

# Entitlements for History 2023

Entitlement documents provide the context within which the skills detailed in [the Bailiwick Curriculum](#) should be applied. The two documents therefore need to be read together. Schools may go beyond these requirements and teach other content on top of this. Key Stage 2 content may be taught in Key Stage 1. Key stage 3 will need to teach other units on top of the content covered here or do further examples e.g of non European societies, or study more examples of significant people as part of units.

This document is mandatory for mainstream schools from September 2023, although schools can use part or all of this document before this if they wish. Special schools should adapt for the unique needs of their children, while aiming, where appropriate, to cover the same main headings.

Where there is a tension between covering all the material in this document and ensuring that what is being taught is understood and remembered, schools should prioritise learning over coverage. It is better for children to know 75% of a curriculum well than to have covered 100% but only understand and remember 50% of it.

This entitlement document provides broad parameters within which individual schools need to develop their own more detailed curriculum. In the table below, black type refers to mandatory elements, grey italicised type refers to suggested examples that are not mandatory.

By the <u>end</u> of Key Stage 1	By the <u>end</u> of Key Stage 2	By the <u>end</u> of Key Stage 3
<p>The following <b>Golden Threads</b> should permeate the curriculum, providing coherence, from Key Stage 1 to Key Stage 3:</p> <ul style="list-style-type: none"> <li>● Conflict: (invasion, occupation, liberation, empire, oppression, discrimination, rebellion, resistance, war, tyranny, migration)</li> <li>● Civilisation (politics, democracy, monarchy, law, culture, government, writing/communication, trade, class, rights, equality, migration, agriculture)</li> <li>● Technology and infrastructure (transport, industry, manufacture, economy, agriculture)</li> <li>● Local History (to be incorporated in units, as appropriate)</li> </ul> <p>This does not mean that every concept needs to be addressed in every unit. It means that, over time, learners need to be exposed to these concepts in different units so that their understanding becomes progressively more sophisticated.</p>		
<p><b>CHRONOLOGY (C)</b> At least one timeline should be in every classroom.</p>		
<p>a. Know that a world existed before they and those around</p>	<p>a. Know that timelines have different scales and that scales allow us to quantify the</p>	<p>Continue to use the chronological knowledge acquired in Key Stage 2 in progressively</p>

<p>them were born, but that the world today is connected to the past.</p> <p>b. Know that people in the past did not all live at the same time.</p> <p>c. Know that time can be represented physically (<i>e.g. bead string, cubes, books, artefacts/objects, pictures, strings and graphically</i>).</p> <p>d. Know that a timeline is a line that shows the passing of time.</p> <p>e. Know that “now” goes at the end (on the right) of the timeline. (Putting ‘now’ on a timeline is important in KS1 while pupils’ sense of chronologically is not yet developed but would not necessarily be included on timelines beyond KS1)</p> <p>f. Know that events are put in the order that they happened and help us to organise the past.</p> <p>g. Know that an event that happened “within living memory” occurred in the last 100 years (you could ask someone about it).</p> <p>h. Know that “beyond living memory” is further back than anyone alive can remember so we need to have other evidence.</p> <ul style="list-style-type: none"> <li>● Know the following historical vocabulary: <ul style="list-style-type: none"> <li>○ after</li> <li>○ ago</li> <li>○ back</li> <li>○ before</li> <li>○ beyond</li> <li>○ beyond living memory</li> <li>○ century</li> </ul> </li> </ul>	<p>passing/length of time.</p> <p>b. Know that scales on a timeline change and that they are precisely numbered.</p> <p>c. Know that bars on a timeline represent the duration of time (<i>and are used to represent time over long periods such as the Egyptian empire, which lasted many thousands of years</i>).</p> <p>d. Know that arrows on a timeline show singular points or references to specific events in time.</p> <p>e. Know that there is no 0 on a timeline.</p> <p>f. Know that historians use the terms BC (Before Christ)/BCE (Before Common Era) and AD (Anno Domini, after Christ)/CE (Common Era) and that these are used on a timeline.</p> <p>g. Know that sequencing means to arrange something in a specific order and that chronological order is the order in which events happened.</p> <ul style="list-style-type: none"> <li>● Know the following historical vocabulary (and revise KS1 vocabulary): <ul style="list-style-type: none"> <li>○ chronological order</li> <li>○ chronology</li> <li>○ decade</li> <li>○ during</li> <li>○ scale</li> <li>○ sequence</li> <li>○ overlap</li> </ul> </li> </ul>	<p>more challenging contexts</p>
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- forward
- last year
- later
- living memory
- new
- now
- old
- older
- past
- present
- then
- timeline
- today
- within
- year
- yesterday

