



# History Progression Threads

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**SHERINGDALE**

Learn Create Grow Together

# Subject Progression Thread

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- How a specific piece of substantive or disciplinary knowledge progresses from EYFS (where applicable) to Y6.



# Progression thread: History and Evidence

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Resources:

National Curriculum

Key Stage History

Historical Association inc. CPD



# Starting from the National Curriculum

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# History Aims (NC)

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know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day; how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world

know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind

gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'

understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses

understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

# History - Using evidence (MTP)

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1. **Using evidence** I can pick out information about the past from sources like pictures, objects and stories -I can find answers to simple questions about the past from sources of information
2. **Using evidence** - I can say which sources (from a selection) are likely to be the most useful for a task I can ask and answer questions such as: 'what was it like for a ....?', 'what happened in the past?', 'how long ago did .... happen?'
3. **Using evidence** - I can comment on the usefulness of different sources of evidence; I can use a source of evidence to answer and ask questions I can ask questions such as 'how did people ....?' 'What did people do for ....?'
4. **Using evidence** - I can discuss sources of evidence in more detail I can ask questions such as 'what was it like for a ..... during .....?'
5. **Using evidence** - I can compare sources of evidence to help me identify reliable information I can ask a range of questions about the evidence I can address and create enquiry questions (with support)
6. **Using evidence** - I can explain my evaluation of particular pieces of information and particular sources. I can create and address enquiry questions

# EYFS

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## Understanding the World

### Past and Present ELG

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling;



# ELG: Past and Present - Talk about the lives of the people around them and their roles in society

Begin with the present – naming things around them, who helps them in the present, roles in society/jobs.

What is the past? – Something that has happened a short or a long time ago.

The idea that the world existed before them. Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born (DM).

Using baby pictures – represent change and chronology



# ELG: Past and Present - Know similarities and differences between things in the past and now.

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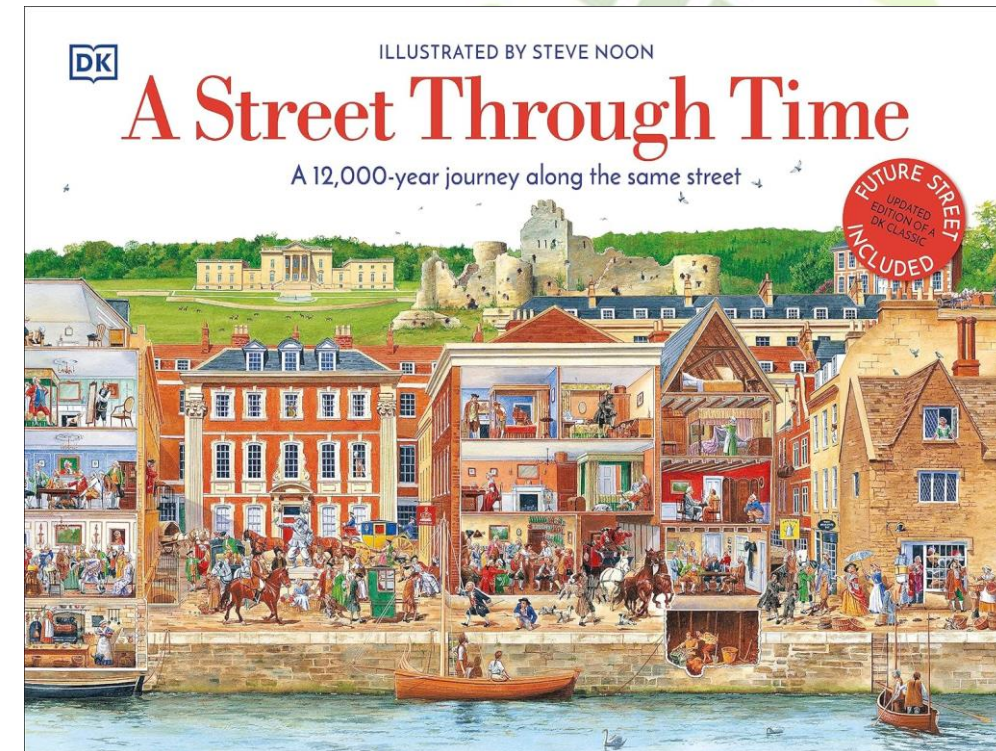
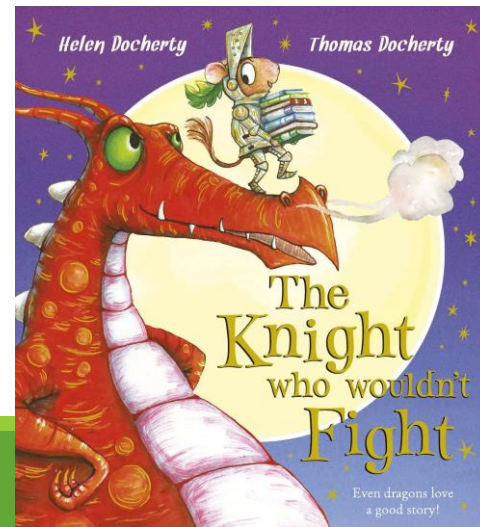
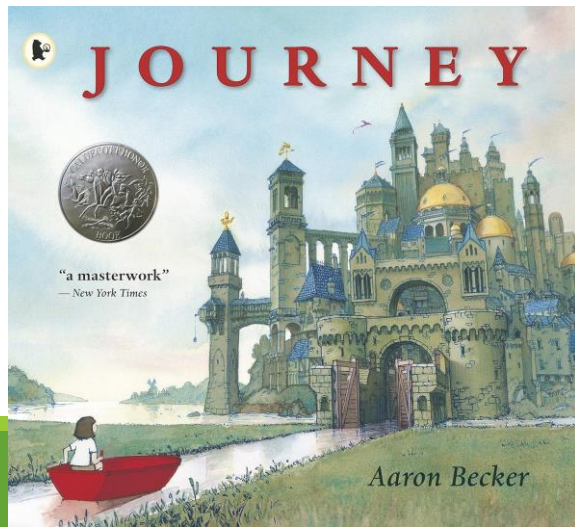
Using family photos, encourage them to look at how family members change/familiar places change.

What's different/the same.



# ELG: Past and Present - Understand the past through settings, characters and events encountered in books read in class and storytelling.

- Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present.
- Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children's experiences with these themes.



Specifically chosen as they feature kings and queens which comes up in Year 1

# Key Stage 1 (NC)

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Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.

They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.

They should use a wide vocabulary of everyday historical terms.

They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.

They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.



# Year 1 - Using evidence

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WALT: understand how we know about queens who lived long ago (using evidence – pick out information from sources; find answers to simple questions about the past from sources of information)

# What is a source?

It is not a sauce like tomato or cheese sauce.

A source is something that gives information.

Historians use sources to find out information about the past



A source can be many different things such as:

- Books
- Newspapers
- Videos
- News articles
- Photos / images
- Diaries



Today we are going to look at different *images* that historians have used as sources of information.

They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

## Task 1:

We have 6 pieces of evidence used by historians to find out about our three queens

**pick out information from sources; find answers to simple questions about the past from sources of information**

Can you work out which picture proves that the things they are saying are true. Write the number of the clue that proves the statement is true.

They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.

