Using web–based resources in Secondary History

Using web-based resources in secondary

The internet has greatly increased the sources available for history teaching in secondary schools. Web-based resources can be used online or offline or, where copyright permits, as print-outs for class or homework. The examples given here cover a range of possible activities in which ICT is used effectively in different ways.

The National Curriculum for England gives examples of types of applications that can be used to enhance pupils' learning and interest in the subject which do not involve the purchase of large amounts of subject-specific software. Instead they encourage teachers to use generic software such as word processors and data-handling programs when relevant to lesson objectives.

Using internet-based resources need not be a stand-alone activity. Pupils need to see the internet as only one of a range of sources of information, and should be encouraged to compare and combine findings from books, pictures and other media as well as internet sites. Internet searches can be used in combination with other software such as word processors to help pupils to construct historical arguments in which the web resources are used to illustrate a point. Some pupils will benefit from the use of word-processing techniques to help them to analyse texts such as primary sources found on the web, before drawing conclusions about their point of view, their accuracy or the extent to which they are related to other sources.

All web addresses have been checked and were correct at time of printing.

history

The range of available sources for history varies widely in quality and in its suitability for specific age groups. Pupils should be taught to 'identify, select and use a range of appropriate sources of information' from the internet just as with more traditional media.

Although pupils benefit from the independence that internet-based research can teach them, they also gain from discussion of ideas that involve making hypotheses, listening to the views of their peers and reviewing their findings. It is often useful for them to work in pairs or small groups when using internet sites. Where the intention is to promote whole-class discussion, using a large screen or an interactive whiteboard will enable everyone to participate.
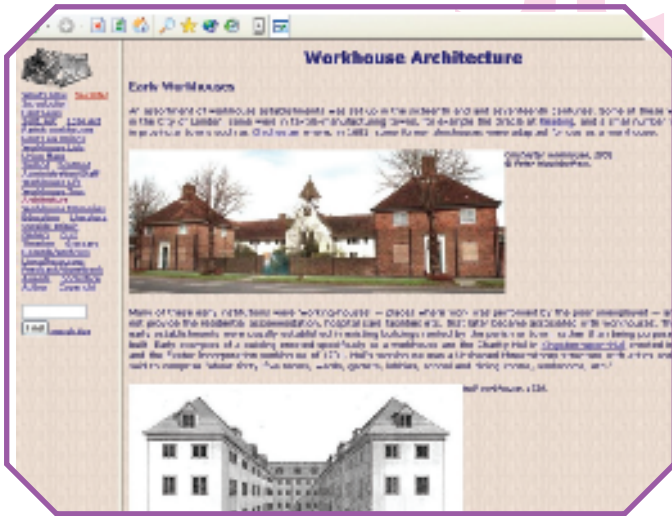
Many sites designed for use in schools contain worksheets. Teachers using such materials should ensure that the questions meet historical objectives, encouraging pupils to think above the level of information-gathering to the point where the materials are being used to draw historical conclusions.

The Workhouse – History KS3

This site contains descriptions, including plans and photographs, of Union workhouses from all over the United Kingdom. It also has some information about parish workhouses in most unions.

URL: **http://www.workhouses.org.uk/**

Relevant to the following:

National Curriculum

Britain 1750 to 1900: industrialisation, in particular

- *the development of legislation to improve living conditions*
- *the impact of industrial conditions on local conditions*

Specific focus on

Knowledge and understanding of events, people and changes in the past, in particular analysis and explanation of the reasons for and results of the historical events, situations and changes in the period studied.

A Year 8 teacher used this site with a middle-ability class to develop their knowledge of the impact of legislation to control the treatment of the poor, through a case study on conditions in the workhouse. There were two avenues for exploration:

- The link between the attitude to the poor in the mid 19th century and legislation in 1834 to deal with them.
- The impact of the 1834 Poor Law Amendment Act on the treatment of the poor in a local or example Union workhouse.

The teacher directed pupils to the introduction page, using it to explain the differences across the country before 1834 and the main principles of the 1834 Act.

Pupils were then asked to look at the materials on parish workhouses in Abingdon, Bristol and Windsor. The teacher asked:

"What did they all provide for the poor? What were the differences between them? How well were the poor treated in each? Can you give examples of good and bad treatment?"