**SOURCES AND EVIDENCE (SE)**

- a. Know that historians ask questions about the past and use sources to answer these questions (*e.g. artefacts, buildings, pictures, photographs, text based accounts, eye-witness accounts, maps, films, books, websites*).
- b. Know that we can see sources of evidence from the past (*e.g. buildings, books and photographs and items in museums,*) to learn about what life was like in the past.
- c. Know what at least two specific local sources can tell us about the past (*e.g. a dolmen, Castle Cornet, Fort Grey, local houses, statues and monuments*).
- d. Know that people who were alive during 'living memory' are a source of evidence which can tell us about the past.

- a. Know that historians use a range of sources to ask questions about the past (*e.g. artefacts, buildings, pictures, photographs, documents, databases, text based accounts, eye-witness accounts, archaeological evidence, maps, recordings, films, books, websites*).
- b. Know that a source is the physical form of information.
- c. Know that evidence is the interpretation of historical information (from the source).
- d. Know that historians use sources as evidence to construct, challenge or test claims about the past.
- e. Know that historical sources provide evidence in relation to specific questions.
- f. Know that historians sometimes interpret sources in different ways and, therefore, sometimes disagree on their interpretations. (Previously, this was referred to as "bias". The term "bias" is now not seen as helpful and leads to

- a. Know that inferences can be made from evidence and that these need to be backed up with specific supporting detail
- b. Know that all sources are useful but not necessarily reliable
- c. Know that the usefulness can be affected by the enquiry question
- d. Know that when making a judgement on the reliability and usefulness of evidence, the nature, origin and purpose must be considered.
- e. Know that consideration of the wider context can help understanding of the source.
- f. Know that interpretations are particular viewpoints and constructions of the past
- g. Know that historians make judgements about the past according to their purpose, intended audience and the evidence they have chosen to use.

<ul style="list-style-type: none"> <li>● Know the following historical vocabulary: <ul style="list-style-type: none"> <li>○ artefact</li> <li>○ evidence</li> <li>○ historian</li> </ul> </li> </ul>	<p>misconceptions.).</p> <ul style="list-style-type: none"> <li>● Know the following historical vocabulary (and revise KS1 vocabulary): <ul style="list-style-type: none"> <li>○ archaeology</li> <li>○ interpretation</li> <li>○ primary source</li> <li>○ secondary source</li> </ul> </li> </ul>	
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**SIGNIFICANT HISTORICAL EVENTS (HE)**

