



THIS IS HISTORY!

Lost in Time

TEACHERS' RESOURCE BOOK

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Acknowledgements

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◆ Why use *Lost in Time* in the classroom?

If you've ordered this book you must be a little interested in this new approach to teaching history at Key Stage 3. But, just in case you're still wavering, here are ten reasons why we devised *Lost in Time* and ten reasons for using it in the classroom.

1 'Parachuting' through time is an exciting AND important way of learning about the past

The National Curriculum has led to history being studied in isolated 'units' but this makes it difficult to see patterns of change and continuity over time. *Lost in Time*, by surveying 1000 years of social history and all the aspects of social and economic history required by the National Curriculum at Key Stage 3 in one book, which could take less than a term to complete, gives pupils the chance to investigate these patterns and create a valid overview of British history.

2 History needs to focus on real people!

Social history is supposed to be about people but too often it is about groups of faceless people, not about real individuals. *Lost in Time* avoids this problem by focusing on real people, Sir Geoffrey Luttrell, Samuel Pepys and Flora Thompson, and on the evidence they left us. However, Sir Geoffrey, Sam and Flora are more than just the subjects of investigation. They are pupils' guides through time, asking and answering questions as they join in the time-travelling adventure. That adventure is not only rigorous and relevant but also enjoyable! As I wrote this book it became fun to work with Sir Geoffrey, Sam and Flora (you can tell from the first-name terms!) and – however unhistorical this may seem to severely academic minds – enjoyment is what Year 7 need and deserve as they make the difficult transition to secondary schooling.

3 Pupils need help in building their chronological understanding

Lost in Time provides an effective chronological base for the whole of Key Stage 3. Pupils best develop their sense of chronology, sequence and duration through a) repeated overviews and b) relating depth studies to those overviews. As pupils work through Key Stage 3 history, they will consolidate the chronological understanding begun in *Lost in Time* by revisiting key periods in other books.

4 SHP's Studies in Development (Medicine through Time, Crime and Punishment through Time) have been very successful at GCSE: why not try creating a comparable approach for Key Stage 3?

Lost in Time introduces pupils to Studies in Development during Key Stage 3 so that pupils will adapt more quickly to the approach at GCSE.

5 Pupils are motivated by significant historical outcomes

The book helps pupils to produce big end-products that they can be proud of. The first section of the book culminates in a piece of extended analytical writing.

Pupils have to draw their findings together to produce a substantiated argument, using the analogy of the History Trek to structure their writing.

6 Pupils need help when they attempt to organise and communicate their ideas

Pupils who understand many of the key historical issues can be held back because of a lack of systematic guidance when it comes to organising their ideas and then expressing themselves in written form. *Lost in Time* presents clear and effective strategies which enable pupils of all abilities to achieve success. Pupils work extensively with sorting frames to organise their ideas before they start to write. They are then provided with clearly structured tasks to help them get their ideas down on paper.

In the long term pupils need to be able to organise and express their ideas independently, but they first need to be taught how. If we do not address the problems they face we are inviting a large percentage to fail. We also run the risk of turning pupils away from history at GCSE because their experiences have taught them that the subject is too difficult.

7 Pupils can develop key historical skills and concepts

Lost in Time provides a stimulating backdrop for promoting pupils' knowledge and understanding of historical evidence. Pupils encounter a wide variety of historical evidence, from the Luttrell Psalter of the 1300s to oral history for the twentieth-century context; useful skills for evidence work in other Key Stage 3 units. There is also a central focus on ideas of change and continuity, cause and consequence.

8 Pupils are presented with stimulating strategies for developing literacy

Lost in Time offers varied, relevant and challenging activities, which include practical techniques and strategies for developing pupils' literacy. It urges pupils of all abilities to write descriptively, analytically and at length. In doing so, it also empowers them to write more effectively in other areas of the curriculum. *Lost in Time* demonstrates the inherent worth of history as a literacy-enhancing discipline. And **This is History!** as a series gives you a significant range of opportunities to build on the foundations of Year 7 books with increasingly diverse and challenging literacy skills.

