

Durham E-Theses

The teaching of history and slow learning pupils aged 11-14

Irene Wilson

How to cite:

Wilson, Irene (1985) The teaching of history and slow learning pupils aged 11-14. Masters thesis, Durham University.

Use policy

The full-text may be used and/or reproduced, and given to third parties in any format or medium, without prior permission or charge, for personal research or study, educational, or not-for-profit purposes provided that:

- a full bibliographic reference is made to the original source
- a <https://etheses.durham.ac.uk/id/eprint/7027/> is made to the metadata record in Durham E-Theses
- the full-text is not changed in any way

The full-text must not be sold in any format or medium without the formal permission of the copyright holders.

Please consult the [full Durham E-Theses policy](#) for further details.

THE TEACHING OF HISTORY AND
SLOW LEARNING PUPILS AGED 11-14

Mrs. I. Wilson, B.Ed.

The copyright of this thesis rests with the author.
No quotation from it should be published without
his prior written consent and information derived
from it should be acknowledged.

A thesis submitted for the degree of
Master of Arts in Education

University of Durham
School of Education

1985



10. JUN. 1986

ABSTRACTThe Teaching of History and Slow Learning Pupils aged 11-14

Mrs. Irene Wilson

This thesis is concerned with history and slow learning pupils in the first three years of secondary education. It can be seen as comprising three separate but inter-related elements and begins (Chapter 1) with a review of the literature and research findings relating to the teaching of slow learners as well as to the factors concerning historical thinking. This first element then proceeds to discuss the problem of definition of these pupils, since this is subject to wide interpretation and therefore needs consideration (Chapter 2).

The second major aspect (Chapter 3) revolves around the questionnaires distributed to the Heads of History Departments of eighty-three secondary schools. The thirty-three returns from this, dealing with the provision, potential and problems that the slow learning child encounters in learning history, are then subjected to detailed analysis.

The third element comprises two components (Chapters 4 and 5). The first is the experimental/empirical work, i.e. the administration of a series of tests to less able pupils in a Durham comprehensive school. These tests include items dealing with sequencing, vocabulary, use of evidence, number order and handling historical objects. Finally, the thesis concludes by putting forward a recommended syllabus which adopts a practical skills-based approach for teaching history to slow learning pupils in years one to three at secondary school level. This in turn is subjected to final consideration and critical analysis.

CONTENTS

	Page
Abstract	i
Acknowledgements	iv
Statement of Copyright	v
Introduction	1
<u>Chapter One</u> : <u>History and the Slow Learner - The Literature</u>	3
(a) Review of the literature	3
(b) Review of published materials used to teach history to slow learners	10
(c) History and historical thinking	41
<u>Chapter Two</u> : <u>Problems of Definition</u>	63
(a) Definition of a slow learning pupil	63
(b) Characteristics of slow learners as observed by practising teachers	67
(c) Organisational provision for the slow learner in schools	73
(d) The slow learner and mixed ability teaching	76
<u>Chapter Three</u> : <u>The Present Study - A Questionnaire Approach</u>	84
(a) The findings of the survey - identification of the less able	85
(b) General learning problems noticed in history lessons	87
(c) Characteristics of history which cause problems for the less able	97

	Page
(d) Teaching strategies employed with slow learning pupils in history	105
(e) Individual teachers' comments regarding approaches to teaching history to slow learning pupils	113
<u>Chapter Four</u> : <u>Slow Learners' Awareness of the Past</u>	116
(a) Testing procedures used	116
(b) Test results	125
(c) Conclusions	150
<u>Chapter Five</u> : <u>A Suggested Framework</u>	155
(a) Problems to consider when designing a history syllabus for less able pupils	155
(b) A syllabus for Years 1-3 secondary school less able, using a skills-based practical approach (General comments)	161
(c) The syllabus	164
(d) Conclusions - Testing procedures used: Years 1-3 less able	181
Bibliography	186
Appendices	202

Acknowledgements

I would like to acknowledge the help supplied by the various schools which have kindly given assistance and information during the course of this research. Particularly the help given by my colleagues in the Lower School at Bishop Barrington, Bishop Auckland; especially Miss B. Scott and Mr. N. Davison, without whose assistance this thesis would not have been written. My thanks also to Dr. J. West for kindly giving me permission to use his tests during the course of my work. I would also like to acknowledge the help given by my tutor, Mr. M.R. French and for his patience and understanding during the compilation of this research.

The copyright of this thesis rests with the author. No quotation from it should be published without her prior written consent and information derived from it should be acknowledged.

INTRODUCTION

This research was initiated by the observation that for practising teachers there appeared to be little knowledge, practical advice or detailed research into the problem of the less able pupil and history. When faced with teaching history to these pupils, many problems and questions began to emerge, yet there appear to be few documented answers.

If we subscribe to the views of Her Majesty's Inspectorate¹ that a child can be helped to gain a greater awareness of the present from looking at events which have occurred in the past, then it follows that the study of history is important to all children, regardless of ability. Yet the argument against teaching the subject to less able pupils, because of its high level skills, concepts and literacy, has been put forward by some historians.² Several teachers who completed the questionnaire (Chapter 3) also see history as irrelevant or a waste of time for these pupils and have preferred to concentrate on teaching basic skills in isolation.

This research, however, also shows many examples of the success that less able pupils are capable of achieving, for instance, an awareness of the past, of benefitting from, and above all, *enjoying* history. In considering the problems of teaching history to these pupils, and there are many, it is nevertheless vital not to underestimate the *potential* of both the subject and of the pupils themselves.



The author has had six years' direct personal experience of teaching history to less able pupils, and these will serve (as outlined in Chapters 4 and 5), to substantiate the above issues. For instance, in answer to the question, "What is history?", two second year less able children replied:

"The learning about the past and understanding people."

(Vicki - 13 years 4 months)

"History is about finding out about difrent ages of lifes." (sic)

(Mandy - 13 years)

These examples are not unique, and while there can be great difficulties with the combination of history and less able, nevertheless, the thesis reflects an element of optimism some teachers feel towards the subject, which they think can be used as an aid to the personal development of their pupils.

-
- 1 Department of Education and Science, "History in the Primary and Secondary Years", Her Majesty's Stationery Office, (1985).
 - 2 V. McIver (ed.), "Teaching history to slow learning children in secondary schools", D.E.S. Northern Ireland, (1982).

CHAPTER ONE

HISTORY AND THE SLOW LEARNER - THE LITERATURE(a) Review of the literature

Until the past five years material concerning slow learners and the teaching of history has, as Evelyn Cowie observed, been 'thin on the ground'.¹ Her remark is undoubtedly true but, within the past few years however, an increasing amount of material has in fact been published. The following is intended as a survey of information and publications incorporating aspects of teaching history to the slow learning child.

One of the most interesting publications has been written by G.F. Gold² of the History Department of Jordanhill College, Glasgow. His remit was to prepare a bibliography on the subject, identifying some specific learning difficulties likely to be encountered by slow learning pupils, but more specifically to prepare a contribution for the pre-service courses for graduates training as history teachers. The result of his work is a comprehensive balance between the theory and practice of teaching history to pupils with learning difficulties.

A booklet edited by V. McIver³ is also a comprehensive compilation of work relating to the teaching of history to slow learners, this time in Irish schools. It not only identifies the problems but gives practical advice from practising teachers and is concerned with approaches to the less able and various teaching methods which can be used.

The various universities, individuals and schools contacted during this research have produced some information on the subject. However, the impression gained in England at least, is that there has been no systematic research previously carried out. As K. Hodgkinson comments:

"It looks as though you have put your finger on a very sensitive spot in the area of history teaching. My own limited experience confirms your unease about the extent of research, of thinking, or even of appropriate teaching".⁴

His pamphlet on the subject, however, is one of the few publications of its kind and in its small number of pages covers many valid points, from the characteristics of the slow learner to construction of a syllabus.⁵

Another source of information on the subject was the Report of the Historical Association Conference in 1978 which was attended by some thirty branch members, who raised the question of the development of historical skills in less able pupils. This appeared to highlight three major problems: language; the problem of thinking and conceptual levels, and finally, motivation. One suggested solution was to build on the knowledge of things and people that the less able possessed. Another suggestion was the use of oral techniques and the part that oral evidence could play in teaching history to the less able.⁶

L.O. Ward remarks that few historians have the knowledge or experience of slow learners to enable them to analyse what might help these children in history. One basic problem he comments upon is the almost total lack of

separate consideration of the part that history can play in the education of the less able.⁷

A.H. Frerichs adds that the complaint against history is not with the discipline itself, but the way it is taught and written for slow learning children. This comment tends to be reinforced by some of the answers contained in the questionnaires received during the course of this research, when some practising teachers suggested that it is the methods which are important in teaching history to the less able, not necessarily the content. Frerichs advises the 'contemporizing' of history so that pupils can learn about the past through the present, and perhaps be helped to reach an understanding of contemporary problems and their origins.⁸

John Hull⁹ remarks that recent thinking about teaching history to secondary pupils has stressed not only that history should offer something to all pupils but that it is especially valuable to the adolescent in his or her development. He also refers to the Report of Her Majesty's Inspectorate which stresses the skills a pupil should have mastered through the curriculum. For example, helping the pupil to set down clearly what he wants to express; to write simple descriptive reports; to help his capacity for reasoning and judgement. To help to increase the child's ability to recognize questions and to formulate answers, and particularly history's special stress on the nature of evidence and the danger of bias, will help to prepare all pupils for the outside world. The very important suggestion

made by the Inspectorate is that all children, regardless of ability, need to have contact with differing 'areas of experience'.¹⁰

M.D. Wilson refers to the problem slow learners encounter in their failure to master the use of language, and therefore communication. This has extremely serious implications in the teaching of history which relies to a great extent on the skills of reading and writing. He suggests various methods which can be used to help the slow learner to acquire greater mastery of reading and writing skills, for example, using a few key concepts to provide the core of a story or narrative. The repetition of key words, and the text linked to visual stimuli if possible, will also assist in acquiring literary skills. Discussion and definition of difficult or unfamiliar words or concepts in the passage with the pupils as the work progresses will obviously lead to greater understanding by the children, particularly if it is reinforced.¹¹

In a later article M.D. Wilson remarked that the way ahead in the teaching of history to the less able involves:

*"(a) serious consideration and greater understanding of attitudes, interests and motivation of slow learners. A greater knowledge of subject teachers of the causes and nature of specific learning difficulties; the planning of aims and specific lesson objectives which take into account individual learning problems; greater liaison and shared expertise between the remedial and subject departments ... the publication of suitable curricular materials which are able to translate the benefits of the New History (using the skills/evidence approach) into the language that slow learners can understand."*¹²

J.E. Hagerty and M. Hill contribute to the debate by describing some work carried out at Eastfield Secondary School, Brighouse. They remark that:

*"A history teacher should concentrate on the child absorbing information or practising a skill easily and with enjoyment."*¹³

The main resources they used with their pupils were worksheets in which simplicity of layout and language is essential, linked to these were information sheets. The synchrofax or 'talking page' has also proved effective with the less able, and the language master can also be used with a set of language cards to accompany worksheets, information sheets and synchrofax sheets. Pictures, photographs and other visual aids such as crosswords, jigsaws and cartoons also help to promote interest, motivation, concentration and assist learning with the less able in history.

An article by Ken Bore of Kelvin Hall Senior High School, Hull also makes some interesting points. For instance, the fact that while a child may experience difficulty and have been labelled via tests in mathematics and English as 'slow learning', he or she may not automatically experience difficulty in history. One question specifically mentioned in the article was: "How does the teacher establish what pupils of 'below average attainment' want and need"? Various classroom strategies were put forward to make history more purposeful than time-filling. For example, the oral tradition - the use of the oral transmission of learning as well as the use of autobiography

and fiction. Much of human history, myths and folklore, then novels and television 'soap operas' have expressed the attitudes and ethics of the society in which they live.¹⁴

Roy Hallam, writing from York, explained that he had worked with a group of ten to eleven year old boys with very low reading ages in the summer of 1983. He used L. Holt's book 'Robin Hood' as a historical source. He remarked that the boys seemed to derive great benefit from making and enacting a play on Robin Hood - social, personal and expressive, but he was undecided about cognitive results. One boy apparently had adequate concepts of 'monk', 'knight' and 'abbey' at the end of the series of lessons, but the others were not too certain in an interview situation. He asked the question - "Is this the way forward - that is history as a means of expression - but until what age?"¹⁵

The Schools Council advised in January 1983 that while a few projects have been revised to include the teaching of slow learning pupils, for example packs one and two of the Cambridge School Classics Course, however, there is no Council History project specifically devised to take into account the slow learner as yet.¹⁶

M. Roberts, in an article in "Special Education"¹⁷, discusses the value of teaching in a school for the educationally subnormal. A teacher has to remember, he argues, that dates and long periods of time may be hard for slow learning children to understand. The teacher should aim

for simplicity, concreteness and where possible, personal involvement. Mr. Roberts also extols the merits of using local history with less able pupils. His final remarks are extremely pertinent to the question of the less able and history:

*"Obviously history is not the easiest subject to teach slow learners, but ways of teaching it must be found, for a child who has not been given the awareness of the past has been robbed of a whole dimension of consciousness and to that extent can hardly be said to have received an education."*¹⁸

Many of the problems faced by teachers who have taught history to younger more able children could perhaps be applied to the slow learning child in the secondary school. The fact that their basic reading and writing skills are not developed perhaps, or that in Piagetian terms they are still at the 'concrete operations' stage and thus unable to appreciate such an abstract concept as time for instance, makes comparison between the older slow learning child and the able younger child an interesting possibility. Joan Blyth's experiment with six year old pupils for instance, regarding their awareness of the past, produced some interesting results. She found that children of six are quite capable of beginning to understand some appropriate concepts and also practise skills needed for understanding the past *if suitable teaching techniques* and equipment are used and they are taught over a long period. The phrase 'suitable teaching techniques' has been reinforced by some of the teachers who completed the questionnaire regarding the approaches to teaching history to the slow learning child. Perhaps there are lessons to be learnt here when

dealing with the less able pupil whose reading age is often not much greater than the children in J. Blyth's work.¹⁹

Dr. J. West's²⁰ work with 7-13 year old children agreed with that of J. Blyth in that he found that it is possible for children to develop a sense of time throughout their primary school years. However, as Dr. West observes, if it is not encouraged and practised the time-sense may be lost by the age of thirteen years. He also remarks that:

*"It has become evident that some illiterate children can certainly recognise and sequence pictorial items which they are incapable of describing in the essential words, certainly not in writing. It may be that many of these children have well-formed mental 'pictures' of Romans, Christ and Crucifixion, 'long ago' before they can begin to explain or express these pictures in words ... more, some of these children are capable unerringly, of placing a Crucifixion picture or symbol in its correct time-place in a sequence of other pictures."*²¹

Research is needed therefore to illuminate whether or not a slow learning child can recognize 'time' in a historical context. Chapter 4 contains an analysis of some tests given to the less able to ascertain their awareness of the past.

(b) Review of published materials used to teach history to slow learning pupils

Text books and materials which can be used with slow learning pupils are many and varied. Most teachers who have written about history and the less able, however, have also commented upon a lack of *suitable* text books. As most of the children receiving remedial help do not take formal examinations which correspond in content to their more able peers, this inevitably leads to lack of set texts being

used, particularly in years one to three at secondary school, consequently this should mean that a greater variety of approaches and texts can be utilized when teaching history. The most basic comment from teachers however, is that the text books which are used usually have to be adapted for the abilities of the children designated as remedial.

After over five years teaching these children personally, little reliance is placed upon basic texts. The books or materials have to be adapted to fit the needs and abilities of the children, and for my own part, worksheets have been prepared for years 1-3 using an adapted form of text. The greatest incentive these pupils have to look at a book is often the illustrations, since many slow learning children experience frustration when they look at written material - any written material - history is no exception. If the written word, however, is presented in a form they can readily understand and yet is suitable for their age group, which usually means a fairly short interesting text and relevant illustrative material, then the pupil will try to read on; if not, the book may be closed and another opportunity to enhance the child's communicative skills has been lost.

Every teacher of slow learning pupils has his or her own favourite texts in history. The following therefore is a *sample* of those available and which in some instances, have proved, with adjustments, to have motivated the pupils to 'read on'. An asterisk denotes books or materials personally used which have proved effective by the fact that

the slow learning pupils who have read them have been motivated to continue doing so.

1. Edward Arnold (1983)

'Remedial Books'. Action History

i. A Picture Strip Approach

Visual presentation of serious historical materials.

Secondary pupils of below average reading ages.

a) The Peasants' Revolt by N. Crowther & R. Schofield

b) The Norman Conquest by N. Crowther & I. Carstairs

c) The Red Indian Wars by N. Crowther & P. Page

ii. Who? What? Why? P. Page

Structured Picture Questions in British History. A series of 'remedial' history books designed for less able pupils in middle school or first three years in secondary. Detailed large drawings, maps, diagrams, background information and questions related to or drawn from the topic materials. Topic organised chronologically, thematic links of: defensive buildings, battles, transport, work/industry, religion, buildings, social and political events.

a) Book 1 60 A.D. - 1485

b) Book 2 1536 - 1805

c) Book 3 1815 - to the present time

d) Book 4 Scottish History

iii. History Action Pack Chris Jordan & Tim Wood (1984)

Activity-based material on selected key topics for pupils of mixed ability in the 11-14 age range. Ten

A4 16 page booklets (plus teacher's notes) also each booklet contains a central activity, for example, role-play or simulation exercises in medieval medicine and pupils are asked to play the roles of medieval doctors or patients seeking cures. The activity is accompanied by back-up text, photographs, contemporary illustrations, simple evidence and structured exercises. The titles are:

- a) The Vikings
- b) Medieval Medicine
- c) The Black Death
- d) The Spanish Armada
- e) Voyage of Discovery
- f) The Roman Empire
- g) Medieval Life and Death
- h) Slavery

iv. Databank David Crystal & John L. Foster (1984)

Each book contains a core of essential facts. Each book is highly illustrated and carefully structured for children with reading and learning difficulties. Seventeen titles including:

- a) Castles
- b) Monasteries
- c) Ancient Egyptians
- d) Roads
- e) Canals
- f) Newspapers

- v. Playback. (History Roleplays) Tim Wood (1984)
(11-16 age range)

Contains five roleplay units intended to give pupils an understanding of facts and human behaviour by using a skills-based approach. Developing such skills as empathy; enquiry; correlation; ordering and assessment of data and decision making. The roleplays focus on key social and economic issues of the 18th and 19th centuries such as the Luddites; crime and punishment/prison reform and public health. Each unit takes the form of an investigation in which the pupils act as either witnesses or investigators. There are also exercises graded in difficulty for use as follow-up work.

- vi. In Search of History John Aylett (1984)

Series divided chronologically into five books, using a topic-based approach. Each book is designed to provide sufficient material for a complete year's work. The books are a blend of social and political history with simple and lively text. Extensive use is made of illustrations, contemporary pictures, diagrams and cartoons. There are also self-contained evidence sections, using simple written and visual evidence, accompanied by graded questions aimed at testing and developing such skills as deduction, decision-making and imaginative skills. There are also suggestions for homework, three sets of revision exercises in each book which include word games and

crosswords. There is also a timechart in the form of a game inside the back cover. Titles include:

- a) In Search of History - Early Times - 1066
- b) In Search of History - 1066 - 1485
- c) In Search of History - 1714 - 1900
- d) In Search of History - The Twentieth Century

vii. Topics in Medieval History (ed.) David J. Hall (1984)

These cover topics for children aged 11-13 years.

Titles include:

- a) Villages and Farming Marilyn Chappell
- b) Towns and Traders Gillian Day
- c) People and Places Gillian Day
- d) Knights and Castles David J. Hall
- e) Monks and Monasteries David J. Hall

viii. Involvement in History (ed.) David Birt (1984)

Uses the techniques of the 'New History' with the accent upon pupil activity covering the main social and political factors of the period:

- a) The Middle Ages I 1066-1154 R. Acland & D. Birt
- b) The Middle Ages II 1066-1154 R. Acland & D. Birt
- c) The Middle Ages III 1066-1154 R. Acland & D. Birt
- d) The Tudors R. Acland, D. Birt and J. Nichol
- e) Restoration and Regency (ed.) David J. Hall
- f) Society Gillian Day
- g) Men and Medicine C. & M. Chappelle
- h) Soldiers/Sailors and Explorers Dr. J. Hall

- ix. The Story of Medicine · D.W. Sylvester (1984)
 Useful for project work in history and gives a very straightforward account of medical development and the eradication of disease.
- x. History Crosswords from Earliest Times to the Tudors
 Bill Buckley (1984)
 This book of puzzles should provide a highly motivating supplement to history teaching.
2. Batsford (London) (1984)
- i. Living Through History Series
 Each 'Living Through History' book builds a living picture of a historical period by placing together the stories of some fifteen people with differing experiences of and reactions to their time.
- a) The Great War Richard Tames
 b) Victorian London Richard Tames
3. Basil Blackwell (1984)
- i. Living in the Past Series (ed.) H. Middleton
 A new series which shows how to use historical evidence - reading for meaning - understanding of clues - pictures and illustrations. Questions asked - pupils have to think for themselves. The books are designed with the less able in mind: the reading/ conceptual levels kept low, however without being too simplistic. The topics are clearly presented in

colour, large format, double page spread. Care is taken with typeface and spacing to aid reading.

- a) Britons and Romans
- b) The Dark Ages
- c) The Middle Ages
- d) Tudor Times
- e) Stuarts and Georgians
- f) The Victorians

4. Blackie Remedial (1984)

i. The Story of Life . Gordon Pemberton & M. Pollard

Six books fully illustrated present an evolutionary history of the earth, merging into a social history of Britain. The books cover most known eras and episodes, lives of ordinary people, families, tribes and communities.

- a) Book 1 In the Beginning
- b) Book 2 From Ape to Iron Age
- c) Book 3 Ancient Britain, Roman Britain, Dark Ages
- d) Book 4 Castles and Crusaders
- e) Book 5 Trades and Travellers
- f) Book 6 Empires and Ideas

5. A. & C. Black (1983)

i. * Looking at History . R.J. Unstead

Books 1 - 4 covering the period from the Caveman to Queen Victoria. Book 5 'Twentieth Century'. The diagrams are very good and the text is easily understood by the child lacking in reading skills.

ii. Buildings as History (Market Towns) (1984)

Eleanor Allen Series for children in the 9-13 age range. The book shows how to look for information about the past in the buildings around us.

iii. History Explorers . David Woodlander & Judith Brown
(1984)

Each book aims to develop the historical skills of young children, using photographs and drawings and archive material to look at the historical evidence around them.

a) Castles

b) Churches

c) Canals

5. Granada Publishing .

i. Granada Guides - mini-encyclopedias suitable for slow learning children - pictorially attractive.

a) Dinosaurs

b) Ancient Egypt

c) Ancient Greece

d) Ancient Rome

7. Hamlyn Publishing . (1983)

i. History Eye-Witness Series .

Combination of well written text and a large predominance of illustrations.

- a) Explorers by Neil Grant
- b) Inventors by Norman Wymer
- c) Soldiers by Dr. Michael Blanch
- d) 1,000 Great Lives by Plantagenet Somerset Fry

ii. The Hamlyn Encyclopedia 'Prehistoric Animals' (1984)
Ideal as a reference source for the less able.

iii. Prehistoric Life on Earth Borivoj Zaruba (1984)

8. Rupert Hart-Davis

- i. * Life Then - Norman Times Jeanette B. Coltham &
William H. Wright (1971)

The series 'Norman Times' is divided into a number of small booklets which are highly informative as well as pictorially attractive. Some of the text tends to be difficult for the less able, but in the main they can be used by years 1-3.

- a) Homes
- b) Meals
- c) Tools and Weapons
- d) Clothes

9. William Heinemann Ltd.

- i. * An Illustrated History of Transport Anthony Ridley
(1983)

(Over 150 photographs in the text).

ii. A Hundred Years of Change (The Industrial Revolution)

J. Roberts (1984)

Although supposedly for pupils of 14-16 years, it is

aimed at pupils with a much lower reading age to 'visualize what life was like'. It is easy to read, difficult words are kept to a minimum. The book is clearly set out with a wide range of illustrations. Contains comparisons today - during and prior to the Industrial Revolution - working at home, making cloth, power, iron, coal, roads, canals and railways.

iii. Ships Clive Booth (1984)

The history of ships specially written for pupils up to 16 years with reading difficulties. Exercises contained in the text.

iv. * War at Home - War in Europe - War in the Far East
Fiona Reynoldson (1980)

For pupils aged 14-16 years with reading ages of 8-9 years. Historical material simple to read. Containing questions, exercises and crosswords.

v. Lower level History Broadsheets (pub. 1980)

Contained in self-fastening plastic bags.

a) Discovery and Exploration by John Ray

b) The Vikings by Alan Steel

vi. History Topic Series John Ray (1969)

a) A History of the Railways

b) A History of British Transport 1700 to the present

10. Hulton Publications

i. * Britain's Heritage Books Philip Larkin (1959)

Can be used for revision by the less able. The

diagrams are useful for this purpose (particularly Book 3 concerning the Industrial Revolution). Diagram (a) overleaf shows the Medieval Town - the drawing has plenty of activity and can be used as part of an oral lesson to introduce or reinforce the town topic. Many points are raised here: overcrowding, standards of hygiene, shops, clothing, construction of buildings, disposal of waste! All these can be compared with today.

11. Holmes McDougall

i. History Resource Masters I.R. Worsnop (1984)

History Modelmasters Anne Dean

Pressure-Fax Spirit Masters (good for homework).

Good for learning difficulties, i.e. non-return of books and materials; lack of home support. Chronological and thematic. Illustrations to colour-in; models to make; projects to develop.

a) Early Man (Reading Age 8-9½)

b) Knights and Castles (R.A. 8-9½)

c) Life in the Middle Ages (R.A. 9½-11)

d) Exploration and Discovery (R.A. 9½-11)

ii. Living History R. Mitchell & G. Middleton (1984)

Suitable for years 1 and 2 at secondary level.

12. Hutchinson Educational (1984)

i. Flashback 1 and 2 Series Rene Cochlin

Useful for 'general' work - simple text, well illus-



trated with cartoons, language level and introduction of concepts carefully controlled, pupil activities throughout.

- a) Book 1 - From Earliest Times to the Normans
- b) Book 2 - From the Normans to Queen Elizabeth

13. * Jackdaw Publications

i. Jackdaws

Wallets containing copies of photographs; primary evidence and explanation of various patches of history, for instance:

- a) Domesday Book
- b) 1066
- c) The Armada
- d) Richard III

The various documents contained in these kits can be adapted for use by the less able. Many of the illustrations are particularly good. Richard III for instance, his portrait can be studied and questions asked, also comparisons made between today's fashions. His signature can be copied and compared with their own; posters can be made of the time he lived and the documents can be adapted for use with the less able at a very simple level. For example, the transcript of exhibit number 4 (extract from the Act of Parliament Rolls for Richard III). The nature and meaning of the extract can be discussed with the children, also the fact that the spelling was fairly free and tended to

follow the pronunciation of words (not dissimilar to some of their own attempts at literacy). Extracts from the text can be broken up and the children can copy the original and then do their own translation underneath (obviously with much assistance from the teacher). This helps them to concentrate upon each word in the text and its meaning, e.g.

'... over this amonges other things more
fpecially wee confider, howe that, the
tyme of the Reigne of Kyng Edward the
IIIIth late deceffed ...'

The children could:

1. Copy the above and underneath put in the spelling we would use today.
2. Answer questions relating to the text:
 - (a) Which king is mentioned in the text?
 - (b) Was he alive or dead? How do we know?

The depth of the study depends upon pupil interest and the teaching time available for the topic.

14. * Longman Publications

- i. The Middle Ages R.J. Cootes (1972)

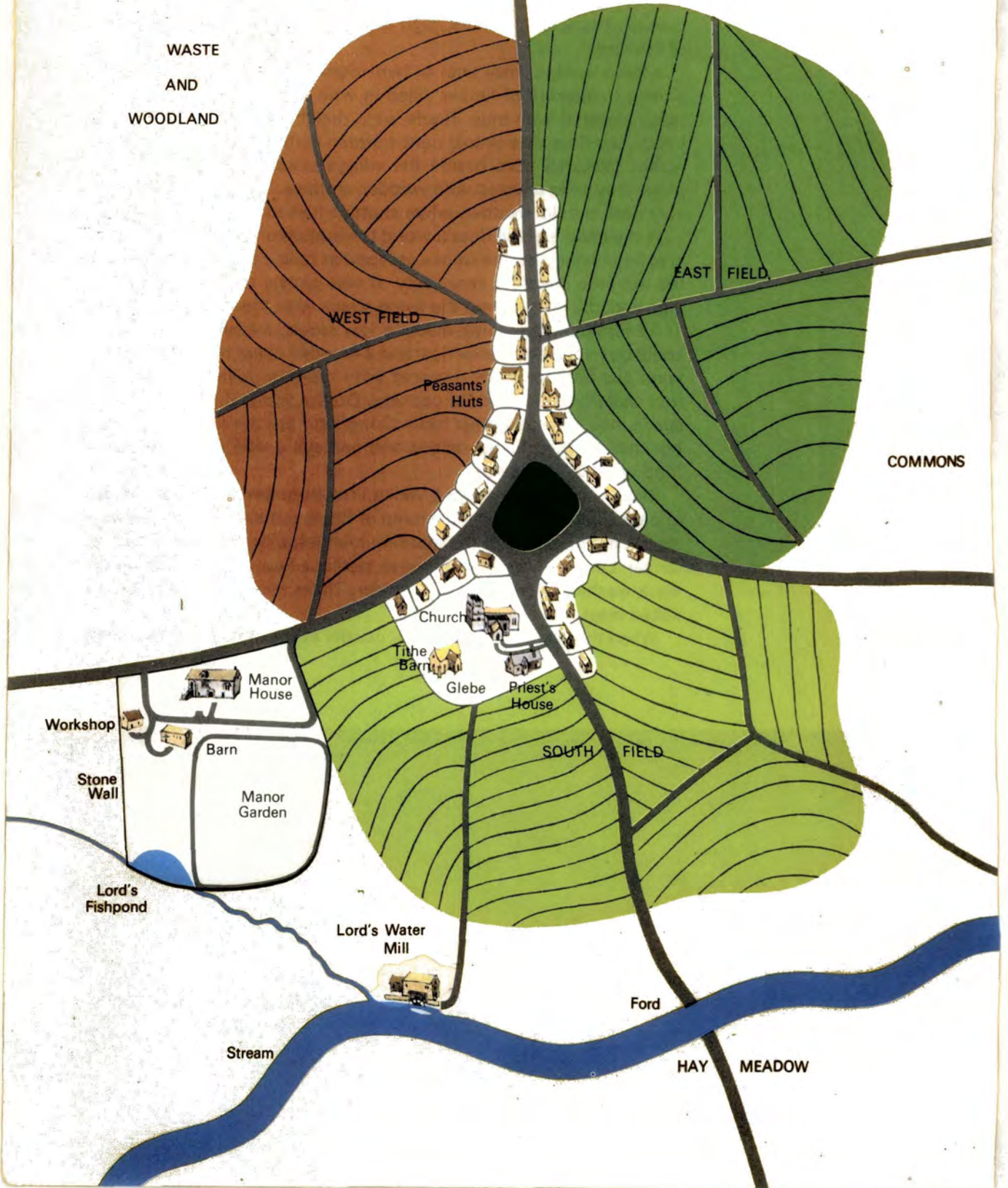
Although the text is difficult for the less able, nevertheless certain sections can be adapted (particularly using the diagrams), e.g. Open field farming; the life of a peasant in the Middle Ages; the murder of Thomas Becket and dress in the Middle Ages. The book is pictorially excellent as the following copies from the text show. Diagram (b) is a thirteenth century drawing of the murder of Thomas Becket -



(b)

LONGMAN SECONDARY HISTORIES.
"THE MIDDLE AGES."

LONGMAN SECONDARY HISTORIES
"THE MIDDLE AGES" (c)



dramatic and yet simple enough for the children to follow. Diagram (c) shows the three field system of farming; again, simple design, to the point and easy to copy. The text of the book tends to be difficult however, as (d) confirms - the quarrel with Becket is written in small print, using dialogue which a child of low literate ability would find extremely hard to follow. Great use can be made of the diagrams however, which can be integrated using a specially prepared text.

ii. History in Focus Series . G. Middleton (1984)

Chronological courses set out with activity sections as follow-up in book form.

- a) Prehistory to Roman Britain
- b) Saxons, Vikings and the Norman Conquest
- c) Norman and Medieval Britain
- d) Tudors, Stuarts and Georgians
- e) Victorian Times and the 20th Century

iii. * Focus on History. R. Mitchell & G. Middleton (1984)

Series in two levels of difficulty: 12 books of 48 pages each with simple text; 5 books of 64 pages with more demanding text. The layout presents genuine evidence and is largely visual with thematic development.

Stone Age to Iron Age - Roman Britain - Saxons and Vikings - Norman England - The Crusades - Medieval Life - Life in the Medieval Monastery - Tudor Town

and Court Life - Tudor Country Life - Voyagers and Discoverers - The Early Stuarts and the Civil War - At the Time of the Plague and the Fire - Georgian England - The Transport Revolution - Victorian Times - Our Own Century.

At the Time of the Roman Empire - At the Time of King Alfred - At the Time of Geoffrey Chaucer - At the Time of Mary, Queen of Scots - At the Time of Charles Dickens - At the Time of Nelson and Wellington - At the Time of Winston Churchill - At the Time of Marco Polo.

iv. Into the Past S. Purkiss & E. Merson (1984)

New approach, focused on ordinary people's lives as they were lived. Activity includes: drawing/writing/follow-up interviews. Direct quotations and photographs. A contemporary history approach, identification with older people.

At Home in 1900 - In the Street in 1900 - At School in 1900 - In the Country in 1900 - Entertainment in 1900 - Transport in 1900.

15. Macmillan Education (1984)

i. History of Britain P. Sauvain

A four book course designed for slow learners in the first three years of secondary school. Covers one main period - mixture of social-political history. Narrative and anecdotal with ideas for activity developments.

- (a) Book 1 Before 1066
- (b) Book 2 The Middle Ages
- (c) Book 3 Henry VII to George III
- (d) Book 4 Modern Times

ii. * History Workshop: 'Early Times' K. Brown

Work-cards carefully geared to reading ages 8-9 years. For mixed ability teaching or remedial groups early secondary school years. 52 cards in the set; illustration and approximately 130 words on one side, reverse side graded questions set with suggestions for further activities. 52 answer cards enable pupils to mark their own work (instant rewards and reinforcement - gives motivation).

iii. History in Pictures Series . (ed.) Plantagenet Somerset Fry (1984)

A series of large format books; illustrated 'important moments in history'; double-page spreads; full colour; can be used for reference as well as projects.

- (a) Prehistoric Man
- (b) The First Civilisation
- (c) Traders and Warriors
- (d) Greece and Rome Victorious
- (e) The Roman World
- (f) The Barbarian Invaders
- (g) The Rise of Christian Europe
- (h) The Age of the Crusades

- iv. Visual Aids to Learning Macmillan Wall-Charts
K. Lowther & A. McBride (1984)

Packs of 20 full colour wall-charts with one-line captions, as stimulus for discussions/detail/written work. (Comprehensive teacher's notes).

Early Man - Phoenicians to the Romans - Fall of Rome to the Norman Conquest - First Crusade to the Black Death - Peasants' Revolt to the Tudors - Conquest of Mexico to the Great Fire of London - Sun King to Napoleon.

Illustrations of good quality can be of great help to pupils with learning difficulties who generally have problems with drawing - illustrating and visualising what people looked like in the past. (Dress, fashion, continuity of development, etc.) Concept of Time in a progression might help to 'fix' the concept in their minds. By using an overhead projector to display these on a wall or film strips 'blown up' on the wall helps tremendously in this aspect of developing follow-up activities in art and craft. (Pupils then draw around the images on large sheets of paper).

- v. History Resource Library J. Platts (1984)

(Designed for juniors or first year lower secondary)
Spirit duplicator masters; outline illustrations - labelled on the reverse for illustration of written work - follow-up activities. For research/study/or notes prepared to accompany questions set.

Prehistoric Britain - Roman Britain - The Normans -
 The Middle Ages - Elizabethan England - Sea Trans-
 port - Homes in Britain - The Victorians - Canals -
 Roads and Railways - Clothes and Costumes - The
 Industrial Revolution - Air Space Travel - Castles -
 Churches - 20th Century - Two World Wars - Stuart
 Britain.

- vi. History Project Kit, 'Man Explores' J. Platts (1984)
 Project for lower secondary pupils. Combination of
 materials for individual work developments, or group
 project working. Reference books - lists and indexes
 Reference pictures - Assignment cards with activities
 - e.g. model making; Topics guide pupils into research-
 ing and developing thematic activities. 12 illustrated
 reference books.

Early Migrations and Settlement - Viking Explorations -
 Medieval Explorers - Widening Horizons - Exploring
 India and the Far East - Exploration of Central Asia -
 Exploration of North America - Exploration of Africa -
 Australia-New Zealand - South and Central America -
 Polar Exploration.

16. Mills and Boon (1978)

- i. * Let's Make History Paul Titley

The Ancient World

The diagrams are excellent - the text large print with
 the minimum of 'difficult' words. Relevant for study
 by first year secondary pupils.

17. James Nisbit & Co. Ltd.i. * What Happened Series (1960)

The narrative is too difficult for use with the slow learning pupil but the illustrations are excellent and can be used for topic work. Book three, 'Feudal England', is particularly good, especially the sections on the Bayeux Tapestry - Domesday Villages - Monasteries and Know How from the East.

18. Oliver & Boydi. History Around You L.E. Snellgrove & D. Thornton (1984) Series editor: A. Wallington

Novel approach used in that present day experiences/circumstances are used to lead pupils back into the past and involves them in events which have shaped the world of today (from the known to the unknown). The language is carefully controlled - reading ages 7-11 years. Interest levels 7-13 years.

ii. * Picture the Past R. Stanford & L.E. Snellgrove (1978)

Pupils aged 11-16 years. (Chronological approach).

- (a) Book 1 Gods, Greeks and Romans
- (b) Book 2 Knights, Priests and Peasants
- (c) Book 3 Kings, Queens and Jacks
- (d) Book 4 Man, Machine and Masters
- (e) Book 5 War, Welfare and Science

The books are pictorially excellent - very dramatic appeal to slower learning pupils whose reading age

may be low. Occasionally the writing used in the text becomes confusing (in different types of print for instance). However, the use of differing colour adds interest and holds attention throughout the books. The narrative, in most instances, invites the child to read on. The diagrams designated (e), (f) and (g) overleaf show the type of approach used. They are both from Book 2, Knights, Priests and Peasants, and Beowulf, Saxon superman is typical of the comic-strip approach often used. The colours are eye-catching and the style of presentation is often contrasting. Beowulf, for instance, is comic strip while underneath the text regarding Bede uses one single diagram. The section regarding Knights and Tournaments appeals to less able pupils as it is both colourful and easy to follow. The badges are simple to reproduce and can lead to further work on heraldry with pupils designing their own badges, using original or copied designs.

- iii. Wide Range History L.E. Snellgrove (with reading consultant Phyllis Flowerdew)

The approach is a chronological one with stories, presenting events, people and concepts. Large colour prints and for reading ages of 8-11 years. (Established historian in co-operation with established children's storyteller).

- iv. Wide Range Myths and Legends H. Stanton & A. Daly

Activity books available as a follow-up. The approach

BEOWULF-SAXON SUPERMAN

THE STORY OF **BEOWULF** IS TOLD IN A **SAXON** POEM WRITTEN IN THE **8TH CENTURY**. IT IS A **FAIRY STORY, OR LEGEND**. BUT IT TELLS US MUCH ABOUT HOW THE **SAXONS** LIVED AND WHAT THEY THOUGHT ABOUT **LIFE**. HERE WE SEE THE **PALACE OF THE DANISH KING**. HE IS **TROUBLED BY A MONSTER CALLED GRENDL** WHICH CREEPS INTO THE **HALL** AT NIGHT AND **EATS ANYBODY WHO IS SLEEPING THERE**.



BEOWULF IS A FAMOUS WARRIOR. THE KING APPEALS FOR HELP. BEOWULF COMES AND KILLS GRENDL.



GRENDL'S FIERCE MOTHER LIVES IN A CAVE AT THE BOTTOM OF A LAKE. BEOWULF DIVES DOWN AND AFTER A LONG SWIM KILLS HER.



THE **KING IS DELIGHTED. HE GIVES BEOWULF PRESENTS** AND THEY HAVE A **GREAT FEAST** IN HIS **HALL**. **REMAINS OF HALLS LIKE THIS HAVE BEEN FOUND AT CHEDDAR IN SOMERSET AND AT YEAVERING IN NORTHUMBRIA**. AFTER THE **FEAST BEOWULF GOES BACK TO HIS OWN COUNTRY**.



MANY YEARS HAVE PASSED. BEOWULF IS AN OLD KING. HE IS TOLD OF A DRAGON WHICH GUARDS A GREAT TREASURE. BEOWULF IS OLD BUT HE FIGHTS AND KILLS THE DRAGON. IN THE FIGHT HE IS WOUNDED.



BEOWULF DIES OF HIS WOUNDS. IT IS THE SORT OF DEATH THE SAXONS ADMIRE. HIS BODY IS BURNT ON A FIRE. HIS WARRIORS RIDE SLOWLY ROUND THE FLAMES AS A MARK OF RESPECT.



BEDE-FATHER OF ENGLISH LEARNING

You would know very little of early Saxon history if you did not have the books written by a monk called Bede. He lived all his life in two monasteries in the north of England – Wearmouth and Jarrow. The libraries in these monasteries had many Saxon stories, books and poems. Bede used these to help him write history books. His most famous book is 'History of the English Church and People' which he finished in AD. 731. This tells the story of how the Saxons became Christians. It is so good that Bede has been called the 'father of English learning'.



Bede kept working to the end. On his deathbed he went on dictating to one of his pupils. The last sentence of the book was written down during the evening that he died. Some historians have called the years after the Romans left Britain the 'Dark Ages'. Without the writings of Bede they would be the 'Blank Ages'!



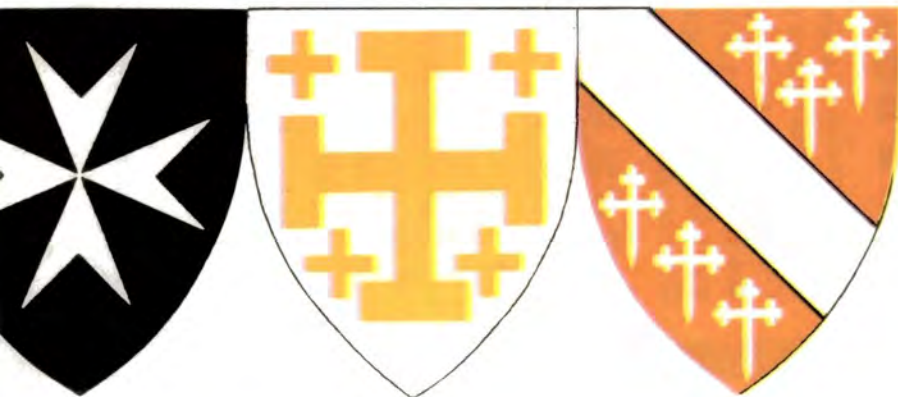
PICTURE THE PAST (F).

COATS OF ARMS

ight with his visor closed could not
gnised. So his badge was painted
shield, horse-cloth and surcoat.
at was a cloth covering worn over
t. It was first used by Crusaders.
ound that their armour got very
der the Middle Eastern sun so they
d the metal up with a surcoat.



Knights in battle
wearing surcoats



Badges like these could mean the difference between life and death in battle. In 1471, for example, some knights fighting in the Wars of the Roses did not recognise their leader's badge. They joined the wrong side and were killed or captured. After the Battle of Crécy in 1346 the English King sent clerks to search the French dead and find out who they were by their coats of arms. To this day the place where this happened is called 'The Valley of the Clerks'.

is one of a controlled vocabulary and language structure.

Greek - Norse - Indian - Celtic - Asian and African legends.

19. Oxford Press (1984)

i. * The Modern Age Peter & Mary Speed

Varied and interesting text - good illustrations - for use with years 1-2 at secondary level.

ii. Oxford Books for Primary Schools (1984)

Books 1-6. The books run parallel with the BBC radio series 'History Long Ago' and 'History not so long ago'.

(a) Book 1 The Invaders Celts, Romans, New Religion, Saxon, Viking and Normans

(b) Book 2 The Middle Ages

(c) Book 3 Tudors and Stuarts

(d) Book 4 Britain Becomes a Great Power (including transport, towns and places of work)

(e) Book 5 Modern Age - At School and Work. Home Life and Leisure. Britain at War.

(f) Book 6 The Twentieth Century (including the two Great Wars; Kennedy's America; Britain in the Modern World)

At the end of each section of work in the book is a full double page of work arranged as follows:

- a) Understand your work - to test the child's understanding of the text and illustrations.
- b) Use your imagination - to encourage the child to make deductions.
- c) Further work - to encourage further reading and project work

20. Schools Council

- i. History 11-13 . General Editor: Tony Boddington

The approach is a structured introduction, Schools Council History Project 11-13 years and its component 'What is History?'. A balance of local, national and world history with a cause and change theme.

Two levels:-

Level I - Evidence/Empathy - Prehistoric British and
Pictures and People

Cause - Hadrian's Wall

Change - Neolithic Giant

Level II- Evidence - The Battle of Hastings

Empathy - The Children's Crusade

Change - The Development of Printing

Cause - Mohammed-Islam

- ii. * What is History?

Book 1 'Medicine Through Time' (early medicine)

Book 4 'Problems of Evidence' (particularly the section on Richard III).

Published Materials - Conclusions

The written materials published for less able children encompass a variety of approaches. In the main, a chronological theme is used however, covering a wide range of time in history, often from early times to the twentieth century. This can have disadvantages since it can sometimes mean trying to cover too much material over a wide time-span in not enough depth. Unless a judicious selection is made by the teacher, this can cause problems for the less able who can have limited powers of recall.

Few books appear to be based upon people or personalities as opposed to the wider spectrum of events, and many less able, from personal experience, find a personality-based approach easier to relate to. There are exceptions to this: Longman's 'Into the Past' for instance, which focusses upon the lives of ordinary people in the past.

The emphasis also appears to be on national history which has the disadvantage of not being based upon events, personalities or artefacts which are in the immediate environment of the children. The techniques of the 'New History' with the accent upon pupil activity books are available in a few publications however, and there is some variety in presentation of material, in folders (Jackdaws); workcards; large format books; wall charts as well as project kits.

There is no definitive set of text books for use in history by the less able pupil. However, because of the

fact that teachers are not restricted by an examination system as they are with other more able pupils, a great variety of texts and topics can be used.

Many of the aforementioned texts are excellent and have been found to be extremely useful when dealing with the less able in history. However, the texts are merely the tools which can be used to aid the reading and teaching process. These tools need to be refined and adapted by individual teachers for individual children if they are to encourage the child to find enjoyment and interest in the literature of history.

(c) History and historical thinking

As well as a review of the literature pertaining to the less able pupil, consideration needs to be given to history and historical thinking, which is linked to all dimensions of history teaching, particularly with the less able.

When considering this aspect, the question 'what is history?' needs to be given some thought. If history is taken to be the study of the interaction of Man and his environment in time, then it can be studied by adult or child alike to consider why and how changes have occurred; to investigate continuity; to gain an awareness of the past; and to acquire the range of skills necessary to accomplish the task. History is a unique discipline because of its subject matter, the past experience of all mankind. This experience is not open to direct observa-

tion but needs certain techniques to 'rediscover' the past, using evidence that has survived.

Communities and associations judge the present in the light of the past, for, as the nineteenth century German philosopher Dilthey wrote:-

*"Man knows himself not only through introspection but through history. History is not something divided from life or from the present by distance in time."*²²

According to A. Low-Beer and J. Blyth, history is:-

*"... at all levels perhaps the subject in the school curriculum which can best enlarge pupils' understanding of the behaviour and experience of people."*²³

The purpose of teaching history, therefore, is not only to extend horizons but to develop understanding and thought about the human condition. Certain concepts, skills and procedures which relate to the discipline of history help to develop understanding. Dr. J. West remarks that the main concepts of history he sees as being those of evidence - its nature and availability; change; contemporaneity of evidence with event; authenticity and being able to discover falsification or error, and the time-placing of events. The skills which can be developed by historical studies are seen as close observation and awareness of 'clues'; deduction from clues; linguistic expression of all findings from the evidence, and finally, mathematical calculation of distance and duration in time.²⁴

Certain aspects of history are important with all pupils of whatever age (or ability). J. Blyth and A. Low-Beer for instance, remark that three particularly stand out from the rest: a) the concept of time - not just dates but a subject based upon chronology, "the dimension of the past, connected to and contrasted with the present"²⁵; (b) all historical knowledge rests on evidence - it is the interpretation of the evidence which is important, and finally (c) the process of having meaningful reconstruction from the evidence.

In order to be able to utilize the various concepts above, certain skills are necessary. The most characteristic skills of the historian are the collection and analysis of evidence. According to J. Hanson²⁶ (co-ordinator of a discussion paper produced by over twenty-five teachers, headmasters and advisors in 1977), the range of activities involved in using evidence are as follows:-

- "1) *Using evidence of as many kinds as possible - documents, books, maps, artefacts, pictures and photographs, oral material, music, landscapes, earthworks, sites and museums, statistics, and learning the necessary techniques.*
- 2) *Beginning to distinguish the levels of importance and reliability of evidence of all these kinds.*
- 3) *Using more than one kind of evidence in response to a single question.*
- 4) *Recognising and using the chronological conventions and historical vocabulary as they occur in topics and projects. By the age of 13 children should be able to use, meaningfully, expressions like dates (A.D., B.C.), century, reign, period, age, relating them to the time being studied, and construct a time scale.*

- 5) *Distinguishing between fact, myth and opinion.*
- 6) *Making up his own detailed questions from the general questions: 'How do we know?', 'How can we learn more?'*
- 7) *Attempting an imaginative reconstruction of the past in response to his own questions, and developing empathy with the people of the past."*²⁷

According to the information collected during the course of this research, while some teachers do in fact believe the slow learning child capable of understanding some of the aforementioned concepts and mastering the necessary skills, it is perhaps only the last section (7), empathetic skills, which *most* of them agreed their less able pupils were able to demonstrate in one form or another (see Chapter 3).

P.H.J.H. Gosden and D.W. Sylvester remark that in order that a pupil can understand history, certain thinking abilities are necessary to accomplish this. For example:

- a) Classification of either objects or events;
- b) The ability to appreciate time intervals;
- c) The ability to order sequences on a time scale;
- d) The ability to recognize that separate events can occur simultaneously;
- e) Ability to understand that ways of life can be different;
- f) Ability to understand something of the problems of historical research;
- g) Ability to follow a story;

- h) Ability to have sympathy/empathy with others;
- i) Ability to see possibilities - not only concrete, what is and what has been - but also what could have been and what can be;
- j) Ability to use concepts in history, e.g. rule, authority, kingship etc.²⁸

During the course of this research the answers given to the various questions regarding some of the thinking abilities needed and shown by the slow learning child in history were not over optimistic. Only two of the ten mentioned above - the ability to follow a story, and having sympathy/empathy with others - produced any really positive responses from teachers.

Gosden and Sylvester add that of the abilities they mention, the first seven would perhaps characterize in Piagetian terms concrete operational thinking and the other abilities would constitute formal operational thinking. It is interesting to note that the concepts of sympathy/empathy, if classed in the latter category, are able to be understood by some less able pupils (which shows the limitations of the Piagetian framework). Gosden and Sylvester also add however:

*"Most children, certainly of average and below average ability aged 11 to 15 are still at the concrete operational stage ... such characteristics of mature historical thinking as the ability to make meaningful contrasts to see events in perspective, to understand motives, to elucidate consequences, are still as yet in embryo."*²⁹

Generally, there has been no detailed research into slow learners and history (apart from one or two exceptions

mentioned earlier), perhaps this has been because of the very nature of history itself. For instance, as long ago as 1939 Jeffreys stated:

*"The fragmentation of the past makes interpretation possible only to the trained and practised eye. It (history) deals with adult thought and behaviour ... there is extensive use of abstract thought in the subject ..."*³⁰

The emphasis now, however, appears to be moving towards the acquisition of skills as much as the 'fund of knowledge' approach. Nevertheless when considering the slow learner and historical understanding, there are many problems one has to face, problems which confront all children in one form or another when they study history. For instance, the ILEA Inspectorate³¹ advised in 1982 that it has been argued that it is difficult for young learners to come to terms with the subject of history as the evidence is largely about adults and often the teacher is working outside the pupils' direct experience. There is also a variety of interpretation - nothing is truly concrete and as history requires a certain level of literacy it can present problems to some children.

During the 1960s and early 1970s the findings of the researchers looking at the intellectual levels and abilities of pupils studying history in the light of Piaget were gloomy. Some felt history should only be attempted in the final secondary years. Other researchers, however, advocated emphasising historical skills, for example, M. Honeybone when he remarked:

*"The child has not the experience for effective explanatory thinking, in consequence he/she should be investigating practical skills."*³²

According to A.K. Dickinson and P.J. Lee³³, the two most important theoretical influences in history have been J. Piaget and E.A. Peel (although Piaget did not examine children's thinking in history as such). The only detailed survey was provided by Peel³⁴ and both Peel and Piaget had impact upon the work of R. Hallam as seen in his MEd thesis³⁵ which was an investigation into whether the Piagetian stages of logical thinking and moral judgement are valid in historical thought. Some topics, according to Hallam, excited more advanced reasoning than others - a child could reason at concrete operational level of thinking in one topic and the same child could reason at a formal level on another topic. In the main however, he remarks on the later development of logical thinking in history with his comments:

*"There need be no surprise that logical thinking develops later in an abstract subject like history than in other perhaps more practical fields."*³⁶

Hallam concluded:

*"The present study has substantiated Piaget's findings, although logical thought in history seems to occur later than Piaget suggests, at present the youngest children in secondary schools may still be thinking at the pre-operational level on occasions and even older pupils (fifteen years) may only be at the concrete operational level in history."*³⁷

In 1977 Hallam³⁸, following the example of Goldman in religious thinking, took one hundred pupils (aged 11-16 years) who answered questions based on three historical stages. Analysis of the results led to the following con-

During 1977-80 several teachers in the London Borough of Merton⁴⁵ examined ways in which children of varying ages gained understanding of the concepts and methods of work in history, geography and the social sciences. Their findings indicated that until ten years of age children are still (using the Piagetian framework as guidance) at the "pre-operational stage" of thinking. Their thinking is inconsistent and unrealistic. At the second stage they can, using available data, give organised, detailed and co-ordinated explanations, even if limited, relating to the questions. Only from the age of thirteen plus are many children moving towards the formal operational thinking stage. Some do not reach this stage until fifteen years - some do not in fact reach this stage at all. When and if the stage is reached, however, they can evaluate, criticise and form judgements. The group mentions however that:

*"Some young children may show flashes of formal thought while other older pupils have difficulty sometimes at the formal level."*⁴⁶

The Merton study, therefore, would appear to add further evidence to the picture previously given by other researchers using Piagetian criteria, for example, S.K. Stones⁴⁷, R. Hallam⁴⁸ and W.A. de Silva.⁴⁹

K. Egan⁵⁰ gives his theory of the development of historical understanding as being three-fold: the first stage, Mythric 4-5 to 9-10 years, when children connect their feeling to history and the concepts of historic time as in 'change' and 'otherness' develops. The second stage he gives as Romantic 9-10 to 15 years - unsophisticated and

yet recognizable concepts of historic causation, change and time are developed. This increased personal involvement with the past contains an element reflected in the interest in 'what it was like to live then'. Finally, Philosophic - 15 to early 20s. During this stage interest focuses on the general course that history takes and the principles and laws of historical development. Egan's work has not, as yet, been supported as developmental stages through empirical work with children.

Some researchers are more optimistic about pupils' understanding of history at a much earlier age than the Piagetian model would indicate - Dr. J. West, J. Blyth and D. Shemilt, for instance, feel that teachers could and should accelerate their pupils' general conceptual understanding through a study of history.

Dr. West's four year research project involving 1,500 children from seven to eleven appeared to:

*"... prove beyond reasonable doubt that primary school children are certainly capable of forming and using the essential concepts and practising the skills required to develop their sense of the past."*⁵¹

J. Blyth's experiment with six year olds at a First School in Southampton produced some very optimistic views about young children's awareness of the past:

*"At the beginning of the six weeks the word 'old' was meaningless, at the end it meant different things to all six children, but something to them all."*⁵²

Dr. M. Booth⁵³ has also remarked that investigations based on a Piagetian model of pupils' historical thinking

have been misdirected. Booth asserted that researchers had not fully examined the nature of history and ultimately from this the thinking it demanded of pupils.

Following Booth's research, which was largely initiated by his dissatisfaction with Piagetian based studies, he used as a starting point the discipline of history and the particular demands the historical form of knowledge makes on pupils. The result he found optimistic in that he remarked not only can 14-16 year old pupils think in a genuinely historical way, but learning history can make a significant contribution to their ability to use evidence and to conceptualise and it can also modify favourably and positively their general attitudes.

A further valid point also emerges in that he sees the role of the teacher as being one which should be concerned with the elements of historical thinking - knowledge, concepts, cognitive skills, empathy, personal experiences and ways in which these aspects can be brought together to produce historical thought. To do this a teacher must in his opinion, abandon the idea that formal operational thinking cannot be obtained before the mental age of 16 plus. An eight year old's historical understanding can be considered in its own terms as being genuine historical thinking, admittedly more limited than the older pupil's, but comparable and equally valid nevertheless.

One of the major problems which has beset researchers into the study of children's thinking and history, however, is the concept of time. W. Stern's remarks are perhaps as when he first made them in 1923:

*"What confusion reigns for a long time in the child's little head before he grasps that the ever moving present turns today into yesterday and tomorrow into today."*⁵⁴

An understanding of time has often been regarded as a major obstacle to the young (or less able) pupil of history. For as Dr. Coltham observed:

*"The whole idea of time is complicated by the difference between our personal experience of it and our use of it to relate events which are beyond the limits of experienced time ... it is a mental concept which is, in the study of the past, naturally used as an organising tool."*⁵⁵

Jahoda⁵⁶ remarks however, that although by present-day standards the methods of the early 'pioneers' into the concept of time (Oakden and Sturt⁵⁷ could perhaps be open to criticism for some of the methods they employed), nevertheless, subsequent research by K.C. Friedman⁵⁸, A.F. Watts⁵⁹ and A. Gesell⁶⁰ has tended to confirm their main conclusions in that:

*"Somewhere around the age of eleven tends to be a turning point in the development of the concept of historical time."*⁶¹

Only after this age is the past differentiated into various historical periods.

L. Ray's⁶² research attempted to find out the extent of concepts of historical time of children in the 9+ to 15+ age group. Her sample of 215 girls and 213 boys were individually interviewed and a questionnaire was sent to a further 96 girls and 94 boys of the above age. The results confirmed the work of Oakden and Sturt when she found that among the children tested, the various concepts of time

evidenced by the changes in the world around us, changes from the past to the present and from the present to the future, are present on average by the ninth year, but, with minor exceptions, do not reach their full development until the child is eleven years of age.

P.J. Congdon⁶³, during the course of his research into the concept of historical time in the upper age groups of the junior school, set out to establish whether a method of teaching history which emphasized chronology would help to develop a more systematic understanding of time periods. His sample involved thirty-seven 11 year olds plus two control groups of similar size and age. He commented that:

*"The time concept when referring to historical time is more than a mere mathematical calculation. Apart from a date it implies the content of an experience."*⁶⁴

His conclusions, however, appeared to confirm that a chronological approach to teaching history does help to develop a child's concept of historical time. Some writers place the full chronological understanding as late as sixteen years, however. Flinkinger and Rehage⁶⁵, in a summary of studies, stated that full understanding of time, words and dates is not reached until sixteen years of age.

Of what use then can history be to the slow learning child who is often trying to come to terms with basic literary skills let alone the concepts of historical time? To the pessimist the answer would probably be 'none'. To the optimist however, a reserved 'some' depending upon what the ultimate aims and objectives are for teaching history to these children in the first instance.

According to McIver⁶⁶, apart from E.E. Cowie and L.O. Ward, there has been little consideration as to whether in fact history is a valuable and worthwhile subject for study by the slow learning child. There are many arguments against teaching history to these children, for example, the fact that the concept of historical time is extremely difficult to grasp. However, despite some lack of interest or belief that history is a viable proposition for some children, there are teachers who consider history both relevant and indeed necessary to their pupils. M. Roberts⁶⁷, for instance, a teacher in a London special school, argued that history is not so much a science as an art and the failure to see this had led some teachers to abandon history with these children. He comments:

*"A science is a thing known and a certain level of intelligence is always necessary to make sense of it, but an art ... can make its impact on all kinds and conditions of people at many levels of understanding."*⁶⁸

Roberts advocates the use of historical stories for the less able to gain a little understanding of how things have come to be as they are, and to feel the 'mysterious presence and power' of the past all around them.

Mr. R. Coulthard⁶⁹, Deputy Headmaster and practising teacher of Hindley Hall Special School for Boys in Northumberland, (many of whom are less able), also strongly advocates the use of history as a way of helping their pupils to appreciate change - and to this end he uses local history projects in this respect with great success. Their approach to teaching history tends to be topic based and

assumes no previous knowledge of history on the part of the boys before they enter the school (sometimes at ten years of age). Many field trips are organised to gain their interest and improve knowledge of *themselves* as well as the surrounding area.

Initially the boys begin by studying Hindley Hall itself (the area has a history going back to the Normans). Photographs are taken, analysed and mounted and comparisons made with the house and area as it was (from old maps and descriptions) and as it is today. Trips to various places of local interest are undertaken; to local lead mines, the quayside at Newcastle, bridges over the Tyne and Housesteads Roman fort for instance. The boys have completed projects on local coal mines, drawn various scenes from them plus short written accounts of life in the mines - then (last century) and now. Plays are also written and performed by the pupils and staff, for example, "Silent Echoes" (The Edwardian years 1902-1914) which period has strong links with Hindley Hall itself. Local characters are epitomised in music and verse, "The Ballad of Tommy Ferens", for instance. The boys' interest in football has been fostered by following the fortunes of a local team since the 1930s. Exhibitions of their work have been held in the Central Library, Gateshead on several occasions. Throughout all their work in history, which incorporates other aspects of the curriculum; mathematics, English, geography, environmental studies and art for instance, the boys are helped to *appreciate change* in their own community and how it has affected peoples' lives.

D. Birt⁷⁰, however, stressed the value of history in developing reflective thought and E.E. Cowie⁷¹ underlined the needs of slow learning children as a justification for teaching history, for example, to help them to develop tolerance, understanding, appreciation of change; to communicate; to express themselves and the possibility for developing logical thought via history. If only one of these concepts is appreciated by the less able child, then the study of history will have been worthwhile.

References

- 1 E.E. Cowie, "History and the Slow Learning Child - a practical approach", Historical Association Pamphlet, No. 41, (1979), p. 5.
- 2 G.F. Gold, "Pupils with Learning Difficulties in History", Pamphlet, Jordanhill College of Education, (December 1982).
- 3 V. McIver, "Teaching History to Slow Learning Children in Secondary School", Learning Resources Unit, Stranmillis College, (1982).
- 4 K. Hodgkinson, Personal Correspondence, 15th May 1983.
- 5 K. Hodgkinson, "Designing a History Syllabus for Slow Learning Children", Historical Association Leaflet, No. 7, (1982).
- 6 Historical Association, "Teaching of Young and Less Academic Pupils", Historical Association Report, (March, 1978).
- 7 L.O. Ward, "History for the Slow Learner" in Remedial Education, Vol. 9, No. 1, (1974), p. 25.
- 8 A.H. Frerichs, "Teaching Social Studies to the Slow Learner" in J.S. Roucek (ed.), The Slow Learner, Peter Owen (1969).
- 9 J. Hull, "Practical points on teaching history to less able secondary pupils" in Teaching History, No. 28, (October 1980), pp. 33-38.
- 10 H.M. Inspectorate, Curriculum 11-16, HMSO (1978), pp. 20-25.
- 11 M.D. Wilson, "Teaching History to Slow Learners: Problems of Language and Communication" in Teaching History (1982), pp. 36-39.
- 12 M.D. Wilson, "Slow Learners and the Secondary School Curriculum" in Teaching History, No. 34, (October 1982), pp. 33-35.
- 13 J.E. Hagerty and M. Hill, "History and Less Able Children" in Teaching History (June 1981), pp. 19-23.

- 14 K. Bore, "Humber-side Conference on History and the Less Able" in Teaching History, No. 36, (June 1983), p. 3.
- 15 R. Hallam, Personal Correspondence, August 1983.
- 16 Schools Council, Personal Correspondence, January 1983.
- 17 M. Roberts, "History a Waste of Time" in Special Education, (December 1972).
- 18 Ibid, p. 7.
- 19 J.E. Blyth, "Young Children and the Past", MA(Ed.) Dissertation, University of Southampton, (1977).
- 20 J. West, History 7-13, published by Dudley Metropolitan Borough Council, (August 1981), p. 10.
- 21 Ibid, p. 7. Ref. 1.28.
- 22 W. Dilthey and H.P. Hickman (eds.), Thoughts on History and Society, George Allen and Unwin, (1967), p. 25.
- 23 A. Low-Beer and J. Blyth, "Teaching History to Younger Children", Historical Association Pamphlet, No. 52, (1983), p. 5.
- 24 Ibid, Dr. J. West, pp. 5-6.
- 25 Ibid, A. Low-Beer and J. Blyth, p. 6.
- 26 J. Hanson (ed.), "The Child at 13 - Expectations in the Field of Humanities", Discussion paper printed by Oxon. County Council (July/August 1979).
- 27 Ibid, p. 42.
- 28 P.H.J.H. Gosden and D.W. Sylvester, History for the Average Child, Alden and Mowbray Ltd., (1968), p. 16.
- 29 Ibid, p. 28.
- 30 M.V.C. Jeffreys, History in Schools, Pitman, (1939), p. 6.

- 31 Inner London Education Authority, "History and Social Sciences at Secondary Level", (Part II History), Learning Materials Service, (1982).
- 32 M. Honeybone, "The Development of Formal Historical Thought in School Children" in Teaching History, (November 1971), p. 19.
- 33 A.K. Dickinson and P.J. Lee, History Teaching and Historical Understanding, Heinemann, (1978), p. 62.
- 34 E.A. Peel, The Pupil's Thinking, Oldbourne Press, (1960), p. 27.
- 35 R.N. Hallam, "An investigation into some aspects of the historical thinking of children and adolescents", MEd. Dissertation, University of Leeds, (1966).
- 36 Ibid, p. 160.
- 37 Ibid, p. 263.
- 38 Idem, "Thinking and Learning in History" in Teaching History, Vol. II, No. 8, (November 1977).
- 39 G. Bassett, "The Comprehension of Historical Narrative", unpub. PhD thesis, University of London, (1940).
- 40 J.M. Hughes, "A four year longitudinal study of the growth of logical thinking", unpub. MEd thesis, University of Leeds, (1965).
- 41 Schools Council, Place, Time and Society (History 8-13), Collins Press, (1975).
- 42 Ibid, History 13-16 Project, Holmes McDougall, (1976).
- 43 D. Shemilt, History 13-16 Evaluation Study, Holmes McDougall, (1980), p. 93.
- 44 Ibid, p. 21.
- 45 The Merton Report, The New Approach to the Social Studies, Schools Council, (1981).
- 46 Ibid, p. 137.

- 47 S.K. Stones, "An analysis of the growth of adolescent thinking in relation to comprehension of school history material", unpub. MEd thesis, University of Birmingham, (1965).
- 48 R.N. Hallam, op. cit., MEd, University of Leeds, (1966).
- 49 W.A. de Silva, "Conceptual formation in adolescents with special reference to history material", unpub. PhD thesis, University of Birmingham, (1969).
- 50 K. Egan, Educational Development, Open University Publication, (1979).
- 51 J. West, "Children's Awareness of the Past", unpub. PhD thesis, University of Keele, (1980), p. 3.
- 52 J.E. Blyth, "Young Children and the Past", MA(Ed) dissertation, University of Southampton, (1977), p. 118.
- 53 M.B. Booth, "A longitudinal study of cognitive skills, concepts, attitudes of adolescents - an analysis of their adductive thinking", unpub. PhD thesis, University of Reading, (1979), pp. 56-110.
- 54 W. Stern, quoted in G. Jahoda, "Children's Concepts of Time and History", Educational Review, No. 2, (1963), p. 42.
- 55 J. Coltham, "The Development of Thinking and Learning in History", Historical Association Pamphlet, 34, (1971), p. 19.
- 56 Ibid, G. Jahoda.
- 57 E.C. Oakden and Sturt, "The development of the knowledge of time in children", British Journal of Psychology, Vol. 12, (1921).
- 58 K.C. Friedman, "Time Concepts of Elementary School Children", Elementary School Journal, XLIV, (1943-44), pp. 337-52.
- 59 A.F. Watts, The Language and Mental Development of Children, Harrap, London, (1944).
- 60 A. Gesell and L.B. Ames, Youth: The Years from Ten to Sixteen, Hamish Hamilton, London, (1956).

- 47 S.K. Stones, "An analysis of the growth of adolescent thinking in relation to comprehension of school history material", unpub. MEd thesis, University of Birmingham, (1965).
- 48 R.N. Hallam, op. cit., MEd, University of Leeds, (1966).
- 49 W.A. de Silva, "Conceptual formation in adolescents with special reference to history material", unpub. PhD thesis, University of Birmingham, (1969).
- 50 K. Egan, Educational Development, Open University Publication, (1979).
- 51 J. West, "Children's Awareness of the Past", unpub. PhD thesis, University of Keele, (1980), p. 3.
- 52 J.E. Blyth, "Young Children and the Past", MA(Ed) dissertation, University of Southampton, (1977), p. 118.
- 53 M.B. Booth, "A longitudinal study of cognitive skills, concepts, attitudes of adolescents - an analysis of their adductive thinking", unpub. PhD thesis, University of Reading, (1979), pp. 56-110.
- 54 W. Stern, quoted in G. Jahoda, "Children's Concepts of Time and History", Educational Review, No. 2, (1963), p. 42.
- 55 J. Coltham, "The Development of Thinking and Learning in History", Historical Association Pamphlet, 34, (1971), p. 19.
- 56 Ibid, G. Jahoda.
- 57 E.C. Oakden and Sturt, "The development of the knowledge of time in children", British Journal of Psychology, Vol. 12, (1921).
- 58 K.C. Friedman, "Time Concepts of Elementary School Children", Elementary School Journal, XLIV, (1943-44), pp. 337-52.
- 59 A.F. Watts, The Language and Mental Development of Children, Harrap, London, (1944).
- 60 A. Gesell and L.B. Ames, Youth: The Years from Ten to Sixteen, Hamish Hamilton, London, (1956).

- 61 Ibid, E.C. Oakden and Sturt.
- 62 L. Ray, "Concepts of historic time current amongst children from 9-15 years: an experimental enquiry", MA dissertation, University of London Institute of Education, (1956), p. 8.
- 63 P.J. Congdon, "An investigation into research in the development of the concept of historical time in children in the upper age group of junior school", MA dissertation (external), University of London, (1967/68), pp. 28-110.
- 64 Ibid, p. 47.
- 65 A. Flinkinger and K.J. Rehage, "Building Time and Space Concepts", National Council for Social Studies 20th Yearbook, (1949).
- 66 V. McIver (ed.), "Teaching History to Slow Learning Children in Secondary Schools", DES, Northern Ireland, (1982), pp. 7-9.
- 67 M. Roberts, "History - A Waste of Time?" in Special Education, Vol. 61, No. 4, (December 1972).
- 68 Ibid, p. 19.
- 69 R. Coulthard, Personal Correspondence, August 1983.
- 70 D. Birt, "All Ability History" in Teaching History, Vol. IV, No. 16, (November 1976), pp. 309-325.
- 71 Op. cit., p. 9.

CHAPTER TWO

PROBLEMS OF DEFINITION(a) Definition of a slow learning pupil

The problem of definition of the term 'slow learner' needs some consideration because it causes great difficulties when undertaking research into pupils known as slow learners, remedial, low achievers or less able. The most basic problem is, what is meant by a 'slow learner' in the first instance? There have been many definitions of the term but by the very nature of the fact that slow learners, like all children, are individuals who sometimes happen to be placed in certain groups for varying reasons, it is difficult to arrive at a single explanation of their status or ability.

According to V. McIver¹, slow learners could be said to be:-

- "1. Children with a reading age below their chronological age - this can range from an easily corrected problem to a serious one, and can be connected to, and often is the result of, slow physical development and a low intelligent quotient.
2. Children with little motivation to learn - due to various circumstances such as inadequate home support, a feeling that school work does little to meet their needs, unfortunate school experiences, lethargy, etc.
3. Children in need of emotional support - often simply on a temporary basis. These pupils who perhaps lack confidence or have a need for support because of some temporary upset in their background. Often they can be transferred into mainstream CSE examination classes after perhaps a year or two."

The term 'slow learner' itself is one of many which have surfaced over the years; also included in this category have been 'backward', 'educationally sub-normal', 'less able', or 'low achievers'. Slow learners, therefore, are only one sub-group of children with learning difficulties, and the term often appears to be the current popular terminology for children faced with learning difficulties for whatever reasons.

An Educational Survey published in 1971 stated:-

*"... the term 'slow learner' was capable of a wide variety of interpretations. A great many of the pupils (though not all) were of limited capacity, social handicaps, cultural and actual poverty, family inadequacies and parental disharmony plus absenteeism were often referred to ..."*²

Evelyn Cowie, considering the term 'slow learner', remarked that it can include pupils of:-

*"... very varied intelligence and attainment who for different reasons learn more slowly than the average pupil and so cannot manage the school work normal for their age group."*³

She also added that in fact it has now become the accepted term for children who have been unable to keep up with the work of their peers and need special help. This help is sometimes given by withdrawing the pupil from lessons for extra mathematics or English perhaps, or by putting the child in a small group for all lessons where individual work programmes are carried out.

Keith Hodgkinson, remarking upon the characteristics of slow learners, sees the term as somewhat misleading in that:-

*"To say that slow learners are slow simply because they are unintelligent is a misleading tautology. Poor performances and understanding are often the product of a combination of factors ... social deprivation ... short-term memory ... low reading age or poor physical co-ordination."*⁴

John M. Hughes⁵ confirmed Keith Hodgkinson's remarks when he commented that slow learners are a mixed crowd who experience difficulties in learning and their main problem is their poor ability to manage new situations by utilizing former experiences, imagination or acquired concepts.

