

 The National Archives



The National Archives

Uncovering the past, not covering the curriculum

Andrew Payne

Head of Education & Outreach

The National Archives





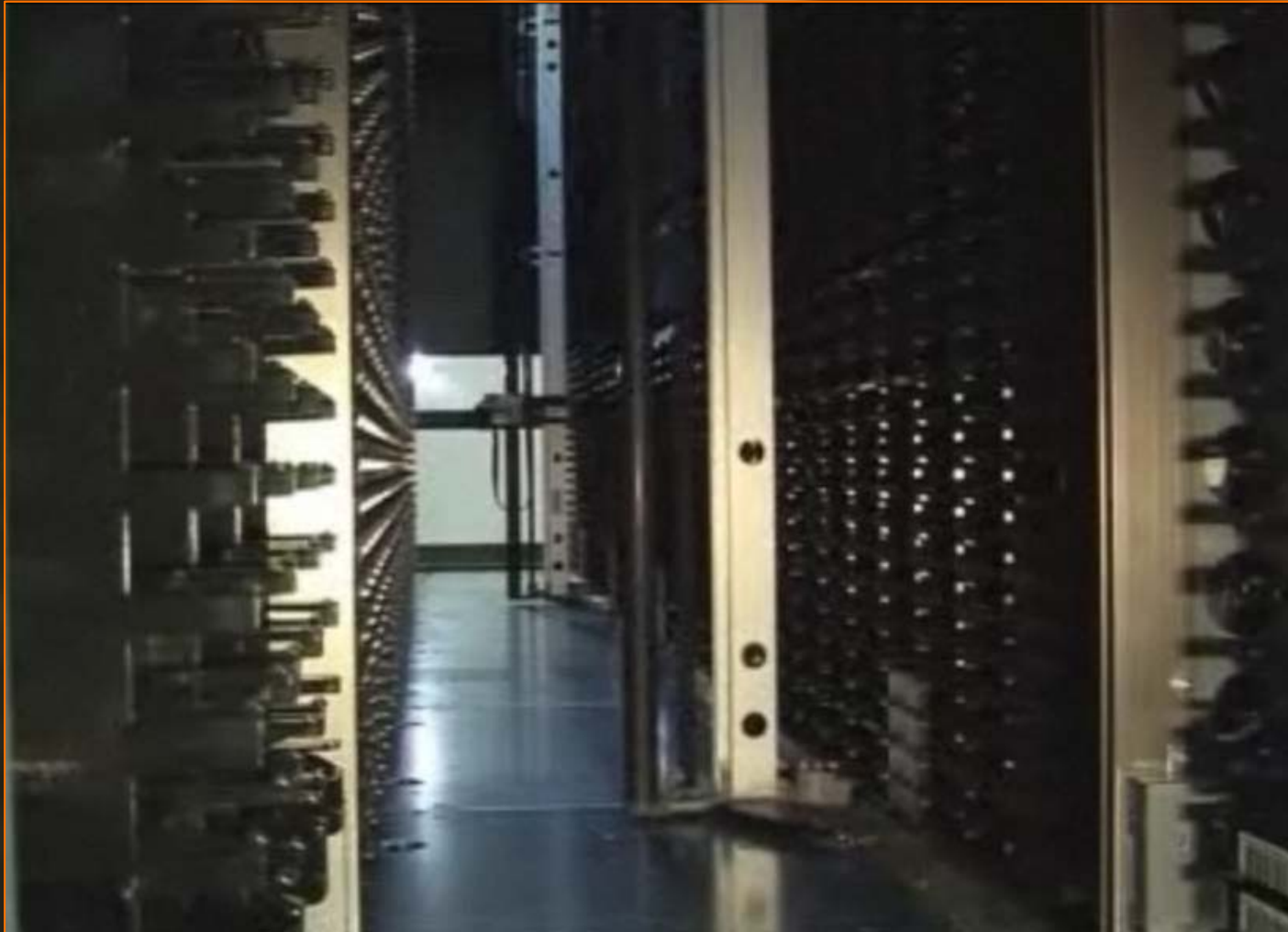
