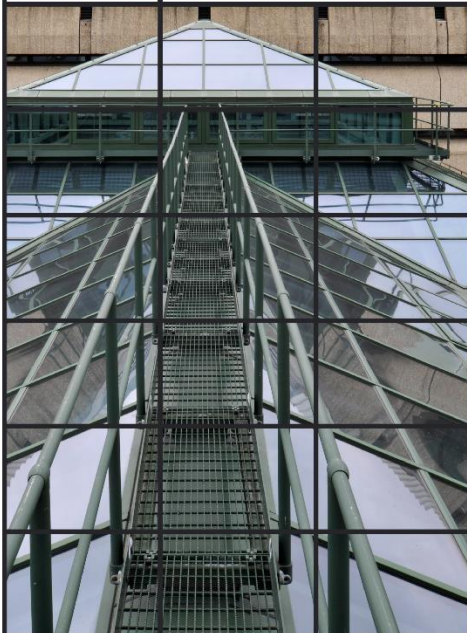




# The National Archives

## Developing a Programme for Schools Education with Archival Collections



Andrew Payne  
Head of Education & Outreach  
[@The\\_History\\_Man](#)  
[@UKNatArchives](#)  
[@UKNatArcEdu](#)



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# www.nationalarchives.gov.uk/education

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Menu


Home > Education

## Education and Outreach


Online resources and taught sessions




**Teachers**  
Resources and Workshops




**Students**  
Explore and Learn



**Outreach**  
Projects and Exhibitions




**Families**  
Events and Activities




---

### Time Periods


**Medieval**  
974 - 1485




**Early modern**  
1485 - 1750



**Empire and industry**  
1750 - 1850



**Victorians**  
1850 - 1901



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Archives have the power to make us think

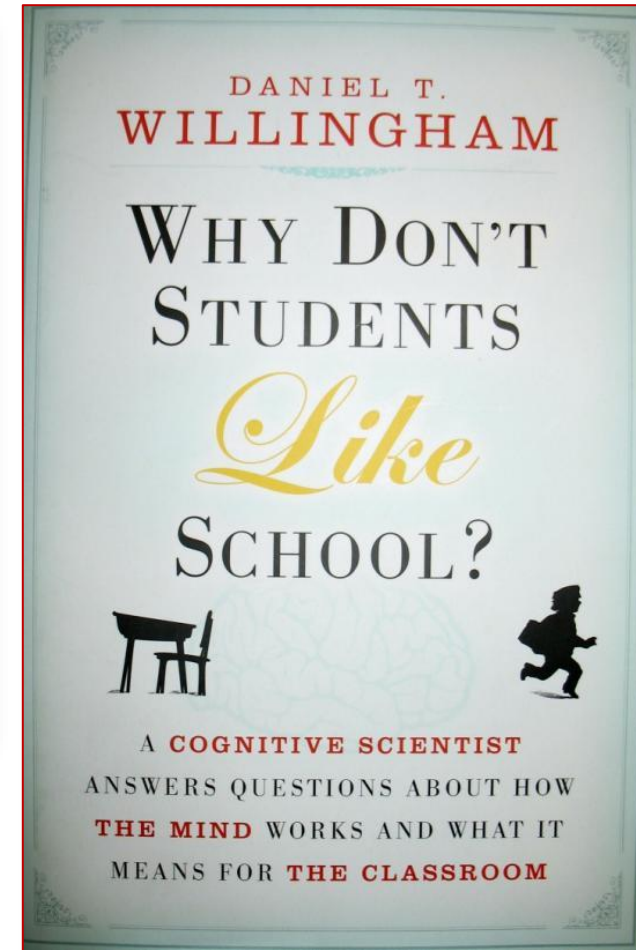


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Memory is the residue of thought

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

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



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**History is a verb  
not a noun!**

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**États-Unis**

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# Enquiry questions drive the activity..



