instrument of draconian punishment being the only weapon used in the fight against crime. This often results in the students re-evaluating their opinion of the police and the role they play in today’s society. The case studies naturally lead to discussions on capital and corporal punishment, and the reasons why people are punished for committing crimes.

In our experience, the students will rarely have questioned the existence of the police and when confronted with the idea of a world without them they are quick to voice their support for the boys in blue. *Catching the vile Victorian villains* charts the development of the police force, the initial reactions of the public to them, and the reasons for the success of the police.

*Prison life* examines the other side of the justice system. Many students will be familiar with the commonly held belief that today’s prisons are like ‘holiday camps’ and the calls for things to be made less comfortable for those detained inside them. Charles Sheppard’s case allows the students to empathise with a Victorian prisoner and the work of John Howard and Elizabeth Fry leads them to question whether things really should be made ‘worse’ for prisoners today.

If you were to ask somebody to name a Victorian criminal, the vast majority of people would answer Jack the Ripper. The murder of five prostitutes in the area of Whitechapel in 1888 seems to be the source of an endless, international fascination. But not only does this ghoulish case study engage even the most challenging of students, it also explores the limitations of the
embryonic police force, the social conditions of inner-city London and the reasons why the murderer was never caught.

Possible starters

- Pose the question, ‘What is the most common punishment given to criminals today?’ Students will undoubtedly answer ‘prison’ but you can inform them that it is actually the imposing of fines. You can then pose the question, ‘What is the purpose of punishment?’ and, perhaps, display answers as a mind map. This will draw out issues such as retribution, deterrent and the safety of society at large.

- Hogarth’s *Execution at Tyburn* is a great picture to start any lesson on the Bloody Code. Get the students to say or write down what they can see and ask them why they think executions were such popular events… and perhaps their opinion on execution today!

- Ask the students to explain how they would react to a number of scenarios such as: being burgled, witnessing an accident, finding a lost toddler (anything that will cause them to answer ‘Call the police’). You can then explain that the police force is a relatively new development. Students should already be familiar with some of the factors that brought about its arrival.

- Give out or display pictures of the five victims of Jack the Ripper on the board (not photographs of the corpses). You can find pictures of the victims (usually line drawings) online. Briefly explain their life stories, for example, Mary Ann Nichols – known as Polly – was aged 43, had five children and her husband had, apparently, had repeated affairs. Go through each tragic story and explain that they all had three things in common. They all lived in the Whitechapel area of London and they were all working as prostitutes. What is the third? Give them five minutes to formulate their theories and then reveal that they were the five known victims of Jack the Ripper.

Hungry for More?

- An essay on the possible identity of Jack the Ripper is not only an extremely accessible way to introduce or hone essay-writing skills, it can also form an excellent prelude to the increasingly popular GCSE coursework topic that may make up part of your Key Stage 4 scheme.
Rationale

When teaching British history chronologically, the focus in this period is obviously on the hugely significant changes brought about by the Industrial Revolution. But this can give the students the mistaken impression that the eighteenth and nineteenth centuries were times of peace as well as prosperity for Britain. Needless to say, this was far from being the case and the rise and fall of Napoleon provides the perfect opportunity to illustrate this, along with enabling the students to picture Britain’s place in the wider world at this time.

*Napoleon’s wars* explores the reasons for Britain’s conflict with France, outlines the remarkable rise and rise of Napoleon, and examines attitudes towards him in Britain.

We then took the decision to use the rest of the enquiry to look at the two most significant battles (from Britain’s point of view) of the Napoleonic wars in more detail.

*How did Nelson’s touch win the Battle of Trafalgar?* informs the students of the threat that Britain faced at the start of the nineteenth century and the importance of the role played by the Royal Navy. It then goes on to explore the weapons and tactics used at sea and the significance of the decisions taken by Nelson through the series of cartoons and diagrams. Once the outcome and details of Trafalgar have been examined, we look at the significance of the battle itself, in terms of shaping British prosperity in the decades that followed it. Finally, the relevance and legacy of Trafalgar is underlined by filling in the back-story of two of Britain’s most famous landmarks – Trafalgar Square and HMS *Victory*.

