

# OPTIONS BOOKLET

June 2015

**GCSE  
REFORM**

**PROVISIONAL**



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

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PROVISIONAL

*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.*



# THE PEOPLE'S HEALTH, C.1250 TO PRESENT

Health is a fundamental aspect of human history and has an immediate connection with students' own lives. As a thematic study, it is guaranteed to create curiosity about people's experiences and attitudes in the past. The People's Health, c.1250 to present will help your students to make sense of contemporary debates about our environment, the way we respond to disease and the role of government in protecting our health.

Public health has always been an important element of SHP's study of medicine through time. Making it the sole focus for a thematic study will allow your students to dig deeper into this fascinating history and will help them to develop a richer understanding of the experiences and attitudes of people in the past. The People's Health, c.1250 to present also makes an excellent thematic study because it so readily allows students to trace changes and continuities over time, and to understand these in the context of the characteristic features of different periods.

## Some planning issues to consider

- To ensure clarity and coherence, the study has been organised around **three issues**: 1. The impact of living conditions on people's health. 2. The response to epidemics. 3. Attempts to improve public health. In each period, the first bullet point of the specification content focuses on the wider society; and the second, third and fourth bullet points focus on the three issues. This clarity will help your planning and will provide a clear focus for students' learning. It is important to focus on the wider society and changes as you begin teaching a new period. You should then devote equal teaching time to each of the three issues.
- The first bullet point in each section of the study is an **overview** which helps students to understand the characteristic features of a particular period and the major changes that occurred. This can be taught relatively quickly in just a couple of lessons. For example, to develop an understanding of the characteristic features of late medieval Britain, ask students to analyse a selection of images of medieval life. Challenge them to find surprising details in the images and to make inferences about the people's lives. Then ask students to speculate about how the characteristic features of medieval society might impact on people's health.
- Structuring The People's Health, c.1250 to present around **historical enquiries** will provide a clear focus for students' learning. You could target an enquiry question at a particular period: for example, 'Who cared about health in medieval Britain?' could make an excellent enquiry question for the medieval period. Alternatively, you could plan some shorter enquiries aimed at specific bullet points eg 'Why were

Britain's cities so unhealthy in the early nineteenth century?' Planning the thematic study around a range of engaging and rigorous enquiries will motivate your students and will provide a clear focus for their study.

• An important feature of GCSE (9–1) History B is the way in which the specification content is clear, but, at the same time, sufficiently broad to allow you to decide the focus for students' learning. Exam questions will reinforce this by rewarding students for any relevant and valid knowledge. This gives you the opportunity to **emphasize aspects, and use case studies, that you find particularly interesting**. For example, living conditions could include a focus on food, alcohol, air quality, or animals as well as on the more obvious aspects such as housing, water supply and waste. This flexibility also allows you to build in local case studies: for example, responses to plague or responses to cholera could be taught through fascinating case studies of particular towns.

- **Some bullet points of content are broader in scope than others, but they are intended to be comparable and you should give them roughly equal teaching time.** This is probably about two or three lessons depending on the teaching time allocated to you. For example, responses to plague in the period 1500–1750 could be taught using the following lesson sequence:

**Lesson 1, The impact of plague** – Grab students' interest with a story of the arrival of plague in London or Cambridge in 1665 then establish the bigger picture of the chronology of plague across the period 1500–1665.

**Lesson 2, What the authorities tried to do** – You could provide students with information about people's beliefs about what caused plague and ask them to speculate about what actions a town's leaders might have taken. Compare these with the plague orders issued by the Privy Council and the actions taken urban magistrates. The plenary discussion could focus on how effective the measures were likely to have been.

**Lesson 3, Popular reactions** – Explain to students that historians are interested in how far families and communities held together under the stresses caused by plague. You could give students examples of individual responses and ask them to place each one on the following continuum: Plague caused panic and divided people in towns/People helped the sick and towns remained stable. At the end of the three lessons you could ask students to compare responses to plague in the period 1500–1750 with responses to the Black Death: What had changed? What remained the same?



- Perhaps the most important learning outcome from The People's Health, c.1250 to present is for students to **see people from the past as sentient and intelligent, and as human beings** trying, as best as they could, to maintain healthy lives in the context of their own particular time. There is much exiting new scholarship that can help us with this: Carole Rawcliffe's work shows the wide range of actions taken by urban authorities to improve living conditions in late-medieval towns; Keith Wrightson's recent study of the 1636 plague in Newcastle sheds light on the ways in which a community coped during a time of crisis. Make sure that helping students to respect people in the past is at the front of your mind as you plan this thematic study.

#### Find out more

**Jamie Byrom and Michael Riley, *The People's Health, 1250 to present* (Hodder Education, 2016)**

This textbook will accompany this component of the specification. It will be published spring/summer 2016.

**Carole Rawcliffe, *Urban Bodies: Communal Health in Late Medieval English Towns and Cities* (Boydell and Brewer, 2013)**

Carole Rawcliffe's monograph provides a detailed and scholarly study of public health in English towns and cities in the period from 1250 to 1530. This book does cost £60, but you can find a useful Q and A with Carole Rawcliffe on the Boydell and Brewer website:

[http://www.boydellandbrewer.com/content/docs/QA\\_Urban\\_Bodies\\_C\\_Rawcliffe.pdf](http://www.boydellandbrewer.com/content/docs/QA_Urban_Bodies_C_Rawcliffe.pdf)

**Keith Wrightson, *Ralph Taylor's Summer: A Scrivener, his City and the Plague* (Yale University Press, 2011)**

This brilliant study of Newcastle-upon-Tyne during the plague of 1636 focuses on the ways in which people responded to, and coped with, the devastating threat to their families and community.

**Lee Jackson, *Dirty Old London: The Victorian Fight against Filth* (Yale University Press, 2014)**

You'll need a strong stomach and a poor sense of smell! In chapters such as 'Night Soil', 'The Great Unwashed' and 'The Veil of Soot' Lee Jackson explores the challenges of public health reform in Victorian London.

#### The Wellcome Institute website

This contains a range of resources to support the teaching of The People's Heath.

<http://wellcomecollection.org/explore>



# CRIME AND PUNISHMENT, C.1250 TO PRESENT

Crime and Punishment is a subject that fascinates GCSE History students. They are often shocked by what appears to be the brutality of life in the past, and surprised by the continuities in criminal behaviour and official responses to crime. The history of crime and punishment is a well-established and fascinating area of historical research. It makes an excellent thematic study for GCSE. Crime and Punishment, c.1250 to present will challenge your students to explore the complex patterns of crime and punishment over time. It will help them to make sense of contemporary debates about the nature and extent of crime, the quality of our police force and criminal justice system, and the role of prisons and other forms of punishment in Britain.

Crime and Punishment is an established development study in the current SHP specification. In the new specification the content has been ‘de-cluttered’ and realigned to give greater coherence to the study. The stronger focus on the changing patterns of everyday crime and punishment over time will allow your students to dig deeper into the experiences and attitudes of people in the past. It will help them to develop a clear understanding of changes and continuities in crime and punishment, and to discern how these relate to wider society in Britain.

## Some planning issues to consider

- To ensure clarity and coherence, the study has been organised around **three issues**: 1. The nature and extent of crime. 2. The enforcement of law and order. 3. The punishment of offenders. In each period, the first bullet point of the specification content focuses on the wider society; and the second, third and fourth bullet points focus on the three issues. This clarity will help your planning and will provide a clear focus for students’ learning. It is important to focus on the wider society and changes as you begin teaching a new period. You should then devote equal teaching time to each of the three issues.
- The first bullet point in each section of the study is an **overview** which helps students to understand the characteristic features of a particular period and the major changes that occurred. This can be taught relatively quickly in just a couple of lessons. For example, to develop an understanding of the characteristic features of Britain since 1900 you could show your students a selection of Pathe film clips illustrating technological, social and political changes in Britain. Ask students to find surprising details in the clips and to make inferences about the changes in Britain. You could then give students information cards about changes in Britain since 1900 and ask them to speculate about how the changes might impact on crime and punishment.

- Structuring Crime and Punishment, c.1250 to present around **historical enquiries** will provide a clear focus for students’ learning. You could target an enquiry questions at a particular period: for example, ‘Why were there such huge changes in crime and punishment, 1750–1900?’, could make an excellent enquiry question for the industrial period. Alternatively, you could plan some shorter enquiries aimed at specific bullet point eg ‘What made it difficult to enforce law and order in Medieval Britain?’ Planning the thematic study around a range of engaging and rigorous enquiries will motivate your students and will provide a clear focus for their study.

- An important feature of GCSE (9–1) History B is the way in which the specification content is clear, but, at the same time, sufficiently broad to allow you to decide the focus for students’ learning. Exam questions will reinforce this by rewarding students for any relevant and valid knowledge. This gives you the opportunity to **emphasize aspects, and use case studies, that you find particularly interesting**. For example, in the period since 1900 you may wish to give a particular focus to the response to juvenile crime when considering crimes and criminals. This flexibility also allows you to build in local case studies: for example, a local witchcraft trail could be the focus of witchcraft in the early modern period.