W.K. Brennan⁶ reinforces this view when he sees slow learners as being pupils who are unable to cope with the school work which is normal for their age group, but whose failure cannot be explained by any handicapping condition which could be within the categories of handicapped children. These categories are summarized by E.E. Cowie⁷ in her Historical Association pamphlet as being:

1. Pupils with sensory and physical handicaps

Some children find physical co-ordination difficult, and this hinders their ability to write. Sight, speech and hearing defects are not always discovered quickly and can often account for lack of progress. Some children suffer brain damage at birth, and this will account for their handicaps. They may well have periods of ill-health which keep them from school and lower their academic progress still further.

2. Pupils with specific learning difficulties

Sometimes a child is a slow learner in one of the basic subjects and needs special help though he may be average or above average in other school

subjects. A pupil may have a learning problem like dyslexia in a specific area such as reading which hinders his progress in all subjects. When these problems are identified, he may well cease to be a slow learner.

3. Pupils of limited intelligence

These include pupils with an IQ between 60 and 85 who may achieve reading ages of 7-9 years at 11 and 9-11 years at 15. In some areas some of this group may be educated in Special Schools. These will usually be pupils with an IQ between 60 and 70. However, as only 1% of children of school age attend Special Schools, the majority of pupils of limited intelligence attend ordinary schools where they may receive special help, usually with reading and mathematics in remedial classes.

4. Pupils who are emotionally disturbed

In a group of slow learners there will be pupils of average and above-average intelligence who are emotionally disturbed and so fail to make normal progress in basic subjects. With sympathetic treatment they may overcome their maladjustment and eventually achieve their real intellectual potential. Too often it is easy for these children to become lazy if little is demanded of them.

5. Pupils who are socially disadvantaged

Children of varied intelligence who are hampered by home backgrounds unsympathetic to schools and learning often fail to make intellectual progress. Low socio-economic status has been shown to be associated with low attainment. Basil Bernstein has argued that the restricted use of language in many homes can retard the academic achievement of the school child, who is hampered not only by a

restricted vocabulary, but also by a restricted use of language and little experience of any but simple language structures. Immigrant children are often socially disadvantaged by their unfamiliarity with the English language as well as by their lack of understanding of the alien culture in which they are living. Many socially disadvantaged pupils become backward through ill-health and irregular attendance.

The problem of ambiguity of definition has also been considered by Michael Wilson⁸, who sees such pupils as below average attainment who are unlikely to achieve any measurement of success in external examinations at the age of sixteen plus. Vivian McIver⁹, however, posed another question regarding the definition when he remarked that if the term "slow learner" is the most appropriate one to describe children who, for a variety of reasons, have fallen behind the level of educational progress achieved by most of their peers, then it could be said there are slow learners in grammar schools or even universities!

(b) Characteristics of slow learners as observed by practising teachers

To the definitions of the slow learning pupil previously discussed can also be added the pertinent comments of practising teachers 'at the chalk face' who deal with these children every working day.

It is clear from the results of the questionnaires (see Chapter 3) completed by practising teachers during the course of this research, that there is considerable variation amongst

them and between schools in the criteria used to identify the less able pupils. Even when reliance is placed upon tests, such as those for mathematics and English by the National Foundation for Educational Research, they range in variety and content and it often appears that individual teachers within the school context use their own personal criteria, albeit perhaps in conjunction with tests, to recognize pupils who have special learning problems. One school's slow learners may be another's 'B' band or lower stream.

Some of the main characteristics of slow learners put forward by local teachers during the course of this research (and detailed in Chapter 3), included: poor literacy; weak general knowledge; comprehension difficulties; lacking powers of recall; behind the average child in work; and demanding attention from the class teacher. A typical reply was:

'Spelling and reading problems. Children very slow to organise themselves and needing constant attention. Absolutely no time concept at all. Writing problems. Unable to move away from 'story' history.'

(School 4)

(The remark of slow learning pupils needing constant attention has been mentioned by several other teachers in the survey).

The Head of Department of School 9 saw the main characteristics of a slow learner as being:

'A non-academic pupil, i.e. has difficulty in concentrating on the factual knowledge required for examinations and in presenting written work

coherently. Often better orally and showing particular interest in specific topics only.'

(The latter remark has also been passed by other teachers - many slow learners are extremely limited in the choice of historical material which will interest or motivate them.)

Finally, a slightly more optimistic note as far as history is concerned - one definition of a slow learner being:

'A pupil with noticeably greater difficulty comprehending written and/or spoken information than the rest of their age group. They have problems expressing themselves and memorising material. However, capable of developing historical skills but the demonstration of such skills is often hidden behind their other problems (for example, reading, oral expression, writing).'

(School 17)

The more obvious characteristics of the less able, found by the Northern Ireland survey and noted in the McIver handbook¹⁰, included: reading difficulties; writing difficulties; linguistic difficulties and particularly conceptual difficulties (obviously highly relevant to the study of history where the concept of time is of prime importance). These pupils may also suffer from physical disabilities, for example, sight, hearing, or they may come from a disadvantaged background.

Bell and Kerry¹¹ quote some of the characteristics as seen by practising teachers in a profile (shown overleaf) which incorporates many of the qualities given by the teachers in the questionnaire used in this research. This profile was obtained from the Teacher Education Project¹², a five-year (1976-81) research and development project

financed by the Department of Education and Science and based in the Universities of Nottingham, Leicester and Exeter. The project produced various workbooks, including "Communicating in the Classroom"¹³ and "Mixed Ability Teaching"¹⁴.

%	Teachers recognize slow learners as pupils who:
95 ...	Need specially clear, step by step repeated instructions
93 ...	Need extra explanations of subject matter
88 ...	Need constant extra help
87 ...	Have reading difficulties
87 ...	Lack motivation
87 ...	Have difficulty in comprehension
84 ...	Do not absorb information
82 ...	Are easily distracted
81 ...	Lack basic knowledge of skills
81 ...	Do work of poor quality
80 ...	Are slow workers and slow to respond
80 ...	Are easily influenced

Source: P. Bell & T. Kerry, Teaching Slow Learners in Mixed Ability Classes. Macmillan, 1983, p. 19.

In order to obtain the teachers' views of slow learning pupils, the project team asked over one-hundred teachers to list the main classroom cues which could indicate a pupil might have learning difficulties. Their list was circulated to two-hundred teachers who commented on the particular cues

used. The findings of the profile ranged from 95% who saw such pupils as needing clear, step by step, repeated instructions, to 80% who saw the slow learner as easily influenced. (The percentage figures refer to the proportion of the second sample listing the item quoted).

In conclusion, not only the characteristics but also the proportion of slow learners is a question of some debate. According to McIver¹⁵, the percentage of slow learners is one which is of great importance in our schools, and undoubtedly this is the case, as even within one classroom - let alone one school - there can be different ideas as to what constitutes a 'slow learner' or less able child.

A Department of Education and Science survey of 1971¹⁶ for England and Wales showed that out of a sample school population of 91,527 in 158 secondary schools, 12,807 pupils were considered by headteachers to need special education. A speculative figure of 14% of all children in secondary schools was also put forward as representing pupils who needed special education.

The situation also appeared to vary between individual schools, an extreme case being that of a school in a catchment area designated "deprived", where 60% of the pupils were perceived as slow learners.

By 1976 in England and Wales, the DES Statistics of Education¹⁷ gave a total of 9,669,000 full-time pupils attending primary and secondary schools. Of these, 134,000 were in special schools; 21,000 in specially designated classes in ordinary schools, and 173,859 children were

receiving some sort of special help in classes or groups in secondary schools.

While the numbers of slow learning children may still be debatable, throughout this dissertation however, the following definition of a slow learning pupil will apply, namely those children who are behind the average child in their peer group in school work and who have poor ability in literacy and numeracy and require some sort of special help with their school work. The term 'slow learner' will be, to all intents and purposes, regarded as interchangeable with 'remedial', 'backward', 'less able' or 'low achiever'. If this stipulated definition appears to be imprecise, it is because the category 'slow learner' itself is similarly imprecise.

The problem of definition of the term 'slow learner' is often associated with categorising or labelling the pupil. If a child is labelled as slow learner, retarded or remedial, such labels fail to tell what a child can in fact do. Coupled with this is the danger that pupils will know they are branded as failures and will perform accordingly ('self-fulfilling prophecy').

P. Bell and T. Kerry confirm the above when they remark that whenever consideration is given to children with learning difficulties, there is the problem of 'definition and its associated problem of labelling'.¹⁸

(c) Organizational provision for the slow learner in schools

School policies vary considerably in their provision for the slow learning pupil. Segregation or partial extraction from 'normal' classes can often cause great difficulties for the child. For instance, a child leaving a history lesson to attend a remedial reading session (which occurs in some secondary schools), comes back into the classroom and has to attempt to do work from the missed lesson. The child may enjoy history and feel a sense of frustration and failure in a lesson through no fault of his own.

In order to be justified, however, segregation has to involve the categorization or labelling of the pupil in some way - perhaps picking out an identifiable weakness such as 'cannot spell'; 'non reader' or 'innumerate'. Such labels as these might absolve everyone but the remedial and guidance staff from finding out why a child is performing badly.

If school policies are considered *per se* regarding the less able or slow learning pupil, according to the National Foundation for Educational Research Survey¹⁹ in 1982, the most widely used method of providing extra or alternative tuition for slow learning children in secondary schools was by withdrawing them from the mainstream of pupils for individual or group tuition. The second most widely adopted method was by using subject specific sets, and classes for the less able children constituted the third form of provision. It was also noted that some schools employed other means of providing for these pupils. For example, arranging for volunteers (parents or sixth formers) to hear reading on a one-to-one basis; using the local reading centre; or

timetabling a teacher to work in mainstream lessons, setting up reading and handwriting groups.

The NFER Survey²⁰ mentioned above set out to investigate the current situation regarding slow learners in secondary schools. While the details of the findings concern slow learners in general in our schools, mention is made briefly of the humanities subjects. Where remedial teachers taught humanities for instance, there was sometimes a specially devised syllabus. Many teachers felt that all lessons should be 'child centred' and work should be instigated from the various interests of the pupils to create greater motivation for example. Other teachers however, felt the less able children should share a common syllabus, but the methods and resources used should be specifically designed for the less able. Some subject teachers felt that all pupils (including less able) should be taught from the same syllabus, using similar teaching methods and resources. (The teachers' comments from the present survey regarding syllabus provision are detailed in Chapter 3).

From analysis of the replies in the present survey, the policies of the thirty-three schools involved gave a different organizational picture (detailed in Chapter 3) to that mentioned by the NFER, which was, admittedly, primarily relating to *general not humanities* provision. Basically, in the present survey, teaching slow learning or less able pupils in a mixed ability setting was the most widely adopted method of organization, followed by teaching children in small groups; thirdly, streaming by ability was used,

and finally, a banding system of organization was adopted for these pupils.

Considering the advantages and disadvantages of these differing organizational practices for the less able child the teachers offered various comments. For instance, withdrawal of pupils from lessons or a specific remedial class can obviously have disadvantages as well as advantages. In the latter case remedial classes were sometimes seen as isolating the less able from the mainstream for a large proportion of the week, however to compensate somewhat for this, the work they are given within their class can be specifically designed by fully trained staff in order to cater for individual needs.

A withdrawal system was also seen as a means of getting help for remedying specific learning difficulties, but this may not present enough support for some children who, when they return to the normal class, can be in a worse position than when they left it as the class has 'moved on' academically, thus making the children feel even less confident of achieving the standard of the peer group. The question of motivation also enters into this as the child may well be enjoying the work, say, in humanities or science, and is then 'removed' from the group to practice skills.

At schools where setting was used for various subjects however, the teachers believed that their system allowed the individual child a greater chance to move to a higher set at a later date as it gave the pupil something to aim

for and meant the child was not necessarily designed (although in practice this did not seem to happen very often), to remain in a lower set for all subjects. In schools where mixed ability teaching was practised the teachers thought the less able pupils benefitted from working alongside their more able peers, and that all children were 'equal' in each other's eyes as there was no withdrawal or remedial class. In a mixed ability situation ideally each child should have an individual programme of work, with the more able helping the slower pupil. In practice however, this does not always appear to happen. The quick and the quiet are often left while the lesson material is focussed upon the middle section of the class. The problems involved in mixed ability teaching with particular reference to the less able, are discussed more fully in the following section (d).

(d) The slow learner and mixed ability teaching

The slow learning pupil in a mixed ability situation in schools is also an aspect of the problem which has now received consideration by several people. D.T. Farman²¹ for instance, in a paper presented at a National Association of Remedial Education course, gave the following comments regarding teaching humanities subjects to children with learning difficulties. He advocates the use of mixed ability teaching in these subject areas and states as his ¹w^ole criteria for selecting material "does it help the children to grow up?". He states four basic issues

which all children need to be aware of regardless of ability:

- (1) The law of cause and effect for instance, say, the Battle of Hastings, why it was fought and what were its effects;
- (2) Empathy or imaginative sympathy; an ability to look at a given situation through the eyes of others;
- (3) The ability to form judgements - to teach children how to collect and collate raw material before eventually they can make their own judgements based on an objective conclusion;
- (4) Finally, the implications of language, for example, question framing; oral communication and awareness of the variety of meaning of words.

D.T. Farman mentions three basic methods of implementing these aims:

Method	CHRONOLOGICAL APPROACH		
One	Palaeolithic	—————	Modern Day
		THEMES	
Two	Fashion	Homes	Transport
		PATCH	
Three	Stone Age	Tudors	Victorians

These approaches he sees as being capable of presentation in a mixed ability situation.

A report by R. Wood²², County Inspector for Essex Education Department, also gives some interesting information

regarding the slow learner and history in a mixed ability setting. While only a small part of the course, to which the report refers, was devoted to designing a history syllabus for the less able, nevertheless, several questions were posed and debated. For instance, the advantages or disadvantages to less able pupils of grouping in years one to three in either (a) mixed ability classes or (b) mixed ability apart from withdrawal of a 'remedial' group, or (c) banding or streaming, and finally, (d) setting. The general consensus of opinion of the sixty-one teachers who attended the course (working in schools in the South West of England) was hostile to mixed ability teaching. The teachers who taught in mixed ability situations gave the disadvantages as being children suffered because a level of mediocrity tended to become the norm, the least able perhaps ending up doing little more than drawing. The social advantages and some improvement in the work of the less able were noted, but the greatest drawback was seen as the amount of time a teacher could devote to providing mixed ability teaching. Some members of the course did feel, however, that less able pupils could benefit from a mixed ability situation if sufficient time could be found to prepare work to cater for the varying needs of the children. However, the majority felt a banded system based on general ability would perhaps be the most beneficial to slow learning pupils.

A further point was that allowance should be made in the syllabus for teaching history to the less able. It

was felt that all pupils should follow a common syllabus, the least able covering less of the course and in less depth.

J. Hull²³ also refers to the problems involved in a mixed ability context. He mentions the benefits which mixed ability teaching can bring - the problem of the class of 'C' or 'D' stream pupils no longer exists. Pupils no longer feel 'judged, stigmatized or categorized'. Those who would be members of lower streams no longer feel rejected by a selection process. Mr. Hull emphasizes that his approach is via graded worksheets - GCE type; CSE type and for those with learning difficulties, the slow learner worksheet. These are graded worksheets which stress the repeated exercise of skills, and translation is also used with structured guidance.

The National Foundation for Educational Research survey, quoted in L. Clunies Ross and S. Wimbhurst²⁴, examined provision for slow learners in secondary schools. This 1976 investigation of mixed ability teaching found that problems associated with the education of slow learning pupils were among those most commonly raised by the five hundred headmasters and assistant teachers interviewed. Questions relating to the best provision for the slow learning child within the group were raised, as well as which resource materials and teaching methods were most appropriate for the less able. The question was one of organization - in that it was necessary to consider which department was responsible for these children: one special

department or a shared responsibility among several. The aim of the NFER research at this time was to explore these issues in detail and the findings were to be used as an information source for teachers or administrators.

By 1980 however, other factors were affecting slow learners. Falling rolls for instance meant school mergers while financial cutbacks had resulted in changes in the support available for slow learners. These factors were to have an effect on some schools in their sample. Between 1979 and 1981, for instance, changes in staffing and school organization had resulted in support for the less able child being reduced in several schools. The most economical ways of maintaining even adequate provision for these children in terms of staffing and allocation of resources were being considered.

However, no matter what organizational provision (or lack of it) has been made in schools for the less able child, most of the teachers who replied to the questionnaire during the course of this research did not always place great emphasis for success or failure in the teaching of history to the less able pupil on resources or the teaching group, be it set, band, mixed ability, withdrawal or remedial class to which the pupil was allocated. As one practising teacher commented:-

'The main thing is that they enjoy the subject and respond to the materials and teaching methods: if they do they will relate to the past and develop the reading and writing skills involved ...'

(School 8)

Finally, the concluding remarks of one Head of Department epitomizes the attitude of many:-

'... as with many subjects, it is not the subject that is all important but the way it is taught and the personality of the teacher that determines the success or failure of the subject.'

(School 29)

References

- 1 V. McIver (ed.), Teaching History to Slow Learning Children in Secondary Schools, DES, Northern Ireland, (1982), pp. 6-7.
- 2 Department of Education and Science, Slow Learners in Secondary Schools, No. 15, HMSO, (1971), p. 21.
- 3 E.E. Cowie, "History and the Slow Learning Child", Historical Association, Pamphlet 41, (1980), p. 6.
- 4 K. Hodgkinson, "Designing a History Syllabus for Slow Learning Children", Historical Association, (1982), p. 3.
- 5 J.M. Hughes, The Slow Learner in Your Class, Nelson, (1973), p. 10.
- 6 W.K. Brennan, Shaping the Education of Slow Learners, Routledge and Kegan Paul, (1974), p. 8.
- 7 E.E. Cowie, op. cit., pp. 7-8.
- 8 M.D. Wilson, "Slow learners and the secondary school history curriculum", MEd dissertation, University of Exeter, p. 6.
- 9 V. McIver (ed.), op. cit., p. 6.
- 10 V. McIver (ed.), op. cit., p. 28.
- 11 P. Bell and T. Kerry, Teaching Slow Learners in Mixed Ability Classes, Macmillan, (1983), p. 10.
- 12 Prof. E.C. Wragg & Dr. C. Cutton (Directors), DES Teacher Project Focus Books, Macmillan Educational, (1982), p. 62.
- 13 C. Sutton (ed.), Communicating in the Classroom, Hodder and Stoughton, (1982).
- 14 M.K. Sands and T. Kerry (eds.), Mixed Ability Teaching, Croom Helm, (1982).
- 15 V. McIver (ed.), op. cit., p. 5.
- 16 DES, op. cit., (1971), p. 10.

- 17 DES, Statistics of Education: England and Wales, HMSO, (1976), Vol. 1, p. 84.
- 18 P. Bell and T. Kerry, op. cit., p. 5.
- 19 L. Clunies-Ross and S. Wimhurst, Provision for Slow Learners in Secondary Schools, NFER-Nelson, (1983), pp. 15-34.
- 20 Ibid., pp. 112-117.
- 21 D.T. Farman, "The teaching of humanities subjects to children with learning difficulties", Paper presented at a National Association of Remedial Education course (April 1979), pp. 80-83.
- 22 R. Wood, "Designing a history syllabus", Essex County Education Department, Report on a course at Broomfield, (15 October 1980).
- 23 J. Hull, "Mixed Ability History: a graded worksheet approach", Teaching History, No. 22, (1978), pp. 33-38.
- 24 L. Clunies-Ross and S. Wimhurst, op. cit., pp. 3-4.

CHAPTER THREE

THE PRESENT STUDY -
A QUESTIONNAIRE APPROACHThe Survey

A questionnaire approach was used initially to illuminate the nature of the problems encountered in history by teachers of slow learning pupils in years one to three at secondary level. From the replies to these questionnaires, it was hoped to gain a coherent picture of the problems teachers face with these pupils, as well as the potential of history as a subject for slow learners.

Questionnaires were sent to eighty-three secondary schools covering an area in the North East from Newcastle upon Tyne to North Yorkshire. Of the original questionnaires sent out, designated 'A' (Appendix A), only thirteen were returned. A more concise version of the original was therefore sent to the seventy schools which had not replied. Twenty copies of this questionnaire, designated 'B' (Appendix A), were returned.

Questionnaire 'A' tended to ask more general questions regarding history provision within a school. This, it was hoped, would give an overall picture of the school situation as well as the provision for slow learners. Questionnaire 'B' concentrated specifically upon the slow learning pupil without giving a general picture of the school, but it included many of the questions contained in the first document. The composition of the questionnaires closely followed

the Geographical Association Survey¹ carried out in 1981, which aimed at furthering knowledge and awareness about teaching geography to less able 11-14 year old children.

The questionnaires were sent out with a set of detailed objectives in mind:-

- a) To clarify the meaning of the term 'slow learner' as used by practising teachers.
- b) To identify particular learning problems slow learning pupils face when studying history.
- c) To gain information regarding provision for the slow learner in history departments and to see some examples of the teaching strategies involved.
- d) To look at the criteria put forward by teachers to evaluate the success of strategies for teaching history to the slow learner.
- e) To gain information about organizational provision within history departments for the slow learning pupil.

The Findings of the Survey

(a) Identification of the less able

The problem of identification of 'less able' pupils is one of prime importance and was one which required consideration at the outset, as one school's slow learner may be another's 'B' or 'C' stream pupil, and the criteria used to identify these children can vary with different teachers. Responses to the question 'How would you yourself identify slow learners/less able/remedial pupils?' revealed a general consensus of opinion that a low reading

age; poor literacy and comprehension difficulties were the main considerations used.

Several teachers remarked upon the fact that the term 'slow learner' and 'remedial' are not necessarily synonymous. As one Head of Department observed:

'Remedial implies the possibility of improving a learner's standing within a rank order. The others do not.'

(School 2)

Another comment was:

'Remedial children - those with low reading and spelling ages; slow learners - those who have mastered the basic skills but are finding problems with fluency and comprehension.'

(School 3)

Finally, a comment that specifically included one of the concepts of history in relation to these pupils:

'Remedial pupils exhibit a very poor standard of literacy, e.g. a child of eleven years of age with a reading age of seven or eight. They may never overcome this particular handicap. Slow learners - a slow learner may get there in the end!! He may arrive at the correct answer or come to understand a key concept eventually. This type of pupil needs more time and a greater degree of individual attention. Less able pupils can retain a certain amount of factual material but they find it extremely difficult to use facts in order to construct an argument. This type of pupil is easily confused when trying to deal with events in chronological order.'

(School 10)

Many teachers, however, made no distinction at all between the terms 'less able'/'remedial'/'slow learner'/'low achiever'.

(b) General learning problems noticed in history lessons

These questions were included in an attempt to gain information regarding *general* learning problems slow learning pupils may experience in history lessons. Eight specific areas were included:-

(i) Reading problems

These were referred to by every teacher who completed the questionnaire and considered to be of the utmost importance. This was further qualified by the fact that several teachers saw the child's inability to comprehend the text as the main problem. In particular lack of suitable text books for the less able was specifically mentioned. The use of graded worksheets to help to overcome this problem was regarded as being of great assistance by many of the teachers.

(ii) Writing problems

Thirty-two out of thirty-three teachers gave poor writing as one of the difficulties encountered by the slow learner. However, this lack of literacy is not confined to history but pervades the whole of the child's school work. Some teachers mentioned that exercises tended to be incomplete, not perhaps from laziness, but simply because the motor skills necessary to write are limited in certain children. Another perspective was added to the problem by some teachers who attribute poor content and presentation of work to unsuitable text books. For instance, one teacher remarked:

'Sparse notes untidily presented - because they are based very often on reading unsuitable text

books.'

(School 5)

One teacher, however, sees the lack of writing skills as the most basic sign of difficulty, and comments:

'It matters little whether the subject is history or science, if the child cannot communicate his ideas via the written word.'

(School 9)

(iii) Speech

Only twelve of the thirty-three replies received stated that oral work was a problem with the less able pupil. One teacher remarked that small groups seemed to help the children to speak more freely, provided stimulus material was available to arouse interest (School 10). It was suggested by another teacher that the less able can express themselves better orally, and he found field trips seemed to help this process rather than formal lessons, as the pupils had first hand experience of the work from the visit, thus they gained in confidence as well as knowledge, which seemed to aid their oral work in class (School 11). Several teachers remarked that less able pupils often make a valuable contribution during oral lessons; yet they cannot cope when it comes to producing a written report. One teacher remarked however, that while the pupils are often quite willing to participate orally in a lesson, they only give simple comprehension answers with little or no inference or insight (School 15).

In the main, however, speech is not seen as presenting as great a problem with the less able as written work.

(iv) Number

Twenty teachers out of thirty-three said working with number caused problems for less able children. One teacher remarked that this skill is difficult for slow learners but that it is possible to introduce it via simple exercises, for example, a family tree (School 3). Another teacher commented that work with number is almost impossible as dates mean nothing to the less able child (School 4). One teacher in a large comprehensive however, remarked that difficulty with number is not simply restricted to remedial or slow learning pupils (School 5). Another comment was:

'Dates are one of the biggest problems - they inhibit ability to see the pattern of historical events.'

(School 9)

Some teachers related the problems not only to retention of dates but also to the sequencing of events in history. Others remarked that the use of number was avoided unless simple dates were used.

Four teachers out of the survey did not comment upon number and the slow learning pupil. The remaining nine gave a more optimistic view of the situation, for example:

'Not really a problem in history lessons.'

(School 24)

and *'Rarely any problem in history.'*

(School 27)

Three other teachers also saw no problems in this respect. The remaining four saw the problem of number as irrelevant to history, for instance:

'Largely irrelevant to most history work, dates/time do not matter to an understanding of a good deal of history.'

(School 2)

The final comment incorporates the general attitude of the rest:

'This (problem) only applies in a limited way to the subject as we teach it.'

(School 8)

(v) Graphicacy

Twenty-three teachers in the survey mentioned that slow learning children have problems with graphicacy. Distinction was made by some teachers in that they remarked that while using maps in history was difficult, however, slow learners generally like doing diagrams. Once again the comment was given by the teacher from School 5, that maps and diagrams not only give problems to the less able but also to the other members of the class. Another comment was that while the less able may be capable of *reproducing* simple maps and diagrams, they found it extremely difficult to *interpret* them. One teacher specifically mentioned scale as causing problems (School 11). It was also noted from one of the replies that the fundamental concepts of east/west and north/south are often lacking (School 31).

Of the ten remaining teachers who completed the questionnaires, only one made no comment about graphicacy, and the remainder did not associate problems with the slow learning child and this aspect of history. One teacher particularly remarked that some children in fact excel in this area (School

24). The question of the level of complexity of the maps was mentioned by three teachers as relative to the difficulties encountered by their pupils - if the maps were simple enough then the pupils have no difficulty in interpreting them. The remainder of the teachers commented that visual representation is often much easier for slow learning pupils to comprehend than the written word. For instance:

'Sometimes the slow learners are more at home using maps and diagrams than where the written word loses its effect and significance for the pupil.'

(School 9)

(vi) Retaining information

Only one teacher in the survey failed to mention retention of information as creating a problem for the less able child in history lessons (School 14). Most of the teachers tended to see this, together with reading, writing and comprehension, causing the less able the greatest problems in history. Once again, however, the teacher from School 5 commented that retaining information is not only a problem for the less able. Some teachers think that as some of these pupils often only have one session per week for history, this is not conducive to retention of information from one week to another. One teacher commented that as constant reinforcement of the information is necessary with slow learners, this takes time, and limits the amount of material covered in an academic year, hence less able pupils tend to study a smaller part of a period or syllabus (School 10).

It was commented that the retention of information obviously varies from child to child, and that even classes which are designated as 'remedial' are in a sense mixed ability since no child learns or retains at the same pace as his peers. One teacher remarked that general impressions of a lesson could perhaps be carried forward, but not details (School 17). Another felt the problem of lack of retention of information was the biggest difficulty the less able face in history (School 29). According to one teacher, a thematic approach to the teaching of history is also difficult to achieve because of lack of retention of information (School 11). Similarly, another comments that:

'Working on a continuous theme often entails a 'back to square one' situation.'

(School 31)

A slightly optimistic view was expressed by the history teacher at School 3, who remarked that depending upon the quality of the previous lesson, basic outlines could be retained. The general consensus however, was that the retention of information is one of the greatest problems the less able pupils face in history.

(vii) Behaviour

In a *mixed ability* setting, which forms the largest organizational grouping in the survey, made up of:

Year 1	54.5% of schools
Year 2	42.4% of schools
Year 3	36.3% of schools

the overall consensus was that behaviour was not a significant problem for the less able in class. The situation appeared to be negligible in year one but gained increasing prominence into years two and three. The problem was seen as variable - the reasons given included: boredom and frustration in lessons; attention seeking and inattention if the work was too difficult for the pupils. The problem is seen as an individual one rather than a group phenomena. One teacher specifically mentions, however, that it was the class above the slow learners which had the most behaviour problems within the school (School 13).

The schools in the survey which *stream* by ability comprise:

Year 1	15.1% of schools
Year 2	12.1% of schools
Year 3	12.1% of schools

Half the sample in this section mention behaviour as causing a problem in class during history lessons. One teacher does not see the problem as one necessarily involving learning difficulties on the part of the pupils, more a situation where help and encouragement from the classroom teacher should provide sufficient incentive to behave (School 7). Another comment was that 'merely writing' needs to be supplemented by a variety of activities to help prevent the problem of misbehaviour (School 11). The remainder of the sample mention laziness, 'the pupil needs to be pushed' (School 27) and the need for better planning of lessons to alleviate the problem.

Teachers in schools with *small groups* of slow learning pupils surprisingly, in view of the individual attention which could be given, mention behaviour as a problem among the less able in history lessons. These groups consist of:

Year 1	21.2%	of schools
Year 2	27.2%	of schools
Year 3	27.2%	of schools

The problem again is variable and one teacher links it to 'other social inadequacies within the group' (School 30). Another mentions that some of the pupils have 'emotional problems which affect behaviour and learning' (School 17). Poor concentration, reading and writing problems, according to the teacher from School 8, contribute to 'bursts of poor behaviour'. Frustration resulting from too difficult tasks set is mentioned by two teachers as leading to possible behaviour problems. The rest of this group see the problem as spasmodic and needing good lesson planning to overcome.

The schools using a *banding system* for pupils comprise:

Year 1	9%	of schools
Year 2	9%	of schools
Year 3	12.1%	of schools

These also mention behavioural problems - one teacher specifically relates them to the time of day, mornings being more conducive to good behaviour (School 9). It was also mentioned by one teacher in this group that problems rest with individual teachers to control (School 11). Another teacher mentions the 'snowball effect' of less able pupils within the class, 'some remedial pupils with attendant behavioural problems can cause a large proportion of the class to become difficult' (School 5).

Finally, schools which use *setting* as an organizational method are made up of:

Year 1	0%	of schools
Year 2	9%	of schools
Year 3	12.1%	of schools

Over half the schools in this category mention behavioural problems, as well as the fact that in some cases this gains prominence from years two to three. One comment being:

'Not in year one (problems), but increasingly in some cases in years two to five.'

(School 1)

Another teacher suggests a correlation between 'social class, ability and behaviour' (School 2). One final comment in this category comes from a teacher at School 13 who sees the problem as one that varies with the individual child, and who states that it is children in the category immediately above remedial who have the ability to cause trouble in a classroom.

The approaches mentioned to promote good behaviour in class included such things as suitable text books; developing their (the schools') own resources; and working within the child's limitations. Variety of presentation of work to the group was also mentioned, such as using graded worksheets, videos, radio and drama and the use of outside visits to give a child first hand experience of his local environment. The biggest factor however, appeared to be the attitude and aptitude of the class teacher involved.

(viii) Concentration span

Thirty-two teachers mentioned concentration as a problem in history lessons with the less able. Concentration appears to be quite limited, one teacher remarking that ten minutes was the maximum time in the lesson a child could concentrate upon a specific task (School 3). In order to aid concentration many of the teachers mention using a variety of approaches in their lessons. For instance, initially giving a short introduction to the lesson then discussing the main points, giving some written work, and if possible incorporating a practical aspect into the lesson, such as model making. The tasks involved, however, need to be relatively simple ones. One teacher specifically mentions role-play to gain pupil interest and thus aid concentration in lessons (School 32). Two teachers mention lack of concentration as a possible cause of behavioural problems (Schools 4 and 5), although once again one teacher remarks that lack of concentration is not specifically limited to the less able (School 7). However, lack of concentration, retention of information and lack of literacy skills appear to cause the greatest problems for the less able in history lessons.

(ix) General problems relating to history and the less able

In conclusion, there were some additional problems as well as those mentioned, which do not fit into the previous categories. Poor attendance, for example, was given by some teachers as the reason for lack of continuity in the work undertaken by the less able child. The pupils' inability to

have such simple basic tools as pens or pencils to work with in class, for instance, caused problems. Teachers also have to keep pupils' exercise books in many cases, as they rarely reappear once they leave school premises. Another teacher specifically mentions a shortage of suitable material on twentieth century history (which he thinks the children could relate to) as causing additional problems (School 11). A child's lack of confidence in his own ability is also mentioned as causing difficulties, as on occasion this prohibits communication, both in oral and written work within the class group.

It is also mentioned by some teachers that groups are sometimes too large - often twenty to twenty-five pupils - to permit each child the individual attention he needs. Lessons are also apparently considered too long at one or one and a quarter hours in some cases. Emotional problems were also cited as affecting behaviour and causing learning problems in the less able. The fact that most schools are structured around examination courses also causes problems as special courses for the less able are often difficult to organise or staff. Only one teacher remarked that history did not present any particular problems in the area of the less able beyond those of any art or humanities subject (School 33).

(c) Characteristics of history which cause problems for the less able.

The questions contained in this section of the questionnaire were to ascertain the particular characteristics of

history which cause problems to the less able child. The questions can be divided into three sections: i) those relating to the development of historical skills; ii) those relating to the understanding of historical ideas and facts and finally, iii) those relating to attitudes and values.

(i) Historical skills

Such skills as *classification, chronology, understanding cause and effect* as well as *generalization from facts* all caused problems to the less able. Chronology, cause and effect and generalization were said to cause the biggest problems. As one teacher remarked:

'For the slow learner all of these points pose very great difficulties, they can see little progression as they have little or no concept of time.'

(School 4)

Most of these children find it extremely difficult to move from concrete to abstract facts and ideas, and less able children are mentioned as being 'confused' about chronology. Some teachers mentioned that chronology is in fact non-existent as far as these pupils are concerned; but visual history, for example, in the form of a church or museum, can improve understanding. One teacher thinks the statements which less able children make are given without specific facts, or they over-simplify events as either a 'black or white' choice (School 9).

The basic characteristics of history which cause problems for these pupils are seen by one teacher as being their inability to remember events in chronological order and an

inability to grasp historical concepts (for example, he mentions communism). He also remarked that most of the less able do not understand cause and effect and are only able to appreciate the straightforward factual story of a particular period (School 10). The view was expressed by some teachers, however, that historical skills cause problems to the average child until he/she reaches fourteen to sixteen years. Several teachers link the ability to generalize from facts as related to literacy, and as the less able have difficulty with this skill, it is therefore inevitable that they have trouble with the concept of generalization. One Head of Department, however, mentions that the ability to classify is not beyond some of the less able he has taught, as he states they are capable of comparing things of different ages (School 17). A comment by another teacher was that if the children are asked to write answers involving the use of historical skills such as classification or generalization, they cannot do so; however, the same children can use the skills verbally even if only at a simple level. The same teacher specifically concludes:

'I believe firmly that all historical skills and concepts can be introduced at an appropriate level.'

(School 33)

On a more pessimistic note however, many of the teachers remarked that the less able have great difficulty in coping with the concept of time, thus they appear to have limited understanding of the historical skills and concepts mentioned.

(ii) Understanding historical ideas and facts

The use of *source materials*, both primary and secondary, as well as understanding a *historical vocabulary* were commented upon. Seventeen out of thirty-three teachers mentioned that the use of source materials, both primary and secondary, did not cause problems to the less able in history lessons. Most of the teachers, in fact, thought source materials could be an aid to history teaching with the less able, providing that the extracts were simple enough, and from personal experience I would agree (see Chapter 5). The question of the readability and suitability of certain texts, however, was raised by some of the teachers as causing difficulty when using source materials. One teacher commented that:-

'Less able pupils can sometimes cope with basic comprehension exercises but may find it impossible to analyse sources. Original sources cannot always be used because of the type of writing found on many old documents.'

(School 10)

One Head of Department remarked that his school is now trying to adapt primary and secondary sources specifically for slow learners in an endeavour to overcome the above problems (School 14). Another puts forward the view that primary sources are helpful in teaching history to the less able as they can stimulate interest (School 18).

The Schools Council 13-16 Project is criticized by some of the teachers for having resources too complex for the less able child. The use of source materials has also produced the comment that the pupils often stumble over

vocabulary as much as historical content (School 27). Several teachers, however, saw no problem using source materials, if the language was simple enough; but there was then the difficulty that too much simplicity could lead to a lack of authenticity.

The use of a historical vocabulary however seemed to produce problems according to most teachers, although five out of thirty-three did say that pupils could cope with a limited historical vocabulary including B.C. and A.D. Twenty-three teachers commented upon the fact that their pupils experienced difficulty in this connection. One specifically mentions that B.C. and A.D. provide some difficulty while decades and centuries can only be understood when the pupil is able to grasp a time-span which most of these pupils do not appear capable of doing (School 31). The development of a historical vocabulary, according to several teachers, requires specific teaching; the brighter pupils, they observe, achieve this coincidentally by reading. One specifically states that there is a lot of misunderstanding by the pupils in this context (School 8). Another teacher mentioned that words are often copied down without any knowledge of their meaning (School 9).

One optimistic comment, however, by the teacher at School 7 was that he has found no problems with the less able using either sources or vocabulary. The former he sees as once again depending upon reading or the readability of the work; the latter as being taught by careful definition



plus regular repetition. Another observation was that 'most pupils find the same difficulty with a historical vocabulary as they do with any new words in any subject' (School 13). One Head of Department remarked that even able fifth years have problems developing a historical vocabulary and political terms are very hard for all 11-14 year olds (School 12).

A final comment from a teacher at School 27 was that as the normal vocabulary of the less able is 'deficient', a historical vocabulary is often rarely acquired. There is therefore a marked measure of agreement by the teachers concerning difficulties which the less able face when developing a historical vocabulary, which appears to create greater problems than the use of source materials, both primary and secondary.

(iii) Understanding attitudes and values

The recognition of *bias/prejudice/propaganda* and the development of *empathy* were four of the skills involved in this section of the questionnaire. Twenty-four teachers stated that their pupils found recognition of the first three difficult if not impossible; and only three teachers mention success in this respect. In order to be able to understand *bias/propaganda* or *prejudice*, as one teacher remarked, it is necessary to use inference and deduction which is very difficult to do at all but a basic level with these pupils (School 11). Another comment by a Head of Department places the acquisition of these concepts firmly at the door of the individual teacher. As he sees it,

there is a need for colourful and imaginative teaching to provide a situation in which the pupils enjoy the topic, become involved in it and the concepts mentioned can be understood by the pupils, at however simple the level (School 21).

One teacher remarked that there is little scope for analysis of bias/prejudice or propaganda in years one, two and three (School 7). Another remark made was that the less able show limited powers of comparison between sources, but display a tendency to accept first statements or documents as correct (School 9). One final comment, however, was that if the less able understand what is required of them, they can in fact recognize bias, prejudice and propaganda (School 14). It has also been suggested that work using these skills is better done orally with the less able, for example, giving opinions, rather than trying to get them to communicate their ideas on paper (School 32).

The development of empathetic feeling, however, seemed to be one skill which some of the less able could cope with. Thirteen teachers expressed some concern over this skill while fifteen agreed that they had empathetic responses from pupils during their history teaching. One teacher commented that of the skills mentioned, empathy is probably the easiest for less able children to handle (School 2). Another teacher remarked that:

'Lower ability children can imagine themselves in historical situations more readily than their more able brethren.'

(School 7)

Another teacher confirmed the relative success of empathetic responses when he said:

'Their (the less able) development of empathy is often good; they lack the inhibitions of the more academic pupil.'

(School 25)

A couple of teachers also mentioned that many less able pupils are sensitive to the problems of others. One teacher in particular commented that developing empathetic skills can often work at a simple level with these pupils and 'encourages a good response from them' (School 8). Once again, the aspect of literacy is mentioned by one teacher who saw the development of empathy as an easier skill for many as long as no writing is involved (School 18). A typical 'optimistic' comment was:

'Many slow learning children show sympathetic attitudes and feelings for people in the past.'

(School 32)

The opposite view regarding empathy was also expressed by a teacher who thought they have difficulty developing empathy because 'other people at the present time are hard enough for them to understand' (School 27). Another sees only limited success in this sphere as the less able find it difficult to understand much outside their own experience (School 11). During the course of this research, however, the empathetic response has tended to be the one skill that a large proportion (nearly fifty per cent of those surveyed) agreed can be handled with success by the less able. While the degree of success is often difficult to measure and verbal responses tended to be more positive

than written ones, nevertheless, it is one area of history teaching where the less able seem to be able to compete with their more academic peers, even if it is at a very basic level.

(d) Teaching strategies employed with slow learning pupils in history

Twenty-five per cent of the sample did not specify the teaching strategies used with their slow learners. Thirty-nine per cent, however, mentioned that they used a 'watered-down' version of the syllabus they normally employed with the other more able children. Thirty-six per cent indicated some provision which ranged from using social rather than political topics, or teaching history which was classed as 'environmental studies'. Several schools which operate in mixed ability setting use a worksheet approach with the less able, these being based upon different ability levels according to the needs of the individual child. Variety of teaching methods was also mentioned, as well as dividing the lessons into sections of no more than twenty minutes for each activity.

Although several schools mentioned using varying resources or methods to teach history, not one school mentioned having a special syllabus which was used purely for the slow learning children - nor one which had been developed, tried or tested over any period of time. The main reasons given for this were: lack of resources; finance; time; the pupil/teacher ratio; as well as the need for a

remedial specialist to be available to work with the history teacher to prepare work which was appropriate for the child's needs.

(i) Successful strategies employed with slow learning pupils

Responses to this question put an emphasis upon the variety of tasks, teaching approaches adopted, and the resources used. A popular strategy used was to follow a child's interests in history as one teacher commented:

'Surely the main thing is to capture their interest. If colourful and interesting topics are selected, the less able will enjoy the course and gain some benefit from it.'

(School 10)

The use of audio-visual aids was mentioned by several teachers as promoting interest in history, as well as an oral as opposed to a written approach. Worksheets were commented upon by several teachers as being one way of approaching the teaching of history to the less able. However, as one teacher remarked:

'I am hesitant to call them 'successful' for some pupils I have found it necessary to provide special (easier) worksheets (less related to literacy). However, these are not popular with pupils who seem to regard them as a slur on their ability.'

(School 15)

Some teachers specified that the worksheets they use need simple language, contain basic facts, and are diagrammatic wherever possible.

Project work is also used - in some instances specifically related to local history. Family history for

instance, dealing with history through people rather than inanimate objects. One teacher specifically mentions using folk music and family history together. The making and use of models has also proved successful, for example a motte and baily castle model; or creating an authentic (yellowed) looking document; or writing a diary. The use of role play, however, is only mentioned by one teacher as a method used with the less able in history lessons (School 12). During the course of the research at least three teachers have mentioned that they would like to adopt the use of role-play with their less able pupils in history, but the sheer number of pupils in their classes prohibits the setting up of such methods. Art work also seems to provide a fairly successful medium - incorporating producing a class display or class frieze.

The approach by the teacher to the children is seen to be just as important as any methods used however, and the use of a sympathetic approach by the teacher and an ability to instil confidence in less able pupils is referred to.

One teacher in particular mentioned:

'... varied methods do not appear to yield such good results as does a sympathetic teacher using just about any methods. Certainly 'text-book bashing' is of little use.'

(School 27)

Specific text books are mentioned by very few teachers, although the Head of Department of School 8 refers to the Schools Council's 'Time, Place and Society 9-13' for skills and evidence; Arnold's 'remedial' history series as being 'useful', and mentions outside visits for topic work linked

to the 'How we used to live' television series.

A relaxed atmosphere with the children (in smaller groups) was also mentioned as being conducive towards the learning process in history, as well as the fact that the pupils should be made to feel that the staff care and have time for them. A final comment by one teacher incorporates the ethos of many:

'The most important thing for low ability children is success and receiving encouragement. All work must be within their capabilities and all kinds of rewards, incentives are important - for example, 'stars', house points or simple praise.'

(School 18)

(ii) Resources used for teaching history to slow learners

The use of audio-visual materials seemed to be one of the most popular aids for teaching history to the less able, as seventeen schools out of the thirty-three mentioned them. Similarly, the use of text books and worksheets were given equal prominence with eleven schools specifically mentioning their use. The comment was made, however, that there is a very limited number of text books for low ability children. Seven schools did not specify any particular resources used, and only four mentioned topic books as providing a resource for the less able. Posters, pictures, photographs, documents, diagrams, drawings and the library were only mentioned by three schools as part of the resources they utilized.

Surprisingly, in view of the comments of some of the teachers regarding local history as a resource, the use of local history materials was only mentioned by two schools

out of the sample. Modelling was also only referred to by two schools in the survey, and the use of charts, by one. Many comments were made in the questionnaires about the lack of suitable reading material and this seems to be a major stumbling block encountered by *all* the history departments in the survey. As one Head of Department remarked: 'We either make our own - or do without' (School 3).

(iii) Selection of particular topics in history for the slow learner

The answers to the above question were many and varied. Five teachers did not specify any particular topics used within the syllabus. One comment was that as we share a common heritage, the selection of particular topics would be wrong (School 11). Another teacher (School 9) remarked that the topics were chosen which presented colourful aspects - particularly social history, depicting clothes, medicine, weapons and sports. Eight teachers remarked that the slow learners in their schools study the same history (or topics) albeit in less depth perhaps, as the rest of the children, or perhaps fewer topics in greater depth depending upon interest.

One school mentions the use of local history, for example nineteenth century Sunderland, its geography and conditions in the town, which fits in with the public health topic in the general syllabus (School 31). Another school (School 32) bases topic choice on comparability studies - the past with the present - law and order for instance, work, leisure and housing. The fact that

specialist topics can only be used with smaller groups was also mentioned, as well as the more general comment that the whole choice of work depends upon the textbooks available, together with class and teacher interest. One Head of Department thinks the less able derive benefit from working alongside the more able in topic work. He remarked:

'They (the less able) can participate in the oral work and benefit from the preparation which has gone into the topics (less able ought not to equate with less history!).'

(School 28)

No overall pattern emerged however from the answers given in the questionnaires of any systematic selection of topics for the less able. The main criteria for choice being: size of classes, resources available, pupil interest and teacher interest. Many schools seem to adhere, as far as possible, to the general school syllabus for history.

(iv) General provision in history for the slow learner
- the syllabus

Considering an overall view of the syllabus, of the thirty-six per cent of the sample who mentioned 'special provision' for the less able, many stressed special approaches (teaching methods) rather than provision (content of the syllabus) for these pupils. For example, choice of simpler text books, easier questions, avoiding more difficult concepts, or perhaps the same syllabus but approached from a different perspective - more child centred as opposed to content orientated. Schools Council material is mentioned by one teacher as being used specifically by the slow learners. The pupils are taught in

small groups using material developed from Schools Council 'Exploration Man' Series, with additional material developed by the staff (School 8). At least four other teachers have remarked during the course of the research that the only thing prohibiting them from using the Schools Council course is the cost.

Only one school mentioned a syllabus being compiled in history with co-operation from the Remedial Department, and this tends to use a comparison approach - Medieval England/Modern England or social life then and now (School 32). Sometimes substitutions are made in the syllabus for the slow learning child - as noted in one school - the Russian Revolution instead of the French, and modern history through biographical approaches. Practical work in topic form is also used from the general syllabus (School 5). A chronological framework seems to be adhered to in most cases, and a topic approach within this framework is often used according to interest and resources.

(v) Assessment and examining of pupils' work

The use of various tests and examinations appears to be quite widespread when assessing the work of the slow learning child; a detailed analysis of the replies shows that these vary considerably. Fifteen schools mentioned using continuous assessment as a form of testing for these pupils, while fourteen gave the children an examination separate from, yet linked to, their more able peers, and in four schools the children sat a general examination. The nature of the examinations and their content appear to

range widely, from yearly to end-of-course examinations. In only one case was it specifically mentioned that a remedial teacher is present to give help (School 4).

The point was also made that it is often presentation, spelling, grammar and comprehension as much as historical content which is tested. In some cases the less able are given regular class tests as well as a yearly examination taken by all pupils. One teacher in particular believes that regular assessment is vital and commented that it is useful if the work can be marked while the children are present in order that comments or corrections can be discussed at first hand (School 10). Another valid point was made by a teacher from School 11, who felt that while regular marking and assessment are important, care ought to be taken not to 'over mark' thus disillusioning the pupils if too many errors are pointed out, as confidence in many cases needs to be built up. Only one school in the whole survey mentions assessment using *effort* rather than *attainment* as their way of testing the less able pupils in history (School 24).

Continuous assessment was favoured by 45.5% of the sample, and the teachers spoken to during the course of this research expressed a personal preference in many cases for this form of testing, as they feel it gives encouragement and motivation to the slow learning child who might otherwise not perform as well in a standard examination situation.

(e) Individual teachers' comments regarding approaches to teaching history to slow learning pupils

The replies to this section are again varied and interesting. Most of the teachers who returned the questionnaires work with these children every day and are living through the problems as well as the possibilities of teaching history to slow learners. Twenty-one per cent of teachers from the sample state that they want a separate class for remedial pupils, taught by remedial specialists with help from subject specialists. Twelve per cent favoured integrated, adapted schemes of work in history with more co-operation from various departments and specifically aimed at the less able. Thirty per cent are in favour of more staff and resources being provided in order that this would allow their pupils more specialized individual attention. Mixed ability grouping was mentioned by six per cent of the sample as being an ideal organizational method of teaching history to the less able. One teacher in particular mentioned teaching in a mixed ability situation but the group needs to be small enough to give all pupils individual attention (School 12). She also mentions involving the parents in their children's school work.

Teaching the less able in small groups was mentioned as being very important by twelve per cent of the sample. One teacher remarks that the organizational grouping of the pupils is incidental; what is important is that they *enjoy* the subject and can respond to the materials and teaching methods. If they do, then they will relate to the past and develop the reading and writing skills involved (School 8).

Nine per cent of the teachers stated they favour a separate syllabus in history for the less able children; in practice, however, this does not happen. Only one teacher (School 17) would like to see less time spent on written material and more on oral work and discussion as well as field work in the lower school. Another teacher would like closer liaison between the history department and the remedial department as well as the use of team teaching. The Head of Department of School 31 would like to see the development of language skills becoming more prominent, as well as more local history as he remarked that many less able have limited knowledge of their own local environment.

A comment from one teacher (School 32) is also valid, as she remarks that the less able need to develop a wider concept of time, if possible. She also advocates the use of drama - particularly work with plays in period costume. The children should also be encouraged to touch and handle things from the past and to realize that 'today's events are history in the making'. Finally, one remark tends to epitomize the thoughts of all those who replied:

'In a perfect world, more time, more highly trained and selected teachers, more resources, better rooms, more time for preparation, more secretarial and technical assistance; smaller classes, but what a hope at present!'

(School 6)

References

- 1 Geographical Association, Teaching Geography to Less Able 11-14 Year Olds. Geographical Association, (1982).

CHAPTER FOUR

SLOW LEARNERS' AWARENESS OF THE PAST(a) Testing Procedures used

In order to ascertain the extent to which less able pupils have an awareness of the past, several tests were carried out in a County Durham secondary school with pupils in years 1-3. These tests were based upon those developed by Dr. J. West¹ in his Dudley Project and which were given to children aged 7 to 13 of average ability. The aim of the tests used in this thesis was to discover the degree to which less able pupils have a *general* awareness of the past in comparison with children of corresponding age in designated 'A' and 'B' bands within the same school. A more specific aim was to ascertain whether by using a certain skills-based approach to teach history to less able first years (11+), they would perform better in the tests than a group of similar age and ability who were not taught by this method.

Three year groups were tested:-

Years 1-3 'Remedial' band pupils	(36 children)
(See Appendix for school's designation of pupils)	
Years 1-3 'B' band pupils	(79 children)
Years 1-3 'A' band pupils	(80 children)

All the children were aged 11+ to 13+ (see graphs, Appendix D for individual scores). Two of the Remedial group were tested at the end of one year's teaching. Year 1 (1LRU), the control group, was tested in July 1985 (a total of 14

children). The pilot group (now year 2RPA), consisting of 15 children, was tested in September 1984 which made them the same chronological age as 1LRU when the tests were administered. The experimental group was taught by the writer, using a skills-based practical approach. The remaining groups, including the control group, were taught by colleagues using the general history syllabus in the traditional fashion, e.g. mainly 'chalk and talk'.

The tests administered were under six specific headings:

SEQUENCE

- | | |
|------------|---|
| Test 1 (a) | - Days of the week |
| Test 1 (b) | - Months of the year |
| Test 1 (c) | - Sentence sequencing |
| Test 1 (d) | - 5 pictures - earliest to latest - Christ to Concorde |
| Test 1 (e) | - 7 pictures - earliest to latest - Tyrannosaurus Rex to Skateboarder |

AUTHENTICITY

- | | |
|--------|-------------|
| Test 2 | - Documents |
|--------|-------------|

VOCABULARY

- | | |
|--------|-----------------|
| Test 3 | - Ten questions |
|--------|-----------------|

NUMBER ORDER

- | | |
|--------|--------------------|
| Test 4 | - Ascending order |
| Test 5 | - Descending order |

CLASSIFICATION

- Test 6 (a) - Objects - Classification
 Test 6 (b) - Objects - Identification and
 Dating

MULTIPLE CHOICE PAPERS

- Test 7 - Awareness of the Past (General)
 Test 8 - Prehistory to this century
 Test 9 - This century - 55B.C. to 1984A.D.

Copies of the test papers are included in **Appendix A**, and the reading ages of years 1-3 'remedial' groups are in **Appendix C**. Some of these reading ages are low, and undoubtedly therefore this lack of basic literary skills has depressed the pupils' performance in some of the tests. This is borne out by the fact that the tests requiring the greatest literary ability, for example documents (Test 2), vocabulary (Test 3) and awareness of the past (Test 7), caused the greatest difficulties to the 'Remedial' and 'B' bands. The sheer volume of words seemed to deter them initially from the task. However, once the Remedial groups had gained confidence, particularly the pilot group, their performance improved. Throughout the tests generally the 'Remedial' bands tended to take much longer to answer the questions, but usually completed the task (even if incorrectly!) in the end.

All nine tests were given to years 1-3 'Remedial' and 'A' bands. The 'B' band groups however were unable to undertake the classification of objects test. The twelve

objects, which were on loan from the museum service, were recalled before all the testing could be completed. Unfortunately they could not be obtained *in total* for further tests and it was pointless to give the tests using a few objects. All tests were timed as follows:-

SEQUENCE

Days of the week (Test 1(a))	5 minutes
Months of the year (Test 1(b))	10 minutes
Sentence sequencing (Test 1(c))	15 minutes
5 pictures (Test 1(d))	15 minutes
7 pictures (Test 1(e))	15 minutes

AUTHENTICITY

Documents (Test 2)	1 hour 10 minutes
--------------------	-------------------

VOCABULARY

10 questions (Test 3)	20 minutes
-----------------------	------------

NUMBER ORDER

Test 4	15 minutes
Test 5	15 minutes

CLASSIFICATION

Objects (Test 6)	1 hour 10 minutes
------------------	-------------------

MULTIPLE CHOICE PAPERS

Awareness of the Past (Test 7)	35 minutes
10 questions (Test 8)	20 minutes
10 questions (Test 9)	20 minutes

The first five tests under 'Sequence' were the easiest to administer to all groups. They began from the known, e.g. days of the week; months of the year, and proceeded to the unknown - sentence and picture sequencing. The picture tests 1(d) and 1(e) took some time to explain to all Remedial groups, Year one particularly found difficulty with this item since they were much slower to complete the task than the other groups in all bands.

Test 2, the Documentary test, presented the greatest difficulty to administer. The sheer amount of paper needed to undertake the test was formidable. In addition the fact that the documents had to be handled by so many children meant that the paper became worn and frayed. However, in overall terms, the pupils responded well and worked in small groups to handle/discuss/comment and finally classify each document. The 'Remedial' pupils' initial response was one of interest but caution. The written word for some of them, as previously indicated, presents considerable difficulty and as the documents obviously required a certain level of literacy in order to extract information, the necessary confidence and ability to tackle the task took a little time to establish. Once again the pilot group seemed to settle down to the task more quickly as they are used to handling evidence. The easiest documents to identify by all groups were D (the programme); F (the cartoon); G (the letter) and J (the newspaper article). The most difficult proved to be E (the text book page), and for the Remedial pupils in all groups, K (the engraving) and I (the poster). The Remedial pupils in all year groups, but particularly the control group and Year

three, found difficulty initially in analysing the documents. The categorising of documents for all three Remedial as well as Years one and two 'B' bands, proved an easier task than trying to extrapolate information from them.

The documentation test was primarily one of observation of the facts and deduction from them. The pilot group had been following a course specifically designed to help them to observe and deduce facts from evidence, both primary and secondary (see Chapter Five). Their resulting mean score of 3.3 documents correctly classified as opposed to 2.45 (the control group) and 2.87 (Year three Remedial) would appear to indicate that the approach adopted with the pilot group has in some measure been successful. It is not, however, a score comparable with Years one to three 'B' or 'A' bands who have a much higher mean score, but undoubtedly the discrepancy is, as previously mentioned, related to a large extent to lack of literacy on the part of the Remedial children.

Dating the documents posed few difficulties for the pupils especially since the dates were written on most of them anyway. The Remedial pupils, however, took longer to grasp this but once established, it proved no handicap to them. Sections 2 and 3 of the test, 'What is the document about?' and 'Any facts learned?', seemed to confuse the Remedial groups as well as Years one and two 'B' bands who, in many cases, simply gave the same answer for both sections, perhaps indicating the need for a different style of questioning. The pilot group on the whole, however, did differentiate between the two questions. The greatest difficulty in

this test lay in the differentiation between 'original' or 'copy' in Section 5. Many of the Remedial children guessed, and those who did attempt to consider the question, particularly the Year one control group, tended to judge the originality of the document by its appearance. Thus H (the poster) and J (the engraving) became originals because they 'looked old'. The pilot group obtained the highest score in the Remedial groups for this particular section, but once again, not comparable with the 'B' or 'A' bands.

Vocabulary (Test 3) was completed by the 'B' and 'A' bands in half the time allocated, while all Remedial groups found difficulty with this one. The pilot group scored slightly higher than the other two. Tests 4 and 5 (number order) initially caused problems for the Remedial and Years one and two 'B' band groups. They became confused about the ascending and descending order of figures and some needed a few attempts before they presented their answers. However, after several explanations it appeared to be the terminology not the task which caused the problem.

Classification of objects (Test 6) proved to be the most popular with the pupils. I had slight reservations about allowing the articles (some irreplaceable) to be handled by each child within the groups but my apprehension was unfounded. The Remedial pupils particularly were both gentle and careful when handling the items. The World War One hat was popular and there were numerous requests to play the 'Top of the Pops' tape! However, the pupils soon settled and this, of all the tests, appeared to give the less able pupils a chance to show

their knowledge, as *short* answers, or use of numerals were required to answer the questions. Also the fact that they could handle the objects personally in contrast to simply trying to decipher the written word may have assisted them. The test was in two parts - Part one: the pupils were asked to identify twelve objects and put them in order - oldest to brand new. Each object was numbered (not in a straightforward manner but using two digits as this would make the pupils look hard and think rather than just writing down 1-12). (List A App. A. Part two: the pupils were shown seven objects (List B " " from the previous twelve, and asked: 1) What is it? 2) What is it made of? 3) How old is it? 4) What was it used for? This section, therefore, not only asked the pupils to date the objects but asked for identification and composition as well. This proved to be more difficult, and surprisingly since the Remedial groups had already correctly seriated several of the objects, recognition was much easier than correct dating. It would appear that when written answers were required (even short ones), all Remedial groups, including the pilot one, did not perform as well as they did in Part one when numbers only were asked for.

Tests 7, 8 and 9 (multiple choice papers) presented some problems of understanding for the Remedial groups, and Test 7 particularly, involving twenty questions, was approached with some apprehension by them. The questions were read to them, and with them, in order to ensure they understood what was required. Tests 8 and 9 also proved more difficult for all

Remedial groups as they were questions which, in the main, required general knowledge as much as historical awareness.

All pupils, but particularly the less able, once they *comprehended* the questions tried very hard to answer them to the best of their ability. The brighter the child the faster their speed of work appeared to be, and all Years one to three 'A' band completed the questions well within the time limits set. With the 'B' bands the time limit seemed to correspond with their ability, while the Remedial groups, given more time, may have produced more thoughtful, although not necessarily more accurate, answers. The test results are in Section (b).

(b) Test ResultsKey to Abbreviations

- DES - Class designation
- Y - Year group
- N - Number of children involved
- \bar{x} - Mean score
- S - Standard deviation

Method of assessment of the tests

Two measures have been taken:-

1. The measure of location - in this case the MEAN score = \bar{x}

2. The measure of dispersion - VARIANCE = S

In order to ascertain how 'spread out' the observations are about the central point (the mean). The figures quoted in this chapter are based on this measure. The smaller the degree of dispersion, the more concentrated the observations are about the central point. Thus the smaller the dispersion, *more* pupils obtained scores around the mean (or average) for their particular group.

(b) Test Results

The first tests administered were 1(a) and 1(b), days of the week and months of the year respectively. These tests were simply to try to get the pupils to think in a sequential way prior to more difficult sequence tests being administered.

1(a) Days of the week

The children were asked to write the days in the correct order beginning with Sunday. All 'B' and 'A' band groups as well as Year 3 Remedial group gave the correct answers. Most of the Year 3 Remedial group, however, did not spell the days correctly, particularly Wednesday, Thursday and Saturday. The control and pilot group scored as follows:-

1(a) Days of the week

<u>Designation</u>	<u>Number of Children</u>	<u>Correct Score</u> (Group %)
Control group	16	93
Pilot group	15	93

1(b) Months of the year

<u>Designation</u>	<u>Number of Children</u>	<u>Correct Score</u> (Group %)
Control group	17	64
Pilot group	15	73

The months of the year presented similar problems to those of the days of the week for the control and pilot groups, particularly relating to spelling and sequencing. All other groups, however, gave the correct answers. The months August, September and October caused the greatest sequencing problems for the control and pilot groups. Once again the Year 3 Remedial group could sequence the months but most of the pupils could not spell them.

Test 1(c) Sentence Sequencing

The sentences required comprehension on the part of the pupils in order to sequence them correctly and the control group particularly found difficulty with this aspect. Their score was the lowest of all the groups and in many cases they guessed the sentence order as they did not readily understand them. The choice of the Roman Standard Bearer was deliberate as the control group had just completed work on this. This fact, however, did not appear to assist them when sequencing the sentences, as the following will indicate (see overleaf).

The pilot group scored higher than the control group, the Year 3 Remedial and Years 1 and 2 'B' band. In fact, they were comparable with Year 2 'A' band, which, considering their lack of literacy, is quite an achievement. The pilot group has, during the course of their work in history, sequenced pictures which were 'before' and 'after' a battle and this may have assisted them in this test.

Test 1(c) Sentence Sequencing

<u>Y</u>	<u>Des.</u>	<u>N</u>	<u>Correctly Sequenced (Group %)</u>
	Control group	16	<u>18</u>
	Pilot group	15	<u>66</u>
3	Remedial	11	54
1	'B' band	24	50
2	'B' band	23	52
3	'B' band	26	76
1	'A' band	27	96
2	'A' band	23	69
3	'A' band	27	81

Test 1(d) 5 pictures

The pupils were asked to sequence five pictures, from Jesus Christ to Concorde. All remedial groups were slow to grasp what was required of them at first, particularly the control group. This test caused all the less able groups and Year 1 'B' band problems, as although recognition of the pictures caused no difficulty, sequencing them did. The results indicate that once again the pilot group scored slightly higher than the control group and Year 3 remedial, but lower than the other bands. The results were as follows:-

Test 1(d) Sequence (5 pictures)

<u>Y.</u>	<u>Des.</u>	<u>N</u>	<u>\bar{x}</u>	<u>S</u>
	Control group	14	<u>2.29</u>	<u>1.79</u>
	Pilot group	11	<u>2.91</u>	<u>1.62</u>
3	Remedial	9	2.89	1.73
1	'B' band	25	3.44	1.24
2	'B' band	23	4.5	0.82
3	'B' band	24	4.67	0.75
1	'A' band	22	5	0
2	'A' band	20	5	0
3	'A' band	23	4.8	0.56

Although the mean score of 2.91 pictures correctly sequenced by the pilot group is higher than the control group or Year 3 remedial, it does not compare with the 'B' or 'A' bands. Since this was the first test of this type administered, it is possible that the less able did not immediately grasp what was required of them as the other bands did. In addition, there can be little doubt that the general knowledge of all the remedial groups is not good.

Test 1(e) 7 pictures

This has been calculated on a percentage basis to show two results: i) recognition of the pictures and ii) correct dating within the timescale. For all groups recognition of the pictures proved easier than correct dating. The pilot group scored higher on both counts than the control group,

and indeed obtained a score comparable with all other bands. The overall results of this test show that only the able third year group obtained a high score on both recognition and correct dating.

Test 1(e) (7 pictures)

Picture 1. DINOSAURS

<u>Y</u>	<u>Des.</u>	<u>N</u>	<u>Recognition</u> (% score)	<u>Correct Date</u> (% score)
	Control group	15	44	0
	Pilot group	11	90	45
3	Remedial	12	100	41
1	'B' band	25	76	50
2	'B' band	21	90	52
3	'B' band	24	91	53
1	'A' band	24	88	62
2	'A' band	25	92	36
3	'A' band	23	91	78

(Dinosaurs) Year 3 Remedial group obtained a high score in the recognition section, for instance every pupil knew the picture was a 'Tyrantysaurus Rex', 'Rantasaurus X', and four of them wrote 'Tyrranosaurus Rex'. The pilot group (as well as the others) - apart from the control - obtained a higher score than the Year 2 'A' band in correctly dating the picture. None of the groups have in fact done any work on dinosaurs in their school history - any information has therefore been gained from outside sources.

Test 1(e) (7 pictures)Picture 2. PREHISTORY

<u>Y</u>	<u>Des.</u>	<u>N</u>	<u>Recognition</u> (% score)	<u>Correct Date</u> (% score)
	Control group	15	<u>20</u>	<u>0</u>
	Pilot group	11	<u>63</u>	<u>37</u>
3	Remedial	12	58	50
1	'B' band	25	56	18
2	'B' band	21	57	19
3	'B' band	24	75	21
1	'A' band	24	83	19
2	'A' band	25	100	12
3	'A' band	23	82	13

The above scores give some erratic results which cannot readily be explained. Year 2 'A' band, for instance, scored 100% for recognition yet the lowest score (apart from the control group) on dating, well below the 'B' bands, the pilot and Year 3 remedial groups. Year 3 'A' band obtained the lowest recognition score for their group. One explanation could be that the work concerning prehistory is undertaken in Year 1 in the 'A' band group and apart from some basic revision in Year 2, is not referred to again. The pilot group once again scored higher than the control group.

Test 1(e) (7 pictures)Picture 3. ANCIENT CIVILIZATIONS

<u>Y</u>	<u>Des.</u>	<u>N</u>	<u>Recognition</u> (% score)	<u>Correct Date</u> (% score)
	Control group	15	<u>5</u>	<u>0</u>
	Pilot group	11	<u>45</u>	<u>18</u>
3	Remedial	12	41	0
1	'B' band	25	56	20
2	'B' band	21	61	15
3	'B' band	24	58	16
1	'A' band	24	45	20
2	'A' band	25	48	4
3	'A' band	23	30	8

(Ancient Civilizations) The pilot group's score was higher than the control, Year 3 remedial and Year 3 'A' band in both sections. Their recognition score was comparable with Year 1 'A' band (a group of the same chronological age). None of the pupils had undertaken any study in school of the civilization of the Ancient Greeks.

(17th Century Painting) (see results overleaf) The pilot group found the greatest difficulty in recognising the 17th century painting. Surprisingly however, they obtained one of the highest scores for correctly dating the picture. Similarly only 4% of Year 3 'A' band recognised the painting while 48% (highest score) correctly dated it. The recognition section caused the greatest difficulties for

Test 1(e) (7 pictures)Picture 4. 17th CENTURY PAINTING

<u>Y</u>	<u>Des.</u>	<u>N</u>	<u>Recognition</u> (% score)	<u>Correct Date</u> (% score)
	Control group	15	<u>12</u>	<u>8</u>
	Pilot group	11	<u>0</u>	<u>18</u>
3	Remedial	12	16	8
1	'B' band	25	40	10
2	'B' band	21	19	11
3	'B' band	24	70	13
1	'A' band	24	45	16
2	'A' band	25	32	24
3	'A' band	23	4	48

all groups, quite a few of the children mistook the cavalier for 'Guy Fawkes'. The dating seemed to cause fewer problems, since all second and third year groups have already done some work on the 17th century. This does not, however, explain the high recognition score of Year 1 'B' and 'A' bands who have done no work on the 17th century period. It would appear to confirm Dr. J. West's² remarks that children draw upon a considerable body of experience largely gained out of school (he suggests as much as 60%) of adult historical stereotypes.

Test 1(e) (7 pictures)Picture 5. 19th CENTURY PAINTING

<u>Y</u>	<u>Des.</u>	<u>N</u>	<u>Recognition</u> (% score)	<u>Correct Date</u> (% score)
	Control group	15	<u>56</u>	<u>0</u>
	Pilot group	11	<u>81</u>	<u>0</u>
3	Remedial	12	25	0
1	'B' band	25	52	8
2	'B' band	21	52	10
3	'B' band	24	74	14
1	'A' band	24	54	8
2	'A' band	25	64	24
3	'A' band	23	4	0

All remedial groups found difficulty dating the 19th century painting. However, 81% of the pilot group (the highest score) correctly remarked that it was a 'painting of Jesus Christ'. The Year 3 'A' band found extreme difficulty with both identification and dating; most of the group thought the picture was from a stained glass window. Their low score cannot readily be explained because the general school syllabus covers this period of history in Year 3 and includes literature as well as art.

Test 1(e) (7 pictures)Picture 6. (20th Century) JARROW MARCH (1936)

<u>Y</u>	<u>Des.</u>	<u>N</u>	<u>Recognition</u> (% score)	<u>Correct Date</u> (% score)
	Control group	15	<u>36</u>	<u>0</u>
	Pilot	11	<u>100</u>	<u>0</u>
3	Remedial	12	25	16
1	'B' band	25	73	15
2	'B' band	21	85	16
3	'B' band	24	75	22
1	'A' band	24	45	20
2	'A' band	25	60	44
3	'A' band	23	47	68

The pilot group gained full marks for recognition of the 20th century picture. They, together with the control group, however, could not give the accurate date which was asked for - namely which part of the century did the event occur. Apart from Year 3 'A' band, all groups scored better in the recognition section compared with dating the picture. Most of the groups put the date within the first decade of this century, and only five pupils gave the exact date.

Test 1(e) (7 pictures)Picture 7. PRESENT (Skateboarder c1978)

<u>Y</u>	<u>Des.</u>	<u>N</u>	<u>Recognition</u> (% score)	<u>Correct Date</u> (% score)
	Control group	15	44	24
	Pilot group	11	100	81
3	Remedial	12	66	75
1	'B' band	25	76	75
2	'B' band	21	85	74
3	'B' band	24	79	78
1	'A' band	24	100	79
2	'A' band	25	100	88
3	'A' band	23	78	100

This item proved to be the easiest for all pupils. The second year in particular obtained a high score in both recognition and dating. The picture (of a skateboarder) presented no real problems of recognition or dating, although some members of the control group thought he was 'a astro-nawt' (sic) and had no idea of the date involved. The question required accuracy in dating to within five years and many of the pupils achieved this. This picture was something known to them, probably from television, comics or first hand experience. - hence recognition was easy and as it was within their own time-span dating also presented no problems apart from the control group.

Test 2 - Authenticity - Documents (10)

<u>Y</u>	<u>Des.</u>	<u>N</u>	<u>\bar{x}</u>	<u>S</u>
	Control group	13	<u>2.46</u>	<u>1.45</u>
	Pilot group	12	<u>3.33</u>	<u>1.25</u>
3	Remedial	8	2.88	1.9
1	'B' band	25	4.52	1.7
2	'B' band	22	6.0	1.68
3	'B' band	25	5.56	0.98
1	'A' band	26	5.88	1.19
2	'A' band	20	7.5	1.07
3	'A' band	23	7.96	1.4

The pilot group among the Remedial groups achieved the highest score in the document section. Given the documents they had handled throughout the course, however, the score is disappointingly low. Nevertheless, as this section relies primarily upon literacy their lower score in comparison with the 'B' and 'A' bands is perhaps not surprising. This was, as previously stated, a difficult test to administer because of the sheer volume of paper required, and the control and Year 3 Remedial pupils were very confused initially about what was required of them. In view of their previous experience with documents, however, the pilot group settled down quickly to the questions and appeared to adopt a more systematic and methodical method of answering, treating each section in its turn rather than answering questions haphazardly as the other Remedial groups did. As Dr. J. West³ observed,

this test is primarily about confidence, plus the ability to extrapolate details. Nothing more than the information that is in each document is expected of the pupils. The test is undoubtedly, therefore, one related to the pupils' powers of observation. The pilot group responded well to this, but their lack of literacy inhibited the possibility of a high score.

Test 3 - Vocabulary (10 words)

<u>Y</u>	<u>Des.</u>	<u>N</u>	<u>\bar{x}</u>	<u>S</u>
	Control group	12	<u>3.92</u>	<u>1.8</u>
	Pilot group	12	<u>4.66</u>	<u>1.84</u>
3	Remedial	11	4.0	2.13
1	'B' band	25	8.52	0.9
2	'B' band	23	7.83	1.88
3	'B' band	27	9.18	0.98
1	'A' band	25	9.28	0.87
2	'A' band	22	9.95	0.21
3	'A' band	27	9.96	0.19

The pilot group obtained a score on this test greater than that of any of the other Remedial groups. All the less able pupils found difficulty with spelling the words, particularly 'historian'; 'plague' and 'Egyptians'. In contrast Years 1-3 'A' bands and Year 3 'B' band had little difficulty with the test, and their spelling was generally correct.