<p>a. Know the key dates, figures and events of a significant historical event.</p> <p>b. Know that evidence exists for this event.</p> <p>c. Know why this event happened and what the impact was.</p> <p><i>The following are suggested examples of significant historical events. Schools may choose to select other examples.</i></p> <ul style="list-style-type: none"> <li>● <i>Great Fire of London</i></li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>● <i>Moon Landing</i></li> </ul> <p><b>World War 2:</b></p> <p>d. Know that we remember the Liberation of Guernsey from the German Occupation on 9th May each year.</p>	<p><b>World War 1:</b></p> <p>a. Know that we remember the people who died in World War 1 on Remembrance Day.</p> <p><b>World War 2:</b></p> <p>b. Know that World War 2 lasted from 1939 to 1945.</p> <p>c. Know that WW2 was fought in Europe, Russia, North Africa and Asia.</p> <p>d. Know that the Allied powers were the United States, United Kingdom, and Soviet Union and the Axis powers were Germany, Italy, and Japan.</p> <p>e. Know that the Allied powers sought to stop Nazi Germany in its attempt to establish an European Empire.</p> <p>f. Know that Neville Chamberlain was the Prime Minister at the start of the war but Winston Churchill succeeded him.</p> <p>g. Know that Adolf Hitler was the leader of Germany.</p> <p>h. Know that the war began when the Nazis invaded Poland, leading to France and the United Kingdom declaring war on Germany.</p> <p>i. Know that battles were fought at sea, in the air, and on land.</p> <p>j. Know that Guernsey and the other Channel Islands were occupied by Germany.</p> <p>k. Know about the Weighbridge bombing.</p> <p>l. Know that many children, and some adults, were evacuated to England at the</p>	<p><b>1066 and The Norman Conquest</b> (see section below in Power and People)</p> <p>a. Know how Guernsey became part of England rather than the French realm</p> <p><b>World War 1</b></p> <p>b. Know the long term and short term causes for WW1.</p> <p>c. Know that trench warfare was a main strategy of the war (<i>e.g. on the Western Front</i>).</p> <p>d. Know some of the technological advances made as a result of the war (<i>e.g. medical advances</i>).</p> <p>e. Know how the war ended and the impact of the Treaty of Versailles on Germany.</p> <p><b>World War 2</b> Revise key knowledge from KS2</p> <p>f. Know about key turning points in World War 2: the outbreak, Blitzkrieg, Battle of Britain and the Blitz, Dunkirk, Pearl Harbour, D Day and Atomic bomb.</p> <p>g. Know how these key events led to the end of the war.</p> <p>h. Know that Nazi ideology of fascism classed various groups of people as inferior (this included Jews, gay people, Slaves, Roma, traveller and Gypsy people, black people and disabled people; among others).</p> <p>i. Know that millions of people were</p>
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	<p>start of the war.</p> <p>m. Know some details about the impact of the Occupation on life in Guernsey.</p> <p>n. Know that Guernsey was liberated by Allied forces on May 9th 1945 and that Alderney was liberated on 16th May, 1945.</p>	<p>affected by the Nazis and Holocaust because they were classed as inferior.</p> <p>j. Know that some people were deported from Guernsey to Biberach and Auschwitz</p> <p><b>Empire and Industrial Revolution</b> (see section below in Power and People)</p>
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**SIGNIFICANT PEOPLE FROM HISTORY (SP)**

When choosing people for study, this could be woven through other units.

A balance of gender, culture and ethnicity should be represented.

This is an opportunity to study people who had significance in terms of technological development or social history rather than just direct political control.