After the teacher had looked with pupils at the 1834 Act and the definition of the Workhouse Test, he asked them to look at the Union Workhouse after 1834 in the same places, and to say how they were different. He asked:

"What evidence is there in the plans and photographs that the poor were separated from members of their family? How were the Vagrants (tramps) treated worse than others? The Windsor workhouse was built later than the others – what does the building look like in comparison? What does this show about attitudes to the poor?"

The class then all looked at the local Union workhouse (in this case, Ampthill) and compared it with the others.

History
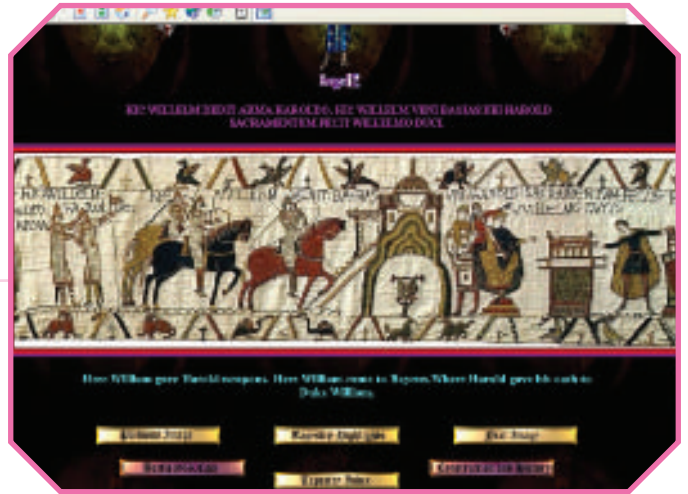
Bayeux Tapestry KS3

This is a complete reproduction of the Bayeux Tapestry, with other sections containing background information setting the tapestry in its historical context.

URL: **http://hastings1066.com/**

Relevant to the following:

National Curriculum

Britain 1066–1500

Historical enquiry: evaluate the sources used, select and record information relevant to the enquiry and reach conclusions.

Civil War – Spartacus Educational KS3

This is a reference site with concise information on a wide range of people, events, battles, arguments, religious and political groups, writers and artists during the Civil War.

URL: **http://www.spartacus.schoolnet.co.uk/CivilWar.htm**

Relevant to the following:

National Curriculum

Britain 1500-1750

In particular the Civil War

With emphasis on use of an ICT-based source for independent historical enquiry.
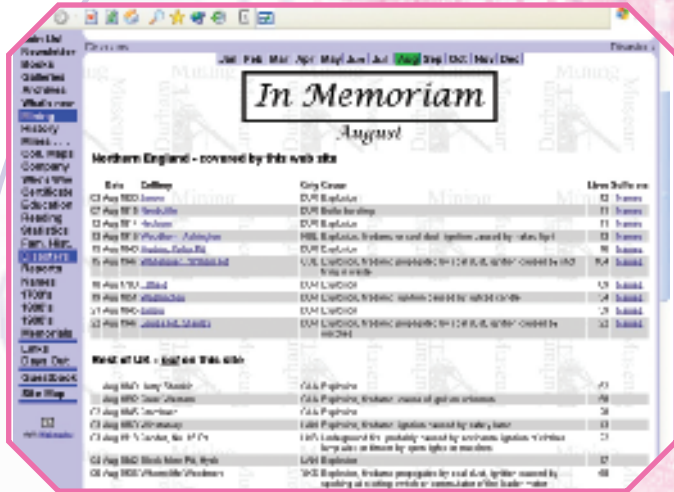
A Year 7 teacher used this resource to introduce pupils to the use of visual sources in order to draw historical conclusions. She concentrated with the whole class on the central issue of how Harold died, asking:

"What are the two versions in the tapestry? Which is more likely, and why? Is it possible that both are true?"

She then asked pupils to look at a range of pre-selected screens and, in pairs, to choose one that gave important information about the events and the lives of the people involved. More able pupils were also asked to explain what the entire section showed about views of the tapestry designers.

Finally, she asked pupils to compare the tapestry view of events with several from their textbook, then to consider how far the tapestry's version of events could be trusted.

Throughout the study of the Civil War during the Year 8 course in a comprehensive school, teachers encouraged pupils to use this site to find further information on people, events and religious or political groups.

