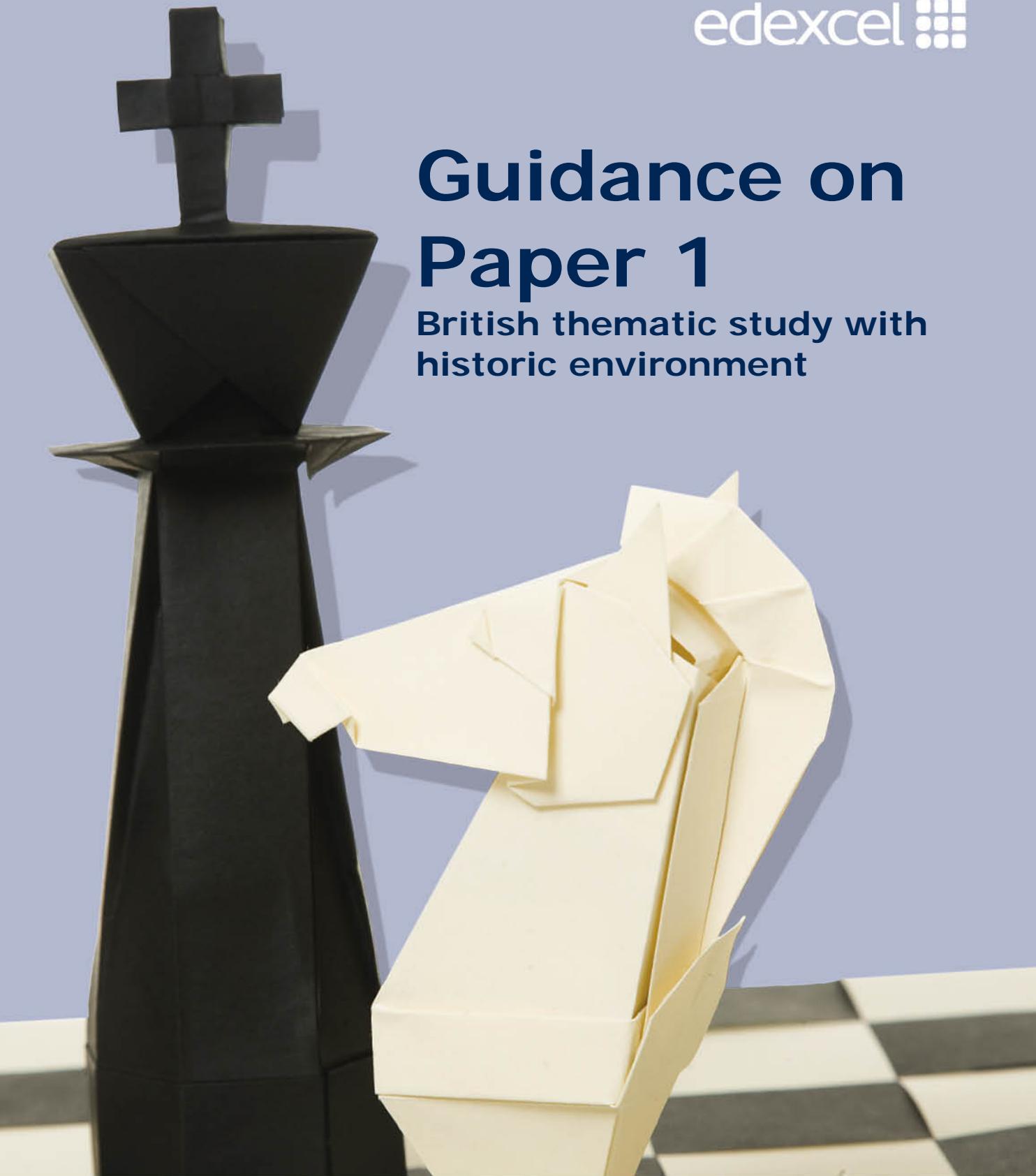


# Guidance on Paper 1

**British thematic study with  
historic environment**



**GCSE (9-1) History**

**Pearson Edexcel Level 1/Level 2 GCSE (9-1) in History (1H10)**

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# GCSE History 2016: Thematic studies and historic environment

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## Thematic study requirement

The changes to the requirements for the new GCSE History specifications mean that all courses will include a thematic study. It is recognised that many teachers will be teaching a thematic study for the first time at GCSE and this support is aimed particularly at those teachers, although the ideas are relevant to everyone teaching this course.

The DfE History GCSE Subject Content requirement for thematic studies is given below.

Thematic studies should require students to understand change and continuity across a long sweep of history, including the most significant characteristics of different ages. They should reveal wider changes in aspects of society over the centuries and allow comparisons to be made between different periods of history.

### How does this develop historical skills?

The study of history often focuses heavily on change but the study of a longer timescale allows students to understand that change can occur at different rates and that change can co-exist with continuity.

Students will appreciate the role of factors which both prompt and influence change but they will also develop an understanding that 'change' is not always the same as 'progress' and that key changes may be dependent on long-term developments.

They will gain a better understanding of the importance of social attitudes and values and gain a deeper understanding that a factor may play a significant role in one time period but a minor role in another.

These are all important aspects of historical understanding which are difficult to develop when studying shorter timescales of c50 years. It is only the Thematic Study which requires students to study change and continuity over a period of centuries.

The Thematic Study can also offer a framework which allows students to locate the British Depth Study and develop a sense of chronology where they can appreciate the time difference from the British Depth Study to the Modern Depth Study.

### How does this work in practice?

These thematic studies should be seen *not* in terms of coverage of an extended period, but as the *tracing of significant threads in the theme across the chronological range*.

From Edexcel's *Getting Started* guidance

To avoid overloading the student, we have identified two key strands which run throughout all four of the chronological periods. The strands for each option are listed here.

#### *Option 10: Crime and punishment in Britain, c1000–present*

- 1 Nature and changing definitions of criminal activity
- 2 The nature of law enforcement and punishment

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### *Option 11: Medicine in Britain, c1250–present*

- 1 Ideas about the cause of disease and illness
- 2 Approaches to prevention and treatment

### *Option 12: Warfare and British society, c1250–present*

- 1 The nature of warfare
- 2 The experience of war

In the specification, each thematic study begins with an introductory section headed 'The process of change'. This explains the content focus and identifies the relevant concepts and factors that students need to understand and that must be incorporated into the teaching. This introduction indicates that, in studying the content defined in strands 1 and 2, students should understand the following key elements:

- How key features in the development of Crime and punishment/Medicine/ Warfare were linked with the key features of society in Britain in the periods studied.
- The nature and process of change including:
  - understanding patterns of change, trends and turning points
  - the *influence of factors* inhibiting or encouraging change within periods and across the theme.
- How factors worked together to bring about particular developments at particular times.

For example:

Teaching focus	Option example
<i>how key features in the development of crime and punishment were linked with the key features of society in Britain</i>	Key feature of society: The impact of industrialisation and the growth of towns in the nineteenth century Linked development: The breakdown in community law and order and the growth of a professional police force
<i>understanding patterns of change in medicine through time</i>	Trends in medicine in the twentieth century: improvements in diagnosis of illness, using new technologies Turning point in medicine in the nineteenth century: a new approach to prevention after Pasteur's development of the germ theory
<i>influence of factors in warfare through time</i>	The roles of science and technology in improving weaponry throughout the period: use of gunpowder, development of muskets and heavy artillery, chemical and nuclear weapons
<i>how factors worked together to bring about particular developments in medicine through time at particular times</i>	The development of penicillin in the mid-twentieth century: The combined roles of individuals (Fleming, Florey and Chain), government (funding), attitudes (wartime priorities), science and technology (new freeze-drying techniques in industry)

The factors are defined for each option, and their influence (in hindering or advancing change) should be explored as appropriate (i.e. where they were influential in developments) when the defined content is taught. For example, in option 10 (Crime and punishment), in the period 1500–1700 the influence of the Church is one factor which is significant when approaches to witchcraft are taught; in option 11 (Medicine) in 1900 to the present, the influence of science and technology is a factor playing a part in the improvements in diagnosis.