<p>a. Know that there are people from the past who are well-known today because of what they did.</p> <p>b. Know the key dates, achievements and events of a significant historical person.</p> <p>c. Know that what they achieved helped to shape the world today.</p> <p>d. Know evidence exists that tells us about this person.</p> <p><i>The following are suggested examples of significant people from history. Schools may choose to select other examples, including those suggested in KS2:</i></p> <ul style="list-style-type: none"> <li>● <i>Mary Seacole and Florence Nightingale</i></li> <li>● <i>Mary Anning and David Attenborough</i></li> <li>● <i>Neil Armstrong and Mae Jemison</i></li> <li>● <i>Samuel Pepys</i></li> <li>● <i>Rosa Parks</i></li> <li>● <i>Grace Darling</i></li> </ul>	<p>a. Know the key dates, achievements and events of a significant historical person.</p> <p>b. Know evidence that exists that tells us about this person.</p> <p>c. Know that people in the past did not know the same as we know today but were not less intelligent.</p> <p>d. Know that not everyone in the past thought the same as each other.</p> <p>e. Know that people in the past did not always think that the same things were as important in their lives as you do today. (e.g. the widespread belief in human rights that characterises present day thought developed throughout the 20th century. It was not a widespread way of thinking about people in Victorian times for example).</p> <p><i>The following are suggested examples of significant people from history. Schools may choose to select other examples, including those suggested in KS1:</i></p> <ul style="list-style-type: none"> <li>● <i>Boudicca</i></li> <li>● <i>Charles Dickens</i></li> <li>● <i>Dr Barnardo and Mary Carpenter</i></li> <li>● <i>William Caxton</i></li> <li>● <i>Martin Luther King</i></li> </ul>	<p>This is an opportunity to study people who had significance in terms of technological development or social history rather than just direct political control. They should link to and be part of one of your schemes of study (which could include a scheme not listed here as mandatory). Secondary schools should liaise with feeder primary schools to make sure examples chosen do not repeat in similar depth to those studied in ks2.</p> <p><i>The following are suggested examples of significant people from history. Schools may choose to select other examples, including those suggested in KS2:</i></p> <ul style="list-style-type: none"> <li>● <i>Martin Luther King (as part of a unit on protest)</i></li> <li>● <i>Emmeline Pankhurst (as part of a unit on protest)</i></li> <li>● <i>Blackbeard (as part of a study on Exploration)</i></li> <li>● <i>Marie Curie (as part of a unit on medicine)</i></li> <li>● <i>Gandhi (as part of a unit on empire)</i></li> <li>● <i>Masa Musa (as part of a unit on Mali)</i></li> <li>● <i>Nicholas Winton or Rudi</i></li> </ul>
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	<ul style="list-style-type: none"> <li>● Alan Turing</li> <li>● Katherine Johnson</li> <li>● Robert Owen</li> <li>● Emily Davison and Emmeline Pankhurst</li> <li>● Walter Tull</li> </ul>	<p><i>Oppenheimer (as part of a unit on World War 2)</i></p>
<p style="text-align: center;"><b>Historical Theme/Theme Over Time (Th)</b></p> <p style="text-align: center;">When studying a historical theme, this should include opportunities to study how and why something evolved and changed over time, including up to the present day.</p>		
<p>a. Know that many things in the past have changed (and are still changing) but some things are the same.</p> <p>b. Know that changes happen for a reason or a number of reasons.</p> <ul style="list-style-type: none"> <li>● Know the following historical vocabulary: <ul style="list-style-type: none"> <li>○ change</li> </ul> </li> </ul> <p><i>The following are suggested examples of historical themes over time. Schools may choose to select other examples.</i></p> <ul style="list-style-type: none"> <li>● houses</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>● toys</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>● seashores and holidays</li> </ul>	<p>a. Know that there are moments of change.</p> <p>b. Know that some things stay the same through history and the term for this is “continuity”.</p> <p>c. Know that historians identify certain key moments as “turning points”.</p> <p>d. Know that a “turning point” is something that changes the direction of events, (<i>e.g. a battle in a war may decide who wins or loses. The invention of the printing press changed people’s access to information</i>).</p> <p>e. Know that a change over time may progress or regress</p> <ul style="list-style-type: none"> <li>● Know the following historical vocabulary: (and revise KS1 vocabulary): <ul style="list-style-type: none"> <li>○ continuity</li> <li>○ impact</li> <li>○ progression</li> <li>○ regression</li> <li>○ turning point</li> </ul> </li> </ul> <p><i>The following are suggested examples of historical themes over time. Schools may choose to select other examples:</i></p> <ul style="list-style-type: none"> <li>● Castle Cornet through time</li> <li>● invention e.g. printing press and computing</li> <li>● crime and punishment</li> <li>● food production and preservation</li> <li>● journeys and travel</li> </ul>	<p>Learners must study at least one different historical theme over time within key stage three. This theme must compare at least three different periods in time.</p> <ul style="list-style-type: none"> <li>a. Continue to use the chronological knowledge acquired in Key Stage 2 in progressively more challenging contexts</li> <li>b. Know that change and continuity can be present together in a historical period</li> <li>c. Know that change vary over time and can take place at different paces and to different extents</li> <li>d. Know that there can be trends and understand the difference between a trend and a turning point</li> </ul> <p><i>The following are suggested examples of historical themes over time. Schools may choose to select other examples.</i></p> <ul style="list-style-type: none"> <li>● Public Health from Stone Age to Modern Times</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>● Castles - development, means of control</li> <li>● Or crime and punishment</li> </ul>

- *pollution (e.g. invention of plastic)*

[See this document](#) for suggested examples of enquiry questions linked to these themes.