The World's Greatest Archive



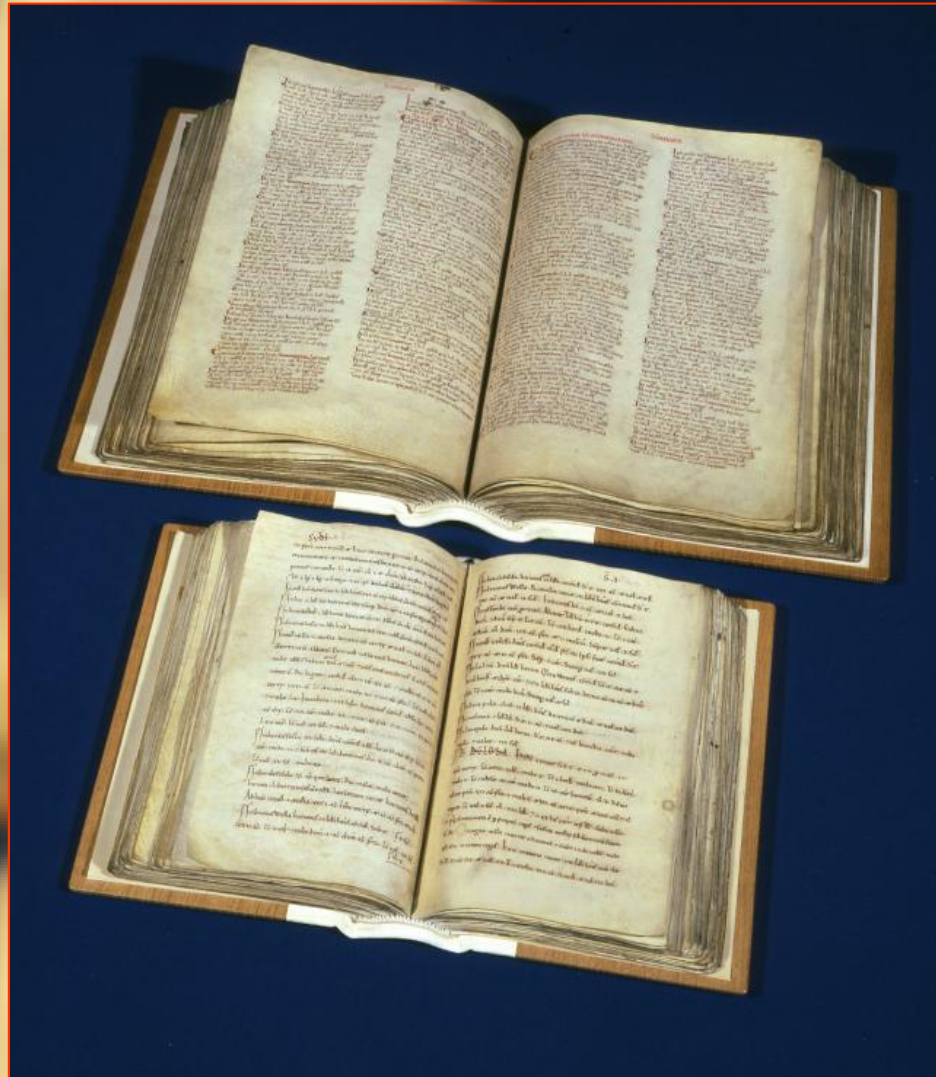
12,000,000 boxes



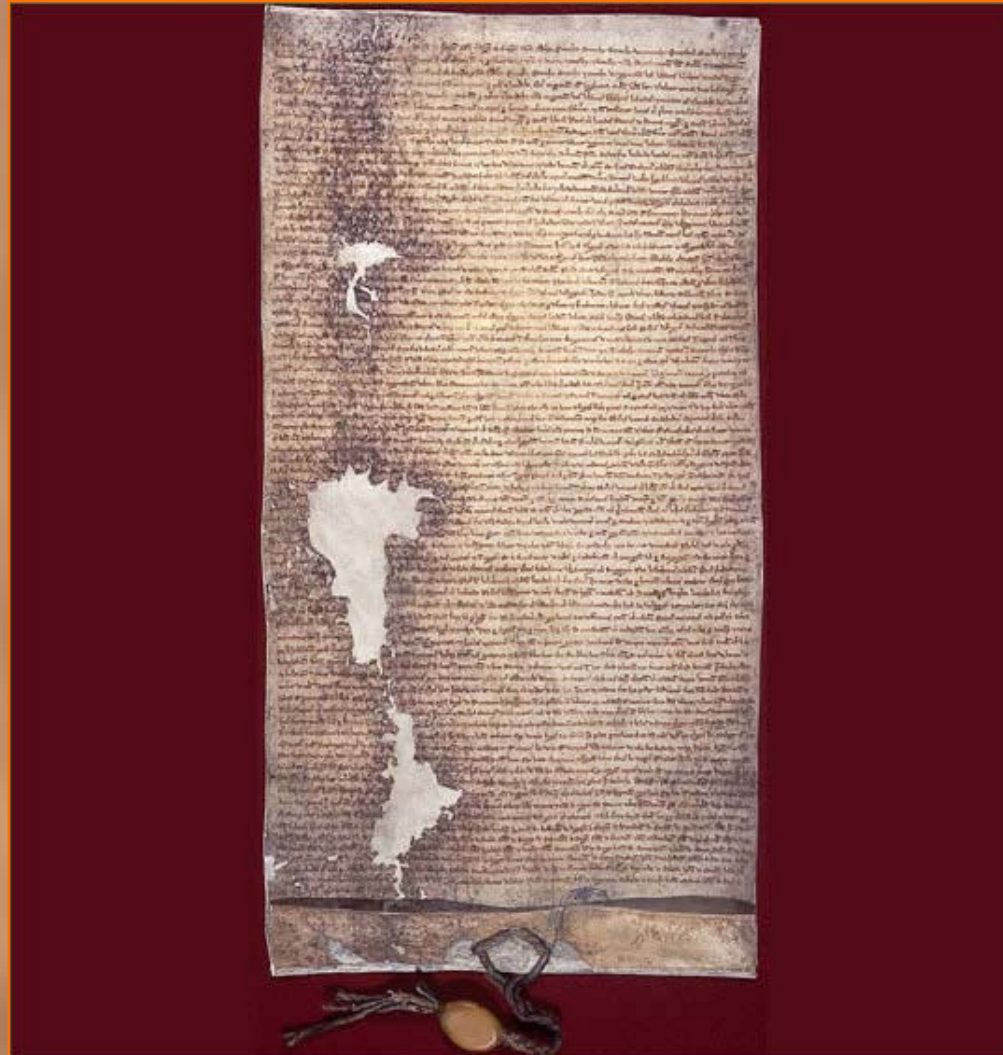
1 quadrillion bytes – 1 Petabyte of storage



