

HA NEWS

Autumn 2023

News, events and branches:
the membership magazine
of the Historical Association

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Medieval Coronations

A brief history of coronations
in medieval Europe



**Why history
matters
to me**
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writes about her
experiences



**The Medicott
Medal 2023**
Awarded to
Diarmaid
MacCulloch



Historical Association

The voice for history

The Historical Association is an independent charity incorporated by Royal Charter. The HA was established to advance the study and teaching of history and brings together all those who share an interest in and love for the past. We depend on membership for our core income and to ensure the education of young people and fight for their right to an historical education. Your membership also allows us to continue to support continuing professional development for teachers and helps support our branches, whose lively programme of events brings great history to anyone who wishes to become involved.

Our core activities are funded by your membership. Membership is open to all and subscribing to one of our journals not only furthers your love of history but also helps us reach a wider audience.

Journals

History

Editor: Dr Jennifer Davey. Published in partnership with Wiley

The Historian

Editorial Board: Jenni Hyde, Nicolas Kinloch, Maggie Wilson, James Sewry, Steven Illingworth, Ian Armour and Tom Hamilton

Teaching History

Editors: Katharine Burn, Christine Counsell, Rachel Foster and Arthur Chapman

Primary History

Editors: Paul Bracey, Damienne Clarke, Linda Cooper, Helen Crawford, Karin Doull, Tim Lomas, Kate Rigby, Matthew Sossick and Polly Gillow

The HA is a charity and we rely on our membership fees to fund all the activities that we deliver, and we also need our membership to support us as volunteers through our branches, publications and committees. We currently have vacancies on our Historian editorial board and local branches are often looking for support.

If you are interested in this, please visit our website to see how you can get involved.

www.history.org.uk/go/supportus

The cover image is of the Coronation of Louis VIII of France and Blanche of Castile at Reims in 1223; a miniature from the *Grandes Chroniques de France*, c.1450 (Credit: Gallica).

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I am very pleased to bring you a packed edition of our membership magazine. In each edition we like to give you a mixture of what we have been up to, what we are planning on doing and some history pieces just for you. One of the key articles included here is the written version of the Medicott Medal recipient for 2023 Professor Diarmaid MacCulloch's talk on the evening that he received his medal. Addressing the relationship between the Christian church and history, it is a combination of engaging, insightful, illuminating and challenging thoughts and ideas. I very much hope you enjoy reading it just as much as some of us did hearing it live. The film of the talk is also available on our website.

This year we welcome a new president at the HA, so we have taken the opportunity to tell you a bit more about this role and the new incumbent – Professor Alex Walsham. She also provides her first president's letter.

As it has been a coronation year and there hasn't been one of those in the UK for a few decades, so we have a couple of articles on that theme. One is from former president of the HA Professor Anne Curry who attended the coronation in May 2023 in a formal role, while the other article looks at coronations of the medieval period – some would suggest it is difficult to spot the difference!

In this edition of the magazine, we have created a Pupil Voice section, with some of the comments collected during the coronation period in May. These are on the topic of young people's views about royalty now and are part of a larger project to gather information from young people about attitudes to events and to the study of history. Further information about that wider project is included in that section.

“As it has been a coronation year and there hasn't been one of those in the UK for a few decades, so we have a couple of articles on that theme.”

In addition, in May we held the HA annual conference in Harrogate. It was a huge success with lots of workshops, talks and activities. We are already planning something even bigger for next year.

We have updates and announcements on some of our competitions, including the Young Quills, Great Debate and the Young Historian, including how all our members can get involved with the Great Debate theme for this year which has a Local History angle.

There is an update from our CEO on what is happening in the HA world and how we are meeting some of the challenges that the current economic and societal environment is throwing at us. Mel Jones our education manager and Emily Randall the membership manager each provide updates on what is going on in their areas of the HA output. I have not included an update on the General Membership development, but I hope that you have all noticed the new short course activities as well as new webinars and articles that have been happening and will be occurring for our membership. This year we have appointed a new chair of our Higher Education Committee and we will be able to give an update on activities happening under that part of our work in the spring *HA News*.

In addition to the activities mentioned in this magazine we also have people working on the latest editions of our other publications produced in-house – *Primary History*, *Teaching History* and *The Historian*. If you feel you would like to contribute to any of these journals, then do let us know.

Finally, the listings for events organised by the staff of 59a and the broad range of events and talks that are provided by the many HA branches are included in the magazine towards the back. There is an incredible range of topics being addressed at HA branch lectures across the UK, a constant reminder of just how vibrant our history community is.

The study of history is often given a hard time in the mainstream media. The work of our expert contributors and dedicated volunteers is a reminder that an interest and ability to reflect and reassess our past, as well as shared global histories, is in fact an exciting activity and one that can bring educative benefit and pleasure to many.

Let's keep the study of history alive throughout our lives!

Paula Kitching
Editor of *HA News*



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“Overall, it has been a busy, sometimes trying and sometimes difficult, but ultimately pretty good year.”

At this time of year, I begin to reflect on the year just gone as the annual report needs to be ready – at least in draft form – by the autumn. Writing the annual report is one of those jobs that stretches my quite considerable procrastination skills; hence trying to think about it now a full two months before year end. Overall, it has been a busy, sometimes trying and sometimes difficult, but ultimately pretty good year.

Membership dipped during the autumn of 2022 and winter 2023 but we are still looking at around 10,700 members. This includes well over 3000 primary schools and close to 1500 secondary schools – each with whole school membership and together reaching something in the region of 30,000 teachers. When I reflect on where membership stood just a few years back this is quite extraordinary – something I hope that can make us all proud to belong. There is still a lot we need to do, not just with our education members but also with our general members – that is, those who join the HA to indulge in and develop their love of history but are not looking to support teaching practice.

Often when I chat to people, they don't realise that the HA is a charity or that membership is our main income source. Many people think we are somehow funded by government to support our work with schools, or they confuse us with commercial providers of teaching resources. However, those who work with us, in education, in universities and through the community via our wonderful branch network, know and understand the charitable nature of our work, and the army of volunteers we call on to ensure we can deliver our mission to promote the enjoyment, study and teaching of history of all to all. This also allows the HA to be truly independent and to campaign when necessary to support our subject in schools, to ensure that every young person has the right to learn history.

How we can best connect our different membership interests and communicate our charitable status, our mission and our impact: this question is currently occupying my thoughts. In particular, I'm thinking how best to bring those education and non-education members together under one happy umbrella as part of one whole. As we recently celebrated our Awards Evening the range of our activities could clearly be seen in the room but still presents a problem to fully communicate outside of that lovely evening. There are the continuing professional development courses developed and delivered by our primary and secondary teachers which reach a huge audience and have an impact on the teaching of history in so many schools, which in turn gives young people a better chance and a better experience of history in their classrooms. The Quality

“Finding a way to showcase, celebrate and communicate the rich diversity and vibrancy of all the HA's work will be our challenge over the next year.”

Mark, which celebrates history throughout the school – not just examination results – is another great example of bringing inspiring history to young people. Our many branches provide a wide range of diverse historical talks that are accessible to an audience who are not necessarily full members of the Association but enjoy the community and camaraderie of a local event. Increasingly we can reach an even wider audience through our virtual talks and our new lifelong

learning courses. And then we have the wonderful Young Quills writers to bring a love of history through fiction to young people, and competitions such as our Great Debate that directly bring the fierce, well-argued and well-crafted arguments of young people to the fore.

Finding a way to showcase, celebrate and communicate the rich diversity and vibrancy of all the HA's work will be our challenge over the next year and we will be needing your help to make this happen. The membership survey which closed in July is just one way we will be asking for your views; we will be doing some focus work too over the next few months as we review our communications and our web presence.

Thank you for your continuing support; helping people develop and understand the complexities and dynamic nature of history is an essential part of a healthy society.

Rebecca Sullivan



Surveying the landscape



At the time of writing this update we are approaching the closing date of our 2023 Membership Survey. A huge thank you if you were one of the hundreds of members who took part. We know your time is precious, and we are committed to ensuring the feedback translates to tangible and lasting changes. The outcomes will be distributed not only to HA staff and Executive Committee but also to our volunteer committees and editorial boards, connecting directly to future strategies. We will be busy unpicking, compiling and distributing the results as you read this update and hope to report more on our website and in the next edition of *HA News*.

If you did take part, I hope that it was a useful way not only to build awareness of membership benefits that you may not already be using, but also offered time out of your usual busy schedule to reflect on your needs. As we transition to a fresh academic year, perhaps it was even an opportunity to reflect on some of the challenges you have recently experienced or anticipate in future, as well as the areas of learning and development (professional or personal) you find most rewarding.

As you may have picked up in our related communications, we only conduct a full survey of this scale once every three years, which is one of the reasons why it has been so important to have a fresh and comprehensive understanding of your

experiences. Going forward we are looking at other ways of collecting regular feedback which requires a shorter time commitment, and our member feedback panel will support ongoing focus group work. If you'd like to join the HA membership feedback panel, contact the membership team at membership@history.org.uk

“We are looking at other ways of collecting regular feedback which requires a shorter time commitment, and our member feedback panel will support ongoing focus group work.”

Earlier this year we met with two working groups formed from our secondary and primary committees to re-examine our support to trainee teachers with a history specialism. Representatives from different training routes explored what packages and resources they felt were needed to future-proof our offer and support our trainee members better within a changing and sometimes challenging education landscape. We will be continuing this conversation, supplemented by feedback from the trainee strand of the Membership

Survey, and will be looking to start implementing changes from spring 2024.

We also have some fascinating new learning and networking experiences in the pipeline over the next 12 months which we can't wait to share with you. These are designed for the lifelong learner but will be accessible and often relevant to all our membership. As a teaser, look out for an upcoming webinar series on history and historical literature, a mini-series on the 75th anniversary of the Genocide Convention, and a spring short course on the impact of the First World War and the creation of the modern era. More details coming soon!

Finally, you may have also noticed we've been a little more active on social media than usual in recent months – with greater presence on LinkedIn, Facebook and Instagram in particular. Don't forget to follow us for the latest updates on all the great activities run by the HA and opportunities available through your membership.

As always, please don't hesitate to get in touch if you have any queries about your membership or if there are any other ways we can support you – you can reach me on emily.randall@history.org.uk

Emily Randall
Membership Manager

The academic year of 2022/23 was a tough one, with strikes and the well-being of teachers and school leaders at the centre of the news. Despite the challenges of the year, history teachers continued to provide the most dedicated support to their pupils.

Since I last wrote, there has not been any further public news on the progress of plans for a model history curriculum. Oak National Academy are working with Pearson and Futures Academies to produce curriculum materials that they intend to publish in the autumn.

Following the initial teacher training (ITT) market review and reaccreditation process, numbers are down, with some university providers reporting that recruitment is down as much as 40%, although history has recruited to target for this year. As part of this process, the HA submitted evidence to a parliamentary education committee inquiry into teacher recruitment, training and retention in spring.



This year, our Primary Committee has been looking at building up localised support networks across the country. This started with TeachMeets in Hampshire and Northamptonshire in the summer, with a number of regional TeachMeets planned for the autumn. These are informal virtual meetings at which teachers and heritage organisations can share quick resources and ideas. Do look out for your regional TeachMeet in the CPD section.

The Primary Committee has also been continuing to work on resources such as the popular guides for subject leaders and local significant individuals resources. There will be new additions to both of these this autumn. We will also be reviewing and updating our popular schemes of work.



Coming this autumn will also be a brand new area of the HA website dedicated to primary beginning (history) teachers and those who train and mentor them. Our Secondary Committee has been focusing on establishing mechanisms to listen to, share and respond to young people's views of history. The HA Young Voices project started with a group of students from 15 schools from across the UK who carried out peer research to find out about perceptions and views of history in their schools. You can view the fascinating results of their research in the short filmed presentations that pupils produced on the HA website. The HA is also working in partnership with the University of Oxford on a larger survey, which will form the basis of a report.

The Secondary Committee OBHD blog continues to go from strength to strength, with some posts gaining 5,000 or more views. Recently, Sally Burnham has shared how her department has restarted its history clubs for students across all years.



The History Labs page of the HA website also provides a raft of resources for getting a history club going in your school. Meanwhile, Rhonwen Bruce-Roberts has outlined the importance of un-silencing Welsh history in the curriculum and the risks of Anglocentrism in the curriculum.

A reminder that we have also published a new resource pilot that maps the content of popular GCSE units across specifications to provide case studies and suggestions for inclusive approaches to the content. We very much hope that the fantastic history community, teachers and academic historians alike, will help us to crowd-source this resource with other suggestions and case studies to support all teachers looking to broaden out from the specifications.

This autumn sees a number of significant historical anniversaries and dedicated history months. Don't forget to check the HA anniversaries calendar for details of anniversaries and history months for which you may want to plan in school.

In May of 2023, we published the outcomes of our local History Teacher Fellowships in time for Local History Month, and we expect to publish outcomes of both our 'People of 1381' and 'BBC broadcasting and social change' Fellowships this autumn. You will find these and outcomes of other Teacher Fellowships on our website, and look out for details of exciting new Teacher Fellowship programmes for 2024/25 coming soon.

Mel Jones

Education Manager

Quality Mark recipients for the academic year 2022 to 2023



PRIMARY

Freezywater St George's CE Primary School, London – Gold, September 2022

Newlands Junior School, Nottinghamshire Gold, September 2022

Leamore Primary School, W. Midlands Silver, September 2022

Leighton Academy, Cheshire Gold, October 2022

Cop Lane CE Primary School, Lancashire Gold, October 2022

Eynsham Community Primary School, Oxfordshire – Gold, October 2022

Our Lady of Pity RC Primary school, Cheshire – Silver, October 2022

Brooklands Farm Primary School, Bedfordshire – Gold, October 2022

Spring Grove Junior Infant and Nursery School, Yorkshire – Gold, October 2022

The Gates Primary School, Bolton Gold, November 2022

Wyborne Primary School, London Silver, November 2022

Bolton Parish Church CE School, Bolton Gold, November 2022

Crab Lane Primary School, Manchester Silver, November 2022

Southfield Primary School, London Gold, November 2022

Outwood Primary Academy Ledger Lane, Yorkshire – Gold, December 2022

St Christopher's Primary Academy, Bedfordshire – Gold, December 2022

Longman's Hill Community Primary School, Yorkshire – Silver, December 2022

Sydenham Primary School, Warwickshire Silver, December 2022

St John's CE Primary Academy, W. Midlands Silver, January 2023

Whitecote Primary School, W. Yorkshire Silver, January 2023

Hillborough Junior School, Bedfordshire Gold, January 2023

Pye Bank CE Primary School, S. Yorkshire Gold, January 2023

Upminster Junior School, London Gold, February 2023

St Anne's RC Primary School, West Midlands – Gold, February 2023

Our Lady Queen of Martyrs RC Primary School, York – Silver, March 2023

Bede Academy, Northumberland Silver, March 2023

Hetton Lyons Primary School, Sunderland Silver, March 2023

Smithdown Primary School, Liverpool Gold, March 2023

Bellenden Primary School, London Silver, March 2023

East Herrington Primary Academy, Sunderland – Silver, March 2023

Scholar Green Primary School, Cheshire Gold, April 2023

Newbury Park Primary School, London Silver, April 2023

Greenacres Primary Academy, Oldham Gold, April 2023

Whitehouse Common Primary School, Birmingham – Gold, April 2023

William Stockton Primary School, Cheshire Gold, May 2023

St. Andrew's CE Primary School, Rochdale Silver, June 2023

Hackbridge Primary School, London Silver, July 2023

Brooklands Middle School, Bedfordshire Silver, July 2023

Park End Primary School, N. Yorkshire Silver, July 2023

Hatfield Primary School, S. Yorkshire Silver, July 2023

Sacred Heart RC Primary School, Lancashire Silver, July 2023

Willow Wood Community Primary School, Cheshire – Silver, July 2023

SECONDARY

Pleckgate High School, Lancashire Gold, September 2022

Cardinal Langley RC High School Silver, September 2022

Henry Box School, Oxfordshire Gold, November 2022

Cambourne Village College, Cambridgeshire – Gold, December 2022

Davison High School, W. Sussex Gold, February 2023

Portsmouth Grammar School, Hampshire Gold, June 2023.

Corby Business Academy, Northamptonshire Gold, July 2023

Heworth Grange, Gateshead Silver, July 2023



HA President

As part of the structure of the HA we have a president who is appointed every four years. The president of the HA is a non-paid role; nonetheless it is not purely a figurehead role. The president chairs the HA Governing Council which meets twice a year and attends the Executive Committee which meets four times a year. The HA president is frequently the one called upon to represent the HA at events and is expected to take on an active part of our policy direction.

The President provides the Friday morning keynote speech at our annual conference in May and since Anne Curry laid down the challenge they try to get to as many of the branches as possible over their term of office.

Immediate past presidents:

- Professor Peter Mandler
- Professor Tony Badger
- Professor Justin Champion
- Professor Jackie Eales
- Professor Anne Curry



Professor Peter Mandler



Professor Tony Badger



Professor Justin Champion



Professor Jackie Eales



Professor Anne Curry



Professor Alex Walsham

Introducing Professor Alex Walsham the new HA president

Alexandra Walsham is Professor of Modern History. She served as Chair of the Faculty of History between 2019 and 2022. She was an undergraduate and Masters student at the University of Melbourne before coming to Trinity College, Cambridge, for her PhD. After a Research Fellowship at Emmanuel College, she taught at the University of Exeter for fourteen years before returning to Cambridge in 2010. She was elected a Fellow of the British Academy in 2009 and of the Australian Academy of the Humanities in 2013. She was appointed a CBE for services to history in the Queen's Birthday Honours 2017.

Alexandra Walsham's research interests fall within the field of the religious and cultural history of early modern Britain and focus on the immediate impact and long-term repercussions of the Protestant and Catholic Reformations set within their European context. She has published extensively on a range of themes, including post-Reformation Roman Catholicism; religious tolerance and intolerance between 1500 and 1700; providence, miracles and the supernatural in post-Reformation society and culture; the history of the book, the advent of printing, and the interconnections between oral, visual and written culture; religion and the landscape; the memory of the Reformation; age, ancestry and the relationship between religious and generational change. Her current major project is a monograph based on the Ford Lectures she delivered at the University of Oxford in 2018, entitled *The Reformation of the Generations: Age, Ancestry and Memory in Early Modern England*. The research for this was funded by a Leverhulme Major Research Fellowship for 2015–18.

We had a quick zoom chat to find out a bit more about our new president's influences, inspiration and what her aims are as president:

What got you into history?

'Two inspiring teachers, one of whom had started her own PhD but gave it up to be a teacher, she taught me and enthused me – we have remained in touch.'

Why Reformation and religious history?

'The whole period caused a huge rupture in people's lives, and I am fascinated by the

iconoclasm and the way the whole thing often created vicious verbal disputes. I am interested in both sides: the zealous religious Protestants and the those who wanted to keep the old faith. And so I am interested in how people navigate these religious ruptures.

'There is a story, and it has more than one telling but roughly this is a story from a congregation in Essex from the 16th century who go to listen to a charismatic preacher who gives an emotional sermon. He tells them that God is angry with them and that he will take the Bible from them. The people were so disturbed that they were weeping as they left. That is the power of religion. So, I want to understand the effect it has had over time.

'As a historian I enjoy the research and the teaching, I get a huge excitement about going to an archive but then I also really enjoy talking with students about ideas.'

"I am looking forward to going to the Branches. I think I already have ten lined up."

What are you looking forward to with your relationship with the HA?

'I look forward to learning a lot more about the Primary and Secondary system. I hope I can offer something to the HA – I am looking forward to going to the Branches. I think I already have ten lined up.'

And finally, why is history important?

'I want to evangelise during my period at the HA, but for history. History helps you to think and engage critically with the world, to engage with different perspectives and to..... I want to do that and advocate for the humanities. I am concerned about the decline in recruitment for PGCE. I would like to make it clear that teaching history is incredibly rewarding. I want to reiterate the value of history to everyone.'

If Professor Walsham can meet people, then her infectious enthusiasm for history is sure to win most of them over.

"It is a tremendous honour to have been asked to serve as President of the Historical Association."

I would like to begin this letter by extending my own warm thanks to Peter Mandler for his energy and dedication over the past three years. A felicitous typographical error in the minutes of the last Executive meeting described him as a 'wonder President', which prompted the apt remark that he was an eighth wonder of the world! So, I am very conscious of the large shoes I have to fill. But I am also greatly looking forward to working closely with the Historical Association and helping it to continue to be the voice for history at every level in the UK. I am so impressed by the commitment of Becky Sullivan and the team in Kennington and all those who volunteer so much of their precious time to serve on the HA's Council and committees.

Born in Cornwall, as a child I emigrated to Australia as a 'ten-pound-Pom'. I completed my undergraduate and Master's degrees at the University of Melbourne before returning to England to work towards my PhD at Cambridge in 1990. I am a historian of early modern Britain and Ireland, with a particular interest in the prolonged and complex period of religious change that we now call the Reformation, as well as its many cultural and social repercussions in the sixteenth, seventeenth and eighteenth centuries. My books, articles and essays have explored a number of aspects of this larger theme. They have examined the reaction of England's Roman Catholics to the proscription and persecution of their faith alongside the tolerance and intolerance of other religious minorities. My work has investigated ideas about divine providence, miracles, prodigies, and angels in a context in which God and the devil were understood to be active and present in the world. They have considered how perceptions and practices associated with the sacred landscape – from holy trees and healing springs to ruined monasteries and prehistoric monuments – were altered by the profound ecclesiastical and theological ruptures of the Tudor and Stuart periods. Such spaces and places were sites of memory and story-telling. Between 2016 and 2019, I led a major funded project



"I want to do all I can to ensure that our subject remains vibrant and continues to engage and inspire people of all ages and from all walks of life."

on 'Remembering the Reformation', which resulted in a digital exhibition drawing on the rich collections of Cambridge University Library, Lambeth Palace Library, and York Minster Library: <https://exhibitions.lib.cam.ac.uk/reformation/>. I also edited the journal *Past and Present* for a decade and I continue to be closely involved in academic publishing.

My most recent book, *Generations* (Oxford University Press, 2023), analyses the Reformation through the novel lens of the generations. It considers how people from different generations (young, middle-aged, and old) experienced successive waves of religious upheaval and how they themselves shaped those historic developments in decisive ways. It also traces how memory of the Reformation evolved with the passage of the generations. Dramatic events in our own time (from Brexit to the Covid pandemic) have intensified intergenerational conflicts and

forged fresh senses of generational identity. So too did the far-reaching schism within European Christendom initiated by Martin Luther in 1517. My book is a study of how men, women and children in England navigated the Henrician break with Rome and its ongoing ramifications within the English church and society between 1530 and 1700. It opens a new window into a world that was turned upside down and remained in constant turmoil. Exploiting an array of hitherto neglected archives, it probes the paradox that the Reformation simultaneously tore families apart and bound them more closely together.

These are difficult times in schools and universities, as well as more widely. Teachers in all sectors, from primary to tertiary, face growing demands and pressures, not least against the backdrop of financial constraints and the shifting priorities of the National Curriculum. Their vital work in making history come alive is too often insufficiently recognised. I am always thrilled to hear from those of my own former students who have pursued careers in education, and I admire the enthusiasm and passion that they bring to their roles. I want to do all I can to ensure that our subject remains vibrant and continues to engage and inspire people of all ages and from all walks of life.

