



PROVISIONAL

# GUIDE TO COURSE PLANNING

April 2015



GCSE (9–1) History B (Schools History Project)

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# CONTENTS

CONSTRUCTING YOUR COURSE	4
PLANNING INDIVIDUAL STUDIES	5
HELPING YOUR STUDENTS TO ACHIEVE THEIR POTENTIAL	6
RESOURCES FOR GCSE (9–1) HISTORY B (SCHOOLS HISTORY PROJECT)	7
HOW GCSE (9–1) HISTORY B (SCHOOLS HISTORY PROJECT) MIGHT WORK IN PRACTICE	8

This guide outlines some important aspects to consider when planning your GCSE (9–1) History B (Schools History Project) course. Additional guidance on planning specific elements of the course can be found in the guides to individual studies.



*This resource is an exemplar of the types of materials that will be provided to assist in the teaching of the new qualifications being developed for first teaching in 2015. It can be used to teach existing qualifications but may be updated in the future to reflect changes in the new qualifications. Please check the OCR website for updates and additional resources being released. We would welcome your feedback so please get in touch.*



# CONSTRUCTING YOUR COURSE

The five elements of the GCSE (9–1) History B (Schools History Project) specification encourage students to study history across a range of periods and from a range of perspectives. Whichever combination of options you choose, your students will be studying a course which has a balance of British, local and wider world history. They will also study history in contrasting temporal ranges and from a range of perspectives. This variety will maintain students' motivation and will allow them to gain a rounded, substantial and coherent view of history as a discipline. Within this overall framework, the choice and flexibility within the qualification means that you can construct a course which meets the needs of your own students.

Some things to consider when constructing your course...

- Some of the options offered (The People's Health, Crime and Punishment, The Making of America, Nazi Rule) may be familiar to you, but bear in mind that some of content will have changed. These studies have been developed to reflect the fact that they now represent 20% of the course. They have a clearer structure, are more meaningful for students and are more closely attuned to recent historical scholarship. Alongside some familiar options, there are several exciting new studies. Which of these do you find particularly appealing? Don't be put off by unfamiliar content - getting to grips with new stuff is part of the fun of being a history teacher, and there will be plenty of resources to provide support.
- This GCSE is based on the important SHP principle that we should make the history we teach meaningful to our students. So, think carefully about how your GCSE history course will prepare your students for their futures. Which options do you think will make an immediate connection with your students' own lives? Which are most likely to stimulate your students' interest in people's experiences and attitudes in the past? Which studies offer most potential for encouraging your students to think deeply about fundamental human issues?
- You will need to construct the new GCSE course in the context of your wider history curriculum. If you teach A Level, you should think about the overall coherence and variety of students' experience, 14-18. GCSE (9–1) History B (SHP) has been designed to offer progression from Key Stage 3 in terms of content and conceptual understanding. As you consider the options for individual studies, you will need to consider the implications for your Stage 3 course.
- It may be helpful to think about the possibilities for your site study before making choices about other elements of the course. The study of the historic environment has always been important to SHP, particularly when students are focussing on their own surroundings. Of course, you are free to choose any appropriate site, but think first about the history on your doorstep and of developing a local site study.
- The five elements of this GCSE each represent 20% of the course so you should plan to devote roughly a term to each, allowing revision time at the end of the course. You can teach the five studies in whatever order you choose, but it makes sense to teach them in the order they appear in the specification: thematic, British depth, site study, wider world period and wider world depth. Models A-E shown in this document assume this sequence and suggest some alternative approaches that you may wish to consider.



## PLANNING INDIVIDUAL STUDIES

Each of the options in the specification has been carefully constructed to support rigorous and enjoyable learning, and to support your planning. The need to develop both wide and deep knowledge underpins each of the studies. In addition, the content in each study is addressed through a particular perspective which will broaden your students' understanding of the discipline of history.