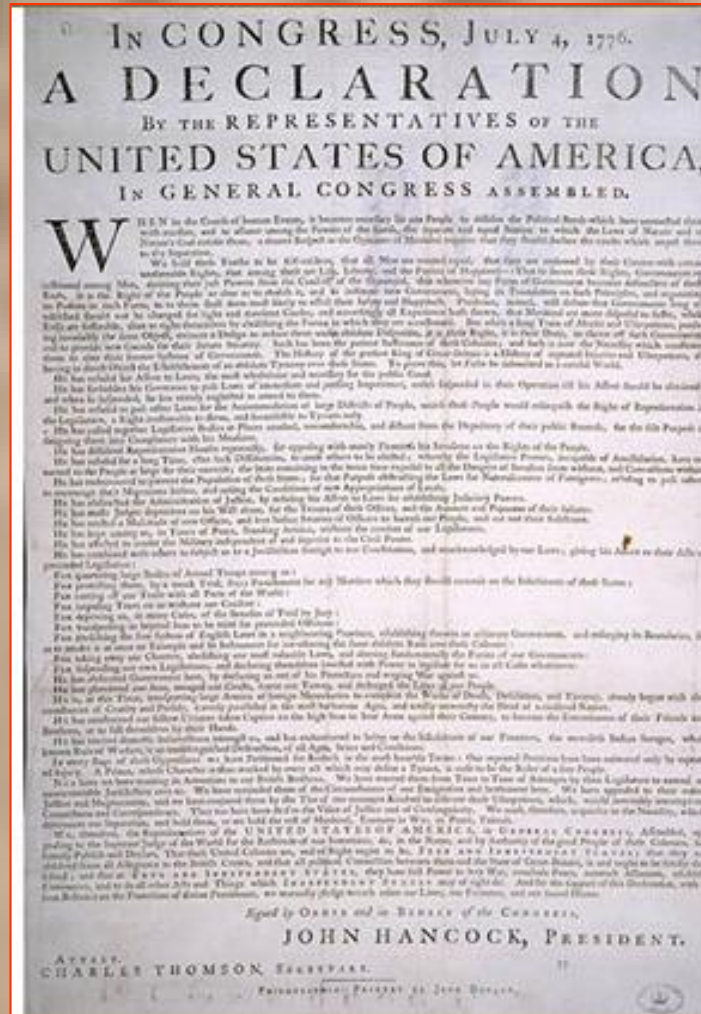
Domesday - 1086



Magna Carta - 1225



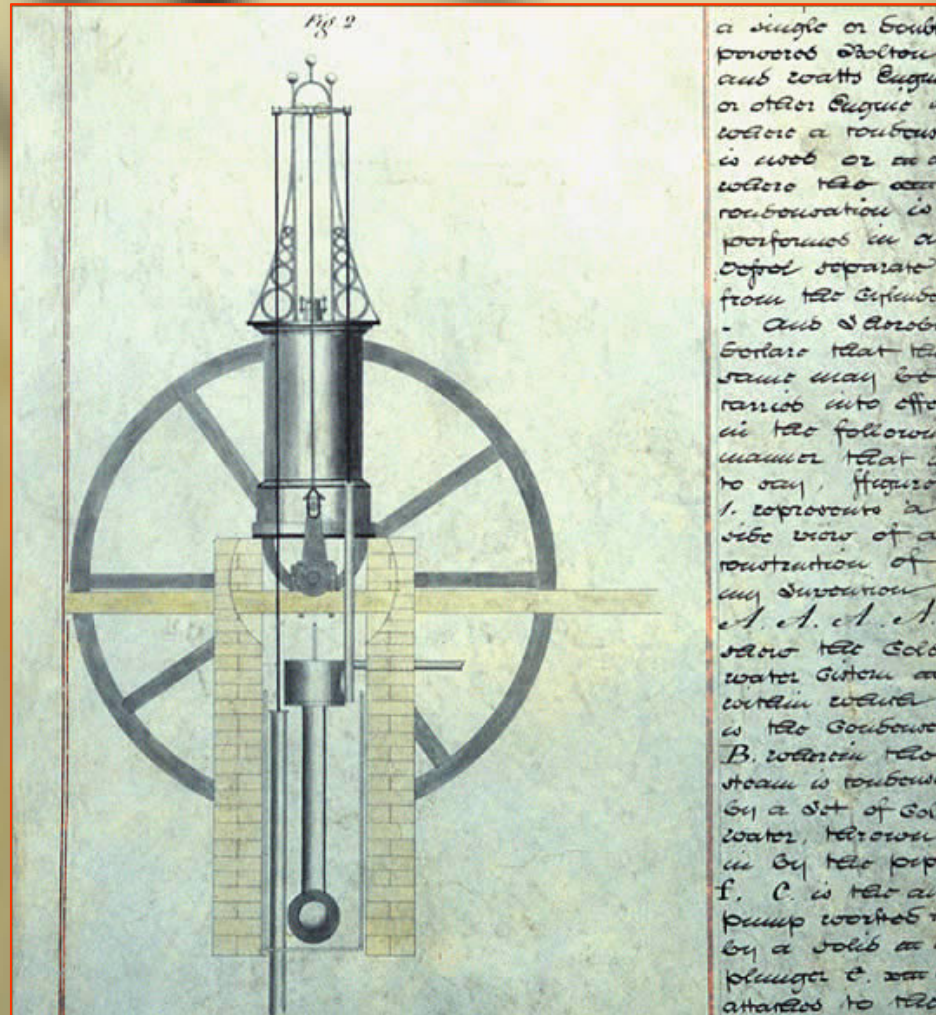
Declaration of Independence - 1776



William Hole Map of Virginia - 1612



George Stephenson's Steam Engine - 1825



Global Photographic Archive – Seoul 1935



Government Cabinet Papers – Korea 1950

SECRET

Copy No. 32

C.P. (50) 193

31st August, 1950

CABINET

KOREA

MEMORANDUM BY THE SECRETARY OF STATE FOR FOREIGN AFFAIRS

Annexed for the consideration of my colleagues is a memorandum on Korea, which sets out certain considerations which govern the problem and outlines the procedure by which it may be possible to make arrangements, under the ægis of the United Nations, for a long-term political settlement in Korea. The subject of Korea is on the agenda for the forthcoming Tripartite Ministerial Talks in New York, and the memorandum was drafted primarily with a view to its use in that connection. I have already sent a copy to Washington for use by Sir Oliver Franks in the preliminary official discussions.

2. Subject to the agreement of my colleagues, I would propose to pursue discussions of the political settlement in Korea on the lines discussed in the attached memorandum not only with the United States and France but also with the Commonwealth and other friendly countries.

E. B.

*Foreign Office, S.W. 1,
31st August, 1950.*

UK Government Web Archive

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department for children, schools and families

Search

A to Z index >

Welcome

The purpose of the Department for Children, Schools and Families is to make this the best place in the world for children and young people to grow up. We want to:

- make children and young people happy and healthy
- keep them safe and sound
- give them a top class education
- help them stay on track.

Our **Children's Plan** sets out how we can achieve our ambitions.

Hot topics

- > Common Assessment Framework (CAF)
- > Inclusion
- > Early Years Foundation Stage (EYFS)
- > Special educational needs (SEN)
- > Five outcomes
- > Ending child poverty
- > Safeguarding children

Recommended

- > Every Child Matters
- > Publications
- > In the news
- > Press notices
- > Speeches
- > Consultations
- > FAQs

Resources

- > Find an education establishment
- > Resources for social

News headlines

Youth crime action: 200,000+ young people benefit

Election notice

Content on the Department for Children, Schools and Families websites and digital channels is not currently being updated regularly, but is being managed in accordance with the general election guidance.

YouTube

Government outlines world-class offer fo...
Dawn Primarolo
Department for Children, Schools and Families

0:00 / 2:41

DCSF YouTube channel >

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Department for Education

Accessibility Linking Complaints Contact us

Home Ministerial team In the news

Welcome to the Department for Education

The Department for Education was formed on 12 May 2010 and is responsible for education and children's services.

All statutory guidance and legislation linked to from this site continues to reflect the current legal position unless indicated otherwise, but may not reflect Government policy.