### **Case studies**

These have been selected for more detailed study. Case studies are defined as a third aspect for study in each period, under strands 1 and 2. They should be used, as appropriate, to analyse the role of factors and to exemplify in context the threads defined in strands 1 and 2. Every case study will not be capable of illustrating all factors and all elements of the content strands, but they should be explored as appropriate. For example, in option 11 (Medicine) the case study on William Harvey provides opportunities to exemplify from strand 1 'a scientific approach', 'the work of the Royal Society', and from strand 2 'continuity in approaches to treatment'. The roles of factors – individuals, technology and contemporary attitudes – could be explored. The case studies also provide opportunities to make detailed comparisons over time. For example, the case studies in option 12 (Warfare) of the battle of Waterloo and trench warfare on the Western Front allow for comparison across periods on the nature of warfare and use of weaponry.

## Teaching approaches

We asked some experienced teachers about the approaches they've taken in teaching an SHP development study in the past and their advice for teachers who've never taught a thematic study at GCSE before.

### Ed Waller, St Anne's School

#### How do you structure the development/thematic study at your school?

In a unit that covers such a long period of time, the best approach to my mind is chronological. The specification has four elements which can be 'filed' under simple labels: Medieval, Renaissance, Industrial and Modern. Breaking information down into more manageable time zones gives students a ready frame of reference for the content. I always start from the students' own knowledge (of medicine): what do you know about how doctors work? The profile of wars and crime in mainstream media should provide students with an understanding of those themes, too. ... The rest of the course becomes 'how did we get here?'

I'd always go back to the situation prior to the Middle Ages. ... It's unlikely that progress is linear and smooth. As such within each time zone we examine the narrative of the period – what happened with respect to our theme and explanations of key moments and the roles of individuals.

#### How do you develop students' understanding of change and continuity over the broad period covered by a development/thematic study?

Having broken the theme into times, mapping the factors that led to (or prevented) change is also useful: technological advance, scientific development, the church, changes to government. At the end of each time zone, I ask students to evaluate change since the previous time zone with a simple assignment: How far would you agree there was more continuity than change? This requires them to 'list' elements of each, and work out which of them 'weighs' more (which also serves as preparation for Q5/6). As the course progresses, you can amend these slightly to mirror SAM questions.

You should then be in a position to trace (Living graphs as a start? Mini timelines?) the components of change in a review at the end. For good measure we add 'Facebook' or 'wiki' entries for the key characters bragging about their achievements. Balloon debates can then follow. You can do the same for the factors.

With these foundations, the 'historic environment' becomes an extended case study showing the state of play at a given time.

#### What advice would you give to a teacher who's never taught a development/thematic study at GCSE before?

What looks like a mountain of information is merely a series of molehills. 'Chunking' works for teachers as much as students. Take one time zone and focus keenly on what change and continuity you are to cover; repeat until finished.

**Sally Thorne, Head of History, Matravers School**

**How do you structure the development/thematic study at your school?**

Our approach to the thematic study has always been to teach it as quickly as possible. The amount of content can be daunting and it is really easy to get bogged down in the details; but in my experience, teaching it through with pace and then revisiting shortly before the exam has been a successful strategy. In the past we have devoted up to two terms of year 10 to the thematic study; with the new spec we will be aiming to cut that down to half the year.

The most common approach to the thematic study is to teach it chronologically and this certainly helps pupils get a good feel for each different time period. However, a few years ago I started teaching the Crime and Punishment study thematically, for a change. I started by doing a broad recap of British history covering the whole time period we would be studying, to remind my students of the background to the course they had learned at Key Stage 3 – medieval monarchs, the Industrial Revolution and so on. We then took a theme at a time, starting with crimes, and went through each time period focusing on that theme. This really helped students to get a grasp on change and continuity over time because they moved through the time periods quickly, which is even more important given the new question styles on the GCSE paper. It also gave me an opportunity to recap each theme as I went through the next one. Finally, it seemed to help students obtain a better understanding of the chronology.

Teaching thematically meant a bit of extra work for me initially, because all the textbooks are set out chronologically; however, I think it is definitely worth doing and will probably attempt to teach the new Medicine unit thematically from 2016.

**What advice would you give to a teacher who's never taught a development/thematic study at GCSE before?**

My best tip for teaching the thematic study is not to get too mired in the stories. This is really difficult because there are some really great stories for all of the thematic units! It's important to find a good balance between that precise, detailed information the examiner will be looking for and easy narrative that students will remember and regurgitate regardless of what the question is asking. There are lots of online resources that tell the stories very well and these are easily accessible for students to read around the events [and changes] in their own time. Aim to keep your classroom time for the broad narrative, picking up the themes and factors, and focusing sharply on change and continuity.

My second best tip? Recap, recap, recap. The more often you can go over the topics and have students make links between themes, the better. I do Crime and Punishment starters all the way through year 11, even though we're studying different topics. Don't let them forget it!

**Rebecca Jarvis, Head of Humanities, Richard Lander School**

**How do you structure the development/thematic study at your school?**

Having taught the Crime and Punishment development study for a number of years I have taught the unit in both a thematic and chronological way and there are merits in both approaches. Some students, and indeed teachers, will feel more comfortable with a chronological approach but some may find a thematic approach more helpful, particularly if students are already used to studying a thematic unit from their KS3 studies. If you do not currently include thematic studies/exercises at KS3 this may well be something to consider building in for future year groups.

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When teaching the unit chronologically it is important to outline the key themes at the start and end of each time period. This can be done by creating a contents page at the beginning of each time period highlighting how each topic fits into a key theme. Getting students to go back over their work and colour-code it into key themes at the end of each time period for revision is also a useful exercise.

If you do decide to teach the unit thematically, it is important to make sure you also include lessons which introduce the key contextual knowledge relevant to each time period as you cover each theme.

### **How do you develop students' understanding of change and continuity over the broad period covered by a development/thematic study?**

Timelines in a variety of different formats are vital to helping students understand change and continuity in a thematic study. A useful introduction would be to look at the punishments through time activity available on the Thinking History website [see resources list below] to help students see how the unit will be structured from the very beginning of the course.

Students can be overwhelmed by the plethora of dates they encounter in their thematic study, therefore it is vital that their confidence in this area is developed right from the start. Some ideas I have found useful are creating thematic timelines of key changes for students to stick in their books and learn; simple fill in the blanks timeline exercises that students can complete over and over again at various points has also been something that our students have found useful, particularly when it comes to revision. For less able students activities where they have to put key changes into the correct order are just as helpful if lots of dates may end up being more confusing for them.

I have always found trying to develop thematic timelines of change and continuity with key factors in as many different ways as possible helpful to students. Mini card sorts, whole class circle time, giant chronological and thematic timelines that the whole class can be involved in often work well as starter and plenary activities at various points in the course and help students to feel more confident about the concepts of change and continuity over time.

### **What advice would you give to a teacher who's never taught a development/thematic study at GCSE before?**

Try to ensure that your students see the big picture right from the start by completing some kind of overview exercise outlining all the key themes they will study and try to make sure that their notes are organised in a way that is easy for them to see key themes and change and continuity. Some students will inevitably struggle to see the big picture initially and this can lead them to feel quite daunted by the large period of time covered in this unit in comparison to the others they study.

It is likely everything will come together for these students at the end when they can look back and see how everything fits together. However, it will be useful for you to identify who these students are likely to be early on and build in extra activities, such as timelines, for them to complete on a regular basis. Hopefully this will help them begin to feel more confident about the course. Finally, a wall display with key factors for change and key dates is also useful to have up to refer to throughout the study.

**Kate Hooper, Second in the History Dept, Rochester Grammar School****How do you structure the development/thematic study at your school?**

We have a three-year Key Stage 4 and as we start with the thematic study, we're covering this material in year 9. For us, it is important to move fairly quickly through the content and then revisit it at regular intervals so that students don't forget it completely.