I am also delighted to have been invited to speak to so many branches around the country already. I am eager to meet their members and learn about their activities. I know that each branch has its own unique character and its own challenges, but all are united by a fascination with the past and with how it resonates in the present and speaks to the future. Now Professor of Modern History at the University of Cambridge, my first appointment was at the University of Exeter, where I served as secretary of the Exeter branch for several years in the late 1990s. I am both happy and humbled to renew my association with the HA as its next President.

Alexandra Walsham



Medieval Coronations

Dr Gabrielle Storey

Coronation of Charlemagne by Pope Leo II



Coronations are one of the most important symbolic and visible rituals for monarchs, across time and place. Through coronations, a public bestowal of power and authority is granted, reinforcing the monarch's status and the different relationships they will have with their nobility and the general public.

They acted as a legitimising tool for rulers across time and place. The visibility of a crowned monarch was important for several reasons: in addition to representing the display of royal power, it allowed the public to view their monarch

and thus was one of a few public opportunities for a monarch to connect with their subjects. Even in the modern world, a coronation ritual draws attention for its grandeur, splendour, and history. Given the diversity of monarchies across the globe, it is unsurprising that coronation rituals, rites, and oaths differed. This article will first consider a brief history of coronations in Europe, before comparing the coronation rites in England and the Holy Roman Empire in the high medieval period (900–1200). The coronation of Matilda, better known as Empress Matilda, in the Holy Roman Empire, and a discussion of her lack of coronation in England, will be outlined to demonstrate how important coronations were to royal power.

A brief history of coronations in medieval Europe

Discussing the history of coronations for the early medieval period means being dependent on what can sometimes be a sparse, sporadic, and diverse source base. Our first detailed recorded coronation in England is that of Edgar at Bath in 973. However, the grandeur that sticks in most people's minds is that of the coronation of William the Conqueror at Westminster Abbey, the first of its kind, in 1066. William's coronation was to set the location for the majority of the coronations of English and later British monarchs until the present day.¹



Miniature from the Madrid Skylitzes showing the coronation of Basil II as co-emperor by his father, Romanos II and Patriarch Polyeuktos.

The everchanging formation of polities within Europe means that such a comprehensive list of coronations within the continent would never be exhaustive, but outside of England there are many ceremonies and practices that draw interest. The coronation of Charlemagne as Holy Roman Emperor on Christmas Day 800, the first coronation of a Roman Emperor since the fall of the Western Roman Empire in the fifth century, meant that the subsequent imperial rulers were often viewed as *primus inter pares*, or first among equals. 25 December remained a significant date for coronations in the preceding polities that became France, Germany, and the Holy Roman Empire, with several emperors of the high medieval and post-Carolingian period opting to be crowned on 25 December. The imperial coronations bestowed a vast amount of symbolic power over the ever developing empire (which largely consisted of swathes of Germany and Italy, though also extended to Burgundy at a peak), but also brought the emperor into conflict with the pope over the right to be 'leader of Christendom' and eventually led to the Investiture Contest in the eleventh century.

Across the medieval Mediterranean, the coronations of Byzantine emperors, the successors of the what was formerly called the Eastern Roman Empire (and whose inhabitants still referred to themselves as Romans for the most part), demonstrated a similar level of splendour.² The standardisation of the Byzantine coronation ceremony took place across the fifth and sixth centuries, and after the seventh century usually took place in a church such as the Hagia Sophia. The Byzantine succession was highly irregular owing to its elective form of monarchy in its early history, and records for early Byzantine coronations date from the reign of Leo I in 457. The formalisation of the coronation ritual, including the procession, distribution of coins, litany, and coronation crowns and dress from the seventh century onwards added to the spectacle of the occasion and strengthened connections between the Byzantine emperor and their subjects. Unlike their Western predecessors however, the formalised coronation ritual did not stabilise the succession and dynasticism in the way the emperors hoped. Out of all the polities across medieval Europe, Byzantium experienced more usurpations and monarchical collapse than its contemporaries. Thus, the multi-faceted purpose of the coronation ritual was not always a success. Coronations presented the emperor to the public and showed the power they ought to hold, but unless that power was put into practice effectively and authoritatively, the coronation remained symbolic.

“Coronations typically occurred once, at the beginning of the monarch’s reign, but unusual circumstances could merit a second coronation.”

Coronations in England and the Holy Roman Empire

The polities of England and the Holy Roman Empire in the high medieval period (c.900–c.1200) were very different regions in scope and practice of rulership. The unification of several early English kingdoms across the ninth and tenth

centuries and the repelling of the Viking strongholds in the Danelaw by the newly titled kings of England in the tenth century saw its transformation into a more unified kingdom, though power struggles continued to threaten the monarchy, not least from within. One way to establish unification under one monarch was continued public visibility and authority, which monarchs practiced in different ways. Some, such as Henry II (r. 1154–89), would practice itinerant kingship, though in Henry's case he had several continental domains to control, not solely England. Displays of strength and authority, particularly militarily, also had the potential to unite warring nobles and polities under one ruler. Coronations formed part of a small but steadfast series of rituals where monarchs could appear to their subjects to reinforce their power and showcase the strength of their rule, as well as the kingdom more broadly. Coronations typically occurred once, at the beginning of the monarch's reign, but unusual circumstances could merit a second coronation: upon his return from being captured on the Third Crusade, Richard I was crowned at Winchester Cathedral in 1194, and Henry III was crowned in 1220 when he reached his majority.³

As noted, after 1066 the majority of coronations took place at Westminster Abbey. However, some on occasion took place in the equally magnificent Winchester Cathedral. The transition of royal power from the old capital of Winchester to the new capital in London during the twelfth century explains why Winchester was often designated as an important site for the display of power.⁴

By contrast, coronations in the Holy Roman Empire were in multiple and varying forms.⁵ Holy Roman Emperors at various stages could be crowned king of Germany, king of Italy (with the Iron Crown, formerly that of the king of the Lombards), and as Holy Roman Emperor, the latter generally performed by the pope in Rome. However, each crown bestowed the ruler with a different level of power. The imperial crown was seen as a successor to the former Western Roman Empire, and with it the emperors viewed themselves as leaders of Christendom across Europe, and responsible for organising missionary activities and defeating pagan groups on the peripheries. This undoubtedly brought the emperors into conflict with the pope,

¹ For more on coronations and a wider history of monarchy in the British Isles, see Tracy Borman, *Crown & Sceptre: a new history of the British monarchy from William the Conqueror to Elizabeth* (London: Hodder & Stoughton, 2021).

² Alexander Beihammer, Stavroula Constantinou, and Maria Parani, eds., *Court Ceremonies and Rituals of Power in Byzantium and the Medieval Mediterranean: comparative perspectives* (Leiden: Brill, 2013).

³ For Richard's reign see John Gillingham, *Richard I* (London: Yale University Press, 1999); for Henry III see David Carpenter, *Henry III: the rise to power and personal rule, 1207–1258* (London: Yale University Press, 2020) and David Carpenter, *Henry III: reform, rebellion, civil war, settlement, 1259–1272* (London: Yale University Press, 2023).

⁴ <https://www.rct.uk/collection/themes/Trails/coronations-an-ancient-ceremony>

⁵ Barbara Stollberg-Rillinger, *The Holy Roman Empire: a short history* (Princeton: Princeton University Press, 2018).

as well as the dispute regarding the selection of popes and emperors which can be seen with Pope Gregory VII and Holy Roman Emperor Henry IV: the emperors wanted to select the pope, so they had an ally in ecclesiastical affairs and someone who would crown them, whereas the pope wanted to crown an emperor who would be pliable to him. Such dispute framed imperial-papal relationships across the central and into the later Middle Ages.

Coronations (or not) of the Empress Matilda⁶



Miniature of the Empress Matilda from the *Gospels of Henry the Lion*, c.1175–1188.

By the twelfth century, coronations in both England and the Holy Roman Empire had reached a degree of standardisation and uniformity, even if the succession practices had not. The marriage of Matilda, daughter of Henry I of England, to the future Holy Roman Emperor Henry V in 1114, had implications for rulership in both England and the Holy Roman Empire. Her coronation as empress, the epithet by which she is most popularly known, took place at St Peter's Basilica in 1117 alongside Henry V, in dubious circumstances. They were crowned by the antipope Gregory VIII but never received a coronation from a legitimate pope, and the papacy later excommunicated Henry V. Nevertheless, Matilda continued to use her title as empress until her death, as did her contemporaries and chroniclers. Matilda's career as empress was short-lived, as Henry V died of cancer the following year. During her reign, Matilda carried out a number of imperial and administrative duties, travelled with her husband, acted as regent, and took part in other ceremonial occasions. Her multiple coronations are afforded little

detail in contemporary records, however the dubiousness of the legitimacy of her imperial coronation appears to have done little to affect her power and authority: she was crowned and continued to wield power throughout her life, ruling empress or not.

Matilda's second coronation, or lack thereof, was intended to cement her position as the queen of England. The death of her father Henry I in 1135 and his previous confirmation of Matilda as his heir meant that she ought to have succeeded her father as queen of England and duchess of Normandy. However, Matilda did not immediately travel to England to take the throne, and her cousin, Stephen of Blois, was quicker. His usurpation began a thirteen-year period of intermittent civil war in England and Normandy, popularly but incorrectly labelled 'The Anarchy'. After a series of victories in 1141, and the imprisonment of King Stephen, Matilda intended to enter London to be crowned queen, plausibly at Westminster Abbey.

The coronation taking place in the capital, being publicly visible and surrounded by her subjects and nobles, may have fundamentally changed her political career. However, a series of demands by the Londoners and Matilda's political misjudgement on their requests led to her being barred from entering the capital, an event made ever more precarious by the incoming Queen Matilda's forces, leaving Empress Matilda to flee and regroup. Empress Matilda never seemingly attempted another coronation ceremony, however she continued to view herself as the rightful queen of the English and referred to herself as 'Lady of the English' in some of her charters. Empress Matilda was

ultimately to transmit her claim to her son Henry, who after further conflict with Stephen was named as Stephen's heir in the Treaty of Winchester in 1153, and Henry eventually succeeded in 1153. Had Matilda been crowned queen the ceremony would have cemented her legitimacy as the rightful ruler – a major benefit of coronation ceremonies. Matilda's experience of coronations: the imperial one dubious, and the royal one snatched from her grasp – ought to have left her with little power and authority. However, her political saviness, allies, and tenacity enabled her to continue her campaign as Lady of the English until 1148, and her confidence in her rights and titles meant that she continued to wield significant amounts of power to her death.

The importance of coronations

Coronations in the medieval world were intrinsically important: they legitimised monarchs. They also gave rulers the opportunity to be visible to their subjects, noble and lay, and to present a co-ruler – often a queen consort, but not always – to them as well. The power and authority of a monarch was partially derived from their coronation, and as coronations typically took place only once during a monarch's lifetime, the visibility and impact of a coronation endured for decades. Coronations were not only about power, or at least royal power, and the splendour and grandeur of such ceremonies emphasised the difference and prestige of a royal ruler. Though not always recorded in great detail, coronations were the beginnings of a monarch's reign and left their mark in the historical record.

Further Reading

János M. Bak (1990) *Coronations: medieval and early modern monarchic ritual*, Berkeley: University of California Press.

Richard Barber (2020) *Magnificence and Princely Splendour in the Middle Ages*, Woodbridge: Boydell Press.

Björn Weiler (2021) *Paths to Kingship in Medieval Latin Europe, c.950–1200*, Cambridge: Cambridge University Press.

Author Details

Dr Gabrielle 'Gabby' Storey is an historian of Angevin queenship, gender, and sexuality. She is writing a forthcoming biography on Berengaria to be published by Routledge. She has contributed to articles for History Extra and BBC History Revealed, and recently published an open-access article with the Royal Studies Journal (Issue 9.1) on homosocial and 'homosexual' bonds between the kings of England and France in the twelfth century, alongside chapters on the Angevin queens. She has also edited the collection *Memorialising Premodern Monarchs: medias of commemoration and remembrance* (Palgrave, 2021).

⁶ The classic biography is Marjorie Chibnall, *The Empress Matilda: queen consort, queen mother and Lady of the English* (Oxford: Wiley-Blackwell, 1993), and a more recent biography takes a military history approach: Catherine Hanley, *Matilda: empress, queen, warrior* (London: Yale University Press, 2019).

HA Annual Conference 2023, Harrogate

We hope everyone who was able to attend Annual Conference 2023 in-person or online has now managed to catch breath – because it really was quite a whirlwind of talks, workshops, creativity, famous names and of course history.

It doesn't feel right to pick out individual speakers, as everyone was definitely bringing their top game to conference! Nonetheless it would be remiss not to mention that Professor Mary Beard retained her legendary status while she spoke about Roman emperors, polished villa walls and tapas murder dinners. Dr Hannah Greig and Sathnam Sanghera gave us a fascinating insight into the making of television and film, providing views on how history is brought to life on the screen and how the media has helped shape our views of history. Meanwhile the queue for all these speakers at the Roving Books stalls wound its way around the hall and everyone got a bit history-heroes giddy.

It was sadly Professor Peter Mandler's last conference as HA President but fortunately he has agreed to remain on the Board of Trustees. So we will still see Peter at future conferences, though not for the Friday morning keynote – which is a shame as we have all learned so much about how the way that education has changed historically has influenced what is taught and how we relate to it.

The Dawson Lecture that recognises outstanding contributors to education had its second year, with Martin Spafford delivering the 2023 talk to a full room. He made everyone reflect on 'how young people should feel about history' and what role we can play to develop an understanding and respect for it. Of course, in between the outstanding keynotes talks were workshops on pedagogy, subject knowledge and recent research into many areas of history and history teaching. Topics included linking the Ancient World at Primary level, and developing students' understanding of the planetary crisis in Secondary history



lessons. The General strand had a trip, a walk and lectures on subjects as varied as Medievalism and the image of Samurai in Japan, which opened our eyes wide to a location and period of which we knew nothing but now want to know more; and then to global 19th century politics and the original 'fake news'.

In between intellectual stimulation there was good food, an engaging exhibition space and thankfully places to sit down. Not that sitting down happened much as most people wanted to keep moving just not to miss out on the variety of things to see, engage with and discuss.

Each HA conference starts to be created as the last one finishes. Ideas about what content we should seek come to mind and how things can be improved. We have a call for papers, and we look forward to the abstracts and creative ideas of potential presenters as they begin to come in. Some of our planning and preparation is influenced by the conference location. For 2023 this was certainly a key point as we approached academics for the general strand and explored ideas for trips and visits around Liverpool. And then Eurovision hit, and many months of planning suddenly

had to be replanned. Three weeks before conference train strikes were announced, and they crossed over exactly with the conference days. Yet, despite #HAConf23 beginning to seem like the cursed conference everything turned out in the end – in fact it turned out rather well. So, thank you Harrogate for having us and thank you to everyone who made it work and came along. Fingers crossed for a smoother journey next year but a no less exhilarating conference weekend.

Next year we will be in Birmingham on 10–11 May 2024 – it would be a shame to miss it! Save the date and register your interest at conference@history.org.uk.

Breaking news

Keynote lecture for 2024 will be given by William Dalrymple – acclaimed historian and art historian.

Reminding historians about the Church; reminding the Church about history

The Historical Association awards the Medlicott Medal each year. The award seeks to recognise individuals from a diversity of backgrounds in their service to history.

For 2023 the Medal was awarded to **Professor Diarmaid MacCulloch** who gave a talk at the HA Annual Awards Evening in Central London on 12 July. He has kindly provided the text of his talk for all of us read and enjoy.



The Historical Association have done me a great honour in awarding me the Medlicott Medal, and I thank you all for it. It's intimidating to look up and down the list of recipients, and to see them beginning with the great A.G. Dickens, who was one of my heroes as a young historian, and with whom I was astonished to find myself conducting a doctoral viva in later years. Then down the years, the names begin to morph from Olympian and distant giants through to no less gigantic personalities who are nevertheless old friends and colleagues. It might savour of corruption that the previous awardee is, like me, a long-standing Fellow of St Cross College Oxford, until one sees that it was the incomparable Rana Mitter, who surveys the globe on its Asian side with both

magisterial authority and a light touch in all his public broadcasting. From Dickens to Mitter: a hard act to follow.

And I have enjoyed the awards already made tonight, and congratulate them all: to your new Honorary Fellows – many old friends among them. And I especially salute the Young Quills – the winners in the HA's imaginative scheme to stimulate historical imagination through good historical fiction for the young. Since the last Awards Meeting of the HA, we have been shocked by the tragically unexpected death of Hilary Mantel. She was perhaps not best described as an historical novelist, but as a novelist who sited some of her fiction in past worlds that she understood with as great an empathy as she did the present. My first encounter with her work was not through Thomas Cromwell, but what I think is one of her finest novels, *Beyond Black*. There you enter the world of contemporary West London, seedy degraded countryside and London suburbia, with Heathrow in the background. It is as vividly done as the Tudor Court.

I take you to twin subjects that have occupied my career: reminding historians about the Church, and the Church about history. All of us are here tonight because we delight in history for its own sake.

I guess that some of you like me started in childhood with a multitude of manias to collect multiple things – especially if you are of a certain age, as I am, and was once a little boy in short trousers, surrounded by the *Observer's Books* of this and that, and by all the fruits of my efforts to match all those things to all those pictures. Out of that set of youthful joys, appreciating history can just remain at that level – a cheerful collection of things – and nothing wrong with that, on a sunny day's jaunt to somewhere pretty with plenty of stories in its past.

Yet the pleasure and profit of history is that, done properly and with careful thought, it is a vocation, I'd say one of the highest vocations in scholarship. It keeps us sane – when I say us, I mean the human race – it stops us listening to lies or half-truths that can make us angry, arrogant or full of hatreds. I point you to virtually anything said about past history by Vladimir Putin or the Orthodox Patriarch of Moscow or by Donald Trump; I won't get any closer to home than that. In no part of history is this more vital than in relation to religion, which eats so deeply into people's consciousness, and which can make them act in the strangest though even sometimes the most admirable of ways. Historians who don't understand the structures of religion will not understand



The Book of Genesis in a circa 1300 Hebrew Bible

properly the events which they research where religion has set the patterns.

It was in the realm of religious history that I first learned how to transform my schoolboy collection of facts into something with meaning and, better still, something full of fascinating paradox and problems. In the beautiful Suffolk country church of Wetherden, where my father was rector, there was an array of fine tombs from a family called Sulyard, occupying the splendid aisle of the church that this family had built for themselves in the time of the first two Tudor kings; after a Lancastrian lawyer had made a fortune, they had turned courtiers and country gentry. In due course, I came to realise that those tombs spanned the English Reformation. First was the successful Judge from the time of the Wars of the Roses and his wealthy wife, and last was the last male Sulyard, a gentleman still looking to his commemoration in Wetherden Church three centuries later in 1799.

In the meantime, however, something uncommon had happened here. Throughout the centuries, these Sulyards had obstinately stayed Roman Catholics in their remote Suffolk mansion, and in time I realised the significance of the unobtrusive initials RIP on that last Georgian monument of Edward Sulyard.

RIP – *requiescat in pace* or ‘rest in peace’ – was a prayer for the soul, in a Protestant parish church, from a Catholic squire who had spent a great deal of money on making the old family aisle watertight. What were his thoughts and motives as he beautified the parish church of Wetherden? I savoured the untidiness of this, and my undergraduate dissertation devoted itself to presenting a study of Roman Catholic recusancy in Elizabethan Suffolk. It was an exercise in understanding the significance of religion in history.

“Historians who don’t understand the structures of religion will not understand properly the events which they research where religion has set the patterns.”

When I wrote that dissertation at Cambridge University more than 50 years ago, the future of religion was commonly yoked in academic discussion to the word ‘secularisation’. Religion seemed a quaint

relic of the past, ready to disappear into irrelevance, with the study of its history a bit like the stamp or coin collecting of my boyhood. But in the intervening half-century, religion has thrust itself back into the consciousness even of secular Europe. In 1977, the USA elected the first born-again Christian president, in 1978 there came a Counter-Reformation pope, John Paul II, and in 1979 the ayatollahs seized control of the Iranian Revolution, which they still control in fossilised fashion. I could extend the chronology year by year into a relentless succession of events, but you are all familiar with them, and could do it yourself.

Europe, far from setting the pattern for the world in secularisation, has proved to be the exception to the world-wide self-assertion of religion and emphatic religious identity. I neither deplore nor celebrate this development. What I demand is that historians take religion seriously. One or another form of religion matters desperately to the overwhelming majority of human beings alive, and if historians ignore that plain fact, they are ignoring reality. I say historians; I think also of diplomats and politicians, who may march their army into a far-off country, as it were Iraq in the 2000s, and assume that those whom they invade may be delighted to be offered a thing called

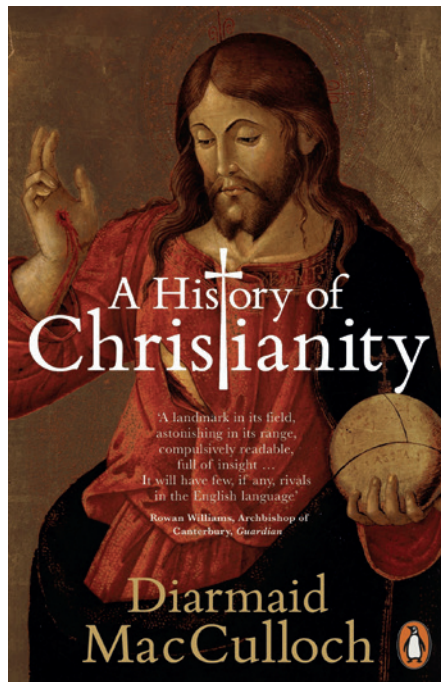
'democracy', in place of whatever the inhabitants might actually believe. Just to keep a proper historical balance, a similar cognitive dissonance seems to have affected President Putin and his tame Patriarch of Moscow in their 'special operation' in Ukraine. Please deliver some sanity and perspective to the powerful, my fellow historians.

'Religious history' isn't the most glamorous or self-explanatory title to give to a branch of history, for more than most labels, it will mean different things to different people over time. For 20 years I co-edited a really top-quality academic journal, which, when it was founded in 1950, took the title *The Journal of Ecclesiastical History*. That sounds a bit frowsty now, and the sort of things that appeared within its covers in the first issue also seem a little frowsty and marginal to our modern preoccupations: they included three articles on the early Church and another two on liturgy, one being enticingly entitled 'The Sanctus and the pattern of the Early Anaphora'.

By contrast, the April 2023 issue of *JEH* had two pieces on aspects of sex, another on British fundamentalism and another on Christian-on-Christian violence – all grist to the present-day religious mill. I remember our recent discussions in the *Journal* board meeting, in which we wondered whether the title of our beloved *Journal* was just too frowsty. In the end, we decided that even though language around the history of religion had moved on, both for sentiment and for easy identification we should leave it just as it was.

The same sort of discussion has occurred in the eminently academically respectable *Journal of Homosexuality*, for the same sort of reasons. Once its subject was indeed just 'homosexuality'; now the field of enquiry covers a variety of things called LGBTQ+, open-ended initials that embody an invitation to understand that history always moves on. I remember being entertained a year or two back by a spat in the *Times Literary Supplement* over the use of the word 'queer', which much offended a former activist in the Gay Liberation Front because a later generation of scholars had just freely deployed it in a positive sense, while he remembered it simply as a cruel put-down. One of the scholars in his sights ended a riposte to the complainant with the lapidary remark that 'Language moves quickly... Trying to nail it down to one particular moment in the 1970s is like standing in a river, yelling at it to stop.'