Tests 4 and 5 - Number Order

<u>Y</u>	<u>Des.</u>	<u>N</u>	<u>Test 4</u> (Group % Score)	<u>Test 5</u> (Group % Score)
	Control group	14	75	83
	Pilot group	11	85	85
3	Remedial	9	54	80
1	'B' band	24	87	45
2	'B' band	22	90	86
3	'B' band	24	100	91
1	'A' band	25	84	100
2	'A' band	22	95	95
3	'A' band	27	100	100

The greatest problem with this test experienced by the Remedial groups, was understanding 'ascending' and 'descending' order of numbers. The Year 3 Remedial group in particular found difficulty with this. Year 1 'B' band also experienced difficulty with Test 5 (descending order) and some of the pupils needed several attempts at the test.

Test 6 - Classification (12 Objects)

<u>Y</u>	<u>Des.</u>	<u>N</u>	<u>Correct Date</u>	
			<u>\bar{x}</u>	<u>S</u>
	Control group	11	<u>4.1</u>	<u>1.73</u>
	Pilot group	14	<u>5.64</u>	<u>1.63</u>
3	Remedial	8	6.25	2.86
1	'A' band	24	7.79	2.14
2	'A' band	24	8.75	1.51
3	'A' band	24	9.38	1.15

The 'B' band groups did not in fact take this test since the objects were not available for classification. The pilot group once again scored higher than the control group. They still did not achieve a score comparable with Years 1-3 'A' bands. The above scores refer to the correct dating of the twelve specified objects. Seven objects from the twelve were also offered for dating and identification. These tests were perhaps the most popular with all the pupils who enjoyed handling the items and commenting upon them. Judging by the remarks made by the less able, it was obvious that they could make fairly accurate attempts at identification but dating the objects caused problems. The seven objects were 1) a flint axe-head; 2) a toy Roman lamp; 3) Roman coins; 4) a wooden spoon from the Middle Ages; 5) a Victorian knitting needle; 6) a helmet of the First World War; and finally, 7) a tape recording of 'Top of the Pops', 1984. The pupils were asked four questions relating

to the objects: 1) What is it? 2) What is it made of? 3) How old is it? and 4) What was it used for? Questions 1, 2 and 4 are incorporated under 'Identification' and question 3 under 'Dated'. The results were as follows:-

Object 1. Prehistory - Axe-head

<u>Y</u>	<u>Des.</u>	<u>N</u>	<u>Identified</u> (Group %)	<u>Dated</u> (Group %)
	Control group	9	<u>77</u>	<u>0</u>
	Pilot group	14	<u>100</u>	<u>7</u>
3	Remedial	8	50	12
1	'A' band	24	87	62
2	'A' band	24	100	33
3	'A' band	24	87	40

The pilot group had no difficulty in identifying the axe-head, but dating it caused them problems. Many thought it was 'old' but had no idea of its real age in terms of years. All Year 1 groups had done work on prehistory during the year and the Year 2 'A' band undertook basic revision in prehistory at the beginning of term. Some very interesting answers were given for question 2) 'What is it made of?', ranging from 'stone', 'plastic' to 'flint'. The less able had no problem identifying its composition. Question 4) 'What was it used for?', however, caused some uncertainty. Eventually the answers 'hunting' and 'maybe killing animals' were put forward.

Object 2 - The Roman Lamp

<u>Y</u>	<u>Des.</u>	<u>N</u>	<u>Identified</u>	<u>Dated</u>
	Control group	9	<u>65</u>	<u>0</u>
	Pilot group	14	<u>71</u>	<u>7</u>
3	Remedial	8	62	0
1	'A' band	24	91	4
2	'A' band	24	100	16
3	'A' band	24	100	25

Again, dating proved more difficult than identification. The pilot group had some problems initially with identification but soon gained confidence and obtained the highest score among the less able. All pupils were able to identify the fact that the object was a 'lamp'; most correctly assumed it had been a 'toy' and was made from 'clay'. The difficulty arose when they tried to date the object - guesses were made ranging from 'modern' to 'Middle Ages'. Only a small percentage overall correctly dated it to the Roman period.

Object 3 - Roman Coins

<u>Y</u>	<u>Des.</u>	<u>N</u>	<u>Identified</u>	<u>Dated</u>
	Control group	9	<u>87</u>	<u>0</u>
	Pilot group	14	<u>71</u>	<u>0</u>
3	Remedial	8	62	0
1	'A' band	24	87	5
2	'A' band	24	100	8
3	'A' band	24	100	17

All Remedial groups had the greatest difficulty in dating the Roman coins and found the task beyond them. The control group, however, had few problems identifying the coins as Roman (apparently during the year quite a large percentage of the syllabus used with this group had been based upon a study of the Roman Empire). Dating the coins also presented problems for the 'A' bands who tended to date them hundreds of years B.C. and did not use the 'clues' on the coins, i.e. the heads of Nero and Constantine.

Object 4 - Wooden Spoon - Middle Ages

<u>Y</u>	<u>Des.</u>	<u>N</u>	<u>Identified</u>	<u>Dated</u>
	Control group	9	44	11
	Pilot group	14	85	8
3	Remedial	8	50	0
1	'A' band	24	100	8
2	'A' band	24	100	25
3	'A' band	24	100	33

The pilot group had few problems identifying the spoon. Dating, however, proved a problem. The Year 3 Remedial group had no grasp whatsoever of this, and most gave the date as 'modern'. The 'A' bands found identification easy, once again however dating proved more difficult. The use made of the object was given various interpretations by the less able groups from mixing 'puddings' to 'cakes'; some thought it was for mixing 'doe' (sic). The 'A' bands tended to be less adventurous and thought it was for 'mixing'.

Object 5 - Victorian Knitting Needle

<u>Y</u>	<u>Des.</u>	<u>N</u>	<u>Identified</u>	<u>Dated</u>
	Control group	9	<u>77</u>	<u>43</u>
	Pilot group	14	<u>85</u>	<u>8</u>
3	Remedial	8	50	0
1	'A' band	24	95	45
2	'A' band	24	100	66
3	'A' band	24	100	83

The control group was quite successful in dating this object compared with the pilot and Year 3 groups. Apparently some days before the test one of the pupils had brought in a Victorian photograph which had led to discussion about Victorian life generally: this obviously assisted them in coping with this aspect of the test. The Year 3 Remedial group had no concept of dating this object whatsoever, and most thought it was from 'today'. The majority of pupils in all groups remarked that the needle was used for 'knitting' and was of 'wooden construction'. In the case of Years 2 and 3 'A' bands, it was designated as 'ornate'; 'typical Victorian workmanship' was the answer given by one Year 3 able pupil.

Object 6 - First World War Helmet - 1918

<u>Y</u>	<u>Des.</u>	<u>N</u>	<u>Identified</u>	<u>Dated</u>
	Control group	10	<u>77</u>	<u>22</u>
	Pilot group	14	<u>100</u>	<u>43</u>
3	Remedial	8	75	37
1	'A' band	24	95	45
2	'A' band	24	100	58
3	'A' band	24	100	82

The pilot group had no difficulty in identifying the helmet and made a good attempt at dating the object. The 'A' bands, especially Year 3, found this one of the easiest items to identify and date. Only the syllabus followed by the pilot group included World War One items so it is assumed that the knowledge of the other groups was gathered coincidentally from the media, books or relatives. The consensus of opinion about the use of the helmet was (not unnaturally) 'for protection' and the Year 3 'A' band group, in the main, gave the exact date '1918' for its manufacture.

Object 7 - Tape 'Top of the Pops' - 1984

<u>Y</u>	<u>Des.</u>	<u>N</u>	<u>Identified</u>	<u>Dated</u>
	Control group	9	<u>100</u>	<u>33</u>
	Pilot group	14	<u>85</u>	<u>85</u>
3	Remedial	8	87	25
1	'A' band	24	100	100
2	'A' band	24	100	100
3	'A' band	24	100	100

The tape recording was undoubtedly the easiest item to identify although dating again proved difficult for the control and Year 3 Remedial groups. This is surprising as the tape 'Top of the Pops' 1984 was very clearly marked. These two less able groups did not always take appropriate care when identifying the items and consequently missed the exact date. Some of the pilot group did not answer the question relating to dating. This was possibly due to carelessness on their part.

For all groups throughout Test 6, including the pilot group, identification of the objects proved easier than dating. Only the pilot group had handled objects before during lessons and this undoubtedly assisted their score in comparison with the control and Year 3 Remedial groups. The 'A' band groups however, with no experience in class of practical work, performed in most instances better than the pilot group. The difference can be attributed to innate intelligence and the way high achievers appear to be able to collect, correlate and recall information regardless of the method of teaching or even the content of the syllabus.

Test 7 - Multiple Choice Papers

These tests were designed to gauge certain basic skills, in contrast to those of recognition, description or sequence, specifically finding the age from a date and correlating an event with a particular year or century. The first test (Number 7) of twenty multiple choice questions caused some problems for the less able since they needed individual guidance to see what was required of them. Some questions caused

them real problems and were generally related to time and people - for example, question 5) 'Which of these was born last?' The easiest questions involved historical events or dates. The results of the test were as follows:-

Test 7 - Awareness of the Past (20 questions)

<u>Y</u>	<u>Des.</u>	<u>N</u>	<u>\bar{x}</u>	<u>S</u>
	Control group	12	<u>16.75</u>	<u>2.45</u>
	Pilot group	11	<u>17.0</u>	<u>2.04</u>
3	Remedial	9	15.2	3.29
1	'B' band	25	16.36	2.81
2	'B' band	23	17.1	1.84
3	'B' band	23	19.5	0.58
1	'A' band	24	18.7	1.43
2	'A' band	23	19.8	0.41
3	'A' band	27	19.7	0.53

All the less able pupils took time to settle down when answering this test as the sheer volume of questions seemed to deter them. The twenty questions involved general awareness *not* requiring any *specific* historical knowledge. Once these groups *understood* what was required of them, they seemed to find little difficulty with the task. A major problem was the time factor since the less able were slow to answer the questions (particularly Year 3).

Test 8 - Prehistory to this CenturyMultiple Choice Paper - 10 questions

<u>Y</u>	<u>Des.</u>	<u>N</u>	<u>\bar{x}</u>	<u>S</u>
	Control group	12	<u>4.33</u>	<u>1.8</u>
	Pilot group	10	<u>5</u>	<u>1.34</u>
3	Remedial	11	4.5	1.92
1	'B' band	26	6.19	1.8
2	'B' band	24	7.08	1.5
3	'B' band	26	9.15	0.82
1	'A' band	18	6.94	2.27
2	'A' band	23	9.9	0.20
3	'A' band	27	9.85	0.45

The less able groups did not equal the scores of the others in this test. Even the pilot group who achieved the highest grade among the remedial found difficulty with this one. Perhaps one cause was that the paper required specific historical knowledge as well as the power to recall information. The research has shown (see Chapter 3) that the lack of recall is one of the many problems the less able face in history. This coupled with their lack of reading ability hindered them gaining the information incidentally as the other groups appear to have done. The pilot group had covered work relating to the questions during the year, and yet their mean score of 5 is little better than their peers. It would seem that the ability to recall information, or make a reasonable guess from the 'clues' in the questions, is indeed a serious problem for the less able.

Test 9 - This Century and 55BC to 1984ADMultiple Choice Paper - 10 questions

<u>Y</u>	<u>Des.</u>	<u>N</u>	<u>\bar{x}</u>	<u>S</u>
	Control group	12	<u>4.33</u>	<u>1.8</u>
	Pilot group	10	<u>5.1</u>	<u>1.22</u>
3	Remedial	11	5.0	2.56
1	'B' band	24	7.38	2.25
2	'B' band	25	7.72	0.96
3	'B' band	24	9.25	0.66
1	'A' band	14	6.3	2.45
2	'A' band	23	9.96	0.2
3	'A' band	27	9.81	0.47

Again, this multiple choice paper required specific knowledge of history on the part of the pupils, which seemed to inhibit the less able in their replies. Two of the questions, however, referred to events which have occurred in their lifetime but analysis of the replies showed no improvement in their score on these items compared with the wider historical knowledge required to answer the other questions. The less able also revealed a lack of basic arithmetical skill during tests 8 and 9. Some of the pupils seemed unable to make sensible estimates of a possible answer, yet these same children had shown from the other tests that they are capable of recognizing items from the past and correctly sequencing them. If therefore an estimate of their awareness of the past was based upon tests of an arithmetical nature,

the result would be pessimistic, whereas the other tests have shown all the less able pupils do have a reasonable awareness of the past, at however basic the level.

(c) Conclusions

In eleven out of the thirteen test items the pilot group scored higher than the control group. Of the remaining questions, 1(a) - Days of the Week produced the same score as the control group, and in question 6 - Objects, the pilot group obtained a higher score excluding number 4 - The Roman Coin and number 7 - The Tape 1984. While the tests are not conclusive, they can act as an indicator of historical awareness. Children labelled 'remedial', 'slow learner' or 'low achievers' do have an awareness of the past because they are able to understand primary and secondary evidence; they can recognize objects from the past, e.g. a prehistoric axe-head or a Roman lamp. They can sequence and date items from the past as well as being able to correlate events within a particular period in history.

Both the control and pilot groups have similar academic and social problems, including short concentration spans; poor powers of recall, and on occasions, behavioural difficulties. The difference therefore in their scores, as demonstrated by the tests, must be attributed to the method and content of the syllabus taught to the pilot group. The scores of all the remedial pupils, however (including those in the pilot group), are not, in most cases, comparable with the higher scores of the 'A' and 'B' bands. These results

are perhaps not surprising as the more able children have few literacy and numeracy problems, and their powers of concentration and recall are, in the main, well developed by the ages of 11+ to 13+. The wider general knowledge of the 'A' and 'B' bands, as shown by the results of tests 8 and 9, appears to have been gathered coincidentally by these pupils, perhaps from television or literature, as the school history syllabus does not include these aspects. The syllabus of the pilot group included these periods of history and yet their score was lower than the more able groups. It was, however, better than the control and, generally, the Year 3 Remedial groups. One explanation for the discrepancy between the scores of the remaining groups could be the pilot group's poor powers of recall, particularly of names and dates in comparison with the more able children.

Dr. J. West, some of whose tests have been adapted for this research, commented that the idea of young children having no time-sense is misleading, and 'the outcome of inadequate research'.⁴ He believes the time-sense can be demonstrated in any classroom with an adequate supply of primary source material, even with children previously thought to be 'less able', and the tests given to the children during this research do demonstrate that a certain approach to history with the less able using, among other things, source material, can produce promising results, as well as revealing a time-sense on their part. As stated, the tests showed that all the pupils could understand the

concept of evidence, at their own level. The more able (and the pilot group to a lesser extent) can appreciate the *authenticity* of primary evidence. The remedial pupils as well as their able peers can all understand events in sequence and, with suitable guidance, the pilot group in conjunction with the 'A' and 'B' bands can conjecture as to cause and effect, as well as being able to deduce from observed facts - for instance, the object test 6.

The syllabus used with the pilot group, however, can in no way be seen as a panacea to solve all problems which the less able face in history. Poor literacy and recall, for instance, are major obstacles which have to be faced regardless of syllabus. Yet throughout the past five years many less able children have benefitted from the skills-based approach and have undoubtedly become more aware of change in the past. If, therefore, the less able make *some* progress towards historical awareness by using the practical approach, then this may be the way forward with these children.

Miracles cannot be expected; the less able will never be able to compete in an academic sense with their more able peers. If, however, *progress* is made towards historical awareness using the approach outlined in Chapter 5, then this should be encouraged. A remark made about history some time ago by Richard, a first year less able pupil (now deceased), in answer to the question, 'How do we know about things in the past?', shows progress can indeed be made with these children:-

'Things is not gone in the past we can find out anything now because of the left documents and bildings (sic) and things.'

References

- 1 Dr. J. West, "Children's Awareness of the Past", unpublished Ph.D. thesis, University of Keele, (1980).
- 2 *ibid.*, "Children's Awareness of the Past (7-11+): Possible Conclusions", Paper, Dudley Metropolitan Borough (1982), p. 1.
- 3 *ibid.*, "Preliminary Notes and Observations on Documentary Test", Dudley Teachers' Centre (1979).
- 4 *ibid.*, "Resource Item 5914, Development of Primary School Children's Sense of the Past", Dudley Teachers' Centre (1982), p. 3.

CHAPTER FIVE

A SUGGESTED FRAMEWORK..(a) Problems to consider when designing a history syllabus for less able pupils

When designing a history syllabus for the less able obviously an account has to be made of the various difficulties they face, especially relating to literacy and numeracy. The less able pupils involved in this research are perhaps a typical example in that their chronological ages and reading ages are at variance and this has created reading and comprehension difficulties. (The C.A. and R.A. of years one to three less able pupils involved in this research are in Appendix C, Chapter 4). A great problem therefore arises at the outset, and one which was discussed in Chapter One, relating to *suitable* written material for their age and needs.

The variance between C.A. and R.A. has meant, until the last few years, that most less able children read history books which used simple text. *Simple* being exactly that: usually books used by a much younger year group, as they contained a minimum of 'difficult' words. Fortunately, the balance is now changing, for as we saw in Chapter One, there are now some texts which contain material simply or diagrammatically presented but which does not insult the child's intelligence at whatever level, and yet is within their capacity to assimilate. For example, Arnold's 'Action History' books¹, or 'In Search of History' by J. Aylett².

Unfortunately, however, there is still a long way to go in providing suitable reading materials in history for less able children, and in preparing a syllabus for them; choosing suitable texts is a difficult problem. The less able are individuals within a homogeneous group and any text has to be adapted to suit individual needs. The resources used in history over the past five years during my work with these pupils are listed in Appendix A, and have, of necessity, in some cases been greatly adapted to try to accommodate their needs. Worksheets are particularly useful and access to a photocopying machine is a vital element in the provision of suitable materials for the course! Similarly, the practical skills-based approach I have used to teach history to years 1-3 does not look, at first glance, an easy method since it uses primary and secondary evidence (involving interpretations), and analysis and judgement which may seem too advanced (see research findings, discussed in Chapter Four). However, if the material presented to them is suitable to their needs, then they can certainly benefit from history, using a skills and concept based approach, in the same way that their more able peers can. The crux is *suitability* of materials and *presentation*.

In all honesty, many things tried with these pupils during the past five years have not always worked. For instance, the adaptation of the Schools Council 'What is History?' (Problems of Evidence - on Richard III) had to be dissected, re-appraised and re-presented in an attempt to help the pupils to see and gain some understanding of the

conflicting evidence. For example, the evidence 'for' and 'against' Richard was read by the pupils - with assistance and interpretation - and discussed with them. It was then written out by the pupils, in their own words (with help!), in the form of statements. In role-play, each pupil read the appropriate evidence of the character he portrayed, and a simple trial was conducted to ascertain Richard's 'innocence' or 'guilt'. The use of evidence, however, must usually mean that it is tactile or visual, as written documentary material (Richard III is a case in point) has to be abbreviated and often transcribed by the pupils with considerable help from the teacher. The skill of analysis, however, is slightly easier as it can be helped by using comparison; in the case of Richard III, analysing the styles and fashions of the main characters and comparing these with their own fashions.

There is also another aspect to be considered when producing a suitable syllabus, and that is the time factor. The number of hours per week the pupils have to complete any tasks or related work may be inadequate, and homework with the less able does not usually produce a good response. For five years I have been responsible for the school history club (after school), and many of the less able attend. It is here that they can develop *individually* a theme or idea they may have devised but which the normal school timetable prohibits. In other words, a history syllabus for the less able should not be viewed merely as 'periods 2 and 3' but needs further time for certain individuals to develop their

school's general educational objectives. Pupils must also be provided with skills and content as well as knowledge.

The syllabus should contain:

*"Local, national, world sequence (not necessarily chronological) progression - it must stretch the children as they mature. It must not simply involve pouring more of the same into them each year."*⁵

The syllabus also needs to take into account the organizational methods used by the school; for example, streaming, mixed ability, withdrawal etc. Finally, it must help pupils to see that historical interpretations are in a state of constant revision (no mean task with low ability children).

K. Hodgkinson, in his pamphlet⁶, sees the academic aims of a course for slow learners as those of developing an understanding of (a) aspects of our cultural heritage, (b) concepts of causation, progress and change, (c) a background of our present situation and (d) the methods used by the historian. Finally, there is a great need to take into account the pupils' special needs of personal involvement and to offer new experiences and practical activities. In designing a syllabus, identification needs to be made of the concepts and skills which will be of greatest benefit to the pupils, and I would concur with the list offered by K. Hodgkinson, including the concepts of continuity (as well as change); evidence and authenticity as well as the skills of empathy; interpretation; analysis; observation and recording and organizing information. He also remarked that springing from the academic aims, motivation should have first priority in any syllabus designed for the less able. However, this does not mean that:

*'... anything goes, provided it has interest. A clear conceptual consistency should underlie the course.'*⁷

He sees themes lasting for half a term as helping to establish patterns of activity and behaviour, while variety of activity within the framework retains interest. There is little doubt that variety of activity is important to sustain the interest of *all* pupils, but particularly the less able who, if bored by a particular approach, lose concentration and ultimately interest in the work. The syllabus I have developed stresses variety of approach and activity as one of the prime aims to aid pupil motivation.

(b) A syllabus for years 1-3 secondary school less able using a skills-based practical approach (General Comments)

For the past five years I have developed a syllabus for use with years one to three less able pupils of secondary school age which primarily adopts a practical approach towards the subject. The principle^d aims of the syllabus have been to interest the pupil in history; to try to further the less able child's awareness of the past; to enable him to see change as well as continuity; to try to evaluate evidence (however simply), and to be able to compare and contrast his lifestyle with others. Also the syllabus aims to develop historical skills - including the ability to analyse; to interpret; and to aid the development of empathetic responses.

Attempts have been made, in the first instance, to make the subject enjoyable for the pupils; not just as an aid to pupil motivation but also to use this enjoyment of history to develop and foster various skills - for instance, to develop the powers of communication. It has been said by most teachers that every lesson is in essence an English lesson, and yet communication and the less able should, I believe, extend beyond the written word. The ability to discuss, reason and verbally analyse is vital to pupils of low ability and history can be used to encourage these skills.

The syllabus also aims to develop self reliance, and to encourage both criticism and at the same time try to foster tolerance, as many less able pupils, in my experience, are intolerant of situations or people not through prejudice, but through lack of awareness and knowledge. It has also been developed in an attempt to get the pupils to think for themselves rather than 'turn to page 20 and here are the difficult words'.

Today's less able are tomorrow's citizens and they need to have a knowledge of the society in which they live, the content therefore includes a social studies aspect. The greatest criteria however is, I feel, that a less able pupil should be helped to see and be aware of the changes that have and are occurring in society.

The objectives of the syllabus have been to help with skill acquisition in reading, handwriting and written expression; to aid a knowledge of mathematics via graph and diag-

rammatic work and to give the pupil access to the language of history, historical evidence and chronology. Finally, and vitally important with children who are often not just less able but who can also have behaviour problems, to help in their social development; to teach them to share; to work in pairs; to work in groups, and, above all, to have the confidence in themselves to work alone when necessary.

Many of these aims and objectives are not new, however I have tried to use a skills-based practical approach with these pupils to achieve them. There has been success and failure over the years, and yet, in the main, they appear to enjoy their work in history and a skill, attitude or inquisitiveness about the past which has been enjoyed will, it is hoped, lead them to further their studies and thus it becomes an accumulative response on their part.

What can we reasonably expect a child of low ability to be able to do in the field of history by the age of thirteen? The answer should be 'as much as possible', but for practical purposes it is necessary to aim for the development and fostering of certain skills and concepts, for example, reference and language skills and understanding the concepts of cause/change and evidence.

Section (c) of this chapter is an account of the syllabus undertaken with these children and the skills and concepts involved. Section (d) gives some of the tests which are used as the work progresses, to ascertain whether teaching through a practical approach does in fact help less able pupils to achieve the stated goals. Acquisition

does depend, as it does with all pupils, on a certain level of maturation being reached on their part. It is hoped, however, that the course will in some measure aid the maturation process, as it makes the pupils more aware of their surroundings, and the changes that have occurred; it offers them experience in analysis, reference, interpretation, etc. and what is maturation if not accumulation of experience?

(c) The syllabus.

The school operates special remedial classes within a banding system in years 1-3 (see Appendix B). The children retain the same teacher for mathematics and English but other areas of the curriculum are covered by specialist teachers. (A copy of the general history syllabus used within the school is attached, see Appendix B). All pupils, including the less able, follow the general history syllabus. However, the members of the history department who teach these pupils normally cover the general syllabus with them in less depth than with their more able peers. The text books used with the less able are generally P.J. Larkin's 'Britain's Heritage' (Books 1-3)⁸, with individual teachers making their own worksheets if necessary.

The following is an outline of the syllabus I have devised during the past five years for use with the less able child in history, and which my own particular groups follow.

General aims for less able pupils - Years 1-3 (History)

- To make the subject enjoyable
- To develop empathy
- To encourage self reliance; to encourage both criticism and tolerance
- To help to develop the ability to think
- To help the pupils to understand the society in which they live
- To help them to be aware of the *changes* that have occurred in society and the possible causes of these changes
- To help them to develop an enquiring attitude to history by using evidence

General objectives

- To acquire the skills of reading, handwriting and written expression
- To aid a knowledge of mathematics via graphs and diagrams
- To give the pupils access to the language of history, e.g. fort, castle, motte, bailey, knight
- To assist in the development of a historical vocabulary, e.g. B.C., A.D., the meaning of century
- The use of evidence from primary and secondary sources
- Social development: sharing, the ability to work in groups
- To distinguish fact from fiction
- To assist in the development of the skill of interpretation and analysis of information

Year 1 Syllabus (Pupils aged 11+)Specific aims

- To show pupils initially that they are part of history and are as important as great historical events
- That photographs/artefacts of their families and themselves are part of history
- That history depends upon evidence, written, spoken; buildings, etc.
- That history is about change and time
- To give the pupils an understanding initially of the local environment in which they live and work, and then
- To enlarge on the above to give them a broader view of history by including aspects of Roman/Saxon/Viking/Norman history

Specific objectives

- To help the pupils to acquire the skills of reading, handwriting, written expression and organizing work
- To give the pupils access to the language of history as well as chronology - e.g. B.C., A.D., the meaning of century
- To assist in the development of social skills, e.g. sharing and working together
- To help in the acquisition of reference skills by use of the class books and school library
- To assist the pupils in developing manipulative skills - cutting, measuring, colouring accurately

A framework of the content to be taught can be divided into, say, week one - "The history of me and my brothers and sisters"; week two - timeline since their birth, etc. Some aspects of the content, however, may prove more interesting to some pupils in different years than others: these should be emphasized, and the apparently less interesting aspects should be "played down". In other words, the syllabus is based upon *flexibility* of presentation and content within the general framework. (The number of hours of history per week for all groups is two hours and ten minutes.)

Year 1 Term 1 (Each child to keep an individual file)

<u>Skills/Attitudes/Concepts</u>	<u>Content</u>
Difference between primary and secondary sources (Photos; Jubilee coins; magazine articles) Handwriting	The history of 'Me', their birth and the birth of their brothers and sisters. Current events which have occurred since their birth. (Queen's Jubilee, Royal wedding, birth of the Princes)
Chronology	Construct a 'time-line' since they were born
Reference - finding information - cross-checking - cross-referencing	The children to bring in photographs, holiday post-cards and any personal items or information they can re. their parents' own schooldays
Social skills - sharing; contributing towards a 'family' table	The history of their school from the Market Place to its present site. The founder,

Year 1 Term 1 (continued)

<u>Skills/Attitudes/Concepts</u>	<u>Content</u>
	Shute Barrington - study portrait, carvings and other items within the school
Empathy - an awareness of the feelings of others	Dentistry/medicine from the Paleolithic Age through the Middle Ages (in their own town) until today. (Use of 'Medicine through Time' Book 1 - Schools Council History 13-16 Project). Posters/booklets from local dentists. Compare these with dentistry in the middle ages. Design posters re. dentistry (emphasize today prevention rather than 'cure' of the Middle Ages). Use of booklets. Children to follow the progress of dentistry from these. Describe visits to doctors and dentists in their own town
Change/continuity	
Reference and reading	Local legends - Pollard's monster. The Lambton Worm
Drama	
Drawing	
Writing	

Year 1 Term 2

The Romans - reference to Binchester Fort (a few miles from the school)

Year 1 . . . Term 2 . . . (continued)

<u>Skills/Attitudes/Concepts</u>	<u>Content</u>
Diagrammatic and graphic work Empathy	1. Origins of Rome Homes (compare with their own from photographs/descriptions in Term 1)
Comparison Contrast	Weapons (compare with today's weapons from literature and television - including their comics)
Sharing/manipulative skills	Army Hadrian's Wall (visit?) Practical work: make Roman sword, shield, standard, mosaic
Written/graphic skills	2. The Saxons - Saxon Escomb (near the school), visit the church - map of the area/diagrams/model of the church Saxon life generally - Origins - maps Literature - Runes (compare with our own alphabet) Saxon literature 'Beowulf'
Compare/contrast	Saxon weapons/medicine/homes/three field system Practical work: make Saxon helmet (Beowulf)

Year 1 . . . Term 3 . . .

Reading/writing	1. The Vikings - Origins (maps) Literature (sagas)
-----------------	---

Year 1 Term 3 (continued)

<u>Skills/Attitudes/Concepts</u>	<u>Content</u>
Chronology	Weapons (again revision/comparison with today's weapons) Longboats
Vocabulary	Place names
Sharing and manipulative skills	Practical work: make model of Viking longboat
Comparison	2. The Normans - Origins (maps) Battle of Hastings Castles (in some depth) - compare with their own homes Norman life generally (contrast their own lives) Weapons
Vocabulary	Practical work: make kite-shaped shield Decorated letter (medieval manuscript) Bayeux Tapestry - each pupil makes a separate section (compare accounts of the Battle from sources - 1066 Jackdaw; Norman account/English account)
Use of source material Contrasting evidence	
Chronology	Timeline Paleolithic to Norman

At the end of Year 1 it is expected that the pupils will have acquired a greater knowledge of their environment - their homes and school. They will have seen how people lived in the past in various societies: Roman; Saxon; Viking; Norman. They will have been shown the contrast in some aspects of

their society with other societies - in medicine; warfare; housing; literature. By visiting local sites (Escomb and Hadrian's Wall), they will have seen at first hand the places discussed.

Year 2 Syllabus (Pupils aged 12+)

Specific aims

As in the first year syllabus but three in-depth studies involving two 'national' figures and one local study. In an attempt to continue to help pupils to have value for 'self', a further study involving their grandparents and local resources is undertaken in the third term.

Specific objectives

- To help to develop the skills of:

Language - the following to be understood: king, court, artefacts, plague

Chronology - to enable pupils to identify events in their correct century - to help them to construct a simple time chart relating to the life of Richard III and Henry VIII

Reference - to try to get the pupils to take simple notes for themselves from individual books

- To help the children to develop an empathetic response to people/situations in the past via drama, drawing, writing, simple imaginative reconstructions

- Synthesis: to develop their ability to look at evidence from a variety of sources and to write a simple account of past events in terms of causes and consequences; for example, the stand taken by Sir Thomas More and its consequences

- Social development: to continue to try to encourage group and individual interaction; sharing; working as a unit

Year 2 Term 1

<u>Skills/Attitudes/Concepts</u>	<u>Content</u>
Evidence	(Individual files). A current criminal case. How evidence is collected and used. Visit to a local police station. Law and order today. Work of a detective - clues
Language	'Innocent or Guilty' A question of evidence (case study) Richard III - were the boys murdered? How? Why? By whom? Motives?
Dramatic reconstruction 'Trial' of Richard III	Modern evidence of the case (1933, 1955). Use of science today as a detective device - teeth, bones, carbon dating.
Empathy Synthesis Authenticity	(Use Schools Council booklet 'What is History?')
Detection of bias, fact, opinion	In depth studies - William Shakespeare. Sir Thomas More. (Two men whose 'evidence' is taken into account when considering Richard III).
Empathy	Shakespeare - A good villain 'sells' a play?
Writing	More - Conscience before safety? (Of his life generally)

Year 2 . . . Term 1 . . . (continued)Skills/Attitudes/ConceptsContent

Comparison

Shakespeare - the language

Contrast

of his time - extract from
Richard III. (Contrast the
theatre today)More - his Utopian alphabet -
contrast with ours todayYear 2 . . . Term 2

Comparison

Elements of the time More
lived. The life of Henry VIII
- court, wives, dress, homes

Contrast

The 'Mary Rose' - a study of
a Tudor warship (compare with
today's warships). Life of
an ordinary sailor aboard the
'Rose'. Artefacts found -
what do they tell us (Con-
trast contents of surgeon's
chest with surgery today)

Language

Reference

Writing skills

Time-line Richard III to

Charles II

(Chronology)

(Link to Year 1 Term 1)

Authenticity

Shakespeare - elements of the
time he lived. Elizabeth I -
Life then and now (as for
More) - food, homes, clothes,
court (Plague 1593)

Evidence

Empathy

Charles II - the Great Fire
of London - Reasons? Could it
happen now? Why? (modern fire-
fighting techniques - work of
a modern fireman)Compare 'Gary' (blaze orphan
from a modern newspaper report)
- modern communications. How

Year 2 . . . Term 2 . . . (continued)Skills/Attitudes/ConceptsContent

would news of the dead in London have reached people in the 17th century?
Time-line - Richard III to Charles II

Year 2 . . . Term 2 and 3

Empathy

Language

When grandparents were young - in-depth study of senior citizens. Pupils bring in (as per Year 1), photographs, newspapers, any accounts from relatives etc.

Writing skills

Collecting evidence

When grandma/grandad were young - what things can be found out about that time?
What was life really like then?
What stories are told of that time?

Synthesis

Visit Beamish Museum
Table display

Comparison

Contrast

Compare the life of senior citizens with life today - food, homes, items of furniture, etc. Transport - all types of entertainment then and now. School in grandad/grandma's day (From accounts of local senior citizens).

Use of sources

Reference

Types of employment then and now

By the end of Year 2 it is expected that pupils' knowledge of the past will have widened considerably. They will have handled primary evidence (photographs, recollections, letters, memento and artefacts), and secondary evidence (copies of reports, text books, reference books). They will have gained experience in how to assess information (at however simple the level), and understand societies different from their own yet with similar needs (food, shelter, warmth). They will be helped to ask 'How do we know?' in history. Their vocabulary will be extended.

Year 3 Syllabus (Pupils aged 13+)

Specific aims

- To introduce pupils to the period known as 'The Industrial Revolution' and its impact upon a local village
- To try to give them knowledge of some of the problems faced so far during the twentieth century
- To attempt to add to and extend the pupils' historical skills as begun in Years 1 and 2

Specific objectives

- To develop the skills acquired in Years 1 and 2
- To try to further an empathetic attitude on their part towards other people and contemporary conflict
- To help the pupils to be aware of bias
- To compare various sources; primary and secondary
- To aid their language development
- To assist in their social development (sharing, discussing)
- To further the development of the concept of chronology -
17th century to the present day

Year 3 Term 1

(A local study in depth). Visit Witton Park Centre, Bishop Auckland.

Skills/Attitudes/ConceptsContent

Language skills	Life in Witton Park during the last century. (The centre has a 'cottage' of this period in situ).
The following term's concepts to be taught -	Housing of the period.
Industrial Revolution;	Pastimes/leisure.
Leisure;	Food.
Demography;	Furniture (Compare with today)
Census;	Fuel.
Mortality	Simple demographic work (Use of census returns).
	Occupations
	Education.
	Education (compare their own school and lessons with school-room at the Centre).
Writing skills	Mortality rates.
Empathy	
Comparison	
Contrast	
Mathematical skills - map work; simple graphs	

Year 3 Term 2

1. War and society in the 20th century.

The Great War.

(Visit Durham Light Infantry Museum).

Writing skills

Introduce this complicated topic using artefacts from the museum

Use of primary sources

Year 3 : Term 2 (continued)Skills/Attitudes/ConceptsContent

Vocabulary	(which the children can handle - medals, cap badges, uniforms, guns)
Reference	Children to bring in any arte- facts from senior citizens (Link to Year 2 Term 3) Slides on the theme of the war. Poppy Day. Why people joined up - how they joined up - what happened to them. Poster - Lord Kitchener. Account of a local First World War soldier.
Writing skills	2. Britain between the Wars - Depression/General Strike (Link to work on their grandparents).
Empathy	(Unemployment today).
Vocabulary - Depression/ General Strike	

Year 3 : Term 3

Vocabulary - Dictator; Dispersal; Rationing; Evac- uation; Bias	3. Second World War (princip- ally Europe) Why a war? Countries involved - Britain unprepared - Germany armed. Characters of main protagonists - Churchill (our view/German view); Hitler; Mussolini; Stalin; Roosevelt/Truman
---	--

Year 3 Term 3 (continued)

<u>Skills/Attitudes/Concepts</u>	<u>Content</u>
Empathy	The War at home
Reference	Evacuation/dispersal; rationing; bombing; 'spirit of unity'
Use of sources: primary/secondary	(Older citizens' memories of the War?) Weapons of War (Contrast World War I)
Comparison/ Contrast	Major operations: Battle of Britain (aircraft: German/British) War at sea (video 'The Cruel Sea') Closing stages of the War - German-British (Video 'The Third Reich' Parts 4, 5 and 6)
	Social studies (life now) Problems of social living (Link to the Industrial Revolution) Money; Government; Employment (A prepared booklet is used for each of the above topics with assignments 'adjusted' to suit the pupils' needs.) Time-line - 17th century-today

The syllabus used for Year 3 is perhaps the most flexible of the three undertaken, as Term 2 The Great War and The Second World War can overlap into the third term which would mean suspending the work on the social studies aspect.

The depth of information given to the pupils about the two Wars depends upon their capacity to learn and the extent of their interest in the topics. A visit to a military museum where the pupils can actually handle weapons etc. is a must for the study of the Great War. As there is so much archive material available for the Second World War (plus surviving participants, both civilian and military), such a visit is unnecessary in this case.

By the end of Year 3 it is expected that the pupils' knowledge of the recent past will have increased considerably. They will by now be used to handling primary and secondary sources and it is hoped will have developed an empathetic response to situations faced by their grandparents and other senior citizens. The Social Studies aspect should have given them an awareness (albeit at a simple level) of issues facing their parents and ultimately themselves in the near future. Their vocabulary will be extended and the skills of reference, writing and reading will have been improved.

Throughout the three years, if possible, the pupils have individual files rather than school exercise books. This tends to give them a sense of individual pride in their work as the frontispieces are their own design and unique. These folders can be the cheap variety (or borrowed from colleagues!), but most children as the topics develop tend to bring their own. Paper and equipment are shared.

During the course, whenever possible, use is made of the pupils' own environment and experience and that of their families: for example, their school is adjacent to a public house, 'Pollards', and the legend of Pollards' monster would indicate that the beast once lived on the site the school now occupies. This led to some very interesting work and worthwhile activities on the pupils' part - including drama. Several grandparents contributed towards the general work in many aspects, giving accounts of their own childhoods which the pupils were able to compare with their own.

The children do not necessarily present the results of their studies by simply writing up their work - diagrams, pictures, paintings, posters, drama and models were also employed in this respect to great effect. Exhibitions of their work are held in the school and this helps to give them confidence in their work and in presentation (see photographs in folder).

The method used to determine progress during the course is generally based upon continuous assessment of their work, sometimes in conjunction with worksheets (see Appendix C). I feel this method is beneficial to the less able as they can lack confidence as well as literary skills, and ascertaining progress by assessment helps to eliminate relying upon examinations, which for these pupils often proves an ordeal. Thus a more realistic impression is gained of their ability in the subject by using continuous assessment. School policy, however, dictates that formal tests be given at the end of year to all pupils. I have therefore developed

separate tests for my groups which are used to measure their understanding of the concepts taught and the skills used during the year (see Appendix C).

Conclusions.

(d) Testing procedures used - Years 1-3 less able

Tests and worksheets are given throughout the course in order to ascertain if the pupils have understood the concepts and acquired the skills involved in the year's work. During the years close liaison with the Remedial Department has helped in the preparation of tests and worksheets, and thus the method of assessment has been formulated in a simple yet comprehensive form. Again, as noted by other teachers during the course of this research, the fact that most answers are in written form can cause the pupils problems: for example, the same paper presented to a pupil who is asked to give a verbal response as opposed to a written one, can produce interesting results. The pupil, even though as Dr. J. West⁹ observed, may not be capable of good descriptive answers, nevertheless exhibits a far greater verbal knowledge than his written work indicates. Tape recordings are useful in this respect, as they can be analysed by pupils and teacher at any time, and progress as the child gains in knowledge and maturity can be 'heard' to be made.

For the most part, however, in order to aid the development of literacy on their part, written answers are required. Worksheets are given at the completion of the

various sections of the syllabus as the work progresses. These are used to ascertain whether the pupils have grasped particular concepts and/or skills being taught. Each worksheet generally contains questions requiring analysis of information given; use of deduction; comparison; contrasting information; and reference to sources as well as vocabulary work; writing skills and use of observation (see worksheets 1-4, Appendix C).

The end of year tests contain the above elements as well as testing written and graphic skills; empathetic responses; expressing opinions; using evidence; language development; awareness of change, and authenticity of evidence (see tests 1-8, Appendix C . The attached worksheets and tests are a *small* cross-section administered during the course. The pupils work is graded A-E in accordance with school policy). Other aspects, such as manipulative skills; sharing and use of oral techniques are assessed by using drama, role-play and art and craft work.

Problems which have arisen when developing the tests for the less able have been varied, but the greatest problem involved the pupils actually comprehending the questions and what was required of them. A proven policy is to read through with the pupils each question before any answers are attempted. It is also more beneficial to write questions on individual sheets rather than on the blackboard as many less able pupils have poor hand/eye co-ordination and this makes concentration from board to book difficult, thus affecting the quality of their replies. The pupils can also become discouraged when

faced with papers containing too many questions and the tests therefore need to be simply presented, and within the capacity of the pupils to attempt.

While each paper used with the practical syllabus carries specific marks, the overall grade is the most important. This is based upon (1) displaying an understanding of the work; (2) displaying knowledge or acquisition of the skills/concepts taught; (3) good presentation of answers, and, finally (4) *effort* in attempting the paper. Emphasis should be placed upon *individual effort*, for whereas some pupils may answer all questions apparently with the minimum of problems, others may exert enormous effort and energy and simply answer two or three. An analysis of the answers given by the pupils can be used as an indicator of the progress being made, and thus can give an understanding of the aspects to reinforce, emphasize or revise in the syllabus.

The use of the practical skills-based approach to history does help these pupils to achieve many of the stated goals of the syllabus (see Chapter 4 for analysis of the results of the Year 1 pilot group). However, the results may vary from year to year depending upon the individual child and the effort he or she is prepared to make. As an *overall* assessment, the results for the past five years have been optimistic but there can be little doubt that the degree of maturation on the part of the child himself is a vital element in the success of the course. Method plus maturation achieves the greatest progress, and I prefer to consider that working towards maturation as opposed to waiting for it to develop is the best way of assisting this.

By following the skills-based approach used in the syllabus the less able *do* gain an awareness of the past. Their progress during the work may be slow in view of the many problems they face, for example, lack of concentration and recall; low reading age; lack of literary skills, etc., but it is possible for them to acquire a genuine awareness of the past, even if it is at a very *simple* level (see samples of work in folder). The awareness therefore may be at a very *basic* level of understanding and yet if the criteria for 'success' is measured by less able pupils who undertake the course making *some* progress towards historical awareness, then undoubtedly the development of a skills-based practical approach to history with the less able is worth pursuing.

References

- 1 N. Crowther, Remedial Books 'Action History'. Edward Arnold, (1983).
- 2 J. Aylett, In Search of History. Edward Arnold, (1984).
- 3 K. Hodgkinson, Designing a history syllabus for slow learning children, Historical Association Leaflet No. 7, (1982).
- 4 R. McMinn (ed. V. McIver), Teaching History to Slow-Learning Children in Secondary Schools, Learning Resources Unit, (1982), p.192.
- 5 Ibid., p.196.
- 6 K. Hodgkinson, op. cit., p.4.
- 7 Ibid., p.11.
- 8 P.J. Larkin, Britain's Heritage, Halton Educational Publications, Book 1 - 2500B.C.-1485 (pub. 1959)
Book 2 - 1486-1714 (pub. 1959)
Book 3 - 1714-1835 (pub. 1960)
- 9 Dr. J. West, History 7-13, Dudley Metropolitan Borough, (1981), p.7.

BIBLIOGRAPHYPapers and Reports

- Central Advisory Council for Education (England), Half Our Future, H.M.S.O., (1963).
- Darke, J., Grouping by Ability, Dorset County Council, (May 1974).
- Department of Education and Science, Slow Learners in Secondary Schools, H.M.S.O., (1971).
- Exeter University, School of Education, Developments in History Teaching: Perspective 4, (December 1980).
- Farman, D.T., Paper presented at a National Association of Remedial Education Course, (April 1979).
- Hanson, J. (ed.), The Child at 13 - Expectations in the Field of Humanities, Discussion paper printed by Oxon County Council, (July/August 1979).
- H.M. Inspectorate, Curriculum 11-16, H.M.S.O., (1978).
- H.M. Inspectorate, The Education of Pupils with Learning Difficulties (in primary and secondary schools in Scotland), Scottish Education Department, H.M.S.O. (Edinburgh), (1978).
- Historical Association, Teaching of Young and Less Academic Pupils, H.A. Report, (March 1978).
- Inner London Education Authority, History and Social Sciences at Secondary School Level (Part II History), Learning Materials Service, (1982).
- Merton Report, The New Approach to the Social Studies, Schools Council, (1981).
- West, J., Resource Item 5914 - Development of Primary School Children's Sense of the Past, Dudley Teachers' Centre, (1982).
- West, J., Preliminary Notes and Observations on Documentary Test, Dudley Teachers' Centre, (1979).
- West, J., Children's Awareness of the Past (7-11+): Possible Conclusions, Dudley Metropolitan Borough, (1982).

Wood, R., Designing a History Syllabus, Report of a course at Broomfield, Essex County Education Department, (15.10.1980).

Pamphlets

Bell, P., and Kerry, T., Teaching S.L. (in mixed ability class), Pamphlet, D.E.S. Teacher Education Project, Focus Books, Macmillan Ed. Ltd., (1982).

Coltham, J.B., The Development of Thinking and the Learning of History, H.A. Pamphlet TH34, (1971).

Coltham, J.B. and Fines, J., Educational Objectives for the Study of History, H.A. Pamphlet TH35, (1971).

Cowie, E.E., History and the Slow Learning Child : A practical approach, H.A. Pamphlet TH41, (1979).

Fines, J., The Teaching of History in the U.K., H.A. Pamphlet No. 77, (1969).

Geographical Association, Teaching Geography to Less Able 11-14 Year Olds, Geographical Association, (1982).

Gold, G.F., Pupils with Learning Difficulties in History, Jordanhill College of Education, (December 1982).

Hallam, R.N., An Approach to Learning History in Primary Schools, H.A. Teaching History, (June 1978).

Hodgkinson, K., Designing a History Syllabus for Slow Learning Children, H.A. Leaflet No. 7, (1982).

Humphreys, D., Local History in Schools, Pamphlet of the Local History Standing Committee, (1967).

Low-Beer, A. and Blyth, J., Teaching History to Younger Children, H.A. Pamphlet No. 52, p. 5, (1983).

Randell, K., Resources for the Teaching of History in Secondary Schools, H.A. Pamphlet TH39, (1976).

Rogers, P.J., The New History : Theory into Practice, H.A. Pamphlet TH44, (1979).

Periodicals

- Birt, D., "All Ability History", in Teaching History, Vol. IV, No. 16, (November 1976).
- Booth, M., "Children's Inductive Historical Thought", in Teaching History, No. 21, (June 1978).
- Bore, K., "Humberside Conference on History and the Less Able", in Teaching History, No. 36, p. 3, (June 1983).
- Calden, E.C. and Sturt, "The Development of the Knowledge of Time in Children", British Journal of Psychology, Vol. 12, (1921).
- Cook, T., "Research Problems in History", in Teaching History, Vol. II, No. 8.
- Farman, D.T., "The Teaching of Humanities Subjects to Children with Learning Difficulties", in Remedial Education, No. 15, (1980).
- Fines, J., "Recent Research into the Teaching of History", in Teaching History, Vol. I, No. 2.
- Friedman, K.C., "Time Concepts of Elementary School Children", in Elementary School Journal, XLIV, pp.337-352, (1943-44).
- Garvey, B., "Time and History Teaching", in Teaching History, No. 19, (October 1979).
- Giles, P. and Neal, G., "History Teaching Analysed", in Trends in Education, (October 1973).
- Hagerty, J.E. and Hill, M., "History and Less Able Children", in Teaching History, (June 1981).
- Hallam, R.N., "Thinking and Learning in History", in Teaching History, Vol. II, No. 8, (November 1972).
- Hallam, R.N., "Thinking and Learning in History", in Teaching History, Vol. II, No. 5, (May 1971).
- Hallam, R.N., "Logical Thinking in History", in Educational Review, Vol. XIX, (1967).
- Hales, E.E.Y., "School of History in the Melting Pot", in History Today, Vol. 16, No. 3, (1966).

- Honeybone, M., "The Development of Formal Historical Thought in School Children", in Teaching History, (November 1941).
- Hull, J., "Practical Points on Teaching History to Less Able Secondary Pupils", in Teaching History, No. 28, (October 1980).
- Hull, J., "Mixed Ability History : A graded worksheet approach", in Teaching History, No. 22, (October 1978).
- Jakoda, G., "Children's Concepts of Time and History", in Educational Review, Vol. XV, No. 2, (1963).
- Lally, I., "Writing History : Writing abilities in 8-13 year old children", in Teaching History, (February 1983).
- Low-Beer, A., "Books and the Teaching of History in Schools", in History, Vol. 59, No. 197, (October 1974).
- Lowe, R., "Historical Thinking in Schools", in Educational Review, No. 28, (1976).
- McBride, G. (ed.), Teaching History 8-13, University of Belfast, (1979).
- Nichol, J., "The Teaching of History 11-18 : A consistent approach", in Teaching History, No. 25, (October 1979).
- Oakden, E.C. and Sturt, "The Development of the Knowledge of Time in Children", in British Journal of Psychology, Vol. 12, (1921).
- Partington, G., "Teaching Time", in Teaching History, No. 27, (June 1980).
- Roberts, M., "History - A waste of time?", in Special Education, Vol. 61, No. 4, (December 1972).
- Shemilt, D.J., "Schools Council Project : History 13-16 : Past, Present, Future", in History Teaching Review, Vol. 12/1, (April 1980).
- Shemilt, D.J., "Formal Operational Thought in History : Some first impressions on the evaluation of Schools Council Project : History 13-16", in Teaching History, Vol. IV, No. 15, (June 1976).
- Simon, A. and Ward, L., "Variable Influencing Attitudes to History", in Teaching History, Vol. IV, No. 13, (May 1975).

- Standen, J., "Place, Time and Society 8-13 with top juniors", in Teaching History, (October 1981).
- Sturt and Oakden, E.C., "The Development of the Knowledge of Time in Children", in British Journal of Psychology, Vol. 12, (1921).
- Sylvester, D., "Re-thinking the Syllabus for 14-16 Year Olds", in Teaching History, Vol. IV, No. 14, (November 1975).
- Thompson, D., "On Moving to Mixed Ability Teaching", in Forum, Vol. 18, (Autumn 1975).
- Thompson, D., "Non-streaming did make a difference", in Forum, Vol. 16, (Spring 1974).
- Thompson, I.A., "Schools Council Project : Place, Time and Society 8-13", in History Teaching Review, Vol. 12/1, (April 1980).
- Wale, R., "History as a Separate Discipline : The case", in Teaching History, Vol. I, No. 3, (May 1970).
- Ward, L.O., "History for the Slow Learner", in Remedial Education, Vol. 9, No. 1, (1974).
- West, J., "Primary Children's Perception of Authenticity and Time in Historical Narrative Pictures", in Teaching History, No. 29, (February 1981).
- Wilkes, J., "Making the Best Use of Textbooks", in Teaching History, No. 18, (June 1977).
- Williams, S. et al., "But what's the point of history, Miss?", in Times Educational Supplement, (14.2.1975).
- Wilson, M.D., "The Attitudes of S.L. Adolescents and the Teaching and Study of History", in Teaching History, No. 34, (October 1982).
- Wilson, M.D., "Teaching History to S.L. : Problems of language and communication", in Teaching History, (1982).
- Wilson, M.D., "Slow Learners and the Secondary School Curriculum", in Teaching History, No. 34, pp.33-35, (October 1982).

Theses

- Bassett, G., "The comprehension of historical narrative", unpublished Ph.D. thesis, University of London, (1940).
- Blythe, J.R., "Young children and the past: An experiment with 6 year old children", unpublished M.A.(Ed.) thesis, School of Education, University of Southampton, (1977).
- Booth, M.B., "A longitudinal study of cognitive skills, concepts, attitudes of adolescents - an analysis of their adductive thinking", unpublished Ph.D. thesis, University of Reading, (1979), pp. 56-110.
- Charlton, K., "Comprehension of historical terms", unpublished B.Ed. dissertation, Glasgow, (1952).
- Coltham, J.B., "Junior school children's understanding of some terms commonly used in the study of history", unpublished Ph.D. thesis, University of Manchester, (1968).
- Congdon, P.J., "An investigation into research in the development of the concept of historical time in children in the upper age group of junior school", unpublished External M.A. thesis, University of London, (1967/8).
- Hallam, R.N., "An investigation into some aspects of the historical thinking of children and adolescents", unpublished M.Ed. thesis, University of Leeds, (1966).
- Hughes, J.M., "A four year longitudinal study of the growth of logical thinking", unpublished M.Ed. thesis, University of Leeds, (1965).
- Ray, L., "Concepts of historical time current amongst children from 9-15 years in an experimental enquiry", unpublished M.A. thesis, University of London Institute of Education, (1956), p. 8.
- Rees, A., "Teaching strategies for the assessment of development of thinking skills in history", unpublished M. Phil., University of London, (1976).
- de Silva, W.A., "Conceptual formation in adolescents with special reference to history material", unpublished Ph.D. thesis, University of Birmingham, (1969).

- Stones, M., "Factors influencing the capacity of adolescents to think in abstract terms in the understanding of history", unpublished M.Ed. thesis, University of Manchester, (1967).
- Stones, S.K., "An analysis of the growth of adolescent thinking in relation to comprehension of school history material", unpublished M.Ed. thesis, University of Birmingham, (1965).
- West, J., "Children's awareness of the past", unpublished Ph.D. thesis, University of Keele, (1980).
- Wilson, M.D., "Slow learners and the secondary school history curriculum", unpublished M.Ed. dissertation, University of Exeter, (1981), p. 6.
- Wood, D.M., "The development of some concepts of social relations", unpublished M.Ed. thesis, University of Nottingham, (1964).

Books

- Ballard, M., (ed.), New Movements in the Study and Teaching of History, Temple Smith, (1970).
- Bell, P. and Kerry, T., Teaching Slow Learners in Mixed Ability Classes, Macmillan, (1983).
- Ben Jones, R., Practical Approaches to the New History, Hutchinson, (1975).
- Bernbaum, G., "Language and history teaching", in Handbook for History Teachers I, Burston and Green (eds.), Methuen, (1962).
- Birt, D. and Nichol, J., Games and Simulation in History, Longman, (1975).
- Blyth, A. et al., Curriculum Planning in History, Geography and Social Science, Collins, (1976).
- Blythe, W.A. et al., Teaching for Concepts, Collins, (1976).
- Booth, M.B., History Betrayed? Longmans, (1980).
- Brennan, W.K., Shaping the Education of Slow Learners, Routledge and Kegan Paul, (1974).

- Burston, W.K. and Thompson, D. (eds.), Studies in the Nature and Teaching of History, Routledge, (1967).
- Carr, E.H., What is History? Penguin, (1964).
- Chaffer, J. and Taylor, L., History and the History Teacher, Allen and Unwin, (1975).
- Clough, M.F. (ed.), Teaching the Slow Learner (in the secondary school), Methuen & Co. Ltd., (1961).
- Clunies-Ross, L. and Wimhurst, S., Provision for Slow Learners in Secondary Schools, N.F.E.R.-Nelson, (1983).
- Corfe, T., History in the Field, Blond, (1970).
- Dance, E.H., The Place of History in Secondary Teaching: A comparative study, Harrap, (1970).
- Department of Education and Science, Slow Learners in Secondary Schools: Education Survey 15, H.M.S.O., (1971).
- Dickinson, A.K. and Lee, P.J., History Teaching and Historical Understanding, Heineman, (1978).
- Dilthey, W., Thoughts on History and Society, (ed.) H.R. Hickman, George Allen and Unwin, (1967).
- Douch, R., Local History and the Teacher, Routledge, (1967).
- Egan, K., Educational Development, Open University publication, (1979).
- Elton, G.R., "What sort of history should we teach?", in M. Ballard op. cit., (1970).
- Fairley, J.A., Patch History and Creativity, Longmans, (1970).
- Ferguson, S., Projects in History, Batsford, (1967).
- Finberg, H.P.R., Approaches to History, Routledge, (1962).
- Flinhinger, A. and Rehage, K.J., Building Time and Space Concepts, National Council for Social Studies, 20th Yearbook, (1949).
- Frerichs, A.H., "Teaching Social Studies to the Slow Learner", in Ronock, J.S. (ed.), The Slow Learner, Peter Owen, (1969).
- Garvey, B. and Krug, M., Models of History Teaching in the Secondary School, O.U.P., (1977).

- Gisell, A. and Ames, L.B., Youth: the years from ten to sixteen, Hamish Hamilton, London, (1956).
- Gold, G.F., Pupils with Learning Difficulties in History, Jordanhill College of Education, (1982).
- Gosden, P.H. and Sylvester, D.W., History for the Average Child, Blackwell, (1968).
- Gunning, D., The Teaching of History, Croom Helm, (1978).
- Hallam, R.N., "Piaget and Thinking in History", in M. Ballard (ed.), New Movements in the Study and Teaching of History, Temple Smith, (1970).
- Hegarty, S. and Pocklington, K., Educating Pupils with Special Needs in Ordinary Schools, N.F.E.R. Publishing Co., (1981).
- Henson, M. and Hughes, M. (eds.), Planning and implementing the curriculum for children with learning difficulties (Planning effective progress), Hulton-Nare, (1982).
- Her Majesty's Inspectorate, Curriculum 11-16, H.M.S.O., (1978), pp. 20-25.
- Hughes, J.M., The Slow Learner in Your Class, Nelson, (1973).
- Inner London Education Authority, History and Social Sciences at Secondary Level (Part II: History), Learning Materials Service, (1982).
- Jeffreys, M.V.C., History in Schools, Pitman, (1939).
- Lamont, W. (ed.), The Realities of Teaching History, Charles and Windus, (1972).
- Lerner, J.W., Children with Learning Difficulties, Houghton Mifflin Co., U.S.A., (1976).
- Lewis, E.M., Teaching History in Secondary Schools, Evans, (1960).
- McIver, V. (ed.), Teaching History to Slow Learning Children in Secondary Schools, D.E.S., Northern Ireland, (1982), pp. 7-9.
- Mays, P., Why Teach History? University of London Press, (1974).
- Newman, D.E., Time Concepts of E.S.N. Children, June (1967).

New South Wales Department of Education, "Catering for the Slow Learner in History", Curriculum Ideas, N.S.W. Dept. of Education, (1980).

Open University, What History is and Why it is important, Humanities Foundation Course, Unit 5, (1971).

Peel, E.A., "Some Problems in the Psychology of History Teaching: I. Historical ideas and concepts; II. The pupil's thinking and inference", in W.H. Burston and D. Thompson (eds.), Studies in the Nature and Teaching of History, Routledge, (1967).

Peel, E.A., The Pupil's Thinking, Oldbourne Press, (1960), p. 27.

Perry, L.R., "Psychology and the History Teacher", in W.H. Burston and C.W. Green (eds.), Handbook for History Teachers I, Methuen, (1962).

Pollard, M., History with Juniors, Evans, (1974).

Reeves, M., Why History? Longmans, (1980).

Rogers, A., Approaches to Local History, Longmans, 2nd edition, (1977).

Sampson, O.C., Remedial Education, Routledge and Kegan Paul, (1975).

Schools Council History 13-16 Project, A New Look at History, Holmes McDougall, (1976).

Segar, S.S., Teaching Backward Pupils, Evan Bros. Ltd., London, (1963).

Shemilt, D., History 13-16 : Evaluation study, Holmes McDougall, (1980).

Steele, I., Developments in History Teaching, Open Books, (1975).

Sturley, D.M., The Study of History, Longmans, (1969).

Thompson, D., "Some psychological aspects of history teaching", in W.H. Burston and C.W. Green (eds.), Handbook for History Teachers II, Methuen, (1972).

Thomson, D., The Aims of History, Thames and Hudson, (1969).

- Unstead, R.J., Teaching History in the Junior School, Black, 3rd edition, (1973).
- Watts, A.F., The Language and Mental Development of Children, Harrap, London, (1944).
- Watts, D.G., The Learning of History, Routledge, (1972).
- West, J., History 7-13, Dudley Metropolitan Borough, August (1981).
- Williams, A.A., Basic Subjects for the Slow Learner, Methuen Educational Ltd., (1970).

Resources

- Binchester Trust, Binchester Roman Fort, Durham County Council.
- Birt, D., The Black Death, Longman, (1974).
- Birt, D., Knights and Tournaments, Longman, (1974).
- Birt, D., The Norman Conquest, Longman, (1974).
- Birt, D., The Medieval Village, Longman Resources Unit, (1974).
- Blisher, E. and Armitage, J.C., Town Story, Blond Educational Ltd., (1964).
- Braithwaite, A., Bath from Roman Times, Dinosaur Publications Ltd. (Cambridge), (1977).
- Brown, K., Early Times to 1066, Macmillan, (1971).
- Brown, K., The Middle Ages, Macmillan, (1971).
- Bowood, R., The Story of Railways, Ladybird Books, (1961).
- Cowie, E.E., Living through History, Cassell & Co. Ltd., (1967).
- Coltham, J.B. and Wright, W.H., Life Then - Norman Times, Rupert Hart-Davies Ltd., (1967).
- Central Office of Information, The Story of Our Police, published by the Home Office, (1977).

- Davies, P., Growing up in the Middle Ages, Wayland Publishers Ltd., (Pitman), (1972).
- Davies, J.L., 1066, Jackdaw Publications No. 38, (1956).
- Durham History Curriculum Group, Under Hell's Flames (The Durham Light Infantry, 1914-18), (1983).
- Evans, G., Food and Clothing, Nelsons Humanities Scheme, History 2, (1974).
- Fincham, P., Tudor Town and Country Life, Longman, (1968).
- Falkus, C., The Spanish Armada, Pan Books Ltd., (1972).
- Gittings, J.G., Windows in History: Stuart People, Book 2, Hutton Educational Publications, (1959).
- Gregory, J., Furniture and Furnishing, Longmans, (1957).
- Hewitt, E.A., Model Making with Card, Grindleys, Leigh-on-Sea, (1972).
- Higgs, J.W.Y., English Rural Life in the Middle Ages, Oxford Press, (1965).
- Hobbs, M., One Day in Medieval England, Robert Tyndall Ltd., (1974).
- Hutchinson, T., Battle of Britain, Purnell, (1969).
- Jackdaw No. 24, Richard III and the Princes in the Tower, Jonathan Cape, (1966).
- Jackdaw No. 56, Sir Thomas More, Jackdaw Publications, (1966).
- Jones, E., Homes and Families, Nelsons Humanities Scheme, History I, (1973).
- Jones, E., Our Town, Nelsons Humanities Scheme Geography, (1973).
- Larkin, P., Britain's Heritage, Book 4, Hutton Educational Publications, (1960).
- Lay, E.J.S. (ed.), Men of War, Macmillan, (1952).
- Madeley, H.H., Homes and Homemaking, Longmans, (1954).

- Middleton, G., Saxons and Vikings, Longmans, (1968).
- Middleton, G., At the Time of the Plague and the Fire, Longmans, (1969).
- Milliken, E.K., Saxons and Vikings, Harrap, (1977).
- Mitchell, R. and Middleton, G., Norman and Medieval Britain, Longmans, (1968).
- Mitchell, R., Roman History, Longman, (1968).
- Nickel, H., Arms and Armour through the Ages, Collins Press, London, (1969).
- Nichol, J., The Middle Ages: 1066-1307 - Battle of Bosworth, Longman Resources Unit, (1974).
- Nichol, J., King John, Longman Resources Unit, (1974).
- Nichol, J., Ships and Voyages, Longmans Resources Unit, (1974).
- Palmer, H. and Batho, G.R., The Source Method in History Teaching, Historical Association No. 48, (1981).
- Patchett, T.S. and Rose, R.W., 1485-1715: Visual Histories, Book 2, Evan Bros. Ltd., (1959).
- Puredon, G.J., From Coalfield to Battlefield (The Road to Dunkirk remembered), Pit Lamp Press, Beamish, (1983).
- Reynoldson, F., War at Home, Heinemann
- Reynoldson, F., War in Europe, Heinemann
- Sandford, R. and Snellgrove, L.E., Kings, Queens and Jack, Picture the Past, Book 3, Longman Group, (1977).
- Sandford, R. and Snellgrove, L.E., Knights, Priests and Peasants, Picture the Past, Book 2, Longman Group, (1977).
- Schools Council, Children and the School, Integrated Studies Pack, Holmes McDougall, (1976).
- Schools Council, Medicine through Time, History 13-16 Project, Holmes McDougall, (1976).

Schools Council, Early Man and Medicine, History 13-16 Project, Holmes McDougall, (1976).

Scarfe, N., Norman England, Longman, (1968).

Taylor, B. (ed.), Elizabethans, Picture Reference (1), Brockhampton Press Ltd., (1965).

Taylor, B. (ed.), Ancient Romans, Picture Reference (17), Brockhampton Press Ltd., (1965).

Usherwood, S., History from Familiar Things, Hollen Street Press Ltd., (1969).

Usherwood, S., Festivals and Holidays, Hollen Street Press Ltd., (1969).

Usherwood, S., Inns and Signs, Hollen Street Press Ltd., (1971).

Usherwood, S., Street Names, Hollen Street Press Ltd., (1969).

Unstead, A.J., Travel by Road through the Ages, A. & C. Black Ltd., (1958).

Unstead, R.J., Kings, Barons and Serfs, MacDonald Education, (1971).

Whitehead, M.A., Escomb Extracts, Printed at Darlington Teachers' Centre, (1979).

Wood, S., The Vikings: Exploring History, Oliver and Boyd, (1977).

Wilson, R.L., The Story of Dentistry, Unilever Educational Booklet, (1954).

Witton Park Working Party, Exploring Saxon Escomb, Durham Joint Curriculum Study Group. (1979).

School Text Books (publications for the less able)

Edward Arnold, 'Remedial Books', Action History: A Picture Strip Approach, (1983).

Page, P., Who? What? Why? Edward Arnold, (1983).

Pemberton, G. and Pollard, M., The Story of Life, Blackie, (1984).

Middleton, M. (ed.), Living in the Past Series, Basil Blackwell, (1984).

'Granada Guides' - Ancient Egypt, Greece and Rome, Granada Publishing, (1983).

History Eye-Witness Series, Hamlyn Publishing, (1983).

Zaruba, B., Prehistoric Life on Earth, Hamlyn, (1984).

The Hamlyn Encyclopaedia, Prehistoric Animals, Hamlyn, (1984).

Coltham, J.B. and Wright, W.H., Life Then - Norman Times, Rupert Hart-Davies, (1967).

Lower Level History Broadsheets, William Heinemann Ltd., (1980).

Reynoldson, F., War at Home, War in Europe, War in the Far East, William Heinemann Ltd., (1980).

Roberts, J., A Hundred Years of Change (The Industrial Revolution), William Heinemann Ltd., (1984).

Ridley, A., An Illustrated History of Transport, William Heinemann Ltd., (1983).

Worsnop, I.R., History Resource Masters, Holmes McDougall, (1983).

Larkin, P., Britain's Heritage, Hulton Publications, (1960).

Purkiss, N.S. and Merson, E., Into the Past, Longman, (1984).

Middleton, G., History in Focus Series, Longman, (1984).

Mitchell, R. and Middleton, G., Focus on History, Longman, (1984).

Brown, K., History Workshop : Early Times, Macmillan Education, (1971).

Plantagenet Somerset Fry (ed.), History in Pictures, Macmillan Education, (1984).

- Platts, J., History Project Kit, Macmillan Education, (1984).
- Sauvain, P., History of Britain, Macmillan Education, (1984).
- Platts, J. History Resource Library, Macmillan Education, (1984).
- Lowther, K. and McBride, A., Visual Aids to Learning, Macmillan Education, (1984).
- Titlay, P., The Ancient World, Mills and Boon, (1978).
- What Happened Series, James Nisbit & Co. Ltd., (1960).
- Snellgrove, L.R., Wide Range History, Oliver and Boyd, (1983).
- Stanford, R. and Snellgrove, L.E., Picture the Past, Oliver and Boyd, (1977).
- Stanton, H. and Daly, A., Wide Range Myths and Legends, Oliver and Boyd, (1984).
- Snellgrove, L.E. and Thornton, D., History Around You, Oliver and Boyd, (1984).
- Oxford Books for Primary Schools, Oxford Press, (1984).
- Speed, P. and Speed, M., The Modern Age, Oxford Press, (1983).
- Beddington, T. (ed.), History 11-13, Schools Council, (1984).
- Unstead, R.J., Looking at History, A. & C. Black, (1983).
- Woodlander, D. and Brown, J., History Explorers, A. & C. Black, (1984).

APPENDICES

APPENDICESCHAPTER THREE

<u>Appendix A</u>	The Questionnaires
<u>Appendix B</u>	The Survey Schools
<u>Appendix C</u>	The Survey Results
<u>Appendix D</u>	The Schools Surveyed (Original questionnaires in folder)

CHAPTER FOUR

<u>Appendix A</u>	Tests administered to pupils, Years 1-3
<u>Appendix B</u>	Designation of "Remedial" Pupils
<u>Appendix C</u>	Reading Ages, Years 1-3 "Remedial" Pupils
<u>Appendix D</u>	The Survey Results of Individual Scores

CHAPTER FIVE

<u>Appendix A</u>	Resources
<u>Appendix B</u>	General Syllabus - Bishop Barrington School
<u>Appendix C</u>	Worksheets - Years 1-3 Less Able Tests - Years 1-3 Less Able
<u>Appendix D</u>	See notes
<u>Appendix E</u>	See notes

APPENDIX A

The Questionnaires

Questionnaire 'A'

Questionnaire 'B'

APPENDIX B

The Schools Involved

1. The survey schools
2. Type of teaching groups involved

APPENDIX C

The Survey Results

1. Characteristics of slow learners/ remedial/less able pupils
2. General learning problems
3. Problems in history for slow learners
4. Teaching strategies employed with slow learning pupils
5. Assessment and examination of pupils' work
6. Resources used
7. The syllabus used with slow learning pupils - general
8. The syllabus - specific examples
9. Individual teachers' comments - approaches to the problem - teaching history to slow learners

APPENDIX D

The Schools Surveyed - Completed questionnaires (Folder)

APPENDIX A

QUESTIONNAIRE 'A'

TEACHING HISTORY AND THE DEVELOPMENT OF
HISTORICAL THINKING WITH SLOW LEARNING PUPILS

1. The School and the History Syllabus (Years 1-3)

Name of Head of Department

Name of School

Type of School (11-16, 11-18 etc.)

Total number of pupils in School (approx.)

	<i>Approx. no of pupils in each year</i>	<i>No. of forms or classes in each year group</i>	<i>Indicate briefly the syllabus outline for each year group (periods/topics etc)</i>	<i>Indicate if it is different for less able/slow learners/remedial pupils. YES/NO and specify differences (briefly)</i>
1st Year				
2nd Year				
3rd Year				

2. The Organisation of Teaching Groups for History

Please tick the box next to the statement which best describes the specific arrangements made for history teaching in your school.

	<u>1st Year</u>	<u>2nd Year</u>	<u>3rd Year</u>
Teaching groups for history comprise pupils of the full range of ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching groups for history comprise pupils of a wide range of ability although remedial pupils are withdrawn for special teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching groups for history contain pupils of a range of ability but all are drawn from within the same broad ability band	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching groups for history contain pupils selected and grouped in sets according to ability in history	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching groups for history are determined according to the overall policy of streaming in existence for the year group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other forms of organisation, please specify	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.....			
.....			
.....			

3. Teachers of History (11-14 year olds)

Please indicate in the space provided the numbers of teachers in the listed categories who are involved in teaching history to 11-14 year olds in your school, including yourself.

	<u>1st Year</u>	<u>2nd Year</u>	<u>3rd Year</u>
Full time teachers, who teach only history	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Part time teachers, who teach only history	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<u>1st Year</u>	<u>2nd Year</u>	<u>3rd Year</u>
Full time teachers shared with other subject departments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Part time teachers shared with other subject departments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. History and Combined/Integrated Studies

If history forms part of a Combined/Integrated Studies scheme, please indicate which other subjects make up the course.

	<u>1st Year</u>	<u>2nd Year</u>	<u>3rd Year</u>
Other subjects in Combined/Integrated Studies scheme

5. Time Allowed for History

Please indicate the total number of hours per week allowed to each of the following

	<u>1st Year</u>	<u>2nd Year</u>	<u>3rd Year</u>
Time allowed to History as a separate subject (hours per week)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Time allowed in total to combined/integrated studies scheme of which history forms a part (hours per week)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Definition of the Slow Learner/Less Able Pupil/Remedial Pupil

1. How would you yourself identify slow learners/less able/remedial pupils? What criteria would you use?

.....

.....

.....

.....

2. Do you yourself ever make use of specific criteria such as reading ages, verbal reasoning tests or other tests? Please specify

.....
.....
.....

3. What proportion of the school's first year intake/11 year olds would you yourself estimate to be slow learners/less able/remedial as you have defined them?

.....

4. Would you yourself distinguish between slow learners, less able and remedial pupils? On what basis? Please specify

.....

5. Is there a standardised school policy about identifying slow learners/less able/remedial pupils? What is this?

.....
.....