- Some bullet points of content are broader in scope than others, but they are intended to be comparable and you should give them roughly equal teaching time.** This is probably about two or three lessons depending on the teaching time allocated to you. For example, changes in punishment including transportation and prison reform could be taught using the following lesson sequence:

**Lesson 1, Changes in punishment** – Engage students with Hogarth’s *The Idle ‘Prentice Executed at Tyburn’* then focus on the decline in public punishments (stocks, pillory and whipping) and the move towards the abolition of public hanging in 1868.

**Lesson 2, Transportation** – You could hook students’ interest with the story of an individual person sentenced to transportation before explaining the background to transportation as a punishment. Students could then use a collection of images and written sources to find out about the voyage to Australia and the life in the penal colony.



**Lesson 3, Prison Reform** – This could be taught through a card sort/timeline activity in which students sequence the changes in prisons. Individual cards could focus on prison reformers, new laws, examples of new prison and new regimes such as ‘the separate system’ and ‘the silent system’. Using the information on the cards, students could produce a summary diagram explaining the reasons for the changes in prisons.

### Find out more

**Jamie Byrom and Michael Riley, *Crime and Punishment, 1250 to present* (Hodder Education, 2016)**

This textbook will accompany this component of the specification. It will be published spring/summer 2016.

**David Wilson, *Pain and Retribution: A Short History of British Prisons* (Reaktion, 2014)**

This book, written by a former prison governor, charts the development of prisons over time and provides a long view to inform contemporary debates.

**James A. Sharpe, *Crime in early Modern England* (Routledge 1998)**

Sharpe’s study remains the best introduction to the different aspects of crime in the early modern period.

### The Old Bailey Proceedings Online

This groundbreaking collection of all surviving editions of Old Bailey Proceedings from 1674 to 1913 provides a wealth of fascinating material about London crime and criminals.

<http://www.oldbaileyonline.org>

### The National Archives’ Crime and Punishment

This resource contains a range of fascinating case studies and sources to support the teaching of Crime and Punishment.

<http://www.nationalarchives.gov.uk/education/candp/default.htm>



# MIGRANTS TO BRITAIN, C.1250 TO PRESENT

Migrants to Britain, c.1250 to present is a brand new thematic study for the GCSE (9–1) History B specification which explores the fascinating history of migration to Britain over the centuries. The study contrasts the motives, experiences and impact of diverse groups of migrants, from the numerous foreigners who settled in England during the late middle ages to recent economic migrants, refugees and asylum seekers.

The theme of migration to Britain is an excellent lens through which students can develop their knowledge of the wider changes in Britain and the world. As a thematic study, it is guaranteed to create curiosity about people's experiences and attitudes in the past and to deepen students' understanding the long history of Britain as a diverse society. For some of your students, Migrants to Britain, c.1250 to present will provide a perfect opportunity to connect history to their own lives and experiences. The study will help all students to develop the knowledge they need to engage with contemporary debates about immigration in Britain.

## Some planning issues to consider

- To ensure clarity and coherence, the study has been organised around **three issues**: 1. The reasons why people migrated to Britain. 2. The experiences of migrants in Britain. 3. The impact of migrants on Britain. In each period, the first bullet point of the specification content focuses on the wider society; and the second, third and fourth bullet points focus on case studies of migrant communities through which the three issues can be explored. This clarity will help your planning and will provide a clear focus for students' learning. It is important to focus on the wider changes as you begin teaching a new period. You should then devote equal teaching time to each of the three case studies.
- The first bullet point in each section of the study is an **overview** which helps students to understand the characteristic features of a particular period and the major changes that occurred. This can be taught relatively quickly in just a couple of lessons. For example, to develop an understanding of industrialisation and the growth of empire you could ask students to analyse a collection of images and maps showing Britain and the wider world at different points during the period 1750–1900. Challenge your students to write two clear and organised summaries of industrialisation in Britain and the growth of the British Empire. Then ask them to speculate about how the changes might have impacted on migration to Britain.
- Structuring Migrants to Britain, c.1250 to present around **historical enquiries** will provide a clear focus for students' learning. You could target an enquiry questions at a particular period: for example, 'How can we uncover the

lives of medieval migrants?' would make a good enquiry question for the medieval period. While the assessment focus in the thematic study is not directly on the use of sources, the enquiry question would engage students with new research on medieval migrants and would be a good way in to each of the three issues. Alternatively, you could plan some shorter enquiries aimed at specific bullet points eg 'How should we write the history of Britain's commonwealth migrant?' Planning the thematic study around a range of engaging and rigorous enquiries will motivate your students and will provide a clear focus for their study.

- An important feature of the qualification is the way in which the specification content is clear, but, at the same time, sufficiently broad to allow you to decide the focus for students' learning. Exam questions will reinforce this by rewarding students for any relevant and valid knowledge. This gives you the opportunity to **emphasize aspects, and use case studies, that you find particularly interesting**. For example, The Huguenots and other Protestant refugees could include a study of a well-documented family such as the Minets - French Huguenots who established a successful insurance firm in Dover at the end of the seventeenth century. This flexibility also allows you to build in local case studies: for example, Jewish communities could be taught could be taught through a fascinating case study of the Bristol medieval Jewish community which has been the focus of recent academic research.
- Some bullet points of content are broader in scope than others, but they are intended to be comparable and you should give them roughly equal teaching time.** This is probably about two or three lessons depending on the teaching time allocated to you. For example, if you are focussing on the diversity of migrant communities within the broader enquiry 'How can we uncover the lives of England's medieval migrants?', you could teach this through the following two lessons:

**Lesson 1, Migrants and migrant communities** – Engage students with some individual medieval sources in which migrants appear, then use the England's Immigrants website to find out about the sources and the research strategies historians have used to find out about medieval migrants. As students to consider what the sources can reveal about where migrants to England came from, what jobs they did and where they settled in the fourteenth century. What inferences can students make about official and popular attitudes towards migrants in fourteenth-century England? How much can we uncover about the lives of migrants?



**Lesson 2, Case study of the Flemings** – Focus sources relating to the Flemings. What exactly can we discover about why the Flemings came to England, where they settled, what work they did and how they were received. What inferences can students make about official and popular attitudes towards the Flemings in fourteenth-century England? To what extent were the Flemings typical migrants?

- In contemporary Britain there are heated debates about immigration. Migrants to Britain, c.1250 to present places the issue in a proper historical context. Perhaps the most important learning outcome from this thematic study is for students to **understand the rich diversity of the migrant experience and the range of official and popular responses to migration in Britain**. As you plan the study, make sure you focus on individual experiences to in order to connect your students with the lives of migrants in the past, and force them to engage with the complexity of the past in terms of people's experiences and attitudes.

### England's Immigrants 1330-1550

<http://englandsimmigrants.com>

This remarkable new database reveals the diversity of late medieval migrant communities in England, and the ways in which migration featured in economic, cultural and political debates.

### Black Presence: Asian and Black History in Britain 1500-1850

<http://www.nationalarchives.gov.uk/pathways/blackhistory/>

This exhibition from The National Archive, in partnership with the Black and Asian Studies Association, provides an array of resources for your students.

### Find out more

**Martin Spafford and Dan Lyndon-Cohen, *Migrants to Britain, 1250 to present* (Hodder Education, 2016)**

This textbook will accompany this component of the specification. It will be published in spring/summer 2016.

**Robert Winder, *Bloody Foreigners: The Story of Immigration to Britain* (Abacus, 2005)**

Robert Winder's book brings together a range of scholarship and includes a plethora of fascinating case studies that will add depth to your thematic study.

**Michael Leventhal and Richard Goldstein, *Jews in Britain* (Shire Publications, 2013)**

This illustrated book provides an accessible introduction to the long and varied history of Britain's Jewish community.

**Peter Fryer, *Staying Power: the History of Black People in Britain* (Pluto Press, 2010)**

Peter Fryer's classic study reveals the impact of Black and Asian communities on Britain.



# THE NORMAN CONQUEST, 1065–1087

For years, we have been teaching about the events of 1066 to Year 7. The Norman Conquest, 1065–1087 provides an opportunity for students to build on their basic knowledge of the Norman Conquest by developing a deeper and more complex understanding of this crucial turning point in their national history. The overall narrative provides a clear and compelling structure that will ensure on-going engagement for your students. At the same time, this depth study focuses on particular narratives, situations and sources that students will find fascinating.

Few events in history are as rich in interpretation and debate as the Norman Conquest. The overarching interpretation for the study is the myth of ‘the Norman yoke’ and the extent to which this holds up in reality. Each of the five sections in the study focuses on an interpretive issue for students to argue about. The exam for this study will feature a range of written and visual interpretations for your students to analyse and interpret.