**BRITISH EMPIRE**  
The rise of the British empire – North America

[Home](#) > [Gallery](#) > Case Study [Search this exhibit](#)



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

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

Look at the background and the resources in this case study and see what you can discover about...


## How did Henry VIII get up in the morning?

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

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

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

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



[Enlarge](#)

Title page of the Valor Ecclesiasticus (Church Valuation), commissioned by Henry VIII 1536 (E 344/22)

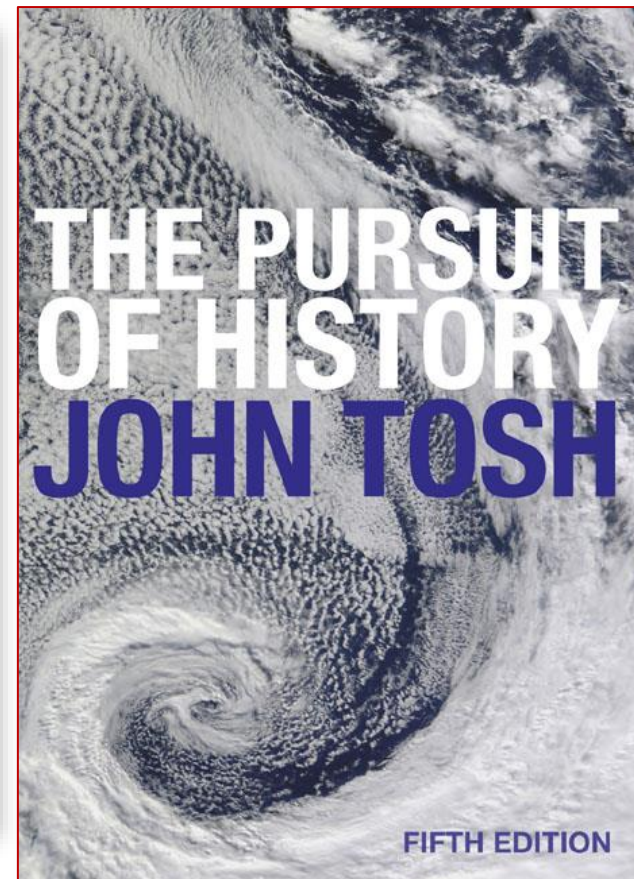
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# Developing the Enquiry Question

The historian takes... a group of sources... Allowing the content to determine the nature of the enquiry. (or) ...A specific historical question is formulated ...and the relevant primary sources are studied..."

"It is vital, therefore, that the relationship between the historian and [their] sources is one of give and take."

John Tosh  
*The Pursuit of History* p.84 & p.122  
Harlow: Pearson Education Ltd 2010



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# WORLD WAR II

[HOMEPAGE](#)

[INDEX OF RESOURCES](#)

## EASTERN EUROPE 1939-1945

### Stalingrad: Task Instructions

**The key question:** Should we give Stalingrad the George Cross?

**Your task:** Study the sources in this investigation and decide whether you think Stalingrad should receive the George Cross.

Click on the [starter source](#) for more details then open the [source box](#).

Use this [report table](#) to help plan your report.

[Download a PDF](#) of this whole investigation.

[BACK TO INVESTIGATIONS MAP](#)

~~TOP SECRET~~  
SOURCE BOX

County Buildings,  
SHROPSHIRE, Shropshire. 4

Dear Mr. Churchill,

We wish to refer to the heroic defence of the city of Stalingrad.

We feel sure that every man, woman and child in the British Empire would like to show some appreciation of the wonderful way in which this Russian city has been and is being defended against the huge and barbarous German armies pitted against her. We most humbly beg to suggest that as in the case of Malta, some recognition of the valour of our allies the Russian soldiers, airmen and civilians be made to that city in a similar way whatever the outcome of this gigantic struggle may be.

We are but three shorthand-typists working in a government office but we are confident that you will listen to this, our suggestion, and we do hope and trust that you will give this matter your consideration.