At the start of each period we do a quick overview to provide some context and also to get a sense of chronology. We also provide students with a checklist based on the specification so that they can keep track of what they need to learn.

We colour-code worksheets and hand-outs for each of the four periods and we approach each period in the same way: strand 1, strand 2, the factors. We fit the case studies in wherever seems most appropriate. So we would start with the Middle Ages (colour-coded green because many of the medicines used are herbal remedies) and look at ideas about the cause of illness – supernatural and religious ideas, Hippocrates' Theory of Four Humours and miasma. We then use sources on the Black Death to exemplify these ideas. Then we take each of these ideas and look at how it influenced what they did to prevent and to treat illness, so the religious ideas led to prayer, pilgrimage and flagellation being used in an attempt to prevent illness and prayer being used in treatment. Again, we make links to the Black Death wherever possible. After that, we look at the provision of care and the role of the physician etc. and the role of factors, focusing on the three named in the specification – this is a nice opportunity for small-scale group presentations.

This all needs to move fairly quickly and we try not to get bogged down in detail. Although we'll briefly mention change and continuity as we go, it won't be a focus in year 9 until we revise for end of year school exams. In year 10 when we revise for end of year school exams we'll do lots of timelines and sequencing card sorts focusing on the broad sweep of change and continuity. Questions in the new specification will not focus on anything less than 100 years so we'll stress the need to put changes in long-term context and whether a change was a turning point (good opportunity for class debates).

When we revise in year 11, we ask to see students' revision notes and encourage them to present the content in a new format – charts, pictures, mind maps etc. We often set up groups to look at the content of specific periods and then do 'jigsaw' groups which contain one person representing each period in order to collaborate on issues of change and continuity.

**How do you develop students' understanding of change and continuity over the broad period covered by a development/thematic study?**

We establish basic chronology in year 9 and identify key changes, dates, people and ideas for each period. Then we draw it together and start to look at change and continuity at the end of year 9. The fact that we colour-code each period and always cover the material in the same order makes it easier for students to find the relevant content when we start to do this. After that, each time we revise, the focus is always on change and continuity and the key second-order concepts identified in the specification.

'Odd one out' starter activities and comparison charts help to reinforce contextual knowledge of a period while timelines can demonstrate different rates of change. Giving one group the task of demonstrating continuity from one period to the next and another group the task of demonstrating change is a useful revision exercise and good preparation for a debate. Able students could be challenged to

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define the criteria which will be used to decide whether change or continuity was more significant.

### What advice would you give to a teacher who's never taught a development/thematic study at GCSE before?

Don't feel overwhelmed or get bogged down in detail. Remember this is not the same as the previous examination and questions now will always cover a period of at least 100 years – this is about broad sweeps of change and continuity.

Focus on the strands, case studies and useful examples. ... Examination questions will require students to discuss three examples in their answer. Therefore students who have in-depth knowledge of two examples will not score as highly as students who have less depth but broader coverage and can give three examples.

## Common barriers and pitfalls

### Chronology

The biggest problem students have in a Thematic Study is dealing with chronology. They **must** understand terms such as the nineteenth century and know that a reference in the question to the outbreak of cholera in 1854 was during the nineteenth century. In the current specification there are too many cases where students fail to score any marks because the question was about the nineteenth century and they wrote about dates in the 1900s.

Many students highlight key terms in the question but it might be more useful if they wrote in a date rather than highlight 'nineteenth century'.

An understanding of the sequencing of changes is also important. The second-order concepts of causation, consequence, change, continuity and significance all rely on an understanding of chronology, sequence and duration. When dealing with the broad sweep of change, it is easy for students to compress events in their minds. Students might not know the date that public execution ended but they should appreciate that it was during the nineteenth century and that the death penalty remained in use for another 100 years.

### Generalised comments

Students often make valid comments but they are so generalised that they could apply to various different periods. For example, before the nineteenth century there was no police force, people continued to believe in the Four Humours and miasma, or there was little use of heavy artillery. However, an answer making any of those comments would not score highly without providing some sense of what did exist in the period in the question – the hue and cry and the use of tithings were aspects of the role of the community in law enforcement during the Middle Ages but declined during the period c1500–c1700.

In the same way, generalised comments that the situation 'improved', that there was 'progress' or that a factor such as science and technology influenced the situation may be valid but if they lack relevant and accurate supporting detail, they are likely to remain at Level 1.

### Relevant examples

Question 4 will normally span at least 100 years. Question 5 or 6 will normally span at least 200 years. Both questions may cover much longer periods. Since questions have a broad time span and require students to give three examples to back up their comments, it is important that students have relevant period examples for the key strands.

The stimulus material will help students to locate the correct period and suggest two relevant points to consider. Students do not need to use the stimulus points but they will need to discuss three examples in their answer. Their mark will be limited if any of the examples are invalid because they are out of period.

Typical points of confusion are:

- the idea that prisons were used as punishment during the Middle Ages; that the idea of miasma and the Theory of Four Humours was not believed after the Middle Ages; that the Great Plague in London (1665) was the same as the Black Death (1348–9)
- the idea that the English Civil Wars were in the Middle Ages.

### Question 5 or 6

Questions 5 and 6 offer a statement and ask students how far they agree. This requires evaluation where students consider evidence to support and to challenge the statement in order to reach a judgement.

If the question is about the main cause or main consequence of a change, then other factors / effects need to be discussed. For example, the Sample Assessment Material for Paper 12 on Warfare included the question: 'The use of artillery was the main reason why warfare changed during the period c1700–c1900.' The mark scheme included ideas about the use of artillery and its effect on the use of cavalry but also pointed out some of the problems involved in using cannon and offered the development of a professional standing army as an alternative reason why warfare changed. The whole period of the question needs to be covered in dealing with the examples of causes /consequences.

If the question is about turning points or significance then the whole period needs to be discussed in order to show the situation before and after the change, to identify examples of change and of continuity/limitations. For example, in the Medicine paper, students are asked how far they agree with the statement 'Jenner's vaccination against smallpox was a major breakthrough in the prevention of disease in Britain during the period c1700–c1900.' To answer this, they need to focus on the significance of Jenner's vaccination:

- a major development in the prevention of smallpox
- how it marked a change from previous approaches in the eighteenth century
- that there was much opposition to Jenner's ideas
- that his technique could not be used to prevent any other infectious disease
- only in the late nineteenth century was a vaccination process understood.

In questions asking for judgment about change and continuity or similarity and difference the answer should be balanced – examples of continuity or similarity are needed as well as examples of change or difference.

It would therefore help students if they knew the dates given for the period covered in each section of the specification and had a sense of 'marker' changes, events or ideas for each period as well as the case studies (this could be reinforced by quizzes or starter activities).

Question 5 and 6 will always cover a period of at least 200 years. The emphasis on change and continuity in this paper means that students would be expected to cover the whole of that period in the question.

### Terminology

Terms such as the Middle Ages/medieval period (up to c1500) and the modern period (from c1900 onwards) are common to all three papers. Other labels are specific to the option.

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- On the Crime paper, students should understand the terms Anglo-Saxon, Norman, Norman Conquest; they should also know that the sixteenth and seventeenth centuries are often referred to as the Tudor and Stuart period.
- On the Medicine paper, students should know the term Renaissance and understand that in the scientific and medical context, it is usually applied to the sixteenth and seventeenth centuries.
- On the Warfare paper, students should know that the term 'early modern' can be used to refer to the sixteenth and seventeenth centuries.

Other terms refer to concepts or key features rather than chronology. Students would be expected to know terms in the specification such as: government and local authorities, vagabondage, diagnosis, feudal and requisition.

They would also be expected to be clear about terms used in the strands of the specification and recognise the difference between punishment and law enforcement, prevention of disease and treatment, weapons and tactics. Such terms may be used as the focus of the question and it could affect the mark awarded if the question was about the prevention of disease and the student wrote about treatment. Furthermore, the correct use of historical terminology and contextual vocabulary is an element in the SPaG marks on the final question.