9 It delivers citizenship in context

Lost in Time provides a stimulating history-based approach to teaching citizenship. It develops pupils' enquiry and communication skills and extends their knowledge and understanding of the development of personal freedom, social tolerance and political equality through comparisons between past and present.

10 It is part of a coherent course

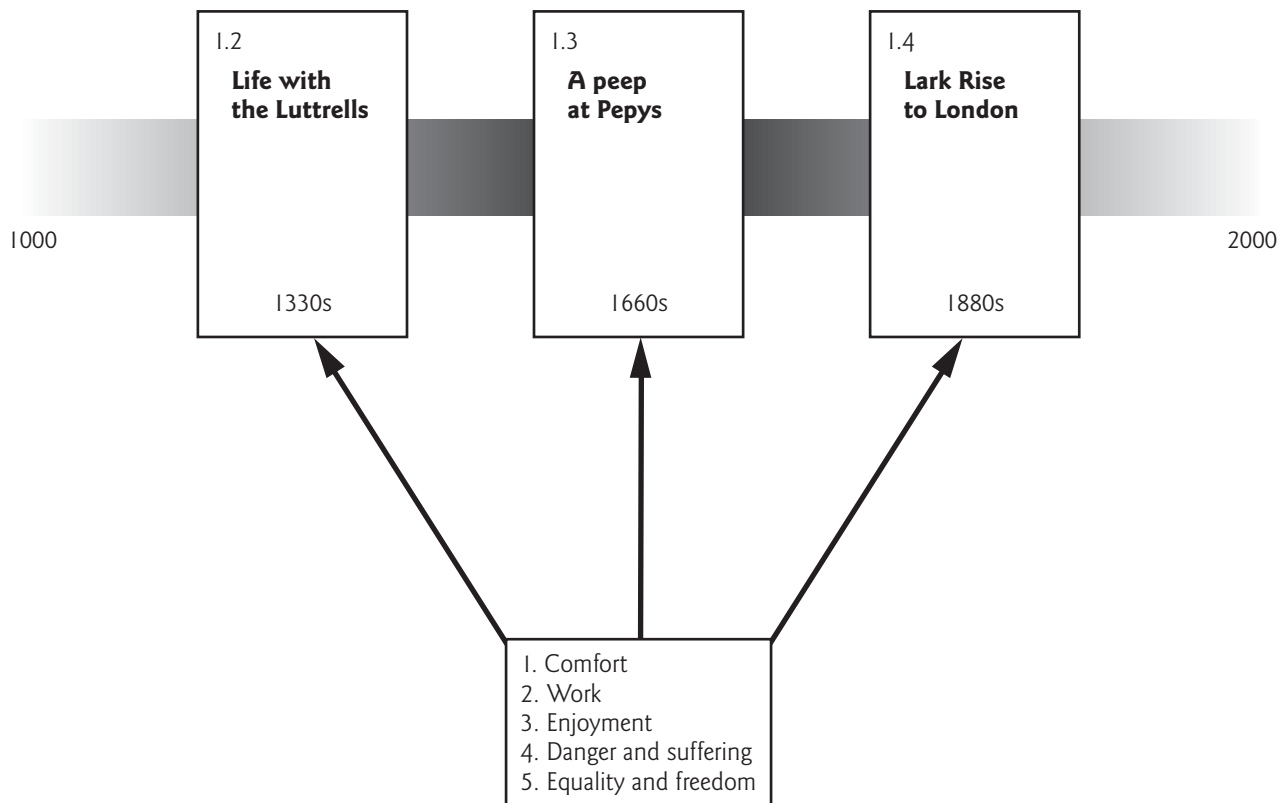
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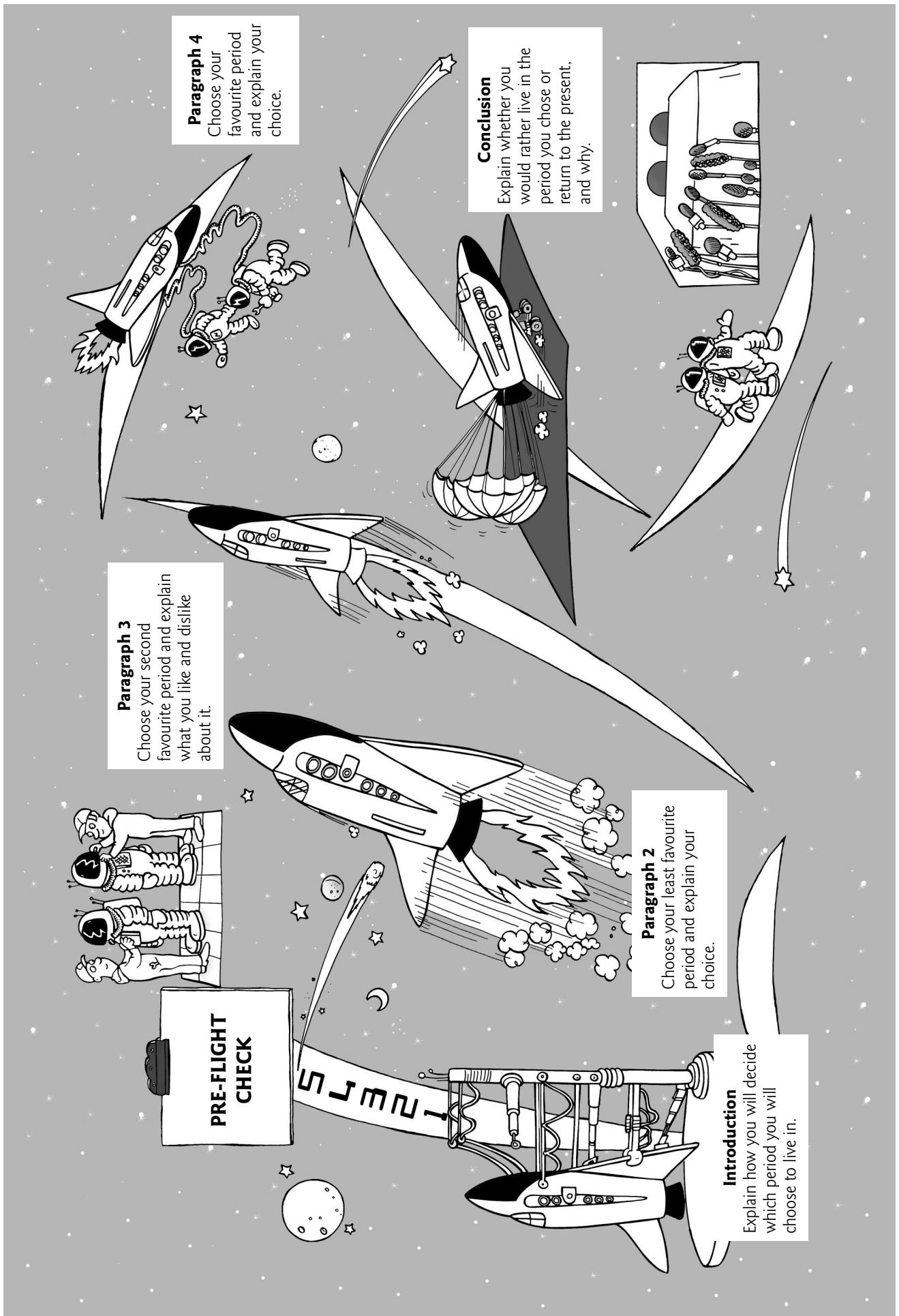
◆ *An overview of the structure*

Section 1

Section 1 explores changes and continuities in everyday life by focusing on three periods – the 1330s, 1660s and 1880s. Five themes are investigated in each period – comfort, work, enjoyment, danger and suffering, and freedom and equality.

