Cambridge History for Schools is an exciting new outreach initiative by one of the leading History Faculties in the world. Here at the University of Cambridge, we love to stimulate a passion for asking new questions about the past and trying out new ideas. We want to show how pupils can enjoy history and imagine the past through imaginative and exciting workshops. Sessions will involve many different kinds of evidence, which we will analyse, critically assess and engage with through discussion, acting, play or art-work. We like to crack myths and find out about what really shaped cultures and societies, and wonder what it might have felt like to live in them. Above all, we search for those new questions that no-one has ever explored – and for this we need you! So if you are interested, please join us for this hands-on history series. These workshops for school children will inspire, amuse and fascinate.

If you would like to apply for places on any of these sessions please contact the Faculty of History by email: gen.enq@hist.cam.ac.uk or call: 01223 335302

Please note, there is a maximum of four places per booking and that children and young people may attend these sessions without a parent or carer present during the session. However, we ask that the young people are met promptly at the end of the session.

All sessions take place at the Faculty of History, West Road, Cambridge UK, CB3 9EF

For more projects for schools visit: www.cam.ac.uk/public-engagement
11am – 12.30pm

**Les Misérables, the real story: Prof Robert Tombs**

Many of us know the musical ‘Les Mis’ and its romantic story of suffering and struggle. The musical is based on an exciting though very long novel by the great French write Victor Hugo. And the novel is itself based in part on a real event in Paris in 1832, when a group of young revolutionaries tried to overthrow the government and built barricades in the streets to help them fight against the government’s troops. This was one of many occasions in the 19th century when fighting broke out in Paris, one of the world’s biggest and most exciting cities.

We shall look at photographs, drawings, cartoons, maps, objects (a bullet, a Paris paving stone) and documents, such as diaries and court records. We shall try to discover from this evidence what happened and what the event was like, who the revolutionaries were, what they wanted to do, who they were fighting against, and what happened to them.

**Key Stage 2 (ages 7 – 11)**

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2pm – 3.30pm

**Suffragettes: Dr Deborah Thom**

The suffragettes were one of the groups celebrated in the Olympic ceremony in 2012. We shall look at whether they were important in changing British politics by seeing what they did and what historians think about it.

When people fought for women to get the vote they used some new political tactics like sitting down in the street or chaining themselves to railings, chalking things on the street, or some old tactics like leaflets and posters. The question history tries to assess is what was effective and who was impressed by it. We will look at posters and films, listen to songs and debate violence in politics to see whether or not it delayed the vote or got it sooner.

**Key Stage 3 (ages 11 – 14)**

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To book email: gen.enq@hist.cam.ac.uk or call: 01223 335340
Learn to Write in the Middle Ages: 
Dr Máire Ní Mhaonaigh

How to write is one of the first things we learn at school and writing plays an important part in our lives. But was this true for our medieval ancestors? How and why did they learn to write themselves? We will look at dashes and dots found on stones in Ireland and Wales as well as runes from England and Scandinavia. Where did these scripts come from and how were they used? Was an 11th century manuscript, ‘The Book of the Dun Cow’ really named after the animal from whose skin its pages were made? Discover some of the secrets of early writing and try your hand at medieval writing yourself.

Key Stage 2 (ages 7 – 11)

The Ottoman Empire and the First World War: 
Dr Andrew Arsan

The Gallipoli peninsula in present-day Turkey has become one of those names everyone associated with the First World War. Let down by poor planning and decimated by disease, the Allied troops in 1915 suffered heavy losses and were finally forced to retreat. But few know the wider context of this campaign and the role of the Ottoman Empire in the First World War. Why did they join the conflict on the German side? How did they fare in battle? And why did the Ottomans state finally collapse? This is a tale of great suffering and swaggering derring-do, of heroic undertakings and disastrous routs. Taking us from the Mediterranean to the steppes of Central Asia, it will help us understand the ways in which the First World War really was a global conflict.

Key Stage 3 (ages 11 – 14)
11am – 12.30pm

Shopping for Drugs in Early Modern London:

Michelle Wallis

Imagine that you lived in London three or four hundred years ago – and you got sick. Where would you go for help? There are no emergency rooms, no GPs and no Boots-style pharmacies. But there are many, many medical practitioners who advertise to get your business. This session uses some of the material they left behind. We will look at what kind of operations and medicines were available. Were London’s doctors unreliable quacks? Finally, participants will have a chance to take on the role of the doctors as they make pills and package powders for sale.

Key Stage 2 (ages 7 – 11)

2pm – 3.30pm

Hinduism in Britain:

Ed Anderson

Looking at a period from the 1950s right up until the present day, this workshop will look at the changing religious and ethnic landscape of Britain, in particular the significant Hindu population. Following the Second World War and the decline of the British Empire, many people from South Asia moved to work and live in the UK. Temples have been built, organisations established and festivals celebrated, in ways that are both similar and different to how Hinduism is practised in India. Studying late 20th century history gives us a wealth of sources, many of which might seem quite unusual. Websites, leaflets, YouTube videos, oral histories, and even Facebook pages can tell us a great deal about Hinduism in Britain. But how do we interpret these accurately?

Key Stage 3 (ages 11 – 14)

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