Napoleon’s towering influence over European affairs was finally brought to an end in the mud of Waterloo and, as Britain also played a significant part in the battle, it seemed the natural place to end this Historical Enquiry. In *Waterloo – Napoleon was defeated there!*, the students examine and categorize the sources as pieces of evidence, in order to come to a conclusion as to whether the outcome was decided by Wellington’s brilliance or Napoleon’s mistakes. By doing this, the students gain a narrative of the battle, and a picture of the
brutality and nature of the fighting that took place, as well as reaching their own substantiated conclusions.

Possible starters

- Ask the students to write down the name of who they think is the most famous person in the world. This will result in the names of various film or music stars and perhaps the odd statesman. You can then announce that the most famous person in the world at the end of the eighteenth and beginning of the nineteenth century was Napoleon Bonaparte and that they are going to spend the lesson looking at the reasons why.

- Source a picture or some footage of Trafalgar Square, maybe on New Year’s Eve. Pose the questions, ‘Where is this?’, ‘Why is it called Trafalgar Square?’ ‘Who is that on the column?’ and so on. Explain that the square is officially the centre point of London and was built to commemorate one of the most famous and important battles in Britain’s history. This is the battle that they will be studying today.

- Tell the students that they are about to hear a song and that they must attempt to guess its title and write a couple of sentences explaining what they think it is about. Then play ‘Waterloo’ by Abba.

Hungry for More?

- Napoleon, Nelson and Wellington are all prime candidates for an extended research project. Nelson’s love life, Wellington’s political career and Napoleon’s final years, with accompanying conspiracy theories, all enable the students to gain an insight into the men behind the myths.
8 Teacher’s Guide

A changing nation

Rationale

Today’s students are among the fourth or fifth generation to have lived in Britain’s post-war welfare state. A society without a ‘safety net’ is beyond living memory and we now take for granted that we live under a government that is held accountable for looking after our health and general well-being. This chapter illustrates to the students that this was not always the case and gives them a new appreciation of the society in which they live.

Year 9 students today are aware that their families do not face starvation if they are unable to find work – even if they are not aware of the finer details of the benefit system. Who cares? confronts them with the idea of a Britain where unemployment was effectively ‘punished’ with the workhouse. Students are often shocked to learn of the laissez-faire attitude of the British government towards its own people at this time and appreciate today’s ‘nanny state’ in a whole new light. The responsibility of the state to look after its citizens and the role of philanthropic individuals are also explored before moving on to look at the education of children around this time in What were Victorian schools like?.

A healthier nation charts the remarkable advances made in medicine during the eighteenth and nineteenth centuries. The three ‘A’s, anaesthetics, antiseptics and antibiotics, have dramatically increased our life expectancy and quality of life. The development and significance of the first two ‘A’s forms the basis of this lesson.

The influence of altruism is examined through George and the chocolate factory. We chose Cadbury as this provides a focus on something that is both universally appealing to students and an excellent example of an employer acting as a benevolent benefactor.

Possible starters

- Ask the students to sum up their school in no more than 50 words. You may want to provide a list of what to include, such as: number of students, teachers, subjects studied, rules and sanctions, and so on.
• Set the students the task of naming a charity and explaining what they do. This leads nicely to a discussion on why charities exist and ‘Who protected Britain’s citizens?’.

• Ask for a show of hands from any students who have undergone an operation or who have a family member who has. This will nicely make the point that healthcare is a matter that affects everyone. Follow this up by asking, ‘What prevents people who are having operations from feeling pain?’ and ‘What stops the wounds from becoming infected?’.

• If you are feeling particularly flush, you can bring in a selection of Cadbury’s chocolate – this is guaranteed to get the students’ attention! Then pose questions such as: ‘Where does chocolate come from?’ and ‘What are the raw ingredients?’

Hungry for More?

• Set the children the homework task of interviewing their parents or grandparents about their school experiences. They must identify five major changes between their education and that of their parents or grandparents.