Recommended

- > Publications
- > Consultations
- > Find an education establishment

Find information for

- > Children's workforce
- > Employers
- > Local authorities
- > Parents and carers

Tables and statistics


- > School performance tables
- > Research and statistics
- > Local statistics about education

Thanks everyone for all your interest in DfE. Policy teams are now working on the new Department's policies, to be confirmed in due course

40 days ago

Share Print

twitter DfE on Twitter



Henry Cole's Rat - 1838



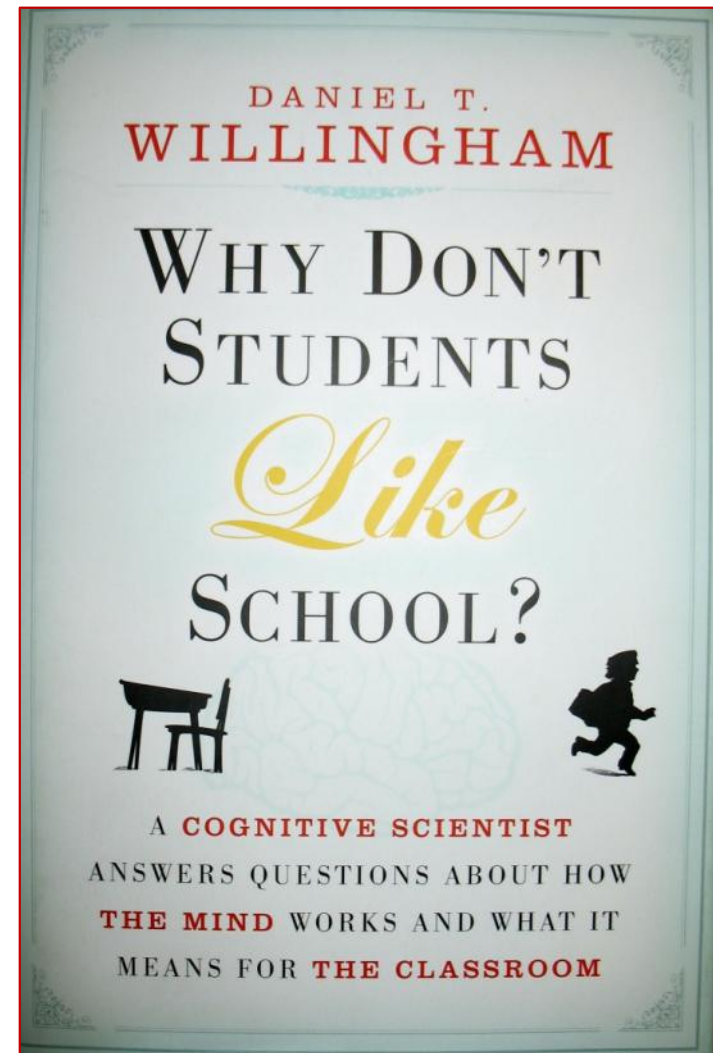
Archives have the power to make us think!



Memory is the residue of thought

“Your memory is not the product of what you want to remember or what you try to remember; it’s the product of what you think about”

Daniel T. Willingham
Why Don't Students Like School
Jossey-Bass 2009



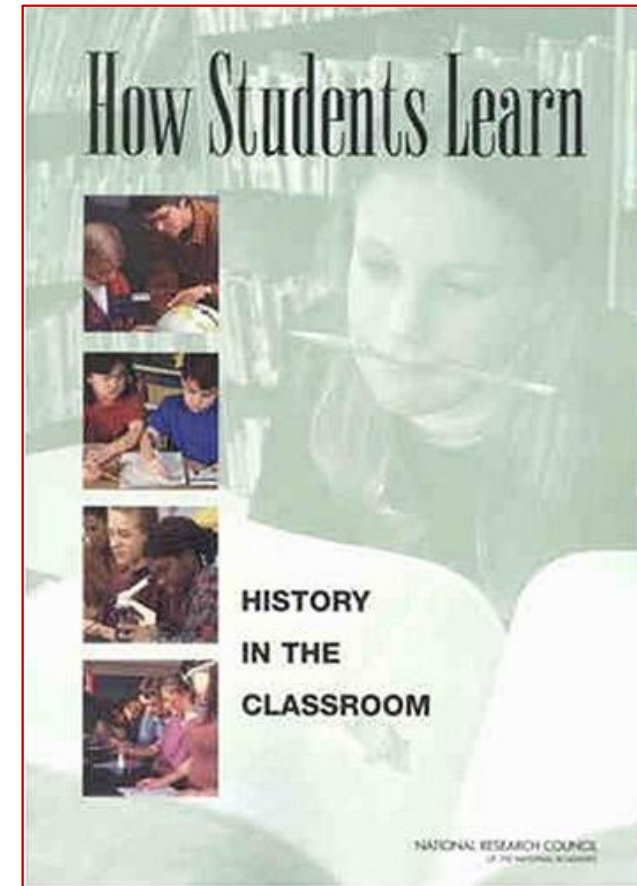
Archives force us to re-think!