It is understandable that students use certain events and memorable stories as hooks – indeed, that is partly the purpose of the case studies named in the specification. However, the temptation to provide everything they know or to produce a prepared answer will probably result in a Level 2 answer, containing information which is relevant to the topic but not answering the question. As indicated above, the nature of this paper means that students are better prepared if they know three or four key examples which illustrate the strands in the specification for each period rather than relying on knowing just the case studies in depth.

## Teaching ideas

### Structuring teaching and learning

A good grasp of chronology is important in this element of the course and it helps if students divide their work clearly into sections, using the following titles.

Crime and punishment	Medicine	Warfare
c1000–c1500 medieval England	c1250–c1500 medieval England	c1250–c1500 medieval period
c1500–c1700 early modern England	c1500–c1700 Medical Renaissance in England	c1500–c1700 early modern period
c1700–c1900 eighteenth- and nineteenth-century Britain	c1700–c1900 eighteenth- and nineteenth-century Britain	c1700–c1900 eighteenth and nineteenth centuries
c1900–present modern Britain	c1900–present modern Britain	c1900–present modern era

It can also be helpful to produce worksheets and handouts on coloured paper, with a different colour for each section.

Within each section, a structured approach to the two core themes (strands 1 and 2) can give student notes a clear structure, for example:

- beginning a period with a section on what people thought caused illness
- followed by how they tried to treat and prevent it

- then an evaluation of what progress was made
- followed by a section covering what factors were responsible.

In this way, students can see the same pattern in each period and it is easier then to review the whole period thematically.

A 'washing line' or wallchart showing key events and turning points can be a useful aid and a stimulus for discussion, using the idea of positioning them on a graph to show, for example, if medicine progressed at that time.

### Suggested teaching approaches

Acting out the same set of scenarios for each period can be a useful way of emphasising change or continuity, for example:

- a visit to the doctor with a bad cold, a breathing problem, an infectious disease and severe headaches
- a court hearing cases of theft, assault, smuggling and burglary
- a quartermaster trying to arrange recruitment, food supplies, transport, and care for the sick.

**Visual notes** such as annotated pictures, mind maps or spider diagrams can be useful summaries for each period, while flowcharts can help students understand a theme over time and the factors in bringing about or inhibiting change.

The role of an individual, or changing attitudes, can be studied by students **hot-seating** a character and then asking them to answer questions in the role of a specific individual, or as different members of society to remind students that there would be a wide range of attitudes to an issue such as the abolition of capital punishment.

A **mystery object**, or photograph of an object, can be a useful starting point, especially with a new period or theme. For example, a bleeding bowl, wooden stethoscope or a blood pressure monitor in medicine; the stocks, a breathalyser, a Peeler in crime; or a pike, an artillery shell, or modern army uniform in warfare.

While newspaper reports and television interviews are always popular, students can also produce **films**, **PowerPoint presentations** or **podcasts**, which all reinforce their understanding of specific points and can also act as a resources bank.

Short **quizzes and games** like 'Blockbusters' are useful starter activities that can reinforce knowledge, while 'Odd One Out' goes further and asks students to explain their thinking – a particularly good activity if there is more than one possible right answer.

Students often enjoy **sequencing exercises** where pictures or text telling the story of a key change have been mixed up. They then need to sort them into the correct chronological order and put them into their books. To make this challenging for more able students a 'red herring' can be introduced which they must identify and discard.

A set of **sorting cards**, where six pictures have been put onto a sheet of A4 paper and printed on card, can also be used in a variety of ways. As an introduction to a period, students can be asked to discuss their initial impressions. This can be particularly useful if two sets of cards are used creating two different impressions of the period. At the end of each period the same six cards can be used as the basis for a discussion about how much progress was made. During revision, six cards on the same topic but from different periods can be used to discuss chronology and the extent of progress.

Although an emphasis on change is understandable, it is important to discuss continuity. **Charts** showing details of two periods are useful here: the first column should be completed and students would then complete the second using two different colours – one to show change and one to show continuity. Less able students could be given the completed chart and asked to underline

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change/continuity in different colours. It is also helpful to look at what factors hold back change, and how, and why an event was not a turning point.

### Thinking Historically

Thinking Historically is an approach to developing students' conceptual understanding of history. It was developed with Dr Arthur Chapman at the Institute of Education, University of London and focuses on overcoming common misconceptions (assumptions/barriers) to understanding.

The [full concept map](#) outlines the misconceptions that students may typically face in the key strands:

- evidence
- cause and consequence
- change and continuity
- interpretations.

To support your teaching of the thematic study we have included some useful Thinking Historically activities that address elements of two of the key strands: change and continuity; cause and consequence.<sup>1</sup> Each activity aims to help students overcome a particular assumption or barrier. You can use these activities as worksheets for homework, for intervention activities or as an in-class activity.

Students progress at very different rates in conceptual understanding, so it is likely that any given class will have students that are widely dispersed on the map. Individual students will probably not encounter all of these barriers, and it is common for more able students to completely bypass some or even most misconceptions. Although the misconceptions generally increase in complexity as you progress down each strand, students do not progress through misconceptions in a fixed order.

Each activity is labelled with a number that corresponds with the common barrier in the concept map. An edited version of the change/continuity and cause/consequence tables have been included in this guide. The full map covers typical progress from the start of KS3 up to degree level; therefore not all assumptions/barriers are relevant to GCSE.

Note that these activities are one among many approaches to teaching history. Their main aim is to improve conceptual understanding; the content within these activities is not an indication that it is required specification content.

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<sup>1</sup> Further Thinking Historically activities are included in the Pearson GCSE History 2016 resources. These resources have not yet been endorsed. It is not necessary to buy resources to deliver our specifications. Endorsed resources from other publishers will be available at [www.edexcel.com/resources](http://www.edexcel.com/resources).

## Concept map: change and continuity

	<b>Assumption / Barrier to Understanding</b>	<b>Desired outcomes / understandings</b>	<b>Exemplification</b>
2	Changes are understood as 'events' and continuity as simply the absence of events.	2a) Understanding that small changes are happening all the time, but not all are significant enough to constitute historical change.	E.g. The fact that an office holder (monarch, general, prime minister) changes does not necessarily mean that an historical change has taken place, if they pursue identical policies to their predecessor. An event doesn't always lead to a change in states of affairs.
		2b) Understand that changes are the outcomes of events, not the events themselves.	E.g. An event that alters important features of a state of affairs marks an important historical change. The change is the alteration of the state of affairs. Changes can occur without notable events – for example, many individual transactions, not recognised as events, can cause an economic crisis through which patterns of trade change dramatically.
3	Changes are understood simply as differences between points in time and continuity as simply a lack of differences between points in time.	3a) Changes are significant differences between points in time and the changes that interest historians are those considered to be historically significant.	E.g. There are many differences – of personnel, of fashion, of habits of behaviour – that do not make much difference to how people live or to patterns of power and interaction (if that's what's being studied). E.g. stock brokers no longer wear bowler hats but they still trade stocks.
		3b) One change may be considered historically significant in one context but not in another. What is and what is not a significant change depends as much upon the questions being asked / the enquiries being pursued as on anything else.	E.g. Changes in the attire of people in the City of London may be considered historically significant in the context of one historical issue (e.g. patterns of change in the rigidity of class barriers) without being considered as historically significant in the context of another issue (e.g. the global power of the City of London).