• Research the history and achievements of a major or topical charity such as Children in Need or Comic Relief. Alternatively, examine the work of modern philanthropy such as the Bill and Melinda Gates Foundation.

• The third ‘A’ mentioned above – antibiotics – and its development is an excellent extension research opportunity. This could go on to include the new threat of ‘superbugs’ and the response they have brought from the medical industry.

• Bournville is not the only example of altruistic town planning in Britain. Port Sunlight and Saltaire are also products of the industrial age that are ripe for researching. Alternatively, students could pick a Cadbury’s chocolate bar of their choice and research its history and development – www.cadbury.co.uk is a great place to start.
9 Teacher’s Guide

How religious was Victorian Britain?
Historical Enquiry

Rationale
Throughout the History lessons of Year 7 and Year 8, religion is one of the dominant features. It influenced every area of medieval life, defined the reigns of the Tudor monarchs and was a major motivation in the Gunpowder Plot, the Civil War and the British colonization of North America. Year 9 students who have been busy studying the Industrial Revolution and the secular Napoleonic wars could be forgiven for wondering where religion had gone. Although religion clearly didn’t disappear and continued to feature in many people’s lives, it would be fair to say that during this period its influence came under attack from the double threat of the Industrial Revolution and advances in scientific thinking.

The changing face of religion not only charts how the Industrial Revolution destroyed the Church of England’s near monopoly of faith, it also provides further evidence of the all-encompassing changes that the improvements in manufacturing methods brought about. The fact that new forms of worship emerged to cater for different social classes, provides yet another example of the rigid class boundaries that existed in Britain at this time.

This period also witnessed the development of the first scientific explanation of man’s origins in the form of Darwin’s theory of evolution. *Are we really just naked apes?* investigates how and why Darwin came to the conclusions he did and outlines his theory in an accessible – but not an over-simplified – way. All these years after Darwin’s death, his works and ideas are still shrouded in controversy. The creationism debate still rages on both sides of the Atlantic, so we are at pains to ensure that the students are aware that Darwin’s theory is just that – and it is not a universally accepted version of events. However, we try to balance that with details of how Darwin has been viewed since his death and the significance people have attached to his ideas through his place of burial and appearance on the £10 note.

Possible starters
- Ask the students to list as many religions as they can think of that are practiced in Britain. Then ask them to list the number of religions that were
present in Tudor or Stuart Britain. This makes the point that the number of religions present in Britain has ‘exploded’ and that it all began in the period they are currently studying.

- An excellent starter for studying Darwin is to give the students an enlarged photocopy of a £10 note for them to annotate. Ask them to comment on who the bearded man might be, and what the significance of the bird, boat, magnifying glass and so on, are.

**Hungry for More?**

- The Galapagos Islands make a wonderful topic for an extension or research project – potentially in collaboration with the Science department. Their importance, the threats they face from modern tourism and the story of Lonesome George are all areas that fascinate students and also carry important messages.

- The 2001 census is a rich source of information with regard to the religious beliefs of modern Britain. The students will identify that the number of religions has continued to increase and you could set them the task of identifying what factors caused each religion/faith to gain a foothold in Britain. These factors could be: international travel, immigration, popular culture, tolerance and so on.

- Asks students to identify the other people on British banknotes. They change surprisingly often, but each person is always significant in Britain’s history – and researching them is an ideal topic.
10 Teacher’s Guide

British culture

Rationale

The idea that spare or leisure time is a relatively recent development is something that most young people today find both appalling and difficult to comprehend. But it is a perfect opportunity to illustrate how the Industrial Revolution altered and shaped all areas of life in this country – and reinforces the relevance of the period to them.

*The birth of leisure time* explains how and why the workforce became wealthier in terms of both money and, more importantly, time. This lesson outlines the things people did before television, cinemas and computers.

This area is rich ground for finding parallels with the students’ own lives and we explore the origins of Britain’s preoccupation with sport in *A sporting nation*. The majority of students will have at least a passing interest in one of the sports that were made possible by the Industrial Revolution and this lesson is perfect for illustrating just how important the Industrial Revolution was in shaping what we call modern British culture.