They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

C	Queen Elizabeth II was driven in cars	
D	Queen Elizabeth I went to see her soldiers on horseback	
E	How many children did Queen Victoria have?	
F	Queen Elizabeth I liked to go hunting with birds and dogs	

6

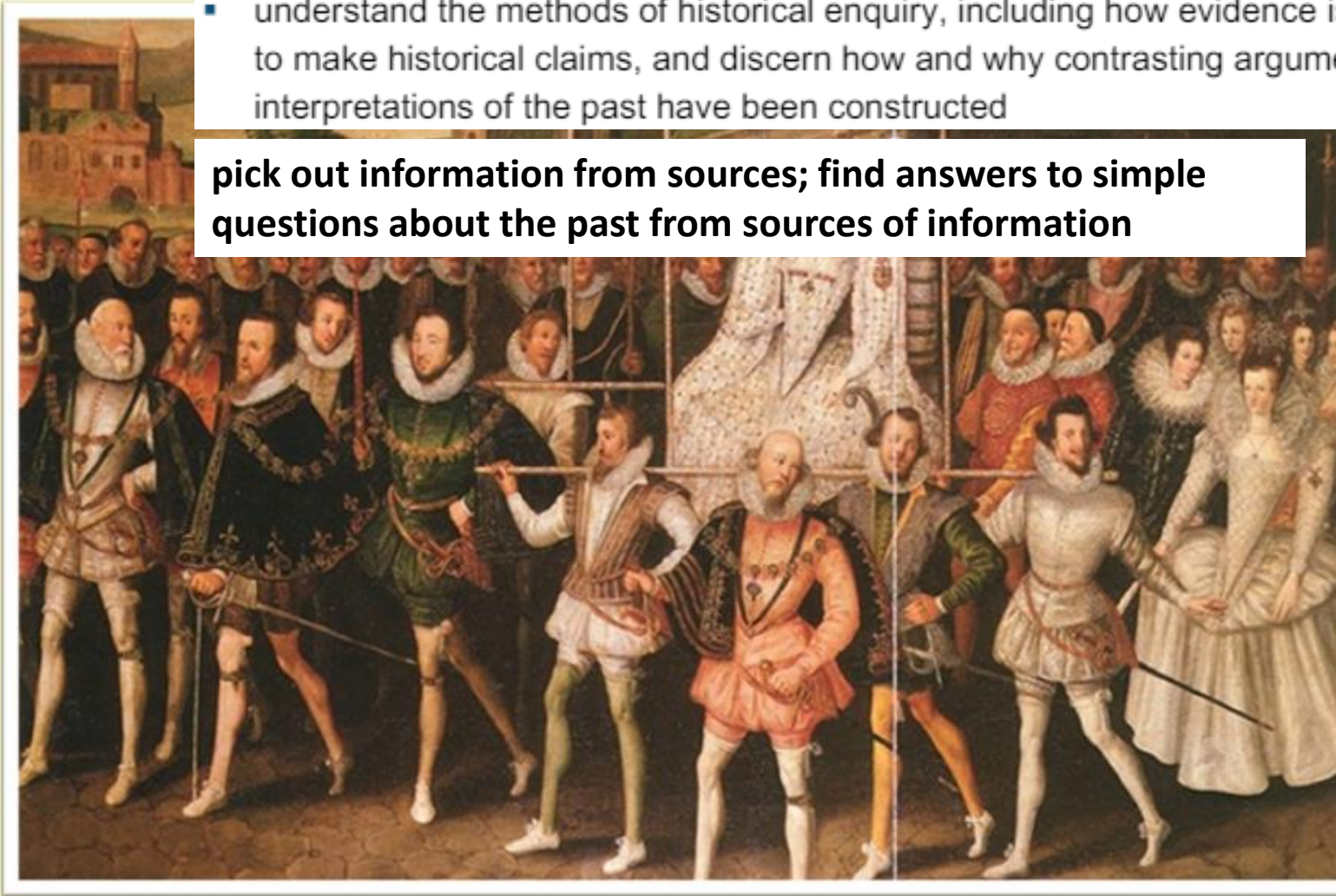


Queen Victoria

# What does this picture tell you about Queen Elizabeth the I?

- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

**pick out information from sources; find answers to simple questions about the past from sources of information**



rich important strong popular women

## Challenge:

What does the word 'source' mean in history?

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Alternative: another source – who is it about? What can we learn from it?

# Year 2 - Using evidence

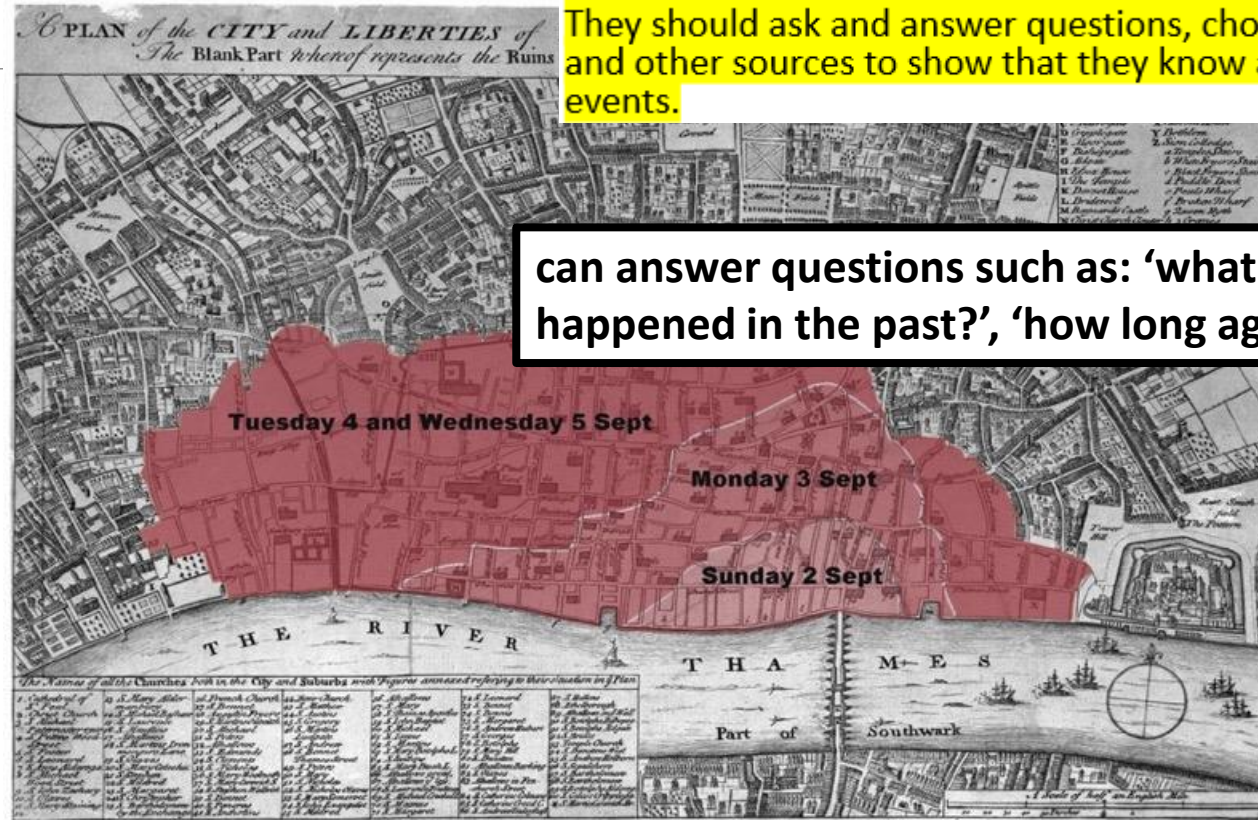
WALT: investigate why there are different accounts of how the Great Fire spread so easily (using evidence – say which sources (from a selection ) are likely to be the most useful for a task; can answer questions such as: ‘what was it like for a..?’, ‘what happened in the past?’, ‘how long ago did...happen?’; (interpretation – I can use information from more than one source in my answer)

# Clue 1

This shows me...

- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.



can answer questions such as: 'what was it like for a..?', 'what happened in the past?', 'how long ago did...happen?'

Source 1 – Map of London showing area where the fire started and how it spread.

# Clue 2

This shows me...

can answer questions such as: 'what was it like for a..?', 'what happened in the past?', 'how long ago did...happen?'



**Source 2** – From a contemporary newspaper with **the date** at the top ringed in red.

# Clue 3

This shows me...

can answer questions such as: 'what was it like for a..?', 'what happened in the past?', 'how long ago did...happen?'

*“The baker, Thomas Farriner, checked the hearths of his baker’s shop in Pudding Lane before he went to bed, but a spark must have jumped from the hearth and landed on a pile of twigs that were to be used for lighting the ovens the next morning.”*

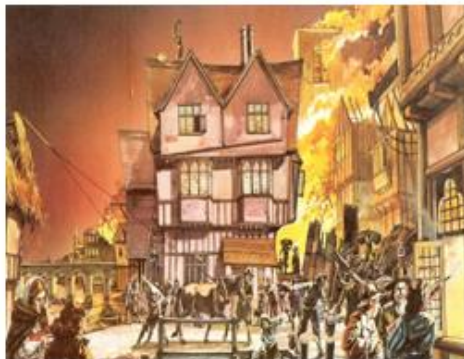
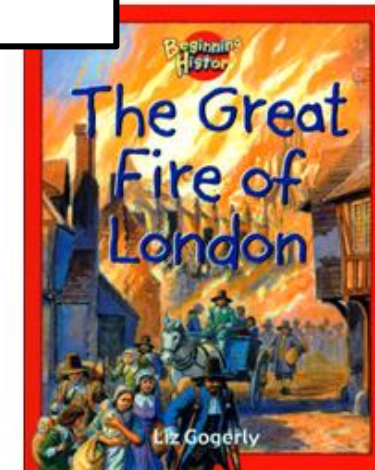
Source 3-Extract from diary saying that it broke out in a bakers’ shop in Pudding Lane.



Wednesday 17<sup>th</sup> January, 2024  
WALT: show how we know what happened during the Great Fire.



say which sources (from a selection ) are likely to be the most useful for a task



**Pepys' diary**

*"We have been pulling down houses, but the fire overtakes us faster than we can do it." . . . So he left me, and I him, and walked home; seeing people all distracted, and no manner of means used to quench the fire. The houses, too, so very thick thereabouts, and full of matter for burning, as pitch and tar, in Thames Street; and warehouses of oil and wines and brandy and other things".*



The Great Fire of London, 1666. Lieve Verschuer.

# In his diary Pepys wrote:

- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

**" People, all the world over cry out about the stupidity of my Lord Mayor, particularly in this business of the fire, laying all the blame upon him."**

# Key Stage 2 (NC)

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Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.

They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.

They should understand how our knowledge of the past is constructed from a range of sources.

# Year 3 - Using evidence

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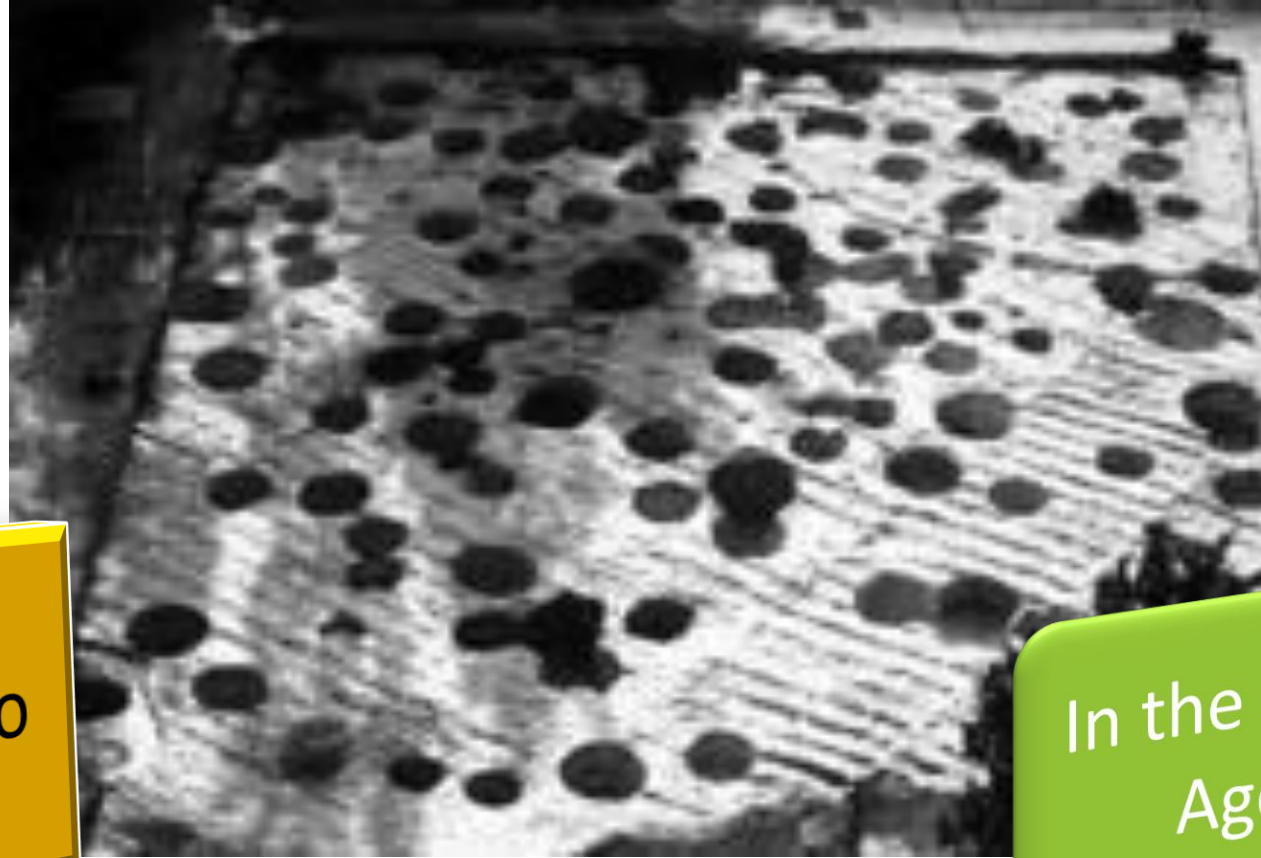
WALT: understand how much did life change during the Iron Age and how do we know? (using evidence – comment on the usefulness of different sources of evidence; use a source of evidence to answer and ask questions; ask questions such as ‘how did people...?’ ‘What did people do for...?’; continuity and change – describe some changes in the historical period pupil is studying)