Clearly there are human passions involved here, affecting people at the deepest level of their identity, and making it a painful thing to recognise that the river has moved on. What is true of sex is also true



"I realise that my book will serve as a receptacle for an impressively contradictory range of furies."

of religion. It will not do to undertake research on the subjects contained under the 'religious history' umbrella, and forget or belittle the idea that past generations actually believed in what made them act in the way they did. The dramas which might go as far as bloodshed were not just substituting for some other concern, like class or economic interest, even if those might also be part of the package.

When I started out in research on the sixteenth-century Reformation, I was part of a movement within it that brashly liked to call itself 'revisionist', forgetting that all decent history is a revision of what went before. Our revisionism consisted (at least to begin with) of stressing the hesitancy and incompleteness of the Reformation, the opposition to it and the reluctance to comply with it. All that stemmed from our excitement in enjoying our adventures in a range of archival sources, many of which had only recently become widely available, and then applying our discoveries to microscopic studies of local situations. We had at our disposal the records of ecclesiastical or royal courts and of local or diocesan administration. If you look at such material, and rich and absorbing it is, you will be inclined to follow the administrative preoccupations that created the record – which were

enforcing structures or dealing with untidiness and reluctance to act, sorting out conflict.

So as we rummaged in the *manuscript* archives in county record offices, it was easy to forget the vast range of primary material that was put in *print* right as the Reformation happened: sermons, tracts, poetry, hymns – passionate discussions of ideas clashing in the mouths and minds of contemporaries, from Martin Luther to secret Jesuit missionaries, who might have inspired a country gentleman recusant from my Suffolk parish with their eloquence and with their willingness to die for their faith at the hands of Elizabeth I's government. This was the religion in religious history. The historian might also find it in the buildings of early modern religion and the music and liturgy that religion created – in the places where people celebrated, fought or died before their time.

It took an effort of decades to restore a balance to our view of the Reformation; I think that we do better now. I think, for instance, of the work of Eamon Duffy and his great book *The Stripping of the Altars*, which 30 years ago created such a sensation when it did just that in taking seriously the whole range of sources in early-modern Catholicism. I think equally of the work of historians like Peter Lake or Alec Ryrie, who have probed into just how complicated and confusing it might be to be a Protestant, but also how exciting and liberating.

Historians, then, need to understand the Church, while contrariwise, the Church, whatever its form, needs to remember its history, and remember it properly. I have long been a participant observer in various conflicts in the Church as well as a professional historian, and constantly I have run up against those who proudly assert that they are 'traditionalists' in their religion. It is my observation that traditionalists rarely know enough about tradition, or they would not be so confident in what they say; in fact, they might change their minds.

Over more than half a century, I have also observed arguments in Christianity concentrating more and more on matters of sex. Sex and gender have rapidly become more instrumental in internal Church conflict than at virtually any time over the last two millennia of Christian life. Some institutional Churches have recently split apart as a result; everywhere there is hurt and contention. Once upon a time, ecclesiastical explosions were fuelled by such matters as the nature of the Trinity or the Eucharist, the means of salvation or patterns of Church authority.

In nineteenth-century Scotland, the Church of Scotland split down the middle and gave birth to a second parallel version of itself over the issue of who appointed its parish ministers. Now human genitalia overshadow most other organs of ill-will.

It was while witnessing those dramas play out around matters sexual that I decided on my latest major book project, maybe my last, in trying to sum up the whole complex, multi-faced story of sex, gender and the family in the history of Christianity. *Sex and the Church* is the title, which is admittedly likely to shift a few copies just by itself. Writing on sex and the Church is a bit riskier than cataloguing monuments in a Suffolk country church, but I can see the steps by which I have moved from one to the other. Echoing in my ears as I write is a characteristically sharp observation of the Georgian philosopher Jeremy Bentham, whose skeleton as you will no doubt know, sits serenely down the road from here in a glass case in University College London. Bentham says, 'To other subjects it is expected that you sit down cool: but on this subject if you let it be seen that you have not sat down in a rage, you have betrayed yourself at once.'

Bentham was referring specifically only to what we now call homosexuality – although when he wrote, that particular word did not yet exist. In our own time, his observation applies more broadly to almost any discussion of sex, marriage and gender, particularly when it touches on religious belief and practice. Anyone sitting down to read a history of sex and Christianity in the twenty-first century is likely to have one reason or other for being in a rage, and there are those who like to stir up rage by speaking of 'culture wars' or 'the war on woke'.

I realise that my book will serve as a receptacle for an impressively contradictory range of furies. It will displease those confident that they can find a consistent view on sex in a seamless and infallible text known as the Bible, or those who, with equal confidence, believe that a single true Church has preached a timeless message on the subject. Others will bring experiences leading them to hate Christianity as a vehicle of oppression and trauma in sexual matters, and they may be dissatisfied with a story that tries to avoid caricaturing the past.

We are indeed all participant observers in matters of gender and sexuality, and few topics are more likely than sexual experiences and non-experiences to arouse intense personal memories for good or ill. After a quarter-century and more of fielding the aggression of strangers, in media ranging from (literal) green ink to

lengthy emails, I can ruefully second the comment from a fellow scholar analysing emotions in society: 'The historian's reminder of things forgotten is hardly ever welcome in the religious sphere.' Historians should accept this gladly as our fate and our calling.

A delightful remark survives from an Indian historian in the days of the British Raj, Sir Jadunath Sarkar. Sir Jadunath was chairing a meeting of the India Historical Records Commission in 1937, and he drily observed that civil servants in the Imperial Record Department were worried that free access to archives would 'unsettle many settled facts'. That is the inevitable – and welcome – consequence of examining the past properly. It is good to be unsettled, but then it is better to profit from being unsettled. Everyone confronting the unfamiliar, inside or outside a religious system, has a duty of enquiry and exploration, as a means of combating fear.

Fear is generally fear of the unknown. Knowledge is like a medicine to soothe a fever; in particular, proper knowledge of the past is a medicine for intellectual fevers contracted from prejudiced views of history. Prejudice, like fear, generally bases itself on ignorance, and such ignorance breeds distorted perspectives that poison present-day lives. I have made it my task to deal with some of that fear by chronicling and even celebrating the sheer complexity and creativity of past generations grappling with their most profound emotions and consequent deeds.

Looking at past attitudes to sexuality, the great and genuinely 'settled fact' to cherish is how startlingly varied they have been over centuries. After weighing the witness of history and gathering historical evidence over three thousand years, I can tell you that there is no such thing as a single Christian theology of sex. There is a plethora, a cornucopia, of

Christian theologies of sex. Christian societies and Church bodies have at different times believed totally contrary things about sexuality, depending on the structure of their society and the individuals doing the thinking. Modern Christians, for instance, argue a great deal about who should get married in church. They often forget that there were no weddings in church anywhere in Christianity for at least four centuries after Jesus Christ, and in the Church that is now called Roman Catholic, not before the eleventh and twelfth centuries. So why do some Christian Churches now threaten to split up over the issue?

We may be surprised by some of the matters that seemed vital to past generations, and we ought to be surprised that some of the matters apparently vital to the Jesus depicted in the Gospels do not seem to have so worried his followers over the centuries. Jesus, for instance, bitterly condemned hypocrisy, unlike that topic now so agitating Christianity – homosexuality – which he never mentions. Yet Christian powers have never put hypocrites to death for their hypocrisy, in contrast to the fate of sodomites in medieval Europe and its offshoots worldwide. The same is true if one moves beyond pronouncements from Jesus himself to letters ('epistles') from later community leaders now incorporated in the Christian New Testament.

The twentieth-century Catholic historian John Boswell wryly reminded us that '[i]n the very same list [in 1 Corinthians] which has been claimed to exclude from the kingdom of heaven those guilty of homosexual practices, the greedy are also excluded. And yet no medieval states burned the greedy at the stake.' Accepting the sheer glorious and inglorious difference of the past from the present may make it easier to see that our own beliefs about sexuality are our own creations, to suit the circumstances and



The Malmesbury Bible

needs of our own societies, rather than something handed down on tables of stone for all time. We may become less afraid of things that initially look strange and frightening.

Christian readers may find it particularly unsettling to look afresh at that series of ancient religious texts on which Christian belief rests, collectively known as the Bible. These writings are eternally inseparable from Christian practice and identity. This inescapable reality has encouraged some Christians to simplify the character of the Bible into the phrase 'The Word of God': an authority as unyielding on matters of sex as on any other concern of religion, and in that capacity, liable readily to be cited for simple solutions to complex problems. And the Word of God must always be consistent, such Christians will maintain. But that is a problem in the use of the Bible, because of what the Bible actually is. This is where the historical method becomes vital as a way of defeating the insanity of unthinking Christian dogmatism and putting things in a proper perspective.

'Bible' is a word conjuring up an image of a single-volume book, in the last three centuries of Western Christianity classically bound in bible-black. Historically that is not so; the word was first Greek, *Biblia*, which is in the plural and was first used by Greek-speaking Judeans to describe the Hebrew Scripture – what Christians call the Old Testament. *Biblia* meant 'scrolls', because single 'books' or collections of shorter books from Hebrew Scripture occupied individual scrolls of papyrus or vellum (and in Jewish liturgy, they still do). Greek-speaking Christians borrowed the word *Biblia* from Greek-speaking Jews, alongside so much else, and it passed into the Latin language unaltered, though Christians quickly replaced the scrolls with

bundles of short strips of papyrus or vellum bound side by side like a modern book, the *codex*.

In the seventh century C.E., the Anglo-Saxons, a newly-converted and energetic set of Christians, crafted a new set of technical religious words in their own language for their new-found faith (and they did so with considerable sophistication and linguistic awareness). Their Old English translation of *Biblia* remained in the plural as *biblioðece*. That will easily be recognised as the word still surviving in other modern European languages, meaning 'library'. The Bible is thus a library, not a book, despite the degeneration of *Biblia* in post-Latin speech into a singular form.

'One who translates a text literally is a liar; one who adds anything to it is a blasphemer.'

In a library, as in musical polyphony, books contain many different voices. And the voices are themselves not the straightforward authority that they might seem. We must heed the blunt warning of the great biblical scholar John Barton, that '[a]lmost everyone who reads the Bible today reads it in translation'. Translation, that is, from Hebrew, Aramaic and Greek. In a translated text, there is a constant danger of original meaning and context falling through the cracks, and the gap then being stopped up with our own preoccupations and interpretations.

Yet the call to understanding is inescapable – an act of faith regardless of whether or not we might hold that the Bible is the Word of God. It is the historian's task. John Barton reminds us of a realistic comment from an ancient rabbi on the dilemmas of translation, recorded in the Babylonian Talmud: 'One who translates a text literally is a liar; one who adds anything to it is a blasphemer.' Excellent Rabbi Judah: reminding us how interestingly difficult it is to be an historian reading our sources. Anyone who doesn't think it difficult, who thinks that the Bible is an infallible source of truth, is liable to tie themselves in knots of the mind and stray off into intellectual dishonesty. Yet I have spent my life listening to Christian leaders doing just that, because they don't understand how to do history. In reality, they are probably frightened of history.

I rest my case on the value of history to the Church and the value of religious history to historians. Yet we started our evening by celebrating the writers who were not exactly doing history but writing historical

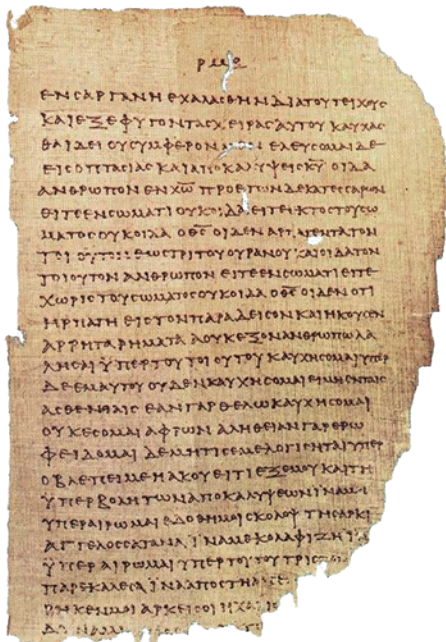
fiction for the informed appreciation of young readers. How do history and fiction relate to each other? Might we see the historical novel as betraying history by 'making things up'? It would be short-sighted to think so, because we would be trying to limit the nature of truth. There are various stopping-off points on the spectrum of truth that historians assess: at one end of the spectrum is the breakfast that I ate this morning, which is undoubtedly part of my history, and at another point on the spectrum is the Battle of Hastings, arguably carrying a greater freight of historical significance than my breakfast. Yet there is also Shakespeare's *Hamlet*, a drama that never happened and yet which tells us truth about the nature and perplexities of being human. In there somewhere is historical fiction.

I remember a set of reflections that Hilary Mantel and I put side by side for *BBC History Magazine* – thoughts that she and I returned to often after that in our conversation. Among her observations on how our parallel enterprises on Thomas Cromwell differed, she observed (trigger warning – using male pronouns):

'A novelist is concerned with the part of human experience a historian cannot process: the unconscious motive, the random event. The wise historian mines his documents, stays close to his sources; a novelist writes the history of the unexpressed. Hindsight is what the historian can't do without, it informs him and sometimes misleads him; empathy is the novelist's stock in trade, and it can be dangerous.'

Thus Hilary. To put it another way, my way: the novelist need never say 'may have been', 'we may speculate that...' – remarks which are the stock-in-trade of any historian when the evidence gives out. And yes, we historians necessarily know more or less what happens next, and we are duty-bound to help our readers find out as well. In that sense we historians are limited, but we are also freed to reveal our limitations and to take pride in the ways that we deal with the limits. I transpose the same relationship to the conversation between historians and people of the Church.

To proclaimers of religious truth, I say that you may try to speak as a novelist does, with a certainty borne of inner conviction, but remember that you are also pinned into your moment of history. Stand outside yourself to see when and where that moment is. Be as tentative as the historian has to be. Listen out for the voice that is not yours, and do not mistake your own voice for that of another. That way sanity lies; and in sanity is found truth.



The Young Historian Competition

Trevor James

Each year the Historical Association partners with The Spirit of Normandy Trust to recognise young historians who have shown excellent knowledge and demonstrated historical argument around a subject associated with a series of themes. The competition is divided into age brackets and the entry at secondary level is by essay, judged by a team of independent educators and experts. The entry at primary level can be by school and group project.

The quality of young people's historical writing and enquiry seen by the Young Historian judging panel continues to rise. This year we have seen astounding entries on such topics as the role of the BBC German Service during the Second World War; an assessment of Gustave Stresemann's leadership of the Weimar Republic; a consideration of changing attitudes to Martin Luther King; a local study of Allhallows Church near the Tower of London; a local study of conscientious objectors in Croydon during the Great War; and a local study of Taunton. All of these entries were based on research and had strong academic qualities, beyond what might have been anticipated from school students. Several of these items are now being considered for possible inclusion in *The Historian*.

“As a snapshot of what arrives, Plashet School in Newham provides a good example of what the Young Historian Awards may promote.”

There are unexpected delights for the judges. This year there were many more entries from primary schools, albeit largely from the independent sector. Another was the strong emphasis on the quality of the inter-generational work from the Isle of Man where students had interviewed relatives

about their lives in the postwar period, with one very strong example of a relative who had served in the South African Defence Force before moving to the island.



Artistic response to our Revd John Louis Petit

As a snapshot of what arrives, Plashet School in Newham provides a good example of what the Young Historian Awards may promote. One of their students has been highly commended within the Spirit of Normandy programme but the range of what they provided was very gratifying because two of them offered entries which, although not winners in a conventional sense, excited the judges and the sponsors. One was a poem relating to war which the Spirit of Normandy Trust intend to reward separately, and another was an artistic response to our Revd John Louis Petit category where the student created a painting in the style of Petit, to the distinct pleasure of the Petit Society sponsors.

Our School History Magazine category is becoming more competitive, with St Albans School again being the winner but with several more in close contention, with Oakhill School attracting special mention because it is delivering a magazine with news whereas the others comprise specialist items written by students of all ages.

Apart from 2020 which was at the high point of the pandemic, this year has seen the highest level of student and school entries since we began to collate the data twenty years ago. We are preparing for next year.

Winners for 2023 include:

Spirit of Normandy Trust Senior
Hattie Simpson, Royal Masonic School for Girls, Rickmansworth

Spirit of Normandy Trust KS3
Ayan Sinha, Queen Elizabeth Grammar School, Wakefield

Spirit of Normandy Trust General Martin Award
Namy Limbu, Queen Ethelburga's Collegiate, Yorkshire

World War One [KS3]
Isaac Hussey, Lancing College

World War One [GCSE]
Asim Shah, Queen Elizabeth Grammar School, Wakefield

Modern Studies / Post-1918 History [GCSE]
Dermot Christmas, St Paul's School; Hattie Steele, Mary Webb School, Shrewsbury

Local History [GCSE]
Thomas Burke, Wallington County Grammar School; Sam Woolley, Wilson's School, Wallington

Local History [Post-16]
Isabella Peach, Richard Huish College, Taunton

Best School History Magazine
St Albans School.

The winners of the primary level of the competition will be announced later in the autumn.

A poetic response, by Lamiece Lebbe Plashet School, Newham.

War, a terrible word,
Overhead planes trailing
thick smoke,
Roads destroyed,
London lifeless,
Destruction everywhere.
War, a dreadful word,
Acres of land scorched with fire,
Railways demolished
and schools ruined.
Trains taking children
to a safer place,
Worst thought inside their
minds: 'Are we really safe?',
Orange sunsets turn black,
smiles all vanish.

At the coronation of Charles III, 6 May 2023

Anne Curry writes about her experiences of the day as a Herald.

I've bumped into a few heralds in my historical research. Eight were provided with four lengths of cloth for the coronation of Henry V on 9 April 1413. I've also been working on a list of Agincourt dead in the records of Salisbury which seems to have been brought to the city by Nottingham Herald. He himself appears in the muster roll of the company of the Earl Marshal for the 1415 campaign. So imagine how I felt to be a herald at the coronation of Charles III and a part of history myself! I had been appointed Arundel Herald Extraordinary by Royal Warrant in May 2022 but had not anticipated such a busy and memorable year.

The excitement began at the receipt of the formal invitation and was fanned by the first rehearsal in the ballroom at Buckingham Palace where a mock-up of the 'Theatre' – the name given to the actual area of crowning in Westminster Abbey – had been constructed. We then

had several rehearsals in the Abbey itself, culminating in a full dress rehearsal. All of the marvellous music was performed there as well as all the rituals, (but with stand-ins for the King and Queen).

Then the big day arrived. The heralds dressed in Westminster Hall before processing across to the Abbey at 9 am. You will have seen our beautifully embroidered tabards but may not realise that underneath we wear equally splendid tailed coatees. We normally wear black breeches and tights but for coronations alone we change to white versions. In place of our black batons, we carried white staffs of office topped with the dove insignia of the College of Arms. These had been in storage since the 1953 coronation. To walk through Parliament Square we donned our bicorn feathered hats which had been brought out of the uniform store for the proclamation of Charles III last September.

The English Officers of Arms formed part of the procession which escorted the King and Queen into the Abbey. But let me explain who we are. The College of Arms, first given a charter by Richard III in 1484, customarily has 13 Officers in Ordinary who are responsible for the design, creation and approval of coats of arms, and who also engage in historical and genealogical research. There are currently a couple of vacancies so those participating in the coronation were four Pursuivants (Rouge Croix, Portcullis, Bluemantle, Rouge Dragon), four Heralds (Windsor, Richmond, York and Chester), and three Kings of Arms, Norroy and Ulster, Clarenceux, and Garter, who is our head. In addition, there are currently five Extraordinaries, essentially ceremonial officers, although we are all drawn from backgrounds in history and heritage. We bear names derived from the subsidiary titles of the Earl Marshal, the Duke of Norfolk. I was delighted to be called Arundel since the earls of Arundel



were prominent in the Hundred Years War. Indeed, Thomas Fitzalan, 5th earl, was a close friend of Henry V. He accompanied the king on the campaign of 1415 but became ill during the siege of Harfleur. He came back to England but died at Arundel Castle on 10 October.

“The eight English Heralds, including myself, followed the leading clergy behind the Cross of Westminster and led in those carrying the regalia to be used in the coronation.”

At the coronation, we processed alongside our Scottish counterparts, our tabards reflecting the two different royal arms. Our positions in the procession reflected what is known about past coronations and funerals where various parties of heralds led in different groups. The first to appear in the procession were ten Pursuivants from both the English and Scottish jurisdictions who led in representatives of the Orders of Chivalry and Gallantry of the UK and Commonwealth. Three Scottish Heralds then led in those bearing the flags of the constituent parts of the UK. The eight English Heralds, including myself, followed the leading clergy behind the Cross of Westminster and led in those carrying the regalia to be used in the coronation. The four Kings of Arms – Lord Lyon of Scotland, Norroy and Ulster, Clarenceux and Garter – led in the chief officers of state and St Edward’s crown. I hope you spotted these Kings putting on their crowns at the very moment of crowning, and also Garter standing across from the Earl Marshal at the edge of the Theatre. Some of the Officers of Arms operated a rota of standing but I was allocated a seat with an excellent view of the Theatre as well as a TV screen.

It was an aural and visual experience I shall never forget. The music was superb and it was good to see the composers and performers being given places of honour in the quire. The most spine-tingling moment for me was *Zadok the Priest*, sung at the time of the anointing. This is the most famous of the coronation anthems composed by George Frideric Handel for the coronation of George II in 1727. That was the year in which the first Arundel Herald Extraordinary was appointed, so a nice coincidence there too.



Westminster Abbey for the Coronation of King Charles III
Thumbnail image – Professor Anne Curry dressed for the occasion of the Coronation



The Great Debate 2023

The Great Debate is an annual event that encourages schools and students to get involved in public speaking. It is open to students in school Years 11, 12 and 13 – that is, young people aged 15 to 18 years.

The style of the debate is like that of a balloon debate, where each competitor presents an argument in response to a single question; they each have five minutes to answer the question. The students need to demonstrate research, as well as coherent historical arguments. Students do not use props or slides of any kind and rely entirely upon how well they present their argument, demonstrating their research and full understanding of their chosen topic and its wider impact.

For the 2023 competition we asked the question:

Why does history matter to me?

It meant that students could dig into personal history or local history or just choose an event from the past that had moved them or opened up the world to them. All we asked was that the students answered the question and did so well.

Heats are held across the country and the students give their speech to a panel of judges, who ask at least one relevant question of the students at the end of each talk. The grand final this year was held on Saturday 25 March at the Vicars' Hall, Windsor Castle. Twenty-eight students took part and were listened to by a packed hall, as well as the selected judges.

This year, those given the difficult task of finding a winner at the final were: Professor Peter Mandler, Cambridge University (HA President); Dr Alison Kitson, Associate Professor of Education at UCL (HA Deputy President); and Professor Claire Langhammer, Director of the Institute of Historical Research. This was a difficult task and something very few others in the room would have wanted to do, as the standard was exceptional.



Across the course of the day, the judges and audience listened to talks on: the personal experiences of finalists' relatives in the past; important social movements, such as women's rights and battles against racism; the impact of empire and colonialism; key figures from history, including scientists and social campaigners; and key events from across the globe, such as the Algerian War of Independence, the recent World Cup final, the war in the Ukraine and the Spanish Civil War.

All those who took part are worthy of applause and admiration; nonetheless, we are excited to record that this year's winner and runners up were:

WINNER:

- Lucy Williams of Cheadle Hulme High School, Cheadle

RUNNERS UP:

- Ella Saxton of Bishop Luffa C of E School, West Sussex
- William Wale of Leicester Grammar School, Leicester
- Xandriana Watson of South Chingford Foundation School, Waltham Forest

HIGHLY COMMENDED:

- Blake Low of Bloxham School, Oxfordshire
- Rowan Ross of Belfast Model School for Girls, Belfast
- Catherine Saunders of Redmaids High School, Bristol



Lucy argued that history had provided her with an opportunity to learn about other people's experiences, lives, customs and ideas. She demonstrated how the study of history can be a tool with which to engage with others, as well as providing her with knowledge to explore different people's identity and attitudes. This area of communication, through a love of the past, had led her to understand the wider world and how different people know and appreciate their regional national histories differently.