They do so using classroom computers or by going to the learning resource centre, but are also encouraged to use reference books and to compare their findings. This is particularly useful during the personal investigation of an aspect of the Civil War that occupies three weeks of the course.

Secondary History

The Durham Mining Museum KS3

This site is one of several covering the history of mining in various parts of the British Isles. It contains details of mining conditions, especially in the 19th century, but also has timelines of events, statistics relating to mining disasters, personal reminiscences, maps and documents.

URL: **http://www.dmm.org.uk/mindex.htm**
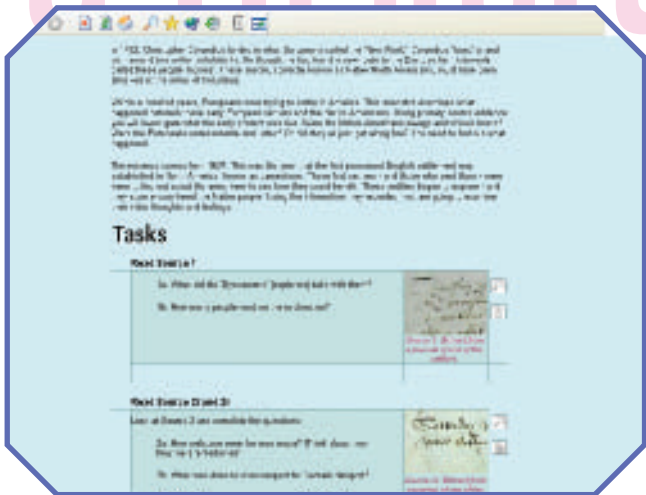
Relevant to the following:

National Curriculum

Britain 1750–1900: industrialisation and reform, with particular reference to

• *Knowledge and understanding of events, people and changes in the past.*

Select and use a range of sources of information…as the basis for independent enquiries.

A Year 8 teacher used this site to develop pupils' ability to sift through a range of different types of information in order to pose questions that would form the basis of independent group investigations.

The class had already covered the conditions in 19th century coal mines in outline. They were aware of the reasons for the high demand for coal. They were told that their studies would lead to a debate on the cost of nineteenth century coal mining in human and financial terms weighed against its benefits.

The teacher asked them to look at the site in pairs for an hour, and then to complete a brief report as follows:

'The most useful information on this site is…

I would use this information to tell me…'

In discussion arising out of the reports, pupils learned to differentiate between sensational and useful information. They decided what they would investigate, still in pairs, used the site to start their investigations and were then allowed to look for other sites that would either support or contrast with their findings. They organised their research themselves, spending a week on the gathering and presenting of their findings.

Finally they participated in a whole-class discussion on the original question, referring constantly to the results of their research.

Public Record Office Learning Curve KS3

The many Snapshots in the Public Record Office (PRO) Learning Curve provide access to documents from PRO archives, with tasks that lead pupils from information gathering through evaluation to setting their findings in context. This example is about the experience of the Jamestown settlers coming into contact with the native Americans.

URL: **http://learningcurve.pro.gov.uk/snapshots**

Relevant to the following:

National Curriculum

A World Study before 1900

Britain 1500–1750

Knowledge and understanding of events, people and changes in the past, in particular ethnic diversity of societies.

A comprehensive school history department used at least one Snapshot for almost every Unit studied at Key Stage 3. They selected sections that were appropriate to the abilities of different sets, with some concentrating on information gathering and others evaluating the sources. For some pupils the summative tasks were adapted to meet their needs. For example, some were provided with a detailed writing frame to help them with the final journal in the example topic. Pupils used a word processor to record their findings, and were allowed to email their work home or to use the school facilities so that some could be completed as homework.

The Romans Murder Mystery KS3

This Roman Murder Mystery uses evidence from Hadrian's Wall with a focus on the discovery of two bodies to encourage pupils to investigate the lives of people in this part of the Roman Empire. Pupils have to observe, make hypotheses and draw conclusions. They use genuine evidence throughout. There is an 'ask the expert' section to support their learning. There are two levels of difficulty.

URL: **http://www.spartacus.schoolnet.co.uk/HL3romans.htm**

Relevant to the following:

National Curriculum

A European Study before 1914 (The Roman Empire)

Historical enquiry: evaluate sources used …and reach conclusions.

A history department used the more difficult version of this enquiry with Year 7 top ability classes as a summative task on the lives of forces of occupation.