6. If there is a school policy, what proportion of the school's first year intake/11 year olds are identified as slow learners/less able/remedial?

.....

7. General Learning Problems in History Lessons

1. What general problems do slow learners/less able pupils/remedial pupils have in your own lessons?

.....
.....
.....

2. How much of a problem is the pupil's ability to (each of the points (i)-(iii))? How do you notice this in history lessons/fieldwork visits?

(i) read

.....

write

.....

speak

.....

 work with numbers/dates

.....

 use maps, diagrams

.....

 (ii) retain information from one lesson to the next

.....

 (iii) concentrate over a reasonable period

.....

3. How much of a problem in relation to such pupils is
behaviour?

.....

.....

.....

4. Are there any other general problems you notice?

.....

.....

8. Characteristics about History which cause problems

1. What do you think might be included here?

.....

2. How much of a problem is (each of the points (i)-(iii))?
How do you notice these in the classroom/on visits?

.....

.....

 (i) the development of specifically historical skills:

 e.g. (a) using maps, diagrams, family trees

.....

 (b) using source material, documents

.....

(c) sequencing events (chronologically)
.....

(d) any other specifically historical skills
.....

(ii) understanding historical facts and ideas:

e.g. (a) moving from concrete to more abstract facts/ideas
.....

(b) developing a historical vocabulary e.g. B.C., A.D., century, empire, dynasty, feudal
.....

(c) understanding change, cause and effect, motive
.....

(d) using facts to make a general statement
.....

(e) developing empathy
.....

(iii) understanding that history is based on evidence and interpretation:

e.g. (a) distinguishing between primary/secondary sources
.....

(b) distinguishing between reliable/unreliable sources
.....

(c) appreciating types of evidence
.....

(d) reorganising bias/prejudice/propaganda
.....

3. Have you found any characteristics of history that make it an effective medium for teaching the slow learner/less able/remedial pupil?

.....

9. Special provision in the History department for slow learners/less able/remedial pupils

1. Is there any special provision within the History department for teaching such pupils? Please answer under the following headings:

i) organisation of pupils

.....

ii) teaching strategies

.....

iii) selection of particular topics in history

.....

iv) resources used

.....

v) marking and monitoring of pupils' work

.....

vi) assessment and examining of pupils' work

.....

2. Are there any other comments you wish to make?

.....

.....

10. Judging success in teaching slow learners/less able/remedial pupils

1. How do you decide whether particular provision/teaching approaches have been successful? (refer to the list in 9.1)

.....

.....

2. Do you make use of any of the following types of evaluation?

i) teacher discussions within the department

.....

- ii) teacher discussions between departments
-
- iii) teacher discussions with pupils
-
- iv) teacher discussions with parents
-
- v) use of examination/test scores
-

11. Special provision outside the History department for slow learners/less able/remedial pupils

1. Is there any special provision made outside the department? (i.e. for the school as a whole) Please specify

2. What provision is made under the following headings?
 - i) organisation of pupils
 -
 - ii) teaching strategies
 -
 - iii) selection of particular topics in history
 -
 - iv) resources used
 -
 - v) marking and monitoring pupils' work
 -
 - vi) assessment and examining of pupils' work
 -
3. Do you feel that dealing with the slow learner/less able/remedial pupil outside the department is beneficial:
 - i) for the teacher?
 -

ii) for the pupil?
.....

12. Examples of teaching strategies and materials

1. Please specify any strategies you have found successful in teaching such pupils (either individual lessons or longer schemes of work)

.....
.....

2. Please could you send a copy of any such lesson outlines/materials or indicate resources you have found particularly useful?

.....
.....

13. And finally - Possible approaches to the problem

Briefly indicate what you yourself would like to see happen in terms of the teaching of history to such pupils

.....
.....
.....
.....

THANK YOU FOR YOUR TIME AND PATIENCE

QUESTIONNAIRE B

TEACHING HISTORY AND THE DEVELOPMENT
OF HISTORICAL THINKING WITH SLOW LEARNING PUPILS

Name of School

Name of the Head
of the History Department

Type of School
(11-16, 11-18 etc.)

Please indicate the following:

1. Time allowed for the teaching of history as a separate subject (hours per week) (if combined/integrated studies, please state)

.....

2. How would you personally define the slow learner/less able/low achiever?

.....
.....
.....
.....

3. General learning problems for low achievers/less able/slow learners in history lessons: (Please tick or give your comments if desired). Are the pupils' problems any of the following:

Reading?

Writing?

Speaking?

Working with numbers?

Using maps and diagrams?

Retaining information from one lesson to another?

.....

Concentration span?

Behaviour problems?

Any other general problems?
.....
.....
.....

4. How much of a problem are the following in classroom or visits?

Use of source materials (Primary/Secondary)
.....

Classification (How old, etc.)
.....

Sequencing events (chronology)
.....

Recognising bias/prejudice/propaganda
.....

Any other historical skills
.....

5. Do you find that these pupils have difficulty in understanding the following historical facts and ideas?

Developing a historical vocabulary, e.g. B.C., A.D., century, etc.
.....

Understanding cause and effect, change and motive
.....

Able to generalize from facts
.....

Developing empathy
.....

6. Can you please state the provision made for the slow learner/less able/low achiever relating to history, either in the History Department (or outside) under the following:

Organization of pupils
.....

Teaching strategies

.....

Selection of particular topics

.....

Resources used

.....

Assessment and examining pupils' work

.....

7. Please specify any methods you have found successful in teaching these pupils

.....

.....

.....

.....

8. Please could you send a copy (or give a resume) of the syllabus you use with slow learners/less able/low achievers?

.....

.....

.....

9. Briefly indicate what you yourself would like to see happen in terms of the teaching of history to these pupils

.....

.....

.....

THANK YOU VERY MUCH FOR YOUR TIME AND PATIENCE

APPENDIX B

THE SURVEY SCHOOLS.

N.B. Information pertains to the 1983/84 academic year

Key to abbreviations

S	=	as a separate subject
C	=	combined or integrated
Comp (M)	=	Mixed comprehensive
N.A.	=	not applicable
'A'	=	'A' band
'B'	=	'B' band
HSch	=	High School
GSch	=	Grammar School

APPENDIX B

1. THE SURVEY SCHOOLS.

School	Total Nos	Type of School	Place of History			No. of hrs. devoted to history per week		
			11-12	12-13	13-14	11-12	12-13	13-14
1	900	Comp(M) 11-18	S	S	S	1	1	1
2	810	Comp(M) 11-16	S	S	S	1.10	1.45	1.45
3	1,100	Comp(M) 11-18	S	S	S	1.10	1.10	1.10
4	1,200	Comp(M) 11-16	S	S	S	2.20	1.75	1.75
5	1,000	Comp(M) 11-18	S	S	S	1	1	1
6	1,280	Comp(M) 11-18	S	S	S	2	2	1
7	1,100	Comp(M) 11-16	C	S	S	3	1.25	1.25
8	1,500	Comp(M) 11-18	C	SC	SC	2	S1.20 C1.60	S1.20 C1.60
9	1,200	Comp(M) 11-18	S	S	S	2.20	2.20	A1.10 B1.45
10	1,400	Comp(M) 11-18	C	S	S	3	1.50	1
11	900	Comp(M) 11-18	S	S	S	1.50	1.10	1.10
12	900	Comp(M) 11-16	S	S	S	1.20	1.20	1.20
13	1,250	Comp(M) 11-18	C	S	S	2	1	1
14	1,600	Comp(M) 11-18				51 hours total		
15		Comp(M) 11-18	S	S	S	1.30	1.05	1.05
16	1,219	Comp(M) 11-18	S	S	S	1.0	1.0	1.0

School	Total Nos	Type of School	Place of History			No. of hrs. devoted to history per week		
			11-12	12-13	13-14	11-12	12-13	13-14
17		Comp(M) 11-18	S	S	S	1.10	1.10	1.10
18	(Unidentified but Durham sch)		S	S	S	1.0	1.0	1.0
19	706	Comp(M) 11-18	S	S	S	1.10	1.10	1.10
20	2,000	HSch(M) 11-18	NA	NA	S	NA	NA	1.10
21	839	Comp(M) 11-18	S	S	S	1.10	1.10	A1.10 B2.20
22		Comp(M) 11-18	S	S	S	55m	55m	55m
23		Comp(M) 11-16	C	C	S	1.30	1.30	1.30
24		Comp(M) 11-18	C	C	C	3	1.30	1.30
25		Comp(M) 11-18	C	C	S	2.0	2.0	2.0
26	1,472	Comp(M) 11-18	S	S	S	1.10	1.10	1.10
27		Comp(M) 11-18	S	S	S	1.0	1.0	1.0
28	1,052	Comp(M) 11-18	S	S	S	1.10	1.10	1.10
29		GSch(M) 11-18	S	S	S	2.30	2.30	2.30
30	1,245	Comp(M) 11-18	S	S	S	1.10	1.10	1.10
31		Comp(M) 11-18	S	C	C	1.10	1.10	1.10
32		Comp(M) 11-16	S	S	S	2.0	2.0	2.0
33	991	Comp(M) 11-18	S	S	S	1.45	1.45	1.45

APPENDIX B

TYPE OF TEACHING GROUPS INVOLVEDKey to abbreviations

- M = mixed ability
- St = streaming for whole year group
- Sm = small groups
- S = set for history
- B = banding (classes mixed within broad ability bands)

APPENDIX B

2. TYPE OF TEACHING GROUPS INVOLVED

School	Organisation of Teaching Groups for History		
	11/12	12/13	13/14
1	<i>St</i>	<i>S</i>	<i>S</i>
2	<i>S</i>	<i>S</i>	<i>S</i>
3	<i>M</i>	<i>S</i>	<i>S</i>
4	<i>M</i>	<i>M</i>	<i>M</i>
5	<i>B</i>	<i>B</i>	<i>B</i>
6	<i>M</i>	<i>M</i>	<i>M</i>
7	<i>M</i>	<i>M</i>	<i>M</i>
8	<i>Sm</i>	<i>Sm</i>	<i>Sm</i>
9	<i>B</i>	<i>B</i>	<i>B</i>
10	<i>M</i>	<i>M</i>	<i>S</i>
11	<i>St</i>	<i>St</i>	<i>B</i>
12	<i>M</i>	<i>M</i>	<i>M</i>
13	<i>M</i>	<i>S</i>	<i>S</i>
14	<i>M</i>	<i>M</i>	<i>M</i>
15	<i>M</i>	<i>M</i>	<i>M</i>
16	<i>M</i>	<i>M</i>	<i>M</i>
17	<i>M</i>	<i>Sm</i>	<i>Sm</i>
18	<i>M</i>	<i>M</i>	<i>St</i>
19	<i>St</i>	<i>St</i>	<i>St</i>
20	<i>St</i>	<i>St</i>	<i>St</i>
21	<i>Sm</i>	<i>Sm</i>	<i>Sm</i>
22	<i>Sm</i>	<i>Sm</i>	<i>Sm</i>

<i>School</i>	<i>Organisation of Teaching Groups for History</i>		
	<i>11/12</i>	<i>12/13</i>	<i>13/14</i>
<i>23</i>	<i>Sm</i>	<i>Sm</i>	<i>Sm</i>
<i>24</i>	<i>M</i>	<i>M</i>	<i>M</i>
<i>25</i>	<i>M</i>	<i>M</i>	<i>M</i>
<i>26</i>	<i>M</i>	<i>M</i>	<i>M</i>
<i>27</i>	<i>St</i>	<i>St</i>	<i>St</i>
<i>28</i>	<i>M</i>	<i>M</i>	<i>M</i>
<i>29</i>	<i>Sm</i>	<i>Sm</i>	<i>Sm</i>
<i>30</i>	<i>B</i>	<i>B</i>	<i>B</i>
<i>31</i>	<i>M</i>	<i>Sm</i>	<i>Sm</i>
<i>32</i>	<i>M</i>	<i>M</i>	<i>M</i>
<i>33</i>	<i>Sm</i>	<i>Sm</i>	<i>Sm</i>

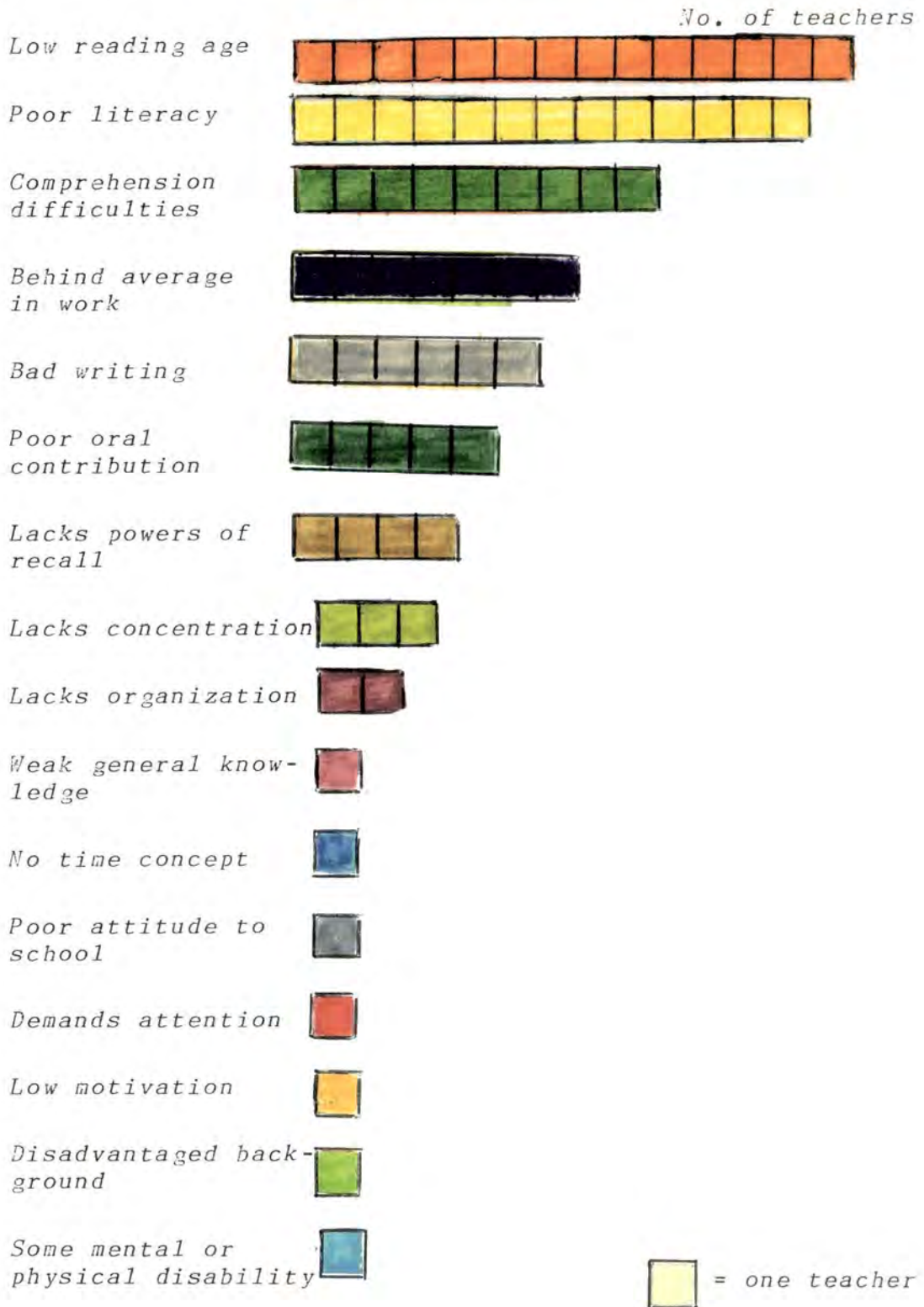
APPENDIX B

2. TYPE OF TEACHING GROUP - PUPIL ALLOCATION.

Years one to three (No. of Schools 33)

	<i>Mixed Ability</i>	<i>Stream- ing</i>	<i>Small Group</i>	<i>Set</i>	<i>Band</i>
<u>Year 1</u> 11+	18	5	7	0	3
<u>Year 2</u> 12+	14	4	9	3	3
<u>Year 3</u> 13+	12	4	9	4	4

APPENDIX C

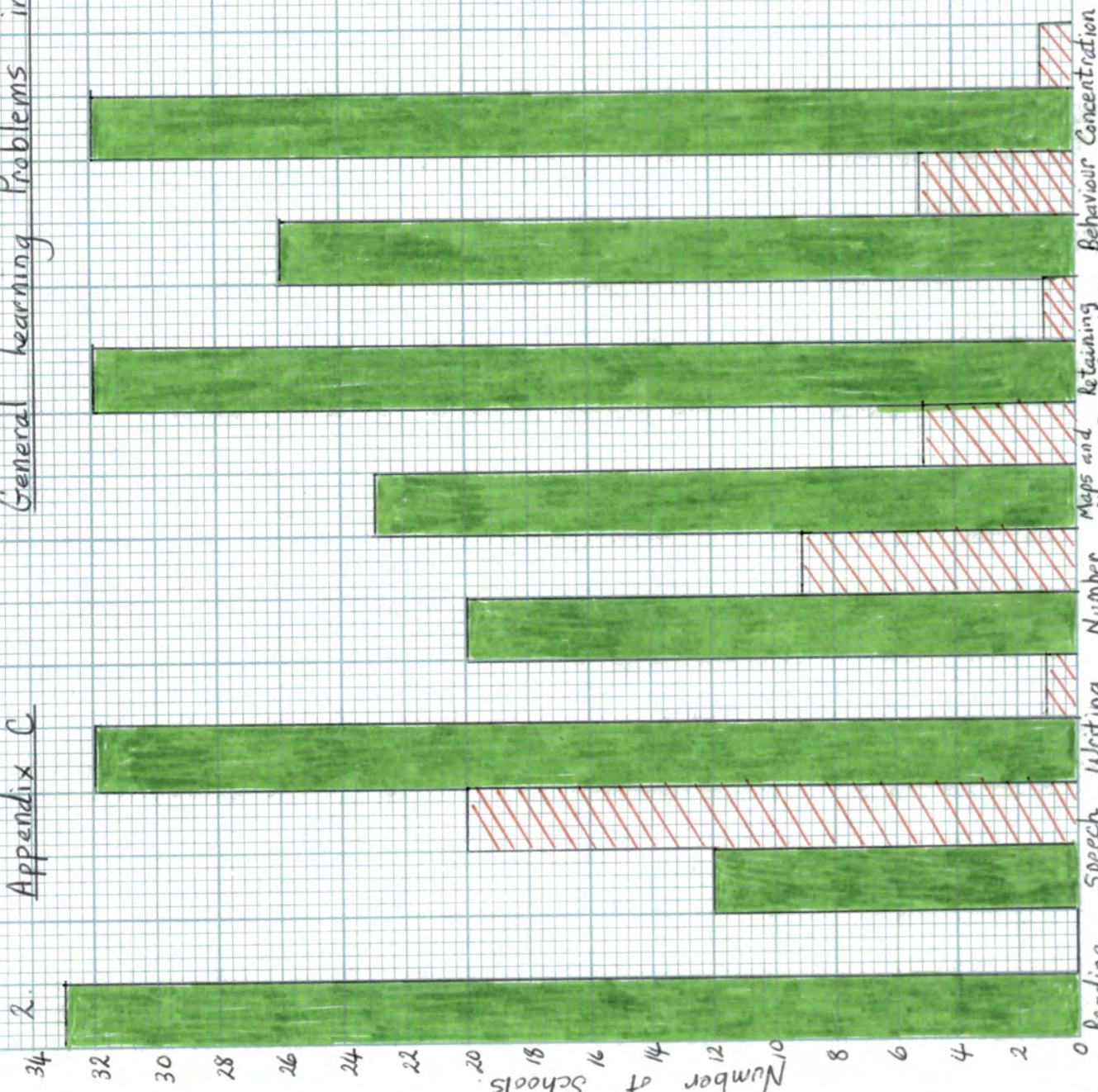
THE SURVEY RESULTS1. CHARACTERISTICS OF A SLOW LEARNER/LESS ABLE/
REMEDIAL PUPIL AS PUT FORWARD BY PRACTISING TEACHERS

General learning Problems in History lessons

Appendix C

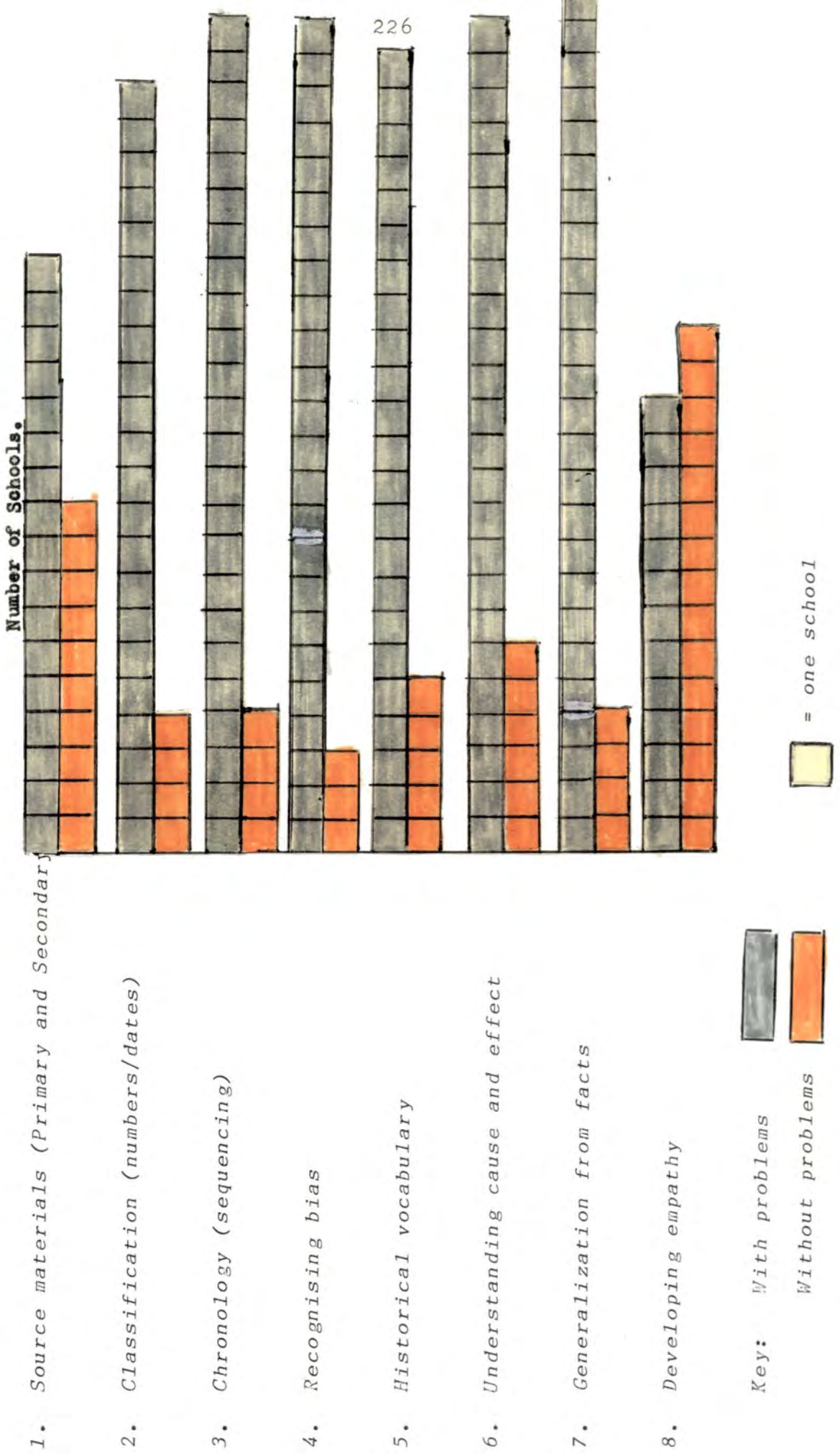
Key:-

Schools with Problems
 Schools that do not mention problems.



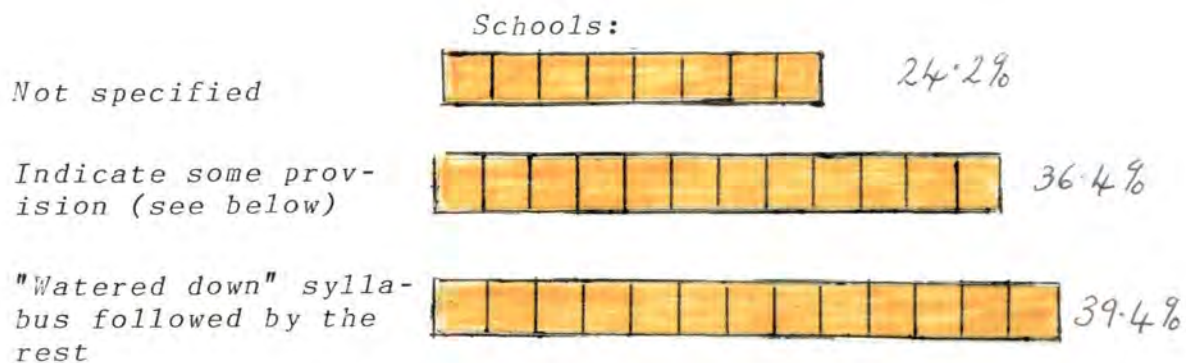
APPENDIX C

3. THE FOLLOWING INDICATES PROBLEMS IN THE USE OF:




APPENDIX C

4. TEACHING STRATEGIES EMPLOYED WITH
SLOW LEARNING PUPILS



School Number 11 - Lessons broken into sections of 20 minutes - different activities

- | | | |
|---|---|--|
| " | " | 13 - Social rather than political topics |
| " | " | 14 - Help of the Remedial Department within the class |
| " | " | 15 - Worksheets |
| " | " | 16 - More visual work than written |
| " | " | 19 - Team Teaching (a member of the Remedial Department) |
| " | " | 22 - Oral and display work |
| " | " | 23 - Each teacher develops their own topic work |
| " | " | 25 - Different level worksheets |
| " | " | 26 - Work based on historical personalities |
| " | " | 30 - Worksheets |
| " | " | 32 - Environmental studies |

 = one school

APPENDIX C

5. ASSESSMENT AND EXAMINING OF PUPILS' WORK (HISTORY)*Number of Schools*

Separate examinations
(Examination set specifically for less able)



Common examinations
(Same examination as the rest)



Special tests
(Separate tests set specifically for less able)




Continuous assessment



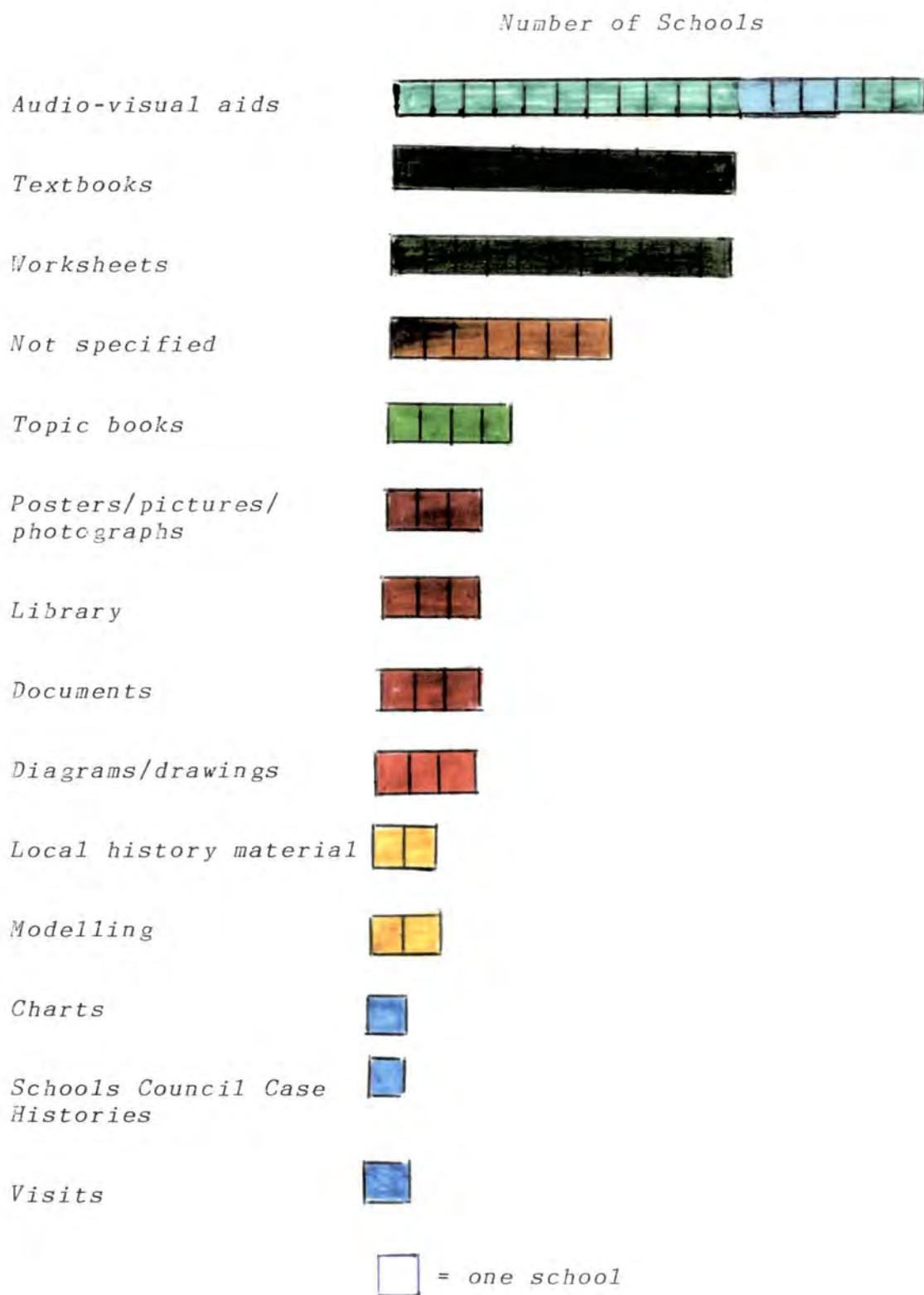
Not specified



 = one school

APPENDIX C

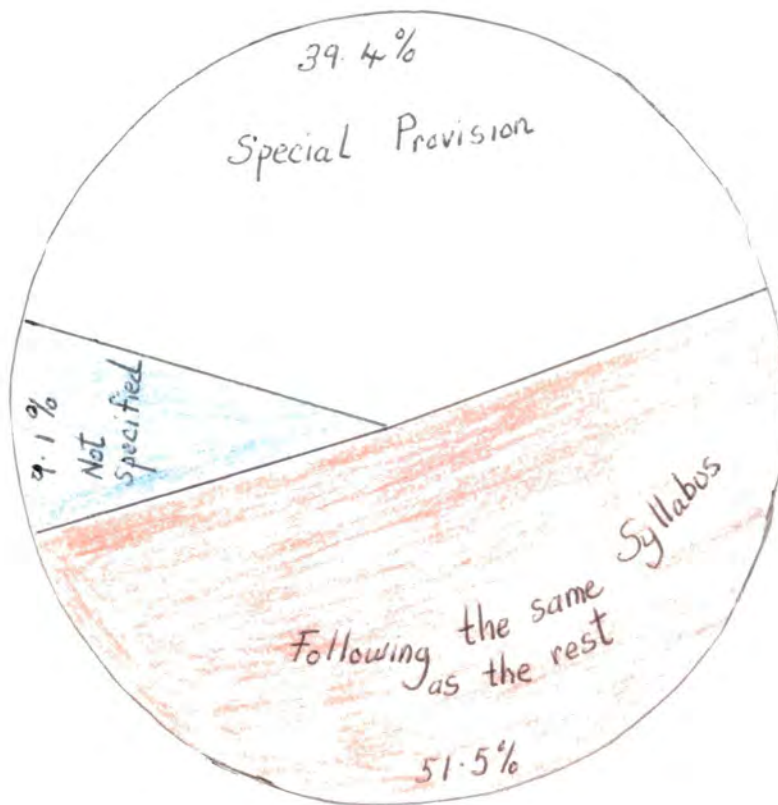
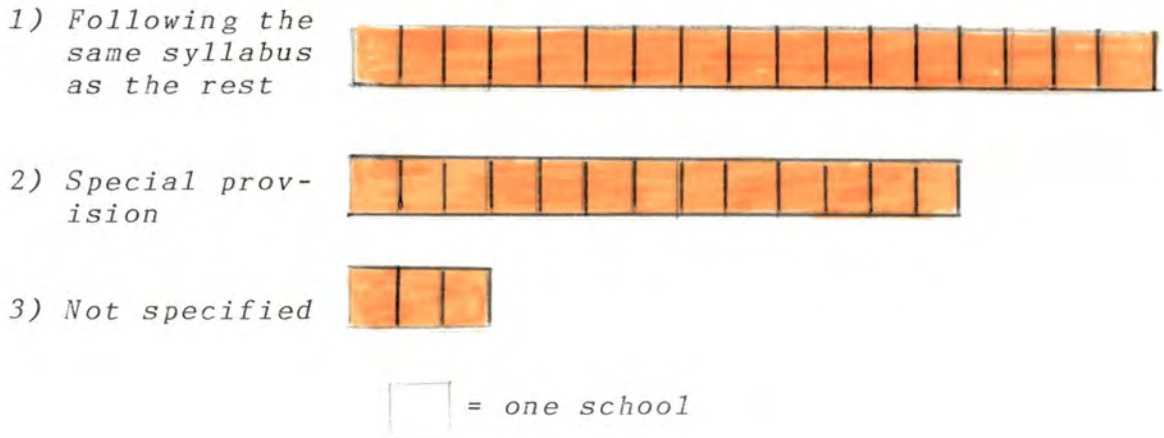
6. RESOURCES USED FOR TEACHING HISTORY
TO SLOW LEARNERS



APPENDIX C

7. THE SYLLABUS

PROVISION IN HISTORY FOR THE SLOW LEARNER



APPENDIX C

8. THE SYLLABUS USED WITH SLOW LEARNERS/LOW ACHIEVERS/REMEDIAL PUPILS

<u>School</u>	<u>General Syllabus</u>	<u>Syllabus for Slow Learners</u>
1	Year 1 - British History 1066-1485 Year 2 - British History 1485-1660 Year 3 - Social and Economic 1700-1900	No special provision
2	Year 1 - Ancient World - First World War Year 2 - Historical method - The Super Powers in the 20thC. Medieval England Year 3 - Historical method - Nazi Germany Britain 1900-1950 (Social History)	No special provision
3	Year 1 - Stone Age - Roman Britain Year 2 - Saxon Invasions - Restoration England Year 3 - 18thC. to Modern Times	a) Choice of simpler text books b) Questioning to be easier and avoidance of harder concepts

/cont'd.

School

General Syllabus

Syllabus for
Slow Learners

4	Year 1 - Earliest Times to 1485 (Different emphasis from year to year on special area, e.g. Romans, Vikings)	
	Year 2 - British History with appropriate foreign 1485-1714	
	Year 3 - British History with appropriate foreign 1714-1815 for two terms Term 3 - 19thC. and 20thC. topics	No special provision
5	Year 1 - Romans to 1485 - Patch approach - mainly social	
	Year 2 - Tudors and Stuarts - mainly social history	No special provision
	Year 3 - Industrial Revolution - social problems - French Revolution; Russian Revolution; 1st and 2nd World Wars	Instead of French Revolution and Russian Revolution, modern history through biographical approaches
6	Year 1 - Middle Ages - 400-1500 (Concentrated upon British History)	No special provision
	Year 2 - The 16thC. (British History)	" "
	Year 3 - The Industrial Revolution 1700-1900	Same syllabus but bottom 20% by ability in separate classes with different approaches

School

General Syllabus

Syllabus for
Slow Learners

7

- Year 1 - Combined humanities/history content
Iron Age; Roman/Saxon (Local topics)
- Year 2 - Topics from period 1000-1500
- Year 3 - 1500-1700 Tudors and Stuarts
Civil War

No special provision
Same topics - different
level of written work
Same syllabus but dif-
ferent emphasis

8

- Year 1 - Social studies - Schools Council
Integrated Studies
Materials on Tristan da Cundra and
own material on Egypt and Richmond
(local study)
- Year 2 - Groups 1-8 What is History?
(Skills in history unit)
Middle Ages
Groups 9/10 Social studies based on
Schools Council Exploration Man
- Year 3 - Groups 1-8 2 units Early Modern Age.
How we used to live. 1930s-1950s.
Groups 9/10 Social studies 'America'
and 1930-50

No special provision

Groups 9/10 mainly slow
learners taught in small
groups. Material from
S.C. Exploration Man +
own material

Theme of 'America' ref-
lects to a 1/3rd year
geography syllabus with
different materials.
1930-50 unit is similar
to 3rd year history unit

School

General Syllabus

Syllabus for Slow Learners

9

Year 1 - English history - Stone Age; Romans; Saxons; Vikings; Normans; William I and Richard I (Crusades)

Year 2 - John I - Tudor Times

Year 3 - Stuarts - Victorian Times
Social life and early industry

More practical work in topic form from subjects on syllabus

In specific topics rather than chronological order alone

As above

10

Year 1 - Creation of Earth to Development of the Early Civilizations, e.g. Egypt

Year 2 - The Middle Ages

Year 3 - Exploration and discovery: "What is history?"

No special provision

" " "

" " "

11

Year 1 - Pre-historic times
Ancient civilizations - Roman Britain to the coming of the Tudors

Year 2 - "Patch" study of Tudor and Stuart times (including Renaissance; Reformation; Voyages of discovery in Europe)

Year 3 - Modern World history in themes: Revolution; modern warfare; super powers; peace making; colonization

Syllabus outline the same but material appropriate to the needs of slow learners used

" " "

" " "

Syllabus for
Slow Learners

General Syllabus

School

12	Year 1 - Block on dating, chronology etc. 2) Peterlee 3) People of the North East 4) Village study	No special provision
	Year 2 - 1) Revolution 2) Transport 3) Mining 4) Rich and poor in Victorian times 5) Medicine	" "
	Year 3 - Aztecs. Florentine Renaissance. Schools Council "What Is History?" Project	" "
13	Year 1 - Pre-history: 1066	" "
	Year 2 - 1066-1485	" "
	Year 3 - 1485-1714	" "
14	Year 1 - General chronological approach	" "
	Year 2 - " "	" "
	Year 3 - Schools Council course	" "
15	Not specified	" "
16	Not specified other than subject teacher has discretion under supervision	Not specified

<u>School</u>	<u>General Syllabus</u>	<u>Syllabus for Slow Learners</u>
17	Year 1 - 500A.D.-1485 Year 2 - 1485-1800 Year 3 - Modern history	Basically same in Years 1-3; but concentration upon topics - transport; social conditions; life in Norman times
18	Not specified	No special provision
19	Year 1 - "Invasions", Romans, Normans Year 2 - Middle Ages Year 3 - Tudors and Stuarts	Use of topic approach using general syllabus
20	Not specified	Follow on syllabus (not specified)
21	Year 1 - Early man and early civilizations Year 2 - Medieval studies Year 3 - What is History? Exploration American West/Medicine	No special provision
22	Not specified	Teachers choose own topics within a chronological framework - according to interest and resources

<u>School</u>	<u>General Syllabus</u>	<u>Syllabus for Slow Learners</u>
23	Not specified	No special provision
24	Not specified	No special provision
25	Not specified	No special provision
26	Year 1 - Ancient World Year 2 - Middle Ages Year 3 - Tudors and Stuarts	No special provision
27	Year 1 - Roman Britain; post Roman Britain; Vikings Year 2 - Normans - Medieval Government; monasteries; castles Year 3 - Agrarian and Industrial Revolution. Communications revolution	No special provision except books varied as is the approach
28	Year 1 - Clues, Clues; Schools Council History 8-13; Hadrian's Wall; Norman Conquest Year 2 - Mary Queen of Scots; The English Civil War; Plague and fire; American Revolution Year 3 - The Industrial Revolution. World War I "Under Hell's Flames". The Hitler Germany - life in the 1930s	No special provision

School

General Syllabus

Syllabus for Slow Learners

29	Not specified	Development of textile/ coal/iron/transport/ health/education
30	Year 1 - Not specified Year 2 - Not specified Year 3 - "What Is History?", Schools Council course. Choice from: Agricultural Revolution; Industrial Revolution; American and French Revolutions; Napoleonic Wars	No special provision
31	Year 1 - Early man - early use of metal; Ancient Egypt; Ancient Greece; "What Is History?" Romans Year 2 - North East England. Choice from: Industry; growth of towns; Northern castles; the River Year 3 - Man and the world. Warfare in the 20thC - case studies. Transport from 1900 - overpopulation/malnut- rition	No special provision
32	Not specified	Syllabus for slow learners from Remedial Dept. Medieval England compared with modern England; social life then and now

School

33

General Syllabus

- Year 1 - Evolution of man
Pre-history - early civilizations
- Year 2 - Rural and urban change in history -
Life in the 1930s. Tudors and
Stuarts (Term III)
- Year 3 - 17th and 18thC political change in
Europe
Development of Empire
19thC developments

Syllabus for
Slow Learners

- No special provision
- " " "
- The Middle Ages
Tudors and Stuarts
Exploration and Empire
19thC developments

APPENDIX C

9. INDIVIDUAL TEACHERS' COMMENTS
REGARDING POSSIBLE APPROACHES TO THE
PROBLEM OF TEACHING HISTORY TO SLOW LEARNING
PUPILS (33 Teachers).

School

- 1 "Complete detachment from other pupils from the moment they enter school - I can do little for them unless they have a minimum of basic reading and writing skill.
- 2 I would like to see history used as part of an integrated adapted scheme of work aimed at the less able which attempted to support their work in the 'normal' curriculum and offered them remedial and supportive help.
- 3 Greater allowance in teaching and staff (both in time and resources).
- 4 In my school I would like to see a specialist class of about twelve pupils in each year so that all subjects were taught preferably by one or two people. This would ease the situation in the 'mixed ability' class.
- 5 Segregate such pupils if there are sufficient into a teaching group not really the answer. Better to try to teach them separately in a teaching group.
- 6 In a perfect world, more time; more highly trained and selected teachers; more resources; better rooms; more time for preparation; more secretarial and technical assistance; smaller classes, but what a hope at the present!

School

- 7 1) Smaller classes - allowing individual attention to the less able
 2) More resource material available for slow learners.

- 8 Main thing, that they enjoy the subject and can respond to the materials and teaching methods. If they do then they will relate to the past and develop the reading/writing etc. skills involved. Publishers could probably keep in mind these pupils more effectively when developing materials. Most publications aim at the 'middle ability' group.

- 9 I would like to see more co-operation between departments with a combined/integrated approach. Contributions could be made from a variety of subjects to achieve this. However, a remedial unit must be well funded and must be extended to 4th and 5th years with special option provision at the end of the 4th year, catering for the particular problems of the slow learners.

- 10 Teachers need the support of more materials especially geared to less able children. Remedial staff need to be more involved with the work of the Department but here we come up against the problem of money, time and staffing.

- 11 Development of strategies already used in the Department.

- 12 I should like less able children always to be taught in a mixed ability situation but be able to develop their confidence more - small groups would help. Two teachers to a group or parents coming in would too.

School

- 13 Ideally that setting of groups could be in such small numbers that a specialist in each subject could be responsible for remedial pupils - a year group.
- 14 More commercially produced materials especially in relation to the Schools Council Project.
- 15 Pupils with low skills in reading/writing/comprehension should have their own separate classes. Often they are withdrawn from occasional lessons which means they miss work and become further behind. A simpler type of syllabus less related to written skills might benefit them. Poor attitude to school/hostile attitude to school pupils should stay in the same class as other pupils.
- 16 Part of a separate unit with specialist teachers to whom they can relate.
- 17 I would like to see less time spent producing written material by pupils - more oral work and discussion. More fieldwork in the lower school would be a step in the right direction, although logistics prevent this.
- 18 I have always felt that history is a subject where special provision for slow learners is needed. The most important thing is adjusting some of the more testing assignments for children who struggle and ensuring you have time to spend a little more time with them on an individual basis.
- 19 Closer liaison between my Department and the Remedial Department and experimental use of team teaching. I would like to be able to spend more money providing suitable books for each year group.

School.

- 20 A non-examined course as an optional element for the slow learner in each option block.
- 21 I am happy with existing provision - especially in years 1-3. I hope that as rolls fall we will be able to continue to provide for the needs of the slow learner.
- 22 Not specified.
- 23 Like to develop a bank of resources particularly applicable to the less able but we have never attempted this in the past.
- 24 More money for resources. Small classes of slow learners to give them the attention they need. It would then be possible to devise a separate syllabus for them tailored to their needs. We do not have the staff to cope with this at present. Any new ideas which it would be possible for us to put into practice would be most gratefully received and considered.
- 25 Best possible resource is the teacher/pupil relationship. With the less able pupil encouragement is all important. Teacher should be prepared to use his/her own resources viz. family relics, collected primary source materials, hobbies, etc.
- 26 As a Department we offer a wide syllabus - not too rigid. In years 1-3 school policy insists upon examinations - this we find restricting.
- 27 Nothing very precise I'm afraid. More varied for these pupils. Attempt to make it visual to catch their interest. It is difficult to say exactly what history these pupils need when many of their problems are so basic.

School

- 28 I feel slow learners derive benefit by working alongside the more able. They can participate in the oral work and benefit from the preparation which has gone into the topics. Ideally, I would like to see these pupils in years 1-3 in mixed ability groups with a remedial teacher available to work alongside the class teacher so that after a lead lesson introduction some help could be given to those with reading and writing difficulties.
- 29 It is not the subject that is all important but the way in which it is taught and the personality of the teacher that determines the success or failure of the subject.
- 30 Ideally, smaller groups to ensure easier control and more opportunity for engaging each individual's attention.
- 31 The development of language skills should become more prominent. They often have a limited knowledge of the local environment; bring in local history whenever possible.
- Creation of situations in lesson conducive to the development of empathy - so moral awareness should be a constant aim.
- I feel that properly planned schemes of work aiming at the above are too easily neglected. The result - pupils follow a diluted version of the common school history syllabus which was not designed to cater for their problems. In mixed ability situations (present first form), it is even easier to neglect their problems.

School.

- 32 A wider concept of time is needed. Drama, more work done with plays in period costume. More opportunity to touch and handle things from the past. To realize that today's events are history in the making.
- 33 Time to develop better resources and money to add to the resources."

CHAPTER FOURAPPENDICES

- Appendix A Tests administered to pupils: Years 1-3
Sequence
Authenticity
Vocabulary
Number Order
Classification
Multiple Choice Papers
- Appendix B Designation of "Remedial" Pupils
- Appendix C Reading Ages : Year 1-3
Pupils designated "Remedial"
- Appendix D The Survey Results of Individual Scores
-

APPENDIX A

Tests administered to pupils
Years 1-3 remedial, Years 1-3 'A' band and
Years 1-3 'B' band groups

SEQUENCE

Test 1(a)	Days of the week
Test 1(b)	Months of the year
Test 1(c)	Sentence sequencing
Test 1(d)	5 pictures - earliest to latest Christ to Concorde
Test 1(e)	7 pictures - earliest to latest Tyrannosaurus Rex to skateboarder

AUTHENTICITY

Test 2	Documents
--------	-----------

VOCABULARY

Test 3	10 questions
--------	--------------

NUMBER ORDER

Test 4	Ascending order
Test 5	Descending order

CLASSIFICATION

Test 6(a)	Objects - Classification
Test 6(b)	Objects - Identification and Dating

MULTIPLE CHOICE PAPERS

Test 7	Awareness of the past (general)
Test 8	Prehistory to this century
Test 9	This century 55BC to 1984AD

Test 1(b)

Write the months of the year in the boxes in the *correct* order, beginning with January.

April January May June
February July March October
September August December
November

- | | | | |
|----|-------|-----|-------|
| 1. | _____ | 7. | _____ |
| | _____ | | _____ |
| 2. | _____ | 8. | _____ |
| | _____ | | _____ |
| 3. | _____ | 9. | _____ |
| | _____ | | _____ |
| 4. | _____ | 10. | _____ |
| | _____ | | _____ |
| 5. | _____ | 11. | _____ |
| | _____ | | _____ |
| 6. | _____ | 12. | _____ |
| | _____ | | _____ |

Test 1(c)

SENTENCE SEQUENCING

Put the sentences below in the *order* you think tells the story of the Roman Standard Bearer.

the standard he carried fell to the ground

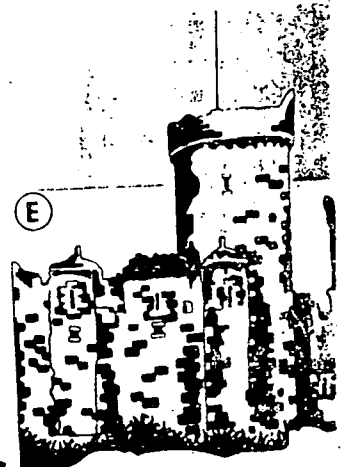
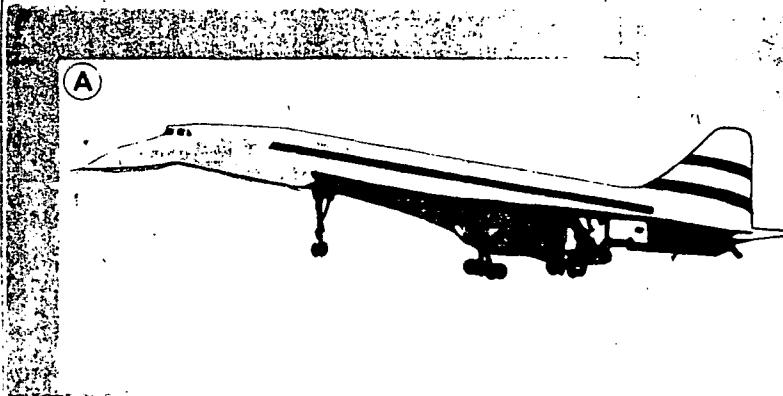
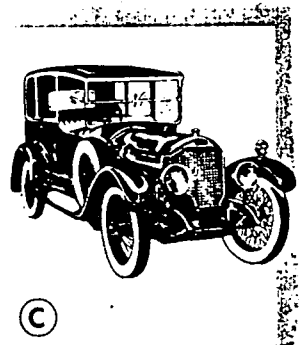
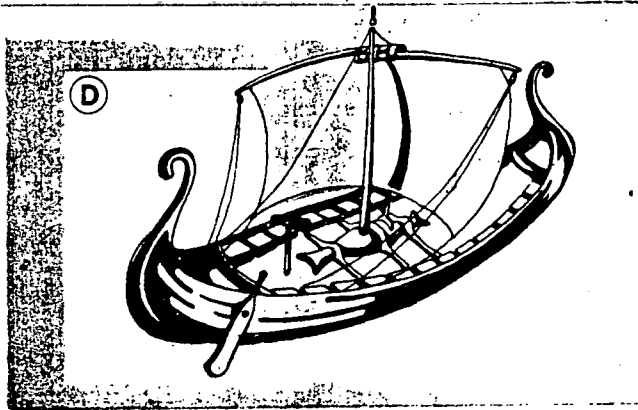
as they moved forward the arrows were coming towards them

the Standard Bearer led the troops into battle

the Standard Bearer was wounded

Test 1(d)

Look at the pictures below the put them in the order you think they happened, from earliest to latest on the following chart:



1	2	3	4	5

Earliest \longrightarrow Latest

Test 1(e)

- Picture 1 The Laughing Cavalier
Franz Hals 1624
- Picture 2 A skateboarder c. 1978
- Picture 3 Neolithic flint arrow or spearheads
c. 3000BC
- Picture 4 Tyrannosaurus Rex 100,000,000 years ago
- Picture 5 The Light of the World
Holman Hunt 1852
- Picture 6 The Jarrow March 1936
- Picture 7 The Parthenon c. 450BC



1	2	3	4	5	6	7

Earliest \longrightarrow Latest

Test 2AUTHENTICITY

Look at the document and *tick* which you think it is taken from:

- | | | | |
|------------------|--------------------------|--------------------------|--------------------------|
| 1. A newspaper | <input type="checkbox"/> | A diary | <input type="checkbox"/> |
| An advertisement | <input type="checkbox"/> | A letter | <input type="checkbox"/> |
| A poster | <input type="checkbox"/> | A comic or cartoon | <input type="checkbox"/> |
| A postcard | <input type="checkbox"/> | A text book | <input type="checkbox"/> |
| A programme | <input type="checkbox"/> | The copy of an engraving | <input type="checkbox"/> |

2. What is the document about? _____

3. Write down any *fact* that you have learned from this document: _____

4. What is the date of the document? _____

5. Is your document an *original* document or is it a copy
of something else? _____

.....

Documents

<u>Code</u>	<u>Item</u>	<u>Contents</u>	<u>Date</u>	<u>Original/ Copy</u>
A	Post-card	Charlotte Bronte	1850	Original
B	Advertisement	Colt Car	1980	Original
C	Programme	School Sports Day	1984	Original
D	Text book page	Monks	1082	Copy
E	Cartoon	Life in the dungeons	1984	Original
F	Letter	Coffee morning	1984	Original
G	Diary	Twelve year old's comments re. her life	1972	Original
H	Poster	Carts in Barnard Castle streets	1850	Copy
I	Newspaper	Pit rebels return to work (Miners' strike)	1984	Original
J	Engraving	Map of Durham and surrounding area	18thC	Copy

A

257

Charlotte Bronte
1816 - 1855

Drawing by George Richmond (1850)



Move up to a Colt

258



1980 Specifications

Monks

Would You Like To

live in one place all your life
 own nothing
 never get married
 go to church seven times a day
 sleep on a mat in a cold room
 wear rough clothes
 have only two meals a day
 never speak whilst eating
 work hard
 have part of your head shaved
 go to bed as soon as it is dark
 always do as you are told?

Are You

prepared to show your love of God
 in this way?

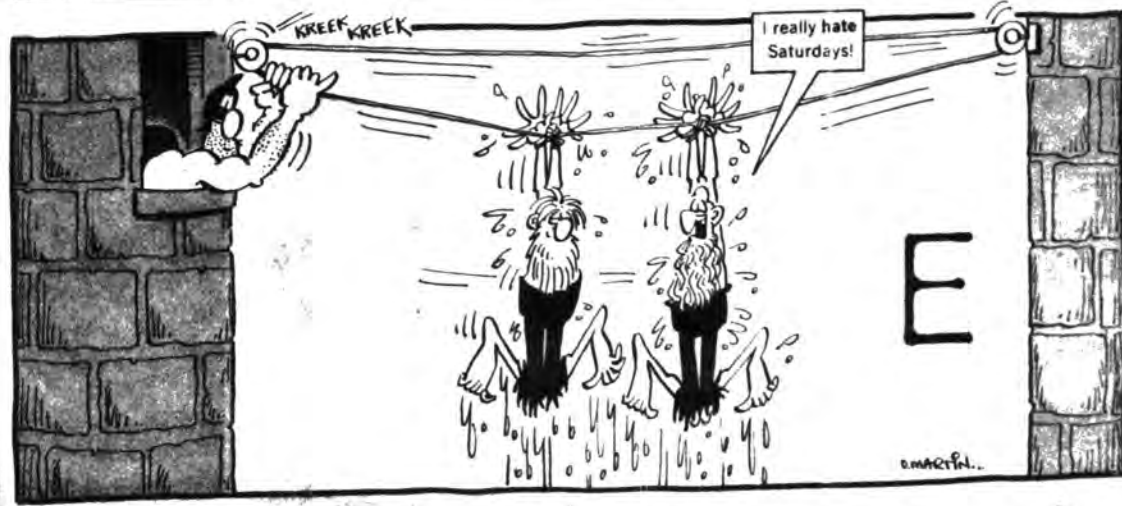
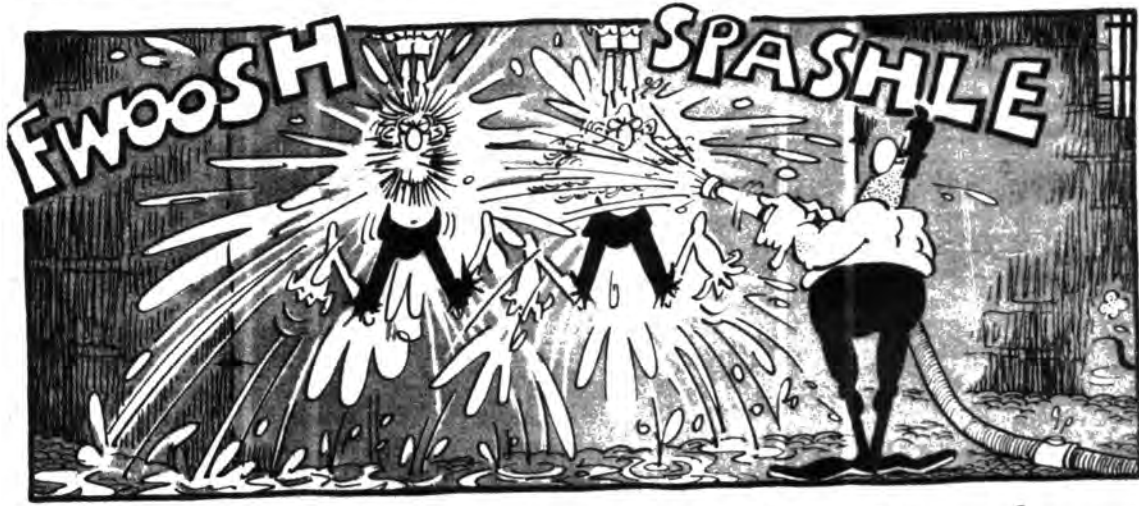
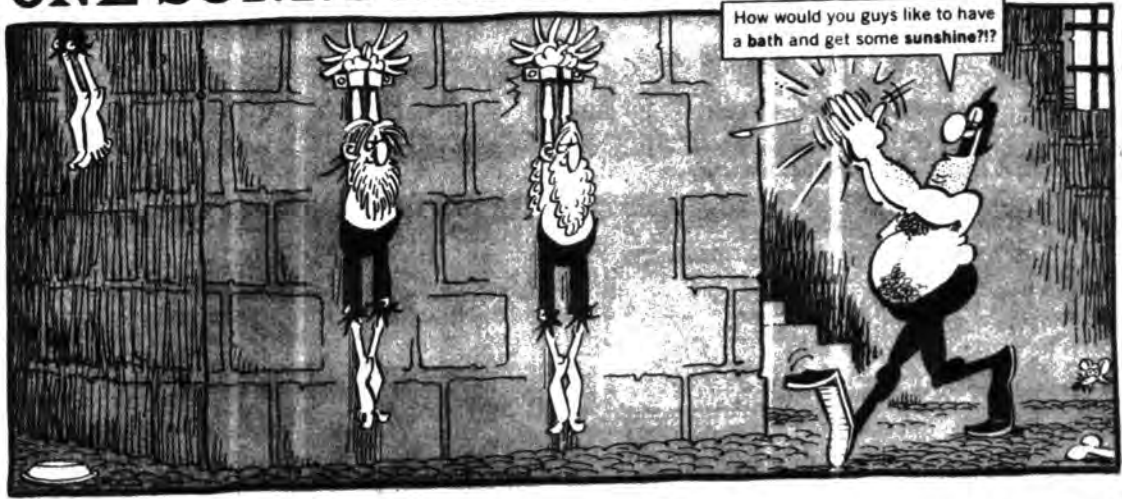
You Are 9

Then Why Not Become a MONK 9

Go to a monastery. Knock on the door. The Abbot (he's in charge) will keep you waiting outside for 4 or 5 days. This will teach you patience. Then you can come in and live for a year as a novice (learner). During this time the Abbot can ask you to go if he thinks you are unsuitable. You can leave at any time if you wish. If you're a true man of God you may wish to stay.

If you are too young to be a monk straight away, ask your father if you can come to a monastery as an *oblate*. That's a schoolboy who is going to be a monk when he grows up.

ONE SUNNY DAY IN THE DUNGEONS



FRIENDS OF THE ROSEBERRY COMPREHENSIVE

F

Pelton Roseberry Comprehensive School,
PELTON,
County Durham.

Tel: Durham 700300

Dear Parents,

The Friends of the Roseberry Comprehensive are holding a Coffee Morning/
Food Bring and Buy, in the School Main Hall on Saturday 17th November between
10.00 a.m. and 12.00 noon.

Everyone is welcome and we would be grateful if Parents could supply
perhaps a tin of something or a cake for our stalls.

We look forward to seeing you, come along and have a Coffee and a Chat.

Yours sincerely,

Pat Benson,
Secretary.

G

A twelve year old's comments re.
her life

date 16th October 72.

Today I am 12 years old. My brother has bought tickets for me and Anna to see "Lindisfarne" our favourite pop group.

Dad has to go to Birmingham for his firm again and this means we will not see him for a few weeks. He says the business is doing well but we have not been able to spend any money unless we really need to. I think the firm will close.

H

Carts in Barnard Castle streets

CAUTION.

NOTICE

Is hereby given, that no Carts will be allowed to be set up or remain in the Public Streets of Barnard Castle overnight, or an unreasonable time in the day, unless for Market purposes or other lawful excuse, and in no case so as to obstruct the public road.

And Notice is further given, that all persons laying Rubbish in the Back Lane, or by the sides of the Highways, will be proceeded against as the law directs.



By order of the Local Board of Health,

GEO. BROWN,

CLERK.

*Office of Barnard Castle Local Board of Health,
28th September, 1850.*

John Atkinson, Printer (Stamp-office), Barnard Castle.

I EVENING Chronicle

No. 33,398

MONDAY, NOVEMBER 5, 1984

17p

**WIN OUR
RECORD
JACKPOT**

£61,000



PAGE 14

**SMALL
TALK**



IT starts today. It's a sparkling and sensible once-a-month column written for young mothers at home with their children... by Janet Tyrrell, a young mother at home with her children! Don't miss it. "SMALL TALK," in today's Forum.

PAGE 5



It's not a drift, it's
a surge, say NCB

710 PIT REBELS RETURN TO WORK

**27 report
for duty**

RECORD numbers of striking miners reported back to work today.

More than 700 clocked on, the biggest return to work on any single day since the strike started 34 weeks ago.

There were even signs of a crack in the solid South Wales coalfield and an NCB spokesman said: "It seems not so much a drift back to work but a sudden surge.

"It appears all the men can see ahead of them is a bleak, cold, dark winter with no brass."

Double

The official said the latest figure of 710 was the most encouraging since the start of the strike, and more than double the 350 strikers who turned up for work during the whole of last week.

COAL BOARD officials said 27 men reported for work at North-East pits today — the highest number since the start of the strike.

The 27th man to report for work today was a fitter who went through picket lines at the NCB's Tursdale Workshops, near Durham City.

They included a lone miner who went into Eppleton Colliery, Hetton-le-Hole, in defiance of more than 200 pickets.

There were three arrests under the Public Order Act

Test 3VOCABULARY

These are special words used to describe or about the past.

What are they?

- | | |
|--|----------|
| 1. A hundred years | cen.... |
| 2. Something that happened before books were written | pre..... |
| 3. An author who writes about the past and things that happened then | his..... |
| 4. Someone who is younger than others | jun... |
| 5. An ancient piece of handwriting | doc..... |
| 6. New or up-to-date | mod... |
| 7. A terrible disease that killed millions in the Middle Ages | pla... |
| 8. A race of people who used to mummify their dead | Egy..... |
| 9. The Normans built hundreds of these | cas.... |
| 10. A man who fought on horseback in the Middle Ages | kni... |

Test 5DESCENDING ORDER

List the following numbers in order of size. Begin with the *largest* number and end with the *smallest*. Put the numbers in between in order of size.

200

50,000

6

8,000,000

3,000

54

The largest number is →

Numbers in order
of size

The smallest number is →

Test 6(a)OBJECTS

Name _____

Age _____

1. Look at the twelve objects. Put them in the order you think they go in history. Begin with the *oldest* first ending with the one that is *brand new*. Write the numbers of the objects in the boxes.

Long ago - Prehistoric (so very old as to be before history). Millions of years.

Very old.
Romans to Saxons.

Old.
Middle Ages.

Fairly old. From Queen Victoria to your great grandparents' birth (100 years).

Modern - 20th century. Your grandparents through your parents' lifetime to your own birthdate.

Recent or 'nearly new'. Your own lifetime from birth to now (1970-1984)

Brand new - (now).
Newer than you. Made this year or
even this week.



2. I think the objects are:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

List A.

Test 6(a)LIST OF 12 OBJECTS FOR CLASSIFICATION

<u>Object Number</u>	<u>Object</u>
1.1	Civilian tin hat World War I
1.2	Royal Wedding commemorative coin, July 29th, 1981
2.1	Romano-Egyptian lamp (toy)
2.2	A flint spearhead (prehistoric)
3.1	Axe-head - bronze 1st century AD
3.2	Roman coins - Nero : Constantine
4.1	Spearhead - bronze 2nd century AD
4.2	Fossil - prehistoric
5.1	Victorian knitting sheath (1850)
5.2	Stamp book (1982)
6.1	Wooden spoon - Latin inscription Middle Ages
7	Tape - Top of the Pops, 1984

List B.

Test 6(b)LIST OF 7 OBJECTS FOR IDENTIFICATION AND DATING

<u>Object Number</u>	<u>Object</u>
1	Civilian tin hat World War I
2	A flint spearhead (prehistoric)
3	Romano-Egyptian lamp (toy)
4	Roman coins - Nero : Constantine
5	Wooden knitting sheath (1850) Victorian
6	Wooden spoon - Latin inscription Middle Ages
7	Tape - Top of the Pops, 1984

Test 6(b)

7 OBJECTS - IDENTIFICATION AND DATING

1. What is the object?

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____

2. What is it made of?

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____

3. How old is the object?

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____

4. What was the object used for?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Test 7AWARENESS OF THE PAST

Please underline the choice of three answers you believe to be correct. For example: Which day was *earlier* last week? Wednesday Friday Monday

Now try to do these:

1. Which time is *earliest* in the morning?

9 o'clock 7 o'clock 11 o'clock

2. Which time is *latest* in the afternoon?

2 o'clock 4 o'clock 5 o'clock

3. Which of these three letters come *before* the others in the alphabet?

Q C M

4. Who was born *latest*?

Your grandmother You Your father

5. Which of these was born *last*?

A four year old boy A man of seventy-two A woman
of thirty

6. Which of these events happened *earliest*?

The man's birth The same man's death The same man's
wedding

7. Which birthday is *latest*?

Your seventh birthday Your fifth birthday Your second
birthday

8. Which event happened *longest* ago?

The Battle of Hastings The first man on the moon
Last Thursday

20. Which came *first*?

Steel tools

Flint tools

Iron tools

Test 8MULTIPLE CHOICE PAPER

Put a tick inside the box which you consider gives the correct answer to the following questions:

1. In which century was Magna Carta signed?

Twentieth century

Sixteenth century

Thirteenth century

2. Did dinosaurs live

Thousands of years ago

Millions of years ago

Hundreds of years ago

3. Did Stone Age man live

Hundreds of years ago

A few years ago

Thousands of years ago

4. Were Norman castles built in

The eleventh century

Last century

This century

5. The First World War was fought from 1914-1918. Did this War last

31 years

64 years

4 years

6. The Battle of Hastings was a long time ago, in 1066. How long ago do you think that was?

666 years

918 years

2044 years

7. The Second World War was fought from 1939-1945. Did the War last

20 years

6 years

40 years

8. The Second World War ended in 1945. How many years ago was that?

39 years ago

1945 years ago

17 years ago

9. A boy says he was born in 1964. Would you expect his age to be (in 1984).
- 96 years old
- 20 years old
- 64 years old
10. The date on a tombstone is 1784. How old is the tombstone?
- 246 years
- 200 years
- 20 years

Test 9MULTIPLE CHOICE PAPER

Please tick the box you think contains the correct answer.

1. In which year did the First World War end?

1910

1970

1918

2. Did Margaret Thatcher become Prime Minister in

1909

1979

1929

3. Was President John F. Kennedy assassinated in

1763

1963

1863

4. Was Adolf Hitler involved in

The Crimean War

The Second World War

The First World War

5. Was our Queen (Elizabeth the Second) crowned in

1983

1903

1953

1. When did the Roman General Julius Caesar invade Britain?

55 BC

1966 AD

1900 AD

2. When did the Normans invade England?

1066 AD

1966 AD

1666 AD

3. When did the first man land on the moon?

1912 AD

1926 AD

1969 AD

4. What year was Prince Charles and Princess Diana married?

1902 AD

1920 AD

1981 AD

5. When was their second son, Prince Henry born?

1924 AD

1904 AD

1984 AD

APPENDIX BDesignation of "Remedial" Pupils

A test is given in mathematics and English in the school to determine 'A', 'B' and 'C' bands; pupils having very low scores are the "remedial" pupils. The two results obtained from the English and mathematics tests are added together to arrive at the eventual scores. The tests are given within two months of the pupils entering the school.

The cut-off point in the tests for the 'A' band is usually around the 189 mark. Taking a 5 mark overlap on both sides of the 189 score, it appears that most children scoring at least 194 marks should be in the 'A' band; those scoring less than 184 in the 'B' or 'C' band. Similarly, the 159 mark is the cut-off point for the 'C' band so that pupils who have scored marks 5 points either side of 159 should be considered for either 'B' or 'C' band. Pupils designated as "remedial" in the school score between 70 and 155 marks. However, other considerations are also taken into account: the child's reading age for instance, and the reports from junior schools, plus the fact that the child may benefit from the greater individual attention given in the remedial class.

'A'	'A' or 'B'	'B'	'B' or 'C'	'C'
←	189		159	→ Remedial
	194	184	164	154

APPENDIX CReading Ages - Years 1-3 Pupils designated remedial

The present Year 1 - designated 1LRU - Control group

The present Year 2 - designated 2RPA - Pilot group

The present Year 3 - designated 3HWR

<u>1LRU</u>	<u>Reading Ages</u> <u>1985</u>	<u>Control group</u>
<u>Name</u>	<u>C.A.</u>	<u>R.A.</u>
Sharon (trans. from 'B' band)	11.9	10.6
David	11.11	10.0
Sean (trans. from 'B' band)	11.5	9.9
Andrew	11.10	9.6
Gary	11.3	8.11
Tony	11.3	8.10
David	11.7	8.8
Linda	11.11	8.7
Claire	11.2	8.6
Maxine	11.6	8.5
Thomas	11.2	8.4
Julie	11.5	8.3
Alan	11.3	8.1
Jill	11.7	8.0
Tracy	11.6	7.10
Janice	11.10	7.9

C.A. = Chronological Age R.A. = Reading Age

APPENDIX C2RPA - Reading Ages in Years 1 and 2

Pilot Group

Name	1984 Year 1		1985 Year 2	
	C.A.	R.A.	C.A.	R.A.
Thomas	11.10	8.7	12.7	9.6
Alfred (trans. to 'B' band)	11.5	10.1	-	-
Richard (deac'd.)	11.3	7.6	-	-
Craig	11.6	8.9	12.2	9.6
Nigel	11.3	8.8	12.1	11.0
David	11.3	8.7	12.2	9.10
James	11.11	8.2	12.7	8.10
Andrew (trans. to 'B' band)	11.7	9.6	-	-
Michael	11.11	7.7	12.8	8.3
Justin	11.2	7.5	12.1	8.1
Lee	11.1	8.6	11.11	7.9
Darren	11.0	7.9	11.11	7.9
Christine	11.9	8.4	12.8	8.6
Julie (a)	11.9	8.2	12.5	8.2
Julie (b)	11.11	8.6	12.7	9.6
Maxine (trans. to 'B' band)	11.11	8.11	-	-
Lisa	11.4	9.6	12.2	10.3
Karmjit	-	-	12.7	10.3

APPENDIX C

3HWR - Reading Ages in Years 1, 2 and 3

Name	1983 Year 1		1984 Year 2		1985 Year 3	
	C.A.	R.A.	C.A.	R.A.	C.A.	R.A.
Andrew	11.8	8.6	12.7	8.6	13.5	8.5
John (a)	11.2	9.3	12.1	9.5	13.0	10.0
Alan	11.1	8.0	11.11	9.0	12.10	9.5
John (b)	11.9	7.0	12.8	8.5	13.7	8.5
Billy	11.9	7.0	12.8	8.0	13.7	8.3
Neale	11.9	9.0	12.8	9.1	13.7	9.3
Michael	11.0	7.3	11.10	8.3	12.9	8.2
Leigh	11.6	9.0	12.5	9.1	13.4	9.3
Angela	11.6	8.3	12.5	9.0	13.4	9.3
Tracey	11.8	8.2	12.7	9.0	13.5	9.3
Tracie	11.9	8.0	12.8	8.5	13.7	8.9

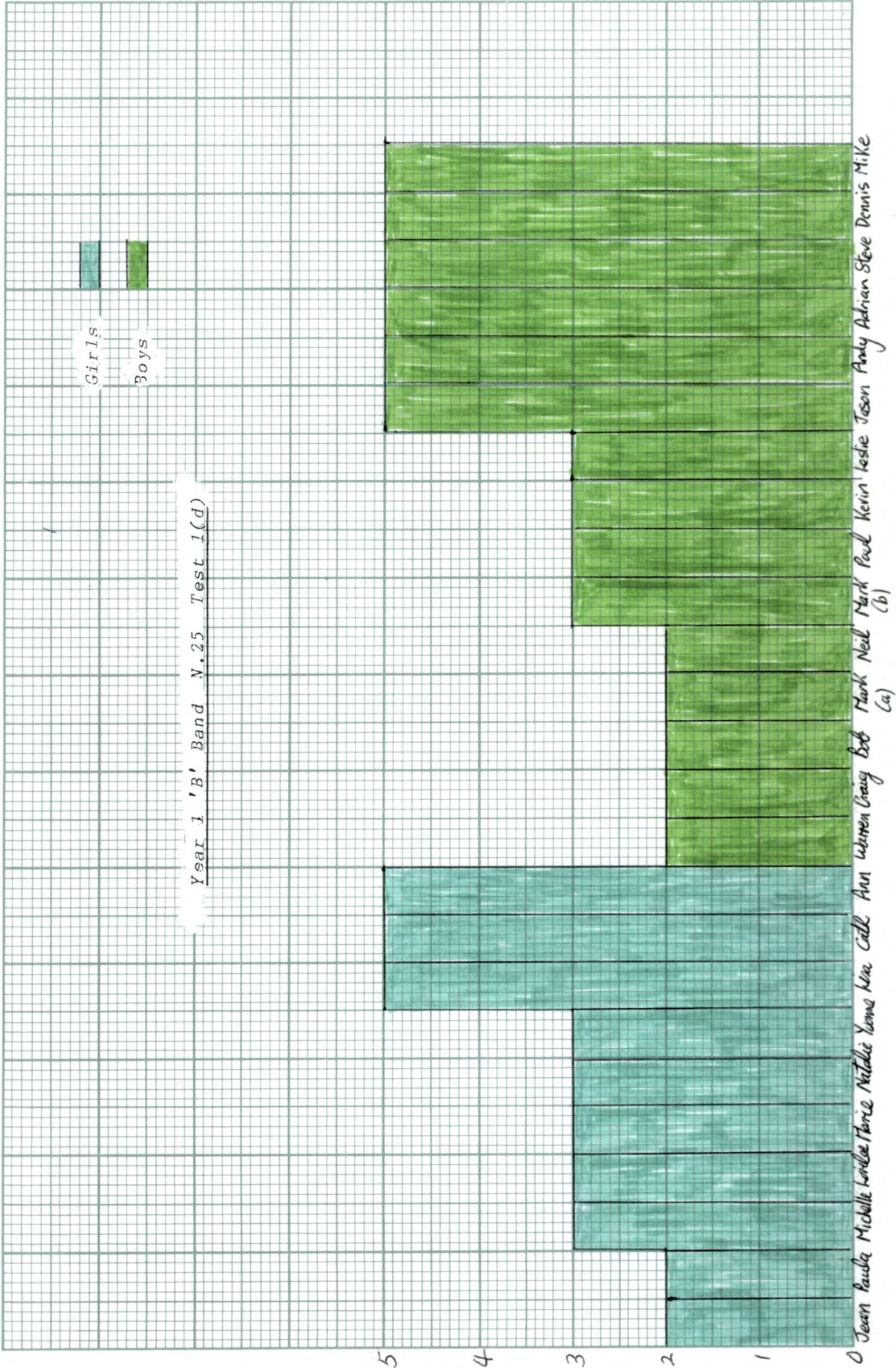
N.B. Because of absences pupils may have had to be tested at different times.