The main goal is for pupils to write a structured essay, explaining which of the three periods they would most like to live in. The image of the History Trek is used to structure the essay (see opposite and pages 76–79 of the Pupils' Book).





Paragraph 4
Choose your favourite period and explain your choice.

Conclusion
Explain whether you would rather live in the period you chose or return to the present, and why.

Paragraph 3
Choose your second favourite period and explain what you like and dislike about it.

Paragraph 2
Choose your least favourite period and explain your choice.

PRE-FLIGHT CHECK

Introduction
Explain how you will decide which period you will choose to live in.

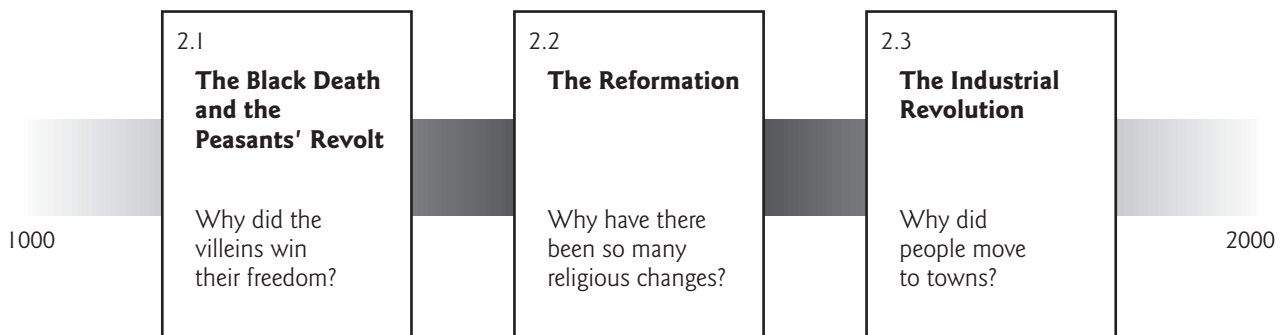
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Section 2

Section 2 explores three key turning-points in British history, focusing on causes and consequences so that pupils understand why everyday life has changed over the periods investigated in Section 1. These turning-points are

- ◆ the Black Death and Peasants' Revolt
- ◆ the Reformation and
- ◆ the Industrial Revolution.

After these three investigations pupils have the chance in Unit 2.4 to review what they have learned in *Lost in Time* as a whole by tackling the Knowledge Files, an evidence game, and the History Skills Wall.



◆ Developing knowledge, skills and understanding

The 'Knowledge, skills and understanding' in the Key Stage 3 programmes of study identify the aspects of history in which pupils are expected to make progress. All of these are developed through the activities in the Pupils' Book. Each unit focuses on at least one aspect.