At the end of the task pupils had to write a description of what they learnt about the period from the enquiry. Although there was a possibility of emailing an expert, the task was on the school intranet and so the teacher took the place of the 'expert' through a system of posting internal enquiries. The teacher could therefore monitor the nature of enquiries and the extent of learning.

The Battle of Bosworth – (BGFL) KS3

This site contains background information on the political situation, the characters, the nature of warfare, the terrain at Bosworth field and the course of events that led to the downfall of Richard III and accession of Henry VII. It also has two types of activity – an interactive battle simulation and a set of research/decision-making tasks.

URL: **http://www.bgfl.org/bgfl/ secondary/ks3/learning/resource/ resource_index.cfm?url=http:// www.bgfl.org/bgfl/activities/intranet/ ks3/history/bosworth/index.htm**

Relevant to the following:

National Curriculum

Britain 1066–1500

Bridging the study of medieval and Tudor history

With particular emphasis on the exploration of an interactive site to examine causation.

A Year 7 teacher used this site to revisit work on the Wars of the Roses and also to prepare the ground for the study of the political position of the Tudors which takes place in Year 8.

The teacher asked the class to prepare newspaper reports at three stages:

- Using the sections on characters and context, the point at which Henry Tudor landed.
- Using the information sections on the battle, the night before the battle.
- Using the same sections, the victory of Henry VII.

The class then played the game with some pupils on each side, and compared the game with the historical outcomes.

The homework set was to prepare for a discussion on the extent to which Richard could have been expected to win, and the reasons for the outcome.

Moving Here KS3

This is a large collection of sources providing information on Irish, Jewish, Caribbean and South Asian migration. It has a useful teachers' guide.

The site supports all aspects of historical enquiry because of the very wide range of resources.

URL: **http://www.movinghere.org.uk**

Relevant to the following:

National Curriculum

- *A World Study after 1900*
- *Britain 1750–1900*

The site also makes a strong contribution to Citizenship.

Secondary History

Learning – the education site of the British Library KS3

A series of tasks based on the sources held within the British Library, with useful guidance on how to interpret, evaluate and use them. Topics have teachers' guidance and worksheets. The site contains a range of other materials and activities relevant to KS3 history, for example, medieval women's lives, the medieval year, and also the Tudors, the East India Company, the Holocaust and the Korean War.
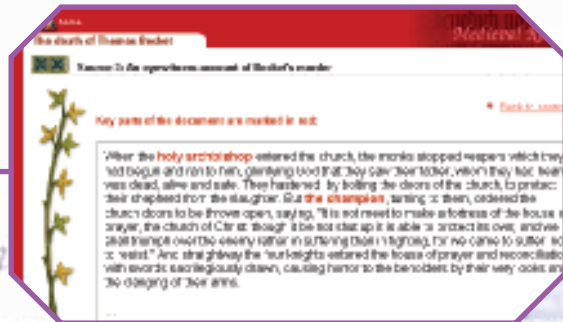
Particular relevance to historical enquiry, especially to the evaluation and use of sources.

URL: **http://www.bl.uk/services/learning**

Relevant to the following:

National Curriculum

Britain 1066–1500: the development of the monarchy and significant events, the conflict between Henry II and Thomas Becket.

A Year 7 teacher used the task relating to the death of Thomas Becket, as part of a unit of work on the role of the monarch in medieval England. The main objective of the task was to develop the students' ability to select and infer from the sources in order to find out about the event. Pupils had already studied the organisation of the Church. Initially the teacher told the story of the conflict culminating in the death of Becket, then stated the aim of establishing who had ultimate responsibility for the murder. Throughout the task, the teacher concentrated discussion on the messages hidden within the sources, with groups of pupils tackling a few in detail and reporting their findings to the class. By the end of their study of the sources, more able students were being asked to identify key phrases in the sources before looking to see which are considered significant by the site authors. Finally, the class together wrote an argument allocating responsibility for the events.

A Year 9 teacher used this site as a constant reference in the class study of migration to Britain during the twentieth century. The class had been introduced to aspects of the site during their prior study of Irish and Jewish 19th century settlement. They used a textbook as the basis for their studies but were constantly directed to parts of the site.