PICTURES CORRECTLY SEQUENCED

Year 1 'B' Band N.25 Test 1(d)

Girls

Boys



Girls

Boys

Year 2 'B' Band N.23 Test 1(d)

PICTURES CORRECTLY SEQUENCED

5

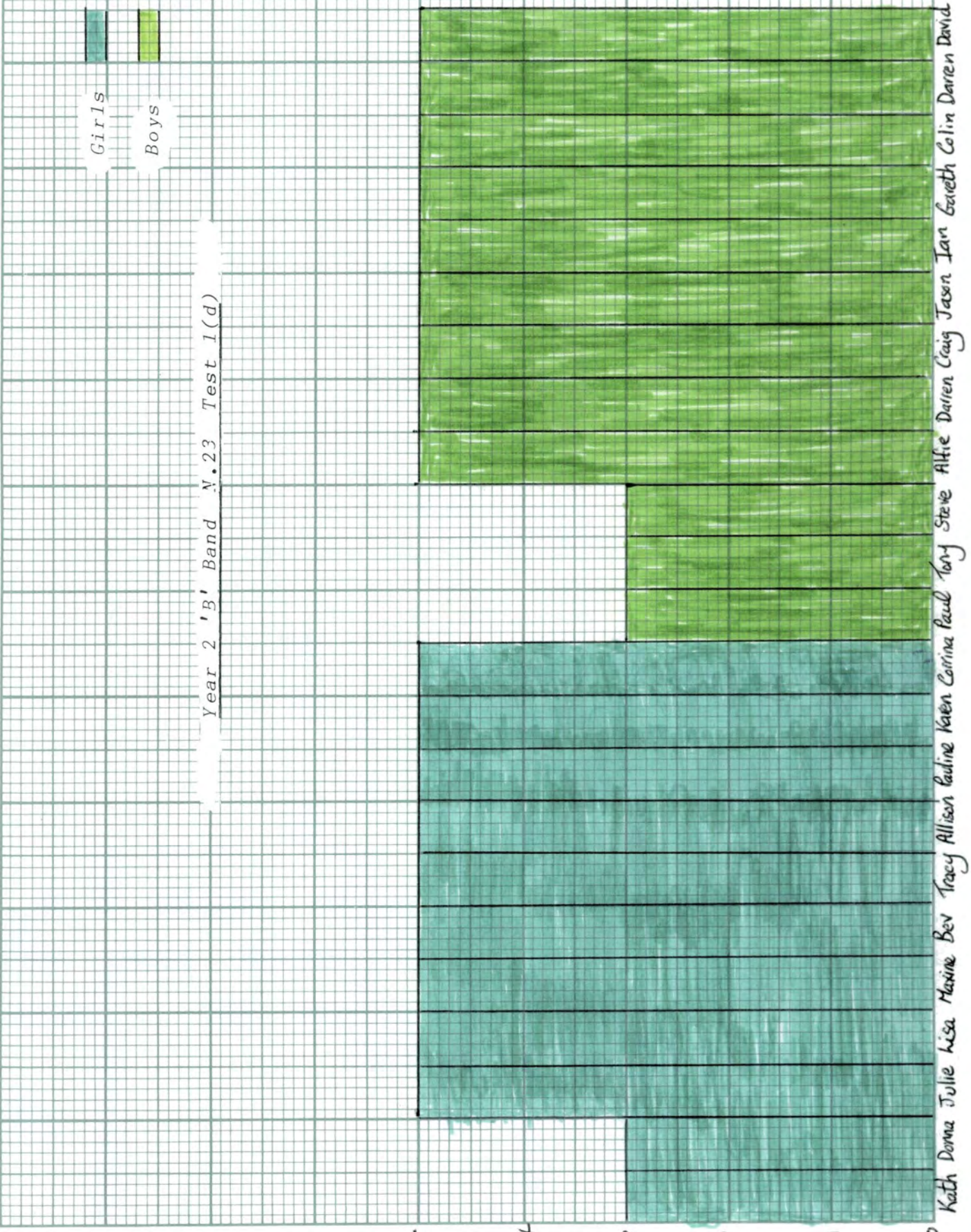
4

3

2

1

0



Year 2 'B' Band N.23 Test 1(d)

Girls

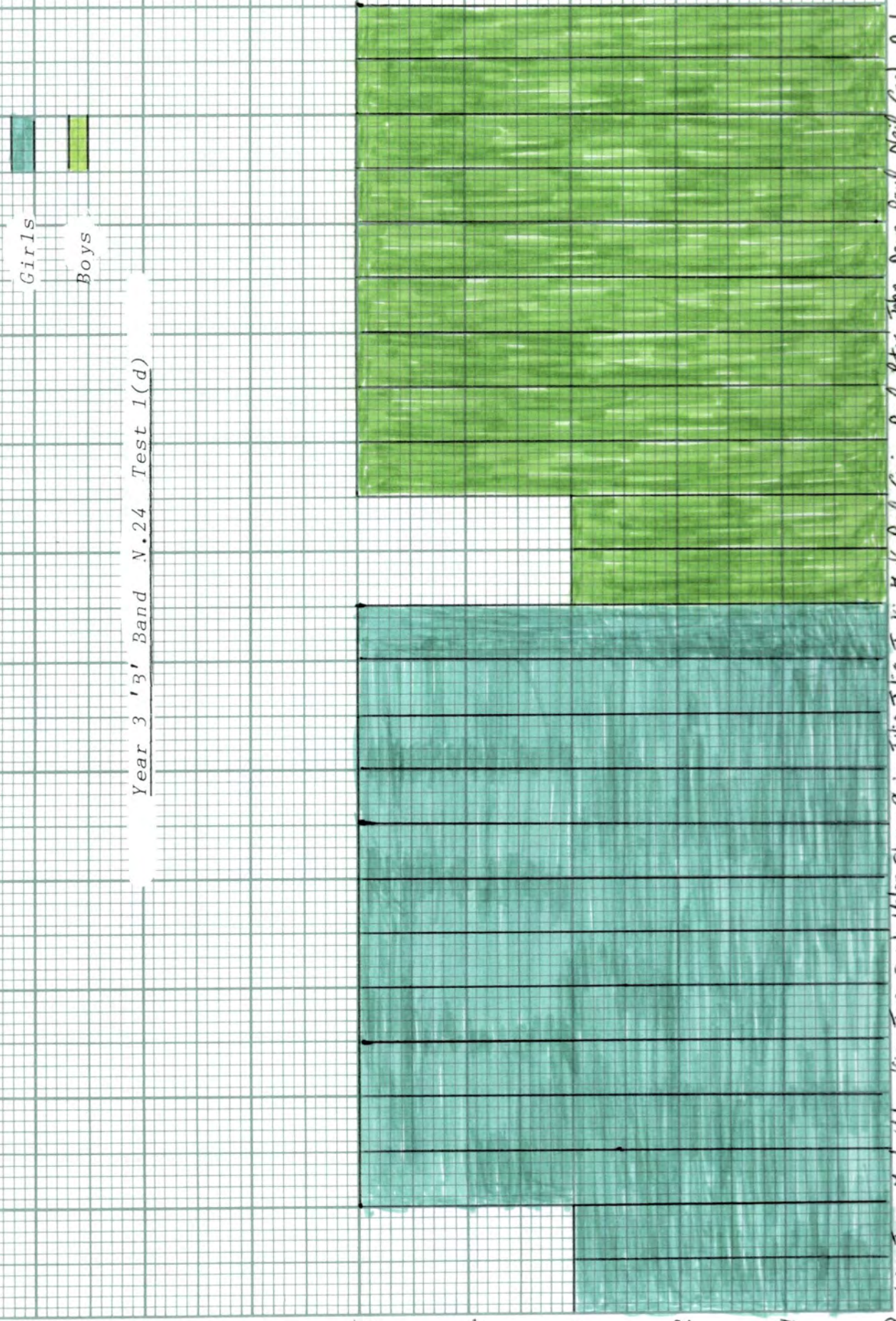
Boys

Year 3 '3' Band N.24 Test 1 (d)

PICTURES CORRECTLY SEQUENCED

5
4
3
2
1
0

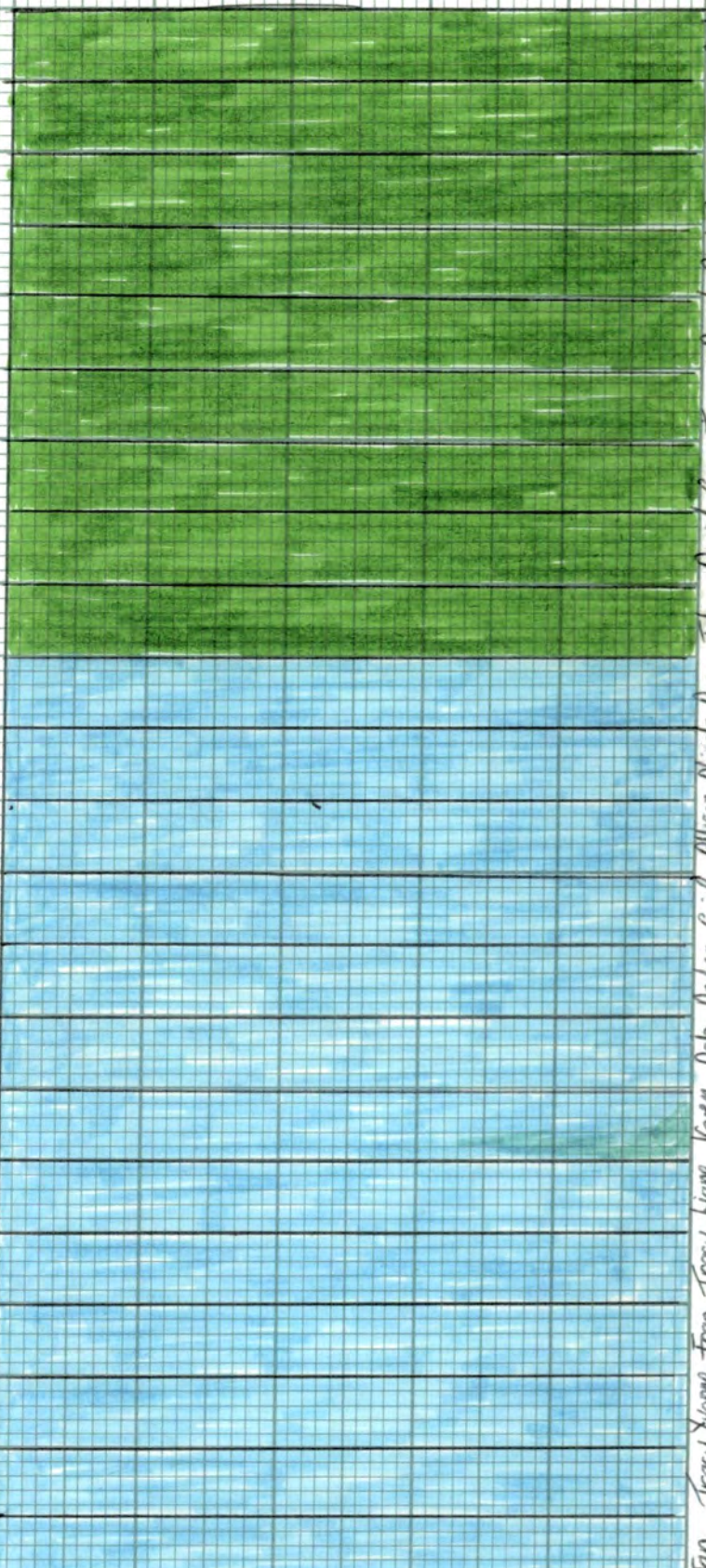
Claire (a)
 Joanne
 Mandy
 Helen
 Kim
 Jen.
 Sarah
 Helen
 Sharon
 Claire (b)
 Julie (a)
 Julie (b)
 Jackie
 Mark
 Paul (a)
 Craig
 Paul (b)
 Peter
 John
 Dean
 Paul (c)
 Neil
 Carl
 Andy



Girls
Boys

Year 1 'A' Band N.22 Picture Sequence Test 1(d)

5 PICTURES CORRECTLY SEQUENCED
4
3
2
1
0

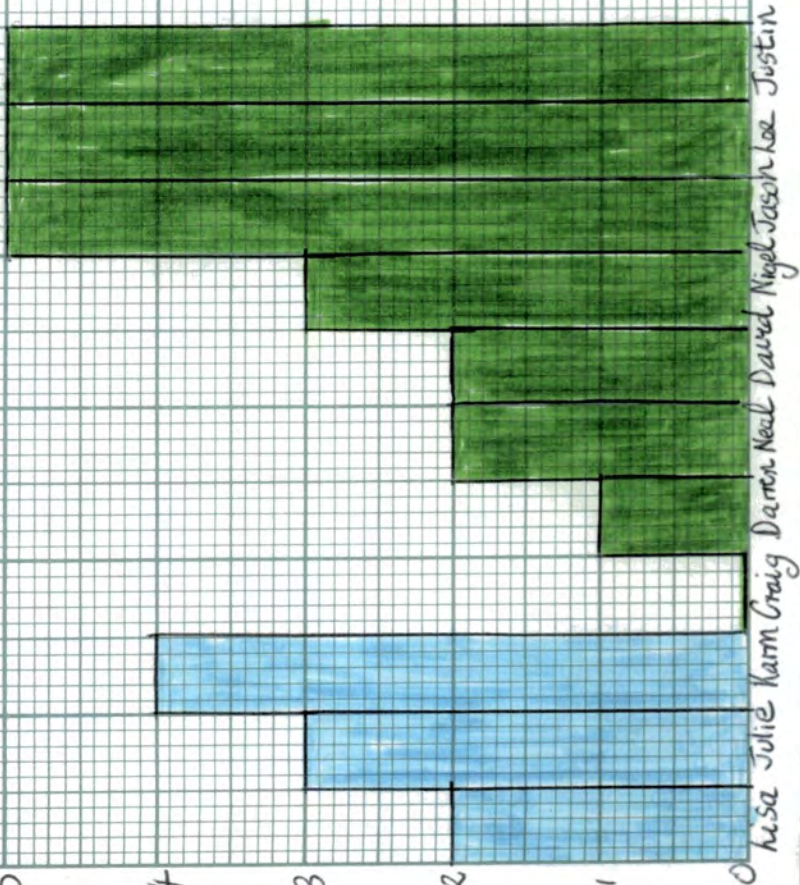
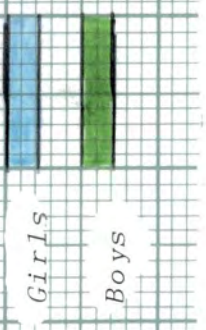


Jan Tracy (a) Xonne Fran Tracy (b) Marie Karen Deb Andrea Gail Allison Nicole Rosa John David Gary Jeremy David Phil Graeme Wayne Andy

(d)

PICTURES CORRECTLY SEQUENCED

Year 2 Remedial N.11 Picture Sequence Test 1(d)

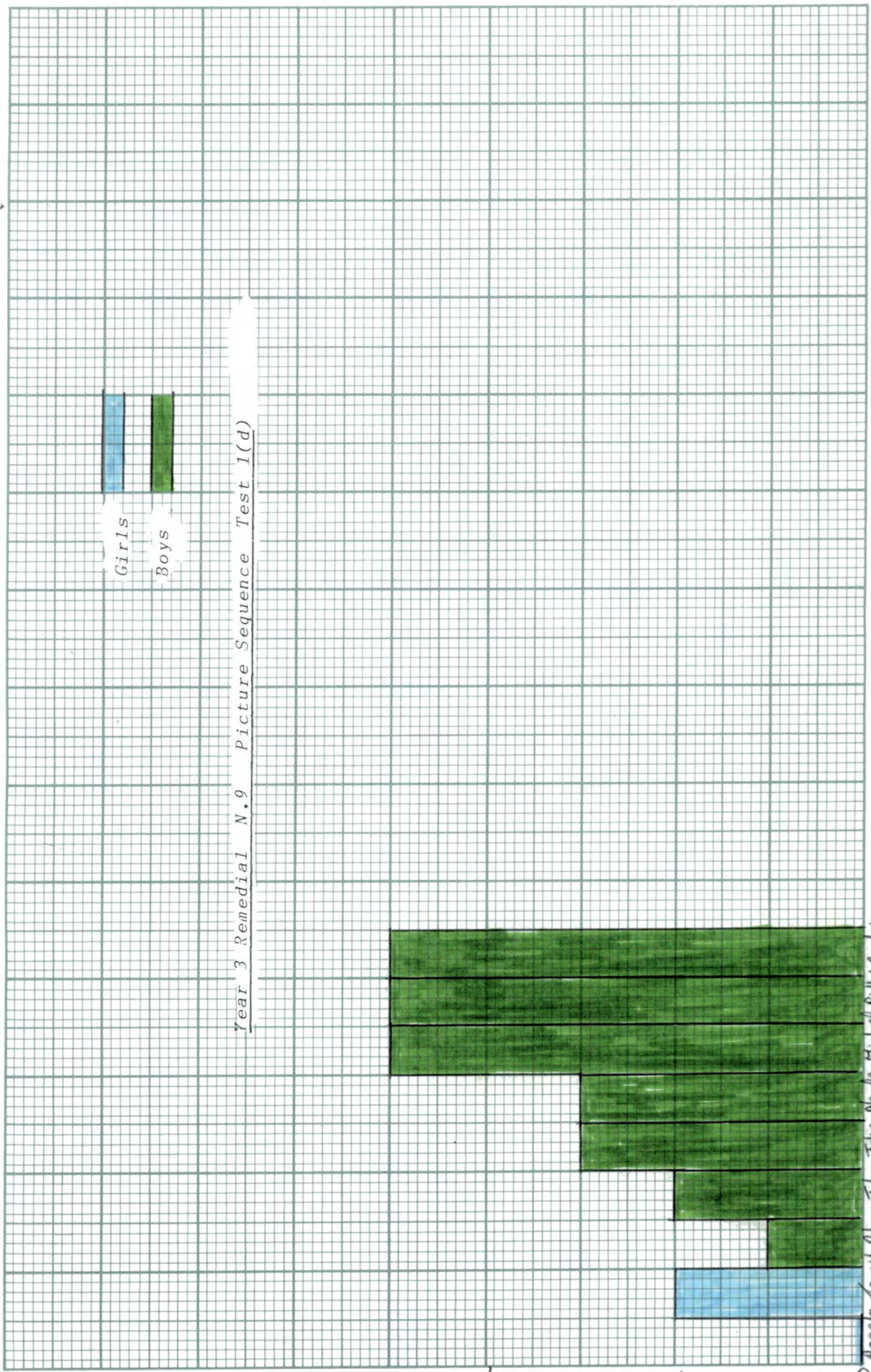


Year 2 Remedial

N.11

1(d)

Year 3 Remedial



PICTURES CORRECTLY SEQUENCED

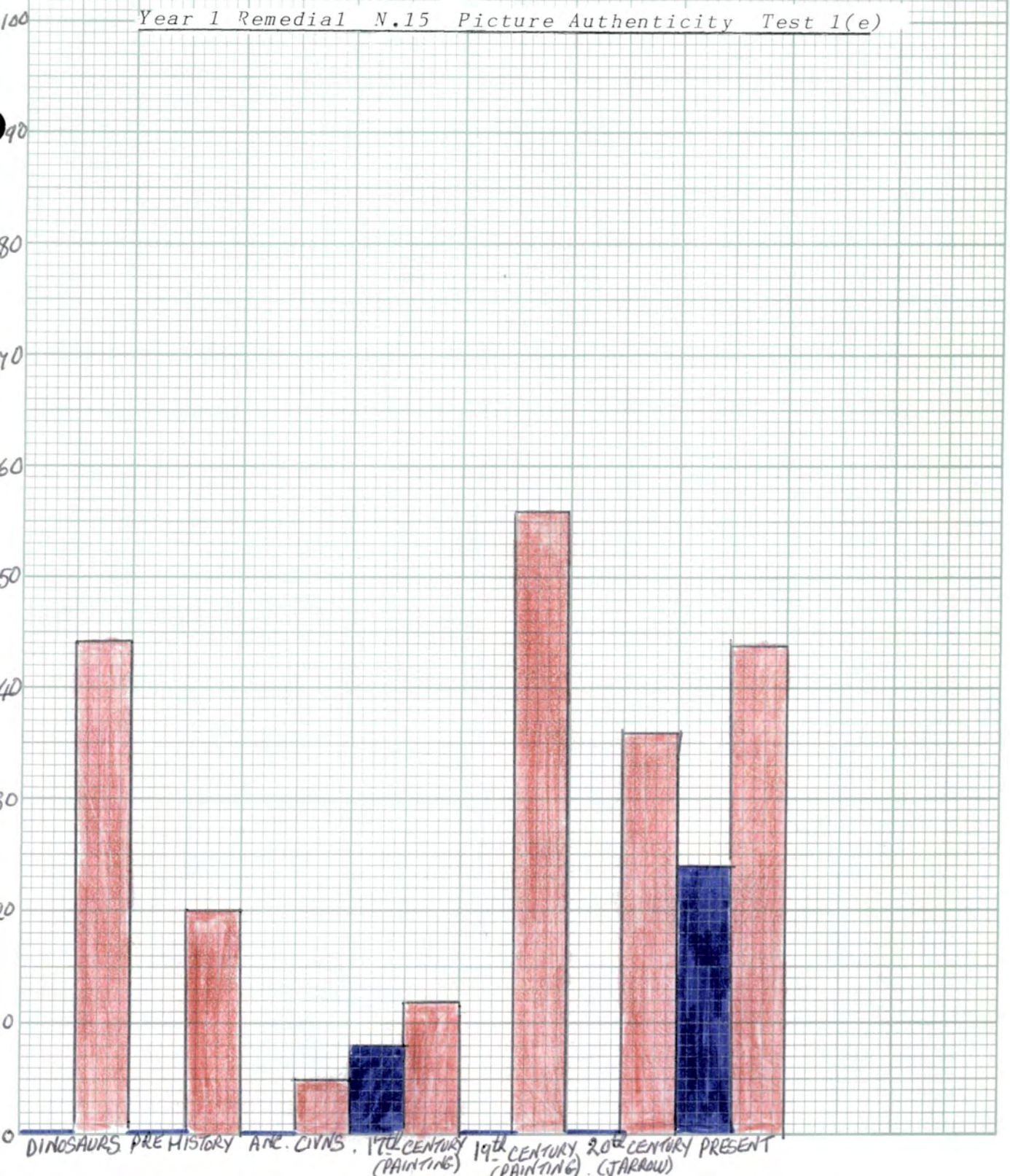
Angela Tracy Alan John John John Neale Michael Billy Andy

(a) (b)

Recognition

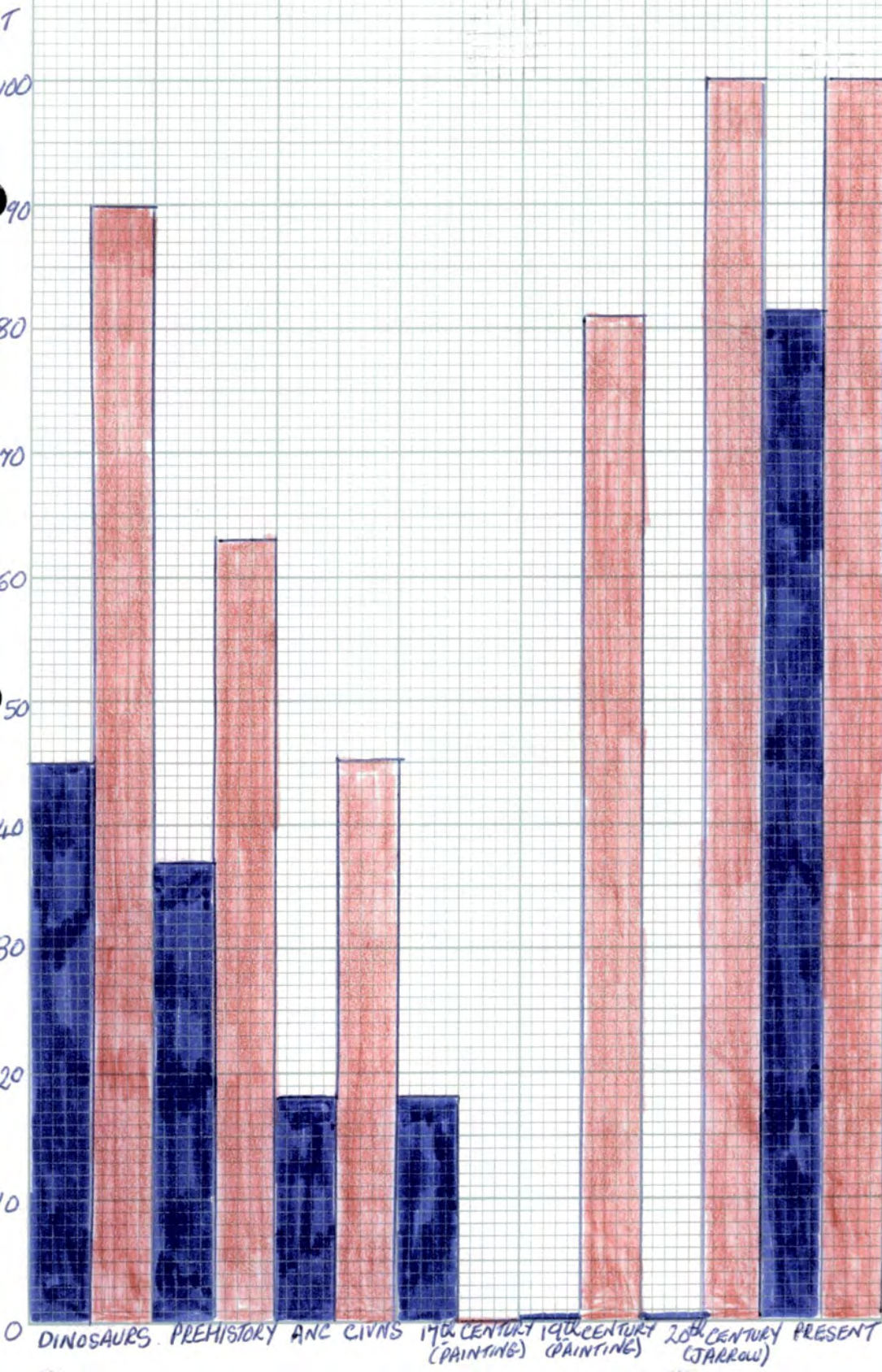
Correct date

Year 1 Remedial N.15 Picture Authenticity Test 1(e)



Recognition

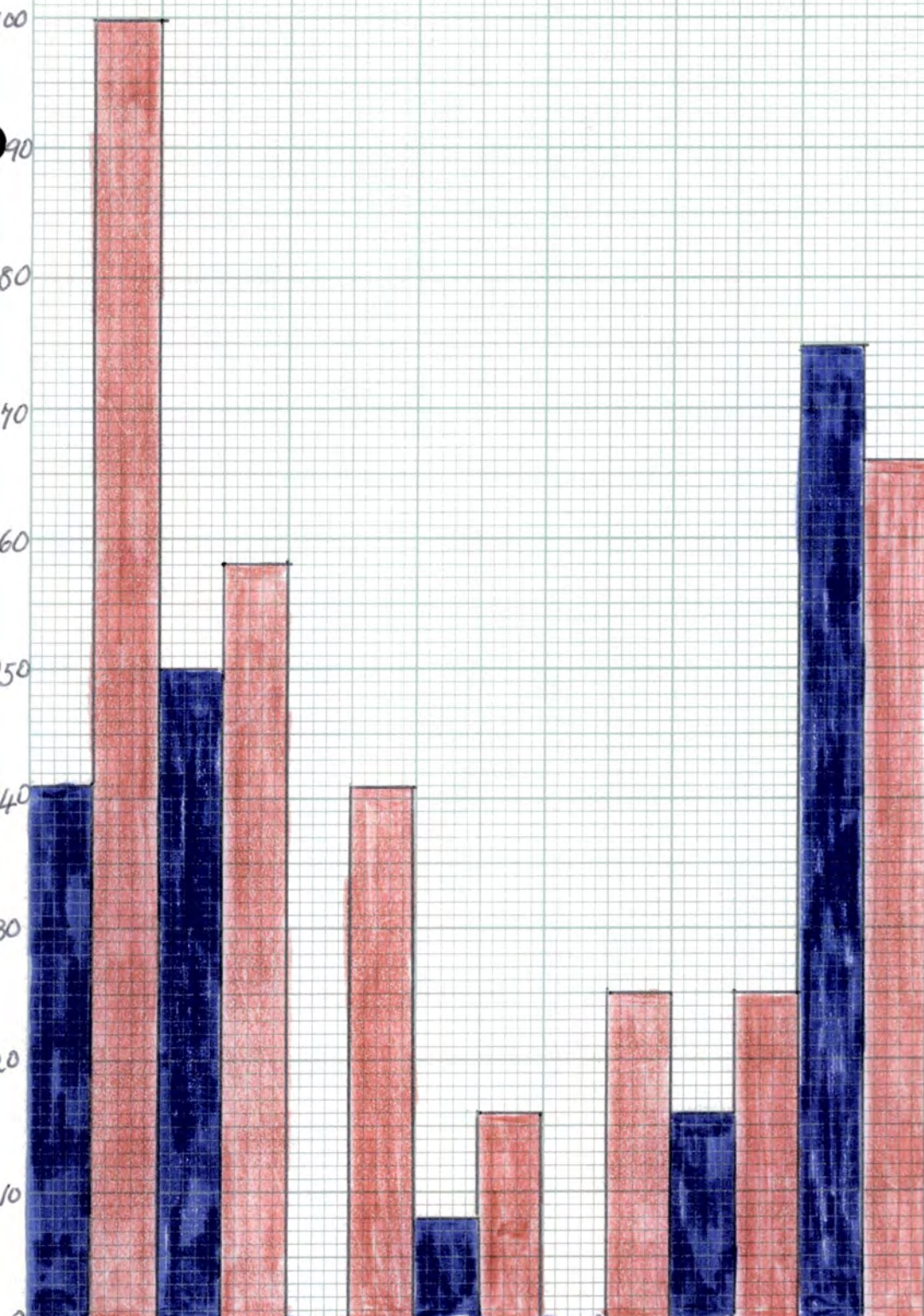
Correct date

Year 2 Remedial N.11 Picture Authenticity Test 1(e)

Recognition

Correct date

Year 3 Remedial N.12 Picture Authenticity Test 1(e)

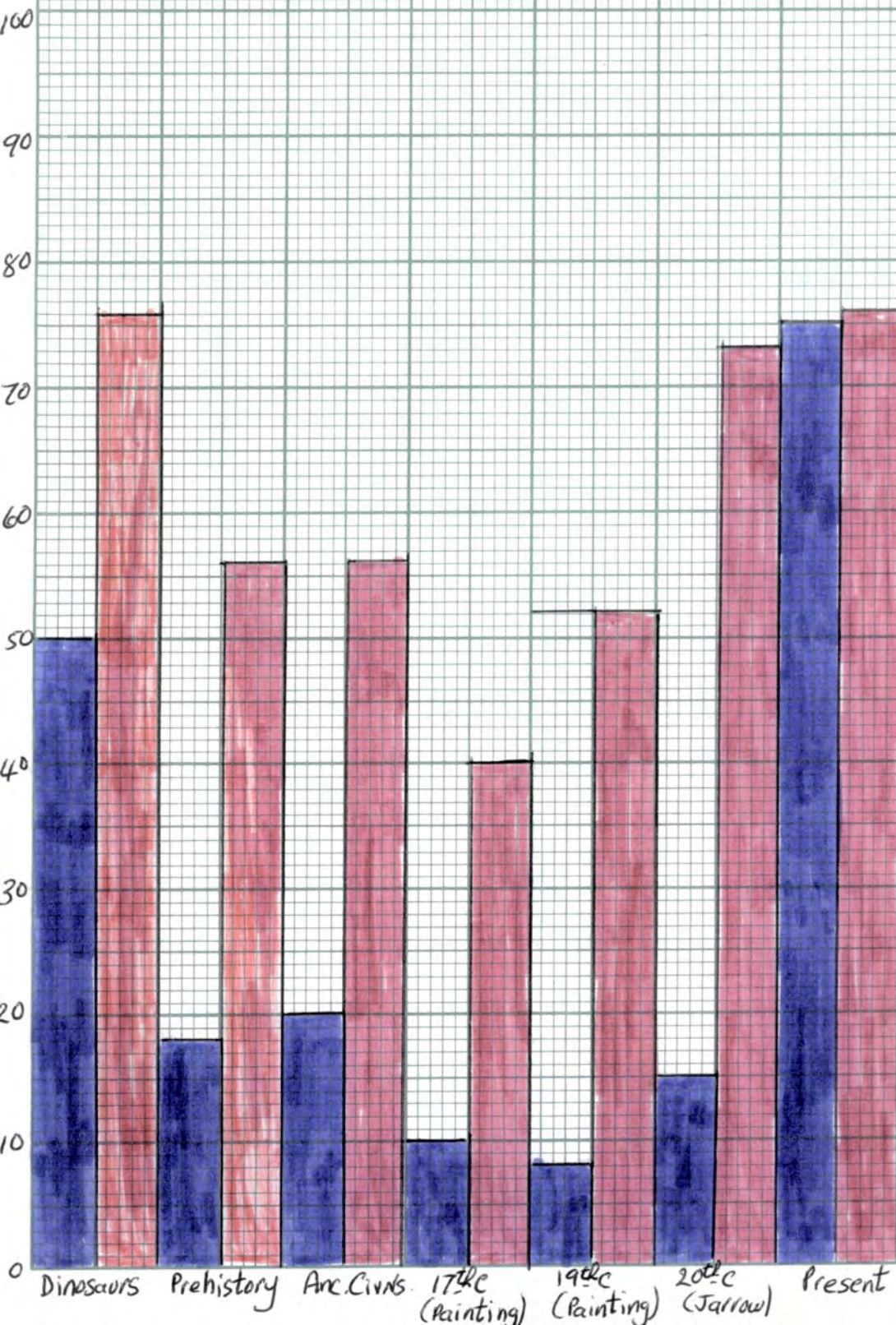


DINOSAURS. PREHISTORY. ANC. CIVNS. 14th CENTURY (PAINTING). 19th CENTURY (PAINTING). 20th CENTURY (JARROW). PRESENT.

Recognition

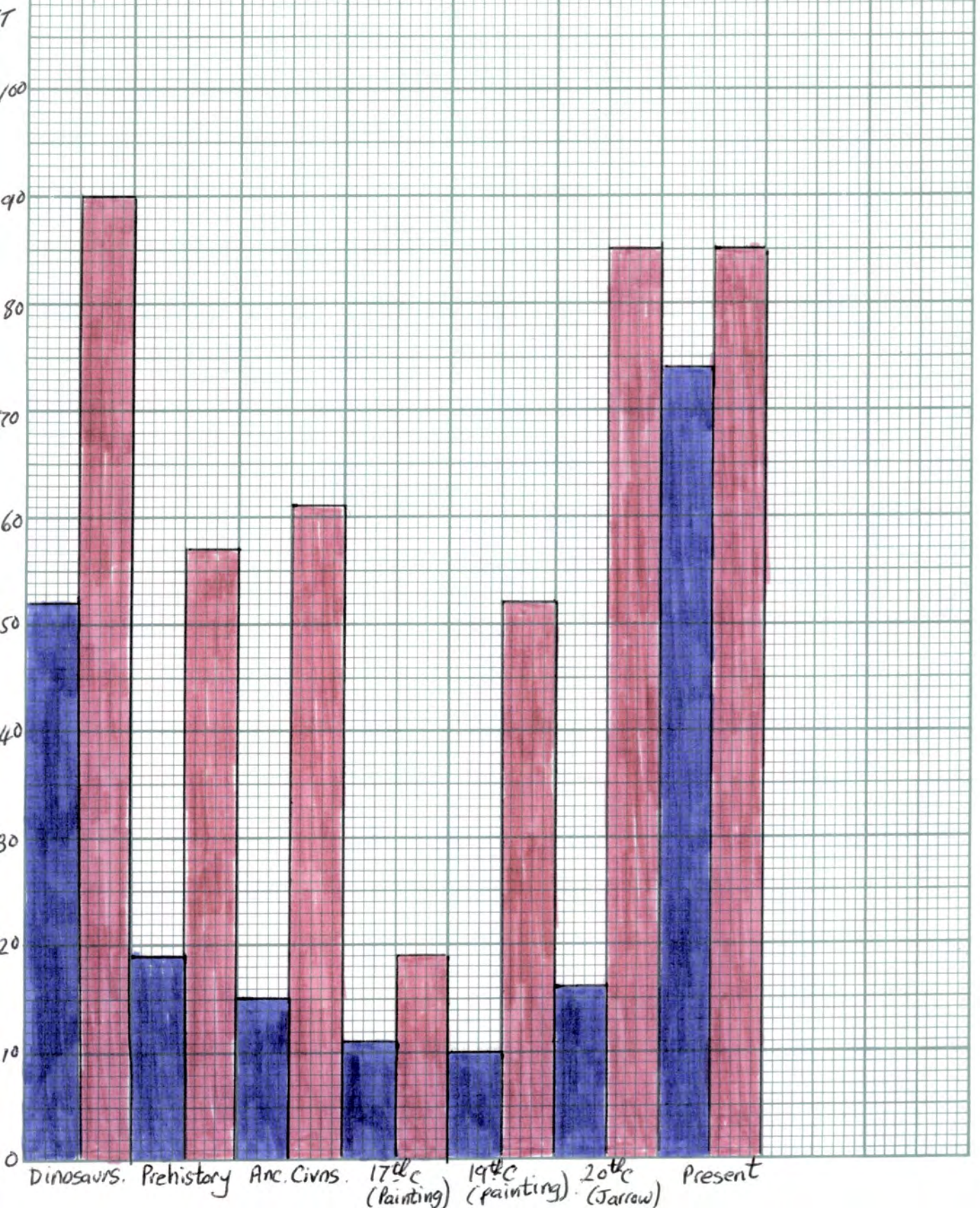
Correct date

Year 1 'B' Band N.25 Picture Authenticity Test 1(e)



Recognition █
Correct date █

Year 2 'B' Band N.21 Picture Authenticity Test 1(e)



Recognition █
Correct date █

Year 3 'B' Band N.24 Picture Authenticity Test 1(e)

2
1

100

90

80

70

60

50

40

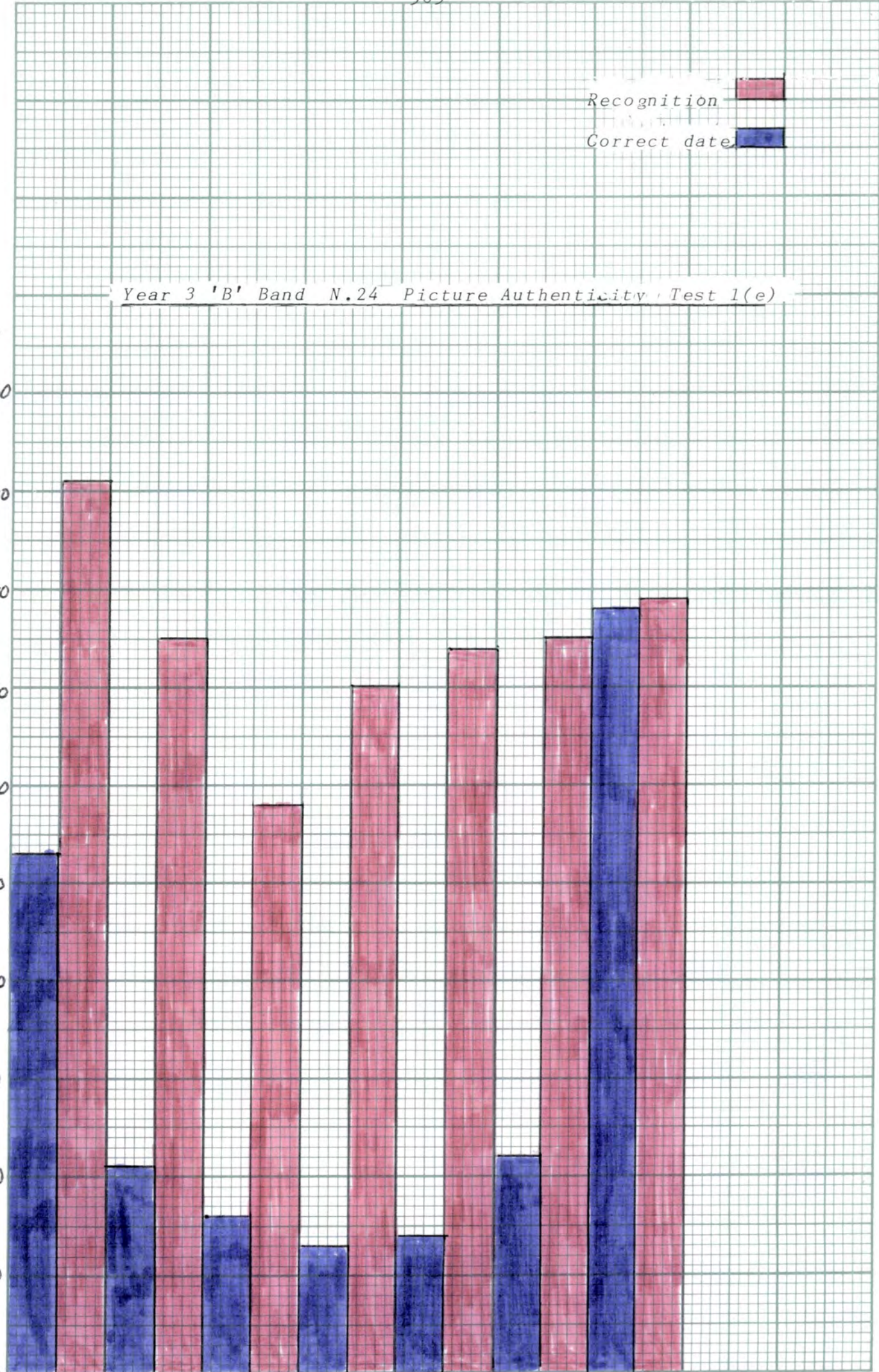
30

20

10

0

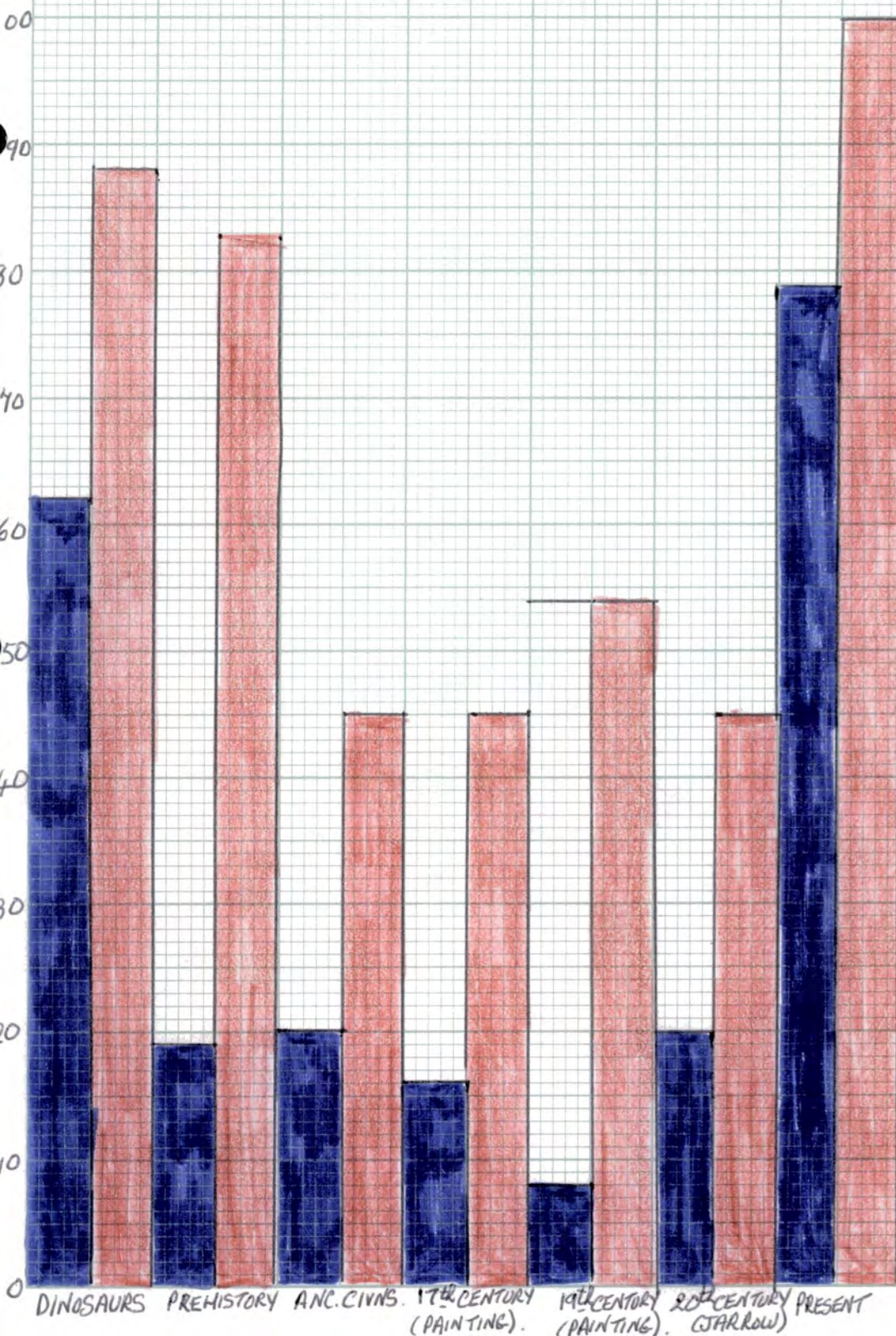
DINOSAURS PREHISTORY ANC. CIVNS 17thc 19thc 20thc PRESENT
(PAINTING) (PAINTING) (JARROW)



Recognition

Correct date

Year 1 'A' Band N.24 Picture Authenticity Test 1(e)

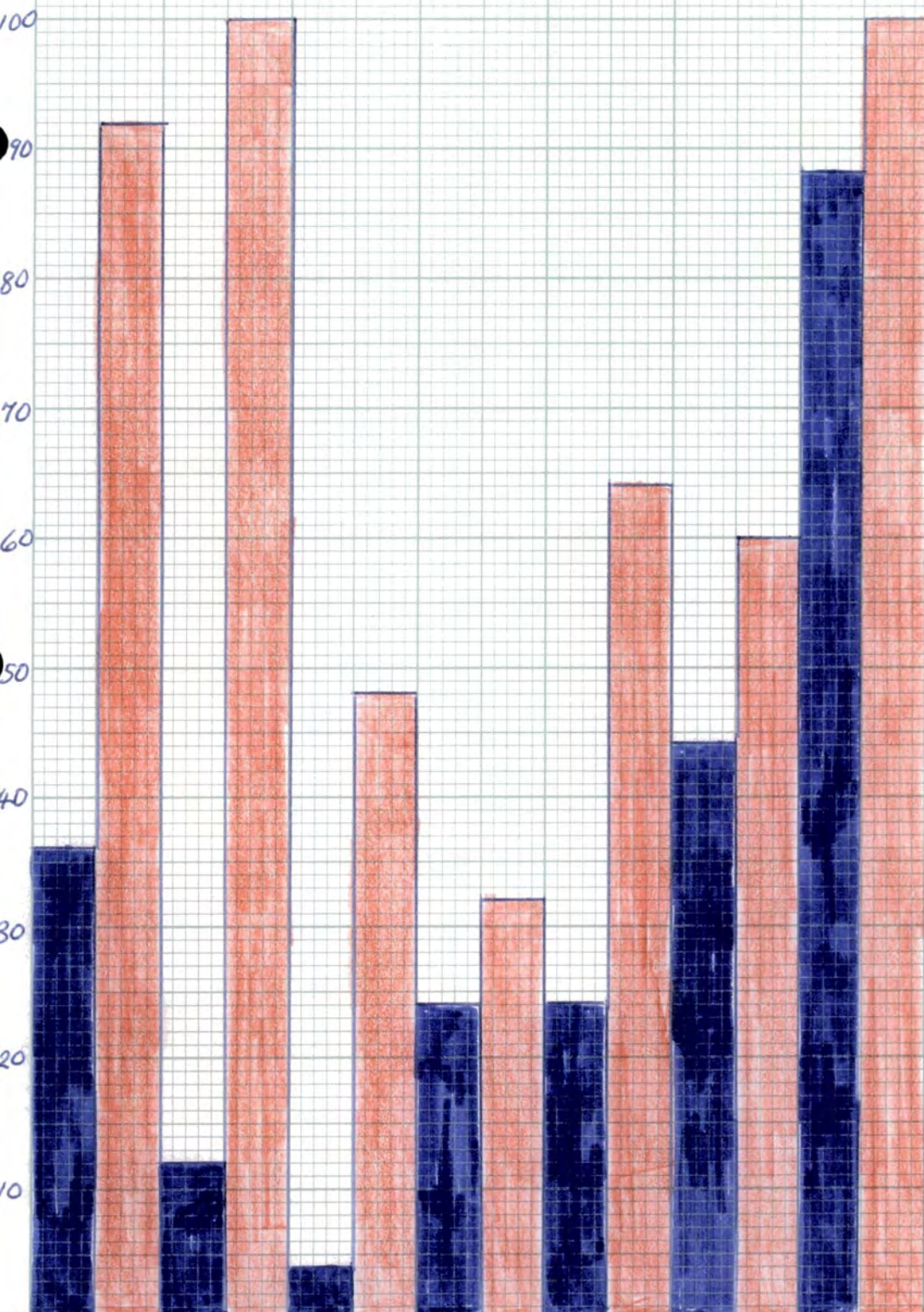


Recognition

Correct date

Year 2 'A' Band N.25 Picture Authenticity Test 1(e)

PERCENT



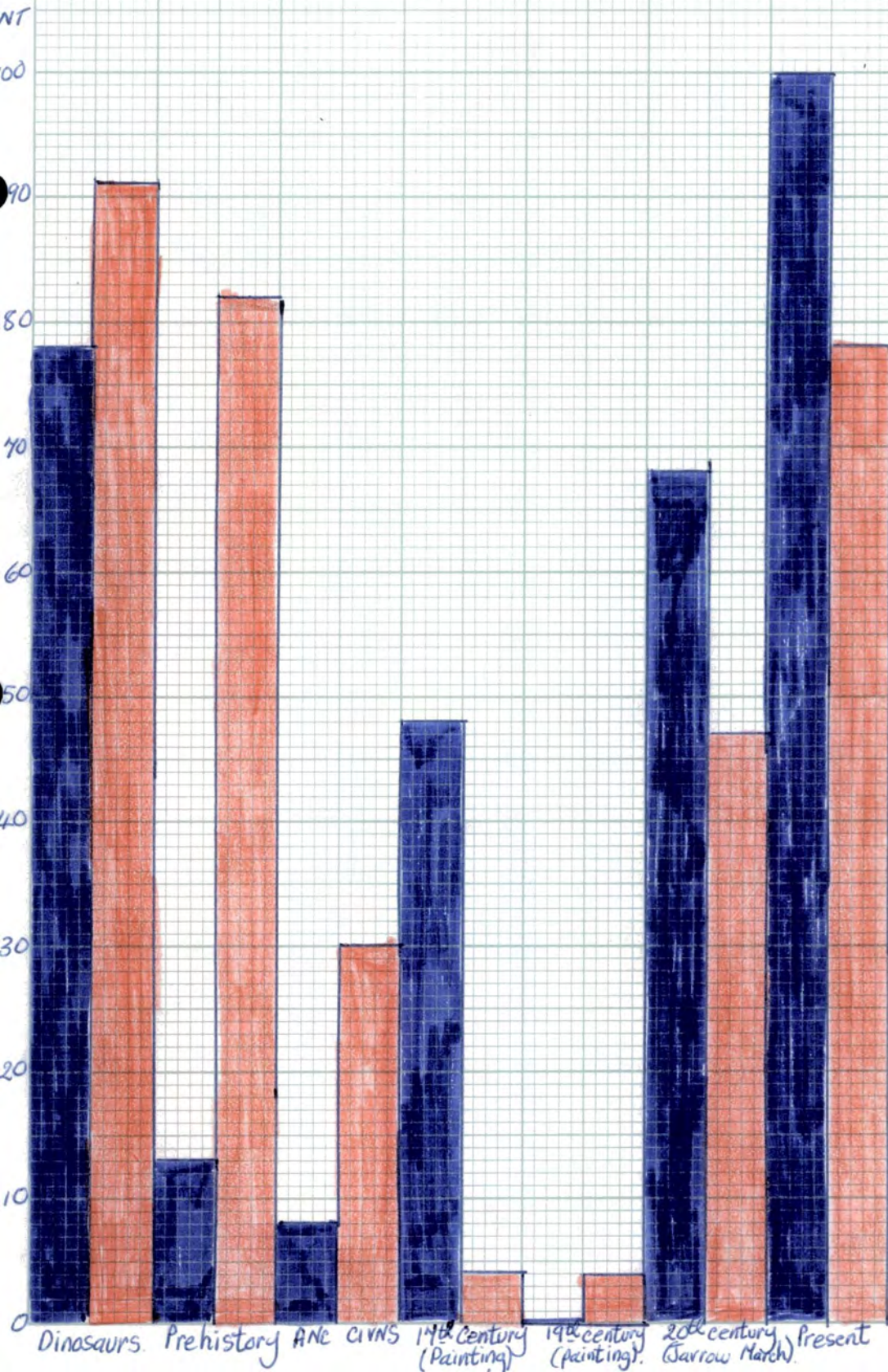
DINOSAURS. PREHISTORY ANC CIVILS 17th CENTURY (PAINTING) 19th CENTURY (PAINTING) 20th CENTURY (JARROW MARCH). PRESENT

Recognition

Correct date



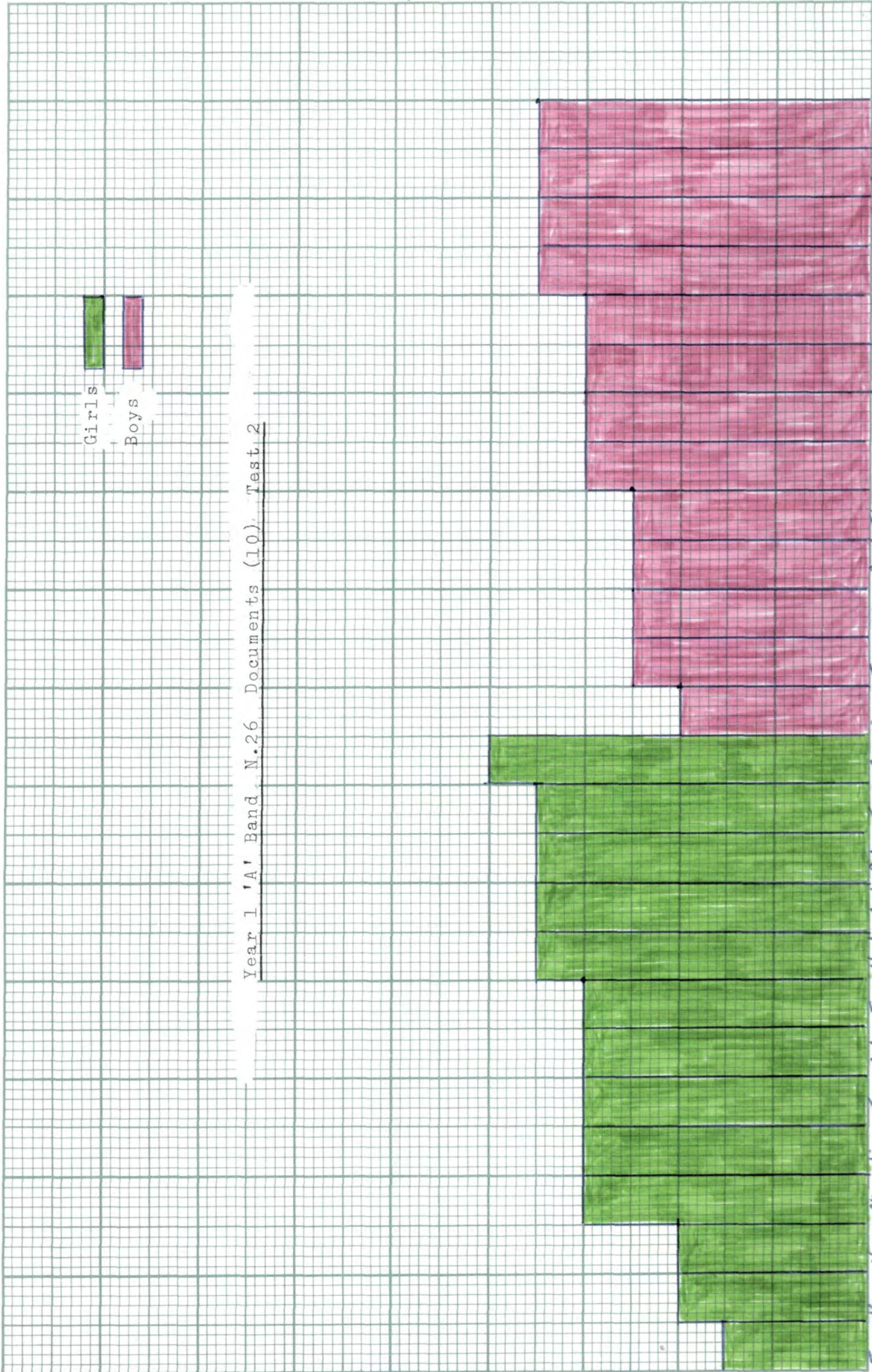
Year 3 'A' Band N.23 Picture Authenticity Test 1(e)

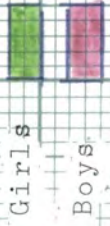


Girls
Boys

Year 1 'A' Band N.26 Documents (10) Test 2

Correctly Classified





Year 2 'A' Band N.20 Documents (10) Test 2

Correctly Classified

0

1

2

3

4

5

6

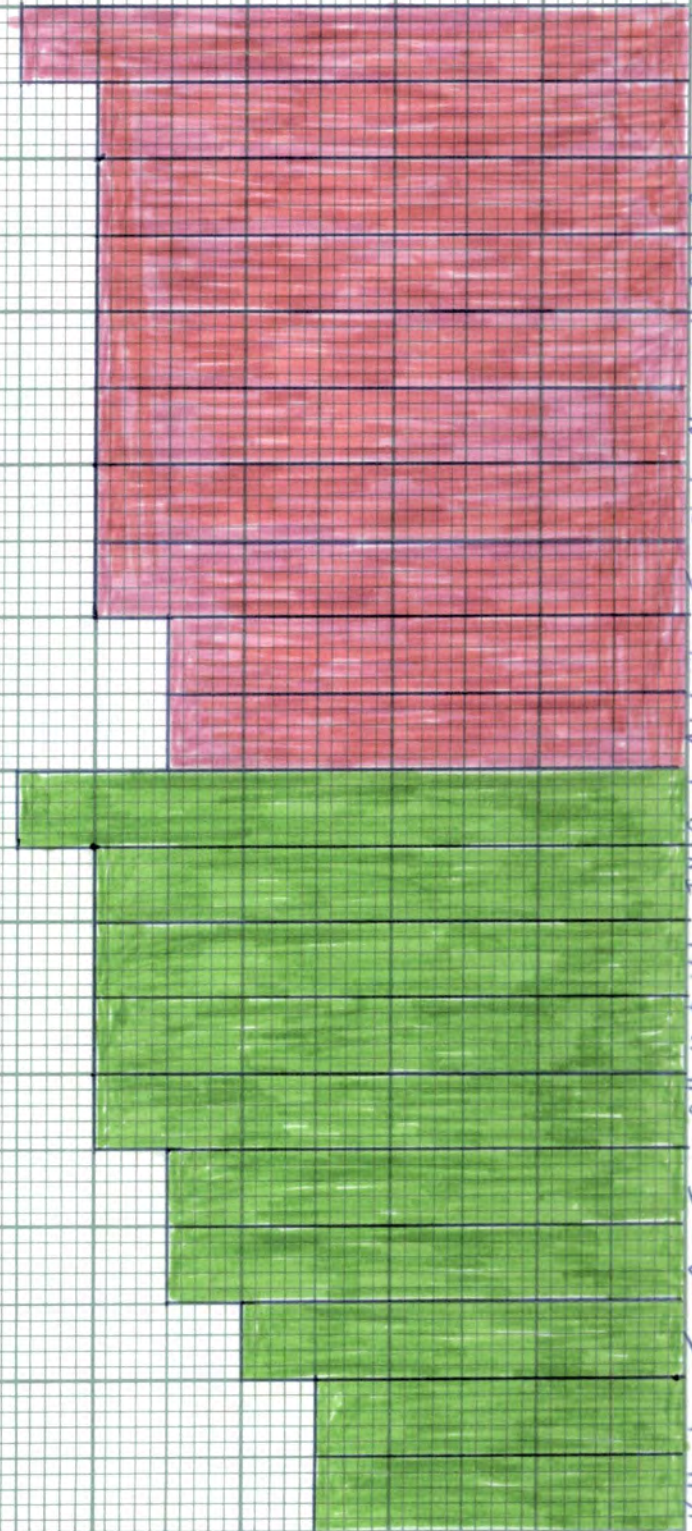
7

8

9

10

Kelly Lisa Tracy Dawn Joanne Ceth Kirsty Helen Jill Sarah Rajesh Steven Jon Stephen Alan Mark Andy Rob Gary Martin



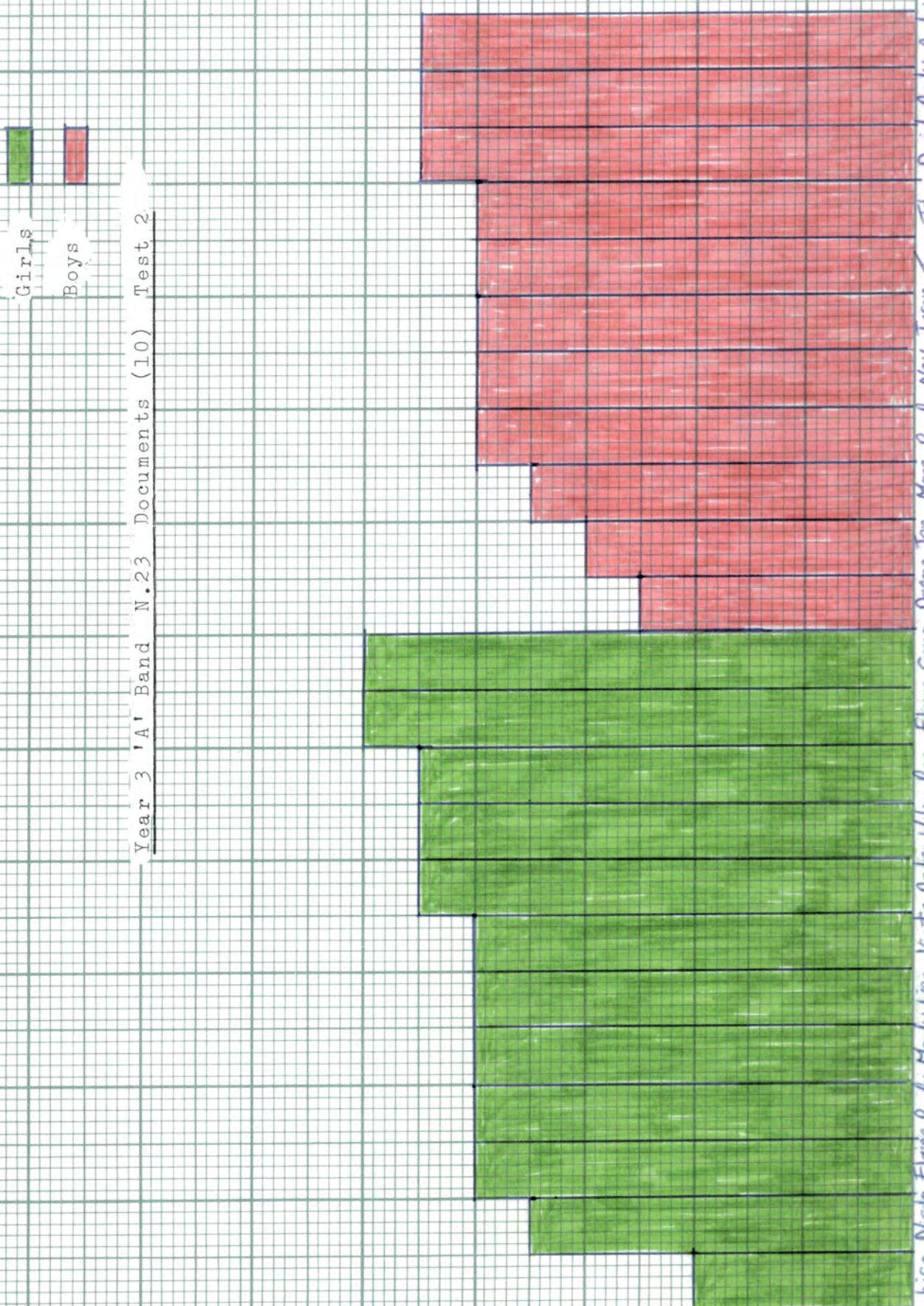
Girls
Boys

Year 3 'A' Band N.23 Documents (10) Test 2

Correctly Classified

0 1 2 3 4 5 6 7 8 9 10

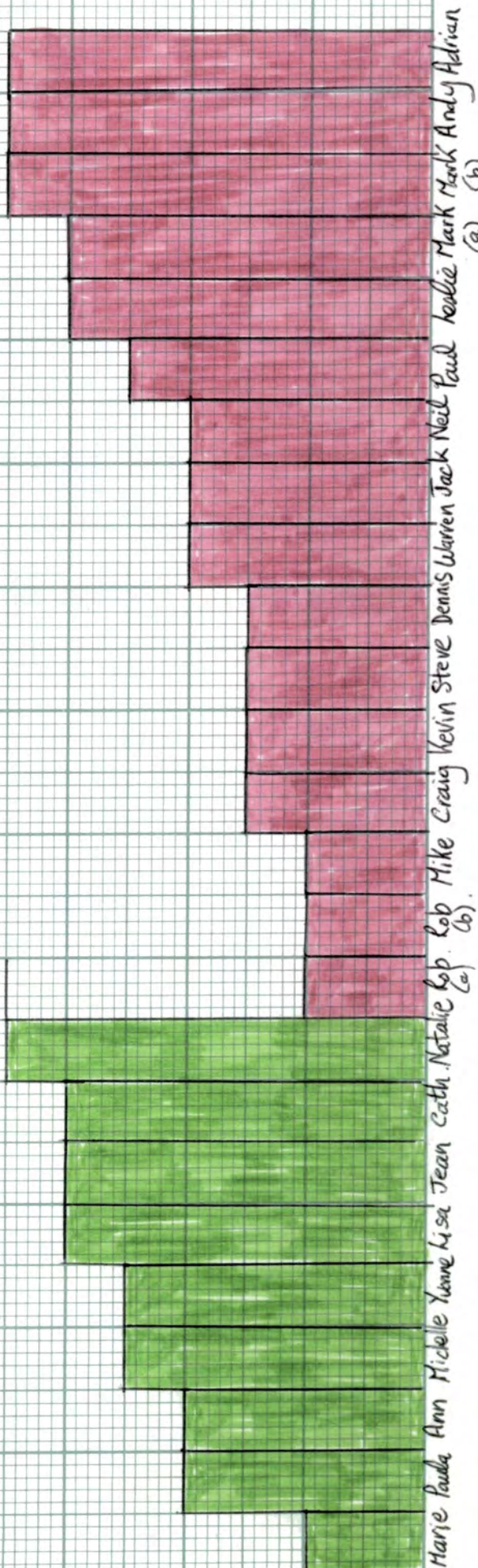
Misa (b) Nicola Elaine Paula Mandy Lisa (b) Kristie Andrea Helen Rae Elaine Sara Darren Jon Marc Paul Nev. Jason Tim John David Andy Andy (a) (b)



Girls
Boys

Year 1 'B' Band N.2.5 Documents (10) Test 2

Correctly classified.



Marie Paula Ann Michelle Yvonne Lisa Jean Cath Natalie Bob Mike Craig Kevin Steve Dennis Warren Jack Neil Paul Kodie Mark Mark Andy Adrian (a) (b)

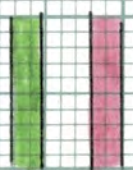
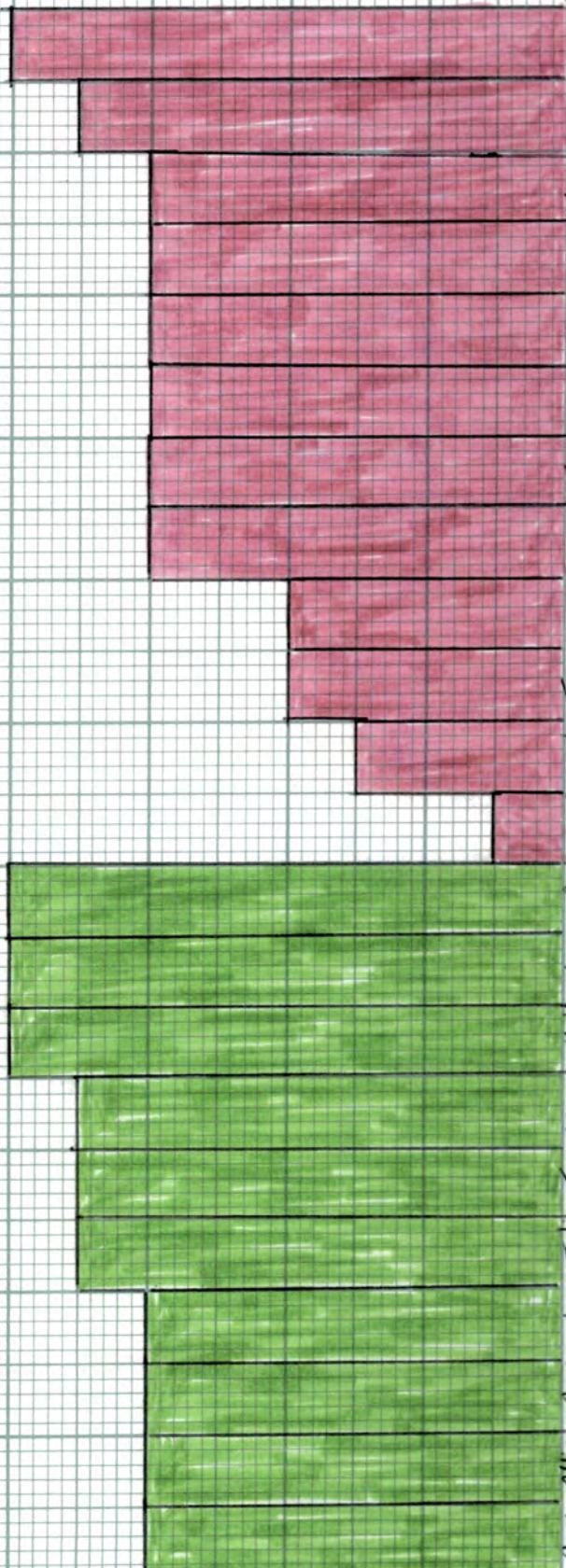
Year 2 'B' Band N.22 Documents (10) Test 2

Girls
Boys

Correctly Classified

0 1 2 3 4 5 6 7 8 9 10

Bev Allison Corinna Lisa Julie Tracy Donna Nath Maxine Pauline Alfie Colin Jason Darren Paul Tony Ian Steve Gareth Damien Craig David
(a) (b)



Correctly Classified.