William's research led him to discover how the agreement of Corby's library to give the German men access to the books in their care helped to forge a relationship that led to many of those men staying in the area and working in the local steel works, contributing to the area's development and growth.

final of 2022, the French side was an ethnically mixed squad but Argentina was not. She questioned this and learnt about the genocidal policies that the Argentinian leadership had enacted during the nineteenth century against Black people living in Argentina.

Xandriana talked about how history had helped to shape her identity and self-awareness. Her knowledge of history and its importance had helped her to question why in the Men's World Cup

Our warmest congratulations are extended to all those who took part, all of whom provided incredibly strong and full arguments. The talks were all recorded and are available on the HA website.

“Lucy argued that history had provided her with an opportunity to learn about other people's experiences, lives, customs and ideas.”

Ella gave a fascinating talk about how knowledge of history can help to provide us with an insight into the dangers and mistakes that previous generations have committed. She looked at the way in which genetics theory in the past had led to sterilisation and the brutal treatment of many in society in the USA and across Europe.

William explored the history of his grandfather, who, as a German in the Wehrmacht during the Second World War, was captured and held in British POW camps and then an internment camp near Kettering and Corby after the war.

The Great Debate 2024

The question for the 2024 competition is:

Which historical place or person from your local area deserves greater recognition?

In this question, we want you to explore the local history of your area or region in all of its diversity or singularity, to identify a person or place that has contributed to the world in which we live today and that should be better known.

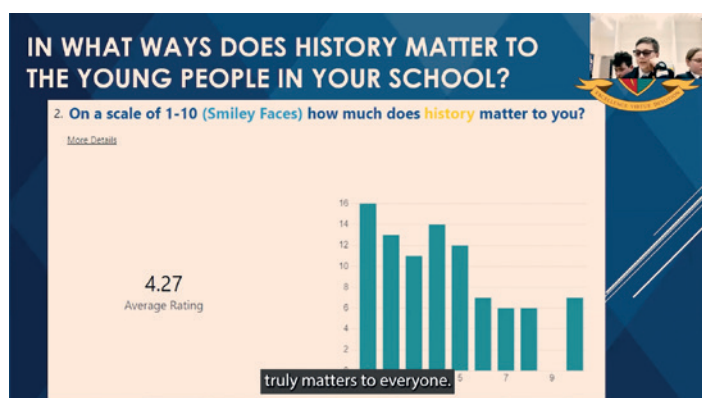
They could be people who were once famous but are now forgotten, or who were never famous because their social status, gender, religion or ethnicity meant that they or their actions were marginalised; it may be someone lesser known from your locality who went on to do great things in another country or vice versa. You might want to identify

a building where once the great discussions of the land were held; a market town whose economic standing and importance have changed over the years; a dock that once sent and received goods and people from all over the world; the terraced house that became Britain's first mosque; or a village green where a social reformer honed their political speeches.

Anything is possible, as long as it reflects the relationship between local history and any big picture or broad histories, and where you can find evidence that the person or place to which the history is tied really did exist.

The next Great Debate will start with heats in November 2023. Schools are encouraged to check the HA website and communications for updates on heats and the timing for the final.

Why do we study history?



In what ways does history matter ?

"It is everywhere and everything, wherever you look there is history. Soon we will be history and our life seems important to us now so why should we ignore the important lives of those in the past? Without history we would be nothing... literally. History has given us democracy, society and the safety of our modern world and helps us to make informed decisions about our world today based on the decisions and actions of people in the past. History is more than just a subject at school, it is us." - year 8

- it shows what not to do in the future and it shows like the consequences of actions
- it's interesting to learn about
- We learn about our worlds past and it is very interesting
- My culture comes from a very rich and exciting history

And how we can learn from it in the future?

Why do we think children should study history? Do we teach history because we want them to know history or because it is important that they study history and the past? Does history at school provide young people with a tool kit for exploring history in the future or for understanding the world around them? Is school history interesting?

HA Young Voices: What do students think about school history? Is a project we launched in 2023 to support our strategy, the HA wants to establish mechanisms to listen to young people's views about their experience of school history. So far we have gathered peer research from pupils in 15 different secondary schools across the country.

Students were asked to carry out research among their peers. This might have been friends either in their school or another school, classmates, a whole year group or even across the entire school.

They were asked to find answers to the following questions through surveys and questionnaires:

- 1. What sorts of things in history do the young people in your school/group most want to learn about?**
- 2. In what ways does history matter to the young people in your school/group?**

3. In what ways have your history teachers shown that they care about what history means to you?

The students recorded their findings as a presentation, and we have collated all of their responses on our site. The schools that have participated largely stuck to the questions although different schools approached the questions in different ways and many broke down their results in different ways. A school in the Isles of Scilly also explored how their local history had an impact on their understanding and learning of events in the past.

In answer to the first question – What do you want to learn about in history? – there was a lot of variety with more calls for ancient history in secondary schools and history of the wider world. Subjects that seemed to come up again and again for wanting more detail were the two World Wars, the Holocaust, and empire and colonialism. These are subjects that are already on the curriculum but evidently not enough time is given to them for the students to feel satisfied that they have studied them fully.

This raises important questions for schools and learning – is enough time given to history in the school day/week?

A number of student responses appeared to indicate that they were not as interested in medieval history, although the Tudors and

early modern period were popular. Again, is this to do with time in the curriculum or are there other reasons for this?

For the second question, students across the schools expressed an understating that learning about the past helped them to better understand the world they live in today. Many also enjoyed learning about how places had developed and changed over time.

For the third question the majority of the students seemed happy and satisfied with the teaching they were given and the way the teachers appeared to enjoy teaching their subject. Again, some pointed out that they would like the teachers to spend more time on some topics.

As some of the students carried out their research across the whole school and others across single year groups it is not straightforward to pool the results as a comparative study. However we will be exploring how we can use the findings to influence our output and support schools further.

Being a part of the Student Voices Project of the HA ongoing, we would like to hear from as many secondary schools as possible. If you would like your pupils to take part in this project, download the instructions from our website and send the recording of your completed presentation to melanie.jones@history.org.uk to be added to the HA website.

Children's views on royalty

And just for an additional window into the minds of primary school children we held a *vox pop* at one of our special events leading to some interesting insights into young people's views on royalty and the coronation. At a recent HA event in partnership with City University, University of London and Southampton University about the coronation of Charles III and the history of coronations, we surveyed pupils' opinions of all things royal. Their comments and opinions were varied and sometimes surprising. We asked them the following question:

Who is your favourite royal?

The late Queen Elizabeth II was popular because 'she was very loyal and didn't boast about being rich'. Prince William was also chosen more than once, but the new King Charles III did get a mention along with Lady Jane Grey.

What would you like King Charles III to do?

Cut taxes, make society equal, preserve green spaces and forests and be good to nature – oh and get peppers back in the shops! These were just a few of the requests from the children's interviews.



“Cut taxes, make society equal, preserve green spaces and forests and be good to nature.”

If you could change one thing about the monarchy...?

People should be less hierarchical, they should be voted for rather than born into and they should pay inheritance tax – just a few ideas from the generation of the future.

Is the monarchy a good or bad thing?

Overall, the monarchy got a good review, mainly for needing to sort Parliament out! But there were definitely some concerns about privilege and whether the royal family was representative of the people of the UK.

King Charles III in three words...

This is what they thought: 'Smart, rich and royal' was an opening; after that, 'Kind, caring and nice to nature' seemed to come up a lot but quite a few also mentioned old – oh well you can't have everything, even as king.



To listen to the children themselves visit our website and watch the films at [history.org.uk/go/pupilsviews](https://www.history.org.uk/go/pupilsviews)

Why history matters to me

Eva Gowen

During the Great Debate we hear some fascinating stories. One of our judges heard a story in a London heats that resonated strongly with them of how we can encourage people to investigate their own connections to the past. We asked that student to write up their story.

At the turn of the twentieth century, following the repeated Odessa pogroms, a young Jewish immigrant fled their homeland and boarded a ship for the USA under the name 'Isaac'. Stepping off that boat in 1910, at around 16 years old, with the real Isaac buried back in Ukraine, the young woman with cropped hair and her brother's visa arrived in America for the first time. On the brink of adulthood, Mary Kayden, as she legally became known, began her new life solely as the result of her brother Isaac's death from tuberculosis, which allowed her to travel under the luxuries that she had never been afforded as an unmarried woman. Kayden was not Mary's real family name, and it was likely that she changed it after she arrived in the USA, as was the case with many of the other more than 2.5 million Jewish immigrants who left Eastern Europe for America between 1881 and 1924ⁱ. The accumulation of family memories and extensive research have not yet yielded any information as to what Mary's last name was, and it is likely that it will never be found. Had it not been for the Ellis Island records and the absence of her records on the Jewish Genealogy database, we might have never realised that 'Kayden' was her self-chosen last name. A few years later, she met a fellow Jewish immigrant, Louis Gruszka, who had arrived in the USA from Poland a year later than her. They married and settled down in the Bronx. Both Louis and Mary had relatives in Canada and Chicago, respectively; however, many had stayed in Europe. The year of their first grandchild Jane's birth, 1945, marked the end of the Second World War and any semblance of the old Europe in which Mary and Louis had grown up. Jane was born in New York, three-quarters Ukrainian

and a quarter Polish, with most of her relatives having passed away by that same year in the camps.



Louis and Esther Gruszka

Esther, Ida and Eva Gruszka were born in the years after Louis and Mary's marriage. The family was not religious but spoke Yiddish at home – the only language that Louis knew. Like many other Jewish families at the time and to this day, Louis read the Yiddish Daily Forward and thought of himself as a socialist and progressive. He worked as a cobbler at a predominantly Italian shoe factory, where he promoted his left-wing values through his active union work, leading him once to throw a brick at scabs breaking a strike. Beyond Louis' promotion of unions, he and Mary kept to themselves and lived for their daughters. In 1937, their eldest, Esther, married Irving Samuelson, son of Samuel and Sarah, two Jewish immigrants

from Kiev. Irving was six years old the day that he waved goodbye to his mother. Sarah died later that day from complications caused by an illegal abortion. The trauma caused by her sudden death and his lack of knowledge about its cause resulted in Irving having temporary muteness for several years. Irving and Esther had two daughters, Jane and Susan, who were much adored by their grandparents, Louis and Mary. Although the sisters grew up impoverished, they lived in a neighbourhood surrounded by other immigrant families and as such never realised the circumstances in which they were raised. Jane still remembers going to the cinema with her friends as a young teenager and her grandfather Louis popping inside during the film to give them chocolates.

Mabel, Ruth and Lucy Rooks were born in Gates County, North Carolina, during the decade before the three Gruszka sisters. Their father, David, was a member of the self-same Rooks family who had been free people of colour since the dynasty's conception in 1799ⁱⁱ. David's ancestor Sally Jr was the third daughter of Sally Rooks and Jacob Brady – a White woman and her father's slaveⁱⁱⁱ. Their four daughters all bore the last name Rooks and each one grew up and had a large family, producing the enormous diaspora that became the Rooks family. Notable Rooks descendants include Beulah and Lillie Burke, the sisters and educators who helped to found the first African-American sorority (Alpha Kappa Alpha)^{iv}, and James R. Rooks, founder of New Hope Baptist Church, a church for free people of colour^v. The family originally lived by the Great Dismal Swamp, a refuge place for escaped slaves and several Native American tribal groups.



Mabel, Ruth and Lucy Rooks

All the Rooks descendants were thus part Black, White and Chowanoke, resulting in David's 1920 census officer describing the family's race as 'mulatto'. The three daughters of David and Minnie all married but, unfortunately, Ruth was the only one able to have children. She became a registered nurse in Hudson, New Jersey and had two sons, Alvin and Michael, with her husband James Chisolm. James was a letter carrier for the United States Postal Service and the son of Addie and James Chisolm, both from families of ex-slaves in South Carolina. When their youngest son, Michael, was only eight years old, Ruth passed away. Her long-term depression, caused by a lifetime of subjugation as a Black woman, pushed her into the alcoholism that eventually killed her. The two boys continued to live in Hudson with their father and grandmother, Addie, until James also passed away from emphysema nine years later. Addie lived to see her great-granddaughter, my mother, turn 12, finally passing away in May 1985.



Ruth and Alvin Chisolm

Alvin studied at Howard University and was awarded a Bachelor of Science in zoology and chemistry. In his first few years at Howard, he was roommates with Stokely Carmichael, the chairman of the SNCC (Student Nonviolent Coordinating Committee)^{vi}, 'prime minister' of the Black Panther Party^{vii} and the leader of

the All-African People's Revolutionary Party^{viii}. After his first year, Alvin was forced to live off-campus with his great aunt, Beulah, as he was no longer able to afford accommodation. He had joined the Reserve Officers Training Corps, which only gave him a stipend after two years. While at Howard, Alvin met his first wife, Evelyn, who was a student at Spellman College. He then went on to receive his medical degree from New York Medical College and became a radiologist.

"They were both involved in civil rights activism on campus and participated in outreach activities together."

Michael chose instead to study fine arts at Rutgers University in New Jersey, subsequently earning his Master of Fine Arts from Hunter College, where he studied painting with Mark Rothko. In 1972, Michael became the co-ordinator of the Black Emergency Cultural Coalition (BECC). Its initial directors and founders were the artists Clifford R. Joseph, Benny Andrews, Camille Billops, Vivian Browne and Russell Thompson, alongside whom he worked^x. The BECC worked to create a 'greater representation of African-American artists and their work in these museums' and to establish 'an African-American curatorial presence'^x. Michael's main career came from his transition from painting to art appraisal and teaching. His expansive career gave him clients such as Maya Angelou, whose house he later attended annually for Thanksgiving until her death.



Jane and Michael at their wedding

One day while still at Rutgers, Michael met a young Jewish woman two years his senior. Jane was a history major who knew some of the people he had been sitting with at the Ledge, the student activities centre. They were both involved in civil rights activism on campus and participated in outreach activities together, such as hosting breakfast for inner-city kids. Jane and Michael married in 1969 in a Unitarian Church in Manhattan. As a Jewish-Presbyterian couple, this was the only place where they were able to get married. Evelyn, Alvin's wife, made Jane's lace mini wedding dress. After marriage, Michael and Jane moved to the Upper West Side. However, when they were thrown out of their apartment for being an interracial couple, they moved to Greenwich Village and settled in Westbeth artist housing. Other residents of Westbeth during that time included Moses Gunn, Muriel Rukeyser and Robert de Niro Sr^{xi}, whose son later became a client of Michael's. During this time, Jane took Arabic language classes at the UN and became proficient in the language. She later taught herself Hebrew as well. In 1972, their daughter, Danielle Ruth Chisolm, was born.



Jane and Michael at Rutgers



Danielle with her grandparents, Esther and Irving

Danielle was raised by the pair in this same Westbeth apartment in a completely a-religious environment. Her experiences with Judaism instead occurred through the world of food. During her childhood, she would visit her grandparent's retirement village in New Brunswick once a month and spend the weekend there. Her most vivid memories of that time were of eating her grandmother Esther's latkes, brisket and rugelach. Danielle went to the United Nations International School, where her mother worked as a school administrator, and then on to Haverford College for university. By this time, her parents had already been divorced for just under a decade and Danielle had a six-year-old half-brother named Alexander, who lived with her mother and stepfather in Washington Heights. After university, Danielle moved back to New York and had a number of jobs working as a product manager. While working at Reuters, she met her partner, Piran, and moved to London with him – where they soon became my parents.

Piran's family is far less complicated to explain – my paternal grandmother is completely English, and my paternal grandfather is half-English, half-German. I bear a slight resemblance to both of them and, presenting as fully White, no one ever asks me whether my father or I were adopted. Michael is the grandparent I look the most like in facial features, my greatest resemblance being to his aunt, Lucy Rooks, and my eyes are the colour of my grandmother Jane's. Yet when I respond to the question 'where are your parents from?', even with photographic evidence my answer seems to elicit a polite nod of disbelief. Unfortunately, one day I will be without my grandparents and have

only my memories of them and my research to remind me of and tie me to my identity and all the places that I can call a part of my heritage.

“Her most vivid memories of that time were of eating her grandmother Esther's latkes, brisket and rugelach.”

The process of researching my family history connects me to parts of myself that I had previously felt detached from and that would otherwise be lost. Most of the finer details of my family's day-to-day life came from family stories. However, the specific jobs of my ancestors and the ages they were at key times in their lives, as well as immigration, birth and death dates, I found through census records and death

certificates, available online to the public. I began my research by outlining what I knew and finding legal documents to back up this previous understanding. These government documents were then used to identify other often forgotten relatives and find further information, such as where my relatives were when they married and when their children were born. From these facts, I was able to create a much clearer picture of the past century of my family's history and use others' research, such as Cornelia Reid Jones' article for the Negro History Bulletin, to understand the relevant historical contexts.

Through history, I have found a new sense of identity within the diverse cultures of my ancestors; understanding the complexities of my American family has also allowed me to reconsider what it means to be British. In the midst of the United Kingdom's refugee crisis, with 74,751^{xii} applications for asylum just last year, I have felt disdain for the manner with which refugees have been treated in this country. It is incredibly important that we continue, as historians, to reframe and challenge traditional and problematic narratives surrounding the history of the United Kingdom. However, studying stories of the Kindertransport and Britain's role in saving Jewish people in the Holocaust has reminded me of the presence of love and generosity towards refugees in Britain's past. We must not forget the likes of Oswald Moseley and the British Union of Fascists but, equally, recognising that our own country saved 10,000^{xiii} Jewish children vitally challenges ideas about our historical treatment of refugees and helps us to set a precedent for British peace-making endeavours. Studying has allowed me to contextualise my experiences and those of my family members and thus feel a part of a community and experience that extends far beyond myself. History has also given me hope that, with a deeper understanding of our own past and the pasts of others, we can understand the complexity of human motivation and our closeness to each other.

ⁱ Rogers, W. A. (n.d.) 'From haven to home: 350 years of Jewish life in America: A century of immigration, 1820–1924' in Library of Congress, www.loc.gov/exhibits/haventohome/haven-century.html
ⁱⁱ Jones, C. R. (1952) 'The four Rooks sisters' in *Negro History Bulletin*, 16, no. 1, pp. 3–8.
ⁱⁱⁱ Jones, C. R. (1952) 'The four Rooks sisters' in *Negro History Bulletin*, 16, no. 1, pp. 3–8.
^{iv} Hedgemon, E. (n.d.) 'Founders' in Alpha Kappa Alpha Sorority, Incorporated, <https://aka1908.com/about/founders/#>
^v Jones, C. R. (1952) 'The four Rooks sisters' in *Negro History Bulletin*, 16, no. 1, pp. 3–8.
^{vi} Stanford University (n.d.) 'Carmichael, Stokely: biography' in The Martin Luther King, Jr., Research and Education Institute, <https://kinginstitute.stanford.edu/encyclopedia/carmichael-stokely>
^{vii} Stanford University (n.d.) 'Carmichael, Stokely: biography' in The Martin Luther King, Jr., Research and Education Institute, <https://kinginstitute.stanford.edu/encyclopedia/carmichael-stokely>
^{viii} Stanford University (n.d.) 'Carmichael, Stokely: biography' in The Martin Luther King, Jr., Research and Education Institute, <https://kinginstitute.stanford.edu/encyclopedia/carmichael-stokely>
^{ix} The New York Public Library Archives & Manuscripts (n.d.) 'Black Emergency Cultural Coalition records, 1971–1984', <https://archives.nypl.org/scm/20908>
^x The New York Public Library Archives & Manuscripts (n.d.) 'Black Emergency Cultural Coalition records, 1971–1984', <https://archives.nypl.org/scm/20908>
^{xi} Westbeth.org (n.d.) 'In memoriam', <https://westbeth.org/in-memoriam>
^{xii} Sturge, G. (2003) 'Asylum statistics' in House of Commons Library, 1 March 2023, <https://commonslibrary.parliament.uk/research-briefings/sn01403>
^{xiii} Hammel, A. (2018) 'The 1938 Kindertransport saved 10,000 children but it's hard to describe it as purely a success' in Aberystwyth University, www.aber.ac.uk/en/news/archive/2018/11/title-218626-en.html

The Young Quills 2023

Paula Kitching



The Young Quills for Historical Fiction are book awards for authors writing historical fiction for young readers from the age of five years though to young adult.

Publishers apply to have the books considered for the awards, allowing the HA to create a longlist. The books are then sent into schools across the UK. The shortlist for the Young Quills is then created based on the reviews of children and their thoughts, while the final decision is made by a judging panel of experts that include an historian, an author and a literacy expert.

The Young Quills gets bigger every year, with more and more books offered up to be judged. That is why this year we had a longlist before moving to a shortlist. Even then, there were over 20 books in the intermediate category, but what a great chance for young people across the country to get their hands on some great historical fiction.

It was great to see authors tackling subjects such as the life of Olaudah Equiano and British Fascism in the 1930s.

Reading the reviews by the young people to create a shortlist is always one of the most difficult tasks that I and Becky the CEO face each year, yet it is also one of the most enjoyable. Taking all the shortlisted books home to read in depth and then discuss them with my fellow judges, **Ally Sherrick, winner of the Young Quills for Black Powder, and Steven Kenyon, a literacy and education**

advisor based in the North West of England, is also a highlight of my year.

The criteria for a winning book include accurate history and a cracking good read, and we often refer back to the young people's reviews as we make notes. For me, it is also important that the winning book places the story and the history together so that the plot could not be just picked up and moved to any time period. The history needs to be crucial to the plot.

This year, the entries were once again of a high standard. I felt that I learned things as well as becoming completely absorbed by the stories and the characters set out before me.

If you need a suggestion for good books to read for children or young adults, then the Young Quills winners and all those that made the shortlist and original longlist would be an excellent place to start!

The winners of the Young Quills for Historical Fiction for 2023 are:

Young readers category

Winner:

Tony Bradman for *Bruno and Frida* (Barrington Stoke)

Highly commended:

Judith Eagle for *Accidental Stowaway* (Faber)

Intermediate category

Winner:

Tom Palmer for *Resist* (Barrington Stoke)

Highly commended:

Lesley Parr for *When the War Came Home* (Bloomsbury)

Highly commended:

Dan Smith for *Nisha's War* (Chicken House)

14+ years young adult category

Winner:

Bill Koningsberg for *Destination Unknown* (Scholastic)

Highly commended:

Zoulfa Katouh for *As Long as the Lemon Trees Grow* (Bloomsbury)

What the authors had to say about their win:

Tony Bradman

I was really delighted when I heard that my book *Bruno and Frida* had won a Young Quills award. For a writer of historical stories for children, there can be no higher praise, especially as children themselves are involved as readers and reviewers. The Young Quills have become one of the most prestigious awards in children's books, and winning one makes all the hard work worthwhile!

Judith Eagle

I am thrilled that *The Accidental Stowaway* has been highly commended by Young Quills. I loved researching and writing this book, so it is especially rewarding to know it is resonating with young readers.

Lesley Parr

I am thrilled to receive a High Commendation for *When the War Came Home* as part of the Young Quills Award 2023. Being recognised by the Historical Association, and the children and young people involved in the process, is a real honour. Many thanks to all.