Aspect identified in the National Curriculum	How <i>Lost in Time</i> delivers
Chronological understanding	This is one of the main aims throughout the book. More specifically: <ul style="list-style-type: none"> • Unit 1.6 provides timeline-based enquiries covering five main aspects of daily life. • Unit 1.7 asks pupils to compare different periods as part of the History Trek essay. • Unit 2.4 examines and compares sources of evidence across the period 1000–2000.
Knowledge and understanding of events, people and changes in the past	<ul style="list-style-type: none"> • Units 1.2–1.4 explore the characteristic features of three key periods and the diversities of those periods (2a and 2b). • Units 2.1–2.3 explore the causes, consequences and significance of key events – the Black Death and Peasants' Revolt, the Reformation and the Industrial Revolution (2c and 2e). • Units 1.6 and 1.7 require pupils to investigate trends and patterns across time. The whole book has been designed to link into other topics in the series/NC (2d).
Historical interpretation	<ul style="list-style-type: none"> • In Units 1.2–1.4 and 1.7 pupils should compare each other's reactions to different periods. • In Unit 2.1 pupils can explore different ideas about those involved in the Peasants' Revolt. • Unit 2.2 asks pupils to decide between different explanations for the setting up of the Church of England.
Historical enquiry	Historical enquiry forms the basis of all units. In particular: <ul style="list-style-type: none"> • Units 1.2–1.4 ask pupils to investigate three periods using a range of sources. • Units 2.1–2.3 ask pupils to investigate and decide on the significance of three key turning-points. • Unit 2.4 explores how the sources available to historians change across time.
Organisation and communication	<p>Pupils are provided with frequent opportunities to communicate their knowledge and understanding of history using a range of techniques, including spoken language and substantiated explanations. The extent to which pupils can demonstrate their understanding of each period and then compare the periods is dependent on their ability to organise and communicate their ideas. The key issue of how to help pupils to organise and communicate their ideas is addressed rigorously throughout Section 1. Pupils are taught how to write effective paragraphs (Units 1.2–1.4) to produce coherent analytical essays written in an appropriate style (Unit 1.7).</p> <p>If the teaching of thinking and communication skills is not incorporated into curriculum planning, pupils will not be able to develop or demonstrate their knowledge and understanding effectively. This book recognises that to achieve success in history pupils must constantly organise and communicate their ideas, whether they are doing a piece of 'extended writing' or not.</p>

A long-term investment in transferable skills

History is more than just knowledge. *Lost in Time* helps pupils to develop some key historical skills in a stimulating context. Many of these skills are also crucial at GCSE. However, when trying to raise standards, there is no point in leaving such teaching to Key Stage 4. Tackling them at Key Stage 3 is a long-term investment which will save time in the future.

Core techniques will need to be reinforced regularly but if pupils are taught key thinking and writing skills in a memorable and stimulating way, they can transfer these skills to new learning situations. This raises pupil confidence and accelerates the pace at which future units can be taught. The strategies put forward in this book for teaching pupils how to gather, sort, weigh, criticise and summarise information are all transferable, and are designed to teach pupils to follow independent enquiries in the long term.

◆ *Teaching and learning: using Lost in Time in the classroom*

Main features

Preparation

Each unit is structured around a historical enquiry and it is very important that pupils know the aims of the enquiry or piece of work they are undertaking.

Before beginning an enquiry, always read the questions and activities in the Pupils' Book and the descriptions and suggestions in this Teachers' Resource Book.

In the Detailed Notes on pages 22–32 of this book, information is given on:

- ◆ the purpose of each enquiry
- ◆ alternative approaches to each enquiry
- ◆ ideas for support or extension work.

Photocopiable worksheets provide support and extension material. Some of them are designed to be suitable for homework where it may be impossible for pupils to use the Pupils' Book.

Using the questions

Not all the questions in the Pupils' Book are intended for written work, and the Detailed Notes provide guidance on which questions are best used for class discussion. These questions are there to act as stepping stones towards the big question that dominates the enquiry.

All questions, however, should be addressed in class or group discussion in some way, because they are designed either to introduce or to reinforce new ideas, skills and concepts.

Source material

In the Detailed Notes (see pages 23–27 of this book) you can find 'evidence warnings' for units 1.2–1.4, explaining how these time-travel units are based on source material. Pupils will need to understand the key points in the evidence warnings. They will have a further chance to think about evidence on pages 110–111, which review sources and their problems.

Consistent with our aim of providing useful learning experiences we have translated, simplified and edited written source material to make it more accessible. Make it clear to pupils that spelling and punctuation have been modernised, and that modern equivalent words have been substituted where necessary. However, the sense and meaning of all sources have been preserved.

In Section 2, the source line, which introduces and describes the source being studied, is an important tool. It contains the details pupils will need to know to answer the questions, such as who wrote or painted the source and when. Encourage pupils to use these source lines as an important part of the evidence.