0

1

2

3

4

5

6

7

8

9

10

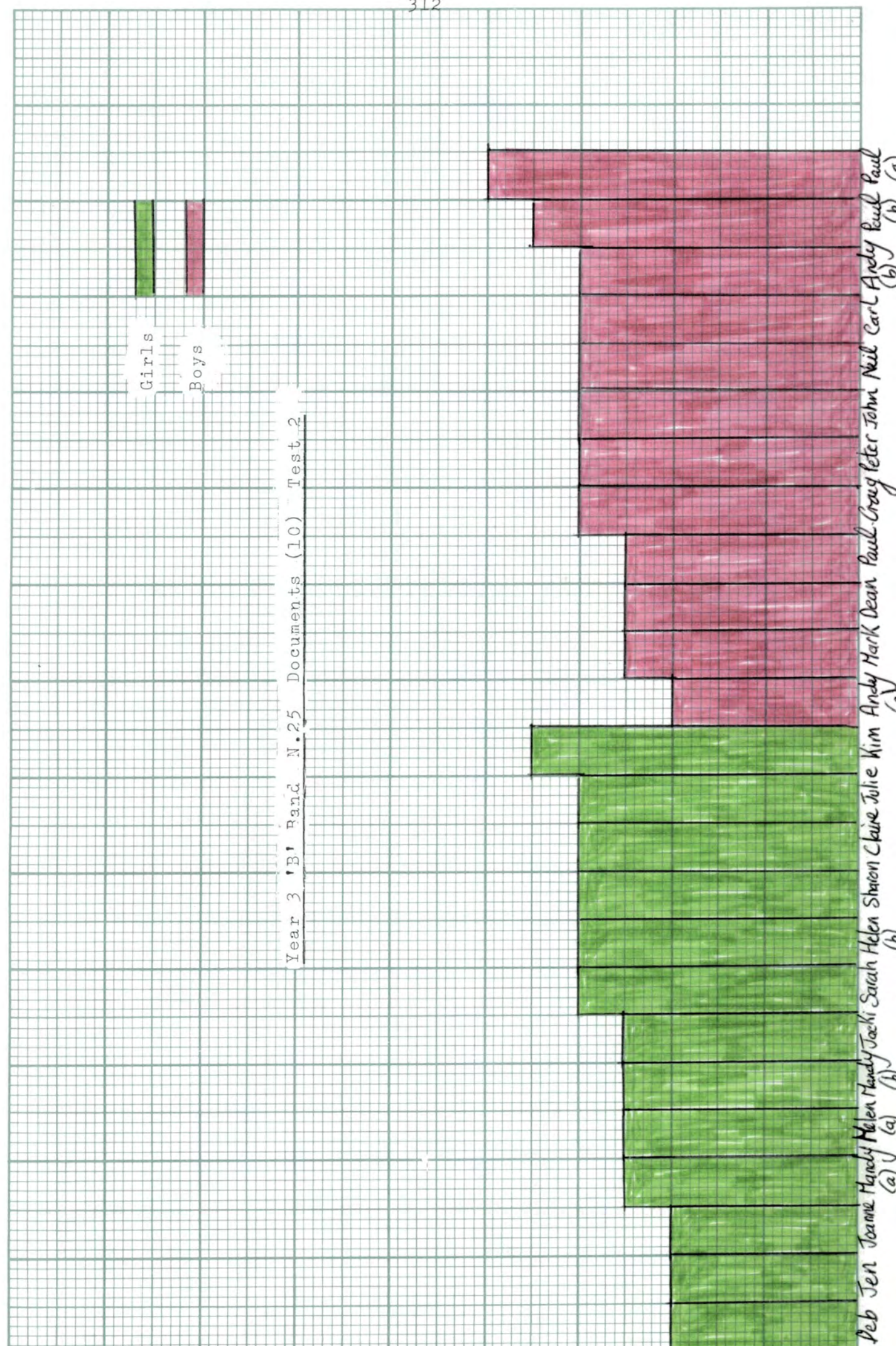
Year 3 'B' Rand N.25 Documents (10) - Test 2

Girls

Boys



- Deb
- Jen
- Joanne
- Mandy (a)
- Mandy (a)
- Helen (a)
- Mandy (b)
- Joaki
- Sarah
- Helen (b)
- Sharon
- Claire
- Julie
- Kim
- Andy (a)
- Mark
- Dean
- Paul
- Craig
- Peter
- John
- Neil
- Carl
- Andy (b)
- Andy (b)
- Paul (a)
- Paul (b)
- Paul (a)



Year 1 Remedial

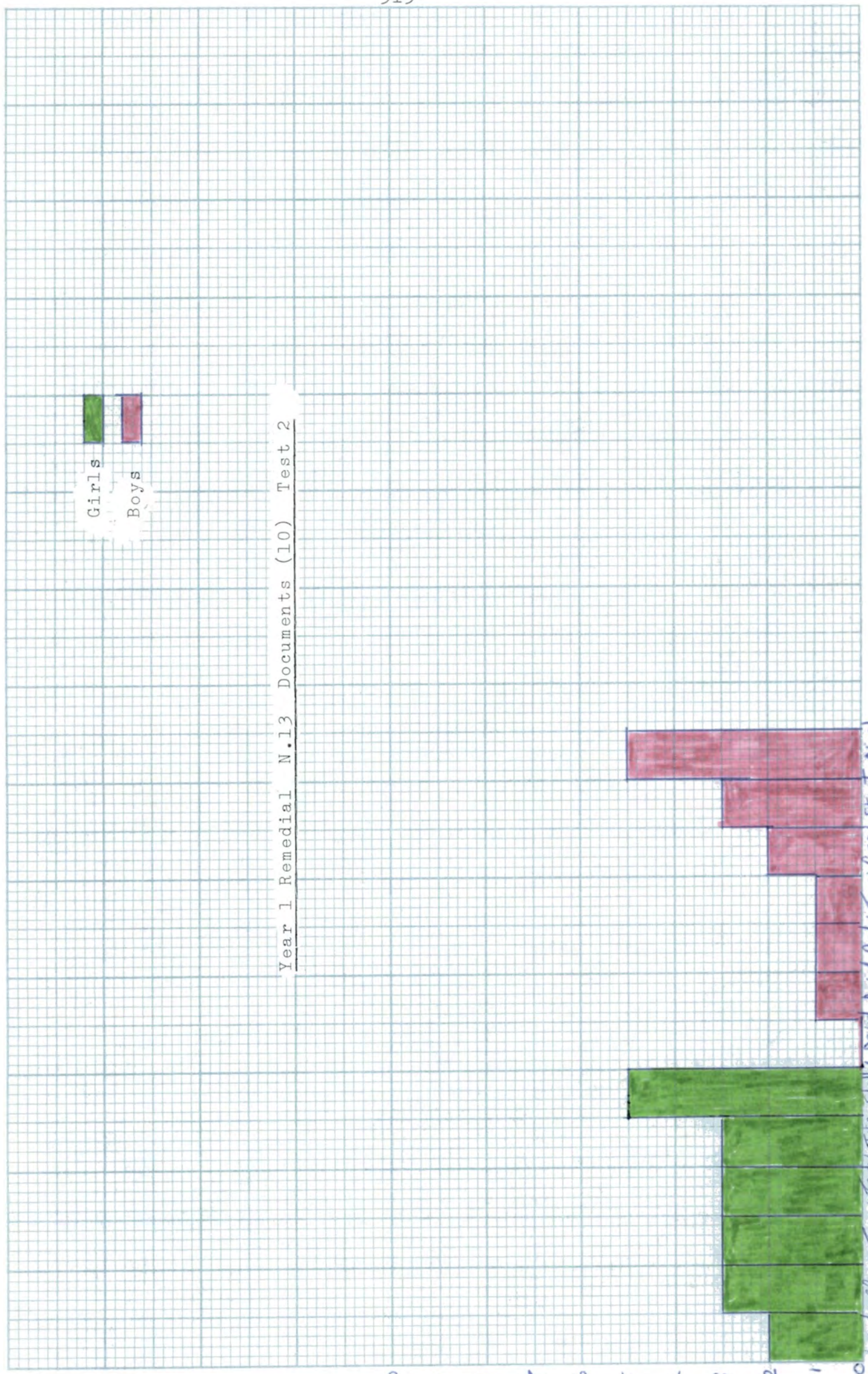
Documents (10)

ms

Girls
Boys

Year 1 Remedial N.13 Documents (10) Test 2

Correctly Classified



Lynda Clare Tracy Tracy Julie Skilly David David Andy Tony Gary Stuart Nigel

Girls
Boys

Year 2 Remedial N.12 Documents (10) Test 2

Correctly Sequenced

0 1 2 3 4 5 6 7 8 9 10



Warm Chris Lisa Julie Lee Justin Craig Darren Jason David Neal Nigel

N.8. Test 2.

Documents (10)

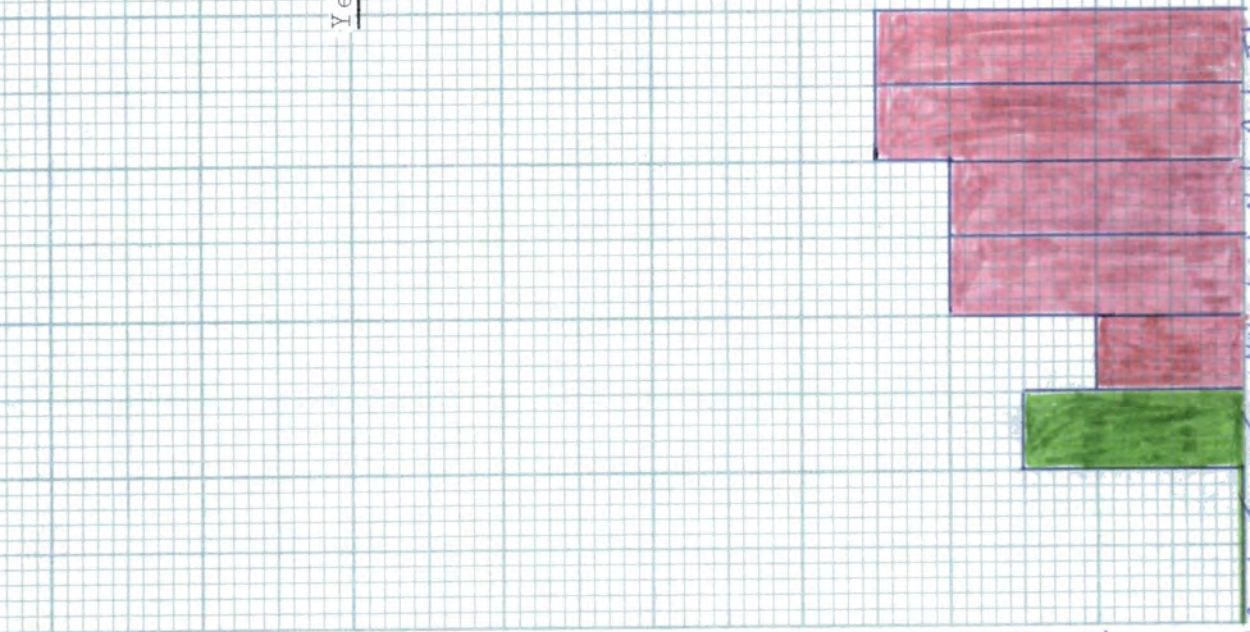
Year 3 Remedial

Girls
Boys

Year 3 Remedial N.8 Documents (10) Test 2

Correctly Classified

0
1
2
3
4
5
6
7
8
9
10
Angela Tracy Tracy Mike Leigh Neale Andy John



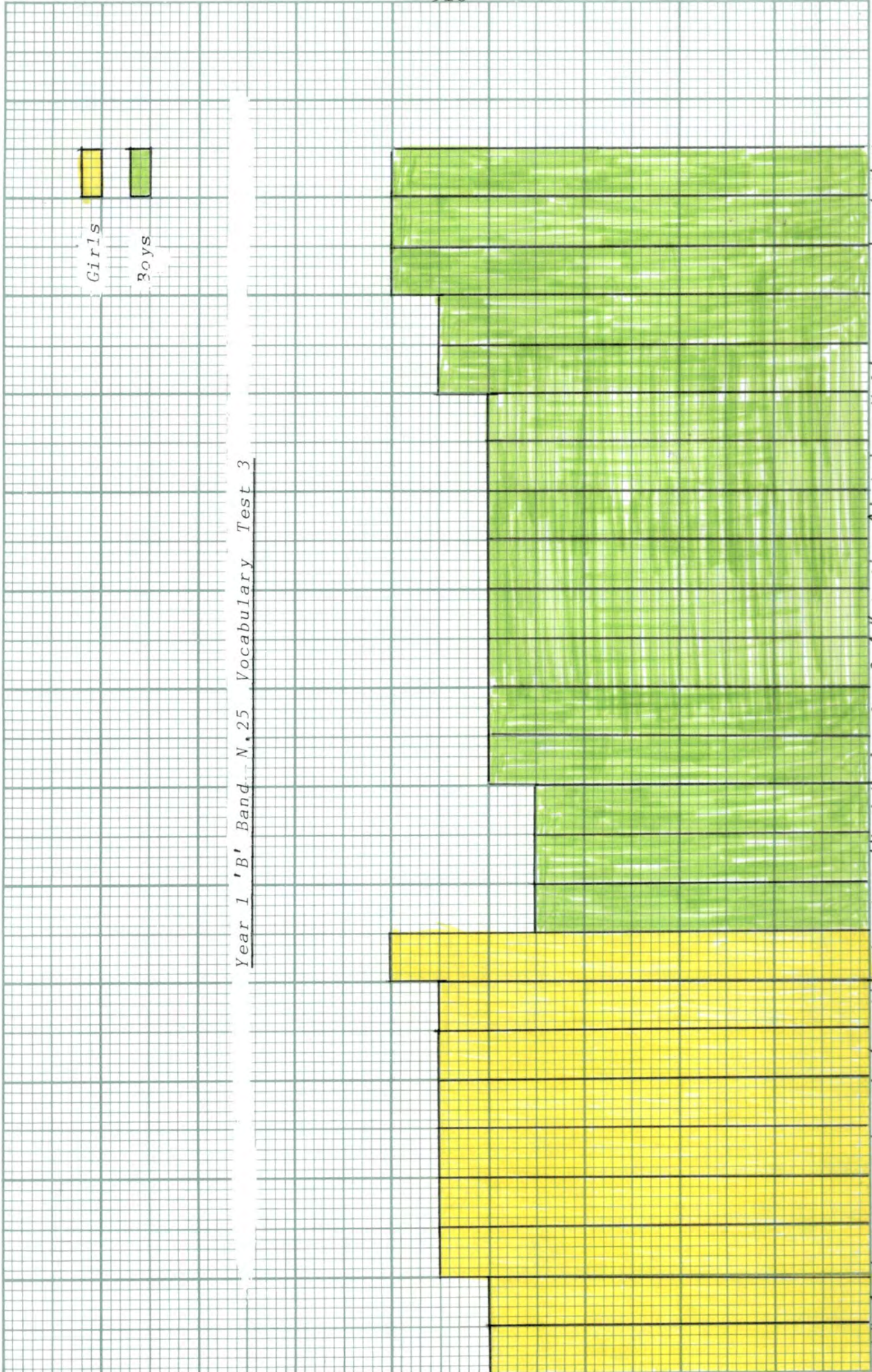
Girls

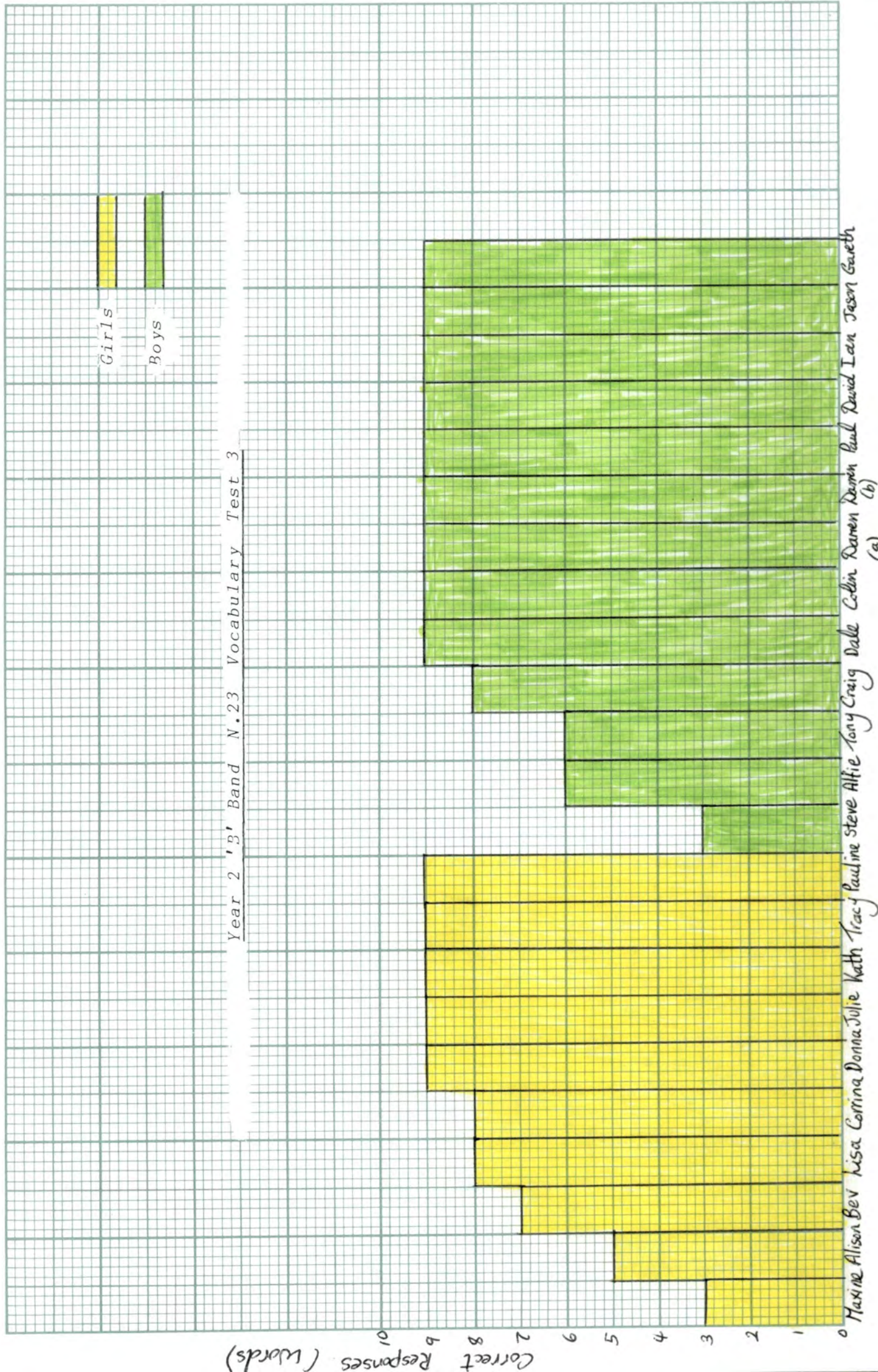
Boys

Year 1 'B' Band N. 25 Vocabulary Test 3

Correct Responses (Words)

Michelle Ann Lisa Jean Paula Cath Yvonne Natalie Marie Jason Mike Mark Warren Craig Paul Kevin Steve Rob Leslie Neil Adrian Dennis Andy Jack Mark





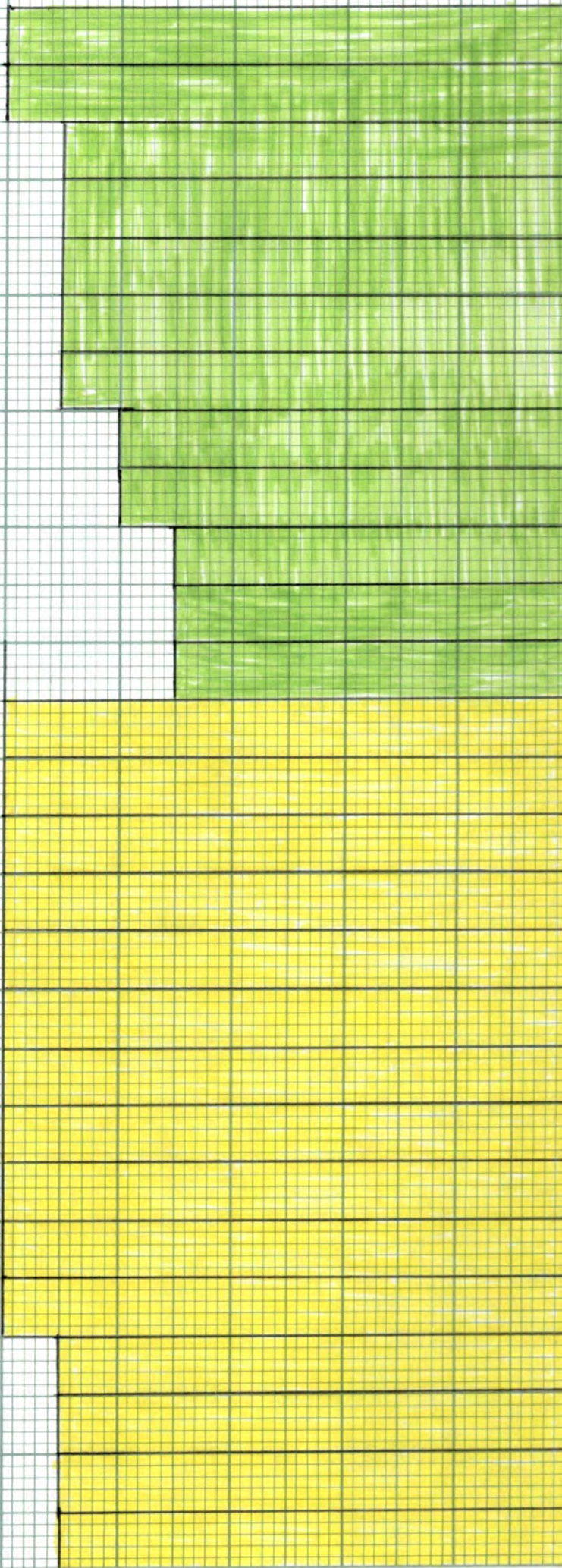
N27

Girls

Boys

Year 3 'B' Band N.27 Vocabulary Test 3

Correct Responses (words)



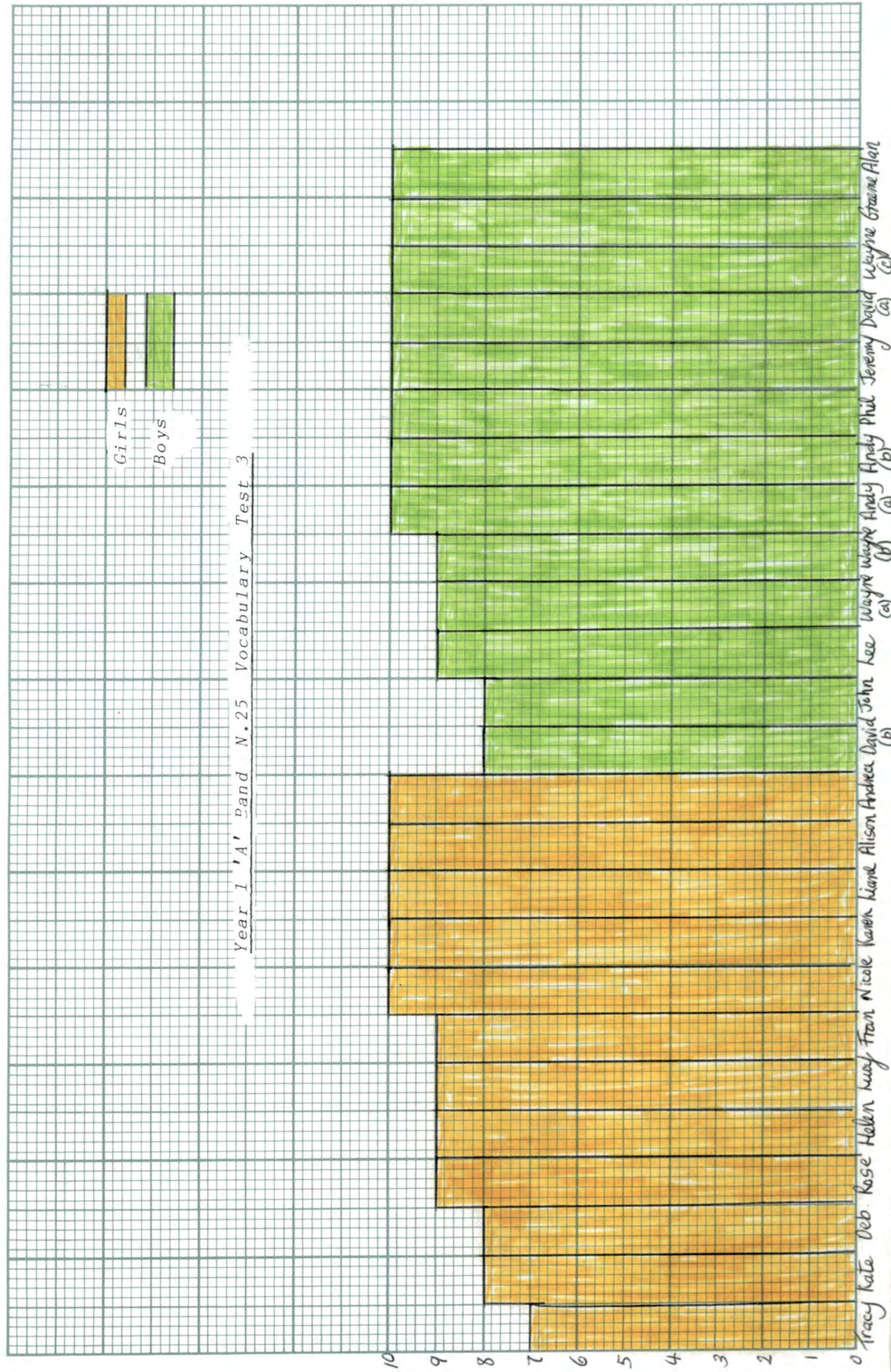
Claine Kim (b)
 Jen (a)
 Joanne (a)
 Mandy (a)
 Deb (a)
 Helen (a)
 Sarah (a)
 Helen (a)
 Sharon (a)
 Claire (a)
 Mandy (b)
 Julie (a)
 Julie (b)
 Jacki (b)
 Mark (a)
 Dean (a)
 Carl (a)
 Paul (b)
 Andy (b)
 Craig (a)
 Andy (a)
 Neil (a)
 John (a)
 Peter (a)
 Paul (b)

Test 3

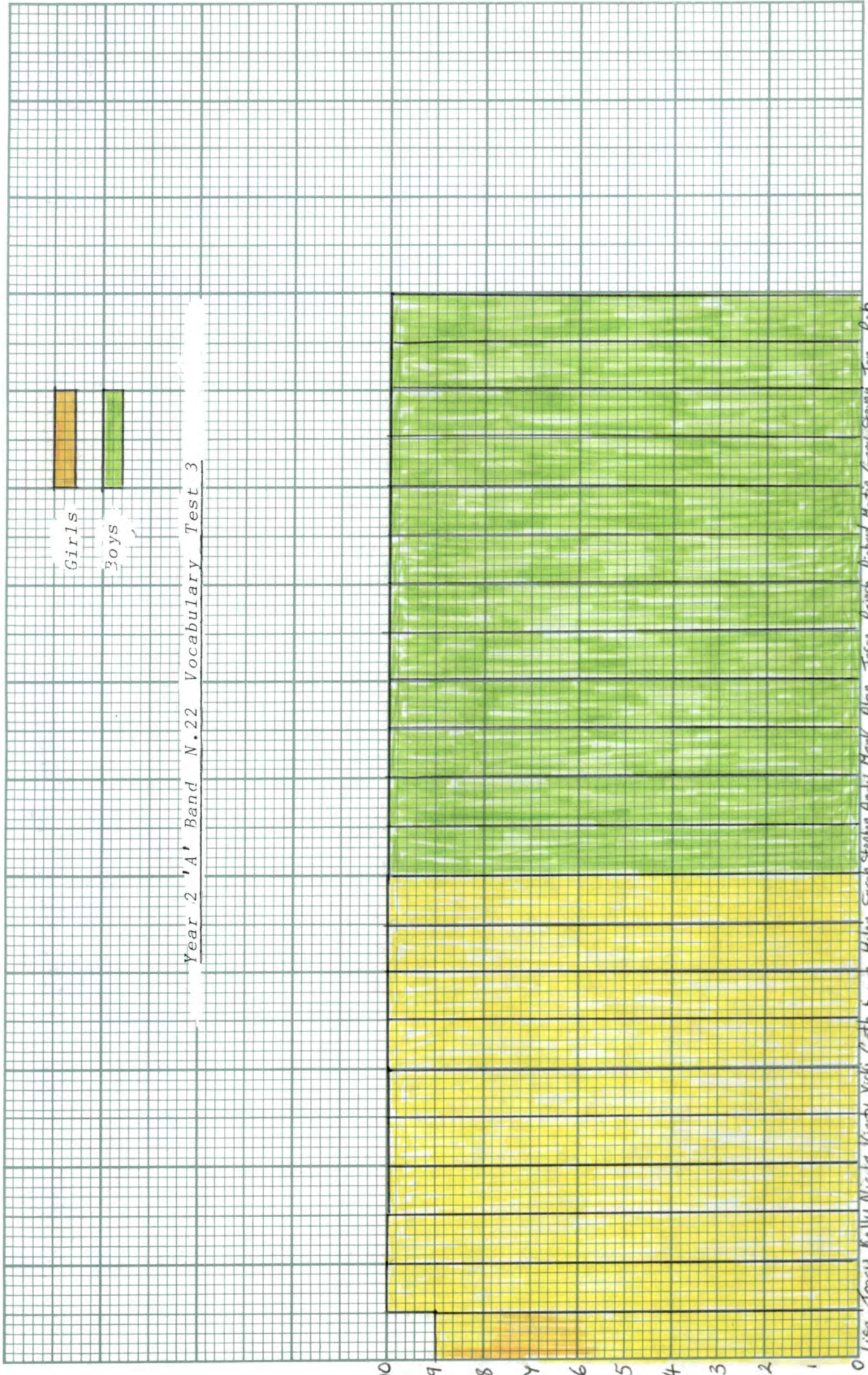
N.25.

Vocabulary

Year 1 A Band



Test 3



Year 2 'A' Band N.22 Vocabulary Test 3

Lisa Tracy Kelly Nicola Kirsty Vicki Cath Dawn Helen Sarah Stephen Andy Mark Alan Jason Rajesh Richard Martin Gary Steven Jon Rob

Words

N.2.1. Test 3

Vocabulary

A Band

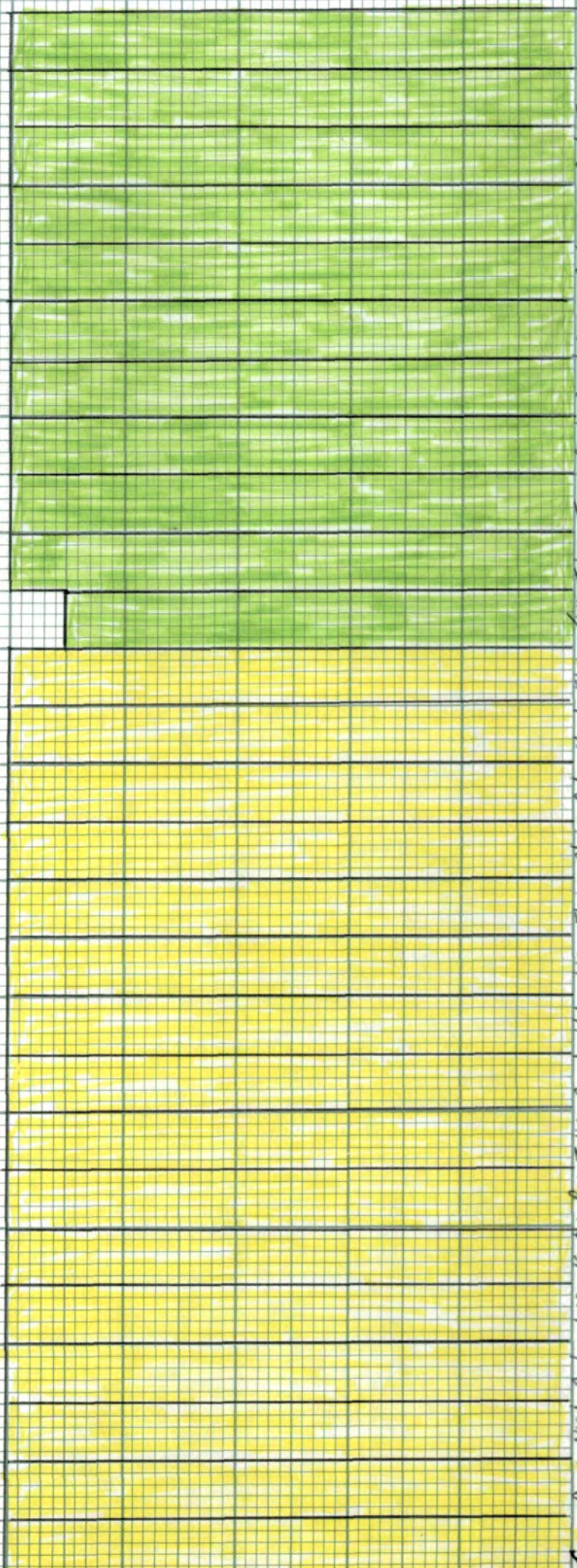
Year 3



Year 3 'A' Band N.27 Vocabulary Test 3

Words

10
9
8
7
6
5
4
3
2
1
0

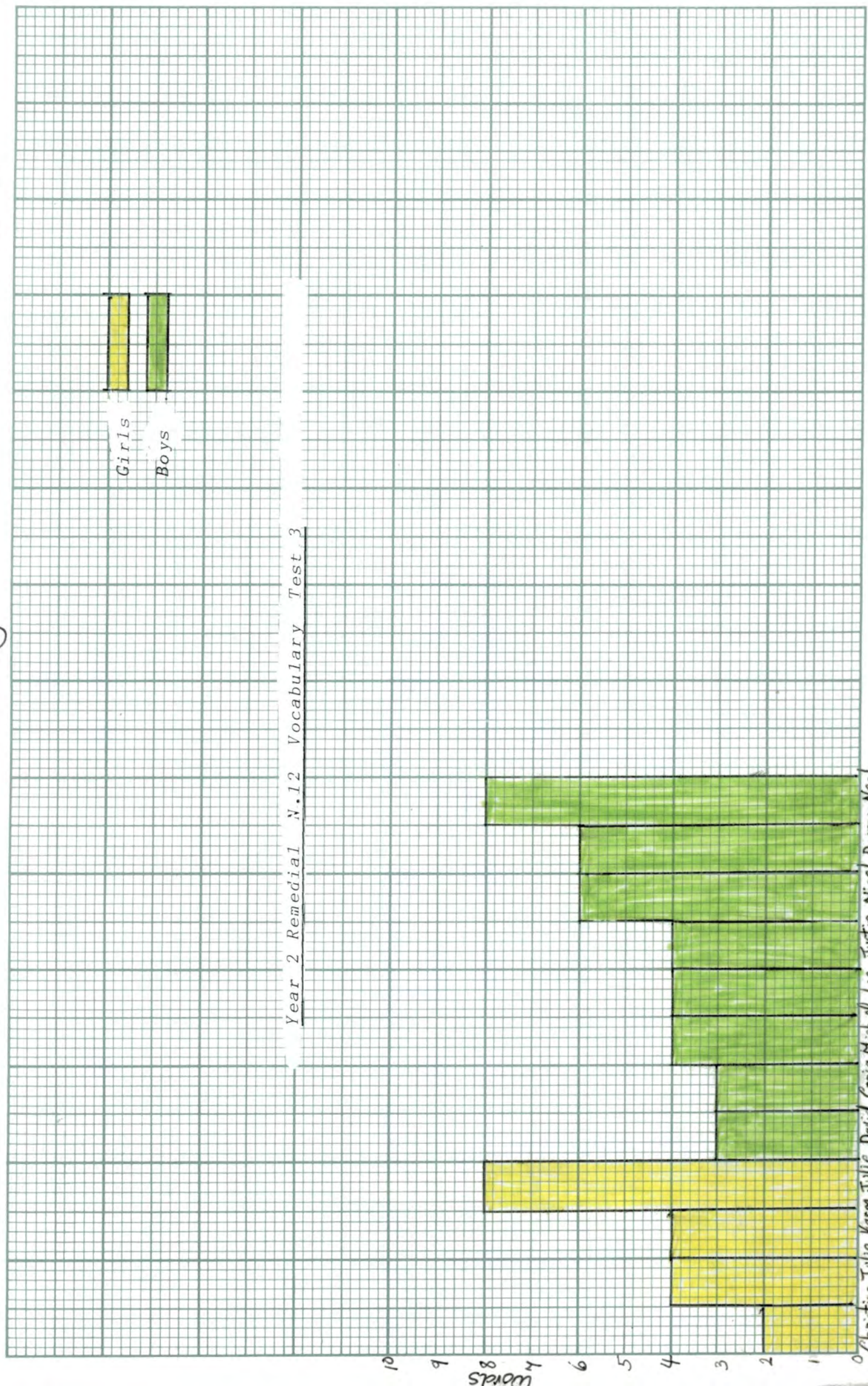


Bana Dawn Nicola Andreas Misa (a) Kirstie Rae Julie Angela Helen Misa (b) Elaine (a) Claire Deb Mandy Elaine (b) Children Jon Jon Paul David Darreen Andy Nev Andy Jason Marc

N.12. Test 3

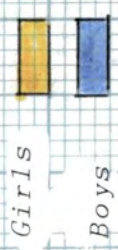
Vocabulary.

Year 2 (Remedial).



Year 1 'A' Band Objects (12)

Girls
Boys



Year 1 'A' Band N.24 Objects (12) Test 6(a)

Objects Classified

12

11

10

9

8

7

6

5

4

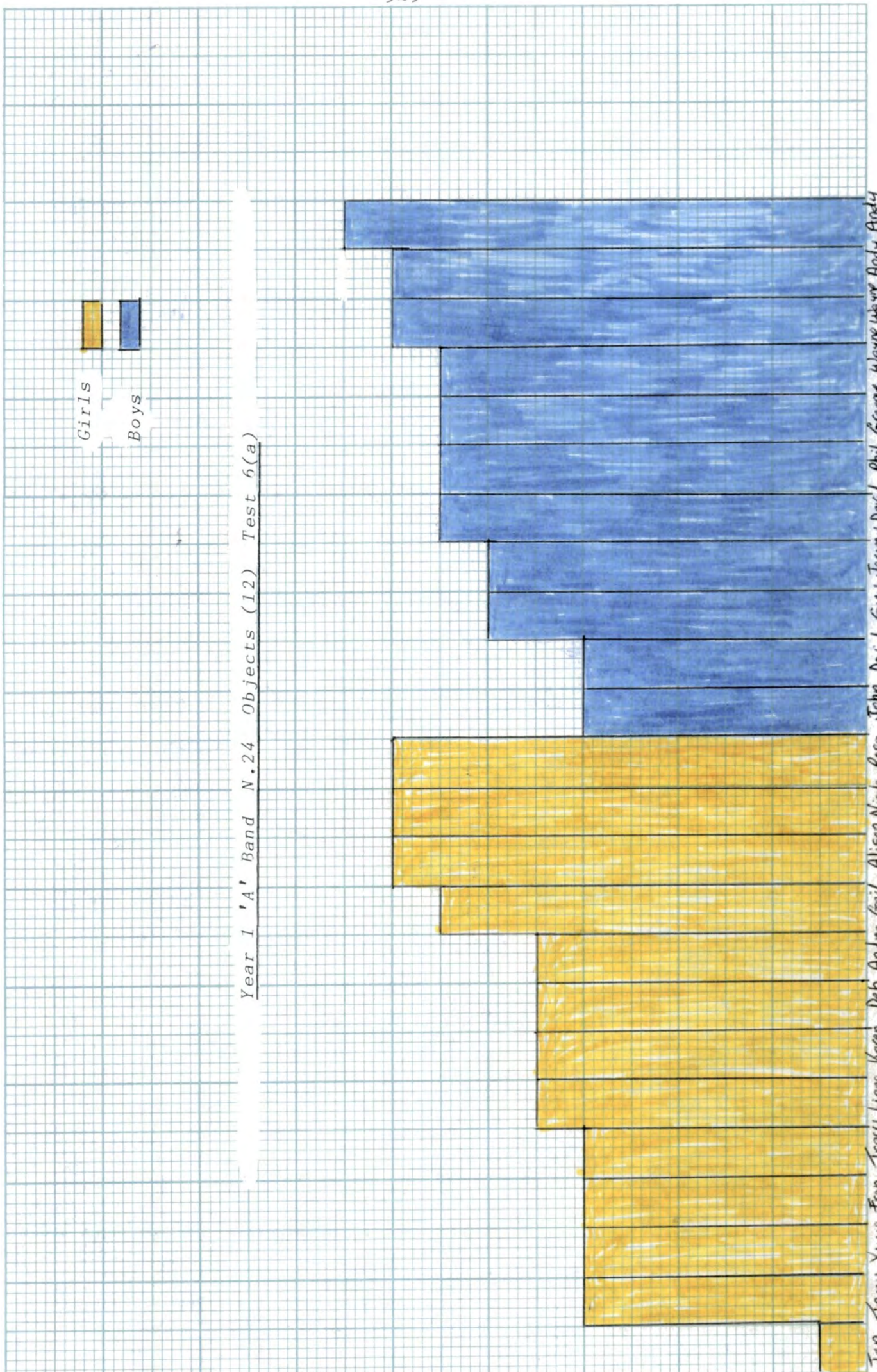
3

2

1

0

Jan Tracy Yvonne Fran Tracy Heane Karen Deb Andrea Gail Alison Nicole Rose John David Gary Jeremy David Phil Graeme Wayne Wayne Andy Andy



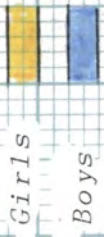
Year 2 'A' Band

Objects (12)

Year 2 'A' Band

N.24 Test 6(a)

Girls
Boys



Year 2 'A' Band N.24 Objects (12) Test 6(a)

Objects Classified

12

11

10

9

8

7

6

5

4

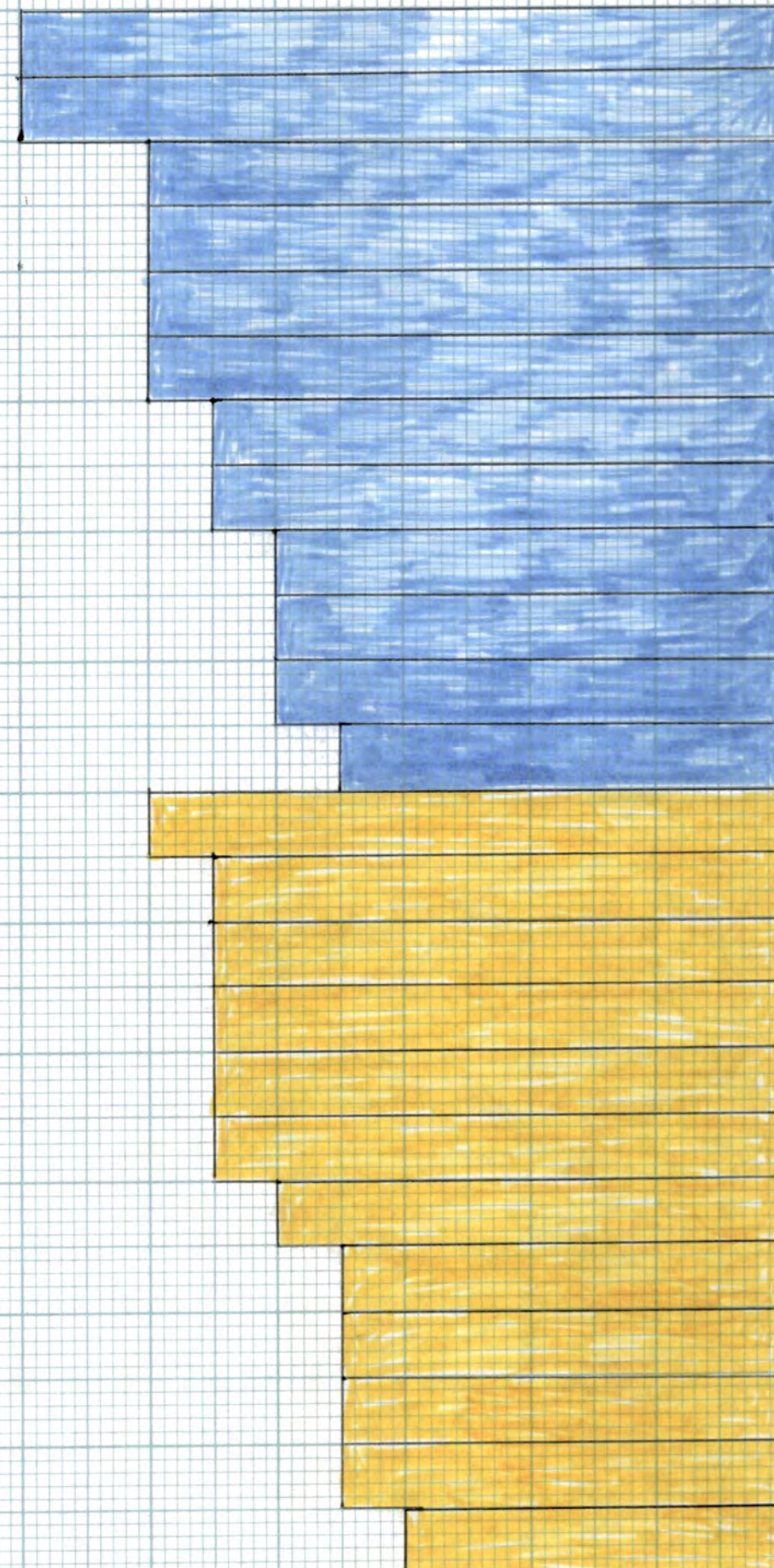
3

2

1

0

Bill Dawn Jill Tracy Kelly Cath Nicola Kirsty Helen Sarah Lisa Vicky Stephen Steven Rajsh Andy Martin Jason Jon Rob Richard Gary Alan Mark



Test 6(a)

N.24

Objects (12)

Year 3 'A' Band

Girls
Boys

Year 3 'A' Band N.24 Objects (12) Test 6(a)

Objects Classified

12

11

10

9

8

7

6

5

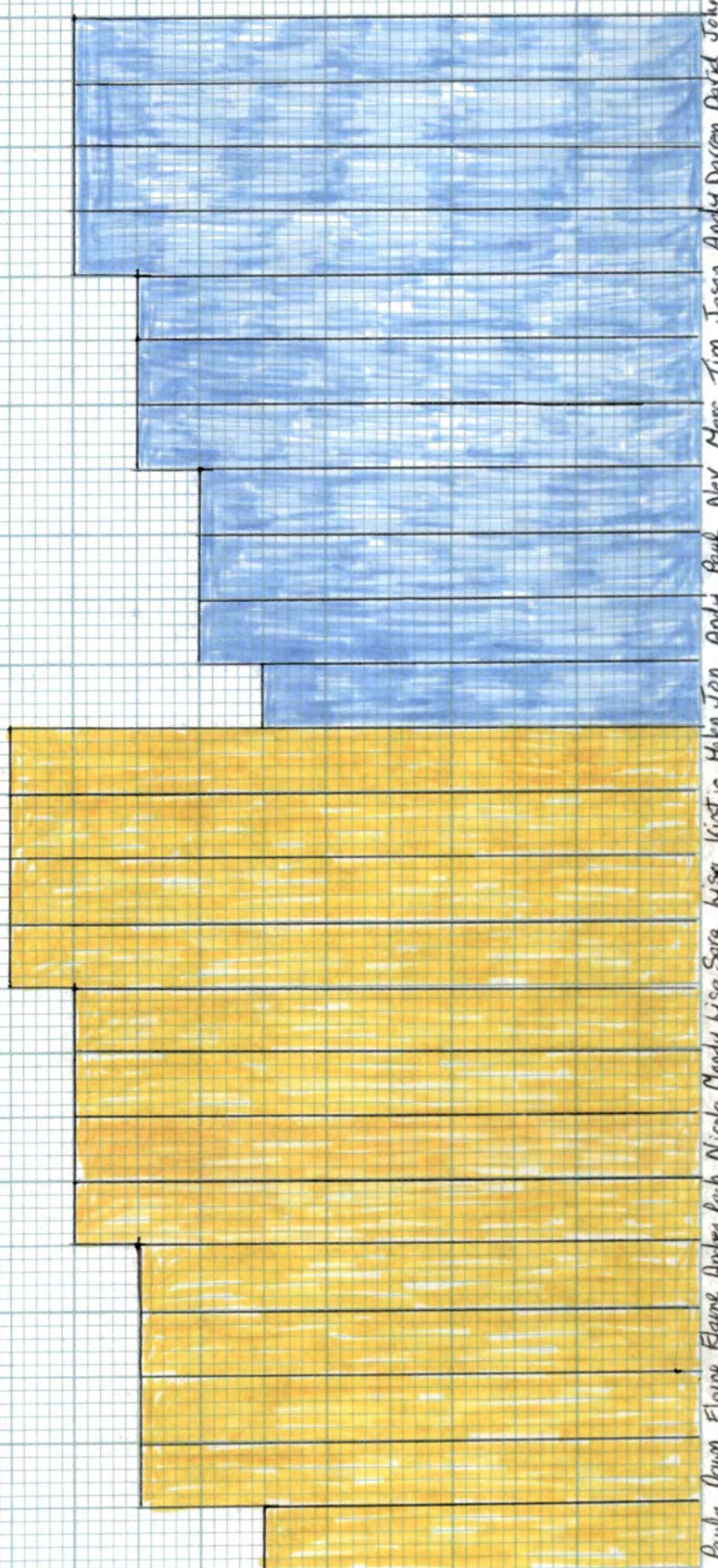
4

3

2

1

0

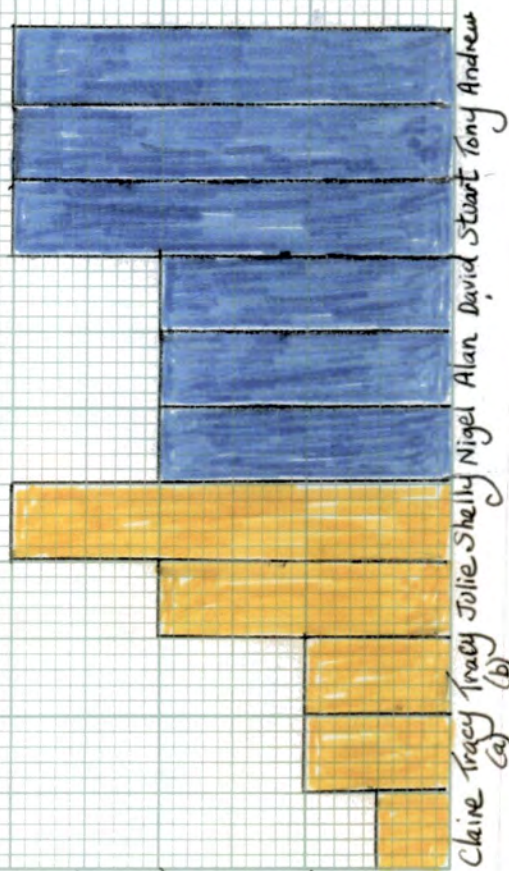


Paula Dawn Elaine Elaine Andrea Andrea Nicola Mandy Sara Sara Kirstie Helen Jon Andy Paul Nev Marc Tim Jason Andy Davion David John

Girls
Boys

Year 1 Remedial N.11 Objects (12) Test 6(a)

objects identified. total classified



N.14. Test 6(a)

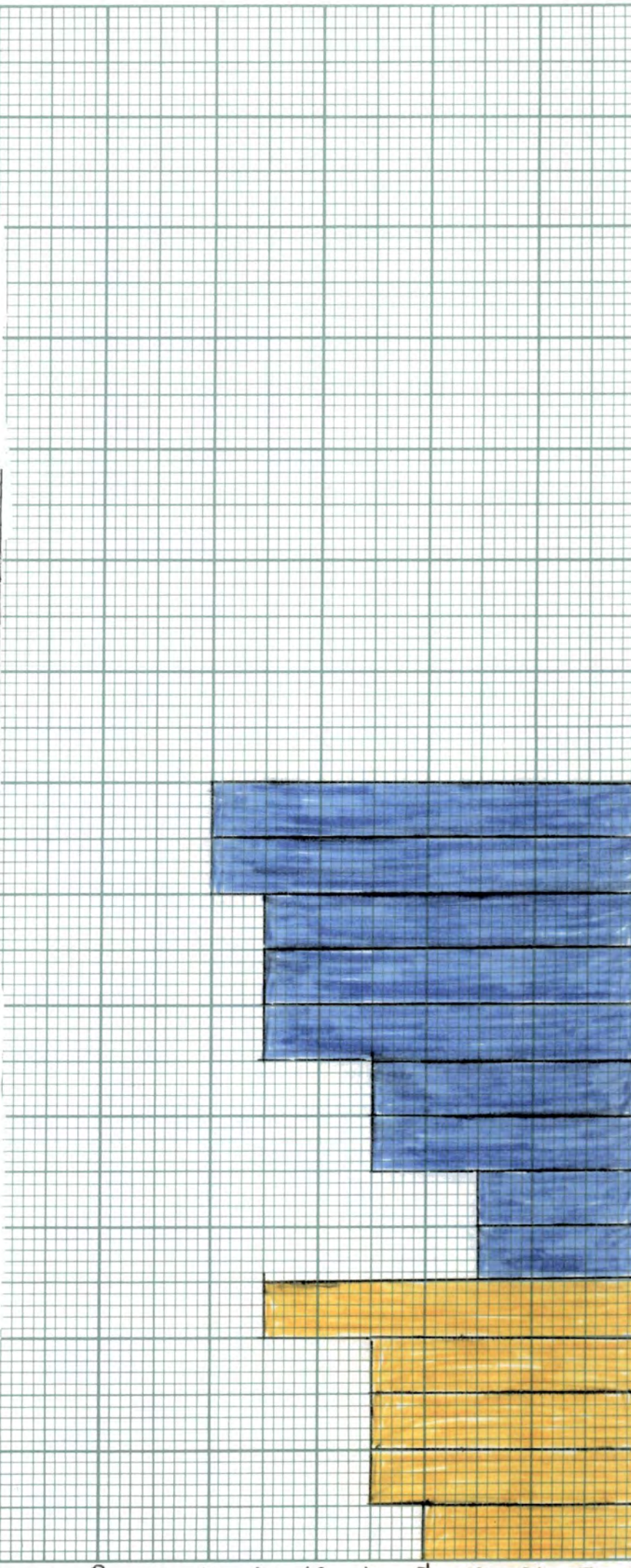
Objects (12)

Year 2 Remedial Pupils.

Year 2 Remedial N.14 Objects (12) Test 6(a)



Objects identified. data classified



0 Chris Julie Julie Karm Lisa Jim Michael Lee Nigel Craig Justin Darlen David Neal

Year 3 Remedial N.8 Objects (12) Test 6(a)

Girls
Boys

Objects identified. dated classified

12

11

10

9

8

7

6

5

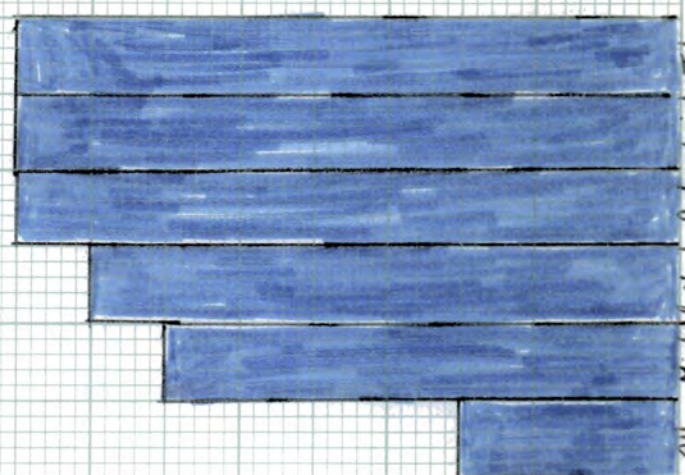
4

3

2

1

0



Angela Tracy Alban Michael Neale Andrew Heigh John

Correctly Identified

Correct date

Year 1 Remedial N.9 Objects Test 6(b)

T.

100

90

80

70

60

50

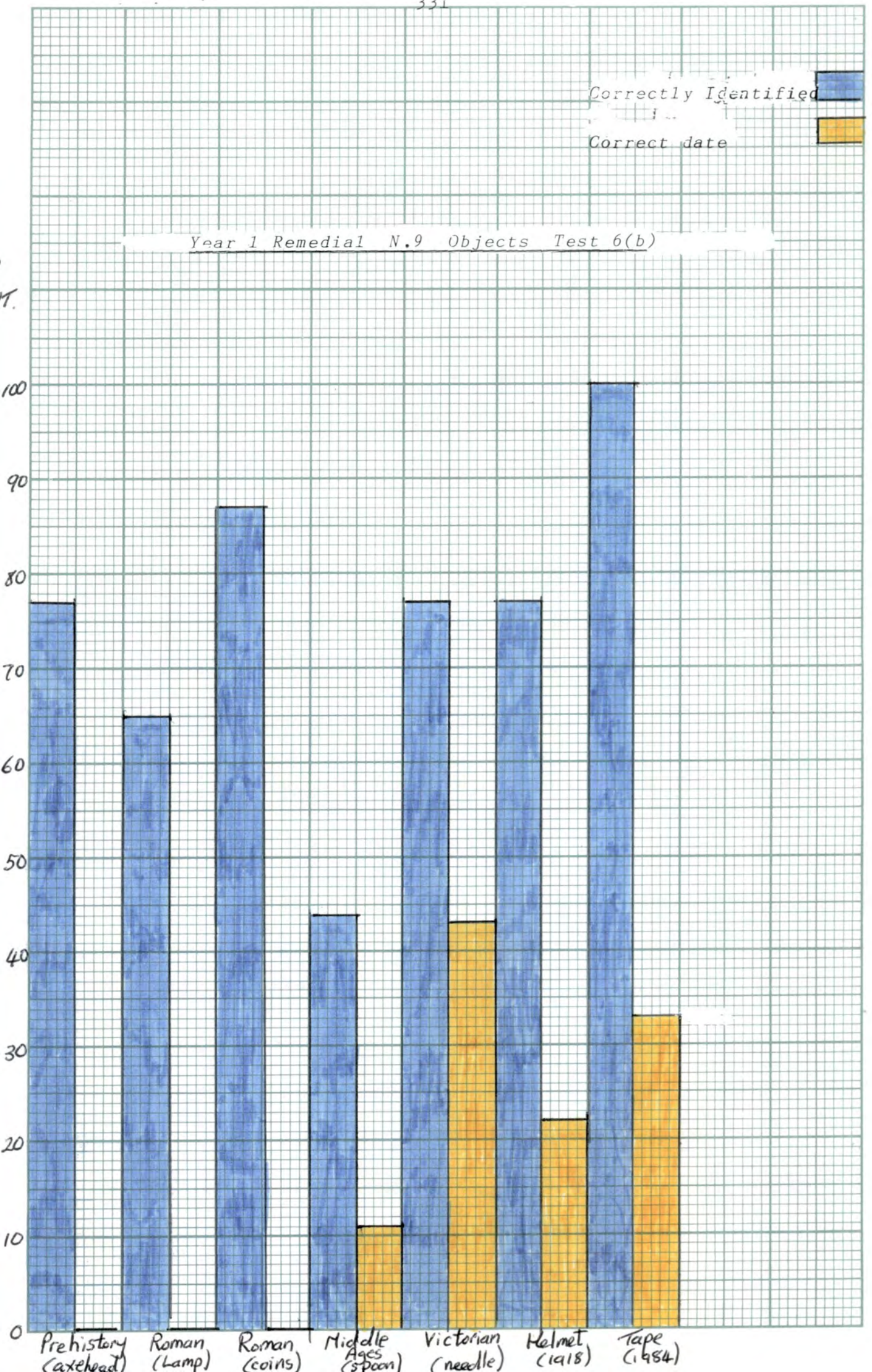
40

30

20

10

0

Prehistory
(axehead)Roman
(Lamp)Roman
(coins)Middle
Ages
(spoon)Victorian
(needle)Helmet
(1918)Tape
(1954)

Correctly identified

Correct date

Year 2 Remedial N.14 Objects Test 6(b)

NT.

100

90

80

70

60

50

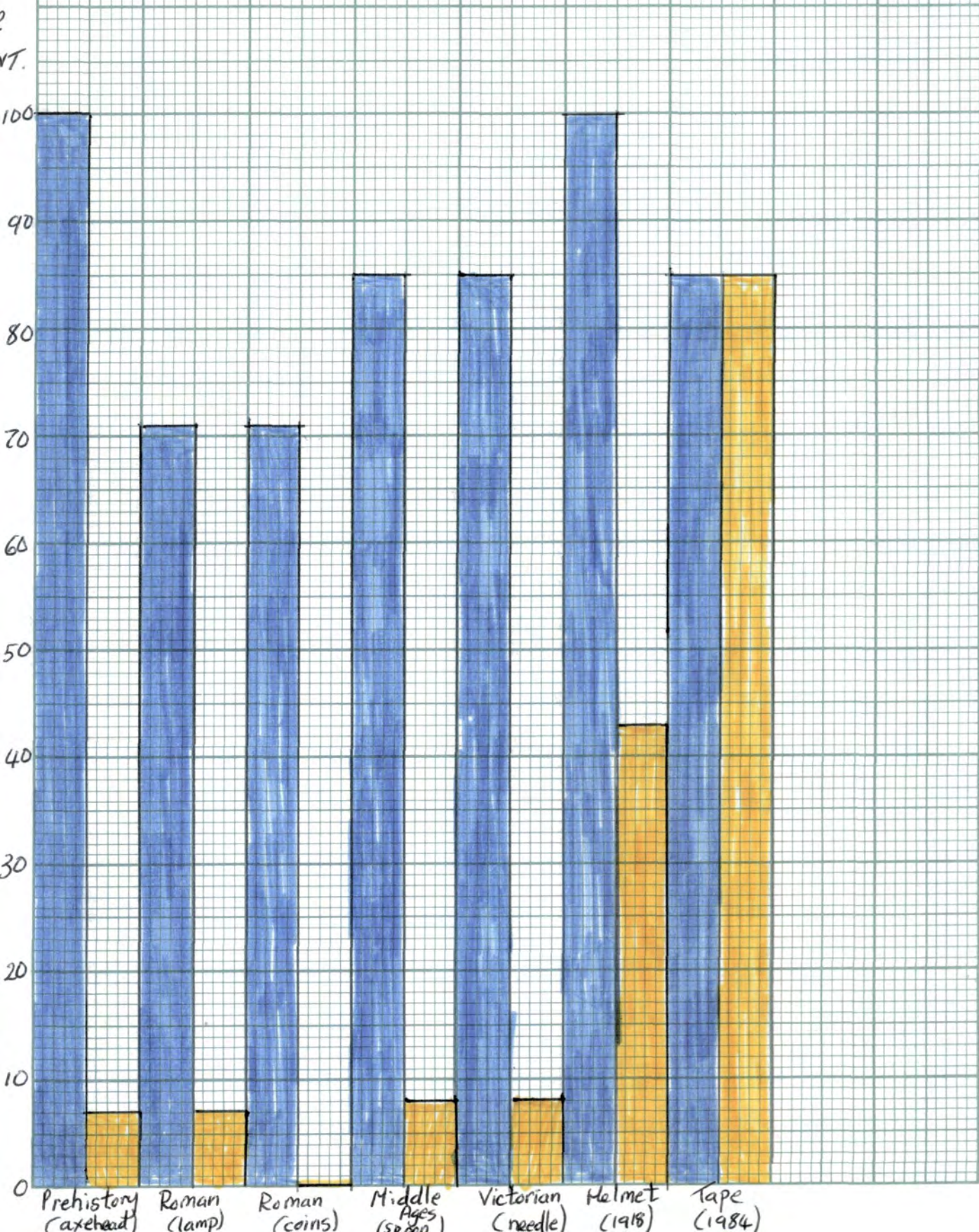
40

30

20

10

0

Prehistory
(axehead)Roman
(lamp)Roman
(coins)Middle
Ages
(spear)Victorian
(needle)Helmet
(1918)Tape
(1984)

Correctly identified

Correct date

Year 3 Remedial N.8 Objects Test 6(b)

R
NT.

100

90

80

70

60

50

40

30

20

10

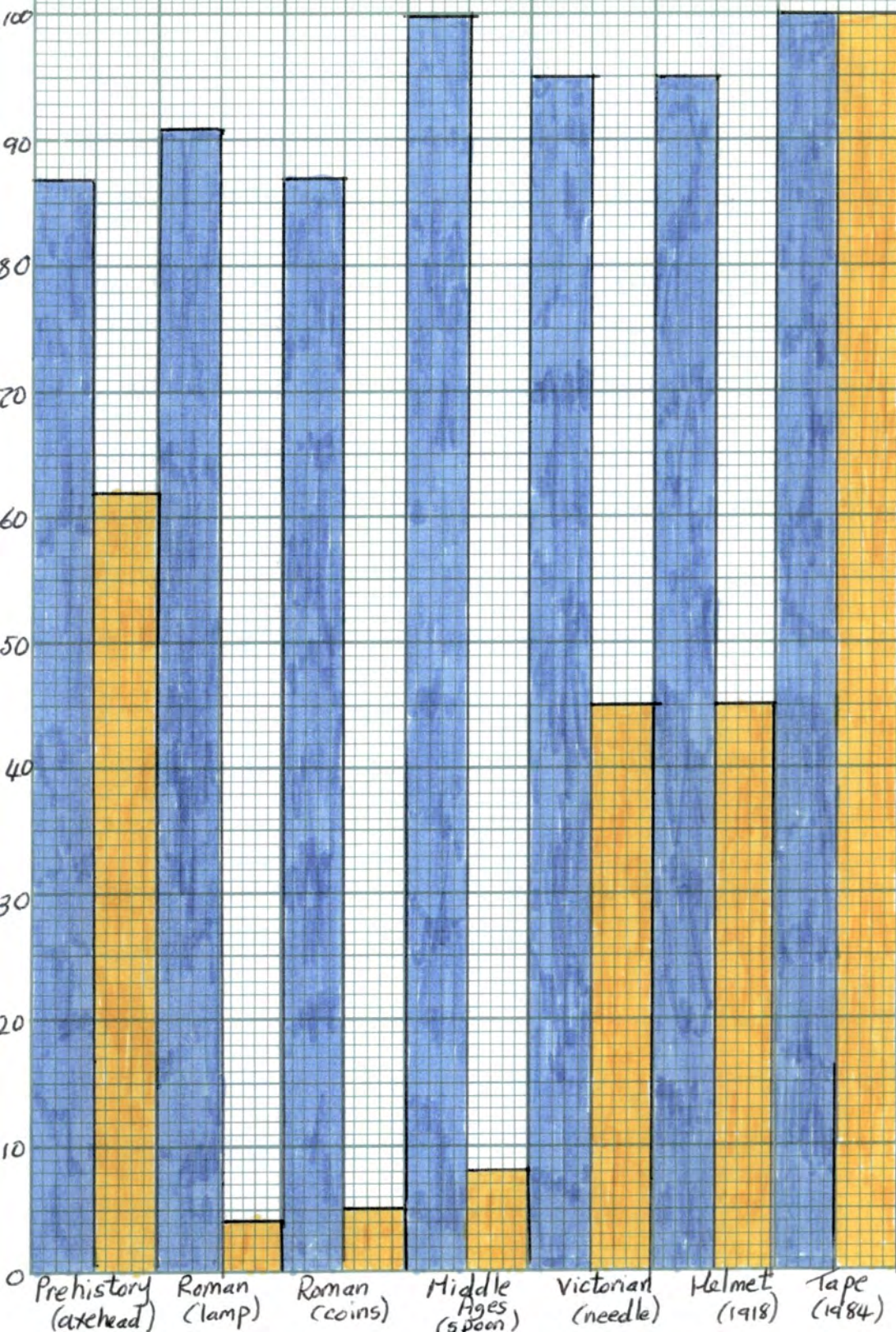
0

Prehistory
(axehead)Roman
(lamp)Roman
(coins)Middle
Ages
(spoon)Victorian
(needle)Melmet
(1918)Tape
(1984)

Correctly identified

Correct date

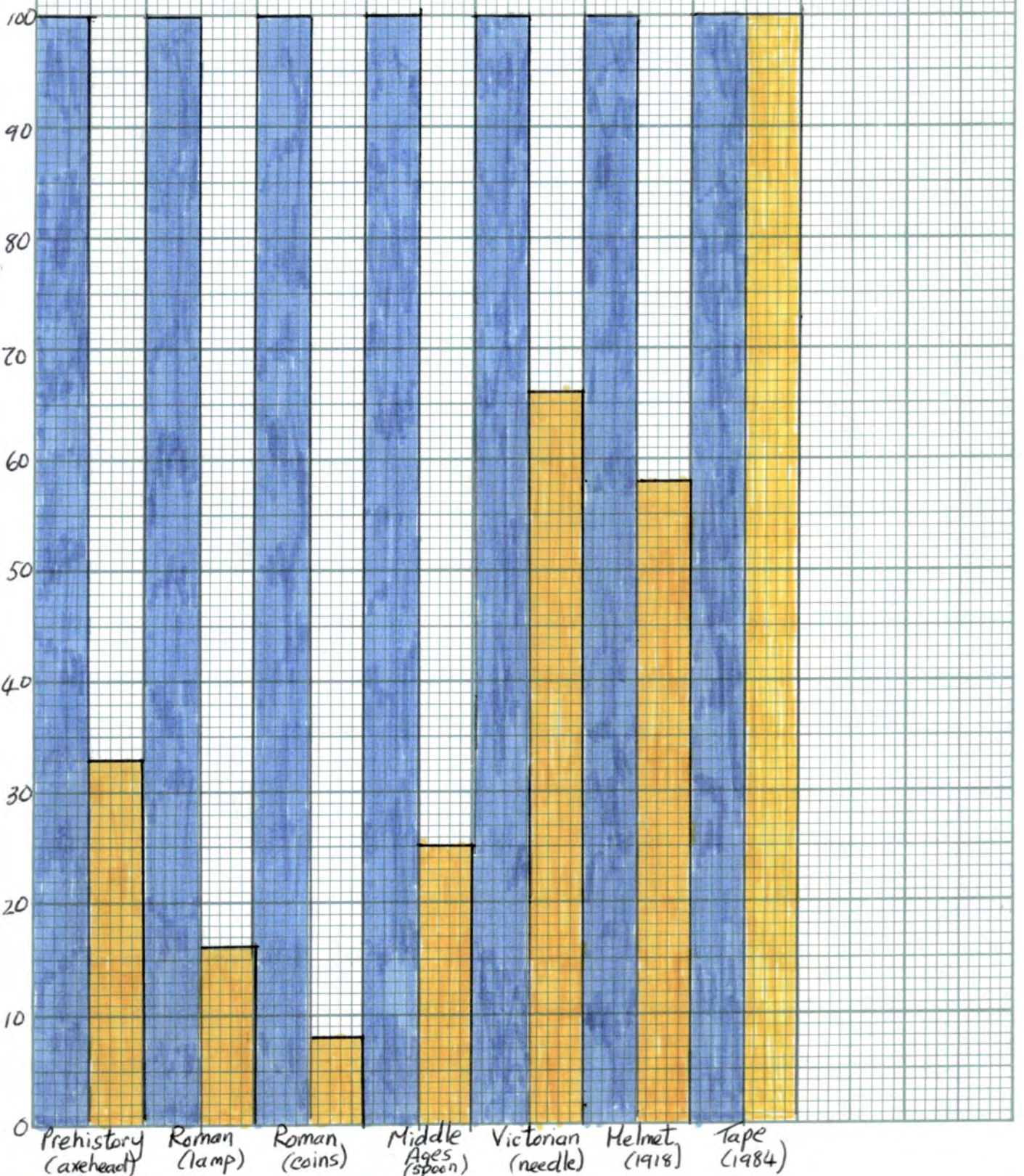
Year 1 'A' Band N.24 Objects Test 6(b)



Correctly identified!