Challenge preconceptions about the past

“Students come to the classroom with preconceptions about how the world works. If their initial understanding is not engaged, they may fail to grasp the new concepts and information...”

Suzanne Donovan & John Bransford
How Students Learn p.1
National Academies Press 2005



What is History?

The Great History Debate...



Department for Education

History programmes of study: key stage 3 National curriculum in England

Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the diversity of societies and relationships between different groups, the changes to the way the world has operated, and the challenges of their time.

Aims

- The national curriculum for history aims to ensure that pupils:
 - know and understand the past
 - develop a narrative of the past
 - think critically about the past

**Is History about
knowledge or
skills?**

**History is about
understanding**

**Is History a noun
or a verb?**

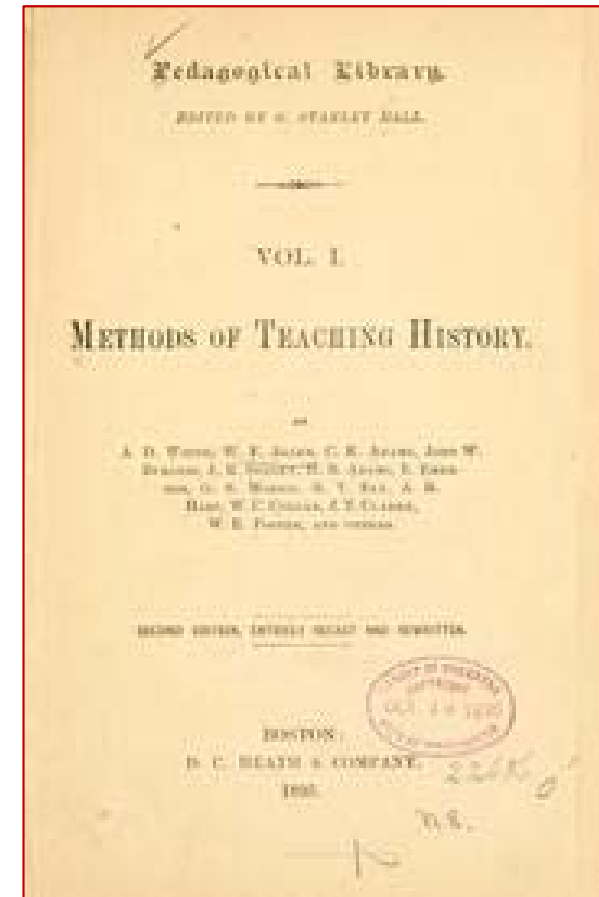
Christophina

**Is History something
to be ‘covered’ or
‘uncovered’?**

The ‘Coverage’ Model of History

the object of introductory history coursework is to remedy students’ lack of “possession of a sufficient number of important historical facts...”

Charles Kendall Adams
“On Methods of Teaching History,”
Methods of Teaching History,
ed. G. Stanley Hall (Boston, 1883),



Teaching the ‘Coverage’ Model of History Curriculum

Publisher

Author

Knowledge

Content

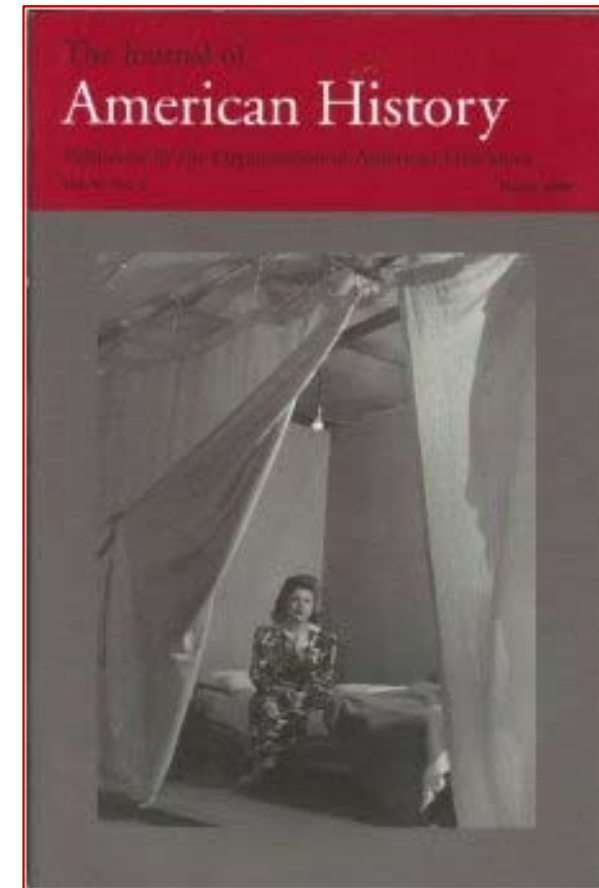
“Sources”

Questions

The ‘Un-Coverage’ Model of History

“So the first move students need to learn is that of asking good historical questions. To this end the first meeting in every unit is designed to intensify students' desire to inquire.”