Some things to consider as you plan individual studies:

- The headings for the four sections in the thematic studies, and for the five sections in the period and depth studies, are the starting points for planning. In most cases, the headings have been kept short and snappy so that the structure of the study is clear and memorable for students. Most studies have a chronological structure and you will therefore want to teach the sections in the order they appear in the specification. Where there is some flexibility, this is indicated in the guides to individual studies.
- As you plan each study you should pay very careful attention to the bullet points of content in each section. These have been constructed to provide a clear indication of the knowledge which students should develop. Each bullet point is intended to take roughly the same teaching time as another bullet point. This means that your course will have a balance of overview and depth as some bullets cover a sweep of time while others require the close analysis of a particular event or situation.
- Historical enquiry is the approach that is needed to make sense of each study. Structuring each study around rigorous and engaging enquiries will provide a clear focus for students' learning. You could devise enquiry questions for particular sections or for particular bullet points of content. The guides to individual studies include some suggestions of appropriate enquiry questions.
- The bullet points of content in each study provided a clear indication of the knowledge which students require, but they deliberately do not attempt to pin down the content in too much detail. Students will be rewarded for any valid and relevant knowledge which they deploy in response to questions in the exams. This means that you are free to emphasize aspects of the study that you and your students find particularly interesting.
- As you plan individual studies, think about the links with local history. The site study obviously provides the most direct opportunity for students to engage with the history of their local area, but the thematic study and the British depth study also provide rich possibilities for using your local area as a starting point or as a case study.



# HELPING YOUR STUDENTS TO ACHIEVE THEIR POTENTIAL

The specification has a framework of assessment which is intended to support all students in achieving their potential. Exam papers will provide support and challenge through a range of tasks which allow students to demonstrate what they know and understand. Some question stems may be familiar to you, but others have been developed to take forward assessment at GCSE by building on best practice at Key Stage 3.

Some things to consider in helping your students to achieve their potential...

- Make sure you think through the implications of the assessment structure for your planning and teaching. Assessment Objectives (AO) 1 (knowledge) and 2 (conceptual understanding) are spread across all elements of the course. In some studies, a particular second order concept is given prominence eg change and continuity in the thematic study and causation in the period study. AO3 (sources) features strongly in the site study and is also a focus of assessment in the world depth study. AO4 (interpretations) is assessed in both depth studies.
- In the exams, students will be rewarded for deploying any relevant and valid knowledge in relation to specific questions. However, the knowledge demands in all the new GCSEs are higher and students will be expected to have a lot of accurate knowledge at their fingertips. You will need to ensure that students build up notes which are detailed, clearly structured and precisely focussed on the individual bullet points of content.
- Exam papers will contain a range of tasks, varying from one mark sub-questions requiring short written responses to eighteen mark judgement questions requiring essays. The exams will contain some question stems which are new to GCSE, but which build on best practice at Key Stage 3 eg 'Write a clear and organised summary of...'. You will need to ensure that you build into your planning a range of opportunities for students to practice the different types of responses required by the exams.
- The purposeful and constructive use of historical sources is an important feature of this qualification. Sources figure prominently in the site study where an important assessment focus is on how the physical remains of the site, and other sources, shed light on the site's past. In the world depth study, students are required to analyse and evaluate historical sources and interpretations. You should plan to include range of written and visual sources in all studies as this will enhance students' understanding of the discipline of history and will help to prepare them for the site study and world depth study exams.
- This qualification encourages students to engage with a wide range of written and visual interpretations: academic, educational, popular and fictional. The specific focus for the assessment of interpretations is in the exam for the British depth study students in which students will be required to analyse, evaluate and make substantiated judgements about historical interpretations. Visual interpretations will feature prominently so you should plan to use a range of images across this and other studies.



# RESOURCES FOR GCSE (9–1) HISTORY B (SCHOOLS HISTORY PROJECT)

The Schools History Project is working with its publishing partner, Hodder Education, to produce a full set of textbook and Dynamic Learning resources for this specification:

## **Publishing in spring/summer 2016:**

### ***Thematic Studies***

*The People's Health, 1250 to present* by Jamie Byrom and Michael Riley

*Crime and Punishment, 1250 to present* by Jamie Byrom and Michael Riley

*Migrants to Britain, 1250 to present* by Martin Spafford and Dan Lyndon-Cohen

### ***British Depth Studies***

*The Norman Conquest, 1065–1087* by Michael Fordham

*The Elizabethans, 1580–1603* by Jamie Byrom and Michael Riley

*Britain in Peace and War, 1900–1918* by Chris Culpin

## **Publishing in spring/summer 2017**

### ***Period Studies***

*Viking Expansion, c.750–c.1050* by Chris Culpin

*The Mughal Empire, 1526–1707* by Jamie Byrom and Michael Riley

*The Making of America, 1789–1900* by Alex Ford

### ***World Depth Studies***

*The First Crusade, c.1070–1100* by Rachel Foster and Kath Goudie

*Aztecs and Spaniards, 1519–1535* by Richard Woff and Kate Jarvis

*Living under Nazi Rule, 1933–1945* by Richard Kennet



# HOW GCSE (9–1) HISTORY B (SCHOOLS HISTORY PROJECT) MIGHT WORK IN PRACTICE – SOME MODELS

*(It is important to note that the examples of specific historic sites given here are purely for illustration. Any centre choosing one of these sites, would need to assure itself that the study would meet the requirements set out in the specification).*

**Model A** – You might apply a model along these lines if you wish to study **a very diverse range of time, place and culture**. This is particularly evident in the selection of a prehistoric site, (History Around Us) and in the selection of the Mughal Empire, with its rich cultural history, (World Period Study).