### Power and People (P)

- Know that hundreds of years ago, many countries had one person as their ruler. This could be an emperor, a king or a queen.
- Know that a monarch is a leader of a country.
- Know the name of the current monarch and one other British monarch (*Where children study a period elsewhere, the monarch at the time should be referenced where applicable. e.g. Charles II was King during the Great Fire of London*).
  - Know the following historical vocabulary:
    - emperor
    - king
    - monarch
    - queen

- Know that the government means the people who decide the rules in a country.
- Know that the current monarch no longer decides the rules or laws of the country.
- Know that, in Guernsey, the government is called the States.
- Know that monarchs generally reign for life and that most monarchies are hereditary.
- Know that “hereditary” means passed down from parents to their children.
- Know that monarchs never rule entirely alone.
  - Know the following historical vocabulary (and revise KS1 vocabulary):
    - government
    - hereditary
    - monarchy
    - reign
    - ruler
    - rules

#### Tudors: Case study of Henry VIII

- Know the dates of Henry VIII’s birth and reign.
- Know that, in Tudor times, monarchy was inherited through the male line (unless there were no males).
- Know the names of Henry VIII’s wives.
- Know the names of his children.

#### Tudors: Life in Tudor times

- Know some aspects of daily life within the Tudor period. (*e.g. comparison of the lifestyle of rich and poor people, food, education, homes, employment*)

#### Norman Conquest

- Know the situation in England that made it a place ripe for invasion (its wealth, death of Edward the Confessor, the rise of Harold Godwinson and the relationship with Vikings and Normans).
- Know the different motives of the challengers to the throne in 1066.
- Know the events and the impact of the Viking invasion of 1066 and the battles of Fulford and Stamford Bridge.
- Know the factors which led to the victory at Hastings of William the Conqueror.
- Know the impact of the Norman conquest on England.

#### Tudor England

- Know that Henry VIII assumed control of the Church which previously had been controlled by the Pope
- Know that this had major consequences throughout Europe.
- Know that Henry VIII was a complex character and there are various interpretations as to how effective he was as a monarch (e.g. was he a saint or a sinner?)

#### Empire

- Know that there were centres of great wealth, sophistication and

**Victorians: Case study of Queen Victoria**

- l. Know the dates of Queen Victoria's birth and reign.
- m. Know that, in Victorian times, monarchy was inherited through the male line but that Victoria became the monarch because there were no males.
- n. Know the name of Queen Victoria's husband - Prince Albert - and that he was a consort, rather than a king.  
(definition of consort: a wife, husband, or companion, in particular the spouse of a reigning monarch:)

**Victorians: Life in Victorian times**

- o. Know that the Industrial Revolution, much of which took place within Victorian times, took place between 1750 - 1900, and that it was a period of great change in Britain.
- p. Know that there were huge technological advances which had an impact on every aspect of life (e.g. *the steam engine, spinning jenny and telegraph*).
- q. Know that, during the Industrial Revolution, many factories were built which began making large numbers of goods in factories using machines powered by engines.
- r. Know that, before the Industrial Revolution, people made products mainly by hand and worked either in their own homes or small workshops.
- s. Know that a major impact of the Industrial Revolution was migration of people from rural areas to industrialised cities for work.
- t. Know that, as a result, many cities grew much larger.
- u. Know that not all of these changes were positive (e.g. *conditions in factories and coal mines, in particular, were dangerous and difficult*).
- Know the following historical vocabulary:
  - cottage industry

complexity outside of Europe (e.g. Mali, Japan, The Americas).