## Thematic study requirement

4	Significance is seen as a fixed property of particular historical changes.	<p>4a) The meaning and importance of changes varies – people living through the changes are likely to have different perceptions of them to those who look back on them.</p> <p>4b) The historical significance of particular changes or developments will change depending on the chronological scale in which it is considered and on the question being asked.</p> <p>4c) We should aim to be able to consider change from a number of different perspectives (to 'zoom in' and 'zoom out').</p>	<p>E.g. What historians perceive (with hindsight) as the start of 'The Thirty Years War' was not, and could not, be understood in that way by contemporaries.</p> <p>E.g. The French Revolution has a particular significance in the frame of nineteenth century politics that it had lost by 1989.</p> <p>E.g. The further we 'zoom out' from events the more 'events' fade into the background compared to wider 'developments'. If you consider patterns of change since the start of the Holocene epoch, the spread of millet production appears a more significant change than the Reformation.</p>
5	Difficulty in identifying lines of development – history is simply a continuous flow of changes.	<p>5a) Understanding that individual changes can be connected into patterns of change with 'direction' (growth, decline).</p> <p>5b) These larger patterns are patterns of development – for example, in which individual changes work cumulatively in the same direction, or pull in different directions.</p>	<p>E.g. Across Europe and America in the late eighteenth and nineteenth century a great number of reforms to penal codes and practices occurred. Where these tend in the same direction (reductions in the severity of punishment), a wider development (humanitarian reform) has been identified.</p>

## Activities

### Change and continuity (2a)

#### Distinguishing between change and continuity

Change is happening all the time. Every day, things change slightly in lots of different ways. For example ten more people in the country might be unemployed today compared to yesterday, or mobile phone batteries might have become 1% more powerful. Most of these changes are small, and not important enough to be called 'change' by historians.

Study the following events that demonstrate changes in the prevention of infectious illness in the period c1350–c2000.

Date	Event
1348	The Black Death – people tried to prevent the spread of this disease through prayer, flagellation, bleeding and purging, or purifying the air (these methods were not effective)
1665	The Great Plague of London – people tried to prevent the spread of this disease through prayer, bleeding and purging, purifying the air or killing cats and dogs (these methods were not effective)
1721	Lady Mary Wortley-Montagu introduced variolation (inoculation) into Britain to prevent smallpox
1796	Edward Jenner experimented with cowpox vaccination to prevent smallpox
1798	Jenner published details of his findings
1803	Royal Jennerian Institute founded to make smallpox vaccination available
1852	Smallpox vaccination made compulsory in Britain
1861	Pasteur developed the germ theory
1885	Pasteur successfully tested a rabies vaccine on a human
1940	National immunisation campaign to persuade parents to have children vaccinated against diphtheria
1988	MMR vaccine introduced to give immunity against measles, mumps and rubella.

**1** Using only three events in the list, write a paragraph explaining how the prevention of infectious illness changed during this period. Think carefully about which events you include.

A period of 'continuity' is a period of time when there appears to be little change.

**2** Identify a period of continuity in the timeline of the prevention of infectious illness and explain what it was about the prevention of infectious illness that stayed the same over that period.

**3** Identify a second period when there were developments being made but they did not apply to vaccinations for humans- was this change or continuity?

**4** Write your own definitions of 'change' and 'continuity'.

## Change and continuity (2b)

### Events or historical change?

Change is an alteration in a situation. Events are when something happens.

Sometimes a situation can be very different before and after an event – this event **marks a change**. However, sometimes a situation changes without a specific event taking place at all.

Study the following events and changes.

A new system of treating young offenders began with an emphasis in education and training to help them get jobs when they were released.	This reduced the use of prison because punishment conditions can be set and monitored without imprisonment	The creation of Borstal prison	Conditions in prisons improved gradually and in the longer term	The introduction of electronic tagging
The 'Black Acts'	John Howard's book on prisons was published	An increase occurred in the number of crimes for which death was the penalty	The introduction of open prisons.	An effort was made to prepare prisoners to return to normal life by giving prisoners the opportunity to gradually experience more freedom before leaving the prison routine

- 1 Sort the above into 'events' and 'changes'.
- 2 Match each event to the change that it marks.
- 3 In your own words, describe what the difference is between an event and a change.
- 4 Can you think of any historical change that has happened without there being a particular event associated with it? An example would be changes in the attitudes towards the use of the death penalty in the nineteenth and early twentieth centuries; you should be able to think of other developments in the changing nature of crime.

## Change and continuity (3a)

### Significant change

Things change all the time. Every second something in the world is changing. If historians weighted every change as equal, they would never be able to write anything about the past that was useful. The decisions that historians make about what is historically significant and what is not is a very important part of their work.

### The development of artillery

c1450 Cannon in use – powerful but only over a short distance and inaccurate, therefore mainly used against buildings and wall	c1450 Matchlock muskets in use – clumsy to use and slow to reload, musketeers needed protection from pikemen	c1500 Small cannon (light artillery) could be moved on the battlefield and used against enemy troops	c1600 Musketeers formed into lines so that frequent volleys of fire could be used against the enemy
c1700 Flintlock muskets in use – quicker to reload and could be carried ready loaded and used by cavalry	c1700 Bronze used to make cannon – lighter and therefore easier to move on the battlefield	c1700 Army training included drill so that a volley could be fired every 15 seconds	c1850 Spiral rifling inside the barrel made rifles accurate up to almost 1 mile

Imagine you are investigating how much artillery changed in the period c1450–c1850.

1 With a partner, discuss what might make a change **significant** for this investigation. For example how long the change lasted, or the wider consequences of the change and its impact on battle tactics, could affect how significant you think a change was. Write down your top three criteria.

2 Discuss your choice of criteria as a class, writing down all the suggestions. Assess your own three criteria again and decide if you want to change any of them.

3 Using your three criteria for deciding significance, put the eight changes above into order of significance, with the most significant change at the top.

4 Compare your list with that of another pair in your class. Is the order similar?

5 Compare your list of criteria affecting significance with the other pair. Does this explain why you put the changes into different orders?

6 Write a short paragraph explaining what you think makes a change significant.

## Change and continuity (4b&c)

### The bird's eye view

Imagine you are looking at the whole of history using a zoomed-out interactive map like Google Maps™. You have a general view of the sweep of developments and their consequences, but you cannot see much detail. If you zoom in to the time of Pasteur's germ theory, you can see the event in detail but will know nothing of its consequences in the medium- or long-term.

Development	Example of immediate changes	Example of change in the medium-term	Example of change in the long-term
Pasteur's germ theory, 1861	Scientists understood the cause of disease and began to work on identifying the specific germs which caused different diseases	In a number of cases, once the microbe causing a specific disease had been identified, it was possible to develop a vaccine, e.g. against diphtheria or polio	The establishment of a regulated process of drug development and testing, creating safe, effective treatments.

Look at the table above and answer the following:

- 1 What were the immediate changes (within about 50 years) in scientific understanding brought about by the development? What new areas of research could be investigated?
- 2 Now think about consequences happening a little later. Find at least two examples of vaccines that were developed in the twentieth century.
- 3 Look at the medium-term changes and the long-term changes. How are they similar? How are they different?
- 4 Recent work has focused on genetic conditions; why does Pasteur's work have little relevance in this aspect of prevention?
- 5 What happens to the detail, particularly of the medium- and short-term changes, when you zoom out to look at the long-term changes?
- 6 What are the advantages and disadvantages of zooming in to look at a specific time in detail? Think about how long the previous ideas about illness, prevention and treatment had lasted – how different would this bird's eye view be if the timescale went from c1250–c2000 and c1800–c2000?

## Change and continuity (5a)

### Patterns of change

Individual changes can link together to form patterns of change. These patterns can have trends: for example, they can show increase, decline, continuity, etc.

### Changes in punishment c1800–c2000

1902 Borstal established for young offenders	1842 Pentonville prison was built, based on many of the reform ideas	1820s Whipping in public abolished for women	1967 Parole and suspended sentences introduced
1823 Gaols Act Set out reforms for prisons – gaolers to be paid, prisoners to be separated into categories, prisons to be inspected, attempts at reform of prisoners	1840s Separate system used in prisons	1948 Flogging and hard labour abolished; emphasis on reform and rehabilitation	1813 Elizabeth Fry visited the women's section of Newgate prison; provided clothes and work for the women
1907 Probation system established	1936 First open prison established	1860s Silent system used in prisons	1838 The use of the pillory ended

In groups, write each of the above changes on a small piece of paper and arrange them towards the bottom of a large A3 piece of paper roughly in chronological order.