# What can this green hill tell us about life in the Iron Age?



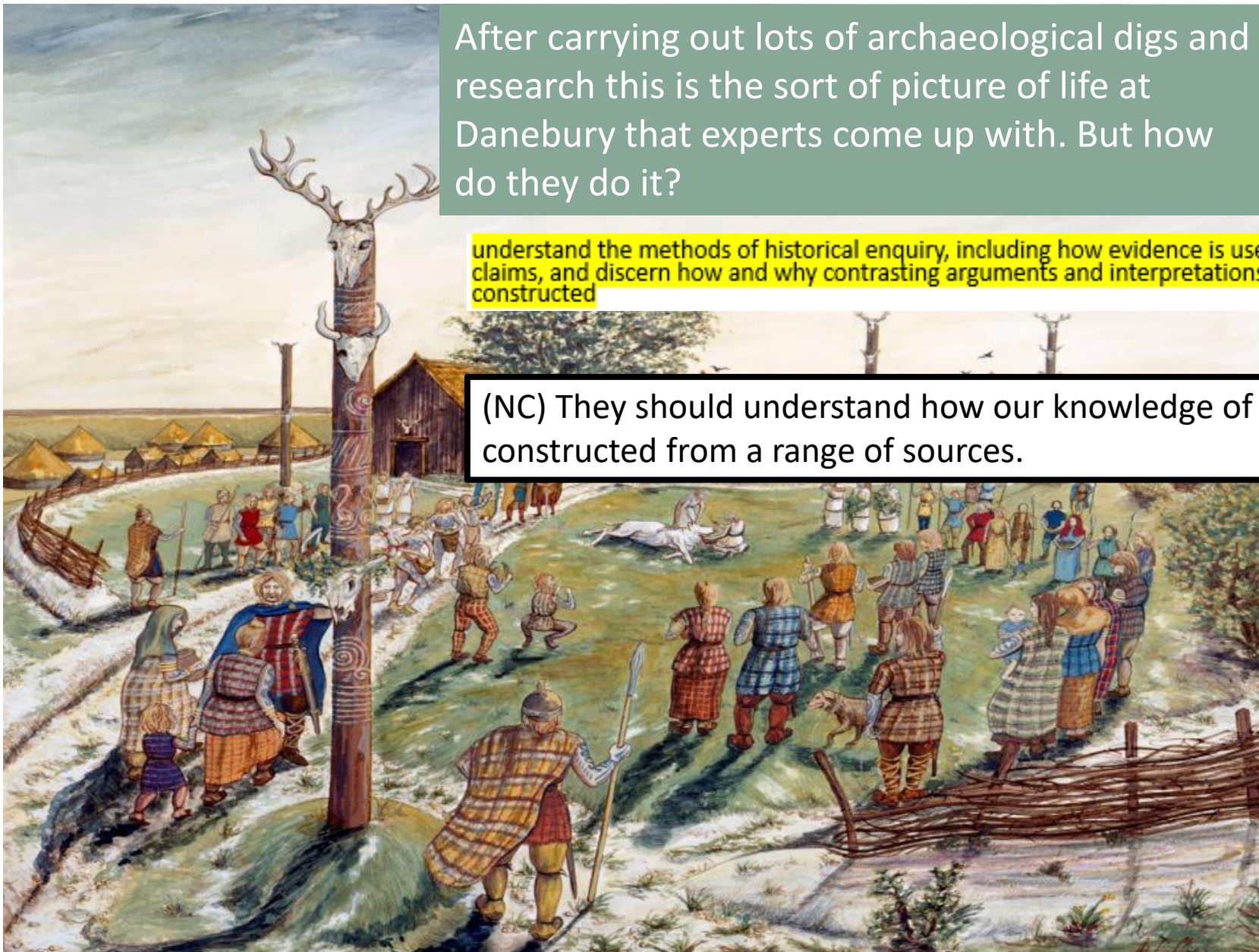
Beneath this green hill was an important Iron Age settlement at Danebury about 2,500 years ago.

When they cleared away all the grass and soil about 50 years ago, this is what they found. But what are all those round holes for?



2,500  
years ago

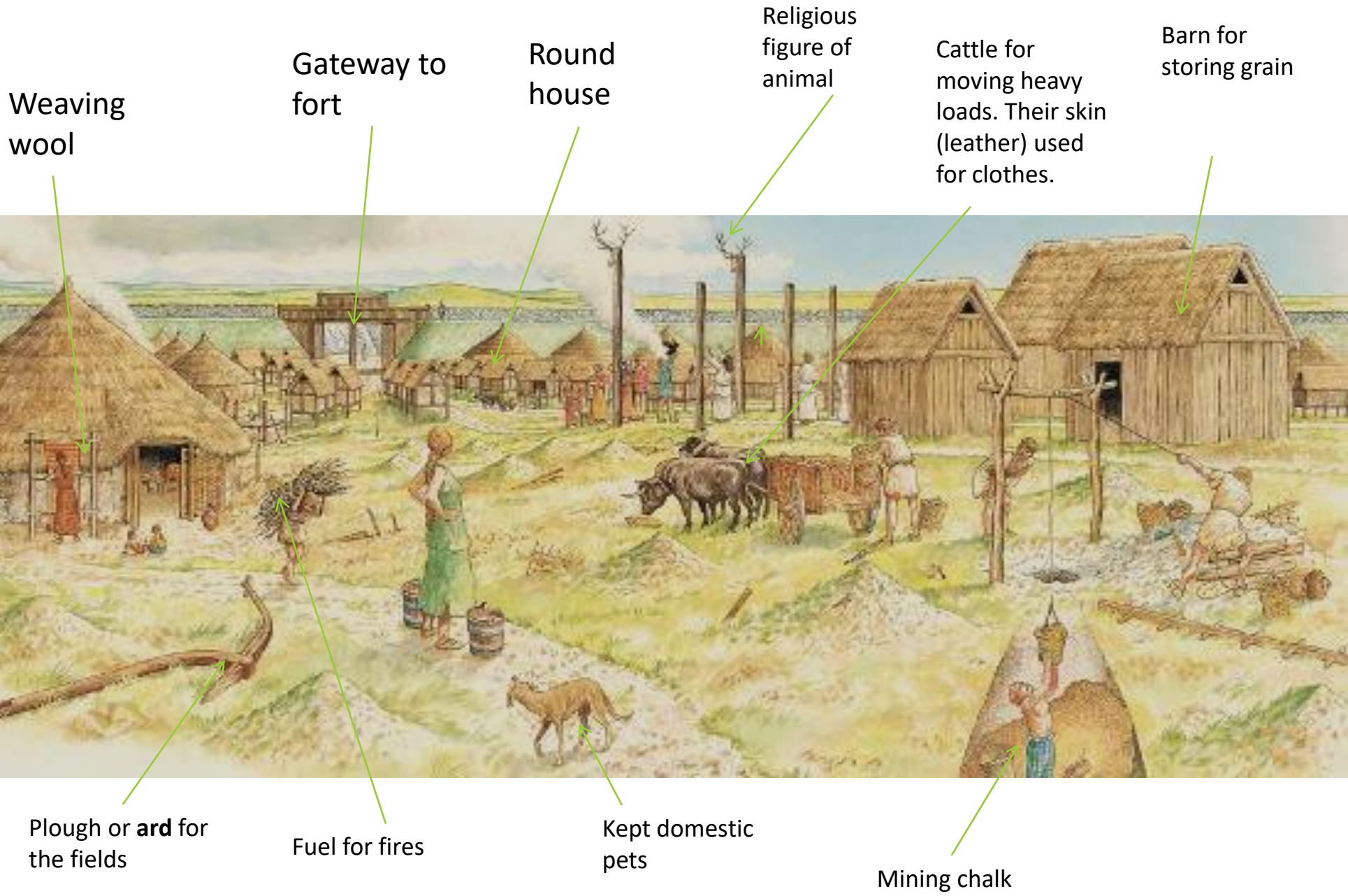
In the Iron  
Age



After carrying out lots of archaeological digs and research this is the sort of picture of life at Danebury that experts come up with. But how do they do it?

understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

(NC) They should understand how our knowledge of the past is constructed from a range of sources.