## Some planning issues to consider

- The five sections of the depth study provide **clear and coherent overall narrative**. The study begins in 1065, but you will obviously need to range further back in time in order to develop an understanding of the character of late Anglo-Saxon England. The second section focuses on the events of 1066 and the third section on resistance and response in the years between 1067 and 1071. Castles has been deliberately placed as the fourth section as the focus on the nature and purpose of Norman castles draws on the narrative to 1071 and introduces students to the issue of conquest and control which is the focus of the final section.
- The interpretive issue which has been identified for each section provides a clear focus for students’ learning. When planning your scheme of work, you can target **enquiry questions** at each section. For example, ‘How exactly did the Normans establish their rule in the years 1067–1071?’ would make a good enquiry question for the third section, while ‘Why do historians argue about Norman castles?’ would make an effective enquiry question for the fourth section. Alternatively, you may prefer to link some enquiry questions to specific bullet points. For example, ‘How dangerous were the first risings against Norman rule?’ would make a good enquiry question for the first bullet point in the section on resistance and response.
- As with all the studies in this qualification, the specification content and assessment structure allow you to **teach some things in more depth** and to **develop case studies**

which students will find particularly engaging. The Norman Conquest, 1065–1087 offers rich possibilities for studying local history by focussing, for example, on late Anglo-Saxon archaeological finds in your local area, on local extracts from Domesday Book or on a local motte and bailey castle.

- In the exam for the British depth study students will be required to analyse, evaluate and make substantiated judgements about **historical interpretations**. It is therefore important to include a wide range of written and visual interpretations in your plans for the Norman Conquest. These should range across academic, educational, popular and fictional interpretations. You could ask students to compare the extracts of writing from contemporary historians on the same issue, challenge them to analyse an extract from Sir Frank Stenton’s 1943 book on Anglo-Saxon England, get them to explain how a contemporary illustrator has depicted a motte and bailey castle as a menacing symbol of military occupation or ask them to analyse the text and images in the L. Du Garde Peach’s 1956 Ladybird book on William the Conqueror. The British depth study should reinforce students’ understanding that history is ‘up for grabs’.
- Some bullet points of content are broader in scope than others, but they are intended to be comparable and you should give them roughly equal teaching time.** This is probably about two or three lessons depending on the teaching time allocated to you. For example, if you are focussing on the bullet point Pre-conquest fortifications and the first Norman castles within the overall enquiry Why do historians argue about Norman castles?, you could teach this in two lessons:

**Lesson 1, The very first Norman castles** – Set up the enquiry with two arguing historians: Professor Smashem who argues that castles were an essential part of the Normans’ ruthless military takeover, and Dr Impressem who argues that most castles did not have a serious military function but were built mainly to show that the Normans were in charge. Students could then focus on the first examples of Norman castles: Pevensey, Hastings and Dover. What would each historian say about these very first Norman castles?

**Lesson 2, Royal castles, 1067–1071** – students could research one of the royal castles eg London, Exeter, Nottingham, Warwick, York, Lincoln and report their findings to the class. What would Professor Smashem and Dr Impressem say about these castles?



**Find out more****Michael Fordham, *The Norman Conquest, 1065–1087*  
(Hodder Education, 2016)**

This textbook will accompany this component of the specification. It will be published in spring/summer 2016.

**Marc Morris, *The Norman Conquest* (Windmill Books, 2013)**

This is an engaging and vivid narrative account of the Norman Conquest. Marc Morris provides a wealth of 'knowledge nuggets' to share with your GCSE students.

**Marjorie Chibnall, *The Debate on the Norman Conquest*  
(Manchester University Press, 1999)**

This is probably the most comprehensive account of the historiography of the Norman Conquest, outlining changes in interpretations from medieval commentators to twentieth-century debates.

**Peter Rex, *The English Resistance: The Underground War Against the Normans* (Amberley, 2004)**

Peter Rex emphasises the importance of English resistance in the years 1067–1071. He provides a detailed account of these turbulent years when the future of Norman England was far from certain.

**Sally Harvey, *Domesday: Book of Judgement* (Oxford University Press, 2014)**

This detailed and scholarly study of Domesday Book reveals exactly how the Normans used Domesday Book to consolidate their power in England.



# THE ELIZABETHANS, 1580–1603

Late-Elizabethan England provides an excellent focus for the British depth study. The myth and reality behind the power of the Queen, the threat of invasion, the shadow world of spies and torture chambers, the intriguing lives and beliefs of ordinary Elizabethans and the narratives of ‘New World’ adventure make this a fascinating study in depth for GCSE students.

The myth and reality of late Elizabethan England is the starting point for this depth study. The period between 1580 and 1603 has often been portrayed as a ‘golden age’ when the Virgin Queen saved England from invasion and reigned over an extraordinary cultural flowering and overseas expansion. Much of this myth has been undermined by recent historical scholarship. Discerning the ways in which the period has been interpreted as a ‘golden age’, and the reasons why this interpretation has been challenged, should be the recurring theme of this study. Each of the five sections is defined by an issue which is open to different interpretations. The study provides lots for your students to argue about and an opportunity to introduce them to a wide range of fascinating history books, films, illustrations, stories and popular accounts.

## Some planning issues to consider

- The five sections of The Elizabethans provide a **varied and balanced depth study of late-Elizabethan England**. The specification provides the opportunity to study aspects of social, cultural and economic history, as well as religious and political themes. The first two sections focus on politics and religion, the third and fourth sections turn to social and cultural issues and the final section explores England’s connections with the wider world. You may prefer to teach the sections in a different order. For example, you could begin with the third section on daily lives if you think that this would be a more appropriate start for your students.
- The interpretive issue which has been identified for each section provides a clear focus for students’ learning. When planning your scheme of work, you can target **enquiry questions** on each section. For example, ‘How dangerous was the Catholic threat?’ would make a good enquiry question for the second section, while ‘Harmless fun? Why did popular culture matter so much to the Elizabethans?’ would make an effective enquiry question for the fourth section. Alternatively, you can devise enquiry questions which relate to specific bullet points. For example, ‘Daily lives: How divided were the Elizabethans?’ would make a good enquiry question for the first bullet point in the section on daily lives.
- As with all the studies in this qualification, the specification content and assessment structure allow you to **teach some things in more depth** and to **develop case studies** which

students will find particularly engaging. The Elizabethans, 1580–1603 offers rich possibilities for studying local history by focussing, for example, on a witchcraft case from your local area, on local sources that shed light on family life or on a local Elizabethan house.

- In the exam for the British depth study students will be required to analyse, evaluate and make substantiated judgements about **historical interpretations**. It is therefore important to include a wide range of written and visual interpretations in your plans for The Elizabethans. These should range across academic, educational, popular and fictional interpretations. Students could compare film interpretations of Elizabeth I using clips from Elizabeth R (1971) and Elizabeth: the Golden Age (2007). To help students understand how interpretations are shaped by the particular period in which they are created, you could ask students to read extracts from A.L. Rowse’s The England of Elizabeth and challenge them to think about the 1950s context in which the book was written.

- **Some bullet points of content are broader in scope than others, but they are intended to be comparable and you should give them roughly equal teaching time.** This is probably about two or three lessons depending on the teaching time allocated to you. For example, the enquiry ‘Daily lives: How divided were the Elizabethans?’ could be taught in three lessons:

**Lesson 1, Sir Henry Unton** – Create curiosity by using the wonderful 1597 portrait of Sir Henry Unton. Challenge students to find fascinating details in the portrait and to make inferences about the lives of different Elizabethan people. Students could then research the daily lives of a particular social group: gentry, merchants, yeomen, craftsmen, labourers, the poor. All groups could have the same research focus eg housing, clothes, possessions, food, entertainment, education and whether the group was doing well or badly.

**Lesson 2, Doing well?** – Students present their findings using PowerPoint. You could focus the plenary discussion on which groups are doing well, and which badly, leading to an understanding of the impact of inflation on different social groups.

**Lesson 3, People in their place** – Use a whole class role-play to teach about the strict social hierarchy of Elizabethan England (eg clothes, church seating, expected deference) then share some examples which suggest that the ‘common people’ did not always behave themselves!) To conclude the enquiry you could ask students to compare two contrasting accounts of Elizabethan society. This would be good preparation for Question 2 in the exam.



**Find out more**

**Jamie Byrom and Michael Riley, *The Elizabethans, 1580-1603***  
**(Hodder Education, 2016)**

This textbook will accompany this component of the specification. It will be published spring/summer 2016.

**Susan Doran, *Queen Elizabeth I* (British Library, 2003)**

Susan Doran's short and authoritative biography of Elizabeth I portrays her as a powerful and charismatic leader who was very much her own woman. This is a very different interpretation of the queen from those produced by Christopher Haigh and Patrick Collinson in the 1980s.

**Michael Dobson and Nicola Watson, *England's Elizabeth: An Afterlife of Fame and Fantasy* (Oxford University Press, 2002)**

This book examines the many afterlives Elizabeth I in drama, poetry, fiction, painting, propaganda, and cinema over the four centuries since her death.

**Stephen Alford, *The Watchers: A Secret History of the Reign of Elizabeth I* (Penguin, 2013)**

Stephen Alford has written a fascinating study of the plots against Elizabeth I and the secret state that sought to protect the Queen.