- 1 Identify any changes that are about the use of prisons and move these into a line about half way up the sheet of paper. Link them together by drawing lines between them to form a strand.
  - a In one sentence, describe the trend that these changes suggest.
  - b Are there any changes that don't fit with the trend?
- 2 Identify at least two more strands from the remaining changes and arrange them on the sheet of paper, linked by lines. You may reuse changes from the first strand by linking them into the new strands with drawn lines. For each strand, describe the trend they suggest.
- 3 Look at the strands of change you have identified. Can you identify any links between the strands? Draw lines to link changes in different strands, and write along each line what the link is.
- 4 Look at the whole pattern of change you have produced. Can you identify a trend to describe the entire pattern?

Concept map: cause and consequence

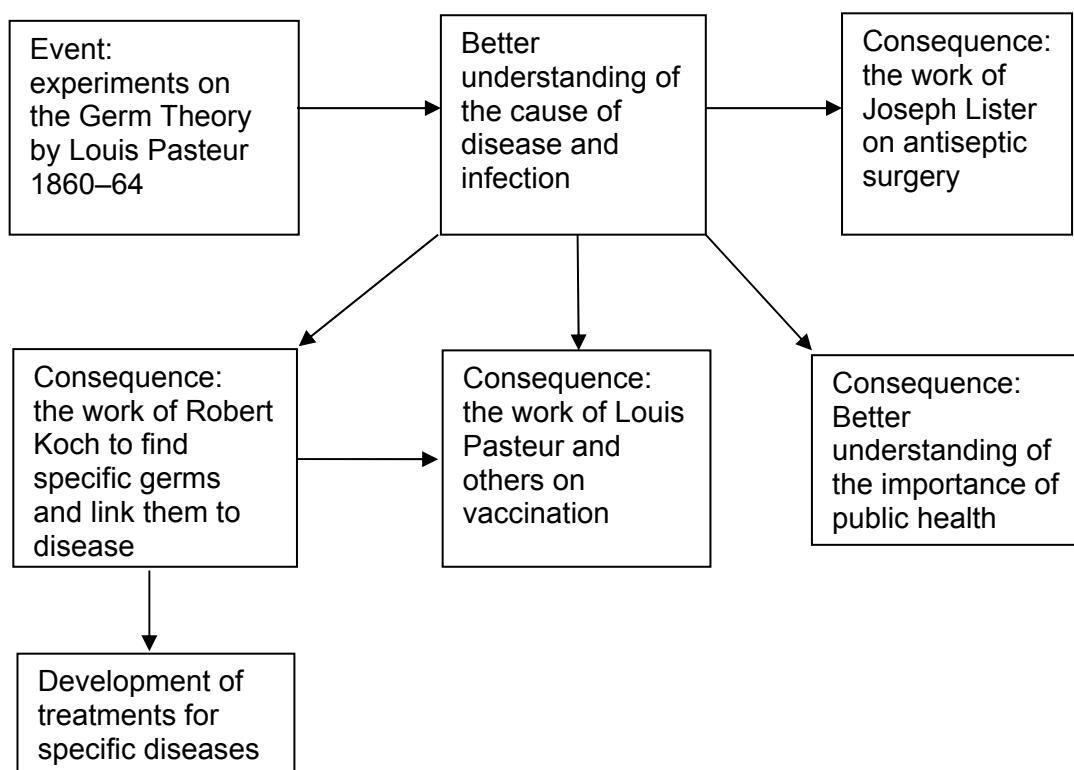
	Assumption / Barrier to Understanding	Desired outcomes / understandings	Exemplification
2	Causes operate in linear sequence and in a mechanical way, like billiard balls colliding (one thing impacts another which impacts another, and so on).	2a) Many causal relationships can be operative at the same time.	E.g. Causal relationships are more like complex webs of interrelationships than like simple linear sequences.
		2b) Causal relationships operate on different time scales (from minutes to millennia).	E.g. the same outcome (a riot) can be shaped by inter-relationships between short-term political decisions, medium-term changes in international trade and long-term cultural changes.
		2c) Changes in one aspect of the past can have multiple effects on many other aspects of the past.	E.g. a poor harvest can have effects on both the economy (change in prices and trading patterns) and society (increased, poverty, social unrest and migration).
	Assumption / Barrier to Understanding	Desired outcomes / understandings	Exemplification
5	All causes act in the same way and all are equally important – they all shaped what happened.	5a) Causal relationships are of different kinds and play different roles in shaping outcomes. They can act in ways that enable or prevent future developments. They can change a state of affairs in a way that determines the timing of an event or change (triggers), or accelerate or slow down developments leading to change (catalysts/inhibitors).	E.g. The various factors referenced in explaining the outbreak of WWI – short-term triggers that help determine the timing (e.g. assassination in Sarajevo); longer-term factors determining the likely consequences of diplomacy (the alliance system); the influence of nationalism, militarism and industrialism in enabling sustained and cataclysmic conflict.
		5b) All factors shaping an outcome may be necessary to that outcome occurring, however, some may play a more important role than others in determining the outcome, when it occurred, and the manner in which it did.	E.g. Not all of the factors that helped bring about war in 1914 played the same role in determining the timing of the outbreak of war or the nature of the warfare that occurred.

## Activities

### Cause and Consequence (2c)

#### Far-reaching consequences

Most events have multiple causes and also multiple consequences. The publication of the Germ Theory in the 1860s was a significant event in the history of medicine that had consequences in several different areas.



- 1 How many consequences have been identified? Do you think this list is complete? If no, what has been missed?
- 2 Which of the consequences do you think Pasteur might have had in mind when he was developing his Germ Theory?
- 3 Why did Pasteur's theory impact different aspects of medicine at different rates?
- 4 Write one historical question about Germ Theory that might require the historian to know about all these consequences in order to answer it well.

## Cause and Consequence (5a)

### The roles causes play

Causes don't always act in the same way. Some causes make an event more likely without triggering it; others may trigger an event. Some causes affect the nature of the event; others may affect the timing. Some causes combine with others to create a different or wider effect.

It's important to understand the relationships between different causes and the roles each have in bringing about the specific outcome.

### Causes of the introduction of transportation

Crimes were treated as petty (punished by fines, corporal punishment) or major (punished by death); there was no 'medium' punishment	Prisons were only used while a prisoner was awaiting trial; there were not enough prisons and they were not big enough to keep lots of people for extended periods of time	There was no police force and criminals were often not caught so punishments had to be harsh to deter people from attempting crimes
Several European nations were exploring in the Americas; England wanted to claim some of that land by settling there but that needed a lot of labour	Transporting criminals to another land would remove the problem from England and make society safer	There were some ideas about reform and that criminals could have the chance to start a new life in a new country

Work in groups to produce a diagram of causes and the links between them.

1 On an A3 piece of paper, draw a timeline across the bottom of the long side. You should start at 1000 and end at 1700.

2 Draw and label a box representing each cause, with the width reflecting how long you think it was a relevant factor in causing the introduction of transportation. For example, if you argue that the importance of deterrence had always had been an important factor then this will start at c1000 whereas exploring and settling the Americas only began in the sixteenth century.

3 Draw lines between the boxes and annotate them to explain how the causes are connected and in what ways each affected and altered the other. For example, criminals could show they deserved a new start by working hard to settle the land and this would also be a chance to learn new skills and start a new life.

4 Which of the causes do you think create **underlying conditions** that made people think about using transportation? Mark these with a specific colour on your diagram.

5 Which of the causes do you think acted as **triggers** and explain why transportation started to be used during the seventeenth century? Use a different colour to mark these causes.

6 Which of the causes helped to determine the **nature** of transportation as a punishment, i.e. a 'medium' punishment? Mark these with a different colour.

7 Using your diagram, write a 200-word paragraph explaining why transportation was introduced during the seventeenth century. Try to include connective phrases such as: 'this created conditions that...', 'this triggered...', 'this made the development of that situation more/less likely...'. These will help you to describe the roles of the different causes and show how they link together.