# Helping the careless curator

use a source of evidence to answer and ask questions; ask questions such as 'how did people...?' 'What did people do for...?'

Beaker

Cooking pot



Comb

Quern stone for grinding grain into flour

Needle

Weight for the weaving loom

What do these objects reveal about Iron Age society?  
What did they know how to do?

# Life in the Iron Age - What evidence is there?

What the books say	Evidence I know about to prove it is true
1 Life was harsh and sometimes violent in the Iron Age.	
2 Danebury was mainly a	
3 We know that they planted crops in fields and where these fields were in Danebury.	
4 In the Iron Age they wove woollen cloth at Danebury.	
5 At Danebury they made leather goods in the Iron Age.	
6 At Danebury in the Iron Age people were religious.	
7 We know that they planted crops in fields and where these fields were in Danebury.	
8 There were lots of small round huts.	
9 Life was short in the Iron Age.	

What the books say	Evidence I know about to prove it is true
1 Life was harsh and sometimes violent in the Iron Age.	Video of skulls
2 Danebury was mainly a	Animal bones
3 We know that they planted crops in fields and where these fields were in Danebury.	
4 In the Iron Age they wove woollen cloth at Danebury.	We have found combs used for combing wool before spinning it. Loom weights
5 At Danebury they made leather goods in the Iron Age.	We have found needles and they used the leather from the cattle they kept.
6 At Danebury in the Iron Age people were religious.	They found unusual headdresses made from deer skulls and antlers
7 We know that they planted crops in fields and where these fields were in Danebury.	Crop circles show up on aerial photographs.
8 There were lots of small round huts.	Post-holes show in aerial photographs
9 Life was short in the Iron Age.	It was very violent. The diet was not very good.

**Challenge: Would you rather live in the Bronze Age or the Iron Age?**

Consider:

- 3. The Iron Age saw the building of forts (this is what Danebury was). Forts meant greater protection from attack. But it suggests there was more fighting in the Iron Age.
- 4. People in the Iron Age continued to plant crops in fields making it easier to farm.

understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

# Year 4 - Using evidence

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WALT: understand how Marco Polo's discoveries influenced Europe (using evidence – comment on the usefulness of different sources of evidence; use a source of evidence to answer and ask questions; ask questions such as 'how did people...?' 'What did people do for...?'; cause and consequence – give some reasons for and results of historical events, situations and changes between periods)

# How did Marco Polo develop the understanding of the world when he was alive?

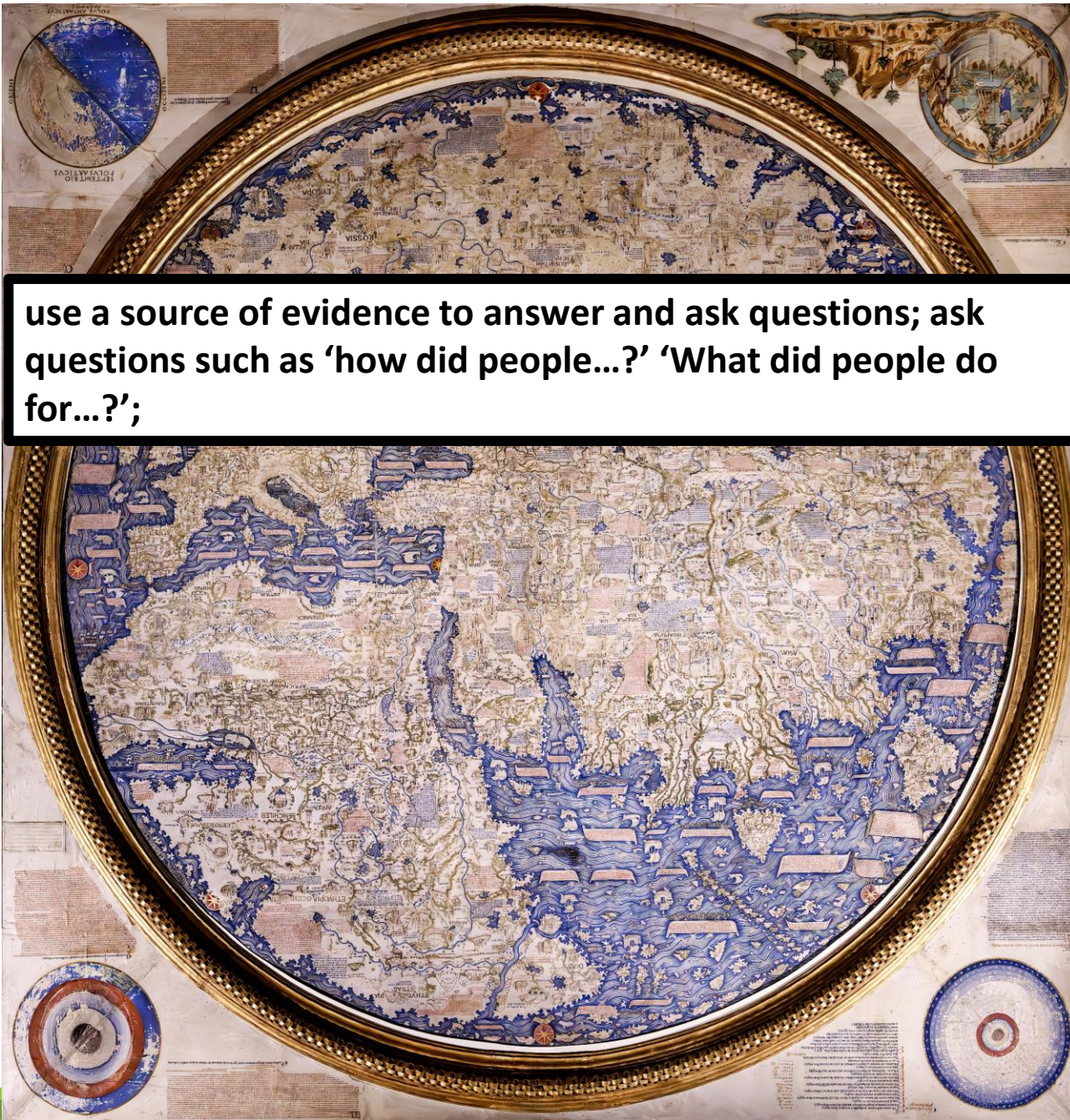
use a source of evidence to answer and ask questions; ask questions such as 'how did people...?' 'What did people do for...?';

## Fra Mauro's globe

- a map dating back to around 1450 and attributed to the Venetian monk Fra Mauro. The drawing of Asia is **based on Marco Polo's writings**.