Many students will also have an interest in shopping and, therefore, *The High Street*. The number of recognisable features on the Victorian high street quickly grabs the imagination of the students and they are fascinated to learn the origins of shops, such as Boots and WHSmith – something they had previously given little or no thought to.

Possible starters

- Ask the students to write down what they like to do in their spare time. Go through the whole class asking them to read out what they have written and keep count of those activities (if any) that would have been an option for somebody living in 1750. Explain that leisure time is a relatively new development and that they will be looking at the origins of what they do themselves.
- The photograph of Ramsgate Beach in July 1887 is a great way to open a lesson on leisure time. Simply give the students a copy to annotate or put it up on a whiteboard and ask them to identify various parts of the photo (eg. the changing cabins, Punch and Judy show etc.)
Hungry for More?

- This topic could easily be extended with a local research project. This may take the form of researching how a local or well-known sports club/establishment was founded, or examining the history and architecture of the local town centre or high street. A more general group research project could be on one of a series of well-known high street stores – Co-operative, Sainsbury’s, Tesco, Marks and Spencer, WHSmith, Boots etc. Ask a group to choose a store and prepare a class presentation as a homework task.
11 Teacher’s Guide
Britain abroad Historical Enquiry

Rationale
The new program of study calls for greater emphasis to be placed on Britain’s imperial past. The years between 1750 and 1900 were obviously key in the development and expansion of the British Empire, which is why we devote this Historical Enquiry to it. *The Empire on which the sun never sets* leaves the students in no uncertain terms about both the size and rate of expansion of the Empire through the use of two maps. It also explores the various motives Britain had for empire building and its importance to the continuation of the Industrial Revolution.

We included *Wars of the Empire* in order to inform the students just how Britain managed to take control of such large tracts of land around the world. The fact that it had to be done at bayonet-point illustrates nicely that many of the people who became subjects of Her ‘imperial’ Majesty were far from happy about it. It also goes some way to explaining much of the residual ill feeling in the world towards the British Empire.

This ill feeling is explored in greater depth in *An Empire to be proud of?*. Through the examination of sources, students gain an insight into the ‘racist exploitation’ versus ‘benign civilizing’ debate that has raged since the end of the Second World War.

Possible starters
- Define what the words ‘empire’ and colony’ mean, then set the question: ‘How would Britain benefit from an empire?’.
- Displaying a map of the British Empire at its height is always a good starter. Display it on a whiteboard, without a label, and point out the extent of the red bits (Britain's empire is usually red or pink). Ask what they think the red bits have in common. Brighter sparks in the class might say that these are countries that ‘speak mainly English’ or ‘play a lot of cricket’… so ask them why!

Hungry for More?
- This Historical Enquiry charts the growth of the British Empire from its humble beginnings to its zenith. The students will be aware that Britain no longer has an empire and investigating how and why this is the case is an
excellent research project. You could designate various countries to
groups and set students the task of researching the story of their
independence.
12 Teacher’s Guide

How tolerant was Victorian Britain?
Historical Enquiry

Rationale

The new program of study also explicitly states that there is to be a greater emphasis on the horrific trade in human beings that underpinned the slave triangle. Although this topic was covered extensively in the first edition, we have revisited it and set the students the task of assessing the tolerance of Victorian society through the framework of its attitude towards slavery.

In order to make an informed judgement on this, the students need to have a sound knowledge of the motivations for, and macabre details of, the slave trade. The most logical way to do this seemed to be to explain things in the order that the slaves would have experienced them. What was the slave trade? establishes in the students’ minds exactly what the word ‘slave’ means and the economic rationale behind the slave triangle. Exactly how, where and why people were sold into slavery is addressed in On board the Brookes and the students explore the full horror of the Middle Passage through source analysis.

The heartless and arbitrary fate that awaited slaves upon their arrival in the ‘New World’ is examined through A slave sale, and the occupations, daily grind and barbaric punishments they faced are looked at throughout A life of slavery.