## Useful resources

- Thinking history [www.thinkinghistory.co.uk](http://www.thinkinghistory.co.uk): a number of activities written for Medicine and Crime development studies in previous SHP specifications, as well as articles and activities on developing chronological understanding.
- *Teaching History* articles such as:
  - Riley, M., 'Big Stories and Big Pictures: Making Outlines and Overviews Interesting' in *Teaching History*, 88 (1997) pp20–22.
  - Barnes, S., 'Revealing the big picture: patterns, shapes and images at Key Stage 3' in *Teaching History*, 107 (2002) pp6–12.
  - Dawson, I., 'Time for chronology? Ideas for developing chronological understanding' in *Teaching History*, 117 (2004) pp14–24.
  - Dawson, I., 'Thinking across time: planning and teaching the story of power and democracy at Key Stage 3' in *Teaching History*, 130 (2008) pp14–22.
  - Foster, R., 'Speed cameras, dead ends, drivers and diversions: Year 9 use a "road map" to problematise change and continuity' in *Teaching History*, 131 (2008) pp4–8.
  - Dawson, I., 'What time does the tune start?: From thinking about "sense of period" to modelling history at Key Stage 3' in *Teaching History*, 135 (2009) pp50–57.
  - Blow, F., '"Everything flows and nothing stays": how students make sense of the historical concepts of change, continuity and development' in *Teaching History*, 145 (2011) pp47–55.
  - Foster, R., 'The More Things Change, The More They Stay The Same' in *Teaching History*, 151 (2013) pp8–16.
  - Fielding, A., 'Transforming Year 11's conceptual understanding of change' in *Teaching History*, 158 (2015) pp28–37.
- 'Teaching about Historical Change and Continuity' by Christine Counsell on the SHP website:  
<http://schoolshistoryproject.org.uk/ResourceBase/issues/CounsellChangeContinuity.htm>

## Historic environment

The strength of the 'heritage industry' and the popularity of historical documentaries, books and films all show that many people value our past. Historical sites are an obvious way that people can connect with that past and develop an appreciation of different aspects of society and different types of 'history' beyond the usual political emphasis.

The DfE and Ofqual requirements for the new GCSE History specifications mean that all courses will include the study of an historic environment. This is a new element for all GCSE courses although many teachers will have included site studies in the Key Stage 3 curriculum, either through visits to a specific site or through the study of images and documents associated with a particular place, for example King John's siege of Rochester Castle, the Battle of the Somme, the effects of the atom bomb on Hiroshima, the events of the civil rights protest in Birmingham, Alabama, 1963 or London during the 'swinging sixties'.

The DfE History GCSE Subject Content requirement for the Historic Environment is given below.

The study of the historic environment should focus on one particular site in its historical context. The study should examine the relationship between a place and historical events and developments. The focus of study may range in scale from, for example, a particular building or part of a building to a city or rural landscape/ setting. There is no requirement that students visit the site. This study may be linked to any other part of the course or may stand alone.

The historic environments chosen in this specification have all been embedded in the Thematic Study. This means that students will already have a sense of context and an understanding of why this environment is significant. The choice of topic for each paper has been based on relevance and suitability but also on the expectation that students will find the situation and events interesting and that teachers will be able to make use of existing resources.

### How does this develop historical skills?

The study of an historic environment allows students to engage with sources more fully because they will have contextual knowledge and so their understanding of the content of the source is rooted in a knowledge of the specific situation. This will also help students to develop a greater awareness of the range of sources which are relevant to a study of a specific environment. There is a greater focus on 'ordinary' people and social history which reminds students to think about what evidence is available to show the impact of the environment and circumstances on people's experiences.

### How does this work in practice?

The specification for the Historic Environment consists of two sections, each containing five bullet points. The first section is the content that students should know. This is fairly precise because the content needs to be specific to that place and period. Students will not need to learn large amounts of content but they will need to use it to gain an understanding of what made that time and place so significant. Contextual knowledge will also help them to evaluate the usefulness of sources. They will know if the account or image is presenting a typical scene or an unusual event and they will understand references within the source, for example to the 'Met. Police', the RAMC or 'sleeping down the tube'.

The second section of the specification is about the sort of sources that would be available to the historian. One of the new features of GCSE is the requirement for students to be able to ask valid historical questions. The structure of the questions

on the Historic Environment asks students to identify an enquiry they would like to follow up which has arisen from something in one of the sources in the paper. The next question asks them to suggest a way they could do this. The section on sources in the specification means that students should be able to move away from the generic and undeveloped suggestions, such as simply saying a newspaper, diary or letter. They should be aware of the popularity of penny illustrated newspapers and the fact that H Division police would keep records of events in Whitechapel, the fact that medical journals would record pioneering techniques, that soldiers might sound positive in their letters home from the Western Front, that government propaganda could be misleading and that newspapers could be censored during the Blitz.

Students will not be expected to name individuals or specific newspapers but they should be aware of the nature of sources available and the sort of information they would contain.

## Teaching approaches

When deciding how to teach the Historic Environment, several approaches are possible:

- The Thematic Study and the Historic Environment can be viewed as two completely separate units and taught at separate points in the course.
- They can be taught separately but sequentially.
- They can be integrated and the Historic Environment taught within the Thematic Study.
- The content can be taught separately from the skills and then returned to in order to develop AO3 skills.

## Historic Environment Content

All three Historic Environments are 'nested' within the Thematic Study so they could be studied at the appropriate chronological point and links made to the content of the Thematic Study. For example, although the context of Whitechapel (poverty, immigration, overcrowding) is not part of the Crime specification, the area can be used to exemplify the nature of crimes committed and the mechanisms of law enforcement in late Victorian England. Many of the issues involved in medicine and treatment on the Western Front were linked to nineteenth century work on anaesthetics and antiseptics. The work of the government during the Blitz in London in the Second World War links to the organisation of a Home Front.

Alternatively, the content can be taught as a separate section at the end of the Thematic Study specification.

However, these approaches risk confusing students about the content of the two separate sections of the examination. The key point about studying the Historic Environment is seeing how events are related to a specific area. Therefore the sources, questions and student answers must all be rooted securely in that site and period. While relevant details about nineteenth century police in Whitechapel could be rewarded in an answer about changes in law enforcement in the years c1700–c1900, more generalised details about the police or comments outside the period c1870–c1900 would not be rewarded in the Historic Environment.

A clearer distinction would be made in students' minds if this was taught as a separate unit completely. Whether this is taught straight after the Thematic Study or at a later date is a matter of personal choice.

## Common barriers and pitfalls

### Assumptions about reliability and usefulness

The sources used in the Historic Environment section of the examination paper will always be contemporary ones. This will remove the problem of students evaluating a source's reliability or usefulness based on the date of its origin but many students also have a tendency to make blanket assumptions based on the nature, origin or purpose of a source. For example:

- eyewitness sources are automatically accurate and reliable
- sources produced some time afterwards are always unreliable because of the author's loss of memory
- any source which expresses an opinion is biased and therefore unreliable
- newspapers inevitably sensationalise.

One way to challenge these assumptions is to present students with three sources of the same type – three photographs or three newspaper articles. If they are asked to evaluate the most reliable or most useful one out of the three, they will be forced into a closer analysis and evaluation of the individual sources.

### Confusion between reliability and utility

Many students base their assessment of utility on the content of the source. Thus a source is useful if it contains a lot of information or if it includes new details. However, it is felt that this information is only useful if it is accurate and reliable. In this approach, students will consider the nature / origin / purpose of a source only in terms of assessing the reliability of the information and therefore reliability and utility are seen as the same thing.

It would also be helpful if students could avoid describing sources as 'biased' which is seen in a very negative way. If they could think of the perspective offered by the source, for example as part of a campaign for improvements, an insight into government policy, or an attempt to justify an action, then the perceived problem becomes a key aspect of the source's usefulness.