Lendol Calder,
“Uncoverage: Toward a Signature
Pedagogy for the History Survey,”
Journal of American History,
92 (March 2006)



Teaching the 'Un-Coverage' Model of History

Enquiry Question

Documents

Observations

Questions

Inferences

Conclusions

Further Research

www.nationalarchives.gov.uk/education

The National Archives

Search our website...

Home > Education

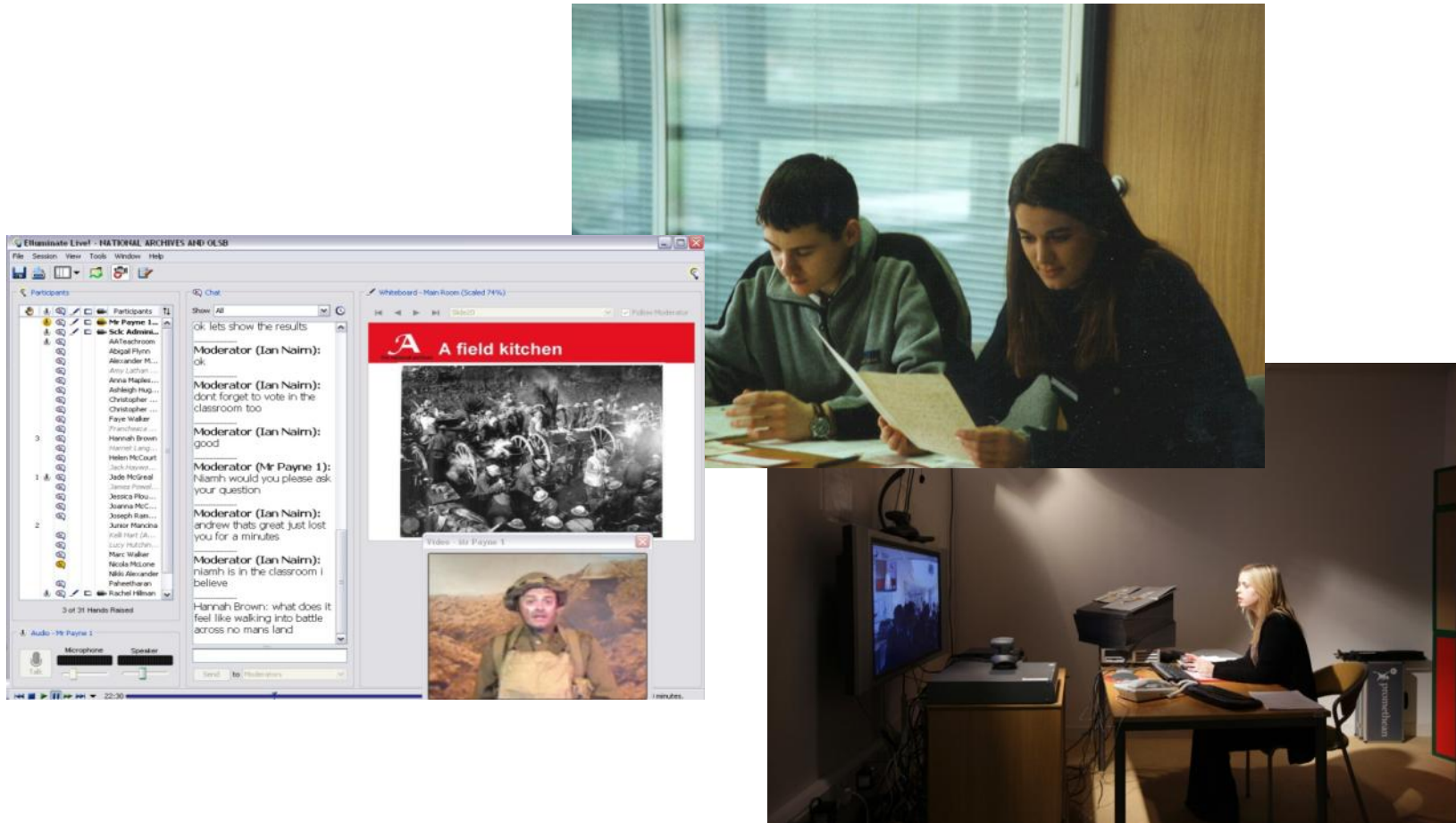
Education

Time periods

- Medieval 1066 - 1485
- Early modern 1485 - 1750
- Empire and industry 1750 - 1850
- Victorians 1850 - 1901
- Early 20th Century 1901 - 1918
- Interwar 1918 - 1939
- Second World War 1939 - 1945
- Postwar 1945 - present

Taught Sessions

Available in three formats



Investigate, don't illustrate!