Tom Palmer

Since winning the Young Quills award for *After the War*, I have always had in mind, while writing, the awards' criteria of a book needing to be a good read as well as historically authentic. It is exactly what I try really hard to achieve when writing. So, I am thrilled to have won Young Quills again with the story of Audrey Hepburn's remarkable wartime childhood. Thank you Historical Association!

Dan Smith

The Young Quills Historical Fiction competition continues to do excellent work in recognising historical fiction and encouraging a love of history in young readers. With that in mind, I am absolutely thrilled that *Nisha's War* has been recognised among so many inspiring titles, and has been highly commended in this year's Young Quills Historical Fiction award. Thank you to all the young readers involved in reading, enjoying and choosing the shortlist.

Bill Koningsberg

I'm completely thrilled that *Destination Unknown* has won a Young Quills. The book is an ode to the 1980s and what it was like to grow up in New York at that time. Sometimes the best way to get to emotional truth is through fiction. In order to explore the complex emotional truth and problems with coming out as gay at such a difficult time, I felt like I needed to give myself permission to delve into fiction. Thank you so much and thank you young readers.

What the young readers and reviewers said about the winning books:

Bruno and Frida



Review by Jacob and Linda

We both really liked the book, particularly where Bruno finds and names Frida – and the name just pops into his head.

Oma is a wonderfully kind character because she let Bruno stay at her house, and helps him on his journey so that he stops getting attacked by the Russians.

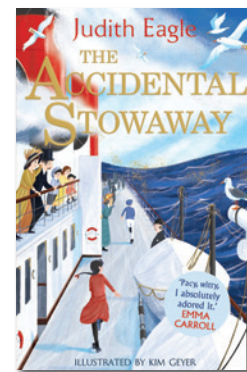
“It really made us think about how lots of innocent people – on both sides – get caught up in war.”

Bruno and Frida's friendship is very powerfully written; they save one another's life. It was awful to learn that sometimes people used dogs as a weapon in war. We learnt about some of the horrors that ordinary people faced in the war. When Bruno's mum is killed, that was awful. We hated the Russian army when we read the book because they destroyed the town, killed lots of people and they were so rude. It was weird because, when you read the book, it feels like the Russians were attacking for no reason, but we know about World War II and how the Germans had been bad to the Russians. It really made us think about how lots of innocent people – on both sides – get caught up in war. There is a quote at the beginning of the book which says 'if the dead could speak, there would be no more war' – it's so sad, but also a little heart-warming; if only it could happen. It makes you think about the people you used to remember, who passed away, and what they could say.

The Accidental Stowaway

Review by Alexa

I enjoyed reading this book as it was pacy and interesting. I like how throughout the book an unlikely group is formed and they face challenges together. The character



I found most interesting in the book was Elizabeth, who also goes by Babette because her character had many layers to her and was very interesting. In the book I learnt more about the divide between

classes in the early 1900s and ways that different people were treated, such as crew workers and first-class customers. I liked how throughout the book we see the main character notice things about other people although she isn't believed, because it lets me think for myself whether what she thought was true. By having the villains in this story start off as friendly characters, Judith Eagle deterred me from thinking this. I also like how the character of Lilian is portrayed and her relationship with Etsy. Additionally, I liked how in the start of the book the main character meets the character of Turo and is later reunited with him. One thing I did not like about the book was how sometimes there wasn't much happening and it was a slow build-up to events; however, I liked how fast-paced and chaotic the end of the story is. I would recommend this book to people who like reading about the early 1900s and adventure stories.

Resist



Review by Zahra

This book is such a powerful story and made me realise how bad it was during the war and how many people suffered terribly. I loved it so much and it was one of my

favourite books. I liked how it was a story celebrating women in World War II just as well as men because they did a lot as well. Edda was my favourite character because she is one of the bravest story characters ever. She inspired me to not fear the world. It was a very exciting and suspenseful book which left me on many cliff-hangers. I would definitely recommend it to those who enjoy historical fiction (specifically World War II). Overall, I would rate this five out of five stars.

When the War Came Home

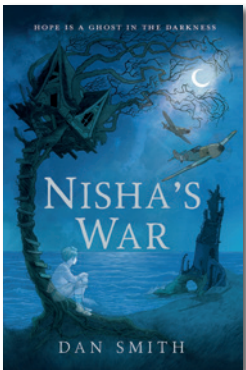


Review by Vincent

I really enjoyed the book *When the War Came Home* because the story was very enticing and kept me hooked in all the way to the end. My favourite part was when the

character Johnny is actually the character Rhys. My favourite character was Rhys because he was very mysterious and misleading. Because of this book I learnt that the First World War was still something that was still significant even after it had ended. The setting was very interesting because it told me more about the war and showed how proud people were. The main plot was very exciting because I knew there was a mysterious character, but we didn't know who, so I was surprised later on when we figured out it was Johnny. Something that stood out to me was the way that even when there was a world war people were still keeping their pride and joy. I would always recommend this book to other pupils as it's very exciting and very intriguing. I learnt a range of Welsh slang words and some very interesting facts. Overall, the book was amazing and I don't think there is anything that could make it better.

Nisha's War



Review by Leila

Nisha's War is about a 13-year-old girl named Nisha living in 1942. She has just escaped the terror of the Japanese invasion of Malaya, and has come to live with her

grandmother with her sick Amma (her mother). Her Papa unfortunately didn't get onto the same ship they were on, and you see the struggle that many people in World War II must have gone through about not knowing where somebody you cared for was and if they were alive or not. It talks about what it must have been like back then, when new refugees with mixed skin weren't as accepted in society as they are now. It has very interesting concepts and the mysterious fantasy part of the book is extremely intriguing and hooks you into the book, while adding lots of historical aspects that make it feel as if you are really experiencing it.

Furthermore, I really enjoyed the fact that the book included people's accents in their speech through different word variations, so their voices and characters are really shown through the fantastic writing. I really loved Nisha's character, but I was curious to know more about Joy. At first, I found Mrs Barrow very annoying and mean, but as the story went on, I understood more about her and her past, which made me grow to like her just like Nina did. I also thoroughly enjoyed Elizabeth's backstory and the big plot twist that came with it, which I didn't expect at all and I'm sure other readers didn't.

This is definitely a brilliant historical fiction book which I would recommend to many people aged ten to 13, as I think they would enjoy the mix of historical and fantasy features.

“Throughout the book, you go on a rollercoaster of emotions with Micah, living life as a gay 17-year-old in New York City in the thick of the AIDS epidemic.”

Destination Unknown



Review by Praise

I just have to start with... WOW what a book, a story, a journey. *Destination Unknown* truly lives up to its name; throughout the book, Micah

(and CJ's) destination is really that – unknown. Throughout the book, you go on a rollercoaster of emotions with Micah, living life as a gay 17-year-old in New York City in the thick of the AIDS epidemic. It's a powerful story of finding yourself, finding love and fear of a virus that is unknown. It's truly a wild ride that will have you smiling at parts, laughing at others and crying. It's a great story that really shows you what it was like to live in such an unknown time of the virus and teaches you very valuable lessons and information. It was a fantastic read that I couldn't put down by the time I got to around the middle of the book.

As Long as the Lemon Trees Grow



Review by Aryan

This book, written by Zoulfa Katouh, is something I would beg everyone to read. The story is set within the Syrian revolution, following the life of a hospital

worker called Salama. She's an interesting character who suffers from witnessing those who have been killed in war, always trying to save the ones she can and closing the eyes of those whom death has stolen.

The story is emotionally intense; Salama is torn between staying in Syria to help the injured or leaving to save her pregnant sister-in-law Layla. She has lost everyone and is continuously haunted by Khawf – a hallucination who was the product of the violence and horrors she has seen, a constant reminder of her trauma.

Among all the death and brutality, Salama sees hope at the possibility of a new life, a 'migrant life' as she calls it. Throughout the plot, however, there was always that constant feeling of dread as there was always something to worry about: this is literally hell on Earth.

'We are stripped from our choices, so we latch onto what will ensure our survival.'

I had heard of the Syrian revolution before; however, Zoulfa Katouh's way of writing had me engaged through every single chapter. It had forced me to view life through a completely different lens and think about the two billion people who live in war-torn countries and their rights, which had been robbed from them. I highly recommend this book to those who are into war novels. A story about war, love, death, resilience and hope – *As Long as the Lemon Trees Grow* has told a heart-breaking truth about the revolution ongoing in Syria that the majority of the world has turned a blind eye to. I've never read a book like this, and never could I have imagined that this book would be permanently engraved in my mind.

Zoulfa Katouh is extremely confident in how she presents her writing. She is upfront with the brutal consequences of the revolution and perfectly describes the fear that has engulfed Syria. A beautiful, heart-breaking, brutal, powerful masterpiece.



What the judges said:

Bruno and Frida

An interesting and more unusual angle and viewpoint on the Second World War, told from the point of view of a young German refugee and hooking into/drawing parallels with the contemporary story of the Syrian refugee crisis and how Germany responded, highlighting the German sense of guilt for their own wartime atrocities.

The relationship between Bruno, Frida and Oma is well-drawn and the author

conveys a strong sense of the tragedy and brutality of war (for example, Bruno's mother's death and the depiction of the journey along 'The Road of Tears'). It felt a little rushed in the final scene before the present-day final chapter, when Bruno, rather too easily perhaps, finds his grandmother, but this was certainly not an obstacle to its overall enjoyment.

There is plenty of authentic historical detail included as the events unfold, and the story also interestingly explores

alternative views on Adolf Hitler. It was also interesting to learn about the role of Russian suicide dogs in the war.

There is much here to encourage young people to explore more about the war from the perspective of the 'enemy'.

The Accidental Stowaway

This is an engaging, fast-paced adventure set aboard a Cunard liner during the first golden age of passenger-liner travel. Patch

is a likeable heroine, as are her young shipboard friends, Lillian and Turo.

The different environments on board ship are well conveyed, including the contrast between first-class and second-class travel and the working environments of the kitchen and engine-room.

It was good to have a book about this period set aboard a boat and the boat not be the *Titanic*. The book would help young readers who like adventure to tap into history.

Resist

A thrilling, tautly told tale based on the real-life wartime experiences of the girl who would go on to become one of the most famous movie-stars of all time. Edda (the future Audrey Hepburn) is growing up in occupied Holland under privations imposed by the German invasion of her country, where arrest and death are a daily risk. In spite of this, she agrees to become part of the Resistance, smuggling illegal newsletters passed to her by the doctor of the local hospital at which she volunteers after school.

Edda is the sort of brave and determined young heroine that readers will easily be able to relate to and root for. The author successfully interweaves her resistance activities with elements of her love of the dance and ballet that will come to the fore in her future life as an actress after the war.

The external stakes – set against the backdrop and aftermath of ‘Operation Market Garden’, the failed Allied liberation attempt of the Netherlands – couldn’t be higher. But the author further ramps up the tension through the inclusion of a sub-plot about Edda’s worries that her mother might be a Nazi-sympathiser and the story of her elder brother’s capture and transportation to a German labour camp.

There are plenty of relevant and fascinating details to ground the story in the wartime environment, especially in relation to the privations and ultimately the starvation that the Dutch people suffered at this dire time in the country’s history. I would guess that this will not be well-known by young readers and provides a good opportunity for further inquiry/exploration.

Difficult themes – the persecution of the Jewish population, the torture, arrest and execution of civilians opposing the occupation, plus the effects of extreme hunger – are sensitively handled but still manage to convey the terror and awfulness of war.

There’s an interesting set of historical notes at the back of the book to provide further

information on the real-life context of the story and the author’s inspiration and motivations for writing it, which I’m sure young readers will find fascinating. The stand-out book for me in this category!

Nisha’s Story

A well-told and touching story dealing with the perhaps more unusual wartime angle of two refugees from occupied Singapore, seeking shelter on a remote island off the north-east coast of wartime England. Nisha and her mother are taken in by Nisha’s paternal grandmother, a cold-seeming and distant woman with whom, at first, Nisha has very little to do. The world-building is excellent and Nisha is very engaging and someone I think young readers will be compelled to spend time in the company of. The author sets up an air of mystery that permeates the novel from the outset – both the unspeakable thing that Nisha has witnessed happen to fellow refugee David Hill back in Singapore, and also the sightings of the mysterious boy (or is it a ghost?) at the Weeping Tree on the edge of the cliffs.

“Nisha is very engaging and someone I think young readers will be compelled to spend time in the company of.”

I enjoyed the device of Nisha’s diary entries to convey the back-story of what had happened to her and her family in Singapore. Also, the surprising but satisfying revelation that the mysterious ghost-boy, Twig, was, in fact, a girl – Nisha’s aunt, who never grew to adulthood because of a childhood accident.

The book is complemented by an appropriate end: a mix of resolution and other things that cannot be settled yet because the war is still in progress – for example, the fate of Nisha’s father back in Singapore. It is all the stronger for this, but importantly also leaves the reader with a sense of hope. There’s a note at the end including details about the real-life backdrop to events, and a useful glossary for regional words used in the story.

When the War Came Home

An interesting angle for this post-World War I-set story dealing with the legacy of war as told through the eyes of Natty, a young Welsh girl who befriends two soldier survivors after she and her mother

are forced to leave their home and stay with relatives in a neighbouring valley.

The main story is also interlaced with the sub-plot of a school strike, linked to the theme of the burgeoning campaign for workers’ rights and female suffrage.

Natty is an engaging heroine, as is her cousin, Nerys, and the setting of the post-war Welsh valley community they live in is well realised. And in a category dominated by World War II-set stories, it was refreshing to be taken to an alternative period of history.

Destination Unknown

The stand-out title in this category. A compelling and powerfully told story of the coming of age – and coming out – of a young NYC Jewish boy during the early years of the AIDS crisis.

The voice and writing were flawless and Micah and CJ’s personal stories were anchored in the heart-breaking and shocking history of the response to the epidemic in the USA, with themes of ignorance, prejudice and homophobia skilfully and naturally woven into the author’s account of the young men’s burgeoning relationship. As the author makes clear in his acknowledgements, there are clear parallels with the recent Covid pandemic. This book should readily resonate with readers in this age group, both because of this and also, more particularly, because of the excellent, powerful and sensitively handled storytelling.

As Long as the Lemon Trees Grow

A powerfully told and accomplished debut dealing in a heartfelt and immersive way with the Syrian revolution. The book’s themes cover important, universal issues of war, loss and young love, and drive home very clearly what it must have been like to live through such a terrible conflict, which is still ongoing.

The narrator, a young university student studying to be a pharmacist as the revolution begins, and who is quickly and horrifyingly thrown into undertaking surgery at the local hospital on victims of the conflict, is a brave and courageous companion for young teens to walk alongside. The burgeoning love story is beautifully and appropriately handled, as are themes of war-inflicted loss and grief. I also admired the cleverly handled twist of the narrator’s pregnant sister-in-law being revealed as an ultimately ghostly presence, having been killed by a government sniper’s bullet some months before the action of the story’s opening.

The Honorary Fellows 2023

Each year, the Historical Association awards a small number of Honorary Fellowships. These awards are to recognise and celebrate outstanding services to history and to the Historical Association. The awards cover services to the Historical Association branches (of which there are over 45 across the country), our committees, and the work that we carry out in schools, higher education and in lifelong learning.

This year, the Honorary Fellowships have been awarded to:

Dale Banham

Geoff Bisson

Victoria Crooks

Mick Crumplin

Ken Fincham

Sophie Henderson

Sandra Kirkland

Laura London

Dan Lyndon-Cohen

Emily Miller

Miri Rubin

Joseph Smith

John Stead

Stuart Tiffany

Susie Townsend

In addition to asking the Fellows how they feel about becoming HA Honorary Fellows, we also ask them about their influences, inspiration, who their history pen pal would be and why being part of the HA community matters.



Dale Banham is an experienced history teacher and senior leader; he is well known as the author of history textbooks that have appeared in

the classrooms of many schools over the years. He shares his passion for teaching and learning history with the HA, as well as with the many pupils whose historical knowledge he has influenced over the years. In why being part of a history community is important, he said:

Teaching is an enjoyable but tough profession. Too many teachers are leaving the profession. Having a strong subject community that can bring historians and history teachers together, inspire curriculum development and support teachers at all stages of their career has never been more important.

Seize the opportunity to become part of a genuinely kind, caring and collaborative community – it will reduce your workload, provide inspiration and improve your teaching!

For his history pen pal, he chose someone who has local connections to himself:

Thomas Clarkson – someone who campaigned tirelessly to end slavery and improve human rights. He lived much of his life just a few miles from my school in Ipswich, but his actions had a worldwide impact.



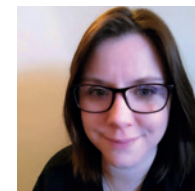
Geoff Bisson is a teacher in Taunton, but he is also one of the volunteers upon whom the HA is dependent and extremely grateful

for having. As the branch contact for Taunton Deane Branch of the HA, he is the first person that many people visiting that branch will meet. Without people like him, branches such as his would simply not be able to function. In response to the questions of what he gets out of his membership and participation in the HA and why he would encourage others to join and get involved, he said:

The opportunity to meet historians who come to the branch who are, invariably, gracious and enthusiastic, is very satisfying. I find it rewarding that people in the area who support the HA are appreciative of the efforts made on their behalf. I am also pleased to offer pupils at local schools the chance to attend and listen to experts in their field.

Meetings are social occasions and not just for academics. The Q&A sessions provide a chance for all to engage with the speaker. Also, every talk (even if the title does not appeal or the speaker is less stimulating than you might have expected) throws up something worth turning out for. More broadly, the central office of the HA provides information and reading material about places of historical interest, events and the work of historians.

The Italian revolutionary Garibaldi would be his pen pal.



Dr Victoria Crooks is Assistant Professor in History Education, Subject Lead and Admissions Tutor History PGCE at the University of

Nottingham ITE Partnership. She is also Co-Chair of the History Teacher Education Network (HTEN UK). Her untiring work for the history community, and especially those in training, is why she has been recognised by the HA. Her feelings on her membership of the HA and why it is important are reflective of why she is so important to us and the wider history community:

Rarely a day goes by when I don't visit the HA website multiple times for subject knowledge, curriculum and pedagogical support, either for myself or for the beginning teachers and mentors with whom I work. In fact, a few of the amazing school mentors I work with tease me about (what they term) my 'encyclopaedic knowledge' of Teaching History articles. The Historical Association Conference also re-energises and refocuses me on my subject. More generally the HA provides me with a nationally based staffroom of experts and friends to call on when I need support or guidance myself.

The history community is truly fortunate to have a subject association as vibrant and intellectually engaged as the Historical Association. It is always at the forefront of developments in curriculum change and our understanding of history-specific pedagogy. The HA's journals, subject knowledge and teaching resources are invaluable for teachers seeking to develop their history-specific practice in schools, and they are increasingly adding support for every stage of a teacher's career through their webinars and teacher development programmes. It is full of people who enjoy history and feel passionately about the value it has for young people seeking to understand our world and navigate their future. The HA also seeks to work with rather than in competition to other history organisations such as SHP, RHS and HTEN. This doesn't happen in all subject communities. Why would you not want to be part of something so positive?

On being asked about who inspired her, it did, of course, all start with a teacher: *Linda Greaves was my history teacher for GCSE and A-level. She was an incredibly kind and capable woman who clearly loved her subject; she helped us see the purpose and value in all the history we studied with her (she even made the Corn Laws seem fascinating) and went out of her way for us (coming into school to teach us at 7:30 am while she was on jury service). Throughout my career, in the classroom and since I've been a teacher educator, I regularly find myself trying to 'be more Mrs Greaves'!*



Michael Crumplin is a retired surgeon, an author and historian, and a curator and archivist at the Royal College of Surgeons of England. His interests

lie in the human aspect of conflict, particularly in the period of the wars against France and Napoleon (1793–1815). He has written for more than one of the HA publications and was part of the team for the HA Teacher Fellowship on Teaching the Age of Revolutions. Mick, as he is known, is heavily involved with the Waterloo Association, and when asked why he worked with the HA, he answered:

When reading the journal, I enjoy the intense diversity of subjects written by knowledgeable authors and historians. It has been fruitful to have co-operated with various members and the coterie of association officers over the years. Support given by the HA for some charitable educational efforts with which I have been involved have proved of great value to the

relevant project. The large annual Association meetings, with their lectures and workshops, have been filled with a great variety of teachers, students, historians and researchers. These have always proved most stimulating.

When asked how he would encourage others to support and be a member of the HA, he said: *I should lend them a copy of the journal and ask them to visit the Association's website or attend a meeting of the local branch of the HA. These efforts would be of great value in encouraging both old and young students in their differing interests.*

Unsurprisingly, his chosen historical pen pal is John Hunter FRS, the eighteenth-century distinguished Scottish surgeon, who is regarded as one of the most important scientists and anatomists of that period.



Professor Kenneth Fincham is a professor of early modern history at the University of Kent. He has a long-established academic career and

is the author of several publications. He is also a long-serving committee member of the Canterbury Branch of the HA.

As a branch member and volunteer, he was keen to explain why the HA is important for everyone:

I think people are always interested in other people and the societies in which they lived and the values they had. Often people drop history because they didn't like their history teacher at school or the way the subject was taught. The HA serves to rekindle that enthusiasm. It caters for all ages, and all sectors, so there's something in it for everyone. Visiting the website for the first time will be a very pleasant surprise.

And why does he value his own membership so much? *Because it keeps my broad knowledge of the past and its interrogation by the present more or less up to date.*

However, he is perhaps too busy for a regular pen pal and instead suggested another approach to meeting those in whom he is interested from the past: *I'd like to convene a small dinner party: Edmund Ironside, Elizabeth I and Vera Britten.*

We wonder what topics they would like to discuss.



Sophie Henderson has been a barrister and immigration judge, and since 2013 she has led the Migration Museum as its CEO. Through

her work and that of her colleague

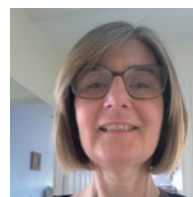


Emily Miller, who has also been appointed an Honorary Fellow of the HA, the Migration Museum has gone from being an idea to a reality, with a strong

record of exhibitions and campaigning, despite having no permanent residence over all of that time. When they were asked why the HA was important to them (after all, we are unable to provide financial support or lobbying power), she answered:

We have been truly fortunate to have Becky Sullivan as a member of the Migration Museum's education steering committee since its inception, and the Historical Association's annual teacher surveys provide invaluable insights into particular areas of need within the profession. The HA is an inspiring organisation and a deep well of knowledge.

It is no surprise, then, that the historians who have been honoured and recognised by the HA also feature as their inspiration – people such as Professor David Olusoga and Martin Spafford, all of whom have opened my (previously closed) eyes to Britain's extraordinarily rich migration history.



Sandra Kirkland is an associate tutor at the University of Northampton. As a former primary school teacher, she is also a regular contributor to

the HA journal of Primary History, as well as leading workshops and other activities with the HA. On why her HA membership is so important to her, she said:

HA membership helps me to stay up to date and gives me lots of new ideas. I found this useful both as a primary school teacher and now in my role in initial teacher training. I enjoy working with, meeting and learning with and from a whole range of people who share my passion for history and the teaching of this. I get a sense of satisfaction from sharing my knowledge with others and understand that there is always so much more to learn, and we can do this together. I would

recommend the CPD opportunities and the journals to help them develop as professionals or trainees, but also because sharing time with people with the same interest can be inspiring and energising, as well as social and enjoyable! The Conferences provide a range of opportunities.

But why does being part of a membership community matter, especially to primary members who don't specialise in history?

I enjoy collaborative learning and I think that supporting the history community is part of this. I hope, for example, that articles I have written for Primary History have helped to support at least one teacher or student teacher to take an idea or inspired them to do more research, just as articles that others have written have done for me.