Correct date

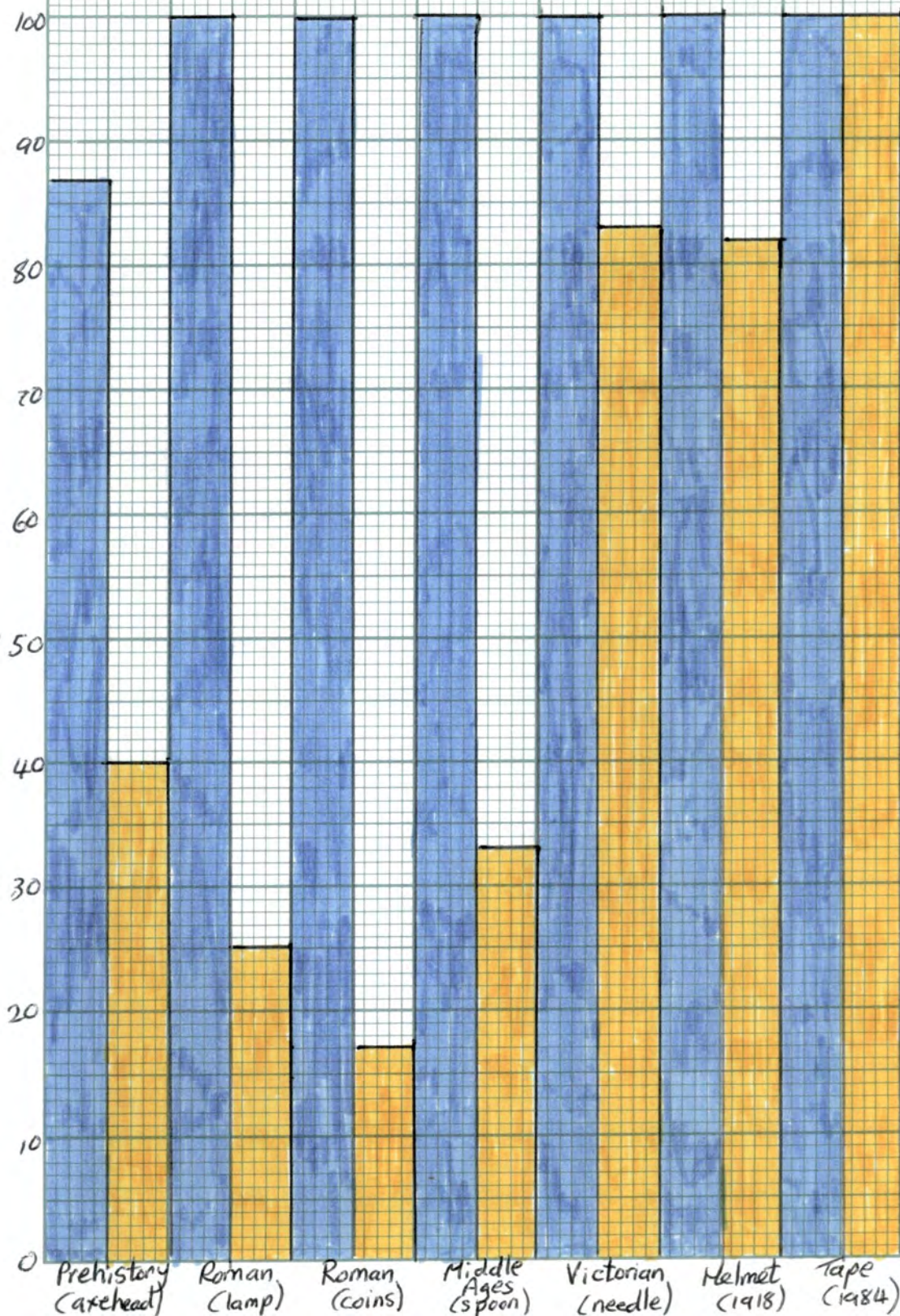
Year 2 'A' Band N.24 Objects Test 6(b)

R
NT

Correctly identified

Correct date

Year 3 'A' Band N.24 Objects Test 6(b)

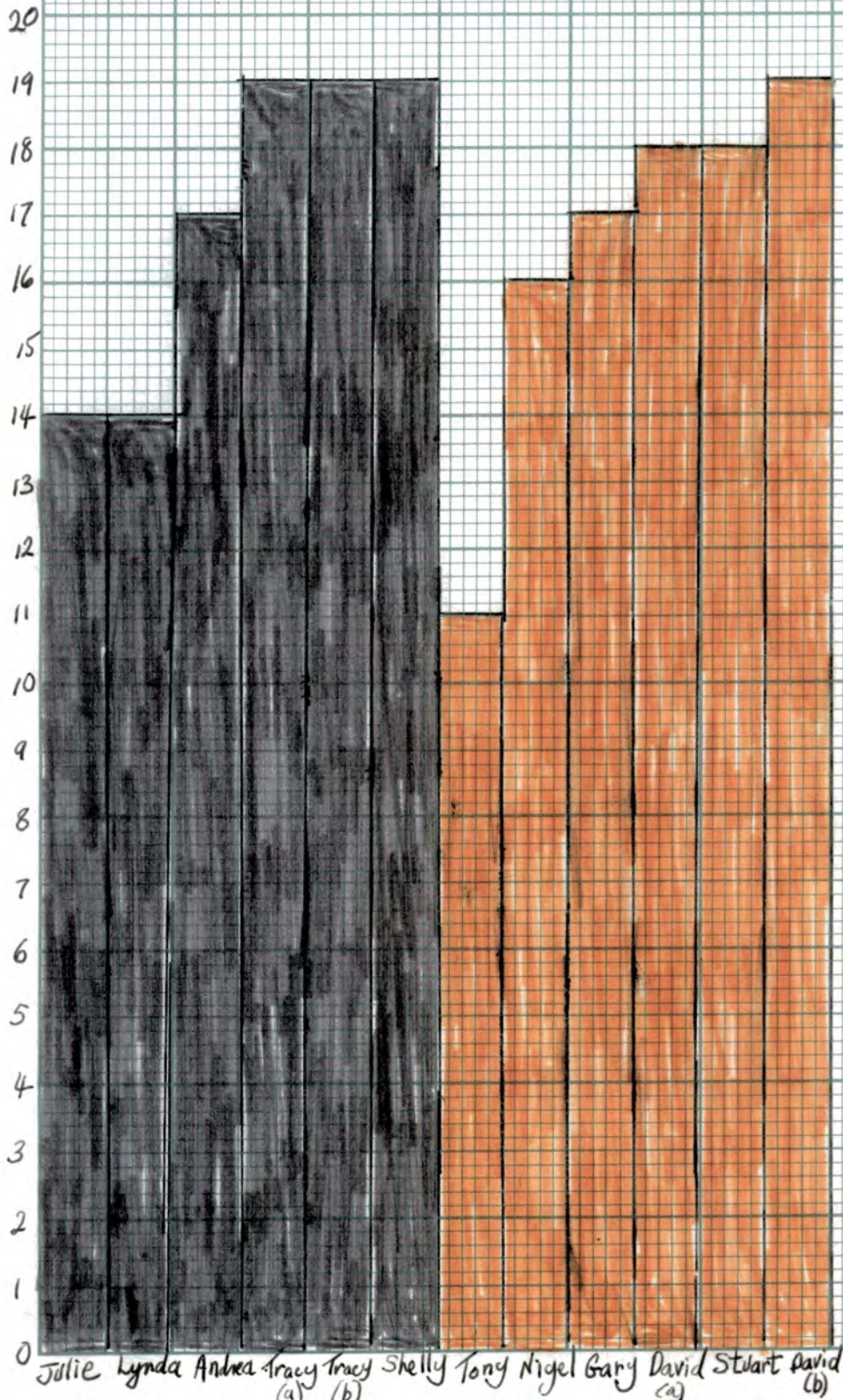


Girls

Boys



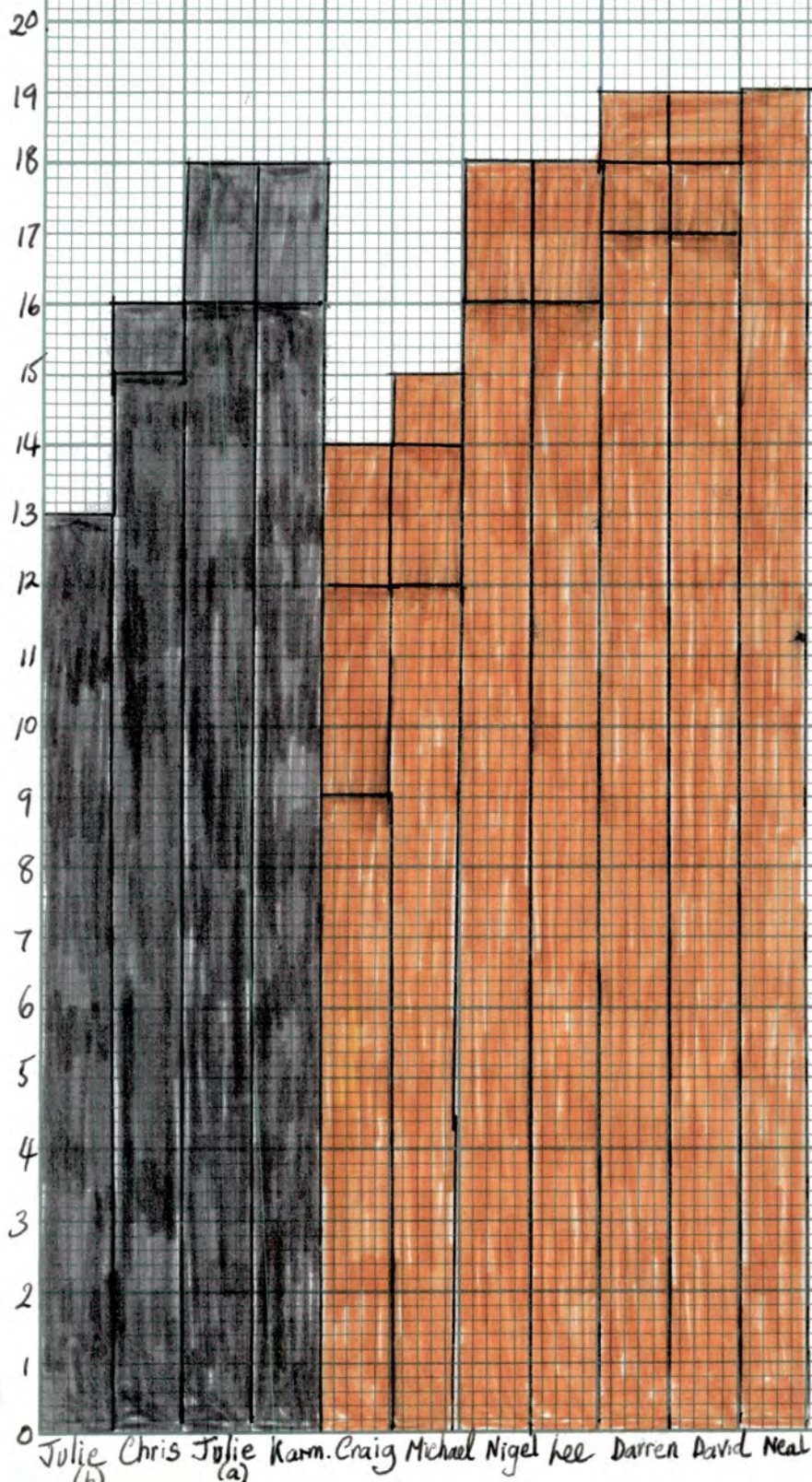
Year 1 Remedial N.12 Awareness of the Past (20 questions) Test 7



Girls 

Boys 

Year 2 Remedial N.11 Awareness of the Past (20 questions) Test 7



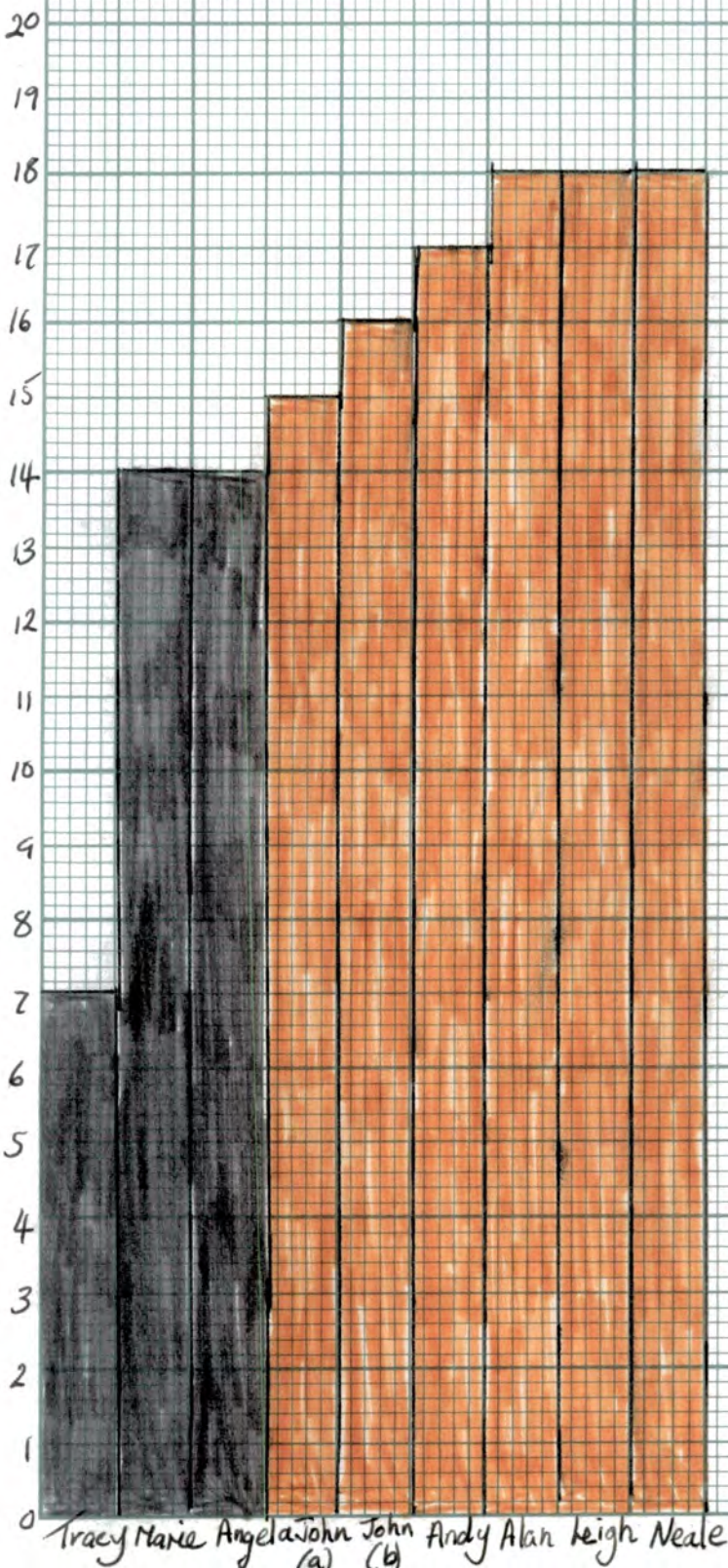
Girls



Boys

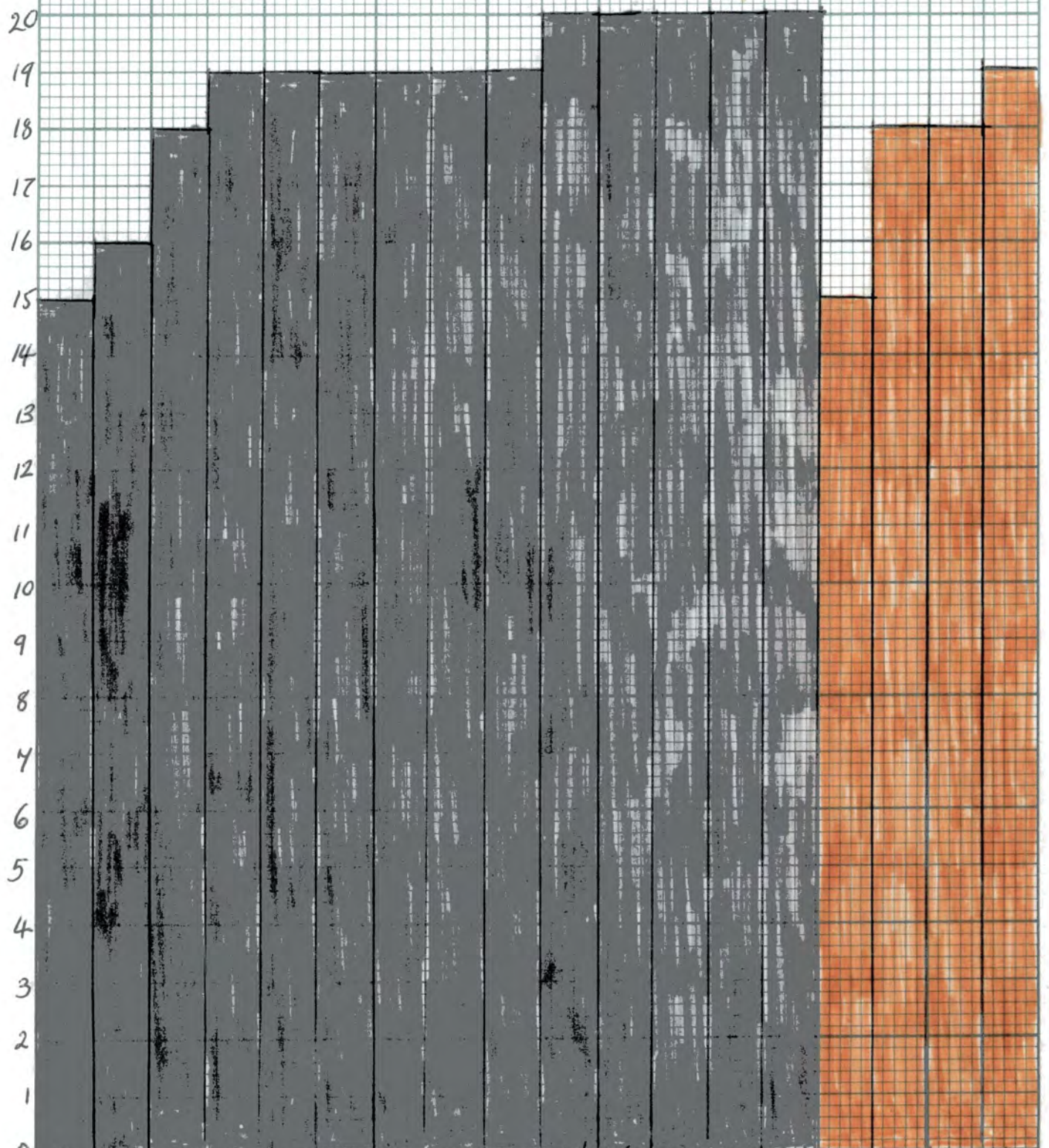


Year 3 Remedial N.9 Awareness of the Past (20 questions) Test 7



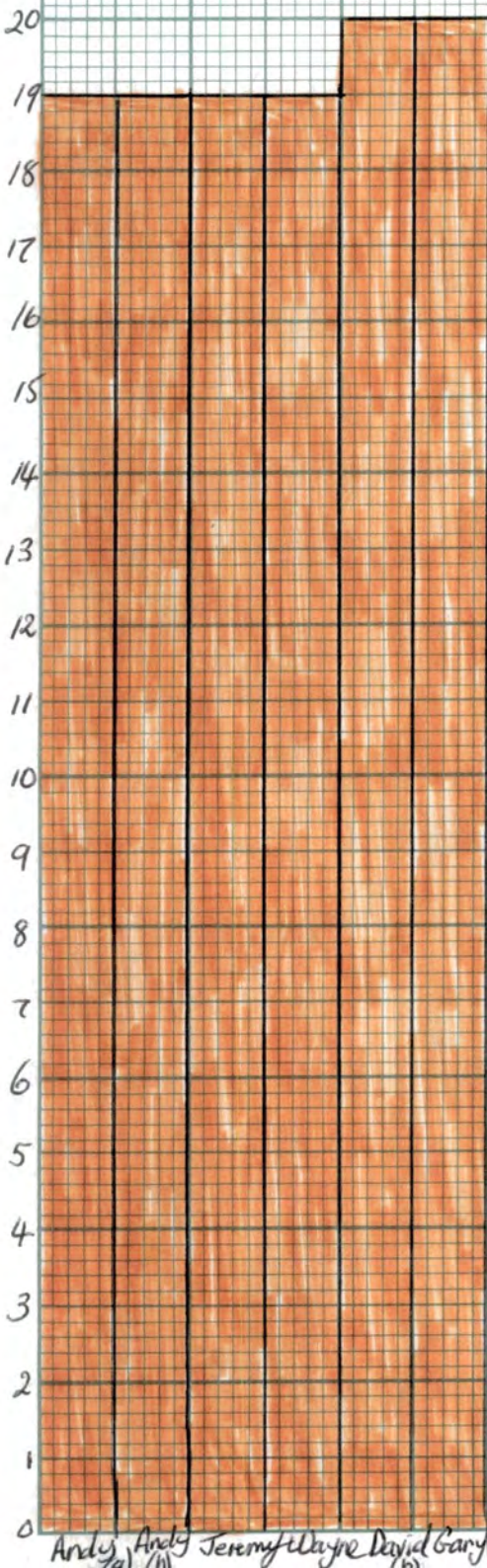
Girls
Boys

Year 1 'A' Band N.24 Awareness of the Past Test 7



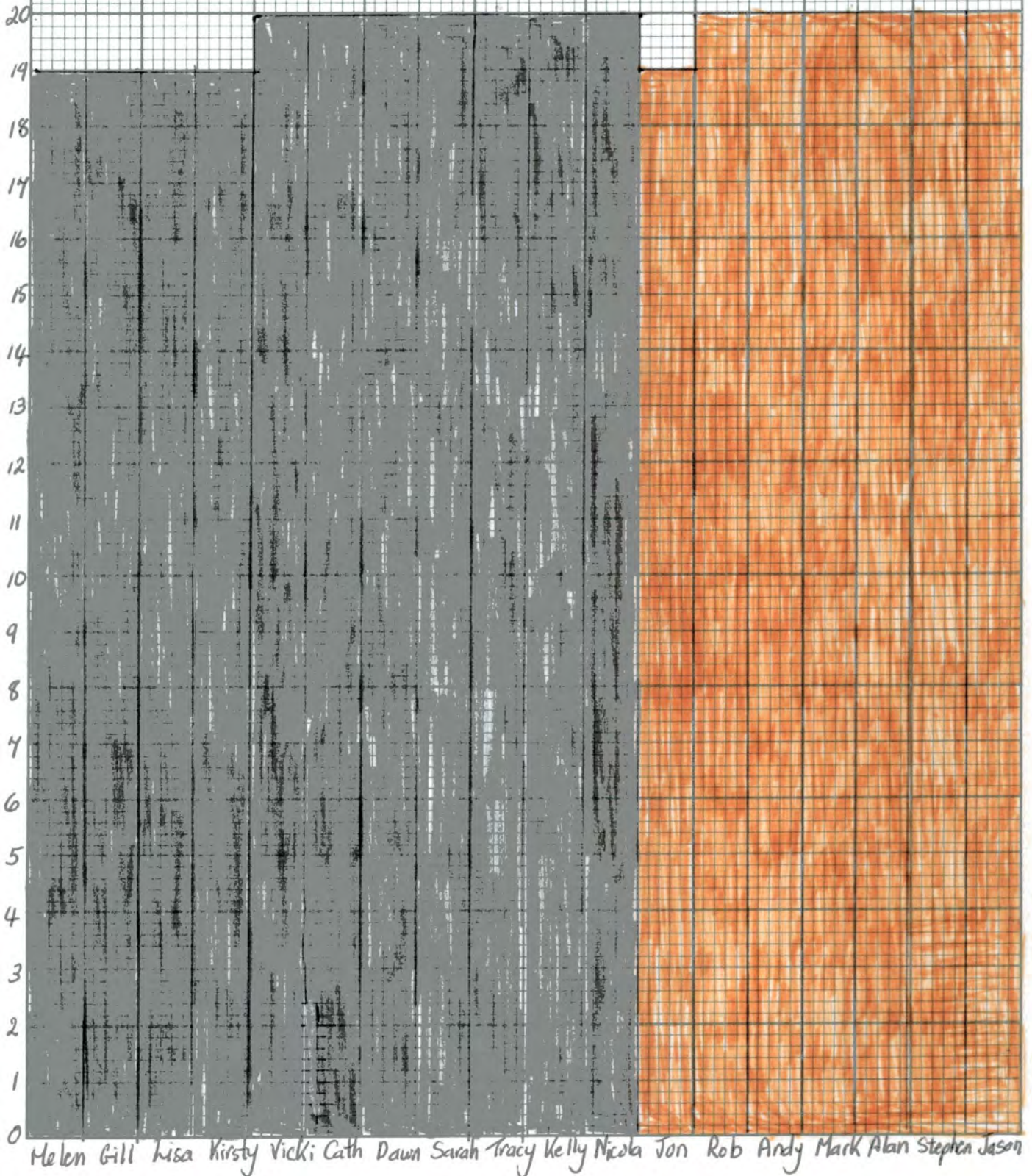
Tracy Rose Yvonne Nicole Jean Alison Deb Liame Fran. Kate Tracy Lucy Gail Andrea John David Lee Alan.

Year 1 'A' Band N.24 Awareness of the Past Test 7



Girls: [Grey box]
Boys: [Orange box]

Year 2 'A' Band N.23 Awareness of the Past Test 7



Year 2 'A' Band N.23 Awareness of the Past Test 7

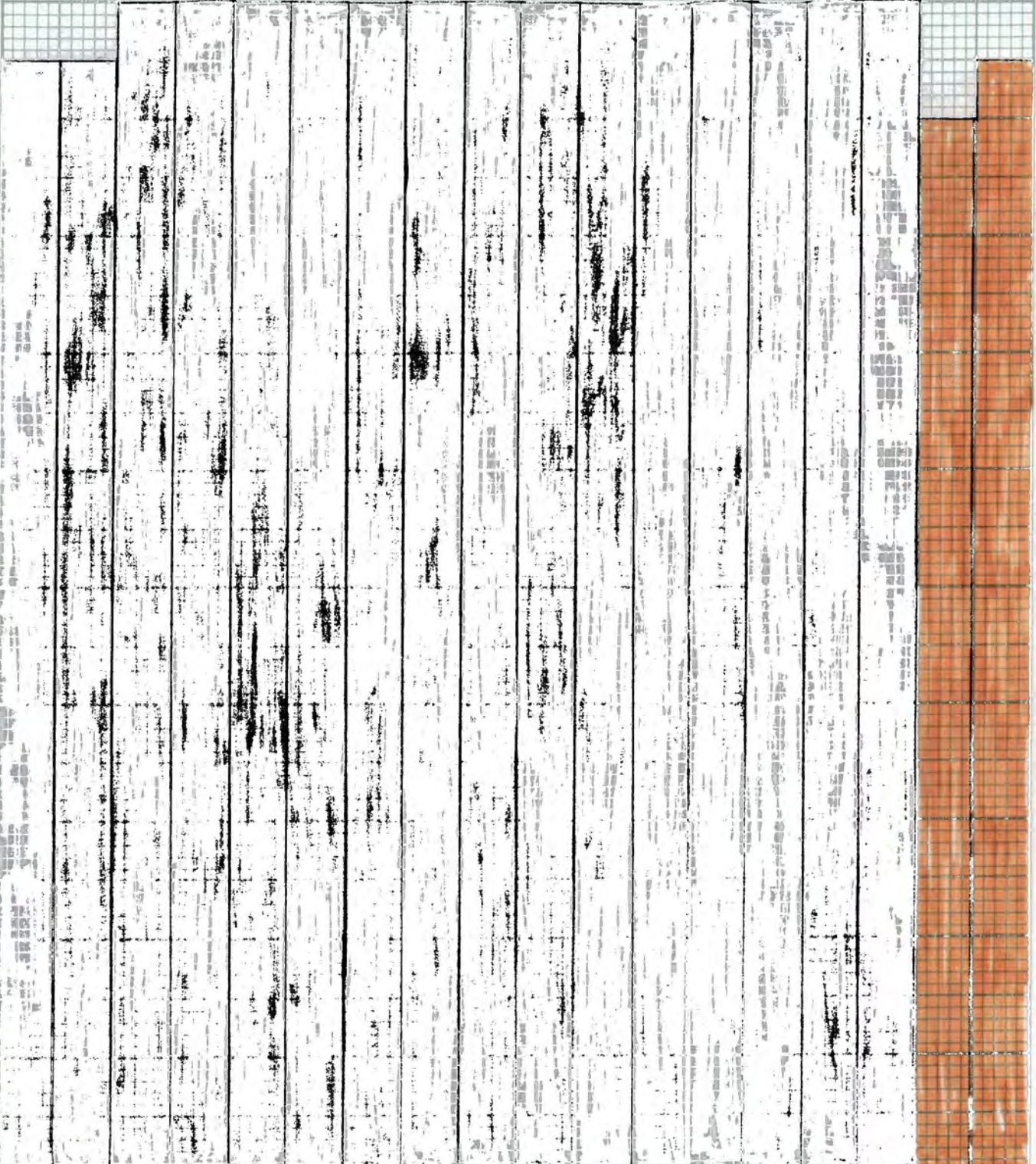


100%

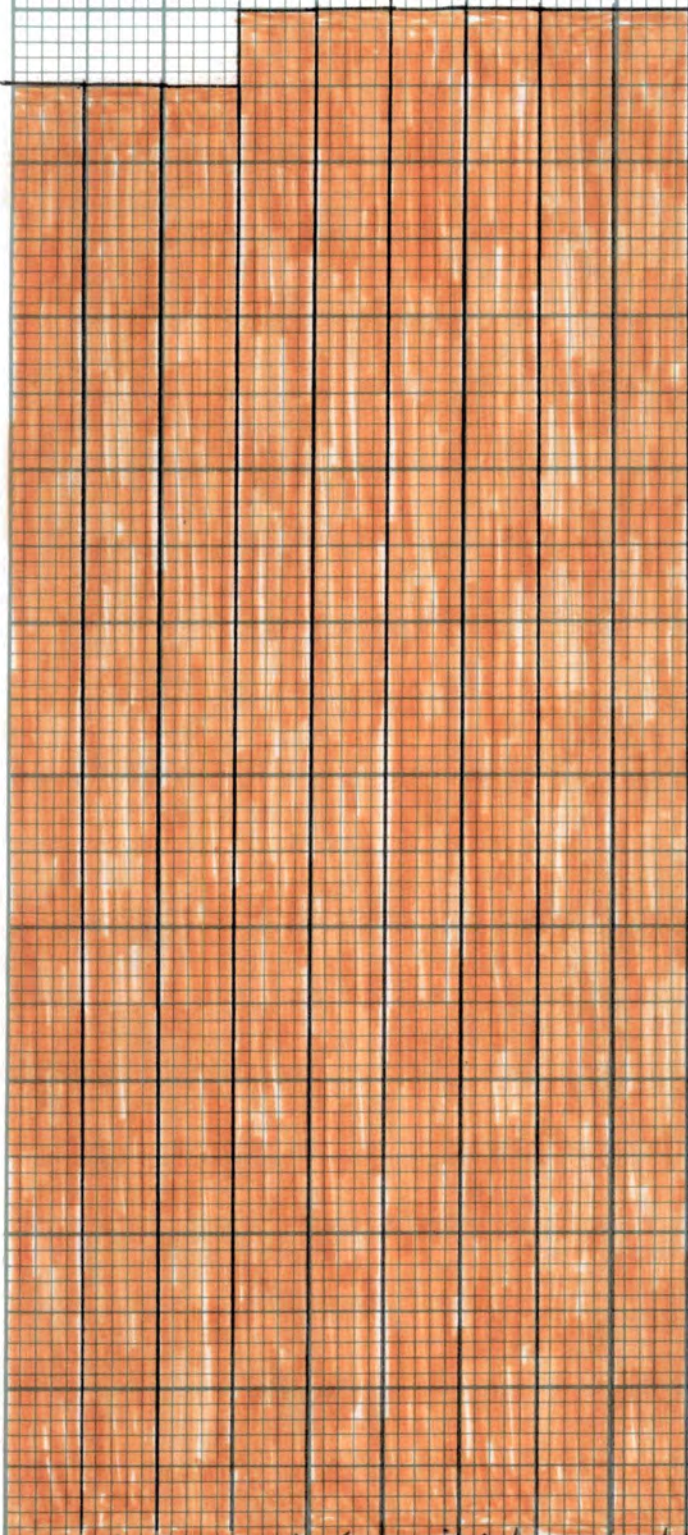
80%

Year 3 '08' Unit V.37 Assessment of the Past Test 7

20
19
18
17
16
15
14
13
12
11
10
9
8
7
6
5
4
3
2
1
0



Year 3 'A' Band N.27 Awareness of the Past Test 7



Jon John Nev Paul Tim David Andy Jason Andy(b)

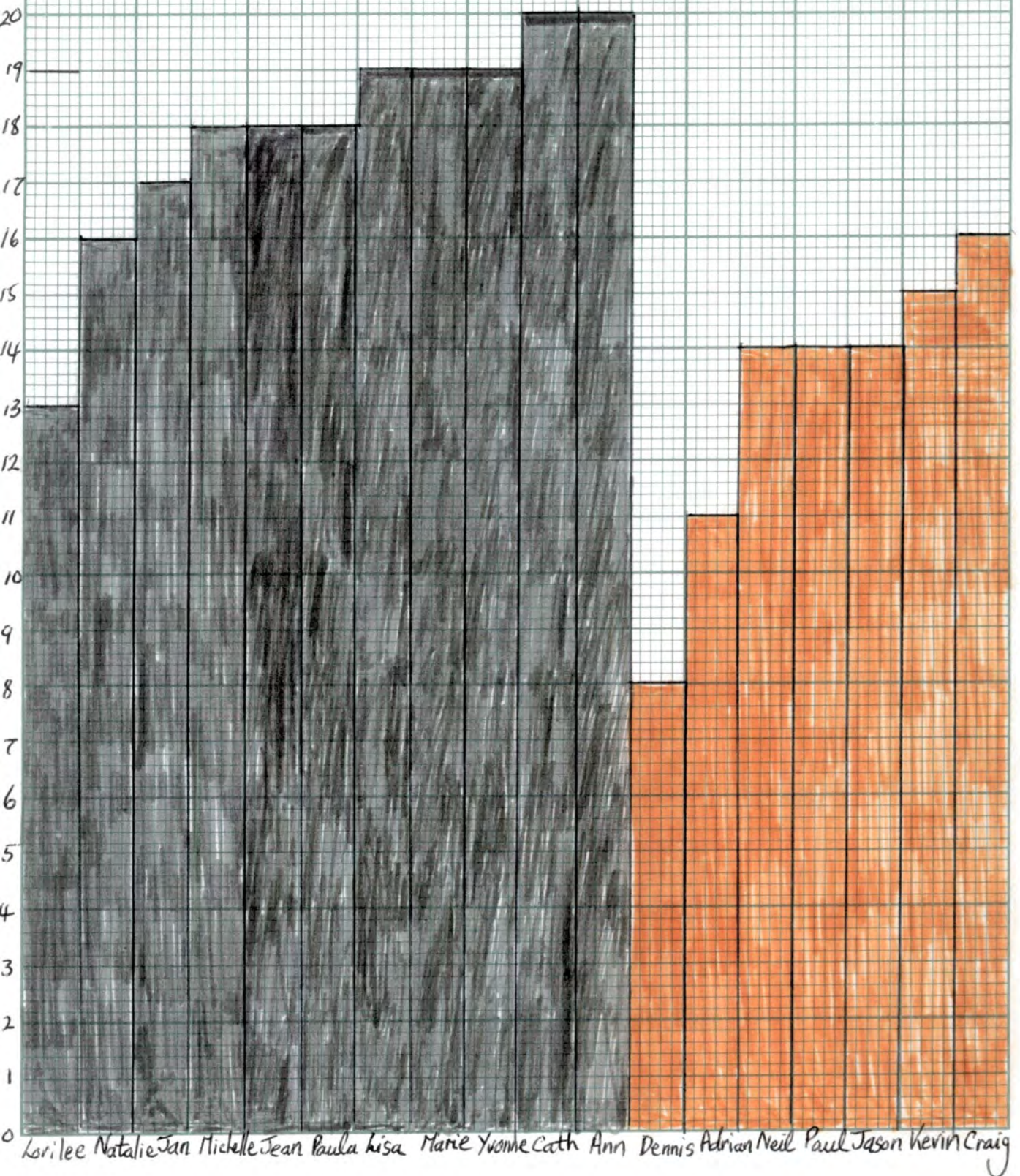
Girls



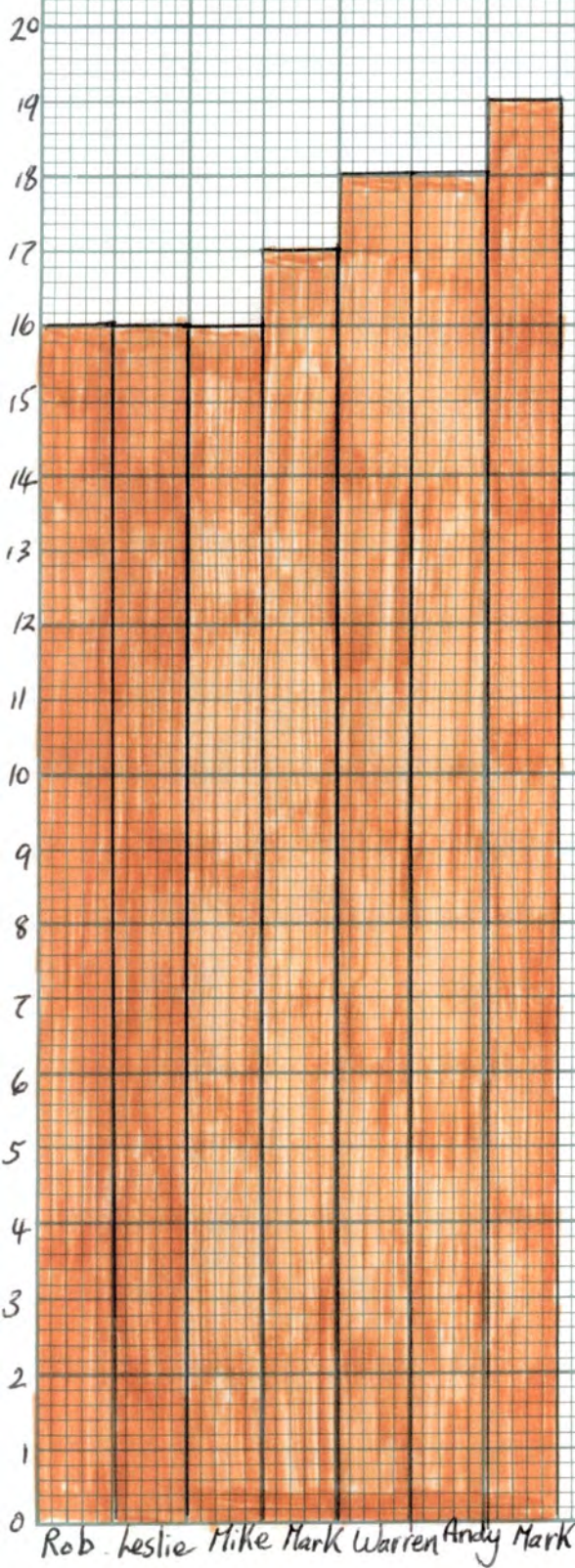
Boys



Year 1 'B' Band N.25 Awareness of the Past Test 7

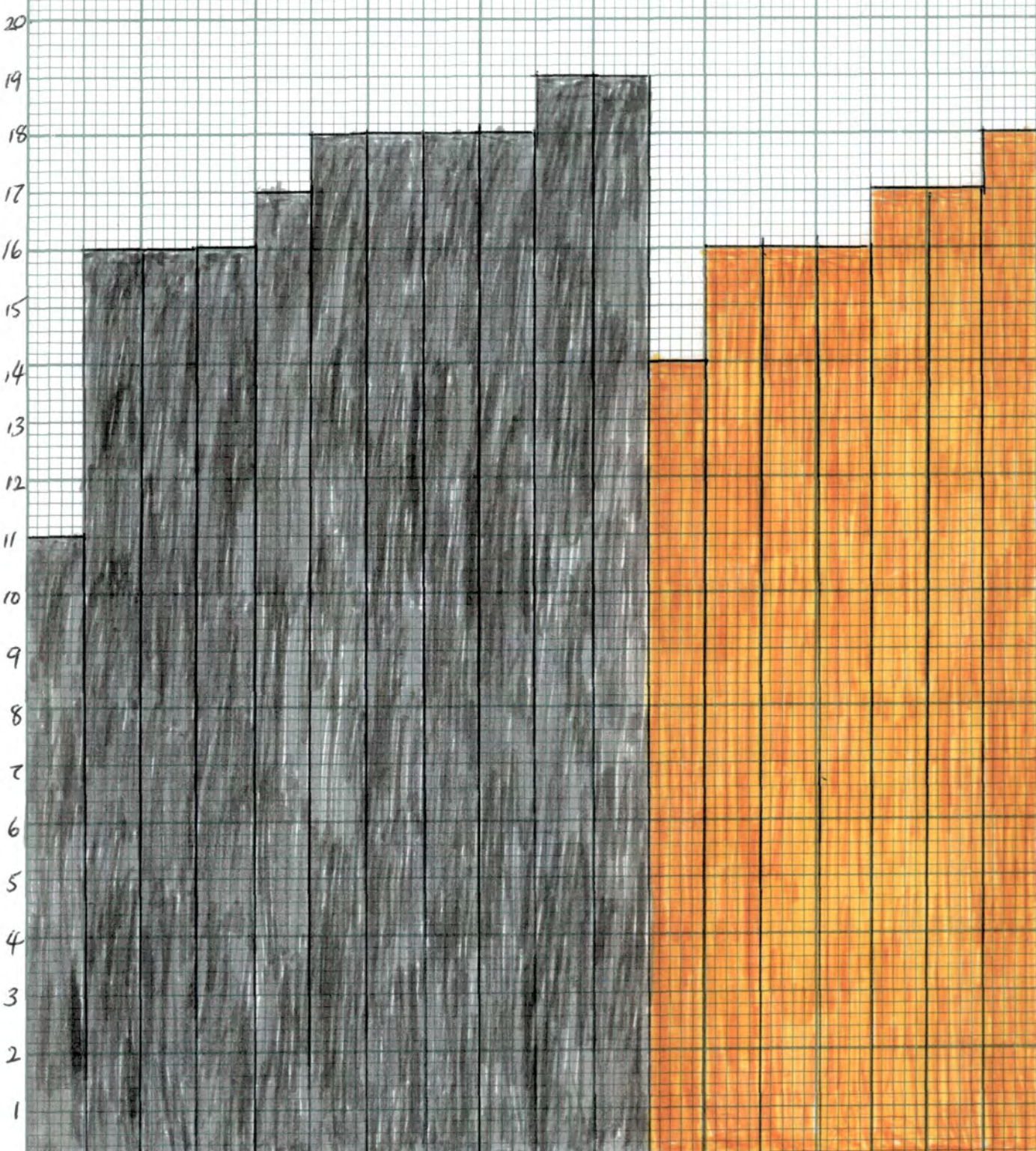


Year 1 'B' Band N.23 Awareness of the Past Test 7



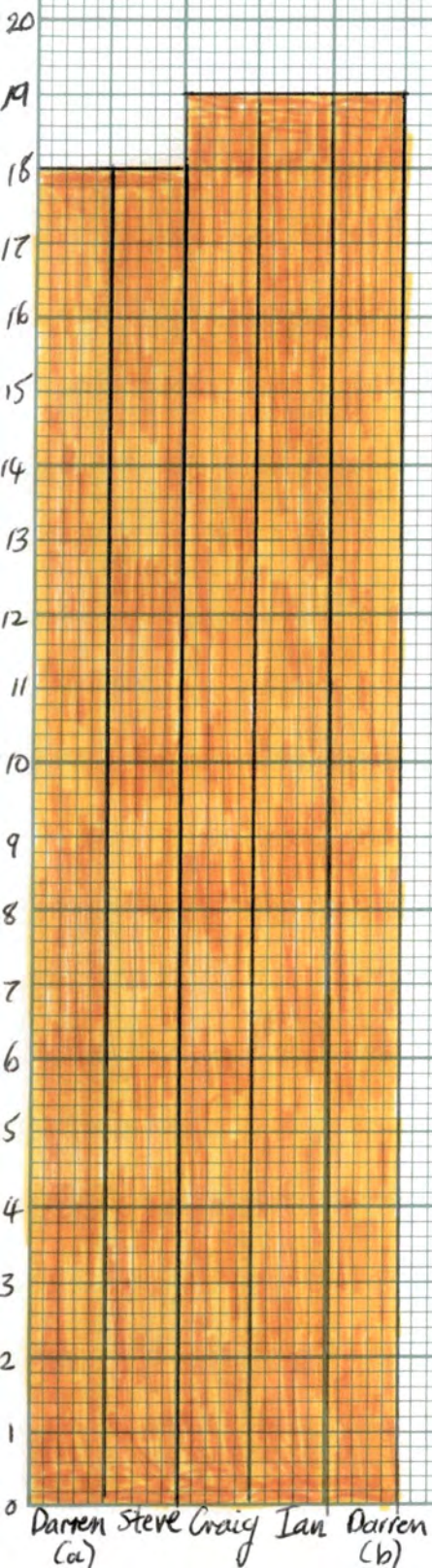
Girls 
 Boys 

Year 2 'B' Band N.23 Awareness of the Past Test 7



Melen Corrina Alison Maxine Kath Lisa Donna leigh Naren Julie Tracy Tony Dale Garrett David Jason Colin Paul

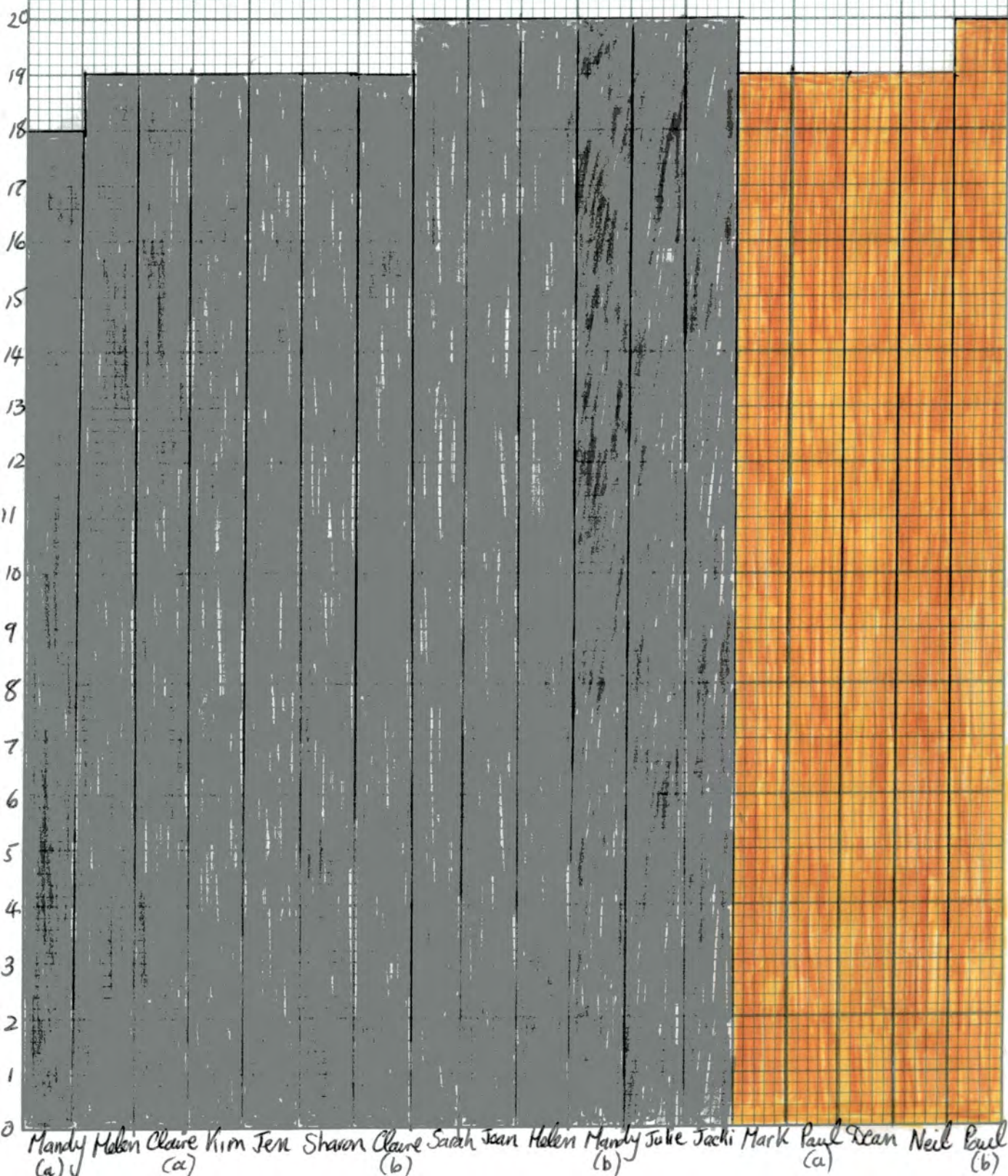
Year 2 'B' Band N.23 Awareness of the Past Test 7

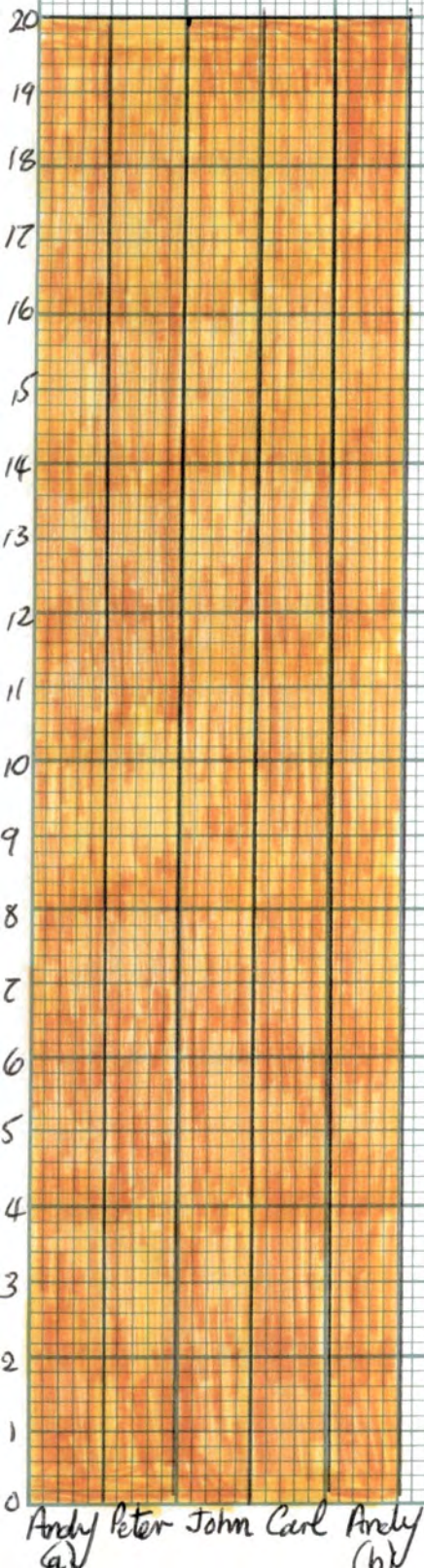


Girls

Boys

Year 3 'B' Band N.23 Awareness of the Past Test 7



Year 3 'B' Band N.23 Awareness of the Past Test 7

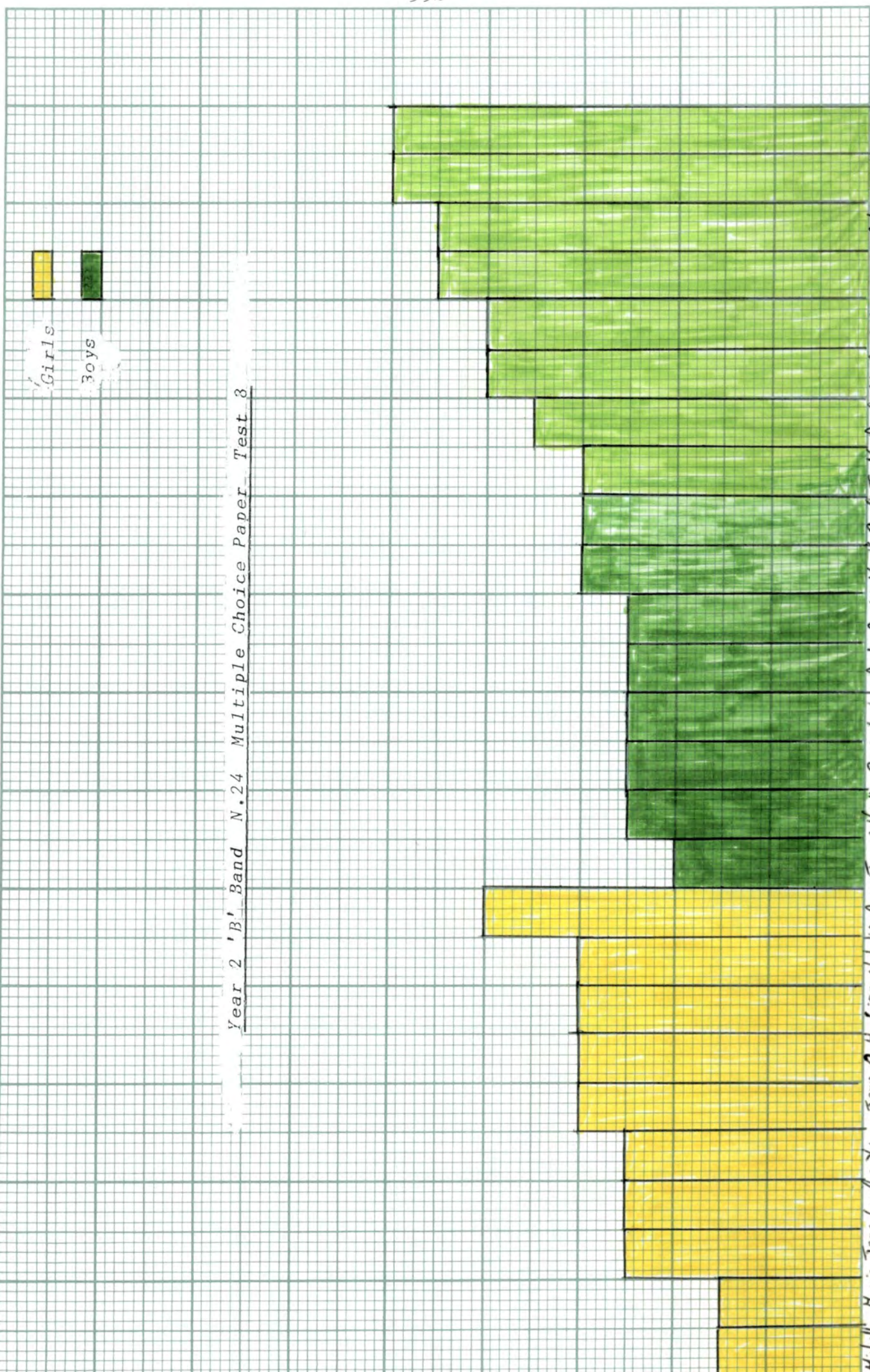
Year 2 'B' Band N.24 Multiple Choice Paper Test 3

Girls
Boys

Correct Responses

10
9
8
7
6
5
4
3
2
1
0

Michelle Marie Jean kendalae Yome Sean Cath. Lisa Natalie Ann. Jason Kevin Craig Leslie Andy Demis Mark Paul Jack Paul Neil Rob Warren Adrian Mike Mark
(a) (b)



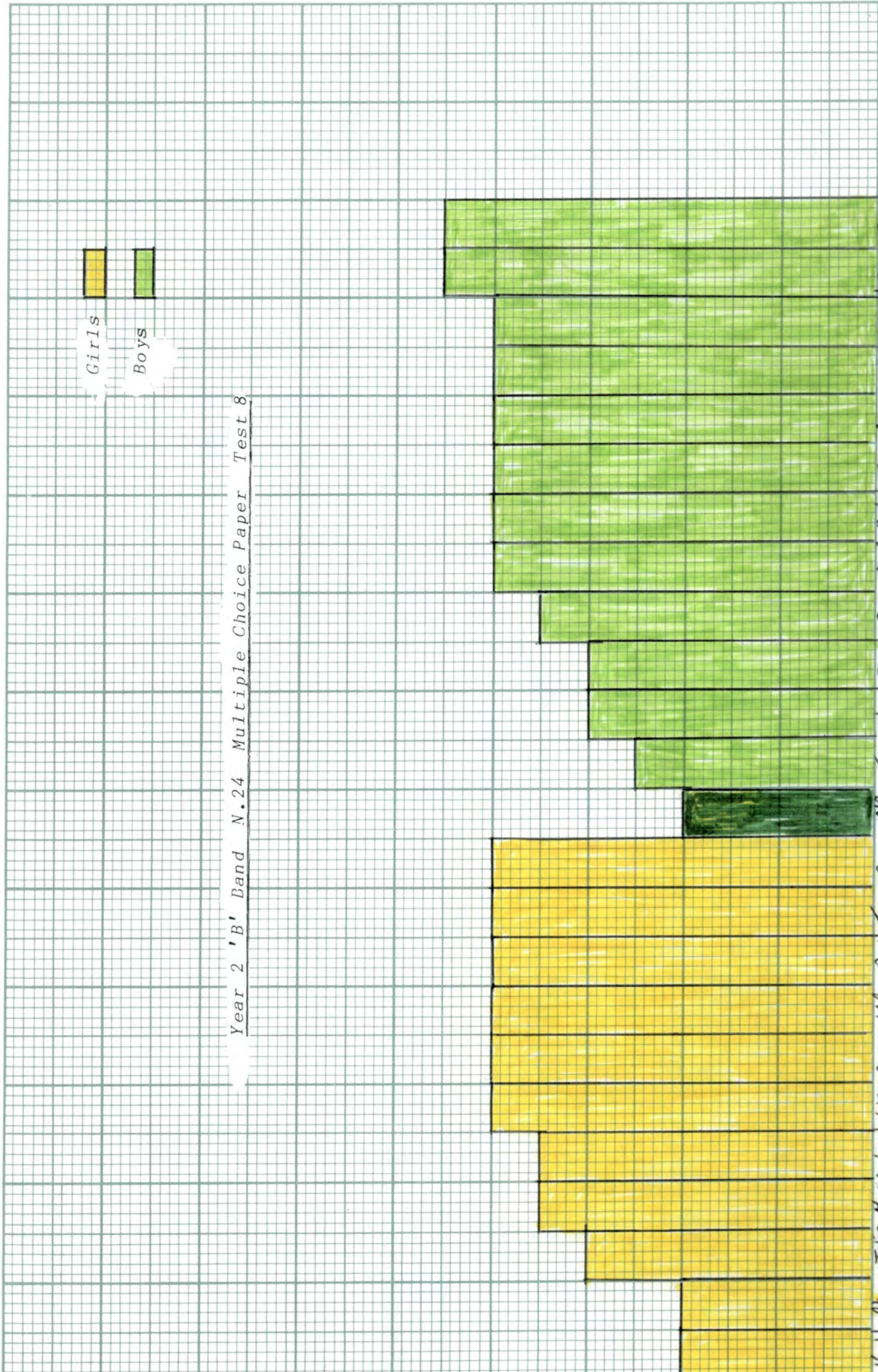
Girls
Boys

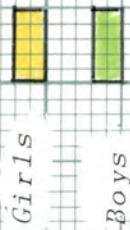
Year 2 'B' Band N.24 Multiple Choice Paper Test 8

Correct Responses

0
1
2
3
4
5
6
7
8
9
10

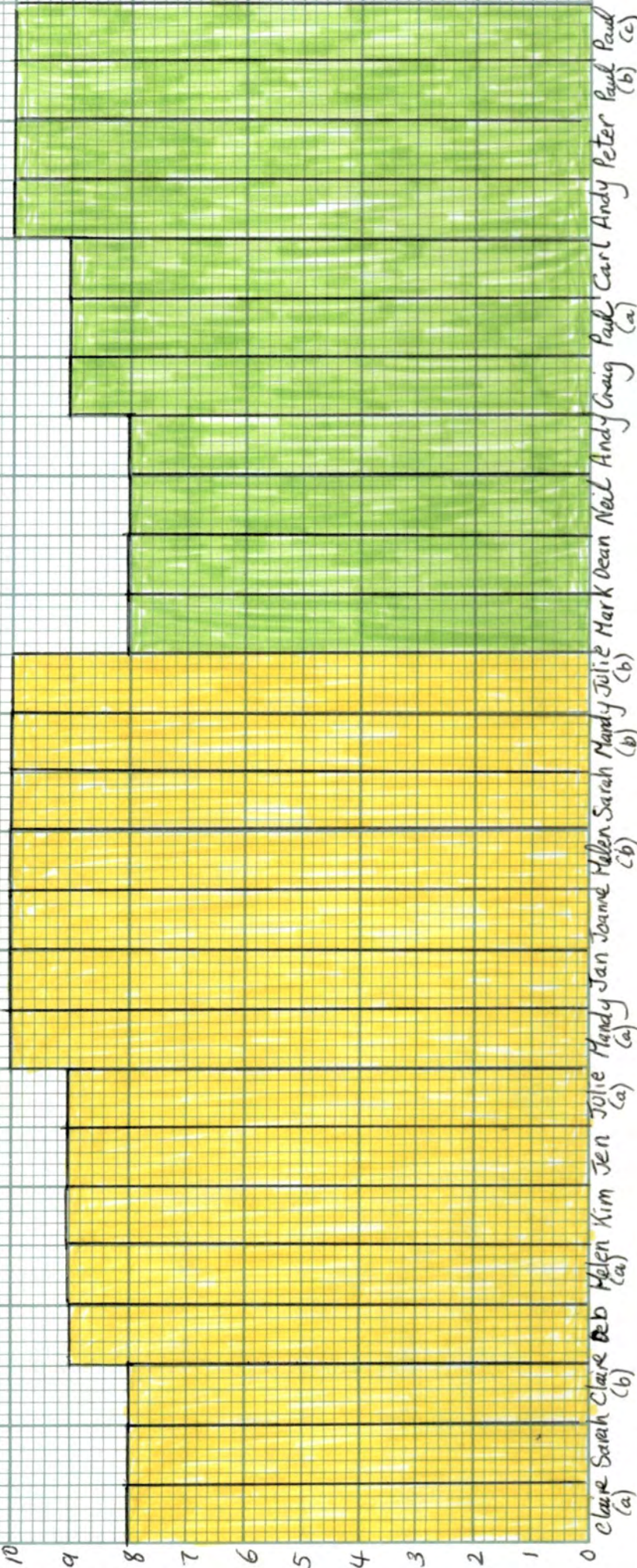
Kath Alison Jolie Maxine Leigh Lisa Donna Helen Bev Tracy Corinna Alfie Tony Steve Darren Darren Paul Dale Ian Gary Colin David Craig Jason.



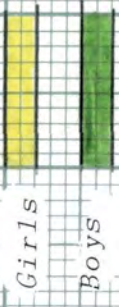


Year 3 'B' Band N.26 Multiple Choice Paper Test 8

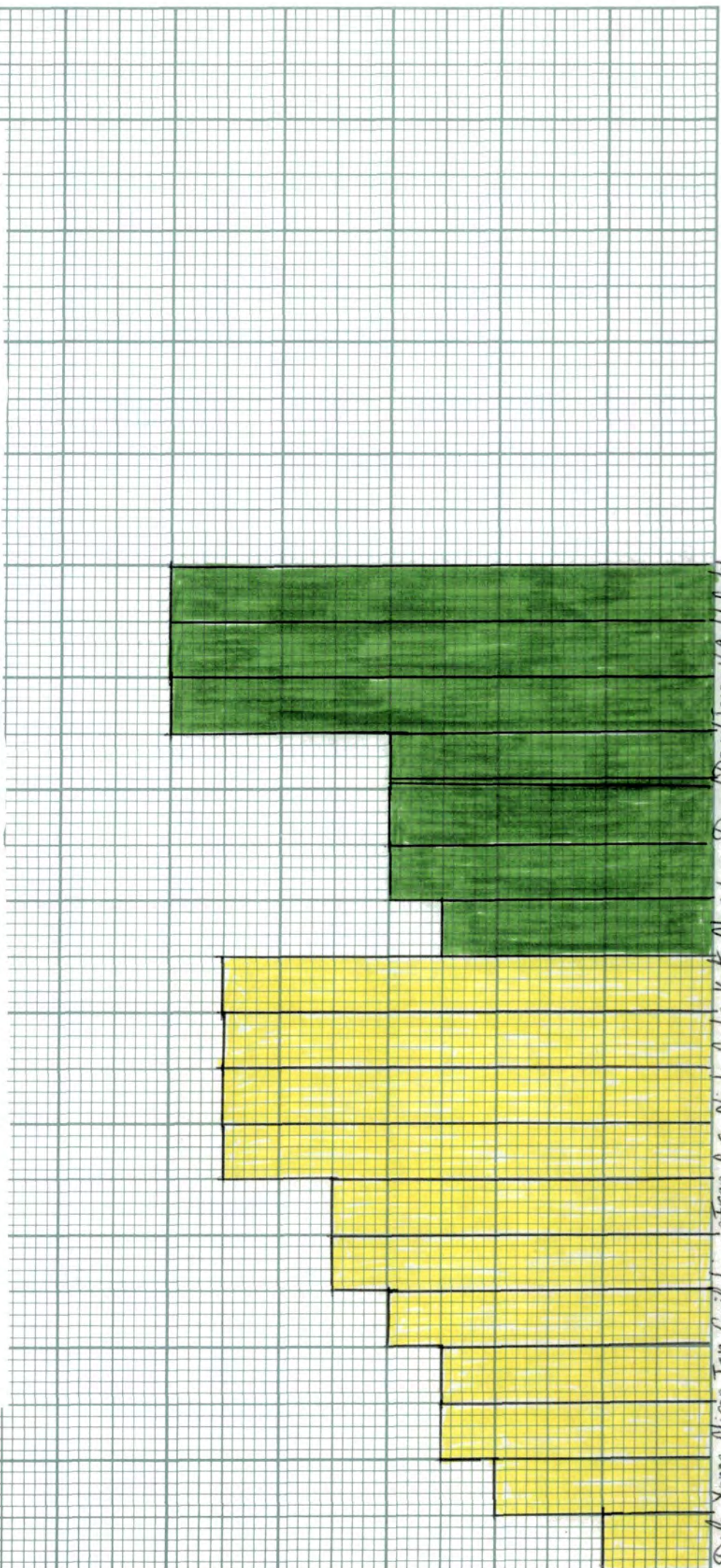
Correct Responses



Year 1 'A' Band N.18 Multiple Choice Paper Test 8



Correct responses to questions

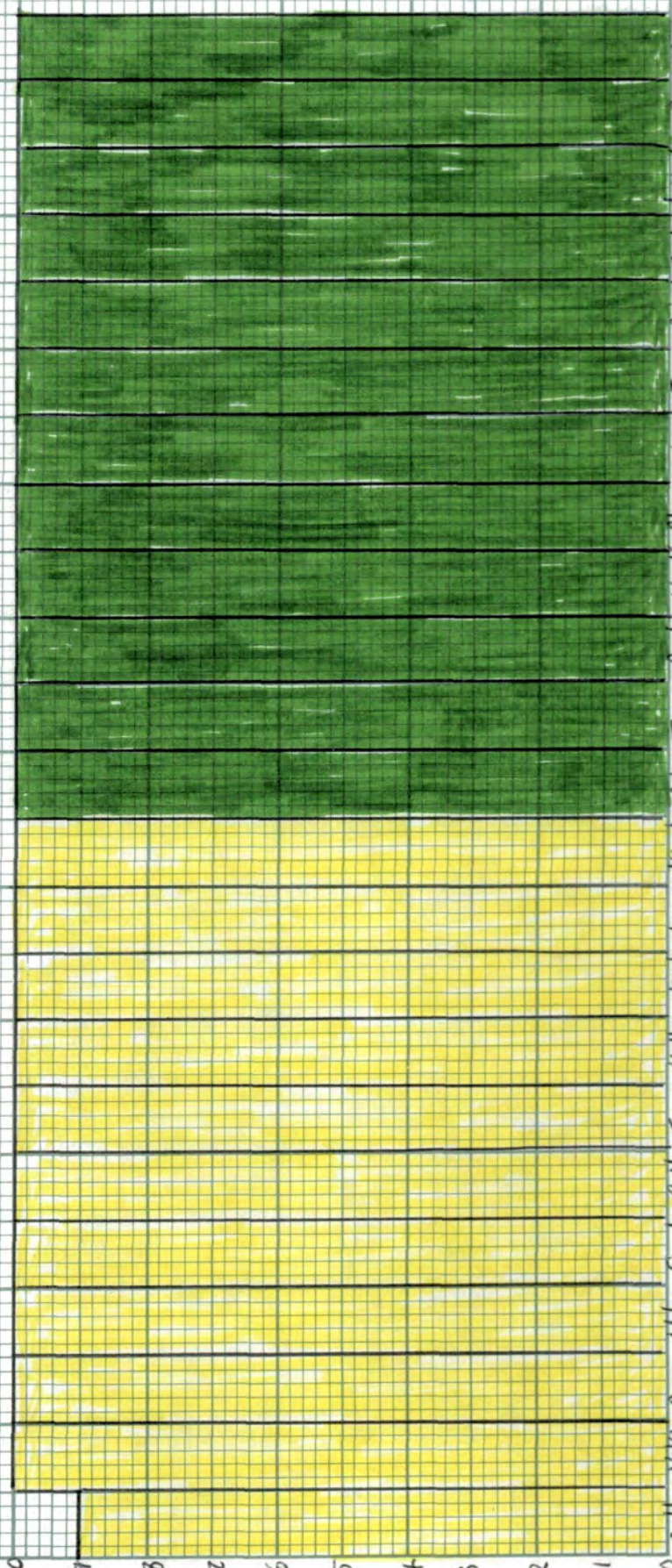


Debi Yvonne Alison Jan Geul Fran Ros Nicole Andrea Kate Alan Lee David David Jeremy Andy Andy

A Band Sequence N.23 Test 8




Year 2 'A' Band N.23 Multiple Choice Paper Test 8



Cath Viki Dawn Helen Sarah Gill Tracy Kelly Nicola Lisa Kirsty Rob Jon Andy Mark Alain Steve Jason Rajesh Richard Marlin Gary Steve

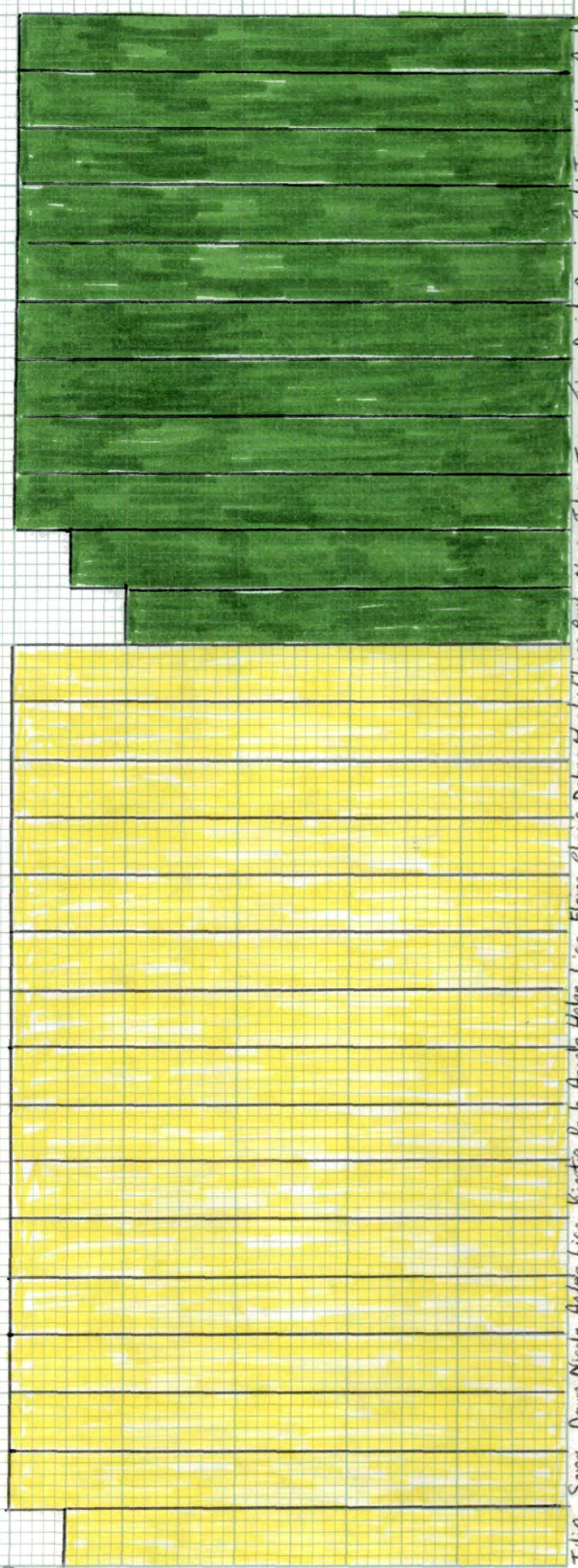
Test 8

GIRLS
BOYS



Year 3 'A' Band N.27 Multiple Choice Paper Test 8

Correct Response to Questions



Julie Sara Dawn Nicola Andrea Kirstie Rach Angela Helen Kisa Elana Claire Debra Mandy Elaine Paul Nev John Jon Tim David Darren Andy Jason Marc Andy (a) Andy (b)

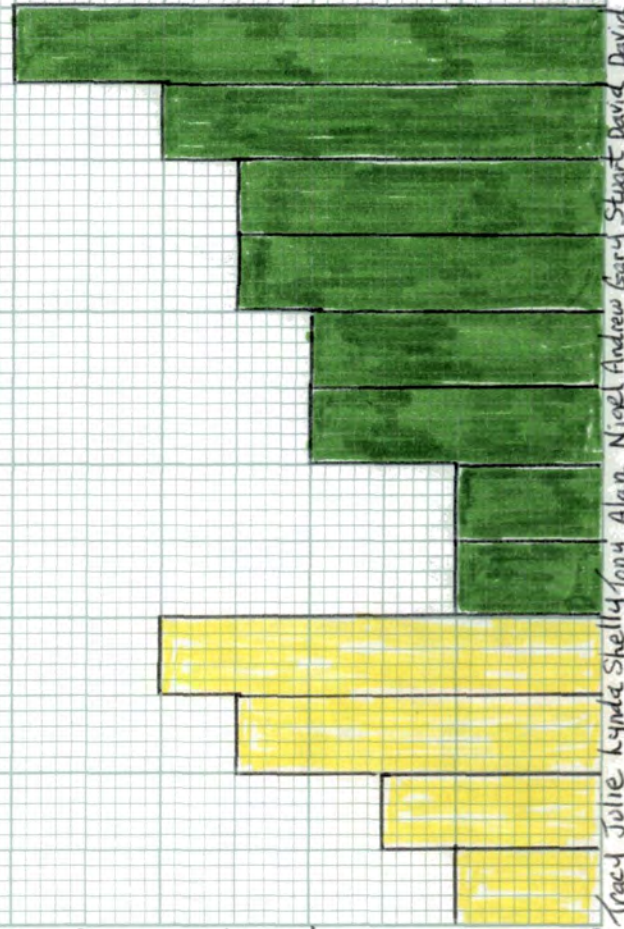
Year 1 Remedial N.12 Multiple Choice Paper Test 8

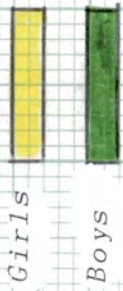


Correct responses to questions

0 1 2 3 4 5 6 7 8 9 10

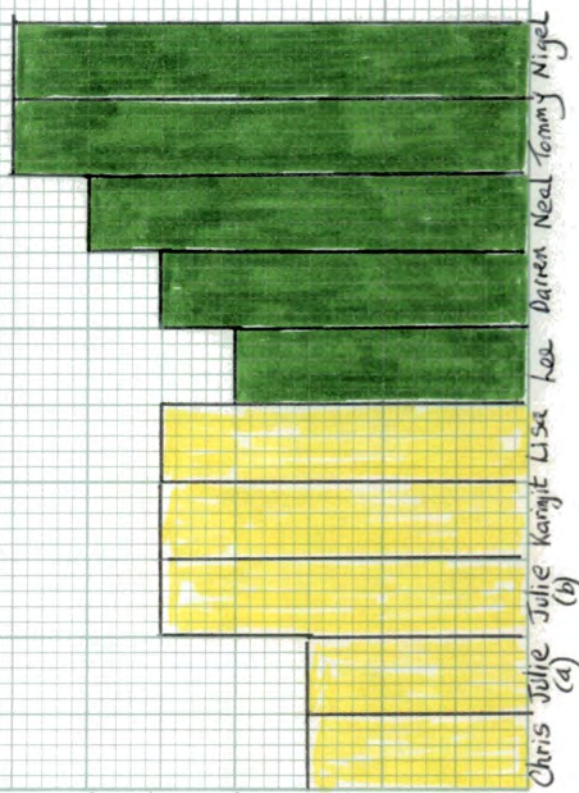
Tracy Julie Lynda Shelly Tony Alan Nigel Andrew Gary Stuart David David
(a) (b)