- j. Know how and why Britain established an empire.
- k. Know that during the 19th century, there was rivalry between European nations that manifested in the establishment of different empires.  
(e.g. *the scramble for Africa*)
- l. Know that by the 19th century, Britain became the largest empire in the world
- m. Know the impact that empire had on Britain and one or more of the colonies (African colonies, India, China)

**Slavery**

- n. Know that slavery has been a feature of many societies
- o. Know that Britain enslaved millions of West African peoples and sold them in the Americas
- p. Know how Britain and other European nations established a trade triangle
- q. Know that European powers became rich through slavery
- r. Know the impact of enslavement on people
- s. Know how enslavement was resisted and ended. (This should include examples of resistance by the victims of the slave trade and not just by white Europeans)
- t. Know that Olaudah Equiano was influential in ending slavery in Britain and stayed in Guernsey for two years as a child
- u. Know the present day impact of slavery
- v. Know that slavery continues in various different forms in the present day



	<ul style="list-style-type: none"> <li>○ factory</li> <li>○ handmade</li> <li>○ industrial</li> <li>○ industry</li> <li>○ loom</li> <li>○ manufacture</li> <li>○ revolution</li> <li>○ rural</li> <li>○ urban</li> <li>○ urbanisation</li> </ul> <p>v. Know the impact of the Industrial Revolution on the lives of children within the Victorian period. <i>(e.g. comparison of the lifestyles of rich and poor children, education, employment of children).</i></p>	<p><b>20th century protest</b></p> <p>w. Know that during the 20th century there have been a range of protest movements and study one or more of these in detail (e.g. Suffragettes, civil rights, gay rights, war protests)</p>
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**Historical Civilisations and Societies (HCS)**

	<p>A study of at least three civilisations - the Roman Empire, one non-European society and one other ancient civilisation.</p> <p><b>The Roman Empire and its impact on Britain:</b></p> <ul style="list-style-type: none"> <li>a. Know that Julius Caesar attempted to invade Britain in 55-54 BCE.</li> <li>b. Know that Britain was successfully invaded by Claudius in 43 CE.</li> <li>c. Know about Boudicca's resistance to the invasion.</li> <li>d. Know how Britain changed under Roman rule (beliefs, technology, society, infrastructure).</li> </ul> <p><i>(Schools may also study Vikings and/or Anglo Saxons if they wish but these are not compulsory.)</i></p> <p><b>Non-European Society:</b></p> <ul style="list-style-type: none"> <li>e. A non-European society that provides contrasts with British history <i>(e.g. early Islamic civilization, including a study of Baghdad, or the Shang Dynasty. The</i></li> </ul>	<p><b>A non-European study</b></p> <p>At least one non-European society should be studied in detail during key stage three that contrasts with British history. Secondary schools should liaise with feeder primary schools to make sure examples chosen for the non European study do not repeat content studied in ks2.</p> <p>The following are suggested examples of contexts within which a historical enquiry question could be formulated. Schools may choose to select other examples.</p> <ul style="list-style-type: none"> <li>● Native Americans</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>● Mali or Benin</li> </ul>
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*Ancient Egyptians should not be studied as the example of a non-European society. Theory may be studied as an example of an ancient civilisation. - see below)*

**AND**

**Ancient Civilisation:**

f. Know the achievements of an Ancient civilisation

- *Ancient Greeks*

OR

- *Ancient Egyptians*

*(Schools may also study both the Ancient Greeks and the ancient Egyptians they wish. However, it is not compulsory to study both).*

**British Pre-History (Stone Age, Bronze Age, Iron Age) (BPH)**

This must include the study of local historical sites.

**Stone Age:**

- Know that the earliest peoples were hunter gatherers.
- Know that hunter gatherers had to catch or find everything they ate.
- Know that they moved from place to place in search of food. They were nomads.
- Know that, in the early Stone Age, people made simple tools and shelters out of stones, bones, sticks, animal skins and antlers.
- Know that around 4,000 years ago, people in the British Isles began to set up farms.