It represents the **entire world** with all the lands known at the time. It is preserved at the Marciana National Library in Venice .

What continent is missing? How did people conceive of the world in the 15<sup>th</sup> Century?



# How reliable are Marco Polo's writings?

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Many historians use his writings to understand what much of Asia was like in the 13<sup>th</sup> century.

However, some historians have argued that he never made it to China at all!

Take a look at the next source, and see if you can figure out why some do not believe everything he wrote in his book.

comment on the usefulness of different sources of evidence



In his writings, Marco Polo details about seeing dog-headed men. He said although these people grow spices, they are nonetheless cruel and "are all just like big mastiff dogs"

**Et dist de l'isle de Seilan.**  
vant len se part de l'isle de angamanean. et on ta en tour nul  
le nulles par ponent aucune chose n'y a mais alât vers garbin

In your books, stick in the source and write the subheading:

They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.

They should understand how our knowledge of the past is constructed from a range of sources.

*In his writings, Marco Polo details about seeing dog-headed men.*

*He said although these people grow spices, they are nonetheless cruel and "are all just like big mastiff dogs"*

## How reliable are his writings?



This source shows that his writings might not be reliable because...

Some historians suggest that...

# Year 5 - Using evidence

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WALT: discover why it is so difficult to find out what factory conditions were really like (Using evidence – I can compare sources to help me identify reliable information, I can ask a range of questions about the evidence [with support])

Take a look at this picture with your partner. What can you see that suggests that Victorian factories were not a great place to work?



My Lord, in the case of Taylor, Ibbotson & Co. I took the evidence from the mouths of the boys themselves. They stated to me that they commenced working on Friday morning, the 27th of May last, at six A.M., and that, with the exception of meal hours and one hour at midnight extra, they did not cease working till four o'clock on Saturday evening, having been two days and a night thus engaged. Believing the case scarcely possible, I asked every boy the same questions, and from each received the same answers. I then went into the house to look at the time book, and, in the presence of one of the masters, referred to the cruelty of the case, and stated that I should certainly punish it with all the severity in my power. Mr. Rayner, the certificating surgeon of Bastile, was with me at the time.



# 1833 Factory Act

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A maximum working week of 48 hours was set for those aged 9 to 13, limited to eight hours a day; and for children between 13 and 18 it was limited to 12 hours daily. The Act also required children under 13 to receive elementary schooling for two hours each day.



# Drama time!

You will be split into two groups. In each group, there will be 8 people playing children. The rest of you will take turns as the interviewer.

These scripts are from 1832. A man named Richard Oastler led a campaign to make factories safer. He brought children and adults who had worked in factories to be interviewed by a parliamentary commission.

Make sure that you **listen carefully**. You will have to remember the contents of these interviews.



Herr Johann Meiss (The Prisoner)

Mr. A. M. Sullivan (Counsel for the Defence)

# Do we have any reason to doubt these witnesses?

## Did you know?

**I can compare sources to help me identify reliable information**

That some people say that the witnesses were asked deliberately misleading questions

That Some people think that the witnesses exaggerated and told lies.

- Why would they do that?

Witnesses were coached to give their answer. They were told what to say and had to practise saying it before they gave evidence.

# In your books



They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.

They should understand how our knowledge of the past is constructed from a range of sources.

understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

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We will stick in pictures of you role-playing the parliamentary commission. You don't have to leave space as we will stick it below.

Answer the following questions with full sentences:

What made factory conditions so bad?

Why should we have some doubt about how bad conditions were?

understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

# Challenge

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Some Victorians of course believed that the factories were good for children as they gave them a reasonable wage and food.

To what extent do you agree with this? Give a detailed explanation.

*I agree that some Victorians did believe that factories were good for children as the 1833 Factory Act shows that the government were happy to keep the majority of children over 9 working in factories.*

*However, I disagree with the statement because the report from a factory inspector shows that attitudes may have been changing as they could not believe how bad conditions were. Furthermore, during testimonies, children were coached to provide false statements about the conditions of the factories. This shows that the conditions must have known to have been bad as factory owners were having the children lie.*

*In conclusion, I partially agree that some Victorians believed the factories were good for children as they had laws to keep it going, but believe that there is stronger evidence that shows most Victorians knew the factories were bad for children.*

# Year 6 - Using evidence

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WALT: discover why it is so difficult to find out what factory conditions were really like (Using evidence – I can compare sources to help me identify reliable information, I can ask a range of questions about the evidence; I can explain my evaluation of particular pieces of information and particular sources. I can create and address enquiry questions)

# Women at War

Before the Second World War, most women did not go out to work. Many people thought that a woman's proper role was to stay at home, looking after the children and doing the household chores. But when war broke out, men were conscripted into the armed forces. Women were now needed to do the jobs then men used to do. The lives of women would never be the same again.



# Why were working women so important?

Watch this government film related to women during WW2.

Watch from 04:00. We join as the owner and foreman of a factory are being given their new workers.

Consider the following questions as you watch:

1. What can I see?
2. What does it tell me?
3. What do I need to find out?
4. What does the title of the film tell me?



# Women's Land Army

- Poem printed in The Land Girl magazine, April 1943. The Land Girl magazine helped to prevent land girls from feeling isolated and first went on sale on 1st April 1940 for the cost of 4d. [2 pence]. It started as an unofficial Women's Land Army publication. It became very popular, selling around 21,000 a week. The Ministry of Agriculture realised its popularity and paid for its production. The extracts shown here provide some insight into the role of the Women's Land Army and how some land girls engaged with the magazine.
- Women joined the Land Army from all backgrounds, a third coming from London and other large cities. Farm work was hard, and the women did all sorts of jobs including hoeing, ploughing, hedging, turning hay, lifting potatoes, threshing, lambing and looking after poultry. A thousand women were employed as rat catchers. Six thousand women worked in the Timber Corps, felling trees and running sawmills. About a quarter were employed in milking and general farm work.

## My Day

*(With apologies to Mrs. Roosevelt and the Orderly).*

At seven o'clock on an inky morn, I  
flounder up the lane,  
To call the cows—my beautiful cows!—  
—in out of the pouring rain;  
I count them, one by deliberate one, as  
they slowly pass the gate.  
And know I shall get depressingly wet  
by the time I reach thirty-eight!

*Chorus*

Oh, oh, the farmer's girl! Oh, the  
farming day!

Poor tired farmer's girl! Tra la la la  
la la la—

Seven o'clock on a winter's morn I  
start my little day,

And all day long I am tending cows  
in a conscientious way,

And it's Buttercup hey! Violet hoy!  
Julia, step this way!

It's fun to be a farmer's girl and work  
in the yard all day.

I gaily laugh as I pack the chaff in bags  
of five foot three

To make the pulp which they greedily  
gulp for breakfast and for tea,

Then to and fro I steadily go, and the  
breeze is blowing free—

Though most of it goes in the tank I  
suppose, a lot of it stocks to me!

*Chorus.*

I sit in the sun and consume a bun when  
the morning's half-way through,

Then go with a rush and madly brush—  
—I've got so much to do!

I clear the mud, and mop up the blood  
when the turnip knife misses its way,

And walk for miles over hedges and stiles  
for cows that have gone astray.

*Chorus.*

Ola Trist, 37577 (Cornwall).