**Ian Mortimer, *The Time Traveller's Guide to Elizabethan England* (Vintage, 2013)**

This detailed and entertaining guide will provide lots of 'knowledge nuggets' to drop into your lessons.



# BRITAIN IN PEACE AND WAR, 1900-1918

This depth study provides an opportunity for your students to explore a fascinating time in British history. The period before the First World War has sometimes been portrayed as a 'golden age' when Britain was a contented and stable country, confidently ruling a quarter of the world's population. This myth can easily be undermined by historical scholarship. Discerning the ways in which the period has been interpreted as a 'golden age', and the reasons why this interpretation has been challenged, should be the focus for the first four parts of this study. In the fifth section, attention switches to Britain during the First World War. Each of the five sections is defined by an issue which is open to different interpretations. Britain in Peace and war, 1900-1918 provides much for your students to debate, and an opportunity to introduce them to a wide range of fascinating history books, films, TV series, illustrations, stories and popular accounts.

## Some planning issues to consider

- The five sections of Britain in Peace and War, 1900-1918 provide a **varied and balanced depth study of Britain in the first part of the twentieth century**. The specification provides the opportunity to study aspects of social, cultural and economic history, as well as political and imperial themes. The first four sections each cover the period from 1900 to the beginning of the First World War while the final section focuses directly on the Home Front during the war years. It is advisable to begin with the first section on Wealth as the first bullet point in this section introduces students to Britain's power and wealth in 1900. The second, third and fourth sections could be taught in any order.
- The interpretive issue which has been identified for each section provides a clear focus for students' learning. When planning your scheme of work, you can target **enquiry questions** at each section. For example, 'Who benefitted from Britain's wealth?' would make a good enquiry question for the first section, while 'Why did it take so long for women to get the vote?' would make an effective enquiry question for the third section. Alternatively, you may prefer to link some enquiry questions to specific bullet points. For example, 'How can we best summarise people's attitudes towards the British Empire?' would make a good enquiry question for the first bullet point in the section on Empire.
- As with all the studies in this qualification, the specification content and assessment structure allow you to **teach some things in more depth** and to **develop case studies** which students will find particularly engaging. Britain in Peace and War, 1900-1918 offers rich possibilities for studying local history by focussing, for example, on Edwardian society in your own locality, on the activities of local suffragettes or on people's responses to the demands of First World War in your local area.

- In the exam for the British depth study, students will be required to analyse, evaluate and make substantiated judgements about **historical interpretations**. It is therefore important to include a wide range of written and visual interpretations in your plans for Britain in Peace and War. These should range across academic, educational, popular and fictional interpretations. Students could analyse the ground-breaking work of Jill Liddington on working-class suffragettes. They could study the representation of Edwardian society in popular TV series such as *Downton Abbey* or *Upstairs Downstairs*. In order to develop students' understanding of the context in which interpretations are produced you could, for example, ask them to analyse the artists' depictions of the British Empire found in children's books of the 1950s and 1960s.

- Some bullet points of content are broader in scope than others, but they are intended to be comparable and you should give them roughly equal teaching time.** This is probably about two or three lessons depending on the teaching time allocated to you. For example, if you are focussing on the bullet point Rowntree's investigation into the nature of poverty as part of the overall enquiry Who benefitted from Britain's wealth?, you could teach this in two lessons:

**Lesson 1, Rowntree's survey** – Hook students' interest with a selection of Rowntree's sweets and chocolates. Give students some background to the survey using photographs of Rowntree and Edwardian York. Explain the meticulous methods used by Rowntree and his investigators. Students can then analyse some of the findings from Rowntree's survey relating to the housing conditions of different families. What do these reveal about the nature and extent of poverty in York in 1900?

**Lesson 2, The shock of Rowntree's finding** – Analyse extracts from Rowntree's survey relating to hunger and the poverty line. Ask students to think about what made the findings so shocking. You could then use an extract from Andrew Marr's TV series or from his book *The Making of Modern Britain* (pp. 20-21) in which he writes about the impact of Rowntree's survey. Ask students to comment on the effectiveness of Marr's writing. This would be good preparation for Question 1 in the exam.



**Find out more**

**Chris Culpin, *Britain in Peace and War, 1900-1918* (Hodder Education, 2016).**

This textbook will accompany this component of the specification. It will be published in spring/summer 2016.

**Paul Thompson, *The Remaking of British Society* (Routledge, 1992)**

In this classic oral history of the Edwardians, Paul Thompson explores the dynamics of change in British society.

**Jill Liddington, *Rebel Girls: How votes for women changed Edwardian lives* (Virago, 2006)**

This groundbreaking book examines the experiences and impact of working class suffragettes from the north of England. It makes an excellent case study for the section on women.

**Britain 1906-1918: Contrast, Contradiction and Change**

<http://www.nationalarchives.gov.uk/education/britain1906to1918/>

This student resource from the National Archives contains six galleries of information and sources covering the lives of British people in the years before and during the First World War.

**Jeremy Paxman, *Great Britain's Great War* (Viking, 2014)**

Jeremy Paxman's study of life in Britain during the First World War combines individual stories with the bigger picture. It contains a wealth of material to explore people's responses to the demands of the war.



# THE SITE STUDY

Britain is a country rich in the remains of the past and our historic environment is one of the most diverse in the world. It is one of SHP's achievements that generations of 14–16 year olds have escaped from their classrooms, put on their boots (or at least trainers!) and have engaged with this fascinating history around them. GCSE (9–1) History B builds on this tradition by making the site study an important part of the GCSE course and by offering completely free choice of the site to be studied.

Unravelling an historic site by exploring its physical remains and by delving into documents which bring the site to life is an enjoyable way to study history. Engaging with the historic environment extends students' historical thinking and provides a tangible connection with people's lives in the past. The site study should fire your students' curiosity about history and should stimulate discussion about the past, present and future of the historic environment.

## Some planning issues to consider

- The qualification provides **maximum flexibility in choosing your site**. You may wish to link the site study to another element of the course eg an Elizabethan house linked to The Elizabethans, a city's public health facilities linked to The People's Health or the site of Fatehpur Sikri linked to The Mughal Empire. Alternatively, you may prefer to choose a site which creates more diversity in your GCSE course, and which opens up a new area of study for your students eg a prehistoric site, a Roman site, a medieval castle, an industrial site or a site linked to the Second World War.
- You may feel that the study of a well-known site situated at a distance from your school is an attractive choice for your study of the historic environment. It is perfectly possible to select an iconic national site or a site overseas. There is no requirement that students visit the site - a virtual tour, combined with the study of associated sources, could make an interesting and worthwhile site study. However, **most localities have interesting sites that could be the focus for a motivating study**. A local site study provides the opportunity for students to engage with their own local history and will strengthen the connection between the study of history and their own lives.

- **It is vital that the site you choose meets each of the criteria list on page 25 of the specification.** This list seems quite long, but most sites will readily fulfil these criteria. When planning your site study, there is no need to mechanically focus students' learning on each criterion in the list. An engaging sequence of initial classroom-based tasks, followed by a fieldwork at the site and in-depth work on additional sources, will ensure that students' learning is engaging and purposeful. Remember that the assessment focus is on AO3 – the use of historical sources. The physical remains of the site, the additional sources and the learning activities you create, should provide students with a rich seam of evidence in relation to the criteria.
- **Historical enquiry is the approach that is needed to engage students with the site.** Planning the study around one overarching enquiry, or a number of smaller enquiries, will ensure that students develop an understanding of the fourteen aspects through a motivating sequence of research. An adaptation of one of the following enquiry questions might provide an engaging sequence of learning for your study: 'Why should Hebden Bridge become a world heritage site?'; 'What lies behind the remains of Glastonbury Abbey?'; 'What can the story of Killerton House reveal?'; 'What traces remain of Norwich's history?'; 'How should we remember Cromford Mill?'; 'What makes the Ashton Court so special?'; 'What's the history of the Caledonian Road?'
- **The site study offers a range of possibilities for challenging your students to research and communicate in a 'real' context.** For example: students could produce a series of interpretations panels or an audio-guide to introduce a site and explain individual features; they could write scripts for guides taking visitors on a tour of the site; students could produce a website homepage and additional pages to inform potential visitors about the site. In each of these scenarios students could draw on additional sources as well as on the physical remains of the site. Providing a 'real' context will develop students' understanding of different forms of communication used by the heritage sector and will increase their motivation.



**Find out more****Francis Pryor, *The Making of the British Landscape* (Penguin, 2011)**

This accessible and interesting study of the long history Britain's built heritage provides the historical context for hundreds of potential site studies. It should open your mind to a range of possibilities.

**Heritage Explorer**

<http://www.heritage-explorer.co.uk/web/he/default.aspx>

This Historic England website provides a range of online teaching and learning resources based on the Historic England archive.

**The National Trust**

<http://www.nationaltrust.org.uk>

The National Trust's website will allow you to search for sites in your locality, and to find material to support your site study.