	<p>f. Know that people began to settle down in one place and build permanent homes.</p> <p>g. The farms marked the start of a new age in Britain – the Neolithic period (new Stone Age).</p> <p>h. Know that they built dolmens/tombs (passage graves) and stone circles. Some of these can still be seen today, including in Guernsey.</p> <ul style="list-style-type: none"> <li>• Know the following historical vocabulary: <ul style="list-style-type: none"> <li>• dolmen</li> <li>• farmer</li> <li>• gatherer</li> <li>• hunter</li> <li>• nomad</li> <li>• settler</li> </ul> </li> </ul> <p><i>(Schools may also study the Bronze Age or the Iron Age they wish. However, these are not compulsory.)</i></p>	
<b>Compulsory Omissions (not to be taught before KS3)</b>		
	<ul style="list-style-type: none"> <li>• Norman Conquest including William the Conqueror</li> <li>• When teaching about the occupation, do not look in detail at resistance and deportations</li> <li>• Holocaust</li> </ul> <p>Primary schools should liaise with their secondary schools to make sure examples chosen for significant people and for the non European study do not replicate content that will be studied in ks3.</p>	<p>Secondary schools should liaise with feeder primary schools to make sure examples chosen for significant people and for the non European study do not repeat content studied in ks2.</p>

[History enquiry question guidance for primary schools](#)

**Recommended Online Resources**

[History Rocks KS2 glossary](#) - Primary example from <https://www.history-rocks.com/>

[Example of Glossary](#) - Secondary

[BBC Bitesize History](#)

[Oak Academy](#) history

[British Museum London](#) - good for images of artefacts

<https://itcentre.maps.arcgis.com> - ESRI free digital mapping service for Guernsey schools, access via J2e compare old maps to new

[National Archives](#)

[Primary history CPD video from Mr T does primary history](#)

The following websites have useful resources but require an annual subscription:

[Historical Association](#)

[Keystage history](#)

[Writer and History Training | Yorkshire | Mr T does History](#) (some access available without subscription)

[National Geographic](#) history

<https://access.historyhit.com/>

### **Local History:**

#### **General:**

<http://www.museums.gov.gg/>

<https://history.gg/>

<https://www.visitguernsey.com/see-and-do/history-arts-culture/>

<http://www.ghiac.org/> (Guernsey History In Action)

<https://www.priaulxlibrary.co.uk/>

#### **Victorians:**

<https://nationaltrust.gg/places/folk-costume-museum>

<https://nationaltrust.gg/places/victorian-shop-parlour>

#### **World War II:**

<http://www.festungguernsey.org.gg/>

<http://www.germanoccupationmuseum.co.uk/>

<http://www.germanundergroundhospital.co.uk/>

<https://www.frankfallaarchive.org/>

<https://www.youtube.com/c/imperialwarmuseums>

#### **Stone Age:**

<http://www.megalithicguernsey.co.uk/>

<https://www.worldwidewriter.co.uk/megalithic-sites-of-guernsey.html>

### Common Historical Misconceptions:

Not true	True
There is a year 0 on a timeline.	1BC/BCE is followed by 1AD/CE.
The world used to be black and white.	Photographs used to be only available in black and white. The world, itself, has always been in colour.
'Bias' in a source is necessarily bad and means that a source is not useful.	A source can only be deemed useful or reliable for a particular question. Bias might render a source extremely useful for discerning attitudes, beliefs or assumptions. The term interpretation is now preferred over bias.
All people in the past lived at the same time.	All people in the past did not live at the same time.
Change over time is always positive and results in progress.	Change over time may result in progress or regression.
Henry VIII was always fat and he was also a bad king.	King Henry VIII was classed as 'the most handsome prince in Christendom' and he was very athletic in his youth until he had a riding accident which impeded his mobility. Henry VIII had many positive achievements. He established Oxford University. He developed language and literature in England. He built up England's defences including the navy.
Henry VIII split with Rome solely because he wanted to marry Anne Boleyn.	Henry VIII split with Rome to get more money, power and to get an heir, as well as to marry Anne Boleyn.
Slavery only started in the 16th century.	Slavery has been a feature of many societies throughout history.
There are no slaves now.	There are more slaves now than there have been at any other time in history.
Slaves are all black people.	Slaves are from every ethnic background.
Hitler, alone, was responsible for WWII.	There were many economic, political and societal factors that resulted in WWII.
Jews were the only group of people killed in the concentration camps.	Slaves, gypsies, gay people, disabled people and political opponents were also exterminated in concentration camps.

Some of the concepts on this document have been taken from:

<https://drive.google.com/file/d/1bfYqr2FWMr8JDUIkVDBvaL3jA5wYuXnb/view?usp=sharing>