**F**OR SALE.—Brown riding boots, 5;  
worn only twice. **WANTED** pair size  
6 or would exchange. Write, Holder,  
Goleigh Farm, Newton Valence, Alton,  
Hants.

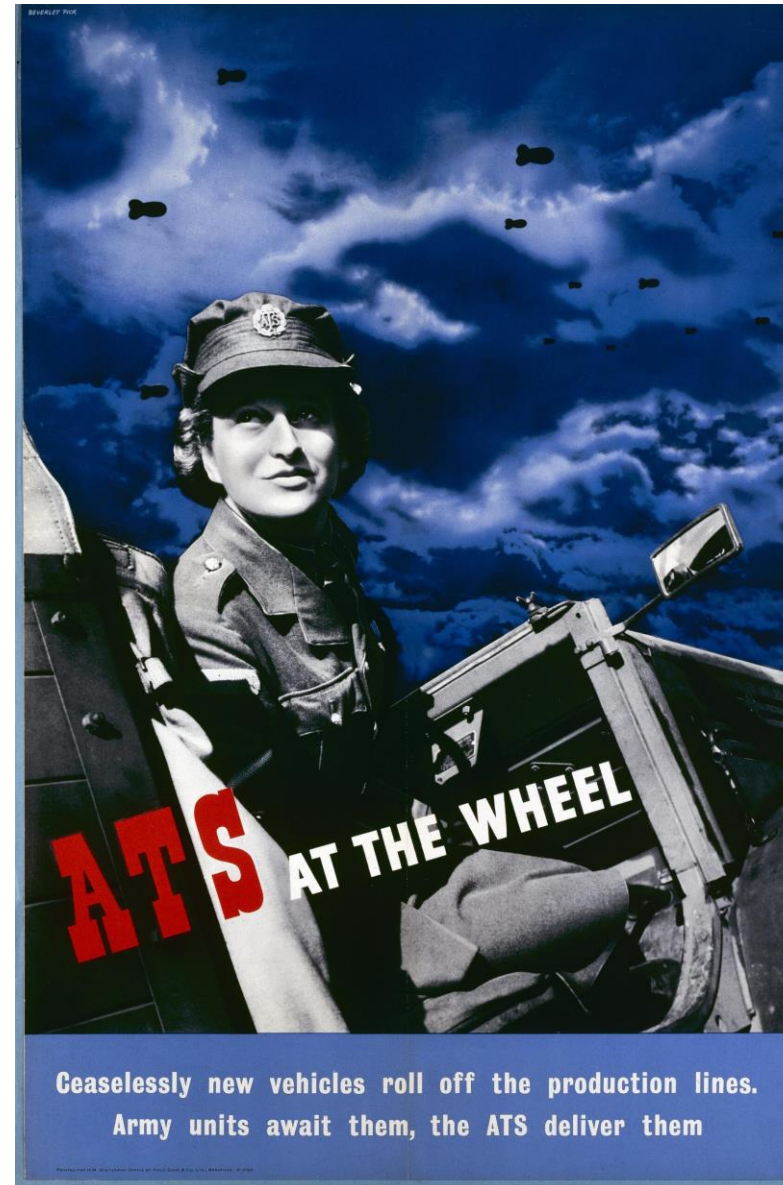
# Women's Land Army

- Recruitment poster.
- Notice the use of bright colours, idyllic scene and happy faces to make it seem being a Land Girl was an always great job.



# Auxiliary Territorial Service

- Army recruitment poster entitled.
- This government poster encouraged women to join the ATS (Auxiliary Territorial Service). It uses a play on words 'ATS at the wheel', meaning women carried out many roles in the war, but they also acted as drivers for the army.



# Women in Factories

- Public information poster encouraging women to work in factories to contribute to the war effort.
- Although women had worked in factories before, there was a big increase after war broke out in 1939. As men were called-up to join the Armed Forces more and more women were needed to replace them. Women could not do the heaviest lifting jobs that still needed the greater physical strength of men and they were not sent to work in the mines but they soon proved that they could do almost any job usually undertaken by a man, and do it as well, if not better.



# Women in Factories

- Ministry of Information poster with a photograph showing women at work in a factory making guns.
- Women did all kinds of work. Over half the workforce in the chemical and explosive industry was made up of women; 1½ million worked in the engineering and metal industries. Women made shells and bombs, electrical cable and wire, uniforms, clothing, barrage balloons, tents, parachutes and flying suits. Many became skilled welders. Others played a crucial role in aircraft production. Altogether, about 7 million women were employed in the war effort.