### Generalised comments

Students should become familiar with the sources available for their Historic Environment and the conditions under which they were produced and try to avoid generalisations. They should understand that *Punch*, the *Wipers Times* and cartoons in newspapers were exaggerated because they used humour in order to highlight an issue. Students should also understand that sources were affected by circumstances, for example, a soldier might not include the horrific details of his injury in a letter home, newspapers might be very critical of police failure to catch Jack the Ripper, and the purpose of the Mass Observation was to monitor the mood of the public – little weight was placed on a single source.

## Teaching ideas

### Suggested teaching approaches

The skills required for AO3 can be taught throughout Key Stage 3 and reinforced during Key Stage 4 so that students feel confident about evaluating the usefulness of a source for an historical enquiry and the broad range of sources available to the historian. In that case, the teacher just needs to make students aware of the specific type of sources which would be relevant to the Historic Environment, for example *Punch* cartoons about Jack the Ripper, the records of H Division of the police and penny illustrated newspapers; relevant sources about the Western Front could include army records of troop deployment, medical records of injuries in

battle and a doctor's account of a pioneering technique; local newspapers, photographs of damage in the East End docks and Mass Observation reports from people living in London would be appropriate sources for an enquiry into the Blitz.

This approach could become a quick parade of different sources which students learn as a list but it does offer the opportunity for a group enquiry if the students are confident about evidence skills.

The teacher could put together a pack of sources and ask students to work in groups to create their own report into a situation or event, based on the evidence. For example: a pack of sources on the racial tensions in Whitehall, a pack of sources on the problems involved in dealing with the wounded during the Battle of the Somme, or a pack of sources on the daytime raid on the East End, 7 September 1940. If 3 or 4 different packs are created, this also offers the chance to differentiate resources according to student ability and to have students reach different conclusions which they then discuss as a class.

A 'source auction' is another good exercise here – the teacher provides a selection of sources and groups of students are given an enquiry title, an amount of money and asked to bid for the sources they think would be most useful for their enquiry. Groups then have to decide how much each source is worth and what to do if another group is bidding against them. Once again, giving different enquiries to different groups can increase the challenge of this activity.

If source work skills have not been well developed before Key Stage 4 then a more structured approach might be useful, building up the skills at various points. For example, source work skills could be developed during the Thematic Study by studying sources on the Black Death in order to infer what people thought was the cause of the disease; then the usefulness of source content could be discussed through the example of Harvey's account of his experiment on the circulation of blood. Sources from Simpson or Lister could be used to discuss the way nature, origin and provenance can affect reliability and therefore the usefulness of the source content. Finally the importance of contextual knowledge when assessing the usefulness of a source could be shown through work on Snow and cholera, or work on the development of penicillin.

### **The follow up enquiry**

A new aspect of evidence work that is included in the Historic Environment is the idea of a follow-up enquiry. Students always want to ask questions about any story or description and this is now encouraged.

The first stage is to differentiate between enquiries that arise out of the source and trivial or unrelated questions.

- Working in groups, students could be asked to list 5 questions about the situation in the source that they would like to follow up.
- The list should then be passed to another group who will delete any question not related to the source and also any questions which are simply about factual checking, such as how old the person was, what day of the week it was.
- The list of remaining questions should now be passed to the next group who will explain why the remaining questions are suitable enquiries for investigation.
- Each group will choose one enquiry and nominate a spokesperson to explain to the rest of the class why that is a good line of enquiry to follow up.
- The class will vote, using as criteria: how closely the enquiry relates to the source, whether an answer seems possible and how significant the enquiry's results would be.

## Historic environment

Once the detail to be followed up has been selected and reasons agreed why that would form a good historical enquiry, students need to consider how this enquiry could be conducted.

The activities described above (group work on source packs, a source auction) can help to familiarise students with the range of sources available. They need to move away from generalities such as looking for diaries and letters, or checking newspapers, and try to consider sources specific to their enquiry.

Students should be encouraged to compile lists of different types of sources, for example police records could include lists of officers on duty, notebooks from beat constables, lists of arrests, photographs of criminals; students covering Paper 10 would also be expected to know that Whitechapel was patrolled by H Division.

These lists could be built up over time and the class could then be given a follow-up enquiry as a starter activity; each group would need to identify and justify the 'best' source to use in order to find an answer.

### **Dan Edmunds, Head of History, Rochester Grammar School**

#### **How will you structure the Thematic Study / Historic Environment at your school?**

We have a three-year Key Stage 4 and our experience of teaching Medicine and the Unit 3 on Surgery in the current specification is that it is easy to let Medicine occupy most of year 9. To then do Surgery straight afterwards did not feel like we were doing a fresh topic. So our approach for this new specification is to do a chronological overview of Medicine, moving fairly quickly, and then to move on to a new topic. We will come back to revise Medicine for year 10 school examinations but we won't do the Historic Environment until Year 11. This will then be studied as a stand-alone unit.

Some of the themes in the Historic Environment will allow us to make quick links to the content of the Thematic Study but it is important to cover the wider context in reasonable detail – students could be asked about the trench system, the Battle of the Somme or the structure of the RAMC.

I know we don't need to visit the site but I do think we'll need to study maps of the area and locate the Ypres salient, Arras, the Somme and Cambrai. I think it might also be helpful if we can locate some of the main transport routes and hospitals.

#### **How will you develop students' source work skills?**

We begin to develop source skills in year 7 and build them up in a structured way throughout Key Stage 3. Our assessments and Assessment For Learning activities aim to develop the assessment of source content, taking account of the provenance and of any contextual knowledge the student has.

We will do occasional source exercises in Key Stage 4 as a 'refresher' or evaluate a source as a starter or plenary. However, we don't want to make the Thematic Study (or other units) longer to teach and we also don't want to confuse students about what is expected of them in each paper. Instead, we might do a brief stand-alone source exercise between finishing one unit and moving to another, or as an introduction to each new unit.

What I think we will need to do is to build in a greater awareness of the specific types of sources available at different periods and for different enquiries. Students should know that literacy rates were low for much of the past and therefore written evidence tends to come from the upper levels of society. They should be aware of the sort of records that different organisations keep and how statistics or physical objects can be used as evidence. This will be particularly important when they write about the follow-up enquiry.

We will also need to push them to be more specific about how sources can be used – what sort of information would we expect to get and how would that help an historian. So we need ideas to be more precise than comments that diaries and letters can be used to tell us what people felt or the claim that photographs show us what happened. This examination won't expect them to have knowledge of specific sources or individuals but students should be able to think about whether a letter home from a soldier in the trenches would give a full account of a battle, how court records only indicate the level of crime that occurred, and that photographs showing large numbers of dead people in the Blitz were likely to be censored.

If we can bring this deeper awareness of source types and the way the historian could use them into Key Stage 3 assessments, then the Historic Environment will not pose any problems.

**What advice would you give to a teacher who's worried about teaching the Historic Environment?**

First of all, I would say stop thinking about this as a 'new' thing to do and to recognise that students do not need to visit the site in order to study it. We visit Dover Castle in year 7 and in order to help them understand what they see, the year 7 syllabus includes a section on the development of defensive castle architecture before the visit. In February of year 8 we go to Ypres – **after** they have studied the First World War. In each case, the work they do in class helps them to appreciate what they see but the visit to the site is not actually necessary.

Secondly, I would say that the focus on the specific aspects of the Historic Environment is not a new element. We do a short study of Rochester Castle and King John's siege – they all understand that the architecture of Rochester Castle was different from Dover Castle and that we expect them to get the details right, not offer generalisations that would apply to either castle. The Historic Environment will have a similar focus on a specific time and place and we'll teach that as a normal part of the specification.

Evidence skills are already built into our schemes of work from year 7 onwards so I don't think we need to do anything extra about source reliability and utility. We already do projects in year 7 and 8 where students formulate their own enquiry on an aspect of the topic we are studying and conduct their own research but perhaps we need to formulate this more as a follow-up enquiry and help students to be explicit about which sources they will research and why they think those sources will be helpful.

So I don't feel that teaching this will be particularly different from any other topic we teach but we, as teachers, need to be clear what content and what skills we want them to have for this section of the examination.