Supporting pupils

It is important that pupils are not left to tackle each enquiry alone. The book has been written with the expectation that much of the material in the Pupils' Book will be introduced by the teacher (see pages 22–32 of this Teachers' Resource Book for advice on how). It is also good practice to read and discuss all the material with pupils. We are attempting to develop skills and

understanding, which will not be achieved simply by leaving pupils to work through the questions by themselves all the time.

Group work can also help. Some pupils will contribute to small group discussion, and risk putting forward ideas and answers, in a way that they would not do in front of the whole class. Pupils tend to experiment more in small groups, partly because they are not so worried about getting things wrong.

Differentiation

Making history accessible to all

The questions and activities in the Pupils' Book are designed to be genuinely accessible to all abilities. We have allowed for differentiation by outcome. The principle is that the overall historical question remains the same for all abilities. What varies, and what determines the question's accessibility, is the amount of support given in terms of frameworks for research and communication of ideas.

Providing a structure

Pupils need help with how to structure their research and writing. The worksheets in this book provide a range of evidence-collection tables, sorting grids and writing frames.

Helping pupils to find the right language

Most pupils need help to write in an appropriate style, especially when formal essay writing is required. The Pupils' Book and this Teachers' Resource Book aim to provide this help in a stimulating and memorable way, thereby making history accessible to **all** abilities. Sentence starters are offered for most of the main activities and these have been designed to help pupils to find the right language and link their ideas together.

Writing frames as flexible friends

This Teachers' Resource Book provides differentiated support materials. These have been carefully designed so that teachers can offer appropriate levels of support. A range of different writing frames is provided here and within the Pupils' Book. Some provide basic outline structures while others provide more detailed help.

As an experiment in differentiation, teachers may wish to allow their pupils to decide for themselves the level of support that they think they need: in Units 1.2–1.4 pupils can choose between using single or double hamburger frames. Classroom trials have shown that this approach can have a number of positive learning outcomes. In terms of motivation, pupils enjoy the flexibility and freedom of being able to choose their own structures. It gives them a greater sense of being in control of their own learning. This approach also overcomes the difficulty of determining how much guidance each pupil should receive. During the writing process pupils should be encouraged to swap frames if they find that the one they are using offers too much or too little help. This has the added benefit of

encouraging pupils to view writing frames as flexible structures that can be adapted to suit their individual needs, as opposed to rigid structures that cannot be individualised.

Extension activities

The worksheets provide a series of extension activities which can be used to provide higher attainers with extra challenges. The Detailed Notes provide specific information on when these extension activities could be introduced.

Building in progression

Moving pupils forward

It is a central concern of this book that pupils move forward in their acquisition of historical skills. Clear progression can be built into the activities in the Pupils' Book. For example, Units 1.2–1.4 introduce pupils to the concept of a sorting frame. In Unit 1.2 pupils can be given a great deal of guidance and support as they learn how to use the frame effectively. As they move through Units 1.3–1.4 the sorting process can be gradually made more difficult by the teacher providing less central guidance.

Developing independence

Teachers can gradually encourage pupils to move away from a writing frame that offers a great deal of support to one that offers far less assistance. And, as they progress through Section 1 and their confidence grows, it is also hoped that pupils will come to use the various structures as models which they can adapt. For example, they should develop the confidence to invent their own sentence starters and connectives.

Building in more complex concepts

It is not always the case that progression is achieved by removing structures. It can also be achieved by adding new layers and more complex concepts to the original structure. For example, pupils move from the single hamburger paragraph (Unit 1.2) to the double hamburger paragraph (Units 1.2–1.4).

Assessment

Meeting National Curriculum requirements

National Curriculum assessment in history requires teachers to reach a judgement about each pupil's work, based on the evidence of what pupils do as they progress through their Key Stage 3 course. Teachers look for the 'best fit' between the level descriptions and the work the pupil has produced. The level descriptions are lengthy and varied because they derive from the knowledge, skills and understanding set out at the opening of the Programme of Study for Key Stage 3. It follows, therefore, that the work carried out by pupils should address all aspects of this knowledge, skills and understanding. **This is History!** provides sufficient opportunities for teachers to carry out their National Curriculum assessment.