She is another Fellow who has a different take on the 'pen pal from history' idea: *I am particularly interested in women's and social history and, rather than choosing a significant person, I would choose to be a pen pal with my great-grandmother. I would love to hear more about her story in her own words.*



Dr Laura London is a lecturer in education for the secondary PGCE at the University of East Anglia. She works closely with Victoria Crooks and is a regular contributor to HA activities, resources and campaigns. On being asked why she is a member of the HA, she said:

My HA membership is the best money I spend all year and I benefit in so many ways – from reading Teaching History to listening to podcasts to participating in the Conference. It is my first stop for all things history, to the point where I have genuinely been concerned that someone at HA HQ would notice my 'overuse' of the website and think 'who this person in Norfolk who has logged in 87 times in one day?' and wonder whether they need to send help! In all seriousness, it has occurred to me that I should be the one celebrating the HA – so thank you, HA!

When I first started history teaching, the idea of the HA felt a little bit daunting and I thought that being involved might be something that other, very clever, people did. I am pleased to say that I was wrong about most of this. Yes, lots of very clever and talented people are involved, but they are also very welcoming, generous and, most importantly, always keen to bring

people in. I would also tell people that there are many ways to be involved with, and benefit from, the HA. For you, it could be access to the most recent thinking about history teaching though the website or it might mean attending Conferences or even writing for Teaching History.

She expanded on why the HA as the lead facilitator of the history community is important:

The history community is a powerful reminder of our shared values and achievements. We are very lucky to have such a vibrant community, but we can't take it for granted; like all communities, it relies on its members to nurture it and pass it on. I really believe that new teachers need it now more than ever. Belonging to this community makes me feel like I made the right decision in dedicating my career to being a history teacher and educator and I wish I had found it earlier in my career.



Dan Lyndon-Cohen

has taught in schools for over 30 years. He has also written for textbooks and delivered CPD for a various organisations,

including the HA, as well as contributing to the HA journal Teaching History. Earlier this year, he was appointed as the new director of the Schools History Project. His response to why the HA was important to him and his career explored some of the ways in which the output and the participation that the HA offer come together:

Teaching History magazine has been incredibly influential on my teaching career and I've been privileged to have written a number of articles over the last 20 years sharing my own experiences. I've also been able to produce teaching resources for the HA that have hopefully supported teachers in both the primary and secondary sectors. However, the importance of having a network of history teachers and educators, as well as historians and people from the heritage sector, has been invaluable. The HA has so many things to offer that there is something for everyone!

And breadth seems to be something that he enjoys, as he is another Fellow that wished for several ways in which to be in contact with historical figures, rather than through letter-writing: *That is a tough question. I'd love to have been in Mexico to chat with Frida Kahlo, Diego Rivera and Leon Trotsky!*



Professor Miri Rubin

is Professor of Medieval and Early Modern History at Queen Mary, University London. She is a leading academic in

her field, who has published broadly and extensively. She has supported the HA with her academic knowledge over the years and most recently by leading one of the new HA short courses for lifelong learning. On being asked why the HA matters, she replied that:

Above all, it reminds me that the history we make in universities can – and does – reach far beyond academia. To readers, teachers, learners, artists and more, history is so important as the core humanities discipline. It teaches us to reflect on change over time, to understand but also evaluate choices made in the past. It endows us with templates of human behaviours that lead to inequalities, exclusions and hence trauma. It not so much offers pathways to follow – these we must create for ourselves – but suggests the array of choices – better and worse – that we may consider as we seek our ways – as individuals and groups – in an ever-complex world.

As she is an inspiration to so many, we wanted to know who inspired her:

So many. I became a medieval historian thanks to the inspiration of my first-year teacher, Ron Barkai, an expert on inter-religious encounters in medieval Iberia. The great Natalie Davis has inspired my ambitions as a cultural historian, and Bob Scribner – who died too young – taught me how to think about religion. My PhD supervisor Christopher Brooke helped me understand academia at Cambridge when I arrived, taught me the craft of working with medieval sources, and emphasised the importance of kindness. I try to live up to his standards. There are so many more...

Not surprisingly, then, her chosen historical pen pal would be someone who would help to illuminate her studies further: *Christine de Pisan, a fifteenth-century mother, then widow, court poet and innovative thinker on what we would call feminist issues.*



Dr Joseph Smith is

a lecturer in education at the University of Stirling, Scotland. He has played an important role over the last few years in

helping to join up the HA's research into school history teaching across the two countries. On why he values being a part of the HA, all the way at the top of Scotland, he answered:

If I want to know something about teaching approaches or an unfamiliar historical period, I know there will be a webpage, pamphlet or podcast that will catch me up quickly. There are more places to find out information than ever, but the HA has really high standards and can be relied upon for good-quality resources. The HA has done a lot of work on its website recently and it has made it a lot more searchable. I always tell my trainee teachers that if they're stuck, they should see what the HA has to say!

When it comes to why a history community matters, he opened up some important issues: *If it's not too conceited an answer, I would probably point them to my research on the importance of the HA in resisting political interference in the school curriculum. The values of the HA are timeless and if good history teaching matters to you, then you have a duty to help your colleagues in the HA to make it happen.*

His pen pal idea is an old political favourite of all historians of a certain age: Karl Marx. *I'd send him some newspaper cuttings – it'd be interesting to know what he made of the world in 2023.*



John Stead joined the HA in 1968 and is therefore a Jubilee Fellow, as well as now an Honorary Fellow. He has always been passionate

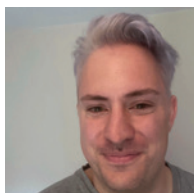
about history, but was a civil servant for 48 years before retiring in 2010. He has been the treasurer of the Plymouth Branch since 1986 and continues to enjoy doing this. Why he values his membership is interesting:

It has kept a youthful interest in history alive and encouraged me to study for an Open University degree, based mainly on history, later in life. Without history, individuals and communities live in limbo. Supporting history keeps a steady flow of young people studying to become academics and authors. This keeps the subject alive and enables us to avoid repeating the mistakes of the past.

I would tell them of the years of pleasure I have had studying and learning about all aspects of British, European and world

history. I would explain how the HA encouraged and supported me to do that.

So, who would be a retired civil servant's ideal historical pen pal? *I think I would choose someone who was good with words such as Samuel Pepys. He was a very descriptive writer and a great administrator.*



Stuart Tiffany is an experienced class teacher and history subject leader based in West Yorkshire. He works as a part-time class teacher alongside

running CPD around the country and authoring resources for his own website, and he is a member of the HA Primary Committee as well as a regular contributor to HA primary CPD and resources. His support for the HA is one of the ways in which we are continually expanding and improving our primary provision for schools. But while doing all that, what does he get out of being a member of the HA?

It always sparks my interest with new ideas and new conversations. Some of the most interesting people I've studied in history have been suggested from the HA resources and magazine. It is an utter treasure trove. My first meeting with the HA was going to the Northern History Forum and hearing Ian Dawson speak... an amazing experience. From there, I wrote for the magazine, spoke at Conference and would encourage anyone to give it a go!

It is not surprising, therefore, that his history inspirations are all teachers:

Three educators stand out to me as shaping my love of history: Miss Reddish in Year 4, making Tudor ruffles for us to wear on a trip. Miss Durnford in secondary, for shaping my understanding of the varied voices that exist in history. Finally, and most definitely not least, Bev Forrest – without her, I wouldn't be an active member of the history teaching community!



Susie Townsend is a senior lecturer at the University of Roehampton and another regular contributor to our journal *Primary History*.

Sue has helped primary school teachers to address a range of subjects with the HA,

including some of the more difficult ones such as 'Teaching sensitive subjects: slavery and Britain's role in the trade'. On what attracts her to being an active member of the HA, she said:

The HA has introduced me to the big history 'family'. I feel that I can network with people across the country, and it is particularly interesting to talk to other history lecturers from other ITT providers. The Conference is a real highlight and a chance to hear well-known historians, such as Mary Beard, discuss their latest work, as well as be inspired by the workshops across all key stages.

*The HA offers such a variety of support, activities and unadulterated history! The two journals for primary and secondary teachers are fonts of knowledge and can really inspire you and cause you to reflect on your own practice. The podcasts are on a fascinating range of topics and if you are a trainee teacher there are schemes of work and suggestions of CPD to support in the classroom. There are, of course, the other publications like *History* and *The Historian* to whet your appetite. What I particularly like are the range of themes that are debated; the recent discussions surrounding sustainability and history have been very thought-provoking, for example. The Conference brings people together from across the country but there are also the branches that bring history into the local community. I have found it a very welcoming organisation and it has given me the opportunity to make new friends across the country who share the same passion.*

With such a keen interest in exploring history, it is no surprise that she carried on the theme for who she would like to be historical pen pals with: *I don't think that I can pick just one. I love the whole idea of exploration and pushing the boundaries of knowledge so I think my pen pals would have to be explorers from around the world. Their drive and determination to succeed, quite often against all odds, is inspirational. My top four that I would like to chat to would be Zheng He, Ernest Shackleton, Mary Kingsley and Ibn Battuta. A very eclectic bunch.*

Being an Honorary Fellow of the HA is a great honour, as all of the recipients say when we ask them how it makes them feel – that's why we only award a few and why, when we do, we know that they have truly deserved it.



Warwick Castle



What got me into history

Philip Arkinstall is a history teacher who last year was elected on the HA Council and is on the Secondary Committee.

I have always been an avid reader of books and have always thought that my earliest recollection of 'getting into history' was through the *Horrible Histories* book series, in particular the *Rotten Romans*. It is often the story I use with my history classes and at open

evening, to say that books were my way into the subject. However, the *Rotten Romans* was published in 1994 and it certainly wasn't the first taste of history for me.

In fact, having sat down to write about my history journey, I did what any good historian does and mapped it out

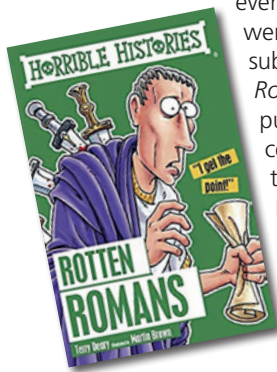
as a timeline! I started by listing all the occasions where history had made an impact upon me, from teachers, books and historic visits ultimately to my degree

and teaching career, adding dates to these to work out what it was that introduced me to history. For me, history is about enquiry and getting as close as possible to events, places and people that exist beyond the immediate now. Although my love is a combination of all of these things, I wanted to write about the turning points and how these paved the way to who I am today.

The first landmark turning point I can attribute to enjoying history was a magazine called *Discovery* by Marshall Cavendish, which my parents subscribed to in 1989. It came out fortnightly and had a magazine telling you about a person and time period, a timeline, which allowed you to put stickers on to mark where you were that fortnight, and some sort of activity – either a model to make or a game to play. It was a fun way into learning about the past, and although I can honestly tell you that I didn't read every magazine,

I loved making the models! This seemed to happen at the same time as my family were taking us to sites in the UK for weekends away. Coming from the Midlands, most parts of England are only a few hours away, so my parents would take me and my sister to places including the Bronte Parsonage Museum, Eden Camp in Yorkshire, Warwick Castle (a highlight) and many more. 1994 soon rolled around and I was 11 years old; for my birthday we went to Shakespeare's birthplace, another local delight for Midlanders, and I fell in love with immersive history – rooms and smells and anything that looked old. It was to be my second turning point.

Alongside Stratford-upon-Avon, the next moment in my historical awakening was yet another birthday, but this time it was at Blists Hill, in Ironbridge, Shropshire. This was different to other sites we'd visited. Here, you could trade in money for the equivalent Victorian currency and





Top row: William Shakespeare's birthplace, Eden Camp, Blists Hill. Bottom row: Eden Camp.

buy goods in an environment that was completely historic. The sense of going back in time was so powerful and was a new step in my historical awakening, as I was able to ask questions, listen to stories and get a flavour of life in another world. The first of two amazing history teachers then enters the story: Mr Rist, the Welsh history teacher with a passion for role play, energy and enthusiasm. His interest in the past was electric, as he stood on his teacher's desk and pretended to be Henry VIII barking out orders to us, his court. The man led me down a path that would only lead in one direction. I swiftly took history for GCSE and then A-level, where teacher number two, David Paterson, entered the frame. It was Mr Paterson who introduced me to the Historical Association, as he was the head of the Nuneaton Branch, which was held at our sixth form – turning point three. Meeting historians, attending lectures and looking at how historians interpret the past was one of the golden factors in me taking the subject at university.

The University of East Anglia was where I headed for my undergraduate history degree, which was the pinnacle of my historical learning and turning point four. Having 'experienced' history, now would be the time to learn how to write history. Essays and sources are covered at GCSE and A-level, but now came the time for the historian-making skills – the real use of archival work and presenting of viewpoints to scholars. I learned a lot in a short space of time and couldn't have enjoyed it any more. This was the most significant turning

“The sense of going back in time was so powerful and was a new step in my historical awakening.”

point for me, as I undertook a plethora of new courses in landscape history, bringing an introduction to the skill of hedge dating by counting the species and using line and offset to create outlines of structures, as well as local studies of documents pertaining to Kett's Rebellion. My lecturers were also writing books and encouraging us to learn about the writing process and use of archival material – what I now know as the bread and butter of historical writing. This time in my life also led to me to realise that my deepest love in the subject is castles. In 2002, I took on a part-time job at Norwich Castle, selling tickets, giving information to visitors and, on the odd occasion, leading tours of the dungeons, battlements and galleries. Museums became a serious contender for future employment, and I undertook a variety of voluntary roles with the education and decorative art departments over several years.

Highlights of my time at university included writing my undergraduate dissertation on the sense of morale during the Second World War, using Mass Observation records and crime data to learn about how people did or did not help each other

during the Blitz. I then built on this with my MA in history and a dissertation looking into the restoration of Norwich Castle keep. Anthony Salvin, the architect, made some excellent drawings following his study of William the Conqueror's castles in Normandy, in order to restore and repair Norwich Castle. The dialogue and drawings between Salvin and the City Council were electrifying, and my times in both the museum archives and city archives were some of the best of my time in Norwich.

My final turning point was the decision to become a history teacher. Having been teaching for 18 years, I look towards what my next turning point will be. I have been privileged to have immersed myself in a love for history, and hope that I have given back as much as I have taken. Helping to uncover a new trench system at La Boisselle in 2012 will live with me forever, as will the delivering of workshops for the Schools History Project (SHP) and the HA over the last few years. From field walking lost historic sites to writing about my teaching experiences, I hope that I have just as big an impact as Mr Rist and Mr Paterson, and that I leave behind a legacy of enquiry and curiosity.

Having become a father for the first time this year, it has made me reflect on what my actions might instil in our son. Will he remember the visits to castles, the books that we read him at night or the *Horrible Histories* songs that we sing? Whatever his passions will be, sharing them with him will be my next turning point.

Jubilee Fellows

The Historical Association has greatly benefitted from the loyalty and commitment of our members, who have allowed us to support teachers, to support children's education, to support branches and to broadly support the enjoyment and love of history for so many people. Every year, we award Jubilee Fellowships to those who have been members for 50 years or more, and invite them to be featured in HA News. Included here are just a few of the Jubilee Fellows from this year.

John Brown

It seems nearly a lifetime ago, in 1960 in fact, that I escaped tracking death duties as a full-term career by dedicating my future to emulating my mother, who taught a whole generation to read. An ambition, despite an earlier disclaimer to her, but stirred by my experience of service within the Royal Army Educational Corps, yielded an inspiration to inspire children with the story of our nation that brings us together, however diverse we have become. Innovation became my watchword and, after due progress in promotion, I became head of a department in a lower school in the 1970s, involved in an experimental resource-based learning project in Nottinghamshire.

The HA has always provided a bedrock for my inspiration, scholastic and for guiding. I am not an academic but have devoted my effort to educating children, visiting Australia and New Zealand to broaden my horizons and build connections with younger generations in Nottinghamshire. I write much of my own material, such as a pamphlet on the Zeebrugge Raid.

The last 30 years have afforded a set of diverse challenges, such as teaching through guiding, especially through interacting with the public and attempting to revive an interest in history that may have been lost in the mire of dictated notes. An example is the famous Beauchamp Chapel at the Collegiate Church of St Mary in Warwick, one that historian Andrew Graham Dixon described in a recent visit as 'the theatre of the spectacular'.

A long retirement has been punctuated by personal travel and sketching, from Svalbard to Port Lockroy, Easter Island to Bali, sometimes as a rest from aid work, featuring hospital driving and delivering

OAP Meals on Wheels. Twenty-five years at Coughton Court, servicing the residence of Clare Throckmorton and the National Trust, has also traversed my days. Finally, a comment about progress. It's good to see Nuneaton Branch alone still going in Central Midlands, with the Coventry Branch now defunct, where I was chair for a number of years. I congratulate the staff at HQ who have set a new path for the future. Perhaps my old membership is not too far away!



Dr Jackie Duff

I first discovered the Historical Association while studying for A-levels in the early 1970s, and became a member in 1972 when I went to London University. The attraction of membership then was the three free general pamphlets sent each year, plus the reduced rates for purchasing other publications. These little booklets were a great addition to reading lists, which provided succinct introductions to subjects by eminent historians of the day.

I graduated with a BA Hons in Medieval and Early Modern British and European History and went on to Cambridge

University to do a PGCE (postgraduate certificate in education), only to return to London to study for a master's degree in medieval history. Opting for a module on heresy in the Middle Ages, my attention was drawn to individuals randomly called hermits, recluses and/or anchorites. One of these individuals, Robert of Arbrissel, became the subject of my master's dissertation and the subject of a short paper published in a Festschrift on medieval women. Family responsibilities and lack of funds meant that further research had to be put on hold.

I began teaching in a secondary school in London, then made a career change into the world of fine arts during the 1980s, but a move to Bournemouth saw me back teaching history and English in a girls' secondary school. Still, the desire to return to historical research grew ever stronger and in the late 1990s, I registered part-time at Southampton University to study further the world of medieval hermits.

Along the way, to maintain CPD (continuing professional development) requirements, I obtained a diploma in adult lifelong learning and, after completing a portfolio on teaching methodology, became a Fellow of the Higher Education Academy. Research continued alongside all these commitments, and I finally obtained my PhD in 2012.

It was on moving to Bournemouth in 1983 that I joined the Bournemouth, Christchurch and Poole Branch of the HA and encouraged first my A-level students and subsequently undergraduates to attend the talks available, a very valuable additional resource and supplement to their historical studies.

I retired five years ago and find that ten grandchildren and two great nieces keep me as busy as ever, especially those opting to take history at school.

Stephen Green



I owe my interest in history initially to my parents. My father became a clergyman in the Isle of Wight. At the end of the First World War, he won a scholarship in history to Oxford. This was not easy for someone from a modest family background in the 'Brideshead' days. My mother too had a deep interest in the subject.

I read Greek at Brasenose College, Oxford and then studied for a diploma in archive administration at Liverpool University. My first job was as an assistant archivist at the Northamptonshire Record Office. As befits the 'Shire of Spires and Squires', this had a very rich collection. While I was there, in 1967, I was asked to give a talk to the Northampton Branch of the Historical Association. This was the first public lecture that I had given, if one does not count the odd talk to student societies. It was also my introduction to the HA.

In 1968, I began a 35-year career as curator at Marylebone Cricket Club (MCC). I was in charge of the extensive collections in the Library, Museums and Archives at Lord's Cricket Ground. MCC was founded in 1787 and is thus one of the oldest London clubs. In my role at Lord's, I gave many talks, including many to HA branches. I also kept my links with the Historical Association by attending lectures and occasionally going on HA holidays.

I retired in 2003 to my native Isle of Wight, but four years later I became a Brother at the London Charterhouse. I am these days particularly interested in the history of three places that are close to my heart. They are Lord's Cricket Ground, St Martins in the Fields and the London Charterhouse. One other topic that has my interest is the golden age of the Isle of Wight, when Queen Victoria and the Poet Laureate, Alfred Lord Tennyson, were residents there. The HA has provided me with many new historical interests and above all it has given me many undemanding friendships.

Stephen N. Gilbert

I first become interested in history as a child visiting historic places in Britain with my parents. At Enfield Grammar School I studied eighteenth-century British and European social history A-level. I joined the North London Branch of the HA in 1964 and was on the committee from 1970 to 2020, and I am now the president of the North London Branch. I have found our branch talks most interesting. I was at one time on the HA panel of speakers, where my post popular subject was 'The Vikings: farmers, traders or looters?'. In the 1970s, I went on many European tours organised by the North London Branch. Since then, I have enjoyed HA tours to Castile, Bohemia, China, South Korea and, more recently, around Britain. I have also appreciated the interesting articles in *The Historian*. My principal interests are in the history of built heritage and social history.

I joined the civil service as an executive officer in 1965 and I spent much of my working life in the Ancient Monuments and Historic Buildings division of the Department of Environment, looking at the presentational and later educational needs of ancient monuments and the Royal Palaces.

After taking voluntary early retirement in 1994, I have been more involved in local history. I have written 'From Zion chapel to Christ Church – a story of Congregationalists in Enfield' and over 30 articles on the Bible in art and 30 hymns for Christ Church United Reform Church in Enfield. I also belong to the Enfield Society and the Edmonton Hundred Historical Society. Over the past 15 years, I have written over 80 articles on Enfield heritage for their newsletters.

Last year I was involved in an oral history project sponsored by the London Borough of Enfield. I was interviewed for four hours about my memories of my school days and working life. These recollections were recorded for an exhibition called 'Stories of Enfield'. I have also led interactive presentations for several groups of my memories of my time at Chase Side Junior School in the 1950s.

Judith Hodson

I originally joined because I loved history, studied it at university and went on to teach the subject – membership was a good way to keep up to date. I joined the Brighton Branch and, for several years, was the treasurer. It was great fun when the Annual Conference came to Sussex University and I had the job of running the trips – that's how it was back then! I

taught history at Varndean High School for 37 years, ending up as head of department. Nowadays I'm archivist there. We are one of the best documented state schools in the area and are looking forward to the 100th anniversary of the current building opening (built to last back then!) in 2026.

Frank Lawless



I was educated at St Anselm's College, Birkenhead. My A-level history teacher was Mr Joseph Connolly, who took us to Historical Association lectures at Liverpool University, which was my first contact with the Association. After school, I enrolled on the Liverpool University history honours course in 1958. One of our excellent lecturers was Irene Collins, a kind and scholarly woman who later became a national president of the HA.

After a PGCE course, also at Liverpool, I taught history at St Kevin's Comprehensive in Kirkby for four years. Having moved to Leeds in 1966, I joined the history department of St Thomas Aquinas Grammar School, where my head of department was Bob Unwin, another legendary figure of the Association! Bob and his wife Pat became lifelong friends of myself and my wife Sheila. When Bob left the school in 1969 for Leeds University, I succeeded him as history head of department. Bob was such a kind man and a great teacher. He went on to teach many history teachers of the future and was, of course, founding editor of *The Historian*.

During the 1970s, I was vice-president of the HA Leeds Branch and organised the annual Conferences for A-level history students in West and North Yorkshire schools, held at Leeds University. Later, I became deputy head at St Thomas Aquinas and also at Cardinal Heenan High School, and later still headteacher of Corpus Christi High School – all three Leeds schools.

My major achievement was meeting, and later marrying, a fellow Liverpool University history student, Sheila Edwards. We have been married for 57 years and have two children and two grandchildren. I have a

lifelong love of history and my interests include family and Irish history (intertwined), military history and Yorkshire abbeys and castles (Kirkstall Abbey is within a mile of our house).

