

Welcome!

- Part 1
 - The context of interpretations in the National Curriculum
 - Despite their longevity, why interpretations remain hard to teach
- Part 2
 - An interpretation enquiry into Richard I
 - An interpretation enquiry into The Tudors
 - An interpretation enquiry into the Irish Famine
- Reflection and discussion

Outcomes

- Know the 'history' of interpretations in the school curriculum - it's always been an area of challenge and re-interpretation
- Know what interpretation ISN'T
- Know what interpretation IS, including some different types and different foci
- Experience (and take away) 3 workable 'routes' through 3 different interpretations, relevant to Key Stage 3 and beyond

Part I

The context of interpretations in the National Curriculum

Why interpretations remain a challenge

The big problem

- The problem is not because we're all unintelligent!
- The problem is that interpretations have become confused and tied up with other skills and processes - and this is most obviously seen in **assessment**
- TASK: Look at the examples of assessment on your table. Can you find evidence of interpretation being tied up with other concepts, skills and processes, which could create difficulties?
 - Mark schemes from exam boards
 - Controlled assessment tasks set by exam boards

Key 'take out'?

- **Discuss:**
 - **“Interpretations ISN'T...”**

Part 2

If that's what it ISN'T, what IS it?!

“Tell me what you think of the Revolution, and I'll tell you who you are.”

“History written with lightning. Illuminating, animating, but with the ability to distort our perception.”

FOCUS of interpretation	TYPE of interpretation	Examples
Interpretations of a person	Statue Piece of art Historical fiction Historical film An historian A museum A website A country Popular imagination / popular memory The media (a newspaper, a news report etc)	How and why did this statue of Richard I come to exist?
Interpretations of a moment in time		Why does this film and this fiction represent Charles' execution in a different way?
Interpretations of an event (local, regional, national, international)		Why do historians tell different stories about the abolition of slavery?
Interpretations of an epoch /era		Why do people talk about 'Swinging 60s'?

Richard I

- An activity to help students to...
 - understand that interpretations are things that **are made**
 - understand that interpretations are affected by **when** they are made, and **who** made it - i.e. they change across time, and across cultures / societies

The Tudors

- An activity to help students to...
 - understand that interpretations are things that **are made** based on the **selection of evidence**
 - understand that interpretations reflect the **interpreters' weighing** of evidence (which is where evidence and evaluation are relevant to interpretations)

ESTHER

The Irish Famine

- An activity to help students to...
 - understand that interpretations are based on **where** the author / creator is from
 - understand they are made based on the **purpose** and **motive** of the author / creator

Reflection and discussion

- In today's workshop, you...
 - Were given a brief 'history' of interpretations in the school curriculum - learning it's always been an area of contention....
 - Discussed what interpretation ISN'T, and what it IS, looking at types and focuses
 - Became students, performing 3 interpretive enquiries
- **Discussion: In your own classroom, where would you go next?**

Get in touch / electronic copies of resources

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