With every good wish for your health and happiness,

We are,

Your obedient servants,

Lorna L. Dunn (age 16)  
Peggy McFaulstich (age 20)  
E. Jean Jenkins (age 23)

[Introduction: starter sources](#)

[Contact Us](#) | [Credits](#) | [Help](#) | [Teacher's Notes](#) | [Glossary](#) | [File sizes](#)

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A letter to the Prime Minister, September 1942

Catalogue ref: FO 371/33035

24th September, 1942.

The Typing Office,  
Roads & Bridges Department,  
Salop County Council,  
County Buildings,  
SHREWSBURY, Shropshire. 4

Dear Mr. Churchill,

We wish to refer to the heroic defence of  
the city of Stalingrad.

We feel sure that every man, woman and child  
in the British Empire would like to show some  
appreciation of the wonderful way in which this  
Russian city has been and is being defended against  
the huge and barbarous German armies pitted against  
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*E. Joan Jenkins.* (age 23)

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# WORLD WAR II

[HOMEPAGE](#)


[INDEX OF RESOURCES](#)

## EASTERN EUROPE 1939-1945: STALINGRAD

### SOURCE BOX

 [Documents](#)

 [Video](#)

 [Worksheets](#)

[INVESTIGATIONS MAP](#)

[TASK INSTRUCTIONS](#)



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[File sizes](#)

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## EASTERN EUROPE 1939-1945: STALINGRAD

### SOURCE BOX

#### Documents

[A letter written to the Prime Minister, December 1942](#)

[Letters written by British people to the government, October - December 1942](#)

[An official War Office map from February 1943](#)

[Part of a letter from the Soviet ambassador in London Ivan Maisky to British Foreign Secretary Anthony Eden](#)

#### Video

#### Worksheets

INVESTIGATIONS MAP

TASK INSTRUCTIONS

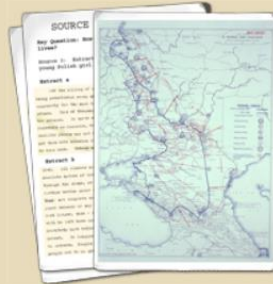
### DOCUMENT SOURCE FILES



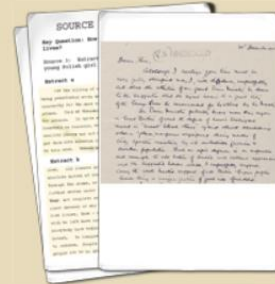
[A letter written to the Prime Minister, December 1942](#)



[Letters written by British people to the government, October - December 1942](#)



[An official War Office map from February 1943](#)



[Part of a letter from the Soviet ambassador in London Ivan Maisky to British Foreign Secretary Anthony Eden](#)

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## What Makes a Good Enquiry Question?

- Capture the interest and imagination of your pupils
- Place an aspect of historical thinking, concept or process at the forefront of the pupils' minds
- Result in a tangible, lively, substantial, enjoyable 'outcome activity' through which pupils can genuinely answer the enquiry question

Michael Riley

*'Into the key stage 3 history garden: choosing  
and planting your enquiry questions'*

Teaching History, 2000

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## Developing the Activity

1. Select documents for their potential to support an enquiry
2. Use documents for investigation not illustration
3. Formulate an overarching enquiry question
4. Sources are used **constructively** to answer the enquiry question
5. Students investigate to select evidence to support judgements not just to find information from sources
6. Primary source **First**  
Secondary contextual information – **Second**
7. Originals and scanned copies before transcripts (usually)
8. Full sources or lengthy extracts
9. Structure & scaffolding for the enquiry process