Autumn Year 10	Spring Year 10	Summer Year 10	Autumn Year 11	Spring Year 11	Summer Year 11
The People's Health (British Thematic)	The Norman Conquest (British Depth)	Navan Fort, a prehistoric site in Co. Armagh (History Around Us)	The Mughal Empire (World Period)	Living under Nazi Rule (World Depth)	Revision

**Model B** – You might apply a model along these lines if you wish to **favour the study of earlier periods of history**, while still satisfying the requirements of the specification and national criteria. The focus on earlier periods is evident in the selection of a Roman/Anglo-Saxon site study and in the selection of Viking Expansion and the First Crusade as studies in wider world history.

Autumn Year 10	Spring Year 10	Summer Year 10	Autumn Year 11	Spring Year 11	Summer Year 11
Crime and Punishment (British Thematic)	Britain in Peace and War (British Depth)	Portus Adurni: A Roman / Anglo-Saxon castle (History Around Us)	Viking Expansion (World Period)	The First Crusade (World Depth)	Revision





**Model C** – You might apply a model along these lines if you wish, above all, to **retain a particular site study** that you have always valued. In this case, the site started as a medieval Hospitallers' preceptory and may offer some links with the study of the First Crusade but the main point is to study an intriguing local site in its own right.

Autumn Year 10	Spring Year 10	Summer Year 10	Autumn Year 11	Spring Year 11	Summer Year 11
The People's Health (British Thematic)	The Elizabethans (British Depth)	The Low Chibbern ruin, Northumbria (History Around Us)	The Making of America (World Period)	The First Crusade (World Depth)	Revision

**Model D** – You might apply a model along these lines to provide extra course coherence by following **“People on the move” as a thread that runs through the whole course**. Each study concerns this core idea in its own way. In some cases (eg the Normans and Spaniards) the people on the move are, or become, the dominant power. In other cases the people on the move are far from dominant (eg many migrants to Britain or many of those whose story is told within the site study of Liverpool's docks).

Autumn Year 10	Spring Year 10	Summer Year 10	Autumn Year 11	Spring Year 11	Summer Year 11
Migrants to Britain (British Thematic)	The Norman Conquest (British Depth)	Liverpool Docks (History Around Us)	The Making of America (World Period)	Aztecs and Spaniards (World Depth)	Revision

**Model E** – You might apply a model along these lines to provide extra course coherence by following **“Governments and minorities” as a thread that runs through the whole course**. Each study concerns this core idea in its own way. In some cases (eg the migrants to Britain and the Catholics studied in the Elizabethans and in the linked site study) the minority group is in a position of weakness or dependence. In other cases (eg the Mughal Empire) the minority group held power, while in Living under Nazi rule, a one-time minority group, the Nazis, exert their style of government over Germany and large parts of Europe.

Autumn Year 10	Spring Year 10	Summer Year 10	Autumn Year 11	Spring Year 11	Summer Year 11
Migrants to Britain (British Thematic)	The Elizabethans (British Depth)	Liverpool Docks (History Around Us)	The Making of America (World Period)	Living under Nazi Rule (World Depth)	Revision



**Model F** - This illustrates how this GCSE might blend with Key Stage 3 studies to form a three year GCSE course. The inclusion of this illustration should not be seen as a promotion of this approach but shows how it could be done.

Year	Autumn	Spring	Summer
9	A study of a theme that consolidates pupils' chronological knowledge from before 1066 (KS3) with a Thematic Study (GCSE)  This would take the study (eg migrants to Britain) back to Roman Times. The centre would have to ensure that students know exactly which parts are assessed in the GCSE examination.		A local history study (KS3) with History Around Us (GCSE)  The GCSE site criteria would have to be met.
10	British Depth Study (GCSE)	World Period Study (GCSE)	
11	World Depth Study (GCSE)	Course revision (GCSE elements)	



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#### OCR Resources: the small print

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