The teacher used the site's headings as the basis for the work of the class, concentrating on the Caribbean and South Asian sections. As a result the class were able to compare the reasons for migration and the experiences on arrival of both groups. The teacher supported the study by asking witnesses from each community to visit the school and to compare their own experiences with those on the site.

Catherine May - 1863
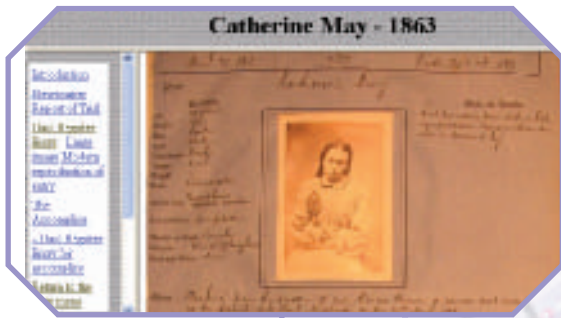
Bedford Gaol KS3 & 4

A database on the prisoners held in Bedford Gaol during the 19th century, with case studies and tasks investigating their lives, motives and experiences. The database lists their background, offences, sentence and disposal, showing developments in employment, social unrest, attitudes to property and person during the century.

URL: **http://www.schools.bedfordshire.gov.uk/gaol**

Relevant to the following:

National Curriculum

Britain 1750–1900: changes in agriculture and rural life, especially contrasting attitudes and experiences between rich and poor.

Particular relevance to experiences and range of ideas, beliefs and attitudes, social diversity and trends across the period.

A Year 9 teacher used this site along with workhouse sites and the site of Freemantle Gaol in Australia to study Victorian attitudes to the poor. The messages learned from this site related to the contrasting treatment of those who damaged or stole property against those who committed violent offences. Initially pupils were guided to particular prisoners throughout the century whose sentences appeared to be irrational, and then were asked to search the database in order to establish whether these were typical. They then went on to study three of the case studies in groups: a transported youth, a thief who stole from fields and a child murderer. Reporting back, they identified the reasons for the offences and sentences, linking them to their prior work on social conditions.

Secondary History

A Year 8 teacher used the site to organise an enquiry into the reasons for and results of child labour. Students carried out individual research on different people involved leading to the production of a written biography. Using the information students then had to speak in a 'parliamentary' debate on the abolition of child labour, after which they took a vote.

Factory Owners : Supported Child Labour

Richard Arkwright
Samuel Greg
Robert Hyde Greg
George Courtauld
Samuel Courtauld
Jedediah Strutt
John Marshal
Titus Salt

Child Labour Simulation KS3

This site supports an organised enquiry into the range of attitudes to child labour with set questions leading to preparation for a simulated Parliamentary debate on the subject of child labour.

URL: **http://www.spartacus.schoolnet. co.uk/Twork.htm**

Relevant to the following:

National Curriculum

Britain 1750–1900

Historical enquiry: guided research using internet sites

Knowledge and understanding about the social diversity of society during the Industrial Revolution

Communicate knowledge and understanding of history using ICT.

Centre for the Study of Cartoons and Caricature KS3

A huge selection of political cartoons from the 18th to 20th centuries, held by the University of Kent. While they cannot be printed, they can be viewed and analysed online.

URL: **http://library.kent.ac.uk/cartoons/**

Relevant to the following:

National Curriculum

Britain 1750–1900

A World Study before 1900

A World Study after 1900

Historical enquiry: these are particularly relevant to the study of sources in relation to their context.

Historical interpretations

A Year 9 teacher used the site near to the end of the Key Stage 3 course, to provide a challenging task in analysing sources for an able class who had studied the development of the Welfare State as part of their post-1900 course. Students were asked to search for cartoons relevant to the development of a health service. The topic had been introduced by looking at cartoons in the week's newspapers and working out their message. The teacher used a Low cartoon from the site to discuss the messages in context, then asked them individually to select a cartoon that seemed to make a telling point about the health service. As with the modern cartoons, they then stated what the message was, how it fitted into the history of the period and what impact it might have on readers at the time.

Secondary History

Viewfinder (English Heritage) KS3

A collection of photographs, arranged by locality, of buildings and industrial equipment, along with a collection of documents relating buildings to the world of work. The database is easy to search for local buildings. All photographs have details of dates, use and changes over time.