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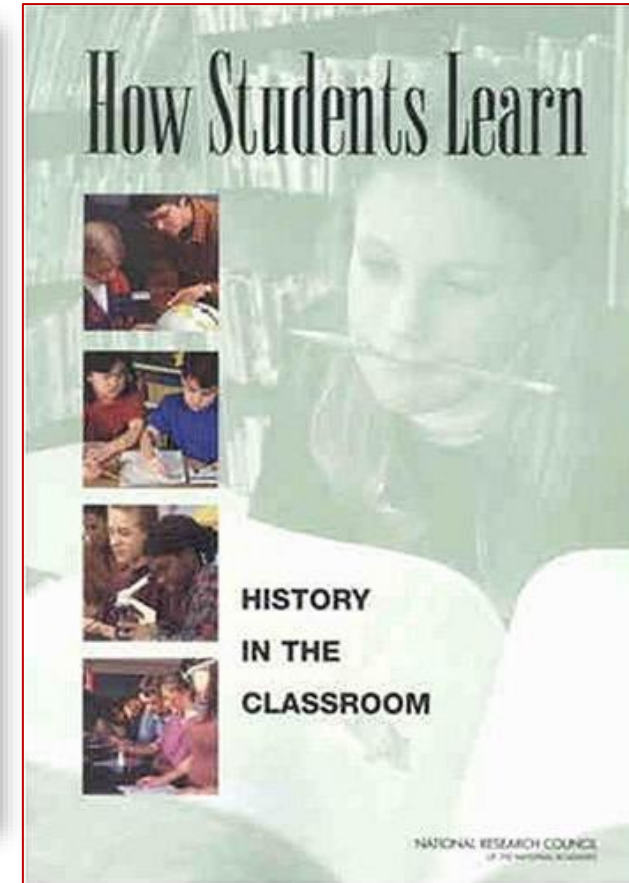
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# Engage Prior Understanding

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

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



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**History is about  
understanding and  
not just knowing!**

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# The Power of Documents

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

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**Andrew Payne**  
@The\_History\_Man

"Our building, is now closed & in a silence that won't be broken by a school group or coach party any time soon. It reminded me how an archive is more than a collection of documents. It is people that complete and bring it to life." Jeff James, Keeper [@UkNatArchives](#) [@jeffddjames](#)



5:23 PM · Mar 20, 2020 · Twitter Web App

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Relevant people



**Andrew Payne**  
@The\_History\_Man  
Head of Education and Outreach - The National Archives, UK



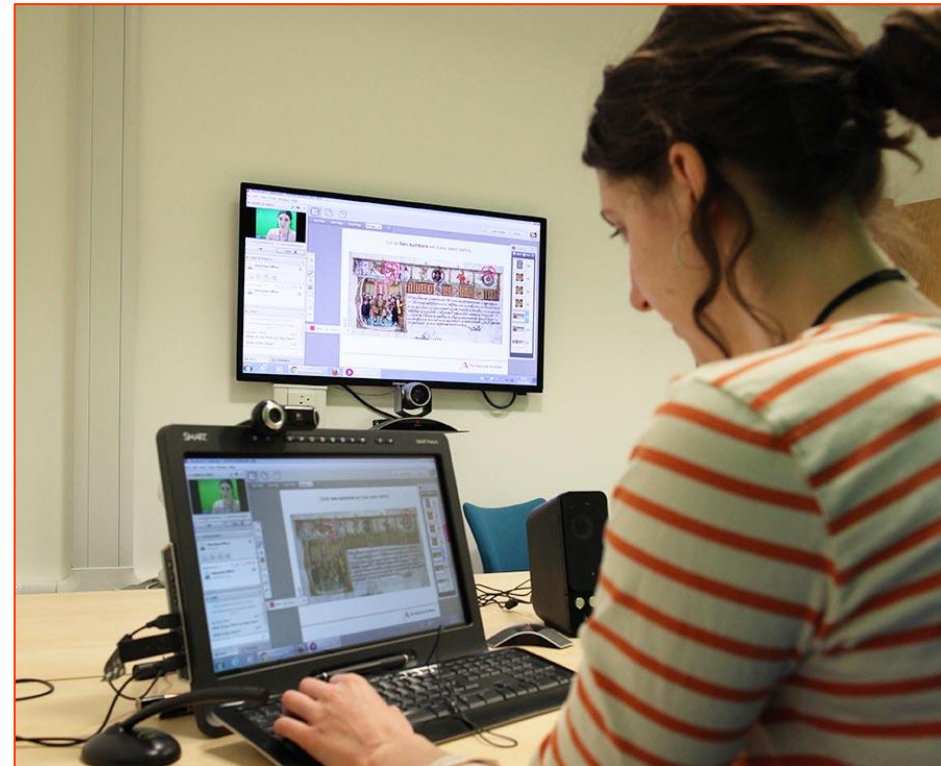
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@UkNa... Follows you **Following**  
Official archive of the UK government. Discover our online collections, research guides and educational resources spanning 1,000 years of history