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The way this assessment is carried out in practice will depend on specific school assessment policies and how history departments interpret them. However, the two most common approaches are:

- ◆ to survey all the work a pupil has done over a period (say half a year)
- ◆ to set specifically-targeted tasks (say four to six a year) which are the culmination of work done over some time.

This book supports both strategies by providing a number of assessable mini tasks, and also at least two significant assessable major tasks.

The tasks in *Lost in Time* will provide evidence of all aspects of the knowledge, skills and understanding identified in the National Curriculum:

- 1 **chronological understanding** will be provided by the activities in Units 1.5 and 1.6
- 2 **knowledge and understanding** of events, people and changes in the past, parts a and b, will be provided by the activities in Units 1.2–1.4. Evidence of part c can be found in Units 2.1–2.3. Evidence of parts d and e (identifying trends and links, considering significance) will be provided by the activities in Units 1.6 and 1.7 and Section 2
- 3 **historical interpretation** will be provided by activities in Units 2.1 and 2.2
- 4 **historical enquiry** will be provided in particular by the units in Section 1
- 5 **organisation and communication** will be provided throughout the book. However, the History Trek (Unit 1.7) will highlight any weaknesses in the ways pupils organise and communicate their ideas.

If you choose to use the History Trek as one of your periodic assessment tasks, the following task-specific statements will help you to decide the level your pupils are working at. An essay characteristic of level 3:

- ◆ sticks closely to the History Trek format, adding only a limited range of evidence to support statements
- ◆ focuses only on the advantages or disadvantages of living in one period
- ◆ gives a sound basic narrative.

An essay characteristic of levels 4 and 5:

- ◆ makes a varied selection of evidence to support points made in the History Trek
- ◆ makes simple links between features of periods
- ◆ explains that the quality of life in the past differed from person to person.

An essay characteristic of level 6 (and possibly level 7):

- ◆ personalises the History Trek structure to write a coherent, well-argued response
- ◆ explains both the good and bad aspects of living in each period of the past
- ◆ supports argument with a range of well-chosen evidence and identifies differences and/or similarities between periods.

Evidence for assessment

The questions and activities in the Pupils' Book are designed to develop understanding rather than produce evidence for assessment. They will, however, provide opportunities to show attainment; although judgements about attainment cannot depend upon one piece of work. Such judgements should be made over a number of pieces of work and over a period of time. Teachers need to think more in terms of a pupil working towards the statement and showing some evidence of attaining that level.

No one judgement based on a single piece of work is definitive. There will always be factors, such as the way a topic was introduced to the class, the amount of support given or how a pupil feels on a particular day, that influence performance. When assessing pieces of work teachers might wish to consider the following before giving out a grade linked to attainment.

The level of difficulty of the exercise:

- ◆ the amount of source material used
- ◆ the complexity and length of the source material
- ◆ the complexity of the events being studied
- ◆ how familiar pupils already are with the content
- ◆ how the content is structured
- ◆ how the activity is structured
- ◆ the complexity of the activity
- ◆ how much support the teacher has provided
- ◆ how much support the Pupils' Book or a worksheet has provided. Has the pupil, for example, used a writing frame which provides detailed assistance or minimal assistance?

The quality of pupil response:

- ◆ breadth and depth of knowledge used
- ◆ historical accuracy
- ◆ quality of explanations
- ◆ selection and relevance of information
- ◆ planning and organisation
- ◆ independence and imagination
- ◆ critical analysis
- ◆ balance
- ◆ effective communication.

Classroom management

Timelines

In a 1000-year development study you should make every possible use of devices to improve pupils' overall grasp of Key Stage 3 chronology. As you progress on the journey through time it is a good idea to cover the whole of one wall of your classroom with a timeline, on which characters, events and developments can be displayed. The timelines in Units 1.6 and 2.4 will provide a useful starting point for this. These could also be displayed in the classroom.