**Your local record office, local studies library or local history society**

Many will have published or pre-selected documents relating to particular sites in your locality, and will be able to offer expertise.



# THE VIKING EXPANSION, C.750-C.1050

For many years, the Vikings have formed part of the primary school history curriculum. Viking Expansion, c.750-c.1050 provides an opportunity for GCSE students to build on this foundation and to develop a deeper knowledge and more complex understanding of Viking culture and achievements. The overall narrative provides a clear structure that follows Viking expansion to the east and to the west and takes in a fascinating diversity of activity and variety of setting that will intrigue students.

The longer time span and wider scope of this period study means that students will understand the inadequacy of stereotypical views of 'The Vikings'. It also allows them to investigate Viking interaction with a range of cultures and environments, from their contact with the Arabs of the east to native peoples of north eastern America in the west. While there is no direct assessment of working with sources or interpretations in the period study, a study of Viking expansion also offers the opportunity for students to develop their understanding of the evidential value of archaeology, artefacts and oral history, given the limited range of written sources from the period.

## Some planning issues to consider

- The five sections of this period study provide a **helpful structure that gives coherence to the narrative of Viking expansion** into different parts of the world. The initial section on Viking life and culture in Scandinavia supports much of what follows by helping students to understand Viking motivation for expansion and any similarities and differences between Scandinavian and other cultures. The next section studies Viking movements to the east. Starting with a study of the Viking expansion in the less familiar settings of Russia, the Arab world and the Byzantine Empire reflects the fact that these journeys were under way before Viking raids on the west began. It also helps to establish at an early stage the variety and complexity of Viking achievements and to dismiss any pre-existing narrow or stereotypical views. The narrative in final three sections then concentrates on developments in the west.
- As with all other depth and period studies in this qualification, each bullet in the specification should receive broadly the same teaching time as any other, probably about 2-3 lessons depending on teaching time allocated to you. This means that you will **teach some bullets in depth and some in outline**.

The bullet on The nature and causes of Viking raids in the West, 793-850, for example, must range more freely across time and locations and so will be studied in less depth than Svein Forkbeard and his invasion of England. Examination questions will reflect this principle and therefore might ask for a detailed response on Svein Forkbeard's invasion but would not ask for a similar treatment of the attack on Lindisfarne in 793.

- Structuring Viking Expansion, c.750 to c.1050 around **historical enquiries** will provide a clear focus for students' learning. You could target an enquiry question at a particular section or deal with each bullet point as a shorter enquiry in its own right. In practice it will probably be more effective to use the latter approach sparingly as it can fragment the coherence that the sections can provide. In the section called Settlers, for example, it would be possible to tackle each bullet in turn by asking 'What was the impact of Viking settlement in the British Isles and France c.850-1000?' then 'What mattered to the Vikings of Jorvik, 866-954?' and finally 'What can tell us most about Viking settlement across the north Atlantic c.800-c.1000?' These three discrete questions could, however, be tackled effectively under one overarching enquiry that asks 'How far is there a distinctive pattern to Viking the settlement of Britain, France and the north Atlantic c.800-c.1000?' Whichever approach is adopted, the outcomes must equip students to tackle the substantive content set out in the specification and prepare them for the assessment approaches of the examination.
- For period studies, there are four **types of question in the examination**, each designed to test different aspects of the discipline of history. Successful responses to Question 1 require specific but undeveloped knowledge of significant details. Question 2 tests the students' ability to summarise historical events or situations with clarity and appropriate structure. Question 3 directly assesses understanding of historical concepts at work in the context of the particular study. Question 4 or 5 requires students to grasp the implications of a given viewpoint, to weigh its merits by drawing on their own knowledge and understanding and to use these to justify their own historical judgment. In order to help your students with each of these approaches you will need to ensure that they regularly tackle similar assessment approaches in ways that are naturally integrated within the enquiries. You could, on occasions, tackle any single bullet point from the specification as follows:



**Stage 1** – Tell students to create small fact cards at intervals based on what they have just learned. They could use these firstly to test each other along the lines of a Question 1 task.

**Stage 2** – Then, after a bit more work and with a few more cards you could set a Question 2 style task where they must select relevant cards and use them to support their written summary of the topic that you give them.

**Stage 3** – After doing more work and with even more cards available, you can then set a Question 3 task that requires them to use selected cards to write an explanation.

**Stage 4** – After they have studied the full bullet point and have a range of cards that covers all the major points within it, you could set a Question 4/5 task, requiring them to reach a judgment of their own, once again supporting their analysis and argument with carefully selected cards.

NB - This approach could equally be applied to Thematic studies where the examination assessment matches that in the World Period studies.

#### Find out more

**Chris Culpin, *Viking Expansion, c.750-c.1050* (Hodder Education, 2016).**

This textbook will accompany this component of the specification. It will be published in spring/summer 2017.

**Richard Hall, *Exploring the World of the Vikings* (Thames and Hudson, 2012)**

This is a richly detailed and authoritative account of the Vikings, from their origins to the later Middle Ages.

**Gwyn Jones, *A History of the Vikings* (Oxford University Press, 2001 edition)**

A comprehensive and highly praised study that is often seen as the classic authority on the Vikings since its first publication in 1984.

**Philip Parker, *The Northmen's Fury* (Jonathan Cape, 2014)**

A lively analysis of Viking achievements, taking in recent archaeological and DNA evidence.

**Gareth Williams et al, ed., *Vikings, Life and Legend* (The British Museum, 2014)**

This book accompanied the 2014 exhibition on the Vikings and reproduces many of its exhibits and uses them to provide a clear and scholarly account of Viking achievements.

#### **Melvyn Bragg et al, *The Volga Vikings* (BBC Podcast, 2010)**

This podcast, from the BBC 'In our Time' series, provides a sustained focus on the Vikings' journeys, trade and settlement in the east, an aspect of the Viking expansion that may not receive detailed attention in some texts.



# THE MUGHAL EMPIRE, 1526-1707

The World period study of The Mughal Empire, 1526-1707 offers a brand new defined area of content within GCSE history. It meets all the required criteria for a period study through its fascinating extended narrative of Mughal territorial expansion and through the range and depth of developments bound up in that story. Beyond this, it also offers some highly distinctive features, particularly through the prominence of the first six Mughal emperors and their unusually rich connection with art and architecture, a dimension often unexplored in historical study at GCSE. While there is no direct assessment of working with sources or interpretations in the period study, this study offers the opportunity for students to develop their understanding of the evidential value of painting and architecture as they try to understand the values and achievements of the Mughals.

The central focus of this period study is firmly on Mughal society in its own right and how the rulers tried to control, sustain and extend their complex and diverse empire. Having said this, in constructing your full GCSE course, you could link this study with others to explore the changing relationship between Britain and India. Some centres may wish to study The Elizabethans as their British depth study alongside The Mughal Empire, 1526-1707 as their World period study. This would allow comparisons to be drawn between Queen Elizabeth I and Emperor Akbar whose reigns virtually coincided and who faced similar issues notably in questions of religion. The growing involvement and influence of the East India Company would be an important element in the final bullet point of the study, reviewing the condition of the Mughal Empire in 1707. Alternatively, the British depth study on Britain in Peace and War, 1900-1918 involves learning about the British rule in India at that time and would allow students to see how Britain eventually took over from the Mughals as the ruling power. If you were also to study Migrants to Britain, the story of British decolonisation and the arrival of Commonwealth migrants from the sub-continent could trace Britain's relationship with India up to the present day.

## Some planning issues to consider

- The five sections of this period study provide a **helpful structure that gives coherence to the narrative of the rise of the Mughal Empire**. As the specification makes clear, there are three consistent themes running throughout: the extension of territory; the rule of the emperors and its impact on their people; and the personalities and enthusiasms of the emperors especially in religion, the arts and architecture. Each of these is kept alive in the three bullets within each section, even in the first section where the memoirs of Babur (the Baburnama) are likely to be useful when studying the nature of northern India and its people at the time when his armies first took control. The following four sections are organised in the

specification around the four emperors who ruled from 1556 to 1707. It is important not to let attention rest entirely with the emperors. The theme of the impact of their rule on their people needs to be picked up when bullets refer to administration or the economy or the condition of the empire.