URL: **http://viewfinder.english-heritage.org.uk/**

Relevant to the following:

National Curriculum

Britain 1066–1500

Britain 1500–1750

Britain 1750–1900

Particularly relevant to local aspects of the course.

Historical enquiry: using photographs of buildings and industrial machinery.

Knowledge and understanding about the social diversity of society, and identification of trends across periods.

A Year 9 teacher used this site at the start of the year to provide a focus for an overview of British history covered so far. All of the class used the local buildings and industrial machinery to identify aspects of life in the area. They then worked in pairs selecting different areas to compare their home with other parts of the country. In reporting back they looked for common features related to the social history they had studied, and also for local variations.

David Low (DL.1174)

First published in Evening Standard on 15 Feb 1927

A Year 10 teacher of GCSE Schools History Project, Medicine through Time, asked students to investigate and evaluate the importance of reasons for the fall in the death rate in London between 1850 and 1950.

The class were asked to examine aspects of public health in London using Tengenerations, to identify in pairs the factor that they considered to be the most important, and to put forward a case for it. This factor could be a major development covering several topics on the site, or students could feel free to home in on particular details, as long as they set them in context and fully justified their selection.

Having researched and assembled the outline of their argument, the students knew that they had to express it by any means that they wished: by role play, or poster and oral presentation, or by multimedia presentation.

After all of the arguments were heard and debated, the class voted on which was the most powerful; the teacher forbade them to vote for their own, to encourage them to listen in detail to the others.

Follow-up was to write an essay plan putting forward arguments in support of the three that they considered to be most valid.

Tengenerations KS3 & 4

This site is a collection of information supported by a database of sources about the life of Londoners over almost two centuries. It can be used as a database to research about a wide range of social history topics, or students can follow trails giving information about particular issues.

URL: **http://www.tengenerations.org.uk**

Relevant to the following:

Key Stage 3

Britain 1750–1900

The Twentieth Century World

With emphasis on the use of ICT based resources for independent historical enquiry.

Key Stage 4

Schools History Project:

- *Medicine through Time*
- *Crime and punishment*
- *Local Study (London)*

Modern World History

- *The world at war*

Social and Economic history

- *Industry, transport, health, education, role of women*

GCSE criteria:

Recall, select, organise and deploy knowledge of the specified content to communicate it through description, analysis and explanation of:

- *the events, people, changes and issues studied;*
- *the key features and characteristics of the periods, societies or situations studied;*

AO2: use historical sources critically in their context, by comprehending, analysing, evaluating and interpreting them.

All in a Day's Work

Nurses

The Holocaust Centre – Beth Shalom
KS3 & 4

The Jewish Holocaust Memorial website describes and narrates the causes, nature and results of anti-Semitism in a simple way that makes it suitable for pupils in Key Stage 3. It also provides a simple introduction to the topic for Modern World GCSE students or those studying the Nazi Germany depth study in the SHP course. It is easy to navigate with a wealth of relevant illustration and some oral reminiscence.

URL: **http://www.holocausthistory.net/**

Relevant to the following:

Key Stage 3

A World Study after 1900

In particular the history of the Holocaust

Specific focus on

- *Knowledge and understanding of the range of ideas, beliefs and attitudes of men, women and children in the past*
- *…of events, people and changes in the past, in particular analysis and explanation of the reasons for and results of the historical events, situations and changes in the period studied*
- *Ethnic diversity of the societies studied*
- *To consider the significance of the main events studied*

GCSE:

SHP Nazi Germany study in depth

Modern World history

Specific focus on cultural, religious and ethnic diversity of societies studied, and the experiences of men and women in these societies.

A Year 11 teacher used this site with a lower set to introduce the main events of the Holocaust and set it in the context of anti-Semitism.

She gave pupils a lesson to explore the site, then asked them to complete a writing frame using information from it; the writing frame was differentiated indicating the amount of explanation that students were expected to find and record.

The teacher went through the writing frame, discussing with the students the kinds of answers they remembered from their browsing. When they began to make notes in response to the questions, they were therefore able to understand the flow of the argument within the site.

Once the writing was completed, the class discussed their personal reactions to the events before attempting to voice their explanations of their causes.

Finally, the teacher drew the attention of the class to the situation in Israel today, and invited discussion of the reasons for Israel's defence of its territory.

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and Technology Agency