BRITISH GUNS: No. 1

  
FOR VICTORY

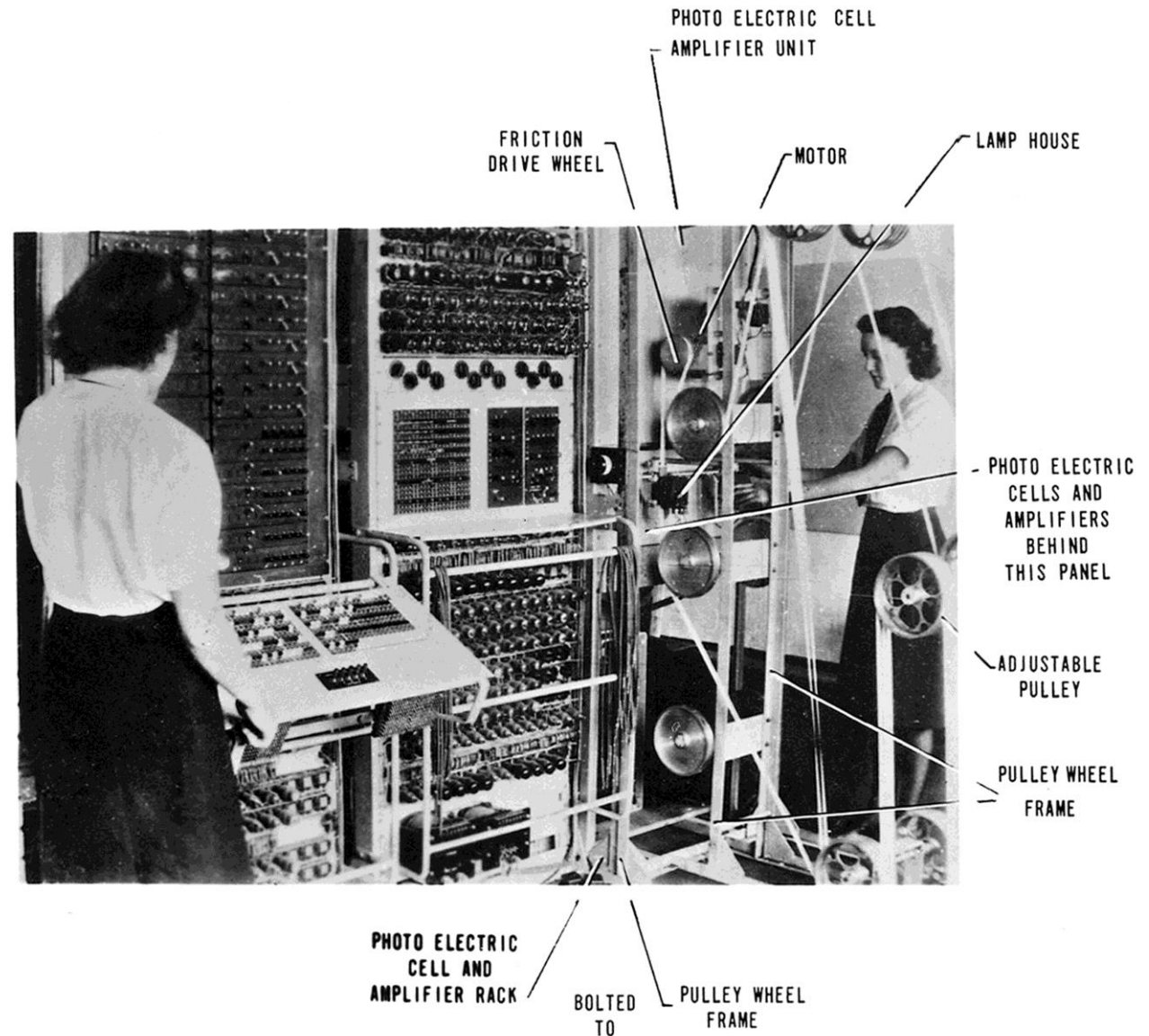
G.P.D. 365/11/29

THE WOMEN BEHIND THE GUNS

This photograph was taken during the final assembly stages in a British ordnance factory which is turning out large numbers of guns. In Britain's Royal Ordnance Factories, 60% of the employees are women, 32% semi-skilled or unskilled men, and only 7% skilled men. In the newest Royal Ordnance Factory, now engaged in making 6-pounder guns, women form 80% of the labour on the production side. A great proportion of these women had never been in a factory two years ago. Now they are working fifty-six hours a week at the machines. They are doing skilled men's jobs and doing them well.

# Women elsewhere

- An annotated photograph showing women working with the Colossus (a prototype computer) at Bletchley Park, 1943, Catalogue ref: FO 850/234.
- Women undertook top-secret work using radar or code-breaking enemy messages. Indeed, most of the 5,000 people working at Bletchley Park using early computers and captured enemy encoding machines to read German and Japanese messages were women.
- Bletchley Park was the home of the British codebreaking operation during Second World War and was the birthplace of modern computing. Here Alan Turing and other agents of the 'Ultra' intelligence project decoded the enemy's secret messages. Experts have said that their work probably shortened the war by two years.



I can explain my evaluation of particular pieces of information and particular sources.

# Tas

They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.

They should understand how our knowledge of the past is constructed from a range of sources.

1. Look carefully at all the Sources. Make a list of ways in which women contributed to the war effort. Farming, delivering war materiel; working in factories; making armaments; code-breaking.

2. Compare Sources 1 and 2. Describe how the poster suggests that joining the Women Land's Army will be a fun and enjoyable activity differs with the account in the poem.

Source 1 shows how hard being a Land Girl was: working long hours in all conditions. Source 2 uses bright colours to suggest it is a pleasant experience under always sunny skies. This is reinforced by the woman smiling.

3. Compare Sources 3 and 4. How do these posters encourage women to join the war effort?

Source 3 shows a woman in charge, literally "behind the wheel", suggesting excitement as she is directly involved in military efforts. Source 4 shows a woman with arms open wide, both a welcome to other women, but also an exaltation as she encourages the planes behind her, which she helped make, out to fight.

4. Sources 1 to 5 show work necessary for the war, but not afterwards, and that those women will very likely stop working when war ends. How does Source 6 hint at the fact that some women will continue to work post-war?

Source 6 shows a woman working in an area that has non-military applications (computers). Intelligence is required to this job (unlike the other war work shown in the Sources) and it shows that if a woman can work at Bletchley Park, they could easily apply those skills to any white collar job after the war.

Monday 15<sup>th</sup> April, 2024

WALT: discover what we can find out about Battersea 100 years ago

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**Strand:** using evidence – I can explain my evaluation of particular pieces of information and particular sources

# What is Battersea like today?

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Battersea is now a very attractive place to live – if you can afford it.

The average price of a home here is £1,066,900. This is compared to an average UK house price of £285,000.

Boasting local restaurants, pubs, and its stunning 200-acre park, Battersea sits in the London borough of Wandsworth. It is known for places like the renowned Dogs & Cats Home, Arts Centre, and of course Battersea Power Station. Landmarks like these make Battersea especially attractive, so there's no surprise Battersea was voted number 2 in The Sunday Times Best Places to Live Guide - making it one of London's sought-after areas.

# What question would a historian want answered?

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*"The High Street area, encompassing the historic core of Battersea village, has a long and involved building history but little pre-Victorian fabric. The economic influence of [central] London was always strong, and wealthy Londoners long occupied the best houses....By the mid 1870s the village was almost completely subsumed by the...processes of...industrialization. For the next century it was predominantly an industrial and residential district with a working class population, an increasing proportion accommodated from the 1930s in new council housing."*

English Heritage is a charity that manages over 400 historic monuments, buildings and places. These include prehistoric sites, medieval castles, Roman forts and country houses. The charity states that it uses these properties to "bring the story of England to life for over 10 million people each year"

The rich enjoyed living here as it was close to the City, but far enough outside of central London to have large houses in a leafy area

Suggests the area has always been popular to live in

*“The High Street area, encompassing the historic core of Battersea village, has a long and involved building history but little pre-Victorian fabric. The economic influence of [central] London was always strong, and wealthy Londoners long occupied the best houses....By the mid 1870s the village was almost completely subsumed by the...processes of...industrialization. For the next century it was predominantly an industrial and residential district with a working class population, an increasing proportion accommodated from the 1930s in new council housing.”*

High working class population suggests much of Battersea would be poor

The area really transformed during the Industrial Revolution, likely due to location next to the Thames

# What does this quote from English Heritage reveal to us about Battersea?

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*“The headmaster of Sir Walter St John’s School and several shopkeepers complained in 1881 about a prolonged encampment by travelling showmen, shaking their windows with a drum and brass instruments and nightly attracting ‘a crowd of roughs, mostly of the lowest class’, whose ‘riotous behaviour and abominable language are quite changing the character of the High Street’.*

*Cheap housing filled up sites as they became available, notably in and around Orville Road, where the new houses were let by the floor to low class tenants. Along the riverside, villa after villa had given way to industry. At the end of the century, the creation of the metropolitan borough of Survey of London and the building of the town hall in Lavender Hill, replacing Lammas Hall in Westbridge Road, completed the Town’s eclipse. By the eve of the First World War much of it was endemically poor and stagnant. Sensing historic decline, in 1912 the Victoria County History noted that the High Street, once the main road through the village, was reduced to ‘a narrow and somewhat squalid street lined at the lower end with stalls’.”*

Battersea seemed to become an unpleasant place to live

People who lived there notice a distinct change about the sorts of people who were coming to live in Battersea

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'Let by the floor' suggests landlords were trying to cram as many people into housing as possible

The rich who once lived there began to leave

'Endemically poor' suggests that conditions were never improving over generations

# (in books) **Challenge:** are these sources from English Heritage useful to historians and are they reliable?

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These sources from English Heritage are useful because they provide an insight into what life was like in Battersea at the beginning of the 20<sup>th</sup> century.

They are largely reliable as they contain quotes from people who lived in the area. However, they do not feature quotes from the working class and so we do not know what they thought about living there. The quotes we do have are largely disparaging about the working class.

They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.

They should understand how our knowledge of the past is constructed from a range of sources.

understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

**Strand:** **using evidence** – I can explain my evaluation of particular pieces of information and particular sources