- As with all other depth and period studies in this qualification, **each bullet in the specification should receive broadly the same teaching time** as any other, probably about 2-3 lessons depending on teaching time allocated to you. This means that you will teach some bullets in depth and some in outline. In this particular period study the balance between the bullets is fairly even although those that concern the extension of territory are often the ones that take in a wide range of places and a longer period of time.
- Structuring The Mughal Empire, 1526-1707 around **historical enquiries** will provide a clear focus for students' learning. It makes sense to devise separate overarching enquiry questions for each of the sections in the specification, especially as most concern the discrete reign of just one emperor. This will help students to feel the story unfold reign by reign and to be clear about the personalities and contributions of each emperor in turn. The first section does involve the study of more than one ruler but this can be given a unity of focus by an enquiry question such as 'Why and how did the Mughals try to take control over northern India, 1526 to 1556?' This question would accommodate the three different bullets by analysing Babur's motives and methods as he first invaded, then surveying the "prize" and what it offered the Mughals before investigating the rule of Humayun and how the Mughals could not take supremacy for granted as they nearly lost their lands in India within a generation. This should help to make the nature of Mughal rule and conquest easier to understand in each reign that follows.
- It is important that the historical enquiries work in their own right and that the activities that students undertake are well aligned with the demands of the question and the nature of the historical issues at the heart of the challenge. Sometimes you will also want to give students experience in the precise style of questioning used for period studies in the examination for this qualification, but this is not always the case. The following sequence of lessons would **develop appropriate historical knowledge and understanding** without exactly reproducing examination style assessments. The sequence would support learning about the final bullet in the second section, about Akbar, within an enquiry that asks why he has become known as "Akbar the Great".



**Lesson 1, Understanding the situation** – Engage students with the Mughal miniature that shows Akbar in discussion with members of different faiths, including Jesuit priests. Use this as the basis for an overview of the many, diverse religious groups and sub-groups across his empire and the relationships between them. Outline Akbar's reputation as a ruler of remarkable tolerance for his time. Explain that the next two lessons will allow students to examine the evidence for this and require them to decide where on a continuum of tolerance they would place him and to decide what were the factors that shaped his religious policies.

**Lesson 2, Weighing the evidence** – Taking either a chronological structure or considering different religious groups in turn, students must consider events from Akbar's reign relating to religious policies. They plot these on a "Living Graph" according to when the event occurred and how tolerant the policy appears to be by the standards of the day. At the end of the lesson, each pair or group indicates where on a continuum line of tolerance they would place Akbar. Differences of opinion should be briefly debated before individuals write up their own conclusion for homework.

**Lesson 3, Analysing the reasons** – The final lesson in this sequence asks why Akbar followed the religious policies that he did. Students consider different factors such as Akbar's personality, influences on his early life, and the demands of an expanding empire and decide which of these best explains the nature of his religious policies.

#### Find out more

**Jamie Byrom and Michael Riley, *The Mughal Empire, 1526–1707***  
(Hodder Education, 2016)

This textbook will accompany this component of the specification. It will be published in spring/summer 2017.

**Abraham Eraly, *The Mughal Throne – The Saga of India's Great Emperors*** (Weidenfeld and Nicolson, 2003)

The emperors and the court take centre stage in this lively account that follows the same chronological approach as the specification.

**Abraham Eraly, *The Mughal World – India's tainted paradise***  
(Weidenfeld and Nicolson, 2007)

This study complements the one above by considering the wider social and cultural life of Mughal India.

**Malini Roy and JP Losty, *Mughal India – Art, Culture and Empire***  
(British Library, 2012)

This guide to the 2012 exhibition at the British Library is full of fine images and detailed insights.



# THE MAKING OF AMERICA, 1789–1900

For many years, a study of the American West has been part of SHP GCSE history courses. While some elements of that unit have been retained here, this period study takes in a longer sweep of history and takes in a broader view of America's development as a nation. The overall narrative provides a clear structure that tracks important changes from the inauguration of the first President in 1789 to the start of the twentieth century when the USA was set to become the world's greatest power.

The focus for study is how and why American territory expanded during these years and the relationship between this expansion and the cultures of indigenous Americans, African Americans and white Americans. The study provides a rich setting for developing understanding of diversity both between and within these broad groups. As the specification makes clear, there is no requirement to learn about political events other than ones that relate directly to the identified issues.

## Some planning issues to consider

- The five sections of this period study provide a **helpful structure that gives coherence to the narrative** of America's territorial expansion and the shaping of national identity. The initial section sets the scene and establishes the dynamic by considering the first fifty years when Americans moved westward into the lands that had been closed to them before they gained independence. While no examination questions will be set on events before 1789, it will be important that students understand what those constraints had been and why there would be a desire to exploit the nation's new freedom to expand. The second section continues the story to the eve of the Civil War. The chronological flow is halted at that point as the next two sections run in parallel with each other, taking in those aspects of the Civil War that shaped the experience of African Americans and the changing life on the Plains. The final section takes stock on the last quarter of the nineteenth century and explores what sort of nation America was becoming by 1900.
- As with all other depth and period studies in this qualification, each bullet in the specification should receive broadly the same teaching time as any other, probably about 2–3 lessons depending on teaching time allocated to you. This means that you will **teach some bullets in depth and some in outline**. The bullet on The cause of the trouble: divisions over slavery and its place in the growing nation, for example, will take in an overview of the southern states' involvement in and dependence on African American slavery, and may involve tracing the roots of this from a time well before the dates given in the specification. This

bullet will therefore be studied in less depth than the one that follows it where the focus is on the experiences of one group over a much shorter period of just four years ie The African American experience of the Civil War, 1861–1865.

- Structuring The Making of America, 1789–1900 around **historical enquiries** will provide a clear focus for students' learning. When planning your scheme of work, you can target an enquiry question at each section. For example, 'What were the causes and consequences of westward expansion 1839–1860?' would make a good enquiry question for the second section, while 'How much had the Civil War changed America by 1877?' would make an effective enquiry question for the third section. Alternatively, you may prefer to link some enquiry questions to specific bullet points. For example, 'Why did the Plains Indians lose the wars of 1861–1876?' would make a good enquiry question for the final bullet point in the fourth section.
- Teaching and learning activities will sometimes closely reflect patterns of questioning used in the examination but need not always do so. For example, when tackling the bullet point The California Gold Rush of 1848–1849 and its impact, including migration, you could teach this in two lessons as follows:

**Lesson 1, The forty-niners** – After an initial presentation on what started the 1848 California gold rush, tell students that a film is to be set in a gold mining town towards the end of 1849 when the gold rush has already reached its peak. The director is keen that the film should convey a sense of the diversity of those who joined the rush and the wide variety of occupations involved. The students must invent 'character cards' of people who should appear in the film even if only briefly. Their characters must be based on historical research and should reflect the places from which real people came and occupations they followed both before and while they were in the mining town.

**Lesson 2, Impact** – Having gathered a wide array of characters in lesson 1, the students must now write brief summaries on the back of the character cards of the impact that the California gold rush had a) on the life of the character and b) on the wider and longer term nature of the American West. Once again these impact summaries must be based on research. You might wish to tie these two lessons to an examination style task by asking students to write two clear and organised summaries for homework. One would be on the diversity of the forty-niners and the other would be on the impact of the gold rush.



**Find out more**

Alex Ford, *The Making of America, 1789-1900* (Hodder Education, 2016)

This textbook will accompany this component of the specification.  
It will be published in spring/summer 2017.

**Alistair Cooke, Alistair Cooke's America** (Weidenfeld & Nicolson, 2002)

C.P. Hill, *A history of the United States* (Edward Arnold, 1974)

Although they are both now quite old books, these two titles offer excellent overview introductions to the growth of the USA in the period.

**George Tindall and David Shi, *America: a narrative history* (9th Ed) (WW Norton & Company, Inc., 2013).**

This offers a more in-depth narrative of American history Tindall and Shi's 'America: A narrative history' offers a very comprehensive overview

#### **Ken Burns'America' website**

This is rich in visual and film resources and contains links to a wide range of useful and interesting documentaries.

<http://www.pbs.org/kenburns/>



# THE FIRST CRUSADE, C.1070-C.1100

The First Crusade makes an excellent setting for the World depth study. It develops knowledge and understanding of three different societies and their diverse and distinctive outlooks: these are the Latin and Greek Christian worlds and the world of Islam. It also has a strong central narrative and features several powerful personalities, which makes the complexities of the Crusade accessible for GCSE students. Depth studies at GCSE must explore the interplay of different aspects of a historical situation. In this case the students will be fascinated by the intriguing and often, to modern eyes, alarming, blend of political, military, economic, religious and cultural forces that combined to shape the events of the First Crusade. Added to all this, they will encounter a range of contemporary sources from different viewpoints as well as lively debates involving different interpretations of the crusade.