The final lesson in the enquiry, Why was slavery abolished?, examines the possible reasons for the abolition of slavery within the British Empire. Not only does this introduce the students to the very real and relevant debate over slavery’s abolition at a very pertinent time, but it also challenges any preconceptions they may have regarding European attitudes to slavery, and the African attitudes towards their indenture and ability to change things.

Possible starters

- Today, the word ‘slave’ is used in a casual and flippant way. For this reason, we feel it is essential that this enquiry is started by clearly defining exactly what the word slave means.
- In our experience, the feature film Roots is a fantastic resource when studying this topic. By showing the beginning of the film, the students get
a good idea of the civilisation that the slaves were torn from. This quickly contradicts any notions the students may have of savage cannibals living ‘Stone-Age’ lives.

**Hungry for More?**

- The abolition of slavery may have put an end to the trans-Atlantic slave triangle but it has not stopped the international trade in human beings or the exploitation of people from less economically developed countries. A good extension/collaboration task with the Geography or Citizenship departments would be to examine modern slavery, sweatshops and people trafficking.
Rationale

Karl Marx and Friedrich Engels predicted that industrialization would lead to the disenfranchised working classes rising up and seizing power. How close was a British revolution? outlines both the reasons for the political unrest of the nineteenth century and the reasons why this didn’t spill over into full-scale revolution.

The Luddites and the Swingers serve to prove the point that there were real economic losers during the Industrial Revolution, when machines replaced manual labour. The reasons for the political unrest in the 1800s are less clear cut and require the students to have a distinct understanding of what the word ‘democracy’ means. Once that has been achieved, the students are in a position to make a considered judgement as to whether Britain was a democracy in 1830, by examining the election rules.

Unlike revolutionary France and Russia, the method of government in Britain was not changed by a violent spasm from below – it was more a gradual evolution that came from above, albeit in an attempt to prevent a more dramatic change. But it was the pressure from below, in the shape of the Chartists, that set the agenda for change and the point is made that, when organised and united, even those without a voice can make themselves heard.

Possible starters

- Ask the students to define the word ‘democracy’. You can then inform them that it is made up from two Greek words: ‘demos’ and ‘kratos’ that mean ‘people’ and ‘power’. With them bearing that in mind, ask the students to define it again.
- Bring up a picture of Henry Ford’s production line that has many men crowded around the ‘track’, attaching their component parts. Then, contrast this with an image of an automated, modern, robotic factory. Ask the students where the workers are in the second image: ‘What has happened to them?’, ‘What has replaced them?’. This illustrates what had happened to the Luddites and followers of Captain Swing and – in the absence of any kind of social security – explains their actions.
Hungry for More?

- The formation and growth of the Labour Party is an ideal way to extend this topic. Many students will not have made the link between the words ‘labour’ and ‘work’, and this often gives them an insight into the traditional areas of support for today’s political parties.
- The history of the protest song is something that can be explored through the framework of the Luddites and Swingers. Play the students some popular protest songs such as ‘Give Peace a Chance’ by John Lennon, ‘Get up, Stand Up’ by Bob Marley, ‘Big Yellow Taxi’ by Joni Mitchell and ‘War’ by Edwin Starr. Then, get the students to write their own protest song, setting them the challenge that the words must identify it as either a Luddite or a Swing rioters’ anthem.
14 Teacher’s Guide

What was Britain like by 1900?

Rationale

This brief and final section of the book gets the students to look back and take stock of what they have learned in Year 9 up to this point. The students could be forgiven for feeling like they had been bashed over the head with change after change and they can lose sight of the cumulative effect that these changes had. The intention of How did Britain change between 1750 and 1900? is to reinforce the chronological framework of the book, enable the students to revisit previous learning and to provide them with an overview of the extent and speed of the changes that took place between these years.

Possible starters

• Ask the students to think of a change that has occurred in their – or their parents’ – lifetime. You might want to give them some pointers by mentioning how they listen to music, travel, use telephones and so on.

Hungry for More?

• The information in this section provides excellent ‘raw materials’ for answering the essay question: ‘Which was the most important change that took place in Britain between 1750 and 1900?’. Ask the students to be sure to mention a range of the changes and to explain their answer fully.