**Jeff James**  
@jeffdd... Follows you **Following**  
Chief Exec & Keeper [@UkNatArchives](#). Change the way you think about archives [#archivesforeveryone](#) [#archivesunlocked](#)

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# Locked Down But Not Locked Out..



<https://blog.nationalarchives.gov.uk/locked-down-but-not-locked-out/>

# Online Workshops

The screenshot shows the website for 'The sinking of the Titanic' workshop. The header includes the National Archives logo, a search bar, and a menu button. The breadcrumb trail is 'Home > Education > Sessions we teach > The sinking of the Titanic'. The main content area features a large image of a lifeboat with the title 'The sinking of the Titanic' and a 'Download preparation pack' button. Below the image is the question 'Why were so many lives lost in the disaster?' followed by a paragraph of text. To the right, the 'Session options' section lists 'Virtual classroom' (1 hour) and 'Workshop' (2 hours), along with availability, cost, and suitability information. A 'Request a booking' button is also present. The 'Contact us' section at the bottom right states that all activities must be booked in advance and provides a telephone number.

The National Archives

Home > Education > Sessions we teach > The sinking of the Titanic

## The sinking of the Titanic

Download preparation pack

### Why were so many lives lost in the disaster?

Exploring information and testimony submitted to the British government inquiry into the sinking of Titanic, students investigate why so many passengers and crew lost their lives in the early hours of 15 April 1912. Through close analysis of these documents, students link causes, reaching a conclusion about which factors were most significant.

This workshop supports schools studying challenges to Britain and the wider world, 1901 to the present day.

Connections to the curriculum: History

Available as: Virtual Classroom or workshop. Find out more about the types of session we offer.

### Session options

This session is delivered as a:

- Virtual classroom**  
in your classroom  
1 hour
- Workshop**  
at The National Archives  
2 hours

**Available:** All year

**Cost:** Free to UK schools

**Suitability:** Key stage 3

[Request a booking](#)

### Contact us

All activities must be booked in advance.

Tel: +44 (0)20 8392 5365



Time Travel TV: All Work and No Play (Part One)



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**THE  
TIME TRAVEL  
CLUB**



# Time Travel TV



MORE VIDEOS

#TimeTravelTV



0:00 / 1:14



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[www.nationalarchives.gov.uk/education/students/time-travel-tv/](http://www.nationalarchives.gov.uk/education/students/time-travel-tv/)

---

## Propaganda



Welcome to episode five of Time Travel TV! This time we will be exploring a colourful piece of art, but what was its message and purpose?

[Propaganda Mystery Document](#)

['Don't do it Mother' Join Me In The New ATS](#)

---

## All Work and No Play



Welcome to today's episode of Time Travel TV! This time we will be exploring a very detailed and intriguing document.

[All Work and No Play - Mystery Document](#)

[James Lillywhite Hampton School of Industry](#)

[Ups and Downs of School Life Obstacle Race](#)

[Table Golf Game](#)

---

## Animals in the Archives

---

## Dear Herbert



Welcome to today's episode of Time Travel TV! In today's episode we will explore a new 'mystery document', and it features an extra special appearance from artist Jodi Ann Bickley.