David Pill

I read history at Lampeter and then got my MA at Exeter University for a dissertation on the Diocese of Exeter in the early sixteenth century. I taught in two Lancashire grammar schools and then moved to Yorkshire, where I was head of history in a sixth form college. I cannot remember exactly when I joined the HA, but probably in the early '60s. I was a member of the Liverpool Branch initially and then, for many years, I was secretary of the now-defunct Huddersfield Branch. As such, I organised a tour of West Yorkshire for HA members nationwide.

I wrote an A-level textbook on the English Reformation and followed it with a topographical work on West Riding. In retirement, my main hobby has been walking, particularly in places of historical interest, and I have written three books on walks in Cheshire. Sadly, I am now disabled and unable to walk far or get to HA meetings, but I enjoy reading *The Historian* and like the journal *History* because its reviews keep me up to date with the latest historical research.

Ian Sygrave

I joined the HA in 1972, when I was studying for my A-levels in history, French and Spanish, quite an unusual combination in those days, but very useful for a student of European history. Becoming a member of the HA seemed an obvious thing to do in order to become part of the wider historical community. I clearly remember how much I enjoyed the general series of history pamphlets, which covered an amazing variety of topics, from the Byzantine Empire to Irish Unionism, with dozens of fascinating excursions in between. I still have about 50 of these in my collection today and they remain an excellent introduction to history by leaders in the field, even though not entirely up to date!

After a double first in history, followed by a distinction in the PGCE, most of my subsequent teaching career was spent as the head of department at Tiffin Grammar School in South West London, where I had the luxury of specialising in A-level European history, with the French Revolution as a special subject.

In the 1980s and '90s, working voluntarily for the Society for the Study of French History (SSFH – it is still going strong), I organised numerous French history conferences, in conjunction with the HA's development officer of the time,

Adrian Ailes. A highlight was the French Revolution Bi-Centenary Conference in 1989, in the splendid setting of London University's Beveridge Hall in Senate House. One of the highlights of my membership to the HA was when I was fortunate enough to be invited by the HA to the seventy-fifth birthday celebrations in 1981, where I had the opportunity to meet the Queen at Stationer's Hall in London.

Following an early retirement owing to eyesight problems, I have remained passionate about French history in the approximate period 1780–1880, with particular focus in recent times on the Second Empire and Napoleon III.

Thank you to everyone who contributed a piece about themselves for this issue of *HA News*. If you are a newly appointed Jubilee Fellow whom we have contacted and have not yet had the time to send you your story but would like to appear in a future *HA News*, please let us know and we can fit you into our next edition. If you believe that you have been a member for 50 or more years and that we have not contacted you, please do get in touch by emailing clara.cook@history.org.uk.

Branches Committee report for *HA News*

After the disruption of the last couple of years, it has been encouraging to see that most of the branches were able to run a full programme of activities in the season that is just coming to an end, with plenty of fascinating lectures for members to enjoy. Learning from our experiences during Covid, many branches are offering their lectures as hybrids, allowing those who find it difficult to get to a branch because of distance or time to listen to high-quality speakers via Zoom.

There are challenges for branches, however, particularly because of the rising costs of room hire, travel and hospitality. Branch committees do not wish to increase their local membership rates to compensate, conscious that the cost of living crisis may be impacting on their members. Hopefully we have passed the worst of the current spike in inflation. Rising costs affect the recruitment and membership of HA members across the board. The Branches and Members Committee is therefore keen to hear from members about whether they feel that their membership subscription provides value for money, and if they don't, what they

would like to see the HA do differently. The Committee is always interested to hear the views of branch officers and general members, and will be analysing the results of the Membership survey, from earlier this year, when they become available. In the following months, the Committee will be working on our response to the challenges of the HA strategy 2022–25, particularly in areas such as diversity, links with local history and support for teachers, particularly in primary schools.

We are pleased that the offering available to non-teaching members of the Association has benefited from the high-quality talks provided through the Virtual Branch, the short courses on the Berlin Wall and the Jews in Medieval England, and the much-anticipated new course on the First Crusade. The talks offered through the strand for general members at the Harrogate Conference also hit a consistently high standard.

There are hopeful signs for the start of one or two new branches, and in the next *HA News* I would hope to announce that they are up and running.



Peter Hounsell

Chairman, Branches and Members Committee



Local History – get involved

Each year, the HA hosts and promotes Local History Month in May, which seems like a long way off right now but we believe in planning ahead. We also believe that now is the time to celebrate some of the rich history and histories that are found in our local areas not always receiving the national awareness that they deserve.

So, for 2024, we want to promote heroes and heritage near you. We are going to combine that with the question of the Great Debate (a competition that we run for young people).

The question for the 2024 competition is:

Which historical place or person from your local area deserves greater recognition?

In this question, we want you to explore the local history of your area or region in all of its diversity or singularity, to identify a person or place that has contributed to the world in which we live today and that should be better known.

They could be people who were once famous but are now forgotten, or who were never famous because their social status, gender, religion or ethnicity meant that they or their actions were marginalised; it may be someone lesser known from your locality who went on to do great things in another country or vice versa. You might want to identify a building where once the great discussions of the land were held; a market town whose economic standing and importance have changed over the years; a dock that once sent and received goods and people

from all over the world; the terraced house that became Britain's first mosque; or a village green where a social reformer honed their political speeches.

Anything is possible, as long as it reflects the relationship between local history and any big picture or broad histories, and where you can find evidence that the person or place to which the history is tied really did exist.

“You might want to identify a building where once the great discussions of the land were held.”

For all our members and beyond

We would like you to start thinking about the same question for yourselves – and then, when you are ready, take some photographs or write a short piece about the person or site and post them on social media, tagging our HA Twitter account, Instagram and/or Facebook with the hashtag **#HALocalHistory2024**.

You can also send us an email to **enquiries@history.org.uk** with the title *HALocalHistory2024 – heroes and heritage*. We will then repost your stories and images throughout April and May and feature some of the stories in our spring and summer publications.

You can start posting your local history heroes and heritage anytime from now; we would just ask you to give a description of your person or place and to make it clear that any message is part of the question above. If you are using any images that are not your own, try to make sure that you have permission to use them. Also make it clear where the local history is based, e.g. town, village, county, etc.

This is not a competition – just an opportunity to bring to life and celebrate some of the local heritage that is all around us.

If you are one of the HA members who lives outside of the UK, you can still get involved; a love of local history is not restricted to the British Isles – just be clear on where the place is that you are telling us about and in which country.

CPD update



Our CPD calendar for autumn 2023 is now published. As usual, the calendars contain a range of webinar options, as well as dates for our popular day courses and immersive programmes.

Our autumn webinars start with a new series for primary teachers based upon taking academic history back to the primary classroom and looking at implications for curriculum planning. The first topics covered will be Ancient Greece with Professor Edith Hall and Steve Mastin and the Anglo-Saxons with John Blair and Andrew Wrenn.

Our secondary webinars this autumn provide a series aimed at new and aspiring school-based history mentors. Led by Vic Crooks and Laura London, and based around their forthcoming book *Mentoring History*

Teachers in the Secondary School: a practical guide, Vic and Laura will guide mentors to build the most effective relationships with trainees and create well-equipped history teachers of the future.

We are pleased to announce that our Subject Leader Development Programme (along with our Annual Conference) has been nominated in the 2023 CPD awards. Since its launch in 2021, the team have supported over 450 current or aspiring subject leaders, and we are always delighted to hear news from those who have participated in the programme that they have since successfully gained a post as a subject leader.

Our new Early Career Development Programme enjoyed a successful first year of operation, although it has become clear to us from those participating that the programme has a wider appeal and is also well suited to those in years three, four and five of their careers, as well as non-specialists and those returning from a career break or parental leave who would like to rebuild their confidence to teach rigorous history. For that reason, we are changing the name of the programme to the History Teacher Development

Programme, by which it will now be known. Same great course – new name!

There is a brand new programme in partnership with Justice to History: 'Decolonising the secondary history curriculum: developing ideas and resources that can transform students' knowledge and historical thinking'. This programme will be available this autumn.

Also this autumn, a new course for primary teachers led by Sue Temple: 'Supporting SEND pupils in your history lessons' will provide a clear understanding of a range of strategies that you could use in primary history lessons and instil confidence about how to adapt history teaching to support the engagement and progress of lower-attaining pupils.



LIFELONG LEARNING FOR OUR GENERAL MEMBERS AND MORE

Short courses

Summer to autumn 2023

New perspectives on the First Crusade: impact and legacies between medieval and modern

Led by Professor Jonathan Phillips, Dr Natasha Hodgson, Dr Andrew Buck and Dr Simon John

As Christianity had spread across Europe, Islam had spread across the Middle East. At the end of the eleventh century, the relationship between the Muslim leader of Jerusalem and the Christian communities and travellers to the city fractured. Along with other key relationships across Europe, the Middle East and around the Mediterranean region, tensions rose, leading to calls for a European Crusader force to retake Jerusalem for the Christian world. What ensued over the following years set the tone for relations across Christendom and among the Islamic worlds. Images, writings and tales of the events feed into legend as well as history.



In this short course, the Historical Association has brought together some of the UK's leading experts on this subject.

They will provide their expert insight into the period, detail the reality of what occurred and discuss the legacy of the First Crusade, both at the time and in the following centuries. They will also explain its symbolic importance today. The course will include eight live talks with interactive discussion, plus two workshop sessions. Registration is open throughout the course, as all lectures and sessions are recorded and available after the live event.

January to March 2024

The First World War – impact and legacy

On the 110th anniversary year of the start of the First World War, this course will explore some of the geographical, national, social and technological changes that were driven or impacted by this global conflict, and how they have contributed to the world over the last 100 years.

Full details and speakers will be released in the autumn.

Introducing short webinar series for lifelong learning

In November and December 2023, there will be three webinars marking the seventy-fifth anniversary of the International Convention on the Prevention and Punishment of the Crime of Genocide. Speakers to be announced.

In summer 2024, there will be three webinars to coincide with the Olympic Games of 2024, looking at Olympic sporting heritage, from the games to the politics to the design images.

The Virtual Branch: Autumn programme

The HA Virtual Branch is a great way to keep your history up to-date, whether you are working or relaxing, all from the comfort of your home. The Virtual Branch is free and open to everybody, and recordings of the talks are made available online after the event for HA members.

Upcoming talks

***LIVE – Wednesday 20 September 2023, 7:30 pm**

Empires of the Normans

Professor Levi Roach

How did descendants of Viking marauders come to dominate Western Europe and the Mediterranean, from the British Isles to North Africa, and Lisbon to the Holy Land and the Middle East?

Levi Roach, author of a recent history of the Normans, will tell a tale of ambitious adventures and fierce freebooters, of fortunes made and fortunes lost. He will reveal how the Normans combined military might and political savvy with deeply held religious beliefs and a profound sense of their own destiny. For a century and a half, they remade Europe in their own image, and yet their heritage has been largely forgotten.



***LIVE – Wednesday 18 October, 7:30 pm**

The connected and competing activism of the Women's World Committee Against War and Fascism

Dr Jasmine Calver

How did a group of women activists with varied ideological backgrounds construct several important campaigns against fascism in the interwar period? How did this Women's World Committee Against War and Fascism (Comité Mondial des Femmes Contre la Guerre et le Fascisme) undertake effective humanitarian and propaganda work and forge extensive transnational links, all the while operating under the control of the Communist International (Comintern)?

***LIVE – Wednesday 1 November, 7:30 pm**

Tudor liveliness? Discovering vivid art in post-Reformation England

Dr Christina J. Faraday



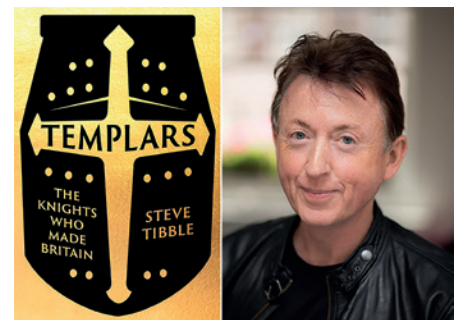
In Tudor England, artworks were often 'lively'. Contemporaries used this word to describe everything from tapestries to paintings, woodcuts to household objects. What did this mean in a culture where naturalism and single-point perspective

were alien concepts? And in a time of religious upheaval, when the misuse of images might lure the soul to hell, how could liveliness be a good thing?

***LIVE – Tuesday 12 December, 7:30 pm**

The British Templars: from crusaders to conspiracies

Dr Steve Tibble



The word 'Templars' conjures up a variety of images and ideas – many of which are fiction rather than fact. In this talk, Dr Steve Tibble will unpick some of the stories surrounding this group and place them in a proper historical and factual context. He will explore why the history of this group of men has led to some of the more outlandish tales that now follow them, as well as how many of the stories have some basis in actual events.

Did you know? As well as accessing session recordings, members can attend talks held by HA local branches for free, plus exclusive members' webinars and short courses, and a variety of other benefits. Find out more at history.org.uk/membership

HA diary dates

September 2023

- 12 **Fighting for sovereignty: the Ottoman Empire and the First World War**
Mustafa Ibrahim
North London
- 12 **Why Wellington won – and Napoleon lost – the Battle of Waterloo**
Professor Michael Clarke
Ealing
- 13 **Warren Hastings, the 'Fourth Estate' and the speeches of Richard Brinsley Sheridan, politician and playwright**
Professor Martyn Powell
Nottingham
- 14 **The church in a hillfort**
Nuneaton
- 14 **YorkClio teachers' event Connections: York – slavery – industrial Britain**
York & North Yorkshire
- 16 **Guided visit to Fireground – Greater Manchester's Firefighting story**
Manchester & Liverpool
- 16 **Remembering the Reformation**
Professor Alexandra Walsham
Swansea
- 21 **The East India Company: the corporation that changed the world**
Dr John McAleer
Chichester
- 23 **Henry VII and the Tudor Pretenders – after a short AGM**
Nathen Amin
Essex
- 23 **History and heritage fair**
Swansea
- 23 **History day (in collaboration with RISW)**
Swansea
- 25 **AGM & History – a journey to teaching**
Harry Scott
Gloucestershire
- 26 **The people of 1381**
Professor Helen Lacey and Professor Adrian Bell
West Surrey
- 27 **Taunton Court Leet**
Bill Morris
Taunton Deane
- 27 **AGM**
Isle of Wight
- 28 **Making a superpower – the Stalinist revolution 1928–45**
Alan Marchant
Bedford
- 28 **Evelyn Waugh and the Hypocrites Club**
David Fleming
Richmond & Twickenham
- 28 **The restless republic: Britain without a crown**
Dr Anna Keay
Bath

28 **Crossing Borders. Changing the World?**
Dr Daniel Laqua & others
Tyneside

29 **The history of the magistracy**
Lynne Tippett
Gwent

October 2023

02 **Very modern history: political and economic effects of recent climate change**
Mid Trent

03 **War and Russian imperial expansion, ca. 1830-1914: the case of central Asia**
Dr Alexander Morrison
Plymouth

04 **40 Years of Jorvik Viking Centre**
Dr Chris Tuckley
Hull and East Riding

04 **The Impact of 1984–85 Miners' Strike on mining communities and their families**
Professor Emeritus Robert Gildea
Bristol

05 **The Temperance Movement in Victorian Britain**
Professor David Beckingham
Sheffield

05 **Disraeli**
Beckenham & Bromley

05 **Saxons, Vikings and the written word in ninth century England (preceded by branch AGM)**
Dr Rob Gallagher
Canterbury

07 **Fear and Loathing in the Heavens. The 1910 Return of Halley's Comet**
Dr Richard J Goodrich
Central London

09 **An insight into modern-day Belarus**
John Davis
Mid Trent

09 **Fear and loathing in the heavens: the 1910 return of Halley's Comet**
Richard J. Goodrich
Lincoln City

10 **The incredible middle ages: food, status and performance in medieval society**
Professor Andrew Jotischky
North London

10 **Sixth Form Evening: Russia's colonial allergy, from central Asia to Crimea**
Dr Alexander Morrison
Ealing

10 **The hunt for traitors in the Great War**
Professor Mark Cornwall
Portsmouth

10 **Going to church in medieval England**
Emeritus Professor Nicholas Orme
Taunton Deane

11 **Spies and the Cold War – did they make the world safer or more dangerous**
Professor Richard Aldrich
Isle of Wight

11 **The American Revolution as an Imperial Event**
Professor Stephen Conway, UCL
Winchester

12 **Armageddon – surgical challenges in World War One**
Michael Crumplin
York & North Yorkshire

12 **Coronation of King Charles III in historical perspective**
Dr David Crankshaw
Bedford

13 **Political Prophecy and the Wars of the Roses**
Dr Joanna Laynesmith
Reading

14 **Roman Britain: mysteries of the missing mosaic, a misplaced milestone**
Clive Ashman
Essex

14 **Thomas Carlyle (the James Clarkson memorial lecture)**
Owen Dudley Edwards
Glasgow & West of Scotland

14 **Burton history saturday: local monasticism**
Richard Stone
Mid Trent

14 **The East German revolution of 1989**
Dr Gareth Dale
Hertfordshire

16 **The Russian Revolution of 1917**
Dr George Gilbert
Bournemouth, Poole & Christchurch

17 **The gentleman's magazine: a panorama of Georgian England**
Julian Pooley
West Surrey

17 **Unhappy finale to colonial rule in British Central Africa, 1938–60s – struggles over power and colonial development**
Alan Cousins
Plymouth

18 **Bears in Shakespeare's England**
Professor Hannah O' Regan
Nottingham

18 **The 1620 Mayflower Voyage and the English settlement of North America**
Martyn Whittock
Buckinghamshire

19 **The Mayans and Aztecs**
Ian Mursell, Mexiclore
Hampstead & NW London

19 **Banners in British Left-Wing Politics since 1800**
Kerry Love
Northampton

19 **Blood and gunpowder: the building of Box Tunnel**
Dinah Starkey
West Wiltshire

19 **Richard III and the Battle of Bosworth**
Professor Anne Curry
Chichester

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- 20 **Remembering the Reformation**
Professor Alex Walsham
Bedford
-
- 21 **Blue plaques of Swansea**
Gary Gregor
Swansea
-
- 21 **Postwar Ukrainian Waffen-SS refugees in Britain**
Peter Brookes
Manchester & Liverpool
-
- 23 **A tool of empire? rethinking railway history in colonial south Asia**
Dr Aparajita Mukhopadhyay
Gloucestershire
-
- 26 **Colonialism: an assessment**
Nuneaton
-
- 26 **Henry the third**
Professor David Carpenterr
Richmond & Twickenham
-
- 26 **The impact of the 'girl conchies': female pacifists in World War II**
Steve Illingworth
Bath
-
- 27 **Voices of 1842**
Ben Price
Gwent

November 2023

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- 01 **Widows of the ice: the women hat Scott's Antarctic expedition left behind**
Anne Fletcher
Isle of Wight
-
- 02 **Workhouse chaplains during the early years of the New Poor Law**
Dr Samantha Shave
Sheffield
-
- 06 **A fallen eagle: the mystery of the 9th Legion**
Dr Andy Fear
Bolton
-
- 06 **Propaganda or art? the attempts to control film production in contemporary Russia**
Laura Todd
Lincoln City
-
- 07 **Canterbury branch sixth form debate**
Canterbury
-
- 08 **Visit to Bletchley Park**
Beckenham & Bromley
-
- 08 **The early years of the Nazi Party and the Munich Putsch of 1923**
Dr Nicholas Terry
Taunton Deane
-
- 08 **A place to rest ... in peace (The history of two central Nottingham cemeteries)**
Kevin Powell
Nottingham
-
- 08 **The Only Good of an Execution: The Condemned Sermon at Newgate, 1799–1865**
Professor Hilary Carey
Bristol
-
- 08 **Intelligence and Anglo-Irish relations – the long view**
Dr Tony Craig
Winchester
-
- 09 **The Great Debate**
Sheffield

-
- 09 **1794 Saving the New Republic: the suppression of the Whiskey Rebellion and victory in the Indian Wars**
Emeritus Professor Robert Thurston
Bedford
-
- 09 **Humanitarianism in the First World War**
Dr Marina De Perez De Arco
Canterbury
-
- 10 **The Jagiellonians (1377–1596): from Pagan tribe to High Renaissance Dynasty**
Professor Natalia Nowakowska
Reading
-
- 11 **The cultural history of empire and global sports**
Professor John MacKenzie
Glasgow & West of Scotland
-
- 11 **Burton History Saturday: local monasticism**
Richard Stone
Mid Trent
-
- 11 **Oliver Cromwell: hero or villain?**
Dr David Smith
Hertfordshire
-
- 13 **A glorious irrelevance: Waterloo reconsidered**
Professor Charles Esdaile
Gloucestershire
-
- 13 **Letters from exile: William Bankes and the re-making of Kingston Lacy**
John Hubbard
Bournemouth, Poole & Christchurch
-
- 14 **Social capital; merchant capital; not enough capital? Richard Arnold, his neighbours and the social networks of trade in late 15th century London**
Dr Justin Colson
North London
-
- 14 **Elizabeth Dreams**
Prof. Helen Hackett
West Surrey
-
- 14 **Mill Prison, Plymouth: captives and captors**
Barbie Thompson
Plymouth
-
- 14 **Annual Remembrance Lecture: Vietnam 1950–75**
Ted Green
Mid Trent
-
- 14 **Wargame women: the women's Royal Naval Service and the Western Approaches Tactical Unit during the Battle of the Atlantic**
Dr Sarah-Louise Miller
Ealing
-
- 14 **Misunderstanding and mistrust : Anglo-Russian relations during the time of the Romanov Tsars 1613–1918**
Stephan Roman
Portsmouth
-
- 15 **Schools and scholars A-level history day**
York & North Yorkshire
-
- 15 **The Bristol heat of the Great Debate for school and college students**
Bristol
-
- 15 **The gangs of Medieval Cairo**
Dr Steve Tibble
Cardiff
-
- 15 **A History of the Republic of Biafra: law, crime and the Nigerian Civil War**
Professor Samuel Fury Childs Daly
Buckinghamshire

-
- 16 **1942 Britain at The Brink**
Taylor Downing
Hampstead & NW London
-
- 16 **Samuel Taylor Coleridge in Wiltshire**
Nick Baxter
West Wiltshire
-
- 16 **The Eurovision Song Contest and its politics in post Cold War Europe**
Dr Catherine Baker
Hull and East Riding
-
- 16 **History, climate change and the relationship between the past, present and future**
Dr Alison Kitson
Beckenham & Bromley
-
- 16 **Byzantium, the forgotten empire**
Professor Jonathan Harris
Chichester
-
- 18 **Cycling and early motoring in North West England**
Dr Craig Horner
Manchester & Liverpool
-
- 18 **A day trip to Saltaire and Bradford**
Sheffield
-
- 18 **Politics and the past: statues and monuments in modern Europe**
Dr Simon John
Swansea
-
- 23 **FDR: America's greatest president**
Nuneaton
-
- 23 **The Empress Maria Theresa**
Richard Bassett
Richmond & Twickenham
-
- 23 **The life and legend of the Sultan Saladin**
Professor Jonathan Phillips
Bath
-
- 24 **Tom Mitford**
Will Cross
Gwent
-
- 29 **Justice and the governance of England under the early Tudor kings, 1485–1547**
Dr Laura Flannigan
Winchester
-
- 30 **Jonathan Swift's servants and eighteenth century Ireland**
Dr. Catriona Kennedy
Sheffield
-
- 30 **The Great Debate**
Nuneaton