## **Some planning issues to consider**

- The five sections of this depth study provide a **clear and coherent overall narrative** that should provide a structure for teaching. It starts by investigating the three contrasting situations and world views of Latin Christendom, the Byzantine Empire and the Islamic world c.1070. This opening analysis can be used to set up the moment when the Byzantine emperor Alexios called on Pope Urban II for help against the Muslims of Asia Minor. From this point the narrative follows the crusade from its inception to the establishment in 1100 of a kingdom of Jerusalem. The sequence of teaching the bullet points could be varied in the first section, but from that point it is hard to see how it would help students to move away from the order used in the specification, with its strong narrative thread.
  - Throughout the study, alongside the analysis of the substantive historical situations and the forces that shaped them, attention is given to issues of **evidential knowledge and understanding and to later interpretations** as the examination of the depth study involves all four assessment objectives. This implies that understanding how we know about these events and how historians can arrive at different conclusions about them should be a strong feature of the study. These could be given a sustained and explicit focus in some enquiry questions (see below) or might be embedded within enquiries that engage with specific second order concepts such as causation, similarity and difference or historical significance.
  - While the specification content for The First Crusade, c.1070-1100 provides a strong narrative coherence, it is still helpful to **devise overarching questions that divide the study into manageable enquiries** and give a strong ask, for example, 'Why were the crusaders able to emerge victorious from the crisis at Antioch?' This would take in all the bullets in the section called Antioch, and would allow close study of sources written at or very near to the time of the siege as well as accounts from the later Middle Ages and from historians who have disagreed about the reasons for the crusaders' success.
  - As with all other depth and period studies in this qualification, each bullet in the specification should receive broadly the same teaching time as any other, probably about 2-3 lessons depending on teaching time allocated to you. This means that you will teach **some things in depth and some in outline**. In The First Crusade, c.1070-1100 this contrast is most clear when you note how the first bullet of the first section requires a survey of the Islamic world c.1070-1095 while the final bullet in the fourth section is devoted to the events of a single month at Antioch. You could ask students why this might be the case and enter into a discussion about historical significance and how historians make judgments on such matters.
  - However you choose to structure the teaching, the outcomes must equip students to tackle the substantive content set out in the specification and prepare them for **the assessment approaches of the examination**. In the final section, for example, the main enquiry could ask students how far they agree with an assertion that Muslim weakness rather than crusader strength explains the creation of the kingdom of Jerusalem. Within this, you could tackle the middle bullet by the following sequence of lessons that mirrors the first two types of question used in the examination of World depth studies.

focus for learning. There may be occasions when it will help to give a single bullet point its own enquiry question, if it seems unnatural to incorporate it within an enquiry that takes in a whole section. This may be the case in the section called Responses where the People's Crusade may best be dealt with in its own right. You could tackle the first two bullets of that section by asking 'What best explains the mass response to the call to Crusade?' and then go on to ask 'What does the People's Crusade reveal about the challenges of crusading?' This would resolve a potential difficulty caused by the fact that the first two bullets are anchored in western Europe while the third takes in events across Europe and in Asia Minor. It would also allow you to treat the People's Crusade as a case study in what to look out for in the main crusade that followed in its wake. On most occasions, however, a single enquiry question will serve well for each section of the depth study. You could ask, for example, 'Why were the crusaders able to emerge victorious from the crisis at Antioch?' This would take in all the bullets in the section called Antioch, and would allow close study of sources written at or very near to the time of the siege as well as accounts from the later Middle Ages and from historians who have disagreed about the reasons for the crusaders' success.

- As with all other depth and period studies in this qualification, each bullet in the specification should receive broadly the same teaching time as any other, probably about 2-3 lessons depending on teaching time allocated to you. This means that you will teach **some things in depth** and **other things in outline**. The First Specification 1676-1682, 1683-1684.

**and some in outline.** In the First Crusade, c.1070-1100 this contrast is most clear when you note how the first bullet of the first section requires a survey of the Islamic world c.1070-1095 while the final bullet in the fourth section is devoted to the events of a single month at Antioch. You could ask students why this might be the case and enter into a discussion about historical significance and how historians make judgments on such matters.

- However you choose to structure the teaching, the outcomes must equip students to tackle the substantive content set out in the specification and prepare them for **the assessment approaches of the examination**. In the final section, for example, the main enquiry could ask students how far they agree with an assertion that Muslim weakness rather than crusader strength explains the creation of the kingdom of Jerusalem. Within this, you could tackle the middle bullet by the following sequence of lessons that mirrors the first two types of question used in the examination of World depth studies



**Lesson 1, Single source analysis** – This would involve giving small groups of students a single contemporary source about the capture of Jerusalem, each group having a different source from the others. They must decide what their given source can tell them about the crusaders' capture of the city in 1099.

**Lesson 2, Source collection analysis** – Then re-mix the groups so that different students act as 'experts' on their own source and share their findings with others. How far do the sources corroborate each other? How useful is the collection of sources that the wider group now has for explaining why the crusaders succeeded?

**Lesson 3, Interpretations analysis** – Finally, show all the groups one or two historian's interpretations of the taking of Jerusalem and ask them to identify whether there are any signs that the historians are drawing on, dismissing or even ignoring the evidence they have already looked at. Ask how all this bears on their main enquiry about crusader strengths and Muslim weaknesses. It is important, of course, that you also ensure that each student ends up with a coherent set of notes about these events from which they can revise more generally for the examination.

#### Find out more

**Rachel Foster and Kath Goudie, *The First Crusade, c.1070-c.1100* (Hodder Education, 2016)**

This textbook will accompany this component of the specification. It will be published in spring/summer 2017.

**Steven Runciman, *A History of the Crusades, Volume 1 – The First Crusade and the Foundation of the Kingdom of Jerusalem* (Penguin, 1991)**

This provides a 'classic' overview while also serving as a useful contrast to some more recent scholarship.

**Thomas Asbridge, *The First Crusade*, (The Free Press / Simon and Schuster, 2005)**

This provides an example of more recent, contrasting scholarship from the European perspective. Asbridge has also completed a BBC documentary series whose first episode is on the First Crusade.

**Peter Frankopan, *The First Crusade: the Call from the East* (Bodley Head, 2011)**

This book provides the latest scholarship from the Byzantine perspective that is often underplayed in other accounts.

**Paul M Cobb, *The Race for Paradise: an Islamic History of the Crusades* (Oxford University Press, 2014)**

The Islamic perspective on the First Crusade is given due emphasis in the first chapters of this recent work.



# AZTECS AND SPANIARDS, 1519–1535

The story of the last years of the Aztec Empire and its conquest by the Conquistadors of Spain makes a dramatic and powerful setting for a world depth study. It develops knowledge and understanding of two very different peoples and their distinctive outlooks, the Aztecs and the Spaniards. It also has a strong central narrative and features several powerful personalities, which makes the study more accessible for GCSE students. Depth studies at GCSE must explore the interplay of different aspects of a historical situation. In this case the students will be fascinated by the intriguing and often, to modern eyes, alarming, blend of political, military, economic, religious and cultural forces that combined to shape the Aztec Empire and its defeat by the Spanish. Added to all this, they will encounter a range of contemporary sources from different viewpoints as well as lively debates involving different interpretations of the events of these years.

## Some planning issues to consider

- The five sections of this depth study provide a **clear and coherent overall narrative** that should provide a structure for teaching. It starts with a survey of the Aztec empire under its ruler Moctezuma. While it will help students to focus on his part in the empire, it is important to use this section to establish the range and wealth of Aztec-ruled lands before using the study of Tenochtitlan to make clear the enormous scale and grandeur of the capital city. This naturally leads to the second section, which considers how this diverse empire was controlled and the importance of Aztec warfare and religion. The next two sections follow the Spaniards from their arrival in central America to their capture of Tenochtitlan. The final section considers the nature of early Spanish rule of the old Aztec empire.
- Throughout the study, alongside the analysis of the substantive historical situations and the forces that shaped them, attention is given to issues of **evidential knowledge and understanding and to later interpretations** as the examination of the depth study involves all four assessment objectives. This implies that understanding how we know about these events and how historians can arrive at different conclusions about them should be a strong feature of the study. These could be given a sustained and explicit focus in some enquiry questions (see below) or might be embedded within enquiries that engage with specific second order concepts such as causation, similarity and difference or historical significance.
- While the specification content for Aztecs and Spaniards, 1519–1535 provides a strong narrative coherence, it is still helpful to **devise overarching questions that divide the study into manageable enquiries** and give a strong focus for learning.

For example, ‘How did the Aztecs control their empire?’ would make a simple but thoroughly appropriate enquiry question for the second section, while ‘A man with a plan: how fair is this description of Cortes between February and early November 1519?’ would allow a sustained study of Cortes’ motives and how far they shifted with events in the months leading to his arrival in Tenochtitlan. There may be occasions when it will help to give a single bullet point its own enquiry question. For example, ‘How did Cortes strip Moctezuma of his power?’ would make a suitable question for exploring the first bullet in section four, covering the period between the conquistadors’ arrival in Tenochtitlan and the outbreak of hostilities.

- As with all other depth and period studies in this qualification, each bullet in the specification should receive broadly the same teaching time as any other, probably about 2–3 lessons depending on teaching time allocated to you. This means that you will teach **some things in depth and some in outline**. In Aztecs and Spaniards, 1519–1535 this contrast is most clear when we see how the middle bullet in the fourth section has a focus on the events of just a few days in Tenochtitlan while the first bullet of the final section takes in a survey of a whole system of rule imposed by the Spanish on their newly acquired lands in Mexico.
- However you choose to structure the teaching, the outcomes must equip students to tackle the substantive content set out in the specification and prepare them for **the assessment approaches of the examination**. A central feature of the world depth study is that it assesses the students’ ability to use both contemporary sources and later interpretations and the relationship between these. This could become the focus for the first section using an enquiry such as ‘How can historians make any sense of Moctezuma and his Aztec empire?’ Within this, the first bullet could be taught as follows:

**Lesson 1, The challenge** – Create intrigue by showing students a montage or rolling presentation of visual sources and artefacts from Aztec culture. These should include the delightful (eg shields made with fabulous feathers), the alarming (eg skull racks) and the puzzling (eg pictograms). Ask what a historian might need to do to make any sense of these. From this discussion, set up the main enquiry question shown above. Explain that the whole enquiry will involve them testing assertions that historians might make. Each one must be weighed against the evidence and, if necessary, amended.