[TL Extract Two](#)  
[Mystery Document Page Two](#)  
[Tide Letter Whole Document](#)

[Mystery Document Page One](#)  
[TL Extract One](#)

---

## Census Detectives



Welcome to episode 8 of Time Travel TV! Today we will be exploring a fascinating document that can reveal lots about families in the past! But whose famous household is this and what can we find out about the people who lived there?

[CD Mystery Document](#)  
[Westminster 1851](#)

[Wedding Day](#)  
[Louisa Burnham 1911](#)

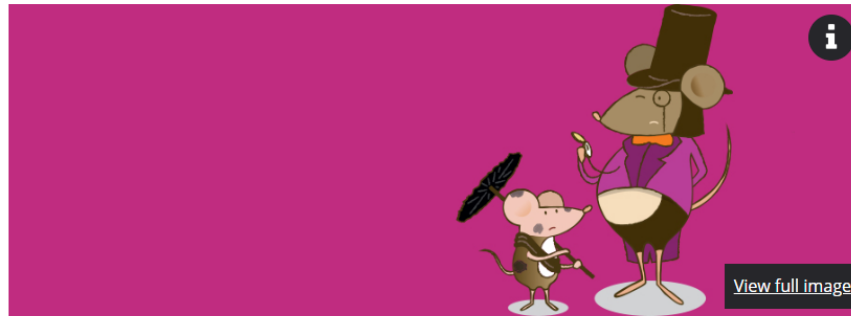
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## Curiosities

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## All Work and No Play

What does this document reveal about work in the past?

### Tasks

Welcome to today's episode of Time Travel TV! This time we will be exploring a very detailed and intriguing document. You will have to look very closely to uncover all of its mysteries.

### Tasks

#### Part One



### Lesson at a glance

**Suitable for:** [Key stage 2](#)

**Time period:** [Empire and Industry 1750-1850](#)

**Curriculum topics:** [Industrial Revolution](#)

**Suggested inquiry questions:** What does this document reveal about work in the past?

**Potential activities:** Follow the activity in the videos. Write a letter to the people in the document. Design your own board game.

### Related resources



#### [1833 Factory Act](#)

Did it solve the problems of children in factories?



#### [The Victorians](#)

Part One



Look carefully at the mystery document and think about what you can see. You might have printed it out so you can circle things you see. Or you can write or draw your ideas.



Mystery Document

Part Two



1833 Factory Act

Did it solve the problems of children in factories?



The Victorians



Victorian Britain

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Time Travel TV: All Work and No Play (Part One)



Copy link

# All Work and No Play



#TimeTravelTV

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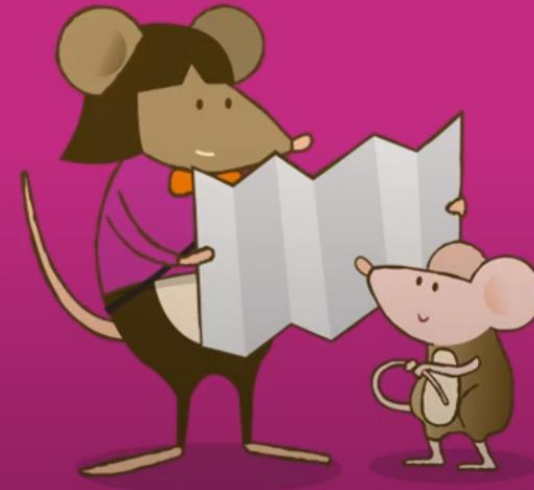
Time Travel TV: All Work and No Play (Part One)