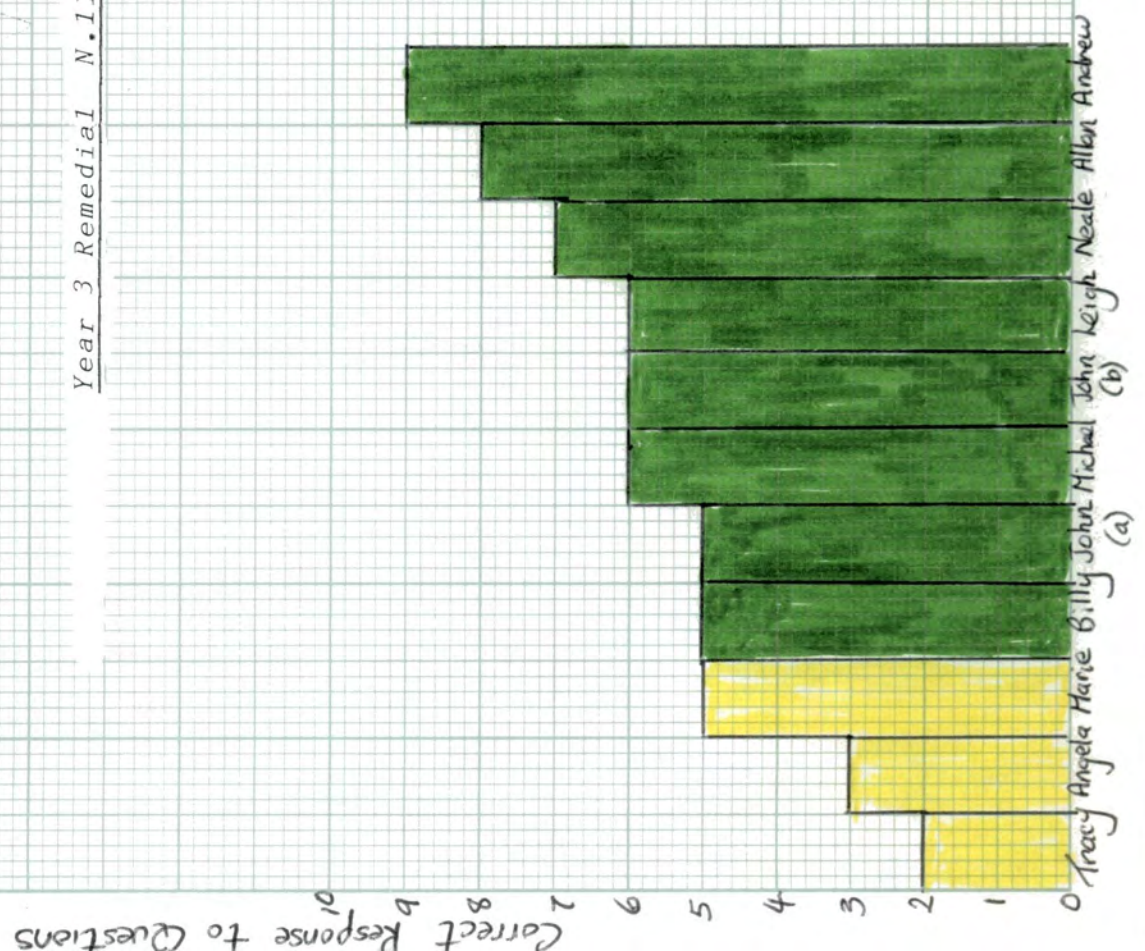
Year 2 Remedial N.10 Multiple Choice Paper Test 8

Correct Response to Questions





Year 3 Remedial N.11 Multiple Choice Paper Test 8

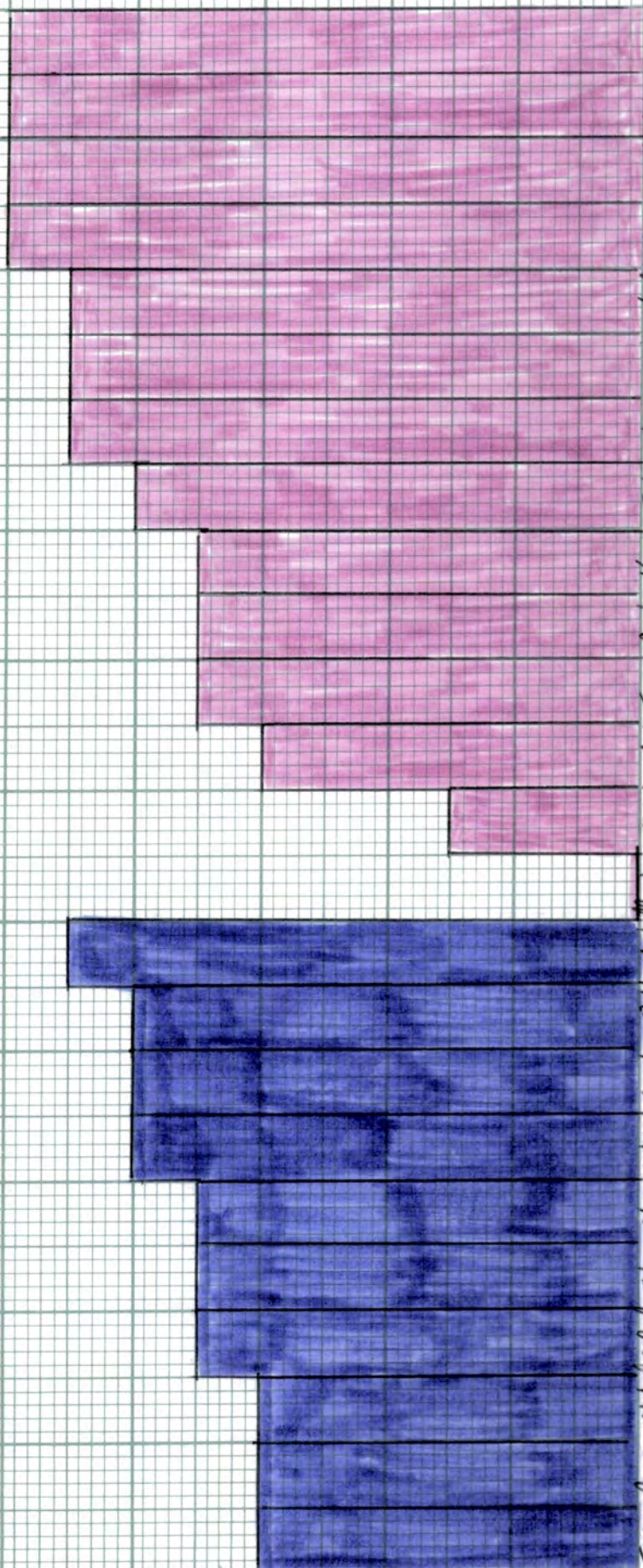


Girls
Boys

Year 1 'B' Band N.24 Multiple Choice Paper Test 9

Correct Response

0
1
2
3
4
5
6
7
8
9
10



Jan Ann Natalie Paula Marie Nonne Kisa harice Cath Michelle Stere Demis Mark Jason Andy Kevin Rob Warren Craig Neel Mark Paul Adrien Kestie

Girls

Boys

Year 2 'B' Band N.25 Multiple Choice Paper Test 9

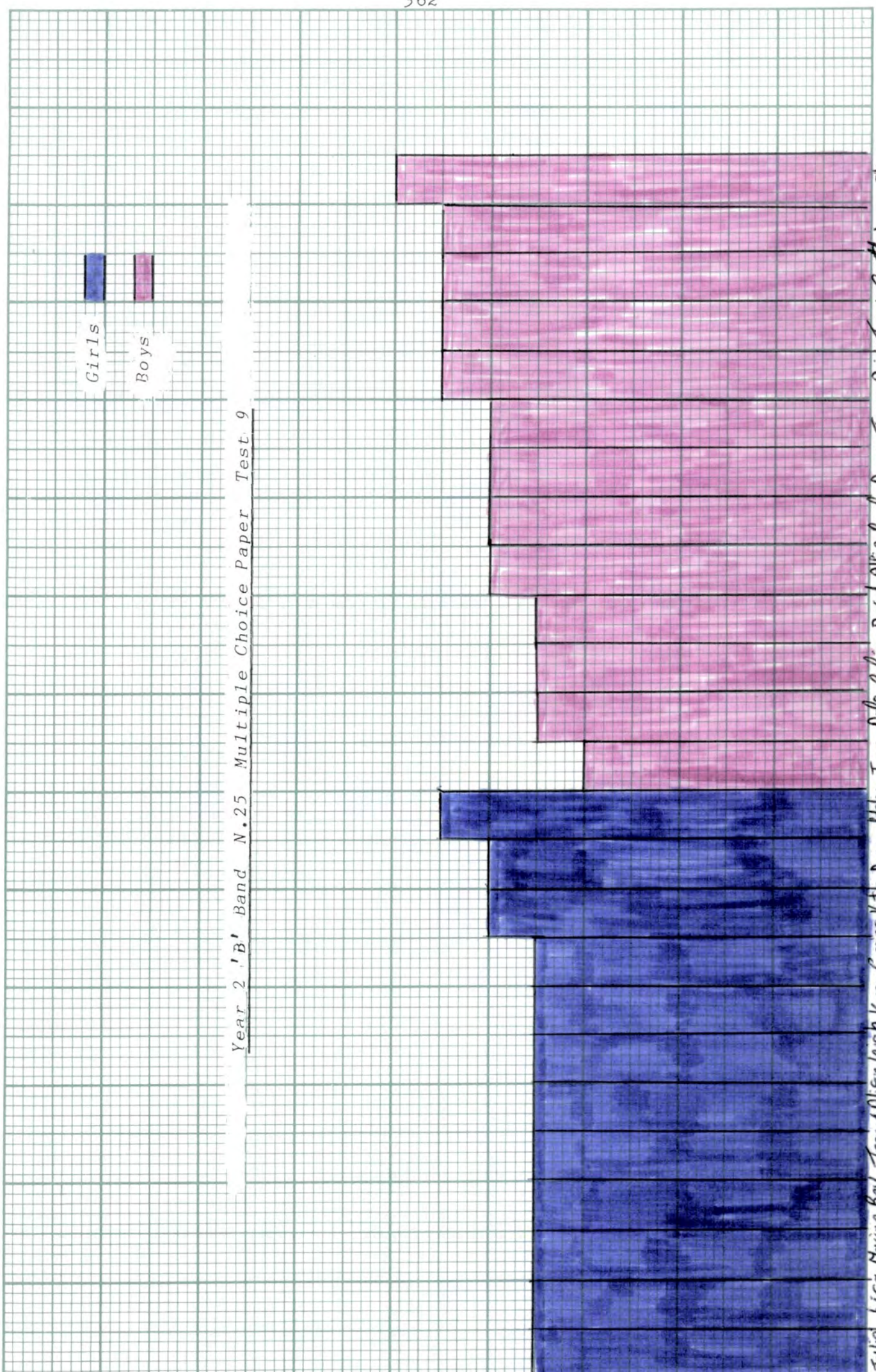
Correct Response

0 1 2 3 4 5 6 7 8 9 10

- Julie Lisa Maxine Bev Tracy Alison Leigh Karen Corrina Kath Donna Helen Ian Dale Colin David Alfie Paul Darren Jason Craig Tony Gareth Darren Steve

(a)

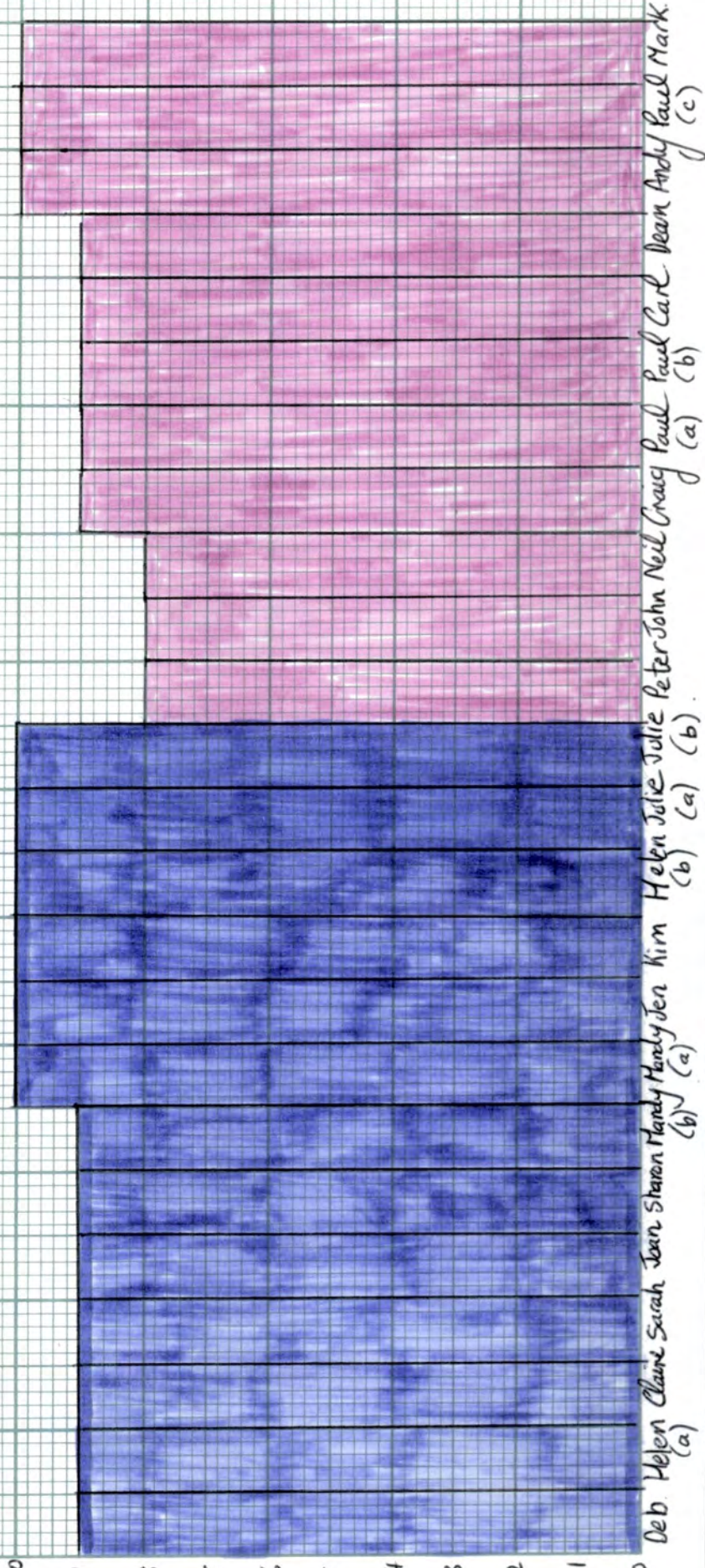
(b)



Year 3 'B' Band N.24 Multiple Choice Paper Test 9

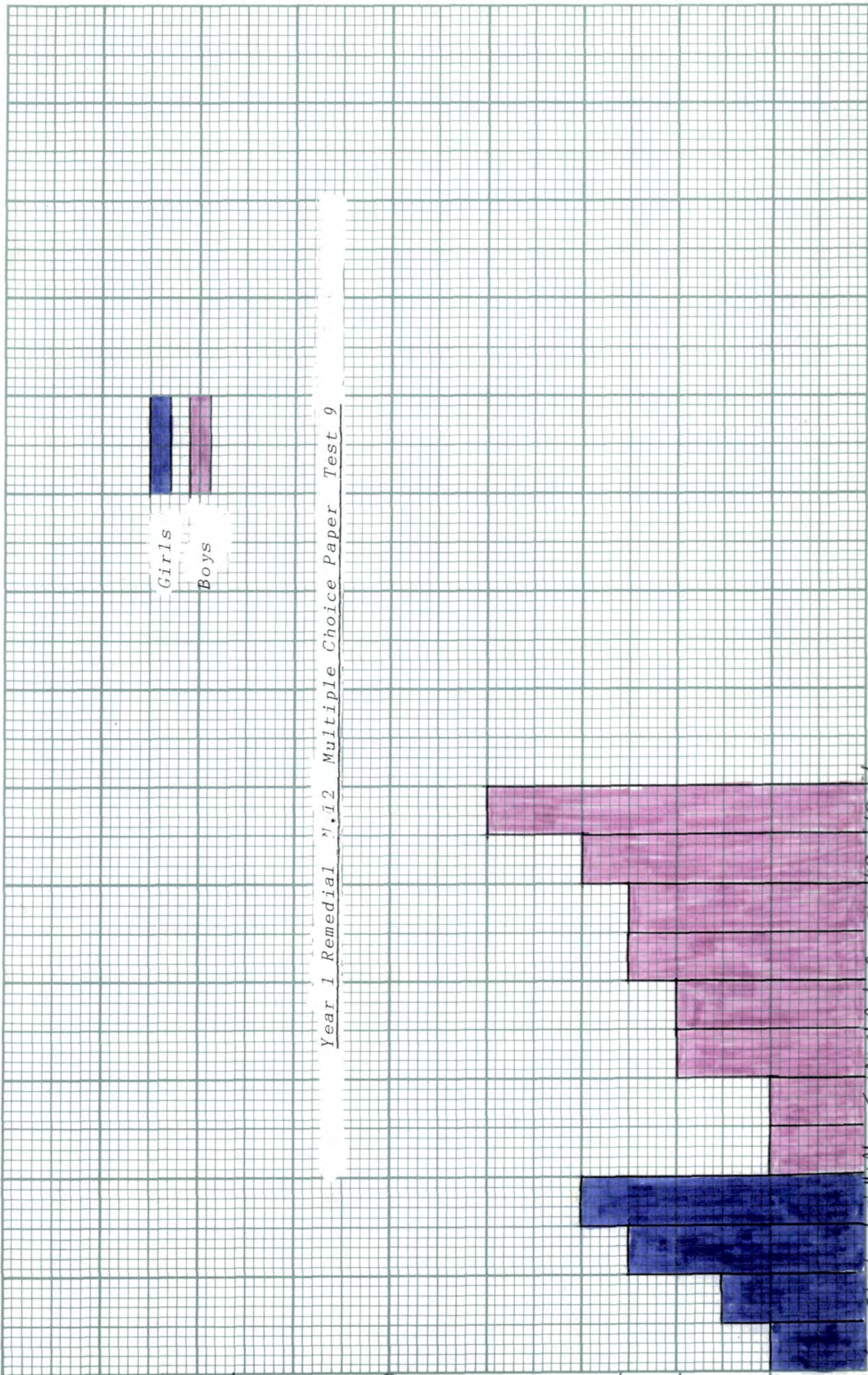
GIRLS
Boys

Correct Response



Deb Helen Julie Julie Peter John Neil Craig Paul Paul Carl Dean Andy Paul Mark
(a) (a) (b) (a) (a) (b) (b) (a) (a) (b) (c)

Year 1 Remedial N.12 Test 9



Year 1 Remedial N.12 Multiple Choice Paper Test 9

Correct Responses

Girls

Boys

Tracy Julie Lynda Shelly Alan Tony Nigel Andy Gary Stuart (a) (b)

Test 9

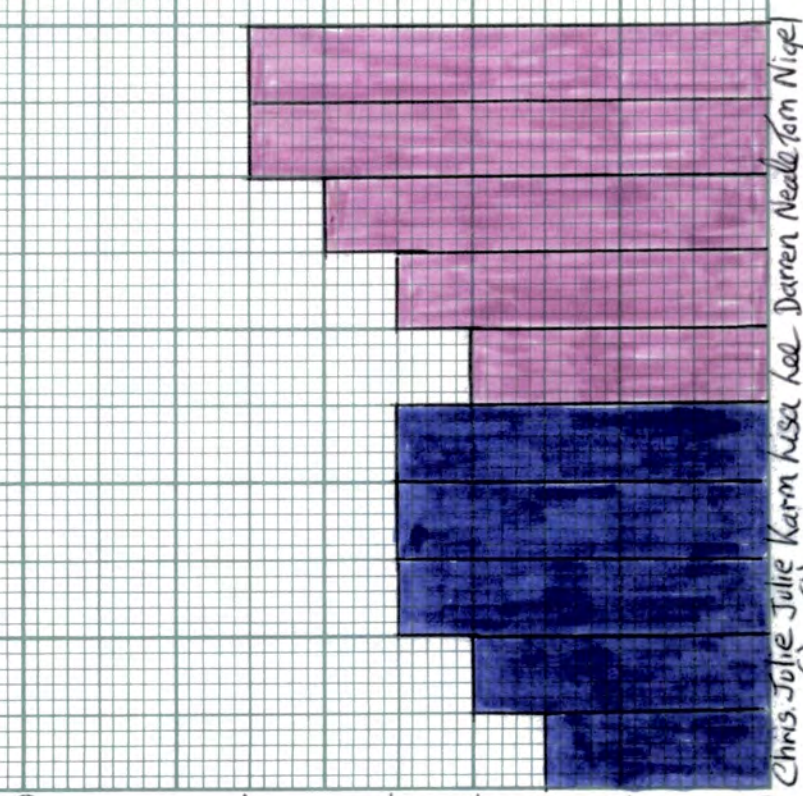
Year 2 Remedial

Year 2 Remedial N.10 Multiple Choice Paper Test 9

Girls
Boys

Correct Responses


10
9
8
7
6
5
4
3
2
1
0



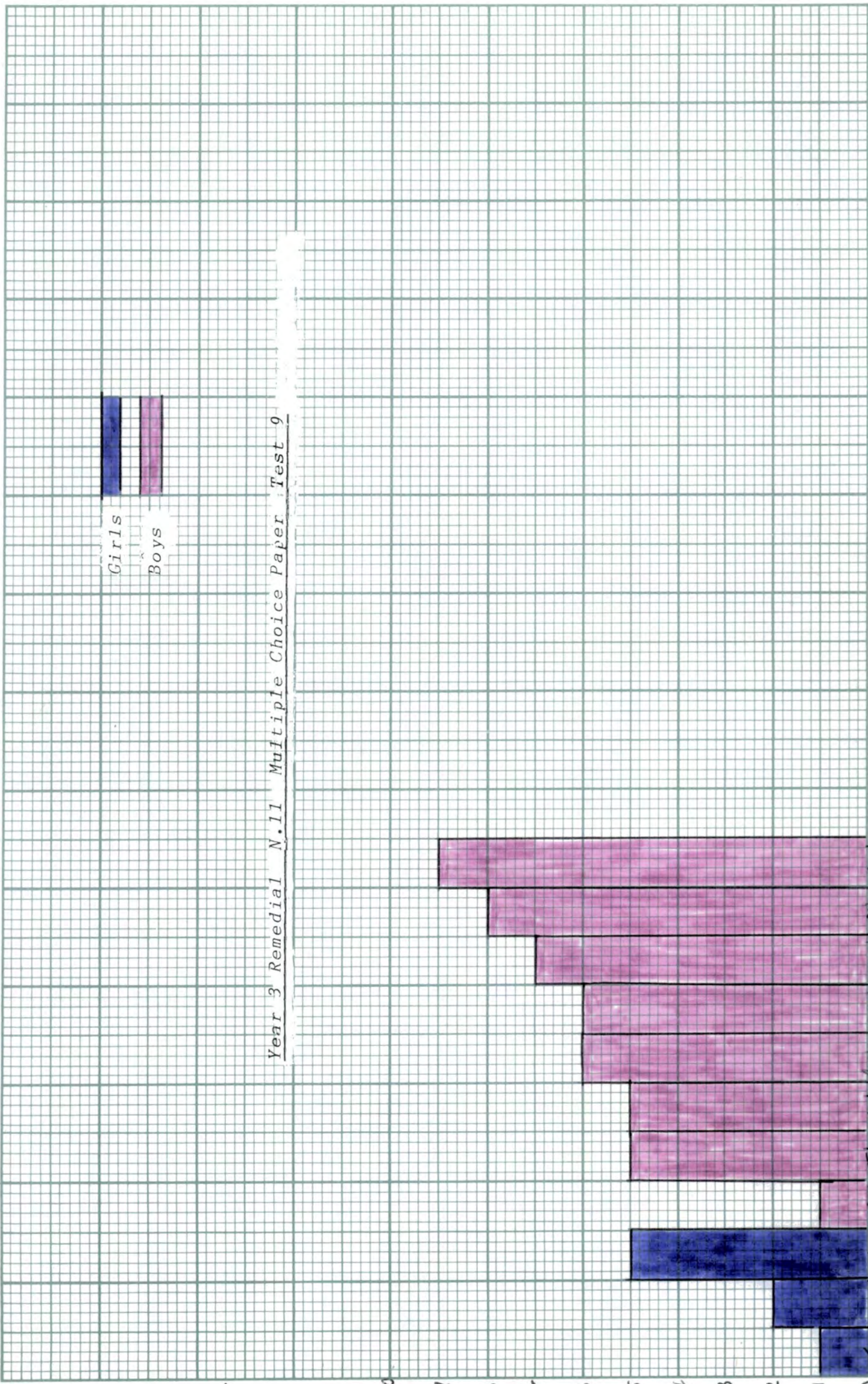
Chris, Julie, Julie, Karm, Lisa, Lee, Darren, Neala, Tom, Nigel (a) (b)

Year 3 Remedial N.11 Multiple Choice Paper Test 9

Girls
Boys



Year 3 Remedial N.11 Multiple Choice Paper Test 9

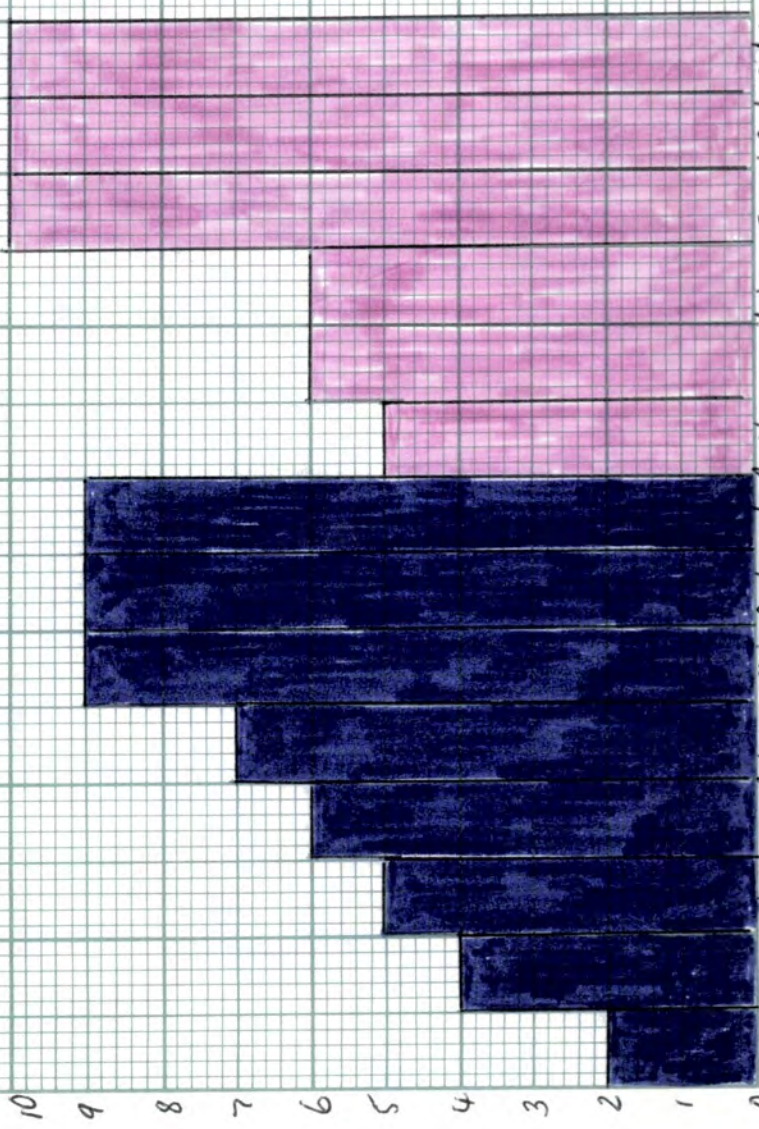


Tracy Angela Hane Billy John Michael John Leigh Neale Allan Andy (a) (b)

Correct Response.

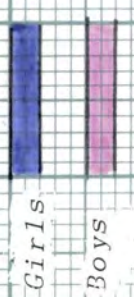
Year 1 'A' Band N.14 Multiple Choice Paper Test 9

Boys	10
Girls	10

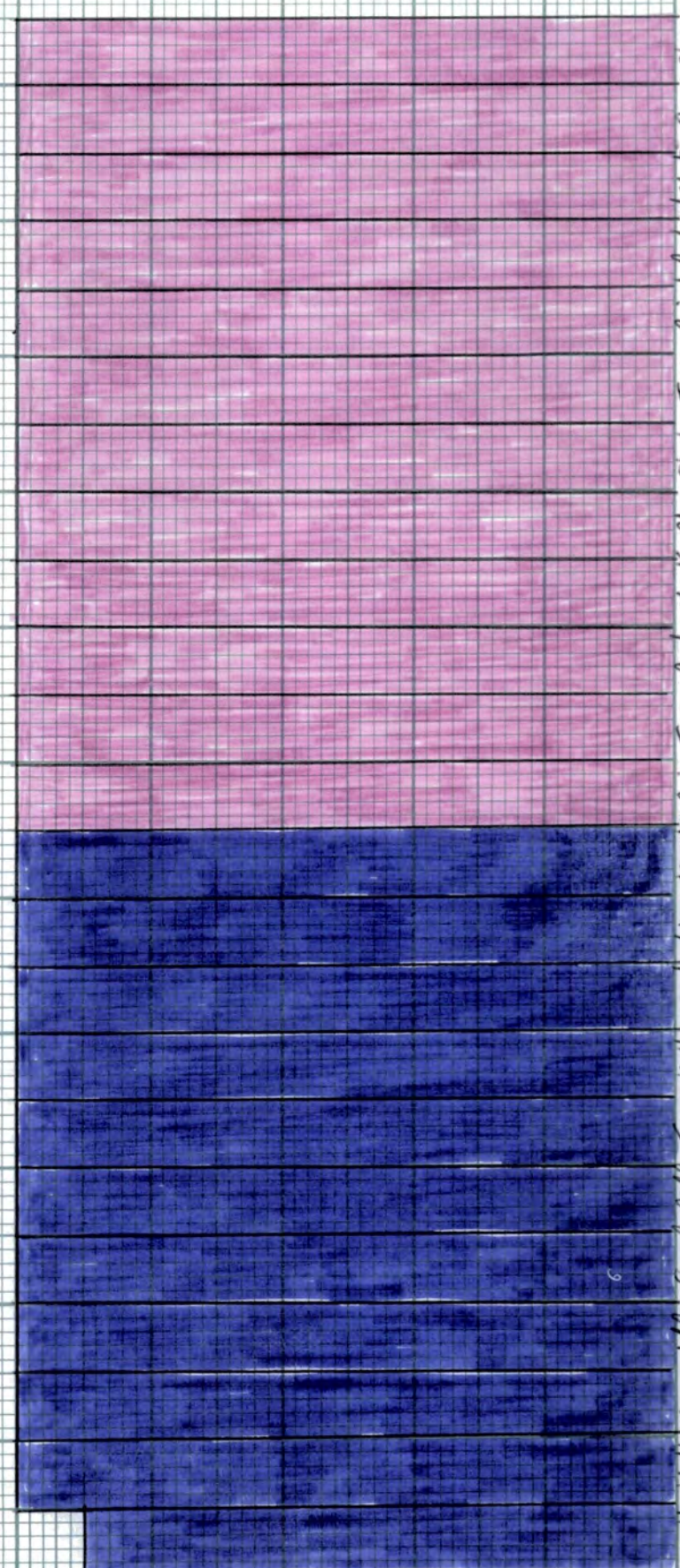


Deb Yvonne Alison Gail Niame Kate Andreea Nicole Alan David Lee Jeremy Andy Ashley Ca) (b)

Test 9.



Year 2 'A' Band N.23 Multiple Choice Paper Test 9



0
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
Correct responses.

Cath Vicki Dawn Helen Sarah Gill Tracy Kelly Nicola Lisa Kirsty Bob Jon Andy Mark Alan Stephen Jason Rayesh Richard Martin Gary Steven

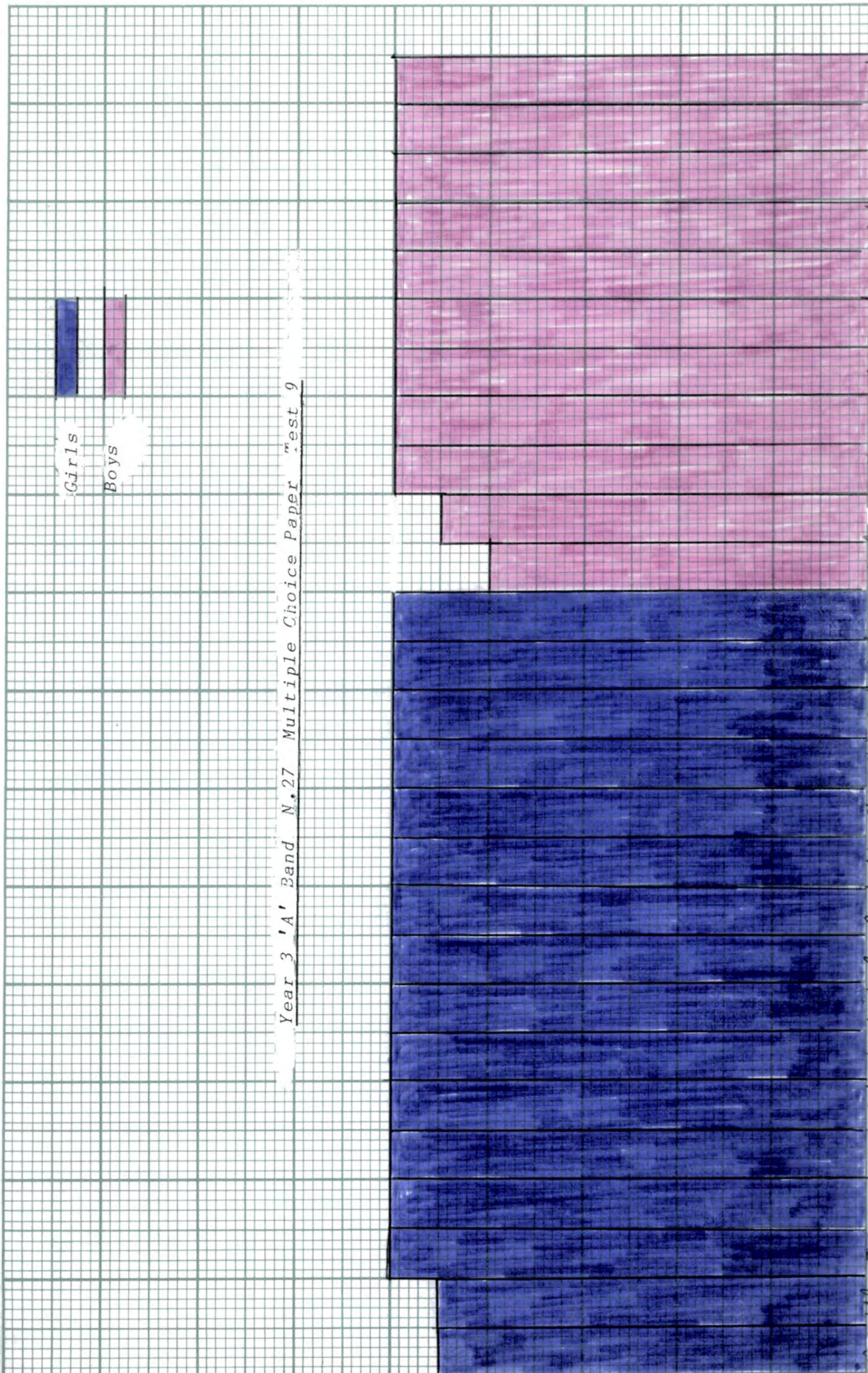
Test 9.

Year 3 'A' Band N.27

Year 3 'A' Band N.27 Multiple Choice Paper Test 9

Girls

Boys



Julie Helen Sara Dawn Nicola Andrea Lisa Kirstie Kal Angela Lisa Elaine Chue Deb Handy Elaine Paul Nev John Jon Tim David Damen Andy Jason Mare Andy

CHAPTER FIVEAPPENDICESAppendix A

Resources

Appendix BGeneral Syllabus - History Department -
Bishop Barrington SchoolAppendix CWorksheets Years 1-3 Less Able:

1. Year 1 - Barrington School
2. Year 1 - Castle in the Middle Ages
3. Year 2 - Law and Order
4. Year 3 - Census Returns

Tests Years 1-3 Less Able:

1. Year 1 - Invasions of Britain
2. Year 1 - General Test: Roman - Norman
3. Year 1 - General Test: Saxon - Middle
Ages
4. Year 1 - Hospital in the Middle Ages
5. Year 2 - Law and Order
6. Year 2 - Richard III
7. Year 3 - Industrial Revolution
8. Year 3 - 1871 Census

Appendix D

Examples of Pupils' Work (folder)

Appendix EPhotographs of Exhibitions of Pupils' Work
(folder)

APPENDIX ARESOURCES

- D. Birt The Middle Ages 1307-1485
The Norman Conquest
Knights and Tournaments
The Black Death
The Medieval Village
 Longman Resources Unit (1974)
- Binchester Trust Binchester Roman Fort
 Durham County Council
- E. Blisher and
 J.C. Armitage Town Story (A fictitious town)
 Book 1 - Today-1901 (from today-300A.D.)
 Book 2 - 1851-1588
 Book 3 - 1399-300A.D.
 Blond Educational Limited (1964)
- A. Braithwaite Bath From Roman Times
 Dinosaur Publications Ltd., Cambridge
 (1977)
- K. Brown History Workshop
 Set 1 - Early Times to 1066
 (52 teaching cards plus answers)
 (Use as revision)
 Set 2 - The Middle Ages
 Macmillan (1971)
- R. Bowood The Story of Railways
 (Illustrations)
 Ladybird Books (1961)
- E.E. Cowie Living Through History
 (Homes)
 Cassell & Co. Ltd. (1967)
- J.B. Coltham and
 W.H. Wright Life Then - Norman Times
 (Homes, Meals, Clothes, Tools and
 Weapons)
 Rupert Hart-Davis Ltd. (1967)
- Central Office of
 Information The Story of Our Police
 pub. The Home Office (1977)
- P. Davis Growing Up in the Middle Ages
 Wayland Publishers Ltd. (Pitman) (1972)

- G. Evans Food and Clothing
Nelsons Humanities Scheme - History 2
(1974)
- P. Fincham Focus on History
Tudor Town and Country Life
Longman (1968)
- C. Falkus The Spanish Armada
Pan Books Ltd. (1972)
- J.G. Gittings Windows in History
Stuart People - Book 2
Hulton Educational Publications (1959)
- J. Gregory Furniture and Furnishings
(Diagrams/Reference)
Longmans (1957)
- E.A. Hewitt Model Making with card
(Adapt the models)
Grindleys, Leigh-on-Sea (1972)
- J.W.Y. Higgs English Rural Life in the Middle Ages
(Illustrations)
Oxford Press (1965)
- M. Hobbs One Day in Medieval England
Robert Tyndall Ltd. (1974)
- T. Hutchinson Battle of Britain
Purnell (1969)
- Jackdaw No. 38 1066
(John L. Davies)
- Jackdaw No. 56 Sir Thomas More
Jackdaw Publications
- E. Jones Homes and Families
Nelsons Humanities Scheme - History 1
(1973)
- Our Town
Nelsons Humanities Scheme - Geography
(1973)
- Jackdaw No. 24 Richard III and the Princes in the Tower
pub. Jonathan Cape

- P. Larkin Britain's Heritage - Book 4
Hulton Educational Publications (1960)
- E.J.S. Lay (ed.) Men of War
(Illustrations plus easy reading)
Macmillan (1952)
- H.H. Madeley Homes and Homemaking
(Illustrations)
Longmans (1954)
- G. Middleton Focus on History - Saxons and Vikings
Longman (1968)
- G. Middleton Focus on History - At the Time of the
Plague and the Fire
Longman (1969)
- E.K. Milliken Saxons and Vikings
Harrap (1977)
- R. Mitchell Focus on History - Roman Britain
Longman (1968)
- R. Mitchell and
G. Middleton History in Focus (3) - Norman and Med-
ieval Britain
Longman
- H. Nickel Arms and Armour through the Ages
Collins Press, London (1969)
- J. Nichol The Middle Ages - 1066-1307
King John
The Middle Ages - 1307-1485
Battle of Bosworth
Ships and Voyages
Longman Resources Unit (1974)
- M. Palmer and
G.R. Batho The Source Method in History Teaching
Historical Association, No. 48 (1981)
- T.S. Patchett and
R.W. Rose Visual Histories
(Use diagrams)
Book 2 - 1485-1715
Evans Brothers Ltd. (1959)
- F. Reynoldson War at Home
War in Europe
Heinemann

- R. Sandford and
L.E. Snellgrove
Picture the Past
Book 2 - Knights, Priests and Peasants
(1977)
- Book 3 - Kings, Queens and Jacks
Longman Group Ltd. (1977)
- N. Scarfe
Focus on History - Norman England
Longman (1968)
- Schools Council
Integrated Studies Pack
Children and the War
- History 13-16 Project
Medicine Through Time
Early Man and Medicine
Book 1
Holmes McDougall (1976)
- What is History?
4. Problems of Evidence
Holmes McDougall (1976)
- B. Taylor (ed.)
Picture Reference (1) - Elizabethans
Brockhampton Press Ltd. (1965)
- Picture Reference (17) - Ancient Romans
Brockhampton Press Ltd. (1965)
- A.J. Unstead
Travel by Road through the ages.
A. & C. Black Ltd. (1958)
- R.J. Unstead
Kings, Barons and Serfs
Macdonald Education (1971)
- S. Usherwood
History from familiar things (1969)
including:
- Festivals and Holidays
(Project books for each topic)
Hollen Street Press Ltd. (1969)
- Inns and Signs (1971)
- Coins (1971)
- Street Names (1969)
Hollen Street Press Ltd.
- M.A. Whitehead
Escomb Extracts
Printed at Darlington Teachers' Centre
(1979)

R.L. Wilson The Story of Dentistry
Unilever Educational Booklet (1954)

Witton Park Working Party Exploring Saxon Escomb
Durham Joint Curriculum Study Group

S. Wood Exploring History - The Vikings
Oliver and Boyd (1977)

Booklets "From Coalfield to Battlefield"
(The Road to Dunkirk Remembered)
G.J. Purdon
pub. Pit Lamp Press, Beamish (1983)

"Under Hell's Flames"
(The Durham Light Infantry 1914-1918)
pub. Durham History Curriculum Group
(1983)

Videos "The Cruel Sea"
"The Third Reich" (Parts 4, 5 and 6)

APPENDIX BGENERAL SYLLABUSHistory Department, Bishop Barrington SchoolYears one to threeAims and objectives of the course

- To develop some sense of historical cause and effect
- To see history as a continuing process, not as a series of isolated events
- To put a human and living face on history and not to view it as a study of a dead past
- To see that history has been shaped by people of all classes, creeds and colours
- To develop skills in writing, clarity of expression, together with a basic development of historical judgement
- To study history, where possible, from actual source material, primary or secondary: i.e. to see historical events as they appeared to contemporaries
- To show history as a colourful subject in the methods we use to impart historical knowledge to the pupils
- It is hoped that the study of history will help these pupils to develop some understanding of the different customs, beliefs and ideas of the people of our society by showing how such people have helped to shape our heritage

- To give pupils an understanding of early English history from the early Stone Age to the 18th century. The course looks at the invasions which have hit our shores and at their effects on our history, tracing language, government, customs and general way of life. This course also emphasises *people* in history - individuals who have added colour to the period, as well as ordinary folk, for many of whom the great events of our political past meant little as they struggled to make a living under difficult circumstances.

Syllabus Content

1st Year

Term 1 · Old and New Stone Age - Bronze Age - Iron Age (Weapons, food, shelter, remains, lifestyle).
Romans in Britain - army, soldiers, Hadrian's Wall, towns, villas, roads - Coming of the Saxons.

Terms 2 & 3 · Anglo Saxon England (farms, villages, lifestyle).
Missionaries and monks.
Vikings (invasions and settlements).
Alfred, Canute and Edward the Confessor; Harold and William I; Hastings and after. Domesday Book and life under the Normans (castles, towns, monasteries, manors, markets, fairs, housing, clothes, food and cookery).
Henry II and Becket.

2nd Year

Term 1 · Crusades - John and Magna Carta - Henry III.
Edward I, II and III (Scotland and Wales).
Black Death - Peasants' Revolt - Henry V and VI and the war with France (Joan of Arc and 100 years war).

Terms 2
& 3 Wars of the Roses to Richard III - Modern Times
and the reign of Henry VII - Voyagers and discover-
ers (Columbus, Magellan, Cabot).
Henry VIII (character, religion, government, wives,
navy).
Edward VI (events Northumberland and Somerset).
Mary Tudor - Elizabeth I (explorers, theatre,
homes, clothes, food and pastimes, Mary Queen of
Scots, Spanish Armada).
James I (Gunpowder Plot, Pilgrim Fathers, general
problems).

3rd Year

Term 1 Re-cap on James I (first week).
Charles I - events, parliament, Civil War.
Cromwell - the Protectorate - Puritan England.
Restoration - Plague and Fire.

Terms 2
& 3 Stuart Life (houses, food, pastimes, fashions).
James II 1685-88.
William and Mary (Anne).
Georgian Life - a selection of topics arranged
according to particular themes.
England - Scotland (Uniton, Stuarts, Bonnie Prince
Charlie).
Transport - roads, canals, railways.
Colonial - Clive in India, Wolfe in Quebec, 13
American colonies, U.S. Independence.
French Revolution.
Britain - houses, sports and pastimes, fashion,
early farming and industry, religion.

APPENDIX CWorksheets - Years 1-3, Less Able

1. Barrington School - Year 1
2. Castles in the Middle Ages - Year 1
3. Law and Order - Year 2
4. Census Returns - Year 3

1. Year One

Worksheet - The Barrington School

Name

(Please put your answers on the dotted lines)

1. Who is our school named after?
.....

2. What year was he born?

3. What year did he die?

4. Why did he have the school built?
.....

5. What were the school hours in winter in the old Barrington School?
.....

6. What were the school hours in summer in the old Barrington school?
.....

7. What hours do you come to school now? What do you notice about these and the hours the children of the old school attended?
.....
.....

8. Write down seven subjects you study at school.
.....
.....
.....

9. Write down the subjects the children studied in the old Barrington school. Are they different from yours? If so, how?
.....
.....

2.

Year One

Worksheet - A Castle in the Middle Ages

1(a) Copy out the following putting in the missing words from those below. (Study the picture carefully before giving your answer.)

The picture shows a c..... castle. It had an o.... and an inner wall which were used for d..... The b..... contained s..... and a c..... among other buildings. The bailey was also known as the inner or outer w...

- | | | |
|---------|-------|------------|
| bailey | ward | chapel |
| stables | outer | concentric |
| defence | | |

1(b) Label the picture of the castle using the following words:

- | | | |
|------------|------|------------|
| Bailey | Keep | Outer wall |
| Inner wall | Moat | Gatehouse |

2. What type of castle is it?

Answer

3. Name two buildings in the bailey

Answer

4. What was another name for the bailey?

Answer

5. Why did this castle have two walls?

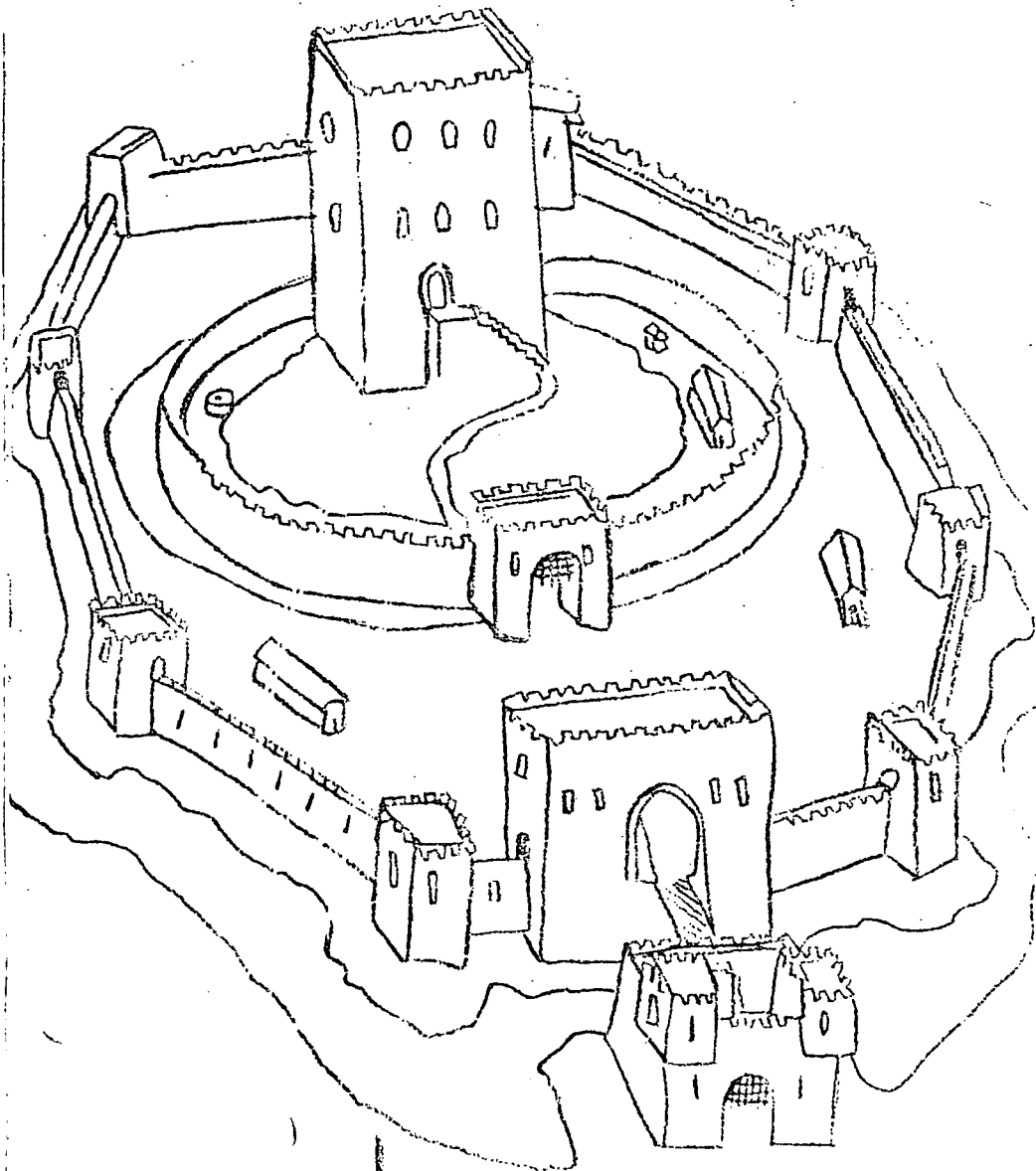
Answer
.....

6. Copy out the following putting in the missing words from those below.

The keep was made of s.... The lord and his f..... lived there. When the castle was under a..... the arrows were f.... from arrow s.... in the walls by the defenders of the c..... The drawbridge could be r..... to allow f..... in and l..... to keep e..... out.

family attack stone castle fired
 raised slits friends lowered enemies

2.



BY S.W.

3.

Year Two

Worksheet - Law and Order

Write your answers on this sheet.

1. From the picture 'The Manor Court' answer the following:-

How many 'crimes' are shown?

.....

2. Which of these 'crimes' are still considered to be against the law today?

.....

3. Where was the court held in the Middle Ages?

.....

4. Who was the judge and jury in the manor court?

.....

5. Who decided if a person was innocent or guilty?

.....

6. Who decides if a person is innocent or guilty today?

.....

7. Name four crimes which are against the law today.

.....

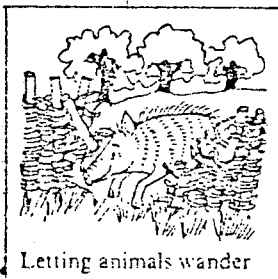
.....

8. Copy out the following, putting in the missing words below.

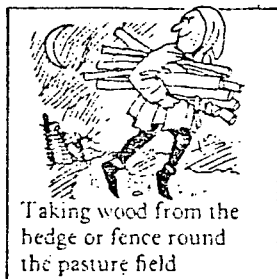
If p..... committed crimes such as s....., r....., m..... they were taken to a..... courts. For other things thought to be against the l.. people were tried in the m.... c.... Anyone found guilty had to pay a f...; if not, the l... could take some of their p.....

peasants	murder	stealing	assize
law	court	manor	robbery
fine	possessions		lord

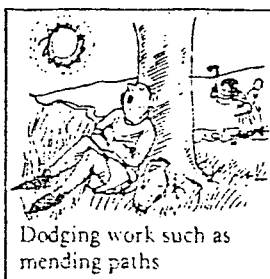
The Manor Court



Letting animals wander



Taking wood from the hedge or fence round the pasture field



Dodging work such as mending paths



Letting weeds grow



Digging holes in the road for clay



The court in the manor with the lord or more often his steward or bailiff as judge and jury



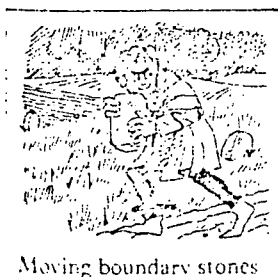
Taking wood from hedges for the fire



Having lodgers the lord did not like



Digging up waste land without permission



Moving boundary stones



Taking wild honey from trees in woods



Not marrying the person the lord told you to



Leaving the village without the lord's permission

4.

Year Three

Worksheet - Census Returns

1. Copy out the following and put the words underneath in the correct places.

We have been looking at a village last c..... Most of the men worked in the m.... The boys began work at the age of t.. years. The women usually worked at h...

mines ten home century

2. Copy out the Dobinson, McTaggart and Watson family onto the attached sheet.

3. How many children had the Dobinsons? Answer

4. How many children had the Kirkcups? Answer

5. How many coal miners are there on the sheet? Answer

6. How many scholars? Answer

7. Who is the oldest man? Answer
.....

8. Who is the oldest woman? Answer
.....

9. How many sons has G. Kirkcup? Answer

10. How many people are on this section of the Census Form? Answer

11. What does the word 'occupation' mean?

Answer

.....

12. List the names of the women and girls on the Census Form.

Answer

.....

.....

.....

WREKENTON - A VILLAGE FORMERLY IN COUNTY DURHAM 1871 CENSUS (EXTRACT)

Street Name	Name	Relation-ship	Marital Status	Age M	Age F	Occupation	Born
1 Pleiad Place	Edward Robinson	Head	Married	42		Bankman at Colliery.	Gallowhill Northumberland
	Magdalen "	Wife	"		46	Innkeeper, Princess Alice Inn - Licenced Victualler	Gateshead Durham
	Mary E. "	Daug.			11	Scholar	"
	Alexander "	Son		9		Scholar	"
	Sarah Jane "	Daug.			7	Scholar	"
	Isabella "	Daug.			5	Scholar	"
	John Michael "	Son		3		-	"
2 Pleiad Place	George Kirkcup	Head	Married	42		Coal Miner	Gateshead Durham
	Mary "	Wife	"		41	Wife to Coal Miner	"
	Robert "	Son	Unmarried	17		Coal Miner	"
	George "	Son	"	15		"	"
	Thomas "	Son	"	13		"	"

Street Name	Name	Relation-ship	Marital Status	Age		Occupation	Born
				M	F		
2 Pleiad Place	Ann Kirkcup	Daug.			11	Scholar	Gateshead Durham
	Hannah "	Daug.			9	"	"
	John "	Son		7		"	"
	Christopher "	Son		5		"	Lamesley
	Ellen "	Daug.			2		Gateshead
	Mary "	Daug.			11 mths		"
13 Pleiad Place	Thomas Milmow	Head	Married	36		Coal Miner	Ireland
	Winifred "	Wife	"		35	Miner's wife	"
	John "	Son	Unmarried	14		Driver in Coal Pit	"
	Bernard "	Son		11		"	Durham
	Mary A. "	Daug.			9	Nurse Girl	"
	Catherine "	Daug.			8	-	Swalwell
	Margaret "	Daug.			5	-	Gateshead
Elizabeth "	Daug.			3	-	"	

Street Name	Name	Relation-ship	Marital Status	Age		Occupation	Born
				M	F		
13 Pleiad Place	Thomas Milmow	Son	Unmarried	6 mths	31	-	Gateshead
	Elizabeth Davey	Sister-in-law		Domestic Servant		Ireland	
33 Wrek-	John McTaggart	Head	Widower	67	21	Quarry Labourer	Scotland
	Helen "	Daug.	Unmarried			?	Durham, Lamesley
	Robert "	Son	"	17		Coal Miner	"
Denmans Row	John Jones	Head	Married	28	40	Coal Miner	Carnarvon (Wales)
	Catherine "	Wife	"			Miner's Wife	"
	Richard M. Pritchard	Stepson	Unmarried	12		Coal Miner	"
38 Back Seven Stars	Robert Watson	Head	Married	40	30	Agricultural Lab.	Yorkshire
	Mary "	Wife	"			Wife	Usworth, Durham
	John "	Son	Unmarried	18		Coal Miner	Yorks.
	Thomas "	Son	"	15		"	"

Street Name	Name	Relation-ship	Marital Status	Age M	Age F	Occupation	Born
38 Back Seven Stars	Frederick Watson	Son		13		Scholar	Yorks.
	James "	Son		7		"	Usworth, Durham
	Emma "	Daug.			3	-	Gateshead

APPENDIX CTests - Years 1-3 Less Able

1. Invasions of Britain - Year 1
2. General Test - Roman - - Year 1
Norman
3. General Test - Saxon -- - Year 1
Middle Ages
4. Hospital in the Middle - Year 1
Ages
5. Law and Order - Year 2
6. Richard III - Year 2
7. The Industrial Revolution - Year 3
8. Census Returns - Year 3

1. Year OneTest - Invasions of Britain

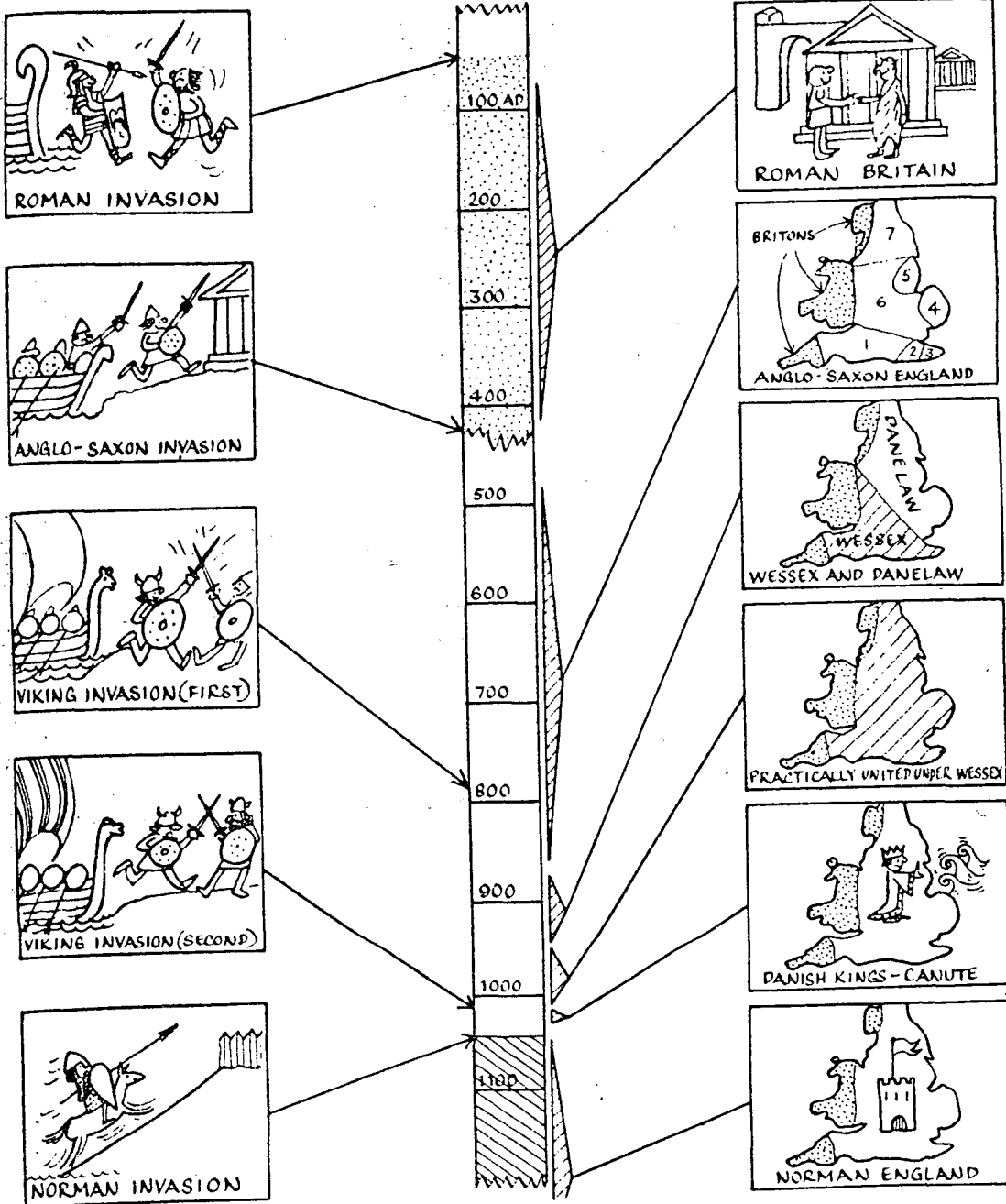
Please write all your answers on the paper.

1. When was the Roman invasion of Britain?
Answer
2. How many Saxon kingdoms were there?
Answer
3. When did the Anglo Saxons invade?
Answer
4. Name a Danish king.
Answer
5. When was the second Viking invasion?
Answer
6. When did the Normans invade England?
Answer
7. Name one thing the Normans built in England.
Answer
8. How many invasions were there in all?
Answer
9. What did the Romans use to fight their enemies with during the invasion of England?
Answer
10. Write down the date the invasions began and the date they ended.
Answer

1.

Year 1 - Test.

INVASIONS OF BRITAIN 43-1066



2. Year OneGeneral Test - Roman - Norman

1. Draw around the attached picture of a Roman legionary. Put these names on the Roman legionary in the correct places.

shield	sword	shoulder armour
sandals	tunic	javelin

- 2a. Write out the numbers 1-20 using our numbers.
 2b. Write out the numbers 1-20 in Roman numerals.
3. Draw a large decorated letter similar to those you have seen in the Anglo Saxon Chronicles.
4. Trace around the attached Norman soldier and label the armour he is wearing using the words:-

kite-shaped shield	helmet	nose-guard
chainmail suit	leggings	long axe

5. Write out ten foods we eat today. Write out the food the Normans would eat from:-

pigs	sheep	jam	bread
fishfingers	fruit	beefburger	ice-cream

6. Copy out the following and put the words below the story in the right blank spaces.

Grendel was a terrible o..... He attacked and k..... many k..... before the k... decided to find someone to kill him. B..... killed G..... and the king gave him a beautiful h..... as a r..... for what he did.

knights
ogre

killed
king

Beowulf
Grendel

helmet
reward

2.



2.



3. Year OneGeneral Test - Saxon - Middle Ages

Put your answers onto the attached sheet.

Saxon Times

1. Tell the story of Grendel the Anglo Saxon monster.
2. Draw a picture which shows your ideas of how he may have looked.
3. Who killed Grendel? Beowulf or the king?
4. What is the monster that once lived near our school called?

Pollards Barrington Grendel

5. Draw a picture of the monster.
6. Copy the attached diagram of the 3 field system of farming onto your paper and answer the questions:-

<i>Field 1</i>	<i>Field 2</i>	<i>Field 3</i>
Wheat	Barley	Fallow
Fallow	Wheat	Barley
Barley	Fallow	

- a) How many fields altogether?
- b) What was grown in the fields?
- c) What does 'fallow' mean?
- d) What is missing from field 3?

Living in the Middle Ages

- 7(a) Copy out this writing and put the words underneath in the correct places:

In the M..... A... hospitals were very different from hospitals t..... The barber-s..... did the o..... He did not use an anaesthetic. He did not understand that g..... caused d.....

surgeon	Middle Ages	today
operations	diseases	germs

Living Today

- 7(b) From your notes write a paragraph about a hospital today.

4.

Year One

Test - A Hospital in the Middle Ages

Write your answers on the dotted line.

1. How many patients in the ward?

.....

2. What is on the walls?

.....
.....

3. Who looked after the patients?

.....

4. Who did the operations?

.....

5. Describe the hospital ward and what is going on.

.....
.....
.....



5.

Year Two

Test - Law and Order

Crime and Punishment

Write out your answers on this sheet.

1. Name three serious crimes in the Middle Ages.
.....
.....
2. Name three punishments.
.....
.....
3. Do you think the punishments were cruel? Give reasons for your answer.
.....
.....
.....
4. Name three serious crimes today.
.....
.....
5. Name three punishments used today.
.....
.....
6. Why are they different from punishments given in the Middle Ages?
.....
.....
.....
7. Copy out the following, putting in the missing words:-

If a c..... being h..... could reach a
c..... he could claim the right of s.....
This meant he could stay in church for f....
days, no one could touch him. If he did not

e..... he could c..... to the s.....
He would be told to l..... E..... for ever.

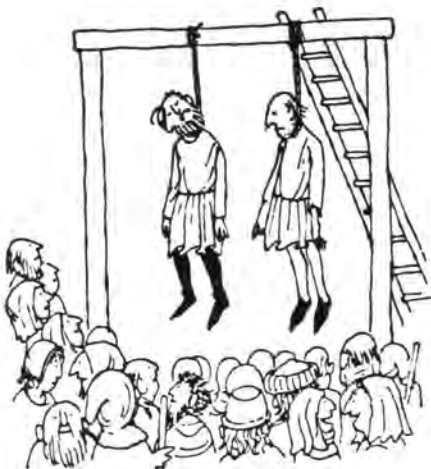
5.

Year TwoTest - Law and Order
Punishment and Crime

In the Middle Ages for serious crimes such as robbery, stealing and murder, there were savage and cruel punishments - whipping, chopping off hands, feet, ears and noses, and execution by hanging.

YEAR TWO - TEST.LAW AND ORDER.PUNISHMENT AND CRIME.

In the Middle Ages for serious crimes such as robbery, stealing and murder, there were savage and cruel punishments - whipping, chopping off hands, feet, ears and noses, and execution by hanging.



This knocker on the door of Durham Cathedral may once have helped criminals. A suspected lawbreaker on the run often went to a church and claimed the right of *sanctuary* (shelter, or refuge) to get away from those pursuing him. No one could harm him in 'God's House'. Later, when all was quiet, he could slip away—usually in the dead of night



6.

Year TwoTest - Richard III

Please write your answers on the attached paper and not on this sheet.

1. How long did Richard rule?
2. Name his two nephews.
3. What is supposed to have happened to them?
4. Who accused Richard of the murder?
5. How do we know so much about a crime committed so long ago?
6. Name two people who said Richard was guilty of murdering the boys.
7. Why might they have said this?
8. What does the modern evidence tell us about the disappearance of the princes?
9. Study Richard's portrait on Sheet One. Describe what he is wearing. List four things which are different from the fashions worn today.
10. Study Elizabeth Woodville's portrait. Describe her clothes. List two things which are different from the fashions we wear today.
11. Was Richard a hunchback? Give reasons for your answer.
12. Do you think Richard III was innocent or guilty of the crime? Give reasons for your answer.

Richard III



An unknown artist painted this picture after Richard's death (from one painted during his life-time).



Elizabeth Woodville, mother of the Princes.

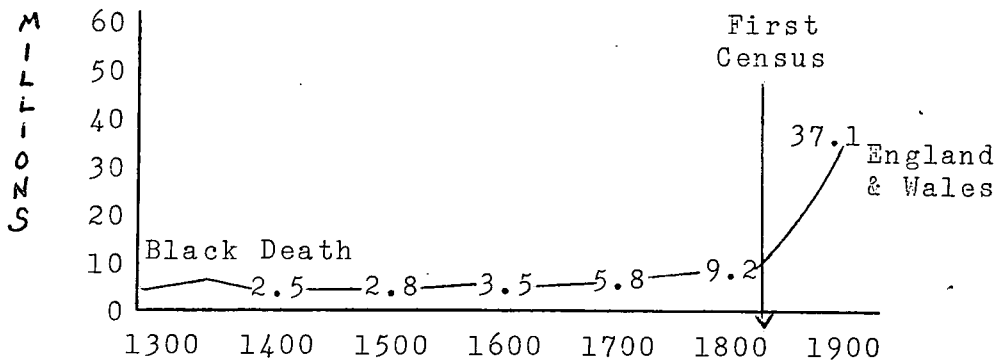
7.

Year ThreeTest - The Industrial Revolution

1. Write out the four most important reasons for population change from the following:-

- (a) Birth rate (b) Death rate (c) Marriage rate
(d) Housing (e) Immigration (f) Emigration

2. From the following graph what happened to population from 1300 to 1900? (Draw the graph first.)



3. Copy out the following, putting in the correct words as shown below:-

The I..... R..... began in
and was concerned with a....., i.....
and t..... One of the greatest factors
involved was p..... c..... The popu-
lation grew from a few million in the 14th
century to 37.1 million in

agriculture 1760 industry popu-
lation change Industrial Revolution
transport 1901

4. From the attached sheet about the Three Field System of farming, answer the questions and copy the diagrams.

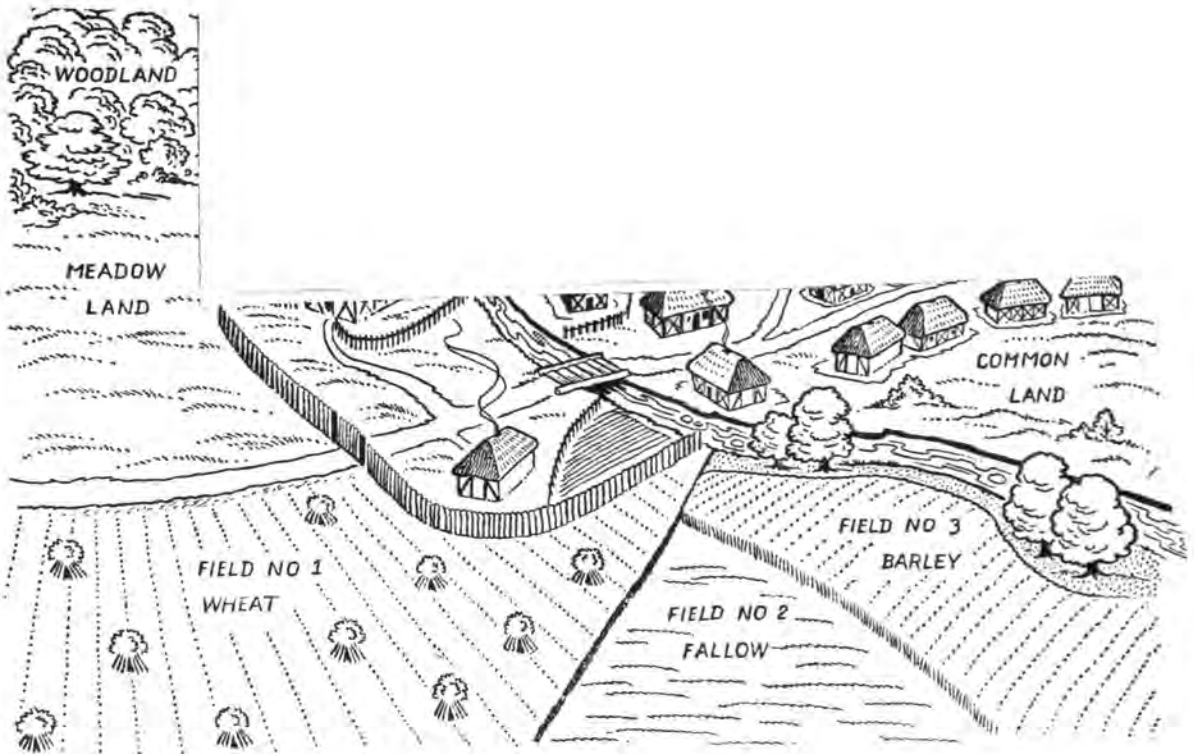
7.

Year ThreeTest - The Open Field System of Farming

For centuries crops had been grown on the open field system. The land in the three big open fields was shared out among the villagers. Each man had one or more strips in each of the fields. The system was wasteful because good farmers were held up by lazy ones. Not everyone would want to try new ideas. One field was left fallow (or resting) each year and no food was grown on it. Too many animals were put on the common pasture so they were small and thin and disease spread among them.

THINGS TO DO

1. Draw and colour a sketch to show the open field system.
2. Explain how the land was shared out in the old system.
3. Give three reasons why the old system was wasteful.



8. Year ThreeTest - Questions relating to the 1871 Census Returns.

1. What do you notice about the SIZE OF THE FAMILIES?
2. Name the families, e.g. George Kirkcup and TOTAL UP THE NUMBER OF CHILDREN - write this down.
3. Why 'HEAD OF THE HOUSE'?
4. The AGES OF THE PEOPLE IN THE CENSUS - What do you notice about this?
5. What do you notice about the AGES OF THE CHILDREN AT WORK? - Compare this with the ages at which people begin work today.
6. What JOBS DO THE MEN AND BOYS DO?
7. Which MAN HAS A DIFFERENT JOB TO EVERYONE ELSE?
8. What is a LICENCED VICTUALLER?
9. What is the most COMMON NAME USED FOR WOMEN?
10. What is the most COMMON NAME USED FOR MEN (OR BOYS)?
11. Write out the FIRST NAMES OF SOME PEOPLE YOU KNOW - do you notice any difference in their names and the ones on the Census?
12. At what age did the 'SCHOLARS' FIRST START SCHOOL?
13. Name the NON-LOCAL AREAS FROM WHICH SOME OF THE PEOPLE CAME.
14. Why do you think they CAME TO THE NORTH EAST?