December 2023

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- 02 **DEBATE: Who most exploited the July Crisis of 1914?**
Essex
-
- 04 **The Great Debate Bolton Heat and 'The Class of '37'**
Professor Hester Barron and Professor Claire Langhamer
Bolton
-
- 04 **The Great Debate**
York & North Yorkshire
-
- 04 **Cecil Rhodes, Britain and building an empire in Africa**
Dr ChrisPrior
Bournemouth, Poole & Christchurch
-
- 04 **Learning to hate in ancient Rome**
Jack Lennon
Lincoln City

05	Enlightenment, abolition and emancipation. rethinking the British anti-slavery movement, 1780–1840 Professor Lawrence Goldman <i>West Surrey</i>	14	How to get to Heaven in Early Modern England <i>Nuneaton</i>	13	Scottish standing stones Martin Morrison <i>Glasgow</i>
06	The real rugby story behind the Myths and Legends Angus Hamilton <i>Taunton Deane</i>	16	'From Sweeney Todd to Varney the Vampire: Popular Literature in the Age of the Chartist, 1830-1850' Professor Rohan McWilliam Anglia Ruskin University <i>Hertfordshire</i>	15	Uniting to win, dividing to rule? Edward IV's Seizure of Power 1461 Dr Gordon McElvie <i>Bournemouth, Poole & Christchurch</i>
06	The scramble for China in the nineteenth century Professor Robert Bickers <i>Bristol</i>	20	Malice in Wonderland? Looking for evidence of conflict, violence and warfare in Minoan Crete Dr Barry Molloy, Assoc Prof, School of Archaeology, Univ College Dublin <i>Buckinghamshire</i>	16	The evolution of Holocaust education in Britain Dr Simon Butler <i>Gloucestershire</i>
07	Members' Christmas celebration Robert Campbell <i>Bath</i>	21	Annual General Meeting <i>Chichester</i>	17	The abuse of history: the case of Palestine Professor Ilan Pappé <i>Bristol</i>
07	Annual branch dinner <i>Sheffield</i>	January 2024		17	King Alfred and Mercia Professor Barbara Yorke <i>Buckinghamshire</i>
07	The Christmas Story in Medieval Art <i>Beckenham & Bromley</i>	06	Oliver Cromwell: Hero or Villain? Dr. David Smith. Cambridge University <i>Essex</i>	18	Masada John Levy <i>Hampstead & NW London</i>
07	Boston Tea Party Dr Ben Marsh, University of Kent <i>Canterbury</i>	09	Feeding Civilians and Saving the Family: Consumption, Charity and the State in Belgium and Britain during the First World War Chloe Pieters <i>North London</i>	18	Great Debate, Northampton Heat <i>Northampton</i>
08	The Gentleman's Magazine: a panorama of Georgian history Julian Pooley <i>Reading</i>	09	Cnut the Great: King of the English Professor Ryan Lavelle, Professor in Early Medieval History, University of Winchester <i>Ealing</i>	18	Monmouth Rebellion <i>West Wiltshire</i>
09	Christmas tales and traditions Debra John <i>Swansea</i>	09	Why Elizabeth I never married Professor Hoyle, University of Reading <i>Portsmouth</i>	18	Aztecs abroad: the indigenous American Discovery of Europe Dr Caroline Dodds Pennock <i>Bath</i>
09	Mayors of Greater Manchester since 1835 Dr John Garrard <i>Manchester & Liverpool</i>	10	'One Hundred Years On – Revisiting Britain's First Labour Government' Professor James Thompson <i>Taunton Deane</i>	18	Fish and chip supper followed by: Our moon – magnificent desolation Hugh Alford <i>Beckenham & Bromley</i>
09	Return of the King: James VI's visit to Scotland in 1617 Dr Steven Veerapen <i>Glasgow & West of Scotland</i>	10	Byzantium the Forgotten Empire Professor Jonathan Harris, Professor of the History of Byzantium, Royal Holloway, University of London <i>Isle of Wight</i>	20	Elizabeth Andrews: working class warrior Non Thomas <i>Swansea</i>
09	Burton History Saturday: Local Monasticism Richard Stone <i>Mid Trent</i>	10	Henry VI and the origins of the Wars of the Roses Dr James Ross <i>Winchester</i>	20	The real 'King' Arthur: a northern warrior of the sixth century Dr Andrew Breeze <i>Manchester & Liverpool</i>
09	Winter Cambridge history day <i>Cambridge</i>	11	Sheffield and the Trans-Atlantic Slavery – 1640–1888 Dr Michael Bennett <i>Sheffield</i>	20	The heritage fair <i>Sheffield</i>
11	The world of the tavern in early modern Europe Professor Beat Kœāmin <i>Gloucestershire</i>	11	History at university seminar <i>Canterbury</i>	20	A History of Taiwan from the 2nd Opium War to the Present Dr Isabelle Cheng <i>Chichester</i>
12	Who wants to be a Trillionaire? Causes and consequences of the Weimar Hyperinflation Dr Christopher Dillon <i>North London</i>	11	How Britain broke the World, 1997–2021 Arthur Snell <i>Canterbury</i>	23	Doing history in public places: lessons from a historic England Project on Europe's largest psychiatric cemetery, in Surrey Dr Alana Harris <i>West Surrey</i>
12	Ealing Branch AGM & Christmas Social <i>Ealing</i>	12	100 years of Labour governments – 1924 to 2024? Professor Ben Jackson <i>Reading</i>	23	YorkClio subject leaders' event <i>York & North Yorkshire</i>
12	Histories and Geographies of the Manhattan Project Professor Kendrick Oliver, University of Southampton <i>Portsmouth</i>	13	Burton History Saturday: traditional sporting and recreational activities Dr Trevor James <i>Mid Trent</i>	25	How to survive a Mongol invasion – survival strategies at a time of conquest Dr Nicholas Morton <i>York & North Yorkshire</i>
13	English Views of Joan of Arc from the 15th to 21st Centuries Professor Anne Curry, Emeritus Professor of Medieval History, University of Southampton <i>Isle of Wight</i>	13	Religion and the First World War Roger Thompson <i>Hertfordshire</i>	25	Byzantium, Russia and Ukraine Professor Jonathan Harris <i>Richmond & Twickenham</i>
13	The Vikings in Wales Dr Rebecca Thomas <i>Cardiff</i>	13	Unbuilt Bath <i>West Wiltshire</i>	26	Evan Powell: the man who killed Sherlock Holmes Chris Parry <i>Gwent</i>
14	Unbuilt Bath <i>West Wiltshire</i>	29	Great Debate <i>Exeter & District</i>	31	Bristol branch pub quiz <i>Bristol</i>

February 2024

- 01 **How and why Ukraine became independent in 1991**
Andrew Bamford
Bedford
- 02 **Slavery, power and resistance: the history of the British slave trade in eight documents**
Dr Philippa Hellawell
Reading
- 03 **Colchester's Victorian doctors**
Dr Jane Pearson
Essex
- 05 **Artful dodgers: young offenders and youth justice in Victorian Britain**
Prof Heather Shore
Bolton
- 07 **The West Country's last line of defence: Taunton Stop Line**
Andrew Powell-Thomas
Taunton Deane
- 07 **Tudor espionage**
Professor Neil Murphy
Isle of Wight
- 08 **Childhood, race and revolution – Jean Amilcar – Marie Antoinette's adopted black boy**
Dr. David McCallum
Sheffield
- 08 **Canterbury Branch Annual Lyle Lecture**
Dr Doreen Rosman
Canterbury
- 08 **Presidential Lecture: Persecution and Toleration in Britain, 1400–1700**
Professor Alexandra Walsham
Beckenham & Bromley
- 10 **Burton History Saturday: traditional sporting and recreational activities**
Dr Trevor James
Mid Trent
- 10 **The rise of France to the reign of Philip Augustus**
Dr Eric Boston
Hertfordshire
- 10 **Remembering the Reformation: religion and memory in the 16th & 17th centuries**
Professor Alexandra Walsham
Glasgow
- 12 **Lincolnshire reimaged: towards a more inclusive framework for understanding the county's past**
Heather Hughes
Lincoln City
- 13 **Sentinels of the sea: the amazing history of lighthouses**
Mark Lewis
North London
- 13 **I give and bequeath to thee my third best petycote – English wills and attitudes to possessions c1540-1790**
Dr Laura Sangha
Plymouth
- 13 **In the shadows and under the cross: Roman Catholicism in early modern England**
Professor Alexandra Walsham
Ealing
- 13 **Dr James Thomas Memorial Lecture: Working and dying on Britain's railways, c.1890–1939**
Dr Mike Esbester
Portsmouth

- 14 **Locations of danger or delight? Elite women and the garden in early modern England**
Dr Ruth Larsen
Nottingham
- 14 **Ukraine and the Soviet politics of empire**
Dr Zbigniew Wojnowski
Winchester
- 15 **From Enslavement to Chivalry. The Conduct of War in the Middle Ages**
Em. Prof. John Gillingham, Em Prof of Medieval History, LSE
Hampstead & NW London
- 15 **'The Best Burglar in the County': the story of Joan Wake and the Northamptonshire Record Society**
Neil Lyon
Northampton
- 15 **Early crime and punishment in Wiltshire from medieval times to 19th century**
Terry Bracher
West Wiltshire
- 15 **The assassination of Alexander II**
Dr Daniel Beer
West Surrey
- 15 **Amphibious operations from Gallipoli to Overlord**
Dr Matthew Heasman
Chichester
- 17 **Marie Antoinette, a much maligned Queen?**
Richard Lewis
Swansea
- 17 **Roads to Rome: two thousand years of travel along the routes of empire**
Professor Catherine Fletcher
Manchester & Liverpool
- 17 **Morning in the 'Park'**
Sheffield
- 19 **The war in Ukraine: past is present**
Professor Christian Raffensperger
Gloucestershire
- 21 **Bristol Yarns (tall tales, urban legends, conspiracy theories and other things that aren't true)**
Eugene Byrne
Bristol
- 21 **Made by Labour**
Dr Martin Wright
Cardiff
- 21 **Slavery and the British economy**
Professor Martin Daunt
Buckinghamshire
- 22 **Remembering the Reformation**
Nuneaton
- 22 **Russian horses in war & revolution 1900–40**
Professor Simon Dixon
Richmond & Twickenham
- 22 **The north east corner: 300 years of freemasonry in Bath**
Malcolm Toogood
Bath
- 23 **'Welsh heroes' statues in Cardiff City Hall**
Brian Davies
Gwent
- 29 **'A fishbone in the throat' – navigating American Civil War memories in public spaces**
Dr Rachel Williams
Hull and East Riding

March 2024

- 02 **Aztecs and Mayas and the story of the Spanish conquest of Mexico**
Ian Mursell
Essex
- 04 **Punishing criminals in 18th century England**
Dr Julie Gammon
Bournemouth, Poole & Christchurch
- 06 **How to be a democrat in the classical Greek city**
Professor Lynette Mitchell
Taunton Deane
- 06 **The entry of women into the medical profession**
Dr Paul Bingham
Isle of Wight
- 07 **Plato and the legend of Atlantis**
Professor Angie Hobbs
Sheffield
- 07 **The origins of the Cold War**
Professor David Stevenson
Beckenham & Bromley
- 09 **Burton History Saturday: traditional sporting and recreational activities**
Dr Trevor James
Mid Trent
- 09 **The 1820 Rising**
Professor Gerard Carruthers
Glasgow
- 12 **Interpreting Stonehenge in 17th century England: landscape, monuments and memory**
Professor Alexandra Walsham
North London
- 12 **Why Gettysburg matters**
Professor Adam Smith
Plymouth
- 12 **The Arab revolt in Palestine in the 1930s**
Professor Matthew Hughes
Ealing
- 12 **Landing craft on D-Day**
Andrew Whitmarsh
Portsmouth
- 13 **The Crusades**
Nuneaton
- 13 **Digging, weaving and dancing: notes from a global history of everyday creativity in eastern Eurasia from 7th to 14th centuries**
Professor Naomi Standen
Winchester
- 13 **Artistic Invention in 14th-century Siena**
Professor Beth Williamson
Bristol University Bristol
- 14 **Alfred of Wessex and the Making of England**
Dr Toby Purser
Northampton
- 15 **The Damascus events: the 1860 Christian massacre and the reconstruction of Damascus**
Professor Eugene Rogan
Reading
- 16 **Manchester, the slave trade and slavery c1750–1833**
Professor Alan Kidd
Manchester & Liverpool

16	A day in Lincolnshire <i>Sheffield</i>
16	The Neath and Tenant Canals Restoration Project <i>Swansea</i>
16	The Italian Renaissance and links with France and England Professor Glenn Richardson <i>Hertfordshire</i>
18	Living with water in early modern England: exploring and understanding flooding in the past for the present and future Dr Hannah Worthern <i>Gloucestershire</i>
18	Presidential lecture: Generations and the English Reformations Alex Walsham <i>Exeter & District</i>
19	The French Revolution: a peasants' revolt Professor David Andress <i>West Surrey</i>
19	Remembering the Reformation: religion and memory in the sixteenth and seventeenth centuries Professor Alex Walsham <i>Plymouth</i>
20	Civil religion in the Enlightenment Dr Ashley Walsh <i>Cardiff</i>
20	Tsarist Eagle, Union Jack and Orange Shamrock. A clash of imperialisms during the British intervention in North Russia, 1918–19 Dr Nick Baron <i>Buckinghamshire</i>
21	The Historical Arthur Dr Andrew Breeze, Navarre <i>Hampstead & NW London</i>
21	Yesterday's runways – airfields of Oxfordshire, Wiltshire, Gloucestershire and The Cotswolds Bill King <i>West Wiltshire</i>
21	Post War childhood and the welfare state Dr Victoria Hoyle <i>Hull and East Riding</i>
21	Why did the Roman Empire become Christian? Frank Livesay <i>Bedford</i>
21	Black Britain before Windrush Dr Liam Liburd <i>Bath</i>
21	Sultan Saladin and the conquest of the Holy Land Professor Jonathan Phillips <i>Chichester</i>
27	Sir Edward Grey and the making of Modern Britain Professor TG Otte <i>Nottingham</i>
28	Why white liberals fail, race and southern politics FDR to JFK Professor Tony Badger <i>Richmond & Twickenham</i>
29	Dr William Price of Llantrisant Dean Powell <i>Gwent</i>

April 2024

08	Threshing among the people: Quaker print culture and local encounters in the English revolution Kate Peters <i>Lincoln City</i>
09	William and Mary and the effects of the Glorious Revolution on Britain Dr David Smith <i>North London</i>
09	Who Formed Britain's 'New Aristocracy of Talent' in the 18th century – and what did their advent signify? Emeritus Professor Penny Corfield <i>Ealing</i>
10	Victors' justice: the Nuremberg Trial and its legacies Professor Michael Biddis <i>Isle of Wight</i>
11	Clamosi Gloria Circi: Roman chariot racing Dr Andrew Fear <i>Sheffield</i>
11	Operation Compass: the first campaign in the Desert War <i>Nuneaton</i>
11	Visit to Strawberry Hill House <i>Beckenham & Bromley</i>
15	Oliver Cromwell – Hero or Villain? Dr David L. Smith <i>Gloucestershire</i>
15	Macedon after Alexander the Great De Annelies Cazemier <i>Bournemouth, Poole & Christchurch</i>
16	Did indigenous peoples shape Europe's global expansion? Professor Zoltán Biedermann <i>West Surrey</i>
17	Migration in an age of plague and warfare: england in the late middle ages Professor Brendan Smith <i>Bristol</i>
17	If you can remember the 1960s Professor Sarah Hill <i>Buckinghamshire</i>
18	Justinian Dr Eric Boston <i>Hampstead & NW London</i>
18	AGM followed by: Derbyshire well dressings Joan Harrington <i>West Wiltshire</i>
18	Fighting for the faith: the life and reputation of Thomas Percy, 7th Earl of Northumberland De Katy Gibbons <i>Chichester</i>
20	Sir Jules Thorn, the Man & his Empire Dr Jim Lewis <i>Essex</i>
20	A day in Ecclesfield <i>Sheffield</i>
20	Sad stories on the death of kings: from King John to Henry VIII John Richards <i>Swansea</i>
23	Wrecking and smuggling round Devon and Cornwall Dr Cathryn Pearce <i>Plymouth</i>

25	Darwin's troubled legacy Professor Jim Endersby <i>Beckenham & Bromley</i>
25	Remembering the Reformation Professor Alexandra Walsham <i>Richmond & Twickenham</i>
25	Hatshepsut: Egypt's female pharaoh Lucia Gahlin <i>Bath</i>
27	Spring Cambridge History Day <i>Cambridge</i>

May 2024

01	Fanny and George: two teenagers at Waterloo Mike Robinson <i>Bristol</i>
02	Donald Trump and the Remaking of American Political Religion David Waller <i>Northampton</i>
02	Visit to historic Burton Leander Rowing Club (founded c1847) <i>Mid Trent</i>
02	How editing all the recorded words of Oliver Cromwell has changed our view of God's Englishman Professor John Morrill <i>Canterbury</i>
03	Guided Visit to Walsall Arboretum (to celebrate its 150th birthday) <i>Mid Trent</i>
09	How indigenous Americans discovered Europe Dr Caroline Dodds Pennock <i>Sheffield</i>
09	The Bastille <i>Nuneaton</i>
11	Guided visit to Clayton Hall <i>Manchester & Liverpool</i>
11	A day in Leeds <i>Sheffield</i>
12	Bristol Local History Walk – Bristol Harbour Robert Pritchard <i>Bristol</i>
13	Utilitarianism and government: the influence of Jeremy and Samuel Bentham, 1780–1830 Roger Morris <i>Gloucestershire</i>
13	The histories and geographies of the Manhattan Project Professor Kendrick Oliver <i>Bournemouth, Poole & Christchurch</i>
13	A space on the side of the Silk Road: everyday life and global encounters in medieval Armenia (13th–14th centuries) Kate Franklin <i>Lincoln City</i>
14	Byzantium the forgotten empire Professor Jonathan Harris <i>Portsmouth</i>
14	'D-Day 6 June 1944' 80 Years on: twisting the history of the longest day Dr Harry Bennett <i>Plymouth</i>
14	'An Irish Louvain': memories of 1914 and the moral climate in Britain during the Irish War of Independence Dr Edward Madigan <i>West Surrey</i>

14 Robespierre and the French Revolutionary Terror Professor Marisa Linton <i>Ealing</i>	23 Napoleon: the famous delinquent <i>Beckenham & Bromley</i>	13 Routes of resistance: France, Britain and legacies of the Second World War Dr Andrew Smith <i>Chichester</i>	
15 James I and VI (title to be confirmed) Dr Alexander Courtney <i>Buckinghamshire</i>	23 Joan of Navarre: infanta, duchess, queen & witch? Dr Ellie Woodacre <i>Richmond & Twickenham</i>	15 How much do you know about Wales and the Welsh? Alun Griffiths <i>Swansea</i>	
16 1016–1066: why the Vikings caused the Norman Conquest Martyn Whittock <i>West Wiltshire</i>	24 A two night stay in Bristol and Bath <i>Sheffield</i>	15 Branch summer outing <i>Buckinghamshire</i>	
16 1708! Queen Anne's London brought to life Professor David Fairer <i>Hull and East Riding</i>	29 Foresters, hunters, and trespassers: women in the medieval English forest Professor Louise Wilkinson <i>Nottingham</i>	22 A morning walk around Broomhill, Sheffield <i>Sheffield</i>	
16 The feminine touch in the late Roman Republic: the women of Mark Antony and Octavian Dr Carey Fleiner <i>Chichester</i>	June 2024		
17 Persecution and toleration in Britain 1400–1700 Professor Alexandra Walsham <i>Winchester</i>	02 Coach outing to Layer Marney Tower and Colchester <i>Beckenham & Bromley</i>	27 Rum, sodomy, prayers and the lash revisited: Winston Churchill and social reform in the Royal Navy, 1900–15 Professor Matthew Seligmann <i>Beckenham & Bromley</i>	
18 Celtic Paganism Professor Andrew Breeze <i>Essex</i>	06 Civil War medicine Professor Susan-Mary Grant <i>Sheffield</i>	29 Summer Cambridge history day <i>Cambridge</i>	
18 Midsummer London Walk Kate Boyle <i>Beckenham & Bromley</i>	06 Canterbury branch CPD day for teachers of KS2 and KS3 history <i>Canterbury</i>	July 2024	
18 Medieval warfare: romance and reality Professor John France <i>Swansea</i>	11 Anarchists, fenians, nihilists!: London and the first 'Age of Terror' 1867–1909 Dr James Crossland <i>Ealing</i>	06 The President's Lunch <i>Sheffield</i>	20 Swansea and the Second World War Bernard Lewis <i>Swansea</i>

To be included in the spring 2024 listings, please upload your branch meetings to www.history.org.uk by 31 January 2024

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Ealing Simon Cockshutt simoncockshutt@btinternet.com	North-West Ulster Dr E O'Connor 02871 375 211 – PEJ.OConnor@ulster.ac.uk	York & North Yorkshire Ms S Sheils 01904 424 219 – sarsheils@yahoo.co.uk
Essex Liz Cadzow 01245 256892 – www.essexbranchha.com		



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ANNUAL 2024 CONFERENCE

FRIDAY 10 & SATURDAY 11 MAY 2024

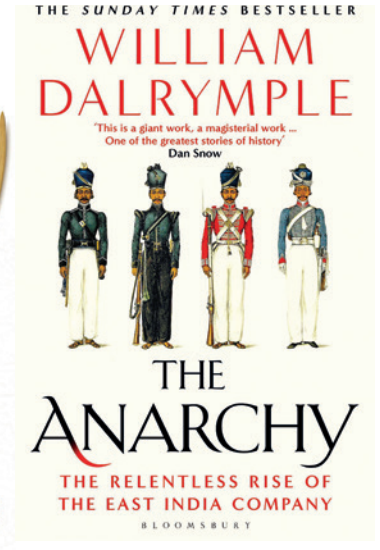
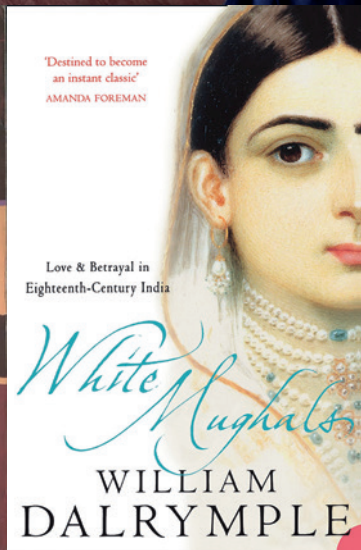
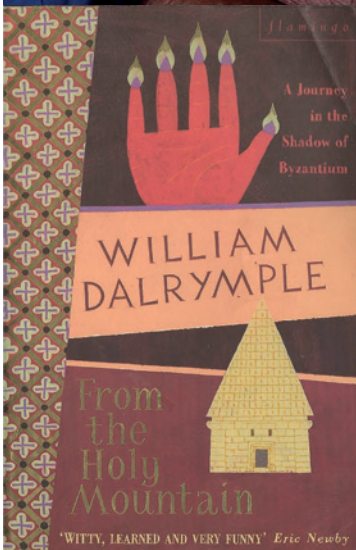
The Eastside Rooms, Birmingham



We are delighted to announce that the Saturday morning keynote speaker will be the hugely acclaimed historian, writer, curator and broadcaster William Dalrymple CBE.

His award winning books include:

- *From the Holy Mountain: A Journey in the Shadow of Byzantium*
- *White Mughals*
- *Return of a King: The Battle for Afghanistan*
- *The Anarchy: The Relentless Rise of the East India Company*



Register your interest at conference@history.org.uk