Use sources for enquiry-based investigations



Use key questions to drive the activity...

Let the students provide the answers



[Home](#) > [Gallery](#) > Case Study

[Search this exhibit](#)



CASE STUDY 1: WHY DID THE BRITISH BECOME EMPIRE BUILDERS IN NORTH AMERICA?

North America covers a very large area, from the Arctic areas of Newfoundland to the tropical land in the late 1700s British traders, soldiers, sailors, administrators and settlers could be found all over. So what drove English, Scots, Irish and Welsh men and women to travel across the Atlantic?

Visit the background and the summary of this case study and see what you can discover about...

How did Henry VIII get up in the morning?

[Back to all snapshots](#) [Tasks](#) [Background](#) [Links](#) [Teachers Notes](#) [Print](#)

Henry VIII became King of England in 1509, aged 18. He was determined to be a great king, looked up to by everyone. He showed this in lots of ways: his grand portraits, his keenness for French wars and his behaviour towards his court and to other kings.

He also showed it in his control of every detail of his daily life. One measure of greatness at that time was the number of people that surrounded you, the more people, the more important you were. When Henry stayed at Hampton Court he was attended by nearly 1,000 people.

Controlling this number of people was quite a job and in 1526, while he was staying at another of his palaces, at Eltham, a strict and detailed set of rules was drawn up by his closest advisor Cardinal Thomas Wolsey. Here are some extracts from these rules.



Title page of the Valor Ecclesiasticus (Church Valuation), commissioned by Henry VIII 1536 (E 34422)

Historians construct History from sources

Let students direct their own investigation



www.nationalarchives.gov.uk/education/worldwar2

Context is everything...

So whole documents are essential

CIVIL WAR 67

Speaker made way for him and Charles stood by the chair scanning the faces of the silent members. Then he told them why he had come and finished by saying:

SOURCE 2

Since I see all the birds are flown, I do expect from you that you shall send them unto me as soon as they return hither [here].

John Rushworth, *Historical Collections*, 1659

Then the King asked the Speaker if he could see any of the five. The Speaker, falling on his knees, reminded the King that he was the servant of the Commons, not of the Crown:

SOURCE 3

May it please your Majesty, I have neither eyes to see nor tongue to speak in this place, but as the House is pleased to direct me.

John Rushworth, *Historical Collections*, 1659

As Charles walked out of the House, the Commons broke into uproar.

1659. d. 25
Gentlemen: I am sorry for this occasion ^{to come} into you; yesterday I sent a Serjeant ^{with} a ^{very} important message, to apprehend some that by my Comaunds, were accus'd of high Treason, whose ^{that other} I did expect obedience and not a message. And I must declare unto you here, ^{that other} no long that ever was in England, shall be more ^{to} full of your ^{to} treacheries, nor maintain them to the uttermost of his power than I shall ^{to} yet you must know in Cases of Treason no person hath a privilege, and therefore I am come to know if any of these persons that were accus'd are here. Then Justice his Majesty of the Members in the House said, ^{to} you are say to them, ^{to} think I should ^{to} have ^{to} I must tell you first: that so long as these persons, that I have accus'd (for no slight Crime, but for Treason) are here, I cannot expect that this House, can be in the right way, this I do heartily wish it. Therefore I am come to tell you, that I must have them, where so ever I finde them. Then his Majesty said, ^{to} is ^{to} him ^{to} have ^{to} nor ^{to} have ^{to} answer ^{to} with, ^{to} since I see all the birds are flown, I do expect from you, that you shall send them unto me, as soon as they return hither, ^{to} I must tell you in the word of a King: for ever did intend any force, but had proceded ^{to} them in a legal & faire way: for I never intended any other. And now since I see I cannot do what I came for, I think this no unfit occasion, to repeat what I have said formerly, that what I ever I have done in favour, ^{to} to the good of my Subjects I do mean to maintain it. I will trouble you no more. But tell you I do expect as soon as they come to the house, you will find them to mee otherwise I must take my own course to finde them.

The Making of the United Kingdom
James Mason

SP 16/488/25

The power of documents

- As source of information
- As identifier for knowledge
- As insight into opinion or motive
- As evidence to substantiate an interpretation
- As means of stimulating curiosity
- As illustration or example
- As confounder of preconceptions
- As context to a period
- As artifact

Find out more...

www.nationalarchives.gov.uk/education

Contact...

andrew.payne@nationalarchives.gsi.gov.uk

@The_History_Man

@UKNatArchives

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