



- Do you like to crack myths and find out what really happened?
- Imagine how it would feel to live in a different time or place?
- Wonder how the world got to be the way it is, and what might change in the future?

Then we need you!

Cambridge History for Schools is an exciting outreach initiative from one of the world's leading History Faculties. Workshops are hands-on and designed to stimulate a passion for asking questions about the past and trying out new ideas. Act out a play, handle chain-mail or even sample a recipe as we tease out theories and weigh up different kinds of evidence. Meet other young people who love playing with ideas, and together unearth some unexpected insights about our past!

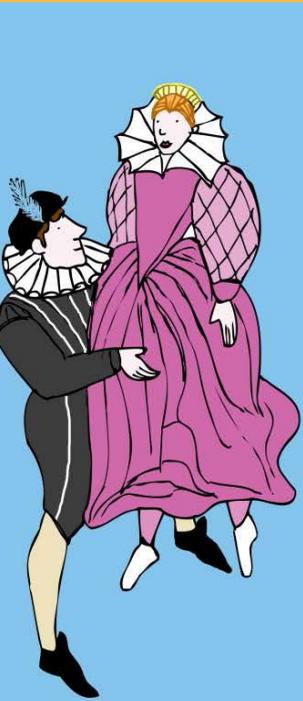
Cost: Free

Location: All sessions take place in the Faculty of History building, West Rd, Cambridge, CB3 9EF

Time: See session descriptions for start times. All sessions finish promptly at 12.30pm.

To book: Email admin@hist.cam.ac.uk or call **01223 335340** (max. 4 participants per booking).

New! Cambridge History for Schools is now offering free, school-based workshops! If you would like to find out more email admin@hist.cam.ac.uk



Dance like a King, Dance like a Peasant

Victoria Bartels Miller, Katy Bond and the Capriol Dancers

Lace up your doublet, secure your farthingale and put on your dancing shoes - we're dancing through the court and countryside of Tudor England.

Tudor men and women used dance to mark all sorts of occasions and social relationships. But how do historians even know how people hundreds of years ago danced and dressed? Was dancing just about having fun? Or can it tell us something about how people used movement and fashion to communicate?

Victoria Bartels Miller and Katy Bond unite with the Cambridge Capriol Dancers to present this action-packed workshop on Renaissance dance.

Key Stage 2 (ages 7–11)



Magna Carta: 800 years and so what?

Dr Andrew Spencer

It is 800 years since King John sealed Magna Carta and the event was commemorated by everyone from the Queen, to the Prime Minister and the American Attorney General. But what brought all these important people to Surrey to celebrate a document none of them could read? Is Magna Carta worth remembering at all?

This workshop will look at King John, the man whose evil rule produced Magna Carta, and why the rebel barons asked for what they did. We will also see how Magna Carta survived (despite the fact that it was cancelled by the Pope at John's request) and the legacy it created through history down to our own day.

Finally, some people have spoken for the need for a new Magna Carta. If we were to write it today, what might we put in a modern Magna Carta?

Key Stage 3 (ages 11–14)

Mosques, Hamams and Markets

Dr Helen Pfeifer

What was it like to be a boy or girl growing up in the Ottoman Empire hundreds of years ago?

In this session, we take an imaginary tour through a seventeenth-century Ottoman town. Leaving home early in the morning, we'll visit a public market where Muslims, Christians and Jews bought and sold goods side by side. There, we will buy all of the ingredients to make a delicious Ottoman sherbet. While we wait for the sherbet to cool, we'll visit a mosque to learn how Muslims prayed.

Our day will end at the hamam, or public bathhouse, where people went to keep clean – but also to have fun! Ottomans, we'll see, had a rich social and cultural life that, in some cases, left lasting traces in our own.

Key Stage 2 (ages 7–11)



Early Modern Highway Robbery

Alix Chartrand

Three centuries ago in Ireland and India, bandits – ‘tories’ or ‘thugs’ as they were known – were the terror of local communities, travelers and officials.

Almost a part of the landscape itself, highwaymen were said to materialise out of the wilderness in an instant. As soon as authorities tried to capture them, however, they would disappear again into ‘remote bogs and inaccessible quarters’, almost like phantoms.

But what does it mean to be outside the law when an occupying force controls the law and can change it on a whim? And as historians, how can we be sure of the facts when most of the information we have about people like this was written by their enemies?

Join Alix Chartrand to find out how we can unpick history from the myths surrounding these shadowy figures.

Key Stage 3 (ages 11–14)





Grand Designs: 17th Century Colonial Houses

Heidi Carlson

Have you ever imagined building your own ‘dream home’? You might be surprised, but the kinds of homes people design can tell historians a lot about how they see themselves and their place in the world.

Heidi Carlson is especially interested in the kinds of homes British colonists built when they settled in parts of Ireland, the Caribbean and Virginia. Did they simply copy the homes they had left behind in England? Or try to adapt to environments that were new and strange to them? And how did colonial houses differ from those of people who had been making homes and living in those lands long before the British ever arrived?

Join Heidi to explore these questions and more as we have a go at creating some of our own grand designs!

Key Stage 2 (ages 7–11)



Building National Identity in Germany Today

Marcus Colla

History is about more than books on library shelves. For example, how do the buildings we design reflect our relationship with the past? To find out, Marcus Colla walks us through present-day Germany and some of its newest museums and public buildings.

Germany is now one of Europe’s political and economic leaders, but dealing with its extremely traumatic 20th-century past remains a tremendous challenge. Public buildings often aim to project a sense of national identity, so it is no surprise that there is huge debate about how they should look.

This workshop explores how Germany is telling its own history through its built environment. Ultimately, we will ask ourselves the critical question: what does our understanding of the past tell us about our present?

Key Stage 3 (ages 11–14)