Copy link

# Talk about the Mystery Document

Join us for the  
next part when  
you are ready



MORE VIDEOS

▶ 🔊 1:08 / 1:14

📄 ⚙️ YouTube 📺

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## Mystery Document

NAME	Age	DATE, March						Total Time during the week	DATE, April						Total Time during the week							
		28	29	30	31	1	2		4	5	6	7	8	9								
Thomas Pigg		2	2	2	2		32	6	2	2	2	2	2	2	46	2	2	2	2	2	2	48
James Saworth		2	2	2	2		32	6	2	2	2	2	2	2	46	2	2	2	2	2	2	48
Betty Moorhead		2	2	2	2		32	6	2	2	2	2	2	2	46	2	2	2	2	2	2	48
Sally Pigg		2	2	2	2		32	6	2	2	2	2	2	2	46	2	2	2	2	2	2	48
Samuel Law		2	2	2	2		32	6	2	2	2	2	2	2	46	2	2	2	2	2	2	48
John Law		2	2	2	2		32	6	2	2	2	2	2	2	46	2	2	2	2	2	2	48
Saml. Moorhead		2	2	2	2		32	6	2	2	2	2	2	2	46	2	2	2	2	2	2	48
William Pigg		2	2	2	2		32	2	2	2	2	2	2	2	40	2	2	2	2	2	2	48
William Dawson		2	2	2	2		32	2	2	2	2	2	2	2	40	2	2	2	2	2	2	48
Saml. Apurist		2	2	2	2		32	2	2	2	2	2	2	2	40	2	2	2	2	2	2	48
John Saworth		2	2	2	2		32	6	2	2	2	2	2	2	46	2	2	2	2	2	2	48
John Taylor		2	2	2	2		32	2	2	2	2	2	2	2	40	2	2	2	2	2	2	48
John Law		2	2	2	2		32	6	2	2	2	2	2	2	46	2	2	2	2	2	2	48
Betty Saworth		2	2	2	2		32	6	2	2	2	2	2	2	46	2	2	2	2	2	2	48
Betty Saworth		12	12	12	12		48	9	12	12	12	9	66	12	12	12	12	9	69			
John Law		12	12	12	12		48	9	12	12	12	9	66	12	12	12	12	9	69			
Ellen Atchhale		12	12	12	12		48	9	12	12	12	9	66	12	12	12	12	9	69			
Elizabeth Saworth		12	12	12	12		48	9	12	12	12	9	66	12	12	12	12	9	69			
James Fiddon		12	12	12	12		48	9	12	12	12	9	66	12	12	12	12	9	69			
Mary Pigg		12	12	12	12		48	9	12	12	12	9	66	12	12	12	12	9	69			
John Dawson		12	12	12	12		48	12	12	12	12	9	67	12	12	12	12	9	69			
Mary Greenwood		12	12	12	12		48	12	12	12	12	9	67	12	12	12	12	9	69			
John Law		12	12	12	12		48	12	12	12	12	9	67	12	12	12	12	9	69			
John Saworth		12	12	12	12		48	12	12	12	12	9	67	12	12	12	12	9	69			
John Moorhead		12	12	12	12		48	9	12	12	12	9	66	12	12	12	12	9	69			
Betty Pigg		12	12	12	12		48	9	12	12	12	9	66	12	12	12	12	9	69			
Samuel Dawson		12	12	12	12		48	9	12	12	12	9	66	12	12	12	12	9	69			
John Law		12	12	12	12		48	9	12	12	12	9	66	12	12	12	12	9	69			

Look carefully at the mystery document and think about what you can see. You might have printed it out so you can circle things you see. Or you can write or draw your ideas.



Time Travel TV: All Work and No Play (Part Two)

NATIONAL ARCHIVES



1836.