Modelling effective writing

Pupils should be encouraged to look beyond the content of their written work and to think carefully about how they organise and express their ideas. They need to be encouraged to think, directly and self-consciously, about all the different components that go into producing a coherent and fluent piece of writing. One very successful technique is to use the work of historians as a model of effective writing and to highlight key teaching points. It helps pupils to grasp the importance of paragraph structure, connectives, sentence starters, introductions and conclusions.

Pupils' past work can also be used in whole class teaching to highlight effective writing during, for example, Unit 1.7 when pupils look at what constitutes an effective introduction and conclusion, or Unit 1.2 when pupils write their first hamburger paragraph. It is important that the teacher fosters an atmosphere of group co-operation within the classroom. Pupils should be encouraged to evaluate critically and sensitively the work of their peers. Providing that an appropriate environment is created in the classroom, pupils will quickly accept that others in the class will point out the strengths and weaknesses in their work. It is also very motivating for pupils to see that their work is being valued.

Writing frames

The frameworks provided within the Pupils' Book and this Teachers' Resource Book should not restrict pupils' thinking. By modelling the various components of the writing process, the sorting frames and writing frames should give pupils the freedom to express their ideas. Pupils should be encouraged to view the frames as structures that can be adapted to suit their needs.

Throughout the writing process pupils should be encouraged to mould the frames to suit their own purpose. The frames should mainly be used as a support during drafting. Words may be crossed out, changed or added. Extra sentences may be added. This is very important. Writing frames should give pupils the confidence to develop their own ideas in greater detail and should result in well-structured work. They should not become a strait-jacket that produces constrained, mechanical responses.

Pupils should be encouraged to develop their own sentence starters and connectives. Don't be surprised if their early attempts fall below what might be regarded as

a good answer. Any genuine attempts to become independent should be encouraged. If pupils are worried about getting it wrong they will play safe and their progress will be hindered.

ICT

ICT, like literacy, need not be an optional extra in history lessons. It can be made an integral part of the history curriculum. The National Curriculum states that, 'Pupils should be given opportunities to apply and develop their ICT capability through the use of ICT tools to support their learning in all subjects.' Yet, we shouldn't feel we are doing ICT for the sake of it, to fulfil National Curriculum requirements! History not only develops ICT skills in a rich and motivating context, but ICT can also improve the quality of pupils' work in history. Consequently, the activities in the Pupils' Book offer a range of opportunities to use ICT.

Structuring thinking

ICT can be used to help pupils to structure their thinking and therefore their written and oral work. The sorting grid and writing frames that appear in the Pupils' Book and this Teachers' Resource Book can be used to create a series of templates which will help pupils to organise their work more effectively.

Finding relevant information

Pupils should be encouraged to purposefully search CD-Roms and the Internet to find relevant information. The British Library CD-Rom *Medieval Realms*, for example, provides pupils with an opportunity to explore a wealth of illustrations from the Luttrell Psalter. These can be copied into word-processing and DTP packages, refined and incorporated into their own work.

Extra research, using CD-Roms or the Internet, can be undertaken in most units.

Refining the end product – the History Trek

ICT can be used as a tool to help pupils to amend and refine their work, to enhance its accuracy and to develop supported conclusions, thus enhancing its overall quality. It is an essential part of historical enquiry and communication to be able to present written conclusions clearly, to redraft conclusions in the light of new evidence, and to introduce new findings or further corroborating evidence into an answer.

Ongoing curriculum development

The SHP website (www.tasc.ac.uk/shp) forms an integral part of ongoing curriculum development. The bulletin board will offer teachers the opportunity to feed back their experiences and communicate to us how materials and activities work in the classroom. Teachers may also wish to:

- ◆ share with other teachers how they have adapted certain aspects of the book or changed the emphasis of some activities
- ◆ explore any difficulties or problems they encountered using the book
- ◆ discuss assessment strategies.