**Lesson 2, The magnificent emperor** – Ask students to survey a range of sources about Moctezuma. These should include Spanish oil paintings and Aztec pictographs as well as written descriptions from eye witnesses and general contextual sources about Aztec nobility. Use these to test the assertion that Moctezuma was “A magnificent emperor”. The lesson could end by agreeing a short list of adjectives that the class would be prepared to apply to the emperor on the basis of the evidence they have considered so far.

**Lesson 3, The mighty empire** – This time the assertion that the class must test is that Moctezuma ruled over a ‘mighty empire’. Provide a range of sources (including maps drawn up by historians but making clear the evidence base for these) and invite students once again to accept or modify the assertion on the basis of the evidence. Provide them with a historian’s summary of Moctezuma and his empire and ask them to annotate it with challenges, questions and examples of supporting evidence, based on what they have done so far. Tell them that they will learn more as the study proceeds and that their current interpretation of the empire may change as they encounter new evidence, just as it does with professional historians.

### Find out more

**Richard Woff and Kate Jarvis, *Aztecs and Spaniards, 1519–1535* (Hodder Education, 2016)**

This textbook will accompany this component of the specification. It will be published in spring/summer 2017.

**Richard F Townsend, *The Aztecs, third edition*. (Thames and Hudson, 2010)**

This blends a lively narrative of the encounter between the Aztecs and the Spanish with careful analysis of the nature of the Aztec Empire.

**Colin McEwan and Leonardo López Luján, *Moctezuma: Aztec Ruler* (British Museum Press, 2009)**

This provides a neatly structured overview of the situation on the accession of Moctezuma and of the period 1502 to 1519. Alongside its focus on Moctezuma as an individual it is very strong on the way material culture supports investigation of Aztec culture and history. It has excellent maps and images.

**Frances Berdan, ed., *Aztec imperial strategies*. (Dumbarton Oaks, 1996)**

This book is an invaluable resource for section 2 in particular, covering Aztec expansion and consolidation of power, economic strategy, the role of the elites and frontier policies.

**Ross Hassig, *Mexico and the Spanish Conquest*, (University of Oklahoma, second edition 2006)**

This book is especially useful for sections 3 and 4. It covers the Spanish background to the conquest and charts their arrival in Mexico and their journey to Tenochtitlan. It places particular emphasis on the indigenous people’s point of view.

**James Lockhart, *The Nahuas after the Conquest: A Social and Cultural History of the Indians of Central Mexico, Sixteenth through Eighteenth Centuries*, (Stanford, 1992)**

This is an excellent resource for section 5.



# LIVING UNDER NAZI RULE, 1933–1945

The study of Nazi Germany has figured prominently in GCSE history over the years. It combines a dark and compelling narrative with enormously important insights into human nature and society. This world depth study adds to those strengths by extending the narrative beyond the borders of Germany to consider the wider impact of Nazi rule in parts of occupied Europe. Depth studies at GCSE must explore the interplay of different aspects of a historical situation. In this case the students will be gripped and challenged by the blend of political, economic, social, racial and cultural forces that combined to shape the Third Reich and the diverse experiences of those who lived under Nazi rule. They will also encounter a range of contemporary sources from different viewpoints as well as lively debates involving different interpretations of the events of these years.

## Some planning issues to consider

- The five sections of this depth study provide a **clear and coherent overall narrative** that should provide a structure for teaching. It starts in January 1933 with the elevation of Hitler and the Nazi Party to a position of power and traces the steps by which they went on to establish a dictatorship. The next two sections run in parallel. The first considers how the government sought to keep control and how any opposition managed to survive under such a strict regime, while the second looks more directly at the experiences of different groups living under Nazi rule in Germany. The fourth section analyses the effects of the war in Germany and the final section explores the experience of living in Nazi occupied Europe. Alongside a study of the Holocaust, this section also considers the different responses to Nazi rule of resisters, collaborators and bystanders.
- Throughout the study, alongside the analysis of the substantive historical situations and the forces that shaped them, attention is given to issues of **evidential knowledge and understanding** and to **later interpretations** as the examination assessment of the depth study involves all four assessment objectives. This implies that understanding how we know about these events and how historians can arrive at different conclusions about them should be a strong feature of the study. These could be given a sustained and explicit focus in some enquiry questions (see below) or might be embedded within enquiries that engage with specific second order concepts such as causation, similarity and difference or historical significance.
- While the specification content for Living under Nazi Rule, 1933–1945 provides a strong narrative coherence, it is still helpful to **devise overarching questions that divide the study into manageable enquiries** and give a strong focus for learning. For example, ‘How did the Nazis establish their dictatorship?’ would make a simple but thoroughly appropriate enquiry question for the opening section, while ‘Daring to differ: How did the Nazis try to eliminate all opposition?’ would directly tackle the first two bullets of the second section and set up the third bullet as an evaluation of how much opposition was sustained in the face of these measures. There may be occasions when it will help to give a single bullet point its own enquiry question. For example, ‘How vulnerable was Hitler to resistance from German people?’ might be a suitable question for considering the middle bullet of the fourth section, Growing opposition from the German people including from elements within the army.
- As with all other depth and period studies in this qualification, each bullet in the specification should receive broadly the same teaching time as any other, probably about 2–3 lessons depending on teaching time allocated to you. This means that you will teach **some things in depth and some in outline**. In Living under Nazi Rule, 1933–1945, some bullets such as the first one in section one or the focus on the lives of young people in the middle bullet of section three, have a relatively restricted range. Others such as the first bullet of the final section that requires a study of the contrasting nature of Nazi rule in eastern and western Europe are far more open. Even where such an overview is required, though, you will want to use very specific case studies so that the experiences of people are made real rather than abstract.
- However you choose to structure the teaching, the outcomes must equip students to tackle the substantive content set out in the specification and prepare them for **the assessment approaches of the examination**. A central feature of the world depth study is that it assesses the students’ ability to use contemporary sources. The first question in the world depth study examination uses the stem “What can (source) tell us about (issue)?” This assesses students’ ability to draw valid conclusions from sources through direct comprehension and by inference. You might wish to introduce an activity at an early stage to prepare students for this approach. Within an opening enquiry on ‘How did the Nazis establish their dictatorship?’, for example, you could tackle the opening bullet in two lessons as follows:



**Lesson 1, Leaders** – Show the famous photograph of Hitler with his fellow Nazi leaders taken in January 1933, shortly before he became Chancellor. Ask students to speculate about what's on their minds. They will probably use their knowledge of what happened since the photograph was taken to make all sorts of suggestions. Use this to give a gentle warning about historians and hindsight. Tell them that their first challenge is to look at other sources about these Nazi leaders and to work out what the sources can and cannot tell us about them. Provide several sources by or about key people in the picture and table for each one. In the table, provide them with several specific conclusions supposedly based on the source. Next to each students must indicate whether the given conclusion CAN or CANNOT be securely based on the source and to explain their reasoning. At the foot of the table they must write two more conclusions from the source that their fellow students will have to consider in the same way.

**Lesson 2, Followers** – Repeat the activity above, but this time with sources by and about Nazi Party members and supporters. By the end of the two activities a strong picture should emerge of what the party and its members stood for and what the leadership intended to achieve. If you want to introduce students to the style of questioning used in the second examination question on world depth studies, you could nominate particular issues such as Hitler's authority or the power of propaganda and invite the students to select the three sources that they think would be most useful for helping a historian interested in that topic.

#### Find out more

**Richard Kennet, *Living under Nazi Rule, 1933–1945* (Hodder Education, 2016)**

This textbook will accompany this component of the specification. It will be published in spring/summer 2017.

**Richard J Evans, *The Third Reich in Power, 1933 to 1939* (Penguin, 2005)**

This is the second in Evans' trilogy of Nazi history books. It is rich in detail and thoroughly explores all that is needed for the first three sections.

**Neil Macgregor, *Memories of a nation* (Allen Lane, 2014)**

The relevant sections of this book by the director of the British Museum are particularly effective in considering the choices the German people made and the hardships they faced 1933 to 1945.

**Roger Moorhouse, *Berlin at war: life and death in Hitler's capital* (Bodley Head, 2010)**

This highly detailed study of Berlin between 1939 and 1945 would provide a highly effective way in to studying the changing impact of the war on the German people.

**Caroline Moorhead, *Village of Secrets* (Chatto and Windus, 2014)**

Moorhead's book focuses on the village of Le Chambon-sur-Lignon and reveals the nature of French resistance and collaboration under Nazi occupation.





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