NAME.	Age.	DATE, <i>March</i>						Total Time during the week.	DATE, <i>April</i>						Total Time during the week.
		<i>28</i>	<i>29</i>	<i>30</i>	<i>31</i>	<i>1</i>	<i>2</i>		<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	
		M.	T.	W.	T.	F.	S.		M.	T.	W.	T.	F.	S.	
<i>Thomas Riggs</i>		<i>8</i>	<i>8</i>	<i>8</i>	<i>8</i>			<i>32</i>	<i>6</i>	<i>8</i>	<i>8</i>	<i>8</i>	<i>8</i>	<i>8</i>	<i>46</i>
<i>James Howarth</i>		<i>8</i>	<i>8</i>	<i>8</i>	<i>8</i>			<i>32</i>	<i>6</i>	<i>8</i>	<i>8</i>	<i>8</i>	<i>8</i>	<i>8</i>	<i>46</i>
<i>Betty Woodhead</i>		<i>8</i>	<i>8</i>	<i>8</i>	<i>8</i>			<i>32</i>	<i>6</i>	<i>8</i>	<i>8</i>	<i>8</i>	<i>8</i>	<i>8</i>	<i>46</i>
<i>Sally Riggs</i>		<i>8</i>	<i>8</i>	<i>8</i>	<i>8</i>			<i>32</i>	<i>6</i>	<i>8</i>	<i>8</i>	<i>8</i>	<i>8</i>	<i>8</i>	<i>46</i>
<i>Thomas Law</i>		<i>8</i>	<i>8</i>	<i>8</i>	<i>8</i>			<i>32</i>	<i>6</i>	<i>8</i>	<i>8</i>	<i>8</i>	<i>8</i>	<i>8</i>	<i>46</i>
<i>Thos Law</i>		<i>8</i>	<i>8</i>	<i>8</i>	<i>8</i>			<i>32</i>	<i>6</i>	<i>8</i>	<i>8</i>	<i>8</i>	<i>8</i>	<i>8</i>	<i>46</i>
<i>Saml Hershaw</i>		<i>8</i>	<i>8</i>	<i>8</i>	<i>8</i>			<i>32</i>	<i>6</i>	<i>8</i>	<i>8</i>	<i>8</i>	<i>8</i>	<i>8</i>	<i>46</i>

@UKatArcEdu #TNALearning

MORE VIDEOS

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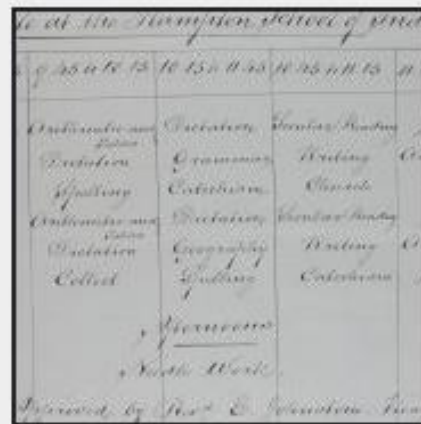
## Additional document to investigate:

Look closely at these documents:

- What is this document?
- What does it reveal about whether it was 'all work and no play' for children?
- Do you think all children in the 19<sup>th</sup> had the same amount of fun? If not- why not?



James Lillywhite and Family



Hampton School of Industry

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## Follow-up activities:

- Write a letter to one of the children working in the cotton mill. You can tell them about your daily life. What questions would you want to ask them? What would you want to know about their lives?
- Design your own 19<sup>th</sup> century style board game. Look at these examples for inspiration. For instance you could copy the Obstacle Game and come up with your own ideas for obstacles that slow the player down!



Obstacle Race

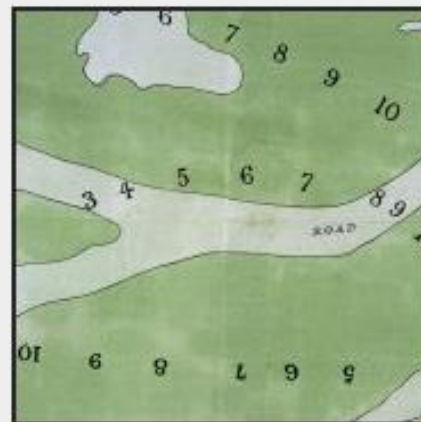


Table Golf Game



Ups and Downs of School Life

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# History Hook – Starter Activity

 History Hook: Slavery

# History Hook

**Slavery**



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0:15 / 11:48

YouTube



# Presentation & Resources..

<http://bit.ly/2gptnvy>

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[www.nationalarchives.gov.uk/education](http://www.nationalarchives.gov.uk/education)

## Contact..

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